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UNDERGRADUATE CATALOG

This Catalog provides detailed information for current and prospective students about traditional undergraduate programs at Penn as well as important academic policies and resources for undergraduate students. It also provides information about courses at all levels of study.

This Catalog is intended to provide general information about the University of Pennsylvania and is accurate as of May 2020. The University reserves the right to change, modify, or correct any information contained herein without prior notice, at any time.

Feedback? Email catalog@lists.upenn.edu

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• Sociology: Population and Immigration, BA (p. 142)
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U
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V
• Visual Studies: Architecture Practice and Technology, BA (p. 145)
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School of Arts & Sciences

In the tradition of its eighteenth-century founders, the College of Arts and Sciences (https://www.college.upenn.edu/) regards the enduring purpose of education as the liberation of the mind from ignorance, superstition, and prejudice. From its central position in an international research university, the College invites students to explore the broad spectrum of human knowledge and takes pride in its capacity to respond to the particular intellectual needs of those who join it. The College thrives on the diversity of scholars and students whose interests it sustains and whose intellectual goals it unites.

Study of the arts and sciences provides a solid basis for advanced scientific and scholarly research, for subsequent training in the professions, and for the informed exercise of the rights and responsibilities of citizenship. The College’s goal is to help students to become knowledgeable about the world and the complexities of today’s society, aware of moral, ethical, and social issues, prepared to exercise intellectual leadership, and enlivened by the use of their mind.

The College is committed to offering a broad education that will lay a durable foundation for critical and creative thinking. We believe that students should explore fundamental approaches to the acquisition and interpretation of knowledge through introduction to substantive bodies of current thought in the natural sciences, social sciences, and humanities. Equally important, they should learn to understand and evaluate the sources and methods from which this knowledge derives. In this way they can be led to appreciate the contingency of all knowledge and to participate in the ongoing excitement of intellectual discovery that is at the heart of the College.

We challenge our students to develop the skills of analysis and communication that will enable them to perceive pattern in complexity, render reasoned judgments, make wise choices under conditions of uncertainty, and join with others in the pursuit of common endeavors. They should, for example, be able to write and speak effectively and to use another people’s language as one means of access to the diversity of contemporary and historical culture.

A student’s emerging interests and talents find expression through an organized program of study in a major field. In the specialized context of the major, students investigate the traditions and contemporary status of an established branch of knowledge. The structured study of a discipline complements the general exploration of our intellectual heritage to provide the balance of educational breadth and depth to which the College is committed.

There is no single or easy path to the benefits of liberal education. A program of study must be shaped as a student grows. But the special strengths of the University of Pennsylvania—its combination of academic and professional excellence, its diverse and interdisciplinary tradition, its active community of scholars at all levels of experience—provide a setting in which the College can dedicate itself to nurturing honest, eager, and critical minds. The College welcomes those who seek to understand, appreciate, and contribute to the achievements of the human intellect.

The College of Arts and Sciences (https://www.college.upenn.edu/) is the full-time undergraduate division of the School of Arts and Sciences (SAS), which offers the Bachelor of Arts (B.A.) degree. Other divisions include:

- The Graduate School of Arts and Sciences which offers the advanced degrees of Master of Arts (M.A.), Master of Science (M.S.) and Doctor of Philosophy (Ph.D.);
- The College of Liberal and Professional Studies (LPS) is the home of lifelong learning at the University of Pennsylvania. It offers high school, undergraduate, post-baccalaureate, graduate, summer and online studies as well as customizable professional training with courses that span across disciplines. LPS also administers the Summer Sessions.

The twenty-seven departments in SAS represent the core disciplines of the liberal arts. They individually offer thirty-two major programs. In addition, through interdepartmental collaborations, the SAS faculty offer a number of interdisciplinary majors. Around SAS are grouped the various specialized professional schools, all of them drawing extensively on the intellectual resources provided by SAS. Two of these schools, the Annenberg School for Communication and the School of Design, offer undergraduate majors for College students through special collaborative relationships with SAS.

The College aims to provide its undergraduates with a broad general education that will lay the groundwork for critical and creative thinking in all fields. Ideally the graduate of the College will be well informed about the world and confident in today’s complex technological society. He or she will be willing and able to make critical judgments and to exercise intellectual leadership. The B.A. degree thus provides a solid basis for specialized scientific and scholarly research, for education for the professions, and for the informed exercise of the rights and responsibilities of citizenship.

The University of Pennsylvania is particularly well placed to provide its students with an education that links the theoretical and the practical. Within the College and the other schools is an extraordinary range of programs. The College alone offers over fifty different major programs. The College does its best to make all of the University’s resources accessible to its students, giving them wide latitude in planning their programs of study and in deciding on their areas of specialization.

In 1739, the noted evangelist George Whitefield preached to thousands of Philadelphians. His sermons were so impressive that, one year later, a ‘House of Public Worship’ and ‘Charity School’ were established at Fourth and Arch Streets for the religious education of young men. Whitefield supported the idea of forming a ‘Negro School,’ but it was never implemented due to lack of support. The ‘Charity School’ was not officially opened until 1749, when Benjamin Franklin and twenty-one leading citizens of Philadelphia founded an ‘Academy.’ By 1755, the academy had come to be known as the ‘College, Academy and Charitable School of Philadelphia in Pennsylvania.’ The first commencement took place on May 17, 1757, and graduated a class of seven.

Alumni of the College of Philadelphia were instrumental in the development of the nation and played vital roles in the American Revolution. Twenty-one members of the Continental Congress were graduates of the College; nine signers of the Declaration of Independence were either trustees or alumni; and eleven signers of the Constitution were associated with the College. In 1779, Pennsylvania’s state legislature decided that the College was a hotbed of loyalty and tried to abrogate its charter. The provost and trustees of the College refused to be unseated. This forced the legislature to transfer the assets and property to a new board of trustees of a ‘University of the State of Pennsylvania.’ After a ten-year legal battle, the College was allowed to reopen its doors in its old buildings. Meanwhile, the University continued down the block on Fifth and Chestnut Streets. This situation continued until 1791, when the two merged to form what we now know as the University of Pennsylvania, the first university in the United States.
During Benjamin Franklin's forty years on the board of trustees, his idea of combining practical and traditional education guided the curriculum of the University. Thanks to Franklin, Penn went beyond the traditional classical education and diversified into the sciences, mathematics, history, logic and philosophy. Franklin indicated his philosophy of education when, in establishing the University, he said, 'As to their Studies, it would be well if they could be taught every Thing that is useful . . . Regard being held to the several Professions for which they are intended.' This emphasis on the practical aspects of education distinguished the University of Pennsylvania from other colleges and universities of the era. The tradition has continued. For example, the first medical school (1765), the first law classes (1850) and the first business school (1881) in America were founded here.

The University arrived at its present location by twice moving west. In 1802, it moved from Fourth and Arch Streets into a mansion on Ninth and Chestnut Streets built for, but never occupied by, the President of the United States. It moved again in 1872 to a ten-acre spot of land located across the Schuylkill River that was purchased for $80,000. That plot of land was in a section called Blockley Township, a semi-rural area known mostly for its alms house and the Hamilton Grange, a farm.

The Pennsylvania courts ruled in 1877 that the University should provide scholarships to young men and 'instruction to female students so far as may be convenient and practicable in the University building.' Therefore, in 1878, the Towne Scientific School and the Music Department responded by admitting nine women into their programs. In 1879 George Whitefield's dream of a 'Negro School' was realized when Penn admitted one black student to the College, one to the Dental School and one to the Medical School. The Law School was the first major division of the University to admit women to its courses as degree candidates. The College of Liberal Arts for Women was established in 1933 to provide women with a liberal arts education instead of one designed specifically for teachers. The College for Women merged with the College of Arts and Sciences in 1974, thus forming our modern-day School of Arts and Sciences, which includes the Graduate School, the College of Liberal and Professional Studies and the College of Arts and Sciences.

The College is the largest of the undergraduate schools, enrolling 6,000 of the University's 10,000 undergraduates, and it teaches all of Penn's undergraduates. The study of the arts and sciences provides students with critical perspectives on their world and with the fundamental intellectual skills necessary for engaging it. As Franklin recognized, professional education relies on the sustenance provided by the arts and sciences and could not exist without them. The School of Arts and Sciences remains the heart and the soul of the modern University.

The fundamental purpose of the University as an academic community is the pursuit of knowledge. Essential to the success of this educational mission is a commitment to the principles of academic integrity. Academic work represents not only what we have learned about a subject but also how we have learned it. Values and beliefs about academic integrity have been adopted by scholars so that others may trace our honorable footsteps, verify what we have learned, and build upon our work. Every member of the University community is responsible for upholding the highest standards of honesty at all times.

As members of the University community, students are also responsible for adhering to the principles and spirit of the Code of Academic Integrity (p. 1965). Penn believes strongly in the importance of academic integrity. Students who violate its precepts are subject to punishment through the judicial system. Ignorance of the rules is no excuse. If a student is unsure whether his or her action(s) constitute a violation of the Code of Academic Integrity, it is that student's responsibility to consult with the instructor to clarify any ambiguity.

Curriculum

The Purpose of the Curriculum

A curriculum is often identified with a set of degree requirements: "What do I have to do to receive my degree?" But degree requirements are not themselves sufficient to define appropriate educational goals. One might fulfill all of the College's degree requirements and yet fail to get a good education. It would also be possible to acquire a good education but neglect to fulfill the degree requirements. Now, we certainly do want you to fulfill all of the degree requirements, and we will work with you to see that this happens. But you are not here fundamentally for the purpose of completing degree requirements. If you think of your education solely in those terms, the result will be dull and unsatisfying.

'Curriculum' comes from the Latin for 'course,' in the sense in which one might speak of the course of a journey. The term denotes a means rather than an end, but it suggests better than 'degree requirements' what it is to become educated. It denotes a movement from a starting point to a destination, a movement that proceeds along some path. You are not left to your own devices to figure out how to get from here to there. But neither is the path straight and narrow. You will have many choices to make as you negotiate the course of your education, but they will be informed by the experience of the faculty, who in the curriculum offer their considered advice for your educational journey.

The College's curriculum draws you toward two distinctive goals: toward general education across the wide range of the arts and sciences and toward specialized education in a major. A commitment to holding these two—general and specialized education—together has been the genius of American higher education since the early part of the last century. We continue to believe that these two elements constitute an education best suited to enabling intelligent individuals to live humane, productive and fulfilling lives in the 21st century.

The College of Arts and Sciences curriculum (https://www.college.upenn.edu/curriculum/) provides you with an academic framework for becoming an educated and successful citizen of the 21st century. Its flexible structure is designed to inspire curiosity and frame opportunities while drawing you toward two distinct goals: general education across the wide range of the arts and sciences and specialized education in a major. With help from academic advisors, you will select from a variety of courses to fulfill each element of the curriculum. You may also choose to expand your academic experience beyond the classroom through options like research or study abroad.

The elements of the College Curriculum are:

- The General Education Curriculum (p. 23)
- The Major (p. 26)
- Free Electives (p. 26)

Visit the College website (https://www.college.upenn.edu/curriculum-policy/) for policies governing the College Curriculum.

General Education Curriculum

The College's General Education Curriculum for its part has two broad objectives. It seeks to develop in you some general skills or approaches
to knowledge and to engage you in the intellectual work of the disciplines in a variety of fields across the arts and sciences.

In following this curriculum, you will be guided by two kinds of degree requirements corresponding to these two objectives. One deals with foundational approaches, the other with specific disciplines and fields of knowledge. Within any given course, these two—an approach and a field of study—are integral to one another. An approach is learned by practice in relation to a field of knowledge: your ability to use a foreign language is developed through learning about the culture in which the language is rooted; understanding a work of art is acquired by learning how to write about it—that is, by learning how to use words to describe, compare, question and argue about works of art and the contexts in which they were created and are appreciated; you learn how to analyze quantitative data by thinking about what data mean for our knowledge of natural or social phenomena we observe. Some courses, however, give priority to developing skills and approaches, while others give priority to the field under investigation.

The General Education component of the Curriculum is comprised of two elements. Foundational Approaches (p. 24) develop key intellectual capabilities demanded in a variety of disciplines, while Sectors of Knowledge (p. 25) allow you to tailor your own education in the arts and sciences while gaining valuable knowledge across a broad range of disciplines.

Visit the College website (https://www.college.upenn.edu/curriculum/) for more information on the College curriculum.

Foundational Approaches

Writing

Writing is the primary medium through which the quality of a student’s intellectual work will be judged. The ability to express oneself clearly and persuasively in writing is fundamental for success across all academic disciplines, and throughout one’s personal and professional life.

For these reasons, writing plays a central role within the College curriculum. Students must take a writing seminar to fulfill the College’s Writing Requirement. It is recommended that students take this course during their first year of study. Students are also encouraged to continue development of their writing skills by participating in Penn’s writing programs.

Foreign Language

Competence in a foreign language is essential for an educated person. Participation in the global community is predicated on the ability to understand and appreciate cultural difference, and nothing brings this more sharply into focus than the experience of learning a foreign language. The foreign language not only affords unique access to a different culture and its ways of life and thought; it also increases awareness of one’s own language and culture. For this reason, College students are required to attain a certain degree of competency.

While students often opt to satisfy the Language Requirement by continuing to study the language that they have already begun in high school or earlier, the wealth of languages that the University offers is such that many students decide to explore a new culture and area of our globe by beginning a foreign language that they have never studied before. French, Spanish, and a few other languages are taught at the pre-collegiate level, but students are less likely to have been exposed to Arabic, Hindi or Japanese—let alone Uzbek or Hausa—and each of these languages is a mode of access to a fascinating culture and history.

Quantitative Data Analysis

In contemporary society, citizenship, work and personal decision-making all require sophisticated thinking about quantitative evidence.

Students in the College must complete a course that uses mathematical or statistical analysis of quantitative data as an important method for understanding another subject. Through such study, students learn to think critically about quantitative data and the inferences that can be drawn from these data. They also gain experience with the use of quantitative analysis to interpret empirical data and to test hypotheses.

Courses in calculus and computer science do not fulfill the requirement because these courses do not require students to analyze actual data sets with the goal of evaluating hypotheses or interpreting results. To count toward the Quantitative Data Analysis Requirement, a course must include such data analysis.

Formal Reasoning and Analysis

In contrast to Quantitative Data Analysis courses, which deal with inductive reasoning, courses designated for this requirement focus on deductive reasoning and the formal structure of human thought, including its linguistic, logical and mathematical constituents. These courses emphasize mathematical and logical thinking and reasoning about formal structures and their application to the investigation of real-world phenomena. In addition to courses in mathematics, this requirement includes courses in computer science, formal linguistics, symbolic logic and decision theory.

Cross Cultural Analysis

In our increasingly interconnected world, the Cross-Cultural Analysis Requirement aims to increase students’ knowledge and understanding of socio-cultural systems outside the United States.

College students are required to take at least one course to develop their ability to understand and interpret the cultures of peoples with histories different from their own. The focus may be on the past or the present and it should expose students to distinctive sets of values, attitudes and methods of organizing experience that may not be obtained from American cultures. This exposure to the internal dynamic of another society should lead students to understand the values and practices that define their own cultural framework.

Cultural Diversity in the U.S.

The Cultural Diversity in the U.S. Requirement complements the Cross-Cultural Analysis Requirement and aims to develop students’ knowledge of the history, dynamic cultural systems and heterogeneous populations that make up the national culture of the United States.

College students are required to take at least one course to develop the skills necessary for understanding the population and culture of the United States as it becomes increasingly diverse. Through historical inquiry, the study of cultural expressions and the analysis of social data, students will develop their ability to examine issues of diversity with a focus on race, ethnicity, gender, sexuality, class and religion. The goal is to equip graduates with the ability to become perceptive and engaged members of society.
Sectors

The sectors are intended to ensure breadth of education across the sectors or fields of knowledge, along with interdisciplinary explorations that link several fields of knowledge.

I. Society

This sector focuses on the structure and norms of contemporary human society, including their psychological and cultural dimensions.

Courses in this sector use many analytical techniques that have been developed to study contemporary society, with its complex relations between individuals and larger forms of mass participation. Some Society courses are largely devoted to the analysis of aggregate forms of human behavior (encounters, markets, civil society, nations, supranational organizations, and so on), while others may focus on the relations between individuals and their various societies. While historical materials may be studied, the primary objective of Society courses is to enable students to develop concepts and principles, test theories, and perfect tools that can be used to interpret, explain and evaluate the behavior of human beings in contemporary societies. This objective will be realized through the specific content of the various courses, but the emphasis in each course should be on developing in students a general capacity for social analysis and understanding.

II. History and Tradition

This sector focuses on studies of continuity and change in human thought, belief and action. Understanding both ancient and modern civilizations provides students with an essential perspective on contemporary life. Courses in this sector examine the histories of diverse civilizations, their cultures and forms of expression, their formal and informal belief systems and ideologies, and the record of their human actors. Students should learn to interpret primary sources, identify and discuss their core intellectual issues, understand the social contexts in which these sources were created, pose questions about their validity and ability to represent broader perspectives and utilize them when writing persuasive essays.

III. Arts & Letters

This sector encompasses the means and meaning of visual arts, literature and music, together with the criticism surrounding them.

Most courses in this sector are concerned with works of creativity—paintings, films, poetry, fiction, theatre, dance and music. They generally address a considerable breadth of material rather than an individual work or artist. The objective of Arts and Letters courses is to confront students with works of creativity; cultivate their powers of perception (visual, textual, auditory); and equip them with tools for analysis, interpretation and criticism. This objective will be realized through the specific content of the various courses, but the emphasis in each course should be on developing and strengthening in students a general capacity for understanding meaning and the ways in which it is achieved in its distinctive environment of culture and moment.

IV. Humanities & Social Science

This sector comprises courses that combine methods and approaches at work in at least two of the first three sectors.

Students will engage with diverse approaches to society, history, tradition and the arts more deeply than a single course from each domain can allow. Greater depth of experience is gained by bringing to bear several humanistic and social scientific perspectives upon a single issue or topic or by engaging directly in academically-based service or performance informed by these perspectives.

In this sector, students seek to broaden their perspective by taking a course in the humanities or social sciences that has been approved as a general education course but that cuts across two or more of sectors I, II, and III. Some courses approved for this sector will seek a more integrative approach by addressing a problem or topic from a variety of disciplinary perspectives. Others will combine disciplinary study with community service or activism, and constructively and reflectively connect the theoretical with the actual. Finally, some courses in the arts that combine creative or performance experience with reflection and grounding within a discipline may be found in this sector.

V. The Living World

This sector deals substantively with the evolution, development, structure and/or function of living systems.

Courses in this sector study the variety of approaches that are useful in understanding the diversity of living organisms, their interrelatedness, and their interactions with their environment. Analytical approaches employed range from analyses at the molecular and cellular level, to analyses of the cognitive and neural bases of behavior, to analyses of evolutionary processes and ecological systems. Students learn the methods used by contemporary natural science to study these topics, including ways in which hypotheses are developed, tested, and reformulated in light of new research findings. A full understanding of living organisms incorporates insights from approaches at many different levels.

VI. The Physical World

This sector focuses on the methodology and concepts of physical science.

Courses in this sector aim to provide insight into the content and workings of modern physical science. Some courses in this sector are part of a major, while others are designed primarily to provide an introduction to the field for non-science majors. Courses for non-science majors may include some discussion of the historical development of the subject as well as the most important conceptual notions and their mathematical expressions. All courses in this sector seek to demonstrate the generally accepted paradigm of modern science: experiment and observation suggest mathematically formulated theories, which are then tested by comparison with new experiments and observations.

All courses in this sector use a significant mathematical prerequisite (advanced high school algebra through introductory calculus) - that is, students will actually be expected to use mathematical methods and concepts to achieve an understanding of subjects in physical science.

VII. Natural Sciences & Mathematics

Students should engage with the diverse approaches to the natural sciences and mathematics more deeply than a single course from the physical and life sciences would allow. Greater depth of experience can be accomplished by either greater focus on one area, study in a related area, bringing various scientific perspectives to bear upon a single issue or topic, or engaging directly in academically-based activities informed by these perspectives.
In this sector, students broaden their perspective by taking a course in the natural sciences or mathematics that has been approved as a General Education course and that cuts across the two sectors. Other courses approved for this sector will seek a more integrative approach by addressing a problem or topic from a variety of disciplinary perspectives. Still others will combine disciplinary study with community service or activism, constructively and reflectively connecting the theoretical with the actual.

The Major
The Major provides an opportunity to know a segment of human knowledge deeply, with a sufficient grasp of its modes of thinking and analysis to make your own contribution.

The College offers more than 55 majors (p. 26) across the humanities, social sciences and natural sciences, and many programs provide options for concentrating in any number of specialty areas.

Visit the College website (https://www.college.upenn.edu/curriculum/) for more information on the College curriculum.

Free Electives
In addition to these structural elements, the curriculum provides space in your studies for a number of Free Electives. These give you the freedom to pursue interests that may lie outside your major and that extend beyond those addressed in the General Education Curriculum. Take a course in a field that you have not otherwise encountered. Use one or more Free Electives to explore further a subject introduced in a sector course or learn about a subject that sheds light on your major.

Visit the College website (https://www.college.upenn.edu/curriculum/) for more information on the College curriculum.

Academic Opportunities
Learning happens inside and outside of the traditional classroom.
The value of a rich liberal arts tradition extends beyond the curriculum itself to the far reaches of cutting edge research and real-world internships, community partnerships and study abroad.

• Penn is a world-class research institution where undergraduates have the opportunity to participate in the creation of knowledge.
• Students in the College integrate knowledge from a variety of specializations or dig deeply into a particular area of study.
• Through their work with local schools and organizations, students in Academically Based Community Service Courses combine classroom and community work to solve critical issues.
• Students in study abroad programs and internship experience diverse communities and real world challenges in and outside of Philadelphia.

Visit the College website (https://www.college.upenn.edu/courses-options/) for a comprehensive view of academic opportunities for College students.

Advising
College students need to choose courses, declare a major and define career goals. They will need to examine their performance in different courses, identify their skills and those they wish to develop, and decide what really matters to them. Much of this assessment they will do themselves, but faculty members, academic advisors, career counselors and peers can help.

Students in the College have a strong network of academic advisors available to assist them throughout their undergraduate careers.

• Pre-major advisors help first- and second-year students navigate their entrance into academic and intellectual life in the College beginning with the issues of incoming freshmen and continuing through the student’s exploration of a potential major.
• Peer advisors work with the pre-major advisor and are one of the first points of contact for incoming College students. They provide the perspective of an upperclass student in the College and assist first-year students in making the transition from high school to Penn by sharing their strategies for academic success and knowledge of campus resources.
• After declaring a major, students are assigned an academic advisor affiliated with the major department or program.
• All students are welcome and encouraged to speak with assistant deans for advising in the College Office. These advisors can help students explore the many options and opportunities available to College students, and are available by appointment or on a walk-in basis throughout the year.

For more information, visit the College website (https://www.college.upenn.edu/advising/).

Policies and Procedures
The College of Arts and Sciences Policies and Procedures are intended to provide guidelines for academic conduct and planning.

• Students are subject to the policies and procedures in place for the class into which they matriculated. Class-specific Policies and Procedures manuals can be found on the College site.
• Policies and procedures are subject to change throughout the year at the discretion of the University of Pennsylvania and the College of Arts and Sciences.
• Students are encouraged to consult with an academic advisor in the College Office for further information and clarification.

For class-specific manuals and current policies, visit the College website (https://www.college.upenn.edu/policies/).

Majors
• Africana Studies
  • African American Studies, BA (p. 28)
  • African Diaspora Studies, BA (p. 29)
  • African Studies, BA (p. 30)
• Ancient History, BA (p. 30)
• Anthropology
  • Archaeology, BA (p. 31)
  • Biological Anthropology, BA (p. 31)
  • Cultural and Linguistic Anthropology, BA (p. 32)
  • Environmental Anthropology, BA (p. 33)
  • General Anthropology, BA (p. 33)
  • Medical Anthropology & Global Health, BA (p. 34)
• Architecture
  • Design (Intensive), BA (p. 34)
  • Design, BA (p. 35)
  • History and Theory, BA (p. 35)
• Biochemistry, BA (p. 36)
• Biology
  • Computational Biology, BA (p. 37)
  • Ecology & Evolutionary Biology, BA (p. 37)
  • General Biology, BA (p. 38)
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  • Molecular & Cell Biology, BA (p. 41)
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• Chemistry, BA (p. 43)
• Cinema and Media Studies, BA (p. 44)
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  • Classical Civilizations, BA (p. 44)
  • Classical Languages and Literature, BA (p. 45)
  • Mediterranean Archaeology, BA (p. 45)
• Cognitive Science
  • Cognitive Neuroscience, BA (p. 46)
  • Computation and Cognition, BA (p. 47)
  • Individualized, BA (p. 47)
  • Language & Mind, BA (p. 48)
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  • Advocacy & Activism, BA (p. 49)
  • Audiences & Persuasion, BA (p. 50)
  • Communication & Public Service, BA (p. 52)
  • Culture & Society, BA (p. 53)
  • Data & Network Science, BA (p. 54)
  • General Communication, BA (p. 56)
  • Politics & Policy, BA (p. 57)
• Comparative Literature
  • (Trans)national Literatures, BA (p. 58)
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• Design, BA (p. 61)
• Earth Science
  • Environmental Science, BA (p. 62)
  • Geology, BA (p. 63)
  • Paleobiology, BA (p. 63)
• East Asian Languages and Civilizations
  • Dual Language, BA (p. 64)
  • East Asian Area Studies, BA (p. 65)
  • General East Asian Languages and Civilizations, BA (p. 65)
• Economics, BA (p. 66)
• English
  • 18th/19th Centuries, BA (p. 67)
  • 20th/21st Centuries, BA (p. 68)
  • Africana Literatures & Culture, BA (p. 68)
  • Cinema & Media Studies, BA (p. 69)
  • Creative Writing, BA (p. 69)
• Drama, BA (p. 70)
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• General English, BA (p. 71)
• Individualized, BA (p. 72)
• Literary Theory & Cultural Studies, BA (p. 72)
• Literature, Journalism and Print Culture, BA (p. 73)
• Medieval/Renaissance, BA (p. 74)
• Poetry and Poetics, BA (p. 74)
• The Novel, BA (p. 75)
• Environmental Studies
  • Environmental History and Regional Studies, BA (p. 75)
  • Environmental Policy and Application, BA (p. 76)
  • General Environmental Studies, BA (p. 77)
  • Global Environmental Systems, BA (p. 78)
  • Sustainability and Environmental Management, BA (p. 78)
• Fine Arts, BA (p. 79)
• French and Francophone Studies, BA (p. 80)
• Gender, Sexuality & Women's Studies
  • Feminist Studies, BA (p. 81)
  • General, BA (p. 81)
  • Health and Disability Studies, BA (p. 82)
  • LGBTQ Studies, BA (p. 82)
  • Self Designed, BA (p. 83)
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  • Bioethics and Society, BA (p. 84)
  • Disease and Culture, BA (p. 85)
  • Global Health, BA (p. 86)
  • Health Care Markets & Finance, BA (p. 86)
  • Health Policy & Law, BA (p. 87)
  • Public Health, BA (p. 88)
  • Race, Gender and Health, BA (p. 88)
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  • American History, BA (p. 91)
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  • Intellectual History, BA (p. 95)
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• Italian Studies
  • Italian Culture, BA (p. 98)
  • Italian Literature, BA (p. 98)
• Jewish Studies, BA (p. 99)
• Latin American & Latino Studies, BA (p. 100)
• Linguistics, BA (p. 100)
• Logic, Information, & Computation, BA (p. 101)
• Mathematical Economics, BA (p. 102)
• Mathematics
  • Biological Mathematics, BA (p. 103)
  • General Mathematics, BA (p. 104)
• Modern Middle Eastern Studies, BA (p. 105)
• Music, BA (p. 106)
• Near Eastern Languages & Civilizations
  • Ancient Near East, BA (p. 107)
  • Arabic & Hebrew Studies, BA (p. 107)
  • Arabic & Islamic Studies, BA (p. 108)
  • Hebrew & Judaica, BA (p. 108)
  • Persian Language & Literature, BA (p. 109)
• Neuroscience, BA (p. 109)
• Nutrition Science, BA (p. 110)
• Philosophy, Politics and Economics
  • Choice & Behavior, BA (p. 111)
  • Distributive Justice, BA (p. 112)
  • Ethics & Professions, BA (p. 113)
  • Globalization, BA (p. 113)
  • Public Policy & Governance, BA (p. 114)
• Philosophy
  • General Philosophy, BA (p. 115)
  • Humanistic Philosophy, BA (p. 116)
  • Philosophy and Science, BA (p. 116)
  • Political and Moral Philosophy, BA (p. 117)
• Physics
  • Astrophysics, BA (p. 118)
  • Biological Science, BA (p. 118)
  • Business & Technology, BA (p. 119)
  • Chemical Principles, BA (p. 120)
  • Computer Techniques, BA (p. 121)
  • Physical Theory and Experimental Technique, BA (p. 122)
• Political Science
  • American Politics, BA (p. 122)
  • Comparative Politics, BA (p. 123)
  • General Political Science, BA (p. 124)
  • Individualized, BA (p. 125)
  • International Relations, BA (p. 125)
  • Political Economy, BA (p. 126)
  • Political Theory, BA (p. 127)
• Psychology, BA (p. 128)
• Religious Studies, BA (p. 129)
• Romance Languages
  • French and Italian, BA (p. 129)
  • French and Spanish, BA (p. 130)
  • Italian and Spanish, BA (p. 131)
• Russian and East European Studies
  • Cinema, Arts and Letters, BA (p. 131)
  • History, Politics and Society, BA (p. 132)
  • Language, Literature and Culture, BA (p. 133)
• Science, Technology and Society
  • Biotechnology & Biomedicine, BA (p. 134)
  • Energy and Environment, BA (p. 134)
  • Global Science and Technology, BA (p. 135)
• Information and Organizations, BA (p. 136)
• Science/Nature/Culture, BA (p. 136)
• Sociology
  • Applied Research and Data Analysis, BA (p. 137)
  • Cities, Markets, and the Global Economy, BA (p. 138)
  • Culture and Diversity, BA (p. 138)
  • Family, Gender and Society, BA (p. 139)
  • Law and Society, BA (p. 140)
  • Medical Sociology, BA (p. 141)
  • Population and Immigration, BA (p. 142)
  • Structures of Opportunity and Inequality, BA (p. 142)
• South Asia Studies, BA (p. 143)
• Theatre Arts, BA (p. 144)
• Urban Studies, BA (p. 144)
• Visual Studies
  • Architecture Practice and Technology, BA (p. 145)
  • Art and Culture of Seeing, BA (p. 146)
  • Art, Practice and Technology, BA (p. 147)
  • Philosophy and Science of Seeing, BA (p. 148)

**Africana Studies: African American Studies, BA**

Africana Studies is an interdisciplinary field of study devoted to the critical and systematic examination of the cultural, political, social, economic, and historical experiences of African Americans, Africans, and peoples of African descent around the world. Our course of study is designed to provide students with an integrated understanding and appreciation for a new global black studies. An undergraduate degree in Africana Studies prepares students for graduate work in the humanities, social sciences, and professional schools, as well as a range of careers in teaching, business, public service, and the arts, among others.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.

African Language courses do not count toward the Major Requirements.

For more information: https://africana.sas.upenn.edu/department/undergraduate/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>AFRC 001</td>
<td>Introduction to Africana Studies</td>
<td>1</td>
</tr>
<tr>
<td>AFRC 190</td>
<td>Introduction to Africa</td>
<td>1</td>
</tr>
<tr>
<td>AFRC 325</td>
<td>Performance in the African Diaspora</td>
<td>1</td>
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</table>

**College General Education Requirements and Free Electives**

Foundational Approaches + Sectors¹ + Free Electives

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² Core Requirements

<table>
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<tr>
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</table>

² Category Requirements

<table>
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<tr>
<th>Code</th>
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<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>AFRC 325</td>
<td>Performance in the African Diaspora</td>
<td>1</td>
</tr>
</tbody>
</table>
Africana Studies: African Diaspora Studies, BA

Africana Studies is an interdisciplinary field of study devoted to the critical and systematic examination of the cultural, political, social, economic, and historical experiences of African Americans, Africans, and peoples of African descent around the world. Our course of study is designed to provide students with an integrated understanding and appreciation for a new global black studies. An undergraduate degree in Africana Studies prepares students for graduate work in the humanities, social sciences, and professional schools, as well as a range of careers in teaching, business, public service, and the arts, among others.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.

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### Africana Studies: African Diaspora Studies, BA

<table>
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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>AFRC 499</td>
<td>Honors Course</td>
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</tr>
</tbody>
</table>

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### Honors

A minimum GPA of 3.3 is required. Please consult with the Program Director for further details of requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tr>
<td>AFRC 499</td>
<td>Honors Course</td>
<td>1</td>
</tr>
</tbody>
</table>
consult with their academic program regarding final certifications and requirements for graduation.

Africana Studies: African Studies, BA

Africana Studies is an interdisciplinary field of study devoted to the critical and systematic examination of the cultural, political, social, economic, and historical experiences of African Americans, Africans, and peoples of African descent around the world. Our course of study is designed to provide students with an integrated understanding and appreciation for a new global black studies. An undergraduate degree in Africana Studies prepares students for graduate work in the humanities, social sciences, and professional schools, as well as a range of careers in teaching, business, public service, and the arts, among others.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.

African Language courses do not count toward the Major Requirements.

For more information: https://africana.sas.upenn.edu/department/undergraduate

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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</tr>
<tr>
<td>AFRC 325</td>
<td>Performance in the African Diaspora</td>
<td>1</td>
</tr>
<tr>
<td>AFRC 176</td>
<td>Afro-American History 1550-1876</td>
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<tr>
<td>AFRC 177</td>
<td>Afro-American History 1876 to Present</td>
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</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Honors

A minimum GPA of 3.3 is required. Please consult with the Program Director for further details of requirements.

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<tbody>
<tr>
<td>AFRC 499</td>
<td>Honors Course</td>
<td>1</td>
</tr>
</tbody>
</table>

The major in Ancient History coordinates a curriculum encompassing the whole of the ancient history of the Near East and the Mediterranean Basin.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.

For more information: https://www.classics.upenn.edu/majoring-and-minoring/major-ancient-history

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<th>Title</th>
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<tr>
<td>ANCH 025</td>
<td>Ancient Middle Eastern History and Civilization</td>
<td>2</td>
</tr>
<tr>
<td>ANCH 026</td>
<td>Ancient Greece</td>
<td>1</td>
</tr>
<tr>
<td>ANCH 027</td>
<td>Ancient Rome</td>
<td>1</td>
</tr>
</tbody>
</table>

Select two of the following:

Cluster 2: Graeco-Roman World

Select 4 course units with a minimum of 2 course units at the 200-level or above

Cluster 3: Area Groupings

Select a minimum of 4 course units in one group and at least 2 course units at the 200-level or above
Anthropology: Archaeology, BA

Anthropology is the global social science. It is the study of the human condition everywhere; its cultural, linguistic, and biological diversity; and how it evolved and developed from the prehistoric past into the globalizing present. Anthropology is an interdisciplinary 14 credit major that intersects with programs and departments across the University. Students may major in anthropology as a whole (General Anthropology), or choose to concentrate in Biological Anthropology, Archaeology, Cultural and Linguistic Anthropology, or specialize in two thematic concentrations: Medical Anthropology and Environmental Anthropology.

Archaeology is the study of past societies through the excavation of material culture, from the Paleolithic into the early Historical periods. Students study excavation methods and techniques of analysis, and have opportunities to work with collections in the Penn Museum and its Center for the Analysis of Archaeological Materials (CAAM). Archaeology majors take introductory courses in all sub-fields of Anthropology, and complete the remainder of their coursework primarily in Archaeology.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

For more information: https://www.sas.upenn.edu/anthropology/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
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<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 001</td>
<td>Archaeology: Window to the Human Past</td>
<td>1</td>
</tr>
</tbody>
</table>

Honors

Applicants must have a minimum GPA of 3.00 in the major and major related courses.

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>ANCH 398</td>
<td>Honors Thesis</td>
<td>1.0</td>
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</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Anthropology: Biological Anthropology, BA

Anthropology is the global social science. It is the study of the human condition everywhere; its cultural, linguistic, and biological diversity; and how it evolved and developed from the prehistoric past into the globalizing present. Anthropology is an interdisciplinary 14 credit major that intersects with programs and departments across the University. Students may major in anthropology as a whole (General Anthropology), or choose to concentrate in Biological Anthropology, Archaeology, Cultural and Linguistic Anthropology, or specialize in two thematic concentrations: Medical Anthropology and Environmental Anthropology.

Biological Anthropology is the study of human evolution and the biology of modern populations. Areas of study include genetics, osteology, and forensics. Students have the opportunity to work in laboratory settings, as well as in the Penn Museum’s Physical Anthropology section or its Center for the Analysis of Archaeological Materials (CAAM). Biological Anthropology majors take introductory courses in all sub-fields of Anthropology, and complete the remainder of their coursework primarily in Biological Anthropology.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

For more information: https://www.sas.upenn.edu/anthropology/
Cultural and Linguistic Anthropology is the study of cultural, social, and semiotic variation in the modern world since the development of the ethnographic method in the late 19th century. Areas of study include comparisons of different cultural communities and their relationship to social and demographic factors, as well as communication and media.

Cultural and Linguistic Anthropology majors take introductory courses in all sub-fields of Anthropology, and complete the remainder of their coursework primarily in Cultural and Linguistic Anthropology.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

For more information: https://www.sas.upenn.edu/anthropology/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<tr>
<td>ANTH 001</td>
<td>Archaeology: Window to the Human Past</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 002</td>
<td>Anthropology, Race, and the Making of the Modern World</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 003</td>
<td>Introduction to Human Evolution</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 004</td>
<td>The Modern World and Its Cultural Background</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 005</td>
<td>Great Transformations</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 143</td>
<td>Explorations in Human Biology</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 244</td>
<td>Disease and Human Evolution</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 300</td>
<td>Research Seminar in Anthropology</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total Course Units</td>
<td>34</td>
</tr>
</tbody>
</table>

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2 Up to three courses from BIBB, BIOL, HSSC and PSYC may be requested. All non-ANTH courses must be approved by the Undergraduate Program Coordinator.

**Honors**

Applicants must have a minimum GPA of 3.5 in the Major and write a senior thesis.

---

**Anthropology: Cultural and Linguistic Anthropology, BA**

Anthropology is the global social science. It is the study of the human condition everywhere; its cultural, linguistic, and biological diversity; and how it evolved and developed from the prehistoric past into the globalizing present. Anthropology is an interdisciplinary 14 credit major that intersects with programs and departments across the University. Students may major in anthropology as a whole (General Anthropology), choose to concentrate in Biological Anthropology, Archaeology, Cultural and Linguistic Anthropology, or specialize in two thematic concentrations: Medical Anthropology and Environmental Anthropology.

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<td>Archaeology: Window to the Human Past</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 002</td>
<td>Anthropology, Race, and the Making of the Modern World</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 003</td>
<td>Introduction to Human Evolution</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 004</td>
<td>The Modern World and Its Cultural Background</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 005</td>
<td>Great Transformations</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 143</td>
<td>Explorations in Human Biology</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 244</td>
<td>Disease and Human Evolution</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 300</td>
<td>Research Seminar in Anthropology</td>
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</tr>
</tbody>
</table>

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2 For up to three of these, non-ANTH courses with anthropological content may be requested. All non-ANTH courses must be approved by the Undergraduate Program Coordinator.

**Honors**

Applicants must have a minimum GPA of 3.5 in the Major and write a senior thesis.

---
Anthropology: Environmental Anthropology, BA

Anthropology is the global social science. It is the study of the human condition everywhere; its cultural, linguistic, and biological diversity; and how it evolved and developed from the prehistoric past into the globalizing present. Anthropology is an interdisciplinary 14 credit major that intersects with programs and departments across the University. Students may major in anthropology as a whole (General Anthropology), or choose to concentrate in Biological Anthropology, Archaeology, Cultural and Linguistic Anthropology, or specialize in two thematic concentrations: Medical Anthropology and Environmental Anthropology.

Environmental Anthropology is a thematic concentration that investigates how human societies create and change geologies and climates up to a planetary scale, and the ways that anthropologists have questioned the division between cultures and nature. Students may choose to study topics from contemporary society to the impact of environmental change over long spans of time. Students have the opportunity to do original fieldwork, engage in research with the collections of the Penn Museum and the resources of the Center for the Analysis of Archaeological Materials (CAAM) and study abroad. After they fulfill the foundational course requirements in anthropology, students take three distribution electives from the four themes of Political Ecology, Science Technology and the Environment, Material Worlds, Landscapes and Archaeology, and Biology, Environment and Health.

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<tr>
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<tbody>
<tr>
<td></td>
<td>Course Requirements and Free Electives</td>
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<tr>
<td></td>
<td>Foundational Approaches + Sectors¹ + Free Electives</td>
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<tr>
<td></td>
<td>Major Requirements</td>
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<tr>
<td>Block I</td>
<td>Introductory courses</td>
<td></td>
</tr>
<tr>
<td>ANTH 001</td>
<td>Archaeology: Window to the Human Past</td>
<td>1</td>
</tr>
<tr>
<td>or ANTH 005</td>
<td>Great Transformations</td>
<td></td>
</tr>
<tr>
<td>ANTH 002</td>
<td>Anthropology: Race, and the Making of the Modern World</td>
<td>1</td>
</tr>
<tr>
<td>or ANTH 004</td>
<td>The Modern World and Its Cultural Background</td>
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<tr>
<td>ANTH 003</td>
<td>Introduction to Human Evolution</td>
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<tr>
<td>Block II</td>
<td>Select 3 Foundation courses²</td>
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</tr>
<tr>
<td>Capstone Seminar</td>
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<tr>
<td>ANTH 300</td>
<td>Research Seminar in Anthropology</td>
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¹ You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

² Foundation courses are drawn from at least 3 of the 4 elective groups:
  - Political Ecology
  - Science, Technology, Environment
  - Material Worlds, Landscapes, Archaeology
  - Biology, Environment, and Health

³ Up to 3 of these, non-ANTH courses with anthropological content may be requested. All non-ANTH courses must be approved by the Undergraduate Program coordinator.

Honors

Applicants must have a minimum GPA of 3.5 in the Major and write a senior thesis.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Anthropology: General Anthropology, BA

Anthropology is the global social science. It is the study of the human condition everywhere; its cultural, linguistic, and biological diversity; and how it evolved and developed from the prehistoric past into the globalizing present. Anthropology is an interdisciplinary 14 credit major that intersects with programs and departments across the University. Students may major in anthropology as a whole (General Anthropology), or choose to concentrate in Biological Anthropology, Archaeology, Cultural and Linguistic Anthropology, or specialize in two thematic concentrations: Medical Anthropology and Environmental Anthropology.

General Anthropology majors study all four anthropology sub-fields, acquiring an introduction to the full range of anthropological research. Students are required to take courses in Biological Anthropology, Archaeology, Cultural and Linguistic Anthropology, and Medical Anthropology.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

For more information: https://www.sas.upenn.edu/anthropology/

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<td></td>
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<td></td>
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</tr>
<tr>
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</tr>
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<tr>
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¹ You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).
Anthropology: Medical Anthropology & Global Health, BA

Anthropology is the global social science. It is the study of the human condition everywhere; its cultural, linguistic, and biological diversity; and how it evolved and developed from the prehistoric past into the globalizing present. Anthropology is an interdisciplinary 14 credit major that intersects with programs and departments across the University. Students may major in anthropology as a whole (General Anthropology), or choose to concentrate in Biological Anthropology, Archaeology, Cultural and Linguistic Anthropology, or specialize in two thematic concentrations: Medical Anthropology and Environmental Anthropology.

Medical Anthropology applies anthropological methods to the study of global health, well-being, and disease. The concentration provides students with a theoretical and methodological foundation to address problems of global health inequality. Medical Anthropology majors take introductory courses in all sub-fields of Anthropology, and complete the remainder of their coursework primarily in Medical Anthropology. The minimum total course units ([https://www.college.upenn.edu/credits-needed-major/](https://www.college.upenn.edu/credits-needed-major/)) for graduation in this major is 34. Double majors may entail more course units.

**Honors**

Applicants must have a minimum GPA of 3.5 in the Major and write a senior thesis.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Block I: Introductory Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 001</td>
<td>Archaeology: Window to the Human Past</td>
<td>1</td>
</tr>
<tr>
<td>or ANTH 005</td>
<td>Great Transformations</td>
<td></td>
</tr>
<tr>
<td>ANTH 002</td>
<td>Anthropology, Race, and the Making of the</td>
<td>1</td>
</tr>
<tr>
<td>or ANTH 004</td>
<td>Modern World</td>
<td></td>
</tr>
<tr>
<td>ANTH 003</td>
<td>Introduction to Human Evolution</td>
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### Block II: Fundamentals

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>ANTH 238</td>
<td>Introduction to Medical Anthropology</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 273</td>
<td>Global Health: Anthropological Perspectives</td>
<td>1</td>
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</table>

### Block III

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ANTH 300</td>
<td>Research Seminar in Anthropology</td>
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</tbody>
</table>

Total Course Units: 34

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement ([http://www.college.upenn.edu/sectors-policy/](http://www.college.upenn.edu/sectors-policy/)).

2. Up to three non-ANTH courses with anthropoligcal content may be requested. All non-ANTH courses must be approved by the Undergraduate Program Coordinator.

**For more information:** [https://www.sas.upenn.edu/anthropology/](https://www.sas.upenn.edu/anthropology/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum ([https://www.college.upenn.edu/curriculum/](https://www.college.upenn.edu/curriculum/)) page.
For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

For more information: www.architecture.sas.upenn.edu (http://www.architecture.sas.upenn.edu)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>College General Education Requirements and Free Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundational Approaches + Sectors + Free Electives</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Major Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Architecture Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Architecture courses must be taken in the following sequence:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ARCH 102 Introduction to Design</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ARCH 201 Design Fundamentals I</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>ARCH 202 Design Fundamentals II</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>ARCH 301 Design I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>ARCH 302 Design II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>ARCH 401 Advanced Design</td>
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<tr>
<td></td>
<td>ARCH 411 Theory I: Geometry in Architecture</td>
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<tr>
<td></td>
<td>ARCH 412 Theory II: Architecture as Cultural Ecology</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Art History Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ARTH 102 World Art: 1400 to Now</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ARTH 106 Architect and History</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ARTH 281 Modern Architecture,1900-Present</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Select 1 course unit in Art History (ARTH) (200 to 500-level)</td>
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<td></td>
<td>Additional Required Courses</td>
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<tr>
<td></td>
<td>ARCH 431 Construction I</td>
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<tr>
<td></td>
<td>ARCH 432 Construction II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ARCH 433 Building Systems Integration</td>
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</tr>
<tr>
<td></td>
<td>ARCH 435 Structures I</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>ARCH 436 Structures II</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>Total Course Units</td>
<td>36</td>
</tr>
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</table>

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (https://www.college.upenn.edu/double-counting-courses/).

Honors
Requirements: GPA of 3.2 in courses required for the major, taken at Penn, and not including BCHE 404 Biochemistry Laboratory.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Architecture: History and Theory, BA

The Major in Architecture is for students who intend to pursue a career in architecture or a related design discipline (e.g., landscape architecture, urban design, product design, etc.). The Major is a studio-based liberal arts program offering two concentrations.

The History and Theory Concentration includes a four-semester sequence of design studios and courses in the history and theory of art, architecture, and landscape architecture followed by additional coursework and a written thesis in the history and theory of architecture.
The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

For more information: http://www.sas.upenn.edu/biochem/biochem.html

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

### Code | Title | Course Units
--- | --- | ---

**College General Education Requirements and Free Electives**

**Foundational Approaches + Sectors + Free Electives**

**Major Requirements**

**Architecture Requirements**

Architecture courses must be taken in the following sequence:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 102</td>
<td>Introduction to Design</td>
<td>1</td>
</tr>
<tr>
<td>ARCH 201</td>
<td>Design Fundamentals I</td>
<td>1.5</td>
</tr>
<tr>
<td>ARCH 202</td>
<td>Design Fundamentals II</td>
<td>1.5</td>
</tr>
<tr>
<td>ARCH 301</td>
<td>Design I</td>
<td>2</td>
</tr>
<tr>
<td>ARCH 411</td>
<td>Theory I: Geometry in Architecture</td>
<td>1</td>
</tr>
<tr>
<td>ARCH 412</td>
<td>Theory II: Architecture as Cultural Ecology</td>
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</tbody>
</table>

**Art History Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 102</td>
<td>World Art: 1400 to Now</td>
<td>1</td>
</tr>
<tr>
<td>ARTH 106</td>
<td>Architect and History</td>
<td>1</td>
</tr>
<tr>
<td>ARTH 281</td>
<td>Modern Architecture,1900-Present</td>
<td>1</td>
</tr>
<tr>
<td>ARTH 398</td>
<td>Senior Thesis (First Semester)</td>
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</tr>
<tr>
<td>ARTH 398</td>
<td>Senior Thesis (Second Semester)</td>
<td>1</td>
</tr>
</tbody>
</table>

Select 1 course unit In Art History (ARTH) (300 or 500-level)

Total Course Units: 34

You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

## Biochemistry, BA

Contemporary biological sciences are based on principles of chemistry and physics. The importance of this relationship is the basis of the Penn biochemistry major, which prepares students for advanced study in areas as diverse as biophysics, biotechnology, cell biology, genetic engineering, genomics, molecular biology, molecular genetics, nanotechnology, neurobiology, structural biology, systems biology, and biochemistry. It provides the basic science background for graduate and health professional schools and for prospective science teachers.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

For more information: http://www.sas.upenn.edu/biochem/biochem.html

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

### Code | Title | Course Units
--- | --- | ---

**College General Education Requirements and Free Electives**

**Foundational Approaches + Sectors + Free Electives**

**Calculus Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
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</tr>
<tr>
<td>MATH 114</td>
<td>Calculus, Part II</td>
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**Chemistry Requirement**

General Chemistry:

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CHEM 101</td>
<td>General Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>or CHEM 001</td>
<td>Introductory Chemistry I</td>
<td>1</td>
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<tr>
<td>CHEM 102</td>
<td>General Chemistry II</td>
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**General Chemistry Laboratories:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CHEM 053</td>
<td>General Chemistry Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>&amp; CHEM 054</td>
<td>General Chemistry Laboratory II</td>
<td>1</td>
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</table>

**Other Chemistry Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 241</td>
<td>Principles of Organic Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 242</td>
<td>Principles of Organic Chemistry II</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 221</td>
<td>Physical Chemistry I (Fall Only)</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 222</td>
<td>Physical Chemistry II (Spring Only)</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 251</td>
<td>Principles of Biological Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 451</td>
<td>Biological Chemistry I (Fall Only)</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 452</td>
<td>Biological Chemistry II (Spring Only)</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 245</td>
<td>Experimental Organic Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>or CHEM 223</td>
<td>Experimental Physical Chemistry I</td>
<td>1</td>
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</tbody>
</table>

**Physics Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>PHYS 150</td>
<td>Principles of Physics I: Mechanics and Wave Motion</td>
<td>1.5</td>
</tr>
<tr>
<td>or PHYS 170</td>
<td>Honors Physics I: Mechanics and Wave Motion</td>
<td>1.5</td>
</tr>
<tr>
<td>PHYS 151</td>
<td>Principles of Physics II: Electromagnetism and Radiation</td>
<td>1.5</td>
</tr>
<tr>
<td>or PHYS 171</td>
<td>Honors Physics II: Electromagnetism and Radiation</td>
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**Research Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BCHE 404</td>
<td>Biochemistry Research Participation (Fall semester)</td>
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</table>

Total Course Units: 36

You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

Take concurrently with or after CHEM 241 Principles of Organic Chemistry but BEFORE CHEM 451 Biological Chemistry I.

**Honors**

Requirements: GPA of 3.2 in courses required for the major, taken at Penn, and not including BCHE 404 Biochemistry Laboratory.
The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Biology: Computational Biology, BA**

Computational and Mathematical Biology are important new areas in the biological sciences. Many areas in genetics, ecology, and evolution depend on sophisticated quantitative analyses. For example, the advent of data from the human genome project (and similar data from other species) has shown the need for computer, statistical and mathematical methods to store, retrieve and analyze massive data sets. Recognizing the growing importance of these quantitative techniques and skills, we have developed undergraduate concentrations in both Computational and Mathematical Biology. These Concentrations are designed to prepare students for the world of data-driven science.

The minimum total course units ([https://www.college.upenn.edu/credits-needed-major/](https://www.college.upenn.edu/credits-needed-major/)) for graduation in this major is 36. Double majors may entail more course units.

With permission of the Undergraduate Chair, two course units away or LPS courses may count toward the Biology major. This limit does not apply to Study Abroad.


For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum ([https://www.college.upenn.edu/curriculum/](https://www.college.upenn.edu/curriculum/)) page.

<table>
<thead>
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<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td></td>
<td>College General Education Requirements and Free Electives</td>
<td>18.5</td>
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<tr>
<td></td>
<td>Foundational Approaches + Sectors + Free Electives</td>
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</tr>
<tr>
<td></td>
<td>Major Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Introductory Biology</em></td>
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<tr>
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<td>Select one of the following tracks:</td>
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<tr>
<td><strong>Intro Bio Track 1:</strong></td>
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<tr>
<td>BIOL 121</td>
<td>Introduction to Biology - The Molecular Biology of Life</td>
<td></td>
</tr>
<tr>
<td>BIOL 123</td>
<td>Introductory Molecular Biology Laboratory</td>
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</tr>
<tr>
<td></td>
<td>Intermediate Biology</td>
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</tr>
<tr>
<td>BIOL 221</td>
<td>Molecular Biology and Genetics</td>
<td></td>
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<tr>
<td>BIOL 230</td>
<td>Evolutionary Biology</td>
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</tr>
<tr>
<td><strong>Intro Bio Track 2:</strong></td>
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</tr>
<tr>
<td>BIOL 102</td>
<td>Introduction to Biology B</td>
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</tr>
<tr>
<td></td>
<td>Intermediate Biology</td>
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</tr>
<tr>
<td>BIOL 221</td>
<td>Molecular Biology and Genetics</td>
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</tr>
<tr>
<td>BIOL 230</td>
<td>Evolutionary Biology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introductory Chemistry or Physics</td>
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</tr>
<tr>
<td>CHEM 101</td>
<td>General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 053</td>
<td>and General Chemistry Laboratory I</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Introductory Math &amp; Statistics</strong></td>
<td></td>
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<tr>
<td></td>
<td>MATH 104</td>
<td>Calculus, Part I</td>
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<td>Select one of the following:</td>
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<tr>
<td>BIOL 446</td>
<td>Statistics for Biologists</td>
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<tr>
<td>STAT 102</td>
<td>Introductory Business Statistics</td>
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<td>CIS 120</td>
<td>Programming Languages and Techniques I</td>
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<td>CIS 121</td>
<td>Programming Languages and Techniques II</td>
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<td>CIS 160</td>
<td>Mathematical Foundations of Computer Science</td>
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<td></td>
<td><strong>Capstone Courses</strong></td>
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<td>BIOL 437</td>
<td>Introduction to Computational Biology &amp; Biological Modeling</td>
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<tr>
<td>BIOL 399</td>
<td>Independent Study</td>
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<td></td>
<td><strong>Additional Biology Major Courses</strong></td>
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<td></td>
<td>Select 2 course units of Additional Biology Major courses</td>
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</tr>
<tr>
<td></td>
<td><strong>Computational Biology-Related Courses</strong></td>
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<tr>
<td></td>
<td>Select 3 course units of Computational Biology-Related courses</td>
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</tbody>
</table>

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement ([http://www.college.upenn.edu/sectors-policy/](http://www.college.upenn.edu/sectors-policy/)).

**Honors**

Applicants must have a minimum GPA of 3.25 in the major and the thesis must be approved by the departmental honors committee.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Biology: Ecology & Evolutionary Biology, BA**

Ecology and evolutionary biology are among the most exciting and challenging fields in biology today. The Concentration in Ecology and Evolutionary Biology provides intensive training in both areas, along with essential background in the statistical and mathematical methods essential for understanding Ecological and Evolutionary research and field practices.
The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

With permission from the Undergraduate Chair, two course units away or LPS courses may count toward the Biology major. This limit does not apply to Study Abroad.

For more information: http://www.bio.upenn.edu/undergraduate/concentrations/ecology-and-evolutionary-biology (http://www.bio.upenn.edu/undergraduate/concentrations/ecology-and-evolutionary-biology/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>College General Education Requirements and Free Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundational Approaches + Sectors¹ + Free Electives</td>
<td>18.5</td>
</tr>
<tr>
<td></td>
<td><strong>Major Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Introductory Biology</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following tracks:</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 121</td>
<td>Introduction to Biology - The Molecular Biology of Life</td>
<td></td>
</tr>
<tr>
<td>BIOL 123</td>
<td>Introductory Molecular Biology Laboratory</td>
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</tr>
<tr>
<td>BIOL 124</td>
<td>Introductory Organismal Biology Lab</td>
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</tr>
<tr>
<td>BIOL 215</td>
<td>Vertebrate Physiology</td>
<td></td>
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<tr>
<td>or BIOL 231</td>
<td>The Evolution of Animal Behavior</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Chemistry Requirement</strong></td>
<td></td>
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<td>General Physics: Electromagnetism, Optics, and Modern Physics</td>
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<td>PHYS 150</td>
<td>Principles of Physics I: Mechanics and Wave Motion</td>
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<td>PHYS 151</td>
<td>Principles of Physics II: Electromagnetism and Radiation</td>
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<td>MATH 114</td>
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<td>Calculus, Part II with Probability and Matrices</td>
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<td>Statistics for Biologists</td>
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<td>STAT 102</td>
<td>Introductory Business Statistics</td>
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<tr>
<td>STAT 111</td>
<td>Introductory Statistics</td>
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<td>BIOL 221</td>
<td>Molecular Biology and Genetics</td>
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<td>BIOL 230</td>
<td>Evolutionary Biology</td>
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<tr>
<td>BIOL 240</td>
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<td></td>
<td><strong>Ecology &amp; Evolutionary Biology Electives</strong></td>
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<td></td>
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<td>BIOL 399</td>
<td>Independent Study</td>
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<td><strong>Thesis</strong></td>
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<tr>
<td>SURB ²</td>
<td>Symposium on Undergraduate Research in Biology (SURB) poster session, held at the end of the Spring Term</td>
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</table>

¹ You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

² Students are required to present their research at the annual Symposium on Undergraduate Research in Biology (SURB) poster session, held at the end of the Spring Term.

**Honors**

Applicants must have a minimum GPA of 3.25 in the Major and the Thesis must be approved by the departmental honors committee.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Biology: General Biology, BA**

Studies in biology can serve as preparation for graduate study in the biological sciences, graduate training in health-related professions, teaching, or employment in a laboratory or conservation-related job. The Biology Department offers courses in many areas of biology, ranging from the workings of cells and cellular components to species interactions and ecosystem function. Penn’s curriculum keeps pace with recent developments in molecular biology and the study of evolutionary processes, including proteomics, computational genomics, molecular evolution, and epigenetics. The General Biology Major allows students to explore the wide range of topics in Biology, while also providing a strong foundation in core subject areas such as cell and molecular biology, genetics, physiology, and ecology and evolution.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

With permission from the Undergraduate Chair, two course units away or LPS courses may count toward the Biology major. This limit does not apply to Study Abroad.

For more information: http://www.bio.upenn.edu/undergraduate/current-students/major-requirements (http://www.bio.upenn.edu/undergraduate/current-students/major-requirements/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.
Code | Title | Course Units
--- | --- | ---

**College General Education Requirements and Free Electives**

Foundational Approaches + Sectors\(^1\) + Free Electives  |  | 20

**Major Requirements**

*Introductory Biology Requirement*

Select one of the following Tracks:

**Track 1** (2 course units):

- BIOL 121 Introduction to Biology - The Molecular Biology of Life
- BIOL 123 Introductory Molecular Biology Laboratory
- BIOL 124 Introductory Organismal Biology Lab

**Track 2** (3 course units):

- BIOL 101 Introduction to Biology A
- BIOL 102 Introduction to Biology B

*Chemistry Requirement*

Select 2 course units of Chemistry  |  | 2

*Additional Chemistry and/or Physics Requirement*

Select 2 course units of additional Chemistry and/or Physics\(^2\)  |  | 2

*Calculus/Statistics Requirement*

Select 2 course units of Calculus/Statistics  |  | 2

*Intermediate Level Biology Courses*

Select one of the following Tracks:

**Track 1**: Select four courses from four different groups (4 course units):

**Group 1**:
- BIOL 204 Biochemistry
- or BIOL 205 Cell Biology

**Group 2**:  
- BIOL 221 Molecular Biology and Genetics

**Group 3**:  
- BIOL 215 Vertebrate Physiology
- BIOL 231 The Evolution of Animal Behavior
- BIOL 251 Molecular and Cellular Neurobiology

**Group 4**:  
- BIOL 230 Evolutionary Biology
- BIOL 240 Ecology: From individuals to ecosystems

*Additional Biology/Biology-Related Requirement*

Select 4 course units of Biology (Two of them may be Biology related courses)  |  | 4

Total Course Units  |  | 36

\(^1\) You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

\(^2\) A third course is needed if the additional CHEM or PHYS courses total less than 2 course units.

**Honors**

Applicants must have a minimum GPA of 3.25 in the major and the thesis must be approved by the departmental honors committee.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

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**Biology: Mathematical Biology, BA**

Computational and Mathematical Biology are important new areas in the biological sciences. Many areas in genetics, ecology, and evolution depend on sophisticated quantitative analyses. For example, the advent of data from the human genome project (and similar data from other species) has shown the need for computer, statistical and mathematical methods to store, retrieve and analyze massive data sets. Recognizing the growing importance of these quantitative techniques and skills, we have developed undergraduate concentrations in both Computational and Mathematical Biology. These Concentrations are designed to prepare students for the world of data-driven science.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

With permission of the Undergraduate Chair, two course units away or LPS courses may count toward the Biology major. This limit does not apply to Study Abroad.


For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
</table>

**College General Education Requirements and Free Electives**

Foundational Approaches + Sectors\(^3\) + Free Electives  |  | 18.5

**Major Requirements**

*Introductory Biology*

Select one of the following tracks:

**Track 1**:

- BIOL 121 Introduction to Biology - The Molecular Biology of Life
- BIOL 123 Introductory Molecular Biology Laboratory
- BIOL 124 Introductory Organismal Biology Lab

**Track 2**:

- BIOL 101 Introduction to Biology A
- BIOL 102 Introduction to Biology B

*Intermediate Biology*

- BIOL 221 Molecular Biology and Genetics  |  | 1
- BIOL 230 Evolutionary Biology  |  | 1

*Introductory Chemistry or Physics*

Select one of the following:

- CHEM 101 General Chemistry I  |  | 1.5
- CHEM 053 General Chemistry Laboratory I

---

\(^3\) You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).
Biology: Mechanisms of Disease, BA

Among the most important and interesting areas of scientific investigation are the mechanisms that underlie disease. The study of this topic can be of great interest to those pursuing fundamental research, as well as to those drawn to medicine, biotechnology, law, and public health. The introductory and intermediate level course offerings of the Biology Department provide a foundation in understanding the fundamental principles underlying the mechanisms of disease. Advanced electives are selected from the fields of Microbes and Infectious Disease, Genetic Disease, Molecular Genetics and Genomics, and Biochemistry.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

With permission from the Undergraduate Chair, two course units away or LPS courses may count toward the Biology major. This limit does not apply to Study Abroad.

For more information: http://www.bio.upenn.edu/undergraduate/concentrations/mechanisms-disease (http://www.bio.upenn.edu/undergraduate/concentrations/mechanisms-disease/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

Applicants must have a minimum GPA of 3.25 in the major and the thesis must be approved by the departmental honors committee.

Applicants must have a minimum GPA of 3.25 in the major and the thesis must be approved by the departmental honors committee.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Biology: Mechanisms of Disease, BA

Among the most important and interesting areas of scientific investigation are the mechanisms that underlie disease. The study of this topic can be of great interest to those pursuing fundamental research, as well as to those drawn to medicine, biotechnology, law, and public health. The introductory and intermediate level course offerings of the Biology Department provide a foundation in understanding the fundamental principles underlying the mechanisms of disease. Advanced electives are selected from the fields of Microbes and Infectious Disease, Genetic Disease, Molecular Genetics and Genomics, and Biochemistry.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

With permission from the Undergraduate Chair, two course units away or LPS courses may count toward the Biology major. This limit does not apply to Study Abroad.

For more information: http://www.bio.upenn.edu/undergraduate/concentrations/mechanisms-disease (http://www.bio.upenn.edu/undergraduate/concentrations/mechanisms-disease/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

Applicants must have a minimum GPA of 3.25 in the major and the thesis must be approved by the departmental honors committee.

Applicants must have a minimum GPA of 3.25 in the major and the thesis must be approved by the departmental honors committee.

Applicants must have a minimum GPA of 3.25 in the major and the thesis must be approved by the departmental honors committee.
The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Biology: Molecular & Cell Biology, BA**

The concentration in Molecular and Cell Biology explores how the techniques of molecular biology and genetics are used to understand cell function. As with the previous Molecular Biology Concentration (https://www.bio.upenn.edu/undergraduate/concentrations/molecular-biology/), this concentration allows Biology majors to focus on a molecular approach to biological problems by combining lecture and seminar coursework with training in laboratory research. The list of course electives is organized into two categories: Molecular and Cell Biology and Genetics and Genomics. Advanced Experimental Research is required for the concentration.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

With permission of the Undergraduate Chair, two course units away or LPS courses may count toward the Biology major. This limit does not apply to Study Abroad.


For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<td><strong>College General Education Requirements and Free Electives</strong></td>
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<td></td>
<td>Foundational Approaches + Sectors + Free Electives</td>
<td>18.5</td>
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<td><em>Introductory Biology</em></td>
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<td>Introduction to Biology - The Molecular Biology of Life</td>
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<tr>
<td>BIOL 123</td>
<td>Introductory Molecular Biology Laboratory</td>
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<td></td>
<td><strong>Track 1:</strong></td>
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<td><strong>Track 2:</strong></td>
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<td>BIOL 101</td>
<td>Introduction to Biology A</td>
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<td>BIOL 102</td>
<td>Introduction to Biology B</td>
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<tr>
<td></td>
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<tr>
<td>BIOL 204</td>
<td>Biochemistry</td>
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<tr>
<td>or CHEM 251</td>
<td>Principles of Biological Chemistry</td>
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<tr>
<td>BIOL 205</td>
<td>Cell Biology</td>
<td>1</td>
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<tr>
<td>BIOL 221</td>
<td>Molecular Biology and Genetics</td>
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<tr>
<td></td>
<td><strong>Intermediate and Advanced Biology Electives^2</strong></td>
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**Research Requirement**

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).
2. Students in Track 2 need only 4 electives.

**Honors**

Applicants must have a minimum GPA of 3.25 in the major and have taken BIOL 399 Independent Study. Thesis must be approved by the departmental honors committee.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Biology: Neurobiology, BA**

Neurobiology is one of the most exciting fields within biology today. The basis of neurological disease, molecular mechanisms of brain function, and behavior are major foci of research in medicine, biotechnology, and academia. The Neurobiology Concentration provides fundamental training in brain physiology, coupled with a background in molecular genetics that is essential for understanding the molecular mechanisms of brain function at the gene and protein levels.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

With permission of the Undergraduate Chair, two course units away or LPS courses may count toward the Biology major. This limit does not apply to Study Abroad.

For more information: http://www.bio.upenn.edu/undergraduate/concentrations/neurobiology (http://www.bio.upenn.edu/undergraduate/concentrations/neurobiology/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<td></td>
<td><strong>Major Requirements</strong></td>
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2020-21 Catalog | Generated 09/18/20
### Introductory Biology

Select one of the following tracks: 2-3

**Track 1:**
- **BIOL 121** Introduction to Biology - The Molecular Biology of Life
- **BIOL 123** Introductory Molecular Biology Laboratory
- **BIOL 124** Introductory Organismal Biology Lab

**Track 2:**
- **BIOL 101** Introduction to Biology A
- **BIOL 102** Introduction to Biology B

### Physics Requirement

- **PHYS 102** General Physics: Electromagnetism, Optics, and Modern Physics 1.5
- or **PHYS 151** Principles of Physics II: Electromagnetism and Radiation

### Chemistry Requirement

Select 3 course units of Chemistry courses

### Math Requirement

Select 2 course units of Math courses

### Required Biology Courses

- **BIOL 221** Molecular Biology and Genetics 1
- **BIOL 251** Molecular and Cellular Neurobiology 1
- Select one of the following: 1
  - **BIOL 436** Molecular Physiology
  - **BIOL 442** Neurobiology of Learning and Memory
  - **BIOL 451** Neural Systems and Behavior

### Required Biology Courses

Select 2 course units of Cell/Molec/Develop Neurobiology courses

Select 1 course unit of Systems & Integrative Neurobiology courses

### Research Requirement

- **BIOL 399** Independent Study 1
- **BIOL 499** Advanced Independent Study 1

### Thesis

- **SURB** 2

### Total Course Units

35.5

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1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2 Students are required to present their research at the annual Symposium on Undergraduate Research in Biology (SURB) poster session, held at the end of the Spring Term.

---

### Honors

Applicants must have a minimum GPA of 3.25 in the major and the thesis must be approved by the departmental honors committee.

---

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

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### Biophysics, BA

Bridging the biological sciences and the physical sciences, Biophysics is concerned with physical and chemical explanations of living processes, especially at the cellular and molecular levels. Detailed molecular descriptions are emerging for genetic elements and the mechanisms that control their propagation and expression. Biophysical studies include the investigation of protein structure, nucleic acid structure, enzyme mechanisms, the phenomena underlying cellular excitation, and excitability phenomena in nerve, muscle, and visual cells, and integrative neural phenomena.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

**Note:** Though not a requirement of the major, participation in an independent research project is strongly encouraged.

**For more information:** [https://www.physics.upenn.edu/biophysics/](https://www.physics.upenn.edu/biophysics/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<td></td>
<td><strong>BIOL 204</strong> Biochemistry</td>
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</tr>
<tr>
<td></td>
<td>or <strong>CHEM 251</strong> Principles of Biological Chemistry</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>BIOL 205</strong> Cell Biology</td>
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<tr>
<td></td>
<td><strong>Biophysics</strong></td>
<td></td>
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<td></td>
<td><strong>PHYS 280</strong> Physical Models of Biological Systems</td>
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<td>or <strong>CHEM 115</strong> Honors Chemistry I</td>
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<td></td>
<td><strong>CHEM 102</strong> General Chemistry II</td>
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<td>or <strong>CHEM 116</strong> Honors Chemistry II</td>
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<td><strong>CHEM 053</strong> General Chemistry Laboratory I</td>
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<td>&amp; <strong>CHEM 054</strong> General Chemistry Laboratory II</td>
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<td>or <strong>CHEM 245</strong> Experimental Organic Chemistry</td>
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<td><strong>CHEM 241</strong> Principles of Organic Chemistry</td>
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<td><strong>CHEM 242</strong> Principles of Organic Chemistry II</td>
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<td>or <strong>CHEM 243</strong> Organic Chemistry II: Principles of Org Chem with applications in Chem Biology</td>
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<td>&amp; <strong>CHEM 222</strong> Physical Chemistry II</td>
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<tr>
<td></td>
<td>or <strong>PHYS 230</strong> Principles of Physics III: Thermal Physics and Waves</td>
<td></td>
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<tr>
<td></td>
<td>&amp; <strong>PHYS 240</strong> Principles of Physics IV: Modern Physics (without laboratory)</td>
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</tr>
</tbody>
</table>
Chemistry is concerned with the study of matter and the changes matter can undergo. The chemistry program provides a basic foundation for career opportunities in chemical research and teaching, in scientific communication and information transfer, and in the health professions. Students who want to prepare for advanced study in chemistry or allied fields where research experience is advantageous should complete the chemistry honors program.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

Those considering the Chemistry major should consult with the undergraduate chairman as soon as possible, preferably in the freshman year, especially if you have AP credit in Science and Mathematics from high school.

For more information: http://www.chem.upenn.edu/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<td>Major Requirements</td>
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<td></td>
<td>Introductory Sequences$^2$</td>
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<td>CHEM 101</td>
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<td>or CHEM 115</td>
<td>Honors Chemistry I</td>
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<td>CHEM 102</td>
<td>General Chemistry II</td>
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<tr>
<td>or CHEM 116</td>
<td>Honors Chemistry II</td>
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<tr>
<td></td>
<td>General Chemistry Laboratories:</td>
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<tr>
<td>CHEM 053</td>
<td>General Chemistry Laboratory I</td>
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<tr>
<td>&amp; CHEM 054</td>
<td>and General Chemistry Laboratory II</td>
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<td>Organic Chemistry and Laboratories:</td>
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<tr>
<td>CHEM 241</td>
<td>Principles of Organic Chemistry</td>
<td>1</td>
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<tr>
<td>CHEM 242</td>
<td>Principles of Organic Chemistry II</td>
<td>1</td>
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<tr>
<td>or CHEM 243</td>
<td>Organic Chemistry II: Principles of Org Chem with applications in Chem Biology</td>
<td></td>
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<tr>
<td>CHEM 245</td>
<td>Experimental Organic Chemistry</td>
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<td></td>
<td>Calculus:</td>
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<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
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<tr>
<td>MATH 114</td>
<td>Calculus, Part II</td>
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<td>Honors Calculus</td>
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<td>Physics:</td>
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<tr>
<td>PHYS 150</td>
<td>Principles of Physics I: Mechanics and Wave Motion</td>
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<tr>
<td>PHYS 151</td>
<td>Principles of Physics II: Electromagnetism and Radiation</td>
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<tr>
<td>PHYS 093</td>
<td>AP Credit for Principles I (PHYS 150)</td>
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<tr>
<td>or PHYS 094 &amp; PHYS 364</td>
<td>AP Credit for Principles II (PHYS 151) and Laboratory Electronics</td>
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<tr>
<td>PHYS 361</td>
<td>Electromagnetism I: Electricity and Potential Theory</td>
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<tr>
<td>or PHYS 561</td>
<td>Electromagnetism I</td>
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<tr>
<td>PHYS 362</td>
<td>Electromagnetism II: Magnetism, Maxwell’s Equations, and Electromagnetic Waves</td>
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<tr>
<td>or PHYS 562</td>
<td>Electromagnetism II: Magnetism, Maxwell’s Equations, and Electromagnetic Waves</td>
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<td>Total Course Units</td>
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</table>

$^1$ You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

Honors

Applicant must have a minimum GPA of 3.3 in the major. Thesis required.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Chemistry, BA

The different disciplines of modern physical and biological sciences have much to offer each other through advances in technology. Aside from basic research, society continually generates fundamental scientific and technological challenges such as the need for new sources of energy, new synthetic and biotechnologies; new materials exhibiting unusual catalytic, metallic, or electrolytic properties; and developments in laser, computer, and communications technology. We consider these within the province of a unified field of molecular sciences, in which chemistry plays the central role.
CHEM 251  Principles of Biological Chemistry  5  1
Inorganic Chemistry.
CHEM 261  Inorganic Chemistry I  3  1
One Advanced Laboratory.
CHEM 246  Advanced Synthesis and Spectroscopy Laboratory  6  1

Total Course Units  36

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).
2 Majors should complete by the end of the sophomore year.
3 Offered Fall only.
4 Offered Spring only.
5 Must be taken after CHEM 241 Principles of Organic Chemistry.
6 Offered Fall only and must be taken concurrently with or after CHEM 261 Inorganic Chemistry I.

Honors
Applicants must have a minimum GPA of 3.0 in all Math and Science courses.

<table>
<thead>
<tr>
<th>Code</th>
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<td>CHEM 399</td>
<td>Independent Research</td>
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</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Cinema and Media Studies, BA

The Penn Cinema and Media Studies major and minor are traditional humanities programs involving the critical study of film and media history, theory, and aesthetics. Reflecting the hybrid nature of the field of Cinema and Media Studies, our faculty members are housed in departments across SAS and the university, and we cross-list courses with various departments and schools, including Africana Studies, Anthropology, Communications, East Asian Language and Civilizations, English, Fine Arts, German, History, History of Art, Near Eastern Languages and Civilizations, Romance Languages, Slavic Languages and Literatures, and Women’s Studies. This truly interdisciplinary program will introduce students to the wide range of methodologies used to study film and media, and this intersection with other disciplines makes Cinema and Media Studies an ideal component of a double major.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 33. Double majors may entail more course units.

For more information: http://cinemastudies.sas.upenn.edu/

Classical Studies: Classical Civilizations, BA

Classical Studies encompasses the civilization of the ancient Greeks and Romans from prehistory to the Middle Ages, with emphasis on the literature, philosophy, and history of the classical Greek and Roman periods. It includes economic, political, social, and intellectual history as well as philosophy, archaeology, religion, and myth. Students may choose a track that emphasizes the study of texts in Greek and/or Latin or opt for a program of courses that do not require any knowledge of the ancient languages. The Classical Studies Department provides extensive training at the Undergraduate level and graduate training in both Classical Studies and Ancient History. We also offer a special Post-Baccalaureate Program for students who wish to continue the study of Greek and Latin but who do not yet meet the requirements of a conventional graduate program.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.

For more information: http://www.classics.upenn.edu/
For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
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<td></td>
<td>College General Education Requirements and Free Electives</td>
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<tr>
<td></td>
<td>Foundational Approaches + Sectors + Free Electives</td>
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</tr>
<tr>
<td></td>
<td>Major Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cluster 1: Core Introductory Courses</td>
<td></td>
</tr>
<tr>
<td>ANCH 026</td>
<td>Ancient Greece</td>
<td>1</td>
</tr>
<tr>
<td>ANCH 027</td>
<td>Ancient Rome</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Cluster 2: Fields of Classical Studies</td>
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</tr>
<tr>
<td>Select 4 course units at the 100 level (ANCH, CLST, GREK, LATN)</td>
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<tr>
<td>Select 4 course units at or above the 200 level (ANCH, CLST, GREK, LATN)</td>
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</tr>
<tr>
<td>Select 2 course units at or above the 300 level (ANCH, CLST, GREK, LATN)</td>
<td>2</td>
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</tr>
<tr>
<td>Select 1 course unit at or above the 300 level (ANCH, CLST, GREK, LATN)</td>
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<tr>
<td>Select 3 course units at or above the 300 level (GREK, LATN)</td>
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<td>Total Course Units</td>
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1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

Honors
Honors Thesis

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Classical Studies: Classical Languages and Literature, BA

Classical Studies encompasses the civilization of the ancient Greeks and Romans from prehistory to the Middle Ages, with emphasis on the literature, philosophy, and history of the classical Greek and Roman periods. It includes economic, political, social, and intellectual history as well as philosophy, archaeology, religion, and myth. Students may choose a track that emphasizes the study of texts in Greek and/or Latin, or opt for a program of courses that do not require any knowledge of the ancient languages. The Classical Studies Department provides extensive training at the Undergraduate level and graduate training in both Classical Studies and Ancient History. We also offer a special Post-Baccalaureate Program for students who wish to continue the study of Greek and Latin but who do not yet meet the requirements of a conventional graduate program.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.

For more information: http://www.classics.upenn.edu/

Classical Studies: Mediterranean Archaeology, BA

Classical Studies encompasses the civilization of the ancient Greeks and Romans from prehistory to the Middle Ages, with emphasis on the literature, philosophy, and history of the classical Greek and Roman periods. It includes economic, political, social, and intellectual history as well as philosophy, archaeology, religion, and myth. Students may choose a track that emphasizes the study of texts in Greek and/or Latin, or they may opt for a program of courses that do not require any knowledge of the ancient languages. The Classical Studies Department provides extensive training at the Undergraduate level and graduate training in both Classical Studies and Ancient History. The department also offers a special Post-Baccalaureate Program for students who wish to continue the study of Greek and Latin but do not yet meet the requirements of a conventional graduate program.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.
Cognitive Science: Cognitive Neuroscience, BA

Cognitive science is the empirical study of intelligent systems, including the human mind. An interdisciplinary science, it combines results from biology, computer science, linguistics, mathematics, neuroscience, philosophy and psychology to the study of language processing, perception, action, learning, concept formation, inference and other activities of the mind, with applications for information technology and the study of artificial intelligence.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

For more information: https://web.sas.upenn.edu/cogsci/program/major/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<td></td>
<td>Foundational Approaches + Sectors(^1) + Free Electives</td>
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<tr>
<td></td>
<td>Major Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cluster 1: Core Introductory Courses (Required)</td>
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<tr>
<td>ANCH 026</td>
<td>Ancient Greece</td>
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<tr>
<td>ANCH 027</td>
<td>Ancient Rome</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Cluster 2: Introductory/Fundamentals</td>
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<td>Select 4 course units of Introductory/Fundamentals courses</td>
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<td></td>
<td>Cluster 3: Advanced Courses</td>
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<tr>
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<td>Select 6 course units with 4 course units 300 level or above</td>
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<td>Total Course Units</td>
<td>32</td>
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</tbody>
</table>

\(^1\) You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

Honors
Honors Thesis

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Cognitive Science: Cognitive Neuroscience, BA

Major Requirements

Core Requirement
COGS 001 Introduction to Cognitive Science\(^2\) 1

Breadth Requirement
Psychology:
PSYC 001 Introduction to Experimental Psychology 1
or PSYC 151 Language and Thought

Computation:
Select one of the following: 1
CIS 110 Introduction to Computer Programming
CIS 120 Programming Languages and Techniques I
PHIL 005 Formal Logic I

Language:
LING 001 Introduction to Linguistics 1
or LING 106 Introduction to Formal Linguistics

Philosophy:
Select one of the following: 1
PHIL 004 History of Modern Philosophy
PHIL 244 Introduction to Philosophy of Mind
PHIL 405 Philosophy of Language
PHIL 426 Philosophy of Psychology

Neuroscience:
BIBB 249/PSYC 149 Cognitive Neuroscience 1
or BIBB/BIOL/PSYC 109 Introduction to Brain and Behavior

Mathematics:
Select one of the following: 1
STAT 111 Introductory Statistics
MATH 104 Calculus, Part I
MATH 114 Calculus, Part II
MATH 115 Calculus, Part II with Probability and Matrices

Concentration Requirement
Select 9 course units of Concentration Electives\(^3,4\) 9

Total Course Units 36


\(^3\) See COGS website for lists of approved courses.

\(^4\) NOTE: You must take BIBB 109 Introduction to Brain and Behavior/PSYC 109 Introduction to Brain and Behavior/BIOL 109 Introduction to Brain and Behavior either in Breadth or as a Concentration Elective.

Honors
Required: A Minimum Overall GPA of 3.0 and 3.5 in Major Related Courses

For more information: http://www.classics.upenn.edu/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.
Cognitive Science: Computation and Cognition, BA

Cognitive science is the empirical study of intelligent systems, including the human mind. An interdisciplinary science, it combines results from biology, computer science, linguistics, mathematics, neuroscience, philosophy and psychology to the study of language processing, perception, action, learning, concept formation, inference and other activities of the mind, with applications for information technology and the study of artificial intelligence.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

For more information: https://web.sas.upenn.edu/cogsci/program/major/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<th>Code</th>
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<tbody>
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<td>Core Requirement</td>
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<td>Psychology:</td>
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<td>PSYC 001</td>
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<tr>
<td>or PSYC 151</td>
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<td>Computation:</td>
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<td>CIS 110</td>
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<td>LGIC 010</td>
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<td>PHIL 005</td>
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<td>Language:</td>
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<td>LING 001</td>
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<tr>
<td>or LING 106</td>
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<td>Philosophy:</td>
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<tr>
<td>Select one of the following:</td>
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<td>PHIL 004</td>
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<td>PHIL 244</td>
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<td>PHIL 405</td>
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<tr>
<td>PHIL 426</td>
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<tr>
<td>Neuroscience:</td>
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<tr>
<td>BIBB 249/</td>
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<td>PSYC 149</td>
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</table>

| Total Course Units | 36 |

¹ You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).


³ See COGS website for lists of approved courses.

Honors

Required: A Minimum Overall GPA of 3.0 and 3.5 in Major Related Courses

Cognitive Science: Individualized, BA

Cognitive science is the empirical study of intelligent systems, including the human mind. An interdisciplinary science, it combines results from biology, computer science, linguistics, mathematics, neuroscience, philosophy and psychology to the study of language processing, perception, action, learning, concept formation, inference and other activities of the mind, with applications for information technology and the study of artificial intelligence.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

For more information: https://web.sas.upenn.edu/cogsci/program/major/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
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<td>Foundational Approaches + Sectors¹ + Free Electives</td>
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<tr>
<th>Major Requirements</th>
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<tbody>
<tr>
<td>Core Requirement</td>
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</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
COGS 001  Introduction to Cognitive Science 2  1

Breadth Requirement

Psychology:

PSYC 001  Introduction to Experimental Psychology  1
or PSYC 151  Language and Thought  1

Computation:

Select one of the following:  1

CIS 110  Introduction to Computer Programming
CIS 120  Programming Languages and Techniques I
PHIL 005  Formal Logic I

Language:

LING 001  Introduction to Linguistics  1
or LING 106  Introduction to Formal Linguistics  1

Philosophy:

Select one of the following:  1

PHIL 004  History of Modern Philosophy
PHIL 244  Introduction to Philosophy of Mind
PHIL 405  Philosophy of Language
PHIL 426  Philosophy of Psychology

Neuroscience:

BIBB 249/PSYC 149  Cognitive Neuroscience  1
or BIBB/BIOL/PSYC 109  Introduction to Brain and Behavior  1

Mathematics:

Select one of the following:  1

STAT 111  Introductory Statistics
MATH 104  Calculus, Part I
MATH 114  Calculus, Part II
MATH 115  Calculus, Part II with Probability and Matrices

Concentration Requirement

Select 9 course units of Concentration Electives 3,4  9

Total Course Units  36

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).
3 ALL Courses must be approved by your advisor.
4 See COGS website for lists of approved courses.

Honors

Required: A minimum overall GPA of 3.0 and 3.5 in major related courses.

Cognitive Science: Language & Mind, BA

Cognitive science is the empirical study of intelligent systems, including the human mind. An interdisciplinary science, it combines results from biology, computer science, linguistics, mathematics, neuroscience, philosophy and psychology to the study of language processing, perception, action, learning, concept formation, inference and other activities of the mind, with applications for information technology and the study of artificial intelligence.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

For more information: https://web.sas.upenn.edu/cogsci/program/major/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<tr>
<th>Code</th>
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<td>COGS 001</td>
<td>Introduction to Cognitive Science 2</td>
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</tr>
<tr>
<td>PSYC 001</td>
<td>Introduction to Experimental Psychology</td>
<td>1</td>
</tr>
<tr>
<td>or PSYC 151</td>
<td>Language and Thought</td>
<td>1</td>
</tr>
<tr>
<td>CIS 110</td>
<td>Introduction to Computer Programming</td>
<td>1</td>
</tr>
<tr>
<td>CIS 120</td>
<td>Programming Languages and Techniques I</td>
<td>1</td>
</tr>
<tr>
<td>PHIL 005</td>
<td>Formal Logic I</td>
<td>1</td>
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<tr>
<td>LING 001</td>
<td>Introduction to Linguistics</td>
<td>1</td>
</tr>
<tr>
<td>or LING 106</td>
<td>Introduction to Formal Linguistics</td>
<td>1</td>
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<tr>
<td>PHIL 004</td>
<td>History of Modern Philosophy</td>
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<tr>
<td>PHIL 244</td>
<td>Introduction to Philosophy of Mind</td>
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<tr>
<td>PHIL 405</td>
<td>Philosophy of Language</td>
<td>1</td>
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<tr>
<td>PHIL 426</td>
<td>Philosophy of Psychology</td>
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<tr>
<td>BIBB 249/</td>
<td>Cognitive Neuroscience</td>
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<tr>
<td>or BIBB/BIOL/PSYC 109</td>
<td>Introduction to Brain and Behavior</td>
<td>1</td>
</tr>
<tr>
<td>STAT 111</td>
<td>Introductory Statistics</td>
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</tr>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
<td>1</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Communication concentrations are as follows: Advocacy & Activism; Culture & Society; Data & Network Science; Audiences & Persuasion; Politics & Policy.

Majors may complete an optional concentration by the Annenberg School for Communication. Sciences, but the major curriculum is designed, administered, and taught by the College of Arts and Sciences. Our majors learn and employ a range of theories and research methods, including quantitative approaches such as survey research, experiments, content analysis, and computational science; and qualitative approaches such as historical, textual and discourse analysis, focus groups, and ethnographic fieldwork. In doing so, they produce acceptance into the major.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Communication: Advocacy & Activism, BA

General Comm Degree Description:

Communication is an interdisciplinary field that draws from the humanities, social sciences, and sciences. The undergraduate Communication program focuses on the theoretical, critical, and empirical examination of fundamental communication systems, institutions, processes, and effects. Comm majors gain deep insight into how communication shapes our individual and collective social, political, economic, and cultural lives; both historical and contemporary, local and global. Our majors learn and employ a range of theories and research methods, including quantitative approaches such as survey research, experiments, content analysis, and computational science; and qualitative approaches such as historical, textual and discourse analysis, focus groups, and ethnographic fieldwork. In doing so, they produce scholarship that is rigorous, relevant, and multi-modal.

The major in Communication is granted by the College of Arts and Sciences, but the major curriculum is designed, administered, and taught by the Annenberg School for Communication.

Majors may complete an optional concentration. Effective Fall 2020, Communication concentrations are as follows: Advocacy & Activism; Audiences & Persuasion; Culture & Society; Data & Network Science; and Politics & Policy. Alternatively, students may also choose to enroll in the Communication and Public Service (ComPS) program. Students interested in pursuing one of these concentrations or ComPS should make an appointment to meet with a member of the COMM Undergraduate Advising Team (https://www.asc.upenn.edu/academics/undergraduate-program/advising-appointments/).

See separate details on requirements for a Communication major concentration (https://www.asc.upenn.edu/academics/undergraduate-program/curriculum-and-major-requirements/concentrations/) or the ComPS program (https://www.asc.upenn.edu/academics/undergraduate-program/curriculum-and-major-requirements/communication-and-public-service/).

COMM students with a concentration complete 14 courses for the major, including a total of 5 courses are required to complete a concentration (three of which are COMM courses, two of which are non-COMM elective courses). A list of approved COMM concentration courses can be found here (https://www.asc.upenn.edu/academics/undergraduate-program/curriculum-and-major-requirements/concentrations/). Non-COMM elective courses require pre-approval from a member of the COMM Undergraduate Advising Team (https://www.asc.upenn.edu/academics/undergraduate-program/advising-appointments/). Students may only complete one concentration.


Advocacy & Activism

Courses in this Concentration focus on the intersection of communication and social justice. Through this concentration students will explore vital communication-related questions about socio-political power, protest, and progress. Courses explore media institutions and the past, present, and evolving techniques and technologies of protest and social movements. Sample courses include: Media Activism Studies; Ethnography and Media for Social Justice; Global Digital Activism; Communication, Activism, and Social Change; and Digital Inequality.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

Students must meet the following minimum requirements prior to acceptance into the major.

1. Completion of at least two of the following introductory courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 123</td>
<td>Critical Approaches to Popular Culture</td>
<td>1</td>
</tr>
<tr>
<td>COMM 125</td>
<td>Introduction to Communication Behavior</td>
<td>1</td>
</tr>
<tr>
<td>COMM 130</td>
<td>Media Industries and Society</td>
<td>1</td>
</tr>
</tbody>
</table>

2. Completion of a third Communication course.

3. Cumulative GPA of 2.0 or higher in all University of Pennsylvania courses.

For more information: https://www.asc.upenn.edu/academics/undergraduate-program/
For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
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<tr>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>College General Education Requirements and Free Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundational Approaches + Sectors + Free Electives</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Major Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Core Survey Courses</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select two of the following:</td>
<td></td>
</tr>
<tr>
<td>COMM 123</td>
<td>Critical Approaches to Popular Culture</td>
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</tr>
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</tr>
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</tr>
<tr>
<td></td>
<td><strong>Research Methods Course</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 210 Quantitative Research Methods in Communication</td>
<td>1</td>
</tr>
<tr>
<td>Or, Research Methods course from an approved list.</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Elective Courses</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select five COMM specific courses.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Select one elective course from a department outside of</td>
<td>1</td>
</tr>
<tr>
<td>COMM. The course must be related to the COMM major.</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Concentration-Advocacy &amp; Activism</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select three COMM specific courses from the approved</td>
<td>3</td>
</tr>
<tr>
<td>concentration list.</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Select two elective courses from a department(s) outside of</td>
<td>2</td>
</tr>
<tr>
<td>COMM related to the concentration.</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td><strong>Total Course Units</strong></td>
<td>34</td>
</tr>
</tbody>
</table>

1 Non-COMM elective can be at the introductory level. Courses must be related to the student’s concentration and preapproved by a member of the COMM Undergraduate Advising Team (https://www.asc.upenn.edu/academics/undergraduate-program/advising-appointments/).

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Communication: Audiences & Persuasion, BA**

General Comm Degree Description:

Communication is an interdisciplinary field that draws from the humanities, social sciences, and sciences. The undergraduate Communication program focuses on the theoretical, critical, and empirical examination of fundamental communication systems, institutions, processes, and effects. Comm majors gain deep insight into how communication shapes our individual and collective social, political, economic, and cultural lives; both historical and contemporary, local and global. Our majors learn and employ a range of theories and research methods, including qualitative approaches such as survey research, experiments, content analysis, and computational science; and qualitative approaches such as historical, textual and discourse analysis, focus groups, and ethnographic fieldwork. In doing so, they produce scholarship that is rigorous, relevant, and multi-modal.

The major in Communication is granted by the College of Arts and Sciences, but the major curriculum is designed, administered, and taught by the Annenberg School for Communication.

Majors may complete an optional concentration. Effective Fall 2020, Communication concentrations are as follows: Advocacy & Activism; Audiences & Persuasion; Culture & Society; Data & Network Science; and Politics & Policy. Alternatively, students may also choose to enroll in the Communication and Public Service (ComPS) program. Students interested in pursuing one of these concentrations or ComPS should make an appointment to meet with a member of the COMM Undergraduate Advising Team (https://www.asc.upenn.edu/academics/undergraduate-program/advising-appointments/).

See separate details on requirements for a Communication major concentration (https://www.asc.upenn.edu/academics/undergraduate-program/curriculum-and-major-requirements/concentrations/) or the ComPS program (https://www.asc.upenn.edu/academics/undergraduate-program/curriculum-and-major-requirements/communication-and-public-service/).

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undergraduate-program/advising-appointments/). Students may only complete one concentration.

In addition to concentrations, the Comm curriculum also offers opportunities for thesis research (https://www.asc.upenn.edu/academics/undergraduate-program/thesis-requirements/), independent study (https://www.asc.upenn.edu/academics/undergraduate-program/independent-study/), internships (https://www.asc.upenn.edu/academics/undergraduate-program/internship-program-and-seminar/), study abroad (https://www.asc.upenn.edu/academics/undergraduate-program/academic-opportunities/internship-program-and-seminar/), and public service (through the Communication and Public Service Program) (https://www.asc.upenn.edu/academics/undergraduate-program/communication-and-public-service/).

Audiences & Persuasion

Courses in this Concentration focus on both the social construction of audiences and the influence of interpersonal and mass mediated communication. Through this concentration students will gain an understanding of how individual and collective attitudes, opinions, information-processing, and behaviors develop, and how audiences and messages interact to create effects. Sample courses include: Social Media and Social Life; Children and Media; Advertising and Society; and Communication and Social Influence Laboratory.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

Students must meet the following minimum requirements prior to acceptance into the major.

1. Completion of at least two of the following introductory courses:

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<td>1</td>
</tr>
<tr>
<td>COMM 130</td>
<td>Media Industries and Society</td>
<td>1</td>
</tr>
</tbody>
</table>

2. Completion of a third Communication course. Students may submit the application for the major after enrollment in the third course.

3. Cumulative GPA of 2.0 or higher in all University of Pennsylvania courses.

For more information: https://www.asc.upenn.edu/academics/undergraduate-program/undergraduate-program/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<td></td>
<td>College General Education Requirements and Free Electives</td>
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<tr>
<th>Code</th>
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</tr>
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<td>Media Industries and Society</td>
<td>1</td>
</tr>
</tbody>
</table>

Research Methods Course

Select one:

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 210</td>
<td>Quantitative Research Methods in Communication</td>
<td>1</td>
</tr>
</tbody>
</table>

Or, Research Methods course from the approved list.

Elective Courses

Select five COMM specific courses.

Select one elective course from a department outside of COMM. The course must be related to the COMM major.

Concentration - Audiences & Persuasion

Select three COMM specific courses from the approved concentration list.

Select two elective courses from a department outside of COMM related to the concentration.

<table>
<thead>
<tr>
<th>Course Units</th>
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<tbody>
<tr>
<td>34</td>
</tr>
</tbody>
</table>

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2 Please visit the website (https://www.asc.upenn.edu/academics/undergraduate-program/curriculum-and-major-requirements/course-requirements/) for a listing of approved Research Method Courses.

3 2 of the 5 COMM elective courses must be 300 to a 499 level.

4 Study abroad and study away courses are normally assigned the number COMM298. Students can complete up to 3 COMM298 courses toward their COMM elective requirements.

5 Students with a 3.5 or higher cumulative GPA can elect to enroll in the yearlong 2 CU senior thesis course (COMM494 & COMM499).

6 The Non-COMM elective may be at the intermediate or advanced level. The course must be related to the student’s COMM major and be pre-approved by a member of the COMM Undergraduate Advising Team (https://www.asc.upenn.edu/academics/undergraduate-program/advising-appointments/).

7 2 of the 3 COMM concentration courses must be 300 to 499 level. See the list here (https://www.asc.upenn.edu/academics/undergraduate-program/curriculum-and-major-requirements/concentrations/).

8 With department permission, COMM499 can be counted as one of your COMM specific courses.

9 1 non-COMM elective can be at the introductory level. Courses must be related to the student’s concentration and preapproved by a member of the COMM Undergraduate Advising Team (https://www.asc.upenn.edu/academics/undergraduate-program/advising-appointments/).

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Communication: Communication & Public Service, BA

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Communication is an interdisciplinary field that draws from the humanities, social sciences, and sciences. The undergraduate Communication program focuses on the theoretical, critical, and empirical examination of fundamental communication systems, institutions, processes, and effects. Comm majors gain deep insight into how communication shapes our individual and collective social, political, economic, and cultural lives; both historical and contemporary, local and global. Our majors learn and employ a range of theories and research methods, including quantitative approaches such as survey research, experiments, content analysis, and computational science; and qualitative approaches such as historical, textual and discourse analysis, focus groups, and ethnographic fieldwork. In doing so, they produce scholarship that is rigorous, relevant, and multi-modal.

The major in Communication is granted by the College of Arts and Sciences, but the major curriculum is designed, administered, and taught by the Annenberg School for Communication.


Communication and Public Service

A Communication major with a focus in Communication and Public Service (ComPS) offers students a special program that combines individual research opportunities with hands-on experience in the public arena. Classes, seminars, internships, field experiences, and individual research projects provide students with opportunities to meet and learn from current and former officeholders, journalists, and public servants who have been leaders in government and civil society. The program is closely matched to the undergraduate Communication major, and like the Communication major, ComPS students must complete 14 courses.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

Students must meet the following minimum requirements as a condition of application to the major. Meeting these prerequisites is NOT a guarantee of admission to the major.

1. Completion of at least two of the following introductory courses:

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<tr>
<th>Code</th>
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<th>Course Units</th>
</tr>
</thead>
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<td>Introduction to Communication Behavior</td>
<td>1</td>
</tr>
<tr>
<td>COMM 130</td>
<td>Media Industries and Society</td>
<td>1</td>
</tr>
</tbody>
</table>

2. Completion of a third Communication course. Students may submit the application for the major after enrollment in the third course.

3. Cumulative GPA at time of application should be at least 2.0.

For more information: https://www.asc.upenn.edu/communication-and-public-service (https://www.asc.upenn.edu/communication-and-public-service/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<td></td>
<td>Foundational Approaches + Sectors + Free Electives</td>
<td>20</td>
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<tr>
<td></td>
<td>Major Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Core Survey Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select two of the following:</td>
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</tr>
<tr>
<td></td>
<td>COMM 123 Critical Approaches to Popular Culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 125 Introduction to Communication Behavior</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 130 Media Industries and Society</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research Methods Course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one:</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>COMM 210 Quantitative Research Methods in Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Or, Research Methods course from an approved list.</td>
<td>2</td>
</tr>
</tbody>
</table>

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<tr>
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<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Communication &amp; Public Service (ComPS) Requirements</td>
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</tr>
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<td>Core ComPs</td>
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</tr>
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<td>Select One:</td>
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<tr>
<td></td>
<td>COMM 323 Contemporary Politics, Policy and Journalism</td>
<td></td>
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<tr>
<td></td>
<td>COMM 395 Communication and the Presidency</td>
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</tr>
<tr>
<td></td>
<td>Additional ComPS Courses</td>
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</tr>
<tr>
<td></td>
<td>Select two COMM elective courses from the approved list</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Capstone Thesis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 494 Honors &amp; Capstone Thesis</td>
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</tr>
<tr>
<td></td>
<td>COMM 495 COMPS Capstone Thesis</td>
<td>1</td>
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<td></td>
<td>Elective Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select three COMM specific courses</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select three elective courses from a department(s) outside of COMM related to the concentration.</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Course Units: 34

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2. Please visit the website (https://www.asc.upenn.edu/academics/undergraduate-program/curriculum-and-major-requirements/course-requirements%20%20/) for a listing of approved Research Method Courses.

3. 1 of the 3 COMM elective courses must be 300 to a 499 level.

4. Study abroad and study away courses are normally assigned the number COMM298. Students can complete up to 2 COMM298 courses toward their COMM elective requirements.
See listing of ComPS course options here (https://www.asc.upenn.edu/communication-and-public-service/).

1 COMM298 course can count toward the ComPS requirement, but must receive prior permission before enrollment.

All ComPs students are required to complete a yearlong 2 CU senior thesis course. See notes below regarding receipt of honors.

1 Non-COMM elective can be at the introductory level. Courses must be related to the ComPS program and preapproved by a member of the COMM Undergraduate Advising Team (https://www.asc.upenn.edu/academics/undergraduate-program/advising-appointments/).

Honors

A capstone thesis project is completed over two semesters during the senior year. Students choose the topic of the capstone thesis from a range of public policy or public service issues. During the year they work with a thesis advisor and are enrolled in a thesis seminar to complete their project. A credit is earned in both semesters. Students who achieve a cumulative grade point average of 3.5 or higher and earn an A- or higher on their project will graduate with honors.

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Communication: Culture & Society, BA

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Culture & Society

Courses in this Concentration explore the complex relationships between communication and cultural practices. Through this concentration students will gain an understanding of the ways in which communication is central to the construction, maintenance, and transmission of culture, as well as to cultural resistance and change. Sample courses include: Media, Culture and Society in Contemporary China; Ritual Communication; History and Theory of Freedom of Expression; Critical Perspectives in Journalism; and Media Criticism.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

Students must meet the following minimum requirements prior to acceptance into the major.

1. Completion of at least two of the following introductory courses:

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<td>Media Industries and Society</td>
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</tr>
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</table>

2. Completion of a third Communication course. Students may submit the application for the major after enrollment in the third course.

3. Cumulative GPA of 2.0 or higher in all University of Pennsylvania courses.
For more information: https://www.asc.upenn.edu/academics/undergraduate-program
For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum.

College General Education Requirements and Free Electives

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<tr>
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<td>Foundational Approaches + Sectors + Free Electives</td>
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</tr>
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</table>

**Major Requirements**

**Core Survey Courses**

Select two of the following:

- COMM 123 Critical Approaches to Popular Culture
- COMM 125 Introduction to Communication Behavior
- COMM 130 Media Industries and Society

**Research Methods Course**

Select one:

- COMM 210 Quantitative Research Methods in Communication
- Or Research Methods course from an approved list.

**Elective Courses**

Select five COMM specific courses.

Select one elective course from a department outside of COMM. The course must be related to the COMM major.

**Concentration - Culture & Society**

Select three COMM specific courses from the approved concentration list.

Select two elective courses from a department(s) outside of COMM related to the concentration.

Total Course Units: 34

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement.
2. Please visit the website for a listing of approved Research Method Courses.
3. 2 of the 5 COMM elective courses must be 300 to 499 level.
4. Study abroad and study away courses are normally assigned the number COMM298. Students can complete up to 3 COMM298 courses toward their COMM elective requirements.
5. Students with a 3.5 or higher cumulative GPA can elect to enroll in the yearlong 2 CU senior thesis course (COMM494 & COMM499.)
6. The Non-COMM elective may be at the intermediate or advanced level. The course must be related to the student's COMM major and be pre-approved by a member of the COMM Undergraduate Advising Team.
7. 2 of the 3 COMM concentration courses must be 300 to 499 level. See the list here.
8. With department permission, COMM499 can be counted as one of your COMM specific courses.
9. 1 Non-COMM elective can be at the introductory level. Courses must be related to the student's concentration and preapproved by a member of the COMM Undergraduate Advising Team.

**Honors**

A thesis project is completed over two semesters during the senior year. A credit is earned in both semesters. Students who achieve a cumulative grade point average of 3.5 or higher and earn an A- or higher on their project will graduate with honors.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Communication: Data & Network Science, BA**

**General Comm Degree Description:**

Communication is an interdisciplinary field that draws from the humanities, social sciences, and sciences. The undergraduate Communication program focuses on the theoretical, critical, and empirical examination of fundamental communication systems, institutions, processes, and effects. Comm majors gain deep insight into how communication shapes our individual and collective social, political, economic, and cultural lives; both historical and contemporary, local and global. Our majors learn and employ a range of theories and research methods, including quantitative approaches such as survey research, experiments, content analysis, and computational science; and qualitative approaches such as historical, textual and discourse analysis, focus groups, and ethnographic fieldwork. In doing so, they produce scholarship that is rigorous, relevant, and multi-modal.

The major in Communication is granted by the College of Arts and Sciences, but the major curriculum is designed, administered, and taught by the Annenberg School for Communication.

Majors may complete an optional concentration. Effective Fall 2020, Communication concentrations are as follows: Advocacy & Activism; Audiences & Persuasion; Culture & Society; Data & Network Science; and Politics & Policy. Alternatively, students may also choose to enroll in the Communication and Public Service (ComPS) program. Students interested in pursuing one of these concentrations or ComPS should make an appointment to meet with a member of the COMM Undergraduate Advising Team.

See separate details on requirements for a Communication major concentration or the ComPS program. COMM students with a concentration complete 14 courses for the major, including a total of 5 courses are required to complete a concentration (three of which are COMM courses, two of which are non-COMM elective}

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement.
2. Please visit the website for a listing of approved Research Method Courses.
3. 2 of the 5 COMM elective courses must be 300 to 499 level.
4. Study abroad and study away courses are normally assigned the number COMM298. Students can complete up to 3 COMM298 courses toward their COMM elective requirements.
5. Students with a 3.5 or higher cumulative GPA can elect to enroll in the yearlong 2 CU senior thesis course (COMM494 & COMM499.)
6. The Non-COMM elective may be at the intermediate or advanced level. The course must be related to the student's COMM major and be pre-approved by a member of the COMM Undergraduate Advising Team.
7. 2 of the 3 COMM concentration courses must be 300 to 499 level. See the list here.
8. With department permission, COMM499 can be counted as one of your COMM specific courses.
9. 1 Non-COMM elective can be at the introductory level. Courses must be related to the student's concentration and preapproved by a member of the COMM Undergraduate Advising Team.

**Honors**

A thesis project is completed over two semesters during the senior year. A credit is earned in both semesters. Students who achieve a cumulative grade point average of 3.5 or higher and earn an A- or higher on their project will graduate with honors.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Communication: Data & Network Science, BA**

**General Comm Degree Description:**

Communication is an interdisciplinary field that draws from the humanities, social sciences, and sciences. The undergraduate Communication program focuses on the theoretical, critical, and empirical examination of fundamental communication systems, institutions, processes, and effects. Comm majors gain deep insight into how communication shapes our individual and collective social, political, economic, and cultural lives; both historical and contemporary, local and global. Our majors learn and employ a range of theories and research methods, including quantitative approaches such as survey research, experiments, content analysis, and computational science; and qualitative approaches such as historical, textual and discourse analysis, focus groups, and ethnographic fieldwork. In doing so, they produce scholarship that is rigorous, relevant, and multi-modal.

The major in Communication is granted by the College of Arts and Sciences, but the major curriculum is designed, administered, and taught by the Annenberg School for Communication.

Majors may complete an optional concentration. Effective Fall 2020, Communication concentrations are as follows: Advocacy & Activism; Audiences & Persuasion; Culture & Society; Data & Network Science; and Politics & Policy. Alternatively, students may also choose to enroll in the Communication and Public Service (ComPS) program. Students interested in pursuing one of these concentrations or ComPS should make an appointment to meet with a member of the COMM Undergraduate Advising Team.

See separate details on requirements for a Communication major concentration, or the ComPS program. COMM students with a concentration complete 14 courses for the major, including a total of 5 courses are required to complete a concentration (three of which are COMM courses, two of which are non-COMM elective course-related to the concentration. (7) 2 of the 3 COMM concentration courses must be 300 to 499 level. See the list here.
8. With department permission, COMM499 can be counted as one of your COMM specific courses.
For more information, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 123</td>
<td>Critical Approaches to Popular Culture</td>
<td>1</td>
</tr>
<tr>
<td>COMM 125</td>
<td>Introduction to Communication Behavior</td>
<td>1</td>
</tr>
<tr>
<td>COMM 130</td>
<td>Media Industries and Society</td>
<td>1</td>
</tr>
</tbody>
</table>

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 210</td>
<td>Quantitative Research Methods in Communication</td>
<td>1</td>
</tr>
</tbody>
</table>

**Elective Courses**

Select five COMM specific courses, of which 2 of the 5 COMM elective courses must be 300 to 499 level. Students with a 3.5 or higher cumulative GPA can elect to enroll in the yearlong 2 CU senior thesis course (COMM494 & COMM499.)

**Elective Courses**

Select five COMM specific courses, of which 2 of the 5 COMM elective courses must be 300 to 499 level. Students with a 3.5 or higher cumulative GPA can elect to enroll in the yearlong 2 CU senior thesis course (COMM494 & COMM499.)
Communication: General Communication, BA

General Comm Degree Description:

Communication is an interdisciplinary field that draws from the humanities, social sciences, and sciences. The undergraduate Communication program focuses on the theoretical, critical, and empirical examination of fundamental communication systems, institutions, processes, and effects. Comm majors gain deep insight into how communication shapes our individual and collective social, political, economic, and cultural lives; both historical and contemporary, local and global. Our majors learn and employ a range of theories and research methods, including quantitative approaches such as survey research, experiments, content analysis, and computational science; and qualitative approaches such as historical, textual and discourse analysis, focus groups, and ethnographic fieldwork. In doing so, they produce scholarship that is rigorous, relevant, and multi-modal.

The major in Communication is granted by the College of Arts and Sciences, but the major curriculum is designed, administered, and taught by the Annenberg School for Communication.

Majors may complete an optional concentration. Effective Fall 2020, Communication concentrations are as follows: Advocacy & Activism; Audiences & Persuasion; Culture & Society; Data & Network Science; and Politics & Policy. Alternatively, students may also choose to enroll in the Communication and Public Service (ComPS) program. Students interested in pursuing one of these concentrations or ComPS should make an appointment to meet with a member of the COMM Undergraduate Advising Team (https://www.asc.upenn.edu/academics/undergraduate-program/advising-appointments/).

See separate details on requirements for a Communication major concentration (https://www.asc.upenn.edu/academics/undergraduate-program/curriculum-and-major-requirements/concentrations/) or the ComPS program (https://www.asc.upenn.edu/academics/undergraduate-program/curriculum-and-major-requirements/communication-and-public-service/).


Students must meet the following minimum requirements prior to acceptance into the major.

1. Completion of at least two of the following introductory courses:

<table>
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<tr>
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</tr>
</thead>
<tbody>
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<td>1</td>
</tr>
<tr>
<td>COMM 125</td>
<td>Introduction to Communication Behavior</td>
<td>1</td>
</tr>
<tr>
<td>COMM 130</td>
<td>Media Industries and Society</td>
<td>1</td>
</tr>
</tbody>
</table>

2. Completion of a third Communication course. Students may submit the application for the major after enrollment in the third course.

3. Cumulative GPA of 2.0 or higher in all University of Pennsylvania courses.

For more information: https://www.asc.upenn.edu/academics/undergraduate-program (https://www.asc.upenn.edu/academics/undergraduate-program/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College General Education Requirements and Free Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundational Approaches + Sectors + Free Electives</td>
<td>20</td>
</tr>
</tbody>
</table>

Major Requirements

**Core Survey Courses**

Select two of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 123</td>
<td>Critical Approaches to Popular Culture</td>
<td>2</td>
</tr>
<tr>
<td>COMM 125</td>
<td>Introduction to Communication Behavior</td>
<td>1</td>
</tr>
<tr>
<td>COMM 130</td>
<td>Media Industries and Society</td>
<td>1</td>
</tr>
</tbody>
</table>

**Research Methods Course**

Select one:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 210</td>
<td>Quantitative Research Methods in Communication</td>
<td>1</td>
</tr>
<tr>
<td>Or, Research Methods course from the approved list.</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Courses**

Select three COMM specific courses. 3,4,5

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select three elective courses from department(s) outside of COMM. Non-COMM electives must be related to the COMM major.</td>
<td>8</td>
</tr>
</tbody>
</table>

Total Course Units: 34

---

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2. Please visit the website (https://www.asc.upenn.edu/academics/undergraduate-program/curriculum-and-major-requirements/course-requirements/) for a listing of the approved Method Courses.

3. 4 of the 8 COMM elective courses must be 300 to a 499 level.
Students interested in pursuing one of these concentrations should make an appointment to meet with a member of the Communication and Public Service Program (ComPS) or the Politics & Policy.

Audiences & Persuasion; Culture & Society; Data & Network Science; Communication concentrations are as follows: Advocacy & Activism; Media Industries and Society; World of Privacy Policies; and Public Opinion and the Voice of the People. Courses in this Concentration explore communication among and between political elites and other policy influencers, the media, and citizens. Through this concentration students will gain an understanding of the attitudes, opinions, information-processing and behavior of citizens, political elites, political institutions and political systems. Sample courses include: Political Communication; Political Economy of Media; Communication and the Presidency; the Hidden World of Privacy Policies; and Public Opinion and the Voice of the People.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

Students must meet the following minimum requirements prior to acceptance into the major.

1. Completion of at least two of the following introductory courses:

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<th>Course Units</th>
</tr>
</thead>
<tbody>
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<td>COMM 125</td>
<td>Introduction to Communication Behavior</td>
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</tr>
<tr>
<td>COMM 130</td>
<td>Media Industries and Society</td>
<td>1</td>
</tr>
</tbody>
</table>

2. Completion of a third Communication course. Students may submit the application for the major after enrollment in the third course.

3. Cumulative GPA of 2.0 or higher in all University of Pennsylvania courses.

For more information: https://www.asc.upenn.edu/academics/undergraduate-program (https://www.asc.upenn.edu/academics/undergraduate-program/)

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic advisor prior to registration.

The Undergraduate Advising Team is available to answer questions about student progress and academic opportunities.

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

College General Education Requirements and Free Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foundational Approaches + Sectors</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>+ Free Electives</td>
<td></td>
</tr>
</tbody>
</table>

Major Requirements

Core Survey Courses

Select two of the following:

<table>
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<tr>
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<tr>
<td>COMM 130</td>
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<td></td>
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</table>

Research Methods Course

Select one:

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<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>COMM 210</td>
<td>Quantitative Research Methods in Communication</td>
<td>1</td>
</tr>
<tr>
<td>Or</td>
<td>Research Methods course from an approved list.</td>
<td>2</td>
</tr>
</tbody>
</table>

Elective Courses

Select five COMM specific courses.

Select one elective course from a department outside of COMM. The course must be related to the COMM major.

Concentration - Politics & Policy

Select three COMM specific courses from the approved concentration list.

Select two elective courses from a department(s) outside of COMM related to the concentration.

Total Course Units 34

Comparative Literature: (Trans)national Literatures, BA

The undergraduate program in Comparative Literature welcomes students interested in the study of literature from theoretical, interdisciplinary, cross-cultural, and global perspectives. The core courses train students to appreciate the variety of meanings that texts acquire in different institutional and philosophical contexts and different socio-political frameworks. There are three concentrations within the major: National and Transnational Literatures (four courses in each of two languages), Theory, and Globalization.

Comparative Literature is a flexible program, allowing students to take courses in a variety of departments in the College. Students with interests in more than one national literature and in fields such as philosophy and political theory, art and aesthetics, and film and music will find the requirements congenial. The program provides students with a cosmopolitan intellectual background that is increasingly in demand today.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

For more information: http://ccat.sas.upenn.edu/Complit/undergraduate.htm

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foundational Approaches + Sectors</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>+ Free Electives</td>
<td></td>
</tr>
</tbody>
</table>

Major Requirements

Core Requirements

Core Course 1:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COML 100</td>
<td>Introduction to Literary Study</td>
<td>1</td>
</tr>
<tr>
<td>or COML 125</td>
<td>Narrative Across Cultures</td>
<td></td>
</tr>
<tr>
<td>or COML 191</td>
<td>World Literature</td>
<td></td>
</tr>
</tbody>
</table>

Core Course 2:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COML 094</td>
<td>Introduction to Literary Theory</td>
<td>1</td>
</tr>
<tr>
<td>or COML 396</td>
<td>History of Literary Criticism</td>
<td></td>
</tr>
</tbody>
</table>

Core Course 3: Capstone Seminar or Thesis

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COML 399</td>
<td>Independent Study</td>
<td>1</td>
</tr>
</tbody>
</table>
The undergraduate program in Comparative Literature welcomes students interested in the study of literature from theoretical, interdisciplinary, cross-cultural, and global perspectives. The core courses train students to appreciate the variety of meanings that texts acquire in different institutional and philosophical contexts and different socio-political frameworks. There are three concentrations within the major: National and Transnational Literatures (four courses in each of two languages), Theory, and Globalization.

Comparative Literature is a flexible program, allowing students to take courses in a variety of departments in the College. Students with interests in more than one national literature and in fields such as philosophy and political theory, art and aesthetics, and film and music will find the requirements congenial. The program provides students with a cosmopolitan intellectual background that is increasingly in demand today.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

For more information: http://ccat.sas.upenn.edu/Complit/undergraduate.htm

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COML 498</td>
<td>Honors Thesis (required)</td>
<td>1</td>
</tr>
<tr>
<td>COML 499</td>
<td>Independent Study (required)</td>
<td>1</td>
</tr>
</tbody>
</table>

Honors

Applicants must have an overall GPA of 3.4 and a GPA of 3.6 in Major Related courses.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Comparative Literature: Theory, BA**

The undergraduate program in Comparative Literature welcomes students interested in the study of literature from theoretical, interdisciplinary, cross-cultural, and global perspectives. The core courses train students to appreciate the variety of meanings that texts acquire in different institutional and philosophical contexts and different socio-political frameworks. There are three concentrations within the major: National and Transnational Literatures (four courses in each of two languages), Theory, and Globalization.

Comparative Literature is a flexible program, allowing students to take courses in a variety of departments in the College. Students with interests in more than one national literature and in fields such as philosophy and political theory, art and aesthetics, and film and music will find the requirements congenial. The program provides students with a cosmopolitan intellectual background that is increasingly in demand today.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

For more information: http://ccat.sas.upenn.edu/Complit/undergraduate.htm

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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### Advanced Elective

<table>
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<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Comparative Literature Electives ²</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 2 COML Electives</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Select 1 Non-Western or Post-Colonial elective</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Concentration Requirements ³, ⁴</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 4 Theory Courses ⁵</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Select 4 Advanced Literature or Film Courses ⁶</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total Course Units</td>
<td>34</td>
</tr>
</tbody>
</table>

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).
2. Must be COML courses.
3. All Concentration courses to be chosen in consultation with the Undergraduate Chair.
4. Must include courses in Literature or Film and Theory.
5. 4 course units must be Theory courses.
6. 4 course units must be Advanced Literature or Film courses, of which at least two must be taught in a language other than English, and one must be in non-western or in post-colonial literature.

**Honors**

Applicants must have an overall GPA of 3.4 and a GPA of 3.6 in major related courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Honors Thesis (required)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Independent Study (required)</td>
<td>1</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Criminology, BA**

The major in Criminology enables students to acquire a theoretical and methodological framework for generating and assessing knowledge about crime and social control. The program draws upon disciplines from statistics to neuroscience to develop a liberal arts approach to the subject of crime.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

For more information: http://crim.sas.upenn.edu/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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### College General Education Requirements and Free Electives

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<tr>
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</tr>
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<tbody>
<tr>
<td></td>
<td>Foundational Approaches + Sectors ¹, ² + Free Electives</td>
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<th>Course Units</th>
</tr>
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<tbody>
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<tr>
<td>or COML 125</td>
<td>Narrative Across Cultures</td>
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</tr>
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<td>or COML 191</td>
<td>World Literature</td>
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<tr>
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</thead>
<tbody>
<tr>
<td>COML 094</td>
<td>Introduction to Literary Theory</td>
<td>1</td>
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<tr>
<td>or COML 396</td>
<td>History of Literary Criticism</td>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core Course 3: Capstone Seminar or Thesis</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one of the following:

- COML 399 Independent Study
- COML 498 Honors Thesis and Independent Study

### College General Education Requirements and Free Electives

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</thead>
<tbody>
<tr>
<td></td>
<td>Foundational Approaches + Sectors ¹, ² + Free Electives</td>
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</table>

2020-21 Catalog | Generated 09/18/20
Major Requirements

Core Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 100</td>
<td>Criminology</td>
<td>1</td>
</tr>
<tr>
<td>CRIM 200</td>
<td>Criminal Justice</td>
<td>1</td>
</tr>
<tr>
<td>CRIM 410</td>
<td>Research Seminar in Experiments in Crime and Justice</td>
<td>1</td>
</tr>
</tbody>
</table>

Socio-Political Context of Crime

Select 3 Socio-Political Context of Crime courses | 3 |

Bio-Psychological-Social Analysis of Crime

Select 3 Bio-Psychological-Social Analysis of Crime courses | 3 |

Criminal Justice Research

Select 2 Criminal Justice Research courses | 2 |

Electives

Select 3 Criminology electives | 3 |

Total Course Units | 34 |

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2 Students completing a minor elective track are exempt from the 2 course units of Criminology electives.

Honors

Applicants must have a minimum GPA of 3.4 in the major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 450</td>
<td>Senior Research Thesis</td>
<td>1.0</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Design, BA

The Fine Arts department is committed to cultivating global thought leaders in the fields of Art and Design. The Major in Design addresses a need for innovative pedagogy exploring the expansive nature of contemporary design and its relationship to the humanities, the sciences, and emerging technologies. The curriculum emphasizes an integrated understanding of design that brings together different disciplinary approaches that respond to complex social, cultural, and environmental challenges. Students will acquire contemporary representation, prototyping, and fabrication skills and engage with theoretical frameworks yielding advanced research and knowledge production.

Students begin the Design Major with two required core studios that introduce fundamental design methodologies, computational literacy, technological fabrication, and the study of contemporary digital culture. Majors then select from a series of theoretical and historical seminars that contextualize and expand their understanding of design practices including data-driven, speculative, and inquiry-based design. Majors also have the freedom to select from an expansive list of art and design electives that further their interdisciplinary expertise. The Design Major culminates in a year-long design project, researched design brief, public exhibition, and panel review with leading experts in the field.

A goal for students entering the major is to develop the ability to critically and resourcefully synthesize the expansive potentials of design. These skill sets are gained through exposure to diverse approaches to design methodologies, histories, and theories. Learning outcomes are evident in the individual and collaborative conceptual, technological, and speculative projects that emerge from the core and integrative studios. Design electives and seminars enrich, complicate, and expand disciplinary modalities, while engaging in deeper explorations of positionality within a global climate. Ultimately, the Design Major seeks to guide students through a process of learning to independently question, interpret, and analyze integrative design.

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foundational Approaches + Sectors(^1) + Free Electives</td>
<td>20</td>
</tr>
</tbody>
</table>

Major Requirements

Core Studio Requirements

Students are encouraged to take these classes their freshman and sophomore years.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSGN 264</td>
<td>Art, Design and Digital Culture</td>
<td></td>
</tr>
<tr>
<td>DSGN 306</td>
<td>Design 21</td>
<td></td>
</tr>
</tbody>
</table>

Integrative Design Studio Requirements

Select 4 courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSGN 266</td>
<td>Graphic Design</td>
<td></td>
</tr>
<tr>
<td>DSGN 268</td>
<td>Biological Design</td>
<td></td>
</tr>
<tr>
<td>DSGN 317</td>
<td>Cultures of Making</td>
<td></td>
</tr>
<tr>
<td>DSGN 328</td>
<td>Functions for Form and Material</td>
<td></td>
</tr>
<tr>
<td>DSGN 337</td>
<td>Inf Design &amp; Visualizati</td>
<td></td>
</tr>
<tr>
<td>DSGN 378</td>
<td>Interfacing Cultures</td>
<td></td>
</tr>
</tbody>
</table>

Art History and Theory Requirements

Art History- select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 101</td>
<td>World Art and Civilization Before 1400</td>
<td></td>
</tr>
<tr>
<td>ARTH 102</td>
<td>World Art: 1400 to Now</td>
<td></td>
</tr>
<tr>
<td>ARTH 106</td>
<td>Architect and History</td>
<td></td>
</tr>
<tr>
<td>ARTH 300</td>
<td>Undergraduate Methods Seminar</td>
<td></td>
</tr>
</tbody>
</table>

Theory- select three of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 411</td>
<td>Theory I: Geometry in Architecture</td>
<td></td>
</tr>
<tr>
<td>DSGN 300</td>
<td>Contemporary Theories of Design</td>
<td></td>
</tr>
<tr>
<td>DSGN 343</td>
<td>Language of Design</td>
<td></td>
</tr>
<tr>
<td>URBS 205</td>
<td>People and Design</td>
<td></td>
</tr>
<tr>
<td>VLST 101</td>
<td>Eye, Mind, and Image</td>
<td></td>
</tr>
</tbody>
</table>

Design Seminar Requirements \(^3\)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSGN 488</td>
<td>Senior Seminar Project (Fall)</td>
<td>2</td>
</tr>
<tr>
<td>DSGN 489</td>
<td>Senior Seminar Project (Spring)</td>
<td></td>
</tr>
</tbody>
</table>

Art and Design Electives \(^4\)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
</table>

---

\(^1\) You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

\(^2\) Students completing a minor elective track are exempt from the 2 course units of Criminology electives.

\(^3\) Students completing a minor elective track are exempt from the 2 course units of Criminology electives.

\(^4\) Students completing a minor elective track are exempt from the 2 course units of Criminology electives.
Select any combination of four FNAR and DSGN courses to fulfill this requirement.

<table>
<thead>
<tr>
<th>Total Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
</tr>
</tbody>
</table>

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).
2. Core studio requirements may be taken as early as freshman year and in any order as long as prerequisites are met.
3. Majors must take the Senior Seminar Project in consecutive semesters of their senior year.
4. Art and Design Electives can be taken in any order as long as prerequisites are met.
5. Fine Arts and Design courses can be found on the department website (https://www.design.upenn.edu/fine-arts/undergraduate/courses/).

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Earth Science: Environmental Science, BA

The Earth Science major provides graduates with a broad understanding of the physical and chemical processes that operate in and on the planet and how direct and indirect methods are used to examine and understand the structure, composition, and dynamics of the Earth. Graduates appreciate how humans and ecosystems interact with the dynamic Earth, and they have an in-depth knowledge of the atmosphere and climate change, the rock cycle, natural hazards, and the hydrologic and biogeochemical cycles. Additionally, they understand how to measure and use the structure, sequence, and properties of rocks, sediments, and fossils to reconstruct events in Earth's history and identify potential natural hazards or earth resources.

The Environmental Science concentration within the Earth Science major integrates geology, biology, chemistry, and physics in an effort to have students undertake a scientific study of the environment and the effects of humans on Earth systems.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 35. Double majors may entail more course units.

For more information: http://www.sas.upenn.edu/earth/earth-science/environmental-science-concentration (http://www.sas.upenn.edu/earth/earth-science/environmental-science-concentration/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foundational Approaches + Sectors</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Major Requirements</td>
<td></td>
</tr>
</tbody>
</table>
Honors
Applicants must have a 3.25 GPA in the major and complete a Senior Thesis with a B+ or above.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select 2 course units of courses from the approved list on EESC website</td>
<td></td>
</tr>
<tr>
<td>ENVS 399</td>
<td>Environmental Studies Research Seminar for Juniors</td>
<td>2</td>
</tr>
<tr>
<td>ENVS 498</td>
<td>Senior Thesis</td>
<td></td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Earth Science: Geology, BA

The Earth Science major provides graduates with a broad understanding of the physical and chemical processes that operate in and on the planet and how direct and indirect methods are used to examine and understand the structure, composition, and dynamics of the Earth. Graduates appreciate how humans and ecosystems interact with the dynamic Earth, and they have an in-depth knowledge of the atmosphere and climate change, the rock cycle, natural hazards, and the hydrologic and biogeochemical cycles. Additionally, they understand how to measure and use the structure, sequence, and properties of rocks, sediments, and fossils to reconstruct events in Earth's history and identify potential natural hazards or earth resources.

Students in the Geology concentration learn the various processes at work within the planet and on its surface. Students gain hands-on experience with fossils, rocks, minerals, maps, aerial photographs, and satellite images in the laboratory and on field trips.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 35. Double majors may entail more course units.

For more information: http://www.sas.upenn.edu/earth/earth-science/geology-concentration/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Related Disciplines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 2 course units with one course from each of two disciplines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MATH 114</td>
<td>Calculus, Part II</td>
</tr>
<tr>
<td></td>
<td>MATH 115</td>
<td>Calculus, Part II with Probability and Matrices</td>
</tr>
<tr>
<td></td>
<td>STAT 111</td>
<td>Introductory Statistics</td>
</tr>
<tr>
<td></td>
<td>Chemistry:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GEOL 418</td>
<td>Geochemistry</td>
</tr>
<tr>
<td></td>
<td>Physics:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GEOL 420</td>
<td>Introduction to Geophysics</td>
</tr>
<tr>
<td></td>
<td>Advanced Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 2 course units of 400 or 500 level Advanced courses</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total Course Units</td>
<td>35</td>
</tr>
</tbody>
</table>

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2 Equivalents may be substituted with prior approval from the Earth Sciences advisor.

Honors
Applicants must have a 3.25 GPA in the major and complete a Senior Thesis with a B+ or above.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select 2 course units of courses from the approved list on EESC website</td>
<td></td>
</tr>
<tr>
<td>GEOL 399</td>
<td>Geology Research Seminar for Juniors</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 420</td>
<td>Introduction to Geophysics</td>
<td>1</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Earth Science: Paleobiology, BA

The Earth Science major provides graduates with a broad understanding of the physical and chemical processes that operate in and on the planet and how direct and indirect methods are used to examine and understand the structure, composition, and dynamics of the Earth. Graduates appreciate how humans and ecosystems interact with the dynamic Earth, and they have an in-depth knowledge of the atmosphere and climate change, the rock cycle, natural hazards, and the hydrologic and biogeochemical cycles.
biogeochemical cycles. Additionally, they understand how to measure and use the structure, sequence, and properties of rocks, sediments, and fossils to reconstruct events in Earth’s history and identify potential natural hazards or earth resources.

Students in the Paleobiology concentration learn how the biological and physical conditions in deep time shaped the current conditions on Earth. Paleobiologists use image analysis and evolutionary theory to deduce the patterns of change in the biosphere.

The minimum total course units ([link](https://www.college.upenn.edu/credits-needed-major/)) for graduation in this major is 36. Double majors may entail more course units.

For more information: [link](http://www.sas.upenn.edu/earth/earth-science/paleobiology-concentration/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum ([link](https://www.college.upenn.edu/curriculum/)) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>College General Education Requirements and Free Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundational Approaches + Sectors¹ + Free Electives</td>
<td>17.5</td>
</tr>
<tr>
<td></td>
<td><strong>Major Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Required Courses</strong></td>
<td></td>
</tr>
<tr>
<td>BIOL 101</td>
<td>Introduction to Biology A</td>
<td>1.5</td>
</tr>
<tr>
<td>BIOL 102</td>
<td>Introduction to Biology B</td>
<td>1.5</td>
</tr>
<tr>
<td>BIOL 230</td>
<td>Evolutionary Biology</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 100</td>
<td>Introduction to Geology</td>
<td>1</td>
</tr>
<tr>
<td>or GEOL 125</td>
<td>Earth and Life Through Time</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 111</td>
<td>Geology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 205</td>
<td>Advanced Paleontology</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 206</td>
<td>Stratigraphy</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Upper Level Courses</strong></td>
<td></td>
</tr>
<tr>
<td>Select 1 Geology course unit at or above the 400 level</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Select 1 Biology course unit at or above the 200 level</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Required Courses in Related Disciplines</strong></td>
<td></td>
</tr>
<tr>
<td>CHEM 101</td>
<td>General Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 053</td>
<td>General Chemistry Laboratory I</td>
<td>.5</td>
</tr>
<tr>
<td>CHEM 102</td>
<td>General Chemistry II</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 054</td>
<td>General Chemistry Laboratory II</td>
<td>.5</td>
</tr>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
<td>1</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>PHYS 150</td>
<td>Principles of Physics I: Mechanics and Wave Motion</td>
<td></td>
</tr>
<tr>
<td>PHYS 170</td>
<td>Honors Physics I: Mechanics and Wave Motion</td>
<td></td>
</tr>
<tr>
<td>Select 1 course unit of the following:</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MATH 115</td>
<td>Calculus, Part II with Probability and Matrices</td>
<td></td>
</tr>
<tr>
<td>MATH 114</td>
<td>Calculus, Part II</td>
<td></td>
</tr>
<tr>
<td>BIOL 446</td>
<td>Statistics for Biologists</td>
<td></td>
</tr>
<tr>
<td>STAT 111</td>
<td>Introductory Statistics</td>
<td></td>
</tr>
<tr>
<td>STAT 112</td>
<td>Introductory Statistics</td>
<td></td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

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**East Asian Languages and Civilizations: Dual Language, BA**

The undergraduate program in EALC offers language training and courses in the culture, history, literature, and archaeology of East Asia. Students will focus on two of our three language offerings to study Chinese, Japanese or Korean within the major and are welcome to take content courses about multiple countries/areas.

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum ([link](https://www.college.upenn.edu/curriculum/)) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>College General Education Requirements and Free Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundational Approaches + Sectors¹ + Free Electives</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td><strong>Major Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Language</strong></td>
<td></td>
</tr>
<tr>
<td>Select 6 CU of Chinese, Japanese or Korean chosen from:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>CHIN 011</td>
<td>and above</td>
<td></td>
</tr>
<tr>
<td>KORN 011</td>
<td>and above</td>
<td></td>
</tr>
<tr>
<td>JPAN 011</td>
<td>and above</td>
<td></td>
</tr>
<tr>
<td>Select 6 CU in a language not already used including:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>CHIN 011</td>
<td>or above, JPAN 011 or above, or KORN 011 or above</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Content Courses</strong></td>
<td></td>
</tr>
<tr>
<td>Select 2 CU ‘Gateway’ from the following (that correspond with languages taken above):</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>EALC 001</td>
<td>Introduction to Chinese Civilization</td>
<td></td>
</tr>
<tr>
<td>EALC 002</td>
<td>Introduction to Japanese Civilization</td>
<td></td>
</tr>
<tr>
<td>EALC 003</td>
<td>Introduction to Korean Civilization</td>
<td></td>
</tr>
</tbody>
</table>

---

¹ You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement ([link](http://www.college.upenn.edu/sectors-policy/)).

² Two semester course; 2 course units granted only upon completion of second semester.
Select 2 CU ‘Seminars’ from:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EALC</td>
<td>200-level and above</td>
<td>2</td>
</tr>
</tbody>
</table>

Select 2 CU ‘Electives’:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any</td>
<td>EALC course and/or 1 additional CHIN, JPAN, KORN</td>
<td>2</td>
</tr>
</tbody>
</table>

Course to continue beyond those language CUs used above

At least 1 CU must be from an area not already focused on (if a student takes Chinese, then the breadth must be either Japanese or Korean and could be an overlap with Seminars)

Total Course Units 36

**Honors**

Required 3.0 GPA in major courses and the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EALC 002</td>
<td>Introduction to Japanese Civilization (Japan)</td>
<td>1</td>
</tr>
<tr>
<td>EALC 003</td>
<td>Introduction to Korean Civilization</td>
<td>1</td>
</tr>
<tr>
<td>History, Social Science, and Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 1 course unit of History</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Select 1 course unit of Social Sciences</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Select 1 course unit of Humanities</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Language Requirement^2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select a minimum of 4 course units in one language: Chinese, Japanese, or Korean</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Regional Coverage^3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 1 course unit on China</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 1 course unit on Japan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 1 course unit on Korea</td>
<td></td>
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<tr>
<td>Seminar Requirement</td>
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<tr>
<td>Select 2 course units of Seminar^4</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
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</tr>
<tr>
<td>Select a maximum of 3 course units of Electives^5</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Total Course Units 32

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2 Up to 4 course units of electives may be taken in place of the language requirement. Consult with major advisor.

3 One of the above may be a general East Asia course.

4 Can be fulfilled by other requirements.

5 To be chosen in consultation with the Major Advisor.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**East Asian Languages and Civilizations: East Asian Area Studies, BA**

East Asian Studies focuses on East Asia as a region of the world and human experience, and provides an integrated curriculum drawing on the approaches of the social sciences and the humanities. The program requires relevant courses in areas including history, international relations, political science, sociology, legal studies, and East Asian arts and cultures, while maintaining high standards in language study.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.

**For more information:** https://ceas.sas.upenn.edu/academics/east-asia-area-studies-major (https://ceas.sas.upenn.edu/academics/east-asia-area-studies-major/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EALC 001</td>
<td>Introduction to Chinese Civilization (China)</td>
<td>1</td>
</tr>
</tbody>
</table>

The undergraduate program in EALC offers language training and courses in the culture, history, literature, and archaeology of East Asia. Students will focus on either Chinese, Japanese or Korean language study within the major but are welcome to take content courses about multiple countries/areas.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.

**For more information:** http://www.sas.upenn.edu/ealc/
For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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</tbody>
</table>

College General Education Requirements and Free Electives
Foundational Approaches + Sectors + Free Electives 20

Major Requirements

Language
Select 6 CU of Chinese, Japanese or Korean chosen from:

- CHIN 011 and above
- JPAN 011 and above
- KORN 011 and above

Language placement will determine which course students should begin with and students whose level is so high that it is impossible to find enough offerings to satisfy this requirement will be allowed to work with the major advisors to choose 6 CU of alternative content courses.

Core Requirements
Select 1 CU ‘Gateway’ from the following:

- EALC 001 Introduction to Chinese Civilization
- EALC 002 Introduction to Japanese Civilization
- EALC 003 Introduction to Korean Civilization

Select 2 CU Seminars from EALC 200 or above 2

Electives
Select 3 CU from the following:

Any EALC course and/or 1 additional CHIN, JPAN, KORN course to continue beyond those language CUs used above.

At least 1 CU must be from an area not already focused on (if a student takes Chinese, then the breadth must be either Japanese or Korean and could be an overlap with Seminars)

Total Course Units 32

Honors
Required 3.0 GPA in major courses and the following:

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<tr>
<th>Code</th>
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</tbody>
</table>

2 CU additional in EALC - except EALC 001, EALC 002, EALC 003 2

EALC 499 Honors Thesis 1

Total Course Units 3

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

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Economics, BA

Economics is a social science and, as such, an important component of the liberal arts curriculum. At the core of economics are theories of how individuals, firms, and other organizations make choices and interact, taking into account constraints on their behaviors. Among the topics studied in economics are the determination of prices and quantities in various types of markets (from perfectly competitive commodity markets to highly regulated utility markets and internet auctions); the effects of taxes, subsidies, and regulations; the determination of aggregate economic activity (e.g., GDP, unemployment); inflation, monetary policy, and financial intermediation; economic growth and income distribution; and international trade and international finance (e.g., exchange rates). The Economics Major provides training in economic principles and provides a useful background for students preparing for a career in public policy, business, or finance.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.

For more information: http://economics.sas.upenn.edu/undergraduate-program/economics-major (http://economics.sas.upenn.edu/undergraduate-program/economics-major/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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College General Education Requirements and Free Electives
Foundational Approaches + Sectors + Free Electives 20

Major Requirements

10 course units of Economics - 6 course units must be taken in the Economics Department at the University of Pennsylvania

Introduction to Micro and Macro Economics

- ECON 001 Introduction to Micro Economics 1
- ECON 002 Introductory Economics: Macro 1

Or Waiver Conversion Complete

Intro Micro/Macro - For WHARTON Students Only

- ECON 010 Introduction to Economics for Business 1

Select an additional 200-level ECON course

Intermediate Level Micro and Macro Economics

- ECON 101 Intermediate Microeconomics 1
- ECON 102 Intermediate Macroeconomics 1

Statistics

- STAT 430 Probability
- STAT 431 Statistical Inference

One additional ECON course

Econometrics

- ECON 104 Econometrics 1

Four Major Courses

Select 4 course units of Major Courses from all 200 Level with 2 course units in Econ Dept at U of P 4

Mathematics Requirement

- MATH 104 Calculus, Part I 1
- MATH 114 Calculus, Part II 1
or MATH 115  Calculus, Part II with Probability and Matrices

Total Course Units 32-34

* LPS academic year courses ECON 001 Introduction to Micro Economics, ECON 002 Introductory Economics: Macro, ECON 101 Intermediate Microeconomics, ECON 102 Intermediate Macroeconomics, or ECON 103 Statistics for Economists ONLY may be used for the Major.

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2. ECON 001 Introduction to Micro Economics and ECON 002 Introductory Economics: Macro are prerequisites for all economics courses. ECON 001 Introduction to Micro Economics is the prerequisite for ECON 002 Introductory Economics: Macro.

3. ECON Course Required if ECON 010 Introduction to Economics for Business is taken.

4. ECON 101 Intermediate Microeconomics is a prerequisite for all 200-level economics courses & ECON 102 Intermediate Macroeconomics for many.

5. ECON Course required if STAT 430 Probability or STAT 430 Probability/STAT 431 Statistical Inference are taken.

Honors

Applicants must have a minimum GPA of 3.5 in Economics.

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<tr>
<td>ECON 001</td>
<td>Introduction to Micro Economics</td>
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<td>ECON 002</td>
<td>Introductory Economics: Macro</td>
<td>1</td>
</tr>
<tr>
<td>ECON 101</td>
<td>Intermediate Microeconomics</td>
<td>1</td>
</tr>
<tr>
<td>ECON 102</td>
<td>Intermediate Macroeconomics</td>
<td>1</td>
</tr>
<tr>
<td>ECON 103</td>
<td>Statistics for Economists</td>
<td>1</td>
</tr>
<tr>
<td>ECON 104</td>
<td>Econometrics</td>
<td>1</td>
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<tr>
<td>One 200 level course</td>
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<td></td>
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<tr>
<td>Year Long Course</td>
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<tr>
<td>ECON 300</td>
<td>Honors Seminar</td>
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The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

English: 18th/19th Centuries, BA

Students deciding to pursue English at Penn study language, literature, literary history and theories of literary production in a thirteen-course major of flexible design. While completing the language and literature requirement and the five required courses in the literary historical 'core,' majors also pursue their own special literary interests in six-course concentrations of their own choosing. English offers more than twenty distinct concentrations, including several options for creative writers.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 33. Double majors may entail more course units.

For more information: http://www.english.upenn.edu/Undergrad/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<td></td>
<td>Foundational Approaches + Sectors + Free Electives</td>
<td>20</td>
</tr>
</tbody>
</table>

Major Requirements

Core Requirement

Select one course in each sector from ENGL 015-ENGL 099:

| Sector 1 - Theory & Poetics                  | 6            |
| Sector 2 - Difference and Diaspora          |              |
| Sector 3 - Literature of the Medieval/Renaissance |          |
| Sector 4 - Literature of the Long 18th C (ca. 1660-1832) | |
| Sector 5 - 19th Century Literature          |              |
| Sector 6 - 20th Century Literature          |              |

The Junior Seminar

ENGL 200 Junior Research Seminar (Seminar 1) (may be double-counted in the core) 1

Seminars

Select one seminar in each area from ENGL 110-ENGL 599:

| Sem 1: Literature Before 1700 | 4            |
| Sem 2: Literature Before 1900 |
| Sem 3: ENGL (may be double-counted in the core) |
| Sem 4: ENGL or Related (may be double-counted in the core) |

Electives

Select 2-5 course units from ENGL 016-ENGL 599 2

Concentration Requirements

Select 4 course units of 18th & 19th Century Literature and Culture courses with 2 course units 200-level seminar or higher 3

Total Course Units 33

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2. For up to three sectors, a seminar may be double-counted in the core.

3. Take additional 3 course units if Seminars 1, 2 and 3 are double-counted in core.

4. Concentration may be comprised from the 13 course units of the major, or other courses.

Honors

Applicants must have a 3.6 GPA in the major. Thesis required.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should
consult with their academic program regarding final certifications and requirements for graduation.

**English: 20th/21st Centuries, BA**

Students deciding to pursue English at Penn study language, literature, literary history and theories of literary production in a thirteen-course major of flexible design. While completing the language and literature requirement and the five required courses in the literary historical 'core,' majors also pursue their own special literary interests in six-course concentrations of their own choosing. English offers more than twenty distinct concentrations, including several options for creative writers. The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 33. Double majors may entail more course units.

For more information: http://www.english.upenn.edu/Undergrad/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<td></td>
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<tr>
<td></td>
<td><em>Core Requirement</em></td>
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<tr>
<td></td>
<td>Select one course in each sector from ENGL 015-ENGL 099: (^2)</td>
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<tr>
<td></td>
<td></td>
<td>Sector 1 - Theory &amp; Poetics</td>
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<td></td>
<td></td>
<td>Sector 2 - Difference and Diaspora</td>
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<td></td>
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<td>Sector 3 - Medieval/Renaissance</td>
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<tr>
<td></td>
<td></td>
<td>Sector 4 - Lit of the Long 18th C (ca. 1660-1832)</td>
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<td></td>
<td>Sector 5 - 19th Century Literature</td>
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<tr>
<td></td>
<td></td>
<td>Sector 6 - 20th Century Literature</td>
</tr>
<tr>
<td></td>
<td><strong>The Junior Seminar</strong></td>
<td></td>
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<tr>
<td></td>
<td>ENGL 200 Junior Research Seminar (Seminar 1) (may be double-counted in the core)</td>
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<td></td>
<td><strong>Seminars</strong></td>
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<td></td>
<td>Select one seminar in each area from ENGL 110-ENGL 599: (^3)</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>Sem 1: Literature Before 1700</td>
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<tr>
<td></td>
<td></td>
<td>Sem 2: Literature Before 1900</td>
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<td>Sem 3: ENGL (may be double-counted in the core)</td>
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<tr>
<td></td>
<td><strong>Electives</strong></td>
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<tr>
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<td>Select 2-5 course units from ENGL 015-ENGL 599 (^3)</td>
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<tr>
<td></td>
<td><strong>Concentration Requirements</strong></td>
<td></td>
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<tr>
<td></td>
<td>Select 4 course units of 20th &amp; 21st Century Literature and Culture courses with 2 course units 200-level seminar or higher (^4)</td>
<td></td>
</tr>
</tbody>
</table>

Total Course Units | 33

---

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).
2. For up to three sectors, a seminar may be double-counted in the core.
3. Take additional 3 course units if Seminars 1, 2 and 3 are double-counted in core.
4. Concentration may be comprised from the 13 course units of the major, or other courses.

**Honors**

Applicants must have a 3.6 GPA in the major. Thesis required.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

---

**English: Africana Literatures & Culture, BA**

Students deciding to pursue English at Penn study language, literature, literary history and theories of literary production in a thirteen-course major of flexible design. While completing the language and literature requirement and the five required courses in the literary historical 'core,' majors also pursue their own special literary interests in six-course concentrations of their own choosing. English offers more than twenty distinct concentrations, including several options for creative writers.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 33. Double majors may entail more course units.

For more information: http://www.english.upenn.edu/Undergrad/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<td><strong>Major Requirements</strong></td>
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<td></td>
<td><em>Core Requirement</em></td>
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<tr>
<td></td>
<td>Select one course in each sector from ENGL 015-ENGL 099: (^2)</td>
<td>6</td>
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<tr>
<td></td>
<td></td>
<td>Sector 1 - Theory &amp; Poetics</td>
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<td>Sector 2 - Difference and Diaspora</td>
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<td>ENGL 200 Junior Research Seminar (Seminar 1) (may be double-counted in the core)</td>
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<td>Select one seminar in each area from ENGL 110-ENGL 599: (^3)</td>
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Total Course Units | 33

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1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).
2. For up to three sectors, a seminar may be double-counted in the core.
3. Take additional 3 course units if Seminars 1, 2 and 3 are double-counted in core.
4. Concentration may be comprised from the 13 course units of the major, or other courses.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Sem 1: Literature Before 1700
Sem 2: Literature Before 1900
Sem 3: ENGL (may be double-counted in the core)
Sem 4: ENGL or Related (may be double-counted in the core)

**Electives**
Select 2-5 course units from ENGL 015-ENGL 599

**Concentration Requirements**
Select 4 course units of Africana Literatures and Culture courses with 2 course units 200-level seminar or higher

**Total Course Units** 33

---

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement [here](http://www.college.upenn.edu/sectors-policy/).
2. For up to three sectors, a seminar may be double-counted in the core.
3. Take additional 3 course units if Seminars 1, 2 and 3 are double-counted in core.
4. Concentration may be comprised from the 13 course units of the major, or other courses.

### Honors
Applicants must have a 3.6 GPA in the major. Thesis required.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### English: Cinema & Media Studies, BA
Students deciding to pursue English at Penn study language, literature, literary history and theories of literary production in a thirteen-course major of flexible design. While completing the language and literature requirement and the five required courses in the literary historical 'core,' majors also pursue their own special literary interests in six-course concentrations of their own choosing. English offers more than twenty distinct concentrations, including several options for creative writers.

The minimum total course units ([here](https://www.college.upenn.edu/credits-needed-major/)) for graduation in this major is 33. Double majors may entail more course units.

For more information: [here](http://www.english.upenn.edu/Undergrad/)

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<td>Core Requirement</td>
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<td>Sector 1 - Theory &amp; Poetics</td>
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1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement [here](http://www.college.upenn.edu/sectors-policy/).
2. For up to three sectors, a seminar may be double-counted in the core.
3. Take additional course unit if ENGL 200 Junior Research Seminar is double counted in core.

### Honors
Applicants must have a 3.6 GPA in the major. Thesis required.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### English: Creative Writing, BA
Students deciding to pursue English at Penn study language, literature, literary history and theories of literary production in a thirteen-course major of flexible design. While completing the language and literature requirement and the five required courses in the literary historical 'core,' majors also pursue their own special literary interests in six-course concentrations of their own choosing. English offers more than twenty distinct concentrations, including several options for creative writers.

The minimum total course units ([here](https://www.college.upenn.edu/credits-needed-major/)) for graduation in this major is 33. Double majors may entail more course units.

For more information: [here](http://www.english.upenn.edu/Undergrad/)

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<td></td>
<td>Foundational Approaches + Sectors + Free Electives</td>
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</tr>
</tbody>
</table>

**Major Requirements**

**Core Requirement**

Select one course in each sector from ENGL 015-ENGL 099:

- Sector 1 - Theory & Poetics
- Sector 2 - Difference and Diaspora
- Sector 3 - Medieval/Renaissance
- Sector 4 - Lit of the Long 18th C (ca. 1660-1832)
- Sector 5 - 19th Century Literature
- Sector 6 - 20th Century Literature

**The Junior Seminar**

ENGL 200 Junior Research Seminar (Seminar 1) (may not be double-counted in the core)

**Creative Writing Seminars**

Select one seminar from ENGL 010, ENGL 110-ENGL 199
- Select one seminar from ENGL 110-ENGL 199
- Select one seminar from ENGL 119-ENGL 199

**Literature Seminars**

Select one seminar in each area at 200 level and above
- Sem 1: Literature Before 1700
- Sem 2: Literature Before 1900
- Sem 3: ENGL (may be double-counted in the core)
- Sem 4: ENGL or Related (may be double-counted in the core)

**Electives**

Select 1-3 course units from ENGL 015-ENGL 599

**Total Course Units**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
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<tr>
<td></td>
<td>Foundational Approaches + Sectors + Free Electives</td>
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</table>

**Honors**

Applicants must have a 3.6 GPA in the major. Thesis required.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**English: Drama, BA**

Students deciding to pursue English at Penn study language, literature, literary history and theories of literary production in a thirteen-course major of flexible design. While completing the language and literature requirement and the five required courses in the literary historical 'core,' majors also pursue their own special literary interests in six-course concentrations of their own choosing. English offers more than twenty distinct concentrations, including several options for creative writers.

The minimum total course units for graduation in this major is 33. Double majors may entail more course units.

**For more information:** http://www/english.upenn.edu/Undergrad/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum page.
The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

English: Gender/Sexuality, BA

Students deciding to pursue English at Penn study language, literature, literary history and theories of literary production in a thirteen-course major of flexible design. While completing the language and literature requirement and the five required courses in the literary historical ‘core,’ majors also pursue their own special literary interests in six-course concentrations of their own choosing. English offers more than twenty distinct concentrations, including several options for creative writers.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 33. Double majors may entail more course units.

For more information: http://www.english.upenn.edu/Undergrad/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<td>Foundational Approaches + Sectors + Free Electives</td>
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<tr>
<td></td>
<td>Major Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Core Requirement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one course in each sector from ENGL 015-ENGL 099:</td>
<td>6</td>
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<tr>
<td></td>
<td>Sector 1 - Theory &amp; Poetics</td>
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<tr>
<td></td>
<td>Sector 2 - Difference and Diaspora</td>
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</tr>
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<td></td>
<td>Sector 3 - Medieval/Renaissance</td>
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<tr>
<td></td>
<td>Sector 4 - Lit of the Long 18th C (ca. 1660-1832)</td>
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<td>Sector 5 - 19th Century Literature</td>
<td></td>
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<tr>
<td></td>
<td>Sector 6 - 20th Century Literature</td>
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</tbody>
</table>

The Junior Seminar

ENGL 200 Junior Research Seminar (Seminar 1) (may be double-counted in the core) 1

Seminars

Select one seminar in each area from ENGL 110-ENGL 599: 4

Sem 1: Literature Before 1700
Sem 2: Literature Before 1900
Sem 3: ENGL (may be double-counted in the core)
Sem 4: ENGL or Related (may be double-counted in the core)

Electives

Select 2-5 course units from ENGL 015-ENGL 599 2-5

Concentration Requirements

Select 4 course units of Gender/Sexuality courses with 2 course units 200-level seminar or higher

Total Course Units 33

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).
2. For up to three sectors, a seminar may be double-counted in the core.
3. Take additional 3 course units if Seminars 1, 2 and 3 are double-counted in core.
4. Concentration may be comprised from the 13 course units of the major, or other courses.

Honors

Applicants must have a 3.6 GPA in the major. Thesis required.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

English: General English, BA

Students deciding to pursue English at Penn study language, literature, literary history and theories of literary production in a thirteen-course major of flexible design. While completing the language and literature requirement and the five required courses in the literary historical ‘core,’ majors also pursue their own special literary interests in six-course concentrations of their own choosing. English offers more than twenty distinct concentrations, including several options for creative writers.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 33. Double majors may entail more course units.

For more information: http://www.english.upenn.edu/Undergrad/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
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<td></td>
<td>Major Requirements</td>
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</tr>
<tr>
<td></td>
<td>Core Requirement</td>
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<td></td>
<td>Select one course in each sector from ENGL 015-ENGL 096:</td>
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<td>Sector 1 - Theory &amp; Poetics</td>
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<td>Sector 3 - Medieval/Renaissance</td>
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<td></td>
<td>Sector 4 - Literature of the Long 18th C (ca. 1660-1832)</td>
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<td></td>
<td>Sector 6 - 20th Century Literature</td>
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</tr>
</tbody>
</table>

The Junior Seminar

ENGL 200 Junior Research Seminar (Seminar 1) (may be double-counted in the core) 1

Select one course in each sector from ENGL 015-ENGL 096: 6

Sector 1 - Theory & Poetics
Sector 2 - Difference and Diaspora
Sector 3 - Medieval/Renaissance
Sector 4 - Literature of the Long 18th C (ca. 1660-1832)
Sector 5 - 19th Century Literature
Sector 6 - 20th Century Literature

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
English: Individualized, BA

Students deciding to pursue English at Penn study language, literature, literary history and theories of literary production in a thirteen-course major of flexible design. While completing the language and literature requirement and the five required courses in the literary historical 'core,' majors also pursue their own special literary interests in six-course concentrations of their own choosing. English offers more than twenty distinct concentrations, including several options for creative writers. The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 33. Double majors may entail more course units.

For more information: http://www.english.upenn.edu/Undergrad/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<td>Major Requirements</td>
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<tr>
<td></td>
<td>Core Requirement</td>
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<td></td>
<td>Select one course in each sector from ENGL 015-ENGL 099: 2</td>
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<tr>
<td></td>
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<td>Sector 3 - Medieval/Renaissance</td>
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</tr>
<tr>
<td></td>
<td>Sector 4 - Lit of the Long 18th C (ca. 1640-1832)</td>
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</tbody>
</table>

Honors

Applicants must have a 3.6 GPA in the Major. Thesis required.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
majors also pursue their own special literary interests in six-course concentrations of their own choosing. English offers more than twenty distinct concentrations, including several options for creative writers. The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 33. Double majors may entail more course units.

For more information: http://www.english.upenn.edu/Undergrad/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
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<tr>
<td></td>
<td>Foundational Approaches + Sectors¹ + Free Electives</td>
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## College General Education Requirements and Free Electives

### Foundational Approaches + Sectors

**Core Requirement**

Select one course in each sector from ENGL 015-ENGL 099:²

<table>
<thead>
<tr>
<th>Sector 1 - Theory &amp; Poetics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sector 2 - Difference and Diaspora</td>
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<td>Sector 5 - 19th Century Literature</td>
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<tr>
<td>Sector 6 - 20th Century Literature</td>
</tr>
</tbody>
</table>

**The Junior Seminar**

ENGL 200 Junior Research Seminar (Seminar 1) (may be double-counted in the core)

**Seminars**

Select one seminar in each area from ENGL 110-ENGL 599:

<table>
<thead>
<tr>
<th>Sem 1: Literature Before 1700</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem 2: Literature Before 1900</td>
</tr>
<tr>
<td>Sem 3: ENGL (may be double-counted in the core)</td>
</tr>
<tr>
<td>Sem 4: ENGL or Related (may be double-counted in the core)</td>
</tr>
</tbody>
</table>

**Electives**

Select 2-5 course units from ENGL 015-ENGL 599³

**Concentration Requirements**

Select 4 course units of Literary Theory & Cultural Studies courses with 2 course units 200-level seminar or higher ⁴

**Total Course Units**

33

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2 For up to three sectors, a seminar may be double-counted in the core.

3 Take additional 3 course units if Seminars 1, 2 and 3 are double-counted in core.

4 Concentration may be comprised from the 13 course units of the major, or other courses.

### Honors

Applicants must have a 3.6 GPA in the Major. Thesis required.
The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**English: Medieval/Renaissance, BA**

Students deciding to pursue English at Penn study language, literature, literary history and theories of literary production in a thirteen-course major of flexible design. While completing the language and literature requirement and the five required courses in the literary historical 'core,' majors also pursue their own special literary interests in six-course concentrations of their own choosing. English offers more than twenty distinct concentrations, including several options for creative writers.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 33. Double majors may entail more course units.

For more information: http://www.english.upenn.edu/Undergrad/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Honors**

Applicants must have a 3.6 GPA in the Major. Thesis required.

---

**English: Poetry and Poetics, BA**

Students deciding to pursue English at Penn study language, literature, literary history and theories of literary production in a thirteen-course major of flexible design. While completing the language and literature requirement and the five required courses in the literary historical 'core,' majors also pursue their own special literary interests in six-course concentrations of their own choosing. English offers more than twenty distinct concentrations, including several options for creative writers.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 33. Double majors may entail more course units.

For more information: http://www.english.upenn.edu/Undergrad/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.
Sem 3: ENGL (may be double-counted in the core)
Sem 4: ENGL or Related (may be double-counted in the core)

Electives
Select 2-5 course units from ENGL 015-ENGL 599 3 2-5

Concentration Requirements
Select 4 course units of Poetry and Poetics courses with 2 course units 200-level seminar or higher 4

Total Course Units 33

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).
2 For up to three sectors, a seminar may be double-counted in the core.
3 Take additional 3 course units if Seminars 1, 2 and 3 are double-counted in core.
4 Concentration may be comprised from the 13 course units of the major, or other courses.

Honors
Applicants must have a 3.6 GPA in the Major. Thesis required.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Environmental Studies: Environmental History and Regional Studies, BA

The Environmental Studies major provides graduates with the necessary skills to contribute to society and effectively work on challenging problems that face humanity. Students acquire knowledge in environmental economics, environmental health, sustainability, renewable resources, and environmental management. In addition, they have an in-depth understanding of the human-environment interconnection, knowledge of international and domestic environmental issues, and are well-versed in environmental policies and how these policies are set and changed.

Students in the Environmental History and Regional Studies concentration learn a temporal and spatial perspective to the study of the Environment.
The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 35. Double majors may entail more course units.

This concentration is for students with a background in the Arts or Social Sciences.

For more information: http://www.sas.upenn.edu/earth/environmental-studies/environmental-history-regional-studies-concentration (http://www.sas.upenn.edu/earth/environmental-studies/environmental-history-regional-studies-concentration/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

### Honors

Applicants must have a 3.25 GPA in the major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 498</td>
<td>Senior Thesis (B+ or above)</td>
<td>0.5</td>
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</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Environmental Studies: Environmental Policy and Application, BA

The Environmental Studies major provides graduates with the necessary skills to contribute to society and effectively work on challenging problems that face humanity. Students acquire knowledge in environmental economics, environmental health, sustainability, renewable resources, and environmental management. In addition, they have an in-depth understanding of the human-environment interconnection, knowledge of international and domestic environmental issues, and are well-versed in environmental policies and how these policies are set and changed.

Students in the Environmental Policy and Application concentration acquire a background in the social and management aspects of environmental problems.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 35. Double majors may entail more course units.

This concentration is for students who have a second major in a Natural Science.

For more information: http://www.sas.upenn.edu/earth/environmental-studies/environmental-policy-application-concentration (http://www.sas.upenn.edu/earth/environmental-studies/environmental-policy-application-concentration/) 

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

### Code Title

<table>
<thead>
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<th>Code</th>
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<tr>
<td>GEOL 204</td>
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<td></td>
</tr>
<tr>
<td>GEOL 100</td>
<td>Introduction to Geology</td>
<td></td>
</tr>
<tr>
<td>GEOL 103</td>
<td>Natural Disturbances and Disasters</td>
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</tr>
<tr>
<td>GEOL 125</td>
<td>Earth and Life Through Time</td>
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<td>GEOL 130</td>
<td>Oceanography</td>
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<td>Select 1 course unit of Data Analysis &amp; Statistics</td>
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<td>or ENVS 400</td>
<td>Environmental Studies Seminar</td>
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<tr>
<td>Select 1 course unit of Geographical or Environmental Modeling</td>
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</tr>
<tr>
<td>Select 1 course unit of Environmental Research - Junior Seminar</td>
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<td>ENVS 498</td>
<td>Senior Thesis (Semester I)</td>
<td>0.5</td>
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<tr>
<td>ENVS 498</td>
<td>Senior Thesis (Semester II)</td>
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<td>Select 1 course unit of Biotic History</td>
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<td>Select 1 course unit of Environmental History</td>
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<td>Select 1 course unit of Environmental Geology</td>
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<tr>
<td>Select 1 course unit of Field Course</td>
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<tr>
<td>Select 2 course units of 400 or 500-level Concentration Electives</td>
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**Curriculum-Related Practical Experience**

Field course or equivalent experience

Total Course Units 35

---

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).
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<thead>
<tr>
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<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>GEOL 125</td>
<td>Earth and Life Through Time</td>
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</tr>
<tr>
<td>GEOL 130</td>
<td>Oceanography</td>
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</tbody>
</table>

Select 1 course unit of Data Analysis & Statistics
Select 1 course unit of Economics & Policy
ENVS 301 or ENVS 400

Select 1 course unit of Geographical or Environmental Modeling
Select 1 course unit of Environmental Research - Junior Seminar
ENVS 498 or ENVS 400

Environmental Policy & Application
Select 1 course unit of Environmental Policy or ABCS in EESC courses
Select 1 course unit of Environmental Economics
Select 2 course units of Global Politics & International Relations
Select 3 course units of 400 or 500-level Concentration Electives

Curriculum-Related Practical Experience
Field course or equivalent experience

Total Course Units 35

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

**Honors**

Applicants must have a 3.25 GPA in the major

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>Senior Thesis (B+ or above)</td>
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</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Environmental Studies: General Environmental Studies, BA**

The Environmental Studies major provides graduates with the necessary skills to contribute to society and effectively work on challenging problems that face humanity. Students acquire knowledge in environmental economics, environmental health, sustainability, renewable resources, and environmental management. In addition, they have an in-depth understanding of the human-environment interconnection, knowledge of international and domestic environmental issues, and are well-versed in environmental policies and how these policies are set and changed.

This is an individualized, specialized concentration designed for students who want to concentrate in an area not represented by the other concentrations. Formal proposals for this concentration must be developed and submitted for review and approved by both the EES program director and undergraduate chair before admittance into this concentration.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 35. Double majors may entail more course units.

For more information: http://www.sas.upenn.edu/earth/environmental-studies/individualized-concentration (http://www.sas.upenn.edu/earth/environmental-studies/individualized-concentration/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

**College General Education Requirements and Free Electives**

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<th>+ Free Electives</th>
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<tr>
<td><strong>Total Course Units</strong> 35</td>
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**Major Requirements**

**Core Requirements**

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<th>Introduction to Environmental Science</th>
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<th>Global Climate Change</th>
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<tbody>
<tr>
<td>GEOL 100</td>
<td>Introduction to Geology</td>
</tr>
<tr>
<td>GEOL 103</td>
<td>Natural Disturbances and Disasters</td>
</tr>
<tr>
<td>GEOL 125</td>
<td>Earth and Life Through Time</td>
</tr>
<tr>
<td>GEOL 130</td>
<td>Oceanography</td>
</tr>
</tbody>
</table>

Select 1 course unit of Data Analysis & Statistics
Select 1 course unit of Economics & Policy
ENVS 301 or ENVS 400

Select 1 course unit of Geographical or Environmental Modeling
Select 1 course unit of Environmental Research - Junior Seminar
ENVS 498 or ENVS 400

Environmental Studies
Select 7 course units of Environmental Studies courses with 3 course units at the 400 or 500 level

Curriculum-Related Practical Experience
Field course or equivalent experience

Total Course Units 35

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

**Honors**

Applicants must have a 3.25 GPA in the major

<table>
<thead>
<tr>
<th>ENVS 498</th>
<th>Senior Thesis (B+ or above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.5</td>
<td></td>
</tr>
</tbody>
</table>

2020-21 Catalog | Generated 09/18/20
The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Environmental Studies: Global Environmental Systems, BA

The Environmental Studies major provides graduates with the necessary skills to contribute to society and effectively work on challenging problems that face humanity. Students acquire knowledge in environmental economics, environmental health, sustainability, renewable resources, and environmental management. In addition, they have an in-depth understanding of the human-environment interconnection, knowledge of international and domestic environmental issues, and are well-versed in environmental policies and how these policies are set and changed.

Students in the Global Environmental Systems concentration will focus their coursework on understanding global environmental systems.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 35. Double majors may entail more course units.

This concentration is for students who have a background in either the Natural or the Social Sciences.


For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 498</td>
<td>Senior Thesis (Semester I)</td>
<td>0.5</td>
</tr>
<tr>
<td>ENVS 498</td>
<td>Senior Thesis (Semester II)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Global Environmental Systems

| Select 1 course unit of Earth Systems | 1          |
| Select 1 course unit of Biotic History | 1          |
| Select 1 course unit of Geochemical Dynamics | 1          |
| Select 1 course unit of Global Politics & International Relations | 1          |
| Select 1 course unit of International Environmental Issues | 1          |
| Select 2 course units of 400 or 500 level Concentration Electives | 2          |

Curriculum-Related Practical Experience

Field course or equivalent experience

Total Course Units 35

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

Honors

Applicants must have a 3.25 GPA in the major

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Environmental Studies: Sustainability and Environmental Management, BA

The Environmental Studies major provides graduates with the necessary skills to contribute to society and effectively work on challenging problems that face humanity. Students acquire knowledge in environmental economics, environmental health, sustainability, renewable resources, and environmental management. In addition, they have an in-depth understanding of the human-environment interconnection, knowledge of international and domestic environmental issues, and are well-versed in environmental policies and how these policies are set and changed.

The Sustainability and Environmental Management concentration is designed to help students understand the nature of environmental constraints which face organizations and individuals in the modern world, and to understand how these constraints can be effectively considered as part of the decision-making process in for-profit and non-profit organizations.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 35. Double majors may entail more course units.

This concentration is for students who have a background in either the Natural or the Social Sciences.
**For more information:** http://www.sas.upenn.edu/earth/environmental-studies/sustainability-and-environmental-management-concentration
(http://www.sas.upenn.edu/earth/environmental-studies/sustainability-and-environmental-management-concentration/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ENVS 100</td>
<td>Introduction to Environmental Science</td>
<td>1</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOL 204</td>
<td>Global Climate Change</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 100</td>
<td>Introduction to Geology</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 103</td>
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<td>Oceanography</td>
<td>1</td>
</tr>
<tr>
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<td>0.5</td>
</tr>
<tr>
<td>ENVS 498</td>
<td>Senior Thesis (Semester II)</td>
<td>0.5</td>
</tr>
<tr>
<td>EAS 401</td>
<td>Energy and Its Impacts: Technology, Environment, Economics, Sustainability</td>
<td>1</td>
</tr>
<tr>
<td>or EAS 402</td>
<td>Renewable Energy and Its Impacts: Technology, Environment, Economics, Sustainability</td>
<td></td>
</tr>
<tr>
<td>Select 1 Environmental Economics course</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Select 1 Environmental Policy course</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Select 2 Management courses</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Select 2 400 or 500-level Concentration Electives</td>
<td>2</td>
<td></td>
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**Total Course Units:** 35

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

**Honors**

Applicants must have a 3.25 GPA in the major

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The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Fine Arts, BA**

The Undergraduate Fine Arts Program combines studio practices, seminar courses, and interactions with visiting artists and professionals to provide an open intellectual framework in order to foster critical awareness and independent methods of artistic research and learning. The Fine Arts Department offers a diverse range of studio courses in the areas of animation and 3D modeling, ceramics, design, drawing and painting, photography, printmaking, sculpture, and video. The dynamic curriculum also provides students with the opportunity to thoroughly examine contemporary art, creative research, interactive design, and public art through seminar-based instruction.

A goal of the Undergraduate Fine Arts program is to facilitate an environment where the potentialities of art are considered in relation to the real life conditions of our students. Encouraged to test themselves against the rigors of divergent artistic approaches and their histories, our students develop a more complex set of skills to creatively and critically negotiate the turbulent shifts taking place globally in terms of human experiences.

The Fine Arts major is available for students in the College of Arts and Sciences and the School of Engineering, and the minor is available for undergraduate students across the university. The Fine Arts program works in conjunction with three interdisciplinary degree programs in Cinema Studies, Digital Media Design, and Visual Studies.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

**For more information:** http://www.design.upenn.edu/fine-arts/undergraduate/program (http://www.design.upenn.edu/fine-arts/undergraduate/program/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<td>or EAS 402</td>
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</tr>
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<td>1</td>
<td></td>
</tr>
<tr>
<td>Select 1 Environmental Policy course</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Select 2 Management courses</td>
<td>2</td>
<td></td>
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<td></td>
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**Total Course Units:** 35

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**Honors**

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**For more information:** http://www.design.upenn.edu/fine-arts/undergraduate/program (http://www.design.upenn.edu/fine-arts/undergraduate/program/)

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<td></td>
</tr>
<tr>
<td>Select 1 Environmental Economics course</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Select 1 Environmental Policy course</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Select 2 Management courses</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Select 2 400 or 500-level Concentration Electives</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Total Course Units:** 35

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).
French and Francophone Studies introduces students to the full span of historical and cultural traditions from France and the French-speaking world. Languages courses - from introductory to advanced - promote linguistic fluency, building on the skills students have acquired in high school or at Penn. Upper-level seminars explore a range of topics pertaining to literature, history, visual arts, and/or the media, and they offer majors and minors the opportunity to engage in research on French and global Francophone cultures across periods into contemporary times.

**French and Francophone Studies, BA**

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.

At least half of all courses for the major must be taken in the Department at Penn. ALL courses must be taken in French, with the possible exception of Major-related courses.

For more information: http://www.sas.upenn.edu/french/undergraduate/requirements-majors-and-minors/major-french-francophone-studies (http://www.sas.upenn.edu/french/undergraduate/requirements-majors-and-minors/major-french-francophone-studies/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

### College General Education Requirements and Free Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational Approaches + Sectors</td>
<td>+ Free Electives</td>
<td>20</td>
</tr>
</tbody>
</table>

### Major Requirements

**Advanced Language**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 212</td>
<td>Advanced French Grammar and Composition</td>
<td>1</td>
</tr>
<tr>
<td>or FREN 214</td>
<td>Advanced French Composition and Conversation</td>
<td></td>
</tr>
</tbody>
</table>

**History & Culture**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 226</td>
<td>French History and Culture until 1789</td>
<td>2</td>
</tr>
<tr>
<td>FREN 227</td>
<td>French History and Culture 1789-1945</td>
<td>2</td>
</tr>
<tr>
<td>FREN 228</td>
<td>Contemporary France</td>
<td>2</td>
</tr>
<tr>
<td>FREN 229</td>
<td>French in the World</td>
<td>2</td>
</tr>
</tbody>
</table>

**Literature & Arts**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 230</td>
<td>Masterpieces of French Cinema</td>
<td>2</td>
</tr>
<tr>
<td>FREN 231</td>
<td>Perspectives in French Literature: Love and Passion</td>
<td>2</td>
</tr>
<tr>
<td>FREN 232</td>
<td>Perspectives in French Literature: The Individual and Society</td>
<td>2</td>
</tr>
<tr>
<td>FREN 233</td>
<td>Francophone Literature and Film</td>
<td>2</td>
</tr>
</tbody>
</table>

**Electives**

Select a minimum of 5 course units of 300-level courses with 2 in the Department at Penn

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 237</td>
<td>Advanced French Literature and Film</td>
<td>2</td>
</tr>
</tbody>
</table>

**Research Requirement**

Must be completed in the Department at Penn

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Course Units</td>
<td>32</td>
</tr>
</tbody>
</table>

---

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).
2. Must be taken in the Department at Penn.
3. At least one course must be taken in the Department at Penn.
4. Major-related courses need approval from the Undergraduate Chair.

---

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Honors
Applicants must have a minimum GPA of 3.4 in the Major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 398</td>
<td>Honors Thesis</td>
<td>1.0</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Gender, Sexuality, & Women's Studies: Feminist Studies, BA
A concentration with a broad range, Feminist Studies covers topics ranging from politics to policy, to research methods and methodologies. For example, students with a concentration in Feminist Studies may be interested in focusing on how feminist policy has shaped political life in the United States, researching the ways that feminist advocacy has shaped political movements in Latin America, or examining how feminist approaches to research methods have transformed data collection in particular fields.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 33. Double majors may entail more course units.

For more information: https://gsws.sas.upenn.edu/program/undergraduate-major/ For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College General Education Requirements and Free Electives</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Foundational Approaches + Sectors¹ + Free Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Major Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Required Courses</td>
<td></td>
</tr>
<tr>
<td>GSWS 002</td>
<td>Gender and Society</td>
<td>1</td>
</tr>
<tr>
<td>GSWS 003</td>
<td>Introduction to Sexuality Studies and Queer Theory</td>
<td>1</td>
</tr>
<tr>
<td>GSWS Theory Course</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Concentration Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 5 courses with 4 courses in at least two different departments</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Elective Courses</td>
<td>4-9</td>
</tr>
<tr>
<td></td>
<td>For more information: <a href="https://gsws.sas.upenn.edu/">https://gsws.sas.upenn.edu/</a></td>
<td></td>
</tr>
</tbody>
</table>

¹ You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

Honors
Students with an overall GPA of 3.4 and 3.6 or better in the major are eligible for honors.

Concentrations
Students may select one of five concentrations (https://www.sas.upenn.edu/gsws/content/concentrations/):
- Feminist Studies
- Global Gender and Sexuality Studies
- Health and Disability
- LGBTQ Studies
- Self-designed

For more information: https://gsws.sas.upenn.edu/undergraduate/major For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

Gender, Sexuality, & Women's Studies: General, BA
The Gender, Sexuality, and Women's Studies Program (GSWS) is an interdisciplinary program that provides exciting intellectual opportunities to explore the role of gender in human affairs. The program offers over 50 courses each year, many cross-listed with other departments, as well as a major, a minor, and a graduate certificate.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 33. Double majors may entail more course units.

For more information: https://gsws.sas.upenn.edu/ For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>GSWS 002</td>
<td>Gender and Society</td>
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<td>Introduction to Sexuality Studies and Queer Theory</td>
<td>1</td>
</tr>
<tr>
<td>GSWS Theory Course</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Elective Courses</td>
<td>4-9</td>
</tr>
<tr>
<td></td>
<td>Select 4 elective courses for students doing a concentration or 9 elective courses for students not doing a concentration</td>
<td>4-9</td>
</tr>
</tbody>
</table>

¹ You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).
Select 5 course units with four courses in at least two different departments

Research/Capstone Requirement
Select 1 course unit

Total Course Units 33

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Honors
Students with an overall GPA of 3.4 and 3.6 or better in the major are eligible for honors.

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Students may select one of five concentrations (https://www.sas.upenn.edu/gsws/content/concentrations/):

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The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Gender, Sexuality, & Women's Studies: Health and Disability Studies, BA

This concentration will be of interest to students who want to explore the intersections between history and health and the ways that disability and health are both shaped by, and experienced in, society. Courses are typically cross-listed with History and Sociology of Science, Sociology, Psychology, and English, but courses from other Departments can be approved on a case-by-case basis.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 33. Double majors may entail more course units.

For more information: https://gsws.sas.upenn.edu/program/undergraduate-major (https://gsws.sas.upenn.edu/program/undergraduate-major/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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Required Courses

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Concentration Requirements
Select 5 courses with 4 courses in at least two different departments

Elective Courses
Select 4 elective courses

Research/Capstone Requirement
Select 1 course unit

Total Course Units 33

You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

Honors
Students with an overall GPA of 3.4 and 3.6 or better in the major are eligible for honors.

Concentrations
Students may select one of five concentrations (https://www.sas.upenn.edu/gsws/content/concentrations/):

- Feminist Studies
- Global Gender and Sexuality Studies
- Health and Disability
- LGBTQ Studies
- Self-designed

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Gender, Sexuality, & Women's Studies: LGBTQ Studies, BA

LGBTQ Studies is a growing field that includes courses offered in Departments and Schools across the University. Students may even wish to do a sub-concentration within this field, for example in the areas of queer cinema studies, queer literature, or queer design. There are also a growing number of courses offered which aim to cultivate LGBTQ literacy in the education and medical fields. The Program is also in the early stages of developing more courses in the field of Trans Studies, and courses taken in this field would count toward this concentration.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 33. Double majors may entail more course units.

For more information: https://gsws.sas.upenn.edu/program/undergraduate-major (https://gsws.sas.upenn.edu/program/undergraduate-major/)
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1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement.

The minimum total course units for graduation in this major is 33. Double majors may entail more course units.

**Honors**

Students with an overall GPA of 3.4 and 3.6 or better in the major are eligible for honors.

**Concentrations**

Students may select one of five concentrations:

- Feminist Studies
- Global Gender and Sexuality Studies
- Health and Disability
- LGBTQ Studies
- Self-designed

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Gender, Sexuality, & Women's Studies: Self Designed, BA**

This concentration could be met by taking 5 courses within a single field or department, or a combination of departments—such as Politics and Philosophy, or Sociology & Anthropology. Other concentrations might include Media and Communications, History and English, or thematic concentrations that could combine courses in a wide variety of fields such as Performance Studies, Migration Studies, Labor Studies, and so forth. Any self-designed concentration should be determined in consultation with the Associate Director of the program and subsequently approved by the Program's Curriculum Committee. Please note that the title of the self-designed concentration will not appear on transcripts.

Honors

Students with an overall GPA of 3.4 and 3.6 or better in the major are eligible for honors.

Concentrations

Students may select one of five concentrations:

- Feminist Studies
- Global Gender and Sexuality Studies
- Health and Disability
- LGBTQ Studies
- Self-designed

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should...
consult with their academic program regarding final certifications and requirements for graduation.

**German, BA**

The major and minor programs in the Department of Germanic Languages and Literatures provide deep understandings of language and cultures. Building from basic language competency to synthesizing significant literary works, historical context and current media and politics, the program offers a comprehensive education through engaged, active learning in a combination of core courses with a wide range of electives. Your learning experiences can be broadened and applied in study abroad as well as internship programs.

The minimum total course units ([https://www.college.upenn.edu/credits-needed-major/](https://www.college.upenn.edu/credits-needed-major/)) for graduation in this major is 32. Double majors may entail more course units.

**For more information:** [https://www.sas.upenn.edu/germanic/](https://www.sas.upenn.edu/germanic/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum ([https://www.college.upenn.edu/curriculum/](https://www.college.upenn.edu/curriculum/)) page.

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**Major Requirements**

**Core Courses**

- GRMN 203: Texts and Contexts
- GRMN 301: Handschrift-Hypertext: Deutsche Medien
- GRMN 401: Trans(l)its

**Electives**

- Select 3 course units of electives at GRMN 300 or above
- Select 5 course units of electives with no more than 3 course units taught in English

**Target Language Requirement**

**Total Course Units**

32

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement ([http://www.college.upenn.edu/sectors-policy/](http://www.college.upenn.edu/sectors-policy/)).

**Honors**

Applicants are required to have a minimum overall GPA of 3.0 in the College and in the major.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

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**Health and Societies: Bioethics and Society, BA**

The Health and Societies (HSOC) major examines health and medicine in social context, equipping students with the critical faculties and multidisciplinary skills that will prepare them for careers in public health, health services, and a variety of other arenas. The program is built on the foundation of three core disciplines: anthropology, history, and sociology. Methods and courses from other disciplines and fields—including epidemiology, political science, business/economics, law, environmental studies, and bioethics—supplement the core disciplines and provide majors with the variety of skills necessary to grasp the forces that have shaped our contemporary health landscapes. The Health and Societies graduate is a ‘multilingual’ scholar and citizen, fluent in the methods and perspectives of several social science disciplines— theoretically informed but practically minded, with a global outlook and local experience.

The minimum total course units ([https://www.college.upenn.edu/credits-needed-major/](https://www.college.upenn.edu/credits-needed-major/)) for graduation in this major is 34. Double majors may entail more course units.

**For more information:** [https://hss.sas.upenn.edu/undergraduate/health-societies-major](https://hss.sas.upenn.edu/undergraduate/health-societies-major)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum ([https://www.college.upenn.edu/curriculum/](https://www.college.upenn.edu/curriculum/)) page.

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</table>

**Major Requirements**

**Foundation Requirement**

- HSOC 010: Health and Societies
- or HSOC 145: Comparative Medicine

**Quantitative Methods**

- HSOC/SOCI 100: Sociological Research Methods
  - or HSOC/SOCI 111: Health of Populations.

**Core Discipline**

- HSOC 002: Medicine in History
  - or HSOC 150: American Health Policy
  - or HSOC 112: The Peoples Health
- HSOC 238: Introduction to Medical Anthropology
  - or HSOC 275: Medical Sociology

**HSOC or STSC Electives**

Select 3 HSOC or STSC Electives

**Bioethics & Society Concentration**

Select 1 Core Discipline course
Select 1 Core Course
Select 1 Philosophical & Religious Foundations course
Select 1 Social & Institutional Contexts course
Select 1 Technologies, Practices & Practitioners course
Select 1 Law, Politics & Public Policy course

**Capstone Research Requirement**
Select 1 400-level HSOC or STSC Research Seminar 1

Total Course Units 34

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2 HSOC 100 Sociological Research Methods is cross listed with SOCI 100 Sociological Research Methods and HSOC 111 Health of Populations. is cross listed with SOCI 111 Health of Populations.

**Honors**

Applicants must have a minimum GPA of 3.6 in the major and 3.3 overall.

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The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Health and Societies: Disease and Culture, BA**

The Health and Societies (HSOC) major examines health and medicine in social context, equipping students with the critical faculties and multidisciplinary skills that will prepare them for careers in public health, health services, and a variety of other arenas. The program is built on the foundation of three core disciplines: anthropology, history, and sociology. Methods and courses from other disciplines and fields—including epidemiology, political science, business/economics, law, environmental studies, and bioethics—supplement the core disciplines and provide majors with the variety of skills necessary to grasp the forces that have shaped our contemporary health landscapes. The Health and Societies graduate is a ‘multilingual’ scholar and citizen, fluent in the methods and perspectives of several social science disciplines— theoretically informed but practically minded, with a global outlook and local experience.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

For more information: https://hss.sas.upenn.edu/undergraduate/health-societies-major (https://hss.sas.upenn.edu/undergraduate/health-societies-major/)

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<td>or HSOC 275</td>
<td>Medical Sociology</td>
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</table>

**HSOC or STSC Electives**

Select 3 HSOC or STSC Electives 3

**Disease & Culture Concentration**

Select 5 courses:

- ANTH 244 Disease and Human Evolution
- ANTH 260 Cultures of Science and Technology
- ANTH 332 Medicine and the Language of Pain
- GRMN 253 Freud: The Invention of Psychoanalysis
- GSWS 242 Science of Sex & Sexuality
- HSOC 002 Medicine in History (if not used for core historical requirement)
- HSOC 112 The Peoples Health (if not used for core historical requirement)
- HSOC 140 History of Bioethics
- HSOC 230 Fundamentals of Epidemiology
- HSOC 260 Social Determinants of Health
- HSOC 334 Birth Culture and Medical Technology
- HSOC 430 Disease & Society
- NURS 313 Obesity and Society
- SOCI 111 Health of Populations
- SOCI 277 Mental Illness
- STSC 212 Science Technology and War

**Capstone Research Requirement**

Select 1 400-level HSOC or STSC Research Seminar 1

Total Course Units 34

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

**Honors**

Applicants must have a minimum GPA of 3.6 in the major and 3.3 overall.

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2020-21 Catalog | Generated 09/18/20
The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Health and Societies: Global Health, BA**

The Health and Societies (HSOC) major examines health and medicine in social context, equipping students with the critical faculties and multidisciplinary skills that will prepare them for careers in public health, health services, and a variety of other arenas. The program is built on the foundation of three core disciplines: anthropology, history, and sociology. Methods and courses from other disciplines and fields—including epidemiology, political science, business/economics, law, environmental studies, and bioethics—supplement the core disciplines and provide majors with the variety of skills necessary to grasp the forces that have shaped our contemporary health landscapes. The Health and Societies graduate is a ‘multilingual’ scholar and citizen, fluent in the methods and perspectives of several social science disciplines - theoretically informed but practically minded, with a global outlook and local experience.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

For more information: https://hss.sas.upenn.edu/undergraduate/health-societies-major (https://hss.sas.upenn.edu/undergraduate/health-societies-major/)

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2. HSOC 100 Sociological Research Methods is cross listed with SOCI 100 Sociological Research Methods and HSOC 111 Health of Populations. is cross listed with SOCI 111 Health of Populations.

**Honors**

Applicants must have a minimum GPA of 3.6 in the major and 3.3 overall.

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**Health and Societies: Health Care Markets & Finance, BA**

The Health and Societies (HSOC) major examines health and medicine in social context, equipping students with the critical faculties and multidisciplinary skills that will prepare them for careers in public health, health services, and a variety of other arenas. The program is built on the foundation of three core disciplines: anthropology, history, and sociology. Methods and courses from other disciplines and fields—including epidemiology, political science, business/economics, law, environmental studies, and bioethics—supplement the core disciplines and provide majors with the variety of skills necessary to grasp the forces that have shaped our contemporary health landscapes. The Health and Societies graduate is a ‘multilingual’ scholar and citizen, fluent in the methods and perspectives of several social science disciplines - theoretically informed but practically minded, with a global outlook and local experience.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

For more information: https://hss.sas.upenn.edu/undergraduate/health-societies-major (https://hss.sas.upenn.edu/undergraduate/health-societies-major/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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2. HSOC 100 Sociological Research Methods is cross listed with
SOC 100 Sociological Research Methods and HSOC 111 Health of
Populations. is cross listed with SOCI 111 Health of Populations.

### Health and Societies: Health Policy & Law, BA

The Health and Societies (HSOC) major examines health and medicine
in social context, equipping students with the critical faculties and
multidisciplinary skills that will prepare them for careers in public health,
health services, and a variety of other arenas. The program is built on the
foundation of three core disciplines: anthropology, history, and sociology.
Methods and courses from other disciplines and fields—including
epidemiology, political science, business/economics, law, environmental
studies, and bioethics—supplement the core disciplines and provide
majors with the variety of skills necessary to grasp the forces that have
shaped our contemporary health landscapes. The Health and Societies
graduate is a ‘multilingual’ scholar and citizen, fluent in the methods and
perspectives of several social science disciplines - theoretically informed
but practically minded, with a global outlook and local experience.

The minimum total course units (https://www.college.upenn.edu/credits-
needed-major/) for graduation in this major is 34. Double majors may
entail more course units.

For more information: https://hss.sas.upenn.edu/undergraduate/health-
societies-major

For information about the General Education requirements,
please visit the College of Arts & Sciences Curriculum (https://
www.college.upenn.edu/curriculum/) page.

### Honors

Applicants must have a minimum GPA of 3.6 in the major and 3.3 overall.

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The degree and major requirements displayed are intended as a guide
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The Health and Societies (HSOC) major examines health and medicine in social context, equipping students with the critical faculties and multidisciplinary skills that will prepare them for careers in public health, health services, and a variety of other arenas. The program is built on the foundation of three core disciplines: anthropology, history, and sociology. Methods and courses from other disciplines and fields—including epidemiology, political science, business/economics, law, environmental studies, and bioethics—supplement the core disciplines and provide majors with the variety of skills necessary to grasp the forces that have shaped our contemporary health landscapes. The Health and Societies graduate is a ‘multilingual’ scholar and citizen, fluent in the methods and perspectives of several social science disciplines - theoretically informed but practically minded, with a global outlook and local experience.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

For more information: https://hss.sas.upenn.edu/undergraduate/health-societies-major (https://hss.sas.upenn.edu/undergraduate/health-societies-major/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<td>HSOC 010</td>
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<td>Sociological Research Methods</td>
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Honors

Applicants must have a minimum GPA of 3.6 in the major and 3.3 overall.

For more information: https://hss.sas.upenn.edu/undergraduate/health-societies-major (https://hss.sas.upenn.edu/undergraduate/health-societies-major/)

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The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Health and Societies: Race, Gender and Health, BA

The Health and Societies (HSOC) major examines health and medicine in social context, equipping students with the critical faculties and multidisciplinary skills that will prepare them for careers in public health, health services, and a variety of other arenas. The program is built on the foundation of three core disciplines: anthropology, history, and sociology. Methods and courses from other disciplines and fields—including epidemiology, political science, business/economics, law, environmental studies, and bioethics—supplement the core disciplines and provide majors with the variety of skills necessary to grasp the forces that have shaped our contemporary health landscapes. The Health and Societies graduate is a ‘multilingual’ scholar and citizen, fluent in the methods and perspectives of several social science disciplines - theoretically informed but practically minded, with a global outlook and local experience.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

For more information: https://hss.sas.upenn.edu/undergraduate/health-societies-major (https://hss.sas.upenn.edu/undergraduate/health-societies-major/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
perspectives of several social science disciplines—theoretically informed but practically minded, with a global outlook and local experience.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

For more information: https://hss.sas.upenn.edu/undergraduate/health-societies-major

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<td>HSOC 216 Gender and Health</td>
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<td>HSOC 219 Race, Science, and Globalization</td>
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<td>HIST 346 Bodies, Race and Rights: Sex and Citizenship in Modern American History</td>
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<td>NURS 318 Race, Gender, Class and the History of American Health Care</td>
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<td>SOCI 307 Race, Science &amp; Justice</td>
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<td>STSC 219 Race, Science, and Globalization</td>
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<td>STSC 338 Hybrid Science: Nature, health, and society in Latin America</td>
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STSC 436 Biopiracy: Medicinal Plants and Global Power

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</table>

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

**Honors**

Applicants must have a minimum GPA of 3.6 in the major and 3.3 overall.

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**Hispanic Studies, BA**

The demographic, economic and political realities of the United States, the articulation of a mainstream English culture with an ever-increasing diversity of Hispanic and Latino cultures, and the ongoing forging of strong cultural and economic ties throughout the Americas, have moved Spanish out of the bounds of the category of ‘foreign’ language and culture in the United States. Culture is the controlling category in this field; the program is orientated to the knowledge generated by new disciplines such as cultural studies, new historicism, ethics and postcolonial studies. The major in Hispanic Studies orients itself to the types of knowledge generated by new disciplines such as cultural studies, new historicism, ethics, and postcolonial studies. In order to reflect these changing realities, the Department of Romance Languages has changed the name of its Spanish concentration from ‘Spanish’ to ‘Hispanic Studies.’

Hence, the knowledge of Spanish culture gives students much more than the ability to communicate in the third-most-spoken language of the world. It prepares them to account for an entirely different national, continental and global reality in all its complexity.

 Majors in Hispanic Studies are overwhelmingly double majors. This means that they bring to their classes a dialogic perspective that engages in the study of Hispanic cultures informed by interest in other fields such as history, government, sociology, economics, medicine, and law. The richness and depth of these interests make for lively and intellectually rewarding classroom discussions.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.

All courses must be at or above the 200 level.

For more information: https://www.sas.upenn.edu/hispanic-portuguese-studies/undergraduate/hispanic-studies/requirements-majors-
minors/major-hispanic-studies (https://www.sas.upenn.edu/hispanic-portuguese-studies/undergraduate/hispanic-studies/requirements-majors-minors/major-hispanic-studies/)

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<td>Foundational Approaches + Sectors 1 + Free Electives</td>
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<td>SPAN 212 Advanced Spanish II: Grammar and Composition</td>
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1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2 Must be taken in the Department at Penn.

3 At least 3 course units must be taken in the Department at Penn.

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<td>Honors Thesis</td>
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</tbody>
</table>

1 Must be completed in the Department at Penn.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**History of Art, BA**

The Major in the History of Art seeks to deepen students’ knowledge of artistic production and practice over the scope of human history, as well as to broaden awareness of the critical and interpretive aims of the discipline itself. Students develop skills in the analysis of works of art, sharpen their understanding of the social, cultural, and personal values embodied by works, and explore the relation of art history to other disciplines. The Department particularly encourages a broad geographic understanding of art production and encourages students to consider the relations and distinctions among different visual cultures.

Students are strongly advised to make an appointment each semester to discuss their progress through the major with the undergraduate chair. Majors are also encouraged to achieve an advanced level of French, German, or other languages as relevant to their subject interests. During their senior year majors may pursue independent research by writing an honors thesis and are invited to become regular participants in the department colloquium series.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 33. Double majors may entail more course units.

For more information: http://www.sas.upenn.edu/arthistory/undergraduate/major (http://www.sas.upenn.edu/arthistory/undergraduate/major/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<td>Foundational Approaches + Sectors 1 + Free Electives</td>
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<td>ARTH 101 World Art and Civilization Before 1400</td>
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<td>ARTH 102 World Art: 1400 to Now</td>
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<td></td>
<td>ARTH 103 Art and Civilization in East Asia</td>
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<td>ARTH 104 Introduction to Art in South Asia</td>
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<td>ARTH 106 Architect and History</td>
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<td>ARTH 107 Television and New Media</td>
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<td>ARTH 108 World Film History to 1945</td>
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<td>ARTH 109 World Film History, 1945-present</td>
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Honors

Application for Honors is by petition. Please consult with the Undergraduate Chair.

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<td>ARTH 398</td>
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The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

History: American History, BA

The Department of History offers a variety of courses dealing with the political, social, diplomatic, intellectual, economic, and cultural history of the Americas, Europe, Asia, and Africa, from the early medieval period to the present. The department seeks to give undergraduates both specific mastery of particular times, places, and aspects of the human condition and the critical skills to think historically about both long-term and modern phenomena, emphasizing the dynamics of change and continuity over time. The History Department at the University of Pennsylvania has a long tradition of distinction. Beginning as one of the first programs in the United States to offer doctoral study in history, the department continues to pioneer new areas of scholarship. In the last twenty years, faculty members of the departments in American, European, and World history have assumed a leading role in introducing and promoting new varieties of historical research and writing. Today, no other institution surpasses the Penn history department’s coverage of social history or equals the breadth of its faculty in that field.

The minimum total course units for graduation in this major is 32. Double majors may entail more course units.

8 courses must be taken in History at the University of Pennsylvania.

For more information: [https://www.history.upenn.edu/undergraduate/history-major](https://www.history.upenn.edu/undergraduate/history-major)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum ([https://www.college.upenn.edu/curriculum/](https://www.college.upenn.edu/curriculum/)) page.

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<tr>
<td>Foundational Approaches + Sectors</td>
<td>+ Free Electives</td>
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<tr>
<td>Major Requirements</td>
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<td>12</td>
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</table>

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement ([http://www.college.upenn.edu/sectors-policy/](http://www.college.upenn.edu/sectors-policy/)).

2 Double counting between geographic and chronological requirements is not allowed.

Honors

Required: A minimum overall GPA of 3.0 and a GPA of 3.5 in Major related courses.

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History: Diplomatic History, BA

The Department of History offers a variety of courses dealing with the political, social, diplomatic, intellectual, economic, and cultural history of the Americas, Europe, Asia, and Africa, from the early medieval period to the present. The department seeks to give undergraduates both specific mastery of particular times, places, and aspects of the human condition and the critical skills to think historically about both long-term and modern phenomena, emphasizing the dynamics of change and continuity over time. The History Department at the University of Pennsylvania has a long tradition of distinction. Beginning as one of the first programs in the United States to offer doctoral study in history, the department continues to pioneer new areas of scholarship. In the last twenty years, faculty members of the departments in American, European, and World history...
History: Economic History, BA

The Department of History offers a variety of courses dealing with the political, social, diplomatic, intellectual, economic, and cultural history of the Americas, Europe, Asia, and Africa, from the early medieval period to the present. The department seeks to give undergraduates both specific mastery of particular times, places, and aspects of the human condition and the critical skills to think historically about both long-term and modern phenomena, emphasizing the dynamics of change and continuity over time. The History Department at the University of Pennsylvania has a long tradition of distinction. Beginning as one of the first programs in the United States to offer doctoral study in history, the department continues to pioneer new areas of scholarship. In the last twenty years, faculty members of the departments in American, European, and World history have assumed a leading role in introducing and promoting new varieties of historical research and writing. Today, no other institution surpasses the Penn history department’s coverage of social history or equals the distinction of its faculty in that field.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.

8 courses must be taken in History at the University of Pennsylvania.

For more information: http://www.history.upenn.edu/undergraduate/history-major/ (http://www.history.upenn.edu/undergraduate/history-major/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Honors

**Required:** A minimum overall GPA of 3.0 and a GPA of 3.5 in Major related courses.
Seminars
Select 2 Penn History Seminars at 200-Level or Above

Research Requirement
Research requirement fulfilled

Economic History Concentration
Select 1 Seminar
Select 5 core courses
- ECON 001 Introduction to Micro Economics
- ECON 002 Introductory Economics: Macro

Other Courses for the Major
Select 4 Other courses

Total Course Units
32

You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

May be taken abroad. No Major-related courses.

Honors
Required: A minimum overall GPA of 3.0 and a GPA of 3.5 in Major related courses.

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History: European History, BA

The Department of History offers a variety of courses dealing with the political, social, diplomatic, intellectual, economic, and cultural history of the Americas, Europe, Asia, and Africa, from the early medieval period to the present. The department seeks to give undergraduates both specific mastery of particular times, places, and aspects of the human condition and the critical skills to think historically about both long-term and modern phenomena, emphasizing the dynamics of change and continuity over time. The History Department at the University of Pennsylvania has a long tradition of distinction. Beginning as one of the first programs in the United States to offer doctoral study in history, the department continues to pioneer new areas of scholarship. In the last twenty years, faculty members of the departments in American, European, and World history have assumed a leading role in introducing and promoting new varieties of historical research and writing. Today, no other institution surpasses the Penn history department’s coverage of social history or equals the distinction of its faculty in that field.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.

8 courses must be taken in History at the University of Pennsylvania.

For more information: http://www.history.upenn.edu/undergraduate/history-major (http://www.history.upenn.edu/undergraduate/history-major/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<td>Major Requirements</td>
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<tr>
<td>United States &amp; Canada</td>
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<td>Europe and Australia</td>
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<td>East Asia and South Asia</td>
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Total Course Units
32

You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

May be taken abroad. No Major-related courses.

Honors
Required: A minimum overall GPA of 3.0 and a GPA of 3.5 in Major related courses.

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The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
History: Gender History, BA

The Department of History offers a variety of courses dealing with the political, social, diplomatic, intellectual, economic, and cultural history of the Americas, Europe, Asia, and Africa, from the early medieval period to the present. The department seeks to give undergraduates both specific mastery of particular times, places, and aspects of the human condition and the critical skills to think historically about both long-term and modern phenomena, emphasizing the dynamics of change and continuity over time. The History Department at the University of Pennsylvania has a long tradition of distinction. Beginning as one of the first programs in the United States to offer doctoral study in history, the department continues to pioneer new areas of scholarship. In the last twenty years, faculty members of the departments in American, European, and World history have assumed a leading role in introducing and promoting new varieties of historical research and writing. Today, no other institution surpasses the Penn history department’s coverage of social history or equals the breadth and depth of historical research and writing. History faculty have assumed a leading role in introducing and promoting new varieties of historical research and writing. Today, no other institution surpasses the Penn history department’s coverage of social history or equals the breadth and depth of historical research and writing.

The minimum total course units (https://www.college.upenn.edu/credits- needed-major/) for graduation in this major is 32. Double majors may entail more course units.

8 courses must be taken in History at the University of Pennsylvania.

For more information: http://www.history.upenn.edu/undergraduate/history-major (http://www.history.upenn.edu/undergraduate/history-major/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<td>Foundational Approaches + Sectors¹ + Free Electives</td>
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<td>Major Requirements</td>
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<td>Select 1 Seminar</td>
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<td>Select 3 courses at 200-Level or Above</td>
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<td>Select 2 Concentration electives</td>
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<td></td>
<td>Other Courses for the Major</td>
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¹ You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

² May be taken abroad. No Major-related courses.

Honors

Required: A minimum overall GPA of 3.0 and a GPA of 3.5 in Major related courses.

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The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

History: General History, BA

The Department of History offers a variety of courses dealing with the political, social, diplomatic, intellectual, economic, and cultural history of the Americas, Europe, Asia, Africa, and the Middle East, from the early medieval period to the present. The History Major gives undergraduates both specific mastery of particular times, places, and aspects of the human condition and the critical skills to think historically about both long-term and modern phenomena, emphasizing the dynamics of change and continuity over time. The History Department at the University of Pennsylvania has a long tradition of distinction, both in its scholarship and in its undergraduate teaching. Beginning as one of the first programs in the United States to offer doctoral study in history, the department continues to pioneer new areas of scholarship. History faculty have assumed a leading role in introducing and promoting new varieties of historical research and writing.

The minimum total course units (https://www.college.upenn.edu/credits- needed-major/) for graduation in this major is 32. Double majors may entail more course units.

8 courses must be taken in History at the University of Pennsylvania.

For more information: http://www.history.upenn.edu/undergraduate/history-major (http://www.history.upenn.edu/undergraduate/history-major/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<td>Geographic Distribution</td>
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<td>Select 4 Other courses</td>
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¹ You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).
Select one distinct course in four of the five geographic regions.

- United States & Canada
- Europe and Australia
- Africa and the Middle East
- Latin America & The Caribbean
- East Asia and South Asia

Chronological Distribution
Select 2 Pre-1800 courses

Seminars
Select 2 Penn History Seminars at 200-Level or Above

Research Requirement
Research requirement fulfilled

General Curriculum Requirements
Select 2 Upper Level Electives at 200-Level or Above

Other Courses for the Major
Select 8 General Elective courses

Total Course Units: 32

You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

May be taken abroad. No Major-related courses.

Honors

Required: A minimum overall GPA of 3.0 and a GPA of 3.5 in Major related courses.

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History: Intellectual History, BA

The Department of History offers a variety of courses dealing with the political, social, diplomatic, intellectual, economic, and cultural history of the Americas, Europe, Asia, and Africa, from the early medieval period to the present. The department seeks to give undergraduates both specific mastery of particular times, places, and aspects of the human condition and the critical skills to think historically about both long-term and modern phenomena, emphasizing the dynamics of change and continuity over time. The History Department at the University of Pennsylvania has a long tradition of distinction. Beginning as one of the first programs in the United States to offer doctoral study in history, the department continues to pioneer new areas of scholarship. In the last twenty years, faculty members of the departments in American, European, and World history have assumed a leading role in introducing and promoting new varieties of historical research and writing. Today, no other institution surpasses the Penn history department's coverage of social history or equals the distinction of its faculty in that field.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.

8 courses must be taken in History at the University of Pennsylvania.

For more information: http://www.history.upenn.edu/undergraduate/history-major (http://www.history.upenn.edu/undergraduate/history-major/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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History: Jewish History, BA

The Department of History offers a variety of courses dealing with the political, social, diplomatic, intellectual, economic, and cultural history of the Americas, Europe, Asia, and Africa, from the early medieval period to the present. The department seeks to give undergraduates both specific mastery of particular times, places, and aspects of the human condition and the critical skills to think historically about both long-term and modern phenomena, emphasizing the dynamics of change and continuity over time. The History Department at the University of Pennsylvania has a long tradition of distinction. Beginning as one of the first programs in the United States to offer doctoral study in history, the department continues to pioneer new areas of scholarship. In the last twenty years, faculty members of the departments in American, European, and World history have assumed a leading role in introducing and promoting new varieties of historical research and writing. Today, no other institution surpasses the Penn history department’s coverage of social history or equals the distinction of its faculty in that field.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.

8 courses must be taken in History at the University of Pennsylvania.

For more information: http://www.history.upenn.edu/undergraduate/history-major (http://www.history.upenn.edu/undergraduate/history-major/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<td></td>
<td>Major Requirements</td>
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<td></td>
<td>Geographic Distribution</td>
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<tr>
<td></td>
<td>Select one distinct course in four of the five geographic regions</td>
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<tr>
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<td>United States &amp; Canada</td>
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<td>Chronological Distribution</td>
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<tr>
<td></td>
<td>Select 2 Pre-1800 courses</td>
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<tr>
<td></td>
<td>Seminars</td>
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<tr>
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<td>Select 2 Penn History Seminars at 200-Level or Above</td>
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<tr>
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<td></td>
<td>Jewish History Concentration</td>
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</table>

Select 1 Seminar
Select 2 courses at 200-Level or Above
Select 2 Jewish Civilization Survey courses
Select 1 Elective
Other Courses for the Major
Select 4 Other courses

Total Course Units 32

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).
2. May be taken abroad. No Major-related courses.

Honors

Required: A minimum overall GPA of 3.0 and a GPA of 3.5 in major related courses.

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The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

History: World History, BA

The Department of History offers a variety of courses dealing with the political, social, diplomatic, intellectual, economic, and cultural history of the Americas, Europe, Asia, and Africa, from the early medieval period to the present. The department seeks to give undergraduates both specific mastery of particular times, places, and aspects of the human condition and the critical skills to think historically about both long-term and modern phenomena, emphasizing the dynamics of change and continuity over time. The History Department at the University of Pennsylvania has a long tradition of distinction. Beginning as one of the first programs in the United States to offer doctoral study in history, the department continues to pioneer new areas of scholarship. In the last twenty years, faculty members of the departments in American, European, and World history have assumed a leading role in introducing and promoting new varieties of historical research and writing. Today, no other institution surpasses the Penn history department’s coverage of social history or equals the distinction of its faculty in that field.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.

8 courses must be taken in History at the University of Pennsylvania.

For more information: http://www.history.upenn.edu/undergraduate/history-major (http://www.history.upenn.edu/undergraduate/history-major/)
For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>College General Education Requirements and Free Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundational Approaches + Sectors + Free Electives</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Major Requirements</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Geographic Distribution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one distinct course in four of the five geographic regions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>United States &amp; Canada</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Europe and Australia</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Africa and the Middle East</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Latin America &amp; The Caribbean</td>
<td></td>
</tr>
<tr>
<td></td>
<td>East Asia and South Asia</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chronological Distribution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 2 Pre-1800 courses</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Seminars</td>
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</tr>
<tr>
<td></td>
<td>Select 2 Penn History Seminars at 200-Level or Above</td>
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</tr>
<tr>
<td></td>
<td>Research Requirement</td>
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</tr>
<tr>
<td></td>
<td>Research requirement fulfilled</td>
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</tr>
<tr>
<td></td>
<td>World Concentration</td>
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</tr>
<tr>
<td></td>
<td>Select 1 Seminar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 3 courses at 200-Level or Above</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 2 Concentration elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Courses for the Major</td>
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</tr>
<tr>
<td></td>
<td>Select 4 Other courses</td>
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</tr>
<tr>
<td></td>
<td>Total Course Units</td>
<td>32</td>
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</table>

You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College General Education Requirements and Free Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundational Approaches + Sectors + Free Electives</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Major Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theory and Method</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theory</td>
<td>1</td>
</tr>
</tbody>
</table>

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

International Relations, BA

International Relations addresses the ways in which governments, private groups, and individuals relate to each other in the global political and economic systems. The program provides a solid grounding in the methodologies of political science, history, and economics. The curriculum draws on the best courses relevant to world politics, offers a well-rounded liberal arts education, and helps prepare students for law or business school, Ph.D. programs, and international careers.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

Applicants must earn a minimum GPA of 3.5.

For more information: https://www.college.upenn.edu/individualized-major

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College General Education Requirements and Free Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundational Approaches + Sectors + Free Electives</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Major Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theory and Method</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theory</td>
<td>1</td>
</tr>
</tbody>
</table>

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Individualized Major, BA

The College recognizes that there are students who find that the standard majors do not satisfy their academic goals and interests. Thus, the individualized major offers an opportunity for exceptional, creative, self-motivated students to explore innovative and multidisciplinary fields of knowledge.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

Applicants must earn a minimum GPA of 3.5.

For more information: https://www.college.upenn.edu/individualized-major

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.
PSCI 150 Introduction to International Relations 1
Method:
INTR 350 Research Methods/Practice in IR 1
International History:
Select 2 course units of International History courses 2
International Political Economy:
PSCI 152 International Political Economy 1
or ECON 050 International Economics
Select 1 course unit of Elective in International Political
Economy
International Electives
Select 3 course units of Electives comprising a thematic or
regional area of concentration
Select 1 course unit of Elective in Non-Western 1
Select 1 course unit of Elective in International Security/
Foreign Policy
Select 1 course unit of Elective 1
Thesis Research
INTR 390 Senior Seminar for Thesis Research 1
INTR 391 Senior Seminar For Thesis Research 1
Total Course Units 34

1 You may count no more than one course toward both a Major and
a Sector requirement. For Exceptions, check the Policy Statement
(http://www.college.upenn.edu/sectors-policy/).

Honors
Candidates must have a minimum overall GPA of 3.5 and a GPA of 3.6 in
the Major. An honors thesis and completion of an upper level language
course are required.

The degree and major requirements displayed are intended as a guide
for students entering in the Fall of 2020 and later. Students should
consult with their academic program regarding final certifications and
requirements for graduation.

Italian Studies: Italian Culture, BA

The Italian Studies section of the Romance Languages Department offers
programs in language, literature, film, linguistics, cultural studies and
civilization for students with or without a background in Italian. At the
core of this program is the study of the Italian language, understood
both in the narrow sense of verbal communication, but also in the larger
sense of textual messages: literary, cinematic, historical, art-historical,
and mass-cultural.

The minimum total course units (https://www.college.upenn.edu/credits-
needed-major/) for graduation in this major is 32. Double majors may
entail more course units.

For more information: http://www.sas.upenn.edu/italians/
undergraduate/requirements (http://www.sas.upenn.edu/italians/
undergraduate/requirements/)

For information about the General Education requirements,
please visit the College of Arts & Sciences Curriculum (https://
www.college.upenn.edu(curriculum)/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tr>
<td>College General Education Requirements and Free Electives</td>
<td>Foundational Approaches + Sectors 1 + Free Electives</td>
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</tr>
<tr>
<td>Major Requirements</td>
<td>Required Courses</td>
<td></td>
</tr>
<tr>
<td>ITAL 201 Advanced Italian I 1</td>
<td>Select one of the following:</td>
<td>1</td>
</tr>
<tr>
<td>ITAL 202 Advanced Italian II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITAL 203 Masterpieces-Italian Literature</td>
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<td></td>
</tr>
<tr>
<td>ITAL 204 Italian History on Screen: How Movies Tell the Story of Italy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>Select 10 course units of Electives 2 10</td>
<td></td>
</tr>
<tr>
<td>Research Requirement</td>
<td>Must be taken in the Department at Penn</td>
<td></td>
</tr>
<tr>
<td>Total Course Units 32</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 You may count no more than one course toward both a Major and
a Sector requirement. For Exceptions, check the Policy Statement
(http://www.college.upenn.edu/sectors-policy/).
2 Courses should cluster around no more than 2 scholarly disciplines or
periods in Italian civilization. At least 3 courses must be taken in
Italian Studies in Romance Languages, including at least 2 at the
300-level in Italian. The disciplinary courses should include at least 2
in History, 1 of which may be an Art History course. No more than 6
elective courses can be taken abroad.
Up to 8 courses taught in English may be chosen in Romance
Languages or from courses in other departments if they have an
Italian focus or an Italian cultural component.

Honors
Must have a minimum 3.5 GPA in the Major and a GPA of 3.3 overall.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITAL 398</td>
<td>Honors Thesis 1</td>
<td>1.0</td>
</tr>
</tbody>
</table>

1 Must be completed in the Department at Penn.

The degree and major requirements displayed are intended as a guide
for students entering in the Fall of 2020 and later. Students should
consult with their academic program regarding final certifications and
requirements for graduation.

Italian Studies: Italian Literature, BA

The Italian Studies section of the Romance Languages Department offers
programs in language, literature, film, linguistics, cultural studies and
civilization for students with or without a background in Italian. At the
core of this program is the study of the Italian language, understood
both in the narrow sense of verbal communication, but also in the larger
The minimum total course units for graduation in this major is 32. Double majors may entail more course units.

For more information: http://www.sas.upenn.edu/italians/undergraduate/requirements
For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>College General Education Requirements and Free Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundational Approaches + Sectors¹ + Free Electives</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Major Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Required Courses</strong></td>
<td></td>
</tr>
<tr>
<td>ITAL 201</td>
<td>Advanced Italian I</td>
<td>1</td>
</tr>
<tr>
<td>ITAL 202</td>
<td>Advanced Italian II</td>
<td>1</td>
</tr>
<tr>
<td>or ITAL 203</td>
<td>Masterpieces-Italian Literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 10 course units of Electives ²</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Research Requirement</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Must be taken in the Department at Penn</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Course Units</strong></td>
<td>32</td>
</tr>
</tbody>
</table>

¹ You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement.

² At least 6 courses in Italian literature or civilization in the Department of Romance Languages; at least 3 of these must be completed at the 300-level at Penn. Up to 4 courses may be chosen from Italian Studies offerings outside Romance Languages. No more than 6 elective courses may be taken abroad. No more than 2 courses taught in English may count for the major in Italian Literature. For at least 1 English-taught course, students should arrange an Italian component with the professor (e.g., extra class sessions, research, written assignments, or term paper in Italian).

**Honors**

Must have a minimum 3.5 GPA in the Major and a GPA of 3.3 overall.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITAL 398</td>
<td>Honors Thesis ¹</td>
<td>1.0</td>
</tr>
</tbody>
</table>

¹ Must be completed in the Department at Penn.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

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**Jewish Studies, BA**

The Jewish Studies Program provides an opportunity for students to study the Jewish experience from several perspectives including: language (Hebrew, Yiddish, and Ladino), literature in the original languages and in translation, the history and culture of the Jewish people from Biblical Israel to 21st-century America and modern Israel, the exploration of Jewish law, and the roles of gender and sex in Judaism. Students may specialize in Jewish Studies through a major or a minor, or though one of the following concentrations: Jewish History within the History Department, Hebraica/Judaica within the Department of Near Eastern Languages & Civilizations, and Judaism within the Department of Religious Studies.

The minimum total course units for graduation in this major is 34. Double majors may entail more course units.

For more information: http://ccat.sas.upenn.edu/jwst/undergraduate
For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum page.

<table>
<thead>
<tr>
<th>Code</th>
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<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>College General Education Requirements and Free Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundational Approaches + Sectors¹ + Free Electives</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Major Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Language</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 4 course units for proficiency in Hebrew or Yiddish language ²</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>History</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 3 course units of History from at least two different periods:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>JWST 156/ HIST 139</td>
<td>Jews and Judaism in Antiquity: History of Jewish Civilization I</td>
</tr>
<tr>
<td></td>
<td>JWST 157/ HIST 140</td>
<td>Medieval and Early Modern Jewry</td>
</tr>
<tr>
<td></td>
<td>JWST 158/ HIST 141</td>
<td>Jews in the Modern World: History of Jewish Civilization II</td>
</tr>
<tr>
<td></td>
<td><strong>Literature</strong></td>
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</tr>
<tr>
<td></td>
<td>Select 3 course units of Literature in original language or translation with one course from each of the following periods:</td>
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</tr>
<tr>
<td></td>
<td>Biblical Period</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rabbincic or Medieval Period</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modern Period</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Religion or Culture</strong></td>
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<tr>
<td></td>
<td>Select 3 course units of Religion or Culture (NELC, ANTH, FOLK, RELS, HIST)</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Senior Seminar</strong></td>
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<tr>
<td></td>
<td>JWST 390</td>
<td>Senior Research Seminar</td>
</tr>
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<td></td>
<td><strong>Total Course Units</strong></td>
<td>34</td>
</tr>
</tbody>
</table>

¹ You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement.
May be taken as 4 course units of Electives only if the language requirement has been fulfilled.

Honors
Minimum overall GPA must be 3.0 and in major related courses the minimum GPA must be 3.5.

Latin American & Latino Studies, BA

The Latin American and Latino Studies (LALS) Program offers an interdisciplinary major and minor to study the history, arts, languages, cultures, societies, politics, and/or regional organizations of Latin American and Caribbean countries as well as Latino communities and individuals in the United States. With courses offered across many departments in the School of Arts and Sciences, in study abroad programs taught throughout Latin American cities, and with academically based community service courses with Latino organizations in the Greater Philadelphia area, the LALS major and minor afford our students a very comprehensive approach to Latin American and Latino Studies as well as the possibility of a flexible curriculum, where students can pursue and combine their academic interests.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.

Students must satisfy the Language Requirement in Spanish or Portuguese. Language courses under 219 may not be counted.

For more information: https://lals.sas.upenn.edu/undergraduate/major-requirements/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>JWST 399</td>
<td>Senior Honors Thesis</td>
<td>1</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Linguistics, BA

The Linguistics Program is intended to acquaint students with the methods and findings of the scientific study of human language and its relationships to cognition, society, and history. It serves as a preparation for graduate training in linguistics or related areas, and as part of a rigorous general education. Linguistic training is relevant to work in anthropology, philosophy, psychology, and language and literature, as well as to careers in such fields as education, computer science, and law. Founded by Zellig Harris in 1947, the Penn Linguistics Department is the oldest modern linguistics department in the United States. We have outstanding programs in the core disciplines of syntax and phonology, as well as in sociolinguistics, semantics, discourse, historical linguistics, phonetics, and psycholinguistics. Penn is also the home of the Linguistic Data Consortium (LDC), a compiler and distributor of linguistic materials for language engineering research. The graduate group in Linguistics at the University of Pennsylvania is an interdisciplinary team of faculty from the Department of Linguistics and related departments. Our program has strong concentrations in several areas and a tradition of collaboration among its faculty.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

For more information: http://www.ling.upenn.edu/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 102</td>
<td>Introduction to Sociolinguistics</td>
<td>1</td>
</tr>
<tr>
<td>LING 230</td>
<td>Sound Structure of Language</td>
<td>1</td>
</tr>
<tr>
<td>LING 250</td>
<td>Introduction to Syntax</td>
<td>1</td>
</tr>
<tr>
<td>LING 300</td>
<td>Tutorial in Linguistics</td>
<td>1</td>
</tr>
</tbody>
</table>
The Logic, Information, and Computation Program offers students the opportunity to engage in a systematic, integrative program of study within the School of Arts and Sciences. Logic remains one of the core disciplines in investigations of information and computation. Indeed, logic is playing a major role in advances in computer security, database technology, networking, and software engineering. Moreover, logic has expanded its role within mathematics beyond foundational studies and now enjoys rich connections with areas as diverse as algebra, analysis, and combinatorics. In light of the current importance of the investigation of computation and information from both a scientific and technological point of view, the Major and Minor in Logic, Information, and Computation will provide students with a strong background to pursue computational aspects of the natural, biological, and social sciences and prepare them for careers in information technology.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

**For more information:** [http://logic.sas.upenn.edu/program.html](http://logic.sas.upenn.edu/program.html)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

### Code | Title | Course Units
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**College General Education Requirements and Free Electives**

<table>
<thead>
<tr>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational Approaches + Sectors</td>
<td>19</td>
</tr>
<tr>
<td><strong>Mathematics Requirement</strong></td>
<td></td>
</tr>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
</tr>
<tr>
<td>MATH 114</td>
<td>Calculus, Part II</td>
</tr>
<tr>
<td>MATH 240</td>
<td>Calculus, Part III</td>
</tr>
<tr>
<td>MATH 370</td>
<td>Algebra</td>
</tr>
<tr>
<td>or MATH 502</td>
<td>Abstract Algebra</td>
</tr>
<tr>
<td>MATH 371</td>
<td>Algebra</td>
</tr>
<tr>
<td>or MATH 503</td>
<td>Abstract Algebra</td>
</tr>
<tr>
<td><strong>Computer &amp; Info Science Requirement</strong></td>
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</tr>
<tr>
<td>CIS 120</td>
<td>Programming Languages and Techniques I</td>
</tr>
<tr>
<td>CIS 121</td>
<td>Programming Languages and Techniques II</td>
</tr>
<tr>
<td>CIS 320</td>
<td>Introduction to Algorithms</td>
</tr>
<tr>
<td><strong>Physics Requirement</strong></td>
<td></td>
</tr>
<tr>
<td>PHYS 150</td>
<td>Principles of Physics I: Mechanics and Wave Motion</td>
</tr>
<tr>
<td>PHYS 151</td>
<td>Principles of Physics II: Electromagnetism and Radiation</td>
</tr>
<tr>
<td><strong>Logic, Info, &amp; Computation Requirement</strong></td>
<td></td>
</tr>
<tr>
<td>LGIC 210/ MATH 340</td>
<td>Applied Mathematics of Information and Computation I</td>
</tr>
<tr>
<td>LGIC 310/ PHIL 410/ MATH 570</td>
<td>Introduction to Logic and Computability</td>
</tr>
<tr>
<td>LGIC 220/ MATH 341</td>
<td>Applied Mathematics of Information and Computation II</td>
</tr>
<tr>
<td>LGIC 320/ PHIL 413/ MATH 571</td>
<td>Logic II</td>
</tr>
<tr>
<td><strong>Elective</strong></td>
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<tr>
<td>Select 1 course unit of Elective</td>
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</tr>
<tr>
<td><strong>Capstone Seminar</strong></td>
<td></td>
</tr>
<tr>
<td>LGIC 496</td>
<td>Topics in Logic</td>
</tr>
</tbody>
</table>

| Total Course Units | 36 |

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1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement ([http://www.college.upenn.edu/sectors-policy/](http://www.college.upenn.edu/sectors-policy/)).

2 Check: [http://logic.sas.upenn.edu](http://logic.sas.upenn.edu) for for pre-approved courses.
Honors
Applicants must have an overall GPA of 3.0 and a GPA of 3.5 in the Major. Senior research project required.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Mathematical Economics, BA

Economics is a social science and, as such, an important component of the liberal arts curriculum. At the core of economics are theories of how individuals, firms, and other organizations make choices and interact, taking into account constraints on their behaviors. Among the topics studied in economics are the following:

- The determination of prices and quantities in various types of markets, from perfectly competitive commodity markets to highly regulated utility markets and internet auctions.
- The effects of taxes, subsidies, and regulations.
- The determination of aggregate economic activity (e.g., GDP, unemployment).
- Inflation, monetary policy, and financial intermediation.
- Economic growth and income distribution.
- International trade and international finance (e.g., exchange rates).

The Mathematical Economics Major is intended for students with a strong intellectual interest in both mathematics and economics and, in particular, for students who may pursue a graduate degree in economics. Advanced economics makes extensive use of formal mathematical models. The major introduces undergraduate students to rigorous theoretical-quantitative and empirical-quantitative approaches to the analysis of economic problems. In comparison to the Economics Major, the Mathematical Economics Major emphasizes a more formal mathematical analysis, preparing students for academic-style research in economics.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

For more information: http://economics.sas.upenn.edu/undergraduate-program/mathematical-economics-major (http://economics.sas.upenn.edu/undergraduate-program/mathematical-economics-major/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
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<tr>
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<tr>
<td></td>
<td>College General Education Requirements and Free Electives</td>
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</tr>
<tr>
<td></td>
<td>Foundational Approaches + Sectors + Free Electives</td>
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### Major Requirements

<table>
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<tr>
<th>Code</th>
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<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MATH Core Requirements</td>
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</tr>
<tr>
<td></td>
<td>Select 1 Calculus II course</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Select 1 Calculus III course</td>
<td>1</td>
</tr>
</tbody>
</table>

#### STAT Core Requirements

Select 1 or 2 course units of the following: 3

- STAT 430 Probability and Statistical Inference
- ESE 301 Engineering Probability and Statistics for Data Science
- ECON 103 Statistics for Economists

#### MATH Electives

Select 2 of the following: 2

- CIS 419 Applied Machine Learning
- CIS 519 Introduction to Machine Learning
- CIS 520 Machine Learning
- ESE 303 Stochastic Systems Analysis and Simulation
- ESE 304 Optimization of Systems
- ESE 504 Intro to Linear, Nonlinear and Integer Optimization
- ESE 605 Modern Convex Optimization
- MATH 241 Calculus, Part IV
- MATH 320 Computer Methods in Mathematical Science I
- MATH 340 Discrete Mathematics I
- MATH 420 Ordinary Differential Equations
- MATH 425 Partial Differential Equations
- MATH 432 Game Theory
- MATH 460 Topology
- MATH 530 Mathematics of Finance
- MATH 546 Advanced Probability
- MATH 547 Stochastic Processes
- NETS 412 Algorithmic Game Theory
- STAT 432 Mathematical Statistics
- STAT 433 Stochastic Processes
- STAT 435 Forecasting Methods for Management
- STAT 475 Sample Survey Design
- STAT 476 Applied Probability Models in Marketing
- STAT 512 Mathematical Statistics
- STAT 515 Advanced Statistical Inference I
- STAT 516 Advanced Statistical Inference II
- STAT 520 Applied Econometrics I

### ECON Core Requirement

Select 1 Introduction to Micro and Macro Economics: 6

- ECON 001 Introduction to Micro Economics
- ECON 002 Introductory Economics: Macro

Waiver Conversion Complete

Intro Micro/Macro - For WHARTON Students Only.
ECON 010 Introduction to Economics for Business

Select an additional ECON course

Intermediate Level Micro and Macro Economics

ECON 101 Intermediate Microeconomics 1
ECON 102 Intermediate Macroeconomics 1
ECON 681 Microeconomic Theory 1

ECON Electives

Select 3 courses from the following disciplines: 3

Econometrics

ECON 104 Econometrics
ECON 221 Econometric Forecasting
ECON 222 Advanced Econometric Techniques and Applications
ECON 224 Statistical Learning and Causal Inference for Economics
ECON 705 Econometrics I: Fundamentals 8

Macroeconomics

ECON 241 Economic Growth
ECON 242 Topics in Macroeconomics
ECON 243 Monetary and Fiscal Policies
ECON 244 Macro-Modeling
ECON 246 Money and Banking

Microeconomics/Game Theory

ECON 211 Social Choice Theory
ECON 212 Game Theory
ECON 235 Industrial Organization
ECON 260 Decision Making Under Uncertainty
ECON 262 Market Design
ECON 682 Game Theory and Applications 8

Independent Studies

ECON 199 Independent Study

At most one independent study (ECON 199) can substitute for a 200-level course in the major. Students wishing to enroll in an Independent Study must have their outline approved and be enrolled prior to the end of the Add Period. No Independent Studies will be accepted afterwards.

Total Course Units 36-37

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2 Students intending to major in Mathematical Economics are encouraged to take MATH 116 Honors Calculus and to consider MATH 260 Honors Calculus, Part II.

3 NOTE: These MATH and ECON courses count toward the MATH and ECON electives.

4 If ECON 103 Statistics for Economists is taken, one additional ECON or MATH course from the following: MATH 546 Advanced Probability, MATH 547 Stochastic Processes, ECON 104 Econometrics, ECON 221 Econometric Forecasting, or ECON 222 Advanced Econometric Techniques and Applications.

5 LPS academic year courses require approval of Undergraduate Chair EXCEPT for ECON 001 Introduction to Micro Economics & ECON 002 Introductory Economics: Macro.

6 ECON 001 Introduction to Micro Economics and ECON 002 Introductory Economics: Macro are prerequisites for all economics courses. ECON 001 Introduction to Micro Economics is the prerequisite for ECON 002 Introductory Economics: Macro.

7 ECON Course Required if ECON 010 Introduction to Economics for Business is taken.

8 Requires the permission of the instructor. Please contact the instructor and be prepared to share information about the ECON and MATH courses you have taken and the grades that you have obtained in these courses. Based on this information, the instructor will determine whether the course is suitable for you.

Honors

Applicants must have a minimum GPA of 3.5 and an A- or better in 3 graduate level courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESE 605</td>
<td>Modern Convex Optimization</td>
<td>One 600 level Econ course</td>
</tr>
<tr>
<td></td>
<td>One 500 level Math course</td>
<td></td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Mathematics: Biological Mathematics, BA

At the core of modern theoretical science, mathematics has historically provided an expressive language and a theoretical framework for advances in the physical sciences. It has since become central in the life and social sciences and in computer science. Mathematics at Penn embraces traditional core areas of mathematics and developing areas (Penn is one of the world's leading centers in the application of logic to theoretical computer science). The goals of the major program are to assist students in acquiring both an understanding of mathematics and the ability to use it. The mathematics major provides a solid foundation for graduate study in mathematics and a background for study in economics, the biological sciences, the physical sciences, and engineering, as well as many non-traditional areas.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

Majors and prospective majors: Please email majoradvisor@math.upenn.edu. You will be assigned to one of the Math Major Advisors who will discuss your current and future plans with you. It is important that you see this advisor at least once per semester thereafter.

Below is a planning tool that is meant to help you but does not replace the web and advisor visit requirements.

For more information: https://www.math.upenn.edu/undergraduate/math-majors-and-minors/biological-mathematics-concentration-mathematics-major (https://www.math.upenn.edu/undergraduate/math-
majors-and-minors/biological-mathematics-concentration-mathematics-major/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<td>Foundational Approaches + Sectors + Free Electives</td>
<td>17.5-18.5</td>
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<td><strong>Major Requirements</strong></td>
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<td>Mathematics Requirement</td>
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<td>Calculus Requirement:</td>
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<tr>
<td></td>
<td>MATH 104 Calculus, Part I</td>
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<tr>
<td></td>
<td>MATH 114 Calculus, Part II ²</td>
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<tr>
<td></td>
<td>or MATH 116 Honors Calculus</td>
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<td>MATH 240 Calculus, Part III</td>
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<td>or MATH 260 Honors Calculus, Part II</td>
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<td>MATH 361 Advanced Calculus</td>
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<td></td>
<td>or MATH 509 Advanced Analysis</td>
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<td>MATH 360 Advanced Calculus</td>
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<td>or MATH 508 Advanced Analysis</td>
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<tr>
<td></td>
<td>MATH 370 Algebra</td>
<td>1</td>
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<tr>
<td></td>
<td>or MATH 502 Abstract Algebra</td>
<td></td>
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<tr>
<td></td>
<td>MATH 371 Algebra</td>
<td>1</td>
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<tr>
<td></td>
<td>or MATH 503 Abstract Algebra</td>
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<td></td>
<td>Statistics Requirement:</td>
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<td></td>
<td>MATH 320 Computer Methods in Mathematical Science I</td>
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<td>STAT 431 Statistical Inference</td>
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<td><strong>Upper Level Math Course</strong>:</td>
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<td>MATH 241 Calculus, Part IV</td>
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<tr>
<td></td>
<td>MATH 420 Ordinary Differential Equations</td>
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<td></td>
<td>MATH 425 Partial Differential Equations</td>
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<tr>
<td></td>
<td>MATH 480 Topics in Modern Math (only if Life Science related)</td>
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<td><strong>Other</strong></td>
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<tr>
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<td><strong>Track 1:</strong></td>
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<tr>
<td></td>
<td>BIOL 121 Introduction to Biology - The Molecular Biology of Life</td>
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<tr>
<td></td>
<td>BIOL 124 Introductory Organismal Biology Lab</td>
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<td>Select two of the following:</td>
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<td></td>
<td>BIOL 221 Molecular Biology and Genetics</td>
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<tr>
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<td>BIOL 230 Evolutionary Biology</td>
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<td>BIOL 240 Ecology: From individuals to ecosystems</td>
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<td>Select three of the following:</td>
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<td>BIOL 410 Advanced Evolution</td>
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<tr>
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<td>BIOL 417 Theoretical Population Biology</td>
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<td>BIOL 431 Genome Science and Genomic Medicine</td>
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<td><strong>Track 2:</strong></td>
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<tr>
<td></td>
<td>BIOL 101 Introduction to Biology A</td>
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<td>BIOL 102 Introduction to Biology B</td>
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<td></td>
<td>BIOL 221 Molecular Biology and Genetics</td>
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<td>BIOL 230 Evolutionary Biology</td>
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<td>BIOL 240 Ecology: From individuals to ecosystems</td>
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<td>Select two of the following:</td>
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<td>BIOL 410 Advanced Evolution</td>
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<td></td>
<td>BIOL 431 Genome Science and Genomic Medicine</td>
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</table>

Total Course Units 36-37

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2 MATH 116 Honors Calculus is a Honors Course.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Mathematics: General Mathematics, BA

At the core of modern theoretical science, mathematics has historically provided an expressive language and a theoretical framework for advances in the physical sciences. It has since become central in the life and social sciences and in computer science. Mathematics at Penn embraces traditional core areas of mathematics as well as developing areas (Penn is one of the world’s leading centers in the application of logic to theoretical computer science). The goals of the major program are to assist students in acquiring both an understanding of mathematics and the ability to use it. The mathematics major provides a solid foundation for graduate study in mathematics and a background
for study in economics, the biological sciences, the physical sciences, and engineering, as well as many non-traditional areas.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 33. Double majors may entail more course units.

Majors and prospective majors: Please email majoradvisor@math.upenn.edu. You will be assigned to one of the Math Major Advisors who will discuss your current and future plans with you. It is important that you see this advisor at least once per semester thereafter.

Below is a planning tool that is meant to help you but does not replace the web and advisor visit requirements.

For more information: https://www.math.upenn.edu/undergraduate/math-majors-and-minors/mathematics-major/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<td>MATH 114/115 Calculus, Part II</td>
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<td>Option 2:</td>
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<tr>
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<td>MATH 116 Honors Calculus</td>
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<td><strong>Complex Analysis Requirement</strong></td>
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<td><strong>Advanced Linear Algebra Requirement</strong></td>
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<td><strong>Differential Equations Requirement</strong></td>
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<td>or MATH 425 Partial Differential Equations</td>
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<td><strong>Seminar Requirement</strong></td>
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<tr>
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<td>MATH 202 Proving Things: Analysis</td>
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</tr>
<tr>
<td></td>
<td>or MATH 203 Proving things: Algebra</td>
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<tr>
<td></td>
<td><strong>Algebra Requirement</strong></td>
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<tr>
<td></td>
<td>MATH 370 Algebra &amp; MATH 371 Algebra</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>or MATH 502 Abstract Algebra</td>
<td></td>
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<tr>
<td></td>
<td>&amp; MATH 503 Abstract Algebra</td>
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<tr>
<td></td>
<td><strong>Analysis Requirement</strong></td>
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<td>MATH 360 Advanced Calculus &amp; MATH 361 Advanced Calculus</td>
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<td>or MATH 508 Advanced Analysis &amp; MATH 509 Advanced Analysis</td>
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<tr>
<td></td>
<td><strong>Mathematics Electives</strong></td>
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<tr>
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<td>Select 5 course units in Math</td>
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<td>Select 2 course units in Cognate</td>
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</tr>
<tr>
<td></td>
<td><strong>Total Course Units</strong></td>
<td>33</td>
</tr>
</tbody>
</table>

¹ You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

² Number of elective course units will vary based on the manner in which other requirements are fulfilled. Please consult your math major adviser when choosing math electives and cognates.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Modern Middle Eastern Studies, BA

The interdisciplinary Modern Middle Eastern Studies degree is designed to allow students to specialize in the Middle East as a region of the world and human experience by combining course work using both social scientific and humanistic approaches, underpinned by relevant language skills. Students will work with faculty committed to supporting interdisciplinary, applied, research-oriented advanced study. The major gives students opportunities to work on problems of politics, policy, history, ideology, social thought, economic development, and international relations.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.

For more information: https://www.sas.upenn.edu/mec/programs/mmes (https://www.sas.upenn.edu/mec/programs/mmes/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<td></td>
<td>Foundational Approaches + Sectors¹ + Free Electives</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Major Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Disciplinary Distribution</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 3 course units of Disciplinary Distribution</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Language Requirement</strong></td>
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<tr>
<td></td>
<td>Select 4 course units of Middle East Language options:</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Arabic, Hebrew, Persian, Turkish or Other, with at least 2 course units at Intermediate or above</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Regional Coverage</strong></td>
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</tr>
<tr>
<td></td>
<td>Select 3 course units of Foundational courses with one course centered on a culture different from the language selected above</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Seminar/Research Requirement</strong></td>
<td></td>
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</tbody>
</table>
Select 2 course units of Seminars in consultation with your major advisor 2

Total Course Units 32

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

**Honors**

Candidates must have a minimum overall GPA of 3.3 and a GPA of 3.7 in the major.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Music, BA**

The music major is founded on a balance in the core training between the fields of music history, ethnomusicology, theory, and composition. Through a series of requirements, you will acquire a foundation that introduces you to the sheer range of musical traditions available for study and to a series of specialist skills and tools that facilitate and deepen that study.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34.0. Double majors may entail more course units.

For more information: http://www.sas.upenn.edu/music/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 130</td>
<td>Introduction to European Art Music</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 135</td>
<td>Introduction to the Music Life in America</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 150</td>
<td>Introduction to Ethnomusicology</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 170</td>
<td>Theory and Musicianship I</td>
<td>1.5</td>
</tr>
<tr>
<td>MUSC 171</td>
<td>Theory and Musicianship II</td>
<td>1.5</td>
</tr>
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</table>

**Tier Two Courses**

Select 4 course units of Tier Two courses 4

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 230</td>
<td>Historical Eras and Topics: Earlier Periods</td>
<td></td>
</tr>
<tr>
<td>MUSC 231</td>
<td>Historical Eras and Topics: Later Periods</td>
<td></td>
</tr>
<tr>
<td>MUSC 232</td>
<td>Themes in Music History</td>
<td></td>
</tr>
<tr>
<td>MUSC 234</td>
<td>Music Makers</td>
<td></td>
</tr>
<tr>
<td>MUSC 235/AFRC 147</td>
<td>Studies in African-American Music</td>
<td></td>
</tr>
<tr>
<td>MUSC 236</td>
<td>Performance, Analysis, History</td>
<td></td>
</tr>
</tbody>
</table>

**Tier Three Courses**

Select 2 course units of Tier Three courses 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 330</td>
<td>Seminar in Music History</td>
<td></td>
</tr>
<tr>
<td>MUSC 350</td>
<td>Seminar in Ethnomusicology</td>
<td></td>
</tr>
<tr>
<td>MUSC 370</td>
<td>Seminar in Theory and Composition</td>
<td></td>
</tr>
</tbody>
</table>

Any Graduate course MUSC 508 and above

**Performance Requirement**

Select 2 course units of Performance Requirement courses 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 007</td>
<td>Ensemble Performance</td>
<td></td>
</tr>
<tr>
<td>MUSC 010</td>
<td>Marian Anderson Performance Program</td>
<td></td>
</tr>
<tr>
<td>MUSC 011</td>
<td>Marian Anderson Group Performance Program</td>
<td></td>
</tr>
</tbody>
</table>

Total Course Units 34

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

**Honors**

Applicants must have completed one Guided Reading course, have a G.P.A. of 3.5 or higher, and complete a research paper.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 239</td>
<td>Honors Thesis in Music I</td>
<td>0.5</td>
</tr>
<tr>
<td>MUSC 259</td>
<td>Honors Thesis in Music II</td>
<td>0.5</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Near Eastern Languages & Civilizations: Ancient Near East, BA

The major in Ancient Near East examines the languages, history, cultures, and archaeology of the Ancient Near East: from Prehistory through the early complex of civilizations in Mesopotamia, Egypt, and Levant. Because of the interdependence of language and culture an emphasis of the major is gaining facility of one or more ancient languages, alongside courses in history, religion, and archaeology.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

For more information: http://www.sas.upenn.edu/nelc/undergrad_programs/nelc_major.html

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

Code | Title | Course Units
--- | --- | ---

College General Education Requirements and Free Electives

| Foundational Approaches + Sectors | Free Electives | 20 |

Major Requirements

| Language Requirement | Select 6 course units in Language Requirement | 6 |

Breadth Requirement

| NELC 101/ANCH 025/HIST 024 | Introduction to the Ancient Near East | 1 |

| NELC 102 | Introduction to the Middle East | 1 |

Concentration Requirements

| Select 5 course units in Concentration Requirement | 5 |

| Select 1 course unit in Concentration Paper | 1 |

Total Course Units | 34 |

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2 This requirement may be fulfilled by taking at least 4 course units of Egyptian or Biblical Hebrew or West Semitic languages or Cuneiform (Akkadian/Sumarian) and no more than 2 course units of appropriate literature in translation.

3 May focus on at least two ancient civilizations. To be chosen in consultation with the major advisor.

Honors

Requirements: A minimum overall GPA of 3.0 and a GPA of 3.5 in major related courses.

Code | Title | Course Units
--- | --- | ---

NELC 395 | Senior Conference | 1

NELC 399 | Independent Study | 1

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Near Eastern Languages & Civilizations: Arabic & Hebrew Studies, BA

The major in Arabic and Hebrew Studies explores the interrelationships between Arab and Hebrew cultures in the context of the modern and medieval Middle East. Emphasis includes facility in Arabic and/or Hebrew language, alongside courses in history, literature, and cultures of the medieval and modern Middle East.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

For more information: http://www.sas.upenn.edu/nelc/undergrad_programs/nelc_major.html

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

Code | Title | Course Units
--- | --- | ---

College General Education Requirements and Free Electives

| Foundational Approaches + Sectors | Free Electives | 20 |

Major Requirements

| Language Requirement | Select 6 course units of Language Requirement | 6 |

Breadth Requirement

| NELC 101/ANCH 025/HIST 024 | Introduction to the Ancient Near East | 1 |

| NELC 102 | Introduction to the Middle East | 1 |

Concentration Requirements

| Select 5 course units of Concentration Requirement | 5 |

| Select 1 course unit of Concentration Paper | 1 |

Total Course Units | 34 |

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2 This requirement may be split: 4 course units of one language (Arabic or Hebrew) and two years of the other.

3 May focus on either Medieval or Modern Periods, to be chosen in consultation with the major advisor. NOTE: No more than one PSCI class may be taken as an elective.

Honors

Required: A minimum overall GPA of 3.0 and a GPA of 3.5 in major related courses.
Near Eastern Languages & Civilizations: Arabic & Islamic Studies, BA

Arabic and Islamic Studies focuses on languages and cultures of the wider Middle East in the context of Islamic Civilization. Because of the interdependence of language and culture, a primary emphasis is on gaining mastery of Middle Eastern languages such as Arabic, Persian, and Turkish, alongside coursework in history, religion, and culture.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

For more information: http://www.sas.upenn.edu/nelc/undergrad_programs/nelc_major.html

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

### College General Education Requirements and Free Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Foundational Approaches + Sectors + Free Electives</td>
<td>20</td>
</tr>
</tbody>
</table>

### Major Requirements

#### Language Requirement

Select 6 course units of Language Requirement

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEBR/JWST 051</td>
<td>Elementary Modern Hebrew I</td>
<td>6</td>
</tr>
<tr>
<td>HEBR/JWST 052</td>
<td>Elementary Modern Hebrew II</td>
<td>6</td>
</tr>
<tr>
<td>HEBR/JWST 053</td>
<td>Intermediate Modern Hebrew III</td>
<td>6</td>
</tr>
<tr>
<td>HEBR/JWST 054</td>
<td>Intermediate Modern Hebrew IV</td>
<td>6</td>
</tr>
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</table>

#### Breadth Requirement

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NELC 101</td>
<td>Introduction to the Ancient Near East</td>
<td>1</td>
</tr>
<tr>
<td>ANCH 025/HIST 024</td>
<td>Introduction to the Middle East</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Concentration Requirements

Select 5 course units in Concentration Requirement

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NELC 102</td>
<td></td>
<td>5</td>
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</tbody>
</table>

Select 1 course unit in Concentration Paper

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Total Course Units 34

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).
2. This requirement may be fulfilled in Arabic, Persian or Turkish.
3. May focus on either Medieval or Modern Periods, to be chosen in consultation with the major advisor. Minimum of one course each in History, Literature (original language or in translation) and Religion.

Honors

**Required:** A minimum overall GPA of 3.0 and a GPA of 3.5 in major related courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NELC 395</td>
<td>Senior Conference</td>
<td>1</td>
</tr>
<tr>
<td>NELC 399</td>
<td>Independent Study</td>
<td>1</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Near Eastern Languages & Civilizations: Hebrew & Judaica, BA

The major concentration in Hebrew and Judaica explores the development of Hebrew culture from the Biblical through Rabbinic and Medieval Periods through modern times. Because of the interrelationship between language and culture an emphasis is placed on gaining facility in the use of Hebrew language alongside courses in history, culture, literature, and religion of Judaism.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

For more information: http://www.sas.upenn.edu/nelc/undergrad_programs/nelc_major.html

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

### College General Education Requirements and Free Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foundational Approaches + Sectors + Free Electives</td>
<td>20</td>
</tr>
</tbody>
</table>

### Major Requirements

#### Language Requirement

Select the following 6 course units if you have no knowledge of Hebrew. With prior knowledge of Hebrew (placement test required), select corresponding number of course units in electives.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEBR/JWST 051</td>
<td>Elementary Modern Hebrew I</td>
<td>6</td>
</tr>
<tr>
<td>HEBR/JWST 052</td>
<td>Elementary Modern Hebrew II</td>
<td>6</td>
</tr>
<tr>
<td>HEBR/JWST 053</td>
<td>Intermediate Modern Hebrew III</td>
<td>6</td>
</tr>
<tr>
<td>HEBR/JWST 054</td>
<td>Intermediate Modern Hebrew IV</td>
<td>6</td>
</tr>
</tbody>
</table>

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2. This requirement may be fulfilled in Arabic, Persian or Turkish.
HEBR/JWST 059  Advanced Modern Hebrew: Conversation & Writing
HEBR 153/ JWST 173  Intermediate Biblical Hebrew I

Breadth Requirement
NELC 101/ ANCH 025/ HIST 024  Introduction to the Ancient Near East 1
NELC 102  Introduction to the Middle East 1

Concentration Requirements
Select 1 course unit of Biblical Literature 1
Select 1 course unit of Rabbinic/Medieval Literature 1
Select 1 course unit of Modern Hebrew Literature 1
Select 2 course units of Concentration Requirements 2
Select 1 course unit of Concentration Paper Course 1

Total Course Units  34

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).
2 May focus on either Medieval or Modern Periods, to be chosen in consultation with the major advisor.

Honors
Requirements: A minimum overall GPA of 3.0 and a GPA of 3.5 in major related courses.

Code | Title | Course Units
--- | --- | ---
NELC 395  Senior Conference 1
NELC 399  Independent Study 1

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Near Eastern Languages & Civilizations: Persian Language & Literature, BA

Persian Language and Literature focuses on the language and culture of Iran from the premodern to the modern periods as well as in the context of Islamic Civilization. Because of the interdependence of language and culture, a primary emphasis is on gaining mastery of Persian, alongside coursework in history, religion, and culture.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

For more information: http://www.sas.upenn.edu/nelc/undergrad_programs/nelc_major.html

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NELC 395</td>
<td>Senior Conference</td>
<td>1</td>
</tr>
<tr>
<td>NELC 399</td>
<td>Independent Study</td>
<td>1</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Neuroscience, BA

Neuroscience (formerly Biological Basis of Behavior) is an interdisciplinary program in which students explore the relationship between behavior (both human and animal) and its organic bases. The Program offers courses in virtually all areas of neuroscience ranging from cellular neurobiology to cognitive neuropsychology and integrates these basic interdisciplinary courses with basic science requirements in biology, chemistry and psychology. Students also engaged in supervised research in areas as diverse as molecular neurobiology, chemical neuroanatomy, visual sciences and behavioral ecology.
The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

For more information: http://www.sas.upenn.edu/bbb/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College General Education Requirements and Free Electives</td>
<td></td>
</tr>
<tr>
<td>Foundational Approaches + Sectors + Free Electives</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

**Major Requirements**

**Core Requirements**

**Introductory Chemistry:**

- CHEM 101 General Chemistry I 1
- or CHEM 001 Introductory Chemistry I 1

**Introductory Biology:**

Select one of the following Options: 3

**Option 1:**

- BIOL 101 Introduction to Biology A
- BIOL 102 Introduction to Biology B

**Option 2:**

- BIOL 121 Introduction to Biology - The Molecular Biology of Life
- BIOL 123 Introductory Molecular Biology Laboratory
- BIOL 124 Introductory Organismal Biology Lab

**200-Level BIOL Course**

**Introduction to Brain & Behavior:**

Select one of the following: 1

- BIBB 109 Introduction to Brain and Behavior
- BIOL 109 Introduction to Brain and Behavior
- PSYC 109 Introduction to Brain and Behavior

**Neural Systems and Behavior:**

Select one of the following 200-level BIBB courses: 1

- BIBB 217 Visual Neuroscience
- BIBB 227 Physiology of Motivated Behaviors
- BIBB 233 Neuroethology
- BIBB 249 Cognitive Neuroscience

**Cellular Neuroscience:**

Select one of the following 200-level BIBB courses: 1

- BIBB 240 Chronobiology and Sleep
- BIBB 260 Neuroendocrinology
- BIBB 269 Autonomic Physiology
- BIBB 270 Drugs, Brain and Mind

**Neurobiology:**

- BIBB 251 Molecular and Cellular Neurobiology 1
- or BIOL 251 Molecular and Cellular Neurobiology 1

**Statistics:**

Select one of the following: 1

- BIOL 446 Statistics for Biologists
- STAT 101 Introductory Business Statistics

**Additional NRSC Major Elective Courses**

Students may pick any 8 courses from the approved electives for the NRSC major. 8

**Total Course Units** 36

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2. See the NRSC web site for approved courses in areas of specialized study. Students are encouraged to take a research course or do sponsored research in their junior or senior year.

3. BIBB 399 Independent Research, BIBB 499 Advanced Independent Research or a 400-level BIBB course are three of the options.

**Honors Option**

Applicants are expected to have a minimum cumulative GPA of 3.5.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One advanced course (400 level or above)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>BIBB 399 Independent Research</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>BIBB 499 Advanced Independent Research</td>
<td>1</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Nutrition Science, BA**

Jointly sponsored by the College of Arts and Sciences and the School of Nursing, the second major in Nutrition Science builds on a student’s basic science skills with a deep dive into the science of nutrition. Linkages of nutritional compounds and dietary approaches with health and disease, novel approaches to the study of nutritional impact on health, and future avenues of exploration in the field are examined. Elective courses in anthropology, biology, economics, physiology, psychology, health care, and public policy provide a rounded context for the study of nutrition science.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

For more information: https://www.nursing.upenn.edu/nutrition-major/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College General Education Requirements and Free Electives</td>
<td></td>
</tr>
<tr>
<td>Foundational Approaches + Sectors + Free Electives</td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

**Major Requirements**

**Required Basic Science Courses**

- Biology 2
Recommended for students with A.P., I.B.:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 121</td>
<td>Introduction to Biology - The Molecular Biology of Life</td>
</tr>
<tr>
<td>BIOL 123</td>
<td>Introductory Molecular Biology Laboratory</td>
</tr>
<tr>
<td>BIOL 124</td>
<td>Introductory Organismal Biology Lab</td>
</tr>
</tbody>
</table>

Recommended for students with one year of high school biology:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101</td>
<td>Introduction to Biology A</td>
</tr>
<tr>
<td>BIOL 102</td>
<td>Introduction to Biology B</td>
</tr>
</tbody>
</table>

Chemistry

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 101</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CHEM 102</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>CHEM 241</td>
<td>Principles of Organic Chemistry</td>
</tr>
</tbody>
</table>

Biochemistry

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 204</td>
<td>Biochemistry</td>
</tr>
</tbody>
</table>

Required Nutrition Science Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 112</td>
<td>Nutrition: Science &amp; Applications</td>
</tr>
<tr>
<td>NURS 312</td>
<td>Nutritional Aspects of Disease</td>
</tr>
<tr>
<td>NURS 523</td>
<td>Advanced Nutrition: Molecular Basis of Nutrition</td>
</tr>
<tr>
<td>NURS 524</td>
<td>Advanced Human Nutrition and Micronutrient Metabolism</td>
</tr>
</tbody>
</table>

Elective Courses

Select 4 course units of electives (see website for list of suggested courses)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
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<td></td>
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</tbody>
</table>

Total Course Units

34

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).
2. BIOL 123 Introductory Molecular Biology Laboratory must be concurrent with BIOL 121 Introduction to Biology - The Molecular Biology of Life.
3. 3 course units count as 2 for this major.

For more information: https://ppe.sas.upenn.edu/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

**Code**

<table>
<thead>
<tr>
<th>Title</th>
<th>Course Units</th>
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**College General Education Requirements and Free Electives**

Foundational Approaches + Sectors + Free Electives 20

**Major Requirements**

Select 1 course of Rigorous Reasoning (Pre Requirement)

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**Common Foundations**

**Philosophy Foundation**

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Select 1 course of Philosophy Foundation:

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<td>Introduction to Philosophy of Mind</td>
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<td>PHIL 271</td>
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<td>PHIL 272</td>
<td>Ethics &amp; the Professions</td>
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<td>PHIL 273</td>
<td>Ethics in the Profession</td>
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**Political Science Foundation**

Select 1 course of Political Theory

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Select 1 course of Political Science Foundation

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<tr>
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<td>Introduction to Comparative Politics</td>
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Philosophy, Politics and Economics: Choice & Behavior, BA

Philosophy, Politics and Economics allows undergraduates to study a variety of comprehensive analytical frameworks that have been developed to understand and justify political and economic structures, particularly constitutional democracy and the market system. The program prepares its graduates for careers in public policy, public services, business, and law among others.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Philosophy, Politics and Economics: Distributive Justice, BA

Philosophy, Politics and Economics allows undergraduates to study a variety of comprehensive analytical frameworks that have been developed to understand and justify political and economic structures, particularly constitutional democracy and the market system. The program prepares its graduates for careers in public policy, public services, business, and law among others.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

For more information: http://www.sas.upenn.edu/ppe/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<td>Major Requirements</td>
<td>Rigorous Reasoning (Pre Requirement)</td>
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Total Course Units 36

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

Honors

Applicants must have a minimum GPA of 3.6 in the major.

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The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
PPE 474  Capstone: Judgment and Decision Making
PPE 476  Philosophy, Politics and Economics
PPE 477  Capstone: Social Psychology
PPE 481  Capstone: Political Science
PPE 482  Capstone: Psychology
PPE 483  Capstone: Economics
PPE 484  Capstone: Philosophy

Total Course Units  36

You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

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The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Philosophy, Politics and Economics: Ethics & Professions, BA

Philosophy, Politics and Economics allows undergraduates to study a variety of comprehensive analytical frameworks that have been developed to understand and justify political and economic structures, particularly constitutional democracy and the market system. The program prepares its graduates for careers in public policy, public services, business, and law among others.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

For more information: http://www.sas.upenn.edu/ppe/

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Total Course Units  36

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Philosophy, Politics and Economics: Globalization, BA

Philosophy, Politics and Economics allows undergraduates to study a variety of comprehensive analytical frameworks that have been developed to understand and justify political and economic structures, particularly constitutional democracy and the market system. The
Philosophy, Politics and Economics: Public Policy & Governance, BA

The program prepares its graduates for careers in public policy, public services, business, and law among others.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

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<td>PPE 484 Capstone: Philosophy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Course Units</td>
<td>36</td>
</tr>
</tbody>
</table>

¹ You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).
Common Core

- PPE 311 Strategic Reasoning 1
- PPE 312 Public Policy Process 1
- PPE 313 Behavioral Economics and Psychology 1

Public Policy & Governance Theme

Select 5 course units in Public Policy & Governance Theme 5

Capstone Seminar

Select one of the following: 1
- PPE 470 Capstone: Social Policy
- PPE 471 Capstone: Political Economy
- PPE 472 Capstone: Networks
- PPE 473 Capstone: Modeling
- PPE 474 Capstone: Judgment and Decision Making
- PPE 476 Philosophy, Politics and Economics
- PPE 477 Capstone: Social Psychology
- PPE 481 Capstone: Political Science
- PPE 482 Capstone: Psychology
- PPE 483 Capstone: Economics
- PPE 484 Capstone: Philosophy

Total Course Units 36

You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

Honors

Applicants must have a minimum GPA of 3.6 in the major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPE 498</td>
<td>Directed Honors Research</td>
<td>1</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Philosophy: General Philosophy, BA

Philosophy seeks to illuminate fundamental aspects of the world, of our relation to and knowledge of the world, and of our own nature as rational, purposive, and social beings. The study of philosophy aims at an appreciation of the ways this enterprise has been, is, and might be approached. It also provides a vantage point for reflecting on the nature and achievement of other disciplines, such as science, the arts, and the humanities. Philosophical topics can be divided roughly into practical (ethics, politics, aesthetics) and theoretical (epistemology, metaphysics, mind, and logic). The four concentrations available within the major allow students to emphasize different sets of questions.

The General Philosophy Concentration requires a balanced selection of coursework from within both practical and theoretical philosophy as well as the history of these enterprises.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.


For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 301</td>
<td>Directed Honors Research (or a 500-level course)</td>
<td>1</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Philosophy: Humanistic Philosophy, BA

Philosophy seeks to illuminate fundamental aspects of the world, of our relation to and knowledge of the world, and of our own nature as rational, purposive, and social beings. The study of philosophy aims at an appreciation of the ways this enterprise has been, is, and might be approached. It also provides a vantage point for reflecting on the nature and achievement of other disciplines, such as science, the arts, and the humanities. Philosophical topics can be divided roughly into practical (ethics, politics, aesthetics) and theoretical (epistemology, metaphysics, mind, and logic). The four concentrations available within the major allow students to emphasize different sets of questions.

The Humanistic Philosophy Concentration emphasizes practical philosophy and its history; it pairs philosophy courses with courses in one or more humanistic disciplines.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

Required: 8 course units in Philosophy and 8 course units in Humanities and/or Political Science (Non-Philosophy courses need permission of the Undergraduate Chair).


For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/credits-needed-major/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 301</td>
<td>Directed Honors Research (or a 500-level course)</td>
<td>1</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Philosophy: Philosophy and Science, BA

Philosophy seeks to illuminate fundamental aspects of the world, of our relation to and knowledge of the world, and of our own nature as rational, purposive, and social beings. The study of philosophy aims at an appreciation of the ways this enterprise has been, is, and might be approached. It also provides a vantage point for reflecting on the nature and achievement of other disciplines, such as science, the arts, and the humanities. Philosophical topics can be divided roughly into practical (ethics, politics, aesthetics) and theoretical (epistemology, metaphysics, mind, and logic). The four concentrations available within the major allow students to emphasize different sets of questions.

The Philosophy and Science Concentration emphasizes theoretical philosophy and philosophy of science; it pairs courses in philosophy with courses in one or more scientific disciplines.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

Required: 8 course units in Philosophy and 8 course units in either Natural or Social Science, or Science, Technology, and Society (STSC, previously HSSC).


For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/credits-needed-major/) page.

<table>
<thead>
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<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 301</td>
<td>Directed Honors Research (or a 500-level course)</td>
<td>1</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Philosophy: Political and Moral Philosophy, BA**

Philosophy seeks to illuminate fundamental aspects of the world, of our relation to and knowledge of the world, and of our own nature as rational, purposive, and social beings. The study of philosophy aims at an appreciation of the ways this enterprise has been, is, and might be approached. It also provides a vantage point for reflecting on the nature and achievement of other disciplines, such as science, the arts, and the humanities. Philosophical topics can be divided roughly into practical (ethics, politics, aesthetics) and theoretical (epistemology, metaphysics, mind, and logic). The four concentrations available within the major allow students to emphasize different sets of questions.

The new Political and Moral Philosophy Concentration emphasizes the philosophical treatment of normative questions. Its coursework focuses on questions about ethics, morality, politics, and law.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

**For more information:** http://philosophy.sas.upenn.edu/undergraduate(http://philosophy.sas.upenn.edu/undergraduate/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 002</td>
<td>Ethics</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>or PHIL 008 The Social Contract</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or PHIL 077 Philosophy of Law</td>
<td></td>
</tr>
<tr>
<td>PHIL 005</td>
<td>Formal Logic I</td>
<td>1</td>
</tr>
<tr>
<td>Select 3 courses of Level Requirement courses with 2 course units at the 200 level or above and 2 course units at the 300 or 500 level</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 301</td>
<td>Directed Honors Research (or a 500-level course)</td>
<td>1</td>
</tr>
</tbody>
</table>

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2. Minimally, 4 course units must be from one department · No Introductory or Laboratory courses.

3. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2. Courses can double count across Level and Distribution Requirements.


**Honors**

Must be a Senior Major in Philosophy and have a minimum 3.33 GPA in the major. Applicants must have completed the distribution requirement for the major including two courses above 200 one of which must be above 301. Please consult with the Undergraduate Chair for other specific criteria.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 301</td>
<td>Directed Honors Research</td>
<td>1</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
consult with their academic program regarding final certifications and requirements for graduation.

Physics: Astrophysics, BA

Physics and astronomy are fundamental sciences aimed at discovering the basic principles that govern our universe. Physicists study the interplay between space, time, matter, and energy. Complex behavior in nature is explained in terms of elementary relations between constituent elements and the forces that bind them, over distances ranging from subatomic to cosmic scale. Astronomy encompasses the entire physical universe beyond the earth: the solar system, stars, galaxies, galaxy clusters and superclusters, quasars, and the large-scale structure of the universe. The basic tools in physics and astronomy are mathematics and experimental investigation and observation of the world around us.

At Penn, the curriculum for undergraduate Physics majors, which includes extensive laboratory experience, is based on faculty strengths in Condensed Matter Physics, Elementary Particle Physics, and Astrophysics. Undergraduate teaching is linked to faculty research efforts in these areas, and participation by undergraduates in research is strongly encouraged.

This concentration is particularly appropriate for students planning to attend graduate school in Astrophysics. In addition to core Physics courses, students choose from a selection of courses in Astronomy and Astrophysics.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

For more information: http://www.physics.upenn.edu/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 151</td>
<td>Principles of Physics II: Electromagnetism and Radiation</td>
<td>1.5</td>
</tr>
<tr>
<td>or PHYS 171</td>
<td>Honors Physics II: Electromagnetism and Radiation</td>
<td></td>
</tr>
</tbody>
</table>

Concentration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR 211</td>
<td>Introduction to Astrophysics I</td>
<td>1</td>
</tr>
<tr>
<td>ASTR 212</td>
<td>Introduction to Astrophysics II</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 401</td>
<td>Thermodynamics and the Introduction to Statistical Mechanics and Kinetic Theory</td>
<td>1</td>
</tr>
</tbody>
</table>

Select 3 additional course units of Concentration

Total Course Units 36

You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

Honors

Applicants must have a minimum GPA of 3.3 in major-related courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 499</td>
<td>Senior Honor Thesis (Semester 1)</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 499</td>
<td>Senior Honor Thesis (Semester 2)</td>
<td>1</td>
</tr>
<tr>
<td>Thesis Accepted</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Physics: Biological Science, BA

Physics and astronomy are fundamental sciences aimed at discovering the basic principles that govern our universe. Physicists study the interplay between space, time, matter, and energy. Complex behavior in nature is explained in terms of elementary relations between constituent elements and the forces that bind them, over distances ranging from subatomic to cosmic scale. Astronomy encompasses the entire physical universe beyond the earth: the solar system, stars, galaxies, galaxy clusters and superclusters, quasars, and the large-scale structure of the universe. The basic tools in physics and astronomy are mathematics and experimental investigation and observation of the world around us.

At Penn, the curriculum for undergraduate Physics majors, which includes extensive laboratory experience, is based on faculty strengths in Condensed Matter Physics, Elementary Particle Physics, and Astrophysics. Undergraduate teaching is linked to faculty research efforts in these areas, and participation by undergraduates in research is strongly encouraged.

This concentration reflects increasing contributions of physicists (including members of our faculty) to implications of Physics to Biological Sciences. Undergraduate students choosing this concentration will prepare themselves for careers in scientific research or professional Medical Physics programs that have been instituted at Penn and other universities, among other possibilities.
The proposed concentration is distinct from the existing Biophysics Major, although the two share several required courses. The Biophysics Major requires much more chemistry, making it appropriate for students interested in protein science and other topics within the well-established field of Biophysics. The Physics major with a Concentration in Biological Science targets students with interests in the emerging field of Biological Physics, where researchers directly apply physical concepts and techniques to investigate biological systems; the emphasis is on developing new insights regarding biological systems from a perspective strongly rooted in Physics.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

For more information: http://www.physics.upenn.edu/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
<td>1</td>
</tr>
<tr>
<td>MATH 114</td>
<td>Calculus, Part II</td>
<td>1</td>
</tr>
<tr>
<td>MATH 240</td>
<td>Calculus, Part III</td>
<td>1</td>
</tr>
<tr>
<td>MATH 241</td>
<td>Calculus, Part IV</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 230</td>
<td>Principles of Physics III: Thermal Physics and Waves</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 240</td>
<td>Principles of Physics IV: Modern Physics (without laboratory)²</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 361</td>
<td>Electromagnetism I: Electricity and Potential Theory</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 362</td>
<td>Electromagnetism II: Magnetism, Maxwell's Equations, and Electromagnetic Waves</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 411</td>
<td>Introduction to Quantum Mechanics I</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 150</td>
<td>Principles of Physics I: Mechanics and Wave Motion</td>
<td>1.5</td>
</tr>
<tr>
<td>or PHYS 170</td>
<td>Honors Physics I: Mechanics and Wave Motion</td>
<td>1.5</td>
</tr>
<tr>
<td>PHYS 151</td>
<td>Principles of Physics II: Electromagnetism and Radiation</td>
<td>1.5</td>
</tr>
<tr>
<td>or PHYS 171</td>
<td>Honors Physics II: Electromagnetism and Radiation</td>
<td>1.5</td>
</tr>
<tr>
<td>BIOL 121</td>
<td>Introduction to Biology - The Molecular Biology of Life</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 123</td>
<td>Introductory Molecular Biology Laboratory</td>
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</tr>
<tr>
<td>BIOL 204</td>
<td>Biochemistry</td>
<td>1</td>
</tr>
<tr>
<td>or BIOL 205</td>
<td>Cell Biology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 221</td>
<td>Molecular Biology and Genetics</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 280</td>
<td>Physical Models of Biological Systems</td>
<td>1</td>
</tr>
<tr>
<td>or PHYS 580</td>
<td>Biological Physics</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 401</td>
<td>Thermodynamics and the Introduction to Statistical Mechanics and Kinetic Theory</td>
<td>1</td>
</tr>
</tbody>
</table>

Applicants must have a minimum GPA of 3.3 in major-related courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 499</td>
<td>Senior Honor Thesis (Semester 1)</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 499</td>
<td>Senior Honor Thesis (Semester 2)</td>
<td>1</td>
</tr>
</tbody>
</table>

Thesis Accepted

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Physics: Business & Technology, BA**

Physics and astronomy are fundamental sciences aimed at discovering the basic principles that govern our universe. Physicists study the interplay between space, time, matter, and energy. Complex behavior in nature is explained in terms of elementary relations between constituent elements and the forces that bind them, over distances ranging from subatomic to cosmic scale. Astronomy encompasses the entire physical universe beyond the earth: the solar system, stars, galaxies, galaxy clusters and superclusters, quasars, and the large-scale structure of the universe. The basic tools in physics and astronomy are mathematics and experimental investigation and observation of the world around us.

At Penn, the curriculum for undergraduate Physics majors, which includes extensive laboratory experience, is based on faculty strengths in Condensed Matter Physics, Elementary Particle Physics, and Astrophysics. Undergraduate teaching is linked to faculty research efforts in these areas, and participation by undergraduates in research is strongly encouraged.

This concentration is particularly appropriate for students whose ultimate goal is a career in modern industry involving both technical and managerial components. A student choosing this concentration will have a solid background in Physics, be comfortable with electronics and computers, and have some appreciation of modern business methods and economics.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

For more information: http://www.physics.upenn.edu/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.
### College General Education Requirements and Free Electives

**Foundational Approaches + Sectors** \(^1\) + Free Electives \(16.5\)

### Major Requirements

**Core Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
<td>1</td>
</tr>
<tr>
<td>MATH 114</td>
<td>Calculus, Part II</td>
<td>1</td>
</tr>
<tr>
<td>MATH 240</td>
<td>Calculus, Part III</td>
<td>1</td>
</tr>
<tr>
<td>MATH 241</td>
<td>Calculus, Part IV</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 230</td>
<td>Principles of Physics III: Thermal Physics and Waves</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 250</td>
<td>Principles of Physics IV: Modern Physics</td>
<td>1.5</td>
</tr>
<tr>
<td>PHYS 351</td>
<td>Analytical Mechanics</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 361</td>
<td>Electromagnetism I: Electricity and Potential Theory</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 362</td>
<td>Electromagnetism II: Magnetism, Maxwell's Equations, and Electromagnetic Waves</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 411</td>
<td>Introduction to Quantum Mechanics I</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 150</td>
<td>Principles of Physics I: Mechanics and Wave Motion</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>or PHYS 170 Honors Physics I: Mechanics and Wave Motion</td>
<td></td>
</tr>
<tr>
<td>PHYS 151</td>
<td>Principles of Physics II: Electromagnetism and Radiation</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>or PHYS 171 Honors Physics II: Electromagnetism and Radiation</td>
<td></td>
</tr>
<tr>
<td>PHYS 364</td>
<td>Laboratory Electronics</td>
<td>1</td>
</tr>
<tr>
<td>or PHYS 414</td>
<td>Laboratory in Modern Physics</td>
<td></td>
</tr>
<tr>
<td>Select 1 course unit in Computation</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Select 4 course units in Business</td>
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<td></td>
</tr>
<tr>
<td>Total Course Units</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

### Honors

Applicants must have a minimum GPA of 3.3 in major-related courses.

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<tr>
<th>Code</th>
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<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>PHYS 499</td>
<td>Senior Honor Thesis (Semester 1)</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 499</td>
<td>Senior Honor Thesis (Semester 2)</td>
<td>1</td>
</tr>
<tr>
<td>Thesis Accepted</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

**Note:** For Biology concentration, see Biophysics track outlined below.

**For more information:** http://www.physics.upenn.edu/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

### Code | Title                                                      | Course Units |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College General Education Requirements and Free Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundational Approaches + Sectors**(^1)** + Free Electives</td>
<td>17.5</td>
</tr>
</tbody>
</table>

### Major Requirements

**Core Requirements**

<table>
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<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
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<td>MATH 104</td>
<td>Calculus, Part I</td>
<td>1</td>
</tr>
<tr>
<td>MATH 114</td>
<td>Calculus, Part II</td>
<td>1</td>
</tr>
<tr>
<td>MATH 240</td>
<td>Calculus, Part III</td>
<td>1</td>
</tr>
<tr>
<td>MATH 241</td>
<td>Calculus, Part IV</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 230</td>
<td>Principles of Physics III: Thermal Physics and Waves</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 250</td>
<td>Principles of Physics IV: Modern Physics</td>
<td>1.5</td>
</tr>
<tr>
<td>PHYS 351</td>
<td>Analytical Mechanics</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 361</td>
<td>Electromagnetism I: Electricity and Potential Theory</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 362</td>
<td>Electromagnetism II: Magnetism, Maxwell's Equations, and Electromagnetic Waves</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 411</td>
<td>Introduction to Quantum Mechanics I</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 150</td>
<td>Principles of Physics I: Mechanics and Wave Motion</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>or PHYS 170 Honors Physics I: Mechanics and Wave Motion</td>
<td></td>
</tr>
<tr>
<td>PHYS 151</td>
<td>Principles of Physics II: Electromagnetism and Radiation</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>or PHYS 171 Honors Physics II: Electromagnetism and Radiation</td>
<td></td>
</tr>
</tbody>
</table>

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### Physics: Chemical Principles, BA

Physics and astronomy are fundamental sciences aimed at discovering the basic principles that govern our universe. Physicists study the interplay between space, time, matter, and energy. Complex behavior in nature is explained in terms of elementary relations between constituent elements and the forces that bind them, over distances ranging from subatomic to cosmic scale. Astronomy encompasses the entire physical universe beyond the earth: the solar system, stars, galaxies, galaxy clusters and superclusters, quasars, and the large-scale structure of the universe. The basic tools in physics and astronomy are mathematics and experimental investigation and observation of the world around us.

At Penn, the curriculum for undergraduate Physics majors, which includes extensive laboratory experience, is based on faculty strengths in Condensed Matter Physics, Elementary Particle Physics, and Astrophysics. Undergraduate teaching is linked to faculty research efforts in these areas, and participation by undergraduates in research is strongly encouraged.

This concentration is particularly appropriate for students planning to enter the health professions. Such students should be aware that, although not part of the concentration requirements, laboratories in general and organic chemistry and lecture and laboratory work in biology are generally required by professional schools in the health area. The concentration may also be appropriate for other students pursuing double majors in Physics and Chemistry or Biochemistry.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

**Note:** For Biology concentration, see Biophysics track outlined below.

**For more information:** http://www.physics.upenn.edu/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.
Physics and astronomy are fundamental sciences aimed at discovering the basic principles that govern our universe. Physicists study the interplay between space, time, matter, and energy. Complex behavior in nature is explained in terms of elementary relations between constituent elements and the forces that bind them, over distances ranging from subatomic to cosmic scale. Astronomy encompasses the entire physical universe beyond the earth: the solar system, stars, galaxies, galaxy clusters and superclusters, quasars, and the large-scale structure of the universe. The basic tools in physics and astronomy are mathematics and experimental investigation and observation of the world around us.

At Penn, the curriculum for undergraduate Physics majors, which includes extensive laboratory experience, is based on faculty strengths in Condensed Matter Physics, Elementary Particle Physics, and Astrophysics. Undergraduate teaching is linked to faculty research efforts in these areas, and participation by undergraduates in research is strongly encouraged.

This concentration is particularly appropriate for students planning a career in the computer or electronics industries or contemplating a dual degree in Physics and either Computer Science or Electrical Engineering.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

For more information: http://www.physics.upenn.edu/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

### Concentration Requirements

Select one of the following Concentrations: 5

**Chemical Principles Concentration:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 101</td>
<td>General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>CHEM 102</td>
<td>General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CHEM 221</td>
<td>Physical Chemistry I</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 222</td>
<td>and Physical Chemistry II</td>
<td></td>
</tr>
<tr>
<td>or CHEM 241</td>
<td>Principles of Organic Chemistry</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 242</td>
<td>and Principles of Organic Chemistry</td>
<td></td>
</tr>
<tr>
<td>PHYS 401</td>
<td>Thermodynamics and the Introduction to Statistical Mechanics and Kinetic Theory</td>
<td></td>
</tr>
</tbody>
</table>

**Biology Concentration: Biophysics Track Requirements:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 121</td>
<td>Introduction to Biology - The Molecular Biology of Life</td>
<td></td>
</tr>
<tr>
<td>BIOL 221</td>
<td>Molecular Biology and Genetics</td>
<td></td>
</tr>
<tr>
<td>BIOL 251</td>
<td>Molecular and Cellular Neurobiology</td>
<td></td>
</tr>
<tr>
<td>BIOL 404</td>
<td>Immunobiology</td>
<td></td>
</tr>
<tr>
<td>PHYS 280</td>
<td>Physical Models of Biological Systems</td>
<td></td>
</tr>
</tbody>
</table>

### Honors

Applicants must have a minimum GPA of 3.3 in major-related courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 499</td>
<td>Senior Honor Thesis (Semester 1)</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 499</td>
<td>Senior Honor Thesis (Semester 2)</td>
<td>1</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Physics: Computer Techniques, BA

Physics and astronomy are fundamental sciences aimed at discovering the basic principles that govern our universe. Physicists study the interplay between space, time, matter, and energy. Complex behavior in nature is explained in terms of elementary relations between constituent elements and the forces that bind them, over distances ranging from subatomic to cosmic scale. Astronomy encompasses the entire physical universe beyond the earth: the solar system, stars, galaxies, galaxy clusters and superclusters, quasars, and the large-scale structure of the universe. The basic tools in physics and astronomy are mathematics and experimental investigation and observation of the world around us.

At Penn, the curriculum for undergraduate Physics majors, which includes extensive laboratory experience, is based on faculty strengths in Condensed Matter Physics, Elementary Particle Physics, and Astrophysics. Undergraduate teaching is linked to faculty research efforts in these areas, and participation by undergraduates in research is strongly encouraged.

This concentration is particularly appropriate for students planning a career in the computer or electronics industries or contemplating a dual degree in Physics and either Computer Science or Electrical Engineering.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

For more information: http://www.physics.upenn.edu/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
<td>1</td>
</tr>
<tr>
<td>MATH 114</td>
<td>Calculus, Part II</td>
<td>1</td>
</tr>
<tr>
<td>MATH 240</td>
<td>Calculus, Part III</td>
<td>1</td>
</tr>
<tr>
<td>MATH 241</td>
<td>Calculus, Part IV</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 230</td>
<td>Principles of Physics III: Thermal Physics and Waves</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 250</td>
<td>Principles of Physics IV: Modern Physics</td>
<td>1.5</td>
</tr>
<tr>
<td>PHYS 351</td>
<td>Analytical Mechanics</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 361</td>
<td>Electromagnetism I: Electricity and Potential Theory</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 362</td>
<td>Electromagnetism II: Magnetism, Maxwell's Equations, and Electromagnetic Waves</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 411</td>
<td>Introduction to Quantum Mechanics I</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 150</td>
<td>Principles of Physics I: Mechanics and Wave Motion</td>
<td>1.5</td>
</tr>
<tr>
<td>or PHYS 170</td>
<td>Honors Physics I: Mechanics and Wave Motion</td>
<td></td>
</tr>
<tr>
<td>PHYS 151</td>
<td>Principles of Physics II: Electromagnetism and Radiation</td>
<td>1.5</td>
</tr>
<tr>
<td>or PHYS 171</td>
<td>Honors Physics II: Electromagnetism and Radiation</td>
<td></td>
</tr>
</tbody>
</table>

### Concentration Requirements

Select 3 course units in Concentration approved by the Undergraduate Chair.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 401</td>
<td>Thermodynamics and the Introduction to Statistical Mechanics and Kinetic Theory</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one of the following options:

- PHYS 364 Laboratory Electronics (Option 1)
- PHYS 414 Laboratory in Modern Physics (Option 2)

### Total Course Units

36

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2 See sample program in Physics Major Program.
Honors
Applicants must have a minimum GPA of 3.3 in major-related courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 499</td>
<td>Senior Honor Thesis (Semester 1)</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 499</td>
<td>Senior Honor Thesis (Semester 2)</td>
<td>1</td>
</tr>
</tbody>
</table>

Thesis Accepted

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Physics: Physical Theory and Experimental Technique, BA

Physics and astronomy are fundamental sciences aimed at discovering the basic principles that govern our universe. Physicists study the interplay between space, time, matter, and energy. Complex behavior in nature is explained in terms of elementary relations between constituent elements and the forces that bind them, over distances ranging from subatomic to cosmic scale. Astronomy encompasses the entire physical universe beyond the earth: the solar system, stars, galaxies, galaxy clusters and superclusters, quasars, and the large-scale structure of the universe. The basic tools in physics and astronomy are mathematics and experimental investigation and observation of the world around us.

At Penn, the curriculum for undergraduate Physics majors, which includes extensive laboratory experience, is based on faculty strengths in Condensed Matter Physics, Elementary Particle Physics, and Astrophysics. Undergraduate teaching is linked to faculty research efforts in these areas, and participation by undergraduates in research is strongly encouraged.

This concentration is particularly appropriate for students contemplating graduate study in Physics. It provides a sound basis in Physics and Mathematics with ample opportunities to take elective or even graduate courses and participate in research.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

For more information: http://www.physics.upenn.edu/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 240</td>
<td>Calculus, Part III</td>
<td>1</td>
</tr>
<tr>
<td>MATH 241</td>
<td>Calculus, Part IV</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 230</td>
<td>Principles of Physics III: Thermal Physics and Waves</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 250</td>
<td>Principles of Physics IV: Modern Physics</td>
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<td>Analytical Mechanics</td>
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<td>Electromagnetism I: Electricity and Potential Theory</td>
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<td>PHYS 362</td>
<td>Electromagnetism II: Magnetism, Maxwell's Equations, and Electromagnetic Waves</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 411</td>
<td>Introduction to Quantum Mechanics I</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 150</td>
<td>Principles of Physics I: Mechanics and Wave Motion</td>
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</tr>
<tr>
<td>or PHYS 170</td>
<td>Honors Physics I: Mechanics and Wave Motion</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 151</td>
<td>Principles of Physics II: Electromagnetism and Radiation</td>
<td>1.5</td>
</tr>
<tr>
<td>or PHYS 171</td>
<td>Honors Physics II: Electromagnetism and Radiation</td>
<td>1</td>
</tr>
</tbody>
</table>

Concentration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 401</td>
<td>Thermodynamics and the Introduction to Statistical Mechanics and Kinetic Theory</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 412</td>
<td>Introduction to Quantum Mechanics II</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 364</td>
<td>Laboratory Electronics</td>
<td>1</td>
</tr>
<tr>
<td>or PHYS 414</td>
<td>Laboratory in Modern Physics</td>
<td>1</td>
</tr>
</tbody>
</table>

Select 1 course unit in Physics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
</table>

Total Course Units 36

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

Honors
Applicants must have a minimum GPA of 3.3 in major-related courses.

<table>
<thead>
<tr>
<th>Code</th>
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<th>Course Units</th>
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<tbody>
<tr>
<td>PHYS 499</td>
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<td>1</td>
</tr>
<tr>
<td>PHYS 499</td>
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<td>1</td>
</tr>
</tbody>
</table>

Thesis Accepted

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Political Science: American Politics, BA

Political Science explores systematic approaches to understanding politics. Students may choose to take a general approach to the subject or pursue a concentration in the sub-fields of American politics, comparative politics, international relations or political theory. In addition students may select a world region for an area studies concentration. The Political Science Department’s course offerings span the discipline of political science, from American political institutions, to the politics of world regions, the emergence of a new international order, and
recent and ancient political ideas. The Department’s curriculum is divided into the four standard fields of American politics, comparative politics, international relations, and political theories. There are also other opportunities for study in political processes of elections and communications and public policy.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.

A minimum of 9 course units in Political Science are required, of which 6 must be taken in the Political Science Department at the University of Pennsylvania (includes Washington, DC Semester). See Major Program Booklet for Transfer and AP credit restrictions.

For more information: http://www.sas.upenn.edu/polisci/content/undergraduate-program/ (http://www.sas.upenn.edu/polisci/content/undergraduate-program/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College General Education Requirements and Free Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundational Approaches + Sectors + Free Electives</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Major Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Core Requirement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 2 course units of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSCI 110 Introduction to Comparative Politics</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>PSCI 130 Introduction to American Politics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSCI 150 Introduction to International Relations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSCI 180 Ancient Political Thought or PSCI 181 Modern Political Thought</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subfield Requirement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 1 course in three of the four subfields:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>American Politics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Comparative Politics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>International Relations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Political Theory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSCI or Major Related Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 7 course units in PSCI or Major Related</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Total Course Units</td>
<td>32</td>
</tr>
</tbody>
</table>

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2. A maximum of three non-PSCI courses are allowed.

### American Politics Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select 5 course units of Concentration courses in consultation with the faculty advisor with three course units in PSCI</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total Course Units</td>
<td>5</td>
</tr>
</tbody>
</table>

### Honors

**Required:** A minimum overall GPA of 3.3 and a 3.6 GPA in all PSCI courses taken in the major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSCI 497</td>
<td>Political Science Honors</td>
<td>1</td>
</tr>
<tr>
<td>PSCI 499</td>
<td>Independent Study - Honors</td>
<td>1</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Political Science: Comparative Politics, BA

Political Science explores systematic approaches to understanding politics. Students may choose to take a general approach to the subject or pursue a concentration in the sub-fields of American politics, comparative politics, international relations or political theory. In addition students may select a world region for an area studies concentration. The Political Science Department’s course offerings span the discipline of political science, from American political institutions, to the politics of world regions, the emergence of a new international order, and recent and ancient political ideas. The Department’s curriculum is divided into the four standard fields of American politics, comparative politics, international relations, and political theories. There are also other opportunities for study in political processes of elections and communications and public policy.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.

A minimum of 9 course units in Political Science are required, of which 6 must be taken in the Political Science Department at the University of Pennsylvania (includes Washington, DC Semester). See Major Program Booklet for Transfer and AP credit restrictions.

For more information: http://www.sas.upenn.edu/polisci/content/undergraduate-program/ (http://www.sas.upenn.edu/polisci/content/undergraduate-program/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

### Unique Course Listing

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College General Education Requirements and Free Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundational Approaches + Sectors + Free Electives</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Major Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Core Requirement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 2 course units of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSCI 110 Introduction to Comparative Politics</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>PSCI 130 Introduction to American Politics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSCI 150 Introduction to International Relations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Course Units</td>
<td></td>
</tr>
</tbody>
</table>

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2. A maximum of three non-PSCI courses are allowed.
Political Science: General Political Science, BA

Political Science explores systematic approaches to understanding politics. Students may choose to take a general approach to the subject or pursue a concentration in the sub-fields of American politics, comparative politics, international relations, or political theory. In addition, students may select a world region for an area studies concentration. The Political Science Department’s course offerings span the discipline of political science, from American political institutions, to the politics of world regions, the emergence of a new international order, and recent and ancient political ideas. The Department’s curriculum is divided into the four standard fields of American politics, comparative politics, international relations, and political theories. There are also other opportunities for study in political processes of elections and communications and public policy.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.

A minimum of 9 course units in Political Science is required, of which 6 must be taken in the Political Science Department at the University of Pennsylvania (includes Washington, DC Semester). See Major Program Booklet for Transfer and AP credit restrictions.

For more information: http://www.sas.upenn.edu/polisci/content/undergraduate-program (http://www.sas.upenn.edu/polisci/content/undergraduate-program/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

Comparative Politics Concentration

Select 5 course units of Concentration courses in consultation with the faculty advisor with three course units in PSCI

Total Course Units 5

Honors

Required: A minimum overall GPA of 3.3 and a 3.6 GPA in all PSCI courses taken in the major.

Political Science: General Political Science, BA

Code Title Course Units

PSCI 497 Political Science Honors 1
PSCI 499 Independent Study - Honors 1

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Political Science: Individualized, BA

Political Science explores systematic approaches to understanding politics. Students may choose to take a general approach to the subject or pursue a concentration in the sub-fields of American politics, comparative politics, international relations or political theory. In addition students may select a world region for an area studies concentration. The Political Science Department's course offerings span the discipline of political science, from American political institutions, to the politics of world regions, the emergence of a new international order, and recent and ancient political ideas. The Department's curriculum is divided into the four standard fields of American politics, comparative politics, international relations, and political theories. There are also other opportunities for study in political processes of elections and communications and public policy.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.

A minimum of 9 course units in Political Science are required, of which 6 must be taken in the Political Science Department at the University of Pennsylvania (includes Washington, DC Semester). See Major Program Booklet for Transfer and AP credit restrictions.

For more information: http://www.sas.upenn.edu/polisci/content/undergraduate-program/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSCI 110</td>
<td>Introduction to Comparative Politics</td>
<td>2</td>
</tr>
<tr>
<td>PSCI 130</td>
<td>Introduction to American Politics</td>
<td>2</td>
</tr>
<tr>
<td>PSCI 150</td>
<td>Introduction to International Relations</td>
<td>2</td>
</tr>
<tr>
<td>PSCI 180</td>
<td>Ancient Political Thought</td>
<td>2</td>
</tr>
<tr>
<td>or PSCI 181</td>
<td>Modern Political Thought</td>
<td>2</td>
</tr>
</tbody>
</table>

Select 7 course units in PSCI or Major Related Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSCI 180</td>
<td>Ancient Political Thought</td>
<td>2</td>
</tr>
<tr>
<td>or PSCI 181</td>
<td>Modern Political Thought</td>
<td>2</td>
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</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Individualized Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 6 course units of Concentration courses in consultation with the faculty advisor with two course units in PSCI</td>
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<td>6</td>
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Honors

Required: A minimum overall GPA of 3.3 and a 3.6 GPA in all PSCI courses taken in the major.

<table>
<thead>
<tr>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>PSCI 100</td>
<td>Political Science Honors</td>
<td>1</td>
</tr>
<tr>
<td>PSCI 102</td>
<td>Independent Study - Honors</td>
<td>1</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Political Science: International Relations, BA

Political Science explores systematic approaches to understanding politics. Students may choose to take a general approach to the subject or pursue a concentration in the sub-fields of American politics, comparative politics, international relations or political theory. In addition students may select a world region for an area studies concentration. The Political Science Department's course offerings span the discipline of political science, from American political institutions, to the politics of world regions, the emergence of a new international order, and recent and ancient political ideas. The Department's curriculum is divided into the four standard fields of American politics, comparative politics, international relations, and political theories. There are also other opportunities for study in political processes of elections and communications and public policy.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.

A minimum of 9 course units in Political Science are required, of which 6 must be taken in the Political Science Department at the University of Pennsylvania (includes Washington, DC Semester). See Major Program Booklet for Transfer and AP credit restrictions.
For more information: http://www.sas.upenn.edu/polisci/content/undergraduate-program

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College General Education Requirements and Free Electives</td>
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<tr>
<td></td>
<td>Foundational Approaches + Sectors + Free Electives</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Major Requirements</td>
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</tr>
<tr>
<td></td>
<td>Core Requirement</td>
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</tr>
<tr>
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<td>Select 2 course units of the following:</td>
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<tr>
<td></td>
<td>PSCI 110 Introduction to Comparative Politics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSCI 130 Introduction to American Politics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSCI 150 Introduction to International Relations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSCI 180 Ancient Political Thought</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or PSCI 181 Modern Political Thought</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subfield Requirement</td>
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</tr>
<tr>
<td></td>
<td>Select 1 course in three of the four subfields:</td>
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</tr>
<tr>
<td></td>
<td>American Politics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comparative Politics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>International Relations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Political Theory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSCI or Major Related Electives</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Select 7 course units of PSCI or Major Related Electives</td>
<td>7</td>
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<td></td>
<td>Total Course Units</td>
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</table>

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement.
2. A maximum of three non-PSCI courses are allowed.

**International Relations Concentration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College General Education Requirements and Free Electives</td>
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</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>Core Requirement</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Select 2 course units of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSCI 110 Introduction to Comparative Politics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSCI 130 Introduction to American Politics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSCI 150 Introduction to International Relations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSCI 180 Ancient Political Thought</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or PSCI 181 Modern Political Thought</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subfield Requirement</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select 1 course in three of the four subfields:</td>
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</tr>
<tr>
<td></td>
<td>American Politics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comparative Politics</td>
<td></td>
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<tr>
<td></td>
<td>International Relations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Political Theory</td>
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<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSCI 497</td>
<td>Political Science Honors</td>
<td>1</td>
</tr>
<tr>
<td>PSCI 499</td>
<td>Independent Study - Honors</td>
<td>1</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Political Science: Political Economy, BA**

Political Science explores systematic approaches to understanding politics. Students may choose to take a general approach to the subject or pursue a concentration in the sub-fields of American politics, comparative politics, international relations or political theory. In addition students may select a world region for an area studies concentration. The Political Science Department’s course offerings span the discipline of political science, from American political institutions, to the politics of world regions, the emergence of a new international order, and recent and ancient political ideas. The Department’s curriculum is divided into the four standard fields of American politics, comparative politics, international relations, and political theories. There are also other opportunities for study in political processes of elections and communications and public policy.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.

A minimum of 9 course units in Political Science are required, of which 6 must be taken in the Political Science Department at the University of Pennsylvania (includes Washington, DC Semester). See Major Program Booklet for Transfer and AP credit restrictions.

For more information: http://www.sas.upenn.edu/polisci/content/undergraduate-program
Select 7 course units in PSCI or Major Related Electives 2 7
Total Course Units 32

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2 A maximum of three non-PSCI courses are allowed.

Political Economy Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Select 5 course units of Concentration courses in consultation with the faculty advisor with three course units in PSCI</td>
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Total Course Units 5

Honors

Required: A minimum overall GPA of 3.3 and a 3.6 GPA in all PSCI courses taken in the major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>PSCI 497 Political Science Honors</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PSCI 499 Independent Study - Honors</td>
<td>1</td>
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</tbody>
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The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.

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<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
</table>

College General Education Requirements and Free Electives

Foundational Approaches + Sectors 1 + Free Electives 20

Major Requirements

Core Requirement

Select 2 course units of the following: 2

- PSCI 110 Introduction to Comparative Politics
- PSCI 130 Introduction to American Politics
- PSCI 150 Introduction to International Relations
- PSCI 180 Ancient Political Thought or PSCI 181 Modern Political Thought

Subfield Requirement

Select 1 course in three of the four subfields: 3

- American Politics
- Comparative Politics
- International Relations
- Political Theory

PSI or Major Related Electives

Select 7 course units in PSCI or Major Related Electives 2 7
Total Course Units 32

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2 A maximum of three non-PSCI courses are allowed.

Political Theory Concentration

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select 5 course units of Concentration courses in consultation with the faculty advisor with three course units in PSCI</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Course Units 5

Honors

Required: A minimum overall GPA of 3.3 and a 3.6 GPA in all PSCI courses taken in the major.

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<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
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<td>PSCI 497 Political Science Honors</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PSCI 499 Independent Study - Honors</td>
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Political Science: Political Theory, BA

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For more information: http://www.sas.upenn.edu/polisci/content/undergraduate-program (http://www.sas.upenn.edu/polisci/content/undergraduate-program/)
Psychology, BA

Studies in psychology introduce students to contemporary understandings of how organisms perceive, learn, think and interact with one another, how they develop, how they are motivated and how, individually and as members of species, they may be compared with one another. Psychology at Penn is a diverse discipline, with topics ranging from neuroscience to psychopathology.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 33. Double majors may entail more course units.

A minimum GPA of 2.0 is required.

6 course units of Psychology courses must be taken at the University of Pennsylvania.

For more information: https://psychology.sas.upenn.edu/penn-undergraduate-psychology (https://psychology.sas.upenn.edu/penn-undergraduate-psychology/)

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<tr>
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<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>College General Education Requirements and Free Electives</td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

**Foundational Approaches + Sectors**¹ + Free Electives

**Major Requirements**

**Introductory Psychology**

| PSYC 001 | Introduction to Experimental Psychology (or Replacement PSYC course)² | 1           |

**Distribution**

Biological Basis of Behavior:

Select one of the following:

| PSYC 109 | Introduction to Brain and Behavior               | 1           |
| PSYC 127 | Physiology of Motivated Behaviors               | 1           |
| PSYC 149 | Cognitive Neuroscience                           |             |

Select 1 course unit of Lecture: 1

Cognitive Basis of Behavior:

Select one of the following:

| PSYC 111 | Perception                                      | 1           |
| PSYC 151 | Language and Thought                            | 1           |
| PSYC 181 | Intro to Developmental Psychology               |             |

Select 1 course unit of Lecture: 1

Individual & Group Bases of Behavior:

Select one of the following:

| PSYC 160 | Personality and Individual Differences          | 1           |
| PSYC 162 | Abnormal Psychology                              | 1           |
| PSYC 170 | Social Psychology                                |             |

Select 1 course unit of Lecture: 1

**Research Experience**

| PSYC 399 | Individual Empirical Research (or any 300 level seminar) | 1           |

**Statistics**

Select one of the following approved courses:

| STAT 101 | Introductory Business Statistics                 |               |
| STAT 102 | Introductory Business Statistics                 |               |
| STAT 111 | Introductory Statistics (day or summer only)     |               |
| STAT 112 | Introductory Statistics                          |               |
| STAT 431 | Statistical Inference                            |               |
| BIOL 446 | Statistics for Biologists                        |               |
| ECON 103 | Statistics for Economists                        |               |
| SOCI 120 | Social Statistics                                |               |
| NURS 230 | Statistics for Research and Measurement          |               |
| ANTH 454 | Quantitative Analysis of Anthropological Data    |               |

**Elective Psychology Courses**

Select 2 course units in Psychology: 2

Select 2 course units in Psychology or Approved Psychology: 2

**Cognate Electives**

Approved Psychology Cognate Electives:

| ANTH 104 | Sex and Human Nature                            |               |
| ASAM 170 | Psych of Asian Americans                        |               |
| BIBB 233 | Neuroethology                                   |               |
| BIBB 240 | Chronobiology and Sleep                         |               |
| BIBB 310 | Functional Neuroanatomy Laboratory              |               |
| BIBB 350 | Developmental Neurobiology                      |               |
| BIBB 421 | Functional Imaging of the Human Brain           |               |
| BIBB 430 | Neurobiological Basis of Autism                 |               |
| BIBB 469 | Stress Neuroscience                              |               |
| BIBB 470 | Animal Models of Neuropsychiatric Disorders     |               |
| BIBB 480 | Biological Basis of Psychiatric Disorders       |               |
| BIBB 482 | Clinical Psychopharmacology                     |               |
| CRIM 270 | Biopsychosocial Criminology                     |               |
| ECON 013 | Strategic Reasoning                             |               |
| EDUC 235 | Psychology of Women                              |               |
| EDUC 241 | Educational Psychology                           |               |
| EDUC 251 | Mindfulness and Human Development               |               |
| EDUC 345 | Psychology of Personal Growth                   |               |
| LING 104 | Introduction to Language and the Brain          |               |
| LING 270 | Language Acquisition                            |               |
| PHIL 423 | Philosophy and Visual Perception                |               |
| PHIL 426 | Philosophy of Psychology                        |               |
| STAT 102 | Introductory Business Statistics                |               |

**Total Course Units** 33

¹ You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

² Replacement PSYC course if PSYC 001 Introduction to Experimental Psychology waived by an AP score of 5.
Honors

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select 1 course unit of Second Statistics</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 400</td>
<td>Senior Honors Seminar in Psychology</td>
<td>0.5</td>
</tr>
</tbody>
</table>

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Religious Studies, BA

Religion is a complex network of ideas and actions (ethical and ritual) that express a group’s sense of ultimate meaning of life. The academic study of religion examines how the beliefs and values of contemporary and historical cultures shape and are shaped by societal factors, long-standing traditions, and distinctive forms of literary and artistic expression.

Because of the multi-faceted nature of the subject matter, the University of Pennsylvania’s Religious Studies major program of study is open to students looking to tailor their educational experience to fit with their own personal and academic areas of interest. Each undergraduate who wishes to major in Religious Studies will meet with the Chair of the Department prior to claiming the major to discuss their desired coursework and create a individualized plan of execution.

As our core faculty shares research foci and skills in the study of material culture (art, manuscripts, archaeology, inscriptions, and other primary historical sources), we are well-suited to lead serious students in intensive research to better prepare them for graduate study which requires research and evaluation skills.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.

For more information: https://www.sas.upenn.edu/religious_studies/undergraduate/undergraduate-major/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>RELS 399</td>
<td>Directed Reading</td>
<td>1</td>
</tr>
<tr>
<td>RELS 309</td>
<td>Honors Thesis Seminar</td>
<td>1</td>
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</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Romance Languages: French and Italian, BA

The Dual Romance Languages Major allows students to pursue advanced coursework across two Romance Languages: French, Spanish, and/or Italian. It is an 18-credit major, with nine advanced courses in each language. Interested students should contact the Undergraduate Coordinator or the appropriate undergraduate chairs for more information.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

Students are required to meet with the appropriate undergraduate chairs prior to beginning course work. Study Abroad courses must be pre-approved by the Undergraduate Chair to count for the major.

For more information: http://ccat.sas.upenn.edu/roml/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>FREN 212</td>
<td>Advanced French Grammar and Composition</td>
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</tr>
<tr>
<td>or FREN 214</td>
<td>Advanced French Composition and Conversation</td>
<td>1</td>
</tr>
<tr>
<td>FREN 231</td>
<td>Perspectives in French Literature: Love and Passion</td>
<td>1</td>
</tr>
</tbody>
</table>
Romance Languages: French and Spanish, BA

The Dual Romance Languages Major allows students to pursue advanced course work across two Romance Languages: French, Spanish, and/or Italian. It is an 18-credit major, with nine advanced courses in each language. Interested students should contact the Undergraduate Coordinator or the appropriate undergraduate chairs for more information and guidance.

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Students are required to meet with the appropriate undergraduate chairs prior to beginning course work. Study Abroad courses must be pre-approved by the Undergraduate Chair to count for the major.

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<td>1</td>
</tr>
<tr>
<td>FREN 231</td>
<td>Perspectives in French Literature: Love and Passion</td>
<td>1</td>
</tr>
<tr>
<td>or FREN 232</td>
<td>Perspectives in French Literature: The Individual and Society</td>
<td>1</td>
</tr>
<tr>
<td>FREN 226</td>
<td>French History and Culture until 1789</td>
<td>1</td>
</tr>
<tr>
<td>FREN 227</td>
<td>French History and Culture 1789-1945</td>
<td>1</td>
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<td>200 or 300 Level Courses</td>
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<tr>
<td>Select 2 course units</td>
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<td>300 Level Courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 3 course units of 300-level courses, with only 1 course unit in major-related courses</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Italian Studies

Core Requirement: 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITAL 201</td>
<td>Advanced Italian I</td>
<td>1</td>
</tr>
<tr>
<td>ITAL 203</td>
<td>Masterpieces-Italian Literature</td>
<td>1</td>
</tr>
<tr>
<td>ITAL 202</td>
<td>Advanced Italian II</td>
<td>1</td>
</tr>
</tbody>
</table>

Electives:

Select 6 course units of electives, with no more than two courses taught in English

Research Requirement

Complete Research Requirement in the Department at Penn

Total Course Units 36

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2 Must be taken in the Department at Penn.

Honors

Applicant must have a minimum GPA of 3.5 in the major and a GPA of 3.3 overall. Only one of the courses below need to be taken, and it must be taken in the Department at Penn.

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 398</td>
<td>Honors Thesis</td>
<td></td>
</tr>
<tr>
<td>ITAL 398</td>
<td>Honors Thesis</td>
<td></td>
</tr>
<tr>
<td>SPAN 398</td>
<td>Honors Thesis</td>
<td></td>
</tr>
</tbody>
</table>

You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

At least 2 course units must be taken in the Department at Penn.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Romance Languages: French and Spanish, BA

The Dual Romance Languages Major allows students to pursue advanced course work across two Romance Languages: French, Spanish, and/or Italian. It is an 18-credit major, with nine advanced courses in each language. Interested students should contact the Undergraduate Coordinator or the appropriate undergraduate chairs for more information and guidance.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

Students are required to meet with the appropriate undergraduate chairs prior to beginning course work. Study Abroad courses must be pre-approved by the Undergraduate Chair to count for the major.

For more information: http://ccat.sas.upenn.edu/roml/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 212</td>
<td>Advanced French Grammar and Composition</td>
<td>1</td>
</tr>
<tr>
<td>or FREN 214</td>
<td>Advanced French Composition and Conversation</td>
<td>1</td>
</tr>
<tr>
<td>FREN 231</td>
<td>Perspectives in French Literature: Love and Passion</td>
<td>1</td>
</tr>
<tr>
<td>or FREN 232</td>
<td>Perspectives in French Literature: The Individual and Society</td>
<td>1</td>
</tr>
<tr>
<td>FREN 226</td>
<td>French History and Culture until 1789</td>
<td>1</td>
</tr>
<tr>
<td>FREN 227</td>
<td>French History and Culture 1789-1945</td>
<td>1</td>
</tr>
<tr>
<td>200 or 200 Level Courses</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Select 2 course units of 200 or 300 level courses</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>300 Level Courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 3 course units from 300-level courses, with only 1 course unit in a major-related course</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Hispanic Studies

Core Requirement: 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 212</td>
<td>Advanced Spanish II: Grammar and Composition</td>
<td>1</td>
</tr>
<tr>
<td>or SPAN 223</td>
<td>Introduction to Literary Analysis</td>
<td>1</td>
</tr>
<tr>
<td>200 or 200 Level Course</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>300 Level Courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select six 300-level courses</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Research Requirement

Complete Research Requirement in the Department at Penn

Total Course Units 36

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2 Must be taken in the Department at Penn.

3 At least 2 course units must be taken in the Department at Penn.
Honors

Applicant must have a minimum GPA of 3.5 in the major and a GPA of 3.3 overall. Only one of the courses below need be taken, and it must be taken in the Department at Penn.

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<td></td>
</tr>
<tr>
<td>ITAL 398</td>
<td>Honors Thesis</td>
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The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Romance Languages: Italian and Spanish, BA**

The Dual Romance Languages Major allows students to pursue advanced course work across two Romance Languages: French, Spanish, and/or Italian. It is an 18-credit major, with nine advanced courses in each language. Interested students should contact the Undergraduate Coordinator or the appropriate undergraduate chairs for more information and guidance.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

Students are required to meet with the appropriate undergraduate chairs prior to beginning course work. Study Abroad courses must be pre-approved by the Undergraduate Chair to count for the major.

For more information: http://ccat.sas.upenn.edu/roml/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<tr>
<td>ITAL 202</td>
<td>Advanced Italian II</td>
<td>1</td>
</tr>
<tr>
<td>ITAL 203</td>
<td>Masterpieces-Italian Literature</td>
<td>1</td>
</tr>
</tbody>
</table>

*Electives:
Select six electives with no more than two courses taught in English

**Research Requirement**
Complete Research Requirement in the Department at Penn

**Total Course Units**: 36

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).
2. Must be taken in the Department at Penn.
3. At least 2 course units must be taken in the Department at Penn.

**Honors**

Applicant must have a minimum GPA of 3.5 in the major and a GPA of 3.3 overall. Only one of the courses below need be taken, and it must be taken in the Department at Penn.

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<tr>
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<th>Course Units</th>
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<tr>
<td>ITAL 398</td>
<td>Honors Thesis</td>
<td></td>
</tr>
<tr>
<td>SPAN 398</td>
<td>Honors Thesis</td>
<td></td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Russian and East European Studies: Cinema, Arts and Letters, BA**

The major in Russian and East European Studies provides a program of study that enables a broad multi-disciplinary and multi-cultural understanding of the languages, literatures, cultures, histories, and societies of Russia, Central and Eastern European, and the Balkan and Baltic regions. For the language requirement, students can choose any regional language offered at Penn (i.e. Bosnian/Croatian/Serbian, Hungarian, Polish, Russian, Ukrainian) or in which they can demonstrate an equivalent proficiency. In addition to linguistic flexibility, the major allows students to pursue their specific disciplinary interests through three concentrations: Language, Literature, and Culture; History, Politics, and Society; and Cinema, Arts, and Letters. Majors are encouraged to complete a summer or semester abroad to gain first-hand understanding of the communities they study and to advance their language competency. The major offers an honors option.

Knowledge of Russian and East European languages and cultures is a marketable and impressive skill, whether you are in academia, arts, law, medicine, governmental service, public interest, business, or politics. Russian and East European majors and minors land jobs in a variety of settings. They go on to work in business as financial and policy analysts for American and foreign companies. They work for NGOs, publishing houses, or the media. They teach abroad and consult in marketing.
advertising, aerospace, or computer engineering. And, of course, some work as educators in universities and schools as well as employees of the US government.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.

For more information: http://ccat.sas.upenn.edu/slavic (http://ccat.sas.upenn.edu/slavic/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<tr>
<td></td>
<td>College General Education Requirements and Free Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundational Approaches + Sectors¹ + Free Electives</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Major Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Russian and East European Studies Core</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>1</td>
</tr>
<tr>
<td>EEUR 010</td>
<td>Central and Eastern Europe: Cultures, Histories, Societies</td>
<td></td>
</tr>
<tr>
<td>RUSS 010</td>
<td>Intro to Russia and Eurasia: Histories, Cultures, Societies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Concentration Requirements²</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Select 7 courses ³,⁴</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Select 4 Electives ³,⁴,⁵</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Course Units</td>
<td>32</td>
</tr>
</tbody>
</table>

¹ You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).
² Students take seven REES courses* with cinema studies, art history, and literature content. 400-level or 500-level (or equivalent) content-based language courses may be counted towards this requirement. *Note that some REES courses (defined as those with RUSS and EEUR course numbers) are offered through Penn Language Center (PLC) (http://plc.sas.upenn.edu/)
³ Chronological, Disciplinary, and Geographical requirements must be met with concentration and free elective courses.
⁴ Because the language of cinema in this part of the world is deeply historical and cultural, students must take at least one broad survey course that covers the period before 1800, one that covers the period before 1900 and one that covers the period after 1900 to fulfill the Chronological Distribution requirement.
⁵ Students must take at least one course with cinema studies content, one course with art history content, and one with literature content to fulfill the Disciplinary Distribution requirement.

Honors

Applicants must have a minimum overall 3.3 and a GPA of 3.5 in the major.

<table>
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<th>Code</th>
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<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>RUSS 399</td>
<td>Supervised Work</td>
<td></td>
</tr>
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</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Russian and East European Studies: History, Politics and Society, BA**

The major in Russian and East European Studies provides a program of study that enables a broad multi-disciplinary and multi-cultural understanding of the languages, literatures, cultures, histories, and societies of Russia, Central and Eastern European, and the Balkan and Baltic regions. For the language requirement, students can choose any regional language offered at Penn (i.e. Bosnian/Croatian/Serbian, Hungarian, Polish, Russian, Ukrainian) or in which they can demonstrate an equivalent proficiency. In addition to linguistic flexibility, the major allows students to pursue their specific disciplinary interests through three concentrations: Language, Literature, and Culture; History, Politics, and Society; and Cinema, Arts, and Letters. Majors are encouraged to complete a summer or semester abroad to gain first-hand understanding of the communities they study and to advance their language competency. The major offers an honors option.

Knowledge of Russian and East European languages and cultures is a marketable and impressive skill, whether you are in academia, arts, law, medicine, governmental service, public interest, business, or politics. Russian and East European majors and minors land jobs in a variety of settings. They go on to work in business as financial and policy analysts for American and foreign companies. They work for NGOs, publishing houses, or the media. They teach abroad and consult in marketing, advertising, aerospace, or computer engineering. And, of course, some work as educators in universities and schools as well as employees of the US government.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.

For more information: (http://ccat.sas.upenn.edu/slavic) (http://ccat.sas.upenn.edu/slavic/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<td>Foundational Approaches + Sectors¹ + Free Electives</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Major Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Russian and East European Studies Core</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>1</td>
</tr>
<tr>
<td>EEUR 010</td>
<td>Central and Eastern Europe: Cultures, Histories, Societies</td>
<td></td>
</tr>
</tbody>
</table>
RUSS 010  Intro to Russia and Eurasia: Histories, Cultures, Societies

**Concentration Requirements**

1. Select 7 courses $^{3,4,5}$  
2. **Electives**  
   Select 4 Electives $^{3,4,5}$  
3. **Total Course Units**  
   32

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2 Students take seven REES courses* with history, political science, and other social sciences content. 400-level or 500-level (or equivalent) content-based language courses may be counted towards this requirement.  
   * Note that some REES courses (defined as those with RUSS and EEUR course numbers) are offered through Penn Language Center (PLC) (http://plc.sas.upenn.edu/)

3 Students may be met with concentration and free elective courses.

4 Students must take at least one broad survey course that covers the period before 1800, one that covers the period before 1900 and one that covers the period after 1900 to fulfill the Chronological Distribution requirement.

5 Students must take at least one course with historical content, one with political science content, and one with other social sciences (such as economics or sociology) content to fulfill the Disciplinary Distribution requirement.

---

**Honors**

Applicants must have a minimum overall 3.3 and a GPA of 3.5 in the major.

<table>
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---

**Russian and East European Studies: Language, Literature and Culture, BA**

The major in Russian and East European Studies provides a program of study that enables a broad multi-disciplinary and multi-cultural understanding of the languages, literatures, cultures, histories, and societies of Russia, Central and Eastern Europe, and the Balkan and Baltic regions. For the language requirement, students can choose any regional language offered at Penn (i.e. Bosnian/Croatian/Serbian, Hungarian, Polish, Russian, Ukrainian) or in which they can demonstrate an equivalent proficiency. In addition to linguistic flexibility, the major allows students to pursue specific disciplinary interests through three concentrations: Language, Literature, and Culture; History, Politics, and Society; and Cinema, Arts, and Letters. Majors are encouraged to complete a summer or semester abroad to gain firsthand understanding of the communities they study and to advance their language competency. The major offers an honors option.

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The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.

For more information: http://ccat.sas.upenn.edu/slavic (http://ccat.sas.upenn.edu/slavic/)

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<td></td>
</tr>
<tr>
<td></td>
<td>Foundational Approaches + Sectors $^1$ + Free Electives</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Major Requirements</strong></td>
<td></td>
</tr>
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<td></td>
<td>Russian and East European Studies Core</td>
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<td></td>
</tr>
<tr>
<td></td>
<td><strong>Concentration Requirements</strong> $^2$</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 2 courses to fulfill the Advanced Language Requirement $^3$</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Select 5 Literature and Culture courses $^4$</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 4 Electives $^{4,5}$</td>
<td>4</td>
</tr>
<tr>
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<td><strong>Total Course Units</strong></td>
<td>32</td>
</tr>
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---

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2 Students take seven REES courses* with language, literature, and cultural studies content.  
   * Note that some REES courses (defined as those with RUSS and EEUR course numbers) are offered through Penn Language Center (PLC) (http://plc.sas.upenn.edu/)

3 Students must complete the advanced language program in any regional language approved by the Undergraduate Chair or demonstrate equivalent proficiency. In most cases, students fulfill this requirement by taking two advanced 400-level or 500-level language courses or their equivalent in any regional language approved by the Undergraduate Chair.

4 Chronological, Disciplinary, and Distribution requirements must be met with Literature & Culture and free elective courses.
Honors

Applicants must have a minimum overall 3.3 and a GPA of 3.5 in the major.

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</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Science, Technology and Society: Biotechnology & Biomedicine, BA

Science, Technology & Society (STSC) examines the social contexts in which science and technology occur, the organizations of people and things that make up science and technology systems, and the social and cultural consequences of scientific and technological change over time. In a wide array of courses, STSC majors explore the relationship between scientific knowledge, technological innovations, technological systems, and society past and present.

This program equips students with sophisticated critical faculties, multidisciplinary skills, and wide knowledge that enables our graduates to go into business, law, government, journalism, research, and education. STSC provides a foundation for citizenship in a globalizing, diversifying world with rapid technological and scientific change.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

For more information: https://hss.sas.upenn.edu/undergraduate/stsc-major/science-technology-society-requirements (https://hss.sas.upenn.edu/undergraduate/stsc-major/science-technology-society-requirements/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<tr>
<td></td>
<td>Foundational Approaches + Sectors ¹ + Free Electives</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Major Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Core Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STSC 001 Emergence of Modern Science</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>or STSC 003 Technology &amp; Society</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STSC 160 The History of the Information Age</td>
<td>1</td>
</tr>
</tbody>
</table>

STSC Electives

Select 7 course units in STSC Electives ² 7

Biotechnology & Biomedicine

Select 4 course units in Biotechnology and Biomedicine ³ 4

Capstone Research Requirement

Select 1 course unit of 400-level STSC Research Seminar 1

Total Course Units 34

¹ You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

² See the STSC website for a list of pre-approved courses.

³ See the STSC website for a list of pre-approved courses.

Honors

Applicants must have a minimum GPA of 3.5 in the major and 3.0 overall.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>STSC 400 Undergraduate Seminar in Science Technology and Society</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>STSC 498 Honors Thesis</td>
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</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Science, Technology and Society: Energy and Environment, BA

Science, Technology & Society (STSC) examines the social contexts in which science and technology occur, the organizations of people and things that make up science and technology systems, and the social and cultural consequences of scientific and technological change over time. In a wide array of courses, STSC majors explore the relationship between scientific knowledge, technological innovations, technological systems, and society past and present.

This program equips students with sophisticated critical faculties, multidisciplinary skills and wide knowledge that enables our graduates to go into business, law, government, journalism, research, and education. STSC provides a foundation for citizenship in a globalizing, diversifying world with rapid technological and scientific change.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

For more information: https://hss.sas.upenn.edu/undergraduate/stsc-major/science-technology-society-requirements (https://
For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>STSC 001</td>
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<tr>
<td>STSC 003</td>
<td>Technology &amp; Society</td>
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</tr>
<tr>
<td>STSC 160</td>
<td>The History of the Information Age</td>
<td>1</td>
</tr>
<tr>
<td>STSC 168</td>
<td>Environment and Society</td>
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</tr>
<tr>
<td>STSC 212</td>
<td>Science Technology and War</td>
<td>1</td>
</tr>
<tr>
<td>STSC 001 &amp; STSC 003</td>
<td>Emergence of Modern Science and Technology &amp; Society</td>
<td>1</td>
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</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Science, Technology and Society: Global Science and Technology, BA**

Science, Technology & Society (STSC) examines the social contexts in which science and technology occur, the organizations of people and things that make up science and technology systems, and the social and cultural consequences of scientific and technological change over time. In a wide array of courses, STSC majors explore the relationship between scientific knowledge, technological innovations, technological systems, and society past and present.

This program equips students with sophisticated critical faculties, multidisciplinary skills and wide knowledge that enables our graduates to go into business, law, government, journalism, research, and education. STSC provides a foundation for citizenship in a globalizing, diversifying world with rapid technological and scientific change.

The minimum total course units for graduation in this major is 34. Double majors may entail more course units.

**Honors**

Applicants must have a minimum GPA of 3.5 in the major and 3.0 overall.

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<thead>
<tr>
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</tr>
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</tr>
<tr>
<td>STSC 498</td>
<td>Honors Thesis</td>
<td>1.0</td>
</tr>
</tbody>
</table>

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).
2. See the STSC website for a list of pre-approved courses.
3. See the STSC website for a list of pre-approved courses.
Science, Technology and Society: Information and Organizations, BA

Science, Technology & Society (STSC) examines the social contexts in which science and technology occur, the organizations of people and things that make up science and technology systems, and the social and cultural consequences of scientific and technological change over time. In a wide array of courses, STSC majors explore the relationship between scientific knowledge, technological innovations, technological systems, and society past and present.

This program equips students with sophisticated critical faculties, multidisciplinary skills and wide knowledge that enables our graduates to go into business, law, government, journalism, research, and education. STSC provides a foundation for citizenship in a globalizing, diversifying world with rapid technological and scientific change.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

For more information: https://hss.sas.upenn.edu/undergraduate/stsc-major/science-technology-society-requirements (https://hss.sas.upenn.edu/undergraduate/stsc-major/science-technology-society-requirements/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<td>Undergraduate Seminar in Science Technology and Society</td>
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<tr>
<td>STSC 498</td>
<td>Honors Thesis</td>
<td>1.0</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Science, Technology and Society: Science/Nature/Culture, BA

Science, Technology & Society (STSC) examines the social contexts in which science and technology occur, the organizations of people and things that make up science and technology systems, and the social and cultural consequences of scientific and technological change over time. In a wide array of courses, STSC majors explore the relationship between scientific knowledge, technological innovations, technological systems, and society past and present.

This program equips students with sophisticated critical faculties, multidisciplinary skills and wide knowledge that enables our graduates to go into business, law, government, journalism, research, and education. STSC provides a foundation for citizenship in a globalizing, diversifying world with rapid technological and scientific change.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

For more information: https://hss.sas.upenn.edu/undergraduate/science-technology-society-major/stsc-requirements/submajors-stsc-major (https://hss.sas.upenn.edu/undergraduate/science-technology-society-major/stsc-requirements/submajors-stsc-major/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.
### College General Education Requirements and Free Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foundational Approaches + Sectors + Free Electives</td>
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</tbody>
</table>

### Major Requirements

#### Core Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>STSC 001</td>
<td>Emergence of Modern Science</td>
<td>1</td>
</tr>
<tr>
<td>or STSC 003</td>
<td>Technology &amp; Society</td>
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Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>STSC 160</td>
<td>The History of the Information Age</td>
<td>1</td>
</tr>
<tr>
<td>or STSC 168</td>
<td>Environment and Society</td>
<td></td>
</tr>
<tr>
<td>or STSC 212</td>
<td>Science Technology and War</td>
<td></td>
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</table>

#### STSC Electives

Select 7 course units in STSC Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Science/Nature/Culture</td>
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#### Capstone Research Requirement

Select 1 course unit of 400-level STSC Research Seminar

<table>
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<tr>
<th>Code</th>
<th>Title</th>
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</tr>
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<tbody>
<tr>
<td></td>
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</table>

### Total Course Units

34

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement ([http://www.college.upenn.edu/sectors-policy/](http://www.college.upenn.edu/sectors-policy/)).

2. See the STSC website for a list of pre-approved electives.

3. See the STSC website for a list of pre-approved electives.

### Honors

Applicants must have a minimum GPA of 3.5 in the major and 3.0 overall.

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<tbody>
<tr>
<td>STSC 400</td>
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</tr>
<tr>
<td>STSC 498</td>
<td>Honors Thesis</td>
<td>1.0</td>
</tr>
</tbody>
</table>

### Sociology: Applied Research and Data Analysis, BA

The Sociology major helps students identify and explain patterns of social life and human behavior by emphasizing how large-scale social phenomena (such as class, race, and gender inequality) affect the everyday experiences of individuals and vice versa. The major prepares students for a career in a variety of fields such as law, medicine and healthcare, marketing, education, scholarly and applied social research, social work, demography, journalism and media, management in the public and private sectors, administration, and government. The program offers comprehensive advising and significant research and independent study opportunities. Our program is dedicated to nurturing a strong community of scholars, helping them grow academically and professionally under the large-scale mission of the College of Arts & Sciences.

Sociologists pursue knowledge in many ways, one of which is through the examination of society through surveys, demographic data, and statistical models. In this concentration, students will become familiar with quantitative and/or qualitative methods in sociology, both with respect to how to use them in general and how they are applied for specific topics.

The minimum total course units ([https://www.college.upenn.edu/credits-needed-major/](https://www.college.upenn.edu/credits-needed-major/)) for graduation in this major is 34. Double majors may entail more course units.

A minimum of 11 course units must be in Sociology.

For more information: [https://sociology.sas.upenn.edu/urban_sociology](https://sociology.sas.upenn.edu/urban_sociology)

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<tbody>
<tr>
<td></td>
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</tbody>
</table>

#### Major Requirements

#### Introductory Course

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>SOCI 001</td>
<td>Introduction to Sociology</td>
<td>1</td>
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#### Sociological Theory

Select 1 course unit in Sociological Theory

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>SOCI 100</td>
<td>Sociological Research Methods</td>
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</table>

#### Social Research Methods

Select 1 course unit in Advanced Research Methods

<table>
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<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>SOCI 111</td>
<td>Health of Populations</td>
<td>1</td>
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<tr>
<td>SOCI 128</td>
<td>Basic Demographic Methods</td>
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<tr>
<td>SOCI 222</td>
<td>Ethnography</td>
<td>1</td>
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<tr>
<td>SOCI 535</td>
<td>Quantitative Methods in Sociology I</td>
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</tr>
<tr>
<td>SOCI 536</td>
<td>Quantitative Methods in Sociology II</td>
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<tr>
<td>SOCI 609</td>
<td>Basic Demographic Methods</td>
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<tr>
<td>SOCI 611</td>
<td>Structural Equation Models</td>
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<td>SOCI 612</td>
<td>Categorical Data Analysis</td>
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<tr>
<td>SOCI 613</td>
<td>Event History</td>
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<td>SOCI 731</td>
<td>Advanced Demographic Methods</td>
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#### Additional SOCI Courses

Select 4 course units in SOCI or Related Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 400</td>
<td>Undergraduate Seminar in Science Technology and Society</td>
<td>1.0</td>
</tr>
<tr>
<td>STSC 498</td>
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The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Students are encouraged to take some courses outside of their concentration.

Honors
Applicants must have an overall GPA of 3.3 and a GPA of 3.5 in the major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>SOCI 300</td>
<td>Thesis Workshop</td>
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</tr>
<tr>
<td>SOCI 301</td>
<td>Thesis Workshop II</td>
<td>0.5</td>
</tr>
<tr>
<td>SOCI 399</td>
<td>Independent Study (Or Approved Course)</td>
<td>1</td>
</tr>
</tbody>
</table>

Senior Thesis

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Sociology: Cities, Markets, and the Global Economy, BA

The Sociology major helps students identify and explain patterns of social life and human behavior by emphasizing how large-scale social phenomena (such as class, race, and gender inequality) affect the everyday experiences of individuals and vice versa. The major prepares students for a career in a variety of fields such as law, medicine and healthcare, marketing, education, scholarly and applied social research, social work, demography, journalism and media, management in the public and private sectors, administration, and government. The program offers comprehensive advising and significant research and independent study opportunities. Our program is dedicated to nurturing a strong community of scholars, helping them grow academically and professionally under the large-scale mission of the College of Arts & Sciences.

Neighborhoods, cities, and metropolitan areas are communities defined by geographic, economic, legal, political, cultural, and social boundaries. This concentration allows students to advance their knowledge on the intersection of these elements, the impact they have on populations and what is considered a ‘market,’ and the resulting economic impact on a global scale.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

A minimum of 11 course units must be in Sociology.

For more information: https://sociology.sas.upenn.edu/urban_sociology

Additional SOCI Courses
Select 4 course units in SOCI Free 2

SOCI or Related Courses
Select 2 course units in SOCI or Related

Research Poster
Complete Research Poster

Total Course Units 34

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).
2 Students are encouraged to take some courses outside of their concentration.

Honors
Applicants must have an overall GPA of 3.3 and a GPA of 3.5 in the major.

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<td>SOCI 301</td>
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</table>

Senior Thesis

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Sociology: Culture and Diversity, BA

The Sociology major helps students identify and explain patterns of social life and human behavior by emphasizing how large-scale social
phenomena (such as class, race, and gender inequality) affect the everyday experiences of individuals and vice versa. The major prepares students for a career in a variety of fields such as law, medicine and healthcare, marketing, education, scholarly and applied social research, social work, demography, journalism and media, management in the public and private sectors, administration, and government. The program offers comprehensive advising and significant research and independent study opportunities. Our program is dedicated to nurturing a strong community of scholars, helping them grow academically and professionally under the large-scale mission of the College of Arts & Sciences.

This concentration investigates the aspects of human life central to its definition, origins, and development of meaning, as well as how diversity within and resulting from these aspects impacts everyday society.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

A minimum of 11 course units must be in Sociology.

For more information: https://sociology.sas.upenn.edu/urban_sociology

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<td>Foundational Approaches + Sectors + Free Electives</td>
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<td>Major Requirements</td>
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<td></td>
<td>Introductory Course</td>
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<td>Introduction to Sociology</td>
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<td></td>
<td>Sociological Theory</td>
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<td>Select 1</td>
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<tr>
<td></td>
<td>Social Research Methods</td>
<td></td>
</tr>
<tr>
<td>SOCI 100</td>
<td>Sociological Research Methods</td>
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<td>SOCI 011</td>
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<td>SOCI 103</td>
<td>Asian Americans In Contemporary Society</td>
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<td>SOCI 137</td>
<td>The Sociology of Media and Popular Culture</td>
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<td>SOCI 239</td>
<td>Sociology of Religion</td>
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<td>SOCI 250</td>
<td>Minorities And The Media</td>
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<td>SOCI 266</td>
<td>Latinos in United States</td>
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<td>Additional SOCI Courses</td>
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<td>Select 4</td>
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<td>SOCI or Related Courses</td>
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<td></td>
<td>Complete Research Poster</td>
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<td>Total Course Units</td>
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</table>

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2 Students are encouraged to take some courses outside of their concentration.

**Honors**

Applicants must have an overall GPA of 3.3 and a GPA of 3.5 in the major.

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<td></td>
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<td></td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Sociology: Family, Gender and Society, BA**

The Sociology major helps students identify and explain patterns of social life and human behavior by emphasizing how large-scale social phenomena (such as class, race, and gender inequality) affect the everyday experiences of individuals and vice versa. The major prepares students for a career in a variety of fields such as law, medicine and healthcare, marketing, education, scholarly and applied social research, social work, demography, journalism and media, management in the public and private sectors, administration, and government. The program offers comprehensive advising and significant research and independent study opportunities. Our program is dedicated to nurturing a strong community of scholars, helping them grow academically and professionally under the large-scale mission of the College of Arts & Sciences.

The family is one of the most important institutions in any society. It is critical to the socialization of each generation and to the stability and functioning of the larger society. Family systems vary across cultures and have changed dramatically in the United States in recent decades. Our understanding of gender plays an important role in this. This concentration enables students to study this intersection between family and gender, and the impacts it has on society through aspects such as fertility, marriage, divorce, migration, and mortality.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

A minimum of 11 course units must be in Sociology.

For more information: https://sociology.sas.upenn.edu/urban_sociology
The Sociology major helps students identify and explain patterns of social life and human behavior by emphasizing how large-scale social phenomena (such as class, race, and gender inequality) affect the everyday experiences of individuals and vice versa. The major prepares students for a career in a variety of fields such as law, medicine and healthcare, marketing, education, scholarly and applied social research, social work, demography, journalism and media, management in the public and private sectors, administration, and government. The program offers comprehensive advising and significant research and independent study opportunities. Our program is dedicated to nurturing a strong community of scholars, helping them grow academically and professionally under the large-scale mission of the College of Arts & Sciences.

Sociologists study institutions, and among the most important is the law. This concentration examines issues such as: What is deviance and how do we define it? What is the relationship between the law and other social institutions? The concentration is suitable for students with a variety of interests, but may be especially well-suited to those interested in careers in law and criminal justice.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

A minimum of 11 course units must be in Sociology.

For more information: https://sociology.sas.upenn.edu/content/concentrations-sociology-law-and-society/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
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<tr>
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<th>Course Units</th>
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<tr>
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<td>Introductory Course</td>
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<td>SOCI 001 Introduction to Sociology</td>
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<td>Social Research Methods</td>
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<tr>
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<td></td>
<td>Family, Gender and Society Concentration</td>
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<tr>
<td></td>
<td>SOCI 002 The Family</td>
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<td></td>
<td>SOCI 005 American Society</td>
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<tr>
<td></td>
<td>SOCI 028 Afrjc Freshman Seminar (*The Sociology of Black Community)</td>
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<td></td>
<td>SOCI 122 The Sociology of Gender</td>
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<td>SOCI 325 Global Trans*</td>
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<td>Additional SOCI Courses</td>
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<td>Select 4 course units in SOCI Free</td>
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<td></td>
<td>SOCI or Related Courses</td>
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<td></td>
<td>Select 2 course units in SOCI or Related</td>
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<td></td>
<td>Research Poster</td>
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</table>

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2 Students are encouraged to take some courses outside of their concentration.

### Honors

Applicants must have an overall GPA of 3.3 and a GPA of 3.5 in the major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tr>
<td></td>
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<td></td>
<td>Thesis Workshop II</td>
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<td></td>
<td>Independent Study (Or Approved Course)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Senior Thesis</td>
<td></td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Sociology: Law and Society, BA

The Sociology major helps students identify and explain patterns of social life and human behavior by emphasizing how large-scale social phenomena (such as class, race, and gender inequality) affect the everyday experiences of individuals and vice versa. The major prepares students for a career in a variety of fields such as law, medicine and healthcare, marketing, education, scholarly and applied social research, social work, demography, journalism and media, management in the public and private sectors, administration, and government. The program offers comprehensive advising and significant research and independent study opportunities. Our program is dedicated to nurturing a strong community of scholars, helping them grow academically and professionally under the large-scale mission of the College of Arts & Sciences.

Sociologists study institutions, and among the most important is the law. This concentration examines issues such as: What is deviance and how do we define it? What is the relationship between the law and other social institutions? The concentration is suitable for students with a variety of interests, but may be especially well-suited to those interested in careers in law and criminal justice.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

A minimum of 11 course units must be in Sociology.

For more information: https://sociology.sas.upenn.edu/content/concentrations-sociology-law-and-society/

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

<table>
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<td>Select 1 course unit in Advanced Research Methods</td>
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<tr>
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<td>SOCI 002 Social Problems and Public Policy</td>
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<td>SOCI 135 Law and Society</td>
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<td>SOCI 200 Criminal Justice</td>
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<td>SOCI 233 Criminology</td>
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<td>SOCI 235 Law and Social Change</td>
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<td>SOCI 307 Race, Science &amp; Justice</td>
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<td>Select 4 course units in SOCI Free</td>
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</table>
SOCI or Related Courses
Select 2 course units in SOCI or Related 2
Research Poster
Complete Research Poster

Total Course Units 34

1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).
2. Students are encouraged to take some courses outside of their concentration.

Honors
Applicants must have an overall GPA of 3.3 and a GPA of 3.5 in the major.

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<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>SOCI 300</td>
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<tr>
<td>SOCI 301</td>
<td>Thesis Workshop II</td>
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</tr>
<tr>
<td>SOCI 399</td>
<td>Independent Study (Or Approved Course)</td>
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</tr>
</tbody>
</table>

Senior Thesis

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Sociology: Medical Sociology, BA

The Sociology major helps students identify and explain patterns of social life and human behavior by emphasizing how large-scale social phenomena (such as class, race, and gender inequality) affect the everyday experiences of individuals and vice versa. The major prepares students for a career in a variety of fields such as law, medicine and healthcare, marketing, education, scholarly and applied social research, social work, demography, journalism and media, management in the public and private sectors, administration, and government. The program offers comprehensive advising and significant research and independent study opportunities. Our program is dedicated to nurturing a strong community of scholars, helping them grow academically and professionally under the large-scale mission of the College of Arts & Sciences.

Conceptions of health and illness, although not uniform the world over or even in any one society, are of fundamental importance in every society. In this concentration, students focus on the following topics: How health is defined in various societies; how the ill are viewed by the well; how illness is treated; who the healers are, how they are trained, and what their position is in society; the relationships among the religion, class, gender, and age of the ill and their healers; and when and how public health policies are inaugurated.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

A minimum of 11 course units must be in Sociology.

Honors
Applicants must have an overall GPA of 3.3 and a GPA of 3.5 in the major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tr>
<td>SOCI 300</td>
<td>Thesis Workshop</td>
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<tr>
<td>SOCI 301</td>
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<td>.5</td>
</tr>
<tr>
<td>SOCI 399</td>
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</tr>
</tbody>
</table>

Senior Thesis

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

For more information: https://sociology.sas.upenn.edu/sociology_health_and_medicine (https://sociology.sas.upenn.edu/sociology_health_and_medicine/)
Sociology: Population and Immigration, BA

The Sociology major helps students identify and explain patterns of social life and human behavior by emphasizing how large-scale social phenomena (such as class, race, and gender inequality) affect the everyday experiences of individuals and vice versa. The major prepares students for a career in a variety of fields such as law, medicine and healthcare, marketing, education, scholarly and applied social research, social work, demography, journalism and media, management in the public and private sectors, administration, and government. The program offers comprehensive advising and significant research and independent study opportunities. Our program is dedicated to nurturing a strong community of scholars, helping them grow academically and professionally under the large-scale mission of the College of Arts & Sciences.

This concentration enables students to advance their knowledge on human migration and the social forces that have impacted various populations. The study of population patterns provides an opportunity to investigate the interactions between large social aggregates and the behavior of individuals.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

A minimum of 11 course units must be in Sociology.

**For more information:** https://sociology.sas.upenn.edu/urban_sociology (https://sociology.sas.upenn.edu/urban_sociology/)

<table>
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<td>SOCI 007</td>
<td>Population and Society</td>
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<td>SOCI 004</td>
<td>The Family</td>
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<td>SOCI 008</td>
<td>Asian Americans In Contemporary Society</td>
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<td>SOCI 011</td>
<td>Health of Populations</td>
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<tr>
<td>SOCI 012</td>
<td>Basic Demographic Methods</td>
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<tr>
<td>SOCI 026</td>
<td>Contemporary Issues in African Society</td>
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<tr>
<td>SOCI 030</td>
<td>The Immigrant City</td>
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<td>SOCI 266</td>
<td>Latinos in United States</td>
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<td>SOCI 270</td>
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**SOCI or Related Courses**

Select 2 course units in SOCI or Related

<table>
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<th>Code</th>
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<tbody>
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<tr>
<td>SOCI 301</td>
<td>Thesis Workshop II</td>
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<tr>
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**Complete Research Poster**

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Sociology: Structures of Opportunity and Inequality, BA**

The Sociology major helps students identify and explain patterns of social life and human behavior by emphasizing how large-scale social phenomena (such as class, race, and gender inequality) affect the everyday experiences of individuals and vice versa. The major prepares students for a career in a variety of fields such as law, medicine and healthcare, marketing, education, scholarly and applied social research, social work, demography, journalism and media, management in the public and private sectors, administration, and government. The program offers comprehensive advising and significant research and independent study opportunities. Our program is dedicated to nurturing a strong community of scholars, helping them grow academically and professionally under the large-scale mission of the College of Arts & Sciences.

What is the balance of individual self-determination and institutionalized constraint in shaping people’s lives? Social institutions such as the educational system and the economy sort people and distribute rewards, but their workings are profoundly shaped by persistent inequalities of class, ethnicity, gender, age, race, and nationality. How and why do such inequalities persist? How might opportunities be more fairly distributed? What sorts of individual and collective action affect existing structures of constraint?

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.
A minimum of 11 course units must be in Sociology.

For more information: https://sociology.sas.upenn.edu/structures_opportunity_inequality

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td></td>
<td>Foundational Approaches + Sectors + Free Electives</td>
<td>20</td>
</tr>
</tbody>
</table>

### Major Requirements

#### Introductory Course

- **SOCI 001** Introduction to Sociology 1

#### Sociological Theory

Select 1 course unit in Sociological Theory 1

#### Social Research Methods

- **SOCI 100** Sociological Research Methods 1
Select 1 course unit in Advanced Research Methods 1
Select 1 course unit in Statistics 1

#### Structures of Opportunity and Inequality Concentration

Select 3 course units in Concentration 3

- **SOCI 006** Race and Ethnic Relations
- **SOCI 010** Social Stratification
- **SOCI 027** Introduction to Africana Studies
- **SOCI 110** The Rich and The Poor
- **SOCI 112** Discrimination: Sexual and Racial Conflict
- **SOCI 117** Work in a Changing World
- **SOCI 122** The Sociology of Gender
- **SOCI 143** Modern Social Movements
- **SOCI 473** The History & Theory of Community Organizing

Select 4 course units in SOCI Free 2 4

#### SOCI or Related Courses

Select 2 course units in SOCI or Related 2

#### Research Poster

Complete Research Poster

Total Course Units 34

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1. You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement. (http://www.college.upenn.edu/sectors-policy/).
2. Students are encouraged to take some courses outside of their concentration.

### Honors

Applicants must have an overall GPA of 3.3 and a GPA of 3.5 in the major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tr>
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<tr>
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### Honors

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</tr>
<tr>
<td><strong>SOCI 301</strong></td>
<td>Thesis Workshop II</td>
<td>0.5</td>
</tr>
</tbody>
</table>

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South Asia Studies, BA

South Asia Studies is an interdisciplinary field focusing on the history, languages, society, literature, and art from India, Pakistan, Bangladesh, Nepal, Sri Lanka, Afghanistan, and Bhutan. We are America’s oldest and arguably most distinguished South Asia regional studies program dealing with the past and contemporary life of one-fifth of the world’s population and teaching more languages than any other South Asian studies program in the US. Having a deep knowledge of the country set to outpace the US as the second largest economy in the world in an increasingly competitive global job market gives graduates a competitive edge over others with more generic skills. Make your home in a department where you get to know your Faculty and they know you as an individual, whether as a major or double major. You don’t have to know anything about India or be South Asian to find a home with us; just be curious!

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 32. Double majors may entail more course units.

For more information: http://www.southasias.upenn.edu/undergraduate

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum page.

<table>
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<tr>
<th>Code</th>
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<tbody>
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<td>Foundational Approaches + Sectors + Free Electives</td>
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### Major Requirements

#### Language Requirement

Select 2 course units in South Asian language 2 2

#### Foundational Requirements

Select 2 course units from the following:

- **SAST 001** Introduction to Modern India 2
- **SAST 002** The City in South Asia 2
Theatre Arts, BA

The Theatre Arts program focuses on all intellectual and creative aspects of theatre and performance studies. Our courses link academic approaches to the theatre such as the study of dramatic literature, theory, history, and criticism, to practical aspects of performance such as acting, directing, designing, devising, and playwriting. Special features of our program include faculty-directed productions, which are taught as courses for credit, and extracurricular programs such as workshops and talks with visiting artists, staged readings, and theatre outings. One special highlight of our program is the Edinburgh Project. On alternating years, majors are selected to enroll in a course that develops a performance piece that travels to the Edinburgh Festival Fringe in Scotland. The honors thesis is another special opportunity in which majors are invited to work on honors thesis projects, which may be based on research. While only 2 course units in a South Asian language are required, 4 course units are encouraged.

Honors

Applicants must have a minimum GPA of 3.5.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>SAST 300</td>
<td>Directed Study (or Research Paper)</td>
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</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
see at the local, even neighborhood level. In a broad, theoretical sense, the central intellectual frame of Urban Studies is about understanding people and place at different spatial scales. Individuals, groups, and public officials make decisions and design policy that in turn affects how people and resources are distributed in space and defines what kinds of places result. Urban Studies students take this understanding to explain the conditions of urban places and work towards creating places that foster equity, better health outcomes, environmental sustainability, and a better quality of life. In addition to urban studies coursework and coursework in a disciplinary concentration, all of our students complete an internship for credit and carry out an original research project.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 34. Double majors may entail more course units.

Urban Studies is a flexible major and requires conferring with an advisor to tailor a set of courses that fit your interests. This online worksheet is meant as a planning tool; before you will be accepted to the major, you are required to meet with an Urban Studies advisor to go over your plans and address your questions.

For more information: http://www.sas.upenn.edu/urban/students/-major (http://www.sas.upenn.edu/urban/students/-major/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<td>URBS 300</td>
<td>Fieldwork Seminar</td>
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<td>URBS 400</td>
<td>Senior Seminar</td>
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<tr>
<td>VLST 101</td>
<td>Eye, Mind, and Image</td>
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<td>VLST 102</td>
<td>Form and Meaning</td>
<td>1</td>
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<tr>
<td>VLST 301</td>
<td>What is Visual Studies?</td>
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<tr>
<td>PSYC 111</td>
<td>Perception</td>
<td>2</td>
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You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

**Honors**

**Requirement.** A minimum grade of A- in URBS 400 Senior Seminar.

<table>
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<th>Code</th>
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<td>URBS 400</td>
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</table>

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**Visual Studies: Architecture Practice and Technology, BA**

Visual Studies at the University of Pennsylvania prepares students to forge innovative connections across the disciplines that study vision and images. Students acquire a critical awareness of seeing and the problems and possibilities for investigating, thinking, and writing about seeing in the 21st century. Fundamentally interdisciplinary, the Visual Studies Program partners with the Departments of Philosophy, Psychology, History of Art, Fine Arts, and Architecture. Students may also find interest in Penn Programs such as Cinema Studies and Gender, Sexuality, and Women’s Studies or outside of the School of Arts and Sciences in the Annenberg School of Communication, and the School of Engineering and Applied Science.

Sector C enables students to develop skills in the making of art ranging from the two- and three-dimensional to digital and time-based media, and includes both fine arts and architecture tracks.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 36. Double majors may entail more course units.

For more information: https://www.sas.upenn.edu/visual-studies (https://www.sas.upenn.edu/visual-studies/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<td>VLST 102</td>
<td>Form and Meaning</td>
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<td>What is Visual Studies?</td>
<td>1</td>
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</table>

You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).
Visual Studies: Art and Culture of Seeing, BA

or BIBB/PSYC/VLST 217 Visual Neuroscience

PSYC 311/ VLST 212 Research Experience in Perception
or VLST 305 What is an Image?

Select one of the following:

PHIL/PPE 244/VLST 221 Introduction to Philosophy of Mind
PHIL 423/ VLST 223 Philosophy and Visual Perception
PHIL 330/ VLST 222 Philosophy of Perception

B. Art and the Culture of Seeing:

ARTH 102/ VLST 232 World Art: 1400 to Now
or ARTH 278 American Art
or ARTH 286 Modern Art: Picasso to Pollock
ARTH 294/ VLST 235 Art Now
or VLST 303 The Rise of Image Culture: History and Theories

Select one of the following:

ARTH 103/ EALC 013/ VLST 233 Art and Civilization in East Asia
ARTH 104/ SAST 200/ VLST 234 Introduction to Art in South Asia

ARTH/VLST 235 Introduction to Visual Culture of the Islamic World

C. Architecture Practice and Technology:

ARCH 102 Introduction to Design 1
ARCH 201 Design Fundamentals I 1.5

Stage 3 - Concentration Requirements

Architecture Practice and Technology: 3

ARCH 202 Design Fundamentals II (required) 1.5
Select 3 course units in ARCH Practice/Technology 3
Select 1 course unit in Philosophy/Science or Art/Culture of Seeing 1

Stage 4 - Capstone Course

VLST 395 Senior Project (Year-Long Course) 1

Total Course Units 36

1 You may count no more than one course toward both a major and a sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2 Important - Check for pre-requisites on PSYC and some FNAR courses.

3 Four courses (4.5 course units) in your concentration and one course (1 course unit) from another sector. (No Stage 2 courses may be double-counted in Stage 3).

Honors

Applicants must have a minimum GPA of 3.70 in the major.

Honors

Applicants must have a minimum GPA of 3.70 in the major.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Visual Studies: Art and Culture of Seeing, BA

Visual Studies at the University of Pennsylvania prepares students to forge innovative connections across the disciplines that study vision and images. Students acquire a critical awareness of seeing and the problems and possibilities for investigating, thinking, and writing about seeing in the 21st century. Fundamentally interdisciplinary, the Visual Studies Program partners with the Departments of Philosophy, Psychology, History of Art, Fine Arts, and Architecture. Students may also find interest in Penn Programs such as Cinema Studies and Gender, Sexuality, and Women's Studies or outside of the School of Arts and Sciences in the Annenberg School of Communications, and the School of Engineering and Applied Sciences.

In Sector B, students explore the status of images as representations or models of visual experience and as bearers of information, and they develop skills in interpreting artifacts visually.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 35. Double majors may entail more course units.

For more information: https://www.sas.upenn.edu/visual-studies (https://www.sas.upenn.edu/visual-studies/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

Code Title Course Units

College General Education Requirements and Free Electives
Foundational Approaches + Sectors 1 + Free Electives 20

Major Requirements

Stage 1 - Core Courses

VLST 101 Eye, Mind, and Image 1
VLST 102 Form and Meaning 1
or VLST 103 3 Dimensions: Time and Space 3

Stage 2 - Core Courses

Select 2 course units in each Sector: 6

A. Philosophy and Science of Seeing: 2

PSYC 111/ VLST 211 Perception 1
Select one of the following:

PHIL/PPE/VLST 244 Introduction to Philosophy of Mind
PHIL 423/223 Philosophy and Visual Perception
PHIL 330 Philosophy of Perception

B. Art and the Culture of Seeing:

ARTH 102 World Art: 1400 to Now
ARTH 278 American Art
ARTH 286 Modern Art: Picasso to Pollock
ARTH 294 Art Now
ART 303 The Rise of Image Culture: History and Theories

Select one of the following:

ARTH 103 Art and Civilization in East Asia
EALC 013 VLST 233
ARTH 104 Introduction to Art in South Asia
SAST 200 VLST 234

ARTH/ VLST 235 Introduction to Visual Culture of the Islamic World

C. Art Practice and Technology:

VLST 102 Form and Meaning (course not used in Stage 1)
VLST 103 3 Dimensions: Time and Space

Select one course unit in the following:

FNAR 061 Video I
FNAR 123 Drawing I
DSGN/VLST 264 Art, Design and Digital Culture

or one approved alternate course (See Website)

VLST 301 What is Visual Studies?

Stage 3 - Concentration Requirements

Art and the Culture of Seeing: 2

Select 4 course units in Art/Culture of Seeing 4
Select 1 course unit of Philosophy/Science or Art Pract & Tech 1

Stage 4 - Capstone Course

VLST 395 Senior Project (Year-Long Course) 1

Total Course Units 35

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).
2 Important - Check for Pre-Requisites on PSYC and some FNAR courses.
3 Four courses (4 course units) in your concentration and one course (1 course unit) from another Sector. (Note: No Stage 2 courses may be double-counted in Stage 3).

Honors

Applicants must have a minimum GPA of 3.70 in the major.

- Senior Project Completed (Grade of A)

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Visual Studies: Art, Practice and Technology, BA

Visual Studies at the University of Pennsylvania prepares students to forge innovative connections across the disciplines that study vision and images. Students acquire a critical awareness of seeing and the problems and possibilities for investigating, thinking, and writing about seeing in the 21st century. Fundamentally interdisciplinary, the Visual Studies Program partners with the Departments of Philosophy, Psychology, History of Art, Fine Arts, and Architecture. Students may also find interest in Penn Programs such as Cinema Studies and Gender, Sexuality, and Women's Studies or outside of the School of Arts and Sciences in the Annenberg School of Communications, and the School of Engineering and Applied Sciences.

Sector C enables students to develop skills in the making of art ranging from the two- and three-dimensional to the digital and time-based media, and includes both fine arts and architecture tracks.

The minimum total course units (https://www.college.upenn.edu/credits-needed-major/) for graduation in this major is 35. Double majors may entail more course units.

For more information: https://www.sas.upenn.edu/visual-studies (https://www.sas.upenn.edu/visual-studies/)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum (https://www.college.upenn.edu/curriculum/) page.

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<td></td>
<td>Foundational Approaches + Sectors + Free Electives</td>
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<td><strong>Major Requirements</strong></td>
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<td></td>
<td><strong>Stage 1 - Core Courses</strong></td>
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<tr>
<td></td>
<td>VLST 101 Eye, Mind, and Image</td>
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<td></td>
<td>VLST 102 Form and Meaning</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>or VLST 103 3 Dimensions: Time and Space</td>
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<tr>
<td></td>
<td><strong>Stage 2 - Core Courses</strong></td>
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<td>Select 2 courses from each Sector</td>
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</tr>
<tr>
<td></td>
<td>A. Philosophy and Science of Seeing</td>
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</tbody>
</table>
**Visual Studies: Philosophy and Science of Seeing, BA**

Visual Studies at the University of Pennsylvania prepares students to forge innovative connections across the disciplines that study vision and images. Students acquire a critical awareness of seeing and the problems and possibilities for investigating, thinking, and writing about seeing in the 21st century. Fundamentally interdisciplinary, the Visual Studies Program partners with the Departments of Philosophy, Psychology, History of Art, Fine Arts, and Architecture. Students may also find interest in Penn Programs such as Cinema Studies and Gender, Sexuality, and Women's Studies or outside of the School of Arts and Sciences in the Annenberg School of Communications, and the School of Engineering and Applied Sciences.

In Sector A, students learn about the physiology and psychology of seeing; perception of color, movement, space, objects, and events; and issues in philosophy of vision from ancient to contemporary.

For more information: [https://www.sas.upenn.edu/visual-studies](https://www.sas.upenn.edu/visual-studies)

For information about the General Education requirements, please visit the College of Arts & Sciences Curriculum [https://www.college.upenn.edu/curriculum/](https://www.college.upenn.edu/curriculum/)

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<td>or BIBB/ PSYC/VLST 217</td>
<td>Visual Neuroscience</td>
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<td>PSYC 311/ VLST 212</td>
<td>Research Experience in Perception</td>
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<tr>
<td>or VLST 305</td>
<td>What is an Image?</td>
<td></td>
</tr>
<tr>
<td>PHIL/PPE 244/VLST 221</td>
<td>Introduction to Philosophy of Mind</td>
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<tr>
<td>PHIL 423/ VLST 223</td>
<td>Philosophy and Visual Perception</td>
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<td>PHIL 330</td>
<td>Philosophy of Perception</td>
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<td>World Art: 1400 to Now</td>
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<td>or ARTH 278 American Art</td>
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<td>or ARTH 286 Modern Art: Picasso to Pollock</td>
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<td>ARTH 294/ VLST 236</td>
<td>Art Now</td>
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<tr>
<td>or VLST 303</td>
<td>The Rise of Image Culture: History and Theories</td>
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<td>ARTH 103/ EALC 013/ VLST 233</td>
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<td>ARTH 104/ SAST 200/ VLST 234</td>
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<td>ARTH/VLST 235</td>
<td>Introduction to Visual Culture of the Islamic World</td>
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<td>C. Art Practice and Technology:</td>
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<td>VLST 102</td>
<td>Form and Meaning (course not used in Stage 1)</td>
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<tr>
<td>or VLST 103</td>
<td>3 Dimensions: Time and Space</td>
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<tr>
<td>FNAR 061/ VLST 261</td>
<td>Video I</td>
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<tr>
<td>FNAR 123/ VLST 253</td>
<td>Drawing I</td>
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<tr>
<td>DSGN/VLST 264</td>
<td>Art, Design and Digital Culture</td>
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<tr>
<td>or one approved alternate course (See Website)</td>
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<td>What is Visual Studies?</td>
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<td><strong>35</strong></td>
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1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement [http://www.college.upenn.edu/sectors-policy/].

2 Important - Check for Pre-Requisites on PSYC and some FNAR courses.

3 Four courses (4 course units) in your concentration and one course (1 course unit) from another Sector. (Note: No Stage 2 courses may be double-counted in Stage 3).

**Honors**

Applicants must have a minimum GPA of 3.70 in the Major.

- Senior Project Completed (Grade of A)

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
or BIBB/PSYC/VLST 217
PSYC 311/ VLAST 212
or VLAST 305 What is an Image?

Select one of the following:
PHIL/PPE Introduction to Philosophy of Mind 244/VLAST 221
PHIL 423/ VLAST 223 Philosophy and Visual Perception
PHIL 330/ VLAST 222 Philosophy of Perception

Panel A: Art and the Culture of Seeing:

Select one of the following:

Panel B: Art and the Culture of Seeing:

Select one of the following:

Panel C: Art Practice and Technology:

Select one of the following:

Stage 3 - Concentration Requirements

Select 4 course units of Phil/Science 4
Select 1 course unit of Art/Culture or Art Pract/Technol 1

Stage 4 - Capstone Course

VLST 395 Senior Project (Year-Long Course) 1

Total Course Units 35

1 You may count no more than one course toward both a Major and a Sector requirement. For Exceptions, check the Policy Statement (http://www.college.upenn.edu/sectors-policy/).

2 Important - Check for Pre-Requisites on PSYC and some FNAR courses.

3 Four courses (4 course units) in your concentration and one course (1 course unit) from another Sector. (Note: No Stage 2 courses may be double-counted in Stage 3).

Honors

Applicants must have a minimum GPA of 3.70 in the Major.

- Senior Project Completed (Grade of A)

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Minors

- Actuarial Mathematics, Minor (p. 150)
- Africana Studies, Minor (p. 150)
- American Public Policy, Minor (p. 151)
- American Sign Language and Deaf Studies, Minor (p. 151)
- Ancient History, Minor (p. 151)
- Anthropology, Minor (p. 152)
- Archaeological Science, Minor (p. 152)
- Architectural History, Minor (p. 152)
- Architecture, Minor (p. 152)
- Asian American Studies, Minor (p. 153)
- Bioethics, Minor (p. 153)
- Biology, Minor (p. 153)
- Biophysics, Minor (p. 154)
- Chemistry, Minor (p. 154)
- Cinema and Media Studies, Minor (p. 155)
- Classical Studies, Minor (p. 155)
- Cognitive Science, Minor (p. 155)
- Comparative Literature, Minor (p. 156)
- Computational Neuroscience, Minor (p. 156)
- Consumer Psychology, Minor (p. 157)
- Creative Writing, Minor (p. 157)
- Design, Minor (p. 158)
- Digital Humanities, Minor (p. 158)
- Dutch (Netherlandic), Minor (p. 159)
- East Asian Area Studies, Minor (p. 159)
- East Asian Languages and Civilizations
  - Chinese, Minor (p. 159)
  - Japanese, Minor (p. 160)
  - Korean, Minor (p. 160)
- East Central European Studies, Minor (p. 160)
- Economic Policy, Minor (p. 161)
- Economics, Minor (p. 161)
- English, Minor (p. 161)
- Environmental Humanities, Minor (p. 162)
- Environmental Science, Minor (p. 163)
Actuarial Mathematics, Minor

Actuarial Science stands at the intersection of risk and money. Actuaries use their knowledge of mathematics and probability theory to define, analyze and solve complex business, financial and social problems. Actuaries evaluate individual and corporate risks, and design financially sound insurance and pension plans. Graduates from the University of Pennsylvania with an Actuarial Mathematics Minor are expected to be in great demand by the insurance and banking industry.

For more information: https://www.math.upenn.edu/undergraduate/math-majors-and-minors/minor-actuarial-mathematics/

<table>
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<td>MATH 240</td>
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<td>MATH 320</td>
<td>Computer Methods in Mathematical Science I</td>
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<td>MATH 530</td>
<td>Mathematics of Finance</td>
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<td>Other with permit</td>
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<td>STAT 430</td>
<td>Probability</td>
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<td>STAT 431</td>
<td>Statistical Inference</td>
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<td>STAT 451</td>
<td>Fundamentals of Actuarial Science I</td>
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<td>STAT 452</td>
<td>Fundamentals of Actuarial Science II</td>
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<td>STAT 453</td>
<td>Actuarial Statistics</td>
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<td>Select an additional INSR course (see list on web)</td>
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</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Africana Studies, Minor

Africana Studies is an interdisciplinary field of study devoted to the critical and systematic examination of the cultural, political, social, economic, and historical experiences of African Americans, Africans, and peoples of African descent around the world. Our course of study is designed to provide students with an integrated understanding and appreciation for a new global black studies. An undergraduate degree in Africana Studies prepares students for graduate work in the humanities, social sciences, and professional schools, as well as a range of careers in teaching, business, public service, and the arts, among others.
For more information: https://africana.sas.upenn.edu/department/undergraduate/

African Language courses do not count toward the Minor Requirements.

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<tr>
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<td>AFRC 001</td>
<td>Introduction to Africana Studies</td>
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<tr>
<td>Electives</td>
<td>Select 5 course units of African American or Caribbean or Latin American centered courses with 3 course units intermediate or upper level and no more than 2 African Caribbean or Latin American centered courses</td>
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</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### American Public Policy, Minor

The minor in American Public Policy enables undergraduates interested in American Public Policy to construct an integrated program across the University. The minor — for students who do not major or concentrate in PSCI or BEPP — requires six courses, three from each department, in addition to the course work required for their major or concentration.

For more information: https://www.sas.upenn.edu/polisci/node/867

<table>
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<tr>
<td>PSCI 130</td>
<td>Introduction to American Politics</td>
<td>1</td>
</tr>
<tr>
<td>BEPP 201</td>
<td>Public Finance and Policy.</td>
<td>1</td>
</tr>
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<td>Elective Requirements</td>
<td>Select 2 course units of PSCI courses</td>
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<tr>
<td>Total Course Units</td>
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<td>6</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Ancient History, Minor

Classical Studies encompasses the civilization of the ancient Greeks and Romans from prehistory to the Middle Ages, with emphasis on the literature, philosophy and history of the classical Greek and Roman periods. It includes economic, political and social and intellectual history as well as philosophy, archaeology, religion and myth. Students may choose a track that emphasizes the study of texts in Greek and/or Latin, or they may opt for a program of courses that do not require any knowledge of the ancient languages.

For more information: http://www.classics.upenn.edu/

<table>
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<tr>
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<tr>
<td>ANCH 025</td>
<td>Ancient Middle Eastern History and Civilization</td>
<td>1</td>
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</table>

The ASL and Deaf Studies is interdisciplinary, with foundations in language, content, and theory-based courses. Furthermore, as our program has long-standing and steadfast commitment to working in and with local Deaf community organizations for meaningful, mutually beneficial outcomes, we partner with local Deaf community organizations to integrate academic rigor and Deaf cultural values into our coursework. We do so with two organizations primarily, the Deaf-Hearing Communication Centre in Swarthmore, PA and Pennsylvania School for the Deaf in the Germantown section of Philadelphia. Ultimately, these collaborative relationships manifest in a research-based capstone course, Academically Based Community Service in ASL and Deaf Studies, providing opportunities for merging research with practice in a Deaf community setting.

For more information: http://www.ling.upenn.edu/undergraduate/minor-asl
Anthropology, Minor

Anthropology is the global social science. It is the study of the human condition everywhere; its cultural, linguistic, and biological diversity; and how it evolved and developed from the prehistoric past into the globalizing present. The Anthropology minor is a 6 credit minor, in which students are encouraged to draw from all sub-fields of the discipline.

For more information: https://www.sas.upenn.edu/anthropology/

Archaeological Science, Minor

The Minor in Archaeological Science consists of six course units. Of these six, four will be CAAM classes from introductory, intermediate and advanced levels; one must be an advanced class with an archaeological science research component (the capstone class); and one must be a class in the archaeology or culture of a relevant area.

To Declare:
Students interested in declaring a Minor in Archaeological Science should contact Dr. Marie-Claude Boileau at mboileau@upenn.edu.

For more information: https://www.penn.museum/teachers-and-students/for-penn-students/caam/minor-in-archaeological-science/

Architecture, Minor

The minor in Architecture is for students with another major who seek to gain a basic knowledge of architecture and acquire basic skills in architectural design.
### Asian American Studies, Minor
Asian American Studies explores the historical and contemporary experiences of Asian immigrants and of persons of Asian ancestry in North America, and the relevance of those experiences for understanding race and ethnicity in national and global contexts. The program introduces students to the methods and concerns of a wide spectrum of disciplines: anthropology and ethnography, economics, history, law, literature, sociology and demography, political science, and urban studies, as well as creative and expository writing.

For more information: http://asam.sas.upenn.edu/

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<td>ASAM 100</td>
<td>Introduction to Asian American Studies</td>
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<tr>
<td>ASAM 002</td>
<td>Asian American Literature</td>
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<td>or ASAM 003: Introduction to Asian American History</td>
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<td></td>
</tr>
<tr>
<td>ASAM 104</td>
<td>Asian American Communities</td>
<td></td>
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</table>

### Bioethics, Minor
The Penn Bioethics minor is designed to give students a broad overview of the methods, core content areas and central ethical questions in the field of bioethics. The Bioethics minor is an interdisciplinary program created through a collaboration of the Departments of Anthropology, History and Sociology of Science, Philosophy, Political Science, and Sociology in the College of Arts and Sciences, and Medical Ethics & Health Policy in the Perelman Medical School.

For more information: http://www.sas.upenn.edu/bioethics/

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<tr>
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<th>Title</th>
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<td>BIOL 121</td>
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<td>2-3</td>
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<tr>
<td>BIOL 123</td>
<td>Introductory Molecular Biology Laboratory</td>
<td></td>
</tr>
<tr>
<td>BIOL 124</td>
<td>Introductory Organismal Biology Lab</td>
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</tbody>
</table>

### Biology, Minor
The Biology minor introduces students to fundamental topics in the areas of cell and molecular biology, genetics, physiology, and ecology and evolution. This broad range of coursework is designed to provide students with a sufficient background to understand the basics underlying many of the current advances in the field.

For more information: https://www.bio.upenn.edu/undergraduate/minor-requirements/

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<td>BIOL 124</td>
<td>Introductory Organismal Biology Lab</td>
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</table>
Biophysics, Minor

Bridging the biological sciences and the physical sciences, Biophysics is concerned with physical and chemical explanations of living processes, especially at the cellular and molecular levels. Detailed molecular descriptions are emerging for genetic elements and for the mechanisms that control their propagation and expression. Biophysical studies include the investigation of protein structure, nucleic acid structure, enzyme mechanisms, the phenomena underlying cellular behavior, excitable phenomena in nerve, muscle and visual cells, and integrative neural phenomena.

For more information: http://www.physics.upenn.edu/biophysics/bioppages/Minor.html

Chemistry, Minor

Chemistry is concerned with the study of matter and the changes matter can undergo. The chemistry program provides a basic foundation for career opportunities in chemical research and teaching, in scientific communication and information transfer, and in the health professions. The chemistry minor provides an introduction to several areas of chemistry, providing exposure to both lecture and laboratory courses.

For more information: http://www.chem.upenn.edu/node/9 (http://www.chem.upenn.edu/node/9/)

Note: Other departments’ courses may not be substituted.
or CHEM 115 Honors Chemistry I
CHEM 102 General Chemistry II
or CHEM 116 Honors Chemistry II

General Chemistry Laboratories:
CHEM 053 General Chemistry Laboratory I
& CHEM 054 General Chemistry Laboratory II

Upper Level Chemistry
Select one of the following:
CHEM 223 Experimental Physical Chemistry I
CHEM 245 Experimental Organic Chemistry
CHEM 246 Advanced Synthesis and Spectroscopy Laboratory

Select 3 course units of Upper Level Chemistry courses at the 200 level and above 1
Total Course Units 7

1 CHEM 299 Directed Study and Seminar & CHEM 399 Independent Research may NOT be counted.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Cinema and Media Studies, Minor

The Penn Cinema and Media Studies major and minor are traditional humanities programs involving the critical study of film and media history, theory, and aesthetics. Reflecting the hybrid nature of the field of Cinema and Media Studies, our faculty members are housed in departments across SAS and the university, and we cross-list courses with various departments and schools, including Africana Studies, Anthropology, Communications, East Asian Language and Civilizations, English, Fine Arts, German, History, History of Art, Near Eastern Languages and Civilizations, Romance Languages and Literatures, and Women's Studies. This truly interdisciplinary program will introduce students to the wide range of methodologies used to study film and media, and this intersection with other disciplines makes Cinema and Media Studies an ideal component of a double major.

For more information: http://cinemastudies.sas.upenn.edu/undergraduate/minor

Code Title Course Units

Minor Requirements
Core Requirements
CIMS 101 World Film History to 1945 1
CIMS 102 World Film History, 1945-present 1
CIMS 103 Television and New Media 1

Electives
Select 1 course unit of Non-American Cinema 1
Select 3 course units of Elective (Production & Craft of Cinema maximum 2 course units) 3
Total Course Units 7

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Classical Studies, Minor

Classical Studies encompasses the civilization of the ancient Greeks and Romans from prehistory to the Middle Ages, with emphasis on the literature, philosophy and history of the classical Greek and Roman periods. It includes economic, political and social and intellectual history as well as philosophy, archaeology, religion and myth. Students may choose a track that emphasizes the study of texts in Greek and/or Latin, or they may opt for a program of courses that do not require any knowledge of the ancient languages. The Classical Studies Department provides extensive training at the Undergraduate level as well as graduate training in both Classical Studies and Ancient History.

For more information: http://www.classics.upenn.edu/

Please see Undergraduate Chair for for details on course approval.

Code Title Course Units

Minor Requirements
ANCH 026 Ancient Greece 1
or ANCH 027 Ancient Rome 1
Select 5 course units of CLST or Other courses 5
Total Course Units 6

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Cognitive Science, Minor

Cognitive science is the empirical study of intelligent systems, including the human mind. An interdisciplinary science, it combines results from biology, computer science, linguistics, mathematics, neuroscience, philosophy and psychology to the study of language processing, perception, action, learning, concept formation, inference and other activities of the mind, with applications for information technology and the study of artificial intelligence.

For more information: https://web.sas.upenn.edu/cogsci/program/minor

Code Title Course Units

Minor Requirements
Core Course
COGS 001/ CIS 140/ LING 105/ PHIL 044/ PSYC 207 Introduction to Cognitive Science 1
Comparative Literature, Minor

The undergraduate program in Comparative Literature welcomes students interested in the study of literature from theoretical, interdisciplinary, cross-cultural, and global perspectives. The core courses train students to appreciate the variety of meanings that texts acquire in different institutional and philosophical contexts and different socio-political frameworks. There are three concentrations within the major: National and Transnational Literatures (four courses in each of two languages), Theory, and Globalization.

Comparative Literature is a flexible program, allowing students to take courses in a variety of departments in the College. Students with interests in more than one national literature and in fields such as philosophy and political theory, art and aesthetics, and film and music will find the requirements congenial. The program provides students with a cosmopolitan intellectual background that is increasingly in demand in an era of globalization.
consult with their academic program regarding final certifications and requirements for graduation.

Consumer Psychology, Minor

The goal of the interschool Consumer Psychology Minor is to create a program that fosters the natural link between Psychology in the College and Marketing in Wharton. To fulfill the Minor in Consumer Psychology students must complete four courses from the Psychology Department in the College and four courses from the Marketing Department in Wharton, and the stats requirement. Both College and Wharton requirements will consist of core courses along with a set of elective courses. College students who wish to minor in Consumer Psychology must count two of the four required psychology (PSYC) courses towards only the Consumer Psychology minor (and towards no other major or minor).

For more information: https://psychology.sas.upenn.edu/more-information-minors or https://marketing.wharton.upenn.edu/programs/undergraduate/consumer-psychology-minor/ (https://psychology.sas.upenn.edu/more-information-minors%20or%20https://marketing.wharton.upenn.edu/programs/undergraduate/consumer-psychology-minor/)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics Requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>STAT 101</td>
<td>Introductory Business Statistics</td>
<td></td>
</tr>
<tr>
<td>STAT 102</td>
<td>Introductory Business Statistics</td>
<td></td>
</tr>
<tr>
<td>STAT 111</td>
<td>Introductory Statistics (day or summer only)</td>
<td></td>
</tr>
<tr>
<td>STAT 430</td>
<td>Probability</td>
<td></td>
</tr>
<tr>
<td>BIOL 446</td>
<td>Statistics for Biologists</td>
<td></td>
</tr>
<tr>
<td>SOCI 120</td>
<td>Social Statistics</td>
<td></td>
</tr>
<tr>
<td>ANTH 454</td>
<td>Quantitative Analysis of Anthropological Data</td>
<td></td>
</tr>
<tr>
<td>NURS 230</td>
<td>Statistics for Research and Measurement</td>
<td></td>
</tr>
<tr>
<td>Psychology Requirement</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PSYC 001</td>
<td>Introduction to Experimental Psychology</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PSYC 170</td>
<td>Social Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 266</td>
<td>Introduction to Positive Psychology</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PSYC 151</td>
<td>Language and Thought</td>
<td></td>
</tr>
<tr>
<td>PSYC 159</td>
<td>Memory</td>
<td></td>
</tr>
<tr>
<td>PSYC 207</td>
<td>Introduction to Cognitive Science</td>
<td></td>
</tr>
<tr>
<td>PSYC 253</td>
<td>Judgment and Decisions</td>
<td></td>
</tr>
<tr>
<td>PSYC 265</td>
<td>Behavioral Economics and Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 273</td>
<td>Neuroeconomics</td>
<td></td>
</tr>
<tr>
<td>Select 1 course unit of any of the courses not used, or a 400-level course in Social Psychology or Decision Making</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Marketing Requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MKTG 101</td>
<td>Introduction to Marketing</td>
<td></td>
</tr>
<tr>
<td>MKTG 211</td>
<td>Consumer Behavior</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total Course Units</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

1 Note: Two of the four courses must count ONLY toward the CNPS minor, no other major or minor.

Creative Writing, Minor

Creative Writing is the study of writing and literature with an emphasis on cultivating students’ own approach to craft. Students can choose from a range of workshops in fiction, creative nonfiction, poetry, screenwriting, playwriting, or journalism, all of which expose them to a range of writing in the field and give them opportunities to craft their own original work. Students can minor in Creative Writing by completing four workshop courses and two courses in the study of literature.

Journalistic Writing is the study of nonfiction writing and literature with an emphasis on cultivating students’ own skills in reporting, editing, interviewing, investigative journalism, media scholarship, and writing for a range of platforms. Students can minor in Journalistic Writing by completing six workshop courses in journalism and creative nonfiction, including one required course in long-form journalism.

For more information: http://writing.upenn.edu/cw/

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative Writing Workshops</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 4 course units of Creative Writing Workshop courses</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Literary Writing in the English Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 2 course units of Literary Writing in the English Language courses</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Select 1 course unit of any of the courses not used, or a 400-level course in Social Psychology or Decision Making</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Marketing Requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MKTG 101</td>
<td>Introduction to Marketing</td>
<td></td>
</tr>
<tr>
<td>MKTG 211</td>
<td>Consumer Behavior</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total Course Units</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

1 1 course unit may be taken in the literature of a language other than English.
The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Design, Minor**

The Design Minor is a six-credit program available to undergraduate students in the College of Arts and Sciences, School of Engineering, Wharton and the School of Nursing. This minor introduces students to a broad range of design disciplines and methodologies with the ability to take multiple classes in one area of study.

**Core Studio Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSGN 264</td>
<td>Art, Design and Digital Culture</td>
<td>1</td>
</tr>
<tr>
<td>DSGN 306</td>
<td>Design 21</td>
<td>1</td>
</tr>
</tbody>
</table>

**Integrative Design Studio Requirements**

Select two of the following: 2 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSGN 317</td>
<td>Cultures of Making</td>
<td>1</td>
</tr>
<tr>
<td>DSGN 268</td>
<td>Biological Design</td>
<td></td>
</tr>
<tr>
<td>DSGN 266</td>
<td>Graphic Design</td>
<td></td>
</tr>
<tr>
<td>DSGN 328</td>
<td>Functions for Form and Material</td>
<td></td>
</tr>
<tr>
<td>DSGN 337</td>
<td>Inf Design &amp; Visualizati</td>
<td></td>
</tr>
<tr>
<td>DSGN 378</td>
<td>Interfacing Cultures</td>
<td></td>
</tr>
</tbody>
</table>

**History & Theory Requirements**

Select one of the following: 1 unit

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSGN 300</td>
<td>Contemporary Theories of Design</td>
<td></td>
</tr>
<tr>
<td>DSGN 343</td>
<td>Language of Design</td>
<td></td>
</tr>
<tr>
<td>DSGN 388</td>
<td>Creative Research</td>
<td></td>
</tr>
<tr>
<td>VLST 101</td>
<td>Eye, Mind, and Image</td>
<td></td>
</tr>
<tr>
<td>URBS 205</td>
<td>People and Design</td>
<td></td>
</tr>
</tbody>
</table>

**Design Elective**

Select one FNAR or DSGN course 1 unit

Total Course Units 6

1 Course fulfills a College of Arts and Sciences sector requirement (Sector IV: Humanities and Social Sciences).

For more information: [https://pricelab.sas.upenn.edu/education/digital-humanities-minor](https://pricelab.sas.upenn.edu/education/digital-humanities-minor/)

**Digital Humanities, Minor**

The Undergraduate Minor in Digital Humanities is offered by the School of Arts and Sciences at the University of Pennsylvania. It has been designed for students who want to augment their disciplinary studies in the humanities or humanistic social sciences with advanced digital research techniques and in-depth engagement with theoretical and practical questions raised by digital humanities. Students who are not majoring in humanities fields are also welcome to complete the minor.

**Core Studio Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 009</td>
<td>Introduction to Digital Humanities</td>
<td>1</td>
</tr>
<tr>
<td>ENGL 209</td>
<td>Topics in Digital Humanities</td>
<td>1</td>
</tr>
<tr>
<td>or CIS 105</td>
<td>Computational Data Exploration</td>
<td></td>
</tr>
<tr>
<td>or CIS 110</td>
<td>Introduction to Computer Programming</td>
<td></td>
</tr>
</tbody>
</table>

**Tier 2**

Complete at least 1 but no more than 3 of the following courses (or other qualifying classes): 1-3 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLST 127</td>
<td>The Material Past in a Digital World</td>
<td></td>
</tr>
<tr>
<td>FNAR 061</td>
<td>Video I</td>
<td></td>
</tr>
<tr>
<td>SOCI 120</td>
<td>Social Statistics</td>
<td></td>
</tr>
<tr>
<td>COMM 210</td>
<td>Quantitative Research Methods in Communication</td>
<td></td>
</tr>
<tr>
<td>COMM 321</td>
<td>Big Data and Social Research</td>
<td></td>
</tr>
<tr>
<td>PSCI 107</td>
<td>Introduction to Data Science</td>
<td></td>
</tr>
<tr>
<td>CIS 106</td>
<td>Visualizing the Past</td>
<td></td>
</tr>
</tbody>
</table>

**Tier 3**

Complete at least 1 but no more than 3 Additional Courses designated as DH electives (or other qualifying classes): 1-3 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 454</td>
<td>Quantitative Analysis of Anthropological Data</td>
<td></td>
</tr>
<tr>
<td>CLST 512</td>
<td>Petrography of Cultural Materials</td>
<td></td>
</tr>
<tr>
<td>COMM 270/ SOCI 230</td>
<td>Global Digital Activism</td>
<td></td>
</tr>
<tr>
<td>RELS 446</td>
<td>Digital Humanities</td>
<td></td>
</tr>
<tr>
<td>STSC 003</td>
<td>Technology &amp; Society</td>
<td></td>
</tr>
<tr>
<td>STSC 160</td>
<td>The History of the Information Age</td>
<td></td>
</tr>
<tr>
<td>STSC 260</td>
<td>Cyberculture</td>
<td></td>
</tr>
<tr>
<td>STSC 308</td>
<td>Science and Spectacle: Seeing is Believing</td>
<td></td>
</tr>
<tr>
<td>ITAL 333</td>
<td>Dante's Divine Comedy</td>
<td></td>
</tr>
<tr>
<td>ITAL 512</td>
<td>A Black Seed (He) Sowed: An Introduction to Paleography &amp; History of Books</td>
<td></td>
</tr>
</tbody>
</table>

Students may also fulfill the Tier 3 requirement by completing a significant digital project as part of a class that is not an officially designated DH course. Students must receive permission from the instructor early in the semester and have their project approved by the director of the minor program. One Tier 3 courses may also be a project-centered independent study.

Total Course Units 6

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Dutch (Netherlandic), Minor

The Dutch-speaking Low Countries (the Netherlands and part of Belgium) are a unique cultural community of about 22 million speakers in Northwestern Europe. The names of famous Dutch artists readily come to mind: Rembrandt, Rubens, Breughel, Van Eyck, Mondriaan, as do some of the cities where they lived: Amsterdam, Brussels, Leyden, Maastricht. But artists do not flourish in a vacuum. Each of these artists assumes a cultural, political, economic, and historical context that is worthy of study in its own right. The resources in Dutch Studies at Penn offer students and faculty the ability to learn more about:

- The Dutch Economy
- The Dutch Language
- The Netherlands and Belgium During the Nazi Occupation
- The Literature and Culture of the Dutch Colonial Period

For more information: [https://www.sas.upenn.edu/germanic/languages/dutch/](https://www.sas.upenn.edu/germanic/languages/dutch/)

Intensive Summer study in Zeist or Gent can also count toward Minor requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minor Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Requirement</td>
<td></td>
</tr>
<tr>
<td>DTCH 101</td>
<td>Elementary Dutch I</td>
<td>1</td>
</tr>
<tr>
<td>DTCH 102</td>
<td>Elementary Dutch II</td>
<td>1</td>
</tr>
<tr>
<td>DTCH 103</td>
<td>Intermediate Dutch I</td>
<td>1</td>
</tr>
<tr>
<td>DTCH 104</td>
<td>Intermediate Dutch II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Literature, Culture, or History Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 2 course units of Literature, Culture, or History Requirement courses</td>
<td>2</td>
</tr>
<tr>
<td>Total Course Units</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

East Asian Languages and Civilizations: Chinese, Minor

All students minoring in the Department of East Asian Languages and Civilizations must fulfill a set of Basic Requirements. These requirements are to be met within one of three linguistic and cultural concentrations:

- Chinese Studies
- Japanese Studies
- Korean Studies

In addition to the Basic Requirements, there are further requirements specific to each concentration.

For more information: [http://www.sas.upenn.edu/ealc/undergraduate/minor/](http://www.sas.upenn.edu/ealc/undergraduate/minor/)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Minor Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Requirement</td>
<td></td>
</tr>
<tr>
<td>CHIN 021</td>
<td>Intensive Beginning Modern Chinese I &amp; II</td>
<td>2.0</td>
</tr>
<tr>
<td>CHIN 022</td>
<td>Intensive Beginning Modern Chinese III &amp; IV</td>
<td>2.0</td>
</tr>
<tr>
<td>Or with prior language knowledge, two courses at CHIN 211 or above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey Requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EALC 001</td>
<td>Introduction to Chinese Civilization</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 3 course units of Electives</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Total Course Units</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
consult with their academic program regarding final certifications and requirements for graduation.

**East Asian Languages and Civilizations: Japanese, Minor**

All students minoring in the Department of East Asian Languages and Civilizations must fulfill a set of Basic Requirements. These requirements are to be met within one of three linguistic and cultural concentrations:

- Chinese Studies
- Japanese Studies
- Korean Studies

In addition to the Basic Requirements, there are further requirements specific to each concentration.

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For more information: [http://www.sas.upenn.edu/ealc/undergraduate/minor](http://www.sas.upenn.edu/ealc/undergraduate/minor)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>JPN 021</td>
<td>Intensive Beginning Japanese I</td>
<td>2</td>
</tr>
<tr>
<td>JPN 022</td>
<td>Intensive Beginning Japanese II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Or with prior language knowledge, two courses at JPN 211 or above</td>
<td></td>
</tr>
</tbody>
</table>

**Survey Requirement**

- EALC 002 Introduction to Japanese Civilization | 1

**Electives**

Select 3 course units of Electives | 3

Total Course Units | 8

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

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**East Central European Studies, Minor**

The Minor program in East Central European Studies offers students the opportunity for the interdisciplinary study of the language, history, politics, literature, and culture of Eastern and Central Europe. The minor requires a total of six courses (6 CU) beyond the language requirement (two semesters), which students can satisfy by choosing any regional language currently offered at Penn (i.e. Bosnian/Croatian/Serbian, Hungarian, Polish, Ukrainian, Yiddish), by completing language coursework through a study abroad program, or by demonstrating equivalent proficiency.

For more information: [http://ccat.sas.upenn.edu/slavic/](http://ccat.sas.upenn.edu/slavic/)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-Requisites</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Completion of at least two semesters of language study or the demonstration of equivalent proficiency</td>
<td></td>
</tr>
</tbody>
</table>

**Core Courses**

Select 4 course units of core courses with at least 2 course units with comparative topics covering more than one country in ECE | 4

**Electives**

Select 2 course units of Electives | 2

Total Course Units | 6

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The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Economic Policy, Minor

Economics is a social science and as such an important component of the liberal arts curriculum. At the core of economics are theories of how individuals, firms, and other organizations make choices and interact, taking into account constraints on their behaviors. Among the topics studied in economics are: the determination of prices and quantities in various types of markets (from perfectly competitive commodity markets to highly regulated utility markets and internet auctions); the effects of taxes, subsidies, and regulations; the determination of aggregate economic activity (e.g., GDP, unemployment); inflation, monetary policy, and financial intermediation; economic growth and income distribution; international trade and international finance (e.g., exchange rates).

Economic policy questions stand at the center of public policy debates in the U.S. and countries all around the world. The goal of the Economic Policy Minor is to provide students who are not majoring in economics with the analytical tools that are necessary to participate in and shape public policy debates. The foundation for the minor is provided by the microeconomics and macroeconomics principles courses. After having completed the principles courses, the student can choose a minimum of four elective courses, which apply the basic tools of economic analysis to specific policy questions. The completion of the Economic Policy Minor does not require university-level calculus courses.

For more information: [http://economics.sas.upenn.edu/undergraduate-program/economic-policy-minor](http://economics.sas.upenn.edu/undergraduate-program/economic-policy-minor)

Economics, Minor

Economics is a social science and as such an important component of the liberal arts curriculum. At the core of economics are theories of how individuals, firms, and other organizations make choices and interact, taking into account constraints on their behaviors. Among the topics studied in economics are: the determination of prices and quantities in various types of markets (from perfectly competitive commodity markets to highly regulated utility markets and internet auctions); the effects of taxes, subsidies, and regulations; the determination of aggregate economic activity (e.g., GDP, unemployment); inflation, monetary policy, and financial intermediation; economic growth and income distribution; international trade and international finance (e.g., exchange rates).

The Economics Minor is intended for students with a strong interest in rigorous economics who are majoring in related fields. For instance, this minor should be attractive for students who are majoring in political science or sociology, who are interested in quantitative data analysis, or students looking for an applied field that accompanies a major in mathematics.

For more information: [http://economics.sas.upenn.edu/undergraduate-program/economics-minor](http://economics.sas.upenn.edu/undergraduate-program/economics-minor)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 001</td>
<td>Introduction to Micro Economics</td>
<td>1</td>
</tr>
<tr>
<td>ECON 002</td>
<td>Introductory Economics: Macro</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
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<td>Select four of the following: 1</td>
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<tr>
<td>ECON 013</td>
<td>Strategic Reasoning</td>
<td></td>
</tr>
<tr>
<td>ECON 024</td>
<td>Development Economics</td>
<td></td>
</tr>
<tr>
<td>ECON 028</td>
<td>Financial Meltdown, Past and Present</td>
<td></td>
</tr>
<tr>
<td>ECON 032</td>
<td>Political Economy</td>
<td></td>
</tr>
<tr>
<td>ECON 033</td>
<td>Labor Economics</td>
<td></td>
</tr>
<tr>
<td>ECON 035</td>
<td>Industrial Organization</td>
<td></td>
</tr>
<tr>
<td>ECON 036</td>
<td>Law and Economics</td>
<td></td>
</tr>
<tr>
<td>ECON 039</td>
<td>The Economics and Financing of Health Care Delivery</td>
<td></td>
</tr>
<tr>
<td>ECON 045</td>
<td>Economics and Theories of Fairness</td>
<td></td>
</tr>
<tr>
<td>ECON 050</td>
<td>International Economics</td>
<td></td>
</tr>
<tr>
<td>ECON 103</td>
<td>Statistics for Economists</td>
<td></td>
</tr>
<tr>
<td>Total Course Units</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

1 Students may substitute a 0-level for a 200-level in the same subject area provided they fulfill the prerequisites.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

English, Minor

Students deciding to pursue English at Penn study language, literature, literary history and theories of literary production in a thirteen-course major of flexible design. While completing the language and literature requirement and the five required courses in the literary historical ‘core,’ majors also pursue their own special literary interests in six-course concentrations of their own choosing. English offers more than twenty distinct concentrations, including several options for creative writers.

For more information: [http://www.english.upenn.edu/undergraduate-minor](http://www.english.upenn.edu/undergraduate-minor)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 020</td>
<td>Literature Before 1660</td>
<td>1</td>
</tr>
<tr>
<td>or ENGL 040</td>
<td>British Poetry 1660 - 1914</td>
<td></td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Environmental Humanities, Minor

The minor in Environmental Humanities allows students to explore how attitudes and perceptions, ethics and social structures, arts, cultures and language respond to and shape our environments. The program places special emphasis on arts-driven inquiry into place, integrating the methods and modes of analysis traditionally associated with the arts and humanities with those of the social and natural sciences. The minor also emphasizes public research, training students to engage with publics outside the university in the processes of environmental knowledge-making. Students will complete both a customizable public engagement requirement and a final capstone project. The minor is open to undergraduates in all disciplines.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRMN 525</td>
<td>Schelling, Goethe, Nature. Extended Title: Thinking Nature with Schelling and Goethe. or PHIL 567 Development of German Idealism or COML 547 Schelling, Goethe, Nature</td>
<td></td>
</tr>
<tr>
<td>HIST 060</td>
<td>Global Environmental History from Paleolithic to the Present</td>
<td></td>
</tr>
<tr>
<td>HIST 385</td>
<td>Human-Animal Relationships in Historical Perspective</td>
<td></td>
</tr>
<tr>
<td>PHIL 079</td>
<td>Environmental Ethics</td>
<td></td>
</tr>
<tr>
<td>PHIL 226</td>
<td>Philosophy of Biology</td>
<td></td>
</tr>
<tr>
<td>RELS 211</td>
<td>Religion and Ecology</td>
<td></td>
</tr>
<tr>
<td>RELS 212</td>
<td>Animals &amp; Religion</td>
<td></td>
</tr>
<tr>
<td>RELS 246</td>
<td>Spirituality in the Age of Global Warming: Designing a Digital Mapping Project in Scalar</td>
<td></td>
</tr>
</tbody>
</table>

Social Science Approaches to Environmental Inquiry

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 110</td>
<td>Water in the Middle East Throughout History</td>
</tr>
<tr>
<td>ANTH 121</td>
<td>Origin and Cultures of Cities</td>
</tr>
<tr>
<td>ANTH 134</td>
<td>Making the Natural World: An Introduction to Political Ecology</td>
</tr>
<tr>
<td>ANTH 213</td>
<td>Local Biologies</td>
</tr>
<tr>
<td>ANTH 297</td>
<td>Nature Culture Environmentalalism</td>
</tr>
<tr>
<td>ANTH 317</td>
<td>The Politics of Matter and the Matter of Politics</td>
</tr>
<tr>
<td>ANTH 331</td>
<td>Historical Ecology</td>
</tr>
<tr>
<td>ANTH 355</td>
<td>Mapping for Social Justice</td>
</tr>
<tr>
<td>ANTH 421</td>
<td>Anthropology In and Of Environmental Health</td>
</tr>
<tr>
<td>ANTH 440</td>
<td>Plants and Society</td>
</tr>
<tr>
<td>STSC 168</td>
<td>Environment and Society</td>
</tr>
<tr>
<td>STSC 179</td>
<td>Environmental History</td>
</tr>
<tr>
<td>STSC 279</td>
<td>Nature's Nation: Americans and Their Environment</td>
</tr>
<tr>
<td>STSC 360</td>
<td>Data Dreams</td>
</tr>
<tr>
<td>HSOC 379</td>
<td>Animals in Science Medicine Technology</td>
</tr>
<tr>
<td>HSOC 458</td>
<td>Environments and Health</td>
</tr>
<tr>
<td>HSSC 565</td>
<td>Environmental History</td>
</tr>
</tbody>
</table>

Natural Science Approaches to Environmental Inquiry

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 100</td>
<td>Introduction to Environmental Science</td>
</tr>
<tr>
<td>ENVS 312</td>
<td>Ocean-Atmosphere Dynamics and Implications for Future Climate Change</td>
</tr>
<tr>
<td>ENVS 404</td>
<td>Urban Environments: Speaking About Lead in West Philadelphia</td>
</tr>
<tr>
<td>ENVS 406</td>
<td>Community Based Environmental Health</td>
</tr>
<tr>
<td>ENVS 411</td>
<td>Air Pollution: Sources &amp; Effects in Urban Environments</td>
</tr>
<tr>
<td>ENVS 417</td>
<td>The anthropocene: Human-dominated Earth</td>
</tr>
<tr>
<td>BIOL 140</td>
<td>Humans and the Environment</td>
</tr>
<tr>
<td>BIOL 231</td>
<td>The Evolution of Animal Behavior</td>
</tr>
<tr>
<td>BIOL 240</td>
<td>Ecology: From individuals to ecosystems</td>
</tr>
</tbody>
</table>
Environmental Science, Minor

The Environmental Science minor is designed to achieve an understanding of the breadth of contemporary environmental issues through a series of courses in environmental studies, while ensuring that each student pursue a purposeful course of study in some traditionally defined area of scholarship. Graduates of the program are trained for professions directly or indirectly involved with problems of environmental quality.

For more information: https://www.sas.upenn.edu/earth/minors/environmental-science-minor (https://www.sas.upenn.edu/earth/minors/environmental-science-minor/)
European Studies, Minor

European Studies at Penn is an interdisciplinary minor and an ideal addition to the study of many disciplines in the humanities and social sciences. It supplements majors in history, political science, sociology and art history as well as in French, German, English, Spanish, Italian and Slavic languages. It is designed to give students access to:

- An understanding of Europe as a historical and cultural entity and its world leadership in business, politics and culture.
- A great variety of countries, cultures and languages whose interaction with each other and with the United States is an essential part of transatlantic culture.
- The institutions of a new Europe—European Union, Council of Europe, European Court of Human Rights—reflecting the largest experiment in building a global system of governance in human history.

For more information: https://www.sas.upenn.edu/polisci/node/867

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 126</td>
<td>Modern Europe, 1789-1919</td>
<td>1</td>
</tr>
<tr>
<td>HIST 127</td>
<td>The Material Past in a Digital World</td>
<td>1</td>
</tr>
<tr>
<td>HIST 128</td>
<td>From Complete Destruction to Superpower: Europe 1945-2013</td>
<td>1</td>
</tr>
<tr>
<td>Option I:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FNAR 123</td>
<td>Drawing I</td>
<td>1</td>
</tr>
<tr>
<td>FNAR: Drawing Studio</td>
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<td></td>
</tr>
<tr>
<td>Option II:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FNAR 145</td>
<td>Sculpture Practices</td>
<td>2</td>
</tr>
<tr>
<td>FNAR: Sculpture Studio or Ceramic Studio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option III:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FNAR 150</td>
<td>Photography Practices</td>
<td>2</td>
</tr>
</tbody>
</table>

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Fine Arts, Minor

The Undergraduate Fine Arts Program combines studio practices, seminar courses, and interactions with visiting artists and professionals in order to provide an open intellectual framework to foster critical awareness and independent methods of artistic research and learning. The Fine Arts Department offers a diverse range of studio courses in the areas of animation and 3D modeling, ceramics, design, drawing and painting, photography, printmaking, sculpture and video. The dynamic curriculum also provides students with the opportunity to thoroughly examine contemporary art, creative research, interactive design and public art through seminar-based instruction.

The Undergraduate Fine Arts Program offers a Fine Arts Major for students in the College of Arts and Sciences and School of Engineering, and a Fine Arts Minor for undergraduate students across the university. The Fine Arts program works in conjunction with three interdisciplinary degree programs in Cinema Studies, Digital Media Design and Visual Studies. Fine Arts courses are available to all students at the university to take as electives in order to enhance multidisciplinary learning.

A goal of the Undergraduate Fine Arts program is to facilitate an environment where the potentialities of art are considered in relation to the real life conditions of our students. Encouraged to test themselves against the rigors of divergent artistic approaches and their histories, our students develop a more complex set of skills to creatively and critically negotiate the turbulent shifts taking place globally in terms of human experiences.

For more information: http://www.design.upenn.edu/fine-arts/undergraduate/program/
French and Francophone Studies, Minor

French and Francophone Studies introduces students to the full span of historical and cultural traditions from France and the French-speaking world. Languages courses - from introductory to advanced - promote linguistic fluency, building on the skills students have acquired in high school or at Penn. Upper-level seminars explore a range of topics pertaining to literature, history, visual arts, and/or the media, and they offer majors and minors the opportunity to engage in research on French and global Francophone cultures across periods into contemporary times.

For more information: https://www.sas.upenn.edu/french/

Geology, Minor

The Geology minor is designed to provide the graduates with skills to determine the environmental and/or geologic events that have led to the structures and features of a location and to analyze a field site or geologic region. Areas of interest include mineralogy, petrology, volcanology, stratigraphy, economic geology and paleontology. Geology also includes subjects as varied as environmental geology, evolutionary biology, solid-state chemistry, oceanography, mineral economics and geochronology.

Gender, Sexuality, and Women's Studies, Minor

The Gender, Sexuality and Women's Studies Program is an interdisciplinary program that provides exciting intellectual opportunities to explore the role of gender in human affairs. The Gender, Sexuality and Women's Studies Program offers over 50 courses each year, many cross-listed with other departments. GSWS offers a major, a minor, and a graduate certificate.

For more information: http://www.sas.upenn.edu/gsws/
German, Minor

The major and minor programs in the Department of Germanic Languages and Literatures provide deep understandings of language and cultures. Building from basic language competency to synthesizing significant literary works, historical context and current media and politics, the program offers a comprehensive education through engaged, active learning in a combination of core courses with a wide range of electives. Your learning experiences can be broadened and applied in study abroad as well as internship programs.

For more information: https://www.sas.upenn.edu/germanic/

Global Medieval Studies, Minor

Eleven Penn departments contribute to the interdisciplinary program in Global Medieval Studies, which allows students to discover the pre-modern world together, as the root and necessary precondition to the modern. The program is broad geographically and temporally; it includes Europe, the Middle East, Asia, and Africa, and in the latter part of our period even the New World, from Late Antiquity to 1700. This was a formative historical and cultural period in a variety of civilizations, from the north-western corner of Europe, across the Mediterranean and the Middle East, and on to southern and eastern Asia, south to Africa and over the Atlantic Ocean to the New World. The program encourages students to view the world through the lens of various disciplinary and geographic perspectives and discover the interaction of diverse civilizations and religions. As the era that gave birth to contemporary nations and a time before the formation of modern geopolitical concepts, this period provides a critical space for thinking about the composite nature of contemporary identities.

For more information: http://web.sas.upenn.edu/global-medieval-studies/

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For more information: http://web.sas.upenn.edu/global-medieval-studies/

Health Care Management, Minor

The Biological Basis of Behavior Program and the Health Care Management Department of the Wharton School have jointly sponsored this effort. The objective is to provide students with exposure to two related areas: study in neuroscience and behavioral biology, as a leading example of the bioscience enterprise, and health services management, as the environment in which science innovation must be developed and managed.

The minor consists of eight courses, four from the Biological Basis of Behavior Program and four from Wharton. Students must earn a minimum grade of C- in courses taken to fulfill the minor requirements.
Students must have a minimum of 3 courses that they count towards the minor and not towards any other major of minor.

For more information: https://www.sas.upenn.edu/bbb/requirements/bbbbbhsminor (https://www.sas.upenn.edu/bbb/requirements/bbbbbhsminor/)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
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<tbody>
<tr>
<td>Minor Requirements</td>
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<td></td>
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<tr>
<td>HCMG Requirements</td>
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<tr>
<td>HCMG 101 Health Care Systems (must be taken first in the HCMG sequence)</td>
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<td>Select 3 course units of HCMG Electives</td>
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<tr>
<td>BIBB Requirements</td>
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<td></td>
</tr>
<tr>
<td>BIBB/PSYC 109 Introduction to Brain and Behavior or BIOL 109 Introduction to Brain and Behavior</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Select 3 course units of BIBB Electives</td>
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<tr>
<td>Total Course Units</td>
<td>8</td>
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</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Hispanic Studies, Minor**

The demographic, economic and political realities of the United States, the articulation of a mainstream English culture with an always increasing diversity of Hispanic and Latino cultures, and the ongoing forging of strong cultural and economic ties throughout the Americas, have moved Spanish out of the bounds of the category of 'foreign' language and culture in this country. There are many instances that point to the fact that Spanish will become--de facto if not officially--a second national language and culture of the United States. Furthermore, in Europe, Spain is assuming an ever-more significant role in the affairs of the European Union. The Spanish transition to democracy in the 1970s fostered an environment of cultural, linguistic and political diversity that for half a century has served as a fascinating model for the rest of Europe, both east and west.

Hence, the knowledge of Spanish culture gives students much more than the ability to communicate in the third-most-spoken language of the world. It prepares them to account for an entirely different national, continental and global reality in all its complexity. Since culture is the controlling category in this field of studies, the major in Hispanic Studies orients itself to the types of knowledge generated by new disciplines such as cultural studies, new historicism, ethics, and postcolonial studies.

Majors in Hispanic Studies are overwhelmingly double majors. This means that they bring to their classes a dialogic perspective that engages in the study of Hispanic cultures informed by interest in other fields such as history, government, sociology, economics, medicine, and law. The richness and depth of these interests make for lively and intellectually rewarding classroom discussions.

For more information: https://www.sas.upenn.edu/hispanic-portuguese-studies/undergraduate/hispanic-studies/requirements-majors-minors/minor-hispanic-studies/}

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Requirements</td>
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<td></td>
</tr>
<tr>
<td>Core Requirements</td>
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<tr>
<td>SPAN 212 Advanced Spanish II: Grammar and Composition</td>
<td>1</td>
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<tr>
<td>SPAN 219 or SPAN 223</td>
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</tr>
<tr>
<td>Introduction to Literary Analysis</td>
<td></td>
<td></td>
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<tr>
<td>200 or 300 Level Course</td>
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<td></td>
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<tr>
<td>Select one 200 or 300 Level SPAN course</td>
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<td>300 Level Courses</td>
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<td></td>
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<tr>
<td>Select three 300 SPAN Level courses</td>
<td>3</td>
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</tr>
<tr>
<td>Total Course Units</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

1 Must be taken in the Department at Penn.
2 At least 2 course units must be taken in the Department at Penn.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**History of Art, Minor**

The Minor in the History of Art, like the Major, aims to deepen students' knowledge of artistic production and practice over the scope of human history. A Minor program in art history may complement the student's Major in a cognate field, or it may be unrelated to the student's primary field instruction.

For more information: http://www.sas.upenn.edu/arthistory/undergraduate/minor (http://www.sas.upenn.edu/arthistory/undergraduate/minor/)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey Course Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 101 World Art and Civilization Before 1400 or ARTH 102 World Art: 1400 to Now or ARTH 103 Art and Civilization in East Asia or ARTH 104 Introduction to Art in South Asia or ARTH 106 Architect and History or ARTH 107 Television and New Media or ARTH 108 World Film History to 1945 or ARTH 109 World Film History, 1945-present or VLST 101 Eye, Mind, and Image</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Special Study Areas |

2020-21 Catalog | Generated 09/18/20
Any 200-level or above. One course may also be in a related field, taken outside the Art History department, subject to the approval of the Undergraduate Chair.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**History, Minor**

A Minor in History consists of six courses, four of which must be taken in the Penn Department of History. Students may count a maximum of two courses from either study abroad, credit away or transfer credit. History Minors may not count any major-related courses - these are courses from other Penn departments that are not cross-listed with History. Courses for a Minor may not be taken pass/fail.

For more information: [http://www.history.upenn.edu/undergraduate/history-minor/](http://www.history.upenn.edu/undergraduate/history-minor/)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Requirements</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

**Geographic Distribution**

Select one distinct course in three of the five geographic regions

- United States & Canada
- Europe and Australia
- Africa and the Middle East
- Latin America & The Caribbean
- East Asia and South Asia

**Chronological Distribution**

Select 1 Pre-1800 course
Select 1 Post-1800 course

**Penn History Seminar**

Select 1 Penn History Seminar at 200-Level or Above

**Other Courses for the Minor**

Select 3 courses

**Total Course Units**

6

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**International Relations, Minor**

International Relations addresses the ways in which governments, private groups and individuals relate to each other in the global political and economic systems. The program provides a solid grounding in the methodologies of political science, history and economics. The curriculum draws on the best courses relevant to world politics, offers a well-rounded liberal arts education and helps prepare students for law or business school, Ph.D. programs and international careers.

For more information: [http://www.sas.upenn.edu/irp/](http://www.sas.upenn.edu/irp/)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Requirements</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

**Pre-Requisites**

- ECON 001  Introduction to Micro Economics
- ECON 002  Introductory Economics: Macro

**Core Courses**

- PSCI 150  Introduction to International Relations 1

Select one of the following Options:

- Option 1: International Economics
  - ECON 050  International Economics

- Option 2: International Trade and International Monetary Economics
  - ECON 251  International Trade
  - or ECON 252 International Finance

**International History**

Select one of the following:

- 1

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**International Development, Minor**

The International Development minor is intended for students who wish to complement their primary area of study with an interdisciplinary focus on complex social problems associated with international development. The minor is intended to expand a student’s chosen major by focusing on critical development issues from several different academic perspectives. Approved courses emphasize problems of development in poor countries and poorer regions of wealthier countries. The interdisciplinary nature of the minor allows students to embrace a global perspective on the processes of change and development, critically assess internal and external influences on the development process, and gain a deeper perspective on the interconnectedness of complex problems.

For more information: [http://www.sas.upenn.edu/polisci/node/867](http://www.sas.upenn.edu/polisci/node/867)
HIST 420 European International Relations from the Age of Enlightenment to the Great War
HIST 331 American Diplomatic History Since 1776
HIST 451 The U.S. and the World since 1898

Select one of the following: 1
HIST 159 Technology, Policy & War
HIST 160 Strategy, Policy and War
HIST 421 Europe and the World since 1914

Electives
Select 1 course units of IR Elective, College
Select 1 course units of IR Elective, College or Other 2
Total Course Units 6

1 Core courses must be taken at U of P.
2 Only 1 course unit may be Non - College.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Italian Studies: Italian Literature, Minor

The Italian Studies section of the Romance Languages Department offers programs in language, literature, film, linguistics, cultural studies and civilization for students with or without a background in Italian. At the core of this program is the study of the Italian language, understood both in the narrow sense of verbal communication, but also in the larger sense of textual messages: literary, cinematic, historical, art-historical, and mass-cultural.

For more information: http://www.sas.upenn.edu/italians/

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITAL 201</td>
<td>Advanced Italian I</td>
<td>1</td>
</tr>
<tr>
<td>ITAL 202</td>
<td>Advanced Italian II</td>
<td>1</td>
</tr>
<tr>
<td>or ITAL 203</td>
<td>Masterpieces-Italian Literature</td>
<td></td>
</tr>
<tr>
<td>or ITAL 204</td>
<td>Italian History on Screen: How Movies Tell the Story of Italy</td>
<td></td>
</tr>
</tbody>
</table>

Electives
Select 4 course units of Electives 1 4
Total Course Units 6

1 At least 2 of the 4 electives must be taught in Italian. At least 1 of these 2 must be at the 300-level. No more that 2 extra-departmental Italian Studies courses taught in English may be counted towards the minor. No more than 3 courses may be taken abroad.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Jewish Studies, Minor

The Jewish Studies Program provides an opportunity for students to study the Jewish experience from several perspectives including: language (Hebrew, Yiddish, and Ladino), literature in the original languages and in translation, the history and culture of the Jewish people from Biblical Israel to 21st-century America and modern Israel, the exploration of Jewish law, and the roles of gender and sex in Judaism. Students may specialize in Jewish Studies through a major or a minor, or though one of the following concentrations: Jewish History within the History Department, Hebraica/Judaica within the Department of Near Eastern Languages & Civilizations, and Judaism within the Department of Religious Studies.

For more information: http://ccat.sas.upenn.edu/jwst/undergraduate (http://ccat.sas.upenn.edu/jwst/undergraduate/)
Journalistic Writing, Minor

Creative Writing is the study of writing and literature with an emphasis on cultivating students’ own approach to craft. Students can choose from a range of workshops in fiction, creative nonfiction, poetry, screenwriting, playwriting, or journalism, all of which expose them to a range of writing in the field and give them opportunities to craft their own original work. Students can minor in Creative Writing by completing four workshop courses and two courses in the study of literature.

Journalistic Writing is the study of nonfiction writing and literature with an emphasis on cultivating students’ own skills in reporting, editing, interviewing, investigative journalism, media scholarship, and writing for a range of platforms. Students can minor in Journalistic Writing by completing six workshop courses in journalism and creative nonfiction, including one required course in long-form journalism.

For more information: [http://writing.upenn.edu/cw/](http://writing.upenn.edu/cw/)

**Minor Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 160</td>
<td>Long-form Journalism</td>
<td>1</td>
</tr>
<tr>
<td>Select 5 course units of Journalistic Writing Workshops</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Total Course Units: 6

Landscape Studies, Minor

The Landscape Studies Minor focuses on the role of the landscape in the cultural imagination, on its legibility as a representation of political, social, artistic, and environmental values; and on its potential to reflect and change our ideas about relationships between the natural world and society.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Latin American and Latino Studies, Minor

The Latin American and Latino Studies (LALS) Program offers an interdisciplinary major and minor to study the history, arts, languages, cultures, societies, politics, and/or regional organizations of Latin American and Caribbean countries as well as Latino communities and individuals in the United States. With courses offered across many departments in the School of Arts and Sciences, in study abroad programs taught throughout Latin American cities, and with academically based community service courses with Latino organizations in the Greater Philadelphia area, the LALS major and minor afford our students a very comprehensive approach to Latin American and Latino Studies as well as the possibility of a flexible curriculum, where students can pursue and combine their academic interests.

For more information: [https://lals.sas.upenn.edu/undergraduate/minor-requirements/](https://lals.sas.upenn.edu/undergraduate/minor-requirements/)

**Requirements:** Language competence equal to two semesters of college study in Spanish or Portuguese.

**Minor Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 6 course units of courses with Latin American content</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Total Course Units: 6
Only two courses counted toward a major may be double-counted toward the LALS Minor. Study Abroad courses may count. Consult with your Minor Advisor.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Law and Society, Minor

The Law and Society Minor program gives students the opportunity to study and understand the law within a sociological framework, by examining both the factors that affect variations in the law, as well as how those variations affect individuals and populations differently. In addition to a theoretical foundation in Sociology, students in the minor will study issues involving the state, its relationship to other institutions such as religions, corporations, civil liberties, the organization of courts, punishment and detention, legislatures, international bodies and trade agreements (such as NAFTA and the EU), race, class and gender and discrimination, reproductive rights, LGBT rights and the legal profession in general. Although the focus of this minor will be on U.S. laws and the U.S. society, laws and societies of other countries as well as international law and the international society will be used for comparative analysis.

The minor prepares students interested in the broad aspects of legal regulations and social organization. It is for students who are interested in graduate studies in law, applied community organizations, or business.

For more information: https://sociology.sas.upenn.edu/lawandsociety

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST</td>
<td>History of American Law to 1877</td>
<td>1</td>
</tr>
<tr>
<td>HIST</td>
<td>History of American Law Since 1877</td>
<td>1</td>
</tr>
<tr>
<td>LGST</td>
<td>Law and Social Values</td>
<td>1</td>
</tr>
<tr>
<td>PHIL/PPE</td>
<td>The Social Contract</td>
<td>1</td>
</tr>
<tr>
<td>PHIL</td>
<td>Philosophy of Law</td>
<td>1</td>
</tr>
<tr>
<td>PHIL</td>
<td>Justice, Law and Morality</td>
<td>1</td>
</tr>
<tr>
<td>ECON</td>
<td>Law and Economics</td>
<td>1</td>
</tr>
<tr>
<td>LGST</td>
<td>Emerging Economies</td>
<td>1</td>
</tr>
<tr>
<td>LGST</td>
<td>Law and Policy in International Business</td>
<td>1</td>
</tr>
<tr>
<td>LGST</td>
<td>Human Rights and Globalization</td>
<td>1</td>
</tr>
<tr>
<td>LGST</td>
<td>American Capitalism</td>
<td>1</td>
</tr>
<tr>
<td>LGST</td>
<td>American Monuments: Landscape, Memory, Power</td>
<td>1</td>
</tr>
<tr>
<td>LGST</td>
<td>The New African Diaspora</td>
<td>1</td>
</tr>
<tr>
<td>LGST</td>
<td>America in the Era of the Revolution, 1763-1800</td>
<td>1</td>
</tr>
<tr>
<td>PSCI</td>
<td>American Political Thought</td>
<td>1</td>
</tr>
<tr>
<td>SOCI</td>
<td>Law and Society</td>
<td>1</td>
</tr>
<tr>
<td>BEPP</td>
<td>Public Finance and Policy</td>
<td>1</td>
</tr>
<tr>
<td>BEPP</td>
<td>Business in the Global Political Environment.</td>
<td>1</td>
</tr>
<tr>
<td>LGST</td>
<td>Ethics and Social Responsibility</td>
<td>1</td>
</tr>
<tr>
<td>LGST</td>
<td>Law of Corporate Management and Finance</td>
<td>1</td>
</tr>
<tr>
<td>LGST</td>
<td>Real Estate Law</td>
<td>1</td>
</tr>
<tr>
<td>LGST</td>
<td>Innovation, Marketing Strategy, and Antitrust</td>
<td>1</td>
</tr>
<tr>
<td>LGST</td>
<td>The Sports Industry: Business and Legal Aspects</td>
<td>1</td>
</tr>
<tr>
<td>LGST</td>
<td>The Law at Work: Employment Law for Managers</td>
<td>1</td>
</tr>
<tr>
<td>LGST</td>
<td>Legal Aspects of Health Care</td>
<td>1</td>
</tr>
<tr>
<td>LGST</td>
<td>Environmental Management: Law &amp; Policy</td>
<td>1</td>
</tr>
<tr>
<td>LGST</td>
<td>Diversity and the Law</td>
<td>1</td>
</tr>
<tr>
<td>LGST</td>
<td>Constitutional Law and Free Enterprise</td>
<td>1</td>
</tr>
</tbody>
</table>

Legal Studies & History, Minor

The University of Pennsylvania’s Wharton School and the College of Arts and Sciences are pleased to offer a unique program of study for undergraduate students that enables them to explore multiple perspectives on law as an inter-school supplement to their major field of study.

For more information: https://lgst.wharton.upenn.edu/minor-in-legal-studies-and-history/
foundations of mathematics remained an important source for scientific developments in logic through the epochal results of Gödel in 1930 and 1931, which indicated both the scope and limits of the mechanization of mathematical reasoning. The great burst of scientific activity occasioned by Gödel’s results led directly to Turing’s mathematical characterization of mechanical computation in terms of simple devices, now known as Turing machines. The work of Gödel, Turing, and other logicians during the 1930s laid the scientific foundations for the revolution in computer and information technology that began in the last half of the twentieth century and continues today.

The Logic, Information, and Computation Program offers students the opportunity to engage in a systematic, integrative program of study within the School of Arts and Sciences. Logic remains one of the core disciplines in investigations of information and computation. Indeed, logic is playing a major role in advances in computer security, database technology, networking, and software engineering. Moreover, logic has expanded its role within mathematics beyond foundational studies and now enjoys rich connections with areas as diverse as algebra, analysis, and combinatorics. In light of the current importance of the investigation of computation and information from both a scientific and technological point of view, the Major and Minor in Logic, Information, and Computation will provide students with a strong background to pursue computational aspects of the natural, biological, and social sciences and prepare them for careers in information technology.

For more information: http://logic.sas.upenn.edu/program.html

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics Requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
<td>1</td>
</tr>
<tr>
<td>MATH 115</td>
<td>Calculus, Part II with Probability and Matrices or MATH 114</td>
<td>Calculus, Part II</td>
</tr>
<tr>
<td>Logic, Info, &amp; Computation Requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LGIC 010</td>
<td>Formal Logic I</td>
<td>1</td>
</tr>
<tr>
<td>LGIC 210</td>
<td>Applied Mathematics of Information and Computation I</td>
<td>1</td>
</tr>
<tr>
<td>or MATH 340</td>
<td>Discrete Mathematics I</td>
<td>1</td>
</tr>
<tr>
<td>Select one of the following:</td>
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<td></td>
</tr>
<tr>
<td>LGIC 310</td>
<td>Introduction to Logic and Computability</td>
<td>1</td>
</tr>
<tr>
<td>MATH 570</td>
<td>Introduction to Logic and Computability</td>
<td>1</td>
</tr>
<tr>
<td>PHIL 410</td>
<td>Introduction to Logic and Computability</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 3 course units of Electives</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

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Mathematics, Minor

At the core of modern theoretical science, mathematics has historically provided an expressive language as well and theoretical framework for advances in the physical sciences. It has since become central in the life and social sciences and computer science. Mathematics at Penn embraces traditional core areas of mathematics as well as developing areas (Penn is one of the world’s leading centers in the application of logic to theoretical computer science). The goals of the major program are to assist students in acquiring both an understanding of mathematics and an ability to use it. The mathematics major provides a solid foundation for graduate study in mathematics as well as background for study in economics, the biological sciences, the physical sciences and engineering, as well as many non-traditional areas.


Review the math minor first by visiting, http://www.math.upenn.edu/ugrad/minor.html. Below is a planning tool that is meant to help you but does not replace the web and adviser visit requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
<td>1</td>
</tr>
<tr>
<td>MATH 114</td>
<td>Calculus, Part II</td>
<td>1</td>
</tr>
<tr>
<td>or MATH 115</td>
<td>Calculus, Part II with Probability and Matrices</td>
<td>1</td>
</tr>
<tr>
<td>MATH 240</td>
<td>Calculus, Part III</td>
<td>1</td>
</tr>
</tbody>
</table>

Algebra Requirement

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 312</td>
<td>Linear Algebra</td>
<td>1</td>
</tr>
<tr>
<td>MATH 313</td>
<td>Computational Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>MATH 350</td>
<td>Number Theory</td>
<td>1</td>
</tr>
<tr>
<td>MATH 370</td>
<td>Algebra</td>
<td>1</td>
</tr>
<tr>
<td>MATH 502</td>
<td>Abstract Algebra</td>
<td>1</td>
</tr>
</tbody>
</table>

Mathematics Electives or a Cognate

Select 3 course units of Math Electives or a Cognate 1

The following courses may be eligible for the Minor but carry certain restrictions: 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 430</td>
<td>Probability</td>
<td>1</td>
</tr>
<tr>
<td>STAT 431</td>
<td>Statistical Inference</td>
<td>1</td>
</tr>
<tr>
<td>STAT 510</td>
<td>Probability</td>
<td>1</td>
</tr>
<tr>
<td>ECON 103</td>
<td>Statistics for Economists</td>
<td>1</td>
</tr>
<tr>
<td>ECON 104</td>
<td>Econometrics</td>
<td>1</td>
</tr>
<tr>
<td>ECON 222</td>
<td>Advanced Econometric Techniques and Applications</td>
<td>1</td>
</tr>
<tr>
<td>ESE 301</td>
<td>Engineering Probability</td>
<td>1</td>
</tr>
<tr>
<td>ESE 302</td>
<td>Engineering Applications of Statistics</td>
<td>1</td>
</tr>
<tr>
<td>ESE 530</td>
<td>Elements of Probability Theory</td>
<td>1</td>
</tr>
<tr>
<td>ESE 674</td>
<td>Information Theory</td>
<td>1</td>
</tr>
<tr>
<td>ENM 503</td>
<td>Introduction to Probability and Statistics</td>
<td>1</td>
</tr>
</tbody>
</table>

Medical Sociology, Minor

The Medical Sociology minor gives students the opportunity to engage in the sociological study of medicine and the health of populations. A sociological perspective on medicine allows students to critically engage with the social and cultural framing of what is defined as “illness”; the structural factors that may contribute to those illnesses; and the interactive dynamics between healthcare providers and patients.

Students will be able to critically connect the organization of social groups with the profession of medicine, the practice of medical care, and the social factors that contribute to sickness and well-being. Students who complete this minor will have a theoretical foundation in Sociology, and a dynamic perspective on health and healthcare in the world today.

For more information: https://sociology.sas.upenn.edu/medicalsociologyminor (https://sociology.sas.upenn.edu/medicalsociologyminor/)

- Bioethics and Medical Sociology minors cannot double count more than 1 course unit.
- HSOC majors and Medical Sociology minors cannot double count more than 1 course unit.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 001</td>
<td>Introduction to Sociology</td>
<td>1</td>
</tr>
<tr>
<td>SOCI 100</td>
<td>Sociological Research Methods</td>
<td>1</td>
</tr>
<tr>
<td>SOCI 175</td>
<td>Medical Sociology</td>
<td>1</td>
</tr>
</tbody>
</table>

Advanced Methods Course

Select 1 course unit of Advanced Methods course 1

Substantive Course

Select 1 course unit of Substantive course 1

Sociology or Related Course

Select 1 course unit of Sociology or related course 1

Total Course Units 6

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Modern Middle Eastern Studies, Minor

The interdisciplinary Modern Middle Eastern Studies degree is designed to allow students to specialize in the Middle East as a region of the world and human experience by combining course work using both social scientific and humanistic approaches, underpinned by relevant language skills. Students will work with faculty committed to supporting interdisciplinary, applied, research-oriented advanced study. The minor gives students opportunities to work on problems of politics, policy, history, ideology, social thought, economic development, and international relations.

For more information: https://www.sas.upenn.edu/mec/programs/mmes

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>Select 2 course units of Humanities courses</td>
<td>2</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Select 2 course units of Social Sciences courses</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>Select 2 course units of Electives</td>
<td>2</td>
</tr>
<tr>
<td>Total Course Units</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

1 May include two language courses - in a single language.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Music: Jazz and Popular Music, Minor

There are two paths of study for the Music minor. One flexible path allows students to draw together five courses on a wide array of topics in History, Theory, and Ethnomusicology. The other path is the Interdisciplinary minor in Jazz and Popular Music studies, which is intended for students who wish to integrate their interest in music in the contemporary world and in academically-based community service as a form of learning. This minor is also for music majors who wish to include knowledge of jazz and popular music performance into their degrees.

For more information: https://www.sas.upenn.edu/music/undergraduate

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Requirements</td>
<td>Select 2 of the following:</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 035/AFRC 077</td>
<td>Jazz Style and History</td>
<td></td>
</tr>
<tr>
<td>MUSC 044</td>
<td>Thinking About Popular Music</td>
<td></td>
</tr>
<tr>
<td>MUSC/AFRC 050/ FOLK 022/ ANTH 022</td>
<td>World Musics and Cultures</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>Select 4 of the following courses in performance, history and culture or the music industry.</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 054</td>
<td>Sounding Poetry: Music and Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 080</td>
<td>Literatures of Jazz</td>
<td></td>
</tr>
<tr>
<td>ENGL 081</td>
<td>African-American Literature</td>
<td></td>
</tr>
<tr>
<td>MUSC 047</td>
<td>That's My Song!: Musical Genre as Social Contract</td>
<td></td>
</tr>
<tr>
<td>MUSC 051</td>
<td>Music of Africa</td>
<td></td>
</tr>
<tr>
<td>MUSC 056</td>
<td>Seeing/Hearing Globally: Knowing People, Culture, and Places through Travel</td>
<td></td>
</tr>
<tr>
<td>MUSC 135</td>
<td>Introduction to the Music Life in America</td>
<td></td>
</tr>
<tr>
<td>MUSC 150</td>
<td>Introduction to Ethnomusicology</td>
<td></td>
</tr>
<tr>
<td>MUSC 235/AFRC 147/ FOLK 106</td>
<td>Studies in African-American Music</td>
<td></td>
</tr>
</tbody>
</table>

2020-21 Catalog | Generated 09/18/20
MUSC 256/
AFRC 253/
ANTH 263/
FOLK 253  
Music and Performance of Africa

MUSC 257/
AFRC 258/
LALS 258  
Caribbean Music and Diaspora

MUSC 258/
LALS 158  
Latin American Music

MUSC 275  
Electronic Music

MUSC 277  
Recording Music: Theory & Methods

COMM 123  
Critical Approaches to Popular Culture

ENGL 274  
Topics In Contemporary American Literature

SOCI 137  
The Sociology of Media and Popular Culture

THAR 271  
American Musical Theatre

THAR 285  
Presenting the Arts: Theatre Management

Only 1 C.U. in Performance coursework may be used toward minor elective requirements from the list below:

MUSC 007  
Ensemble Performance (0.5 c.u. per semester)

MUSC 010  
Marian Anderson Performance Program (0.5 c.u. per semester)

MUSC 011  
Marian Anderson Group Performance Program (0.5 c.u. per semester)

SAST 104  
Beginning Tabla I

SAST 105  
Beginning Tabla II

SAST 106  
Beginning Sitar I

SAST 107  
Beginning Sitar II

Total Course Units 6

1 Only 1 course unit of performance coursework may be used toward minor electives. Consult with the Minor advisor.

2 If MUSC 007 Ensemble Performance (0.5 course unit) is chosen as an elective, additional semesters are required.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Native American and Indigenous Studies, Minor**

The Native American and Indigenous Studies (NAIS) Initiative at Penn features an inter-disciplinary Minor that focuses on the cultures and histories of Native Americans, First Nations, and other Indigenous peoples. Students can explore a diverse range of topics, including cross-cultural historical encounters, heritage landscapes, language recovery, cultural performance, law and sovereignty, museum anthropology, archaeology, decolonizing methods, and more. Many NAIS courses are cross-listed in more than one department (e.g., Anthropology, History). NAIS Faculty often use comparative case studies of Indigenous communities in different world settings, past and present, to illuminate current issues, locally and globally.

For more information: https://nais.sas.upenn.edu/

NAIS courses must be taken for a grade (not pass/fail). Students must achieve a grade no lower than a C in each course.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
</table>
| MUSC 257/
AFRC 258/
LALS 258  | Latin American Music                            |              |
| MUSC 275  | Electronic Music                                |              |
| MUSC 277  | Recording Music: Theory & Methods              |              |
| MUSC 350  | Seminar in Ethnomusicology                     |              |
| COMM 123  | Critical Approaches to Popular Culture         |              |
| ENGL 274  | Topics In Contemporary American Literature      |              |
| SOCI 137  | The Sociology of Media and Popular Culture     |              |
| THAR 271  | American Musical Theatre                        |              |
| THAR 285  | Presenting the Arts: Theatre Management        |              |
| MUSC 007  | Ensemble Performance (0.5 c.u. per semester)    |              |
| MUSC 010  | Marian Anderson Performance Program (0.5 c.u. per semester) | |
| MUSC 011  | Marian Anderson Group Performance Program (0.5 c.u. per semester) | |
| SAST 104  | Beginning Tabla I                              |              |
| SAST 105  | Beginning Tabla II                             |              |
| SAST 106  | Beginning Sitar I                              |              |
| SAST 107  | Beginning Sitar II                             |              |

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Near Eastern Languages & Civilizations: Ancient Near East, Minor**

This minor explores the cultures of the ancient Near East, including Mesopotamian, Egyptian, Israelite, Hittite and Persian civilizations. Along with gaining familiarity with an ancient Near Eastern language, coursework includes history, religion and archaeology of the ancient Near East.

For more information: http://www.sas.upenn.edu/nelc/undergrad_programs/nelc_minor.html

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
</table>
| MUSC 257/
AFRC 258/
LALS 258  | Latin American Music                            |              |
| MUSC 275  | Electronic Music                                |              |
| MUSC 277  | Recording Music: Theory & Methods              |              |
| MUSC 350  | Seminar in Ethnomusicology                     |              |
| COMM 123  | Critical Approaches to Popular Culture         |              |
| ENGL 274  | Topics In Contemporary American Literature      |              |
| SOCI 137  | The Sociology of Media and Popular Culture     |              |
| THAR 271  | American Musical Theatre                        |              |
| THAR 285  | Presenting the Arts: Theatre Management        |              |
| MUSC 007  | Ensemble Performance (0.5 c.u. per semester)    |              |
| MUSC 010  | Marian Anderson Performance Program (0.5 c.u. per semester) | |
| MUSC 011  | Marian Anderson Group Performance Program (0.5 c.u. per semester) | |
| SAST 104  | Beginning Tabla I                              |              |
| SAST 105  | Beginning Tabla II                             |              |
| SAST 106  | Beginning Sitar I                              |              |
| SAST 107  | Beginning Sitar II                             |              |
| NELC 101/
ANCH 025/
HIST 024  | Introduction to the Ancient Near East          |              |

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

1 Please check the online description of the minor for the possible combinations of ancient language courses that can fulfill this requirement.
The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Near Eastern Languages & Civilizations: Arabic & Hebrew Studies, Minor

This minor explores the inter-relationships between Arabic and Hebrew cultures within the modern and/or medieval periods. Emphasis is paced on language facility in Arabic and/or Hebrew, alongside courses in history, religion, literature and culture.

For more information: http://www.sas.upenn.edu/nelc/undergrad_programs/nelc_minor.html

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Requirements</td>
<td>Language Requirement</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Concentration Requirement</td>
<td>4</td>
</tr>
<tr>
<td>Total Course Units</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

1 Normally fulfilled by 2nd-year level of Arabic and Hebrew. If already proficient in one language, you must choose the other language.
2 Must include courses on Arabic and Hebrew cultures: modern and/or medieval in history, literature and religion. NOTE: No more than one PSCI course may be taken as an elective.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Near Eastern Languages & Civilizations: Hebrew & Judaica, Minor

This concentration explores Hebrew culture from the Biblical through the Rabbinic and Medieval periods, and into modern times. Emphasis is on gaining facility in use of Hebrew language alongside courses in history, religion, literature and culture.

For more information: http://www.sas.upenn.edu/nelc/undergrad_programs/nelc_minor.html

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Requirements</td>
<td>Language Requirement</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Concentration Requirement</td>
<td>4</td>
</tr>
<tr>
<td>Total Course Units</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

1 With proficiency in Hebrew before entering Penn, the minor may be fulfilled with 6 course units.
2 At least 2 course units must be in the study of Hebrew texts from any two areas: Biblical, Rabbinic or Medieval, and Modern Hebrew literature.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Near Eastern Languages & Civilizations: Persian Language & Literature, Minor

This concentration explores Persian and Iranian culture from the premodern to the modern periods as well as in the context of Islamic Civilization.

For more information: http://www.sas.upenn.edu/nelc/undergrad_programs/nelc_minor.html

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Requirements</td>
<td>Language Requirement</td>
<td>4</td>
</tr>
</tbody>
</table>
Neuroscience, Minor

Neuroscience (formerly Biological Basis of Behavior) is an interdisciplinary program in which students explore the relationship between behavior (both human and animal) and its organic bases. The Program offers courses in virtually all areas of neuroscience ranging from cellular neurobiology to cognitive neuropsychology and integrates these basic interdisciplinary courses with basic science requirements in biology, chemistry and psychology. Students also engaged in supervised research in areas as diverse as molecular neurobiology, chemical neuroanatomy, visual sciences and behavioral ecology.

For more information: http://www.sas.upenn.edu/bbb/requirements/minor/

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Requirement</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Concentration Requirement</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total Course Units</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

1 This requirement must be fulfilled in Persian.
2 Culture courses to be chosen in consultation with the advisor.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Nutrition, Minor

Jointly sponsored by the Schools of Nursing and Arts and Sciences, the Nutrition Minor presents a broad view of the field, and illustrates the pervasiveness of nutrition-related issues in such diverse fields as anthropology, economics, folklore, history, physiology, psychology, health care and public policy.

For more information: https://www.nursing.upenn.edu/nutrition-minor/

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 1 course unit from each Core A, B and C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core A - Basic Nutrition:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 065</td>
<td>Fundamentals of Nutrition</td>
<td>1</td>
</tr>
<tr>
<td>or NURS 112</td>
<td>Nutrition: Science &amp; Applications</td>
<td></td>
</tr>
<tr>
<td>Core B - Scientific Basis of Nutrition:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following Options:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option 1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 068</td>
<td>Integrated Cell Biology and Microbiology</td>
<td></td>
</tr>
<tr>
<td>Option 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 017</td>
<td>The Biology of Food</td>
<td></td>
</tr>
<tr>
<td>BIOL 101</td>
<td>Introduction to Biology A</td>
<td></td>
</tr>
<tr>
<td>BIOL 121</td>
<td>Introduction to Biology - The Molecular Biology of Life</td>
<td></td>
</tr>
<tr>
<td>Core C - Advanced Nutrition:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 524</td>
<td>Advanced Human Nutrition and Micronutrient Metabolism</td>
<td>1.0</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
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</tr>
<tr>
<td>Select 3 course units of Electives</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Course Units</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

1 It is strongly recommended that Core A & B courses be taken prior to the Elective courses.
2 See website (http://www.nursing.upenn.edu/nutrition-minor/plans-of-study/) for list of approved elective courses.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Philosophy, Minor

Philosophy seeks to illuminate fundamental aspects of the world, of our relation to and knowledge of the world, and of our own nature as rational, purposive, and social beings. The study of philosophy aims at an appreciation of the ways this enterprise has been, is, and might be approached. It also provides a vantage point for reflecting on the nature and achievement of other disciplines, such as science, the arts, and the humanities. Philosophical topics can be divided roughly into practical (ethics, politics, aesthetics) and theoretical (epistemology, metaphysics, mind, and logic). The Philosophy Minor requires a Philosophy balanced selection of courses in the various fields of philosophy and its history.

### Physics, Minor

The aim of physicists is to discover the most fundamental principles of nature. Their tools are mathematics and experiment. The physical world as we perceive it is very complex, yet the principles of physics are inherently simple. A physicist’s forte is the ability to analyze a problem, reduce its complexity, and arrive at an understanding of the underlying patterns of nature in terms of simple relationships among constituent elements. Learning to do this gives Physics minors an intellectual versatility that can serve them well in a variety of future activities ranging from research and teaching in Physics or related sciences to careers in law, the health professions, and high-technology companies.

For more information: [http://www.physics.upenn.edu/undergraduate/physics-astronomy-major/#minor](http://www.physics.upenn.edu/undergraduate/physics-astronomy-major/#minor)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distribution Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 1 course unit each from three of the following categories:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History of Philosophy</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Logic/Philosophy of Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Epistemology/Metaphysics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethics/Political Philosophy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 2 course units of Level Requirements at 200 or above</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select up to 3 course units of Electives</td>
<td></td>
<td>1-3</td>
</tr>
<tr>
<td>Total Course Units</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Political Science, Minor

The Political Science Department’s course offerings span the discipline of political science, from American political institutions, to the politics of world regions, the emergence of a new international order, and recent and ancient political ideas. The Department’s curriculum is divided into the four standard fields of American politics, comparative politics, international relations, and political theories. There are also other opportunities for study in political processes of elections and communications and public policy. A minor involves one introductory political science course and five political science electives.

For more information: [http://www.sas.upenn.edu/polisci/node/867](http://www.sas.upenn.edu/polisci/node/867)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Science Core Requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>PSCI 110</td>
<td>Introduction to Comparative Politics</td>
<td></td>
</tr>
<tr>
<td>PSCI 130</td>
<td>Introduction to American Politics</td>
<td></td>
</tr>
<tr>
<td>PSCI 150</td>
<td>Introduction to International Relations</td>
<td></td>
</tr>
<tr>
<td>PSCI 180</td>
<td>Ancient Political Thought</td>
<td></td>
</tr>
<tr>
<td>or PSCI 181</td>
<td>Modern Political Thought</td>
<td></td>
</tr>
<tr>
<td>Other Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 5 course units of PSCI courses</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Total Course Units</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

1 4 course units must be taken in PSCI Dept at U of P.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Psychoanalytic Studies, Minor

Psychoanalytic ideas provide a coherent basis for understanding how people feel and think, and how they function as individuals and in groups. These ideas, centered on unconscious emotional processes and human relationships, continue to evolve and develop. They form a bridge across many disciplines throughout the humanities, social sciences, and some of the natural sciences. Penn is now one of very few schools in the country (and the world) to offer the exciting opportunity of a minor in Psychoanalytic Studies.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option I - Recommended Minor</td>
<td></td>
<td>0-6</td>
</tr>
<tr>
<td>PHYS 150</td>
<td>Principles of Physics I: Mechanics and Wave Motion</td>
<td></td>
</tr>
<tr>
<td>PHYS 151</td>
<td>Principles of Physics II: Electromagnetism and Radiation</td>
<td></td>
</tr>
<tr>
<td>PHYS 230</td>
<td>Principles of Physics III: Thermal Physics and Waves</td>
<td></td>
</tr>
<tr>
<td>PHYS 250</td>
<td>Principles of Physics IV: Modern Physics</td>
<td></td>
</tr>
<tr>
<td>PHYS 280</td>
<td>Physical Models of Biological Systems</td>
<td></td>
</tr>
<tr>
<td>One course 300 level or above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option II - Individualized Minor</td>
<td></td>
<td>0-6</td>
</tr>
</tbody>
</table>
As it provides a unifying body of ideas, Psychoanalytic Studies comprises courses in many departments. The minor is designed in partnership with the Psychoanalytic Center of Philadelphia, and students who sign up for the minor also have the opportunity to meet monthly with a practicing psychoanalyst to learn about contemporary psychoanalytic theories and therapies. Students who complete six courses that count toward the minor as well as a series of meetings with a psychoanalytic mentor will receive both the minor on their transcript and a Certificate of Accomplishment from the Psychoanalytic Center of Philadelphia.

For more information: [http://web.sas.upenn.edu/psys/](http://web.sas.upenn.edu/psys/)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Requirements</td>
<td>Select 6 course units of courses approved by student’s adviser</td>
<td>6</td>
</tr>
<tr>
<td>Total Course Units</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

## Psychology, Minor

Studies in psychology introduce students to contemporary understandings of how organisms perceive, learn, think and interact with one another, how they develop, how they are motivated and how, individually and as members of species, they may be compared with one another. Psychology at Penn is a diverse discipline, with topics ranging from neuroscience to psychopathology.

The Minor in Psychology consists of six courses. It is intended to give the student a broad base in Psychology without the commitment to the full course load of the major. The requirements are therefore comparable to those of the major in type but reduced in number. At least three of the six required course units must be taken at Penn. In addition, students minoring in psychology must have a minimum of 3 PSYC courses that they count only towards the minor and not towards any other major or minor.

For more information: [https://psychology.sas.upenn.edu/penn-undergraduate-psychology/](https://psychology.sas.upenn.edu/penn-undergraduate-psychology/)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 001</td>
<td>Introduction to Experimental Psychology</td>
<td>1</td>
</tr>
<tr>
<td>Distribution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 109</td>
<td>Introduction to Brain and Behavior</td>
<td>1</td>
</tr>
<tr>
<td>or PSYC 127</td>
<td>Physiology of Motivated Behaviors</td>
<td></td>
</tr>
<tr>
<td>or PSYC 149</td>
<td>Cognitive Neuroscience</td>
<td></td>
</tr>
<tr>
<td>I. Biological Basis of Behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Cognitive Basis of Behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Course Units</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Required: A minimum GPA of 2.0 in the minor upon graduation.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

## Religious Studies, Minor

The Religious Studies minor is a great way to gain background in the scholarly study of religion in order to supplement or enhance major studies in other fields like Jewish Studies, History, Anthropology, Art History, Psychology, Political Science, or even Nursing, Engineering, Pre-Med, Pre-Law, and Business. Students in Wharton or the College of Nursing have taken a Religious Studies minor to gain some fluency in matters of business ethics, bio-ethics, cross-cultural analysis, inter-religious affairs, and the like.

Every minor program must include six courses in at least two different religious traditions. At least two of the six courses must be taken with core Department faculty. Students wishing to focus on an individualized topic may work out a program with the Undergraduate Chair. RELS also offers many course options which can count towards College Sector requirements, which makes it easier to incorporate the RELS minor into a typical undergraduate course-load.

For more information: [https://www.sas.upenn.edu/religious_studies/undergraduate/minor/](https://www.sas.upenn.edu/religious_studies/undergraduate/minor/)
Russian and East European Studies: Russian Culture and History, Minor

The Department of Slavic Languages and Literatures offers programs in Russian and, with the support of the Penn Language Center, courses in the Czech and Polish languages. The department also offers a series of courses for students who have spoken Russian at home and wish to gain literacy and/or improve their language skills or to pursue the study of Russian literature and culture in Russian. Students of Russian at Penn are invited to reside in the Russian House (which brings together students interested in daily use of the language) and encouraged to spend a semester of study abroad.

For more information: [http://ccat.sas.upenn.edu/slavic/](http://ccat.sas.upenn.edu/slavic/)

### Minor Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELS 003</td>
<td>Religion and Literature</td>
<td>1</td>
</tr>
<tr>
<td>or RELS 004</td>
<td>Art and Religion</td>
<td></td>
</tr>
<tr>
<td>Select 1 course unit of any RELS Arts/Letters Elective</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Select 1 course unit of RELS Arts/Letters Elective at 200 or Above</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Select 1 course unit of Hist/Trad OR Society Elective course</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Select 2 course units of Elective, RELS or Other courses</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

### Total Course Units

6

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

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Russian and East European Studies: Russian Language, Literature and Culture, Minor

The Department of Slavic Languages and Literatures offers programs in Russian and, with the support of the Penn Language Center, courses in the Czech and Polish languages. The department also offers a series of courses for students who have spoken Russian at home and wish to gain literacy and/or improve their language skills or to pursue the study of Russian literature and culture in Russian. Students of Russian at Penn are invited to reside in the Russian House (which brings together students interested in daily use of the language) and encouraged to spend a semester of study abroad.

For more information: [https://rees.sas.upenn.edu/undergraduate/minor-russian-studies](https://rees.sas.upenn.edu/undergraduate/minor-russian-studies)

### Minor Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUSS 004</td>
<td>Intermediate Russian II (or literacy courses for Russian speakers or Equivalents)</td>
<td></td>
</tr>
</tbody>
</table>

### Language Requirement

Select two of the following courses taught in Russian:

- RUSS 048 The Rise and Fall of the Russian Empire, 1552-1917
- RUSS 136/ HIST 047 Portraits of Russian Society: Art, Fiction, Drama
- RUSS 187/ HIST 046 Portraits of Soviet Society: Literature, Film, Drama

### Core Requirement

Select 2 course units of Core Requirement courses

### Russian Related Courses

Select 2 Russian Related courses (History, Politics, Economics, etc.)

### Total Course Units

6

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Science, Technology and Society, Minor

Science, Technology & Society (STSC) examines the social contexts in which science and technology occur, the organizations of people and things that make up science and technology systems, and the social and cultural consequences of scientific and technological change over time. In a wide array of courses, STSC majors explore the relationship between scientific knowledge, technological innovations, technological systems, and society past and present.

For more information: https://hss.sas.upenn.edu/undergraduate/stsc-major/stsc-minor/

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>STSC 001</td>
<td>Emergence of Modern Science</td>
<td>1</td>
</tr>
<tr>
<td>STSC 003</td>
<td>Technology &amp; Society</td>
<td>1</td>
</tr>
<tr>
<td>Select 4 course units of STSC Elective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total Course Units</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Sociology, Minor

The Sociology Minor program allows students to get an introduction to major sociological concepts and theories, along with methods for sociological research, and a broad foundation of substantive, empirical, and theoretical knowledge rooted in the discipline.

For more information: https://sociology.sas.upenn.edu/sociologyminor/

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 001</td>
<td>Introduction to Sociology</td>
<td>1</td>
</tr>
<tr>
<td>Select 1 course unit of Sociological Theory</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>SOC 100</td>
<td>Sociological Research Methods</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>Select 3 course units of Electives</td>
<td>3</td>
</tr>
<tr>
<td>Total Course Units</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

South Asia Studies, Minor

South Asia Studies is an interdisciplinary field focusing on the history, languages, society, literature, and art from India, Pakistan, Bangladesh, Nepal, Sri Lanka, Afghanistan, and Bhutan. We are America’s oldest and arguably most distinguished South Asia regional studies program dealing with the past and contemporary life of one-fifth of the world’s population and teaching more languages than any other South Asian studies program in the US. Having a deep knowledge of the country set to outpace the US as the second largest economy in the world in an increasingly competitive global job market gives graduates a competitive edge over others with more generic skills. You don’t have to know anything about India or be South Asian to enjoy our great, flexible minor. So ask us about it today!

For more information: http://www.southasia.upenn.edu/undergraduate/major-and-minor-requirements/

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 2 course units of SAST 001 - SAST 008 or SAST Freshman or Writing Seminars</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>Select 4 course units of courses relevant to South Asia</td>
<td>4</td>
</tr>
<tr>
<td>Total Course Units</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Statistics, Minor

The aim of statistical modeling is to empower effective decision making, and the field’s unique contribution is its ability to incorporate multiple levels of uncertainty in the framing of wise decisions. Over the last few years, the development of new computational tools and the unprecedented evolution of “big data” have propelled statistical modeling to new levels. Today, statistical modeling and machine learning have reached a level of impact that no large organization can afford to ignore. The information landscape is changing as it has never changed before.

Students interested in this minor must have the prior approval of the Statistics Undergraduate Program Director, Professor Abraham Wyner (ajw@wharton.upenn.edu), to develop a curriculum for the minor that is appropriate for their interests. Wharton students are not eligible for this minor.

For more information: https://statistics.wharton.upenn.edu/programs/undergraduate/statistics-minor/
Statistics, Minor

This minor is for students outside of Wharton. Single-degree and dual-degree students with Wharton may pursue a statistics concentration instead.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 114</td>
<td>Calculus, Part II</td>
<td>1</td>
</tr>
<tr>
<td>or MATH 115</td>
<td>Calculus, Part II with Probability and Matrices</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAT 101</td>
<td>Introductory Business Statistics</td>
<td>1</td>
</tr>
<tr>
<td>&amp; STAT 102</td>
<td>and Introductory Business Statistics</td>
<td></td>
</tr>
<tr>
<td>STAT 111</td>
<td>Introductory Statistics</td>
<td></td>
</tr>
<tr>
<td>&amp; STAT 112</td>
<td>and Introductory Statistics</td>
<td></td>
</tr>
<tr>
<td>STAT 430</td>
<td>Probability</td>
<td></td>
</tr>
<tr>
<td>&amp; STAT 431</td>
<td>and Statistical Inference</td>
<td></td>
</tr>
<tr>
<td>ESE 301</td>
<td>Engineering Probability</td>
<td></td>
</tr>
<tr>
<td>&amp; ESE 402</td>
<td>and Statistics for Data Science</td>
<td></td>
</tr>
<tr>
<td>Core Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAT 430</td>
<td>Probability</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 2 course units of STAT courses</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Select 1 course unit of STAT or other approved course</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Additional Elective</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total Course Units</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

1. The statistics prerequisite may also be satisfied with 2 course units of Economic Statistics, such as ECON 103 and 104. These students do not need to take any other introductory courses, but they must take all upper-level course from within the Statistics Department.
2. Since STAT 430 Probability is also a core course, students who complete STAT 430 Probability and STAT 431 Statistical Inference as an introductory sequence must complete four additional electives for the minor.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Survey Research and Data Analytics, Minor

The Survey Research and Data Analytics minor is intended for students who wish to complement their primary area of study with an interdisciplinary focus on using data and survey methods for conducting research and evaluating programs, policies, and outcomes in the social sciences.

For more information: http://pores.upenn.edu/students/survey-research-data-analytics-minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSCI 130</td>
<td>Introduction to American Politics</td>
<td>1</td>
</tr>
<tr>
<td>PSCI 236/ PPE 312</td>
<td>Public Policy Process</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSCI 338</td>
<td>Statistical Methods PSCI</td>
<td>1</td>
</tr>
<tr>
<td>ECON 103</td>
<td>Statistics for Economists</td>
<td></td>
</tr>
<tr>
<td>ECON 104</td>
<td>Econometrics</td>
<td></td>
</tr>
<tr>
<td>PSCI/COMM 332</td>
<td>Survey Research &amp; Design</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 3 course units of Electives</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Course Units</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Sustainability and Environmental Management, Minor

The Sustainability and Environmental Management minor is focused on sustainability and it is designed to help students understand the nature of environmental constraints which face organizations and individuals in the modern world, and to understand how these constraints can be effectively considered as part of the decision-making process in for-profit and non-profit organizations.

For more information: https://www.sas.upenn.edu/earth/minors/sustainability-and-environmental-management-minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVS 100</td>
<td>Introduction to Environmental Science</td>
<td>1</td>
</tr>
<tr>
<td>EAS 401</td>
<td>Energy and Its Impacts: Technology, Environment, Economics, Sustainability</td>
<td>1</td>
</tr>
<tr>
<td>or EAS 403</td>
<td>Energy Systems and Policy</td>
<td></td>
</tr>
<tr>
<td>And take any 2 of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LGST 215</td>
<td>Environmental Management: Law &amp; Policy</td>
<td>2</td>
</tr>
<tr>
<td>BEPP 261</td>
<td>Risk Analysis and Environmental Management</td>
<td></td>
</tr>
<tr>
<td>BEPP 263</td>
<td>Environmental &amp; Energy Economics and Policy</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Theatre Arts, Minor

The Theatre Arts Program offers a six-course minor, with three courses that focus on academic approaches to the theatre, such as the study of dramatic literature, theory, history and criticism, and three that focus practical aspects of performance, such as acting, directing, designing, devising, and playwriting. English majors concentrating on drama will find courses that cross-list; a diverse group of students with a wide array of major fields of study find it possible to pursue their interest in Theatre Arts with a minor.

For more information: http://theatre.sas.upenn.edu

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minor Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Dramatic Literature, Theory or History</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 3 course units of Dramatic Literature, Theory or History courses</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Performance or Design</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 3 course units of Performance or Design courses</td>
<td>3</td>
</tr>
<tr>
<td>Total Course Units</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Urban Education, Minor

The Urban Education Minor is open to undergraduates in all disciplines, and requires seven CUs. Students choose from among three concentrations depending on interest in pursuing teaching certification or deepening one’s background in urban education policy: Elementary Education; Secondary Education; Urban Education Policy, Research, and Practice. Students in all three concentrations take three core courses. The additional four requirements vary depending on the track.

For more information: http://www.sas.upenn.edu/urban/students/urban-education-minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>URBS 202 Urban Education</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>or EDUC 202 Urban Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 1 Child or Adolescent Development course</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>URED Capstone 1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>The remaining 4 course units are specific to one of the following Tracks:</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Urban Education Policy, Research, and Practice Track</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 1 Urban Context course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 1 Teaching and Learning course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 1 ABCS course - related to Urban Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 1 of the following options to complete course #7:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Option 1: Policy Elective course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Option 2 : EDUC 535 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Option 3 : Select 1 Elective course 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Elementary Education Track</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 414 Children's Literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 421 Science in Elementary and Middle Schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or ENVS 421 Science in Elementary and Middle Schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 417 Reading/Language Arts in the Elementary School 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or EDUC 520 Literacy in Elementary/Middle Schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 418 Teaching and Learning Mathematics in Elementary Schools 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or EDUC 520 Literacy in Elementary/Middle Schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Secondary Education Track</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 1 Pedagogy &amp; Curriculum (ABCS) course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 1 Content Area (ABCS) course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 627 Teaching in the Middle and Secondary Schools 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or EDUC 629 Teaching English/Language and Literacy in Middle and Secondary Schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 657 Advanced Methods in Middle &amp; Secondary Education 4</td>
<td></td>
</tr>
</tbody>
</table>

Total Course Units 7

1. Taken as Senior Thesis course or an Independent Study
2. If you plan to sub-matric into the Master's Program in Elementary Education
3. If you plan to sub-matric into the Master's Program in Secondary Education, take any graduate course 'not' listed in the Secondary Education core
4. Includes two half-days in the field
5. Includes three half-days in the field
6. Requires Fall field placement
7. Requires Spring field placement

Urban Real Estate and Development, Minor

This minor, co-sponsored by Real Estate (Wharton) and Urban Studies (Arts and Sciences), is designed to enable students to combine an interest in Urban Studies and Real Estate Development. Students take
a total of seven Urban Studies and Real Estate courses, in consultation with the minor advisor.

For more information: http://www.sas.upenn.edu/urban/students/real-estate-development-minor (http://www.sas.upenn.edu/urban/students/real-estate-development-minor/)

Prequisite to taking any Wharton courses: ECON 001 Introduction to Micro Economics and ECON 002 Introductory Economics: Macro. Also, check prerequisites for Wharton courses and fulfill.)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>URBS 104</td>
<td>Transformations of Urban America: Making the Unequal Metropolis, 1945 to Today</td>
<td>2</td>
</tr>
<tr>
<td>URBS 204</td>
<td>Urban Law</td>
<td>1</td>
</tr>
<tr>
<td>URBS 210</td>
<td>The City</td>
<td>1</td>
</tr>
<tr>
<td>HIST 153</td>
<td>Transformations of Urban America: Making the Unequal Metropolis, 1945 to Today</td>
<td>2</td>
</tr>
</tbody>
</table>

Select two of the following REAL Core courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>REAL 204</td>
<td>Real Estate Law</td>
<td>1</td>
</tr>
<tr>
<td>REAL 215</td>
<td>Urban Real Estate Economics</td>
<td>1</td>
</tr>
<tr>
<td>REAL 230</td>
<td>Urban Fiscal Policy</td>
<td>1</td>
</tr>
</tbody>
</table>

Select 2 course units of Public Policy, Built Environment, or Urban Economics & Finance

Related Elective

Select 1 course unit of Related Elective

Field Work

URBS 300 Fieldwork Seminar (or Approved Alternative Work)

Total Course Units 6

1 Can be an Urban Studies course or an approved Urban related course.

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Liberal and Professional Studies

The College of Liberal and Professional Studies (LPS) is the home of lifelong learning at the University of Pennsylvania. Housed within the School of Arts and Sciences, we offer high school, undergraduate, post-baccalaureate, graduate, summer and online studies as well as customizable professional training with courses that span across disciplines.

Our outstanding students—engaged, curious and driven—come to Penn from all over the world with diverse academic and professional backgrounds. Whether you want to learn English while immersed in an Ivy League institution, join the global classroom in a MOOC, spend your summer abroad or start a new career, LPS offers the very best opportunities.

No matter where you are in life, or in the world—preparing for college, living overseas, working full-time, active in the military or studying on-campus—the College of Liberal and Professional Studies opens the Ivy League to you.

For more information: https://www.sas.upenn.edu/lps/undergraduate (https://www.sas.upenn.edu/lps/undergraduate/)

Undergraduate Programs

- Creative Studies, BAAS (p. 185)
- Data Analytics and Psychological Sciences, BAAS (p. 186)
- Data Analytics and Social Sciences, BAAS (p. 187)
- Fine Arts, BFA (p. 189)
- Individualized, BAAS (p. 189)
- Leadership and Communication, BAAS (p. 190)
- Literature, Culture and Tradition, BAAS (p. 191)
- Organizational Studies, BAAS (p. 193)
- Physical & Life Sciences, BAAS (p. 194)
Undergraduate Certificates
- Applied Positive Psychology, Certificate (p. 195)
- Climate Change, Certificate (p. 196)
- Creative Writing, Certificate (p. 197)
- Data Analytics, Certificate (p. 197)
- Leadership & Communication, Certificate (p. 198)
- Modern Middle East Studies, Certificate (p. 198)
- Neuroscience, Certificate (p. 199)
- Organizational Anthropology, Certificate (p. 200)
- Professional Writing, Certificate (p. 200)

Creative Studies, BAAS
By studying the transformative creations of others in the social, cultural, and historical contexts in which they were produced, you can nurture your own creative expression and develop a deeper understanding of the creative process in action. A concentration in Creative Studies offered by Penn LPS Online combines experiential and applied humanities through the study of the creative arts, expanding your ability to critically analyze, compare, and evaluate the meanings and significance of creativity as expressed across a variety of media. In this degree concentration, you engage in individual and collaborative creative writing and explore a range of creative accomplishments in fields including literature, cinema studies, theater, and other arts.

For more information: https://lpsonline.sas.upenn.edu/academics/bachelors-degree/baas-concentrations/creative-studies/

Curriculum
The Bachelor of Applied Arts and Sciences (BAAS) recognizes the power of an applied liberal arts education to provide students with strong communication skills, understanding of different cultures and perspectives, and the ability to apply their knowledge to nuanced, complex scenarios with insight, perspective, and empathy.

Overview of degree requirements
30 course units are required for the Bachelor of Applied Arts and Sciences degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundational Requirements</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Concentrations</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Total Course Units</td>
<td>30</td>
</tr>
</tbody>
</table>

BAAS students are only required to visit campus for two on-campus learning experiences, which may be as short as an extended weekend. In addition to core requirements, BAAS students complete a capstone project in their degree concentration as well as an e-portfolio.

Foundational requirements
The foundational requirements of the BAAS degree reflect the core competencies and values of Penn LPS Online: the skills and knowledge needed to understand and solve complex problems, the ability to communicate effectively with a wide variety of audiences and an appreciation for diverse cultures and traditions. Students can transfer a maximum of 4 course units of foundational courses from a regionally accredited institution. Our program team can also give a preliminary evaluation of transfer credits before students officially apply. Visit the Transfer Preparation & Policies (https://lpsonline.sas.upenn.edu/admissions/baas-admissions/transfer-preparation-policies/) page for more details.

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tr>
<td></td>
<td>Foundational Requirements</td>
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<td></td>
<td>Concentrations</td>
<td>12</td>
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<tr>
<td></td>
<td>Electives</td>
<td>10</td>
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<td></td>
<td>Total Course Units</td>
<td>30</td>
</tr>
</tbody>
</table>

* Must be taken at Penn

Concentrations
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<tr>
<th>Code</th>
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<tr>
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<tr>
<td></td>
<td>Creative Writing course block</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cinema Studies course block</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English Literature course block</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 6 additional courses *</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total Course Units</td>
<td>12</td>
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</table>

* With input from an academic advisor (up to 3 courses can transfer with advisor's approval).

** Creative Writing courses: https://lpsonline.sas.upenn.edu/academics/bachelors-degree/baas-course-blocks/creative-writing

Cinema Studies courses: https://lpsonline.sas.upenn.edu/academics/bachelors-degree/baas-course-blocks/cinema-studies

English Literature courses: https://lpsonline.sas.upenn.edu/academics/bachelors-degree/baas-course-blocks/english-literature
Electives

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E-portfolios and capstone requirements

Throughout the BAAS degree, students draw on their coursework to build a digital collection of materials, or e-portfolio. The e-portfolio is a powerful tool to ensure that academic studies are aligned with professional, personal and academic goals. Developing the e-portfolio provides students with the opportunity to reflect on selected assignments and how they can be applied to the broader context of their current and future careers. Students can share their e-portfolios with prospective and current employers to provide evidence of the skills and knowledge they have developed through coursework.

One advanced course in each concentration will require students to complete a final project, or capstone, in which they integrate learning and skills from across the full concentration. Capstone projects will be graded as a requirement of the course and also will serve as the final culminating artifact for students’ e-portfolios. Students will have the option to come to campus to present their final projects and receive face-to-face feedback from fellow students as well as the course instructor. Students who choose this option can use it to fulfill their elective on-campus learning experience requirement.

On-campus learning experience requirements

BAAS students are only required to visit campus for two on-campus learning experiences, which may be as short as an extended weekend. These face-to-face instructional experiences have been developed to provide students with opportunities for engagement with the Penn campus, while also providing students with choices for the experiences that best fit into their own schedules.

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Data Analytics and Psychological Sciences, BAAS

The Data Analytics and Psychological Sciences concentration offers the opportunity to improve your data literacy while developing strategies that support personal, organizational, and community well-being. In this degree concentration, you learn how well-being is measured, what activities can increase human flourishing, and how to apply analytical and statistical methods to effectively interpret and communicate data.

For more information: https://lpsonline.sas.upenn.edu/academics/bachelors-degree/baas-concentrations/data-analytics-and-psychological-sciences/
Concentrations

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<thead>
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<th>Code</th>
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<tr>
<td>APOP 100</td>
<td>Introduction to Positive Psychology</td>
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<tr>
<td>APOP 120</td>
<td>Positive Psychology</td>
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</tr>
<tr>
<td>APOP 200</td>
<td>Positive Psychology at Work</td>
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</tr>
<tr>
<td>APOP 300</td>
<td>The Scientific Method in Positive Psychology</td>
<td>1</td>
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</table>

Electives

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E-portfolios and capstone requirements

Throughout the BAAS degree, students draw on their coursework to build a digital collection of materials, or e-portfolio. The e-portfolio is a powerful tool to ensure that academic studies are aligned with professional, personal and academic goals. Developing the e-portfolio provides students with the opportunity to reflect on selected assignments and how they can be applied to the broader context of their current and future careers. Students can share their e-portfolios with prospective and current employers to provide evidence of the skills and knowledge they have developed through coursework.

Requirements

For more information: https://lpsonline.sas.upenn.edu/academics/bachelors-degree/baas-concentrations/data-analytics-and-social-sciences/
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<tr>
<td>Ethical Reasoning</td>
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<td>Select 1 Ethical Reasoning course</td>
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<td>Qualitative Analysis</td>
<td></td>
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<tr>
<td>Select 2 Qualitative Analysis courses</td>
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<td></td>
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<tr>
<td>Quantitative Analysis</td>
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<td>Select 2 Quantitative Analysis courses</td>
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<td>Scientific Process</td>
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<td>Select 1 Scientific Process course</td>
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<td>Select 1 Writing course</td>
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<tr>
<td>Cross-Cultural Interactions &amp; Diversity</td>
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<td>Select 1 Cross-Cultural Interactions &amp; Diversity course</td>
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**Concentrations**

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<tbody>
<tr>
<td><strong>Data Analytics</strong></td>
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<td></td>
</tr>
<tr>
<td>DATA 101 Introduction to Data Analytics</td>
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<td></td>
</tr>
<tr>
<td>DATA 301 Intermediate Data Analytics</td>
<td>1</td>
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</table>

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<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>DATA 310 Introduction to Statistical Methods</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>DATA 401 Advanced Data Analytics</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Writing</strong></td>
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<tr>
<td>PROW 200 Writing with Numbers</td>
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<td></td>
</tr>
<tr>
<td>PROW 201 Writing for Presentations and Public Speaking</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
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<tr>
<td>Select six additional courses in the Social Sciences</td>
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</tr>
<tr>
<td>Total Course Units</td>
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<td></td>
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</tbody>
</table>

* With input from your academic advisor, choose six additional Penn LPS Online courses (https://lpsonline.sas.upenn.edu/academics/courses/) in the social sciences to complete this degree concentration. Up to 3 of these courses can be transferred in with approval of your academic advisor.

**Electives**

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consult with their academic program regarding final certifications and requirements for graduation.

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**Fine Arts, BFA**

For nearly 100 years, the University of Pennsylvania has partnered with the Pennsylvania Academy of the Fine Arts to provide students with an unparalleled opportunity to pursue their artistic passions and intellectual pursuits in the Ivy League.

The Bachelor of Fine Arts offers self-motivated and committed students the chance to design a curriculum at the intersection of your interests. As a Penn BFA student, you have access to a broad range of more than 500 courses taught throughout the School of Arts and Sciences and more than 300 courses within the College of Liberal and Professional Studies, in more than 50 areas of study. The Bachelor of Fine Arts program prioritizes the power of personal connection—between students, teachers, and program staff.

For more information: https://www.sas.upenn.edu/lps/undergraduate/bfa (https://www.sas.upenn.edu/lps/undergraduate/bfa/)

**Curriculum**

As a Bachelor of Fine Arts (BFA) student, you’ll have access to a broad range of courses taught within the College of Liberal and Professional Studies and have choices from throughout the School of Arts and Sciences. Upon acceptance into the program, you will be assigned an advisor who will help you choose your coursework.

To earn the Bachelor of Fine Arts degree at Penn, you must complete the 90-credit, three-year program at PAFA, as well as a minimum of 16 course units (CU) at Penn.

Curriculum requirements at Penn include the completion of four course units chosen from within the History of Art Department and 12 free electives chosen from throughout the School of Arts and Sciences.

Participation in the joint Bachelor of Fine Arts degree program is a unique opportunity designed with specific curricular goals. As a result, some types of courses cannot be counted toward your degree. These include:

- Other Penn courses outside the School of Arts & Sciences (the School of Engineering and Applied Sciences, the Wharton School of Business, the School of Nursing, etc.)
- Studio-based courses offered by or cross-listed with the Fine Arts department at Penn
- Courses from any other educational institution

**Minors**

As a Bachelor of Fine Arts degree student, you may wish to complete a minor chosen from within the School of Arts and Sciences offerings. The number of courses required to complete a minor varies between departments but is usually between six and eight courses. If you would like to explore the possibility of minoring, please be sure to consult with your academic advisor in the College of Liberal Arts and an advisor in your minor department of interest. Once you have declared a minor, you will have a minor advisor assigned to you, who will provide guidance with appropriate course selection to meet requirements.

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**Individualized, BAAS**

The Bachelor of Applied Arts and Sciences is designed to meet your unique needs—including the ability to design your own degree concentration to develop the knowledge and skills you need to fulfill your life goals and career ambitions. While most BAAS degree concentrations are interdisciplinary, combining areas of study to encourage greater complexity and flexibility as you explore your interests, the Individualized Studies concentration goes a step further. With input from your academic advisor, you can combine courses from any three certificates or course blocks for a highly personalized learning experience.

**Curriculum**

Students in the Bachelor of Applied Arts and Sciences degree will choose a concentration to tailor their undergraduate education to specific personal and professional goals. Courses within each concentration may be taken in any order, unless prerequisites are specified.

Students must complete foundational courses for the Bachelor of Applied Arts and Sciences degree. In addition, students in the Individualized Studies degree concentration can work with an academic advisor to focus their studies toward any three certificates or course blocks; complete four courses in each of your selected course blocks for a total of 12 courses (12 CU*).

Take four courses from any three of the following course blocks:

- Applied Positive Psychology (https://lpsonline.sas.upenn.edu/academics/bachelors-degree/baas-course-blocks/applied-positive-psychology/)
- Cinema Studies (https://lpsonline.sas.upenn.edu/academics/bachelors-degree/baas-course-blocks/cinema-studies/)
- Classics (https://lpsonline.sas.upenn.edu/academics/bachelors-degree/baas-course-blocks/classics/)
- Climate Change (https://lpsonline.sas.upenn.edu/academics/bachelors-degree/baas-course-blocks/climate-change/)
- Creative Writing (https://lpsonline.sas.upenn.edu/academics/bachelors-degree/baas-course-blocks/creative-writing/)
- Data Analytics (https://lpsonline.sas.upenn.edu/academics/bachelors-degree/baas-course-blocks/data-analytics/)
- English Literature (https://lpsonline.sas.upenn.edu/academics/bachelors-degree/baas-course-blocks/english-literature/)
- Global Studies (https://lpsonline.sas.upenn.edu/academics/about-our-bachelors-degree/baas-course-blocks/global-studies/)
- Leadership and Communication (https://lpsonline.sas.upenn.edu/academics/bachelors-degree/baas-course-blocks/leadership-and-communication/)
- Mathematical Sciences (https://lpsonline.sas.upenn.edu/academics/bachelors-degree/baas-course-blocks/mathematical-sciences/)
- Modern Middle East Studies (https://lpsonline.sas.upenn.edu/academics/bachelors-degree/baas-course-blocks/modern-middle-eastern-studies/)
Leadership and Communication, BAAS

The Leadership and Communication concentration is an exciting skills-building and career-enhancing program designed by distinguished, award-winning Ivy League academic experts and researchers in consultation with top executives and leaders from the real worlds of business, government, and the nonprofit sector. An Ivy League degree path to effective, ethical and career-boosting leadership (subheading – same size as ‘Overview of degree requirements’ below). Drawing expertly on the social sciences, humanities, and data sciences, each of the twelve Leadership and Communication courses is scheduled especially for working adults and taught by dedicated and experienced Penn-affiliated scholars. Each Leadership and Communication course brings you one step closer to having the intellectual understanding and professional skills needed for effective, ethical, career-boosting leadership and communication. Each course meets for eight weeks in an accelerated semester format. The curriculum is divided into four parts: Leadership Foundations; Leading Across Sectors; Leading Positively; and Global Leadership.

For more information: https://lpsonline.sas.upenn.edu/academics/bachelors-degree/baas-concentrations/leadership-and-communication

The Bachelor of Applied Arts and Sciences (BAAS) recognizes the power of an applied liberal arts education to provide students with strong communication skills, understanding of different cultures and perspectives, and the ability to apply their knowledge to nuanced, complex scenarios with insight, perspective, and empathy.

Overview of degree requirements

30 course units are required for the Bachelor of Applied Arts and Sciences degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>Requirements</td>
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<tr>
<td>Foundational Requirements</td>
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<tr>
<td>Concentrations</td>
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<td>Foundational Requirements</td>
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<tr>
<td>Ethical Reasoning</td>
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<tr>
<td>Select 1 Ethical Reasoning course</td>
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<tr>
<td>Qualitative Analysis</td>
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<td>Select 2 Qualitative Analysis courses</td>
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<tr>
<td>Select 1 Scientific Process course</td>
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<tr>
<td>Writing</td>
<td></td>
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Literature, Culture and Tradition, BAAS
The humanities and social sciences help us to understand cultures through historical and contemporary lenses. In the Literature, Culture, and Tradition concentration, offered by Penn LPS Online, you study and analyze the worldviews of different cultures, exploring cultural change and continuity over time and place. Through historical, literary, and cultural analysis of sources and artifacts, you develop research skills and learn to evaluate complex cultures and scenarios. You also apply the same analytical approaches to gain critical insights into current world challenges.

For more information: https://lpsonline.sas.upenn.edu/academics/bachelors-degree/physics-concentrations/literature-culture-and-tradition/

Curriculum
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<td></td>
<td>Scientific Process</td>
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<td></td>
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<td>1</td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

* Must be taken at Penn

**Concentrations**
Just as a college major serves to focus your studies during a four-year degree, the BAAS concentrations enable students to tailor their undergraduate education to specific personal and professional goals. Concentrations progress from introductory-level courses to higher-level courses so that students develop skills and knowledge with greater complexity as they move through the curriculum. Many concentrations are interdisciplinary, to provide students with opportunities to explore their areas of interest from multiple perspectives and develop a flexible approach to solving complex problems in professional as well as academic contexts.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Literature, Culture, and Tradition Concentration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 4 courses each in 2 of the following course blocks:</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Classics course block</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creative Writing course block</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English Literature course block</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Global Studies course block</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modern Middle East Studies course block</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Music course block</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Religion and Culture course block</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Course Units</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

* With input from an academic advisor.

**Electives**
Electives are courses that do not apply toward your foundational or degree concentration requirements. You may choose to deepen your field of study by taking additional classes within your concentration, develop a new skill by completing all of the courses within a course block outside of your degree concentration, or discover new interests and abilities by taking individual courses that appeal to your interests. Students choose 10 electives from any of Penn LPS Online’s areas of study. Transfer students can apply a maximum of 8 course units from a regionally accredited institution toward this requirement.

**E-portfolio and capstone requirements**
Throughout the BAAS degree, students draw on their coursework to build a digital collection of materials, or e-portfolio. The e-portfolio is a powerful tool to ensure that academic studies are aligned with professional, personal and academic goals. Developing the e-portfolio provides students with the opportunity to reflect on selected assignments and how they can be applied to the broader context of their current and future careers. Students can share their e-portfolios with
prospective and current employers to provide evidence of the skills and knowledge they have developed through coursework.

One advanced course in each concentration will require students to complete a final project, or capstone, in which they integrate learning and skills from across the full concentration. Capstone projects will be graded as a requirement of the course and also will serve as the final culminating artifact for students’ e-portfolios. Students will have the option to come to campus to present their final projects and receive face-to-face feedback from fellow students as well as the course instructor. Students who choose this option can use it to fulfill their elective on-campus learning experience requirement.

On-campus learning experience requirements

BAAS students are only required to visit campus for two on-campus learning experiences, which may be as short as an extended weekend. These face-to-face instructional experiences have been developed to provide students with opportunities for engagement with the Penn campus, while also providing students with choices for the experiences that best fit into their own schedules.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Organizational Studies, BAAS

The Organizational Studies concentration offered by Penn LPS Online provides you with the critical and interpersonal skills required to work effectively in any professional context. Through integrated and applied courses in writing, speaking, and group dynamics, you learn to identify your communication goals, understand your audience, and adapt your messaging and strategy to achieve a successful outcome. To meet the challenges of today’s complex work environments, you also develop the skills to build and work effectively in diverse teams, both in physical and virtual professional environments.

For more information: https://lpsonline.sas.upenn.edu/academics/bachelors-degree/baas-concentrations/organizational-studies/ (https://lpsonline.sas.upenn.edu/academics/bachelors-degree/baas-concentrations/organizational-studies/)

Curriculum

The Bachelor of Applied Arts and Sciences (BAAS) recognizes the power of an applied liberal arts education to provide students with strong communication skills, understanding of different cultures and perspectives, and the ability to apply their knowledge to nuanced, complex scenarios with insight, perspective, and empathy.

Overview of degree requirements

30 course units are required for the Bachelor of Applied Arts and Sciences degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundational Requirements</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Concentrations</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Total Course Units</td>
<td>30</td>
</tr>
</tbody>
</table>

BAAS students are only required to visit campus for two on-campus learning experiences, which may be as short as an extended weekend. In addition to course requirements, BAAS students complete a capstone project in their degree concentration as well as an e-portfolio.

Foundational requirements

The foundational requirements of the BAAS degree reflect the core competencies and values of Penn LPS Online: the skills and knowledge needed to understand and solve complex problems, the ability to communicate effectively with a wide variety of audiences and an appreciation for diverse cultures and traditions. Students can transfer a maximum of 4 course units of foundational courses from a regionally accredited institution. Our program team can also give a preliminary evaluation of transfer credits before students officially apply. Visit the Transfer Preparation & Policies (https://lpsonline.sas.upenn.edu/admissions/baas-admissions/transfer-preparation-policies/) page for more details.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foundational Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethical Reasoning</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Select 1 Ethical Reasoning course</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Qualitative Analysis</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Select 2 Qualitative Analysis courses</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Quantitative Analysis</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Select 2 Quantitative Analysis courses</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Scientific Process</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Select 1 Scientific Process course</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Select 1 Writing course*</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Cross-Cultural Interactions &amp; Diversity</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Select 1 Cross-cultural Interactions &amp; Diversity course</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total Course Units</td>
<td>8</td>
</tr>
</tbody>
</table>

* Must be taken at Penn

Concentrations

Just as a college major serves to focus your studies during a four-year degree, the BAAS concentrations enable students to tailor their undergraduate education to specific personal and professional goals. Concentrations progress from introductory-level courses to higher-level courses so that students develop skills and knowledge with greater complexity as they move through the curriculum. Many concentrations are interdisciplinary, to provide students with opportunities to explore their areas of interest from multiple perspectives and develop a flexible approach to solving complex problems in professional as well as academic contexts.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Organizational Studies Concentration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 4 courses from the Applied Positive Psychology course block*</td>
<td>4</td>
</tr>
</tbody>
</table>
Select 4 courses from the Organizational Anthropology course block  
PROW 200 Writing with Data  1
PROW 201 Writing for Presentations and Public Speaking  1
Select 2 additional courses **  2
Total Course Units  12

* Applied Positive Psychology courses: https://lpsonline.sas.upenn.edu/academics/bachelors-degree/baas-course-blocks/applied-positive-psychology
Organizational Anthropology courses: https://lpsonline.sas.upenn.edu/academics/bachelors-degree/baas-course-blocks/organizational-anthropology
** With input from an academic advisor, which could be transferred in with advisor’s approval.

Electives
Electives are courses that do not apply toward your foundational or degree concentration requirements. You may choose to deepen your field of study by taking additional classes within your concentration, develop a new skill by completing all of the courses within a course block outside of your degree concentration, or discover new interests and abilities by taking individual courses that appeal to your interests. Students choose 10 electives from any of Penn LPS Online’s areas of study. Transfer students can apply a maximum of 8 course units from a regionally accredited institution toward this requirement.

E-portfolio and capstone requirements
Throughout the BAAS degree, students draw on their coursework to build a digital collection of materials, or e-portfolio. The e-portfolio is a powerful tool to ensure that academic studies are aligned with professional, personal and academic goals. Developing the e-portfolio provides students with the opportunity to reflect on selected assignments and how they can be applied to the broader context of their current and future careers. Students can share their e-portfolios with prospective and current employers to provide evidence of the skills and knowledge they have developed through coursework.

One advanced course in each concentration will require students to complete a final project, or capstone, in which they integrate learning and skills from across the full concentration. Capstone projects will be graded as a requirement of the course and also will serve as the final culminating artifact for students’ e-portfolios. Students will have the option to come to campus to present their final projects and receive face-to-face feedback from fellow students as well as the course instructor. Students who choose this option can use it to fulfill their elective on-campus learning experience requirement.

On-campus learning experience requirements
BAAS students are only required to visit campus for two on-campus learning experiences, which may be as short as an extended weekend. These face-to-face instructional experiences have been developed to provide students with opportunities for engagement with the Penn campus, while also providing students with choices for the experiences that best fit into their own schedules.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Physical & Life Sciences, BAAS
The physical and life sciences share fundamental principles that lie at the heart of scientific discovery and innovation. The Physical and Life Sciences concentration is a hybrid course of study including both online and on-campus courses. If you are enrolled in the Bachelor of Applied Arts and Sciences (BAAS) program and wish to declare a concentration in Physical and Life Sciences and enroll in some on-campus courses, you must take a diagnostic exam to be admitted. On-campus science courses become available to Physical and Life Sciences students beginning in Fall 2020.

While Penn LPS Online students may enroll in online courses within the Climate Change and Neuroscience course blocks without committing to the Physical and Life Sciences concentration, on-campus science courses are only available to BAAS degree students who have been admitted to the Physical and Life Sciences concentration.


Curriculum
The Bachelor of Applied Arts and Sciences (BAAS) recognizes the power of an applied liberal arts education to provide students with strong communication skills, understanding of different cultures and perspectives, and the ability to apply their knowledge to nuanced, complex scenarios with insight, perspective, and empathy.

Overview of degree requirements
30 course units are required for the Bachelor of Applied Arts and Sciences degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundational Requirements</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Concentrations</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Total Course Units</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

BAAS students are only required to visit campus for two on-campus learning experiences, which may be as short as an extended weekend. In addition to course requirements, BAAS students complete a capstone project in their degree concentration as well as an e-portfolio.

Foundational requirements
The foundational requirements of the BAAS degree reflect the core competencies and values of Penn LPS Online: the skills and knowledge needed to understand and solve complex problems, the ability to communicate effectively with a wide variety of audiences and an appreciation for diverse cultures and traditions. Students can transfer a maximum of 4 course units of foundational courses from a regionally accredited institution. Our program team can also give a preliminary evaluation of transfer credits before students officially apply. Visit
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<tr>
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<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foundational Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethical Reasoning</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Qualitative Analysis</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Quantitative Analysis</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Scientific Process</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Cross-Cultural Interactions &amp; Diversity</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total Course Units</td>
<td>8</td>
</tr>
</tbody>
</table>

* Must be taken at Penn

### Concentrations

Just as a college major serves to focus your studies during a four-year degree, the BAAS concentrations enable students to tailor their undergraduate education to specific personal and professional goals. Concentrations progress from introductory-level courses to higher-level courses so that students develop skills and knowledge with greater complexity as they move through the curriculum. Many concentrations are interdisciplinary, to provide students with opportunities to explore their areas of interest from multiple perspectives and develop a flexible approach to solving complex problems in professional as well as academic contexts.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Physical &amp; Life Sciences Concentration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 1 from each of the following:</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Foundations of Life Sciences course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundations of Physical Sciences course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematical Sciences course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete 4 courses in either the Climate Change or Neuroscience course blocks</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Select 5 additional courses</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total Course Units</td>
<td>12</td>
</tr>
</tbody>
</table>

* Mathematical Sciences courses: https://lpsonline.sas.upenn.edu/academics/bachelors-degree/baas-course-blocks/mathematical-sciences

** Climate Change courses: https://lpsonline.sas.upenn.edu/academics/bachelors-degree/baas-course-blocks/climate-change

### E-portfolios and capstone requirements

Throughout the BAAS degree, students draw on their coursework to build a digital collection of materials, or e-portfolio. The e-portfolio is a powerful tool to ensure that academic studies are aligned with professional, personal and academic goals. Developing the e-portfolio provides students with the opportunity to reflect on selected assignments and how they can be applied to the broader context of their current and future careers. Students can share their e-portfolios with prospective and current employers to provide evidence of the skills and knowledge they have developed through coursework.

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### On-campus learning experience requirements

BAAS students are only required to visit campus for two on-campus learning experiences, which may be as short as an extended weekend. These face-to-face instructional experiences have been developed to provide students with opportunities for engagement with the Penn campus, while also providing students with choices for the experiences that best fit into their own schedules.

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The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Applied Positive Psychology, Certificate

Applied Positive Psychology is a discipline that examines the intersections of body, brain, culture, and science to develop tools and practices that enhance human flourishing and well-being. In this 4-course, 4 course unit course of study, you will be introduced to the field of positive psychology and will learn tools and practice strategies that support personal, organizational, and community well-being. The courses teach you the theoretical and empirical foundations of human flourishing, how well-being is measured, and what activities increase human flourishing in various contexts and settings.
Penn LPS Online courses in the Certificate in Applied Positive Psychology are offered on an accelerated (8-week) schedule. Courses in the certificate program are largely asynchronous with some optional synchronous sessions to be scheduled by the instructors. For more information about specific course dates, please visit the Course Schedule (https://lpsonline.sas.upenn.edu/academics/course-schedule/) page.

You have the option to enroll in individual courses without committing to the entire certificate, enjoying the flexibility and expertise offered by Penn LPS Online to suit your schedule and interests. Courses within the Certificate in Applied Positive Psychology may be applied to our Bachelor of Applied Arts and Sciences degree, but do not count toward Penn's Master of Applied Positive Psychology degree.

For more information: https://lpsonline.sas.upenn.edu/academics/certificates/applied-positive-psychology/

The Certificate in Applied Positive Psychology prepares you to:

- Learn the historical and empirical foundations of positive psychology and the science of well-being
- Explore key research themes (e.g., positive emotions, strengths, engagement, relationships, meaning, and accomplishment) and their relevance in personal and organizational settings
- Apply research in positive psychology by practicing strategies that influence well-being
- Investigate applications of positive psychology in different professional settings, including business, education, healthcare, and the nonprofit sector
- Learn the basics of research, measurement, and evaluation in positive psychology

Curriculum

It is strongly recommended that students earning the Certificate in Applied Positive Psychology first complete APOP 100 Introduction to Positive Psychology.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>APOP 100</td>
<td>Introduction to Positive Psychology</td>
<td>1</td>
</tr>
<tr>
<td>APOP 120</td>
<td>Positive Psychology</td>
<td>1</td>
</tr>
<tr>
<td>APOP 200</td>
<td>Positive Psychology at Work</td>
<td>1</td>
</tr>
<tr>
<td>APOP 300</td>
<td>The Scientific Method in Positive Psychology</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Course Units 4

Courses are subject to change.

Climate Change, Certificate

Climate change represents one of the most controversial and least understood threats to human, economic and environmental well-being on a global scale. The study of climate change offers an opportunity to develop the skills and effective policies to reduce risk and better adapt to a changing environment. In this 4-course, 4 course unit certificate you gain an understanding of the Earth’s climate system and how and why it has changed over time. Within the disciplines of oceanic and atmospheric science, you focus on the mechanisms that drive climate change, both natural and the result of human actions. You also develop the communication skills to more effectively share an understanding of climate change and its relevant policy implications with a broad audience.

Penn LPS Online courses in the Certificate in Climate Change are offered on an accelerated (8-week) schedule. Courses in the certificate program are largely asynchronous with some optional synchronous sessions to be scheduled by the instructors. For more information about specific course dates, please visit the Course Schedule (https://lpsonline.sas.upenn.edu/academics/course-schedule/) page.

You have the option to enroll in individual courses without committing to the entire certificate, enjoying the flexibility and expertise offered by Penn LPS Online to suit your schedule and interests.

For more information: https://lpsonline.sas.upenn.edu/academics/certificates/climate-change/

The Certificate in Climate Change prepares you to:

- Reconstruct the history and scales of climate changes
- Learn basic atmospheric and ocean dynamics to understand fundamental climatic processes and future changes
- Examine the mechanisms that act to drive climate change
- Analyze long-term natural climate variability on a global and regional scale
- Understand the importance of natural environmental change as a benchmark against which to assess human impacts, recent climate change, and future environmental change
- Deepen insights into methods of scientific inquiry
- Refine communication skills to effectively share an understanding of climate change, with a focus on both science and policy implications

Curriculum

Students must complete all four course from the list below to earn a Certificate in Climate Change.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLCH 160</td>
<td>Oceanography</td>
<td>1</td>
</tr>
<tr>
<td>CLCH 220</td>
<td>Atmospheric Science</td>
<td>1</td>
</tr>
<tr>
<td>CLCH 230</td>
<td>Climate Change</td>
<td>1</td>
</tr>
<tr>
<td>CLCH 300</td>
<td>Communication Science</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Course Units 4

Courses are subject to change.
The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Creative Writing, Certificate

The Certificate in Creative Writing offers an innovative, collaborative course of study for those who have always wanted to unlock their creativity. Each course is designed as a workshop in which you explore new ideas, tackle new writing tools, generate original insights and discover your own powers of expression. You create, collaboratively discuss and revise your original writing with feedback from your instructors and your peers. You also engage with a range of assigned readings and multimedia that inform and grow your innovative practice.

The Certificate in Creative Writing offers both basic and advanced workshops and appeals to students new to creative writing as well as students with writing experience who want to learn new skills. Through a series of courses in fiction, poetry, creative nonfiction, and screenwriting, the Certificate in Creative Writing focuses on creative writing as a form of critical thinking as a way to reimagine audience and as a space of innovation. Taught by professionals in the field, our courses cultivate both individual and group learning, providing an overview of the field as well as deep dives into literary genres. These courses are designed as hands-on, intensive study of the subtleties and power of language.

The Certificate in Creative Writing is a 4-course, 4 course unit program of study taught by University of Pennsylvania faculty. To earn a certificate, students complete any four courses offered, in any order. Students who complete the basic certificate may pursue an advanced certificate (6-course, 6 course unit) by adding two additional courses from the advanced course list.

Penn LPS Online courses in the Certificate in Creative Writing are offered on accelerated (8-week) and classic (11- or 12-week) schedules. Courses in the certificate program are largely asynchronous with some optional synchronous sessions to be scheduled by the instructors. For more information about specific course dates, please visit the Course Schedule (https://lpsonline.sas.upenn.edu/academics/course-schedule/) page.

You have the option to enroll in individual courses without committing to the entire certificate, enjoying the flexibility and expertise offered by Penn LPS Online to suit your schedule and interests.

For more information: https://lpsonline.sas.upenn.edu/academics/certificates/creative-writing (https://lpsonline.sas.upenn.edu/academics/certificates/creative-writing/)

The Certificate in Creative Writing prepares you to:

- Understand how text conveys meaning across a variety of literary genres and styles
- Explore how to use innovation, flexibility, and collaboration to cultivate a creative writing practice
- Create, revise and edit your original writing in multiple literary genres, including poetry, fiction, nonfiction, and screenwriting

Curriculum

Certificate students who complete four of the courses listed below earn a Certificate in Creative Writing. Those students are then eligible to pursue an Advanced Certificate in Creative Writing by taking two additional courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRWR 101</td>
<td>Creative Writing</td>
<td>1</td>
</tr>
<tr>
<td>CRWR 160</td>
<td>Modern and Contemporary US Poetry</td>
<td>1</td>
</tr>
<tr>
<td>CRWR 201</td>
<td>Poetry Workshop</td>
<td>1</td>
</tr>
<tr>
<td>CRWR 260</td>
<td>Fiction Workshop</td>
<td>1</td>
</tr>
<tr>
<td>CRWR 300</td>
<td>Writing</td>
<td>1</td>
</tr>
<tr>
<td>CRWR 320</td>
<td>Screenwriting</td>
<td>1</td>
</tr>
<tr>
<td>CRWR 360</td>
<td>Advanced Non-Fiction</td>
<td>1</td>
</tr>
<tr>
<td>CRWR 370</td>
<td>Journalism</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Course Units 8

Courses are subject to change.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Data Analytics, Certificate

We live in a data-centered world, and the ability to make data-driven decisions and craft strategy informed by an effective analysis of data are key elements of successful leadership in any work environment. The Certificate in Data Analytics is a 4-course, 4 course unit sequence designed to provide a reasonable point of entry for individuals to gain expertise in data analytics. The certificate's four courses are scheduled at times to accommodate working adults, so you can improve your data literacy while working on your career. Courses are taught by experts and experienced practitioners, including members of the Penn faculty from the Penn Program on Opinion Research and Election Studies. You don't need an extensive background in math, statistics, or programming to succeed in the data analytics program. The only prerequisites are a familiarity with using a computer, basic math skills, and a willingness to learn.

Prior to the start of the term, students in DATA 101 are required to complete a pre-course module that takes approximately 5-8 hours. Read more about this module on the DATA 101 course page (https://lpsonline.sas.upenn.edu/academics/courses/data-101-introduction-data-analytics/).

Penn LPS Online courses in the Certificate in Data Analytics are offered on an accelerated (8-week) schedule. Courses in this certificate program include a weekly synchronous session. For more information about specific course dates, please visit the Course Schedule (https://lpsonline.sas.upenn.edu/academics/course-schedule/) page.
Although the courses can be taken sequentially to build your expertise in data analytics, you have the option to enroll in individual courses without committing to the entire certificate, enjoying the flexibility and expertise offered by Penn LPS Online to suit your schedule and interests.

For more information: https://lpsonline.sas.upenn.edu/academics/certificates/data-analytics

The Certificate in Data Analytics prepares you to:

- Implement and interpret basic regression models
- Understand advanced predictive modeling and machine learning
- Implement and analyze surveys
- Design experiments and A/B tests to test solutions and address problems
- Develop skills in statistical programming and data analysis in R
- Apply skills and knowledge to solve real-world problems
- Visualize and communicate data clearly and persuasively

Curriculum

Certificate students who complete the basic courses listed below earn the Certificate in Data Analytics.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATA 101</td>
<td>Introduction to Data Analytics</td>
<td>1</td>
</tr>
<tr>
<td>DATA 201</td>
<td>Introduction to Statistical Methods</td>
<td>1</td>
</tr>
<tr>
<td>DATA 301</td>
<td>Intermediate Data Analytics</td>
<td>1</td>
</tr>
<tr>
<td>DATA 401</td>
<td>Advanced Topics in Data Analytics</td>
<td>1</td>
</tr>
<tr>
<td>Total Course Units</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Courses are subject to change.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Leadership & Communication, Certificate

The Certificate in Leadership and Communication at Penn LPS Online is an exciting skills-building and career-enhancing program designed by distinguished, award-winning Ivy League academic experts and researchers in consultation with top executives and leaders from the real worlds of business, government, and the nonprofit sector. Drawing expertise on the social sciences, humanities, and data sciences, each of the five Leadership and Communication courses is scheduled especially for working adults and taught by dedicated and experienced Penn-affiliated scholars. It is designed, developed and delivered through a working partnership between the leaders and staff of Penn's College of Liberal and Professional Studies (LPS), the Robert A. Fox Leadership Program, and those of Civic Enterprises, headquartered in Washington, DC.

The Certificate in Leadership and Communication is a 5-course, 5 course unit program of study taught by University of Pennsylvania faculty. Penn LPS Online courses in the Certificate in Leadership and Communication are offered on an accelerated (8-week) schedule. Courses in this certificate program include a weekly synchronous session. For more information about specific course dates, please visit the Course Schedule page.

You have the option to enroll in individual courses without committing to the entire certificate, enjoying the flexibility and expertise offered by Penn LPS Online to suit your schedule and interests.

For more information: https://lpsonline.sas.upenn.edu/academics/certificates/leadership-and-communication

Curriculum

To earn the Certificate in Leadership and Communication, students must successfully complete all five courses listed below and maintain a 3.0 overall grade point average (GPA).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD 101</td>
<td>Leadership</td>
<td>1</td>
</tr>
<tr>
<td>LEAD 202</td>
<td>Leadership: Soc Sci</td>
<td>1</td>
</tr>
<tr>
<td>LEAD 203</td>
<td>Leadership Lessons from Humanities</td>
<td>1</td>
</tr>
<tr>
<td>LEAD 304</td>
<td>Communication</td>
<td>1</td>
</tr>
<tr>
<td>LEAD 305</td>
<td>Introduction to Data Analytics</td>
<td>1</td>
</tr>
<tr>
<td>or DATA 101</td>
<td>Introduction to Data Analytics</td>
<td>1</td>
</tr>
<tr>
<td>Total Course Units</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

Courses are subject to change.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Modern Middle East Studies, Certificate

Given today's interconnected, geopolitical environment, an in-depth understanding of the cultures, history, and politics of the contemporary Middle East has never been more important. Through interdisciplinary study across fields such as history, gender studies, religious studies, politics, and economics, this 4-course, 4 course unit certificate is designed to enhance your understanding of the Middle East as a complex, diverse region. You examine how history helped shape the contemporary Middle East and develop skills necessary to interpret primary texts and academic research to explore key issues in areas such as politics, policy, economic development, and international relations.
Penn LPS Online courses in the Certificate in Modern Middle Eastern Studies are offered on an accelerated (8-week) schedule. Courses in the certificate program are largely asynchronous with some optional synchronous sessions to be scheduled by the instructors. For more information about specific course dates, please visit the Course Schedule (https://lpsonline.sas.upenn.edu/academics/course-schedule/) page.

You also have the option to enroll in individual courses within this certificate without committing to the entire certificate, enjoying the flexibility and expertise offered by Penn LPS Online to suit your schedule and interests.

For more information: https://lpsonline.sas.upenn.edu/academics/certificates/modern-middle-eastern-studies (https://lpsonline.sas.upenn.edu/academics/certificates/modern-middle-eastern-studies/)

The Certificate in Modern Middle Eastern Studies prepares you to:

- Understand key themes and issues in Middle Eastern history from the medieval era to the present, with an emphasis on encounters and exchanges between the Middle East and the West
- Interpret key texts in Middle Eastern history, from the perspectives of gender, religion, politics, and economics
- Study the complex issues surrounding oil and politics in the Middle East, incorporating the perspectives from multiple disciplines, including history, economics, and politics
- Explore the diverse history of religion in the Middle East, from ancient societies to the present, and how this history informs contemporary Middle Eastern cultures, politics, and societies

Curriculum

Students must complete all four courses from the list below to earn a Certificate in Modern Middle Eastern Studies.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODM 100</td>
<td>Mid East &amp; the West</td>
<td>1</td>
</tr>
<tr>
<td>MODM 200</td>
<td>Women Gender Mid East</td>
<td>1</td>
</tr>
<tr>
<td>MODM 260</td>
<td>Oil and Politics in the Middle East</td>
<td>1</td>
</tr>
<tr>
<td>MODM 300</td>
<td>Religious Traditions of the Middle East</td>
<td>1</td>
</tr>
<tr>
<td>Total Course Units</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Courses are subject to change.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

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### Neuroscience, Certificate

Understanding the intricate correlations between neural mechanisms and behavior is an important area of contemporary scientific research. The Certificate in Neuroscience is a 4-course, 4 course unit program of study that allows you to explore biological, psychological and clinical approaches to understand the nervous system as the biological basis of behavior. You apply studies in cognitive neuroscience, neurochemistry, and psychology as a basis for a better understanding of human behavior, focusing on areas including perception, memory, motivation, and emotion.

Penn LPS Online courses in the Certificate in Neuroscience are offered on an accelerated (8-week) schedule. Courses in the certificate program are largely asynchronous with some optional synchronous sessions to be scheduled by the instructors. For more information about specific course dates, please visit the Course Schedule (https://lpsonline.sas.upenn.edu/academics/course-schedule/) page.

You have the option to enroll in individual courses without committing to the entire certificate, enjoying the flexibility and expertise offered by Penn LPS Online to suit your schedule and interests.

The Certificate in Neuroscience prepares you to:

- Describe the structure and function of the vertebrate nervous system and its application to the neurobiology of behavior
- Understand the structures and functions of neurochemicals that are generated by and modulate the nervous system
- Examine the various roles played by the nervous and endocrine systems in controlling physiological processes and behavior, with a focus on sexual and parental behaviors, aggression, and ingestion
- Understand the form, function, and pathology of the adult nervous system in terms of antecedent development processes
- Critically evaluate research strategies and hypotheses in neuroanatomy, neurophysiology, neurochemistry, and neuropharmacology to understand psychiatric disorders from a biological perspective

For more information: https://lpsonline.sas.upenn.edu/academics/certificates/neuroscience (https://lpsonline.sas.upenn.edu/academics/certificates/neuroscience/)

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### Curriculum

Certificate students and individual course takers must first complete Introduction to Neuroscience. Certificate students must complete three additional courses from the list below to earn the Certificate in Neuroscience. Students who have earned a Basic Certificate can then earn an Advanced Certificate in Neuroscience by taking an additional two NEUR courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEUR 100</td>
<td>Intro To Neuroscience</td>
<td>1</td>
</tr>
<tr>
<td>Select 3 additional NEUR courses for a basic certificate</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NEUR 160</td>
<td>The Neuroscience of Music</td>
<td></td>
</tr>
<tr>
<td>NEUR 200</td>
<td>Behavioral Neuroscience</td>
<td></td>
</tr>
<tr>
<td>NEUR 260</td>
<td>Hormones, Brain, and Behavior</td>
<td></td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Organizational Anthropology, Certificate

Today's workplaces are characterized by high levels of diversity. Organizational leaders who can effectively manage interpersonal relationships within complex and varied team structures are in high demand across all professional environments. The Certificate in Organizational Anthropology at Penn LPS Online, a 4-course, credit-bearing program of study, is designed to develop your understanding of how teams, corporations and other organizations develop and reinforce culture, and how to apply this research to create stronger functioning groups. Beginning with an anthropological approach to organizational culture, you explore different theories of how culture forms and evolves in organizations and why it matters for performance. You learn strategies for influencing change in an increasingly digital workplace and getting alignment at the conversational level based on research into best practices in communication.

Penn LPS Online courses in the Certificate in Organizational Anthropology are offered on an accelerated (8-week) schedule. Courses in the certificate program are largely asynchronous with some optional synchronous sessions to be scheduled by the instructors. For more information about specific course dates, please visit the Course Schedule page.

You have the option to enroll in individual courses without committing to the entire certificate, enjoying the flexibility and expertise offered by Penn LPS Online to suit your schedule and interests.

For more information: https://lpsonline.sas.upenn.edu/academics/certificates/organizational-anthropology/ https://lpsonline.sas.upenn.edu/academics/course-schedule/

The Certificate in Organizational Anthropology prepares you to:

- Understand current anthropological research on team, corporate, and organizational culture
- Explore the effects that modern corporations have on their surrounding environments, with attention to local, regional, national, and global effects
- Develop an understanding of theories of organizational culture, and how to apply those theories in specific professional and organizational contexts
- Examine underlying social and cultural influences on diverse teams, and learn how to apply theory to foster diversity and create inclusive cultures
- Identify the variables that underlie communication in virtual, internet-mediated spaces, and apply social science research to create strong collaborative professional relationships, even when working remotely

Curriculum

Students must complete all courses listed below to earn a Certificate in Organizational Anthropology.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORGC 160</td>
<td>Leading Teams</td>
<td>1</td>
</tr>
<tr>
<td>ORGC 201</td>
<td>Virtual Collaboration</td>
<td>1</td>
</tr>
<tr>
<td>ORGC 301</td>
<td>Anthropology of Corporate</td>
<td>1</td>
</tr>
<tr>
<td>ORGC 330</td>
<td>Building Influence</td>
<td>1</td>
</tr>
<tr>
<td>Total Course Units</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Courses are subject to change.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Professional Writing, Certificate

The Certificate in Professional Writing at Penn LPS Online gives you a scenario-based deep dive into the kinds of writing essential to business. Our courses offer a series of concepts and practical applications that provide an accelerated understanding of the subtle arts of communication, enhanced by tips to make anyone a power-writer—a master of grammar, concision, and clarity.

Whether you are in an entry-level position and want to ramp up your writing skills or are an accomplished writer ready to expand and refine your repertoire, our professional writing courses take you to the next level. We take you beyond the basics of structure and style. Our coursework emphasizes professional expertise and extensive feedback as we share and cutting-edge findings in the field of writing. Find out how to incorporate your personal or corporate brand's story into every piece of communication and discover the best ways to identify and appeal to target audiences.

The Certificate in Professional Writing is a 4-course, 4 course unit program of study taught by University of Pennsylvania faculty. To earn the certificate, it is recommended that students enroll first in the Fundamentals of Professional Writing course, followed by any additional three professional writing courses.

Penn LPS Online courses in the Certificate in Professional Writing are offered on an accelerated (8-week) schedule. Courses in the certificate program are largely asynchronous with some optional synchronous sessions to be scheduled by the instructors. For more information...
about specific course dates, please visit the Course Schedule (https://lpsonline.sas.upenn.edu/academics/course-schedule/) page.

You also have the option to enroll in individual courses without committing to the entire certificate, enjoying the flexibility and expertise offered by Penn LPS Online to suit your schedule and interests. Students who complete the basic certificate may pursue an advanced certificate (6-course, 6 course unit) by adding two additional courses from the advanced course list.

For more information: https://lpsonline.sas.upenn.edu/academics/certificates/professional-writing (https://lpsonline.sas.upenn.edu/academics/certificates/professional-writing/)

The Certificate in Professional Writing prepares you to:

• Assess audience and purpose for communication targeted at achieving specific goals
• Analyze different audiences, scenarios, and contexts in order to shape your messaging most effectively whatever your audience
• Develop effective rhetorical strategies and skills to persuade specific audiences—personal, professional, and social—through visual, written, and multimedia communication
• Draft and revise written work for precision, clarity, and power
• Develop empathetic and analytic skills to integrate and build upon other viewpoints and perspectives
• Learn how readers, writers, and designers use complex multimedia texts incorporating language, image, sound, and gesture to produce a coherent, engaging message
• Explore how to engage the senses—visual, aural, and somatic—to convey information effectively through social media
• Understanding how to make complex information accessible to audiences through effective visualization

Curriculum

Certificate students who complete four of the five basic courses listed below earn the Certificate in Professional Writing. Those students are then eligible to pursue an Advanced Certificate in Professional Writing by adding two advanced courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROW 100</td>
<td>Fundamentals of Professional Writing (Required)</td>
<td>1</td>
</tr>
<tr>
<td>PROW 102</td>
<td>Writing Studio</td>
<td>1</td>
</tr>
<tr>
<td>PROW 301</td>
<td>Storytelling</td>
<td>1</td>
</tr>
<tr>
<td>PROW 400</td>
<td>Writing for Social Media</td>
<td>1</td>
</tr>
</tbody>
</table>

Advanced Courses

Select two of the following: 2

- PROW 200 Writing with Numbers: Presenting Data Effectively
- PROW 201 Writing for Presentations and Public Speaking
- PROW 401 Public Relations and Crisis Communication

Total Course Units 6

Courses are subject to change.

School of Engineering and Applied Science

Penn School of Engineering is unlike any other. Traditionally untraditional. Pioneers in interdisciplinary education and research. Theory linked with real-world practice. The path for students who want to shape the future.

With the pace of innovation and technological advancement accelerating ever faster, engineers hold the keys to the next generation's routine wonders.

As an Ivy League institution — and the first university in the nation — Penn delivers a transformative experience in the classroom and laboratory, while ensuring its engineering and applied science students receive a fully rounded liberal arts education.

Penn Engineering is a pioneer in interdisciplinary education, allowing students the flexibility to craft a program that suits their individual interests, career, or graduate education plans. Both Bachelor of Science in Engineering (BSE) and Bachelor of Applied Science (BAS) degrees are offered, along with specialized dual-degree programs, an array of majors and minors, special programs, and study-abroad opportunities.

Penn Engineering students get valuable and extensive hands-on experience, conducting research and pursuing creative designs and new products alongside faculty renowned in their fields. The working relationship with faculty pervades Penn Engineering, where full-time faculty teach all core undergraduate courses, and each student has a faculty advisor.

As the global marketplace for technology grows, graduates go on to leadership roles in business, medicine, law, and academia. They leave armed with the technical knowledge, imagination, communication skills, and understanding of the social and human context of their work, all engendered with a fervor for the future nurtured at Penn Engineering.

Learn more about our history: http://www.seas.upenn.edu/about-seas/history.php.

Learn more about our school leadership: http://www.seas.upenn.edu/about/school-leadership/

Two key elements distinguish the Penn Engineering experience from that provided by many other institutions: Exceptional academic programs, and practical design and research experience.

Our undergraduate programs emphasize both theory and practice while forming intellectual linkages across a breadth of disciplines. The opportunity for hands-on research, over the four years, allows undergraduates the chance to learn about the creation of knowledge, further explore their chosen field, and thereby become collaborators in the search for knowledge. The design experience over the four years, culminating in the senior design project, challenges students to utilize their academic training and problem-solving skills in practical ways, and provides them with direct experience with real-world problems that they will encounter as practicing engineers.
Technology is transforming our times and our lives, no longer on a scale of decades but of years and even months. A successful career through such changing times requires engineering graduates endowed with skills that are applicable to widely different technologies, skills that transcend the details of any one job. Such is the result of an education that pays much more attention to the fundamental than to the trendy, to the creative more than to the routine. Engineers must also be firmly educated as responsible citizens, concerned with the impact of their work on society.

Penn Engineering is an integral partner in Penn’s initiatives to prepare students for leadership in a high-tech world. Our goal is to prepare students for leadership roles in engineering and applied science as well as in other fields, such as medicine, business, and law, for which creativity, critical quantitative thinking, effective communication skills, and a strong commitment to humane values are essential.

Mission of the School

1. The creation and dissemination of scholarly research in both basic and applied arenas to be an international center of engineering excellence and the regional catalyst for technological innovation;
2. The design and delivery of engineering education known for its rigor, breadth and relevance to prepare its students to become global leaders in technology-based fields.

Mission Statements of Bachelor of Science in Engineering Programs (ABET-accredited)

- Bioengineering (http://www.be.seas.upenn.edu/about-academics/)
- Chemical and Biomolecular Engineering (http://www.cbe.seas.upenn.edu/about-ugrad/)
- Computer Science (http://www.cis.upenn.edu/ugrad/abet.shtml/)
- Computer Engineering (http://www.seas.upenn.edu/cmpe/accreditation.php)
- Electrical Engineering (http://www.ee.upenn.edu/about-ugrad/)
- Materials Science and Engineering (http://www.mse.seas.upenn.edu/about-ugrad/accreditation.php)
- Mechanical Engineering and Applied Mechanics (http://www.me.upenn.edu/about-ug-ed/accreditation.php)
- Systems Science and Engineering (http://www.ese.upenn.edu/about-ugrad/)

Our extraordinary faculty-to-student ratio provides great opportunities for undergraduate students to work in state-of-the-art research laboratories during the academic year and in the summer. Below are examples of student research, along with helpful information to guide undergraduates toward finding research positions at Penn Engineering.

For more information, visit: http://www.seas.upenn.edu/undergraduate/research/index.php (http://www.seas.upenn.edu/undergraduate/research/).

Finding a Research Mentor and Research Experiences

Students are encouraged to explore the Penn Engineering Faculty Expertise Directory (http://www.seas.upenn.edu/directory/departments.php), featuring the School’s standing faculty and is searchable by department, research center affiliation, and research expertise keyword. Users can identify which faculty are conducting research in a specific area and contact faculty members whose research interests them.

The Engineering Dean’s Advisory Board (EDAB) puts together a guide for fellow students that gives step-by-step instructions and tips on how to secure research positions as an undergraduate.

For Bioengineering majors, the Penn student chapter of the Biomedical Engineering Society (BMES) has assembled its own student guide on starting up research.

Summer Undergraduate Research in Engineering (SURE)

Penn Engineering’s world-acclaimed faculty, along with state-of-the-art research laboratories and highly interdisciplinary curricula, offers summer research opportunities for talented undergraduates who seek hands-on research experience. From robotics and computer animation, nanotechnology, genomics and biotechnology, Penn’s centers and institutes are at the forefront of research on multiple scientific and technological frontiers.

International Summer Undergraduate Research in Engineering (iSURE)

Opportunities for undergraduates are available during the summer to spend eight to 12 weeks on a research internship in one of Penn Engineering’s partner institutions abroad.

Littlejohn Undergraduate Research Program

Thanks to a generous gift by Angus Littlejohn, the School of Engineering is able to offer Summer Research Opportunities to Penn Engineering Students. The program is open to rising, sophomores, juniors and seniors.

The program intends to provide students the opportunity to get involved in hands-on engineering research under the supervision of a faculty member. Topics of research include all areas covered by the departments in the School of Engineering and Applied Science. Students will receive a stipend of $4,500 for a 10 week period.

Rachleff Scholars Program

This program offers Penn Engineering undergraduates the opportunity to gain valuable research experiences with standing faculty and to participate in a community of peers who share a common interest in research and scholarly inquiry.

The following BSE programs are accredited by the Engineering Accreditation Commission of ABET (http://www.abet.org (http://www.abet.org/)).

- Bioengineering (http://www.be.seas.upenn.edu/about-academics/)
- Chemical and Biomolecular Engineering (http://www.cbe.seas.upenn.edu/about-ugrad/)
- Computer Science (http://www.cis.upenn.edu/ugrad/abet.shtml/)
- Computer Engineering (http://www.seas.upenn.edu/cmpe/accreditation.php)
- Electrical Engineering (http://www.ee.upenn.edu/about-ugrad/)
- Materials Science and Engineering (http://www.mse.seas.upenn.edu/about-ugrad/accreditation.php)
- Mechanical Engineering and Applied Mechanics (http://www.me.upenn.edu/about-ug-ed/accreditation.php)
- Systems Science and Engineering (http://www.ese.upenn.edu/about-ugrad/)
The BSE program in Computer Science is accredited by the Computing Accreditation Commission of ABET (http://www.abet.org (http://www.abet.org/)).

For more information, visit: http://www.seas.upenn.edu/undergraduate/handbook/programs/abet-accreditation.php.

Each student is assigned a faculty advisor with whom they are required to meet at least twice per year. No student is permitted to register for classes in any semester without first meeting with an advisor. Students who take the time to prepare for these meetings generally find them beneficial and informative. Faculty advisors are the best source of information about electives within the major, research opportunities, and options for graduate study.

For more information, visit: https://www.seas.upenn.edu/undergraduate/advising/.

Curriculum

Each major (p. 203) within the School of Engineering and Applied Science has its own curriculum. Specific curricular requirements for each major are listed by program.

However, all Engineering students must complete requirements in four specific tracks:

• math (http://www.seas.upenn.edu/undergraduate/handbook/courses/math-courses.php) and natural science (http://www.seas.upenn.edu/undergraduate/handbook/courses/nat-science-courses.php)
• core engineering courses within the chosen major
• professional electives
• social science/humanities (http://www.seas.upenn.edu/undergraduate/handbook/courses/ssh-requirements.php) and free electives (http://www.seas.upenn.edu/undergraduate/handbook/courses/free-elective.php)

A course planning guide exists for each major to assist with planning and keeping track of the requirements toward graduation.

In addition, all Engineering students must complete the following requirements.

Writing Requirement

Beginning with the Class of 2001, Penn Engineering has implemented a Writing Requirement. The Writing Requirement will not necessitate the completion of additional course units. Students can easily satisfy the requirement without altering the existing constraints of BAS or the BSE degrees.

Students are strongly encouraged to fulfill the Writing Requirement during the first two years of study because it becomes increasingly difficult to schedule first-year courses as one moves through the curriculum.

For more information, visit: http://www.seas.upenn.edu/undergraduate/handbook/courses/writing-requirement.php.

Engineering Ethics Requirement

Beginning with the Class of 2017, Penn Engineering students must fulfill the Engineering Ethics requirement. The Ethics Requirement will not necessitate the completion of any additional course units in the existing BAS or the BSE degrees, as the requirement may be double-counted from the student’s SSH course requirements.

The Engineering Ethics requirement can be satisfied by taking EAS 203 Engineering Ethics. This course may be used (double-counted) for the Social Science requirement as well. Students are strongly encouraged to take the Ethics Requirement course during the sophomore year.

For more information, visit: http://www.seas.upenn.edu/undergraduate/handbook/courses/ethics-requirement.php.

Majors

• Bioengineering, BSE (p. 203)
• Biomedical Science, BAS (p. 204)
• Chemical and Biomolecular Engineering, BSE (p. 205)
• Computational Biology, BAS (p. 206)
• Computer and Cognitive Science, BAS (p. 207)
• Computer Engineering, BSE (p. 208)
• Computer Science, BAS (p. 210)
• Computer Science, BSE (p. 209)
• Digital Media Design, BSE (p. 211)
• Electrical Engineering, BSE (p. 212)
• Individualized Program, BAS (p. 214)
• Materials Science and Engineering, BSE (p. 214)
• Mechanical Engineering and Applied Mechanics, BSE (p. 215)
• Networked and Social Systems Engineering, BSE (p. 216)
• Systems Science and Engineering, BSE (p. 217)

Bioengineering, BSE

Bioengineering is a multidisciplinary area where the engineering sciences interface biology, biomedical sciences, and medicine, to advance human health. Bioengineering brings together the creation of new knowledge and understanding of biological systems through engineering analysis and experimentation, with the application of engineering design and practice principles for the development of devices, processes, methods and biotechnologies to improve medical practice and health care delivery.

For more information: https://www.seas.upenn.edu/prospective-students/undergrad/majors/bioengineering/

Bioengineering (BE) Major Requirements

37 course units are required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 100</td>
<td>Introduction to Bioengineering</td>
<td>0.5</td>
</tr>
<tr>
<td>ENGR 105</td>
<td>Introduction to Scientific Computing</td>
<td>1</td>
</tr>
<tr>
<td>BE 200</td>
<td>Introduction to Biomechanics</td>
<td>1</td>
</tr>
<tr>
<td>BE 220</td>
<td>Biomaterials</td>
<td>1</td>
</tr>
<tr>
<td>BE 270</td>
<td>Bioengineering Laboratory Principles</td>
<td>1</td>
</tr>
<tr>
<td>BE 301</td>
<td>Bioengineering Signals and Systems</td>
<td>1</td>
</tr>
<tr>
<td>BE 306</td>
<td>Cellular Engineering</td>
<td>1</td>
</tr>
<tr>
<td>BE 309</td>
<td>Bioengineering Modeling, Analysis and Design Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>
Biomedical Science, BAS

Interface the engineering sciences, biology, biomedical sciences, and medicine to advance human health and solve problems in medicine and the biological sciences. The Bachelor of Applied Science degree offers students breadth and flexibility and allows them to combine a technology-based degree with considerable course work in the liberal arts, communications, business or fine arts. It is designed primarily for students whose interests are not oriented toward a professional engineering career. It is a popular degree option for those preparing for careers in medicine, business, and law. Many students who are pursuing dual degree programs opt for this degree.

For more information: http://www.be.seas.upenn.edu/prospective-students/undergraduates/program-bse-bas.php

Biomedical Science (ASBS) Major Requirements

37 course units are required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>BE 100</td>
<td>Introduction to Bioengineering</td>
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<tr>
<td>ENGR 105</td>
<td>Introduction to Scientific Computing</td>
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</tr>
<tr>
<td>BE 200</td>
<td>Introduction to Biomechanics</td>
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</tr>
<tr>
<td>BE 220</td>
<td>Biomaterials</td>
<td>1</td>
</tr>
<tr>
<td>BE 270</td>
<td>Bioengineering Laboratory Principles</td>
<td>1</td>
</tr>
<tr>
<td>BE 301</td>
<td>Bioengineering Signals and Systems</td>
<td>1</td>
</tr>
<tr>
<td>BE 306</td>
<td>Cellular Engineering</td>
<td>1</td>
</tr>
<tr>
<td>BE 350</td>
<td>Introduction to Biotransport Processes</td>
<td>1</td>
</tr>
<tr>
<td>BE 309</td>
<td>Bioengineering Modeling, Analysis and Design Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>BE 497</td>
<td>Senior Thesis in Biomedical Science</td>
<td>1</td>
</tr>
<tr>
<td>BE 498</td>
<td>Senior Thesis in Biomedical Science</td>
<td>1</td>
</tr>
<tr>
<td>BE Elective (400 or 500 level)</td>
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<tr>
<td>BE Elective (400 or 500 level)</td>
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<tr>
<td>Engineering Elective</td>
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<tr>
<td>Engineering Elective</td>
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</table>

Math and Natural Science

Students may select one of eight concentrations (http://www.be.seas.upenn.edu/current-students/undergraduates/concentrations.php):

- Biomedical Data Science and Computational Medicine
- Biomedical Devices
- Biomedical Imaging and Radiation Physics
- Cellular/Tissue Engineering and Biomaterials
- Multiscale Biomechanics
- Neuroengineering
- Systems and Synthetic Biology
- Therapeutics, Drug Delivery & Nanomedicine

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Concentrations

Students may select one of eight concentrations (http://www.be.seas.upenn.edu/current-students/undergraduates/concentrations.php):

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<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
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</tr>
<tr>
<td>MATH 114</td>
<td>Calculus, Part II</td>
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</tr>
<tr>
<td>ENM 240</td>
<td>Differential Equations and Linear Algebra</td>
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</tr>
<tr>
<td>ENM 375</td>
<td>Biological Data Science I - Fundamentals of Biostatistics</td>
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</tr>
<tr>
<td>PHYS 140</td>
<td>Principles of Physics I (without laboratory)</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 141</td>
<td>Principles of Physics II (without laboratory)</td>
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</tr>
<tr>
<td>CHEM 101</td>
<td>General Chemistry I</td>
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<tr>
<td>CHEM 053</td>
<td>General Chemistry Laboratory I</td>
<td>0.5</td>
</tr>
<tr>
<td>CHEM 102</td>
<td>General Chemistry II</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 054</td>
<td>General Chemistry Laboratory II</td>
<td>0.5</td>
</tr>
<tr>
<td>BIOL 121</td>
<td>Introduction to Biology - The Molecular Biology of Life</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 124</td>
<td>Introductory Organismal Biology Lab</td>
<td>0.5</td>
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<tr>
<td>BIOL 215</td>
<td>Vertebrate Physiology</td>
<td>1</td>
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<tr>
<td>EAS 203</td>
<td>Engineering Ethics</td>
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</tr>
<tr>
<td>or HSOC 102</td>
<td>Bioethics</td>
<td>1</td>
</tr>
<tr>
<td>or SOCI 101</td>
<td>Bioethics</td>
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<tr>
<td>or PHIL 072</td>
<td>Biomedical Ethics</td>
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<tr>
<td>or PPE 072</td>
<td>Biomedical Ethics</td>
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</tr>
<tr>
<td>or HSOC 140</td>
<td>History of Bioethics</td>
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<tr>
<td>or LGST 100</td>
<td>Ethics and Social Responsibility</td>
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<tr>
<td>or LGST 220</td>
<td>International Business Ethics</td>
<td>1</td>
</tr>
<tr>
<td>or NURS 330</td>
<td>Theoretical Foundations of Health Care Ethics</td>
<td>1</td>
</tr>
<tr>
<td>or PHIL 472</td>
<td>Survey of Ethical Theory</td>
<td>1</td>
</tr>
</tbody>
</table>

Select 2 Social Science courses | 1 |
Select 2 Humanities courses | 2 |
Select 1 Social Science or Humanities course | 1 |
Select 1 Social Science, Humanities or Technology in Business & Society course | 2 |
Free Elective | 1 |
Select 3 free elective courses | 3 |

Total Course Units | 37

1 Must include a Writing Seminar (a list of approved Writing Seminars can be found in the SEAS Undergraduate Handbook (https://ugrad.seas.upenn.edu/student-handbook/courses-requirements/writing-courses/))
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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>MATH 114</td>
<td>Calculus, Part II</td>
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<tr>
<td>ENM 240</td>
<td>Differential Equations and Linear Algebra</td>
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<tr>
<td>ENM 375</td>
<td>Biological Data Science I - Fundamentals of Biostatistics</td>
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<td>PHYS 140</td>
<td>Principles of Physics I (without laboratory)</td>
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<tr>
<td>PHYS 141</td>
<td>Principles of Physics II (without laboratory)</td>
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<tr>
<td>CHEM 101</td>
<td>General Chemistry I</td>
<td>1</td>
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<tr>
<td>CHEM 053</td>
<td>General Chemistry Laboratory I</td>
<td>0.5</td>
</tr>
<tr>
<td>CHEM 102</td>
<td>General Chemistry II</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 054</td>
<td>General Chemistry Laboratory II</td>
<td>0.5</td>
</tr>
<tr>
<td>BIOL 121</td>
<td>Introduction to Biology - The Molecular Biology of Life</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 124</td>
<td>Introductory Organismal Biology Lab</td>
<td>0.5</td>
</tr>
<tr>
<td>BIOL 215</td>
<td>Vertebrate Physiology</td>
<td>1</td>
</tr>
</tbody>
</table>

**Professional Electives**

Select any Math, Science, Engineering, Business, or health-related course 3

**General Electives**

- EAS 203 Engineering Ethics 1
- or HSOC 102 Bioethics
- or SOCI 101 Bioethics
- or PHIL 072 Biomedical Ethics
- or PPE 072 Biomedical Ethics
- or HSOC 140 History of Bioethics
- or LGST 100 Ethics and Social Responsibility
- or LGST 220 International Business Ethics
- or NURS 330 Theoretical Foundations of Health Care Ethics
- or PHIL 472 Survey of Ethical Theory

Select 1 Social Science course 1
Select 2 Humanities courses 2
Select 1 Social Science or Humanities course 1
Select 2 Social Science or Humanities or Technology in Business & Society courses 2

**Free Elective**

Select 3 free electives 3

Total Course Units 37

1. Must include a Writing Seminar (a list of approved Writing Seminars can be found in the SEAS Undergraduate Handbook (https://ugrad.seas.upenn.edu/student-handbook/courses-requirements/writing-courses/))

**Concentrations**

Students may select one of eight concentrations (http://www.be.seas.upenn.edu/current-students/undergraduates/concentrations.php):

- Biomedical Data Science and Computational Medicine
- Biomedical Devices
- Cellular/Tissue Engineering and Biomaterials
- Biomedical Imaging and Radiation Physics
- Systems and Synthetic Biology
- Neuroengineering
- Multiscale Biomechanics
- Therapeutics, Drug Delivery & Nanomedicine

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Chemical and Biomolecular Engineering, BSE**

Chemical Engineers apply concepts from the physical sciences (chemistry and physics) and life sciences (biochemistry and microbiology) to the design and optimization of processes for the efficient production of products ranging from fuels and chemicals to pharmaceuticals to advanced materials. Penn’s chemical engineering department provides students with both a strong foundation in engineering fundamentals and exposure to modern chemical engineering technologies. The program’s versatility allows our students to excel in diverse careers in the chemical industries, research, medicine, law, government, and education.

For more information: https://www.seas.upenn.edu/prospective-students/undergrad/majors/chemical-and-bimolecular-engineering/

**Chemical and Biomolecular Engineering (CBE) Major Requirements**

37 course units are required.

<table>
<thead>
<tr>
<th>Code</th>
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<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>ENGR 105</td>
<td>Introduction to Scientific Computing</td>
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</tr>
<tr>
<td>CBE 160</td>
<td>Introduction to Chemical Engineering</td>
<td>1</td>
</tr>
<tr>
<td>CBE 230</td>
<td>Material and Energy Balances of Chemical Processes</td>
<td>1</td>
</tr>
<tr>
<td>CBE 231</td>
<td>Thermodynamics of Fluids</td>
<td>1</td>
</tr>
<tr>
<td>CBE 350</td>
<td>Fluid Mechanics</td>
<td>1</td>
</tr>
<tr>
<td>CBE 351</td>
<td>Heat and Mass Transport</td>
<td>1</td>
</tr>
<tr>
<td>CBE 353</td>
<td>Molecular Thermodynamics and Chemical Kinetics</td>
<td>1</td>
</tr>
<tr>
<td>CBE 360</td>
<td>Chemical Process Control</td>
<td>1</td>
</tr>
<tr>
<td>CBE 371</td>
<td>Separation Processes</td>
<td>1</td>
</tr>
<tr>
<td>CBE 400</td>
<td>Introduction to Product and Process Design</td>
<td>1</td>
</tr>
<tr>
<td>CBE 410</td>
<td>Chemical Engineering Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CBE 451</td>
<td>Chemical Reactor Design</td>
<td>1</td>
</tr>
<tr>
<td>CBE 459</td>
<td>Product and Process Design Projects</td>
<td>1</td>
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</table>

**Math and Natural Science**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
<td>1</td>
</tr>
<tr>
<td>MATH 114</td>
<td>Calculus, Part II</td>
<td>1</td>
</tr>
<tr>
<td>MATH 240</td>
<td>Calculus, Part III</td>
<td>1</td>
</tr>
<tr>
<td>MATH 241</td>
<td>Calculus, Part IV</td>
<td>1</td>
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<tr>
<td>PHYS 140</td>
<td>Principles of Physics I (without laboratory)</td>
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</table>
or PHYS 150  Principles of Physics I: Mechanics and Wave Motion
or PHYS 170  Honors Physics I: Mechanics and Wave Motion
or MEAM 110  Introduction to Mechanics

PHYS 141  Principles of Physics II (without laboratory) 1

or PHYS 151  Principles of Physics II: Electromagnetism and Radiation
or PHYS 171  Honors Physics II: Electromagnetism and Radiation
or ESE 112  Engineering Electromagnetics

CHEM 101  General Chemistry I 1
CHEM 053  General Chemistry Laboratory I 0.5
CHEM 102  General Chemistry II 1
CHEM 054  General Chemistry Laboratory II 0.5

CHEM 221  Physical Chemistry I 1
or MSE 221  Quantum Physics of Materials

CHEM 241  Principles of Organic Chemistry 1
CHEM 242  Principles of Organic Chemistry II 1
or CHEM 243  Organic Chemistry II: Principles of Org Chem with applications in Chem Biology
or CHEM 251  Principles of Biological Chemistry

Technical Electives 3
CBE Elective (300 level or above) 1
Engineering 1

CHEM 244 & CHEM 249  Experimental Organic Chemistry Laboratory II 1.0
or CHEM 223  Experimental Physical Chemistry I
or CBE 480  Laboratory in Biotechnology and Genetic Engineering

Select 2 Math, Natural Science or Engineering courses 2
General Electives 2
EAS 203  Engineering Ethics 1
Select 4 Social Science or Humanities courses 4
Select 2 Social Science or Humanities or Technology in Business and Society courses 2

Total Course Units 37

1 One less Technical Elective required if PHYS 150 Principles of Physics I: Mechanics and Wave Motion/PHYS 151 Principles of Physics II: Electromagnetism and Radiation taken.
2 Must include a Writing Seminar (a list of approved Writing Seminars can be found in the SEAS Undergraduate Handbook (https://ugrad.seas.upenn.edu/student-handbook/courses-requirements/writing-courses/))

Concentrations
Students can select one of the following concentrations:

- Energy and the Environment
- Pharmaceutics and Biotechnology
- Polymers and Soft Matter Science and Engineering

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Computational Biology, BAS

The BAS in Computational Biology is an interdisciplinary area that crosses between the biological sciences, math, and computer science. More specifically, it requires that students augment a basic computer science curriculum with courses in biology, chemistry, genetics and statistics. The program is intended to train students in key areas of Computational Biology and is also designed so that a student may focus on those areas of biology in which he or she wishes to specialize. A broad background in computer science, from programming to algorithms to database systems, is also required. This program has a year-long capstone course in computational biology that is co-taught by faculty in computer science, biology and genetics. The development of Computational Biology has been influenced by various factors. One main influence derives from the need to solve problems associated with the assimilation, storage, retrieval and analysis of data arising from the Human Genome Project and similar projects that involve massive data sets containing bibliographic information, DNA sequence information and testing methods and results. The analysis of such data involves the development and use of complex information modeling techniques, languages, visualization techniques, and computational methods. The second broad area of biology in which computational methods have for some time been used is in evolution and ecology. Many evolutionary processes when viewed from the genetic point of view involve equations of such complexity that ordinary algebraic and calculus methods are simply insufficient to solve them, and numerical methods entailing the use of a computer are necessary. The construction of phylogenetic trees of evolution has for a long time been carried out by computational as opposed to mathematical methods. Many ecological processes similarly involve such complexities that computer methods offer the only way forward. Computational Biology is a field of current interest and is essential to train computer scientists with enough knowledge of biology to be able to understand the problems and computational opportunities in this domain. Employment opportunities are excellent at major pharmaceutical companies, biotech companies and research labs.

For more information: https://www.seas.upenn.edu/prospective-students/undergrad/majors/bachelor-of-applied-science/

Computational Biology (ASCB) Major Requirements

37 course units are required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 110</td>
<td>Introduction to Computer Programming</td>
<td>1</td>
</tr>
<tr>
<td>CIS 120</td>
<td>Programming Languages and Techniques I</td>
<td>1</td>
</tr>
<tr>
<td>CIS 121</td>
<td>Programming Languages and Techniques II</td>
<td>1</td>
</tr>
<tr>
<td>CIS 240</td>
<td>Introduction to Computer Systems</td>
<td>1</td>
</tr>
<tr>
<td>CIS 262</td>
<td>Automata, Computability, and Complexity</td>
<td>1</td>
</tr>
<tr>
<td>CIS 320</td>
<td>Introduction to Algorithms</td>
<td>1</td>
</tr>
<tr>
<td>CIS Electives 1</td>
<td></td>
<td>2</td>
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<tr>
<td>CIS Project Electives 2</td>
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</tr>
<tr>
<td>Engineering Electives</td>
<td></td>
<td>2</td>
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</table>
CIS 498  Senior Capstone Project  1
Math and Natural Science
MATH 114  Calculus, Part II  1
CIS 160  Mathematical Foundations of Computer Science  1
BIOL 102  Introduction to Biology B  1.5
BIOL 121  Introduction to Biology - The Molecular Biology of Life  1
BIOL 221  Molecular Biology and Genetics  1
BIOL 446  Statistics for Biologists  1
CHEM 101  General Chemistry I  1
CHEM 053  General Chemistry Laboratory I  0.5
Math Elective  1
Computational Biology Electives
BIOL 437  Introduction to Computational Biology & Biological Modeling  1
BIOL 537  Advanced Computational Biology  1
Choose two courses from the following:  2
PHYS 150  Principles of Physics I: Mechanics and Wave Motion
CHEM 102  General Chemistry II
& CHEM 054  and General Chemistry Laboratory II
BIOL 215  Vertebrate Physiology
or BIOL 251  Molecular and Cellular Neurobiology
BIOL 230  Evolutionary Biology
or BIOL 231  The Evolution of Animal Behavior
or BIOL 240  Ecology: From individuals to ecosystems
Remaining courses should be drawn from following:  4
Any 200 level Biology course
BIOL 410  Advanced Evolution
BIOL 411  Evolutionary Ecology
BIOL 412  Animal Physiological and Population Ecology
BIOL 421  Molecular Genetics
BIOL 425  Biochemistry and Molecular Genetics Superlab
BIOL 431  Genome Science and Genomic Medicine
BIOL 480  Advanced Cell Biology
BIOL 485  The RNA World: A functional and computational analysis
PHYS 280  Physical Models of Biological Systems
PHYS 585  Theoretical and Computational Neuroscience
MATH 420  Ordinary Differential Equations
MATH 425  Partial Differential Equations
STAT 433  Stochastic Processes
General Electives 3
Select 5 Social Science or Humanities courses  5
Select 2 Social Science or Humanities or Technology in Business and Society courses  2
Total Course Units  37

1 A CIS elective is a CIS or NETS engineering course. The SEAS handbook defines all CIS and NETS classes numbered 1xx-5xx as engineering courses, with the following exceptions: CIS 105 Computational Data Exploration, CIS 106 Visualizing the Past, CIS 125 Technology and Policy, CIS 160 Mathematical Foundations of Computer Science, CIS 261 Discrete Probability, Stochastic Processes, and Statistical Inference, CIS 262 Automata, Computability, and Complexity. ESE 350 Embedded Systems/Microcontroller Laboratory can also be used to satisfy the CIS elective requirement.
2 Please note: Students may count at most 1 CU of 1xx credit as a CIS Elective.
3 Must include a Writing Seminar (a list of approved Writing Seminars can be found in the SEAS Undergraduate Handbook (https://ugrad.seas.upenn.edu/student-handbook/courses-requirements/writing-courses/))

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Computer and Cognitive Science, BAS

The BAS in Computer and Cognitive Science through the School of Engineering and Applied Science combines the application of theoretical insights from Computer Science, Linguistics, Neuroscience, Philosophy, and Psychology to the formal study of intelligence, perception, reasoning, and other properties of mind, and their application in the service of Information Technology. The degree combines a form grounding in relevant aspects of Computer Science, from programming to algorithms to artificial intelligence, with a concentration in specific courses from the contingent disciplines. The non-computer science courses have been selected for formal rigor and scientific relevance. The degree prepares students for a wide variety of careers in a number of distinct academic, industrial, and professional arenas relating to psychology, philosophy and linguistics. In particular, these careers pertain to the impact of knowledge and information technology on the professions, including those in Media and Communications, Software Development, and Education (among many others), in which a broad background in computer science must be combined with a deep understanding of the human mind. The BAS in Computer and Cognitive Science is intended to address the need for properly trained computer scientists who have sufficient understanding of these other disciplines to be able to solve the many open problems in applications, research, and development that must be addressed if we are to realize the full potential of information processing technologies in these domains. Employment opportunities for students going through such a program are excellent at major information technology companies,
software houses, and research labs, as well as in the standard career structures in the areas identified above.

For more information: https://www.seas.upenn.edu/prospective-students/undergrad/majors/bachelor-of-applied-science/

Computer and Cognitive Science (ASCC) Major Requirements

37 course units are required.

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<thead>
<tr>
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<th>Course Units</th>
</tr>
</thead>
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<td>Introduction to Computer Programming</td>
<td>1</td>
</tr>
<tr>
<td>CIS 120</td>
<td>Programming Languages and Techniques I</td>
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<tr>
<td>CIS 121</td>
<td>Programming Languages and Techniques II</td>
<td>1</td>
</tr>
<tr>
<td>CIS 140</td>
<td>Introduction to Cognitive Science</td>
<td>1</td>
</tr>
<tr>
<td>CIS 240</td>
<td>Introduction to Computer Systems</td>
<td>1</td>
</tr>
<tr>
<td>CIS 262</td>
<td>Automata, Computability, and Complexity</td>
<td>1</td>
</tr>
<tr>
<td>CIS 320</td>
<td>Introduction to Algorithms</td>
<td>1</td>
</tr>
<tr>
<td>CIS 421</td>
<td>Artificial Intelligence</td>
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</tr>
<tr>
<td>Engineering Electives</td>
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<td></td>
</tr>
<tr>
<td>CIS 498</td>
<td>Senior Capstone Project</td>
<td>1</td>
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</table>

Math and Natural Science

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<tr>
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<th>Course Units</th>
</tr>
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<tbody>
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<td>MATH 104</td>
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<td>MATH 114</td>
<td>Calculus, Part II</td>
<td>1</td>
</tr>
<tr>
<td>CIS 160</td>
<td>Mathematical Foundations of Computer Science</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 140</td>
<td>Principles of Physics I (without laboratory)</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 141</td>
<td>Principles of Physics II (without laboratory)</td>
<td>1</td>
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<tr>
<td>Math Elective</td>
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<td></td>
</tr>
<tr>
<td>Natural Science Elective</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Concentration

Select 8 course units

General Electives

Select 4 Social Science or Humanities courses

Select 2 Social Science or Humanities or Technology in Business & Society courses

Total Course Units | 37

1. A CIS elective is a CIS or NETS engineering course. The SEAS handbook defines all CIS and NETS classes numbered 1xx-5xx as engineering courses, with the following exceptions that cannot be used: CIS 105, CIS 106, CIS 125, CIS 160, CIS 261, CIS 262. ESE 350 can also be used to satisfy the CIS elective requirement. Please note: Students may count at most 1 cu of 1xx credit as a CIS Elective.

2. Science labs are not required. Labs taken can be used as Natural Science credit. For ASCC Majors, Nat Sci may also include the following Cog Sci Courses:
   LING 230, LING 250, LING 520, LING 530, LING 531, LING 550, LING 551, LING 603, LING 630, PSYC 109, PSYC 111.

3. Must include a Writing Seminar (a list of approved Writing Seminars can be found in the SEAS Undergraduate Handbook (https://ugrad.seas.upenn.edu/student-handbook/courses-requirements/writing-courses/))

Concentration

Department approval is required.

• Option 1: Any approved minor, or sequence of approved courses. Remaining must be Math, Natural Science or Engineering. (Minors are strongly encouraged.)
• Option 2: Any 8 course units from Math, Natural Science, Engineering, or from the following specified tech electives:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 106</td>
<td>Introduction to Formal Linguistics</td>
<td>1</td>
</tr>
<tr>
<td>PHIL 231</td>
<td>Epistemology</td>
<td>1</td>
</tr>
<tr>
<td>PHIL 244</td>
<td>Introduction to Philosophy of Mind</td>
<td>1</td>
</tr>
<tr>
<td>OIDD 220</td>
<td>Introduction to Operations Management</td>
<td>1</td>
</tr>
<tr>
<td>OIDD 321</td>
<td>Introduction to Management Science</td>
<td>1</td>
</tr>
<tr>
<td>OIDD 325</td>
<td>Computer Simulation Models</td>
<td>1</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Computer Engineering, BSE

Computer Engineering is the discipline that designs and engineers computer systems from digital circuits, through compilers and runtime systems, to networking and world-wide distributed systems. As an engineering discipline, the computer engineer must appreciate the physical aspects of computations (energy, delay, area, reliability, costs) and be able to expertly navigate the multidimensional tradeoff space associated with implementing computations. Since today’s high performance programmable computer devices mean enormous computational tasks can be performed entirely in software, the computer engineer must manage computational capabilities and functionalities which migrate between hardware and software driven by advancing technology and these engineering tradeoffs. Recent advances in manufacturing make it economical to construct systems containing billions of components and millions of lines of code, and these systems are increasingly invaluable in life-critical and real-time systems; computer engineering is the discipline that seeks to understand how to design and manage systems of this complexity while providing adequate guarantees of safety and trustworthiness for such systems.

For more information: https://www.seas.upenn.edu/prospective-students/undergrad/majors/computer-engineering/

Computer Engineering (CMPE) Major Requirements

37 course units are required.
### Engineering

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 120</td>
<td>Programming Languages and Techniques I</td>
<td>1</td>
</tr>
<tr>
<td>CIS 121</td>
<td>Programming Languages and Techniques II</td>
<td>1</td>
</tr>
<tr>
<td>ESE 150</td>
<td>Digital Audio Basics 1</td>
<td>1</td>
</tr>
<tr>
<td>ESE 215</td>
<td>Electrical Circuits and Systems</td>
<td>1</td>
</tr>
<tr>
<td>CIS 240</td>
<td>Introduction to Computer Systems</td>
<td>1</td>
</tr>
<tr>
<td>ESE 350</td>
<td>Embedded Systems/Microcontroller Laboratory</td>
<td>1.5</td>
</tr>
<tr>
<td>CIS 350</td>
<td>Software Design/Engineering</td>
<td>1</td>
</tr>
<tr>
<td>ESE 370</td>
<td>Circuit-Level Modeling, Design, and Optimization for Digital Systems</td>
<td>1</td>
</tr>
<tr>
<td>CIS 380</td>
<td>Computer Operating Systems</td>
<td>1</td>
</tr>
<tr>
<td>CIS 441</td>
<td>Embedded Software for Life-Critical Applications</td>
<td>1</td>
</tr>
<tr>
<td>CIS 471</td>
<td>Computer Organization and Design</td>
<td>1</td>
</tr>
<tr>
<td>ESE 407</td>
<td>Introduction to Networks and Protocols</td>
<td>1</td>
</tr>
<tr>
<td>or CIS 553</td>
<td>Networked Systems</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Concurrency Lab

- CIS 455 | Internet and Web Systems                        | 1           |
- or CIS 505 | Software Systems                      | 1           |
- or ESE 532 | System-on-a-Chip Architecture                      | 1           |
- or CIS 565 | GPU Programming and Architecture                      | 1           |

#### Senior Design

- CIS 400 | Senior Project                                    | 1            |
- or ESE 450 | Senior Design Project I - EE and SSE                           | 1           |
- CIS 401 | Senior Project                                    | 1            |
- or ESE 451 | Senior Design Project II - EE and SSE                           | 1           |

#### Math and Natural Science

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
<td>1</td>
</tr>
<tr>
<td>MATH 114</td>
<td>Calculus, Part II</td>
<td>1</td>
</tr>
<tr>
<td>MATH 240</td>
<td>Calculus, Part III</td>
<td>1</td>
</tr>
<tr>
<td>ESE 301</td>
<td>Engineering Probability</td>
<td>1</td>
</tr>
<tr>
<td>or CIS 261</td>
<td>Discrete Probability, Stochastic Processes, and Statistical Inference</td>
<td>1</td>
</tr>
<tr>
<td>or STAT 430</td>
<td>Probability</td>
<td>1</td>
</tr>
<tr>
<td>or ENM 321</td>
<td>Engineering Statistics</td>
<td>1</td>
</tr>
<tr>
<td>CIS 160</td>
<td>Mathematical Foundations of Computer Science</td>
<td>1</td>
</tr>
<tr>
<td>MEAM 110</td>
<td>Introduction to Mechanics</td>
<td>1</td>
</tr>
<tr>
<td>or PHYS 140</td>
<td>Principles of Physics I (without laboratory)</td>
<td>1</td>
</tr>
<tr>
<td>or PHYS 150</td>
<td>Principles of Physics I: Mechanics and Wave Motion</td>
<td>1</td>
</tr>
<tr>
<td>or PHYS 170</td>
<td>Honors Physics I: Mechanics and Wave Motion</td>
<td>1</td>
</tr>
<tr>
<td>ESE 112</td>
<td>Engineering Electromagnetics</td>
<td>1.5</td>
</tr>
<tr>
<td>or PHYS 151</td>
<td>Principles of Physics II: Electromagnetism and Radiation</td>
<td>1.5</td>
</tr>
<tr>
<td>or PHYS 171</td>
<td>Honors Physics II: Electromagnetism and Radiation</td>
<td>1.5</td>
</tr>
<tr>
<td>CHEM 101</td>
<td>General Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td>or EAS 091</td>
<td>Chemistry Advanced Placement/International Baccalaureate Credit (Engineering Students Only)</td>
<td>1</td>
</tr>
<tr>
<td>or BIOL 101</td>
<td>Introduction to Biology A</td>
<td>1</td>
</tr>
</tbody>
</table>

### Professional Electives

Select one of the following:

- ESE 400 | Engineering Economics                          | 1            |
- EAS 545 | Engineering Entrepreneurship I                 | 1            |
- EAS 595 | Foundations of Leadership                      | 1            |
- MGMT 237 | Management of Technology                       | 1            |
- OIDD 236 | Scaling Operations in Technology Ventures: Linking Strategy and Execution | 1 |

#### Math, Science, or Engineering Elective

#### General Electives

- EAS 203 | Engineering Ethics                            | 1            |
- Select 4 Social Science or Humanities courses | 4            |
- Select 2 Social Science, Humanities, or Technology in Business & Society courses | 2            |

#### Total Course Units

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
</tr>
</tbody>
</table>

1. If not taken freshman year, must be replaced by another department approved engineering course.

2. If BIOL 121, CHEM 101, EAS 091, MEAM 110 or PHYS 140 are taken, choose one natural science lab from the list: BIOL 124 Introductory Organismal Biology Lab, CHEM 053 General Chemistry Laboratory I, MEAM 147 Introduction to Mechanics Lab, PHYS 050 Physics Laboratory I or another department approved Natural Science lab

3. At most, two freshman-level Engineering courses may be used as a Professional Elective.

4. Must include a Writing Seminar (a list of approved Writing Seminars can be found in the SEAS Undergraduate Handbook (https://undergrad.seas.upenn.edu/student-handbook/courses-requirements/writing-courses/))

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Computer Science, BSE

Computer scientists and engineers have revolutionized society and created the computer and telecommunications industries that are so important to human life and the world’s economy. As a result of this revolution, expertise in computer science is essential in many new areas, including computer and network service and consulting companies, financial institutions, health industries, natural science labs and medical research labs, and other contexts where intensive manipulation of information is important. As a result, opportunities for computer scientists and engineers have expanded greatly, both in specialized fields as well as in numerous dual-career opportunities in which computer expertise is combined with advanced degrees in business, communication, engineering, law, medicine, and science.

For more information: https://www.seas.upenn.edu/prospective-students/undergrad/majors/computer-science/
# Computer Science (CSCI) Major Requirements

37 course units are required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 110</td>
<td>Introduction to Computer Programming</td>
<td>1</td>
</tr>
<tr>
<td>CIS 120</td>
<td>Programming Languages and Techniques I</td>
<td>1</td>
</tr>
<tr>
<td>CIS 121</td>
<td>Programming Languages and Techniques II</td>
<td>1</td>
</tr>
<tr>
<td>CIS 240</td>
<td>Introduction to Computer Systems</td>
<td>1</td>
</tr>
<tr>
<td>CIS 262</td>
<td>Automata, Computability, and Complexity</td>
<td>1</td>
</tr>
<tr>
<td>CIS 320</td>
<td>Introduction to Algorithms</td>
<td>1</td>
</tr>
<tr>
<td>CIS 380</td>
<td>Computer Operating Systems</td>
<td>1</td>
</tr>
<tr>
<td>CIS 400</td>
<td>Senior Project</td>
<td>1</td>
</tr>
<tr>
<td>or CIS 410</td>
<td>CIS Senior Thesis</td>
<td>1</td>
</tr>
<tr>
<td>CIS 401</td>
<td>Senior Project</td>
<td>1</td>
</tr>
<tr>
<td>or CIS 411</td>
<td>CIS Senior Thesis</td>
<td>1</td>
</tr>
<tr>
<td>CIS 471</td>
<td>Computer Organization and Design</td>
<td>1</td>
</tr>
</tbody>
</table>

### Computer Science, BAS

Computer scientists and engineers have revolutionized society and created the computer and telecommunications industries that are so important to human life and the world’s economy. As a result of this revolution, expertise in computer science is essential in many new areas, including computer and network service and consulting companies, financial institutions, health industries, natural science labs and medical research labs, and other contexts where intensive manipulation of information is important. As a result, opportunities for computer scientists and engineers have expanded greatly, both in specialized fields as well as in numerous dual-career opportunities in which computer expertise is combined with advanced degrees in business, communication, engineering, law, medicine, and science.

## Math and Natural Science

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
<td>1</td>
</tr>
<tr>
<td>MATH 114</td>
<td>Calculus, Part II</td>
<td>1</td>
</tr>
<tr>
<td>CIS 160</td>
<td>Mathematical Foundations of Computer Science</td>
<td>1</td>
</tr>
<tr>
<td>CIS 261</td>
<td>Discrete Probability, Stochastic Processes, and Statistical Inference</td>
<td>1</td>
</tr>
<tr>
<td>or ESE 301</td>
<td>Engineering Probability</td>
<td>1</td>
</tr>
<tr>
<td>or ENM 321</td>
<td>Engineering Statistics</td>
<td>1</td>
</tr>
<tr>
<td>or STAT 430</td>
<td>Probability</td>
<td>1</td>
</tr>
<tr>
<td>MATH 240</td>
<td>Calculus, Part III</td>
<td>1</td>
</tr>
<tr>
<td>or MATH 312</td>
<td>Linear Algebra</td>
<td>1</td>
</tr>
<tr>
<td>or MATH 313</td>
<td>Computational Linear Algebra</td>
<td>1</td>
</tr>
<tr>
<td>or MATH 314</td>
<td>Advanced Linear Algebra</td>
<td>1</td>
</tr>
<tr>
<td>MEAM 110</td>
<td>Introduction to Mechanics</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; MEAM 147</td>
<td>and Introduction to Mechanics Lab</td>
<td>1.5</td>
</tr>
<tr>
<td>or PHYS 150</td>
<td>Principles of Physics I: Mechanics and Wave Motion</td>
<td>1.5</td>
</tr>
<tr>
<td>or PHYS 170</td>
<td>Honors Physics I: Mechanics and Wave Motion</td>
<td>1.5</td>
</tr>
<tr>
<td>PHYS 151</td>
<td>Principles of Physics II: Electromagnetism and Radiation</td>
<td>1.5</td>
</tr>
<tr>
<td>or PHYS 171</td>
<td>Honors Physics II: Electromagnetism and Radiation</td>
<td>1.5</td>
</tr>
<tr>
<td>or ESE 112</td>
<td>Engineering Electromagnetics</td>
<td>1.5</td>
</tr>
</tbody>
</table>

### Concentrations

Students may select one of seven concentrations:

- Artificial Intelligence
- Cognitive Science (5 CU)
- Computational Biology (6 CU)
- Computer Vision
- Data Science
- Software Foundations
- Systems (5 CU)

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Technical Electives

Department Approval Required

### General Electives

Select 2 Social Science, Humanities or Technology in Business & Society courses

### Free Elective

Select 1 course units of free elective

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>*CIS and Technical Electives must include a course from each of the following lists (courses listed can be in multiple lists):</td>
<td></td>
</tr>
<tr>
<td>- Networking: NETS 150, NETS 212, CIS 331, CIS 455, CIS 505, CIS 553</td>
<td></td>
</tr>
<tr>
<td>- Databases: CIS 450, CIS 455, CIS 545</td>
<td></td>
</tr>
<tr>
<td>- Distributed Systems: NETS 212, CIS 441, CIS 450, CIS 505, CIS 545</td>
<td></td>
</tr>
<tr>
<td>- Machine Learning/AI: CIS 419, CIS 421, CIS 520, CIS 545, CIS 620</td>
<td></td>
</tr>
<tr>
<td>- Project: NETS 212, CIS 341, CIS 350, CIS 441, CIS 450, CIS 455, CIS 460, CIS 505, CIS 555</td>
<td></td>
</tr>
</tbody>
</table>

1. A CIS elective is a CIS or NETS engineering courses at the 100 level or above, or ESE 350 (NOTE: not all CIS/NETS courses are engineering courses; please see the SEAS undergraduate handbook. At most, one CU of 100-level courses may be used as a CIS Elective.

2. May contain at most one course numbered 100-level.

You may use:

1. courses from a declared concentration and/or
2. courses approved by the department. In general, approved courses will be advanced courses that are rigorous/quantitative and have at least one nontrivial prerequisite. See the CIS website for a list of approved courses.

3. Must include a Writing Seminar (a list of approved Writing Seminars can be found in the SEAS Undergraduate Handbook (https://ugrad.seas.upenn.edu/student-handbook/courses-requirements/writing-courses/))
Computer Science (ASCS) Major Requirements

37 course units are required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 110</td>
<td>Introduction to Computer Programming</td>
<td>1</td>
</tr>
<tr>
<td>CIS 120</td>
<td>Programming Languages and Techniques I</td>
<td>1</td>
</tr>
<tr>
<td>CIS 121</td>
<td>Programming Languages and Techniques II</td>
<td>1</td>
</tr>
<tr>
<td>CIS 240</td>
<td>Introduction to Computer Systems</td>
<td>1</td>
</tr>
<tr>
<td>CIS 262</td>
<td>Automata, Computability, and Complexity</td>
<td>1</td>
</tr>
<tr>
<td>CIS 320</td>
<td>Introduction to Algorithms</td>
<td>1</td>
</tr>
<tr>
<td>CIS Electives</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>CIS Project Electives</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>CIS 498</td>
<td>Senior Capstone Project</td>
<td>1</td>
</tr>
</tbody>
</table>

Math and Natural Science

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
<td>1</td>
</tr>
<tr>
<td>MATH 114</td>
<td>Calculus, Part II</td>
<td>1</td>
</tr>
<tr>
<td>CIS 160</td>
<td>Mathematical Foundations of Computer Science</td>
<td>1</td>
</tr>
</tbody>
</table>

Select two of the following Natural Sciences:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 140</td>
<td>Principles of Physics I (without laboratory)</td>
<td>2</td>
</tr>
<tr>
<td>PHYS 141</td>
<td>Principles of Physics II (without laboratory)</td>
<td>2</td>
</tr>
<tr>
<td>EAS 091</td>
<td>Chemistry Advanced Placement/</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>International Baccalaureate Credit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Engineering Students Only)</td>
<td></td>
</tr>
<tr>
<td>or CHEM 101</td>
<td>General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>BIOL 101</td>
<td>Introduction to Biology A</td>
<td>3</td>
</tr>
<tr>
<td>or BIOL 121</td>
<td>Introduction to Biology - The Molecular</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biology of Life</td>
<td></td>
</tr>
</tbody>
</table>

or Math/Natural Science Electives

Select 8 course units, with departmental approval

Technical Electives

Select 4 Social Science or Humanities courses

General Electives

Select 2 Social Science or Humanities or Technology in Business & Society courses

EAS 203 | Engineering Ethics                        | 1            |

Free Elective

Select 1 course unit of free elective (approval required)

Total Course Units 37

Digital Media Design, BSE

The Digital Media Design (DMD) program is an interdisciplinary major in the School of Engineering and Applied Science at Penn. As a full-fledged Bachelors in Engineering and Science (BSE) degree, it combines major coursework in computer graphics within the Computer & Information Science Department, Communication theory courses from the Annenberg School and Fine Arts courses from Penn's School of Design. The program was designed for students who have an interest in computer graphics, animation, games, and the design of virtual reality environments and interactive technologies. The Digital Media Design Program was established in response to what we perceived as a growing rift within the computer graphics and animation industry.

For more information: https://www.seas.upenn.edu/prospective-students/undergrad/majors/digital-media-design/

Digital Media Design (DMD) Major Requirements

37 course units are required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 110</td>
<td>Introduction to Computer Programming</td>
<td>1</td>
</tr>
<tr>
<td>CIS 120</td>
<td>Programming Languages and Techniques I</td>
<td>1</td>
</tr>
<tr>
<td>CIS 121</td>
<td>Programming Languages and Techniques II</td>
<td>1</td>
</tr>
<tr>
<td>CIS 240</td>
<td>Introduction to Computer Systems</td>
<td>1</td>
</tr>
<tr>
<td>CIS 262</td>
<td>Automata, Computability, and Complexity</td>
<td>1</td>
</tr>
<tr>
<td>CIS 320</td>
<td>Introduction to Algorithms</td>
<td>1</td>
</tr>
<tr>
<td>CIS 460</td>
<td>Interactive Computer Graphics</td>
<td>1</td>
</tr>
</tbody>
</table>

Two of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 461</td>
<td>Advanced Computer Graphics</td>
<td>2</td>
</tr>
</tbody>
</table>

A CIS elective is a CIS or NETS engineering course numbered 100 or above or ESE 350 Embedded Systems/Microcontroller Laboratory. (Note that not all CIS/NETS courses are engineering courses, please see the SEAS undergrad handbook.) At most one CU of 1xx may be used as a CIS elective.
Electrical Engineering, BSE

Electrical engineering connects the physical world with the information world. Electrical engineers apply physics and chemistry in modern nanotechnology devices, encode and manipulate information in circuits and networks, and mathematically understand and reason with large amounts of data in real time. This makes electrical engineering one of the broadest forms of engineering, resulting in a multitude of possible careers. The societal impact of electrical engineering can be found in numerous domains, from smartphones, 5G wireless, and medical imaging to electric/driverless cars and the Internet of Things. Electrical engineering includes the engineering of electrons, magnets, photons, electromagnetic waves, quantum states, and electro-mechanical structures. Electrically engineering systems provide communication, sensing, actuation, display, storage, conversion, control, and computation. The electrical engineering discipline includes both the design and implementation of physical realizations (devices, circuits, antennas) and the mathematical tools for optimizing the exploitation of these systems (control theory, information theory, digital logic, signal processing).

For more information: https://www.seas.upenn.edu/prospective-students/undergrad/majors/electrical-engineering/

Electrical Engineering (EE) Major Requirements

37 course units are required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 110</td>
<td>Introduction to Computer Programming</td>
<td>1</td>
</tr>
<tr>
<td>ESE 111</td>
<td>Atoms, Bits, Circuits and Systems</td>
<td>1</td>
</tr>
<tr>
<td>CIS 120</td>
<td>Programming Languages and Techniques I</td>
<td>1</td>
</tr>
<tr>
<td>or CIS 240</td>
<td>Introduction to Computer Systems</td>
<td>1</td>
</tr>
<tr>
<td>ESE 215</td>
<td>Electrical Circuits and Systems</td>
<td>1.5</td>
</tr>
<tr>
<td>ESE 218</td>
<td>Electronic, Photonic, and Electromechanical Devices</td>
<td>1.5</td>
</tr>
<tr>
<td>ESE 224</td>
<td>Signal and Information Processing</td>
<td>1.5</td>
</tr>
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</table>

Select four advanced electives from the following lists: 4-4.5

Circuits and Computer Engineering:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESE 319</td>
<td>Fundamentals of Solid-State Circuits</td>
</tr>
<tr>
<td>ESE 350</td>
<td>Embedded Systems/Microcontroller Laboratory</td>
</tr>
<tr>
<td>ESE 370</td>
<td>Circuit-Level Modeling, Design, and Optimization for Digital Systems</td>
</tr>
<tr>
<td>ESE 419</td>
<td>Analog Integrated Circuits</td>
</tr>
<tr>
<td>ESE 516</td>
<td>IoT Edge Computing</td>
</tr>
<tr>
<td>ESE 532</td>
<td>System-on-a-Chip Architecture</td>
</tr>
<tr>
<td>ESE 568</td>
<td>Mixed Signal Design and Modeling</td>
</tr>
<tr>
<td>ESE 578</td>
<td>RFIC (Radio Frequency Integrated Circuit) Design</td>
</tr>
<tr>
<td>ESE 590</td>
<td>Systems Methodology</td>
</tr>
<tr>
<td>ESE 672</td>
<td>Integrated Communication Systems</td>
</tr>
</tbody>
</table>

**Nanodevices and Nanosystems:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESE 310</td>
<td>Electric and Magnetic Fields I</td>
</tr>
<tr>
<td>ESE 321</td>
<td>Physics and Models of Semiconductor Devices</td>
</tr>
<tr>
<td>ESE 330</td>
<td>Principles of Optics and Photonics</td>
</tr>
<tr>
<td>ESE 336</td>
<td>Nanofabrication of Electrical Devices</td>
</tr>
<tr>
<td>ESE 460</td>
<td>Principles of Microfabrication Technology</td>
</tr>
<tr>
<td>ESE 510</td>
<td>Electromagnetic and Optical Theory</td>
</tr>
<tr>
<td>ESE 521</td>
<td>The Physics of Solid State Energy Devices</td>
</tr>
<tr>
<td>ESE 523</td>
<td>Quantum Engineering</td>
</tr>
<tr>
<td>ESE 526</td>
<td>Photovoltaic Systems Engineering</td>
</tr>
<tr>
<td>ESE 611</td>
<td>Nanophotonics: Light at the Nanoscale</td>
</tr>
<tr>
<td>ESE 621</td>
<td>Nanoelectronics</td>
</tr>
<tr>
<td>ESE 673</td>
<td>Integrated Photonic Systems</td>
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</tbody>
</table>

**Information and Decision Systems:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ESE 303</td>
<td>Stochastic Systems Analysis and Simulation</td>
</tr>
<tr>
<td>ESE 305</td>
<td>Foundations of Data Science</td>
</tr>
<tr>
<td>ESE 325</td>
<td>Fourier Analysis and Applications in Engineering, Mathematics, and the Sciences</td>
</tr>
<tr>
<td>ESE 407</td>
<td>Introduction to Networks and Protocols</td>
</tr>
<tr>
<td>ESE 500</td>
<td>Linear Systems Theory</td>
</tr>
<tr>
<td>ESE 501</td>
<td>Networking - Theory and Fundamentals</td>
</tr>
<tr>
<td>ESE 504</td>
<td>Intro to Linear, Nonlinear and Integer Optimization</td>
</tr>
<tr>
<td>ESE 505</td>
<td>Feedback Control Design and Analysis</td>
</tr>
<tr>
<td>ESE 512</td>
<td>Dynamical Systems for Engineering and Biological Applications</td>
</tr>
<tr>
<td>ESE 520</td>
<td>Agent-Based Modeling and Simulation</td>
</tr>
<tr>
<td>ESE 527</td>
<td>Design of Smart Systems</td>
</tr>
<tr>
<td>ESE 528</td>
<td>Estimation and Detection Theory</td>
</tr>
<tr>
<td>ESE 531</td>
<td>Digital Signal Processing</td>
</tr>
<tr>
<td>ESE 545</td>
<td>Data Mining: Learning from Massive Datasets</td>
</tr>
<tr>
<td>ESE 546</td>
<td>Principles of Deep Learning</td>
</tr>
<tr>
<td>ESE 548</td>
<td>Transportation Planning Methods</td>
</tr>
<tr>
<td>ESE 550</td>
<td>Advance Transportation Seminar</td>
</tr>
<tr>
<td>ESE 567</td>
<td>Risk Analysis and Environmental Management</td>
</tr>
<tr>
<td>ESE 590</td>
<td>Systems Methodology</td>
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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ESE 565</td>
<td>Modern Convex Optimization</td>
</tr>
<tr>
<td>ESE 650</td>
<td>Learning in Robotics</td>
</tr>
<tr>
<td>ESE 674</td>
<td>Information Theory</td>
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</tbody>
</table>

One of the Advanced Electives may be an Advanced ESE elective, BE 521 or CIS 471 or CIS 520

**Design and Project Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ESE 290</td>
<td>Introduction to Electrical and Systems Engineering Research Methodology and Introduction to Electrical and Systems Engineering Research and Design</td>
</tr>
<tr>
<td>ESE 291</td>
<td>or ESE 319 Fundamentals of Solid-State Circuits</td>
</tr>
<tr>
<td>ESE 336</td>
<td>or ESE 336 Nanofabrication of Electrical Devices</td>
</tr>
<tr>
<td>ESE 350</td>
<td>or ESE 350 Embedded Systems/Microcontroller Laboratory</td>
</tr>
<tr>
<td>ESE 421</td>
<td>or ESE 421 Control For Autonomous Robots</td>
</tr>
<tr>
<td>BE 470</td>
<td>or BE 470 Medical Devices</td>
</tr>
<tr>
<td>ESE 450</td>
<td>Senior Design Project I - EE and SSE</td>
</tr>
<tr>
<td>ESE 451</td>
<td>Senior Design Project II - EE and SSE</td>
</tr>
</tbody>
</table>

**Math and Natural Science:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
</tr>
<tr>
<td>MATH 114</td>
<td>Calculus, Part II</td>
</tr>
<tr>
<td>MATH 240</td>
<td>Calculus, Part III</td>
</tr>
<tr>
<td>ESE 301</td>
<td>Engineering Probability</td>
</tr>
<tr>
<td>MEAM 110</td>
<td>Introduction to Mechanics</td>
</tr>
<tr>
<td>or PHYS 140</td>
<td>Principles of Physics I (without laboratory)</td>
</tr>
<tr>
<td>or PHYS 150</td>
<td>Principles of Physics I: Mechanics and Wave Motion</td>
</tr>
<tr>
<td>or PHYS 170</td>
<td>Honors Physics I: Mechanics and Wave Motion</td>
</tr>
<tr>
<td>ESE 112</td>
<td>Engineering Electromagnetics</td>
</tr>
<tr>
<td>or PHYS 151</td>
<td>Principles of Physics II: Electromagnetism and Radiation</td>
</tr>
<tr>
<td>or PHYS 171</td>
<td>Honors Physics II: Electromagnetism and Radiation</td>
</tr>
<tr>
<td>CHEM 101</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>or EAS 091</td>
<td>Chemistry Advanced Placement/International Baccalaureate Credit (Engineering Students Only)</td>
</tr>
<tr>
<td>or BIO 101</td>
<td>Introduction to Biology A</td>
</tr>
<tr>
<td>or BIO 121</td>
<td>Introduction to Biology - The Molecular Biology of Life</td>
</tr>
</tbody>
</table>

**Math Elective**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
</table>

**Math or Natural Science Elective**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
</table>

**Natural Science Lab (if applicable)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
</table>

**Professional Electives:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
</table>

**Professional Elective - Select from the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
</table>

**Math, Science, or Engineering Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
</table>

**General Electives:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
</table>

Select 4 Social Science or Humanities courses
Select 2 Social Science or Humanities or Technology in Business & Society courses

Total Course Units 37

1. If not taken freshman year, must be replaced by another department approved engineering course.
2. If BE 470 is taken, an additional .5 CU engineering credit is required.
3. If BIOL 121, CHEM 101, MEAM 110 or PHYS 140 are taken, choose one natural science lab from the list: BIOL 124 Introductory Organismal Biology Lab, PHYS 050 Physics Laboratory I, MEAM 147 Introduction to Mechanics Lab, CHEM 053 General Chemistry Laboratory I or another department approved Natural Science lab.
4. At most, two freshman-level engineering courses may be used as a Professional Elective.
5. Must include a Writing Seminar (a list of approved Writing Seminars can be found in the SEAS Undergraduate Handbook (https://ugrad.seas.upenn.edu/student-handbook/courses-requirements/writing-courses/)).

Concentrations
Students may select one of six concentrations:

- Data Science
- Microsystems and Nanotechnology
- Mixed-Signal and RF Integrated Circuits
- Photonics and Quantum
- Robotics
- System-on-A-Chip Design

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Individualized Program, BAS
The individualized major offers an opportunity for exceptional, creative, self-motivated students to explore innovative and multi-disciplinary fields of knowledge. The individualized major is intended to foster a closer relationship between the student and the faculty advisors.

For more information: https://www.seas.upenn.edu/prospective-students/undergrad/majors/individualized/

Individualized Program Major Requirements
40 course units are required. Read more about the Undergraduate Student Handbook (http://www.seas.upenn.edu/undergraduate/handbook/).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering</td>
<td>Select one of the following:</td>
<td>1</td>
</tr>
<tr>
<td>CIS 110</td>
<td>Introduction to Computer Programming</td>
<td></td>
</tr>
<tr>
<td>CIS 120</td>
<td>Programming Languages and Techniques I</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
<td>1</td>
</tr>
<tr>
<td>MATH 114</td>
<td>Calculus, Part II</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics courses</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>Select 2 of the following:</td>
<td>2.5-3</td>
</tr>
<tr>
<td>PHYS 150</td>
<td>Principles of Physics I: Mechanics and Wave Motion</td>
<td></td>
</tr>
<tr>
<td>CHEM 101/053</td>
<td>General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>BIOL 101</td>
<td>Introduction to Biology A</td>
<td></td>
</tr>
<tr>
<td>or BIOL 121</td>
<td>Introduction to Biology - The Molecular Biology of Life</td>
<td></td>
</tr>
<tr>
<td>Natural Science Electives</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>CHEM 053</td>
<td>General Chemistry Laboratory I (if applicable)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Concentration
Select 9 course units 9

Social Sciences and Humanities 1
Select 2 Social Science courses 2
Select 2 Humanities courses 2
Select 1 Social Science or Humanities course 1
Select 2 Social Science or Humanities or Technology in Business & Society courses 2

Free Elective
Select 3 course units of free electives 3
Total Course Units 40

1. The Social Science & Humanities Depth, Writing & Ethics Requirement can be satisfied with the 7 total course units.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Materials Science and Engineering, BSE
The Materials Science and Engineering (MSE) program reflects the explosive growth of interest in the nano and bio sectors of engineering science and technology. MSE prepares students to use fundamental scientific principles to synthesize, manipulate, design and characterize the structural and functional properties of advanced engineering materials. The program offers students advantages seldom found in other MSE programs: the opportunity to tailor the curriculum to their own interests, guaranteed research experience and an excellent student-faculty ratio.

For more information: https://www.seas.upenn.edu/prospective-students/undergrad/majors/materials-science-and-engineering/
# Materials Science and Engineering (MSE) Major Requirements

37 course units are required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Engineering</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engineering Elective (ENGR 101 recommended)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MSE 201 Materials Lab I</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>MSE 202 Materials Lab II</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>MSE 215 Introduction to Functional Materials: From Macro to Nanoscale</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MSE 220 Introduction to Materials Science and Engineering</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MSE 260 Energetics of Macro and Nano-scale Materials</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MSE 301 Materials Lab III</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>MSE 330 Self-Assembly of Soft Materials</td>
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<tr>
<td></td>
<td>MSE 360 Structure at the Nanoscale</td>
<td>1</td>
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<tr>
<td></td>
<td>MSE 393 Materials Selection</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MSE 405 Mechanical Properties of Macro/Nanoscale Materials</td>
<td>1</td>
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<tr>
<td></td>
<td>MSE 440 Phase Transformations</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MSE 460 Computational Materials Science</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MSE 495 Senior Design</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MSE 496 Senior Design</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Math and Natural Science</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MATH 104 Calculus, Part I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MATH 114 Calculus, Part II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MATH 240 Calculus, Part III</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MATH 241 Calculus, Part IV or ENM 251 Analytical Methods for Engineering</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Math Elective</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PHYS 140 Principles of Physics I (without laboratory)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>or MEAM 110 Introduction to Mechanics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHYS 141 Principles of Physics II (without laboratory)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CHEM 101 General Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CHEM 053 General Chemistry Laboratory I</td>
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</tr>
<tr>
<td></td>
<td>CHEM 102 General Chemistry II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MSE 221 Quantum Physics of Materials</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Technical Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENGR 105 Introduction to Scientific Computing</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MSE Elective</td>
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</tr>
<tr>
<td></td>
<td>Tech Elective 1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Tech Elective 2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>General Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EAS 203 Engineering Ethics</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Select 4 Social Science or Humanities courses</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Select 2 Social Science or Humanities or Technology in Business &amp; Society courses</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
<td></td>
</tr>
</tbody>
</table>

Select 1 course unit of free electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
</table>

Total Course Units 37

1 ENGR 1xx level elective recommended
2 Includes any Engineering, Math or Natural Science
3 Must include a Writing Seminar (a list of approved Writing Seminars can be found in the SEAS Undergraduate Handbook [https://ugrad.seas.upenn.edu/student-handbook/courses-requirements/writing-courses/])

## Concentrations

Students may select one of three concentrations:

- Electronic & Optical Devices and Sensors
- Energy and Sustainability
- Nanotechnology

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

---

## Mechanical Engineering and Applied Mechanics, BSE

Mechanical Engineering & Applied Mechanics is the study of forces, deformation, and motions of solid bodies and fluids (liquids and air), heat & energy generation and transport. Mechanical engineers are equipped with knowledge to design and develop everything you think of as a device, mechanism, or machine, including wind turbines, rocket engines, robots, 3D printers, micro-engines, nanomotors, and more. We assure safety in systems people use day to day, from transportation to appliances to medical devices.

For more information: [https://www.seas.upenn.edu/prospective-students/undergrad/majors/mechanical-engineering-and-applied-mechanics/](https://www.seas.upenn.edu/prospective-students/undergrad/majors/mechanical-engineering-and-applied-mechanics/)

### Mechanical Engineering and Applied Mechanics (MEAM) Major Requirements

37 course units are required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>MEAM Core</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MEAM 202 Introduction to Thermal and Fluids Engineering</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MEAM 203 Thermodynamics I</td>
<td>1</td>
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<tr>
<td></td>
<td>MEAM 210 Statics and Strength of Materials</td>
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<td></td>
<td>MEAM 211 Engineering Mechanics: Dynamics</td>
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<tr>
<td></td>
<td>MEAM 247 Mechanical Engineering Laboratory I</td>
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<tr>
<td></td>
<td>MEAM 248 Mechanical Engineering Lab I</td>
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</tr>
<tr>
<td></td>
<td>MEAM 347 Mechanical Engineering Design Laboratory</td>
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<tr>
<td></td>
<td>MEAM 348 Mechanical Engineering Design Laboratory</td>
<td>1</td>
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<tr>
<td></td>
<td>MEAM 445 Mechanical Engineering Design Projects</td>
<td>1</td>
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</tbody>
</table>

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Concentration
Select only one track from the options below in the Concentration area. You must formally declare a concentration by submitting the MEAM Concentration form. Students who do not declare a concentration will default into the General Concentration.

Math and Natural Science

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
<td>1</td>
</tr>
<tr>
<td>MATH 114</td>
<td>Calculus, Part II</td>
<td>1</td>
</tr>
<tr>
<td>MATH 240</td>
<td>Calculus, Part III</td>
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<tr>
<td>ENM 251</td>
<td>Analytical Methods for Engineering</td>
<td>1</td>
</tr>
<tr>
<td>or MATH 241</td>
<td>Calculus, Part IV</td>
<td></td>
</tr>
<tr>
<td>MEAM 110</td>
<td>Introduction to Mechanics</td>
<td>1.5</td>
</tr>
<tr>
<td>&amp; MEAM 147</td>
<td>and Introduction to Mechanics Lab</td>
<td></td>
</tr>
<tr>
<td>or PHYS 150</td>
<td>Principles of Physics I: Mechanics and Wave Motion</td>
<td></td>
</tr>
<tr>
<td>PHYS 151</td>
<td>Principles of Physics II: Electromagnetism and Radiation</td>
<td>1.5</td>
</tr>
<tr>
<td>or ESE 112</td>
<td>Engineering Electromagnetics</td>
<td></td>
</tr>
<tr>
<td>CHEM 101</td>
<td>General Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td>or BIOL 121</td>
<td>Introduction to Biology - The Molecular Biology of Life</td>
<td></td>
</tr>
<tr>
<td>Math Elective</td>
<td></td>
<td>1</td>
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<tr>
<td>Math or Natural Science Elective</td>
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Professional Electives 1

<table>
<thead>
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<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>ENGR 105</td>
<td>Introduction to Scientific Computing</td>
<td>1</td>
</tr>
<tr>
<td>or CIS 110</td>
<td>Introduction to Computer Programming</td>
<td></td>
</tr>
<tr>
<td>or CIS 120</td>
<td>Programming Languages and Techniques I</td>
<td></td>
</tr>
<tr>
<td>MEAM Upper Level 2</td>
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<td>2</td>
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<tr>
<td>Technical Elective 3</td>
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<td>4</td>
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General Electives 4

<table>
<thead>
<tr>
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<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAS 203</td>
<td>Engineering Ethics</td>
<td>1</td>
</tr>
<tr>
<td>Select 1 Social Science course</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Select 2 Humanities courses</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Select 1 Social Science or Humanities course</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Select 2 Social Science or Humanities or Technology in Business &amp; Society courses</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

Total Course Units 37

1 Maximum of three 100-level courses permitted.
2 MEAM Upper Level courses include all MEAM 500-level courses except MEAM 599
3 Technical Electives include courses from the Math, Science and Engineering categories. One Technical Elective may be satisfied with advanced dual degree requirements (with approval).
4 Must include a Writing Seminar (a list of approved Writing Seminars can be found in the SEAS Undergraduate Handbook (https://ugrad.seas.upenn.edu/student-handbook/courses-requirements/writing-courses/))

Concentrations
An approved list of MEAM Upper Level courses for each concentration can be found in the MEAM Undergraduate Handbook.
Networked and Social Systems Engineering (NETS) Major Requirements

37 course units are required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 110</td>
<td>Introduction to Computer Programming</td>
<td>1</td>
</tr>
<tr>
<td>CIS 120</td>
<td>Programming Languages and Techniques I</td>
<td>1</td>
</tr>
<tr>
<td>CIS 121</td>
<td>Programming Languages and Techniques II</td>
<td>1</td>
</tr>
<tr>
<td>CIS 320</td>
<td>Introduction to Algorithms</td>
<td>1</td>
</tr>
<tr>
<td>ESE 204</td>
<td>Decision Models</td>
<td>1</td>
</tr>
<tr>
<td>or ESE 504</td>
<td>Intro to Linear, Nonlinear and Integer Optimization</td>
<td>1</td>
</tr>
<tr>
<td>ESE 303</td>
<td>Stochastic Systems Analysis and Simulation</td>
<td>1</td>
</tr>
<tr>
<td>ESE 305</td>
<td>Foundations of Data Science</td>
<td>1</td>
</tr>
<tr>
<td>NETS 112</td>
<td>Networked Life</td>
<td>1</td>
</tr>
<tr>
<td>NETS 150</td>
<td>Market and Social Systems on the Internet</td>
<td>1</td>
</tr>
<tr>
<td>NETS 212</td>
<td>Scalable and Cloud Computing</td>
<td>1</td>
</tr>
<tr>
<td>NETS 312</td>
<td>Theory of Networks</td>
<td>1</td>
</tr>
<tr>
<td>NETS 412</td>
<td>Algorithmic Game Theory</td>
<td>1</td>
</tr>
<tr>
<td>CIS 400</td>
<td>Senior Project</td>
<td>1</td>
</tr>
<tr>
<td>or CIS 410</td>
<td>CIS Senior Thesis</td>
<td>1</td>
</tr>
<tr>
<td>or ESE 450</td>
<td>Senior Design Project I - EE and SSE</td>
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<tr>
<td>CIS 401</td>
<td>Senior Project</td>
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</tr>
<tr>
<td>or CIS 411</td>
<td>CIS Senior Thesis</td>
<td>1</td>
</tr>
<tr>
<td>or ESE 451</td>
<td>Senior Design Project II - EE and SSE</td>
<td>1</td>
</tr>
<tr>
<td>Math and Natural Science</td>
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<td></td>
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<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
<td>1</td>
</tr>
<tr>
<td>MATH 114</td>
<td>Calculus, Part II</td>
<td>1</td>
</tr>
<tr>
<td>MATH 240</td>
<td>Calculus, Part III</td>
<td>1</td>
</tr>
<tr>
<td>CIS 160</td>
<td>Mathematical Foundations of Computer Science</td>
<td>1</td>
</tr>
<tr>
<td>MATH 312</td>
<td>Linear Algebra</td>
<td>1</td>
</tr>
<tr>
<td>or MATH 313</td>
<td>Computational Linear Algebra</td>
<td>1</td>
</tr>
<tr>
<td>or MATH 314</td>
<td>Advanced Linear Algebra</td>
<td>1</td>
</tr>
<tr>
<td>CIS 261</td>
<td>Discrete Probability, Stochastic Processes, and Statistical Inference</td>
<td>1</td>
</tr>
<tr>
<td>or ESE 301</td>
<td>Engineering Probability</td>
<td>1</td>
</tr>
<tr>
<td>or ENM 321</td>
<td>Engineering Statistics</td>
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<tr>
<td>or STAT 430</td>
<td>Probability</td>
<td>1</td>
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<tr>
<td>MEAM 110 &amp; MEAM 147</td>
<td>Introduction to Mechanics Lab &amp; Introduction to Mechanics Lab</td>
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</tr>
<tr>
<td>or PHYS 150</td>
<td>Principles of Physics I: Mechanics and Wave Motion</td>
<td>1</td>
</tr>
<tr>
<td>or PHYS 170</td>
<td>Honors Physics I: Mechanics and Wave Motion</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 151</td>
<td>Principles of Physics II: Electromagnetism and Radiation</td>
<td>1.5</td>
</tr>
<tr>
<td>or PHYS 171</td>
<td>Honors Physics II: Electromagnetism and Radiation</td>
<td>1.5</td>
</tr>
<tr>
<td>or ESE 112</td>
<td>Engineering Electromagnetics</td>
<td>1</td>
</tr>
<tr>
<td>Technical Electives</td>
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<td></td>
</tr>
<tr>
<td>Department Approval Required</td>
<td>1</td>
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</tr>
<tr>
<td>General Electives</td>
<td>6</td>
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</tr>
<tr>
<td>ECON 101</td>
<td>Intermediate Microeconomics</td>
<td>1</td>
</tr>
</tbody>
</table>

Free Elective
Select 1 course unit of free electives 1

Total Course Units 37

1 At least four courses from an approved depth area required. For the remaining courses you may use (1) courses from any approved depth area, and/or (2) courses approved by the department. In general, approved courses must be advanced courses that are rigorous/quantitative and have at least one nontrivial prerequisite. See the NETS website for a list of depth areas and approved courses.

2 Must include a Writing Seminar (a list of approved Writing Seminars can be found in the SEAS Undergraduate Handbook (https://ugrad.seas.upenn.edu/student-handbook/courses-requirements/writing-courses/))

Concentrations
Students may select one of five concentrations:

• Data Science
• Economics and Networked Markets
• Networked and Cloud Services
• Technology and Society
• Theory of Networks and Dynamics

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Systems Science and Engineering, BSE

Systems Engineers provide technical management for societal-scale problems that often encompass the connections between the physical and the information world. Examples of the many cutting-edge applications include autonomous robotics, smart buildings, national power grid management, global networks, service optimization, and biological systems. Systems engineering is the set of reusable mathematics, intellectual tools, and methodologies for attacking large-scale engineering problems. These common tools are adaptable for problems in different engineering domains (e.g., electrical, mechanical, biological, chemical, and computing) and help us understand, design, and manage systems that contain elements from multiple domains. Systems engineering deals with how we extract useful, abstract models from lower level systems, use these models to analyze and predict behavior, and use the analysis to control behavior and optimize/synthesize solutions.

System engineering helps us understand what happens when we compose many elements, each with their own behavior, and how to...
design and constrain the individual elements to engineer desired behavior for the composed system.

For more information: https://www.seas.upenn.edu/prospective-students/undergrad/majors/systems-science-and-engineering/

## Systems Science and Engineering (SSE) Major Requirements

37 course units are required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Engineering</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Systems Foundations</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Systems 110 Introduction to Computer Programming (or equivalent)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>or ENGR 105 Introduction to Scientific Computing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ESE 111 Atoms, Bits, Circuits and Systems 1</td>
<td>1</td>
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<tr>
<td></td>
<td>CIS 120 Programming Languages and Techniques I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ESE 204 Decision Models</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ESE 210 Introduction to Dynamic Systems</td>
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<tr>
<td></td>
<td>ESE 224 Signal and Information Processing</td>
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<tr>
<td></td>
<td>ESE 303 Stochastic Systems Analysis and Simulation</td>
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<td></td>
<td><strong>Information Systems Electives</strong></td>
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<td></td>
<td>Select 3 from the following:</td>
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<tr>
<td></td>
<td>CIS 240 Introduction to Computer Systems</td>
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<tr>
<td></td>
<td>CIS 450 Database and Information Systems</td>
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<tr>
<td></td>
<td>ESE 305 Foundations of Data Science</td>
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</tr>
<tr>
<td></td>
<td>ESE 407 Introduction to Networks and Protocols</td>
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<tr>
<td></td>
<td>ESE 420/520 Agent-Based Modeling and Simulation</td>
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<tr>
<td></td>
<td>ESE 504 Intro to Linear, Nonlinear and Integer Optimization</td>
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<td></td>
<td>ESE 505 Feedback Control Design and Analysis</td>
<td></td>
</tr>
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<td></td>
<td>ESE 512 Dynamical Systems for Engineering and Biological Applications</td>
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<tr>
<td></td>
<td>ESE 528 Estimation and Detection Theory</td>
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<tr>
<td></td>
<td>ESE 545 Data Mining: Learning from Massive Datasets</td>
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<tr>
<td></td>
<td>NETS 212 Scalable and Cloud Computing</td>
<td></td>
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<tr>
<td></td>
<td>NETS 312 Theory of Networks</td>
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<tr>
<td></td>
<td>NETS 412 Algorithmic Game Theory</td>
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<td></td>
<td><strong>Systems Design</strong></td>
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<tr>
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<td>Select one of the following:</td>
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<tr>
<td></td>
<td>CIS 350 Software Design/Engineering</td>
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<td></td>
<td>CIS 441 Embedded Software for Life-Critical Applications</td>
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<td>ESE 527 Design of Smart Systems</td>
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<td>ESE 590 Systems Methodology</td>
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<td><strong>Systems Project</strong></td>
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<tr>
<td></td>
<td>ESE 290/291 Introduction to Electrical and Systems Engineering Research Methodology</td>
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<tr>
<td></td>
<td>ESE 350 Embedded Systems/Microcontroller Laboratory</td>
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<tr>
<td></td>
<td><strong>Math and Natural Science</strong></td>
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<tr>
<td></td>
<td>MATH 104 Calculus, Part I</td>
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<tr>
<td></td>
<td>MATH 114 Calculus, Part II</td>
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<td>MATH 240 Calculus, Part III</td>
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<tr>
<td></td>
<td>ESE 301 Engineering Probability</td>
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<td></td>
<td>ESE 402 Statistics for Data Science</td>
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<tr>
<td></td>
<td>PHYS 140 Principles of Physics I (without laboratory)</td>
<td>1-1.5</td>
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<tr>
<td></td>
<td>or PHYS 150 Principles of Physics I: Mechanics and Wave Motion</td>
<td></td>
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<tr>
<td></td>
<td>or PHYS 170 Honors Physics I: Mechanics and Wave Motion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or MEAM 110 Introduction to Mechanics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ESE 112 Engineering Electromagnetics</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>or PHYS 141 Principles of Physics II (without laboratory)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or PHYS 151 Principles of Physics II: Electromagnetism and Radiation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or PHYS 171 Honors Physics II: Electromagnetism and Radiation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CHEM 101 General Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>or EAS 091 Chemistry Advanced Placement/International Baccalaureate Credit (Engineering Students Only)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or BIOL 101 Introduction to Biology A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or BIOL 121 Introduction to Biology - The Molecular Biology of Life</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MATH 312 Linear Algebra</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>or MATH 314 Advanced Linear Algebra</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or MATH 370 Algebra</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Natural Science Lab (if applicable)</strong></td>
<td>.5</td>
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<tr>
<td></td>
<td><strong>Professional Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Technology Management Electives</strong></td>
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<tr>
<td></td>
<td>ESE 400 Engineering Economics</td>
<td>1</td>
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<tr>
<td></td>
<td>or EAS 545 Engineering Entrepreneurship I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or EAS 595 Foundations of Leadership</td>
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<tr>
<td></td>
<td>or MGMT 235 Technological Innovation and Entrepreneurship</td>
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<tr>
<td></td>
<td>or MGMT 237 Management of Technology</td>
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<tr>
<td></td>
<td>or OIDD 236 Scaling Operations in Technology Ventures: Linking Strategy and Execution</td>
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<tr>
<td></td>
<td><strong>Societal Problem Application</strong></td>
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<td><strong>General Electives</strong></td>
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<tr>
<td></td>
<td>EAS 203 Engineering Ethics</td>
<td>1</td>
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<tr>
<td></td>
<td>Select 4 Social Science or Humanities courses</td>
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<tr>
<td></td>
<td>Select 2 Social Science or Humanities or Technology in Business &amp; Society courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Course Units</strong></td>
<td>37</td>
</tr>
</tbody>
</table>

1. If not taken by the end of freshman year, must be replaced by another department approved Engineering course.

2. If ESE 505 or BE 570 is taken, an additional .5 CU engineering credit is required.
This category requires 10 CU, including two .5 CU Natural Science Labs. Several of the courses above are 1.5 CU and already include .5 CU Natural Science Lab. If the courses selected do not total 10 CUs, you will be required to complete the additional CUs required with up to two .5 CU Natural Science Labs from the following list: BIOL 124 Introductory Organismal Biology Lab, CHEM 053 General Chemistry Laboratory I, MEAM 147 Introduction to Mechanics Lab, PHYS 050 Physics Laboratory I, PHYS 051 Physics Laboratory II, or another department approved Natural Science Lab.

A complete list of approved SPA electives can be found on the ESE undergraduate programs webpage (https://www.ese.upenn.edu/undergraduate/systems-science-and-engineering-major/sse-degree-requirements/)

Must include a Writing Seminar (a list of approved Writing Seminars can be found in the SEAS Undergraduate Handbook (https://www.ese.upenn.edu/student-handbook/courses-requirements/writing-courses/))

Concentrations
Students may select one of three concentrations:

- Data Science and Artificial Intelligence
- Decision Science
- Robotics

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Minors
- Chemical & Biomolecular Engineering, Minor (p. 219)
- Computer Science, Minor (p. 219)
- Data Science, Minor (p. 220)
- Digital Media Design, Minor (p. 220)
- Electrical Engineering, Minor (p. 221)
- Energy & Sustainability, Minor (p. 221)
- Engineering Entrepreneurship, Minor (p. 222)
- Materials Science and Engineering, Minor (p. 223)
- Mechanical Engineering and Applied Mechanics, Minor (p. 223)
- Systems Science and Engineering, Minor (p. 224)

Chemical and Biomolecular, Minor

Chemical and Biomolecular, Minor

Chemical Engineers apply concepts from the physical sciences (chemistry and physics) and life sciences (biochemistry and microbiology) to the design and optimization of processes for the efficient production of products ranging from fuels and chemicals to pharmaceuticals to advanced materials. Penn’s chemical engineering department provides students with both a strong foundation in engineering fundamentals and exposure to modern chemical engineering technologies. The program’s versatility allows our students to excel in diverse careers in the chemical industries, research, medicine, law, government, and education.

Electives
Select 6 CBE Courses

Total Course Units
6

1 The Minor in Chemical and Biomolecular Engineering consists of six engineering courses in CBE selected with the approval of the Undergraduate Curriculum chair.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Computer Science, Minor

Computer scientists and engineers have revolutionized society and created the computer and telecommunications industries that are so important to human life and the world’s economy. As a result of this revolution, expertise in computer science is essential in many new areas, including computer and network service and consulting companies, financial institutions, health industries, natural science labs and medical research labs, and other contexts where intensive manipulation of information is important. As a result, opportunities for computer scientists and engineers have expanded greatly, both in specialized fields as well as in numerous dual-career opportunities in which computer expertise is combined with advanced degrees in business, communication, engineering, law, medicine, and science.

SEAS Second Major or Minor Option

Students interested in a second major (College students only) or minor with SEAS are required to meet with the Undergraduate Curriculum Chair from the major/minor department you wish to declare to discuss requirements and obtain approval on the Second Major or Minor form. The approved form must be returned to the SEAS Research and Academic Services Office, 109 Towne Building.

For more information: http://www.seas.upenn.edu/undergraduate/degrees/minors.php

Computer Science Minor (CSCI)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 110</td>
<td>Introduction to Computer Programming</td>
<td>1</td>
</tr>
<tr>
<td>CIS 120</td>
<td>Programming Languages and Techniques I</td>
<td>1</td>
</tr>
<tr>
<td>CIS 121</td>
<td>Programming Languages and Techniques II</td>
<td>1</td>
</tr>
<tr>
<td>CIS 160</td>
<td>Mathematical Foundations of Computer Science</td>
<td>1</td>
</tr>
</tbody>
</table>

Electives
Select 2 Electives

Total Course Units
6

1 One CIS Elective must be 200 level or above.
The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

## Data Science, Minor

Data Science applies core concepts in computer science, statistics and mathematics to problems in a wide variety of fields, from physical, social, biomedical, and behavioral sciences to arts and humanities. The minor targets students with strong analytical abilities and some existing programming experience, and requires courses in statistics, data-centric programming, data management, and data analysis. It also points to courses across the University that deal with data in areas of importance to Data Science.

### SEAS Second Major or Minor Option

Students interested in a second major (College students only) or minor with SEAS are required to meet with the Undergraduate Curriculum Chair from the major/minor department you wish to declare to discuss requirements and obtain approval on the Second Major or Minor form. The approved form must be returned to the SEAS Research and Academic Services Office, 109 Towne Building.

For more information: [http://www.seas.upenn.edu/undergraduate/degrees/minors.php](http://www.seas.upenn.edu/undergraduate/degrees/minors.php)

### Data Science Minor

#### Core Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 120</td>
<td>Programming Languages and Techniques I</td>
<td>4</td>
</tr>
<tr>
<td>CIS 419/519</td>
<td>Applied Machine Learning</td>
<td>2</td>
</tr>
<tr>
<td>or STAT 471</td>
<td>Modern Data Mining</td>
<td></td>
</tr>
<tr>
<td>or CIS 520</td>
<td>Machine Learning</td>
<td></td>
</tr>
<tr>
<td>NETS 213</td>
<td>Scalable and Cloud Computing</td>
<td></td>
</tr>
<tr>
<td>or CIS 545</td>
<td>Big Data Analytics</td>
<td></td>
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<tr>
<td>ENM 321</td>
<td>Engineering Statistics</td>
<td></td>
</tr>
<tr>
<td>or ESE 402</td>
<td>Statistics for Data Science</td>
<td></td>
</tr>
<tr>
<td>or STAT 431</td>
<td>Statistical Inference</td>
<td></td>
</tr>
</tbody>
</table>

#### Data Science Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Approval required.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 105</td>
<td>Computational Data Exploration</td>
<td></td>
</tr>
<tr>
<td>ENGR 105</td>
<td>Introduction to Scientific Computing</td>
<td></td>
</tr>
<tr>
<td>OIDD 311</td>
<td>Business Computer Languages</td>
<td></td>
</tr>
<tr>
<td>STAT 405</td>
<td>Statistical Computing with R (Cannot be taken by SEAS students)</td>
<td></td>
</tr>
<tr>
<td>STAT 470</td>
<td>Data Analytics and Statistical Computing</td>
<td></td>
</tr>
<tr>
<td>ESE 305</td>
<td>Foundations of Data Science</td>
<td></td>
</tr>
<tr>
<td>EAS 205</td>
<td>Applications of Scientific Computing</td>
<td></td>
</tr>
<tr>
<td>CIS 261</td>
<td>Discrete Probability, Stochastic Processes, and Statistical Inference</td>
<td></td>
</tr>
<tr>
<td>ESE 301</td>
<td>Engineering Probability</td>
<td></td>
</tr>
<tr>
<td>STAT 520</td>
<td>Applied Econometrics I</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Approval required.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 419</td>
<td>Applied Machine Learning</td>
<td></td>
</tr>
<tr>
<td>or CIS 519</td>
<td>Introduction to Machine Learning</td>
<td></td>
</tr>
<tr>
<td>CIS 421</td>
<td>Artificial Intelligence</td>
<td></td>
</tr>
<tr>
<td>CIS 520</td>
<td>Machine Learning</td>
<td></td>
</tr>
<tr>
<td>MKTG 212</td>
<td>Data and Analysis for Marketing Decisions</td>
<td></td>
</tr>
<tr>
<td>MKTG 309</td>
<td>Special Topics: Experiments for Business Decision Making</td>
<td></td>
</tr>
<tr>
<td>OIDD 410</td>
<td>Decision Support Systems</td>
<td></td>
</tr>
<tr>
<td>STAT 422</td>
<td>Predictive Analytics for Business</td>
<td></td>
</tr>
<tr>
<td>STAT 435</td>
<td>Forecasting Methods for Management</td>
<td></td>
</tr>
<tr>
<td>STAT 471</td>
<td>Modern Data Mining</td>
<td></td>
</tr>
<tr>
<td>STAT 474</td>
<td>Modern Regression for the Social, Behavioral and Biological Sciences</td>
<td></td>
</tr>
<tr>
<td>NETS 312</td>
<td>Theory of Networks</td>
<td></td>
</tr>
<tr>
<td>MKTG 271</td>
<td>Models for Marketing Strategy</td>
<td></td>
</tr>
<tr>
<td>OIDD 325</td>
<td>Computer Simulation Models</td>
<td></td>
</tr>
<tr>
<td>OIDD 353</td>
<td>Mathematical Modeling and Its Application in Finance</td>
<td></td>
</tr>
<tr>
<td>STAT 433</td>
<td>Stochastic Processes</td>
<td></td>
</tr>
<tr>
<td>STAT 436</td>
<td>Introduction to Large-Scale Data Science</td>
<td></td>
</tr>
</tbody>
</table>

### Modeling

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Approval required.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NETS 312</td>
<td>Theory of Networks</td>
<td></td>
</tr>
<tr>
<td>MKTG 271</td>
<td>Models for Marketing Strategy</td>
<td></td>
</tr>
<tr>
<td>OIDD 325</td>
<td>Computer Simulation Models</td>
<td></td>
</tr>
<tr>
<td>OIDD 353</td>
<td>Mathematical Modeling and Its Application in Finance</td>
<td></td>
</tr>
<tr>
<td>STAT 433</td>
<td>Stochastic Processes</td>
<td></td>
</tr>
<tr>
<td>STAT 436</td>
<td>Introduction to Large-Scale Data Science</td>
<td></td>
</tr>
</tbody>
</table>

### Digital Media Design, Minor

The DMD minor is a programming-intensive exploration into interactive computer graphics. The interested student is encouraged but not required to take courses in Fine Arts (in the SEAS SSH category, for example) to gain the artistic knowledge and skills that would augment the DMD technology emphasis. Suggested relevant Fine Arts courses include Digital Design Foundations and 3D Modeling. The DMD minor also encourages exploration of the connections of computer graphics...
programming with human cognition and interactive experiences. A capstone EAS499 Integrative Project is required to link the DMD minor with the student’s major.

For more information: http://cg.cis.upenn.edu/dmd-minor.html

**SEAS Second Major or Minor Option**

Students interested in a second major (College students only) or minor with SEAS are required to meet with the Undergraduate Curriculum Chair from the major/minor department you wish to declare to discuss requirements and obtain approval on the Second Major or Minor form. The approved form must be returned to the SEAS Research and Academic Services Office, 109 Towne Building.

For more information: http://www.seas.upenn.edu/undergraduate/degrees/minors.php

**Digital Media Design Minor**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 106</td>
<td>Visualizing the Past</td>
<td>1</td>
</tr>
<tr>
<td>CIS 140</td>
<td>Introduction to Cognitive Science</td>
<td></td>
</tr>
<tr>
<td>CIS 110</td>
<td>Introduction to Computer Programming</td>
<td>1</td>
</tr>
<tr>
<td>CIS 120</td>
<td>Programming Languages and Techniques I</td>
<td>1</td>
</tr>
<tr>
<td>CIS 121</td>
<td>Programming Languages and Techniques II</td>
<td>1</td>
</tr>
<tr>
<td>CIS 160</td>
<td>Mathematical Foundations of Computer Science</td>
<td>1</td>
</tr>
<tr>
<td>CIS 460</td>
<td>Interactive Computer Graphics</td>
<td>1</td>
</tr>
<tr>
<td>Select one CIS course 300 level or above ²</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>EAS 499</td>
<td>Senior Capstone Project</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Course Units 8

¹ CIS 110 Introduction to Computer Programming must be taken prior to CIS 120 Programming Languages and Techniques I.

**Electrical Engineering Minor**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESE 215</td>
<td>Electrical Circuits and Systems</td>
<td>1.5</td>
</tr>
<tr>
<td>ESE 218</td>
<td>Electronic, Photonic, and Electromechanical Devices</td>
<td>1.5</td>
</tr>
<tr>
<td>ESE 224</td>
<td>Signal and Information Processing</td>
<td>1.5</td>
</tr>
<tr>
<td>ESE 150</td>
<td>Digital Audio Basics ¹</td>
<td>1</td>
</tr>
</tbody>
</table>

Electives

Select 2 ESE Electives ² 2

Total Course Units 7.5

¹ An intermediate or Advanced ESE elective can be taken with department approval.
² Advance ESE course required. An approved list can be found on the most recent EE worksheet.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Energy & Sustainability, Minor**

The minor in Energy and Sustainability provides students with broad coverage of technical and societal issues in energy and sustainability. It is designed to help students become leaders in developing technologies for a more sustainable energy future.

For more information: http://www.seas.upenn.edu/undergraduate/degrees/minor-energy.php

**SEAS Second Major or Minor Option**

Students interested in a second major (College students only) or minor with SEAS are required to meet with the Undergraduate Curriculum Chair from the major/minor department you wish to declare to discuss requirements and obtain approval on the Second Major or Minor form. The approved form must be returned to the SEAS Research and Academic Services Office, 109 Towne Building.

For more information: http://www.seas.upenn.edu/undergraduate/degrees/minors.php
Energy and Sustainability Minor (ENSU)

Students participating in the minor are expected to have taken at least one semester of intro chemistry, mathematics and physics.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Fundamental Engineering Science</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Engineering Thermodynamics</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>1</td>
</tr>
<tr>
<td>CBE 230</td>
<td>Material and Energy Balances of Chemical Processes</td>
<td></td>
</tr>
<tr>
<td>CBE 231</td>
<td>Thermodynamics of Fluids(^1)</td>
<td></td>
</tr>
<tr>
<td>MEAM 203</td>
<td>Thermodynamics I</td>
<td></td>
</tr>
<tr>
<td>MSE 260</td>
<td>Energetics of Macro and Nano-scale Materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Basic Principles in Solid State Physics</strong></td>
<td></td>
</tr>
<tr>
<td>MSE 221</td>
<td>Quantum Physics of Materials</td>
<td>1</td>
</tr>
<tr>
<td>or ESE 321</td>
<td>Physics and Models of Semiconductor Devices</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Energy and Sustainability Renewable Energy</strong></td>
<td></td>
</tr>
<tr>
<td>CBE 325</td>
<td>Renewable Energy</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Energy and Sustainability Policy, Regulation and Societal Impact</strong></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>EAS 301</td>
<td>Climate Policy and Technology</td>
<td></td>
</tr>
<tr>
<td>EAS 306</td>
<td>Electricity and Systems Markets</td>
<td></td>
</tr>
<tr>
<td>EAS 401</td>
<td>Energy and Its Impacts: Technology, Environment, Economics, Sustainability</td>
<td></td>
</tr>
<tr>
<td>EAS 402</td>
<td>Renewable Energy and Its Impacts: Technology, Environment, Economics, Sustainability</td>
<td></td>
</tr>
<tr>
<td>EAS 403</td>
<td>Energy Systems and Policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Energy and Sustainability Electives</strong></td>
<td>2-3</td>
</tr>
<tr>
<td></td>
<td>Select 2-3 course units of the following:</td>
<td></td>
</tr>
<tr>
<td>CBE 375</td>
<td>Engineering and the Environment</td>
<td></td>
</tr>
<tr>
<td>CBE 545</td>
<td>Electrochemical Energy Conversion and Storage.</td>
<td></td>
</tr>
<tr>
<td>CBE 546</td>
<td>Fundamentals of Industrial Catalytic Processes</td>
<td></td>
</tr>
<tr>
<td>ENGR 250</td>
<td>Energy Systems, Resources and Technology</td>
<td></td>
</tr>
<tr>
<td>ENGR 503</td>
<td>Engineering in Oil, Gas and Coal, from Production to End Use</td>
<td></td>
</tr>
<tr>
<td>CBE 543</td>
<td>Sustainable Development of Water Resource Systems</td>
<td></td>
</tr>
<tr>
<td>ESE 521</td>
<td>The Physics of Solid State Energy Devices</td>
<td></td>
</tr>
<tr>
<td>MEAM 503</td>
<td>Direct Energy Conversion: from Macro to Nano</td>
<td></td>
</tr>
<tr>
<td>MSE 545</td>
<td>Materials for Energy and Environmental Sustainability</td>
<td></td>
</tr>
<tr>
<td>MEAM 502</td>
<td>Energy Engineering in Power Plants and Transportation Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Course Units</strong></td>
<td>6</td>
</tr>
</tbody>
</table>

\(^1\) Of the two CBE courses, CBE 231 Thermodynamics of Fluids is preferred.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Engineering Entrepreneurship, Minor

Penn Engineering offers a Minor in Engineering Entrepreneurship (EENT), complementing the core engineering disciplines. This Minor is designed for students majoring in engineering and applied science. However, it is open to all University undergraduates subject to available class space. Non-engineering students should check with their home schools to determine their eligibility to take the EENT Minor. All courses for the EENT Minor must be taken for a grade (no Pass/Fail).

For more information: https://www.seas.upenn.edu/entrepreneurship/

SEAS Second Major or Minor Option

Students interested in a second major (College students only) or minor with SEAS are required to meet with the Undergraduate Curriculum Chair from the major/minor department you wish to declare to discuss requirements and obtain approval on the Second Major or Minor form. The approved form must be returned to the SEAS Research and Academic Services Office, 109 Towne Building.

For more information: http://www.seas.upenn.edu/undergraduate/degrees/minors.php

Engineering Entrepreneurship Minor (EENT)

This minor is designed for students majoring in engineering and applied science. However, it is open to all University undergraduates subject to class availability. Non-engineering students should check with their home school to determine their eligibility to take the EENT minor. All courses must be taken for grade (no Pass/Fail).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Required Courses</strong></td>
<td></td>
</tr>
<tr>
<td>EAS 545</td>
<td>Engineering Entrepreneurship I</td>
<td>1</td>
</tr>
<tr>
<td>EAS 546</td>
<td>Engineering Entrepreneurship II</td>
<td>1</td>
</tr>
<tr>
<td>or EAS 549</td>
<td>Engr Entrepreneurship Lab</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select four of the following:</td>
<td>4</td>
</tr>
<tr>
<td>BE 470</td>
<td>Medical Devices</td>
<td></td>
</tr>
<tr>
<td>BE 502</td>
<td>From Biomedical Science to the Marketplace</td>
<td></td>
</tr>
<tr>
<td>BE 514/</td>
<td>Rehab Engineering and Design</td>
<td></td>
</tr>
<tr>
<td>IPD 504</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BE 515</td>
<td>Bioengineering Case Studies</td>
<td></td>
</tr>
<tr>
<td>BE/CBE 562</td>
<td>Drug Discovery and Development</td>
<td></td>
</tr>
<tr>
<td>CBE 400</td>
<td>Introduction to Product and Process Design</td>
<td></td>
</tr>
<tr>
<td>CBE 459</td>
<td>Product and Process Design Projects</td>
<td></td>
</tr>
</tbody>
</table>
Materials Science and Engineering, Minor

The Materials Science and Engineering (MSE) program reflects the explosive growth of interest in the nano and bio sectors of engineering science and technology. MSE prepares students to use fundamental scientific principles to synthesize, manipulate, design and characterize the structural and functional properties of advanced engineering materials. The program offers students advantages seldom found in other MSE programs: the opportunity to tailor the curriculum to their own interests, guaranteed research experience and an excellent student-faculty ratio.

SEAS Second Major or Minor Option

Students interested in a second major (College students only) or minor with SEAS are required to meet with the Undergraduate Curriculum Chair from the major/minor department you wish to declare to discuss requirements and obtain approval on the Second Major or Minor form. The approved form must be returned to the SEAS Research and Academic Services Office, 109 Towne Building.

For more information: http://www.seas.upenn.edu/undergraduate/degrees/minors.php

Materials Science and Engineering Minor (CSCI)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSE 220</td>
<td>Introduction to Materials Science and Engineering</td>
<td>1</td>
</tr>
<tr>
<td>MSE 221</td>
<td>Quantum Physics of Materials</td>
<td>1</td>
</tr>
<tr>
<td>MSE 215</td>
<td>Introduction to Functional Materials: From Macro to Nanoscale</td>
<td>1</td>
</tr>
<tr>
<td>MSE 260</td>
<td>Energetics of Macro and Nano-scale Materials</td>
<td>1</td>
</tr>
<tr>
<td>MSE 330</td>
<td>Self-Assembly of Soft Materials</td>
<td>1</td>
</tr>
<tr>
<td>MSE 440</td>
<td>Phase Transformations</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Course Units 6

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Mechanical Engineering and Applied Mechanics, Minor

Mechanical Engineering & Applied Mechanics (MEAM) is the study of forces, deformations and motions of solid bodies and fluids, heat generation and transport, and applications to analysis, design, and manufacture of components, machines, and systems. Students in mechanical engineering follow a program which contains basic groundwork in all aspects of mechanical engineering, but flexibility in the curriculum allows students to pursue elective programs in fields such as...
aeronautics, robotics, computers, electronics, automatic controls, and materials.

For more information: http://www.me.upenn.edu/prospective-students/undergraduates/majors-minors.php

SEAS Second Major or Minor Option
Students interested in a second major (College students only) or minor with SEAS are required to meet with the Undergraduate Curriculum Chair from the major/minor department you wish to declare to discuss requirements and obtain approval on the Second Major or Minor form. The approved form must be returned to the SEAS Research and Academic Services Office, 109 Towne Building.

For more information: http://www.seas.upenn.edu/undergraduate/degrees/minors.php

Systems Science and Engineering, Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESE 204</td>
<td>Decision Models</td>
<td>1</td>
</tr>
<tr>
<td>ESE 210</td>
<td>Introduction to Dynamic Systems</td>
<td>1</td>
</tr>
<tr>
<td>ESE 224</td>
<td>Signal and Information Processing</td>
<td>1.5</td>
</tr>
<tr>
<td>ESE 303</td>
<td>Stochastic Systems Analysis and Simulation</td>
<td>1</td>
</tr>
</tbody>
</table>

Electives
Select 1 Information Systems Elective 1
Select 1 Information Systems or Systems Design Elective 1

Total Course Units 6.5

1 Approved elective lists can be found on the most recent SSE worksheet.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Academic Opportunities
Penn Engineering offers a number of academic opportunities for undergraduate students.

Global Opportunities
Experience in an international setting is an opportunity that Penn Engineering strongly encourages students to obtain. Spending time in another country allows students to develop their intercultural abilities, and increase their independence and confidence as they immerse themselves in a new environment – all while fulfilling their major requirements. Students can study abroad for a semester or a year, take part in a Global Service Learning project, enroll in a Global Immersion Course, or complete a summer internship.

Opportunities include:
- Study Abroad
- Global Service Learning
- Global Immersion

For more information, visit: http://www.seas.upenn.edu/undergraduate/degrees/study-abroad.php.

Research Opportunities
Our extraordinary faculty-to-student ratio provides great opportunities for undergraduate students to work in state-of-the-art research laboratories during the academic year and in the summer. Below you can see examples of outstanding student research, along with helpful information.
to guide undergraduates toward finding research positions at Penn Engineering.

For more information, including summer and additional research programs available, visit the Penn Engineering Research section (p. 202).

Submatriculation
Penn undergraduates may begin an engineering master’s program while still completing their undergraduate program via the submatriculation application procedure.

For more information, visit the Submatriculation section (p. 286).

Dual Degrees
You may combine your BAS or BSE degree with a second degree in one of Penn’s other undergraduate schools. A Dual Degree is not to be confused with a Dual Major (http://www.seas.upenn.edu/undergraduate/handbook/programs/dual-majors.php), where a student earns two majors within Penn Engineering, or with a Second Major (http://www.seas.upenn.edu/undergraduate/degrees/two-majors.php) where an engineering student also earns a major within the College.

For more information, visit: http://www.seas.upenn.edu/undergraduate/degrees/dual-degrees.php.

School of Nursing
Penn Nursing offers a number of resources and experiences not found at most other schools, including a state-of-the-art simulation lab with mannequins that respond as patients would, classrooms with the latest hospital-based electronic medical records (EMR) technology, and clinical experiences in The Children’s Hospital of Philadelphia and the Hospital of the University of Pennsylvania, two of the nation’s best hospitals. Penn Nursing is a premier academic and research institution renowned for advancing the frontiers of nursing science and patient care. Our students learn from the thought leaders in nursing research, education, and practice who ensure Penn Nursing remain one of the top schools of nursing in the world. At Penn Nursing, students become part of the next generation of healthcare leaders, prepared to care for patients, to conduct landmark research, and to make new strides in healthcare management and health policy.

Learn more about our history: http://www.nursing.upenn.edu/about/history/

Learn more about our school leadership: http://www.nursing.upenn.edu/about/our-leadership/

Mission
The mission of the University of Pennsylvania School of Nursing is to make a significant impact on health by advancing science, promoting equity, demonstrating practice excellence, and preparing leaders in the discipline of nursing.

Philosophy
The mission of the School of Nursing is aimed at meeting the health needs of society in a global and multicultural world. To this end, scholarship, research, education, and practice are integrated to create a culture of inquiry that values intellectual curiosity and diversity, and where faculty, clinicians, staff, and students thrive and learn from one another.

Scholarship and Research
We believe that integrating the arts and sciences is the basis for nursing knowledge and the framework for nursing practice and scholarship.

Nursing knowledge encompasses empirical, philosophical, historical, ethical, and personal ways of knowing and is fundamental to the advancement of professional practice. Scholarship encompasses more than research, but also the integration of research into practice and health policy formation and the advancement and dissemination of nursing knowledge. Research is integral in every educational program and strengthened by participating in and contributing to the rich scholarly environment of the University and across national and international health policy organizations.

Nursing is scientifically based and carried out autonomously, as well as interdependently. The focus is development, dissemination, and utilization of knowledge about nursing actions that promote positive changes in patients, systems of care, and the larger society. Nurses collaborate with individuals, families, groups, communities, and other professions to achieve health and well-being for all people.

The School of Nursing is responsive to numerous influences that shape health care, including evolving models of care, consumer advocacy, demographic changes, and advances in science and technology. The faculty are committed to a scholarly agenda that pushes the boundaries of nursing science, in turn influencing education and shaping policy and practice.

Education
Education at the University of Pennsylvania facilitates the intellectual, personal and social development of students as they identify and attain academic and professional goals. Our educational environment fosters independence, ethical behavior, creative and critical thinking, increased breadth of knowledge, and sensitive interactions concerning cultures and viewpoints.

Programs, from baccalaureate to post-doctoral and lifelong learning, are enriched by the varied needs and perspectives of a culturally diverse population, as well as pressing needs for nursing leaders in a rapidly changing world. These leaders will be the clinical experts, health policy shapers, and nursing scholars of the future.

The baccalaureate program, including traditional and second degree students, focuses on professional nursing practice across the continuum of health care, with particular emphasis on vulnerable populations. The curriculum is dynamic and includes leadership skills, interdisciplinary collaboration, and content and clinical experiences that emphasize evidence-based practice. The curriculum also reflects changes in science and technology.

The Master’s programs focus on advanced practice nursing and administration, with an emphasis on specialty and subspecialty practice in concert with changing societal needs. Graduate nurses are prepared for advanced practice that creatively combines knowledge and skills in critical thinking and expert interventions across the lifespan. Special attention is given to clinical decision-making and management skills, as well as methods of evaluation of quality and cost of care.

Pre- and post-doctoral education is dedicated to advancing the discipline of nursing through research. The goal is to equip students with a...
foundations in nursing and a field of concentration to make substantive contributions to scholarship. Strong faculty mentorship is integral to the development of a critical cadre of future researchers, academicians, and leaders, nationally and internationally.

Practice

The primary goal of nursing practice is to optimize care and outcomes for patients and their family members. The practice of nursing is the foundation for informing educational pedagogies and for the generation of discipline-specific research. Practice is defined as the diverse and varied construction, application, and evaluation of knowledge and the action within the discipline of nursing, particularly for the recipients of nursing care. We believe it is the responsibility of academic nursing to serve as the fulcrum of modeling the intentional integration of education, research, and clinical care to improve the delivery of quality health services.

Nursing is an evidence-based, caring profession that improves the health and quality of life for individuals, families, and communities throughout the world. Nursing possesses a unique body of knowledge that guides its practice in both autonomous and collaborative health care settings. Penn Nursing serves as the model for nurses who care for society’s needs in a global and multicultural context. Thus at Penn, we seek to promote health and alleviate suffering in every part of the world by preparing nurses to be responsive to the health-related issues and preferences, values, and needs of all societies. Our goals are to improve and maintain optimal health, prevent disease, enhance the quality of recovery from illness, and support patients and families to cope with acute and chronic health problems. Penn Nursing serves as a model to direct the advancement of the translation of evidence-based knowledge toward culturally competent models of care.

Revised Mission and Philosophy approved by the School of Nursing Faculty Senate 2/3/03.

Revised Mission and Philosophy approved by the School of Nursing Faculty Senate 5/7/12.

Revised Practice statement approved by the School of Nursing Faculty Senate 4/8/13.

Revised Mission approved by the School of Nursing Faculty Senate 10/5/15.

The Office of Nursing Research (http://nursing.livewhale.net/research/onr/), along with our four research centers (http://nursing.livewhale.net/research/research-centers/) and partnerships across Penn, provide students with resources and support that are virtually unparalleled in our field. Students, from undergraduates to doctoral students, have numerous opportunities to engage in research and work alongside some of the most recognized researchers in their fields.

For more information, visit: https://www.nursing.upenn.edu/research/.

Accreditation is a hallmark of educational quality, and we are proud to share our credentials on our website: http://www.nursing.upenn.edu/about/accreditation/.

Penn Nursing students benefit from a dual advising structure. All students are assigned a faculty advisor and have access to the professional staff advisors in the Office of Student Affairs.

For more information, visit: http://www.nursing.upenn.edu/student-services/advising/accelerated/.

Curriculum

Baccalaureate Program Objectives

Leveled by Year

The faculty has defined behaviors that each student must achieve before progressing to the next level. The objectives are leveled by year: level 1 references freshman year; level 2 references sophomore year, and so on. Students are encouraged to refer to these objectives at the mid-point of the semester and again at the end of the semester to actively participate in the learning and self-evaluation processes.

End of Program. Synthesize knowledge from the humanities and the natural and social sciences as the basis for continuing personal, intellectual, social, and professional development.

Level 3. Apply knowledge from the humanities and the natural and social sciences in the development of the role of nurse in patient care situations in acute care settings.

Level 2. Articulate the relevance of knowledge from the humanities and the natural and social sciences to the evolving role of the nurse.

Level 1. Demonstrate knowledge of the interrelationship of the humanities and the natural and social sciences as a basis for the development of nursing practice and as a source of personal development.

End of Program. As a generalist, use theoretical and scientific bases for nursing to deliver nursing care to clients as individuals, families, communities, and organizations in a variety of settings at any level of wellness, illness, and risk.

Level 3. Apply theoretical and scientific bases for nursing practice related to individuals and families with potential or actual health-related problems in acute care settings.

Level 2. Demonstrate the use of theoretical and scientific bases for nursing practice related to risk assessment and health promotion activities to individuals within selected communities and healthcare agencies.

Level 1. Identify theoretical and scientific bases for nursing practice.

End of Program. Apply research findings to evaluate and improve nursing care and the healthcare system.

Level 3. Appraise the relevance, quality, and applicability of research in decision making related to patient care.

Level 2. Discuss the research implications for various nursing practice environments.

Level 1. Recognize the relationship between research and nursing practice.
End of Program. Assume responsibility for providing nursing care in a collaborative relationship with individuals and groups in a variety of settings.

Level 3. Participate in providing nursing care in a collaborative relationship with individuals and families in complex healthcare settings.

Level 2. Participate in providing nursing care in a collaborative relationship with individuals, selected communities, and healthcare agencies.

Level 1. Observe the process of how nurses collaborate with individuals.

End of Program. Participate in collaborative relationships with colleagues through referral, consultation, planning, and evaluation.

Level 3. Initiate a collaborative relationship with colleagues to facilitate consultation, referrals, planning, and evaluation in a complex healthcare setting.

Level 2. Participate in a collaborative relationship with colleagues by consultation, planning, and evaluating selected communities and healthcare agencies.

Level 1. Identify various interdisciplinary roles in healthcare.

End of Program. Demonstrate leadership and management skills through direction and support of clients and colleagues as individuals, families, communities, and organizations.

Level 3. Integrate an understanding of leadership and management skills through the direction and support of colleagues, individuals, and families in acute care settings.

Level 2. Provide peer support and management of individual clients in selected communities and healthcare agencies.

Level 1. Define leadership and management skills using professional organizations as a model.

End of Program. Participate as an agent of change in scientific, social, and political action for the advancement of research, healthcare, and policy at any level from local to international.

Level 3. Initiate change for the advancement of research and healthcare in an acute care setting.

Level 2. Participate as an agent of change to effect modification in health promotion behavior and level of wellness in selected local communities and healthcare agencies.

Level 1. Recognize the need for change related to healthcare reform and policymaking at the national level.

End of Program. Communicate coherently, comprehensively, and systematically in written and oral forms as they pertain to nursing care, collaboration, research, and policy.

Level 3. Analyze written and oral communication patterns and recommend modification if necessary as they pertain to nursing care, collaboration, and research.

Level 2. Demonstrate therapeutic and professional oral communication with individuals, groups, and peers in selected local communities and healthcare agencies.

Level 1. Demonstrate effective written communication skills.

End of Program. Perform clinical skills appropriate to generalist nursing practice, with competence and judgment within specific settings.

Level 3. Demonstrate advanced nursing skills with competence and judgment in acute care settings.

Level 2. Demonstrate and expected level of judgment in basic nursing skills in selected communities and healthcare agencies.

Level 1. Identify components of professional nursing practice.

BSN Undergraduate Curriculum
Organizing Framework and Vision
Class of 2015 and Beyond
(Accelerated BSN Class of December 2014 and Beyond)

Our Mission
Penn Nursing is committed to teach the art and science of nursing and to create opportunities for service, practice, leadership, and research. This is achieved through talented faculty, internationally recognized scholarship, respect for the diversity of our own community (of faculty, staff, and students), and a commitment to individualizing the pedagogical and material resources necessary for success.

Our Vision
Penn baccalaureate nursing graduates are broadly educated and socially engaged. They demonstrate the capacity for clinical expertise, leadership at the bedside and around the globe, and translating the science of the profession into practice. Our graduates have matured in the intellectual and social environment of both the University and the School of Nursing. This environment is built upon the values of civic engagement, critical inquiry, interdisciplinary knowledge, and the integration of research and practice. It has prepared our graduates to create and realize their own vision and ambition for themselves and their profession.

Our Values
- Respect for the diversity of individuals and their ideas
- Dedication to rigorous clinical inquiry as the basis of clinical judgment
- Commitment to collaboration with individuals, families, communities, and colleagues
- Responsible and engaged advocacy
- Recognition of the intersections of history, social context, culture, and economics in shaping a global society that seeks equity and access for all
- Respect for nursing science and its substantive contribution to health care
- Organizing Framework - One University, One School, One Curriculum

Penn's baccalaureate curriculum brings structure to the School's mission, vision, and values by centering on the primacy of nursing practice situated in caring relationships that facilitate health and healing. The baccalaureate curriculum builds on this conceptualization of nursing as it moves students toward increasingly contextualized understandings of...
individuals, families, communities, and populations living with health and illness. It also moves students into increasingly complex situations and care environments as they experience the dynamic nature of nursing’s embeddedness in health care systems, social structures, and society.

The baccalaureate curriculum concentrates on four intersecting core themes that characterize the complex and contextual nature of nursing practice: engagement, inquiry, judgment, and voice. The competencies derived from this framework are not intended to be achieved in a sequential manner. Rather, this framework explicates competencies that are fluid, adapt to various learning experiences when presented in the curriculum, and essential to the formation of a graduate nurse’s professional identity. The application of these themes is demonstrated in the following examples:

**Engagement**: The student understands the relationships among:

- Caring relationships with individuals, families, and patient populations
- Collegial intra-disciplinary, interdisciplinary, and multidisciplinary collaborative relationships
- Observer and participant in policies and politics
- Situational advocacy and civic commitment to social and political change

**Inquiry**: The student understands the relationships among:

- Knowledge use, acquisition, and development
- Scientific ways of knowing patients and families and multi-dimensional and contextual ways of knowing
- Knowledge and implementation of humanistic understandings in practice and research
- Evidence-based practices and the social and political processes of practice with less clear scientific rationales
- Knowledge of how to use and manipulate technological information systems to acquire meaningful data
- Knowledge use and ongoing clinical knowledge development
- Measures of quality in clinical care environments

**Judgment**: The student understands the relationships among:

- Acquisition of knowledge and skill and the integration of both within relational practices with individuals, families, communities, populations, and healthcare systems
- Knowledge of individuals and families and collective knowledge about communities, populations, and systems
- Core nursing knowledge and integrated knowledge
- Situated judgment and clinical know-how

**Voice**: The student understands the relationships among:

- Observer, advocate, and moral agent
- Facilitation of patient and family learning and advocacy affecting social and political practices
- Informal methods of dialogue, discourse, and debate and those necessary for formal writing and publication and for joining a community of scholars
- Vision for self and the profession

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**Requirements for the Bachelor of Science in Nursing Degree**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
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<td></td>
<td><strong>Non-Nursing Major Requirements</strong></td>
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<td>Critical Writing Seminar Requirement</td>
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<td></td>
<td>Language Requirement</td>
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</tr>
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<td></td>
<td><strong>Distribution Requirements by Sector</strong></td>
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<td></td>
<td>Arts and Letters</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Society and Social Structures</td>
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</tr>
<tr>
<td></td>
<td>Histories and Traditions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Global and Cultural Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reasoning, Systems, and Relationships</td>
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<tr>
<td></td>
<td>Free Elective</td>
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<td></td>
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</tr>
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</table>

More information including individual course requirements can be found in the BSN Handbook ([http://www.nursing.upenn.edu/student-services/resources/handbooks-forms-policies/bsn-handbook/degree-requirements/](http://www.nursing.upenn.edu/student-services/resources/handbooks-forms-policies/bsn-handbook/degree-requirements/)).

Students who are receiving their second bachelor’s degree in nursing (known as ‘second degree students’ or ‘BSN/MSN students’) are not required to complete the liberal arts component while at Penn. All plans of study include an 11 course unit waiver for liberal arts requirements because students who have already completed one undergraduate degree are exempt from all sector requirements, the language requirement, the writing requirement, and free electives. If you have questions regarding your plan of study or the requirements specific to your program, please reach out to the Office of Academic Affairs: [http://www.nursing.upenn.edu/student-services/advising/](http://www.nursing.upenn.edu/student-services/advising/).

**Majors**

- Nursing, BSN (p. 228)
- Nutrition Science, BSN (p. 231)

**Nursing, BSN**

Penn Nursing combines the resources and opportunities of a large university with the intimacy and personal attention of a small college. Our traditional four-year BSN is a direct-entry program for graduating high school seniors.

At Penn Nursing, you will learn from a passionate faculty ([http://www.nursing.upenn.edu/about/our-faculty/](http://www.nursing.upenn.edu/about/our-faculty/)) whose accomplishments are recognized worldwide. You will benefit from the academic opportunities ([http://www.nursing.upenn.edu/academics/bachelor-of-science-in-nursing-bsn/](http://www.nursing.upenn.edu/academics/bachelor-of-science-in-nursing-bsn/)) of an Ivy League university while enjoying a fun and fulfilling campus life ([http://www.nursing.upenn.edu/about/our-students/student-life/](http://www.nursing.upenn.edu/about/our-students/student-life/)). You will gain clinical experience ([http://www.nursing.upenn.edu/practice/practice-partners/](http://www.nursing.upenn.edu/practice/practice-partners/)) in some of the nation’s top hospitals, located just steps from your classrooms. And you will have the chance to participate in faculty-driven research ([http://www.nursing.upenn.edu/research/](http://www.nursing.upenn.edu/research/)), supported by state-of-
Nursing, BSN Requirements

Non-Nursing Major Requirements

Writing Requirement
Select a Writing Intensive Course 1

Language Requirement
Satisfy by exemption or if language proficiency completed in less than 4 semesters, use remaining course units as free electives 4

Distribution by Sectors

Arts & Letters Sector 1
Society and Social Structures Sector 1
Histories and Traditions Sector 1
Global and Cultural Studies Sector 1
Reasoning, Systems, and Relationships Sector 1

Natural Sciences Sector - satisfied by:

- NURS 061 Biologically-Based Chemistry
- NURS 068 Integrated Cell Biology and Microbiology

Free Elective 1

Nursing Major Courses

Nursing Foundational Courses

- NURS 101 The Nature of Nursing Practice 0.5
- NURS 102 Situating the Practice of Nursing 0.5
- NURS 103 Psychological and Social Diversity in Health and Wellness 1

Nursing Clinical Courses

- NURS 215 Nursing of Women and Infants 1.5
- NURS 225 Pediatric Nursing 1.5
- NURS 235 Psychiatric Nursing 1.5
- NURS 245 Nursing of Young and Middle Aged Adults 1.5
- NURS 255 Nursing of Older Adults 1.5
- Select a Nursing Case Study from among NURS 355-NURS 369 1
- NURS 380 Nursing in the Community 2
- NURS 390 Leadership in the Complex Healthcare System 3

Science Requirements

- NURS 061 Biologically-Based Chemistry 0.5
- NURS 065 Fundamentals of Nutrition 1

NURS 068 Integrated Cell Biology and Microbiology 1
NURS 163 Integrated Anatomy, Physiology, and Physical Assessment I 2
NURS 164 Integrated Human Anatomy, Physiology & Physical Assessment II 2
NURS 165 Integrated Pathophysiology, Pharmacology, and Therapeutics 2

Non-Clinical Courses

Health Policy Requirement 1
- NURS 230 Statistics for Research and Measurement 1
- NURS 547 Scientific Inquiry for Evidence-based Practice 1

Select one of the following:

- NURS 330 Theoretical Foundations of Health Care Ethics
- PHIL 072 Biomedical Ethics

NURS 389 Research/Inquiry-Based Service Residency 0.5

Nursing Elective
Select a Nursing Elective 1

Total Course Units 40.5

1 See the BSN Handbook (http://www.nursing.upenn.edu/student-services/resources/handbooks-forms-policies/bsn-handbook/degree-requirements/) for a list of approved Health Policy courses.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

The following sample Plan of Study is just one possibility for undergraduate study. This plan may not be compatible with several academic options you might choose (e.g., study abroad, submatriculation, dual degree, etc.). If you are interested in pursuing any of the special academic options available to you during the course of your undergraduate experience and want to know how this will alter your plan of study, please contact your faculty advisor and/or the Office of Student Services at 215-898-6687 or advisor@nursing.upenn.edu. Please note that all plans of study are subject to curricular change.

First Year

Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 061</td>
<td>0.5</td>
</tr>
<tr>
<td>NURS 068</td>
<td>1</td>
</tr>
<tr>
<td>NURS 101</td>
<td>0.5</td>
</tr>
<tr>
<td>Critical Writing Requirement</td>
<td>1</td>
</tr>
<tr>
<td>Language Requirement (or free elective if level IV proficiency met)</td>
<td>1</td>
</tr>
</tbody>
</table>

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 065</td>
<td>1</td>
</tr>
<tr>
<td>NURS 163</td>
<td>2</td>
</tr>
<tr>
<td>NURS 102</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Note: Spring courses do not include the additional 1.5 units required for the degree.

The University of Pennsylvania Catalog 229
Sector Requirement (e.g. Reasoning, Systems, & Relationships) 1
Language Requirement (or free elective if level IV proficiency met) 2

Second Year
Fall
NURS 164 Integrated Human Anatomy, Physiology & Physical Assessment II 2
NURS 103 Psychological and Social Diversity in Health and Wellness 1
Sector Requirement (e.g. Arts and Letters) 1
Language Requirement (or free elective if level IV proficiency met) 1

Course Units 5.50

Spring
NURS 165 Integrated Pathophysiology, Pharmacology, and Therapeutics 2
NURS 215 Nursing of Women and Infants 1.5
Sector Requirement (e.g. Histories and Traditions) 1
Language Requirement (or free elective if level IV proficiency met) 1

Course Units 5.00

Third Year
Fall
NURS 245 Integrated Human Anatomy, Physiology & Physical Assessment II 2
& NURS 255 Nursing of Young and Middle Aged Adults and Nursing of Older Adults 3
Select one of the following: 1
NURS 334 Public Policy and the Nation’s Health (or approved Health Policy course) 3
NURS 330 Theoretical Foundations of Health Care Ethics (or approved Health Care Ethics course) 4
NURS 230 Statistics for Research and Measurement 1

Course Units 5.50

Spring
NURS 225 Pediatric Nursing 3
& NURS 235 and Psychiatric Nursing
Select one of the following: 1
NURS 334 Public Policy and the Nation’s Health (or approved Health Policy course) 3
NURS 330 Theoretical Foundations of Health Care Ethics (or approved Health Care Ethics course) 4
NURS 547 Scientific Inquiry for Evidence-based Practice 1

Course Units 5.00

Fourth Year
Fall
NURS 380 Nursing in the Community 2
Select 1 course from NURS 355-NURS 368 1
Sector Requirement (e.g. Global and Cultural Studies) 1
Sector Requirement (e.g. Society and Social Structures) 1

Course Units 5.00

Spring
NURS 390 Leadership in the Complex Healthcare System 3
NURS 389 Research/Inquiry-Based Service Residency 0.5
Nursing Elective 1
Free Elective 1

Course Units 5.50

Total Course Units 40.50

1 Sector requirements can be taken in any order. For more information on sector requirements, refer to p.26 of the BSN Handbook (http://www.nursing.upenn.edu/student-services/resources/handbooks-forms-policies/bsn-handbook/).
2 Free electives and language requirement courses may be taken pass/fail. For more detailed information on pass/fail policies, refer to the Pass/Fail section in the BSN handbook (http://www.nursing.upenn.edu/student-services/resources/handbooks-forms-policies/bsn-handbook/courses-exam-related-policies/#pass/fail).
3 Check with your advisor for additional approved Health Policy courses.
4 Check with your advisor for additional approved Health Care Ethics courses.

The Nursing Case Study can be taken during the junior or senior year (following completion of NURS 164 Integrated Human Anatomy, Physiology & Physical Assessment II). Only one course is required from the case study group. The Nursing Elective can be taken earlier in the plan of study depending upon the course selected.

Students must consult with an academic advisor prior to making revisions to the plan of study to ensure that the necessary curricular requirements are being met and to prevent delays in academic progression.

The following sample Plan of Study is just one possibility for second-degree students, and individual plans depend on what prerequisites students have fulfilled prior to matriculating at Penn. This plan may not be compatible with several academic options you might choose (e.g., submatriculation, study abroad, minors, etc.). If you are interested in pursuing any of the special academic options available to you during the course of your undergraduate experience and want to know how this will alter your plan of study, please contact your faculty advisor and/or the Office of Student Services at 215-898-6687 or advisor@nursing.upenn.edu. Please note that all plans of study are subject to curricular change.

BSN Plan of Study: Accelerated Summer Start

Transfer Credit

Course Units

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>NURS 061 Biologically-Based Chemistry</td>
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</tr>
<tr>
<td>NURS 065 Fundamentals of Nutrition</td>
<td>1</td>
</tr>
<tr>
<td>NURS 068 Integrated Cell Biology and Microbiology</td>
<td>1</td>
</tr>
<tr>
<td>NURS 131 Human Anatomy and Physiology - Part A</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Please note: This is an estimation of potential transfer credit and does not constitute final approval until all final transcripts are submitted, course completion and grades are verified, etc.
NURS 132  Human Anatomy and Physiology - Part B  1.5
NURS 230  Statistics for Research and Measurement  1
Liberal Arts Waiver  11

First Year
Summer
NURS 103  Psychological and Social Diversity in Health and Wellness  1
NURS 159  Pathways To Practice  1
NURS 160  Physical Assessment  1
NURS 165  Integrated Pathophysiology, Pharmacology, and Therapeutics  2

Course Units  17.50

Second Year
Fall
NURS 215  Nursing of Women and Infants  1.5
NURS 225  Pediatric Nursing
& NURS 235  Pediatric Nursing
NURS 547  Scientific Inquiry for Evidence-based Practice  1

Spring
NURS 245  Nursing of Young and Middle Aged Adults
& NURS 255  Nursing of Older Adults
NURS 330  Theoretical Foundations of Health Care Ethics
NURS 525  Ethical Aspects of Health and Technology
PHIL 072  Biomedical Ethics
Select one of the following Health Care Ethics courses: 1  1

Course Units  5.50

Third Year
Fall
NURS 389  Research/Inquiry-Based Service Residency  0.5
NURS 390  Leadership in the Complex Healthcare System
Nursing Case Study 1, 2  1
Choose one Nursing elective 1, 2  1

Course Units  5.50

Summer
NURS 380  Nursing in the Community  2

Course Units  2.00

Total Course Units  40.50

1 There is some flexibility as to when these courses can be taken (fall vs. spring). Please consult with an advisor about your options and course offerings.

2 See the BSN Handbook (http://www.nursing.upenn.edu/student-services/resources/handbooks-forms-policies/bsn-handbook/) for an approved list of courses.

Notes
1. All plans of study are subject to curricular change. Students must consult with an academic advisor prior to making revisions to the plan of study to ensure that the necessary curricular requirements are being met and to prevent delays in academic progression.

2. Clinical experiences may include evenings, weekends, and 12 hour shifts. Most clinical rotations are accessible by public transportation; however a car may be necessary for transportation to some clinical sites.

3. Course work outside the School of Nursing is not permitted, with the exception of approved non-nursing courses for the Health Care Ethics and Health Policy requirements.

4. 5.5 course units is the maximum course load for undergraduate nursing students. Students who wish to exceed this limit must seek approval from the Office of Student Services prior to the advance registration period for the semester in question. If approved, the Office of Student Services will increase the maximum course load accordingly in Penn in Touch.

1.

**Nutrition Science, BSN**

Our Bachelor of Science in Nutrition Science major is an interdisciplinary collaboration with Penn's School of Arts & Sciences. You will study concepts like dietary behaviors and metabolism, as well as scientific approaches to the physiological roles of nutrients in the diet, from the cellular to human level. You will explore the role of nutrition in cancer, cardiovascular diseases, diabetes, and obesity, which together account for nearly seventy percent of global mortality. We believe that the next generation of nurse researchers and clinicians need a well-rounded background in nutrition science, social sciences, and public health, and we built this innovative program with these goals in mind.

The major consists of 14 course units: six basic science courses (such as cellular biology, anatomy and physiology, and chemistry), four fundamental nutrition science courses, and four electives. Penn Nursing BSN undergrads can add this as a second major.

For more information: https://www.nursing.upenn.edu/nutrition-major/

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**Nutrition Science, BSN Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Non-Nursing Major Requirements</td>
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<tr>
<td></td>
<td>Writing Requirement</td>
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<tr>
<td></td>
<td>Select a Writing Intensive Course</td>
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<tr>
<td></td>
<td>Language Requirement</td>
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<tr>
<td></td>
<td>Satisfy by exemption or if language proficiency completed in less than 4 semesters, use remaining course units as free electives</td>
<td>4</td>
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<td>Histories and Traditions Sector</td>
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<td>Global and Cultural Studies Sector</td>
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<td>Reasoning, Systems, and Relationships Sector</td>
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<td>Natural Sciences Sector - satisfied by:</td>
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<td>NURS 061</td>
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</tr>
<tr>
<td>NURS 068</td>
<td>Integrated Cell Biology and Microbiology</td>
<td>1</td>
</tr>
</tbody>
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Notes

1. There is some flexibility as to when these courses can be taken (fall vs. spring). Please consult with an advisor about your options and course offerings.

2. See the BSN Handbook (http://www.nursing.upenn.edu/student-services/resources/handbooks-forms-policies/bsn-handbook/) for an approved list of courses.
Minors

Nursing Major Courses

Nursing Foundational Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 101</td>
<td>The Nature of Nursing Practice</td>
<td>0.5</td>
</tr>
<tr>
<td>NURS 102</td>
<td>Situating the Practice of Nursing</td>
<td>0.5</td>
</tr>
<tr>
<td>NURS 103</td>
<td>Psychological and Social Diversity in Health and Wellness</td>
<td>1</td>
</tr>
</tbody>
</table>

Nursing Clinical Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 215</td>
<td>Nursing of Women and Infants</td>
<td>1.5</td>
</tr>
<tr>
<td>NURS 225</td>
<td>Pediatric Nursing</td>
<td>1.5</td>
</tr>
<tr>
<td>NURS 235</td>
<td>Psychiatric Nursing</td>
<td>1.5</td>
</tr>
<tr>
<td>NURS 245</td>
<td>Nursing of Young and Middle Aged Adults</td>
<td>1.5</td>
</tr>
<tr>
<td>NURS 255</td>
<td>Nursing of Older Adults</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Select a Nursing Case Study from among NURS 355-NURS 369

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 380</td>
<td>Nursing in the Community</td>
<td>2</td>
</tr>
<tr>
<td>NURS 390</td>
<td>Leadership in the Complex Healthcare System</td>
<td>3</td>
</tr>
</tbody>
</table>

Science Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 061</td>
<td>Biologically-Based Chemistry</td>
<td>0.5</td>
</tr>
<tr>
<td>NURS 068</td>
<td>Integrated Cell Biology and Microbiology</td>
<td>1</td>
</tr>
<tr>
<td>NURS 065</td>
<td>Fundamentals of Nutrition</td>
<td>1</td>
</tr>
<tr>
<td>NURS 163</td>
<td>Integrated Anatomy, Physiology, and Physical Assessment I</td>
<td>2</td>
</tr>
<tr>
<td>NURS 164</td>
<td>Integrated Human Anatomy, Physiology &amp; Physical Assessment II</td>
<td>2</td>
</tr>
<tr>
<td>NURS 165</td>
<td>Integrated Pathophysiology, Pharmacology, and Therapeutics</td>
<td>2</td>
</tr>
</tbody>
</table>

Non-Clinical Courses

Health Policy Requirement

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 230</td>
<td>Statistics for Research and Measurement</td>
<td>1</td>
</tr>
<tr>
<td>NURS 547</td>
<td>Scientific Inquiry for Evidence-based Practice</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 330</td>
<td>Theoretical Foundations of Health Care Ethics</td>
<td>1</td>
</tr>
<tr>
<td>PHIL 072</td>
<td>Biomedical Ethics</td>
<td>1</td>
</tr>
<tr>
<td>NURS 389</td>
<td>Research/Inquiry-Based Service Residency</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Nursing Elective

Select a Nursing Elective

Nutrition Major Requirements

Required Basic Science Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 061</td>
<td>Biologically-Based Chemistry</td>
<td></td>
</tr>
<tr>
<td>NURS 068</td>
<td>Integrated Cell Biology and Microbiology</td>
<td></td>
</tr>
<tr>
<td>NURS 163</td>
<td>Integrated Anatomy, Physiology, and Physical Assessment I</td>
<td></td>
</tr>
<tr>
<td>NURS 165</td>
<td>Integrated Pathophysiology, Pharmacology, and Therapeutics</td>
<td></td>
</tr>
</tbody>
</table>

Required Nutrition Science Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 065</td>
<td>Fundamentals of Nutrition</td>
<td></td>
</tr>
<tr>
<td>NURS 312</td>
<td>Nutritional Aspects of Disease</td>
<td></td>
</tr>
<tr>
<td>NURS 523</td>
<td>Advanced Nutrition: Molecular Basis of Nutrition</td>
<td></td>
</tr>
<tr>
<td>NURS 524</td>
<td>Advanced Human Nutrition and Micronutrient Metabolism</td>
<td></td>
</tr>
</tbody>
</table>

Elective Courses

Select four course units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
</table>

The Global Health Minor requires a total of 6 course units.

Global Health, Minor

The ever-growing threat of pandemics, terrorism, natural disasters, and climate-related challenges has sharpened the need for skilled nurses who understand the global interconnectedness of health. We need nurses who are experienced both clinically and culturally, who are ready to meet the rapidly-changing needs of patients, no matter where they live.

Available exclusively to Penn Nursing students at both the undergraduate and graduate level, our Global Health minor is an opportunity to increase your knowledge of the world and the factors that contribute to the health of populations. We take a cross-disciplinary approach to help you integrate your knowledge of nursing, culture, and diversity to more effectively engage with patients locally, nationally, and around the world.

For more information: https://www.nursing.upenn.edu/global-health-minor/
Health Communications, Minor

The Health Communication minor is a collaboration between the School of Nursing and the Annenberg School for Communication. This program expands students' knowledge of the communication process, theory, and behavior, and it prepares them for roles as professionals who develop cutting edge models for health behavior intervention or implement patient education and health communications programs locally, nationally, and globally.

For more information: http://www.nursing.upenn.edu/health-communications-minor/

Health Communications Minor requires a total of 6 course units.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required NURS Course</td>
<td></td>
</tr>
<tr>
<td>NURS 547</td>
<td>Scientific Inquiry for Evidence-based Practice</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Required COMM Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select two of the following:</td>
<td>2</td>
</tr>
<tr>
<td>COMM 123</td>
<td>Critical Approaches to Popular Culture</td>
<td></td>
</tr>
<tr>
<td>COMM 125</td>
<td>Introduction to Communication Behavior</td>
<td></td>
</tr>
<tr>
<td>COMM 130</td>
<td>Media Industries and Society</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective Courses</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Select 3 course units</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Course Units</td>
<td>6</td>
</tr>
</tbody>
</table>

1 At least 1 elective course must be in the School of Nursing.

Nursing and Health Services Management, Minor

The delivery of health care increasingly involves decisions that entail considerations beyond clinical or medical issues. With the rise of managed care in the United States, it is critical for health professionals to understand not only the clinical factors that affect patients but also the business environment in which healthcare institutions function. This program, a partnership between the School of Nursing and The Wharton School, helps students understand both the nature of the economic and managerial constraints that healthcare organizations face, and how to effectively manage these constraints to provide the best possible health care for patients.

For more information: http://www.nursing.upenn.edu/nursing-and-health-services-management-minor/

The Nursing and Health Services Management Minor requires a total of 8 course units.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>ECON 001</td>
<td>Introduction to Micro Economics</td>
<td>1</td>
</tr>
</tbody>
</table>

1 See the website (http://www.nursing.upenn.edu/health-communications-minor/plan-of-study-undergrad/) for a list of approved elective courses.

See the website (https://www.nursing.upenn.edu/global-health-minor/plan-of-study-undergrad/) for a list of approved elective courses.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

History, Health and the Humanities, Minor

A number of universities have forged bridges between the humanities and sciences to nourish students intellectually, build self-awareness, consider social justice-related phenomena through a new lens, and help them develop empathy. The School of Nursing has launched a new minor in History, Health and the Humanities for undergraduate students. This innovative initiative provides students with the tools and perspectives to study clinical issues in ways different than the lens provided by natural or social sciences. It amplifies the humanities component of the Judgement, Inquiry, Voice, and Engagement pillars that define the “Penn Advantage.” It offers formalized opportunities for writing, both reflective and analytical, beyond that available in the required nursing curriculum.

Student enrolled in this minor will be considered Bates’ Center associates and will be invited to lunches, dinners, and other events with visiting scholars and faculty.

For more information: https://www.nursing.upenn.edu/academics/bachelor-of-science-in-nursing-bsn/minors/

The History, Health and the Humanities Minor requires a total of 6 course units.

For more information contact the director of the History, Health and the Humanities minor, Cynthia Connolly PhD RN FAAN at cac1@nursing.upenn.edu.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core Courses</td>
<td></td>
</tr>
<tr>
<td>NURS 305</td>
<td>Narrative Matters in Health and Illness Experiences</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Elective Courses</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Select 5 course units</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Course Units</td>
<td>6</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Nutrition, Minor

Jointly sponsored by the Schools of Nursing and Arts and Sciences, the Nutrition Minor presents a broad view of the field and illustrates the pervasiveness of nutrition-related issues in such diverse fields as anthropology, economics, folklore, history, physiology, psychology, health care, and public policy.

For more information: http://www.nursing.upenn.edu/nutrition-minor/

The Nutrition Minor requires a total of 6 course units.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 1 course unit from each Core A, B and C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core A - Basic Nutrition:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 065</td>
<td>Fundamentals of Nutrition</td>
<td>1</td>
</tr>
<tr>
<td>or NURS 112</td>
<td>Nutrition: Science &amp; Applications</td>
<td></td>
</tr>
<tr>
<td>Core B - Scientific Basis of Nutrition:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following Options:</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Option 1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 068</td>
<td>Integrated Cell Biology and Microbiology</td>
<td></td>
</tr>
<tr>
<td>Option 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 017</td>
<td>The Biology of Food</td>
<td></td>
</tr>
<tr>
<td>BIOL 101</td>
<td>Introduction to Biology A</td>
<td></td>
</tr>
<tr>
<td>BIOL 121</td>
<td>Introduction to Biology - The Molecular Biology of Life</td>
<td></td>
</tr>
<tr>
<td>Core C - Advanced Nutrition:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 524</td>
<td>Advanced Human Nutrition and Micronutrient Metabolism</td>
<td>1.0</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 3 course units of Electives</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Total Course Units</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

It is strongly recommended that Core A & B courses be taken prior to the Elective courses.

See website (http://www.nursing.upenn.edu/nutrition-minor/plans-of-study/) for list of approved elective courses.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Academic Opportunities

Penn Nursing offers a wide variety of supplemental academic opportunities designed to enhance your academic experience and professional development.

For more information, visit: http://www.nursing.upenn.edu/student-services/advising/opportunities/.

Benjamin Franklin Scholars Program - Nursing (http://www.nursing.upenn.edu/academics/a-penn-nursing-education/undergraduate-honors-program/)

The Benjamin Franklin Scholars (BFS) Program for Nursing (http://www.nursing.upenn.edu/academics/a-penn-nursing-education/undergraduate-honors-program/) seeks to foster the development of the next generation of nurse achievers - scholars, leaders, and researchers - through intellectual rigor, academic excellence, and outstanding achievements. Scholars are required to complete four Benjamin Franklin Seminars - small, intensive classes in a wide range of disciplines across the liberal arts and sciences - and a Capstone Honors course in the Nursing school.

Dual Degrees (http://www.nursing.upenn.edu/academics/dual-degrees/)

We recognize the value of interdisciplinary learning, which is why student at all levels - undergraduate, masters, and doctoral - can pursue a dual degree with other schools across campus. Our Dual Degree (http://www.nursing.upenn.edu/academics/dual-degrees/) page provides a complete listing of our approved programs.

Global Opportunities (http://www.nursing.upenn.edu/global-health/student-opportunities/)

Penn Nursing offers a variety of international experiences for students in the BSN and MSN programs, which range from short-term opportunities that focus on comparative healthcare in international contexts, to full-semester clinical experiences.
Hillman Scholars Program in Nursing Innovation (http://www.nursing.upenn.edu/academics/accelerated-options/bsn-phd-hillman-scholars/)

The Hillman Scholars Program in Nursing Innovation (http://www.nursing.upenn.edu/academics/accelerated-options/bsn-phd-hillman-scholars/) is an integrated BSN-to-PhD program designed to educate a new cadre of nurse scientists and leaders to develop innovative solutions in healthcare. The program is available for current Penn Nursing undergraduate students, as well as students applying to the Accelerated Second Degree BSN program.

Minors (p. 232)

Penn Nursing offers a variety of minors in such in-demand areas as global health, palliative care, health services management, and oncology. Adding a minor allows students to complement their major by diving more deeply into a specific area of inquiry.

Nutrition Major (http://catalog.upenn.edu/undergraduate PROGRAMS/nutrition-bsn/)

Our Nutrition major (http://www.nursing.upenn.edu/nutrition-major/) is an interdisciplinary collaboration with Penn’s School of Arts & Sciences. You will study concepts like dietary behaviors and metabolism, as well as scientific approaches to the physiological roles of nutrients in the diet, from the cellular to human level.

Research Opportunities (http://www.nursing.upenn.edu/research/student-research/)

Students have numerous opportunities to engage with research at Penn Nursing, whether that means participating in one of the school-supported research centers, applying for a prestigious fellowship through the Center for Undergraduate Research and Fellowships (http://www.upenn.edu/curf/) (CURF), or working one-on-one with a faculty mentor on a student-driven research project.

Submatriculation (http://www.nursing.upenn.edu/academics/a-penn-nursing-education/submatriculation/)

One of the most popular options at Penn Nursing, submatriculation allows undergraduate students the opportunity to apply to a graduate program and begin coursework while completing the BSN degree. Students can apply to any of the MSN / DNP majors (http://www.nursing.upenn.edu/academics/) here at Penn Nursing, or to Penn Law.

School Policies

The majority of Penn Nursing policies can be found in the Policies and Procedures (p. 289) section of the Catalog.

The following additional policies apply specifically to School of Nursing students:

- Statement of Personal Attributes and Capabilities (https://www.nursing.upenn.edu/live/files/218-statement-personal-attributes-and-capabilities/)

  The curricula leading to degrees in nursing require students to engage in diverse and complex experiences directed to the practice, refinement and full acquisition of essential nursing competencies and functions. Unique combinations of cognitive, behavioral, sensory, communication, psychomotor, and communication abilities are required to perform these functions in a satisfactory manner and to consistently demonstrate these competencies. In addition to being essential to the successful completion of the requirements for the respective nursing degree, these competencies and functions are necessary to ensure the health and safety of patients, fellow students, faculty and other health care providers. This statement describes the minimum competencies and functions necessary for entrance to, continuation in, and graduation from the nursing degree programs of the School of Nursing at the University of Pennsylvania. Candidates for nursing degrees must be able to meet these minimum standards with or without reasonable accommodation.

- Student Social Media Policy (https://www.nursing.upenn.edu/live/files/217-student-social-media-policy/)

  This document serves as the official policy for student use of social media at the SON. These guidelines apply to all students creating or contributing to any kind of social media affiliated with the SON. Please check back periodically to make sure you’re up to date. We trust that you will adhere to these policies. If, for any reason an incident occurs that violates the policy, we expect you to bring it to our attention immediately so we can work together toward a resolution.

- Student Substance Abuse Policy (https://www.nursing.upenn.edu/live/files/219-student-substance-abuse-policy/)

  The School of Nursing recognizes the importance of educating its students about the problems of substance abuse because this significant health risk, and in many cases, criminal matter, is unfortunately prevalent among healthcare providers. Aside from impacting upon the personal and psychological integrity of the abusers, substance abuse may significantly impact the ability of healthcare providers to administer safe, competent patient care. Recognizing that substance abuse is both a disease and a professional hazard, the School of Nursing has incorporated substance abuse topical content areas into its curriculum. The School of Nursing has likewise established this substance abuse policy.

  This policy impacts upon and augments the student’s ability to maintain personal and professional integrity, and facilitates the student’s success both clinically and didactically. It promotes a healthy learning environment for the student. In the clinical setting, this policy enhances patient safety. It also fosters the development of professional nurses who are well educated about the prevalence and adverse outcomes of substance abuse.
The Wharton School

Founded in 1881 as the world's first collegiate business school, the Wharton School (https://www.wharton.upenn.edu/) of the University of Pennsylvania is shaping the future of business by incubating ideas, driving insights, and creating leaders who change the world. With a faculty of more than 235 renowned professors, Wharton has 5,000 undergraduate (https://undergrad.wharton.upenn.edu/), MBA (https://mba.wharton.upenn.edu/), executive MBA (https://executivemba.wharton.upenn.edu/), and doctoral (https://doctoral.wharton.upenn.edu/) students. Each year 13,000 professionals from around the world advance their careers through Wharton Executive Education's (https://executiveeducation.wharton.upenn.edu/) individual, company-customized, and online programs. More than 99,000 Wharton alumni form a powerful global network of leaders who transform business every day.

For more information, visit www.wharton.upenn.edu (https://www.wharton.upenn.edu/).

The Wharton School of the University of Pennsylvania was a remarkable innovation when Joseph Wharton, a self-educated 19th-century industrialist, first proposed its establishment more than 135 years ago.

Wharton believed the role of business was to advance society as a whole, creating new wealth and economic opportunity for all people. He approached the Trustees of the University of Pennsylvania in 1880 to establish a new kind of institution specifically designed to prepare leaders for business and public service.

His suggestion was a radical one, but also remarkably prescient. With the admission in 1881 of the first class of students — just 13 undergraduates — Joseph Wharton and the University of Pennsylvania created a successful formula that forever changed the landscape of business and education. Now, more than 1 million students graduate each year from more than 13,000 graduate and undergraduate business programs around the world.

The Wharton School remains a leader in business education through a steadfast commitment to our founder's vision of applying unparalleled intellectual resources to prepare young men and women for leadership in the global society. With programs on every continent, Wharton continues to educate and empower the best minds in business.

Research provides an individualized method of learning and an in-depth treatment of a topic of personal interest with input from a faculty expert. Research experience is helpful if applying for distinguished international fellowships and is important if going on to graduate studies in an analytical discipline. Research skills are useful for decision-making in the private and public sectors and are required in academic positions. Below you can find a variety of research opportunities and scholarship programs.

- Courses (https://undergrad-inside.wharton.upenn.edu/research/courses/) — Create "tools" in a research-methods course.
- Research assistantships (https://undergrad-inside.wharton.upenn.edu/research/assistantships/) — Learn by executing research-related tasks while working on a project for a faculty member.
- Summer programs (https://undergrad-inside.wharton.upenn.edu/research/summer-programs/) — Gain hands-on experience from proposal to presentation through a project commensurate with program duration.
- Scholars programs (https://undergrad-inside.wharton.upenn.edu/scholars-programs/) — Gain hands-on, in-depth experience from proposal to presentation via a senior thesis and other activities.
- Wharton PhD Submatriculation Program (http://doctoral-inside.wharton.upenn.edu/submatriculation/) — Submatriculate into a PhD program in Accounting, Finance, Health Care Systems, Insurance and Risk Management, Management, Marketing, Operations and Information Management, Business and Public Policy, or Statistics.

For more information, visit: https://undergrad-inside.wharton.upenn.edu/research/.

The University of Pennsylvania Wharton School is accredited by AACSB — the International Association for Management Education.

1916: AACSB founded initially as the Association of Collegiate Schools of Business (ACSB); constitution is adopted June 17, 1916. Founding members include the following: Columbia University • Cornell University • Dartmouth College • Harvard University • New York University • Northwestern University • Ohio State University • Tulane University • University of California, Berkeley • University of Chicago • University of Illinois • University of Nebraska • University of Pennsylvania • University of Pittsburgh • University of Texas • University of Wisconsin–Madison • Yale University

For more information, visit: http://www.aacsb.edu/.

The goal of the Wharton Undergraduate Division academic advising team is to help students make informed decisions about their educational plans and professional/life goals that are consistent with their interests, abilities, and values.

Advising by appointment, walk-in advising, and specialized advising (https://undergrad-inside.wharton.upenn.edu/advising-services/#specialized_advising) are services available in G95 Huntsman Hall to current Wharton undergraduate students.

Professional advisors (https://undergrad-inside.wharton.upenn.edu/advising-services/), concentration advisors (https://undergrad-inside.wharton.upenn.edu/concentration-advisors/), and peer advising fellows (https://undergrad-inside.wharton.upenn.edu/peer-advising/) are available to assist students.

For more information, visit: https://undergrad-inside.wharton.upenn.edu/advising-services/.

Curriculum

All Wharton single-degree undergraduate students must complete a minimum of 37 course units and meet the curricular requirements described below. Students enrolled in a coordinated dual-degree (https://undergrad-inside.wharton.upenn.edu/coordinated-dual-degree/) program should check with their program advisor to learn about their unique requirements. For a Wharton single-degree undergraduate student, the standard course load is 4 to 5 CUs per semester (see a sample course sequence (https://undergrad-inside.wharton.upenn.edu/sample-curriculum-2017/)).

The requirements of the Wharton single-degree curriculum are delineated on the academic planning worksheet (https://undergrad-inside.wharton.upenn.edu/download/academic-planning-worksheet-2017/?wpdmdl=3785). Details about these requirements are available via the links below.
Students are encouraged to see an academic advisor (https://undergrad-inside.wharton.upenn.edu/advising-services/) for any questions about the requirements of their academic program.

**First-Year Foundations**

**Economics** (https://undergrad-inside.wharton.upenn.edu/requirements-2017/econ-010/)
1 required course: ECON 010

**Math** (https://undergrad-inside.wharton.upenn.edu/requirements/math/)
Select 1 of the following: MATH 104 or MATH 110

**Writing** (https://undergrad-inside.wharton.upenn.edu/requirements/writing/)
1 required course: Critical Writing Seminar

**Business**

**Leadership Journey** (https://undergrad-inside.wharton.upenn.edu/requirements-2017/leadership-journey/)
3 required courses: WH 101, WH 201, WH 301
1 senior capstone (https://undergrad-inside.wharton.upenn.edu/senior-capstone/) course or project

**Business Fundamentals** (https://undergrad-inside.wharton.upenn.edu/requirements-2017/business-fundamentals/)
11 required courses: ACCT 101, ACCT 102, BEPP 250, STAT 101, STAT 102, FNCE 100, FNCE 101, LGST 100 or LGST 101, MGMT 101, MKTG 101, OIDD 101

1 required course unit

**Technology, Innovation, and Analytics** (https://undergrad-inside.wharton.upenn.edu/requirements-2017/technology-innovation-analytics/)
1 required course unit

**Business Breadth** (https://undergrad-inside.wharton.upenn.edu/requirements/business-breadth/)
3 required course units

**Concentration (Business Depth)** (https://undergrad-inside.wharton.upenn.edu/concentrations/)
4 required course units

---

### Liberal Arts & Sciences

**Cross-Cultural Perspectives** (https://undergrad-inside.wharton.upenn.edu/requirements-2017/cross-cultural-perspectives/)
3 required course units

**Foreign Language Requirement** (https://undergrad-inside.wharton.upenn.edu/requirements-2017/foreign-language-requirement/)

**General Education Distribution** (https://undergrad-inside.wharton.upenn.edu/requirements-2017/general-education-distribution/)
6 required course units with at least 1 course unit in each of the following categories:

- Humanities
- Natural Science, Math, and Engineering
- Social Science

### Unrestricted

**Electives** (https://undergrad-inside.wharton.upenn.edu/requirements-2017/unrestricted-electives/)
5 required course units

### Concentrations

All students graduate from Wharton with a Bachelor of Science in Economics; however, each student is required to choose a concentration, which consists of four upper-level courses that explore a particular area of business in depth.

- Accounting, BS (p. 238)
- Actuarial Science, BS (p. 238)
- Behavioral Economics, BS (p. 239)
- Business Analytics, BS (p. 240)
- Business Economics and Public Policy, BS (p. 242)
- Environmental Policy & Management, BS (p. 243)
- Finance, BS (p. 244)
- Global Analysis, BS (p. 245)
- Health Care Management and Policy, BS (p. 246)
- Individualized, BS (p. 247)
- Legal Studies & Business Ethics, BS (p. 248)
- Management
  - Entrepreneurship and Innovation Track, BS (p. 249)
  - General Track, BS (p. 250)
  - Multinational Management Track, BS (p. 252)
  - Organizational Effectiveness Track, BS (p. 253)
  - Strategic Management Track, BS (p. 254)
- Managing E-Commerce, BS (p. 254)
- Marketing & Communication, BS (p. 255)
- Marketing & Operations Management, BS (p. 256)
- Marketing, BS (p. 258)
- Operations, Information & Decisions
• Decision Processes Track, BS (p. 259)
• General Track, BS (p. 260)
• Information Systems Track, BS (p. 261)
• Operations Management/Management Science Track, BS (p. 262)
• Real Estate, BS (p. 263)
• Retailing, BS (p. 264)
• Social Impact & Responsibility, BS (p. 265)
• Statistics, BS (p. 266)

### Accounting, BS

Although strong quantitative skills and attention to detail are important qualities for an accounting concentration, students need to acquire other skills as well. Many students find the accounting concentration to be useful preparation for careers in consulting, investment banking, general management, public accounting, and securities analysis.

For more information: [https://accounting.wharton.upenn.edu/](https://accounting.wharton.upenn.edu/)

#### Accounting Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 212</td>
<td>Financial Measurement and Disclosure(X)</td>
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<tr>
<td></td>
<td>Select three of the following:</td>
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</tr>
<tr>
<td>ACCT 242</td>
<td>Accounting and Business Analysis</td>
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<tr>
<td>ACCT 243</td>
<td>Accounting for Mergers, Acquisitions, and Complex Financial Structures</td>
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<tr>
<td>ACCT 297</td>
<td>Taxes and Business Strategy</td>
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<tr>
<td>ACCT 399</td>
<td>Supervised Study</td>
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<tr>
<td>FNCE 207</td>
<td>Valuation</td>
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<td>Other Wharton Requirements</td>
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<td></td>
<td>Total Course Units</td>
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#### Other Wharton Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>ECON 010</td>
<td>Introduction to Economics for Business¹</td>
<td>1</td>
</tr>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
<td>1</td>
</tr>
<tr>
<td>or MATH 110</td>
<td>Calculus for Wharton Students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Critical Writing Seminar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Business Breadth (non-concentration courses)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership Journey</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>WH 101</td>
<td>Business and You</td>
</tr>
<tr>
<td></td>
<td>WH 201</td>
<td>Business Communication for Impact</td>
</tr>
<tr>
<td></td>
<td>WH 301</td>
<td>Capstone Course/Project</td>
</tr>
<tr>
<td></td>
<td>Capstone Course/Project</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>Fundamentals</td>
<td>1</td>
</tr>
<tr>
<td>ACCT 101</td>
<td>Accounting and Financial Reporting</td>
<td></td>
</tr>
<tr>
<td>ACCT 102</td>
<td>Strategic Cost Analysis</td>
<td></td>
</tr>
<tr>
<td>BEPP 250</td>
<td>Managerial Economics</td>
<td></td>
</tr>
</tbody>
</table>

¹ For students who take ECON 001 Introduction to Micro Economics and ECON 002 Introductory Economics: Macro in place of ECON 010 Introduction to Economics for Business of these courses can be slotted for ECON 010 on the worksheet. The second course may be used to fulfill a General Education Distribution or Unrestricted Elective requirement.

² Two can double-count as General Education Distribution courses.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Actuarial Science, BS

Please note that this concentration may only be declared by students who entered Penn on or before fall 2019. Questions should be directed to the Statistics Department.

Actuarial science stands at the intersection of risk and money. Actuaries are experts in evaluating the likelihood and financial consequences of future events, designing creative ways to reduce the cost of undesirable events, and decreasing the impact of tragic events that do occur. They are in great demand by insurance companies, consulting firms, and financial institutions.
This concentration provides an intriguing blend of mathematics and business management for students with a strong mathematics aptitude. Ideally, students graduating from Wharton with an actuarial science concentration will be prepared to pass or will have passed many of the professional examinations given by the Society of Actuaries or the Casualty Actuarial Society.

For more information: https://statistics.wharton.upenn.edu/programs/actuarialprogram/

**Actuarial Science Concentration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>BEPP/STAT 451</td>
<td>Fundamentals of Actuarial Science I</td>
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</tr>
<tr>
<td>BEPP/STAT 452</td>
<td>Fundamentals of Actuarial Science II</td>
<td>1</td>
</tr>
<tr>
<td>BEPP/STAT 453</td>
<td>Actuarial Statistics</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Complete one course unit of ASCI electives</td>
<td>1</td>
</tr>
<tr>
<td>BEPP 322</td>
<td>Business Insurance and Estate Planning</td>
<td>1</td>
</tr>
<tr>
<td>STAT 405</td>
<td>Statistical Computing with R</td>
<td>1</td>
</tr>
<tr>
<td>STAT 422</td>
<td>Predictive Analytics for Business</td>
<td>1</td>
</tr>
<tr>
<td>STAT 435</td>
<td>Forecasting Methods for Management</td>
<td>1</td>
</tr>
<tr>
<td>STAT 470</td>
<td>Data Analytics and Statistical Computing</td>
<td>1</td>
</tr>
<tr>
<td>STAT 471</td>
<td>Modern Data Mining</td>
<td>1</td>
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<tr>
<td>Other Wharton Requirements</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Total Course Units</td>
<td>37</td>
<td></td>
</tr>
</tbody>
</table>

1 Students should take MATH 104 Calculus, Part I and MATH 114 Calculus, Part II before starting the ASCI concentration. STAT 430 Probability/STAT 431 Statistical Inference recommended in lieu of STAT 101 Introductory Business Statistics/STAT 102 Introductory Business Statistics.

**Other Wharton Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 010</td>
<td>Introduction to Economics for Business</td>
<td>1</td>
</tr>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
<td>1</td>
</tr>
<tr>
<td>or MATH 110</td>
<td>Calculus for Wharton Students</td>
<td>1</td>
</tr>
</tbody>
</table>

Writing

Critical Writing Seminar

Business

Business Breadth (non-concentration courses)

<table>
<thead>
<tr>
<th>Leadership Journey</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>WH 101</td>
<td>Business and You</td>
</tr>
<tr>
<td>WH 201</td>
<td>Business Communication for Impact</td>
</tr>
<tr>
<td>WH 301</td>
<td>Teamwork and Interpersonal Influence</td>
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<tr>
<td>Capstone Course/Project</td>
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Fundamentals

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>ACCT 101</td>
<td>Accounting and Financial Reporting</td>
<td>1</td>
</tr>
<tr>
<td>ACCT 102</td>
<td>Strategic Cost Analysis</td>
<td>1</td>
</tr>
<tr>
<td>BEPP 250</td>
<td>Managerial Economics</td>
<td>1</td>
</tr>
<tr>
<td>FNCE 100</td>
<td>Corporate Finance</td>
<td>1</td>
</tr>
<tr>
<td>FNCE 101</td>
<td>Monetary Economics and the Global Economy</td>
<td>1</td>
</tr>
</tbody>
</table>

Global Economy, Business & Society

One course unit required

Technology, Innovation & Analytics

One course unit required

Liberal Arts & Sciences

Second semester-level foreign language

General Education Distribution

Select 6 courses with at least 1 course unit in each of the following categories:

- Humanities
- Natural Science, Math & Engineering
- Social Science

Cross-Cultural Perspectives

Select 3 courses 2

Unrestricted Electives

Select five courses

Total Course Units 33

1 For students who take ECON 001 Introduction to Micro Economics and ECON 002 Introductory Economics: Macro in place of ECON 010 Introduction to Economics for Business of these courses can be slotted for ECON 010 on the worksheet. The second course may be used to fulfill a General Education Distribution or Unrestricted Elective requirement.

2 Two can double-count as General Education Distribution courses.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Behavioral Economics, BS**

This new collaborative field, behavioral economics, has provided an understanding of how people's decisions deviate from "optimal" choices and the consequences of such deviations for consumers, managers, firms, and policy. This joint concentration between the Operations, Information, and Decisions Department and the Business Economics and Public Policy Department explores the behavioral aspects of economics and decision making.

This concentration provides students with the opportunity to develop an understanding of (a) the rational actor model, (b) modifications to that model that reflect the psychology of human behavior, and (c) implications of those modifications for decision-makers, markets, and public policy.
For more information: [https://bepp.wharton.upenn.edu/programs/undergraduate/program-information/behavioral-economics/](https://bepp.wharton.upenn.edu/programs/undergraduate/program-information/behavioral-economics/)

### Behavioral Economics Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>BEPP 220</td>
<td>Behavioral Economics, Markets, and Public Policy</td>
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<td>OIDD 290</td>
<td>Decision Processes</td>
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<tr>
<td></td>
<td>Complete two course units of BHEC electives</td>
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<tr>
<td>BEPP 201</td>
<td>Public Finance and Policy</td>
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<tr>
<td>BEPP 305</td>
<td>Risk Management</td>
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<tr>
<td>ECON 260</td>
<td>Decision Making Under Uncertainty</td>
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<tr>
<td>FNCE 239</td>
<td>Behavioral Finance</td>
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<tr>
<td>MKTG 211</td>
<td>Consumer Behavior</td>
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<tr>
<td>MKTG 266</td>
<td>Marketing for Social Impact</td>
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<tr>
<td>BEPP/OIDD 261</td>
<td>Risk Analysis and Environmental Management</td>
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<tr>
<td>OIDD 291</td>
<td>Negotiations</td>
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<tr>
<td>OIDD 292</td>
<td>Advanced Negotiation</td>
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<tr>
<td>OIDD 319</td>
<td>Advanced Decision Systems: Evolutionary Computation</td>
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<tr>
<td>OIDD 490</td>
<td>The Science of Behavior Change</td>
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<tr>
<td>PSYC 253</td>
<td>Judgment and Decisions</td>
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<td>Other Wharton Requirements</td>
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<td>33</td>
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<tr>
<td>Total Course Units</td>
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### Other Wharton Requirements

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<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td><strong>First-Year Foundations</strong></td>
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<tr>
<td>ECON 010</td>
<td>Introduction to Economics for Business ¹</td>
<td>1</td>
</tr>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
<td>1</td>
</tr>
<tr>
<td>or MATH 110</td>
<td>Calculus for Wharton Students</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Critical Writing Seminar</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Business</strong></td>
<td></td>
<td>3</td>
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<tr>
<td>Business Breadth (non-concentration courses)</td>
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<td></td>
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<tr>
<td>WH 101</td>
<td>Business and You</td>
<td>0.5</td>
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<tr>
<td>WH 201</td>
<td>Business Communication for Impact</td>
<td>0.5</td>
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<tr>
<td>WH 301</td>
<td>Teamwork and Interpersonal Influence</td>
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<td><strong>Fundamentals</strong></td>
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<tr>
<td>ACCT 101</td>
<td>Accounting and Financial Reporting</td>
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<td>ACCT 102</td>
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<td>BEPP 250</td>
<td>Managerial Economics</td>
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<tr>
<td>FNCE 100</td>
<td>Corporate Finance</td>
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<td>FNCE 101</td>
<td>Monetary Economics and the Global Economy</td>
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<td>LGST 100</td>
<td>Ethics and Social Responsibility</td>
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<tr>
<td>or LGST 101</td>
<td>Law and Social Values</td>
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<tr>
<td>MGMT 101</td>
<td>Introduction To Management</td>
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<tr>
<td>MKTG 101</td>
<td>Introduction to Marketing</td>
<td>1</td>
</tr>
<tr>
<td>OIDD 101</td>
<td>An Introduction to Marketing, Information and Decisions</td>
<td>1</td>
</tr>
<tr>
<td>STAT 101</td>
<td>Introductory Business Statistics</td>
<td>1</td>
</tr>
<tr>
<td>STAT 102</td>
<td>Introductory Business Statistics</td>
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<tr>
<td><strong>Global Economy, Business &amp; Society</strong></td>
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<td>One course unit required</td>
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<tr>
<td>Technology, Innovation &amp; Analytics</td>
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<td><strong>Liberal Arts &amp; Sciences</strong></td>
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<tr>
<td>Second semester-level foreign language</td>
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<tr>
<td><strong>General Education Distribution</strong></td>
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<td>Select 6 courses with at least 1 course unit in each of the following categories:</td>
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<tr>
<td>Humanities</td>
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<td>6</td>
</tr>
<tr>
<td>Natural Science, Math &amp; Engineering</td>
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<td></td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross-Cultural Perspectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 3 courses ²</td>
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<td>3</td>
</tr>
<tr>
<td><strong>Unrestricted Electives</strong></td>
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<tr>
<td>Select five courses</td>
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<td>5</td>
</tr>
<tr>
<td>Total Course Units</td>
<td></td>
<td>33</td>
</tr>
</tbody>
</table>

¹ For students who take ECON 001 Introduction to Micro Economics and ECON 002 Introductory Economics: Macro in place of ECON 010 Introduction to Economics for Business these courses can be slotted for ECON 010 on the worksheet. The second course may be used to fulfill a General Education Distribution or Unrestricted Elective requirement.

² Two can double-count as General Education Distribution courses.

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### Business Analytics, BS

The Business Analytics joint concentration between the OID and STAT departments is designed to build deep competency in the skills needed to implement and oversee data-driven business decisions, including (i) collecting, managing, and describing datasets, (ii) forming inferences and predictions from data, and (iii) making optimal and robust decisions. Business analytics makes extensive use of statistical analysis, and the applications of business analytics span all functional areas.

Students choosing the Business Analytics concentration are ideally suited for the growing set of careers broadly defined under the header of “data science” with responsibilities for managing and analyzing data. In addition, the concentration provides an excellent complement to students who choose to focus on one of the functional areas of business (e.g., accounting, finance, marketing, operations).

For more information: [https://oid.wharton.upenn.edu/programs/undergraduate/business-analytics-joint-concentration/](https://oid.wharton.upenn.edu/programs/undergraduate/business-analytics-joint-concentration/)
### Business Analytics Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>ACCT 270</td>
<td>Forensic Analytics</td>
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<tr>
<td>BEPP 280</td>
<td>Applied Data Analysis</td>
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<tr>
<td>CIS 419/519</td>
<td>Applied Machine Learning ¹</td>
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<tr>
<td>CIS 520</td>
<td>Machine Learning ¹</td>
<td></td>
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<tr>
<td>CIS 545</td>
<td>Big Data Analytics</td>
<td></td>
</tr>
<tr>
<td>ESE 305</td>
<td>Foundations of Data Science</td>
<td></td>
</tr>
<tr>
<td>MKTG 212</td>
<td>Data and Analysis for Marketing Decisions</td>
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</tr>
<tr>
<td>MKTG 309</td>
<td>Special Topics: Experiments for Business Decision Making</td>
<td></td>
</tr>
<tr>
<td>MKTG 352</td>
<td>Special Topics - Marketing Analytics</td>
<td></td>
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<tr>
<td>MKTG 476</td>
<td>Applied Probability Models in Marketing</td>
<td></td>
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<tr>
<td>OIDD 215</td>
<td>Intro to Analytics and the Digital Economy</td>
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<tr>
<td>OIDD 245</td>
<td>Advanced Analytics and the Digital Economy</td>
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<tr>
<td>OIDD 314</td>
<td>Enabling Technologies</td>
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<tr>
<td>OIDD 410</td>
<td>Decision Support Systems</td>
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<tr>
<td>STAT 405</td>
<td>Statistical Computing with R</td>
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<td>STAT 422</td>
<td>Predictive Analytics for Business</td>
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<td>STAT 435</td>
<td>Forecasting Methods for Management</td>
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<tr>
<td>STAT 470</td>
<td>Data Analytics and Statistical Computing</td>
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<tr>
<td>STAT 471</td>
<td>Modern Data Mining</td>
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<tr>
<td>STAT 474</td>
<td>Modern Regression for the Social, Behavioral and Biological Sciences</td>
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<tr>
<td>STAT 475</td>
<td>Sample Survey Design</td>
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<tr>
<td>STAT 520</td>
<td>Applied Econometrics I</td>
<td></td>
</tr>
</tbody>
</table>

Complete one course unit of Advanced Data Analysis competency ¹

Complete one course unit of Data Collection competency ¹

Complete one course unit of Optimization competency ¹

---

1 Students can count only one of the two courses (CIS 419/519 or CIS 520) towards the Business Analytics concentration.

### Other Wharton Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>OIDD 201</td>
<td>Technology Management, Information and the Digital Economy</td>
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<tr>
<td>OIDD 224</td>
<td>Analytics for Service Operations</td>
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<tr>
<td>OIDD 236</td>
<td>Scaling Operations in Technology Ventures: Linking Strategy and Execution</td>
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<tr>
<td>OIDD 245</td>
<td>Advanced Analytics and the Digital Economy</td>
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<tr>
<td>OIDD 321</td>
<td>Introduction to Management Science</td>
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<tr>
<td>OIDD 325</td>
<td>Computer Simulation Models</td>
<td></td>
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<tr>
<td>OIDD 353</td>
<td>Mathematical Modeling and its Application in Finance</td>
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<tr>
<td>STAT 435</td>
<td>Forecasting Methods for Management</td>
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<tr>
<td>LGST 242</td>
<td>Big Data, Big Responsibilities: The Law and Ethics of Business Analytics</td>
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<tr>
<td>OIDD 319</td>
<td>Advanced Decision Systems: Evolutionary Computation</td>
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<tr>
<td>OIDD 380</td>
<td>Operations Strategy Practicum</td>
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<td></td>
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<tr>
<td>Total Course Units</td>
<td>37</td>
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</tbody>
</table>

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¹ First-Year Foundations:
- ACCT 270 Forensic Analytics
- CIS 450 Database and Information Systems
- CIS 545 Big Data Analytics
- MKTG 212 Data and Analysis for Marketing Decisions
- MKTG 271 Models for Marketing Strategy
- MKTG 309 Special Topics: Experiments for Business Decision Making
- MKTG 352 Special Topics - Marketing Analytics
- MKTG 476 Applied Probability Models in Marketing
- OIDD 215 Intro to Analytics and the Digital Economy
- OIDD 245 Advanced Analytics and the Digital Economy

Students can count only one of the two courses (CIS 419/519 or CIS 520) towards the Business Analytics concentration.

---

Leadership Journey:
- WH 101 Business and You 0.5
- WH 201 Business Communication for Impact 0.5
- WH 301 0.5

Fundamentals:
- ACCT 101 Accounting and Financial Reporting 1
- ACCT 102 Strategic Cost Analysis 1
- BEPP 250 Managerial Economics 1
- FNCE 100 Corporate Finance 1
- FNCE 101 Monetary Economics and the Global Economy 1
- LGST 100 Ethics and Social Responsibility 1
- or LGST 101 Law and Social Values 1
- MGMT 101 Introduction To Management 1
- MKTG 101 Introduction to Marketing 1
- OIDD 101 An Introduction to Operations, Information and Decisions 1

---

Other Wharton Requirements:

First-Year Foundations:
- ECON 010 Introduction to Economics for Business ¹ 1
- MATH 104 Calculus, Part I 1
- or MATH 110 Calculus for Wharton Students 1

Writing:
- Critical Writing Seminar 1

Business Breadth (non-concentration courses) 3

Leadership Journey:
- WH 101 Business and You 0.5
- WH 201 Business Communication for Impact 0.5
- WH 301 0.5

Fundamentals:
- ACCT 101 Accounting and Financial Reporting 1
- ACCT 102 Strategic Cost Analysis 1
- BEPP 250 Managerial Economics 1
- FNCE 100 Corporate Finance 1
- FNCE 101 Monetary Economics and the Global Economy 1
- LGST 100 Ethics and Social Responsibility 1
- or LGST 101 Law and Social Values 1
- MGMT 101 Introduction To Management 1
- MKTG 101 Introduction to Marketing 1
- OIDD 101 An Introduction to Operations, Information and Decisions 1
### Business Economics and Public Policy, BS

The Business Economics and Public Policy concentration offers a wide range of courses for students interested in the role of economics in business, competition and public policy. Our courses specialize in market structure and competition, insurance and risk management, behavioral economics, energy, public finance, business & international politics, and business and development. A concentration in Business Economics and Public Policy is vital for students planning a career in consulting, the public sector, industries with a high social impact factor, and anyone with a general interest in how economics interacts with law, policy, and politics.

For more information: [https://bepp.wharton.upenn.edu/programs/undergraduate/program-information1/bepp-program/](https://bepp.wharton.upenn.edu/programs/undergraduate/program-information1/bepp-program/)

### BEPP Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td></td>
<td>Business Economics and Public Policy Fundamentals</td>
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</tr>
<tr>
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<td>Select one of the following:</td>
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### Business Economics and Public Policy Electives

Select three of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>BEPP 201</td>
<td>Public Finance and Policy.</td>
<td></td>
</tr>
<tr>
<td>BEPP 284</td>
<td>Game Theory for Business and Life</td>
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</tr>
<tr>
<td>BEPP 305</td>
<td>Risk Management</td>
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### Other Wharton Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First-Year Foundations</td>
<td></td>
</tr>
<tr>
<td>ECON 010</td>
<td>Introduction to Economics for Business</td>
<td>1</td>
</tr>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
<td>1</td>
</tr>
<tr>
<td>or MATH 110</td>
<td>Calculus for Wharton Students</td>
<td></td>
</tr>
</tbody>
</table>

---

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
The Undergraduate Concentration in Environmental Policy & Management is designed to provide in-depth foundations for those interested in the complex relationships between business and the natural environment, management of environmental risks, and the business and economics of energy. As global energy markets grow and change rapidly and environmental challenges rise, there is a strong need for a new generation of expert business leaders who understand the rapidly evolving trends in business models, technology, regulation, and financing. Students choosing this concentration are therefore ideally suited for the ever-expanding set of careers in energy companies, clean-tech investing, energy banking, consulting, the non-profit world, and the government. Students will gain insight into these challenges through an inter-disciplinary approach. Relevant courses are offered by departments including Business Economics and Public Policy, Finance, Legal Studies and Business Ethics, Management, Marketing, and Operations Information and Decisions. Up to one credit unit of coursework on business, energy, and the environment can be credited toward this concentration from the School of Arts and Sciences, the School of Engineering and Applied Science, or the School of Design, among other programs, as specified below.

For more information: https://riskcenter.wharton.upenn.edu/undergrad-enviro-concentration/

### Environmental Policy & Management Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>BEPP/OIDD 263</td>
<td>Environmental &amp; Energy Economics and Policy</td>
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<tr>
<td>FNCE 254</td>
<td>Impact Investing</td>
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<tr>
<td>FNCE 256</td>
<td>Energy Finance</td>
<td></td>
</tr>
<tr>
<td>LGST 215</td>
<td>Environmental Management: Law &amp; Policy</td>
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</tr>
<tr>
<td>MGMT 209</td>
<td>The Political Environment of the Multinational Firm</td>
<td></td>
</tr>
<tr>
<td>MKTG 266</td>
<td>Marketing for Social Impact</td>
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</tr>
<tr>
<td>OIDD/BEPP 261</td>
<td>Risk Analysis and Environmental Management</td>
<td></td>
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<tr>
<td>OIDD 525</td>
<td>Thinking with Models: Business Analytics for Energy and Sustainability</td>
<td></td>
</tr>
<tr>
<td>EAS 301/505</td>
<td>Climate Policy and Technology</td>
<td></td>
</tr>
<tr>
<td>EAS 306/506</td>
<td>Electricity and Systems Markets</td>
<td></td>
</tr>
</tbody>
</table>

1 For students who take ECON 001 Introduction to Micro Economics and ECON 002 Introductory Economics: Macro in place of ECON 010 Introduction to Economics for Business of these courses can be slotted for ECON 010 on the worksheet. The second course may be used to fulfill a General Education Distribution or Unrestricted Elective requirement.

2 Two can double-count as General Education Distribution courses.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
If a student believes that a course is missing from this list, they may petition the Director of the Concentration to add the course to the list prior to the start of the semester in which the course will be taken, or at the latest, within the first two weeks of the semester. Requests after a course has been completed will not be granted. The request should include a copy of the syllabus for the course and a brief statement as to why the course should be added. Courses that are likely to be approved are non-Wharton courses in which the primary focus is on topics relating to energy, environment, and sustainability, such as those listed here: https://kleinmanenergy.upenn.edu/energy-courses/.

Other Wharton Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Other Wharton Requirements</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Total Course Units</td>
<td>37</td>
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</table>

Other Wharton Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First-Year Foundations</td>
<td></td>
</tr>
<tr>
<td>ECON 010</td>
<td>Introduction to Economics for Business ¹</td>
<td>1</td>
</tr>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
<td>1</td>
</tr>
<tr>
<td>or MATH 110</td>
<td>Calculus for Wharton Students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Critical Writing Seminar</td>
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</tr>
<tr>
<td></td>
<td>Business</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business Breadth (non-concentration courses)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Leadership Journey</td>
<td></td>
</tr>
<tr>
<td>WH 101</td>
<td>Business and You</td>
<td>0.5</td>
</tr>
<tr>
<td>WH 201</td>
<td>Business Communication for Impact</td>
<td>0.5</td>
</tr>
<tr>
<td>WH 301</td>
<td>Teamwork and Interpersonal Influence</td>
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</tr>
<tr>
<td></td>
<td>Capstone Course/Project</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>Fundamentals</td>
<td></td>
</tr>
<tr>
<td>ACCT 101</td>
<td>Accounting and Financial Reporting</td>
<td>1</td>
</tr>
<tr>
<td>ACCT 102</td>
<td>Strategic Cost Analysis</td>
<td>1</td>
</tr>
<tr>
<td>BEPP 250</td>
<td>Managerial Economics</td>
<td>1</td>
</tr>
<tr>
<td>FNCE 100</td>
<td>Corporate Finance</td>
<td>1</td>
</tr>
<tr>
<td>FNCE 101</td>
<td>Monetary Economics and the Global Economy</td>
<td>1</td>
</tr>
<tr>
<td>LGST 100</td>
<td>Ethics and Social Responsibility</td>
<td>1</td>
</tr>
<tr>
<td>or LGST 101</td>
<td>Law and Social Values</td>
<td></td>
</tr>
<tr>
<td>MGMT 101</td>
<td>Introduction To Management</td>
<td>1</td>
</tr>
<tr>
<td>MKTG 101</td>
<td>Introduction to Marketing</td>
<td>1</td>
</tr>
<tr>
<td>OIDD 101</td>
<td>An Introduction to Operations, Information and Decisions</td>
<td>1</td>
</tr>
<tr>
<td>STAT 101</td>
<td>Introductory Business Statistics</td>
<td>1</td>
</tr>
<tr>
<td>STAT 102</td>
<td>Introductory Business Statistics</td>
<td>1</td>
</tr>
</tbody>
</table>

Economics, BS

The finance concentration develops the skills necessary to work at a high level of expertise in all areas of finance, including:

- Asset management
- Commercial and investment banking in an international context
- The financial management ("treasury function") of commercial and industrial enterprises and of financial institutions
- The financial aspects of venture capital, mergers, and acquisitions
- Most aspects of management consulting in both domestic and international sectors

Concentrating in finance also equips students well for careers in law and government in addition to the private sector.

For more information: finance.wharton.upenn.edu (http://finance.wharton.upenn.edu)

Finance Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select four of the following:</td>
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<tr>
<td>FNCE 203</td>
<td>Advanced Corporate Finance</td>
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</table>
### Other Wharton Requirements

#### Code | Title | Course Units
--- | --- | ---
**First-Year Foundations**
ECON 010 & Introduction to Economics for Business & 1
MATH 104 & Calculus, Part I & 1
or MATH 110 & Calculus for Wharton Students & 1

**Writing**
Critical Writing Seminar & 1

**Business**

Business Breadth (non-concentration courses) & 3

Leadership Journey
WH 101 & Business and You & 0.5
WH 201 & Business Communication for Impact & 0.5
WH 301 & 0.5

Capstone Course/Project & 0.5

Fundamentals
ACCT 101 & Accounting and Financial Reporting & 1
ACCT 102 & Strategic Cost Analysis & 1
BEPP 250 & Managerial Economics & 1
FNCE 100 & Corporate Finance & 1
FNCE 101 & Monetary Economics and the Global Economy & 1
LGST 100 & Ethics and Social Responsibility & 1
or LGST 101 & Law and Social Values & 1

MGMT 101 & Introduction To Management & 1
MKTG 101 & Introduction to Marketing & 1
OIDD 101 & An Introduction to Operations, Information and Decisions & 1

STAT 101 & Introductory Business Statistics & 1

### Global Analysis, BS

The global analysis (GLAN) secondary concentration permits Wharton students to extend their understanding of the global economy as it applies to firms. One may think of it as a broad concentration in international business.

For more information: https://undergrad-inside.wharton.upenn.edu/concentrations/igan/

### Global Analysis Concentration

Secondary concentration only.

Study Abroad for at least one semester.

#### Code | Title | Course Units
--- | --- | ---
**Secondary Concentration Requirements** & 1
Select one Upper Level Language course & 1
Select three GLAN courses & 3

**Primary Concentration** & 4

**Other Wharton Requirements** & 33

Total Course Units & 37

1 For students who take ECON 001 Introduction to Micro Economics and ECON 002 Introductory Economics: Macro in place of ECON 010 Introduction to Economics for Business of these courses can be slotted for ECON 010 on the worksheet. The second course may be used to fulfill a General Education Distribution or Unrestricted Elective requirement.

2 Two can double-count as General Education Distribution courses.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Health Care Management and Policy, BS

Other Wharton Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First-Year Foundations</td>
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<tr>
<td>ECON 010</td>
<td>Introduction to Economics for Business</td>
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<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
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<tr>
<td>or MATH 110</td>
<td>Calculus for Wharton Students</td>
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<td></td>
<td>Writing</td>
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<td>Critical Writing Seminar</td>
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<td></td>
<td>Leadership Journey</td>
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<td>WH 201</td>
<td>Business Communication for Impact</td>
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<td>ACCT 101</td>
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<td>LGST 100</td>
<td>Ethics and Social Responsibility</td>
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<tr>
<td>or LGST 101</td>
<td>Law and Social Values</td>
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<td>MGMT 101</td>
<td>Introduction To Management</td>
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<td>MKTG 101</td>
<td>Introduction to Marketing</td>
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<td>OIDD 101</td>
<td>An Introduction to Operations, Information</td>
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<tr>
<td>or Decisions</td>
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<tr>
<td>STAT 101</td>
<td>Introductory Business Statistics</td>
<td>1</td>
</tr>
<tr>
<td>STAT 102</td>
<td>Introductory Business Statistics</td>
<td>1</td>
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<tr>
<td></td>
<td>Global Economy, Business &amp; Society</td>
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</tr>
<tr>
<td></td>
<td>Technology, Innovation &amp; Analytics</td>
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<tr>
<td></td>
<td>One course unit required</td>
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<tr>
<td></td>
<td>Liberal Arts &amp; Sciences</td>
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<td>Second semester-level foreign language</td>
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<td>General Education Distribution</td>
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<td></td>
<td>Select 6 courses with at least 1 course unit in each of the following categories:</td>
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<td></td>
<td>Humanities</td>
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<tr>
<td></td>
<td>Natural Science, Math &amp; Engineering</td>
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</tr>
<tr>
<td></td>
<td>Social Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cross-Cultural Perspectives</td>
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<td></td>
<td>Select 3 courses</td>
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<tr>
<td></td>
<td>Unrestricted Electives</td>
<td></td>
</tr>
</tbody>
</table>

Select five courses 5

Total Course Units 33

1 One course unit from the secondary concentration will double count as a Business Breadth Requirement.
Three course units from the secondary concentration will double count as Unrestricted Electives.

2 Two can double-count as General Education Distribution courses.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Health Care Management and Policy, BS

The concentration in health care management and policy focuses on the management, financing, and economics of the health care sector. Students learn about health care markets and factors that significantly influence decision making both at the policy level and at the level of the firm or organization. The health care sector includes government agencies, non-profit institutions, major private corporations, medical practices and partnerships, and many small and early-stage health care service and product firms.

This concentration prepares students for careers as managers in health care companies or health care service firms such as consulting, banking or health care IT companies, or government agencies. Students planning careers in the health professions such as medicine, nursing, or dentistry have found the concentration very useful in understanding the context in which they will be working.

For more information: hcmg.wharton.upenn.edu (http://hcmg.wharton.upenn.edu)

Health Care Management and Policy Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HCMG 101</td>
<td>Health Care Systems</td>
</tr>
<tr>
<td></td>
<td>HCMG 202</td>
<td>The Economics and Financing of Health Care Delivery</td>
</tr>
<tr>
<td></td>
<td>HCMG 203</td>
<td>Clinical Issues in Health Care Management: Doctors, Patients and Managers in Modern Society</td>
</tr>
<tr>
<td></td>
<td>HCMG 204</td>
<td>Comparative Health Care Systems</td>
</tr>
<tr>
<td></td>
<td>HCMG 213</td>
<td>Health Care Strategy and Management: the Business of Health Care</td>
</tr>
<tr>
<td></td>
<td>HCMG 215</td>
<td>Management and Economics of Pharmaceutical, Biotech, and Medical Device Industries</td>
</tr>
<tr>
<td></td>
<td>HCMG 250</td>
<td>Health Care Reform and the Future of the American Health Care System</td>
</tr>
</tbody>
</table>
Select five courses

Total Course Units
37

1 For students who take ECON 001 Introduction to Micro Economics and ECON 002 Introductory Economics: Macro in place of ECON 010 Introduction to Economics for Business of these courses can be slotted for ECON 010 on the worksheet. The second course may be used to fulfill a General Education Distribution or Unrestricted Elective requirement.

2 Two can double-count as General Education Distribution courses.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Individualized, BS

Students have the option to design an individualized concentration if they cannot find a standard concentration that aligns with their interests. An individualized concentration consists of four CUs that are united by a common theme. An established concentration may also be tailored, with approval from the concentration advisor, to specific student interests by replacing a required course with one not on the list of courses that traditionally defines the concentration.

Individualized concentration proposals are considered by the Undergraduate Division Petitions Committee. Students who wish to pursue an individualized concentration should complete the following steps on this website (https://undergrad-inside.wharton.upenn.edu/concentrations/individualized/).

For more information: https://undergrad-inside.wharton.upenn.edu/concentrations/individualized/

Individualized Concentration (WIDV)

Select four WIDV courses

Total Course Units
37

1 WIDV must be approved by faculty member and Wharton Undergraduate Division.

Other Wharton Requirements

First-Year Foundations

Select five courses

Total Course Units
37

1 For students who take ECON 001 Introduction to Micro Economics and ECON 002 Introductory Economics: Macro in place of ECON 010 Introduction to Economics for Business of these courses can be slotted for ECON 010 on the worksheet. The second course may be used to fulfill a General Education Distribution or Unrestricted Elective requirement.

2 Two can double-count as General Education Distribution courses.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Individualized, BS

Students have the option to design an individualized concentration if they cannot find a standard concentration that aligns with their interests. An individualized concentration consists of four CUs that are united by a common theme. An established concentration may also be tailored, with approval from the concentration advisor, to specific student interests by replacing a required course with one not on the list of courses that traditionally defines the concentration.

Individualized concentration proposals are considered by the Undergraduate Division Petitions Committee. Students who wish to pursue an individualized concentration should complete the following steps on this website (https://undergrad-inside.wharton.upenn.edu/concentrations/individualized/).

For more information: https://undergrad-inside.wharton.upenn.edu/concentrations/individualized/

Individualized Concentration (WIDV)

Select four WIDV courses

Total Course Units
37

1 WIDV must be approved by faculty member and Wharton Undergraduate Division.

Other Wharton Requirements

First-Year Foundations
Legal Studies & Business Ethics, BS

The Legal Studies and Business Ethics Concentration focuses on the social values, moral concerns, and legal considerations that are essential aspects of business decision making in our global market system. The courses students take in this program help them explore how responsible business leaders can engage ethically and effectively with diverse cultures, corporate stakeholders, government regulators, and legal systems. Of special value to students seeking to broaden their business education, this concentration will help them acquire essential, non-quantitative reasoning skills that are required when leaders face difficult choices under conditions of empirical uncertainty and/or moral ambiguity – a frequent occurrence in fast-moving market economies.

Students pursuing this concentration will gain a number of analytic skills, including:

- Identifying moral and legal issues hidden within complex, culturally rich fact patterns
- Reasoning from moral principles to specific ethical and legal conclusions
- Reasoning by analogy between like cases and situations
- Arguing from authoritative rules and precedents to specific, logically consistent recommendations for action

For more information: https://lgst.wharton.upenn.edu/programs/undergraduate/

Legal Studies & Business Ethics Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>LGST 202</td>
<td>Law of Corporate Management and Finance</td>
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<tr>
<td>LGST 204</td>
<td>Real Estate Law</td>
<td></td>
</tr>
<tr>
<td>LGST 205</td>
<td>Innovation, Marketing Strategy, and Antitrust</td>
<td></td>
</tr>
<tr>
<td>LGST 206</td>
<td>Negotiations</td>
<td></td>
</tr>
<tr>
<td>LGST 207</td>
<td>The Sports Industry: Business and Legal Aspects</td>
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</tr>
<tr>
<td>LGST 208</td>
<td>The Law at Work: Employment Law for Managers</td>
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<tr>
<td>LGST 212</td>
<td>Economic Analysis of Law</td>
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</tr>
<tr>
<td>LGST 213</td>
<td>Legal Aspect of Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>LGST 214</td>
<td>International Business Transactions</td>
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</tr>
<tr>
<td>LGST 215</td>
<td>Environmental Management: Law &amp; Policy</td>
<td></td>
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<tr>
<td>LGST 216</td>
<td>Emerging Economies</td>
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<tr>
<td>LGST 218</td>
<td>Diversity and the Law</td>
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<tr>
<td>LGST 219</td>
<td>Law and Policy in International Business</td>
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<tr>
<td>LGST 220</td>
<td>International Business Ethics</td>
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<tr>
<td>LGST 221</td>
<td>Constitutional Law and Free Enterprise</td>
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<tr>
<td>LGST 222</td>
<td>Internet Law, Privacy, and Cybersecurity</td>
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</tr>
<tr>
<td>LGST 223</td>
<td>Securities Regulation</td>
<td></td>
</tr>
</tbody>
</table>

1 For students who take ECON 001 Introduction to Micro Economics and ECON 002 Introductory Economics: Macro in place of ECON 010 Introduction to Economics for Business of these courses can be slotted for ECON 010 on the worksheet. The second course may be used to fulfill a General Education Distribution or Unrestricted Elective requirement.

2 Two can double-count as General Education Distribution courses.
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>LGST 224</td>
<td>Human Rights and Globalization</td>
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<tr>
<td>LGST 226</td>
<td>Markets, Morality &amp; the Future of Capitalism</td>
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<td>LGST 227</td>
<td>Literature of Success</td>
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<td>LGST 228</td>
<td>Sports Law</td>
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<tr>
<td>LGST 230</td>
<td>Social Impact and Responsibility: Foundations</td>
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<td>LGST 241</td>
<td>Theories of the Business Enterprise</td>
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<tr>
<td>LGST 292</td>
<td>Advanced Negotiation</td>
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</tr>
<tr>
<td>LGST 299</td>
<td>Seminar in Law and Society</td>
<td></td>
</tr>
</tbody>
</table>

Other Wharton Requirements

**First-Year Foundations**
- ECON 010 Introduction to Economics for Business: 1 unit
- MATH 104 Calculus, Part I: 1 unit
  - or MATH 110 Calculus for Wharton Students: 1 unit

**Writing**
- Critical Writing Seminar: 1 unit

**Business**
- Business Breadth (non-concentration courses): 3 units
  - WH 101 Business and You: 0.5 units
  - WH 201 Business Communication for Impact: 0.5 units
  - WH 301: 0.5 units

**Leadership Journey**
- Capstone Course/Project: 0.5 units

**Fundamentals**
- ACCT 101 Accounting and Financial Reporting: 1 unit
- ACCT 102 Strategic Cost Analysis: 1 unit
- BEPP 250 Managerial Economics: 1 unit
- FNCE 100 Corporate Finance: 1 unit
- FNCE 101 Monetary Economics and the Global Economy: 1 unit
- LGST 100 Ethics and Social Responsibility: 1 unit
  - or LGST 101 Law and Social Values: 1 unit

**MGMT 101 Introduction To Management:** 1 unit
**MKTG 101 Introduction to Marketing:** 1 unit
**OIDD 101 An Introduction to Operations, Information and Decisions:** 1 unit
**STAT 101 Introductory Business Statistics:** 1 unit
**STAT 102 Introductory Business Statistics:** 1 unit

**Global Economy, Business & Society**
- One course unit required
- Technology, Innovation & Analytics
- One course unit required

**Liberal Arts & Sciences**
- Second semester-level foreign language
- General Education Distribution
  - Select 6 courses with at least 1 course unit in each of the following categories: 6 units

**Humanities**
- Natural Science, Math & Engineering

**Social Science**
- Cross-Cultural Perspectives
  - Select 3 courses: 3 units

**Unrestricted Electives**
- Select five courses: 5 units

**Total Course Units**: 33

---

1. For students who take ECON 001 Introduction to Micro Economics and ECON 002 Introductory Economics: Macro in place of ECON 010 Introduction to Economics for Business of these courses can be slotted for ECON 010 on the worksheet. The second course may be used to fulfill a General Education Distribution or Unrestricted Elective requirement.
2. Two can double-count as General Education Distribution courses.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Management: Entrepreneurship and Innovation Track, BS**

The Management—Entrepreneurship and Innovation concentration combines theory with practice, providing you with the skills and analytic tools to test theories, models, and strategies learned in the classroom on real ventures. Whether you want to start your own business, join a startup, scale a growing venture, or pursue a career in innovation management, the concentration prepares you for a variety of exciting options. Entrepreneurial and innovative skills are actively sought by competitive and profitable growing businesses.

For more information: https://mgmt.wharton.upenn.edu/programs/undergraduate/management-specializations/entrepreneurship-and-innovation/

**Management Concentration - Entrepreneurship and Innovation Track**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 230</td>
<td>Entrepreneurship</td>
<td>.5</td>
</tr>
<tr>
<td>MGMT 267</td>
<td>Entrepreneurship and Technological Innovation</td>
<td>.5</td>
</tr>
</tbody>
</table>

Any MGMT core course: 1 unit

Select two courses from the following: 2 units
- MGMT 212 Social Entrepreneurship
- MGMT 213 Entrepreneurship through Acquisition
- MGMT 214 Market Dynamics and Technical Change
- MGMT 229 Intel Property Strategy
- MGMT 231 Entrepreneurial Venture Initiation
- MGMT 233 Strategies and Practices of Family-Controlled Companies
- MGMT 237 Management of Technology
MGMT 249  Mergers and Acquisitions  
MGMT 251  Consulting to Growth Companies  
MGMT 264  Venture Capital and Entrepreneurial Management  
MGMT 265  Culture of Technology: Culture & Institutions of the Tech Sector--Bridging Research and Practice  
MGMT 291  Negotiations  
FNCE 250  Venture Capital and the Finance of Innovation  
FNCE 251  The Finance of Buyouts and Acquisitions  
HCMG 391  Health Care Entrepreneurship  
LGST 213  Legal Aspect of Entrepreneurship  
MKTG 227  Digital Marketing and Electronic Commerce  
MKTG 234  Idea Generation & the Systematic Approach for Creativity  
MKTG 241  Entrepreneurial Marketing  
MKTG 262  New Product Development  
OIDD 236  Scaling Operations in Technology Ventures: Linking Strategy and Execution  
OIDD 314  Enabling Technologies  
OIDD 415  Product Design  
REAL 396  Real Estate Entrepreneurship  
Other Wharton Requirements  33  
Total Course Units  37  

1 Students may petition to substitute other courses toward the requirements of the major. Such requests will be expected to demonstrate that the student is pursuing a coherent plan of entrepreneurship and innovation studies at Wharton. Petitions should be sent in writing to the Entrepreneurship and Innovation academic advisor, Nellie Gaynor at nelliebk@wharton.upenn.edu. Other courses cannot exceed 1.0 cu equivalent of Wharton coursework. Only 1 cu of Independent Study Project or Advanced Student Project including Global Modular Courses or MKTG890, Global Consulting Practicum, can be counted toward the major and must have approval by the department.

Other Wharton Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>MGMT 249</td>
<td>Mergers and Acquisitions</td>
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<tr>
<td>MGMT 251</td>
<td>Consulting to Growth Companies</td>
<td>1</td>
</tr>
<tr>
<td>MGMT 264</td>
<td>Venture Capital and Entrepreneurial Management</td>
<td>1</td>
</tr>
<tr>
<td>MGMT 265</td>
<td>Culture of Technology: Culture &amp; Institutions of the Tech Sector--Bridging Research and Practice</td>
<td>1</td>
</tr>
<tr>
<td>MGMT 291</td>
<td>Negotiations</td>
<td>1</td>
</tr>
<tr>
<td>FNCE 250</td>
<td>Venture Capital and the Finance of Innovation</td>
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</tr>
<tr>
<td>FNCE 251</td>
<td>The Finance of Buyouts and Acquisitions</td>
<td>1</td>
</tr>
<tr>
<td>HCMG 391</td>
<td>Health Care Entrepreneurship</td>
<td>1</td>
</tr>
<tr>
<td>LGST 213</td>
<td>Legal Aspect of Entrepreneurship</td>
<td>1</td>
</tr>
<tr>
<td>MKTG 227</td>
<td>Digital Marketing and Electronic Commerce</td>
<td>1</td>
</tr>
<tr>
<td>MKTG 234</td>
<td>Idea Generation &amp; the Systematic Approach for Creativity</td>
<td>1</td>
</tr>
<tr>
<td>MKTG 241</td>
<td>Entrepreneurial Marketing</td>
<td>1</td>
</tr>
<tr>
<td>MKTG 262</td>
<td>New Product Development</td>
<td>1</td>
</tr>
<tr>
<td>OIDD 236</td>
<td>Scaling Operations in Technology Ventures: Linking Strategy and Execution</td>
<td>1</td>
</tr>
<tr>
<td>OIDD 314</td>
<td>Enabling Technologies</td>
<td>1</td>
</tr>
<tr>
<td>OIDD 415</td>
<td>Product Design</td>
<td>1</td>
</tr>
<tr>
<td>REAL 396</td>
<td>Real Estate Entrepreneurship</td>
<td>1</td>
</tr>
<tr>
<td>Other Wharton Requirements</td>
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<td>33</td>
</tr>
<tr>
<td>Total Course Units</td>
<td></td>
<td>37</td>
</tr>
</tbody>
</table>

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Management: General Track, BS

The Management Department offers courses and experience to students who want careers in management or to take on major challenges and responsibilities in private, public, and not-for-profit organizations.

For more information: https://mgmt.wharton.upenn.edu/programs/undergraduate/management-concentration/
## Management Concentration - General Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<td>Select 2 Management Core courses from the following:</td>
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<td></td>
<td>MGMT 104 Industrial Relations and Human Resource Management</td>
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<tr>
<td></td>
<td>MGMT 111 Multinational Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MGMT 223 Business Strategy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MGMT 230 Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MGMT 238 Organizational Behavior</td>
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<tr>
<td></td>
<td>or MGMT 27: Power and Politics in Organizations</td>
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<tr>
<td></td>
<td>Select two electives:</td>
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<tr>
<td></td>
<td>MGMT 205 Multinational Corporate Strategies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MGMT 208 Globalization and International Political Economy</td>
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<tr>
<td></td>
<td>MGMT 209 The Political Environment of the Multinational Firm</td>
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<tr>
<td></td>
<td>MGMT 211 Competitive Strategy</td>
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<tr>
<td></td>
<td>MGMT 212 Social Entrepreneurship</td>
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<tr>
<td></td>
<td>MGMT 223 Business Strategy</td>
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<td></td>
<td>MGMT 225 Value Creation and Value Capture in American Business History</td>
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<td></td>
<td>MGMT 231 Entrepreneurial Venture Initiation</td>
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<tr>
<td></td>
<td>MGMT 233 Strategies and Practices of Family-Controlled Companies</td>
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<tr>
<td></td>
<td>MGMT 237 Management of Technology</td>
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<td></td>
<td>MGMT 240 Group Dynamics</td>
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<tr>
<td></td>
<td>MGMT 241 Knowledge for Social Impact: Analyzing Current Issues &amp; Approaches</td>
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<tr>
<td></td>
<td>MGMT 242 Corporate Governance, Executive Compensation and the Board</td>
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<tr>
<td></td>
<td>MGMT 249 Mergers and Acquisitions</td>
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<td></td>
<td>MGMT 251 Consulting to Growth Companies</td>
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<tr>
<td></td>
<td>MGMT 264 Venture Capital and Entrepreneurial Management</td>
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<tr>
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<td>MGMT 265 Culture of Technology: Culture &amp; Institutions of the Tech Sector–Bridging Research and Practice</td>
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<td></td>
<td>MGMT 272 Power and Politics in Organizations</td>
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<tr>
<td></td>
<td>MGMT 276 Cultivating Judgment Skills: Forecasting in Business Politics</td>
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<td>MGMT 288 Managing and Competing in China</td>
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<td>MGMT 291 Negotiations</td>
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<td>MGMT 292 Advanced Negotiation</td>
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</table>

### Other Wharton Requirements

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td></td>
<td>First-Year Foundations</td>
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</tr>
<tr>
<td>ECON 010</td>
<td>Introduction to Economics for Business</td>
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</table>

1 For students who take ECON 001 Introduction to Micro Economics and ECON 002 Introductory Economics: Macro in place of ECON 010 Introduction to Economics for Business of these courses can be slotted for ECON 010 on the worksheet. The second course may be used to fulfill a General Education Distribution or Unrestricted Elective requirement.

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Management: Multinational Management Track, BS

Management - Multinational Management Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
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<td>Select one MGMT Core course from the following:</td>
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<td>MGMT 104</td>
<td>Industrial Relations and Human Resource Management</td>
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<td>MGMT 111</td>
<td>Multinational Management</td>
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<tr>
<td>MGMT 223</td>
<td>Business Strategy</td>
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<td>MGMT 230</td>
<td>Entrepreneurship</td>
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</tr>
<tr>
<td>MGMT 238</td>
<td>Organizational Behavior</td>
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<tr>
<td>or MGMT 272</td>
<td>Power and Politics in Organizations</td>
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<tr>
<td>Select two of the following:</td>
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<tr>
<td>MGMT 205</td>
<td>Multinational Corporate Strategies</td>
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<td>MGMT 208</td>
<td>Globalization and International Political Economy</td>
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<tr>
<td>MGMT 209</td>
<td>The Political Environment of the Multinational Firm</td>
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Other Wharton Requirements

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>ECON 010</td>
<td>Introduction to Economics for Business</td>
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<td>MATH 104</td>
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<td>Writing</td>
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<td>Business</td>
<td>Business Breadth (non-concentration courses)</td>
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<td>Leadership Journey</td>
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<td>WH 101</td>
<td>Business and You</td>
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<td>WH 201</td>
<td>Business Communication for Impact</td>
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<td>WH 301</td>
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<td>Capstone Course/Project</td>
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<tr>
<td>Fundamentals</td>
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<tr>
<td>ACCT 101</td>
<td>Accounting and Financial Reporting</td>
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<td>ACCT 102</td>
<td>Strategic Cost Analysis</td>
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<td>FNCE 100</td>
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<td>Monetary Economics and the Global Economy</td>
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<td>LGST 100</td>
<td>Ethics and Social Responsibility</td>
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<td>or LGST 101</td>
<td>Law and Social Values</td>
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<td>MGMT 101</td>
<td>Introduction To Management</td>
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<td>MKTG 101</td>
<td>Introduction to Marketing</td>
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<tr>
<td>OIDD 101</td>
<td>An Introduction to Operations, Information and Decisions</td>
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<td>STAT 101</td>
<td>Introductory Business Statistics</td>
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<td>STAT 102</td>
<td>Introductory Business Statistics</td>
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<tr>
<td>Global Economy, Business &amp; Society</td>
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<tr>
<td>Technology, Innovation &amp; Analytics</td>
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<td>One course unit required</td>
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<td>Liberal Arts &amp; Sciences</td>
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<td>Second semester-level foreign language</td>
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<td>General Education Distribution</td>
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<tr>
<td>Select 6 courses with at least 1 course unit in each of the following categories:</td>
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<tr>
<td>Humanities</td>
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<tr>
<td>Natural Science, Math &amp; Engineering</td>
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<tr>
<td>Social Science</td>
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<tr>
<td>Cross-Cultural Perspectives</td>
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<tr>
<td>Select 3 courses</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Unrestricted Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select five courses</td>
<td>5</td>
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<tr>
<td>Total Course Units</td>
<td>33</td>
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</table>

Management - Multinational Management Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 111</td>
<td>Multinational Management</td>
<td>1</td>
</tr>
<tr>
<td>Select one MGMT Core course from the following:</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MGMT 104</td>
<td>Industrial Relations and Human Resource Management</td>
<td></td>
</tr>
<tr>
<td>MGMT 111</td>
<td>Multinational Management</td>
<td></td>
</tr>
<tr>
<td>MGMT 223</td>
<td>Business Strategy</td>
<td></td>
</tr>
<tr>
<td>MGMT 230</td>
<td>Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>MGMT 238</td>
<td>Organizational Behavior</td>
<td></td>
</tr>
<tr>
<td>or MGMT 272</td>
<td>Power and Politics in Organizations</td>
<td></td>
</tr>
<tr>
<td>Select two of the following:</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MGMT 205</td>
<td>Multinational Corporate Strategies</td>
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</tr>
<tr>
<td>MGMT 208</td>
<td>Globalization and International Political Economy</td>
<td></td>
</tr>
<tr>
<td>MGMT 209</td>
<td>The Political Environment of the Multinational Firm</td>
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Other Wharton Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>First-Year Foundations</td>
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</tr>
<tr>
<td>ECON 010</td>
<td>Introduction to Economics for Business</td>
<td>1</td>
</tr>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
<td>1</td>
</tr>
<tr>
<td>or MATH 110</td>
<td>Calculus for Wharton Students</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Critical Writing Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Business</td>
<td>Business Breadth (non-concentration courses)</td>
<td>3</td>
</tr>
<tr>
<td>Leadership Journey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WH 101</td>
<td>Business and You</td>
<td>0.5</td>
</tr>
<tr>
<td>WH 201</td>
<td>Business Communication for Impact</td>
<td>0.5</td>
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<tr>
<td>WH 301</td>
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<td>0.5</td>
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<tr>
<td>Capstone Course/Project</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Fundamentals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT 101</td>
<td>Accounting and Financial Reporting</td>
<td>1</td>
</tr>
<tr>
<td>ACCT 102</td>
<td>Strategic Cost Analysis</td>
<td>1</td>
</tr>
<tr>
<td>BEPP 250</td>
<td>Managerial Economics</td>
<td>1</td>
</tr>
<tr>
<td>FNCE 100</td>
<td>Corporate Finance</td>
<td>1</td>
</tr>
<tr>
<td>FNCE 101</td>
<td>Monetary Economics and the Global Economy</td>
<td>1</td>
</tr>
<tr>
<td>LGST 100</td>
<td>Ethics and Social Responsibility</td>
<td>1</td>
</tr>
<tr>
<td>or LGST 101</td>
<td>Law and Social Values</td>
<td></td>
</tr>
<tr>
<td>MGMT 101</td>
<td>Introduction To Management</td>
<td>1</td>
</tr>
<tr>
<td>MKTG 101</td>
<td>Introduction to Marketing</td>
<td>1</td>
</tr>
<tr>
<td>OIDD 101</td>
<td>An Introduction to Operations, Information and Decisions</td>
<td>1</td>
</tr>
<tr>
<td>STAT 101</td>
<td>Introductory Business Statistics</td>
<td>1</td>
</tr>
<tr>
<td>STAT 102</td>
<td>Introductory Business Statistics</td>
<td>1</td>
</tr>
<tr>
<td>Global Economy, Business &amp; Society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One course unit required</td>
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<td></td>
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<tr>
<td>Technology, Innovation &amp; Analytics</td>
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<td></td>
</tr>
<tr>
<td>One course unit required</td>
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<td></td>
</tr>
<tr>
<td>Liberal Arts &amp; Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second semester-level foreign language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Education Distribution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 6 courses with at least 1 course unit in each of the following categories:</td>
<td>6</td>
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</tr>
<tr>
<td>Humanities</td>
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<td></td>
</tr>
<tr>
<td>Natural Science, Math &amp; Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross-Cultural Perspectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 3 courses</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Unrestricted Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select five courses</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Total Course Units</td>
<td>33</td>
<td></td>
</tr>
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</table>
For students who take ECON 001 Introduction to Micro Economics and ECON 002 Introductory Economics: Macro in place of ECON 010 Introduction to Economics for Business of these courses can be slotted for ECON 010 on the worksheet. The second course may be used to fulfill a General Education Distribution or Unrestricted Elective requirement.

Two can double-count as General Education Distribution courses.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Management: Organizational Effectiveness Track, BS

A concentration in management prepares students to take on major managerial challenges and responsibilities in private, public, and nonprofit organizations. Students can pursue a general management concentration or choose from specialized tracks in strategic management, multinational management, organizational effectiveness, and entrepreneurship and innovation.

For more information: https://mgmt.wharton.upenn.edu/programs/undergraduate/management-specializations/organizational-effectiveness/

Management Concentration - Organizational Effectiveness Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 104</td>
<td>Industrial Relations and Human Resource Management</td>
<td>1</td>
</tr>
<tr>
<td>MGMT 238</td>
<td>Organizational Behavior</td>
<td>1</td>
</tr>
<tr>
<td>or MGMT 272</td>
<td>Power and Politics in Organizations</td>
<td></td>
</tr>
<tr>
<td>Select two of the following:</td>
<td></td>
<td>2</td>
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<tr>
<td>MGMT 240</td>
<td>Group Dynamics</td>
<td></td>
</tr>
<tr>
<td>MGMT 241</td>
<td>Knowledge for Social Impact: Analyzing Current Issues &amp; Approaches</td>
<td></td>
</tr>
<tr>
<td>MGMT 242</td>
<td>Corporate Governance, Executive Compensation and the Board</td>
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<tr>
<td>MGMT 291</td>
<td>Negotiations</td>
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<tr>
<td>Other Wharton Requirements</td>
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<td>33</td>
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<tr>
<td>Total Course Units</td>
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<td>37</td>
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</table>

Other Wharton Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 010</td>
<td>Introduction to Economics for Business</td>
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</tr>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
<td>1</td>
</tr>
<tr>
<td>or MATH 110</td>
<td>Calculus for Wharton Students</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Critical Writing Seminar</td>
<td>1</td>
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</tbody>
</table>

Business

| Business Breadth (non-concentration courses) | 3          |
| Leadership Journey                          |            |
| WH 101 | Business and You                                       | 0.5         |
| WH 201 | Business Communication for Impact                      | 0.5         |
| WH 301 |                                                    | 0.5         |
| Capstone Course/Project                     | 0.5         |

Fundamentals

| ACCT 101 | Accounting and Financial Reporting                     | 1          |
| ACCT 102 | Strategic Cost Analysis                                | 1          |
| BEPP 250 | Managerial Economics                                   | 1          |
| FNCE 100 | Corporate Finance                                      | 1          |
| FNCE 101 | Monetary Economics and the Global Economy              | 1          |
| LGST 100 | Ethics and Social Responsibility                       | 1          |
| or LGST 101 | Law and Social Values                                |            |
| MGMT 101 | Introduction To Management                             | 1          |
| MKTG 101 | Introduction to Marketing                              | 1          |
| OIDD 101 | An Introduction to Operations, Information and Decisions | 1          |
| STAT 101 | Introductory Business Statistics                       | 1          |
| STAT 102 | Introductory Business Statistics                       | 1          |

Global Economy, Business & Society

Select 6 courses with at least 1 course unit in each of the following categories:

- Humanities
- Natural Science, Math & Engineering
- Social Science

Cross-Cultural Perspectives

Select 3 courses

Unrestricted Electives

Select five courses

Total Course Units: 33

1 For students who take ECON 001 Introduction to Micro Economics and ECON 002 Introductory Economics: Macro in place of ECON 010 Introduction to Economics for Business of these courses can be slotted for ECON 010 on the worksheet. The second course may be used to fulfill a General Education Distribution or Unrestricted Elective requirement.

2 Two can double-count as General Education Distribution courses.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Management: Strategic Management Track, BS

The specialization in Strategic Management prepares students who are interested in competitive and corporate strategy. A deeper understanding of strategy is useful for those who want to help companies with their strategies (e.g., through consulting), need to understand the strategies of companies (e.g., to make decisions of whether to invest in certain companies), and want to create new organizations and need to develop a strategy that would provide them with a competitive advantage in the marketplace.

For more information: https://mgmt.wharton.upenn.edu/programs/undergraduate/management-specializations/strategic-management/

Management Concentration - Strategic Management Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 223</td>
<td>Business Strategy</td>
<td>1</td>
</tr>
<tr>
<td>Select one MGMT Core course from the following:</td>
<td>1</td>
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</tr>
<tr>
<td>MGMT 104</td>
<td>Industrial Relations and Human Resource Management</td>
<td></td>
</tr>
<tr>
<td>MGMT 111</td>
<td>Multinational Management</td>
<td></td>
</tr>
<tr>
<td>MGMT 230</td>
<td>Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>MGMT 238</td>
<td>Organizational Behavior</td>
<td></td>
</tr>
<tr>
<td>or MGMT 27: Power and Politics in Organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select two of the following:</td>
<td>2</td>
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<tr>
<td>MGMT 211</td>
<td>Competitive Strategy</td>
<td></td>
</tr>
<tr>
<td>MGMT 225</td>
<td>Value Creation and Value Capture in American Business History</td>
<td></td>
</tr>
<tr>
<td>MGMT 237</td>
<td>Management of Technology</td>
<td></td>
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<tr>
<td>MGMT 242</td>
<td>Corporate Governance, Executive Compensation and the Board</td>
<td></td>
</tr>
<tr>
<td>MGMT 249</td>
<td>Mergers and Acquisitions</td>
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<tr>
<td>MGMT 251</td>
<td>Consulting to Growth Companies</td>
<td></td>
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<tr>
<td>Other Wharton Requirements</td>
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<td></td>
</tr>
<tr>
<td>Total Course Units</td>
<td>37</td>
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</table>

Other Wharton Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 010</td>
<td>Introduction to Economics for Business ¹</td>
<td>1</td>
</tr>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
<td>1</td>
</tr>
<tr>
<td>or MATH 110</td>
<td>Calculus for Wharton Students</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Critical Writing Seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Business Breadth (non-concentration courses)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership Journey</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>WH 101</td>
<td>Business and You</td>
<td></td>
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<tr>
<td>WH 201</td>
<td>Business Communication for Impact</td>
<td>0.5</td>
</tr>
<tr>
<td>WH 301</td>
<td></td>
<td>0.5</td>
</tr>
</tbody>
</table>

¹ For students who take ECON 001 Introduction to Micro Economics and ECON 002 Introductory Economics: Macro in place of ECON 010 Introduction to Economics for Business of these courses can be slotted for ECON 010 on the worksheet. The second course may be used to fulfill a General Education Distribution or Unrestricted Elective requirement.

² Two can double-count as General Education Distribution courses.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Managing E-Commerce, BS

The secondary concentration in electronic commerce is intended to complement primary concentrations by providing students with an additional capability to understand, analyze, and participate in electronic commerce and electronic business activities in new and established
firms. To pursue the concentration in electronic commerce, students must have also declared a primary concentration.

For more information: https://undergrad-inside.wharton.upenn.edu/concentrations/ecom/

Managing E-Commerce Concentration
Secondary concentration only.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>OIDD 311</td>
<td>Business Computer Languages</td>
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<td>OIDD 469</td>
<td>Information Strategy and Economics</td>
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<tr>
<td></td>
<td>Select one of the following:</td>
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</tr>
<tr>
<td>MGMT 223</td>
<td>Business Strategy</td>
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</tr>
<tr>
<td>or MGMT 264</td>
<td>Venture Capital and Entrepreneurial Management</td>
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</tr>
<tr>
<td></td>
<td>Select one course unit from the following:</td>
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</tr>
<tr>
<td>FNCE 250</td>
<td>Venture Capital and the Finance of Innovation</td>
<td></td>
</tr>
<tr>
<td>LGST 222</td>
<td>Internet Law, Privacy, and Cybersecurity</td>
<td></td>
</tr>
<tr>
<td>MGMT 223</td>
<td>Business Strategy</td>
<td></td>
</tr>
<tr>
<td>MGMT 237</td>
<td>Management of Technology</td>
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<tr>
<td>MGMT 264</td>
<td>Venture Capital and Entrepreneurial Management</td>
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<tr>
<td>MKTG 227</td>
<td>Digital Marketing and Electronic Commerce</td>
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<tr>
<td>OIDD 314</td>
<td>Enabling Technologies</td>
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</tbody>
</table>

Primary Concentration 4

Other Wharton Requirements 33

Total Course Units 37

1 One course unit from the secondary concentration will double count as a Business Breadth Requirement.
   Three course units from the secondary concentration will double count as Unrestricted Electives.

Other Wharton Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 010</td>
<td>Introduction to Economics for Business</td>
<td>1</td>
</tr>
<tr>
<td>or MATH 110</td>
<td>Calculus for Wharton Students</td>
<td>1</td>
</tr>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
<td>1</td>
</tr>
<tr>
<td>Writing</td>
<td>Critical Writing Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Business</td>
<td>Business Breadth (non-concentration courses)</td>
<td>3</td>
</tr>
<tr>
<td>Leadership Journey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WH 101</td>
<td>Business and You</td>
<td>0.5</td>
</tr>
<tr>
<td>WH 201</td>
<td>Business Communication for Impact</td>
<td>0.5</td>
</tr>
<tr>
<td>WH 301</td>
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<td></td>
</tr>
<tr>
<td>Capstone Course/Project</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Fundamentals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT 101</td>
<td>Accounting and Financial Reporting</td>
<td>1</td>
</tr>
<tr>
<td>ACCT 102</td>
<td>Strategic Cost Analysis</td>
<td>1</td>
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</table>

BEPP 250 Managerial Economics 1
FNCE 100 Corporate Finance 1
FNCE 101 Monetary Economics and the Global Economy 1
LGST 100 Ethics and Social Responsibility 1
or LGST 101 Law and Social Values 1
MGMT 101 Introduction To Management 1
MKTG 101 Introduction to Marketing 1
OIDD 101 An Introduction to Operations, Information and Decisions 1
STAT 101 Introductory Business Statistics 1
STAT 102 Introductory Business Statistics 1

Global Economy, Business & Society

One course unit required

Technology, Innovation & Analytics

One course unit required

Liberal Arts & Sciences

Second semester-level foreign language

General Education Distribution

Select 6 courses with at least 1 course unit in each of the following categories:

- Humanities
- Natural Science, Math & Engineering
- Social Science
- Cross-Cultural Perspectives

Select 3 courses 2 3

Unrestricted Electives

Select five courses 5

Total Course Units 33

1 For students who take ECON 001 Introduction to Micro Economics and ECON 002 Introductory Economics: Macro in place of ECON 010 Introduction to Economics for Business of these courses can be slotted for ECON 010 on the worksheet. The second course may be used to fulfill a General Education Distribution or Unrestricted Elective requirement.

2 Two can double-count as General Education Distribution courses.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Marketing & Communication, BS

Marketing professionals must understand the communication process and the most effective methods of conveying information, regardless of whether they intend to focus on advertising, the development of web-based initiatives, or the conduct of market research. Students in this dual concentration will augment their understanding of the core concepts taught in their marketing courses and be better prepared for employment or graduate study. The dual concentration in marketing and communication allows Wharton students concentrating in marketing to take four courses in the Annenberg School of Communication and
have this cluster of courses recognized on their transcript as a second concentration.

Students who wish to pursue a second concentration in communication must first declare a primary concentration in marketing. The concentration in communication may not be used as a primary or sole concentration.

For more information: https://undergrad-inside.wharton.upenn.edu/concentrations/mkcm/

Marketing & Communication - Dual Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Marketing &amp; Communication - Dual Concentration Requirements 1</td>
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<tr>
<td></td>
<td>Complete a total of four Communication courses as follows:</td>
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<tr>
<td></td>
<td>Select two from the following:</td>
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<tr>
<td>COMM 123</td>
<td>Critical Approaches to Popular Culture</td>
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<tr>
<td>COMM 125</td>
<td>Introduction to Communication Behavior</td>
<td></td>
</tr>
<tr>
<td>COMM 130</td>
<td>Media Industries and Society</td>
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</tr>
<tr>
<td></td>
<td>Select two additional Communication courses 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Primary Marketing Concentration 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Wharton Requirements</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Total Course Units</td>
<td>37</td>
</tr>
</tbody>
</table>

1 One course unit from the Dual Concentration will double count as a General Education Requirement.
   Three course units from the Dual Concentration will double count as Unrestricted Electives.

2 One of these may be the third course listed above.

3 The Primary Marketing Concentration Requirements (p. 258) can be found here.

Other Wharton Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 010</td>
<td>Introduction to Economics for Business 1</td>
<td>1</td>
</tr>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
<td>1</td>
</tr>
<tr>
<td>or MATH 110</td>
<td>Calculus for Wharton Students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Critical Writing Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Business</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Business Breadth (non-concentration courses)</td>
<td></td>
</tr>
<tr>
<td>WH 101</td>
<td>Business and You</td>
<td>0.5</td>
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<tr>
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<td>Accounting and Financial Reporting</td>
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<tr>
<td>BEPP 250</td>
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<td>Monetary Economics and the Global Economy</td>
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<td>Law and Social Values</td>
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<td>MGMT 101</td>
<td>Introduction To Management</td>
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<tr>
<td>MKTG 101</td>
<td>Introduction to Marketing</td>
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<tr>
<td>OIDD 101</td>
<td>An Introduction to Operations, Information and Decisions</td>
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</tr>
<tr>
<td>STAT 101</td>
<td>Introductory Business Statistics</td>
<td>1</td>
</tr>
<tr>
<td>STAT 102</td>
<td>Introductory Business Statistics</td>
<td>1</td>
</tr>
</tbody>
</table>

2 Two can double-count as General Education Distribution courses.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Marketing & Operations Management, BS

The Marketing and Operations Management joint concentration emphasizes the importance of partnership between marketing and operations for new product development (NPD) in light of the fact that NPD is a critical company effort highly dependent on internal innovation processes. Given the complexity of these processes, the insights provided by cross-disciplinary collaboration can be particularly beneficial in many efforts, including:
University of Pennsylvania Catalog

- Creativity-based new product development
- Innovation in service manufacturing and new service development
- Customer response to next-generation products
- The use of conjoint analysis in engineering designs
- Platform-owner market entry
- Design-intensive innovation

For more information: [https://marketing.wharton.upenn.edu/programs/undergraduate/marketing-and-operations-management-joint-concentration/](https://marketing.wharton.upenn.edu/programs/undergraduate/marketing-and-operations-management-joint-concentration/)

## Marketing & Operations Management Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td><strong>Required OIDD Courses</strong></td>
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<tr>
<td>Select two course units from the following:</td>
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<tr>
<td>OIDD 220</td>
<td>Introduction to Operations Management</td>
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<tr>
<td>OIDD 224</td>
<td>Analytics for Service Operations</td>
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<tr>
<td>OIDD 314</td>
<td>Enabling Technologies</td>
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<tr>
<td>OIDD 415</td>
<td>Product Design</td>
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<tr>
<td>OIDD 416</td>
<td>Design and Development of Web-Based Products and Services</td>
<td></td>
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</table>

| **Required MKTG Courses** | 2 |
| Select two course units from the following: | |
| MKTG 221 | New Product Management                                                 | |
| MKTG 225 | Principles of Retailing                                                | |
| MKTG 227 | Digital Marketing and Electronic Commerce                              | |
| MKTG 234 | Idea Generation & the Systematic Approach for Creativity               | |
| MKTG 254 | Pricing Policy                                                         | |
| MKTG 262 | New Product Development                                                | |
| MKTG 270 | Digital Marketing, Social Media and E-Commerce                         | |
| MKTG 271 | Models for Marketing Strategy                                          | |
| MKTG 277 | Marketing Strategy                                                     | |
| MKTG 288 | Pricing Strategies                                                     | |
| MKTG 476 | Applied Probability Models in Marketing                                | |

| Other Wharton Requirements | |
| Total Course Units | 33 |

1 You may not take both the mini course version (0.5 cu) and full term version (1.0 cu) of the same course topic for credit. Specifically, if you take MKTG 221 New Product Management, you may not also take MKTG 262 New Product Development. If you take MKTG 254 Pricing Policy you may not also take MKTG 288 Pricing Strategies. If you take MKTG 227 Digital Marketing and Electronic Commerce, you may not also take MKTG 270 Digital Marketing, Social Media and E-Commerce.

## Other Wharton Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td><strong>First-Year Foundations</strong></td>
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<tr>
<td>ECON 010</td>
<td>Introduction to Economics for Business</td>
<td>1</td>
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</table>

| **Writing** | |
| Critical Writing Seminar | 1 |

| **Business** | |
| Business Breadth (non-concentration courses) | 3 |

| **Leadership Journey** | |
| WH 101 | Business and You | 0.5 |
| WH 201 | Business Communication for Impact | 0.5 |
| WH 301 | | 0.5 |

| **Capstone Course/Project** | 0.5 |

| **Fundamentals** | |
| ACCT 101 | Accounting and Financial Reporting | 1 |
| ACCT 102 | Strategic Cost Analysis | 1 |
| BEPP 250 | Managerial Economics | 1 |
| FNCE 100 | Corporate Finance | 1 |
| FNCE 101 | Monetary Economics and the Global Economy | 1 |
| LGST 100 | Ethics and Social Responsibility | 1 |
| LGST 101 | Law and Social Values | 1 |
| MKMT 101 | Introduction To Management | 1 |
| MKTG 101 | Introduction to Marketing | 1 |
| OIDD 101 | An Introduction to Operations, Information and Decisions | 1 |
| STAT 101 | Introductory Business Statistics | 1 |
| STAT 102 | Introductory Business Statistics | 1 |

| **Global Economy, Business & Society** | |
| One course unit required | |
| Technology, Innovation & Analytics | 1 |
| One course unit required | |

| **Liberal Arts & Sciences** | |
| Second semester-level foreign language | |

| **General Education Distribution** | |
| Select 6 courses with at least 1 course unit in each of the following categories: | 6 |
| Humanities | |
| Natural Science, Math & Engineering | |
| Social Science | |
| Cross-Cultural Perspectives | |
| Select 3 courses | 2 |

| **Unrestricted Electives** | 3 |
| Select five courses | 5 |

| **Total Course Units** | 33 |

1 For students who take ECON 001 Introduction to Micro Economics and ECON 002 Introductory Economics: Macro in place of ECON 010 Introduction to Economics for Business of these courses can be slotted for ECON 010 on the worksheet. The second course may be used to fulfill a General Education Distribution or Unrestricted Elective requirement.

2 Two can double-count as General Education Distribution courses.
The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Marketing, BS

Students pursuing a concentration in marketing acquire a solid grounding in applying the basic disciplines (e.g., psychology, economics, statistics) essential for understanding consumer and organizational buying patterns and developing successful marketing strategies. They also gain practical experience applying these concepts and methods via half-semester mini-courses (e.g., new product development, advertising, retailing). Many students with a marketing concentration have gone on to work in brand management, advertising, sales, marketing research, consulting, and entrepreneurial ventures.

For more information: marketing.wharton.upenn.edu (http://marketing.wharton.upenn.edu)

### Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>MKTG 211</td>
<td>Consumer Behavior</td>
<td>1</td>
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<tr>
<td>Select one of the following:</td>
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<tr>
<td>MKTG 212</td>
<td>Data and Analysis for Marketing Decisions</td>
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</tr>
<tr>
<td>MKTG 271</td>
<td>Models for Marketing Strategy</td>
<td></td>
</tr>
<tr>
<td>MKTG 309</td>
<td>Special Topics: Experiments for Business Decision Making</td>
<td></td>
</tr>
<tr>
<td>MKTG 476</td>
<td>Applied Probability Models in Marketing</td>
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</tr>
<tr>
<td>MKTG 940</td>
<td>Measurement and Data Analysis in Marketing</td>
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<tr>
<td>&amp; MKTG 941</td>
<td>and Measurement and Data Analysis in Marketing - Part B</td>
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<tr>
<td>MKTG 942</td>
<td>Research Methods in Marketing - Part A</td>
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<tr>
<td>&amp; MKTG 943</td>
<td>and Research Methods in Marketing - Part B</td>
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<tr>
<td>Select two course units from the following:</td>
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<td>MKTG 221</td>
<td>New Product Management</td>
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<td>MKTG 224</td>
<td>Advertising Management</td>
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<tr>
<td>MKTG 225</td>
<td>Principles of Retailing</td>
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<tr>
<td>MKTG 227</td>
<td>Digital Marketing and Electronic Commerce **</td>
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</tr>
<tr>
<td>MKTG 234</td>
<td>Idea Generation &amp; the Systematic Approach for Creativity</td>
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<td>MKTG 241</td>
<td>Entrepreneurial Marketing</td>
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<tr>
<td>MKTG 242</td>
<td>Multinational Marketing</td>
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<tr>
<td>MKTG 254</td>
<td>Pricing Policy ***</td>
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<tr>
<td>MKTG 260</td>
<td>Innovation, Marketing Strategy, and Antitrust</td>
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<tr>
<td>MKTG 262</td>
<td>New Product Development</td>
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<tr>
<td>MKTG 265</td>
<td>Principles of Advertising</td>
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<tr>
<td>MKTG 266</td>
<td>Marketing for Social Impact</td>
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<tr>
<td>MKTG 270</td>
<td>Digital Marketing, Social Media and E-Commerce **</td>
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</tr>
<tr>
<td>MKTG 271</td>
<td>Models for Marketing Strategy</td>
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<tr>
<td>MKTG 277</td>
<td>Marketing Strategy</td>
<td></td>
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<tr>
<td>MKTG 278</td>
<td>Strategic Brand Management</td>
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<tr>
<td>MKTG 288</td>
<td>Pricing Strategies ***</td>
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<td>MKTG 306</td>
<td>Special Topics: Retail Merchandising</td>
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<td>MKTG 309</td>
<td>Special Topics: Experiments for Business Decision Making ****</td>
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<td>MKTG 350</td>
<td>Special Topics - Consumer Neuroscience ****</td>
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<td>MKTG 351</td>
<td>Special Topics: Introduction to Brain Science for Business ****</td>
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<td>MKTG 352</td>
<td>Special Topics - Marketing Analytics ****</td>
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<td>MKTG 353</td>
<td>Special Topics</td>
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<tr>
<td>MKTG 399</td>
<td>Independent Study</td>
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<td>MKTG 476</td>
<td>Applied Probability Models in Marketing</td>
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**Other Wharton Requirements**

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<tr>
<th>Code</th>
<th>Title</th>
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<td></td>
<td>First-Year Foundations</td>
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<tr>
<td>ECON 010</td>
<td>Introduction to Economics for Business 1</td>
<td>1</td>
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<tr>
<td>MATH 104</td>
<td>Calculus, Part I or MATH 110</td>
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</tr>
<tr>
<td>Critical Writing Seminar</td>
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<tr>
<td>Business Breadth (non-concentration courses)</td>
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</tr>
<tr>
<td>Leadership Journey</td>
<td></td>
<td></td>
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<tr>
<td>WH 101</td>
<td>Business and You</td>
<td>0.5</td>
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<td>Business Communication for Impact</td>
<td>0.5</td>
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<tr>
<td>ACCT 101</td>
<td>Accounting and Financial Reporting</td>
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<td>FNCE 101</td>
<td>Monetary Economics and the Global Economy</td>
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<tr>
<td>LGST 100</td>
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<tr>
<td>or LGST 101</td>
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<tr>
<td>MGMT 101</td>
<td>Introduction To Management</td>
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<tr>
<td>MKTG 101</td>
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<tr>
<td>OIDD 101</td>
<td>An Introduction to Operations, Information and Decisions</td>
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</tr>
<tr>
<td>STAT 101</td>
<td>Introductory Business Statistics</td>
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</tbody>
</table>

* This is a PhD course. Students need instructor permission and a permit from the department to enroll.
** MKTG 254 and MKTG 288 cannot both be taken for credit.
*** MKTG 227 and MKTG 270 cannot both be taken for credit.
**** Special Topics courses: Subject to approval of department concentration advisor.
The Decision Processes (DP) track establishes rigorous scientific foundations for describing, predicting, and improving the processes through which individuals and groups collect data and information, form judgments, and make decisions. This program examines descriptive theories and empirical research on human behavior that identify systematic biases in judgment and heuristics, or rules of thumb, that individuals and groups use to cope with complex decision-making and negotiations environments. It also examines the ways in which individuals and groups can make better decisions given their biases and information-processing limitations.

For more information: https://oid.wharton.upenn.edu/programs/undergraduate/decision-processes-track/

### Operations, Information & Decisions - Decision Processes Track

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<td>OIDD 291</td>
<td>Negotiations</td>
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Complete two course units of Decision Processes electives

<table>
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<tbody>
<tr>
<td>MKTG 211</td>
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<tr>
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<tr>
<td>OIDD 261</td>
<td>Risk Analysis and Environmental Management</td>
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<tr>
<td>OIDD 292</td>
<td>Advanced Negotiation</td>
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<tr>
<td>OIDD 299</td>
<td>Judg &amp; Dec Making Res Im</td>
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<td>OIDD 319</td>
<td>Advanced Decision Systems: Evolutionary Computation</td>
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<tr>
<td>OIDD 321</td>
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<td>OIDD 469</td>
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<td>OIDD/PSYC 490</td>
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<td>PSYC 253/ PPE 153</td>
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<td>PSYC 265</td>
<td>Behavioral Economics and Psychology</td>
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Other Wharton Requirements

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<tr>
<td>or MATH 110</td>
<td>Calculus for Wharton Students</td>
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<tr>
<td>WH 101</td>
<td>Business and You</td>
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<td>WH 201</td>
<td>Business Communication for Impact</td>
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<td>Capstone Course/Project</td>
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Fundamentals

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<tr>
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<tr>
<td>FNCE 101</td>
<td>Monetary Economics and the Global Economy</td>
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<tr>
<td>LGST 100</td>
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</tr>
<tr>
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</tr>
<tr>
<td>MKTG 101</td>
<td>Introduction to Marketing</td>
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</tr>
<tr>
<td>OIDD 101</td>
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<tr>
<td>STAT 101</td>
<td>Introductory Business Statistics</td>
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</tr>
<tr>
<td>STAT 102</td>
<td>Introductory Business Statistics</td>
<td>1</td>
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</tbody>
</table>
One course unit required

Liberal Arts & Sciences
Second semester-level foreign language

General Education Distribution
Select 6 courses with at least 1 course unit in each of the following categories:

- Humanities
- Natural Science, Math & Engineering
- Social Science

Cross-Cultural Perspectives
Select 3 courses

Unrestricted Electives
Select five courses

Total Course Units

For students who take ECON 001 Introduction to Micro Economics and ECON 002 Introductory Economics: Macro in place of ECON 010 Introduction to Economics for Business of these courses can be slotted for ECON 010 on the worksheet. The second course may be used to fulfill a General Education Distribution or Unrestricted Elective requirement.

Two can double-count as General Education Distribution courses.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Operations, Information & Decisions: General Track, BS

Computer-based management systems and analytic approaches to decision making are increasingly vital to effective management in a range of industries across public and private sectors. As organizations develop and implement sophisticated decision-support systems, they increase the demand for managers who have the expertise to understand, create, and profitably exploit rapidly developing management technology. There is also a growing demand for skilled professionals who can effectively manage the operations encompassing the manufacturing and distribution of products and services.

The Operations, Information and Decisions curriculum prepares students to meet these challenges by providing a rigorous foundation of coursework across different but complementary disciplines, including decision processes, information systems, and operations management/management science.

For more information: oid.wharton.upenn.edu (http://oid.wharton.upenn.edu)

Operations, Information & Decisions - General Track

Select four of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>OIDD 210</td>
<td>Management Information Systems</td>
<td>4</td>
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</tbody>
</table>
Liberal Arts & Sciences

Second semester-level foreign language

**General Education Distribution**

Select 6 courses with at least 1 course unit in each of the following categories:

- Humanities
- Natural Science, Math & Engineering
- Social Science

**Cross-Cultural Perspectives**

Select 3 courses

**Unrestricted Electives**

Select five courses

**Total Course Units**

1 For students who take ECON 001 Introduction to Micro Economics and ECON 002 Introductory Economics: Macro in place of ECON 010 Introduction to Economics for Business these courses can be slotted for ECON 010 on the worksheet. The second course may be used to fulfill a General Education Distribution or Unrestricted Elective requirement.

2 Two can double-count as General Education Distribution courses.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

---

**Operations, Information & Decisions: Information Systems Track, BS**

The Information Systems track is designed to provide the necessary understanding of both technical and business issues relating to information systems. The program is ideal for students interested in managing information technology, either as a technologist, a general manager, or a consultant in technology-intensive industries. The program also provides a good supplement to engineering or other technologically-sophisticated students who wish to obtain greater exposure to managerial issues or students in finance or management who wish to better understand the role of technology in their core disciplines.

For more information: [https://oid.wharton.upenn.edu/programs/undergraduate/information-systems-track/](https://oid.wharton.upenn.edu/programs/undergraduate/information-systems-track/)

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### Operations, Information & Decisions - Information Systems Track

<table>
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<tr>
<th>Code</th>
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<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>OIDD 210</td>
<td>Management Information Systems</td>
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<tr>
<td>Complete three course units of Information Systems electives</td>
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<td>OIDD 105</td>
<td>Developing Tools for Data Access and Analysis (VBA and SQL Programming)</td>
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<tr>
<td>OIDD 201</td>
<td>Technology Management, Information and the Digital Economy</td>
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</tr>
<tr>
<td>OIDD 224</td>
<td>Analytics for Service Operations</td>
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<table>
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<th>Course Units</th>
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<tr>
<td>OIDD 245</td>
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<td>OIDD 290</td>
<td>Decision Processes</td>
<td>1</td>
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<tr>
<td>OIDD 311</td>
<td>Business Computer Languages</td>
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<tr>
<td>OIDD 314</td>
<td>Enabling Technologies</td>
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<tr>
<td>OIDD 319</td>
<td>Advanced Decision Systems: Evolutionary Computation</td>
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<tr>
<td>OIDD 325</td>
<td>Computer Simulation Models</td>
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<td>OIDD 410</td>
<td>Decision Support Systems</td>
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<tr>
<td>OIDD 469</td>
<td>Information Strategy and Economics</td>
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**Other Wharton Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>First-Year Foundations</td>
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<tr>
<td>ECON 010</td>
<td>Introduction to Economics for Business ¹</td>
<td>1</td>
</tr>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
<td>1</td>
</tr>
<tr>
<td>or MATH 110</td>
<td>Calculus for Wharton Students</td>
<td>1</td>
</tr>
</tbody>
</table>

**Writing**

- Critical Writing Seminar | 1

**Business**

- Business Breadth (non-concentration courses) | 3

**Leadership Journey**

- WH 101 | Business and You                                   | 0.5           |
- WH 201 | Business Communication for Impact                  | 0.5           |
- WH 301 | Teamwork and Interpersonal Influence               | 0.5           |

**Capstone Course/Project**

- 0.5

**Fundamentals**

- ACCT 101 | Accounting and Financial Reporting                 | 1            |
- ACCT 102 | Strategic Cost Analysis                            | 1            |
- BEPP 250 | Managerial Economics                               | 1            |
- FNCE 100 | Corporate Finance                                  | 1            |
- FNCE 101 | Monetary Economics and the Global Economy          | 1            |
- LGST 100 | Ethics and Social Responsibility                    | 1            |
- or LGST 101 | Law and Social Values                             | 1            |

**Global Economy, Business & Society**

- One course unit required | 1

**Technology, Innovation & Analytics**

- One course unit required | 1

**Liberal Arts & Sciences**

Second semester-level foreign language

**General Education Distribution**

Select 6 courses with at least 1 course unit in each of the following categories:
Humanities

Natural Science, Math & Engineering

Social Science

Cross-Cultural Perspectives
Select 3 courses

Unrestricted Electives
Select five courses

Total Course Units

1

For students who take ECON 001 Introduction to Micro Economics and ECON 002 Introductory Economics: Macro in place of ECON 010 Introduction to Economics for Business of these courses can be slotted for ECON 010 on the worksheet. The second course may be used to fulfill a General Education Distribution or Unrestricted Elective requirement.

2 Two can double-count as General Education Distribution courses.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Operations, Information &

Decisions: Operations Management/
Management Science Track, BS

The Operations Management / Management Science track addresses central issues necessary to understand production and service operations in today's global economy. This program provides a rigorous foundation for immediate careers in consulting and analytic strategy support for companies, as well as future graduate studies in economics and business. The courses allow students to build a fundamental understanding of the tradeoffs to consider when managing the development of products and services, as well as the operations used to produce them and fulfill customer requirements.

The need to effectively manage the production of goods and services has also sparked the development of a number of useful mathematical tools. Besides their direct application to operational problems, these management science techniques have been broadly applied to a wide variety of other economic activities, from the pricing of financial instruments to decisions concerning markdown policies in retailing.

For more information: https://oid.wharton.upenn.edu/programs/undergraduate/operations-management-management-science-track/

Operations, Information & Decisions - Operations Management/Management Science Track

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<thead>
<tr>
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<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>OIDD 220</td>
<td>Introduction to Operations Management</td>
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<tr>
<td>or OIDD 321</td>
<td>Introduction to Management Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete three course units of Operations Management/Management Science electives</td>
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Other Wharton Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>or MATH 110</td>
<td>Calculus for Wharton Students</td>
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</tr>
<tr>
<td></td>
<td>Critical Writing Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Business Breadth (non-concentration courses)</td>
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<tr>
<td>WH 101</td>
<td>Business and You</td>
<td>0.5</td>
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<tr>
<td>WH 201</td>
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Fundamentals

<table>
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<tr>
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<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>ACCT 101</td>
<td>Accounting and Financial Reporting</td>
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<td>ACCT 102</td>
<td>Strategic Cost Analysis</td>
<td>1</td>
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<tr>
<td>BEPP 250</td>
<td>Managerial Economics</td>
<td>1</td>
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<tr>
<td>FNCE 100</td>
<td>Corporate Finance</td>
<td>1</td>
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<tr>
<td>FNCE 101</td>
<td>Monetary Economics and the Global Economy</td>
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</tr>
<tr>
<td>LGST 100</td>
<td>Ethics and Social Responsibility</td>
<td>1</td>
</tr>
<tr>
<td>or LGST 101</td>
<td>Law and Social Values</td>
<td></td>
</tr>
<tr>
<td>MGMT 101</td>
<td>Introduction To Management</td>
<td>1</td>
</tr>
<tr>
<td>MKTG 101</td>
<td>Introduction to Marketing</td>
<td>1</td>
</tr>
<tr>
<td>OIDD 101</td>
<td>An introduction to Operations, Information and Decisions</td>
<td>1</td>
</tr>
<tr>
<td>STAT 101</td>
<td>Introductory Business Statistics</td>
<td>1</td>
</tr>
<tr>
<td>STAT 102</td>
<td>Introductory Business Statistics</td>
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</tr>
</tbody>
</table>

Global Economy, Business & Society

One course unit required

Technology, Innovation & Analytics

One course unit required

Liberal Arts & Sciences

Second semester-level foreign language

General Education Distribution

Select 6 courses with at least 1 course unit in each of the following categories:

<table>
<thead>
<tr>
<th>Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Science, Math &amp; Engineering</td>
</tr>
</tbody>
</table>

2020-21 Catalog | Generated 09/18/20
Social Science
Cross-Cultural Perspectives
Select 3 courses ²

Unrestricted Electives
Select five courses

Total Course Units 33

¹ For students who take ECON 001 Introduction to Micro Economics and ECON 002 Introductory Economics: Macro in place of ECON 010 Introduction to Economics for Business of these courses can be slotted for ECON 010 on the worksheet. The second course may be used to fulfill a General Education Distribution or Unrestricted Elective requirement.

² Two can double-count as General Education Distribution courses.

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Real Estate, BS

The real estate concentration consists of one required course (REAL 209: Real Estate Investment: Analysis and Financing) and three electives. While the required course focuses on real estate finance, the electives allow students to explore a variety of issues related to real estate. These include real estate development, the legal aspects of real estate investment and financing, and the relationship between government policy and real estate development.

For more information: https://real-estate.wharton.upenn.edu/programs/undergraduate/undergraduate-concentration/

Real Estate Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>REAL/FNCE 209</td>
<td>Real Estate Investment: Analysis and Financing ¹</td>
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<tr>
<td>REAL/LGST 204</td>
<td>Real Estate Law</td>
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<tr>
<td>REAL 205</td>
<td>Global Real Estate: Risk, Politics and Culture</td>
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</tr>
<tr>
<td>REAL/BEPP 208</td>
<td>Housing Markets</td>
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<tr>
<td>REAL 215</td>
<td>Urban Real Estate Economics</td>
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<tr>
<td>REAL/FNCE/BEPP 230</td>
<td>Urban Fiscal Policy</td>
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<tr>
<td>REAL/BEPP 236</td>
<td>International Housing Comparisons</td>
<td></td>
</tr>
<tr>
<td>REAL 240</td>
<td>Advanced Real Estate Investment and Analysis</td>
<td></td>
</tr>
<tr>
<td>REAL 399</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>REAL 321</td>
<td>Real Estate Development ²</td>
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<tr>
<td>REAL 375</td>
<td>Real Estate Disruptions</td>
<td></td>
</tr>
<tr>
<td>REAL 390</td>
<td>International Real Estate Comparisons</td>
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</tbody>
</table>

Other Wharton Requirements

First-Year Foundations

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>ECON 010</td>
<td>Introduction to Economics for Business ¹</td>
<td>1</td>
</tr>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
<td>1</td>
</tr>
<tr>
<td>or MATH 110</td>
<td>Calculus for Wharton Students</td>
<td></td>
</tr>
</tbody>
</table>

Writing

Critical Writing Seminar 1

Business

Business Breadth (non-concentration courses) 3

Leadership Journey

WH 101  | Business and You                                      | 0.5          |
WH 201  | Business Communication for Impact                     | 0.5          |
WH 301  |                                                | 0.5          |
Capstone Course/Project 0.5

Fundamentals

ACCT 101 | Accounting and Financial Reporting                    | 1            |
ACCT 102 | Strategic Cost Analysis                                | 1            |
BEPP 250 | Managerial Economics                                   | 1            |
FNCE 100 | Corporate Finance                                     | 1            |
FNCE 101 | Monetary Economics and the Global Economy             | 1            |
LGST 100 | Ethics and Social Responsibility                      | 1            |
or LGST 101 | Law and Social Values                                 |              |
MGMT 101 | Introduction To Management                            | 1            |
MKTG 101 | Introduction to Marketing                             | 1            |
OI DD 101 | An introduction to Operations, Information and Decisions | 1          |
STAT 101 | Introductory Business Statistics                      | 1            |
STAT 102 | Introductory Business Statistics                      | 1            |

Global Economy, Business & Society

One course unit required

Technology, Innovation & Analytics

One course unit required

Liberal Arts & Sciences

Second semester-level foreign language

General Education Distribution

Select 6 courses with at least 1 course unit in each of the following categories:

Humanities

Natural Science, Math & Engineering

Social Science
The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Retailing, BS

The secondary concentration in retailing provides an interdisciplinary overview of the retailing industry, combining courses in core retailing skills with industry-relevant electives from Wharton and the College of Arts & Sciences.

For more information: https://marketing.wharton.upenn.edu/programs/undergraduate/retailing-secondary-concentration/

Retailing Concentration

Secondary concentration only.

<table>
<thead>
<tr>
<th>Code</th>
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<td>MKTG 225</td>
<td>Principles of Retailing</td>
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<td>OIDD 397</td>
<td>Retail Supply Chain Management</td>
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Marketing Component

Select one course unit from the following:

- MKTG 211 Consumer Behavior
- MKTG 212 Data and Analysis for Marketing Decisions
- MKTG 224 Advertising Management
- MKTG 227 Digital Marketing and Electronic Commerce
- MKTG 234 Idea Generation & the Systematic Approach for Creativity
- MKTG 241 Entrepreneurial Marketing
- MKTG 262 New Product Development
- MKTG 265 Principles of Advertising
- MKTG 270 Digital Marketing, Social Media and E-Commerce
- MKTG 278 Strategic Brand Management
- MKTG 288 Pricing Strategies

Operations Component

Select one from the following:

- MGMT 104 Industrial Relations and Human Resource Management
- OIDD 220 Introduction to Operations Management
- OIDD 291 Negotiations
- OIDD 314 Enabling Technologies
- REAL 209 Real Estate Investment: Analysis and Financing
- REAL 321 Real Estate Development

Other Wharton Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>ECON 010</td>
<td>Introduction to Economics for Business</td>
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</tr>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
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<td>or MATH 110</td>
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<td></td>
</tr>
<tr>
<td>WH 101</td>
<td>Business and You</td>
<td>0.5</td>
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<tr>
<td>WH 201</td>
<td>Business Communication for Impact</td>
<td>0.5</td>
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<tr>
<td>WH 301</td>
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<tr>
<td>Capstone Course/Project</td>
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</table>

Global Economy, Business & Society
### Social Impact & Responsibility, BS

The social impact & responsibility (SIR) concentration seeks to examine the question: “How should business enterprises and business thinking be engaged to improve society in areas not always associated with business?” SIR is an interdisciplinary field that encourages students to approach their core courses and primary concentration courses from a socially oriented perspective.

For more information: lgst.wharton.upenn.edu (http://lgst.wharton.upenn.edu)

### Social Impact & Responsibility Concentration

Secondary concentration only.

A 2.5 minimum concentration GPA is required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tr>
<td>LGST 230</td>
<td>Social Impact and Responsibility: Foundations</td>
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First-Year Foundations

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>ECON 010</td>
<td>Introduction to Economics for Business</td>
<td>1</td>
</tr>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
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<td>MATH 110</td>
<td>Calculus for Wharton Students</td>
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Writing

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<th>Course Units</th>
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<tbody>
<tr>
<td></td>
<td>Critical Writing Seminar</td>
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Business

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Course Units</th>
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<tbody>
<tr>
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Leadership Journey

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>WH 101</td>
<td>Business and You</td>
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</tr>
<tr>
<td>WH 201</td>
<td>Business Communication for Impact</td>
<td>0.5</td>
</tr>
<tr>
<td>WH 301</td>
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<td>Capstone Course/Project</td>
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Fundamentals

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 101</td>
<td>Accounting and Financial Reporting</td>
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</tr>
<tr>
<td>ACCT 102</td>
<td>Strategic Cost Analysis</td>
<td>1</td>
</tr>
<tr>
<td>BEPP 250</td>
<td>Managerial Economics</td>
<td>1</td>
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<td>FNCE 100</td>
<td>Corporate Finance</td>
<td>1</td>
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<tr>
<td>FNCE 101</td>
<td>Monetary Economics and the Global Economy</td>
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<tr>
<td>LGST 100</td>
<td>Ethics and Social Responsibility</td>
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<td></td>
<td>or LGST 101 Law and Social Values</td>
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<td>MGMT 101</td>
<td>Introduction To Management</td>
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Global Economy, Business & Society

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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Technology, Innovation & Analytics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
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Liberal Arts & Sciences

Second semester-level foreign language

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Second semester-level foreign language</td>
<td></td>
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</table>

General Education Distribution

Select 6 courses with at least 1 course unit in each of the following categories:

- Humanities
- Natural Science, Math & Engineering

Other Wharton Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<td>Experiential Component</td>
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Total Course Units

<table>
<thead>
<tr>
<th>Course Units</th>
<th></th>
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<tbody>
<tr>
<td>37</td>
<td></td>
</tr>
</tbody>
</table>

1 One course unit from the secondary concentration will double count as a Business Breadth Requirement. Three course units from the secondary concentration will double count as Unrestricted Electives.

2 Approved by concentration Electives advisor.
Statistics Concentration

<table>
<thead>
<tr>
<th>Code</th>
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<tr>
<td>STAT 430</td>
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<tr>
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<td>Other Wharton Requirements</td>
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</table>

Total Course Units: 37

Statistics, BS

A key challenge facing managers is the interpretation of the vast amount of data generated by computing systems. As these data do not directly answer important business questions, managers must use data analysis and statistics to interpret them. Statistics courses develop the skills and insights required to make effective use of quantitative methods, select and apply techniques, and communicate statistical results. All courses provide skills that augment substantive managerial abilities, along with exposure to computer software that implements key techniques.

For more information: statistics.wharton.upenn.edu

Leadership Journey

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
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<td>Business and You</td>
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Fundamentals

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<tr>
<td>FNCE 101</td>
<td>Monetary Economics and the Global Economy</td>
<td>1</td>
</tr>
<tr>
<td>LGST 100</td>
<td>Ethics and Social Responsibility</td>
<td>1</td>
</tr>
<tr>
<td>or LGST 101</td>
<td>Law and Social Values</td>
<td></td>
</tr>
<tr>
<td>MGMT 101</td>
<td>Introduction To Management</td>
<td>1</td>
</tr>
<tr>
<td>MKTG 101</td>
<td>Introduction to Marketing</td>
<td>1</td>
</tr>
<tr>
<td>OIDD 101</td>
<td>An Introduction to Operations, Information and Decisions</td>
<td>1</td>
</tr>
<tr>
<td>STAT 101</td>
<td>Introductory Business Statistics</td>
<td>1</td>
</tr>
<tr>
<td>STAT 102</td>
<td>Introductory Business Statistics</td>
<td>1</td>
</tr>
</tbody>
</table>

Global Economy, Business & Society

One course unit required

Technology, Innovation & Analytics

One course unit required

Liberal Arts & Sciences

Second semester-level foreign language

General Education Distribution

Select 6 courses with at least 1 course unit in each of the following categories:

- Humanities
- Natural Science, Math & Engineering
- Social Science

Cross-Cultural Perspectives

Select 3 courses

Unrestricted Electives

Select five courses

Total Course Units: 33

Other Wharton Requirements

First-Year Foundations

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 010</td>
<td>Introduction to Economics for Business</td>
<td>1</td>
</tr>
<tr>
<td>MATH 104</td>
<td>Calculus, Part I</td>
<td>1</td>
</tr>
<tr>
<td>or MATH 110</td>
<td>Calculus for Wharton Students</td>
<td></td>
</tr>
</tbody>
</table>

Writing

Critical Writing Seminar

Business

Business Breadth (non-concentration courses)

2 Two can double-count as General Education Distribution courses.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Minors

For Wharton Students

Students who wish to study a subject of interest in greater depth may choose to pursue a minor. Minors generally require six to eight courses in a particular field of study. A carefully planned program of study allows a Wharton student to complete a minor within the Wharton curriculum, capitalizing on potential overlap with General Education, Non-Business Elective, and Unrestricted Elective requirements. Students are encouraged to begin planning as early as possible to ensure the minor can be completed in a timely manner and without taking extra courses.

Wharton students have the option of pursuing either a departmental minor or a University Minor (https://undergrad-inside.wharton.upenn.edu/university-minors/).

For Non-Wharton Students

- Statistics, Minor (p. 181)

Statistics, Minor

The aim of statistical modeling is to empower effective decision making, and the field’s unique contribution is its ability to incorporate multiple levels of uncertainty in the framing of wise decisions. Over the last few years, the development of new computational tools and the unprecedented evolution of “big data” have propelled statistical modeling to new levels. Today, statistical modeling and machine learning have reached a level of impact that no large organization can afford to ignore. The information landscape is changing as it has never changed before.

Students interested in this minor must have the prior approval of the Statistics Undergraduate Program Director, Professor Abraham Wyner (ajw@wharton.upenn.edu), to develop a curriculum for the minor that is appropriate for their interests. Wharton students are not eligible for this minor.

For more information: https://statistics.wharton.upenn.edu/programs/undergraduate/statistics-minor/

Statistics, Minor

This minor is for students outside of Wharton. Single-degree and dual-degree students with Wharton may pursue a statistics concentration instead.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 114</td>
<td>Calculus, Part II</td>
<td>1</td>
</tr>
<tr>
<td>or MATH 115</td>
<td>Calculus, Part II with Probability and Matrices</td>
<td>1</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAT 101 &amp; STAT 102</td>
<td>Introductory Business Statistics</td>
<td>2</td>
</tr>
<tr>
<td>STAT 111 &amp; STAT 112</td>
<td>Introductory Statistics</td>
<td></td>
</tr>
<tr>
<td>STAT 430 &amp; STAT 431</td>
<td>Probability and Statistical Inference</td>
<td></td>
</tr>
<tr>
<td>ESE 301 &amp; ESE 402</td>
<td>Engineering Probability and Statistics for Data Science</td>
<td>1</td>
</tr>
</tbody>
</table>

Core Course

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 430</td>
<td>Probability</td>
<td>1</td>
</tr>
</tbody>
</table>

Electives

- Select 2 course units of STAT courses
- Select 1 course unit of STAT or other approved course
- Additional Elective

Total Course Units 7

1 The statistics prerequisite may also be satisfied with 2 course units of Economic Statistics, such as ECON 103 and 104. These students do not need to take any other introductory courses, but they must take all upper-level course from within the Statistics Department.

2 Since STAT 430 Probability is also a core course, students who complete STAT 430 Probability and STAT 431 Statistical Inference as an introductory sequence must complete four additional electives for the minor.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Academic Opportunities

In addition to a variety of global opportunities (https://undergrad-inside.wharton.upenn.edu/global-opportunities/), Wharton students can pursue interdisciplinary studies through coordinated dual-degree programs (https://upenn-preview.courseleaf.com/undergraduate/interdisciplinary/coordinated-dual-degree/), dual degrees, and minors (https://undergrad-inside.wharton.upenn.edu/minors/). Students also can accelerate their graduate pursuits while satisfying their undergraduate degree requirements through submatriculation programs (https://upenn-preview.courseleaf.com/undergraduate/academic-resources/submatriculation/#schoolprogramstext). Students at Wharton can enrich their academic experience through independent study (https://undergrad-inside.wharton.upenn.edu/independent-study/) or the Wharton Industry Exploration Program (https://undergrad-inside.wharton.upenn.edu/wiep/), which provides the opportunity to study different business sectors in Los Angeles, the San Francisco Bay Area, and New York. Opportunities like the Wharton Field Challenge (https://undergrad-inside.wharton.upenn.edu/field-challenge/) and Wharton Research Scholars (https://undergrad-inside.wharton.upenn.edu/wrs/) only further enhance the academic experience at Wharton.

For more information, visit: undergrad-inside.wharton.upenn.edu/academic-opportunities.

Interdisciplinary Studies

Interdisciplinary opportunities at Penn allow students to explore their academic interests and discover new ways of integrating knowledge.

Dual Degree

Undergraduates can receive two Bachelor’s Degrees by completing the requirements for any two of the four undergraduate schools at the same time. A dual degree program has no prescribed course of study, and the student does not have to choose to participate prior to matriculation.
The application process for a dual degree varies among the undergraduate schools. Contact the advising office (p. 276) for the school to which you are applying for details on how to submit an application.

**Coordinated Dual Degree Programs**

(p. 269)

Penn’s specialized dual degree programs offer students the opportunity to pursue an integrated curriculum jointly offered by two schools within the University. Program participants graduate from Penn with two degrees.

**University Minors (p. 271)**

In addition to minors completed within one school, several interdisciplinary minors combine coursework from the four undergraduate schools.

**Coordinated Submatriculation Programs**

(p. 270)

Penn offers students many opportunities to begin a graduate program while completing an undergraduate degree. Students may apply for admission as submatriculants to a variety of the University’s graduate and professional areas of study. Submatriculation programs exist in the four undergraduate schools and in several of Penn’s graduate schools.

**Featured Interdisciplinary Programs**

Penn offers a number of opportunities for students to pursue an integrated curriculum jointly offered by two or more schools within the University, and graduate with a single degree. Examples of such programs include:

**Digital Media Design**

The Digital Media Design (DMD) program is an interdisciplinary major in the School of Engineering and Applied Science at Penn. As a full-fledged Bachelors in Engineering and Science (BSE) degree, it combines major coursework in computer graphics within the Computer & Information Science Department with Fine Arts courses from Penn’s School of Design. The program is designed for students who have an interest in the computer programming, mathematics, and design behind computer graphics, animation, games, virtual reality environments, and interactive technologies.

View Program Requirements (p. 211)

For more information, visit: [http://cg.cis.upenn.edu/dmd_program.html](http://cg.cis.upenn.edu/dmd_program.html).

**Integrated Studies Program**

The Integrated Studies Program (ISP) ([https://www.college.upenn.edu/integrated-studies/](https://www.college.upenn.edu/integrated-studies/)) is the freshman curriculum for Benjamin Franklin Scholars pursuing degrees in the College of Arts and Sciences.

Deeply rooted in the liberal arts tradition of acquiring and applying expansive knowledge, this residential academic program invites highly-motivated students to examine complex themes through the integration of multiple academic disciplines and methodologies. Students are guided through the semester by some of Penn’s leading faculty. By investigating the same ideas under three distinct lenses, drawing simultaneously from the humanities, social sciences, and sciences, students sharpen their focus on the similarities—and differences—between the disciplines’ habits of mind.

For more information, visit: [https://www.college.upenn.edu/integrated-studies/](https://www.college.upenn.edu/integrated-studies/).

**Moelis Advance Access Program**

The Moelis Advance Access Program is a deferred admission program that gives Penn undergraduates a guaranteed pathway to the Wharton MBA while they pursue work experience. Moelis Fellows access Wharton resources and network during their deferment period and can be considered for a $10,000 fellowship per year during the 2-year full-time MBA program. Beginning in 2018, the program will accept a highly selective cohort of Penn seniors whose academic and career interests expand traditional notions of business education. The program was established with a $10 million gift from Ken Moelis, W’80, WG’81, and Julie Taffet Moelis, W’81. The program is open to all Penn undergraduates, beginning with the Class of 2018, who aspire to set the stage early for their advanced education and highly successful careers. Seniors in the College of Arts and Sciences, School of Engineering and Applied Science, School of Nursing, the Wharton School, and all coordinated dual degrees may apply.

For more information, visit: [https://mba.wharton.upenn.edu/moelis-advance-access-program/](https://mba.wharton.upenn.edu/moelis-advance-access-program/).

**Networked & Social Systems Engineering**

The Rajendra and Neera Singh Program in Networked and Social Systems Engineering (NETS), formerly called Market and Social Systems Engineering (MKSE), is the world’s first course of study to fully integrate the disciplines needed to design and analyze the complex networks reshaping our society. This program prepares students to shape the technologies that underpin Internet-based search and electronic commerce, financial networks, social networks, and even such exchanges as the power grid. Graduates of this program will be prepared to engineer networks that work for both end-users and investors. Other graduates may become the policy-makers urgently needed to regulate these networks for the protection of commercial property and societal good.

View Program Requirements (p. 216)

For more information, visit: [http://www.nets.upenn.edu/](http://www.nets.upenn.edu/).

**Nutrition**

The Nutrition major is an interdisciplinary collaboration between the School of Nursing and the School of Arts & Sciences, and it builds on a student’s basic science skills with a deep dive into the science of nutrition. Linkages of nutritional compounds and dietary approaches with health and disease, novel approaches to the study of nutritional impact on health, and future avenues of exploration in the field are examined. Elective courses in anthropology, biology, economics, physiology, psychology, health care, and public policy provide a rounded context for the study of nutrition science.

For more information, visit: [https://www.nursing.upenn.edu/nutrition-major/](https://www.nursing.upenn.edu/nutrition-major/).

Penn offers many opportunities for interdisciplinary study in global contexts. Here are some of the opportunities available to undergraduates.

For more information, visit: [https://www.foreignlanguage.upenn.edu/study-opportunities](https://www.foreignlanguage.upenn.edu/study-opportunities).

Penn offers the opportunity to study more than 40 languages at the Penn Language Center. (p. 279)
School-based Global Opportunities

- College of Arts and Sciences (http://www.college.upenn.edu/study-abroad/)
- School of Engineering and Applied Science (http://www.seas.upenn.edu/community/international-opps.php)
- School of Nursing (http://www.nursing.upenn.edu/global-health/)
- The Wharton School (https://global.wharton.upenn.edu/global-education/undergrad/)

Global Health Opportunities

- Penn Nursing Global Health (https://www.nursing.upenn.edu/global-health/)
- Center for Global Health (http://www.med.upenn.edu/globalhealth/)
- Global Health Minor (p. 232) (School of Nursing only)
- Health and Societies: Global Health, BA (http://catalog.upenn.edu/undergraduate/programs/health-societies-global-ba/)

School of Arts and Sciences Departments

- Africana Studies (https://africana.sas.upenn.edu/department/)
- East Asian Languages & Civilizations (http://www.sas.upenn.edu/ealc/)
- Germanic Languages and Literatures (http://ccat.sas.upenn.edu/german/)
- Near Eastern Languages & Civilizations (http://www.sas.upenn.edu/nelc/)
- Romance Languages (http://ccat.sas.upenn.edu/roml/)
- Russian and East European Studies (https://rees.sas.upenn.edu/)
- South Asia Studies (http://www.southasia.upenn.edu/)

Regional Interdisciplinary Centers and Programs

- Africa Center (http://www.africa.upenn.edu/)
- Center for Africana Studies (http://www.sas.upenn.edu/africana/)
- Center for East Asian Studies (http://ccat.sas.upenn.edu/ceas/)
- Center for the Advanced Study of India (http://www.sas.upenn.edu/casi/)
- Center for Italian Studies (http://ccat.sas.upenn.edu/~italians/)
- James Joo-Jin Kim Program in Korean Studies (http://www.sas.upenn.edu/koreanstudies/)
- South Asia Center (http://www.southasiacenter.upenn.edu/)

Coordinated Dual Degree Programs

Penn's specialized dual degree programs offer students the opportunity to pursue an integrated curriculum jointly offered by two schools within the University. Program participants graduate from Penn with two degrees.

Computer and Cognitive Science

School of Arts & Sciences/School of Engineering & Applied Science

 Bachelor of Science in Engineering (BSE)/BAS and Bachelor of Arts (BA)

This program combines studies in computer science and engineering with linguistics, mathematics, philosophy, or psychology, and students receive a BSE or BAS degree from Penn Engineering and Bachelor of Arts from the College of Arts and Sciences. Requirements for the program are guided by the degree sought (BAS or BSE) and include 12-16 course units in Linguistics, Mathematics, Philosophy, or Psychology and 4 course units in a Foreign Language.

For more information, visit: http://www.cis.upenn.edu/current-students/undergraduate/dual.php.

Huntsman Program in International Studies and Business

School of Arts & Sciences/The Wharton School

BA in International Studies/BS in Economics

This innovative four-year joint degree program between the School of Arts and Sciences and the Wharton School combines a business education, liberal arts, and advanced language training in one of eleven languages of focus. It prepares students for global leadership in career paths around the world in diverse areas such as consulting, finance, medicine, politics, diplomacy, the non-profit sector, and entrepreneurship. Students must apply to the program when they apply to Penn; they cannot transfer into the program. Admission is highly competitive.

For more information, visit: http://huntsman.upenn.edu/.

Jerome Fisher Program in Management & Technology

School of Engineering & Applied Science/The Wharton School

BAS/BSE and BS in Economics

The Jerome Fisher Program in Management & Technology (M&T) is sponsored jointly by the School of Engineering and the Wharton School. The impetus for this joint-degree program came from the Board of Overseers of the School of Engineering and Applied Science. The Board of Overseers, a distinguished group of corporate executives and academicians, emphasized that an understanding the engineering and technology fundamentals is as essential to the background of future leaders in business and industry as a sound knowledge of management principles. They pointed to the growing need for people who can bridge the management and technical disciplines.

Undergraduate students enrolled in the M&T Program pursue degrees from both schools concurrently, creating a truly interdisciplinary learning experience. This combination enables students not only to understand engineering and business concepts but also the integration of the two and how this intersection distinctively shapes our world. M&T students pursue a Bachelor of Science in Economics from the Wharton School and either a Bachelor of Science in Engineering (BSE) or a Bachelor of Applied Science in Engineering (BAS) from Penn Engineering. The curriculum includes two special M&T linking courses that allow for added interdisciplinary learning opportunities. The common goal for all M&T students is the mastery of the technical and managerial skills necessary to define and solve problems in today's complex technological society. The structure of the joint-degree program gives each student considerable flexibility in meeting this goal. Particular attention is directed to the importance and processes of innovation in our technology-based industries.

For more information, visit: http://www.upenn.edu/fisher/.
Nursing and Health Care Management Program (NHCM)
School of Nursing/The Wharton School
Bachelor of Science in Economics/Bachelor of Science in Nursing (BSN)

Nurses with excellent clinical and administrative skills are in higher demand than ever. Our Nursing and Health Care Management Program (NHCM) gives you the chance to combine two of Penn’s greatest assets: Penn Nursing and The Wharton School. In the NHCM program, you’ll study simultaneously in both schools and graduate with a Bachelor of Science in Nursing and a Bachelor of Science in Economics. Your work will include science and clinical courses along with general education courses in the Arts and Sciences. We designed the curriculum to boost expertise in patient care and deepen your knowledge of how to manage the way that care is delivered. We also use a multidisciplinary approach that integrates nursing, business, and liberal arts. Students enrolled in the program have advisors at both Nursing and Wharton and complete this integrated academic and clinical program in five years.

For more information, visit: http://www.nursing.upenn.edu/nhcm/.

Roy and Diana Vagelos Program in Life Sciences and Management (LSM)
School of Arts & Sciences/The Wharton School
Bachelor of Arts (BA)/Bachelor of Science in Economics

On the surface, bioscience and business may seem like unrelated fields. But if the full benefits of science are to be realized, discoveries made at the laboratory bench must be taken to market and made accessible to society at large—a process that demands great skill both scientifically and managerially. Given the pace of recent advances in bioscience and biotechnology, never before has the need been so great for decision makers who can understand and advance scientific innovations as well as manage and promote them. It is with this in mind that the University of Pennsylvania launched the Vagelos Life Sciences & Management (LSM) program.

LSM is an undergraduate dual-degree program administered jointly between Penn's College of Arts & Sciences and the Wharton School. Each year, the program enrolls approximately 25 exceptional students and offers them the opportunity to pursue an interdisciplinary curriculum combining bioscience and business, leading to the completion of two degrees: a Bachelor of Arts in a life science major and a Bachelor of Science in Economics. To ensure that every student learns how to apply their knowledge, the program provides the means for them to find two required, paid internships, one centered in scientific research and the other in business or public policy. Completion of the LSM program is an ideal starting point for students intent on careers in the life sciences sector by preparing them for advanced training, and we anticipate they will then go on to pursue through MD, PhD, MBA, JD, and/or other graduate programs. LSM is suited to students with interests in health care; biomedical, agricultural, and environmental research and development; public policy; and the financial and strategic management of life science organizations.

For more information, visit: https://lsm.upenn.edu/.

Vagelos Integrated Program in Energy Research (VIPER)
School of Arts & Sciences/School of Engineering & Applied Science
BA/BSE

The Vagelos Integrated Program in Energy Research (VIPER) enrolls talented, prepared, and motivated students interested in energy science and engineering. VIPER students receive instruction and state-of-the-art research experiences, enabling them to pursue advanced degrees in these fields and establish high-caliber research careers as innovators in the discovery and development of sustainable ways to harness, convert, and use energy. Candidates for the program apply as they seek admission to the University. A joint program of Penn's School of Arts and Sciences (SAS) and the School of Engineering and Applied Science (SEAS), VIPER leads to dual Bachelor of Arts (BA) and Bachelor of Science in Engineering (BSE) degrees by combining majors from each school. Possible combinations include: Physics and Astronomy, Chemistry, Biology, or Mathematics from SAS and Chemical and Biomolecular Engineering, Electrical Engineering, Materials Science and Engineering, or Mechanical Engineering and Applied Mechanics from SEAS. Some students may also apply for a master's degree through a fifth year of study.

For more information, visit: https://www.viper.upenn.edu.

Coordinated Submatriculation Programs

The University offers a number of coordinated, interdisciplinary submatriculation programs to undergraduate students.

For more information about submatriculation, click here (p. 286).

BA/JD Program in Arts & Sciences and Law

This rigorous program offers an opportunity for highly qualified and motivated students to apply to Penn Law School during what is generally the first semester of a student’s junior year (between 16 and 23.99 course units). If accepted, the student will submatriculate into the J.D. program in their senior year. Applicants must be committed to the study of law in its theoretical and practical aspects.

For more information, visit: https://www.college.upenn.edu/submatriculation (https://www.college.upenn.edu/submatriculation/).

Bio-Dental Program

Bio-Dental submatriculation is a seven-year joint program of the College and Penn's School of Dental Medicine for students who will major in Biology and wish to enroll in the Dental School during their senior year in the College. Students must apply to the program when they apply to Penn, and applicants will be notified of their conditional acceptance into the program when they are notified of their admission to Penn. Full acceptance into the program is made after the student’s junior year and is based on academic performance during those three years and meeting the admissions standards of the Dental School.

For more information, visit: https://www.bio.upenn.edu/undergraduate/submatriculation/accelerated-dental-program (https://
BSN/JD Program
Submatriculation allows students in traditional and accelerated BSN programs to formally enroll in the JD program (https://www.law.upenn.edu/academics/degrees.php) at Penn Law School while still undergraduates. The current climate of healthcare litigation and malpractice suits is well suited for professionals who combine nursing education and experience with legal expertise. A background in both nursing and law gives students a powerful and marketable skillset and prepares them to make an impact on the medical and legal professions. To submatriculate into Penn Law, students should take the LSAT and apply (https://www.law.upenn.edu/admissions/jd/) during their junior year. If a student is admitted, they will begin taking courses at the law school during their fourth year, completing both the BSN and JD degrees in six years instead of the usual seven.

For more information, visit https://www.nursing.upenn.edu/live/files/56-submatriculation-law2015.html.

Penn Engineering/Penn Law Program
Penn’s Law School offers an opportunity for qualified juniors in Penn Engineering to apply early to the Law School and submatriculate into the JD program beginning their fourth year. The program is designed as a 3-year + 3-year accelerated program for highly qualified Engineering undergraduates either in the Bachelor of Applied Science (BAS) or Bachelor of Science in Engineering (BSE) degree programs.

For more information, visit: http://www.seas.upenn.edu/undergraduate/degrees/submatriculation-law.php.

Roy and Diana Vagelos Program in Molecular Life Sciences
Ambitious and highly motivated students interested in the molecular view of life should consider the Vagelos Scholars Program in Molecular Life Sciences. Students begin as freshmen and major in two sciences or submatriculate for a Master of Science degree in the standard four years. Students in this program plan to pursue scientific research careers. Scholars are invited from the admitted pool of high school seniors at the beginning of April at the discretion of the faculty director and the admissions committee.

For more information, visit: http://www.sas.upenn.edu/biochem/vsmls.html.

Wharton Law School Submatriculation Program
During the junior year, qualified Wharton undergraduate students may apply for admission to the Penn Law School and submatriculate into the Juris Doctor (JD) program. In this 3-year + 3-year accelerated program, the student’s fourth year of study is spent entirely at the Law School completing the first-year law curriculum. The remaining undergraduate and/or graduate degree requirements are then completed in the student’s fifth and sixth years of study.

For more information, visit: https://undergrad-inside.wharton.upenn.edu/submatriculation/.

University Minors
In addition to minors completed within one school, several interdisciplinary minors combine coursework from the four undergraduate schools.

Actuarial Mathematics
School of Arts & Sciences/The Wharton School
Actuarial Science stands at the intersection of risk and money. Actuaries use their knowledge of mathematics and probability theory to define, analyze, and solve complex business, financial, and social problems. Actuaries evaluate individual and corporate risks and design financially sound insurance and pension plans. Graduates from the University of Pennsylvania with an Actuarial Mathematics Minor are expected to be in great demand by the insurance and banking industry.

View Program Requirements (p. 150)
For more information, visit: https://www.math.upenn.edu/undergraduate/math-majors-and-minors/minor-actuarial-mathematics/.

American Public Policy
School of Arts & Sciences/The Wharton School
This program enables undergraduates interested in American public policy to construct an integrated program between the School of Arts and Sciences and the Wharton School.

View Program Requirements (p. 151)
For more information, visit: https://bepp.wharton.upenn.edu/programs/undergraduate/program-information1/american-public-policy-minor/.

Biological Basis of Behavior and Health Services Management
School of Arts & Sciences/The Wharton School
The Biological Basis of Behavior Program and the Health Care Management Department of the Wharton School have jointly sponsored this effort. The objective is to provide students with exposure to two related areas: study in neuroscience and behavioral biology as a leading example of the bioscience enterprise, and health services management as the environment in which science innovation must be developed and managed. The minor consists of eight courses, four from the Biological Basis of Behavior Program and four from Wharton. Students must earn a minimum grade of C- in courses taken to fulfill the minor requirements. Students must have a minimum of 3 courses that they count towards the minor and not towards any other major of minor.

View Program Requirements (p. 166)
For more information, visit: https://www.sas.upenn.edu/bbb/requirements/bbbbhsmminor/.

Consumer Psychology
School of Arts & Sciences/The Wharton School
The goal of the interschool Consumer Psychology Minor is to create a program that fosters the natural link between Psychology in the...
College and Marketing in Wharton. To fulfill the minor, students must complete four courses from the Psychology Department in the College, four courses from the Marketing Department in Wharton, and the stats requirement. Both College and Wharton requirements will consist of core courses along with a set of elective courses. College students who wish to minor in Consumer Psychology must count two of the four required psychology (PSYC) courses towards only the Consumer Psychology minor (and towards no other major or minor).

View Program Requirements (p. 157)

For more information, visit: https://psychology.sas.upenn.edu/more-information-minors (https://psychology.sas.upenn.edu/more-information-minors/).

Legal Studies & History
School of Arts & Sciences/The Wharton School
The University of Pennsylvania’s Wharton School and the College of Arts and Sciences are pleased to offer a unique program of study for undergraduate students that enables them to explore multiple perspectives on law as an inter-school supplement to their major field of study.

View Program Requirements (https://catalog.upenn.edu/undergraduate/programs/history-legal-studies-minor/)

For more information, visit: https://lgst.wharton.upenn.edu/minor-in-legal-studies-and-history/.

Nursing and Health Services Management
School of Nursing/The Wharton School
Increasingly, the delivery of health care involves decisions that entail considerations beyond clinical or medical issues. With the rise of managed care in the United States, it is critical for health professionals to understand not only the clinical factors that affect patients but also the business environment in which healthcare institutions function. This program, a partnership between the School of Nursing and The Wharton School, helps students understand both the nature of the economic and managerial constraints that healthcare organizations face, as well as how these constraints can be effectively managed to provide the best possible health care for patients.

View Program Requirements (p. 233)

For more information, visit: http://www.nursing.upenn.edu/nursing-and-health-services-management-minor/.

Nutrition
School of Arts & Sciences/School of Nursing
Jointly sponsored by the Schools of Nursing and Arts and Sciences, the Nutrition Minor presents a broad view of the field, and illustrates the pervasiveness of nutrition-related issues in such diverse fields as anthropology, economics, folklore, history, physiology, psychology, health care, and public policy.

View Program Requirements (p. 234)

For more information, visit: http://www.nursing.upenn.edu/nutrition-minor/.

Sustainability and Environmental Management
School of Arts & Sciences/School of Engineering & Applied Science/The Wharton School
The Sustainability and Environmental Management Minor is focused on sustainability and designed to help students understand the nature of environmental constraints that face organizations and individuals in the modern world, and to understand how these constraints can be effectively considered as part of the decision-making process in for-profit and non-profit organizations.

View Program Requirements (p. 182)


Urban Education
School of Arts & Sciences/Graduate School of Education
The crisis in American education continues to confound major sectors of American life. National attention has engaged various constituencies - non-profit business organizations; local, state and federal governments; teachers’ unions; and universities - in trying to understand and improve public education. At Penn, students and faculty have become deeply involved in local schools through community service, research, teaching, and coursework. In response to student interest in community and education issues, the College of Arts and Sciences and the Graduate School of Education sponsor an interdisciplinary minor in Urban Education. This seven-course undergraduate minor offers students a unique opportunity to bridge learning between the classroom and community, and it features:

- Academically-based community service in local schools
- Deeper understanding of the complex factors affecting urban education
- Field-based research in an area of interest
- Hands-on opportunity to investigate a career in education
- Credit toward Pennsylvania teacher certification requirements

This minor is open to undergraduates in all disciplines. Students choose from among three concentrations depending on interest in pursuing teaching certification or deepening one’s background in urban education policy: Elementary Education; Secondary Education; Urban Education Policy, Research, and Practice.

View Program Requirements (p. 183)

For more information, visit: http://www.sas.upenn.edu/urban/students/urban-education-minor (http://www.sas.upenn.edu/urban/students/urban-education-minor/).

Urban Real Estate and Development
School of Arts & Sciences/The Wharton School
This minor, co-sponsored by Real Estate (Wharton) and Urban Studies (Arts and Sciences), is designed to enable students to combine an interest in Urban Studies and Real Estate Development. Students take
a total of seven Urban Studies and Real Estate courses, in consultation with the minor advisor.

View Program Requirements (p. 183)

For more information, visit: http://www.sas.upenn.edu/urban/students/real-estate-development-minor (http://www.sas.upenn.edu/urban/students/real-estate-development-minor/).

**Academic Resources**

Penn offers a wide variety of resources, offices, and programs for undergraduate students to support them in all aspects of their Penn experience. The following list highlights some of the most commonly used resources and areas of interest relating to academics and educational opportunities. For more information about campus resources available to students, visit the Division of the Vice Provost for University Life (http://www.vpul.upenn.edu/).

- Academic Calendar (p. 273)
- Advising (p. 276)
- Career Services (p. 277)
- Community Engagement (p. 277)
- Enrollment & Degree Verification (p. 277)
- Fellowships and Prizes (p. 277)
- Financial Aid (p. 279)
- Foreign Language Study Opportunities (p. 279)
- Global Programs (p. 280)
- Information for Athletes (p. 280)
- Information for First-Generation, Low Income Students (p. 280)
- Information for International Students (p. 281)
- Learning Resources (p. 281)
- Libraries (p. 282)
- Quaker Consortium (p. 282)
- Registrar’s Office (p. 282)
- Research (p. 283)
- Scholars Programs (p. 284)
- Submatriculation (p. 286)
- Summer Sessions (p. 287)
- Transcripts (p. 288)
- Wellness (p. 288)

**Academic Calendar**

Notes:

For the most up-to-date information about Fall 2020, visit https://fall-2020-planning.upenn.edu.

Graduate and professional programs may follow their own calendars; check the website for each School or program.

Rosh Hashanah, Yom Kippur, the first two days of Passover and Good Friday are religious holidays that affect large numbers of University community members and that fall during the academic year. View the University’s policy regarding these and other holidays (p. 2012).

The University’s Three-Year Academic Calendar is subject to change. In the event that changes are made, the latest, most up-to-date version will be posted to the Almanac’s website (https://almanac.upenn.edu/penn-academic-calendar/).

**2020 Summer Term**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memorial Day (no classes)</td>
<td>Monday, May 25</td>
<td></td>
</tr>
<tr>
<td>11-week Session classes begin</td>
<td>Tuesday, May 26</td>
<td></td>
</tr>
<tr>
<td>Session I classes begin</td>
<td>Tuesday, May 26</td>
<td></td>
</tr>
<tr>
<td>Session I Classes end</td>
<td>Wednesday, July 1</td>
<td></td>
</tr>
<tr>
<td>Session II Classes begin</td>
<td>Thursday, July 2</td>
<td></td>
</tr>
<tr>
<td>Independence Day Observed (no classes)</td>
<td>Friday, July 3</td>
<td></td>
</tr>
<tr>
<td>Session II &amp; 11-Week Session classes end</td>
<td>Friday, August 7</td>
<td></td>
</tr>
</tbody>
</table>

**2020 Fall Term**

Please Note: The last day of in-person instruction for the 2020 Fall Term is November 20 and online instruction begins November 23.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Move-in for First Year Students</td>
<td>Tuesday, September 1</td>
<td></td>
</tr>
<tr>
<td>Labor Day (no classes)</td>
<td>Monday, September 7</td>
<td></td>
</tr>
<tr>
<td>Course Selection Period ends</td>
<td>Tuesday, September 15</td>
<td></td>
</tr>
<tr>
<td>Fall term break</td>
<td>CANCELLED</td>
<td></td>
</tr>
<tr>
<td>Drop Period ends</td>
<td>Monday, October 12</td>
<td></td>
</tr>
<tr>
<td>Grade Type Change Deadline</td>
<td>Friday, October 30</td>
<td></td>
</tr>
<tr>
<td>Family Weekend</td>
<td>Friday-Sunday, October 16-18</td>
<td></td>
</tr>
<tr>
<td>Advance Registration for Spring Term</td>
<td>Monday-Sunday, November 2-15</td>
<td></td>
</tr>
<tr>
<td>Last Day to withdraw from a course</td>
<td>Monday, November 9</td>
<td></td>
</tr>
<tr>
<td>Homecoming</td>
<td>Saturday, November 14</td>
<td></td>
</tr>
<tr>
<td>Last Day of In-Person Instruction</td>
<td>Friday, November 20</td>
<td></td>
</tr>
<tr>
<td>Online Instruction Begins</td>
<td>Monday, November 23</td>
<td></td>
</tr>
<tr>
<td>Event/Activity</td>
<td>Dates</td>
<td>Notes</td>
</tr>
<tr>
<td>----------------</td>
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</tr>
<tr>
<td><strong>Thanksgiving Break</strong></td>
<td>November 24-25</td>
<td>Thursday-Sunday (Friday classes)</td>
</tr>
<tr>
<td><strong>Monday/Wednesday classes</strong></td>
<td>November 26-30</td>
<td>Monday (online)</td>
</tr>
<tr>
<td><strong>Last day of classes</strong></td>
<td>December 10</td>
<td>Thursday</td>
</tr>
<tr>
<td><strong>Reading days</strong></td>
<td>December 10</td>
<td>Friday-Monday</td>
</tr>
<tr>
<td><strong>Final examinations</strong></td>
<td>December 15-22</td>
<td>Tuesday-Tuesday</td>
</tr>
<tr>
<td><strong>Fall term ends</strong></td>
<td>December 22</td>
<td>Tuesday</td>
</tr>
</tbody>
</table>

### 2021 Spring Term

<table>
<thead>
<tr>
<th>Event/Activity</th>
<th>Dates</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First day of classes</strong></td>
<td>January 13 (Monday classes)</td>
<td>January 13 (Monday classes)</td>
</tr>
<tr>
<td><strong>Martin Luther King, Jr. Day Observed (no classes)</strong></td>
<td>January 18</td>
<td>Monday</td>
</tr>
<tr>
<td><strong>Course Selection Period ends</strong></td>
<td>January 26</td>
<td>Tuesday</td>
</tr>
<tr>
<td><strong>Drop Period ends</strong></td>
<td>February 22</td>
<td>Monday</td>
</tr>
<tr>
<td><strong>Spring term break</strong></td>
<td>March 6-14</td>
<td>Saturday-Sunday</td>
</tr>
<tr>
<td><strong>Classes resume</strong></td>
<td>March 15</td>
<td>Monday</td>
</tr>
<tr>
<td><strong>Grade Type Change Deadline</strong></td>
<td>March 19</td>
<td>Friday</td>
</tr>
<tr>
<td><strong>Advance Registration for Fall Term and Summer Sessions</strong></td>
<td>March 22-April 4</td>
<td>Monday-Sunday</td>
</tr>
<tr>
<td><strong>Last Day to withdraw from a course</strong></td>
<td>March 29</td>
<td>Monday</td>
</tr>
<tr>
<td><strong>Last day of classes</strong></td>
<td>April 28</td>
<td>Wednesday</td>
</tr>
<tr>
<td><strong>Reading days</strong></td>
<td>April 29-May 2</td>
<td>Thursday-Sunday</td>
</tr>
<tr>
<td><strong>Final examinations</strong></td>
<td>May 3-11</td>
<td>Monday-Tuesday</td>
</tr>
<tr>
<td><strong>Spring term ends</strong></td>
<td>May 11</td>
<td>Tuesday</td>
</tr>
<tr>
<td><strong>Alumni Day</strong></td>
<td>May 15</td>
<td>Saturday</td>
</tr>
<tr>
<td><strong>Baccalaureate</strong></td>
<td>May 16</td>
<td>Sunday</td>
</tr>
</tbody>
</table>

### 2021 Fall Term

<table>
<thead>
<tr>
<th>Event/Activity</th>
<th>Dates</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Commencement</strong></td>
<td>Monday May 17</td>
<td>May 17</td>
</tr>
<tr>
<td><strong>2021 Summer Term</strong></td>
<td>Monday May 24</td>
<td>May 24</td>
</tr>
<tr>
<td><strong>Session I Session classes begin</strong></td>
<td>Monday May 24</td>
<td>Monday May 24</td>
</tr>
<tr>
<td><strong>Memorial Day observed (no classes)</strong></td>
<td>Monday May 31</td>
<td>Monday May 31</td>
</tr>
<tr>
<td><strong>Session I Classes end</strong></td>
<td>Wednesday June 30</td>
<td>Wednesday June 30</td>
</tr>
<tr>
<td><strong>Session II Classes begin</strong></td>
<td>Thursday July 1</td>
<td>Thursday July 1</td>
</tr>
<tr>
<td><strong>Independence Day Observed (no classes)</strong></td>
<td>Monday July 5</td>
<td>Monday July 5</td>
</tr>
<tr>
<td><strong>Session II &amp; 11-Week Session classes end</strong></td>
<td>Friday August 6</td>
<td>Friday August 6</td>
</tr>
<tr>
<td><strong>Advance Registration for Spring Term</strong></td>
<td>To be decided</td>
<td>To be decided</td>
</tr>
<tr>
<td><strong>Last Day to withdraw from a course</strong></td>
<td>To be decided</td>
<td>To be decided</td>
</tr>
<tr>
<td><strong>Homecoming</strong></td>
<td>Saturday November 6 (Cornell)</td>
<td>November 6 (Cornell)</td>
</tr>
<tr>
<td><strong>Thursday/Friday class schedule on Tuesday/Wednesday</strong></td>
<td>November 24-25</td>
<td>Tuesday/Wednesday (Thursday/Friday classes)</td>
</tr>
</tbody>
</table>

### 2021 Spring Term

<table>
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<tr>
<th>Event/Activity</th>
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<td>January 13 (Monday classes)</td>
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<tr>
<td><strong>Martin Luther King, Jr. Day Observed (no classes)</strong></td>
<td>January 18</td>
<td>Monday</td>
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<td><strong>Course Selection Period ends</strong></td>
<td>January 26</td>
<td>Tuesday</td>
</tr>
<tr>
<td><strong>Drop Period ends</strong></td>
<td>February 22</td>
<td>Monday</td>
</tr>
<tr>
<td><strong>Spring term break</strong></td>
<td>March 6-14</td>
<td>Saturday-Sunday</td>
</tr>
<tr>
<td><strong>Classes resume</strong></td>
<td>March 15</td>
<td>Monday</td>
</tr>
<tr>
<td><strong>Grade Type Change Deadline</strong></td>
<td>March 19</td>
<td>Friday</td>
</tr>
<tr>
<td><strong>Advance Registration for Fall Term and Summer Sessions</strong></td>
<td>March 22-April 4</td>
<td>Monday-Sunday</td>
</tr>
<tr>
<td><strong>Last Day to withdraw from a course</strong></td>
<td>March 29</td>
<td>Monday</td>
</tr>
<tr>
<td><strong>Last day of classes</strong></td>
<td>April 28</td>
<td>Wednesday</td>
</tr>
<tr>
<td><strong>Reading days</strong></td>
<td>April 29-May 2</td>
<td>Thursday-Sunday</td>
</tr>
<tr>
<td><strong>Final examinations</strong></td>
<td>May 3-11</td>
<td>Monday-Tuesday</td>
</tr>
<tr>
<td><strong>Spring term ends</strong></td>
<td>May 11</td>
<td>Tuesday</td>
</tr>
<tr>
<td><strong>Alumni Day</strong></td>
<td>May 15</td>
<td>Saturday</td>
</tr>
<tr>
<td><strong>Baccalaureate</strong></td>
<td>May 16</td>
<td>Sunday</td>
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### 2021 Fall Term

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<thead>
<tr>
<th>Event/Activity</th>
<th>Dates</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Commencement</strong></td>
<td>Monday May 17</td>
<td>May 17</td>
</tr>
<tr>
<td><strong>2021 Summer Term</strong></td>
<td>Monday May 24</td>
<td>May 24</td>
</tr>
<tr>
<td><strong>Session I Session classes begin</strong></td>
<td>Monday May 24</td>
<td>Monday May 24</td>
</tr>
<tr>
<td><strong>Memorial Day observed (no classes)</strong></td>
<td>Monday May 31</td>
<td>Monday May 31</td>
</tr>
<tr>
<td><strong>Session I Classes end</strong></td>
<td>Wednesday June 30</td>
<td>Wednesday June 30</td>
</tr>
<tr>
<td><strong>Session II Classes begin</strong></td>
<td>Thursday July 1</td>
<td>Thursday July 1</td>
</tr>
<tr>
<td><strong>Independence Day Observed (no classes)</strong></td>
<td>Monday July 5</td>
<td>Monday July 5</td>
</tr>
<tr>
<td><strong>Session II &amp; 11-Week Session classes end</strong></td>
<td>Friday August 6</td>
<td>Friday August 6</td>
</tr>
<tr>
<td><strong>Advance Registration for Spring Term</strong></td>
<td>To be decided</td>
<td>To be decided</td>
</tr>
<tr>
<td><strong>Last Day to withdraw from a course</strong></td>
<td>To be decided</td>
<td>To be decided</td>
</tr>
<tr>
<td><strong>Homecoming</strong></td>
<td>Saturday November 6 (Cornell)</td>
<td>November 6 (Cornell)</td>
</tr>
<tr>
<td><strong>Thursday/Friday class schedule on Tuesday/Wednesday</strong></td>
<td>November 24-25</td>
<td>Tuesday/Wednesday (Thursday/Friday classes)</td>
</tr>
</tbody>
</table>

2020-21 Catalog | Generated 09/18/20
| Thanksgiving Break | Thursday-Sunday | November 25-28 |
| Classes resume | Monday | November 29 |
| Last day of classes | Friday | December 10 |
| Reading days | Saturday-Tuesday | December 11-14 |
| Final examinations | Wednesday-Wednesday | December 15-22 |
| Fall term ends | Wednesday | December 22 |

**2022 Spring Term**

| First day of classes | January 12 (Monday classes) |
| Martin Luther King, Jr. Day Observed | Monday | January 17 |
| Course Selection Period ends | to be decided |
| Drop Period ends | to be decided |
| Spring term break | Saturday-Sunday | March 5-13 |
| Classes resume | Monday | March 14 |
| Grade Type Change Deadline | to be decided |
| Advance Registration for Fall Term and Summer Sessions | to be decided |
| Last Day to withdraw from a course | to be decided |
| Last day of classes | Wednesday | April 27 |
| Reading days | Thursday-Sunday | April 28-May 1 |
| Final examinations | Monday-Tuesday | May 2-10 |
| Spring term ends | Tuesday | May 10 |
| Alumni Day | Saturday | May 14 |
| Baccalaureate | Sunday | May 15 |
| Commencement | Monday | May 16 |

**2022 Summer Term**

| 11-week Session classes begin | Monday | May 23 |
| Session I classes begin | Monday | May 23 |

| Memorial Day observed | Monday | May 30 |
| Session I Classes end | Wednesday | June 29 |
| Session II Classes begin | Thursday | June 30 |
| Independence Day Observed (no classes) | Monday | July 4 |
| Session II & 11-Week Session classes end | Friday | August 5 |

**2022 Fall Term**

| Move-in for First Year Students | Wednesday | August 24 |
| New Student Orientation | Wednesday-Monday | August 24-29 |
| Opening Exercises and Freshman Convocation | Monday | August 29 |
| First day of classes | Tuesday | August 30 |
| Labor Day (no classes) | Monday | September 5 |
| Course Selection Period ends | to be decided |
| Fall term break | Thursday-Sunday | October 6-9 |
| Classes resume | Monday | October 10 |
| Drop Period ends | to be decided |
| Grade Type Change Deadline | to be decided |
| Homecoming | Saturday | October 22 (Yale) |
| Family Weekend | Friday-Sunday | November 11-13 (Harvard) |
| Advance Registration for Spring Term | Monday | to be decided |
| Last Day to withdraw from a course | to be decided |
| Fall term break | Thursday-Sunday | November 24-27 |
| Classes resume | Monday | November 28 |
| Last day of classes | Monday | December 12 |
| Reading days | Tuesday-Wednesday | December 13-14 |
| Final examinations | Thursday-Thurs | December 15-22 |
| Fall term ends | Thursday | December 22 |
## 2023 Spring Term

<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of classes (Monday class schedule on Wednesday)</td>
<td>January 11 (Monday classes)</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Day Observed (no classes)</td>
<td>Monday, January 16</td>
</tr>
<tr>
<td>Course Selection Period ends</td>
<td>to be decided</td>
</tr>
<tr>
<td>Drop Period ends</td>
<td>to be decided</td>
</tr>
<tr>
<td>Spring term break</td>
<td>Saturday-Sunday, March 4-12</td>
</tr>
<tr>
<td>Classes resume</td>
<td>Monday, March 13, to be decided</td>
</tr>
<tr>
<td>Grade Type Change Deadline</td>
<td></td>
</tr>
<tr>
<td>Advance Registration for Fall Term and Summer Sessions</td>
<td>to be decided</td>
</tr>
<tr>
<td>Last Day to withdraw from a course</td>
<td>to be decided</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Wednesday, April 26</td>
</tr>
<tr>
<td>Final examinations</td>
<td>Monday-Tuesday, May 1-9</td>
</tr>
<tr>
<td>Spring term ends</td>
<td>Tuesday, May 9</td>
</tr>
<tr>
<td>Alumni Day (<a href="http://www.alumni.upenn.edu/">http://www.alumni.upenn.edu/</a>)</td>
<td>Saturday, May 13</td>
</tr>
<tr>
<td>Baccalaureate (<a href="http://www.upenn.edu/commencement/">http://www.upenn.edu/commencement/</a>)</td>
<td>Sunday, May 14</td>
</tr>
<tr>
<td>Commencement (<a href="http://www.upenn.edu/commencement/">http://www.upenn.edu/commencement/</a>)</td>
<td>Monday, May 15</td>
</tr>
</tbody>
</table>

## 2023 Summer Term

<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-week Session classes begin</td>
<td>Monday, May 22</td>
</tr>
<tr>
<td>Session I classes begin</td>
<td>Monday, May 22</td>
</tr>
<tr>
<td>Memorial Day observed (no classes)</td>
<td>Monday, May 29</td>
</tr>
<tr>
<td>Session I Classes end</td>
<td>Wednesday, June 28</td>
</tr>
<tr>
<td>Session II Classes begin</td>
<td>Thursday, June 39</td>
</tr>
<tr>
<td>Independence Day Observed (no classes)</td>
<td>Tuesday, July 4</td>
</tr>
<tr>
<td>Session II &amp; 11-Week Session classes end</td>
<td>Friday, August 4</td>
</tr>
</tbody>
</table>
The Wharton School

The goal of the Wharton Undergraduate Division academic advising team is to help students make informed decisions about their educational plans and professional/life goals that are consistent with their interests, abilities, and values.

Advising by appointment, walk-in advising, and specialized advising (https://undergrad-inside.wharton.upenn.edu/advising-services/ #specialized_advising) are services available in G95 Huntsman Hall to current Wharton undergraduate students.

Professional advisors (https://undergrad-inside.wharton.upenn.edu/ advising-services/), concentration advisors (https://undergrad-inside.wharton.upenn.edu/concentration-advisors/), and peer advising fellows (https://undergrad-inside.wharton.upenn.edu/peer-advising/) are available to assist students.

For more information, visit: https://undergrad-inside.wharton.upenn.edu/advising-services/.

Career Services

Career Services helps students define their career goals and learn how to achieve them. The office helps students and alumni obtain permanent and short-term career-related employment and graduate and professional school admission through counseling sessions, workshops, alumni networks, a large career resource library and on-line information. Career Services also establishes and promotes contact between employers, graduate/professional schools, and the University; and hosts employer interviews through the on-campus recruiting program.

- Career Services Contacts for Undergraduates (http://www.vpul.upenn.edu/careerservices/undergrad/connectwithus.php)
- Undergraduate Career Workshops and Events (http://www.vpul.upenn.edu/careerservices/undergrad/events.php)
- Information about Graduate School Study (http://www.vpul.upenn.edu/careerservices/gradprof/)

For more information, visit: http://www.vpul.upenn.edu/careerservices/.

Community Engagement

The Barbara and Edward Netter Center for Community Partnerships (https://www.nettercenter.upenn.edu/) is Penn’s central administrative office for community partnership programs, including academically based community service, direct traditional service, and community development.

Penn’s hub for civic engagement, Civic House (http://www.admissions.upenn.edu/academics/civic-house/) supports student service and advocacy groups while providing resources, information, and meeting space for service-oriented efforts throughout campus and beyond.

The Robert A. Fox Leadership Program (http://www.admissions.upenn.edu/academics/fox-leadership-program/) prepares students for present and future leadership through hands-on experience, service, course work, and mentorship from successful leaders.

Enrollment & Degree Verification

The University Registrar’s office provides verification of dates a student attended Penn and degrees awarded by the Schools of the University. Details concerning Academic Certification may be found on the University Registrar web page (https://srfs.upenn.edu/student-records/enrollment-degree-verification/).

Fellowships and Prizes

The Center for Undergraduate Research and Fellowships (CURF) (https://www.curf.upenn.edu) serves as the University of Pennsylvania’s information clearinghouse and primary support office for Penn students and alumni considering applying for major grants and fellowships.

CURF’s Fellowships Team educates Penn students and alumni about fellowships and assists potential applicants in creating their strongest possible application through information sessions, conversations with fellowship recipients, and individual advising. CURF also supports and manages selection committees consisting of leading Penn faculty that evaluate applications and select applicants to endorse.

Fellowships provide funding for a wide range of activities:

- full tuition, fees, and a living stipend to earn a graduate degree abroad
- undergraduate or graduate study in the US
- conducting a research project abroad
- teaching English abroad
- internships abroad
- social engagement projects in the US or abroad

CURF aims to demystify these opportunities to help students determine the most appropriate awards for which to apply.

Helpful links:

- Fellowships Advising (https://www.curf.upenn.edu/fellowships-advising/)
- Information Sessions and Workshops (https://www.curf.upenn.edu/information-sessions-and-workshops/)
- Finding a Fellowship (https://www.curf.upenn.edu/find-fellowships/)
- Fellowships Directory (https://www.curf.upenn.edu/fellowships-directory/)
- Major Fellowships (https://www.curf.upenn.edu/major-fellowships/)
- Developing Your Candidacy (https://www.curf.upenn.edu/developing-your-candidacy/)
- Fellowship Recommendation Letters (https://www.curf.upenn.edu/fellowships/next-steps/letters-of-recommendation/)
- Recent Penn Recipients (https://www.curf.upenn.edu/recent-penn-recipients/)
- Applicant Responsibilities and Penn Policies (https://www.curf.upenn.edu/applicant-responsibilities-and-penn-policies/)

School-based Awards

In addition to departmental awards, there are a variety of awards available to undergraduate students within a particular school.
College of Arts and Sciences

- Abraham D. Cohn Prize
- Charles W. Burr Book Prize
- College Alumni Society 250th Commemoration Award
- Phi Beta Kappa Awards (https://www.college.upenn.edu/pbk/)
- Vagelos Challenge Award (https://www.college.upenn.edu/honors/)

For more information, visit: https://www.college.upenn.edu/honors/.

School of Engineering and Applied Science

Undergraduate Awards
- C. N. Weygandt Award (Student Choice Award)

Departmental Awards
- Bioengineering
- Chemical and Biomolecular Engineering
- Computer and Information Science
- Electrical and Systems Engineering
- Materials Science and Engineering
- Mechanical Engineering and Applied Mechanics

Awards From Additional Sources
- From the Moore School
  - John Grist Brainerd Award
  - Stuart Eichert, Jr. Memorial Prize
  - Atwater Kent Prize in Electrical Engineering
  - Walter Korn Award
  - Moore School Council Cwikla Award
- From Advancing Women in Engineering
  - Jaros Baum and Bolles Award
- From the Undergraduate Affairs Committee
  - Penn Engineering Exceptional Service Award
  - Manfred Altman Memorial Award
  - Ben and Bertha Gomberg Kirsch Prize (Applied Science Prize)
  - Engineering Alumni Society E. Stuart Eichert, Jr. Award
  - Engineers’ Club of Philadelphia Young Engineer Award
  - Albert P. Godsho Engineering Prize
  - Wolf-Hallac Award
  - Hugo Otto Wolf Memorial Prize
- Management and Technology Awards
  - Management and Technology Scholarship Award
  - Michele Huber and Brian D. Giles Memorial Award
  - Naren Udayagiri Scholarship Award

For more information, visit: http://www.seas.upenn.edu/undergraduate/student-life/awards.php.

School of Nursing

- Claire M. Fagin Award
- Dean’s Award
- Dorothy Mereness Award
- Ellen D. Baer Award
- Jeanne Frances Hopkins Award
- Mary D. Naylor Undergraduate Research Award
- Norma Lang Award
- Penn Nursing Alumni Student Award
- Sigma Theta Tau Award
- Theresa I. Lynch Award

For more information, visit: http://www.nursing.upenn.edu/student-services/resources/handbooks-forms-policies/bsn-handbook/graduation-academic-honors/#SON%20Awards.

The Wharton School

- Beverly Virany Memorial Prize
- Class of 1975 Management Award
- Dean’s Awards (https://undergrad-inside.wharton.upenn.edu/deans-awards/)
  - The Dean’s Award for Excellence
  - The Dean’s Award for Innovation
  - The Dean’s Award for Service to the Wharton School
  - The Dean’s Award for Service to the University of Pennsylvania and the Philadelphia Community
- Delta Sigma Pi Scholarship Key
- Financial Executives Institute Award
- Herbert S. Steuer Memorial Prize
- John J. Holahan Memorial Prize
- Louis Rudolph Accounting Award
- William D. Gordon Award
- Vice Dean’s Award for Service

University Prizes

The following academic prizes are awarded at the University level:

President’s Engagement Prizes (https://www.curf.upenn.edu/presidents-engagement-prizes/)
Competitively awarded on an annual basis, the President’s Engagement Prizes empower Penn seniors to design and undertake local, national or global engagement projects during the first year after they graduate.

President’s Innovation Prize (https://www.curf.upenn.edu/presidents-innovation-prize/)
Unique at both Penn and across higher education, the President’s Innovation Prize underscores the University’s considerable commitment to encouraging students to put their knowledge to work for the betterment of humankind.

Senior Awards

The University of Pennsylvania grants numerous undergraduate awards to outstanding graduating seniors, in addition to some sophomores and juniors. Eligibility and criteria vary by award.

The Senior Honor Awards (Spoon, Bowl, Cane and Spade for those who identify as men; Hottel, Harnwell, Goddard and Brownlee Awards for those who identify as women) (http://www.vpul.upenn.edu/osa/seniors.php)
Nominees must be members in good academic standing who have actively contributed to campus life through activities and leadership. All nominees are placed on a ballot (one for men, one for women) which is distributed to a committee of staff members and the Senior Class Board. This committee votes and narrows the candidate pool to 15 men and 15 women, who are then voted upon by the entire Senior Class. The top 4 men and 4 women receive the awards on Ivy Day.

 Granted to graduating students of color who demonstrate leadership, advance diversity at Penn through student activities or community service, and exemplify excellence.

The James Howard Weiss Memorial Award and The Penn Student Agencies Award (http://www.vpul.upenn.edu/osa/seniors.php)

Both awards recognize distinguished academic achievement (minimum G.P.A. of 3.7) and significant leadership in undergraduate activities by members of the senior class. A committee of students, faculty and staff makes the final selection from the list of candidates. Ideally nominees should be the most outstanding members of group (1) above.

The Sol Feinstone Undergraduate Awards (http://www.dolphin.upenn.edu/oslaf/feinstone.html)

These awards may be presented to a sophomore, junior or senior who has contributed to ‘orderly and constructive social and educational change within or outside the University community.’ Past recipients have included the undergraduate who established the first mental health student group in the nation; the creators of a Saturday African-centered enrichment program for local children; the organizers of a pre-orientation leadership program for first-year students; and the founder of the first and the only youth-led LGBT statewide organization in the nation. Finalists are chosen by the same committee as in (2) above. (Keep in mind the fact that there must be a specific contribution, not just a list of activities).

Student Award of Merit (http://www.dolphin.upenn.edu/oslaf/alumni.html)

This award, sponsored by Penn Alumni, is presented to members of the Senior Class on the May graduation roster in recognition of their service to the University of Pennsylvania, which, in combination with other activities/endeavors, strengthens and enhances the University. The selection committee recognizes that University service takes many different forms, including but not limited to academic, co-curricular, athletic, and community service. Alumni relations and/or advancement experience is not required. Applicants are asked to use the brief essay portion of this application to describe the nature of their contributions to the Penn community and provide meaningful examples of the same. This award will be given to no fewer than one and no more than five members of the senior class. A committee comprised of alumni makes the final selection from the list of candidates. There is no minimum G.P.A. requirement.

For more information, visit: http://www.vpul.upenn.edu/osa/seniors.php.

Financial Aid

The Office of Student Registration and Financial Services (SRFS) provides solutions to students’ concerns and encompasses the offices of the University Registrar and Student Financial Services.

- Information about Paying for a Penn Education (http://www.sfs.upenn.edu/billing/)
- Information about Applying for Financial Aid (http://www.sfs.upenn.edu/finaid/)
- Information about Loans (http://www.sfs.upenn.edu/loans/)
- Information about Billing and Payment (http://www.sfs.upenn.edu/billing/)

Undergraduate Cost of Attendance

The cost of attendance represents the cost of attending Penn for an academic year, and includes both direct costs that appear on a student’s bill such as tuition, fees, housing, and dining, and indirect costs that are not billed by Penn, such as books and supplies, transportation, and an allowance for personal expenses. Students should consider their cost of attendance as their budget for each academic year. Penn also uses the cost of attendance to help determine a student's eligibility for financial aid.

View the 2020-2021 Cost of Attendance: http://www.sfs.upenn.edu/paying/cost-of-attendance.htm

Foreign Language Study Opportunities

The Penn Language Center offers over 40 world languages per semester to both undergraduate and graduate students and is a leader in the field of language education and pedagogy training language instructors in language methodology in accordance with the National Standards.

Penn Language Center: plc.sas.upenn.edu (http://plc.sas.upenn.edu/)

Some schools have foreign language requirements. Information about requirements and options for foreign language study varies by school:

- College of Arts and Sciences (https://www.college.upenn.edu/language-writing-speaking/)
- School of Nursing (https://www.nursing.upenn.edu/live/files/247-language-requirement2016pdf/)
- The Wharton School (https://undergrad-inside.wharton.upenn.edu/requirements-2017/foreign-language-requirement/)

The Penn Language Center maintains a list of languages (http://plc.sas.upenn.edu/languages/) offered at Penn:

- Afrikaans (http://plc.sas.upenn.edu/node/2538/)
- American Sign Language (http://plc.sas.upenn.edu/asl/)
- Amharic (http://plc.sas.upenn.edu/amharic/)
- Bengali (http://plc.sas.upenn.edu/bengali/)
- Cantonese (http://plc.sas.upenn.edu/cantonese/)
- Chichewa (http://plc.sas.upenn.edu/chichewa/)
- Chinese (http://plc.sas.upenn.edu/chinese/)
- Czech (http://plc.sas.upenn.edu/czech/)
- Filipino (http://plc.sas.upenn.edu/filipino/)
- Hausa (http://plc.sas.upenn.edu/hausa/)
- Hungarian (http://plc.sas.upenn.edu/hungarian/)
- Igbo (http://plc.sas.upenn.edu/igbo/)
- Indonesian (http://plc.sas.upenn.edu/indonesian/)
- Irish Gaelic (http://plc.sas.upenn.edu/irishgaelic/)
- Japanese (http://plc.sas.upenn.edu/japanese/)
- Judeo-Spanish (http://plc.sas.upenn.edu/judeospanish/)
- Kannada (http://plc.sas.upenn.edu/kannada/)
- Korean (http://plc.sas.upenn.edu/korean/)
- Malayalam (http://plc.sas.upenn.edu/malayalam/)
- Marathi (http://plc.sas.upenn.edu/marathi/)
- Modern Greek (http://plc.sas.upenn.edu/moderngreek/)
- Panjabi (http://plc.sas.upenn.edu/panjabi/)
Global Programs

Each year approximately 3,000 Penn students participate in a global experience as part of their academic career at Penn. Of these students, about 1,000 engage in a global opportunity through the office of Penn Abroad.

Penn Abroad (https://global.upenn.edu/pennabroad/), a division of Penn Global (https://global.upenn.edu/), manages three types of global programs:

- Study Abroad (https://global.upenn.edu/pennabroad/semester/) allows undergraduate students to spend a semester or academic year abroad and earn Penn credit.
- Penn Global Seminars (https://global.upenn.edu/pennabroad/pgs/) are intensive semester-long seminars with short-term international travel components.
- Global Research & Internship Program (https://global.upenn.edu/pennabroad/grip/) placements allow students to go abroad for 8 to 12 weeks over the summer to pursue research or an internship, with funding awarded to all accepted students.

In addition to the opportunities made available by Penn Abroad, other global opportunities for Penn undergraduate students exist across campus. These include:

- Penn Summer Abroad (http://www.sas.upenn.edu/summer/programs/abroad/) – offers faculty-led undergraduate courses offered in the summer through the School of Arts and Sciences to a range of international destinations each year.
- Wharton International Program (https://undergrad-inside.wharton.upenn.edu/wip/) – provides short term international business courses at three global locations each year.

- Penn Nursing Short Term & Independent Programs (https://www.nursing.upenn.edu/global-health/student-opportunities/short-term/) – provides students with a number of elective courses that can be taken abroad, including some clinical elective opportunities.
- Penn Engineering (http://www.seas.upenn.edu/community/international-opps.php) – provides a range of programs for undergraduate Engineering students including Summer Study Abroad, International Summer Research and Service Learning Opportunities.

Students are encouraged to speak to their department and home school about additional study abroad opportunities that may exist.

Information for Athletes

Penn Athletics (http://www.pennathletics.com) offers a number of programs to support student-athletes academically:

Student Athlete Development Center (http://www.pennathletics.com/page/student-athlete-development-center/)

Academic Resources (http://www.pennathletics.com/page/academic-resources/)

Student-Athlete Academic Achievement Program

The Student-Athlete Academic Achievement Program is designed to provide student-athletes with supplemental study and tutoring opportunities, as well as to foster academic interaction with fellow student-athletes. During the academic year, students have access to reserved rooms for scheduled study time, and individualized and group tutoring sessions. In addition, workshops are conducted to offer strategies for succeeding at Penn.

For more information, visit http://www.pennathletics.com/page/student-athlete-academic-achievement-program (http://www.pennathletics.com/page/student-athlete-academic-achievement-program/).

Information for First-Generation, Low Income Students

Penn offers a generous program of need-based financial aid (http://www.sfs.upenn.edu/paying/) and a strong commitment to ensuring access to a Penn education for qualified students from all social and economic backgrounds (http://www.sfs.upenn.edu/finaid/penn-finaid-initiative.html).

The Penn First Plus Program (P1P) provides a hub of resources, programs, and support for undergraduate students who are the first in their families to attend college and/or have lower-to-modest financial means. P1P collaborates with academic programs, individual faculty members, and student services and centers across the University to make more accessible and inclusive the many opportunities provided by a Penn education, including funding support; individualized advising and advocacy for students; educational workshops for students, faculty, and staff; and initiatives to make more transparent the resources available to students.

Working closely with P1P, the First-Generation, Low-Income (FGIL) Program is housed at the Greenfield Intercultural Center. This program provides a supportive and inclusive environment to facilitate community-building and a sense of belonging at Penn for students from low-income backgrounds who are the first in their families to attend college. In
partnership with departments across campus, the FGLI Program provides personal coaching, and varied student support services. In collaboration with student organizations, staff also assist in developing co-curricular initiatives, as well as, exposure to leadership and career opportunities to enhance the overall student experience. You can find more information on FGLI Program initiatives on the Vice Provost for University Life website. (https://www.vpul.upenn.edu/FGLI_books.php)

Information for International Students

Penn’s International Student and Scholar Services (ISSS) (https://global.upenn.edu/issss/) provides immigration benefits assistance and integration initiatives for the international community at Penn. ISSS works with international students through all stages of their journey at Penn, providing guidance every step of the way.

ISSS provides support to students in many different areas. Some examples include:

- Preparing students for arrival to the U.S.
- Helping get adjusted to life in Philadelphia
- Advising on maintaining status, travel, and immigration guidelines
- Providing integration opportunities such as social events, cultural trips and leadership roles
- Assisting with employment authorization before internships or jobs
- Assigned advisors and central online portal for requests and forms via the iPenn system (https://www.ipenn.oip.upenn.edu/)

Find out more information for:

- New Students (https://global.upenn.edu/issss/new/)
- Current Students (https://global.upenn.edu/issss/students/)
- Beyond Immigration (https://global.upenn.edu/issss/beyond-immigration/)

Click the iPenn logo to see your assigned advisor and make requests with eforms.

Learning Resources

Center for Programs in Contemporary Writing (http://www.writing.upenn.edu/)

The Center for Programs in Contemporary Writing (http://www.writing.upenn.edu/) (CPCW) brings together all of Penn’s writing programs, entities, and projects to form a collaborative whole. The Center presents writing courses, workshops and a reading circle. In addition, it offers students an opportunity to perform their writing or to become involved as a tutor, mentor or editorial apprentice.

College Houses and Academic Services (http://www.collegehouses.upenn.edu/)

The eleven College Houses bring together undergraduates, faculty, staff, and graduate students to form vibrant residential communities within the larger context of our renowned urban campus, right in the heart of historic Philadelphia.

Each House has a Faculty Director, one or more Fellows, a House Dean, a House Coordinator, a plentiful staff of student Residential Advisors (RAs) and Graduate Associates (GAs), student Information Technology Advisors (ITAs), and many student managers in key positions.

Open to all Penn students, House tutoring sessions in math, chemistry, and economics are free and require no advance sign-up. For more information on tutoring within the Houses, visit: http://www.collegehouses.upenn.edu/life/tutoring (http://www.collegehouses.upenn.edu/life/tutoring/).

Communication within the Curriculum (http://www.sas.upenn.edu/cwic/)

Communication Within the Curriculum (CWiC)’s (http://www.sas.upenn.edu/cwic/) undergraduate speaking advisors help students develop their public speaking skills through workshops and one-on-one advising sessions during walk-in hours. CWiC also offers two critical speaking seminars and a number of affiliate courses.

Penn College Achievement Program (PENNCAP) (http://www.vpul.upenn.edu/eap/penncap/)

The Penn College Achievement Program (http://www.vpul.upenn.edu/eap/penncap/) works closely with a diverse group of students, many from low-income and/or first-generation (http://www.vpul.upenn.edu/Low-IncomeFirst-GenerationStudents/) backgrounds, to support their success at Penn. Among the many services offered are laptop and textbook loans, summer tuition grants, tutoring and advising.

Tutoring Center (http://www.vpul.upenn.edu/tutoring/)

The Tutoring Center (http://www.vpul.upenn.edu/tutoring/) offers Penn undergraduates a wide variety of free, accessible, and convenient options to supplement their academic experience.

Weingarten Learning Resources Center (http://www.vpul.upenn.edu/lrc/)

The Weingarten Center provides academic support services and programs for undergraduate, graduate, and professional students at the University of Pennsylvania through its two offices. The services and programs of both offices are free and confidential.

Office of Learning Resources (http://www.vpul.upenn.edu/lrc/lr/)

The Office of Learning Resources (http://www.vpul.upenn.edu/lrc/lr/) staff provide a wide range of programming and professional consultation services in university-relevant skills such as reading, writing, study strategies, and time management.

Student Disabilities Services (http://www.vpul.upenn.edu/lrc/sds/)

Student Disabilities Services (http://www.vpul.upenn.edu/lrc/sds/) staff work closely with students who self-identify with disabilities in order to ensure equal access to all University programs, activities and services.
Libraries

Penn has a large and service-oriented library system. The combined 15 libraries on campus contain over 4,500,000 volumes, subscribe to more than 33,000 serials, and offer a rapidly growing set of electronic services which can be accessed from home or office, as well as in the libraries.

- Locations and hours (http://www.library.upenn.edu/locations/)
- PennKey is required to login to the system.
- For help with research, students can submit questions online (http://faq.library.upenn.edu/ask/) or make an appointment for in-person assistance (http://faq.library.upenn.edu/widget_standalone.php?la_widget_id=3206).
- To login to Canvas, visit: https://canvas.upenn.edu (https://canvas.upenn.edu/).
- For help with Canvas, visit: http://guides.library.upenn.edu/canvas_students (http://guides.library.upenn.edu/canvas_students/).
- For Research Guides by subject, visit: https://guides.library.upenn.edu/hometabs (https://guides.library.upenn.edu/hometabs/).

Quaker Consortium

University of Pennsylvania students have a unique opportunity to study at Bryn Mawr, Haverford, or Swarthmore Colleges during the fall and spring terms of the academic year.

School specific policies:

- College of Arts and Sciences (https://www.college.upenn.edu/quaker-consortium/)
- The Wharton School (https://undergrad-inside.wharton.upenn.edu/quaker-consortium/)

Registrar's Office

The Office of the University Registrar (https://srfs.upenn.edu/registrar/) supports teaching and learning at the University of Pennsylvania by maintaining the integrity of academic policies and the student information system. We are the stewards of Penn’s student records from application to degree conferral in perpetuity.

We provide the following services to Students, Faculty, Alumni, Parents, Staff and many other constituents across our campus:

- Support Students and Departments during Registration
- Reserve Classrooms for Courses and Academic Events
- Schedule Final Exams
- Record and Report Enrollment and Final Grades
- Certify Attendance
- Manage Veterans Affairs Educational Benefits
- Issue Transcripts
- Verify Graduation and Degrees

A transcript is a representation of a student’s academic record while at the University of Pennsylvania.

Official transcripts are ordered through the Office of the University Registrar website (https://srfs.upenn.edu/student-records/transcripts/).

Unofficial transcripts are available at anytime, online for students and alumni class of 1988 or later via the Penn in Touch portal (https://pennintouch.apps.upenn.edu/pennInTouch/jsp/fast2.do?1=2&access=student&bhcp=1).

The University Registrar’s office provides verification of dates a student attended Penn and degrees awarded by the Schools of the University. Details concerning Academic Certification may be found on the University Registrar web page (https://srfs.upenn.edu/student-records/enrollment-degree-verification/).

In accordance with Title 38 US Code 3679 subsection (e), the University of Pennsylvania adopts the following additional provisions for any students using U.S. Department of Veteran Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. The University will not:

- Prevent the student’s enrollment;
- Assess a late penalty fee to the student;
- Require student secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Provide Chapter 33 Certificate of Eligibility (or its equivalent) or for Chapter 31, VA VR&E’s contract with the school on VA Form 28-1905 by the first day of class.
- Chapter 33 students can register at the VA Regional Office to use E-Benefits to get the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 student cannot get a completed VA Form 28-1905 (or any equivalent) before the VA VR&E case-manager issues it to the school.
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

‘GI Bill®’ is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill (https://gcc01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.benefits.va.gov%2Fgibill&data=0%7C0%7Cramckinney%40pa.gov%7C6f396242142c49d489d608d8234caf5%7C418e284101284dd9b5e47fc4a9a1bde%7C0%7C0%7C6c37298157877210440&sdata=WLEVcl50eJv69yM3igkGW%2FzcYrbwIYXcSO3K07yVFM%3D&reserved=0).
Research

As one of the world's leading research universities, Penn has a broad array of faculty conducting cutting-edge research in all disciplines. There are many routes into research involvement for undergraduates, including research-intensive courses, independent study with a faculty member, and summer programs of varying types and foci.

The Center for Undergraduate Research and Fellowships (https://www.curf.upenn.edu/research/) is a resource for undergraduates in all traditional programs who are interested in getting involved in research opportunities around campus and around the world. CURF helps Penn undergraduates become involved in research by helping you identify resources, narrow your search, and shape your initial inquiries so you can find appropriate faculty mentors and research funding.

- Penn Undergraduate Research Mentoring Program (https://www.curf.upenn.edu/content/penn-undergraduate-research-mentoring-program/)
- Research Opportunity Directory (https://www.curf.upenn.edu/research-opportunity-directory/)
- Research Grants (https://www.curf.upenn.edu/research/funding-opportunities/)
- Summer Humanities Research Internships (https://www.curf.upenn.edu/summer-humanities-internships/)

College of Arts and Sciences

Research reinforces and instills mastery of academic skills: how to formulate a question or hypothesis, how to gather evidence, and how to answer that question or test that hypothesis.

One of the major advantages of being an undergraduate at a research university is the wide variety of opportunities available for scholarship. Research in the College encompasses a range of activities. In some disciplines, such as English, philosophy and history, students read original works, or the primary literature, and look for new connections and interpretations of these writings. In areas such as anthropology or history of art, students study artifacts, works of art or ancient languages, gaining insights on earlier civilizations and the lives of those who contributed to them. Some students do research in biology, chemistry or psychology, seeking insights on genetic coding, molecular structure or animal behaviors.

Sometimes, students may receive College credit for research activities and scholarship, or receive work-study funds or stipends from faculty grants.

For more information, visit: https://www.college.upenn.edu/research/.

School of Engineering and Applied Science

Our extraordinary faculty-to-student ratio provides great opportunities for undergraduate students to work in state-of-the-art research laboratories during the academic year and in the summer. Below are examples of student research, along with helpful information to guide undergraduates toward finding research positions at Penn Engineering.

For more information, visit: http://www.seas.upenn.edu/undergraduate/research/index.php (http://www.seas.upenn.edu/undergraduate/research/).

Finding a Research Mentor and Research Experiences

Students are encouraged to explore the Penn Engineering Faculty Expertise Directory (http://www.seas.upenn.edu/directory/departments.php), featuring the School's standing faculty and is searchable by department, research center affiliation, and research expertise keyword. Users can identify which faculty are conducting research in a specific area and contact faculty members whose research interests them.

The Engineering Dean's Advisory Board (EDAB) puts together a guide for fellow students that gives step-by-step instructions and tips on how to secure research positions as an undergraduate.

For Bioengineering majors, the Penn student chapter of the Biomedical Engineering Society (BMES) has assembled its own student guide on starting up research.

Summer Undergraduate Research in Engineering (SURE)

Penn Engineering's world-acclaimed faculty, along with state-of-the-art research laboratories and highly interdisciplinary curricula, offers summer research opportunities for talented undergraduates who seek hands-on research experience. From robotics and computer animation, nanotechnology, genomics and biotechnology, Penn's centers and institutes are at the forefront of research on multiple scientific and technological frontiers.

International Summer Undergraduate Research in Engineering (iSURE)

Opportunities for undergraduates are available during the summer to spend eight to 12 weeks on a research internship in one of Penn Engineering's partner institutions abroad.

Littlejohn Undergraduate Research Program

Thanks to a generous gift by Angus Littlejohn, the School of Engineering is able to offer Summer Research Opportunities to Penn Engineering Students. The program is open to rising, sophomores, juniors and seniors.

The program intends to provide students the opportunity to get involved in hands-on engineering research under the supervision of a faculty member. Topics of research include all areas covered by the departments in the School of Engineering and Applied Science. Students will receive a stipend of $4,500 for a 10 week period.

Rachleff Scholars Program

This program offers Penn Engineering undergraduates the opportunity to gain valuable research experiences with standing faculty and to participate in a community of peers who share a common interest in research and scholarly inquiry.

School of Nursing

The Office of Nursing Research (http://nursing.livewhale.net/research/onr/), along with our four research centers (http://nursing.livewhale.net/research/research-centers/) and partnerships across Penn, provide students with resources and support that are virtually unparalleled in our field. Students, from undergraduates to doctoral students, have numerous opportunities to engage in research and work alongside some of the most recognized researchers in their fields.

For more information, visit: https://www.nursing.upenn.edu/research/.
The Wharton School

Research provides an individualized method of learning and an in-depth treatment of a topic of personal interest with input from a faculty expert. Research experience is helpful if applying for distinguished international fellowships and is important if going on to graduate studies in an analytical discipline. Research skills are useful for decision-making in the private and public sectors and are required in academic positions. Below you can find a variety of research opportunities and scholarship programs.

- Courses (https://undergrad-inside.wharton.upenn.edu/research/courses/) — Create "tools" in a research-methods course.
- Research assistantships (https://undergrad-inside.wharton.upenn.edu/research/assistantships/) — Learn by executing research-related tasks while working on a project for a faculty member.
- Summer programs (https://undergrad-inside.wharton.upenn.edu/research/summer-programs/) — Gain hands-on experience from proposal to presentation through a project commensurate with program duration.
- Scholars programs (https://undergrad-inside.wharton.upenn.edu/scholars-programs/) — Gain hands-on, in-depth experience from proposal to presentation via a senior thesis and other activities.
- Wharton PhD Submatriculation Program (http://doctoral-inside.wharton.upenn.edu/submatriculation/) — Submatriculate into a PhD program in Accounting, Finance, Health Care Systems, Insurance and Risk Management, Management, Marketing, Operations and Information Management, Business and Public Policy, or Statistics.

For more information, visit: https://undergrad-inside.wharton.upenn.edu/research/.

University Policies

- Guidelines for Research in the Community (p. 1984)
- Guidelines for Student Protection in Sponsored Research Projects (p. 1984)
- Policy on Undergraduate Students, High School Students and Non-affiliates Participating in Research in Penn Research Facilities (p. 2013)
- Procedures Regarding Misconduct in Research for Nonfaculty members of the Research Community (p. 2019)

Scholars Programs

The following programs are available to all undergraduate students.

Benjamin Franklin Scholars

The Benjamin Franklin Scholars (https://www.curf.upenn.edu/bfs/) are one of Penn’s most distinctive undergraduate communities.

Each year we welcome a group of extraordinary incoming students, committed to the transformative power of ideas. Benjamin Franklin Scholars are selected based on their interest in, and demonstrated capacity for, a deep engagement in the liberal arts and sciences, both as ends in themselves and as engines of change in the world. With unique course offerings, and under the guidance of extraordinary faculty and advisors, we encourage our students to pursue, in the spirit of Franklin himself, our guiding principles of breadth, curiosity, and a tinkering habit of mind.

We are a home for students who seek the advantages of wide-ranging knowledge, whatever particular educational path they choose. We look for spirited, independent people who find their own passions and are predisposed to explore their own ideas, wherever they might lead. We welcome restless minds who are not content just to appreciate great ideas as abstractions up on a shelf, but who see them as transformative; changing minds and so changing the world. We are a community of students and faculty who find value in the saying of the great classical writer Plutarch, from whom Franklin himself claims to have “read abundantly,” and see a truly great education as a kind of playing with fire.

BFS welcomes students in all the undergraduate schools: The College, Engineering, Wharton, and Nursing. Parts of the program, including admissions, work a bit differently in the different schools. For all our scholars, the BFS experience includes opportunities for overseas internships, a presentation of research to the BFS community, and our Seminars – a set of enriching opportunities to work on challenging topics, without requiring extensive prerequisites, both inside and outside of their major fields of study.

University Scholars

The University Scholars program (https://www.curf.upenn.edu/university-scholars/) provides an exceptional academic environment for intellectually dynamic students who have already demonstrated their commitment and dedication to research.

Through mentoring, research funding and scholarly events the program encourages and supports students to make the most of their undergraduate years, not only with in-depth research, but also by making an early start in graduate and professional courses, ranging widely or in some cases focusing narrowly on their curricular choices.

The focus of the University Scholars program is undergraduate research. In order to aid students in doing creative and in-depth research, the University Scholars has a fund with which to help students defray research expenses. Funding is meant to cover the expense of the research itself; this most often pertains to room and board costs over the summer months. Occasionally, students’ research will take them away from Penn. In those instances, the University Scholars program may be able to fund travel expenses as well.

Civic Scholars

Penn Civic Scholars (http://www vpul.upenn.edu/civichouse/civicscholars/) is a unique program providing undergraduates with a sustained four-year experience in civic engagement and scholarship. The program culminates in certification upon graduation and designation as a Civic Scholar on the student’s transcript.

The Civic Scholars program is based on a few basic principles:

- Civic engagement and academic work are mutually reinforcing.
- Meaningful and sustained involvement in community affairs while at Penn is the base for life-long civic commitments and contributions.
- Undergraduates can conduct significant applied social and public policy research through a multi-year preparatory process.
- Forming a community of dedicated students and faculty will encourage distinctive civic service and scholarship.

SNF Paideia Fellows Program

The SNF Paideia Fellows Program (http://snfpaideia.upenn.edu/) provides a select group of Penn undergraduates the opportunity to
integrate wellness, service, citizenship, and dialogue through a structured combination of academic courses, co-curricular events, and hands-on leadership experiences. Students from any of the four undergraduate schools can apply to the SNF Paideia Fellows program in the spring of their first year. SNF Paideia Fellows participate in the program for three years, sophomore through senior year.

The SNF Paideia Fellowship supports students’ ability to integrate their public roles as community members into their academic, personal, and professional lives in healthy, sustainable, and fulfilling ways. The program organizes and highlights curricular and co-curricular experiences where students can acquire the tools necessary for effectively contributing to the local, national, and global communities of which they are a part. It also provides opportunities for students to practice robust and respectful civil dialogue with others across a wide range of political, social, and cultural differences.

SNF Paideia Fellows:

- enroll in a sophomore year and junior year seminar designed to build skills and community among the Fellows;
- take (3) Paideia designated courses focusing on relevant aspects of dialogue across differences, public service, and personal and social wellness; and
- complete a Senior Capstone project that integrates a Fellow’s major with civic dialogue, service, and/or wellness.

The following programs are available to students in a particular school.

**College of Arts and Sciences**

**Integrated Studies Program**

The Integrated Studies Program (ISP) (https://www.college.upenn.edu/integrated-studies/) is the freshman curriculum for Benjamin Franklin Scholars pursuing degrees in the College of Arts and Sciences.

Deeply rooted in the liberal arts tradition of acquiring and applying expansive knowledge, this residential academic program invites highly-motivated students to examine complex themes through the integration of multiple academic disciplines and methodologies.

Students are guided through the semester by some of Penn’s leading faculty. By investigating the same ideas under three distinct lenses, drawing simultaneously from the humanities, social sciences and sciences, students sharpen their focus on the similarities—and differences—between the disciplines’ habits of mind.

**School of Nursing**

**Benjamin Franklin Scholar - Nursing**

As a Benjamin Franklin Scholar - Nursing (https://www.nursing.upenn.edu/undergraduate-honors-program/), you will engage in an intensive academic experience, along with peers in the College of Arts and Sciences, the Wharton School and in the School of Engineering and Applied Science, to complete the undergraduate Nursing major with an intensive liberal arts component. In addition to a variety of campus-wide programs as part of BFS, you will be able to enroll in the justly famed BFS Seminars – course taught by expert faculty from across campus in a variety of topics.

**The Wharton School**

**Joseph Wharton Scholars**

Founded in 1988, the Joseph Wharton Scholars (https://undergrad-inside.wharton.upenn.edu/bfs/) program is designed to emphasize the importance of scholarly research and the liberal arts and sciences within the framework of a business education. Students in the program are required to take courses both in Wharton and outside of Wharton (in the College of Arts & Sciences, Nursing, and/or Engineering), engage in a significant research project, and participate in a variety of academic, career-oriented, and social activities.

The JWS program is the Wharton component of the Penn-wide Benjamin Franklin Scholars (https://undergrad-inside.wharton.upenn.edu/bfs/) program, through which students gain access to BFS Seminars. In addition to the course requirements, students must maintain a minimum 3.4 GPA.

Joseph Wharton Scholar students must take three non-Wharton BFS Seminars as well as four Wharton honors courses (which may include Wharton BFS Seminars). The Wharton courses include honors sections of BEPP 250, FNCE 100, FNCE 101, MKTG 101, MGMT 101, MKTG/STAT 476, STAT 430, STAT 431, WH 399; and the Wharton BFS Seminars: LGST 101, LGST 210, and LGST 215. All JWS students must take WH150x—Evaluating Evidence as one of their four honors classes in Wharton.

**Public Policy Research Scholars**

The Public Policy Research Scholars (PPRS) (https://publicpolicy.wharton.upenn.edu/for-students/public-policy-research-scholars/) offers a unique opportunity for students to study and explore public policy.

PPRS is an interdisciplinary certificate program intended for undergraduates with a background in economics, who want to explore the impact of U.S. public policy on the domestic economy.

The PPRS program is not a major. Instead, it offers a supplemental course of study, focusing on the quantitative analysis of public policy at the federal level, that can be pursued alongside any major, in any of Penn's undergraduate schools. Beyond the curriculum, students also are required to do at least one public policy summer internship, for which they will receive funding from the Penn Wharton Public Policy Initiative. They also will have opportunities to assist with faculty-led policy research on campus. Through PPRS, we aim to create a tight-knit cohort of undergraduates from across the University who are committed to gaining the skills and experience necessary to critically assess U.S. public policy.
as well as to prepare for graduate study and career opportunities in the field.

The core skills at the heart of PPRS include:

- Economic and political analysis of public policy, for assessing why, how, and with what degree of success the government designs and implements policy.
- Statistical thinking and quantitative analysis of economic data.
- Knowledge of the policymaking process.
- The application of theoretical and quantitative tools to practical, real-life policy questions.

Students that complete the program will have the designation “Public Policy Research Scholar” noted as an honor on their transcripts and will receive a certificate upon graduation.

**Wharton Research Scholars**

Wharton Research Scholars (https://undergrad-inside.wharton.upenn.edu/wrs/) is an intensive one-year research program for a select group of students who are interested in conducting research under the supervision of some of Wharton's preeminent faculty members. As part of the program, participants complete an honors thesis.

Students apply to work on a specific project they propose in consultation with a Wharton faculty member who agrees to act as their faculty mentor. Students are allowed to have more than one faculty mentor provided at least one is a member of the Wharton faculty.

Throughout the year, students convene to discuss progress, strategies, and challenges within their projects. This interaction fosters a strong scholarly community where students can learn from each other’s experience. The research scholars also meet regularly with their faculty mentors who advise the students throughout the year. The program culminates with final presentations and publication of research papers on the University of Pennsylvania Libraries’ ScholarlyCommons (http://repository.upenn.edu/wharton_research_scholars/).

**Submatriculation**

Penn offers students many opportunities to begin a graduate program while completing an undergraduate degree. Students may apply for admission as submatriculants to a variety of the University's graduate and professional areas of study. Submatriculation programs exist in the four undergraduate schools and in several of Penn's graduate schools.

Application for admission as a submatriculant is made within the regular deadlines and processes for application to the graduate program of interest, usually during the student's junior year. Prior to applying for admission as a submatriculant, a student should meet with an academic advisor in both the undergraduate school and in the intended graduate program.

Policies, options, and procedures for submatriculation vary depending on a student's undergraduate school:

- College of Arts and Sciences (https://www.college.upenn.edu/submatriculation/)
- School of Engineering and Applied Science (http://www.seas.upenn.edu/undergraduate/degrees/submatriculation.php)
- School of Nursing (https://www.nursing.upenn.edu/academics/a-penn-nursing-education/submatriculation/)
- The Wharton School (https://undergrad-inside.wharton.upenn.edu/submatriculation/)

For more information about interdisciplinary submatriculation opportunities, click here (p. 270).

**School of Arts and Sciences**

For a list of School of Arts and Sciences departments that consider submatriculation applications, visit: https://www.college.upenn.edu/submatriculation/.

In addition to submatriculating within a department, College undergraduate students are also eligible for the following specialized submatriculation programs:

**BA/JD Program in Arts & Sciences and Law**

This rigorous program offers an opportunity for highly qualified and motivated College students to apply to Penn Law School during what is generally the first semester of a student’s junior year (between 16 and 23.99 course units). If accepted, the student will submatriculate into the J.D. program in their senior year. Applicants must be committed to the study of law in its theoretical and practical aspects.

For more information, visit: https://www.college.upenn.edu/submatriculation/https://www.college.upenn.edu/submatriculation/.

**Bio-Dental Program**

Bio-Dental submatriculation is a seven-year joint program of the College and Penn's School of Dental Medicine for students who will major in Biology and who wish to enroll in the Dental School during their senior year in the College. Application to the program must be made at the time of application to Penn. Applicants will be notified of their conditional acceptance into the program when they are notified of their admission to Penn. Full acceptance into the program is made after the student's junior year and is based on academic performance during those three years and meeting the admissions standards of the Dental School.

For more information, visit: http://www.bio.upenn.edu/h%253A%252Fwww.bio.upenn.edu/accelerated-dental-program (http://www.bio.upenn.edu/h%253A%252Fwww.bio.upenn.edu/accelerated-dental-program/).

**Roy and Diana Vagelos Program in Molecular Life Sciences**

Ambitious and highly motivated students interested in the molecular view of life should consider the Vagelos Scholars Program in Molecular Life Sciences. Students begin as freshmen and major in two sciences or submatriculate for a Master of Science degree in the standard four years. Students in this program plan to pursue scientific research careers. Scholars are invited from the admitted pool of high school seniors at the beginning of April at the discretion of the faculty director and the admissions committee.

For more information, visit: http://http://www.sas.upenn.edu/biochem/vsmls.html.
School of Engineering and Applied Sciences

- Both BSE and BAS degree students in Penn Engineering may apply for submatriculation into engineering master’s programs. (Note that Engineering students are not permitted to submatriculate into the Master of Computer and Information Technology (MCIT) program.)
- Qualified undergraduates in Penn’s other schools may apply to submatriculate into any of the Penn Engineering master’s degree programs, subject to their home school’s rules and regulations.

In addition to submatriculating within a department, Engineering undergraduate students are also eligible for the following specialized submatriculation program:

Penn Engineering/Penn Law Program
Penn's Law School offers an opportunity for qualified juniors in Penn Engineering to apply early to the Law School and submatriculate into the JD program beginning their fourth year. The program is designed as a 3-year + 3-year accelerated program for highly qualified Engineering undergraduates either in the Bachelor of Applied Science (BAS) or Bachelor of Science in Engineering (BSE) degree programs.

For more information, visit: http://www.seas.upenn.edu/undergraduate/degrees/submatriculation-law.php.

School of Nursing

Nursing undergraduate students are eligible for the following specialized submatriculation programs:

BSN/JD Program
Submatriculation allows students in traditional and accelerated BSN programs to formally enroll in the JD program (https://www.law.upenn.edu/academics/degrees.php) at Penn Law School while still undergraduates. The current climate of healthcare litigation and malpractice suits is well suited for professionals who combine nursing education and experience with legal expertise. A background in both nursing and law gives students a powerful and marketable skillset, and prepares students to make an impact on the medical and legal professions.

To submatriculate into Penn Law, students should take the LSAT and apply (https://www.law.upenn.edu/admissions/jd/) during their junior year. If a student is admitted, they will begin taking courses at the law school during their fourth year, completing both the BSN and JD degrees in six years, instead of the usual seven.


BSN/MSN Program
The demand for nurses with MSN degrees is higher than ever. Submatriculation allows students in traditional and accelerated BSN programs to formally enroll in one of Penn Nursing’s MSN Programs (https://www.nursing.upenn.edu/academics/master-of-science-in-nursing-msn/) while still undergraduates. Students are encouraged to apply (https://www.applyweb.com/upenn/) as early as their junior year. If accepted, students will begin to take master’s level coursework, earning credit toward both degrees.


The Wharton School
Wharton undergraduate students are eligible for the following specialized submatriculation programs:

Wharton Law School Submatriculation Program
During the junior year, qualified Wharton undergraduate students may apply for admission to the Penn Law School and submatriculate into the Juris Doctor (JD) program. In this 3-year + 3-year accelerated program, the student’s fourth year of study is spent entirely at the Law School completing the first-year law curriculum. The remaining undergraduate and/or graduate degree requirements are then completed in the student’s fifth and sixth years of study.

For more information, visit: https://undergrad-inside.wharton.upenn.edu/submatriculation/.

Wharton MBA Submatriculation Program
Qualified juniors in the Wharton Undergraduate Program may apply for early entry (submatriculation) into the Wharton Master of Business Administration (MBA) Program. In this 3-year + 2-year accelerated program, students’ fourth and fifth years of study are spent entirely as part of the MBA Program. The program is designed to attract academically talented undergraduates with well-defined career goals and significant work experience. Students apply in the junior year.

For more information, visit: https://undergrad-inside.wharton.upenn.edu/submatriculation/.

Wharton PhD Submatriculation Program
The goal of the program is to allow selected Wharton undergraduates the opportunity to submatriculate into one of Wharton’s Ph.D. programs directly from the undergraduate program.

For more information, visit https://doctoral-inside.wharton.upenn.edu/submatriculation/.

Summer Sessions
Penn Summer (http://www.sas.upenn.edu/summer/) offers a wide variety of summer programs to current Penn students, with more than 300 classes available during the day or evening.

Current Penn students are encouraged to take advantage of advising resources during the summer term in the same manner as during the fall and spring. Before enrolling in summer courses, students should consult with their academic advisor (p. 276) regarding their intended coursework to ensure adequate degree progress.

Penn Summer On-Campus
There are three academic sessions during Penn Summer On-Campus (http://www.sas.upenn.edu/summer/programs/on-campus/), and more than 300 courses are offered from academic departments across the university. Flexible day and evening classes are offered to fit students’ schedule and needs.
For more information, visit: http://www.sas.upenn.edu/summer/programs/on-campus/

**Penn Summer Online**

Not going to be in Philadelphia this summer? Consider taking one of Penn’s Summer Online (http://www.sas.upenn.edu/summer/programs/online/) courses. Online courses allow students to earn credit as they participate in real-time with their Penn instructor and peers while having 24/7 access to their virtual learning materials.

For more information, visit: http://www.sas.upenn.edu/summer/programs/online/.

**Penn Summer Abroad**

Students can earn Penn credit as they experience culture in another country with Penn Summer Abroad (http://www.sas.upenn.edu/summer/programs/abroad/). Students travel with Penn faculty and other undergraduates with accommodations and excursions planned for them, enjoying the flexibility of a short-term commitment and make the most of their summer break.

For more information, visit: http://www.sas.upenn.edu/summer/programs/abroad/.

**Transcripts**

A transcript is a representation of a student’s academic record while at the University of Pennsylvania.

Official transcripts are ordered through the Office of the University Registrar website (https://srfs.upenn.edu/student-records/transcripts/). Unofficial transcripts are available at anytime, online for students and alumni class of 1988 or later via the Penn In Touch portal (https://pennintouch.apps.upenn.edu/pennInTouch/jsp/fast2.do?1=2&access=student&bhcp=1).

**Wellness**

There are a wide variety of resources available to support students at Penn. Some of the most commonly used resources are listed below.

**Wellness at Penn** (https://www.wellnessatpenn.com/)

The Wellness at Penn initiative provides support, resources, and practical tools for wellness across the Penn community. It affirms wellness as a core priority and necessary driver of life on campus; and it offers a wide range of opportunities to reflect and engage on issues of wellness, stress, mental health, resilience, happiness, personal and academic goals, and the meaning of success.

**Counseling and Psychological Services (CAPS)** (http://www.vpul.upenn.edu/caps/)

215-898-7021 (Nights and weekends, ask for CAPS counselor on call.)

Counseling and Psychological Services (CAPS) provides professional psychological and psychiatric services to undergraduate, graduate, and professional students who need support in fulfilling their academic, social, and personal objectives. Along with health and wellness partners throughout the Penn community, CAPS directly supports student mental health through counseling, crisis management, consultation, education and outreach, and training.

**Division of Public Safety** (https://www.publicsafety.upenn.edu/)


A central source for information about police, fire, and emergency services, security services, including walking escorts, and special victim services. Public safety also manages the University’s extensive electronic security infrastructure.

**Student Disabilities Services** (http://www.vpul.upenn.edu/lrc/sds/)

(215) 573-9235; TDD: (215) 746-6320

The Office of Student Disabilities Services (SDS), part of the Weingarten Learning Resources Center (http://www.vpul.upenn.edu/lrc/), provides comprehensive, professional services and programs for students who self-identify with disabilities to ensure equal academic opportunities and participation in University-sponsored programs. Professional staff evaluate current documentation, determine individual students’ eligibility according to program guidelines, and determine reasonable accommodations for all qualified students with documented disabilities on a case-by-case basis, including academic adjustments, e-text, accessible campus housing, and transportation and parking. SDS also coordinates auxiliary aids and services such as sign language interpreters and Computer Aided Realtime Translation (CART) reporters, as well as the loan of equipment and assistive technologies.

**Student Health Service** (http://www.vpul.upenn.edu/shs/)

215-746-3535

Student Health Service is a state-of-the-art primary care center dedicated to the health and well-being of Penn students. Student Health provides accessible, cost-effective, culturally-sensitive, and student-focused healthcare, including care for acute and chronic health problems, preventive health services, and health and wellness education. The Health Service works in close collaboration with our partners in the University Life Division, and with our colleagues in the University of Pennsylvania Health System (http://www.pennmedicine.org/) to help ensure the health and wellness of the campus community.

**Student Intervention Services** (http://www.vpul.upenn.edu/intervention.php)

215-898-6081

Penn Student Intervention Services (SIS) assists the University community in handling emergencies or critical incidents involving the welfare and safety of students.

**Office of the Chaplain** (https://chaplain.upenn.edu/)

215-898-8456
The staff of the Office of the Chaplain (https://chaplain.upenn.edu/about-us/staff/) is available to students, faculty and staff for pastoral support, guidance, or informal advising and counseling. The Chaplain, an ordained clergy person, participates in campus ceremonies such as Convocation, Baccalaureate and Commencement and also officiates at weddings (https://chaplain.upenn.edu/about-us/weddings-blessings/) and campus memorial services. The office serves and supports a wide range of student organizations (https://chaplain.upenn.edu/student-organizations/), fellowships and religious communities on our campus. They also develop programming designed to improve interfaith understanding and build meaningful, collaborative relationships across religious difference.

Campus Health (http://www.vpul.upenn.edu/shs/campushealth/)
Part of Student Health Service, Campus Health (http://www.vpul.upenn.edu/shs/campushealth/) seeks to empower the Penn community to Live Well through advocacy, education, and action. Campus Health staff focus on a wide variety of healthy living topics including sleep, hygiene, stress reduction, nutrition, exercise, tobacco-free lifestyles and bike safety. Key initiatives include annual flu immunization clinics, which vaccinate more than 2,000 people, and yearlong sexual wellness education through events such as ‘Sex Camp’ and ‘Sex Jeopardy.’

Alcohol and Other Drug Program Initiatives (http://www.vpul.upenn.edu/alcohol/)
The Office of Alcohol and Other Drug Program Initiatives oversees critical areas of health and wellness that can challenge the academic success of Penn students. The office comprises alcohol policy initiatives, violence prevention, data collection, strategic project management, and (in a collaboration with Student Intervention Services (http://www.vpul.upenn.edu/intervention.php)) proactive crisis management.

Policies and Procedures
The following policies and procedures relate to undergraduate academics at Penn, and are organized by topic.

Most academic policies and procedures at Penn are school-based. University policies (p. 1933) are also often administered through the schools. Students should consult with their school or program academic advisors (p. 276) with questions or for help in understanding academic policies and procedures.

• Course and Exam-Related Policies (p. 289)
• Grade and GPA-Related Policies (p. 292)
• Graduation Policies (p. 294)
• Leaves of Absence (p. 294)
• Residency Requirement (p. 294)
• Transfer Policies (p. 295)

Course and Exam-Related Policies
Students should consult with their academic advisors (p. 276) about course and course-related policies and procedures.

• Add/Drop Period (p. 289)
• Auditing (p. 289)
• Class Attendance (p. 289)
• Course Load (p. 290)
• Course Numbering & Academic Credit (p. 290)
• External Exam Credit (p. 290)
• Independent Study (p. 291)
• Liberal and Professional Studies Course Credit (p. 291)
• Part Time Status (p. 291)
• Petitions (p. 291)
• Policy on Common Midterm Examinations (p. 291)
• Retaking Courses (p. 291)
• Rules Governing Final Examinations (p. 291)
• Withdrawing From a Course (p. 292)

Add/Drop Period
Courses may be added only during the first two weeks of each semester; course may be dropped through the fifth week of the semester. Students should consult with their advisors before dropping below a defined number of course units (generally 4), which may have adverse consequences.

Some courses may have different add/drop policies; students should consult with their school’s advising office for further details.

Add/drop deadlines for each semester can be found in the Academic Calendar (p. 273).

School specific policies:
• College of Arts and Sciences (https://www.college.upenn.edu/registration-process/)
• School of Engineering and Applied Science (https://www.seas.upenn.edu/undergraduate/handbook/policy/add-drop.php)
• School of Nursing (http://www.nursing.upenn.edu/student-services/resources/handbooks-forms-policies/bsn-handbook/courses-exam-related-policies/#drop/add)
• The Wharton School (https://undergrad-inside.wharton.upenn.edu/course-selection/)

Auditing
Undergraduate students cannot officially audit courses; however, subject to the approval of the instructor, students may be permitted to sit in on some courses without registering. These courses will not appear on students’ records. Not all departments or schools allow this type of informal audit.

Class Attendance
Policies regarding class attendance vary by school and instructor.

School specific policies:
• College of Arts and Sciences (https://www.college.upenn.edu/attendance/)
• School of Engineering and Applied Science (https://www.seas.upenn.edu/undergraduate/handbook/policy/class-attendance.php)
Course Load

Policies regarding minimum and maximum course loads vary by school.

School specific policies:

- College of Arts and Sciences (https://www.college.upenn.edu/course-load/)
- School of Nursing (http://www.nursing.upenn.edu/student-services/resources/handbooks-forms/policies/bsn-handbook/courses-exam-related-policies/#course%20load)
- The Wharton School (https://undergrad-inside.wharton.upenn.edu/course-load/)

Course Numbering & Academic Credit

Course Numbering

Courses are designated with a subject code and course number. The number assigned to a course generally denotes its level and may also indicate a course type.

- 1-399 Undergraduate courses
- 400-499 Mixed courses primarily for Undergraduate students
- 500-599 Mixed courses primarily for Graduate students
- 600-989 Graduate courses
- 990-999 Graduate individual study (thesis/dissertation) courses

Academic Credit at Penn

All of Penn’s undergraduate programs and many of its graduate and professional programs use course units (CUs) as a general measure of academic work and progress toward a degree. Penn’s use of CUs conforms to the practices of peer institutions that use a similar system of academic credit including Brown, Duke, Harvard, Princeton, and Yale. A CU is a general measure of academic work over a period of time, typically a term (semester or summer).

The Schools of Law, Dental Medicine, and Veterinary Medicine do not use CUs. The Law School uses credit hours in a way that is consistent with law schools in the United States. The Schools of Dental Medicine and Veterinary Medicine uses credit hours in ways that are consistent with professional education in those fields of study.

Definition of a Course Unit

A course unit (CU) is a general measure of academic work over a period of time, typically a term (semester or summer). A CU (or a fraction of a CU) represents different types of academic work across different types of academic programs and is the basic unit of progress toward a degree. One CU is usually converted to a four-semester-hour course. A degree from one of Penn’s undergraduate programs requires the completion of 32 to 40 (or more) course units. Graduate and professional degrees vary in the number of years of study and the number of CUs required.

Assignment of Academic Credit

The course unit (CU) value of a course determined by the faculty reflects their judgment regarding the expected work of a student completing that course. Factors that may be considered when assigning academic credit for a course include scheduled class time, expected time outside of class, the difficulty and range of materials covered, and the mastery of specific knowledge through written reports, exams, and other evaluations.

The assignment of academic credit for a course is formally approved by the curriculum committee (or similar body) of the school when a course is first proposed. It is reviewed formally by the faculty of a program, department, or school through periodic program reviews or curriculum revisions. Additionally, it is reviewed by the faculty of a program, department, or school informally as part of ongoing assessments of curriculum and teaching effectiveness.

Transfer Credit

At the University of Pennsylvania, faculty in individual departments and schools make decisions about awarding credit for external courses (courses taken at a college or university other than Penn). Each school has policies and procedures for evaluating and awarding external credit. Judging both course content and student work, faculty determine whether external courses are equivalent to courses offered through their own departments and thus what credit, if any, to award. In awarding credit at Penn for external courses, faculty also determine how those credits may be used (e.g., whether they satisfy general education requirements or requirements in a major).

Undergraduate schools use a web-based, password protected application called the External Course Approval Tool, or (http://www.college.upenn.edu/xcat/ XCAT (http://www.college.upenn.edu/xcat/). When academic credit is awarded for courses taken at other institutions, typically courses worth 3, 4, or 5 semester hours or worth 5 quarter hours are awarded one course unit (CU) at Penn.

External Exam Credit

The University of Pennsylvania may award credit or advanced course standing to students who have taken Advanced Placement (AP), International Baccalaureate (IB), or other internationally-recognized examinations. Scores warranting University credit vary by department.

Penn Admissions External Exam Credit Policy (http://www.admissions.upenn.edu/apply/freshman-admission/externalexamcredit/) (for prospective students)

School specific policies:

- College of Arts and Sciences (https://www.college.upenn.edu/placement/)
- School of Nursing (http://www.nursing.upenn.edu/student-services/resources/handbooks-forms/policies/bsn-handbook/courses-exam-related-policies/#AP%20Policies)
- The Wharton School (https://undergrad-inside.wharton.upenn.edu/apib-credit/)
Independent Study
Independent study allows students to pursue academic interests not available in regularly offered courses.

Students should approach their academic or departmental advisor to explore the possibility of pursuing independent study.

Further information about independent study procedures is available by school.

- College of Arts and Sciences (https://www.college.upenn.edu/research/)
- School of Nursing (http://www.nursing.upenn.edu/live/files/157-independent-study-form-ipdfs/)
- The Wharton School (https://undergrad-inside.wharton.upenn.edu/independent-study/)

Liberal and Professional Studies Course Credit
The College of Liberal and Professional Studies (LPS) (http://www.sas.upenn.edu/lps/) is a division of the School of Arts and Sciences. LPS administers programs for adult, professional, and part-time students and offers late-afternoon, evening, and Saturday courses at the undergraduate, post-baccalaureate, and graduate levels. Traditional undergraduate students are eligible to take LPS courses. A certain number of spaces may be reserved for LPS students until the first week of classes, and some classes have restricted enrollments for LPS students only. Students should direct questions about enrollment policies and permits for specific LPS classes to LPS (http://www.sas.upenn.edu/lps/).

Part Time Status
Traditional undergraduate students are generally expected to maintain full-time status. Students should consult with their school advising office for further details.

Please note that dropping to part-time status may affect other considerations, such as visa status, athletic eligibility, financial aid, and/or insurance coverage.

School specific policies:

- College of Arts and Sciences (https://www.college.upenn.edu/parttime-policy/)
- School of Nursing (http://www.nursing.upenn.edu/student-services/resources/handbooks-forms-policies/bsn-handbook/courses-examrelated-policies/#course%20load)
- The Wharton School (https://undergrad-inside.wharton.upenn.edu/part-time-status/)

Petitions
Students who believe a special circumstance might warrant an exemption from a school policy and/or requirement may submit a petition. Petitions are subject to review by a school-based committee. Students should first consult with their academic advisor.

For petitions regarding course registration deadlines, see the Guidelines for Student Petitions Regarding Course Registration Deadlines (http://catalog.upenn.edu/pennbook/student-petitions/).

Policies and procedures regarding petitions vary by school.

School specific policies:

- College of Arts and Sciences (https://www.college.upenn.edu/petitions/)
- School of Nursing (http://www.nursing.upenn.edu/student-services/resources/handbooks-forms-policies/bsn-handbook/academic-regulations/#petition)
- The Wharton School (https://undergrad-inside.wharton.upenn.edu/petitions/)

Policy on Common Midterm Examinations
Instructors teaching a course with multiple sections who plan to schedule a common midterm examination outside the class's regular meeting time must notify students of this event during the first week of the semester and be prepared to offer one or more make-up examinations to accommodate any student who is enrolled in a course that meets at the time of the common examination.

Students enrolled in a course that conflicts with the time of a common midterm examination must notify the instructor administering the common midterm examination of the conflict by the end of the course selection (add) period. Students may not be required to miss their regularly scheduled class.

(Source: Almanac – April 20, 2010, Volume 56, No. 30 (http://www.upenn.edu/almanac/volumes/v56/n30/provost.html))

Retaking Courses
Policies governing retaking a course vary by school.

School specific policies:

- College of Arts and Sciences (https://www.college.upenn.edu/retaking-courses/)
- School of Nursing (http://www.nursing.upenn.edu/student-services/resources/handbooks-forms-policies/bsn-handbook/academic-regulations/#a)
- The Wharton School (https://undergrad-inside.wharton.upenn.edu/retaking-courses/)

Rules Governing Final Examinations
1. No instructor may hold a final examination nor require the submission of a take-home final exam except during the period in which final
examinations are scheduled. When necessary, exceptions to this policy may be granted for postponed examinations (see 3 and 4 below). No final examinations may be scheduled during the last week of classes or on reading days.

2. No student may be required to take more than two final examinations on any calendar day during the period in which final examinations are scheduled. If more than two are scheduled, the student may postpone the middle exam. If a take-home final exam is due on a day when two final examinations are scheduled, the take-home exam shall be postponed by one day.

3. Examinations that are postponed because of conflicts with other examinations, or because more than two examinations are scheduled in the same day, may be taken at another time during the final examinations period if the faculty member and student can agree on that time. Otherwise, they must be taken during the official period for postponed examinations.

4. Examinations that are postponed because of illness, a death in the family, for religious observance, or some other unusual event may be taken only during the official periods: the first week of the spring and fall semesters. Students must obtain permission from their Dean's office to take a postponed exam. Instructors in all courses must be willing to offer a make-up examination to all students who are excused from the final examination.

5. No instructor may change the time or date of a final exam without permission from the appropriate Dean.

6. No instructor may increase the time allowed for a final exam beyond the scheduled two hours without permission from the appropriate Dean.

7. No classes or required class activities may be held during the reading period.

8. The first examination of the day begins at 9 a.m. and the last examination concludes by 8 p.m. There will be one hour between exam time blocks.

9. All students must be allowed to see their final examination. Exams should be available as soon as possible after being graded with access ensured for a period of at least one regular semester after the exam has been given. To help protect student privacy, a student should have access only to his or her own exam and not the exams of other students. Therefore, for example, it is not permissible to leave student exams (or grades or papers) in publicly accessible areas.

10. Students may not be asked for their Social Security Numbers. Instructors may not publicly display a student's Penn ID or any portion of the Social Security Number, nor use names, initials, or any personally identifiable information to post grades. Even when an identifier is masked or absent, grades may not be posted in alphabetical order, to protect student privacy.

11. Final exams for College of Liberal and Professional Studies (LPS) courses must be given on the regular class meeting night during the week of final examinations. No change in scheduling is permitted without unanimous consent of all students in the class and the director of LPS. LPS final exams may not be administered during the last week of class or on a reading day.

In all matters relating to final exams, students with questions should first consult with their Dean's offices. Faculty wishing to seek exceptions to the rules also should consult with their Dean's offices. Finally, the Council of Undergraduate Deans and Student Committee on Undergraduate Education (SCUE) urge instructors to see that all examinations are actively proctored.

Withdrawing From a Course

Students may withdraw from a course through the end of the tenth full week of the semester, with the permission of the instructor, and should consult the Academic Calendar (p. 273) for the official withdrawal deadline for each semester.

Summer courses and part-of-term courses have different deadlines. Consult with an academic advisor for more information.

Withdrawal procedures vary by school:

- College of Arts and Sciences (https://www.college.upenn.edu/withdrawal/)
- School of Nursing (http://www.nursing.upenn.edu/student-services/resources/handbooks-forms-policies/bsn-handbook/courses-exam-related-policies/#withdraw)
- The Wharton School (https://undergrad-inside.wharton.upenn.edu/withdrawal/)

Grade and GPA-Related Policies

Students should consult with their academic advisors (p. 276) about grading and GPA-related policies and procedures.

- Academic Standing (p. 292)
- Dean's List (p. 293)
- Grade Grievance Process (p. 293)
- Grades (p. 293)
- Incomplete Grades (p. 293)
- Pass/Fail (p. 293)

Academic Standing

The University of Pennsylvania expects students to maintain a minimum level of academic performance or risk being placed on Academic Probation. The requirements for good academic standing vary by school; students enrolled in more than one undergraduate school are subject to the academic standing policies of both schools.

The requirements for good academic standing are:

- College of Arts and Sciences (https://www.college.upenn.edu/academic-standing/)
- School of Nursing (http://www.nursing.upenn.edu/student-services/resources/handbooks-forms-policies/bsn-handbook/academic-regulations/#Academic%20Standing)
- The Wharton School (https://undergrad-inside.wharton.upenn.edu/academic-standing/)
Dean's List

The Dean's List citation appears on the transcript and is awarded annually to any student who achieves a combined GPA of 3.7 for the fall and spring semesters, provided that during those two semesters, he or she has:

- Completed 6 or more credit units for letter grades
- Received no grades lower than C
- Completed all courses on time with no Incompletes, NRs, or GRs

A student who has received a sanction of probation or greater for a violation of the Code of Academic Integrity, the Code of Student Conduct, or the Sexual Violence, Relationship Violence, and Stalking Policy is not eligible for Dean's List in the academic year in which the violation occurred. The Dean's List citation will be removed from the transcript if the finding occurs after this honor has been posted or if the violation occurs during the summer term following the academic year in which this honor was awarded.

(Source: Almanac – April 20, 2010, Volume 56, No. 30 (http://www.upenn.edu/almanac/volumes/v56/n30/provost.html), updated May 3, 2016, Volume 62, No. 33 (http://www.upenn.edu/almanac/volumes/v62/n33/changes-to-policies.html))

Grade Grievance Process

Students who wish to have a course grade reviewed must first attempt to resolve the issue with the course instructor. For detailed policies and procedures, students should refer to the policies of the school in which the course was taken.

School specific policies:

- College of Arts and Sciences (https://www.college.upenn.edu/grade-review-policy/)
- School of Engineering and Applied Science
  - Students are advised to discuss the grading discrepancy/grievance directly with the course director/instructor. If the student is not satisfied with the conclusion of that meeting, the student can proceed to speak with the department chairperson about the grievance.
- School of Nursing (http://www.nursing.upenn.edu/student-services/resources/handbooks-forms-policies/bsn-handbook/grievance-policy/)
- The Wharton School (https://undergrad-inside.wharton.upenn.edu/grade-grievance/)

Grades

The grade point average (GPA) is calculated at the end of every term based on the following grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
</tbody>
</table>

*There is no D-.

Policies regarding grades vary by school.

School specific policies:

- College of Arts and Sciences (https://www.college.upenn.edu/credits-grades-policy/)
- School of Engineering and Applied Science (http://www.seas.upenn.edu/undergraduate/handbook/policy/grades.php)
- School of Nursing (http://www.nursing.upenn.edu/student-services/resources/handbooks-forms-policies/bsn-handbook/courses-exam-related-policies/#grading%20policy)
- The Wharton School (https://undergrad-inside.wharton.upenn.edu/grades/)

Incomplete Grades

The decision to grant an Incomplete is solely that of the instructor teaching the course. Students should request Incompletes rarely if at all; it is far better to plan ahead and use advising and academic support resources to ensure that coursework is finished on time. There are a number of consequences of requesting an Incomplete, and unfinished coursework may result in an F grade or delay of graduation. Generally, students with one Incomplete must finish the work by the fifth week of the next semester.

Specific procedures and policies regarding incomplete grades vary by school.

School specific policies:

- College of Arts and Sciences (https://www.college.upenn.edu/incompletes/)
- School of Nursing (http://www.nursing.upenn.edu/student-services/resources/handbooks-forms-policies/bsn-handbook/academic-regulations/#incompletes)
- The Wharton School (https://undergrad-inside.wharton.upenn.edu/incomplete/)

Pass/Fail

Students may be eligible to take certain courses pass/fail. Policies regarding pass/fail options vary by school and course.

School specific policies:

- College of Arts and Sciences (https://www.college.upenn.edu/pass-fail/)
- School of Nursing (http://www.nursing.upenn.edu/student-services/resources/handbooks-forms-policies/bsn-handbook/courses-exam-related-policies/#pass/fail)
Graduation Policies

Students should consult with their academic advisors (p. 276) about graduation requirements, Latin honors, and the procedures for applying for graduation and participating in graduation ceremonies.

- Graduation Honors (p. 294)
- Graduation Requirements (p. 294)
- Maximum Time to Complete a Degree (p. 294)

Graduation Honors

In recognition of distinguished academic achievement and high standards of academic integrity, the University of Pennsylvania awards Latin honors to undergraduate students based on the cumulative GPA on their transcripts at the time of graduation:

- **Summa Cum Laude**: 3.80 or higher
- **Magna Cum Laude**: 3.60 or higher, but less than 3.80
- **Cum Laude**: 3.40 or higher, but less than 3.60

A student who has received a sanction of probation or greater for a violation of the Code of Academic Integrity, the Code of Student Conduct, or the Sexual Violence, Relationship Violence, and Stalking Policy is not eligible for Latin honors. Notation of Graduation Honors will be removed from the transcript if the finding occurs after this honor has been posted.

(Source: Almanac, April 20, 2010, Volume 56, No. 30 (http://www.upenn.edu/almanac/volumes/v56/n30/provost.html), updated May 3, 2016, Volume 62, No. 33 (http://www.upenn.edu/almanac/volumes/v62/n33/changes-to-policies.html))

Graduation Requirements

Students are responsible for fulfilling all the requirements of their curriculum as determined by their school in order to graduate.

School specific policies:

- College of Arts and Sciences (https://www.college.upenn.edu/graduation-policies/)
- School of Engineering and Applied Science (http://www.seas.upenn.edu/undergraduate/handbook/policy/course-requirements.php)
  - Students must complete all courses within their major, as addressed individually by each department.
- School of Nursing (http://www.nursing.upenn.edu/student-services/resources/handbooks-forms-policies/bsn-handbook/academic-honors+#graduation%20requirements)
- The Wharton School (https://undergrad-inside.wharton.upenn.edu/degree-requirements/)

Maximum Time to Complete a Degree

Some schools set a maximum period within which students must complete their degree. Students with questions should contact their school advising office.

School specific policies:

- School of Nursing (http://www.nursing.upenn.edu/student-services/resources/handbooks-forms-policies/bsn-handbook/academic-regulations/#completion)
- The Wharton School (https://undergrad-inside.wharton.upenn.edu/sunset-policy/)

Leaves of Absence

Students take time away from their studies for a wide variety of reasons, including to:

- Work on a political campaign
- Manage a medical concern
- Fulfill a family obligation
- Pursue career-related opportunities
- Complete military service
- Take a break

Students typically take a leave for a full academic year. Individual circumstances may require more or less time; the length of the leave is determined by the school. Students on leave should remain in contact with their advisor and update them about plan changes. The return from leave process supports students in a successful re-entry to academic life at Penn. When preparing to return, students must consult their school advising office to develop a plan that includes connection with appropriate resources.

While interrupting one’s studies to take time away may seem intimidating, a leave is a means to the successful completion of a degree, not a barrier to graduating. Students considering a leave should take time to think carefully about their goals for the time away and for when they return. Speaking with an academic advisor is an important first step. Students should also consult others important to their decision-making process, such as family members or, if the student intends to address health concerns during the time away, their healthcare provider(s). Your school advising office will help you connect with other campus resources as you prepare to take a leave of absence, such as Student Financial Services, Housing, and International Student and Scholar Services.

Procedures for requesting a leave vary by school.

School specific policies:

- School of Arts and Sciences (https://www.college.upenn.edu/leave-of-absence/)
- School of Nursing (https://www.nursing.upenn.edu/live/files/216-leave-of-absence-policy/)
- The Wharton School (https://undergrad-inside.wharton.upenn.edu/leave/)

Residency Requirement

Residency requirement policies vary by school.

School specific policies:
Transfer Policies

Students should consult their academic advisors (p. 276) about transferring within Penn or receiving credit for academic experiences at other universities. Students who are intending to transfer to another institution should speak with officials at their new institution.

When students receive credit for courses or other types of academic work done elsewhere, it is referred to as equivalent credit. Some of these credits will be the result of coursework taken before matriculation at Penn, but it is also possible to do a limited number of courses "away" after matriculation.

Credit earned before the student matriculates at Penn is referred to as Transfer Credit (p. 295). Credit earned at another institution while the student is enrolled at Penn (post-matriculation) is referred to as Credit Away (p. 295).

Policies regarding the types and amount of equivalent credit allowed vary by school.

Students who wish to apply for an internal transfer between any of the four undergraduate schools should meet with an advisor in their home school and an advisor from the school they wish to enter. Applicants should be prepared to discuss why the curriculum of the school to which they are applying for transfer is a good fit for their academic interests and goals. Students applying for internal transfer must be in good academic standing in their home school and should have no NR's, GR's, or I's on their record.

External transfers admitted to any of Penn's undergraduate schools or divisions are not eligible to transfer again within the University.

Specific policies and procedures for transferring internally vary by school.

School specific policies:

- College of Arts and Sciences (https://www.college.upenn.edu/credits-grades-policy/)
- School of Nursing (https://www.nursing.upenn.edu/student-services/handbooks-forms-policies/bsn-handbook/academic-regulations/#residency)
- The Wharton School (https://undergrad-inside.wharton.upenn.edu/transfer-residency/)

These policies govern the transfer of credits taken before a student is officially enrolled at the University of Pennsylvania.
GRADUATE CATALOG

This Catalog provides detailed information for current and prospective students about graduate programs at Penn including PhD, research master’s, professional master’s, and other professional degrees. It also provides information about important policies and resources for graduate students and courses at all levels of study.

This Catalog is intended to provide general information about the University of Pennsylvania and is accurate as of May 2020. The University reserves the right to change, modify, or correct any information contained herein without prior notice, at any time.

Feedback? Email catalog@lists.upenn.edu

Programs

The following list includes PhD, master’s, certificate, and other professional degree programs. Undergraduate programs are listed in the Undergraduate Catalog (p. 18).

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• Near Eastern Languages and Civilizations: Mesopotamian Civilization, PhD (p. 405)
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• Near Eastern Languages and Civilizations: Middle Eastern Literatures & Societies, PhD (p. 407)
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• Neuroscience, PhD (p. 361)
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• Nurse Anesthesia Program, DNP (p. 481)
• Nurse-Midwifery, MSN (p. 475)
• Nursing & Health Care Administration, MSN (p. 476)
• Nursing Administration, Minor (p. 485)
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O
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• Operations, Information, & Decisions, MBA (p. 547)
• Oral and Maxillofacial Surgery, Certificate (p. 436)
• Oral Medicine, Certificate (p. 437)
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• Organizational Effectiveness, MBA (p. 549)
• Orthodontics and Periodontics, Certificate (p. 438)
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P
• Palliative Care, Certificate (p. 487)
• Palliative Care, Minor (p. 485)
• Pediatric Acute Care Nurse Practitioner: Acute/Chronic, MSN (p. 477)
• Pediatric Acute Care Nurse Practitioner: Critical Care, MSN (p. 477)
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• Pediatric Primary Care Nurse Practitioner, MSN (p. 479)
• Pedodontics, Certificate (p. 440)
• Penn Chief Learning Officer, EdD (p. 315)
• Periodontics, Certificate (p. 442)
• Perioprosthetics, Certificate (p. 443)
• Pharmacology, PhD (p. 361)
• Philosophy, PhD (p. 407)
• Physics and Astronomy, PhD (p. 408)
• Political Science, PhD (p. 408)
• Politics, Certificate (p. 427)
• Professional Counseling, MPhilEd (p. 326)
• Program for Advanced Standing Students, DMD (p. 434)
• Prosthodontics, Certificate & Oral Biology, MSOB (p. 444)
• Psychiatric Mental Health Nurse Practitioner, MSN (p. 480)
• Psychology, PhD (p. 409)
• Public Finance, Certificate (p. 427)
• Public Health, Certificate (p. 363)
• Public Health, MPH (p. 369)
• Quality Improvement & Safety Processes Healthcare, Certificate (p. 488)
• Quality Improvement & Safety Processes Healthcare, Minor (p. 486)
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• Quantitative Methods, MPhilEd (p. 326)
• Quantitative Methods, PhD (p. 308)

R
• Reading/Writing/Literacy, Certificate (p. 342)
• Reading/Writing/Literacy, EdD (p. 316)
• Reading/Writing/Literacy, MSEd (p. 327)
• Reading/Writing/Literacy, PhD (p. 309)
• Real Estate Design & Development, Certificate (p. 517)
• Real Estate, MBA (p. 551)
• Regulatory Affairs, MRA (p. 370)
• Regulatory Science, MSRS (p. 371)
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• Robotics, MSE (p. 466)
• Romance Languages: French and Francophone Studies, PhD (p. 410)
• Romance Languages: Hispanic Studies, PhD (p. 411)
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S
• School and Mental Health Counseling, MSEd (p. 329)
• School Leadership, Certificate (p. 343)
• School Leadership, MSEd (p. 328)
• Scientific Computing, MSE (p. 467)
• Social Policy, MSSP (p. 492)
• Social Policy/Data Analytics, MSSP & Certificate (p. 492)
• Social Welfare, PhD (p. 490)
• Social Work, DSW (p. 494)
• Social Work, MSW (p. 495)
• Social, Cognitive, & Affective Neuroscience, Certificate (p. 428)
• Sociology, PhD (p. 413)
• South Asia Regional Studies, MA (p. 414)
• South Asia Regional Studies, PhD (p. 414)
• Statistics, MBA (p. 552)
• Statistics, Measurement, Assessment, and Research Technology, MSEd (p. 330)
• Statistics, PhD (p. 529)
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• Systems Engineering, MSE (p. 468)

T
• Teaching English to Speakers of Other Languages, MSEd (p. 331)
• Teaching, Learning, and Leadership, MSEd (p. 332)
• Teaching, Learning, and Teacher Education, EdD (p. 316)
• Teaching, Learning, and Teacher Education, PhD (p. 309)
• Time-Based and Interactive Media, Certificate (p. 518)
• Transformative Nursing Education Program, Certificate (p. 488)
• Transformative Nursing Education Program, Minor (p. 486)
• Translational Research, MSTR (p. 371)
• Translational Research: Entrepreneurial Science, Certificate (p. 375)
• Translational Research: Regulatory Science, Certificate (p. 375)
• Translational Research: Translational Science, Certificate (p. 376)
• Urban Design, Certificate (p. 518)
• Urban Redevelopment, Certificate (p. 519)
• Urban Resilience, Certificate (p. 519)
• Urban Spatial Analytics, MUSA (p. 512)
• Urban Teaching Apprenticeship, MSEd (p. 338)
• Urban Teaching Residency, MSEd (p. 332)

V
• Veterinary Medicine, VMD (p. 498)

W
• Women’s Health Studies, Minor (p. 486)
• Women’s Health/Gender Related Nurse Practitioner, MSN (p. 480)

Annenberg School for Communication

Home to 22 full-time faculty members (https://www.asc.upenn.edu/people/faculty/?faculty-type=28&field_research_area_target_id=All&name=), more than 80 doctoral students (https://www.asc.upenn.edu/people/students/graduate-students/), more than 20 postdoctoral fellows (https://www.asc.upenn.edu/people/faculty/?faculty-type=104), 70 research and support staff (https://www.asc.upenn.edu/people/staff/), and 16 research centers (https://www.asc.upenn.edu/research/research-centers/) and programs, the Annenberg School is the nation’s premiere doctoral program in Communication.

As the smallest of 12 schools at Penn, it is a close-knit and supportive environment for innovative scholarship. The school hosts a variety of academic events (https://www.asc.upenn.edu/news-events/events/) every year, including the Elihu Katz Colloquium Series; the Annenberg and Gerbner Lectures, and numerous other lectures, master classes, workshops, conferences, and symposia.

In addition to bringing some of the world’s top scholars to Annenberg as visiting scholars and guest lecturers, the school provides generous funding to encourage our graduate students to present their research at national and international communication conferences (https://www.asc.upenn.edu/news-events/news/highlights-and-awards-66th-international-communication-association-annual/) and travel globally for their dissertation research (https://www.asc.upenn.edu/news-events/news/student-profile-eleanor-marchant/), making the school a stepping off point to the world of global scholarship.

For more information, visit https://www.asc.upenn.edu/.

In 1958, publisher, diplomat, and philanthropist Walter Annenberg founded the Annenberg School for Communication at the University of Pennsylvania with these words:

“Every human advancement or reversal can be understood through communication. The right to free communication carries with it responsibility to respect the dignity of others – and this must be recognized as irreversible. Educating students to effectively communicate this message and to be of service to all people is the enduring mission of this school.”
Over the ensuing years the Annenberg School has remained true to the mission articulated by Ambassador Annenberg, while responding to changes in both the nature of communication as a social process and in Communication as a discipline and an interdisciplinary field of study. Today, we advance our mission through four central goals:

- Producing and disseminating cutting-edge scholarly research designed to advance our theoretical and empirical understanding of the role of communication in public and private life.
- Producing and disseminating high-quality applied research designed to advance the public’s understanding and effective use of communication, and policy-makers’ ability to create a media environment that fosters the personal and collective development of its citizens.
- Educating Ph.D. graduate students in the theories, substance, and methods of communication research and placing them in leading academic and professional positions in the field.
- Providing a first-class liberal arts education to undergraduates, designed to help them become better consumers and producers of public information, strengthen their understanding of the role of communication in their personal, professional and civic lives, and prepare them for private and public-sector leadership positions in communication-related and other fields.

The Annenberg School stands at the forefront of basic and applied empirical research on the institutions, processes, nature, and consequences of communication. This research is based on theories, methods, and knowledge emerging from our own discipline as well those adapted from cognate disciplines in the humanities, social sciences and sciences. Many Annenberg faculty members are jointly appointed or hold secondary faculty positions in other schools and departments at Penn. Annenberg faculty and students regularly collaborate with each other and with faculty, researchers, and students from Penn’s other distinguished schools and centers.

The result of this inter- and intra-disciplinary research network is a faculty and student body with the theoretical, methodological and substantive breadth, depth, and agility to produce cutting-edge research on the most pressing communication-centered issues of the twenty-first century.

We invite you to learn more about Annenberg’s core research areas, our research centers, labs and working groups, and our grant-related research projects.

For more information: https://www.asc.upenn.edu/research/research-centers/)

Research Areas (https://www.asc.upenn.edu/research/research-areas/)

Annenberg faculty, students, and staff have particular expertise in several intersecting and evolving research areas.

For more information: https://www.asc.upenn.edu/research/research-areas/https://www.asc.upenn.edu/research/research-areas/

Research Centers (https://www.asc.upenn.edu/research/research-centers/)

Collaborative research is common at the Annenberg School, often taking place through our established centers and labs, as well as through a variety of more informal research working groups.

For more information: https://www.asc.upenn.edu/research/research-centers/)

Programs

PhD and Research Master’s Programs

• Communication, PhD (p. 300)

Communication, PhD

Annenberg is interdisciplinary by design. Members of the faculty and students come from a wide range of backgrounds, including Communication, Psychology, Political Science, Sociology, Anthropology, History, and Law. Students are also encouraged to supplement their Communication courses with those offered through one of Penn’s 11 other distinguished schools. The result is a vibrant intellectual experience that trains students to apply and adapt diverse theories and methods to the cutting-edge communication issues of the twenty-first century.

All doctoral students are fully funded for up to five years, including tuition and fees, health care, teaching and research fellowships, and dissertation research fellowships. All students also receive yearly research and travel funds, allowing them to develop their research and present it at major national and international conferences. In addition to formal classes, students are able to work with faculty on grant- and center-supported projects, attend and participate in frequent colloquia and workshops, and engage in research and learning opportunities around the globe — all designed to enhance their intellectual growth and professional training.

Annenberg alumni go on to productive and fulfilling careers in academia as well as in research-oriented private and public-sector institutions.

The Annenberg Ph.D. program represents a five-year commitment. In addition to satisfactory completion of the core courses, all students are required to take a noncredit proseminar as well as introductory classes in research methods and statistics. In order to progress to dissertation stage, candidates must complete the following milestones, Qualifications Evaluation, Comprehensive Exams, & Dissertation Proposal and Oral Defense.

For more information: https://www.asc.upenn.edu/academics/graduate-program/

View the University’s Academic Requirements for PhD Degrees (p. 1939).

Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 500</td>
<td>Proseminar</td>
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</tr>
<tr>
<td>COMM 522</td>
<td>Introduction to Communication Research</td>
<td>1</td>
</tr>
<tr>
<td>COMM 523</td>
<td>Qualitative Ways of Knowing</td>
<td>1</td>
</tr>
<tr>
<td>Approved statistics course</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Open Electives

Select six course units

Distribution Requirements

Students must complete five classes with five different Annenberg Professors

COMM Electives
The University of Pennsylvania Graduate School of Education is one of the nation’s premier education schools. At Penn GSE, students and faculty enjoy an Ivy League environment that supports both practical knowledge building and high-quality research. Our alumni are recognized as some of the world’s most influential education leaders, and our distinguished professors are pioneers in their fields.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Sample Plan of Study

A typical course plan for a student entering the program without a Master’s degree includes these components:

• Seven semesters of courses, typically three courses per semester
• Three required classes:
  • COMM 500 (Code Title)
  • COMM 522 (Code Title)
• Approved statistics course
• A Qualifications Evaluation (see below) at the end of semester 4
• A dissertation proposal defense in semester 8
• Dissertation research in semesters 8 through 10
• Dissertation defense and graduation at the end of semester 10

Program Milestones

• Qualifications Evaluation (QE) is a review conducted to ensure doctoral students have the requisite skills, creativity, initiative, and plans to successfully complete their degree, including their dissertation. The QE must be completed at the end of the semester during which the student accumulates 12 classes (at least eight of which must be acquired at Penn) toward the degree, but no earlier than the end of the first year.
• Comprehensive Exams: In order to advance to candidacy, become eligible to defend the dissertation proposal and to receive a dissertation research fellowship (DRF), students must successfully pass a comprehensive examination. These exam cover theory, methods and research in the student’s field of expertise.
• Dissertation Proposal and Oral Defense: Before becoming eligible for a dissertation research fellowship and beginning work on the dissertation, the student must submit and defend a proposal for dissertation research to his or her Dissertation Committee. The proposal is a full statement of the research problem, including its theoretical rationale and methodology.

Graduate School of Education Overview

The University of Pennsylvania Graduate School of Education is one of the nation’s premier education schools. At Penn GSE, students and faculty enjoy an Ivy League environment that supports both practical knowledge building and high-quality research. Our alumni are recognized as some of the world’s most influential education leaders, and our distinguished professors are pioneers in their fields.

Our Mission: Penn GSE partners with schools, universities, and communities to expand educational access—especially for those underserved by society. Through rigorous research and innovative programs, we develop new knowledge, and transformational teachers and leaders in pursuit of educational opportunity.

What began with the appointment of one professor in 1894 evolved into a top-ranked professional school of education. We have a 100-year legacy of producing education leaders through innovative ideas, passionate people, and a commitment to making a difference. With 40 standing faculty and just over 1,300 students, Penn GSE is a small school with remarkable scholarly productivity and influence.

Penn GSE offers a vibrant array of high-quality degree programs in education research and practice. Our programs prepare students for careers as urban and international educators, school leaders, education researchers, higher education professionals, school psychologists, reading specialists, and more. In addition to degree programs, we offer professional development opportunities and certificates within the field of education.

Renowned for our expertise in urban education, policy research, quantitative methods, practitioner inquiry, developmental psychology, and qualitative analysis, Penn GSE provides rigorous academic training and professional mentoring to help our students become effective leaders. Graduates of our innovative and interdisciplinary programs are shaping the future of education.

By the Numbers

• Ranked #2 graduate school of education in the 2021 U.S. News & World Report
• 1,015+ Masters students
• 395+ Doctoral students (Ed.D. & Ph.D.)
• 28% International students
• 46% Domestic students of color
• 40 Standing faculty

For more information: https://www.gse.upenn.edu/

Research

Penn GSE emphasizes the interplay of theory, research, and practice in everything we do, believing that education research produces knowledge to inform practice, but also that research must be informed by the issues, needs, and concerns of practitioners. We are recognized for our strengths in research on urban education, policy, teaching and learning, the cultural contexts of education, language education, qualitative analysis, practitioner inquiry, developmental psychology, and quantitative and multimethod inquiry.

Penn GSE is home to several faculty-run centers that produce cutting-edge research on global issues in education. Additionally, the School’s many practice-driven initiatives put innovative practices, strategies, and tools directly into the hands of practitioners, both in Philadelphia and across the globe.

For more information: https://www.gse.upenn.edu/academics/research (https://www.gse.upenn.edu/academics/research/)

Diversity

Penn GSE has long been committed to preparing its students to live, work, and become leaders in a world marked by sweeping demographic
change and interconnectedness. Our students, faculty, and staff come from diverse backgrounds, and the diversity of the school is intentionally fostered by Penn GSE’s policies and practices. Expanding and sustaining this diversity is crucial to our mission as a school. But there is always much more to do.

Over the last few years, we have deepened our engagement in ongoing learning and dialogue about difference, as well as our shared interest in using education to create opportunity.

Penn GSE is proud of its diverse student population. On average, domestic students of color represent 43% of our student body. Penn GSE continues to enact a number of successful efforts to create a broader pipeline of students.

For more information: https://www.gse.upenn.edu/about-penn-gse/diversity-inclusion

Faculty
Penn GSE’s world-class faculty and researchers—the intellectual heart of our School—have a major impact on education research and practice across the globe. This influential faculty answer vital questions and solve pressing problems in local, national, and global education. From literacy to college access to the Common Core, our researchers are leading the conversation about critical issues in education.

Our professors possess particular strengths in teaching and learning, the cultural contexts of education, language education, qualitative research methods, and practitioner inquiry. In recent years, these strengths have deepened to include national leadership in policy research, urban education, developmental psychology, and quantitative and multimethod inquiry.

For more information: https://www.gse.upenn.edu/academics

Outreach
PHILADELPHIA

Our commitment to active, on-the-ground engagement in Philadelphia is a reflection of the University-wide values expressed in the Penn Compact 2020 (https://president.upenn.edu/penn-compact/). Penn GSE is not just located in Philadelphia—it is of Philadelphia. We partner with schools in small and large ways to work towards social justice—always endeavoring to leverage the expertise of the larger research university in service of a better education for all.

The University of Pennsylvania’s Graduate School of Education is deeply involved in Philadelphia schools. It is crucial to our mission that Penn GSE faculty and students engage in all levels of education, both formal and informal, in traditional and alternative settings, to better learn how we can solve the challenges of urban education and contribute to the growth and well-being of our citizens. More than a third of our faculty work in or with Philadelphia public schools on issues ranging from improving the quality of writing instruction to teaching coding as part of the elementary school curriculum.

In any given year, we are involved in about 500 activities in almost 250 schools across Philadelphia. Additionally, we take part in over 70 community activities in over 65 locations.

For more information: View an interactive map of our activities in Philadelphia (https://phillymap.gse.upenn.edu/).

INTERNATIONAL

The University of Pennsylvania nurtures global networks and encourages innovative, cross-disciplinary research to better understand and resolve global issues. As part of this campus-wide initiative, Penn GSE students research, study, teach, and work across the globe, and over 70% of our faculty members are involved in international initiatives. Penn GSE also offers several academic programs that focus on international education or offer students the opportunity to study abroad.

The Global Engagement Office at Penn GSE directly supports the mission of the School and the University in engaging in a sustained and meaningful way with issues of global importance. The aim is to increase GSE’s impact and widen its reach by supporting faculty, students and staff who work across borders and by encouraging partnerships with educational institutions in other nations. It also serves as an initial point of contact for scholars and agencies looking for opportunities and expertise to address strategic issues in teaching and learning.

For more information: https://www.gse.upenn.edu/about-penn-gse/global-initiatives

Programs
PhD and Research Master’s Programs
- Education Policy, PhD (p. 303)
- Education, Culture, and Society, PhD (p. 304)
- Educational Linguistics, PhD (p. 304)
- Higher Education, PhD (p. 305)
- Interdisciplinary Studies in Human Development, PhD (p. 306)
- Learning Sciences & Technologies, PhD (p. 307)
- Quantitative Methods, PhD (p. 308)
- Reading/Writing/Literacy, PhD (p. 309)
- Teaching, Learning, and Teacher Education, PhD (p. 309)

Professional and Other Degree Programs
Doctor of Education (Ed.D.) programs
- Educational and Organizational Leadership, EdD (p. 310)
- Educational Leadership, EdD (p. 311)
- Educational Linguistics, EdD (p. 312)
- Higher Education Management, EdD (p. 313)
- Higher Education, EdD (p. 314)
- Penn Chief Learning Officer, EdD (p. 315)
- Reading/Writing/Literacy, EdD (p. 316)
- Teaching, Learning, and Teacher Education, EdD (p. 316)

Professional Master’s Programs
- Counseling and Mental Health Services, MSEd (p. 317)
- Education, Culture, and Society, MSEd (p. 317)
- Education Policy, MSEd (p. 318)
- Education Entrepreneurship, MSEd (p. 319)
- Higher Education, MSEd (p. 320)
A total of 16 course units is required for graduation.

Curriculum

• Independent School Teaching Residency, MEd (p. 320)
• Intercultural Communication, MEd (p. 322)
• Interdisciplinary Studies in Human Development, MEd (p. 323)
• International Educational Development, MEd (p. 323)
• Learning Sciences and Technologies, MEd (p. 324)
• Medical Education, MEd (p. 325)
• Professional Counseling, MPhilEd (p. 326)
• Quantitative Methods, MPhilEd (p. 326)
• Reading/Writing/Literacy, MEd (p. 327)
• School Leadership, MEd (p. 328)
• School and Mental Health Counseling, MEd (p. 329)
• Statistics, Measurement, Assessment, and Research Technology, MEd (p. 330)
• Teaching English to Speakers of Other Languages, MEd (p. 331)
• Teaching, Learning, and Leadership, MEd (p. 332)
• Urban Teaching Residency, MEd (p. 332)
• Urban Teaching Apprenticeship, MEd (p. 338)

Certificate Programs

• Reading/Writing/Literacy, Certificate (p. 342)
• School Leadership, Certificate (p. 343)

Education Policy, PhD

Students in the Education Policy Ph.D. program pursue an individualized program of study that reflects their specific interests in education policy at the local, state, national, or international levels.

The Education Policy Ph.D. program equips graduates with the knowledge and methodological tools to use, understand, and conduct research on the pressing educational issues of the day. Students pursue an individualized program of study that reflects their specific interests, and are required to write a significant qualifying paper and complete a dissertation on an issue in education. At the heart of the Ph.D. program is the research apprenticeship, where students work on research projects alongside faculty members. Doctoral students are matched with Education Policy faculty members whose research interests align with their own. Our program prepares students for a variety of careers, including faculty positions at institutions of higher education, and policy research positions at research firms, nonprofit organizations, and government agencies.

For more information: http://www.gse.upenn.edu/ep/phd (http://www.gse.upenn.edu/ep/phd/)

View the University’s Academic Requirements for PhD Degrees (p. 1939).

Curriculum

A total of 16 course units is required for graduation.

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>EDUC 559</td>
<td>Sociology of Education</td>
<td></td>
</tr>
<tr>
<td>EDUC 591</td>
<td>Politics and Education</td>
<td></td>
</tr>
<tr>
<td>EDUC 601</td>
<td>Economic Aspects of Educational Policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A course approved by your advisor</td>
<td></td>
</tr>
</tbody>
</table>

Research Design

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 591</td>
<td>Applied Research Methods to Inform Policy and Practice</td>
<td>1</td>
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</tbody>
</table>

Quantitative Research Methods

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 751</td>
<td>Introduction to Applied Quantitative Methods for Education Research: Pre-K to 20</td>
<td>1</td>
</tr>
</tbody>
</table>

Select two intermediate or advanced level quantitative methods courses approved by student's advisor

Qualitative and Mixed Methods

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 682</td>
<td>Qualitative Modes of Inquiry</td>
<td>1</td>
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</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 703</td>
<td>Advanced Qualitative and Case Study Research</td>
<td>1</td>
</tr>
</tbody>
</table>

Or another qualitative research or mixed methods course approved by the student's advisor

Educational Policy

Select four Education Policy-related courses approved by the student's advisor

Electives

Select four electives

Total Course Units: 16

1 Elective courses may be taken at any school at Penn. Courses must be at the 500 level or above and taken for a letter grade.

Required Milestones

Qualifications Evaluation (Also known as Program Candidacy)

A Qualifications Evaluation of each student is conducted after the completion of 6 but not more than 8 course units. The evaluation is designed by the specialization faculty and may be based on an examination or on a review of a student’s overall academic progress.

Preliminary Examination (Also known as Doctoral Candidacy)

A Candidacy Examination on the major subject area is required. The candidacy examination is a test of knowledge in the student’s area of specialization, requiring students to demonstrate knowledge and reasoning in the key content areas in their specialization as defined by their academic division. This examination is normally held after the candidate has completed all required courses.

Oral Proposal

All doctoral candidates must present their dissertation proposals orally and in person to the dissertation committee.

Final Defense of the Dissertation

The final dissertation defense is approximately two hours in length and is based upon the candidate’s dissertation.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should
consult with their academic program regarding final certifications and requirements for graduation.

Education, Culture, and Society, PhD

Rooted in the social sciences and humanities, the doctoral program in Education, Culture, and Society focuses on the historical, political, philosophical and sociocultural foundations of education.

The Education, Culture, and Society Ph.D. program provides a rigorous theoretical and methodological framework for the study of education, focusing on social, cultural, political, and normative dimensions. Following a rich academic curriculum centered in social theory and qualitative research methods, the program invites students to interrogate and contribute to scholarship on the social and cultural contexts of learning, both inside and outside of schools. Most students supplement their educational studies with significant coursework in other disciplines of their choosing, including anthropology, sociology, history, urban studies, philosophy, and linguistics. Students may be eligible to pursue a joint Ph.D. degree with other departments such as: anthropology, sociology, Africana studies, or history.

For more information: http://www.gse.upenn.edu/ecs/phd

View the University’s Academic Requirements for PhD Degrees (p. 1939).

Required Courses

The total course units required for graduation is 16, in addition to whatever advisor and student agree for individualized program of study; doctoral exams; and an acceptable dissertation. A minimum of 12 courses must be taken at Penn, of which 10 must be taken in the field of education; a maximum of 4 courses can be transferred from another institution. Students should confer with their faculty advisor in choosing the most appropriate course for an area of specialization. All courses counted toward the degree must be level 500 or higher.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>EDUC 727</td>
<td>Education, Culture and Society</td>
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<tr>
<td>Theory Courses</td>
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<tr>
<td>Select 2 Theory courses ¹</td>
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<td></td>
</tr>
<tr>
<td>Research Methods Courses ²</td>
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<tr>
<td>Qualitative Methods course</td>
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<td>Advanced Qualitative Methods course</td>
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<td>Select 10 electives ³</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Total Course Units</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

¹ Theory courses are centrally concerned with preparing students to draw on, understand and contrast theoretical frameworks within the context of seminal scholarly figures and traditions. They may focus on single frameworks, or compare across multiple ones; they may be either historical or contemporary. These courses may be in GSE, or taken in other schools. Students are encouraged to discuss options with their faculty advisors.

² Methods courses prepare students in both the practical and theoretical implications of collecting, interpreting, analyzing and presenting data on the human condition broadly (and education/learning in particular). These courses may be in GSE, or taken in other schools.

³ Electives must be graduate level and taken for a letter grade. Students should determine elective courses in conference with their faculty advisors to ensure they align with the Planned Program of Study. With faculty advisor approval, electives may potentially be taken in Education, Culture, and Society (ECS), other GSE programs, or from graduate programs across the university.

Required Milestones

Qualifications Evaluation (Also known as Program Candidacy)

A Qualifications Evaluation of each student is conducted after the completion of 6 but not more than 8 course units. The evaluation is designed by the specialization faculty and may be based on an examination or on a review of a student’s overall academic progress.

Preliminary Examination (Also known as Doctoral Candidacy)

A Candidacy Examination on the major subject area is required. The candidacy examination is a test of knowledge in the student’s area of specialization, requiring students to demonstrate knowledge and reasoning in the key content areas in their specialization as defined by their academic division. This examination is normally held after the candidate has completed all required courses.

Oral Proposal

All doctoral candidates must present their dissertation proposals orally and in person to the dissertation committee.

Final Defense of the Dissertation

The final dissertation defense is approximately two hours in length and is based upon the candidate’s dissertation.

Educational Linguistics, PhD

The Educational Linguistics Ph.D. enables students to pursue research on language learning, teaching language, and the role of language in teaching and learning.

The Educational Linguistics, Ph.D. program is rooted in the view that language must be examined within the cultural contexts and social situations in which it occurs. Faculty and students are involved in generating research on language and learning in areas such as:

- Bilingualism, biliteracy, and bilingual education
- Multilingual language planning and policy
- Linguistic, cognitive, and sociocultural aspects of (language) learning, and (second) language acquisition/socialization
A Candidacy Examination on the major subject area is required. The candidacy examination is a test of knowledge in the student's area of specialization, requiring students to demonstrate knowledge and reasoning in the key content areas in their specialization as defined by their academic division. This examination is normally held after the candidate has completed all required courses.

**Oral Proposal**

All doctoral candidates must present their dissertation proposals orally and in person to the dissertation committee.

**Final Defense of the Dissertation**

The final dissertation defense is approximately two hours in length and is based upon the candidate's dissertation.

**Inquiry Skill: Foreign Language Examination**

Students in the Educational Linguistics program must demonstrate proficiency in one nonnative language. Students may offer evidence of proficiency on admission, otherwise they must demonstrate adequate knowledge of their preferred language by passing an examination.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Higher Education, PhD

The Ph.D. in Higher Education (HE) is a highly individualized program that prepares students for an academic career in the field of higher education.

Through coursework, research assistanceships, and working closely with their academic advisors, students in the Ph.D. in Higher Education program develop the skills they need to conduct primary research in higher education. These skills include understanding research design and the analysis of both qualitative and quantitative data. This program is highly individualized and students work closely with their academic advisor to draw from courses from the division and from other areas on campus that relate to their area of inquiry. Ph.D. students develop a planned program of study in consultation with their academic advisor.

For more information: [http://www.gse.upenn.edu/hed/phd](http://www.gse.upenn.edu/hed/phd/)

View the University’s Academic Requirements for PhD Degrees (p. 1939).

The PhD program in Higher Education is highly individualized. The program requires students to complete 2 methods courses and a cognate in another academic discipline as described below. PhD students develop a planned program of study in consultation with their academic advisor.

Total number of courses is determined by the student’s advisor.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 537</td>
<td>Educational Linguistics</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 546</td>
<td>Sociolinguistics in Education</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 661</td>
<td>Language Diversity and Education</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 670</td>
<td>Second Language Development</td>
<td>1</td>
</tr>
<tr>
<td>Select one of the following 900-Level Doctoral Seminars:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 911</td>
<td>Issues in Second Language Acquisition</td>
<td>1</td>
</tr>
<tr>
<td>or EDUC 927</td>
<td>Research Seminar: Language Policy and Education</td>
<td>1</td>
</tr>
<tr>
<td><strong>Research Methods</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one Quantitative Methods course</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Select one Qualitative Methods course</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Select one Advanced Quantitative OR Qualitative Methods course</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Linguistics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one course from the Linguistics Dept in one of the following core areas: Phonetics, Phonology Morphology, Syntax, Semantics, Pragmatics</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Select two additional courses, which may be from the Linguistics Dept., Anthropology Dept., or other relevant linguistics course</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select nine course units</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td><strong>Total Course Units</strong></td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

### Required Milestones

**Qualifications Evaluation (Also known as Program Candidacy)**

A Qualifications Evaluation of each student is conducted after the completion of 6 but not more than 8 course units. The evaluation is designed by the specialization faculty and may be based on an examination or on a review of a student’s overall academic progress.

**Preliminary Examination (Also known as Doctoral Candidacy)**

A Candidacy Examination on the major subject area is required. The candidacy examination is a test of knowledge in the student’s area
The Quantitative Methods and Methods requirements are defined by the advisor. The courses that are used to fulfill these requirements will NOT be allowed to double count to meet other doctoral course requirements.

**Transfer credit**

GSE will, under certain conditions, accept equivalent credit toward the degree. Up to 8 graduate level CUs taken at GSE, Penn, or another institution, may count toward the PhD degree.

Transfer credit is not automatically accepted or applied toward the doctoral degree. Students should consult their academic advisor and the GSE website for the policies governing the application for transfer credit in their first semester of coursework at GSE. Students who are not awarded a full 8 CUs of transfer credit should consult their academic advisor for the appropriate elective coursework to fulfill the coursework required for the PhD degree program. Please consult the GSE website for the proper forms and procedures.

**Methods Course**

All HE doctoral students are required to take 2 methods courses either within GSE or another school at Penn. One of these courses must be a statistics course. Students should consult their academic advisor regarding the appropriate methods courses for their program of study. Methods courses filled at GSE outside of the HE Division will also fulfill GSE's distribution requirement.

**Electives courses**

Electives may be taken at any school at Penn, although the majority of HE students fulfill their electives within the division. Courses must be at the 500 level or above and students must consult their academic advisor before enrolling in any course outside of GSE. Students without a master's degree in HE may be required to fulfill some of their electives with required coursework from the HE MSEd program.

**Cognate**

All HE PhD students are required to fill a cognate in another discipline at the University. Students should consult their academic advisor regarding their cognate interests and the appropriate courses for their program of study.

Students may not register for more than 4 independent studies over the course of their program. Information regarding program candidacy, doctoral preliminary examination, forming a dissertation committee, holding an oral proposal hearing and scheduling a final defense can be found on the GSE website (http://www.gse.upenn.edu/phd/).

**Required Milestones**

**Qualifications Evaluation (Also known as Program Candidacy)**

A Qualifications Evaluation of each student is conducted after the completion of 6 but not more than 8 course units. The evaluation is designed by the specialization faculty and may be based on an examination or on a review of a student's overall academic progress.

**Preliminary Examination (Also known as Doctoral Candidacy)**

A Candidacy Examination on the major subject area is required. The candidacy examination is a test of knowledge in the student's area of specialization, requiring students to demonstrate knowledge and reasoning in the key content areas in their specialization as defined by their academic division. This examination is normally held after the candidate has completed all required courses.

**Oral Proposal**

All doctoral candidates must present their dissertation proposals orally and in person to the dissertation committee.

**Final Defense of the Dissertation**

The final dissertation defense is approximately two hours in length and is based upon the candidate’s dissertation.

**Interdisciplinary Studies in Human Development, PhD**

The doctoral program in Interdisciplinary Studies in Human Development, (ISHD) provides a strong interdisciplinary foundation in developmental theory and research, and prepares students for faculty positions and research careers.

The ISHD Ph.D. program combines the study of social, emotional, and cognitive aspects of human development considered within cultural contexts and relevant to social policies. Penn GSE’s commitment to urban education as well as its West Philadelphia setting offers students the opportunity to create a specialized program of study that leads to an enriched understanding of the diverse perspectives of human development across the lifespan. Students create an individualized program of study in close consultation with an academic advisor. Students are encouraged to take an interdisciplinary approach to human development and may take courses in other schools and departments at Penn.

For more information: http://www.gse.upenn.edu/aphd/ishd/phd (http://www.gse.upenn.edu/aphd/ishd/phd/)

View the University’s Academic Requirements for PhD Degrees (p. 1939).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 514</td>
<td>Education in Developing Countries</td>
<td></td>
</tr>
<tr>
<td>EDUC 522</td>
<td>Psychology of the African-American</td>
<td></td>
</tr>
<tr>
<td>EDUC 575</td>
<td>Topics in the Psychology of Education</td>
<td></td>
</tr>
<tr>
<td>EDUC 610</td>
<td>Cultural Perspectives on Human Development</td>
<td></td>
</tr>
<tr>
<td>EDUC 709</td>
<td>Peer Relationships in Childhood and Adolescence.</td>
<td></td>
</tr>
<tr>
<td>EDUC 739</td>
<td>Poverty and Child Development</td>
<td></td>
</tr>
<tr>
<td>EDUC 764</td>
<td>Cognitive Processes</td>
<td></td>
</tr>
<tr>
<td>EDUC 880</td>
<td>Complex, Multilevel, and Longitudinal Research Models</td>
<td></td>
</tr>
</tbody>
</table>

Each student creates his or her own program of study in consultation with faculty mentor.
**Electives**

Contact the program for electives

**Total Course Units for Graduation**

16

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**Required Milestones**

**Qualifications Evaluation (Also known as Program Candidacy)**

A Qualifications Evaluation of each student is conducted after the completion of 6 but not more than 8 course units. The evaluation is designed by the specialization faculty and may be based on an examination or on a review of a student's overall academic progress.

**Preliminary Examination (Also known as Doctoral Candidacy)**

A Candidacy Examination on the major subject area is required. The candidacy examination is a test of knowledge in the student's area of specialization, requiring students to demonstrate knowledge and reasoning in the key content areas in their specialization as defined by their academic division. This examination is normally held after the candidate has completed all required courses.

**Oral Proposal**

All doctoral candidates must present their dissertation proposals orally and in person to the dissertation committee.

**Final Defense of the Dissertation**

The final dissertation defense is approximately two hours in length and is based upon the candidate's dissertation.

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The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

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**Learning Sciences & Technologies, PhD**

The Ph.D. in Learning Sciences and Technologies focuses on the preparation of researchers and researcher/developers in education. The program includes formal courses, mentored research, and informal seminars. Ph.D. students are required to hold a master's degree prior to beginning the Ph.D. program, and are expected to have experience in educational practice. You will build a program of study that includes courses in teaching and learning, social foundations, and research methods. The program is designed to draw together coursework, research apprenticeship, and other professional academic activities to build a complete professional program that is tailored to your interests and needs.

**For more information:** https://www.gse.upenn.edu/academics/programs/learning-sciences-technology-phd (https://www.gse.upenn.edu/academics/programs/learning-sciences-technology-phd/)

View the University's Academic Requirements for PhD Degrees (p. 1939).

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**Curriculum**

The program requires a minimum of 12 course units beyond the master’s degree.

**Code** | **Title** | **Course Units**
---|---|---
**Theory Strand**
Required Courses
EDUC 726 | Doctoral Foundations of Teaching and Learning | 2
EDUC 644 | Learning Sciences: Past, Present, Future | 3

**Methods Strand**

Required Courses (choose 3, pre-approved courses below)
EDUC 630 | Introduction to Mixed-Methods Research | 1
EDUC 682 | Qualitative Modes of Inquiry | 1
EDUC 691 | Core Methods in Educational Data Mining | 1
EDUC 703 | Advanced Qualitative and Case Study Research | 1
EDUC 747 | Social and Statistical Network Analysis | 1
EDUC 767 | Regression and Analysis of Variance | 1

**Design Strand**

Required course
EDUC 639 | Design of Learning Environments | 2

**Applications Courses**

Required Courses (choose 2, pre-approved courses below)
EDUC 552 | Video Games and Virtual Worlds as Sites for Learning | 1
EDUC 550 | Educational and Social Entrepreneurship | 1
EDUC 577 | Selected Topics in Educational Linguistics | 1
EDUC 588 | Digital Literacies in a Networked World | 1
EDUC 611 | Educational Assessment of and for Learning | 1
EDUC 623 | Big Data, Education, and Society | 1

**Professional Experiences**

Required course
EDUC 732 | Doctoral Proseminar on Education Research | 1

**Electives**

Select 2 electives | 2

Total Course Units | 12

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1 Chosen in consultation with an advisor.
2 A non-credit bearing Research Apprenticeship Course is required from second semester of first year forward in the Professional Experiences Strand.
3 Electives may be taken outside of GSE with advisor approval. Courses must be at the 500 level or above.
Required Milestones

Qualifications Evaluation (Also known as Program Candidacy)

A Qualifications Evaluation of each student is conducted after the completion of 6 but not more than 8 course units. The evaluation is designed by the specialization faculty and may be based on an examination or on a review of a student’s overall academic progress.

Preliminary Examination (Also known as Doctoral Candidacy)

A Candidacy Examination on the major subject area is required. The candidacy examination is a test of knowledge in the student’s area of specialization, requiring students to demonstrate knowledge and reasoning in the key content areas in their specialization as defined by their academic division. This examination is normally held after the candidate has completed all required courses.

Oral Proposal

All doctoral candidates must present their dissertation proposals orally and in person to the dissertation committee.

Final Defense of the Dissertation

The final dissertation defense is approximately two hours in length and is based upon the candidate’s dissertation.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Quantitative Methods, PhD

The Ph.D. program in Quantitative Methods is designed to prepare students for faculty positions at universities and important responsibilities at research and assessment organizations. Graduates will be prepared to design first rate empirical research and data analyses and to contribute to development of new research methodologies.

Doctoral degree studies include advanced graduate coursework, a research apprenticeship, a Ph.D. Candidacy Examination, and the completion of a doctoral dissertation that represents an independent and significant contribution to knowledge. The research apprenticeship provides students with an opportunity to collaborate with a faculty sponsor on an ongoing basis and to participate in field research leading to a dissertation.

Students who apply directly to the doctoral-level study program following a baccalaureate degree will enroll in the core courses described for M.S.Ed. degree in SMART and the more advanced courses for the Ph.D. degree. This will include the development of independent empirical research projects.

For more information: http://www.gse.upenn.edu/qm/phd (http://www.gse.upenn.edu/qm/phd/)

View the University’s Academic Requirements for PhD Degrees (p. 1939).

The Ph.D. degree program in Quantitative Methods requires a minimum of 20 course units or relevant courses and advanced degree accomplishments. A maximum of eight (8) credits from other institutions may be taken into account in reducing this basic requirement where appropriate.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 625</td>
<td>Data Processing and Analysis (Fall)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 680</td>
<td>Evaluation of Policies, Programs and Projects (Fall)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 683</td>
<td>Survey Methods &amp; Design (Spring)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 684</td>
<td>Measurement &amp; Assessment (Fall)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 767</td>
<td>Regression and Analysis of Variance (Fall or Spring)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 768</td>
<td>Measurement Theory and Test Construction (Spring)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 771</td>
<td>Factor Analysis and Scale Development (Fall)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 777</td>
<td>Structural Equations Modeling (Spring)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 829</td>
<td>Policy Research Seminar (Spring)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 871</td>
<td>Randomized Trials and Experiments (Spring)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 880</td>
<td>Complex, Multilevel, and Longitudinal Research Models (Fall)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 881</td>
<td>Applied Multivariate Statistics (Spring)</td>
<td>1</td>
</tr>
</tbody>
</table>

Electives

Select eight electives 8

Total Course Units 20

Required Milestones

Qualifications Evaluation (Also known as Program Candidacy)

A Qualifications Evaluation of each student is conducted after the completion of 6 but not more than 8 course units. The evaluation is designed by the specialization faculty and may be based on an examination or on a review of a student’s overall academic progress.

Preliminary Examination (Also known as Doctoral Candidacy)

A Candidacy Examination on the major subject area is required. The candidacy examination is a test of knowledge in the student’s area of specialization, requiring students to demonstrate knowledge and reasoning in the key content areas in their specialization as defined by their academic division. This examination is normally held after the candidate has completed all required courses.

Oral Proposal

All doctoral candidates must present their dissertation proposals orally and in person to the dissertation committee.

Final Defense of the Dissertation

The final dissertation defense is approximately two hours in length and is based upon the candidate’s dissertation.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should
consult with their academic program regarding final certifications and requirements for graduation.

**Reading/Writing/Literacy, PhD**

The Ph.D. in Reading/Writing/Literacy program prepares scholar-practitioners for positions in research universities and other educational organizations with a primary mission related to furthering knowledge in literacy and literacy education.

Students focus on developing their understanding and expertise in particular aspects of the field (e.g., teacher education, pedagogy and curriculum, leadership, policy, urban education, multicultural education, adult and community based literacy in and out of school, literacy in international contexts, etc.) and in learning to conduct research on critical issues and problems in literacy. Students are encouraged to develop one or more areas of concentration. Students choose electives from across the divisions in GSE and from other departments in the university.

For more information: http://www.gse.upenn.edu/rwl/rwl/phd (http://www.gse.upenn.edu/rwl/rwl/phd/)

View the University's Academic Requirements for PhD Degrees (p. 1939).

The total course units for graduation is 20. The requirements include 7 core courses, 3 additional research courses, 1 distribution course, and the remainder your choice of elective courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 723</td>
<td>Multicultural Issues in Education</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 834</td>
<td>Theories of Reading</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 713</td>
<td>Responding to Literature: An Interdisciplinary Perspective</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 737</td>
<td>Research in Teaching Writing</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 836</td>
<td>Issues in Instructional Leadership in Reading and Writing</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 724</td>
<td>Literacy: Social and Historical Perspectives</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 920</td>
<td>Research Seminar in Reading and Writing (Research Course)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Research</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select three courses</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Distribution</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>May be waived for a research requirement</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select nine electives (500 level and above)</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td><strong>Total Course Units</strong></td>
<td>20</td>
</tr>
</tbody>
</table>

**Required Milestones**

**Qualifications Evaluation (Also known as Program Candidacy)**

A Qualifications Evaluation of each student is conducted after the completion of 6 but not more than 8 course units. The evaluation is designed by the specialization faculty and may be based on an examination or on a review of a student’s overall academic progress.

**Preliminary Examination (Also known as Doctoral Candidacy)**

A Candidacy Examination on the major subject area is required. The candidacy examination is a test of knowledge in the student’s area of specialization, requiring students to demonstrate knowledge and reasoning in the key content areas in their specialization as defined by their academic division. This examination is normally held after the candidate has completed all required courses.

**Oral Proposal**

All doctoral candidates must present their dissertation proposals orally and in person to the dissertation committee.

**Final Defense of the Dissertation**

The final dissertation defense is approximately two hours in length and is based upon the candidate’s dissertation.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Teaching, Learning, and Teacher Education, PhD**

The Ph.D. and Ed.D. programs in Teaching, Learning, and Teacher Education prepare graduates to serve as researchers and teacher educators in universities and colleges, curriculum developers and evaluators in educational agencies, curriculum specialists in school districts and state departments of education, and instructional leaders and classroom teachers in K-12 schools.

Coursework and research experiences address a range of practice-based and theoretical problems in schools and community settings from sociopolitical, cultural, philosophical, psychological, and historical perspectives. Taking an interdisciplinary stance, faculty and students explore issues of equity, social justice and educational change in a range of formal and informal educational settings. Through their programs of study, students select focal areas such as teaching and learning, research and practice in teacher education, mathematics or science education, and the study of urban education and urban contexts. Applicants interested in the focal area of literacy are encouraged to consider the doctoral program in Reading/Writing/Literacy.

For more information: http://www.gse.upenn.edu/tll/tlte/phd (http://www.gse.upenn.edu/tll/tlte/phd/)

View the University’s Academic Requirements for PhD Degrees (p. 1939).

The program requires a minimum of 12 course units beyond the master’s degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 726</td>
<td>Doctoral Foundations of Teaching and Learning</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 727</td>
<td>Education, Culture and Society</td>
<td>1</td>
</tr>
</tbody>
</table>
Select one course in Teacher Learning or Teacher Education such as: ¹

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 719</td>
<td>Research on Teacher Education and Learning to Teach</td>
</tr>
</tbody>
</table>

Elective Courses

Select a minimum of 3 electives ²

Investigation/Inquiry Strand

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 682</td>
<td>Qualitative Modes of Inquiry</td>
</tr>
<tr>
<td>EDUC 767</td>
<td>Regression and Analysis of Variance</td>
</tr>
</tbody>
</table>

Select one Advanced Research Methods course, such as: ¹

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 703</td>
<td>Advanced Qualitative and Case Study Research</td>
</tr>
<tr>
<td>EDUC 721</td>
<td>Ethnographic Research Methods</td>
</tr>
</tbody>
</table>

Professional Experiences ³

Required Course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 732</td>
<td>Doctoral Proseminar on Education Research</td>
</tr>
</tbody>
</table>

Electives

Select 2 electives ²

Total Course Units ³

<table>
<thead>
<tr>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

¹ Chosen in consultation with an advisor.

² Electives may be taken outside of GSE with advisor approval. Electives must be 500 level or above.

³ A non-credit bearing Research Apprenticeship Course is required from second semester of first year forward in the Professional Experiences Strand.

Required Milestones

Qualifications Evaluation (Also known as Program Candidacy)

A Qualifications Evaluation of each student is conducted after the completion of 6 but not more than 8 course units. The evaluation is designed by the specialization faculty and may be based on an examination or on a review of a student's overall academic progress.

Preliminary Examination (Also known as Doctoral Candidacy)

A Candidacy Examination on the major subject area is required. The candidacy examination is a test of knowledge in the student's area of specialization, requiring students to demonstrate knowledge and reasoning in the key content areas in their specialization as defined by their academic division. This examination is normally held after the candidate has completed all required courses.

Oral Proposal

All doctoral candidates must present their dissertation proposals orally and in person to the dissertation committee.

Final Defense of the Dissertation

The final dissertation defense is approximately two hours in length and is based upon the candidate's dissertation.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Educational and Organizational Leadership, EdD

The Mid-Career Doctorate in Educational Leadership (Mid-Career) prepares school leaders to be strategic decision makers at their institutions and guiding voices in education policy and practice. The Mid-Career program curriculum fosters a deep understanding of educational organizations, instruction, and learning as it intersects with the rapidly changing demands of education leadership. A typical student brings 10 to 15 years of experience to the seminar table, drawn from experiences in public, private, and parochial schools. This mix is vital to the cohort and is the backbone of the curriculum. Taking an inquiry-based leadership perspective toward the ongoing transformation of public and private education, students become experts in:

- Instructional Leadership
- Organizational Leadership
- Public Leadership
- Evidence-based Leadership

Support for students does not stop at graduation. The program is deeply committed to continuing to help alumni promote their ideas in the world, connect them with others who can solve practical problems, and advance their careers.

For more information: https://www.gse.upenn.edu/exec-ed/midcareer

Curriculum

A total of 27 course units are required to graduate.

First Year

Summer

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDMC 601</td>
<td>Leading Teams and Fostering Learning Communities</td>
<td>0.5</td>
</tr>
<tr>
<td>EDMC 602</td>
<td>Social Foundations of Education</td>
<td>0.5</td>
</tr>
<tr>
<td>EDMC 604</td>
<td>Online-Research and Writing</td>
<td>1.5</td>
</tr>
<tr>
<td>EDMC 612</td>
<td>Introduction to Education Research</td>
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<table>
<thead>
<tr>
<th>Course Units</th>
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<tbody>
<tr>
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Fall

<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>EDMC 605</td>
<td>Frameworks for Understanding Literacy, Teaching &amp; Learning</td>
<td>0.5</td>
</tr>
<tr>
<td>EDMC 606</td>
<td>Exploring Frameworks for Learners and Learning</td>
<td>0.5</td>
</tr>
<tr>
<td>EDMC 607</td>
<td>Qualitative Research Methods I</td>
<td>0.5</td>
</tr>
<tr>
<td>EDMC 608</td>
<td>Quantitative Methods I</td>
<td>0.5</td>
</tr>
<tr>
<td>EDMC 609</td>
<td>Leadership and Literature</td>
<td>0.5</td>
</tr>
<tr>
<td>EDMC 610</td>
<td>Public Leadership: Philosophy</td>
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</table>

<table>
<thead>
<tr>
<th>Course Units</th>
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<tbody>
<tr>
<td>3.00</td>
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Spring

Qualifications Evaluation

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>EDMC 611</td>
<td>Understanding Race and Politics</td>
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</tr>
<tr>
<td>EDMC 613</td>
<td>Quantitative Methods II</td>
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### Second Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
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<tr>
<td>EDMC 701</td>
<td>Proseminar I (Research Methods)</td>
<td>0.5</td>
</tr>
<tr>
<td>EDMC 702</td>
<td>Leadership and Emotional Intelligence</td>
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</tr>
<tr>
<td>EDMC 703</td>
<td>Public Polity Workshop I</td>
<td>0.5</td>
</tr>
<tr>
<td>EDMC 704</td>
<td>Online-Research and Writing</td>
<td>1.0</td>
</tr>
<tr>
<td>EDMC 705</td>
<td>Public Leadership: Social Contexts</td>
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<tr>
<td><strong>Course Units</strong></td>
<td></td>
<td><strong>3.00</strong></td>
</tr>
</tbody>
</table>

### Summer

- **Premliminary Examination due**
  - EDMC 718 Instructional Technology (0.5)
  - EDMC 719 Leadership for Humanities (0.5)
  - EDMC 707 Educational Brand Management (0.5)
  - EDMC 708 Research Proposal & Instrument Design I (0.5)
  - EDMC 709 Online-Research and Writing (0.5)
  - EDMC 717 Organizational Theory (0.5)

  **Course Units**: **3.00**

### Fall

- **Oral Proposal held**
- **Year Two Benchmark Exam held**

  - EDMC 711 Engaging the Polis and Public of U.S. School Reform I (0.5)
  - EDMC 713 Research Proposal & Instrument Design II (0.5)
  - EDMC 710 Organizational Diagnostics (0.5)
  - EDMC 714 Creating Contexts for Teacher Learning and Leadership (0.5)
  - EDMC 716 Online-Research and Writing (1.0)

  **Course Units**: **3.00**

### Third Year

#### Summer

- EDMC 801 Proseminar II: Data Analysis and Reporting (0.5)
- EDMC 803 Dissertation/Research (2.5)

  **Course Units**: **3.00**

### Fall

- EDMC 812 Engaging the Polis and Public of U.S. School Reform II (0.5)
- EDMC 805 Inquiry Seminar (0.5)
- EDMC 806 Advanced Issues in Educational Leadership I (0.5)
- EDMC 807 Dissertation/Research (1)
- EDMC 811 EBL Capstone: Data Informed Inquiries (0.5)

  **Course Units**: **3.00**

### Spring

- **Final Defense held**
- **Public Leadership Requirement due**
  - EDMC 808 Leading Instructional and Curricular Change (0.5)

  **Course Units**: **3.00**

### Educational Leadership, EdD

The Ed.D. in Educational Leadership program prepares students to become instructional leaders in public and non-public schools, state agencies, and new entrepreneurial ventures. Students gain a deep understanding of the context of American education from anthropological, historical, and sociological perspectives, and of the central elements of instructional, organizational, public, and evidenced-based leadership. Students develop a variety of qualitative and quantitative analytical skills that are required to identify, understand, and assess evidence on educational problems.

The Graduate School of Education is not currently accepting applications or admitting new students into this program.

### Curriculum

The program requires a minimum of 12 course units beyond the master's degree.

#### Code | Title                                      | Course Units |
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>EDUC 726</td>
<td>Doctoral Foundations of Teaching and Learning</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 727</td>
<td>Education, Culture and Society</td>
<td>1</td>
</tr>
<tr>
<td><strong>Select 1 course in Educational Leadership such as</strong>:</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>EDUC 529</td>
<td>Systems Thinking for International Development and Educational Change</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 618</td>
<td>Leadership in Educational Institutions</td>
<td></td>
</tr>
<tr>
<td>EDUC 702</td>
<td>Conceptual Models of School Leadership &amp; Organization</td>
<td></td>
</tr>
<tr>
<td>EDUC 708</td>
<td>Schools as Organizations</td>
<td></td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td></td>
<td><strong>3</strong></td>
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<tr>
<td><strong>Select a minimum of 3 electives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 669</td>
<td>Seminar in Practitioner Inquiry</td>
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<tr>
<td>EDUC 682</td>
<td>Qualitative Modes of Inquiry</td>
<td>1</td>
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<tr>
<td>EDUC 767</td>
<td>Regression and Analysis of Variance</td>
<td>1</td>
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</table>

#### Professional Experiences

- **Required Course**
  - EDUC 621 Proseminar in Professional Education (1)
  - **Required Experience**
Electives
Select 2 electives 2
Total Course Units 12

Required Milestones
Qualifications Evaluation (Also known as Program Candidacy)
The purpose of program candidacy is to provide rigorous review and feedback to Ed.D. students regarding their academic progress within the first two years of study. Program candidacy is a prerequisite to doctoral candidacy.

Preliminary Examinations (Also known as Doctoral Candidacy)
The preliminary examination is a test of knowledge in the candidate’s area of specialization. The examination requires students to demonstrate knowledge and reasoning in the key content areas in their specialization as specified by the academic division. The format of the examination varies from program to program, but must include at least six hours of examination, at least three hours of which must be written.

Oral Proposal
All doctoral candidates must present their dissertation proposals orally and in person to the dissertation committee.

Final Defense of the Dissertation
The final dissertation defense is approximately two hours in length and is based upon the candidate’s dissertation.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Educational Linguistics, EdD
The Educational Linguistics Ed.D prepares students with the theoretical foundations and technical expertise necessary to pursue positions as leaders of world language programs. The Educational Linguistics, Ed.D program is designed for early to mid-career world language educators who have a strong commitment to bringing research into their practice. Coursework focuses on language and learning in areas such as:

- Linguistic, cognitive, and sociocultural aspects of additional language development and socialization.
- Local/global perspectives on English language teaching policy and practice in K-12 and higher education
- Multimodal discourse in social and institutional settings
- Bilingualism, biliteracy, and bilingual education
- Multilingual language planning and policy

For more information: https://www.gse.upenn.edu/elx/edd

Curriculum
16 CU Total Requirements. With advisor approval, up to 4 (non-Penn graduate coursework), or up to 8 (Penn graduate coursework) CUs may be transferred into the program as electives. Core courses may not be transferred in. Program will include 5 core courses, 3 research courses, 2 linguistics courses, and your choice of elective courses agreed upon with your advisor. This is a part-time only program, with students taking no more than 2 course units per semester. All courses must be at the 500 level or above.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>EDUC 537</td>
<td>Educational Linguistics</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 546</td>
<td>Sociolinguistics in Education</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 661</td>
<td>Language Diversity and Education</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 670</td>
<td>Second Language Development</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 911</td>
<td>Issues in Second Language Acquisition</td>
<td>1</td>
</tr>
<tr>
<td>or EDUC 927</td>
<td>Research Seminar: Language Policy and Education</td>
<td></td>
</tr>
</tbody>
</table>

Research Methods
Select 1 Quantitative Methods course 1
Select 1 Qualitative Methods course 1
Select 1 Advanced Quantitative or Qualitative Methods 1

Linguistics
Select 2 Linguistics course at Penn including Linguistics dept, Anthropology dept, GSE, or other relevant linguistics course 2

Electives
Select 6 electives 6
Total Course Units 16

Required Milestones
Inquiry Skill: Foreign Language Examination
Students in the Educational Linguistics program must demonstrate proficiency in one nonnative language. Students may offer evidence of proficiency on admission, otherwise they must demonstrate adequate knowledge of their preferred language by passing an examination.

Qualifications Evaluation (Also known as Program Candidacy)
The purpose of program candidacy is to provide rigorous review and feedback to Ed.D students regarding their academic progress within the first two years of study. Program candidacy is a prerequisite to doctoral candidacy.

Preliminary Examinations (Also known as Doctoral Candidacy)
The preliminary examination is a test of knowledge in the candidate’s area of specialization. The examination requires students to demonstrate knowledge and reasoning in the key content areas in their specialization as specified by the academic division. The format of the examination varies from program to program, but must include at least six hours of examination, at least three hours of which must be written.
Oral Proposal
All doctoral candidates must present their dissertation proposals orally and in person to the dissertation committee.

Final Defense of the Dissertation
The final dissertation defense is approximately two hours in length and is based upon the candidate's dissertation.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Higher Education Management, EdD
Peerless in our focus on the unique strengths and challenges of senior-level leaders in higher education, the Executive Doctorate reaches far beyond a standard doctoral program, as it brings together cohorts of current senior leaders to challenge each other and engage with world-renown faculty— all without career interruption. The Executive Doctorate in Higher Education Management trains an emerging generation of top higher education leaders from campuses, government, and affiliated organizations to manage resources strategically, leverage evidence-based decision-making, create entrepreneurial opportunities, challenge practices critically, and conquer the dynamics of complex organizations.

The program redefines academic inquiry: we focus on using sound analytic principles to tackle relevant, practical questions of strategy for governing broad segments of the higher education enterprise. Our alumni form a growing and influential network of college presidents, vice presidents, deans, and other leaders who overwhelmingly report that the program propelled their careers and increased their impact.

For more information: https://execdoc.gse.upenn.edu

Curriculum
A minimum of 20 course units is required for graduation.1

<table>
<thead>
<tr>
<th>First Year</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td></td>
</tr>
<tr>
<td>EDHE 501</td>
<td>Intro Doctoral Studies 0.5</td>
</tr>
<tr>
<td>EDHE 502</td>
<td>Contemporary Issues 2 1</td>
</tr>
<tr>
<td>EDHE 504</td>
<td>Proseminar I 0.5</td>
</tr>
<tr>
<td>Transfer Credit</td>
<td>2-8</td>
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<tr>
<td>Course Units</td>
<td>4.00</td>
</tr>
<tr>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>EDHE 505</td>
<td>Pro Seminar II 0.67</td>
</tr>
<tr>
<td>EDHE 506</td>
<td>Strategic Management I 1</td>
</tr>
<tr>
<td>EDHE 507</td>
<td>Quantitative Methods I 0.33</td>
</tr>
<tr>
<td>EDHE 508</td>
<td>Qualitative Methods I 0.67</td>
</tr>
<tr>
<td>EDHE 521</td>
<td>Leadership, Governance, and Change 1</td>
</tr>
<tr>
<td>EDHE 616</td>
<td>Advanced Topics in Higher Education Management III: Faculty Roundtable 0.33</td>
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<tr>
<td>Course Units</td>
<td>4.00</td>
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<td>Spring</td>
<td></td>
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<tr>
<td>EDHE 512</td>
<td>Proseminar III 1</td>
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</table>

EDHE 513 | Strategic Management II 1
EDHE 514 | Quantitative Methods II 0.67
EDHE 515 | Qualitative Methods II 0.33
EDHE 516 | Higher Education Finance 2 0.5
EDHE 517 | Diversity 1
EDHE 519 | University and Community 2 0.33
EDHE 523 | GLOBALIZATION 0.33

Total Course Units 20.46

Course Requirements
Candidates for the Executive Doctorate must complete the equivalent of at least 20 course units of approved graduate work beyond the baccalaureate degree. Admission to the Executive Doctorate requires a master's degree (M.S. or M.A.) or professional degree (M.B.A., J.D., M.S.W., M.P.A., M.Ed.) and transfer of eight post-baccalaureate courses. These credits must be approved by the program director.

Students are admitted to the Executive Doctorate as a cohort. A minimum of 12 course units of graduate work is included in the program. The program consists of a prescribed curriculum that students take as a single cohort offered over six consecutive semesters of enrollment—there are no elective courses or distribution requirements. Students begin in August, and complete coursework over the next five terms. Dissertations are completed during the sixth and final semester of the program. All degree students must maintain a cumulative grade point average of at least “B” in order to graduate.

CU count
The program is designed as an integrated twenty-two month experience where all classes are predetermined and continue across terms. Students are considered full time and pay a flat tuition/program fee rate regardless of the number of course units they are registered for each term.
Elective courses
The course load per term for Executive Doctorate students is prescribed; students may not take additional courses, either at Penn or elsewhere, nor may students drop or add courses, during the period of their enrollment.

Dissertation Requirements
Information regarding program candidacy, the doctoral preliminary examination, forming a dissertation committee, holding an oral proposal hearing and scheduling a final defense can be found on the GSE website.

Dissertation Supervision Registration
For students registered after the sixth semester of the program, registration for consecutive semesters is required in the form of dissertation supervision (EDUC 995). Applicable Penn tuition and fees will apply.

Registering for dissertation supervision does not necessarily mean that a student is on dissertation status. Dissertation status is attained once a student completes all coursework and passes the preliminary examination.

1 This includes transfer of eight post-baccalaureate courses. These credits must be approved by the program director.
2 Course offerings vary per term, academic year, and/or cohort.
3 International site location changes per year
4 Session may require travel to off site location

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Higher Education, EdD
The Ed.D. in Higher Education is for experienced professionals who wish to continue their careers as practitioners. This program emphasizes the practice of education and consultation in colleges and universities, governmental agencies, and foundations. Aimed at preparing practitioner-scholars, the Ed.D. in Higher Education is designed for experienced professionals who wish to continue their careers as research-practitioners and institutional leaders. Individuals learn to use research to make a difference in the lives of students and institutions by focusing on pressing problems of practice. Ed.D. students attain a broad comprehension of higher education through completion of classes that are designed to facilitate their understanding of research and completion of a dissertation. In addition to these courses, doctoral students draw on their professional work experience to develop the skills they will need to conduct quality primary research in higher education administration.

For more information: https://www.gse.upenn.edu/hed/edd (https://www.gse.upenn.edu/hed/edd/)

Curriculum
A total of 20 course units are required for the Higher Ed Ed.D.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 556</td>
<td>Higher Education Finance</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 705</td>
<td>Proseminar in Research &amp; Analysis</td>
<td>1</td>
</tr>
</tbody>
</table>

Methods Courses
Select 1 Quantitative Methods Course
Select 1 Methods Course

Electives
Select 16 electives

Total Course Units 20

Transfer credit
GSE will, under certain conditions, accept equivalent credit toward the degree. Up to 8 graduate level CUs taken at GSE, Penn, or another institution, may count toward the EdD degree. Transfer credit is not automatically accepted or applied toward the doctoral degree. Students should consult their academic advisor and the GSE website for the policies governing the application for transfer credit in their 1st semester of coursework at GSE. Students who are not awarded a full 8 CUs of transfer credit should consult their academic advisor for the appropriate elective coursework to fulfill the 20 CUs of coursework required for the EdD program. Students without a master’s degree in HE may be required to to fulfill some of their electives with required coursework from the HE MSEd program. Transfer credit paperwork needs to be completed after the the student’s 1st semester of coursework; please consult the GSE website for the proper forms and procedures.

Required Higher Education Courses
All HE doctoral students should take EDUC 556 Higher Education Finance and EDUC 705 Proseminar in Research & Analysis. It is strongly advised that students enroll in required HE courses at the 1st opportunity they are offered. Course substitutions must be approved by your advisor.

Methods Course
All HE doctoral students are required to take 2 methods courses either within GSE or another school at Penn. One of these courses must be a a statistics course. Students should consult their academic advisor regarding the appropriate methods courses for their program of study. Methods courses filled at GSE outside of the HE Division will also fulfill GSE’s distribution requirement.

CU count
This planned program of study is based on enrollment in 2 courses per semester, including summer session. Doctoral candidates must be registered each fall and spring term for coursework.

Elective courses
Elective courses may be taken at any school at Penn; however, the majority of HE students fulfill their electives within the division. Courses must be at the 500 level or above and students must consult their academic advisor before enrolling in any course outside of GSE. Students may not register for more than 4 independent studies (EDUC 999) over the course of their program of study.
Requirements:
Qualifications Evaluation (Also known as Program Candidacy)
The purpose of program candidacy is to provide rigorous review and feedback to Ed.D. students regarding their academic progress within the first two years of study. Program candidacy is a prerequisite to doctoral candidacy.

Preliminary Examinations (Also known as Doctoral Candidacy)
The preliminary examination is a test of knowledge in the candidate's area of specialization. The examination requires students to demonstrate knowledge and reasoning in the key content areas in their specialization as specified by the academic division. The format of the examination varies from program to program, but must include at least six hours of examination, at least three hours of which must be written.

Oral Proposal
All doctoral candidates must present their dissertation proposals orally and in person to the dissertation committee.

Final Defense of the Dissertation
The final dissertation defense is approximately two hours in length and is based upon the candidate's dissertation.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Penn Chief Learning Officer, EdD
The PennCLO Executive Doctoral Program prepares the Chief Learning Officer (CLO) and other senior-level executives for success in their roles as learning and talent development leaders. Developing an organization's talent is a critical component of its success. Learning leaders who are committed to human capital development within organizations must use evidence-based practice to create and oversee leadership development, learning, and managerial initiatives. The program provides a rigorous academic environment where members build the skills necessary to ensure successful learning outcomes that will align with the organization's strategy.

For more information: https://www.gse.upenn.edu/exec-ed/pennclol

<table>
<thead>
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<th>Course Units</th>
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<tr>
<td>EDCL 715</td>
<td>QUALITATIVE DATA ANALYSIS</td>
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</tr>
<tr>
<td>EDCL 716</td>
<td>QUANTITATIVE DATA ANALYSIS</td>
<td>1-1.5</td>
</tr>
<tr>
<td>EDCL 717</td>
<td>RESEARCH DESIGN &amp; DELIVERY</td>
<td>1-1.5</td>
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<thead>
<tr>
<th>Leadership</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>EDCL 704 INDIVIDUAL EFFECTIVENESS</td>
<td>1-1.5</td>
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<tr>
<td>EDCL 705 ORGANIZATIONAL LEADERSHIP</td>
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<td>EDCL 706 FUNCTIONAL LEADERSHIP</td>
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<td>EDCL 707 LEARNING LEADER AS PERFORMANCE CONSULTANT</td>
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<tr>
<th>Masters</th>
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<td>EDCL 714 MASTERS THESIS (CLO)</td>
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<th>Learning</th>
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<tbody>
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<td>EDCL 708 ORGANIZATIONAL EFFECTIVENESS</td>
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<tr>
<td>EDCL 709 ORGANIZATIONAL LEARNING</td>
<td>1-1.5</td>
</tr>
<tr>
<td>EDCL 710 INDIVIDUAL AND SOCIAL LEARNING</td>
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<table>
<thead>
<tr>
<th>Business Acumen</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>EDCL 711 MARKETING FOR EXECUTIVES</td>
<td>1-1.5</td>
</tr>
<tr>
<td>EDCL 712 FINANCE FOR EXECUTIVES</td>
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<tr>
<td>EDCL 713 MANAGEMENT FOR EXECUTIVES</td>
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<thead>
<tr>
<th>Dissertation</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCL 995 ADVANCED DISSERTATION RESEARCH METHODS</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Total Course Units 19

Required Milestones:
Qualifications Evaluation (Also known as Program Candidacy)
The purpose of program candidacy is to provide rigorous review and feedback to Ed.D. students regarding their academic progress within the first two years of study. Program candidacy is a prerequisite to doctoral candidacy.

Preliminary Examinations (Also known as Doctoral Candidacy)
The preliminary examination is a test of knowledge in the candidate's area of specialization. The examination requires students to demonstrate knowledge and reasoning in the key content areas in their specialization as specified by the academic division. The format of the examination varies from program to program, but must include at least six hours of examination, at least three hours of which must be written.

Oral Proposal
All doctoral candidates must present their dissertation proposals orally and in person to the dissertation committee.

Final Defense of the Dissertation
The final dissertation defense is approximately two hours in length and is based upon the candidate's dissertation.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should...
consult with their academic program regarding final certifications and requirements for graduation.

**Reading/Writing/Literacy, EdD**

The Ed.D. in RWL features a strong commitment to educational practice and preparing practitioner-scholars. Ed.D. applicants are required to hold a master's degree and are expected to have experience in educational practice. This Ed.D. program trains practitioner-scholars for positions involving the practice of education in schools, school districts, colleges and universities, government agencies, foundations, entrepreneurial ventures, and consulting organizations. Students construct individual programs of study with their advisor to suit their interests, combining core courses with additional coursework in research methodology and electives. The program emphasizes the interrelationships and integration of theory, research, policy, and practice.

For more information: https://www.gse.upenn.edu/rwl/edd

![Curriculum](https://www.gse.upenn.edu/rwl/edd/)

**Curriculum**

20.0 CU’s are required for the EdD.

8.0 CU’s can be transferred in to the program.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 723</td>
<td>Multicultural Issues in Education</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 834</td>
<td>Theories of Reading</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 713</td>
<td>Responding to Literature: An Interdisciplinary Perspective</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 737</td>
<td>Research in Teaching Writing</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 836</td>
<td>Issues in Instructional Leadership in Reading and Writing</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 724</td>
<td>Literacy: Social and Historical Perspectives</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 669</td>
<td>Seminar in Practitioner Inquiry (Research Course)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 920</td>
<td>Research Seminar in Reading and Writing (Research Core)</td>
<td>1</td>
</tr>
</tbody>
</table>

**Required Milestones**

**Qualifications Evaluation (Also known as Program Candidacy)**

The purpose of program candidacy is to provide rigorous review and feedback to Ed.D. students regarding their academic progress within the first two years of study. Program candidacy is a prerequisite to doctoral candidacy.

**Preliminary Examinations (Also known as Doctoral Candidacy)**

The preliminary examination is a test of knowledge in the candidate's area of specialization. The examination requires students to demonstrate knowledge and reasoning in the key content areas in their specialization as specified by the academic division. The format of the examination varies from program to program, but must include at least six hours of examination, at least three hours of which must be written.

**Oral Proposal**

All doctoral candidates must present their dissertation proposals orally and in person to the dissertation committee.

**Final Defense of the Dissertation**

The final dissertation defense is approximately two hours in length and is based upon the candidate’s dissertation.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Teaching, Learning, and Teacher Education, EdD**

The Ed.D. in Teaching, Learning, and Teacher Education program has a strong commitment to educational practice and preparing scholar-practitioners. The program is designed to draw together course work, research apprenticeship, and other professional academic activities to build a complete professional program that is tailored to students' interests and needs. Students devise an individualized program of study based on their research interests and in consultation with their advisor. Graduates serve as researchers and teacher educators in universities and colleges, curriculum developers and evaluators in educational agencies, curriculum specialists in school districts and state departments of education, and instructional leaders and classroom teachers in K-12 schools.

For more information: https://www.gse.upenn.edu/tll/tlte/edd

![Curriculum](https://www.gse.upenn.edu/tll/tlte/edd/)

**Curriculum**

The program requires a minimum of 12 course units beyond the master’s degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 726</td>
<td>Doctoral Foundations of Teaching and Learning</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 727</td>
<td>Education, Culture and Society</td>
<td>1</td>
</tr>
<tr>
<td>Select 1 course in Teacher Learning or Teacher Education such as:</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>EDUC 719</td>
<td>Research on Teacher Education and Learning to Teach</td>
<td>1</td>
</tr>
</tbody>
</table>

**Elective Courses**
Counseling and Mental Health Services, MSEd

The M.S.Ed. in Counseling and Mental Health Services (Year 1) is designed to introduce students to advanced training in psychology, mental health counseling, and school counseling. The program's innovative format combines coursework with practical field experience in preparation for future roles as mental health professionals who provide counseling services for children, adolescents, college students, families, and adults in a variety of settings. Many graduates of CMHS continue on to the M.Phil.Ed. in Professional Counseling (Year 2) at Penn GSE in order to qualify for licensure as a professional counselor or to pursue certification in school counseling.

For more information: https://www.gse.upenn.edu/aphd/cmhs/msed (https://www.gse.upenn.edu/aphd/cmhs/msed/)

Curriculum

A total of 10 course units are required for the MSEd.

### Fall

<table>
<thead>
<tr>
<th>Course</th>
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<td>EDUC 687</td>
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<td>EDUC 688</td>
<td>1</td>
</tr>
<tr>
<td>Course Units</td>
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<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDUC 560</td>
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<td>EDUC 688</td>
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<td>EDUC 613</td>
<td>1</td>
</tr>
<tr>
<td>Course Units</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 667</td>
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<td>EDUC 685</td>
<td>1</td>
</tr>
<tr>
<td>Course Units</td>
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<td>Total Course Units</td>
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Required Milestones

Comprehensive Examination (or Portfolio or Thesis)

Master's degree candidates must demonstrate thorough knowledge of the field of specialization by passing a comprehensive examination in their area of study. The examination/portfolio/thesis serves an educational and evaluative purpose through which students are expected to review and integrate what they have learned in their coursework and fieldwork. Comprehensive formats vary.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Education, Culture, and Society, MSEd

Under the supervision and mentorship of a faculty advisor, master's students in the Education, Culture, and Society program undertake individualized and interdisciplinary programs of study in the social
foundations of education. The program therefore provides students with a nuanced understanding of education as an historical, socio-cultural, political, and moral activity. ECS students explore the role education plays in reproducing and potentially transforming racialized, classed, and gendered relations and structures of inequality – in the U.S. or around the world. Working in small cohorts, students explore and build a unique vision for the program through collaborative dialogue, intensive writing, and critical inquiry.

Students may be eligible to pursue a dual-degree with public policy, non-profit leadership, or social work. Interested students who do not wish to pursue a second degree of study, may also consider the concentration in Community Action and Social Change. Although many ECS students are preparing for a path to doctoral study or academia, many others find the program helpful for establishing careers in schools, administration, educational non-profits, higher education, community advocacy work and/or educational consultancy.

For more information: https://www.gse.upenn.edu/ecs/msed

Curriculum

A total of 10 course units are required for the ECS MSED.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 544</td>
<td>School and Society in America</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 547</td>
<td>Anthropology and Education</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 668</td>
<td>Master's Paper Seminar</td>
<td>0.5</td>
</tr>
<tr>
<td>EDUC 668</td>
<td>Master's Paper Seminar</td>
<td>0.5</td>
</tr>
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</table>

Research Methods Course

<table>
<thead>
<tr>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Methodology Course</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>5</td>
</tr>
<tr>
<td>Distribution Elective</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Course Units: 10

Master's Research Paper

ECS students are required to write a Master's Paper on a core content area in Education, Culture, and Society. The Master’s Research Seminar in Education, Culture, and Society (EDUC668) is a year-long, writing-intensive seminar that prepares students to cultivate a narrow area of educational expertise through the preparation of the capstone: an academic paper that demonstrates mastery through a close examination and original synthesis of previous research and argumentation. The course’s instructional team and the students’ faculty advisors coordinate in support of building a robust paper. The Master’s Paper is reviewed and approved by Program Faculty.

1 Methods courses prepare students in both the practical and theoretical implications of collecting, interpreting, analyzing and presenting data on the human condition broadly (and education/learning in particular.

2 Students with interest in qualitative traditions tend to enroll in EDUC 682 Qualitative Modes of Inquiry (offered Fall, Spring and Summer) while those interested in quantitative traditions enroll in EDUC 667 Introductory Statistics for Educational Research (offered Fall, Spring and Summer). Students are encouraged to discuss other options with their faculty advisors.

3 Electives must be graduate level and taken for a letter grade. Students should determine elective courses in conference with their faculty advisors to ensure they align with the Planned Program of Study. With faculty advisor approval, electives may potentially be taken in Education, Culture, and Society (ECS), other GSE programs, or from graduate programs across the university.

4 Students seeking the Community Action and Social Change Concentration must dedicate three CUs as described as follows: the student will complete 2 Community Concentration Electives; 1 Academically Based Community Service (ABCS) course; and an aligning topic for the master's paper, and has thus meet all requirements of the Community Action and Social Change Concentration. A list of suggested electives is available in the program. ABCS courses are offered through the Netter Center and must be 500 level or higher.

5 Candidates for the M.S.Ed. degree must demonstrate knowledge of the field of education beyond the area of specialization. Students must complete one approved graduate level (500 and above) GSE course outside the student’s area of specialization, earning a grade of ‘B’ or better. In ECS, the requirement must meet the additional following criteria/conditions: (1) it must not be a core course as required in this Planned Program of Study; and (2) it must not be taught by a faculty member whose core appointment is in ECS.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Education Policy, MSED

The M.S.Ed. in Education Policy equips students with the knowledge and methodological tools to understand, evaluate, and implement programs and policies that impact students and communities across the country and around the world. Our graduates go on to take leading roles in such organizations as school districts, federal and state departments of education, education policy research institutes, and education-related non-profit organizations.

For more information: https://www.gse.upenn.edu/ep/msed

Curriculum

M.S.Ed. students in Education Policy must complete 10 course units, in accordance with the curriculum outlined below, including the Education Policy Research Practicum (which fulfills the Comprehensive Examination requirement) and the Distribution Requirement. All degree candidates must maintain a minimum cumulative GPA of 3.0.

Master’s degree candidates must demonstrate thorough knowledge of the field of specialization by completing the Education Policy Research Practicum. The Practicum serves an educational and evaluative purpose.
through which students are expected to review, integrate, and apply what they have learned over the course of their degree.

### Disciplinary Foundations Course
Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 524</td>
<td>Philosophical Aspects of Education Policy</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 544</td>
<td>School and Society in America</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 548</td>
<td>American Education Reform: History, Policy, Practice</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 559</td>
<td>Sociology of Education</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 595</td>
<td>Politics and Education</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 601</td>
<td>Economic Aspects of Educational Policy</td>
<td>1</td>
</tr>
</tbody>
</table>

### Required Methods Course
EDUC 591 Applied Research Methods to Inform Policy and Practice

### Additional Methods Course
Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 667</td>
<td>Introductory Statistics for Educational Research</td>
<td>1</td>
</tr>
</tbody>
</table>

A higher-level methods course as approved by your faculty advisor

### Education Policy Courses
Select three of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 501</td>
<td>Economics of Education in Developing Countries</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 559</td>
<td>Sociology of Education</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 601</td>
<td>Economic Aspects of Educational Policy</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 614</td>
<td>Child Development and Social Policy</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 628</td>
<td>Education Finance Policy</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 692</td>
<td>Education Policy Issues</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 698</td>
<td>Politics of School Reform</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 708</td>
<td>Schools as Organizations</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 720</td>
<td>Teachers and Teaching Policy</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 731</td>
<td>Risk, Resilience, and Prevention Science</td>
<td>1</td>
</tr>
</tbody>
</table>

### Education Policy Research Practicum
EDUC 711 Education Policy Research Practicum

### Distribution Requirement

### Elective Courses
Select 3 electives

### Required Milestones:

#### Comprehensive Examination (or Portfolio or Thesis)
Master’s degree candidates must demonstrate thorough knowledge of the field of specialization by passing a comprehensive examination in their area of study. The examination/portfolio/thesis serves an educational and evaluative purpose through which students are expected to review and integrate what they have learned in their coursework and fieldwork. Comprehensive formats vary.

---

1. Fulfills MSEd Comprehensive examination
2. Candidates for the M.S.Ed. degree must demonstrate knowledge of the field of education beyond the area of specialization. This requirement is met by satisfying the distribution requirement. To meet the distribution requirement, students must complete one approved graduate level (500 and above) GSE course outside the student's area of specialization, earning a grade of “B” or better. Students should check with their program manager for a list of courses approved to fulfill the distribution requirement.

3. Elective courses may be taken at any school at Penn. Any of courses listed in #1, #3 and #4 can qualify as elective courses as long as they are not fulfilling other degree requirements. Courses must be at the 500 level or above and taken for a letter grade (no pass/fail). Students must consult their academic advisor before enrolling in any course outside of the GSE.

---

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

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### Education Entrepreneurship, MSEd
Students in the M.S.Ed. in Education Entrepreneurship program acquire a strong grounding in three domains: Foundations of Education, Business Essentials, and Entrepreneurial Management of Knowledge. The nation's first Master's degree in Education Entrepreneurship is designed at the intersection of education, business, and entrepreneurship. The accelerated program is delivered through onsite weekend programs and blended distance education to accommodate working adults. The program provides working professionals with the knowledge, practical skills, and experiences necessary to chart new solutions in education. The 13-month capstone experience teaches students to identify a new opportunity, either for an existing entity or for the creation of a new venture, and design their own education program, service, or product. Graduates of this unique program leave with the tools necessary to create new schools and initiatives, launch education startups, fund and manage technology ventures, scale leading-edge programs, and drive innovation in educational organizations and corporations.

For more information: [https://www.gse.upenn.edu/tll/ee](https://www.gse.upenn.edu/tll/ee)
A total of 10 course units are required for the Higher Education MSEd.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEN 509</td>
<td>MARKETING STRATEGY</td>
<td>0.5-1</td>
</tr>
<tr>
<td>EDEN 511</td>
<td>Economics of Education: Entrepreneurial Finance</td>
<td>0.5-1</td>
</tr>
</tbody>
</table>

**Education**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEN 502</td>
<td>Foundations of Education</td>
<td>0.5-1</td>
</tr>
<tr>
<td>EDEN 505</td>
<td>Foundations of Teaching, Learning &amp; Curriculum</td>
<td>0.5-1</td>
</tr>
<tr>
<td>EDEN 507</td>
<td>Design of Learning Environments</td>
<td>0.5-1</td>
</tr>
<tr>
<td>EDEN 514</td>
<td>FOUNDATIONS OF EDUCATION - ECOSYSTEM</td>
<td>0.5-1</td>
</tr>
<tr>
<td>EDEN 601</td>
<td>SCHOOLS AS ORGANIZATIONS</td>
<td>0.5-1</td>
</tr>
</tbody>
</table>

**Total Course Units**

10

### Capstone Project

Master’s degree candidates must demonstrate thorough knowledge of the field of specialization by completing a capstone in their area of study. The examination/portfolio/thesis serves an educational and evaluative purpose through which students are expected to review and integrate what they have learned in their coursework and fieldwork. Comprehensive formats vary.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Higher Education, MSEd

The M.S.Ed. in Higher Education will prepare students to take on leadership roles in institutions of higher education, nonprofit organizations, and government agencies involved in constructing higher education nationally and worldwide. The program explores a wide range of topics including access to and equity within higher education, student development, postsecondary administration and management, organizational change, curriculum and pedagogy, economics and financing, and postsecondary policies at federal, state, and global levels. The program offers a variety of courses that enable students to shape a plan of study that will prepare them for their area of interest. The curriculum is based on interactive case studies, discussion-oriented seminars, individual and group projects, and hands-on, work-based applications of learning. The program offers practical higher education administrative experiences through graduate assistantships for full-time students.

For more information: [https://www.gse.upenn.edu/hed/msed](https://www.gse.upenn.edu/hed/msed)

### Curriculum

A total of 10 course units are required for the Higher Education MSEd.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 592</td>
<td>Professional Development in Higher Education</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 594</td>
<td>Diversity in Higher Education</td>
<td>1</td>
</tr>
<tr>
<td>Select 4 Higher Education courses</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Select 3 Electives</td>
<td>3</td>
<td></td>
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</table>

### Distribution Requirement

Select 1 Distribution Requirement Course

### Elective Courses

Select 3 Electives

### Total Course Units

10

1. Students must complete SIX total Higher Education courses, including EDUC 594. EDUC 592 is recommended for full-time students with fewer than 4 years of professional work experience. Students with more than 4 years of work experience may be exempt from EDUC 592, and a substitute HE course would serve as a substitute requirement in such cases.

2. Any substitutions for required courses must be approved by your advisor and/or the Division Chair.

3. Candidates for the MSEd must demonstrate knowledge of the field of education beyond their area of specialization, which is met by satisfying the distribution requirement. Students must complete one approved graduate level GSE course outside the Higher Education division, earning a grade of 'B' or better (i.e., any non-HE 'EDUC' course, 500-level or above).

4. Electives may be taken at any school at Penn; however, the majority of Higher Ed MSEd students fulfill their electives within the division. Courses must be at the 500-level or above and students should consult their academic advisor before enrolling in any course outside of GSE. Students may not register for more than 2 independent study courses over the course of their program of study.

### Comprehensive Examination

Higher Ed MSEd candidates must pass a comprehensive exam in order to graduate. To qualify for the examination, students must have completed at least 5 Higher Ed CU's, or be enrolled in at least the fifth course unit. The exam is given in both the Fall and Spring terms. Under this planned program of study, FT students can take the exam in the spring semester.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Independent School Teaching Residency, MSEd

The Independent School Teaching Residency, M.S.Ed. program (ISTR) prepares early educators in our partnered schools with foundational pedagogy and classroom management skills to become successful teachers through a highly mentored, in person and online fellowship. ISTR enables aspiring and early career teachers to receive a master's degree in education while completing teaching fellowships at host partner schools. With an innovative and comprehensive curriculum designed specifically for the independent schools’ unique settings, ISTR features intensive on-site sessions in combination with innovative and collaborative distance learning. The program also provides an option to apply for a Pennsylvania teaching certification. This option requires the...
completion of one additional course, EDTF 521 Foundations of Special Education as well as all PA state requirements for certification.

For more information: http://istr.gse.upenn.edu/

Curriculum

First Year

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>EDPR 507</td>
<td>Social Foundations of Independent Schools II</td>
<td>.5</td>
</tr>
<tr>
<td>EDPR 508</td>
<td>Adolescent Development and Classroom Applications II</td>
<td>.5</td>
</tr>
<tr>
<td>Select one of the following:</td>
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<td>.5</td>
</tr>
<tr>
<td>EDPR 510</td>
<td>Methods I - Modern Language</td>
<td></td>
</tr>
<tr>
<td>EDPR 511</td>
<td>Methods I - Math</td>
<td></td>
</tr>
<tr>
<td>EDPR 512</td>
<td>Methods I - Social Studies</td>
<td></td>
</tr>
<tr>
<td>EDPR 513</td>
<td>Methods I - Science</td>
<td></td>
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<td>EDPR 514</td>
<td>Methods I - English</td>
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<td>EDPR 515</td>
<td>Methods I - Independent Study</td>
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<tr>
<td>EDPR 509</td>
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| Course Units | 2.00 |

Summer

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<tbody>
<tr>
<td>EDPR 501</td>
<td>Social Foundations of Independent Schools I</td>
<td>.5</td>
</tr>
<tr>
<td>EDPR 502</td>
<td>Introduction to Teaching as Inquiry I</td>
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| Course Units | 1.00 |

Fall

<table>
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<tr>
<td>EDPR 503</td>
<td>Learning Theory and Instructional Design I</td>
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<tr>
<td>EDPR 504</td>
<td>Field Seminar I</td>
<td>.5</td>
</tr>
<tr>
<td>EDPR 506</td>
<td>Reflective Practice in Schools I</td>
<td>.5</td>
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<tr>
<td>EDPR 516</td>
<td>Reflective Practice in Schools II</td>
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| Course Units | 2.00 |

Second Year

Spring

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<tr>
<td>EDPR 606</td>
<td>Social Foundations of Independent Schools: Advanced II</td>
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<tr>
<td>EDPR 607</td>
<td>Advanced Learning Theory II</td>
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<td>Advanced Field Seminar II</td>
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| Course Units | 2.00 |

Summer

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<td>EDPR 601</td>
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<tr>
<td>EDPR 602</td>
<td>Advanced Methods of Inquiry II</td>
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| Course Units | 1.00 |

Fall

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<tr>
<td>EDPR 603</td>
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<td>Select one of the following:</td>
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<td>EDPR 610</td>
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<td>EDPR 614</td>
<td>Methods II - English</td>
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<td>EDPR 615</td>
<td>Methods II - Independent Study</td>
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<td>EDPR 604</td>
<td>Advanced Learning Theory I</td>
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<tr>
<td>EDPR 605</td>
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| Course Units | 2.00 |

Total Course Units 10.00

Master's Portfolio

Master's degree candidates must demonstrate thorough knowledge of the field of specialization by creating a portfolio and passing a portfolio review in their area of study. The portfolio serves an educational and evaluative purpose through which students are expected to review and integrate what they have learned in their coursework and fieldwork. Portfolio formats vary.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

The Independent School Teaching Residency MSEd program also provides an option to apply for a Pennsylvania teaching certification. This option requires the completion of one additional course, EDTF 521 Foundations of Special Education as well as all PA state requirements for certification.
EDPR 603 Social Foundations of Independent Schools: Advanced .5
Select one of the following: .5
  EDPR 610 Methods II- Modern Language
  EDPR 611 Methods II- Math
  EDPR 612 Methods II- Social Studies
  EDPR 613 Methods II- Science
  EDPR 614 Methods II- English
  EDPR 615 Methods II- Independent Study
EDPR 604 Advanced Learning Theory I .5
EDPR 605 Advanced Field Seminar I .5
Spring
EDPR 606 Social Foundations of Independent Schools: Advanced II .5
EDPR 607 Advanced Learning Theory II .5
EDPR 608 Advanced Field Seminar II .5
EDPR 609 Masters Seminar .5
Required course for certification option. Term taken varies.
EDTF 521 Foundations Special Educ 0

Total Course Units 10

Master’s Portfolio
Master’s degree candidates must demonstrate thorough knowledge of the field of specialization by creating a portfolio and passing a portfolio review in their area of study. The portfolio serves an educational and evaluative purpose through which students are expected to review and integrate what they have learned in their coursework and fieldwork. Portfolio formats vary.

Intercultural Communication, MSEd
The M.S.Ed. in Intercultural Communication, housed within the Educational Linguistics Division, provides the skills and knowledge necessary to understand linguistic and social practices in a variety of environments. The M.S.Ed. in Intercultural Communication (ICC), provides a solid foundation in ethnographic and discourse analytic research methods. The core courses examine linguistic and social practices that occur in face-to-face interaction, the cultural expectations and ideologies that inform communicative practices, and the cultural dynamics of power and identity. A degree in ICC prepares students for careers such as cultural exchange advising and administration, study-abroad programming, refugee and immigrant support, and curriculum development, training, and facilitation. The program also provides a solid theoretical foundation for those students considering a career in intercultural research and/or doctoral study.

For more information: https://www.gse.upenn.edu/elx/icc

Curriculum
A total of 12 course units are required for the ICC MSEd. All courses must be at the 500 level or above.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tr>
<td>EDUC 537</td>
<td>Educational Linguistics</td>
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<tr>
<td>EDUC 546</td>
<td>Sociolinguistics in Education</td>
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</tr>
<tr>
<td>EDUC 593</td>
<td>Experiential Learning Design for Intercultural Communication</td>
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<tr>
<td>EDUC 655</td>
<td>Ethnography for Intercultural Communication</td>
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<tr>
<td>EDUC 657</td>
<td>Discursive Approaches in Intercultural Communication</td>
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<tr>
<td>EDUC 679</td>
<td>Reading, Writing, and Critical Thinking for Applied Linguistics</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 845</td>
<td>Seminar in Microethnography</td>
<td>1</td>
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</tbody>
</table>

Elective Courses
Select 1 ELX elective course 1
Select 2 electives 2

Distribution Requirement
Select 1 Distribution Requirement course 5

Capstone Course 4
EDUC 567 Internship: ICC 1

Total Course Units 12

Required Milestone:
Master’s degree candidates must demonstrate thorough knowledge of the field of specialization by passing a comprehensive examination in their area of study. The examination/portfolio/thesis serves an educational and evaluative purpose through which students are expected to review and integrate what they have learned in their coursework and fieldwork. Comprehensive formats vary.

1 Students must complete an internship of at least 160 hours. The internship proposal (part of EDUC 845 Seminar in Microethnography) must be approved before you can begin your internship; the internship must be completed before you may register for EDUC 567 Internship: ICC. EDUC 567 Internship: ICC is offered in the spring semester only.

2 Students must maintain a 3.5 cumulative GPA after the completion of the first fall semester in order to register for 4 CU’s in subsequent semesters. Students must maintain a 4.0 cumulative GPA after the completion of the first fall semester in order to register for 5 CU’s in subsequent semesters.

3 Two courses may be transferred into the program (as electives only) with the approval of ELX faculty.

4 Students must earn a grade of B- or higher in core courses (see Handbook).

5 Candidates for the M.S.Ed. degree must demonstrate knowledge of the field of education beyond the area of specialization. This requirement is met by satisfying the distribution requirement. To meet the distribution requirement, students must complete one approved graduate level (500 and above) GSE course outside the student’s area of specialization, earning a grade of ‘B’ or better. Students should check with their program manager for a list of courses approved to fulfill the distribution requirement. Further requirements regarding these courses may be specified by each division.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Interdisciplinary Studies in Human Development, MSEd

The M.S.Ed. in Interdisciplinary Studies in Human Development (ISHD) program examines the social, emotional, cognitive, and physical aspects of human development within the context of culture and social policy. The ISHD master's program offers students the opportunity to create an individualized program of study that leads to an enriched understanding of the diverse perspectives of human development across the lifespan in one of the following career interests: traditional academic research, youth programming and services, urban and ethnic studies, adult development and learning, international programming (e.g., work with NGOs), foundation administration, and program development. The program is designed for pre-professional training and to prepare students to advance within their careers by gaining a better understanding of human development issues. The M.S.Ed. in ISHD also gives students a solid foundation for applying to doctoral programs in human development and related fields.

For more information: https://www.gse.upenn.edu/aphd/ishd/msed

Curriculum

A total of 10 course units are required for the ISHD MSEd.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>Introductory (Required)</td>
<td>EDUC 560 Human Development</td>
<td>1</td>
</tr>
<tr>
<td>Current Research, Theory, Application (Required)</td>
<td>EDUC 860 ISHD Proseminar: Exploring Self in Developmental Context</td>
<td>1</td>
</tr>
</tbody>
</table>

Developmental Foundations 1

Select at least 3 of the following: 3

- EDUC 514 Education in Developing Countries
- EDUC 557 Developmental Theories: Applications with Adolescents
- EDUC 561 Adolescent Development
- EDUC 562 Personality & Social Development
- EDUC 568 Cognitive Development
- EDUC 709 Peer Relationships in Childhood and Adolescence.
- EDUC 764 Cognitive Processes (EDUC 568 pre-req)
- EDUC 739 Poverty and Child Development

Social, Cultural & Policy Foundations

Select one of the following: 1

- EDUC 522 Psychology of the African-American
- EDUC 574 Race/Ethnicity in Human Development
- EDUC 581 Advanced Psychology of Women: Counseling Issues for Women
- EDUC 610 Cultural Perspectives on Human Development
- EDUC 731 Risk, Resilience, and Prevention Science

Quantitative Methodology

Select one of the following: 1

- EDUC 667 Introductory Statistics for Educational Research
- EDUC 767 Regression and Analysis of Variance

Qualitative Methodology

Select one of the following: 1

- EDUC 682 Qualitative Modes of Inquiry
- EDUC 575 Topics in the Psychology of Education
- EDUC 980 Research Seminar in Counseling

Electives

Select 2 graduate level elective courses 2

Total Course Units 10

Applied Development and Counseling Skills Concentration:

ISHD MSEd students may opt for a concentration in Applied Development and Counseling Skills by taking 7 ISHD courses in addition to 3 courses that would fulfill requirements for the concentration.

Required Milestones

Comprehensive Examination (or Portfolio or Thesis)

Master’s degree candidates must demonstrate thorough knowledge of the field of specialization by passing a comprehensive examination in their area of study. The examination/portfolio/thesis serves an educational and evaluative purpose through which students are expected to review and integrate what they have learned in their coursework and fieldwork. Comprehensive formats vary.

1 Counseling Area of Concentration students select at least 2 of these courses.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

International Educational Development, MSEd

The M.S.Ed. in International Educational Development program (IEDP) prepares students with distinctive skills required to address social, political and economic concerns in the world’s most marginalized communities through both academic coursework and hands-on experiences. Students draw on the program’s strong interdisciplinary foundations to develop expertise in areas such as: learning, curriculum and pedagogy, early childhood education, educational assessment, gender, human rights, language policy, literacy, migration, nonprofit management, poverty alleviation, public health, program evaluation, school climate, and technology for development. Graduates of the IEDP have an enhanced understanding of the interplay of local, national, and international politics, policies, and priorities in a world of rapid educational change, and are able to critically read and persuasively communicate evidence-based knowledge to a diverse set of stakeholders.
For more information: https://iedp.gse.upenn.edu/about

## Curriculum

A total of 10 course units are required for the IEDP MSEd.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td><strong>Core Courses</strong></td>
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<tr>
<td>EDUC 514</td>
<td>Education in Developing Countries</td>
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<tr>
<td>EDUC 695</td>
<td>International Educational Development in Practice: Tools, Techniques and Ethics</td>
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<td>EDUC 734</td>
<td>Masters Proseminar in International Educational Development</td>
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<td><strong>Research Methods Courses 1</strong></td>
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<tr>
<td>Select 1 Quantitative Methods course</td>
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<td>Select 1 Qualitative Methods course</td>
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<tr>
<td><strong>IEDP Thematic Courses 2</strong></td>
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<td>Select 2 Thematic courses</td>
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<td><strong>Electives</strong></td>
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<td>Select 1 Distribution Requirement course 3</td>
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<tr>
<td>Select 2 free electives 4</td>
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<td><strong>IEDP Field Internship</strong></td>
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<tr>
<td>EDUC 990</td>
<td>Masters/Doctoral Degree Completion</td>
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</tr>
<tr>
<td></td>
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</table>

### IEDP Capstone Portfolio

Students must prepare a professional, performance-based portfolio of works that demonstrate their mastery of IED research, theory, skills and practice. The portfolio must include a Policy Brief (prepared in the Master's Proseminar in International Educational Development).

Students should confer with their faculty advisor about the other requirements of the portfolio, but they may include: technical proposal; internship reports and assignments; and/or term or position papers; academic presentations.

### IEDP Summer Field Internship

All eligible students may complete an approved 12 week, international internship in an education and development oriented organization (typically in the summer), where there are productive work opportunities, and where interns have the skills that match the position openings. Domestic placements may be considered for those who request them.

All IEDP-Masters students who have passed EDUC514, EDUC695, and EDUC734, and in good academic standing are eligible for an IEDP internship. Students should confer with their faculty advisor about eligibility review and internship placement. Students will be registered for EDUC990 in the term of their internship if they are not enrolled in any other courses.

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1 Both quantitative and qualitative courses prepare students in the practical and theoretical implications of collecting, interpreting, analyzing and presenting data on the human condition broadly (and education/learning in particular).

2 IEDP thematic courses build on and extend the foundation built in core courses around particular, specialized areas. These should be IEDP (or related) courses that prepare students for professional paths in international education. With faculty advisor approval, offerings from outside the program that achieve these aims may be considered.

3 Candidates for the M.S.Ed. degree must demonstrate knowledge of the field of education beyond the area of specialization. Students must complete one approved graduate level (500 and above) GSE course outside the student’s area of specialization, earning a grade of “B” or better. Students should confer with their faculty advisor for further guidance.

4 Electives must be graduate level (500 and above) and taken for a letter grade. Students should draw on elective courses to reflect their emerging, self-identified specialization within the field. They may be based on: region of the world (e.g. South Asia or Latin America); discipline, topic or issue (e.g. sociology, human rights or literacy); or practical application (e.g. curriculum design or non-profit leadership).

Electives should be determined in consultation with a faculty advisor so they align with the Planned Program of Study. With faculty advisor approval, electives may potentially be taken in International Educational Development (IEDP), other programs in the Graduate School of Education, or from graduate programs across the University of Pennsylvania.

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The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

## Learning Sciences & Technologies, MSEd

The M.S.Ed. in Learning Sciences and Technologies lays the foundation for graduates to pursue fulfilling and creative careers as educators, researchers, and developers of next-generation curricula, technology-enriched learning environments, and instructional programs. The Learning Sciences and Technologies M.S.Ed. is designed for students who wish to investigate at an advanced level the interdisciplinary connections between learning environments (both online and offline), design issues, and educational concerns. Students enjoy individualized courses of study in a small, community-oriented cohort of students. The curriculum gives students the knowledge, skills, and techniques needed to assess, design, and implement programs in learning settings that range from after-school opportunities to corporate professional development.

For more information: https://www.gse.upenn.edu/tll/lst

## Curriculum

A minimum of 10.0 course units are required for the LST MSEd

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<tr>
<td>EDUC 616</td>
<td>Master's Foundations of Teaching and Learning</td>
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2020-21 Catalog | Generated 09/18/20
EDUC 639 Design of Learning Environments 1
EDUC 644 Learning Sciences: Past, Present, Future 1
EDUC 667 Introductory Statistics for Educational Research 1
or EDUC 682 Qualitative Modes of Inquiry 1
EDUC 668 Master’s Paper Seminar 1
EDUC 696 In/formal Learning Experience Internship 1

**Concentration Courses**
Select 2 Concentration Courses, such as: (EDUC 552 Video Games and Virtual Worlds as Sites for Learning) 2

**Elective Courses**
Select 1 elective 3

**Distribution Requirement**
Select 1 Distribution requirement course 4

**Total Course Units** 10

**Other Requirements**
Internship requirement: Supported by EDUC 696 In/formal Learning Experience Internship; includes internship work as outlined in Internship Contract.

Master’s Paper/Capstone Experience: Supported by EDUC 668 Master’s Paper Seminar

1. The MSEd degree requires a minimum of 10 CUs. All courses counted towards the degree must be at the 500 level or above. No transfer credits are accepted. Other program requirements include successful completion of the internship program and the Master’s Paper. All students must take at least 3 CUs to be considered full-time. Part-time students enroll in 1 to 2 CUs per semester.

2. Please refer to program for full list of concentration courses

3. The 545 course number is used to denote an experimental course offered for the first time, and several sections of 545 may be offered in a single semester.

4. Candidates for the M.S.Ed. degree must demonstrate knowledge of the field of education beyond the area of specialization. This requirement is met by satisfying the distribution requirement. To meet the distribution requirement, students must complete one approved graduate level (500 and above) GSE course outside the student’s area of specialization, earning a grade of “B” or better. Students should check with their program manager for a list of courses approved to fulfill the distribution requirement. Further requirements regarding these courses may be specified by each division.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Medical Education, MSEd**

The University of Pennsylvania Medical Education (Med Ed) Master of Education degree program is a unique collaboration between physician educators and education experts who have come together to provide a comprehensive, innovative curriculum designed specifically for physicians and other healthcare professionals. The program offers leaders in medical education the opportunity to receive master-level training in the delivery of innovative, evidence-based education programs based on sound educational scholarship and the latest technologies. The format is designed to accommodate professionals from a broad geographic area, pairing brief, on-site intensives with flexible, distance learning. This program is brought to you by the University of Pennsylvania Graduate School of Education. It is directed, designed and led in collaboration with the Perelman School of Medicine and The Children’s Hospital of Philadelphia.

For more information: [https://www.gse.upenn.edu/exec-ed/med-ed](https://www.gse.upenn.edu/exec-ed/med-ed)

**Curriculum**

**First Year**

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<tr>
<td>1</td>
<td>EDME 501 Applied Learning and Technology in Medical Education</td>
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<tr>
<td>1</td>
<td>EDME 502 Learning &amp; Instructional Design in MedEd</td>
</tr>
<tr>
<td>1</td>
<td>EDME 503 Managing Technology in Curriculum in MedEd</td>
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<td>EDME 504 Evidence Based Med Ed</td>
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<td>EDME 505 Assessing Med Instruction</td>
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<tbody>
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<td>EDME 506 Evidence Based Med Ed II</td>
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<tr>
<td>1</td>
<td>EDME 601 Leadership Skills in Ed</td>
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<td>EDME 602 Leadership Effectiveness in Medical Education</td>
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<td>1</td>
<td>EDME 603 Directing Education Programs</td>
</tr>
<tr>
<td>1</td>
<td>EDME 604 CAPSTONE: LEADERSHIP IN MEDICAL EDUCATION I</td>
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<table>
<thead>
<tr>
<th>Course Units</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00</td>
<td>Total Course Units</td>
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</table>

**Required Milestones:**

**Comprehensive Examination (or Portfolio or Thesis)**

Master’s degree candidates must demonstrate thorough knowledge of the field of specialization by passing a comprehensive examination in their area of study. The examination/portfolio/thesis serves an educational and evaluative purpose through which students are expected to review and integrate what they have learned in their coursework and fieldwork. Comprehensive formats vary.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should
consult with their academic program regarding final certifications and requirements for graduation.

Professional Counseling, MPhilEd

The M.Phil.Ed. in Professional Counseling functions as the second year of our Professional Counseling Programs, following the M.S.Ed. in Counseling and Mental Health Services. The M.Phil.Ed. prepares students to become Certified School Counselors and/or Licensed Professional Counselors (LPCs). The M.Phil.Ed. in Professional Counseling program emphasizes supervised counseling and clinical skills development for addressing the emotional and behavioral health challenges facing individuals and groups in a wide range of settings, including schools, neighborhoods, and larger communities. This program involves a year of advanced study in the mastery of professional counseling, clinical assessment, and consultation services immediately following completion of the one-year Counseling and Mental Health Services (CMHS) M.S.Ed. program. Graduates of the program can either launch their careers as licensed professional counselors after completing post-graduate requirements or go on to pursue doctoral studies.

For more information: https://www.gse.upenn.edu/aphd/pc

Curriculum

A total of 10 course units are required for the M.Phil.Ed.

First Year

Summer

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>Select 2 electives offered by GSE's Human Development department</td>
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Fall

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<tbody>
<tr>
<td>EDUC 717 Professional Internship in Counseling I</td>
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<tr>
<td>EDUC 725 Advanced Professional Practice in Communities, Agencies and Organizations</td>
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</tr>
<tr>
<td>EDUC 766 Advanced Professional Counseling Interventions</td>
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</tr>
<tr>
<td>EDUC 603 Wellness and Addictions Counseling</td>
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Spring

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<thead>
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<td>1</td>
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<tr>
<td>EDUC 782 Assessment for Counselors I</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 585 Advanced Group and Family Counseling</td>
<td>1</td>
</tr>
<tr>
<td>Select 1 elective</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Course Units: 10

Required Milestones

Comprehensive Examination (or Portfolio or Thesis)

Master's degree candidates must demonstrate thorough knowledge of the field of specialization by passing a comprehensive examination in their area of study. The examination/portfolio/thesis serves an educational and evaluative purpose through which students are expected to review and integrate what they have learned in their coursework and fieldwork. Comprehensive formats vary.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Quantitative Methods, MPhilEd

The M.Phil.Ed. in Quantitative Methods is designed for professionals who have already earned a relevant master's degree and wish to advance their mastery of scale development and assessment, design of randomized field trials and quasi-experiments, multivariate statistical analysis as applied in education, surveys, and the production of high-quality evidence for decision-making in public and organizational policy. In addition to developing expertise in advanced methods of research, students are required to take distribution courses in fields such as early childhood, reading, science education, education in developed and developing countries, dropout and risk prevention, etc. The curriculum integrates research methods with policy content. Research experience is an integral part of the curriculum. Graduates are prepared to design, apply and interpret measures of attitude, behavior, and other social science, education and related phenomena; to validate, scale and equate such measures; to plan and conduct controlled field experiments; to apply and interpret advanced univariate and multivariate statistics; to evaluate programs and policies through quantitative studies; and to disseminate and interpret results for understanding and policy development.

For more information: https://www.gse.upenn.edu/qm/mphiled

Curriculum

A total of 16 course units are required for the M.Phil.Ed. in Quantitative Methods.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 625</td>
<td>Data Processing and Analysis (Fall)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 680</td>
<td>Evaluation of Policies, Programs and Projects (Fall)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 683</td>
<td>Survey Methods &amp; Design (Spring)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 684</td>
<td>Measurement &amp; Assessment (Fall)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 767</td>
<td>Regression and Analysis of Variance (Fall or Spring)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 768</td>
<td>Measurement Theory and Test Construction (Spring)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 771</td>
<td>Factor Analysis and Scale Development (Fall)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 777</td>
<td>Structural Equations Modeling (Spring)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 829</td>
<td>Policy Research Seminar (Spring)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 871</td>
<td>Randomized Trials and Experiments (Spring)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 880</td>
<td>Complex, Multilevel, and Longitudinal Research Models (Fall)</td>
<td>1</td>
</tr>
</tbody>
</table>

School Counseling Certification Track Requirement students must take EDUC 553 Foundations of Education for Diverse Learners as 1 of the 2 electives.
EDUC 881  Applied Multivariate Statistics (Spring)  1

**Distribution Requirement**
Select 1 Distribution Requirement course  1

**Electives**
Select 3 electives  3

**Total Course Units**  16

1 To meet the distribution requirement, students must complete one approved graduate level (500 or above) GSE course outside the student’s area of specialization, earning a grade of “B” or better.

2 Students are required to take three elective courses. These courses can be taken at other Penn schools with permission from the advisor and the school in question. The student must also earn a grade of 'B' or better.

**Comprehensive Examination**
Master’s degree candidates must demonstrate thorough knowledge of the field of specialization by passing a general examination in their area of study. The general examination serves an educational and evaluative purpose through which students are expected to review and integrate what they have learned in their coursework and fieldwork.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Reading/Writing/Literacy, MSEd**

Students in this interdisciplinary program study literacy and language from sociopolitical, cultural, psychological, historical, and linguistic perspectives. The M.S.Ed. in Reading/Writing/Literacy program prepares students as practitioners, researchers, and policy makers in educational settings that include K-12 schools, colleges and universities, community-based literacy programs, educational publishing, and government programs. Four principles guide the program:

1. Literacy and language are studied from the sociopolitical, cultural, psychological, historical, linguistic, and literary perspectives;
2. The program is inquiry-based, intended to raise questions about the relationships among theory, research, policy, and practice while encouraging students to build their own theories of research and practice;
3. It focuses on diversity and on urban settings and the contexts of different schools, communities, families, and cultures; and
4. The program is committed to educational change, recognizing that educational institutions are sites in which to work for social justice, equity, and transformation.

For more information: https://www.gse.upenn.edu/academics/programs/reading-writing-literacy-masters (https://www.gse.upenn.edu/academics/programs/reading-writing-literacy-masters/)

**Curriculum**

A total of 10 course units are required for the RWL MSeD.

A total of 10 course units are required for RWL MSeD + Reading Specialist Certification if student is certified in Elem or Sec certification with at least 1 year of teaching experience (student teaching not applicable)

A total of 11 course units are required for RWL MSeD + Reading Specialist Certification if student does not hold Elem or Sec certification or is certified without at least 1 year of teaching experience (student teaching not applicable)

**RWL MSeD**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 533</td>
<td>Forming and Reforming the Elementary Reading/Writing/Literacy Curriculum (Summer or Fall)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 629</td>
<td>Teaching English/Language and Literacy in Middle and Secondary Schools (Fall)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 723</td>
<td>Multicultural Issues in Education (Fall)</td>
<td>1</td>
</tr>
</tbody>
</table>

**RWL Courses**

Select two of the following:

- EDUC 525  Fieldwork in Language in Education (Spring)
- EDUC 525  Fieldwork in Language in Education (Fall - for those who need an addtl course unit)
- EDUC 535  Literature for Children and Adolescents
- EDUC 635  Assessing Language and Learning Differences
- EDUC 735  Tutorial Work in Reading/Writing/Literacy

**Total Course Units**  10

**RWL MSeD + Reading Specialist Certification (if student does hold Elem or Sec certification or is certified with at least 1 year of teaching experience)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 533</td>
<td>Forming and Reforming the Elementary Reading/Writing/Literacy Curriculum (Summer or Fall)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 629</td>
<td>Teaching English/Language and Literacy in Middle and Secondary Schools (Fall)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 723</td>
<td>Multicultural Issues in Education (Fall)</td>
<td>1</td>
</tr>
</tbody>
</table>

**RWL Courses**

- EDUC 525  Fieldwork in Language in Education (Spring)
- EDUC 535  Literature for Children and Adolescents
- EDUC 635  Assessing Language and Learning Differences
- EDUC 735  Tutorial Work in Reading/Writing/Literacy

2020-21 Catalog | Generated 09/18/20
School Leadership, MSEd

The School Leadership Program prepares professionals in independent, public, and charter schools to inquire into their own practice and develop their identities as leaders, building confidence and excellence. Our integrated program of study focuses on the dynamics of instructional, organizational, public, and evidence-based leadership with coursework designed to help students draw connections between theory and practice by applying learning in school settings. We emphasize cross-cutting competencies, including habits of mind, intrapersonal/interpersonal growth, reflective practice, communication skills and professionalism. In a field where practitioners are frequently siloed within their schools, grade levels, and sectors, the master’s in School Leadership Program brings together students representing a diverse array of public, charter, and independent schools—not only from across the region but also the nation.

For more information: https://slp.gse.upenn.edu/

Curriculum
Independent MSEd Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSL 501</td>
<td>Sustainability in Schools</td>
<td>1</td>
</tr>
<tr>
<td>EDSL 502</td>
<td>Leadership in Public, Independent &amp; Parochial Schools</td>
<td>1</td>
</tr>
<tr>
<td>EDSL 503</td>
<td>Developing Instructional Leadership in Practice</td>
<td>1</td>
</tr>
<tr>
<td>EDSL 504</td>
<td>Field Internship Seminar: Inquiring Into Organizational and Legal Dimensions of Principal Leadership</td>
<td>1</td>
</tr>
<tr>
<td>EDSL 505</td>
<td>Aligning Fiscal, Human, and Community Resources in Support of the School’s Instructional Mission</td>
<td>1</td>
</tr>
<tr>
<td>EDSL 506</td>
<td>Instructional Leadership to Promote Learning</td>
<td>1</td>
</tr>
<tr>
<td>EDSL 507</td>
<td>Practitioner Research</td>
<td>1</td>
</tr>
</tbody>
</table>

Candidates for the M.S.Ed. degree must demonstrate knowledge of the field of education beyond the area of specialization. This requirement is met by satisfying the distribution requirement. To meet the distribution requirement, students must complete one approved graduate level (500 and above) GSE course outside of the student's area of specialization, earning a grade of 'B' or better. Students should check with their program manager for a list of courses approved to fulfill the distribution requirement. Further requirements regarding these courses may be specified by each division.

Electives must be 500 level or above and taken for a letter grade (no pass/fail) to be included towards the MSEd degree. Non-GSE courses must be approved by your advisor.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

1 These courses listed are required for RWL MSEd + Reading Specialist Certification students (depending on their prior certification/preparation). Regular MSEd students only need two RWL Foundations in Literacy courses (consult with program manager for a full list of courses) to fulfill this requirement.

2 The course selection should be outside RWL but within GSE.
EDSL 508  Teaming and Collaborative Leadership in Schools  1
EDSL 509  Field Internship Seminar: Leadership for School Improvement  1
EDSL 510  Critical Issues in Education  1

Program Meetings
1 weekend/month
All-day Sat & Sun
1 virtual class/month
Focused Observations
3 of 5 daylong visits
Summer Master’s Seminar
2 weeks in July
Internship Requirements
240 Hours Under Head of School
Capstone Projects
Portfolio
Practitioner Research Project

Public MSED Track  ^1,3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSL 501</td>
<td>Sustainability in Schools</td>
<td>1</td>
</tr>
<tr>
<td>EDSL 502</td>
<td>Leadership in Public, Independent &amp; Parochial Schools</td>
<td>1</td>
</tr>
<tr>
<td>EDSL 503</td>
<td>Developing Instructional Leadership in Practice</td>
<td>1</td>
</tr>
<tr>
<td>EDSL 504</td>
<td>Field Internship Seminar: Inquiring Into Organizational and Legal Dimensions of Principal Leadership</td>
<td>1</td>
</tr>
<tr>
<td>EDSL 505</td>
<td>Aligning Fiscal, Human, and Community Resources in Support of the School’s Instructional Mission</td>
<td>1</td>
</tr>
<tr>
<td>EDSL 506</td>
<td>Instructional Leadership to Promote Learning</td>
<td>1</td>
</tr>
<tr>
<td>EDSL 507</td>
<td>Practitioner Research</td>
<td>1</td>
</tr>
<tr>
<td>EDSL 508</td>
<td>Teaming and Collaborative Leadership in Schools</td>
<td>1</td>
</tr>
<tr>
<td>EDSL 509</td>
<td>Field Internship Seminar: Leadership for School Improvement</td>
<td>1</td>
</tr>
<tr>
<td>EDSL 510</td>
<td>Critical Issues in Education</td>
<td>1</td>
</tr>
</tbody>
</table>

Program Meetings
1 weekend/month
All-day Sat & Sun
1 virtual class/month
Focused Observations
3 of 5 daylong visits
Summer Master’s Seminar
2 weeks in July
Internship Requirements
360 Hours Under Principal
Capstone Projects

Required Milestone:
Master’s degree candidates must demonstrate thorough knowledge of the field of specialization by passing a comprehensive examination in their area of study. The examination/portfolio/thesis serves an educational and evaluative purpose through which students are expected to review and integrate what they have learned in their coursework and fieldwork. Comprehensive formats vary.

1. The School Leadership Program is unable to provide immigration sponsorship for international students.
2. To be admitted into this track, students must have several years professional experience in a school setting. Most often our students’ school experience comes from teaching in a classroom but special to the Independent School Track is the ability for those in admissions or development roles at private schools to participate in the program without having had prior classroom experience.
3. To be admitted into this track, students must either have at least three years teaching experience or two years teaching experience and be in a teaching position while completing the program.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

School and Mental Health Counseling, M.S.Ed

The Executive Program in School and Mental Health Counseling, M.S.Ed. is designed for working professionals embarking on careers as either school or mental health counselors. The program is organized around two tracks: Mental Health Counseling Licensure and School Counseling Certification and Mental Health Counseling Licensure. Using an executive-learning format, students can earn their degrees while maintaining full-time employment by attending courses that meet for one week of intensive study each summer and one weekend per month during two academic years. The cohort-model program results in students who work closely with their peers through a sequentially structured curriculum of courses and field training. Supervised field experiences are integral to the program. This program starts in the Summer term.

For more information: https://smhc.gse.upenn.edu/program/about

Curriculum

<table>
<thead>
<tr>
<th>First Year</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Units</td>
</tr>
<tr>
<td>EDSL 501</td>
<td>ETHICS &amp; PROFESSIONAL PRINCIPLES IN SCHOOL &amp; MENTAL HEALTH COUNSELING</td>
</tr>
<tr>
<td>EDSL 502</td>
<td>COUNSELING INTERVENTIONS: THEORY &amp; PRACTICE</td>
</tr>
</tbody>
</table>
Statistics, Measurement, Assessment, and Research Technology, MSEd

The M.S.Ed. in Statistics, Measurement, Assessment, and Research Technology (SMART) program is designed to prepare individuals for work in research and assessment organizations, public institutions, and government agencies focused on education, psychology, and related human services fields. The program provides understanding and skills in data collection, management, and processing; measurement theory and test construction; survey design; design and execution of randomized controlled experiments and quasi-experiments; assessment strategies; and statistical analysis and reporting in education. Graduates of the SMART program go on to become researchers and statistical analysts in organizations such as school districts, government agencies, research centers, educational testing companies, and educational research institutes.

For more information: https://www.gse.upenn.edu/qm/smart

Curriculum

10 CUs are required for the Statistics, Measurement, Assessment, and Research Technology (SMART) MSeD Program.

Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 625</td>
<td>Data Processing and Analysis (Fall)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 680</td>
<td>Evaluation of Policies, Programs and Projects (Fall)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 683</td>
<td>Survey Methods &amp; Design (Spring)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 684</td>
<td>Measurement &amp; Assessment (Fall)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 767</td>
<td>Regression and Analysis of Variance (Fall or Spring)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 768</td>
<td>Measurement Theory and Test Construction (Spring)</td>
<td>1</td>
</tr>
</tbody>
</table>

Distribution Requirement

Select 1 Distribution course (Fall, Spring, or Summer) 1

Elective Courses 2, 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 829</td>
<td>Policy Research Seminar (Spring)</td>
<td>1</td>
</tr>
</tbody>
</table>

Required Milestones

Comprehensive Examination (or Portfolio or Thesis)

Master's degree candidates must demonstrate thorough knowledge of the field of specialization by passing a comprehensive examination in their area of study. The examination/portfolio/thesis serves an educational and evaluative purpose through which students are expected to review and integrate what they have learned in their coursework and fieldwork. Comprehensive formats vary.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Candidates for the MSEd degree must demonstrate knowledge of the field of education beyond the area of specialization. This requirement is met by satisfying the distribution requirement. To meet the distribution requirement students must complete one approved graduate level (500 or above) GSE course outside the academic division in which they are enrolled, earning a grade of 'B' or better.

Students are required to take two elective courses. These courses can be taken at other Penn schools with permission from the advisor and the school in question. The student must also earn a grade of 'B' or better.

The SMART Program of study for the M.S.Ed. degree requires that students have had an introductory statistics course, such as EDUC 667 or its equivalent, prior to entering the SMART Program. If it is discovered that an entering student is insufficiently prepared in statistics, the student will be required to enroll in EDUC 667. This will count as an elective in the student's required 10 CUs. The SMART requirement for a student having had EDUC 667, or its equivalent, prior to program entry applies to all part-time and all full-time students entering the program, whether employed by the university or not.

Comprehensive Examination
Toward the end of completion of course requirements, master’s students are required to pass a general examination in the core content of SMART.

Graduation
Anticipated graduation under this plan can be either May, August, or December.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Teaching English to Speakers of Other Languages, MSEd
The M.S.Ed. in Teaching English to Speakers of Other Languages (TESOL), housed within the Educational Linguistics Division, provides a foundation in the practical, theoretical, and professional aspects of the field of language education with a focus on English language teaching. The M.S.Ed. in TESOL prepares students to teach English in settings where English is a second, foreign, or international language. The program emphasizes the many roles and functions of English language education in the political, social, and academic climate of today’s globalized world. TESOL's course of study combines the theoretical and practical aspects of the field while emphasizing the motivations and needs of immigrants who settle in English-speaking nations, international scholars and professionals, and students in countries where English is a second or foreign language. In-depth study and field-based practice prepare students to identify and analyze learner needs, design tailored language curricula, and use a variety of evidence-based teaching and assessment practices.

For more information: https://www.gse.upenn.edu/elx/tesol (https://www.gse.upenn.edu/elx/tesol/)

Curriculum
A total of 12 course units are required for the TESOL MSEd.1,2 All courses must be at the 500 level or above.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 527</td>
<td>Approaches to Teaching English and Other Modern Languages</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 528</td>
<td>TESOL Practice Teaching</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 537</td>
<td>Educational Linguistics</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 542</td>
<td>TESOL Classroom Fundamentals</td>
<td>5</td>
</tr>
<tr>
<td>EDUC 546</td>
<td>Sociolinguistics in Education</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 670</td>
<td>Second Language Development</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 679</td>
<td>Reading, Writing, and Critical Thinking for Applied Linguistics</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TESOL-related Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 3 electives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Distribution Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 1 Distribution Requirement course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 563</td>
</tr>
</tbody>
</table>

Total Course Units 12

Required Milestone:
Master's degree candidates must demonstrate thorough knowledge of the field of specialization by passing a comprehensive examination in their area of study. The examination/portfolio/thesis serves an educational and evaluative purpose through which students are expected to review and integrate what they have learned in their coursework and fieldwork. Comprehensive formats vary.

1. Two courses may be transferred into the program (as electives ONLY) with the approval of ELX faculty.
2. Full-time registration is 3 CUs. Students must reach and maintain a 3.5 cumulative GPA after the completion of the first fall semester in order to register for 4 CUs in subsequent semesters.
3. Students must earn a grade of B- or higher in core courses. See the TESOL Handbook for more information.
4. Students may teach any language at their field site.
5. Depending on prior academic and teaching experience, students may seek faculty permission to waive EDUC 528 TESOL Practice Teaching field site.
6. Students must earn a grade of B- or higher in core courses. See the TESOL Handbook for more information.
7. Depending on prior academic and teaching experience, students may seek faculty permission to waive EDUC 528 TESOL Practice Teaching field site.
Candidates for the M.S.Ed. degree must demonstrate knowledge of the field of education beyond the area of specialization. This requirement is met by satisfying the distribution requirement. To meet the distribution requirement, students must complete one approved graduate level (500 and above) GSE course outside the student’s area of specialization, earning a grade of ‘B’ or better. Students should check with their program manager for a list of courses approved to fulfill the distribution requirement. Further requirements regarding these courses may be specified by each division.

Students must teach English at their EDUC 563 TESOL Seminar field site.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Teaching, Learning, and Leadership, MSEd**

Focused primarily on K-12 populations, the M.S.Ed. in Teaching, Learning, and Leadership is designed for individuals who wish to work in educational and leadership capacities both in and outside of formal classroom settings. Students choose one of two areas of informal specialization: Teaching and Learning, or Educational Leadership. Students enjoy individualized courses of study in a small, community-oriented cohort. Our two-semester internship program, paired with our Internship Seminar, gives students an in-depth understanding of how learning occurs in out-of-school environments. Graduates work in schools, school administrations, after-school programs, museum settings, and educational non-profits.

For more information: [https://www.gse.upenn.edu/tll/msed](https://www.gse.upenn.edu/tll/msed)

**Curriculum**

A total of 10 course units are required for the TLL MSEd.¹-

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Courses</strong></td>
<td></td>
</tr>
<tr>
<td>EDUC 616</td>
<td>Master’s Foundations of Teaching and Learning</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 667</td>
<td>Introductory Statistics for Educational Research</td>
<td>1</td>
</tr>
<tr>
<td>or EDUC 682</td>
<td>Qualitative Modes of Inquiry</td>
<td></td>
</tr>
<tr>
<td>EDUC 668</td>
<td>Master’s Paper Seminar</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 696</td>
<td>In/formal Learning Experience Internship</td>
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<tr>
<td></td>
<td><strong>Concentration Courses</strong></td>
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</tr>
<tr>
<td>EDUC 544</td>
<td>School and Society in America</td>
<td>1</td>
</tr>
<tr>
<td>Select one Teaching/Learning or Educational Leadership course</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Elective Courses</strong></td>
<td></td>
</tr>
<tr>
<td>Select 3 electives³</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Distribution Requirement**

| Select 1 Distribution requirement course | 1 |

| Total Course Units | 10 |

**Other Requirements**

Internship requirement: Supported by EDUC 696 In/formal Learning Experience Internship; includes internship work as outlined in Internship Contract.

Master’s Paper/Capstone Experience: Supported by EDUC 668 Master’s Paper Seminar

The MSEd degree requires a minimum of 10 CUs. All courses counted towards the degree must be at the 500 level or above. No transfer credits are accepted. Other program requirements include successful completion of the internship program and the Master’s Paper. All students must take at least 3 CUs to be considered full-time. Part-time students enroll in 1 to 2 CUs per semester.

Taught by TLL-affiliated faculty

The 545 course number is used to denote an experimental course offered for the first time, and several sections of 545 may be offered in a single semester.

Candidates for the M.S.Ed. degree must demonstrate knowledge of the field of education beyond the area of specialization. This requirement is met by satisfying the distribution requirement. To meet the distribution requirement, students must complete one approved graduate level (500 and above) GSE course outside the student’s area of specialization, earning a grade of ‘B’ or better. Students should check with their program manager for a list of courses approved to fulfill the distribution requirement. Further requirements regarding these courses may be specified by each division.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Urban Teaching Residency, MSEd**

**Urban Teaching Residency Program (UTRP)**

The Urban Teaching Residency program provides solid academic training and professional mentoring necessary to create effective urban educators. The curriculum is set around four core principles: unwavering focus on children; teacher inquiry and reflection; broad understanding of education and commitment to equity and social justice. The program began as a partnership of Penn GSE, the Pennsylvania Department of Education, and the Teach For America Greater Philadelphia Region.

To meet the needs of people working full time, the Urban Teaching Residency program is an executive-style format program with a hybrid of online and in-person coursework.

Our program offers two tracks. One with Pennsylvania certification (Every Teacher Certified, or ETC) and one without (Urban Professionals Program, or UPP).
Every Teacher Certified Options:

1. M.S.Ed. in Urban Education with PA Instructional I certification
   (https://utrp.gse.upenn.edu/program/certification/)
   - The M.S.Ed. in Urban Education with recommendation for the Instructional Level I Certification allows you to work towards a Pennsylvania teaching certification while simultaneously completing coursework required to earn a master's degree in education.

2. M.S.Ed. in Urban Education with dual certification in PA Instructional I and special education
   (https://utrp.gse.upenn.edu/program/certification/)
   - The M.S.Ed. in Urban Education with recommendation for the Instructional Level I Certification and K-12 Special Education Certification allows you to work towards a PA content-area certification and certification in Special Education in two years. You must opt into this track by the first semester of your first year.

3. Certification Only – General Education or Special Education
   - General Education Certification Only is for students who are entering the program through one of our educational and school partners.

4. Special Education Certification Only is for teachers who are already certified in a general education track.

Urban Professionals Program track

M.S.Ed. in Urban Education

The M.S.Ed in Urban Education is designed for teachers, researchers, educators, and community advocates who are interested in the distinct needs of children and families in high-needs contexts. It explores issues related to equity, access, institutional and school-level policy, as well as the needs of children living in poverty. Drawing from critical and sociocultural perspectives, the M.S.Ed in Urban Education considers how communities, schools, and policy intersect to impact families in high-needs schools.

For more information: https://utrp.gse.upenn.edu

Urban Teaching Residency Core Requirements

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<tr>
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<td>EDTF 521</td>
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| Electives | 2 |

| Concentration Requirements * |

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Select a concentration to supplement the Urban Teaching Residency Core Requirements.

Elementary

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<td>Methods: Elementary B</td>
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<td>EDTF 601</td>
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World Languages

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<td>Methods: 7-12 World Languages B</td>
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English Middle Years

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English Secondary

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Mathematics Middle Years

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Mathematics Secondary

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<td>EDTF 532</td>
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<td></td>
<td><strong>Every Teacher Certified (ETC) M.S.Ed. with Certification</strong></td>
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<td>Certification tracks are assigned based on the content area and grade level placement in which you work in your school. Our program ensures that your coursework and mentoring aligns with requirements for earning teaching certification.</td>
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</tbody>
</table>
General Education Tracks:
- Pre-K-4<sup>th</sup> grade
- Middle Years with concentration in
  - Mathematics
  - Science
  - English
- Secondary Mathematics
- Secondary English
- Secondary General Science
- Secondary Physics
- Secondary Biology
- Secondary Chemistry
- Secondary World Languages

For more information: https://utrp.gse.upenn.edu/program/certification

Required Courses

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<tr>
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<th>Course Units</th>
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<td>Summer</td>
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<td>Fall</td>
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Special Education (Dual) Certification

Along with a general education certification, individuals working in special education classrooms may have the opportunity to earn either a Pre-K-8<sup>th</sup> or a 7<sup>th</sup>-12<sup>th</sup> grade special education certification through our dual certification program. A stand-alone special education certification is not an option in the State of Pennsylvania.

Dual certification requires completion of one of the General Education certification tracks above combined with either:
- Elementary Special Education (Pre-K-8<sup>th</sup> grade)
- Secondary Special Education (7<sup>th</sup>-12<sup>th</sup> grade)

Teachers who have earned PA certification and wish to add the special education certification can enroll in the Special Education Certification only track, which is a 5-course, 1-year hybrid model.

For more information: https://utrp.gse.upenn.edu/program/certification

Required Courses:

Consult with Program for choices.

Required Milestone

Comprehensive Examination (or Portfolio or Thesis)

Master’s degree candidates must demonstrate thorough knowledge of the field of specialization by passing a comprehensive examination in their area of study. The examination/portfolio/thesis serves an educational and evaluative purpose through which students are expected to review and integrate what they have learned in their coursework and fieldwork. Comprehensive formats vary.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Every Teacher Certified (ETC) M.S.Ed. with Dual Certification

M.S.Ed. in Urban Education with dual certification in PA Instructional I and Special Education (https://utrp.gse.upenn.edu/program/certification/)

Certification tracks are assigned based on the content area and grade level placement in which you work in your school. Our program ensures that your coursework and mentoring aligns with requirements for earning teaching certification.

General Education Tracks
- Pre-K-4<sup>th</sup> grade
- Middle Years with concentration in
  - Mathematics
  - Science
  - English
- Secondary Mathematics
- Secondary English
- Secondary General Science
- Secondary Physics
- Secondary Biology
- Secondary Chemistry
- Secondary World Languages

Special Education (Dual) Certification

Along with a general education certification, individuals working in special education classrooms may have the opportunity to earn either a Pre-K-8<sup>th</sup> or a 7<sup>th</sup>-12<sup>th</sup> grade special education certification through our dual certification program. A stand-alone special education certification is not an option in the State of Pennsylvania.

Dual certification requires completion of one of the General Education certification tracks above combined with either:
- Elementary Special Education (Pre-K-8<sup>th</sup> grade)
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Teachers who have earned PA certification and wish to add the special education certification can enroll in the Special Education Certification only track, which is a 5-course, 1-year hybrid model.

For more information: https://utrp.gse.upenn.edu/program/certification

Required Courses:

Consult with Program for choices.
### Every Teacher Certified (ETC) Certification Only

Certification Only – General Education or Special Education

Certification tracks are assigned based on the content area and grade level placement in which you work in your school. Our program ensures that your coursework and mentoring aligns with requirements for earning teaching certification.

#### General Education Certification Tracks
- Pre-K-4th grade
- Middle Years with concentration in
  - Mathematics
  - Science
  - English
- Secondary Mathematics
- Secondary English
- Secondary General Science
- Secondary Physics
- Secondary Biology
- Secondary Chemistry
- Secondary World Languages

### Required Courses

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<thead>
<tr>
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<tbody>
<tr>
<td>First Year Fall</td>
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*VAST LIFE is a program through the Urban Teaching Residency Program designed to provide students ages 14-21 the opportunity to have community based experiences, transitional assessments and lessons, and cultural events in the great city of Philadelphia customized for them by graduate students who are seeking Masters of Education and Special Education Certification in the Commonwealth.

1 Consult with Program for choices.

### Required Milestone

**Comprehensive Examination (or Portfolio or Thesis)**

Master’s degree candidates must demonstrate thorough knowledge of the field of specialization by passing a comprehensive examination in their area of study. The examination/portfolio/thesis serves an educational and evaluative purpose through which students are expected to review and integrate what they have learned in their coursework and fieldwork. Comprehensive formats vary.

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### Special Education (Dual) Certification

Along with a general education certification, individuals working in special education classrooms may have the opportunity to earn either a Pre-K-4th or a 7th-12th grade special education certification through our dual certification program. A stand-alone special education certification is not an option in the State of Pennsylvania.

Dual certification requires completion of one of the General Education certification tracks above combined with either...
• Elementary Special Education (Pre-K-8th grade)
• Secondary Special Education (7th-12th grade)

Teachers who have earned PA certification and wish to add the special education certification can enroll in the Special Education Certification only track, which is a 5-course, 1-year hybrid model.

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<thead>
<tr>
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<td>Course Units</td>
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<tr>
<td></td>
<td><strong>Course Units</strong></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>EDTC 515 Child Development</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>EDTC 524 School &amp; Society Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Course Units</strong></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>EDTC 625 Culturally Responsive Pedagogy</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Course Units</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Course Units</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Special Education Only Certification**

For educators already holding a general education certification that would like to obtain a Special Education certification. Students may choose to earn either a Pre-K-8th or a 7th-12th grade special education certification. A stand-alone special education certification is not an option in the State of Pennsylvania. This is a one-year, online hybrid program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
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<tr>
<td>Fall</td>
<td>EDTC 521 Foundations of Special Education</td>
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<td></td>
<td>EDTC 702 Special Education Law &amp; Processes</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>EDTC 703 Educating Students with Disabilities - Part I</td>
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<tr>
<td></td>
<td><strong>Course Units</strong></td>
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<tr>
<td>Spring</td>
<td>EDTC 527 Social, Emotional, and Behavioral</td>
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**Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td><strong>First Year</strong></td>
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</tr>
<tr>
<td>Fall</td>
<td>EDTC 701 Educating Students with Disabilities - Part II</td>
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<td><strong>Course Units</strong></td>
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<tr>
<td>Spring</td>
<td>EDTC 529 Language and Literacy Acquisition</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Course Units</strong></td>
<td></td>
</tr>
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<td></td>
<td><strong>Total Course Units</strong></td>
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</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Urban Professionals Program (UPP) M.S.Ed. in Urban Education**

The M.S.Ed in Urban Education is designed for teachers, researchers, educators, and community advocates who are interested in the distinct needs of children and families in high-needs contexts. It explores issues related to equity, access, institutional and school-level policy, as well as the needs of children living in poverty. Drawing from critical and sociocultural perspectives, the M.S.Ed in Urban Education considers how communities, schools, and policy intersect to impact families in high-needs schools.

For more information: [https://utrp.gse.upenn.edu/program/msed](https://utrp.gse.upenn.edu/program/msed/)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>EDTF 524 School &amp; Society Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>EDTF 530 Contemporary Issues in Urban Education</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>EDTF 627 Outside of the School Box</td>
<td>1</td>
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<tr>
<td></td>
<td><strong>Course Units</strong></td>
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<tr>
<td>Spring</td>
<td>EDTF 616 Politics of School Reform</td>
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<td></td>
<td>EDTF 625 Culturally Responsive Pedagogy</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>EDTF 628 Racial Literacy</td>
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</tr>
<tr>
<td></td>
<td><strong>Course Units</strong></td>
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<td><strong>Second Year</strong></td>
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<td></td>
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<tr>
<td>Fall</td>
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<tr>
<td></td>
<td>MSEd Distribution Course</td>
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<tr>
<td></td>
<td><strong>Course Units</strong></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>EDTF 705 Urban Education Capstone Writing Seminar</td>
<td>1</td>
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<td>MSEd Distribution Course</td>
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<tr>
<td></td>
<td><strong>Course Units</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Course Units</strong></td>
<td></td>
</tr>
</tbody>
</table>

1 Consult with Program for choices.
Required Milestone

Comprehensive Examination (or Portfolio or Thesis)
Master’s degree candidates must demonstrate thorough knowledge of the field of specialization by passing a comprehensive examination in their area of study. The examination/portfolio/thesis serves an educational and evaluative purpose through which students are expected to review and integrate what they have learned in their coursework and fieldwork. Comprehensive formats vary.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Urban Teaching Apprenticeship, MSEd

Urban Teaching Apprenticeship Program (UTAP) MSEd.
UTAP features a 10-month teaching apprenticeship that provides authentic experiences teaching at the side of experienced classroom mentors. Apprentices have over 800 hours of field time (more than twice the student teaching experience of the average program) to develop research-based practices.

The UTAP apprenticeship begins in the summer. Apprentices work in youth-serving summer programs located in the neighborhood where they will teach in the fall. Once schools begin, an experienced mentor shares the classroom with the apprentice, guiding their emerging teaching practice. Apprentices also receive support from Penn Mentors who visit the classroom one day per week, and provide feedback to ensure development of targeted teaching skills and dispositions learned during course work.

When our alumni seek employment after graduation, they already have a full year of teaching experience on their resume.

For more information: https://www.gse.upenn.edu/tll/utep

Purposeful Mentorship
The mentored field experiences are the core of the Urban Teaching Apprenticeship Programs. Carefully selected PreK-12 school settings and classrooms serve as learning sites for apprentices.

Cohort Model
The program is cohort based: all apprentices begin and move through the program together, sharing classes and experiences in their schools.

Inquiry & Practitioner Research Skills
An inquiry stance is modeled and encouraged; teachers see themselves not only as consumers of research but generators of it, using their own classrooms as sites for ongoing research and self-reflection. In the program, apprentices conduct research in their classrooms and complete a capstone project.

Developing Digital Fluency
Apprentices learn how to develop a webpage (https://utap.gse.upenn.edu/about/research/), use blogs to critically communicate their experiences in schools, and publish original teacher research to their webpage. In addition to participating in an eight-session module on integrating technology into their lessons and classroom, apprentices engage in the use of video to intensively study their own practice as a way to extend reflective self-inquiry and learning.

Advocacy and Leadership: Equity in Education
The Master of Science in Education degree and the urban teaching apprenticeship prepare alumni to take on leadership roles, particularly those that position them as advocates for all students.

Full Year Apprenticeship
Our students begin apprenticing in a Philadelphia public or charter school on the first day of the school year. Unlike traditional student teaching models, our apprentices experience nearly an entire year in the classroom.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Urban Teaching Apprenticeship M.S.Ed. in Elementary Education with PA Grades PreK-4 Certification
The UTAP PreK-4 certification program of study is comprised of fieldwork, courses, and academic/career workshops within its thematic five-term school year, spanning 10-months. A total of 11 course units are required for graduation.

Apprentice-teachers learn how to address the needs and nuances of the whole child. Our program provides a robust foundation in the four core content areas: Math, Literacy, Science and Social Studies, from the position that high-quality content instruction is key.

A total of 11 course units are required for graduation.

Program of Study

<table>
<thead>
<tr>
<th>Term i: Summer</th>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses</td>
<td>EDUC 515</td>
<td>Field Seminar (Elementary &amp; Secondary Education)</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>EDUC 530</td>
<td>Cultivating Creativity in the K-8 Classroom</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>EDUC 565</td>
<td>Introduction to Teaching &amp; Classroom Routines</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>EDUC 642</td>
<td>School, Society &amp; Self</td>
<td>1</td>
</tr>
</tbody>
</table>

Fieldwork
Field placement in the summer takes place in public libraries, where apprentice teachers will be able to implement small-group teaching tasks learned in their Math, Literacy and Maker-Space courses. Apprentices are in libraries for half-days, Monday - Wednesday each week and spend...
Fridays at community site-visits bi-weekly. Summer placements are a total of approximately 40 hours of fieldwork.

**Term ii & iii: FALL**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 515</td>
<td>Field Seminar (Elementary &amp; Secondary</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Education)</td>
<td></td>
</tr>
<tr>
<td>EDU 520</td>
<td>Literacy in Elementary/Middle Schools</td>
<td>1</td>
</tr>
<tr>
<td>EDU 521</td>
<td>Science Methods: Project-Based Learning</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Approaches</td>
<td></td>
</tr>
<tr>
<td>EDU 531</td>
<td>Mathematics in the Elementary and Middle</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Schools</td>
<td></td>
</tr>
</tbody>
</table>

**Fieldwork**

During the fall, apprentices are in their placements for two whole days and two half-days. Apprentices will begin their placement as small-group instructor, transitioning to whole-group facilitation by the beginning of Term III. Fall placements total approximately 330 hours of fieldwork.

**Term iv & v: SPRING (January - beginning of March)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 518</td>
<td>Integrating the Arts in the K-8 Classroom</td>
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<tr>
<td>EDU 523</td>
<td>Social Studies in the Elementary and</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Middle Schools</td>
<td></td>
</tr>
<tr>
<td>EDU 545</td>
<td>Core Methods: Differentiating Instruction</td>
<td>1</td>
</tr>
<tr>
<td>EDU 555</td>
<td>Advanced Field Seminar (Elementary &amp;</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>Secondary Education)</td>
<td></td>
</tr>
</tbody>
</table>

**Fieldwork**

During early spring (January - beginning of March), apprentices are in their placements for five whole days. Apprentices are expected to facilitate whole-group lessons regularly, including a “two-week takeover” during which apprentices become the lead teacher for the entire two weeks. Early spring placements are a total of approximately 280 hours of fieldwork.

During late spring (beginning of March - early May), apprentices are at their placement for five whole days. Apprentices are expected to facilitate whole-group lessons regularly. Late spring placements are a total of approximately 245 hours of fieldwork.

**Comprehensive Portfolio**

To culminate Term V, students complete the design a web-based Inquiry Portfolio that expands on their Term III inquiry question and highlights their two-week takeover from their Term IV social action project. Evidence of performance assessments, with commentary, appears in the final portfolios.

**Specializations**

In response to the growing need for teachers who can address the needs of specific types of schools and students, UTAP offers the opportunity to begin work in specialty areas. These specialties require additional coursework during the first year of teaching.

**Language Diversity/Program Specialist in ESL:** Apprentices work as student teachers in partner schools with ESL, bilingual, and dual language students and programs. Currently UTAP seeks apprentices who speak Spanish and Mandarin for bilingual classrooms. Apprentices seeking ESL program specialist certification need not be bilingual.

**Special Education:** During the apprenticeship year, apprentices in this specialty serve part of their time with students who have Individualized Education Plans (IEPs). Upon completion of the apprenticeship year, candidates will complete coursework for the specialization for the special education certificate Pennsylvania PreK-4.

**Pennsylvania Secondary Education Certification**

Upon successful completion of all components of the Urban Teaching Apprenticeship Program (required coursework and student teaching apprenticeships), including obtaining clearances and completing prerequisite coursework, students receive faculty recommendation for instructional 1 certification, which is awarded by the Pennsylvania Department of Education. PDE requires that all applicants for instructional 1 certification be either U.S. citizens or permanent residents who are willing to submit a form indicating intention of applying for U.S. citizenship.

All applicants for the secondary education certificate must have completed a minimum of two English courses (one a writing course and one a British or American literature course) and two math courses. In addition, a number of courses related to the certification subject are required. Upon admission, we work with students to determine if they need additional courses to satisfy these certification requirements.

While we offer faculty recommendation for Pennsylvania certification, many of our students obtain Pennsylvania certification and then move to other states or countries. There is a NASDTEC Interstate Agreement to facilitate movement by teachers among states. We recommend, therefore, that students obtain Pennsylvania certification even if they plan to teach in other states.

**Urban Teaching Apprenticeship M.S.Ed. in Middle Level Education with PA Grades 4-8 Certification – Student-Centered Teaching in Urban Contexts**

The UTAP 4-8 certification program attends to these complexities through its program of study within its thematic, five-term school year, spanning 10 months and culminating with a master’s degree in education and faculty recommendation for instructional 1 certification in a middle years content area.

Apprentice teachers apply coursework theory and engagement with students during their year long fieldwork experience. Apprentice teachers engage in mentored teaching in the K-8 grade range, in public or public charter schools based on their certification area. When possible, these are schools that are developing rich environments that support design thinking, such maker-spaces, STEM classrooms, and robotics clubs.

As with our other programs, field opportunities extend across the full 10 months of our program, offering apprentices up to 800 hours of experience, in contrast to many programs where student teaching occurs over as little as 12 weeks. Our program immerses the apprentices in the teaching environment, spending more than 850 hours by the end of the 10 month program.
A total of 12 course units are required for graduation.

**Program of Study**

**Term I: SUMMER**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDUC 518</td>
<td>Integrating the Arts in the K-8 Classroom</td>
<td>0.5</td>
</tr>
<tr>
<td>EDUC 523</td>
<td>Social Studies in the Elementary and Middle Schools</td>
<td>0.5</td>
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<tr>
<td>EDUC 530</td>
<td>Cultivating Creativity in the K-8 Classroom</td>
<td>0.5</td>
</tr>
<tr>
<td>EDUC 565</td>
<td>Introduction to Teaching &amp; Classroom Routines</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 642</td>
<td>School, Society &amp; Self</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**Fieldwork**

Field placements in the summer take place in public community libraries, where apprentice-teachers are able to implement small group teaching strategies learning in their summer courses. Apprentices are in libraries for half-days Monday through Wednesday each week, and on Fridays will visit community sites. Summer placements total 55 hours.

**Term ii & iii: FALL**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>EDUC 515</td>
<td>Field Seminar (Elementary &amp; Secondary Education)</td>
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</tr>
<tr>
<td>EDUC 520</td>
<td>Literacy in Elementary/Middle Schools</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 521</td>
<td>Science Methods: Project-Based Learning Approaches</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 531</td>
<td>Mathematics in the Elementary and Middle Schools</td>
<td>1.0</td>
</tr>
<tr>
<td>1 UTAP methods course in subject area</td>
<td>1.0</td>
<td></td>
</tr>
</tbody>
</table>

**Term III Inquiry Portfolio**

Term III portfolio organization includes sections on the inquiry question, lesson plans, feedback from instructors and videos of lessons, observational feedback and self reflection. Although it is not expected that apprentices have an answer to their inquiry question by the end of Term III, the aim is to build a foundation of reflective practice.

**Fieldwork**

During the fall, apprentices are at their placement for two whole days and two half-days per week. Apprentices are expected to begin their placement as small-group instructor, transitioning to whole group teaching by the beginning of Term III. Fall placements total approximately 330 hours.

**TERMS IV & V: SPRING**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Integrating Arts Modules</td>
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<td></td>
<td>Core Methods Modules</td>
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<td>EDUC 545</td>
<td>Core Methods: Differentiating Instruction</td>
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</tr>
<tr>
<td>EDUC 555</td>
<td>Advanced Field Seminar (Elementary &amp; Secondary Education)</td>
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</tbody>
</table>

**Fieldwork**

During early spring (January - early March), apprentices attend their placements for five whole days and are expected to facilitate whole group lessons regularly, including a two week takeover, during which they are the lead teacher for the entire time. Early spring placements total 280 hours.

During late spring (beginning of March - early May), apprentices are in their placements for five whole days, facilitating group lessons regularly. Late spring placements total 245 hours.

**Comprehensive Portfolio**

Culminating in Term V, students design a web-based inquiry portfolio infusing their Term III inquiry question and featuring the Term IV social action project. Evidence of performance assessments, with commentary, will appear in the final portfolio.

**Specializations**

In response to the growing need for teachers who are able to address the needs of specific types of schools and students, UTAP offers the opportunity to begin work in specialty areas. These specialties require additional coursework during the first year of teaching.

**Language Diversity/Program Specialist in ESL**: Apprentices work as student teachers in partner schools with ESL, bilingual, and dual language students and programs. Currently UTAP seeks apprentices who speak Spanish and Mandarin for bilingual classrooms. Apprentices seeking ESL program specialist certification need not be bilingual.

**Special Education**: During the apprenticeship year, apprentices in this specialty serve part of their time with students who have Individualized Education Plans (IEPs). Upon completion of the apprenticeship year, candidates will complete coursework for the specialization for the special education certificate.

**Pennsylvania Grades 4-8 Certification**

Upon successful completion of all components of the Urban Teaching Apprenticeship Program (required coursework and student teaching apprenticeships), including obtaining clearances and completing prerequisite coursework, students receive faculty recommendation for instructional 1 certification, which is awarded by the Pennsylvania Department of Education. PDE requires that all applicants for instructional 1 certification be either U.S. citizens or permanent residents who are willing to submit a form indicating intention of applying for U.S. citizenship.

All applicants for the middle level certificate must have completed a minimum of two English courses (one a writing course and one a British or American literature course) and two math courses. In addition, a number of courses related to the certification subject are required. Upon admission, we work with students to determine if they need additional courses to satisfy these certification requirements.

While we offer faculty recommendation for Pennsylvania certification, many of our students obtain Pennsylvania certification and then move to other states or countries. There is a NASDTEC Interstate Agreement to facilitate movement by teachers among states. We recommend, therefore, that students obtain Pennsylvania certification even if they plan to teach in other states.
Urban Teaching Apprenticeship M.S.Ed. in Secondary Education with PA Grades 7-12 Certification

In the Secondary Education program, coursework and intensive field experiences build on content expertise and support the development of pedagogical content knowledge.

Through the secondary education program, teachers are recommended for certification in English, math, social studies, and the sciences. Depending on your certification area, you will be placed in the STEM Inquiry concentration or the Active Learning in the Humanities concentration. Both concentrations are designed to unite apprentices' passion for their content areas with best-practices in problem-based, student-centered pedagogies.

A total of 11 course units are required for graduation.

Program of Study

<table>
<thead>
<tr>
<th>Term I: SUMMER</th>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 540</td>
<td></td>
<td>Differentiating Instruction for Diverse Learners/Special Education &amp; Bilingual</td>
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</tr>
<tr>
<td>EDUC 554</td>
<td></td>
<td>Managing Collaborative Learning Environments in Urban Contexts</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 642</td>
<td></td>
<td>School, Society &amp; Self</td>
<td>1.0</td>
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</tbody>
</table>

Fieldwork

Students begin their apprenticeship working with youth in summer programs situated in neighborhoods where they will student teach during the school year. Summer placements are approximately 20+ hours of fieldwork.

<table>
<thead>
<tr>
<th>Term ii: FALL</th>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 507</td>
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<td>Teaching &amp; Learning in Student Centered Classrooms</td>
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</tr>
<tr>
<td>EDUC 515</td>
<td></td>
<td>Field Seminar (Elementary &amp; Secondary Education)</td>
<td>1.5</td>
</tr>
<tr>
<td>EDUC 557</td>
<td></td>
<td>Developmental Theories: Applications with Adolescents</td>
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</tr>
<tr>
<td>EDUC 641</td>
<td></td>
<td>Culturally Responsive Pedagogy in Urban Secondary Schools</td>
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</tr>
<tr>
<td>1 UTAP methods course in subject area</td>
<td></td>
<td></td>
<td>1.0</td>
</tr>
</tbody>
</table>

Spring Fieldwork

Teaching apprentices take full responsibility for teaching in their high school classrooms for five full days per week, while finishing up their remaining courses and completing their Inquiry Portfolios.

Dual and Additional Certifications

Teaching apprentices can take advantage of opportunities to dual certify in several areas of expertise.

Dual certifications

If teaching apprentices demonstrate, through transcript review, content background in multiple areas of study, they can opt to seek recommendation in 2 content areas (i.e. Math and Science; English and History, etc.). Apprentices will serve as student teachers in classes in both content areas during fieldwork and take both content methods courses.

Additional Certifications after Graduation

Additionally, in response to the growing demand for teachers who are able to address the needs of specific types of schools and students, UTAP offers the opportunity to further specialize in one of areas shown below.

Language Diversity/Program Specialist in ESL: Apprentices work as student teachers in partner schools with ESL, bilingual, and dual language students and programs. Currently UTAP seeks apprentices who speak Spanish and Mandarin for bilingual classrooms. Apprentices seeking ESL program specialist certification need not be bilingual. This program leads to a Pennsylvania program specialist certificate and requires additional coursework during the first year of teaching.

Special Education: During the apprenticeship year, students in this specialty serve part of their time with students who have Individualized Education Plans (IEPs). This program leads to Pennsylvania instructional certification in special education and requires additional coursework during the first year of teaching.

Pennsylvania Secondary Education Certification

Upon successful completion of all components of the Urban Teaching Apprenticeship Program (required coursework and student teaching apprenticeships), including obtaining clearances and completing prerequisite coursework, students receive faculty recommendation for instructional 1 certification, which is awarded by the Pennsylvania Department of Education. PDE requires that all applicants for instructional 1 certification be either U.S. citizens or permanent residents who are willing to submit a form indicating intention of applying for U.S. citizenship.
All applicants for the secondary education certificate must have completed a minimum of two English courses (one a writing course and one a British or American literature course) and two math courses. In addition, a number of courses related to the certification subject are required. Upon admission, we work with students to determine if they need additional courses to satisfy these certification requirements.

While we offer faculty recommendation for Pennsylvania certification, many of our students obtain Pennsylvania certification and then move to other states or countries. There is a NASDTEC Interstate Agreement to facilitate movement by teachers among states. We recommend, therefore, that students obtain Pennsylvania certification even if they plan to teach in other states.

Education Opportunities for Undergraduates
Penn undergraduates have multiple ways to engage with Penn GSE.

1. Take a course
2. Add a minor
3. Submatriculate into a graduate program

Courses
Many Penn GSE courses are open to undergraduates and value their participation. Among the courses we recommend as a first step at Penn GSE are the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 202</td>
<td>Urban Education</td>
<td></td>
</tr>
<tr>
<td>EDUC 250</td>
<td>Learning from Children</td>
<td></td>
</tr>
<tr>
<td>EDUC 326</td>
<td>Tutoring in Urban Public Elementary Schools: A Child Development Perspective</td>
<td></td>
</tr>
<tr>
<td>EDUC 414</td>
<td>Children’s Literature</td>
<td></td>
</tr>
<tr>
<td>EDUC 513</td>
<td>Development of the Young Child (TLL)</td>
<td></td>
</tr>
<tr>
<td>EDUC 548</td>
<td>American Education Reform: History, Policy, Practice</td>
<td></td>
</tr>
</tbody>
</table>

Minor(s)

Urban Education Minor
A collaboration between Penn GSE’s Urban Teacher Apprenticeship Program (UTAP), Urban Studies, and the Netter Center for Community Service, offers undergraduates a more focused, goal-directed approach to the study of education.

Three concentrations meet the academic requirements for Pennsylvania certification. An additional semester of student teaching with supervision and field seminar complete those requirements. The three concentrations are PreK-4, Grades 4-8 with content specialty, and Grades 7-12 in one content area.

The fourth concentration is called Policy, Research, and Practice, and is a more academic approach to understanding urban education. This minor is much more flexible and can be molded around student interests while respecting particular categories of courses. Many students who wish to teach elect this broad base approach to learning about urban education and then submatriculate into an M.S.Ed. program through UTAP.

Submatriculation
Undergraduate students at Penn, Haverford, Bryn Mawr and Swarthmore Colleges (a group of colleges and universities know as the Quaker Consortium) may apply to submatriculate into the Urban Teaching Apprenticeship Program M.S.Ed. programs during their senior year. Undergraduates who are admitted into the submatriculation program may take up two courses that will count toward both their undergraduate degree and the Urban Teaching Apprenticeship Program M.S.Ed.

Students wishing to submatriculate usually apply in their junior year of undergraduate study. Once they graduate from their undergraduate institution, they are automatically admitted into the M.S.Ed. degree program in elementary, middle level, or secondary education, with advanced standing. Further information about this option can be found here (http://www.gse.upenn.edu/submatriculation/).

Reading/Writing/Literacy, Certificate
As part of the MSEd program in Reading/Writing/Literacy, many students earn certification as Reading Specialists. If you already have a Master’s degree in a relevant field in Education or a minimum of eight courses in Education with grades of A or B, you are eligible for a six-course sequence resulting in certification as a Reading Specialist.

For more information: https://www.gse.upenn.edu/icle (https://www.gse.upenn.edu/icle/)

Curriculum

6 courses for Reading Specialist Certification if student holds initial certification.
7 courses for Reading Specialist Certification if student does NOT hold initial certification.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 525</td>
<td>Fieldwork in Language in Education (Spring only)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 533</td>
<td>Forming and Reforming the Elementary Reading/Writing/Literacy Curriculum (Summer or Fall)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 535</td>
<td>Literature for Children and Adolescents (Summer or Fall)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 629</td>
<td>Teaching English/Language and Literacy in Middle and Secondary Schools (Fall only)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 635</td>
<td>Assessing Language and Learning Differences (Spring only)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 735</td>
<td>Tutorial Work in Reading/Writing/Literacy (Spring only)</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Course Units: 6

1 Teaching Experience must be taken before EDUC 525 Spring Semester.
2 Fieldwork RWL (May be waived if student is certified with one year teaching experience)

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should
consult with their academic program regarding final certifications and requirements for graduation.

**School Leadership, Certificate**

The Principal Certification-Only Track is for public/charter school administrators and educators who already hold a Master's degree and are seeking eligibility for Principal Certification. Over its five courses, this track provides a 360-hour internship, focused class topics, and practitioner assignments relevant to the public/charter school environment.  

For more information: https://slp.gse.upenn.edu/

**Curriculum**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSL 503</td>
<td>Developing Instructional Leadership in Practice</td>
<td>1</td>
</tr>
<tr>
<td>EDSL 504</td>
<td>Field Internship Seminar: Inquiring Into Organizational and Legal Dimensions of Principal Leadership</td>
<td>1</td>
</tr>
<tr>
<td>EDSL 505</td>
<td>Aligning Fiscal, Human, and Community Resources in Support of the School's Instructional Mission</td>
<td>1</td>
</tr>
<tr>
<td>EDSL 506</td>
<td>Instructional Leadership to Promote Learning</td>
<td>1</td>
</tr>
<tr>
<td>EDSL 509</td>
<td>Field Internship Seminar: Leadership for School Improvement</td>
<td>1</td>
</tr>
</tbody>
</table>

**Program Meetings**

- 1 weekend/month
- All-day Sat & 1/2 day Sun
- 1 virtual class/month
- Focused Observations
- 3 of 5 daylong visits

**Internship Requirements**

- 360 Hours Under Principal

**Capstone Projects**

- Portfolio

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1 The School Leadership Program is unable to provide immigration sponsorship for international students.

2 To be admitted into this track, students must have a Master’s degree and either have at least three years teaching experience or two years teaching experience and be in a teaching position while completing the program.

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The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Law School**

The hallmarks of the Penn Law experience are a cross-disciplinary, globally-focused legal education taught by our preeminent faculty. Students enjoy a vibrant and collegial community in which graduates are prepared to navigate an increasingly complex world as leaders and influential decision-makers. Our faculty, a renowned group of scholars in every major area of law, defines Penn Law’s intellectual vitality. More than half of the standing faculty hold advanced degrees beyond the JD, and nearly 50 percent have secondary appointments or affiliations with other departments at the University. Penn Law faculty members’ accessibility and engagement with students create a dynamic learning environment, and the school’s distinctive reputation as a small, supportive, and rigorous place for the study of law attracts some of the nation’s most competitive students. Unique among top law schools, our students truly own their educational experiences, actively contributing to a collaborative and supportive environment where they learn to solve problems while developing critical professional skills.

For more information, visit https://www.law.upenn.edu/.

**Mission**

At Penn Law, we believe that the next generation of lawyers will be those who are not just superbly trained in law, but also have training in related fields — such as business, communications, health, technology, international studies, social work, and education — that complement and enhance their legal expertise.

Our faculty are leaders in law and other cutting-edge disciplines, and our integrative curriculum reflects our commitment to the pursuit of cross-disciplinary learning.

In addition, our position as an essential part of the University of Pennsylvania, one of the world’s leading premier research universities, allows our students to enrich their cross-disciplinary legal education by enrolling in graduate level courses at one of our sister schools or pursuing a joint degree or certificate of study.

Penn Law’s academic programs are fully integrated with the professional and graduate schools on campus, providing students with an unparalleled opportunity to prepare for careers that engage virtually every major issue facing our society.

For more information: https://www.law.upenn.edu/

**Integrative Curriculum**

Our integrative curriculum ensures that students have an uniquely interdisciplinary experience - without ever leaving the Law School. However, the Law School's partnerships with its world-class sister schools offer opportunities to build even deeper inroads in complementary fields by enrolling in graduate level courses or pursuing a Joint Degree and/or Certificate of Study. As part of the University of Pennsylvania, one of the world’s preeminent research institutions, Penn Law is the only top law school with as many elite professional schools and departments as proximate to each other on campus and as intellectually connected and seamlessly integrated into the curriculum.

For more information: https://www.law.upenn.edu/crossdisciplinary/curriculum.php
Faculty

Approximately 70 percent of faculty members hold degrees beyond the JD, and nearly half hold secondary appointments or affiliations with other Penn professional schools, departments, or centers.

Accordingly, Penn Law students experience an extraordinary faculty whose depth and breadth of intellectual interests and scholarly achievements are matched by their commitment to teaching excellence. Diverse in philosophy, approach and background, Penn Law faculty members create a vibrant and welcoming intellectual community.

A low student-to-faculty ratio and an open-door policy permit students to work directly with faculty members on projects at the heart of their varied scholarly and career interests.

Philadelphia’s central location between New York City and Washington, D.C. also enables us to attract top governmental leaders, members of the judiciary, practicing attorneys, and business leaders as adjuncts and lecturers to supplement our core curriculum and present a variety of special lectures and symposia.

For more information: https://www.law.upenn.edu/faculty/

Public Service

Public service has always been an essential feature of legal education at Penn Law. Our school was among the first institutions to require all students to complete 70 hours of public service before graduation. In 2000 Penn Law was the first school to ever receive the ABA’s Pro Bono Publica Award.

The Toll Public Interest Center (TPIC) is the hub of public service at Penn Law. TPIC oversees the Penn Law pro bono program, facilitating a wide array of pro bono and public service opportunities that focus on impactful service, personal enrichment, and professional skill development.

For more information: https://www.law.upenn.edu/publicservice/

Programs

Professional and Other Degree Programs

- Law, JD (p. 344)
- Law, LLCM (p. 345)
- Law, LLM (p. 345)
- Law, ML (p. 346)
- Law, SJD (p. 346)

Law, JD

Penn Law offers a full-time program leading to the JD, the first professional degree in Law. Applicants have completed their undergraduate degrees and, oftentimes, advanced degrees in a broad array of disciplines; many have work experience prior to attending law school. On occasion, Penn Law has admitted international students who hold a law degree from outside the United States but who want to earn a JD degree in the United States. Penn Law also accepts a select group of Penn undergraduates who submatriculate, combining their bachelor’s degrees and their JDs.

Penn Law’s program of legal education, combining its rich, interdisciplinary curriculum, varied co-curricular activities, and pro bono responsibilities, prepares its students for admission to the bar and to serve as effective, ethical, and responsible members of the legal profession. Each student will be able to do the following:

- Demonstrate a core knowledge and understanding of substantive and procedural law in a number of different subject areas;
- Engage in legal analysis and reasoning, conduct efficient and effective legal research, apply problem solving skills, and present findings, analyses, and recommendations efficiently and effectively in both written and oral communication;
- Work collaboratively;
- Demonstrate an understanding of the interdisciplinary nature of law and the contributions and benefits to legal analysis and problem solving that other disciplines can make;
- Exercise proper professional judgment and fulfill ethical responsibilities to clients, the profession, and society in general; and
- Utilize a range of professional skills that facilitate active, competent and ethical participation in the legal profession.

For more information: https://www.law.upenn.edu/admissions/jd/

Curriculum

JD candidates are required to complete the following:

- 86 semester hours during 6 semesters in law school residence
  - No more than 22 semester hours may be earned in co-curricular activities
- One course in Professional Responsibility
- 6 or more semester hours of experiential learning
- Pro Bono Requirement
- A scholarly research and writing project

The First Year (1L)

Penn Law’s first-year curriculum comprises five semester-long required core courses and two spring-term electives, as well as a year-long Legal Practice Skills course.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 500</td>
<td>Civil Procedure</td>
<td></td>
</tr>
<tr>
<td>LAW 501</td>
<td>Constitutional Law</td>
<td></td>
</tr>
<tr>
<td>LAW 502</td>
<td>Contracts</td>
<td></td>
</tr>
<tr>
<td>LAW 503</td>
<td>Criminal Law</td>
<td></td>
</tr>
<tr>
<td>LAW 504</td>
<td>Torts</td>
<td></td>
</tr>
<tr>
<td>LAW 510</td>
<td>Legal Practice Skills</td>
<td></td>
</tr>
</tbody>
</table>

Electives

- Regulatory/Administrative Course Elective
- General Elective

1 In recognition that legal issues of import often involve our nation’s regulatory system, Penn Law offers a unique elective choice to 1Ls in this area. Students choose from courses in administrative law, environmental law, health law, legislation, and public international law.
The LLCM (Masters in Comparative Law) program is a one-year course of advanced study for students who have already earned their LLM degree. While many LLCM students come from the population of Penn Law LLM alumni, applicants from other LLM programs are welcomed. Like Penn Law LLM students, LLCM students design their own curriculum and are eligible to enroll in the Wharton Business and Law Certificate, a program designed for Penn Law graduate students taught by Wharton faculty.

Where appropriate, LLCM students are also eligible to participate in clinical programs focusing on Entrepreneurship, Intellectual Property and Technology, International Human Rights and Immigration, and Mediation. They may also choose to participate in one of several academic journals, including the Journal of International Law and the Asian Law Review.

For more information: https://www.law.upenn.edu/admissions/grad/llcm.php

Curriculum

In order to receive the LLCM degree, a candidate must complete at least 16 semester hours, earned in at least three courses per semester, over two semesters. Credits earned in the LLCM program cannot be counted toward the LLCM degree.

Aside from the above requirements, the LLCM degree is meant to be flexible. LLCM students build their own curriculum; most choose to deepen their understanding by concentrating on a specific area of law and are encouraged to complete a substantial piece of writing in that area.

For more information: https://www.law.upenn.edu/admissions/grad/llcm.php
Law, ML

Penn Law’s Master in Law degree enables students and professionals working and studying in related fields to expand their knowledge of law and legal principles. Students enrolled in the program’s specialized curriculum will gain a solid understanding of how the U.S. legal system functions in general as well as specific knowledge of the law in their areas of interest.

The ML degree is available to members of the University of Pennsylvania community (graduate students, alumni, and current staff at Penn and related entities) who are neither law students nor lawyers and who wish to complement their studies or careers in other disciplines with a legal education at Penn Law. Non-Penn affiliates who are interested in the Master in Law degree should contact the program directly to inquire about application opportunities.

The ML degree is intended to provide exposure to critical issues in the law; however, it will not permit a student to sit for any state’s bar examination or otherwise allow recipients to practice law. The American Bar Association regulations do not permit the application of ML classes toward a JD degree.

For more information: https://www.law.upenn.edu/admissions/master-in-law/

Curriculum

Eight courses are required to complete the Master in Law degree:

- 3 required ML foundational courses
- 1 elective ML foundational course
- 1 elective course from the JD curriculum (excluding 1L required courses)
- 3 electives from either the JD curriculum or the ML curriculum

Coursework may be completed on a full-time or part-time basis. Members of the Penn community may take one or more ML courses as stand-alone courses before or without enrolling in the ML degree program. Note that a maximum of two ML courses taken prior to matriculation in the ML program may be applied toward the ML degree if request is made and approval is given by the ML program.

ML Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWM 511</td>
<td>ML: Intro To US Law</td>
<td>1</td>
</tr>
<tr>
<td>LAWM 528</td>
<td>ML: Intro To Gen Bus Law</td>
<td>1</td>
</tr>
<tr>
<td>LAWM 529</td>
<td>ML: Nav the Reg State</td>
<td>1</td>
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</table>

Elective Foundational Courses

Select 1 of the following:

- LAWM 505: ML: Intro To Amer Con Law
- LAWM 506: ML: Intro To Tech Law
- LAWM 522: ML: Corporate Compliance
- LAWM 530: ML: Intro To Health Law
- LAWM 513: ML: Medical Negligence
- LAWM 515: ML: Contracts & Negotiat
- LAWM 536: ML: Fund US Legal Res
- LAWM 576: ML: Intro To Patent Law

Law, SJD

Penn Law’s Doctor of the Science of Law (SJD) program advances legal scholarship by producing graduates who have made significant contributions to their chosen area of study and who are prepared to become leaders in the international academic community.

The SJD is the highest law degree offered by the University of Pennsylvania. All applicants must have already earned an LLM, JD, or equivalent degree from Penn Law or another comparable institution.

For more information: https://www.law.upenn.edu/admissions/grad/sjd.php

Curriculum

The SJD is an advanced law degree requiring the written submission and oral defense of a major piece of independent research that makes an original and substantive contribution to legal scholarship (“the dissertation”). An LLM thesis may be incorporated into the doctoral dissertation, if appropriate.

Completion of the SJD ordinarily will be within three years following admission to the program, although the SJD candidate may petition for an extension. The Graduate Programs Committee, with the approval of a student’s dissertation committee, may grant extensions to students in good standing.

First Year Requirements

All SJD students are required to spend the first full academic year of their SJD program in residence at the Law School. During the first year, students are expected to:

- Secure the consent of a faculty member from among Penn Law’s standing faculty to serve as an advisor. The advisor will also serve as the chair of the student’s dissertation committee;
- Complete and submit to their advisor a revised research proposal and a bibliography that substantially builds on the initial proposal submitted with the student’s application;
- Complete a specially designated course or seminar offered annually for SJD students; and
- Complete a one-semester course in their area of specialization chosen from among those offered to upper level JD students.

In addition, first year SJD students may apply to serve as legal writing fellows who assist LLM students. SJD students who are accepted to be legal writing fellows typically receive a small stipend.
Second Year Requirements
If the faculty advisor approves the proposal, during the second year the student is expected to:

- Submit a dissertation outline to their advisor;
- Assemble their full dissertation committee, which must consist of three members, two of whom (including the chair) must be members of Penn Law’s standing faculty. The third dissertation committee member may, in appropriate cases, be selected from outside the Law School. Determinations regarding the inclusion of a committee member from outside the Law School shall be made by the student’s advisor in consultation with the Deputy Dean for International Affairs.

Third Year Requirements
If the faculty advisor approves the outline, during the third year the student is expected to:

- Submit a draft dissertation to their committee (target deadline – October 1);
- Submit a completed dissertation to their committee (target deadline – February 15);
- Orally defend their dissertation before the dissertation committee.

Dissertation Requirements
Dissertations must make an original and substantial contribution to legal scholarship. This requirement is ordinarily satisfied by work equivalent in scale and quality to a book, extended monograph, or series of scholarly articles reflecting intensive and creative research with respect to a specific topic, problem, or area of law. The work, both in content and form, must be of publishable quality.

The oral defense of the dissertation occurs after the members of the dissertation committee determine that the dissertation substantially satisfies the requirements of the program.

Following a successful dissertation defense, an SJD candidate must submit three copies of their dissertation to the Executive Director for Graduate Programs for placement in Biddle Law Library.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Perelman School of Medicine
The University of Pennsylvania is the oldest and one of the finest medical schools in the United States. Penn is rich in tradition and heritage and at the same time consistently at the forefront of new developments and innovations in medical education and research. Since its founding in 1765 the School has been a strong presence in the community and prides itself on educating the leaders of tomorrow in patient care, biomedical research, and medical education.

At Penn academic excellence, as well as compassion for the patients we are privileged to serve, are stressed. Skillful compassion is truly a hallmark of the Penn learning experience. The Perelman School of Medicine at the University of Pennsylvania consistently ranks among the top five in US News and World Report’s rankings of research-oriented medical schools.

As the nation’s first medical school and home to the first teaching hospital, the Perelman School of Medicine has a long tradition of academic excellence and scientific discovery. Building on this tradition, our innovative, interdisciplinary research programs continue today to pave the way for a future of new paradigms in cutting-edge science. As an internationally renowned community of scientists and physicians, we are dedicated to both advancing knowledge and fostering a culture of excellence in training the next generation of scientific leaders. Our faculty are at the forefront of the biomedical revolution, and we are committed to sustaining a vibrant intellectual environment, with the ultimate goal of translating ground-breaking discoveries into medical therapies that will eradicate disease and improve health care around the world.

Our mission is to advance knowledge and improve health through research, patient care, and the education of trainees in an inclusive culture that embraces diversity, fosters innovation, stimulates critical thinking, supports lifelong learning, and sustains our legacy of excellence.

For more information, visit: https://www.med.upenn.edu/psom/overview.html.

Biomedical Graduate Studies
Overview
Biomedical Graduate Studies was established in 1985 and serves as the academic home within the University of Pennsylvania for nearly 800 students pursuing a PhD in the basic biomedical sciences, including approximately 150 students pursuing a coordinated dual MD/PhD or VMD/PhD degree program. BGS provides training and administration through seven graduate groups, some of which have distinct sub-specialty areas. The Perelman School of Medicine is the home school for BGS, and approximately 500 PSOM faculty members participate in BGS as course directors, research mentors, program leaders, and in other educational roles. Another 150 BGS faculty members have primary academic appointments in the other associated health schools (Veterinary, Dental, or Nursing) or in Arts & Sciences, Engineering & Applied Science, or Wharton. BGS faculty members also include researchers based in associated institutes, including the Wistar Institute and the National Institutes of Health. Consequently, BGS students have the opportunity to learn about virtually any area of modern biomedical research.

For more information, visit http://www.med.upenn.edu/bgs/.

Mission
The mission of Biomedical Graduate Studies is to provide each student with a broad-based foundation in a core academic discipline; flexible, interdisciplinary options for scientific and career development; and rigorous research training. Each graduate group has its own academic mission, leadership, and staff, but there is often significant overlap among the groups in respect to faculty membership, courses offered, policies, and procedures. BGS students are admitted with a full-funded fellowship for the duration of their training and may participate in a variety of optional certificate programs and student-run affinity groups for the exploration of academic and professional development interests. To date, roughly 2500 students have obtained a PhD in BGS. Virtually all BGS graduates are employed in fields that make use of their PhD training. The majority of BGS alumni engage in a postdoctoral research period, after which 39% conduct research in academia, 22% conduct research in industry, 8% are engaged primarily in post-secondary teaching, 8% are...
in communications, and the remainder are based in a variety of related fields, including consulting, policy, patent law, and grants management.

**Master's & Certificate Programs**

**Overview**
The Perelman School of Medicine Master's & Certificate Programs (MaC) leverages the strengths of Penn Medicine, a world-renowned academic medical center, to train the next generation of researchers and professionals who will contribute to the integrated health care system. MaC includes twelve professional master's degrees and eleven certificate programs, totaling approximately 500 students. These programs prepare students for careers in health care practice, research, and patient care.

Each MaC program is independently managed by interdisciplinary faculty and staff. The MaC Program Office enables its programs to pursue their goals within the university environment through academic administrative support and collaborations amongst programs and between schools in the university.

For more information, visit https://www.med.upenn.edu/psom/masters.html

**Mission**
The mission of the Perelman School of Medicine (PSOM) Master's & Certificate Programs (MaC) is to contribute to the integrated health care system by preparing students for careers in health care practice, research, and patient care. Each program embodies its own academic mission and contributes to PSOM's mission to advance knowledge and improve health through research, patient care, and the education of trainees in an inclusive culture that embraces diversity, fosters innovation, stimulates critical thinking, supports lifelong learning, and sustains our legacy of excellence.

As the nation's first medical school and home to the first teaching hospital, the Perelman School of Medicine (PSOM) enjoys a long tradition of academic excellence and scientific discovery.

The PSOM Learning for Life program is a four-year multidisciplinary curriculum comprising six modules organized around three themes: the science of medicine, the technology and practice of medicine, and professionalism and humanism. The curriculum emphasizes self-directed lifelong learning and small-group instruction. The Henry A. Jordan Medical Education Center itself plays a prominent role in the training of future physicians and scientists; it is among the first medical education spaces in the nation physically integrated into active clinical and research facilities.

PSOM medical students can choose from approximately 150 electives and have one and a half years to explore the possibilities. PSOM also offers extensive MD+ options, including eight master's degrees and 10 certificates available through its various schools. Penn's 12 schools share a single contiguous campus, providing exceptional opportunities for student to engage interprofessionally.

For more information: https://www.med.upenn.edu/student/

**Research**

As the nation's first medical school and home to the first teaching hospital, the Perelman School of Medicine has a long tradition of academic excellence and scientific discovery. Building on this tradition, our innovative, interdisciplinary research programs continue today to pave the way for a future of new paradigms in cutting-edge science. As an internationally renowned community of scientists and physicians, we are dedicated to both advancing knowledge and fostering a culture of excellence in training the next generation of scientific leaders. Our faculty are at the forefront of the biomedical revolution, and we are committed to sustaining a vibrant intellectual environment, with the ultimate goal of translating ground-breaking discoveries into medical therapies that will eradicate disease and improve health care around the world.

The School's research enterprise incorporates all areas of contemporary biomedical investigation, with the advantage of being unified on a single campus. The School is comprised of 28 basic and clinical departments, with over 2,500 faculty members and more than 2,500 students and trainees. In fiscal year 2018, the School received $814 million in support of its research activities from extramural sponsors, including $424.8 million from the National Institutes of Health, ranking fifth in the nation among all academic medical institutions.

Faculty at the Perelman School of Medicine work across disciplines to expand the frontiers of scientific knowledge while translating significant breakthroughs into tangible health benefits to improve the lives of patients. Within its diverse, interdisciplinary network of expertise, resources, and exceptional faculty, staff and trainees, the Perelman School of Medicine epitomizes collaborative research across departments and schools, as exemplified by our centers and institutes. These include the Abramson Cancer Center, one of 49 Comprehensive Cancer Centers in the country approved and designated by the National Cancer Institute. The Penn Cardiovascular Institute, the Penn Center for AIDS Research, the Institute for Diabetes, Obesity, and Metabolism, the Mahoney Institute for Neurosciences, the Center for Orphan Disease Research and Therapy, the Institute for Translational Medicine and Therapeutics, the Penn Institute for Biomedical Informatics and the Penn Epigenetics Institute. The specific initiatives of these and other centers, institutes and departments are outlined within this website, along with our exceptional biomedical core facilities and research training programs.

For more information, visit: https://www.med.upenn.edu/research/welcome.html.

**Inclusion and Diversity**

Lasting commitment is born of genuine appreciation for that which we aspire to be. Penn Medicine's commitment to inclusion and diversity is more than words echoing our evolving society; it is a commitment backed by actions that are the foundation of our eminence, core values, and the strategic priorities that drive how we discover, educate, and serve the world.

Our efforts are aimed at supporting the many innovative programs underway, as well as exploring new opportunities to embrace diversity and broaden access to people of all ethnicities, historical traditions and economic backgrounds, genders, religions and disabilities, and respecting sexual orientation and veteran status.

For more information, visit: https://www.med.upenn.edu/inclusion-and-diversity/.

**Programs**

**Biomedical Graduate Studies**

- Biochemistry and Molecular Biophysics, PhD (p. 349)
- Cell and Molecular Biology
• Cancer Biology, PhD (p. 350)
• Cell Biology, Physiology, and Metabolism, PhD (p. 351)
• Developmental, Stem Cell, and Regenerative Biology, PhD (p. 352)
• Gene Therapy and Vaccines, PhD (p. 353)
• Genetics and Epigenetics, PhD (p. 354)
• Microbiology, Virology, and Parasitology, PhD (p. 355)
• Epidemiology and Biostatistics
  • Biostatistics, MS (p. 356)
  • Biostatistics, PhD (p. 357)
  • Epidemiology, PhD (p. 358)
• Genomics and Computational Biology, PhD (p. 359)
• Immunology, PhD (p. 360)
• Neuroscience, PhD (p. 361)
• Pharmacology, PhD (p. 361)

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• Graduate Training in Medical Sciences, Certificate (p. 363)
• Public Health, Certificate (p. 363)

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MD Program
• Doctor of Medicine, MD (p. 364)

Master’s Programs
• Bioethics, MBE (p. 364)
• Biomedical Informatics, MBMI (p. 365)
• Clinical Epidemiology, MSCE (p. 366)
• Genetic Counseling, MSGC (p. 366)
• Health Care Innovation, MHCI (p. 367)
• Health Policy Research, MSHP (p. 367)
• Healthcare Quality and Safety, MHQS (p. 368)
• Medical Ethics, MSME (p. 368)
• Medical Physics, MSMP (p. 369)
• Public Health, MPH (p. 369)
• Regulatory Affairs, MRA (p. 370)
• Regulatory Science, MSRS (p. 371)
• Translational Research, MSTR (p. 371)

Certificate Programs
• Academic Foundations, Certificate (p. 372)
• Biomedical Informatics, Certificate (p. 372)
• Clinical Ethics Mediation, Certificate (p. 373)
• Health Care Innovation, Certificate (p. 373)
• Health Care Quality & Safety, Certificate (p. 374)
• Medical Physics, Certificate (p. 374)
• Translational Research
  • Entrepreneurial Science, Certificate (p. 375)
  • Regulatory Science, Certificate (p. 375)
  • Translational Science, Certificate (p. 376)

Joint Degree Programs

MD/PhD Program
• Medical Scientist Training Program (MSTP) MD/PhD (http://www.med.upenn.edu/educ_combdeg/md-phd.html)

MD/Master’s Programs
• Master of Bioethics (MBE) (http://www.med.upenn.edu/educ_combdeg/md-mbe.html)
• Master of Business Administration (MBA) (http://www.med.upenn.edu/educ_combdeg/md-mba.html)
• Master in Law (ML), Health Law Track (http://www.med.upenn.edu/educ_combdeg/md-ml.html)
• Master of Public Health (MPH) (http://www.med.upenn.edu/educ_combdeg/md-mph.html)
• Master of Science in Clinical Epidemiology (MSCE) (http://www.med.upenn.edu/educ_combdeg/md-msce.html)
• Master of Science in Health Policy Research (MSHP) (http://www.med.upenn.edu/educ_combdeg/md-mshp.html)
• Master of Science in Medical Ethics (MSME) (http://www.med.upenn.edu/educ_combdeg/md-msme.html)
• Master of Science in Translational Research (MSTR) (http://www.med.upenn.edu/educ_combdeg/md-mestr.html)

MD/JD Program
• Juris Doctor (JD) Program (http://www.med.upenn.edu/educ_combdeg/md-jd.html)

Biochemistry and Molecular Biophysics, PhD

The Graduate Group in Biochemistry and Molecular Biophysics (BMB) is devoted to the education and training of doctoral students in quantitative, mechanistic and molecular frontiers of biochemistry and biophysics, broadly conceived. The goal is to produce the next generation of scientists, scholars, educators and leaders in biomedical sciences.

To achieve this goal, BMB starts with a strong relationship with the Department of Biochemistry and Biophysics, combined with a world class, diverse faculty of over 90 members from four institutions, the University of Pennsylvania, the Wistar Institute, and the Children’s Hospital of Philadelphia. Within the University of Pennsylvania, BMB draws on faculty from the schools of Medicine, Arts and Sciences, Engineering, Dental Medicine, and Veterinary Medicine.

BMB offers interdisciplinary training based on a rigorous core curriculum, combined with laboratory rotations, independent studies, and candidacy exam preparation that provides immersive training in laboratory and research skills to equip the students for their independent dissertation research.

For more information: https://www.med.upenn.edu/bmbgrad/

View the University’s Academic Requirements for PhD Degrees (p. 1939).

Required Courses

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<tr>
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BMB 508 Macromolecular Biophysics: Principles and Methods
BMB 509 Structural and Mechanistic Biochemistry
BMB 510 Data Analysis and Scientific Inference
BMB 705 Candidacy Exam Preparation Course

Select four electives

Research
BMB 699 Laboratory Rotation
BMB 899 Pre-Dissertation Research
BMB 995 Dissertation Research

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**Cell and Molecular Biology: Cancer Biology, PhD**

**Cell and Molecular Biology**
The Cell and Molecular Biology Graduate Group (CAMB) is an interdisciplinary graduate program, providing rigorous training in modern cell and molecular biology, preparing students for leadership careers in biomedical research. Within this integrated program are six discipline areas: Cancer Biology, Cell Biology, Physiology, and Metabolism; Developmental, Stem Cell and Regenerative Biology; Gene Therapy and Vaccines; Genetics and Epigenetics; Microbiology, Virology and Parasitology. Program faculty include more than 300 scientists representing 35 departments from the Perelman School of Medicine, the Schools of Arts and Sciences, Dental Medicine, and Veterinary Medicine, Children's Hospital of Philadelphia, the Wistar Institute and Fox Chase Cancer Center. The research efforts of these scientists are diverse in their focus, experimental system, methodology, and represent the leading edge of basic and translational biomedical science.

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For more information: [http://www.med.upenn.edu/camb/](http://www.med.upenn.edu/camb/)

**Cancer Biology**
The Program in Cancer Biology provides students an opportunity to undertake concentrated study of the basic biological processes that underlie the control of cell growth and metabolism, and how such processes are disrupted during the initiation and progression of cancer. The program stresses the importance of fundamental genetic and molecular pathways regulating cell proliferation, differentiation, movement, and survival. Program faculty conduct research in oncogenesis, tumor suppressor genes, cell cycle control, apoptosis, tumor virology, angiogenesis, cell migration/metastasis, and cancer immunology, cancer genetics and epidemiology. Students present in a research-in-progress seminar series and attend participate in the Abramson Family Cancer Research Institute seminar series.

For more information: [https://www.med.upenn.edu/camb/cb.shtml](https://www.med.upenn.edu/camb/cb.shtml)

View the University’s Academic Requirements for PhD Degrees (p. 1939).

**Required Courses**

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<td>BIOM 611</td>
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¹ Statistics in Experimental Design and Analysis is a required course for PhD students in the Cell and Molecular Biology program.
The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

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1. Or other statistics course with approval of the Graduate Group.

**Cell and Molecular Biology: Cell Biology, Physiology, and Metabolism, PhD**

**Cell and Molecular Biology**

The Cell and Molecular Biology Graduate Group (CAMB) is an interdisciplinary graduate program, providing rigorous training in modern cell and molecular biology, preparing students for leadership careers in biomedical research. Within this integrated program are six discipline areas: Cancer Biology (https://upenn-curr.courseleaf.com/graduate/programs/cell-molecular-biology-cancer-biology-phd/); Cell Biology, Physiology, and Metabolism (https://upenn-curr.courseleaf.com/graduate/programs/cell-molecular-biology-cell-biology-physiology-metabolism-phd/); Developmental, Stem Cell and Regenerative Biology (https://upenn-curr.courseleaf.com/graduate/programs/cell-molecular-biology-developmental-stem-cell-regenerative-biology-phd/); Gene Therapy and Vaccines (https://upenn-curr.courseleaf.com/graduate/programs/cell-molecular-biology-gene-therapy-vaccines-phd/); Genetics and Epigenetics (https://upenn-curr.courseleaf.com/graduate/programs/cell-molecular-biology-genetics-epigenetics-phd/); and Microbiology, Virology and Parasitology (https://upenn-curr.courseleaf.com/graduate/programs/cell-molecular-biology-microbiology-virology-parasitology-phd/). Program faculty include more than 300 scientists representing 35 departments from the Perelman School of Medicine, the Schools of Arts and Sciences, Dental Medicine, and Veterinary Medicine, Children’s Hospital of Philadelphia, the Wistar Institute and Fox Chase Cancer Center. The research efforts of these scientists are diverse in their focus, experimental system, methodology, and represent the leading edge of basic and translational biomedical science.

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For more information: http://www.med.upenn.edu/camb/

**Cell Biology, Physiology, and Metabolism**

Modern cell biology is a dynamic discipline that integrates multiple fields, including molecular biology, biochemistry, biophysics, microbiology, physiology, developmental biology, cytology and genetics. Cell biologists investigate the basic structural and functional units of life: cells that compose all living organisms. Once reliant primarily on microscopic methods, cell biologists now take advantage of cutting edge methods in ultrastructure, biochemistry, genetics and molecular biology, and utilize a diverse range of model organisms. Program faculty conduct research in cellular metabolism; cell motility, the cytoskeleton, and muscle physiology; intracellular trafficking and organelle function; membrane transport; and signal transduction and cell cycle regulation.

For more information: https://www.med.upenn.edu/camb/cpm.shtml (https://www.med.upenn.edu/camb/cpm.shtml/)
View the University’s Academic Requirements for PhD Degrees (p. 1939).

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1 Or other statistics course with approval of the Graduate Group.

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**Developmental, Stem Cell, and Regenerative Biology**

Students within Developmental, Stem Cell, and Regenerative Biology address key questions in developmental biology, stem cell/niche interactions, and regenerative biology. The central focus that unites these areas is the compelling drive to understand how tissues are first formed, how they are maintained, and how they can be repaired. Students participate in interdisciplinary training in gametogenesis;
embryonic and fetal development; nervous system development and its wiring; the genesis of tissues and organ systems as well as their homeostasis, metabolism and repair; with goal of understanding the basic biology of these processes, as well as their role in disease. Complementing these areas is work on natural and induced Embryonic Stem Cells to understand disease processes in vitro in order to develop cell replacement strategies for therapy. In conducting their research students utilize all tools of the modern genomic era and a wide variety of experimental model systems.

For more information: https://www.med.upenn.edu/camb/dsrb.shtml (https://www.med.upenn.edu/camb/dsrb.shtml/)

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**Cell and Molecular Biology: Gene Therapy and Vaccines, PhD**

**Cell and Molecular Biology**

The Cell and Molecular Biology Graduate Group (CAMB) is an interdisciplinary graduate program, providing rigorous training in modern cell and molecular biology, preparing students for leadership careers in biomedical research. Within this integrated program are six discipline areas: Cancer Biology (https://upenn-curr.courseleaf.com/graduate/programs/cell-molecular-biology-cancer-biology-phd/); Cell Biology, Physiology, and Metabolism (https://upenn-curr.courseleaf.com/graduate/programs/cell-molecular-biology-cell-biology-physiology-metabolism-phd/); Developmental, Stem Cell and Regenerative Biology (https://upenn-curr.courseleaf.com/graduate/programs/cell-molecular-biology-developmental-stem-cell-regenerative-biology-phd/); Gene Therapy and Vaccines (https://upenn-curr.courseleaf.com/graduate/programs/cell-molecular-biology-gene-therapy-vaccines-phd/); Genetics and Epigenetics (https://upenn-curr.courseleaf.com/graduate/programs/cell-molecular-biology-genetics-epigenetics-phd/); and Microbiology, Virology and Parasitology (https://upenn-curr.courseleaf.com/graduate/programs/cell-molecular-biology-microbiology-virology-parasitology-phd/). Program faculty include more than 300 scientists representing 35 departments from the Perelman School of Medicine, the Schools of Arts and Sciences, Dental Medicine, and Veterinary Medicine, Children's Hospital of Philadelphia, the Wistar Institute and Fox Chase Cancer Center. The research efforts of these scientists are diverse in their focus, experimental system, methodology, and represent the leading edge of basic and translational biomedical science.

Students from colleges and universities around the nation and the world are enrolled in the program, selecting one discipline area based on their scientific interests, yet have access to the full breadth of curricular and research opportunities provided by this large and diverse program. Our students participate in core courses in cell and molecular biology, specialized coursework in one or more discipline areas, and original hypothesis-driven thesis research. Upon completion of the PhD, they pursue successful research careers at top academic institutions, in the
Gene Therapy and Vaccines

The Gene Therapy and Vaccines Program focuses on the use of animal and human gene transfer for therapeutic purposes and for vaccination. Program faculty conduct research in basic cell biology, molecular biology, developmental biology, molecular physiology, virology and immunology. While the goals of the research are disease-based with the objective of developing prophylactic and therapeutic applications, student training focuses on a basic understanding of disease pathobiology and achieving efficient and effective gene transfer in humans. Students contribute to research of cystic fibrosis, hemophilia, lysosomal storage disease, inherited blindness, cancer, cardiovascular diseases, and immunologic and infectious diseases. Study of vaccines for prophylactic, as well as therapeutic applications are emphasized. Students participate in month research seminar series, as well as present in a bi-weekly research in progress seminar.

For more information: https://www.med.upenn.edu/camb/gtv.shtml

Sample Plan of Study

<table>
<thead>
<tr>
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<th>Title</th>
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Cell and Molecular Biology: Genetics and Epigenetics, PhD

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For more information: http://www.med.upenn.edu/camb/

### Genetics and Epigenetics

The Program in Genetics and Epigenetics provides students an opportunity to undertake concentrated study in the areas of model organism genetics, human genetics, transcriptional and post-transcriptional gene regulation, epigenetics, genomics and bioinformatics. Program faculty include members of the Genetics Department, Epigenetics Program, and other basic science and clinical departments at Penn, The Children's Hospital of Philadelphia, and the Wistar Institute. Students also have the opportunity to undertake training in the application of computational and modeling approaches in genetics, epigenetics and genomics.

For more information: https://www.med.upenn.edu/camb/ggr.shtml

View the University's Academic Requirements for PhD Degrees (p. 1939).

### Required Courses

#### Coursework

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Select three electives

#### Research

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1 Or other statistics course with approval of the Graduate Group.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Sample Plan of Study

#### Year 1

**Fall**

- BIOM 600 | Cell Biology                        |              |
- CAMB 605 | CAMB First Year Seminar             |              |
- CAMB 699 | Lab Rotation                        |              |

**Spring**

- BIOM 555 | Regulation of the Genome           |              |
- BIOM 611 | Statistics in Experimental Design and Analysis |     |
- CAMB 550 | Genetic Principles                 |              |
- CAMB 699 | Lab Rotation                        |              |
- CAMB 699 | Lab Rotation                        | 1           |

**Summer**

- CAMB 899 | Pre-dissertation Research          |              |

#### Year 2

**Fall**

- CAMB 899 | Pre-dissertation Research          |              |
- Elective |                                    |              |
- Elective |                                    |              |

**Spring**

- CAMB 695 | Scientific Writing                 |              |
- CAMB 899 | Pre-dissertation Research          |              |
- GCB 535  | Introduction to Bioinformatics     |              |
- Elective |                                    |              |

#### Year 3 and Beyond

- CAMB 995 | Dissertation                       |              |

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**Cell and Molecular Biology: Microbiology, Virology, and Parasitology, PhD**

**Cell and Molecular Biology**

Virology and Parasitology (https://upenn-curr.courseleaf.com/graduate/programs/cell-molecular-biology-microbiology-virology-parasitology-phd/). Program faculty include more than 300 scientists representing 35 departments from the Perelman School of Medicine, the Schools of Arts and Sciences, Dental Medicine, and Veterinary Medicine, Children's Hospital of Philadelphia, the Wistar Institute and Fox Chase Cancer Center. The research efforts of these scientists are diverse in their focus, experimental system, methodology, and represent the leading edge of basic and translational biomedical science.

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For more information: http://www.med.upenn.edu/camb/

Microbiology, Virology, and Parasitology
The Program in Microbiology, Virology, and Parasitology provides students an opportunity to undertake concentrated study in the molecular and cellular biology of viral and bacterial pathogenesis and parasitology. Program faculty conduct research in a broad range of disciplines, including Bacteriology, Emerging Infectious Diseases, Immune Response, Microbial Genomics and Evolution, Parasitology, Tumor Virology, Virology, and Host Microbiome. Viruses, parasites, prions, and bacteria are a major cause of human morbidity and mortality. Disease resulting from HIV, malaria, and tuberculosis are becoming more prevalent. The threat of emerging infectious diseases, such as Zika and West Nile viruses, and bioterrorism also calls for increased research in the area of microbiology. Students study human pathogens, as well as their interplay with host resident microbial populations, learning much about normal cell biology, molecular biology, and immunology, as well as developing strategies for the prevention and treatment of infectious diseases.

For more information: https://www.med.upenn.edu/camb/mvp.shtml

View the University's Academic Requirements for PhD Degrees (p. 1939).

### Required Courses

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<td>CAMB 706 MVP Core</td>
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<td>BIOM 555 Regulation of the Genome</td>
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<td>BIOM 611 Statistics in Experimental Design and Analysis</td>
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<tr>
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<td></td>
<td>CAMB 699 Lab Rotation</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>CAMB 899 Pre-dissertation Research</td>
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</table>

| Year 2 |                                |              |
| Fall   | CAMB 899 Pre-dissertation Research |              |
|        | Program elective                |              |
|        | Additional elective             |              |
| Spring | CAMB 695 Scientific Writing    |              |
|        | CAMB 899 Pre-dissertation Research |              |
|        | Program elective                |              |
|        | Additional elective             |              |

| Year 3 and Beyond |                      |              |
| CAMB 995 Dissertation |                      |              |

Epidemiology and Biostatistics: Biostatistics, MS

The goal of the MS program is to train students in the basic theory and applications of statistical methods, as applied to problems in the biomedical sciences. The program typically consists of two years of full-time study, including the preparation of a Master’s thesis. Requirements include courses in probability, mathematical statistics, and statistical...
methods including linear models, longitudinal data analysis, survival analysis, statistical computing, and applied data analysis.

For more information: https://www.med.upenn.edu/ggeb/BioMSAcademics.shtml

View the University’s Academic Requirements for Research Master’s Programs (p. 1944).

### Required Courses

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<td>BSTA 621</td>
<td>Statistical Inference I</td>
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<tr>
<td><strong>Methods Courses</strong></td>
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<tr>
<td>BSTA 630</td>
<td>Statistical Methods and Data Analysis I</td>
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</tr>
<tr>
<td>BSTA 632</td>
<td>Statistical Methods for Categorical and Survival Data</td>
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<tr>
<td>BSTA 651</td>
<td>Introduction to Linear Models and Generalized Linear Models</td>
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<tr>
<td>BSTA 656</td>
<td>Longitudinal Data Analysis</td>
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</tr>
<tr>
<td>BSTA 660</td>
<td>Design of Observational Studies</td>
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<td>BSTA 661</td>
<td>Design of Interventional Studies</td>
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<tr>
<td>BSTA 670</td>
<td>Statistical Computing</td>
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<tr>
<td>BSTA 754</td>
<td>Advanced Survival Analysis</td>
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<td>BSTA 511</td>
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### Additional Coursework

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<td>BSTA 511</td>
<td>Biostatistics in Practice</td>
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<td>BSTA 751</td>
<td>Statistical Methods for Neuroimaging</td>
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### Epidemiology and Biostatistics: Biostatistics, PhD

The PhD program in biostatistics is designed to prepare students to be independent researchers in the development of statistical methodologies and in the appropriate and innovative application of these methodologies to biomedical research problems. In the first five semesters of the program, students complete a series of courses in both theory and applied methodology, engage in individually mentored research experiences, explore statistical collaboration, and complete the qualifications examination. Within this period, students also identify a dissertation research problem and an advisor and present a research proposal as part of the candidacy examination. Students typically defend their dissertations and graduate within five years of matriculation.

For more information: https://www.med.upenn.edu/ggeb/ggeb-courses.html

View the University’s Academic Requirements for PhD Degrees (p. 1939).

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<td>BSTA 699</td>
<td>Lab Rotation 1</td>
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</tr>
<tr>
<td></td>
<td>or BSTA 899 Pre-Dissertation Research</td>
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</tr>
<tr>
<td></td>
<td>Elective</td>
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<tr>
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<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
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### Required Courses

<table>
<thead>
<tr>
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<tr>
<td><strong>Coursework</strong></td>
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<tr>
<td>EPID 526</td>
<td>Biostatistics for Epidemiologic Methods I</td>
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</tr>
<tr>
<td>EPID 527</td>
<td>Biostatistics for Epidemiologic Methods II</td>
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<td>EPID 534</td>
<td>Qualitative Methods in the Study of Health, Disease and Medical Systems</td>
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</tr>
<tr>
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<td>Data Science for Biomedical Informatics</td>
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<tr>
<td>EPID 640</td>
<td>Advanced Topics in Epidemiology</td>
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</tr>
<tr>
<td>EPID 701</td>
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<td>EPID 899</td>
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<td></td>
</tr>
<tr>
<td>EPID 995</td>
<td>Dissertation</td>
<td></td>
</tr>
</tbody>
</table>

The mission of the PhD program in Epidemiology is to train independent researchers in the development and application of epidemiologic methods and to prepare them for positions as scientific leaders in academia and industry. The PhD is a research degree; it indicates the highest attainable level of scholarship, and a commitment to a research career. The PhD does not represent merely the accumulation of course credits, but rather the development and completion of a well-designed and conscientious program of scientific investigation that makes a unique contribution to the field of epidemiology.

For more information: [https://www.med.upenn.edu/ggeb/ggeb-courses.html](https://www.med.upenn.edu/ggeb/ggeb-courses.html)

View the University’s Academic Requirements for PhD Degrees (p. 1939).
## Sample Plan of Study

<table>
<thead>
<tr>
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<tbody>
<tr>
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Career Development Workshop Series

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<tr>
<td>EPID 702</td>
<td>Advanced topics in Epidemiologic Research</td>
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<tr>
<td>HPR 608</td>
<td>Applied Regression Analysis for Health Policy Research 2</td>
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Career Development Workshop Series

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### Year 2

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 or EPID 899 Pre-Dissertation Lab Rotation

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 or EPID 899 Pre-Dissertation Lab Rotation

| Advanced Elective |

### Year 3

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| Advanced Elective |

<table>
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### Year 4 and Beyond

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### Genomics and Computational Biology, PhD

Genomics and computational biology are now at the center of biomedical research. These disciplines take a holistic approach to ask about the origins, functions, and interactions of whole systems, using both experimental and theoretical work. Therefore, these studies require knowledge, skills, and, most importantly, synthesis and integration of biology, computer science, mathematics, statistics, and engineering.

This synthesis and integration requires a new generation of scientists that thrives in cross-disciplinary research. This can include molecular, cellular, and organismal biology (including genetics), mathematics, statistics, chemistry, and engineering. The goal of the GCB program is to train students that are experts in one or more of these disciplines and well versed in the others. We provide a comprehensive training program in Genomics and Computational Biology that gives students a broad foundation in the biological and quantitative sciences along with practical experience in computational and experimental genomics. The knowledge gained in this program will serve students in their careers as technology progresses.

For more information: https://www.med.upenn.edu/gcb/

View the University’s Academic Requirements for PhD Degrees (p. 1939).

### Required Courses

<table>
<thead>
<tr>
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<td>GCB 534</td>
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<tr>
<td>CIS 520</td>
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#### Research

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<tr>
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<tbody>
<tr>
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<td>Pre-Dissertation Research</td>
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<td></td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

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1. For those desiring a more advanced statistical analysis background, BSTA 630 and BSTA 632 are recommended if you have previously completed coursework in calculus through multivariable calculus and linear algebra. The permissions of the instructors are required to take these courses.

2. HPR 608 is required for those not taking BSTA 630 and BSTA 632.
**Sample Plan of Study**

<table>
<thead>
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**Year 1**

**Fall**

<table>
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<tbody>
<tr>
<td>BIOM 600</td>
<td>Cell Biology</td>
</tr>
<tr>
<td>BIOM 611</td>
<td>Statistics in Experimental Design and Analysis</td>
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<td>IMUN 506</td>
<td>Immune Mechanisms</td>
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<tr>
<td>IMUN 507</td>
<td>Immunopathology</td>
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<tr>
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<td>Molecular Immunology</td>
</tr>
<tr>
<td>IMUN 607</td>
<td>Grant Writing</td>
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**Spring**

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<tbody>
<tr>
<td>BIOM 555</td>
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<td>IMUN 607</td>
<td>Molecular Immunology</td>
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<td>IMUN 608</td>
<td>Grant Writing</td>
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**Select one elective (optional)**

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**Year 2**

**Fall**

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<td>BIOM 601</td>
<td>Molecular Immunology</td>
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**Spring**

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<tr>
<td>IMUN 607</td>
<td>Molecular Immunology</td>
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<tr>
<td>IMUN 608</td>
<td>Grant Writing</td>
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**Year 3 and Beyond**

<table>
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<tr>
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<th>Title</th>
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</thead>
<tbody>
<tr>
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<td>Laboratory Rotation</td>
</tr>
<tr>
<td>IMUN 995</td>
<td>Dissertation</td>
</tr>
</tbody>
</table>

**Immunology, PhD**

Recognizing the need to create an environment where researchers could be adequately trained in the multifaceted aspects of immunobiology, Penn became the first medical school to establish a separate degree-granting PhD program in Immunology. The faculty of the Immunology Graduate Group (IGG) are drawn from across the University of Pennsylvania and the University of Pennsylvania Health System, encompassing a broad spectrum of research interests; the IGG has also established a partnership with the National Institutes of Health in Bethesda, MD. The partnership brings to the IGG the extraordinary resources and scientific expertise present at the NIH, one of the largest and most renowned biomedical research centers in the world. Students have the opportunity to interact with NIH faculty in a variety of ways, including conducting a lab rotation or thesis work at the NIH.

At present, there are approximately 110 faculty members in Penn's Immunology Graduate Group, encompassing a broad spectrum of research studies. Faculty research includes studies on the development and regulation of the immune system, host-pathogen interactions, the fundamental molecular and cellular biology of the immune system, structural studies of immunologically relevant molecules and translational immunology. Research results are being utilized in both experimental models and clinical trials attempting to fight diseases.

For more information: https://www.med.upenn.edu/immun/

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**View the University’s Academic Requirements for PhD Degrees (p. 1939).**

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**Sample Plan of Study**

<table>
<thead>
<tr>
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<th>Title</th>
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<tbody>
<tr>
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**Year 2**

**Fall**

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<tbody>
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**Spring**

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**Year 3 and Beyond**

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</tr>
</thead>
<tbody>
<tr>
<td>IMUN 995</td>
<td>Dissertation</td>
</tr>
</tbody>
</table>
Neuroscience, PhD

Neuroscience is a collaborative and interdisciplinary PhD program that provides training for careers in neuroscience research, teaching and more. Our training program is designed to provide a strong foundation of neuroscience knowledge while at the same time taking into account each student’s strengths, needs, and career goals.

Virtually all aspects of traditional neuroscience are reflected in the research programs of the 186 faculty members who participate in NGG training, including computational, systems, cellular and molecular, developmental, behavioral, and cognitive neuroscience, along with the neurobiology of disease. NGG faculty members represent 30 academic departments in the schools of Arts and Sciences, Engineering and Applied Science, Wharton Business, Veterinary Medicine, Dental Medicine, and Nursing, as well as the Perelman School of Medicine.

For more information: https://www.med.upenn.edu/ngg/ngg-courses.html

View the University's Academic Requirements for PhD Degrees (p. 1939).

Required Courses

<table>
<thead>
<tr>
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<td>NGG 605</td>
<td>NeuroCore:Quantitative Rigor and Reproducibility in Neuroscience</td>
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Research

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</tr>
<tr>
<td>NGG 995</td>
<td>Dissertation</td>
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</table>

Pharmacology, PhD

Pharmacological sciences represent an extremely large field of modern science, intertwined with many other biomedical disciplines: cancer and cardiovascular pharmacology, cell signaling, neuropharmacology, pharmacogenetics, pharmacological chemistry, environmental health sciences, and targeted therapeutics. Core courses include Cell Biology, Fundamentals in Pharmacology, Human Physiology, and Medical Pharmacology. Electives are chosen by the student to suit their interests. Pharmacology students may rotate in labs doing very different types of research, to enrich their background and allow unshrouded, instructed selection of direction of their future thesis research.

For more information: https://www.med.upenn.edu/ggps/index.shtml (https://www.med.upenn.edu/ggps/index.shtml/)

View the University’s Academic Requirements for PhD Degrees (p. 1939).

Required Courses

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Research

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The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Sample Plan of Study

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<td>Electrical Language of Cells</td>
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<td>Lab Rotation</td>
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The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Sample Plan of Study

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</tr>
<tr>
<td>PHRM 995</td>
<td>Dissertation</td>
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</table>

1 Or other statistics course with approval of the Graduate Group.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Environmental Health Sciences, Certificate

A unique curriculum has been designed to provide training to span the disciplines of translational environmental health sciences. This curriculum takes the place of the Graduate Group electives and is designed not to delay the time to attain the PhD degree. Upon completion of the didactic curriculum, trainees will have completed the requirements for the Certificate in Environmental Health Sciences. Upon completion of their thesis, trainees will receive the Certificate in Environmental Health Sciences and a PhD from their graduate group.

The below Plan of Study includes graduate group coursework (16-18 CU depending on group).

First Year

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<tr>
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<td>Cell Biology</td>
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<td>Required Graduate Group Courses</td>
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<td>Course Units</td>
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<td>PHRM 590</td>
<td>Molecular Toxicology, Chemical and Biological Mechanisms</td>
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<tr>
<td>Lab Rotation</td>
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<td>Course Units</td>
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<td>EPID 811</td>
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Second Year

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<tbody>
<tr>
<td>PUBH 503</td>
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<td>Course Units</td>
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</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives or Pre-Thesis Research</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Thesis Proposal Candidacy Examination</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Course Units</td>
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<td>4.00</td>
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<tr>
<td>Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPID 812</td>
<td>Fund of Biostatistics</td>
<td>.5</td>
</tr>
<tr>
<td>Lab Rotation</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Course Units</td>
<td></td>
<td>2.50</td>
</tr>
<tr>
<td>Total Course Units</td>
<td></td>
<td>21.00</td>
</tr>
</tbody>
</table>

Third to Fifth Year

Thesis Research

Rotations

Students are required to do three rotations. One rotation can be taken in the summer before matriculation. One rotation must involve a mentored community-based experience or epidemiology/population based study. Rotations must be done in the lab of a CEET investigator.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
 Graduate Training in Medical Science, Certificate

The Graduate Training in Medical Science (GTMS) Certificate Program complements our existing doctoral programs in Biomedical Graduate Studies. The GTMS program was specifically designed for students who want to explore human biology and pursue research training at the interface of basic science and medicine. The GTMS program augments graduate training by offering courses that bridge basic and medical science and provides a foundation in the molecular basis of disease.

The GTMS program currently consists of 6 courses (4 required and 2 electives) and a 40 hour clinical clerkship experience. The curriculum requirements change from time to time to keep the program up to date and meeting the student needs.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOM 502</td>
<td>Molecular Basis of Disease</td>
<td>1</td>
</tr>
<tr>
<td>BIOM 600</td>
<td>Cell Biology</td>
<td>1</td>
</tr>
<tr>
<td>CAMB/PHRM 532</td>
<td>Human Physiology</td>
<td>1</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>CAMB 510</td>
<td>Immunology for CAMB</td>
<td></td>
</tr>
<tr>
<td>IMUN 506</td>
<td>Immune Mechanisms</td>
<td></td>
</tr>
<tr>
<td>GCB 535</td>
<td>Introduction to Bioinformatics</td>
<td></td>
</tr>
<tr>
<td>GCB 536</td>
<td>Fundamentals of Computational Biology</td>
<td></td>
</tr>
</tbody>
</table>

'Bench to Bedside' Electives

Select two of the following: 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMB 518/ CAMB 615/ NGG 615</td>
<td>Protein Conformation Diseases</td>
<td>2</td>
</tr>
<tr>
<td>CAMB 512</td>
<td>Cancer Biology and Genetics</td>
<td></td>
</tr>
<tr>
<td>CAMB 530</td>
<td>The Cell Cycle, Genome Integrity and Cancer</td>
<td></td>
</tr>
<tr>
<td>CAMB 542</td>
<td>Topics in Molecular Medicine</td>
<td></td>
</tr>
<tr>
<td>CAMB 547</td>
<td>Fundamental Virology</td>
<td></td>
</tr>
<tr>
<td>CAMB 550</td>
<td>Genetic Principles</td>
<td></td>
</tr>
<tr>
<td>CAMB 608</td>
<td>Regulation of Eukaryotic Gene Transcription</td>
<td></td>
</tr>
<tr>
<td>CAMB 609</td>
<td>Vaccines and Immune Therapeutics</td>
<td></td>
</tr>
<tr>
<td>CAMB 610</td>
<td>Molecular Basis of Gene Therapy and Genome Editing</td>
<td></td>
</tr>
<tr>
<td>CAMB 617</td>
<td>Emerging Infectious Diseases</td>
<td></td>
</tr>
<tr>
<td>CAMB 630</td>
<td>Topics in Human Genetics and Disease</td>
<td></td>
</tr>
<tr>
<td>CAMB 697</td>
<td>Biology of Stem Cells</td>
<td></td>
</tr>
<tr>
<td>CAMB 701</td>
<td>Tumor Microenvironment</td>
<td></td>
</tr>
<tr>
<td>CAMB 703</td>
<td>The ECM, adhesion receptor signaling, and translational biomechanics</td>
<td></td>
</tr>
<tr>
<td>CAMB 704</td>
<td>Stress Responses in Metabolism and Cancer</td>
<td></td>
</tr>
<tr>
<td>CAMB 712</td>
<td>Topics in Cancer Biology</td>
<td></td>
</tr>
<tr>
<td>IMUN 507</td>
<td>Immunopathology</td>
<td></td>
</tr>
<tr>
<td>NGG 618</td>
<td>Recovery After Neural Injury</td>
<td></td>
</tr>
</tbody>
</table>

\[1\] Any elective with clinical relevance may be a Bench to Bedside elective, subject to approval from the Program Directors. This list will be updated annually as new courses with clinical relevance may be offered and students are encouraged to suggest courses that they think will enrich their GTMS education.

Non-Course Requirements:

- Monthly seminar series
- 40-hour clinical clerkship

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Public Health, Certificate

PHCP training includes formal coursework, the PHCP seminar series, and a public health project.

**FORMAL COURSEWORK:**

PHCP students will take public health courses in addition to their doctoral coursework. Students will complete most of the formal coursework during the first and second years of graduate school. In some cases, this may result in a student taking four courses plus a lab rotation in one or more semesters. However, students in the program may also take one public health course per semester in years three through five if necessary and with appropriate permission. Students in PHCP should expect to graduate on time.

**PHCP SEMINAR SERIES:**

A seminal part of the PHCP program is the bi-weekly seminar series that brings in speakers from Penn and elsewhere to talk about their research and careers linking biomedical research and public health. This is also the forum in which PHCP students present progress reports and their final presentation on their public health project. Attendance is required for all PHCP students. In recognition of attendance and participation, students will receive credit for one semester (1 CU) of PUBH 590 during their fourth or fifth year.

**PUBLIC HEALTH PROJECT:**

PHCP students are expected to complete a short-term public health research project or independent study. Ideally, this project will focus on a question related to their PhD thesis, but that is not a requirement. Students can choose a public health advisor from the MPH faculty (http://www.publichealth.med.upenn.edu/Faculty.shtml/) or they can substitute an alternative advisor with the permission of PHCP faculty directors. As discussed above, students will present their final project at the PHCP seminar series.
## Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 502</td>
<td>Introduction to the Principles and Methods of Epidemiology</td>
<td>1</td>
</tr>
<tr>
<td>BIOM 611</td>
<td>Statistics in Experimental Design and Analysis</td>
<td>1</td>
</tr>
</tbody>
</table>

## Elective Courses

Choose 3 CUs

- PUBH 500 Foundations of Public Health
- PUBH 503 Environmental and Occupational Health
- PUBH 504 Public Health Theories & Frameworks
- PUBH 505 Public Health Policy and Administration
- PUBH 507 Public Health Law & Ethics
- PUBH 519 Issues in Global Health
- PUBH 599 Independent Study in Public Health
- Alternative MPH electives with advice or PHCP faculty advisors

### Total Course Units

5

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1. Students interested in doing an analytic public health project are encouraged to take additional Biostatistics courses as necessary.
2. An introductory course is strongly recommended for PHCP students who have no prior experience and/or coursework in public health.
3. Up to one CU, with a primary focus on the PHCP Public Health Project.
4. Other public health courses across the University may be counted as electives, to be determined on a case-by-case basis with the permission of the PHCP faculty directors.

## Non-Course Requirements:

### PHCP SEMINAR SERIES:

A seminal part of the PHCP program is the bi-weekly seminar series that brings in speakers from Penn and elsewhere to talk about their research and careers linking biomedical research and public health. This is also the forum in which PHCP students present progress reports and their final presentation on their public health project. Attendance is required for all PHCP students. In recognition of attendance and participation, students will receive credit for one semester (1 CU) of PUBH 590 during their fourth or fifth year.

### PUBLIC HEALTH PROJECT:

PHCP students are expected to complete a short-term public health research project or independent study. Ideally, this project will focus on a question related to their PhD thesis, but that is not a requirement. Students can choose a public health advisor from the MPH faculty (http://www.publichealth.med.upenn.edu/Faculty.shtml/) or they can substitute an alternative advisor with the permission of PHCP faculty directors. As discussed above, students will present their final project at the PHCP seminar series.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

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## Doctor of Medicine, MD

As the nation’s first medical school and home to the first teaching hospital, the Perelman School of Medicine (PSOM) enjoys a long tradition of academic excellence and scientific discovery.

The PSOM Learning for Life program is a four-year multidisciplinary curriculum comprising six modules organized around three themes: the science of medicine, the technology and practice of medicine, and professionalism and humanism. The curriculum emphasizes self-directed lifelong learning and small-group instruction. The Henry A. Jordan Medical Education Center itself plays a prominent role in the training of future physicians and scientists; it is among the first medical education spaces in the nation physically integrated into active clinical and research facilities.

PSOM medical students can choose from approximately 150 electives and have one and a half years to explore the possibilities. PSOM also offers extensive MD+ options, including eight master’s degrees and 10 certificates available through its various schools. Penn’s 12 schools share a single contiguous campus, providing exceptional opportunities for student to engage interprofessionally.

**For more information:** [https://www.med.upenn.edu/student/](https://www.med.upenn.edu/student/)

## Bioethics, MBE

The Master of Bioethics (MBE) is an interdisciplinary degree offered by the Department of Medical Ethics & Health Policy. The MBE degree program gives students broad exposure to the full range of topics and issues in contemporary bioethics, drawing on the expertise of distinguished faculty and visiting fellows.

The program admits highly accomplished professionals who work in the bioethics-related fields of medicine, nursing, law, dentistry, social work, genetic counseling, regulatory affairs, public policy, veterinary medicine, and industry, as well as outstanding students in other professional degree programs at the University of Pennsylvania.

The MBE is designed for the following audiences:

- Mid-career and senior health care professionals, including lawyers, physicians, nurses, health care administrators, pharmaceutical employees, social workers, those working in public policy or regulatory affairs, dentists, veterinarians, research associates, other allied health professionals, and other practitioners and teachers who wish to expand their area of competency to include bioethics;
- Students already enrolled or admitted to a Penn graduate or professional degree program, such as medicine, law, nursing, or a PhD program, who want to combine bioethics with their primary training;
- Post-baccalaureate students with a special interest in the field who plan further graduate study in law, medicine, humanities, or social sciences. This degree is not sufficient training for job placement

**For more information:** [http://medicalethicshealthpolicy.med.upenn.edu/master-of-bioethics](http://medicalethicshealthpolicy.med.upenn.edu/master-of-bioethics)

## Curriculum

The MBE requires the completion of 9 course units.
**Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOE 601</td>
<td>Introduction to Clinical Bioethics</td>
<td>1</td>
</tr>
<tr>
<td>BIOE 602</td>
<td>Conceptual Foundations in Bioethics</td>
<td>1</td>
</tr>
<tr>
<td>Select one of the following:</td>
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<td></td>
</tr>
<tr>
<td>BIOE 565</td>
<td>Rationing</td>
<td>1</td>
</tr>
<tr>
<td>BIOE 580</td>
<td>Research Ethics</td>
<td>1</td>
</tr>
<tr>
<td>BIOE 603</td>
<td>Clinical Ethics</td>
<td>1</td>
</tr>
</tbody>
</table>

Select 5 course units of electives: 5

BIOE 996 Master of Bioethics Capstone 1

Total Course Units 9

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

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**Biomedical Informatics, MBMI**

The Master of Biomedical Informatics (MBMI) program seeks to provide state-of-the-art graduate-level educational and training opportunities in biomedical informatics (BMI), adhering to the best practices as established by national competency standards, to create the next generation of biomedical informatics and practitioners.

For more information: [https://www.med.upenn.edu/mbmi/curriculum-overview.html](https://www.med.upenn.edu/mbmi/curriculum-overview.html)

**Curriculum**

The MBMI program requires students to complete 10 course units, including required courses, electives, and a capstone project. In addition, students must complete the online HIPAA and CITI training modules required of all PSOM students. MBMI students are also expected to participate in the annual Informatics Day, organized by the Institute for Biomedical Informatics.

The MBMI course sequence is flexible, allowing students to pursue required courses and electives at their own pace, provided they complete all requirements within 4 years of matriculation. A typical student might complete the program in two years.

### Year 1

#### Fall

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMIN 501</td>
<td>Introduction to Biomedical and Health Informatics</td>
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<tr>
<td>BMIN 503</td>
<td>Data Science for Biomedical Informatics</td>
<td>1.0</td>
</tr>
</tbody>
</table>

#### Spring

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMIN 502</td>
<td>Databases in Biomedical Research</td>
<td>1.0</td>
</tr>
<tr>
<td>BMIN 505</td>
<td>Precision Medicine and Health Policy</td>
<td>1.0</td>
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</table>

Select one elective 1.0

### Year 2

#### Fall

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMIN 506</td>
<td>Standards and Clinical Terminologies</td>
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</tr>
</tbody>
</table>

---

**Clinical Epidemiology, MSCE**

The MSCE is an intensive program for accomplished medical professionals who seek to further their skills as academic investigators. Applicants who possess an advanced degree in medicine, nursing or another health field learn to design controlled epidemiological studies and acquire biostatistical skills that relate directly to their research interests. With close guidance from a primary mentor and a mentorship team, students will gain the ability to hone precise research questions and pursue reliable, complex answers.

For more information: [https://www.cceb.med.upenn.edu/master-science-clinical-epidemiology-msce](https://www.cceb.med.upenn.edu/master-science-clinical-epidemiology-msce)

**Curriculum**

The MSCE degree is comprised of 14 course units consisting of required core courses, electives, and mentored thesis credits. MSCE students generally register for two course units per term. It is expected that all students receive a B- or better in each of the courses being applied to the MSCE degree.

### Core Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPID 510</td>
<td>Introductory Epidemiology</td>
<td>1</td>
</tr>
<tr>
<td>EPID 526</td>
<td>Biostatistics for Epidemiologic Methods I</td>
<td>1</td>
</tr>
<tr>
<td>EPID 527</td>
<td>Biostatistics for Epidemiologic Methods II</td>
<td>1</td>
</tr>
<tr>
<td>EPID 532</td>
<td>Database Management for Clinical Epidemiology</td>
<td>0.5</td>
</tr>
<tr>
<td>EPID 542</td>
<td>Measurement of Health in Epidemiology</td>
<td>0.5</td>
</tr>
<tr>
<td>EPID 546</td>
<td>Clinical Database Research Methodology</td>
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</tr>
<tr>
<td>EPID 560</td>
<td>Issues in Research Protocol Development</td>
<td>0.25</td>
</tr>
<tr>
<td>EPID 570</td>
<td>Critical Appraisal of the Medical Literature</td>
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</tr>
<tr>
<td>EPID 640</td>
<td>Advanced Topics in Epidemiology</td>
<td>1</td>
</tr>
<tr>
<td>EPID 610</td>
<td>Tutorial in Epidemiologic Research</td>
<td>1</td>
</tr>
</tbody>
</table>

### Elective Requirements

Select a minimum of two course units of electives

### Master's Thesis

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPID 900</td>
<td>Master’s Thesis (Thesis I)</td>
<td>3–5</td>
</tr>
<tr>
<td>EPID 900</td>
<td>Master’s Thesis (Thesis II)</td>
<td>3–5</td>
</tr>
</tbody>
</table>
Genetic Counseling, MSGC

The MSGC program provides a comprehensive educational environment for future genetic counselors that balances the importance of patient-focused care, scientific knowledge, research, and innovative technology. With an outstanding faculty and access to clinical opportunities at some of the nation’s premier healthcare facilities, the program prepares students to be successful genetic counseling professionals in the rapidly evolving field of genetics.

Preparing to become a genetic counselor involves education in three areas: laboratory and clinical medicine, counseling, and research. Students in the University of Pennsylvania’s MSGC program will develop a comprehensive understanding of the complex clinical management of patients with genetic conditions as well as the options for diagnostic testing. Coursework in counseling helps students cultivate the knowledge and skills to address the needs of patients, families, community advocacy groups and other health professionals. The program has a strong emphasis on clinical, translational, and implementation research. Graduates will gain both the research and writing skills necessary to develop and publish literature relevant to the profession.

The University of Pennsylvania Master of Science in Genetic Counseling is fully accredited by the Accreditation Council for Genetic Counseling (ACGC) through 2024. The program meets the requirements of the ACGC for curriculum content, clinical experience, and overall program design. Graduates of the program are qualified to sit for the certification examination offered by the American Board for Genetic Counseling (ABGC) and to apply for state licensure.

For more information: https://www.med.upenn.edu/geneticcounseling/

Curriculum

The program requires the completion of 14 required course units as well as clinical internships, genetic counseling rounds, professional development seminars, advocacy experiences, and an approved research master’s thesis. Successful completion of each course requires a grade of B- or higher.

The curriculum covers advanced genetics, genetic testing technologies, clinical medicine and genetics, counseling techniques, case management, psychosocial assessment, principles of medical ethics and public health, patient advocacy, research design and professionalism. Many courses will have Penn and CHOP genetic counselors as course coordinators and lecturers. The core curriculum will provide the foundation necessary to prepare students for the ever-changing practice of clinical genetics.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GENC 601</td>
<td>Advanced Genetics and Genomics</td>
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</tr>
<tr>
<td>GENC 602</td>
<td>Mechanisms of Disease</td>
<td></td>
</tr>
<tr>
<td>GENC 603</td>
<td>Introduction to Genetic Counseling</td>
<td></td>
</tr>
<tr>
<td>GENC 613</td>
<td>Foundations of Clinical Genetics and Genomic Technologies</td>
<td></td>
</tr>
<tr>
<td>GENC 670</td>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GENC 604</td>
<td>Reproductive and Developmental Genetics</td>
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</tr>
<tr>
<td>GENC 611</td>
<td>Cancer Genetics</td>
<td></td>
</tr>
<tr>
<td>GENC 612</td>
<td>Genetic Counseling Theory and Practice I</td>
<td></td>
</tr>
<tr>
<td>GENC 614</td>
<td>Introduction to Genetic Counseling Research</td>
<td></td>
</tr>
<tr>
<td>GENC 670</td>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GENC 680</td>
<td>Clinical Internship</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GENC 620</td>
<td>Medical Genetics I</td>
<td></td>
</tr>
<tr>
<td>GENC 621</td>
<td>Genetic Counseling Theory and Practice II</td>
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</tr>
<tr>
<td>GENC 623</td>
<td>Ethical Issues in Genetic Counseling</td>
<td></td>
</tr>
<tr>
<td>GENC 680</td>
<td>Clinical Internship</td>
<td></td>
</tr>
<tr>
<td>Spring Courses</td>
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<tr>
<td>GENC 630</td>
<td>Medical Genetics II</td>
<td></td>
</tr>
<tr>
<td>GENC 631</td>
<td>Genetic Counseling Theory and Practice III</td>
<td></td>
</tr>
<tr>
<td>GENC 990</td>
<td>Thesis I</td>
<td></td>
</tr>
<tr>
<td>GENC 680</td>
<td>Clinical Internship</td>
<td></td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Health Care Innovation, MHCI

The University of Pennsylvania’s Master of Health Care Innovation is an online degree program that aims to develop current and future leaders in health care innovation through top-tier, engaging education. The interdisciplinary curriculum is taught by Penn faculty experts in the fields of health policy, operations management, behavioral economics, and innovation methodology. Students in this degree are mid-career health professionals who learn how to improve health care delivery.


Curriculum

Students in the Master of Health Care Innovation are required to complete 11 course units of coursework and must maintain a GPA of 3.0 to remain in good academic standing with the program.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCIN 600</td>
<td>The American Health Care System</td>
<td>1</td>
</tr>
<tr>
<td>HCIN 601</td>
<td>Health Care Operations</td>
<td>1</td>
</tr>
<tr>
<td>HCIN 602</td>
<td>Behavioral Economics and Decision Making</td>
<td>1</td>
</tr>
<tr>
<td>HCIN 603</td>
<td>Evaluating Health Policy and Programs</td>
<td>1</td>
</tr>
<tr>
<td>HCIN 604</td>
<td>Health Economics</td>
<td>1</td>
</tr>
<tr>
<td>HCIN 605</td>
<td>Applying Behavioral Economics</td>
<td>0.5</td>
</tr>
<tr>
<td>HCIN 606</td>
<td>Applying Operations Mgmt</td>
<td>0.5</td>
</tr>
<tr>
<td>HCIN 607</td>
<td>Translating Ideas into Outcomes</td>
<td>1</td>
</tr>
<tr>
<td>HCIN 617</td>
<td>Leading Change in Health Care</td>
<td>1</td>
</tr>
<tr>
<td>HCIN 618</td>
<td>Building a Case for Transformation</td>
<td>0.5</td>
</tr>
<tr>
<td>HCIN 619</td>
<td>Pitching Innovation</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Elective Courses

Select two HCIN electives                      2

Total Course Units                                11

Health Care Innovation Seminar Attendance

These in-person seminars are held on Penn’s campus annually in August. Students are required to attend each year. At the seminar, students attend faculty and guest lectures, orientation sessions, interactive workshops, and networking events.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Health Care Innovation Seminar I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health Care Innovation Seminar II</td>
<td></td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Health Policy Research, MSHP

The MSHP is a two year training program that leads to a Master of Science degree. This program is based out of the University of Pennsylvania, Perelman School of Medicine in close collaboration with the Leonard Davis Institute (LDI) and the Department of Health Care Systems at the Wharton School. Building upon the trans-disciplinary nature of LDI, this program is also closely affiliated with the Annenberg School for Communication and the School of Social Policy and Practice—two schools in the University of Pennsylvania with growing interest in and commitment to the fields of health services research and health policy.

The MSHP also benefits from LDI’s strong connections to multiple other schools at Penn, including the School of Arts and Sciences, the School of Nursing, the Law School, the School for Communication and the School of Social Policy—Practice.

The primary goal of the Master of Science in Health Policy Research training program is to train outstanding investigators in health services and policy research. Students completing the MSHP are well situated to pursue careers in academia, non-profit organizations and health policy. Tailored educational experiences enable students to engage effectively with community partners, policy makers, and other interested stakeholders. Through mentored research students learn to plan and execute policy-relevant, patient-centered research using a variety of different methodologies including qualitative, cross-sectional, simulation, quasi-experimental, and experimental study designs. Finally, the educational experience is deepened with a two year career development lecture series that introduces students to skills essential to careers more generally, including applying for grant funding, managing a research team, negotiating a job, communicating research findings, creating a national reputation and other skills that are just as important to career success as skills in research methods.

For more information: https://mshp.med.upenn.edu/about-penn-mshp (https://mshp.med.upenn.edu/about-penn-mshp/)

Curriculum

Students complete 12.0 course units of coursework and must achieve a B- or better in each course and maintain an overall GPA of 3.0 or better. Students who are CHIPS Fellows may complete an optional, additional course unit when pursuing the QI Capstone.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPR 501</td>
<td>Economics of Health Care Delivery</td>
<td>1</td>
</tr>
<tr>
<td>HPR 600</td>
<td>Health Services Research and Innovation Science</td>
<td>1</td>
</tr>
<tr>
<td>HPR 603</td>
<td>Health Services and Policy Research Methods I: Primary Data Design and Collection</td>
<td>1</td>
</tr>
<tr>
<td>HPR 604</td>
<td>Introduction to Statistics for Health Policy</td>
<td>1</td>
</tr>
<tr>
<td>HPR 606</td>
<td>Fundamentals of Health Policy</td>
<td>1</td>
</tr>
<tr>
<td>HPR 607</td>
<td>Health Services and Policy Research Methods II: Causal Inference Using Secondary Data</td>
<td>1</td>
</tr>
<tr>
<td>HPR 608</td>
<td>Applied Regression Analysis for Health Policy Research</td>
<td>1</td>
</tr>
<tr>
<td>Thesis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPR 951</td>
<td>Health Policy Research Thesis I</td>
<td>1</td>
</tr>
</tbody>
</table>
Healthcare Quality and Safety, MHQS

Mission Statement

The mission of the Perelman School of Medicine’s Master’s degree in Healthcare Quality and Safety (MHQS) is to train the next generation of healthcare leaders and practitioners in the science of healthcare quality and patient safety.

Program Goals

The goal of the MHQS is to provide in-depth didactic instruction and hands-on experience to current healthcare professionals who aim to improve the quality and safety of healthcare, locally, regionally or nationally. This program will prepare students to pursue careers in healthcare administration and leadership that may be broad (e.g. director of quality and safety for a healthcare system or hospital) or more focused (e.g. positions that oversee population health, health equity, patient safety, value-based care for a healthcare system, department, or organization). Some graduates will combine their clinical and academic careers with a focus on healthcare quality and safety leadership, others will go on to pure leadership positions.

Curriculum

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Medical Ethics, MSME

The Master of Science in Medical Ethics (MSME) provides rigorous methodological and conceptual training in bioethics for postdoctoral scholars who aim to become academic bioethicists competing for and conducting externally funded empirical research. Although there are many bioethics-related masters-level graduate programs in the United States, none of these programs is designed to train physician-scientists or other scholars aspiring to empirically oriented bioethics faculty positions in academic medical centers and universities. Penn’s MSME program fills this important need.

For more information: http://medicalethicshealthpolicy.med.upenn.edu/education-master-of-science-in-medical-ethics/
Medical Physics, MSMP

Penn’s Master of Science in Medical Physics (MSMP) degree prepares students to bridge physics and clinical medicine, overseeing clinical applications of radiation and creating the cutting-edge medical technologies of tomorrow. The program is fully accredited by the Commission on Accreditation of Medical Physics Education Programs (CAMPEP). Full-time students can complete the MSMP program in two years. In the second year, clinical rotations place students in the University of Pennsylvania Health System. During the program, students gain the clinical experience necessary to apply for residencies and move into clinical practice as well as research experience should students desire to pursue a PhD degree.

Students also have the opportunity to do part-time clinical work in the University of Pennsylvania Health System to gain relevant clinical experience while earning an hourly wage. The program can typically be completed full-time in two academic years and one summer session. Part-time study is possible.

For more information: https://www.med.upenn.edu/mpp/msmp/

Curriculum

A total of 15 course units is required, including a thesis. Students complete a faculty-mentored, applied research project of their own design, culminating in a paper and presentation.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPHY 600</td>
<td>Professional Development</td>
<td>0.0</td>
</tr>
<tr>
<td>MPHY 601</td>
<td>Introduction to Radiation Protection</td>
<td>0.5</td>
</tr>
<tr>
<td>MPHY 602</td>
<td>Physics of Medical / Molecular Imaging</td>
<td>1.0</td>
</tr>
<tr>
<td>MPHY 603</td>
<td>Image-Based Anatomy for Medical Physics</td>
<td>1.0</td>
</tr>
<tr>
<td>MPHY 604</td>
<td>Radiological Physics</td>
<td>1.0</td>
</tr>
<tr>
<td>MPHY 605</td>
<td>Medical Ethics / Governmental Regulation</td>
<td>0.5</td>
</tr>
<tr>
<td>MPHY 606</td>
<td>Physics of Radiation Therapy</td>
<td>1.0</td>
</tr>
<tr>
<td>MPHY 607</td>
<td>Radiation Biology</td>
<td>1.0</td>
</tr>
<tr>
<td>MPHY 610</td>
<td>Computational Medical Physics</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Course Units</strong></td>
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<table>
<thead>
<tr>
<th>Second Year</th>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>MPHY 600</td>
<td>Professional Development</td>
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</tr>
<tr>
<td>MPHY 608</td>
<td>Radiation Detection and Measurement</td>
<td>1.0</td>
</tr>
<tr>
<td>MPHY 700</td>
<td>Clinical Practicum</td>
<td>1.0</td>
</tr>
<tr>
<td>MPHY 611</td>
<td>Medical Physics Laboratory</td>
<td>1.0</td>
</tr>
<tr>
<td>MPHY 609</td>
<td>Biomedical Image Analysis</td>
<td>1.0</td>
</tr>
<tr>
<td>MPHY 990</td>
<td>Thesis I</td>
<td>2.0</td>
</tr>
<tr>
<td>MPHY 991</td>
<td>and THESIS II</td>
<td></td>
</tr>
<tr>
<td><strong>Course Units</strong></td>
<td></td>
<td><strong>7.00</strong></td>
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Select 2 electives

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Total Course Units</strong></td>
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</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Public Health, MPH

The MPH Program prepares students for leadership by integrating research, education, and service learning in population health problems. The program’s aim to educate professionals from diverse disciplines in the core areas that define public health. Its ultimate goal is to ensure that Penn students and faculty can have the maximum positive impact upon current and future public health problems. Penn’s Environmental Health Track offers a curriculum designed specifically for applicants to the interdisciplinary Master of Public Health Program who are interested in mastering skills in identifying, investigating, ameliorating, and communicating about environmental health risks. Key strengths of this track include the MPH Program’s ability to provide mentored Capstone experiences, especially focused on the urban environment and communities with an aging industrial infrastructure, such as Philadelphia and its many surrounding areas.

For more information: http://www.cphi.upenn.edu/mph/about-mph.html

Curriculum

Students must complete 14 course units of coursework and a minimum of 125 hours of fieldwork. Students must maintain a GPA of 3.0 or better and must achieve a B- or higher in each course to receive credit toward the degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH</td>
<td><strong>Core Courses</strong></td>
<td><strong>1</strong></td>
</tr>
<tr>
<td>501</td>
<td>Introduction to Biostatistics</td>
<td></td>
</tr>
<tr>
<td>502</td>
<td>Introduction to the Principles and Methods of Epidemiology</td>
<td></td>
</tr>
<tr>
<td>503</td>
<td>Environmental and Occupational Health</td>
<td></td>
</tr>
<tr>
<td>504</td>
<td>Public Health Theories &amp; Frameworks</td>
<td></td>
</tr>
<tr>
<td>505</td>
<td>Public Health Policy and Administration</td>
<td></td>
</tr>
<tr>
<td>506</td>
<td>Methods for Public Health Practice</td>
<td></td>
</tr>
<tr>
<td>507</td>
<td>Public Health Law &amp; Ethics</td>
<td></td>
</tr>
<tr>
<td>508</td>
<td>Capstone Seminar I</td>
<td></td>
</tr>
<tr>
<td>509</td>
<td>CAPSTONE SEMINAR II</td>
<td></td>
</tr>
<tr>
<td><strong>Fieldwork (minimum 125 hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 5 course units of electives</td>
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<tr>
<td><strong>Total Course Units</strong></td>
<td><strong>14</strong></td>
<td></td>
</tr>
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</table>

1 Please note elective choices will vary based on track selection.
### Generalist Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Generalist Required Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one course from the following:</td>
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</tr>
<tr>
<td>PUBH 519</td>
<td>Issues in Global Health</td>
<td></td>
</tr>
<tr>
<td>PUBH 521</td>
<td>Program Evaluation in Public Health</td>
<td></td>
</tr>
<tr>
<td>PUBH 588</td>
<td>Advanced Leadership Skills in Community Health</td>
<td></td>
</tr>
<tr>
<td>PUBH 605</td>
<td>Epidemiology and Control of Infectious Diseases</td>
<td></td>
</tr>
<tr>
<td>PUBH 606</td>
<td>Interpreting Epi Literature to Inform and Influence</td>
<td></td>
</tr>
<tr>
<td>PUBH 607</td>
<td>Adv Local Policymaking</td>
<td></td>
</tr>
<tr>
<td>PUBH 637</td>
<td>Advocacy &amp; Public Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select four courses from approved elective list</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Electives available for this track can be found at</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.cphi.upenn.edu/mph/GeneralistTrackOverview.html">www.cphi.upenn.edu/mph/GeneralistTrackOverview.html</a></td>
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</table>

**Total Course Units**: 5

### Environmental Health

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Environmental Health Required Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one course from the following:</td>
<td>1</td>
</tr>
<tr>
<td>PUBH 514</td>
<td>Environmental and Occupational Health Experiences</td>
<td></td>
</tr>
<tr>
<td>PUBH 517</td>
<td>Geography &amp; Public Health</td>
<td></td>
</tr>
<tr>
<td>PUBH 523</td>
<td>Epidemics: Social causes and consequences of outbreaks, emergencies, threats</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select two courses related to Environmental Health</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Select two courses from approved elective list</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Electives available for this track can be found at</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.cphi.upenn.edu/mph/EnvironmentalHealthTrack.html">www.cphi.upenn.edu/mph/EnvironmentalHealthTrack.html</a></td>
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</tr>
</tbody>
</table>

**Total Course Units**: 5

### Global Health

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Global Health Required Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one course from the following:</td>
<td>1</td>
</tr>
<tr>
<td>PUBH 519</td>
<td>Issues in Global Health</td>
<td></td>
</tr>
<tr>
<td>PUBH 525</td>
<td>Health &amp; Human Rights</td>
<td></td>
</tr>
<tr>
<td>PUBH 551</td>
<td>Global Health Policy and Delivery</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select two courses related to Global Health</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Select two courses from approved elective list</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Course Units**: 10

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### Regulatory Affairs, MRA

The objective of the Master of Regulatory Affairs (MRA) degree program is to produce a cadre of highly trained and sophisticated practice professionals adept in the skills necessary to maximize compliance and minimize risk in the development of FDA regulated products. Students will learn both the foundation and application of science-based clinical investigation and the corresponding regulation. The program is designed to meet these objectives through didactic course work and an experiential capstone project.

**For more information**: [http://www.itmat.upenn.edu/mra.html](http://www.itmat.upenn.edu/mra.html)

### Curriculum

Students must complete 10 course units and achieve a B- or higher for all course work counted toward the degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core Requirements</td>
<td></td>
</tr>
<tr>
<td>BIOE 580</td>
<td>Research Ethics</td>
<td>1</td>
</tr>
<tr>
<td>REG 510</td>
<td>Introduction to Clinical and Translational Research</td>
<td>1</td>
</tr>
<tr>
<td>REG 610</td>
<td>Fundamentals of FDA Regulation</td>
<td>1</td>
</tr>
<tr>
<td>REG 612</td>
<td>Introduction to Drug Development</td>
<td>1</td>
</tr>
<tr>
<td>REG 614</td>
<td>Biopharmaceutical Product Development, Manufacturing and Regulatory Affairs</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Capstone</td>
<td></td>
</tr>
<tr>
<td>REG 640</td>
<td>Capstone</td>
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</tr>
<tr>
<td>REG 641</td>
<td>Capstone II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
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</tr>
<tr>
<td></td>
<td>Advisor-approved electives</td>
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</tr>
<tr>
<td></td>
<td>Concentration Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Concentration requirements</td>
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</tbody>
</table>

**Total Course Units**: 10
Concentrations

General Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>REG 615</td>
<td>Post-Approval Maintenance of Drugs, Biologics, and Devices.</td>
<td>1</td>
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</table>

Total Course Units 1

Clinical Research Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>REG 611</td>
<td>Clinical Study Management</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Course Units 1

Quality Assurance Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>REG 616</td>
<td>Quality Assurance</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Course Units 1

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Regulatory Science, MSRS

The primary objective of the Master of Science in Regulatory Science degree program is to produce a cadre of highly trained and sophisticated investigators adept in the skills necessary to become leaders in the field of regulatory science.

The Master of Science in Regulatory Science provides trainees with in-depth instruction in the fundamental skills, methodology, and principles necessary to become a well-trained investigator positioned for a future career as a successful academic researcher.

For more information: http://www.itmat.upenn.edu/msrs/

Students complete 12 course units with a GPA of 3.0 or better and no lower than a B- in any given course. Students must defend their thesis in order to fulfill the requirements for graduation.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>REG 610</td>
<td>Fundamentals of FDA Regulation</td>
<td>1</td>
</tr>
<tr>
<td>MTR 600</td>
<td>Introduction to Biostatistics</td>
<td>1</td>
</tr>
<tr>
<td>REG 602</td>
<td>Proposal Development</td>
<td>1</td>
</tr>
<tr>
<td>MTR 604</td>
<td>Scientific &amp; Ethical Conduct</td>
<td>1</td>
</tr>
</tbody>
</table>

Core Courses 1

Thesis

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>REG 990</td>
<td>Msrs Thesis I</td>
<td>1</td>
</tr>
<tr>
<td>REG 991</td>
<td>Msrs Thesis II</td>
<td>1</td>
</tr>
</tbody>
</table>

Electives 4

Total Course Units 12

Translational Research, MSTR

The Master of Science in Translational Research (MSTR) provides students with in-depth instruction in the fundamental skills, methodology and principles necessary to become a well-trained translational investigator. The program is designed to meet this objective through the provision of didactic course work, a formal mentorship program, laboratory training, a professional development core, and specific ongoing guidance with hands-on exposure to protocol and grant development. The MSTR is housed within the Institute for Translational Medicine and Therapeutics (ITMAT) which supports research at the interface of basic and clinical research focusing on developing new and safer therapeutics.

The MSTR is designed to facilitate training and research particularly from proof of concept in cellular and animal model systems across the translational divide to proof of concept and dose selection in humans. Student projects and career goals align across this continuum. Students enroll in a core set of courses and also choose an academic pathway to concentrate in a specific area of translational science.

Concentrations

- Discovery: For students who are elucidating the basic pathophysiological etiology and/or process of disease. Projects may be proof of concept in cell or animal models or human samples.
- Translational Therapeutics and Regulatory Science: For students who are testing discoveries for preclinical and/or clinical effect. Projects may be first in humans, phase 1, or assessing the safety, efficacy, quality, and performance of regulated products.
- Entrepreneurial Science: For students who aim to navigate both business and academic environments as you conduct research and consider commercialization opportunities.
- Bioinformatics/Biomedical Informatics: For students who are adopting informatics methodologies to develop and test their own hypotheses.

For more information: http://www.itmat.upenn.edu/mtr/

Curriculum

Students must complete 12 course units and achieve a B- or higher in each course for the degree.
The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Academic Foundations, Certificate

The goals of the Academic Foundations Certificate program are to provide CE faculty participants with the core competencies required to be successful academicians while balancing competing demands. This will occur through opportunities to develop skills (particularly focused on scholarship), create strategic career plans, foster mentoring relationships, and to strive for attitudinal orientation toward resilience and self-care within the context of advanced approaches to time-management.

### Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTR 600</td>
<td>Introduction to Biostatistics</td>
<td>1</td>
</tr>
<tr>
<td>MTR 601</td>
<td>Review Writing</td>
<td>1</td>
</tr>
<tr>
<td>MTR 602</td>
<td>Proposal Development</td>
<td>1</td>
</tr>
<tr>
<td>MTR 603</td>
<td>Disease Measurement</td>
<td>1</td>
</tr>
<tr>
<td>MTR 604</td>
<td>Scientific &amp; Ethical Conduct</td>
<td>1</td>
</tr>
<tr>
<td>MTR 605</td>
<td>Data Manuscript Writing</td>
<td>1</td>
</tr>
<tr>
<td>MTR 607</td>
<td>Thesis I</td>
<td>1</td>
</tr>
<tr>
<td>MTR 608</td>
<td>Thesis II</td>
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### Concentration

Select a concentration below and complete the required courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ACFD 600</td>
<td>Personal Development I</td>
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<tr>
<td>ACFD 601</td>
<td>Scholarship Development I</td>
<td>0.5</td>
</tr>
<tr>
<td>ACFD 602</td>
<td>Personal Development II</td>
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</tr>
<tr>
<td>ACFD 603</td>
<td>Scholarship Development II</td>
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Total Course Units: 12

---

### Discovery

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Discovery-based elective</td>
<td>2</td>
</tr>
</tbody>
</table>

### Bioinformatics/Biomedical Informatics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTR 535</td>
<td>Introduction to Bioinformatics</td>
<td>1</td>
</tr>
<tr>
<td>or BMIN 503</td>
<td>Data Science for Biomedical Informatics</td>
<td></td>
</tr>
</tbody>
</table>

### Concentration

Select a concentration below and complete the required courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bioinformatics-based elective</td>
<td>1</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Biomedical Informatics, Certificate

The IBI Certificate in Biomedical Informatics is a four-course sequence for non-informatics professionals designed to build the informatics community at Penn and to train informatics-literate clinicians and researchers who will have a broad understanding of the field of biomedical informatics.

Students in the Certificate in Biomedical Informatics Program can expect to obtain a working knowledge of biomedical informatics, its history, the current landscape, and future directions of the field. The four courses in this program also form the core of the Master of Biomedical Informatics (MBMI) program, so certificate students can expect to interact with a variety of students with diverse interests in informatics.

Certificate students who wish to expand their biomedical informatics skills in a degree program may apply to the MBMI program and, if accepted, may transfer credit from the certificate program to meet the requirements of the Master’s program.

For more information: [https://www.med.upenn.edu/mbmi/certificate.html](https://www.med.upenn.edu/mbmi/certificate.html)

### Curriculum

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCMG 867</td>
<td>Health Care Entrepreneurship</td>
<td>0.5</td>
</tr>
<tr>
<td>MTR 640</td>
<td>Seminar in Entrepreneurial Science</td>
<td>0.5</td>
</tr>
</tbody>
</table>

For more information: [https://www.med.upenn.edu/mbmi/certificate.html](https://www.med.upenn.edu/mbmi/certificate.html)

### Translational Therapeutics and Regulatory Science

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Translational Therapeutics-based elective</td>
<td>2</td>
</tr>
</tbody>
</table>

For more information: [https://www.med.upenn.edu/mbmi/certificate.html](https://www.med.upenn.edu/mbmi/certificate.html)

The certificate curriculum is designed to:

- Provide exposure to the field to those working in biomedical practice or research who would like to be "informatics aware"
• Build a community of those who can collaborate with informaticians and health information technology personnel
• Provide those with an interest in informatics opportunities to learn more about the field

Additionally, each course includes hands-on experience in an active learning environment to increase skills and reinforce knowledge, such as:
• Informatics journal club to build critical appraisal skills
• Programming exercises
• Database development and manipulation assignments
• Practice in proposal writing and oral presentation for informatics projects

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Clinical Ethics Mediation, Certificate

This certificate option is only available to students who are enrolled in or have completed the Master of Bioethics program.

The Department of Medical Ethics & Health Policy now offers the Penn MBE Clinical Ethics Mediation Certificate. This Certificate can be added to the Master of Bioethics degree, offering students (and alumni) the opportunity to receive additional clinical ethics mediation training right here at Penn.

Students interested in pursuing the combined MBE/Clinical Ethics Certificate will complete an application for the certificate program, in addition to the MBE application. This additional application can be completed at the time of the original MBE application, or once the student is already admitted to the MBE program. Students will be granted admission based on professional goals related to clinical ethics. Prior experience in clinical ethics is not a required admissions criterion.

Students may complete the MBE and the Certificate concurrently, graduating both with the MBE and the Certificate in the same semester. Alternatively, a student can graduate with the MBE and then complete and be awarded the Certificate at a later date. All students who do not complete both at the same time are encouraged to work with the MBE office to create a plan for completion. Students who graduate before completing all of the Certificate requirements will have at most 2 years to complete the remaining coursework. MBE alumni who have not done any coursework toward the Certificate will have up to 5 years after receiving their MBE degree to apply for the Penn MBE Clinical Ethics Mediation Certificate.


Curriculum

The Certificate requires the completion of 12 course units: the 9 course units required for the MBE degree, and then an additional 3 additional course units for the Certificate.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMIN 501</td>
<td>Introduction to Biomedical and Health Informatics</td>
<td>1</td>
</tr>
<tr>
<td>BMIN 502</td>
<td>Databases in Biomedical Research</td>
<td>1</td>
</tr>
<tr>
<td>BMIN 503</td>
<td>Data Science for Biomedical Informatics</td>
<td>1</td>
</tr>
<tr>
<td>BMIN 504</td>
<td>Topics in Biom/Hit Info</td>
<td>1</td>
</tr>
</tbody>
</table>

Additional program requirements

- Collaborative Institutional Training Initiative online training in Responsible Conduct of Research
- Human Subject Research Training
- Participation in the annual Informatics Day Symposium

Total Course Units 4

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Health Care Innovation, Certificate

The Certificate in Health Care Innovation allows Penn faculty members, staff members, and currently enrolled graduate and professional students to enroll in a selection of online courses from the Master of Health Care Innovation. Students take courses individually according to their needs and interests, or complete four of these courses within two years to receive a Certificate in Health Care Innovation. Topics include health...
policy, operations management, behavioral economics, and innovation methodology.

For more information: https://www.med.upenn.edu/ethics-and-policy-online/certificates/academic

Curriculum
The certificate requires students to complete 4.0 course units of coursework within 2 years and maintain a GPA of at least 3.0. Students can choose which courses to take, and they may be taken in any sequence.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 4 course units of coursework</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Total Course Units</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

1 HCIN courses range from 0.5 to 1 course units.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Healthcare Quality and Safety, Certificate

The Certificate in Healthcare Quality and Safety is designed to provide individuals with a broad introduction and practical skills related to the field, with the goal of training health care professionals that are proficient and capable of leading quality and safety efforts in their area of clinical interest. Through a four course sequence that includes a mentored capstone QI project, students will gain a foundation in the history, methods, tools, and applications of quality improvement and patient safety in healthcare.

Curriculum
This certificate requires the completion of four course units, including a capstone/thesis requirement. Students must achieve a B- or better in each course.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HQS 612</td>
<td>Principles and Practice of Healthcare Quality Improvement</td>
<td>1</td>
</tr>
<tr>
<td>HQS 650</td>
<td>Systems Thinking in Patient Safety</td>
<td>1</td>
</tr>
</tbody>
</table>

Capstone

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HQS 990</td>
<td>Quality Improvement Capstone I</td>
<td>1</td>
</tr>
</tbody>
</table>

Elective

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 1 elective</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Non-Academic Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIPPA Training</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Course Units | 4 |

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Medical Physics, Certificate

Penn’s Certificate in Medical Physics offers a career pathway for individuals who have already earned a PhD in physics or a related field (e.g., engineering, computer science or physical chemistry) and a physics minor. The program is fully accredited by the Commission on Accreditation of Medical Physics Education Programs (CAMPEP). As such, the program prepares students to enter a CAMPEP-accredited residency program in medical physics, which provides students with the clinical experience required for certification by the American Board of Radiology.

The Certificate program successfully prepares students to compete for residency positions. Students will have the opportunity to shadow a qualified medical physicist on an elective basis throughout their time in the program at the University of Pennsylvania or at one of Penn’s hospital affiliates.

For more information: https://www.med.upenn.edu/mpp/cmp.html

Curriculum
A total of six course units is required over two semesters.

The Certificate in Medical Physics provides students with a curriculum based on the recommendations of AAPM report #197S, which outlines the ideal training for a post-graduate education in medical physics. The coursework includes radiological physics, radiation protection, medical imaging, medical ethics/government regulation, anatomy and physiology, radiobiology, and the physics of radiation therapy.

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPHY 600</td>
<td>Professional Development</td>
<td>0.0</td>
</tr>
<tr>
<td>MPHY 601</td>
<td>Introduction to Radiation Protection</td>
<td>0.5</td>
</tr>
<tr>
<td>MPHY 602</td>
<td>Physics of Medical / Molecular Imaging</td>
<td>1.0</td>
</tr>
<tr>
<td>MPHY 603</td>
<td>Image-Based Anatomy for Medical Physics</td>
<td>1.0</td>
</tr>
<tr>
<td>MPHY 604</td>
<td>Radiological Physics</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Course Units | 3.50 |

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Spring</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPHY 600</td>
<td>Professional Development</td>
<td>0.0</td>
</tr>
<tr>
<td>MPHY 605</td>
<td>Medical Ethics / Governmental Regulation</td>
<td></td>
</tr>
<tr>
<td>MPHY 606</td>
<td>Physics of Radiation Therapy</td>
<td></td>
</tr>
<tr>
<td>MPHY 607</td>
<td>Radiation Biology</td>
<td></td>
</tr>
</tbody>
</table>

Course Units | 0.00 |

Total Course Units | 3.50 |

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Translational Research: Entrepreneurial Science, Certificate

Penn offers three certificates in Translational Research: the Certificate in Translational Science, the Certificate in Entrepreneurial Science, or the Certificate in Regulatory Science. The Certificate in Entrepreneurial Science focuses on the translation of biomedical research into innovative solutions and the development of approaches to commercialization.

The certificate can be finished in one year and must be completed within two years.

For more information: http://www.itmat.upenn.edu/certificate/

Curriculum

The certificate requires the completion of 4 course units with a passing grade of B- or better.

First Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTR 510 Introduction to Clinical and Translational Research</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MTR 600 Introduction to Biostatistics</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Course Units</td>
<td>2.00</td>
</tr>
<tr>
<td>Select 2 electives from the following:</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>HCMG 867 Health Care Entrepreneurship</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MTR 620 Commercializing Translational Therapeutics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTR 640 Seminar in Entrepreneurial Science</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>REG 610 Fundamentals of FDA Regulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Electives</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Course Units</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>Total Course Units</td>
<td>4.00</td>
<td></td>
</tr>
</tbody>
</table>

1 Other biostatistics courses may be substituted if taken in the past two years with a grade of B- or better.
2 MTR 640 and HCMG 867 are .5 CU each. Students are recommended to enroll in both courses to fulfill 1 CU.
3 Students may take elective courses outside of these recommendations, by substituting a different MTR/REG course or a course outside of MTR/REG, but must obtain permission before enrolling.

Research Project

The certificate requires a one-year engagement in clinical and translational research. This will take the form of a new research project or as a translational arm to research currently being conducted. Prospective students will identify a mentor and define the research project at the time of application.

Translational Research: Regulatory Science, Certificate

Penn offers three certificates in Translational Research: the Certificate in Translational Science, the Certificate in Entrepreneurial Science, or the Certificate in Regulatory Science. The Certificate in Regulatory Science is designed for PhD scientists who wish to pursue Regulatory Science careers in academia, the pharmaceutical and biotechnology industry, the consulting and legal industries, and federal agencies.

The certificate can be finished in one year and must be completed within two years.

For more information: http://www.itmat.upenn.edu/certificate/

Curriculum

The certificate requires the completion of 4 course units with a passing grade of B- or better.

First Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>REG 510 Introduction to Clinical and Translational Research</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>REG 610 Fundamentals of FDA Regulation</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Course Units</td>
<td>2.00</td>
</tr>
<tr>
<td>Select 2 electives from the following:</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>REG 611 Clinical Study Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REG 612 Introduction to Drug Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REG 614 Biopharmaceutical Product Development, Manufacturing and Regulatory Affairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REG 621 Cell and Gene Therapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REG 622 New Trends in Medicine and Vaccine Discovery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 742 Medicinal Chemistry and Drug Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSE 525 Nanoscale Science and Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Electives</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Course Units</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>Total Course Units</td>
<td>4.00</td>
<td></td>
</tr>
</tbody>
</table>

1 Other biostatistics courses may be substituted if taken in the past two years with a grade of B- or better.
2 Students may take elective courses outside of these recommendations, by substituting a different MTR/REG course or a course outside of MTR/REG, but must obtain permission before enrolling.

Research Project

The certificate requires a one-year engagement in clinical and translational research. This will take the form of a new research project or as a translational arm to research currently being conducted. Prospective students will identify a mentor and define the research project at the time of application.

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consult with their academic program regarding final certifications and requirements for graduation.

**Translational Research: Translational Science, Certificate**

Penn offers three certificates in Translational Research: the Certificate in Translational Science, the Certificate in Entrepreneurial Science, or the Certificate in Regulatory Science. The Certificate in Translational Science aims to develop a strong foundation in the fundamental techniques of translational research.

The certificate can be finished in one year and must be completed within two years.

For more information: [http://www.itmat.upenn.edu/certificate/](http://www.itmat.upenn.edu/certificate/)

**Curriculum**

The certificate requires the completion of 4 course units with a passing grade of B- or better.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>MTR 510</td>
<td>Introduction to Clinical and Translational Research</td>
</tr>
<tr>
<td>MTR 600</td>
<td>Introduction to Biostatistics</td>
</tr>
<tr>
<td></td>
<td>Course Units</td>
</tr>
</tbody>
</table>

**Spring**

Select 2 electives from the following:

- MTR 604 Scientific & Ethical Conduct
- MTR 620 Commercializing Translational Therapeutics
- MTR 535 Introduction to Bioinformatics
- REG 610 Fundamentals of FDA Regulation
- REG 611 Clinical Study Management
- REG 612 Introduction to Drug Development
- REG 621 Cell and Gene Therapy
- REG 622 New Trends in Medicine and Vaccine Discovery

Other Electives | 2

<table>
<thead>
<tr>
<th>Course Units</th>
<th>2.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Course Units</td>
<td>4.00</td>
</tr>
</tbody>
</table>

1 Other biostatistics courses may be substituted if taken in the past two years with a grade of B- or better.

2 Students may take elective courses outside of these recommendations, by substituting a different MTR/REG course or a course outside of MTR/REG, but must obtain permission before enrolling.

**Research Project**

The certificate requires a one-year engagement in clinical and translational research. This will take the form of a new research project or as a translational arm to research currently being conducted. Prospective students will identify a mentor and define the research project at the time of application.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**School of Arts & Sciences**

The University of Pennsylvania School of Arts and Sciences forms the foundation of the scholarly excellence that has established Penn as one of the world’s leading research universities. We teach students across all 12 Penn schools, and our academic departments span the reach from anthropology and biology to sociology and South Asian studies.

Members of the Penn Arts & Sciences faculty are leaders in creating new knowledge in their disciplines and are engaged in nearly every area of interdisciplinary innovation. They are regularly recognized with academia’s highest honors, including membership in prestigious societies like the National Academy of Sciences, the American Association for the Advancement of Science, the American Academy of Arts and Sciences, and the American Philosophical Society, as well as significant prizes such as MacArthur and Guggenheim Fellowships.

The educational experience offered by Penn Arts & Sciences is likewise recognized for its excellence. The School’s three educational divisions fulfill different missions, united by a broader commitment to providing our students with an unrivaled education in the liberal arts. The College of Arts and Sciences is the academic home of the majority of Penn undergraduates and provides 60 percent of the courses taken by students in Penn’s undergraduate professional schools. The Graduate Division offers doctoral training to over 1,300 candidates in more than 30 graduate programs. And the College of Liberal and Professional Studies provides a range of educational opportunities for lifelong learners and working professionals.

For more information: [https://www.sas.upenn.edu/](https://www.sas.upenn.edu/)

**Programs**

**PhD and Research Master’s Programs**

- Africana Studies, PhD (p. 377)
- Ancient History, PhD (p. 378)
- Anthropology
  - Archaeology, PhD (p. 379)
  - Cultural, PhD (p. 379)
  - Linguistic, PhD (p. 380)
  - Medical, PhD (p. 381)
  - Physical, PhD (p. 381)
- Applied Mathematics and Computational Science, MA (p. 382)
- Applied Mathematics and Computational Science, PhD (p. 382)
- Art and Archaeology of the Mediterranean World, MA (p. 383)
- Art and Archaeology of the Mediterranean World, PhD (p. 384)
- Biology, PhD (p. 384)
- Chemistry, PhD (p. 385)
- Classical Studies, PhD (p. 385)
• Comparative Literature, PhD (p. 386)
• Criminology, MS (p. 387)
• Criminology, PhD (p. 387)
• Demography, PhD (p. 388)
• Earth and Environmental Science, PhD (p. 389)
• East Asian Languages and Civilizations, MA (p. 389)
• East Asian Languages and Civilizations, PhD (p. 390)
• Economics, PhD (p. 390)
• English, MA (p. 391)
• English, PhD (p. 391)
• German Languages and Literatures, PhD (p. 392)
• History and Sociology of Science, PhD (p. 393)
• History of Art, MA (p. 393)
• History of Art, PhD (p. 394)
• History, MA (p. 394)
• History, PhD (p. 394)
• Linguistics, MA (p. 395)
• Linguistics, PhD (p. 395)
• Mathematics, MA (p. 396)
• Mathematics, MPhil (p. 396)
• Mathematics, PhD (p. 397)
• Music
• Composition, PhD (p. 397)
• Music Studies, PhD (p. 399)
• Near Eastern Languages and Civilizations
• Biblical Studies, MA (p. 401)
• Biblical Studies, PhD (p. 401)
• Classical and Medieval Hebrew Literature, MA (p. 402)
• Classical and Medieval Hebrew Literature, PhD (p. 402)
• Egyptology and Archaeology, MA (p. 404)
• Egyptology, PhD (p. 404)
• Mesopotamian Civilization, MA (p. 405)
• Mesopotamian Civilization, PhD (p. 405)
• Middle Eastern Literatures & Societies, MA (p. 406)
• Middle Eastern Literatures & Societies, PhD (p. 407)
• Philosophy, PhD (p. 407)
• Physics and Astronomy, PhD (p. 408)
• Political Science, PhD (p. 408)
• Psychology, PhD (p. 409)
• Religious Studies, PhD (p. 410)
• Romance Languages
• French and Francophone Studies, PhD (p. 410)
• Hispanic Studies, PhD (p. 411)
• Italian Studies, PhD (p. 412)
• Sociology, PhD (p. 413)
• South Asia Regional Studies, MA (p. 414)
• South Asia Regional Studies, PhD (p. 414)

The College of Liberal and Professional Studies

Graduate Programs

• Applied Geosciences, MSAG (https://catalog.upenn.edu/graduate/programs/applied-geosciences-msag/)
• Applied Positive Psychology, MAPP (p. 418)
• Behavioral and Decision Sciences, MBDS (p. 419)
• Chemical Sciences, MCS (p. 420)
• Environmental Studies, MES (p. 421)
• Government Administration (Exec), MPA (p. 422)
• Government Administration (FT), MPA (p. 422)
• Individualized, MPhil (p. 423)
• International, MPA (p. 423)
• Liberal Arts Individualized, MLA (p. 424)
• Organizational Dynamics, MPhil (p. 425)
• Organizational Dynamics, MSOD (p. 425)

Certificates

• Nonprofit Administration, Certificate (p. 426)
• Politics, Certificate (p. 427)
• Public Finance, Certificate (p. 427)
• Social, Cognitive, & Affective Neuroscience, Certificate (p. 428)

Africana Studies, PhD

The past twenty years have witnessed two dominant but opposing approaches to the study of the interconnections between Africa and the African Diaspora. Both seek to provide alternatives to traditional models of Africana Studies. The Afrocentric model has tended to focus on historical Africa, particularly the great civilizations of the African past. It has given little attention to the Diaspora, except to those aspects of black culture that reflect a continuum or retention of elements of certain African (specifically West African) cultures. The second model may best be described as a Black Atlantic approach; it has given little attention to the African continent, but has focused on persons of African descent throughout the Western world. This approach is especially concerned with identity formation, hybridity, syncretism, and creolization. Our pedagogical focus neither romanticizes nor ignores historical and contemporary Africa. It seeks to break current conceptualizations of the African Diaspora that only consider West Africa, Europe, North America, the Caribbean, and Brazil. While these areas will continue to be important, we hope to expand an understanding of Diaspora that includes all of Spanish speaking Latin America, East Africa, Asia, and the South Pacific as well.

This program insists that African peoples, as they have moved into different geopolitical circumstances, have developed and maintained a plurality of political strategies which cut across (but are also influenced by) a variety of religious, national, and cultural boundaries. By working to complicate and particularize what we know as ‘African identity,’ we hope to re-imagine the ways that African and African descendant peoples have worked to establish and maintain a coherent set of cultural and symbolic practices.

Our approach is in conversation with disciplines in the humanities and social sciences, but differs from them in the conceptualization of an interdisciplinary methodology. In other words, while we encourage in-depth knowledge of and training in traditional disciplines, one
of the major intellectual goals of the program is the development of an interdisciplinary method and vocabulary for the study of the interconnections between Africa and peoples of African descent around the globe.

For more information: https://africana.sas.upenn.edu/department/graduate/phd-program

View the University’s Academic Requirements for PhD Degrees (p. 1939).

### Curriculum

The total course units required for graduation is 14.

### Three Track Approach

The three tracks of concentration in African Studies, African American Studies, or Diaspora Studies will allow students to select both a topical and an area studies sub-field. Hence, for example, a student who wishes to study public policy can do so while focusing attention on the experiences of African peoples in specific locations in the United States, South America, Africa, or the Caribbean. Prospective students must identify which track they will pursue during the first year of study; however, double track concentrations are welcomed and encouraged.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRC 640</td>
<td>Proseminar in Africana Studies (Fall)</td>
<td>1</td>
</tr>
<tr>
<td>AFRC 640</td>
<td>Proseminar in Africana Studies (Spring)</td>
<td>1</td>
</tr>
<tr>
<td>AFRC 708</td>
<td>Cultural and Literary Theory of Africa and the African Diaspora</td>
<td>1</td>
</tr>
<tr>
<td>AFRC 706</td>
<td>Introduction to Africa and African Diaspora Thought</td>
<td></td>
</tr>
<tr>
<td>AFRC 710</td>
<td>Political Economy and Social History of Africa and the African Diaspora</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ethnographic Methods</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Quantitative Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Methods course specific to an existing graduate group</td>
<td></td>
</tr>
</tbody>
</table>

### Program Milestones

- Complete the Core Program
- Pass an examination in a language of library research by October of the second year (for students pursuing research in a language other than English)
- Complete 14 course units (includes five Core and two Second-Tier Courses)
- Complete two years introduction to an African language (for students who select the African Studies track)
- Complete a 30-book exam by the end of the second year (for PhD students only)
- Pass the Final Oral Examination, based on a draft proposal for doctoral research and written statements on four related fields of specialization (two major and two minor)
- Submit a Dissertation that is acceptable to both the graduate group and the Graduate Council of the Faculties

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Ancient History, PhD

The Graduate Group in Ancient History is an interdisciplinary, cross-departmental program that encompasses the study of the ancient history of the Near East and the Mediterranean Basin, from the origins of civilization in the fertile river basins of the Tigris and the Euphrates to the rise of Islam and the emergence of the so-called barbarian successor kingdoms.

The expertise and interests of members of the group are diverse and heterogeneous. What unites us is the enterprise of building historical narratives from the fragmentary and diffuse textual and material evidence available to us. Students admitted to the Graduate Group in Ancient History will receive training in the political, intellectual, cultural, socio-economic, and religious history of at least two discrete ancient societies as part of their preparation for the degree of Doctor of Philosophy.

In addition to course work, candidates are expect to participate in seminars, act as Teaching Assistants and/or teach their own classes. In order to progress to dissertation stage, students must, in addition to passing their 20 courses, fulfill the following examination requirements; Modern Languages Examination, Qualifying Examination & the Preliminary Examination. Following completion of three years of coursework and all examinations, a student will be advanced to dissertation stage.

For more information: https://www.sas.upenn.edu/ancient-history/program/course-study

View the University’s Academic Requirements for PhD Degrees (p. 1939).

### Sample Plan of Study

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select four courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select four courses</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select three courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teach one course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Qualifying Examination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select three courses</td>
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</tr>
<tr>
<td></td>
<td>Teach one course</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select three courses</td>
<td></td>
</tr>
</tbody>
</table>
Teach one course

**Spring**

Select three courses

Teach one course

Dissertation Proposal

Preliminary Examination

Modern Languages Examinations

**Year 4**

Dissertation research

**Year 5**

Dissertation research and defense

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

## Anthropology: Archaeology, PhD

The emphasis in the Graduate Program is on training candidates for the degree of Doctor of Philosophy. This degree certifies that, in addition to having a sound knowledge of anthropology as a whole, the holder has been trained to do independent research at a professional level of competence in at least one of the major sub-disciplines of anthropology: archaeology, cultural anthropology, physical anthropology, or linguistic anthropology.

For more information: [http://www.sas.upenn.edu/anthropology/graduate-programs/phd-program/](http://www.sas.upenn.edu/anthropology/graduate-programs/phd-program/)

View the University's Academic Requirements for PhD Degrees (p. 1939).

## Required Courses

The total course units for graduation is 20. A minimum of 12 course units must be taken at the University of Pennsylvania.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 600</td>
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<td></td>
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</tr>
<tr>
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<td></td>
</tr>
</tbody>
</table>

## Sample Plan of Study

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<tr>
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<td></td>
</tr>
</tbody>
</table>

## Anthropology: Cultural, PhD

The emphasis in the Graduate Program is on training candidates for the degree of Doctor of Philosophy. This degree certifies that, in addition to having a sound knowledge of anthropology as a whole, the holder has been trained to do independent research at a professional level of competence in at least one of the major sub-disciplines of anthropology: archaeology, cultural anthropology, physical anthropology, or linguistic anthropology.

For more information: [http://www.sas.upenn.edu/anthropology/graduate-programs/phd-program/](http://www.sas.upenn.edu/anthropology/graduate-programs/phd-program/)

View the University's Academic Requirements for PhD Degrees (p. 1939).

## Required Courses

The total course units for graduation is 20. A minimum of 12 course units must be taken at the University of Pennsylvania.

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<td></td>
</tr>
</tbody>
</table>
ANTH 617  Contemporary Approaches to the Study of Culture and Society

**Concentration Requirements**

In addition to course requirements, there are language requirements, a written PhD Preliminary Examination (‘Comprehensive Exam’) and the Final PhD Examination (‘Oral Exam’) for the PhD.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

---

**Sample Plan of Study**

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<th>Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>First Year</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Core Courses</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Basic Courses in Area of Specialization</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comprehensive Examination (spring)</td>
<td></td>
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<tr>
<td></td>
<td><strong>Second Year</strong></td>
<td></td>
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<tr>
<td></td>
<td>Colloquium Seminar</td>
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<td><strong>Third Year</strong></td>
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<tr>
<td></td>
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<td>Apply for dissertation research grants</td>
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<td>Oral Examination &amp; submission of Dissertation Proposal</td>
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<td><strong>Fourth Year</strong></td>
<td></td>
</tr>
<tr>
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<td>Dissertation Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Fifth Year</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dissertation Research, Writing, and Submission</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Sixth Year (if necessary)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dissertation Writing and Submission</td>
<td></td>
</tr>
</tbody>
</table>

**Anthropology: Linguistic, PhD**

The emphasis in the Graduate Program is on training candidates for the degree of Doctor of Philosophy. This degree certifies that, in addition to having a sound knowledge of anthropology as a whole, the holder has been trained to do independent research at a professional level of competence in at least one of the major sub-disciplines of anthropology: archaeology, cultural anthropology, physical anthropology, or linguistic anthropology.

For more information: http://www.sas.upenn.edu/anthropology/graduate-programs/phd-program

View the University’s Academic Requirements for PhD Degrees (p. 1939).
Anthropology: Medical, PhD

The emphasis in the Graduate Program is on training candidates for the degree of Doctor of Philosophy. This degree certifies that, in addition to having a sound knowledge of anthropology as a whole, the holder has been trained to do independent research at a professional level of competence in at least one of the major sub-disciplines of anthropology: archaeology, cultural anthropology, physical anthropology, or linguistic anthropology.

For more information: [http://www.sas.upenn.edu/anthropology/graduate-programs/phd-program/](http://www.sas.upenn.edu/anthropology/graduate-programs/phd-program/)

View the University's Academic Requirements for PhD Degrees (p. 1939).

Required Courses

The total course units for graduation is 20. A minimum of 12 course units must be taken at the University of Pennsylvania.

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
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<td>Core Requirements</td>
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<td></td>
</tr>
</tbody>
</table>

Concentration Requirements

In addition to course requirements, there are language requirements, a written PhD Preliminary Examination ('Comprehensive Exam') and the Final PhD Examination ('Oral Exam') for the PhD.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Sample Plan of Study

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</tr>
</thead>
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<td></td>
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</tr>
<tr>
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<tr>
<td>Comprehensive Examination (spring)</td>
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<td></td>
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</table>

Anthropology: Physical, PhD

The emphasis in the Graduate Program is on training candidates for the degree of Doctor of Philosophy. This degree certifies that, in addition to having a sound knowledge of anthropology as a whole, the holder has been trained to do independent research at a professional level of competence in at least one of the major sub-disciplines of anthropology: archaeology, cultural anthropology, physical anthropology, or linguistic anthropology.

For more information: [http://www.sas.upenn.edu/anthropology/graduate-programs/phd-program/](http://www.sas.upenn.edu/anthropology/graduate-programs/phd-program/)

View the University's Academic Requirements for PhD Degrees (p. 1939).

Required Courses

The total course units for graduation is 20. A minimum of 12 course units must be taken at the University of Pennsylvania.

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Core Requirements</td>
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<td></td>
</tr>
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Concentration Requirements

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<td>Culture and Society</td>
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<tr>
<td>Teaching Assistant</td>
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</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

## Curriculum

The total course units required for graduation is 8.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select eight courses, with at least one in each of the following fields</td>
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<td></td>
</tr>
<tr>
<td>Applied algebra</td>
<td></td>
<td></td>
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<tr>
<td>Applied analysis</td>
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<tr>
<td>Probability and statistics</td>
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<td></td>
</tr>
<tr>
<td>Numerical methods</td>
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<td></td>
</tr>
<tr>
<td><strong>Written Preliminary Exam</strong></td>
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<td></td>
</tr>
<tr>
<td>Masters thesis</td>
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</tr>
<tr>
<td><strong>Total Course Units</strong></td>
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<td>8</td>
</tr>
</tbody>
</table>

1 The list of courses must be approved by the Graduate Group Chair of the AMCS graduate group.

2 Students may take two additional courses in lieu of the Masters thesis, with the approval of the Graduate Group Chair.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

## Applied Mathematics and Computational Science, PhD

Advanced mathematics is continually finding new applications in natural science, biology, engineering, medicine, and social sciences, and these fields are providing new directions for the development of mathematics itself. The graduate group in Applied Mathematics and Computational Science takes a very broad view of mathematics and its applications in our mission to train mathematical scientists for careers in academia, research and industry. In addition to providing a rigorous conceptual foundation for the application of mathematics, our diverse faculty gives AMCS students the opportunity to work in a "wet lab" environment where mathematics is actually being applied to real world problems. The AMCS graduate groups offer a full program of study in mathematics and its applications, offering both doctoral (Ph.D.) and masters (A.M.) degrees.

For more information: http://www.amcs.upenn.edu/

View the University’s Academic Requirements for PhD Degrees (p. 1939).

## Curriculum

The total course units required for graduation is 20.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td>Coursework</td>
<td></td>
</tr>
</tbody>
</table>

For more information: http://www.amcs.upenn.edu/

View the University’s Academic Requirements for Research Master’s Programs (p. 1944).
**AMCS 608 & AMCS 609**  
Analysis and Analysis

**MATH 546 & MATH 547**  
Advanced Probability and Stochastic Processes

Select one elective

**Year 2**

Advanced Coursework to Prepare for PhD Thesis Proposal/Oral Exam

Teaching Assistantships

**Year 3**

PhD Thesis Proposal/Oral Exam

PhD Thesis Research

**Year 4**

PhD Thesis Research

**Year 5**

PhD Thesis Research and Defense

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

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**Art and Archaeology of the Mediterranean World, MA**

The Interdepartmental Graduate Group in Art and Archaeology of the Mediterranean World (AAMW) offers a terminal M.A. program in Mediterranean Archaeology. This program is designed to deliver intensive intellectual and practical training in a range of skills in archaeology to students wishing to be immersed in the study of the visual and/or material culture of the Mediterranean, broadly defined — including, for example, the ancient Near and Middle East and extending from the third millennium BCE to the Late Antique, early Byzantine, and early Islamic periods. The program also aims to facilitate student engagement with the University of Pennsylvania Museum of Archaeology and Anthropology (aka “Penn Museum”). Upon receiving their M.A., Penn graduates will be well positioned to gain admission to prestigious Ph.D. departments in the US and overseas; others might seek curatorial positions in national and local museums, teaching positions in secondary schools, or supervisory positions in CRM firms. Faculty closely mentor and work with M.A. students to achieve the students' goals and to prepare them for their desired career path.

The M.A. Program is a terminal degree program lasting two years. During this time students have full access to Penn’s outstanding faculty and resources such as the Penn Museum, as well as all of the courses sponsored by AAMW and other programs and departments at Penn, and those offered at neighboring universities with which Penn has reciprocal arrangements. Students admitted to the Mediterranean Archaeology M.A. program should not expect to receive admission after the M.A. into the AAMW Ph.D. program. Students admitted to the M.A. program normally do not receive financial aid from the University of Pennsylvania, although they may of course apply for outside awards to support their graduate study.

For more information: [http://www.sas.upenn.edu/aamw/ma-program](http://www.sas.upenn.edu/aamw/ma-program)

View the University’s Academic Requirements for Research Master’s Programs (p. 1944).

**Required Courses**

The total course units required for graduation is 10.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAMW 526</td>
<td>Material &amp; Methods in Mediterranean Archaeology (first year)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Select one course in digital media in archaeology</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Select one 500-, 600- or 700-level seminar in each of the first three semesters</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select electives chosen with the advice of the student's advisor</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Ancient Language Requirement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modern Foreign Language Requirement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fieldwork Experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comprehensive M.A. Examination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M.A. Research Paper</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Course Units</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

1. Competency in one ancient language, relevant to the student’s preferred cultural focus (Greek, Latin, Akkadian, etc.), to be determined in consultation with the student’s advisor. Competency is measured by an examination or by taking at least one course in that language at the 400 (advanced undergraduate/graduate) level or above with a final grade of “B” or better.

2. Competency in one modern foreign language of international scholarship, typically German or French; this language will be determined in consultation with the student’s advisor. Competency is measured by an examination or by passing one of Penn’s summer academic reading courses after the first year.

3. All students are expected to participate in an archaeological fieldwork project during the summer after the first year. This fieldwork would normally take place in the Mediterranean (broadly defined), though exceptions might be made. The requirement to engage in fieldwork during the summer after the first year might also be waived for students with substantial prior archaeological field experience. Students can expect to bear the cost of the fieldwork.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Art and Archaeology of the Mediterranean World, PhD

The Graduate Group in the Art and Archaeology of the Mediterranean World trains students for careers in the art and archaeology of Classical and Near Eastern Civilizations. Drawing on the vast resources of the University of Pennsylvania Museum of Archaeology and Anthropology, AAMW incorporates fieldwork, museum internships, and university instruction into a flexible interdisciplinary program leading to the M.A. and Ph.D. All students accepted into the program are fully funded for a period of at least five years.

For more information: http://www.sas.upenn.edu/aamw/

View the University’s Academic Requirements for PhD Degrees (p. 1939).

Curriculum

The total course units required for graduation is 20. A minimum of 12 course units must be taken at the University of Pennsylvania.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAMW 526</td>
<td>Material &amp; Methods in Mediterranean Archaeology</td>
<td></td>
</tr>
<tr>
<td>Digital Media Requirement</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Archaeological Theory Requirement</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Fieldwork</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Teaching Requirement</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Language Requirements</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Modern Languages (two research languages)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Required Courses

The total course units for graduation in this program is 20.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 700</td>
<td>Advanced Topics in Current Biological Research</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 607</td>
<td>Writing for Biologists</td>
<td>1</td>
</tr>
</tbody>
</table>

Core Courses

Select two of the following: 2

- BIOL 410 Advanced Evolution
- BIOL 411 Evolutionary Ecology
- or BIOL 417 Theoretical Population Biology
- BIOL 540 Genetic Analysis
- BIOM 600 Cell Biology

Electives

Select three electives: 3

1 See the website for a list of electives: http://www.bio.upenn.edu/graduate/handbook/academic-topics/course-requirements/

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Sample Plan of Study

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Biology, PhD

The Biology Graduate Program represents many areas of biology, and interactions with a diverse group of colleagues provide opportunities to broaden every student’s thinking and make connections between different fields and scientific approaches. Areas of research include microbiology, cell biology, development, physiology, neuroscience, animal behavior, plant biology, genetics, computational biology, evolution, ecology and biodiversity.

Each entering graduate student has the freedom to pursue topics ranging from the behavior of molecules to that of cells, organisms, genomes, and ecosystems. We encourage students to get broad exposure through lab rotations with any faculty member in the Biology Graduate Group. As students focus on more specific research interests, they tailor their graduate education accordingly, choosing courses from different departments and schools at Penn as appropriate.

Students complete most of their course work and lab rotations in the first year and then start their thesis research in the second year while completing their teaching requirement and preparing for their candidacy exams. Students are then fully focused on thesis research by the end of the second year. Students still have the option of taking additional courses in advanced years in order to enhance their graduate research.

For more information: http://www.bio.upenn.edu/graduate/

View the University’s Academic Requirements for PhD Degrees (p. 1939).

Required Courses

The total course units for graduation in this program is 20.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 700</td>
<td>Advanced Topics in Current Biological Research</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 607</td>
<td>Writing for Biologists</td>
<td>1</td>
</tr>
</tbody>
</table>

Core Courses

Select two of the following: 2

- BIOL 410 Advanced Evolution
- BIOL 411 Evolutionary Ecology
- or BIOL 417 Theoretical Population Biology
- BIOL 540 Genetic Analysis
- BIOM 600 Cell Biology

Electives

Select three electives: 3

1 See the website for a list of electives: http://www.bio.upenn.edu/graduate/handbook/academic-topics/course-requirements/

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Sample Plan of Study

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chemistry, PhD

The Graduate Program is designed for students who wish to earn a Ph.D. in Chemistry while undertaking cutting edge research. The program provides students with the necessary theoretical background and hands-on training to become independent and highly successful scientists. Graduate students achieve mastery of advanced chemistry topics through courses in different subdisciplines.

Graduate students conduct research in the fields of bioinorganic chemistry, bioorganic chemistry, chemical biology, biophysical chemistry, bioinformatics, materials science, laser chemistry, health related chemistry, structural and dynamical studies of biological systems, X-ray scattering/diffraction, NMR spectroscopy, applications of computing and computer graphics, as well as investigations of chemical communication and hormone-receptor interactions.

For more information: https://www.chem.upenn.edu/content/phd-program (https://www.chem.upenn.edu/content/phd-program/)

View the University’s Academic Requirements for PhD Degrees (p. 1939).

Curriculum

Twenty course units are required for graduation.

The PhD program requirements consist of:

- A minimum of six course units of lecture courses (usually completed in the first academic year)
- Chemical Information Course
- Lab Rotations (Biological and Biophysical students only)
- Teaching Requirement (Students must TA for two semesters)
- Second Year Candidacy Exam
- Annual Dissertation Committee Meetings
- Public Defense
- Written Dissertation

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Sample Plan of Study

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Select 6 course units of required coursework</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chemical Information Course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choose a Research Supervisor</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>CHEM 999 Independent Study and Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Form Dissertation Committee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Candidacy Exam</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>CHEM 999 Independent Study and Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Annual Meeting of the Dissertation Committee</td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td>CHEM 999 Independent Study and Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Annual Meeting of the Dissertation Committee</td>
<td></td>
</tr>
<tr>
<td>Years 5 and 6</td>
<td>Write Dissertation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Public Defense</td>
<td></td>
</tr>
</tbody>
</table>

Additional Coursework may be taken throughout.

Classical Studies, PhD

The Graduate Group in Classical Studies trains students in the languages, literatures, and history of the ancient Greek and Roman world. Students are encouraged to combine this work with the investigation of such related fields as Art History and Archaeology, Comparative Literature and Literary Theory, Linguistics, Medieval Studies, Philosophy, Religious Studies, and Women’s Studies.

Penn offers superb resources for the study of classical antiquity. We have a world-class faculty, who specialize in a wide range of sub-fields within the discipline, and who take seriously the responsibility of training graduate students for careers in and beyond academia.

All candidates for the Ph.D are required to teach for at least two semesters under the supervision of the Graduate Group. In practice,
students normally teach four semesters, during the second and third years of the program.

All candidates for the Ph.D must take a series of exams including Modern Language Examinations, the Qualifications Evaluation Examination in Greek and Latin translation, and the Preliminary Examination on the literary history of Greece and Rome, along with special topics chosen by the student. The dissertation is normally completed by the end of the student's fifth year in the program.

For more information: [http://www.classics.upenn.edu/graduate/graduate-program-classical-studies](http://www.classics.upenn.edu/graduate/graduate-program-classical-studies)

View the University's Academic Requirements for PhD Degrees (p. 1939).

### Required Courses

The total course units required for graduation is 20.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GREK 540</td>
<td>The Greek Text: Language and Style</td>
<td>1</td>
</tr>
<tr>
<td>LATN 540</td>
<td>The Latin Text: Language and Style</td>
<td>1</td>
</tr>
<tr>
<td>GREK 541</td>
<td>Greek Literary History</td>
<td>1</td>
</tr>
<tr>
<td>LATN 541</td>
<td>Latin Literary History</td>
<td>1</td>
</tr>
<tr>
<td>CLST 500</td>
<td>Materials and Methods, proseminar in CLASSICAL STUDIES AND ANCIENT HISTORY</td>
<td>1</td>
</tr>
<tr>
<td>CLST 698</td>
<td>Prospectus Workshop</td>
<td>1</td>
</tr>
<tr>
<td><strong>Additional Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLST 598</td>
<td>Language Pedagogy Workshop</td>
<td>1</td>
</tr>
</tbody>
</table>

Select additional courses in consultation with the advisor

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Comparative Literature, PhD

The Ph.D. Program in Comparative Literature covers the study of narrative, poetry, representation and cultural history. The Program enables students to engage rigorously with critical theory. We draw our faculty from many disciplines: the languages and literary histories of Europe, the Americas, the Middle East, East Asia, and South Asia: history, art history, religion; anthropology; folklore; political science; Africana studies; Jewish studies; Gender and Sexuality studies; sociology; communications.

We provide a structured and challenging program in which graduate students can combine the careful study of a particular literary tradition with interests in other languages and disciplinary approaches. The broad interests that our students bring to their projects include the history of philosophy, film and media studies, technology and the history of science, and area studies. Students work in varied historical periods, from antiquity and the Middle Ages to the postmodern, and in diverse language fields.

Comparative Literature at Penn has a dynamic intellectual community. Our signature event is our public colloquium series, Theorizing, which is organized primarily by the graduate students. Our students and faculty are active participants in the many interdisciplinary lecture and seminar series at Penn, including the Medieval-Renaissance Seminar, the History of Material Texts Seminar, the Wolf Humanities Center, the Latitudes Seminar, and several student reading groups.

For more information: [http://ccat.sas.upenn.edu/Complit/graduate.htm](http://ccat.sas.upenn.edu/Complit/graduate.htm)

View the University's Academic Requirements for PhD Degrees (p. 1939).

### Sample Plan of Study

The total course units required for graduation is 20.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>COML 501 History of Literary Theory</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Select three other courses</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>COML 981 M.A. Exam Prep</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select three other courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA Examination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Designation of major and minor traditions of concentration</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>Reading for the Qualifying Exam</td>
<td></td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Teaching requirement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COML 999 Independent Reading and Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select two other courses</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Teaching requirement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COML 999 Independent Reading and Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select two other courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Qualifying Examination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-Dissertation Bibliography</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>Pre-Dissertation Bibliography</td>
<td></td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Teaching requirement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COML 999 Independent Reading and Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select two other courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-Dissertation Bibliography</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Teaching requirement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COML 999 Independent Reading and Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select two other courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dissertation Prospectus</td>
<td></td>
</tr>
<tr>
<td><strong>Years 4 and Beyond</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dissertation Research, Writing, and Defense</td>
<td></td>
</tr>
</tbody>
</table>
Criminology, MS

Penn's unique Master of Science in criminology program aims to shape criminal justice “change agents,” preparing students to spend their career applying criminological research in public and non-profit domestic and international organizations. It is also designed for those research-oriented students who are preparing themselves for graduate or professional education at leading research universities.

Penn’s unique interdisciplinary program combines solid academic learning at one of the nation’s top research universities with practical knowledge that can enhance careers in research and in criminal justice-related policy and practice settings. Students also gain knowledge of the criminal justice system through meeting weekly with guest visitors who work in the justice system. Students work under a faculty member on a semester-long crime analysis project, using their analytical and research skills, to address a specific crime problem. Students present their final masters’ projects during a poster session at Penn’s Criminology Day in April, through an oral defense of their project, and as a written research article.

For more information: http://crim.sas.upenn.edu/graduate/master-science-criminology

View the University’s Academic Requirements for Research Master’s Programs (p. 1944).

Required Courses

A minimum of 8 course units are required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 600</td>
<td>Pro-Seminar in Criminology</td>
<td>1</td>
</tr>
<tr>
<td>CRIM 601</td>
<td>Pro-Seminar in Criminal Justice</td>
<td>1</td>
</tr>
<tr>
<td>CRIM 602</td>
<td>Criminal Justice Data Analytics</td>
<td>1</td>
</tr>
<tr>
<td>CRIM 603</td>
<td>Research Methods/Crime Analysis</td>
<td>1</td>
</tr>
<tr>
<td>CRIM 604</td>
<td>Criminology in Practice</td>
<td>1</td>
</tr>
<tr>
<td>CRIM 634</td>
<td>Evidence-Based Crime Prevention</td>
<td>1</td>
</tr>
<tr>
<td>CRIM 535</td>
<td>Introduction to Quantitative Methods for Policy Analysis</td>
<td>1</td>
</tr>
</tbody>
</table>

Electives

Select one elective 1

Total Course Units 8

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Sample Plan of Study

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRIM 600</td>
<td>Pro-Seminar in Criminology</td>
<td>1</td>
</tr>
<tr>
<td>CRIM 604</td>
<td>Criminology in Practice ¹</td>
<td></td>
</tr>
<tr>
<td>CRIM 634</td>
<td>Evidence-Based Crime Prevention</td>
<td></td>
</tr>
<tr>
<td>CRIM 602</td>
<td>Criminal Justice Data Analytics</td>
<td></td>
</tr>
<tr>
<td>CRIM 535</td>
<td>Introduction to Quantitative Methods for Policy Analysis</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRIM 601</td>
<td>Pro-Seminar in Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>CRIM 604</td>
<td>Criminology in Practice</td>
<td></td>
</tr>
<tr>
<td>CRIM 603</td>
<td>Research Methods/Crime Analysis</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ CRIM 604 is a required year-long, one unit course. Students will receive the 1 unit credit in the spring semester.

Criminology, PhD

Penn’s highly interdisciplinary Ph.D. in criminology combines the traditional concerns of criminologists with concepts, theories, and empirical research from a wide variety of academic disciplines. The program seeks to produce scholars of unusual breadth who can work creatively in academic or policy settings.

Working closely with faculty, students are encouraged to design their own curriculum and begin research very early in their graduate education. That curriculum will include several core courses taken in the first and second year. These include two courses in criminological theory, two courses in criminal justice policy, and two semesters of graduate level statistics.

For more information: http://crim.sas.upenn.edu/graduate

View the University’s Academic Requirements for PhD Degrees (p. 1939).

A minimum of 9 course units are required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRIM 600</td>
<td>Pro-Seminar in Criminology</td>
<td></td>
</tr>
<tr>
<td>CRIM 601</td>
<td>Pro-Seminar in Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>CRIM 700</td>
<td>Advanced Pro-Seminar in Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>CRIM 701</td>
<td>Advanced Pro-Seminar in Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>Two Applied Statistics Courses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

A student who enters the Ph.D. program with a Bachelors degree will usually take 3 course units in each semester in their first two years and must complete all course requirements by the end of their third year.
students must take 3 CUs in each semester to remain registered as full-time students.

After having completed the substantive, class-based course requirements, they normally fulfill remaining CUs by registering for CRIM 999 Independent Study and Research. They will also have passed the Candidacy Examination by the end of their second year. Students who enter with a Master's degree or other transfer credit may satisfy the formal course requirements more quickly. However, the Graduate Group Chair in conjunction with the student's research supervisor has the flexibility to establish the optimal requirements for students.

The customary maximum load for a Ph.D. student is four course units each semester; exceptions for a fifth course unit may be made in extraordinary cases upon approval of the Graduate Dean. The Graduate Group may establish examination requirements in addition to the University's standards.

### Sample Plan of Study

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRIM 600</td>
<td>Pro-Seminar in Criminology</td>
<td></td>
</tr>
<tr>
<td>CRIM 602</td>
<td>Criminal Justice Data Analytics</td>
<td></td>
</tr>
<tr>
<td>CRIM 535</td>
<td>Introduction to Quantitative Methods for Policy Analysis</td>
<td></td>
</tr>
<tr>
<td>or STAT 500</td>
<td>Applied Regression and Analysis of Variance</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRIM 601</td>
<td>Pro-Seminar in Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>SOCI 536</td>
<td>Quantitative Methods in Sociology II</td>
<td></td>
</tr>
<tr>
<td>or STAT 501</td>
<td>Introduction to Nonparametric Methods and Log-linear Models</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRIM 634</td>
<td>Evidence-Based Crime Prevention</td>
<td></td>
</tr>
<tr>
<td>CRIM 700</td>
<td>Advanced Pro-Seminar in Criminology</td>
<td></td>
</tr>
<tr>
<td>STAT 520</td>
<td>Applied Econometrics I (Or elective)</td>
<td></td>
</tr>
<tr>
<td>Teaching Requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRIM 701</td>
<td>Advanced Pro-Seminar in Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>STAT 521</td>
<td>Applied Econometrics II (Or elective)</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Years 3 &amp; 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertations</td>
<td>Research</td>
<td></td>
</tr>
</tbody>
</table>

### Required Courses

A minimum of 20 course units are required. A minimum of 12 course units must be taken at the University of Pennsylvania.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEMG/SOCI 607</td>
<td>Introduction to Demography</td>
<td>1</td>
</tr>
<tr>
<td>DEMG/SOCI 609</td>
<td>Basic Demographic Methods</td>
<td>1</td>
</tr>
<tr>
<td>DEMG/SOCI 535</td>
<td>Quantitative Methods in Sociology I</td>
<td>1</td>
</tr>
<tr>
<td>DEMG/SOCI 536</td>
<td>Quantitative Methods in Sociology II</td>
<td>1</td>
</tr>
<tr>
<td>DEMG/SOCI 604</td>
<td>Methodology of Social Research</td>
<td>1</td>
</tr>
<tr>
<td>DEMG 707</td>
<td>Second-Year Research Seminar I (Part I of a two-part course)</td>
<td>1</td>
</tr>
<tr>
<td>DEMG 708</td>
<td>Second-Year Research Seminar II (Part II of a two-part course)</td>
<td>1</td>
</tr>
<tr>
<td>DEMG/SOCI 796</td>
<td>Demographic, Economic, and Social Interrelations</td>
<td>1</td>
</tr>
<tr>
<td><strong>Demography Electives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select four independent study or other demography courses</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select eight course units</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Total Course Units</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

### Program Milestones

- Satisfactory completion of 20 course units
- Satisfactory completion of a first year research paper
- Satisfactory completion of a second year research paper
- Satisfactory completion of the MA Exam administered in May in the end of the student's first year in the program
- Satisfactory completion of the PhD Examination administered in May in the end of the student's second year in the program
- Successfully complete a dissertation on an approved topic. To remain in good standing students should establish a dissertation committee and defend their dissertation proposal before the beginning of their fourth year in the program.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Earth and Environmental Science, PhD

The mission of the Graduate Group of the Department Earth and Environmental Science is to produce independent, well-rounded scientists that are exceptionally competent in their area of specialization and capable of understanding, solving, and communicating complex and interdisciplinary scientific issues.

The graduate group guides research leading to Doctoral degrees in the range of fields that encompass our research interests:

- Biogeochemistry (terrestrial and ocean)
- Environmental Geology
- Geophysics
- Paleobiology
- Surficial processes

For more information: [http://www.sas.upenn.edu/earth/graduate/doctoral-programs](http://www.sas.upenn.edu/earth/graduate/doctoral-programs)

View the University’s Academic Requirements for PhD Degrees (p. 1939).

Sample Plan of Study

The total course units required for graduation is 20.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 2 courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select two GEOL 999 courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Driving Safety Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 2 courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select two GEOL 999 courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thesis Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GeoLunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 1-2 courses and remainder of GEOL 999 courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qualifying Exam (for students entering with Masters degree)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA (fall or spring)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select additional courses and remainder of GEOL 999 courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal Defense</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qualifying Exam (for students entering without Masters degree)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA (fall or spring)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA (fall or spring)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation Research</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Spring

- TA (fall or spring)
- Dissertation Research

Year 4

Fall

- TA (fall or spring)
- Dissertation Research

Spring

- TA (fall or spring)
- Dissertation Research and Defense

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

East Asian Languages and Civilizations, MA

The Graduate Group in EALC administers a Masters of Arts degree in the humanistic study of East Asia: China, Japan, Korea, and Mongolia. The degree is both an entry point into higher-level graduate study and preparation for careers in teaching, administration, and the public and private sector. This degree is extremely valuable to students who plan to seek employment in East Asia. The program offers flexibility for students who desire to combine this degree with another Master of Arts at Penn or who would like to pursue the degree on a part-time basis. The Master’s in EALC focuses on humanistic disciplines such as literature, history, philosophy, religion, art, and archaeology of East Asia. We encourage training in the more rigorous classical forms of Chinese, Japanese, Korean, and Mongolian in addition to communicative proficiency in modern forms of these languages.

For more information: [https://www.sas.upenn.edu/ealc/masters-degree](https://www.sas.upenn.edu/ealc/masters-degree)

View the University’s Academic Requirements for Research Master’s Programs (p. 1944).

Curriculum

The total course units required for graduation is 8.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Courses at the 400 level or above</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Equivalent of Advanced (312) level or above in an East Asian Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Masters Thesis or 2 Research Papers</td>
<td></td>
</tr>
<tr>
<td>Total Course Units</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>1 Must include at least two seminars.</td>
<td></td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should
consult with their academic program regarding final certifications and requirements for graduation.

East Asian Languages and Civilizations, PhD

The cross-disciplinary Ph.D. program in East Asian Languages and Civilizations is designed to train graduate students who can teach and conduct independent research in a variety of humanistic disciplines using Chinese, Japanese, Korean, or Mongolian, or occasionally other languages of East Asia. Our region is defined roughly as China, Japan, Korea, Mongolia, and Inner Asia. Before completion of the degree, each student is required to:

1. master the requisite linguistic tools and research methods;
2. demonstrate a comprehensive knowledge of the history and culture of his or her area of expertise;
3. gain an in-depth expertise in one or more period and/or subject areas; and
4. attain the necessary level of training in his or her humanistic discipline.

For more information: https://www.sas.upenn.edu/ealc/phd-degree

View the University’s Academic Requirements for PhD Degrees (p. 1939).

Curriculum

The total course units required for graduation is 20. A minimum of 12 course units must be completed at the University of Pennsylvania.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 20 course units at 400 level or above</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First-Year Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Methodology Requirement (700 level seminar)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Requirement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 1 course unit in classical language (EALC 651, EALC 721, EALC 722, or equivalent)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 1 course unit in minor Asian language (EALC 621, EALC 749, or equivalent)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>European or other Asian research language (by class or examination)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Candidacy Examinations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Three written field exams</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oral exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dissertation</td>
<td></td>
</tr>
</tbody>
</table>

Economics, PhD

The graduate economics program at Penn is a Ph.D. program administered by the Graduate Group in Economics, which consists of the faculty of the Department of Economics, and some of its secondary appointments in the Wharton School and the School of Arts and Sciences. A master’s program in Economics is not offered at the University of Pennsylvania.

The program trains students to conduct outstanding research in economics. All major areas of economics are covered, with particular strengths in theoretical and empirical microeconomics, and in modern macroeconomics. Graduates of the program obtain positions at leading universities, research institutions, and government agencies around the world.

Students in this program first acquire a thorough knowledge of economic theory and econometric methods before they begin their own research. They meet a series of requirements during their first years in the program, and thereafter devote most of their time to the writing of a dissertation. The median length of time required for completion is 5.25 years (however both shorter and longer periods are possible). Almost all students are supported by combinations of fellowships, research assistantships, and teaching assistantships during at least their first five years of study.

For more information: http://economics.sas.upenn.edu/graduate

View the University’s Academic Requirements for PhD Degrees (p. 1939).

Required Courses

A minimum of 16 course units are required. A minimum of 12 course units must be taken at the University of Pennsylvania.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core Courses</td>
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</tr>
<tr>
<td></td>
<td>Select Mathematics Pre-Requisite course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Core Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECON 701 Microeconomic Theory I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ECON 702 Macroeconomic Theory I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ECON 703 Microeconomic Theory II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ECON 704 Macroeconomic Theory II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ECON 705 Econometrics I: Fundamentals</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ECON 706 Econometrics II: Methods &amp; Models</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Upper Level Course Requirement</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Select Upper Level Course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Departmental Economics Requirement</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Select Departmental Economics course</td>
<td></td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
## Sample Plan of Study

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 701</td>
<td>Microeconomic Theory I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 702</td>
<td>Macroeconomic Theory I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 705</td>
<td>Econometrics I: Fundamentals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Spring</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 703</td>
<td>Microeconomic Theory II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 704</td>
<td>Macroeconomic Theory II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 706</td>
<td>Econometrics II: Methods &amp; Models</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select (3) Upper Level ECON PhD Electives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Spring</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select (3) Upper Level ECON PhD Electives</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select (3) Upper Level ECON PhD Electives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Spring</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dissertation status – select and attend workshop for grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Completion of 3rd year paper (graded)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Fall</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Thesis/Dissertation Research – attend 2nd workshop for grade</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Spring</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Complete Proposal Defense by the end of the 4th year in residence.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Fall</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dissertation Defense</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

1. By the end of the 3rd year in residence, students must have passed four 700-level econ courses (excluding 701-706 and 7x9, the workshops) with a grade of A- or higher. Credits must total 16 before going on dissertation status.

## English, MA

The Department offers full-time M.A. and Ph.D. programs. Comprehensive in their range of specializations, these programs are intellectually dynamic and rigorous. Our M.A. program offers students a solid foundation in the professional study of literature and culture, and our Ph.D. program prepares students for full participation in the profession as scholars and teachers of English and American literature, broadly conceived. Over seventy graduate students enjoy close interaction with thirty-eight internationally renowned faculty members in the Department who teach and publish on a large number of historical periods, theoretical areas, and methodological approaches.

Our Department culture reflects our commitment to fostering an inclusive environment that is at once challenging and supportive. We recognize that success in our profession requires more than taking courses, passing exams, writing a dissertation, attending conferences, and publishing articles; it also involves the recognition that we produce new knowledge collectively. Accordingly, we consider our graduate students full members of the Department and encourage everyone to take an active role in the intellectual and social community of the Department as well as other programs and departments across campus.

View the Graduate Handbook: http://www.english.upenn.edu/graduate/handbook/ (http://www.english.upenn.edu/graduate/handbook/).

For more information: http://www.english.upenn.edu/

## Curriculum

The total course units required for graduation is 8.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select at least one 700 level course</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Select 7 additional courses</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>One language exam</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Total Course Units: 8

1. ENGL 998 only by permission of Grad Chair; no ENGL 999.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

## English, PhD

The Department offers full-time M.A. and Ph.D. programs. Comprehensive in their range of specializations, these programs are intellectually dynamic and rigorous. Our M.A. program offers students a solid foundation in the professional study of literature and culture, and our Ph.D. program prepares students for full participation in the profession as scholars and teachers of English and American literature, broadly conceived. Over seventy graduate students enjoy close interaction with thirty-eight internationally renowned faculty members in the Department who teach and publish on a large number of historical periods, theoretical areas, and methodological approaches.

Our Department culture reflects our commitment to fostering an inclusive environment that is at once challenging and supportive. We recognize that success in our profession requires more than taking courses, passing exams, writing a dissertation, attending conferences, and publishing articles; it also involves the recognition that we produce new knowledge collectively. Accordingly, we consider our graduate students full members of the Department and encourage everyone to take an active role in the intellectual and social community of the Department as well as other programs and departments across campus.

View the Graduate Handbook: http://www.english.upenn.edu/graduate/handbook/ (http://www.english.upenn.edu/graduate/handbook/).

For more information: http://www.english.upenn.edu/

View the University’s Academic Requirements for Research Master’s Programs (p. 1944).
Sample Plan of Study

The total course units required for graduation is 20.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Year 1</strong></td>
<td></td>
</tr>
<tr>
<td>ENGL 600</td>
<td>Proseminar (taken in the fall)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Select 7-8 seminars</td>
<td></td>
</tr>
<tr>
<td>Language Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Language Exam (by Year 4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-Year Oral Exam (50-Book Exam)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Year 2</strong></td>
<td></td>
</tr>
<tr>
<td>ENGL 800</td>
<td>Teaching of Literature and Composition</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Select 5-6 seminars</td>
<td></td>
</tr>
<tr>
<td>TA and Grader requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Year 3</strong></td>
<td></td>
</tr>
<tr>
<td>ENGL 850</td>
<td>Field List (taken in the fall)</td>
<td>1</td>
</tr>
<tr>
<td>ENGL 851</td>
<td>Dissertation Proposal (taken in the spring)</td>
<td></td>
</tr>
<tr>
<td>Select up to 1 seminar or grade-bearing independent study (fall)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation Proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Year 4</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dissertation research and writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Junior Research Seminar (teach for one semester)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Year 5</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dissertation research and writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Year 6</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dissertation research and writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dissertation defense</td>
<td></td>
</tr>
</tbody>
</table>

1 Each student must take courses that fulfill six distribution requirements:
1. One course pre-1700
2. One course 1700-1900
3. One course post-1900
4. One course on literature of the Americas
5. One course on literature outside the Americas
6. One course in Minority literature (racial, ethnic, gender, sexuality)

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

German Languages and Literatures, PhD

The Department of Germanic Languages and Literatures at Penn takes a forward-looking perspective on developments in the field. In contrast to many Ph.D. programs in German, we provide a solid grounding in the entire German literary tradition. At the same time, we vigorously pursue interdisciplinary study informed by the latest methodological and theoretical movements, and provide state-of-the-art pedagogical training and instruction.

Our Department has particular strengths in gender and sexuality, intermediality, history of the material text, German-Jewish studies, translation theory, cinema studies, environmental humanities, and pedagogy. Our students are trained with an eye to their career objectives. All of our students receive a full five-year Benjamin Franklin Fellowship package, which includes guaranteed summer funding and significant mentored teaching experience.

All candidates must complete 20 course units by the end of year 3. Our curriculum toward a Ph.D. in Germanic Languages and Literatures details steps on the five-year path to degree. By the end of spring term of year 3, students shall have completed a successful prospectus meeting with their dissertation committee. In years 4 and 5, students work on the dissertation. Students teach in years 2 and 3, although they may choose to gain additional teaching experience. Students are encouraged to spend at least one year (typically year 4) at an academic setting in a German-speaking country.

For more information: [http://www.sas.upenn.edu/germanic/graduate](http://www.sas.upenn.edu/germanic/graduate/)

View the University’s Academic Requirements for PhD Degrees (p. 1939).
Conference planning
Field Exam
Spring
Select 1 elective
Research Workshop
Conference Planning
Portfolio Assessment
Prospectus tutorial
Dissertation Prospectus

Years 4 and 5

Dissertation

1 Students shall take 4 anchor courses in 5 periods. The five periods are:
- medieval (to roughly 1450)
- early modern (to roughly 1789)
- the long 18th century (roughly 1648#1806)
- the long 19th century (roughly 1789#1914)
- the long 20th century (roughly 1871#today)

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

History and Sociology of Science, PhD

The Department of History and Sociology of Science at Penn offers a distinctive Ph.D. program focusing on the social, historical, and cultural study of science, medicine, technology, and the environment. Our faculty and student interests span the early modern period to contemporary times, covering regions from around the globe. The city of Philadelphia offers a vibrant range of scholarly resources, including world-class archives, museums, libraries, universities, and learned societies. The Department has trained some of the most successful scholars practicing in the field today; in addition to faculty positions, many of our graduates also go on to successful careers in public history, publishing, policy, and consulting. Our Department is known for its intellectual rigor, innovative scholarship, and strong sense of camaraderie.

For more information: http://hss.sas.upenn.edu/graduate/phd-program

View the University's Academic Requirements for PhD Degrees (p. 1939).

Required Courses
A minimum of 18 course units are required, 14 of which must be HSSC courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSSC 505</td>
<td>Seminar in the History and Sociology of Science ¹</td>
<td></td>
</tr>
</tbody>
</table>

Subfield Requirements

Select three seminars in at least two of the following major subfields:
- Science
- Technology
- Medicine

Other Requirements
- Research Seminar ²
- Pre-1850 Developments Seminar ³

1 Should take in the Fall semester of Year 1.
2 Must receive an A- or higher.
3 Or a research paper dealing with the period before 1850 even if written for a course that includes materials from a later period.

Program Milestones
- Successful passing of the formal Second Year Evaluation (as required by the University).
- Demonstration of proficiency in two languages, a requirement that must be met before the Orals Examination may be scheduled;
- Successful passing of the Orals Examination (usually by the end of your third year), demonstrating mastery of the literature in three special sub-fields, each jointly worked out by the student with a faculty member;
- A dissertation proposal approved by a student's adviser within six weeks of passing the Orals;
- At least two years (4 semesters, or 4 courses) of mentored teaching experience.
- A dissertation, submitted to and accepted and approved by the student's dissertation committee, usually consisting of three members of the faculty, in accordance with University regulations.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

History of Art, MA

The History of Art Department offers a Master of Arts degree for students wishing to deepen their knowledge of art and the critical methods employed in the study of art.

Upon receiving their M.A., Penn graduates have gone on to hold curatorial positions in national and local museums, auction houses, and galleries. Students have also used their M.A. as a stepping stone to Ph.D. programs, receiving admission to many prestigious Ph.D. departments in the US and overseas. Faculty closely mentor and work with M.A. students to achieve the students' goals and to prepare them for their desired career path.

The M.A. Program is a terminal degree program lasting two years. Students admitted for the M.A. do not automatically receive admission after the M.A. into the Ph.D. program; students wishing to continue must apply to the Ph.D. program. Students admitted for the M.A. normally do not receive University Fellowships, although they may apply for outside awards to support their graduate study.
For more information: https://www.sas.upenn.edu/arthistory/graduate/ma (https://www.sas.upenn.edu/arthistory/graduate/ma/)

View the University’s Academic Requirements for Research Master’s Programs (p. 1944).

Curriculum
The total course units required for graduation is 10.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 10 course units including:</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>At least two 500- or 700-level seminars each semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Colloquium (first year)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Competency in two research languages</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research Paper</td>
<td></td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

History of Art, PhD

The doctoral program at the University of Pennsylvania provides students with broad training in the history of art and its critical approaches, yet also focused training in their selected fields. Students completing the Ph.D. are well prepared for teaching positions at the university and college level and for curatorial positions in museums and galleries. Faculty work closely with Ph.D. students to outline an appropriate course of study and mentor students while preparing them for assistantships, curatorial internships, and other career orientations.

For more information: http://www.sas.upenn.edu/arthistory/graduate/phd (http://www.sas.upenn.edu/arthistory/graduate/phd/)

View the University’s Academic Requirements for PhD Degrees (p. 1939).

Required Courses
The total course units required for graduation is 20. A minimum of 12 course units must be taken at the University of Pennsylvania.

In each of the first five (5) semesters, students must enroll in at least two 500- or 700-level seminars.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distribution Requirement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select courses with six members of the Graduate Group:</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Three courses Before 1750</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Three courses After 1750</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Credit for Supervised Teaching</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Select four course units</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 10 course units ¹</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Total Course Units</td>
<td>20</td>
</tr>
</tbody>
</table>

¹ May include additional Independent Study courses.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

History, MA

The Graduate Program in History at the University of Pennsylvania has a long tradition of distinction. Beginning as one of the first programs in the United States to offer doctoral study in history, (the first Ph.D. in History was conferred in 1891); the Department continues to pioneer new areas of scholarship. In the last twenty years, faculty members of the departments in American, European, and World History have assumed a leading role in their fields. Today, few departments in the country match Penn’s Department of History in coverage and depth across the entire range of history from medieval times to the present.

For more information: http://www.history.upenn.edu/graduate/program-guidelines (http://www.history.upenn.edu/graduate/program-guidelines/)

View the University’s Academic Requirements for Research Master’s Programs (p. 1944).

Curriculum
A minimum of 8 course units are required for graduation.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select six graduate level history courses (at least two at the 600 level)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select at least two electives related to field of study ¹</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Master’s Thesis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Examination</td>
<td></td>
</tr>
</tbody>
</table>

¹ Courses must be approved by advisor and Director of Graduate Studies. Courses must be appropriate to students’ career objectives.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

History, PhD

The Graduate Program in History at the University of Pennsylvania has a long tradition of distinction. Beginning as one of the first programs in the United States to offer doctoral study in history, (the first Ph.D. in History was conferred in 1891); the Department continues to pioneer new areas of scholarship. In the last twenty years, faculty members of the departments in American, European, and World History have assumed a leading role in their fields. Today, few departments in the country match Penn’s Department of History in coverage and depth across the entire range of history from medieval times to the present.
Sample Plan of Study
The total course units required for graduation is 14.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year 1

**Fall**
- HIST 700  Proseminar in History
- Select two other courses

**Spring**
- HIST 700  Proseminar in History
- Select two other courses

Qualifying Examination

Year 2

**Fall**
- Select two courses
- Teaching Requirement

**Spring**
- Select two courses
- Teaching Requirement
- Complete Research Requirement
- Summer Dissertation Proposal Workshop

Year 3

Complete course requirements
Teaching Requirements
Complete language requirement before Candidacy Examination
Candidacy Examination

Year 4 and Beyond
Dissertation Research

Program Milestones
- Language and Technical Competency Requirement
- Field Requirements
- Teaching Requirement

Applications are considered only from applicants who demonstrate the appropriate academic background as well as interests that match the research pursued at Penn, which can be determined by investigating the current work of the faculty and students. Please consult with the graduate chair before submitting an MA application to ensure that you fit these requirements.

For more information: https://www.ling.upenn.edu/graduate/masters

View the University’s Academic Requirements for Research Master’s Programs (p. 1944).

**Curriculum**
The total course units required for graduation is 11. A minimum of 8 course units must be taken at the University of Pennsylvania.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Core Requirements
- LING 530  Phonology I  1
- LING 531  Phonology II  1
- LING 550  Syntax I  1
- LING 551  Syntax II  1

Electives
- Select 7 course units in consultation with a faculty advisor.  7

Total Course Units  11

In addition to successful completion of course work, other requirements include

- A thesis written under the supervision of a faculty committee. The thesis can be based on previous coursework. The committee consists of at least two faculty members, the adviser and a reader, who both must also be members of the graduate group.
- An oral examination based on the thesis. This consists of a private meeting with the committee, during which the student answers questions on the content of the thesis.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Linguistics, PhD

The Ph.D. program in Linguistics at Penn embraces a wide range of theoretical specializations and methodologies. What unites them is a commitment to careful and explicit formal analysis of the human capacity for learning and using language.

The core of our program is the formal generative tradition, but we encourage the cross-fertilization that results from the confrontation of empirical and theoretical perspectives on language structure. By our close collaboration with other programs (such as computer science and psychology) we promote an awareness of the broad view of language that interdisciplinary study induces. In addition to broad training, students are offered and expected to master the methods and results of their chosen areas of concentration in linguistics as a prerequisite to...
fruitful engagement in dialogue with others, both within and outside the program.

For more information: https://www.ling.upenn.edu/graduate/

View the University’s Academic Requirements for PhD Degrees (p. 1939).

## Required Courses

The total course units required for graduation is 20. A minimum of 12 course units must be taken at the University of Pennsylvania.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LING 530</td>
<td>Phonology I</td>
<td>1</td>
</tr>
<tr>
<td>LING 531</td>
<td>Phonology II</td>
<td>1</td>
</tr>
<tr>
<td>LING 550</td>
<td>Syntax I</td>
<td>1</td>
</tr>
<tr>
<td>LING 551</td>
<td>Syntax II</td>
<td>1</td>
</tr>
<tr>
<td>Select four of the following:</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>LING 404</td>
<td>Morphological Theory</td>
<td></td>
</tr>
<tr>
<td>LING 405</td>
<td>Morphology Theory II</td>
<td></td>
</tr>
<tr>
<td>LING 520</td>
<td>Phonetics I</td>
<td></td>
</tr>
<tr>
<td>LING 521</td>
<td>Phonetics II</td>
<td></td>
</tr>
<tr>
<td>LING 580</td>
<td>Semantics I</td>
<td></td>
</tr>
<tr>
<td>LING 581</td>
<td>Semantics II</td>
<td></td>
</tr>
<tr>
<td>LING 502</td>
<td>Linguistic Field Methods</td>
<td></td>
</tr>
<tr>
<td>LING 510</td>
<td>Historical and Comparative Linguistics</td>
<td></td>
</tr>
<tr>
<td>LING 511</td>
<td>Language Variation &amp; Change</td>
<td></td>
</tr>
<tr>
<td>LING 570</td>
<td>Developmental Psycholinguistics</td>
<td></td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

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## Mathematics, MA

The Masters of Arts program in mathematics is intended for students who wish to go into professional careers in mathematics, and who have a background corresponding to an undergraduate mathematics major.

Students in the masters program take at least eight graduate mathematical courses numbered 500 and above, including at least one each in algebra, analysis, and geometry-topology. The other courses can be in either pure or applied mathematics, and some can be taken in other departments. There is also a requirement to pass the Masters Preliminary Exam and to submit and defend a masters thesis.

The masters degree can also be earned by Penn Math Ph.D. students, on the way to their Ph.D. In addition, Penn Ph.D. students in allied fields of study can also apply to enter the masters program in mathematics, which can allow them to earn both degrees simultaneously.

For more information: https://www.math.upenn.edu/graduate/

View the University’s Academic Requirements for Research Master’s Programs (p. 1944).

## Curriculum

A total of 8 course units are required for graduation. A minimum of 4 course units must be taken at the University of Pennsylvania.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select eight course units at the 500-level and above</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Total Course Units</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

1. At least four courses must be taken in the Penn Mathematics Department. Among these courses, every student must take at least a semester of graduate courses in each of algebra, analysis and geometry-topology.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

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## Bridge to Ph.D. Program

The Bridge to Ph.D is a master's program in mathematics offered by the University of Pennsylvania. The goal of this program is to increase the number of PhD's awarded in mathematics at Penn to members of groups that are traditionally underrepresented. This program is different than conventional master's programs as students will be fully funded and prepared for direct entry into a PhD program.

For more information, visit http://bridge.math.upenn.edu.

## Mathematics, MPhil

The Master of Philosophy in mathematics is a terminal professional degree that is designed for students who want to go beyond the usual masters degree. Entering students should have previously completed either an undergraduate or a regular masters program in mathematics. The degree is typically earned one or two years after beginning to take courses that go beyond the regular master of arts degree.

Students who already have a regular masters degree take six additional graduate courses numbered 600 or above to earn an M.Phil. degree. Students who enter the program with just an undergraduate degree will fulfill the usual masters course requirements plus an additional six (for a total of 14 courses). Students in this program also need to pass the Masters Preliminary Exam and an oral exam in one area of mathematics, and to submit and defend an M.Phil. thesis (which is somewhat longer and more in depth than a thesis in the usual masters program).

For more information: https://www.math.upenn.edu/graduate/

View the University’s Academic Requirements for Research Master’s Programs (p. 1944).

## Curriculum

A total of 14 course units are required for graduation.
The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Mathematics, PhD

The Department of Mathematics of the University of Pennsylvania offers a full Graduate Program in Mathematics, conferring the degrees of Master of Arts (A.M.), Master of Philosophy (M.Phil.), and Doctor of Philosophy (Ph.D.). The educational aim of this program is to provide well-rounded mathematical training for a career of research and teaching in mathematics, as well as for other careers which use advanced mathematics in a substantial way. Students are offered the possibility of a dual Ph.D. degree in Mathematics and a Masters degree in other subjects, including physics and computer science.

This program covers a variety of areas, including analysis, geometry-topology, algebra, mathematical physics, combinatorics, logic, and probability. See our Graduate Mathematics Page and our Math Department home page for detailed information about other aspects of this program and of the Penn Math Department as a whole, including its colloquia, seminars and lecture series, and the research interests of the faculty.

Full time Ph.D. students receive financial support for five years, at least two of which are in the form of a fellowship.

In addition, Penn offers an interdisciplinary graduate program in Applied Mathematics and Computational Science (p. 382), for which there is separate application process.

For more information: https://www.math.upenn.edu/graduate/

View the University’s Academic Requirements for PhD Degrees (p. 1939).

Sample Plan of Study

A total of 20 course units are required for graduation.

Year 1
- Masters Preliminary Exam
- MATH 600 Topology and Geometric Analysis
- MATH 601 Topology and Geometric Analysis
- MATH 602 Algebra
- MATH 603 Algebra
- MATH 608 Analysis
- MATH 609 Analysis
- Select one elective

Year 2
Advanced Coursework
- PhD Preliminary Exam
- Masters Thesis

Year 3
- Advanced Coursework and Research

Year 4
- Dissertation proposal and research

Year 5
- Dissertation research
- Dissertation defense

Music: Composition, PhD

The Ph.D. program in Composition stresses training in the craft of composition, contemporary repertory, and theory and analysis. Instruction in composition comprises much of the course requirement; such instruction takes the form of private lessons. Participation in the concert life of the department and attendance at Composers’ Forum events complement that instruction. Students are assigned to particular instructors for composition lessons by the Director of Graduate Studies on the advice of the composition faculty. Composition instructors are assigned on a rotating basis to assure that all students are exposed to a variety of approaches and have the opportunity to work with each member of the composition faculty during the period of coursework. The Department of Music at the University of Pennsylvania also offers a Ph.D. program in Music Studies, and composition students also take several courses with the music studies faculty during their coursework.

For more information: https://music.sas.upenn.edu/

View the University’s Academic Requirements for PhD Degrees (p. 1939).

Required Courses

Core Requirement
- Foundational Methods Core Courses
  Must take three of the following: 3
  - MUSC 604 Historical and Historiographic Approaches
  - MUSC 620 Creative and Compositional Approaches
  - MUSC 622 Analytical and Theoretical Approaches
  - MUSC 650 Ethnographic and Anthropological Approaches

Composition Methods 3
- MUSC 520 Composing with Instruments
- MUSC 530 Composing with Electronics
- MUSC 540 Composing with Performers

Seminars 6
- MUSC 998 Composers’ Forum (Complete 4 times)
- MUSC 700 Seminar in Composition (Complete 2 times)
Elective Courses

2 courses (6xx, 7xx, or 9xx) selected in consultation with advisor and graduate chair

Total Course Units 14

Forum and Lessons

During their third year in the program, composition students will continue non-credit participation in both forum and lessons.

Exams

Musicianship Requirement

The musicianship requirement may be fulfilled through demonstrating facility as a performer, or through an exam administered by the faculty. Students should consult with faculty about what performance opportunities might be most appropriate for them. For instance, with faculty approval, this requirement could be met through performing at a sufficiently high level (including conducting) in a Penn Sound Collective, or similar, concert. It could also be met by participating for one academic year in a Department-sponsored ensemble. Alternatively, a student may, in consultation with the faculty, take an exam in which facility in sight-singing, dictation, and keyboard are demonstrated. This requirement must be fulfilled by the end of the second year of study.

Practicum Exam

During the first semester of study, students will work collaboratively with faculty (as part of Forum and lessons) to determine their areas of strength and opportunities for growth in repertorial knowledge. During the second semester of study, the faculty and student will outline 5 areas to be examined at the end of the first summer. These areas will be selected as follows: Faculty will select 2-3 areas; faculty and student will agree on a further 1-2 areas; the student will propose the final area. The structure of the exam should be settled and communicated to the Director of Graduate Studies during the Annual Review meeting (see below).

The exam will consist of two questions per area and students will answer 6 (one question from each area must be answered). Questions may take the form of scores, recordings, videos, and/or other objects. Answers should interact with and work toward an identification of the score, recording, or video in question. Emphasis in evaluation will be placed more on the quality of the interaction and less on exact identification. Students will sit for the exam in the week before classes resume (late August) and students will be allotted 4 hours to select and prepare their answers.

Practicum exams will be evaluated based on the following structure:

Pass: A Pass on all portions of the examination is required for admission to the Ph.D. program.

Partial Pass: The student must take some portion of the examination again (normally at least four months later) before the question of admission to the doctoral program is decided. Failure to achieve a Pass during the second sitting may result in an offer of a terminal master’s degree (see Annual Review).

Comprehensive Review

During the third year of study, students will complete a Portfolio of Compositions and prepare a Ph.D. Essay (see below for descriptions). These materials must be submitted for review by the graduate group faculty two weeks prior to the Comprehensive Review. In April of that year (dates set by the faculty exam committee at the beginning of the Spring Semester), each student will sit for their Comprehensive Review. The faculty exam committee, along with the student’s principal advisor in composition will be in attendance. Topics of discussion will include the Portfolio of Compositions, the creative trajectory that it implies, the quality of the work, and the opportunities it suggests. The Ph.D. Essay will also be discussed, both in terms of content and also with a view toward publication.

Portfolio of Compositions

The portfolio will be made up of compositions with a combined duration of no less than thirty (30) minutes. No later than the beginning of the fall term of the second year of study, students must, in consultation with their current composition instructor, establish concrete plans for the medium, number, and scope of compositions that will comprise the portfolio. At least one of the works included in the portfolio should be a significant revision. The portfolio must be submitted for review by the graduate group faculty no later than two weeks prior to the student’s comprehensive review.

Ph.D. Essay

The Ph.D. essay is a paper on an analytical, historical, theoretical, ethnomusicological, or critical subject prepared under the supervision of two members of the faculty. The primary reader must be a member of the composition faculty. The second reader may, where appropriate, be a member of the graduate group faculty with a specialization other than composition. The essay should be an article-length (approx. 8,000 words) study of publishable quality. It may revise a paper that the student prepared for a seminar. Students will find support for their work on this essay in the Dissertation Essay/Grant Writing Workshop and from their advisors. A final draft of the Ph.D. essay must be submitted for review by the graduate group faculty no later than two weeks prior to the student’s comprehensive review.

Ph.D. Composition

Candidates will produce a major musical composition as a PhD dissertation, the nature of which must be approved by the composition faculty, which serves as the dissertation committee. It is understood that during the two semesters leading up to completion of the dissertation the student and advisor will be in regular contact regarding the progress of the dissertation. A final draft of the PhD dissertation must be submitted for review to the composition faculty by March 1 of the last semester of study, and the completed, approved composition, incorporating any changes recommended by the faculty, must be submitted to the graduate group faculty by April 1 of the graduation term.

Public Performance of Ph.D. Composition

In consultation with the composition faculty, but no later than April 15 of the graduation term, a public performance, reading, or workshop of the dissertation composition will be scheduled. This public event constitutes the final examination in composition.

Language Requirement

Reading knowledge of two languages is required for students in music studies. Reading knowledge of one language is required for students in composition. Students will select their language exams in consultation with the graduate chair and faculty, with the understanding that their selections should relate clearly to the their projected plan of study and proposed dissertation topic. Students for whom English is not their native language may choose their native language as one of their two
language exams if they plan to conduct significant research/fieldwork in that language or in cases where a major corpus of literature pertinent to the student’s field of research exists in that language.

Language Examinations

Language examinations are given twice each year: at the beginning of the fall term and at the beginning of the spring term. Students must take an examination at each of these times until their language requirements have been met. Each language examination consists of a passage of approximately 500 words selected from a representative work of musical scholarship. The student is given two hours to write an English translation. Use of a dictionary is permitted.

Reading courses in French, Italian, and German are administered by the Graduate Division during the summer (May through June), and are available to Ph.D. students at no cost. Students may register for undergraduate language courses as a fourth course as ‘auditors.’ Graduate credit will not be granted for such undergraduate language courses.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Music: Music Studies, PhD

The graduate program in Music Studies at the University of Pennsylvania serves students who intend to conduct cutting-edge research, produce high-quality scholarship, and develop teaching and professional skills in order to pursue academic positions in music studies; it also serves those who want to consider career opportunities beyond academia in both music and non-music domains. Faculty apply methodological tools from ethnomusicology, sound studies, musicology, and music theory to a wide range of research projects. The goal of the graduate program is not to entrench these disciplinary distinctions, but rather to seek out productive and innovative means of placing them in dialogue with each other. This orientation toward holding all of the sub-disciplines in view is productive and innovative means of placing them in dialogue with each other. The student is given two hours to write an English translation. Use of a dictionary is permitted.

The Department of Music at the University of Pennsylvania also offers a Ph.D. program in composition.

For more information: https://music.sas.upenn.edu/

View the University’s Academic Requirements for PhD Degrees (p. 1939).

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<td>Historical and Historiographic Approaches</td>
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<td>MUSC 620</td>
<td>Creative and Compositional Approaches</td>
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<td>MUSC 622</td>
<td>Analytical and Theoretical Approaches</td>
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<td>Ethnographic and Anthropological Approaches</td>
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<td>Research Seminars</td>
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<td></td>
<td>Additional Courses</td>
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<td>Select 6 courses (600-level, 700-level or 900-level) in</td>
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<td>consultation with advisor and graduate chair and including</td>
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<td>no more than 4 courses outside the department and 2</td>
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Exams

Practicum Exam

During the first semester of study, each student will work collaboratively with two faculty (these faculty members will be identified by the Director of Graduate Studies according to student research interests) to determine their areas of strength and opportunities for growth in repertoire knowledge. During the first meeting, each student should offer a self-assessment which will guide faculty toward a better sense of their listening habits and sound worlds. In subsequent meetings, students and faculty will explore a variety of possible areas/topics/repertoires for listening and music study. During the second semester of study, the faculty and student will settle on 5 areas to be examined at the end of the first summer. These areas will be selected as follows: Faculty will select 2-3 areas; faculty and student will agree on a further 1-2 areas; the student will propose the final area. The structure of the exam should be settled and communicated to the Director of Graduate Studies during the Annual Review meeting (see below).

The exam will consist of two questions per area and students will answer 6 (one question from each area must be answered). Questions may take the form of scores, recordings, videos, and/or other objects. Answers should interact with and work toward an identification of the score, recording, or video in question. Emphasis in evaluation will be placed more on the quality of the interaction and less on exact identification. Students will sit for the exam in the week before classes resume (late August) and students will be allotted 4 hours to select and prepare their answers.

Practicum exams will be evaluated based on the following structure:

Pass: A Pass on all portions of the examination is required for admission to the Ph.D. program.
The student must take some portion of the examination again (normally at least four months later) before the question of admission to the doctoral program is decided. Failure to achieve a Pass during the second sitting may result in an offer of a terminal master’s degree (see Annual Review).

**Comprehensive Review**

During the third year of study, students will complete three comprehensive essays and prepare a dissertation proposal (see below for descriptions). These comprehensive essays and the dissertation proposal (both approved by the dissertation committee) must be submitted for review to the graduate group faculty no later than two weeks prior to the Comprehensive Review. In April of that year (dates set by the faculty exam committee at the beginning of the Spring Semester), each student will sit for their Comprehensive Review. The faculty exam committee, along with the student’s principal advisor will be in attendance. Topics of discussion will include the comprehensive essays, the intellectual terrain that they trace, the quality of the work, and the opportunities it suggests for ongoing research. The dissertation proposal will also be discussed, both in terms of content and also with a view toward the research phase of the project.

**Comprehensive Essays**

The comprehensive essays will consist of three essays of no more than 3,000 words each. Each student will select topics for these essays in consultation with their advisor, the Exam Committee, and the Director of Graduate Studies. The essays will take the form of literature reviews, tracing the history and current state of research in fields related to but not directly overlapping with the dissertation project. While each student will constitute these essays in different ways, students will often include at least one essay on a theoretical topic and another on a more regional or temporal topic. The comprehensive essays must be submitted for review to the graduate group faculty no later than two weeks prior to the student’s comprehensive review.

**Dissertation Proposal**

The dissertation proposal is an essay of approximately 15-20 pages plus bibliography outlining the dissertation project, illustrating the disciplinary and theoretical stakes of the work, indicating the interventions that this project will make within music studies and related disciplines, and laying out the arc of the research and writing plan for the project. The proposal is prepared under the supervision of a dissertation advisor and at least two additional faculty (the dissertation committee). The dissertation committee must be chaired by a member of the graduate group in music and an additional member of the committee must be drawn from within the department. The third member of the committee may be selected from within the department, from other departments at Penn, or from an outside institution. Some students choose a committee of four. Students will find additional support for their work on the dissertation proposal in the Dissertation Proposal/Grant Writing Workshop. A final draft of the dissertation proposal, approved by the dissertation committee, must be submitted for review to the graduate group faculty no later than two weeks prior to the student’s comprehensive review.

**DISSERTATION**

Each student is responsible for making certain that the dissertation conforms to all requirements and specifications of the Graduate Division of Arts and Sciences, details of which should be requested at an early date from the Graduate Division office. Early in the semester in which students expect to complete the dissertation, they should carefully review the calendar for degree candidates published by the Graduate Division: https://www.sas.upenn.edu/graduate-division/resources/graduation-and-beyond (https://www.sas.upenn.edu/graduate-division/resources/graduation-and-beyond/). It is each student’s responsibility to see that all the deadlines listed therein are met. It should be noted that certain fees can be avoided by careful attention to the various deadlines. The Department of Music requires that a bibliography be provided in all dissertations. A final draft of the dissertation should be circulated to the entire dissertation committee at least one month prior to the submission deadline so that any changes suggested by the committee can be incorporated into the final version.

Approved dissertations must be submitted on-line. The process is described in the on-line dissertation manual: guides.library.upenn.edu/dissertation_manual. The Graduate Division will respond in writing that the submitted dissertation has met the guidelines outlined in the Dissertation Manual. Once this written approval is received, the student prints a copy of the dissertation to bring to the Graduate Division. This printed copy will be deposited in the general collection of Van Pelt Library.

**Public Dissertation Defense**

In consultation with the dissertation committee, and with reference to the yearly deadlines for dissertation submission, students will schedule a dissertation defense. This public event constitutes the final examination for the Ph.D. degree. A final draft of the PhD dissertation must be submitted for review to the graduate group faculty no later than two weeks prior to the student’s dissertation defense. Please see the Provost degree calendar for deadlines: https://guides.library.upenn.edu/c.php?G=476184&P=3255979 (https://guides.library.upenn.edu/c.php?G=476184&P=3255979).

**Language Requirement**

Reading knowledge of two languages is required for students in music studies. Reading knowledge of one language is required for students in composition. Students will select their language exams in consultation with the graduate chair and faculty, with the understanding that their selections should relate clearly to the their projected plan of study and proposed dissertation topic. Students for whom English is not their native language may choose their native language as one of their two language exams if they plan to conduct significant research/fieldwork in that language or in cases where a major corpus of literature pertinent to the student’s field of research exists in that language.

**Language Examinations**

Language examinations are given twice each year: at the beginning of the fall term and at the beginning of the spring term. Students must take an examination at each of these times until their language requirements have been met. Each language examination consists of a passage of approximately 500 words selected from a representative work of musical scholarship. The student is given two hours to write an English translation. Use of a dictionary is permitted.

Reading courses in French, Italian, and German are administered by the Graduate Division during the summer (May through June), and are available to Ph.D. students at no cost. Students may register for undergraduate language courses as a fourth course as ‘auditors.’ Graduate credit will not be granted for such undergraduate language courses.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should
consult with their academic program regarding final certifications and requirements for graduation.

Near Eastern Languages and Civilizations: Biblical Studies, MA

In addition to the MA awarded within the PhD program, NELC offers an independent (terminal) MA degree in Biblical Studies, which is one of the tracks in NELC’s graduate program in Hebrew and Judaic Studies. This track offers advanced study of the languages and philology of the Hebrew Bible as well as the history and archaeology of ancient Israel in its Near Eastern context.

Students admitted to the MA program are assigned a faculty advisor to guide their studies. Courses, selected in consultation with the advisor, will normally be completed in three semesters. All students, regardless of their concentration, must master at least one of the languages in which the primary sources of NELC’s subfields are written. Standards vary by subfield.

For more information: http://www.sas.upenn.edu/nelc/grad_programs/maProcedures.html

View the University’s Academic Requirements for Research Master’s Programs (p. 1944).

Curriculum

A minimum of 12 course units are required for graduation.

- Coursework
- Reading proficiency examination in one modern language of scholarly research
- MA Final Exams (no more than four exams, with at least one being a language exam)
- Thesis or two research papers

Some MA students apply for NELC’s PhD program. However, admission to the MA program or successful completion of the MA does not provide a guarantee of admission to the PhD program.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Near Eastern Languages and Civilizations: Biblical Studies, PhD

NELC’s PhD track in Biblical Studies, a part of NELC’s Hebrew and Judaic Studies program, offers advanced study of the languages and philology of the Hebrew Bible as well as the history and archaeology of ancient Israel in its Near Eastern context.

At the heart of NELC’s Hebrew Bible/Old Testament track are texts composed over a period extending from the early Iron Age to the Hellenistic-Roman period. The goal of this PhD track is to prepare students to research and teach these texts, in both the historical contexts in which they were originally composed, and as they have been understood in later historical periods. Drawing on faculty in NELC, the Jewish Studies Program, and other departments, the Biblical Studies program takes an interdisciplinary approach to biblical literature that involves the study of language, literature, history, archaeology, and other fields. This program can be tailored for individual students with different interests.

View the department’s PhD general procedures (https://www.sas.upenn.edu/nelc/grad_programs/phdProcedures.html).

For more information: https://www.sas.upenn.edu/nelc/grad_programs/grad_programs.html

View the University’s Academic Requirements for PhD Degrees (p. 1939).

Curriculum

A total of 20 course units is required for graduation.

PhD students in Biblical Studies must acquire proficiency in the following areas:

Primary Field

- Hebrew and Aramaic of the Biblical period
- Biblical Literature
- History, geography, and archaeology of Israel in the Biblical period in their ancient Near Eastern context
- Culture, social, and political institutions and history of Israelite religion in the Biblical period in their ancient Near Eastern context

Ancillary Fields

- A secondary field in either Cuneiform Studies (Akkadian) or Egyptology, and comparative studies relating the secondary field to Biblical Israel; or a secondary field in Biblical Archaeology.
- Hebrew epigraphy, Northwest Semitic languages, elementary Arabic, and comparative Semitics; Greek adequate for use of the Septuagint; post-Biblical literature and exegesis

Other Program Milestones

In addition to the above-described required coursework, PhD students are responsible for two (2) European language reading exams, candidacy exams, and qualifying exams before preparing a dissertation proposal.

Secondary Field in Biblical Studies

Graduate students from other programs who wish to take a secondary field in Biblical studies must complete the following requirements:

- Four (4) graduate-level courses in Biblical Hebrew texts; ability to sight-translate uncomplicated texts
- Biblical literature: familiarity with the content of the Bible, distinctive features of its main genres, and important literary-critical issues
- History and culture of ancient Israel
- Comparative studies relating Biblical Israel to the student’s Primary Field

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Sample Plan of Study

Students in the PhD program are required to take 20 course units. The coursework component is normally three years in length, but with the potential for transfer credit for other graduate courses within the field. Students entering the PhD program will be assigned a faculty advisor who will supervise the student's program until the Candidacy Examinations in the 4th year of study have been completed.

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<tr>
<th>Code</th>
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<td>Semester 7</td>
<td>Second modern language exam by Semester 5</td>
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<td>Year 3</td>
<td>Semester 8</td>
<td>Preparation for Candidacy Examinations</td>
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<td>Year 5</td>
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For more information: http://www.sas.upenn.edu/nelc/grad_programs/maProcedures.html

View the University's Academic Requirements for Research Master's Programs (p. 1944).

Curriculum

A minimum of 12 course units are required for graduation.

- Coursework
- Reading proficiency examination in one modern language of scholarly research
- MA Final Exams (no more than four exams, with at least one being a language exam)
- Thesis or two research papers

Some MA students apply for NELC's PhD program. However, admission to the MA program or successful completion of the MA does not provide a guarantee of admission to the PhD program.

Near Eastern Languages and Civilizations: Classical and Medieval Hebrew Literature, PhD

NELC’s graduate program in Hebrew and Judaic Studies includes two tracks within Hebrew Literature and Jewish Tradition: (1) Post-Biblical Jewish History and Culture and (2) Modern Hebrew Literature. These tracks offer advanced study of Hebrew literature and language and Jewish culture and thought in their Near Eastern and/or Western contexts, in modern and pre-modern settings.

Students in the Hebrew Literature and Jewish Tradition program are expected to command Hebrew as a primary research language and another (usually Arabic, Greek or Yiddish) as a secondary research language. The specific distribution of courses varies by a student's interests and specialization. Students are expected to work out the broad outlines of their programs in consultation with their faculty advisor when they begin their studies.

Near Eastern Languages and Civilizations: Classical and Medieval Hebrew Literature, MA

In addition to the MA awarded within the PhD program, NELC offers an independent (terminal) MA degree in Hebrew Literature and Jewish Tradition, which is one of the tracks in NELC's graduate program in Hebrew and Judaic Studies. Students may specialize in either Post-Biblical Jewish History and Culture or Modern Hebrew Literature. These tracks offer advanced study in Hebrew literature and language and Jewish tradition, culture, and thought in their Near Eastern and/or Western contexts, in modern and pre-modern settings.

Students admitted to the MA program are assigned a faculty advisor to guide their studies. Courses, selected in consultation with the advisor, will normally be completed in three semesters. All students, regardless of their concentration, must master at least one of the languages in which the primary sources of NELC's subfields are written. Standards vary by subfield.
View the department’s PhD general procedures (https://www.sas.upenn.edu/nelc/grad_programs/phdProcedures.html).

For more information: https://www.sas.upenn.edu/nelc/grad_programs/grad_programs.html

View the University’s Academic Requirements for PhD Degrees (p. 1939).

Curriculum

A total of 20 course units are required for graduation.

Post-Biblical Jewish History and Culture

Penn’s PhD Program in Post Biblical Jewish History and Culture is designed to train students to engage in teaching and in original research that pertains to the cultural developments and products of Jewish life from the seventh through the sixteenth centuries, in communities of Mesopotamia, Christian Europe and the Islamicate world. The program of study will be tailored to the needs and interests of each student, and will engage a range of NELC and Penn faculty members. All programs of study will involve the exploration of Jewish historical and cultural phenomena within the diachronic context of the Jewish past, and the synchronic context of the broader regional culture. Students will be expected to acquire proficiency in this historically and geographically broad field, for the purposes of undergraduate instruction, and scholarly expertise in the narrower research field that is chosen.

• Primary Proficiencies
  • Philological competence
  • The Jewish Bookshelf
  • Historical and Contextual Competence
  • Methodological Tool Kit and State of the Field

• Ancillary Proficiencies
  • Familiarity with the foundational corpora of rabbinic Judaism, ability to read with comprehension, and to locate passages in the Hebrew Bible, Babylonian and Palestinian Talmud, Midrashic literature of the classical period, and Jewish Liturgy

Modern Hebrew Literature

The program of study in Modern Hebrew Literature encompasses texts composed from the end of the 18th century to the present day, from wherever they have been written, e.g. Israel, the broader Middle East, Europe, and North America. It is designed to allow students to pursue study, research, and eventually teaching by means of an approach to the field that is textually and linguistically rigorous, consciously interdisciplinary, and responsive to the individual interests of students. Although grounded in Near Eastern and Jewish Studies, our program also engages in dialogue with World Literature, Comparative Literature, History, Slavic and Germanic Studies, Religious Studies, and more.

• Linguistic and Textual Mastery
• Method
• Context

Secondary Field

All students are expected to develop proficiency in one of the following four secondary fields:

• Continuity of Hebrew Literature
• Bible

• Rabbinics
• Liturgy and Medieval Literature

Other Program Milestones

In addition to the above-described required coursework, PhD students are responsible for two (2) European language reading exams, candidacy exams, and qualifying exams before preparing a dissertation proposal.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Sample Plan of Study

Students in the PhD program are required to take 20 course units. The coursework component is normally three years in length, but with the potential for transfer credit for other graduate courses within the field. Students entering the PhD program will be assigned a faculty advisor who will supervise the student’s program until the Candidacy Examinations in the 4th year of study have been completed.

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<td>Semester 7</td>
<td>Candidacy Examinations</td>
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Near Eastern Languages and Civilizations: Egyptology and Archaeology, MA

In addition to the MA awarded within the PhD program, NELC offers an independent (terminal) MA degree in Egyptology. NELC’s graduate program in Egyptology offers advanced study of the languages and civilizations of ancient Egypt.

Students admitted to the MA program are assigned a faculty advisor to guide their studies. Courses, selected in consultation with the advisor, will normally be completed in three semesters. All students, regardless of their concentration, must master at least one of the languages in which the primary sources of NELC’s subfields are written. Standards vary by subfield.

For more information: http://www.sas.upenn.edu/nelc/grad_programs/maProcedures.html

View the University’s Academic Requirements for Research Master’s Programs (p. 1944).

Curriculum

A minimum of 12 course units are required for graduation.

- Coursework
  - Reading proficiency examination in one modern language of scholarly research
  - MA Final Exams (no more than four exams, with at least one being a language exam)
  - Thesis or two research papers

Some MA students apply for NELC’s PhD program. However, admission to the MA program or successful completion of the MA does not provide a guarantee of admission to the PhD program.

Near Eastern Languages and Civilizations: Egyptology, PhD

NELC’s graduate program in Egyptology offers advanced study of the languages and civilizations of ancient Egypt.

View the department’s PhD general procedures (https://www.sas.upenn.edu/nelc/grad_programs/phdProcedures.html).

For more information: https://www.sas.upenn.edu/nelc/grad_programs/grad_programs.html

View the University’s Academic Requirements for PhD Degrees (p. 1939).

Curriculum

A total of 20 course units are required for graduation.

Language and Literature Concentration

- Primary Field
  - Ancient Egyptian language and literature (at least 8 courses)
  - History, culture, art and archaeology of Ancient Egypt (at least 6 courses)

- Secondary Field
  - Language of chosen secondary field of concentration (at least 4 courses)
  - History, culture, art and archaeology (at least 2 courses)

Archaeology Concentration

- Primary Field
  - Archaeology, art, history, and culture of Ancient Egypt (at least 7 courses)
  - History of ancient Egypt (at least 2 courses)
  - Language of ancient Egypt (at least 4 courses)

- Secondary Field
  - Art, Archaeology, history, culture, and anthropology (at least 6 courses)
  - Archaeological interpretation and techniques (at least 1 course)

Other Program Milestones

In addition to the above-described required coursework, PhD students are responsible for two (2) European language reading exams, candidacy exams, and qualifying exams before preparing a dissertation proposal.

Secondary Field in Egyptology

Graduate students in other programs (such as Mesopotamian Civilizations or Biblical Studies) who take a secondary field in Egyptology must take at least four courses in Egyptian language (Middle Egyptian and another significant phase) and two in history and culture.

- History of ancient Egypt (at least 2 courses)

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Near Eastern Languages and Civilizations: Egyptology, PhD

NELC’s graduate program in Egyptology offers advanced study of the languages and civilizations of ancient Egypt.

View the department’s PhD general procedures (https://www.sas.upenn.edu/nelc/grad_programs/phdProcedures.html).

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Sample Plan of Study

Students in the PhD program are required to take 20 course units. The coursework component is normally three years in length, but with the potential for transfer credit for other graduate courses within the field. Students entering the PhD program will be assigned a faculty advisor who will supervise the student’s program until the Candidacy Examinations in the 4th year of study have been completed.
Near Eastern Languages and Civilizations: Mesopotamian Civilization, MA

In addition to the MA awarded within the PhD program, NELC offers an independent (terminal) MA degree in Mesopotamian Civilizations. NELC’s graduate program in Mesopotamian Civilizations offers advanced study of the languages and philology of ancient Mesopotamia as well as the history and archaeology of that region in its Near Eastern context.

Students admitted to the MA program are assigned a faculty advisor to guide their studies. Courses, selected in consultation with the advisor, will normally be completed in three semesters. All students, regardless of their concentration, must master at least one of the languages in which the primary sources of NELC’s subfields are written. Standards vary by subfield.

For more information: http://www.sas.upenn.edu/nelc/grad_programs/maProcedures.html

View the University’s Academic Requirements for Research Master’s Programs (p. 1944).

Curriculum

A minimum of 12 course units are required for graduation.

- Coursework
- Reading proficiency examination in one modern language of scholarly research
- MA Final Exams (no more than four exams, with at least one being a language exam)
- Thesis or two research papers

Some MA students apply for NELC’s PhD program. However, admission to the MA program or successful completion of the MA does not provide a guarantee of admission to the PhD program.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Near Eastern Languages and Civilizations: Mesopotamian Civilization, PhD

NELC’s PhD program in Mesopotamian Civilizations offers advanced study of the languages and philology of ancient Mesopotamia as well as the history and archaeology of that region in its Near Eastern context.

Students in the Mesopotamian Civilization program may specialize in either Archaeology and Art History or History, Language and Literature, but all students are expected to command a primary and secondary ancient language, as well as the general history and culture of the region. The specific distribution of courses varies by specialization. Students are expected to work out the broad outlines of their programs in consultation with their faculty advisor when they begin their studies.

View the department’s PhD general procedures (https://www.sas.upenn.edu/nelc/grad_programs/phdProcedures.html).

For more information: https://www.sas.upenn.edu/nelc/grad_programs/grad_programs.html

View the University’s Academic Requirements for PhD Degrees (p. 1939).

Curriculum

A total of 20 course units are required for graduation.
Primary Field
- Specialization in History, Language, and Literature
  - Languages
  - History
  - Art and archaeology
- Specialization in Archaeology and Art History
  - Languages and Literatures
  - History
  - Archaeology and Art History

Other Program Milestones
In addition to the above-described required coursework, PhD students are responsible for two (2) European language reading exams, candidacy exams, and qualifying exams before preparing a dissertation proposal.

Secondary Field
Students concentrating in other NELC programs such as Biblical Studies or Egyptology may acquire secondary field competence in Mesopotamian Civilization with six courses. The distribution of the courses ought to reflect the student’s focus on history, language and literature or archaeology. Students in history, language and literature must take at least two art or archaeology courses and students in archaeology and art history must complete at least one introductory language sequence.

Sample Plan of Study
Students in the PhD program are required to take 20 course units. The coursework component is normally three years in length, but with the potential for transfer credit for other graduate courses within the field. Students entering the PhD program will be assigned a faculty advisor who will supervise the student’s program until the Candidacy Examinations in the 4th year of study have been completed.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Semester 1</td>
<td>Select 4 courses</td>
</tr>
<tr>
<td>Year 1</td>
<td>Semester 2</td>
<td>Select 4 courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>First modern language exam by Semester 3</td>
</tr>
<tr>
<td>Year 2</td>
<td>Semester 3</td>
<td>Select 3 courses</td>
</tr>
<tr>
<td></td>
<td>Teaching Assistantship</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>Semester 4</td>
<td>Select 3 courses</td>
</tr>
<tr>
<td></td>
<td>Teaching Assistantship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Completion of AM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Qualifying Examinations at end of Semester 3 or early in Semester 4</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>Semester 5</td>
<td>Select 3 courses</td>
</tr>
<tr>
<td></td>
<td>Teaching Assistantship</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>Semester 6</td>
<td>Select 3 courses (including NELC 999)</td>
</tr>
<tr>
<td></td>
<td>Teaching Assistantship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preparation for Candidacy Examinations</td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td>Semester 7</td>
<td>Candidacy Examinations</td>
</tr>
<tr>
<td>Year 4</td>
<td>Semester 8</td>
<td>Dissertation Research and Writing</td>
</tr>
<tr>
<td>Year 5</td>
<td>Semester 9</td>
<td>Dissertation Research and Writing</td>
</tr>
<tr>
<td>Year 5</td>
<td>Semester 10</td>
<td>Dissertation Research and Writing</td>
</tr>
</tbody>
</table>

Near Eastern Languages and Civilizations: Middle Eastern Literatures & Societies, MA
In addition to the MA degree awarded within the PhD program, NELC offers an independent (terminal) MA degree in Middle Eastern Literatures and Societies. NELC’s graduate program in Middle Eastern Literatures and Societies offers advanced study of the languages, literatures, and societies of the Near and Middle East, including aspects of Islamic civilization, in modern and pre-modern settings.

Students admitted to the MA program are assigned a faculty advisor to guide their studies. Courses, selected in consultation with the advisor, will normally be completed in three semesters. All students, regardless of their concentration, must master at least one of the languages in which the primary sources of NELC’s subfields are written. Standards vary by subfield.

For more information: http://www.sas.upenn.edu/nelc/grad_programs/maProcedures.html

Curriculum
A minimum of 12 course units are required for graduation.
- Coursework
- Reading proficiency examination in one modern language of scholarly research
- MA Final Exams (three)
  - One exam on mastery of a language in which primary sources are written
  - Two exams selected from two of the following three groups:
    - Group 1: Pre-modern Arabic or Persian Literature and Modern Arabic or Persian Literature
Near Eastern Languages and Civilizations: Middle Eastern Literatures & Societies, PhD

NELC’s PhD program in Middle Eastern Literatures and Societies offers advanced study of the languages, literatures and societies of Islamic civilizations, and also Islamic history and thought in their Near Eastern context, in modern and pre-modern settings.

Students in the Middle Eastern Literatures and Societies program are expected to command Arabic or Persian as a primary research language and another (usually Arabic, Persian, Turkish, or Hebrew) as a secondary research language, as well as the general history and culture of the region. The specific distribution of courses varies by a student’s interests and specialization. Students are expected to work out the broad outlines of their programs in consultation with their faculty advisor when they begin their studies.

View the department’s PhD general procedures (https://www.sas.upenn.edu/nelc/grad_programs/phdProcedures.html).

For more information: https://www.sas.upenn.edu/nelc/grad_programs/grad_programs.html

A total of 20 course units is required for graduation.

Coursework

- Four courses in Arabic or Persian language beyond the Advanced Intermediate level
- Two course units in the secondary research language
- Four courses in Islamics (history & religion)
- Two courses in Arabic or Persian literature
- Three courses in Arabic or Persian literature and Islamics (history or thought) at the 600 level or above
- Two course units at the second-year/Intermediate level in the minor language
- Three elective courses to be chosen in conjunction with the major advisor

Other Program Milestones

In addition to the above-described required coursework, PhD students are responsible for two (2) European language reading exams, candidacy exams, and qualifying exams before preparing a dissertation proposal.

Secondary Field in Middle Eastern Literatures and Societies

PhD students from other programs who wish to take a secondary field in Middle Eastern Literatures and Societies must demonstrate a thorough knowledge of modern standard Arabic or modern Persian equivalent to proficiency at the Advanced Intermediate level.

During Candidacy Exams, students taking a secondary field will be examined in two subjects:

1. Arabic or Persian language and literature (history and criticism, based on sources in European languages)
2. Islamics: the history of the Middle East in the Islamic era, and the institutions of Islam

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Philosophy, PhD

The Penn Philosophy Department has a long and distinguished history. Philosophy has been taught at the University since 1755, and Penn was among the first universities in the country to offer the PhD degree in Philosophy, in 1882. The Department has always prized breadth, and its members are prepared to supervise advanced research in metaphysics and epistemology, philosophy of mind, philosophy of science, logic, philosophy of language, ethics, social and political philosophy, philosophy of law, and the history of philosophy.

The Ph.D. program includes course work, a teaching requirement, a preliminary examination, and the preparation and defense of a dissertation. Required coursework includes two courses in contemporary epistemology and metaphysics (including philosophy of science, mind, language, and mathematics); two courses in value theory (ethics, political or legal philosophy, aesthetics); three courses in history of philosophy, and a logic requirement.

For more information: http://philosophy.sas.upenn.edu/graduate

View the University’s Academic Requirements for PhD Degrees (p. 1939).

Required Courses

The total course units required for graduation is 20.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 600</td>
<td>Philosophy Proseminar</td>
<td>1</td>
</tr>
<tr>
<td>PHIL 505</td>
<td>Formal Logic I (or satisfied by examination)</td>
<td>1</td>
</tr>
<tr>
<td>or PHIL 506</td>
<td>Formal Logic II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History of Philosophy Requirement</td>
<td></td>
</tr>
<tr>
<td>Select three courses</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Value Theory</td>
<td></td>
</tr>
<tr>
<td>Select two courses</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>
Contemporary Metaphysics & Epistemology
Select two courses

Other Philosophy or Approved Courses
Select four courses 2

Teaching Practicum
Four semesters

Dissertation Workshop
PHIL 700   Dissertation Workshop   1

Preliminary Examination
PHIL 999   Independent Study   1

1  Must include one course in ancient and one course in early modern through Kant.
2  One course unit must be a regularly offered Philosophy course.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Physics and Astronomy, PhD

The University of Pennsylvania Department of Physics and Astronomy is a world-leading institution that generally is regarded as among the very best places for graduate students to obtain a PhD. Graduate students at Penn combine a short term of coursework with independent, original research that forms the basis of their dissertation and typically their first publications. A rich program of seminars and colloquia by invited speakers from across the world supplements what students learn in classes and during their research activities.

Primary research areas include outstanding theoretical and experimental work in both hard and soft condensed matter physics, often done in conjunction with other schools and departments at Penn, with some laboratories located in Penn’s Singh Center for Nanotechnology and the Laboratory for Research into the Structure of Matter. Biophysics at Penn is also divided amongst advanced theoretical work and hands-on laboratory work, and encompasses both complex networking theories and some of the exotic optics of biological systems.

Our Astrophysics and Cosmology groups explore the structure and evolution of the Universe, perform searches for exoplanets, and study galaxy formation. Efforts in cosmology include theoretical models for the acceleration of the Universe and the properties of dark matter, observations of the structure of the Universe and studies of dark matter using gravitational lensing with the Dark Energy Survey and eventually the Large-aperture Synoptic Survey Telescope, and studies of the cosmic microwave background with telescopes in places like the Chilean Andes and the South Pole. Our effort in nuclear and particle physics also spans both fundamental theoretical work such as string theory, as well as experimental work at the Large Hadron Collider at CERN and various neutrino experiments across the world. Collider efforts include studies of the recently-discovered Higgs boson as well as searches for supersymmetry, and our neutrino work includes searches for Majorana neutrinos and CP violation in neutrino oscillations.

Our experimental nuclear and particle physics effort makes extensive use of Penn’s world-class instrumentation group, giving students the ability to explore creative new ideas in both hardware and in their data analysis work.

For more information: http://www.physics.upenn.edu/graduate/

View the University’s Academic Requirements for PhD Degrees (p. 1939).

Required Courses

The total course units required for graduation is 20.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 500</td>
<td>Mathematical Methods of Physics</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 516</td>
<td>Electromagnetic Phenomena</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 531</td>
<td>Quantum Mechanics I</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 532</td>
<td>Quantum Mechanics II</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 611</td>
<td>Statistical Mechanics</td>
<td>1</td>
</tr>
</tbody>
</table>

Electives

Select an additional 15 course units 1

Total Course Units 20

1 One course must be outside the student’s field of specialization. Up to 11 course units can come from independent research or reading courses.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Political Science, PhD

The Graduate Program in Political Science at the University of Pennsylvania reflects the methodological diversity of the discipline. The department has significant strengths in each of the four major subfields in the discipline: American Politics, Comparative Politics, International Relations, and Political Theory.

Courses in each of the four substantive fields clarify important intellectual and conceptual issues and help students learn how to formulate an original research project. Courses in both quantitative and qualitative research methods provide students with cutting-edge tools they can use to conduct their research.

The Ph.D. program includes course work, a teaching requirement, a second-year paper, a preliminary examination, and the preparation and defense of a dissertation. Candidates completing the Ph.D. degree typically pursue careers in academia, government service, and the private sector.

For more information: http://www.sas.upenn.edu/polisci/content/graduate-program (http://www.sas.upenn.edu/polisci/content/graduate-program/)

View the University’s Academic Requirements for PhD Degrees (p. 1939).
Required Courses
A total of 15 course units are required for graduation.

Research Skills Requirement
- PSIC 692 Advanced Statistical Analysis or a comparable course with the approval of the graduate group chairperson

Two Exam Fields
- Students must select 2 exam fields from among the 4 major subfields of the discipline (American Politics, Comparative Politics, International Relations, and Political Theory). They must take at least 3 classes in each of those fields prior to their qualifying exam.

Third Thematic Field
- All students must complete a third field by taking three classes around a unifying substantive theme.

Students may select the remaining 5 courses in consultation with their advisor and/or the graduate group chairperson.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Psychology, PhD
Graduate study in Psychology at Penn emphasizes scholarship and research accomplishment. The first-year program is divided between courses that introduce various areas of psychology and a focused research experience. A deep involvement in research continues throughout the graduate program, and is supplemented by participation in seminars, teaching, and general intellectual give-and-take. Students are admitted into the graduate program as a whole, not into specific subfields. Students and faculty are free to define their fields of interest. A high level of interaction between students and faculty helps generate both a shared set of interests in the theoretical, historical, and philosophical foundations of psychology and active collaboration in research projects.

The Graduate Group in Psychology is highly distinguished and represents a broad range of work in psychology and includes an APA-approved clinical program. Two regular faculty and two emeritus professors are members of the National Academy of Sciences, and three regular faculty are Fellows of the American Academy of Arts and Sciences. The Department also includes past presidents of the American Psychological Association, the Society for Judgment and Decision Making, and of the Linguistics Society of America.

Many other faculty, graduate students, and former students have received national awards for excellence in research and teaching. We have strong connections with other disciplines at the University. Our members play pivotal roles in two of the most important interdisciplinary areas on campus, the cognitive sciences and the neurosciences, both of which have been fostered by the Department as a matter of policy.

For more information: http://psychology.sas.upenn.edu/graduate

View the University's Academic Requirements for PhD Degrees (p. 1939).

Required Courses
A total of 20 course units are required for graduation.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 699</td>
<td>Individual Research for First-Year Graduate Students</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 698</td>
<td>Laboratory Rotation</td>
<td></td>
</tr>
<tr>
<td>Proseminar Requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select three course units</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Statistics Requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 611</td>
<td>Applied Regression and Analysis of Variance (or Equivalent)</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one course unit</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Year 2 and Beyond

| Proseminar Requirement |
| Statistics Requirement |
| Advanced Statistics Course | 1 |
| Electives |
| PSYC 999 | Individual Study and Research (or select 11 course units) | 11 |

Total Course Units: 20

1 By the end of Year 2, you must have taken one in each of the following areas: The Mind, The Brain, The Individual & The Group.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Clinical Program Requirements
The clinical training program, nested in the Department, is intended to prepare students for research/academic careers in Clinical Psychology, Psychopathology, or Personality. Clinical training (in assessment, diagnosis and psychotherapy) is seen as an integral part of the education of highly qualified, creative clinical scientists. Nevertheless, the principal goal of Penn clinical students is to become expert psychologists, not simply expert clinicians, and the program is designed to support that goal. Our program is a member of the Academy of Psychological Clinical Science, a coalition of doctoral training programs that emphasize the scientific basis of clinical psychology and is accredited by the Psychological Clinical Science Accreditation System. Our membership in the Academy indicates our commitment to empirical research as the basis of theory, assessment, and intervention, and our PCSAS accreditation attests to our success in training clinical students. The program is also accredited by the American Psychological Association.

For more clinical information: http://psychology.sas.upenn.edu/training-programs/clinical-training-program/.
Graduate students in Religious Studies have the benefit of a wealth of resources unrivalled by any major research university. In addition to possessing one of the best research libraries in the world, Penn is also home to the University of Pennsylvania Museum of Archaeology and Anthropology, the oldest institution of its kind in the United States. Within the city of Pennsylvania, research centers include The Library Company of Philadelphia an independent research library specializing in American history and culture from the 17th through the 19th centuries.

For more information: [http://www.sas.upenn.edu/religious_studies/graduate](http://www.sas.upenn.edu/religious_studies/graduate/)

View the University’s Academic Requirements for PhD Degrees (p. 1939).

## Required Courses

A total of 20 course units are required for graduation. A minimum of 12 course units must be taken at the University of Pennsylvania.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Methodology Requirement</td>
<td></td>
</tr>
<tr>
<td>RELS 500</td>
<td>Theory and Method in the Study of Religion (or equivalent)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Diversity Requirement</td>
<td></td>
</tr>
<tr>
<td>Select two course units</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Area Specialization</td>
<td></td>
</tr>
<tr>
<td>Select 16 course units in consultation with the Graduate Chair</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Total Course Units</td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

1. Take at least one 400-level or above course in a tradition other than area of specialty.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

## Romance Languages: French and Francophone Studies, PhD

The University of Pennsylvania’s Graduate Program in French Studies offers a five-year Ph.D. program. All students admitted to the program are awarded full financial support through the University’s Benjamin Franklin Fellowships, including summer funding for the first three years. The overarching goal of the program is to train students for productive scholarship and for effective college or university teaching. We have an outstanding faculty committed to scholarly excellence and we have an impressive record in placing candidates on the job market.

In addition to our faculty having interest in a broad range of centuries, individual expertise include science studies, popular culture, film noir, fashion, travel writing, poetry, anthropology, gender, postcolonial studies, cultural history, narratology, and history of the book. Students are encouraged to incorporate new critical approaches into their dissertation topics.

Interdisciplinary study is encouraged through participation in the wide range of seminars, lectures, and colloquia sponsored by the various
Graduate Groups and affiliated research institutes and centers at Penn. Students may complement their studies by taking up to four courses outside the French section. Graduate students in French and Francophone Studies may also participate in The Penn Humanities Forum which also provides a venue for doctoral students to interact with colleagues from across the disciplines.

For more information: https://www.sas.upenn.edu/french/graduate

View the University’s Academic Requirements for PhD Degrees (p. 1939).

Requirements

The Ph.D. program in French and Francophone Studies is planned as a five-year sequence. Requirements for the Ph.D. include:

- A total of twenty (20) graduate courses including:
  - FREN 500 Proseminar: Reading for the M.A. Exam will be taken for credit during the spring semester of the student’s first year.
  - ROML 690 Language Teaching and Learning: This course in Applied Linguistics and Language Teaching will be audited in the fall semester of the second year and will be taken for credit during the spring semester of that year after the student has completed one semester of teaching.
  - FREN 850 Field Statement: Followed by preparation of Field Statement in the summer of the 2nd year, students present and discuss their Field Statement in fall of the third year.
  - FREN 851 Dissertation Proposal: The student will register for this course during the spring of the third year, and will complete the Dissertation Proposal/Prospectus during the following fall (7th semester).
  - M.A. Examination— an oral and written examination based on the Master’s Reading List will be given at the conclusion of the spring semester of the student’s first year.
  - Qualifying Evaluation—In order to be admitted to candidacy for the Ph.D. degree, students must successfully pass a qualifying evaluation. At the beginning of the second year, the faculty will evaluate all aspects of the student’s performance during his or her first year in the program.
  - Foreign Language Requirement—a translation exam in one foreign language appropriate to the student’s prospective field of specialization.
  - Ph.D. Examination—the Ph.D. exam consists of an oral and written part and will be taken in May of the third year (or the 6th semester), upon the completion of course work.
  - Field Statement—during summer after second year, student will work with their advisor to prepare a Field Statement on their prospective areas of specialization to be presented in the fall semester of the third year.
  - Dissertation Proposal—Students will begin work for an eventual dissertation topic to be completed during the summer after the student’s third year.

- Dissertation Defense—a public, oral presentation of the dissertation will take place during the semester in which the student will graduate.

1 Students who enter the program with previous graduate work may be eligible to transfer some credits toward the Ph.D.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Sample Plan of Study

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 - Educational Fellow (No teaching assignments)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>4 Courses</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>4 courses (including FREN 500)</td>
<td></td>
</tr>
<tr>
<td>M.A. Exam in May</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2 - Teaching/Research Fellow (Two teaching assignments)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>3 courses and ROML 690 (Audit)</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>3 courses (including ROML 690 for credit)</td>
<td></td>
</tr>
<tr>
<td>Beginner preparation for field statement during summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3 - Teaching/ Research Fellow (Two teaching assignments)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FALL</td>
<td>3 courses (including FREN 850)</td>
<td></td>
</tr>
<tr>
<td>SPRING</td>
<td>3 courses (including FREN 851)</td>
<td></td>
</tr>
<tr>
<td>Ph.D. Exam in May</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation for dissertation proposal review in October of the fourth year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>YEARS 4 &amp; 5 - Educational Fellow (No teaching assignments)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>During these two years, which should be devoted to dissertation research and writing, the student will be registered as ‘ABD’ under course number 995. A written calendar for completion of the thesis work over this two-year period is to be sketched out by the student under the direction of advisor/committee, updated periodically, and kept on file for progress reviews.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation Completion and Defense by spring of Year 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Romance Languages: Hispanic Studies, PhD

The Graduate Program in Hispanic Studies, a five-year Ph.D. program within the Department of Romance Languages, offers a rigorous professional formation in academic research, writing, and pedagogy. The program prepares students in a range of critical and methodological approaches to the study of literature, culture, and theory in Spain and
Latin America. Students may complement their areas of specialization with course work in a second Romance language or in other disciplines such as Comparative Literature, English, History, and Philosophy.

Interdisciplinary study is also invited through participation in the many lectures and colloquia sponsored by the various Graduate Groups and affiliated research institutes and centers at Penn. All graduate students teach undergraduate courses in Spanish language and Hispanic culture, for which they attend extensive teacher training seminars and workshops. Faculty members are committed to enhancing graduate students’ preparation for professional life through annual seminars on professional concerns and through comprehensive job placement support. The Department of Romance Languages publishes The Hispanic Review, and graduate students in Hispanic Studies may serve as editorial assistants to the journal.

For more information: https://www.sas.upenn.edu/hispanic-portuguese-studies/graduate

View the University’s Academic Requirements for PhD Degrees (p. 1939).

Requirements

The Ph.D. program in Spanish is planned as a five-year sequence. Requirements for the Ph.D. include:

- A total of twenty (20) graduate courses, including:
  - A course in Literary Theory
  - SPAN 606 Pedagogy Across the Spanish Curriculum
  - SPAN 800 Field Exam (Comprehensive Exam preparation)

- A Qualifying Evaluation—In order to be admitted to candidacy for the Ph.D. degree, students must pass successfully a qualifying evaluation. At the beginning of a student’s second year, the faculty will evaluate all aspects of the student’s performance during his or her first year in the program.

- Foreign Language Requirements—translation exams in two (2) foreign languages appropriate to the student’s prospective field of specialization.

- Comprehensive Exams—an oral exam in the fall of the third year and a written exam in the spring semester of the third year.

- Dissertation Proposal—following successful fulfillment of the Ph.D. Comprehensive Examinations, the candidate will shape a dissertation project and writing schedule by September 15th of their fourth year.

- Dissertation—the presentation of a dissertation is the final requirement for the Ph.D.

Dissertation Defense—a public, oral presentation of the dissertation will take place during the semester in which the student will graduate.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
encouraged through participation in the wide range of seminars, lectures, and colloquia sponsored by the various Graduate Groups and affiliated research institutes and centers at Penn, including the Center for Italian Studies, and at the many cultural institutions in the Philadelphia area.

Great resources are available to the graduate students in Italian, including the world-renowned Kislak Center for Special Collections, Rare Books and Manuscripts. The Program in Italian Studies collaborates actively with the Kislak Center to provide students with hands on experience with rare material in conjunction with classes, talks, conferences, and book exhibits. Additionally, individual dissertation research abroad is encouraged and summer research funding is available competitively through the Salvatori Fund or other sources.

Finally, the Center for Italian Studies coordinates scholarly activities among faculty and students across the humanities, organizing research groups, visiting lectures, film screenings and major academic conferences.

For more information: http://www.sas.upenn.edu/italians/graduate/

View the University’s Academic Requirements for PhD Degrees (p. 1939).

Requirements

The Ph.D. program in Italian is planned as a five-year sequence. Requirements for the Ph.D. include:

- A total of seventeen (17) graduate courses to be distributed as follows:
  - A Literary Theory course (usually in the first or second year)
  - ITAL 691 Italian Teaching & Learning (Italian Teaching & Learning and Second Language Development [SLD]) in the spring semester of the second year
  - A minimum of 12 electives in Italian (including independent studies)
  - Up to 3 courses outside Italian in another field pertinent to the student’s area of specialization.

- A Qualifying Evaluation—in order to be admitted to candidacy for the Ph.D. degree, students must pass successfully a qualifying evaluation. At the beginning of a student’s second year, the faculty will evaluate all aspects of the student’s performance during his or her first year in the program.

- Foreign Language Requirement—a translation exam in two foreign languages appropriate to the student’s prospective field of specialization.

- Ph.D. Examination—A three-part written examination and an oral exam taken at the beginning of the third year.

- Dissertation Proposal—following successful fulfillment of the Ph.D. Examination, the candidate will shape a dissertation project and writing schedule.

- Dissertation—the presentation of a dissertation is the final requirement for the Ph.D.
  - Dissertation Defense—a public, oral presentation of the dissertation will take place during the semester in which the student will graduate.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Sample Plan of Study

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1- Educational Fellow</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Semester</strong></td>
<td>4 courses</td>
<td></td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td>4 courses</td>
<td></td>
</tr>
<tr>
<td>Foreign Language Requirement 1 Satisfied</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 2- Teaching/Research Fellow</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Semester</strong></td>
<td>3 courses (including a Literary Theory course)</td>
<td></td>
</tr>
<tr>
<td>Qualifying Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td>3 courses (including ITAL 691)</td>
<td></td>
</tr>
<tr>
<td><strong>Year 3- Teaching/Research Fellow</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Semester</strong></td>
<td>3 courses</td>
<td></td>
</tr>
<tr>
<td>PhD Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td>Both Foreign Language Requirements Satisfied; Courses Completed</td>
<td></td>
</tr>
<tr>
<td>Dissertation Proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 4- Educational Fellow</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation Research and Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 5- Educational Fellow</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation Writing and Completion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation Defense</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Sociology, PhD

Graduate work at the University of Pennsylvania is conducted through graduate groups formed according to different areas of study. These groups administer programs leading to the AM and PhD degrees. Those seeking a graduate degree in Sociology should apply to the Graduate Group in Sociology. Sociology students earn their MA on the way to the PhD. There is no terminal Master’s degree program.

It is possible to earn a joint Ph.D. in Sociology and another discipline by being admitted to and satisfying the requirements of two Ph.D. programs and writing a single dissertation. Currently, students are enrolled in joint degrees with Demography, Education, Communications, and Africana Studies. Students seeking a joint Ph.D. combining Sociology with another program must be admitted in that program (as well as Sociology); admittance to the second program may occur after admission to the Sociology program.

For more information: http://sociology.sas.upenn.edu/graduate_resources (http://sociology.sas.upenn.edu/graduate_resources/)
South Asia Regional Studies, MA

South Asia Studies is an interdisciplinary field focusing on the history, languages, society, literature, and art from India, Pakistan, Bangladesh, Nepal, Sri Lanka, Afghanistan, and Bhutan. America's oldest and most distinguished South Asia program, faculty work in multiple disciplines and offer study in nearly 15 South Asian languages.

The Department of South Asia Studies (SAST) offers PhD and MA degrees, attracting exceptional students from around the world. Candidates for the MA develop a broad knowledge of disciplines relevant to the study of South Asia and competency in a South Asian language at an Intermediate-High level equivalent to a minimum of two years of study.

If students elect to write a Master's Thesis they must produce a piece of original research that includes sources in a South Asian language.

For more information: http://www.southasia.upenn.edu/

View the University's Academic Requirements for Research Master's Programs (p. 1944).

### Required Courses

A minimum of 12 course units are required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements</td>
<td>Select 10 disciplinary courses ¹</td>
<td>10</td>
</tr>
<tr>
<td>Primary Language Requirement</td>
<td>Select 2 intermediate level or higher courses in a South Asian language ²</td>
<td>2</td>
</tr>
<tr>
<td>Total Course Units</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

¹ At least six content courses (not including language courses and independent studies) must be taken with six different Standing Faculty of the South Asia Studies department.

² Candidates who demonstrate Advanced knowledge of a South Asian language may be excused from taking additional language courses. The course units may then be reallocated to electives. In no case will exemption from further language study result in a reduction of the total number of 12 course units required for the degree.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### South Asia Regional Studies, PhD

South Asia Studies is an interdisciplinary field focusing on the history, languages, society, literature, and art from India, Pakistan, Bangladesh, Nepal, Sri Lanka, Afghanistan, and Bhutan. America's oldest and most distinguished South Asia program, faculty work in multiple disciplines and offer study in nearly 15 South Asian languages.

The Department of South Asia Studies (SAST) offers PhD and MA degrees, attracting exceptional students from around the world. Candidates for the PhD develop a deep familiarity with the history, methodology, and practice of a chosen discipline relevant to the study...
of South Asia, and a broad knowledge of allied disciplines. Additionally, our PhD candidates will show a demonstrable proficiency in at least two relevant research languages as detailed in the department requirements.

In addition to the completion of coursework and language requirements, PhD candidates are expected to act as Teaching Assistants and/or teach their own classes. PhD candidates, through the course of their time in the department, are expected to make two presentations to the South Asia Colloquium and to successfully pass their Qualifying and Candidacy Exams.

For more information: http://www.southasia.upenn.edu

View the University’s Academic Requirements for PhD Degrees (p. 1939).

**Curriculum**

A minimum of 20 course units are required at the 400 level or above. A minimum of 12 course units must be taken at the University of Pennsylvania.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disciplinary/content courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 10 course units (including at least 6 content courses taught by 6 different SAST standing faculty)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Advanced Language Requirement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 4 advanced-level courses in a language of concentration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intermediate Language Requirement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 2 intermediate-level courses in a research language</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 3 course units</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dissertation Proposal Preparation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>At least six content courses (not including language courses and independent studies) must be taken with six different Standing Faculty of the South Asia Studies department in the first two years.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Candidates who demonstrate advanced knowledge in their language of concentration and/or advanced knowledge of a second research language may be excused from part of these requirements.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Candidates who satisfy language requirements at the South Asia Summer Language Institute or other summer courses, or in advanced language programs abroad may likewise be excused from taking additional language courses. Any CUs not required for language study may be reallocated to electives. The exemption from further language study does not result in a reduction of the total number of 20 CUs required for the degree.</td>
<td></td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Sample Plan of Study**

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Complete at least one language requirement</td>
</tr>
<tr>
<td></td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>Select 4 courses</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>Select 4 courses</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
</tr>
<tr>
<td></td>
<td>Language study (depending on prior language competencies)</td>
</tr>
<tr>
<td>2</td>
<td>Complete remaining language requirements</td>
</tr>
<tr>
<td></td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>Select 3 courses</td>
</tr>
<tr>
<td></td>
<td>Teaching Assistantship</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>Select 3 courses</td>
</tr>
<tr>
<td></td>
<td>Teaching Assistantship</td>
</tr>
<tr>
<td></td>
<td>Dissertation proposal writing and grant writing</td>
</tr>
<tr>
<td></td>
<td>PhD Qualifying Exam (Pre-Prospectus research paper)</td>
</tr>
<tr>
<td></td>
<td>Application for PhD Candidacy</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
</tr>
<tr>
<td></td>
<td>Preliminary PhD research</td>
</tr>
<tr>
<td></td>
<td>Language study (if necessary)</td>
</tr>
<tr>
<td></td>
<td>First PhD research grant applications are due</td>
</tr>
<tr>
<td>3</td>
<td>*Optional one-year abroad language study as needed</td>
</tr>
<tr>
<td></td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>Select 3 courses</td>
</tr>
<tr>
<td></td>
<td>Teaching Assistantship</td>
</tr>
<tr>
<td></td>
<td>Complete PhD research grant applications</td>
</tr>
<tr>
<td></td>
<td>Bibliography preparation for PhD Candidacy Exams</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>Select 3 courses</td>
</tr>
<tr>
<td></td>
<td>Teaching Assistantship</td>
</tr>
<tr>
<td></td>
<td>Reading for PhD Oral Candidacy Exams and Prospectus defense</td>
</tr>
<tr>
<td></td>
<td>PhD Candidacy Exams</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
</tr>
<tr>
<td></td>
<td>Years 4 and Beyond</td>
</tr>
<tr>
<td></td>
<td>Dissertation research and writing</td>
</tr>
</tbody>
</table>

1 May register for Exam Prep in lieu of one course.

**Graduate Division of Arts and Sciences**

Graduate education at Penn has a long and distinguished history, beginning with Penn’s first Ph.D. program in 1870. The origins of graduate education in the School of Arts and Sciences can be traced to the
establishment of the graduate faculty in 1881 and the awarding of the first Ph.D. in 1889.

Today the Graduate Division of Arts and Sciences is one of nine graduate schools. This SAS Graduate Division, along with the Undergraduate College (http://www.college.upenn.edu/) and the Division of Professional and Liberal Education (https://www.sas.upenn.edu/degrees-and-programs/lifelong-learning/), comprise the School of Arts and Sciences (https://www.sas.upenn.edu/), the largest of the University's twelve schools (http://www.upenn.edu/programs/).

The Graduate Division of the School of Arts and Sciences currently includes over thirty graduate groups and offers the degrees of Master of Arts (A.M.), Master of Science (M.S), Master of Philosophy (M.Phil.), and Doctor of Philosophy (Ph.D.). The Office of the Graduate Division, located at 3401 Walnut Street, Suite 322A, is the administrative unit which oversees such matters as admissions, records, funding.

The Graduate Division also oversees degree and graduation for all Ph.D. and Master's students in the nine research-degree granting schools at the University.

Contact procedures:

- Students should contact the Office of the Graduate Division of Arts and Sciences (https://www.sas.upenn.edu/graduate-division/contact/) directly to submit applications for admission to one of the graduate programs, to turn in dissertations and Master's theses, and to make arrangements for the graduation ceremony.

- Graduate groups (https://www.sas.upenn.edu/graduate-division/programs/graduate-groups/) are the best initial contact not only for information about program content, but also for assistance with problems related to funding, grades, fulfillment of degree requirements, leaves, and transfers.

- If the event of an academic grievance, The Academic Grievance policy (https://www.sas.upenn.edu/graduate-division/resources/academic-grievance-procedure/) describes the procedures in place for currently enrolled students and former students within 3 years after leaving the University.

- Students are directed to the Office of Student Financial Services (http://www.sfs.upenn.edu/) for information on loans and to pay late fees, microfilm and copyright fees for the dissertation.

Our goal is to train future scholars, teachers, thinkers and social leaders, through the rigors of graduate education. Our doctoral programs aim at developing lifelong skills in pedagogy, critical and analytical thinking, from the humanities, social sciences and natural sciences.

Interdisciplinary nature of our programs encourages our students to engage in a flexible array of coursework and mentorship within the School of Arts and Sciences and in other schools at the university. Our students enjoy the flexibility of pursuing dual and joint degrees in SAS and across schools.

This is a part of our investment in excellence through diversity not only in scholarship but also through cultural, social and political experiences at the university.

The University of Pennsylvania Graduate Division of Arts and Sciences in partnership with the Biomedical Graduate Studies participates in the Leadership Alliance Summer Research Early Identification Program (SR–EIP). The Leadership Alliance is an academic consortium of 32 institutions of higher learning, including leading research and teaching college and universities. The mission of the Leadership Alliance is to develop underrepresented students into outstanding leaders and role models in academia, business and the public sector.

This program offers undergraduates interested in pursuing a Ph.D the opportunity to work for eight to ten weeks under the guidance of a faculty or research mentor at participating Alliance institutions. The SR–EIP is principally designed to encourage students from groups traditionally underrepresented in the social sciences and humanities including students who identify as African Americans, Hispanic Americans, Native Americans (including Alaska Natives) and US Pacific Islanders, to consider research careers in the academic, public, or private sectors.

For more information, visit https://www.sas.upenn.edu/graduate-division/programs/summer-research-early-identification-program (https://www.sas.upenn.edu/graduate-division/programs/summer-research-early-identification-program/).

The Graduate Division of Arts and Sciences has three different courses available to dissertation students while studying abroad or participating in an internship. These GAS courses allow the student to remain registered during the research and writing stages of the dissertation. A student conducting dissertation research abroad in a given semester is eligible to register for Dissertation Research Abroad status. Students who must complete an internship as a part of their degree requirement or those awarded the opportunity to conduct research through specific programs to further their research interest may request to register for GAS 993 or GAS 994.

The Graduate Division of Arts and Sciences covers the tuition for students registered for GAS 996, GAS 993 or GAS 994 in years 2 through 8 of the Ph.D. program. Students are responsible for the reduced general fee while registered for any of the SAS courses listed below regardless of their year in the program.

- GAS 996 Dissertation Abroad Status
- GAS 993 Academic Internship
- GAS 994 Clinical Psychology

Students may not be enrolled in GAS registration in the term in which they file for a degree (alternate master’s or Ph.D.). That is, students must be in enrolled in courses or regular dissertation registration in the term in which a degree is earned. Students in the Graduate Division of Arts and Sciences can register for a maximum of 4 semesters of Dissertation Research Abroad (GAS 996), External Internship (GAS 993) and Clinical Internship (GAS 994) over the course of their PhD career in GAS. Tuition will not be charged, but the General Fee will be billed at the reduced rate. The General Fee cannot be waived for any reason. Students are responsible for the reduced general fee and health insurance. The health insurance may be waived, but it is the student’s responsibility to initiate the request and follow through with Student Health.

**Liberal and Professional Studies**

The College of Liberal and Professional Studies (LPS) is the home of lifelong learning at the University of Pennsylvania. Housed within the School of Arts and Sciences, offering high school, undergraduate, post-baccalaureate, graduate, summer and online studies as well as customizable professional training with courses that span across disciplines.

LPS students—engaged, curious and driven—come to Penn from all over the world with diverse academic and professional backgrounds. Whether to learn English while immersed in an Ivy League institution, join the
global classroom in a MOOC, spend summer abroad or start a new career, LPS offers the very best opportunities.

No matter where a person is in life, or in the world—preparing for college, living overseas, working full-time, active in the military or studying on-campus—the College of Liberal and Professional Studies opens the Ivy League experience.

The eight professional master’s programs at LPS unite rigorous academics, hands-on practice, and individualized advising and support at one of the world’s top research universities. LPS focuses on career aspirations and connects students with the knowledge, experience and networks needed to make them those aspirations a reality.

For more information: https://www.sas.upenn.edu/lps/graduate (https://www.sas.upenn.edu/lps/graduate/)

**Graduate Programs**
- Applied Geosciences, MSAG (https://catalog.upenn.edu/graduate/programs/applied-geosciences-msag/)
- Applied Positive Psychology, MAPP (p. 418)
- Behavioral and Decision Sciences, MBDS (p. 419)
- Chemical Sciences, MCS (p. 420)
- Environmental Studies, MES (p. 421)
- Government Administration (Exec), MPA (p. 422)
- Government Administration (FT), MPA (p. 422)
- Individualized, MPhil (p. 423)
- International, MPA (p. 423)
- Liberal Arts Individualized, MLA (p. 424)
- Organizational Dynamics, MPhil (p. 425)
- Organizational Dynamics, MSOD (p. 425)

**Certificates**
- Nonprofit Administration, Certificate (p. 426)
- Politics, Certificate (p. 427)
- Public Finance, Certificate (p. 427)
- Social, Cognitive, & Affective Neuroscience, Certificate (p. 428)

**Mission**
Through programming and community, the College of Liberal and Professional Studies proudly embodies the University of Pennsylvania’s mission to encourage lifelong learning relevant to a changing global society.

Wherever a person is in life, or in the world, the College of Liberal and Professional Studies (LPS) offers ambitious students—from veterans and international scholars to high school students and working professionals—an opportunity to take full advantage of the Ivy League. Renowned professors, global alumni network and state-of-the-art facilities guarantee an academic experience that can jumpstart a career, prepare for post-graduate studies or help achieve goals. At LPS, the power of Penn belongs to the student to create.

**Applied Geosciences, MSAG**
This program provides both theoretical and technical expertise in geochemistry, geophysics, hydrogeology and engineering geology and includes essential project management skills, necessary for leadership in environmental remediation and pollution prevention. The program also facilitates preparation for professional licensure. This degree prepares students to take on a range of pressing environmental problems including approaches to mitigating soil and water contamination, solving waste disposal challenges and responding to human-induced natural disasters such as landslides and floods.

For more information: https://www.sas.upenn.edu/lps/graduate/msag/curriculum (https://www.sas.upenn.edu/lps/graduate/msag/curriculum/)

**Curriculum**
The Master of Science in Applied Geosciences (MSAG) degree is structured to give students a well-rounded grounding in applied scientific knowledge, as well as project management and leadership skills necessary to effectively put that knowledge into action in the field. To that end, the curriculum is structured with a combination of foundation courses and concentration electives, which allow students to focus on topics best suited to their interests and goals.

The MSAG requires the completion of 12 course units (CU) as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DYNM 619</td>
<td>Organizational Project Management</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 620</td>
<td>Applied and Environmental Geophysics</td>
<td></td>
</tr>
<tr>
<td>GEOL 653</td>
<td>Introduction to Hydrology</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 699</td>
<td>Project Design</td>
<td>1</td>
</tr>
</tbody>
</table>

**Foundation Courses**
Select five course units of foundation courses:

- Geochemistry Foundation Area
  - GEOL 418 | Geochemistry                              |
  - GEOL 421 | Biogeochemistry                            |
  - GEOL 528 | Aqueous Geochemistry                      |
  - GEOL 618 | Fundamentals of Air Pollution             |

- Engineering Geology Foundation Area
  - GEOL 670 | Engineering Geology: Rock Mechanics       |
  - GEOL 671 | Engineering Geology: Surficial Materials & Processes |

- Ground Water Hydrology Foundation Area
  - GEOL 656 | Fate and Transport of Pollutants          |
  - GEOL 661 | Environmental Groundwater Hydrology       |

- Geocomputations Foundation Area
  - ENVS 541 | Modeling Geographical Objects            |
  - ENVS 681 | Modeling Geographical Space              |
  - GEOL 651 | Geocomputations                           |
  - GEOL 658 | Environmental Statistical Analysis        |

- Geomechanics Foundation Area
  - GEOL 654 | Geomechanics: Solids                     |
  - GEOL 668 | Geomechanics: Fluids                     |

**Professional Concentration**
Select three course units of electives in a professional concentration

<table>
<thead>
<tr>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
</table>

**Total Course Units**

11
All students must complete one course from each of the five foundation areas.

**Professional Concentration Courses (3 CU)**
Students choose three elective courses within their area of professional concentration. These concentration courses allow students to acquire the skills and the critical perspective necessary to master an applied geosciences sub discipline, and will help prepare students to pursue the final Project Design.

Students choose from the following concentrations:

- Engineering Geology (https://www.sas.upenn.edu/lps/graduate/msag/curriculum/engineering-geology/)
- Hydrogeology (https://www.sas.upenn.edu/lps/graduate/msag/curriculum/hydrogeology/)
- Environmental Geology (https://www.sas.upenn.edu/lps/graduate/msag/curriculum/environmental-geology/)

**Individualized Professional Concentration Option**
Occasionally a student’s interests do not fit within one of the three Master of Science in Applied Geosciences concentrations. In this case, they may develop an individualized concentration under the supervision of a faculty adviser. The proposed individualized concentration must be approved by the Program Director and the Faculty Committee.

**Project Design Seminar (1 CU)**
The Project Design is the culmination of the Master of Science in Applied Geosciences program, blending academic and professional experiences and serving to emphasize the skills and knowledge developed in the program. Students design a project drawing from their learning in and outside the classroom to demonstrate mastery of their concentration area.

**Certifications and Licensure**
Coursework in the program provides the academic depth needed for licensure as a Professional Geologist (PG) in the Commonwealth of Pennsylvania. In addition, students who complete the degree may shorten their “professional geological work” requirement from five years to four.

The program subsidizes and streamlines certification programs like OSHA’s Hazardous Waste Operations and Emergency Response Standard (HAZWOPER).

**Field Opportunities**
Experiences in the field, such as class trips and site visits, are critical components of the curriculum. Students will have the opportunity to participate in research projects being conducted by members of the Department of Earth & Environmental Science. These projects will provide experience working with geoscience professionals in the field, and will involve training in the use of relevant instrumentation, as well as data collection and analysis techniques.

**Time Frame**
Master of Science in Applied Geosciences students may enroll on either a part-time or a full-time basis. Time to graduation will vary depending on how many classes are taken each semester and whether summer classes are taken. Full-time students can complete the program in two years, taking three or four classes per semester. Part-time students typically complete their work in three years, taking one or two classes per semester. Individuals working full time are advised to take no more than two courses per term.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Applied Positive Psychology, MAPP**
Rapidly becoming one of psychology’s most transformative fields, positive psychology is the scientific study of the strengths that enable humans and organizations to flourish. The Master of Applied Positive Psychology (MAPP) program at the University of Pennsylvania was the first in the world to offer a degree in this rigorous field of study. Dr. Martin E.P. Seligman, founder of the discipline of positive psychology, along with leading researchers and practitioners educate students at the cutting edge of the field. The MAPP curriculum is designed to educate you in the history, theory and research methods of positive psychology, as well as its application in professional settings.

For more information: https://www.sas.upenn.edu/lps/graduate/mapp

**Curriculum**
The program consists of nine courses, completed in one year of full-time study during consecutive fall, spring and summer semesters.

- During the fall semester, you will begin the program with courses that focus on the science, research and theoretical underpinnings of positive psychology, giving students a strong foundation to build on throughout the remainder of the program.
- The spring semester courses offer content to help you learn how to apply positive psychology in various professional settings, including creating a plan for positive interventions in a real organization.
- The capstone project, which is completed during the summer semester, allows you to integrate what you’ve learned throughout the program, and apply it in the professional or research domain most significant to you. It often serves as a stepping stone to the application of positive psychology in a particular professional domain or to further research in a specific area.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAPP 600</td>
<td>Introduction to Positive Psychology</td>
<td>1</td>
</tr>
<tr>
<td>MAPP 601</td>
<td>Assessment and Classification in Positive Psychology</td>
<td>1</td>
</tr>
<tr>
<td>MAPP 602</td>
<td>Positive Interventions</td>
<td>1</td>
</tr>
<tr>
<td>MAPP 603</td>
<td>Special Topics</td>
<td>1</td>
</tr>
<tr>
<td>MAPP 708</td>
<td>Pos. Psych &amp; Individuals</td>
<td>1</td>
</tr>
<tr>
<td>MAPP 710</td>
<td>Hum. &amp; Human Flourishing</td>
<td>1</td>
</tr>
<tr>
<td>MAPP 712</td>
<td>Positive Education</td>
<td>1</td>
</tr>
<tr>
<td>MAPP 714</td>
<td>Positive Int in Inst</td>
<td>1</td>
</tr>
<tr>
<td>MAPP 800</td>
<td>Advanced Positive Interventions</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Course Units**
9

Capstone

The capstone project is a distinguishing feature of the Master of Applied Positive Psychology program, blending academic and professional experiences and serving as the culmination of your work in the program. Through the capstone project, you will explore, in depth, the theories and practical applications you've learned in the program, to advance the field of positive psychology itself. If you are interested in exploring more capstones, you can visit Penn's Scholarly Commons website to browse project abstracts (http://repository.upenn.edu/mapp_capstones/) or download full projects (http://repository.upenn.edu/mapp_capstone/).

The capstone is completed during the summer semester and has no on-site course requirements. You will conduct this project work independently, with your advisor's ongoing guidance, in a setting that is significant to you and most relevant to your future professional goals.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Behavioral and Decision Sciences, MBDS

Penn’s Master of Behavioral and Decision Sciences (MBDS) is informed by contemporary theories and research methods of behavioral economics, decision sciences, network analysis and public policy. Our program equips students with theoretical and practical tools to address a variety of real-life problems, putting you ahead of the curve in a growing field of study. The interdisciplinary degree prepares you to understand how individuals and groups make decisions, and how to affect those decisions. Our world-renowned faculty and researchers are also leading practitioners in their fields. With their expertise, you are guided to apply what you learn to real-life problems in areas such as social and public policy, law, education, business and medicine.

For more information: https://www.sas.upenn.edu/lps/graduate/mbds (https://www.sas.upenn.edu/lps/graduate/mbds/)

Curriculum

Curriculum structure

To fulfill the requirements for this degree program, you must complete nine courses including a capstone research project. You can finish the coursework in one full-time academic year, using the summer to complete the capstone research project, or at a part-time flexible pace.

During your studies, you establish a theoretical, methodological and quantitative foundation in the field with a common core covering behavioral economics, psychology, social norms and public policy. You learn to model how individuals and groups make decisions, the behavioral and neural foundations of decision-making, and have the opportunity to design lab and field experiments to test your hypotheses. You are taught to create and analyze computational models of social emergence, and use network analysis to understand how behavior can spread or dissolve.

You may select a concentration in an area such as social science, public health, neuroscience, education, or social and public policy. Students interested in real-world applications can work with faculty members who employ their research in fields like social and public policy, education, law, business and medicine.

Our interdisciplinary curriculum allows students to take elective classes from:

- The School of Arts and Sciences (https://www.sas.upenn.edu/frd/departments/)
- The School of Social Policy & Practice (https://www.sp2.upenn.edu/)
- The Wharton School (https://www.wharton.upenn.edu/)
- Penn Law (https://www.law.upenn.edu/)
- Penn Graduate School of Education (http://www.gse.upenn.edu/)
- Annenberg School for Communication (https://www.asc.upenn.edu/)
- Penn Nursing (http://www.nursing.upenn.edu/)
- Perelman School of Medicine (http://www.med.upenn.edu/)

Required courses

All students are expected to take five core classes, three elective courses and one dedicated capstone research project to earn the nine course units required for the Master of Behavioral and Decision Sciences.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BDS 501</td>
<td>Behavioral Science: Theory and Application of Experimental Methods</td>
<td>1</td>
</tr>
<tr>
<td>BDS 502</td>
<td>Norms and Nudges</td>
<td>1</td>
</tr>
<tr>
<td>BDS 503</td>
<td>Public Policy and Applications</td>
<td>1</td>
</tr>
<tr>
<td>BDS 521</td>
<td>Judgments &amp; Decisions</td>
<td>1</td>
</tr>
<tr>
<td>Select one of the following: ¹</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>BDS 522</td>
<td>Statistical Reasoning for Behavioral Science</td>
<td></td>
</tr>
<tr>
<td>BDS 516</td>
<td>Quantitative Modeling in the Decision and Social Sciences</td>
<td></td>
</tr>
<tr>
<td>Select 3 elective courses</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Select 1 dedicated capstone research course</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Total Course Units 9

¹ If you take more than one course from the Quantitative core, it will serve as an elective course.

Electives and concentrations

The goal of the Master of Behavioral and Decision Sciences is to equip students with practical tools for applications and a focused academic portfolio. You can select three courses from disciplines and schools across the University in relation to your academic and professional goals. An advisor from the program works with you one-on-one to craft a successful curriculum.

Elective concentrations include:

- Public health
- Psychology/Neuroscience
- Education policy
- Social and public policy
- Economics/Neuroeconomics
- Sociology/Networks
- Computational systems
Prerequisites
The program has two prerequisite courses:

1. introductory statistics and
2. microeconomics/game theory

For students who lack sufficient background in one or all areas, the prerequisite courses are offered through the College of Liberal and Professional Studies during the summer prior to the start of the program in the fall term.

Capstone experience
The final capstone research project for the Master of Behavioral and Decision Sciences is an independent study experience. Throughout the process, you connect with faculty members in your area of concentration to determine appropriate final projects or ways to participate in applying research, such as completing an internship or conducting fieldwork.

The capstone schedule allows for incremental deadlines and feedback from professors. The requirement for the capstone is a final project that contributes to your future career path. The paper is expected to:

- Present a position that is unique, original and directly applies to your experience
- Use primary sources or apply to a primary organization/agency
- Conform to the style and format of excellent academic writing
- Analyze empirical research data that is collected by you or that has already been collected
- Allow you to demonstrate the competencies gained in the master’s program

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Chemical Sciences, MCS
Your future in chemistry starts at Penn. Whether you’re currently a chemistry professional or seeking to enter the field, Penn’s rigorous Master of Chemical Sciences (MCS) prepares you to take advantage of the myriad career possibilities available in the chemical sciences. Our program equips you with theoretical and technical expertise in biological chemistry, inorganic chemistry, organic chemistry, physical chemistry, environmental chemistry and materials.

For more information: https://www.sas.upenn.edu/lps/graduate/mcs (https://www.sas.upenn.edu/lps/graduate/mcs/)

Curriculum
The Master of Chemical Sciences degree is designed to give you a well-rounded, mechanistic foundation in a blend of chemistry topics. To that end, the curriculum is structured with a combination of core concentration courses and electives, which allow you to focus on topics best suited to your interests and goals.

Our program may be completed full time in two years. Students can also enroll part time. Our advisors are dedicated to offering each student a tailored academic plan that meets the needs of both full-time and part-time students. For example, if you are currently in the industry, you may complete the research component of the degree while at work. If you are considering part-time enrollment or would like to discuss our customizable options, please contact the Associate Director (https://www.sas.upenn.edu/lps/graduate/mcs/contact/), Dr. Ana-Rita Mayol directly to learn more.

As a new student in the Master of Chemical Sciences program, you will complete a week-long new student orientation, a placement test, and meet with your academic advisor to review your previous experiences and your future goals. Based on this discussion, you will create an individualized academic schedule.

The Master of Chemical Sciences requires the minimum completion of 10 course units (CU)\(^1\) as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCS 540</td>
<td>Proseminar</td>
<td>1</td>
</tr>
<tr>
<td>Select 4</td>
<td>core courses based on your concentration</td>
<td>4</td>
</tr>
<tr>
<td>Select 2-4</td>
<td>elective courses based on your concentration and capstone project</td>
<td>2-4</td>
</tr>
<tr>
<td>Optional Independent Studies</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Capstone Project</td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td>Total Course Units</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Pro-Seminar course
The Pro-Seminar will review fundamental concepts regarding research design, the scientific method and professional skills, and scientific communication. The course will also familiarize students with techniques for searching scientific databases and with the basis of ethical conduct in science. (MCS 540), 1 CU)

Concentration courses
The concentration courses (https://www.sas.upenn.edu/lps/graduate/mcs/curriculum/concentration-courses/) allow you to develop specific expertise and also signify your mastery of a field to potential employers.

The number of elective courses you take will depend upon the requirements for your area of concentration, and upon the curriculum that you plan with your academic advisor. These concentration courses allow you to acquire the skills and the critical perspective necessary to master a chemical sciences subdiscipline, and will help prepare you to pursue the final capstone project (below).

You may choose from the following six chemical sciences concentrations:

- Biological Chemistry (https://www.sas.upenn.edu/lps/graduate/mcs/curriculum/concentration-courses/#bio)
- Inorganic Chemistry (https://www.sas.upenn.edu/lps/graduate/mcs/curriculum/concentration-courses/#Inorganic)
- Organic Chemistry (https://www.sas.upenn.edu/lps/graduate/mcs/curriculum/concentration-courses/#Organic)
- Physical Chemistry (https://www.sas.upenn.edu/lps/graduate/mcs/curriculum/concentration-courses/#Physical)
- Environmental Chemistry (https://www.sas.upenn.edu/lps/graduate/mcs/curriculum/concentration-courses/#Environmental)
- Materials (https://www.sas.upenn.edu/lps/graduate/mcs/curriculum/concentration-courses/#Materials)
Independent Studies

The optional Independent Studies course will be offered each fall and spring semester, giving you an opportunity to participate in one of the research projects being conducted in one of our chemistry laboratories. During the study, you will also learn analytical skills relevant to your capstone research project and career goals. You can participate in the Independent Studies course during your first year in the program as a one-course unit elective course option. The Independent Studies course is available in the fall, spring and summer terms. (MCS 599, 1 CU maximum)

Capstone project

The capstone project is a distinguishing feature of the Master of Chemical Sciences program, blending academic and professional experiences and serving as the culmination of your work in the program. You will develop a project drawing from your learning in and outside of the classroom to demonstrate mastery of an area in the chemical sciences.

The subject of this project is related to your professional concentration and may be selected to complement or further develop a work-related interest. It’s an opportunity to showcase your specialization and your unique perspective within the field.

Your capstone component may be a Penn laboratory research project (https://www.sas.upenn.edu/lps/graduate/mcs/curriculum/advising/), an off-campus laboratory research project (https://www.sas.upenn.edu/lps/graduate/mcs/research-partners-and-opportunities/) or a literature-based review project. All components will require a completed scientific report. It is expected that the capstone project will take an average of six to ten months to complete. Most students are expected to start at the end of the first academic year in the summer and conclude at the end of fall semester of the second year. Depending on the capstone option selected, students may begin to work on the capstone as early as the spring semester of their first year in the program.

All capstone project proposals must be pre-approved by your committee composed of a concentration advisor and/or research supervisor, Master of Chemical Sciences Program Director and a secondary reader. If necessary, nondisclosure agreements will be signed by students securing projects with private companies. Additionally, students from private industry may be able to complete a defined capstone project at their current place of employment. All capstone projects culminate in a final written report, to be graded by the student’s concentration advisor who is a member of the standing faculty or staff instructor in the Chemistry Department.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Environmental Studies, MES

The Masters of Environmental Studies (MES) program offers a rigorous academic grounding in environmental science and exceptional opportunities to conduct research in the field. In addition, students gain the professional networks and individualized professional development needed to excel in the environmental field, whether as a researcher, policy advocate, teacher or business executive.

For more information: https://www.sas.upenn.edu/lps/graduate/mes/curriculum (https://www.sas.upenn.edu/lps/graduate/mes/curriculum/)

Curriculum

The Master of Environmental Studies program provides the knowledge base needed to understand complex environmental issues—and allows the flexibility to develop unique expertise and professional experience in a chosen field. With the help of a dedicated academic adviser, a curriculum suited precisely to the student’s goals is developed.

Students will complete 12 course units (CU) that reflect a balance between disciplinary focus and interdisciplinary knowledge. The course of study includes the following elements:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 601</td>
<td>Proseminar: Contemporary Issues in Environmental Studies</td>
<td>1</td>
</tr>
<tr>
<td>ENVS 699</td>
<td>Masters of Environmental Studies Capstone Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Research Methods course</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Foundation courses</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Professional concentration courses</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Total Course Units</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Research Methods Course (1 CU)
The research methods course prepares students to ask, and confidently answer, the innovative questions they will pose in their capstone project. The requirement can be fulfilled by taking a methodology course that provides students with the data gathering and analysis skills they will use to begin their research projects.

Foundation Courses (4 CU)
Foundation courses help broaden students’ knowledge in areas outside of their chosen concentration, and complement their chosen field. For example, if they are studying sustainability, their foundation course credits are an opportunity to learn about environmental law and policy, or become versed in business, which will be necessary while working in the sustainability sector. Foundation courses allow students to make connections between different sectors and offer the opportunity to discover unexpected synergies and resonances in fields beyond their own. Students choose courses from broad areas such as:

- Environmental Chemistry
- Environmental Biology
- Environmental Geology
- Environmental Law
- Environmental Policy
- Environmental Business

Professional Concentration Courses (5 CU)
While foundation courses give students a broad understanding of environmental issues, the professional concentration courses help develop the expertise needed to pursue a career in a sub field of environmental studies.

Concentration courses may be taken in any of the 12 graduate Schools at the University (School of Engineering and Applied Science, Graduate School of Education, School of Design, School of Social Policy...
& Practice, The Wharton School of Business, Penn Law, etc.). Students work with an assigned academic adviser to select courses that best fit individual goals and skills gaps. Students choose from the following concentrations:

- Environmental Biology (https://www.sas.upenn.edu/lps/graduate/mes/curriculum/environmental-biology/)
- Environmental Health (https://www.sas.upenn.edu/lps/graduate/mes/curriculum/)
- Environmental Policy (https://www.sas.upenn.edu/lps/graduate/mes/curriculum/advocacy/environmental-policy/)
- Environmental Resilience and Adaptation (https://www.sas.upenn.edu/lps/graduate/mes/curriculum/advocacy/environmental-resilience-adaptation/)
- Environmental Sustainability (https://www.sas.upenn.edu/lps/graduate/mes/curriculum/advocacy/environmental-sustainability/)
- Resource Management (https://www.sas.upenn.edu/lps/graduate/mes/curriculum/resource-management/)
- Urban Environment (https://www.sas.upenn.edu/lps/graduate/mes/curriculum/urban-environment/)

If the student’s professional aspirations are not reflected in one of the above concentrations, they can develop an Individualized concentration in conjunction with their academic adviser and with the approval of the Faculty Advisory Committee.

Capstone Seminar (1 CU)
The capstone project is the culmination of the Master of Environmental Studies program, blending academic and professional experiences and serving to emphasize the skills and knowledge developed in the program. Students design a project drawing from their learning in and outside the classroom to demonstrate mastery of their concentration area.

Time Frame
Master of Environmental Studies students may enroll on either a part-time or full-time basis. Time to graduation will vary depending on how many classes are taken each semester and whether summer classes are taken. Full-time students can complete the program in two years, taking three or four classes per semester. Part-time students typically complete their work in three years, taking one or two classes per semester. Individuals working full time are advised to take no more than two courses per term.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Government Administration (Exec), MPA

The Fels Executive MPA is the innovative, practitioner-focused Fels MPA degree, designed and delivered by a team of Penn faculty members, resident scholars, and adjunct instructors to meet the needs of mid-career professionals seeking to advance in or enter the public sector. The on-site, online hybrid format of the program offers Executive MPA students the opportunity to complete an Ivy League degree and establish a valuable network, while still working full time in and beyond the Philadelphia region.

For more information: https://www.fels.upenn.edu/academics/executive-mpa

Curriculum

Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GAFL 611</td>
<td>Statistics for Public Policy</td>
<td>1</td>
</tr>
<tr>
<td>GAFL 621</td>
<td>Public Economics</td>
<td>1</td>
</tr>
<tr>
<td>GAFL 631</td>
<td>Policy Making &amp; Public Institutions</td>
<td>1</td>
</tr>
<tr>
<td>GAFL 640</td>
<td>Program Evaluations and Data Analysis</td>
<td>1</td>
</tr>
</tbody>
</table>

For more information: https://www.fels.upenn.edu/academics/mpa

Curriculum

Beginning in Fall 2020, the one-year Master of Public Administration (MPA) degree requires the following coursework and practicum.

Government Administration (FT), MPA

The one-year, full-time Master of Public Administration (MPA) degree at the Fels Institute of Government provides the concepts and skills students need to become the public managers and leaders of tomorrow. Driven by our three-pronged approach of context, analysis, and practice, the Fels MPA program admits a small and selective class of students who work closely with Penn faculty and leading policy practitioners to translate their classroom experiences into real-world results.

For more information: https://www.fels.upenn.edu/academics/mpa

Curriculum

Beginning in Fall 2020, the one-year Master of Public Administration (MPA) degree requires the following coursework and practicum.
International, MPA

The University of Pennsylvania's International Master of Public Administration (I-MA) is an innovative graduate degree for high-achieving students who are fluent in English and proficient in Mandarin. Our one-year program is anchored in the social and behavioral sciences and provides a skills-based, career-enhancing curriculum that focuses on comparative public administration, global leadership and public-private problem-solving. Individually tailored educational experiences further enhance your ability to confront today’s global challenges and work collaboratively across borders and sectors—in government, public service, NGOs, commerce and more. The program provides case-based learning addressing international, national and local level governance and leadership, problems and solutions.

For more information: https://www.sas.upenn.edu/lps/graduate/impa (https://www.sas.upenn.edu/lps/graduate/impa/)

Curriculum

The International Master of Public Administration is an interdisciplinary and experiential graduate program with a focus on social and behavioral sciences. Students take foundational and developmental courses in a cohort—which gives you the opportunity to create a strong bond with your peers and work closely with professors in smaller class settings. You also choose two electives from an approved list of courses in the School of Arts and Sciences where you learn with the greater Penn community and expand your network. In order to complete the degree, you must complete 10 course units (CU)1.

First Semester

Course Units

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPA 601</td>
<td>Critical Issues in Governance and Global Human Well-Being</td>
<td>1.0</td>
</tr>
<tr>
<td>IMPA 602</td>
<td>Economic Reasoning for Public Decision-Making</td>
<td>1.0</td>
</tr>
<tr>
<td>IMPA 603</td>
<td>Quantitative Reasoning for Real-Time Problem-Solving</td>
<td>1.0</td>
</tr>
<tr>
<td>IMPA 604</td>
<td>Quantitative Data</td>
<td>1.0</td>
</tr>
<tr>
<td>IMPA 605</td>
<td>Critical Issues in Leadership Theory and Practice</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Second Semester

Course Units 5.00

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPA 606</td>
<td>Critical Issues in Global Leadership Ethics</td>
<td>1.0</td>
</tr>
<tr>
<td>IMPA 607</td>
<td>Forecasting, Program Evaluation and Program Development</td>
<td>1.0</td>
</tr>
<tr>
<td>IMPA 608</td>
<td>Global Leadership and Problem-Solving – Energy in India, Task Group Capstone</td>
<td>1.0</td>
</tr>
<tr>
<td>IMPA 609</td>
<td>Global Leadership and Problem-Solving - Eldercare in China, Class-Wide Capstone</td>
<td>1.0</td>
</tr>
<tr>
<td>IMPA 610</td>
<td>Global Leadership and Biographical Analysis - Biographical Analysis, Individual</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Course Units 5.00

Total Course Units 10.00

Individualized, MPhil

The Master of Philosophy in Liberal Arts (MPhil) is an advanced interdisciplinary graduate degree designed for individuals with a passion for academic pursuits. Only six graduate-level courses are required to earn the MPhil, including one that serves an Independent Study for your thesis project. Available on a full- or part-time basis, you elect the courses most relevant to your interests, and based on your schedule. The Master of Philosophy in Liberal Arts can serve as an important step to future PhD studies, or as a way to deepen engagement with the topics that challenge and excite you.

For more information: https://www.sas.upenn.edu/lps/graduate/mla/mphil (https://www.sas.upenn.edu/lps/graduate/mla/mphil/)

Curriculum

Individualized curriculum

If you already hold a master’s, you can earn an additional graduate degree by completing just six additional courses. Your MPhil program includes five courses (up to four in a single discipline) and an independent study dedicated to completing the final thesis project. We strongly encourage MPhil candidates to take advantage of the many disciplines and departments available across the University during their course selection process.

Independent Study

When you join the MPhil program, you select an advisory committee of two members of Penn’s acclaimed faculty. It is likely that you will work with professors from your coursework or with faculty who are performing research in your area of interest. The advisory committee helps you establish guidelines for your thesis and approves the written project as part of your successful completion of the Master of Philosophy in Liberal Arts degree. The rigorous MPhil thesis exemplifies dedication to your chosen field and serves as an ideal tool for demonstrating the quality of your research and writing skills to employers, PhD programs, and peers.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Additional learning opportunities and requirements

Academic advisor and I-MPA Faculty-Senior Staff Committee meetings (required)

Meetings each semester with an advisor are conducted in relation to your capstone project. The meetings with the I-MPA Faculty-Senior Staff Committee are for the purpose of having open-ended check-ins, advancing any special help or necessary trouble-shooting and keeping you connected to the widest range of I-MPA resources.

Participation in I-MPA faculty-student social (required)

The I-MPA faculty consider it essential that the social life of the class be acknowledged, enlivened and supported through such gatherings at the opening and closing of each semester.

Participation in Issues in US Politics and Policy Guest Speaker Series (required)

This non-curricular but critical part of the program affords you the opportunity to meet present and former US government, business and nonprofit leaders during evening sessions. Our guests are especially knowledgeable about US politics and policy and noted as both domestic and international problem-solvers.

Participation in Fox Leadership International's China-US Partnerships for Educational Advancement and Cultural Exchange Student Committee (optional)

Fox Leadership International sponsors a 30-member Penn student group that represents the University’s 2,100 Chinese national students. Known as the China-US Partnerships for Educational and Cultural Exchange-Student and Alumni Society (CUP-SAS), it is led by an alumni executive committee consisting mainly of Chinese national graduates of Penn, with the Penn-Fox Assistant Director Cheng Yao among its permanent members. The CUP-SAS has hosted several major social events for Chinese National Day, the Chinese New Year and the recent Chinese Lantern Festival that came to Philadelphia’s Franklin Square.

Academic credit (PDF) (http://www.upenn.edu/registrar/pdf_main/Course-Credit-Information.pdf) is defined by the University of Pennsylvania as a course unit (CU). A course unit (CU) is a general measure of academic work over a period of time, typically a term (semester or summer). A CU (or a fraction of a CU) represents different types of academic work across different types of academic programs and is the basic unit of progress toward a degree. One CU is usually converted to a four-semester-hour course.

Curriculum

Individualized curriculum

The range of courses you can take means that you can construct a plan of study at the precise nexus of your interests, or sample several different fields before settling on an ongoing focus. The process itself of curating your own curriculum is one of the most valuable aspects of the MLA program. In doing so, you learn how to listen to your own instincts and curiosities, as well as strategically direct your own development as a person and as an academic or professional in your field.

During the process of choosing your courses, you’ll be supported by the Program Director and our administrative staff. We take an intensive student-by-student approach, offering the open conversation and long-term advising relationships that you need to help you create your MLA path.

MLA course requirements and Proseminars

Your Master of Liberal Arts degree curriculum consists of nine graduate-level courses. At least seven of these courses must be taken in the School of Arts and Sciences. MLA students are not limited to enrollment in MLA program courses. As long as permits are not required, you can take any graduate-level course in the College of Liberal and Professional Studies and the School of Arts and Sciences, as well as schools throughout the University, such as the Annenberg School for Communication, the Graduate School of Education, and the School of Social Policy & Practice.

Of the nine courses in your individualized curriculum, one to three of them must be MLA Proseminars. A Proseminar is a small, intensive class that asks you to integrate research, writing, discussion and other methods of inquiry. The small class size fosters thoughtful conversation and debate and provides a powerful environment for intellectual growth. We offer multiple Proseminars each semester, and the topics change every semester as well.

MLA certificates

While earning your Master of Liberal Arts degree, you have the opportunity to earn a certificate in one of several subject areas, including Latin American Studies, Urban Studies, Cinema Studies, and more. Each certificate program consists of an interdisciplinary set of classes, which was chosen by faculty members to help students explore and master a given topic. Please visit the certificate page (https://www.sas.upenn.edu/lps/graduate/mla/certificates/) to learn more.
consult with their academic program regarding final certifications and requirements for graduation.

**Organizational Dynamics, MPhil**

The Master of Philosophy (MPhil) in Organizational Dynamics is an advanced graduate degree designed for individuals who want to demonstrate applied scholarship beyond a master’s degree but who are not ready to, or may not wish to, apply for a doctoral program. The Master of Philosophy in Organizational Dynamics can serve as an important step in future PhD study preparation or simply as a way to deepen engagement with the topics studied in a previous master’s degree.

For more information: https://www.sas.upenn.edu/lps/graduate/dynamics/mphil (https://www.sas.upenn.edu/lps/graduate/dynamics/mphil/)

**Curriculum**

You will work closely with an academic advisor to design a Master of Philosophy degree curriculum suited precisely to your interests and goals. You may also select from the five concentrations (https://www.sas.upenn.edu/lps/graduate/dynamics/curriculum/concentrations-certificates/) available to the Master of Science in Organizational Dynamics students.

**Master of Philosophy degree requirements**

If you already hold a Master of Science in Organizational Dynamics degree from the University of Pennsylvania, the Master of Philosophy in Organizational Dynamics requires completion of six course units and a Master of Philosophy capstone paper or project. For master’s degree holders from another program at the University of Pennsylvania, determination of the required number of courses will be based on the nature of the previously completed degree and coursework.

If you completed an equivalent graduate degree from another institution, the Master of Philosophy in Organizational Dynamics requires completion of eight course units and a Master of Philosophy capstone paper or project.

**Master of Philosophy capstone**

You will choose a member of the Organizational Dynamics faculty to work with as your capstone paper or project advisor. The role of your capstone advisor is to provide mentoring, help you define the scope and content of your paper or project and to read and evaluate your final work.

The format for the capstone may vary. It may be a professional portfolio of competencies acquired; professional/organizational applied research; an evaluation or synthesis of a topic of interest; or another approach selected with your advisor.

Examples of Organizational Dynamics capstone projects completed by program alumni are available on the Scholarly Commons (http://repository.upenn.edu/organizational_dynamics/) website within the Penn Online Digital Library.

We encourage you to contact the program director (https://www.sas.upenn.edu/lps/graduate/dynamics/contact/) to schedule an appointment to review your current research and explore your options for pursuing a Master of Philosophy in Organizational Dynamics.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Organizational Dynamics, MSOD**

The Master of Science in Organizational Dynamics (MSOD) is designed to develop your intellectual perspective on today's complex work environment. Our program allows you to explore the practical applications you need to thrive and create positive change within your professional environment. The degree fuses research-based knowledge rooted in the arts and sciences with practical applications. This approach examines the subtleties of human behavior within existing systems, addresses multi-dimensional challenges and transforms organizational culture.

For more information: https://www.sas.upenn.edu/lps/graduate/dynamics (https://www.sas.upenn.edu/lps/graduate/dynamics/)

**Curriculum**

The Master of Science in Organizational Dynamics program provides you with the knowledge-base you need to understand and address complex organizational issues — and allows you to take a deeper dive into the concentration areas of your choice. Throughout your studies, you will work with an academic advisor to help you create a curriculum suited precisely to your interests.

As a Master of Science in Organizational Dynamics student, you will complete 12 course units (CU) that balance core learning with individual exploration. Your course of study includes the following elements: (You can read about each curricular element in further detail below.)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foundations</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Methods of Diagnosis and Evaluation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Applications</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective courses</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Capstone project</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total Course Units</td>
<td>12</td>
</tr>
</tbody>
</table>

**Foundations courses (4 CU)**

Courses in the Foundations category are coded “F” and are drawn from two clusters: Organizational Structure and Function and Organizations in Historical and Cultural Context. Foundation courses give you and your fellow students the common language upon which to build your studies and knowledge, and prepare you for the deeper immersion in topics that you will study in your Application courses.

**Methods of Diagnosis and Evaluation courses (1 CU)**

Diagnosis and Evaluation courses are coded “DE” and concern the methods for the measurement, diagnosis, analysis, synthesis and/or evaluation of organizations and their activities. These courses provide you with multiple approaches to diagnosing complex issues within
your organization as well as the tools and frameworks to organize your response to these difficult issues.

Applications courses (4 CU)
Courses in the Applications category are coded “A” and are drawn from three clusters: Organizations and Communications; Organizational Development and Change; and Organizational Leadership and Management. Applications courses will give you the opportunity to further explore the issues and topics you encountered in your Foundations and Diagnosis and Evaluation courses. From social media to sustainability to organizational politics, Application courses provide a closer look at the elements important to any organization.

Elective courses (2 CU)
Electives can be courses from within Organizational Dynamics or from another graduate degree program at Penn.

Note that some courses are coded as fulfilling more than one category. Each course can count only once in fulfilling a degree requirement. For example, if a course is a Foundation (F) and an Application (A), a student may only count this course toward either the Foundations requirement or the Applications requirement, but not towards both requirements.

Capstone project (1 CU)
The capstone project is a distinguishing feature of the Master of Science in Organizational Dynamics program. The project blends academic and professional experiences and serves as the culmination of your work in the program. You will design a project that draws upon your learning in and outside the classroom to identify and explore a focusing question in your area of professional and academic interest. For our students, the capstone experience serves as a career catalyst, whether they intend to change directions or advance on their current path.

Students working on their capstone project enroll in the capstone course. During the course, students have opportunities to discuss their capstone progress, successes and challenges with the course professors and with their classmates. The capstone course professor will describe capstone requirements and formats, facilitate peer feedback and will provide general guidance and support during the selection and writing of the capstone.

You will work with your capstone course professors to select a topic for your capstone project, which will be tailored to your professional and intellectual goals. Once you’ve done so, you will seek out a capstone committee that consists of a faculty advisor and a faculty reader, both of whom are selected to participate on the committee based on their expertise as it relates to the chosen capstone topic.

The capstone projects vary widely; however, all projects demonstrate students’ ability to:

- Make an argument
- Describe or summarize a position that is unique, original or which directly applies to the student
- Use primary sources or ones that apply to a primary organization as much as possible
- Apply competencies gained from the courses completed in the Organizational Dynamics program

Examples of Organizational Dynamics capstone projects completed by program alumni are available on the Scholarly Commons (http://repository.upenn.edu/organizational_dynamics/) website within the Penn Online Digital Library.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Nonprofit Administration, Certificate
The Certificate in Nonprofit Administration offers current and aspiring nonprofit leaders a practical education to have an even greater impact on their organizations and communities. The certificate has an interdisciplinary curriculum covering the fundamental competencies of nonprofit management such as organizational leadership, governance, policy influence, program evaluation, financial management, marketing, and fundraising.

For more information: https://www.fels.upenn.edu/certificate/certificate-nonprofit-administration (https://www.fels.upenn.edu/certificate/certificate-nonprofit-administration/)

The Certificate in Nonprofit Administration requires 4 course units, including 2 course units of foundational courses and 2 course units of electives chosen from the list below.

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foundational Courses</td>
<td></td>
</tr>
<tr>
<td>Select 2 foundational courses from the following:</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>GAFL 549</td>
<td>Leading Nonprofits</td>
<td></td>
</tr>
<tr>
<td>GAFL 529</td>
<td>Nonprofit Financial Management</td>
<td></td>
</tr>
<tr>
<td>or GAFL 652</td>
<td>Financial Management of Public and Nonprofit Organizations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>2</td>
</tr>
<tr>
<td>Select 2 electives from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GAFL 559</td>
<td>Social Enterprise (Leading 4th Sector Complex Organizations)</td>
<td></td>
</tr>
<tr>
<td>GAFL 640</td>
<td>Program Evaluations and Data Analysis</td>
<td></td>
</tr>
<tr>
<td>GAFL 641</td>
<td>Program Evaluations &amp; Data Analysis</td>
<td></td>
</tr>
<tr>
<td>GAFL 735</td>
<td>The Performance Imperative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Course Units</td>
<td>4</td>
</tr>
</tbody>
</table>

Additionally, there will be several workshops on related topics, such as grant writing, fundraising, and social enterprises, offered throughout the year. Certificate students are strongly encouraged to attend these workshops.
A course may only be counted toward one certificate, and Fels MPA and EMPA students may count no more than two core MPA courses may count toward a certificate. Electives are subject to change; please consult the Fels website for the most up to date list of electives.

Disclosure information required by the US Department of Education for Gainful Employment Programs

United States Department of Labor’s Standard Occupational Code (SOC) (https://www.bls.gov/soc/)

11-1021 General and Operations Managers
11-1031 Legislators
11-2013 Public Relations and Fundraising Managers
11-9030 Education Administrators
11-9151 Social and Community Service Managers
13-1121 Meeting, Convention, and Event Planners
21-1012 Educational, Guidance, School, and Vocational Counselors
21-1020 Social Workers

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Politics, Certificate

The Certificate in Politics is designed to provide students with the foundational knowledge and practical skills to effectively navigate complex and diverse political environments. Students who have completed this certificate have gone on to manage political campaigns, run for office, work at the intersection of the public and private sectors, and lead local, state, and federal government organizations.

For more information: https://www.fels.upenn.edu/certificates/certificate-politics/

Curriculum

The Certificate in Politics requires 4 course units, including 2 course units of foundational courses and 2 course units of electives chosen from the list below.

Course Information

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GAFL 502</td>
<td>Public Communications</td>
<td>1</td>
</tr>
<tr>
<td>GAFL 551</td>
<td>Government Relations</td>
<td>1</td>
</tr>
</tbody>
</table>

Electives

Select two electives: 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GAFL 509</td>
<td>Who Gets Elected and Why? The Science of Politics</td>
</tr>
<tr>
<td>GAFL 559</td>
<td>Social Enterprise (Leading 4th Sector Complex Organizations)</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Public Finance, Certificate

The Certificate in Public Finance allows students to learn how to promote economic growth at the community, organizational, and policy levels, while also gaining fundamental competencies of effective financial management needed to work in public finance. Elective coursework focuses on advancing equity and inclusion in development, and how to use data and analysis to make informed financial decisions.

For more information: https://www.fels.upenn.edu/certificates/certificate-public-finance/

Curriculum

The Certificate in Public Finance requires 4 course units, including 2 course units of foundational courses and 2 course units of electives: one from the economic growth focus, and one from the public finance focus.

Course Information

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GAFL 621</td>
<td>Public Economics</td>
<td>2</td>
</tr>
<tr>
<td>GAFL 622</td>
<td>Economic Principles of Public Policy</td>
<td></td>
</tr>
<tr>
<td>GAFL 528</td>
<td>Critical Issues in Public Finance</td>
<td></td>
</tr>
<tr>
<td>GAFL 651</td>
<td>Public Finance and Public Policy</td>
<td></td>
</tr>
</tbody>
</table>

Economic Growth Elective

Select 1 elective from the following: 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GAFL 506</td>
<td>The Problem of Jobs: The Philadelphia Story</td>
</tr>
<tr>
<td>GAFL 569</td>
<td>The Politics of Housing and Urban Development</td>
</tr>
</tbody>
</table>

Public Finance Elective

A course may only be counted toward one certificate, and Fels MPA and EMPA students may count no more than two core MPA courses may count toward a certificate. Electives are subject to change; please consult the Fels website for the most up to date list of electives.
Select 1 elective from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GAFL 517</td>
<td>Quantitative Tools for Consulting</td>
<td>1</td>
</tr>
<tr>
<td>GAFL 529</td>
<td>Nonprofit Financial Management</td>
<td>1</td>
</tr>
<tr>
<td>GAFL 652</td>
<td>Financial Management of Public and Nonprofit Organizations</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Course Units 4

A course may only be counted toward one certificate, and Fels MPA and EMPA students may count no more than two core MPA courses may count toward a certificate. Electives are subject to change; please consult the Fels website for the most up to date list of electives.

Disclosure information required by the US Department of Education for Gainful Employment Programs

11-3031 Financial Managers
13-1111 Management Analysts
13-2011 Accountants and Auditors
13-2031 Budget Analysts
55-0000 Military Specific Occupations

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Social, Cognitive, & Affective Neuroscience, Certificate

The Graduate Certificate in Social, Cognitive and Affective Neuroscience (SCAN) program enables graduate students and professionals preparing for a wide range of careers to work knowledgeably with neuroscience. Our program's aim is to supplement your education if you have expertise in areas other than neuroscience, enabling you to incorporate some of the concepts and methods of neuroscience into your work. The curriculum focuses on the aspects of neuroscience that have the most direct application to the understanding of human behavior, specifically social, cognitive and affective neuroscience.

For more information: https://neuroethics.upenn.edu(scan/)

Curriculum

Apply neuroscience to your field of interest

Penn's Graduate Certificate in Social, Cognitive and Affective Neuroscience (SCAN) is a four-course program that can be completed in one to two years. The required courses provide a strong grasp of neuroscience for non-neuroscientists, emphasizing those aspects of the field that are most relevant to understanding human behavior. The curriculum is composed of two foundational requirements and two electives.

Students meet individually with the program directors in September of their first year to discuss their goals and possible elective courses. To fulfill the requirements of the SCAN certificate, students are expected to earn a B or higher in every course.

Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 547</td>
<td>Foundations of Social, Cognitive, and Affective Neuroscience</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 747</td>
<td>Cont Res Iss in Scan</td>
<td>1</td>
</tr>
</tbody>
</table>

Elective Courses

The remaining two courses are intended to strengthen your mastery of specific areas of neuroscience and its relation to your fields of interest. Electives are organized into three categories, shown below. For these electives, students may take two Advanced Neuroscience courses or one course from any of these three categories: Advanced Neuroscience, Neuroscience & Society, Bridging. Approved electives for the upcoming semester can also be viewed below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
</table>

Upcoming Electives Offered

Advanced Neuroscience Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 521</td>
<td>Brain-Computer Interfaces</td>
<td>1</td>
</tr>
<tr>
<td>BE 566</td>
<td>Network Neuroscience</td>
<td>1</td>
</tr>
<tr>
<td>BIBB 421</td>
<td>Functional Imaging of the Human Brain</td>
<td>1</td>
</tr>
<tr>
<td>BIBB 430</td>
<td>Neurobiological Basis of Autism</td>
<td>1</td>
</tr>
<tr>
<td>BIBB 440</td>
<td>The Neuroscience behind the addiction to chocolate, wine, coffee and tobacco</td>
<td>1</td>
</tr>
<tr>
<td>BIBB 482</td>
<td>Clinical Psychopharmacology</td>
<td>1</td>
</tr>
<tr>
<td>BIBB 585</td>
<td>Theoretical and Computational Neuroscience</td>
<td>1</td>
</tr>
<tr>
<td>CRIM 671</td>
<td>Violence: A Clinical Neuroscience Approach</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 473</td>
<td>Neuroeconomics</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 449</td>
<td>Seminar in Cognitive Neuroscience</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 449</td>
<td>Seminar in Cognitive Neuroscience</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 447</td>
<td>Neurological Insights into Cognition and Behavior</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 449</td>
<td>Seminar in Cognitive Neuroscience</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 474</td>
<td>PSYC 474-301: Being Human; PSYC 474-601: Cultural Psychology</td>
<td>1</td>
</tr>
</tbody>
</table>

Neuroscience & Society Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 557</td>
<td>Neuroscience, Ethics &amp; Law</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 449</td>
<td>Seminar in Cognitive Neuroscience</td>
<td>1</td>
</tr>
<tr>
<td>MKTG 850</td>
<td>Special Topics - Consumer Neuroscience</td>
<td>0.5</td>
</tr>
<tr>
<td>MKTG 737</td>
<td>Introduction to Brain Science for Business</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Bridging Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 557</td>
<td>Neuroscience, Ethics &amp; Law</td>
<td>1</td>
</tr>
<tr>
<td>MKTG 854</td>
<td>Special Topics: Visual Marketing</td>
<td>1</td>
</tr>
<tr>
<td>MKTG 850</td>
<td>Special Topics - Consumer Neuroscience</td>
<td>0.5</td>
</tr>
<tr>
<td>MKTG 737</td>
<td>Introduction to Brain Science for Business</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Advanced Neuroscience

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 521</td>
<td>Brain-Computer Interfaces</td>
<td>1</td>
</tr>
</tbody>
</table>
Special Topics: Visual Marketing

Neuroscience, Ethics & Law

Alzheimer's Disease and Cognitive Aging

The Public Health Challenges of Chocolate, Wine, Coffee and Tobacco

Neuroendocrinology Seminar

Clinical Psychopharmacology

Communication

The Social Neuroscience of Communication

Neuroscience, Ethics & Law

Midwnnti. The availability of bridging courses varies by program and by year, and course eligibility depends on the syllabus used in a given year. Courses are approved on a case-by-case basis by the Advisory Board after reviewing the course syllabus.

PSYC 557 Neuroscience, Ethics & Law

MKTG 854 Special Topics: Visual Marketing

Other program requirements and opportunities

Students meet individually with the program directors in September of their first year to discuss their goals and possible elective courses. To fulfill the requirements of the SCAN certificate, students are expected to earn a B or higher in every course. In addition to the four courses, it is a requirement to attend the annual half-day retreat (https://neuroethics.upenn.edu/scan/retreat/) while enrolled in the program.

The SCAN program makes study space available near the required course classrooms, with textbooks on reserve. Students may propose local neuroscientists as SCAN-sponsored lunch guests for informal conversation in this same area.

Prerequisites

There are no course prerequisites required to apply to the SCAN program. However, some of the elective courses that can be taken to fulfill the SCAN course sequence do have prerequisites. Some requirements are waived for SCAN students via a permit issued by the Department of Psychology. All permits for SCAN students are submitted at the end of the application period. At that time, you receive notification that you can register for the course.

Please e-mail us (penn-scan@sas.upenn.edu) if you have any questions about prerequisites and course registration.

MKTG 850 Special Topics - Consumer Neuroscience

MKTG 737 Introduction to Brain Science for Business

LAW 705 Mental Health Law

LAW 925 Freedom & Responsibility

PHIL 526 Philosophy of Psychology

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

School of Dental Medicine

The mission of the School of Dental Medicine is to educate predoctoral and graduate dental students in the highest quality clinical and research environment.

The school's core values are consistent with the Penn Compact 2020:

• Inclusion: We value diversity and respect for all
• Innovation: We expand knowledge through cutting edge research; We use the latest technology and evidence based practices in teaching and clinical care
• Impact: We provide high quality comprehensive dental care in all clinics; We make a difference in educational, research and clinical outreach initiatives locally and globally

The School of Dental Medicine advances oral health by educating clinical dentists and fostering leaders in research, education, clinical care and service both locally and globally. Faculty and students strive toward
eminence by increasing access to oral health care and professional education, integrating knowledge across disciplines, and engaging with our local, national, and global communities by continued innovation and research.

The School of Dental Medicine excels in discovering new knowledge in fundamental biology and dental medicine and disseminates this knowledge through discovery-oriented methodologies enhanced by the latest technologies. The School excels in instruction, research, and patient care in dental medicine and inspires, demands, and thrives on the need to continuously improve the quality of programs, produce future leaders, and be the best in all of its pursuits.

The School of Dental Medicine's activities in research, teaching, and clinical care promote lifelong learning relevant to a dynamic society and a rapidly expanding, multidisciplinary body of knowledge. The School of Dental Medicine is committed to share this knowledge through a comprehensive range of service activities with the local, national and global communities.

The School of Dental Medicine community values the diversity of its constituents and supports free expression, reasoned discourse, and diversity in ideas. The School of Dental Medicine fosters the growth of humane values and the highest ethical standards among students, faculty, and staff, and values its professional and community affiliations throughout the world.

For more information: https://www.dental.upenn.edu/about-us/mission-statement-vision/

History

The School of Dental Medicine is among the oldest university-affiliated dental institutions in the nation. Its historic ties trace back to the Philadelphia College of Dental Surgery, established in 1852. In 1856, the faculty of the Philadelphia College of Dental Surgery formed the Pennsylvania College of Dental Surgery when the former closed, and in 1878, the Pennsylvania College of Dental Surgery Dean, Dr. Charles J. Essig, was asked to join the University of Pennsylvania, founding the School of Dental Medicine as the Dental Department of the University of Pennsylvania. He would serve as the School's first Dean from 1878-1883. The Pennsylvania College of Dental Surgery would eventually merge with the University of Pennsylvania in 1909. The School's first facilities were housed in Medical Hall (now Claudia Cohen Hall). The following year it moved into its own building, Dental Hall, which was designed and constructed for its particular needs.

In 1897, Thomas W. Evans, a Philadelphia native, who became the dentist to the courts of Europe during France's Second Empire and confidant of Napoleon III, left his estate to create and maintain a dental school that would be "second to none." Evans' generosity made possible the construction of the Evans Building (officially called the Thomas W. Evans Museum and Dental Institute) which opened in 1915, the best-equipped dental building in the nation at that time. His boldness and spirit of leadership have continued to guide the School throughout its history of expansion and innovation both in curriculum and in clinical and scientific facilities.

Throughout its history, Penn Dental Medicine has grown in size and has consistently been at the forefront of dramatic changes that have characterized the profession of dentistry during that time. Nevertheless, Penn Dental Medicine has remained faithful to its original mission: "to prepare students for qualification for dental practice, to provide graduate training for qualified practitioners and to create the opportunity and facilities for scientific research in dentistry."

Since its founding, the dental education program has maintained its leadership role in dental education and research by preparing distinguished graduates capable of functioning in the many roles the profession demands: scientist, diagnostician, clinician, artist, engineer, teacher, and business manager. The School is committed to offering an education that advances both the art and science of dentistry, and prepares its students for leadership in the profession.

For more information: https://www.dental.upenn.edu/about-us/history/

Research

The School of Dental Medicine has a rich history as a research intensive institution and continues to be an international leader in the generation of new knowledge and treatment modalities to improve oral health.

As members of one of the world's leading biomedical research communities, faculty from Penn Dental Medicine actively pursue interdisciplinary collaborations to advance the practice of dentistry. The University of Pennsylvania has top-ranked Schools in each of the health professions—Dental Medicine, Medicine, Nursing and Veterinary Medicine—located on a single, contiguous campus, as well as renowned Departments in Materials Sciences and Bioengineering (School of Engineering) and the basic sciences (School of Arts & Sciences). Interdisciplinary scholarship and translational research are hallmarks of the University and significantly enhance Penn Dental Medicine's research enterprise.

Penn Dental Medicine places a high priority on research as it is a central component of excellence in instruction and patient care. With its own basic science faculty (unusual among dental schools nationwide), the School's research enterprise is broad and encompasses many areas of contemporary biomedical investigation with emphasis on both basic and clinical scientific research.

Research within the School focuses on the structures and functions of tissues and fluids and microbial flora in the oral cavity. Investigations range from oral microbiology and virology, inflammation and immunity, tooth development, mucosal disease, salivary gland disease, orofacial pain and the use of analgesics and sedatives, to the cellular biology of connective tissues and bone, the application of state-of-the-art dental materials, the causes and effects of periodontal disease, the oral delivery of protein drugs, and the relationship between mesenchymal stem cells and orofacial diseases at the molecule and cellular levels. Collectively, Penn Dental Medicine's research enterprise spans scientific disciplines to translate new knowledge into clinical therapies that expand our understanding of oral diseases and advance patient care.

For more information: https://www.dental.upenn.edu/research/research-overview/

Diversity & Inclusion

The School of Dental Medicine welcomes students and faculty from very diverse backgrounds and from all over the world. Diversity is one of our core values, and as such, it is our mission to ensure that our students learn in an environment that respects diverse traditions and experiences. Our goal is to provide a welcoming and supportive community that allows our faculty, students, and staff to achieve. Our commitment to diversity is reflected in the Penn Dental Medicine Statement on Diversity (https://www.dental.upenn.edu/student-life/diversity-and-

- The Office of Diversity and Inclusion (https://www.dental.upenn.edu/student-life/diversity-and-inclusion/office-of-diversity-and-inclusion/) oversees student support and mentorship programs and recruitment and retention initiatives that help to build diversity within Penn Dental Medicine’s academic community and foster a culture of inclusion, mutual trust, and respect.
- The Office of Faculty Advancement and Diversity (https://www.dental.upenn.edu/admissions-academics/office-of-faculty-advancement-and-diversity/) supports faculty development, recommends proactive strategies for increasing faculty diversity, and offers programs that enhance the climate and quality of academic life.
- Engaging in local and global communities is at the heart of the vibrant diversity that defines the Penn campus and is an integral part of the curriculum as well. Through the School’s Division of Community Oral Health (https://www.dental.upenn.edu/departments/division-of-community-oral-health/), students and faculty provide much-needed oral health services to the community, while connecting with diverse segments of the public and coming to understand the impact of social, cultural, and economic forces on oral health care. These academically based service-learning programs (https://www.dental.upenn.edu/admissions-academics/dmd-program/community-outreach-service-learning/) provide students and faculty with the framework to complete community-based activities as an essential, required component of the curriculum. And through international externships, students expand their perspective of dental education and oral health care delivery in different cultures throughout the world.
- The Penn Dental Medicine student body includes students from throughout the country and around world – see class profiles (https://www.dental.upenn.edu/student-life/profiles/) of recent DMD classes and the many countries of origin among the foreign-trained dentists in our Program for Advanced Standing Students (PASS).

For more information: https://www.dental.upenn.edu/student-life/diversity-and-inclusion/

Community Outreach

Being engaged in the surrounding community and striving to make it a better place is a key piece of Penn’s mission and educational goals. Through the School’s varied outreach and service-learning programs, Penn Dental Medicine students provide much-needed oral health services to the community, while broadening their understanding of public health issues. These academically based service-learning programs provide students and faculty with the framework to complete community-based activities as an essential, required component of academic course work. In total, students log approximately 16,000 service hours each year in both required and elective community experiences and the honors program.

This integral part of the curriculum takes students outside of the School’s clinics and campus to connect with diverse segments of the public and come to understand the impact of social, cultural, and economic forces on oral health care. The service learning programs are also an innovative and sustainable model for increasing access to care within the community and provides dental students and faculty with multiple opportunities to work with community partners in existing service programs where oral health education and services can be readily implemented. The required nature of students’ activities ensures that all students receive a consistent level of mentored community activities, and provides a consistent presence in oral health programs organized with agency partners in the community.

For more information: https://www.dental.upenn.edu/admissions-academics/dmd-program/community-outreach-service-learning/

Programs

Doctoral Programs

- Doctor of Dental Medicine, DMD (p. 431)
- Doctor of Science in Dentistry, DScD (p. 433)
- Program for Advanced Standing Students, DMD (p. 434)

Certificate Programs

- Endodontics, Certificate (p. 435)
- Oral and Maxillofacial Surgery, Certificate (p. 436)
- Oral Medicine, Certificate (p. 437)
- Orthodontics and Periodontics, Certificate (p. 438)
- Orthodontics, Certificate (p. 439)
- Pedodontics, Certificate (p. 440)
- Periodontics, Certificate (p. 442)
- Perioprostheses, Certificate (p. 443)
- Prosthodontics, Certificate & Oral Biology, MSOB (p. 444)

Doctor of Dental Medicine, DMD

The four-year DMD program and curriculum at Penn Dental Medicine not only reflects a strong commitment to developing knowledge and skills in both oral science and oral health care, but also offers the flexibility for students to tailor their education to their interests. As one of 12 schools within the larger urban campus of the University of Pennsylvania, Penn Dental Medicine is uniquely positioned to provide a depth of opportunities for interdisciplinary study across other professional disciplines. Here, students find an education that builds excellence in dental medicine by encouraging individual interests and strengths to flourish and grow.

For more information: https://www.dental.upenn.edu/academic_programs_admissions/dmd_program.html

Curriculum

First Year

The first year of the curriculum introduces students to the concepts of human biology as they pertain to medicine in general and to dental medicine in particular. The curriculum reflects an emphasis on integration of scientific information by grouping courses into integrative course streams rather than discipline specific courses. This includes studies relating to the principles of oral disease prevention, patient management, and physical examination. A major segment of the curriculum focuses on the structure and function of oral tissues and contiguous structures. During this time, students will also begin an integrated preclinical course in restorative dentistry combining several disciplines (e.g., dental anatomy and occlusion, operative dentistry and dental materials), including extensive use of the School’s Virtual Reality Laboratory. Clinical
experiences begin upon entry into the DMD program and increase with each succeeding year. In the first year, students begin clinical rotations in oral medicine, periodontics, health promotion, radiology, and hospital dentistry. Additionally, students will assist upperclassmen on the clinic floor as part of the DRAUT first year course.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td><strong>First Year Courses</strong></td>
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<tr>
<td>DENT 500</td>
<td>Foundation Sciences I</td>
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<tr>
<td>DENT 502</td>
<td>Foundation Sciences II</td>
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</tr>
<tr>
<td>DENT 504</td>
<td>Foundation Sciences III</td>
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<tr>
<td>DENT 506</td>
<td>Intro To Pharmacology</td>
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<tr>
<td>DENT 510</td>
<td>Biological Systems I</td>
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</tr>
<tr>
<td>DENT 512</td>
<td>Biological Systems II</td>
<td></td>
</tr>
<tr>
<td>DENT 514</td>
<td>Biological Systems III</td>
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<tr>
<td>DENT 516</td>
<td>Biological Systems IV</td>
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<tr>
<td>DENT 530</td>
<td>Advanced Simulation</td>
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<td>DENT 532</td>
<td>Dental Devel.&amp; Anatomy</td>
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<tr>
<td>DENT 534</td>
<td>Intro. To Occlusion</td>
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<tr>
<td>DENT 536</td>
<td>Operative Dent. Lecture</td>
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<tr>
<td>DENT 538</td>
<td>Operative Dent. Lab</td>
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<td>DENT 539</td>
<td>Dental Materials</td>
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<td>DENT 540</td>
<td>Periodontics I</td>
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<td>DENT 550</td>
<td>Behav Sci i-Health Promo</td>
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<tr>
<td>DENT 552</td>
<td>Ethics I</td>
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<tr>
<td>DENT 560</td>
<td>Clin Prac I-Intro To Pt.</td>
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</tr>
<tr>
<td>DENT 562</td>
<td>Clinical Prac II - Dau</td>
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</tr>
<tr>
<td>DENT 564</td>
<td>Intro To Clinical Dent I</td>
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</tbody>
</table>

**Second Year**

The second-year curriculum is applied to understanding the pathology of the oral cavity and the principles of diagnosis and treatment. The curriculum includes fundamental courses in pathology (an integration of general and oral pathology), pharmacology, and principles of medicine. The preclinical restorative dentistry course is a continuation of the program offered in the first year and focuses on prosthetic therapy; it also includes additional rotations in the Virtual Reality Laboratory. Other didactic, laboratory, and clinical experiences are initiated in anesthesia and pain control, community health, endodontics, orthodontics, and periodontics. A course entitled "Introduction to Clinical Dentistry" is offered in the second year; the purpose is to facilitate the transition from the classroom to the clinic by allowing students to observe and practice the provision of services in various clinical departments. Beginning in October, afternoons are set aside for courses in the Selectives Program.

<table>
<thead>
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<td><strong>Second Year Courses</strong></td>
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<td>DENT 610</td>
<td>Biological Systems V</td>
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<tr>
<td>DENT 612</td>
<td>Biological Systems Vi</td>
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<tr>
<td>DENT 614</td>
<td>Biological Systems VII</td>
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<tr>
<td>DENT 616</td>
<td>Biological Systems VIII</td>
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</tr>
<tr>
<td>DENT 620</td>
<td>Oral &amp; Maxil Complex III</td>
<td></td>
</tr>
<tr>
<td>DENT 622</td>
<td>Oral &amp; Maxil Complex Iv</td>
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</tr>
<tr>
<td>DENT 624</td>
<td>Oral &amp; Maxil Complex V</td>
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</tr>
</tbody>
</table>

**Third Year**

Students begin to function as dental practitioners during their third year. Didactic courses provide a deeper and more sophisticated foundation of knowledge in the clinical disciplines. However, the bulk of the third year is spent providing general patient care in a variety of settings. This includes assignments to Primary Care Units in the general clinic and rotations in various specialty clinics. In addition, students provide patient screenings and education in community-based dental health programs at schools, health fairs, geriatric centers, and homes for disabled persons. Third-year students also participate in the Selectives Program.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td><strong>Third Year Courses</strong></td>
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<tr>
<td>DPED 704</td>
<td>Pediatric Dentistry L/B</td>
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<tr>
<td>DCOH 708</td>
<td>Health Promotion S</td>
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</tr>
<tr>
<td>DCOH 712</td>
<td>Community Oral Health</td>
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<tr>
<td>DRST 740</td>
<td>Restorative Dentistry L</td>
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<tr>
<td>DRST 741</td>
<td>Comprehensive Care C Fal</td>
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<tr>
<td>DRST 742</td>
<td>Restorative Dentistry SP</td>
<td></td>
</tr>
<tr>
<td>DPED 751</td>
<td>Pediatric Dentistry Clin</td>
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<tr>
<td>DENT 752</td>
<td>Ethics III</td>
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<tr>
<td>DORT 753</td>
<td>Orthodontics II</td>
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<tr>
<td>DEND 756</td>
<td>Endodontics Clinic</td>
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<tr>
<td>DOMD 760</td>
<td>Oral Medicine L</td>
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<tr>
<td>DOMD 761</td>
<td>Admissions and Emergency</td>
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<tr>
<td>DOMD 764</td>
<td>Od&amp;E Medical Clerkship</td>
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<tr>
<td>DOSP 770</td>
<td>Oral Surgery L</td>
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<tr>
<td>DOSP 772</td>
<td>Oral Surgery Clinic</td>
<td></td>
</tr>
<tr>
<td>DRAD 777</td>
<td>Radiology Clinic/Seminar</td>
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<tr>
<td>DPRD 780</td>
<td>Periodontics L</td>
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<tr>
<td>DPRD 781</td>
<td>Periodontics Clinic</td>
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<tr>
<td>DCOH 785</td>
<td>Practice Management</td>
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<tr>
<td>DORT 788</td>
<td>P and I Clinic</td>
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<tr>
<td>DRST 789</td>
<td>Clinical Seminar</td>
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<tr>
<td>DENT 790</td>
<td>Multidisciplinary Sem</td>
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</table>
Fourth Year

The fourth-year curriculum continues to expand the intellectual and clinical experiences of students, including a two-week hospital externship. Students continue to attend PCU clinical seminars in which they present clinical cases where the integration of knowledge, skills, and values is emphasized. Coursework is designed to augment the basic knowledge in the first three years. By graduation, students will have demonstrated the competence, confidence, and maturity to qualify as safe, beginning independent general dental practitioners.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DORT 803</td>
<td>Adjunctive Orthodontics</td>
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<tr>
<td>DCOH 808</td>
<td>Health Promotion</td>
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<td>DCOH 812</td>
<td>Community Oral Health</td>
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<td>DRST 841</td>
<td>Comprehensive Care C</td>
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<tr>
<td>DPED 851</td>
<td>Pediatric Dentistry Clin</td>
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<td>DEND 856</td>
<td>Endodontics Clinic</td>
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<td>DOMD 861</td>
<td>Admissions and Emergency</td>
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<td>DOSP 872</td>
<td>Oral Surgery Clinic</td>
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<td>DPRD 881</td>
<td>Periodontics Clinic</td>
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<td>DOMD 887</td>
<td>Hospital Assignment</td>
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<tr>
<td>DRST 889</td>
<td>Clinical Seminar</td>
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</table>

Selectives

The Penn Dental Medicine's Selectives Program enhances the predoctoral curriculum by allowing students to individualize their education to reflect their own professional interests. Selectives are offered from October to June each year, and includes didactic, clinical, community dental health service, and research opportunities. Many Selectives occur in small group seminars or individualized settings that promote close student-faculty interactions.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Doctor of Science in Dentistry, DScD

The highly respected research environment at the School of Dental Medicine and throughout the University of Pennsylvania provides a valuable opportunity for students applying to the School's graduate dental education programs to combine their specialty training with advanced research and academic opportunities through a Doctor of Science in Dentistry (DScD) degree. The DScD will prepare students to successfully enter the field of academic dentistry for careers as clinical or basic science researchers.

The program combines the research and clinical strengths of the School, drawing faculty mentors from throughout the clinical and basic science departments. With the goal of providing the opportunity to pursue research across disciplines, students also have the option to work with researchers from the School of Dental Medicine, School of Engineering and Applied Sciences, School of Medicine, and School of Nursing (https://www.nursing.upenn.edu/), and School of Veterinary Medicine (https://www.vet.upenn.edu/) of the University of Pennsylvania. Both rigorous clinical and research experiences are central to the DScD program and students devote from 40% to 80% of their time in each year of the program to research; clinical training also occurs in each year of the program to ensure maintenance of clinical skills throughout.

The DScD program is open to students with a DMD/DDS degree or equivalent who are pursuing advanced training in the School's Periodontics (https://www.dental.upenn.edu/admissions-academics/graduate-dental-education-programs/periodontic-program/), Endodontics (https://www.dental.upenn.edu/admissions-academics/graduate-dental-education-programs/endodontic-program/), Orthodontics (https://www.dental.upenn.edu/admissions-academics/graduate-dental-education-programs/orthodontic-program/), Periodontics/Prosthesis (https://www.dental.upenn.edu/admissions-academics/graduate-dental-education-programs/periodontal-prothesis-program/), or Oral Medicine (https://www.dental.upenn.edu/admissions-academics/graduate-dental-education-programs/oral-medicine-program/) postgraduate programs. Candidates concurrently complete their clinical specialty training and DScD degree, engaging in an intensive research program that culminates in a thesis and oral defense. The program is also open to individuals who have completed their clinical specialty training, but are interested in obtaining a DScD degree; students in this track complete all of the didactic courses and research requirements but do not directly participate in clinical care. Those interested in applying to the DScD program should indicate so on their application to a clinical specialty program. If the applicant already has a certificate in a clinical specialty, he or she can apply directly to the DScD program.

For more information: https://www.dental.upenn.edu/admissions-academics/graduate-dental-education-programs/doctor-of-science-in-dentistry/

Curriculum

DScD with Postgraduate Certificate Program

The Doctor of Science in Dentistry (DScD) program is tailored to meet CODA requirements for each clinical specialty. For Endodontics (https://www.dental.upenn.edu/academic_programs_admissions/graduate_dental_education_programs/endodontic_residency_program/), Orthodontics (https://www.dental.upenn.edu/academic_programs_admissions/graduate_dental_education_programs/orthodontic_residency_program/), Oral Medicine (https://www.dental.upenn.edu/academic_programs_admissions/graduate_dental_education_programs/oral_medicine_residency_program/), and Pediatric Dentistry (https://www.dental.upenn.edu/academic_programs_admissions/graduate_dental_education_programs/pediatric_dentistry_residency_program/) postgraduate programs it is 5 years, for Periodontics (https://www.dental.upenn.edu/academic_programs_admissions/graduate_dental_education_programs/periodontic_residency_program/) 5.5 years and for Periodontic/Prosthesis (https://www.dental.upenn.edu/admissions-academics/graduate-dental-education-programs/periodontal-prothesis-program/) 6 years. Clinical, didactic, and research aspects of the program are integrated so that in all years students experience both clinical and research training. In years one and two, there is greater focus on clinical training, while in later years there is greater focus on research training with clinical activities continuing in all years. All courses taken as part of clinical training are credited toward the DScD degree. In addition, three didactic courses from Penn's Biomedical Graduate Studies program
related to the research topic are required and typically taken in years two through four. Each student will write a K08 or K23 grant award; the application becomes the basis of a qualifying exam for the program. Only US citizens/green card holders will actually submit their K08 or K23 proposal to the NIH. This represents important training in grant writing as well as training in writing a scientific paper for publication, both of which are important aspects of academic success. NOTE: Acceptance into the specialty certificate program does not guarantee acceptance into the DScD program.

DScD without Postgraduate Certificate Program

Students who have completed clinical specialty training at an accredited institution are eligible to apply for the Doctor of Science in Dentistry (DScD) program without certificate. This program is 4 years in length. Students in this program are associated with a clinical specialty and will take all didactic courses in the specialty as well as a dissertation project but will not receive clinical training. In addition, the student will take three didactic courses from Penn’s Biomedical Graduate Studies program related to the research topic, typically taken in years 2-4. The didactic, research and dissertation components for this program are the same as those for the combined DScD/Certificate program.

General Requirements

All DScD students must complete the Core Graduate Dental Education courses, as well as three didactic courses from Biomedical Graduate Studies and a dissertation. Additional requirements depend on the track and clinical specialty.

Core Graduate Dental Education Courses

<table>
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<th>Title</th>
<th>Course Units</th>
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The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Program for Advanced Standing Students, DMD

The Program for Advanced Standing Students (PASS) is designed for graduates of foreign dental schools who want to practice dentistry in the United States. Most states require a degree from a dental school accredited by the American Dental Association (ADA) before granting licensure. To prepare non-U.S. trained dentists, Penn Dental Medicine offers a two-and-a-half year program which leads to a DMD degree. Successful completion of the program allows foreign-trained dentists to take licensing exams in any state. PASS students are expected to successfully complete all competencies required in the 4-year program.

For more information: https://www.dental.upenn.edu/admissions-academics/program-for-advanced-standing-students/

Curriculum

Upon matriculation in January, PASS students will join the second year DMD class by participating in all ongoing preclinical and laboratory courses. PASS students will NOT be required to take any second year basic science courses but instead will participate in an additional, specially designed preclinical laboratory/seminar program.

Third- and Fourth-Year Dental Curriculum

Following the successful completion of the second year, students will be fully integrated into the class where they take part in all academic and clinical experiences in the third and fourth years of dental school. This includes participation in externships abroad or in the U.S. and the Selectives course offerings to customize a student’s educational experience. No special or separate teaching is conducted for the PASS program students. Please refer to the DMD curriculum for a complete description of the third- and fourth-year curriculum. Students participate in a modern health care delivery system which simulates general practice. In addition, they rotate through the specialty departments and work under the preceptorship of master clinicians.

Third Year

Students begin to function as dental practitioners during their third year. Didactic courses provide a deeper and more sophisticated foundation of knowledge in the clinical disciplines. However, the bulk of the third year is spent providing general patient care in a variety of settings. This includes assignments to Primary Care Units in the general clinic and rotations in various specialty clinics. In addition, students provide patient screenings and education in community-based dental health programs at schools, health fairs, geriatric centers, and homes for disabled persons. Third-year students also participate in the Selectives Program.

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<thead>
<tr>
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Endodontics, Certificate

The University of Pennsylvania School of Dental Medicine has the unique honor of being the birthplace of modern Endodontics with Dr. Louis Grossman, the father of modern Endodontics, having established the Penn Dental Medicine Endodontic program.

The Endodontic program is designed to provide postgraduate students with advanced training in Endodontics, and upon its successful completion, students are eligible for the specialty Board of Endodontics. The highly respected research environment at Penn Dental Medicine and throughout the University of Pennsylvania provides a valuable opportunity for students applying to residency programs to combine their specialty training with advanced research and academic opportunities.

In addition to the core basic science courses required for all postgraduate students, the Endodontic Department arranges further basic science courses related to the specialty. Clinical seminars, planned reading seminars, and an extensive guest lecture series are also part of the educational experience.

Additional Program Options

Penn Dental Medicine also offers a Master of Science in Oral Biology (MSOB) and a Doctor of Science in Dentistry (DScD) that can be earned concurrent with a specialty certificate, preparing students to successfully enter the field of academic dentistry while also becoming skilled clinicians in specialty care. Through the MSOB and DScD programs, students are encouraged to pursue their individual research interests with projects that can span the diverse disciplines and research labs within Penn Dental Medicine's basic and clinical sciences and across the University.

Curriculum

Program Timelines

- Academic Track
  - MSOB and Certificate: 3 years
  - DScD and Certificate: 5 years
- Clinical Certificate Track
  - Certificate only: 2 years

For more information: https://www.dental.upenn.edu/academic_programs_admissions/graduate_dental_education_programs/endodontic_residency_program/ (https://www.dental.upenn.edu/academic_programs_admissions/graduate_dental_education_programs/endodontic_residency_program/)

All Dental Medicine certificate students share a common core of required courses throughout the first year. In addition, students complete additional courses specific to their particular program.

Program Requirements (Certificate Only)

- Core Graduate Dental Education Courses (Year 1 only)
- Program Specific Courses (Years 1 and 2 Didactic & Clinical)
• Literature Review (Years 1 and 2)
• Case Presentations (Years 1 and 2)
• Program Seminars (Years 1 and 2)
• Clinical Rotations (Years 1 and 2)

Core Graduate Dental Education Courses

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Year 1
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Additional MSOB Course Requirements

For more information: https://www.dental.upenn.edu/academic_programs_admissions/graduate_dental_education_programs/masters_of_science_in_oral_biology

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Master of Science in Oral Biology

The School of Dental Medicine also offers a Master of Science in Oral Biology (MSOB). Enrollment in the MSOB program is limited to individuals concurrently registered in one of the postgraduate specialty training (certificate) programs. Candidates receive the MSOB degree after completion of both their specialty training and the Master’s curriculum, which consists of didactic, seminar, and research practicum courses. The MSOB program is comprised of two tracks designed for outstanding students who are interested in either integrating research or structured evidence-based learning into their post-graduate education.

Depending on the track selected, research activities or a systematic literature review form the core of the MSOB program. Students are expected to participate in a clinical or basic science research project of sufficient scope and intensity or a formally structured and critically evaluated literature review focused on an important oral health-related research or clinical question. A thesis composed of an in-depth review of the relevant literature along with a manuscript reporting the results of the research or a systematic review is required for graduation for the research and evidence-based learning tracks respectively.

Oral and Maxillofacial Surgery, Certificate

The graduate program in Oral and Maxillofacial Surgery includes the awarding of a medical degree from the University of Pennsylvania School of Medicine, two years of general surgery, and 30 months of clinical rotations in oral and maxillofacial surgery. This dual-degree track is carefully designed to provide a comprehensive approach to both the medical school and residency components of the program. The program is accredited by the Commission on Dental Accreditation. Candidates who complete the program are eligible for examination by the American Board of Oral and Maxillofacial Surgeons.

The hallmark of Penn’s medical school is based on an innovative and highly acclaimed curriculum, which fuses basic and clinical sciences. This, coupled with core clinical clerkships, allows the oral and maxillofacial surgery resident to receive a medical education without compromise. The medical school rotations also meet mandatory residency requirements.

Candidates of the oral and maxillofacial surgery program are responsible for two and one-half years of medical school tuition. Rotations in Oral and Maxillofacial Surgery are scheduled at the following affiliated hospitals to provide an extremely broad and diverse clinical experience:

- The Hospital of the University of Pennsylvania
- Presbyterian Medical Center of Philadelphia
- Veterans Administration Hospital
- Children's Hospital of Philadelphia
- Pennsylvania Hospital
- University of Pennsylvania School of Dental Medicine

Program Timeline

Duration of program: 6 years

For more information: https://www.dental.upenn.edu/academic_programs_admissions/graduate_dental_education_programs/oral_and_maxillofacial_surgery_residencymd_program
Curriculum

Program-Specific Curriculum: First Year
Oral and Maxillofacial Surgery (6 months)
Genetics, Epidemiology, Modules 2, 3, & 6 of Medical School Curriculum (6 months)

Program-Specific Curriculum: Second Year
Oral and Maxillofacial Surgery (2 months)
Modules 2, 3, 4, & 6 of Medical School Curriculum
Part I United States Medical Licensing Examination (USMLE)

Program-Specific Curriculum: Third Year
Oral and Maxillofacial Surgery (4 months)
Modules 4, 5, & 6 of Medical School Curriculum
Part II USMLE

Program-Specific Curriculum: Fourth Year
Oral and Maxillofacial Surgery (2 months)
General Surgery Internship – Hospital of the University of Pennsylvania (6 months)
Anesthesia (4 months)
Part III USMLE

Program-Specific Curriculum: Fifth Year
Oral and Maxillofacial Surgery (6 months)
General Surgery (6 months)

Program-Specific Curriculum: Sixth Year
Oral and Maxillofacial Surgery (12 months)

Seminars

• OMFS Lectures (weekly)
• Journal Club/Morbidity & Mortality Conference (monthly)
• Center for Human Appearance Conference (monthly)
• Oral Pathology (monthly)
• Multidisciplinary Trauma Conference
• Delaware Valley Society of Oral & Maxillofacial Surgery Seminar

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Oral Medicine, Certificate

The Oral Medicine Residency Program at Penn Dental Medicine began training qualified practitioners in the early 1960's, many of whom have gone on to become program directors at other institutions both in the United States and abroad, examiners on the Board of the American Academy of Oral Medicine, and internationally respected researchers and leaders in the field of Oral Medicine.

The objective of this program is to train a thoroughly qualified clinician and educator in the field of Oral Medicine. In addition to extensive clinical experience, there is a didactic curriculum that runs throughout the program. Opportunities for students to explore particular areas of interest in the field of Oral Medicine are encouraged.

Additional Program Options

Penn Dental Medicine also offers a Master of Science in Oral Biology (MSOB) and a Doctor of Science in Dentistry (DScD) that can be earned concurrent with a specialty certificate, preparing students to successfully enter the field of academic dentistry while also becoming skilled clinicians in specialty care. Through the MSOB and DScD programs, students are encouraged to pursue their individual research interests with projects that can span the diverse disciplines and research labs within Penn Dental Medicine's basic and clinical sciences and across the University.

Program Timelines

• Academic Track
  • MSOB and Certificate: 3 years
  • DScD and Certificate: 5 years
• Clinical Certificate Track
  • Certificate only: 2 years

For more information: https://www.dental.upenn.edu/academic_programs_admissions/graduate_dental_education_programs/oral_dentistry_residency_program.html

Curriculum

Oral Medicine Certificate Curriculum

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<td>V.J. Brightman Conference</td>
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Year 2

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The MSOB program is comprised of two tracks designed for outstanding students who are interested in either integrating research or structured evidence-based learning into their post-graduate education. Depending on the track selected, research activities or a systematic review is required for graduation for the research and evidence-based learning tracks respectively.

### Core Graduate Dental Education Courses

#### Code	| Title	| Course Units
---|---|---
GOMD 976	| Oral Medicine Clinics	| 1.0
GOMD 977	| Off-Service Clinic Rot	| 1.0

#### Spring

GOMD 978	| S. Gary Cohen Conference	| 1.0
GOMD 979	| V.J. Brightman Conference	| 1.0
GOMD 980	| Oral Medicine Clinics	| 1.0
GOMD 981	| Off-Service Clinical Rot	| 1.0

### Orthodontics and Periodontics, Certificate

The Orthodontics and Periodontics program features a Clinical Track and an Academic Track. Applicants to this joint program must be accepted by both the Periodontics and Orthodontic admissions committees.

#### Clinical Track

In this track, the first year provides a comprehensive background in periodontics through extensive literature reviews, seminars, and clinical practice. Selected periodontal cases are continued into the second year, which focuses on formal training in orthodontics, orthodontic preclinical laboratories, and the beginning of clinical training in several multi-band techniques. The third and fourth years consist primarily of orthodontic seminars, clinical practice of periodontics and orthodontics, and evaluation of post-treatment periodontal cases. Third- and fourth-year students also do limited teaching. Graduates in this program are fully certified and board eligible in both periodontics and orthodontics. The four-year track will develop skilled clinicians who will be able to practice and teach in a clinical setting.

**Duration of program: 48 months**

#### Academic Track

The five-year program is designed to prepare students for full-time academia as dental educators and highly trained clinicians in periodontics and orthodontics. This program is planned in cooperation with a research preceptor and leads to a Master of Science in Oral Biology. The five years are planned and balanced by the Departments of Periodontics and Orthodontics and the research preceptor, so students can undertake clinical research while also being trained as a clinician. The clinical portion of the program is similar to the four-year track. Students will also have courses in the Graduate School of Education and have teaching responsibilities the fourth and fifth years.

**Duration of program: 60 months**

### Additional MSOB Course Requirements

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For more information: [https://www.dental.upenn.edu/academic_programs_admissions/graduate_dental_education_programs/masters_of_science_in_oral_biology](https://www.dental.upenn.edu/academic_programs_admissions/graduate_dental_education_programs/masters_of_science_in_oral_biology)
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For more information: https://www.dental.upenn.edu/academic_programs_admissions/graduate_dental_education_programs/masters_of_science_in_oral_biology

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Orthodontics, Certificate

The postgraduate program in Orthodontics integrates basic science and clinical Orthodontics in a comprehensive curriculum, designed to develop clinically proficient specialists who possess a scholarly insight into Orthodontic theory as it relates to patient care. While the basic science courses build upon residents' predoctoral knowledge of oral biology and related areas, the major part of the program consists of clinical education and training.

Several popular corrective orthodontic regimens are taught, giving residents a thorough understanding of the respective merits of each treatment philosophy and the ability to apply them clinically. Since many corrective orthodontic problems involve adolescents, there is a strong emphasis on growth and development. Residents also gain experience in preventive and interceptive orthodontic care with preadolescents. The management of adult patients is also emphasized through courses such as TMJ therapy and orthognathic surgery. Other highlights of the program include:

- Experience in interdisciplinary care of patients requiring complex restorative dentistry or advanced periodontal therapy. A combined faculty from fixed prosthetics and orthodontics presents a one-year course in occlusion.
- Participation in monthly rotations at the Craniofacial Clinic at The Children's Hospital of Philadelphia (https://www.chop.edu/), exposing residents to craniofacial anomalies and treatment and the team approach involved in treating such conditions.
Additional Program Options

Penn Dental Medicine also offers a Master of Science in Oral Biology (MSOB) and a Doctor of Science in Dentistry (DScD) that can be earned concurrently with a specialty certificate, preparing students to successfully enter the field of academic dentistry while also becoming skilled clinicians in specialty care. Through the MSOB and DScD programs, students are encouraged to pursue their individual research interests with projects that can span the diverse disciplines and research labs within Penn Dental Medicine’s basic and clinical sciences and across the University.

Curriculum

Program Timeline

- Academic Track
  - MSOB and Certificate: 3 years
  - DScD and Certificate: 5 years
- Clinical Certificate Track
  - Certificate only: 26 months

For more information: https://www.dental.upenn.edu/admissions-academics/graduate-dental-education-programs/orthodonic-program/

All Dental Medicine certificate students share a common core of required courses throughout the first year. In addition, students complete additional courses specific to their particular program.

Program Requirements (Certificate Only)

- Core Graduate Dental Education Courses (Year 1 only)
  - Program Specific Courses (Years 1 and 2 Didactic & Clinical)
  - Literature Review (Years 1 and 2)
  - Case Presentations (Years 1 and 2)
  - Program Seminars (Years 1 and 2)
  - Clinical Rotations (Years 1 and 2)

Core Graduate Dental Education Courses

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Master of Science in Oral Biology

The School of Dental Medicine also offers a Master of Science in Oral Biology (MSOB). Enrollment in the MSOB program is limited to individuals concurrently registered in one of the postgraduate specialty training (certificate) programs. Candidates receive the MSOB degree after completion of both their specialty training and the Master’s curriculum, which consists of didactic, seminar, and research practicum courses. The MSOB program is comprised of two tracks designed for outstanding students who are interested in either integrating research or structured evidence-based learning into their post-graduate education.

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For more information: https://www.dental.upenn.edu/academic_programs/admissions/graduate_dental_education_programs/masters_of_science_in_oral_biology/https://www.dental.upenn.edu/academic_programs/admissions/graduate_dental_education_programs/masters_of_science_in_oral_biology/

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Pedodontics, Certificate

The University of Pennsylvania School of Dental Medicine, in affiliation with The Children’s Hospital of Philadelphia, offers a two-year residency-
training program in Pediatric Dentistry. The goal of the program is to prepare Pediatric Dentists who are proficient in providing primary and comprehensive preventive and therapeutic care for infants and children through adolescence, including those with special needs.

Four students are accepted per year (candidates must be citizens of the United States or Canada). Students will receive extensive clinical and didactic training in Pediatric Dentistry including, but not limited to, comprehensive care of both healthy and special needs children and adolescents, restorative dentistry, pulp therapy, periodontal therapy, oral surgery, pharmacologic and non-pharmacologic behavior management techniques, space maintenance, orthodontic therapy, growth and development, treatment of patients under general anesthesia, treatment of patients in the operating room under general anesthesia, and management of traumatic injuries and emergency care.

Hospital rotations will include General Pediatrics, Anesthesiology, Oral and Maxillofacial Surgery, Craniofacial/Cleft Palate Clinic, Sedation, Oncology, Spina Bifida Clinic, General and Craniofacial Surgery, and Emergency Department. Hospital rotations will help students gain a deeper understanding of medical conditions and learn to work closely with medical colleagues and other members of the healthcare team. Students will have time designated for research and involvement in community activities. They will also teach at the University of Pennsylvania School of Dental Medicine Pediatric Dentistry Clinic.

Continuing education opportunities are encouraged. The program encourages development of critical thinking and inquiry in order to be able to participate in practice, education, and research in institutional, private, and public health settings; and to prepare students to grow into leadership roles in Pediatric Dentistry. The highly respected research environment at Penn Dental Medicine and throughout the University of Pennsylvania provides a valuable opportunity for students applying to post-doctoral programs to combine their specialty training with advanced research and academic opportunities.

Additional Program Options
Penn Dental Medicine also offers a Master of Science in Oral Biology (MSOB) and a Doctor of Science in Dentistry (DScD) that can be earned concurrently with a specialty certificate, preparing students to successfully enter the field of academic dentistry while also becoming skilled clinicians in specialty care. Through the MSOB and DScD programs, students are encouraged to pursue their individual research interests with projects that can span the diverse disciplines and research labs within Penn Dental Medicine's basic and clinical sciences and across the University.

Curriculum
Program Timeline
Program duration is 24 months.

For more information: https://www.dental.upenn.edu/admissions-academics/graduate-dental-education-programs/pediatric-dentistry-program/

All Dental Medicine certificate students share a common core of required courses throughout the first year. In addition, students complete additional courses specific to their particular program.

Program Requirements (Certificate Only)
- Core Graduate Dental Education Courses (Year 1 only)
- Program Specific Courses (Years 1 and 2 Didactic & Clinical)
- Literature Review (Years 1 and 2)
- Case Presentations (Years 1 and 2)
- Program Seminars (Years 1 and 2)
- Clinical Rotations (Years 1 and 2)

Core Graduate Dental Education Courses

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Periodontics, Certificate

Approved by the American Dental Association, the Periodontics program is designed to provide postdoctoral students with advanced training in periodontics and implantology. Upon successful completion of the program, students are issued a certificate in periodontics and are qualified for examination by the American Board of Periodontology. In addition to the core basic science courses required for all graduate students, the department arranges further basic science courses related to periodontics.

Other features of the program include clinical seminars, planned reading seminars, interschool symposia, and an extensive guest lecture series. The highly respected research environment at Penn Dental Medicine and throughout the University of Pennsylvania provides a valuable opportunity for students applying to post-doctoral programs to combine their specialty training with advanced research and academic opportunities.

Additional Program Options

Penn Dental Medicine also offers a Master of Science in Oral Biology (MSOB) and a Doctor of Science in Dentistry (DScD) that can be earned concurrent with a specialty certificate, preparing students to successfully enter the field of academic dentistry while also becoming skilled clinicians in specialty care. Through the MSOB and DScD programs, students are encouraged to pursue their individual research interests with projects that can span the diverse disciplines and research labs within Penn Dental Medicine’s basic and clinical sciences and across the University.

Curriculum

Program Timeline

- Academic Track
  - MSOB and Certificate: 3 years
  - DScD and Certificate: 5.5 years
- Clinical Certificate Track
  - Certificate only: 3 years

For more information: https://www.dental.upenn.edu/admissions-academics/graduate-dental-education-programs/periodontic-program/

All Dental Medicine certificate students share a common core of required courses throughout the first year. In addition, students complete additional courses specific to their particular program.

Program Requirements (Certificate Only)

- Core Graduate Dental Education Courses (Year 1 only)
- Program Specific Courses (Years 1 - 3 Didactic & Clinical)
- Literature Review (Years 1 - 3)
- Case Presentations (Years 1 - 2)
- Program Seminars (Years 1 - 3)
- Clinical Rotations (Years 1 - 3)

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Master of Science in Oral Biology

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For more information: https://www.dental.upenn.edu/academic_programs_admissions/graduate_dental_education_programs/masters_of_science_in_oral_biology (https://www.dental.upenn.edu/academic_programs_admissions/graduate_dental_education_programs/masters_of_science_in_oral_biology/)

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Perioprosthetic, Certificate**

This program is designed to provide postdoctoral students training in Fixed Prosthodontics, Esthetics, Advanced Implant Dentistry, and Periodontics. Upon successful completion of the program, the student will be issued certificates both in Periodontics and Periodontal Prosthesis. The focus is on the treatment of the advanced case to the highest esthetic and functional standards.

The basic science phase of the program is provided by the Division of Graduate Dental Education through a series of highly integrated core basic sciences. These courses are designed to expand the student’s knowledge of Oral Biology. Additional basic science courses specific to Restorative Dentistry are provided by the department. The emphasis of this program lies in developing specialists who have a scholarly approach to clinical problems. As the biologic foundation for all clinical dentistry, Periodontics comprises a substantial portion of the didactic program during the first two years. A major emphasis is placed on etiology, diagnosis, and treatment planning. In addition to completing all necessary requirements for certification in Periodontics, the student must complete a minimum of 10 advanced reconstructions.

Interdisciplinary training is the hallmark of this program with faculty representatives of the Departments of Endodontics, Periodontics, Maxillofacial Surgery and Restorative Dentistry, continually interacting both in the seminars and clinics. Literature seminars include Periodontics, Occlusion, Restorative, and Esthetic Dentistry. Each student is expected to write a paper on a clinical research activity and submit it for publication.

Courses specific to Prosthodontics are usually presented in seminar format. These include: material sciences, impression and 10 temporization techniques, biomechanics, CT scan technology and CAD/CAM based restorations, adjunctive orthodontics, occlusion, treatment planning, laboratory technology, practice management, articulators and facebows, porcelain laminates, resin-bonded restorations, and esthetics. A course in Implantology, including both the surgical and prosthetic phase, is presented to the students, as they are expected to perform both phases of treatment during their training program. There is ample interaction with laboratory technicians and students are required to perform various laboratory procedures during the completion of their cases. The highly respected research environment at Penn Dental Medicine and throughout the University of Pennsylvania provides a valuable opportunity for students applying to post-doctoral programs to combine their specialty training with advanced research and academic opportunities.

**Additional Program Options**

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**Curriculum**

**Program Timeline**

Program duration is 48 months.

For more information: https://www.dental.upenn.edu/admissions-academics/graduate-dental-education-programs/periodontal-prothesis-program/

All Dental Medicine certificate students share a common core of required courses throughout the first year. In addition, students complete additional courses specific to their particular program.

**Program Requirements (Certificate Only)**

- Core Graduate Dental Education Courses (Year 1 only)
- Program Specific Courses (Years 1 - 4 Didactic & Clinical)
- Literature Review (Years 1 - 4)
- Case Presentations (Years 1 - 4)
- Program Seminars (Years 1 - 4)
- Clinical Rotations (Years 1 - 4)

**Core Graduate Dental Education Courses**

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2020-21 Catalog | Generated 09/18/20
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The highly respected research environment at Penn Dental Medicine and throughout the University of Pennsylvania provides a valuable opportunity for students applying to residency programs to combine their specialty training with advanced research and academic opportunities. To that end, a Master of Science in Oral Biology degree will be earned concurrent with the specialty certificate, preparing students to successfully enter the field of academic dentistry, while also becoming skilled clinicians in specialty care. The curriculum is integrated so that both the certificate and the Master of Science degree will be awarded simultaneously upon the completion of requirements. Successful completion of the program will satisfy the formal training requirement for eligibility for the American Board of Prosthodontics certification examination.

### Program Timeline
- **Academic Track**
- **MSOB and Certificate: 3 years**

For more information: https://www.dental.upenn.edu/admissions-academics/graduate-dental-education-programs/prosthodontic-program/

### Curriculum

#### Program Requirements for Certificate in Prosthodontics

The curriculum has been designed according to the accreditation standards which dictate that at least 60% of the educational experience must be devoted to patient contact and laboratory procedures and at least 30% to didactic instruction and research. Based on that, the program's curriculum consists of the follow components:

**Clinical**

Residents of the Advanced Specialty Education Program in Prosthodontics at the University of Pennsylvania School of Dental Medicine have the opportunity to see and treat patients with a variety of complex needs in state-of-the-art clinical faculties. The Program's clinical activities are held in three treatment centers/clinics:

- The Advanced Prosthodontics Clinical Center (APCC) inside Penn Dental Medicine on the third floor Robert Schattner Center – The APCC is the first prosthodontic clinic fully equipped with dental microscopes. Restorative and surgical procedures will be performed supervised by experienced prosthodontic faculty members.
- The Corporal Michael J. Crescenz Philadelphia VA Medical Center (http://www.philadelphia.va.gov/)
- The Hospital of the University of Pennsylvania (https://www.upennmedicine.org/penn-medicine-locations/hospital-of-the-university-of-pennsylvania/) (for the Maxillofacial rotation)

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The goal of the off-site rotations is to maximize the learning clinical experience by exposing the residents to diverse clinical settings and patients’ pools.

Laboratory
The techniques will include fixed, removable, implant and digital prosthetics; occlusion; and CAD/CAM techniques. The Penn Dental Medicine CAD/CAM Center facilities and equipment will prepare the students/residents to experience the potentials of digital dentistry in prosthetics and become competent in digital laboratory workflow.

Teaching in predoctoral courses/clinic (as faculty or lecturer)
The goal of teaching in predoctoral courses is to give the student/resident experience in dental teaching at the undergraduate level. The objective of this experience is to provide exposure to the decision making process where the student/resident is the final authority rather than the student. An additional objective is to allow the student/resident to be exposed to standardized methods of teaching/learning and foster an interest in academics.

Research
The research component of the program is through the Master of Science in Oral Biology (https://www.dental.upenn.edu/academic_programs_admissions/graduate_dental_education_programs/masters_of_science_in_oral_biology/) program.

Didactic
The courses are presented by means of lecture, seminar, literature review, demonstration and laboratory. They are spread-out throughout the three-year long specialty program and they are part of the prosthetic certificate program, the master’s degree program, and the core curriculum for basic sciences.

Core Graduate Dental Education Courses

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<td>DADE 919</td>
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<td></td>
</tr>
<tr>
<td>DADE 920</td>
<td>Advance Library</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DADE 921</td>
<td>Cultural Competency</td>
<td></td>
</tr>
<tr>
<td>DADE 922</td>
<td>Pharmacology</td>
<td></td>
</tr>
<tr>
<td>DADE 923</td>
<td>Osteoimmunology</td>
<td></td>
</tr>
<tr>
<td>DADE 924</td>
<td>Oral Medicine</td>
<td></td>
</tr>
<tr>
<td>DADE 925</td>
<td>Nutrition &amp; Oral Health</td>
<td></td>
</tr>
<tr>
<td>DADE 926</td>
<td>Wound Healing</td>
<td></td>
</tr>
<tr>
<td>DADE 927</td>
<td>Grand Rounds</td>
<td></td>
</tr>
<tr>
<td>DADE 928</td>
<td>Biostatistics</td>
<td></td>
</tr>
<tr>
<td>DADE 929</td>
<td>Pulp/Dentin Biology</td>
<td></td>
</tr>
<tr>
<td>DADE 930</td>
<td>Maxillofacial Trauma</td>
<td></td>
</tr>
<tr>
<td>DADE 919</td>
<td>Head and Neck Anatomy</td>
<td></td>
</tr>
<tr>
<td>DADE 920</td>
<td>Advance Library</td>
<td></td>
</tr>
</tbody>
</table>

Master of Science in Oral Biology
The School of Dental Medicine also offers a Master of Science in Oral Biology (MSOB). Enrollment in the MSOB program is limited to individuals concurrently registered in one of the postgraduate specialty training (certificate) programs. Candidates receive the MSOB degree after completion of both their specialty training and the Master’s curriculum, which consists of didactic, seminar, and research practicum courses. The MSOB program is comprised of two tracks designed for outstanding students who are interested in either integrating research or structured evidence-based learning into their post-graduate education.

Depending on the track selected, research activities or a systematic literature review form the core of the MSOB program. Students are expected to participate in a clinical or basic science research project of sufficient scope and intensity or a formally structured and critically evaluated literature review focused on an important oral health-related research or clinical question. A thesis composed of an in-depth review of the relevant literature along with a manuscript reporting the results of the research or a systematic review is required for graduation for the research and evidence-based learning tracks respectively.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DENT 996</td>
<td>Intro To Statistics</td>
<td>1.0</td>
</tr>
<tr>
<td>DENT 997</td>
<td>Systematic Reviews</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Additional MSOB Course Requirements

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

School of Engineering and Applied Science
Penn’s School of Engineering is unlike any other. Traditionally untraditional. Pioneers in interdisciplinary education and research. Theory linked with real-world practice. The path for students who want to shape the future. With the pace of innovation and technological advancement accelerating ever faster, engineers hold the keys to the next generation’s routine wonders.

For more information, visit http://www.seas.upenn.edu/.
Mission and Philosophy

Penn Engineering seeks an optimal balance between the creation and integration of knowledge through scholarly research, entrepreneurship and innovation in translating the products of our research into practice, and the dissemination of knowledge to our students on the Penn campus and beyond. Accordingly, our mission has two facets:

- The creation, integration and dissemination of knowledge in both the fundamentals and their application in order to be an international center of engineering excellence and a catalyst for technological innovation; and
- The design and delivery of an engineering education known for its rigor, breadth and relevance to prepare students to become global leaders in technology-based fields.

The doctoral program is the hallmark of Penn Engineering's educational programs. Attracting, educating and mentoring outstanding doctoral students are priorities of the school. Penn Engineering doctoral graduates should be educated, trained and mentored for leadership positions, not only in academia, but also in industry and government. The education that we provide our doctoral candidates must embrace the challenges of the 21st century. The barriers to entry in the field of engineering is being lowered, and some technologies are becoming commoditized, even as new disruptive technologies are being developed. The gap between industry research and development and academic research is narrowing. It is important to strike the right balance between training in basic, curiosity-driven research while ensuring that our students are able to innovate and become leaders in today's quickly evolving disciplines.

Research

Our interdisciplinary research centers and institutes span across all departments in Penn Engineering and foster collaborations across different schools throughout the University. The physical connectivity of engineering buildings and the proximity to each of the other schools enables exciting collaborations with faculty, students and postdocs.

Research at Penn is constantly pushing back the frontiers of science and using innovative methods of thinking to approach problems and find solutions across many fields. If it hasn’t yet been solved, chances are someone at Penn Engineering is working to come up with the solution.

Programs

PhD Programs

- Bioengineering, PhD (p. 446)
- Chemical and Biomolecular Engineering, PhD (p. 447)
- Computer and Information Science, PhD (p. 448)
- Electrical and Systems Engineering, PhD (p. 449)
- Materials Science and Engineering, PhD (p. 449)
- Mechanical Engineering and Applied Mechanics, PhD (p. 450)
- Computer & Information Technology, MCIT (p. 455)
- Computer Graphics & Game Technology, MSE (p. 455)
- Data Science, MSE (p. 457)
- Electrical Engineering, MSE (p. 458)
- Embedded Systems, MSE (p. 459)
- Integrated Product Design, MIPD (p. 460)
- Integrated Product Design, MSE (p. 461)
- Materials Science and Engineering, MSE (p. 462)
- Mechanical Engineering & Applied Mechanics, MSE (p. 463)
- Nanotechnology, MSE (p. 465)
- Robotics, MSE (p. 466)
- Scientific Computing, MSE (p. 467)
- Systems Engineering, MSE (p. 468)

Certificate Programs

- Integrated Product Design, Certificate (p. 469)

Bioengineering, PhD

The first doctorate degree in bioengineering in the nation was awarded at Penn in 1953, and since that time, Penn Bioengineering has been an integral academic program linking faculty from the engineering, medical, and arts and sciences schools on a single centrally-located campus. Penn Bioengineering provides students with a flexible curriculum and a world-class research environment. Students are given the opportunity to work in a collaborative culture that includes multiple generations of leaders in academia, government, and industry. The careful process of matching students with faculty based on their research interests begins with first-year lab rotations, which gives students an opportunity to begin their dissertation research in their first semester.

For more information: http://www.be.seas.upenn.edu/prospective-students/doctoral/index.php (http://www.be.seas.upenn.edu/prospective-students/doctoral/)

View the University’s Academic Requirements for PhD Degrees (p. 1939).

Required Courses

Students are required to take at least 9 graduate level courses and 2 seminars.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAS 900</td>
<td>Responsible Conduct for Research in Engineering</td>
<td></td>
</tr>
</tbody>
</table>

Biomedical Science

Select courses in cell biology and/or systems physiology. Courses chosen in consultation with advisor.

Bioengineering Fundamentals

Select three BE or Engineering courses devoted to analytical methods, modeling, experimental methods and data analysis which focus on the student concentration. Courses will be chosen in consultation with the advisor.

Research Discipline Electives

Select two courses chosen in consultation with advisor

Mathematics
Select two courses from the recommended list

Bioengineering Research Rotation

Bioengineering Seminar
Select a minimum of two BE 699 seminars, usually in the first year.

1 A list of courses that students have taken recently to fulfill this requirement (http://www.be.seas.upenn.edu/current-students/masters/documents/16BiologicalScienceCourses.pdf) can be found on the Bioengineering website.

2 Suggested courses include:
   • ENM 502 Numerical Methods and Modeling
   • ENM 510 Foundations of Engineering Mathematics - I
   • ENM 511 Foundations of Engineering Mathematics - II
   • BE 510 Biomechanics and Biotransport
   • Additional math course recommendations (http://www.be.seas.upenn.edu/current-students/masters/documents/16MathCourses.pdf) can be found on the Bioengineering website.

1 Selected in consultation with the research advisor.
2 Qualifications Evaluation will be completed during the Summer or Early Fall.
3 The Dissertation Proposal is required by the end of the Fall semester in the Third Year.

Chemical and Biomolecular Engineering, PhD

The Ph.D. in Chemical and Biomolecular Engineering is primarily a research-oriented degree for students showing exceptional promise for original contributions to the theory and practice of chemical and biomolecular engineering. The degree is a virtual requirement for those planning to teach chemical and biomolecular engineering, as well as for those planning on a research career. Doctoral candidates are expected to show superior capability for independent work and study.

For more information: http://www.cbe.seas.upenn.edu/prospective-students/doctoral/index.php (http://www.cbe.seas.upenn.edu/prospective-students/doctoral/)

View the University’s Academic Requirements for PhD Degrees (p. 1939).

Required Courses
Students are required to take a minimum of 10 graduate level courses, including the six required core courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENM 510</td>
<td>Foundations of Engineering Mathematics - I</td>
<td>1</td>
</tr>
<tr>
<td>ENM 511</td>
<td>Foundations of Engineering Mathematics - II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>or ENM 502 Numerical Methods and Modeling</td>
<td></td>
</tr>
<tr>
<td>CBE 618</td>
<td>Advanced Molecular Thermodynamics</td>
<td>1</td>
</tr>
<tr>
<td>CBE 621</td>
<td>Advanced Chemical Kinetics and Reactor Design</td>
<td>1</td>
</tr>
<tr>
<td>CBE 640</td>
<td>Transport Processes I</td>
<td>1</td>
</tr>
<tr>
<td>CBE 641</td>
<td>Transport Processes II (Nanoscale Transport)</td>
<td>1</td>
</tr>
</tbody>
</table>

Electives
Select four course units

Total Course Units 10

1 Electives can be chosen from most 500+ level courses in engineering or the sciences and should be chosen with advisor input. Courses outside of engineering MUST have advisor approval for worksheet approval by the Graduate Coordinator.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Sample Plan of Study

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Biomedical Science Course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math or BE Fundamentals Course</td>
<td></td>
</tr>
<tr>
<td>BE 699</td>
<td>Bioengineering Seminar</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>BE 699 Bioengineering Seminar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biomedical Science or BE Fundamentals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BE Fundamentals Course</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>Qualification Evaluation</td>
<td></td>
</tr>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>BE 999 Thesis/Dissertation Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biomedical Science or BE Fundamentals</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>BE 699 Bioengineering Seminar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BE 999 Thesis/Dissertation Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BE Fundamentals Course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bioengineering Elective</td>
<td></td>
</tr>
<tr>
<td>Third Year and Beyond</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BE Fundamentals Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation Proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam and Dissertation Defense</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
## Sample Plan of Study

<table>
<thead>
<tr>
<th>First Year</th>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>CBE 618</td>
<td>Advanced Molecular Thermodynamics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBE 621</td>
<td>Advanced Chemical Kinetics and Reactor Design</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBE 640</td>
<td>Transport Processes I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENM 510</td>
<td>Foundations of Engineering Mathematics - I</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>CBE 641</td>
<td>Transport Processes II (Nanoscale Transport)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENM 502</td>
<td>Numerical Methods and Modeling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Qualifier Exam</td>
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</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Electives (2-3)</td>
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</tr>
<tr>
<td></td>
<td>Teaching Assistant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Electives (1-2) or CBE Thesis/Dissertation Research</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching Assistant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year and Beyond</th>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis/Dissertation Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation Defense</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 Electives can be chosen from most 500+ level courses in engineering or the sciences and should be chosen with advisor input. Courses outside of engineering MUST have advisor approval for worksheet approval by the Graduate Coordinator.

## Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAS 900</td>
<td>Responsible Conduct for Research in Engineering</td>
<td></td>
</tr>
</tbody>
</table>

### Core Courses

- Select four of the following:
  - CIS 500  Software Foundations
  - CIS 501  Computer Architecture
  - CIS 502  Analysis of Algorithms
  - CIS 505  Software Systems
  - CIS 511  Theory of Computation
  - CIS 520  Machine Learning

### Teaching Practicum

- CIS 895  Teaching Practicum
- CIS 895  Teaching Practicum

### Seminar Requirement

- Select four of the following: 1
  - CIS 610  Advanced Geometric Methods in Computer Science
  - CIS 620  Advanced Topics in Machine Learning
  - CIS 625  Theory of Machine Learning
  - CIS 630  Advanced Topics in Natural Language Processing
  - CIS 650  Advanced Topics in Databases
  - CIS 660  Advanced Topics in Computer Graphics and Animation
  - CIS 670  Advanced Topics in Programming Languages
  - CIS 673  Computer-Aided Verification
  - CIS 677  Advanced Topics in Algorithms and Complexity
  - CIS 680  Advanced Topics in Machine Perception
  - CIS 682  Friendly Logics
  - CIS 700  Special Topics
  - CIS 800  PhD Special Topics

### Independent Study

- Select 4 courses

### Research

- Select 2 required courses related to the Dissertation Research area plus 2 in an unrelated area

### Dissertation Status

- CIS 995  Dissertation

1 Two courses can be waived for students entering with a Master's degree. Advisor and Graduate Chair approval is required for non-CIS courses.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

---

Computer and Information Science, PhD

The Doctoral Program (Ph.D.) in Computer and Information Science (CIS) welcomes candidates with strong training in any of the disciplines related to modern information processing, with an emphasis on computer science and mathematics. Research and teaching form the essence of our doctoral program. Our curriculum is designed to develop the intellectual skills essential for the rapidly changing character of research and to meet the demands of academe and industry. Students develop their own advanced study focus, working with faculty mentors on topics ranging from the core computer science discipline to diverse scholarly interactions within the School of Engineering and the University.

For more information: [http://www.cis.upenn.edu/prospective-students/graduate/phd.php](http://www.cis.upenn.edu/prospective-students/graduate/phd.php)

View the University’s Academic Requirements for PhD Degrees (p. 1939).
Electrical and Systems Engineering, PhD

The ESE PhD program is designed to provide sufficient structure to help you build a strong foundation and to have sufficient flexibility to accommodate the direction of your creativity. You will collaborate closely with your faculty advisor on the direction of your research and develop skills needed to perform independent research and teaching in an exciting, intellectual environment. Current concentration areas are circuits and computer engineering, nanodevices and nanosystems, and information and decision systems. ESE research is focused on the development and application of systems theory to the design of physical, biological, and socio-technical artifacts that improve the human condition.

For more information: http://www.ese.upenn.edu/current-students/doctordegree/index.php

Course Requirements

ESE Doctoral students must complete a required series of 20 course units (CUs) of graduate-level courses and research units. A minimum of 10 CUs must be graduate level courses. The remaining 10 CUs are composed of Research Units (ESE 999 Thesis/Dissertation Research) and may include up to two Independent Study (ESE 899 Independent Study for PhD credit) units.

10 CUs of Coursework: these graduate level courses are organized by depth, breadth, critical thinking and elective categories.

The student must discuss with their advisor the courses that would best suit each of these categories for their specific PhD career at Penn. Course plans for ESE PhDs are very individualized and must be approved by their Faculty Advisor.

- Depth Requirement: At least five graduate-level courses in areas supporting the research of the Ph.D. student.
- Breadth Requirement: At least two graduate-level courses which are distinct from the major research area. The courses may be thematically linked in a 500-600 sequence or may represent two 500 level courses both distinct from the major research area. Independent Studies cannot be used in this category.
- Critical Thinking Requirement: At least two graduate-level courses satisfying formal analytical reasoning. Courses that satisfy this requirement include graduate courses in Mathematics, Engineering Mathematics, Statistics, or Discrete Mathematics and the following Physics courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 516</td>
<td>Electromagnetic Phenomena</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 518</td>
<td>Introduction to Condensed Matter Physics</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 529</td>
<td>Modern Optics and Modern Optical Physics and Spectroscopy</td>
<td>2</td>
</tr>
<tr>
<td>PHYS 531</td>
<td>Quantum Mechanics I</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 532</td>
<td>Quantum Mechanics II</td>
<td>1</td>
</tr>
</tbody>
</table>

Courses from other departments may be used provided they have a clear focus on mathematical reasoning and techniques and have been pre-approved. Independent studies cannot be used in this category.

- Electives: Any remaining courses approved by your faculty advisor may fulfill this category.
- 10 CUs of Research: Students may use up to two Independent Study units (ESE 899) to fulfill this requirement. Independent Study units are not required. Additional Research Units (999) may be taken in order to maintain a full-time status (see below). Students who have completed their course work will register for 3 CUs of Research Units per semester to maintain full time status.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Materials Science and Engineering, PhD

Materials science is a highly versatile discipline that enables innovations across a wide variety of technologies from cell phones to solar energy to bioimplants to airplanes. Applying insights from the basic sciences, this discipline designs new materials and fabrication methods to continually expand the scope and combination of mechanical, electrical, optical and transport properties available in materials. The newer fields of nanotechnology, biomaterials and quantum materials are providing materials scientists with an entirely new palette of molecular, organic, biological and inorganic building blocks to engineer materials with unique functionalities. The research and academic programs in the MSE Department and the broader MSE Graduate Group at Penn reflect these exciting new developments and our goal is to provide students enrolling in our program with a broad and multidisciplinary training so that they can be part of this materials revolution and contribute to solving the 21st century challenges.

For more information: http://www.mse.seas.upenn.edu/current-students/masters/doctoral-degree.php

View the University’s Academic Requirements for PhD Degrees (p. 1939).

Required Courses

Students are required to take at least 10 graduate level courses, including courses outside of their research area to gain a broader understanding of materials science and engineering. Doctoral students with a Master’s degree may transfer up to eight credits as course units to the Ph.D. program upon the approval of the Graduate Group Chair. However, a maximum of five transferred courses count toward the 10 courses required for the Ph.D. program.
Sample Plan of Study

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Core Courses</strong></td>
<td></td>
</tr>
<tr>
<td>MSE 520</td>
<td>Structure of Materials</td>
<td></td>
</tr>
<tr>
<td>MSE 530</td>
<td>Thermodynamics and Phase Equilibria</td>
<td></td>
</tr>
<tr>
<td>MSE 540</td>
<td>Phase Transformations</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select three approved non-core courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one Research Credit course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select three additional Graduate Level courses</td>
<td></td>
</tr>
</tbody>
</table>

1 Non-core courses may be selected from offerings within MSE and other departments in SEAS, as well as the physical, biological, and mathematical sciences.

2 Courses must be at the 500 level or greater.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Required Courses

The Ph.D. requirements include the completion of a minimum of 10 course units of graduate level coursework.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>ENM 520</td>
<td>Principles and Techniques of Applied Math I</td>
<td></td>
</tr>
<tr>
<td>ENM 521</td>
<td>Principles and Techniques of Applied Math II</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>MEAM Core Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select three of the following:</td>
<td></td>
</tr>
<tr>
<td>MEAM 519</td>
<td>Elasticity and Micromechanics of Materials</td>
<td></td>
</tr>
<tr>
<td>MEAM 530</td>
<td>Continuum Mechanics</td>
<td></td>
</tr>
<tr>
<td>MEAM 535</td>
<td>Advanced Dynamics</td>
<td></td>
</tr>
<tr>
<td>MEAM 561</td>
<td>Thermodynamics: Foundations, Energy, Materials</td>
<td></td>
</tr>
<tr>
<td>MEAM 570</td>
<td>Transport Processes I</td>
<td></td>
</tr>
<tr>
<td>MEAM 620</td>
<td>Advanced Robotics</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Depth Requirement</strong></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Breadth Requirement</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Research-Related Courses</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

1 At least one graduate course in MEAM beyond the core requirements is required to fulfill the Depth Requirement.

2 At least one graduate course outside MEAM that is related to the student’s research is required to fulfill the Breadth Requirement (not including ENM 520 Principles and Techniques of Applied Math I or ENM 521 Principles and Techniques of Applied Math II).

3 At least three additional graduate courses that are related to the student’s research are required to fulfill the Research Requirement.

In addition to the ten course units of graduate level work, students will complete:

- Responsible Conduct of Research in Engineering workshop in the first year (EAS 900 Responsible Conduct for Research in Engineering)
Bioengineering, MSE

The Bioengineering master's program provides an interdisciplinary education in scientific and engineering fundamentals, with an emphasis on new developments in the field of Bioengineering. The primary goal of the Penn Bioengineering master's program is to provide students with a customized curriculum designed to prepare them to function creatively and independently in industry, research and development, government or academia.

The master's degree program provides rigorous and advanced training in engineering with a focus on biological and medical sciences. The flexible curriculum allows students to select their own graduate coursework in math, biomedical sciences, bioengineering, and other science and engineering disciplines. The University of Pennsylvania has a 'one university' philosophy, and students may register for courses from any School in the University. Our students typically take courses in the Schools of Engineering, Arts and Sciences, and Medicine.

Bioengineering master's degree candidates select either the thesis or non-thesis degree track during their first year, in consultation with the Director of Master's Advising. Students typically complete their degree program in twelve to eighteen months.

The MSE in Bioengineering is a 'terminal degree;' meaning that students interested in pursuing a PhD must apply to the program through the PhD graduate admissions process.

For more information: [http://www.be.seas.upenn.edu/current-students/masters/degree-requirements.php](http://www.be.seas.upenn.edu/current-students/masters/degree-requirements.php)

**Curriculum**

A total of 10 course units are required for the MSE degree.\(^1,2\)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses (^3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 1 Math course</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Select 1 Biological Science course</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Select 2 Bioengineering graduate courses (^4)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Select 3 SEAS and or Biomedical Science electives</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select 1 general elective (^5)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Thesis/Non Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BE 597 Master's Thesis Research (or Science and Engineering electives)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total Course Units</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) The program director helps you develop a program of study for the fall and spring semester of your first year. You can also access a list of suggested graduate courses broken down by discipline. [http://www.be.seas.upenn.edu/current-students/masters/courses.php](http://www.be.seas.upenn.edu/current-students/masters/courses.php)

\(^2\) The Master's Student CPG worksheet [http://www.be.seas.upenn.edu/current-students/masters/documents/MastersCPGInstructions_2014_000.pdf](http://www.be.seas.upenn.edu/current-students/masters/documents/MastersCPGInstructions_2014_000.pdf) (accessible through Penn In Touch) helps you design an individualized curriculum that leads to you successfully completing the program. Please complete the CPG worksheet and allow at least 48 hours for review and approval. Once your course selection is approved, you will be permitted to register through Penn In Touch [https://medley.isc-seo.upenn.edu/penn_portal/intouch/splash.html](https://medley.isc-seo.upenn.edu/penn_portal/intouch/splash.html).

\(^3\) Must be taken by students in both the thesis and non-thesis tracks. All courses must be 500 level or above.

\(^4\) Select any BE courses

\(^5\) Select from any science or engineering discipline

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Biotechnology, MBIOT

The Master of Biotechnology Program prepares students, both full- and part-time, for leadership in the critically important and dynamic industries of biotechnology and pharmaceuticals. Strongly interdisciplinary, this innovative professional master’s program draws its faculty and courses from the School of Arts and Sciences and the School of Engineering and Applied Science. Penn's world-class biomedical research centers, renowned science departments and position at the hub of the largest pharmaceutical/biotechnology corridor in the United States, place this program at the vanguard of biotechnology education. There are three parallel curriculum tracks: molecular biotechnology, pharmaceutical engineering biotechnology, and biomedical technologies. These tracks, in combination with core courses, insures that students get a uniquely broad exposure to the entire field of biotechnology and give students flexibility.
to tailor their degree to their background, interests, and current career or career goals.

For more information: http://biotech.seas.upenn.edu/

**Master’s Program Curriculum**

A minimum of 11.0 course units are required to obtain the Masters of Biotechnology degree.¹

## Core Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Curriculum</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Biochemistry</strong></td>
<td></td>
</tr>
<tr>
<td>BE 512</td>
<td>Bioengineering III: Biomaterials</td>
<td>1</td>
</tr>
<tr>
<td>BE 558</td>
<td>Principles of Biological Fabrication</td>
<td></td>
</tr>
<tr>
<td>BE 608</td>
<td>Translational Therapeutics</td>
<td></td>
</tr>
<tr>
<td>BIOL 404</td>
<td>Immunobiology</td>
<td></td>
</tr>
<tr>
<td>BIOL 407</td>
<td>Cancer Cell Biology</td>
<td></td>
</tr>
<tr>
<td>BIOL 421</td>
<td>Molecular Genetics</td>
<td></td>
</tr>
<tr>
<td>BIOL 437</td>
<td>Introduction to Computational Biology &amp; Biological Modeling</td>
<td></td>
</tr>
<tr>
<td>BIOL 448</td>
<td>Principles of Drug Action</td>
<td></td>
</tr>
<tr>
<td>BIOL 480</td>
<td>Advanced Cell Biology</td>
<td></td>
</tr>
<tr>
<td>BIOL 482</td>
<td>Cell Signaling</td>
<td></td>
</tr>
<tr>
<td>BIOL 485</td>
<td>The RNA World: A functional and computational analysis</td>
<td></td>
</tr>
<tr>
<td>BIOL 486</td>
<td>Chromosomes and the Cell Cycle</td>
<td></td>
</tr>
<tr>
<td>BIOL 575</td>
<td>Microbial Diversity and Pathogenesis</td>
<td></td>
</tr>
<tr>
<td>BIOM 600</td>
<td>Cell Biology</td>
<td></td>
</tr>
<tr>
<td>CAMB 609</td>
<td>Vaccines and Immune Therapeutics</td>
<td></td>
</tr>
<tr>
<td>CIS 535</td>
<td>Introduction to Bioinformatics</td>
<td></td>
</tr>
<tr>
<td>GCB 585</td>
<td>Wistar Institute Cancer Biology Course: Signaling Pathways in Cancer</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Biotechnology I: Cellular/Molecular Biology</strong></td>
<td></td>
</tr>
<tr>
<td>BE 553</td>
<td>Principles, Methods, and Applications of Tissue Engineering</td>
<td>1</td>
</tr>
<tr>
<td>BE 561</td>
<td>Musculoskeletal Biology and Bioengineering</td>
<td></td>
</tr>
<tr>
<td>BE 567</td>
<td>Mathematical Computation Methods for Modeling Biological Systems</td>
<td></td>
</tr>
<tr>
<td>BIOL 442</td>
<td>Neurobiology of Learning and Memory</td>
<td></td>
</tr>
<tr>
<td>BIOL 431</td>
<td>Genome Science and Genomic Medicine</td>
<td></td>
</tr>
<tr>
<td>BIOL 448</td>
<td>Principles of Drug Action</td>
<td></td>
</tr>
<tr>
<td>BIOL 477</td>
<td>The Science and Art of Biotechnology</td>
<td></td>
</tr>
<tr>
<td>BIOL 483</td>
<td>Epigenetics</td>
<td></td>
</tr>
<tr>
<td>BIOL 527</td>
<td>Genetics for Computational Biology</td>
<td></td>
</tr>
<tr>
<td>CBE 540</td>
<td>Biomolecular and Cellular Engineering</td>
<td></td>
</tr>
<tr>
<td>CBE 555</td>
<td>Nanoscale Systems Biology</td>
<td></td>
</tr>
<tr>
<td>CBE 557</td>
<td>Stem Cells, Proteomics and Drug Delivery - Soft Matter Fundamentals</td>
<td></td>
</tr>
<tr>
<td>BIOM 502</td>
<td>Molecular Basis of Disease</td>
<td></td>
</tr>
</tbody>
</table>

The core courses represent 6 credit units and the track electives represent 5 credit units. Students must take at least 7 credit units—between the core and electives—within SEAS courses.

## Master's Degree Requirements

10 course units are required for the MSE in Chemical and Biomolecular Engineering.¹²
Focus areas include:

- Biotechnology and Pharma
- Catalysis, Energy, and Environment
- Computational Science and Simulation
- Process Control and Design
- Soft Matter

See Graduate Group Chair or Graduate Coordinator for suggested lists of elective courses in different focus areas.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Computer & Information Science, MSE

The CIS/ MSE program offers scholars the opportunity for advanced study in the scientific foundations of the rapidly growing field of computer science. Applicants to the MSE program should have strong undergraduate training in mathematics and computer science; prior coursework should include such areas as operating systems, programming languages, data structures, discrete mathematics, linear algebra, algorithms and theory; coursework should be similar to the courses taken by computer science undergraduates at the University of Pennsylvania.

Candidates who do not have an undergraduate major in computer science should consider applying to the Master of Computer and Information Technology program (MCIT). Dual degree/transfer information for current students can be accessed here. Submatriculation information for current students can be accessed here. CIS/MSE students can pursue many areas within their curriculum, including AI, databases, security, programming languages, etc. The CIS Graduate Program prepares our students to be tomorrow’s innovators, leaders, and visionaries. Our MSE graduates have obtained a wide range of positions in industry and continued in doctoral studies. Here’s a sample:

- Senior Programmer/Analyst, Computational Biology & Informatics Laboratory, University of Pennsylvania
- Software Development Engineer, Microsoft
- Researcher, Lincoln Laboratory, MIT
- Systems Engineer, Lockheed Martin
- Researcher, School of Medicine/Radiology, University of Pennsylvania
- Doctoral Student, Computer Information Science, University of Pennsylvania
- Doctoral Student, Computer Science, Brown University.
- Doctoral Student, Computer Science, University of Illinois, Urbana-Champaign

A more extensive list can be found here.

For more information: [http://www.cis.upenn.edu/prospective-students/graduate/mse.php](http://www.cis.upenn.edu/prospective-students/graduate/mse.php)
Curriculum

The MSE degree requires completion of ten course units that satisfies all of the following requirements:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS Courses</td>
<td>At least seven of the ten course units required for the degree must be CIS courses. These seven courses include four core courses and three CIS elective courses described below.</td>
<td></td>
</tr>
<tr>
<td>Core Courses</td>
<td>Select four courses from the following:</td>
<td>4</td>
</tr>
<tr>
<td>Theory Courses</td>
<td>CIS 502 Analysis of Algorithms</td>
<td></td>
</tr>
<tr>
<td>Systems Courses</td>
<td>CIS 511 Theory of Computation</td>
<td></td>
</tr>
<tr>
<td>CIS 505 Software Systems</td>
<td>CIS 548 Operating Systems Design and</td>
<td></td>
</tr>
<tr>
<td>CIS 548 Operating Systems Design and</td>
<td>Implementation</td>
<td></td>
</tr>
<tr>
<td>CIS 553 Networked Systems</td>
<td>CIS 555 Internet and Web Systems</td>
<td></td>
</tr>
<tr>
<td>Machine-Learning Courses</td>
<td>CIS 520 Machine Learning</td>
<td></td>
</tr>
<tr>
<td>CIS 519 Introduction to Machine Learning</td>
<td>CIS 521 Artificial Intelligence</td>
<td></td>
</tr>
<tr>
<td>Other Courses</td>
<td>CIS 500 Software Foundations</td>
<td></td>
</tr>
<tr>
<td>CIS 501 Computer Architecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS Elective Courses</td>
<td>The four core courses must include 1) at least one systems course, or CIS 501; 2) at least one theory course; and 3) at most one machine-learning course. (the other machine-learning courses can still be taken as electives.)</td>
<td></td>
</tr>
<tr>
<td>CIS or Non-CIS Elective Courses</td>
<td>Any CIS courses numbered from CIS 500 to CIS 700</td>
<td>3</td>
</tr>
<tr>
<td>CIS or Non-CIS Elective Courses</td>
<td>At most one CIS 700 class can be included</td>
<td></td>
</tr>
<tr>
<td>Total Course Units</td>
<td>Each of the three remaining courses must be a CIS course (numbered from CIS 500 to CIS 800) or a course from the list of approved non-CIS courses</td>
<td>3</td>
</tr>
</tbody>
</table>

Advanced study in a specific area of computer science is encouraged. Besides coursework, students may pursue Independent Studies to increase their depth of knowledge in a specific area - a maximum of two independent study credits can be used as electives for the CIS/MSE degree. Students are also encouraged to submit a master's thesis (see below) which may count as two course units of Masters Student Thesis Research, CIS 597.

FORMS: Click here to access SEAS graduate forms, including the GraduatePetition for Action; click here to access CIS graduate forms.

Master's Thesis

A student wishing to complete a master's thesis may enroll in two course units of CIS 597/Masters Thesis Research, which count as electives towards the ten credits needed for the CIS/MSE degree. The student first chooses a thesis advisor, who must belong to the CIS Graduate Group, proposing a suitable thesis topic. The thesis advisor and student discuss and determine the topic, scope, etc. of the thesis. The advisor and student also determine one other faculty member to be a reader for the thesis. Once the advisor, reader, and topic have been chosen, the student should email Mike Felker (http://www.seas.upenn.edu/~mfelker/) who will provide a google doc master’s thesis approval form which can be shared with the thesis advisor, reader, and CIS/MSE Program Chair, Dr. Swapneel Sheth (swapneel@cis.upenn.edu). Information re: thesis formatting and submission of the thesis to the SEAS Research and Academic Services Office can be accessed here. (http://www.cis.upenn.edu/current-students/graduate/advising/graduation.php) A copy of the approved version of the thesis should be emailed to the CIS Master’s chair.

Cumulative GPA Requirement

A minimum GPA of 2.7 for master’s students must be maintained in order to be considered in good academic standing. If this minimum is not maintained, academic probation or dismissal from the program will be invoked. A 2.7 final GPA must be achieved to graduate in all situations. (Effective Fall 2007 class). Students are permitted to graduate with an F grade in a course; however, no grade lower than a C- will be counted towards the degree. In particular, a C- or better must be achieved in the core courses or they must be retaken.

Graduation Checklist for MSE Students

- Watch for email announcements regarding applying for graduation. Information on applying for a degree/graduation can be found here (http://www.cis.upenn.edu/current-students/graduate/advising/graduation.php).
- If needed, master’s thesis instructions should be obtained early on in the writing stage. You should make your advisor aware of the need for a timely reading and signature before graduation.
- Check that your academic record is cleared of Incompletes, No Grade Reported, and Unsatisfactory Progress. and that your GPA meets the requirements.
- Students who graduate in August or December may participate in the following May Commencement; a student graduating in August may participate in the May Commencement prior to graduation - contact Mike Felker (mfelker@cis.upenn.edu) for information.
- Make sure that your bursar’s bill is cleared before the end of the final semester.
- Students are allowed a maximum of seven years to complete the MSE degree program.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Computer & Information Technology, MCIT

The Master of Computer and Information Technology (MCIT) program is a rigorous graduate-level program that gives talented students who have no prior experience in Computer Science an opportunity to embark on a highly successful career in computing and technology, often in coveted interdisciplinary roles or even in purely technical software development positions. The MCIT program stems from a belief that advanced computer science coursework for people with undergraduate degrees in other diverse fields leads to highly successful career paths. Our graduates and their careers today stand as strong proof to this philosophy. Within the realm of academia, pursuing further advanced study in computer science is also an option open to MCIT graduates. Due to the goals and nature of the MCIT program, it is strictly for applicants with limited or no past experience in computer science. Candidates with an undergraduate major in Computer Science or closely related fields, should consider applying to the Master of Science in Engineering (MSE) program instead.

For more information: http://www.cis.upenn.edu/prospective-students/graduate/mcit.php

For students interested in learning more about MCIT Online, click here (https://onlinelearning.seas.upenn.edu/mcit/).

Curriculum

A total of 10 course units are required for the MCIT degree.¹

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Required Courses</strong>¹</td>
<td></td>
</tr>
<tr>
<td>CIT 591</td>
<td>Introduction to Software Development²</td>
<td>1</td>
</tr>
<tr>
<td>CIT 592</td>
<td>Mathematical Foundations of Computer Science²</td>
<td>1</td>
</tr>
<tr>
<td>CIT 593</td>
<td>Introduction to Computer Systems²</td>
<td>1</td>
</tr>
<tr>
<td>CIT 594</td>
<td>Data Structures and Software Design</td>
<td>1</td>
</tr>
<tr>
<td>CIT 595</td>
<td>Computer Systems Programming</td>
<td>1</td>
</tr>
<tr>
<td>CIT 596</td>
<td>Algorithms and Computation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 4 electives⁴</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total Course Units</strong></td>
<td>10</td>
</tr>
</tbody>
</table>

¹ It is expected that full-time MCIT students will take the six required courses during the first two semesters of enrollment and four electives during their second year.

² Offered in the Fall semester only. They are the prerequisites for CIT 594 Data Structures and Software Design, CIT 596 Algorithms and Computation, and CIT 595 Computer Systems Programming, respectively, which are offered in the Spring semester only.

³ Courses can be waived or replaced only with the permission of the instructor. As of Fall 2016, students must pass a proficiency exam in order to waive a course. All MCIT courses must be completed (or waivers obtained) during the first semester that the course is offered during the student’s time in the program. Students may not waive or replace more than two required MCIT courses. Courses that are waived need to be replaced with a suitable alternative.

⁴ Electives
- MCIT students must also complete four graduate-level (500 or higher) electives.
- At least three must be a CIS course; one may be an approved non-CIS course.
- The following courses are recommended for all MCIT students:
  - CIS 550 Database and Information Systems
  - CIS 555 Internet and Web Systems
  - CIS 573 Software Engineering
  - CIS 557 Programming for the Web
- Additional suitable electives include:
  - CIS 502 Analysis of Algorithms
  - CIS 505 Software Systems
  - CIS 519 Introduction to Machine Learning
  - CIS 551 Computer and Network Security
  - CIS 552 Advanced Programming
  - CIS 553 Networked Systems
  - CIS 554 Programming Paradigms
  - CIS 559 Programming and Problem Solving
- Click here (http://www.cis.upenn.edu/about-academics/courses.php#500) for all CIS graduate course options.
- One course from the list of pre-approved non CIS graduate courses, found here (http://www.cis.upenn.edu/current-students/graduate/advising/electives-non-cis.php), may be used as an elective. Graduate courses offered in other departments may count as an elective with the prior approval of the MCIT program director; in general, such courses must have a strong technical component in order to be approved.

Continuing in the Master of Science in Computer & Information Science (CIS/MSE) Program

MCIT students may apply to continue in the Master of Science in Engineering in Computer & Information (CIS/MSE) program. Students pursuing this dual degree route need to satisfy a minimum GPA requirement, have earned a high grade in at least one CIS elective, and have completed the majority of the MCIT requirements at the time of applying. In addition to the ten courses required for the MCIT program, students continuing in the CIS/MSE program need to take six additional CIS graduate courses for a total of sixteen credits; satisfactory completion results in the awarding of the MCIT and CIS/ MSE degrees. Click here (http://www.cis.upenn.edu/current-students/graduate/mse/) to access the CIS/MSE degree requirements. Click here (http://www.seas.upenn.edu/graduate/advising/documents/g-apply-for-dual-masters.pdf) to access the MCIT-CIS/MSE dual degree application.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Computer Graphics & Game Technology, MSE

Interactive entertainment and computer-animated visual effects are now part of our mainstream culture. Creating such computer-generated imagery, however, is no trivial task. It requires a delicate blending of art
with science by teams of highly skilled professionals, including artists, animators, writers, designers, engineers and software developers working long hours with cutting-edge technology and tools. Currently there are very few interdisciplinary academic programs at four-year research universities adequately preparing students for such positions. The Master of Science in Engineering in Computer Graphics and Game Technology (CGGT) was created specifically to address this need.

For more information: http://www.cis.upenn.edu/prospective-students/graduate/cggt.php

Curriculum

A total of 10 course units are required for the MSE in Computer Graphics and Game Technology (CGGT).¹,²

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNAR 635</td>
<td>3-D Computer Modeling</td>
<td>1</td>
</tr>
<tr>
<td>CIS 560</td>
<td>Interactive Computer Graphics</td>
<td>1</td>
</tr>
<tr>
<td>CIS 562</td>
<td>Computer Animation</td>
<td>1</td>
</tr>
<tr>
<td>CIS 660</td>
<td>Advanced Topics in Computer Graphics and Animation</td>
<td>1</td>
</tr>
<tr>
<td>Select 1 required Math-based course. Recommendations include:</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>CIS 519</td>
<td>Introduction to Machine Learning</td>
<td></td>
</tr>
<tr>
<td>CIS 520</td>
<td>Machine Learning</td>
<td></td>
</tr>
<tr>
<td>CIS 561</td>
<td>Advanced Computer Graphics</td>
<td></td>
</tr>
<tr>
<td>CIS 563</td>
<td>Physically Based Animation</td>
<td></td>
</tr>
<tr>
<td>CIS 581</td>
<td>Computer Vision &amp; Computational Photography</td>
<td></td>
</tr>
<tr>
<td>CIS 580</td>
<td>Machine Perception</td>
<td></td>
</tr>
<tr>
<td>ENM 503</td>
<td>Introduction to Probability and Statistics</td>
<td></td>
</tr>
</tbody>
</table>

Business and Entrepreneurship

Select 1 Business and Entrepreneurship course. Recommendations include: ¹

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAS 545</td>
<td>Engineering Entrepreneurship I</td>
<td>1</td>
</tr>
<tr>
<td>IPD 515</td>
<td>Product Design</td>
<td></td>
</tr>
</tbody>
</table>

Graphics Elective ³

Select 1 Graphics elective. Recommendations include: ¹

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 565</td>
<td>GPU Programming and Architecture</td>
<td></td>
</tr>
<tr>
<td>CIS 561</td>
<td>Advanced Computer Graphics</td>
<td></td>
</tr>
<tr>
<td>CIS 563</td>
<td>Physically Based Animation</td>
<td></td>
</tr>
<tr>
<td>FNAR 567</td>
<td>Computer Animation</td>
<td></td>
</tr>
<tr>
<td>FNAR 661</td>
<td>Video I</td>
<td></td>
</tr>
<tr>
<td>FNAR 665</td>
<td>Cinema Production</td>
<td></td>
</tr>
</tbody>
</table>

Technical Elective ⁴

Select 1 Technical elective. Recommendations include: ¹

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 561</td>
<td>Advanced Computer Graphics</td>
<td></td>
</tr>
<tr>
<td>CIS 563</td>
<td>Physically Based Animation</td>
<td></td>
</tr>
<tr>
<td>CIS 581</td>
<td>Computer Vision &amp; Computational Photography</td>
<td></td>
</tr>
<tr>
<td>CIS 580</td>
<td>Machine Perception</td>
<td></td>
</tr>
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Free Elective ⁵,⁶

Select 1 free elective. Recommendations include: ¹

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAS 546</td>
<td>Engineering Entrepreneurship II</td>
<td></td>
</tr>
<tr>
<td>FNAR 536</td>
<td>Digital Figure Modeling</td>
<td></td>
</tr>
<tr>
<td>FNAR 634</td>
<td>Art of the Web: Interactive Concepts for Art &amp; Design</td>
<td></td>
</tr>
<tr>
<td>OIDD 662</td>
<td>Enabling Technologies</td>
<td></td>
</tr>
</tbody>
</table>

Design Project

CIS 568 | Game Design Practicum                      | 1
or CIS 597 | Master's Thesis Research                   | |

Total Course Units ¹,²,³,⁴,⁵,⁶

10

¹ 10 course units are required; 9 course units in addition to a one semester design project over a one year period.
² Students enrolled in the program from outside the University who have taken substantially similar coursework at their undergraduate institutions also can petition the program for approval of appropriate course substitutions. Granting of such approvals will be at the Program Director’s discretion, and will be made on a case by case basis.
³ Must be graduate level technical or creative course in the area of graphics or animation. Approval of the CGGT program director is required.
⁴ Any graduate level course in the School of Applied Science and Engineering (SEAS). Approval of the CGGT program director is required.
⁵ Any graduate level course at the University that relates in some way to graphics, animation and/or games. Approval of the CGGT program director is required.
⁶ Recommended choices include any of the Graphics Elective, Technical Elective or Business and Entrepreneurship courses.

Additional Information

- CGGT Related Course Schedules and Descriptions (http://www.cis.upenn.edu/current-students/graduate/cggt/courses.php)
- Candidates with non CS backgrounds (http://www.cis.upenn.edu/current-students/graduate/cggt/non-cs.php)
- Submatriculants interested in CGGT (http://www.cis.upenn.edu/current-students/graduate/cggt/submatriculation.php)

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Data Science, MSE

Penn’s Master of Science in Engineering (MSE) in Data Science prepares students for a wide range of data-centric careers, whether in technology and engineering, consulting, science, policy-making, or understanding patterns in literature, art or communications.

The Data Science Program can typically be completed in one-and-a-half to two years. It blends leading-edge courses in core topics such as machine learning, big data analytics, and statistics, with a variety of electives and an opportunity to apply these techniques in a domain specialization – a depth area – of choice.

The depth area offers both preparatory coursework and a thesis or practicum in a data science application area. Potential areas of specialization include network science (the Warren Center for Network and Data Science), digital humanities (the Price Lab for Digital Humanities), biomedicine (the Institute for Biomedical Informatics), and public policy (the Penn Wharton Budget Model and the Annenberg Center for Public Policy) – as well as more traditional opportunities in Computer and Information Science and Electrical and Systems Engineering. For students interested in applying data analysis and modeling to other areas within engineering and the physical sciences, Penn offers a specialized and synergistic program in Scientific Computing.

For more information: https://dats.seas.upenn.edu/program/

Curriculum

10 course units are required for the Data Science degree. The ten course units for the Data Science degree are divided into three categories: Foundations, Core Requirements and Technical & Depth Area electives. (As long as the prerequisites for the courses are met, students can complete these courses in any sequence)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 590</td>
<td>Programming Languages and Techniques.</td>
<td>1</td>
</tr>
<tr>
<td>or CIT 591</td>
<td>Introduction to Software Development</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one of the following: 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENM 503</td>
<td>Introduction to Probability and Statistics</td>
<td>1</td>
</tr>
<tr>
<td>or STAT 510 Probability</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>or MATH 546 Advanced Probability</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Core Requirements

Select one of the following: 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 512</td>
<td>Mathematical Statistics</td>
<td>1</td>
</tr>
<tr>
<td>CIS 515</td>
<td>Fundamentals of Linear Algebra and Optimization</td>
<td>1</td>
</tr>
<tr>
<td>CIS 625</td>
<td>Theory of Machine Learning</td>
<td>1</td>
</tr>
<tr>
<td>CIS 545</td>
<td>Big Data Analytics</td>
<td>1</td>
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Select one of the following: 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 519</td>
<td>Introduction to Machine Learning</td>
<td>1</td>
</tr>
<tr>
<td>or CIS 520</td>
<td>Machine Learning</td>
<td>1</td>
</tr>
<tr>
<td>or STAT 571 Modern Data Mining</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Technical & Depth Area Electives

Select 5 electives: 5

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Course Units</td>
<td>10</td>
</tr>
</tbody>
</table>

Applications

A. Title/Thesis/Practicum (two course units)

Register for 2 course units of DATS 597 Master’s Thesis Research/Master’s Thesis or 2 course units of DATS 599 Master’s Indep Study/Master’s Independent Study. 1

B. Bio medicine

BE 521 Brain-Computer Interfaces
BE 566 Network Neuroscience
BE 567 Mathematical Computation Methods for Modeling Biological Systems

C. Social/Network Science

ECON 705 Econometrics I: Fundamentals
ECON 706 Econometrics II: Methods & Models
ECON 721 Econometrics III: Advanced Techniques of Cross-Section Econometrics
ECON 722 Econometrics IV: Advanced Techniques of Time-Series Econometrics

MKTG 476/776 Applied Probability Models in Marketing

D. Natural Science/Engineering

Chemical Engineering:

CBE 621 Advanced Chemical Kinetics and Reactor Design
CBE 641 Transport Processes II (Nanoscale Transport)
CBE 535 Interfacial Phenomena.

Mechanical Engineering:

MEAM 545 Aerodynamics
MEAM 537 Nanotribology
MEAM 575 Micro and Nano Fluidics

Bioengineering:

BE 555 Nanoscale Systems Biology
BE 546/547 Fundamental Techniques of Imaging I
BE 537 Biomedical Image Analysis

Materials Science and Engineering:

MSE 537 Nanotribology
MSE 540 Phase Transformations
MSE 550 Elasticity and Micromechanics of Materials

Methods

E. Data-centric Programming

CIS 505 Software Systems
CIS 573 Software Engineering

2 In lieu of these courses, students may take Technical Electives and are encouraged (but not required) to take a course from Bucket C in lieu of Probability, and a course from Bucket B in lieu of PL.

3 Students must choose courses from 3 different buckets, one bucket of which can be a 2 semester sequence of thesis/practicum. Two of the courses must represent a depth sequence, which could be the thesis/practicum or (for bucket options B-J) two courses, one of which builds on the other (e.g. is a prerequisite).
Electrical Engineering, MSE

The MSE Program in Electrical Engineering gives students the theoretical and technological foundation needed to deal with the new ideas and new applications that are the hallmarks of modern electrical engineering. A major advantage of our MSE program is that it allows students to focus their education according to their interests and goals, from nanotechnology and circuits, to embedded systems or robotics. The MSE Program in Electrical Engineering gives students the theoretical foundation and the interdisciplinary skills needed to deal with the new ideas and new applications that are the hallmarks of modern electroscience. A major advantage of our MSE Program allows you to tailor your education to your own interests and goals, from Electromagnetics and Photonics, sensors and MEMS to VLSI and Nanotechnology.

For more information: http://www.ese.upenn.edu/current-students/masters/index.php (http://www.ese.upenn.edu/current-students/masters/)

Electrical Engineering Degree Requirements

10 course units are required for MSE in Electrical Engineering.¹

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>AMCS 510</td>
<td>Complex Analysis</td>
</tr>
<tr>
<td>CIS 515</td>
<td>Fundamentals of Linear Algebra and Optimization</td>
</tr>
<tr>
<td>ENM 502</td>
<td>Numerical Methods and Modeling</td>
</tr>
<tr>
<td>ESE 504</td>
<td>Intro to Linear, Nonlinear and Integer Optimization</td>
</tr>
<tr>
<td>ESE 605</td>
<td>Modern Convex Optimization</td>
</tr>
<tr>
<td>ESE 674</td>
<td>Information Theory</td>
</tr>
<tr>
<td>STAT 533</td>
<td>Stochastic Processes</td>
</tr>
<tr>
<td>STAT 621</td>
<td>Accelerated Regression Analysis for Business</td>
</tr>
</tbody>
</table>

¹ Students must choose courses from 3 different buckets, one bucket of which can be a 2 semester sequence of thesis/practicum. Two of the courses must represent a depth sequence, which could be the thesis/practicum or (for bucket options B-J) two courses, one of which builds on the other (e.g. is a prerequisite).

² Suggestions for projects will be provided to students. Students may choose from these suggested projects or may also come up with their own project/advisor ideas. Students will be mentored jointly by the Program Director and by an advisor in the area of the project, and must receive approval by Faculty Director.

³ Generally, any course in which the primary focus is a physical/chemical/biological/mechanical application area that may be studied computationally is allowed.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Students must complete ten (10) course units at the graduate level (500+).  
- A maximum of two (2) graduate-level course units may be transferred from another school to apply towards the degree. These cannot have been used to fulfill requirements of an undergraduate degree.  
- Students must be registered with the 500-level course number to be eligible as a graduate level course. Any cross-listed section at the 400-level taken must address different topics to be eligible.  
- A maximum of 1 ESE 599 course unit can be used toward the degree.  
- If a thesis is completed, it will count for 2 course units of ESE 597 Master’s Thesis.

Only the following EAS courses are allowed:
- EAS 507 Intellectual Property and Business Law for Engineers  
- EAS 510 Technical Communication and Academic Writing for Non-native Speakers of English  
- EAS 512 Engineering Negotiation  
- EAS 545 Engineering Entrepreneurship I  
- EAS 546 Engineering Entrepreneurship II  
- EAS 595 Foundations of Leadership  
- ESE 680 Special Topics in Electrical and Systems Engineering can be taken several times and counted more than once towards the degree. Each ESE 680 Special Topics in Electrical and Systems Engineering course taken must address different topics to be eligible.

A maximum of 1 ESE 599 course unit can be used toward the degree.

If a thesis is completed, it will count for 2 course units of ESE 597 Master’s Thesis.

Select from graduate courses at Penn in SEAS, SAS, Medicine, Law, Wharton MBA, Social Policy, and Education. These must have technical/scientific content and relevance to the student’s program. Approval must be obtained from the ESE department prior to enrollment in the course.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Embedded Systems, MSE

The Embedded Systems (EMBS) Graduate program is designed for students who wish to pursue industrial jobs in automotive, aerospace, defense, and consumer electronics, as well as for practicing engineers in the embedded systems industry who want to gain knowledge in state-of-the-art tools and theories. The core topics span embedded control, real-time operating systems, model-based design and verification, as well as implementation of embedded/autonomous systems. Applicants are expected to have a strong academic background in both computer science and electrical engineering. All EMBS candidates must be confident working at both the hardware and software levels of the stack. EMBS is a multi-disciplinary field, but we understand that not all incoming students may have the background required in certain areas. While we do not have prerequisites for admission, it is highly recommended that your undergraduate coursework covered the basics of both C/C++ and Java programming, computer architecture, operating systems, and algorithms. Work experience and practical project experience in the domain of Cyber-Physical Systems a plus.

For more information: [http://www.cis.upenn.edu/prospective-students/graduate/embs.php](http://www.cis.upenn.edu/prospective-students/graduate/embs.php)

### Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 501</td>
<td>Computer Architecture</td>
<td>4</td>
</tr>
<tr>
<td>CIS 505</td>
<td>Software Systems</td>
<td></td>
</tr>
<tr>
<td>CIS 540</td>
<td>Principles of Embedded Computation</td>
<td></td>
</tr>
<tr>
<td>CIS 541</td>
<td>Embedded Software for Life-Critical Applications</td>
<td></td>
</tr>
</tbody>
</table>
## Integrated Product Design, MIPD

The MIPD provides students from engineering, design or business backgrounds with expertise in a human-centered design process that leverages their existing skills and enables them to develop new ones.

Designed to ground students in the disciplines of product design while allowing them to tailor their learning experience to meet their individual goals. M:IPD students take both integrated courses designed specifically for the degree and single discipline courses that provide more in-depth training in business, design arts or engineering.

For more information: https://ipd.me.upenn.edu/ipd-programs/m-ipd-degree/

### Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPD 551</td>
<td>Design Processes (1st Semester)</td>
<td>1</td>
</tr>
<tr>
<td>IPD 552</td>
<td>Problem Framing (2nd Semester)</td>
<td>1</td>
</tr>
<tr>
<td>IPD 515</td>
<td>Product Design (1st Year)</td>
<td>1</td>
</tr>
<tr>
<td>or IPD 514</td>
<td>Product Design (1st Year)</td>
<td>1</td>
</tr>
<tr>
<td>IPD 799</td>
<td>IPD Final Project</td>
<td>1</td>
</tr>
<tr>
<td>IPD 799</td>
<td>IPD Final Project</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>Select 5 electives; one each in design, business and engineering and two additional courses to any of the disciplines.</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>Select 5 electives; one each in design, business and engineering and two additional courses to any of the disciplines from the preapproved list in the handbook. For more information about design, engineering and business courses see the Course Directory (<a href="https://ipd.me.upenn.edu/courses/">https://ipd.me.upenn.edu/courses/</a>).</td>
<td></td>
</tr>
</tbody>
</table>

| Total Course Units | 10 |

### Plan of Study

#### First Year

<table>
<thead>
<tr>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
</tr>
<tr>
<td>IPD 500</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>IPD 551</td>
</tr>
</tbody>
</table>
Integrated Product Design, MSE

The MSE:IPD teaches students design processes to generate creative ideas, rapid prototyping techniques and how to creatively resolve tensions between design, engineering and business criteria.

The courses provide students with the opportunity to build greater skills in engineering disciplines related to product design while helping them contextualize those skills as a part of the product design process. MSE:IPD students master methods for prototyping, fabrication, manufacturing, and computer-aided design. They complement their strength in engineering with new skills in business and design arts.

For more information: https://ipd.me.upenn.edu/ipd-programs/mse-ipd-degree/

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Courses</strong></td>
<td></td>
</tr>
<tr>
<td>IPD 551</td>
<td>Design Processes (1st Semester)</td>
<td>1</td>
</tr>
<tr>
<td>IPD 552</td>
<td>Problem Framing (2nd Semester)</td>
<td>1</td>
</tr>
<tr>
<td>IPD 799</td>
<td>IPD Final Project (3rd Semester)</td>
<td>1</td>
</tr>
<tr>
<td>IPD 799</td>
<td>IPD Final Project (4th Semester)</td>
<td>1</td>
</tr>
<tr>
<td>MEAM 514</td>
<td>Design for Manufacturability</td>
<td>1</td>
</tr>
<tr>
<td>MEAM 510</td>
<td>Design of Mechatronic Systems</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 4 electives</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total Course Units</td>
<td>10</td>
</tr>
</tbody>
</table>

1 The curriculum is comprised of 6 core courses and 4 additional courses; one in design, one in business and two in engineering.

- Since the program is cross-disciplinary, students who do not have the requisite background in the three areas, engineering, design arts, and business, may be required to enroll in additional foundational courses in these areas.
- The core curriculum is comprised of 6 foundational courses that are required of all students regardless of their undergraduate degree.

2 Select 4 additional courses; one in design, one in business and two in engineering from the preapproved list in the handbook. For more information about design, engineering and business courses see the Course Directory (https://ipd.me.upenn.edu/courses/).

Plan of Study

First Year

<table>
<thead>
<tr>
<th>Summer</th>
<th>Course Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPD 503</td>
<td>Design Fundamentals</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>IPD 551</td>
<td>Design Processes</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>EAS 545</td>
<td>Engineering Entrepreneurship I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MEAM 510</td>
<td>Design of Mechatronic Systems</td>
<td>1</td>
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<tr>
<td></td>
<td>Total Course Units</td>
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<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPD 552</td>
<td>Problem Framing</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>IPD 514</td>
<td>Design for Manufacturability</td>
<td>1</td>
<td></td>
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<tr>
<td>Select 1</td>
<td>Design elective</td>
<td>1</td>
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</table>

Second Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPD 799</td>
<td>IPD Final Project</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Select 1</td>
<td>Engineering elective</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Select 1</td>
<td>Business elective</td>
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</tr>
<tr>
<td></td>
<td>Total Course Units</td>
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<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPD 799</td>
<td>IPD Final Project</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Course Units</td>
<td>1.00</td>
<td></td>
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</table>

For guidance on the policies and procedures that govern the program see the IPD Guidelines (https://ipd.me.upenn.edu/ipd-guidelines/).

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Materials Science and Engineering, MSE

The master's program in Materials Science and Engineering prepares students to be leaders, innovators, and visionaries in the materials revolution that is being driven by discoveries that cross the boundaries of physics, chemistry, engineering and biology, such as in the growing fields of nanobiology, nanophotonics and optoelectronics.

Penn is one of the first universities to establish a center for materials research. By remaining at the forefront of technology innovations, this center, the Laboratory for Research on the Structure of Matter (LRSM), has grown to be one of the largest in the nation. We are opening up new fields in materials science, preparing tomorrow's leaders, and putting our knowledge to practical use in today's high-tech society. Our multidisciplinary program allows you to tailor your education to your own professional and career goals, from ceramics, polymers, and metals to non-structured and soft materials. Our graduates can be found in positions in industries that range from electronics, manufacturing, and communications to transportation and energy, or pursuing doctoral degrees at Penn and other top-ranked research universities.

For more information: https://mse.seas.upenn.edu/

Curriculum

10 course units are required for the MSE in Materials Science and Engineering.¹⁵

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSE 500</td>
<td>Experimental Methods in Materials Science</td>
<td>3</td>
</tr>
<tr>
<td>MSE 505</td>
<td>Mechanical Properties of Macro/Nanoscale Materials</td>
<td>3</td>
</tr>
<tr>
<td>MSE 506</td>
<td>Failure Analysis of Engineering Materials</td>
<td>3</td>
</tr>
<tr>
<td>MSE 507</td>
<td>Fundamentals of Materials</td>
<td>3</td>
</tr>
<tr>
<td>MSE 515</td>
<td>Mathematics for Materials Science</td>
<td>3</td>
</tr>
<tr>
<td>MSE 520</td>
<td>Structure of Materials</td>
<td>3</td>
</tr>
<tr>
<td>MSE 525</td>
<td>Nanoscale Science and Engineering</td>
<td>3</td>
</tr>
<tr>
<td>MSE 530</td>
<td>Thermodynamics and Phase Equilibria</td>
<td>4</td>
</tr>
<tr>
<td>MSE 536</td>
<td>Electronic Properties of Materials</td>
<td>3</td>
</tr>
<tr>
<td>MSE 540</td>
<td>Phase Transformations</td>
<td>3</td>
</tr>
<tr>
<td>MSE 545</td>
<td>Materials for Energy and Environmental Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>MSE 550</td>
<td>Elasticity and Micromechanics of Materials</td>
<td>3</td>
</tr>
<tr>
<td>MSE 555</td>
<td>Electrochemical Engineering of Materials</td>
<td>3</td>
</tr>
<tr>
<td>MSE 561</td>
<td>Atomic Modeling in Materials Science</td>
<td>3</td>
</tr>
<tr>
<td>MSE 565</td>
<td>Fabrication and Characterization of Nanostructured Devices</td>
<td>3</td>
</tr>
<tr>
<td>MSE 570</td>
<td>Physics of Materials I</td>
<td>3</td>
</tr>
<tr>
<td>MSE 575</td>
<td>Statistical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>MSE 580</td>
<td>Introduction to Polymers</td>
<td>3</td>
</tr>
<tr>
<td>MSE 610</td>
<td>Transmission Electron Microscopy</td>
<td>3</td>
</tr>
<tr>
<td>MSE 611</td>
<td>Advanced Synchrotron and Electron Characterization of Materials</td>
<td>2</td>
</tr>
<tr>
<td>MSE 640</td>
<td>Optical Materials</td>
<td>3</td>
</tr>
<tr>
<td>MSE 650</td>
<td>Mechanics of Soft and Biomaterials</td>
<td>3</td>
</tr>
<tr>
<td>MSE 790</td>
<td>Selected Topics in Materials Science and Engineering</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives

Select up to 2 Electives and 2 SEAS courses relevant to materials science; a sample list is provided below:⁵

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBE 535</td>
<td>Interfacial Phenomena</td>
<td>3</td>
</tr>
<tr>
<td>CIT 590</td>
<td>Programming Languages and Techniques.</td>
<td>3</td>
</tr>
<tr>
<td>EAS 510</td>
<td>Technical Communication and Academic Writing for Non-native Speakers of English</td>
<td>3</td>
</tr>
<tr>
<td>EAS 546</td>
<td>Engineering Entrepreneurship II</td>
<td>3</td>
</tr>
<tr>
<td>ENM 511</td>
<td>Foundations of Engineering Mathematics - II</td>
<td>3</td>
</tr>
<tr>
<td>ESE 521</td>
<td>The Physics of Solid State Energy Devices</td>
<td>3</td>
</tr>
<tr>
<td>ESE 536</td>
<td>Nanofabrication and Nanocharacterization</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 518</td>
<td>Introduction to Condensed Matter Physics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Course Units: 10

Non-thesis or Thesis option:

• Non-thesis course-based option: Students successfully complete 10 course units at the 500 or higher level. All must carry a letter grade (A, B, C or D).
  • Students must secure written approval for all course selections from the Masters Program Advisor. Furthermore, all changes to these course selections must be approved in writing by the Masters Program Advisor. Students wishing to take courses not listed on the provided list are required to receive written approval from the Masters Program Advisor. All non-elective courses should have technical/scientific content relevant to the student’s M.S.E. degree program.
  • 5 MSE courses (500 level or higher) requiring a letter grade are compulsory. Up to 7 MSE courses are highly recommended for obtaining a solid background in materials science. 3 MSE courses are compulsory in the first semester of study.

• Non-thesis option with independent study: Students take 8 courses credits at the 500 or higher level earning letter grades and complete 2 Masters Independent Study (MSE 599) credits. Students receive a letter grade (A, B, C, D or F) in MSE 599. Independent Study requires a faculty advisor; see detail below about selecting an advisor.
  • Students interested in pursuing the non-thesis option with independent study or the thesis option are encouraged to attend Faculty Research Presentations in the late August and September. Students can also meet with individual faculty and the Master’s Program Advisor to discuss their research interests.

• Thesis option: Students take 7 course units at the 500 or higher level earning letter grades and complete 3 course units of research with a faculty member by registering for 2wo research credits (MSE 597 Masters Thesis Research) and 1 Independent Study (MSE 599). Students receive a letter grade (A, B, C, D or F) in both MSE 597 and MSE 599. Students must have their thesis approved by their thesis advisor and the Graduate Group Chair, as well as submit their thesis to the Graduate Group Coordinator. The thesis option requires a faculty advisor; see details below about selecting an advisor.

1 A maximum of two free electives (500 level or higher) are permitted. Free electives can be selected from across the university, including SEAS, SAS and Wharton. Also, free electives are not permitted for students pursuing a dual degree at Penn.
During the first semester, Masters degree students are not permitted to take Independent Study and are required to enroll in only MSE courses.

All Masters degree students must maintain a GPA of 2.7 or higher to be in good standing and for graduation. Students are required to attend weekly MSE seminars organized by the department as part of their education and exposure to latest scientific advances.

Transfer of credits:
- A maximum of two graduate-level course units may be transferred from another school to apply toward the M.S.E. degree if approved by the Masters Program Advisor. These two courses cannot have been used in the fulfillment of an undergraduate degree.
- Sub-matriculants may count up to three 500 or higher level courses for both degrees.

A maximum of two SEAS courses relevant to materials science are permitted. Note that only one Engineering Entrepreneurship course will count as a MSE related SEAS-course. A second entrepreneurship course will be counted as a free elective in addition.

### Master’s Scholars Program

A selected number of awards designated “Master’s Scholars” will be made each year to deserving students to promote and enhance their research experience at Penn. The awards will enable highly motivated students (with a GPA of 3.25 or higher) to pursue a well-designed research project with a faculty member for one or two semesters and obtain valuable training in experimental and computational research. The award carries no financial benefit to the students; award funds are used solely to defray the costs of facility user fees, chemicals, computer resources, etc. Research proposals submitted by students will be evaluated and awards will be made on a competitive basis. A call for proposals occurs near the start of the fall and spring semesters.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Mechanical Engineering & Applied Mechanics, MSE

The master’s in Mechanical Engineering and Applied Mechanics (MEAM) is innovative, unique, and nationally recognized for its excellence. We are at the forefront in preparing students for leadership careers by providing opportunities to work in emerging and interdisciplinary areas that are fueling exciting advances in technology. The program can be tailored and customized to meet individual needs under the guidance and approval of an academic advisor. Students can choose to concentrate in *Mechatronic and Robotic Systems, *Micro/Nano Systems, *Heat Transfer, Fluid Mechanics, and Energy, *Mechanics of Materials and *Design and Manufacturing.

For more information: [http://www.me.upenn.edu/prospective-students/masters/masters-degrees.php](http://www.me.upenn.edu/prospective-students/masters/masters-degrees.php)

### Curriculum

10 course units are required for the MSE MEAM degree.

## Engineering Math

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
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<tbody>
<tr>
<td>ENM 502</td>
<td>Numerical Methods and Modeling</td>
<td>2</td>
</tr>
<tr>
<td>ENM 503</td>
<td>Introduction to Probability and Statistics</td>
<td></td>
</tr>
<tr>
<td>ENM 510</td>
<td>Foundations of Engineering Mathematics - I</td>
<td></td>
</tr>
<tr>
<td>ENM 511</td>
<td>Foundations of Engineering Mathematics - II</td>
<td></td>
</tr>
<tr>
<td>ENM 512</td>
<td>Nonlinear Dynamics and Chaos</td>
<td></td>
</tr>
<tr>
<td>ENM 531</td>
<td>Data-driven Modeling and Probabilistic Scientific Computing</td>
<td></td>
</tr>
<tr>
<td>ENM 540</td>
<td>Topics In Computational Science and Engineering</td>
<td></td>
</tr>
<tr>
<td>CIS 520</td>
<td>Machine Learning</td>
<td></td>
</tr>
<tr>
<td>MEAM 527</td>
<td>Finite Element Analysis</td>
<td></td>
</tr>
</tbody>
</table>

## Concentration Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEAM 510</td>
<td>Design of Mechatronic Systems</td>
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</table>

Select 2 course units:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEAM 513</td>
<td>Feedback Control Design and Analysis</td>
<td></td>
</tr>
<tr>
<td>MEAM 516</td>
<td>Advanced Mechatronic Reactive Spaces.</td>
<td></td>
</tr>
<tr>
<td>MEAM 517</td>
<td>Control and Optimization with Applications in Robotics</td>
<td></td>
</tr>
<tr>
<td>MEAM 520</td>
<td>Introduction to Robotics</td>
<td></td>
</tr>
<tr>
<td>MEAM 523</td>
<td>Control Systems for Robotics</td>
<td></td>
</tr>
<tr>
<td>MEAM 535</td>
<td>Advanced Dynamics</td>
<td></td>
</tr>
<tr>
<td>MEAM 543</td>
<td>Performance, Stability and Control of UAVs</td>
<td></td>
</tr>
<tr>
<td>MEAM 550</td>
<td>Design of Microelectromechanical Systems</td>
<td></td>
</tr>
<tr>
<td>MEAM 613</td>
<td>Nonlinear Control Theory</td>
<td></td>
</tr>
<tr>
<td>MEAM 620</td>
<td>Advanced Robotics</td>
<td></td>
</tr>
</tbody>
</table>

## Mechanical Engineering & Applied Mechanics, MSE

The master’s in Mechanical Engineering and Applied Mechanics (MEAM) is innovative, unique, and nationally recognized for its excellence. We are at the forefront in preparing students for leadership careers by providing opportunities to work in emerging and interdisciplinary areas that are fueling exciting advances in technology. The program can be tailored and customized to meet individual needs under the guidance and approval of an academic advisor. Students can choose to concentrate in *Mechatronic and Robotic Systems, *Micro/Nano Systems, *Heat Transfer, Fluid Mechanics, and Energy, *Mechanics of Materials and *Design and Manufacturing.

For more information: [http://www.me.upenn.edu/prospective-students/masters/masters-degrees.php](http://www.me.upenn.edu/prospective-students/masters/masters-degrees.php)

### Concentration Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEAM 510</td>
<td>Design of Mechatronic Systems</td>
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</table>

Select 2 course units:

<table>
<thead>
<tr>
<th>Code</th>
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<td>Feedback Control Design and Analysis</td>
<td></td>
</tr>
<tr>
<td>MEAM 516</td>
<td>Advanced Mechatronic Reactive Spaces.</td>
<td></td>
</tr>
<tr>
<td>MEAM 517</td>
<td>Control and Optimization with Applications in Robotics</td>
<td></td>
</tr>
<tr>
<td>MEAM 520</td>
<td>Introduction to Robotics</td>
<td></td>
</tr>
<tr>
<td>MEAM 523</td>
<td>Control Systems for Robotics</td>
<td></td>
</tr>
<tr>
<td>MEAM 535</td>
<td>Advanced Dynamics</td>
<td></td>
</tr>
<tr>
<td>MEAM 543</td>
<td>Performance, Stability and Control of UAVs</td>
<td></td>
</tr>
<tr>
<td>MEAM 550</td>
<td>Design of Microelectromechanical Systems</td>
<td></td>
</tr>
<tr>
<td>MEAM 613</td>
<td>Nonlinear Control Theory</td>
<td></td>
</tr>
<tr>
<td>MEAM 620</td>
<td>Advanced Robotics</td>
<td></td>
</tr>
</tbody>
</table>
Select 2 more MEAM graduate courses, level 500 and above.

**Electives**
Select 3 Electives:
- EAS 507 Intellectual Property and Business Law for Engineers
- EAS 545 Engineering Entrepreneurship I
- EAS 512 Engineering Negotiation
- EAS 546 Engineering Entrepreneurship II
- EAS 595 Foundations of Leadership
- ESE 500 Linear Systems Theory
- ESE 504 Intro to Linear, Nonlinear and Integer Optimization
- ESE 519 Real-Time Embedded Systems
- ESE 531 Digital Signal Processing
- ESE 540 Engineering Economics
- ESE 543 Human Systems Engineering
- ESE 650 Learning in Robotics
- CIS 520 Machine Learning
- CIS 521 Artificial Intelligence
- CIS 540 Principles of Embedded Computation
- CIS 580 Machine Perception
- CIS 581 Computer Perception & Computational Photography
- CIT 590 Programming Languages and Techniques.
- IPD 501 Integrated Computer-Aided Design, Manufacturing and Analysis

**Micro/Nano Systems**

**Concentration Core**
- MEAM 537 Nanotribology
- MEAM 550 Design of Microelectromechanical Systems
- MEAM 505 Mechanical Properties of Macro/Nanoscale Materials
- MEAM 507 Fundamentals of Materials
- MEAM 519 Elasticity and Micromechanics of Materials
- MEAM 527 Finite Element Analysis
- MEAM 537 Nanotribology
- MEAM 550 Design of Microelectromechanical Systems
- MEAM 553 Atomic Modeling in Materials Science
- MEAM 555 Nanoscale Systems Biology
- MEAM 564 The Principles and Practice of Microfabrication Technology
- MEAM 575 Micro and Nano Fluidics
- MEAM 580 Electrochemistry for Energy, Nanofabrication and Sensing

Select 2 more MEAM graduate courses, level 500 and above.

**Electives**
Select 3 Electives:
- EAS 507 Intellectual Property and Business Law for Engineers

**Heat Transfer, Fluid Mechanics, and Energy Science and Engineering**

**Concentration Core**
- MEAM 536 Viscous Fluid Flow and Modern Applications
  or MEAM 570 Transport Processes I
Select 2 course units in:
- MEAM 502 Energy Engineering in Power Plants and Transportation Systems
- MEAM 503 Direct Energy Conversion: from Macro to Nano
- MEAM 504 Tribology
- MEAM 527 Finite Element Analysis
- MEAM 530 Continuum Mechanics
- MEAM 536 Viscous Fluid Flow and Modern Applications
- MEAM 538 Turbulence
- MEAM 545 Aerodynamics
- MEAM 561 Thermodynamics: Foundations, Energy, Materials
- MEAM 570 Transport Processes I
- MEAM 571 Advanced Topics in Transport Phenomena
- MEAM 575 Micro and Nano Fluidics
- MEAM 580 Electrochemistry for Energy, Nanofabrication and Sensing
- MEAM 642 Advanced Fluid Mechanics
- MEAM 646 Computational Mechanics
- MEAM 647 Fundamentals of Complex Fluids
- MEAM 662 Advanced Molecular Thermodynamics
- MSE 525 Nanoscale Science and Engineering
Select 2 more MEAM graduate courses, level 500 and above.

**Electives**
Select 3 Electives:
- CBE 545 Electrochemical Energy Conversion and Storage.
- CBE 546 Fundamentals of Industrial Catalytic Processes
- CBE 617 Control of Nonlinear Systems
- CBE 618 Advanced Molecular Thermodynamics
- CBE 640 Transport Processes I
### Design and Manufacturing

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td><strong>Concentration Core</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEAM 514</td>
<td>Design for Manufacturability</td>
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<tr>
<td>Select 2 course units in:</td>
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<td></td>
</tr>
<tr>
<td>MEAM 504</td>
<td>Tribology</td>
<td>2</td>
</tr>
<tr>
<td>MEAM 508</td>
<td>Matls Manuf For Mech Des</td>
<td></td>
</tr>
<tr>
<td>MEAM 510</td>
<td>Design of Mechatronic Systems</td>
<td></td>
</tr>
<tr>
<td>MEAM 516</td>
<td>Advanced Mechatronc Reactive Spaces.</td>
<td></td>
</tr>
<tr>
<td>MEAM 527</td>
<td>Finite Element Analysis</td>
<td></td>
</tr>
<tr>
<td>MEAM 537</td>
<td>Nanotribology</td>
<td></td>
</tr>
<tr>
<td>MEAM 543</td>
<td>Performance, Stability and Control of UAVs</td>
<td></td>
</tr>
<tr>
<td>MEAM 550</td>
<td>Design of Microelectromechanical Systems</td>
<td></td>
</tr>
<tr>
<td>MEAM 564</td>
<td>The Principles and Practice of Microfabrication Technology</td>
<td></td>
</tr>
<tr>
<td>Select 2 more MEAM graduate courses, level 500 and above.</td>
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<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
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<td></td>
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<tr>
<td>Select 3 Electives:</td>
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<td></td>
</tr>
<tr>
<td>ARCH 726</td>
<td>Contemporary Furniture Design</td>
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</tr>
<tr>
<td>CIS 560</td>
<td>Interactive Computer Graphics</td>
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</tr>
<tr>
<td>EAS 507</td>
<td>Intellectual Property and Business Law for Engineers</td>
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</tr>
<tr>
<td>EAS 512</td>
<td>Engineering Negotiation</td>
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</tr>
<tr>
<td>EAS 545</td>
<td>Engineering Entrepreneurship I</td>
<td></td>
</tr>
<tr>
<td>EAS 546</td>
<td>Engineering Entrepreneurship II</td>
<td></td>
</tr>
<tr>
<td>EAS 595</td>
<td>Foundations of Leadership</td>
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<tr>
<td>IPD 501</td>
<td>Integrated Computer-Aided Design, Manufacturing and Analysis</td>
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<tr>
<td>IPD 504</td>
<td>Rehab Engineering and Design</td>
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</tr>
<tr>
<td>IPD 509</td>
<td>Needfinding</td>
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</tr>
<tr>
<td>IPD 511</td>
<td>Creative Thinking and Design.</td>
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</tr>
<tr>
<td>IPD 515</td>
<td>Product Design</td>
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</tr>
<tr>
<td>IPD 525</td>
<td>Ergonomics/Human Factors Based Product Design</td>
<td></td>
</tr>
<tr>
<td>IPD 527</td>
<td>Industrial Design I</td>
<td></td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Nanotechnology, MSE

Nanotechnology, the application of the science of the very small, is an exciting field that is enabling solutions in alternative energy, electronic devices, medical diagnostics and therapeutics. Penn's Nanotechnology Master's degree can prepare students for leadership roles, both technical and managerial, in emerging high tech industries as well as in traditional industries that exploit nanoscale phenomena.

For more information: https://masters.nano.upenn.edu/
### Curriculum

10 course units are required for the MSE in Nanotechnology.\(^1\)\(^2\)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 504</td>
<td>Fundamental Concepts in Nanotechnology</td>
<td>1</td>
</tr>
<tr>
<td>ESE/MSE 525</td>
<td>Nanoscale Science and Engineering</td>
<td>1</td>
</tr>
<tr>
<td>ESE 536 or MSE 565</td>
<td>Nanofabrication and Nanocharacterization or Fabrication and Characterization of Nanostructured Devices</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Nanotechnology Core

Select 4 from the following: \(^3\)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 555</td>
<td>Nanoscale Systems Biology</td>
</tr>
<tr>
<td>CBE 525</td>
<td>Molecular Modeling and Simulations</td>
</tr>
<tr>
<td>CBE 535</td>
<td>Interfacial Phenomena</td>
</tr>
<tr>
<td>CBE 545</td>
<td>Electrochemical Energy Conversion and Storage.</td>
</tr>
<tr>
<td>CBE 546</td>
<td>Fundamentals of Industrial Catalytic Processes</td>
</tr>
<tr>
<td>CBE 555</td>
<td>Nanoscale Systems Biology</td>
</tr>
<tr>
<td>CBE 641</td>
<td>Transport Processes II (Nanoscale Transport)</td>
</tr>
<tr>
<td>ESE 510</td>
<td>Electromagnetic and Optical Theory</td>
</tr>
<tr>
<td>ESE 521</td>
<td>The Physics of Solid State Energy Devices</td>
</tr>
<tr>
<td>ESE 523</td>
<td>Quantum Engineering</td>
</tr>
<tr>
<td>ESE 526</td>
<td>Photovoltaic Systems Engineering</td>
</tr>
<tr>
<td>ESE 529</td>
<td>Introduction to Micro- and Nano-electromechanical Technologies</td>
</tr>
<tr>
<td>ESE 611</td>
<td>Nanophotonics: Light at the Nanoscale</td>
</tr>
<tr>
<td>ESE 621</td>
<td>Nanoelectronics</td>
</tr>
<tr>
<td>MSE 505</td>
<td>Mechanical Properties of Macro/Nanoscale Materials</td>
</tr>
<tr>
<td>MSE 520</td>
<td>Structure of Materials</td>
</tr>
<tr>
<td>MSE 537</td>
<td>Nanotribology</td>
</tr>
<tr>
<td>MSE 550</td>
<td>Elasticity and Micromechanics of Materials</td>
</tr>
<tr>
<td>MSE 555</td>
<td>Electrochemical Engineering of Materials</td>
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<tr>
<td>MSE 561</td>
<td>Atomic Modeling in Materials Science</td>
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<tr>
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<td>Physics of Materials I</td>
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<tr>
<td>MSE 640</td>
<td>Optical Materials</td>
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<tr>
<td>MEAM 504</td>
<td>Tribology</td>
</tr>
<tr>
<td>MEAM 505</td>
<td>Mechanical Properties of Macro/Nanoscale Materials</td>
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<tr>
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<td>Nanotribology</td>
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<td>MEAM 550</td>
<td>Design of Microelectromechanical Systems</td>
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<tr>
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<td>Nanoscale Systems Biology</td>
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<td>MEAM 570</td>
<td>Transport Processes I</td>
</tr>
<tr>
<td>MEAM 575</td>
<td>Micro and Nano Fluidics</td>
</tr>
<tr>
<td>MEAM 580</td>
<td>Electrochemistry for Energy, Nanofabrication and Sensing</td>
</tr>
</tbody>
</table>

Select 3 pre-approved Science or Technology-Relevant electives \(^3\)

Total Course Units: 10

1. Students must complete 10 course units at the graduate level (500+).
2. Students must attend and submit reports on four technical seminars (two seminars per year for full-time students). Students are expected to present on seminars they attended during their first year to the new cohort of Nano students the following year.

3. Science or Technology-Relevant Electives:
   - These courses may be chosen from: any SEAS course (including engineering entrepreneurship, technology policy, NANO 597 Master’s Thesis Research, special topics, and/or NANO 599 Master’s Independent Study, as well as technology-relevant courses from other Penn departments (typically physics, chemistry, math, biology, etc.).
   - The courses must have significant technical and scientific content and relevance to the student’s program.
   - Approval must be obtained from the NANO program prior to enrollment in the course.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Robotics, MSE

The master’s degree in Robotics (ROBO) is a multi-disciplinary program jointly sponsored by the Departments of Computer and Information Science, Electrical and Systems Engineering, and Mechanical Engineering and Applied Mechanics.

Housed and administered by the GRASP Lab, one of the top robotics research centers in the world, Penn’s ROBO master’s program educates students in the science and technology of robotics, vision, perception, control, automation, and machine learning. Our students hail from a variety of engineering, scientific, and mathematical backgrounds, united by a passion for robots and a desire to advance robotic technologies to benefit humanity. Our program provides an ideal foundation for jobs in a variety of industries including robotics, aerospace, automotive, industrial automation and defense; it also provides a solid basis for further graduate studies.

For more information: [https://www.grasp.upenn.edu/academics/masters](https://www.grasp.upenn.edu/academics/masters)

### Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 504</td>
<td>Fundamental Concepts in Nanotechnology</td>
<td>1</td>
</tr>
<tr>
<td>ESE/MSE 525</td>
<td>Nanoscale Science and Engineering</td>
<td>1</td>
</tr>
<tr>
<td>ESE 536 or MSE 565</td>
<td>Nanofabrication and Nanocharacterization or Fabrication and Characterization of Nanostructured Devices</td>
<td>1</td>
</tr>
</tbody>
</table>

Select 3 Foundational courses \(^1\)

#### Technical Electives

Select 5 Technical electives \(^2\)

#### General Elective

Select 2 General electives \(^3\)

Total Course Units: 10
1 course from 3 out of the 4 areas (Artificial Intelligence; Robot Design & Analysis; Control; Perception); 3 courses total required.

5 courses are required from the approved Technical Elective list.

2 graduate level courses are required; choose from:
- MATH, CIS, ESE, MCIT, or MEAM courses
- Foundational Course areas
- Technical Elective List
- Certain courses will only be considered general electives (such as EAS 545 Engineering Entrepreneurship I, EAS 546 Engineering Entrepreneurship II). A full list may be found here (https://www.grasp.upenn.edu/academics/masters/current/).
- Courses from other disciplines with pre-approval of the Program Director.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Scientific Computing, MSE

The MSE in Scientific Computing (SCMP) program at Penn provides multifaceted education in the fundamentals and applications of computational science. This education program provides a rigorous computational foundation for applications to a broad range of scientific disciplines. An education in SCMP combines a comprehensive set of core courses centered on numerical methods, algorithm development for high performance computational platforms, and the analysis of large data, and offers flexibility to specialize in different computational science application areas. Students may elect to pursue a thesis in computationally-oriented research within the School of Engineering and Applied Science.

We welcome applications from candidates who have a strong background in physical or theoretical sciences, engineering, math, or computer science. Some experience with computer programming is also strongly recommended.

For more information: https://pics.upenn.edu/masters-science-engineering-scientific-computing/

Curriculum

10 course units are required for the MSE in Scientific Computing.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 590</td>
<td>Programming Languages and Techniques.</td>
<td>1</td>
</tr>
<tr>
<td>or CIT 591</td>
<td>Introduction to Software Development</td>
<td></td>
</tr>
<tr>
<td>CIT 596</td>
<td>Algorithms and Computation</td>
<td>1</td>
</tr>
</tbody>
</table>

**Core Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENM 502</td>
<td>Numerical Methods and Modeling</td>
<td>1</td>
</tr>
<tr>
<td>CIS 545</td>
<td>Big Data Analytics</td>
<td>1</td>
</tr>
</tbody>
</table>

Select 1 of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 519</td>
<td>Introduction to Machine Learning</td>
<td>1</td>
</tr>
<tr>
<td>or CIS 520</td>
<td>Machine Learning</td>
<td></td>
</tr>
<tr>
<td>or STAT 571</td>
<td>Modern Data Mining</td>
<td></td>
</tr>
</tbody>
</table>

**Technical & Depth Area Electives**

Select 2 Simulation Methods for Natural Science/Engineering courses

Select Thesis/Independent Study or 2 Natural Science/Engineering electives

Select 1 Technical & Depth Area elective

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 521</td>
<td>Brain-Computer Interfaces</td>
<td></td>
</tr>
<tr>
<td>BE 566</td>
<td>Network Neuroscience</td>
<td></td>
</tr>
<tr>
<td>BE 567</td>
<td>Mathematical Computation Methods for Modeling Biological Systems</td>
<td></td>
</tr>
</tbody>
</table>

**Applications**

**Thesis/Independent Study**

**Bio medicine**

- BE 521 Brain-Computer Interfaces
- BE 566 Network Neuroscience
- BE 567 Mathematical Computation Methods for Modeling Biological Systems

**Social/Network Science**

- ECON 705 Econometrics I: Fundamentals
- ECON 706 Econometrics II: Methods & Models
- ECON 721 Econometrics III: Advanced Techniques of Cross-Section Econometrics
- ECON 722 Econometrics IV: Advanced Techniques of Time-Series Econometrics
- MKTG 476/776 Applied Probability Models in Marketing

**Natural Science/Engineering**

**Chemical Engineering:**

- CBE 621 Advanced Chemical Kinetics and Reactor Design
- CBE 641 Transport Processes II (Nanoscale Transport)
- CBE 535 Interfacial Phenomena.

**Mechanical Engineering:**

- MEAM 545 Aerodynamics
- MEAM 537 Nanotribology
- MEAM 575 Micro and Nano Fluidics

**Bioengineering:**

- MS 537 Nanotribology
- MS 540 Phase Transformations
- MS 550 Elasticity and Micromechanics of Materials

**Methods**

**Data-centric Programming**

- CIS 505 Software Systems
- CIS 573 Software Engineering
- CIT 595 Computer Systems Programming
- CIS 552 Advanced Programming
- CIS 555 Internet and Web Systems
- CIS 559 Programming and Problem Solving
### Systems Engineering, MSE

The MSE Program in Systems Engineering (SE) is best positioned to give students a broad foundation across data science, systems modeling, and optimization and decision-making with applications in societal systems (energy, transportation, health operations).

The MSE Program in Systems Engineering (SE), grounded in the intersection of electrical and systems engineering, is best positioned to give students the in-depth theoretical foundation and interdisciplinary skills required by the growing complexity of technological systems. Our flexible curriculum allows you to tailor your studies to your personal interests and goals, from signal processing, optimization, simulation, control and cybernetics to complex adaptive systems, stochastic processes and decision sciences.

For more information: [http://www.ese.upenn.edu/current-students/masters/sys-eng.php](http://www.ese.upenn.edu/current-students/masters/sys-eng.php)

### Curriculum

10 course units are required for the MSE in Systems Engineering.\(^1\)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation Courses</strong></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>CIS 519</td>
<td>Introduction to Machine Learning</td>
<td></td>
</tr>
<tr>
<td>or CIS 520 Machine Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESE 528</td>
<td>Estimation and Detection Theory</td>
<td></td>
</tr>
<tr>
<td>ESE 542</td>
<td>Statistics for Data Science</td>
<td></td>
</tr>
<tr>
<td>ESE 545</td>
<td>Data Mining: Learning from Massive Datasets</td>
<td></td>
</tr>
<tr>
<td>ESE 546</td>
<td>Principles of Deep Learning</td>
<td></td>
</tr>
</tbody>
</table>

**Data Science**

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</tr>
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<tr>
<td>CIS 519</td>
<td>Introduction to Machine Learning</td>
<td></td>
</tr>
<tr>
<td>or CIS 520 Machine Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESE 528</td>
<td>Estimation and Detection Theory</td>
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<td>ESE 546</td>
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**Systems Modeling**

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESE 500</td>
<td>Linear Systems Theory</td>
<td></td>
</tr>
<tr>
<td>ESE 503</td>
<td>Sim Moding &amp; Analysis</td>
<td></td>
</tr>
<tr>
<td>ESE 512</td>
<td>Dynamical Systems for Engineering and Biological Applications</td>
<td></td>
</tr>
<tr>
<td>ESE 520</td>
<td>Agent-Based Modeling and Simulation</td>
<td></td>
</tr>
<tr>
<td>ESE 531</td>
<td>Digital Signal Processing</td>
<td></td>
</tr>
<tr>
<td>ESE 590</td>
<td>Systems Methodology</td>
<td></td>
</tr>
</tbody>
</table>

**System Design and Optimization**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESE 504</td>
<td>Intro to Linear, Nonlinear and Integer Optimization</td>
<td></td>
</tr>
</tbody>
</table>

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\(^1\) Or a free elective (subject to approval)

\(^2\) Select 2 course units of SCMP 597 Thesis Research or SCMP 599 Independent Study.

\(^3\) Generally, any course in which the primary focus is a physical/chemical/biological/mechanical application area that may be studied computationally is allowed.
ESE 505  Feedback Control Design and Analysis
ESE 543  Human Systems Engineering
ESE 605  Modern Convex Optimization
ESE 619  Model Predictive Control

Leadership Electives
Select 1 Leadership Elective: 1
- ESE 540  Engineering Economics
- ESE 544  Project Management
- ESE 680  Special Topics in Electrical and Systems Engineering
- EAS 545  Engineering Entrepreneurship I
- EAS 546  Engineering Entrepreneurship II
- EAS 507  Intellectual Property and Business Law for Engineers
- EAS 512  Engineering Negotiation

Technical Elective
Select 1 Technical Elective: 1
- EAS 510  Technical Communication and Academic Writing for Non-native Speakers of English
- EAS 512  Engineering Negotiation
- EAS 545  Engineering Entrepreneurship I
- EAS 546  Engineering Entrepreneurship II
- EAS 595  Foundations of Leadership
- Any 500 or 600 level course in ENM, ESE, CIS, CIT or MEAM
- **ESE 599 can only be used in this category

Application Area
Choose ESE 597 or any two graduate level courses from one approved Application Area 2

Total Course Units 10

1 Curriculum
   - Students must complete ten (10) course units at the graduate level (500+)
   - Students must be registered in the 500-level section in a cross-listed course. Any cross-listed section at the 400-level or below is ineligible towards the degree.

2 Application Area Electives:
   - Select 2 course units of approved electives from graduate courses offered at Penn in SEAS, SAS, Medicine, Law, Wharton MBA, Social Policy, and Education.
   - These must have technical/scientific content and relevance to the student's program.
   - Approval must be obtained from the ESE department prior to enrollment in the course.

For more information: https://ipd.me.upenn.edu/ipd-programs/ipd-certificate/

Curriculum
A total of 5 course units are required for the Certificate.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
</table>
| Required Courses
| Select 2 of the following:                  | 2            |
| IPD 509  Needfinding                      |              |
| IPD 515  Product Design                   |              |
| IPD 572  Design Thinking                  |              |
| Elective Courses 1                       |              |
| Elective I: Design Arts                   | 1            |
| Elective II: Engineering                  | 1            |
| Elective III: Business                    | 1            |
| Total Course Units                       | 5            |

1 A complete list of electives are available in the IPD program office (229A Towne Building).

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

School of Nursing
Penn Nursing offers a number of resources and experiences not found at most other schools, including a state-of-the-art simulation lab with mannequins that respond as patients would, classrooms with the latest hospital-based electronic medical records (EMR) technology, and clinical experiences in The Children's Hospital of Philadelphia and the Hospital of the University of Pennsylvania, two of the nation's best hospitals. Penn Nursing is a premier academic and research institution renowned for advancing the frontiers of nursing science and patient care. Our students learn from the thought leaders in nursing research, education, and practice who ensure Penn Nursing remain one of the top schools of nursing in the world. At Penn Nursing, students become part of the next generation of healthcare leaders, prepared to care for patients, to conduct landmark research, and to make new strides in healthcare management and health policy.

Learn more about our history: http://www.nursing.upenn.edu/about/history/
Learn more about our school leadership: http://www.nursing.upenn.edu/about/our-leadership/

Mission
The mission of the University of Pennsylvania School of Nursing is to make a significant impact on health by advancing science, promoting equity, demonstrating practice excellence, and preparing leaders in the discipline of nursing.

Philosophy
The mission of the School of Nursing is aimed at meeting the health needs of society in a global and multicultural world. To this end, scholarship, research, education, and practice are integrated to create a culture of inquiry that values intellectual curiosity and diversity, and where faculty, clinicians, staff, and students thrive and learn from one another.

Scholarship and Research
We believe that integrating the arts and sciences is the basis for nursing knowledge and the framework for nursing practice and scholarship. Nursing knowledge encompasses empirical, philosophical, historical, ethical, and personal ways of knowing and is fundamental to the advancement of professional practice. Scholarship encompasses more than research, but also the integration of research into practice and health policy formation and the advancement and dissemination of nursing knowledge. Research is integral in every educational program and strengthened by participating in and contributing to the rich scholarly environment of the University and across national and international health policy organizations.

Nursing is scientifically based and carried out autonomously, as well as interdependently. The focus is development, dissemination, and utilization of knowledge about nursing actions that promote positive changes in patients, systems of care, and the larger society. Nurses collaborate with individuals, families, groups, communities, and other professions to achieve health and well-being for all people.

The School of Nursing is responsive to numerous influences that shape health care, including evolving models of care, consumer advocacy, demographic changes, and advances in science and technology. The faculty are committed to a scholarly agenda that pushes the boundaries of nursing science, in turn influencing education and shaping policy and practice.

Education
Education at the University of Pennsylvania facilitates the intellectual, personal and social development of students as they identify and attain academic and professional goals. Our educational environment fosters independence, ethical behavior, creative and critical thinking, increased breadth of knowledge, and sensitive interactions concerning cultures and viewpoints.

Programs, from baccalaureate to post-doctoral and lifelong learning, are enriched by the varied needs and perspectives of a culturally diverse population, as well as pressing needs for nursing leaders in a rapidly changing world. These leaders will be the clinical experts, health policy shapers, and nursing scholars of the future.

The baccalaureate program, including traditional and second degree students, focuses on professional nursing practice across the continuum of health care, with particular emphasis on vulnerable populations. The curriculum is dynamic and includes leadership skills, interdisciplinary collaboration, and content and clinical experiences that emphasize evidence-based practice. The curriculum also reflects changes in science and technology.

The Master's programs focus on advanced practice nursing and administration, with an emphasis on specialty and subspecialty practice in concert with changing societal needs. Graduate nurses are prepared for advanced practice that creatively combines knowledge and skills in critical thinking and expert interventions across the lifespan. Special attention is given to clinical decision-making and management skills, as well as methods of evaluation of quality and cost of care.

Pre- and post-doctoral education is dedicated to advancing the discipline of nursing through research. The goal is to equip students with a foundation in nursing and a field of concentration to make substantive contributions to scholarship. Strong faculty mentorship is integral to the development of a critical cadre of future researchers, academicians, and leaders, nationally and internationally.

Practice
The primary goal of nursing practice is to optimize care and outcomes for patients and their family members. The practice of nursing is the foundation for informing educational pedagogies and for the generation of discipline-specific research. Practice is defined as the diverse and varied construction, application, and evaluation of knowledge and the action within the discipline of nursing, particularly for the recipients of nursing care. We believe it is the responsibility of academic nursing to serve as the fulcrum of modeling the intentional integration of education, research, and clinical care to improve the delivery of quality health services.

Nursing is an evidence-based, caring profession that improves the health and quality of life for individuals, families, and communities throughout the world. Nursing possesses a unique body of knowledge that guides its practice in both autonomous and collaborative health care settings. Penn Nursing serves as the model for nurses who care for society's needs in a global and multicultural context. Thus at Penn, we seek to promote health and alleviate suffering in every part of the world by preparing nurses to be responsive to the health-related issues and preferences, values, and needs of all societies. Our goals are to improve and maintain optimal health, prevent disease, enhance the quality of recovery from illness, and support patients and families to cope with acute and chronic health problems. Penn Nursing serves as a model to direct the advancement of the translation of evidence-based knowledge toward culturally competent models of care.

Revised Mission and Philosophy approved by the School of Nursing Faculty Senate 2/3/03.

Revised Mission and Philosophy approved by the School of Nursing Faculty Senate 5/7/12.

Revised Practice statement approved by the School of Nursing Faculty Senate 4/8/13.

Revised Mission approved by the School of Nursing Faculty Senate 10/5/15.

The Office of Nursing Research (http://nursing.livewhale.net/research/oni/), along with our four research centers (http://nursing.livewhale.net/research/research-centers/) and partnerships across Penn, provide students with resources and support that are virtually unparalleled in our field. Students, from undergraduates to doctoral students, have
narrow opportunities to engage in research and work alongside some of the most recognized researchers in their fields.

For more information, visit: https://www.nursing.upenn.edu/research/.

Accreditation is a hallmark of educational quality, and we are proud to share our credentials on our website: http://www.nursing.upenn.edu/about/accreditation/.

Penn Nursing students benefit from a dual advising structure. All students are assigned a faculty advisor and have access to the professional staff advisors in the Office of Student Affairs.

For more information, visit: http://www.nursing.upenn.edu/student-services/advising/accelerated/.

Programs

PhD and Research Master's Programs

- Nursing, PhD (p. 471)

Professional and Other Degree Programs

Master of Science in Nursing (MSN)

- Adult Gerontology Acute Care Nurse Practitioner, MSN (p. 472)
- Adult Gerontology Primary Care Nurse Practitioner, MSN (p. 473)
- Family Nurse Practitioner, MSN (p. 474)
- Health Leadership, MSN (p. 474)
- Neonatal Nurse Practitioner, MSN (p. 475)
- Nurse-Midwifery, MSN (p. 475)
- Nursing & Health Care Administration, MSN (p. 476)
- Pediatric Acute Care Nurse Practitioner
  - Acute/Chronic, MSN (p. 477)
  - Critical Care, MSN (p. 477)
  - Oncology, MSN (p. 478)
- Pediatric Primary Care Nurse Practitioner, MSN (p. 479)
- Psychiatric Mental Health Nurse Practitioner, MSN (p. 480)
- Women's Health/Gender Related Nurse Practitioner, MSN (p. 480)

Doctor of Nursing Practice (DNP)

- Executive Leadership, DNP (p. 481)
- Nurse Anesthesia Program, DNP (p. 481)
- Nursing, DNP (p. 483)

Minor Programs

- Adult Oncology Specialist, Minor (p. 483)
- Integrated Nursing Care of Autism Spectrum Disorder, Minor (p. 483)
- Global Health, Minor (p. 484)
- Health Informatics, Minor (p. 484)
- Nursing Administration, Minor (p. 485)
- Nutrition, Minor (p. 485)
- Palliative Care, Minor (p. 485)
- Quality Improvement & Safety Processes Healthcare, Minor (p. 486)
- Transformative Nursing Education Program, Minor (p. 486)
- Women's Health Studies, Minor (p. 486)

Certificate Programs

- Adult Oncology Specialist, Certificate (p. 487)
- Integrated Nursing Care of Autism Spectrum Disorder, Certificate (p. 487)
- Palliative Care, Certificate (p. 487)
- Quality Improvement & Safety Processes Healthcare, Certificate (p. 488)
- Transformative Nursing Education Program, Certificate (p. 488)

Nursing, PhD

The mission of the doctoral program of the University of Pennsylvania School of Nursing is to develop scholars of the discipline of Nursing capable of building a program of research that advances nursing knowledge and contributes to the health of individuals, families, and communities.

Graduates of this program will serve as leaders at the forefront of nursing research and its translation into practice locally, nationally, and globally. These nurse scientists will create new knowledge and be informed by a nursing perspective to enhance health and to develop and test innovations to improve outcomes of healthcare, with a priority on populations at greatest need.

The foundation of program success is the substantive match between the student and the faculty advisor. The educational experience focuses on the processes of exploring and examining substantive bodies of knowledge. The researcher's development is fostered through exposure to an array of philosophic and methodological aspects of nursing and related basic and applied disciplines.

Our full-time PhD students are fully funded for the first three years, which includes a living stipend and covers tuition, fees, and health insurance.

For more information: https://www.nursing.upenn.edu/academics/doctor-of-philosophy-in-nursing-phd/

View the University's Academic Requirements for PhD Degrees (p. 1939).

Curriculum

To earn the PhD, students must complete the 14 course units (CUs) in addition to satisfying several non-credit milestones.

The below requirements apply only to PhD students entering Fall 2018 and later. Students who entered in Fall 2017 and earlier should refer to the PhD Student Handbook (http://www.nursing.upenn.edu/student-services/resources/handbooks-forms-policies/phd-handbook/degree-requirements/) for a complete listing of degree requirements.

Most students complete their coursework within three years and then will be on dissertation status until the final dissertation defense.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 750</td>
<td>Inquiry and Nursing</td>
<td>1</td>
</tr>
<tr>
<td>NURS 753</td>
<td>Evolving Nursing Science</td>
<td>1</td>
</tr>
<tr>
<td>NURS 754</td>
<td>Quantitative Research Design and Methods</td>
<td>1</td>
</tr>
<tr>
<td>NURS 800</td>
<td>Dissertation Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>NURS 813</td>
<td>Qualitative Paradigm Empirical Nursing Research</td>
<td>1</td>
</tr>
</tbody>
</table>
team approach. For your practicum, we do the legwork and match you emphasizes research and holistic patient care within a collaborative
includes theoretical content and mentored clinical experience that
such as the underserved or minority health.
areas as well as concentrate your work on populations of special interest,
You'll have the opportunity to focus in general surgery, internal medicine,
and interventional procedures, prescriptive knowledge, and patient care
management across the continuum of acute care services, from critical
care to discharge to the patient's transition back into their community.
You'll be able to choose from a variety of clinical concentrations, such as
cardiology, trauma, general surgery, transplant, nephrology, and internal
medicine, and select a minor from a number of relevant areas, such as
oncology, palliative care, forensics, global health, and more.

Curriculum
A total of 12 course units are required. Plans of study are available

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 607</td>
<td>Advanced Physiology and Pathophysiology</td>
<td>1.0</td>
</tr>
<tr>
<td>NURS 608</td>
<td>Advanced Pharmacology and Therapeutics for Nursing Practice</td>
<td>1.0</td>
</tr>
<tr>
<td>NURS 657</td>
<td>Advanced Physical Assessment and Clinical Decision Making</td>
<td>1.0</td>
</tr>
<tr>
<td>NURS 547</td>
<td>Scientific Inquiry for Evidence-based Practice</td>
<td>1.0</td>
</tr>
<tr>
<td>or NURS 637</td>
<td>Introduction to Research Methods and Design</td>
<td></td>
</tr>
<tr>
<td>NURS 657</td>
<td>Advanced Physical Assessment and Clinical Decision Making</td>
<td>1.0</td>
</tr>
<tr>
<td>NURS 675</td>
<td>Adult Gerontology Acute Care NP. Professional Role and Clinical Practicum I</td>
<td>1.0</td>
</tr>
<tr>
<td>NURS 675</td>
<td>Adult Gerontology Acute Care NP. Professional Role and Clinical Practicum II</td>
<td>1.0</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Adult Gerontology Acute Care Nurse Practitioner, MSN

We prepare acute care nurse practitioners for the management of patients with specialized health care needs. You'll develop expertise in physical assessment, complex clinical decision making, diagnostic and interventional procedures, prescriptive knowledge, and patient care management across the continuum of acute care services, from critical care to discharge to the patient's transition back into their community.

You'll have the opportunity to focus in general surgery, internal medicine, cardiology, neurosurgery, oncology, trauma, and many other specialty areas as well as concentrate your work on populations of special interest, such as the underserved or minority health.

And our large network of highly skilled clinicians train you using various technologies—like immersive simulation—to give you the chance to practice newly acquired skills. The program follows a curriculum that includes theoretical content and mentored clinical experience that emphasizes research and holistic patient care within a collaborative team approach. For your practicum, we do the legwork and match you with a preceptor, including acute care nurse practitioners, physicians, or collaborative teams.

You'll be able to choose from a variety of clinical concentrations, such as cardiology, trauma, general surgery, transplant, nephrology, and internal medicine, and select a minor from a number of relevant areas, such as oncology, palliative care, forensics, global health, and more.

Curriculum
A total of 12 course units are required. Plans of study are available

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</tr>
<tr>
<td>or NURS 637</td>
<td>Introduction to Research Methods and Design</td>
<td></td>
</tr>
<tr>
<td>NURS 657</td>
<td>Advanced Physical Assessment and Clinical Decision Making</td>
<td>1.0</td>
</tr>
<tr>
<td>NURS 675</td>
<td>Adult Gerontology Acute Care NP. Professional Role and Clinical Practicum I</td>
<td>1.0</td>
</tr>
<tr>
<td>NURS 675</td>
<td>Adult Gerontology Acute Care NP. Professional Role and Clinical Practicum II</td>
<td>1.0</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Our program is designed for Primary-Care-prepared Nurse Practitioners who work with acutely-ill patients.

We know that many Nurse Practitioners who are primary care prepared and working with acutely-ill patients are interested in becoming certified in acute care. In response to this, and in compliance with the APRN Consensus Model, Penn Nursing created a streamlined post-master’s Adult Gerontology Acute Care NP program. Nurse Practitioners who work with the acutely ill every day for a minimum of one year as a Nurse Practitioner are eligible to apply (https://www.applyweb.com/upenn/).

Please visit our Post-Graduate APRN Certificate page for application requirements specific to this program.

The APRN Consensus Model, published in 2008 by the American Association of Colleges of Nursing calls for improved congruence between licensure, accreditation, certification and educational requirements between agencies and State Boards of Nursing. This means that if an NP graduated from a primary care NP program, that they should work with patients who have primary care issues. Likewise, if an NP is educated and certified as an acute care nurse practitioner, then this NP should work with acutely ill, critically ill, or chronically complex patients. This does not mean that all NPs working in inpatient settings have to be acute care prepared. It means that each NP has to evaluate the care they provide every day to their patients and decide if the majority of problems managed are primary care or acute care focused.

*Please be aware that we will need an affiliation agreement with your site of employment where you will be doing your clinical hours. Before applying, we recommend that you confirm with your contracts office/nursing education department/practice manager that they will be willing to sign an affiliation agreement/contract with University of Pennsylvania School of Nursing.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Adult Gerontology Primary Care Nurse Practitioner, MSN**

We’ll train you to deliver care that meets patients’ needs, regardless of setting. You’ll be comfortable working in community health clinics, private medical practices, specialty clinics, Veteran’s Administration facilities, home care, assisted living facilities, long-term care settings, rehabilitation centers, and urgent care.

In many cases, Adult-Gerontology Primary Care Nurse Practitioners follow their patients across care settings, acting as a guardian to protect care quality and patient safety during transitions. These nurses are the backbone of our profession, caring for patients in sickness and in health, and they are in demand today more than ever. We base the program around five core courses, and supplement with three theory and four clinical courses. The clinical courses include classroom case studies and clinical preceptorships that focus on physical assessment and pathophysiology, health maintenance, and the management of common acute and chronic health problems.

For more information: https://www.nursing.upenn.edu/adult-gerontology/adult-gerontology-primary-care-nurse-practitioner/

**Curriculum**

A total of 12 course units are required. Plans of study are available for both full time (https://www.nursing.upenn.edu/adult-gerontology-primary-care-nurse-practitioner/plans-of-study/full-time-summer-start/) and part time (https://www.nursing.upenn.edu/adult-gerontology-primary-care-nurse-practitioner/plans-of-study/part-time-2-years/) students.

**Theory Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 607</td>
<td>Advanced Physiology and Pathophysiology</td>
<td>1</td>
</tr>
<tr>
<td>NURS 608</td>
<td>Advanced Pharmacology and Therapeutics for Nursing Practice</td>
<td>1</td>
</tr>
<tr>
<td>NURS 656</td>
<td>Professional Role Issues for Nurse Practitioners</td>
<td>1</td>
</tr>
<tr>
<td>NURS 657</td>
<td>Advanced Physical Assessment and Clinical Decision Making</td>
<td>1</td>
</tr>
<tr>
<td>NURS 547</td>
<td>Scientific Inquiry for Evidence-based Practice or NURS 637</td>
<td>1</td>
</tr>
<tr>
<td>or NURS 637</td>
<td>Introduction to Research Methods and Design</td>
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</table>

**Clinical Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>NURS 644</td>
<td>Health Care in an Aging Society</td>
<td>1</td>
</tr>
<tr>
<td>NURS 646</td>
<td>Primary Care: Diagnosis and Management of Adults across the Lifespan</td>
<td>1</td>
</tr>
<tr>
<td>NURS 648</td>
<td>Primary Care: Complex Diagnosis and Management of Adults across the Lifespan</td>
<td>1</td>
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**Clinical Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
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<tbody>
<tr>
<td>NURS 647</td>
<td>Primary Care Cln Practicum: Diagnosis &amp; Mgmt of Adults across the Lifespan</td>
<td>1</td>
</tr>
<tr>
<td>NURS 649</td>
<td>Primary Care Cln Practicum: Complex Diagnosis &amp; Mgmt of Adults across Lifespan</td>
<td>1</td>
</tr>
<tr>
<td>NURS 661</td>
<td>Clinical Management of Primary Care with Adults</td>
<td>1</td>
</tr>
<tr>
<td>NURS 663</td>
<td>Advanced Concepts in Primary Care</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Course Units**

12

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should
consult with their academic program regarding final certifications and requirements for graduation.

**Family Nurse Practitioner, MSN**

We emphasize hands-on, real life care in all aspects of the program. All of our faculty members are currently in practice, an important cornerstone of our program, giving you indispensable exposure to the kind of work you'll step into after graduation. You'll also have opportunities to do clinical work here and abroad, interacting with patients speaking languages other than English and gaining experience with culturally diverse populations. Your coursework will include four core courses (graduate research and sciences), one elective, and nine theory/clinical courses. The clinical courses include classroom work, lab sessions, and clinical preceptorships focused on physical assessment and pathophysiology, health maintenance, and the management of common acute and chronic health problems.

For more information: [https://www.nursing.upenn.edu/family/](https://www.nursing.upenn.edu/family/)

### Curriculum

A total of 14 course units are required. We also provide a plan of study for part time students.

For more information: [https://www.nursing.upenn.edu/family/plans-of-study/part-time-2-year/](https://www.nursing.upenn.edu/family/plans-of-study/part-time-2-year/) and [https://www.nursing.upenn.edu/family/plans-of-study/part-time-3-year/](https://www.nursing.upenn.edu/family/plans-of-study/part-time-3-year/)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 607</td>
<td>Advanced Physiology and Pathophysiology</td>
<td>1</td>
</tr>
<tr>
<td>NURS 608</td>
<td>Advanced Pharmacology and Therapeutics for Nursing Practice</td>
<td>1</td>
</tr>
<tr>
<td>NURS 656</td>
<td>Professional Role Issues for Nurse Practitioners</td>
<td>1</td>
</tr>
<tr>
<td>NURS 657</td>
<td>Advanced Physical Assessment and Clinical Decision Making</td>
<td>1</td>
</tr>
<tr>
<td>NURS 547</td>
<td>Scientific Inquiry for Evidence-based Practice</td>
<td>1</td>
</tr>
<tr>
<td>or NURS 637</td>
<td>Introduction to Research Methods and Design</td>
<td>1</td>
</tr>
<tr>
<td>NURS 626</td>
<td>Family and Organizational Systems Across the Life Span</td>
<td>1</td>
</tr>
<tr>
<td>NURS 658</td>
<td>Clinical Management of Primary Care with Young Families</td>
<td>1</td>
</tr>
<tr>
<td>NURS 690</td>
<td>Family Focused Primary Care of the Middle-Aged and Older Adult</td>
<td>1</td>
</tr>
<tr>
<td>NURS 720</td>
<td>Nursing of Children Theory I: Child and Family Development</td>
<td>1</td>
</tr>
<tr>
<td>NURS 659</td>
<td>Clinical Practicum: Primary Care with Young Families</td>
<td>1</td>
</tr>
<tr>
<td>NURS 661</td>
<td>Clinical Management of Primary Care with Adults</td>
<td>1</td>
</tr>
<tr>
<td>NURS 663</td>
<td>Advanced Concepts in Primary Care</td>
<td>1</td>
</tr>
<tr>
<td>NURS 691</td>
<td>Clinical Practicum: Family Focused Primary Care of the Middle Aged and Older Ad</td>
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**Elective Courses**

Select one NURS elective

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select one NURS elective</td>
<td>1</td>
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</tbody>
</table>

Total Course Units: 14

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Health Leadership, MSN**

Our Health Leadership Master’s program prepares professional nurses for leadership roles in many healthcare fields such as global and public health, nursing education, consulting, health policy and risk management, and quality improvement.

You’ll have unparalleled freedom to design the focus of your studies to best match your interests and career goals. We emphasize research and systems thinking and provide you with the chance to develop leadership skills. Five core leadership courses are requisite and the remainder of your course of study is designed with program faculty to inform your career interests (three are nursing leadership electives and four courses may be taken anywhere within the University).

For more information: [https://www.nursing.upenn.edu/health-leadership/](https://www.nursing.upenn.edu/health-leadership/)

### Curriculum

A total of 12 course units are required.

Due to the number of electives in the program, students can earn multiple minors or can pursue dual degrees. Dual degrees are offered with the Public Health Program (MSN/MPH), with the Bioethics Department (MSN/MBE), and with the Law School (MSN/ML). Minors are offered in Quality Improvement and Safety Processes in Healthcare, Organizational Dynamics, and in Transformative Nursing Education.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>NURS 650</td>
<td>Systems Thinking in Patient Safety</td>
<td>1</td>
</tr>
<tr>
<td>NURS 748</td>
<td>Leadership Development in Healthcare</td>
<td>1</td>
</tr>
<tr>
<td>NURS 699</td>
<td>Advanced Roles in Administrative Nursing Practice</td>
<td>1</td>
</tr>
<tr>
<td>NURS 540</td>
<td>Current Issues In Health and Social Policy</td>
<td>1</td>
</tr>
<tr>
<td>or NURS 708</td>
<td>Public Policy Leadership in the American Public/ Private System of Health Care</td>
<td>1</td>
</tr>
<tr>
<td>NURS 547</td>
<td>Scientific Inquiry for Evidence-based Practice</td>
<td>1</td>
</tr>
<tr>
<td>or NURS 637</td>
<td>Introduction to Research Methods and Design</td>
<td>1</td>
</tr>
<tr>
<td>or NURS 500</td>
<td>Introduction to Principles and Methods of Epidemiology</td>
<td>1</td>
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</tbody>
</table>

**Research Requirement**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 547</td>
<td>Scientific Inquiry for Evidence-based Practice</td>
<td>1</td>
</tr>
<tr>
<td>or NURS 637</td>
<td>Introduction to Research Methods and Design</td>
<td>1</td>
</tr>
<tr>
<td>or NURS 500</td>
<td>Introduction to Principles and Methods of Epidemiology</td>
<td>1</td>
</tr>
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</table>

**Leadership Electives**

Select 3 course units of Nursing leadership electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select 3 course units of Nursing leadership electives</td>
<td>3</td>
</tr>
</tbody>
</table>

**Nursing Theory Electives**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</table>
A total of 12 course units are required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Courses</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 608</td>
<td>Advanced Pharmacology and Therapeutics for Nursing Practice</td>
<td>1</td>
</tr>
<tr>
<td>NURS 685</td>
<td>Advanced Developmental Physiology and Pathophysiology</td>
<td>1</td>
</tr>
<tr>
<td>NURS 547</td>
<td>Scientific Inquiry for Evidence-based Practice</td>
<td>1</td>
</tr>
<tr>
<td>or NURS 637</td>
<td>Introduction to Research Methods and Design</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Theory Courses</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 509</td>
<td>The Medically Fragile Child</td>
<td>1</td>
</tr>
<tr>
<td>NURS 731</td>
<td>High-Risk Neonate, Theory</td>
<td>1</td>
</tr>
<tr>
<td>NURS 776</td>
<td>High Risk Neonate Theory II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Clinical Courses</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 721</td>
<td>Advanced Physical Assessment and Clinical Decision Making: Nursing of Children Clinical I</td>
<td>1</td>
</tr>
<tr>
<td>NURS 733</td>
<td>Clinical Practicum for the High Risk Neonate</td>
<td>1</td>
</tr>
<tr>
<td>NURS 740</td>
<td>Advanced Practice Concepts for the Childbearing Family</td>
<td>1</td>
</tr>
<tr>
<td>NURS 777</td>
<td>High Risk Neonatal Clinical II</td>
<td>1</td>
</tr>
<tr>
<td>NURS 778</td>
<td>High Risk Neonatal Clinical III</td>
<td>1</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Neonatal Nurse Practitioner, MSN**

We prepare you to care for newborn infants who arrive with a variety of medical needs such as prematurity, birth defects, substance abuse problems, infections, and a variety of chronic conditions. While technically the neonatal period describes the first month after birth, often times these babies will be sick for much longer, requiring lengthy stretches of care to address the challenges laid upon them at delivery. You’ll learn to care for infants until discharge and beyond, working with family and support groups to ensure the best quality of life for your patients and families.

We also collaborate with faculty and students in other pediatric graduate programs, increasing the breadth of your exposure to the field and providing you experiences available nowhere else.

For more information: [https://www.nursing.upenn.edu/neonatal/](https://www.nursing.upenn.edu/neonatal/)

**Curriculum**

A total of 12 course units are required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Courses</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 607</td>
<td>Advanced Physiology and Pathophysiology</td>
<td>1</td>
</tr>
<tr>
<td>NURS 608</td>
<td>Advanced Pharmacology and Therapeutics for Nursing Practice</td>
<td>1</td>
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</tbody>
</table>

**Post-Masters Certification**

Penn’s MSN programs include a Post-Master’s Certificate option. These programs can be pursued at any time post-degree. Current Master’s students are also welcome to add complementary minors to their studies: [https://catalog.upenn.edu/graduate/nursing/programs/](https://catalog.upenn.edu/graduate/nursing/programs/)

The Post-Master’s Certificate curriculum is determined after a gap analysis is made by the Program Director. Prospective students should reach out to the Admissions Office for more information about post-masters and certificate options and to request a review of the student’s previous MSN transcript. The length of each program depends on the course units required and course offerings per semester. For more information: [https://www.nursing.upenn.edu/admissions/msn-and-post-masters/post-masters/](https://www.nursing.upenn.edu/admissions/msn-and-post-masters/post-masters/).

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Nurse-Midwifery, MSN**

We prepare you for a midwifery practice focused on providing family-centered, comprehensive care to essentially healthy women and their families. We believe that the autonomous practice of nurse practitioners/midwives is based on the health promotion model and interdependent practice—a system that emphasizes the unique aspects each health professional brings to the care of a client. To develop well-rounded midwives, we offer courses ranging from advanced physiology and pathophysiology to the use of ultrasonography during pregnancy. We also cover public policy, complementary therapies, and fetal evaluation. You’ll become a highly competent clinician, and an effective and a culturally sensitive patient advocate while learning to manage a team within the varied systems of healthcare delivery.

Your clinical work can be completed in hospitals, birthing centers, and in home birth experiences, as well as abroad through international study opportunities.

Our graduates go on to become home-birth practitioners, birth center practice directors, directors of midwifery educational programs, and directors of CNM services in large teaching and small community hospitals.

For more information: [https://www.nursing.upenn.edu/nurse-midwifery/](https://www.nursing.upenn.edu/nurse-midwifery/)

**Curriculum**

A total of 17 course units are required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 607</td>
<td>Advanced Physiology and Pathophysiology</td>
<td>1</td>
</tr>
<tr>
<td>NURS 608</td>
<td>Advanced Pharmacology and Therapeutics for Nursing Practice</td>
<td>1</td>
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</tbody>
</table>
your educational plan to best suit your career goals. Generally, you’ll
generally pursue fields they’d like to pursue, so we tailor
Wharton School, and the Organizational Dynamics Program, this program
Drawing on the combined strengths of the School of Nursing, The
The degree and major requirements displayed are intended as a guide
for students entering in the Fall of 2020 and later. Students should
For more information: https://www.nursing.upenn.edu/nursing-and-

curriculum
A total of 14.5 course units are required. This program culminates with an
We also provide a plan of study for full time (https://www.nursing.upenn.edu/nursing-and-health-care-administration/plans-of-study/full-time-fall-start/) students; part-time study is also possible and plans of study can be developed with faculty advisors.

Nursing & Health Care Administration, MSN

Drawing on the combined strengths of the School of Nursing, The Wharton School, and the Organizational Dynamics Program, this program gives you unparalleled opportunities to learn from the very best in the field.

We know our students have wide ranging interests regarding the kind of administrative or leadership fields they’d like to pursue, so we tailor your educational plan to best suit your career goals. Generally, you’ll focus in these areas: operations management, healthcare consulting, quality improvement, or project management. In addition to coursework in leadership development, research, and systems thinking, we also cover financial management, strategic planning, quality improvement and patient safety processes, negotiations, informatics, and human resources management, all with an emphasis on administration in diverse healthcare settings.

Plans of study are available for both full-time (https://www.nursing.upenn.edu/nurse-midwifery/plans-of-study/full-time/) and part-time (https://www.nursing.upenn.edu/nurse-midwifery/plans-of-study/part-time/) students.

The midwifery program at the University of Pennsylvania is fully accredited by the Accreditation Commission for Midwifery Education (ACME), 8403 Colesville Road, Suite 1550, Silver Spring, MD 20910-6374; for information about accreditation please contact ACME directly. Tel: 240-485-1802, acme@acm.org, www.midwife.org/acme (http://www.midwife.org/acme/).

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

1 Information about recommended electives can be found at: https://www.nursing.upenn.edu/nursing-and-health-care-administration/plans-of-study/.
Pediatric Acute Care Nurse Practitioner: Acute/Chronic, MSN

Graduates of this program are prepared to provide collaborative, comprehensive care to children and adolescents with a variety of complex critical, acute and chronic conditions, and emerge as clinical and professional leaders who are expert in physical assessment and clinical decision making, managing multifaceted disorders, culturally sensitive family focused care, community engagement, transitional care and integrating health care policy. Our approach, across all health care settings, is based on a thorough assessment and integration of the social determinants of health.

We uniquely offer three concentrations of study all housed within the Pediatric Acute Care Program. This allows for students to approach their Graduate level education with a specific clinical focus while still receiving a broad based education in Pediatric Acute Care. Our graduates from all concentrations are able to pursue career options in any area of Pediatric Acute Care. Our Acute and Chronic Care concentration is focused on the care of children with acute and chronic conditions. It is distinctive as it offers an emphasis and commitment to following children and families throughout chronic childhood illness. We structure the program and clinical experiences to foster an understanding and management of families in the continuum of illness. Clinical experiences are located in diverse settings such as pediatric acute care inpatient units, step-down units, emergency departments, community sites and ambulatory, rehabilitative, and specialty-based clinics.

For more information: https://www.nursing.upenn.edu/pediatric/pediatric-acute-care-nurse-practitioner/

Curriculum

A total of 12 course units are required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Research Requirement</td>
</tr>
<tr>
<td>NURS 637</td>
<td>Introduction to Research Methods and Design</td>
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</tr>
<tr>
<td>or NURS 547</td>
<td>Scientific Inquiry for Evidence-based Practice</td>
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<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Core Requirements</td>
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<tr>
<td>NURS 685</td>
<td>Advanced Developmental Physiology and Pathophysiology</td>
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<td>NURS 608</td>
<td>Advanced Pharmacology and Therapeutics for Nursing Practice</td>
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<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Other Core Courses</td>
</tr>
<tr>
<td>NURS 509</td>
<td>The Medically Fragile Child</td>
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<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Theory Courses</td>
</tr>
<tr>
<td>NURS 720</td>
<td>Nursing of Children Theory I: Child and Family Development</td>
<td>1</td>
</tr>
<tr>
<td>NURS 734</td>
<td>Intermediate Principles of Pediatric Acute Care</td>
<td>1</td>
</tr>
<tr>
<td>NURS 736</td>
<td>Advanced Principles of Pediatric Acute Care</td>
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</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Clinical Courses</td>
</tr>
<tr>
<td>NURS 721</td>
<td>Advanced Physical Assessment and Clinical Decision Making: Nursing of Children Clinical I</td>
<td>1</td>
</tr>
<tr>
<td>NURS 735</td>
<td>Pediatric Acute Care NP. Professional Role and Intermediate Clinical Practice</td>
<td>1</td>
</tr>
<tr>
<td>NURS 737</td>
<td>Pediatric Acute Care Nurse Practitioner: Professional Role and Advanced Clinical</td>
<td>1</td>
</tr>
<tr>
<td>NURS 741</td>
<td>Management of Children with Acute and Chronic Conditions: Nursing of Children in the Community Advanced Clinical</td>
<td>1</td>
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</tbody>
</table>

Electives

Select 1 NURS graduate level elective | 1

Total Course Units 12


Post-Masters Certification

Penn’s MSN programs include a Post-Master’s Certificate option. These programs can be pursued at any time post-degree. Current Master’s students are also welcome to add complementary minors to their studies: https://catalog.upenn.edu/graduate/nursing/programs/

The Post-Master’s Certificate curriculum is determined after a gap analysis is made by the Program Director. Prospective students should reach out to the Admissions Office for more information about post-masters and certificate options and to request a review of the student’s previous MSN transcript. The length of each program depends on the course units required and course offerings per semester. For more information: https://www.nursing.upenn.edu/admissions/msn-and-post-masters/post-masters/.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Pediatric Acute Care Nurse Practitioner: Critical Care, MSN

Graduates of this program are prepared to provide collaborative, comprehensive care to children and adolescents with a variety of complex critical, acute and chronic conditions, and emerge as clinical and professional leaders who are expert in physical assessment and clinical decision making, managing multifaceted disorders, culturally sensitive family focused care, community engagement, transitional care and integrating health care policy. Our approach, across all health care settings, is based on a thorough assessment and integration of the social determinants of health.

We uniquely offer three concentrations of study all housed within the Pediatric Acute Care Program. This allows for students to approach their Graduate level education with a specific clinical focus while still receiving a broad based education in Pediatric Acute Care. Our graduates from all
concentrations are able to pursue career options in any area of Pediatric Acute Care.

Our Critical Care concentration will prepare you for advanced practice with critically ill children in pediatric critical care units and cardiac intensive care units. It is the first of its kind. We are currently the only program in the country which is specifically preparing students in pediatric critical care. We structure the program and clinical experiences to develop an in depth understanding of critical care physiology and management including invasive procedures. We focus on the spectrum of chronic and acute critical illness as it relates to children and their families. Clinical experiences are located in Pediatric Intensive Care and Cardiac Intensive Care Units.

For more information: https://www.nursing.upenn.edu/pediatric/pediatric-acute-care-nurse-practitioner/

Curriculum
A total of 12 course units are required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>NURS 637</td>
<td>Introduction to Research Methods and Design</td>
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<tr>
<td>or NURS 547</td>
<td>Scientific Inquiry for Evidence-based Practice</td>
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Research Requirement

Core Requirements

Science Courses

<table>
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<tr>
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<th>Course Units</th>
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<tbody>
<tr>
<td>NURS 685</td>
<td>Advanced Developmental Physiology and Pathophysiology</td>
<td>1</td>
</tr>
<tr>
<td>NURS 608</td>
<td>Advanced Pharmacology and Therapeutics for Nursing Practice</td>
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</table>

Other Core Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 509</td>
<td>The Medically Fragile Child</td>
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</table>

Theory Courses

<table>
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<tr>
<td>NURS 720</td>
<td>Nursing of Children Theory I: Child and Family Development</td>
<td>1</td>
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<tr>
<td>NURS 734</td>
<td>Intermediate Principles of Pediatric Acute Care</td>
<td>1</td>
</tr>
<tr>
<td>NURS 736</td>
<td>Advanced Principles of Pediatric Acute Care</td>
<td>1</td>
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</table>

Clinical Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 721</td>
<td>Advanced Physical Assessment and Clinical Decision Making: Nursing of Children Clinical</td>
<td>1</td>
</tr>
<tr>
<td>NURS 735</td>
<td>Pediatric Acute Care NP. Professional Role and Intermediate Clinical Practice</td>
<td>1</td>
</tr>
<tr>
<td>NURS 737</td>
<td>Pediatric Acute Care Nurse Practitioner: Professional Role and Advanced Clinical</td>
<td>1</td>
</tr>
<tr>
<td>NURS 714</td>
<td>Management of Critically Ill Children with Acute and Chronic Conditions: Advanc</td>
<td>1</td>
</tr>
<tr>
<td>NURS 764</td>
<td>Advanced Technologies &amp; Clinical Decisions in Acute Care</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Course Units 12

Post-Masters Certification
Penn’s MSN programs include a Post-Master’s Certificate option. These programs can be pursued at any time post-degree. Current Master’s

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Pediatric Acute Care Nurse Practitioner: Oncology, MSN

Graduates of this program are prepared to provide collaborative, comprehensive care to children and adolescents with a variety of complex critical, acute and chronic conditions, and emerge as clinical and professional leaders who are expert in physical assessment and clinical decision making, managing multifaceted disorders, culturally sensitive family focused care, community engagement, transitional care and integrating health care policy. Our approach, across all health care settings, is based on a thorough assessment and integration of the social determinants of health.

We uniquely offer three concentrations of study all housed within the Pediatric Acute Care Program. This allows for students to approach their Graduate level education with a specific clinical focus while still receiving a broad based education in Pediatric Acute Care. Our graduates from all concentrations are able to pursue career options in any area of Pediatric Acute Care. Our Oncology concentration offers students a strong foundation in pediatric acute care with a focus on pediatric oncology. It is the first of its kind. We are currently the only program in the country which is specifically preparing students in pediatric oncology. You will be prepared to deliver comprehensive care to children with cancer and their families. Specifically, we structure the program and clinical experiences to help you develop physical assessment skills, clinical decision making, continuity of care, family interventions, health care policy collaboration, and transition care related to children with cancer. Clinical experiences are located in both inpatient and ambulatory centers for pediatric oncology.

Clinical experiences are all arranged and coordinated by the university. A clinical site coordinator will work specifically with you and the Pediatric Acute Care Program.

For more information: https://www.nursing.upenn.edu/pediatric/pediatric-acute-care-nurse-practitioner/

Curriculum
A total of 12 course units are required.
## Pediatric Primary Care Nurse Practitioner, MSN

Penn is a nationally recognized leader in training excellent nurse practitioners for primary care practice. As you study with us, you’ll learn all of the pediatric nurse practitioners' responsibilities, including well-child care, sick exams, health counseling, telephone management, behavioral issues, conducting research, providing education, and impacting public policy. The goal will be for you to be able to practice these roles in an autonomous fashion, in collaboration with a physician or as a leader of an interdisciplinary team. Coursework for the NP program includes core graduate courses, electives, and a group of six clinical courses that must be taken together.

**For more information:** [https://www.nursing.upenn.edu/pediatric/pediatric-primary-care-nurse-practitioner/](https://www.nursing.upenn.edu/pediatric/pediatric-primary-care-nurse-practitioner/)

## Curriculum

A total of 12 course units are required. We also provide a plan of study for full time ([https://www.nursing.upenn.edu/pediatric/pediatric-primary-care-nurse-practitioner/full-time/](https://www.nursing.upenn.edu/pediatric/pediatric-primary-care-nurse-practitioner/full-time/)) students, and two year ([https://www.nursing.upenn.edu/pediatric/pediatric-primary-care-nurse-practitioner/part-time-2-year/](https://www.nursing.upenn.edu/pediatric/pediatric-primary-care-nurse-practitioner/part-time-2-year/)) and three year ([https://www.nursing.upenn.edu/pediatric/pediatric-primary-care-nurse-practitioner/part-time-3-year/](https://www.nursing.upenn.edu/pediatric/pediatric-primary-care-nurse-practitioner/part-time-3-year/)) plans of study for part time students.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 509</td>
<td>The Medically Fragile Child</td>
<td>1</td>
</tr>
<tr>
<td>NURS 685</td>
<td>Advanced Developmental Physiology and Pathophysiology</td>
<td>1</td>
</tr>
<tr>
<td>NURS 608</td>
<td>Advanced Pharmacology and Therapeutics for Nursing Practice</td>
<td>1</td>
</tr>
<tr>
<td>NURS 656</td>
<td>Professional Role Issues for Nurse Practitioners</td>
<td>1</td>
</tr>
<tr>
<td>NURS 658</td>
<td>Clinical Management of Primary Care with Young Families</td>
<td>1</td>
</tr>
<tr>
<td>NURS 665</td>
<td>Advanced Developmental Physiology and Pathophysiology</td>
<td>1</td>
</tr>
<tr>
<td>NURS 647</td>
<td>Scientific Inquiry for Evidence-based Practice</td>
<td>1</td>
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<tr>
<td>NURS 662</td>
<td>Clinical Practice with Select Populations: Adolescents</td>
<td>1</td>
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<tr>
<td>NURS 663</td>
<td>Advanced Concepts in Primary Care</td>
<td>1</td>
</tr>
<tr>
<td>NURS 637</td>
<td>Introduction to Research Methods and Design</td>
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</tbody>
</table>

## Post-Masters Certification

Penn's MSN programs include a Post-Master's Certificate option. These programs can be pursued at any time post-degree. Current Master's students are also welcome to add complementary minors to their studies: [https://catalog.upenn.edu/graduate/nursing/programs/](https://catalog.upenn.edu/graduate/nursing/programs/)

The Post-Master's Certificate curriculum is determined after a gap analysis is made by the Program Director. Prospective students should reach out to the Admissions Office for more information about post-masters and certificate options and to request a review of the student's previous MSN transcript. The length of each program depends on the course units required and course offerings per semester. For more information: [https://www.nursing.upenn.edu/admissions/msn-and-post-masters/post-masters/](https://www.nursing.upenn.edu/admissions/msn-and-post-masters/post-masters/).

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Psychiatric Mental Health Nurse Practitioner, MSN**

Significant advancements have been made in recent years in our understanding of neuroscience and human behavior and the effective treatment and prevention of mental illness. Yet, despite this progress, mental health issues are often minimized, mishandled, and insufficiently treated, shrouded in fear and shame. There is disparity in treatment across many populations, and a critical shortage of skilled mental health professionals that limits the ability of patients to get the care they so deeply need. Confounding this is a lack of diversity among health care providers who may not adequately understand cultural barriers to seeking care. This is something we are striving to change.

In our program, you’ll benefit from a holistic approach that blends neuroscience with psychotherapy and psychopharmacology. You’ll work alongside faculty and mentors to advocate treatment of the whole person, blending mind and body in the context of the patient’s psychosocial environment. You’ll learn biopsychosocial assessment and diagnosis as well as medication management, all while deepening your skills in psychotherapy, including therapeutic approaches like cognitive behavioral therapy, group/family therapy, and more.

We use a three-semester clinical practicum, with the program placing students in settings that allow for exposure to a variety of psychiatric populations. Onsite preceptors will supervise your work, and you’ll share experiences with other students through weekly small group seminars on campus.

For more information: https://www.nursing.upenn.edu/psychiatric-mental-health/

**Curriculum**

A total of 14 course units are required. We also provide plans of study for full time (https://www.nursing.upenn.edu/psychiatric-mental-health/plans-of-study/full-time/) students and part time (https://www.nursing.upenn.edu/psychiatric-mental-health/plans-of-study/part-time/) students.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
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<tbody>
<tr>
<td>NURS 608</td>
<td>Advanced Pharmacology and Therapeutics for Nursing Practice</td>
<td>1</td>
</tr>
<tr>
<td>NURS 624</td>
<td>Psychiatric Mental Health Nursing: The Role of the Advanced Practice Specialist</td>
<td>1</td>
</tr>
<tr>
<td>NURS 656</td>
<td>Professional Role Issues for Nurse Practitioners</td>
<td>1</td>
</tr>
<tr>
<td>NURS 657</td>
<td>Advanced Physical Assessment and Clinical Decision Making</td>
<td>1</td>
</tr>
<tr>
<td>NURS 607 or NURS 685</td>
<td>Advanced Physiology and Pathophysiology or Advanced Developmental Physiology and Pathophysiology</td>
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<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>NURS 658</td>
<td>Cognitive Behavior Strategies in Health Care</td>
<td>1</td>
</tr>
<tr>
<td>NURS 625</td>
<td>Clinical Modalities Across the Life Cycle in Advanced Practice Psychiatric Mental Health Nursing</td>
<td>1</td>
</tr>
<tr>
<td>NURS 626</td>
<td>Family and Organizational Systems Across the Life Span</td>
<td>1</td>
</tr>
<tr>
<td>NURS 628</td>
<td>Mental Health and Aging</td>
<td>1</td>
</tr>
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</table>

Total Course Units: 14

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Women's Health/Gender Related Nurse Practitioner, MSN**

The Women’s Health/Gender-Related Nurse Practitioner program focuses on the primary health care needs of women from adolescence through the advanced years, concentrating on promoting and maintaining wellness. We put a premium on research that examines the influences that affect women’s lives, such as public policy, advances in technology, and environmental and socio-cultural factors.

We prepare you for interdependent practice, a care model that emphasizes the unique aspects each health professional brings to the patient. For you, as a nurse practitioner, this involves providing family-centered and comprehensive care to women and their families. We train you to provide care that is shaped by a deep respect for human dignity, an understanding of the nuance of culture, and the woman’s right to self-determination. Through collaborative classroom settings, specially-designed courses, and top-notch clinical experiences, you’ll study a range of women’s health issues including normal pregnancy, prenatal management, alternative medicine, clinical management of family planning, well-woman health care and menopause, and primary care that’s associated with women’s health.

For more information: https://www.nursing.upenn.edu/womens-health-gender-related/

**Curriculum**

A total of 13 course units are required. We also provide plans of study for full time (https://www.nursing.upenn.edu/womens-health-gender-related/plans-of-study/full-time/) students, and part time students. Part
Executive Leadership, DNP

Doctor of Nursing Practice in Executive Leadership (DNP-EL)

Our online post-master's DNP-EL program develops nurses for various senior leadership roles aimed at transforming healthcare delivery and improving outcomes at the systems level.

Our Program

Executive leadership in an everchanging and complex healthcare industry requires the knowledge and skills to revolutionize care delivery models and improve patient and organizational outcomes. Focused on systems leadership and innovative change, the DNP-EL prepares graduates for a variety of leadership roles including but not limited to Chief Nursing Officers, Clinical and Project Directors, Healthcare Consultants, and Practice Leaders.

Our Curriculum

Offered online with only a few on-campus intensives, the DNP-EL can be completed while working full-time from any location. An unparalleled advantage, this interdisciplinary curriculum incorporates content from Wharton Executive Education (https://executiveeducation.wharton.upenn.edu/), Wharton Online (https://executiveeducation.wharton.upenn.edu/), and the Perelman School of Medicine Health Care Innovation Graduate Program (https://improvinghealthcare.mehp.upenn.edu/master-of-health-care-innovation/). Situated within a resource-intensive university, students avail of online library services, and take courses taught by faculty with vast healthcare leadership experience. In-person intensives provide students with networking opportunities, individualized faculty mentorship and access to executives from our world-class academic health system.

The DNP-EL includes coursework in strategic planning, innovation and design thinking, organizational change, and policy advocacy. A mutual benefit for students and their employers, the program culminates with the design of a systems-level evidence-based project implemented within their own organization.

The DNP-EL is a two-year program consisting of 11 course units.

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>NURS 500</td>
<td>Introduction to Principles and Methods of Epidemiology</td>
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</tr>
<tr>
<td>NURS 540</td>
<td>Current Issues In Health and Social Policy</td>
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</tr>
<tr>
<td>NURS 651</td>
<td>Nursing Informatics</td>
<td>1.0</td>
</tr>
<tr>
<td>NURS 745</td>
<td>Data Analytics</td>
<td>1.0</td>
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<td>NURS 789</td>
<td>Principles of Patient Safety &amp; Quality Improvement in Healthcare</td>
<td>1.0</td>
</tr>
<tr>
<td>NURS 841</td>
<td>Transformational Leadership</td>
<td>1.0</td>
</tr>
<tr>
<td>NURS 842</td>
<td>Executive Leadership in Complex Healthcare Systems</td>
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<tr>
<td>NURS 843</td>
<td>Thriving in an Everchanging Healthcare Environment</td>
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<td>NURS 851</td>
<td>Translating Evidence into Practice (DNP Project #1)</td>
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<tr>
<td>NURS 852</td>
<td>DNP Project Planning II (DNP Project #2)</td>
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</tr>
<tr>
<td>NURS 853</td>
<td>DNP Project Implementation (DNP Project #3)</td>
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<tr>
<td>NURS 854</td>
<td>DNP Project Evaluation and Dissemination (DNP Project #4)</td>
<td>1.0</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Executive Leadership, DNP

Doctor of Nursing Practice in Executive Leadership (DNP-EL)

Our online post-master's DNP-EL program develops nurses for various senior leadership roles aimed at transforming healthcare delivery and improving outcomes at the systems level.

Our Program

Executive leadership in an everchanging and complex healthcare industry requires the knowledge and skills to revolutionize care delivery models and improve patient and organizational outcomes. Focused on systems leadership and innovative change, the DNP-EL prepares graduates for a variety of leadership roles including but not limited to Chief Nursing Officers, Clinical and Project Directors, Healthcare Consultants, and Practice Leaders.

Our Curriculum

Offered online with only a few on-campus intensives, the DNP-EL can be completed while working full-time from any location. An unparalleled advantage, this interdisciplinary curriculum incorporates content from Wharton Executive Education (https://executiveeducation.wharton.upenn.edu/), Wharton Online (https://executiveeducation.wharton.upenn.edu/), and the Perelman School of Medicine Health Care Innovation Graduate Program (https://improvinghealthcare.mehp.upenn.edu/master-of-health-care-innovation/). Situated within a resource-intensive university, students avail of online library services, and take courses taught by faculty with vast healthcare leadership experience. In-person intensives provide students with networking opportunities, individualized faculty mentorship and access to executives from our world-class academic health system.

The DNP-EL includes coursework in strategic planning, innovation and design thinking, organizational change, and policy advocacy. A mutual benefit for students and their employers, the program culminates with the design of a systems-level evidence-based project implemented within their own organization.

The DNP-EL is a two-year program consisting of 11 course units.

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>NURS 500</td>
<td>Introduction to Principles and Methods of Epidemiology</td>
<td>1.0</td>
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<tr>
<td>NURS 540</td>
<td>Current Issues In Health and Social Policy</td>
<td>1.0</td>
</tr>
<tr>
<td>NURS 651</td>
<td>Nursing Informatics</td>
<td>1.0</td>
</tr>
<tr>
<td>NURS 745</td>
<td>Data Analytics</td>
<td>1.0</td>
</tr>
<tr>
<td>NURS 789</td>
<td>Principles of Patient Safety &amp; Quality Improvement in Healthcare</td>
<td>1.0</td>
</tr>
<tr>
<td>NURS 841</td>
<td>Transformational Leadership</td>
<td>1.0</td>
</tr>
<tr>
<td>NURS 842</td>
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<td>Thriving in an Everchanging Healthcare Environment</td>
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<td>DNP Project Planning II (DNP Project #2)</td>
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<tr>
<td>NURS 853</td>
<td>DNP Project Implementation (DNP Project #3)</td>
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</tr>
<tr>
<td>NURS 854</td>
<td>DNP Project Evaluation and Dissemination (DNP Project #4)</td>
<td>1.0</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
who practice across a range of settings and are vested in helping you
develop your educational and professional career. Mentored by expert
nurse anesthetists and anesthesiologists, you'll acquire the critical
thinking skills for independent as well as collaborative clinical decision-
making.

You'll hone your skills in our state-of-the-art simulation center, performing
procedures like placing regional anesthetics, using fiber optic intubating
equipment, inserting central venous catheters, pulmonary artery
catheters and chest tubes, using ultrasound guidance, performing needle
cricothyroidotomies, and placing double lumen endotracheal tubes. And
you'll be exposed to experiences that range from common complications
to rare occurrences. Our curriculum is divided into four conceptual
areas: core courses, area courses, translating research into practice, and
leadership and management.

Our robust clinical rotation allows you the opportunity to work with
patients of all acuity levels including concentrations in pediatric, cardiac,
and non-cardiac thoracic specialties. Our clinical coordinators work
to provide you with a supervised introduction to clinical experiences,
relying heavily on our excellent faculty to mentor students as they gain
independence, critical thinking, and autonomy. The DNP-NA program is a
full-time program which can be completed in 36 months.

For more information: https://www.nursing.upenn.edu/nurse-anesthesia/

### Curriculum

A total of 37 course units are required.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Course Units</th>
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<tbody>
<tr>
<td><strong>Summer</strong></td>
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<tr>
<td>NURS 607</td>
<td>Advanced Physiology and Pathophysiology</td>
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<tr>
<td>NURS 657</td>
<td>Advanced Physical Assessment and Clinical Decision Making</td>
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<tr>
<td>NURS 681</td>
<td>Applied Physiology for Nurse Anesthesia I</td>
</tr>
<tr>
<td>NURS 629</td>
<td>Basic Principles of Nurse Anesthesia Practice</td>
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<tr>
<td>NURS 580</td>
<td>Pharmacology of Anesthesia and Accessory Drugs I</td>
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<td><strong>Course Units</strong></td>
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<tr>
<td><strong>Fall</strong></td>
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</tr>
<tr>
<td>NURS 608</td>
<td>Advanced Pharmacology and Therapeutics for Nursing Practice</td>
</tr>
<tr>
<td>NURS 751</td>
<td>Clinical Fieldwork for Nurse Anesthesia Practice I</td>
</tr>
<tr>
<td>NURS 682</td>
<td>Applied Physiology for Nurse Anesthesia II</td>
</tr>
<tr>
<td>NURS 603</td>
<td>Basic Principles of Nurse Anesthesia Practice II</td>
</tr>
<tr>
<td>NURS 789</td>
<td>Principles of Patient Safety &amp; Quality Improvement in Healthcare</td>
</tr>
<tr>
<td><strong>Course Units</strong></td>
<td>5.00</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 683</td>
<td>Applied Physiology for Nurse Anesthesia III</td>
</tr>
<tr>
<td>NURS 637</td>
<td>Introduction to Research Methods and Design</td>
</tr>
<tr>
<td>NURS 604</td>
<td>Chronic Illness in the Community. Lifespan Approach</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 605</td>
<td>Biochemical and Physiological Aspects of Metabolism and Human Disease</td>
</tr>
<tr>
<td>NURS 755</td>
<td>Clinical Fieldwork for Nurse Anesthesia Practice III</td>
</tr>
<tr>
<td>NURS 851</td>
<td>Translating Evidence into Practice (DNP Project #1)</td>
</tr>
<tr>
<td><strong>Course Units</strong></td>
<td>3.00</td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 606</td>
<td>Brain and Behavior Relationships.</td>
</tr>
<tr>
<td>NURS 852</td>
<td>DNP Project Planning II (DNP Project #2)</td>
</tr>
<tr>
<td>NURS 500</td>
<td>Introduction to Principles and Methods of Epidemiology</td>
</tr>
<tr>
<td>NURS 745</td>
<td>Data Analytics</td>
</tr>
<tr>
<td>NURS 756</td>
<td>Nurse Anesthesia Residency I</td>
</tr>
<tr>
<td><strong>Course Units</strong></td>
<td>4.50</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 609</td>
<td>Advanced Principles of Nurse Anesthesia Practice: Special Surgery</td>
</tr>
<tr>
<td>NURS 636</td>
<td>Pain Science and Practice</td>
</tr>
<tr>
<td>NURS 757</td>
<td>Nurse Anesthesia Residency II</td>
</tr>
<tr>
<td>NURS 748</td>
<td>Leadership Development in Healthcare</td>
</tr>
<tr>
<td>NURS 853</td>
<td>DNP Project Implementation (DNP Project #3)</td>
</tr>
<tr>
<td><strong>Course Units</strong></td>
<td>4.50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 651</td>
<td>Nursing Informatics</td>
</tr>
<tr>
<td>NURS 758</td>
<td>Nurse Anesthesia Residency III</td>
</tr>
<tr>
<td>NURS 858</td>
<td>Ldrsp For Nurse Anesth</td>
</tr>
<tr>
<td>NURS 854</td>
<td>DNP Project Evaluation and Dissemination (DNP Project #4)</td>
</tr>
<tr>
<td><strong>Course Units</strong></td>
<td>4.00</td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 611</td>
<td>Advanced Principles of Nurse Anesthesia Practice: Problem-Based Learning</td>
</tr>
<tr>
<td>NURS 759</td>
<td>Nurse Anesthesia Residency IV</td>
</tr>
<tr>
<td>NURS 790</td>
<td>Health Care Economics and Business Planning</td>
</tr>
<tr>
<td><strong>Course Units</strong></td>
<td>3.00</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 760</td>
<td>Nurse Anesthesia Residency V</td>
</tr>
<tr>
<td>NURS 614</td>
<td>Advanced Principles of Nurse Anesthesia Practice: Professional Practice</td>
</tr>
<tr>
<td><strong>Course Units</strong></td>
<td>3.00</td>
</tr>
<tr>
<td><strong>Total Course Units</strong></td>
<td>37.00</td>
</tr>
</tbody>
</table>
The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Nursing, DNP**

Penn Nursing has been a leader in the science and practice of nursing since 1886, and continues to be at the forefront of advancing science, delivering solutions, and shaping health policy and practice to engender a healthier future.

The Post-Master’s DNP focuses on developing skills in translating research in practice, evaluating evidence, applying research in decision-making, and implementing viable clinical innovations to change practice and improve care delivery. Our hybrid online and in-person curriculum is designed to prepare professionals to become leaders in practice innovation by providing education in the translation of evidenced-based practice, project management, and leadership development.

In addition to our world-renowned faculty and state-of-the-art facilities, more than half of the required course curriculum will be offered online by fall 2019, with the goal of offering 100% of the course offerings online by 2020. This flexibility will allow nursing leaders the convenience of earning their PM-DNP while balancing their full-time career.

For more information: [https://www.nursing.upenn.edu/dnp/](https://www.nursing.upenn.edu/dnp/)

**Curriculum**

The Post-Master’s DNP requires 10 course units which can be completed in two years.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 651</td>
<td>Nursing Informatics</td>
<td>1</td>
</tr>
<tr>
<td>NURS 789</td>
<td>Principles of Patient Safety &amp; Quality Improvement in Healthcare</td>
<td>1</td>
</tr>
<tr>
<td>NURS 745</td>
<td>Data Analytics</td>
<td>1</td>
</tr>
<tr>
<td>NURS 851</td>
<td>Translating Evidence into Practice (DNP Project #1)</td>
<td>1</td>
</tr>
<tr>
<td>NURS 790</td>
<td>Health Care Economics and Business Planning</td>
<td>1</td>
</tr>
<tr>
<td>NURS 852</td>
<td>DNP Project Planning II (DNP Project #2)</td>
<td>0.5</td>
</tr>
<tr>
<td>NURS 748</td>
<td>Leadership Development in Healthcare</td>
<td>1</td>
</tr>
<tr>
<td>NURS 853</td>
<td>DNP Project Implementation (DNP Project #3)</td>
<td>0.5</td>
</tr>
<tr>
<td>NURS 500</td>
<td>Introduction to Principles and Methods of Epidemiology</td>
<td>1</td>
</tr>
<tr>
<td>NURS 540</td>
<td>Current Issues In Health and Social Policy</td>
<td>1</td>
</tr>
<tr>
<td>NURS 854</td>
<td>DNP Project Evaluation and Dissemination (DNP Project #4)</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Course Units: 10

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Adult Oncology Specialist, Minor**

Our Adult Oncology Specialty Minor is designed for graduate nursing students who desire advanced training in oncology nursing from the top researchers and clinicians in the country.

Our faculty have extensive experience in oncology nursing. You’ll interact with nationally recognized scientists and clinicians in the field of cancer care from the School of Nursing and the University of Pennsylvania Health System’s Abramson Cancer Center. You are required to complete three courses, the last of which includes clinical hours. Clinically-focused students will need to complete 240 clinical hours. These hours can be applied to meet the clinical hour requirements for certification.

Courses are online with synchronous and asynchronous components. In addition, students will meet on campus twice per semester (2 days in the fall and 2 days in the spring) for seminars, high-fidelity simulations, and networking with experts in the field of oncology and nursing.


**Curriculum**

A total of 3 course units are required. We also provide a sample plan of study ([https://www.nursing.upenn.edu/adult-oncology-minor-post-masters/plans-of-study/typical-sequence/) for students.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 664</td>
<td>Advanced Practice Nursing for Oncology Care</td>
<td>1</td>
</tr>
<tr>
<td>NURS 666</td>
<td>Effects of Cancer and Cancer Therapy</td>
<td>1</td>
</tr>
<tr>
<td>NURS 667</td>
<td>Oncology Nursing: Assessment, Diagnosis, &amp; Cancer Management</td>
<td>1</td>
</tr>
<tr>
<td>or NURS 697</td>
<td>Leadership in Advanced Oncology Nursing Practice</td>
<td>1</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Integrated Nursing Care of Autism Spectrum Disorder, Minor**

Designed for registered nurses, school nurses, or advanced practice nurses who focus on pediatrics, mental health, or the family, this three-semester program will prepare you to design and deliver comprehensive care to this unique and special needs population.

You will develop the skills to screen for ASD, to provide comprehensive care for the co-occurring behavioral, medical, and psychiatric conditions,
and to integrate innovative nursing care into the lives of your ASD patients and their families.

We offer the opportunity to work with nationally recognized faculty, clinicians, epidemiologists, and scientists in this field through lectures, seminars, interactive discussions, case-based learning, independent guided studies, and clinical fieldwork. This Post-Master's Certificate or Minor includes three graduate level courses and one clinical experience. The clinical is six hours one day per week for one semester. Schedules will be flexible to meet individual student needs.

For more information: http://www.nursing.upenn.edu/autism-spectrum-disorder-minor-post-masters/

A total of 3 course units are required. We also provide a sample plan of study (https://www.nursing.upenn.edu/autism-spectrum-disorder-minor-post-masters/plans-of-study/typical-sequence/) for students.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 641</td>
<td>Autism Spectrum Disorder: Prevalence, Etiology, Screening and Assessment</td>
<td>1</td>
</tr>
<tr>
<td>NURS 642</td>
<td>Health and Behavioral Care Planning and Intervention for Autism Spectrum Disorder</td>
<td>1</td>
</tr>
<tr>
<td>NURS 643</td>
<td>Leadership, Advocacy, and the Practice of Integrated Nursing Care of ASD</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total Course Units</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Global Health, Minor**

Available exclusively to Penn Nursing students at both the undergraduate and graduate level, our Global Health minor is an opportunity to increase your knowledge of the world and the factors that contribute to the health of populations. We take a cross-disciplinary approach to help you integrate your knowledge of nursing, culture, and diversity to more effectively engage with patients locally, nationally, and around the world. Open to students in full- or part-time Master's or Post-Master's study, this three-course concentration builds on three core dimensions of global health: sociocultural influences of health; methods for assessing population health; and coursework in a geographic area of interest to you.

For more information: http://www.nursing.upenn.edu/global-health-minor/

**Curriculum**

A total of 3 course units are required. We also provide a sample plan of study (https://www.nursing.upenn.edu/global-health-minor/plan-of-study/grad/plan-of-study-cam-elective/) for students.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 515</td>
<td>Sociocultural Influences on Health</td>
<td>1</td>
</tr>
<tr>
<td>NURS 535</td>
<td>Comparing Health Care Systems in an Intercultural Context: Study Abroad or NURS 545 Maternal and Infant Care in the Americas</td>
<td>1</td>
</tr>
<tr>
<td>PUBH 519</td>
<td>Issues in Global Health</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total Course Units</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Health Informatics, Minor**

The emerging field of health informatics is growing in relevance and influence as technologies continue to improve. Our program focuses on concepts and issues surrounding technology and information management in today's ever-changing healthcare environment. This minor is a perfect complement to advanced practice, administrative, and leadership Master's programs.

For more information: http://www.nursing.upenn.edu/health-informatics-minor/

**Curriculum**

A total of four course units is required. We also provide a sample plan of study (https://www.nursing.upenn.edu/health-informatics-minor/plan-of-study/plan-of-study/) for students.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 573</td>
<td>Innovation in Health: Foundations of Design Thinking</td>
<td>1</td>
</tr>
<tr>
<td>NURS 651</td>
<td>Nursing Informatics (Online)</td>
<td>1</td>
</tr>
<tr>
<td>BMIN 502</td>
<td>Databases in Biomedical Research</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total Course Units</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

Select one of the following:

- NURS 849 Exploring Data Science Methods with Health Care Data
- NURS 548 Negotiations in Healthcare
- BMIN 501 Introduction to Biomedical and Health Informatics
- BMIN 503 Data Science for Biomedical Informatics
- BMIN 506 Standards and Clinical Terminologies
- DYNM 646 Race, Ethnicity, and the American Workplace
- DYNM 666 Systems and Design Thinking
- HCMG 866 E-Health: Business Models and Impact
- HCMG 857 Healthcare Data and Analytics
- HPR 504 Principles and Practice of Healthcare Quality Improvement
- HPR 650 Systems Thinking in Patient Safety
- CIS 519 Introduction to Machine Learning
- CIS 560 Interactive Computer Graphics
- CIS 545 Big Data Analytics

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Nursing Administration, Minor

The Nursing Administration Minor provides the foundational business skills essential for advanced practice nurses. On completion, students develop a foundational understanding of the business of healthcare delivery to inform an interest in practice management.

For more information: https://www.nursing.upenn.edu/nursing-administration-minor/

Curriculum

A total of 3 course units are required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 549</td>
<td>Human Resources Management in Healthcare</td>
<td>1</td>
</tr>
<tr>
<td>NURS 652</td>
<td>Applied Healthcare Accounting and Business Planning</td>
<td>1</td>
</tr>
<tr>
<td>NURS 748</td>
<td>Leadership Development in Healthcare</td>
<td>1</td>
</tr>
<tr>
<td>Total Course Units</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

1 Courses must be approved by the Graduate Professional Curriculum Committee.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Nutrition, Minor

The focus of the Graduate level Nutrition Minor is to give students an option for more advanced nutrition courses in a manner that permits them to have documentation of this knowledge. This training will be useful for nurses who intend to practice in a nutrition-related field, for MPH students who choose to focus on nutrition-related issues such as obesity or global health, and for Penn students who intend to submatriculate for graduate level work at Penn and desire such coursework.

For more information: https://www.nursing.upenn.edu/academics/master-of-science-in-nursing-msn/minors/

Curriculum

A total of three course units are required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 557</td>
<td>Principles of Palliative Care</td>
<td>1</td>
</tr>
<tr>
<td>NURS 567</td>
<td>An Evidence-based Approach to Managing Symptoms in Advanced Illness</td>
<td>1</td>
</tr>
<tr>
<td>Elective Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>NURS 511</td>
<td>Loss, Grief and Bereavement</td>
<td></td>
</tr>
<tr>
<td>NURS 525</td>
<td>Ethical Aspects of Health and Technology</td>
<td></td>
</tr>
<tr>
<td>NURS 540</td>
<td>Current Issues In Health and Social Policy</td>
<td></td>
</tr>
<tr>
<td>NURS 636</td>
<td>Pain Science and Practice</td>
<td></td>
</tr>
<tr>
<td>Total Course Units</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

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consult with their academic program regarding final certifications and requirements for graduation.

Quality Improvement & Safety Processes Healthcare, Minor

In this minor you’ll focus on systems thinking, the science of patient safety, patient-centered care, team-based collaboration, and quality improvement. Our faculty will mentor you in how to implement process improvement tools, and we’ll give you the opportunity to do a quality improvement project within a healthcare organization. This three-course minor can be done simultaneously with any graduate clinical program, and prepares advanced practice nurses to implement quality improvement processes and measure resultant outcomes.

For more information: http://www.nursing.upenn.edu/quality-improvement-safety-processes-in-healthcare-minor/

Curriculum

A total of 3 course units are required. We also provide a sample plan of study (https://www.nursing.upenn.edu/quality-improvement-safety-processes-in-healthcare-minor/plan-of-study/plan-of-study/) for students.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 612</td>
<td>Principles and Practice of Healthcare Quality Improvement</td>
<td>1</td>
</tr>
<tr>
<td>NURS 650</td>
<td>Systems Thinking in Patient Safety</td>
<td>1</td>
</tr>
<tr>
<td>NURS 698</td>
<td>Quality Improvement in Healthcare Capstone: Certificate and Graduate Minors</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total Course Units</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

Women's Health Studies, Minor

In the Women's Health Studies minor you’ll focus on the societal factors that influence women's health, as well as how their health needs are met by healthcare systems and practitioners alike. You’ll address issues such as research gaps in women's health, the need for public policy evaluation and advocacy, and how technology can improve the medical lives of women around the world.

This minor is based on advanced practice nursing and midwifery theory, but is open to all Penn graduate students with a strong interest in women's health.

For more information: http://www.nursing.upenn.edu/womens-health-studies-minor/

Curriculum

A total of 4 course units are required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 686</td>
<td>Well Women Health Care, Theory</td>
<td>1</td>
</tr>
<tr>
<td>NURS 708</td>
<td>Public Policy Leadership in the American Public/Private System of Health Care</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
<td></td>
</tr>
</tbody>
</table>

Transformative Nursing Education Program, Minor

Graduate courses in education coupled with experiential learning is integral for preparing future nursing leaders in education. The aim of this program is to produce educators who enrich learning experiences for nursing students in an academic environment, or for those nurses working in healthcare system.

Designed for nurses interested in teaching in an academic setting or in the care delivery environment as a professional development specialist, this program combines adult learning theory with a toolkit of teaching strategies and hands-on teaching opportunities. Offered in a blended online/in-class learning environment, graduate nursing students complete three courses for this program. Alternatively, students who are mainly interested in academic teaching can pursue just two courses (NURS 600 and NURS 601) aimed at preparing exemplary teachers in the classroom and clinical settings. Students exclusively interested in teaching in the service environment (e.g., hospitals) can complete two courses (NURS 600 and NURS 602) in this focus area.

For more information: http://www.nursing.upenn.edu/transformative-nursing-education-minor-post-masters/

Curriculum

A total of 3 course units are required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 600</td>
<td>Principles and Practice of Transformative Nursing Education</td>
<td>1</td>
</tr>
<tr>
<td>NURS 601</td>
<td>Teaching Nursing in an Academic Environment</td>
<td>1</td>
</tr>
<tr>
<td>NURS 602</td>
<td>Teaching Professional Nurses in the Practice Environment</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total Course Units</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

Certification

Those who complete our Transformative Nursing Education program meet the educational requirements to take the NLN Nurse Educator certification exam (http://www.nln.org/), and the ANCC Nursing Professional Development Certification exam (http://www.nursecredentialing.org/NPD-Eligibility.aspx).

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Select 2 graduate level NURS electives

Total Course Units

Certification

Completing this minor does not result in eligibility to sit for a WHNP or CNM certification examination, nor does it result in eligibility for licensure.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Adult Oncology Specialist, Certificate

Our Adult Oncology Specialty Certificate is designed for practicing Master’s-prepared nurses who desire advanced training in oncology nursing from the top researchers and clinicians in the country.

Our faculty have extensive experience in oncology nursing. Students interact with nationally recognized scientists and clinicians in the field of cancer care from the School of Nursing and the University of Pennsylvania Health System’s Abramson Cancer Center. The program consists of three courses, the last of which includes clinical hours. Certificate students who have been working with oncology patients should submit a portfolio to determine if additional clinical experiences are required. Clinically-focused students will need to complete 240 clinical hours. These hours can be applied to meet the clinical hour requirements for certification.

Courses are online with synchronous and asynchronous components. Students are required to come to Penn’s campus twice over the course of their studies (2 days in the fall and 2 days in the spring) for seminars, high-fidelity simulations, and networking with experts in the field of oncology and nursing.

For more information: http://www.nursing.upenn.edu/adult-oncology-minor-post-masters/

Curriculum

A total of 3 course units are required. We also provide a sample plan of study (https://www.nursing.upenn.edu/adult-oncology-minor-post-masters/plans-of-study/typical-sequence/) for students.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 664</td>
<td>Advanced Practice Nursing for Oncology Care</td>
<td>1</td>
</tr>
<tr>
<td>NURS 666</td>
<td>Effects of Cancer and Cancer Therapy</td>
<td>1</td>
</tr>
</tbody>
</table>

Oncology Nursing: Assessment, Diagnosis, & Cancer Management

Total Course Units

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Integrated Nursing Care of Autism Spectrum Disorder, Certificate

Designed for registered nurses, school nurses, or advanced practice nurses who focus on pediatrics, mental health, or the family, this three-semester program will prepare you to design and deliver comprehensive care to this unique and special needs population.

You will develop the skills to screen for ASD, to provide comprehensive care for the co-occurring behavioral, medical, and psychiatric conditions, and to integrate innovative nursing care into the lives of your ASD patients and their families.

We offer the opportunity to work with nationally recognized faculty, clinicians, epidemiologists, and scientists in this field through lectures, seminars, interactive discussions, case-based learning, independent guided studies, and clinical fieldwork. This Post-Master’s Certificate or Minor includes three graduate level courses and one clinical experience. The clinical is six hours one day per week for one semester. Schedules will be flexible to meet individual student needs.

For more information: http://www.nursing.upenn.edu/autism-spectrum-disorder-minor-post-masters/

A total of 3 course units are required. We also provide a sample plan of study (https://www.nursing.upenn.edu/autism-spectrum-disorder-minor-post-masters/plans-of-study/typical-sequence/) for students.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 641</td>
<td>Autism Spectrum Disorder: Prevalence, Etiology, Screening and Assessment</td>
<td>1</td>
</tr>
<tr>
<td>NURS 642</td>
<td>Health and Behavioral Care Planning and Intervention for Autism Spectrum Disorder</td>
<td>1</td>
</tr>
<tr>
<td>NURS 643</td>
<td>Leadership, Advocacy, and the Practice of Integrated Nursing Care of ASD</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Course Units

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Palliative Care, Certificate

In our palliative care program, you’ll learn to work throughout the continuum of illness, addressing the physical, emotional, social, and spiritual needs of your patients while bolstering their autonomy and...
access to information. This high-demand speciality is relevant for all types of nursing practice, including gerontology, oncology, pediatrics, home care, and mental health.

For more information: http://www.nursing.upenn.edu/palliative-care-minor/

Curriculum

A total of 3 course units are required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 557</td>
<td>Principles of Palliative Care</td>
<td>1</td>
</tr>
<tr>
<td>NURS 567</td>
<td>An Evidence-based Approach to Managing Symptoms in Advanced Illness</td>
<td>1</td>
</tr>
</tbody>
</table>

Elective Courses

Select one of the following: 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 511</td>
<td>Loss, Grief and Bereavement</td>
</tr>
<tr>
<td>NURS 525</td>
<td>Ethical Aspects of Health and Technology</td>
</tr>
<tr>
<td>NURS 540</td>
<td>Current Issues In Health and Social Policy</td>
</tr>
<tr>
<td>NURS 636</td>
<td>Pain Science and Practice</td>
</tr>
</tbody>
</table>

Total Course Units 3

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Quality Improvement & Safety Processes Healthcare, Certificate

In this minor you’ll focus on systems thinking, the science of patient safety, patient-centered care, team-based collaboration, and quality improvement. Our faculty will mentor you in how to implement process improvement tools, and we’ll give you the opportunity to do a quality improvement project within a healthcare organization. This three-course minor can be done simultaneously with any graduate clinical program, and prepares advanced practice nurses to implement quality improvement processes and measure resultant outcomes.

For more information: http://www.nursing.upenn.edu/quality-improvement-safety-processes-in-healthcare-minor/

Curriculum

A total of 3 course units are required. We also provide a sample plan of study (https://www.nursing.upenn.edu/quality-improvement-safety-processes-in-healthcare-minor/plan-of-study/plan-of-study/) for students.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 612</td>
<td>Principles and Practice of Healthcare Quality Improvement</td>
<td>1</td>
</tr>
<tr>
<td>NURS 650</td>
<td>Systems Thinking in Patient Safety</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 698</td>
<td>Quality Improvement in Healthcare Capstone: Certificate and Graduate Minors</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Course Units 3

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Transformative Nursing Education Program, Certificate

Graduate courses in education coupled with experiential learning is integral for preparing future nursing leaders in education. The aim of this program is to produce educators who enrich learning experiences for nursing students in an academic environment, or for those nurses working in healthcare system.

Designed for nurses interested in teaching in an academic setting or in the care delivery environment as a professional development specialist, this program combines adult learning theory with a toolkit of teaching strategies and hands-on teaching opportunities. Offered in a blended online/in-class learning environment, graduate nursing students complete three courses for this program. Alternatively, students who are mainly interested in academic teaching can pursue just two courses (NURS 600 and NURS 601) aimed at preparing exemplary teachers in the classroom and clinical settings. Students exclusively interested in teaching in the service environment (e.g., hospitals) can complete two courses (NURS 600 and NURS 602) in this focus area.

For more information: http://www.nursing.upenn.edu/transformative-nursing-education-minor-post-masters/

Curriculum

A total of 3 course units are required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 600</td>
<td>Principles and Practice of Transformative Nursing Education</td>
<td>1</td>
</tr>
<tr>
<td>NURS 601</td>
<td>Teaching Nursing in an Academic Environment</td>
<td>1</td>
</tr>
<tr>
<td>NURS 602</td>
<td>Teaching Professional Nurses in the Practice Environment</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Course Units 3

Certification

Those who complete our Transformative Nursing Education program meet the educational requirements to take the NLN Nurse Educator certification exam (http://www.nln.org/), and the ANCC Nursing Professional Development Certification exam (http://www.nursecredentialing.org/NPD-Eligibility.aspx).

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

2020-21 Catalog | Generated 09/18/20
School of Social Policy & Practice

The University of Pennsylvania School of Social Policy & Practice, formerly Penn Social Work, is noted for its commitment to social justice and to educating students that will take an active role in the struggle against oppression. The School has articulated a social philosophy that shapes the educational programs it offers, the research it undertakes, and the leadership it provides to the profession. This statement of social philosophy – Penn Approach (http://www.sp2.upenn.edu/degree-programs/master-of-social-work/overview/the-penn-approach/) – is first and foremost an evolving philosophy. It reflects the faculty’s commitment to introduce students to a variety of perspectives related to social work practice, nonprofit leadership, social policy, research, racism, and oppression, and the nature of human behavior in the social environment.

The Penn Approach to the education of future social workers includes at least two major perspectives:

- a clear understanding and respect for the past and a realistic interpretation of current professional issues;
- a vision of the future that reflects a commitment to social change based on the values and philosophy of the School.

The School offers a curriculum that integrates the development of practice skills with research, the study of specific social problems and social policies, theories and methods of social change, knowledge about human relationships, and individual and societal responses to institutional racism and other “isms.”

The University of Pennsylvania School of Social Policy & Practice is educating tomorrow’s leaders to confront societal problems in a time of diminishing resources, to provide leadership to non-profit organizations, to design and facilitate real-world solutions while fostering meaningful societal change. Students can also learn about the integration of innovative technology to enhance the delivery of social services, research on welfare to work initiatives, faith-based services, and other ground-breaking faculty research.

Learn more about SP2’s leadership: https://www.sp2.upenn.edu/about/message-from-the-dean/

Learn more about SP2’s history: https://www.sp2.upenn.edu/about/sp2-history/

Vision

The passionate pursuit of social innovation, impact, and justice.

Mission

The School of Social Policy & Practice contributes to the advancement of more effective, efficient, and humane human services through education, research, and civic engagement. In pursuit of this mission, our theory-based masters and doctoral programs in social work, social welfare, nonprofit leadership, and social policy encourage students to think and work across disciplinary lines and cultures as well as across national and international boundaries. The pursuit of social justice is at the heart of the School’s knowledge-building activities. Our innovative educational and research programs reinforce our vision of active student engagement in their own learning as well as that of social agencies and larger social collectivities organized at the local, national, and international levels.

Diversity & Inclusion

Throughout its history, the School of Social Policy & Practice (SP2) at the University of Pennsylvania has been committed to understanding and embracing diversity in its countless forms. With our Master of Social Work (MSW) program (http://www.sp2.upenn.edu/degree-programs/master-of-social-work/), the first program of its kind to organize its curriculum around the construct of institutional racism, two other expanding and ambitious masters programs (in Social Policy (http://www.sp2.upenn.edu/degree-programs/ms-in-social-policy/) and Nonprofit Leadership (http://www.sp2.upenn.edu/degree-programs/ms-in-nonprofit-leadership/)) that organically complement and extend our MSW offering, and two exciting doctoral programs (a clinical Doctorate in Social Work (http://www.sp2.upenn.edu/degree-programs/doctorate-in-social-work/) and a PhD in Social Welfare (http://www.sp2.upenn.edu/degree-programs/phd-in-social-welfare/)) that produce some of the most sought-after thought leaders in our fields, SP2’s mission is to think critically, thoroughly, and holistically about the many factors that impact people’s everyday lives and life chances.

As SP2 has evolved, so too has the understanding of diversity that grounds and enlivens its work. Our historic commitment to racial and economic justice has in recent years intersected in vital ways with emerging commitments individuals and communities marginalized along other axes of oppression. Individuals and organizations across SP2 have mobilized to create curricular, interpersonal, and structural space for the consideration of LGBTQ+ needs and experiences and the elevation of LGBTQ+ voices both within and beyond the School. This understanding and this commitment is about striving to consciously honor the complex and multifaceted experiences of self and community that shape our lives together.

SP2 strives to be a space of principled inclusivity, valuing differences of opinion and attempting to foster an institutional environment where we all think openly, honestly, reflectively, and deeply about the questions and concerns that both unite and divide us. For our faculty, students, and staff, diversity is a multifaceted and intersectional concept that includes careful treatment of questions about how differences linked to race, sexuality, gender identity, religion, ideology, mental illness, ethnicity, class, age, and so much more systematically privilege some and marginalize others. The issues that we grapple with—from homelessness and racism to prisoner re-entry and poverty, from responsible philanthropy and economic mobility to aging and child welfare—are some of the biggest in the academy and in society, and many seem intractable. But we also recognize that we have the best chance of doing justice to these social issues by embodying a truly diverse and inclusive space from which we can attempt to re-imagine our social world.

Promoting social justice and working against forces of oppression have been central to SP2’s efforts since the founding of the MSW program over a century ago; they ground our work to this day, challenging us all—faculty and students, alumni, staff, and community—to grow together into new knowledge and to grapple with ever-evolving examples of injustice and inequity. Understanding, respecting, and celebrating diversity is essential to SP2’s educational mission and values, and we are committed to helping students learn how to have difficult conversations, listening without pre-judgement, and addressing social problems from diverse perspectives. It is a commitment that we take seriously and one that we hope to nurture in our students as they become empowered to work for a more just, equitable, and compassionate world.

Learn more about SP2’s leadership: https://www.sp2.upenn.edu/about/message-from-the-dean/

Learn more about SP2’s history: https://www.sp2.upenn.edu/about/sp2-history/
Faculty & Research
The SP2 faculty upholds Penn’s commitment to engage locally and globally. Internationally regarded for producing cutting-edge research, our distinguished scholars, practitioners, and policy advisors bring a broad range of real-world expertise and interdisciplinary focus to the classroom setting. The research of the SP2 faculty is transforming policy and shaping best-practices on international, federal, and local levels. The faculty’s important research and activism stretch across the social sciences and the humanities in ways that link nuanced methodological inquiries and important research questions to attempts at real-world problem-solving.

SP2 faculty members are readily available to students. They are inspirational instructors and supportive mentors and advisors, helping students to approach problems in innovative and creative ways.

Faculty Areas of Eminence:
- Child welfare
- Criminal justice & mental illness
- Data analytics
- Domestic violence
- Faith-based social services
- Family violence
- Foster care
- Geographic information systems
- Gerontology
- Homelessness
- Mental health
- Nonprofits
- Philanthropy
- Prisoners’ reentry
- Social entrepreneurship
- Social impact of the arts
- Social work in health care
- Substance use
- Welfare policy
- Welfare to work

Learn more about the faculty: https://www.sp2.upenn.edu/people/standing-faculty/

Learn about SP2 research centers: https://www.sp2.upenn.edu/research-centers/research-centers/

Programs
PhD and Research Master’s Programs
- Social Work, PhD (p. 494)
- Social Work, MSW (p. 495)

Social Welfare, PhD
The PhD in Social Welfare program develops leaders in academia and research. We foster scholarly energy, collaboration, and creativity and offer a confluence of diverse philosophies and approaches to social work, social welfare research, social policy, social theory, and social justice.

For more information: https://www.sp2.upenn.edu/academics/phd-in-social-welfare/overview/

View the University’s Academic Requirements for PhD Degrees (p. 1939).

Required Courses
A minimum of 20 course units are required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWRK 668</td>
<td>Economics for Social Policy</td>
<td></td>
</tr>
<tr>
<td>SWRK 803</td>
<td>History and Philosophy of Social Welfare</td>
<td></td>
</tr>
<tr>
<td>SWRK 811</td>
<td>Social Theory</td>
<td></td>
</tr>
<tr>
<td>SWRK 852</td>
<td>Social Work Research</td>
<td></td>
</tr>
<tr>
<td>SWRK 855</td>
<td>Advanced Research Methods</td>
<td></td>
</tr>
<tr>
<td>SWRK 861</td>
<td>Policy Analysis</td>
<td></td>
</tr>
<tr>
<td>MSSP 630</td>
<td>Quantitative Reasoning/Social Statistics</td>
<td></td>
</tr>
<tr>
<td>MSSP 897</td>
<td>Applied Linear Modeling</td>
<td></td>
</tr>
</tbody>
</table>

Proseminar
SWRK 901 Proseminar (at least four semesters)

Additional Courses
- Select one advanced methodologies course
- Select one theory class
- Select four electives

1 Up to four credit units of transfer credit from another graduate program will be accepted.

Sample Plan of Study

Transfer Credit
Four course units of transfer credit 1 4

First Year
Fall
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 803</td>
<td>History and Philosophy of Social Welfare</td>
<td>1</td>
</tr>
<tr>
<td>SWRK 852</td>
<td>Social Work Research</td>
<td>1</td>
</tr>
<tr>
<td>SWRK 901</td>
<td>Proseminar</td>
<td>0.5</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Curriculum

A total of 10 course units is required for graduation.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSSP 630</td>
<td>Quantitative Reasoning/Social Statistics</td>
<td>1</td>
</tr>
</tbody>
</table>

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 811</td>
<td>Social Theory</td>
<td>1</td>
</tr>
<tr>
<td>SWRK 855</td>
<td>Advanced Research Methods</td>
<td>1</td>
</tr>
<tr>
<td>SWRK 901</td>
<td>Proseminar</td>
<td>0.5</td>
</tr>
<tr>
<td>MSSP 897</td>
<td>Applied Linear Modeling</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Course Units 3.50

Second Year

Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 968</td>
<td>Social Welfare Economics</td>
<td>1</td>
</tr>
<tr>
<td>SWRK 901</td>
<td>Proseminar</td>
<td>0.5</td>
</tr>
<tr>
<td>Theory Course or Elective</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Select two electives 2

Course Units 4.50

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 861</td>
<td>Policy Analysis</td>
<td>1</td>
</tr>
<tr>
<td>SWRK 901</td>
<td>Proseminar</td>
<td>0.5</td>
</tr>
<tr>
<td>Theory Course or Elective</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Course Units 3.50

Total Course Units 20.00

1 A minimum of four course units of pre-program credits will be granted to applicants with an appropriate master’s degree in social work or a related profession or allied discipline.

2 At least four of the elective courses in the advanced curriculum must be taken in departments and units of the University other than the School of Social Policy & Practice. Students are encouraged to use electives to develop content and methodological expertise in their area of research. These courses must relate to the substantive content that students select for their individualized program of study, and must be listed by the University as at or above the 500 level. In some cases, students are allowed to take graduate-level courses at other universities. The student’s advisor will guide the student in the selection of elective courses.

Nonprofit/NGO Leadership, MSNPL

The Nonprofit/NGO Leadership (NPL) Program at the School of Social Policy and Practice welcomes individuals who are bright, passionate, and energized to be transformative thought leaders, social entrepreneurs, and innovators for social impact. The world needs innovative approaches to address the world’s complex social challenges. Our students are the next generation of leaders and entrepreneurs who will help transform nonprofits, social enterprises, international NGOs, educational systems, social service agencies, art and cultural institutions, foundations, and advocacy and volunteer organizations. Our program allows students to build a foundation for their professional and civic journeys as collaborative agents of innovation and impact.

For more information: https://www.sp2.upenn.edu/academics/ms-in-nonprofit-leadership/

<table>
<thead>
<tr>
<th>Course Units</th>
<th>10</th>
</tr>
</thead>
</table>

Sample Plan of Study

The Master of Science in Nonprofit/NGO Leadership program is available as an on-campus full-time or part-time program and as a fully online degree program. Students may combine on-campus and online study. While students may customize their schedules due to participation in a dual degree or certificate program, enrollment in an international course or study abroad experience, the grid below outlines the standard schedule and course of study for full-time students.

First Year

Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 2 NPLD Core Courses</td>
<td>2.0</td>
</tr>
<tr>
<td>Select 2 NPLD Electives</td>
<td>2.0</td>
</tr>
<tr>
<td>Select one additional elective</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Course Units 5.00

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 2 NPLD Core Courses</td>
<td>2.0</td>
</tr>
<tr>
<td>Select 2 NPLD Electives</td>
<td>2.0</td>
</tr>
</tbody>
</table>
Select 1 additional elective 1.0
Course Units 5.00
Total Course Units 10.00

Social Policy, MSSP

The Master of Science in Social Policy Program (MSSP) program is an eleven-month, ten-course program that prepares professionals with knowledge and skills to use policy to increase equality, promote equity, and forge social change. MSSP graduates are prepared for policy leadership positions in government, philanthropic foundations, research institutes, nonprofit and non-governmental organizations, and other related settings, through:

- Understanding the world views, assumptions, and philosophies underlying all policy solutions;
- Understanding how decisions about social policy issues are made, shaped and influenced at local, state, national and global levels;
- Formulating a social reform agenda that is evidence-based and aims at improving the equity, effectiveness, and efficiency of policy creation and implementation; and
- Generating and considering a wide array of policy options to address social problems.

For more information: https://www.sp2.upenn.edu/academics/ms-in-social-policy/

Curriculum

A total of 10 course units are required for graduation.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSSP 628</td>
<td>Policy: Analysis of Issues, Strategy and Process</td>
<td>1</td>
</tr>
<tr>
<td>MSSP 629</td>
<td>Research and Evaluation Design</td>
<td>1.0</td>
</tr>
<tr>
<td>MSSP 630</td>
<td>Quantitative Reasoning/Social Statistics ¹</td>
<td>1</td>
</tr>
<tr>
<td>MSSP 631</td>
<td>Law and Social Policy</td>
<td>1</td>
</tr>
<tr>
<td>MSSP 632</td>
<td>Applied Linear Modeling</td>
<td>1</td>
</tr>
<tr>
<td>MSSP 668</td>
<td>Economics for Social Policy</td>
<td>1</td>
</tr>
<tr>
<td>MSSP 633</td>
<td>Capstone Seminar II: Policy Internship</td>
<td>0.5</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Course Units</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

¹ Students are eligible to elect to take a waiver exam for MSSP 630. Any student who passes the waiver exam must take an elective in its place, which may include, but is not limited to, a more advanced research methods course.

Sample Plan of Study

The MSSP program may be pursued on a full or part-time basis. While students may customize their schedules due to participation in a dual degree or certificate program, enrollment in an international course or study abroad experience, or successfully passing a waiver exam, the grid below outlines the standard schedule and course of study for full-time students.

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>MSSP 628</td>
<td>Policy: Analysis of Issues, Strategy and Process</td>
</tr>
<tr>
<td>MSSP 668</td>
<td>Economics for Social Policy</td>
</tr>
<tr>
<td>MSSP 630</td>
<td>Quantitative Reasoning/Social Statistics</td>
</tr>
<tr>
<td>MSSP 629</td>
<td>Research and Evaluation Design</td>
</tr>
<tr>
<td>Elective</td>
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<tr>
<td>Course Units</td>
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</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>MSSP 631</td>
<td>Law and Social Policy</td>
</tr>
<tr>
<td>MSSP 632</td>
<td>Capstone Seminar I: Policy Communications</td>
</tr>
<tr>
<td>MSSP 897</td>
<td>Applied Linear Modeling</td>
</tr>
<tr>
<td>MSSP 629</td>
<td>Research and Evaluation Design</td>
</tr>
<tr>
<td>Elective</td>
<td>1.0</td>
</tr>
<tr>
<td>Course Units</td>
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</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>Summer</td>
<td></td>
</tr>
<tr>
<td>MSSP 633</td>
<td>Capstone Seminar II: Policy Internship ¹</td>
</tr>
<tr>
<td>Elective</td>
<td>0.50</td>
</tr>
<tr>
<td>Total Course Units</td>
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</tr>
</tbody>
</table>

¹ Under certain approved circumstances, the Policy Internship may be completed in the spring semester along with MSSP 632.

Social Policy/Data Analytics, MSSP & Certificate

The Master of Science in Social Policy + Data Analytics for Social Policy Certificate (MSSP+DA) is a 12-course, three-to-four-semester offering. MSSP + DA is a STEM-designated degree.

Despite the unquestionable relevance and powerful utility of the social analysis of digital data, there are currently not enough professionals trained in the substantive knowledge and skills of social policy analysis and data analytics. Data analytics developed as the multidisciplinary
convergence of computer science, statistics, and cognitive sciences. Adding the discipline of social policy to this convergence, SP2’s Master of Science in Social Policy program plus the Data Analytics for Social Policy Certificate (MSSP+DA) is the first to train students explicitly in the use of data analytics for social policy analysis, research and evaluation. The MSSP+DA provides cutting edge training for the growing and highly needed professionals of data analytics for social policy.

For more information: https://www.sp2.upenn.edu/academics/ms-in-social-policy/

Curriculum
A total of 12 course units plus an internship are required for graduation.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSSP 628</td>
<td>Policy: Analysis of Issues, Strategy and Process</td>
<td>1</td>
</tr>
<tr>
<td>MSSP 629</td>
<td>Research and Evaluation Design</td>
<td>1</td>
</tr>
<tr>
<td>MSSP 631</td>
<td>Law and Social Policy</td>
<td>1</td>
</tr>
<tr>
<td>MSSP 668</td>
<td>Economics for Social Policy</td>
<td>1</td>
</tr>
<tr>
<td>MSSP 710</td>
<td>Democratizing Data? Critical Data Studies in Algorithmic Governance</td>
<td>1</td>
</tr>
<tr>
<td>MSSP 897</td>
<td>Applied Linear Modeling</td>
<td>1</td>
</tr>
<tr>
<td>CIT 590</td>
<td>Programming Languages and Techniques.</td>
<td>1</td>
</tr>
<tr>
<td>SWRK 730</td>
<td>Community Mapping</td>
<td>1</td>
</tr>
<tr>
<td>MSSP 634</td>
<td>MSSP/DA Capstone I: Telling Stories with Data</td>
<td>0.5</td>
</tr>
<tr>
<td>MSSP 635</td>
<td>MSSP/DA Capstone II: Internship</td>
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</tr>
<tr>
<td>MSSP 606</td>
<td>Data for Equitable Justice Lab</td>
<td>0</td>
</tr>
<tr>
<td>Computational Analysis Track</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIT 590</td>
<td>Programming Languages and Techniques.</td>
<td>1</td>
</tr>
</tbody>
</table>

Select One of Two Tracks: 2

Statistical Analysis Track
- STAT 974 Modern Regression for the Social, Behavioral and Biological Sciences
- MUSA 507 Spatial Analysis for Urban and Environmental Planning

Computational Analysis Track
- CIS 519 Introduction to Machine Learning
- CIS 545 Big Data Analytics

Electives
Select one elective: 1

Total Course Units: 12

Social Policy Internships
The MSSP+DA provides students with competitive and cutting-edge opportunities for policy internships in data analytics that emphasize competency development in both policy analysis and data analytics. These parallel competencies position graduates to work in the fast growing and developing world of data analytics for social policy. Credit for the internship is incorporated into the MSSP+DA Capstone Seminar. The Data Analytics policy internship must consist of a minimum commitment of 150 hours.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Sample Plan of Study
The MSSP+DA program may be pursued on a full or part-time basis. While students may customize their schedules due to participation in a dual degree or certificate program, enrollment in an international course or study abroad experience, or successfully passing a waiver exam, the grid below outlines the standard schedule and course of study for full-time students.

First Year
Fall
- MSSP 628 Policy: Analysis of Issues, Strategy and Process 1.0
- MSSP 710 Democratizing Data? Critical Data Studies in Algorithmic Governance 1.0
- MSSP 897 Applied Linear Modeling 1.0
- MSSP 606 Data for Equitable Justice Lab 0.0

Computational Analysis Track
- CIS 519 Introduction to Machine Learning
- Select one Elective

Statistical Analysis Track
- STAT 974 Modern Regression for the Social, Behavioral and Biological Sciences
- Course Units: 4.00

Spring
- MSSP 631 Law and Social Policy 1.0
- SWRK 730 Community Mapping 1.0
- MSSP 606 Data for Equitable Justice Lab 0.0

Computational Analysis Track
- CIS 545 Big Data Analytics
- Select one Elective

Statistical Analysis Track
- CIT 590 Programming Languages and Techniques.
- Course Units: 2.0

Second Year
Fall
- MSSP 634 MSSP/DA Capstone I: Telling Stories with Data 0.5
- MSSP 668 Economics for Social Policy 1.0
- MSSP 629 Research and Evaluation Design 1.0
- MSSP 606 Data for Equitable Justice Lab 0.0

Computational Analysis Track
- CIS 519 Introduction to Machine Learning

Statistical Analysis Track
- MUSA 507 Spatial Analysis for Urban and Environmental Planning
- Course Units: 3.50
Social Work, DSW

The Doctorate in Clinical Social Work is a fully online program that offers all the advantages of a world class learning community in a highly interactive, relational, accessible and convenient format. Balancing the rigor of doctoral education with the practical considerations of busy working professionals, students complete the coursework and dissertation simultaneously, earning the degree in 3 years without career disruption. The program uses a combination of campus immersion experiences and online course delivery (videoconferencing) that works for working professionals, wherever they live. Students enjoy an unparalleled educational experience, coming together to interact and learn on an Ivy League campus during the campus immersion experiences. Technology is used to connect, not to distance. The program recognizes the importance of relational learning and all of the online course delivery and educational strategies are chosen with an eye toward building knowledge in community. Renowned faculty from all over the world teach cutting-edge courses on the latest in clinical practice, research, and teaching. Graduates’ successes prove that the DSW is a gateway to fulfilling careers as social work practice leaders and educators.

For more information: https://www.sp2.upenn.edu/academics/doctorate-in-clinical-social-work/

Curriculum

Students begin the program with a five day immersion experience on Penn’s Philadelphia campus at the start of the fall semester (late August/early September). During this residency period, students attend their first classes and participate in a variety of activities that immerse them in the Penn experience and prepare them for the DSW program. Students come to campus for one more five-day residency period in the summer following the first year. Students who are able to travel to campus more often are invited to do so to use the library, meet with faculty, and take advantage of other campus resources and activities.

Classes meet online two evenings each week for two hours. Students and faculty log in on their personal computers or devices from wherever they are. The real-time online video conferencing format allows everyone to be seen and heard at all times, closely approximating a physical classroom experience. Students are in class for the first two years of the program; in the third year, students participate in a Dissertation Seminar Series that provides support and structure as they complete the last stages of the dissertation.

The curriculum is designed to bridge theory, practice, and research, and prepare students for teaching. Students are actively engaged in learning about and critiquing the latest developments, discoveries, and best practices in evidence-based social work practice and teaching. Classes are taught by Penn faculty and renowned visiting faculty and clinician experts from across the country. The dissertation provides an opportunity to gain deep knowledge and become a content expert in a particular area, as well as contribute to the social work knowledge base.

### Required Classes

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 804</td>
<td>Methods of Inquiry: Quantitative Research Methods</td>
<td>1</td>
</tr>
<tr>
<td>SWRK 805</td>
<td>Methods of Inquiry: Qualitative Research Methods</td>
<td>1</td>
</tr>
<tr>
<td>SWRK 812</td>
<td>Clinical Theory I</td>
<td>1</td>
</tr>
<tr>
<td>SWRK 813</td>
<td>Clinical Theory II</td>
<td>1</td>
</tr>
<tr>
<td>SWRK 814</td>
<td>Applied Statistics</td>
<td>0.5</td>
</tr>
<tr>
<td>SWRK 815</td>
<td>Dissertation Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>SWRK 902</td>
<td>Trauma-Informed Sw Pract</td>
<td>0.5</td>
</tr>
<tr>
<td>SWRK 903</td>
<td>Integrative Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>SWRK 904</td>
<td>Integrative Seminar II</td>
<td>1</td>
</tr>
<tr>
<td>SWRK 905</td>
<td>Teaching in Social Work</td>
<td>1</td>
</tr>
<tr>
<td>SWRK 911</td>
<td>Soc Constrctn &amp; Sw Pract</td>
<td>1</td>
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</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>Select 2 electives</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Course Units</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

1. During the second year, the student cohort selects two electives and takes them together as a group.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Sample Plan of Study

First-year Curriculum

The program begins with a two-semester foundation that spans clinical theory and research and ends with a core course on trauma-informed individual and organizational interventions. Concurrent with their coursework, students engage in a dissertation workshop that helps guide them through the first stages of the dissertation project. Near the end of the first year, students are matched with a dissertation chair who shepherds them through the remainder of the dissertation process.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 804</td>
<td>Methods of Inquiry: Quantitative Research Methods</td>
<td>1.0</td>
</tr>
<tr>
<td>SWRK 805</td>
<td>Methods of Inquiry: Qualitative Research Methods</td>
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<tr>
<td>SWRK 812</td>
<td>Clinical Theory I</td>
<td>1.0</td>
</tr>
<tr>
<td>SWRK 813</td>
<td>Clinical Theory II</td>
<td>1.0</td>
</tr>
<tr>
<td>SWRK 814</td>
<td>Applied Statistics</td>
<td>0.5</td>
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<tr>
<td>SWRK 815</td>
<td>Dissertation Seminar I</td>
<td>1.0</td>
</tr>
<tr>
<td>SWRK 902</td>
<td>Trauma-Informed Sw Pract</td>
<td>0.5</td>
</tr>
</tbody>
</table>
Second-year Curriculum
The curriculum in year 2 continues with specialized, applied courses that cover clinical content and preparation for teaching. The second and final year of coursework culminates in two electives that the student cohort selects and takes together as a group. Students continue the dissertation work, under the direction of their dissertation committee.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 903</td>
<td>Integrative Seminar I</td>
<td>1.0</td>
</tr>
<tr>
<td>SWRK 904</td>
<td>Integrative Seminar II</td>
<td>1.0</td>
</tr>
<tr>
<td>SWRK 816</td>
<td>Dissertation Seminar II</td>
<td>1.0</td>
</tr>
<tr>
<td>SWRK 905</td>
<td>Teaching in Social Work</td>
<td>1.0</td>
</tr>
<tr>
<td>SWRK 911</td>
<td>Soc Constrctn &amp; Sw Pract</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Electives

Second Year Courses

The Master of Social Work (MSW) Program at the University of Pennsylvania’s School of Social Policy & Practice is one of the oldest and most well-respected social work programs in the country. The program (ranked 5th in the nation by Princeton Review’s Gourman Report and 12th by U.S. News and World Report) is designed to prepare social workers for leadership roles in developing and providing services to individuals, families, groups, communities and organizations in the local, national, and global arenas. With a recently redesigned curriculum, Penn’s MSW degree melds cutting-edge innovation with a rich educational tradition rooted in social justice and social change.

For more information: https://www.sp2.upenn.edu/academics/master-of-social-work/

Curriculum

A minimum of 16 course units are required for graduation.

<table>
<thead>
<tr>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>SWRK 601</td>
<td>History and Philosophy of Social Work and Social Welfare</td>
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</tr>
<tr>
<td>SWRK 602</td>
<td>Human Behavior in the Social Environment</td>
<td>1.0</td>
</tr>
<tr>
<td>SWRK 603</td>
<td>American Racism and Social Work Practice</td>
<td>1.0</td>
</tr>
<tr>
<td>SWRK 604</td>
<td>Foundations of Social Work Practice I</td>
<td>1.0</td>
</tr>
<tr>
<td>SWRK 614</td>
<td>Foundations of Social Work Practice II</td>
<td>1.0</td>
</tr>
<tr>
<td>SWRK 615</td>
<td>Introduction to Social Work Research</td>
<td>1.0</td>
</tr>
<tr>
<td>SWRK 704</td>
<td>Advanced Clinical Social Work Practice I</td>
<td>1.0</td>
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<tr>
<td>or SWRK 708</td>
<td>Advanced Macro Social Work Practice I</td>
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</tr>
<tr>
<td>SWRK 714</td>
<td>Advanced Clinical Social Work Practice II</td>
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</tr>
<tr>
<td>or SWRK 718</td>
<td>Advanced Macro Social Work Practice II</td>
<td>1.0</td>
</tr>
<tr>
<td>SWRK 713</td>
<td>Understanding Social Change: Issues of Race and Gender</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Third-year Curriculum

During the third and final year of the program, students complete, defend and deposit the dissertation. There is no formal coursework, but students participate in a dissertation seminar that provides structure and support and keeps them moving steadily toward the defense.

Social Work, MSW

The Master of Social Work (MSW) Program at the University of Pennsylvania’s School of Social Policy & Practice is one of the oldest and most well-respected social work programs in the country. The program (ranked 5th in the nation by Princeton Review’s Gourman Report and 12th by U.S. News and World Report) is designed to prepare social workers for leadership roles in developing and providing services to individuals, families, groups, communities and organizations in the local, national, and global arenas. With a recently redesigned curriculum, Penn’s MSW degree melds cutting-edge innovation with a rich educational tradition rooted in social justice and social change.

For more information: https://www.sp2.upenn.edu/academics/master-of-social-work/

Sample Plan of Study

Penn offers four different MSW program options, enabling students to choose the course of study that best fits with their personal circumstances and career goals: the two-year Full-Time program (http://www.sp2.upenn.edu/degree-programs/master-of-social-work/overview/full-time-two-year/), the three-year Part-Time program (http://www.sp2.upenn.edu/degree-programs/master-of-social-work/overview/part-time-three-year/), the Advanced Standing program (http://www.sp2.upenn.edu/degree-programs/master-of-social-work/overview/advanced-standing/), and the Employed Practitioners program (http://www.sp2.upenn.edu/degree-programs/master-of-social-work/overview/employed-practitioners/). Additionally, the Penn MSW program accepts students from Pennsylvania’s CWEL program (http://www.sp2.upenn.edu/degree-programs/master-of-social-work/overview/cwel/).

While students may customize their schedules due to participation in a dual degree or certificate program, enrollment in an international course or study abroad experience, the needs of their field placement agency, or successfully passing a waiver exam, the grid below outlines the standard schedule and course of study for full-time students.

For more information: https://www.sp2.upenn.edu/academics/master-of-social-work/program-options/

Sample Plan of Study

Below is the standard schedule and course of study for full-time students.

Joint Lectures

Sequences in the MSW program may schedule sequence-wide lectures for all sections at various points in the semester. These lectures feature experts in the field and are a mandatory component of the course(s).

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 601</td>
<td>History and Philosophy of Social Work and Social Welfare</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Foundation-year field placement begins in September and ends in April.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 601</td>
<td>History and Philosophy of Social Work and Social Welfare</td>
<td>1.0</td>
</tr>
</tbody>
</table>
Founded in 1884, Penn Vet is the only veterinary school developed in association with a medical school, and is one of only four private veterinary schools in the nation. Penn Vet’s two campuses, urban and rural, offer students learning opportunities and experiences in virtually every aspect of veterinary medicine. As part of the University of Pennsylvania, Penn Vet is a key partner in one of the world’s great biomedical research and teaching centers. Our students can learn firsthand how veterinary medicine and research impacts human lives, as well as those of animals.

The relationship between animal health and human health is the core of our teaching tradition. Our distinguished faculty members bring a diverse range of academic backgrounds and unique perspectives to the classroom and clinic that will broaden our students’ views of veterinary medicine.

At the center of Penn Vet’s efforts is compassion for both animals and people, as well as the preservation of a healthy environment. People look to veterinarians as professionals who not only deliver healthcare throughout the lifespan of animals, but also improve our quality of life within that context. We value relationships with our clients and further their interests along with those of the local community. Moreover, as a profession and an institution, veterinarians are well positioned to contribute solutions to some of the world’s most pressing challenges, including food security, biosecurity, biodiversity, antimicrobial stewardship, and climate change.

On the campus where modern veterinary medicine was born, we have an obligation to train a diverse student body on emerging career pathways. Adapting the curriculum to a new vision of the veterinary profession will be critical to our success. Penn Vet will further strengthen our profession by enabling broader opportunities through novel certificate and dual degree programs that break down traditional boundaries between the veterinary and other professional disciplines: public health, human healthcare, social policy, business, and law. As a result, graduating VMDs will be better prepared to fashion their own career goals, and ultimately contribute more creatively and effectively towards building a better world.

For more information: https://www.vet.upenn.edu/

Mission

Penn Vet’s mission is to lead the advancement of health and science for the betterment of animals, humans, and their environment.

For more information: https://www.vet.upenn.edu/education/

Research

At Penn Vet, our challenge is to advance the field of veterinary medicine, and by extension, all science. Penn Vet faculty conduct groundbreaking research projects ranging in focus from osteosarcoma, molecular genetics, retinal blindness, the therapeutic potential of stem cells, the impact of stress on pregnant females, to the impact of nutrition and crating on swine health and reproduction. From large to small, from molecular to systemic, research at Penn Vet continues to push the limits of what we know about animals and humans.

The work we do here is diverse—from dinosaurs to dogs, from cytokine biology to cell engineering, from mitochondria to mapping avian flu outbreaks, our researchers are in constant motion, advancing the scientific knowledge base.

Penn Vet’s research centers are recognized throughout the nation and the world for groundbreaking advances in:

---

**School of Veterinary Medicine**

Established in 1884, Penn Vet is the only veterinary school developed in association with a medical school, and is one of only four private
We chose these thematic areas because they cover the major areas of biomedical science and we have outstanding scientists and clinicians working in each of these fields. Just a few of our achievements include our advances in stem cell biology, our strong parasite immunology group, our successes in treating inherited diseases in dogs and cats using gene therapy, our remarkable programs in clinical and basic neuroscience, and our basic and emerging translational work in comparative oncology. In research that impacts humans and non-humans alike, Penn Vet is leading the way toward eminence in veterinary scientific investigation.

For more information: https://www.vet.upenn.edu/research/}

Diversity

The School of Veterinary Medicine welcomes and accepts diversity in the broadest context so as to recognize, value and learn from all people of varying cultural backgrounds regardless of their race, color, sex, sexual orientation, gender identity, religion, creed, national or ethnic origin, citizenship status, age, disability, veteran status, or any other legally protected class status.

One of the missions of the Office for Faculty Affairs and Diversity is to foster a respectful, creative, and collaborative environment that will support the faculty, staff and student body, to maximize their contributions to the educational, research, clinical, and service missions of Penn Vet.

Our goal is to make Penn Vet a more welcoming and diverse institution by devising strategies for attracting exceptional scholars and students, and nurturing their development. Penn Vet's diversity among its faculty and student body is of paramount importance, because brilliant scholars and students are absolutely essential in keeping the institution become productive, creative, competitive, and successful in its mission to train the next generation of leaders in all fields of Veterinary Medicine.

Penn's stature as an eminent and innovative University rests on our conviction, combined with compelling evidence that excellence and diversity go hand in hand. The School of Veterinary Medicine is eager to move decisively forward in building an ever more diverse and eminent faculty, and in fostering an inclusive and equitable community.

Multiple resources are available at UPenn to support and promote our diverse faculty and student body.

Faculty and Staff Resources for Diversity

- University Council Committee on Diversity and Equity
- Woman of Color at Penn
- Affirmative Action and Equal Opportunity Programs
- UPenn LGBT Center
- Lesbian, Gay, Bisexual, Transgender, Questioning and Ally employees at Penn (LEAP)

Student Resources for Diversity

- School-Affiliated Organizations
- Minorities and Cultural Diversity
- Religious Diversity
- UPenn LGBT Center
- Lesbian, Gay, Bisexual, Transgender, Questioning and Ally employees at Penn (LEAP)

History

Founded in 1884, the School of Veterinary Medicine at the University of Pennsylvania – Penn Vet – is one of the world’s premier veterinary schools. Penn Vet is the only veterinary school in the United States that was a direct outgrowth of the University's School of Medicine. A pioneer since its inception, Penn Vet has led the way in such areas as infectious disease research, germ cell biology, animal transgenesis, comparative oncology, and comparative medical genetics.

Penn Vet has also successfully integrated scholarship and research with all aspects of veterinary medical education. The School’s strength in basic sciences, immunology, and mathematical modeling are valuable assets for developing strategies to rapidly detect and control the spread of new infections, and improving and developing vaccines that effectively protect animals.

Learn more about:

- Penn Vet’s Beginnings
- Penn Vet Firsts
- Deans of Penn Vet
- Women Pioneers

Programs

Professional and Other Degree Programs

- Animal Welfare and Behavior, Certificate (p. 497)
- Animal Welfare and Behavior, MSAWB (p. 498)
- Veterinary Medicine, VMD (p. 498)

Animal Welfare and Behavior, Certificate

This four-course, for-credit Certificate Program in Animal Welfare Science and Animal Behavior is designed for individuals working with animals in research, industry, and the nonprofit sector, as well as for those who are interested in developing careers in animal health and welfare. Taught by nationally and internationally renowned Penn Vet faculty, it prepares students to understand how animal welfare and behavior are understood and assessed. The course follows Penn’s semester schedule and includes both asynchronous and weekly synchronous components, allowing students direct contact with multiple faculty members who have unique expertise in large and small animal health, welfare, and behavior.

For more information: http://www.vet.upenn.edu/AWB (http://www.vet.upenn.edu/AWB/)
Curriculum

This certificate requires the completion of four courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VCSP 633</td>
<td>Fundamentals of Animal Behavior</td>
<td>6.0</td>
</tr>
<tr>
<td>VCSN 639</td>
<td>Animal Welfare Science</td>
<td>6.0</td>
</tr>
<tr>
<td>VCSP 639</td>
<td>Animals &amp; Society</td>
<td>6.0</td>
</tr>
<tr>
<td>VCSN 650</td>
<td>Applied Animal Welfare and Behavior</td>
<td>6.0</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Animal Welfare and Behavior, MSAWB

This online Master of Science in Animal Welfare and Behavior provides in depth training in the science of animal welfare to working professionals engaged in animal protection, animal agriculture and food production, animal research, animal oversight or animal health as well as students interested in developing a career in these areas. The degree includes eight or nine online courses that can be completed in two-four years.

For more information, please email onehealth@vet.upenn.edu.

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four Online Core Courses</td>
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<td></td>
</tr>
<tr>
<td>VCSP 633</td>
<td>Fundamentals of Animal Behavior</td>
<td>6</td>
</tr>
<tr>
<td>VCSN 639</td>
<td>Animal Welfare Science</td>
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</tr>
<tr>
<td>VCSP 639</td>
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</table>

¹ For field research students only

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
# The VMD Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Course</th>
<th>Units</th>
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<tr>
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<td>Year 2</td>
<td></td>
<td>Year 3</td>
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</tr>
<tr>
<td>Fall</td>
<td></td>
<td>Fall</td>
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<tr>
<td>VBMS 601</td>
<td>Gross Anatomy</td>
<td>VPTH 602</td>
<td>General &amp; Systemic Path</td>
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<td>Pharmacology/Toxicology</td>
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<td>VBMS 602</td>
<td>Comparative Histology</td>
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<td>Parasitology</td>
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<td>Poultry/Swine/Dairy Med</td>
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<td>VSUR 601</td>
<td>Surgical Principles</td>
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<td>Intro Clin Vet Med II</td>
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<td>Intro To Radiology</td>
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<td>Veterinary Med Genetics</td>
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<td>Intro Comp Med Research</td>
<td>VMED 607</td>
<td>Clinical Reproduction</td>
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<td>Veterinary Med Surg I</td>
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<td>Small Animal Block Electives</td>
<td>Clinical Rotations</td>
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<td>VMED 617</td>
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<td>Clinical Rotations</td>
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<td>VSUR 602</td>
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</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

## Stuart Weitzman School of Design

As a diverse community of scholars and practitioners, the School is committed to advancing the public good—both locally, nationally, and globally—through art, design, planning and preservation. With 3 research degrees, 7 professional degrees and 15 certificates offered, the Weitzman School of Design’s graduate programs are consistently ranked among the top 10 in the nation, and serve as a platform for groundbreaking research as well as community engagement.

Learn more about our school leadership and the Weitzman School of Design student experience: https://www.design.upenn.edu/about (https://www.design.upenn.edu/about/).

## Mission

The Weitzman School of Design prepares students to address complex sociocultural and environmental issues through thoughtful inquiry, creative expression, and innovation. As a diverse community of scholars and practitioners, we are committed to advancing the public good—both locally and globally—through art, design, planning, and preservation.

## History

Although the Weitzman School of Design dates its founding from 1890, architecture courses were first offered in 1868, making Penn’s architecture program the second oldest in the United States. In 1921, the Department of Architecture joined with the Department of Music.

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and Fine Arts to create an independent undergraduate School of Fine Arts modeled on the French École des Beaux Arts. In 1958, the School was renamed the Graduate School of Fine Arts, reflecting the shift to graduate degree offerings in architecture, city and regional planning, landscape architecture and fine arts. In the 1980s, a program in historic preservation was added. To more accurately capture the School’s sphere of influence, it was renamed the School of Design in 2003, and, in early 2019, the University named the School for award-winning designer Stuart Weitzman in recognition of his lifetime commitment and support. Today, the School is made up of a standing faculty of 43, approximately 160 lecturers and associated faculty, and more than 700 students.

Programs

PhD and Research Master’s Programs

- Architecture, MS (p. 500)
- Architecture, PhD (p. 500)
- City Planning, PhD (p. 501)

Professional and Other Degree Programs

Master’s Programs

- Architecture, MArch (p. 502)
- Architecture
  - Advanced Architectural Design, MSD (p. 503)
  - Environmental Building Design, MSD (p. 503)
  - Historic Preservation, MSD (p. 504)
  - Robotics and Autonomous Systems, MSD (p. 504)
- City & Regional Planning
  - Housing, Community and Economic Development, MCP (p. 505)
  - Land Use & Environmental Planning, MCP (p. 506)
  - Public & Private Development, MCP (p. 506)
  - Smart Cities, MCP (p. 507)
  - Sustainable Transportation & Infrastructure, MCP (p. 508)
- Urban Design, MCP (p. 509)
- Fine Arts, MFA (p. 510)
- Historic Preservation, MSHP (p. 510)
- Landscape Architecture & Regional Planning, MLA (p. 511)
- Urban Spatial Analytics, MUSA (p. 512)

Certificate Programs

- Ecological Architecture, Certificate (p. 513)
- Ecological Planning, Certificate (p. 513)
- Emerging Design and Research, Certificate (p. 514)
- Energy Management & Policy, Certificate (p. 515)
- Environmental Building Design, Certificate (p. 515)
- Geographical Information Systems & Spatial Analysis, Certificate (p. 516)
- Historic Preservation, Certificate (p. 516)
- Integrated Product Design, Certificate (p. 469)
- Land Preservation, Certificate (p. 516)
- Landscape Studies, Certificate (p. 517)
- Real Estate Design & Development, Certificate (p. 517)
- Time-Based and Interactive Media, Certificate (p. 518)
- Urban Design, Certificate (p. 518)
- Urban Redevelopment, Certificate (p. 519)
- Urban Resilience, Certificate (p. 519)

Architecture, MS

The Master of Science degree, first offered in 1984, is intended for individuals with an undergraduate professional degree in architecture who wish to pursue a self-directed program of study at the advanced level. It enables students to gain a greater understanding of the relationship between the discipline and the profession. A total of ten approved courses are required, including one course in Architectural Theory and an individually directed selection of electives from the Master of Architecture program, and a qualifying exam. This degree is normally completed in one calendar year. Applicants must hold a bachelor’s degree in architecture.

For more information: https://www.design.upenn.edu/architecture/graduate/master-science-architecture

View the University’s Academic Requirements for Research Master’s Programs (p. 1944).

Curriculum

A total of 10 course units are required.

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Course Units</th>
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<tr>
<td>ARCH 811</td>
<td>Theories of Architecture</td>
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</tr>
<tr>
<td>Elective I</td>
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</tr>
<tr>
<td>Elective II</td>
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<td>Elective III</td>
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Spring

<table>
<thead>
<tr>
<th>Course</th>
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<td>Elective IV</td>
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<td>Elective V</td>
<td></td>
<td>1</td>
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<tr>
<td>Elective VI</td>
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Summer

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</table>

Total Course Units 10.00

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Architecture, PhD

The Ph.D. Program in Architecture, created in 1964, is the oldest in the country and is widely regarded as preeminent in the fields of theory, technology and representation. Its goal is to produce a body of graduates...
who will act as a reflective leaven to the architectural profession, providing an historical and/or theoretical context for current practice.

The Doctor of Philosophy in Architecture is for the person who wishes to make a significant scholarly contribution to the discipline of architecture. Requirements for the degree include twenty approved courses, the passing of two language exams, a qualifying examination, a preliminary examination, teaching experience, a dissertation and a final defense. Course work from previous Master's degrees is taken into consideration when deciding the number of courses required for the Ph.D. degree. Students with a Master's degree from Penn may be granted up to 12 course units transfer credit, those with a Master's degree from another institution may be granted up to 8 towards their Ph.D. requirement.

For more information: https://www.design.upenn.edu/architecture/graduate/info

View the University's Academic Requirements for PhD Degrees (p. 1939).

Curriculum

A total of 20 course units are required.

<table>
<thead>
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<tr>
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<tr>
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<tr>
<td>Spring</td>
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<td>ARCH 812</td>
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<td>Select four electives</td>
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<td>Year 3</td>
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<tr>
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<tr>
<td>Select four electives</td>
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</table>

Program Milestones

- 2 language exams
- 2 semesters as a teaching assistant
- Qualifying Examination
- Preliminary Examination
- Dissertation and Final Defense

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

City Planning, PhD

The University of Pennsylvania is an intellectually stimulating environment in which to study the serious problems that face our metropolitan areas today and the broad spectrum of responses to meet those challenges. Students enrolled in the City and Regional Planning Ph.D. program have easy access to a broad, multi-disciplinary faculty and all the resources of a first-rate urban research university.

The Ph.D. program in City and Regional Planning (CPLN), governed by the Graduate Group in City and Regional Planning, is one of the oldest in the country, dating back to the 1950s. Penn's faculty has guided more than 300 students though their graduate studies to the completion of the degree and aided them in assuming positions of leadership in both academia and the profession throughout the United States and across the world.

Penn’s Ph.D. program in city and regional planning has a straightforward objective: to train thought-leaders and exceptional scholars. To this end, the Graduate Group aims to ensure acquisition of strong research and communication skills. It is also committed to cultivating enduring faculty/student mentoring relationships and collegial networking among a students’ peers, including other Ph.D. students in urban-focused disciplines.

For more information: https://www.design.upenn.edu/city-regional-planning/phd/about

View the University’s Academic Requirements for PhD Degrees (p. 1939).

Curriculum

Coursework

A total of 20 course units are required.

The Graduate Group in City and Regional Planning does not designate a formal list of required courses other than the Doctoral Seminar and research methods, but allows students to work with the Graduate Group Chair and their principal advisor to develop a study plan consistent with their research and future teaching interests.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</table>
| Required Courses
| Doctoral Seminar                    |              |
| Four consecutive semesters are required: |
| CPLN 800   | Doctoral Seminar                  | 1            |
| CPLN 800   | Doctoral Seminar                  | 1            |
| CPLN 800   | Doctoral Seminar                  | 1            |
| Research Methods
| Select two graduate-level methods courses | 2 |

1 The Graduate Group maintains a list of courses in quantitative and qualitative methods and spatial analytics offered in various schools of the University.
Additional Requirements
Additional elements of the program include:

• Preparatory Requirements (Writing and Presentation and Scholarly Preparation)
• Qualifying/Candidacy Examinations
• Dissertation

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Architecture, MArch
The Master of Architecture Professional Degree is a comprehensive and rigorous program, preparing graduates for the full range of activities in the profession. An intensive sequence in Design Studios constitutes the focus of the program. Thorough training is also provided in history, theory, technology, ecology, society, and professional practice. Studios and courses are supported by a rigorous program in visual studies that develops skills in digital and new media. At the upper levels of the program students establish individual trajectories by selecting from a range of elective studios and courses with leading figures in design, technology and theory. The final year culminates in advanced design studios that include research directed by leading designers as well as the option of an independent thesis. Summer programs abroad and studios based in other countries provide opportunities for international studies. The program aims to develop critical, creative and independent thinking that realizes potentials within an ever-changing world. The Master of Architecture degree is a professional degree accredited by the National Architectural Accrediting Board (NAAB) and is a STEM designated program.

Students who hold a five-year professional Bachelor of Architecture degree or its equivalent are not eligible to apply to the Master of Architecture program. They are encouraged to look into one of the post-professional Master of Science in Design degree programs.

The Master of Architecture Program may be combined with certificate programs offered in the Weitzman School of Design.

For more information: https://www.design.upenn.edu/architecture/graduate/professional-program-march

Curriculum
A total of 29 course units are required for graduation.

First Year
Fall

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Second Year
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<td>ARCH 631</td>
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Spring

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Third Year
Fall

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Spring

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Total Course Units: 29.00

Note: ARCH 500 cannot be applied as credit towards the 29 course units required for the Master of Architecture degree.

Course Waivers
In some instances, students with a specialized background in a subject will be given permission to waive a required course. A course waiver waives the course requirement NOT the total course units to complete the degree.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Architecture: Advanced Architectural Design, MSD

This three-semester Master of Science in Design with a concentration in Advanced Architectural Design [MSD-AAD] is for architecture students with five-year professional bachelor degrees from the US and around the world. This course of study does not lead to a professional degree in architecture. The MSD-AAD program builds on its success as a program focused on innovation in architecture design.

The purpose of the MSD Advanced Architectural Design program is four-fold. First, to prepare students for high level design research in the profession or academy in contemporary issues that affect the architecture discipline. Second, to develop skills in emerging design and cross-disciplinary tools. Third, to critically engage the theoretical dimensions of the contemporary architectural discourse around these tools; and fourth, to integrate advanced digital modeling techniques into a design methodology that has direct bearing on the development of material, production, fabrication and construction processes and their aesthetics.

The advanced architectural design-based program starts with a mandatory ten-day workshop in design technique. A coordinated semester of advanced architectural design and courses follow after which the students join the Master of Architecture program for one year. During this year students pursue an individually directed course of study by choosing from a wide range of options in advanced architectural design studios, and elective courses offered within the Master of Architecture program.

For more information: https://www.design.upenn.edu/architecture/graduate/post-professional-program-msd-aad/

Curriculum

A total of 14 course units are required.

First Year
Summer

<table>
<thead>
<tr>
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<tbody>
<tr>
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Fall

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Course Units 5.00

Spring

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Course Units 5.00

Second Year
Summer

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<td>ARCH 747</td>
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</table>

Total Course Units 14.00

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Architecture: Environmental Building Design, MSD

The Master of Science in Design with a concentration in Environmental Building Design (MSD-EBD) is an advanced, three-semester, post-professional degree designed for architects seeking new skills and competitive advantage in the growing field of sustainable design. With the renewed urgency of environmental issues—from global climate change to ‘net-zero’ design—architects are faced with demands for new kinds of services that require a new kind of professional. LEED accreditation is a start, helping designers utilize existing technologies, but a wider range of skills is required to achieve real innovation and to meet the needs of clients in this rapidly changing field. New building design, renovation of existing buildings, and environmental analysis at many scales are critical aspects of comprehensive environmental design. The challenge to architects is to operate at scales greater and smaller than that of the building, requiring the understanding of the chemistry of materials as well as consideration of the impact of whole populations of buildings on their local, regional, and global ecosystems.

For more information: https://www.design.upenn.edu/architecture/graduate/master-environmental-building-design-mebd/

Curriculum

A total of 15 course units are required.

First Year
Fall

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Course Units 5.00

Spring

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Course Units 5.00
Architecture: Historic Preservation, MSD

The one-year Master of Science in Design with a concentration in Historic Preservation (MSD-HP) complements Weitzman School's long-standing two-year MSHP degree. The MSD-HP directly addresses the needs of practicing design professionals seeking post-professional training, specialization, or change in career path. The MSD-HP curriculum requires 12 CUs and spans one calendar year – two full-time semesters, plus one summer studio course. Half of the required courses are elective; personalized curricula can accommodate advanced thesis research or additional studios. Applicants must possess a professional degree in design or planning fields (architecture, landscape architecture, interior architecture, urban planning, urban design, engineering) from an accredited university, and at least three years of professional experience.

For more information: https://www.design.upenn.edu/historic-preservation/about

Curriculum

A total of 12 course units are required.

First Year

Fall

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>HSPV 521 American Architecture (or History elective)</td>
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<td>HSPV 624 Digital Media for Historic Preservation I</td>
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<td>HSPV 640 Contemporary Design in Historic Settings</td>
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<td>HSPV 660 Theories of Historic Preservation</td>
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<tr>
<td>HSPV 627 Digital Media for Historic Preservation II</td>
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<td>HSPV 661 Theories of Historic Preservation II</td>
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<td>HSPV 748 Preservation Case Studies: Advanced Theory</td>
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Summer

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<td>HSPV 707 Hspv Post-Profess Studio (mid-May to mid-June)</td>
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</table>

1 HSPV 701 can substitute for two electives.
2 HSPV Thesis can substitute for 2 course units.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Architecture: Robotics and Autonomous Systems, MSD

The Master of Science in Design: Robotics and Automated Systems (MSD-RAS) explores avenues for re-situating the role of architectural design within present day autonomous technologies. The program critically develops novel approaches to manufacturing, construction, occupation, demolition and re-use, through creative engagement with robotics, material systems, and design-computation. Students develop skills in advanced forms of robotic manufacturing, artificial intelligence, sensor and vision technologies in order to develop methods for design that harness production or live adaption as a creative opportunity. Operating predominantly through material prototyping and robotic fabrication, participants critically assess the socio-political, ethical and philosophical dimensions of a recent societal shift towards algorithmic and autonomous technological dependence, and provoke alternative forms of dialogue with industry and culture that address our individual and collective engagement with the built environment. The work of the program is both highly speculative and physically manufactured. Students collaboratively develop robotically manufactured architectural prototypes (part or whole) that is presented and exhibited at the completion of the program.

Curriculum

A total of 10 course units are required.

First Year

Fall

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<th>Course Units</th>
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Spring

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<th>Course</th>
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<tr>
<td>ARCH 801 Material Agencies: Robotics &amp; Design Lab I</td>
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<tr>
<td>ARCH 803 General Overview of Algorithmic Design and Robotic Fabrication</td>
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<tr>
<td>ARCH 805 Introduction to Micro-controllers, Sensor and Actuator Systems</td>
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Summer

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<th>Course</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>ARCH 802 Material Agencies: Robotics &amp; Design Lab II</td>
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2020-21 Catalog | Generated 09/18/20
City & Regional Planning: Housing, Community and Economic Development, MCP

The Master of City Planning core curriculum encompasses the basic skills and knowledge required of all planners regardless of their specialization, and is a hallmark of our cutting-edge and practical approach to educating city planners. Students who complete the core will understand the legal and historical basis of city planning; they will know how to use a wide variety of population and economic data to understand local communities; and they will understand the form and arrangement of cities and metropolitan areas around the world. Most important, they will understand which planning approaches work best in which contexts and circumstances.

The Housing, Community and Economic Development concentration focuses on how planners and policy leaders influence the social and economic factors shaping metropolitan economies and urban neighborhoods, particularly low-wealth communities and communities of color. It prepares graduates for positions in housing, community and economic development finance, neighborhood revitalization, workforce development, center city re-development, and public sector management of urban and regional economic development. Housing, Community and Economic Development is a four-credit concentration.

For more information: https://www.design.upenn.edu/city-regional-planning/graduate/program

Curriculum

A total of 18 course units are required for graduation. 15 course units must be in City Planning (CPLN) courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>CPLN 500</td>
<td>Introduction to City Planning: Past, Present and Future</td>
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<td>CPLN 501</td>
<td>Quantitative Planning Analysis Methods</td>
<td>1</td>
</tr>
<tr>
<td>CPLN 502</td>
<td>Public Finance and Public Policy</td>
<td>1</td>
</tr>
<tr>
<td>or CPLN 509</td>
<td>Law of Planning and Urban Development</td>
<td></td>
</tr>
<tr>
<td>CPLN 600</td>
<td>Planning Workshop</td>
<td>2</td>
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<tr>
<td>CPLN Planning Studio</td>
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<td>2</td>
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</table>

Select one of the following:

- CPLN 503 Modeling Geographical Objects
- CPLN 632 Modeling Geographic Space
- ENVS 541 Modeling Geographical Objects

Breadth Methods Requirement

Select one of the following:

- CPLN 504 Site Planning
- CPLN 505 Planning by Numbers
- CPLN 506 Negotiation and Conflict Resolution
- CPLN 530 Introduction to Land Use Planning
- CPLN 540 Introduction to Property Development
- CPLN 560 Introduction to Graphics for Urban Design
- CPLN 627 Social Impact in Practice
- CPLN 675 Land Use and Environmental Modeling

General Electives

Select 4-5 course units

Housing, Community and Economic Development Requirements

Required Courses

- CPLN 520 Introduction to Community and Economic Development
- CPLN 720 Community and Economic Development Practicum

Theory/Methods Courses

Select one of the following:

- CPLN 620 Techniques of Urban Economic Development
- CPLN 627 Social Impact in Practice
- CPLN 644 Housing Policy

Concentration Electives

Select one of the following:

- CPLN 621 Metropolitan Food System
- CPLN 624 Race, Poverty and Place
- CPLN 642 Downtown Development
- CPLN 628 Migration and Development

Total Course Units 18

Internship Requirement

Because a planning education extends beyond the classroom, all MCP students are required to complete a planning internship, usually between their first and second years. Internships may be paid or unpaid, for at least six weeks. Internships can be completed at any government agency or commission, private consulting firm, or non-profit or advocacy organization involved in planning practice, or research.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
City & Regional Planning: Land Use & Environmental Planning, MCP

The Master of City Planning core curriculum encompasses the basic skills and knowledge required of all planners regardless of their specialization, and is a hallmark of our cutting-edge and practical approach to educating city planners. Students who complete the core will understand the legal and historical basis of city planning; they will know how to use a wide variety of population and economic data to understand local communities; and they will understand the form and arrangement of cities and metropolitan areas around the world. Most important, they will understand which planning approaches work best in which contexts and circumstances.

Land use and environmental planning are at the core of city planning. With the U.S. forecast to add more than 80 million new residents over the next forty years (and the world forecast to add 3 billion), land use and environmental planners will have to figure out new ways to accommodate population and economic growth while strengthening existing cities and towns; preserving precious and irreplaceable farm and resource lands; promoting new urban forms such as transit-oriented and mixed-use development; taking advantage of new water, land, telecom, and transportation infrastructure systems; promoting clean air and water, and robust ecologies; and reducing the carbon footprint of cities and suburbs alike. Students who complete the Land Use and Environmental Planning concentration work for local and municipal governments, for land use and environmental planning consultants, for and regional growth management agencies, and for smart growth, land conservation, and sustainable development policy and advocacy organizations.

For more information: https://www.design.upenn.edu/city-regional-planning/graduate/program

Curriculum

A total of 18 course units are required for graduation. 15 course units must be in City Planning (CPLN) courses.

<table>
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<td>CPLN 501</td>
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Breadth Methods Requirement

Select one of the following: 1

CPLN 504 Site Planning
CPLN 505 Planning by Numbers

General Electives

Select 4-5 course units 4-5

Land Use-Environmental Planning Requirements

Required Courses

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Concentration Electives

Select two of the following: 2

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<td>CPLN 630</td>
<td>Innovations in Growth Management</td>
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<td>CPLN 631</td>
<td>Planning for Land Conservation</td>
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<td>CPLN 675</td>
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<td>CPLN 730</td>
<td>Sustainable Cities</td>
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<td>CPLN 635</td>
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</table>

Total Course Units 18

1 Students choosing to take Site Planning for this requirement may NOT count it towards their Core Breadth Methods requirement.

Internship Requirement

Because a planning education extends beyond the classroom, all MCP students are required to complete a planning internship, usually between their first and second years. Internships may be paid or unpaid, for at least six weeks. Internships can be completed at any government agency or commission, private consulting firm, or non-profit or advocacy organization involved in planning practice, or research.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

City & Regional Planning: Public & Private Development, MCP

The Master of City Planning core curriculum encompasses the basic skills and knowledge required of all planners regardless of their specialization, and is a hallmark of our cutting-edge and practical approach to educating city planners. Students who complete the core will understand the legal and historical basis of city planning; they will know how to use a wide variety of population and economic data to understand local communities; and they will understand the form and arrangement of cities and metropolitan areas around the world. Most important, they will understand which planning approaches work best in which contexts and circumstances.

Students in the Public & Private Development concentration will learn the planning, design, entrepreneurial, and financing principles of developing for-profit and community-oriented housing and commercial development
projects; how to put together development proposals and plans that meet the needs of tenants, the marketplace, and the community; how to develop projects that are economically, socially, and environmentally sustainable; and how private developers can work in partnership with cities and towns, redevelopment agencies, non-profits, and community groups to create affordable housing and public-private development partnerships. These same skills and abilities will be widely valued outside the United States, especially in growing areas of Asia and South America.

For more information: https://www.design.upenn.edu/city-regional-planning/graduate/program

Curriculum
A total of 18 course units are required for graduation. 15 course units must be in City Planning (CPLN) courses.

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<tr>
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<td>or CPLN 509</td>
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</table>

Total Course Units 18

1 Students who take CPLN 504 Site Planning to meet this elective may NOT use it to meet the Core Breadth Methods requirement.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

City & Regional Planning: Smart Cities, MCP

The Master of City Planning core curriculum encompasses the basic skills and knowledge required of all planners regardless of their specialization, and is a hallmark of our cutting-edge and practical approach to educating city planners. Students who complete the core will understand the legal and historical basis of city planning; they will know how to use a wide variety of population and economic data to understand local communities; and they will understand the form and arrangement of cities and metropolitan areas around the world. Most important, they will understand which planning approaches work best in which contexts and circumstances.

Today's combination of portable-yet-powerful computing and communication devices and Internet-accessible 'big data' are democratizing all aspects of urban planning and decision-making. In the process, these factors are transforming planners from central information gatekeepers into bottom-up enablers who are helping city dwellers take better advantage of the opportunities and richness of urban life. By giving constituents quick access to usable information, these new technologies are connecting planners, residents, businesses, and nonprofits to make them smarter and more productive. The purpose of this concentration is to give MCP students the skills and abilities they will need to develop planning applications that seamlessly combine user-friendly data retrieval and modeling procedures with individual and collaborative urban planning and design tools.

For more information: https://www.design.upenn.edu/city-regional-planning/graduate/program

Curriculum
A total of 18 course units are required for graduation. 15 course units must be in City Planning (CPLN) courses.

<table>
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<tr>
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<th>Course Units</th>
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<tr>
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<td>Introduction to City Planning: Past, Present and Future</td>
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</tr>
<tr>
<td>CPLN 501</td>
<td>Quantitative Planning Analysis Methods</td>
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<td>CPLN 502</td>
<td>Public Finance and Public Policy</td>
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<tr>
<td>or CPLN 509</td>
<td>Law of Planning and Urban Development</td>
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</table>
City & Regional Planning: Sustainable Transportation & Infrastructure, MCP

The Master of City Planning core curriculum encompasses the basic skills and knowledge required of all planners regardless of their specialization, and is a hallmark of our cutting-edge and practical approach to educating city planners. Students who complete the core will understand the legal and historical basis of city planning; they will know how to use a wide variety of population and economic data to understand local communities; and they will understand the form and arrangement of cities and metropolitan areas around the world. Most important, they will understand which planning approaches work best in which contexts and circumstances.

This concentration explores the roles of transportation and other capital infrastructure systems in shaping urban and metropolitan development patterns in the U.S. and around the world. It focuses foremost on urban highway, public transit, and non-motorized transportation systems and their connections to sustainable, livable and economically-productive development forms; and secondly on water, energy, and communications infrastructure. It covers initial planning and development topics (such as right-of-way and system planning issues), linkages to urban and economic development issues (such as those surrounding high-speed rail), and ongoing finance and management topics such as pricing, equity of access, and value creation. Students who complete the Sustainable Transportation & Infrastructure Planning concentration work for local and municipal governments, for state highway departments and metropolitan transit operators, for transportation and infrastructure planning consultants, for system developers and utilities, and for policy and planning organizations advocating more sustainable transportation and development choices.

For more information: [https://www.design.upenn.edu/city-regional-planning/graduate/program/](https://www.design.upenn.edu/city-regional-planning/graduate/program/)

Curriculum

A total of 18 course units are required for graduation. 15 course units must be in City Planning (CPLN) courses.

Code | Title | Course Units
--- | --- | ---
CPLN 500 | Introduction to City Planning: Past, Present, and Future | 1
CPLN 501 | Quantitative Planning Analysis Methods | 1
CPLN 502 | Public Finance and Public Policy | 1
CPLN 509 | Law of Planning and Urban Development | 1
CPLN 600 | Planning Workshop | 2
CPLN 7XX | Planning Studio | 2

Spatial Analysis Requirement

Select one of the following:

CPLN 503 | Modeling Geographical Objects | 1
CPLN 632 | Modeling Geographic Space | 1
ENVS 541 | Modeling Geographical Objects | 1

Breadth Methods Requirement

Select one of the following:

CPLN 504 | Site Planning | 1
CPLN 505 | Planning by Numbers | 2
CPLN 506 | Negotiation and Conflict Resolution | 1
CPLN 507 | Introduction to Land Use Planning | 1
CPLN 508 | Introduction to Property Development | 1
CPLN 509 | Introduction to Graphics for Urban Design | 1
CPLN 571 | Social Impact in Practice | 1
CPLN 675 | Land Use and Environmental Modeling | 1
CPLN 676 | Data Wrangling and Visualization | 1
CPLN 677 | Planning by Numbers | 1
CPLN 678 | Introduction to Property Development | 1
CPLN 679 | Introduction to Land Use Planning | 1
CPLN 680 | Introduction to Graphics for Urban Design | 1
CPLN 681 | Social Impact in Practice | 1
CPLN 682 | Land Use and Environmental Modeling | 1
CPLN 683 | Data Wrangling and Visualization | 1

Total Course Units: 18

1 Smart Cities students who take this course in place of CPLN 503 in the core must take an additional Smart Cities elective.

2 Students who take CPLN 505 to meet this requirement may NOT use it to meet the Core Breadth Methods requirement.

Internship Requirement

Because a planning education extends beyond the classroom, all MCP students are required to complete a planning internship, usually between their first and second years. Internships may be paid or unpaid, for at least six weeks. Internships can be completed at any government agency or commission, private consulting firm, or non-profit or advocacy organization involved in planning practice, or research.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Select one of the following:  

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPLN 504</td>
<td>Site Planning</td>
<td>1</td>
</tr>
<tr>
<td>CPLN 505</td>
<td>Planning by Numbers</td>
<td>1</td>
</tr>
<tr>
<td>CPLN 506</td>
<td>Negotiation and Conflict Resolution</td>
<td>1</td>
</tr>
<tr>
<td>CPLN 530</td>
<td>Introduction to Land Use Planning</td>
<td>1</td>
</tr>
<tr>
<td>CPLN 540</td>
<td>Introduction to Property Development</td>
<td>1</td>
</tr>
<tr>
<td>CPLN 560</td>
<td>Introduction to Graphics for Urban Design</td>
<td>1</td>
</tr>
<tr>
<td>CPLN 627</td>
<td>Social Impact in Practice</td>
<td>1</td>
</tr>
<tr>
<td>CPLN 675</td>
<td>Land Use and Environmental Modeling</td>
<td>1</td>
</tr>
</tbody>
</table>

**General Electives**

Select 4-5 course units  

**Sustainable Transportation & Infrastructure Requirements**

**Required courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>CPLN 505</td>
<td>Planning by Numbers</td>
<td>1</td>
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<tr>
<td>CPLN 550</td>
<td>Introduction to Transportation Planning</td>
<td>1</td>
</tr>
<tr>
<td>CPLN 650</td>
<td>Transportation Planning Methods</td>
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**Concentration Electives**

Select two of the following:  

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>CPLN 652</td>
<td>Topics in Infrastructure</td>
<td>2</td>
</tr>
<tr>
<td>CPLN 655</td>
<td>Multimodal Transport</td>
<td>2</td>
</tr>
<tr>
<td>CPLN 750</td>
<td>Advance Transportation Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

Other STIP-related course with permission of advisor  

Total Course Units  

18  

1 Students may not count CPLN 505 as their Breadth Methods requirement.

**Internship Requirement**

Because a planning education extends beyond the classroom, all MCP students are required to complete a planning internship, usually between their first and second years. Internships may be paid or unpaid, for at least six weeks. Internships can be completed at any government agency or commission, private consulting firm, or non-profit or advocacy organization involved in planning practice, or research.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

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**City & Regional Planning: Urban Design, MCP**

The Master of City Planning core curriculum encompasses the basic skills and knowledge required of all planners regardless of their specialization, and is a hallmark of our cutting-edge and practical approach to educating city planners. Students who complete the core will understand the legal and historical basis of city planning; they will know how to use a wide variety of population and economic data to understand local communities; and they will understand the form and arrangement of cities and metropolitan areas around the world. Most important, they will understand which planning approaches work best in which contexts and circumstances.

The Urban Design concentration focuses on understanding the links between the physical form and structure of cities and regions and the economic, social and political forces that shape them. It provides knowledge about alternative theories and methods for the physical improvement of urban places and includes courses in graphic communication, the history and theory of design, and the context and operation of development incentives and controls. Graduates from the Urban Design concentration typically work in local government or for private design firms developing urban design plans, neighborhood and district plans, public space and street plans, and, increasingly, plans for new communities.

For more information: [https://www.design.upenn.edu/city-regional-planning/graduate/program](https://www.design.upenn.edu/city-regional-planning/graduate/program/)

**Curriculum**

A total of 18 course units are required for graduation. 15 course units must be in City Planning (CPLN) courses.

**Code**

**Title**

**Course Units**

**City & Regional Planning Requirements**

**Core Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>CPLN 500</td>
<td>Introduction to City Planning: Past, Present and Future</td>
<td>1</td>
</tr>
<tr>
<td>CPLN 501</td>
<td>Quantitative Planning Analysis Methods</td>
<td>1</td>
</tr>
<tr>
<td>CPLN 502</td>
<td>Public Finance and Public Policy</td>
<td>1</td>
</tr>
<tr>
<td>or CPLN 509</td>
<td>Law of Planning and Urban Development</td>
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</tr>
<tr>
<td>CPLN 600</td>
<td>Planning Workshop</td>
<td>2</td>
</tr>
<tr>
<td>CPLN 7XX</td>
<td>Planning Studio</td>
<td>2</td>
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</table>

**Spatial Analysis Requirement**

Select one of the following:  

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPLN 503</td>
<td>Modeling Geographical Objects</td>
<td>1</td>
</tr>
<tr>
<td>CPLN 632</td>
<td>Modeling Geographic Space</td>
<td>1</td>
</tr>
<tr>
<td>ENVS 541</td>
<td>Modeling Geographical Objects</td>
<td>1</td>
</tr>
</tbody>
</table>

**Breadth Methods Requirement**

Select one of the following:  

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPLN 504</td>
<td>Site Planning</td>
<td>2</td>
</tr>
<tr>
<td>CPLN 505</td>
<td>Planning by Numbers</td>
<td>2</td>
</tr>
<tr>
<td>CPLN 506</td>
<td>Negotiation and Conflict Resolution</td>
<td>1</td>
</tr>
<tr>
<td>CPLN 530</td>
<td>Introduction to Land Use Planning</td>
<td>1</td>
</tr>
<tr>
<td>CPLN 540</td>
<td>Introduction to Property Development</td>
<td>1</td>
</tr>
<tr>
<td>CPLN 560</td>
<td>Introduction to Graphics for Urban Design</td>
<td>1</td>
</tr>
<tr>
<td>CPLN 627</td>
<td>Social Impact in Practice</td>
<td>1</td>
</tr>
<tr>
<td>CPLN 675</td>
<td>Land Use and Environmental Modeling</td>
<td>1</td>
</tr>
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</table>

**General Electives**

Select 4-5 course units  

**Urban Design Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>CPLN 660</td>
<td>Fundamentals of Urban Design</td>
<td>2</td>
</tr>
<tr>
<td>CPLN 504</td>
<td>Site Planning</td>
<td>1</td>
</tr>
<tr>
<td>CPLN 760</td>
<td>Public Realm Studio</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Course Units  

18
Students in the Urban Design concentration may not take CPLN 504 to meet their Core Breadth Methods requirement.

**Internship Requirement**

Because a planning education extends beyond the classroom, all MCP students are required to complete a planning internship, usually between their first and second years. Internships may be paid or unpaid, for at least six weeks. Internships can be completed at any government agency or commission, private consulting firm, or non-profit or advocacy organization involved in planning practice, or research.

![Image of internship requirement](https://www.design.upenn.edu/fine-arts/graduate/)

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Fine Arts, MFA**

The two-year Master of Fine Arts program at Penn is focused on the professional development of studio artists. Through studio work, seminar courses, international residency opportunities, and interactions with vital working artists, the program provides an open intellectual framework to foster critical awareness and independent methods of artistic research. Students extend their conceptual strategies while inventing and then refining their own hybridized forms of art-making methods. The program encourages exploration, extending studies into other disciplines within the Weitzman School of Design and the University at large through a rich selection of outside electives and optional certificate and dual-degree programs.

For more information: [https://www.design.upenn.edu/fine-arts/graduate/program/](https://www.design.upenn.edu/fine-arts/graduate/program/)

**Curriculum**

A total of 19 course units are required for graduation.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>FNAR 501</td>
<td>Graduate Studio I</td>
<td>2</td>
</tr>
<tr>
<td>FNAR 502</td>
<td>Graduate Studio II</td>
<td>2</td>
</tr>
<tr>
<td>FNAR 601</td>
<td>Graduate Studio I</td>
<td>2</td>
</tr>
<tr>
<td>FNAR 602</td>
<td>Graduate Studio II</td>
<td>2</td>
</tr>
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<td>FNAR 701</td>
<td>Graduate Critique I</td>
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<tr>
<td>FNAR 702</td>
<td>Graduate Critique II</td>
<td>1</td>
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<tr>
<td>FNAR 703</td>
<td>Graduate Critique</td>
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</tr>
<tr>
<td>FNAR 704</td>
<td>Graduate Critique IV</td>
<td>1</td>
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<tr>
<td>FNAR 801/803</td>
<td>Critical Issues in Contemporary Art</td>
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</tr>
<tr>
<td>FNAR 802/804</td>
<td>Critical Issues Art II</td>
<td>1</td>
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<tr>
<td>Electives</td>
<td>Select 3 FNAR electives</td>
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<tr>
<td>Electives</td>
<td>Select 2 General Electives</td>
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<tr>
<td>Total Course Units</td>
<td></td>
<td>19</td>
</tr>
</tbody>
</table>

With permission of the Department Chair, a student may substitute up to 3 FNAR elective requirements with general (outside) electives.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Historic Preservation, MSHP**

The Master of Science in Historic Preservation degree requires two academic years of full-time study, including core subjects and specialized study in one of four focus areas: architectural conservation, preservation design, preservation planning, and public history of the built environment.

For more information: [https://www.design.upenn.edu/historic-preservation/about/](https://www.design.upenn.edu/historic-preservation/about/)

**Curriculum**

A total of 19 course units are required.

All courses must be pre-approved by the student’s advisor prior to registration each semester. In addition, students are expected to complete a summer institute (HSPV 790) before their first year, and a summer internship between their first and second years of study.

<table>
<thead>
<tr>
<th>First Year</th>
<th></th>
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<tbody>
<tr>
<td>Summer</td>
<td>Course Units</td>
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<tr>
<td>HSPV 790 HSPV Summer Institute: First-year Historic Preservation Workshop</td>
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<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>HSPV 521 American Architecture</td>
<td>1</td>
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<tr>
<td>HSPV 600 Documentation, Research, Recording I</td>
<td>1</td>
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<tr>
<td>HSPV 624 Digital Media for Historic Preservation I</td>
<td>0.5</td>
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<tr>
<td>HSPV 660 Theories of Historic Preservation</td>
<td>0.5</td>
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<tr>
<td>Select 2 HSPV Electives</td>
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<tr>
<td>Select 1 General Elective</td>
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| Course Units | 5.00 |

<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>HSPV 601 Documentation, Research, Recording II</td>
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<tr>
<td>HSPV 627 Digital Media for Historic Preservation II</td>
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</tr>
<tr>
<td>HSPV 661 Theories of Historic Preservation II</td>
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<tr>
<td>Select 2 HSPV Electives</td>
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<td>Select 1 General Elective</td>
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| Course Units | 5.00 |

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<thead>
<tr>
<th>Second Year</th>
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<tbody>
<tr>
<td>Summer</td>
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<tr>
<td>Optional HSPV Summer Elective</td>
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<tr>
<td>HSPV 760 Preservation Planning Praxis</td>
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### Fall

<table>
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<tr>
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<tbody>
<tr>
<td>HSPV 701</td>
<td>Historic Preservation Studio</td>
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<tr>
<td>HSPV 710</td>
<td>Thesis I</td>
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<td>2</td>
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### Spring

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<tbody>
<tr>
<td>HSPV 711</td>
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</table>

Total Course Units: 19.00

1. Elective Courses: 4 of the 10 elective courses should be outside of Historic Preservation. For a list of eligible courses, please seek permission from the HSPV advisor.

### Preservation Design

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSPV 551</td>
<td>Building Pathology</td>
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<tr>
<td>HSPV 640</td>
<td>Contemporary Design in Historic Settings</td>
<td></td>
</tr>
<tr>
<td>HSPV 703</td>
<td>Urban Regeneration in the Americas: The Conservation and Dev. of Urban Areas</td>
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### Public History of the Built Environment

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>HSPV 606</td>
<td>Historic Site Management</td>
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<tr>
<td>HSPV 534</td>
<td>Public History - Theory and Practice</td>
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<tr>
<td>CPLN 500</td>
<td>Introduction to City Planning: Past, Present and Future</td>
<td></td>
</tr>
<tr>
<td>or HSPV 531</td>
<td>American Domestic Interiors</td>
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<tr>
<td>or HSPV 538</td>
<td>Cultural Landscapes and Landscape Preservation</td>
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<tr>
<td>or HSPV 528</td>
<td>American Vernacular Architecture</td>
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<tr>
<td>HSPV 620</td>
<td>Seminar in American Architecture: The American Urban Cemetary</td>
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<tr>
<td>or HSPV 638</td>
<td>Topics in Historic Preservation</td>
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### Preservation Planning

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>HSPV 572</td>
<td>Preservation Through Public Policy</td>
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<tr>
<td>HSPV 625</td>
<td>Preservation Economics</td>
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<tr>
<td>HSPV 671</td>
<td>Historic Preservation Law</td>
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<td>CPLN GIS Course</td>
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<tr>
<td>CPLN Elective Course</td>
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### Architectural Conservation

<table>
<thead>
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<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>HSPV 555</td>
<td>Conservation Science</td>
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<tr>
<td>HSPV 551</td>
<td>Building Pathology</td>
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<tr>
<td>HSPV 740</td>
<td>Conservation Seminar: Finishes</td>
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</table>

### Landscape Architecture & Regional Planning, MLA

The Department of Landscape Architecture and Regional Planning offers two primary courses of study leading to a professionally accredited Master of Landscape Architecture (MLA) degree. The first professional degree program is three years in length and is designed for students with an undergraduate degree in a field other than landscape architecture or architecture. The second professional degree is two years in length and is designed for those who already hold an accredited bachelor's degree in either landscape architecture or architecture. Students may be admitted with advanced standing into either of these programs depending upon their respective backgrounds. Dual degree programs with Architecture (MLA/MARCH), City Planning (MLA/MCP), Historic Preservation (MLA/MSHP), Urban Spatial Analytics (MLA/MUSA), or Fine Arts (MLA/MFA) are also available. The Master of Landscape Architecture degree may be combined with Weitzman School of Design certificate programs, such as the Urban Design Certificate. The Department also offers a Certificate in Landscape Studies, designed for students who may wish to augment or focus their prior work through research into landscape topics.

For more information: [https://www.design.upenn.edu/landscape-architecture/work](https://www.design.upenn.edu/landscape-architecture/work/)

### Curriculum

#### MLA: First Professional Degree

A total of 28 course units are required for graduation.

#### First Year

##### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>LARP 501</td>
<td>Studio I</td>
<td>2</td>
</tr>
<tr>
<td>LARP 511</td>
<td>Workshop I: Ecology and Built Landscapes</td>
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<tr>
<td>LARP 535</td>
<td>Theory I: The Culture of Nature</td>
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<tr>
<td>LARP 533</td>
<td>Media I: Drawing and Visualization</td>
<td>1</td>
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<td></td>
<td>Course Units</td>
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##### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LARP 502</td>
<td>Studio II</td>
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</tr>
<tr>
<td>LARP 512</td>
<td>Workshop II: Landform and Planting Design</td>
<td>1</td>
</tr>
<tr>
<td>LARP 540</td>
<td>Theory II: History and Theory of Landscape Architecture</td>
<td>1</td>
</tr>
<tr>
<td>LARP 542</td>
<td>Media II: Digital Visualization</td>
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<tr>
<td></td>
<td>Course Units</td>
<td>5.00</td>
</tr>
</tbody>
</table>

#### Second Year

##### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LARP 601</td>
<td>Studio III</td>
<td>2</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
### Urban Spatial Analytics, MUSA

The for-profit sector has embraced data and analytics as a means to increase efficiency and grow the bottom line. The government and non-profit sectors are next in line. The Master of Urban Spatial Analytics is a one year graduate program that teaches students how to use spatial analysis and data science to address the most pressing public policy and city planning conundrums of our day. We are teaching the next generation of civic technologists. The one-year MUSA program combines coursework on GIS, spatial analysis, data science, statistics, R and python programming, data visualization and web-based mapping with world-class urban content coursework from across the University of Pennsylvania. The program is administered jointly by the Weitzman School of Design and the Penn Institute for Urban Research.

Students enrolling in the MUSA program are expected to have a basic familiarity with GIS (including ESRI's ArcGIS or ArcView programs) and descriptive/inferential statistics. For those who lack such background, MUSA and the Weitzman School of Design offer introductory GIS courses during the summer, two weeks prior to the start of the fall term.

For more information: [https://www.design.upenn.edu/musa/about/](https://www.design.upenn.edu/musa/about/)

### Curriculum

A total of 9 course units are required for graduation.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LARP 743</td>
<td>Geospatial Software Design</td>
<td>1</td>
</tr>
<tr>
<td>MUSA 500</td>
<td>Spatial Statistics and Data Analysis</td>
<td>1</td>
</tr>
<tr>
<td>MUSA 507</td>
<td>Spatial Analysis for Urban and Environmental Planning</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPLN 675</td>
<td>Land Use and Environmental Modeling</td>
<td>1</td>
</tr>
<tr>
<td>ESE 502</td>
<td>Introduction to Spatial Analysis</td>
<td>1</td>
</tr>
<tr>
<td>LARP 741</td>
<td>Modeling Geographic Space</td>
<td>1</td>
</tr>
<tr>
<td>MUSA 505</td>
<td>Web-based Mapping</td>
<td>1</td>
</tr>
</tbody>
</table>

#### MUSA Electives

Select two of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSA 611</td>
<td>Java Script Programming for Planners and Designers</td>
<td>1</td>
</tr>
</tbody>
</table>

---

### MLA: Second Professional Degree

A total of 19 course units are required for graduation.

**First Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LARP 601</td>
<td>2</td>
</tr>
<tr>
<td>LARP 512</td>
<td>Audit</td>
</tr>
<tr>
<td>LARP 611</td>
<td>1</td>
</tr>
<tr>
<td>LARP 761</td>
<td>1</td>
</tr>
<tr>
<td>LARP 543</td>
<td>1</td>
</tr>
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</table>

#### Spring

<table>
<thead>
<tr>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.00</td>
</tr>
</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LARP 701</td>
<td>2</td>
</tr>
<tr>
<td>LARP 612</td>
<td>1</td>
</tr>
<tr>
<td>LARP 535</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Spring

<table>
<thead>
<tr>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.00</td>
</tr>
</tbody>
</table>

**Total Course Units**: 19.00

---

1. All students entering with a Bachelor of Architecture degree are required to audit LARP 512.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Urban Content Requirement

Urban Content Requirement 1  
Urban Content Requirement 2  

General Elective

Elective

MUSA Capstone

LARP 745 Advanced Topics in GIS  
or MUSA 800 MUSA Capstone Project

Total Course Units  

1 Select at least two approved courses or course units in a designated urban content area. A list of approved courses is available in the City Planning Department.

Course Sequence

Full-Time: 2 terms / 9 months

- Fall Year 1 - 5 course units
- Spring Year 1 - 5 course units

Part-time: 4 terms / 18 months

- Fall Year 1 - 3 course units
- Spring Year 1 - 3 course units
- Fall Year 2 - 2 course units
- Spring Year 2 - 1 course unit / capstone

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Ecological Architecture, Certificate

The goal of the Certificate in Ecological Architecture is to enable students to critically engage in performance-based design, using innovative techniques and exploring new possibilities. It introduces students to the range of approaches in the required courses of the Certificate, and then allows them to pursue different emphases through a selection of elective courses. The use of design to achieve environmental health and well-being involves the acquisition of basic analytical skills and tools, a broad understanding of the dynamic interaction among the natural, technological, and cultural environments, and the study of techniques of immediate use to designers.

For more information: https://www.design.upenn.edu/all-degrees-certificates/ecological-architecture-certificate

Curriculum

A total of 5 course units are required to complete the Certificate program.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
</table>

Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
</table>

ARCH 734 Ecological Architecture - Contemporary Practices  
ARCH 751 Ecology, Technology, and Design

Elective Courses

Select 3 course units from the following:

- ARCH 712 Topics in 20th Century Architecture
- ARCH 732 Technology Designated Elective
- ARCH 753 Building Performance Simulation
- ARCH 754 Performance Design Workshop
- CPLN 531 Introduction to Environmental Planning & Policy
- CPLN 641 Progressive Development
- CPLN 687 Topics in Historic Preservation
- CPLN 730 Sustainable Cities
- EAS 503 Energy Systems and Policy
- EAS 505 Climate Policy and Technology
- EAS 506 Electricity and Systems Markets
- ENVS 674 Life Cycle Assessment
- LARP 760 Topics in Ecological Design
- LGST 815 Environmental Management: Law and Policy

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Ecological Planning, Certificate

Interest in ecological planning has been increasing in recent years along with the growing awareness of the impacts of climate change on the world's ecosystems, wildlife, and human settlements. The availability of water and the management of storm water and wastewater have become critical issues in planning for the future of human settlements. Of paramount importance is for students to understand the role of natural cycles (hydrologic, carbon, nitrogen, etc.) and the varying carrying capacity of different landscapes to support human settlements. Jobs in sustainability are becoming popular both in the public sector (e.g., Philadelphia's Office of Sustainability) and in the private sector (e.g., environmental compliance officers and consulting firms). The Certificate in Ecological Planning draws on courses within the Weitzman School of...
Design, the Environmental Studies Program, and other Schools to offer students an interdisciplinary approach to Ecological Planning.

For more information: https://www.design.upenn.edu/all-degrees-certificates/certificate-ecological-planning

Curriculum

A total of 5 course units are required to complete the Certificate program.

Students in the MCP program with a Land Use and Environmental Planning concentration must, in addition to the four courses taken to meet the LUEP Concentration requirements, take a Science Course Elective and two additional courses from the Other Elective Courses list. The Science Course and Other Elective Courses may not double-count for the LUEP concentration and Ecological Planning Certificate.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundation Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPLN 531</td>
<td>Introduction to Environmental Planning &amp; Policy</td>
<td>1</td>
</tr>
<tr>
<td>CPLN 702</td>
<td>Planning Studio 2</td>
<td></td>
</tr>
<tr>
<td>Science Course Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>ENVS 507</td>
<td>Wetlands</td>
<td></td>
</tr>
<tr>
<td>ENVS 605</td>
<td>Bioremediation</td>
<td></td>
</tr>
<tr>
<td>Other Elective 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>ARCH 734</td>
<td>Ecological Architecture - Contemporary Practices</td>
<td></td>
</tr>
<tr>
<td>ARCH 751</td>
<td>Ecology, Technology, and Design</td>
<td></td>
</tr>
<tr>
<td>BEPP 761</td>
<td>Risk Analysis and Environmental Management</td>
<td></td>
</tr>
<tr>
<td>CPLN 631</td>
<td>Planning for Land Conservation</td>
<td></td>
</tr>
<tr>
<td>CPLN 635</td>
<td>Water Policy</td>
<td></td>
</tr>
<tr>
<td>CPLN 675</td>
<td>Land Use and Environmental Modeling</td>
<td></td>
</tr>
<tr>
<td>CPLN 730</td>
<td>Sustainable Cities</td>
<td></td>
</tr>
<tr>
<td>LARP 760</td>
<td>Topics in Ecological Design</td>
<td></td>
</tr>
<tr>
<td>LARP 761</td>
<td>Urban Ecology</td>
<td></td>
</tr>
<tr>
<td>LAW 634</td>
<td>Environmental Law</td>
<td></td>
</tr>
<tr>
<td>Total Course Units</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

1 Substitutions to required courses must be approved in writing by the director of the certificate program and submitted to the Weitzman School of Design Office of Student Services.

2 MLA students could take the CPLN 702 Ecological Systems studio or propose to have one of the available LARP 700-level studios substitute for the CPLN studio, with approval of program directors.

3 Alternative elective courses must be approved in writing by the director of the certificate program and submitted to the Weitzman School of Design Office of Student Services.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Emerging Design and Research, Certificate

Today’s design problems require crossing disciplines. They continuously challenge us to apply new skills, methods, tools, and techniques to situations that cannot be addressed with the expertise of a single domain. As designers develop new intuitions to respond to emerging problems, they often need to extend their vocabulary to work in a wide variety of media—ranging from print and screen-based interfaces, mobile applications, responsive materials, and urban-scale installations to programming the behavior of organic matter. In addition to such broad literacy, it also becomes increasingly necessary to understand how design interacts with society at large and resonates with the cultural, political, economic, and environmental realities of 21st Century.

The Emerging Design and Research Certificate credentials an area of concentration that addresses the need for such a design culture. It teaches the theories, techniques, and technologies required for a new breed of artists, designers, and researchers to be equally versed in visual communication, physical prototyping, software, hardware, and interaction design. For today’s cultural producers, the program fosters a pedagogy in which individuals can design their creative expressions, resistances, responsibilities, and critical attitudes as a response to the society they are living in. In addition to taking classes, students are expected to propose and realize a research project under the guidance of the Certificate director and to follow a study plan that includes the courses necessary to realize their project. In the Certificate program, students are able to study visual communication and take graphic design classes, but can also expand their studies by taking other types of design classes offered across the Weitzman School of Design.

For more information: https://www.design.upenn.edu/all-degrees-certificates/emerging-design-and-research-certificate

Curriculum

A total of 5 course units are required to complete the Certificate program.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FNAR 506</td>
<td>Design 21: Design After the Digital</td>
<td>1</td>
</tr>
<tr>
<td>FNAR 999</td>
<td>Independent Study</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 3 course units from the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ARCH 728</td>
<td>Design of Contemporary Products: Mass Customization</td>
<td></td>
</tr>
<tr>
<td>ARCH 744</td>
<td>Postdigital Craft</td>
<td></td>
</tr>
<tr>
<td>FNAR 538</td>
<td>Open Book</td>
<td></td>
</tr>
<tr>
<td>FNAR 568</td>
<td>Interactive Design Studio: Biological Design</td>
<td></td>
</tr>
<tr>
<td>FNAR 634</td>
<td>Art of the Web: Interactive Concepts for Art &amp; Design</td>
<td></td>
</tr>
<tr>
<td>FNAR 636</td>
<td>Art, Design and Digital Culture</td>
<td></td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Energy Management & Policy, Certificate

The Certificate in Energy Management and Policy is offered through the Kleinman Center for Energy Policy at PennDesign. This certificate draws on the interdisciplinary nature of energy policy education at Penn, and draws from a comprehensive set of courses across several schools at Penn, with a foundational offering in the Weitzman School of Design. The certificate is intended for professional graduate students currently enrolled at the University interested in adding an understanding of energy policy to their list of educational qualifications.

For more information: https://kleinmanenergy.upenn.edu/certificate-energy-management-and-policy

Curriculum

A total of 5 course units are required to complete the Certificate program.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENMG 502</td>
<td>Introduction to Energy Policy</td>
<td>1</td>
</tr>
<tr>
<td>BEPP 761</td>
<td>Risk Analysis and Environmental Management</td>
<td></td>
</tr>
<tr>
<td>BEPP 763</td>
<td>Energy Markets &amp; Policy</td>
<td></td>
</tr>
<tr>
<td>CPLN 531</td>
<td>Introduction to Environmental Planning &amp; Policy</td>
<td></td>
</tr>
<tr>
<td>CPLN 730</td>
<td>Sustainable Cities</td>
<td></td>
</tr>
<tr>
<td>CPLN 750</td>
<td>Advance Transportation Seminar</td>
<td></td>
</tr>
<tr>
<td>ENMG 503</td>
<td>Topics in Energy Policy</td>
<td></td>
</tr>
</tbody>
</table>

Total Course Units 5

1 Substitutions must be approved in writing by the Director and submitted to the Weitzman School of Design Office of Student Services. Students enrolled in the Master of Fine Arts program at the Weitzman School of Design may double count these courses towards their graduate degree.

Students enrolled in other programs at the Weitzman School of Design or at Penn must receive permission from their graduate degree program director to apply these courses to their primary degree.

Environmental Building Design, Certificate

The Certificate in Environmental Building Design is only open to students enrolled in the Master of Architecture degree program. Students in the Master of Architecture degree program are eligible to apply for the Certificate as part of the regular spring admission cycle, allowing them to join the program in their 700 year with the incoming cohort of MSD-EBD students in the ARCH 752 and ARCH 708 sequence. The other required courses can be taken by MArch students independently and prior to their acceptance into the Certificate program. The students will take 4 course units of required courses and 2 course units of ARCH 708, which is taken in lieu of ARCH 704.

For more information: https://www.design.upenn.edu/all-degrees-certificates/certificate-environmental-building-design

Curriculum

A total of 6 course units are required to complete the Certificate program. The Certificate is open to students enrolled in the Master of Architecture program only.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 751</td>
<td>Ecology, Technology, and Design</td>
<td>1</td>
</tr>
<tr>
<td>ARCH 752</td>
<td>EBD Research Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ARCH 753</td>
<td>Building Performance Simulation</td>
<td>1</td>
</tr>
<tr>
<td>ARCH 754</td>
<td>Performance Design Workshop</td>
<td>1</td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Geographical Information Systems & Spatial Analysis, Certificate

The Certificate in Geographical Information Systems (GIS) and Spatial Analysis is aimed at graduate students desiring knowledge of how to apply advanced techniques of GIS and spatial analysis to issues of design, planning, urban policy, the environment, and other related fields.

For more information: https://www.design.upenn.edu/all-degrees-certificates/gis-and-spatial-analysis-certificate

Curriculum

A total of 5 course units are required to complete the Certificate program.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPLN 503</td>
<td>Modeling Geographical Objects</td>
<td>1</td>
</tr>
<tr>
<td>CPLN 632/LARP 741</td>
<td>Modeling Geographic Space</td>
<td></td>
</tr>
<tr>
<td>CPLN 670/LARP 743</td>
<td>Geospatial Software Design</td>
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</tr>
<tr>
<td>CPLN 671</td>
<td>Spatial Statistics and Data Analysis</td>
<td></td>
</tr>
<tr>
<td>CPLN 675</td>
<td>Land Use and Environmental Modeling</td>
<td></td>
</tr>
<tr>
<td>ESE 502</td>
<td>Introduction to Spatial Analysis</td>
<td></td>
</tr>
<tr>
<td>CPLN 590</td>
<td>Spatial Analysis for Urban and Environmental Planning</td>
<td></td>
</tr>
<tr>
<td>CPLN 632/LARP 741</td>
<td>Modeling Geographic Space</td>
<td></td>
</tr>
<tr>
<td>GIS Capstone Project</td>
<td>Advanced Topics in GIS</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Course Units 5

1 Substitutions must be approved in writing by the Director and submitted to the Weitzman School of Design Office of Student Services.

2 Students who have previously taken an introductory GIS course in another department (e.g. URBS 530, SWRK 730, or HSPV 741) may use it to meet this requirement subject to the permission of the Certificate director.

3 Students who have completed CPLN 503 may take CPLN 632/LARP 741 as an advanced course.

Historic Preservation, Certificate

The Certificate in Historic Preservation provides an opportunity for students enrolled in other graduate degree programs (including Architecture, Landscape Architecture, and City Planning) to gain expertise in historic preservation while completing requirements for their professional degree.

For more information: https://www.design.upenn.edu/all-degrees-certificates/historic-preservation-certificates

Curriculum

A total of 5 course units are required to complete the Certificate program.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSPV 660</td>
<td>Theories of Historic Preservation</td>
<td>0.5</td>
</tr>
<tr>
<td>HSPV 661</td>
<td>Theories of Historic Preservation II</td>
<td>0.5</td>
</tr>
<tr>
<td>Select 4 HSPV courses</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Total Course Units 5

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Land Preservation, Certificate

This Certificate is aimed at two types of students: working practitioners needing basic training in land preservation or updating current practices, and graduate students in Penn's schools interested in adding knowledge about land preservation practices to their professional qualifications. These include students in the Weitzman School of Design, the School of Arts and Sciences (especially in Environmental Studies), Fels, the Law School, and The Wharton School.

For more information: https://www.design.upenn.edu/all-degrees-certificates/land-preservation-certificate
**Curriculum**

A total of 5 course units are required to complete the Certificate program.

Weitzman School of Design students may complete this Certificate within the time-span of their chosen degrees in the same manner as other School-wide certificates. All others complete the five course unit program.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPLN 509</td>
<td>Law of Planning and Urban Development</td>
<td>1</td>
</tr>
<tr>
<td>CPLN 631</td>
<td>Planning for Land Conservation</td>
<td>1</td>
</tr>
</tbody>
</table>

**Required Courses**

**Foundation Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPLN 503</td>
<td>Modeling Geographical Objects</td>
<td>1</td>
</tr>
<tr>
<td>or CPLN 632</td>
<td>Modeling Geographic Space</td>
<td>1</td>
</tr>
<tr>
<td>CPLN 999</td>
<td>Independent Study and Research</td>
<td>1</td>
</tr>
</tbody>
</table>

**Methods Course**

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 507</td>
<td>Wetlands</td>
<td>1</td>
</tr>
<tr>
<td>ENVS 604</td>
<td>Conservation and Land Management</td>
<td>1</td>
</tr>
<tr>
<td>LARP 760</td>
<td>Topics in Ecological Design</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Course Units 5

Substitutions must be approved in writing by the Director and submitted to the Weitzman School of Design Office of Student Services.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Real Estate Design & Development, Certificate**

The Certificate in Real Estate Design and Development is open only to Master’s degree students already enrolled at the Weitzman School of Design in Architecture, City Planning, Historic Preservation, or Landscape Architecture. Certificate students must complete five course units from the following list of courses; with at least one course each from Architecture, City Planning, and Wharton.

For more information: [https://www.design.upenn.edu/all-degrees-certificates/real-estate-design-and-development-certificate](https://www.design.upenn.edu/all-degrees-certificates/real-estate-design-and-development-certificate/)

**Curriculum**

A total of 5 course units are required to complete the Certificate program.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 762</td>
<td>Design and Development</td>
<td>5</td>
</tr>
<tr>
<td>ARCH 765</td>
<td>Project Management</td>
<td>5</td>
</tr>
<tr>
<td>CPLN 540</td>
<td>Introduction to Property Development</td>
<td>5</td>
</tr>
<tr>
<td>CPLN 641</td>
<td>Progressive Development</td>
<td>5</td>
</tr>
<tr>
<td>REAL 721</td>
<td>Real Estate Investment: Analysis and Financing</td>
<td>5</td>
</tr>
<tr>
<td>REAL 804</td>
<td>Real Estate Law</td>
<td>5</td>
</tr>
<tr>
<td>REAL 821</td>
<td>Real Estate Development</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Course Units 5

Substitutions must be approved in writing by the Director and submitted to the Weitzman School of Design Office of Student Services.

For more information: [https://www.design.upenn.edu/all-degrees-certificates/landscape-studies-certificate](https://www.design.upenn.edu/all-degrees-certificates/landscape-studies-certificate/)

**Landscape Studies, Certificate**

In response to the increased and broad interest in landscape topics, the Department of Landscape Architecture offers a Certificate in Landscape Studies. This is targeted toward students enrolled in other programs in both the Weitzman School of Design and the University more broadly, as well as to mid-career professionals and scholars who wish to enhance their education. Potential candidates must apply for admission in accordance with school procedures. Accepted students must complete 5 course units from the Department of Landscape Architecture. Typically, these course units will be elective courses, although courses required for the MLA curriculum such as those from the Theory, Media, and Workshop sequences may be taken with permission from the instructor.

For more information: [https://www.design.upenn.edu/all-degrees-certificates/landscape-studies-certificate](https://www.design.upenn.edu/all-degrees-certificates/landscape-studies-certificate/)
At least one course must be in each of Architecture, City Planning, and the Wharton School. Substitutions must be approved in writing by the Director and submitted to the Weitzman School of Design Office of Student Services.

CPLN 540 or REAL 821 is a prerequisite for CPLN 641.
FNCE 611 is a prerequisite for REAL 721.
REAL 721 is a prerequisite for REAL 821.

Real Estate Design and Development Certificate for MCP-PPD Students

In addition to the four courses taken to meet the PPD concentration requirements in the Master of City Planning program, students must take 3 additional courses from the above list to also receive the REDD certificate. Courses may not double count for the PPD concentration and the REDD certificate.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Time-Based and Interactive Media, Certificate

The Time-Based and Interactive Media Certificate program is suited for graduate students and professionals who wish to develop skills with the moving image, digital technology, and interactivity. The curriculum will enable applicants to engage in new technologies and skills that could be incorporated into their practice, or extend their knowledge to improve their career opportunities.

For more information: https://www.design.upenn.edu/all-degrees-certificates/time-based-and-interactive-media-certificate (https://www.design.upenn.edu/all-degrees-certificates/time-based-and-interactive-media-certificate/)

Curriculum

A total of 5 course units are required to complete the Certificate program.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNAR 536</td>
<td>Digital Figure Modeling</td>
<td>5</td>
</tr>
<tr>
<td>FNAR 541</td>
<td>Hand-Drawn Computer Animation</td>
<td></td>
</tr>
<tr>
<td>FNAR 567</td>
<td>Computer Animation</td>
<td></td>
</tr>
<tr>
<td>FNAR 585</td>
<td>Performance Studio</td>
<td></td>
</tr>
<tr>
<td>FNAR 589</td>
<td>Mixed Media Animation</td>
<td></td>
</tr>
<tr>
<td>FNAR 634</td>
<td>Art of the Web: Interactive Concepts for Art &amp; Design</td>
<td></td>
</tr>
<tr>
<td>FNAR 635</td>
<td>3-D Computer Modeling</td>
<td></td>
</tr>
<tr>
<td>FNAR 640</td>
<td>Digital Photography</td>
<td></td>
</tr>
<tr>
<td>FNAR 635</td>
<td>3-D Computer Modeling</td>
<td></td>
</tr>
</tbody>
</table>

The selection and sequence of the elective courses must be approved by the Director and must be completed within six semesters.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Urban Design, Certificate

The Certificate in Urban Design is open to students already enrolled at the Weitzman School of Design in Architecture, City Planning, Historic Preservation, Fine Arts, or Landscape Architecture. The pedagogy of Urban Design education at the Weitzman School of Design is interdisciplinary and based on an appreciation of the city as an irreducibly complex socio-political and ecological system. This manifests in the diversity of faculty teaching in the Certificate and in the course content. The curriculum for the Certificate in Urban Design includes courses in the fundamental principles of urban design, how urban design is produced and implemented, the history and theory of urban design, and an interdisciplinary studio emphasizing design as research. The studio investigates important current urban issues either in the U.S. or in an international setting and approaches urbanism through a range of contemporary theoretical and methodological lenses. The studio is considered a capstone educational experience for students coming from the different disciplines in the Weitzman School of Design and students are expected to work collaboratively in the exploratory pursuit of innovation.

Students interested in the Certificate in Urban Design should contact the certificate director for the most up to date information.

For more information: https://www.design.upenn.edu/all-degrees-certificates/urban-design-certificate (https://www.design.upenn.edu/all-degrees-certificates/urban-design-certificate/)

Curriculum

A total of 5 course units are required to complete the Certificate program.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 741</td>
<td>Architecture Design Innovation</td>
</tr>
<tr>
<td>ARCH 743</td>
<td>Form and Algorithm</td>
</tr>
<tr>
<td>ARCH 744</td>
<td>Postdigital Craft</td>
</tr>
</tbody>
</table>
The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Urban Redevelopment, Certificate

The Urban Redevelopment Certificate is for graduate students who want to expand their knowledge of and expertise in the physical, economic, and neighborhood redevelopment of central cities and older suburban communities.

For more information: [https://www.design.upenn.edu/all-degrees-certificates/urban-redevelopment-certificate](https://www.design.upenn.edu/all-degrees-certificates/urban-redevelopment-certificate)

#### Curriculum

A total of 5 course units are required to complete the Certificate program.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Required Courses</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one studio or seminar elective</td>
<td>1</td>
</tr>
<tr>
<td>LARP 781</td>
<td>Contemporary Urbanism</td>
<td>1</td>
</tr>
<tr>
<td>LARP 710</td>
<td>Implementation of Urban Design</td>
<td>1</td>
</tr>
<tr>
<td>LARP 704</td>
<td>Urban Design Research Studio</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total Course Units</strong></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Substitutions must be approved in writing by the Director and submitted to the Weitzman School of Design Office of Student Services.</td>
<td></td>
</tr>
</tbody>
</table>

### Urban Resilience, Certificate

The Urban Resilience Certificate draws on resilience expertise within the different departments of the School and builds upon a rich legacy at Penn. Rooted in Ian McHarg's layered-analysis methods of thinking holistically across systems and scales, the certificate offers a foundational program for 'resilience by design.' It includes a flexible set of courses offered at the Weitzman School of Design as well as at Wharton and the School of Engineering and Applied Science. The certificate is intended for professional graduate students enrolled at the Weitzman School of Design who are interested in adding an understanding of urban resilience, and how to design within a risky and uncertain world, to their list of educational qualifications.

The term resilience has different meanings in different domains. Often it is defined simply as the ability to deal with specific shocks or stresses. Resilience, for example, is easily equated with flood risk management. In the engineering world the term is generally used to mean the ability to withstand or bounce back from shocks or stresses. Such simple definitions not only run the risk of overlooking the distinctions between damage mitigation, resilience, and adaptation, but they also misrepresent the transformative potential of the concept. A broader definition of (urban) resilience, as the ‘capacity of individuals, communities, institutions, business, and systems within a city to survive, adapt, and grow no matter what kinds of chronic stresses and acute shocks they experience’ ([100 Resilient Cities](https://www.design.upenn.edu/all-degrees-certificates/urban-resilience)), challenges us to think of urban systems as complex and adaptive. Designing in such systems forces designers to work across disciplines, at different (time-) scales simultaneously, and in both the social and physical domains. Designers must accept and embrace emergence and uncertainty. While the certificate program offers students an understanding of such challenges as climate change and inequality, and introduces concrete tools for analyzing, communicating, managing, and strategizing about these challenges ‘by design,’ it also urges students to re-think the position of the design disciplines in the face of fundamental uncertainty and lack of control. The program shows students how designers can have agency by participating in cities understood as complex adaptive systems.

For more information: [https://www.design.upenn.edu/all-degrees-certificates/urban-resilience](https://www.design.upenn.edu/all-degrees-certificates/urban-resilience)
**Curriculum**

A total of 5 course units are required to complete the Certificate program.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LARP 780</td>
<td>Topics in Theory and Design</td>
<td>1</td>
</tr>
<tr>
<td>ARCH or LARP Urban Resilience Studio</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Electives**

Select one from each category.

**Tools**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>HSPV 621</td>
<td>Heritage and Social Justice</td>
</tr>
<tr>
<td>CPLN 531</td>
<td>Introduction to Environmental Planning &amp; Policy</td>
</tr>
<tr>
<td>OID/BEPP</td>
<td>Risk Analysis and Environmental Policy</td>
</tr>
<tr>
<td>761/ESE 567</td>
<td>Management</td>
</tr>
<tr>
<td>LARP 740</td>
<td>Topics in Digital Media</td>
</tr>
<tr>
<td>ESE 520</td>
<td>Agent-Based Modeling and Simulation</td>
</tr>
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</table>

**Topics**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENMG 503</td>
<td>Topics in Energy Policy</td>
</tr>
<tr>
<td>ARCH 751</td>
<td>Ecology, Technology, and Design</td>
</tr>
<tr>
<td>CPLN 621</td>
<td>Metropolitan Food System</td>
</tr>
<tr>
<td>ARCH 712</td>
<td>Topics in 20th Century Architecture</td>
</tr>
</tbody>
</table>

1 Or alternate studio approved by certificate director.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

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**The Wharton School**

In 1881, American entrepreneur and industrialist Joseph Wharton established the world’s first collegiate school of business at the University of Pennsylvania.

Wharton’s pioneering vision was to produce graduates who would become “pillars of the state, whether in private or in public life.” The Wharton School maintains a long tradition of educating visionary business leaders in academia, business, government, and not-for-profit organizations.

Today, Wharton has expanded the scope of this vision to become the most comprehensive source of business knowledge in the world — with over 225 faculty members, 95,000 alumni, 5,000 students across 10 academic departments, 20 research centers, and more than 9,000 executive education participants annually.

Learn more about our history: https://www.wharton.upenn.edu/about-wharton/

Learn more about our school leadership: https://www.wharton.upenn.edu/senior-leadership/

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**Mission and Philosophy**

Founded in 1881 as the first collegiate business school, the Wharton School (https://www.wharton.upenn.edu/) of the University of Pennsylvania is recognized globally for intellectual leadership and ongoing innovation across every major discipline of business education. With a broad global community and one of the most published business school faculties, Wharton creates economic and social value around the world. The School has 5,000 undergraduate (https://undergrad.wharton.upenn.edu/), MBA (https://mba.wharton.upenn.edu/), executive MBA (https://executivemba.wharton.upenn.edu/), and doctoral (https://doctoral.wharton.upenn.edu/) students; more than 9,000 participants in executive education (http://executiveeducation.wharton.upenn.edu/) programs annually and a powerful alumni network (https://alumni.wharton.upenn.edu/) of 95,000 graduates.

Wharton Doctoral Programs train students to become academic thought leaders. As leading research scholars, students will develop the ideas that advance academic knowledge and generate innovations in business theory and practice. Students will work closely with Wharton faculty to learn the practice of rigorous research and use the unparalleled resources of the School and University to define their impact as a scholar.

---

**Research Environment**

Wharton is part of the University of Pennsylvania, an R1 research institution with deep commitment and broad resources to support student and faculty research.

**Research That Matters**

Our faculty will tell you that producing high-quality research is critical to your success. It’s the core of the doctoral experience and academic life. The best way to understand what our students do is to browse their research on each program of study site (https://doctoral.wharton.upenn.edu/programs-of-study/), learn about the awards and honors (https://doctoral.wharton.upenn.edu/student-awards/) they receive, and read about their career placements (https://doctoral.wharton.upenn.edu/career-placement/) at top universities and institutions.

**Centers for Knowledge**

Through Wharton’s 10 departments (https://www.wharton.upenn.edu/departments/) and 20 research centers and initiatives (https://www.wharton.upenn.edu/research-centers/), students have access to faculty within a deep and broad environment that fosters their intellectual growth. As students’ ideas take shape and even change, they can build on their foundational knowledge base with areas such as entrepreneurship and leadership to health care economics and business ethics.

Explore Wharton Faculty (https://doctoral.wharton.upenn.edu/faculty/)

**Cross-Disciplinary Research**

The faculty’s diverse research agendas encourage students to follow new ideas that go across boundaries — not just at Wharton but also at Penn’s other globally renowned graduate and professional schools. At Penn, students find unparalleled opportunities to work with leading faculty in such disciplines as law, engineering, medicine, economics, sociology, psychology, and mathematics.
Diversity and Inclusion

The Wharton Doctoral Programs is committed to the belief that a diverse range of perspectives is essential to fostering breadth of thought and knowledge. The environment is meant to provide equal opportunity and equal treatment for all students, regardless of age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, and marital or parental status. We take seriously our responsibility to promote responsible conduct by all students and to make institutional arrangements that create an environment of tolerance and that supports participation and advancement by individuals from diverse backgrounds.

Programs

PhD and Research Master’s Programs

- Accounting, PhD (p. 521)
- Applied Economics, PhD (p. 522)
- Ethics and Legal Studies, PhD (p. 523)
- Finance, PhD (p. 523)
- Health Care Management & Economics, PhD (p. 524)
- Management, PhD (p. 525)
- Marketing, PhD (p. 526)
- Operations, Information and Decisions, PhD (p. 528)
- Statistics, PhD (p. 529)

Professional and Other Degree Programs

MBA

- Accounting, MBA (p. 530)
- Actuarial Science, MBA (p. 531)
- Business Analytics, MBA (p. 533)
- Business Economics & Public Policy, MBA (p. 534)
- Business, Energy, Environment and Sustainability, MBA (p. 535)
- Entrepreneurship and Innovation, MBA (p. 537)
- Finance, MBA (p. 538)
- Health Care Management, MBA (p. 539)
- Individualized Major, MBA (p. 540)
- Insurance and Risk Management, MBA (p. 541)
- Management, MBA (p. 543)
- Marketing & Operations Management, MBA (p. 544)
- Marketing, MBA (p. 545)
- Multinational Management, MBA (p. 546)
- Operations, Information, & Decisions, MBA (p. 547)
- Organizational Effectiveness, MBA (p. 549)
- Quantitative Finance, MBA (p. 550)
- Real Estate, MBA (p. 551)
- Statistics, MBA (p. 552)
- Strategic Management, MBA (p. 553)

Executive MBA

- Executive MBA (p. 554)

Accounting, PhD

The Accounting PhD program trains students to do rigorous research in accounting, a specialized area of financial economics. The program is highly analytical and quantitative. We look for strong undergraduate preparation in microeconomics and mathematics, while some prior accounting or finance training at the undergraduate or graduate level is an advantage. Institutional understanding of how accounting information is used by capital market participants and/or within firms is useful and best obtained through relevant work experience, but is not required of applicants.

Close working relationships with faculty members provide an excellent learning experience while at Wharton and can continue throughout the student’s career. Our program provides students with opportunities to interact with faculty and get started on relevant research early in the program. Required research elements include the first-year research assistantship and the first and second year summer research papers.

For more information: https://doctoral.wharton.upenn.edu/programs-of-study/accounting/

View the University’s Academic Requirements for PhD Degrees (p. 1939).

Required Courses

The course of study for the Ph.D. in Accounting requires the completion of 16 graduate course units.¹

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Requirements</strong></td>
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</tr>
<tr>
<td></td>
<td>Complete the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Accounting</strong></td>
<td></td>
</tr>
<tr>
<td>ACCT</td>
<td>910 Accounting Theory Research</td>
<td>9</td>
</tr>
<tr>
<td>ACCT</td>
<td>921 Empirical Research in Accounting I</td>
<td></td>
</tr>
<tr>
<td>ACCT</td>
<td>922 Empirical Research in Accounting II</td>
<td></td>
</tr>
<tr>
<td>ACCT</td>
<td>930 Empirical Design in Accounting Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Economics</strong></td>
<td></td>
</tr>
<tr>
<td>ECON</td>
<td>681 Microeconomic Theory</td>
<td></td>
</tr>
<tr>
<td>ECON</td>
<td>682 Game Theory and Applications</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Econometrics/Statistics</strong></td>
<td></td>
</tr>
<tr>
<td>STAT</td>
<td>515 Advanced Statistical Inference I</td>
<td></td>
</tr>
<tr>
<td>STAT</td>
<td>516 Advanced Statistical Inference II</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Finance</strong></td>
<td></td>
</tr>
<tr>
<td>FNCE</td>
<td>911 Financial Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Additional Coursework</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 7 course units of electives:</td>
<td>7</td>
</tr>
<tr>
<td>ACCT</td>
<td>981 Workshop Colloquium I</td>
<td></td>
</tr>
<tr>
<td>ACCT</td>
<td>982 Workshop Colloquium II</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Common Finance Electives</strong></td>
<td></td>
</tr>
<tr>
<td>BEPP</td>
<td>911 Empirical Public Policy</td>
<td></td>
</tr>
<tr>
<td>BEPP</td>
<td>952 Economics and Law</td>
<td></td>
</tr>
<tr>
<td>FNCE</td>
<td>912 Corporate Finance and Financial Institutions</td>
<td></td>
</tr>
<tr>
<td>FNCE</td>
<td>921 Introduction to Empirical Methods in Finance</td>
<td></td>
</tr>
<tr>
<td>FNCE</td>
<td>923 Financial Economics Under Imperfect Information</td>
<td></td>
</tr>
<tr>
<td>FNCE</td>
<td>926 Empirical Methods in Corporate Finance</td>
<td></td>
</tr>
</tbody>
</table>

¹ Of 16 graduate course units.

University of Pennsylvania Catalog 521
The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Sample Plan of Study

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>Basic Mathematics for Economists</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>ECON 681 Microeconomic Theory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FNCE 911 Financial Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STAT 515 Advanced Statistical Inference I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Econometrics/Statistics Elective</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>ACCT 921 Empirical Research in Accounting I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACCT 930 Empirical Design in Accounting Research (when offered)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECON 682 Game Theory and Applications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STAT 516 Advanced Statistical Inference II</td>
<td></td>
</tr>
<tr>
<td>Research Assistantship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year Summer paper - Proposal Due: June 15th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Draft Due: September 15th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>ACCT 910 Accounting Theory Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finance Elective</td>
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<tr>
<td></td>
<td>Econometrics/Statistics Elective</td>
<td></td>
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<tr>
<td></td>
<td>Economics Elective</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>ACCT 922 Empirical Research in Accounting II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACCT 930 Empirical Design in Accounting Research (when offered)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field Exam - May of Second Year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theory and Empirical sections required for all students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second Year Summer paper - Proposal due June 15th</td>
<td></td>
</tr>
</tbody>
</table>

Required Courses

The course of study for the Ph.D. in Applied Economics requires the completion of 15 graduate course units. The common core consists of 3 theory courses and 3 statistics/econometrics courses. Students are also expected to master two field areas by passing two courses in each (total of 4 courses units). The remaining course units necessary to achieve 15 are split between the mandatory graduate student research seminars and other electives.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microeconomics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 701 Microeconomic Theory I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 703 Microeconomic Theory II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Macroeconomics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 702 Macroeconomic Theory I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 704 Macroeconomic Theory II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FNCE 924 Intertemporal Macroeconomics and Finance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Econometrics/Statistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select three of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 705 Econometrics I: Fundamentals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FNCE 926 Empirical Methods in Corporate Finance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 721 Econometrics III: Advanced Techniques of Cross-Section Econometrics</td>
<td></td>
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</tbody>
</table>
or ECON 706 Econometrics II: Methods & Models
BEPP 911 Empirical Public Policy
BEPP 931 Numerical Methods in Economics

**Field Requirements**

Select four courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
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<tbody>
<tr>
<td>BEPP 941</td>
<td>Development Economics</td>
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<tr>
<td>BEPP 987</td>
<td>Industrial Organization and Competition Policy</td>
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</tr>
<tr>
<td>HCMG 902</td>
<td>Special Topics in Health Economics: The</td>
<td></td>
</tr>
<tr>
<td>ECON 781</td>
<td>Empirical Methods for Industrial</td>
<td></td>
</tr>
</tbody>
</table>

**Market Design**

BEPP 971 Market Design

**Public Economics and Political Economy**

BEPP 933 Public Economics: Social Insurance and Government Expenditures
HCMG 903 Economics of Health Care and Policy
ECON 750 Public Economics
ECON 751 Public Economics II

**Urban Economics and Real Estate**

REAL 945 Urban Real Estate Economics
REAL 946 Advanced Topics in Urban Economics
REAL 947 Advanced Real Estate and Urban Economics

**Behavioral Economics**

BEPP 904 Experimental Economics
OIDD 900 Foundations of Decision Processes
OIDD 904 Experimental Economics

**Workshops**

BEPP 900 Research Seminar
BEPP 962 Applied Economics Seminar

**Electives**

Select three additional electives

1 Students may also take STAT 921, STAT 520, and STAT 521.
2 Taken in the Spring and Fall of years 2 and 3 for 0.5 cu each

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Ethics and Legal Studies, PhD**

The Ethics & Legal Studies Doctoral Program at Wharton focuses on the study of ethics and law in business. It is designed to prepare graduates for careers in university teaching and research at leading business schools, law schools, and other programs. Faculty and student interests range over topics including international business ethics and human rights, corporate governance, social impact, environmental law and policy, securities, normative political theory, negotiations, and corporate criminal law.

For more information: https://lgst.wharton.upenn.edu/programs/phd/

View the University’s Academic Requirements for PhD Degrees (p. 1939).

**Required Courses**

The course of study for the Ph.D. requires the completion of sixteen graduate course units, including courses in statistics. Some graduate-level credit from courses at other universities may transfer to Wharton.

<table>
<thead>
<tr>
<th>Code</th>
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<th>Course Units</th>
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<tbody>
<tr>
<td>LGST 920</td>
<td>Ethics in Business and Economics</td>
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</tr>
<tr>
<td>LGST 921</td>
<td>Foundations of Business Law</td>
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</tr>
<tr>
<td>Select two additional Legal Studies courses</td>
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</table>

**Statistics Requirements**

<table>
<thead>
<tr>
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<th>Course Units</th>
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<td>STAT 500</td>
<td>Applied Regression and Analysis of Variance</td>
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<tr>
<td>STAT 501</td>
<td>Introduction to Nonparametric Methods and Log-linear Models</td>
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**Economics**

<table>
<thead>
<tr>
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<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>MGMT 900</td>
<td>Economic Foundations of Management</td>
<td>1</td>
</tr>
</tbody>
</table>

**Ethical Theory**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ethical Theory</td>
<td>2</td>
</tr>
</tbody>
</table>

**Major Disciplinary Cluster**

Select five courses in one of the following disciplines:

Management
Law
Philosophy

**Additional Coursework**

Select two additional courses

Total Course Units 16

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Finance, PhD**

The department prepares students for careers in research and teaching at the world’s leading academic institutions, focusing on Asset Pricing and Portfolio Management, Corporate Finance, International Finance, Financial Institutions and Macroeconomics.

Wharton’s Finance faculty, widely recognized as the finest in the world, have been at the forefront of several areas of research. For example, members of the faculty have led modern innovations in theories of portfolio choice and savings behavior, which have significantly impacted the asset pricing techniques used by researchers, practitioners, and policymakers. Another example is the contribution by faculty members to the analysis of financial institutions and markets, which is fundamental to our understanding of the trade-offs between economic systems and their implications for financial fragility and crises.
Faculty research, both empirical and theoretical, includes such areas as:

- Structure of financial markets
- Formation and behavior of financial asset prices
- Banking and monetary systems
- Corporate control and capital structure
- Saving and capital formation
- International financial markets

For more information: https://fnce.wharton.upenn.edu/programs/phd/

View the University’s Academic Requirements for PhD Degrees (p. 1939).

Required Courses

The course of study for the Ph.D. in Finance requires the completion of 18 graduate course units.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Requirements</strong></td>
<td>8</td>
<td></td>
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<tr>
<td>ECON 701</td>
<td>Microeconomic Theory I</td>
<td></td>
</tr>
<tr>
<td>ECON 703</td>
<td>Microeconomic Theory II</td>
<td></td>
</tr>
<tr>
<td><strong>Econometrics or Statistics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 705</td>
<td>Econometrics I: Fundamentals</td>
<td></td>
</tr>
<tr>
<td>&amp; ECON 706</td>
<td>Econometrics II: Methods &amp; Models</td>
<td></td>
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<tr>
<td>STAT 520</td>
<td>Applied Econometrics I</td>
<td></td>
</tr>
<tr>
<td>&amp; STAT 521</td>
<td>Applied Econometrics II</td>
<td></td>
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<tr>
<td><strong>Finance Core</strong></td>
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<td></td>
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<tr>
<td>FNCE 911</td>
<td>Financial Economics</td>
<td></td>
</tr>
<tr>
<td>FNCE 912</td>
<td>Corporate Finance and Financial Institutions</td>
<td></td>
</tr>
<tr>
<td>FNCE 921</td>
<td>Introduction to Empirical Methods in Finance</td>
<td></td>
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<tr>
<td>FNCE 924</td>
<td>Intertemporal Macroeconomics and Finance</td>
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<td><strong>Finance Electives</strong></td>
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<tr>
<td>FNCE 922</td>
<td>Continuous-Time Financial Economics</td>
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<tr>
<td>FNCE 923</td>
<td>Financial Economics Under Imperfect Information</td>
<td></td>
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<tr>
<td>FNCE 925</td>
<td>Topics In Asset Pricing</td>
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<td>FNCE 926</td>
<td>Empirical Methods in Corporate Finance</td>
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<td>FNCE 932</td>
<td>Topics In Corporate Finance</td>
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<td>FNCE 934</td>
<td>Empirical Methods In Asset Pricing</td>
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<tr>
<td>FNCE 937</td>
<td>Applied Quantitative Methods in Finance</td>
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</tbody>
</table>

**Additional Coursework**

Select six additional courses ^1^ 6

Total Course Units 18

^1 Students can satisfy these additional course credits in the following ways.
1. Transfer Credits
2. Electives from Other Departments: Economics, Statistics, Accounting, Mathematics, etc.
3. Seminar Courses: Students should limit seminar courses (FNCE 950s) to a maximum of three (3). These credits require students to attend weekly seminars and write referee reports. A permit is required. The PhD Program Coordinator must approve before a permit is issued.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Sample Plan of Study**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
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<td></td>
</tr>
<tr>
<td>ECON 701</td>
<td>Microeconomic Theory I</td>
<td></td>
</tr>
<tr>
<td>FNCE 911</td>
<td>Financial Economics</td>
<td></td>
</tr>
<tr>
<td>FNCE 924</td>
<td>Intertemporal Macroeconomics and Finance</td>
<td></td>
</tr>
<tr>
<td>ECON 705</td>
<td>Econometrics I: Fundamentals</td>
<td></td>
</tr>
<tr>
<td>or STAT 520</td>
<td>Applied Econometrics I</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 703</td>
<td>Microeconomic Theory II</td>
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</tr>
<tr>
<td>FNCE 912</td>
<td>Corporate Finance and Financial Institutions</td>
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</tr>
<tr>
<td>FNCE 921</td>
<td>Introduction to Empirical Methods in Finance</td>
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</tr>
<tr>
<td>ECON 706</td>
<td>Econometrics II: Methods &amp; Models</td>
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<tr>
<td>or STAT 521</td>
<td>Applied Econometrics II</td>
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<tr>
<td><strong>Summer</strong></td>
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<td></td>
</tr>
<tr>
<td>First-Year Paper Due in September</td>
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<td></td>
</tr>
<tr>
<td>Preliminary Exam ^1^</td>
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<td></td>
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</tbody>
</table>

^1 Usually given in June after the student’s first year in the program. If the student fails, he/she can take the following June. If the students fails the exam twice, the student will not normally be allowed to stay in the program.

**Health Care Management & Economics, PhD**

The program combines intensive training in health care management and economics coupled with advanced training in a traditional business discipline.

Our program provides thought leadership and policy development in the following areas of distinction:

- Value of technology and innovation
- Health insurance design and reform
• Design and impact of incentives in numerous health industry contexts
• Competition and collaboration across the value chain
• The broad interprofessional/multidisciplinary work of the Leonard Davis Institute of Health Economics

Wharton's doctoral program is unique among similar programs because it provides a strong background in microeconomic theory, an advanced teaching of econometric and statistical techniques, a comprehensive analysis of both health economics and health care services research, and grounding in management/strategy theory and research. The doctoral program complements the course work with numerous opportunities to collaborate with faculty members in research projects exploring a wide variety of topics in the health economics and management fields.

For more information: https://doctoral.wharton.upenn.edu/health-care-management-economics/

View the University's Academic Requirements for PhD Degrees (p. 1939).

Required Courses
A minimum of 16 course units are required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Requirements</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>Health Care Courses</strong></td>
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<tr>
<td>HCMG 900</td>
<td>Proseminar in Health Services Research</td>
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<tr>
<td>HCMG 901</td>
<td>Seminar in Health Care Cost Benefit and Cost Effectiveness Analysis</td>
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<tr>
<td>HCMG 902</td>
<td>Special Topics in Health Economics: The Industrial Organization of Health Care</td>
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<td>HCMG 903</td>
<td>Economics of Health Care and Policy</td>
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<tr>
<td>HCMG 904</td>
<td>Doctoral Seminar in Organizational Behavior and Theory in Health Care</td>
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<tr>
<td>Statistics</td>
<td>Select one of the following course combinations:</td>
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</tr>
<tr>
<td>STAT 500 &amp; STAT 501</td>
<td>Applied Regression and Analysis of Variance and Introduction to Nonparametric Methods and Log-linear Models</td>
<td></td>
</tr>
<tr>
<td>STAT 510 &amp; STAT 520</td>
<td>Probability and Applied Econometrics I</td>
<td></td>
</tr>
<tr>
<td>STAT 520 &amp; STAT 521</td>
<td>Applied Econometrics I and Applied Econometrics II</td>
<td></td>
</tr>
<tr>
<td>STAT 520 &amp; STAT 512</td>
<td>Applied Econometrics I and Mathematical Statistics</td>
<td></td>
</tr>
<tr>
<td>ECON 705 &amp; ECON 706</td>
<td>Econometrics I: Fundamentals and Econometrics II: Methods &amp; Models</td>
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</tr>
<tr>
<td>Microeconomics</td>
<td>Select one of the following course combinations:</td>
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<tr>
<td>ECON 681 &amp; ECON 682</td>
<td>Microeconomic Theory and Game Theory and Applications.</td>
<td></td>
</tr>
<tr>
<td>ECON 701 &amp; ECON 703</td>
<td>Microeconomic Theory I and Microeconomic Theory II</td>
<td></td>
</tr>
</tbody>
</table>

1 A one-year graduate level sequence in statistics or in probability and statistics is required. Any of the following sample sequences can be used. Students may substitute other graduate level courses upon approval of the graduate director of the Statistics department.
2 A one year sequence in microeconomics is required.

Sample Plan of Study

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>First and Second Years</strong></td>
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<tr>
<td></td>
<td>Coursework</td>
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<tr>
<td></td>
<td>Examination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research Papers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Completion of Other Requirements by Field</td>
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<tr>
<td></td>
<td><strong>Third Year</strong></td>
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</tr>
<tr>
<td></td>
<td>Directed Reading &amp; Research</td>
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<tr>
<td></td>
<td>Admission to Candidacy</td>
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<tr>
<td></td>
<td>Formulation of Research Topic</td>
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</tr>
<tr>
<td></td>
<td><strong>Fourth Year and Beyond</strong></td>
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<tr>
<td></td>
<td>Continued Research</td>
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<tr>
<td></td>
<td>Oral Examination</td>
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</tr>
<tr>
<td></td>
<td>Dissertation</td>
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</tbody>
</table>

Management, PhD

Wharton's Management program prepares students to apply rigorous social science disciplinary theory and research methods to the demands of current management and leadership challenges in the public and private sectors. Our faculty has a broad range of interests ranging from the behavior of individuals, teams and groups to organizational strategy of multinational firms. Major areas of faculty research currently include:

• new venture formation, growth, and corporate entrepreneurship;
• human resources and competitiveness;
• emotions, identity, creativity and motivation;
• political and social influence strategies;
• technology and practice adoption, diffusion, and transfer within and across organizations;
• organizational learning and adaptation;
• and the strategic management of complementary resources and capabilities within an organization, alliance, network or ecosystems.

Each student draws on the faculty’s diverse expertise and varied interests to develop a program uniquely suited to his or her interests frequently spanning the formal specializations noted above. The program encourages students to gain research experience by working closely with multiple faculty on a variety of projects beginning with a research assistantship assignment in the first year with the hope of entering the
job market in year 4 or 5 with multiple research papers in the publication pipeline.

For more information: https://doctoral.wharton.upenn.edu/management/

View the University’s Academic Requirements for PhD Degrees (p. 1939).

The total course units for graduation in this major is 16.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Requirements</strong></td>
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<tr>
<td></td>
<td>Management</td>
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</tr>
<tr>
<td>MGMT 900</td>
<td>Economic Foundations of Management</td>
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<tr>
<td>MGMT 933</td>
<td>Psychological and Sociological Foundations of Research in Management</td>
<td>0.5</td>
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<tr>
<td>MGMT 953</td>
<td>Seminar on Research Methods</td>
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<tr>
<td></td>
<td><strong>Subfield Specializations</strong></td>
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<tr>
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<td>Select at least 4.0 credit units from the following 0.5 credit unit subfield specializations:</td>
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<td>MGMT 918</td>
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<td>MGMT 919</td>
<td>Personnel Economics B</td>
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<tr>
<td>MGMT 920</td>
<td>Seminar in Human Resources Research</td>
<td>0.5</td>
</tr>
<tr>
<td>MGMT 925</td>
<td>Seminar in Corporate Strategy</td>
<td>0.5</td>
</tr>
<tr>
<td>MGMT 926</td>
<td>Corporate Transactions &amp; Strategy</td>
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</tr>
<tr>
<td>MGMT 932</td>
<td>Proseminar in Management in Qualitative Methods</td>
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<tr>
<td>MGMT 935</td>
<td>Network Theory and Applications</td>
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<td>MGMT 937</td>
<td>Entrepreneurship Research Seminar</td>
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<tr>
<td>MGMT 938</td>
<td>Family Business Research Seminar</td>
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</tr>
<tr>
<td>MGMT 939</td>
<td>Seminar in Entrepreneurial Innovation</td>
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<tr>
<td>MGMT 951</td>
<td>Seminar in Micro-Organizational Behavior</td>
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<td>MGMT 952</td>
<td>Seminar in Macro-Organizational Behavior</td>
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<tr>
<td>MGMT 955</td>
<td>Seminar in International Management</td>
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<td>MGMT 957</td>
<td>Emotions in Organizations</td>
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<td>MGMT 960</td>
<td>Institutions and Multinational Management</td>
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<tr>
<td>MGMT 961</td>
<td>Advanced Topics in Micro-organizational Behavior</td>
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<tr>
<td>MGMT 962</td>
<td>Multinational Firms Global Economy A</td>
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<tr>
<td>MGMT 963</td>
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<tr>
<td>MGMT 970</td>
<td>Applied Methods for Management Research</td>
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<td><strong>Statistics</strong></td>
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<tr>
<td></td>
<td>Select a two-course statistics sequence</td>
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<tr>
<td></td>
<td><strong>Methods</strong></td>
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<tr>
<td></td>
<td>Select two additional research methods courses</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td><strong>Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select three free electives</td>
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The Sample Plan of Study:

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<th>First Year</th>
<th></th>
<th></th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
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</tr>
<tr>
<td>MGMT 900</td>
<td>Economic Foundations of Management</td>
<td>1</td>
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</tr>
<tr>
<td>MGMT Subfield Specialization course/ Social Science course/ or Free Elective</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>STAT course</td>
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<td><strong>Spring</strong></td>
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</tr>
<tr>
<td>MGMT 933</td>
<td>Psychological and Sociological Foundations of Research in Management</td>
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<tr>
<td>MGMT 953</td>
<td>Seminar on Research Methods</td>
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<td>MGMT Subfield Specialization course/ Social Science course/ or Free Elective</td>
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<tr>
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<table>
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<td>MGMT Subfield Specialization course/ Social Science course/ or Free Elective</td>
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<td>Methods course</td>
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<td>1</td>
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<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGMT Subfield Specialization course/ Social Science course/ or Free Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods course</td>
<td></td>
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<table>
<thead>
<tr>
<th>Third Year</th>
<th></th>
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<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>Research Presentations</td>
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</tr>
<tr>
<td>Dissertation Proposal Development</td>
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<td></td>
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</tr>
<tr>
<td>Teaching Assistantship</td>
<td></td>
<td></td>
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<tr>
<td>Remaining Coursework</td>
<td></td>
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<tr>
<td><strong>Fourth Year and Beyond</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Dissertation Proposal Defense</td>
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<td></td>
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</tr>
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<td>Dissertation Development and Defense</td>
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</tr>
<tr>
<td><strong>Total Course Units</strong></td>
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</tr>
</tbody>
</table>

**Marketing, PhD**

The Wharton doctoral program offers students an unmatched interdisciplinary environment within which to generate creative ideas and hypotheses and to develop the analytic skills to evaluate them.

Faculty members are active in diverse research areas that connect to initiatives and centers both within Wharton more broadly, and other departments within the university.

For more information: https://marketing.wharton.upenn.edu/program-requirements/

For more information about the Joint Doctoral Degree in Marketing and Psychology: https://marketing.wharton.upenn.edu/joint-doctoral-degree-in-marketing-and-psychology/

View the University’s Academic Requirements for PhD Degrees (p. 1939).
### Required Courses

The Ph.D. program in Marketing is based on the completion of the dissertation as well as a minimum of 17 graduate level course units.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>MAJOR FIELD COURSES</strong></td>
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<tr>
<td></td>
<td><strong>Marketing Courses</strong></td>
<td></td>
</tr>
<tr>
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<td>Complete the following 4.0 course units:</td>
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<tr>
<td>MKTG 940</td>
<td>Measurement and Data Analysis in Marketing - Part A</td>
<td></td>
</tr>
<tr>
<td>MKTG 941</td>
<td>Measurement and Data Analysis in Marketing - Part B</td>
<td></td>
</tr>
<tr>
<td>MKTG 942</td>
<td>Research Methods in Marketing - Part A</td>
<td></td>
</tr>
<tr>
<td>MKTG 943</td>
<td>Research Methods in Marketing - Part B</td>
<td></td>
</tr>
<tr>
<td>MKTG 971</td>
<td>Advanced Topics in Marketing - Part A</td>
<td></td>
</tr>
<tr>
<td>MKTG 972</td>
<td>Advanced Topics in Marketing - Part B</td>
<td></td>
</tr>
<tr>
<td>MKTG 973</td>
<td>Research Seminar in Marketing - Part A</td>
<td></td>
</tr>
<tr>
<td>MKTG 974</td>
<td>Research Seminar in Marketing - Part B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select from either the Consumer Behavior or Quantitative Tracks:</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Consumer Behavior</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete the following 3.0 course units:</td>
<td></td>
</tr>
<tr>
<td>MKTG 950</td>
<td>Judgment and Decision Making Perspectives on Consumer Behavior - Part A</td>
<td></td>
</tr>
<tr>
<td>MKTG 951</td>
<td>Judgment and Decision Making Perspectives on Consumer Behavior - Part B</td>
<td></td>
</tr>
<tr>
<td>MKTG 952</td>
<td>Information Processing Perspectives on Consumer Behavior - Part A</td>
<td></td>
</tr>
<tr>
<td>MKTG 953</td>
<td>Information Processing Perspectives on Consumer Behavior - Part B</td>
<td></td>
</tr>
<tr>
<td>MKTG 954</td>
<td>Economic/OR Models of Marketing - Part A</td>
<td></td>
</tr>
<tr>
<td>MKTG 956</td>
<td>Empirical Models in Marketing - Part A</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Quantitative</strong></td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>MKTG 950</td>
<td>Judgment and Decision Making Perspectives on Consumer Behavior - Part A</td>
<td></td>
</tr>
<tr>
<td>MKTG 952</td>
<td>Information Processing Perspectives on Consumer Behavior - Part A</td>
<td></td>
</tr>
<tr>
<td>MKTG 954</td>
<td>Economic/OR Models of Marketing - Part A</td>
<td></td>
</tr>
<tr>
<td>MKTG 955</td>
<td>Economic/OR Models of Marketing - Part B</td>
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</tr>
<tr>
<td>MKTG 956</td>
<td>Empirical Models in Marketing - Part A</td>
<td></td>
</tr>
<tr>
<td>MKTG 957</td>
<td>Empirical Models in Marketing - Part B</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>BASIC COURSES</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Economics Requirement</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following course combinations:</td>
<td>1-2</td>
</tr>
<tr>
<td>ECON 701 &amp; ECON 703</td>
<td>Microeconomic Theory I and Microeconomic Theory II</td>
<td></td>
</tr>
<tr>
<td>ECON 681 &amp; ECON 682</td>
<td>Microeconomic Theory and Game Theory and Applications.</td>
<td></td>
</tr>
<tr>
<td>BEPP 950</td>
<td>Managerial Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Statistics Requirement</strong></td>
<td></td>
</tr>
</tbody>
</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Sample Sequence: Quantitative Track*

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>First Year</strong></td>
<td></td>
</tr>
<tr>
<td>MKTG 942</td>
<td>Research Methods in Marketing - Part A</td>
<td></td>
</tr>
<tr>
<td>MKTG 943</td>
<td>Research Methods in Marketing - Part B</td>
<td></td>
</tr>
<tr>
<td>MKTG 950</td>
<td>Judgment and Decision Making Perspectives on Consumer Behavior - Part A</td>
<td></td>
</tr>
<tr>
<td>MKTG 973</td>
<td>Research Seminar in Marketing - Part A</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Economics Requirement</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Statistics Requirement</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>MKTG 940</td>
<td>Measurement and Data Analysis in Marketing - Part A</td>
<td></td>
</tr>
<tr>
<td>MKTG 941</td>
<td>Measurement and Data Analysis in Marketing - Part B</td>
<td></td>
</tr>
<tr>
<td>MKTG 952</td>
<td>Information Processing Perspectives on Consumer Behavior - Part A</td>
<td></td>
</tr>
<tr>
<td>MKTG 954</td>
<td>Economic/OR Models of Marketing - Part A</td>
<td></td>
</tr>
<tr>
<td>MKTG 955</td>
<td>Economic/OR Models of Marketing - Part B</td>
<td></td>
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<tr>
<td>MKTG 956</td>
<td>Empirical Models in Marketing - Part A</td>
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<tr>
<td>MKTG 957</td>
<td>Empirical Models in Marketing - Part B</td>
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</table>
## Sample Sequence Consumer Behavior Track*

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>MKTG 942</td>
<td>Research Methods in Marketing - Part A</td>
</tr>
<tr>
<td>MKTG 943</td>
<td>Research Methods in Marketing - Part B</td>
</tr>
<tr>
<td>MKTG 950</td>
<td>Judgment and Decision Making Perspectives on Consumer Behavior - Part A</td>
</tr>
<tr>
<td>MKTG 951</td>
<td>Judgment and Decision Making Perspectives on Consumer Behavior - Part B</td>
</tr>
<tr>
<td>MKTG 971</td>
<td>Advanced Topics in Marketing - Part A</td>
</tr>
<tr>
<td>MKTG 940</td>
<td>Measurement and Data Analysis in Marketing - Part A</td>
</tr>
<tr>
<td>MKTG 941</td>
<td>Measurement and Data Analysis in Marketing - Part B</td>
</tr>
<tr>
<td>MKTG 952</td>
<td>Information Processing Perspectives on Consumer Behavior - Part A</td>
</tr>
<tr>
<td>MKTG 953</td>
<td>Information Processing Perspectives on Consumer Behavior - Part B</td>
</tr>
</tbody>
</table>

* The exact sequence can vary from student to student. For example, students may select different economics and statistics sequences to best meet their personal needs.

## Operations, Information and Decisions, PhD

Wharton’s program in Operations, Information and Decisions emphasizes research on real management problems and maintains a balance between theory and implementation. The faculty trains scholars in decision making, information and operations/operations research.

Our faculty leads in the development and application of an innovative blend of analytical and empirical approaches to important problems facing the private and public sectors, including:

- supply chain management;
- service delivery systems;
- product development and innovation processes;
- decision support systems;
- information-based strategy;
- systems development and implementation;
- risk and environmental management; and
- behavioral approaches to individual and managerial decision making.
Our PhD program provides a unique mix of behavioral, economic, statistical and analytical training to its students, and its strength is reflected in our students’ record of placement and achievement.

3 Areas of Specialization

Decision Making (DM)
What factors influence human judgment and decision-making? Why and when are people prone to judgement errors and biases? What kinds of interventions will help people make better decisions, or improve human welfare? Our interdisciplinary Decision-Making PhD program focuses on training students to conduct and publish academic research that helps to answer these important questions. Along the way, students receive rigorous quantitative/statistical training, and acquire a deep understanding of the literature on judgment and decision-making, significant exposure to the fields of psychology, economics, organizational behavior, and marketing.

Information Systems (IS)
The IS track covers a broad range of research interests. Students interested in information and decision technology (IDT) focuses on the analytical and information technology-based methods for managing complex organizations. Those interested in information strategy and economics (ISE) focus on understanding the strategic aspects of information and information management.

Operations Management / Operations Research (OM / OR)
OM/OR focuses on the processes that define an organization’s outputs, as well as the methods commonly used to analyze these processes. Students specializing in OM are interested in a wide range of functions and organizational types, including operations strategy, product design, process design, technology management, capacity planning, inventory control, supply chain management and service system planning. Students interested in OR focus more on the application of mathematical models to these areas.

For more information: https://doctoral.wharton.upenn.edu/operations-information-decisions/

View the University’s Academic Requirements for PhD Degrees (p. 1939).
The total course units required for graduation is 16.

<table>
<thead>
<tr>
<th>Code</th>
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<th>Course Units</th>
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<tr>
<td>OIDD 900</td>
<td>Foundations of Decision Processes</td>
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<tr>
<td>OIDD 940</td>
<td>Operations Management</td>
<td>1</td>
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<tr>
<td>OIDD 955</td>
<td>Research Seminar in Information Systems</td>
<td>1</td>
</tr>
<tr>
<td>Statistics</td>
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<tr>
<td>OIDD 910</td>
<td>Intro to Linear, Nonlinear and Integer Optimization</td>
<td>0.5</td>
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<tr>
<td>OIDD 930</td>
<td>Stochastic Models</td>
<td>1</td>
</tr>
<tr>
<td>OIDD 941</td>
<td>Distribution Systems Seminar</td>
<td>1</td>
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</table>

Select one of the following:

| ECON 681 | Microeconomic Theory | 1 |
| ECON 682 | Game Theory and Applications. | 0.5 |
| ECON 701 | Microeconomic Theory I | 1 |
| ECON 702 | Macroeconomic Theory I | 1 |

Total Course Units 14-21

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Statistics, PhD

Wharton’s PhD program in Statistics provides the foundational education that allows students to engage both cutting-edge theory and applied problems. These include problems from a wide variety of fields within Wharton, such as finance, marketing, and public policy, as well as fields across the rest of the University such as biostatistics within the Medical School and computer science within the Engineering School.

Major areas of departmental research include:

- analysis of observational studies;
- Bayesian inference, bioinformatics;
- decision theory;
- game theory;
- high dimensional inference;
The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Sample Plan of Study

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>First Year</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Fall</strong></td>
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<tr>
<td>STAT 930</td>
<td>Probability Theory</td>
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</tr>
<tr>
<td>STAT 961</td>
<td>Statistical Methodology</td>
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<tr>
<td>STAT 970</td>
<td>Mathematical Statistics</td>
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<tr>
<td></td>
<td></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>STAT 927</td>
<td>Bayesian Statistical Theory and Methods</td>
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</tr>
<tr>
<td>STAT 931</td>
<td>Stochastic Processes</td>
<td>1</td>
</tr>
<tr>
<td>STAT 971</td>
<td>Introduction to Linear Statistical Models</td>
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</tr>
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<td></td>
<td></td>
<td><strong>Second Year</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Fall</strong></td>
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<tr>
<td>STAT 972</td>
<td>Advanced Topics in Mathematical Statistics</td>
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<tr>
<td>Two Electives</td>
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<td></td>
<td></td>
<td><strong>Spring</strong></td>
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<tr>
<td>Three Electives</td>
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<td><strong>Summer</strong></td>
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<td>Second-Year Paper</td>
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<tr>
<td></td>
<td></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>Directed Study Course</td>
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<tr>
<td>Two Electives</td>
<td></td>
<td></td>
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<tr>
<td>Oral Exam/Thesis Proposal</td>
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<tr>
<td></td>
<td></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>Electives or Directed Study Units</td>
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<tr>
<td></td>
<td></td>
<td><strong>Fourth Year and Beyond</strong></td>
</tr>
<tr>
<td>Directed Study and Dissertation Research</td>
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</tr>
</tbody>
</table>

### Accounting, MBA

The Accounting major helps students acquire the skills to measure and communicate an organization’s economic activities. Accounting is the formal system of collecting, organizing, and reporting the financial data used to make economic decisions. The data shed light on current financial status and liquidity, as well as past profitability and funds-generating capability. Its users include corporate shareholders, lenders, management, employees, research organizations, and taxing and regulatory agencies.

Many different types of economic decisions require accounting data. One major use of accounting data is to inform outsiders (interested people who do not have direct access to corporate records) of the firm’s economic status and progress. By contrast, the firm’s management requires data that will aid in controlling operations and evaluating performance. Outside agencies often collect accounting data for tax collection and other social and economic policy purposes.

The accounting major at the Wharton School focuses on the user of accounting data. Most courses in the department stress concepts, procedures and applications with a view to the student understanding how accounting information is generated and its reliability in analysis. Most accounting majors are preparing for careers in which accounting data are used extensively. The department’s flexible curriculum also allows interested students to take the required courses toward certification as a CPA (certified public accountant) or CMA (chartered management accountant). As the specific course requirements for these certificates vary from state to state and usually exceed the minimum requirements for a Wharton MBA major, students who seek professional certification should seek the advice of the Accounting Department adviser as early as possible to plan their programs.

For more information: [https://accounting.wharton.upenn.edu/programs/mba/](https://accounting.wharton.upenn.edu/programs/mba/)
Curriculum

A minimum of 19 course units is required for graduation.

Major electives taken on a pass/fail basis cannot be counted toward the Accounting major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accounting Major Requirements</td>
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<tr>
<td></td>
<td>Select 4 course units from the following: *</td>
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<tr>
<td>ACCT 706</td>
<td>Cost Management</td>
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<tr>
<td>ACCT 742</td>
<td>Financial Reporting and Business Analysis</td>
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<tr>
<td>ACCT 743</td>
<td>Accounting for Mergers, Acquisitions and Complex Financial Structures</td>
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<tr>
<td>ACCT 747</td>
<td>Financial Disclosure Analytics</td>
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<tr>
<td>ACCT 897</td>
<td>Taxes and Business Strategy</td>
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<tr>
<td>FNCE 728</td>
<td>Valuation</td>
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<tr>
<td></td>
<td>Electives</td>
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<td></td>
<td>Select 5.5 course units of electives</td>
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<td></td>
<td>MBA Core Requirements</td>
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<td></td>
<td>Total Course Units</td>
<td>19</td>
</tr>
</tbody>
</table>

* The core accounting courses do not count towards the major, but are prerequisites for the other courses in the department.

MBA Core Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accounting</td>
<td>0.5-1</td>
</tr>
<tr>
<td>ACCT 611</td>
<td>Fundamentals of Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>ACCT 613</td>
<td>Fundamentals of Financial and Managerial Accounting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finance</td>
<td>0.5-1</td>
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<tr>
<td></td>
<td>Corporate Finance</td>
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<td>FNCE 611</td>
<td>Corporate Finance</td>
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<tr>
<td>FNCE 621</td>
<td>Corporate Finance (Half CU)</td>
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<tr>
<td></td>
<td>Macroeconomics</td>
<td>0.5-1</td>
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<tr>
<td>FNCE 613</td>
<td>Macroeconomics and the Global Economic Environment</td>
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</tr>
<tr>
<td>FNCE 623</td>
<td>Macroeconomics and The Global Economic Environment (Half CU)</td>
<td></td>
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<tr>
<td></td>
<td>Legal Studies</td>
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<tr>
<td>LGST 611</td>
<td>Responsibility in Global Management</td>
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<tr>
<td>or LGST 612</td>
<td>Responsibility in Business</td>
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<tr>
<td></td>
<td>Microeconomics</td>
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<tr>
<td>MGEC 611</td>
<td>Microeconomics for Managers: Foundations</td>
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<tr>
<td>MGEC 612</td>
<td>Microeconomics for Managers: Advanced Applications</td>
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<td></td>
<td>Management</td>
<td>0.5</td>
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<tr>
<td>MGMT 610</td>
<td>Foundations of Teamwork and Leadership</td>
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</tr>
<tr>
<td>MGMT 611</td>
<td>Managing Established Enterprises</td>
<td>1</td>
</tr>
</tbody>
</table>

Actuarial Science, MBA

The Wharton actuarial science curriculum prepares students for professional certification as an actuary. The curriculum includes general business courses important for developing a strong, general understanding of the business environment, as well as quantitative courses in economics, accounting, computer science, and finance. The location of the actuarial science program within an internationally renowned business school provides students with an exceptional opportunity to blend studies in economic theory, financial strategies, general business principles, insurance company management, corporate risk management, and public policy. Students enrolling are expected to have undergraduate training in calculus and at least one course in statistics and probability theory. Students are encouraged, but not required, to take actuarial examinations organized by the Society of Actuaries or the Casualty Actuarial Society during their studies.

The Society of Actuaries and the Casualty Actuarial Society adopted a new examination system in 2007. Three topics (Applied Statistical
Methods, Corporate Finance, and Economics) require Validation by Educational Experience (VEE). The Society of Actuaries has approved a large number of Wharton and Penn courses that satisfy the VEE requirements. A list of these approved courses can be found on the Society website.


For more information: https://statistics.wharton.upenn.edu/programs/mba/course-requirements-major-actuarial-science/

Curriculum

A minimum of 19 course units is required for graduation.

Major electives taken on a pass/fail basis cannot be counted toward the Actuarial Science major.

<table>
<thead>
<tr>
<th>Code</th>
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<th>Course Units</th>
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<tbody>
<tr>
<td>STAT/BEPP 851</td>
<td>Fundamentals of Actuarial Science I</td>
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<td>Fundamentals of Actuarial Science II</td>
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<td>STAT/BEPP 853</td>
<td>Actuarial Statistics</td>
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<td>BEPP 890</td>
<td>Advanced Study Project</td>
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<tr>
<td>BEPP 823</td>
<td>Business Insurance and Estate Planning</td>
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<td>STAT 705</td>
<td>Statistical Computing with R</td>
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<td>STAT 711</td>
<td>Forecasting Methods for Management</td>
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<td>STAT 722</td>
<td>Predictive Analytics for Business (formerly STAT 622)</td>
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<tr>
<td>STAT 770</td>
<td>Data Analytics and Statistical Computing</td>
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Electives

Select 4.5 course units of electives 4.5

MBA Core Requirements 9.5

Total Course Units 18

MBA Core Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>ACCT 611</td>
<td>Fundamentals of Financial Accounting</td>
<td>0.5-1</td>
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<tr>
<td>ACCT 613</td>
<td>Fundamentals of Financial and Managerial Accounting</td>
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Finance ^1

<table>
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<th>Course Units</th>
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<tbody>
<tr>
<td>FNCE 611</td>
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<tr>
<td>FNCE 621</td>
<td>Corporate Finance (Half CU)</td>
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Macroeconomics

Select one of the following: 0.5-1

<table>
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<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>FNCE 613</td>
<td>Macroeconomics and the Global Economic Environment</td>
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Legal Studies

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>LGST 611</td>
<td>Responsibility in Global Management</td>
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<tr>
<td>or LGST 612</td>
<td>Responsibility in Business</td>
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Microeconomics

<table>
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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>MGEC 611</td>
<td>Microeconomics for Managers: Foundations</td>
<td>0.5</td>
</tr>
<tr>
<td>MGEC 612</td>
<td>Microeconomics for Managers: Advanced Applications</td>
<td>0.5</td>
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Management

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>MGMT 610</td>
<td>Foundations of Teamwork and Leadership</td>
<td>0.5</td>
</tr>
<tr>
<td>MGMT 611</td>
<td>Managing Established Enterprises</td>
<td>1</td>
</tr>
<tr>
<td>or MGMT 612</td>
<td>Management of Emerging Enterprises</td>
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Marketing

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>MKTG 611</td>
<td>Marketing Management</td>
<td>0.5</td>
</tr>
<tr>
<td>MKTG 612</td>
<td>Dynamic Marketing Strategy</td>
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<tr>
<td>or MKTG 613</td>
<td>Strategic Marketing Simulation</td>
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OIDD

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>OIDD 611</td>
<td>Quality and Productivity</td>
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</tr>
<tr>
<td>or OIDD 615</td>
<td>Operations Strategy</td>
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Select one of the following: ^2 0.5

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tr>
<td>OIDD 611</td>
<td>Quality and Productivity</td>
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<tr>
<td>OIDD 612</td>
<td>Business Analytics</td>
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<tr>
<td>OIDD 613</td>
<td>Online Business Models and the Information-Based Firm</td>
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<tr>
<td>OIDD 614</td>
<td>Innovation</td>
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<tr>
<td>OIDD 615</td>
<td>Operations Strategy</td>
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Statistics

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<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>STAT 613</td>
<td>Regression Analysis for Business ^3</td>
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</tr>
<tr>
<td>or STAT 621</td>
<td>Accelerated Regression Analysis for Business</td>
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Management Communication

<table>
<thead>
<tr>
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<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>WHCP 611</td>
<td>Management Communication</td>
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</table>

Select one of the following: 0.25

<table>
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<tr>
<td>WHCP 612</td>
<td>Advanced Persuasive Speaking</td>
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<tr>
<td>WHCP 615</td>
<td>Communication Challenges for Entrepreneurs: Pitching your Business</td>
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<tr>
<td>WHCP 624</td>
<td>Persuasive Writing for Business Leaders</td>
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</table>

Total Course Units 9.5

^1 Students cannot enroll in both FNCE 621 and FNCE 623.
^2 Students must take at least one of OIDD 611 and OIDD 615, and may take both to satisfy the requirement.
^3 STAT 621 is by placement only.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Business Analytics, MBA

The Business Analytics MBA major is designed to build deep competency in the skills needed to implement and oversee data-driven business decisions, including

- collecting, managing and describing datasets,
- forming inferences and predictions from data and
- making optimal and robust decisions.

Business analytics makes extensive use of statistical analysis and the applications of business analytics span all functional areas.

Business analytics has emerged in recent years as a powerful and required capability for firms in competitive markets. The quantity, quality and diversity of available data have never been greater, which has created new and significant opportunities for organizations to use data to improve their decisions with respect to both internal resources as well as external interactions with suppliers and customers.

Students choosing the Business Analytics MBA major are ideally suited for the growing set of careers broadly defined under the header of "data science" with responsibilities for managing and analyzing data. In addition, the major provides an excellent complement to students who choose to focus on one of the functional areas of business (e.g., accounting, finance, marketing, operations).

For more information: https://mba-inside.wharton.upenn.edu/buan-major/

Curriculum

A minimum of 19 course units is required for graduation.

Major electives taken on a pass/fail basis cannot be counted toward the Business Analytics major. Up to one (1) CU from a list of pre-approved non-Wharton courses may be counted towards the major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td></td>
<td><strong>Business Analytics Major Requirements</strong></td>
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<tr>
<td></td>
<td><strong>Core Requirements</strong></td>
<td></td>
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<tr>
<td>STAT 613</td>
<td>Regression Analysis for Business</td>
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<tr>
<td>or STAT 621</td>
<td>Accelerated Regression Analysis for Business</td>
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</tr>
<tr>
<td>OIDD 611</td>
<td>Quality and Productivity</td>
<td></td>
</tr>
<tr>
<td>or OIDD 615</td>
<td>Operations Strategy</td>
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</tr>
<tr>
<td>OIDD 612</td>
<td>Business Analytics</td>
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<tr>
<td>Select 3-4 course units from the following:</td>
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<tr>
<td>ACCT 742</td>
<td>Financial Reporting and Business Analysis</td>
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<tr>
<td>ACCT 747</td>
<td>Financial Disclosure Analytics</td>
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<tr>
<td>BEPP 780</td>
<td>Applied Data Analysis</td>
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</tr>
<tr>
<td>FNCE 720</td>
<td>Investment Management</td>
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<tr>
<td>FNCE 885</td>
<td>Fin-Tech</td>
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<tr>
<td>HCMG 857</td>
<td>Healthcare Data and Analytics</td>
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<tr>
<td>LGST 642</td>
<td>Big Data, Big Responsibilities: The Law and Ethics of Business Analytics</td>
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<tr>
<td>MGMT/OIDD 793</td>
<td>People Analytics</td>
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<tr>
<td>MKTG 712</td>
<td>Data and Analysis for Marketing Decisions</td>
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</tr>
<tr>
<td>MKTG 754</td>
<td>Pricing Policy</td>
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<tr>
<td></td>
<td><strong>Electives</strong></td>
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<tr>
<td>Select up to 1 course unit of the following:</td>
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<tr>
<td>CIS 519</td>
<td>Introduction to Machine Learning</td>
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</tr>
<tr>
<td>CIS 520</td>
<td>Machine Learning</td>
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</tr>
<tr>
<td>CIS 545</td>
<td>Big Data Analytics</td>
<td></td>
</tr>
<tr>
<td>CIT 590</td>
<td>Programming Languages and Techniques</td>
<td></td>
</tr>
<tr>
<td>CIT 591</td>
<td>Introduction to Software Development</td>
<td></td>
</tr>
<tr>
<td>CIT 593</td>
<td>Introduction to Computer Systems</td>
<td></td>
</tr>
<tr>
<td>CIT 594</td>
<td>Data Structures and Sofware Design</td>
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<tr>
<td>CIT 595</td>
<td>Computer Systems Programming</td>
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<tr>
<td>EDUC 683</td>
<td>Survey Methods &amp; Design</td>
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<td>EDUC 767</td>
<td>Regression and Analysis of Variance</td>
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<tr>
<td>EDUC 768</td>
<td>Measurement Theory and Test Construction</td>
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</tr>
<tr>
<td>EDUC 777</td>
<td>Structural Equations Modeling</td>
<td></td>
</tr>
<tr>
<td>MUSA 500</td>
<td>Spatial Statistics and Data Analysis</td>
<td></td>
</tr>
<tr>
<td>NPLD 720</td>
<td>Data Analysis for Social Impact</td>
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</tr>
<tr>
<td></td>
<td>**Select up to 1 course unit of the following:</td>
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</tr>
<tr>
<td></td>
<td><strong>Total Course Units</strong></td>
<td>19</td>
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MBA Core Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Accounting</strong></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>0.5-1</td>
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</tr>
<tr>
<td>ACCT 611</td>
<td>Fundamentals of Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>ACCT 613</td>
<td>Fundamentals of Financial and Managerial Accounting</td>
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</tbody>
</table>

2020-21 Catalog | Generated 09/18/20
The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Business Economics & Public Policy, MBA**

The Business Economics and Public Policy major equips future business leaders with the tools to analyze incentives and policies of firms, governments, and consumers. Whether a firm is engaged in real estate development, bringing new products to market, developing new technologies, exporting products, addressing environmental issues, or providing infrastructure services, it will need to be familiar with the incentives of competitors and the role of government so that it can understand which actions it can take, and how other actors will respond.

The major enables students to formulate policy with the best techniques offered by both private and public sector research. The tools will be useful across a range of careers, particularly those that involve developing economies or regulated industries. It helps future private managers to understand, react to, and help form the environment in which they will operate.

The department’s courses focus on understanding the implications for the business world of increased globalization; technological change, such as the internet and e-commerce; the increasing role of intellectual property rights; and the public demand for greater government efficiency. These new developments have resulted in privatization, deregulation, and changes in health, antitrust, and environmental policy — all of which critically affect business interests.

For more information: [https://bepp.wharton.upenn.edu/programs/mba/](https://bepp.wharton.upenn.edu/programs/mba/)

**Curriculum**

A minimum of 19 course units is required for graduation.

Major electives taken on a pass/fail basis cannot be counted toward the Business Economics & Public Policy major.

<table>
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<tr>
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<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>BEPP Major Requirements</td>
<td>Select four course units, with at least three from the following:</td>
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<tr>
<td>BEPP 620</td>
<td>Behavioral Economics, Markets and Public Policy</td>
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<tr>
<td>BEPP/REAL 708</td>
<td>Housing Markets</td>
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<td>BEPP 710</td>
<td>Firms, Markets and Public Policy.</td>
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<tr>
<td>BEPP/OIDD 761</td>
<td>Risk Analysis and Environmental Management</td>
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<td>BEPP/OIDD 763</td>
<td>Energy Markets &amp; Policy</td>
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<td>BEPP 770</td>
<td>Public Finance and Policy</td>
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<tr>
<td>BEPP 773/ FNCE 730/ REAL 730</td>
<td>Urban Fiscal Policy</td>
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1. Students cannot enroll in both FNCE 621 and FNCE 623.
2. Students must take at least one of OIDD 611 and OIDD 615, and may take both to satisfy the requirement.
3. STAT 621 is by placement only.
BEPP 789  Nations, Politics, and Markets.
BEPP 805  Risk Management
BEPP 812  Markets for Pure Risk
BEPP 823  Business Insurance and Estate Planning.
BEPP/STAT 851  Fundamentals of Actuarial Science I
BEPP/STAT 852  Fundamentals of Actuarial Science II
BEPP/STAT 853  Actuarial Statistics
BEPP 893  Advanced Study Projects
FNCE 726  Advanced Corporate Finance

Electives
Select 5.5 course units of electives 5.5

MBA Core Requirements 9.5

Total Course Units 19

1  Students may seek approval to have one of the four course units be from other departments of The Wharton School or in other schools of the University.

MBA Core Requirements

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<tr>
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<tbody>
<tr>
<td></td>
<td><strong>Accounting</strong></td>
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</tr>
<tr>
<td></td>
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</tr>
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<tr>
<td></td>
<td><strong>Finance</strong></td>
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<tr>
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<td>Select one of the following:</td>
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<tr>
<td>FNCE 611</td>
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<tr>
<td>FNCE 621</td>
<td>Corporate Finance (Half CU)</td>
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<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
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</tr>
<tr>
<td>FNCE 613</td>
<td>Macroeconomics and the Global Economic Environment</td>
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</tr>
<tr>
<td>FNCE 623</td>
<td>Macroeconomics and The Global Economic Environment</td>
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<tr>
<td></td>
<td><strong>Legal Studies</strong></td>
<td></td>
</tr>
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<td>LGST 611</td>
<td>Responsibility in Global Management</td>
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</tr>
<tr>
<td>or LGST 612</td>
<td>Responsibility in Business</td>
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</tr>
<tr>
<td></td>
<td><strong>Microeconomics</strong></td>
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<tr>
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<td>Microeconomics for Managers: Foundations</td>
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<tr>
<td>MGMT 610</td>
<td>Foundations of Teamwork and Leadership</td>
<td>0.5</td>
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<td>Managing Established Enterprises</td>
<td>1</td>
</tr>
<tr>
<td>or MGMT 612</td>
<td>Management of Emerging Enterprises</td>
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<tr>
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<td><strong>Marketing</strong></td>
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<tr>
<td>MKTG 611</td>
<td>Marketing Management</td>
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<tr>
<td>MKTG 612</td>
<td>Dynamic Marketing Strategy</td>
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</tr>
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</table>

1  Students cannot enroll in both FNCE 621 and FNCE 623.

2  Students must take at least one of OID 611 and OID 615, and may take both to satisfy the requirement.

3  STAT 621 is by placement only.

Total Course Units 9.5

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Business, Energy, Environment and Sustainability, MBA

The MBA Major in Business, Energy, Environment and Sustainability ("BEES") is designed to provide in-depth foundations for those interested in the complex relationships between business and the natural environment, management of environmental risks, and the business and economics of energy. As global energy markets grow and change rapidly and environmental challenges rise, there is a strong need for a new generation of expert business leaders who understand the rapidly evolving trends in business models, technology, regulation, and financing. Students choosing the BEES MBA Major are therefore ideally suited for the ever-expanding set of careers in energy companies, clean-tech investing, energy banking, consulting, the non-profit world, and the government. Students will gain insight into these challenges through an inter-disciplinary approach. Relevant courses are offered by departments including Business Economics and Public Policy, Finance, Legal Studies and Business Ethics, Management, Marketing, and Operations Information and Decisions. Additional courses on business, energy, and the environment can be credited toward the Wharton BEES MBA Major from the School of Arts and Sciences, the School of Engineering and
Applied Science, and the School of Design, among other programs, as specified below.

**For more information:** [https://riskcenter.wharton.upenn.edu/mba-bees-major/](https://riskcenter.wharton.upenn.edu/mba-bees-major/)

**Curriculum**

A minimum of 19 course units is required for graduation.

Major electives taken on a pass/fail basis cannot be counted toward the Business, Energy, Environment and Sustainability major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>BEPP/OIDD 763</td>
<td>Energy Markets &amp; Policy</td>
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<tr>
<td>FNCE 754</td>
<td>Impact Investing</td>
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<td>FNCE 756</td>
<td>Energy Finance</td>
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<tr>
<td>LGST/OIDD 762</td>
<td>Environmental Sustainability and Value Creation</td>
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</tr>
<tr>
<td>LGST 815</td>
<td>Environmental Management: Law and Policy</td>
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</tr>
<tr>
<td>MGMT 720</td>
<td>Corporate Diplomacy</td>
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</tr>
<tr>
<td>MKTG 733</td>
<td>Marketing for Social Impact</td>
<td></td>
</tr>
<tr>
<td>OIDD 525</td>
<td>Thinking with Models: Business Analytics for Energy and Sustainability</td>
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</tr>
<tr>
<td>OIDD/OIDD 761</td>
<td>Risk Analysis and Environmental Management</td>
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</table>

**MBA Core Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 611</td>
<td>Fundamentals of Financial Accounting</td>
<td>0.5-1</td>
</tr>
<tr>
<td>ACCT 613</td>
<td>Fundamentals of Financial and Managerial Accounting</td>
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<tr>
<td>FNCE 611</td>
<td>Corporate Finance</td>
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<tr>
<td>FNCE 621</td>
<td>Corporate Finance (Half CU)</td>
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**Accounting**

Select one of the following:

- ACCT 611: Fundamentals of Financial Accounting
- ACCT 613: Fundamentals of Financial and Managerial Accounting

**Finance**

Select one of the following:

- FNCE 611: Corporate Finance
- FNCE 621: Corporate Finance (Half CU)

**Macroeconomics**

Select one of the following:

- FNCE 613: Macroeconomics and the Global Economic Environment
- FNCE 623: Macroeconomics and The Global Economic Environment (Half CU)

**Legal Studies**

- LGST 611: Responsibility in Global Management
- LGST 612: Responsibility in Business

**Microeconomics**

- MGE 611: Microeconomics for Managers: Foundations
- MGE 612: Microeconomics for Managers: Advanced Applications

**Management**

- MGMT 610: Foundations of Teamwork and Leadership
- MGMT 611: Managing Established Enterprises
- or MGMT 612: Management of Emerging Enterprises

**Marketing**

- MKTG 611: Marketing Management
- MKTG 612: Dynamic Marketing Strategy
- or MKTG 613: Strategic Marketing Simulation

**OIDD**

- OIDD 611: Quality and Productivity
- OIDD 615: Operations Strategy

Select one of the following:

- OIDD 611: Quality and Productivity

The BEES MBA Major requires four course units. At least three course units must be from the list of Wharton courses. Up to one course unit may be from the list of pre-approved non-Wharton courses. If a student believes that a course is missing from this list, they may petition the Director of the BEES Major to add the course to the list prior to the start of the semester in which the course will be taken, or at the latest, within the first two weeks of the semester. Requests after a course has been completed will not be granted. The request should include a copy of the syllabus for the course and a brief statement as to why the course should be added. Courses that are likely to be approved are non-Wharton courses in which the primary focus is on topics relating to energy, environment, and sustainability, such as those listed here: [https://kleinmanenergy.upenn.edu/energy-courses/](https://kleinmanenergy.upenn.edu/energy-courses/).
Curriculum
A minimum of 19 course units is required for graduation.

Only one (1) CU of pass/fail coursework can be counted toward the Entrepreneurship & Innovation major.

<table>
<thead>
<tr>
<th>Code</th>
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<th>Course Units</th>
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<td>FNCE 751 The Finance of Buyouts and Acquisitions</td>
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<td>HCMG 867 Health Care Entrepreneurship</td>
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<td>LGST 813 Legal and Transactional Aspects of Entrepreneurship</td>
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<td>MGMT 691/ LGST 806/ OIDD 691 Negotiations</td>
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<td>MGMT 712 Managing strategic partnerships</td>
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<td>MGMT 721 Corporate Development: Mergers and Acquisitions</td>
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<td>MGMT 729 Intellectual Property Strategy for the Innovation-Driven Enterprise</td>
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<td>MGMT 731 Technology Strategy</td>
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<td>MGMT 765 Venture Capital and Entrepreneurial Management: Practices and Institutions of Silicon Valley</td>
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<td>MGMT 802 Change, Innovation &amp; Entrepreneurship</td>
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<td>MGMT 804 Venture Capital and Entrepreneurial Management</td>
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<td>MGMT 806 Venture Implementation</td>
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<td>MGMT 811 Entrepreneurship Through Acquisition</td>
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<td>MGMT 812 Social Entrepreneurship</td>
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<td>MGMT 816 Building Human Assets in Entrepreneurial Ventures</td>
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<td>MGMT 833 Strategies and Practices of Family-controlled Companies</td>
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<td>MKTG 721 New Product Management</td>
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<td>MKTG 727 Digital Marketing and Electronic Commerce</td>
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<td>MKTG 734 Idea Generation and the Systematic Approach for Creativity</td>
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<td>MGMT 741 Entrepreneurial Marketing</td>
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<td>OIDD 636 Scaling Operations: Linking Strategy and Execution</td>
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<td>OIDD 662 Enabling Technologies</td>
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<td>REAL 891 Real Estate Entrepreneurship</td>
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</table>

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Entrepreneurship and Innovation, MBA
The Entrepreneurship & Innovation major provides MBA students with skills, analytical tools, perspectives, and experiences that prepare them for careers as autonomous entrepreneurs, family-business entrepreneurs, or entrepreneurs in corporate settings. Whether a student wants to start a business while in school, join an emerging business, or set the groundwork to launch a new firm later in his or her career, the program aims to provide preparation for all of these exciting options. Entrepreneurial skills and thinking are actively sought by more competitive and profitable growing businesses. The special strength of this program is that it combines theory with practice, providing students the opportunity to test the theories, models, and strategies learned in the classroom by creating real business plans, working on other field projects, and gaining access and insight from leaders in the entrepreneurial business community.

Endowed in 1997 by Robert B. Goergen WG’62, The Goergen Entrepreneurial Management Program is based on the leading research conducted by Wharton faculty. The program is distinguished by its ability to combine theory with practice, allowing students to gain access and insight from the entrepreneurial business community. His generous gift endows the teaching programs in entrepreneurship at Wharton, including a Robert B. Goergen Professorship, funds for course development, and fellowships for new faculty.

For more information: https://mgmt.wharton.upenn.edu/programs/mba/entrepreneurial-management/
Select 5.5 course units of electives

**MBA Core Requirements**

<table>
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<th>Course Units</th>
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<td></td>
<td>ACCT 611 Fundamentals of Financial Accounting</td>
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<td>ACCT 613 Fundamentals of Financial and Managerial Accounting</td>
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<tr>
<td></td>
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<td>FNCE 621 Corporate Finance (Half CU)</td>
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<td>STAT 613 Regression Analysis for Business</td>
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<td></td>
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<tr>
<td></td>
<td><strong>Management Communication</strong></td>
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</tbody>
</table>

Total Course Units: 19

1. Students cannot enroll in both FNCE 621 and FNCE 623.
2. Students must take at least one of OIDD 611 and OIDD 615, and may take both to satisfy the requirement.
3. STAT 621 is by placement only.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Finance, MBA**

The Finance major provides students with the analytic and theoretical tools required to master practical issues in Finance, with applications to financial management in business firms, financial institutions, government, and not-for-profit entities. While some attention is given to the descriptive, institutional, and historical aspects of the field, primary emphasis is placed on the analytical foundations of the discipline, emphasizing theory and methods of analysis and making extensive use of relevant techniques of economic analysis, mathematics, and statistics. Graduates have begun their professional careers with positions in financial divisions of non-financial firms, investment banks, broker-dealers, asset management firms, and management consulting firms, as well as various departments of commercial banks and other financial intermediaries, not-for-profit entities, central banks, and international financial organizations.

For more information: [https://fnce.wharton.upenn.edu/programs/mba/](https://fnce.wharton.upenn.edu/programs/mba/)

**Curriculum**

A minimum of 19 course units is required for graduation.

Major electives taken on a pass/fail basis cannot be counted toward the Finance major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<td><strong>Finance Core Requirements</strong></td>
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<td>FNCE 611 Corporate Finance</td>
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<td>FNCE 613 Macroeconomics and the Global Economic Environment</td>
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<td></td>
<td><strong>MBA Core Requirements</strong></td>
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</table>

Total Course Units: 19
Neither FNCE 621 nor FNCE 623 fulfill this requirement.

** Major credit for FNCE 899 and/or a Finance Department-approved Global Modular course is limited to a total of 1 course unit.

### MBA Core Requirements

<table>
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Select one of the following:

- WHCP 612 Advanced Persuasive Speaking
- WHCP 615 Communication Challenges for Entrepreneurs: ‘Pitching your Business’
- WHCP 624 Persuasive Writing for Business Leaders

Total Course Units: 9.5

1. Students cannot enroll in both FNCE 621 and FNCE 623.
2. Students must take at least one of OIDD 611 and OIDD 615, and may take both to satisfy the requirement.
3. STAT 621 is by placement only.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Health Care Management, MBA

The Health Care Management major builds on the established strength of the core curriculum to provide expertise in the complex and distinctive features of the dynamic and rapidly changing health care industry. Wharton Health Care majors are unusually well-qualified for careers in management, consulting, and investing in diverse areas within health care space, including health care delivery, services, managed care, biotechnology and pharmaceuticals, information technology, and entrepreneurship.

Health Care majors draw on a rich variety of electives within the Health Care Management Department, other Wharton Departments, and courses across the university. They also benefit from an interdisciplinary faculty based in Wharton, the Perelman School of Medicine, and other Penn schools and departments, along with adjunct faculty with extensive practical experience.

The Health Care Management major differs from others at Wharton in that:

1. Students must choose the major at the time of application to Wharton, and
2. The major integrates academic and professional development, helping students to obtain summer and permanent positions.

The Health Care Management Department also sponsors an alumni mentor program and benefits from strong links to the Wharton Health Care Alumni Association. Students in health care-related dual degree programs, including the MD/MBA, generally complete the Health Care Management major.

For more information: [https://hcmg.wharton.upenn.edu/programs/mba/hcmg-major-requirements/](https://hcmg.wharton.upenn.edu/programs/mba/hcmg-major-requirements/)

### Curriculum

A minimum of 19 course units is required for graduation.

Major electives taken on a pass/fail basis cannot be counted toward the Health Care Management major.
### Health Care Management Major Requirements

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<td>HCMG 653</td>
<td>Health Care Field Application Project</td>
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<td>HCMG 845</td>
<td>US Payer and Provider Strategy</td>
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<td>HCMG 849</td>
<td>Financial Management of Health Institutions</td>
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<td>HCMG 850</td>
<td>Health Care Reform and the Future of the American Health Care System</td>
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<td>HCMG 852</td>
<td>Health Services Delivery: A Managerial Economic Approach</td>
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<td>HCMG 853</td>
<td>Management and Strategy in Medical Devices and Technology</td>
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<tr>
<td>HCMG 855</td>
<td>Management of Health Care for the Elderly</td>
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<td>HCMG 857</td>
<td>Healthcare Data and Analytics</td>
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<td>HCMG 859</td>
<td>Comparative Health Care Systems</td>
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<td>HCMG 860</td>
<td>MANAGING HEALTH CARE ORGANIZATIONS</td>
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<td>HCMG 863</td>
<td>Management and Economics of Pharmaceutical and Biotech Industries</td>
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<td>HCMG 866</td>
<td>E-Health: Business Models and Impact</td>
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<td>HCMG 868</td>
<td>Private Sector Role in Global Health</td>
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<td>Advanced Study Project: Management of Health Care Service Businesses</td>
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<tr>
<td>HCMG 899</td>
<td>INDEPENDENT STUDY</td>
<td></td>
</tr>
</tbody>
</table>

### Electives

Select 4.5 course units of electives: 4.5

### MBA Core Requirements

#### Accounting

Select one of the following: 0.5-1
- ACCT 611 Fundamentals of Financial Accounting
- ACCT 613 Fundamentals of Financial and Managerial Accounting

#### Finance

Select one of the following: 0.5-1
- FNCE 611 Corporate Finance
- FNCE 621 Corporate Finance (Half CU)

#### Macroeconomics

Select one of the following: 0.5-1
- FNCE 613 Macroeconomics and the Global Economic Environment
- FNCE 623 Macroeconomics and The Global Economic Environment (Half CU)

#### Legal Studies

LGST 611 Responsibility in Global Management 0.5

### Microeconomics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGE 611</td>
<td>Microeconomics for Managers: Foundations</td>
<td>0.5</td>
</tr>
<tr>
<td>MGE 612</td>
<td>Microeconomics for Managers: Advanced Applications</td>
<td>0.5</td>
</tr>
</tbody>
</table>

### Management

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 610</td>
<td>Foundations of Teamwork and Leadership</td>
<td>0.5</td>
</tr>
<tr>
<td>MGMT 611</td>
<td>Managing Established Enterprises</td>
<td>1</td>
</tr>
<tr>
<td>or MGMT 612</td>
<td>Management of Emerging Enterprises</td>
<td>0.5</td>
</tr>
</tbody>
</table>

### Marketing

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 611</td>
<td>Marketing Management</td>
<td>0.5</td>
</tr>
<tr>
<td>MKTG 612</td>
<td>Dynamic Marketing Strategy</td>
<td>0.5</td>
</tr>
<tr>
<td>or MKTG 613</td>
<td>Strategic Marketing Simulation</td>
<td></td>
</tr>
</tbody>
</table>

### OIDD

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>OIDD 611</td>
<td>Quality and Productivity</td>
<td>0.5</td>
</tr>
<tr>
<td>or OIDD 615</td>
<td>Operations Strategy</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following: 0.5

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>OIDD 611</td>
<td>Quality and Productivity</td>
<td>0.5</td>
</tr>
<tr>
<td>OIDD 612</td>
<td>Business Analytics</td>
<td>0.5</td>
</tr>
<tr>
<td>OIDD 613</td>
<td>Online Business Models and the Information-Based Firm</td>
<td></td>
</tr>
<tr>
<td>OIDD 614</td>
<td>Innovation</td>
<td>0.5</td>
</tr>
<tr>
<td>OIDD 615</td>
<td>Operations Strategy</td>
<td>0.5</td>
</tr>
</tbody>
</table>

### Statistics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 613</td>
<td>Regression Analysis for Business 3</td>
<td>1</td>
</tr>
<tr>
<td>or STAT 621</td>
<td>Accelerated Regression Analysis for Business</td>
<td></td>
</tr>
</tbody>
</table>

### Management Communication

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHCP 611</td>
<td>Management Communication</td>
<td>0.25</td>
</tr>
</tbody>
</table>

Select one of the following: 0.25

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHCP 612</td>
<td>Advanced Persuasive Speaking</td>
<td>0.25</td>
</tr>
<tr>
<td>WHCP 615</td>
<td>Communication Challenges for Entrepreneurs: ‘Pitching your Business’</td>
<td></td>
</tr>
<tr>
<td>WHCP 624</td>
<td>Persuasive Writing for Business Leaders</td>
<td></td>
</tr>
</tbody>
</table>

Total Course Units 9.5

1. Students cannot enroll in both FNCE 621 and FNCE 623.
2. Students must take at least one of OIDD 611 and OIDD 615, and may take both to satisfy the requirement.
3. STAT 621 is by placement only.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Individualized Major, MBA

You may find that your course choices do not fit within the standard majors at Wharton. In this case you may plan an individualized major as an alternative to the existing majors. Wharton offers this option for students who have specific, carefully determined interdisciplinary interests and wish to acquire depth in an area not adequately covered by any of the existing majors. To pursue an individualized major,
you must propose a theme, course plan, and title for the major and describe how the proposed courses address the theme. You should submit this proposal on an Individualized Major Request (https://mba-inside.wharton.upenn.edu/wp-content/uploads/2014/12/INDM Approval 2012.pdf) form to a faculty member for approval. Completed forms should be submitted to the MBA Program Office in 300 Jon M. Huntsman Hall for final approval. When possible, this form should be submitted toward the end of the third semester in the MBA Program.

The following rules apply to individualized majors:

1. An individualized major must be a sole major; it may not be pursued in conjunction with an existing major.
2. The title of the individualized major must not sound like "general management" or like an existing major or combination of existing majors.
3. Your proposal for the individualized major must be approved by a faculty member in the relevant field and an administrator in the MBA Program Office.

For more information: https://mba-inside.wharton.upenn.edu/individualized-major/

Curriculum

A minimum of 19 course units is required for graduation. Only one (1) CU of pass/fail coursework can be counted toward the major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Individualized Major Requirements</td>
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</tr>
<tr>
<td></td>
<td>Select 5 course units of Wharton courses</td>
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<tr>
<td></td>
<td>Electives</td>
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<tr>
<td></td>
<td>MBA Core Requirements</td>
<td>9.5</td>
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<tr>
<td></td>
<td>Total Course Units</td>
<td>19</td>
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**MBA Core Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
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<tbody>
<tr>
<td></td>
<td><strong>Accounting</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>0.5-1</td>
</tr>
<tr>
<td></td>
<td>ACCT 611 Fundamentals of Financial Accounting</td>
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<tr>
<td></td>
<td>ACCT 613 Fundamentals of Financial and Managerial Accounting</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Finance</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>0.5-1</td>
</tr>
<tr>
<td></td>
<td>FNCE 611 Corporate Finance</td>
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</tr>
<tr>
<td></td>
<td>FNCE 621 Corporate Finance (Half CU)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Macroeconomics</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>0.5-1</td>
</tr>
<tr>
<td></td>
<td>FNCE 613 Macroeconomics and the Global Economic Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FNCE 623 Macroeconomics and The Global Economic Environment (Half CU)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Legal Studies</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LGST 611 Responsibility in Global Management</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td><strong>Microeconomics</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MGE 611 Microeconomics for Managers: Foundations</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>MGE 612 Microeconomics for Managers: Advanced Applications</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td><strong>Management</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MGMT 610 Foundations of Teamwork and Leadership</td>
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</tr>
<tr>
<td></td>
<td>MGMT 611 Managing Established Enterprises</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>or MGMT 612 Management of Emerging Enterprises</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Marketing</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MKTG 611 Marketing Management</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>MKTG 612 Dynamic Marketing Strategy</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>or MKTG 613 Strategic Marketing Simulation</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>OIDD</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OIDD 611 Quality and Productivity</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>or OIDD 615 Operations Strategy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
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</tr>
<tr>
<td></td>
<td>OIDD 611 Quality and Productivity</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>OIDD 612 Business Analytics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OIDD 613 Online Business Models and the Information-Based Firm</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OIDD 614 Innovation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OIDD 615 Operations Strategy</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Statistics</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>STAT 613 Regression Analysis for Business</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>or STAT 621 Accelerated Regression Analysis for Business</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Management Communication</strong></td>
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</tr>
<tr>
<td></td>
<td>WHCP 611 Management Communication</td>
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</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>0.25</td>
</tr>
<tr>
<td></td>
<td>WHCP 612 Advanced Persuasive Speaking</td>
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</tr>
<tr>
<td></td>
<td>WHCP 615 Communication Challenges for Entrepreneurs: ‘Pitching your Business’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WHCP 624 Persuasive Writing for Business Leaders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Course Units</td>
<td>9.5</td>
</tr>
</tbody>
</table>

1. Students cannot enroll in both FNCE 621 and FNCE 623.
2. Students must take at least one of OIDD 611 and OIDD 615, and may take both to satisfy the requirement.
3. STAT 621 is by placement only.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Insurance and Risk Management, MBA**

By majoring in insurance and risk management, an MBA student may fuse general management education with specialized expertise. This major enables the student to gain a thorough understanding of risk management and insurance theory and practice. Students are exposed
to the legal, actuarial, financial, and economic principles underlying corporate and public sector risk management, with specific applications to individual, business, and social problems. Risk Management and Insurance theory, functions, and strategies are investigated against a background of accelerating change in the legal, regulatory, and economic environment. Career opportunities for MBA graduates with a major in insurance and risk management include positions in many types of consulting, risk management, employee benefits management, insurance company management, and personal financial planning. Risk management involves financial and statistical analysis of risk and insurance-related problems that confront businesses and public sector managers. Positions are available in risk management departments of large corporations, risk management consulting firms, insurance brokerage firms, and special risk divisions of insurance companies, that deal with large corporate risks as well as government and non-profit organizations around the world. The increasing importance of employee benefits in overall compensation management requires individuals with education in group insurance, pension plans, and deferred compensation arrangements. Positions are available in corporate benefit departments, employee benefit consulting firms, and bank trust departments as well as social insurance agencies in the public sector. Insurance company management positions are available in general management, marketing, financial management, and research and planning; jobs in the regulatory sector are also available to our graduates. The growth in the number of firms providing personal financial planning has increased the demand for persons with education in the use of life insurance and related mechanisms in capital accumulation and estate conservation. Additional opportunities for an MBA combining finance and insurance include positions in insurance company investment, pension fund management, and social insurance program design and oversight. Management consulting firms also seek candidates with expertise in insurance for positions involving insurance industry analysis, including insurance company formations and acquisitions. This demand can be expected to accelerate in view of the ongoing erosion of traditional regulatory barriers between commercial banking, insurance, and the securities industry. The Department also participates in a crossfunctional major in Environmental and Risk Management.

For more information: [https://bepp.wharton.upenn.edu/programs/mba/insurance-risk-management-major/](https://bepp.wharton.upenn.edu/programs/mba/insurance-risk-management-major/)

### Curriculum

A minimum of 19 course units is required for graduation.

Major electives taken on a pass/fail basis cannot be counted toward the Insurance & Risk Management major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEPP 890</td>
<td>Advanced Study Project</td>
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<tr>
<td>BEPP 805</td>
<td>Risk Management</td>
<td>4</td>
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<td>BEPP 823</td>
<td>Business Insurance and Estate Planning.</td>
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<tr>
<td>BEPP 853</td>
<td>Actuarial Statistics</td>
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<tr>
<td>FNCE 717</td>
<td>Financial Derivatives</td>
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<tr>
<td>FNCE 719</td>
<td>International Financial Markets</td>
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<tr>
<td>FNCE 720</td>
<td>Investment Management</td>
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#### MBA Core Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 611</td>
<td>Fundamentals of Financial Accounting</td>
<td>0.5</td>
</tr>
<tr>
<td>ACCT 613</td>
<td>Fundamentals of Financial and Managerial Accounting</td>
<td>0.5</td>
</tr>
</tbody>
</table>

**Accounting**

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 611</td>
<td>Corporate Finance</td>
<td>0.5</td>
</tr>
<tr>
<td>FNCE 621</td>
<td>Corporate Finance (Half CU)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

**Finance**

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNCE 613</td>
<td>Macroeconomics and The Global Economic Environment</td>
<td>0.5</td>
</tr>
<tr>
<td>FNCE 623</td>
<td>Macroeconomics and The Global Economic Environment (Half CU)</td>
<td>0.5</td>
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</tbody>
</table>

**Macroeconomics**

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGST 611</td>
<td>Responsibility in Global Management</td>
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</tr>
<tr>
<td>or LGST 612</td>
<td>Responsibility in Business</td>
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</table>

**Legal Studies**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 610</td>
<td>Foundations of Teamwork and Leadership</td>
<td>0.5</td>
</tr>
<tr>
<td>or MGMT 612</td>
<td>Management Established Enterprises</td>
<td>1</td>
</tr>
</tbody>
</table>

**Management**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 611</td>
<td>Marketing Management</td>
<td>0.5</td>
</tr>
<tr>
<td>MKTG 612</td>
<td>Dynamic Marketing Strategy</td>
<td>0.5</td>
</tr>
<tr>
<td>or MKTG 613</td>
<td>Strategic Marketing Simulation</td>
<td>0.5</td>
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</tbody>
</table>

**Marketing**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>OIDD 611</td>
<td>Quality and Productivity</td>
<td>0.5</td>
</tr>
<tr>
<td>or OIDD 615</td>
<td>Operations Strategy</td>
<td>0.5</td>
</tr>
</tbody>
</table>

**Electives**

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>OIDD 611</td>
<td>Quality and Productivity</td>
<td>0.5</td>
</tr>
<tr>
<td>OIDD 612</td>
<td>Business Analytics</td>
<td>0.5</td>
</tr>
</tbody>
</table>

---

1 Students may seek approval to have one of the four course units be from other departments of The Wharton School or in other schools of the University.
Management, MBA

The Management major develops students’ knowledge and expertise to manage complex, established enterprises or guide start-up enterprises in their formative years. The department encompasses strategic and entrepreneurial management, as well as the management of people and organizations across national and cultural borders. It offers a general major in Management, as well as focused majors in Entrepreneurial Management, Organizational Effectiveness, Multinational Management, and Strategic Management. Majors in Entrepreneurial Management, Strategic Management, and Multinational Management can count some courses outside the department toward their major requirements. The general Management major provides the flexibility of choosing courses across different areas of interest within the department.

For more information: https://mgmt.wharton.upenn.edu/programs/mba/management/

Curriculum

A minimum of 19 course units is required for graduation.

Only one (1) CU of pass/fail coursework can be counted toward the Management major.

Management Major Requirements

Select up to 1 of the following:

- MGMT 611  Managing Established Enterprises
- MGMT 612  Management of Emerging Enterprises

Select 4 course units of MGMT courses

Statistics

- STAT 613  Regression Analysis for Business
- or STAT 621  Accelerated Regression Analysis for Business

MBA Core Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHCP 611</td>
<td>Management Communication</td>
<td>0.25</td>
</tr>
<tr>
<td>WHCP 612</td>
<td>Advanced Persuasive Speaking</td>
<td>0.25</td>
</tr>
<tr>
<td>WHCP 615</td>
<td>Communication Challenges for Entrepreneurs: ‘Pitching your Business’</td>
<td></td>
</tr>
<tr>
<td>WHCP 624</td>
<td>Persuasive Writing for Business Leaders</td>
<td></td>
</tr>
</tbody>
</table>

Total Course Units: 9.5

1. Students cannot enroll in both FNCE 621 and FNCE 623.
2. Students must take at least one of OIDD 611 and OIDD 615, and may take both to satisfy the requirement.
3. STAT 621 is by placement only.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

**Marketing & Operations Management, MBA**

Marketing and Operations are two closely interrelated functional areas in all manufacturing and service firms. This cross-functional major is designed to satisfy the strong need in industry for MBAs with in-depth training in both areas. Graduates from this major are better prepared to accept future career challenges at the intersection of these two disciplines. Examples of their first job assignment include brand managers who have to coordinate marketing and manufacturing for a particular product, members of new product development teams, leaders of quality management programs, or managers in the service sector with responsibility for creating and marketing new services.

For more information: https://marketing.wharton.upenn.edu/mba-program/marketing-operations-management-major/

**Curriculum**

A minimum of 19 course units is required for graduation.

Marketing (MKTG) electives taken on a pass/fail basis cannot be counted toward the Marketing & Operations major. One (1) CU of Operations (OIDD) elective coursework may be taken on a pass/fail basis.

### Marketing & Operations Management Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MKTG 611</td>
<td>Marketing Management</td>
<td></td>
</tr>
<tr>
<td>MKTG 612</td>
<td>Dynamic Marketing Strategy</td>
<td></td>
</tr>
<tr>
<td>or MKTG 613</td>
<td>Strategic Marketing Simulation</td>
<td></td>
</tr>
<tr>
<td>OIDD 611</td>
<td>Quality and Productivity</td>
<td></td>
</tr>
<tr>
<td>or OIDD 615</td>
<td>Operations Strategy</td>
<td></td>
</tr>
<tr>
<td>Select 0.5 course units from the following:</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>OIDD 611</td>
<td>Quality and Productivity</td>
<td></td>
</tr>
<tr>
<td>OIDD 612</td>
<td>Business Analytics</td>
<td></td>
</tr>
</tbody>
</table>

### MBA Core Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accounting</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>0.5-1</td>
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</tr>
<tr>
<td>ACCT 611</td>
<td>Fundamentals of Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>ACCT 613</td>
<td>Fundamentals of Financial and Managerial Accounting</td>
<td></td>
</tr>
<tr>
<td><strong>Finance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>0.5-1</td>
<td></td>
</tr>
<tr>
<td>FNCE 611</td>
<td>Corporate Finance</td>
<td></td>
</tr>
<tr>
<td>FNCE 621</td>
<td>Corporate Finance (Half CU)</td>
<td></td>
</tr>
<tr>
<td><strong>Macroeconomics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>0.5-1</td>
<td></td>
</tr>
<tr>
<td>FNCE 621</td>
<td>Corporate Finance</td>
<td></td>
</tr>
</tbody>
</table>

1. Students cannot enroll in both FNCE 621 and FNCE 623.
2. Students must take at least one of OIDD 611 and OIDD 615, and may take both to satisfy the requirement.
3. STAT 621 is by placement only.

No more than one course unit may be earned from the following: MKTG 890, MKTG 893, MKTG 895, MKTG 897, or MKTG 899.

Instructor permission needed.

A minimum of 1 course unit must be in MKTG and a minimum of 2 course units must be in OIDD. The remaining 1 course unit can be from either MKTG or OIDD. Students may take MKTG 770 or MKTG 727, but not both. If MKTG 712, MKTG 771, MKTG 776, or MKTG 809 is selected to satisfy the MKTG Research course requirement, any of the remaining MKTG Research courses listed in this note may be taken to satisfy the two MKTG course units. MKTG 712, MKTG 771, MKTG 776, and MKTG 809 cannot apply to both.

Selective coursework may be taken from the following: MKTG 890, MKTG 893, MKTG 895, MKTG 897, or MKTG 899.

This curriculum is subject to change and should be verified with the academic program.
Marketing, MBA

The marketing major is designed to build deep competency in the art and science of choosing which customers to serve, and getting, keeping and growing them through delivering superior customer value.

Marketing majors will gain a proficiency in the latest methods and concepts for understanding customer behavior and for devising effective marketing strategies. This is a valuable preparation for careers in consulting and general management and essential for entrepreneurs.

Students begin by taking Marketing Management (MKTG 611 and MKTG 612 or MKTG 613), an overview of the role of marketing in the development of business strategies. Using a combination of lectures, readings, case studies, and computer simulations, these core courses review fundamental approaches in product/market selection, product line management, communications management, pricing, distribution, and marketing research. Students can choose among many electives to structure a program of study to match their interests and career objectives.

For more information: https://marketing.wharton.upenn.edu/mba-program/marketing-management-major/

Curriculum

A minimum of 19 course units is required for graduation.

Major electives taken on a pass/fail basis cannot be counted toward the Marketing major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
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<tbody>
<tr>
<td>MKTG 611</td>
<td>Marketing Management</td>
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<tr>
<td>MKTG 612</td>
<td>Dynamic Marketing Strategy</td>
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<td>MKTG 613</td>
<td>Strategic Marketing Simulation</td>
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</tr>
<tr>
<td>OIDD 611</td>
<td>Quality and Productivity</td>
<td>0.5</td>
</tr>
<tr>
<td>OIDD 612</td>
<td>Business Analytics</td>
<td></td>
</tr>
<tr>
<td>OIDD 613</td>
<td>Online Business Models and the Information-Based Firm</td>
<td></td>
</tr>
<tr>
<td>OIDD 614</td>
<td>Innovation</td>
<td></td>
</tr>
<tr>
<td>OIDD 615</td>
<td>Operations Strategy</td>
<td></td>
</tr>
<tr>
<td>STAT 613</td>
<td>Regression Analysis for Business</td>
<td>1</td>
</tr>
<tr>
<td>STAT 621</td>
<td>Accelerated Regression Analysis for Business</td>
<td></td>
</tr>
<tr>
<td>WHCP 611</td>
<td>Management Communication</td>
<td>0.25</td>
</tr>
<tr>
<td>WHCP 612</td>
<td>Advanced Persuasive Speaking</td>
<td>0.25</td>
</tr>
<tr>
<td>WHCP 615</td>
<td>Communication Challenges for Entrepreneurs: 'Pitching your Business'</td>
<td></td>
</tr>
<tr>
<td>WHCP 624</td>
<td>Persuasive Writing for Business Leaders</td>
<td></td>
</tr>
</tbody>
</table>

Total Course Units 9.5

1 Students cannot enroll in both FNCE 621 and FNCE 623.
2 Students must take at least one of OIDD 611 and OIDD 615, and may take both to satisfy the requirement.
3 STAT 621 is by placement only.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Students may take MKTG 770 or MKTG 727, but not both. If MKTG 712, MKTG 771, MKTG 776, or MKTG 809 is selected to satisfy the MKTG Research course requirement, any of the remaining MKTG Research courses listed in this note may be taken toward satisfying these 3 course units. MKTG 712, MKTG 771, MKTG 776, and MKTG 809 cannot apply to both.

No more than one course unit may be earned from the following Independent or Advanced Study courses: MKTG 890, MKTG 893, MKTG 895, MKTG 897, or MKTG 899.

### MBA Core Requirements

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<tr>
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<tbody>
<tr>
<td><strong>Accounting</strong></td>
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<td></td>
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<td>Select one of the following:</td>
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<td>Fundamentals of Financial Accounting</td>
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<tr>
<td>ACCT 613</td>
<td>Fundamentals of Financial and Managerial Accounting</td>
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</tr>
<tr>
<td><strong>Corporate Finance</strong></td>
<td></td>
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<tr>
<td>Select one of the following:</td>
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</tr>
<tr>
<td>FNCE 611</td>
<td>Corporate Finance</td>
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<tr>
<td><strong>Macroeconomics</strong></td>
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<tr>
<td>Select one of the following:</td>
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<tr>
<td>FNCE 613</td>
<td>Macroeconomics and the Global Economic Environment</td>
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<tr>
<td>FNCE 623</td>
<td>Macroeconomics and The Global Economic Environment (Half CU)</td>
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<tr>
<td><strong>Legal Studies</strong></td>
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</tr>
<tr>
<td>LGST 611</td>
<td>Responsibility in Global Management</td>
<td>0.5</td>
</tr>
<tr>
<td>or LGST 612</td>
<td>Responsibility in Business</td>
<td></td>
</tr>
<tr>
<td><strong>Microeconomics</strong></td>
<td></td>
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<tr>
<td>MGEc 611</td>
<td>Microeconomics for Managers: Foundations</td>
<td>0.5</td>
</tr>
<tr>
<td>MGEc 612</td>
<td>Microeconomics for Managers: Advanced Applications</td>
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<tr>
<td><strong>Management</strong></td>
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<td></td>
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<tr>
<td>MGMT 610</td>
<td>Foundations of Teamwork and Leadership</td>
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<tr>
<td>MGMT 611</td>
<td>Managing Established Enterprises</td>
<td>1</td>
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<tr>
<td>or MGMT 612</td>
<td>Management of Emerging Enterprises</td>
<td></td>
</tr>
<tr>
<td><strong>Marketing</strong></td>
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<td></td>
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<tr>
<td>MKTG 611</td>
<td>Marketing Management</td>
<td>0.5</td>
</tr>
<tr>
<td>MKTG 612</td>
<td>Dynamic Marketing Strategy</td>
<td>0.5</td>
</tr>
<tr>
<td>or MKTG 613</td>
<td>Strategic Marketing Simulation</td>
<td></td>
</tr>
<tr>
<td><strong>OIDD</strong></td>
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<tr>
<td>OIDD 611</td>
<td>Quality and Productivity</td>
<td>0.5</td>
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<tr>
<td>or OIDD 615</td>
<td>Operations Strategy</td>
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<tr>
<td>Select one of the following:</td>
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<tr>
<td>OIDD 611</td>
<td>Quality and Productivity</td>
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<td>OIDD 612</td>
<td>Business Analytics</td>
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<td>OIDD 613</td>
<td>Online Business Models and the Information-Based Firm</td>
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<td>OIDD 614</td>
<td>Innovation</td>
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<td>OIDD 615</td>
<td>Operations Strategy</td>
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**Statistics**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>STAT 613</td>
<td>Regression Analysis for Business</td>
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</tr>
<tr>
<td>or STAT 621</td>
<td>Accelerated Regression Analysis for Business</td>
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**Management Communication**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td>WHCP 611</td>
<td>Management Communication</td>
<td>0.25</td>
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</tbody>
</table>

Select one of the following: 0.25

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHCP 612</td>
<td>Advanced Persuasive Speaking</td>
<td></td>
</tr>
<tr>
<td>WHCP 615</td>
<td>Communication Challenges for Entrepreneurs: ‘Pitching your Business’</td>
<td></td>
</tr>
<tr>
<td>WHCP 624</td>
<td>Persuasive Writing for Business Leaders</td>
<td></td>
</tr>
</tbody>
</table>

Total Course Units 9.5

1 Students cannot enroll in both FNCE 621 and FNCE 623.
2 Students must take at least one of OIDD 611 and OIDD 615, and may take both to satisfy the requirement.
3 STAT 621 is by placement only.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

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### Multinational Management, MBA

The purpose of the multinational management major is to prepare MBAs for managerial, financial and consulting positions in which a sophisticated understanding of the multinational firm, the international competitive environment, and the cross-national political and social aspects of business is required. The major consists of courses on multinational management complemented by functional electives in the areas of finance, marketing, accounting, legal studies, public policy, real estate or healthcare management.

For more information: [https://mgmt.wharton.upenn.edu/programs/mba/multinational-management/](https://mgmt.wharton.upenn.edu/programs/mba/multinational-management/)

### Curriculum

A minimum of 19 course units is required for graduation.

Only one (1) CU of pass/fail coursework can be counted toward the Multinational Management major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td><strong>Multinational Management Major Requirements</strong></td>
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<tr>
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<tr>
<td>MGMT 611</td>
<td>Managing Established Enterprises</td>
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<tr>
<td>MGMT 612</td>
<td>Management of Emerging Enterprises</td>
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</tr>
<tr>
<td>Select 1.5 course units from the following:</td>
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<tr>
<td>MGMT 715</td>
<td>Political Environment of the Multinational Firm</td>
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<tr>
<td>or MGMT 72</td>
<td>Corporate Diplomacy</td>
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<tr>
<td>MGMT 894</td>
<td>Advanced Study Project - Multinational Management</td>
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<tr>
<td>Select 3 course units from the following:</td>
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<tr>
<td>BEPP 789</td>
<td>Nations, Politics, and Markets.</td>
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</tbody>
</table>
FNCE 731  International Corporate Finance
FNCE 732  International Banking
HCMG 859  Comparative Health Care Systems
HCMG 868  Private Sector Role in Global Health
HCMG 890  Advanced Study Project: Management of Health Care Service Businesses
LGST 802  Corporate Law and Management in Global Perspective
LGST 820  International Business Ethics
LGST 830  Social Impact and Responsibility: Foundations
MGMT 788  Managing and Competing in China
MGMT 809  Private Equity in Emerging Markets
OIDD 673  Global Supply Chain Mgmt.
REAL 821  Real Estate Development
REAL 890  International Real Estate Comparisons

Electives
Select 5 course units of electives  5

MBA Core Requirements  9.5

Total Course Units  19

**MBA Core Requirements**

<table>
<thead>
<tr>
<th>Code</th>
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</tr>
</thead>
<tbody>
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<td></td>
<td><strong>Accounting</strong></td>
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<tr>
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<td>ACCT 611  Fundamentals of Financial Accounting</td>
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<tr>
<td></td>
<td>ACCT 613  Fundamentals of Financial and Managerial Accounting</td>
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<tr>
<td></td>
<td><strong>Finance ¹</strong></td>
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<tr>
<td></td>
<td><em>Corporate Finance</em></td>
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<tr>
<td></td>
<td>Select one of the following:</td>
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</tr>
<tr>
<td></td>
<td>FNCE 611  Corporate Finance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FNCE 621  Corporate Finance (Half CU)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Macroeconomics</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>0.5-1</td>
</tr>
<tr>
<td></td>
<td>FNCE 613  Macroeconomics and the Global Economic Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FNCE 623  Macroeconomics and The Global Economic Environment (Half CU)</td>
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<tr>
<td></td>
<td><strong>Legal Studies</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LGST 611  Responsibility in Global Management</td>
<td>0.5</td>
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<tr>
<td></td>
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<tr>
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<td><strong>Microeconomics</strong></td>
<td></td>
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<tr>
<td></td>
<td>MGEc 611  Microeconomics for Managers: Foundations</td>
<td>0.5</td>
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<td>MGEc 612  Microeconomics for Managers: Advanced Applications</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td><strong>Management</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MGMT 610  Foundations of Teamwork and Leadership</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>MGMT 611  Managing Established Enterprises</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>or MGMT 612  Management of Emerging Enterprises</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Marketing</strong></td>
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</tr>
<tr>
<td></td>
<td>MKTG 611  Marketing Management</td>
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</tbody>
</table>

MKTG 612  Dynamic Marketing Strategy
or MKTG 613  Strategic Marketing Simulation

OIDD
OIDD 611  Quality and Productivity
or OIDD 615  Operations Strategy
Select one of the following:  0.5
OIDD 611  Quality and Productivity
OIDD 612  Business Analytics
OIDD 613  Online Business Models and the Information-Based Firm
OIDD 614  Innovation
OIDD 615  Operations Strategy

Statistics
STAT 613  Regression Analysis for Business ³ 1
or STAT 621  Accelerated Regression Analysis for Business

Management Communication
WHCP 611  Management Communication 0.25
Select one of the following:  0.25
WHCP 612  Advanced Persuasive Speaking
WHCP 615  Communication Challenges for Entrepreneurs: ‘Pitching your Business’

WHCP 624  Persuasive Writing for Business Leaders

Total Course Units  9.5

¹ Students cannot enroll in both FNCE 621 and FNCE 623.
² Students must take at least one of OIDD 611 and OIDD 615, and may take both to satisfy the requirement.
³ STAT 621 is by placement only.

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**Operations, Information, & Decisions, MBA**

The Operations, Information, and Decisions major is designed to improve the quality and productivity of enterprises by educating highly capable professionals, and discovering, developing, and validating new principles, theory, and methods.

Members of the department share common interests in process management, decision-making, and information. Our common approach to education and research is to blend rigor and relevance. We believe in science-based management and our work is built around models. We seek to reconcile theory and data, and to influence practice. We are a group of individuals with diverse interests and training; indeed, our diversity is central to the intellectual vitality of our community. Nevertheless, several themes characterize the questions of primary concern to most members of the department.

- How can the speed and quality of decision-making by individuals, groups, and organizations be improved?
- How can useful inferences be made from large datasets?
- How can supply chains be managed to provide the right products at the right time and place for least cost?
- How can organizations create high-quality and efficient service delivery operations?
- How can the process of developing goods and services be transformed to deliver better products more efficiently?
- How do changes in the quality, speed, and frequency of information exchange impact an enterprise's functions, productivity, and organization?

For more information: https://oid.wharton.upenn.edu/programs/mba/operations-information-and-decisions/

Curriculum
A minimum of 19 course units is required for graduation.

Only one (1) CU of pass/fail coursework can be counted toward the Operations, Information & Decisions major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Operations, Information, and Decisions Major Requirements</strong></td>
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<tr>
<td></td>
<td><strong>Core Requirements</strong></td>
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<td>OIDD 611</td>
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<tr>
<td>OIDD 612</td>
<td>Business Analytics</td>
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</tr>
<tr>
<td>OIDD 613</td>
<td>Managing the Productive Core of the Firm: Information and Business Transformation</td>
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</tr>
<tr>
<td>OIDD 614</td>
<td>Innovation</td>
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<tr>
<td>OIDD 615</td>
<td>Operations Strategy</td>
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<td>Select 4 course units of 500- to 800-level OIDD courses</td>
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<tr>
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<td><strong>Total Course Units</strong></td>
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<tr>
<td></td>
<td><strong>Finance</strong></td>
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<tr>
<td></td>
<td>Select one of the following:</td>
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<td><strong>FNCE 623</strong></td>
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<td>or MGMT 612</td>
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<td>Online Business Models and the Information-Based Firm</td>
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<td>OIDD 614</td>
<td>Innovation</td>
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1. Students cannot enroll in both FNCE 621 and FNCE 623.
2. Students must take at least one of OIDD 611 and OIDD 615, and may take both to satisfy the requirement.
3. STAT 621 is by placement only.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Organizational Effectiveness, MBA

The Organizational Effectiveness major is designed to educate students in the leading edge of theory and practice associated with the management of employees and the design of organizations. It spans topics from understanding the behavior of individuals and groups to designing management systems and structures to support business strategy. It serves students with a range of career objectives:

1. those who seek leadership positions focusing on employees in organizations;
2. those interested in consulting in the area of organizational effectiveness or management consulting more generally; and
3. those interested in balancing a more technical academic and business backgrounds with greater depth in understanding behavioral and management expertise.

For more information: https://mgmt.wharton.upenn.edu/programs/mba/organizational-effectiveness/

Curriculum

A minimum of 19 course units is required for graduation.

Only one (1) CU of pass/fail coursework can be counted toward the Organizational Effectiveness major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<td>MGMT 625  Corporate Governance, Executive Compensation and the Board</td>
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<td>MGMT 671  Executive Leadership</td>
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<td>MGMT 740  Leading Effective Teams</td>
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<td>MGMT 772  Power and Politics in Organizations</td>
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<td>MGMT 773  Managing Organizational Change</td>
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<td>MGMT 794  Understanding Careers and Executive Labor Markets</td>
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<td>MGMT 802  Change, Innovation &amp; Entrepreneurship</td>
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<td>MGMT 816  Building Human Assets in Entrepreneurial Ventures</td>
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<td>MGMT 892  Advanced Study Project - Collaborative Innovation Program</td>
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MBA Core Requirements

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<td>ACCT 611    Fundamentals of Financial Accounting</td>
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<td>ACCT 613    Fundamentals of Financial and Managerial Accounting</td>
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<td><strong>Finance</strong></td>
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<td>FNCE 621    Corporate Finance (Half CU)</td>
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<tr>
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<td>FNCE 623    Macroeconomics and The Global Economic Environment (Half CU)</td>
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<td><strong>Legal Studies</strong></td>
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<td>LGST 611    Responsibility in Global Management</td>
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<td>or LGST 612 Responsibility in Business</td>
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<td>MGEA 611    Microeconomics for Managers: Foundations</td>
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<td>MGEA 612    Microeconomics for Managers: Advanced Applications</td>
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<td><strong>Management</strong></td>
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<td></td>
<td>or MGMT 612 Management of Emerging Enterprises</td>
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<td><strong>Marketing</strong></td>
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<td>MKTG 611    Marketing Management</td>
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<tr>
<td></td>
<td>MKTG 612    Dynamic Marketing Strategy</td>
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<tr>
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<td>or MKTG 613 Strategic Marketing Simulation</td>
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<tr>
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<td><strong>OIDD</strong></td>
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<tr>
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<td>OIDD 611    Quality and Productivity</td>
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<tr>
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<td>or OIDD 615 Operations Strategy</td>
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<tr>
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<td>OIDD 611    Quality and Productivity</td>
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<td>OIDD 612    Business Analytics</td>
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<td>OIDD 613    Online Business Models and the Information-Based Firm</td>
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<td>OIDD 614    Innovation</td>
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<td>OIDD 615    Operations Strategy</td>
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<tr>
<td></td>
<td><strong>Statistics</strong></td>
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<td></td>
<td>STAT 613    Regression Analysis for Business</td>
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<td>or STAT 621 Accelerated Regression Analysis for Business</td>
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<tr>
<td></td>
<td><strong>Management Communication</strong></td>
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<td>WHCP 611    Management Communication</td>
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<td>WHCP 612    Advanced Persuasive Speaking</td>
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</table>
WHCP 615 Communication Challenges for Entrepreneurs: ‘Pitching your Business’
WHCP 624 Persuasive Writing for Business Leaders

Total Course Units 9.5

1 Students cannot enroll in both FNCE 621 and FNCE 623.
2 Students must take at least one of OIDD 611 and OIDD 615, and may take both to satisfy the requirement.
3 STAT 621 is by placement only.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

Quantitative Finance, MBA

This major focuses on the application of advanced quantitative and computational tools in the finance industry. It prepares students for a professional career in the quantitative modeling of financial markets. Students majoring in Quantitative Finance are ideally suited for careers in asset management firms or in financial modeling in a broad range of firms.

Curriculum

A minimum of 19 course units is required for graduation.

Major electives taken on a pass/fail basis cannot be counted toward the Quantitative Finance major.

This major cannot be taken in conjunction with the general Finance (FNCE) major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
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<tbody>
<tr>
<td>FNCE 611</td>
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<td>FNCE 613</td>
<td>Macroeconomics and the Global Economic Environment</td>
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<td>MGE 611</td>
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<td>FNCE 720</td>
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<td>FNCE 725</td>
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<td>FNCE 737</td>
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<td>FNCE 757</td>
<td>Foundations of Asset Pricing</td>
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<td>FNCE 921</td>
<td>Introduction to Empirical Methods in Finance</td>
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</table>

Electives

Select 5.5 course units of electives 5.5

MBA Core Requirements 9.5

1 Core requirements must be completed or waived.
2 A total of 4 course units of major electives must be completed.
3 If FNCE 720 is used to replace FNCE 611 as a core requirement, it will not count towards the elective requirements.

MBA Core Requirements

<table>
<thead>
<tr>
<th>Code</th>
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<td>Macroeconomics and the Global Economic Environment</td>
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<td>Marketing Management</td>
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<td>MKTG 612</td>
<td>Dynamic Marketing Strategy</td>
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<td>Strategic Marketing Simulation</td>
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<td>Operations Strategy</td>
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<td>OIDD 611</td>
<td>Quality and Productivity</td>
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<tr>
<td>OIDD 612</td>
<td>Business Analytics</td>
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OIDD 613  
Online Business Models and the Information-Based Firm

OIDD 614  
Innovation

OIDD 615  
Operations Strategy

Statistics

STAT 613  
Regression Analysis for Business  
1

or STAT 621  
Accelerated Regression Analysis for Business

Management Communication

WHCP 611  
Management Communication  
0.25

Select one of the following:  
0.25

WHCP 612  
Advanced Persuasive Speaking

WHCP 615  
Communication Challenges for Entrepreneurs: 'Pitching your Business'

WHCP 624  
Persuasive Writing for Business Leaders

Total Course Units  
9.5

1  Students cannot enroll in both FNCE 621 and FNCE 623.

2  Students must take at least one of OIDD 611 and OIDD 615, and may take both to satisfy the requirement.

3  STAT 621 is by placement only.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

## Real Estate, MBA

The Wharton School has offered a real estate concentration for MBA students and undergraduates since 1985. The concentration has grown and developed, both in size and scope. The concentration consists of two required credit units and three electives. While the required courses focus on real estate development and finance, the electives allow students to explore a variety of issues related to real estate. These include real estate economics, urban fiscal policy, real estate law, housing markets, the relationship between government policy and private development, international real estate markets.

The real estate concentration prepares students to be leaders in the real estate industry and provides the quantitative and qualitative tools necessary for their roles in shaping the future of the industry. To keep students informed of current issues in Real Estate, the Real Estate Department and Samuel Zell and Robert Lurie Real Estate Center sponsors conferences, seminars, and special programs on vital public policy issues relevant to the field.

For more information: https://real-estate.wharton.upenn.edu/programs/mba-major/

### Curriculum

A minimum of 19 course units is required for graduation.

Major electives taken on a pass/fail basis cannot be counted toward the Real Estate major.

### Real Estate Major Requirements

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<tr>
<th>Code</th>
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<td>REAL 821</td>
<td>Real Estate Development</td>
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Select 3 course units from the following:  
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<td>Global Real Estate: Risk, Politics and Culture</td>
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<tr>
<td>REAL/BEPP 708</td>
<td>Housing Markets</td>
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<td>REAL 724</td>
<td>Urban Real Estate Economics</td>
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<td>REAL 730/BEPP 773/FNCE 730</td>
<td>Urban Fiscal Policy</td>
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<td>REAL/LGST 804</td>
<td>Real Estate Law</td>
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<td>REAL/BEPP 836</td>
<td>International Housing Comparisons</td>
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<td>REAL 840</td>
<td>Advanced Real Estate Investment and Analysis</td>
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<td>REAL 875</td>
<td>Real Estate Disruptions</td>
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<td>REAL 890</td>
<td>International Real Estate Comparisons</td>
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<td>REAL 891</td>
<td>Real Estate Entrepreneurship</td>
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<td>REAL 899</td>
<td>Independent Study</td>
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### Electives

Select 4.5 course units of electives  
4.5

### MBA Core Requirements

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<th>Code</th>
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| Accounting
| Select one of the following:                               | 0.5-1        |
| ACCT 611  | Fundamentals of Financial Accounting                       |              |
| ACCT 613  | Fundamentals of Financial and Managerial Accounting       |              |
| Finance
| Select one of the following:                               | 0.5-1        |
| FNCE 611  | Corporate Finance                                         |              |
| FNCE 621  | Corporate Finance (Half CU)                                |              |
| Macroeconomics
| Select one of the following:                               | 0.5-1        |
| FNCE 613  | Macroeconomics and the Global Economic Environment         |              |
| FNCE 623  | Macroeconomics and The Global Economic Environment (Half CU)|          |
| Legal Studies
| LGST 611  | Responsibility in Global Management                       | 0.5           |
| or LGST 612 | Responsibility in Business                                 |              |
| Microeconomics

2020-21 Catalog | Generated 09/18/20
The Statistics major develops the skills and insights required to draw inferences and conclusions from many types of data. A key challenge facing managers is the interpretation of the vast amount of data generated in the world of business today. Modern computing systems now produce large volumes of information whereas previously one could often only rely upon intuition and guesses. Yet this information does not directly answer important business questions. What combination of features is most desirable for consumers? What will sales be next month? How did we do last month? Data analysis and statistics offer a systematic approach that can help provide answers to these questions.

Courses offered by the Statistics Department develop the skills and insights required to make effective use of statistical methods. The courses provide the knowledge needed to select and apply techniques and to communicate statistical results. Interpretation in realistic applications offers guiding examples, and theory is used to motivate and compare alternative schemes.

Regardless of topic, all of these courses provide useful skills that augment the substantive managerial abilities of students. Courses also provide exposure to computer software that implements key techniques.

For more information: https://statistics.wharton.upenn.edu/programs/mba/course-requirements/

**Curriculum**
A minimum of 19 course units is required for graduation.

Major electives taken on a pass/fail basis cannot be counted toward the Statistics major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 613</td>
<td>Regression Analysis for Business</td>
<td>1</td>
</tr>
<tr>
<td>or STAT 621</td>
<td>Accelerated Regression Analysis for Business</td>
<td></td>
</tr>
</tbody>
</table>

**Management Communication**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHCP 611</td>
<td>Management Communication</td>
<td>0.25</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHCP 612</td>
<td>Advanced Persuasive Speaking</td>
<td>0.25</td>
</tr>
<tr>
<td>WHCP 615</td>
<td>Communication Challenges for Entrepreneurs: ‘Pitching your Business’</td>
<td></td>
</tr>
<tr>
<td>WHCP 624</td>
<td>Persuasive Writing for Business Leaders</td>
<td></td>
</tr>
</tbody>
</table>

*The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.*

### Statistics, MBA

The Statistics major develops the skills and insights required to draw inferences and conclusions from many types of data. A key challenge facing managers is the interpretation of the vast amount of data generated in the world of business today. Modern computing systems now produce large volumes of information whereas previously one could often only rely upon intuition and guesses. Yet this information does not directly answer important business questions. What combination of features is most desirable for consumers? What will sales be next month? How did we do last month? Data analysis and statistics offer a systematic approach that can help provide answers to these questions.

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For more information: https://statistics.wharton.upenn.edu/programs/mba/course-requirements/

**Curriculum**
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<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 701</td>
<td>Modern Data Mining</td>
<td></td>
</tr>
<tr>
<td>STAT 705</td>
<td>Statistical Computing with R</td>
<td></td>
</tr>
<tr>
<td>STAT 711</td>
<td>Forecasting Methods for Management</td>
<td></td>
</tr>
<tr>
<td>STAT 722</td>
<td>Predictive Analytics for Business (formerly STAT 622)</td>
<td></td>
</tr>
<tr>
<td>STAT 724</td>
<td>Text Analytics</td>
<td></td>
</tr>
<tr>
<td>STAT 770</td>
<td>Data Analytics and Statistical Computing</td>
<td></td>
</tr>
<tr>
<td>STAT 776</td>
<td>Applied Probability Models in Marketing</td>
<td></td>
</tr>
<tr>
<td>STAT 777</td>
<td>Introduction to Python for Data Science</td>
<td></td>
</tr>
<tr>
<td>STAT 853</td>
<td>Actuarial Statistics</td>
<td></td>
</tr>
<tr>
<td>STAT 899</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>STAT 920</td>
<td>Sample Survey Methods</td>
<td></td>
</tr>
<tr>
<td>STAT 974</td>
<td>Modern Regression for the Social, Behavioral and Biological Sciences</td>
<td></td>
</tr>
</tbody>
</table>

**Electives**
Select 5.5 course units of electives

**MBA Core Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 611</td>
<td>Fundamentals of Financial Accounting</td>
<td>0.5-1</td>
</tr>
<tr>
<td>ACCT 613</td>
<td>Fundamentals of Financial and Managerial Accounting</td>
<td></td>
</tr>
</tbody>
</table>

**Finance**

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 611</td>
<td>Fundamentals of Financial Accounting</td>
<td>0.5-1</td>
</tr>
</tbody>
</table>
Strategic Management, MBA

This major provides students with a deep grounding in the basic logic of competitive advantage, premised on a careful analytical treatment of the distinct qualities and positions of individual firms and an understanding of broader competitive dynamics. This background would position students well for guiding strategy at both established and emerging enterprises, as well as prepare them for positions with consulting firms that work with firms in setting their strategies.

For more information: https://mgmt.wharton.upenn.edu/programs/mba/strategic-management/

Curriculum

A minimum of 19 course units is required for graduation. Only one (1) CU of pass/fail coursework can be counted toward the Strategic Management major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 611</td>
<td>Managing Established Enterprises</td>
<td>1</td>
</tr>
<tr>
<td>or MGMT 612</td>
<td>Management of Emerging Enterprises</td>
<td>1</td>
</tr>
</tbody>
</table>

Select 3-4 course units from the following:

- MGMT 653 Field Application Project
- MGMT 701 Strategy and Competitive Advantage
- MGMT 711 Competitive Strategy and Industrial Structure
- MGMT 712 Managing strategic partnerships
- MGMT 714 Value Creation and Value Capture in American Business History
- MGMT 717 Deals: The Economic Structure of Transacting and Contracting
- MGMT 721 Corporate Development: Mergers and Acquisitions
- MGMT 731 Technology Strategy
- MGMT 782 Strategic Implementation
- MGMT 784 Managerial Economics and Game Theory
- MGMT 801 Entrepreneurship
- MGMT 871 Advanced Global Strategy
- MGMT 891 Advanced Study Project - Strategic Management
- MGMT 925 Seminar in Corporate Strategy

Select up to 1 course unit from the following:

- LGST 785 Business Strategy & Corp
- LGST 815 Environmental Management: Law and Policy
- MGMT 715 Political Environment of the Multinational Firm
- MGMT 720 Corporate Diplomacy

Total Course Units: 9.5

1 Students cannot enroll in both FNCE 621 and FNCE 623.
2 Students must take at least one of OIDD 611 and OIDD 615, and may take both to satisfy the requirement.
3 STAT 621 is by placement only.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.
Executive MBA

Executive MBA

Wharton delivers our undiluted MBA curriculum to working professionals through our executive MBA program in Philadelphia and San Francisco. Wharton emphasizes an intensive core in general management and an unmatched selection of electives in a residential every-other-weekend format tailored for working professionals. Wharton’s EMBA curriculum offers rigorous learning in a collaborative environment. The intensive, cross-functional core curriculum provides business fundamentals and the leadership, communication and analytical skills that are critical to your success. Through electives in the second year, you may then develop one or more areas of expertise or continue to develop a breadth of knowledge. Options to study globally help students become global citizens.

For more information: https://executivemba.wharton.upenn.edu/

Curriculum

A minimum of 19 course units is required for graduation.

Students are required to complete the core EMBA curriculum and may complete the rest of the required course units with electives. Majors are not required in the executive MBA program but add another option for study.

### Code | Title | Course Units
--- | --- | ---
OIDD 612 | Business Analytics | 1
OIDD 613 | Online Business Models and the Information-Based Firm | 0.5
OIDD 614 | Innovation | 1
OIDD 615 | Operations Strategy | 0.5

**Statistics**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
</table>
| STAT 613 | Regression Analysis for Business | 3
| or STAT 621 | Accelerated Regression Analysis for Business | 1

**Management Communication**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
</table>
| WHCP 611 | Management Communication | 0.25
| WHCP 612 | Advanced Persuasive Speaking | 0.25
| WHCP 615 | Communication Challenges for Entrepreneurs: ‘Pitching your Business’ | 0.25
| WHCP 624 | Persuasive Writing for Business Leaders | 0.25

Total Course Units 9.5

---

1. Students cannot enroll in both FNCE 621 and FNCE 623.
2. Students must take at least one of OIDD 611 and OIDD 615, and may take both to satisfy the requirement.
3. STAT 621 is by placement only.
Students may complete any combination of electives and/or a major.

Total Course Units 19

### EMBA Core Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 613</td>
<td>Fundamentals of Financial and Managerial Accounting</td>
<td>1.0</td>
</tr>
<tr>
<td>FNCE 613</td>
<td>Macroeconomics and the Global Economic Environment</td>
<td>1.0</td>
</tr>
<tr>
<td>Select 1 of the following:</td>
<td></td>
<td>0.5-1</td>
</tr>
<tr>
<td>FNCE 611</td>
<td>Corporate Finance</td>
<td>0.5</td>
</tr>
<tr>
<td>FNCE 621</td>
<td>Corporate Finance (Half CU)</td>
<td>0.5</td>
</tr>
<tr>
<td>LGST 611</td>
<td>Responsibility in Global Management</td>
<td>0.5</td>
</tr>
<tr>
<td>or LGST 612</td>
<td>Responsibility in Business</td>
<td>0.5</td>
</tr>
<tr>
<td>MGEC 611</td>
<td>Microeconomics for Managers: Foundations</td>
<td>0.5</td>
</tr>
<tr>
<td>MGEC 612</td>
<td>Microeconomics for Managers: Advanced Applications</td>
<td>0.5</td>
</tr>
<tr>
<td>MGMT 610</td>
<td>Foundations of Teamwork and Leadership</td>
<td>0.5</td>
</tr>
<tr>
<td>MGMT 613</td>
<td>Career Planning</td>
<td>0.5</td>
</tr>
<tr>
<td>MKTG 613</td>
<td>Marketing Management</td>
<td>0.5</td>
</tr>
<tr>
<td>MKTG 613</td>
<td>Strategic Marketing Simulation</td>
<td>0.5</td>
</tr>
<tr>
<td>OIDD 611</td>
<td>Quality and Productivity</td>
<td>0.5</td>
</tr>
<tr>
<td>Select 1 of the following:</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>OIDD 612</td>
<td>Business Analytics</td>
<td>0.5</td>
</tr>
<tr>
<td>OIDD 615</td>
<td>Operations Strategy</td>
<td>0.5</td>
</tr>
<tr>
<td>STAT 613</td>
<td>Regression Analysis for Business</td>
<td>1.0</td>
</tr>
<tr>
<td>WHCP 614</td>
<td>Management Communication</td>
<td></td>
</tr>
<tr>
<td>WHCP 619</td>
<td>Mgmt Comm: Adv. Persuas</td>
<td></td>
</tr>
</tbody>
</table>

Total Course Units 8

1. Students must take at least one of OIDD 612 and OIDD 615, and may take both.

The degree and major requirements displayed are intended as a guide for students entering in the Fall of 2020 and later. Students should consult with their academic program regarding final certifications and requirements for graduation.

### Academic Resources

Penn offers a wide variety of resources, offices, and programs for graduate students to support them in all aspects of their Penn experience. The following list highlights some of the most commonly used resources and areas of interest relating to academics and educational opportunities.

- Academic Calendar (p. 555)
- Advising & Mentoring PhD Students (p. 558)
- Career Services (p. 565)
- Doctoral Dissertation Manual (p. 565)
- Ethics and Original Research Handbook (p. 565)
- Exchange Scholar Program (p. 565)
- Fontaine Society (p. 566)
- Graduate Group Review Student Feedback Form (p. 566)
- Graduate Student Center (p. 566)
- Graduation (p. 566)
- Guide To Thriving at Penn (p. 568)
- Information for International Students (p. 568)
- Information for Students with Children (p. 568)
- Learning Resources (p. 569)
- Libraries (p. 569)
- Master’s Thesis Style Guide (p. 569)
- Registrar’s Office (p. 570)
- Wellness (p. 571)

### Academic Calendar

**Notes:**

For the most up-to-date information about Fall 2020, visit [https://fall-2020-planning.upenn.edu](https://fall-2020-planning.upenn.edu).

Graduate and professional programs may follow their own calendars; check the website for each School or program.

Rosh Hashanah, Yom Kippur, the first two days of Passover and Good Friday are religious holidays that affect large numbers of University community members and that fall during the academic year. View the University’s policy regarding these and other holidays (p. 2012).

The University’s Three-Year Academic Calendar is subject to change. In the event that changes are made, the latest, most up-to-date version will be posted to the Almanac’s website ([https://almanac.upenn.edu/penn-academic-calendar/](https://almanac.upenn.edu/penn-academic-calendar/)).

### 2020 Summer Term

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memorial Day (no classes)</td>
<td>Monday May 25</td>
</tr>
<tr>
<td>11-week Session classes begin</td>
<td>Tuesday May 26</td>
</tr>
<tr>
<td>Session I classes begin</td>
<td>Tuesday May 26</td>
</tr>
<tr>
<td>Session I Classes end</td>
<td>Wednesday July 1</td>
</tr>
<tr>
<td>Session II Classes begin</td>
<td>Thursday July 2</td>
</tr>
<tr>
<td>Independence Day Observed (no classes)</td>
<td>Friday July 3</td>
</tr>
<tr>
<td>Session II &amp; 11-Week Session classes end</td>
<td>Friday August 7</td>
</tr>
</tbody>
</table>
# 2020 Fall Term

Please Note: The last day of in-person instruction for the 2020 Fall Term is November 20 and online instruction begins November 23.

<table>
<thead>
<tr>
<th>Event/Deadline</th>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Move-in for First Year Students</td>
<td>TBD</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>August 24-31</td>
</tr>
<tr>
<td>Opening Exercises and Freshman Convocation</td>
<td>Monday August 31</td>
</tr>
<tr>
<td>First day of classes</td>
<td>Tuesday September 1</td>
</tr>
<tr>
<td>Labor Day (no classes)</td>
<td>Monday September 7</td>
</tr>
<tr>
<td>Course Selection Period ends</td>
<td>Tuesday September 15</td>
</tr>
<tr>
<td>Fall term break</td>
<td>CANCELLED</td>
</tr>
<tr>
<td>Drop Period ends</td>
<td>Monday October 12</td>
</tr>
<tr>
<td>Grade Type Change Deadline</td>
<td>Friday October 30</td>
</tr>
<tr>
<td>Family Weekend</td>
<td>Friday-Sunday October 16-18</td>
</tr>
<tr>
<td>Advance Registration for Spring Term</td>
<td>Monday-Sunday November 2-15</td>
</tr>
<tr>
<td>Last Day to withdraw from a course</td>
<td>Monday November 9</td>
</tr>
<tr>
<td>Homecoming</td>
<td>Saturday November 14</td>
</tr>
<tr>
<td>Last Day of In-Person Instruction</td>
<td>Friday November 20</td>
</tr>
<tr>
<td>Online Instruction Begins</td>
<td>Monday November 23</td>
</tr>
<tr>
<td>Thursday/Friday class schedule on Tuesday/ Wednesday</td>
<td>Tuesday/Wednesday November 24-25</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>Thursday-Sunday November 26-29</td>
</tr>
<tr>
<td>Classes resume (online)</td>
<td>Monday November 30</td>
</tr>
<tr>
<td>Monday Schedule on a Thursday</td>
<td>Thursday December 10</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Thursday December 10</td>
</tr>
<tr>
<td>Reading days</td>
<td>Friday-Monday December 11-14</td>
</tr>
</tbody>
</table>

Final examinations

<table>
<thead>
<tr>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday-Tuesday December 15-22</td>
</tr>
</tbody>
</table>

Fall term ends

<table>
<thead>
<tr>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday December 22</td>
</tr>
</tbody>
</table>

# 2021 Spring Term

First day of classes

<table>
<thead>
<tr>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 13 (Monday classes)</td>
</tr>
</tbody>
</table>

Martin Luther King, Jr. Day Observed (no classes)

<table>
<thead>
<tr>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday January 18</td>
</tr>
</tbody>
</table>

Course Selection Period ends

<table>
<thead>
<tr>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday January 26</td>
</tr>
</tbody>
</table>

Drop Period ends

<table>
<thead>
<tr>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday February 22</td>
</tr>
</tbody>
</table>

Spring term break

<table>
<thead>
<tr>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday-Sunday March 6-14</td>
</tr>
</tbody>
</table>

Classes resume

<table>
<thead>
<tr>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday March 15</td>
</tr>
</tbody>
</table>

Grade Type Change Deadline

<table>
<thead>
<tr>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday March 19</td>
</tr>
</tbody>
</table>

Advance Registration for Fall Term and Summer Sessions

<table>
<thead>
<tr>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday-Sunday March 22-April 4</td>
</tr>
</tbody>
</table>

Last Day to withdraw from a course

<table>
<thead>
<tr>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday March 29</td>
</tr>
</tbody>
</table>

Last day of classes

<table>
<thead>
<tr>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday April 28</td>
</tr>
</tbody>
</table>

Reading days

<table>
<thead>
<tr>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday-Sunday April 29-May 2</td>
</tr>
</tbody>
</table>

Final examinations

<table>
<thead>
<tr>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday-Tuesday May 3-11</td>
</tr>
</tbody>
</table>

Spring term ends

<table>
<thead>
<tr>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday May 11</td>
</tr>
</tbody>
</table>

Alumni Day

<table>
<thead>
<tr>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday May 15</td>
</tr>
</tbody>
</table>

Baccalaureate

<table>
<thead>
<tr>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday May 16</td>
</tr>
</tbody>
</table>

Commencement

<table>
<thead>
<tr>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday May 17</td>
</tr>
</tbody>
</table>

# 2021 Summer Term

11-week Session classes begin

<table>
<thead>
<tr>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday May 24</td>
</tr>
</tbody>
</table>

Session I classes begin

<table>
<thead>
<tr>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday May 24</td>
</tr>
</tbody>
</table>

Memorial Day observed (no classes)

<table>
<thead>
<tr>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday May 31</td>
</tr>
</tbody>
</table>

Session I Classes end

<table>
<thead>
<tr>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday June 30</td>
</tr>
</tbody>
</table>

Session II Classes begin

<table>
<thead>
<tr>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday July 1</td>
</tr>
<tr>
<td>Event</td>
</tr>
<tr>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Independence Day Observed (no classes)</td>
</tr>
<tr>
<td>Session II &amp; 11-Week Session classes end</td>
</tr>
</tbody>
</table>

### 2021 Fall Term

- **Move-in for First Year Students**: [Website](http://www.business-services.upenn.edu/housing/assignments/move/arriving.html)
- **New Student Orientation**: Wednesday-Monday, August 25-30
- **Opening Exercises and Freshman Convocation**: Monday, August 30
- **First day of classes**: Tuesday, August 31
- **Labor Day (no classes)**: Monday, September 6
- **Course Selection Period ends**: to be decided
- **Fall term break**: Thursday-Sunday, October 14-17
- **Classes resume**: Monday, October 18
- **Drop Period ends**: to be decided
- **Grade Type Change Deadline**: to be decided
- **Family Weekend**: Friday-Sunday, October 29-31 (Brown)
- **Advance Registration for Spring Term**: to be decided
- **Last Day to withdraw from a course**: to be decided
- **Homecoming**: Saturday, November 6 (Cornell)
- **Thursday/Friday class schedule on Tuesday/Wednesday**: November 23-24
- **Thanksgiving Break**: Thursday-Sunday, November 25-28
- **Classes resume**: Monday, November 29
- **Last day of classes**: Friday, December 10
- **Reading days**: Saturday-Tuesday, December 11-14
- **Final examinations**: Wednesday-Wednesday, December 15-22
- **Fall term ends**: Wednesday, December 22

### 2022 Spring Term

- **First day of classes**: January 12 (Monday classes)
- **Martin Luther King, Jr. Day Observed (no classes)**: Monday, January 17
- **Course Selection Period ends**: to be decided
- **Drop Period ends**: to be decided
- **Spring term break**: Saturday-Sunday, March 5-13
- **Classes resume**: Monday, March 14
- **Grade Type Change Deadline**: to be decided
- **Advance Registration for Fall Term and Summer Sessions**: to be decided
- **Last Day to withdraw from a course**: to be decided
- **Last day of classes**: Wednesday, April 27
- **Reading days**: Thursday-Sunday, April 28-May 1
- **Final examinations**: Monday-Tuesday, May 2-10
- **Spring term ends**: Tuesday, May 10
- **Alumni Day**: Saturday, May 14
- **Baccalaureate**: Sunday, May 15
- **Commencement**: Monday, May 16

### 2022 Summer Term

- **11-week Session classes begin**: Monday, May 23
- **Session I classes begin**: Monday, May 23
- **Memorial Day observed (no classes)**: Monday, May 30
- **Session I Classes end**: Wednesday, June 29
- **Session II Classes begin**: Thursday, June 30
- **Independence Day Observed (no classes)**: Monday, July 4
- **Session II & 11-Week Session classes end**: Friday, August 5
## 2022 Fall Term

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Move-in for First Year Students</td>
<td>Wednesday, August 24</td>
<td><a href="http://www.business-services.upenn.edu/housing/assignments/move/arriving.html">www.business-services.upenn.edu/housing/assignments/move/arriving.html</a></td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>Wednesday-Monday, August 24-29</td>
<td><a href="https://www.nso.upenn.edu/">https://www.nso.upenn.edu/</a></td>
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<tr>
<td>Opening Exercises and Freshman Convocation</td>
<td>Monday, August 29</td>
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<tr>
<td>First day of classes</td>
<td>Tuesday, August 30</td>
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<tr>
<td>Labor Day (no classes)</td>
<td>Monday, September 5</td>
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<tr>
<td>Course Selection Period ends</td>
<td>to be decided</td>
<td></td>
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<tr>
<td>Fall term break</td>
<td>Thursday-Sunday, October 6-9</td>
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<tr>
<td>Classes resume</td>
<td>Monday, October 10</td>
<td></td>
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<tr>
<td>Drop Period ends</td>
<td>to be decided</td>
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<tr>
<td>Grade Type Change Deadline</td>
<td>to be decided</td>
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<tr>
<td>Homecoming</td>
<td>Saturday, October 22</td>
<td>(Yale)</td>
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<tr>
<td>Family Weekend</td>
<td>Friday-Sunday, November 11-13 (Harvard)</td>
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<tr>
<td>Advance Registration for Spring Term</td>
<td>to be decided</td>
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<tr>
<td>Last Day to withdraw from a course</td>
<td>to be decided</td>
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<tr>
<td>Thursday/Friday class schedule on Tuesday/Wednesday</td>
<td>Tuesday/Wednesday, November 22-23 (Thursday/Friday classes)</td>
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<tr>
<td>Thanksgiving Break</td>
<td>Thursday-Sunday, November 24-27</td>
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<tr>
<td>Classes resume</td>
<td>Monday, November 28</td>
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<tr>
<td>Last day of classes</td>
<td>Monday, December 12</td>
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<tr>
<td>Reading days</td>
<td>Tuesday-Wednesday, December 13-14</td>
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<tr>
<td>Final examinations</td>
<td>Thursday-Thursday, December 15-22</td>
<td></td>
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<tr>
<td>Fall term ends</td>
<td>Thursday, December 22</td>
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</tbody>
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## 2023 Spring Term

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of classes (Monday class schedule on Wednesday)</td>
<td>January 11 (Monday classes)</td>
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</tbody>
</table>

## 2023 Summer Term

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Notes</th>
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<tbody>
<tr>
<td>11-week Session classes begin</td>
<td>Monday, May 22</td>
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<tr>
<td>Session I classes begin</td>
<td>Monday, May 22</td>
<td></td>
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<tr>
<td>Memorial Day observed (no classes)</td>
<td>Monday, May 29</td>
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<tr>
<td>Session I Classes end</td>
<td>Wednesday, June 28</td>
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<tr>
<td>Session II Classes begin</td>
<td>Thursday, June 39</td>
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<tr>
<td>Independence Day Observed (no classes)</td>
<td>Tuesday, July 4</td>
<td></td>
</tr>
<tr>
<td>Session II &amp; 11-Week Session classes end</td>
<td>Friday, August 4</td>
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Updated July 27, 2020

Advising & Mentoring PhD Students

Guidelines for Students, Faculty and Administrators at the University of Pennsylvania
### Choosing a Dissertation Advisor

**Introduction**

While some graduate groups may assign an advisor to a student upon admission to the program, in many graduate groups the responsibility for finding a dissertation advisor rests with the student. The choice of a faculty member who will supervise the dissertation work required to fulfill degree requirements is one of the most critical decisions a graduate student will make. A student will spend several years working with the faculty member of choice, and that choice will significantly affect the direction of the student's career. Choosing a dissertation advisor, therefore, is an extremely important decision for doctoral students, although it is not immutable, as will be discussed later.

A student undertaking dissertation work needs an advisor who will be not only academically competent in a particular area but also willing to act as the student's advocate when necessary. It is important that the student be able to work and communicate effectively with the advisor and not feel overwhelmed or intimidated in the relationship. Dissertation work can be lonely and isolating. Each student requires the guidance of someone who will stimulate thought, who has sufficient interest in the student's topic to produce new insights jointly, and who will challenge the student to think in a novel manner about the research.

**Obtaining Information on Potential Advisors**

Students who are responsible for finding their own advisor should be familiar with the University rules (p. 1939) about who can advise dissertation research and serve on the dissertation committee. Several resources and strategies can help students identify an appropriate faculty advisor, as follows.

The graduate group website or handbook is a valuable source of information on potential advisors. Many graduate groups have developed websites that profile affiliated faculty members, including their areas of research, recent publications, and other academic activities. Literature searches can provide further information on the publications and preferred journals of particular faculty members. The graduate group chair can also provide valuable advice on potential advisors and can help students to become familiar with any specific graduate group policies on supervision.

Students can get to know potential advisors by taking a course, doing a lab rotation, acting as a teaching assistant, and/or attending seminars and other presentations by the faculty member.

Graduate students working with the potential advisor are an invaluable source of information. Students who are currently working or have worked with a particular advisor can be asked about their experience with that advisor and about the advisor's expectations and working methods. Getting to know these students is also useful because with anyone choosing to work with a faculty advisor would likely have close, future interactions with their students. Talking to multiple students is always encouraged given the possibly strong and differing opinions one might hear.

Students should make an appointment to see potential advisors. Meeting a potential advisor is an essential step in determining whether a faculty member would be a good fit in terms of mentoring and interpersonal style
and research interested. The following is a list of issues that might be covered in such a meeting:

- How many graduate students do you advise? (Students may not want to pick a faculty member who has too many students already.)
- Typically, how often do you meet with your students?
- Typically, how much time do you expect students to take to complete their dissertation?
- How will we agree upon my research topic?
- Are there sufficient funds available for the research project?
- What will be the sources of my stipend/funding? What are ways you can provide assistance for finding additional funding if/when my stipend expires?
- What level of independence is expected of your graduate students?
- Is there any specific knowledge I need to have before starting to work with you?
- Will I have the opportunity to attend conferences? Publish papers? Present work at colloquia? Are there funds available for me to do so?
- Are you planning a sabbatical leave soon? If so, what arrangements for continued supervision will be made during your absence?
- What opportunities would I have in this area of research when I graduate?
- How do you typically assist students on the job market?
- Will guidelines be drawn up for working together?
- How will I receive feedback on my progress?

These questions are designed to help the student and the potential advisor determine whether a good match exists. Where appropriate, the student may also want to ask about the order of authorship on publications and intellectual property issues.

The choice of a dissertation advisor is a decision to be made with a great deal of care and consideration. Discussion of the topics listed above will also give faculty members a sense of what students expect in terms of meetings, feedback, turn-around time on submitted work, etc. Taking time to explore these issues should result in a productive relationship for both student and advisor that culminates in a piece of original research, completed within a reasonable time period.

**Changing Advisors**

There may be situations in which a student must change advisors. Some situations are beyond the student’s control; for example, when an advisor leaves the university or otherwise becomes unavailable. In other situations, the student may want to choose a different advisor; for example if the focus of the research project changes to something outside of the current advisor’s expertise, or if works styles do not mesh well.

In these latter situations, students should understand that while there can be risks in changing advisors, it usually can be negotiated in a positive manner. Students deciding to pursue this option should be sure to consult the graduate group for any specific policies and procedures that apply to changing advisors, and be sure to ascertain if funding may change under a new advisor. Students should always be professional and respectful in interactions with the current advisor and potential new advisor, and be certain that another member of the faculty is willing to add them as a new advisee before discussing a change with the current advisor. Students should focus discussions on interests and goals and not on negative incidents or difficulties. The potential new advisor, as well as leaders or other members of the graduate group, may have advice regarding how to broach this change with the current advisor.

**Expectations, Provision of Structure, and Timelines**

The provision of structure by dissertation advisors is crucial at all stages of a graduate student’s work, but is particularly important during the initial phase of dissertation work. It is essential that advisors and students have a shared set of expectations. Each needs to understand the constraints that operate on the other and the effects that these may have on the mentoring relationship. Good advisors make their expectations clear to students on issues such as the need for regular meetings, mastery of methodological skills, conference publications and conference presentations, timelines for degree completion, etc. Once these expectations are clearly outlined, it is much easier to develop a positive, productive relationship.

The following are suggested topics to cover in initial discussions between student and advisor:

- Frequency of contact.
- Preferred communication method (e.g., e-mail, phone calls, Skype, in person).
- Timelines for each stage of the research, including publications and conference presentations.
- Type and frequency of feedback expected.
- Whether students work in the graduate group or at home/library. Hours of work.
- Nature of any directed reading program.
- Monitoring, evaluation, and reporting of progress.
- Additional training, fieldwork requirements.
- Any authorship/collaboration or intellectual property issues.
- The establishment and membership of the dissertation committee.

**The Dissertation Committee**

The academic experience is greatly enhanced if faculty members other than the direct advisor are readily and formally available for consultation and discussion with the graduate student. To provide this element of supervision, a dissertation committee should be put in place for the Ph.D. student early in the dissertation stage. The graduate group is responsible for monitoring the progress of the student through the dissertation committee, as follows:

- A dissertation committee should consist of at least three faculty members (including at least two members of the graduate group). While some graduate groups require all members of the dissertation committee be members of the graduate group or affiliated department, others encourage/require appointment of a faculty member from another department, to encourage an interdisciplinary perspective. Be sure to review the policy about the composition of dissertation committee (p. 1939) as you are building your committee.
- It is required that the dissertation committee meet with the student, as a committee, at least once per year to assess the student’s progress in the program and to provide advice on future work.
- The committee submits a written report to the graduate group chair, at least once per year, detailing its observations of the student’s progress and its recommendations.
The student must be given the opportunity to respond to the committee's report/recommendation and to append a response to the committee's report.

Copies of the report shall be given to the student and filed with the graduate group office.

The Graduate Group is responsible for recording the membership of the dissertation committee in the Student Information System (SRS). The graduate division office at the home school will monitor compliance with this requirement through SRS reports and an annual audit of the official student file.

Open Access Publication of Dissertations

The culmination of the research project will be a dissertation. All Penn PhD dissertations are published by ProQuest and a hard copy is placed in the Penn Library once the student graduates. Penn also requires open access publication of dissertations in the institutional repository, Scholarly Commons (http://repository.upenn.edu/etd.html). Open access publication provides a much wider audience, can help to market ideas to potential employers, and can help make plagiarism or theft much easier to detect. The open access dissertation will be available via the internet, including full text searching through search engines like Google. The same legal and copyright protections pertain to open access publication as to traditional hardcopy publication.

In cases where papers are in press, patents are pending, or where there are other intellectual property concerns, it may be beneficial to delay publication (commonly referred to as an 'embargo'). Students should discuss with the advisor whether a delay in publication is necessary or advisable. If the student and advisor agree that it will be advantageous to embargo the dissertation, embargo preferences can be entered when submitting the dissertation using ETD Administrator. Note that different embargo options are available for traditional publishing (in ProQuest: 6 months, 1 year, 2 years) and open access (in Scholarly Commons: 3 years initially). A request for a three-year delay in open access publication through Penn's Scholarly Commons will be granted automatically when requested. Requests for additional delays – which must be made in advance of the embargo expiring – require approval by the Graduate Group Chair and in some cases the school’s Graduate Dean or Associate Dean for Graduate Studies.

Expectations & Responsibilities of the Student, Advisor and Graduate Group

Responsibilities of the Student

Good mentoring practice entails responsibilities not only of the advisor but also of the student. When a student enters a doctoral program, that student commits time and energy necessary for research leading to a dissertation that makes a substantial and original contribution to knowledge. It is the responsibility of the student to conform to University and program requirements and procedures. Although it is the duty of the advisor to be reasonably available for consultation, the primary responsibility for keeping in touch rests with the student. The student's responsibilities include the following:

- Becoming familiar with, and adhering to, the rules, policies, and procedures in place in the graduate group, home school, and the University as outlined in available resources such as graduate group student handbooks/web sites and the University's policies (p. 1939). Of particular importance are rules around Academic Integrity.
- Knowing and following the rules and policies of the graduate group and the University. Adhering to all deadlines and policies regarding registration, leaves of absence, limitations on time and recertification, dissertation submission and graduation (p. 1939).
- Selecting and planning an original research topic that can be successfully completed within the expected time frame for the degree program; in some cases, this will be done in consultation with the thesis advisor.
- Preparing a research plan and timetable in consultation with the advisor as a basis for the program of study, including any proposed fieldwork.
- Learning and adhering to responsible conduct of research standards for your field. Acquiring the necessary health and safety skills for undertaking the proposed research.
- Meeting with the advisor when requested and reporting regularly on progress and results.
- Establishing a dissertation committee, with the assistance of the advisor, early in the dissertation stage, as required by the graduate group.
- Keeping advisors informed on how they can be contacted and informing them of any significant changes that may affect the progress of the research.
- Maintaining good records of each stage of the research.
- Be a good citizen of the research group, laboratory, department, or other entity that requires cooperation from its members (e.g., lab chores).
- When necessary, planning to seek additional funding as needed well in advance.
- Thinking critically about career trajectory and mindfully pursuing opportunities to support career goals, for example, through teaching, publishing, presenting, externships, etc. (See Appendix A: Skill Building for more information.)

Responsibilities of the Faculty Advisor

Within the context of their role as advisors, a faculty member’s primary task is to guide and inspire his or her students to reach their scholarly potential. At the same time, each advisor must try to ensure that each student is in compliance with the rules and regulations of the University. The advisor should promote conditions conducive to a student’s research and intellectual growth and provide appropriate guidance on the progress of the research and the standards expected.

Good mentoring practice includes the following:

- Guiding the student in the selection and planning of an original research topic that can be successfully completed within the expected time frame for the degree program.
- Establishing with the student a realistic timetable for completion of various phases of the program.
- Being accessible to give advice and provide feedback, while also establishing for the student a realistic timeline for receiving feedback. Feedback should be professional and constructive and provide concrete guidance for improvement.
- Ensuring that students have an understanding of the relevant theories and the methodological and technical skills necessary for the research, including provision of information through an ethical
review process where applicable. Ensuring that students adhere to responsible conduct of research standards for your field.

- Establishing with the student a dissertation committee early-on in the dissertation stage (e.g., after the qualifying exam) and ensuring that the committee meets with the student at least once a year, as a committee, and provides an annual written report of the student's progress.
- Making arrangements to ensure continuity of supervision during leaves or an extended period of absence.
- Encouraging participation in graduate group seminars and colloquia.
- Encouraging and assisting students to attend and present work at local, national, or international conferences and to publish their work in appropriate journals.
- Advising on matters of career options, job market, preparation of the CV, and strategies for launching a career in research.
- Contributing to the student’s professional development through letters of reference and general advice.
- Advising the student on seeking additional funding, as needed.
- Ensuring that the research environment is safe, equitable, and free from harassment and discrimination.
- Avoiding personal or business relationships that may constitute a conflict of interest.
- Being sensitive to academic needs and concerns that may arise for international students, students from underrepresented groups, students with disabilities, and/or students with family responsibilities.
- Communicating in a timely manner if the student’s academic performance is not meeting expectations, providing an outline for what actions need to be taken in order to return to academic good standing, and a timeline for doing so. While dealing with inadequate academic performance can be difficult, it is in no one's best interests to prolong a program of study if success is unlikely.
- Serving as an advocate for the student.

Students sometimes experience personal difficulties. These can include family difficulties, problems in personal relationships, cultural adjustments, financial pressures, medical issues, and problems associated with employment. The importance of these various problems should not be under-emphasized. Advisors should not act in a counseling capacity with their students, nor should they intrude into the personal lives of their students with unwanted advice. However, advisors should try to ensure that their relationships with students are such that students will be comfortable telling advisors that they are having significant personal difficulties. Sometimes a timetable can be rearranged or a referral made to appropriate campus resources (http://www.gsc.upenn.edu/resources/).

Responsibilities of the Graduate Group

The graduate group chair, the graduate group coordinator, and other support staff play key roles in the lives of graduate students. The graduate group must endeavor to create an environment within which scholarly work by graduate students can flourish, and problems can be resolved in an effective manner. Students should take the time to get to know the graduate group administrators. In this way, students can stay current with regulations and graduate group activities and events.

Responsibilities of the graduate group include the following:

- Producing a handbook/brochure/web site that outlines program requirements, regulations and procedures, financial support and information on faculty members and their area of research/expertise. If requirements change, past versions of the information should be maintained for students admitted under the previous requirements.
- Having procedures in place to facilitate the search for an advisor and to allow a change in advisor in the unlikely event that this becomes necessary.
- Establishing an effective communication system with graduate students (i.e., mailboxes and/or e-mail lists) and workspace, where possible.
- Providing orientation sessions for both new and continuing students. Information conveyed in these sessions should include: overview of program policies and requirements, areas of faculty expertise for research supervision, expected performance and timelines for completion of degree requirements, intellectual property policies, publication and authorship issues, scholarship/funding information, information on policies regarding the proper conduct of research, sexual harassment, safety and workplace regulations, and procedures for complaints and appeals.
- Providing responsible conduct of research training as appropriate for your field.
- Ensuring that the student's dissertation committee meets University guidelines (p. 1939) and that the membership is documented in the student's official file.
- Ensuring that the committee meets once a year and that an annual written progress report is filed in the official student file at the graduate group office.
- Providing a mechanism for resolving problems, which may arise between graduate students, advisors and/or members of the dissertation committee.
- Establishing a graduate group appeals process to review formal complaints from students.
- Ensuring a safe, equitable and fair working environment for students and informing them of all relevant safety and work regulations.
- Being sensitive to academic needs and concerns that may arise for international students, students from underrepresented groups, students with disabilities, and/or students with family responsibilities.
- Disbursing financial support in a fair and equitable manner that is consistent with the graduate group's funding policy.
- Being knowledgeable about University resources (http://www.gsc.upenn.edu/resources/) in place to support students, and making referrals when appropriate.

Conflict Resolution

Students experiencing a conflict with an advisor or other faculty member are encouraged to discuss their situation with the Director of the Graduate Student Center (https://gsc.upenn.edu) for advice and support before moving forward. If a dispute or concern arises between a graduate student and advisor with respect to the mentoring relationship, the student and advisor should try first to resolve any difficulties amicably between themselves. If informal discussion does not resolve the problem, there are several avenues to pursue within the graduate group: in most cases, the graduate group chair should be consulted first. If the graduate group chair is unable to find a satisfactory solution, advice may be sought from the relevant associate dean of the student's school or from the University Ombuds (http://www.upenn.edu/ombudsman/), which is a confidential, off-the-record resource that can help the student or the advisor explore options, identify resources, manage expectations, and express frustrations. Additionally, the University Ombuds (http://
If all else fails, and if the nature of the issue is academic, a student may pursue a formal academic appeal by contacting the Office of the Vice Provost for Education (https://provost.upenn.edu/education/).

Here are some further considerations related to conflict resolution:

- All conflict is not necessarily to be avoided. Conflict can result in creative solutions and when the conflict involves ideas, it can advance knowledge.
- There is a significant power differential in the student/advisor relationship, but the very nature of the relationship and the academic enterprise requires that ideas and assumptions may be challenged.
- Expectations should be clear and commonly understood on both sides; put them in writing, if necessary.
- Conflict should be handled early. It is easier to handle smaller issues as they arise, and sometimes options for resolution may diminish over time.
- The Office of Student Conduct’s conflict resolution program (https://www.osc.upenn.edu/mediation-conflict-resolution-mediation/) provides conflict coaching, mediation, and workshops on communication and conflict resolution skills.
- Not all conflict can be resolved informally. If you have tried your best but have not resolved the issue, follow the recommended route to a more formal resolution.

### Seeking Support & Reporting Concerns

#### Academic Concerns

Students who believe that their Graduate Group is not following recommended academic guidelines or University requirements (for example, annual dissertation committee meetings) should discuss their concerns first with the Graduate Group Chair. If the Graduate Group Chair is involved in the issue, or is unable to resolve the issue, students should next discuss the concern with the Graduate Dean in their school. Students who do not find resolution here should bring the concern to the University’s Vice Provost for Education at provost-edg@upenn.edu. Students uncomfortable with this process at any stage are encouraged to bring their concerns to the Director of the Graduate Student Center (http://www.gsc.upenn.edu/) for advice and support.

Students who want to provide general feedback about their experiences in their Graduate Group, either anonymously or not, can fill out the Graduate Group Review Student Feedback Form (https://vpe.wufoo.com/forms/w1dk1nrj0k6ihvi/). PhD Graduate Groups are periodically reviewed by the Graduate Council of the Faculties (GCF), and feedback from current graduate students will be used in that review process. Confidentiality will be maintained for students who do provide their name.

#### Concerns Regarding Unfair Treatment, Bias, Harassment, or any Form of Violence

##### Sorting Through Options

Recognizing that issues of bias, harassment and/or violence can be particularly sensitive, Penn provides several Confidential Campus Resources that can help students sort through options and decide whether and how to make a formal report. These include:

- African-American Resource Center (http://www.upenn.edu/aarc/)
- Counseling and Psychological Services (http://www.vpul.upenn.edu/caps/)
- Lesbian Gay Bisexual Transgender Center (http://www.vpul.upenn.edu/lgbtc/)
- Office of the Chaplain (https://chaplain.upenn.edu/)
- The Office of the Ombuds (http://www.upenn.edu/ombuds/)
- Office of Penn Violence Prevention and Education (https://www.vpul.upenn.edu/pvp/)
- Penn Women’s Center (http://www.vpul.upenn.edu/pwc/)
- Special Services Department, Division of Public Safety (https://www.publicsafety.upenn.edu/about/special-services/)
- Student Health Service (http://www.vpul.upenn.edu/shs/)

### Reporting

Students wishing to initiate a complaint against a member of the Penn community for sexual misconduct – which includes sexual harassment, sexual violence, relationship violence, and stalking – the complaint should be brought to the Associate Vice President for Equity and Title IX Officer (AVP). See the Sexual Misconduct Policy, Resource Offices and Complaint Procedures (https://catalog.upenn.edu/pennbook/ssexual-misconduct-resource-offices-complaint-procedures/) for more information. Penn Violence Prevention (https://www.vpul.upenn.edu/pvp/sexualviolence/) provides support and information about options for reporting sexual misconduct.

Students wishing to lodge an official complaint of discrimination and/or retaliation can pursue either formal mediation or a formal complaint of discrimination and/or retaliation through the Office of Affirmative Action and Equal Opportunity Programs (http://www.upenn.edu/affirm-action/). Affirmative Action maintains a Complaint of Discrimination and/or Retaliation Form. Individuals also may report having been treated in a biased or discriminatory manner by completing a Bias Incident Reporting Form (https://diversity.upenn.edu/diversity-at-penn/bias-motivated-incident-report/). This form may be used to report incidents of bias involving Penn students, faculty, or staff. You are not required to provide your name or contact information. Confidentiality will be maintained to the extent possible.

215-P-COMPLY (https://secure.ethicspoint.com/domain/media/en/gui/22868/) is Penn’s confidential reporting and help line. As a member of the Penn community, you are encouraged to raise questions and concerns, particularly if you suspect violations of policies or legal requirements. To report a student engaged in misconduct, contact the Office of Student Conduct (https://www.osc.upenn.edu/), which is responsible for matters of student discipline. Penn Violence Prevention (https://www.vpul.upenn.edu/pvp/gethelp/) provides support and information about options for reporting sexual violence, relationship violence, or stalking.

### Appendix A - Skill Building and Career Development

PhD students will find that their academic research experience – as well as their strength on the job market – can be enhanced if they focus on developing important skills such as writing, teaching and management throughout their doctoral studies. Students may also want to explore
Develop Writing Skills


The Office of Learning Resources (http://www.vpul.upenn.edu/lrc/lr/) provides help in skills such as academic reading, writing, study strategies, and time management. This academic support is provided through a varied menu of services and programs, some specifically for graduate students and for international students.

The Marks Family Writing Center (http://writing.upenn.edu/critical/writing_center/) provides graduate students with feedback on seminar papers, proposals, manuscripts, and other texts, working on anything from conceptualizing to polishing a final draft, including how to plan and stage writing work.

Develop Teaching Skills

The Center for Teaching & Learning (https://wwwctl.upenn.edu/programs-and-services-graduate-students/) prepares graduate students to serve as TAs and/or to teach their own classes at Penn. In addition, CTL has a number of programs and services to help graduate students as they go on the job market and imagine themselves as future faculty.

The CTL Teaching Certificate (https://wwwctl.upenn.edu/ctl-teaching-certificate/) provides doctoral students with support for improving their teaching as well as recognition for their commitment to developing as teachers. The CTL Teaching Certificate also offers a structure through which interested graduate students can prepare themselves to become faculty in the future. The certificate is noted on the student’s transcript, as a statement from the University of Pennsylvania that a graduate student has pursued advanced training in teaching.

Develop Leadership and Management Skills

There are many opportunities on campus to develop leadership and management skills. PhD students can benefit from holding leadership roles in their school governments or GAPSA (http://www.gapsa.upenn.edu/) or other graduate student organizations (http://www.gsc.upenn.edu/resources/gradgroups.php). PhD students can also volunteer to serve on University committees (http://www.gapsa.upenn.edu/university-committee-seats/).

There are also paid positions on campus (http://www.gsc.upenn.edu/resources/#resource8content) which can provide management and leadership experiences. Examples include fellow positions at the Graduate Student Center (http://gsc.upenn.edu/), graduate associate positions in College Houses & Academic Services (http://www.collegehouses.upenn.edu/join/ga/), and advising positions at the Weingarten Learning Resource Center (http://www.vpul.upenn.edu/lrc/lr/).

A session with an advisor in Career Services (http://www.vpul.upenn.edu/careerservices/gradstud/phdpostdoc.php) can help students identify other important skills and opportunities to develop them.

For Students Considering Careers Beyond Academia

The reality is that your faculty advisor is probably not well-equipped to help you explore careers outside of the professoriate. However, there are many other helpful resources at Penn to assist. Set up an appointment with a graduate student/postdoc career advisor at Career Services (http://www.vpul.upenn.edu/careerservices/gradstud/phdpostdoc.php) where you can get guidance and resources specifically for PhD students exploring their many career options. In addition, you can tap into the vast network of PhD alumni who work in a variety of fields through QuakerNet (https://quakernet-ldap.upenn.edu/discovery/7entityID=https%3A%2F%2Fquakernet-ldap.upenn.edu%2Fsp&return=https%3A%2F%2Fquakernet-ldap.upenn.edu%2FShibboleth.sso%2FLogin%3FSAMLDS%3D1%26target%3Dss%2F53A&mem%3A21cf92f0073f5163ec21b1b). There are also many ways to research career paths taken by Penn alumni using LinkedIn (https://www.linkedin.com/school/university-of-pennsylvania/alumni/). If you are looking for the best ways to take full advantage of these online tools, then call 215-898-7530 to set up a time to speak with career advisors who are specialized in working with PhD students at any stage of the career exploration and career development process. PhD students can begin the process of exploring relevant career paths by reading the Carpe Careers blog (https://www.insidehighered.com/career-advice/carpe-careers/) on the Inside Higher Ed website, written by PhD/postdoc career advisors from a wide range of academic institutions, and setting up free accounts with the following online tools:

- The Versatile PhD (https://www.vpul.upenn.edu/secuareservices/pennkey/esub.php) (for all academic disciplines)
- myIDP (http://myidp.sciencecareers.org/) (for PhD students in STEM fields)
- Imagine PhD (https://www.imaginephd.com/) (for PhD students in humanities and Social Sciences)
- BGS Career Development (https://bgscareerdevelopment.com/) (for PhD students in biomedical fields)

Appendix B - Policies, Rules & Resources

Academic Policies

- Academic Rules for PhD Programs (p. 1939)
- Code of Academic Integrity (p. 1965)
- Fairness of Authorship Credit in Collaborative Faculty-Student Publications for PhD, AM, and MS Students (p. 1973)
- Patent and Tangible Research Property (p. 1993) See section 2.1.4 Student Inventions
- Ethics & Original Research (p. 565)
- Dissertation Manual (p. 565)
- PhD Student Leave of Absence Policy (http://catalog.upenn.edu/pennbook/phdstudentleaveofabsence/)
Conduct Policies
- Code of Student Conduct (p. 1965)
- Alcohol and Other Drug Policy (p. 1945)
- Student Grievance Procedures (p. 2047)

Resources for student success
Penn provides many resources to help students thrive in graduate school. And we recognize that student overall wellness can fall within several dimensions including academic, emotional, physical, spiritual, and financial. The University offers a wide range of resources (https://gsc.upenn.edu/resources/) designed to support these many dimensions of wellness.

Career Services
Career Services provides support and resources for PhD and master's degree students. Career Advisors are happy to work with students on all aspects of their career exploration and planning at any time during their academic programs, and there are many career-relevant steps that students can take in their first years. With access to the student/employer engagement platform called "Handshake (https://www.vpul.upenn.edu/careerservices/handshake/)", students can search for jobs and internships across industries, search and register for upcoming career workshops/programs, career fairs, and employer information sessions, and schedule 1-on-1 or group appointments with advisors at Career Services. Graduate students are encouraged to set up a time to meet with a career advisor to get any of their career questions answered, or to discuss the types of questions they should be asking in order to maximize their career readiness by the time of their graduation. All career appointments and walk-ins are entirely confidential.

For more information, visit https://www.vpul.upenn.edu/careerservices/gradstud/index.php (https://www.vpul.upenn.edu/careerservices/gradstud/).

Doctoral Dissertation Manual
Writing and submitting your dissertation are among the final steps leading to the award of the PhD degree. At the University of Pennsylvania, a student presents and defends the dissertation publicly, and then, with the approval of the dissertation committee and graduate group chair, submits the final manuscript for publication. Finally, the PhD degree is awarded to the candidate upon the recommendation of the Graduate Council of the Faculties.

A bound copy of the dissertation is shelved in the University Library, where it is available through Interlibrary Loan. A digital copy is included in the ProQuest/UMI database, accessible online to subscribers and libraries.

Beginning December 2015, Penn will require open access publication of dissertations (p. 561). Open access publication provides a much wider audience for you, can help to market your ideas to potential employers, and can help make plagiarism or theft much easier to detect. The open access dissertation, published in the University’s institutional repository, ScholarlyCommons, (http://repository.upenn.edu/) will be available via the internet, including full text searching through search engines like Google. The same legal and copyright protections pertain to open access publication as to traditional hardcopy publication. The University permits delay of traditional and open access publication as necessary. See Delay of Publication, below.

Dissertations must be submitted in digital format through ProQuest's ETD Administrator module. Follow the instructions in Submitting Your Dissertation, and should further questions arise, consult the Graduation Coordinators at the Graduate Division of Arts and Sciences, Suite 322A, 3401 Walnut Street/6228; phone 215-898-7444, email: gas-degree@sas.upenn.edu. The Graduate Division of Arts and Sciences serves as the administrative clearinghouse for final deposit of all Penn PhD dissertations.


Ethics and Original Research Handbook
To ensure that all Penn students understand the high academic standards of the University, the Ethics & Original Research Handbook is available to guide you as you approach the research and writing tasks that your courses and dissertation will demand of you. This handbook outlines important information you will need to know about correctly acknowledging your sources when you write a report, research paper, critical essay, or position paper. It also provides guidelines for collaboration on assignments.

View the handbook: https://provost.upenn.edu/uploads/media_items/ethics-handbook.original.pdf

Exchange Scholar Program
The Exchange Scholar Program allows Penn Ph.D. students to apply to study for a semester or an academic year at one of twelve other participating institutions.

Please check with your graduate group about graduate group policies regarding the Exchange Scholar program.

Consortium for Exchange Scholar Program for Ph.D. Students:
- University of California at Berkeley
- Brown University
- University of Chicago
- Columbia University
- Cornell University
- Harvard University
- Massachusetts Institute of Technology
- University of Pennsylvania
- Princeton University
- Rutgers University
- Stanford University
- Yale University

First year doctoral students and master’s students may not participate in the program.
Fontaine Society

Fontaine Fellowships support the education of the most underrepresented groups in PhD education.

In 1970 an endowment was established posthumously in honor of Dr. William Fontaine, first African-American appointed to the Standing Faculty at the University of Pennsylvania. From its inception, the endowment, known as the “Fontaine Fellowship” has been used to advance the University’s goals related to diversity. Originally restricted to students from groups “traditionally and historically underrepresented” in higher education specifically U.S. African American, Native American, and Hispanic students—diversity is now more broadly defined, and may include, for example, first-generation college students who are from low income families, or students whose backgrounds are most underrepresented in a specific discipline or field.

Fontaine funding, in combination with other resources, is used by the schools to recruit a diverse class of PhD students. Fontaine Fellows receive graduate financial aid that is identical to all other funded students in their respective doctoral programs. In addition, the Fontaine Society provides members with opportunities to come together throughout the year to support another’s academic progress and enhance the University campus as a whole, through their contributions to the scholarly community.

For more information, visit https://gsc.upenn.edu/fontaine/about (https://gsc.upenn.edu/fontaine/about/).

Graduate Group Review Student Feedback Form

PhD Graduate Groups are periodically reviewed by the Graduate Council of the Faculties (GCF) in order to identify strengths and weaknesses within each program, and to recommend any changes that may help to improve the Graduate Group. Feedback from current graduate students is an essential element in that review process. You can provide feedback by attending the meeting with the Graduate Group Review Liaison from the GCF and/or using the feedback form (https://vpe.wufoo.com/forms/w1dk1nrj0k8ihvl/). Even if your Graduate Group is not being reviewed, you are welcome to fill out the form (https://vpe.wufoo.com/forms/w1dk1nrj0k8ihvl/) if you would like to provide feedback on your experiences in your Graduate Group.

Feedback form responses are viewed by the Vice Provost for Education, and by the Graduate Group Review Liaison if the Graduate Group is being reviewed. You are not required to provide your name or contact information. Confidentiality will be maintained for students who do provide their name. However, the feedback you provide may become part of the Graduate Council of the Faculties review report. Your demographic information is requested but will not be included in the review report.

This feedback form is intended to solicit general information and impressions about your graduate school experiences. If there is a specific incident you would like to report, please use the University’s Bias Incident Reporting Form (https://diversity.upenn.edu/diversity-at-penn/forms/).

If you have questions about the Graduate Group review process, please contact the Office of the Vice Provost for Education at provost-ed@upenn.edu or 215-898-7225.

View the Graduate Group Review Student Feedback Form: https://vpe.wufoo.com/forms/w1dk1nrj0k8ihvl/

Graduate Student Center

The Graduate Student Center (https://gsc.upenn.edu) was established in 2001 to meet the unique needs of graduate and professional students at Penn. The Grad Center empowers graduate and professional students to participate in a graduate community at Penn, and creates academic, social, intercultural and professional development programs.

The Center provides graduate and professional students with a centrally-located home that includes a lounge, free coffee and tea, a cafe, and meeting/study space. We encourage you to learn more about our activities, facilities, and resources; from New Student Orientation to graduation, the Graduate Center is a supportive, fun space that brings together the wide range of graduate and professional students at Penn.

Grants to help defray the cost of insurance for PhD Students

The University created two grant programs for PhD students to help offset the cost of health insurance and dental insurance. These grants are funded by the Office of the Provost and administered by the Graduate Student Center and the Office of Student Registration and Financial Services.

For more information, visit https://gsc.upenn.edu/resources/graduate-funding-and-finances/insurance-subsidies-and-grants (https://gsc.upenn.edu/resources/graduate-funding-and-finances/insurance-subsidies-and-grants/)

Graduation

Applying for Graduation

The Graduate Division of the School of Arts and Sciences (https://www.sas.upenn.edu/graduate/) oversees the review of all non-professional doctoral dissertations and Master’s theses for the University. Consequently, degree candidates not just in the Graduate School of Arts and Sciences, but for all academic graduate degrees in all nine of the university’s graduate schools must apply (https://fission.sas.upenn.edu/sso/gas/degree/app-start.php) to this office when planning to graduate in any given term.

For more information: https://www.sas.upenn.edu/graduate-division/resources/graduation-and-beyond (https://www.sas.upenn.edu/graduate-division/resources/graduation-and-beyond/)

Graduation Calendar

Revised May 20, 2020

For PhD, AM, MS, and professional degrees in SAS and SEAS

August 2020

GAS begins accepting dissertations Thursday, June 4.

<table>
<thead>
<tr>
<th>Action</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Sign up</td>
<td>April 28 through July 6</td>
</tr>
<tr>
<td>Late Sign#up¹</td>
<td>July 7 - July 13</td>
</tr>
<tr>
<td>Defend by</td>
<td>July 20</td>
</tr>
</tbody>
</table>

¹Late Signups for 2020 are not necessary; please complete your paperwork at least 30 days before your planning to graduate in any given term.
Deposit by August 3
Degree Awarded August 7

1 Late Sign up fee is $100. Names are purged from the Degree System after each degree cycle. A student who misses the degree deadlines must sign up again for the following degree cycle. Degree candidates may sign up online for the next degree cycle as soon as the last degree cycle deadline is past. Students who apply for May degree after 3/16 will not be listed in the Commencement program.

December 2020
GAS begins accepting dissertations Monday, September 14.

<table>
<thead>
<tr>
<th>Action</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sign up</td>
<td>July 14 through November 16</td>
</tr>
<tr>
<td>Late Sign-up</td>
<td>November 17-23</td>
</tr>
<tr>
<td>Defend by</td>
<td>November 23</td>
</tr>
<tr>
<td>Deposit by</td>
<td>December 7</td>
</tr>
<tr>
<td>Degree Awarded</td>
<td>December 22</td>
</tr>
</tbody>
</table>

1 Late Sign up fee is $100. Names are purged from the Degree System after each degree cycle. A student who misses the degree deadlines must sign up again for the following degree cycle. Degree candidates may sign up online for the next degree cycle as soon as the last degree cycle deadline is past. Students who apply for May degree after 3/16 will not be listed in the Commencement program.

December 2021
GAS begins accepting dissertations Monday, September 13.

<table>
<thead>
<tr>
<th>Action</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Sign up</td>
<td>July 13 through November 15</td>
</tr>
<tr>
<td>Defend by Friday, October 8 &amp; deposit by Monday, November 9 for fall tuition waiver</td>
<td></td>
</tr>
<tr>
<td>Late Sign-Up</td>
<td>November 16-22</td>
</tr>
<tr>
<td>Defend by</td>
<td>November 22</td>
</tr>
<tr>
<td>Deposit by</td>
<td>December 6</td>
</tr>
<tr>
<td>Degree Awarded</td>
<td>December 22</td>
</tr>
</tbody>
</table>

1 Late Sign up fee is $100. Names are purged from the Degree System after each degree cycle. A student who misses the degree deadlines must sign up again for the following degree cycle. Degree candidates may sign up online for the next degree cycle as soon as the last degree cycle deadline is past. Students who apply for May degree after 3/16 will not be listed in the Commencement program.

May 2022
GAS begins accepting dissertations Wednesday, January 12.

<table>
<thead>
<tr>
<th>Action</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Sign up</td>
<td>November 23 through April 18</td>
</tr>
<tr>
<td>Defend by Friday, February 18 &amp; deposit by Friday, March 21 for spring tuition waiver</td>
<td></td>
</tr>
<tr>
<td>Late Sign-Up</td>
<td>April 19-25</td>
</tr>
<tr>
<td>Defend by</td>
<td>April 25</td>
</tr>
<tr>
<td>Deposit by</td>
<td>May 2</td>
</tr>
<tr>
<td>Degree Awarded</td>
<td>May 16</td>
</tr>
</tbody>
</table>

1 Late Sign up fee is $100. Names are purged from the Degree System after each degree cycle. A student who misses the degree deadlines must sign up again for the following degree cycle. Degree candidates may sign up online for the next degree cycle as soon as the last degree cycle deadline is past. Students who apply for May degree after 3/16 will not be listed in the Commencement program.

August 2022
GAS begins accepting dissertations Thursday, June 2

<table>
<thead>
<tr>
<th>Action</th>
<th>Date</th>
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<tbody>
<tr>
<td>Sign up</td>
<td>April 26 through July 4</td>
</tr>
<tr>
<td>Late Sign-Up</td>
<td>July 5-11</td>
</tr>
<tr>
<td>Defend by</td>
<td>July 18</td>
</tr>
<tr>
<td>Deposit by</td>
<td>August 1</td>
</tr>
<tr>
<td>Degree Awarded</td>
<td>August 5</td>
</tr>
</tbody>
</table>
Late Sign up fee is $100. Names are purged from the Degree System after each degree cycle. A student who misses the degree deadlines must sign up again for the following degree cycle. Degree candidates may sign up online for the next degree cycle as soon as the last degree cycle deadline is past. Students who apply for May degree after 3/16 will not be listed in the Commencement program.

**December 2022**

GAS begins accepting dissertations Monday, September 12.

<table>
<thead>
<tr>
<th>Action</th>
<th>Date</th>
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<tbody>
<tr>
<td>Sign up</td>
<td>July 12 through November 21</td>
</tr>
<tr>
<td>Defend by Friday, October 14 and deposit by Monday, November 14 for fall tuition waiver</td>
<td></td>
</tr>
<tr>
<td>Late Sign up</td>
<td>November 28</td>
</tr>
<tr>
<td>Degree Awarded</td>
<td>TBA</td>
</tr>
</tbody>
</table>

Late Sign up fee is $100. Names are purged from the Degree System after each degree cycle. A student who misses the degree deadlines must sign up again for the following degree cycle. Degree candidates may sign up online for the next degree cycle as soon as the last degree cycle deadline is past. Students who apply for May degree after 3/16 will not be listed in the Commencement program.

**Guide To Thriving at Penn**

Penn provides many resources to help you thrive in graduate school, and we recognize that your overall wellness can fall within several dimensions including emotional, physical, social, spiritual, and financial. The University offers a wide range of resources designed to support these many dimensions of your wellness. Learn more about them at: https://gsc.upenn.edu/resources/.

In addition, the University’s HELP Line 215-898-HELP (4357) is a 24-hour-a-day phone number for members of the Penn community who are seeking time sensitive help in navigating Penn’s resources for health and wellness.

**Information for International Students**

Penn’s International Student and Scholar Services (ISSS) (https://global.upenn.edu/issss/) provides immigration benefits assistance and integration initiatives for the international community at Penn. ISSS works with international students through all stages of their journey at Penn, providing guidance every step of the way.

ISSS provides support to students in many different areas. Some examples include:

- Preparing students for arrival to the U.S.
- Helping get adjusted to life in Philadelphia
- Advising on maintaining status, travel, and immigration guidelines
- Providing integration opportunities such as social events, cultural trips and leadership roles
- Assisting with employment authorization before internships or jobs

Find out more information for:

- New Students (https://global.upenn.edu/issss/new/)
- Current Students (https://global.upenn.edu/issss/students/)
- Beyond Immigration (https://global.upenn.edu/issss/beyond-immigration/)

**English Language Programs (https://www.elp.upenn.edu/)**

The English Language Programs (ELP) was established in the 1960s. For over half a century, we have offered courses in English as a Second Language as well as dynamic cultural experiences.

The ELP is a top English language program with a CEA-accredited Intensive Program. We offer open-enrollment programs in Academic, Business, and General English as well as provide programs to matriculated Penn students in areas such as business, dentistry, and law. We offer teacher training, cross-cultural training, and testing. Custom programs and consulting services are available for foundations, multinational corporations, universities, and government agencies.

**Information for Students with Children**

**Family Resource Center**

Penn’s Family Resource Center is a hub for information, resources, childcare benefits, activities and advocacy for students and post-docs with children. The Family Center provides a forum for student parents to connect and develop supportive networks, and offers a welcoming and family-friendly environment for Penn students, post-docs, caregivers, and children.

The Family Center facility includes a large common room and a family reading room complete with toys, games, books, stuffed animals, and two private lactation rooms equipped with Symphony breast pumps. Children visiting the Family Center must be supervised by parents or caregivers at all times. Students and post-docs who wish to use the Family Center should first review the Family Center Guidelines and must complete our Parental Release & Consent Form (https://familycenter.upenn.edu/become-member/).

Visit the Family Center website for more information about activities, benefits, and resources for students with children: https://familycenter.upenn.edu

**Resources**

- Campus Lactation Rooms
- PhD Grant Program
- PhD Family Leave Policies
Learning Resources

Weingarten Learning Resources Center (http://www.vpul.upenn.edu/lrc/Irc/)
The Weingarten Center provides academic support services and programs for undergraduate, graduate, and professional students at the University of Pennsylvania through its two offices. The services and programs of both offices are free and confidential.

Office of Learning Resources (http://www.vpul.upenn.edu/lrc/Ir/)
The Office of Learning Resources (http://www.vpul.upenn.edu/lrc/Ir/) staff provide a wide range of programming and professional consultation services in university-relevant skills such as reading, writing, study strategies, and time management.

Student Disabilities Services (http://www.vpul.upenn.edu/lrc/sds/)
Student Disabilities Services (http://www.vpul.upenn.edu/lrc/sds/) staff work closely with students who self-identify with disabilities in order to ensure equal access to all University programs, activities and services.

Weigle Information Commons (WIC) (http://commons.library.upenn.edu/)
WIC in Van Pelt Library supports students at the individual and course level. Students can receive assistance with writing, speaking, and study skills (http://commons.library.upenn.edu/student-support/student-assistance-services/) at WIC, in addition to learning software and hardware (http://commons.library.upenn.edu/software/) through workshops and online tutorials. High-tech study spaces, equipment, and specialized printers are available as well.

Libraries

Penn has a large and service-oriented library system. The combined 15 libraries on campus contain over 4,500,000 volumes, subscribe to more than 33,000 serials, and offer a rapidly growing set of electronic services which can be accessed from home or office, as well as in the libraries.

- Locations and hours (http://www.library.upenn.edu/locations/)

Research

- For Research Guides by subject, visit: https://guides.library.upenn.edu/hometabs (https://guides.library.upenn.edu/hometabs/).
- To get help with research, students can submit questions online (http://faq.library.upenn.edu/ask/) or make an appointment for in-person assistance (http://faq.library.upenn.edu/widget_standalone.php?widget_id=3266).

Canvas

Canvas is the online learning management system used at Penn. A valid PennKey is required to login to the system.

- To login to Canvas, visit: https://canvas.upenn.edu (https://canvas.upenn.edu/).

- For help with Canvas, visit: http://guides.library.upenn.edu/canvas_students (http://guides.library.upenn.edu/canvas_students/).

Weigle Information Commons (WIC) (http://commons.library.upenn.edu/)
WIC in Van Pelt Library supports students at the individual and course level. Students can receive assistance with writing, speaking, and study skills (http://commons.library.upenn.edu/student-support/student-assistance-services/) at WIC, in addition to learning software and hardware (http://commons.library.upenn.edu/software/) through workshops and online tutorials. High-tech study spaces, equipment, and specialized printers are available as well.

Master’s Thesis Style Guide

University Style Guide for Masters Theses

Paper Requirements

Two hard copies of the approved thesis must be submitted in separate, appropriate sized boxes or sealable envelopes to the

Graduation Coordinator
Graduate Division of Arts and Sciences
3401 Walnut Street
Suite 322A/6228

Engineering students must submit the approved thesis to the

Office of Academic Programs
School of Engineering
111 Towne Building

The thesis must be printed single-sided on acid-free white paper, 20 lb. (or heavier stock), 8 1/2 x 11 inches in size. Copier paper is fine.

Font, Spacing, and Margin Requirements

Any non-italic font 10-12 points in size should be used. Headings may be larger. For enhanced screen readability, use Arial (10pt), Courier New (10pt), Georgia (11pt), Times New Roman (12 pt), or Verdana (10pt) font. For footnotes, figures, citations, charts and graphs, a font of 8 point or larger should be used. Italic type may be used for quotations, words in a foreign language, occasional emphasis, or book titles.

For the sake of readability, it is recommended that the text of the dissertation be double-spaced (except for footnotes, long quoted passages, and lists of tables and figures, which are single-spaced). If desired, authors may choose to single-space the abstract and/or thesis manuscript.

Allow one and one-half inches for the left margin and one inch for all other margins. All text, including page numbers, must fit within these margins.

Organization of the Manuscript

Pages must appear in the following order:

- Title Page
- Dedication (optional)
- Acknowledgment (optional)
- Abstract (optional)
- Table of Contents (mandatory for theses 50 pages or longer)
- List of Tables (optional)
PRACTICAL ADVICE: THE IMPACT OF ‘POOR RICHARD’S ALMANAC’ ON DOMESTIC HABITS IN THE AMERICAN COLONIES

Author’s Name

A THESIS

in

American Civilization

Presented to the Faculties of the University of Pennsylvania in Partial Fulfillment of the Requirements for the Degree of Master of (Arts/Science)

2012

Typed Name
Supervisor of Thesis

Typed Name
Graduate Group Chair

Registrar’s Office

The Office of the University Registrar (https://srfs.upenn.edu/registrar/) supports teaching and learning at the University of Pennsylvania by maintaining the integrity of academic policies and the student information system. We are the stewards of Penn’s student records from application to degree conferral in perpetuity.

We provide the following services to Students, Faculty, Alumni, Parents, Staff and many other constituents across our campus:

• Support Students and Departments during Registration
• Reserve Classrooms for Courses and Academic Events
• Schedule Final Exams
• Record and Report Enrollment and Final Grades
• Certify Attendance
• Manage Veterans Affairs Educational Benefits
• Issue Transcripts
• Verify Graduation and Degrees

A transcript is a representation of a student’s academic record while at the University of Pennsylvania.

Official transcripts are ordered through the Office of the University Registrar website (https://srfs.upenn.edu/student-records/transcripts/). Unofficial transcripts are available at anytime, online for students and alumni class of 1988 or later via the Penn in Touch portal (https://pennintouch.apps.upenn.edu/pennInTouch/jsp/fast2.do?1=2&access=student&bchp=1).

The University Registrar’s office provides verification of dates a student attended Penn and degrees awarded by the Schools of the University. Details concerning Academic Certification may be found on the University Registrar web page (https://srfs.upenn.edu/student-records/enrollment-degree-verification/+).

In accordance with Title 38 US Code 3679 subsection (e), the University of Pennsylvania adopts the following additional provisions for any students using U.S. Department of Veteran Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. The University will not:

• Prevent the student’s enrollment;
• Assess a late penalty fee to the student;
• Require student secure alternative or additional funding;
• Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

• Provide Chapter 33 Certificate of Eligibility (or its equivalent) or for Chapter 31, VA VR&E’s contract with the school on VA Form 28-1905 by the first day of class.
• Chapter 33 students can register at the VA Regional Office to use E-Benefits to get the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 student cannot get a completed VA Form 28-1905 (or any equivalent) before the VA VR&E case-manager issues it to the school.
• Provide written request to be certified;
Provide additional information needed to properly certify the enrollment as described in other institutional policies.

‘GI Bill®’ is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill (https://gcc01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.benefits.va.gov%2Fgibill%2Fgibilldata%3D02%7C701%7Cramckinney%40pa.gov%7C6f396242142c49d489d608d8234c4af5%7C418e284101284dd59b6c47fcs59i7%7C0%7C0%7C637298157877210440&data=IvWEW1sejv6Ym3kGW%2FZocYrBwiTvxbSO3K07nuVFM%3D&reserved=0).

Wellness

There are a wide variety of resources available to support students at Penn. Some of the most commonly used resources are listed below.

Wellness at Penn (https://www.wellnessatpenn.com/)

The Wellness at Penn initiative provides support, resources, and practical tools for wellness across the Penn community. It affirms wellness as a core priority and necessary driver of life on campus; and it offers a wide range of opportunities to reflect and engage on issues of wellness, stress, mental health, resilience, happiness, personal and academic goals, and the meaning of success.

Counseling and Psychological Services (CAPS) (http://www.vpul.upenn.edu/caps/)

215-898-7021 (Nights and weekends, ask for CAPS counselor on call.)

Counseling and Psychological Services (CAPS) provides professional psychological and psychiatric services to undergraduate, graduate, and professional students who need support in fulfilling their academic, social, and personal objectives. Along with health and wellness partners throughout the Penn community, CAPS directly supports student mental health through counseling, crisis management, consultation, education and outreach, and training.

Division of Public Safety (https://www.publicsafety.upenn.edu/)


A central source for information about police, fire, and emergency services, security services, including walking escorts, and special victim services. Public safety also manages the University’s extensive electronic security infrastructure.

Student Disabilities Services (http://www.vpul.upenn.edu/ldr/sds/)

(215) 573-9235, TDD: (215) 746-6320

The Office of Student Disabilities Services (SDS), part of the Weingarten Learning Resources Center (http://www.vpul.upenn.edu/ldr/), provides comprehensive, professional services and programs for students who self-identify with disabilities to ensure equal academic opportunities and participation in University-sponsored programs. Professional staff evaluate current documentation, determine individual students’ eligibility according to program guidelines, and determine reasonable accommodations for all qualified students with documented disabilities on a case-by-case basis, including academic adjustments, e-text, accessible campus housing, and transportation and parking. SDS also coordinates auxiliary aids and services such as sign language interpreters and Computer Aided Realtime Translation (CART) reporters, as well as the loan of equipment and assistive technologies.

Student Health Service (http://www.vpul.upenn.edu/shs/)

215-746-3535

Student Health Service is a state-of-the-art primary care center dedicated to the health and well-being of Penn students. Student Health provides accessible, cost-effective, culturally-sensitive, and student-focused healthcare, including care for acute and chronic health problems, preventive health services, and health and wellness education. The Health Service works in close collaboration with our partners in the University Life Division, and with our colleagues in the University of Pennsylvania Health System (http://www.pennmedicine.org/) to help ensure the health and wellness of the campus community.

Student Intervention Services (http://www.vpul.upenn.edu/intervention.php)

215-898-6081

Penn Student Intervention Services (SIS) assists the University community in handling emergencies or critical incidents involving the welfare and safety of students.

Office of the Chaplain (https://chaplain.upenn.edu/)

215-898-8456

The staff of the Office of the Chaplain (https://chaplain.upenn.edu/about-us/staff/) is available to students, faculty and staff for pastoral support, guidance, or informal advising and counseling. The Chaplain, an ordained clergy person, participates in campus ceremonies such as Convocation, Baccalaureate and Commencement and also officiates at weddings (https://chaplain.upenn.edu/about-us/weddings-blessings/) and campus memorial services. The office serves and supports a wide range of student organizations (https://chaplain.upenn.edu/student-organizations/), fellowships and religious communities on our campus. They also develop programming designed to improve interfaith understanding and build meaningful, collaborative relationships across religious difference.

Campus Health (http://www.vpul.upenn.edu/shs/campushealth/)

Part of Student Health Service, Campus Health (http://www.vpul.upenn.edu/shs/campushealth/) seeks to empower the Penn community to Live Well through advocacy, education, and action. Campus Health staff focus on a wide variety of healthy living topics including sleep, hygiene, stress reduction, nutrition, exercise, tobacco-free lifestyles and bike safety. Key initiatives include annual flu immunization clinics, which vaccinate more than 2,000 people, and yearlong sexual wellness education through events such as ‘Sex Camp’ and ‘Sex Jeopardy.’
Alcohol and Other Drug Program Initiatives (http://www.vpul.upenn.edu/alcohol/)
The Office of Alcohol and Other Drug Program Initiatives oversees critical areas of health and wellness that can challenge the academic success of Penn students. The office comprises alcohol policy initiatives, violence prevention, data collection, strategic project management, and (in a collaboration with Student Intervention Services (http://www.vpul.upenn.edu/intervention.php)) proactive crisis management.

Policies and Procedures
The following policies and procedures relate to graduate academics at Penn, and are organized by topic.

Most academic polices and procedures at Penn are school-based. University policies (p. 1933) are also often administered through the schools. Students should consult with their school or graduate group with questions or for help in understanding academic policies and procedures.

Academic Rules
• Academic Rules for PhD Programs (p. 1939)
• Academic Rules for Research Master’s Programs (p. 1944)

Course and Exam Related Policies
• Academic Good Standing and Academic Withdrawal (p. 572)
• Course Numbering & Academic Credit (p. 290)
• Rules Governing Final Examinations (p. 2026)
• Policy on Secular and Religious Holidays (p. 2012)

Leaves of Absence and Withdrawals
• Academic Good Standing and Academic Withdrawal (p. 572)
• Leaves of Absence (p. 572)

Teaching
• Evaluation and Certification of the English Fluency of Undergraduate Instructional Personnel (p. 1971)
• Guide to Graduate Student Appointments (https://www.finance.upenn.edu/sites/default/files/Tax-Withholding-on-Graduate-Stipends.pdf)

Research
• Fairness of Authorship Credit in Collaborative Faculty-Student Publications for PhD, AM, and MS Students (p. 1973)
• Guidelines for Research in the Community (p. 1984)
• Guidelines for Student Protection in Sponsored Research Projects (p. 1984)
• Policy Regarding Human Subject Research in the Sociobehavioral Sciences (p. 2015)
• Procedures Regarding Misconduct in Research for Nonfaculty members of the Research Community (p. 2019)

Academic Good Standing and Academic Withdrawal
The minimum standard for satisfactory work for the Graduate Faculties is a B average in each academic year, but the graduate group may set additional requirements that determine advancement; these requirements may require a student to withdraw despite a satisfactory grade average, if the quality of the student’s work is not at a level that predicts successful degree completion.

Students whose grades are not meeting minimum requirements or who are not satisfactorily meeting other graduate group requirements will receive a communication at the end of the academic term or year regarding their academic probation, along with an outline for what actions need to be taken in order to return to academic good standing, and a timeline for doing so. Students receiving such a communication are responsible for working with their advisor and/or graduate group chair to improve academic performance. Students who do not return to academic good standing within the time frame outlined may be withdrawn by the graduate group.

School specific policies:
• Annenberg School for Communication (https://www.asc.upenn.edu/academics/graduate-program/annenberg-school-policies/normal-progress-phd-program/)
• School of Arts and Sciences
• Graduate School of Education (http://www.gse.upenn.edu/pdf/students/Student_Handbook_16-17.pdf)
• School of Engineering and Applied Science (http://www.seas.upenn.edu/graduate/handbook/g-academic-requirements.php)
• Perelman School of Medicine (Biomedical Graduate Studies) (https://webdev.med.upenn.edu/contribute/bgs/documents/ExpectationsofStudents2017forAugustMatrics.pdf)
• School of Nursing (http://www.nursing.upenn.edu/student-services/resources/handbooks-forms-policies/phd-handbook/academic-regulations/)
• School of Social Policy & Practice (https://www.sp2.upenn.edu/resources/phd-student-handbook/academics/#GradesandAcademicSta)
• The Wharton School

Leaves of Absence
Leaves of absence for PhD students are governed by University policy (http://catalog.upenn.edu/pennbook/phdstudentleavofabsence/). PhD students are also eligible for Family Leave and New Parent Accommodation per University policy (p. 1975).

Leave of absence policies for professional students vary by school. Professional students should consult the policies in their schools and programs.
The following is a list of all programs offered for academic credit at the University of Pennsylvania and is accurate as of May 2020. Students interested in non-credit and continuing education may visit this webpage (http://www.upenn.edu/programs/lifelong/).
COURSES A-Z

Courses are organized by subject and include courses at the undergraduate and graduate levels.

Search courses by keyword using the Advanced Course Search (p. 1932).

For more information, see the guide to Course Numbering and Academic Credit (p. 290) at the University of Pennsylvania.

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### Accounting (ACCT)

**ACCT 101 Accounting and Financial Reporting**

This course is an introduction to the basic concepts and standards underlying financial accounting systems. Several important concepts will be studied in detail, including: revenue recognition, inventory, long-lived assets, present value, and long term liabilities. The course emphasizes the construction of the basic financial accounting statements - the income statement, balance sheet, and cash flow statement - as well as their interpretation.

One-term course offered either term

Activity: Lecture

1.0 Course Unit
ACCT 102 Strategic Cost Analysis
Strategic Cost Analysis is the process of analyzing and managing costs in order to improve the strategic position of the business. This goal can be accomplished by having a thorough understanding of which activities and costs support an organization’s strategic position and which activities and costs either weaken it or have no impact. Subsequent cost management efforts can then focus on reducing or limiting expenditures on activities that add little or no strategic value, while increasing expenditures on activities that support the strategic position of the organization. Performance can then be evaluated to ensure that the chosen actions are taken, and that these actions are yielding improved strategic performance. Throughout the course, a strategic cost analysis and management framework will be applied across functions and organizations to highlight the cost analysis and performance evaluation methods available to forecast financial performance and improve strategic position.

Taught by: Chris Ittner
Course offered summer, fall and spring terms
Activity: Lecture
1.0 Course Unit

ACCT 212 Financial Measurement and Disclosure(X)
This course builds on the knowledge you obtained in your introductory financial accounting course. This is an intermediate level course on financial reporting which covers more complicated transactions than those found in ACCT 101. We will cover major valuation and financial reporting topics on all three major sections of the balance sheet-assets, liabilities, and equity-along with their consequences for net income and cash flows. Case studies and illustrative examples from the financial press will be used to increase your familiarity with actual firms’ financial statements and to emphasize the effect of financial accounting rules on the information presented in financial statements. After completing this course, you will have obtained many of the tools necessary to both prepare and analyze financial statements and accounting information provided by firms. You will acquire an understanding of both the ‘how’ of accounting procedures and the underlying reasons ‘why’ these practices are adopted. These skills are essential for pursuing a broad range of professions in accounting and finance.

Course usually offered in fall term
Prerequisite: ACCT 101
Activity: Lecture
1.0 Course Unit

ACCT 242 Accounting and Business Analysis
In the course, students learn how to analyze firms’ financial statements and disclosures to determine how a firm’s particular accounting choices reflect the underlying economics of the firm. As a result, the course strengthens students’ ability to use financial statements as part of an overall assessment of the firm’s strategy and valuation. The course is especially useful for anyone interested in working on the buy or sell side. The course provides both a framework for and the tools necessary to analyze financial statements. At the conceptual level, it emphasizes that preparers and users of financial statements have different objectives and incentives. At the same time, the course is applied and stresses the use of actual financial statements. For example, students learn how to detect when firms are managing earnings and/or balance sheets. It draws heavily on real business problems and uses cases to illustrate the application of the techniques and tools.

One-term course offered either term
Also Offered As: ACCT 742
Prerequisite: ACCT 101
Activity: Lecture
1.0 Course Unit

ACCT 243 Accounting for Mergers, Acquisitions, and Complex Financial Structures
The objective of this course is to discuss and understand the accounting that underlies merger, acquisition, and investment activities among firms that result in complex financial structures. Key topics include the purchase accounting method for acquisitions, the equity method for investments, the preparation and interpretation of consolidated financial statements, tax implications of mergers and acquisitions, earnings-per-share considerations, the accounting implications of intercompany transactions and non-domestic investments, etc.

Course usually offered in fall term
Also Offered As: ACCT 743
Prerequisite: ACCT 212 AND (ACCT 242 OR ACCT 243)
Activity: Lecture
1.0 Course Unit

ACCT 270 Forensic Analytics
Recent trends in Big Data and predictive analytics are revolutionizing the way stakeholders analyze financial data. This course teaches students the hands-on skills necessary to manipulate large-scale financial databases and build predictive models useful for strategic and investment decisions. The course will cover three applications of predictive analytics: (i) forecasting future earnings, (ii) predicting accounting fraud, and (iii) detecting insider trading. The course will draw on cutting-edge academic research in each area; introduce students to the basic SQL coding skills necessary to manipulate Big Data and conduct meaningful analyses; and leverage the datasets and computing power of Wharton Research Data Services. The course is organized as a hybrid of a traditional seminar course and a computer science course. The first few classes of each unit will cover the conceptual material and source material related to each topic. The later classes in each unit will cover the technical material and programming skills needed to manipulate the respective datasets, estimate prediction models, and backtest algorithms.

Taught by: Dan Taylor
Course usually offered in spring term
Prerequisite: ACCT 101 AND STAT 102
Activity: Lecture
1.0 Course Unit

ACCT 297 Taxes and Business Strategy
The objective of this course is to develop a framework for understanding how taxes affect business decisions. The key themes of the framework - all parties, all taxes and all costs - are applied to decision contexts such as investments, compensation, organizational form, and mergers and acquisitions. The ultimate goal is to provide a new approach to thinking about taxes that will be valuable even as laws and governments change.

One-term course offered either term
Also Offered As: ACCT 897
Prerequisite: ACCT 101 AND FNCE 101
Activity: Lecture
1.0 Course Unit

ACCT 399 Supervised Study
Intensive reading and study with some research under the direction of a faculty member. Approval from one of the departmental advisers must be obtained before registration. Senior standing and 3.4 average in major related subjects required.

One-term course offered either term
Activity: Independent Study
1.0 Course Unit
ACCT 611 Fundamentals of Financial Accounting
The objective of this course is to provide an understanding of financial accounting fundamentals for prospective consumers of corporate financial information, such as managers, stockholders, financial analysts, and creditors. The course focuses on understanding how economic events like corporate investments, financing transactions and operating activities are recorded in the three main financial statements (i.e., the income statement, balance sheet, and statement of cash flows). Along the way, students will develop the technical skills needed to analyze corporate financial statements and disclosures for use in financial analysis, and to interpret how accounting standards and managerial incentives affect the financial reporting process. This course is recommended for students who want a more in-depth overview of the financial accounting required for understanding firm performance and potential future risks through analysis of reported financial information, such as students intending to go into security analysis and investment banking.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

ACCT 613 Fundamentals of Financial and Managerial Accounting
This course provides an introduction to both financial and managerial accounting, and emphasizes the analysis and evaluation of accounting information as part of the managerial processes of planning, decision-making, and control. A large aspect of the course covers the fundamentals of financial accounting. The objective is to provide a basic overview of financial accounting, including basic accounting concepts and principles, as well as the structure of the income statement, balance sheet, and statement of cash flows. The course also introduces elements of managerial accounting and emphasizes the development and use of accounting information for internal decisions. Topics include cost behavior and analysis, product and service costing, and relevant costs for internal decision-making. This course is recommended for students who will be using accounting information for managing manufacturing and service operations, controlling costs, and making strategic decisions, as well as those going into general consulting or thinking of starting their own businesses.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

ACCT 706 Cost Management
This course covers managerial accounting and cost management practices that can be strategically applied across the various functions of a business organization to improve organizational performance. The course emphasizes the methods available to measure and evaluate costs for decision-making and performance evaluation purposes. It reviews a number of cost management issues relating to the design and implementation of strategic, marketing, value analysis, and other management models in modern firms; and identifies major contemporary issues in managerial accounting and financial decision-making. A variety of case studies in different industries and decision contexts are used to examine the application of these concepts.
One-term course offered either term
Prerequisite: ACCT 611 OR ACCT 613
Activity: Lecture
0.5 Course Units

ACCT 742 Financial Reporting and Business Analysis
This intensive one-semester course focuses on how to extract and interpret information in financial statements. The course adopts a user perspective of accounting by illustrating several specific accounting issues in a decision context.
One-term course offered either term
Also Offered As: ACCT 242
Prerequisite: ACCT 611 OR ACCT 613
Activity: Lecture
1.0 Course Unit

ACCT 743 Accounting for Mergers, Acquisitions and Complex Financial Structures
This class studies how complex financial structures account for their activities. Primary emphasis is on the application of purchase accounting for mergers and acquisitions, the equity method for investments, and preparing and interpreting consolidated financial statements. Other topics covered include translations and remeasurements for nondomestic investments, and earnings per share calculations for complex financial structures. Tax considerations and acquisition strategies are of only peripheral interest in this class, and students who are concerned primarily with those topics are advised to seek a different elective.
Course usually offered in fall term
Also Offered As: ACCT 243
Prerequisite: ACCT 611 OR ACCT 613
Activity: Lecture
1.0 Course Unit

ACCT 747 Financial Disclosure Analytics
This course focuses on the analysis of financial communications between corporate managers and outsiders, including the required financial statements, voluntary disclosures, and interactions with investors, analysts, and the media. The course draws on the findings of recent academic research to discuss a number of techniques that outsiders can use to detect potential bias or aggressiveness in financial reporting. FORMAT: Case discussions and lectures. Comprehensive final exam, group project, case write-ups, and class participation.
One-term course offered either term
Prerequisite: ACCT 611 OR ACCT 613
Activity: Lecture
1.0 Course Unit

ACCT 897 Taxes and Business Strategy
The objective of this course is to develop a framework for understanding how taxes affect business decisions. Traditional finance and strategy courses do not consider the role of taxes. Similarly, traditional tax courses often ignore the richness of the decision context in which tax factors operate. The key themes of the framework - all parties, all taxes and all costs - are applied to decision contexts such as investments, compensation, organizational form, regulated industries, financial instruments, tax-sheltered investments, mergers and acquisitions, multinational, and multistate. The ultimate goal is to provide a new approach to thinking about taxes (and all forms of government intervention) that will be valuable even as laws and governments change.
One-term course offered either term
Also Offered As: ACCT 297
Prerequisite: (ACCT 611 OR ACCT 613) AND FNCE 611
Activity: Lecture
1.0 Course Unit
ACCT 910 Accounting Theory Research
This is a theory course covering topics in agency theory, disclosure theory, and incentive design. Course usually offered in fall term. Activity: Seminar 1.0 Course Unit

ACCT 921 Empirical Research in Accounting I
This is an empirical literature survey course covering topics that include corporate disclosure, cost of capital, incentives, compensation, governance, financial intermediation, financial reporting, tax, agency theory, cost accounting, capital structure, international financial reporting, analysts, and market efficiency. Course usually offered in spring term. Activity: Seminar 1.0 Course Unit

ACCT 922 Empirical Research in Accounting II
This is an empirical literature survey course covering topics that include corporate disclosure, cost of capital, incentives, compensation, governance, financial intermediation, financial reporting, tax, agency theory, cost accounting, capital structure, international financial reporting, analysts, and market efficiency. Course usually offered in spring term. Activity: Seminar 1.0 Course Unit

ACCT 930 Empirical Design in Accounting Research
This is an empirical research design course covering topics related to empirical methodology, causal inference, econometric analysis, and panel data approaches. At least one graduate level course in econometrics is recommended. Activity: Seminar 1.0 Course Unit

ACCT 981 Workshop Colloquium I
Students attend workshops in departments outside of accounting to provide student exposure to theory, research designs and methods that are being explored outside of accounting to provide breadth of exposure to foster innovative research ideas. Students are required to attend 15 non-accounting workshops over one academic year and write up a referee report for 8 of those workshop papers. They are also required to write up at least one research proposal that stems from theories or research methods gleaned from one or more of the workshops attended. Activity: Seminar 1.0 Course Unit

ACCT 982 Workshop Colloquium II
Students attend workshops in departments outside of accounting to provide student exposure to theory, research designs and methods that are being explored outside of accounting to provide breadth of exposure to foster innovative research ideas. Students are required to attend 15 non-accounting workshops over one academic year and write up a referee report for 8 of those workshop papers. They are also required to write up at least one research proposal that stems from theories or research methods gleaned from one or more of the workshops attended. Activity: Seminar 1.0 Course Unit

Africana Studies (AFRC)

AFRC 001 Introduction to Africana Studies
The term Africana emerged in public discourse amid the social, political, and cultural turbulence of the 1960s. The roots of the field, however, are much older, easily reaching back to oral histories and writings during the early days of the Trans-Atlantic African slave trade. The underpinnings of the field continued to grow in the works of enslaved Africans, abolitionists and social critics of the nineteenth century, and evolved in the twentieth century by black writers, journalists, activists, and educators as they sought to document African descended people's lives. Collectively, their work established African Studies as a discipline, epistemological standpoint and political practice dedicated to understanding the multiple trajectories and experiences of black people in the world throughout history. As an ever-transforming field of study, this course will examine the genealogy, major discourses, and future trajectory of Africana Studies. Using primary sources such as maps and letters, as well as literature and performance, our study of Africana will begin with continental Africa, move across the Atlantic during the middle passage and travel from the coasts of Bahia in the 18th century to the streets of Baltimore in the 21st century. The course is constructed around major themes in Black intellectual thought including: retentions and transferal, diaspora, black power, meanings of blackness, uplift and nationalism. While attending to narratives and theories that concern African descended people in the United States, the course is uniquely designed with a focus on gender and provides context for the African diasporic experience in the Caribbean and Latin America. For BA Students: Humanities and Social Science S Taught by: Beavers, Butler, Charles, Johnson, Hanchard One-term course offered either term Activity: Lecture 1.0 Course Unit

AFRC 002 Introduction to Sociology
Sociology provides a unique way to look at human behavior and social interaction. Sociology is the systematic study of the groups and societies in which people live. In this introductory course, we analyze how social structures and cultures are created, maintained, and changed, and how they affect the lives of individuals. We will consider what theory and research can tell us about our social world. For BA Students: Society Sector Taught by: Imoagene, Zuberi One-term course offered either term Also Offered As: SOCI 001 Activity: Lecture 1.0 Course Unit

AFRC 006 Race and Ethnic Relations
The course will focus on race and ethnicity in the United States. We begin with a brief history of racial categorization and immigration to the U.S. The course continues by examining a number of topics including racial and ethnic identity, interracial and interethnic friendships and marriage, racial attitudes, mass media images, residential segregation, educational stratification, and labor market outcomes. The course will include discussions of African Americans, Whites, Hispanics, and Asian Americans and Multiracials. Taught by: Charles, Kao, Zuberi One-term course offered either term Also Offered As: ASAM 006, SOCI 006, URBS 160 Activity: Lecture 1.0 Course Unit
AFRC 008 Sociology of the Black Community
This course explores a broad set of issues defining important aspects of the Black/African American experience. In addition to the 'usual suspects' (e.g., race, socioeconomic status, poverty, gender, and group culture), we also think about matters of well-being, the family, education, and identity in Black/African American communities. Our goal is to gain a deeper sociological understanding and appreciation of the diverse and ever-changing life experiences of Blacks/African Americans.
Taught by: Charles
One-term course offered either term
Also Offered As: SOCI 028
Activity: Seminar
1.0 Course Unit
Notes: Freshman Seminar

AFRC 010 Freshman Seminar: The World After 1800
This course is cross-listed with PSCI 010 (Freshmen Seminar) when the subject matter is related to African American or other African Diaspora issues. Topics vary. A recent topic is 'Race, Crime, and Punishment.' See the Africana Studies Department's website at https://africana.sas.upenn.edu for a description of the current offerings.
Taught by: Gottschalk
One-term course offered either term
Also Offered As: HIST 106
Activity: Seminar
1.0 Course Unit

AFRC 011 Urban Sociology
This course is a comprehensive introduction to the sociological study of urban areas. This includes more general topics as the rise of cities and theories urbanism, as well as more specific areas of inquiry, including American urbanism, segregation, urban poverty, suburbanization and sprawl, neighborhoods and crime, and immigrant ghettos. The course will also devote significant attention to globalization and the process of urbanization in less developed counties.
Taught by: Flippen
Course not offered every year
Also Offered As: SOCI 011, URBS 112
Activity: Seminar
1.0 Course Unit

AFRC 012 Freshman Seminar
Also Offered As: LALS 107, PSCI 010
Activity: Seminar
1.0 Course Unit

AFRC 015 Freshman Seminar in 20TH Century History
In this First Year Seminar we will use coming-of-age autobiographies to explore some of the most significant historical developments of the 20th century. By coming of age I mean autobiographies in which the author focuses primarily on the periods of childhood and adolescence into young adulthood. We will read books by people who lived during segregation in the South, the Great Depression, Japanese Internment during World War II, and the Civil Rights Movement of the 1960s. We will consider many issues, including: race, racism, immigration, religion, social class, and gender. We will contemplate questions about identity, family, honesty, and memory. As we read each book we will examine an individual life in a particular place and time, and we will move out beyond the confines of a person, family, or town to explore the broader historical moment in which the individual lived. To make this deeper contextualization possible, the course is divided into segments that will allow us to study the historical context of the autobiography as well as engage in focused discussion of the texts themselves.
Taught by: Williams
One-term course offered either term
Activity: Seminar
1.0 Course Unit

AFRC 017 Topics in Literature
SPRING 2018: This seminar will introduce students to the power of public art. Outdoor murals, painted poetry, poetry performed outdoors, anti-museum sculpture, and outdoor theater will be the focus of this seminar. How does public art make the very idea of art gain new dimensions such as art as an event (not an object) and art as a community intervention? Our starting point will be outdoor murals in Philadelphia and other very recent art reconsidering the meaning of public monuments. In addition to our focus on contemporary public art in Philadelphia, we will focus on the role of public art in the 1960s and 1970s Black Arts Movement. The seminar will unveil the power of outdoor space to create art that has urgency and the openness of radical experimentation. See the Africana Studies Department's website at https://africana.sas.upenn.edu for a description of the current offerings.
Taught by: Beavers, Tillet, Crawford
One-term course offered either term
Also Offered As: COML 016, ENGL 016
Activity: Seminar
1.0 Course Unit

AFRC 019 AFAM Freshman Seminar
This course will introduce students to a more hemispheric understanding of the American experience, through the writings of many authors from the New World, including the United States, on what it means to be an American. Students will read texts from many genres including but not limited to poetry, film, prose, political speeches and autobiography, to come to terms with histories of native Americans, African-Americans, Latinos, and whites in the United States, as well as peoples of South America and the Caribbean. In the process students will become familiar with scholarship across the social sciences and humanities that consider issues of race, culture, nation, freedom and inequality in the Americas, and how racial slavery and the Afro-American hemispheric experience has informed multiple American visions.
Taught by: Hanchard
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
AFRC 041 Homelessness & Urban Inequality
This freshman seminar examines the homelessness problem from a variety of scientific and policy perspectives. Contemporary homelessness differs significantly from related conditions of destitute poverty during other eras of our nation's history. Advocates, researchers and policymakers have all played key roles in defining the current problem, measuring its prevalence, and designing interventions to reduce it. The first section of this course examines the definitional and measurement issues, and how they affect our understanding of the scale and composition of the problem. Explanations for homelessness have also been varied, and the second part of the course focuses on examining the merits of some of those explanations, and in particular, the role of the affordable housing crisis. The third section of the course focuses on the dynamics of homelessness, combining evidence from ethnographic studies of how people become homeless and experience homelessness, with quantitative research on the patterns of entry and exit from the condition. The final section of the course turns to the approaches taken by policymakers and advocates to address the problem, and considers the efficacy and quandaries associated with various policy strategies. The course concludes by contemplating the future of homelessness research and public policy.
Taught by: Culhane
Course usually offered in fall term
Also Offered As: SOCI 013, URBS 010
Activity: Seminar
1.0 Course Unit

AFRC 047 That's My Song!: Musical Genre as Social Contract
Music in American history has been fundamental to identity formation because, as one scholar notes, it comprises 'the deepest feelings and qualities that make a group unique. Through moving and sounding together in synchrony, people can experience a feeling of oneness with others.' This course examines how various musical genres have served as 'social contracts' among audiences throughout the process of this country's nation building process. Within America's melting pot ideal, communities of listeners have asserted their powerful convictions about social identity through musical praxis and its 'rules of engagement.' The discourses surrounding the notion of 'genre' have often made these meanings legible, audible and powerful for many. From Protestant church performance practices, to minstrelsy, to Tin Pan Alley to rock and hip-hop, the social agreements of musical genres help us understand the dynamism of American identities.
Taught by: Ramsey
Course not offered every year
Also Offered As: MUSC 047
Activity: Lecture
1.0 Course Unit

AFRC 050 World Musics and Cultures
This course examines how we as consumers in the 'Western' world engage with musical difference largely through the products of the global entertainment industry. We examine music cultures in contact in a variety of ways—particularly as traditions in transformation. Students gain an understanding of traditional music as live, meaningful person-to-person music making, by examining the music in its original site of production, and then considering its transformation once it is removed, and recontextualized in a variety of ways. The purpose of the course is to enable students to become informed and critical consumers of 'World Music' by telling a series of stories about particular recordings made with, or using the music of, peoples culturally and geographically distant from the US. Students come to understand that not all music downloads containing music from unfamiliar places are the same, and that particular recordings may be embedded in intriguing and controversial narratives of production and consumption. At the very least, students should emerge from the class with a clear understanding that the production, distribution, and consumption of world music is rarely a neutral process.
For BA Students: Arts and Letters Sector
Taught by: Muller, Rommen
One-term course offered either term
Also Offered As: ANTH 022, FOLK 022, MUSC 050
Activity: Lecture
1.0 Course Unit

AFRC 053 Music of Africa
African Contemporary Music: North, South, East, and West. Come to know contemporary Africa through the sounds of its music: from South African kwela, jazz, marabi, and kwaito to Zimbabwean chimurenga; Central African soukous and pygmy pop; West African Fuji, and North African rai and hophop. Through reading and listening to live performance, audio and video recordings, we will examine the music of Africa and its intersections with politics, history, gender, and religion in the colonial and post colonial era. (Formerly Music 053).
For BA Students: Arts and Letters Sector
Taught by: Muller
Course not offered every year
Also Offered As: COML 053, MUSC 051
Activity: Lecture
1.0 Course Unit
AFRC 054 Sounding Poetry: Music and Literature
Never before has poetry been so inescapable. Hip hop, the soundtrack of our times, has made rhyme, meter, and word-play part of our daily lives. How did this happen? This course begins not on the page, but in the bardic traditions of Homer’s Iliad, which encoded many of the values of its time in oral formulas. Poetry was, however, no mere encyclopedia, but also a source of risk, as we will read in Plato’s warning against its hypnotic powers, and in the excesses of the Bacchae. We continue through 19th and 20th century attempts to recover these classic traditions (Wordsworth, Longfellow, Pound). Yet Europe was not the only center of poetic production. How does the Homeric tradition relate to living traditions of West African singing poets (griots) and Southern African praise songs? And what traces of these traditions can we hear in the blues? We will listen to early blues recordings and discuss the politics of collecting folklore, and the genius of African American modernists (Langston Hughes, Claude McKay, Georgia Douglas Johnson) who bought vernacular speech onto the page. We will read and listen to a number of 20th century poets inspired when page meets stage in jazz poetry, dub poetry, spoken word, and hip hop. Assignments will include 2 papers, 2 small-group performances, memorization exercises, and a creative adaptation of one poem. See the English Department’s website at www.english.upenn.edu for a description of current offerings.
For BA Students: Arts and Letters Sector
Taught by: Muller
Course not offered every year
Also Offered As: COML 054, ENGL 054
Activity: Lecture
1.0 Course Unit

AFRC 056 Seeing/Hearing Globally: Knowing People, Culture, and Places through Travel
Students are provided a general introduction to a country’s history, politics, environment, and performance through a range of resources: scholarly literature, film, music, and online resources; with particular focus on sites, communities, and events included in the 12 day intensive travel to that country (either Fall semester Intro with winter break travel; or spring semester Intro with late spring intensive travel). Students are given guidelines for writing about and representing live performances and experiences of exhibits and heritage sites for journaling and are expected to produce a written/creative project at the end of the travel. The itinerary and specific course content will vary according to the travel site and focus of each class.
Taught by: Muller
Course not offered every year
Also Offered As: ANTH 056, COML 056, MUSC 056
Activity: Seminar
1.0 Course Unit
Notes: Application required through Penn Global: <a href=https://global.upenn.edu/pennabroad/pga>https://global.upenn.edu/pennabroad/pga</a>

AFRC 062 Land of the Pharaohs
This course provides an introduction to the society, culture and history of ancient Egypt. The objective of the course is to provide an understanding of the characteristics of the civilization of ancient Egypt and how that ancient society succeeded as one of the most successful and long-lived civilizations in world history.
For BA Students: History and Tradition Sector
Also Offered As: NELC 062
Activity: Lecture
1.0 Course Unit

AFRC 066 African American Drama: From the 1920’s to the present
This course will introduce students to Pulitzer-prize winning plays such as Lynn Nottage’s Sweat, groundbreaking plays such as Ntozake Shange’s For Colored Girls, as well as less known plays that show the wide range of form and themes in 20th and 21st century African American drama. We will focus on performance as a mode of interpreting a script and performance as a way of understanding the intersections of race, class, and gender. In-class viewings of selected scenes in recorded productions of the plays will energize our analysis of the scripts. Short creative, performance-oriented writing assignments will produce the questions explored in the two critical essays. In addition to Sweat and For Colored Girls, our line-up may include Zora Neale Hurston's Color Struck, Anna Deavere Smith's Twilight: Los Angeles, 1992, Suzan-Lori Parks' 100 Plays for the First Hundred Days, August Wilson's Radio Golf, Lydia Diamond’s Harriet Jacobs, Amiri Baraka’s The Slave, and Claudia Rankine's The White Card.
Taught by: Crawford
One-term course offered either term
Also Offered As: ENGL 066, THAR 066
Activity: Lecture
1.0 Course Unit

AFRC 070 Colonial Latin America
The year 1492 was pivotal in the history of the world. It precipitated huge population movements within the Americas and across the Atlantic - a majority of them involuntary as in the case of indigenous and African people who were kidnapped and enslaved. It led to cataclysmic cultural upheavals, including the formation of new cultures in spaces inhabited by people of African, European and indigenous descent. This course explores the processes of destruction and creation in the region known today as Latin America in the period 1400 - 1800. Class readings are primary sources and provide opportunities to learn methods of source analysis in contexts marked by radically asymmetrical power relationships.
For BA Students: History and Tradition Sector
Taught by: Norton
Course usually offered in fall term
Also Offered As: HIST 070, LALS 070
Activity: Recitation
1.0 Course Unit
Notes: Fulfills History & Tradition Distribution Requirement

AFRC 073 The African Diaspora: Global Dimensions
This class examines the cultural and social ramifications of the African diaspora on a global level. It is divided into two major sections. The first section provides the historical background to the African diaspora by focusing on the forced migration of Africans to Spanish and Portuguese colonies in the Americas. We will then delve into the black experience in French and British colonial spaces. In this section, we will also endeavor to move beyond the Atlantic-centric paradigm in studies of the African diaspora by examining free and unfree migrations of African people across the Indian Ocean to places as far away as India and the Philippines. The second half of the class devotes significant attention to the historical legacy of slavery and colonialism in places like Brazil, Cuba and the United States. In this section, we will discuss such issues as race relations, the struggle for civil rights for African-descent people as well as the emergence and the implementation of affirmative action policies in places like Brazil and the US.
Taught by: Ferreira
Course usually offered in spring term
Also Offered As: HIST 078, LALS 078
Activity: Lecture
1.0 Course Unit
AFRC 075 Africa Before 1800
Survey of major themes and issues in African history before 1800. Topics include: early civilizations, African kingdoms and empires, population movements, the spread of Islam, and the slave trade. Also, emphasis on how historians use archaeology, linguistics, and oral traditions to reconstruct Africa's early history.
For BA Students: History and Tradition Sector
Taught by: Babou
Course usually offered in spring term
Also Offered As: HIST 075
Activity: Recitation
1.0 Course Unit

AFRC 076 Africa Since 1800
Survey of major themes, events, and personalities in African history from the early nineteenth century through the 1960s. Topics include abolition of the slave trade, European imperialism, impact of colonial rule, African resistance, religious and cultural movements, rise of naturalism and pan-Africanism, issues of ethnicity and tribalism in modern Africa.
For BA Students: History and Tradition Sector
Taught by: Cassanelli
Course usually offered in fall term
Also Offered As: HIST 076
Activity: Recitation
1.0 Course Unit

AFRC 077 Jazz Style and History
This course is an exploration of the family of musical idioms called jazz. Attention will be given to issues of style development, selective musicians, and to the social and cultural conditions and the scholarly discourses that have informed the creation, dissemination and reception of this dynamic set of styles from the beginning of the 20th century to the present. Fulfills Cultural Diversity in the U.S.
Taught by: Ramsey
Course not offered every year
Also Offered As: MUSC 035
Activity: Lecture
1.0 Course Unit

AFRC 078 Faculty-Student Collaborative Action Seminar in Urban University-Community Rltn
This seminar helps students develop their capacity to solve strategic, real-world problems by working collaboratively in the classroom, on campus, and in the West Philadelphia community. Students develop proposals that demonstrate how a Penn undergraduate education might better empower students to produce, not simply 'consume,' societally-useful knowledge, as well as to function as caring, contributing citizens of a democratic society. Their proposals help contribute to the improvement of education on campus and in the community, as well as to the improvement of university-community relations. Additionally, students provide college access support at Paul Robeson High School for one hour each week.
Taught by: Harkavy
One-term course offered either term
Also Offered As: HIST 173, URBS 178
Activity: Seminar
1.0 Course Unit

AFRC 081 African-American Literature
An introduction to African-American literature, typically ranging across a wide spectrum of moments, methodologies, and ideological postures, from Reconstruction and the Harlem Renaissance to the Civil Rights Movement. Most versions of this course will begin in the 19th century; some versions of the course will concentrate only on the modern period. See the English Department's website at www/english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: ENGL 081, GSWS 081
Activity: Lecture
1.0 Course Unit

AFRC 085 Contemporary American Literature
The readings for this course expose the student to a wide range of American fiction and poetry since World War II, giving considerable attention to recent work. Works may include All The King's Men by Robert Penn Warren, Herzog by Saul Bellow, On The Road by Jack Kerouac, V by Thomas Pynchon, Of Love and Dust by Ernest J. Gaines, A Flag For Sunrise by Robert Stone, The Killing Ground by Mary Lee Settle, and selected poem by Ginsberg, Plath, and Walcott. Readings vary from term to term.
Course not offered every year
Also Offered As: CIMS 074, ENGL 074
Activity: Lecture
1.0 Course Unit
Notes: This course is cross-listed with ENGL 074 (Contemporary American Literature) when the course content is related to Afro-American issues. Topic vary. Consult the Africana Department website for a current course description.

AFRC 101 Study of an Author
This course introduces students to literary study through the works of a single author—often Shakespeare, but other versions will feature writers like Jane Austen, Geoffrey Chaucer, Herman Melville, and August Wilson. Readings an individual author across his or her entire career offer students the rare opportunity to examine works from several critical perspectives in a single course. What is the author's relation to his or her time? How do our author's works help us to understand literary history more generally? And how might we understand our author's legacy through performance, tributes, adaptations, or sequels? Exposing students to a range of approaches and assignments, this course is an ideal introduction to literary study for those students wishing to take an English course but not necessarily intending to major. See the Africana Studies Department's website at https://africana.sas.upenn.edu for a description of the current offerings.
For BA Students: Arts and Letters Sector
Taught by: Beavers
One-term course offered either term
Also Offered As: ENGL 101, GSWS 101
Activity: Lecture
1.0 Course Unit

AFRC 109 American Jesus
Course not offered every year
Also Offered As: RELS 110
Activity: Seminar
1.0 Course Unit
AFRC 112 Discrimination: Sexual and Racial Conflict
This course is concerned with the structure, the causes and correlates, and the government policies to alleviate discrimination by race and gender in the United States. The central focus of the course is on employment differences by race and gender and the extent to which they arise from labor market discrimination versus other causes, although racial discrimination in housing is also considered. After a comprehensive overview of the structures of labor and housing markets and of nondiscriminatory reasons (that is, the cumulative effects of past discrimination and/or experiences) for the existence of group differentials in employment, wages, and residential locations, various theories of the sources of current discrimination are reviewed and evaluated. Actual governmental policies and alternative policies are evaluated in light of the empirical evidence on group differences and the alternative theories of discrimination. This course is concerned with the structure, the causes and correlates, and the government policies to alleviate discrimination by race and gender in the United States. The central focus of the course is on employment differences by race and gender and the extent to which they arise from labor market discrimination versus other causes, although racial discrimination in housing.
For BA Students: Society Sector
Taught by: Madden
Course usually offered in spring term
Also Offered As: GSWS 114, SOCI 112
Activity: Lecture
1.0 Course Unit

AFRC 114 Poetry Writing Workshop
This is a workshop for students who are interested in exploring a variety of approaches to poetry. Students will encounter a diverse series of readings, in-class writing activities, weekly writing assignments, and creative methods for heightening your abilities as a reader and writer. Maybe repeated for credit with different instructor.
Taught by: Beavers
One-term course offered either term
Also Offered As: ENGL 113
Activity: Seminar
1.0 Course Unit
Notes: This course is not open to freshmen. Students wishing to take this course must submit a writing sample as part of the selection process.

AFRC 115 Religious Ethics and Modern Society
Religious beliefs of Malcolm X and MLK formed their social action during the Civil Rights for African Americans. This seminar will explore the religious biographies of each leader, how religion shaped their public and private personas, and the transformative and transgressive role that religion played in the history of the Civil Rights movement in the United States and abroad. Students in this course will leave with a clearer understanding of religious beliefs of Christianity, The Nation of Islam, and Islam, as well as religiously based social activism. Other course emphases include the public and private roles of religion within the context of the shaping of ideas of freedom, democracy, and equality in the United States, the role of the 'Black church' in depicting messages of democracy and freedom, and religious oratory as exemplified through MLK and Malcolm X.
Taught by: Butler
One-term course offered either term
Also Offered As: RELS 112
Activity: Lecture
1.0 Course Unit

AFRC 116 Caribbean Culture and Politics
This course offers anthropological perspectives on the Caribbean as a geo-political and socio-cultural region, and on contemporary Caribbean diaspora cultures. We will examine how the region's long and diverse colonial history has structured relationships between race, ethnicity, class, gender and power, as well as how people have challenged these structures. As a region in which there have been massive transplantation of peoples and their cultures from Africa, Asia, and Europe, and upon which the United States has exerted considerable influence, we will question the processes by which the meeting and mixing of peoples and cultures has occurred. Course readings include material on the political economy of slavery and the plantation system, family and community life, religious beliefs and practices, gender roles and ideologies, popular culture, and the differing ways national, ethnic, and racial identities are expressed on the islands and throughout the Caribbean diaspora.
Taught by: Thomas
Course not offered every year
Also Offered As: ANTH 116, LALS 116
Activity: Lecture
1.0 Course Unit

AFRC 120 Social Statistics
This course offers a basic introduction to the application/interpretation of statistical analysis in sociology. Upon completion, you should be familiar with a variety of basic statistical techniques that allow examination of interesting social questions. We begin by learning to describe the characteristics of groups, followed by a discussion of how to examine and generalize about relationships between the characteristics of groups. Emphasis is placed on the understanding/interpretation of statistics used to describe and make generalizations about group characteristics. In addition to hand calculations, you will also become familiar with using PCs to run statistical tests.
Taught by: Charles
One-term course offered either term
Also Offered As: SOCI 120
Activity: Recitation
0.0 Course Units

AFRC 121 Writing for Children
We will read our favorite kids' books, determine the kinds of books we love to read and write, and then write them, aiming at a clear voice appropriate to the story, and as much order or misrule as each writer's kid-muse demands. For inspiration, we'll visit the Maurice Sendak Collection at the Rosenbach Museum and Library and have a nostalgia wallow in the kids' section at the library. Then students write, fast-fast, drafts of stories to workshop, mull and revise. Yes, fun is required.
For sure we'll critique, but first we'll try to outrun our interior grown-up! Workshopping happens first with student writer colleagues, and then with the real kids in schools, through our partner West Philadelphia Alliance for Children. Reading to children will give studentwriters a chance to hear where children laugh, see where they look scared, or notice when they begin to fidget. Returning with revisions will be a promise fulfilled, and an important marker in the literary life of everyone involved. Our class will act as a team of editors, then, to submit stories-and-illustrations by authors and/or kids-on the upcoming website, SafeKidsStories.org.
Taught by: Cary
One-term course offered either term
Also Offered As: ENGL 121
Activity: Seminar
1.0 Course Unit
Notes: This course is not open to freshmen. Students wishing to take this course must submit a writing sample as part of the selection process. May be repeated for credit with a different instructor.
AFRC 122 Popular Culture and Youth in Africa
All across the continent, Africa is alive with the energies of young people, expressed in music, art, fashion, drama, video, poetry, protest, and urban legends. In this course, we take a close look at the wide variety of popular forms produced and consumed by young people in a diversity of contexts, urban and rural, elite and marginal, mainstream and transgressive. We will examine how popular culture draws from African tradition to craft innovative versions of modernity and futurity. We will explore themes of democracy, inequality, and social justice threaded through popular genres as well as experiences of joy, anger, fear, and hilarity. We will see how popular culture provides escape and entertainment for young people while also working to transform African societies.
Taught by: Cary
Course usually offered in spring term
Also Offered As: ANTH 120
Activity: Seminar
1.0 Course Unit

AFRC 124 Writing and Politics
This is a course for students who are looking for ways to use their writing to participate in the 2020 election. Student writers will use many forms—short essay, blogs, social media posts, mini video- or play scripts, podcasts—and consider lots of topics as they publish work, in real time, with #VoteThatJawn. This multi-media platform popped up in 2018 to support youth registration and voting in Philadelphia's 2018 mid-term elections. Registration of 18-year-olds that year doubled: from 3,300 to nearly 7,000. This year university, high school, and media partners across the city aim to hit 10K. Imagine that. Imagine a Creative Writing class that answers our desire to live responsibly in the world and to have a say in the systems that govern and structure us. Plus learning to write with greater clarity, precision, and whatever special-sauce Jawn your voice brings. The course is designed as an editorial group sharing excellent, non-partisan, fun, cool, sometimes deadly earnest content for and about fresh voters. In addition, you will gain experience in activities that writers in all disciplines need to know: producing an arts-based event, a social media campaign, working with multi-media content, and collaborating with other artists. English 124 will sometimes work directly with diverse populations of youth from other colleges and high schools throughout the city. Because you will engage with a common reading program about the ground-breaking Voting Rights Act of 1965, the class is cross-listed with Africana Studies 124. In addition, the work of #VoteThatJawn performs a civic service; therefore it is listed as an Academically Based Community Service (ABCS) course with the university. Don't sit out this momentous electoral season because you have so much work. Use your work to bring other youth to the polls.
Taught by: Cary
Also Offered As: ENGL 124
Activity: Seminar
1.0 Course Unit

AFRC 134 Creative Non-Fiction Writing
A workshop course in the writing of creative nonfiction. Topics may include memoir, family history, travel writing, documentary, and other genres in which literary structures are brought to bear on the writing of nonfiction prose. May be repeated for credit with a different instructor.
Taught by: Cary, Watterson
One-term course offered either term
Also Offered As: ENGL 135, GSWS 135, URBS 135
Activity: Seminar
1.0 Course Unit

AFRC 135 Law and Society
After introducing students to the major theoretical concepts concerning law and society, significant controversial societal issues that deal with law and the legal systems both domestically and internationally will be examined. Class discussions will focus on issues involving civil liberties, the organization of courts, legislatures, the legal profession and administrative agencies. Although the focus will be on law in the United States, law and society in other countries of Africa, Asia, Europe and Latin America will be covered in a comparative context. Readings include research, reports, statutes and cases.
Taught by: Fetni
One-term course offered either term
Also Offered As: SOCI 135
Activity: Lecture
1.0 Course Unit

AFRC 141 Histories of Race and Science in Philadelphia
The history of race and science has its American epicenter in Philadelphia. Throughout this Academically-Based Community Service (ABCS) course, we will interrogate the past and legacy of racial science in the United States; the broad themes we broach will be met concretely in direct engagement with Penn and the Philadelphia community. As an extended case study, students will undertake independent research projects using primary source documents from local archives, tracing the global history of hundreds of human skulls in the 19th century Samuel G. Morton cranial collection at the Penn Museum, a foundational and controversial anthropological collection in the scientific study of race. These projects will be formed through an ongoing partnership with a Philadelphia high school in which Penn students will collaborate with high school students on the research and design of a public-facing website on the Morton collection and the legacy of race and science in America. In our seminar, we will read foundational texts on the study of racial difference and discuss anti-racist responses and resistance to racial science from the 19th century to the present. Throughout, we will work directly with both primary and secondary sources, critically interrogating how both science and histories of science and its impacts on society are constructed. Throughout this course, we will explore interrelated questions about Penn and Philadelphia's outszie role in the history of racial science, about decolonization and ethics in scholarly and scientific practice, about the politics of knowledge and public-facing scholarship, and about enduring legacies of racial science and racial ideologies. All students are welcome and there are no prerequisites, save for intellectual curiosity and commitment to the course. This course will be of particular interest to those interested in race, American history and the history of science, anthropology, museum studies, education, and social justice.
Taught by: Mitchell
Also Offered As: ANTH 140, HIST 154, STSC 140
Activity: Seminar
1.0 Course Unit
AFRC 147 Studies in African American Music
This course explores aspects of the origins, style development, aesthetic philosophies, historiography, and contemporary conventions of African-American musical traditions. Topics covered include: the music of West and Central Africa, the music of colonial America, 19th century church and dance music, minstrelsy, music of the Harlem Renaissance, jazz, blues, gospel, hip-hop, and film music. Special attention is given to the ways that black music produces 'meaning' and to how the social energy circulating within black music articulates myriad issues about American identity at specific historical moments. The course will also engage other expressive art forms from visual and literary sources in order to better position music making into the larger framework of African American aesthetics.
Taught by: Ramsey
Course not offered every year
Also Offered As: MUSC 235
Activity: Lecture
1.0 Course Unit

AFRC 168 History of American Law to 1877
The course surveys the development of law in the U.S. to 1877, including such subjects as: the evolution of the legal profession, the transformation of English law during the American Revolution, the making and implementation of the Constitution, and issues concerning business and economic development, the law of slavery, the status of women, and civil rights.
Taught by: Berry
Course usually offered in fall term
Also Offered As: HIST 168
Activity: Lecture
1.0 Course Unit

AFRC 169 History of American Law Since 1877
This course covers the development of legal rules and principles concerning individual and group conduct in the United States since 1877. Such subjects as regulation and deregulation, legal education and the legal profession, and the legal status of women and minorities will be discussed.
Taught by: Berry
Course usually offered in spring term
Also Offered As: HIST 169
Activity: Lecture
1.0 Course Unit

AFRC 172 The American South
This course will cover southern culture and history from 1607-1860, from Jamestown to secession. It traces the rise of slavery and plantation society, the growth of Southern sectionalism and its explosion into Civil War.
For BA Students: History and Tradition Sector
Taught by: Hahn
One-term course offered either term
Also Offered As: HIST 170
Activity: Recitation
1.0 Course Unit

AFRC 175 Society and Culture of Brazil
With its booming economy, the recent inauguration of its first female president, and its selection as host to the 2012 World Cup and Olympic games, Brazil is growing in global prestige. But amid all these exciting developments are devastating socioeconomic inequalities. Access to safe living conditions, livable wages, higher education, and overall social mobility remain painfully out of reach to many Brazilians, the majority of whom are the descendants of slaves. Why do these problems persist in a country that has had such an enduring and widespread reputation as a ‘racial democracy'? What are the possibilities of closing the equality gap in Brazil?
Course not offered every year
Also Offered As: HIST 175, LALS 175
Activity: Lecture
1.0 Course Unit

AFRC 176 Afro-American History 1550-1876
This course examines the experiences of Africans and African Americans in colonial America and in the United States to 1865. We will explore a variety of themes through the use of primary and secondary sources. Topics include: the development of racial slavery, labor, identity, gender, religion, education, law, protest, resistance, and abolition.
For BA Students: History and Tradition Sector
Taught by: Akins, Williams
Two terms. student may enter either term.
Also Offered As: HIST 176
Activity: Lecture
1.0 Course Unit

AFRC 177 Afro-American History 1876 to Present
A study of the major events, issues, and personalities in Afro-American history from Reconstruction to the present. The course will also examine the different slave experiences and the methods of black resistance and rebellion in the various slave systems.
For BA Students: History and Tradition Sector
Taught by: Harris, Savage
One-term course offered either term
Also Offered As: HIST 177
Activity: Lecture
1.0 Course Unit

AFRC 185 Africa and the Transatlantic Slave Trade
This course focuses on the history of selected African societies from the sixteenth through the mid-nineteenth centuries. The primary goal is to study the political, economic, social, and cultural history of a number of peoples who participated in the Atlantic slave trade or were touched by it during the era of their involvement. The course is designed to serve as an introduction to the history and culture of African peoples who entered the diaspora during the era of the slave trade. Its audience is students interested in the history of Africa, the African diaspora, and the Atlantic world, as well as those who want to learn about the history of the slave trade. Case studies will include the Yoruba, Akan, and Fon, as well as Senegambian and West-central African peoples.
Taught by: Ferreira
One-term course offered either term
Also Offered As: HIST 187, LALS 187
Activity: Lecture
1.0 Course Unit
AFRC 187 Topics in Africana Studies
Topics Vary. See the Africana Studies Program's website at www.sas.upenn.edu/africana for a description of the current offerings.
SPRING 2017: The history of the women and men of African Descent who have studied, taught, researched, and worked at the University of Pennsylvania provides a powerful window into the complex history of Blacks not only in America but throughout the Diaspora. This class will unpack, uncover, and present this history through close studies of texts and archived records on and at the university, as well as through first hand accounts by alumni and past and present faculty and staff members. These stories of the trials and triumphs of individuals on and around this campus demonstrate the amazing and absurd experience that Blacks have endured both at Penn and globally. Emphasis will be placed on the research process with the intent of creating a democratic classroom where all are students and all are instructors. Students will become familiar with archival historical research (and historical criticism) as well as with ethnographic research. Far more than just a survey of historical moments on campus and in the community, students will meet face to face with those who have lived and are presently living history and they will be faced with the challenge of discerning the most effective ways of documenting, protecting, and representing that history for future generations of Penn students.
Taught by: Howard, Peterson
One-term course offered either term
Activity: Seminar
1.0 Course Unit

AFRC 190 Introduction to Africa
This course provides an introduction to the study of Africa in all its diversity and complexity. Our focus is cultural, geographical, and historical: we will seek to understand Africa's current place in the world political and economic order and learn about the various social and physical factors that have influenced the historical trajectory of the continent. We study the cultural formations and empires that emerged in Africa before European colonial invasion and then how colonialism reshaped those sociocultural forms. We'll learn about the unique kinds of kinship and religion in precolonial Africa and the changes brought about by the spread of Islam and Christianity. Finally, we'll take a close look at contemporary issues such as ethnic violence, migration, popular culture and poverty, and we'll debate the various approaches to understanding those issues.
For BA Students: Society Sector
Taught by: Hasty
Course usually offered in fall term
Also Offered As: ANTH 190
Activity: Lecture
1.0 Course Unit

AFRC 201 Divinities, Diviners and Divinations: Religions of the African Diaspora
This undergraduate course is designed to provide students with a broad introduction to major themes within African Diasporic Religions. This is an interdisciplinary course. We will be drawing upon various theoretical methods, i.e. historical, ethnographical, and autobiographical. Additionally, we will be examining visual media to understand the presence and value of African Diasporic Religions in the 20th/21st century. Special attention will be given to Vodou, Santeria, and Candomble in the Americas. Thematically, we will work through concepts of the diaspora; memory, myth and authenticity; ritual and material practices; borders, migration, gender and sexuality, religious Commodities and exchange. As we traverse through these various religious traditions, it is through the readings, lectures, invited speakers, films and class discussions that we will develop a complex understanding of integrative religious worldviews that impacts every aspect of life: family structure, gender relations, education, healing, economics, politics, arts, and so on. It is with the hopes that we can apprehend how these traditions are indeed an American Religion.
Taught by: Nwokocha
One-term course offered either term
Also Offered As: GSWS 201
Activity: Lecture
1.0 Course Unit

AFRC 202 Spirit possession in Caribbean Religions
This course is designed to provide students with a broad introduction to possession experiences in Caribbean Religions. Through historical, ethnographic, autobiographical, literary and visual texts this course examines complex, gendered practices within the possession process, the vibrant spiritual energy that sustains communal connections during religious ceremonies, and the transnational imaginations that animate Caribbean religious practices in the Americas. Special attention will be given to Santeria, Candomble, Vodou, Myal, Palo Monte, and Revival Zion in the Americas. Possession is a process through which gender and sexuality can be performed, contesting national and regional discourses of sexuality, gender, and race in the Caribbean. Thematically, we will work through concepts of memory, community, adornment, ritual, borders, and the senses. We will investigate religious ritual practices to understand various religious worldviews that shape communities' religious and social lives.
Taught by: Nwokocha
Course not offered every year
Also Offered As: GSWS 202
Activity: Seminar
1.0 Course Unit

AFRC 215 The World After 1800: Advanced Benjamin Franklin Seminar
This course is cross listed with HIST 214 (America after 1800: Advanced Benjamin Franklin Seminar) when the subject matter is related to African, African American or African diaspora issues. See the Africana Studies Program's website at www.sas.upenn.edu/africana for a description of the current offerings.
One-term course offered either term
Also Offered As: HIST 216, JWST 216, URBS 220
Activity: Seminar
1.0 Course Unit
AFRC 218 Diversity and the Law
The goal of this course is to study the role the law has played, and continues to play, in addressing the problems of racial discrimination in the United States. Contemporary issues such as racial profiling, affirmative action, and diversity will all be covered in their social and legal context. The basis for discussion will be assigned texts, articles, editorials and cases. In addition, interactive videos will also be used to aid class discussion. Course requirements will include a term paper and class case presentations.
Taught by: Anderson
One-term course offered either term
Also Offered As: LGST 218
Activity: Lecture
1.0 Course Unit

AFRC 222 African Women’s Lives: Past and Present
Restoring women to African history is a worthy goal, but easier said than done. This course examines scholarship over the past forty years that brings to light previously overlooked contributions African women have made to political struggle, religious change, culture preservation, and economic development from pre-colonial times to present. The course addresses basic questions about changing women’s roles and human rights controversies associated with African women within the wider cultural and historical contexts in which their lives are lived. It also raises fundamental questions about sources, methodology, and representation, including the value of African women’s oral and written narrative and cinema production as avenues to insider perspectives on African women’s lives.
Taught by: Blakley
Course not offered every year
Also Offered As: GSWS 222
Activity: Lecture
1.0 Course Unit

AFRC 225 African Languages and Culture
The aim of the course is to provide an overall perspective on African languages and linguistics. No background in linguistics is necessary. Students will be introduced to theoretical linguistics—its concepts, theories, ways of argumentation, data collection, data analysis, and data interpretation. The focus will be on the languages and linguistics of Africa to provide you with the knowledge and skills required to handle the language and language-related issues typical of African conditions. We will cover topics related to formal linguistics (phonology/phonetics, morphology, syntax, and semantics), aspects of pragmatics as well as the general socio-linguistic character of African countries. We will also cover language in context, language and culture, borrowing, multilingualism, and cross-cultural communication in Africa.
Taught by: Mbeje
One-term course offered either term
Activity: Lecture
1.0 Course Unit

AFRC 229 Topics in US History
Topics vary. See the Africana Studies Department’s website at https://africana.sas.upenn.edu for a description of the current offerings.
Taught by: Berry, Brown, Hahn
Course usually offered in fall term
Also Offered As: ASAM 203, HIST 231
Activity: Seminar
1.0 Course Unit

AFRC 232 Race and Ethnic Politics
This course examines the role of race and ethnicity in the political discourse through a comparative survey of recent literature on the historical and contemporary political experiences of the four major minority groups (Blacks or African Americans, American Indians, Latinos or Hispanic Americans, and Asian Americans). A few of the key topics will include assimilation and acculturation seen in the Asian American community, understanding the political direction of Black America in a pre and post Civil Rights era, and assessing the emergence of Hispanics as the largest minority group and the political impact of this demographic change. Throughout the semester, the course will introduce students to significant minority legislation, political behavior, social movements, litigation/court rulings, media, and various forms of public opinion that have shaped the history of racial and ethnic minority relations in this country. Readings are drawn from books and articles written by contemporary political scientists.
Taught by: Gillon
Course not offered every year
Also Offered As: LALS 232, PSCI 231
Activity: Recitation
1.0 Course Unit

AFRC 233 World History: Africa or the Middle East
SPRING 2018: African cities in the past contributed to dynamic and prosperous civilizations. What happened? This course examines Africans’ aspirations of modernity through the lens of African urban history using fiction, film and current scholarship in several disciplines. Each class will explore two temporali-ties—the precolonial history of African cities, and the colonial and postcolonial histories of economic, social and political progress which goes by the name of development. Grounded in the case studies of both ancient and modern cities, this course explores the emergence and decline of trading centers, the rise of colonial cities, and the dilemmas of postcolonial economies and politics.
Taught by: Babou, Powell
Course usually offered in fall term
Also Offered As: GSWS 232, HIST 232, NELC 282
Activity: Seminar
1.0 Course Unit
Notes: Topics vary. See the Africana Studies Program’s website at www.sas.upenn.edu/africana for a description of the current offering.

AFRC 234 World History: East Asia or Latin America
Topics vary. See the Africana Studies Department’s website at https://africana.sas.upenn.edu for a description of the current offerings.
Taught by: Fabella
Course usually offered in fall term
Also Offered As: ARTH 369, EALC 141, GSWS 233, HIST 233, LALS 233
Activity: Seminar
1.0 Course Unit
AFRC 235 Law and Social Change
Beginning with discussion of various perspectives on social change and law, this course then examines in detail the interdependent relationship between changes in legal and societal institutions. Emphasis will be placed on (1) how and when law can be an instrument for social change, and (2) how and when social change can cause legal change. In the assessment of this relationship, emphasis will be on the laws of the United States. However, laws of other countries and international law relevant to civil liberties, economic, social and political progress will be studied. Throughout the course, discussions will include legal controversies relevant to social change such as issues of race, gender and the law. Other issues relevant to State-Building and development will be discussed. A comparative framework will be used in the analysis of this interdependent relationship between law and social change.
Taught by: Feti
One-term course offered either term
Also Offered As: SOCI 235
Activity: Lecture
1.0 Course Unit

AFRC 236 Topics in Transnational History
Topics vary
One-term course offered either term
Also Offered As: HIST 234, URBS 234
Activity: Seminar
1.0 Course Unit

AFRC 238 Modalities of Black Freedom and Escape: Ships
The course circulates around ships and boats. The course combines methods from environmental humanities, visual arts and history to consider multi-modal practices of black freedom and escape. From free black sailors in the eighteenth century Caribbean Sea, to twentieth and twenty-first century West African fishing boats, notions of Haiti's 'boat people,' Parliament Funkadelic's mothership, and sinking boats with Somali and Ethiopian migrants off Yemen's coast, ships have been and remain technologies of containment and freedom for communities of African descent. In the face of environmental vulnerabilities and the reality of water ways as systems of sustenance and imminent death, this course asks: how do black people use the ship and the process and practice of shipping as vessels for freedom, escape, and as a site to experiment with futures? Using the city of Philadelphia and the Schuylkill and Delaware rivers as our primary site of interrogation, the course attends to the threats that black people experience following natural disaster (New Orleans, Haiti, Puerto Rico) and everyday engagement with the local and global state structures regarding water (Flint, MI). In this context, we also look to shipping as a site to theorize and account for black innovation, meanings of (non-)sovereignty, and alternative futures.
Taught by: Johnson
Course not offered every year
Also Offered As: ANTH 231
Activity: Seminar
1.0 Course Unit

AFRC 245 Dancing the African Diaspora
This seminar/studio course introduces students to theories, debates, and critical frameworks in African Diaspora Dance Studies. It asks: What role does dance play throughout the African diaspora? What makes a dance 'black'? How do conceptualizations of gender and sexuality inform our reading of dancing bodies? Using African diaspora, critical dance, performance, and black feminist frameworks, we will examine the history, politics, and aesthetics of 'black dance'. Through a keywords format, we'll construct both a vocabulary: a body of words used to describe a phenomena, and a grammar: a body of rules that lay bare the operations between terms. This course recognizes the fluidity of meaning between words depending on the context, geography, and circumstance of their evocation. Our key terms will allow us to examine a number of dancers, choreographers, companies, and movement practices. Moving across an African diasporic map, this course explores the politics of black choreography, and the political significance of black bodies in motion.
Taught by: Johnson
Activity: Seminar
1.0 Course Unit

AFRC 248 The Haitian Revolution
In August 1791, enslaved Africans on the northern plain of Saint Domingue (colonial Haiti) rose up in a coordinated attack against their French colonial masters and plantation overseers, launching the initial revolt in what would come to be known as the Haitian Revolution. In the years that followed, their actions forced the legal abolition of racial discrimination, and then the abolition of slavery, throughout the French Empire. Ultimately, when Napoleon Bonaparte threatened to return slavery to Saint Domingue, they waged a war for independence. After defeating the Napoleonic army, these former slaves then declared the world's first 'Black Republic,' the independent state of Haiti, in 1804.
This seminar will examine some of the major themes and debates surrounding Haiti's colonial and revolutionary history. We will begin by considering the colonial paradox: France's leading role in the intellectual movement called the 'Enlightenment' coincided with its ascent as a slaveholding colonial power. The seminar will also explore parallels and points of connection between the revolutionary movements in France and Saint Domingue. When the Haitian Revolution began in 1791, the French Revolution was already two years old: how did the increasingly radical ideas and widespread violence in France shape events in the Caribbean? Likewise, how did west African traditions and political ideologies influence insurgents? And how, in turn, did the revolution in Saint Domingue impact the revolution in France? From a diplomatic perspective, we will also consider relations between the Haitian Revolutionary leadership and French officials, examining their respective goals, which overlapped and diverged at different moments. Finally, we will ask how the revolution in Saint Domingue-and the birth of Haiti—impacted ideas about liberty, sovereignty and freedom throughout the Atlantic world. We will read a combination of primary and secondary materials each week. Students are encouraged to read primary documents in the original French if they are able. A final research paper will be required of all students, drawing on the Kislak Center's rich collection of revolutionary-era documents.
One-term course offered either term
Also Offered As: HIST 248, LALS 248
Activity: Seminar
1.0 Course Unit
AFRC 253 Music and Performance of Africa
This class provides an overview of the most popular musical styles and discussion of the cultural and political contexts in which they emerged in contemporary Africa. Learning to perform a limited range of African music/dance will be part of this course. No prior performance experience required.
Taught by: Muller
Course not offered every year
Also Offered As: ANTH 263, MUSC 256
Activity: Lecture
1.0 Course Unit

AFRC 258 Latin American Music
This course considers Latin American musics within a broad cultural and historical framework. Latin American musical practices are explored by illustrating the many ways that aesthetics, ritual, communication, religion, and social structure are embodied in and contested through performance. These initial inquiries open onto an investigation of a range of theoretical concepts that become particularly pertinent in Latin American contexts—concepts such as post-colonialism, migration, ethnicity, and globalization. Throughout the course, we will listen to many different styles and repertories of music and then work to understand them not only in relation to the readings that frame our discussions but also in relation to our own, North American contexts of music consumption and production. (Formerly Music 158).
Taught by: Rommen
Course not offered every year
Also Offered As: LALS 158, MUSC 258
Activity: Lecture
1.0 Course Unit

AFRC 268 Contemporary Issues in African Society
This course will deal with law and society in Africa. After surveying the various legal systems in Africa, the focus will be on how and to what extent the countries of Africa ‘re-Africanized’ their legal systems by reconciling their indigenous law with western law and other legal traditions to create unified legal systems that are used as instruments of social change and development. Toward this end, the experiences of various African countries covering the various legal traditions will be included. Specific focus will be on laws covering both economic and social relations. This emphasis includes laws of contracts and civil wrongs, land law, law of succession, marriage and divorce and Africa’s laws of International Relations, among other laws. Throughout this course a comparative analysis with non-African countries will be stressed.
Taught by: Imoagene, Zuberi
Also Offered As: SOCI 268
Activity: Lecture
1.0 Course Unit

AFRC 274 Faces of Jihad in African Islam
This course is designed to provide the students with a broad understanding of the history of Islam in Africa. The focus will be mostly on West Africa, but we will also look at developments in other regions of the continent. We will explore Islam not only as religious practice but also as ideology and an instrument of social change. We will examine the process of islamization in Africa and the different uses of Jihad. Topics include prophetic jihad, jihad of the pen and the different varieties of jihad of the sword throughout the history in Islam in sub-Saharan Africa.
Taught by: Babou
One-term course offered either term
Also Offered As: PSCI 271
Activity: Recitation
1.0 Course Unit

AFRC 269 Constitutional Law: Public Power & Civil Rights to 1912
This course explores the creation and transformations of the American constitutional system’s structures and goals from the nation’s founding through the period of Progressive reforms, the rise of the Jim Crow system, and the Spanish American War. Issues include the division of powers between state and national governments, and the branches of the federal government; economic powers of private actors and government regulators; the authority of governments to enforce or transform racial and gender hierarchies; and the extent of religious and expressive freedoms and rights of persons accused of crimes. We will pay special attention to the changing role of the Supreme Court and its decisions in interpreting and shaping American constitutionalism, and we will also read legislative and executive constitutional arguments, party platforms, and other influential statements of American constitutional thought.
Taught by: Smith
One-term course offered either term
Also Offered As: PSCI 271
Activity: Recitation
1.0 Course Unit
AFRC 277 Penn Slavery Project Research Seminar
This research seminar provides students with instruction in basic historical methods and an opportunity to conduct collaborative primary source research into the University of Pennsylvania’s historic connections to slavery. After an initial orientation to archival research, students will plunge into doing actual research at the Kislak Center, the University Archives, the Historical Society of Pennsylvania, the American Philosophical Society, the Library Company, and various online sources. During the final month of the semester, students will begin drafting research reports and preparing for a public presentation of the work. During the semester, there will be opportunities to collaborate with a certified genealogist, a data management and website expert, a consultant on public programming, and a Penn graduate whose research has been integral to the Penn Slavery Project.
Taught by: Brown
One-term course offered either term
Also Offered As: HIST 273
Activity: Field Work
1.0 Course Unit

AFRC 279 (T)rap Music
This course examines the coming to pass of trap music from several perspectives: 1) that of its technological foundations and innovations (the Roland 808, Auto-tune, FL Studio (FruityLoops), etc.); 2) that of its masters/mastery (its transformation of stardom through the figures of the producer (Metro Boomin) and the rock star (Future)); 3) that of its interpretability and effects (what does the music say and do to us). We will thus engage with this music as a practice of art and form of technosociality that manifests uncanny and maximal attunement with the now.
Taught by: White
Course not offered every year
Also Offered As: ENGL 282
Activity: Seminar
1.0 Course Unit

AFRC 281 Topics in African American Literature
In this advanced seminar, students will be introduced to a variety of approaches to African American literatures, and to a wide spectrum of methodologies and ideological postures (for example, The Black Arts Movement). The course will present an assortment of emphases, some of them focused on geography (for example, the Harlem Renaissance), others focused on genre (autobiography, poetry or drama), the politics of gender and class, or a particular grouping of authors. Previous versions of this course have included 'African American Autobiography,' 'Backgrounds of African American Literature,' 'The Black Narrative' (beginning with eighteenth century slave narratives and working toward contemporary literature), as well as seminars on urban spaces, jazz, migration, oral narratives, black Christianity, and African-American music. See Africana Studies Department's website at https://africana.sas.upenn.edu for a description of the current offerings.
Taught by: Beavers, Davis, Jackson, Tillet
Course not offered every year
Also Offered As: ENGL 281
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English Majors.

AFRC 283 Modern Art
The history of modern art is closely tied to and largely unfolds from the history of Western Imperialism. While the technologies made possible by colonial resource extraction produced new ways of looking, modern conceptions of the self and how to represent it developed in dialogue with racialized notions of the other. This course focuses on encounters between the cultures of Africa and Europe, from 1880 to 1960, and on the visual practices that emerged on both continents as a result. Topics of special interest will include racial difference and the birth of photography, colonial masquerade, impressionism, symbols of power in royal arts, cubism, mass marketing and colonial self-fashioning, West African studio photography, world’s fairs and the Musee de l’Homme, Dada and surrealism, Negritude and interwar Paris, anti-aesthetics, colonial arts education, National art schools in the age of African independence, humanism and South African photography under Apartheid.
Taught by: Roach
Course not offered every year
Also Offered As: ARTH 285, ARTH 685
Activity: Lecture
1.0 Course Unit

AFRC 286 Topics in Race and Ethnicity - No Bench by the Road: Monuments, Memory, and the Afterlife of Slavery
SPRING 2018: In 1989, as she reflected on her magnum opus, Beloved, Toni Morrison declared "There is no place you or I can go, to think about or not think about, to summon the presences of, or recollect the absences of slaves. She went on, There is no suitable memorial, or plaque, or wreath, or wall, or park, or skyscraper lobby. There's no 300-foot tower, there's no bench by the road.' And because such a place doesn't exist...the book had to.' Today, there are significantly more markers of slavery in the public sphere as well as new novels, films, and television shows that directly take up the history and remnants of slavery in our lives. Looking at Colson Whitehead's novel, The Underground Railroad and WGN's tv series 'The Underground,' the remaking of the Whitney Plantation in Louisiana as well as considering the debates about confederate flags and monuments in places like New Orleans, Virginia, and South Carolina, this course will examine the meaning and movements behind these contemporary engagements with American slavery today. See the Africana Studies Program's website at www.sas.upenn.edu/africana for a description of the current offerings.
Taught by: Beavers, Tillet
Course not offered every year
Also Offered As: ENGL 284
Activity: Seminar
1.0 Course Unit

AFRC 287 Religion and Society in Africa
In recent decades, many African countries have perennially ranked very high among the most religious. This course serves as an introduction to major forms of religiosity in sub-Saharan Africa. Emphasis will be devoted to the indigenous religious traditions, Christianity and Islam, as they are practiced on the continent. We will examine how these religious traditions intersect with various aspects of life on the continent. The aim of this class is to help students to better understand various aspects of African cultures by dismantling stereotypes and assumptions that have long characterized the study of religions in Africa. The readings and lectures will be drawn from historical and a few anthropological, and literary sources.
For BA Students: History and Tradition Sector
Taught by: Amponsah
Also Offered As: HIST 287, RELS 288
Activity: Lecture
1.0 Course Unit
AFRC 290 Topics In Gender, Sexuality, and Literature
See the Department of Africana’s website at www.sas.upenn.edu/africana for a description of the current offerings.
One-term course offered either term
Also Offered As: COML 290, ENGL 290, GSWS 290
Activity: Seminar
1.0 Course Unit

AFRC 294 Facing America
This course explores the visual history of race in the United States as both self-fashioning and cultural mythology by examining the ways that conceptions of Native American, Latino, and Asian identity, alongside ideas of Blackness and Whiteness, have combined to create the various cultural ideologies of class, gender, and sexuality that remain evident in historical visual and material culture. We also investigate the ways that these creations have subsequently helped to launch new visual entertainments, including museum spectacles, blackface minstrelsy, and early film, from the colonial period through the 1940s.
Taught by: Shaw, Staff
Course not offered every year
Also Offered As: ARTH 274, ARTH 674, ASAM 294, CIMS 293, LALS 274
Activity: Lecture
1.0 Course Unit

AFRC 302 Sustainable Entrepreneurship
This course is designed to introduce students to the multiple methods of engaging Africana entrepreneurship, public service and philanthropy. Alongside a thorough review of both popular and independent activist media, students will be trained to use accessible technology to participate in international communications networks. ‘Big ideas,’ will be translated into succinct artistic statements. We will look intimately at the architecture of David Adjaye, Adjaye Associates; the initiatives of Majora Carter for Sustainable South Bronx and Majora Carter Group; the philanthropic equity of Vista Equity Partners and C.E.O. Robert Smith, and the political work of Mayor Ras Baraka, City of Newark among other examples from the public and private sector throughout the African Diaspora. Prior to the development of our own app ideas, we will focus on the urban market advertising strategies of majority companies that are lauded for their sustainable initiatives including Nike, Hewlett-Packard and Apple. We will also use as secondary resources macro approaches to sustainability from the United Nations Foundation. This course makes an argument for inclusion of race, class and gender equity in the evolving definition of sustainability. Our argument, consistent with the growth of so many of these professionals inside of and clearly influenced by hip-hop culture, is that they are best prepared, culturally, to ‘make something out of nothing.’
Taught by: Gilliam
Course not offered every year
Activity: Seminar
1.0 Course Unit

AFRC 305 Housing, Race, and Community in the United States
One’s home is the first site of self-identity, socialization, and notions of citizenship. In the United States, neighborhoods are the basic units of political organization, educational options, and familial wealth. This course explores the intersections between race and housing in the United States with a specific focus on the experiences of African-Americans in urban centers. The intersectional housing experiences of Asian, Latinx, first-generation immigrants, Arab, and indigenous communities will also be analyzed. This course represents both a timely and nuanced opportunity to address housing as a focal point of existing racial tensions and deepening socio-economic inequalities in the U.S. Increasingly, housing has become a contested subject, with heated debates concerning its status as a human, and potentially constitutional, right. Students will explore urban governance values, the commodification of urban landscapes, and the institutional dimensions of race in the United States. Students will develop a critical understanding of the underlying structural causation for the issues faced by minority populations seeking adequate, affordable, and safe housing in the U.S. Prior knowledge of urban planning, housing, or social policy is not necessary for this course. Students will finish the course equipped with a broad knowledge base of associated development topics including globalization, commodification, and social justice.
Taught by: Redden
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

AFRC 307 Race, Science and Justice
This course draws on an interdisciplinary body of biological and social scientific literature to explore critically the connections between race, science, and justice in the United States, including scientific theories of racial inequality, from the eighteenth century to the genomic age. After investigating varying concepts of race, as well as their uses in eugenics, criminology, anthropology, sociology, neuroscience, and medicine, we will focus on the recent expansion of genomic research and technologies that treat race as a biological category that can be identified at the molecular level, including race-specific pharmaceuticals, commercial ancestry testing, and racial profiling with DNA forensics. We will discuss the significance of scientific investigations of racial difference for advancing racial justice in the United States.
Taught by: Roberts
One-term course offered either term
Also Offered As: SOCI 307
Activity: Recitation
0.0 Course Units

AFRC 311 Medicine, Health, and Healing in Africa
This seminar course will examine how sub-Saharan Africans have interpreted and dealt with issues of health, healing, and medicine under colonial and postcolonial regimes. It will also look at how various social, economic, religious, and political factors have impacted health and healing on the continent and shaped African responses. Class discussions will center around both general themes affecting health and healing in Africa as well as case studies drawn from historical and anthropological works.
Taught by: Amponsah
One-term course offered either term
Also Offered As: HIST 376
Activity: Seminar
1.0 Course Unit
AFRC 316 Africa and Roman Literature
In this course, we will explore race and ethnicity in the Roman world by focusing on the life and works of Roman Africans and the ways in which non-African Romans engaged with and presented the peoples of Africa. The course covers Roman literature in translation from the comedies of Plautus produced in the late 3rd-2nd centuries BCE, to African Christian writing of the 5th century CE. It also covers a wide range of genres: we will examine how Roman writers articulate questions of race in comedy and satire, epic, history, biography, and elegy among others. We will read African writers (Apuleius, Augustine) and ask how their Africanness influences their works. We will read Roman accounts of journeys to Africa, wars with Africa, and encounters with Africans to ask how the Romans saw themselves as different from or similar to Africans. The course will also explore in more general terms how Romans talk about race: did racism exist? What aspects of different cultures and peoples did Romans choose to emphasize when they talked of non-Romans?
Taught by: Lewis
Also Offered As: ANCH 316, CLST 316
Activity: Seminar
1.0 Course Unit

AFRC 318 Topics in African Art
Course not offered every year
Also Offered As: ARTH 318
Activity: Seminar
1.0 Course Unit

AFRC 321 Understanding African Conflict
The end of colonial rule was the springboard for the start of cold wars in various regions of Africa. Where peace could not be maintained violence erupted. Even where secession has been attained, as in the new country of South Sudan, the threat of civil war lingers. While domestic politics have led to the rise of armed conflicts and civil wars in many African countries, the external factors should also not be ignored. Important in all current conflicts is the concern to international peace and security. Overall this course will: (1) investigate the general nature of armed conflicts in Africa (2) provide in-depth analysis of the underlying factors (3) and discuss the regional and the international responses to these conflicts and their implications. Special emphasis will be placed upon African conflicts and civil wars in: great Lakes area, Mali, Nigeria, Senegal, Sudan, Somalia, South Sudan, and Uganda.
Taught by: Ali-Dinar
One-term course offered either term
Activity: Seminar
1.0 Course Unit

AFRC 322 American Slavery and the Law
In this course, we will work both chronologically and thematically to examine laws, constitutional provisions, and local and federal court decisions that established, regulated, and perpetuated slavery in the American colonies and states. We will concern ourselves both with change over time in the construction and application of the law, and the persistence of the desire to control and sublimate enslaved people. Our work will include engagement with secondary sources as well as immersion in the actual legal documents. Students will spend some time working with murder cases from the 19th century South. They will decipher and transcribe handwritten trial transcripts, and will historicize and analyze the cases with attention to procedural due process as well as what the testimony can tell us about the social history of the counties in which the murders occurred. Students will have the opportunity to choose a topic and conduct original research using both primary and secondary sources, resulting in a 20-page research paper. We will spend a good deal of time throughout the semester learning how to research, write, and re-write a paper of this length. At the end of the semester students will present the highlights of their research to the class.
Taught by: Williams
Course usually offered in spring term
Also Offered As: HIST 322
Activity: Seminar
1.0 Course Unit

AFRC 324 Dress and Fashion in Africa
Throughout Africa, social and cultural identities of ethnicity, gender, generation, rank and status were conveyed in a range of personal ornamentation that reflects the variation of African cultures. The meaning of one particular item of clothing can transform completely when moved across time and space. As one of many forms of expressive culture, dress shape and give forms to social bodies. In the study of dress and fashion, we could note two distinct broad approaches, the historical and the anthropological. While the former focuses on fashion as a western system that shifted across time and space, and linked with capitalism and western modernity; the latter approach defines dress as an assemblage of modification the body. The Africanist proponents of this anthropological approach insisted that fashion is not a dress system specific to the west and not tied with the rise of capitalism. This course will focus on studying the history of African dress by discussing the forces that have impacted and influenced it overtime, such as socio-economic, colonialism, religion, aesthetics, politics, globalization, and popular culture. The course will also discuss the significance of the different contexts that impacted the choices of what constitute an appropriate attire for distinct situations. African dress in this context is not a fixed relic from the past, but a live cultural item that is influenced by the surrounding forces.
Taught by: Ali-Dinar
Course usually offered in spring term
Also Offered As: ANTH 342, ARTH 324
Activity: Lecture
1.0 Course Unit
AFRC 325 Performance in the African Diaspora
The purpose of this course is to engage students in the rigorous process of mining experiences for material that can be transformed into a public performance piece. In-class writing, group discussions, and field work in the Philadelphia area. AUGUST WILSON AND BEYOND. The people need to know the story. See how they fit into it. See what part they play. - August Wilson, King Hedley II. In this seminar, students will read groundbreaking playwright August Wilson’s 20th Century Cycle: ten plays that form an iconic picture of African American traumas, triumphs, and traditions through the decades, told through the lens of Pittsburgh’s Hill District neighborhood. Other readings include supporting material on Wilson’s work and African American theatre, the works of contemporary playwrights whom Wilson has influenced (such as Suzan-Lori Parks and Tarell Alvin McCraney), and context on Penn’s relationship with West Philadelphia. As an Academically Based Community Service (ABCS) course, this seminar gives students the opportunity to enhance their understanding of the plays, and history and culture that shaped them, by forming meaningful relationships with West Philadelphia residents. Wilson’s plays provide the bridge between the two groups. The course culminates with students writing an original theatre piece inspired by the readings and relationships, which they will share at an end-of-semester performance.
Taught by: Beavers, Berger
One-term course offered either term
Also Offered As: ENGL 380
Activity: Seminar
1.0 Course Unit
Notes: Formerly AFRC 309. Writing Out Loud.

AFRC 327 Fashioning the Black Body
The fundamental query underlying this course is what is the relationship between dress, adornment, and corporeal figuring and race, specifically blackness? This course will draw upon a number of disciplines and fields including history, performance theory, cultural studies, gender studies, and queer studies to examine how blackness is fashioned, and refashioned within the United States and globally. Throughout the course we will investigate how not only race—but attendant issues of gender, sexuality and citizenship have all been constructed and contested through dress. Finally, we will explore what new and more nuanced insights might fashion, dress, adornment, and corporeal figuring offer us for understanding black subjectivities more broadly.
Taught by: Bush
Course not offered every year
Activity: Seminar
1.0 Course Unit

AFRC 332 North Africa: History, Culture, Society
This interdisciplinary seminar aims to introduce students to the countries of North Africa, with a focus on the Maghreb and Libya (1830-present). It does so while examining the region’s close economic and cultural connections to sub-Saharan Africa, Europe, and the Middle East. Readings will include histories, political analyses, anthropological studies, and novels, and will cover a wide range of topics such as colonial and postcolonial experiences, developments in Islamic thought and practice, and labor migration. This class is intended for juniors, seniors, and graduate students. Prerequisite: A university-level survey course in Middle Eastern, African, or Mediterranean history.
Taught by: Sharkey
Course not offered every year
Also Offered As: AFRC 632, HIST 370, NELC 332, NELC 632
Activity: Seminar
1.0 Course Unit

AFRC 336 Africa and the Indian Ocean World
The Indian Ocean region represents an area with interwoven centuries of interactions, politically, historically, geographically and culturally. This area has witnessed continuous migrations of peoples, the circulation of goods and ideas, and the interaction with foreign forces. The Indian Ocean world has served as an epicenter of global economy in pre-modern world and as such, it gave rise to trading networks and political empires. As part of the Indian Ocean World, the eastern and southern shores of Africa are both the recipients and the transmitters of cultural and political icons. The existence of many islands that separate Africa from Asia stand as hybrid cultures that are influenced by forces from different continents. Political and cultural relations between African regions and the rest of the Indian Ocean world are evident with the presence of African-descent populations in these places, as well as the prevalent of cultural practices of African origin. Signs of interaction between the Indian Ocean world and the African shores are apparent in several archaeological sites, as well as in the cultural practices of religion, language, architecture and modes of dress. The European colonial expansion, has allowed the populations in the Indian Ocean world to share strategies during their independence movements to thwart western political hegemony. With the current advanced forms of globalization, this region is moving more towards economic and political cooperation and in addressing the transnational natural and man-made threats.
Taught by: Ali-Dinar
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

AFRC 338 Exhibiting Black Bodies
This course concerns the exhibiting of Black Bodies in Museums and gallery spaces. We will trace the evolution of public history from the ‘Cabinets of Curiosity’ in 18th and 19th Century Europe, through to the current institutional confirmation of the validations traditions represented by Museu Afro Brasil (Sao Paulo, Brazil), National Museum of African American History and Culture (Washington,D.C.), and the Museum of Black Civilization (Dakar, Senegal). We will give particular attention to ‘why these representations at these times in these places?’ In the process of addressing these questions we will give voice to the figures who conceived the curatorial content from those with the colonial mentality, to those with the abolitionist and nationalist and Pan-African visions.
Taught by: Zuberi
Also Offered As: AFRC 620, SOCI 338, SOCI 660
Activity: Seminar
1.0 Course Unit

AFRC 340 Money, Power, Respect: Funding Social Change
This course is about how to apply a race, gender and LGBTQ lens to support contemporary social justice movements in the U.S. and globally, including Black Lives Matter, #MeToo, transgender equality, and disability justice. We will explore intersectionality as a theoretical framework, and how it is practically applied to support social justice organizations and leaders, and fund social change. Over the course of the semester, Professor of Practice Roz Lee, a black lesbian feminist and lifelong racial, gender, LGBTQ and economic justice advocate, and who currently serves as Vice President of Strategy and Programs at the Ms. Foundation for Women, will be joined by movement leaders and philanthropy colleagues to discuss and analyze what’s happening on the frontlines of movements for equity, justice and freedom.
Taught by: Lee
Also Offered As: GSWS 340
Activity: Seminar
1.0 Course Unit
AFRC 343 Global Engagement Seminar
This course is a Global Seminar which includes a travel component; topics vary. Topics and locations may include Chile, Ghana, or China. For more information and to apply: https://global.upenn.edu/pennabroad/pgs.
Also Offered As: NURS 543
Activity: Seminar
1.0 Course Unit
Notes: All students must apply through the Penn Global Seminar Website between Oct. 29 and Nov. 14 at https://global.upenn.edu/pennabroad/pgs for permission to register for this course. Those who are accepted will receive a permit to register.

AFRC 345 Sinners, Sex and Slaves: Race and Sex in Early America
This course explores the lost worlds of sinners, witches, sexual offenders, rebellious slaves, and Native American prophets from the seventeenth to nineteenth centuries. Using the life stories of unusual individuals from the past, we try to make sense of their contentious relationships with their societies. By following the careers of the trouble-makers, the criminals, and the rebels, we also learn about the foundations of social order and the impulse to reform that rocked American society during the nineteenth century.
Taught by: Brown
Course usually offered in fall term
Also Offered As: GSWS 345, HIST 345
Activity: Lecture
0.0 Course Units

AFRC 346 Bodies, Race and Rights: Sex and Citizenship in Modern American History
What did it mean to be a man or woman in the post-Civil War United States? Was being a man the same as being a citizen? If African-American men were to be fully embraced as both men and citizens in the aftermath of slavery, where did that leave women, white and black? Why did a nation built on immigration become so hostile to certain groups of immigrants during this period? In this course, we consider how the meanings and experiences of womanhood, manhood, citizenship, and equality before the law changed from the period immediately after the Civil War until the present day. We look at political battles over the meaning of citizenship, the use of terror to subdue African Americans from the past, we try to make sense of their contentious relationships with their societies. By following the careers of the trouble-makers, the criminals, and the rebels, we also learn about the foundations of social order and the impulse to reform that rocked American society during the nineteenth century.
Taught by: Brown
Course usually offered in spring term
Also Offered As: GSWS 346, HIST 346
Activity: Recitation
1.0 Course Unit

AFRC 347 Art, Medicine, & Magic: Bodily Remedies
In this activity-centric course, you will explore art, medicine, and magic as entangled approaches for healing human bodies across time, space, and societies. At first glance, artists, doctors, and religious leaders may seem to address questions about bodies and healing in very different ways. Yet, in practice, art, magic, and medicine have been in deep conversation with one another for millennia. 4,000 years ago in Mesopotamia, medical doctors were professionals who had offices, hospital beds, and pharmacological and surgical equipment expertise, but they often worked hand in hand with diviners and exorcists. In rural Haiti today, Haitian Vodou priestesses collect herbs, craft sculptures, and sing as they clean wounds and dispense antibiotics within the course of a single ‘remed’ (remedy). In the United States, megachurches send thousands of doctors on evangelical medical missions each year, while in Colombia, contemporary artists are called on to assuage profound social trauma related to decades of military conflict. Examples like these show that art, magic, and medical practice have long been entangled technologies; sometimes working together, sometimes at odds with one another, these practices have always been in the course of what healing’ is and how it can be achieved. Attending to these entanglements this course asks ‘what does healing look like and feel like - in what ways do humans transform affliction?’ Together, we will investigate how everyday bodily experiences of ‘wellbeing’ and ‘illness’ are configured through art, magic, and medical practices across human communities, shaping how people understand and manage disorders from COVID-19 to schizophrenia, from ancestral trauma to breast cancer. Throughout the course, you will use ethnographic case studies & in-class activities to work through three aspects of the core class question: 1) how do art, magic, and medicine work in communities? 2) how are they experienced in communities (who has access to what kind of healing and who doesn't have access; who can be a healer and who can't be; what should and does healing/sickness feel like?) 3) how do they approach inequalities? (e.g. how and why are illnesses unequally distributed; what illnesses matter more (and less) than others; which communities should be saved (and which sacrificed). Taught by: Jordan
Course not offered every year
Also Offered As: ANTH 354
Activity: Seminar
1.0 Course Unit

AFRC 354 Undergraduate Topics In African Studies
SPRING 2017 - UNDERSTANDING AFRICA: This course will explore the economic, social, and political realities facing sub-Saharan Africa today by placing them in historical and global contexts. Key themes will include colonial and precolonial history, nationalist movements and cold war politics, economic development and foreign aid, ethnic and political conflicts, media representation and popular culture. The course will focus on local and global dynamics that have a role in shaping the present day Africa.
One-term course offered either term
Activity: Lecture
1.0 Course Unit
AFRC 368 Kinesthetic Anthropology
This class, team-taught by CEE Visiting Fellow Reggie Wilson and Deborah Thomas, investigates various forms of contemporary performance in relationship to Africanist forms and functions of dance, movement and action. We will concern ourselves with how the body knows, and with how we learn to identify the structures of movement that provide context, meaning and usefulness to various Africanist communities across time and space. Grounding ourselves within a history of ethnographic analyses of the body in motion, and within Africana theorizing about the affective power of the body, we will consider what people are doing when they are dancing. In other words, we will train ourselves to recognize the cultural values, social purposes, and choreographic innovations embedded in bodily action and motion. While we will attend to these phenomena in a range of locations throughout the African diaspora, we will also highlight aspects of the Shaker and Black Shout traditions in Philadelphia. The course will be divided between discussions centered on close reading of primary and secondary material (both text and video) and creative writing/movement exploration (no previous movement experience necessary).
Taught by: Wilson
Also Offered As: ANTH 368, ANTH 668, COMM 368, FNAR 368
Activity: Seminar
1.0 Course Unit

AFRC 372 Africa and the Mid-East
This seminar will explore the historical relationship between these two regions from the early modern age to the present. We will examine the history of trade, particularly the slave trade, and its cultural and political legacy. We will compare the experiences of European imperialism—how the scramble for Africa dovetailed with the last decades of the Ottoman Empire—with an eye to how this shaped nationalist movements in both regions. The course will also explore the decades of independence with a special eye towards pan-Africanism and pan-Arabism. We will also study the ramifications of the Arab-Israeli conflict on the relationship between African and Middle-Eastern countries, from Uganda to Ethiopia, from OPEC to Darfur. This course will pay close attention to migrations through the regions, whether forced or economic or religious. Whenever possible we will explore, through film and literature, how people in Africa and the Middle East see their connections, and their differences.
Taught by: Eve Troutt Powell, Young
One-term course offered either term
Also Offered As: HIST 371, NELC 334
Activity: Seminar
1.0 Course Unit

AFRC 373 The History of Foreign Aid and Intervention in Africa
This course examines the history, politics, and significance of foreign aid to Africa since the late 19th century. While we do not typically think about the European colonial period in Africa in terms of ‘foreign aid,’ that era introduced ideas and institutions which formed the foundations for modern aid policies and practices. So we start there and move forward into more contemporary times. In addition to examining the objectives behind foreign assistance and the intentions of donors and recipients, we will look at some of the consequences (intended or unintended) of various forms of foreign aid to Africa over the past century. While not designed to be a comprehensive history of development theory, of African economics, or of international aid organizations, the course will touch on all of these topics. Previous course work on Africa is strongly advised.
Taught by: Cassanelli
One-term course offered either term
Also Offered As: HIST 372
Activity: Lecture
1.0 Course Unit

AFRC 377 Black Speculative Futures
Why do black cultural producers turn to the speculative? What, in turn, is speculative about blackness? These questions frame this seminar's exploration of how black artists, theorists, and activists imagine different futures, often in the service of critiquing power asymmetries and creating radical transformation in the present. We will explore how the speculative works differently across black literature, visual culture and performance. Additionally, inspired by the multi-disciplinary work that we encounter in the course, we will experiment with crafting our own embodied speculative art in order to better understand its function as both art practice and politics. The course will be divided between discussions centered on close reading of primary and secondary material and creative writing/movement exploration (no previous movement experience necessary). Occasional guest lectures with visiting artists will provide additional fodder for our critical and creative work.
Taught by: Knight
Course not offered every year
Also Offered As: AFRC 677, ANTH 377, ANTH 677, ENGL 500, FNAR 377
Activity: Seminar
1.0 Course Unit

AFRC 384 Cuban Visual Culture
This course will focus on the urban history and cultural politics of contemporary Cuba with an emphasis on contemporary art and contemporary developments in the city of Havana. Students will learn about the Spanish influence on early colonial art, the development of formal academic art training and the changes to art instruction and the form and content of art created since the Revolution.
Taught by: Shaw, Schmenner
Course not offered every year
Also Offered As: ARTH 384, LALS 384
Activity: Seminar
1.0 Course Unit
AFRC 387 Topics in Africana Studies
Topics vary: Black Feminist Approaches to History & Memory - The term black feminism emerged in public discourse amid the social, political, and cultural turbulence of the 1960s. The roots of black feminism, however, are much older, easily reaching back to the work of black women abolitionists and social critics of the nineteenth century. The concept continued to grow and evolve in the work of twentieth century black women writers, journalists, activists, and educators as they sought to document black women's lives. Collectively, their work established black feminism as a political practice dedicated to the equality of all people. More recently, black feminism has been deployed as a tool for theoretical and scholarly analysis that is characterized by an understanding that race, class, gender, and sexuality are inextricably interconnected. Using materials such as slave narratives, social criticism, and archival sources, this course will explore the theoretical and practical applications of black feminist thought in nineteenth and twentieth century North American culture and politics. In particular, we will consider the symbols and practices (storytelling, myth-making, art, archival research) that black women use to document lives. We will ask: how do these methods of documentation inform our understanding of the past and the production of historical knowledge? How can we understand black feminism as both theory and practice? And what are the implications of black feminist approaches for current research and scholarship? We will give particular attention to concepts such as gender, race, memory, the archive, and embodied knowledge to complicate our understanding of historical documentation, epistemology, and authenticity. The course material will include scholarship by Harriet Jacobs, Audre Lorde, Saidiya Hartman, Hazel Carby, Hershini Young, Evelyn Brooks Higginbotham, Toni Morrison, and others. (Image: From In Praise of Shadows, Kara Walker (2009). See the Africana Studies Department's website at https://africana.sas.upenn.edu for a description of the current offerings. Taught by: Osuji, Sanders-Johnson, Willis
One-term course offered either term
Also Offered As: GSWS 387, HIST 387, LALS 387
Activity: Seminar
1.0 Course Unit

AFRC 388 Topics in Modern and Contemporary Art
Topic varies from semester to semester. For the Spring 2021 semester, the topic will be: Postmodern, Postcolonial, Post-Black. The end of the last century saw a shift in the way contemporary artistic practice was conceived. This class will consider the work and writings of key artists and thinkers of the last 50 years who have tackled issues of race, class, consumption, marginality, nationality, and modernism. Taught by: Shaw
Course not offered every year
Also Offered As: ARTH 388, LALS 389
Activity: Seminar
1.0 Course Unit

AFRC 389 Independent Study
A study, under faculty supervision, of a problem, area or topic not included in the formal curriculum. Consult the Africana Studies Department for instructions. Taught by: Shaw
Activity: Independent Study
1.0 Course Unit
Notes: Consult the Africana Studies Department for instructions. Suite 331A, 3401 Walnut or visit the department's website at https://africana.sas.upenn.edu to submit an application.

AFRC 392 Queering North African Subjectivities
This seminar will explore the ways in which literary and visual representations of sexual difference and gender roles disrupt the cultural imagination of everyday life in North Africa and its Diasporas. Special attention will be given to representations of Arab women and queer subjectivities as sites of resistance against dominant masculinity. We will analyze the ways in which representations of gender have allowed for a redeployment of power, a reconfiguration of politics of resistance, and the reworking of long-standing images of Islam in France. Finally, we will question how creations that straddle competing cultural traditions, memories and material conditions can queer citizenship. Course taught in English.
Taught by: Gueydan-Turek
One-term course offered either term
Also Offered As: COML 393, FREN 392, GSWS 392
Activity: Seminar
1.0 Course Unit

AFRC 393 Cinema and Civil Rights
Topic Varies Spring 2017: This course will examine key moments in the history of civil rights through a cinematic lens. Over the course of the semester, we will explore how filmmakers have depicted the lives, aspirations, and strategies of those who have struggled for equal rights; how different struggles have intersected with each other; what aesthetic strategies have been adopted to represent freedom and the denial of it; and how effective cinematic efforts to contribute to increased freedom have been as well as what criteria we use to evaluate success or failure in the first place. Each week, we will watch a film and read a series of texts that will be drawn from a variety of arenas, including histories of civil rights; civil rights pamphlets and speeches; filmmaker interviews; film and media theory; memoirs; and theories of race, gender and sexuality. Course requirements: mutual respect; completion of all readings and screenings; participation in class discussion; weekly online responses; a final project that can be a research paper, film, art project, or community-based initiative. Taught by: Redrobe
Course not offered every year
Also Offered As: ARTH 393, CIMS 393, ENGL 301, GSWS 394
Activity: Seminar
1.0 Course Unit

AFRC 399 Independent Study
A study, under faculty supervision, of a problem, area or topic not included in the formal curriculum. Consult the Africana Studies Department for instructions. Taught by: Shaw
Activity: Independent Study
1.0 Course Unit
Notes: Consult the Africana Studies Department for instructions. Suite 331A, 3401 Walnut or visit the department's website at https://africana.sas.upenn.edu to submit an application.
AFRC 400 Seminar in Africana Studies
This course is an examination and analysis of the changing images and achievements of African Americans in motion pictures and television. The first half of the course focuses on African-American film images from the early years of D.W. Griffith's 'renegade bucks' in The Birth of a Nation (1915); to the comic servants played by Steppin Fetchit, Hattie McDaniel, and others during the Depression era; to the post-World War II New Negro heroes and heroines of Pinky (1949) and The Defiant Ones (1958); to the rise of the new movement of African American directors such as Spike Lee (Do the Right Thing), Julie Dash (Daughters of the Dust), Charles Burnett, (To Sleep With Anger) and John Singleton (Boyz N the Hood). The second half explores television images from the early sitcoms 'Amos 'n Andy' and 'Beulah' to the 'Cosby Show,' 'Fresh Prince of Bel Air,' and 'Martin.' Foremost this course will examine Black stereotypes in American films and television—and the manner in which those stereotypes have reflected national attitudes and outlooks during various historical periods. The in-class screenings and discussions will include such films as Show Boat (1936), the independently produced 'race movies' of the 1930s and 1940s, Cabin in the Sky (1943), The Defiant Ones (1958), Imitation of Life (the 1959 remake) & Super Fly (1972).
Taught by: Bogle
One-term course offered either term
Also Offered As: CIMS 370
Activity: Seminar
1.0 Course Unit

AFRC 404 Black Geographies and the Meaning of Land Rights
This course will interweave issues of land dispossession and land rights, both in Africa and in the Americas, with endogenous concepts and practices of space and place. Specifically, this course will trace the concept of property, as developed among Europeans and European descendants, and explore how this concept interacted with the formation of the concept of race in order to established forms of social control and domination. The first part of this course will focus on Africa generally using Kenya as a case study. The material will cover the impact of colonialism and its legacy on land rights after independence. This first part will also explore contemporary forms of land dispossession happening through international land investments, often termed land grabs. The second part of the course will turn to the experiences of African descendants in the Americas. Using a few case studies, this section will examine different countries, histories, and rural and urban areas to unravel how different types of control over land interact with social relationships and specifically with the formation of race and racism. In both sections, we will also look at forms of resistance and resilience as local populations demand not only access to and control over land, but also impose their own ideologies of what it means to occupy space. By the end of this course, students should be able to more fully articulate the significance of control over land as it impacts and effects social relationships and specifically how it relates to the formation and continuation of inequalities along racial lines. Students will apply the concepts learned throughout the course to their own independent research done on an area in Philadelphia or Pennsylvania.
Taught by: Franzen
Course not offered every year
Activity: Seminar
1.0 Course Unit

AFRC 405 Religion, Social Justice & Urban Development
Urban development has been influenced by religious conceptions of social and economic justice. Progressive traditions within Judaism, Christianity, Islam, Buddhism, Hinduism, Jainism, Baha’i, Humanism and other religions and systems of moral thought have yielded powerful critiques of oppression and hierarchy as well as alternative economic frameworks for ownership, governance, production, labor, and community. Historical and contemporary case studies from the Americas, Europe, Africa, Asia, and the Middle East will be considered, as we examine the ways in which religious responses to poverty, inequality, and ecological destruction have generated new forms of resistance and development.
Taught by: Lamas
Course usually offered in spring term
Also Offered As: RELS 439, URBS 405
Activity: Seminar
1.0 Course Unit

AFRC 406 Existence in Black
Racial, colonial, and other political formations have encumbered Black existence since at least the fifteenth-century. Black experiences of and reflections on these matters have been the subject of existential writings and artistic expressions ranging from the blues to reggae, fiction and non-fiction. Reading some of these texts alongside canonical texts in European existential philosophy, this class will examine how issues of freedom, self, alienation, finitude, absurdity, race, and gender shape and are shaped by the global Black experience. Since Black aliveness is literally critical to Black existential philosophy, we shall also engage questions of Black flourishing amidst the potential for pessimism and nihilism.
Taught by: Amponsah
Course usually offered in spring term
Also Offered As: AFRC 506, HIST 406, PHIL 555
Activity: Seminar
1.0 Course Unit

AFRC 420 Advanced Topics in Africana Studies
Topics vary. See the Africana Studies Department's course list at https://africana.sas.upenn.edu for a description of the current offering. After an examination of the philosophical, legal, and political perspectives on Human Rights, this course will focus on US policies and practices relevant to Human Rights. Toward that end, emphasis will be placed on both the domestic and the international aspects of Human Rights as reflected in US policies and practices. Domestically, the course will discuss (1) the process of incorporating the International Bill of Human Rights into the American legal system and (2) the US position on and practices regarding the political, civil, economic, social, and cultural rights of minorities and various other groups within the US. Internationally, the course will examine US Human Rights policies toward Africa. Specific cases of Rwanda, Kenya, South Africa and Egypt, as well as other cases from the continent, will be presented in the assessment of US successes and failures in the pursuit of its Human Rights strategy in Africa. Readings will include research papers, reports, statutes, treaties, and cases.
Taught by: Charles, Hanchard, Fetni, Zuberi
One-term course offered either term
Also Offered As: LALS 420, SOCI 460
Activity: Lecture
1.0 Course Unit
AFRC 431 Mobilizing Decolonial Arts and Practice in the Black Atlantic and Beyond
This course will define CHOICE by looking at the transnational linkages connecting artistic, curatorial, personal, and political choices. An overarching question of the course will be "how do artists, activist, curators, and communities, question, select, translate, and disseminate the information needed to incite large-scale movements and global change and how can we, as a class, do the same through our own choices?" Students will examine the significance of theories arising from museum studies, curatorial studies, global social justice movements, as well as dance and diaspora studies. As a way of emphasizing the perspectives, artistic practices, the political engagement of marginalized groups, and the work of activists in the global south, this class will explore rituals, performances, and visual and expressive cultures. Looking closely at altar-making practices, ritual performances, religious coalitions, and resistant narratives, we will learn how artists, activists, and communities seek economic gain, resist oppression, express political opinions, and create tenable lives in difficult situations. The class is divided into sections including: Geographies, Bodies, Spaces, Words, Futures so that students can begin to deconstruct the colonial frameworks that structure their thinking in these areas. The assignments of the class will also afford students opportunities to learn from the work of local curators, activists, artists, exhibitions, and initiatives, including those at the Penn Museum, The Philadelphia Museum of Art, and Philadelphia Assembled.
Taught by: Hill
Course usually offered in spring term
Also Offered As: AFRC 531
Activity: Seminar
1.0 Course Unit

AFRC 433 Social Movement
One-term course offered either term
Also Offered As: PSCI 433
Activity: Seminar
1.0 Course Unit

AFRC 435 Modern Presidency and Race
This seminar is designed to serve as a 'capstone' experience for advanced undergraduates interested in American politics. It exposes students to some of the issues currently being studied and debated by the leading scholars in the field. For each topic we will read works that take competing or opposing positions on an issue; for example we will examine the current controversy over the causes and consequences of divided government. Students will write a research paper analyzing one of the debates.
Taught by: Gillion
Course not offered every year
Also Offered As: PSCI 434
Activity: Seminar
1.0 Course Unit

AFRC 436 Africana Studies Undergraduate Seminar
On the stage of modern world history, Haiti plays the unique role as both the exceptionally victorious and tragic character. This course interrogates archival documents, oral histories, historical texts, and prose created within the nation and her diaspora in order to establish a nuanced image of the projection of Haiti's modern history. Using two classic Haitian texts, Marie Vieux-Chauvet's Love, Anger, Madness (1968) and Michel-Rolph Trouillot's Silencing the Past: Power and the Production of History (1995), this course examines how, why, and to what end Haiti's history and popular narratives about the country have served to construct and dismantle global movements, popular culture, and meanings of race, gender, and citizenship in the Americas. In our historical examination, we will question some of the iconic representations of Haiti through literature that deepen the affective historical profile of Haiti with interrogations of culture, sexuality, political, and media performance. Students will become familiar with the post-colonial history of Haiti and the region, meanings of race, and the production of history. The course is a research and historical methods seminar. Students will conduct archival research and write narratives from primary source material. This course qualifies as a 'methods' course for Africana Studies undergraduate majors and minors.
Taught by: Johnson
Course usually offered in spring term
Also Offered As: GSWS 436, HIST 436, LALS 437
Activity: Seminar
1.0 Course Unit

AFRC 437 Race & Criminal Justice
Why are African Americans and some other minority groups disproportionately incarcerated and subjected to penal sanctions? What are the political, social, and economic consequences for individuals, communities, and the wider society of mass incarceration in the United States? What types of reforms of the criminal justice system are desirable and possible? This advanced seminar analyzes the connection between race, crime, punishment, and politics in the United States. The primary focus is on the role of race in explaining why the country’s prison population increased six-fold since the early 1970s and why the United States today has the highest incarceration rate in the world. The class will likely take field trips to a maximum-security jail in Philadelphia and to a state prison in the Philadelphia suburbs.
Taught by: Gottschalk
Course not offered every year
Also Offered As: AFRC 638, PSCI 437, PSCI 638
Activity: Seminar
1.0 Course Unit

AFRC 440 African Art, 600-1400
This course examines the flourishing civilizations of the African continent between the Fall of the Roman Empire and the dawn of the 'Age of Discovery.' Although material remains of the complex cultures that created exceptional works of art are rare, current archaeology is bringing much new information to the fore, allowing for the first time a preliminary survey of the burgeoning artistic production of the African continent while Europe was building its cathedrals. Bronze casting, gold work, terracotta and wood sculpture, and monumental architecture - the course takes a multi-media approach to understanding the rich foundations of African cultures and their deep interconnectedness with the rest of the world before the disruptive interventions of colonialism.
Taught by: Guerin
Also Offered As: ARTH 440
Activity: Lecture
1.0 Course Unit
AFRC 450 Black France: History and Representations
Taught by: Moudelino
One-term course offered either term
Also Offered As: FREN 490
Activity: Seminar
1.0 Course Unit

AFRC 465 Race and Racism in the Contemporary World
This undergraduate seminar is for advanced undergraduates seeking to make sense of the upsurge in racist activism, combined with authoritarian populism and neo-fascist mobilization in many parts of the world. Contemporary manifestations of the phenomena noted above will be examined in a comparative and historical perspective to identify patterns and anomalies across various multiple nation-states. France, The United States, Britain, and Italy will be the countries examined.
Taught by: Hanchard
Course not offered every year
Also Offered As: LALS 465, PSCI 410
Activity: Seminar
1.0 Course Unit

AFRC 480 Liberation and Ownership
Who is going to own what we all have a part of creating? The history of the Americas, and of all peoples everywhere, is an evolving answer to the question of ownership. Ownership is about: the ties that bind and those that separate; production, participation, and control; the creation of community and the imposition of hierarchies—racial, sexual, and others; dreams of possessing and the burdens of debt and ecological despoliation; dependency and the slave yearning to breathe free. Of all the issues relevant to democracy, oppression, injustice, and inequality, ownership is arguably the most important and least understood. Utilizing a variety of disciplinary perspectives—with a particular emphasis on radical and critical theories of liberation, and by focusing on particular global sites and processes of capitalism, students will assess and refine their views regarding ownership and liberation in light of their own social, political, religious, aesthetic, and ethical commitments.
Taught by: Lamas
Course usually offered in fall term
Also Offered As: URBS 480
Activity: Seminar
1.0 Course Unit

AFRC 499 Honors Course
Consult the Africana Studies Department for instructions. Suite 331A, 3401 Walnut or visit the department's website at https://africana.sas.upenn.edu to submit an application.
Course not offered every year
Activity: Independent Study
1.0 Course Unit

AFRC 506 Existence in Black
Racial, colonial, and other political formations have encumbered Black existence since at least the fifteenth-century. Black experiences of and reflections on these matters have been the subject of existential writings and artistic expressions ranging from the blues to reggae, fiction and non-fiction. Reading some of these texts alongside canonical texts in European existential philosophy, this class will examine how issues of freedom, self, alienation, finitude, absurdity, race, and gender shape and are shaped by the global Black experience. Since Black aliveness is literally critical to Black existential philosophy, we shall also engage questions of Black flourishing amidst the potential for pessimism and nihilism.
Taught by: Amponsah
Course usually offered in spring term
Also Offered As: AFRC 406, HIST 406, PHIL 555
Activity: Seminar
1.0 Course Unit

AFRC 514 Africa and the Indian Ocean
The Indian Ocean region represents an area with interwoven centuries of interactions, politically, historically, geographically and culturally. This area has witnessed continuous migrations of peoples, the circulation of goods and ideas, and the interaction with foreign forces. The Indian Ocean world has served as an epicenter of global economy in pre-modern world and as such, it gave rise to trading networks and political empires. As part of the Indian Ocean World, the eastern and southern shores of Africa are both the recipients and the transmitters of cultural and political icons. The existence of many islands that separate Africa from Asia stand as hybrid cultures that are influenced by forces from different continents. Political and cultural relations between African regions and the rest of the Indian Ocean world are evident with the prevalence of cultural practices of African origin. Signs of interaction between the Indian Ocean world and the African shores are apparent in several archeological sites, as well as in the cultural practices of religion, language, architecture and modes of dress. The European colonial expansion, has allowed the populations in the Indian Ocean world to share strategies during their independence movements to thwart western political hegemony. With the current advanced forms of globalization, this region is moving more towards economic and political cooperation and in addressing the transnational natural and man-made threats.
Taught by: Ali-Dinar
Course not offered every year
Activity: Seminar
1.0 Course Unit
AFRC 518 Topics in American Religion
From Marvin Gaye, to Tammy Faye Baker, to Sarah Palin and James Baldwin, Pentecostalism has influenced many, including politicians, preachers, writers, and the media. One of the fastest growing religious movements in the world, Pentecostalism continues to have a profound effect on the religious landscape. Pentecostalism's unique blend of charismatic worship, religious practices, and flamboyant, media-savvy leadership, has drawn millions into this understudied and often controversial religious movement. This course will chronicle the inception and growth of Pentecostalism in the United States, giving particular attention to beliefs, practices, gender, ethnicity, and Global Pentecostalism.
Taught by: Sanders Johnson
Course not offered every year
Also Offered As: RELS 517
Activity: Seminar
1.0 Course Unit
Notes: Topics vary. This course is cross-listed with RELS 517 (Topics in American Religion) when the subject matter is related to African American or other African Diaspora issues. Recent courses include 'Martin Luther King, Jr,' 'Pentecostalism,' and 'Race, Poverty and Class.' Consult the Department of Africana Studies for detailed course descriptions.

AFRC 522 Psychology of the African-American
Using an Afro-centric philosophical understanding of the world, this course will focus on psychological issues related to African Americans, including the history of African American psychology, its application across the life span, and contemporary community issues.
Taught by: Stevenson
Course usually offered in spring term
Also Offered As: EDUC 522
Activity: Lecture
1.0 Course Unit

AFRC 524 Inequality and Race Policy
Taught by: Gillion
Course not offered every year
Also Offered As: PSCI 535
Activity: Seminar
1.0 Course Unit

AFRC 527 Market Women and Madames
Market Women, Madames, Mistresses & Mother Superior studies gender, labor, sexuality, and race in the Caribbean. In our historical examination of primary source documents alongside literature, and popular media, we will question some of the iconic representations of Caribbean and Latin American women in order to understand the meaning, purpose and usages of these women bodies as objects of praise, possession, obsession and/or ridicule by communities, governments and religions within and outside of the region. Beginning in the late-18th century and ending with contemporary migration narratives, this course considers the relationship between slave society and colonial pasts on gender performance in the modern Caribbean, Latin America, and their diasporas.
Taught by: Sanders Johnson
One-term course offered either term
Also Offered As: GSWS 527, LALS 527
Activity: Seminar
1.0 Course Unit

AFRC 530 Black Performance Theory
In his 1995 documentary Black Is, Black Ain't Marlon Riggs traces a black cultural tradition while simultaneously destabilizing the very notion of blackness itself. He testifies that: Black is black, and black is blue. Black is bright. Black is you. Black can do you in. In Riggs configuration, black is a color, black is a feeling, black is a sound, black is materiality, and black is a life sentence. In an effort to raise critical questions around blackness, performance, race, and feeling, this course follows in the tradition of Riggs work. In other words, this graduate level course examines the notion of blackness through theorizations of performance. It pursues the following questions: What is blackness? How is blackness embodied, felt, heard, represented, and seen through performance? How is black performance political? Discussions and written work will interrogate the slipperiness of, desire for, and policing of blackness in order to trouble conceptions of race as a biological essence. Organized by keywords in the field of Black Performance Theory - and exploring varying performance forms (the play, the dance, the film, the photograph, the performance of everyday life, the television program, the exhibit, and even the tweet) - This course foregrounds the micro-politics through which black racialized subjects are shaped in the realm of culture. Performances will be consulted each meeting which we will use to interpret and complicate the day's readings. In examining blackness through a number of performance mediums, we will consider the politics of black creative labor and the processes of racialization produced through black bodies.
Taught by: Jasmine Johnson
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

AFRC 531 Mobilizing Decolonial Arts and Practice in the Black Atlantic and Beyond
This course will define CHOICE by looking at the transnational linkages connecting artistic, curatorial, personal, and political choices. An overarching question of the course will be how do artists, activist, curators, and communities, question, select, translate, and disseminate the information needed to incite large-scale movements and global change and how can we, as a class, do the same through our own choices? Students will examine the significance of theories arising from museum studies, curatorial studies, global social justice movements, as well as dance and diaspora studies. As a way of emphasizing the perspectives, artistic practices, the political engagement of marginalized groups, and the work of activists in the global south, this class will explore rituals, performances, and visual and expressive cultures. Looking closely at altar-making practices, ritual performances, religious coalitions, and resistant narratives, we will learn how artists, activists, and communities seek economic gain, resist oppression, express political opinions, and create tenable lives in difficult situations. The class is divided into sections including: Geographies, Bodies, Spaces, Words, Futures so that students can begin to deconstruct the colonial frameworks that structure their thinking in these areas. The assignments of the class will also afford students opportunities to learn from the work of local curators, activists, artists, exhibitions, and initiatives, including those at the Penn Museum, The Philadelphia Museum of Art, and Philadelphia Assembled.
Taught by: Hill
Course usually offered in spring term
Also Offered As: AFRC 431
Activity: Seminar
1.0 Course Unit
AFRC 532 Political Culture and American Cities
Course not offered every year
Also Offered As: PSCI 534
Activity: Seminar
1.0 Course Unit

AFRC 535 Sociology of Race and Ethnicity
Race and ethnicity are, above all, both converge as system of ideas by which men and women imagine the human body and their relationships within society. In this course we will question the concept of race and ethnicity and their place in modern society (1500 - 2020). While the course reviews the pre-1500 literature our focus will be on the last 500 years. This course reviews the research that has contributed to the ideas about ethnicity and race in human society. The review covers the discourse on race in political propaganda, religious doctrine, philosophy, history, biology and other human sciences.
Taught by: Zuberi
Also Offered As: SOCI 533
Activity: Seminar
1.0 Course Unit

AFRC 538 Topics in Medieval Art
Topic varies from semester to semester. For the Fall 2020 semester, the topic will be Migrating Materiality: Ivory Carving Around the Mediterranean. The craft of ivory carving around the Mediterranean is contingent upon the availability of imported elephant tusks, from either South East Asia or, more frequently, from the African continent. The shifting winds of trade routes offer an interpretive paradigm with which to analyze ivory objects from a variety of different cultural groups: the lack or abundance of ivory and the resulting desire for or surfeit of the material shapes its meaning and use around the Mediterranean basin. The study of ivory objects as they migrate around the Mediterranean allows us to investigate the rich intercultural interactions between Eastern and Western Christians, and both of these with the Islamic world. This course focuses on an object-oriented knowledge of ivory artifacts, with a strong emphasis on the collections at the Penn Museum, the Philadelphia Museum of Art, and other area collections.
Taught by: Guerin
Course not offered every year
Also Offered As: AAMW 540, ARTH 540
Activity: Seminar
1.0 Course Unit

AFRC 542 Archiving Jazz: Visuality And Materiality In The Phila Jazz Community 1945-2019
This seminar will be organized around three distinct pathways. First, it will serve as an introduction to Jazz Studies and thus be attentive to the ways that jazz music has sparked an interdisciplinary conversation that is wide-ranging and ongoing. Second, we will be partnering with the African American Museum of Philadelphia to consider jazz within the realm of visual art. In light of efforts to map the ‘black interior,’ how have visual artists (e.g. painters, sculptors, filmmakers, and photographers) sought to represent jazz? Third, we will endeavor to develop partnerships with the Philadelphia (and beyond) jazz community, especially as it pertains to creating and sustaining an archive that serves as way to understand jazz as an instrument of placemaking and also as a vehicle for jazz musicians to take ownership of their narratives. The seminar will meet at the African American Museum of Philadelphia and be team taught with members of the Museum staff. The course will culminate with a virtual exhibit of visual works and archival materials centering on Philadelphia’s jazz community and (if funding is available) a free concert to be held at AAMP. Undergraduates are welcome to register for the course with permission of the instructor.
Taught by: Beavers
Course not offered every year
Also Offered As: ARTH 519, ENGL 541, MUSC 542, URBS 542
Activity: Seminar
1.0 Course Unit

AFRC 547 Topics in the Study of Religion
This course deals with various religious topics, such as Mass Religious Conversion.
Taught by: Butler
Course not offered every year
Also Offered As: RELS 501
Activity: Seminar
1.0 Course Unit

AFRC 550 Critical Ethnography
‘This graduate course introduces students to theories, practices, and critiques of critical ethnography. Ethnography – an approach to the study of culture which anthropologist James Clifford described as a process that “translates experiences into text” - will have our full attention. This process of translation, although seemingly straightforward, requires layers of interpretation, selection, and the imposition of a viewpoint or politics. While ethnography is often narrowly conceived of as a methodology, this course considers ethnography as a mode of inquiry, as a philosophy, as an ongoing question and performance. We wrestle with notions of ‘the self’ and ‘the other’ at the intersection of imbricated cultural and performance worlds. Together we’ll ask: How is ethnography both critical and performative? What is the relationship between theory and method? How can we evaluate ethnographic work? And finally, what kinds of ethnographers do we want to be? This course considers a range of ethnographic examples in order to analyze both the craft and the stakes of ‘translating experiences into text.’
Taught by: Johnson
Course not offered every year
Also Offered As: ANTH 560
Activity: Seminar
1.0 Course Unit
AFRC 552 Existence in Black
Racial, colonial, and other political formations have encumbered Black existence since at least the fifteenth-century. Black experiences of and reflections on these matters have been the subject of existential writings and artistic expressions ranging from the blues to reggae, fiction and non-fiction. Reading some of these texts alongside canonical texts in European existential philosophy, this class will examine how issues of freedom, self, alienation, finitude, absurdity, race, and gender shape and are shaped by the global Black experience. Since Black aliveness is literally critical to Black existential philosophy, we shall also engage questions of Black flourishing amidst the potential for pessimism and nihilism.
Taught by: Amponsah
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

AFRC 563 Old Egyptian
This course is an introduction to the language of the Egyptian Old Kingdom. The grammar of the period will be introduced during the early part of the semester, using Ededl’s ALTAGYPTISCHE GRAMMATIK as the basic reference. Other grammatical studies to be utilized will include works by Allen, Baer, Polotsky, Satzinger, Gilula, Dorot, and Silverman. The majority of time in the course will be devoted to reading varied textual material: the unpublished inscriptions in the tomb of the Old Kingdom official Kapure—on view in the collection of the University Museum; several autobiographical inscriptions as recorded by Sethe in URKUNDEN I; and a letter in hieratic (Baer, ZAS 93, 1966, 1-9).
One-term course offered either term
Also Offered As: ANEL 563
Prerequisite: ANEL 460
Activity: Lecture
1.0 Course Unit

AFRC 569 Topics in 20th-Century American Literature
This course covers topics in 20th-century literature, its emphasis varying with instructor.
Taught by: Beavers
Course not offered every year
Also Offered As: ENGL 569
Activity: Seminar
1.0 Course Unit
Notes: This is an English topics course in 20th Century American Literature. The course is cross-listed with English 569 when the course content includes significant African American or other African Diaspora literatures. Content varies with the instructor. A frequent topic is ‘A Love Supreme: Literatures of Jazz’

AFRC 570 African-American Literature
Spring 2018: The aim of this seminar can be described as trying to figure out how poetry and poetics figure into the effort to theorize the African American subject in the 21st Century. At a time when the sheer number of African American poets publishing today (to say nothing of the major prizes they are winning) has exploded exponentially, why does poetry continue to be so marginal in African American literary and cultural studies? As we make our way through recently published anthologies of African American poetry, then turn to works of individual poets, we will consider issues of influence, intertextual periodization, stylization, and tradition as they impact approaches to form, structure, and craft. Ultimately, however, we will focus on the question of why are these poets writing these poems at this particular time? Technologies like PennSound and You Tube will provide time? Technologies like PennSound and You Tube will provide important critical tools in our endeavors and at various points during the term, guest lecturers will join our discussions.
Taught by: Beavers, Tillet
Course not offered every year
Also Offered As: ENGL 570, GSWS 570
Activity: Seminar
1.0 Course Unit

AFRC 571 Visualizing W.E.B. Du Bois
This seminar will focus on a project that views history as a result of our contemporary society in which biographical truths are constantly shifting. So the historical biographers write about the way they remembered and visualize the past, and not about the way that it happened. We will take Du Bois’s biography in his own words and interrogate his narrative with the visual narratives of his life and influence produced by others. ‘Visualizing W.E.B Du Bois’ focuses on photographic, film, and video representations intended to present some aspect of Du Bois’s reality, primarily for the purposes of instruction or maintaining a historical record. Such projects include photos, materials originally shot on film stock, and digital images that can be either displayed in a book or magazine, and moving images made into a film or video for a TV show or released for screening in cinemas, or other broadcast mediums like YouTube and Vimeo.
Taught by: ZUBERI
Course not offered every year
Activity: Seminar
1.0 Course Unit

AFRC 572 Topics in African Literature
This course is based on a selection of representative texts written in English, as well as a few texts in English translation. It involves, a study of themes relating to social change and the persistence of cultural traditions, followed by an attempt at sketching the emergence of literary tradition by identifying some of the formal conventions of established writers in their use of old forms and experiments with new. See the Department’s website at www.africana.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: CIMS 572, COML 575, ENGL 572
Activity: Seminar
1.0 Course Unit
AFRC 575 Topics of Psychology in Education: Qualitative Studies of Developmental Interventions
This course is designed to introduce students to innovative approaches to the psychology of education, especially with regard to populations from at-risk contexts, sociocultural dimensions of education, and social-emotional learning.
Course not offered every year
Also Offered As: EDUC 575
Activity: Seminar
1.0 Course Unit

AFRC 581 Learning from James Baldwin (1924-1987)
James Baldwin, one of the greatest writers of the twentieth century, spoke to the issues of his times as well as to our own. This class will examine the intellectual legacy that Baldwin left to present-day writers such as Toni Morrison, Charles Johnson, Ta-Nehisi Coates, Thulani Davis, Caryl Phillips and others. We will spend time reading and discussing Baldwin’s novels, short stories, plays and essays. In doing so, we will be considering the complex assumptions and negotiations that we make in our day-to-day lives around our identities and experiences built upon gender, sexual preference, the social-constructs called ‘race,’ and more. James Baldwin's life and work will be the touchstone that grounds our discussions. We will read Go Tell It on the Mountain, Another Country, The Fire Next Time, and Giovannii's Room and see films I Am Not Your Negro, The Price of the Ticket and The Murder of Emmett Till. Students will research subjects of their own choosing about Baldwin's life and art. For example, they may focus on the shaping influences of Pentecostalism; segregation; racism; homophobia; exile in Paris; the Civil Rights Movement; Black Power, Baldwin’s faith, or his return to America. Taught by: Watterson
Also Offered As: ENGL 581, GSWS 580
Activity: Seminar
1.0 Course Unit

AFRC 587 Race, Nation, Empire
This graduate seminar examines the dynamic relationships among empires, nations and states; colonial and post-colonial policies; and anti-colonial strategies within a changing global context. Using the rubrics of anthropology, history, cultural studies, and social theory, we will explore the intimacies of subject formation within imperial contexts- past and present- especially in relation to ideas about race and belonging. We will focus on how belonging and participation have been defined in particular locales, as well as how these notions have been socialized through a variety of institutional contexts. Finally, we will consider the relationships between popular culture and state formation, examining these as dialectical struggles for hegemony. Taught by: Thomas
Course usually offered in spring term
Also Offered As: ANTH 587, GSWS 587, LALS 588
Activity: Seminar
1.0 Course Unit

AFRC 591 Introduction to Francophone Studies
An introduction to major literary movements and authors from five areas of Francophonie: the Maghreb, West Africa, Central Africa, the Caribbean and Quebec. Taught by: Ramsey
Course not offered every year
Also Offered As: COML 596, FREN 590
Activity: Seminar
1.0 Course Unit
Notes: An introduction to major literary movements and authors from five areas of Francophonie: the Maghreb, West Africa, Central Africa, the Caribbean and Quebec.

AFRC 594 Post-Colonialism Literature
This course covers topics in Post-Colonial literature with emphasis determined by the instructor. The primary focus will be on novels that have been adapted to film. See the Department’s website at www.africana.upenn.edu for a complete description of the current offerings
Course not offered every year
Also Offered As: CIMS 595, ENGL 595
Activity: Seminar
1.0 Course Unit

AFRC 602 Stereotype Threat, Impostor Phenomenon, and African Americans
This course critically examines stereotype threat and impostor phenomenon as they relate to African Americans. Both stereotype threat and impostor phenomenon negatively affect African Americans. The apprehension experienced by African Americans that they might behave in a manner that confirms an existing negative cultural stereotype is stereotype threat, which usually results in reduced effectiveness in African Americans' performance. Stereotype threat is linked with impostor phenomenon. Impostor phenomenon is an internal experience of intellectual phoniness in authentically talented individuals, in which they doubt their accomplishments and fear being exposed as a fraud. While stereotype threat relies on broad generalization, the impostor phenomenon describes feelings of personal inadequacy, especially in high-achieving African Americans. This course will explore the evolving meanings connected to both stereotype threat and impostor phenomenon in relation to African Americans. Taught by: Abiola
Course usually offered in fall term
Also Offered As: EDUC 538
Activity: Seminar
1.0 Course Unit

AFRC 606 The Interpretation of Oral Traditions
Topics may draw on methodologies derived from jazz studies, chant studies, and ethnomusicology. See department website for course information. Taught by: Abiola
Course not offered every year
Also Offered As: MUSC 606
Activity: Seminar
1.0 Course Unit
AFRC 620 Exhibiting Black Bodies
This course concerns the exhibiting of Black Bodies in Museums and gallery spaces. We will trace the evolution of public history from the ‘Cabinets of Curiosity’ in 18th and 19th Century Europe, through to the current institutional confirmation of the vindications traditions represented by Museu Afro Brasil (Sao Paulo, Brazil), National Museum of African American History and Culture (Washington, D.C.), and the Museum of Black Civilization (Dakar, Senegal). We will give particular attention to ‘why these representations at these times in these places?’ In the process of addressing these questions we will engage with the figures who conceived the curatorial content from those with the colonial mentality, to those with the abolitionist and nationalist and Pan-African visions.
Taught by: Zuberi
One-term course offered either term
Also Offered As: AFRC 338, SOCI 338, SOCI 660
Activity: Seminar
1.0 Course Unit
Notes: See the Africana Studies Department’s course list at <a href='https://africana.sas.upenn.edu'>https://africana.sas.upenn.edu</a> for a description of the current offering.

AFRC 624 Race, Poverty, & Place
In recent years, long-disinvested cities have become the site of renewed investment, population growth, and economic development in a phenomenon often described as gentrification. Nonetheless, socioeconomic inequality between races, ethnicities, genders, and places within the larger metropolitan area continue to persist, suggesting that a rising tide does not raise all boats. Planners must grapple with these issues of inequality and inequity, particularly the implementation of plans and policies that may in theory provide benefits to all, but in practice continue to accumulate benefits for a select few. This course examines the construction of race, the making of a place, and the persistence of poverty in racialized places in the city. This course will engage in a critical discussion of the aforementioned themes, such that the normative notions of race, capitalism, urbanism, gender, power, and space are upended to privilege more marginalized perspectives of these processes.
Taught by: Drake-Rodriguez
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

AFRC 632 North Africa: History, Culture, Society
This interdisciplinary seminar aims to introduce students to the countries of North Africa, with a focus on the Maghreb and Libya (1830-present). It does so while examining the region’s close economic and cultural connections to sub-Saharan Africa, Europe, and the Middle East. Readings will include histories, political analyses, anthropological studies, and novels, and will cover a wide range of topics such as colonial and postcolonial experiences, developments in Islamic thought and practice, and labor migration. This class is intended for juniors, seniors, and graduate students.
Course not offered every year
Also Offered As: AFRC 332, HIST 370, NELC 332, NELC 632
Activity: Seminar
1.0 Course Unit

AFRC 638 Race & Criminal Justice
Taught by: Gottschalk
Course not offered every year
Also Offered As: AFRC 437, PSCI 437, PSCI 638
Activity: Seminar
1.0 Course Unit

AFRC 640 Proseminar in Africana Studies
This course focuses on the historical and cultural relationship between Africans and their descendants abroad.
Taught by: Beavers, Butler, Charles, Rommen, Savage, Thomas, Williams, Zuberi
Two terms. student must enter first term.
Activity: Seminar
1.0 Course Unit

AFRC 641 Topics in African American History
Topics vary. See the Africana Studies Department’s website at https://africana.sas.upenn.edu for a description of the current offerings.
Taught by: Williams, Savage
Course usually offered in spring term
Also Offered As: HIST 641
Activity: Seminar
1.0 Course Unit

AFRC 645 Graduate Research Seminar
SPRING 2019: This seminar is suitable for graduate students in any discipline in which historical research may be relevant. We will work with both secondary and primary sources, and students will have the opportunity to visit and undertake research in an archive.
Taught by: Williams
One-term course offered either term
Also Offered As: HIST 645
Activity: Seminar
1.0 Course Unit

AFRC 655 Topics in Black Political Thought: Difference And Community
This course is designed to familiarize graduate students with some of the key texts and debates in Africana Studies concerning the relationship between racial slavery, modernity and politics. Beginning with the Haitian Revolution, much of black political thought (thinking and doing politics) has advocated group solidarity and cohesion in the face of often overwhelming conditions of servitude, enslavement and coercion within the political economy of slavery and the moral economy of white supremacy. Ideas and practices of freedom however, articulated by political actors and intellectuals alike, have been as varied as the routes to freedom itself. Thus, ideas and practices of liberty, citizenship and political community within many African and Afro-descendant communities have revealed multiple, often competing forms of political imagination. The multiple and varied forms of political imagination, represented in the writings of thinkers like Eric Williams, Richard Wright, Carole Boyce Davies and others, complicates any understanding of black political thought as having a single origin, genealogy or objective.
Students will engage these and other authors in an effort to track black political thought’s consonance and dissonance with Western feminisms, Marxism, nationalism and related phenomena and ideologies of the 20th and now 21st century.
Taught by: Hanchard
Also Offered As: GSWS 655, LALS 656, PSCI 612
Activity: Seminar
1.0 Course Unit
AFRC 677 Black Speculative Futures
Why do black cultural producers turn to the speculative? What, in turn, is speculative about blackness? These questions frame this seminar’s exploration of how black artists, theorists, and activists imagine different futures, often in the service of critiquing power asymmetries and creating radical transformation in the present. We will explore how the speculative works differently across black literature, visual culture and performance. Additionally, inspired by the multi-disciplinary work that we encounter in the course, we will experiment with crafting our own embodied speculative art in order to better understand its function as both art practice and politics. The course will be divided between discussions centered on close reading of primary and secondary material and creative writing/movement exploration (no previous movement experience necessary). Occasional guest lectures with visiting artists will provide additional fodder for our critical and creative work.
Taught by: Knight
Course not offered every year
Also Offered As: AFRC 377, ANTH 377, ANTH 677, ENGL 500, FNAR 377
Activity: Seminar
1.0 Course Unit

AFRC 701 African Studies Seminar
Interdisciplinary seminar for discussion of issues of special interest to graduate students and faculty in Africana Studies. Topics vary according to the interests and expertise of instructors. SPRING 2017 - Readings in African American Religion: Traditional narratives of African American Religion go from slavery to civil rights to ‘freedom’ without taking into account the complex religious lives and intellectual production of people of African descent in the Americas. This course will focus on African American Religion and the historical and theoretical frameworks that have shaped the study of this field. Readings will cover religious studies, anthropology history, and African American studies in order to provide an understanding of the varieties of religion and religious experiences with this particular segment of the African Diaspora.
Taught by: Butler
Course not offered every year
Also Offered As: RELS 701
Activity: Seminar
1.0 Course Unit

AFRC 706 Introduction to Africa and African Diaspora Thought
This course examines the processes by which African peoples have established epistemological, cosmological, and religious systems both prior to and after the institution of Western slavery.
Taught by: Amponsah
One-term course offered either term
Also Offered As: HIST 706
Activity: Seminar
1.0 Course Unit

AFRC 708 Cultural and Literary Theory of Africa and the African Diaspora
This course introduces students to the theoretical strategies underlying the construction of coherent communities and systems of representation and how those strategies influence the uses of expressive culture over time. Topics vary. See the Africana Studies Department’s website at https://africana Studies.sas.upenn.edu for a description of the current offerings.
One-term course offered either term
Activity: Seminar
1.0 Course Unit

AFRC 710 Political Economy and Social History of Africa and the African Diaspora
This course provides the opportunity for students to investigate the relationship between the emergence of African peoples as historical subjects and their location within specific geopolitical and economic circumstances. Topics vary.
Taught by: Hanchard, Zuberi
Two terms. student must enter first term.
Also Offered As: COML 710, LALS 710, PSCI 711
Activity: Seminar
1.0 Course Unit

AFRC 720 Graduate Prospectus and Grant-Writing Seminar
Prerequisite: Graduate student must be ‘All But Dissertation’ (ABD). This course is intended to help students to write a strong dissertation proposal/prospectus. A proposal is a detailed plan for a long journey of conceptualization, research, and writing that will lead to the first major, independent scholarly contribution. Students will work closely with advisors, peers, and the professor in the course, to develop the questions, methodological approaches, and theoretical perspectives that will guide their research and writing. At the end of the semester, each student will have completed a proposal, and will be ready to defend it.
Taught by: Williams
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: Graduate student must be ‘All But Dissertation’ (ABD).

AFRC 723 Multicultural Issues in Education
This course examines critical issues, problems, and perspectives in multicultural education. Intended to focus on access to literacy and educational opportunity, the course will engage class members in discussions around a variety of topics in educational practice, research, and policy. Specifically, the course will (1) review theoretical frameworks in multicultural education, (2) analyze the issues of race, racism, and culture in historical and contemporary perspective, and (3) identify obstacles to participation in the educational process by diverse cultural and ethnic groups. Students will be required to complete field experiences and classroom activities that enable them to reflect on their own belief systems, practices, and educational experiences.
Taught by: Gadsden
Course usually offered in fall term
Also Offered As: EDUC 723
Activity: Lecture
1.0 Course Unit
AFRC 770 Afro-American American Literature
How does Elizabeth Alexander's poem Praise Song for the Day, written for the inauguration of Barack Obama, relate to Amiri Baraka's 9/11 poem Somebody Blew America? This seminar will explore the unnaming and experimentation that shape African American literature and theory in the early years of the 21st century. Frameworks of the seminar will include the post-9/11 novel, the poetics of the black, black abstraction, twenty-first century practices of the black diaspora Age of Obama turn to the satirical. Critical texts such as How to See a Work Total Darkness and Abstractionist Aesthetics will be as central as cutting edges such as The Psychic Hold of Slavery and signature essays such as On Failing to the Past Present. This course will focus on the new literary voices that have the 21st century and, also, writers whose 21st century art is the late stage of literary trajectory. Special attention will be given to Toni Morrison, Colson Whitehead, Octavia Butler, Claudia Rankine, Mat Johnson, and Paul Beatty.
Course not offered every year
Also Offered As: ENGL 770
Activity: Seminar
1.0 Course Unit

AFRC 771 Seminar in African-American Music
Seminar on selected topics in African American Music. See department website (under course tab) for current term course description: https://music.sas.upenn.edu
Taught by: Ramsey
Course not offered every year
Also Offered As: MUSC 770
Activity: Seminar
1.0 Course Unit

AFRC 775 African Literature
Course not offered every year
Also Offered As: COML 700, ENGL 775
Activity: Seminar
1.0 Course Unit

AFRC 791 African Film and Media Pedagogy
This graduate seminar offers an intensive, critical, and collaborative study of contemporary African film and media production. The past three decades have seen an unprecedented shift in the African media landscape. Not only has the wide availability of satellite media across the continent made international film and television programming part of African popular culture, but moreover the growing film industries within the continent, most notably Nollywood, have altered how Africans are carving an image of themselves on the big and small screens. In partnership with local, regional, and international film and media centers, we will study a range of films—features, shorts, documentaries, and television shows—paying close attention to the means and sites of production as well as the formal qualities that distinguish these works. Many of the films we will analyze stand out both for their exceptional aesthetic quality as well as their remarkable ability to confront pressing political and social themes. But we will also think about trash: what counts as trashy media, and for whom? Who watches it, where, and why? Other questions we will ask include: What particular indigenous modes of storytelling do African films employ? What categories begin to emerge under the umbrella category of 'African film and media,' and where do diasporan film and media practitioners and critics fit in this landscape? How are these films tackling some of the urgent questions of our times, including migration and globalization; ethnic, political, and economic polarization; gender and sexuality; and massive urbanization and industrialization sweeping Africa and other parts of the Global South? What role do festivals in various countries play in shaping media production and distribution? How important is the concept of authorship in this context? And how do these films challenge the dominant western trope of Africa as a spectacle, instead offering novel ways of picturing everyday African experiences that we rarely glimpse in western media? To explore these questions, we will visit multiple sites of film production, distribution, exhibition, and education, including Scribe Video Center in Philadelphia, Sankofa Films in Washington, D.C., and the College of Performing and Visual Art at Addis Ababa University in Ethiopia. Location and knowledge production are inextricably connected, and by considering African media production from these multiple sites, and collaborating with multiple stakeholders, this course offers a directly engaged pedagogy of the complex artistic, cultural, social, and political dynamics of African audiovisual creation. The travel component of this course entails a day trip to Washington, D.C. during the semester (tentative date: April 2, 2020) and a week-long trip to Addis Ababa at the end of the spring term (students applying for this course should be prepared to travel to Addis Ababa May 30, 2020-June 7, 2020). All expenses for travel, accommodation, and food will be covered, but students will need to hold a passport. Ultimately, this course aims to use film and media production to intervene in a larger discourse on how Africa is figured in the global humanities, not as an absent or passive actor but one actively engaged in producing art and humanistic knowledge that has much to teach us and the world. Admission to the course will be by permission only and students are required to submit a short statement of interest (max. 250 words) to dagw@english.upenn.edu and redkaren@sas.upenn.edu.
Students must be prepared to travel to Addis Ababa and Washington D.C. as described in the syllabus, and must hold a passport.
Taught by: Redrobe/Woubshet
Course not offered every year
Also Offered As: ARTH 791, CIMS 791, COML 791, ENGL 777
Activity: Seminar
1.0 Course Unit
AFRC 799 Topics in American Literature
An advanced topics course in American literature, with the curriculum fixed by the instructor. See the Africana Studies website at www.africana.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: ENGL 799
Activity: Seminar
1.0 Course Unit

American Sign Language (ASLD)

ASLD 071 American Sign Language I
Introduction to American Sign Language (ASL). Introduces ASL in a contextualized and conversational manner. Course includes receptive and expressive readiness activities, sign vocabulary and grammar, and an introduction to important topics and people within Deaf communities and Deaf culture. Offered through the Penn Language Center.
For BA Students: Language Course
One-term course offered either term
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center

ASLD 072 American Sign Language II
Increased communication skill in American Sign Language (ASL). Expressive and receptive abilities are expanded upon via a contextualized and conversational manner Important topics to Deaf communities and Deaf culture are continued within online and in-class discussion. Offered through the Penn Language Center.
For BA Students: Language Course
One-term course offered either term
Prerequisite: ASLD 071
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center

ASLD 073 American Sign Language III
American Sign Language (ASL) at the Intermediate I level. Expressive and receptive abilities are expanded upon via a contextualized and conversational manner, including, but not limited to, narrative production. Important topics to Deaf communities and Deaf culture are continued within online and in-class discussion. Offered through the Penn Language Center.
For BA Students: Language Course
One-term course offered either term
Prerequisite: ASLD 072
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center

ASLD 074 American Sign Language IV
American Sign Language (ASL) at the Intermediate II level. Expressive and receptive abilities are expanded upon via a contextualized and conversational manner, including, but not limited to, narrative production. Important topics to Deaf communities and Deaf culture are continued within online and in-class discussion. Offered through Penn Language Center.
For BA Students: Last Language Course
One-term course offered either term
Prerequisite: ASLD 073
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center

ASLD 075 American Sign Language V
This is an advanced ASL course in which students expand their conversational and narrative range. While receptive readiness activities continue to be an important part of the class, the emphasis moves toward honing expressive sign skills through narrative presentation and ASL-only class discussions. Various aspects of Deaf culture and cultural behavior rules will be incorporated into the course. A large component of the course is a unit on Deaf history in which students read and discuss major events and famous deaf people via readings, film, class lectures and discussions, and other outside resources. Offered through Penn Language Center.
For BA Students: Advanced Language Course
One-term course offered either term
Prerequisite: ASLD 074
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center

ASLD 076 Deaf Literature, Performance, Art, and Film
This course is an advanced/conversational ASL course that explores several key topics related to Deaf culture and the Deaf experience's influence on literature (both written and signed), theatre, fine and visual arts, and film—both Deaf and hearing directed and acted. Using only ASL in class, students learn about various perspectives and approaches to each of the themes and topics of the course. Some questions to explore and answer in this course will be: What is Deaf Literature? The Deaf Lens: What is it? How is it different from a hearing perspective on film? How is Deafness expressed differently in each of the arts discussed in this course? Analysis and discussion will come from readings as well as viewings of various types of Deaf arts.
For BA Students: Advanced Language Course
Taught by: Draganac-Hawk
Course usually offered in spring term
Prerequisite: ASLD 074
Activity: Lecture
1.0 Course Unit
ASLD 077 ASL/Deaf Studies - ABCS
For this course, students will attend Pennsylvania School for the Deaf on a weekly basis where they will participate in and contribute to the school community via tutoring or other mutually agreeable activities. Students will also have formal class on a weekly basis with discussions and activities centered on reflection of community experiences through linguistic as well as cultural lenses. Additionally, drawing from the required Linguistics and other ASL/Deaf Studies coursework, students will develop an inquiry question and conduct preliminary community-based research to analyze sociolinguistic variations of ASL and Deaf cultural attitudes, behaviors, and norms. Ongoing reflections and discussions-formal and informal-on Deaf cultural/theoretical topics drawing from readings as well as community experiences will be integral to the course experience. LING 078, Topics in Deaf Culture and permission from the instructor, are required for this course. Anyone considering taking this course should contact the ASL Program Coordinator early in the semester prior to enrollment (Spring) to ensure adequate time to obtain clearances and appropriate placement. Prerequisite: If course requirement not met, permission of instructor required. Participation in this class requires students to have in place the mandatory clearances for working in schools before the semester starts. Students should also be in contact with the department during the advanced registration period in order to secure a placement in the community. Prerequisite: Anyone considering taking this course should contact the ASL Program Coordinator early in the semester prior to enrollment (Spring) to ensure adequate time to obtain clearances and appropriate placement. Participation in this class requires students to have in place the mandatory clearances for working in schools before the semester starts. Students should also be in contact with the department during the advanced registration period in order to secure a placement in the community.
For BA Students: Advanced Language Course
Taught by: Fisher
Prerequisite: ASLD 078
Activity: Lecture
1.0 Course Unit
Notes: Participation in this class requires students to have in place the mandatory clearances for working in schools before the semester starts. Students should also be in contact with the department during the advanced registration period in order to secure a placement in the community.

ASLD 078 Deaf Culture
For BA Students: Advanced Language Course
One-term course offered either term
Activity: Seminar
1.0 Course Unit

ASLD 079 Disability Rights and Oppression: Experiences within Global Deaf Communities
This course explores the linguistic and social statuses of global Deaf communities with respect to language rights and efforts toward parity with spoken language communities. We will begin by providing some background and context for understanding Deaf communities and people as both linguistic and cultural minorities as well as members of a disability group. We then explore various examples of oppression born by Deaf people throughout history and today, with an emphasis on the Milan Conference of 1880, from which several decrees mandated that sign languages be banned in all instruction of Deaf students worldwide. The impacts of said decrees were catastrophic for the linguistic and social rights of Deaf people; effects of these experiences are pernicious and long lasting. Since then, global Deaf communities have fought to gain the legal rights and social recognition that are typically afforded hearing members of their respective communities. There are some Deaf communities that have attained said rights, where others are still left far behind. We explore the lasting effects of the Milan Congress in global terms, using the United States and North American Deaf communities as a standard for comparative measurement. Application required through Penn Global: https://global.upenn.edu/pennabroad/pgs Do note that this course will include a module on Italian Sign Language (LIS) and will give opportunities to learn and use LIS in and amongst Italian Deaf community members while in Italy. Application required through Penn Global: https://global.upenn.edu/pennabroad/pgs
Taught by: Fisher
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

ASLD 091 American Sign Language III/IV
Expanded instruction of American Sign Language (ASL) on the Intermediate I and II levels. Includes receptive and expressive readiness activities, sign vocabulary and grammar growth, fingerspelling practice and narrative skills. Topics on Deaf cultural are also included in the course readings and discussions. Increases the emphasis on more abstract and challenging conversational and narrative range.
For BA Students: Last Language Course
Course not offered every year
Prerequisite: ASLD 072
Activity: Lecture
2.0 Course Units
Notes: Offered by Penn Language Center; permit from Penn Language Center required for admission.

Amharic (AMHR)

AMHR 240 Elementary Amharic I
The Elementary Amharic I course can be taken to fulfill a language requirement, or for linguistic preparation to do research on Ethiopia/Africa-related topics. The course emphasizes communicative competence to enable the students to acquire linguistic and extralinguistic skills in Amharic. The content of the course is selected from various everyday life situations to enable the students to communicate in predictable common daily settings. Culture, as it relates to language use, is also part of the course content. Offered through Penn Language Center.
For BA Students: Language Course
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center
AMHR 241 Elementary Amharic II
Continuation of Elementary Amharic I. Amharic belongs to the southern branch of Hemeto-Semitic languages, which is also referred to as 'Afrasian.' Amharic is the official language of Ethiopia and is spoken by 14 million native Amharas and by approximately 18 million of the other groups in Ethiopia. This course continues to introduce basic grammar, vocabulary, and the reading and writing of Amharic to new speakers. Prerequisite: If course requirement not met, permission of instructor required. Offered through Penn Language Center.
For BA Students: Language Course
Taught by: Hailu
Course usually offered in spring term
Prerequisite: AMHR 240
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center

AMHR 242 Intermediate Amharic I
Offered through Penn Language Center
For BA Students: Language Course
Taught by: Hailu
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center

AMHR 243 Intermediate Amharic II
Offered through Penn Language Center.
For BA Students: Last Language Course
Taught by: Hailu
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center

AMHR 247 Advanced Amharic
An advanced Amharic course that will further sharpen the students’ knowledge of the Amharic language and the culture of the Amharas. The learners communicative skills will be further developed through listening, speaking, reading and writing. There will also be discussions on cultural and political issues. Offered through Penn Language Center.
For BA Students: Advanced Language Course
Taught by: Zemichael
One-term course offered either term
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center

AMHR 649 Amharic Language and Culture
For BA Students: Advanced Language Course
One-term course offered either term
Activity: Lecture
1.0 Course Unit

Anatomy (ANAT)
ANAT 505 Structural Adaptations to Function
Veterinary gross anatomy course. The basic principles of mammalian and avian anatomy are studied in a veterinary context. The laboratory periods are given to the dissection of the dog, cat, horse, various ruminants, various laboratory animals, chicken and fish. Prerequisite: Permission of instructor in Veterinary School.
Taught by: Dr. Orsini and Staff
Course usually offered in fall term
Activity: Lecture
2.0 Course Units

ANAT 512 Human Anatomy: Cardiovascular, Respiratory, Digestive, and Musculoskeletal Systems
This human anatomy course will cover anatomy, embryology, histology, and imaging of the: cardiovascular system; respiratory system; digestive system; and musculoskeletal system, including the limbs, vertebral column, and back. This course is open to LPS Post-Baccalaureate students only. Please contact Kimberly Halscheid (battilo@upenn.edu) if you have question. Cardiovascular and Respiratory Systems. The objectives are to: 1) define and discuss the structures that participate in the process of respiration; 2) compare and contrast structures situated in the chest (thorax and mediastinum); 3) describe anatomic differences of the right versus the left lung, structures in each lung, and how each lung functions; 4) summarize the anatomic differences in the atria and ventricles of the heart and how these chambers contract, resulting in the opening and closing of the atrioventricular and semilunar valves; 5) compare and contrast the histology of the heart, bronchi, bronchioles, and lung alveoli; 6) analyze and identify anatomic structures in plain films and/or other imaging modalities; and 7) discuss the embryology of the heart and lungs, including fetal and postnatal circulation and common congenital heart malformations. Digestive System. The objectives are to: 1) define the embryological basis for the formation of the gastrointestinal tract; 2) define and discuss the anatomic structures that make up the digestive system, including the mouth, larynx, esophagus, stomach, small intestine, large intestine, liver, and biliary tract; 3) compare and contrast the arterial blood supply and the functional and histologic differences in various parts of the gastrointestinal tract; and 4) analyze and identify anatomic structures in plain films and/or other imaging modalities. Musculoskeletal System. The objectives are to: 1) discuss the anatomic structures that make up the major parts of the musculoskeletal system, which are the vertebral column and back, upper limbs, and lower limbs; 2) identify the blood supply, innervation, and musculature of the upper limbs, including the shoulder, elbow, wrist, and hand; 3) identify the blood supply, innervation, and musculature of the lower limbs, including the hip, knee, ankle, and foot; 4) define the components of the nervous system that affect the musculoskeletal system, limbs, vertebral column, and back and discuss nerve lesions; 5) discuss how herniated disks, fractures of the upper and lower limbs, and impingement of nerve roots can result in musculoskeletal abnormalities, and 6) analyze and identify anatomic structures in plain films and/or other imaging modalities.
Taught by: White, James S.
Activity: Online Course
0.5 Course Units
ANAT 513 Human Anatomy: Cardiovascular and Respiratory Systems
This 0.5 CU human anatomy course will cover anatomy, embryology, histology, and imaging of the cardiovascular and respiratory systems. The objectives are to: 1) define and discuss the structures that participate in the process of respiration; 2) compare and contrast structures situated in the chest (thorax and mediastinum); 3) describe anatomic differences of the right versus the left lung, structures in each lung, and how each lung functions; 4) summarize the anatomic differences in the atria and ventricles of the heart and how these chambers contract, resulting in the opening and closing of the atrioventricular and semilunar valves; 5) compare and contrast the histology of the heart, bronchi, bronchioles, and lung alveoli; 6) analyze and identify anatomic structures in plain films and/or other imaging modalities; and 7) discuss the embryology of the heart and lungs, including fetal and postnatal circulation and common congenital heart malformations. This course is open to LPS Post-Baccalaureate students only. Please contact Kimberly Halscheid (battilo@upenn.edu) if you have questions.
Taught by: James S. White, PhD
Activity: Online Course
0.5 Course Units

ANAT 514 Human Anatomy: Digestive System
This 0.5 CU human anatomy course will cover anatomy, embryology, histology, and imaging of the digestive system. The objectives are to: 1) define the embryological basis for the formation of the gastrointestinal tract; 2) define and discuss the anatomic structures that make up the digestive system, including the mouth, larynx, esophagus, stomach, small intestine, large intestine, liver, and biliary tract; 3) compare and contrast the arterial blood supply and the functional and histologic differences in various parts of the gastrointestinal tract; and 4) analyze and identify anatomic structures in plain films and/or other imaging modalities. This course is open to LPS Post-Baccalaureate students only. Please contact Kimberly Halscheid (battilo@upenn.edu) if you have questions.
Taught by: James S. White, PhD
Activity: Online Course
0.5 Course Units

ANAT 515 Human Anatomy: Musculoskeletal System
This 1.0 CU human anatomy course will cover anatomy, embryology, histology, and imaging of the musculoskeletal system, including the limbs, vertebral column, and back. The objectives are to: 1) discuss the anatomic structures that make up the major parts of the musculoskeletal system, which are the vertebral column and back, upper limbs, and lower limbs; 2) identify the blood supply, innervation, and musculature of the upper limbs, including the shoulder, elbow, wrist, and hand; 3) identify the blood supply, innervation, and musculature of the lower limbs, including the hip, knee, ankle, and foot; 4) define the components of the nervous system that affect the musculoskeletal system, limbs, vertebral column, and back and discuss nerve lesions; 5) discuss how herniated disks, fractures of the upper and lower limbs, and impingement of nerve roots can result in musculoskeletal abnormalities, and 6) analyze and identify anatomic structures in plain films and/or other imaging modalities. Please contact Kimberly Halscheid (battilo@upenn.edu) if you have questions. Students who have completed ANAT 512 are NOT eligible for this course.
Taught by: James S. White, PhD
Activity: Online Course
1.0 Course Unit

ANAT 516 Human Anatomy: Endocrine and Reproductive Systems
This 0.5 CU human anatomy course will cover anatomy, embryology, histology, and imaging of the endocrine and reproductive systems. The objectives are to: 1) define mechanisms of hormonal signaling; 2) describe the anatomic relationships and gross structure of major endocrine and reproductive organs, including the hypothalamus, pituitary glands, thyroid gland, parathyroid glands, pancreas, adrenal glands, gonads, breasts, and male and female reproductive systems; 3) characterize the microscopic anatomy of major endocrine and reproductive organs; 5) assess the regulation of major hormonal axes and intuit pathophysiologic effects of hormonal dysregulation; 6) explain the effects of significant hormones on their respective target tissues; 7) trace the embryologic origins of the endocrine and reproductive organs, including the pharyngeal apparatus. This course is open to LPS Post-Baccalaureate students only. Please contact Kimberly Halscheid (battilo@upenn.edu) if you have questions.
Activity: Online Course
0.5 Course Units

ANAT 517 Anatomy of the Head and Neck: Cranial Nerves and Their Distribution
This 0.5 CU human anatomy course will cover anatomy, embryology, histology, and imaging of the head and neck with emphasis on the cranial nerves and their distribution. The objectives are to: 1) identify major bone and cartilage components of the neck and skull and how they develop; 2) describe sources of innervation to face, CN V and VII; 3) name cranial nerve innervations of extraocular muscles of the eyes; 4) name major elements that make up naso-, oro-, and laryngeal pharynx; 5) name the cranial nerves involved in swallowing; 6) identify the signs and symptoms of lesions of each of the cranial nerves; and 7) identify structures on CT and plain film imaging of head and neck. This course is open to LPS Post-Baccalaureate students only. Please contact Kimberly Halscheid (battilo@upenn.edu) if you have questions. This course is open to LPS Post-Baccalaureate students only. Please contact Kimberly Halscheid (battilo@upenn.edu) if you have questions.
Taught by: Dr. James S. White
Activity: Online Course
0.5 Course Units
ANAT 518 Brain and Spinal Cord: Longitudinal Neural Pathways
This course, covering the anatomy, development, and cytology of the central nervous system, including a detailed examination of the functional and clinical neuroanatomy of the spinal cord, prepares students to: - Compare and contrast the differences in how the neural tube and neural crest develop, and list their postnatal derivatives. - Compare the malformations that result in open versus closed neural tube defects, including the ability to distinguish the different forms of spina bifida. - List the major excitatory and inhibitory neurotransmitters used by neurons in the central and peripheral nervous system. - Compare the functions of Schwann cells and Oligodendrocytes in forming myelin and the differences in autoimmune diseases (MS and Guillain Barre) associated with each. - Recall the basic anatomy of the spinal cord including the vertebral level where the cord end and meninges end, what makes up the conus medullaris and cauda equina, and which cord segments innervate the upper and lower limbs. - Contrast the two divisions of the ANS in terms of locations of pre and post ganglionic neuron cell bodies, neurotransmitters utilized and receptors that they bind to. - Describe the names and locations of the two neurons that generate voluntary versus reflex contractions of skeletal muscle, and be able to draw and label a cord section with these neurons. - Recall the differences between the myotatic and inverse myotatic reflexes. - Describe how these two sensory systems utilize three neurons to process sensory information. - Draw out the three neurons that are components of the DC/ML System and label the modalities of their dorsal roots, their course and sites of termination. - Draw out the three neurons that are components of the Anterolateral System and label the modalities of their dorsal roots, their course and sites of termination. - Summarize the major signs and symptoms of the 7 common spinal cord diseases and clinical conditions including Polio, Tabes dorsalis, ALS, Subacute Combined Degeneration, Syringomyelia, Anterior cord syndrome, Brown Sequard Syndrome
Taught by: James S. White, PhD
Activity: Online Course
1.0 Course Unit

ANAT 519 Brain and Spinal Cord: Motor and Sensory Functional Systems
This course, covering the anatomy of the central nervous system, including a detailed examination of the functional and clinical neuroanatomy of the brainstem, cerebellum, diencephalon, visual system, auditory system and cerebral cortex, prepares students to: - Describe the cerebellar connectional anatomy that permits the right side of the cerebellum to promote fine-tuning of skeletal muscles on the right side of the body. - Recall how cerebellar lesions cause tremor with movement and how hemisphere lesions of the cerebellum differ from vermis lesions. - Identify which lesions result in dysmetria, disdiadochokinesis, and gait ataxia. - Describe the major components of the Direct and Indirect Basal Ganglia Pathways, the neurotransmitters that they use and their roles in initiating movement or suppressing unwanted movement. - Contrast the signs and symptoms of those with a direct (Parkinson's) and indirect (Huntington's) basal ganglia disease and how each causes different forms of resting tremors. - Name the 4 major tracts that traverse the brainstem and the signs and symptoms if each is lesioned. - Discuss how motor and sensory nuclei of brainstem cranial nerves are organized into functional longitudinal columns in the brainstem and note how this organization correlates with the entry and exit points of cranial nerves. - Distinguish the gaze malfunctions that result from lesions to the Frontal Eye Field, PPRF, and MLF. - Trace the path of a visual stimulus from the nasal and temporal parts of the retina to the cuneus and temporal gyrus of visual cortex. - Draw out the different visual field deficits and the causes evident in lesions to the optic nerve, optic chiasm, optic tract, optic radiations and visual cortex. - Describe the three components of the ear and how the organ of Corti transduces mechanical energy into generator potentials. - Distinguish between the lesion sites and causes of a sensorineural versus a conductive hearing loss and how one uses the Weber and Rinne tests to determine the nature of the hearing loss. - Differentiate the major nuclei of the thalamus and their functions. - Describe the different embryonic origins of the pituitary and the nuclei in the hypothalamus that control or contribute to the functional activity of each pituitary component. - Name the lobes that make up the cortex and distinguish the vascular territories of the anterior, middle and posterior cerebral arteries. - Describe how the dominant hemisphere differs functionally from the non dominant hemisphere. - List four different lesion sites in the dominant hemisphere that result in an aphasia and list the signs and symptoms of that aphasia. - Name the major components of the Papez circuit and how they contribute to memory consolidation. - List the signs and symptoms of lesions to each of the cranial nerves. - Distinguish the signs and symptoms of various lateral versus medial brainstem vascular lesions, the vessels involved and the cranial nerves affected.
Taught by: James S. White, PhD
Activity: Online Course
1.0 Course Unit

Ancient History (ANCH)

ANCH 025 Ancient Middle Eastern History and Civilization
A cultural history of Middle Eastern civilization from the invention of writing to the rise of Islam.
For BA Students: History and Tradition Sector
Course usually offered in fall term
Also Offered As: HIST 024, NELC 101
Activity: Lecture
1.0 Course Unit
ANCH 026 Ancient Greece
The Greeks enjoy a special place in the construction of western culture and identity, and yet many of us have only the vaguest notion of what their culture was like. A few Greek myths at bedtime when we are kids, maybe a Greek tragedy like Sophokles’ Oidipous when we are at school: these are often the only contact we have with the world of the ancient Mediterranean. The story of the Greeks, however, deserves a wider audience, because so much of what we esteem in our own culture derives from them: democracy, epic poetry, lyric poetry, tragedy, history writing, philosophy, aesthetic taste, all of these and many other features of cultural life enter the West from Greece. The oracle of Apollo at Delphi had inscribed over the temple, ‘Know Thyself.’ For us, that also means knowing the Greeks. We will cover the period from the Late Bronze Age, c. 1500 BC, down to the time of Alexander the Great, concentrating on the two hundred year interval from 600-400 BC.
For BA Students: History and Tradition Sector
Taught by: McInerney
Course usually offered in fall term
Also Offered As: CLST 026, HIST 026
Activity: Lecture
1.0 Course Unit

ANCH 027 Ancient Rome
At its furthest extent during the second century CE, the Roman Empire was truly a ‘world empire’, stretching from northern Britain to North Africa and Egypt, encompassing the whole of Asia Minor, and bordering the Danube in its route from the Black Forest region of Germany to the Black Sea. But in its earliest history it comprised a few small hamlets on a collection of hills adjacent to the Tiber river in central Italy. Over a period of nearly 1500 years, the Roman state transformed from a mythical Kingdom to a Republic dominated by a heterogeneous, competitive aristocracy to an Empire ruled, at least notionally, by one man. It developed complex legal and administrative structures, supported a sophisticated and highly successful military machine, and sustained elaborate systems of economic production and exchange. It was, above all, a society characterized both by a willingness to include newly conquered peoples in the project of empire, and by fundamental, deep-seated practices of social exclusion and domination. This course focuses in particular upon the history of the Roman state between the fifth century BCE and the third century CE, exploring its religious and cultural practices, political, social and economic structures. It also scrutinizes the fundamental tensions and enduring conflicts that characterized this society throughout this 800-year period.
For BA Students: History and Tradition Sector
Taught by: Cam Grey
Course usually offered in spring term
Also Offered As: CLST 027, HIST 027
Activity: Lecture
1.0 Course Unit

ANCH 046 Myths and Religions of the Ancient World
This course will survey the religions of the ancient Middle East, situating each in its historical and socio-cultural context and focusing on the key issues of concern to humanity: creation, birth, the place of humans in the order of the universe, death, and destruction. The course will cover not only the better-known cultures from the area, such as Egypt and Mesopotamia, but also some lesser-known traditions, such as those of the Hurrians, or of the ancient Mediterranean town of Ugarit. Religion will not be viewed merely as a separate, sealed-off element of the ancient societies, but rather as an element in various cultural contexts, for example, the relationship between religion and magic and the role of religion in politics will be recurring topics in the survey. Background readings for the lectures will be drawn not only from the modern scholarly literature, but also from the words of the ancients themselves in the form of their myths, rituals, and liturgies.
For BA Students: History and Tradition Sector
Taught by: Frame
Course usually offered in spring term
Also Offered As: NELC 046, RELS 014
Activity: Lecture
1.0 Course Unit

ANCH 068 Art and Architecture in Ancient Egypt
This course will be an introduction to the art, architecture and minor arts that were produced during the three thousand years of ancient Egyptian history. This material will be presented in its cultural and historical contexts through illustrated lectures and will include visits to the collection of the University Museum.
Taught by: Silverman
Course not offered every year
Also Offered As: AAMW 618, ARTH 218, ARTH 618, NELC 068, NELC 668
Activity: Lecture
1.0 Course Unit

ANCH 104 Race and Ethnicity in the Ancient World
Modern political and artistic movements often appeal to an ancient past in order to construct their own social and racial identities. But how did ancient peoples understand themselves and others? How should we understand race and ethnicity in the ancient past? And how are perceptions of the past used today to construct or dismantle structures of power? This course explores both ancient and modern representations of race and ethnicity in antiquity. We will investigate both how ancient peoples around or near the Mediterranean (e.g. Greeks, Romans, Egyptians, Persians, and Nubians) understood difference and also how modern eras have appropriated ancient identities. Our dialogues will include ancient ethnographies, literature, and visual arts as well as modern theories and media, with an emphasis on active learning and collaboration. Students will be encouraged to produce both analytical and creative responses to our materials.
Taught by: Brassel
Course not offered every year
Also Offered As: CLST 104
Activity: Seminar
1.0 Course Unit

ANCH 129 Decline & Fall Roman Emp
Also Offered As: CLST 129
Activity: Lecture
1.0 Course Unit
ANCH 133 The History of God
This course introduces the history of God as understood by modern scholars of religion. Why do people believe in gods in the first place? How did so many people come to believe that there was only one god, and how is that god different from earlier gods? How is the God of Judaism different from that venerated by Christians and Muslims. And what is the future of God in a world shaped by secularism, capitalism, and climate-change? This course will address these and other questions in light of anthropology, psychology, intellectual history, and other approaches that scholars uses to illumine religion.
Taught by: Weitzman
Course not offered every year
Also Offered As: JWST 132, RELS 132
Activity: Seminar
1.0 Course Unit

ANCH 136 The Ancient Economy
This class presents an introduction to economies before economics, a study of economic activity in the Greco-Roman world. Ancient Greece and Rome have been called some of the first ‘global’ economies - they engaged in long-distance trade, introduced the first coinage systems, and built and manufactured at large scales. At the same time, they remained agrarian societies, with majority peasant populations, high levels of inequality and social systems that often placed social capital ahead of profit. Using textual sources, archaeology and techniques from the natural and social sciences, this class will not only look at basic elements of economic activity in the ancient world - demographics, trade, monetization, industry - but also ask critical questions about how - or if - modern economic methods can be applied to the distant past. No previous knowledge of the ancient world or economics is necessary.
For BA Students: Humanities and Social Science S
Taught by: Bowes
One-term course offered either term
Also Offered As: CLST 136
Activity: Lecture
1.0 Course Unit

ANCH 146 Ancient Mediterranean Empires
What constituted an empire in antiquity and how was imperialism legitimized? Which measures were used to maintain and organize imperial power? How did foreign rule affect the daily life of people all over the Mediterranean? In this course we will discuss and compare ancient empires from Achaemenid Persia to Alexander the Great and the Hellenistic kingdoms of his successors to the emergence of Rome as one of the most successful and influential empires in world history. Topics that will be discussed include ancient ideas and concepts of imperial rule, patterns of political, economic and cultural power and their interrelations as well as imperial crises and local resistance. All texts will be discussed in translation. There are no prerequisites.
For BA Students: History and Tradition Sector
Taught by: Wilker
Course usually offered in fall term
Also Offered As: CLST 146
Activity: Lecture
1.0 Course Unit

ANCH 202 Cleopatra
Cleopatra VII (70/69 30 BCE) is one of the most famous women in world history. She has been remembered, admired, and reproached as a power-hungry Hellenistic queen, as the last pharaoh of Egypt, as a self-confident female ruler, and as the vicious seductress of Julius Caesar and Mark Antony. Her supposedly extravagant lifestyle, her political schemes, but also her integrity in choosing suicide over submission have inspired poets, artists, and historians from her own time to the modern world. In this seminar, we will take a closer look at some of the common perceptions and stereotypes that have shaped the image of Cleopatra for more than 2000 years. The main focus, however, will be on the historical queen, her biography, and the political and cultural contexts of her life. We will use ancient literary texts, papyri, inscriptions, coins, and archaeological evidence to analyze Cleopatra’s rise to power, how she presented herself to her subjects, and how she was perceived by others, as well as her role in the tumultuous events that led to the end of the Hellenistic period and the rise of imperial Rome under the rule of Augustus. No prerequisites, but some background in Hellenistic and/or Roman history will be helpful.
Taught by: Julia Wilker
Course not offered every year
Also Offered As: CLST 202
Activity: Seminar
1.0 Course Unit

ANCH 227 Age of Caesar
A course on Roman culture and society in a period of tumultuous political change, the lifetime of Julius Caesar (100-44BCE). Focuses on the interplay between shifting political and military realities and developments in social organization and literary production at Rome and in the wider Mediterranean world. The reception of Caesar in later ages will also be considered. Readings (all in translation) will include Catullus, Cicero, Lucretius, Plutarch, Sallust, Suetonius, and, of course, Caesar himself.
Taught by: Damon
Course not offered every year
Also Offered As: CLST 227
Activity: Seminar
1.0 Course Unit

ANCH 257 Religion and the Polis
This class is designed to introduce students to the study of Greek religion with particular attention to the notion of polis religion, a recent model used to understand the function and structure of Greek religion. In this class we will look at the major institutions of Greek religion, notably sacrifice, festivals, and processions, but will also examine the importance of sanctuaries and temples in the heart of the city, on the edges of its territory and in the countryside. We will also examine religion as a system of belief and action, and will consider the intersection of local, state and international religious institutions.
Taught by: McInerney
Course not offered every year
Also Offered As: CLST 257
Activity: Seminar
1.0 Course Unit
Notes: This course is taught exclusively in English
ANCH 261 Ancient Iranian Empires
Iran - as a landmass and a political entity - was central to the ancient world in a variety of ways. Ancient Iranian Empires were of central importance to - and centrally located in - the ancient world. It was the successor kingdom to the Assyrians and Babylonians; the power against which Greece and Rome defined themselves; and the crucible in which various communities and models of rule developed. This course offers a survey of the history of the ancient Persianate world, focusing in particular on the political and imperial entities that rose to power, the cultural, political, mercantile, and other contacts they shared with their neighbors to the East and West, and the communities and religious groups that arose and flourished within their lands. Ancient Iranian empires rivaled the Greek and Roman Empires to their West, and the central and eastern Asian Empires to their east, and the ongoing history of diplomacy, cultural contact, and war between these regions was formative to each and to the ancient world as a whole. Iran was home to and similarly formative for a variety of religions, including Zoroastrianism, Judaism, Christianity, Manichaeanism, and Islam, and a central question Ancient Iranian political powers sought to address was how to negotiate and address the variety of populations under their control. The course will conclude by studying how, rather than a simplistic story of decline, the strategies, policies, institutions, and memory of the Iranian Empires continued to shape early Islam, medieval imagination, and modern political regimes.
Taught by: Gross
Also Offered As: NELC 261, NELC 561, RELS 261
Activity: Lecture
1.0 Course Unit

ANCH 301 Lies My Ancient History Teacher Told Me
The neat, comforting narratives that we construct of the histories of ancient Greece and Rome cover up a collection of controversies and debates that continue to rage in contemporary scholarship. Can we use the Homeric epics as sources of early Greek history? Who was responsible for the Peloponnesian War? How can we best explain Rome's acquisition of empire? How new was the political revolution of Augustus? What were the main reasons for the rise of Christianity? In this course, we explore these and other controversies, focusing on both modern scholarship and the ancient sources. All texts will be discussed in translation. No prior knowledge of Ancient History is required, although it would be useful to have taken ANCH 026 and/or ANCH 027.
Taught by: Grey
Course not offered every year
Also Offered As: CLST 300
Activity: Seminar
1.0 Course Unit

ANCH 303 Power and Peril: The Paradox of Monarchy among Ancient Greeks, Romans, and Jews
We imagine ancient Greece and Rome as the cradles of democracy and republicanism, early Judea as a pious theocracy, but monarchy was the most common and prevalent form of government in antiquity (and the premodern world in general). In this class, we will take a special look at kinship among the Jews, Greeks, and Romans to assess and discuss similarities, differences, and mutual influences. In all these cultures, the king was a polarizing figure in reality and in conception. On the one hand, some revered the monarch as ideal leader, and monarchy provided the language with which to describe and even imagine the very gods. On the other, monarchs were widely reviled in both theory and practice, from the Greek tyrants to biblical Saul. The Emperor Augustus loudly denied his own affinity to the office of king, even as he ruled alone and was revered as a god. In other words, kings stood both for the ideal and the worst form of government. This class confronts the paradox of monarchical rule and will, through the lens of the king, explore ideas of god, government, human frailty, and utopianism.
Taught by: Wilker and Dohrmann
Course not offered every year
Also Offered As: CLST 338, JWST 303, RELS 303
Activity: Seminar
1.0 Course Unit

ANCH 305 Jewish Diaspora in the Roman Empire
Under the Roman Empire, Jewish communities developed and flourished especially in the cities of the Eastern Mediterranean, in Egypt, Syria, Asia Minor, Greece, Northern Africa, and Italy proper. In many of these cities, the Jews formed a considerable part of the population; they influenced the cultural, social, and political communal life and developed an identity that was distinctively different from that in Judea. In this seminar, we will trace Jewish life in the Diaspora under Roman rule. How did Jews and non-Jews interact? What was the legal status of Jewish communities under the Roman Empire? What caused conflicts and how were they solved? What can the history of Jewish Diaspora communities tell us about minorities in the Roman Empire in general? We will use literary texts, inscriptions, papyri, and archaeological material to answer these questions and many more.
Taught by: Julia Wilker
Also Offered As: JWST 305
Activity: Seminar
1.0 Course Unit
ANCH 311 Disasters in the Ancient World
Natural disasters occupy a powerful place in our imagination. Stories of floods, plagues, earthquakes and storms excite and horrify us, and communities mobilize their resources quickly in response to these events. The ancient Mediterranean world, natural disasters could take on potent meaning, indicating the anger or disfavor of the gods, acting as warnings against certain courses of action, or confirmations of individuals’ fears or suspicions about the world in which they lived. In this course, we explore the evidence for some disasters in the ancient Mediterranean world, the ways in which contemporaries reacted to those disasters and interpreted their causes. This project is of necessity, multidisciplinary, involving textual, archaeological, geological, and comparative materials and drawing on methodologies from history, political and archaeological science, and the emerging field of disaster studies. In the process, we will gain an appreciation of the social structures of communities in the period, the thought-world in which they operated, and the challenges and opportunities that attend a project of this sort. No prior knowledge of Ancient History is required, although it would be useful to have taken an introductory survey course. Texts will be discussed in translation.

Taught by: Grey & Ristvet
Course not offered every year
Also Offered As: ANTH 311, CLST 311
Activity: Seminar
1.0 Course Unit

ANCH 315 Kinship and Connectivity in the Roman World
An individual’s life course is often reflected, enhanced, and defined by their relations to other individuals. This course will investigate the concept of kinship in the Roman world through textual, visual, and archaeological evidence. We will explore relationships at all levels of society from the imperial family to the slaves and freedmen who were part of larger households, in order to understand how different relationships shaped and structured interactions in Roman society. Together, we will explore the following questions: how were relationships and bonds represented in the ancient world? What structures were in place for families to perpetuate themselves through biological or adoptive means? How could non-Roman citizens create family connections through formal and informal channels? How could relationships be celebrated in life and commemorated in death? We will use written evidence from ancient historians, visual evidence like the Altar of Peace, and archaeological evidence from cemeteries to examine how Roman notions of kinship shaped life and death in different social milieu.

Taught by: Brent
Also Offered As: AAMW 514, ANTH 315, CLST 315, CLST 515
Activity: Seminar
1.0 Course Unit

ANCH 316 Africa and Roman Literature
In this course, we will explore race and ethnicity in the Roman world by focusing on the life and works of Roman Africans and the ways in which non-African Romans engaged with and presented the peoples of Africa. The course covers Roman literature in translation from the comedies of Plautus produced in the late 3rd to 2nd centuries BCE, to African Christian writing of the 5th century CE. It also covers a wide range of genres: we will examine how Roman writers articulate questions of race in comedy and satire, epic, history, biography, and elegy among others. We will read African writers (Apuleius, Augustine) and ask how their Africanness influences their works. We will read Roman accounts of journeys to Africa, wars with Africa, and encounters with Africans to ask how the Romans saw themselves as different from or similar to Africans. The course will also explore in more general terms how Romans talk about race: did racism exist? What aspects of different cultures and peoples did Romans choose to emphasize when they talked of non-Romans?

Taught by: Lewis
Also Offered As: AFRC 316, CLST 316
Activity: Seminar
1.0 Course Unit

ANCH 323 Greek World After Alexander the Great
This class is designed as a detailed investigation of the world created by Alexander the Great. We will cover the three hundred year period known as the Hellenistic Age from the career of Alexander the Great (354-323 BC) until the defeat of Antony and Cleopatra at the Battle of Actium (31 BC). This was a period during which the world of the Greeks underwent extraordinary and far-reaching changes, as Greek culture was established as far afield as northwestern India, central Asia and Egypt. In the same period kingdoms controlled by Alexander’s Successors used Greek culture to define their rule, establishing a Greek culture of the elite in regions which previously had been dominated by the Persians. As Greek and non-Greek worlds collided, a new interpretation of Greek culture emerged, giving rise, among other things, to universities and professional schools, state subsidized health care, triumphalist architecture, the heroization of the noble savage, coinage with royal portraits, the deification of men and a multitude of other social, artistic and political forms familiar to us. It was an age of radical change, dislocation, as Greek populations colonized regions previously unknown to them.

Taught by: McInerney
Course not offered every year
Activity: Lecture
1.0 Course Unit
ANCH 330 The Rise and Decline of Macedonia
In this course, we will study the rise and development of Macedonia from a tiny kingdom on the northern fringes of the Greek world to one of the major powers of the region and beyond. Regarded by the Greeks as an at least semi-barbarian culture on the periphery, Macedonia became the dominant power in the Greek world during the fourth century BC and its king Alexander the Great set out to conquer the world. After his death, Macedonia was one of the Hellenistic kingdoms competing for power and influence in the Mediterranean until it finally came under Roman control. Topics that will be discussed include questions of ethnicity and identity, Macedonian kingship, culture and society (including the role of women) and the role of Macedonian traditions in the Hellenistic era in general. Special emphasis will therefore be laid on critical reading and interpretation of ancient literary texts, documentary evidence and archaeological material. That will be discussed include questions of ethnicity and identity, Macedonian kingship, culture and society (including the role of women) and the role of Macedonian traditions in the Hellenistic era in general.
Taught by: Wilker
Course not offered every year
Also Offered As: CLST 332
Activity: Seminar
1.0 Course Unit

ANCH 363 Foreigners in Rome
According to the stories the Romans told about the origins of their city, Rome began as a community of immigrants. As a growing metropolis and, eventually, the center of an empire, the city remained a magnet for people from other parts of the Empire and beyond. Foreigners came to the city as merchants and travelers, they settled here seeking a different and better life, pursuing a career, or escaping hardships in their home communities. Others were brought to Rome against their will, as prisoners or slaves. In this seminar, we will explore the different communities of foreigners and immigrants that shaped Rome. How and why did they move to the city? How did they experience their new home? How did they adapt to life in Rome and how, in turn, did they influence what we define as ‘Roman’ today? Finally, what can the legal, social, political, and social status of immigrants tell us about Roman society in general? To answer these questions (and more), we will look at a wide array of primary sources, including literary texts, inscriptions, and material culture.
Taught by: Wilker
Also Offered As: CLST 364
Activity: Seminar
1.0 Course Unit

ANCH 384 The Hellenistic and Roman Near East
In this course we will study the history of the Hellenistic and Roman period from a Near Eastern perspective. From the conquests of Alexander the Great to the end of Roman rule in late antiquity, this region was the scene of conflicts, but also of peaceful and fruitful interactions between Greeks, Romans, Egyptians, Jews, Syrians, Arabs and many other societies. What was the impact of Greek and Roman rule and how did the peoples of the region react to these fundamental changes? On the other hand, how did they influence the culture and worldview of their conquerors? We will use historical texts, documents and archaeological evidence to discuss these political, cultural and religious encounters that made the Near East to a key region of Greco-Roman history. All texts will be discussed in translation. No prerequisites, although it would be useful to have some background in Hellenistic and/or Roman history.
Taught by: Julia Wilker
Also Offered As: NELC 384
Activity: Seminar
1.0 Course Unit

ANCH 398 Honors Thesis
This course is taken in the spring of the senior year by students admitted to the honors thesis program for the Ancient History major. For policies see the Classical Studies department website.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

ANCH 399 Independent Study
This course is taken by students doing independent work with a faculty advisor, such as students approved to work on a senior research paper in pursuit of honors in the major.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

ANCH 506 MLA Proseminar: Ancient Economies
This class presents an introduction to economies before economics, a study of economic activity in the Greco-Roman world. Ancient Greece and Rome have been called some of the first ‘global’ economies - they engaged in long-distance trade, introduced the first coinage systems, and built and manufactured at large scales. At the same time, they remained agrarian societies, with majority peasant populations, high levels of inequality and social systems that often placed social capital ahead of profit. Using textual sources, archaeology and techniques from the natural and social sciences, this class will not only look at basic elements of economic activity in the ancient world - demographics, trade, monetization, industry - but also ask critical questions about how - or if - modern economic methods can be applied to the distant past. No previous knowledge of the ancient world or economics is necessary.
Taught by: Bowes
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
ANCH 535 Problems in Greek: Archaic and Classical
This seminar is designed to introduce students to the major issues and problems in the early history of Ancient Greece, from approximately 776 BC until the reign of Alexander the Great nearly four hundred and fifty years later. A number of these issues have been the subject of academic investigation for decades: the historicity of Homeric society, the origins of democracy, the reforms of Kleisthenes, the population of Athens, for example. The investigation of many of these problems, however, has received fresh impetus from newer approaches: demographic studies of the Aegean islands, the dating of 5th century inscriptions, the study of Solons poetry have all yielded new insights and transformed our understanding of Greek culture and history. In this seminar we will explore many older questions from newer perspectives, with attention to such recent topics as gender, ethnicity and subaltern studies. The result is a view of Greece that is both more familiar and yet equally more alien. Taught by: McInerney
One-term course offered either term
Also Offered As: AAMW 534
Activity: Seminar
1.0 Course Unit
Notes: Graduates Only

ANCH 604 Provincial Perspectives
Most of the primary sources available to us are commonly taken to reflect the ideology, concepts, and realities of Roman imperial rule through the lenses of the central power. However, a number of sources provide insights into how provincials and imperial subjects perceived the empire and their own status within its political, cultural, and social frameworks. In this seminar, we will focus on how ethnic, religious, cultural, and regional identities were developed, maintained, adapted, and interpreted within and in reaction to the empire in concept and reality. Historiographical and auto-ethnographic works, orations, philosophical, and religious texts reflect different attitudes towards the imperial center, ranging from open hostility and frustrated acceptance to praise and identification. Texts to be discussed include canonical works (Polybius, Dionysius of Halicarnassus, Second Sophistic) as well as lesser-known texts and authors. Special emphasis will be laid on scholarly approaches, including concepts of identity, hybridization and cultural change, the dynamics of imperial integration, and the (de-)construction of modern narratives of Romanization. Taught by: Wilker
Course not offered every year
Activity: Seminar
1.0 Course Unit

ANCH 611 Greek Epigraphy
An introduction to the principles and practices of Greek Epigraphy. Study of selected Greek inscriptions. Taught by: McInerney
Course not offered every year
Also Offered As: AAMW 611, CLST 611, GREK 611
Activity: Seminar
1.0 Course Unit

ANCH 612 The Flavian Era
The time of the Flavians (69-96 BCE) holds a special place in Roman history and culture as it marks the transition from the Julio-Claudian period to the High Empire. Historically, the rule of Rome’s second dynasty saw a stabilization of the imperial power system, the consolidation of social and political hierarchies, and an increasing integration of the empire. Major construction projects reshaped the city of Rome, topographically and ideologically. The literary production in various genres reached a new peak, developed new forms, and explored new topics. The unusually high number of Greek and Latin texts and documents preserved allow us to analyze such changes closely; our focus will be on the interrelation and conjunction of these developments. Final projects will take the form of papers suitable for presentation at the SCS Annual Meeting. Taught by: Wilker, Damon
Also Offered As: CLST 612
Activity: Seminar
1.0 Course Unit

ANCH 616 Ancient Economies
Scholars have long debated the nature of the ancient economy, the terms in which it can best be approached, and the decision-making processes that underpinned economic behavior in antiquity. In particular, controversy has surrounded the extent to which the economies of Greco-Roman antiquity can be modeled using contemporary tools of analysis. In recent scholarship, many of the tenets laid down by Moses Finley in his The Ancient Economy have been re-evaluated, with the result that the field is currently in a state of intellectual ferment. It is the purpose of this course to explore the terms in which contemporary debates over ancient economic systems are formulated, with reference to a variety of societies and periods, from the palace economies of the Mycenaean period to the system of taxation introduced in the early fourth century by the emperor Diocletian and his colleagues in the Tetrarchy. Taught by: Grey
One-term course offered either term
Also Offered As: AAMW 503, CLST 616
Activity: Seminar
1.0 Course Unit

ANCH 702 Greek Sanctuaries
Sanctuaries remain an important focal point for the study of Greek religion. Both as sites for worship, dedication, oracular activity and other cult activity and as sites for the mediation of elite and state competition sanctuaries are, along with the polis, the most essential structuring institutions of Greek life. This seminar takes a selection of larger and smaller extra-urban sanctuaries and examines their growth, articulation and function. Taught by: McInerney
Course not offered every year
Also Offered As: AAMW 702, CLST 702
Activity: Seminar
1.0 Course Unit

ANCH 999 Independent Study
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Ancient Near East Languages (ANEL)

ANEL 440 First Year Akkadian I
Introduction to the grammar of the Akkadian language with emphasis on developing skills in the cuneiform writing system and reading of selected texts.
Course usually offered in fall term
Also Offered As: ANEL 640
Activity: Lecture
1.0 Course Unit

ANEL 441 First Year Akkadian II
Introduction to the grammar of the Akkadian language with emphasis on developing skills in the cuneiform writing system and reading of selected texts. Prerequisite: If course requirement not met, instructor permission required.
Course usually offered in spring term
Also Offered As: ANEL 641
Prerequisite: ANEL 440 OR ANEL 640
Activity: Lecture
1.0 Course Unit

ANEL 446 Beginning Sumerian
Taught by: Tinney
One-term course offered either term
Activity: Lecture
1.0 Course Unit

ANEL 460 Middle Egyptian
Introduction to the grammar of Middle Egyptian.
Taught by: Silverman
Two terms. student must enter first term.
Activity: Lecture
1.0 Course Unit

ANEL 461 Middle Egyptian Texts
This course will deal with those texts of the Middle Kingdom that are written in the classical form of the language. It will include both monumental inscriptions, such as autobiographical stela inscriptions (P. Newberry, BENI HASSAN) and stelae (Seth, LESESTUCKE) as well as narratives in prose (DeBuck, READING BOOK). Religious texts (ibid. and COFFIN TEXTS) will also be studied and analyzed. Distinctions between the grammar of the literary and non-literary genres will be discussed.
Taught by: Silverman
One-term course offered either term
Prerequisite: ANEL 460
Activity: Lecture
1.0 Course Unit

ANEL 540 Akkadian Literary Texts
Readings in Akkadian literary texts from ancient Mesopotamia.
Taught by: Frame
One-term course offered either term
Prerequisite: ANEL 641
Activity: Lecture
1.0 Course Unit

ANEL 541 Akkadian Historical Texts
Readings in Akkadian historical texts from ancient Mesopotamia
Taught by: Frame
One-term course offered either term
Prerequisite: ANEL 641
Activity: Lecture
1.0 Course Unit

ANEL 542 Akkadian Letters
Readings in Akkadian letters from ancient Mesopotamia.
Taught by: Frame
One-term course offered either term
Prerequisite: ANEL 641
Activity: Lecture
1.0 Course Unit

ANEL 546 Intermediate Sumerian
Reading literary texts in the Sumerian Language from ancient Mesopotamia.
Taught by: Tinney
Two terms. student must enter first term.
Activity: Lecture
1.0 Course Unit

ANEL 560 Late Egyptian
Introduction to the grammar of Late Egyptian.
One-term course offered either term
Prerequisite: ANEL 460
Activity: Lecture
1.0 Course Unit

ANEL 563 Old Egyptian
This course is an introduction to the language of the Egyptian Old Kingdom. The grammar of the period will be introduced during the early part of the semester, using Ededl's ALTAGYPTISCHE GRAMMATIK as the basic reference. Other grammatical studies to be utilized will include works by Allen, Baer, Polotsky, Satzinger, Gilula, Doret, and Silverman. The majority of time in the course will be devoted to reading varied textual material: the unpublished inscriptions in the tomb of the Old Kingdom official Kapure--on view in the collection of the University Museum; several autobiographical inscriptions as recorded by Sethe in URKUNDEN I; and a letter in hieratic (Baer, ZAS 93, 1966, 1-9).
Taught by: Silverman
One-term course offered either term
Also Offered As: AFRC 563
Prerequisite: ANEL 460
Activity: Lecture
1.0 Course Unit

ANEL 640 First Year Akkadian I
Introduction to the grammar of the Akkadian language with emphasis on developing skills in the cuneiform writing system and reading of selected texts.
Course usually offered in fall term
Also Offered As: ANEL 440
Activity: Lecture
1.0 Course Unit

ANEL 641 First Year Akkadian II
A continuation of 1st Year Akkadian I, this class builds on the lessons of that class on the grammar of the Akkadian language with emphasis on developing skills in the cuneiform writing system and reading of selected texts. To take this class without first having taken 1st Year Akkadian I requires permission of the instructor.
Course not offered every year
Also Offered As: ANEL 441
Prerequisite: ANEL 640
Activity: Lecture
1.0 Course Unit
ANEL 644 Readings in Akkadian Texts I
Readings in Akkadian texts on selected topics.
Taught by: Frame
Course not offered every year
Prerequisite: ANEL 641
Activity: Seminar
1.0 Course Unit

ANEL 646 The Land of Sumer: Writing, Language, and Culture
This self-contained course sets the Sumerian language, writing system and use of writing in their social and historical context. The aim is to provide students of ancient history and culture from diverse disciplines with a good grounding in Sumerian culture, familiarity with the Sumerian language and cuneiform writing system and the requisite knowledge for critical assessment of published translations and of the secondary literature. The course is organized as two threads, culture on the one hand and language on the other. The two threads are united by taking examples in the language exercises, vocabulary assignments, etc., as far as possible from the domain of the week’s cultural topics. The net effect is to examine the culture both through contemporary secondary literature and through direct contact with elementary primary texts of relevance to the various topics of discussion. The language component of the course will be carried out in a combination of transliteration and cuneiform, with an expectation that all students will gain familiarity with at least the core 80 syllabic signs, and about 100 additional logographic signs.
Taught by: Tinney
Course not offered every year
Activity: Lecture
1.0 Course Unit

ANEL 647 Sumerian Daily Texts
Reading administrative and economic texts in the Sumerian Language from ancient Mesopotamia.
Taught by: Tinney
Course not offered every year
Activity: Seminar
1.0 Course Unit

ANEL 664 Coptic
The course will be an introduction to the writing, grammar, and literature of Coptic.
Taught by: Silverman
Course not offered every year
Also Offered As: RELS 616
Activity: Lecture
1.0 Course Unit

ANEL 665 Demotic
The course will be an introduction to the writing, grammar, and literature of Demotic, the phase of the language in use during the latter periods of Egyptian history.
Taught by: Houser Wegner
Course not offered every year
Activity: Lecture
1.0 Course Unit

ANEL 740 Akkadian Religious and Scientific Texts
Readings in Akkadian of religious and scientific texts from ancient Mesopotamia.
Taught by: Frame
One-term course offered either term
Prerequisite: ANEL 641
Activity: Lecture
1.0 Course Unit

ANEL 741 Akkadian Legal Texts
Readings in Akkadian legal texts and law corpora from ancient Mesopotamia.
Taught by: Frame
One-term course offered either term
Prerequisite: ANEL 641
Activity: Lecture
1.0 Course Unit

ANEL 742 Akkadian Economic Texts
Readings in Akkadian economic texts from ancient Mesopotamia.
Taught by: Frame
Course not offered every year
Prerequisite: ANEL 641
Activity: Seminar
1.0 Course Unit

ANEL 743 Peripheral Akkadian
Readings in selected texts in Akkadian from the periphery of Mesopotamia, including Alalah, Ugarit, Nuzi, Suza and El-Amarna.
One-term course offered either term
Prerequisite: ANEL 641
Activity: Lecture
1.0 Course Unit

ANEL 746 Readings in Sumerian Texts
Selected readings in Sumerian texts.
Taught by: Tinney
One-term course offered either term
Prerequisite: ANEL 646
Activity: Lecture
1.0 Course Unit

Anthropology (ANTH)

ANTH 001 Archaeology: Window to the Human Past
This course will introduce students to the methods and theory of archaeology by exploring how we turn archaeological data into statements about cultural behavior. We will discuss the place of archaeology in the broader field of anthropology and debate issues facing the discipline today. The course will rely on case studies from around the world and from many different time periods to introduce students to the research process, field and lab methods, and essential questions of archaeological anthropology. Students will have the opportunity to work hands-on with archaeological materials through visiting the galleries and working with Penn Museum collections.
For BA Students: History and Tradition Sector
Course usually offered in fall term
Activity: Recitation
1.0 Course Unit
ANTH 002 Anthropology, Race, and the Making of the Modern World
Anthropology as a field is the study of human beings - past, present, and future. It asks questions about what it means to be human, and whether there are universal aspects to human existence. What do we share and how do we differ? What is ‘natural’ and what is ‘cultural’? What is the relationship between the past and the present? This course is designed to investigate the ways anthropology, as a discipline, emerged in conjunction with European (and later, American) imperialism, the trans-Atlantic slave trade, and the will to know and categorize difference across the world. We will probe the relationships between anthropology and modern race-making by investigating how anthropologists have studied key institutions and systems that structure human life: family and kinship, inequality and hierarchy, race and ethnicity, ritual and symbolic systems, gender and sexuality, reciprocity and exchange, and globalization and social change. The course fundamentally probes how the material and ideological constellations of any given moment shape the questions we ask and the knowledge we produce about human existence.
For BA Students: Society Sector
Taught by: Thomas
Course usually offered in fall term
Activity: Recitation
1.0 Course Unit

ANTH 003 Introduction to Human Evolution
How did humans evolve? When did humans start to walk on two legs? How are humans related to non-human primates? This course focuses on the scientific study of human evolution describing the emergence, development, and diversification of our species, Homo sapiens. First we cover the fundamental principles of evolutionary theory and some of the basics of genetics and heredity as they relate to human morphological, physiological, and genetic variation. We then examine what studies of nonhuman primates (monkeys and apes) can reveal about our own evolutionary past, reviewing the behavioral and ecological diversity seen among living primates. We conclude the course examining the ‘hard’ evidence of human evolution - the fossil and material culture record of human history from our earliest primate ancestors to the emergence of modern Homo sapiens. You will also have the opportunity, during recitations, to conduct hands-on exercises collecting and analyzing behavioral, morphological, and genetic data on both humans and nonhuman primates and working with the Department of Anthropology’s extensive collection of fossil casts.
For BA Students: Living World Sector
Course usually offered in fall term
Activity: Recitation
1.0 Course Unit

ANTH 004 The Modern World and Its Cultural Background
An introduction to the diversity of cultures in the world. This course is divided into two parts. The first briefly examines different models of understanding human diversity: ethnicities, religions, languages, political forms, economic structures, cultures, and ‘civilizations’. Students will learn to think about the world as an interconnected whole, and know the significance of culture on a global scale. The second part is an introduction to area studies, in which we undertake a survey of the different regions of the world. We conduct the survey paying attention to the different aspects of human diversities, which we examine in the first part of this course. Students will acquire a greater appreciation and understanding of cultural differences in the more comprehensive social context.
For BA Students: Humanities and Social Science Sector
Course usually offered in spring term
Activity: Recitation
1.0 Course Unit

ANTH 005 Great Transformations
This course explores the history and archaeology of the last 20,000 years from the development of agriculture to the industrial revolution. Why did people across the world abandon foraging for farming? How and why did cities and states develop? Why did societies succeed or fail? How have humans transformed themselves and the natural world, including the landscape and the climate? We will explore the methods that archaeologists use to consider these questions and analyze evidence for social and economic change from the Middle East, the Americas, Asia, Africa, Australia and Europe. In addition, students will have a chance to conduct hands-on exercises with artifacts from the Penn Museum during practicums.
For BA Students: History and Tradition Sector
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

ANTH 012 Globalization And Its Historical Significance
This course describes and analyses the current state of globalization and sets it in historical perspective. It applies the concepts and methods of anthropology, history, political economy and sociology to the analysis and interpretation of what is actually happening in the course of the semester that relates to the progress of globalization. We focus on a series of questions not only about what is happening but about the growing awareness of it and the consequences of the increasing awareness. In answering these questions we distinguish between active campaigns to cover the world (e.g. Christian and Muslim proselytism, free-trade agreements, democratization) and the unplanned diffusion of new ways of organizing trade, capital flows, tourism and remote interaction via the Internet. The body of the course deals with particular dimensions of globalization, reviewing both the early and recent history of each. The overall approach is historical and comparative, setting globalization on the larger stage of the economic, political and cultural development of various parts of the modern world. The course is taught collaboratively by an anthropologist, an historian, and a sociologist, offering the opportunity to compare and contrast distinct disciplinary approaches. It seeks to develop a general social-science-based theoretical understanding of the various historical dimensions of globalization: economic, political, social and cultural.
For BA Students: Humanities and Social Science Sector
Taught by: Spooner
Course usually offered in fall term
Also Offered As: HIST 012, SOCI 012
Activity: Lecture
1.0 Course Unit
ANTH 022 World Musics and Cultures
This course examines how we as consumers in the 'Western' world engage with musical difference largely through the products of the global entertainment industry. We examine music cultures in contact in a variety of ways—particularly as traditions in transformation. Students gain an understanding of traditional music as live, meaningful person-to-person music making, by examining the music in its original site of production, and then considering its transformation once it is removed, and recontextualized in a variety of ways. The purpose of the course is to enable students to become informed and critical consumers of 'World Music' by telling a series of stories about particular recordings made with, or using the music of, peoples culturally and geographically distant from the US. Students come to understand that not all music downloads containing music from unfamiliar places are the same, and that particular recordings may be embedded in intriguing and controversial narratives of production and consumption. At the very least, students should emerge from the class with a clear understanding that the production, distribution, and consumption of world music is rarely a neutral process. Fulfills College Cross Cultural Foundational Requirement.

For BA Students: Arts and Letters Sector
Taught by: Muller, Rommen, Sykes
One-term course offered either term
Also Offered As: AFRC 050, FOLK 022, MUSC 050
Activity: Lecture
1.0 Course Unit
Notes: Open to all students

ANTH 026 Behind the Iron Curtain
This first-year seminar provides an introduction to the histories, cultures, and societies of Central and Eastern Europe, including Poland, the Czech Republic, Slovakia, Hungary, Romania, Bulgaria, Albania, and the successor states of Yugoslavia. Through a selection of articles and essays written by anthropologists and sociologists and based on their extended fieldwork in the region, students will explore both the ethnographic method and the experience of everyday life during and after the communist era. Topics will include: popular music under socialism, food and wine, environmental concerns, the status of Muslim minorities, socialist aesthetics, public memory and cultures of commemoration, privatization, advertising, women’s rights, gender and sexuality, emergent nationalisms, and the rise of income inequality and homelessness. All readings and assignments in English.

Taught by: Ghodsee
Course not offered every year
Also Offered As: REES 026
Activity: Seminar
1.0 Course Unit

ANTH 031 The 'Rights of Nature' in Times of Conflict and Transition
In less than half a decade, the idea that 'nature' possesses inalienable rights akin to human rights has gone from a strictly theoretical concept to the basis of policy changes in several countries and U.S. municipalities. This first-year seminar will introduce students to current legal, political, ethical, and practical debates about the implementation and impacts of granting 'rights to nature' in these different contexts. We will begin by examining how the Community Environmental Legal Defense Fund (CELDF) supported citizens of Tamaqua, Pennsylvania to write the world's first local 'rights of nature' ordinance. We will then go on to compare the politics of 'rights of nature' cases in Ecuador, New Zealand, India, and Colombia. We will pay particular attention to the way biocentric constitutional moves may transform concepts and understandings of environmental justice and socio-environmental conflicts. In particular, how the recognition of 'nature' as a victim of war may transform understandings of violence, and hence, approaches to constructing peace and engaging and reparative and restorative practices within the larger framework of planetary and community efforts to mitigate climate change. Lastly, we will explore the possibilities and tensions between community decision-making, the 'rights of nature,' and national level policies regarding the intensification of extractive activities and questions of territorial ordinance.

Taught by: Lyons
Course not offered every year
Activity: Seminar
1.0 Course Unit

ANTH 045 How Our Environment Has Shaped Us
From our earliest ancestors to the recent warming of our planet, the history and future of humans is fundamentally influenced by our relationship with the world around us. This intimate connection makes it a necessity for us to understand how humans have used, adapted to, altered and are in turn affected by our environment. How has climate change affected the development of human society? How have people adapted to their environments in the past and how have they shaped these environments in turn? What does it mean to develop 'sustainable' approaches to our environments over the short and long term? Environmental archaeology is the study of these questions. By the end of this course you will have the tools to interpret human-environment interactions in the past and the present, and suggest ways we can change our thinking and actions in the future.

Taught by: Bates
Course not offered every year
Activity: Seminar
1.0 Course Unit
ANTH 053 Music in Troubled Places
In this class, we go beyond the headlines to discuss the history and cultures of peoples who have had to endure terrible suffering, particularly through ethnic conflict and civil war. We will focus on a curious phenomenon: populations typically defined as separate from one another (e.g., Israelis and Palestinians) often have a history of shared or related cultural practices, of which music is a prime example. We will survey a number of current and recent conflict zones and use music as a way to deepen our understanding of the identities and relationships between the peoples involved including through a consideration of my own fieldwork in Sri Lanka. Querying the very definitions of music, trouble, and place, the course then broadens out to consider how musicians have been affected by and/or responded to important global problems like slavery, sexual violence, climate change and other ecological disasters, like Hurricane Katrina. Regions to be considered in our lectures and/or readings include: Afghanistan, Iraq, Syria (including Kurdish musics), Israel-Palestine, Sri Lanka, the Maldives, Myanmar/Burma, Uganda, Sierra Leone, North and South Korea, the Marshall Islands, Cambodia, Mexico, and the United States.
Taught by: Sykes
Course not offered every year
Also Offered As: MUSC 053, NELC 054
Activity: Lecture
1.0 Course Unit

ANTH 056 Seeing/Hearing Globally: Knowing People, Culture, and Places through Travel
Students are provided a general introduction to a country’s history, politics, environment, and performance through a range of resources: scholarly literature, film, music, and online resources; with particular focus on sites, communities, and events included in the 12 day intensive travel to that country (either Fall semester Intro with winter break travel; or spring semester Intro with late spring intensive travel). Students are given guidelines for writing about and representing live performances and experiences of exhibits and heritage sites for journaling and are expected to produce a written/creative project at the end of the travel. The itinerary and specific course content will vary according to the travel site and focus of each class.
Taught by: Muller
Course not offered every year
Also Offered As: AFRC 056, COML 056, MUSC 056
Activity: Seminar
1.0 Course Unit
Notes: Application required through Penn Global: <a href='https://global.upenn.edu/pennabroad/pgs'>https://global.upenn.edu/pennabroad/pgs</a>

ANTH 058 Freshman Seminar
This interdisciplinary course introduces students to qualitative research methods and frameworks in the social sciences and humanities. The goals of the semester will be for each student to develop their own research proposal for a specific project that they could imagine pursuing over the summer or later in their undergraduate career; and to develop a web-based exhibit of one Penn-based research collection of interest. Students will be introduced to a range of textual, archival and media collections and databases available at Penn, with particular attention to South Asia and other specific regions of interest to course participants. The class will visit the Penn Museum object collections and archives, the Art library, the Kislak Center for Rare Books and Manuscripts, Film Archives, and other special collections on campus, and meet with a representative from the Center for Undergraduate Research Funding (CURF). Students will learn how to frame an effective research question, situate it in relation to existing research, select the most appropriate methods for addressing the question, and develop an effective research plan. Each week students will be introduced to a new set of frameworks for analysis, see specific examples of their application drawn from anthropological, historical, and related scholarship and have opportunities to practice applying and evaluating the strengths and weaknesses of specific methodological tools. Students will also have the opportunity to identify sources of funding for summer research projects and prepare applications for these opportunities as part of the course. The course is ideal as an introduction to both the excellent libraries and research collections housed at Penn, and to a wide range of intellectual frameworks for engaging with these collections - a great way to kick off your undergraduate experience at Penn! Prerequisite: Topic varies by semester, see subtitle and Professor.
Taught by: Mitchell
Course not offered every year
Also Offered As: SAST 058
Activity: Seminar
1.0 Course Unit
Notes: Topic varies by semester, see subtitle and Professor

ANTH 086 Desire and Demand: Culture and Consumption in the Global Marketplace
Does consumption shape culture or does culture shape consumption? As even the most mundane purchase becomes socially symbolic and culturally meaningful we can persuasively argue that the concept of ‘need’ has been transformed. Analyzing a variety of physical and virtual consumer venues, the goal of this seminar is to understand and to analyze historical and contemporary issues related to a culture of consumption. We investigate social and political-economic factors that impact when and how people purchase goods and argue that behavior attached to consumption includes a nexus of influences that may change periodically in response to external factors. Readings and research assignments are interdisciplinary and require a critical analysis of global/local linkages. The city of Philadelphia becomes the seminar’s laboratory as we ask: how have issues of culture, consumption, and global capitalism become intertwined around the world?
Taught by: Diggs-Thompson
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: Freshman Seminar
ANTH 091 Sustainable Development and Culture in Latin America
This interdisciplinary course exposes students to the three dimensions of sustainable development - environmental, economic, and social - through an examination of three products - peyote, coca, and coffee - that are crucial in shaping modern identity in areas of Latin America. The course integrates this analysis of sustainable development in relation to cultural sustainability and cultural practices associated with peyote, coca, and coffee and their rich, traditional heritage and place in literature, film, and the arts.
Taught by: Gimenez
Course offered fall; even-numbered years
Also Offered As: ENVS 091, LALS 091, SPAN 091
Activity: Seminar
1.0 Course Unit

ANTH 100 Topics In Anthropology and the Modern World
This course relates anthropological models and methods to current problems in the Modern World. The overall objective is to show how the research findings and analytical concepts of anthropology may be used to illuminate and explain events as they have unfolded in the recent news and in the course of the semester. Each edition of the course will focus on a particular country or region that has been in the news.
Taught by: Spooner
Course usually offered in spring term
Also Offered As: ANTH 654, NELC 281, NELC 681, SAST 161
Activity: Lecture
1.0 Course Unit

ANTH 104 Sex and Human Nature
This course is an introduction to the scientific study of sex in humans. Within an evolutionary framework, the course examines genetic, physiological, ecological, social and behavioral aspects of sex in humans. After providing the basic principles of evolutionary biology, the course delves into the development of sexual anatomy and physiology. Among the subjects to be explored are sex determination, the nature of orgasms, and the sexual development of females and males from birth to adulthood. The role of ecology and social life in shaping human mating patterns is also evaluated using ethnographic and cross-cultural materials from a variety of human cultures. In particular, the course examines why humans marry or pair bond, whether there is a biological basis of love, which biological and psychological factors produce jealousy. Finally, the course explores topics relevant to human sexuality today, such as the ‘hook-up culture’, contraception and abortion, sex work, sexual transmitted diseases, and the ethical and legal dimensions of human sexuality.
For BA Students: Living World Sector
Taught by: Schurr
Course not offered every year
Also Offered As: GSWS 103
Activity: Lecture
1.0 Course Unit

ANTH 105 Human Adaptation
This course concerns evolutionary processes using humans (Homo sapiens) as a case study. Through a study of the anatomical, genetic, and behavioral adaptations in our species, we will explain and explore our biology through mammalian, primate, and hominid evolutionary histories. Through evolutionary theory, we explore why humans are imperfectly adapted and not an end product of evolutionary change, and how we create and modify, not just respond to, evolutionary pressures. Through this approach, we gain insights into how and why our biology functions (and sometimes malfunctions) in the way that it does. Then, we will explore topics including human birth, growth, locomotion, reproduction, and diet as part of human biocultural adaptation. This course will involve the analysis of hominin fossil casts and human skeletal material from the Penn Museum Physical Anthropology section.
Taught by: Mitchell
Course not offered every year
Activity: Lecture
1.0 Course Unit

ANTH 109 Anthropology of the Senses
Smelling, seeing, hearing, tasting, and touching are the foundation of our empirical knowledge of the world, providing the most basic information we have. These senses are biological yet our sense perception how we see, smell, taste, hear, and touch is both shaped by and shapes our different cultures. As a result, they provide a useful framework to investigate a classic problem in anthropology, the intersection between biology and culture. This class investigates the senses as cultural and historical phenomena, drawing on readings from a range of disciplines, including anthropology, history, psychology, musicology, and cultural studies.
Taught by: Ristvet
One-term course offered either term
Activity: Seminar
1.0 Course Unit
ANTH 110 Water in the Middle East Throughout History
Water scarcity is one of most important problems facing much of the Middle East and North Africa today. These are arid regions, but human and natural systems have interacted to determine relative water scarcity and abundance at different times and places. This course examines the distribution of water resources throughout the Middle East and the archaeology and anthropology of water exploitation and management over the last 9000 years, looking at continuities and changes through time. Students will learn to make basic digital maps representing Middle Eastern hydro-geography and arguments about modern and historic water resources in the region. The class will cooperatively play an 'irrigation management game' designed to familiarize personnel involved in the operation of irrigation schemes with the logistical and social issues involved in water management. We will engage with a variety of media, including academic readings, popular journalism, films, satellite imagery, and digital maps, in our quest to explore whether or not the past can inform present efforts to better manage modern water resources. The course is structured in units focused on each of the major hydro-environmental zones of the Middle East: the river valleys of Mesopotamia, Egypt, and the Levant, the internal basins of western Central Asia and the Levant, the deserts of Arabia and North Africa, highland zones in Yemen and Iran, and coastal marsh areas along the Persian Gulf. We will examine irrigation systems, water supply systems, and ways of life surrounding water sources known from ethnographic studies, history, and archaeological excavations. These data will allow us to engage with debates in Middle Eastern anthropology, including those concerning the relationship between water and political power, the environment in which the world's earliest cities arose, and the relevance of 'lessons of the past' for present and potential future water crises and 'water wars.' In our final weeks, we will discuss archaeology and historical anthropology's contribution to conceptions of water 'sustainability' and examine attempts to revive traditional/ancient technologies and attitudes about water.
For BA Students: Humanities and Social Science S
Taught by: Hammer
Course usually offered in fall term
Also Offered As: NELC 111
Activity: Lecture
1.0 Course Unit

ANTH 111 Introduction to Mediterranean Archaeology
The cultures of Greece and Rome, what we call classical antiquity, span over a thousand years of multicultural achievement in the Mediterranean. This course tells the story of what it was like to live in the complex societies of ancient Greece and Rome. This story is told principally using the art, architecture, pottery and coins produced by these societies. We will examine both the bold and sexy, and the small and humble, from the Parthenon to wooden huts, from the Aphrodite of Knidos to the bones of a fisherman named Peter.
For BA Students: History and Tradition Sector
Taught by: Bowes
Course usually offered in fall term
Also Offered As: ARTH 227, ARTH 627, CLST 111
Activity: Lecture
1.0 Course Unit

ANTH 112 Sacred Stuff: Religious Bodies, Places, and Objects
Does religion start with what's in our heads? Or are religious commitments made, shaped and strengthened by the people, places, and things around us? This course will explore how religion happens in the material world. We'll start with classical and contemporary theories on the relationship of religion to stuff. We'll then consider examples of how religion is animated not just by texts, but through interactions with objects, spaces, bodies, monuments, color, design, architecture, and film. We'll ask how these material expressions of religion move beyond private faith and connect religion to politics and identity.
Taught by: Schaefer
One-term course offered either term
Also Offered As: ARTH 339, RELS 102
Activity: Seminar
1.0 Course Unit

ANTH 114 Migration and Borders
We live in an interconnected world of ever-intensifying flows of people, goods, and ideas. Rather than giving rise to a 'borderless world,' however, these flows have instead led to the proliferation and elaboration of borders on a planetary scale. This introductory course explores this paradox, evaluating the links between migration and borders in different contexts across the globe. We ask a number of related questions: What is migration? What is a border? What is the relationship between migration and borders? How might anthropology - the study of what it means to be human - shed light on this relationship? In so doing, we explore a number of case studies from archaeological, biological, cultural, and linguistic perspectives to better understand migration and borders as conjoined anthropological phenomena.
Taught by: Carruthers
Course not offered every year
Activity: Lecture
1.0 Course Unit

ANTH 116 Caribbean Culture and Politics
This course offers anthropological perspectives on the Caribbean as a geo-political and socio-cultural region, and on contemporary Caribbean diaspora cultures. We will examine how the region's long and diverse colonial history has structured relationships between race, ethnicity, class, gender and power, as well as how people have challenged these structures. As a region in which there have been massive transplantsations of peoples and their cultures from Africa, Asia, and Europe, and upon which the United States has exerted considerable influence, we will question the processes by which the meeting and mixing of peoples and cultures has occurred. Course readings include material on the political economy of slavery and the plantation system, family and community life, religious beliefs and practices, gender roles and ideologies, popular culture, and the differing ways national, ethnic, and racial identities are expressed on the islands and throughout the Caribbean diaspora.
Taught by: Thomas
Course not offered every year
Also Offered As: AFRC 116, LALS 116
Activity: Lecture
1.0 Course Unit
ANTH 118 Witchcraft and Possession
This course explores world witchcraft and possession from the persecutions of the early seventeenth century through the rise of Wicca in the twentieth century. The mere mention of these terms, or of such close cousins as demonology, exorcism, exorcism, magic, and the witches Sabbath, raises clear ethnographic and historical challenges. How can the analysis of witchcraft— including beliefs, patterns of accusation, the general social position of victims, the intensity and timing of witch hunts, and its relation to religious practice, law, language, gender, social marginalization, and property—lead us to a more humane understanding of belief and action? Films such as The Exorcist, The Blair Witch Project, The Crucible, and Three Sovereigns for Sarah will focus discussion. For BA Students: Humanities and Social Science S Taught by: St. George
One-term course offered either term
Also Offered As: GSWS 119, HIST 118, RELS 109
Activity: Recitation
1.0 Course Unit

ANTH 120 Popular Culture and Youth in Africa
All across the continent, Africa is alive with the energies of young people, expressed in music, art, fashion, drama, video, poetry, protest, and urban legends. In this course, we take a close look at the wide variety of popular forms produced and consumed by young people in a diversity of contexts, urban and rural, elite and marginal, mainstream and transgressive. We will examine how popular culture draws from African tradition to craft innovative versions of modernity and futurity. We will explore themes of democracy, inequality, and social justice threaded through popular genres as well as experiences of joy, anger, fear, and hilarity. We will see how popular culture provides escape and entertainment for young people while also working to transform African societies.
Taught by: Hasty
Course usually offered in spring term
Also Offered As: AFRC 122
Activity: Lecture
1.0 Course Unit

ANTH 121 Origin and Culture of Cities
The UN estimates that 2.9 of the world’s 6.1 billion people live in cities and that this percentage is rapidly increasing in many parts of the world. This course examines urban life and urban problems by providing anthropological perspectives on this distinctive form of human association and land use. First we will examine the ‘origin’ of cities, focusing on several of the places where cities first developed, including Mesopotamia and the Valley of Mexico. We will then investigate the internal structure of non-industrial cities by looking at case studies from around the world and from connections between the cities of the past and the city in which we live and work today.
For BA Students: History and Tradition Sector Taught by: Zettler
Course usually offered in fall term
Also Offered As: NELC 103, URBS 121
Activity: Lecture
1.0 Course Unit

ANTH 122 Becoming Human
Human evolutionary studies is a composite product of the fieldwork of both Paleolithic archaeology and human paleontology (or what we refer to as ‘stones and bones’). This marriage of two subdisciplines of anthropology produces a unique set of data that is intellectually managed and driven by theories within anthropology as a whole and even beyond – to fields such as biology, psychology, and primate ethology, as we try to understand the origins of language, culture, and our unique physical characteristics. In this course, we will jointly discuss and debate the actual evidence of human evolution, describing what the actual evidence is and exploring how far can we take these interpretations.
For BA Students: Natural Science and Math Sector One-term course offered either term
Activity: Lecture
1.0 Course Unit

ANTH 123 Communication & Culture
The course looks at varieties of human expression – such as art, film, language and song – as communicative practices that connect persons together to form a common culture. Discussion is centered around particular case studies and ethnographic examples. Examination of communicative practices in terms of the types of expressive signs they employ, their capacity to formulate and transmit cultural beliefs and ideals (such as conceptions of politics, nature, and self), and to define the size and characteristics of groups and communities sharing such ideals. Discussion of the role of media, social institutions, and technologies of communication (print, electronic). Emphasis on contemporary communicative practices and the forms of culture that emerge in the modern world.
For BA Students: Society Sector Taught by: Agha
One-term course offered either term
Activity: Recitation
1.0 Course Unit

ANTH 124 Archaeology & The Bible
Archaeology and the Bible is a chronological survey of the long span of human occupation in the Land of the Bible, known by the names of the modern nation-states and political entities that occupy the area, as well as various short hands such as Levant and Syria-Palestine, from ca. 10,000 BCE; when humans first began to farm and herd animals through the time of the Divided Monarchy of Israel and Judah. While archaeology has moved beyond a primary concern with illuminating the Bible, NELC 155 will investigate the broader import of archaeological discoveries for our understanding of ancient Israel and its neighbors.
Taught by: Zettler
Course not offered every year
Also Offered As: NELC 155
Activity: Lecture
1.0 Course Unit
ANTH 127 The Material Past in a Digital World
The material remains of the human past - objects and spaces - provide tangible evidence of past people's lives. Today's information technologies improve our ability to document, study, and present these materials. But what does it mean to deal with material evidence in a virtual context? In this class, students will learn basic digital methods for studying the past while working with objects, including those in the collections of the Penn Museum. This class will teach relational database design and 3D object modeling. As we learn about acquiring and managing data, we will gain valuable experience in the evaluation and use of digital tools. The digital humanities are a platform both for learning the basic digital literacy students need to succeed in today's world and for discussing the human consequences of these new technologies and data. We will discuss information technology's impact on the study and presentation of the past, including topics such as public participation in archaeological projects, educational technologies in museum galleries, and the issues raised by digitizing and disseminating historic texts and objects. Finally, we will touch on technology's role in the preservation of the past in today's turbulent world. No prior technical experience is required, but we hope students will share an enthusiasm for the past.
Also Offered As: ARTH 127, CLST 127, HIST 127, NELC 187
Activity: Lecture
1.0 Course Unit

ANTH 131 Small Business Anthropology
With a focus on minority-owned small businesses in the City of Philadelphia, this class will introduce students to the work of anthropologists who have made their careers in the business world using the tools they acquired through training in anthropology. By bringing anthropological perspectives into the workplace, business anthropologists seek to promote well-being for employees and owners, as well as consumers and the communities in which businesses operate. The class will also introduce students to Philadelphia from the point of view of minority owned small businesses. One of the two class days each week will focus on business anthropology as a profession and include readings on organizational culture, design anthropology, and the role of anthropologists in marketing and advertising, as well as in globalization processes and entrepreneurship. The second of the two days each week will focus on the city of Philadelphia and the role of small businesses within it. We will study the spatial layout of the city, the kinds of small businesses that are operative within the city and where they are located, the relationship of business to ethnicity, gentrification and its impact on small business, and the role of government and community groups in relationship to small businesses and their owners and employees. As part of the class, students will engage in guided research on specific small businesses, with the aim of developing an ethnographic understanding of the experiences of owners and employees, the opportunities they have seized upon and the problems they have confronted. We hope in the course of the semester to provide an ethnographic profile of a sampling of small businesses from different industries, which can in turn contribute to understanding larger social and cultural patterns within Philadelphia. Through a class blog or other means, we hope as well to contribute to the ability of minority small business owners to voice their experiences, as well as their fears and hopes for the future, to members of the University community and beyond.
Taught by: Urban
Also Offered As: URBS 131
Activity: Seminar
1.0 Course Unit

ANTH 134 Making the Natural World: An Introduction to Political Ecology
What are the limits of nature? When do natural systems become human or socio-natural systems? In this course, we examine the human construction of nature both conceptually, through ideas about environment, ecosystem, organism, and ecology, and materially, through trajectories of direct action in and on the landscape. Beginning with a consideration of foundational concepts in human ecology, we will discuss current problems and approaches, centering on political ecology. Readings and case studies are drawn from human-environmental contexts in Oceania, South Asia, Southeast Asia, Sub-Saharan Africa, Latin America, Europe, and North America. We will also consider topics including a) the relationship between indigenous and technocratic knowledge and resource governance, b) environmental movements themselves as objects of ethnographic study; c) justice and sustainability as environmental goals; d) inequality, displacement and violence as environmental problems; and e) fair trade and food security or sovereignty.
Taught by: Lycett
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

ANTH 139 Ancient Civilizations of the World
This course explores the archaeology (material culture) of early complex societies or civilizations in Egypt, Mesopotamia, and the Aegean. According to the traditional paradigm, civilization first emerged during the fourth millennium BCE in Egypt and Mesopotamia. In the Mediterranean, state-level societies first appeared in Crete and mainland Greece in the early second millennium BCE. This course investigates how and why these civilizations developed, as well as their appearance and structure in the early historic (or literate) phases of their existence. A comparative perspective will illustrate what these early civilizations have in common and the ways in which they are unique. This course will consist largely of lectures which will outline classic archaeological and anthropological theories on state formation, before turning to examine the available archaeological (and textual) data on emerging complexity in Egypt, Mesopotamia, and the Aegean. This course does not presuppose any knowledge of archaeology or ancient languages; the instructor will provide any background necessary. Because this is a course on material culture, some of the class periods will be spent at the Penn Museum of Archaeology and Anthropology. These will consist of a guided tour of a relevant gallery, as well as a hands-on object-based lab with archaeological materials selected by the instructor. This course meets the General Education Curriculums Cross Cultural Analysis foundation approach, whose aim is to help students understand and interpret the cultures of peoples (even long-dead peoples) with histories different from their own; it also fulfills the History and Tradition Sector breadth requirement.
For BA Students: History and Tradition Sector
Taught by: Zettler
Course offered spring; even-numbered years
Also Offered As: NELC 182, URBS 139
Activity: Lecture
1.0 Course Unit
ANTH 140 Histories of Race and Science in Philadelphia
The history of race and science has its American epicenter in Philadelphia. Throughout this Academically-Based Community Service (ABCS) course, we will interrogate the past and legacy of racial science in the United States; the broad themes we broach will be met concretely in direct engagement with Penn and the Philadelphia community. As an extended case study, students will undertake independent research projects using primary source documents from local archives, tracing the global history of hundreds of human skulls in the 19th century Samuel G. Morton cranial collection at the Penn Museum, a foundational and controversial anthropological collection in the scientific study of race. These projects will be formed through an ongoing partnership with a Philadelphia high school in which Penn students will collaborate with high school students on the research and design of a public-facing website on the Morton collection and the legacy of race and science in America. In our seminar, we will read foundational texts on the study of racial difference and discuss anti-racist responses and resistance to racial science from the 19th century to the present. Throughout, we will work directly with both primary and secondary sources, critically interrogating how both science and histories of science and its impacts on society are constructed. Throughout this course, we will explore interconnected questions about Penn and Philadelphia’s outsized role in the history of racial science, about decolonization and ethics in scholarly and scientific practice, about the politics of knowledge and public-facing scholarship, and about enduring legacies of racial science and racial ideologies. All students are welcome and there are no prerequisites, save for intellectual curiosity and commitment to the course. This course will be of particular interest to those interested in race, American history and the history of science, anthropology, museum studies, education, and social justice.
Taught by: Mitchell
Also Offered As: AFRC 141, HIST 154, STSC 140
Activity: Seminar
1.0 Course Unit

ANTH 141 Public Policy, Museums, and the Ethics of Cultural Heritage
This course will focus upon and examine the ethics of international heritage and the role that Museums play in the preservation of identity and cultural heritage. The mission of this course will be to inform and educate students about the role of Museums within the 21st century. What is the role and position of antiquities and important cultural objects in Museums? How should Museums acquire these objects and when should they be returned to countries and cultural groups? Examples from current issues will be included in the reading and discussions along with objects and issues within the Penn Museum.
Taught by: Leventhal
Course usually offered in fall term
Also Offered As: ARTH 141
Activity: Lecture
1.0 Course Unit

ANTH 143 Explorations in Human Biology
This course is an exploration of human biology from a biocultural and evolutionary perspective. The class will provide you with a better understanding of what it means to be human, how humans came to exhibit such a wide range variation, and what biological anthropology can contribute to your understanding of the world. In this class students will learn to integrate the theory and methods used in human biology research through lectures, assignments, and lab sessions. This course will explore topics including human genetics, growth and development, nutrition, disease, and reproduction. We will also use the course as an opportunity to introduce you to the important contributions of biological anthropologists to the study of race, inequality, sex and gender, and health among others.
For BA Students: Natural Science and Math Sector
Taught by: Schurr
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

ANTH 148 Food and Fire: Archaeology in the Laboratory
This course will let students explore the essential heritage of human technology through archaeology. People have been transforming their environment from the first use of fire for cooking. Since then, humans have adapted to the world they created using the resources around them. We use artifacts to understand how the archaeological record can be used to trace breakthroughs such as breaking stone and bone, baking bread, weaving cloth and firing pottery and metals. The seminar will meet in the Penn Museum’s Center for the Analysis of Archaeological Materials. Students will become familiar with the Museum’s collections and the scientific methods used to study different materials. Class sessions will include discussions, guest presentations, museum field trips, and hands-on experience in the laboratory.
For BA Students: Humanities and Social Science S
Taught by: Katherine Moore
One-term course offered either term
Also Offered As: CLST 148, NELC 183
Activity: Lecture
1.0 Course Unit
**ANTH 149 Introduction to Native American and Indigenous Studies**

This course offers a broad introduction to evolving scholarship in the combined fields of Native American Studies and Indigenous Studies worldwide. Students will examine the various ways that Indigenous peoples and academic researchers are currently engaging with Indigenous knowledges, while also exploring the lingering impacts of settler colonialism and the influence of decolonizing methodologies. Students will gain foundational understandings of the cross-disciplinary nature of Native American and Indigenous Studies (NAIS), by studying theoretical interpretations of Indigenous peoples in academic and historical contexts, and by examining practical approaches to Indigenous research in diverse worldwide settings. Students will approach topics from a variety of disciplinary traditions, utilizing historical texts, ethnological studies, oral literature, material culture, and modern media, including websites and databases produced by and for Indigenous communities. Readings will include the work of researchers who bridge the disciplines of anthropology, history, folklore, art, law, science, etc. Students will watch a selection of films by Indigenous filmmakers, and attend lectures by a selection of Indigenous guest speakers. NAIS faculty advisors from various schools at Penn (e.g., School of Arts and Sciences, Education, Law, Nursing) will also present several guest lectures to highlight their unique experiences and research projects with Indigenous communities. Special case studies will focus on: new directions in collaborative research; issues in museum representation and repatriation; heritage site protection and Indigenous archaeology; legal interventions and protections for Indigenous rights; and innovative projects in language restoration and cultural recovery.

Taught by: Bruchac
One-term course offered either term
Activity: Seminar
1.0 Course Unit

**ANTH 150 Sport and Society: The Anthropology of Sports**

Sport and Society introduces students to the broad field of anthropology in order to understand the interrelatedness of sport and society. We first review the evolutionary foundations of sport in play and ritual, and the biological underpinnings for athletics. We then discuss the broad range of sports across global history, and highlight how archaeologists have studied sports in the past. The final section of the class will explore the ways in which contemporary major sports entangled with broader social and cultural phenomena. Drawing on examples from the U.S. and around the world, we focus on questions of gender, race, and nationality.

Taught by: Smit
Course not offered every year
Activity: Lecture
1.0 Course Unit

**ANTH 151 Archaeology of American History: The Colonial Period**

Anthropology 151/752 is a lecture-seminar that is open to all students. This course will explore American history through a different range of information. Over the last seventy-five years the new field of Historical Archaeology (academically first developed at Penn) has excavated numerous sites dating from the 16th, the 17th, and the 18th centuries in what is now the United States. Recovered archaeological remains combined with archival sources are giving us a different view of the rise of America as a distinctive society. This class is focused on the Colonial Period from the earliest explorations by Europeans to the eve of the American Revolution. Discoveries of early European intrusions into the continent, especially the Spanish and English, will be reviewed along with the reaction of Native Peoples to such contact. Successful settlements on the East Coast in La Florida and at Jamestown as well as in the Rio Grande Valley in the Southwest will be explored along with later colonization of the Middle Atlantic and New England regions. Mature 18th century colonial society as seen in Philadelphia and Annapolis along with the distinctive subject of African American sites will also be covered. For BA Students: History and Tradition Sector

Taught by: Schuyler
One-term course offered either term
Also Offered As: ANTH 752
Activity: Seminar
1.0 Course Unit

**ANTH 154 Liquid Histories and Floating Archives**

Climate change transforms the natural and built environments, and it is re-shaping how we understand, make sense, and care for our past. Climate changes history. This course explores the Anthropocene, the age when humans are remaking earth’s systems, from an on-water perspective. In on-line dialogue and video conferences with research teams in port cities on four continents, this undergraduate course focuses on Philadelphia as one case study of how rising waters are transfiguring urban history, as well as its present and future. Students take them into the archives at the Independence Seaport Museum and at Bartram’s Garden. Field trips by boat on the Schuylkill and Delaware Rivers and on land to the Port of Philadelphia and to the John Heinz National Wildlife Refuge invite transhistorical dialogues about how colonial and then industrial-era energy and port infrastructure transformed the region’s vast tidal marshlands wetlands. Excursions also help document how extreme rain events, storms, and rising waters are re-making the built environment, redrawing lines that had demarcated land from water. In dialogue with one another and invited guest artists, writers, and landscape architects, students final projects consider how our waters might themselves be read and investigated as archives. What do rising seas subsume and hold? Whose stories do they tell? What floats to the surface?

Taught by: Wiggin
Course not offered every year
Also Offered As: COML 152, ENGL 052, ENVIS 152, GRMN 152, HIST 152
Activity: Lecture
1.0 Course Unit
**ANTH 155 Globalization: Causes & Effects**

Class sessions will be devoted to discussion of the dynamics of globalization with the objective of illuminating the world-historical context of the changes that are happening around us unevenly in different parts of the world today, and developing critical approaches to the available research methodologies and explanatory theories. Weekly readings will be selected from the major researchers in the field, and students will test their ideas in short research projects of their own on questions arising from the discussions. The overall approach will be historical and comparative. Apart from weekly assigned readings and participation in class discussions, requirements for the course include three short research papers.

Taught by: Spooner
Course not offered every year
Activity: Seminar
1.0 Course Unit

Notes: Freshman Seminar

**ANTH 159 Population and Public Health in Eastern Europe**

Since the collapse of communism in 1989 in Eastern Europe (and 1991 in the Soviet Union), many of the countries in the region have experienced public health crises and demographic catastrophe. Below replacement fertility rates and massive out migration have decimated the populations of these countries even as populations age and place unsustainable strains on pension systems and medical services. The demographic collapse has also been accompanied by falling male life expectancy and the rise of alcoholism, depression, domestic violence, and suicide. The economic exigencies of the transition from communism to capitalism dismantled welfare states at the exact moment when health services were most needed, leaving charities and nongovernmental organization to try to fill in the gaps. Through a combination of readings from the fields of epidemiology, demography, and medical anthropology, this course examines the public health implications of poverty and social dislocation in post-communist states. All readings and assignments are in English.

Taught by: GHODSEE
Also Offered As: REES 159, SOCI 159
Activity: Lecture
1.0 Course Unit

**ANTH 160 Sex and Socialism**

This seminar examines classic and current scholarship and literature on gender and sexuality in contemporary Eastern Europe, and examines the dialogue and interchange of ideas between East and West. Although the scholarly and creative works will primarily investigate the changing status of women during the last three decades, the course will also look at changing constructions of masculinity and LGBT movements and communities in the former communist bloc. Topics will include: the woman question before 1989; gender and emerging nationalisms; visual representations in television and film; social movements; work; romance and intimacy; spirituality; and investigations into the constructed concepts of ‘freedom’ and ‘human rights.’

Taught by: Ghodsee
Course not offered every year
Also Offered As: EEUR 160, EEUR 560, GSWS 160, RUSS 160
Activity: Seminar
1.0 Course Unit

**ANTH 169 Merchants, Saints, Slaves and Sojourners: the Worlds of the Indian Ocean**

Do oceans serve to divide and demarcate distinct cultures and regions? Or do they facilitate exchange, connection and cosmopolitanism? This course will explore the manner in which the Indian Ocean has played both roles throughout history, and how the nature of those divisions and connections has changed over time from the ancient to the modern world. We will reconstruct the intertwined mercantile, religious and kinship networks that spanned the Indian Ocean world, across the Middle East, East Africa, South Asia, Southeast Asia and China, illuminating the histories of Hinduism, Buddhism and Islam, while also considering the role of successive imperial political formations, from Rome to Britain. Throughout the semester we will seek to understand the Indian Ocean through the people who lived and worked in its milieu - from consuls and military commanders, to traders, brokers, sailors, prisoners and slaves. Course materials will draw on a variety of disciplines (anthropology, archaeology, material culture, religious studies) to construct the cultural, economic, and environmental history of the Indian Ocean.

Taught by: Petrie
Course not offered every year
Also Offered As: NELC 189, SAST 169
Activity: Seminar
1.0 Course Unit

**ANTH 177 Colonial Pasts and Indigenous Futures: A History of Belize and Central America**

The small country of Belize (formerly British Honduras) represents the past history and ongoing story of Central America and the region. Belize has a colonial past and present with strong ties to the UK and emerging connections to the US. At the same time, there is a growing post-colonial debate within the country about the role of indigenous Maya people in the past, present and future of the country. This course will be the first of two courses which will lead to active work in Belize during the summer of 2021 with the development and creation of a Community Museum within the Maya village of Indian Creek in southern Belize. This course will be taught by Richard M. Leventhal who has worked in Belize for the past 20 years. Leventhal will be joined by 3 Maya activists from Belize who will co-teach the class for 5-6 weeks out of the semester.

Taught by: Leventhal
Course not offered every year
Also Offered As: HIST 073, LALS 177
Activity: Lecture
1.0 Course Unit
ANTH 180 From Ayahuasca to Zoloft: Anthropological Approaches to Drugs and Drug Use
In this course we will consider the cultural, social, political, medical, and biological aspects of drugs (legal, illegal, pharmaceutical, botanical, and otherwise) through space and time. We will take a broad approach, thinking critically about what, who, and under what circumstances a given substance becomes a 'drug.' In doing so, we will be able to interrogate the linguistic dimensions of drugs, considering the way in which language creates social worlds and social meanings. We will explore different kinds of drugs, their origins, biochemical properties, and the biological pathways through which they affect us. We will also think about how drugs and drug use has changed over time, taking a cross-cultural and materialist perspective to investigate drug use past and present. Topics we will address include debates over the commercialization, criminalization, and decriminalization of hallucinogenic plants such as marijuana, the recent use of drugs ranging from LSD to magic mushrooms to treat depression and other mental illnesses, the legacies of colonialism and botanical migrations, the ethics of the pharmaceutical industry, and comparative explorations of the language about and approaches to addressing both the 'crack epidemic' of the early 80s and 90s and the current opioid crisis. We will read both classic anthropological texts including ethnographies as well as works from other disciplines including science studies, biology, history, ethnomedicine, history, and sociology.
Taught by: Hoke
Course offered fall; even-numbered years
Also Offered As: LALS 180
Activity: Lecture
1.0 Course Unit

ANTH 190 Introduction to Africa
This course provides an introduction to the study of Africa in all its diversity and complexity. Our focus is cultural, geographical, and historical: we will seek to understand Africa's current place in the world political and economic order and learn about the various social and physical factors that have influenced the historical trajectory of the continent. We study the cultural formations and empires that emerged in Africa before European colonial invasion and then how colonialism reshaped those sociocultural forms. We'll learn about the unique kinds of kinship and religion in precolonial Africa and the changes brought about by the spread of Islam and Christianity. Finally, we'll take a close look at contemporary issues such as ethnic violence, migration, popular culture and poverty, and we'll debate the various approaches to understanding those issues.
For BA Students: Society Sector
Taught by: Hasty
Course usually offered in fall term
Also Offered As: AFRC 190
Activity: Lecture
1.0 Course Unit

ANTH 199 Independent Study in Anthropology
A study under faculty supervision of a problem area or topic not included in the formal curriculum. Junior or senior standing and written permission of instructor and undergraduate chair required to enroll.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

ANTH 202 Language, Migration, Diaspora
Centering on the relation between language, migration, and diaspora, this course uses linguistic anthropological approaches to understand how the 'very big' is reflected in the 'very small.' We will approach language use as a process that unfolds in the microclimate of everyday interaction, but whose effects extend to and shape large-scale social processes. We will ask a number of interrelated questions: How does language use shape global phenomena like transnationalism and diasporic populations? How do globalizing forces impact and shape language structure and use? How are mobility and (im)migration enabled or constrained through everyday communicative interaction? We begin by exploring the ideologies inherent in everyday speech, evaluating how language is linked to social identities like class, race, gender, and sexuality, and to social personae like 'the migrant,' 'the refugee,' 'the foreigner,' or to the 'diasporic subject' more generally. We then explore the cultural politics of languages in and across nation-states, attending to their uses and values in unprecedented global flows of information, goods, and people.
Taught by: Carruthers
Course not offered every year
Activity: Lecture
1.0 Course Unit

ANTH 205 American Folklore
This course will examine American expressive culture, including everyday speech, narrative, music, foodways, religion, public celebrations, and material culture through an exploration of the multiple and changing avenues of diversity in the United States. Folklore can be considered the unofficial culture that exists beneath and between the institutions of power that we read about in our history books, and that is what we will be studying—the 99% of American life that goes unseen and unnoticed in other college courses. Some of the topics we will examine are: campus folklore; body art and adornment; contemporary (urban) legends and beliefs; public celebrations and rituals; and the adaptation and commodification of folk culture in popular media.
One-term course offered either term
Also Offered As: FOLK 201
Activity: Recitation
1.0 Course Unit
ANTH 209 Indigenous Communities and Community Museums: Directions for the Future
Community museums are becoming more commonplace within indigenous communities throughout the Americas. These museums are created internally, by and for communities, as a way of framing self-identity and representation. The development of these museums is focused upon the need to define and highlight identity and differences between indigenous communities and the surrounding world. These community museums contrast dramatically with other cultural museums where the stories and histories of groups tend to be controlled by the nation-state and professional curators. This course will focus on the nature of indigenous communities, cultural representation, and identity with a focus upon the modern Maya communities of southern Belize. In addition, museums and community museums, world-wide, will be examined and analyzed. What are the different models of community museums and what is the process for the development of such museums? Is the only de-colonized museum one created and framed within and by the community? Seminar format with weekly discussions, readings, and a final research paper. There are no pre-requisites for this course and a background in anthropology is not required. This course will be connected to a community museum project in Indian Creek, Belize where travel and work will be initiated over the summer of 2021. This course is recommended but not required for participation in summer research program in Belize
Taught by: Leventhal
Course not offered every year
Also Offered As: LALS 210
Activity: Seminar
1.0 Course Unit

ANTH 210 Death: Anthropological Perspectives
This course will cover the topic of DEATH from a bio/cultural perspective including the evolution of life history (aging and demography - mortality) as well as from an archaeological perspective (prehistory) and early history of mortuary practices. Nothing in the lifespan of humans is so revealing on the interface of culture and biology as is death and the experience of death. This course is not concerned specifically with how an individual experiences death, but in the ways that culture and biology have come to define and deal with physical death and the death experience.
Taught by: Monge
Course not offered every year
Activity: Lecture
1.0 Course Unit

ANTH 211 Religion and Ecology
This class will introduce the overlaps between religion and ecology. Rather than assuming that there is a necessary positive or negative relationship between religion and ecology, we will look at how these relationships have materialized in complicated ways at different moments in history. We'll consider perspectives and case studies from a range of different moments in history. We'll consider perspectives and case studies from a range of different traditions, with a special attention paid to the genesis of the field of Religion and Ecology in critiques of Christian attitudes toward the environment in the 1960s and 1970s.
Taught by: Covey
Course not offered every year
Also Offered As: ENVS 211, RELS 211
Activity: Lecture
1.0 Course Unit

ANTH 212 Animals & Religion
Religion is full of animals–lions and lambs, monkeys and elephants, buffalo and snakes, even mythical beasts. The identity of the human being is explained, in many traditions, by contrast with the identity of other species. We know who we are because we know who they are, or do we? This course interrogates–through an exploration of sacred texts, art, film, and museum artifacts–the tension present in many traditions between an anthropocentric prioritization of the human being and religious resources that encourage a valuing of other animal species. We'll explore the way animals function both as religious objects and as religious subjects across diverse traditions, asking how human-animal relationships have shaped religion and how religion has shaped the way we think about and interact with other animals. We'll ask how religion has engaged with animals over time and across global cultures, understanding them as symbols, messengers, and manifestations of the divine; as material for ritual and sacrifice; as kin and subordinates; as food and as filth; as helpmeets and as tempters. How have these perspectives shaped animal ethics, influencing the treatment, use, and consumption of animals and their bodies? Finally, we'll ask what it means that we ourselves are evolved animals. How does our own animality factor into the practice of human religion? Is our religious capacity part of what sets us apart from other animals or is religiosity a trait we might expect to find in other species? To what extent is religion a function of the animal?
Taught by: Covey
Course not offered every year
Also Offered As: ENVS 212, RELS 212
Activity: Seminar
1.0 Course Unit
ANTH 215 The Ancient Maya: Integrating Material, Text, and Image

Ancient Maya studies is one of the most dynamic and innovative fields in world archaeology today. Emerging as a true historical archaeology only in the past three decades, the decipherment of Maya script now provides a powerful complement and counterpoint to both traditional excavation data and new remote sensing technologies. Equally, the reading of images, and their interaction with texts and artifacts, forms a vital part of our interest in the broader humanistic concerns of worldview and the transcendent—where our primary interest lies in gaining access to past mentalities. This course will provide a comprehensive introduction into current knowledge of the Ancient Maya, with a recurring methodological focus on how different types of evidence are integrated to assemble a persuasive ‘portrait of the past.’ This scope of this process is unique in the ancient Americas, since only the Maya offer us the opportunity to read their own descriptions of the world two millennia or more in the past. Geographically, we will be looking at the greater Yucatan Peninsula, which today covers parts of southeastern Mexico, the whole of Guatemala and Belize, and the western extremities of Honduras and El Salvador. Since archaic times (before 1200 BCE) this has been occupied by speakers of the Mayan language group, and millions of people identified as Maya by that means continue to do so today (despite popular notions to the contrary, they have never ‘disappeared’). No prior knowledge of archaeology or art history is necessary. The course structure is one 3-hour session per week, consisting of a lecture followed by group discussion in seminar-style. Additionally, in Week 6 there will be a virtual tour of the new Mexico and Central American Gallery at Penn Museum. This will introduce the class to the issues of disseminating scholarship and building narratives that are accessible to the wider public.

Taught by: Martin
Course not offered every year
Also Offered As: ARTH 220, LALS 215
Activity: Lecture
1.0 Course Unit

ANTH 219 Archaeology Field Project

First-hand participation in research project in historical archaeology in Southern New Jersey. Transportation provided by the university. Students will assist in excavations and archival research on local archaeological sites. Class is open to all undergraduates; no previous archaeological experience is required. Attendance will involve Fridays or Saturdays, all day from 8:00 to 5:00 including travel time to the excavations and back to the University Museum. Students enroll for only one day (F or S). Enrollment is limited so specific permission of the instructor is required (Robert L. Schuyler: schuyler@sas.upenn.edu; (215)898-6965; U Museum 412). A follow up laboratory course (Anth 220 in the spring semester) will also be available during which the artifacts and documentary sources collected in the fall will be analyzed at the University Museum. Course may be repeated for credit.

For BA Students: Humanities and Social Science S
Taught by: Schuyler

Course usually offered in fall term
Also Offered As: ANTH 719
Activity: Seminar
1.0 Course Unit
Notes: Permission of instructor required

ANTH 220 Historical Archaeology Laboratory

Lab class will meet in three hour sections on Fridays and Saturdays and will involve the analysis of artifacts, documentary records, oral historic sources and period illustrations collected on Southern New Jersey historic sites and Silver Reef, a ghost town in Southwestern Utah. No prior archaeological or lab experience is required. Course may be repeated for credit.

For BA Students: Humanities and Social Science S
Taught by: Schuyler

Course usually offered in spring term
Also Offered As: ANTH 720
Activity: Laboratory
1.0 Course Unit

ANTH 221 Material World in Archaeological Science

By focusing on the scientific analysis of inorganic archaeological materials, this course will explore processes of creation in the past. ANTH 221/521 will take place in the Center for the Analysis of Archaeological Materials (CAAM) and will be taught in three modules: analysis of lithics, analysis of ceramics and analysis of metals. Each module will combine laboratory and classroom exercises to give students hands-on experience with archaeological materials. We will examine how the transformation of materials into objects provides key information about past human behaviors and the socio-economic contexts of production, distribution, exchange and use. Discussion topics will include invention and adoption of new technologies, change and innovation, use of fire, and craft specialization.

Taught by: Boileau/Olszewski/Jansen
Course not offered every year
Also Offered As: ANTH 521, ARTH 230, CLST 244, NELC 284, NELC 584
Activity: Lecture
1.0 Course Unit

ANTH 230 Forensic Anthropology

This course will investigate and discuss the various techniques of analysis that biological anthropologists can apply to forensic cases. Topics include human osteology, the recovery of bodies, the analysis of life history, the reconstruction of causes of death, and various case studies where anthropologists have contributed significantly to solving forensic cases. Discussions will include the limitations of forensic anthropology and the application of DNA recovery to skeletal/mummified materials.

Taught by: Monge
Course not offered every year
Also Offered As: ANTH 633, CRIM 230
Activity: Lecture
1.0 Course Unit
ANTH 231 Modalities of Black Freedom and Escape: Ships
The course circulates around ships and boats. The course combines methods from environmental humanities, visual arts and history to consider multi-modal practices of black freedom and escape. From free black sailors in the eighteenth century Caribbean Sea, to twentieth and twenty-first century West African fishing boats, notions of Haitian 'boat people,' Parliament Funkadelic's mothership, and sinking boats with Somali and Ethiopian migrants off Yemen's coast, ships have been and remain technologies of containment and freedom for communities of African descent. In the face of environmental vulnerabilities and the reality of water ways as systems of sustenance and imminent death, this course asks: how do black people use the ship and the process and practice of shipping as vessels for freedom, escape, and as a site to experiment with futures? Using the city of Philadelphia and the Schuylkill and Delaware rivers as our primary site of interrogation, the course attends to the threats that black people experience following natural disaster (New Orleans, Haiti, Puerto Rico) and everyday engagement with the local and global state structures regarding water (Flint, MI). In this context, we also look to shipping as a site to theorize and account for black innovation, meanings of (non-)sovereignty, and alternative futures. Taught by: Johnson
Course not offered every year
Also Offered As: AFRC 238
Activity: Seminar
1.0 Course Unit

ANTH 234 Pharmaceuticals and Global Health
In some parts of the world, spending on pharmaceuticals is astronomical. In others, people do not have access to basic or life-saving drugs. Individuals struggle to afford medications; whole populations are neglected, considered too poor to constitute profitable markets for the development and distribution of necessary drugs. This seminar analyzes the dynamics of the burgeoning international pharmaceutical trade and the global inequalities that emerge from and are reinforced by market-driven medicine. Questions about who will be treated and who will not filter through every phase of pharmaceutical production—from preclinical research to human testing, marketing, distribution, prescription, and consumption. Whether considering how the pharmaceutical industry shapes popular understandings of mental illness in North America and Great Britain, how Brazil has created a model of HIV/AIDS prevention and treatment program, or how the urban poor in Delhi understand and access healthcare, the seminar draws on anthropological case studies to illuminate the roles of corporations, governments, non-governmental organizations, and individuals in relation to global pharmaceuticals. As we analyze each case and gain familiarity with ethnographic methods, we will ask how individual and group health is shaped by new medical technologies and their evolving regulatory regimes and markets. The course familiarizes students with critical debates on globalization and with local responses to globalizing processes; and it contributes to ethical and political debates on the development and access to new medical technologies.
Taught by: Michael Joiner
Course not offered every year
Activity: Seminar
1.0 Course Unit

ANTH 236 Iraq: Ancient Cities and Empires
Iraq: Ancient Cities and Empires is a chronological survey of the ancient civilization that existed in the drainage basin of the Tigris and Euphrates Rivers from the early settled village farming communities of the 7th millennium BCE to the middle of the 1st millennium BCE, when Nebuchadnezzar II ruled Babylon and much of the Middle East. Though organized period by period, NE 241 explores various social, political, economic, and ideological topics, exposing students to various strands of evidence, including settlement survey data, excavated architectural remains, artifacts, and documentary sources, as well as an eclectic mix of theoretical perspectives. The course aims to provide students with a strong foundation for the further study of the ancient and pre-modern Middle East.
Taught by: Zettler
Course not offered every year
Also Offered As: ANTH 636, NE 241, NE 641, URBS 236
Activity: Lecture
1.0 Course Unit

ANTH 238 Introduction to Medical Anthropology
Introduction to Medical Anthropology takes central concepts in anthropology—culture, adaptation, human variation, belief, political economy, the body—and applies them to human health and illness. Students explore key elements of healing systems including healing technologies and healer-patient relationships. Modern day applications for medical anthropology are stressed.
For BA Students: Humanities and Social Science S
Taught by: Barg
Course usually offered in fall term
Also Offered As: HSOC 238
Activity: Lecture
1.0 Course Unit

ANTH 241 Performing History
This seminar concentrates on the ways that various peoples in the world make their history by means other than relying on written texts alone. Over the course of the semester, we therefore may be examining such different public events and civic rituals as parades, political and religious processions, local historical pageants, carnivals, historic preservation, museums, military reenactments, and history theme parks. The emphasis in each of these forms, places, and semiotic processes will be on their identity and function as key performances that transform consciousness, shift individuals alternately into both actors and spectators, reframe the everyday as the metaphysical, and intensify the status of cultural values in the histories they present to view. Course requirements: a seminar paper, the topic of which you will discuss with me no later than week five of the course; and a working annotated bibliography and statement of your paper’s main thesis. I will say more about these assignments as they approach.
Course not offered every year
Also Offered As: ARTH 395, HIST 241
Activity: Seminar
1.0 Course Unit
ANTH 242 Music, Religion, Ritual in South and Southeast Asia.

What role does music play in articulating religious identities and spaces? What is the importance of ritual musics as they persist and change in the modern world? How does music reflect and articulate religious ways of thinking and acting? In this course, we explore these and other questions about the interrelations between music, religion, and ritual in South and Southeast Asia. Focusing on India, Sri Lanka, Malaysia, and Indonesia, the course emphasizes musics from Hindu, Buddhist, Muslim and Christian traditions; nevertheless, it draws widely to touch upon sacred musics in Pakistan, Nepal, Burma, Thailand, Vietnam, and among some indigenous peoples in the region. Throughout, we explore ontologies of sound; sonic occurrences in religious structures, public processions, and pilgrimage sites; the construction of religion and ritual as ideas forged through colonial encounter and modern scholarship on religion; the politics of sacred sounds in today's public spaces and contemporary media, such as television and online; and the surprising fluidity between popular and sacred musical genres.

Taught by: Sykes
Course not offered every year
Also Offered As: MUSC 252, SAST 252
Activity: Lecture
1.0 Course Unit

ANTH 244 Disease and Human Evolution

This course will explore the role played by disease in human evolution, from the emergence of the human lineage to the present day. We will evaluate both infectious and non-infectious diseases and examine the way in which populations and disease organisms have co-evolved. Related issues to be explored include the nature of the virulence and pathogenicity of infectious agents, and the impact of vaccination on pathogen evolution. In addition, we will discuss the epidemiological transition and the rise of complex diseases of modernization (e.g., diabetes, cancer) that has occurred in the past several centuries. Overall, the course will provide a broader understanding of the influence of disease processes on the evolution of the human species.

Taught by: Schurr
Course not offered every year
Activity: Lecture
1.0 Course Unit

ANTH 245 Environment in India: Nature, Culture, & Conservation in the Western Ghats

India, one of the world's most populous countries, also ranks as one of the most important centers of biodiversity, conservation, and environmental movements. Despite pervasive scholarly and popular narratives of inevitable ecological damage associated with population growth, human land use has, at times, enhanced biodiversity, preserved existing environments, and created new ones. In this course, students will examine long-term human and natural histories from a number of perspectives to develop more accurate, historically-informed understandings of how India's natural spaces have developed and how the spaces can be best sustained. During the travel component, students will visit India and work with local partners who are actively engaged in protecting human livelihoods, reducing human-wildlife conflict, and conserving biodiversity in the Western Ghat Mountains, a biodiversity hotspot.

Taught by: Morrison
Course not offered every year
Activity: Seminar
1.0 Course Unit

ANTH 246 Molecular Anthropology

In this course, we will explore the molecular revolution in biological anthropology. In particular, we will examine how molecular data can be used to illuminate anthropological question concerning human origins, evolution and biological variation. Some of the specific topics to be covered in this course are the phylogenetic relationships among primates, kinship in apes and monkeys, the hominoid trichotomy, modern human origins and migrations, Neanderthal and Denisovan admixture with modern humans, biogenetics of skin color, and physiological, phenotypic and disease adaptations.

Taught by: Schurr
Course not offered every year
Also Offered As: ANTH 649
Activity: Seminar
1.0 Course Unit

ANTH 248 Food and Feasting: Archaeology of the Table

Food satisfies human needs on many levels. ANTH 248 explores the importance of food in human experience, starting with the nutritional and ecological aspects of food choice and going on to focus on the social and ritual significance of foods and feasts. Particular attention will be paid to the way that archaeologists and biological anthropologists find out about food use in the past. Contemporary observations about the central significance of eating as a social activity will be linked to the development of cuisines, economies, and civilizations in ancient times. The course will use lectures, discussions, films, food tastings, and fieldwork to explore the course themes.

Taught by: Moore
Course not offered every year
Activity: Lecture
1.0 Course Unit

ANTH 249 Evolutionary Medicine

Evolutionary medicine is the application of modern evolutionary theory to studies of health and disease in humans. In taking this approach, the course will explore the role that disease played in human evolution. We will examine both infectious and non-infectious diseases, and assess the way in which populations and disease organisms have co-evolved. Related issues to be examined are the nature of the virulence and pathogenicity of infectious agents, and their efforts to subvert the immune system's responses to infection. We will also explore the evolved responses that enable individuals to protect, heal and recuperate themselves from infections and injuries, such as fever and sickness behavior, and the fitness enhancing aspects of these processes. Finally, we will study how past adaptations of early humans to their environments now affects modern humans, who have very different diets, life expectancy, activity patterns, and hygiene than their ancestors.

Taught by: Schurr
Course not offered every year
Activity: Seminar
1.0 Course Unit
ANTH 253 Violence, Tolerance, Freedom
This seminar examines how the adjective 'religious' has been used to modify the nouns 'violence', 'tolerance', and 'freedom'. It traces the historical development of liberal ideas of tolerance and human rights, interrogates the common assumption that religion exerts a perverse influence on politics and vice versa, critically examines the concept of terrorism, and connects the neoliberal ideal of unfettered free markets to the idea of being 'spiritual but not religious.' Previous courses in RELS or ANTH recommended.
Taught by: Thomas
Course usually offered in spring term
Also Offered As: RELS 254
Activity: Seminar
1.0 Course Unit

ANTH 254 Archaeology of the Inca
The Inca created a vast and powerful South American empire in the high Andes Mountains that was finally conquered by Spain. Using Penn's impressive museum collections and other archaeological, linguistic, and historical sources, this course will examine Inca religion and worldview, architecture, sacred temples, the capital of Cuzco, ritual calendar, ceque system, textiles, metalworking, economic policies and expansionist politics from the dual perspectives of Inca rulers and their subjects. Our task is to explain the rise, dominance, and fall of the Incas as a major South American civilization.
For BA Students: History and Tradition Sector
Taught by: Erickson
Course not offered every year
Also Offered As: LALS 254
Activity: Seminar
1.0 Course Unit

ANTH 255 Modern Southeast Asia
This freshman-friendly course provides a broad introductory overview of modern Southeast Asia, surveying the region's extraordinary diversity and ongoing social, economic, and political transformations. Centering on the nation-states that have emerged following the second World War, we will assess elements of Southeast Asian geography, history, language and literature, cosmologies, kinship systems, music, art and architecture, agriculture, industrialization and urbanization, politics, and economic change. We will remain particularly attentive to the ways Southeast Asians negotiate and contend with ongoing challenges with modernization, development, and globalization.
Taught by: Carruthers
Also Offered As: SAST 266
Activity: Lecture
1.0 Course Unit

ANTH 256 Caribbean Music and Diaspora
This course considers Caribbean musics within a broad and historical framework. Caribbean musical practices are explored by illustrating the many ways that aesthetics, ritual, communication, religion, and social structure are embodied in and contested through performance. These initial inquiries open onto an investigation of a range of theoretical concepts that become particularly pertinent in Caribbean contexts—concepts such as post-colonialism, migration, ethnicity, hybridity, syncretism, and globalization. Each of these concepts, moreover, will be explored with a view toward understanding its connections to the central analytical paradigm of the course—diaspora. Throughout the course, we will listen to many different styles and repertories of music ranging from calypso to junkanoo, from rumba to merengue, and from dance hall to zouk. We will then work to understand them not only in relation to the readings that frame our discussions but also in relation to our own North-American contexts of music consumption and production. (Formerly Music 258).
Taught by: Rommen
Course not offered every year
Also Offered As: LALS 258, MUSC 257
Activity: Lecture
1.0 Course Unit

ANTH 258 Visualizing the Past
Most people's information about the Past is drawn from coffee table picture books, popular movies, video games, documentaries about discoveries of 'ancient, mysterious, and lost' civilizations, and tours often lead by guides of limited or even dubious credentials. How are these ideas presented, formed, and circulated? Who creates and selects the information presented in this diverse media? Are these presentations accurate? Do they promote or hurt scientific explanations? Can the artistic, aesthetic, and scientific realms be bridged to effectively promote and interpret the past? How can modern technologies be applied to do a better job at presenting what is difficult to experience firsthand? This class will focus on case studies, c and methods of how archaeology and the past are created, presented and used in movies, museums, games, the internet, and art. Each year, the studio-seminar focuses on a project. In addition to exploring general concepts of archaeology and the media, students will work in teams to produce an interactive, digital media exhibit using the latest modeling visualization programs for presenting the sacred landscape of the Inca capital of Cuzco, Peru. Cuzco is one of the most important UNESCO World Heritage sites and visited by nearly a million tourists a year. Potential class projectinclude fly-throughs of architectural and landscape renderings, simulations of astronomy and cosmology, modeling of human behavior within architectural and landscape settings, and study artifacts in the Penn Museum.
One-term course offered either term
Also Offered As: CIS 106
Activity: Lecture
1.0 Course Unit
ANTH 260 Cultures of Science and Technology
Science and technology figure centrally in the economic, political, and socio-cultural changes that impact our worlds. Happenings in the life sciences, including the discovery of new genes, pathways, and processes, are redrawing the concepts of the human body and the relationship between science and social relations. The seminar starts from the premise that scientific facts are made, not things existing a priori in the world, and that are merely picked up by researchers and consumed by lay audiences. Likewise, technologies are created through a process of intense negotiation between producers and their sophisticated users. Focusing on the biosciences, we explore the production of science and technology and how they 1) affect individuals, self-identities, subjectivity, kinship, and social relationships; 2) have interacted with or reinforced political programs, racial classifications, unequal access to knowledge, and patterns of social injustice; 3) inform contemporary institutional structures, strategies of governance, and practices of citizenship. We will combine methods and perspectives from social and cultural anthropology, and the social studies of science and technology, and will draw from historical case studies, contemporary ethnographies of science, scientific and medical journals, documentary films, and media reports.

Taught by: Petryna
Course not offered every year
Activity: Seminar
1.0 Course Unit

ANTH 263 Music and Performance of Africa
This class provides an overview of the most popular musical styles and discussion of the cultural and political contexts in which they emerged in contemporary Africa. Learning to perform a limited range of African music/dance will be part of this course. No prior performance experience required.

Taught by: Muller
Course not offered every year
Also Offered As: AFRC 253, MUSC 256
Activity: Lecture
1.0 Course Unit

ANTH 267 Living World in Archaeological Science
By focusing on the scientific analysis of archaeological remains, this course will explore life and death in the past. It takes place in the Center for the Analysis of Archaeological Materials (CAAM) and is taught in three modules: human skeletal analysis, analysis of animal remains, and analysis of plant remains. Each module will combine laboratory and classroom exercises to give students hands-on experience with archaeological materials. We will examine how organic materials provide key information about past environments, human behavior, and cultural change through discussions of topics such as health and disease, inequality, and food.

Taught by: White, Monge, Moore
Course not offered every year
Also Offered As: ANTH 567, CLST 268, CLST 568, NELC 286, NELC 586
Activity: Lecture
1.0 Course Unit

ANTH 268 Anthropology of Museums
This course examines museums as sites where issues of Indigenous identity, memory, place and power intersect. Museums have long engaged in the selective preservation, representation, and contextualization of Indigenous objects, cultures, and histories. We will examine the processes of building collections in an attempt to create and sustain a narrative of Indigenous peoples. We will consider the ways in which the social, political, and technological factors have shaped the museum’s role in the field of anthropology.

Taught by: Bruchac
Activity: Seminar
1.0 Course Unit

ANTH 271 Ancient Mexico and Central America
This course will provide an overview of the diverse cultures of ancient Mesoamerica. Across the landscape that is now Mexico and Central America, the societies that inhabited highlands and tropical lowlands developed agricultural lands, built towering pyramids and cities, and forged great civilizations all before the arrival of Europeans to the New World. In this class, students will learn about these diverse civilizations and the many similarities and continuities among them. They will then learn about the legacy left by these cultures on today’s modern peoples of Central Mexico and Central America.

Course not offered every year
Activity: Lecture
1.0 Course Unit

ANTH 273 Global Health: Anthropological Perspectives
In some parts of the world spending on pharmaceuticals is astronomical. In others, people struggle for survival amid new and reemerging epidemics and have little or no access to basic or life-saving therapies. Treatments for infectious diseases that disproportionately affect the world’s poor remain under-researched and global health disparities are increasing. This interdisciplinary seminar integrates perspectives from the social sciences and the biomedical sciences to explore 1) the development and global flows of medical technologies; 2) how the health of individuals and groups is affected by medical technologies, public policy, and the forces of globalization as each of these impacts local worlds. The seminar is structured to allow us to examine specific case material from around the world (Haiti, South Africa, Brazil, Russia, China, India, for example), and to address the ways in which social, political-economic, and technological factors -- which are increasingly global in nature -- influence basic biological mechanisms and disease outcomes and distribution. As we analyze each case and gain familiarity with ethnographic methods, we will ask how more effective interventions can be formulated. The course draws from historical and ethnographic accounts, medical journals, ethical analyses, and films, and familiarizes students with critical debates on globalizing and with local responses to globalizing processes.

Taught by: Petryna
One-term course offered either term
Also Offered As: HSOC 239
Activity: Seminar
1.0 Course Unit
ANTH 276 Ethnographic Approaches to Urban Athletics and Human Movement
Rooted in the rubric of public interest social science, the course focuses on bridging theory and practice motivated by a commitment to social justice through original ethnographic research. In particular, this course will focus on kinesiology and the anthropological study of sports and well-being through intense analysis of the Young Quakers Community Athletics (YQCA) program, a collaboration between the Netter Center for Community Partnerships and Penn Athletics. The course will also serve as a volunteer organization, and suggest ways that the anthropological approach might support the efforts of the organization.

Course not offered every year
Also Offered As: ANTH 609
Activity: Seminar
1.0 Course Unit

ANTH 294 Global Cities: Urbanization in the Global South
This course examines the futures of urbanization in most of the world. With cities in 'developing' countries set to absorb 95% of urban population growth in the next generation, the course explores the plans, spaces and social experiences of this dramatic urban century. How do proliferating urban populations sustain themselves in the cities of Latin America, Africa and Asia? What kinds of social and political claims do these populations make more just and sustainable cities? The course investigates the ongoing experiences in urban planning, infrastructure development and environmental governance in cities of the Global South. In so doing, it imagines new forms of citizenship, development and sustainability that are currently unfolding in these cities of the future.

Taught by: Frank Johnston, Gretchen Suess
Course not offered every year
Also Offered As: URBS 294
Activity: Seminar
1.0 Course Unit

ANTH 300 Research Seminar in Anthropology
ANTH 300 is a Research Seminar for anthropology majors. It defines the Penn anthropology major by bringing together and inter-relating major threads from the different subfields of the Penn anthropology curriculum. Each session includes contributions from members of the standing faculty and seminar discussions of a research theme in which anthropological knowledge is currently progressing. The course is also organized around the involvement in the Young Quakers Community Athletics (YQCA) program, a collaboration between the Netter Center for Community Partnerships and Penn Athletics. In guest lecturers from multiple disciplines will help to round out the course. The core learning objective is to bring a broad range of specialized expertise to foster a holistic examination of a complex institutional partnership intended to promote positive social transformation and improved human health and well-being.

Taught by: Anand
Course not offered every year
Also Offered As: ANTH 609
Activity: Seminar
1.0 Course Unit

ANTH 303 Research Methods in Cultural Anthropology
This undergraduate seminar is about how ethnographers do research. It introduces fundamental concepts and techniques - research design, participant observation, interviews, questionnaires, field notes, archives, data collection and analysis. It also addresses ethical and legal issues - cultural protocols, intellectual property rights, collaborative anthropology, and institutional review boards. Students will conduct original ethnographic research in partnership with the Netter Center.

Course not offered every year
Activity: Seminar
1.0 Course Unit

ANTH 305 Anthropology and Policy: History, Theory, Practice
From the inception of the discipline, anthropologists have applied their ethnographic and theoretical knowledge to policy issues concerning the alleviation of practical human problems. This approach has not only benefited peoples in need but it has also enriched the discipline, providing anthropologists with the opportunity to develop new theories and methodologies from a problem-centered approach. The class will examine the connection between anthropology and policy, theory and practice (or ‘praxis’), research and application. We will study these connections by reading about historical and current projects. As an ABCS course, students will also volunteer in a volunteer organization of their choice in the Philadelphia area, conduct anthropological research on the organization, and suggest ways that the anthropological approach might support the efforts of the organization.

Course not offered every year
Also Offered As: ANTH 609
Activity: Seminar
1.0 Course Unit

ANTH 307 Contemporary Native Americans
This course examines the social and political lives of contemporary Native American Indians in the United States and Canada. Topics include: Indigenous identity; homelands and natural resources; popular culture and media; Indigenous arts and cultural expression; museum representations; athletics; gender relations; tribal recognition and sovereignty; and resistance movements. We will consider the origins of federal programs and legislation that have become essential to the protection of Native American freedoms. Students can expect to gain an appreciation of the complexity and cultural diversity of Native communities and tribal nations and insights into their interactions with other cultures over time.

Taught by: Bruchac
Course not offered every year
Also Offered As: ANTH 607
Activity: Lecture
1.0 Course Unit
ANTH 308 Ethnohistory of the Native Northeast
Ethnohistory is a multi-disciplinary form of ethnographic study and documentary research that employs both anthropological and historical approaches. This course examines the foundations of the ethnohistorical method as a means to interpret cross-cultural colonial interactions and conflicts, and to better understand the complex histories of Native American Indian peoples from Pennsylvania and northward and eastward. Students will develop skills and strategies for interpreting and contextualizing primary and secondary source materials, oral traditions, colonial records, historical maps, and material culture. Hands-on study will include visits to local archives and historical sites to view relevant documents and landscapes.
Taught by: Bruchac
Course not offered every year
Activity: Seminar
1.0 Course Unit

ANTH 309 Psychoanalysis and Anthropology
This course will introduce students to the rich literature that has grown up around the encounter between psychoanalysis and anthropology, from totem and taboo, to studies of the Oedipus complex, child-rearing practices, ritual symbolism, mythology, and dreams. The class will also look to the future, endeavoring to examine as well such issues as the role of computers (are they self objects?) and the internet (including such online games as 'Second Life'), dreams in space alien abduction narratives, sexuality in advertising, political psychology, and other contemporary issues. This course counts towards the Psychoanalytic Studies (PSYS) Minor.
Taught by: Urban/Blum
Course not offered every year
Also Offered As: ANTH 519
Activity: Seminar
1.0 Course Unit

ANTH 310 Transdisciplinary Environmental Humanities
Emergent transdisciplinary fields, such as the environmental humanities, reflect a growing awareness that responses to contemporary environmental dilemmas require the collaborative work of not only diverse scientists, medical practitioners, and engineers, but also more expansive publics, including artists, urban and rural communities, social scientists, and legal fields. This course is inspired by the need to attend to environmental challenges, and their health, justice, and knowledge production implications, as inherently social concerns. The class is co-taught by faculty from the School of Arts and Sciences and the School of Medicine, and will address the challenges and possibilities of working across disciplinary boundaries, building collaborative affinities, and negotiating frictions between diverse methodological and epistemological approaches. Dr. Kristina Lyons from the Department of Anthropology brings years of experience collaborating with soil scientists, small farmers, indigenous communities, lawyers, and judges in Colombia on watershed restoration projects, soil degradation, toxicity, and the implementation of socio-ecological justice. Dr. Marilyn Howarth is a medical doctor from the Center of Excellence in Environmental Toxicology of the School of Medicine and has experience engaging the public, legislators and regulators around environmental health issues affecting the quality of air, water, soil and consumer products. Through their different lenses, they will foster interdisciplinary environmental collaboration and scholarship by engaging students in discussions and research that bring together the arts and sciences regarding issues of urban air pollution, soil remediation, deforestation, and water contamination, among other environmental health problems. This inaugural course seeks to explore environmental humanities on the global scale. Using Dr. Lyons' deep insight and valuable connections to communities in Colombia, we will explore the experience of environmental degradation, opportunities and challenges for mitigation, and socio-environmental health implications there while placing these issues in conversation with U.S. public health, regulatory and political frameworks and community experiences on similar issues. A comparative exploration of environmental justice in both Colombia and the U.S. will be infused into much of the discussion. This class offers a unique opportunity for students from engineering, natural and social sciences, humanities and the arts to learn to converse and collaborate around pressing socio-environmental and public health issues.
Taught by: Lyons
Course usually offered in spring term
Also Offered As: LALS 310
Activity: Seminar
1.0 Course Unit
ANTH 315 Kinship and Connectivity in the Roman World
An individual’s life course is often reflected, enhanced, and defined by their relations to other individuals. This course will investigate the concept of kinship in the Roman world through textual, visual, and archaeological evidence. We will explore relationships at all levels of society from the imperial family to the slaves and freedmen who were part of larger households, in order to understand how different relationships shaped and structured interactions in Roman society. Together, we will explore the following questions: how were relationships and bonds represented in the ancient world? What structures were in place for families to perpetuate themselves through biological or adoptive means? How could non-Roman citizens create family connections through formal and informal channels? How could relationships be celebrated in life and commemorated in death? We will use written evidence from ancient historians, visual evidence like the Altar of Peace, and archaeological evidence from cemeteries to examine how Roman notions of kinship shaped life and death in different social milieus.

Taught by: Brent
Also Offered As: AAMW 514, ANCH 315, CLST 315, CLST 515
Activity: Seminar
1.0 Course Unit

ANTH 317 The Politics of Matter and the Matter of Politics
What is nature? What is culture? What kinds of practices and actors constitute what we call science? Who and what constitute the sphere we refer to as politics? A number of theoretical developments in cultural anthropology, political theory, critical geography, and feminist science studies have problematized the modernist ontological divide between Nature and Culture and a whole series of binary oppositions (such as objects/subjects, matter/form, bio/geo) that follow from it. Taking inspiration from this literature and placing it in conversation with Native and Indigenous scholarship and a series of contemporary socio-environmental struggles occurring in Latin America and beyond, this course will discuss the conceptual-methodological tools that a concern with politics of matter has generated. The epistemic and political implications of these tools go beyond their analytical usefulness as innovative devices to explore novel phenomena. They complicate well-established fields of inquiry, such as political ecology and economy, environmental studies, ethics, social justice, and modern politics; and, indeed, the singular ontology that these fields may inadvertently and explicitly sustain. We will explore how it is that things, stuff, matter, ‘nature’ came to fall outside modern politics as such, and the kinds of ethico-political repercussions that problematizing this division may produce.

Taught by: Kristina Lyons
One-term course offered either term
Also Offered As: LALS 317
Activity: Seminar
1.0 Course Unit

ANTH 322 Bodies of Water: Conflicts and Collaborations around Wetlands and Watersheds
In less than half a decade, the idea that ‘nature’ possesses inalienable rights akin to human rights has gone from a strictly theoretical concept to the basis of policy changes in several countries and U.S. municipalities. This seminar will introduce students to current legal, political, ethical, and practical debates about the implementation and impacts of granting ‘rights to nature’ in these different contexts with a particular focus on the rights associated with bodies of water. We will begin by examining how the Community Environmental Legal Defense Fund (CELDF) supported citizens of Tamaqua, Pennsylvania to write the world’s first local ‘rights of nature’ ordinance. We will then go on to compare the politics of ‘rights of nature’ cases in Ecuador, New Zealand, India, and Colombia paying special attention to the cases of rivers. We will focus on the ways biocentric constitutional moves may transform concepts and understandings of environmental justice and socio-environmental conflicts. In particular, how the recognition of ‘nature’ as a victim of war may transform understandings of violence, and hence, approaches to constructing peace and engaging and reparative and restorative practices within the larger framework of planetary and community efforts to mitigate climate change, deforestation, and the degradation of watersheds and wetlands. Lastly, we will explore the possibilities and tensions between community decision-making, the ‘rights of nature,’ and national level policies regarding the intensification of extractive activities and questions of territorial ordinance as they relate to multiple bodies of water.

Taught by: Lyons
Course not offered every year
Activity: Seminar
1.0 Course Unit

ANTH 323 Origins of Art / Origins of Writing
Each of the earliest systems of writing had intimate and enduring ties to pictorial traditions. This seminar addresses the fundamental relationship between texts and visual imagery in the Mesopotamian, Egyptian, Chinese, and Maya traditions. The class will take a comparative approach to examine the parallel development of scripts and images, extending from their earliest beginnings to their on-going lives as mature systems. As the individual scripts became more capable of representing speech, the subject matter, composition, and function of images changed, and one goal of this class is to identify these processes. Emphasis will be put on seeing text and image as collaborative and interactive constructions, in which parts of a single message can be encoded and presented in different ways. The class will make extensive use of the collections and the curatorial expertise of the Penn Museum.

Taught by: Pittman
Course not offered every year
Also Offered As: ARTH 323, NELC 323
Activity: Seminar
1.0 Course Unit
ANTH 325 Who Owns the Past? Archaeology and Politics in the Middle East
This course explores the role of cultural heritage and archaeological discoveries in the politics of the Middle East from the nineteenth century to the recent aftermath of the Arab Spring. We will explore how modern Middle East populations relate to their pasts and how archaeology and cultural heritage have been employed to support particular political and social agendas, including colonialism, nationalism, imperialism, and the construction of ethnic-religious identities. Although it was first introduced to the Middle East as a colonial enterprise by European powers, archaeology became a pivotal tool for local populations of the Middle East to construct new histories and identities during the post-World War I period of intensive nation-building after the dissolution of the Ottoman Empire. To understand this process, we will first look at the nineteenth-century establishment of archaeology by institutions like the Penn Museum. Then we will move on to individual case studies in Turkey, Iraq, Egypt, Israel/Palestine, Iran, and the republics of former Soviet Transcaucasia to look at the role of archaeology and cultural heritage in the formation of these countries as modern nation-states with a shared identity among citizens. We will conclude with an examination of the recent impact of the Islamic State on material heritage in Syria and Iraq, the changing attitudes of Middle Eastern countries toward foreign museums, and the role of UNESCO in defining Middle Eastern sites of world heritage. The course will also include field trips to the Penn Museum.

For BA Students: History and Tradition Sector
Taught by: Hammer
One-term course offered either term
Also Offered As: NELC 325
Activity: Seminar
1.0 Course Unit

ANTH 328 Performing Culture, Native American Arts
This course analyzes cultural performances as sites for the formation, expression, and transmission of social identity. Students will read ethnographies, critiques, and reports of performance genres including ritual, theater, music, dance, art, and spoken word, with a particular focus on Native American and Indigenous arts and expressions. Topics include: expressive culture as survivance; debates around authenticity and invented traditions; public identity and sexuality; political resistance; the effects of globalization; transnationalism and hybridity; cultural appropriation; and the transformation of folk performances in the wake of modern media.

Taught by: Bruchac
One-term course offered either term
Activity: Lecture
1.0 Course Unit

ANTH 329 Psychoanalytic and Anthropological Perspectives on Childhood
How do people become who they are, both similar to others and uniquely individual? How might these similarities and differences be shaped by childhood experiences in family, community, and societies around the world? How do children develop emotionally? Morally? What features of human development, expression of emotions, and relational patterns are universal for our species? What features are not universal? And what is and is not known about these questions? In this course, we will consider these and many other questions. We will read about and discuss complex and dynamic interactions between culture and individual psychology, and between nature and nurture from birth to adulthood.

We will carefully examine various phases of human development as described by psychoanalysts and anthropologists. The course includes anthropologic and psychoanalytic readings and videotapes, as well as literature, fairy tales, and mythologies from cultures around the world. The instructors are both psychoanalysts, one a psychiatrist and one a pediatrician. The course counts towards the Psychoanalytic Studies (PSYS) Minor.

Taught by: Blum/Shapiro
Course not offered every year
Also Offered As: ANTH 529
Activity: Seminar
1.0 Course Unit

ANTH 332 Medicine and the Language of Pain
Pain can be a particularly complex and morally charged object of biomedicine. The interiority of pain— the deeply private nature of pain experience— complicates its communication. Pain, particularly its chronic form, defies purely biological explanation, troubling fundamental biomedical distinctions between mind and body, subject and object. And decisions about analgesia are fraught, as doctors and patients pursue relief from pain amidst a widespread epidemic of opiate abuse that infuses their interaction with concerns about addiction, drug seeking, culpability, and responsibility. This seminar seeks to shed light on these issues by using concepts from linguistic and medical anthropology to explore how we experience, think about, and talk about pain.

As an interdisciplinary endeavor, the course is of relevance not only to anthropology but also to medical sociology, medical ethics, public health, health policy, and science and technology studies.

Taught by: Justin Clapp
Course not offered every year
Activity: Seminar
1.0 Course Unit
ANTH 334 Feminist Ethnography
This course will investigate the relationships among women, gender, sexuality, and anthropological research. We will begin by exploring the trajectory of research interest in women and gender, drawing first from the early work on gender and sex by anthropologists like Margaret Mead and Ruth Benedict; moving through the 1970s and 1980s arguments about gender, culture, and political economy; arriving at more current concerns with gender, race, sexuality, and empire. For the rest of the semester, we will critically read contemporary ethnographies addressing pressing issues such as nationalism, militarism, neoliberalism and fundamentalism. Throughout, we will investigate what it means not only to ‘write women’s worlds’, but also to analyze broader socio-cultural, political, and economic processes through a gendered lens. We will, finally, address the various ways feminist anthropology fundamentally challenged the discipline’s epistemological certainties, as well as how it continues to transform our understanding of the foundations of the modern world. Prerequisite: Should have some functional knowledge of Cultural Anthropology.
Taught by: Thomas
Course not offered every year
Also Offered As: AFRC 334, AFRC 634, ANTH 634, GSWS 334, GSWS 634
Activity: Seminar
1.0 Course Unit

ANTH 336 The Peopling of the Americas
The peopling of the Americas is a question that has intrigued scholars and laymen for over 500 years. The origin of Native Americans was also a seminal issue during the emergence of American Anthropology as a discipline at the turn of the 20th century, with research on this topic animating current studies of ethnohistory, indigenous archaeology, post-colonialism and repatriation. The proposed course will review the scholarship dedicated to describing this long history from an interdisciplinary perspective. It will explore their roots in the expansion of modern humans into Eurasia, evaluate the new archeological and genetic research that has fundamentally altered our understanding of the migration history and diversity of indigenous peoples in the American continents, and examine issues of identity, ethnicity and cultural heritage in contemporary Native populations that extend from this knowledge. The course will further draw on the instructor’s fieldwork experience working with indigenous communities in Alaska, Canada, the Lower 48, Mexico and the Caribbean, as well as native Siberians in Russia, where the cultural and biological roots of ancestral Native American populations lie.
Taught by: Schurr
Course not offered every year
Also Offered As: ANTH 536
Activity: Seminar
1.0 Course Unit

ANTH 337 Applying Anthropology Methods in Policy and Practice
This course will introduce students to applied anthropology methods for doing research that can change policy and practices. Examples of policy and practice change include clinical practices in health care settings, social welfare policy, and legal advocacy. Students will be trained in multiple anthropology research methods, including brief participant-observation, presentation of self in the field, entering the field in diverse cultural environments, qualitative interviewing, life story interviewing, and ethnographic content analysis of textual material. Students will also learn how to use NVivo software for analyzing qualitative and some quantitative data from their field notes, interviews, and analysis of popular articles/websites. Finally, students will practice writing products for non-academic audiences, such as policymakers, the media, and the general public. The course will emphasize using anthropology research methods to address real-world problems in policy and practice in diverse cultural contexts. This course is a service learning class affiliated with the Netter Center and a Benjamin Franklin Scholars course.
Taught by: Sahota
Activity: Seminar
1.0 Course Unit

ANTH 342 Dress and Fashion in Africa
Throughout Africa, social and cultural identities of ethnicity, gender, generation, rank and status were conveyed in a range of personal ornamentation that reflects the variation of African cultures. The meaning of one particular item of clothing can transform completely when moved across time and space. As one of many forms of expressive culture, dress shape and give forms to social bodies. In the study of dress and fashion, we could note two distinct broad approaches, the historical and the anthropological. While the former focuses on fashion as a western system that shifted across time and space, and linked with capitalism and western modernity; the latter approach defines dress as an assemblage of modification the body. The Africanist proponents of this anthropological approach insisted that fashion is not a dress system specific to the west and not tied with the rise of capitalism. This course will focus on studying the history of African dress by discussing the forces that have impacted and influenced it overtime, such as socio-economic, colonialism, religion, aesthetics, politics, globalization, and popular culture. The course will also discuss the significance of the different contexts that impacted the choices of what constitute an appropriate attire for distinct situations. African dress in this context is not a fixed relic from the past, but a live cultural item that is influenced by the surrounding forces.
Taught by: Ali-Dinar
Course usually offered in spring term
Also Offered As: AFRC 324, ARTH 324
Activity: Lecture
1.0 Course Unit
ANTH 344 Documentary Experiments in Urban Research
What can video art, experimental documentary, and sensory ethnography teach us about the practice of urban research? How can we build on the traditions of first person and essay cinema to produce compelling documents of our own questions and findings? This course surveys a range of film and video works on themes such as the production of space, urban nature, infrastructure, and collective memory. Taken as a genre, these time-based works provide a powerful model for training scholars' observational skills, conceptualizing scales of analysis, and engaging broader publics in urban research. In this course, we will explore this audiovisual genre in dialogue with selected theoretical, ethnographic, and case study readings in urban studies. As an advanced theory-practice course, it combines seminar readings and discussion with regular screenings and a series of workshops on photo, video, audio, and postproduction skills. The course will provide a general fluency in contemporary urban research, with particular emphasis on urban political ecology. In dialogue with this scholarship, students will develop and situate their own experimental documentary research projects.

Taught by: Mendelsohn
Course not offered every year
Also Offered As: CIMS 344, URBS 344
Activity: Seminar
1.0 Course Unit

ANTH 346 GIS for the Digital Humanities and Social Sciences
This course introduces students to theory and methodology of the geospatial humanities and social sciences, understood broadly as the application of Geographical Information Systems (GIS) and spatial analysis techniques to the study of social and cultural patterns in the past and present. By engaging with spatial theory, spatial analysis case studies, and technical methodologies, students will develop an understanding of the questions driving, and tools available for, humanistic and social science research projects that explore change over space and time. We will use ESRI's ArcGIS software to visualize, analyze, and integrate historical, anthropological, and environmental data. Techniques will be introduced through the discussion of case studies and through demonstration of software skills. During supervised laboratory sessions, the various techniques and analyses covered will be applied to sample data and also to data from a region/topic chosen by the student.

Taught by: Hammer
Course usually offered in fall term
Also Offered As: AAMW 646, NELC 346, NELC 646
Activity: Lecture
1.0 Course Unit

ANTH 347 Anthropology of Corporations
Modern business corporations can be characterized as having their own internal cultures, more or less distinct from one another. They also exist within encompassing cultures and cultural flows. At the same time, corporations are producers and disseminators, and thus have effects on their surrounding environments, effects that extend from the local to the global. This course examines modern corporations from these three perspectives through theoretical and ethnographic readings, guest speakers from the corporate world, and independent research conducted by the students. Course requirements include student presentations of their research and readings; one or more take-home exams; and a final research paper.

One-term course offered either term
Activity: Seminar
1.0 Course Unit

ANTH 348 Colonialism and its Legacies
In this course we explore the history and long-term consequences of European colonial expansion, with a primary focus on Eurasia and on the British Empire, though we will range further afield as needed. Rather than attempting a comprehensive historical overview, we will use a series of case studies to illustrate changing understandings of colonialism and associated processes, including anti-colonial movements, decolonization, postcoloniality, and the enduring effects of colonialism in the present. This is a seminar-style course.

Taught by: Morrison
Course not offered every year
Also Offered As: ANTH 548
Activity: Seminar
1.0 Course Unit

ANTH 350 Archaeology of Civilizations in South America
This course provides a basic survey of the archaeology of civilizations of South America (the Andean region of the central highland and coastal areas that today are Peru and Bolivia and parts of Ecuador, Chile, and Argentina). Topics include the history of South American archaeology, peopling of the continent, origins and evolution of agriculture, early village life, ceremonial and domestic architecture, prehistoric art and symbolism, Andean cosmology and astronomy, indigenous technology, the historical ecology of landscapes, outside contacts and relationships, economics and trade, social and political structure, state formation and urbanism, and early contacts with Europeans. The lectures and readings are based on recent archaeological investigations and interpretations combined with appropriate analogy from ethnohistory and ethnography. The prehistory of the Amazonian lowlands and northern South America will be covered in other courses.

Taught by: Erickson
Course not offered every year
Also Offered As: LALS 350
Activity: Lecture
1.0 Course Unit
ANTH 351 Women Making History: The Penn Museum and the Centennial
2020
The year 2020 marks the 100th anniversary of the 19th Amendment to the U.S. Constitution, which declared that the right of citizens to vote ‘shall not be denied or abridged by the United States or by any State on account of sex’. To mark this centennial - to both celebrate it and critically assess its impact on American society - we will investigate the history of women at the Penn Museum as archaeologists, ethnographers, epigraphers, philanthropists, and more. At the same time, we will examine material in the Penn Museum that women collected, donated, or studied. Our goal will be to produce original research that may contribute to future exhibits and publications as well as to broader public forums. Sponsored by the Department of Near Eastern Languages and Civilizations, our seminar will focus heavily on western Asia, southeastern Europe, and North Africa - all zones that scholars have variously associated with the Near East or Middle East, and where the Penn Museum has been active since its foundation in 1887. To situate the Penn Museum and its collections within a global and comparative frame, we will also study select women who made major scholarly contributions to other parts of the world such as the Americas and Oceania. Among the figures we will study are Sarah Yorke Stevenson (Egypt), Katharine Woolley (Mesopotamia/Iraq), Harriet Boyd Hawes (Ottoman Crete and Greece), Florence Shotridge (Alaska), Zelia Nuttall (Mexico and Russia), and Tatiana Proskouriakoff (Guatemala). We will venture into many different kinds of history. In regional terms, our scope will be transnational and international: we will cover the United States and the Middle East in the wider world. In thematic and methodological terms, we will approach our subject through biography, oral history, and microhistory; material history and museum studies; cultural and intellectual history; women’s and gender studies; and the history of academic disciplines, especially archaeology and anthropology. Some background in Middle Eastern history; or Anthropology; or Women’s History; or Museum Studies recommended.
Taught by: Sharkey
Course offered spring; even-numbered years
Also Offered As: ANTH 531, GSWS 331, GSWS 533, NELC 331, NELC 531
Activity: Seminar
1.0 Course Unit

ANTH 354 Art, Medicine, & Magic: Bodily Remedies
In this activity-centric course, you will explore art, medicine, and magic as entangled approaches for healing human bodies across time, space, and societies. At first glance, artists, doctors, and religious leaders may seem to address questions about bodies and healing in very different ways. Yet, in practice, art, magic, and medicine have been in deep conversation with one another for millennia. 4,000 years ago in Mesopotamia, medical doctors were professionals who had offices, hospital beds, and pharmacological and surgical equipment expertise, but they often worked hand in hand with diviners and exorcists. In rural Haiti today, Haitian Vodou priestesses collect herbs, craft sculptures, and sing as they clean wounds and dispense antibiotics within the course of a single ‘remed’ (remedy). In the United States, megachurches send thousands of doctors on evangelical medical missions each year, while in Colombia, contemporary artists are called on to assuage profound social trauma related to decades of military conflict. Examples like these show that art, magic, and medical practice have long been entangled technologies; sometimes working together, sometimes at odds with one another, these practices have always been in dialog about what ‘healing’ is and how it can be achieved. Attending to these entanglements this course asks ‘what does healing look like and feel like - in what ways do humans transform affliction?’ Together, we will investigate how everyday bodily experiences of ‘wellbeing’ and ‘illness’ are configured through art, magic, and medical practices across human communities, shaping how people understand and manage disorders from COVID-19 to schizophrenia, from ancestral trauma to breast cancer. Throughout the course, you will use ethnographic case studies & in-class activities to work through three aspects of the core class question: 1) how do art, magic, and medicine work in communities? 2) how are they experienced in communities (who has access to what kind of healing and who doesn’t have access; who can be a healer and who can’t be; what should and does healing/sickness feel like?) 3) how do they approach inequalities? (e.g. how and why are illnesses unequally distributed; what illnesses matter more (and less) than others; which communities should be saved (and which sacrificed).
Taught by: Jordan
Course not offered every year
Also Offered As: AFRC 354
Activity: Seminar
1.0 Course Unit
ANTH 359 Nutritional Anthropology
The course is an introduction to nutritional anthropology, an area of anthropology concerned with human nutrition and food systems in social, cultural and historical contexts. On the one hand, nutritional anthropologists study the significance of the food quest in terms of survival and health. On the other hand, they also know that people eat food for a variety of reasons that may have little, if anything, to do with nutrition, health, or survival. While the availability of food is dependent upon the physical environment, food production systems, and economic resources, food choice and the strategies human groups employ to gain access to and distribute food are deeply embedded in specific cultural patterns, social relationships, and political and economic systems. Thus, nutritional anthropology represents the interface between anthropology and the nutritional sciences, and as such, can provide powerful insights into the interactions of social and biological factors in the context of the nutritional health of individuals and populations. Because food and nutrition are quintessential biocultural issues, the course takes a biocultural approach drawing on perspectives from biological, socio-cultural and political-economic anthropology. Course content will include: a discussion of approaches to nutritional anthropology; basics of human nutrition; food systems, food behaviors and ideas; methods of dietary and nutritional assessment; and a series of case studies addressing causes and consequences to nutritional problems across the world.
Taught by: Hoke
Course not offered every year
Also Offered As: LALS 359, URBS 359
Activity: Lecture
1.0 Course Unit

ANTH 361 Global Food Security
This is an interdisciplinary course on the problems of food demand and consumption, production and supply in our increasingly globalized and urbanizing world. Special attention will be given to the intersections of current technologies of food production, current nutritional problems, environmental change and resource degradation, and the changing quality of human social life under globalization. Where and how will sufficient nutritious food be produced sustainably and how can the politics and economics of equitable distribution in such large urban populations be achieved? (Previously ANTH 561)
Taught by: Spooner
Course usually offered in spring term
Also Offered As: ANTH 661, VCSN 657
Activity: Lecture
1.0 Course Unit

ANTH 362 Intro to Digital Archaeology
Digital methodologies are now an integral part of archaeological practice and archaeologists are now expected to possess basic computing skills and be familiar with a range of data collection, analysis and visualization techniques. This course will use case studies and applied learning opportunities centered on a course project to explore a broad array of digital approaches in archaeology. The technological underpinnings, professional procedures, and influences on archaeological practice and theory will be discussed for each method covered in the course. Applied learning opportunities in digital data collection methods will include aerial and satellite image analysis, global navigation satellite system (GNSS) survey, 3D scanning methods, close-range photogrammetry, and near-surface geophysical prospection. Students will also have opportunities for practical experience in digital database design and management, geographic information science (GIS) and 3D visualization. Students will communicate the results of the course project in a digital story that will be presented at the end of the term. Prior archaeological classwork and/or experience preferred.
Taught by: Herrmann
Also Offered As: AAMW 562, ANTH 562, CLST 362, CLST 562, NELC 362
Activity: Lecture
1.0 Course Unit

ANTH 368 Kinesthetic Anthropology
This class, team-taught by CEE Visiting Fellow Reggie Wilson and Deborah Thomas, investigates various forms of contemporary performance in relationship to Africanist forms and functions of dance, movement and action. We will concern ourselves with how the body knows, and with how we learn to identify the structures of movement that provide context, meaning and usefulness to various Africanist communities across time and space. Grounding ourselves within a history of ethnographic analyses of the body in motion, and within Africana theorizing about the affective power of the body, we will consider what people are doing when they are dancing. In other words, we will train ourselves to recognize the cultural values, social purposes, and choreographic innovations embedded in bodily action and motion. While we will attend to these phenomena in a range of locations throughout the African diaspora, we will also highlight aspects of the Shaker and Black Shout traditions in Philadelphia. The course will be divided between discussions centered on close reading of primary and secondary material (both text and video) and creative writing/movement exploration (no previous movement experience necessary).
Taught by: Wilson
Also Offered As: AFRC 368, ANTH 668, COMM 368, FNAR 368
Activity: Seminar
1.0 Course Unit
ANTH 377 Black Speculative Futures
Why do black cultural producers turn to the speculative? What, in turn, is speculative about blackness? These questions frame this seminar’s exploration of how black artists, theorists, and activists imagine different futures, often in the service of critiquing power asymmetries and creating radical transformation in the present. We will explore how the speculative works differently across black literature, visual culture and performance. Additionally, inspired by the multi-disciplinary work that we encounter in the course, we will experiment with crafting our own embodied speculative art in order to better understand its function as both art practice and politics. The course will be divided between discussions centered on close reading of primary and secondary material and creative writing/movement exploration (no previous movement experience necessary). Occasional guest lectures with visiting artists will provide additional fodder for our critical and creative work.
Taught by: Knight
Course not offered every year
Also Offered As: AFRC 377, AFRC 677, ANTH 677, ENGL 500, FNAR 377
Activity: Seminar
1.0 Course Unit

ANTH 386 Desire and Demand II: Culture, Production, and Consumption in the Global Marketplace
The goal of this course is to understand and to investigate both historical and contemporary issues related to a culture of consumption. Reading topics cover both contemporary and scholarly issues in cultural anthropology, popular culture, consumer behavior, off-shore production, social networking, media and communications, financial and real estate markets and marketing. Class distinctions are equally interdisciplinary as we focus on investigating and identifying critical global/local linkages. We analyze the various ways in which Philadelphia and other ‘global cities’ are competing for consumer revenues. We ask what factors have led contemporary society reaching its current stage of mass consumption and how have certain goods and services been reconfigured, packaged or re-packaged to attract new consumers. In order to better understand the link between consumption and production factors we explore the relationship between outsourcing and/or offshore production and modern consumption. Approximately sixty percent of the seminar takes place in the classroom and will include lecture, class discussion, and films. The remaining portion of the class meetings will involve local and regional travel. Research assignments emphasize the use of anthropological participant-observation techniques to investigate the relationships between culture and contemporary mass consumption within the contexts of re-gentrification, urbanization, and globalization.
Taught by: Diggs-Thompson
Also Offered As: ANTH 586
Activity: Seminar
1.0 Course Unit

ANTH 391 Multi-Modal Ethnography: Anthropology Beyond Text
What does the digital age mean for humanistic, social scientific, and professional inquiry and practice? How do non-text based formats - such as film, dance and other kinds of performance, creative writing, and soundscapes - transform both the processes and products of research? How do they inform and transform our disciplines, and what might this mean for the communities with which we work? This advanced undergraduate seminar will address these (and other related) questions. Taught by the invited Fellows from the Center for Experimental Ethnography, this course will take shape differently each semester according to the Fellow’s area of expertise and practice. Students will be encouraged to explore alternative formats of representation that move beyond text while still being grounded in ethnographic research, and they will develop skills in relevant media. https://www.sas.upenn.edu/anthropology/courses/topics-courses
Taught by: Varied
One-term course offered either term
Activity: Seminar
1.0 Course Unit

ANTH 402 Applied Research Skills in Global Community Health
While political borders remain, social and human borders fall with the increasing movement of people, ideas, and resources across geographies. What is global becomes local. While biomedical and counting sciences advance, the human experience and influence remain core to understanding behavior, beliefs, and awareness. What is human remains paramount. The Maya Western Highlands of Guatemala are undergoing health changes (trauma, maternal-infant health, diabetes, mental health) through economic development and continued human migration to and from the US. The Cobbs Creek neighborhood in West Philadelphia is also facing epidemics of non-communicable diseases. In this context, Applied Skills in Global Community Health will provide academic and professional skills development in comparing the role of culture, history and politics in the health of a population in transition (demographic, nutritional, epidemiologic, economic) in both settings. Classroom work will occur in the spring of each year combined with a short (1 wk) field experience in the Western Highlands of Guatemala. In addition students will examine health and community research in the Cobbs Creek neighborhood of West Philadelphia. Students may substitute 10 week field work as part of the companion course ANTH 403 for the 1 week experience.
Taught by: Barg/Bream
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

ANTH 403 Field Experience in Global Community Health
The Maya Western Highlands of Guatemala are undergoing health changes (trauma, maternal-infant health, diabetes, mental health) through economic development and continued human migration to and from the US. The communities of Santiago Atitlan, Solola, San Jaun Sacatepequez, and Coatepeque have community based infrastructures (public health clinics, private NGOs, and research projects) that work to address these health changes. In this context, the Field Experience in Global Community Health will provide applied academic and professional skills development in data collection, analysis, and reporting. Field work will occur in the summer of each year combined with a campus based skills development experience.
Taught by: Barg/Bream
Course usually offered in fall term
Activity: Independent Study
0.5 Course Units
ANTH 404 Introduction to the Human Skeleton

An introduction to the anatomy and biology of the human skeleton. Laboratory work will be supplemented by lectures and demonstrations on the development structure, function, and evolution of the human skeleton.

Taught by: Monge
Course not offered every year
Activity: Lecture
1.0 Course Unit

ANTH 407 Human Evolution

An examination of fossils and other evidence documenting human evolution. Lectures and readings are supplemented with slide and fossil reproduction materials.

Course not offered every year
Activity: Lecture
1.0 Course Unit

ANTH 415 Archaeology of Animals

This course introduces the study of animal bones from archaeological sites. Faunal analysis is an interdisciplinary science which draws methods from archaeology, biology, and paleontology. Bones, shells, and other remains yield evidence for the use of animals by humans, and evidence for the biology of animals and for past environments. The course will focus on research approaches to important transitions in human-animal relationships: the development of human hunting and fishing, animal domestication, early pastoralism, and the emergence of market economies in animal products. Class presentations will include lectures and discussion concerning research design and archaeological case material, with additional videos, sidework with field and laboratory equipment, and supervised work identifying and describing archaeological materials from the University Museum’s collections. This class is taught in the Zooarchaeology Laboratory of the Center for the Analysis of Archaeological Materials.

Taught by: Moore
Course not offered every year
Activity: Lecture
1.0 Course Unit

ANTH 419 Mining Archaeology

In ancient times, materials such as stone and metals were used to produce artifacts including pigments, jewelry, tools, and weapons. This course is designed to introduce students to research on the early exploitation of mineral resources. Which techniques were used to access and process raw materials in antiquity? Which archaeological methods can be used to investigate these features and artifacts? The course will provide worldwide examples through time, ranging from Stone Age flint mining, Iron Age rock salt mining to Medieval silver mining. Ethnographic studies and hands-on activities will contribute to our understanding of mining in archaeology, and artifacts from the Museum’s collections will undergo scientific analysis in the Center for the Analysis of Archaeological Materials. Prerequisite: Desired but not mandatory.

ANTH 221/521 Material World in Archaeological Science

Taught by: Jansen
Course usually offered in spring term
Also Offered As: CLST 419, NELC 419
Activity: Seminar
1.0 Course Unit

ANTH 421 Anthropology In and Of Environmental Health

Anthropology provides a critical lens through which we can understand the multiple ways that environmental toxins affect human health and well-being. In this course, we will explore ways that politics, economics, social dynamics and communication strategies affect the uneven distribution of risk from environmental hazards. We will examine issues related to community engagement, environmental justice, risk perception, citizen science and environmental stigma. Students will have an opportunity to visit a local Superfund site.

Taught by: Barg
Course offered fall; odd-numbered years
Activity: Seminar
1.0 Course Unit

ANTH 424 Political Ecologies of the City

Cities have been centres of aspiration for much of human history. They have provided a limited yet critical focus for social mobility, both in political and economic terms. As large agglomerations of political and economic power, urban residents have also consumed growing proportions of the earth’s mineral, food and water resources from the national (and international) body. The contradictory aspects of urban aspiration frame this course. Drawing on the frameworks of political ecology, in this course we think through the cities of the global south to understand how cities are made. To do this, we will first focus on the construction on the liberal city and how it has been occupied, both formally and informally, by urban subjects in most of the world. Next, we will learn about projects through which natural resources have been directed to and through the city. Finally we will conclude with a particular attention to how urban resources are claimed by marginalized migrants, and the particular sorts of governance institutions these practices engender.

Taught by: Anand
Course not offered every year
Also Offered As: URBS 424
Activity: Seminar
1.0 Course Unit

ANTH 429 Anthropology of the Environment

This seminar draws from social scientific and scientific literatures to explore current themes in the anthropology of the environment. We will investigate the links between climate change science and social science, and the ways in which anthropologists can contribute via in-depth fieldwork methodology and long engagement in issues of society-environment interactions. We will also explore how potential environmental, social, and biological impacts of global warming on the future are being assessed through conceptual paradigms linked to risk, probability, scenario forecasting, tipping points, planetary boundaries, and extinction.

Taught by: Petryna
Activity: Seminar
1.0 Course Unit

ANTH 433 Andean Archaeology

Consideration of the culture history of the native peoples of the Andean area, with emphasis on the pre-conquest archaeology of the Central-Andean region.

Taught by: Erickson
Course not offered every year
Also Offered As: LALS 433
Activity: Lecture
1.0 Course Unit
ANTH 440 Plants and Society
Interactions between humans and the living landscape around us have played - and continue to play - a fundamental role in shaping our worldview. This course is designed to introduce students to the diverse ways in which humans interact with plants. We will focus on the integration of ethnographic information and archaeological case studies in order to understand the range of interactions between humans and plants, as well as how plants and people have profoundly changed one another. Topics will include the origins of agriculture; cooking and plant processing; human health and the world of ethnomedicine; and poisonous and psychoactive plants. We will examine ancient plant material firsthand at the Center for the Analysis of Archaeological Materials (CAAM) and will handle botanical ecofacts from the Penn Museum's collections. Students will also carry out a substantial research project focused on an archaeological culture and plant species of their own interest.
Taught by: WHITE
Course not offered every year
Also Offered As: CLST 441
Activity: Seminar
1.0 Course Unit

ANTH 444 Human Growth and Development
In this course we will examine key issues and the processes involved in human growth and development. By their very nature, growth and development are biocultural processes that require an integrated analysis of social construction and biological phenomena. As such, we will incorporate insight from evolutionary theory, ecology, developmental biology, psychology, human biology, and cultural anthropology in our study of growth and development. Such an integrated perspective will help students to see that development is not just a biological unfolding from birth through adolescence and adulthood. Rather, development is best understood as process that is deeply intertwined with the environment within which the organism develops. Additionally, we will apply these biocultural and socio-ecological insights to emerging health challenges associated with various developmental stages. The study of human growth and development is useful to all students in biological, health-related, and social sciences. Course enrollment is restricted to juniors, seniors, and graduate students only.
Taught by: Hoke
Course not offered every year
Activity: Seminar
1.0 Course Unit

ANTH 451 Historical Archaeology
Archaeology of the Modern World from the Columbian voyage (1492) to the 20th century. Topics such as the rise of early modern Europe, European exploration and colonization, African American Archaeology, Asian American Archaeology, the rise of colonial society, contact with native peoples, the Industrial Revolution, and the archaeology of the 20th century will be covered.
Taught by: Schuyler
Course not offered every year
Also Offered As: ANTH 751
Activity: Seminar
1.0 Course Unit

ANTH 454 Quantitative Analysis of Anthropological Data
This course is designed to provide students with a basic understanding of how to work with and present quantitative data. Topics include graphical display of numerical data, probability, sampling, descriptive and inferential statistics (parametric and non-parametric two-and three group tests, regression and correlation). Using examples drawn from the social sciences and anthropology, the focus is on teaching the logic behind quantitative arguments and statistical tests, rather than on the mathematical formulas, making the course especially relevant for students who do not have a strong background in mathematics. This course fulfills the Colleges Quantitative Data Analysis requirement.
Activity: Lecture
One-term course offered either term
1.0 Course Unit

ANTH 508 Conservation of Archaeological Sites and Landscapes
This seminar will address the history, theories, principles, and practices of the preservation and interpretation of archaeological sites and landscapes. The course will draw from a wide range of published material and experiences representing both national and international contexts. Topics will include site and landscape documentation and recording; site formation and degradation; intervention strategies including interpretation and display, legislation, policy, and contemporary issues of descendental community ownership and global heritage. Depending on the site, students will study specific issues leading toward the critique or development of a conservation and management program in accordance with guidelines established by ICOMOS/ ICAHM and other official agencies.
One-term course offered either term
Also Offered As: HSPV 747
Activity: Seminar
1.0 Course Unit

ANTH 511 Ethics, Archaeology, and Cultural Heritage
This seminar will explore some of the most important issues that are now a central part of archaeological, anthropological and historical research throughout the world. The identification and control of cultural heritage is a central part of the framework for research within other communities. Issues for this course will also include cultural identity, human rights, repatriation, colonialism, working with communities and many other topics. Field research today must be based upon a new series of ethical standards that will be discussed and examined within this class. Major topics include: cultural heritage - definitions and constructs, cosmopolitanism and collecting, archaeology and looting, cultural heritage preservation, museums - universal and national, museum acquisition policies, cultural identity, international conventions (including underwater issues), national laws of ownership, community based development, cultural tourism, development models, and human rights.
Taught by: Leventhal
Course not offered every year
Also Offered As: LALS 511
Activity: Seminar
1.0 Course Unit
ANTH 514 Petrography of Cultural Materials
Introduction to thin-section petrography of stone and ceramic archaeological materials. Using polarized light microscopy, the first half of this course will cover the basics of mineralogy and the petrography of igneous, metamorphic and sedimentary rocks. The second half will focus on the petrographic description of ceramic materials, mainly pottery, with emphasis on the interpretation of provenance and technology. As part of this course, students will characterize and analyze archaeological samples from various collections. Prior knowledge of geology is not required.
Taught by: Boileau
Course not offered every year
Also Offered As: AAMW 512, CLST 512
Activity: Seminar
1.0 Course Unit

ANTH 519 Psychoanalysis and Anthropology
This course will introduce students to the rich literature that has grown up around the encounter between psychoanalysis and anthropology, from totem and taboo, to studies of the Oedipus complex, child-rearing practices, ritual symbolism, mythology, and dreams. The class will also look to the future, endeavoring to examine as well such issues as the role of computers (are they self objects?) and the internet (including such online games as ‘Second Life’), dreams in space alien abduction narratives, sexuality in advertising, political psychology, and other contemporary issues. This course counts towards the Psychoanalytic Studies (PSYS) Minor.
Taught by: Urban/Blum
Course not offered every year
Also Offered As: ANTH 309
Activity: Seminar
1.0 Course Unit

ANTH 521 Material World in Archaeological Science
By focusing on the scientific analysis of inorganic archaeological materials, this course will explore processes of creation in the past. ANTH 221/521 will take place in the Center for the Analysis of Archaeological Materials (CAAM) and will be team taught in three modules: analysis of lithics, analysis of ceramics and analysis of metals. Each module will combine laboratory and classroom exercises to give students hands-on experience with archaeological materials. We will examine how the transformation of materials into objects provides key information about past human behaviors and the socio-economic contexts of production, distribution, exchange and use. Discussion topics will include invention and adoption of new technologies, change and innovation, use of fire, and craft specialization.
Taught by: Boileau/Dibble/Jansen
Course not offered every year
Also Offered As: ANTH 221, ARTH 230, CLST 244, NELC 284, NELC 584
Activity: Lecture
1.0 Course Unit

ANTH 527 Cultural Heritage and Conflict
Intentional destruction of cultural heritage is designed to erase the presence of a people in history and has become an all too familiar feature of the devastation wrought by contemporary violence and ‘ethnic cleansing.’ Recent cases appear frequently in news headlines and include such well-known examples as the 2001 demolition of the Bamiyan Buddhas in Afghanistan, the 2012 destruction of Sufi shrines in Timbuktu, Mali, and the recent obliteration of historic sites across Syria and Iraq. This course explores this phenomenon by examining such questions as: Why is cultural heritage targeted in conflict? Under what circumstances? By whom? In so doing, we will engage with readings that discuss the historical development of the international laws and norms that aim to protect cultural heritage during conflict and examples successful and unsuccessful humanitarian interventions.
Taught by: Brian Daniels
Course not offered every year
Activity: Lecture
1.0 Course Unit

ANTH 529 Psychoanalytic and Anthropological Perspectives on Childhood
How do people become who they are, both similar to others and uniquely individual? How might these similarities and differences be shaped by childhood experiences in family, community, and societies around the world? How do children develop emotionally? Morally? What features of human development, expression of emotions, and relational patterns are universal for our species? What features are not universal? And what is and is not known about these questions? In this course, we will consider these and many other questions. We will read about and discuss complex and dynamic interactions between culture and individual psychology, and between nature and nurture from birth to adulthood. We will carefully examine various phases of human development as described by psychoanalysts and anthropologists. The course includes anthropologic and psychoanalytic readings and videotapes, as well as literature, fairy tales, and mythologies from cultures around the world. The instructors are both psychoanalysts, one a psychiatrist and one a pediatrician. The course counts towards the Psychoanalytic Studies (PSYS) Minor.
Taught by: Blum/Shapiro
Course not offered every year
Also Offered As: ANTH 329
Activity: Seminar
1.0 Course Unit
ANTH 531 Women Making History: The Penn Museum and the Centennial
2020
The year 2020 marks the 100th anniversary of the 19th Amendment to the U.S. Constitution, which declared that the right of citizens to vote ‘shall not be denied or abridged by the United States or by any State on account of sex’. To mark this centennial - to both celebrate it and critically assess its impact on American society - we will investigate the history of women at the Penn Museum as archaeologists, ethnographers, epigraphers, philanthropists, and more. At the same time, we will examine material in the Penn Museum that women collected, donated, or studied. Our goal will be to produce original research that may contribute to future exhibits and publications as well as to broader public forums. Sponsored by the Department of Near Eastern Languages and Civilizations, our seminar will focus heavily on western Asia, southeastern Europe, and North Africa - all zones that scholars have variously associated with the Near East or Middle East, and where the Penn Museum has been active since its foundation in 1887. To situate the Penn Museum and its collections within a global and comparative frame, we will also study select women who made major scholarly contributions to other parts of the world such as the Americas and Oceania. Among the figures we will study are Sarah Yorke Stevenson (Egypt), Katharine Woolley (Mesopotamia/Iraq), Harriet Boyd Hawes (Ottoman Crete and Greece), Florence Shotridge (Alaska), Zelia Nuttall (Mexico and Russia), and Tatiana Proskouriakoff (Guatemala). We will venture into many different kinds of history. In regional terms, our scope will be transnational and international: we will cover the United States and the Middle East in the wider world. In thematic and methodological terms, we will approach our subject through biography, oral history, and microhistory; material history and museum studies; cultural and intellectual history; women’s and gender studies; and the history of academic disciplines, especially archaeology and anthropology. Some background in Middle Eastern history; or Anthropology; or Women’s History; or Museum Studies recommended.

Taught by: Sharkey
Also Offered As: ANTH 351, GSWS 331, GSWS 533, NELC 331, NELC 531
Activity: Seminar
1.0 Course Unit

ANTH 533 Archaeobotany Seminar
In this course we will approach the relationship between plants and people from archaeological and anthropological perspectives in order to investigate diverse plant consumption, use, and management strategies. Topics will include: archaeological formation processes, archaeobotanical sampling and recovery, lab sorting and identification, quantification methods, and archaeobotany as a means of preserving cultural heritage. Students will learn both field procedures and laboratory methods of archaeobotany through a series of hands-on activities and lab-based experiments. The final research project will involve an original in-depth analysis and interpretation of archaeobotanical specimens. By the end of the course, students will feel comfortable reading and evaluating archaeobotanical literature and will have a solid understanding of how archaeobotanists interpret human activities of the past.

Taught by: Chantel White
Course not offered every year
Also Offered As: AAMW 539, CLST 543, NELC 585
Activity: Seminar
1.0 Course Unit

ANTH 536 The Peopling of the Americas
The peopling of the Americas is a question that has intrigued scholars and laymen for over 500 years. The origin of Native Americans was also a seminal issue during the emergence of American Anthropology as a discipline at the turn of the 20th century, with research on this topic animating current studies of ethnohistory, indigenous archaeology, post-colonialism and repatriation. The proposed course will review the scholarship dedicated to describing this long history from an interdisciplinary perspective. It will explore their roots in the expansion of modern humans into Eurasia, evaluate the new archeological and genetic research that has fundamentally altered our understanding of the migration history and diversity of indigenous peoples in the American continents, and examine issues of identity, ethnicity and cultural heritage in contemporary Native populations that extend from this knowledge.

The course will further draw on the instructor’s fieldwork experience working with indigenous communities in Alaska, Canada, the Lower 48, Mexico and the Caribbean, as well as native Siberians in Russia, where the cultural and biological roots of ancestral Native American populations lie.

Taught by: Schurr
Course not offered every year
Also Offered As: ANTH 336
Activity: Seminar
1.0 Course Unit

ANTH 543 Public Environmental Humanities
This broadly interdisciplinary course is designed for Graduate and Undergraduate Fellows in the Penn Program in Environmental Humanities (PPEH) who hail from departments across Arts and Sciences as well as other schools at the university. The course is also open to others with permission of the instructors. Work in environmental humanities by necessity spans academic disciplines. By design, it can also address and engage publics beyond traditional academic settings. This seminar, with limited enrollment, explores best practices in public environmental humanities. Students receive close mentoring to develop and execute cross-disciplinary, public engagement projects on the environment.

Taught by: Wiggin
Course not offered every year
Also Offered As: COML 562, ENVS 544, GRMN 544, URBS 544
Activity: Seminar
1.0 Course Unit

ANTH 546 Global Citizenship
This course examines the possibilities and limitations of conceiving of and realizing citizenship on a global scale. Readings, guest lecturers, and discussions will focus on dilemmas associated with addressing issues that transcend national boundaries. In particular, the course compares global/local dynamics that emerge across different types of improvement efforts focusing on distinctive institutions and social domains, including: educational development; human rights; humanitarian aid; free trade; micro-finance initiatives; and the global environmental movement. The course has two objectives: to explore research and theoretical work related to global citizenship, social engagement, and international development; and to discuss ethical and practical issues that emerge in the local contexts where development initiatives are implemented.

Taught by: Hall
Course usually offered in spring term
Also Offered As: EDUC 503, URBS 546
Activity: Seminar
1.0 Course Unit
ANTH 547 Anthropology and Education
An introduction to the intent, approach, and contribution of anthropology to the study of socialization and schooling in cross-cultural perspective. Education is examined in traditional, colonial, and complex industrial societies.
Taught by: Hall or Posecznick
Course offered summer, fall and spring terms
Also Offered As: EDUC 547, URBS 547
Activity: Lecture
1.0 Course Unit

ANTH 548 Colonialism and its Legacies
In this course we explore the history and long-term consequences of European colonial expansion, with a primary focus on Eurasia and on the British Empire, though we will range further afield as needed. Rather than attempting a comprehensive historical overview, we will use a series of case studies to illustrate changing understandings of colonialism and associated processes, including anti-colonial movements, decolonization, postcoloniality, and the enduring effects of colonialism in the present. This is a seminar-style course.
Taught by: Morrison
Course not offered every year
Also Offered As: ANTH 348
Activity: Seminar
1.0 Course Unit

ANTH 549 Topics in Archaeological Method and Theory
The subject matter of this seminar will vary by term and instructor. Each course will concern itself with contemporary archaeology through an in-depth examination of new directions in archaeological method and theory. Please check https://www.sas.upenn.edu/anthropology/courses/topics-courses for the term-specific course description.
Taught by: Kassabaum
Course not offered every year
Activity: Seminar
1.0 Course Unit

ANTH 551 Experimental Ethnography at the Interfaces of the Arts & Sciences
This course takes inspiration from conversations and practices occurring at the interfaces of cultural anthropology, the environmental humanities, and feminist science studies. Anthropologist Stuart McLean (2017) has asked: 'What might become of anthropology if it were to suspend its sometime claims to be a social science? What if it were to turn instead to exploring its affinities with art and literature as a mode of engaged creative practice carried forward in a world heterogeneously composed of humans and other than humans?' At the same time, the emergence of the environmental humanities as an academic discipline in the twenty-first century reflects the growing conviction on the part of diverse sectors that 'environmental' problems cannot be solved by science and technology alone. Instead, cultivation of experimental methods and alliance building between the arts and social and natural sciences has become ever more important strategy in terms of fomenting public engaged scholarship. In this course, we will not necessarily suspend the social scientific claims of anthropology, and ethnography more specifically, but we will push our methodological premises and conceptual work to experiment with our objects of study, matters of concern, and the diverse materialities that emerge from and participate in our ethnographic work.
Taught by: Lyons
One-term course offered either term
Activity: Seminar
1.0 Course Unit

ANTH 557 Seminar in Archaeological Theory and Method: Archaeology of Landscapes
Advanced seminar for potential professional archaeologists. Course will examine critically main past and present theoretical issues in archaeological research and interpretation, and consider various methodologies utilized towards these interpretive ends. Prerequisite: If course requirement not met, permission of instructor required.
Taught by: Erickson
Course not offered every year
Also Offered As: AAMW 557, LALS 557
Activity: Seminar
1.0 Course Unit

ANTH 559 Audio Ethnography
This is an intensive, graduate-level, practice-based course in which students will record, edit, and produce anthropologically informed audio works that record and interpret culture and lived experience. Projects in this class will look beyond conventional linguistic or musical codes to sounds whose semiotic or affective value may be less immediately evident. Through the process of making location recordings, analyzing those recordings, composing them into autonomous works, and critiquing every step of the way, this course will engage with questions of ethnographic representation through the medium of sound. In parallel with contextualizing readings and sound projections, throughout the semester students will work intensively on audio projects, receiving training on recording techniques, audio editing, and basic post-production techniques. The course is an opportunity to open up the question of what might constitute 'audio documentary' or 'ethnographic audio'. Presentation strategies for final projects will be discussed and decided on individual bases. Projects will be situated in relationship to cognate fields, including the anthropology of the senses, interdisciplinary sound studies, ethnomusicology, ethnographic cinema, sound art, sound mapping, soundscape composition, and experimental nonfiction media practices which involve location recording. Through weekly sound projections and home listening, students will also gain a familiarity with existing genres and uses of nonfiction audio in anthropology and related fields.
Taught by: Karel
Course not offered every year
Also Offered As: MUSC 559
Activity: Seminar
1.0 Course Unit
ANTH 560 Critical Ethnography
This graduate course introduces students to theories, practices, and critiques of critical ethnography. Ethnography – an approach to the study of culture which anthropologist James Clifford described as a process that ‘translates experiences into text’ - will have our full attention. This process of translation, although seemingly straightforward, requires layers of interpretation, selection, and the imposition of a viewpoint or politics. While ethnography is often narrowly conceived of as a methodology, this course considers ethnography as a mode of inquiry, as a philosophy, as an ongoing question and performance. We wrestle with notions of ‘the self’ and ‘the other’ at the intersection of imbriicated cultural and performance worlds. Together we’ll ask: How is ethnography both critical and performative? What is the relationship between theory and method? How can we evaluate ethnographic work? And finally, what kinds of ethnographers do we want to be? This course considers a range of ethnographic examples in order to analyze both the craft and the stakes of ‘translating experiences into text.’
Taught by: Johnson
Course not offered every year
Also Offered As: AFRC 550
Activity: Seminar
1.0 Course Unit

ANTH 562 Intro to Digital Archaeology
Digital methodologies are an integral part of contemporary archaeological practice, and demand that archaeologists to hold a new set of skills and knowledge fundamentals. This course will expose students to a broad range of digital approaches through a review of relevant literature and through applied learning opportunities centered on a course project. The technological underpinnings, best practices, and influences on archaeological practice and theory will be discussed for each method covered in the course. Applied learning opportunities in digital data collection methods will include: aerial and satellite remote sensing, global navigation satellite system (GNSS) survey, 3D scanning methods, close-range photogrammetry, and near-surface geophysical prospection. Students will also have opportunities for practical experience in digital database design and management, geographic information science (GIS) and 3D modeling and visualization. Students will communicate the results of the course project in a digital story that will be presented at the end of the term. Prior archaeological coursework and/or experience preferred.
Taught by: Herrmann
Also Offered As: AAMW 562, ANTH 362, CLST 362, CLST 562, NELC 362
Activity: Lecture
1.0 Course Unit

ANTH 564 Colonial Ecologies
This seminar explores the historical ecology of European colonial expansion in a comparative framework, concentrating on the production of ‘periphery’ and the transformation of incorporated societies and environments. We begin with a discussion of the theoretical frameworks, sources of evidence, and analytical strategies employed by researchers to address the conjunction of environmental and human history in colonial contexts, including underdevelopment and global systems of circulation; political ecology; and ecological imperialism. We then discuss the circulation of persons, crops, invasives, and microbes as fundamental conditions of emerging global systems. Drawing on these elements, we discuss landscapes as sites of misrecognition, rationalization, and cultural production. This discussion sets the stage for an examination of novel forms of economic and ecological production, including the emergence of the ‘drug foods’, the transformation of forest products, and the rise of the plantation. We then consider the political ecology of crisis in colonial settings, including agrarian collapse, famine, and ‘ecological poverty’.
Taught by: Lycett
Course not offered every year
Activity: Seminar
1.0 Course Unit

ANTH 567 Living World in Archaeological Science
By focusing on the scientific analysis of archaeological remains, this course will explore life and death in the past. It takes place in the Center for the Analysis of Archaeological Materials (CAAM) and is team taught in three modules: human skeletal analysis, analysis of animal remains, and analysis of plant remains. Each module will combine laboratory and classroom exercises to give students hands-on experience with archaeological materials. We will examine how organic materials provide key information about past environments, human behavior, and cultural change through discussions of topics such as health and disease, inequality, and food.
Taught by: White, Monge, Moore
Course not offered every year
Also Offered As: ANTH 267, CLST 268, CLST 568, NELC 286, NELC 586
Activity: Lecture
1.0 Course Unit

ANTH 572 Geophysical Prospection for Archaeology
Near-surface geophysical prospection methods are now widely used in archaeology as they allow archaeologists to rapidly map broad areas, minimize or avoid destructive excavation, and perceive physical dimensions of archaeological features that are outside of the range of human perception. This course will cover the theory of geophysical sensors commonly used in archaeological investigations and the methods for collecting, processing, and interpreting geophysical data from archaeological contexts. We will review the physical properties of common archaeological and paleoenvironmental targets, the processes that led to their deposition and formation, and how human activity is reflected in anomalies recorded through geophysical survey through lectures, readings, and discussion. Students will gain experience collecting data in the field with various sensors at archaeological sites in the region. A large proportion of the course will be computer-based as students work with data from geophysical sensors, focusing on the fundamentals of data processing, data fusion, and interpretation. Some familiarity with GIS is recommended.
Taught by: Herrmann
Course offered spring; even-numbered years
Also Offered As: AAMW 572, CLST 572, NELC 572
Activity: Laboratory
1.0 Course Unit
ANTH 576 Anthromedialities: Experimental Theory and Practice
In recent years much has been made of the 'beyond text' turn in anthropology, specifically the need to re-evaluate the singular authority of 'writing culture.' Several new approaches advocate for non-textual medialities, with representations originating in both sonovisual media and performance. Less, however, has been theorized and advocated about intermediality and the multicompositional practices of transmediality and plurimediality, specifically their more transgressive multisensory epistemology. This course will examine these radical approaches to interacting textual, visual, sonic and performative mediations, theorizing their epistemic and ethical implications, collaborative potentials, affordances in narrative and non-narrative representation, and political and aesthetic investments. Students will both critically engage histories of transmedial anthropology, and produce projects that are multicompositional.

Taught by: Feld
Course not offered every year
Also Offered As: COMM 877, MUSC 576
Activity: Seminar
1.0 Course Unit

ANTH 577 Everyday States: The Anthropology of Power and Politics
While anthropologists have long been interested in political systems, they have in recent years made the modern state a critical site of ethnographic analysis. By focusing on everyday practice of officials in the Global North and South, anthropologists have drawn attention to the creative ways in which state actors and subjects of rule make and maintain its powerful institutions. Even as bureaucracies are formalized and instituted as sites of rational order and even-handed administration, scholars of everyday state formation have drawn attention to the ways that state authority depends on and reproduces racialized, gendered and geopolitical inequality. Indeed, like many other social institutions, racialized states are constituted through differentiated relations between government workers and the governed, through everyday rituals of violence and sovereignty, discipline and improvement. The class begins with a review of some influential theorizations of the modern state. Next, we focus on how political authority and social difference are produced by the everyday work of states. We attend to the colonial, racialized and gendered workings of states—particularly through their efforts to discipline black and brown bodies through sovereign violence and differentiated plans and programs of development. Finally, we will conclude the class by attending to the political work of subordinated groups as they demand distributive justice, equity and full citizenship in 'most of the world.'

Taught by: Anand
Course offered spring; odd-numbered years
Activity: Seminar
1.0 Course Unit

ANTH 580 Domestication
Domestication: one of the most frequently cited 'major transitions' in our global past. The story of domestication is not consigned to deep time though— it is interwoven with current movements. Rewilding, feralization, paleodiet, and GMO, all have intersections with the concept of domestication, and are politicised through the lens of the archaeology and anthropology of the 'domesticated'. Traditionally, study of the domestication process has been the exclusive domain of archaeologists and agricultural scientists; today it is an increasingly a multidisciplinary enterprise involving specialists across the sciences and humanities and, importantly, multiple voices that are changing the way we think about this as a single 'process'. In this seminar series we are going to unpick this term: what is ‘domestication’, how did (or does) it unfold, when did it start and has it ended? And perhaps most importantly, should we even be using this term at all? We will look back to the origins of the ideas, explore the influence of Darwinian thinking, 19th century philosophy, and explore alternative ideas such as familiarisation and multi-species thinking to question the dominance of 'domestication' in the archaeological and anthropological literature. The course is appropriate for graduate students interested in exploring this topic in a dynamic conversation. Students will be expected to lead discussions of specific works, as well as explore beyond the reading list or present aspects of their own present or proposed future research.

Taught by: Bates
Course not offered every year
Activity: Seminar
1.0 Course Unit

ANTH 583 Ethnographic Filmmaking
This ethnographic methodology course considers filmmaking/videography as a tool in conducting ethnographic research as well as a medium for presenting academic research to scholarly and non-scholarly audiences. The course engages the methodological and theoretical implications of capturing data and crafting social scientific accounts/narratives in images and sounds. Students are required to put theory into practice by conducting ethnographic research and producing an ethnographic film as their final project. In service to that goal, students will read about ethnography (as a social scientific method and representational genre), learn and utilize ethnographic methods in fieldwork, watch non-fiction films (to be analyzed for formal properties and implicit assumptions about culture/sociality), and acquire rigorous training in the skills and craft of digital video production. This is an ABCS course, and students will produce short ethnographic films with students in Philadelphia high schools as part of a partnership project with the School District of Philadelphia. Due to the time needed for ethnographic film production, this is a year-long course, which will meet periodically in both the fall and spring semesters.

Taught by: Hall, Kathleen & Das, Amit
Two terms. student must enter first term.
Also Offered As: EDUC 586
Activity: Seminar
1.0 Course Unit
ANTH 586 Desire and Demand II: Culture, Production, and Consumption in the Global Marketplace
The goal of this course is to understand and to investigate both historical and contemporary issues related to a culture of consumption. Reading topics cover both contemporary and scholarly issues in cultural anthropology, popular culture, consumer behavior, off-shore production, social networking, media and communications, financial and real estate markets and marketing. Class distinctions are equally interdisciplinary as we focus on investigating and identifying critical global/local linkages. We analyze the various ways in which Philadelphia and other ‘global cities’ are competing for consumer revenues. We ask what factors have led contemporary society reaching its current stage of mass consumption and how have certain goods and services been reconfigured, packaged or re-packaged to attract new consumers. In order to better understand the link between consumption and production factors we explore the relationship between outsourcing and/or offshore production and modern consumption. Approximately sixty percent of the seminar takes place in the classroom and will include lecture, class discussion, and films. The remaining portion of the class meetings will involve local and regional travel. Research assignments emphasize the use of anthropological participant-observation techniques to investigate the relationships between culture and contemporary mass consumption within the contexts of re-gentrification, urbanization, and globalization.
Taught by: Diggs-Thompson
Course not offered every year
Also Offered As: ANTH 386
Activity: Seminar
1.0 Course Unit
Notes: See course description for ANTH 386.

ANTH 589 It was the Law at the Time: Museums, Colonialism, and the Question of Property
Current discussions about who owns cultural property, especially in relation to objects acquired under and during Europe’s colonial project, form their arguments, limits and possibilities around international legal instruments such as UNESCO’s conventions on cultural property. Like broader claims for reparations by formally colonized peoples, legal demands for reparations or restitution with regard to cases of colonial injustice often run up against responses such as ‘it was the law at the time’ or ‘it was a long, long time ago and therefore there are no legal venues for claimants today’. The CARICOM-claim regarding reparations for slavery submitted by a number of Caribbean states, as well as demands regarding cultural treasures looted in the late 19th century in different parts of Africa and elsewhere, are clear examples of this phenomenon. Proposed solution for these conflicts almost always circumvent questions of ownership (at the time) or other legal possibilities. They are sought in extra-legal ways. Increased attention for these and similar cases have fueled new research into the histories of slavery and colonialism, and into the provenance of colonial cultural objects in Western museums. Similarly there is an increasing number of research projects that explore, for example, the fate of colonial objects in Europe, in relation to the fate of Nazi-looted art. While the legal limits of current claims form part of the investigation of many of these studies, they often fail to pay serious attention to the relationship between the law and the colonial project itself. Importantly, they also fail to explore the relationship between the law, questions of property and the ‘creation’ of the colonized subject. This seminar will focus on this nexus and will interrogate the role of law within the colonial era, especially with regard to the legal fashioning of hierarchies of colonial subjects and colonial objects. In what ways is the law implicated the colonial project itself, and what role did it place in the fashioning of colonial subjects and colonial objects? Moreover, what role should an attentiveness at the law play in today’s debates around reparation or restitution/ These are some of the key questions that the course will explore. Bringing together readings from legal and political philosophy, material culture and critical heritage studies, this course explores some of the key debates and texts surrounding questions of law, philosophy, colonialism and questions around reparations or restitution of cultural objects. Students will be introduced to the works of some of the key thinkers on which contemporary notions of ownership, the legal subject and (cultural) property are based, probing their genealogy in relation to the racial hierarchies established under the colonial project. We will explore both the history and application of legal frameworks that governed colonial subjects and (cultural) objects alike and their basis in legal philosophy. Is there reason to rethink the role of law within debates around reparations and restitution? And, last but not least: are there reasons to rethink the idea of property itself? What other genealogies of the law can we trace to think differently about ownership of (cultural) property?
Taught by: Modest
Course not offered every year
Activity: Seminar
1.0 Course Unit
ANTH 591 Multi-Modal Ethnography: Anthropology Beyond Text
What does the digital age mean for humanistic, social scientific, and professional inquiry and practice? How do non-text based formats - such as film, dance and other kinds of performance, creative writing, and soundscapes - transform both the processes and products of research? How do they inform and transform our disciplines, and what might this mean for the communities with which we work? This advanced undergraduate seminar will address these (and other related) questions. Taught by the invited Fellows from the Center for Experimental Ethnography, this course will take shape differently each semester according to the Fellow's area of expertise and practice. Students will be encouraged to explore alternative formats of representation that move beyond text while still being grounded in ethnographic research, and they will develop skills in relevant media. [https://www.sas.upenn.edu/anthropology/courses/topics-courses](https://www.sas.upenn.edu/anthropology/courses/topics-courses)
Taught by: Varied
One-term course offered either term
Activity: Seminar
1.0 Course Unit

ANTH 593 Natural and Cultural Heritage in Global Perspective
This seminar will explore the ideas surrounding the theories, discourses, and practices surrounding natural and cultural heritage. Heritage has become inscribed in the planning of urban and rural landscapes, designed as tourist destinations, and considered a universal good in global cosmopolitan society. But it would be well to ask: what kind of 'nature' and 'culture' has been labeled as heritage? What kind of organizations, economics, and politics are necessary to sustain it? How are these put in place? By whom? For whom? Over the course of the semester, students will engage with readings that discuss how cultural and natural heritage is communicated to the public and the relationship between academic critique and pragmatic social engagement. This seminar is further grounded by a partnership between the Penn Cultural Heritage Center and the U.S. Mission to UNESCO focused on the assessment of World Heritage Sites, and students will have the opportunity to learn from and participate in specific case studies.
Taught by: Daniels
Course not offered every year
Activity: Seminar
1.0 Course Unit

ANTH 598 The Economics of Heritage
Governmental resources for archaeological and heritage sites are declining worldwide while commercial and economic development initiatives are threatening the fabric of heritage and the larger landscape environment to ever greater degrees. As a consequence, the competition for resources to protect and preserve heritage is intensifying, as is the challenge to articulate the value of heritage resources vs. competing commercial or public projects. This is the context for understanding the issues surrounding the definition of the value of cultural heritage assets and the tools available for their measurement and management. This course explores in some depth issues relating to the economic analysis of heritage and culture. It is designed to provide students with a foundational understanding of the economics of heritage-related projects, the tools and techniques available for their analysis and the ethical and practical issues of public policy and private actions that determine the future of heritage resources. Readings and case studies will explore technical, practical and ethical issues that arise in cultural heritage economics. Relevant analytical techniques will be introduced and particular emphasis will be placed on commercial, government and community issues unique to heritage-related activities. Special emphasis will be placed upon developing pertinent strategies for the tourist industry. Students will produce one case-study project intended to integrate the technical and practical aspects of the course.
Taught by: Peter Gould
Activity: Seminar
1.0 Course Unit

ANTH 600 Contemporary Archaeology in Theory
This graduate seminar addresses contemporary anthropological archaeology and considers the varied ways inferences are made about past and present human behavior from the archaeological record. It reviews such fundamental topics as the use of analogy, Middle Range theory, symbolism and meaning, social and cultural evolution, ideology and power, feminism and gender, and indigenous (non-Western) perspectives. It also foregrounds basic issues regarding heritage, looting, and ethics.
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
Notes: First-year anthropology graduate students.

ANTH 602 Evolutionary Anthropology
This course will explore various subfields of biological anthropology to better understand what it means to be human. Special attention will be paid to current issues and problems in these subfields, and the different ways in which researchers are attempting to understand and uncover the details of human evolution. Among the areas that are explored in this course are paleoanthropology, primatology, human biology, molecular anthropology, evolutionary medicine, epigenetics, and human life history. Specific issues to be explored include the primate roots of human behavior, brain and language evolution, new fossil hominins, the origins of anatomically modern humans, and modern human migration history.
Taught by: Schurr
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
Notes: First-year anthropology graduate students.
ANTH 603 Language in Culture and Society
First-year anthropology graduate students or Instructor Permission. Examination of properties of human language which enable social persons to interpret the cultural world and to act within it. Topics include: principles of lexical and grammatical organization; the role of language structure (grammar) and linguistic context (indexicality) in discursive activity; referential uses of language; social interaction; markers of social role, identity, and group-belonging; criteria by which models of linguistic form and function are formulated; the empirical limits within which different models have explanatory value.
Taught by: Agha
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
Notes: First-year anthropology graduate students.

ANTH 607 Contemporary Native Americans
This course examines the social and political lives of contemporary Native American Indians in the United States and Canada. Topics include: Indigenous identity; homelands and natural resources; popular culture and media; Indigenous arts and cultural expression; museum representations; athletics; gender relations; tribal recognition and sovereignty; and resistance movements. We will consider the origins of federal programs and legislation that have become essential to the protection of Native American freedoms. Students can expect to gain an appreciation of the complexity and cultural diversity of Native communities and tribal nations and insights into their interactions with other cultures over time.
Taught by: Bruchac
Course not offered every year
Also Offered As: ANTH 307
Activity: Lecture
1.0 Course Unit

ANTH 615 Afghanistan, Iran and Pakistan: Islamism, Terrorism and Globalization
Why are Islam and the Middle East continually in the news in the Western world, and why are Afghanistan, Iran and Pakistan the countries that are most frequently named? Fifty years ago, before the terms 'Islamism' and 'terrorism' were coined, and before we began talking about globalization, things were very different. All three countries had close relations with Europe and America. In this course we will track the various currents of social change that produced the current situation, using the methods and theoretical concepts of anthropology. We will follow the news in the course of the semester and track the way things are continuing to change, so that at the end of the semester we can understand the region and its problems in the context of world history and globalization. Instead of an exam at the end of the semester, you will be asked to write a short essay (1000 words) on a question at the end of January relating to issues we have discussed in class, and again at the end of February and March, and to formulate a research question on a problem that interests you in the history of the area and try to answer it a a final paper by the end of the examination period.
Taught by: Spooner
Course not offered every year
Activity: Seminar
1.0 Course Unit

ANTH 617 Contemporary Approaches to the Study of Culture and Society
A critical examination of recent history and theory in cultural and social anthropology. Topics include structural-functionalism; symbolic anthropology; post-modern theory. Emphasis is on major schools and trends in America, Britain, and France.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
Notes: First-year anthropology graduate students.

ANTH 620 Directed Reading and Research
To be arranged only by consultation with academic adviser and faculty member(s) to be involved; a proposed syllabus must be presented for approval, and written papers will be required without exception. On approval of these papers one copy must be presented to the Department of Anthropology office for filing. May be repeated for credit.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Notes: May be repeated for credit

ANTH 626 Intensity
This course examines the manner in which humans encounter the continuous and gradable features of phenomena in social life - sensory qualities of objects, people's aspirations and affect, pitch movement during voiced talk, monsoons and sea breezes, biological growth and environmental degradation, migratory flows in transnational settings - and attempt to evaluate or convert them into discrete dimensions of social life. We examine how intensities and gradients are managed in everyday life as well as in institutional settings - through government policies, scientific protocols, surveillance regimes, infrastructural agendas - and we survey the ways in which everyday and institutional practices reflect and shape each other in societies across the world. In particular, we explore the question of what an anthropology of intensity might look like, and how it may reconfigure approaches to the ethnographic study of human affairs.
Taught by: Carruthers
Activity: Seminar
1.0 Course Unit
Notes: May be repeated for credit

ANTH 628 Language in Culture and Society: Special Topics
The course is devoted to a single research topic of contemporary interest in linguistic anthropology. Topics vary from year to year. Readings locate current debates in relation to longstanding assumptions in the literature and new directions in contemporary research.
Taught by: Agha
Course not offered every year
Activity: Seminar
1.0 Course Unit
ANTH 630 Intensive Language Training in Anthropology
This course is designed to allow graduate students to obtain in-depth training in a scholarly language that will be utilized for dissertation fieldwork and satisfying the language exam for the Department of Anthropology Graduate Program. Through this intensive training in the oral and written forms of a language, students will accelerate their competency in it, while also potentially preparing themselves for advanced language training through tutorials or summer immersion programs.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

ANTH 633 Forensic Anthropology
This course will investigate and discuss the various techniques of analysis that biological anthropologists can apply to forensic cases. Topics include human osteology, the recovery of bodies, the analysis of life history, the reconstruction of causes of death, and various case studies where anthropologists have contributed significantly to solving forensic cases. Discussions will include the limitations of forensic anthropology and the application of DNA recovery to skeletal/mummified materials.
Taught by: Monge
Course not offered every year
Also Offered As: ANTH 230, CRIM 230
Activity: Lecture
1.0 Course Unit

ANTH 634 Feminist Ethnography
This course will investigate the relationships among women, gender, sexuality, and anthropological research. We will begin by exploring the trajectory of research interest in women and gender, drawing first from the early work on gender and sex by anthropologists like Margaret Mead and Ruth Benedict; moving through the 1970s and 1980s arguments about gender, culture, and political economy; arriving at more current concerns with gender, race, sexuality, and empire. For the rest of the semester, we will critically read contemporary ethnographies addressing pressing issues such as nationalism, militarism, neoliberalism and fundamentalism. Throughout, we will investigate what it means not only to ‘write women’s worlds’, but also to analyze broader socio-cultural, political, and economic processes through a gendered lens. We will, finally, address the various ways feminist anthropology fundamentally challenged the discipline’s epistemological certainties, as well as how it continues to transform our understanding of the foundations of the modern world. Prerequisite: Should have some functional knowledge of Cultural Anthropology.
Taught by: Thomas
Course not offered every year
Also Offered As: AFRC 334, AFRC 634, ANTH 334, GSWS 334, GSWS 634
Activity: Seminar
1.0 Course Unit

ANTH 636 Iraq: Ancient Cities and Empires
Iraq: Ancient Cities and Empires is a chronological survey of the ancient civilization that existed in the drainage basin of the Tigris and Euphrates Rivers from the early settled village farming communities of the 7th millennium BCE to the middle of the 1st millennium BCE, when Nebuchadnezzar II ruled Babylon and much of the Middle East. Though organized period by period, NELC 241 explores various social, political, economic, and ideological topics, exposing students to various strands of evidence, including settlement survey data, excavated architectural remains, artifacts, and documentary sources, as well as an eclectic mix of theoretical perspectives. The course aims to provide students with a strong foundation for the further study of the ancient and pre-modern Middle East.
Taught by: Zettler
Course offered in spring term
Also Offered As: ANTH 236, NELC 241, NELC 641, URBS 236
Activity: Lecture
1.0 Course Unit

ANTH 642 Ethnographies in Linguistic Anthropology
This course provides graduate students in linguistic anthropology and allied fields an opportunity for sustained, critical engagement with ethnographic monographs in linguistic and semiotic anthropology. Readings vary yearly, but run the gamut from the classical or ‘canonical’ to the contemporary or ‘experimental’. Recurring concerns include: the nature of the ethnographic monograph as text-artifact; the presentation and exposition of ethnographic and linguistic particulars; questions of ‘authorial voice’; and the registers, genres, and styles of ethnographic representation obtaining in the linguistic anthropological tradition.
Taught by: Carruthers
Course usually offered in spring term
Prerequisite: ANTH 603
Activity: Seminar
1.0 Course Unit

ANTH 643 Globalization And Its Historical Significance
Globalization is one of the most comprehensive topics of our time, and also one of the most controversial. This course assesses the current state of globalization, considering it in terms of economic, political, and cultural change, and follows its progress through the semester. The class will be led through the main topics and debates, introduced to conceptual and empirical tools for framing academic discussion and research about its dynamics, how and when it began, and (most particularly) how it differs from earlier episodes of historical change.
Taught by: Spooner
Course not offered every year
Activity: Seminar
1.0 Course Unit
ANTH 649 Molecular Anthropology
In this course, we will explore the molecular revolution in biological anthropology. In particular, we will examine how molecular data can be used to illuminate anthropological question concerning human origins, evolution and biological variation. Some of the specific topics to be covered in this course are the phylogenetic relationships among primates, kinship in apes and monkeys, the hominoid trichotomy, modern human origins and migrations, Neanderthal and Denisovan admixture with modern humans, biogenetics of skin color, and physiological, phenotypic and disease adaptations.
Taught by: Schurr
Course not offered every year
Also Offered As: ANTH 592
Activity: Seminar
1.0 Course Unit

ANTH 654 Topics In Anthropology and the Modern World
This course relates anthropological models and methods to current problems in the Modern World. The overall objective is to show how the research findings and analytical concepts of anthropology may be used to illuminate and explain events as they have unfolded in the recent news and in the course of the semester. Each edition of the course will focus on a particular country or region that has been in the news.
Taught by: Spooner
Course usually offered in fall term
Also Offered As: ANTH 100, NELC 281, NELC 681, SAST 161
Activity: Lecture
1.0 Course Unit

ANTH 655 Methods and Grantwriting for Anthropological Research
This course is designed for third- and fourth-year graduate students in anthropology who are working on their dissertation research proposals and submitting grants. Graduate students from other departments who will be submitting grant proposals that include an ethnographic component are also welcome. Students will develop their proposals throughout the course of the semester, and will meet important fall submission deadlines. They will begin by working with various databases to search funding sources relevant to the research they plan to conduct. In class sessions, they will also work with the professor and their peers to refine their research questions, their methods, the relationship of any previous research to their dissertation fieldwork, and the broader theoretical and ‘real-world’ significance of their proposed projects. Finally, students will also have the opportunity to have live ‘chats’ with representatives from funding agencies, thereby gaining a better sense of what particular foundations are looking for in a proposal.
Taught by: Thomas
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

ANTH 658 Discourse-Centered Research Seminar
This seminar explores the interface between discourse, culture, and social processes. It is designed for graduate students in anthropology and related disciplines who (1) wish to study the current literature in linguistic anthropology concerned with discourse-centered approaches to culture; and (2) themselves have or will acquire during the semester discourse materials (texts, recordings, ethnographic data, etc.) that they wish to analyze from an anthropological point view. The instructor will spend time discussing his own past and current research. Class sessions will also include discussion of the writings of contemporary anthropologists investigating culture through discourse. The seminar is designed for maximum flexibility in accommodating students’ research interests and needs.
Taught by: Urban
One-term course offered either term
Activity: Seminar
1.0 Course Unit

ANTH 663 Independent Study in South Asian Archaeology
This course provides a broad overview of the archaeology and early history of South Asia, a region that includes present-day India, Pakistan, Bangladesh, Sri Lanka, Nepal, Myanmar, Bhutan, and the Maldives. Beginning with a brief overview of the Paleolithic, we will discuss the multiple origins of early agriculture, the development of early states in the Indus river basin and beyond, the second urbanization, the expansion of institutionalized forms of religion, long-distance trade, social differentiation, and the rise of states as empires. No background in archaeology is required. The class will produce a collaborate spatial database of archaeological sites for selected time periods and will produce a document describing some of the major historical changes in South Asia as illustrated by the archaeological database.
Taught by: Morrison
Course not offered every year
Activity: Independent Study
1.0 Course Unit

ANTH 668 Kinesthetic Anthropology
This class, team-taught by CEE Visiting Fellow Reggie Wilson and Deborah Thomas, investigates various forms of contemporary performance in relationship to Africanist forms and functions of dance, movement and action. We will concern ourselves with how the body knows, and with how we learn to identify the structures of movement that provide context, meaning and usefulness to various Africanist communities across time and space. Grounding ourselves within a history of ethnographic analyses of the body in motion, and within Africana theorizing about the affective power of the body, we will consider what people are doing when they are dancing. In other words, we will train ourselves to recognize the cultural values, social purposes, and choreographic innovations embedded in bodily action and motion. While we will attend to these phenomena in a range of locations throughout the African diaspora, we will also highlight aspects of the Shaker and Black Shout traditions in Philadelphia. The course will be divided between discussions centered on close reading of primary and secondary material (both text and video) and creative writing/movement exploration (no previous movement experience necessary).
Taught by: Wilson
Also Offered As: AFRC 368, ANTH 368, COMM 368, FNAR 368
Activity: Seminar
1.0 Course Unit
ANTH 669 Kinesthetic Anthropology
This class, team-taught by CEE Visiting Fellow Reggie Wilson and Deborah Thomas, investigates various forms of contemporary performance in relationship to Africanist forms and functions of dance, movement and action. We will concern ourselves with how the body knows, and with how we learn to identify the structures of movement that provide context, meaning and usefulness to various Africanist communities across time and space. Grounding ourselves within a history of ethnographic analyses of the body in motion, and within Africana theorizing about the affective power of the body, we will consider what people are doing when they are dancing. In other words, we will train ourselves to recognize the cultural values, social purposes, and choreographic innovations embedded in bodily action and motion. While we will attend to these phenomena in a range of locations throughout the African diaspora, we will also highlight aspects of the Shaker and Black Shout traditions in Philadelphia. The course will be divided between discussions centered on close reading of primary and secondary material (both text and video) and creative writing/movement exploration (no previous movement experience necessary).
Taught by: Wilson
Activity: Seminar
1.0 Course Unit

ANTH 670 Research Design
This is a practical course on the challenges of designing research projects in anthropology with a special focus on the dissertation project. We will discuss how to select and refine a topic that is, ideally, important without being impossible. Interesting research can often be described or understood in multiple ways, and we will practice recasting project proposals for different kinds of audiences and formats. We will also consider issues of methodology, or the logic of method. Specific kinds of questions tend to lead to specific field and lab methods, and it is important to match your questions to your ways of answering them.
This is not, however, a methods course. If you need to learn ethnography, ceramic analysis, textual analysis or some other set of methods, you should look for specific instruction in that field. Instead, we will consider how to assemble a research project that is well-structured, significant, and feasible using one or more analytical strategies. Research design is critical not only for planning research appropriate to your questions but also serves as the basis for successful proposals. Proposal-writing is a specific genre you will need to master; the final product for this course is therefore a research proposal. We will discuss the format of the proposal in detail. Not all proposals need to follow the same template, but there is a family resemblance to successful proposals; thus, although we will follow advice for writing scientific proposals, more humanistically-oriented students should not find this to be a problem.
Taught by: Morrison
Course not offered every year
Activity: Seminar
1.0 Course Unit

ANTH 677 Black Speculative Futures
Why do black cultural producers turn to the speculative? What, in turn, is speculative about blackness? These questions frame this seminar’s exploration of how black artists, theorists, and activists imagine different futures, often in the service of critiquing power asymmetries and creating radical transformation in the present. We will explore how the speculative works differently across black literature, visual culture and performance. Additionally, inspired by the multi-disciplinary work that we encounter in the course, we will experiment with crafting our own embodied speculative art in order to better understand its function as both art practice and politics. The course will be divided between discussions centered on close reading of primary and secondary material and creative writing/movement exploration (no previous movement experience necessary). Occasional guest lectures with visiting artists will provide additional fodder for our critical and creative work.
Taught by: Knight
Course not offered every year
Also Offered As: AFRC 377, AFRC 677, ANTH 377, ENGL 500, FNAR 377
Activity: Seminar
1.0 Course Unit

ANTH 684 Religion and Society in World History
Anthropologists have never found a society that did not have ideas, rituals and practice that falls easily into our category of ‘religion’ (a term coined in Roman times to cover everything relating to assumptions about supernatural forces in any cultural context). So how can we define religion now, over two thousand years since the end of the ‘Axial Age’ (800-200 BCE) that produced all the major religious ideas, that would allow us to include all the forms we know not only of Judaism, Buddhism, Christianity and Islam, but also Confucianism, Hinduism, Jainism, Shinto, Sikhism, Taoism, and Zoroastrianism, and the religions of the small isolated communities we found during the colonial period in Africa and Australia? And why has religious practice been declining in the Western world since the middle of the 20th century? Is the anthropology of religion a different subject now than what it was a hundred years ago? The religions that we know historically, because they are based on texts, especially Christianity and Islam, have obviously changed in many ways since their early days, and it is easy to see a relationship between the way they changed and what was going on in the societies that carried them: Christianity spread through the Roman Empire; Islam spread from Mesopotamia along trade routes, west to Egypt and North Africa, and east into central Asia and north China. It will be interesting to study the various constituents of religion (e.g. Faith, Law, Authority, Ritual, Sacraments, morality, spirituality) comparatively between each of the religions for which we have sufficient data, religious wars, and see the historical significance of (for example) the French Revolution, the Pope, and Ayatollah Ruhollah Khomeini.
Taught by: Spooner
Course not offered every year
Activity: Seminar
1.0 Course Unit
ANTH 704 Culture/Power/Subjectivities
This doctoral level course will introduce students to a conceptual language and theoretical tools for analyzing and explaining the complex intersection of racialized, ethnic, gendered, sexual, and classed differences and asymmetrical social relations. The students will examine critically the interrelationships between culture, power, and subjectivity through a close reading of classical and contemporary social theory. Emphasis will be given to assessing the power of various theories for conceptualizing and explaining mechanisms of social stratification as well as the basis of social order and processes of social change.
Taught by: Hall
Course not offered every year
Also Offered As: EDUC 706, URBS 706
Prerequisite: EDUC 547
Activity: Lecture
1.0 Course Unit

ANTH 706 State, Society, and Culture in South Asia
This interdisciplinary course introduces graduate students to both classic and more recent theoretical frameworks used in understanding and analyzing society, culture, and the state, with particular reference to South Asia. Topics include bureaucracy and the state; power and performance; hierarchy and individualism; caste, community, and domination; money and markets; credit and debt; globalization and consumption; economic liberalization and political transformations; local and trans-local contexts of meaning; the environment, politics, and urban and rural ecologies; and culture and the changing shape of politics. Particular emphasis will be placed on the ways in which recent ethnographic and historical monographs have positioned their interventions in relation to broader debates and scholarship, both within scholarship on South Asia and more generally.
Taught by: Mitchell
Course not offered every year
Also Offered As: SAST 704
Activity: Seminar
1.0 Course Unit

ANTH 707 Craft of Ethnography
This course is designed to follow after Ethnographic Research Methods (EDUC 721). In the introductory course, students learned how to use qualitative methods in conducting a brief field study. This advanced level course focuses on research design and specifically the craft of ethnographic research. Students will apply what they learn in the course in writing a proposal for a dissertation research project. Prerequisite: Must have completed EDUC 721 or equivalent introductory qualitative methods course.
Taught by: Hall
Course not offered every year
Also Offered As: EDUC 700
Activity: Lecture
1.0 Course Unit

ANTH 719 Archaeology Field Project
This is a parallel course to ANTH 219, but on the graduate level. It will only be open to select graduate students (i.e. historical archaeology students and some CGS MA students). Specific permission of the instructor is required in each case.
Taught by: Schuyler
Course usually offered in fall term
Also Offered As: ANTH 219
Activity: Seminar
1.0 Course Unit
Notes: Permission of instructor required.

ANTH 720 Historical Archaeology Laboratory
Parallel graduate course to ANTH 220. Lab class will meet in three hour sessions on Fridays and Saturdays and will involve the analysis of artifacts, documentary records, oral historic sources and period illustrations collected on Southern New Jersey historic sites and Silver Reef, a ghost town in Southwestern Utah. No Previous archaeological or lab experience is required. Course may be repeated for credit.
Taught by: Schuyler
Course usually offered in spring term
Also Offered As: ANTH 220
Activity: Laboratory
1.0 Course Unit

ANTH 730 Readings & Research In Linguistic Anthropology
The course is designed for students and faculty interested in discussing current research and/or research topics in any area of linguistic or semiotic anthropology. The primary intent of the course is to familiarize students with the literature on selected research topics and to develop their own research agendas in the light of the literature. Students may enroll on an S/U basis for 0.5 CU per semester. The course may be repeated for credit up to 4 times.
Taught by: Agha
Two terms. student may enter either term.
Activity: Seminar
1.0 Course Unit

ANTH 733 Colloquium Seminar
This graduate seminar is a full year course open to second year anthropology graduate students. Other interested students should contact the instructors for permission before enrolling. Topic changes each year, corresponding to the Penn Anthropology Department Colloquium series.
Two terms. student may enter either term.
Activity: Seminar
1.0 Course Unit

ANTH 741 Anthropology of Affect
This course draws upon three anthropological literatures pertaining to affect. One, growing out of Darwin’s observations in The Expression of Emotions in Man and Animals, looks at the evolutionary and neurobiological bases of affect. A second developed in connection with psychoanalysis, and centers upon insights gained through empathic and introspective processes. A third arose with cultural studies and reactions within anthropology to structuralism, including research on cross-cultural variation in the conceptualization of emotions. The course is appropriate for graduate students interested in exploring the linkages among these literatures, and who envision or are already actively undertaking research for which knowledge of them is pertinent. Students will be expected to lead discussions of specific works, as well as present aspects of their own present or proposed future research. Students outside of the Anthropology Department should contact the instructor to request a permit.
Taught by: Urban
Course not offered every year
Activity: Seminar
1.0 Course Unit
ANTH 751 Historical Archaeology
Archaeology of the Modern World from the Columbian voyage (1492) to the 20th century. Topics such as the rise of early modern Europe, European exploration and colonization, African American Archaeology, Asian American Archaeology, the rise of colonial society, contact with native peoples, the Industrial Revolution, and the archaeology of the 20th century will be covered.
Taught by: Schuyler
Course not offered every year
Also Offered As: ANTH 451
Activity: Seminar
1.0 Course Unit
Notes: May be repeated for credit

ANTH 752 Archaeology of American History: The Colonial Period
Over the last fifty years archaeologists have been exploring historic sites in the United States dating from both the Colonial Period and the 19th/20th centuries. What can archaeology now tell us about the origins of American society, the invasion of North America by various European peoples (Spanish, English, Dutch), the impact on native peoples, the rise of African American and Asian American cultures, major crisis (e.g. the revolution, Civil War, and the Great Depression), the settlement of the Far American West, and the final emergence of a truly national culture in the 20th century? A basic question will be how an American history based on both archaeology and archival sources is different and more complete than an image of the past drawn only from written sources.
Taught by: Schuyler
Course not offered every year
Also Offered As: ANTH 151
Activity: Seminar
1.0 Course Unit

ANTH 753 Arch Amer Hist 1790-2000
Also Offered As: ANTH 152
Activity: Seminar
1.0 Course Unit

Applied Math & Computational Science (AMCS)

AMCS 510 Complex Analysis
Complex numbers, DeMoivre’s theorem, complex valued functions of a complex variable, the derivative, analytic functions, the Cauchy-Riemann equations, complex integration, Cauchy’s integral theorem, residues, computation of definite integrals by residues, and elementary conformal mapping.
Taught by: Staff.
One-term course offered either term
Also Offered As: MATH 410
Prerequisite: MATH 240
Activity: Lecture
1.0 Course Unit

AMCS 514 Advanced Linear Algebra
Topics will include: Vector spaces, Basis and dimension, quotients; Linear maps and matrices; Determinants, Dual spaces and maps; Invariant subspaces, Cononical forms; Scalar products: Euclidean, unitary and symplectic spaces; Orthogonal and Unitary operators; Tensor products and polylinear maps; Symmetric and skew-symmetric tensors and exterior algebra.
Also Offered As: MATH 314, MATH 514
Prerequisite: MATH 240
Activity: Lecture
1.0 Course Unit

AMCS 520 Ordinary Differential Equations
After a rapid review of the basic techniques for solving equations, the course will discuss one or more of the following topics: stability of linear and nonlinear systems, boundary value problems and orthogonal functions, numerical techniques, Laplace transform methods.
One-term course offered either term
Also Offered As: MATH 420
Prerequisite: MATH 240
Activity: Lecture
1.0 Course Unit

AMCS 525 Partial Dif Equations
Method of separation of variables will be applied to solve the wave, heat, and Laplace equations. In addition, one or more of the following topics will be covered: qualitative properties of solutions of various equations (characteristics, maximum principles, uniqueness theorems), Laplace and Fourier transform methods, and approximation techniques.
Course usually offered in fall term
Also Offered As: MATH 425
Prerequisite: MATH 240
Activity: Lecture
1.0 Course Unit

AMCS 567 Mathematical Computation Methods for Modeling Biological Systems
This course will cover topics in systems biology at the molecular/cellular scale. The emphasis will be on quantitative aspects of molecular biology, with possible subjects including probabilistic aspects of DNA replication, transcription, translation, as well as gene regulatory networks and signaling. The class will involve analyzing and simulating models of biological behavior using MATLAB. Prerequisite: Graduate standing or permission of the instructor.
One-term course offered either term
Also Offered As: BE 567, GCB 567
Activity: Lecture
1.0 Course Unit
AMCS 584 The Mathematics of Medical Imaging and Measurement
The last several decades have seen major revolutions in both medical and non-medical and imaging technologies. Underlying all of these advances are sophisticated mathematical tools to model the measurement process and reconstruct images. This course begins with an introduction of the mathematical models and then proceeds to discuss the integral transforms that underlie these models: the Fourier transform, the Radon transform and the Laplace transform. We discuss how each of these transforms is inverted, both in theory and in practice. Along the way we study interpolation, sampling, approximation theory, filtering and noise analysis. This course assumes a thorough knowledge of linear algebra and a knowledge of analysis at the undergraduate level (Math 314 and Math 360 and Math 361, or Math 508 and Math 509).

Taught by: Staff.
Course not offered every year
Also Offered As: BE 584, MATH 584
Prerequisite: MATH 114 AND MATH 360 OR MATH 508 AND MATH 361 OR MATH 509
Activity: Lecture
1.0 Course Unit

AMCS 599 Independent Study
Activity: Independent Study
1.0 Course Unit

AMCS 602 Algebraic Techniques for Applied Mathematics and Computational Science, I.
We turn to linear algebra and the structural properties of linear systems of equations relevant to their numerical solution. In this context we introduce eigenvalues and the spectral theory of matrices. Methods appropriate to the numerical solution of very large systems are discussed. We discuss modern techniques using randomized algorithms for fast matrix-vector multiplication, and fast direct solvers. Topics covered include the classical Fast Multipole Method, the interpolative decomposition, structured matrix algebra, randomized methods for low-rank approximation, and fast direct solvers for sparse matrices. These techniques are of central importance in applications of linear algebra to the numerical solution of PDE, and in Machine Learning. The theoretical content of this course is illustrated and supplemented throughout the year with substantial computational examples and assignments.
Course not offered every year
Activity: Lecture
1.0 Course Unit

AMCS 603 Algebraic Techniques for Applied Mathematics and Computational Science, II.
We begin with an introduction to group theory. The emphasis is on groups as symmetries and transformations of space. After an introduction to abstract groups, we turn our attention to compact Lie groups, in particular SO(3), and their representations. We explore the connections between orthogonal polynomials, classical transcendental functions and group representations. This unit is completed with a discussion of finite groups and their applications in coding theory.
Course not offered every year
Activity: Lecture
1.0 Course Unit

AMCS 608 Analysis
One-term course offered either term
Also Offered As: MATH 608
Prerequisite: MATH 508 AND MATH 509
Activity: Lecture
1.0 Course Unit

AMCS 609 Analysis
One-term course offered either term
Also Offered As: MATH 609
Prerequisite: MATH 608
Activity: Lecture
1.0 Course Unit

AMCS 610 Functional Analysis
Also Offered As: MATH 610
Prerequisite: MATH 608 OR MATH 609
Activity: Lecture
1.0 Course Unit

AMCS 999 Independent Study & Research
Study under the direction of a faculty member.
Activity: Independent Study
1.0 Course Unit
Applied Positive Psychology (APOP)

APOP 100 Introduction to Positive Psychology
In the 20th century, the field of psychology made enormous and important strides in addressing mental health challenges. Today research in the field has expanded, inspired, in part, by Martin E.P. Seligman's 1998 APA presidential address, to include the scientific study of optimal functioning and what helps people live full lives. This course focuses on the science of thriving—what does it mean to be 'happy,' and how can one cultivate well-being at the individual and community level? Students explore the foundations of this science, understand a conceptual framework for well-being, and actively engage in activities that help to cultivate well-being. Drawing upon theory, empirical research, ancient and collective wisdom, we examine these topics critically and experientially and together build an engaged learning community. For those pursuing a Certificate in Applied Positive Psychology, this course is strongly recommended as a prerequisite for the other three courses.

Taught by: na
Also Offered As: LEAD 340
Activity: Online Course
1.0 Course Unit

APOP 120 Human Flourishing: Strengths and Resilience
What does it mean to flourish? What are we like when we are at our best? What helps us bounce back from challenges and adversity? Continuing the exploration of the science of positive psychology, students delve deeply into the study of character strengths as a framework for building positive character and well-being, and explore the concept of resilience, or the ability to overcome challenging situations. In this course, we explore how we can leverage our strengths to more effectively contribute to the greater world and enhance our own well-being. We also study the physical and psychological protective factors that constitute resilience, and how they are cultivated. Students learn about these topics from a scientific and experiential perspective, both as individuals and within our learning community. This course will have required synchronous sessions and the instructor will offer a choice of times. Students will have a more robust learning experience in this course if they first complete Introduction to Positive Psychology.

Taught by: Robertson-Kraft
Activity: Online Course
1.0 Course Unit

APOP 200 Positive Psychology at Work
If flourishing is related to our lived daily experience, and approximately 50% of our waking hours are spent working, how do our workplaces contribute to, and diminish, our ability to thrive? Students are exposed to an array of research-informed strategies that have been applied in a variety of disciplines and workplaces, including business, education, health care, and nonprofit organizations. Exploration of case studies and salient research topics such as relationships at work, positive leadership, prosocial behavior, and our sense of meaning and purpose, guide our learning. Students gain an understanding of the variables that contribute to our ability to flourish at work and understand how we both experience and shape our work environments through our individual contributions. This course will have required synchronous sessions and the instructor will offer a choice of times.

Taught by: Meredith Myers
Also Offered As: LEAD 360
Activity: Online Course
1.0 Course Unit

APOP 220 Flourishing with Others: Building Thriving Relationships
Interpersonal relationships are key for happiness and well-being. Christopher Peterson, one of the pioneers of positive psychology used to say that the field could be summarized in three words: 'Other people matter.' In this course, we will take a deep dive into the research on relationships that work well and foster well-being. We will study positive relationships at different levels, from the closest ones, like families and romantic partnerships, to friendships, relationships between colleagues and in teams at work, to broader communities, and our relationship with nature and our planet. For each of these domains, we will learn practical ways to nurture and improve relationships and to help people flourish through them. This class will combine academic rigor with experiential learning, and it will provide many opportunities for self-reflection, conversation in small teams and applied 'experiments' in students' lives.

Taught by: Margarita Tarragona
Activity: Online Course
1.0 Course Unit

APOP 300 The Scientific Method in Positive Psychology
How do we both understand and measure well-being, and the psychological characteristics that contribute to it? Understanding the scientific basis of these important questions requires an understanding of the scientific methods that inform them. You will learn the basics of the scientific method, and foundational descriptive statistics used in positive psychology and social sciences. You will explore how concepts related to positive psychology are operationalized and measured, and learn the basics of developing hypotheses, research design, and practicing open science. This is not a statistics course—the goal is to equip you to be critical and informed consumers of research in positive psychology and beyond. This course also involves weekly synchronous recitation sessions (scheduling varies). This course substitutes as a Scientific Process requirement for the BAAS degree. Students will have a more robust learning experience in this course if they first complete Introduction to Positive Psychology.

Taught by: Robertson-Kraft
Activity: Online Course
1.0 Course Unit

APOP 320 Morality and the Good Life
Morality pervades everyday life. Far from being confined to the ivory tower, we make moral decisions and engage in moral behavior every day, ranging from the ordinary (e.g., whether to volunteer or return a lost wallet) to the extreme (e.g., whether to donate one's kidney to a stranger or fight and die for a cause). Morality is central to our evaluations of ourselves and others, and to the wellbeing of ourselves and the societies in which we live. In this course, you will learn about psychological research on morality. We will cover topics such as (1) How people make moral judgments, (2) How and why people have differing judgments of everything from tax rates to dietary preferences, (3) Psychological factors contributing to moral (e.g., altruistic) behavior, and (4) Intersections between moral psychology and our ideals, aspirations and well-being at the individual and societal level. This course aims to introduce you to the psychology of morality, to enable you to be more aware of and effective in navigating moral challenges in daily life.

Taught by: Damien Crone
Activity: Online Course
1.0 Course Unit
Arabic (ARAB)

ARAB 031 Elementary Arabic I
This is the beginners course in Modern Standard Arabic (MSA). It will introduce you to the speaking, listening, reading and writing skills in the standard means of communication in the Arab World. The course is proficiency-based, implying that all activities within the course are aimed at placing you, the learner, in the context of the native-speaking environment from the very beginning. Evaluation is done by the more traditional testing methods (vocabulary tests, dictations, grammar and translation exercises). We anticipate that by the end of this course, students will range in proficiency from Novice High to Intermediate Low on the ACTFL scale; in other words (using the terminology of the government’s Foreign Service Institute), from ‘incipient survival’ to ‘full’ survival in the native-speaking environment.
For BA Students: Language Course
Course usually offered in fall term
Also Offered As: ARAB 631
Activity: Lecture
1.0 Course Unit

ARAB 032 Elementary Arabic II
This course is a continuation of first semester Elementary Arabic, and builds on the speaking, listening, reading and writing skills in the standard means of communication in the Arab World. Evaluation is done by the more traditional testing methods (vocabulary tests, dictations, grammar and translation exercises). We anticipate that by the end of this course, students will range in proficiency from Novice High to Intermediate Low on the ACTFL scale.
For BA Students: Language Course
Course usually offered in spring term
Also Offered As: ARAB 632
Prerequisite: ARAB 031
Activity: Lecture
1.0 Course Unit

ARAB 033 Intermediate Arabic III
This is the continuation of the Elementary course in Modern Standard Arabic (MSA). This course is also proficiency-based, implying that all activities within the course are aimed at placing you, the learner, in the context of the native-speaking environment. Evaluation is done by the more traditional testing methods (vocabulary tests, grammar and translation exercises). We anticipate that students range from Intermediate Low to Intermediate High according to the ACTFL scale.
For BA Students: Language Course
Course usually offered in fall term
Also Offered As: ARAB 633
Prerequisite: ARAB 032
Activity: Lecture
1.0 Course Unit

ARAB 034 Intermediate Arabic IV
This is the continuation of the first semester Intermediate Arabic. This course is also proficiency-based, implying that all activities within the course are aimed at placing you, the learner, in the context of the native-speaking environment. Evaluation is done by the more traditional testing methods (vocabulary tests, dictations, grammar and translation exercises). We anticipate that students will achieve Intermediate High according to the ACTFL scale.
For BA Students: Last Language Course
Course usually offered in spring term
Also Offered As: ARAB 634
Prerequisite: ARAB 033
Activity: Lecture
1.0 Course Unit

ARAB 035 Advanced Intermediate Arabic I
This is a proficiency-based course which builds on the lessons from Intermediate Arabic. Emphasis continues to be on all four language skills: Speaking, Listening, Reading, & Writing. The readings for the class are chosen from actual texts from both medieval and modern Arabic in a variety of fields and subjects. Students will be expected to give classroom presentations and to write short essays in Arabic. Evaluation will be both Achievement- and proficiency-based.
For BA Students: Advanced Language Course
Course usually offered in fall term
Also Offered As: ARAB 635
Prerequisite: ARAB 034
Activity: Lecture
1.0 Course Unit

ARAB 036 Advanced Intermediate Arabic II
This course is a continuation of first semester Advanced Intermediate Arabic. Emphasis continues to be on all four language skills: Speaking, Listening, Reading, & Writing. The readings for the class are chosen from actual texts from both medieval and modern Arabic in a variety of fields and subjects. Students will be expected to give classroom presentations and to write short essays in Arabic. Evaluation will be both Achievement- and proficiency-based.
For BA Students: Advanced Language Course
Course usually offered in spring term
Also Offered As: ARAB 636
Prerequisite: ARAB 035
Activity: Lecture
1.0 Course Unit

ARAB 037 Advanced Arabic and Syntax I
Advanced syntax through the reading of Arab grammarians. This course is designed to give the student experience in reading whole works in Arabic and giving reports on them. Readings are by medieval and modern writers.
For BA Students: Advanced Language Course
Course usually offered in fall term
Also Offered As: ARAB 637
Prerequisite: ARAB 036
Activity: Lecture
1.0 Course Unit
**ARAB 039 Colloquial Arabic**
A one-semester, introductory course to the spoken Arabic of one of the regions of the Arab world, chosen according to the dialect of instructor. One-term course offered either term
Also Offered As: ARAB 639
Prerequisite: ARAB 032
Activity: Lecture
1.0 Course Unit

**ARAB 041 Beginning Arabic I**
This is a beginner course in Modern Standard Arabic (MSA). It will introduce you to the speaking, listening, reading, and writing skills in the standard means of communication in the Arab world. The course is proficiency-based, implying that all activities are aimed at placing you, the learner, in the context of the native-speaking environment from the very beginning. Evaluation is done by the more traditional testing methods (vocabulary tests, dictations, grammar and translation exercises). We anticipate that by the end of this course (ARAB 041) students will range in proficiency from Novice High to Intermediate Low on the ACTFL scale; in other words (using the terminology of the government's Foreign Service Institute), from 'incipient survival' to 'full survival' in the native-speaking environment. Prerequisite: See the LPS Course Guide. **This course does not fulfill the College/Wharton language requirement.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: See the LPS Course Guide. **This course does not fulfill the College/Wharton language requirement.

**ARAB 042 Beginning Arabic II**
Prerequisite: If course requirements not met, permission of instructor required. **This course does not fulfill the College language requirement.
For BA Students: Language Course
Course usually offered in spring term
Prerequisite: ARAB 041
Activity: Lecture
1.0 Course Unit

**ARAB 043 Continuing Arabic III**
This is the continuation of ARAB041 and ARAB 042, the elementary course in Modern Standard Arabic (MSA). This course is also proficiency-based, implying that all activities within the course are aimed at placing you, the learner, in the context of the native-speaking environment from the very beginning. As in ARAB 041-042, evaluation is done by the more traditional testing methods (vocabulary tests, grammar and translation exercises). Completion of this course fulfills the College of Liberal and Professional Studies language requirement in Arabic but not for the School of Arts and Sciences. However, it should be emphasized that you will need a longer period of study to achieve proficiency in Arabic. We anticipate that students range from Intermediate Low to Intermediate High according to the ACTFL scale. Prerequisite: See the CLPS Course Guide. **This course does not fulfill the College language requirement.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: See the CLPS Course Guide. **This course does not fulfill the College language requirement.

**ARAB 044 Continuing Arabic IV**
Prerequisite: If course requirements not met, permission of instructor required. See the LPS Course Guide. **This course does not fulfill the College language requirement.
Course usually offered in spring term
Prerequisite: ARAB 043
Activity: Lecture
1.0 Course Unit
Notes: See the LPS Course Guide. **This course does not fulfill the College language requirement.

**ARAB 131 Intensive Elementary Arabic I&II**
This is a six-week intensive beginners' course in Modern Standard Arabic (MSA). It will introduce the student to speaking, listening, reading, and writing skills in the standard means of communication in the Arabic world. The course is proficiency-based, implying that all activities are aimed at placing the student in the context of the native-speaking environment from the very beginning. Evaluation is done by the more traditional testing methods (vocabulary tests, dictations, grammar and translation exercises). We anticipate that by the end of this course (ARAB 041) students will range in proficiency from Novice High to Intermediate Low on the ACTFL scale; in other terms of the government's Foreign Service Institute) survival to 'full survival' in the native-speaking environment. Prerequisite: Offered through the College of Liberal and Professional Studies Summer Session I.
For BA Students: Language Course
Course usually offered summer term only
Activity: Lecture
2.0 Course Units
Notes: Offered through the College of Liberal and Professional Studies Summer Session I.

**ARAB 133 Intensive Intermediate Arabic I&II**
This is a six-week intensive course offered in the summer through LPS; see the Penn Summer Course Guide. This is the continuation of ARAB031-32 or ARAB 131, the elementary course in Modern Standard Arabic (MSA). This course is also proficiency-based, implying that all activities within the course are aimed at placing the student in the context of the native-speaking environment from the very beginning. As in ARAB 031-032 or ARAB 131, evaluation is done by the more traditional testing methods (vocabulary tests, grammar and translation exercises). Completion of this course fulfills the College of Arts and Sciences language requirement in Arabic. However, it should be emphasized that the student will need a longer period of study to achieve proficiency in Arabic. We anticipate that students range from Intermediate Low to Intermediate High according to the ACTFL scale. Prerequisite: Offered through the College of Liberal and Professional Studies Summer Session I.
For BA Students: Last Language Course
Course usually offered summer term only
Activity: Lecture
2.0 Course Units
Notes: Offered through the College of Liberal and Professional Studies Summer Session I.
ARAB 135 Intensive Advanced Intermediate Arabic I&II
This is a six-week intensive course offered in the summer through LPS; see Penn Summer Course Guide. It continues from the first intermediate course, ARAB 033/034 or ARAB 133. Emphasis continues to be on all four language skills: speaking, listening, reading, and writing. Students will be expected to give classroom presentations and to write short essays in Arabic. Evaluation will be both achievement-based and proficiency-based. There is no Oral Proficiency Interview at the end of this session, but we anticipate that by the end of this, third year students will range in proficiency from Intermediate High to Advanced Mid on the ACTFL scale. Prerequisite: Offered through the College of Liberal and Professional Studies Summer Session I.
For BA Students: Advanced Language Course
Course usually offered summer term only
Activity: Lecture
2.0 Course Units
Notes: Offered through the College of Liberal and Professional Studies Summer Session I.

ARAB 235 The Adab Tradition
Taught by: Fakhreddine, H.
Course not offered every year
Also Offered As: ARAB 735
Activity: Seminar
1.0 Course Unit

ARAB 331 Advanced Spoken Standard Arabic
The course will concentrate on the reading and speaking skills at the advanced level. Students will be assigned reading and audio-visual materials on which to prepare oral classroom presentations. Final examination in the course will be based on performance in the oral proficiency interview. Taught in MSA with writing assignments in MSA.
For BA Students: Advanced Language Course
One-term course offered either term
Also Offered As: ARAB 531
Prerequisite: ARAB 036
Activity: Lecture
1.0 Course Unit

ARAB 333 Readings in the Qur’an and Tafsir
This course has two goals: to introduce undergraduate students to reading the Qur’an in Arabic, and to enhance the speaking, listening, and writing skills in MSA. Through the reading and study of selected major Qur’anic narratives and commentary (tafsir), students will become familiar with Qur’anic vocabulary, style, recitation practices, and other intricacies of the Qur’anic text. All students will also memorize a short sura of their choice and practice reciting it in an aesthetically appropriate manner (typically suras 1, 112, 113, or 114). Taught in MSA with writing assignments in MSA.
Taught by: Lowry
Course offered spring; even-numbered years
Prerequisite: ARAB 035
Activity: Seminar
1.0 Course Unit

ARAB 432 Arabic Readings in Belles-Lettres
This course aims to improve reading skills and vocabulary by introducing students to extensive passages taken from a variety of Arabic literary genres from all periods. Taught in MSA with writing assignments in MSA.
Course usually offered in fall term
Also Offered As: COML 432
Prerequisite: ARAB 036 OR ARAB 636
Activity: Seminar
1.0 Course Unit

ARAB 433 Arabic Readings in the Social Sciences and the Media
This course trains students to be proficient with written materials and media in MSA. This class will explore the Middle East through timely analysis of Arabic media as well as original analysis of the ideological, intellectual, social, cultural, and religious background to current events, including the Arab Spring and its aftermath. It is intended that, upon completion of this course, students will be able to work independently with a variety of media texts at different levels. Taught in MSA with writing assignments in MSA.
Course offered spring; odd-numbered years
Prerequisite: ARAB 036 OR ARAB 636
Activity: Lecture
1.0 Course Unit

ARAB 434 Readings in Arabic Literature
Through engaging with authentic texts, this advanced class aims to activate the language skills students have learned in previous language courses. We will read selections from the modern Arabic short story and will respond to them in writing, discussion and translation. We will focus on close reading, relying on our knowledge of grammar. We will also work to develop writing, comprehension, and speaking skills through short critical responses and oral presentations. All class discussions will be conducted in Arabic.
Course not offered every year
Activity: Seminar
1.0 Course Unit

ARAB 436 Introduction to Pre-Modern Arabic Texts
This course aims to provide incoming graduate students and advanced undergraduate students with an introduction to issues in Arabic grammar and syntax that commonly arise in pre-modern Arabic texts. Students will also be introduced to, and expected to consult, the standard reference works used as aids in reading such texts. Students will be expected to prepare a text or set of texts assigned by the instructor for each session. It is intended that, upon completion of this course, students will be able to work independently with a wide variety of pre-modern Arabic texts. Although the texts in this course are pre-modern, the course reinforces MSA reading skills. May be taken twice for credit with instructors permission.
Taught by: Lowry
Course offered fall; even-numbered years
Prerequisite: ARAB 036 OR ARAB 636
Activity: Seminar
1.0 Course Unit
Notes: May be taken twice for credit with instructors permission.

ARAB 437 History & Fiction in Arabic
This course trains students to be proficient with written materials and media in MSA. This class will explore the Middle East through timely analysis of Arabic media as well as original analysis of the ideological, intellectual, social, cultural, and religious background to current events, including the Arab Spring and its aftermath. It is intended that, upon completion of this course, students will be able to work independently with a variety of media texts at different levels. Taught in MSA with writing assignments in MSA.
Course offered spring; odd-numbered years
Prerequisite: ARAB 036 OR ARAB 636
Activity: Lecture
1.0 Course Unit

ARAB 438 Readings in Arabic Literature
Through engaging with authentic texts, this advanced class aims to activate the language skills students have learned in previous language courses. We will read selections from the modern Arabic short story and will respond to them in writing, discussion and translation. We will focus on close reading, relying on our knowledge of grammar. We will also work to develop writing, comprehension, and speaking skills through short critical responses and oral presentations. All class discussions will be conducted in Arabic.
Course not offered every year
Activity: Seminar
1.0 Course Unit

ARAB 439 Arabic Readings in the Social Sciences and the Media
This course trains students to be proficient with written materials and media in MSA. This class will explore the Middle East through timely analysis of Arabic media as well as original analysis of the ideological, intellectual, social, cultural, and religious background to current events, including the Arab Spring and its aftermath. It is intended that, upon completion of this course, students will be able to work independently with a variety of media texts at different levels. Taught in MSA with writing assignments in MSA.
Course offered spring; odd-numbered years
Prerequisite: ARAB 036 OR ARAB 636
Activity: Lecture
1.0 Course Unit

ARAB 440 Readings in Arabic Literature
Through engaging with authentic texts, this advanced class aims to activate the language skills students have learned in previous language courses. We will read selections from the modern Arabic short story and will respond to them in writing, discussion and translation. We will focus on close reading, relying on our knowledge of grammar. We will also work to develop writing, comprehension, and speaking skills through short critical responses and oral presentations. All class discussions will be conducted in Arabic.
Course not offered every year
Activity: Seminar
1.0 Course Unit

ARAB 441 Readings in Arabic Literature
Through engaging with authentic texts, this advanced class aims to activate the language skills students have learned in previous language courses. We will read selections from the modern Arabic short story and will respond to them in writing, discussion and translation. We will focus on close reading, relying on our knowledge of grammar. We will also work to develop writing, comprehension, and speaking skills through short critical responses and oral presentations. All class discussions will be conducted in Arabic.
Course not offered every year
Activity: Seminar
1.0 Course Unit

ARAB 442 Readings in Arabic Literature
Through engaging with authentic texts, this advanced class aims to activate the language skills students have learned in previous language courses. We will read selections from the modern Arabic short story and will respond to them in writing, discussion and translation. We will focus on close reading, relying on our knowledge of grammar. We will also work to develop writing, comprehension, and speaking skills through short critical responses and oral presentations. All class discussions will be conducted in Arabic.
Course not offered every year
Activity: Seminar
1.0 Course Unit

ARAB 443 Readings in Arabic Literature
Through engaging with authentic texts, this advanced class aims to activate the language skills students have learned in previous language courses. We will read selections from the modern Arabic short story and will respond to them in writing, discussion and translation. We will focus on close reading, relying on our knowledge of grammar. We will also work to develop writing, comprehension, and speaking skills through short critical responses and oral presentations. All class discussions will be conducted in Arabic.
Course not offered every year
Activity: Seminar
1.0 Course Unit

ARAB 444 Readings in Arabic Literature
Through engaging with authentic texts, this advanced class aims to activate the language skills students have learned in previous language courses. We will read selections from the modern Arabic short story and will respond to them in writing, discussion and translation. We will focus on close reading, relying on our knowledge of grammar. We will also work to develop writing, comprehension, and speaking skills through short critical responses and oral presentations. All class discussions will be conducted in Arabic.
Course not offered every year
Activity: Seminar
1.0 Course Unit

ARAB 445 Readings in Arabic Literature
Through engaging with authentic texts, this advanced class aims to activate the language skills students have learned in previous language courses. We will read selections from the modern Arabic short story and will respond to them in writing, discussion and translation. We will focus on close reading, relying on our knowledge of grammar. We will also work to develop writing, comprehension, and speaking skills through short critical responses and oral presentations. All class discussions will be conducted in Arabic.
Course not offered every year
Activity: Seminar
1.0 Course Unit

ARAB 446 Readings in Arabic Literature
Through engaging with authentic texts, this advanced class aims to activate the language skills students have learned in previous language courses. We will read selections from the modern Arabic short story and will respond to them in writing, discussion and translation. We will focus on close reading, relying on our knowledge of grammar. We will also work to develop writing, comprehension, and speaking skills through short critical responses and oral presentations. All class discussions will be conducted in Arabic.
Course not offered every year
Activity: Seminar
1.0 Course Unit

ARAB 447 Readings in Arabic Literature
Through engaging with authentic texts, this advanced class aims to activate the language skills students have learned in previous language courses. We will read selections from the modern Arabic short story and will respond to them in writing, discussion and translation. We will focus on close reading, relying on our knowledge of grammar. We will also work to develop writing, comprehension, and speaking skills through short critical responses and oral presentations. All class discussions will be conducted in Arabic.
Course not offered every year
Activity: Seminar
1.0 Course Unit
ARAB 531 Advanced Spoken Standard Arabic
The course will concentrate on the reading and speaking skills at the advanced level. Students will be assigned reading and audio-visual materials on which to prepare oral classroom presentations. Final examination in the course will be based on performance in the oral proficiency interview. Taught in MSA with writing assignments in MSA. For BA Students: Advanced Language Course
Course usually offered in fall term
Also Offered As: ARAB 331
Prerequisite: ARAB 036 OR ARAB 636
Activity: Lecture
1.0 Course Unit

ARAB 533 Readings in Islamic Law
This advanced readings course provides students with the opportunity to study Arabic-language Islamic legal texts from all periods, including the Qur’an, Hadith, premodern and Ottoman-period texts, and modern positive legislation and constitutions to the extent that they are related to or invoke Islamic law.
Taught by: Lowry
Course not offered every year
Prerequisite: ARAB 036 OR ARAB 636
Activity: Seminar
1.0 Course Unit

ARAB 534 Arabic: Reading Historical Manuscripts
Arabic language is used by many societies not only in communication but also in correspondence and in documenting the affairs of their daily lives. Arabic script is adopted by many groups who native languages are not Arabic, in writing their language before some moved to the Roman alphabet. In many historical documents specific style of writing and handwriting are dominant. This specificity is influenced by the dialectical variations, the historical development of each region and the level of Arabic literacy and use.
Taught by: Dinar
Course not offered every year
Activity: Seminar
1.0 Course Unit

ARAB 631 Elementary Arabic I
This is the beginner course in Modern Standard Arabic (MSA). It will introduce you to the speaking, listening, reading and writing skills in the standard means of communication in the Arab World. The course is proficiency-based, implying that all activities within the course are aimed at placing you, the learner, in the context of the native-speaking environment from the very beginning. Evaluation is done by the more traditional testing methods (vocabulary tests, dictations, grammar and translation exercises). We anticipate that students range from Novice High to Intermediate Low on the ACTFL scale; in other words (using the terminology of the government’s Foreign Service Institute), from ‘incipient survival’ to ‘full’ survival’ in the native-speaking environment.
For BA Students: Language Course
Two terms. student must enter first term.
Also Offered As: ARAB 031
Activity: Lecture
1.0 Course Unit

ARAB 632 Elementary Arabic II
This course is a continuation of ARAB 031/631. For the second semester: completion of the first semester or permission of the instructor.
For BA Students: Language Course
Two terms. student must enter first term.
Also Offered As: ARAB 032
Prerequisite: ARAB 631
Activity: Lecture
1.0 Course Unit

ARAB 633 Intermediate Arabic III
This is the continuation of the Elementary course in Modern Standard Arabic (MSA). This course is also proficiency-based, implying that all activities within the course are aimed at placing you, the learner, in the context of the native-speaking environment from the very beginning. This is the continuation of ARAB031 and ARAB 032, the elementary course in Modern Standard Arabic (MSA). This course is also proficiency-based, implying that all activities within the course are aimed at placing you, the learner, in the context of the native-speaking environment from the very beginning. As in ARAB 031-032, evaluation is done by the more traditional testing methods (vocabulary tests, grammar and translation exercises). We anticipate that students range from Intermediate Low to Intermediate High according to the ACTFL scale. For the second semester: completion of the first semester or permission of the instructor.
For BA Students: Language Course
Two terms. student must enter first term.
Also Offered As: ARAB 033
Prerequisite: ARAB 632
Activity: Lecture
1.0 Course Unit

ARAB 634 Intermediate Arabic IV
This course is a continuation of ARAB 033/633. For the second semester: completion of the first semester or permission of the instructor.
For BA Students: Last Language Course
Two terms. student must enter first term.
Also Offered As: ARAB 034
Prerequisite: ARAB 633
Activity: Lecture
1.0 Course Unit

ARAB 635 Advanced Intermediate Arabic I
This is a proficiency-based course which continues from the first intermediate course, ARAB 033/034. Emphasis continues to be on all four language skills: Speaking, Listening, Reading, & Writing. The readings for the class are chosen from actual texts from both medieval and modern Arabic in a variety of fields and subjects. Students will be expected to give classroom presentations and to write short essays in Arabic. Evaluation will be both Achievement- and proficiency- based. For the second semester: completion of the first semester or permission of the instructor.
For BA Students: Advanced Language Course
Also Offered As: ARAB 035
Prerequisite: ARAB 634
Activity: Lecture
1.0 Course Unit
ARAB 636 Advanced Intermediate Arabic II
This course is a continuation of ARAB 035/635. For the second semester: completion of the first semester or permission of the instructor.
For BA Students: Advanced Language Course
Two terms. student must enter first term.
Also Offered As: ARAB 036
Prerequisite: ARAB 635
Activity: Lecture
1.0 Course Unit

ARAB 637 Advanced Arabic and Syntax I
Advanced syntax through the reading of Arab grammarians. Development of reading in bulk. Emphasis on classical Arabic read in works by medieval and modern writers. This course is designed to give the student experience in reading whole works in Arabic and giving reports on them.
For the second semester: completion of the first semester or permission of the instructor.
For BA Students: Advanced Language Course
One-term course offered either term
Also Offered As: ARAB 037
Prerequisite: ARAB 636
Activity: Lecture
1.0 Course Unit

ARAB 639 Colloquial Arabic
A one-semester, introductory course to the spoken Arabic of one of the regions of the Arab world, chosen according to the dialect of instructor.
Course not offered every year
Also Offered As: ARAB 039
Prerequisite: ARAB 032
Activity: Lecture
1.0 Course Unit

ARAB 731 Topics in Islamic Studies
Topics vary from year to year in accordance with the interests and needs of students. Although this course typically focuses on premodern Arabic texts, the readings reinforce MSA reading skills.
Taught by: Lowry
One-term course offered either term
Prerequisite: ARAB 436
Activity: Seminar
1.0 Course Unit
Notes: ARAB 436 or equivalent

ARAB 733 Arabic Texts in Islamic History
This is a graduate seminar course in which different genres of premodern Arabic texts are covered at the advanced graduate level. Students in this course are expected to be able to read and prepare (vowel, parse, and translate) passages from Arabic texts on a weekly basis and to be able to discuss them critically during the class itself. Topics are chosen to reflect student interest. Recent and potential topics include: Geographers and travel accounts; biographical dictionaries; chronicles; heresiography; poetry; memoir and sira. Although this course typically focuses on premodern Arabic texts, the readings reinforce MSA reading skills.
Taught by: Cobb
Course not offered every year
Prerequisite: ARAB 036
Activity: Seminar
1.0 Course Unit

ARAB 734 Selected Topics in Arabic Literature
This is a survey of Arabic poetry from the Pre-Islamic era until today. Readings will be selected to trace major thematic and formal developments in Arabic poetry. Readings also include excerpts from modern critical scholarship on the topic in Arabic. The class aims to introduce students to the basics of academic research and writing in Arabic. The class is taught in MSA with oral presentations and writing assignments in MSA.
Taught by: Fakhreddine
Course not offered every year
Activity: Seminar
1.0 Course Unit

ARAB 735 The Adab Tradition
This is a survey of pre-modern Arabic prose. Selections will be made from major books of Adab, compilations of akhbār, the Qurān, the sūrah, and critical treatise. Readings will be accompanied by excerpts from modern critical scholarship on the topic in Arabic. The class is taught in MSA with oral presentations and writing assignments in MSA.
Taught by: Fakhreddine, H.
Course not offered every year
Also Offered As: ARAB 235
Activity: Seminar
1.0 Course Unit

Architecture (ARCH)

ARCH 102 Introduction to Design
An exploration of the design process utilizing drawing and model-making techniques. Skills of representation and fabrication are introduced in the context of the development of each student’s capacity to observe, interpret, and translate design concepts into physical form. The course includes a weekly lecture and a biweekly studio component.
Taught by: Faculty
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

ARCH 111 Architecture in the Anthropocene
This course will use architecture as a lens to investigate the emerging field of the environmental humanities. Our goal is to analyze and understand these new intellectual frameworks in order to consider the relationship between global environmental challenges and the process of constructing a just and equitable world. As such, we move between social and political theory, environmental history, architectural history and theory, and explorations of urban change. Issues of importance will include: theories of risk, the role of nature in political conflicts; environmental communication; the culture and technology of energy transition; and the relationship between speculative design and other narratives of the future. These conceptual frameworks will be read alongside creative projects in art, literature, and architecture, and will be amplified through presentations and discussions with numerous visitors to the course.
Taught by: Daniel Barber
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
ARCH 201 Design Fundamentals I
This studio course develops drawing and model-making skills with emphasis on digital representation and digital fabrication. The capacity of nature-inspired design is explored as a foundation for the creative production of new forms of expression.

Taught by: Faculty
Course usually offered in fall term
Prerequisite: ARCH 102
Activity: Studio
1.5 Course Unit

ARCH 202 Design Fundamentals II
A studio course exploring the relationship between two-dimensional images and three-dimensional digital and physical models. This studio course develops advanced techniques in digital representation and fabrication through an investigation of the theme of inhabitation in architecture.

Taught by: Faculty
Course usually offered in spring term
Prerequisite: ARCH 201
Activity: Studio
1.5 Course Unit

ARCH 301 Design I
An introduction to the design of architecture in the city. Students explore the relationships between two-dimensional patterns and their corresponding three-dimensional interpretations through the orthographic drawings of plan, section, and elevation and three-dimensional digital and physical models.

Taught by: Faculty
Course usually offered in fall term
Prerequisite: ARCH 202
Activity: Studio
2.0 Course Units

ARCH 302 Design II
An introduction to the design of architecture in the landscape. Issues of mapping, placement, scale, and construction are explored through studio design projects, site visits, and discussions. Course work focuses on the preparation and presentation of design projects emphasizing analytical skills along with the development of imaginative invention and judgment.

Taught by: Faculty
Course usually offered in spring term
Prerequisite: ARCH 301
Activity: Studio
2.0 Course Units

ARCH 303 Design Fundamentals
The creation of a successful product requires the integration of design, engineering, and marketing. The purpose of this intensive studio course is to introduce basic concepts in the design of three-dimensional products. For purposes of the course, design is understood as a creative act of synthesis expressed through various modes of 2-dimensional and 3-dimensional representation. The course develops basic design skills ranging from hand sketching to the use of digital modeling software and rapid prototyping. Fulfills the requirement for a design background course in the interdisciplinary graduate program in Integrated Product Design (IPD).

Taught by: Wesley
Course usually offered summer term only
Also Offered As: IPD 503
Activity: Studio
1.0 Course Unit

ARCH 318 Topographical Stories: Architecture, Literature, and Cities
This course will argue a simple thesis: that the spaces of our lives record the stories of our lives. Architecture and literature will be studied, through built works and texts, the latter from both author-architects and fiction writers (novelists, short story writers, and poets). Urban settings throughout the world will occupy our attention, in Berlin, New York, Paris, Milan, London, Venice, Vienna, Chicago, and Shanghai. In much the same way that literacy is both cultivated and preserved in books, cultural memory obtains legible shape in buildings, persisting as long as they do. In a time when so much in life seems in flux social norms, family structures, political allegiances, and so on the power of architecture to give practical affairs orientation and stability is especially important. This course will study how architectural settings provide palpable structure for the events of our lives, particularly those events that occur in cities and their institutions, for cities have always been and remain culture’s most efficient and eloquent articulation. Unlike literature, film, or advertising, architecture performs its signifying role rather quietly and unobtrusively, but this fact does not diminish its capacity to allow us to feel ‘at home’ in many and varied settings. This will be clear to non-architects as soon as they reflect on the role played by domestic arrangements, for even the most prosaic events cannot unfold unless the settings in which they are to occur are ‘in order’. Less clear perhaps, but no less important is the role that architecture plays in our understanding and experience of community, civility, and the common good. The course will be structured in two parts. The first part, much shorter than the second, will be thematic and a-historical. In the opening lectures the basic topics of the course will be introduced, as will be the questions to be asked of the writings, images, buildings, and cities taken up in part two. The second group of studies will look at a number of cities in Europe, the USA, and China. To make the volume of study materials manageable, we will concentrate on developments in the last hundred to hundred and fifty years. The writings of author architects will provide us with some insight into the ways architecture has served a ‘narrative’ function in these cities, but we will also read stories, poems, and parts of novels that augment and enrich those architectural accounts. The idea is that stories about spaces will clarify the ways that spaces are stories.

Taught by: Leatherbarrow
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

ARCH 401 Advanced Design
Content and technique are explored in this studio course through the vehicle of a design project focused on the development of a critical understanding of geometries and mathematics in the representation and fabrication of contemporary architecture.

Taught by: Faculty
Course usually offered in fall term
Prerequisite: ARCH 302
Corequisite: ARCH 411
Activity: Studio
2.0 Course Units
ARCH 411 Theory I: Geometry in Architecture
Following a brief historical overview of Euclidean, stereotomic, projective and descriptive geometry in pre-modern architecture, the course examines the writings and works of early 20th-century modern architects who used regulating lines and numerical harmonic scales to generate and regulate architectural form in accordance with the golden section ratio and the dynamic symmetry of root rectangles. Also examined are works of mid 20th-century architecture based on traditional geometric constructions—conic sections (circles, ellipse, hyperbola and parabola) and ruled surfaces (cylinders, cones, hyperboloids, and hyperbolic paraboloids), as well as those derived from polyhedral and geodesic structures. Following an introduction to the geometry of free-form curves characteristic of the digital turn in late 20th-century architecture— including Bezier, B-spline, NURBS (non-uniform rational B-spline), and developable surfaces—the course concludes with an overview of recent efforts to utilize curvature in contemporary architecture within a set of more definitive geometrical and disciplinary boundaries.
Taught by: Faculty
Course usually offered in fall term
Corequisite: ARCH 401
Activity: Lecture
1.0 Course Unit

ARCH 412 Theory II: Architecture as Cultural Ecology
This course will study and argue a single thesis: that the architects of the early 20th century did not neglect the environmental and cultural context of their buildings because they were narrowly focused on the production of free-standing and radically new objects of design, but developed designs that combined attention to environmental issues with both imaginative approaches to social and cultural purposes and a new understanding of aesthetic content. A review of contemporary ecological mandates will begin the course. That will then be contrasted with historical and ancient conceptions. In depth studies of specific buildings will follow, viewed as cultural ecologies. The course will then turn to the materials and elements of architecture that have been used to construct cultural ecologies. With a more nuanced view of our inheritance we will ask what is not only possible but necessary for architecture in our time, in both its landscape and urban contexts.
Taught by: Faculty
Course usually offered in spring term
Prerequisite: ARCH 411
Activity: Lecture
1.0 Course Unit

ARCH 431 Construction I
Course explores basic principles and concepts of architectural technology and describes the interrelated nature of structure, construction and environmental systems. Open to Intensive Majors only.
Taught by: Faculty
Course usually offered in fall term
Also Offered As: ARCH 531
Activity: Lecture
0.5 Course Units

ARCH 432 Construction II
A continuation of Construction I, focusing on light and heavy steel frame construction, concrete construction, light and heavyweight cladding systems and systems building. Open to Intensive Majors only.
Taught by: Faculty
Course usually offered in spring term
Also Offered As: ARCH 532
Activity: Lecture
1.0 Course Unit

ARCH 433 Building Systems Integration
What makes buildings livable and buildable. After the initial concept design and massing studies are complete the next step is detailing. This seminar will examine the detail, how they can inform and enhance a building's design. The primary goals of a building is that it stands up to external forces, protects inhabitants from the elements and provides a healthy environment. This course will look at the individual components of structure, skin and systems. More importantly though, it will examine the connections between them. The class will begin with lectures examining the different systems and then progress into applying these ideas as a whole to individual studio projects. The final results of this course will be a 3D wall section with accompanying details. These details will be developed in a variety of software as chosen by the student. Recommended options are Revit, Rhino, AutoCAD.
Taught by: Faculty
Course usually offered in fall term
Activity: Seminar
0.5 Course Units

ARCH 435 Structures I
Theory applied toward structural form. A review of one-dimensional structural elements; a study of arches, slabs and plates, curved surface structures, lateral and dynamic loads; survey of current and future structural technology. The course comprises both lectures and a weekly laboratory in which various structural elements, systems, materials and technical principles are explored. Open to Intensive Majors only.
Taught by: Faculty
Course usually offered in fall term
Also Offered As: ARCH 535
Activity: Lecture
0.5 Course Units

ARCH 436 Structures II
A continuation of the equilibrium analysis of structures covered in Structures I. The study of static and hyperstatic systems and design of their elements. Flexural theory, elastic and plastic. Design for combined stresses; prestressing. The study of graphic statics and the design of trusses. The course comprises both lectures and a weekly laboratory in which various structural elements, systems, materials and technical principles are explored. Open to Intensive Design majors only.
Taught by: Faculty
Course usually offered in spring term
Also Offered As: ARCH 536
Activity: Lecture
0.5 Course Units

ARCH 498 Senior Honors Thesis
Taught by: Faculty
Course usually offered in spring term
Prerequisite: ARCH 401
Activity: Independent Study
1.0 Course Unit
Notes: Permission of the Undergraduate Chair
ARCH 500 Summer Preparatory Design Studio
The Summer Preparatory Studio offers an intensive drawing and design experience to candidates for admission to the Graduate Program in Architecture who have not completed the necessary design studio prerequisites or who are required to have additional design experience to qualify for matriculation into the Master of Architecture Professional Degree Program in September. Enrollment in this program does not count towards the Master of Architecture degree. The intent of the drawing component of the course is to familiarize the student with primarily black and white mediums (pencil, charcoal, ink, etc). Exercises are designed to sharpen the student’s ability to see selectively and to transform image to paper through both line and tonal renditions in freehand sketch form. Exercises will also familiarize the student with basic drafting skills necessary for architectural communication and provide an introduction to computer-aided design through applications of the intensive Rhino and Illustrator tutorials given in the Digital Navigation course. The design part of the course presents a rhythm of basic three-dimensional design studies and simple architectural studio investigations. These are intended to build fundamental skills and acquaint the student with the architectural issues of form/space, conceptualization, transformation of scale, simple functional and constructional problems and a sensitivity to context. Course enrollment is by permit only. 
Course usually offered summer term only
Activity: Studio
2.0 Course Units

ARCH 501 Design Studio I
An introductory architectural design studio through which students develop critical, analytical and speculative design abilities in architecture. Students develop representational techniques for the analysis of social and cultural constructs, and formulate propositions for situating built form in the arena of the urban and suburban environment. The studio initiates innovation through a sequence of projects, spatial models and rule sets that introduce each student to rule-based design processes in which a reversal of expectations leads to the creation of novel spaces and structures. It introduces computation, geometric techniques, and digital fabrication. Projects explore the formation of space in relation to the body, and the developments of small scale public programs.
Course usually offered in fall term
Corequisite: ARCH 521
Activity: Studio
2.0 Course Units

ARCH 502 Design Studio II
This studio explores urban architecture as an embodiment of cultural values. Siting, enclosure of space and tectonic definition are stressed in order to challenge students to project relevant and inventive architectural situations.
Course usually offered in spring term
Corequisite: ARCH 522
Activity: Studio
2.0 Course Units

ARCH 511 History and Theory I
The first of three required courses in the history and theory of architecture, this is a lecture course with discussion groups that meet weekly with teaching assistants. The course explores fundamental ideas and models of architecture that have emerged over the past three hundred years.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

ARCH 512 History and Theory II
How do architecture, urbanism, and the environment reflect the dominant social, economic, and political changes of the twentieth and twenty-first centuries and how did its vast geopolitical shifts such as Imperialism, Fascism, the Cold War, Neoliberalism, the ‘War on Terror,’ and Nationalism reshape architecture culture? How might architecture culture respond and help construct its resistant variants, anti-fascism, anti-imperialism, decolonization, and making ‘quieter places’ in Donna Haraway’s sense? How do critical frameworks to rethink positivism, efficiency, standardization, and even utopian thinking become revised through the lenses of queer, postcolonial, critical race, and eco-feminist theory in postwar architectural production? And how do these frameworks allow us to conceive of more equitable ways of being in the world while thinking with a varied pasts? This course provides twelve discursive and theoretical frameworks to rethink architectural history in the twentieth and twenty-first century. Through twelve lectures the course traces critical questions confronting architectural modernity from the violence of settler colonialism to the possibilities of making kin. While we will trace instances of architecture, city planning, landscape and infrastructural developments that corresponded to dominant ways of conceiving modernity and its analog progress narratives, the course is mainly interested in considering resistant paradigms that elide attempts to speak of a unified or homogenous notion of modernity. The course will be active and interactive and will include building a collaborative dictionary of architectural terms.
Taught by: Sophie Hochhausl
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

ARCH 521 Visual Studies I
The study of analysis and projection through drawing and computer visualization
Course usually offered in fall term
Corequisite: ARCH 501
Activity: Laboratory
0.5 Course Units

ARCH 522 Visual Studies II
A continuation of the study of analysis and projection through drawing and computer visualization.
Course usually offered in spring term
Corequisite: ARCH 502
Activity: Laboratory
0.5 Course Units

ARCH 531 Construction I
Lecture course exploring the basic principles of architectural technology and building construction. The course is focused on building material, methods of on-site and off-site preparation, material assemblies, and the performance of materials. Topics discussed include load bearing masonry structures of small to medium size (typical row house construction), heavy and light wood frame construction, sustainable construction practices, emerging + engineered materials, and integrated building practices. The course also introduces students to Building Information Modeling (BIM) via the production of construction documents.
Course usually offered in fall term
Also Offered As: ARCH 431
Activity: Lecture
0.5 Course Units
ARCH 532 Construction II
A continuation of Construction I, focusing on light and heavy steel frame construction, concrete construction, light and heavyweight cladding systems and systems building.
Course usually offered in spring term
Also Offered As: ARCH 432
Activity: Lecture
1.0 Course Unit

ARCH 536 Structures II
A continuation of the equilibrium analysis of structures covered in Structures I. The study of static and hyperstatic systems and design of their elements. Flexural theory, elastic and plastic. Design for combined stresses; prestressing. The study of graphic statics and the design of trusses. The course comprises both lectures and a weekly laboratory in which various structural elements, systems, materials and technical principles are explored.
Course usually offered in fall term
Also Offered As: ARCH 436
Activity: Lecture
0.5 Course Units

ARCH 601 Design Studio III
In this studio, students engage architecture in its role as a cultural agent and examine the way buildings establish and organize dynamic relationships between site, program and material. The design of a complex building of approximately 50,000 SF provides the pedagogical focus for this research. Students extend skills in geometrical organization, site analysis and building massing/orientation to relate to program organization, circulation and egress, building systems and materials. The conceptual focus centered on the program of dwelling and how this program can be employed to develop and promote dynamic relationships and conditions through time, both within the building and between the building and the context. Through research and experimentation students integrate ecological processes into their design methodology to support design innovations in the building’s structure, its construction assemblies, environmental systems, and materials. Students work towards a high level of design resolution and visual representation, including the articulation of the building structure and its material assembly/enclosure.
Course usually offered in fall term
Corequisite: ARCH 621
Activity: Studio
2.0 Course Units

ARCH 602 Design Studio IV
This studio enables students to develop and resolve the design of a building in terms of program, organization, construction and the integration of structures, enclosure and environmental systems as well as life safety issues. Students select from a range of individually-directed studios within this overall framework. Each instructor develops a different approach and project for their section of this studio. Studios incorporate the expertise of external consultants in advanced areas of technology, engineering and manufacturing.
Course usually offered in spring term
Activity: Studio
2.0 Course Units

ARCH 611 History and Theory III
This is the third and final required course in the history and theory of architecture. It is a lecture course that examines selected topics, figures, projects, and theories from the history of architecture and related design fields during the 20th century. The course also draws on related and parallel historical material from other disciplines and arts, placing architecture into a broader socio-cultural-political-technological context. Seminars with teaching assistants complement the lectures.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units
Notes: This is the third and final required course in the history and theory of architecture. It is a lecture course that examines selected topics, figures, projects, and theories from the history of architecture and related design fields during the 20th century. The course also draws on related and parallel historical material from other disciplines and arts, placing architecture into a broader socio-cultural-political-technological context. Seminars with teaching assistants complement the lectures.

ARCH 621 Visual Studies III
The final of the Visual Studies half-credit courses. Drawings are explored as visual repositories of data from which information can be gleaned, geometries tested, designs refined and transmitted. Salient strengths of various digital media programs are identified and developed through assignments that address the specific intentions and challenges of the design studio project.
Course usually offered in fall term
Corequisite: ARCH 601
Activity: Laboratory
0.5 Course Units

ARCH 631 Technology Case Studies I
A study of the active integration of various building systems in exemplary architectural projects. To deepen students’ understanding of the process of building, the course compares the process of design and construction in buildings of similar type. The course brings forward the nature of the relationship between architectural design and engineering systems, and highlights the crucial communication skills required by both the architect and the engineer.
Taught by: Franca Trubiano
Course usually offered in fall term
Activity: Lecture
0.5 Course Units
ARCH 633 Environmental Systems I
An introduction to the influence of thermal and luminous phenomenon in the history and practice of architecture. Issues of climate, health and environmental sustainability are explored as they relate to architecture in its natural context. The classes include lectures, site visits and field exploration.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

ARCH 634 Environmental Systems II
Considers the environmental systems of larger, more complex buildings. Contemporary buildings are characterized by the use of systems such as ventilation, heating, cooling, dehumidification, lighting, communications, and controls that not only have their own demands, but interact dynamically with one another. Their relationship to the classic architectural questions about building size and shape are even more complex. With the introduction of sophisticated feedback and control systems, architects are faced with conditions that are virtually animate and coextensive at many scales with the natural and man-made environments in which they are placed.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

ARCH 636 Material Formations
Material Formations introduces robotic production and material dynamics as active agents in design rationalization and expression. The course investigates opportunities for designers to synthesize multiple performance criteria within architecture. Theory, Case-Studies and practical tutorials will focus on the incorporation of analytical, simulation, generative computation and robot fabrication concerns within design. While production is traditionally viewed as an explicit and final act of execution, the course explores the potential for all aspects of building production and use to participate within the creative design process, potentially producing performance and affect. Students will develop skills and experience in computer programming, physics-based simulation, and robot motion planning. A design research project will be undertaken through a number of discrete assignments that require the synthetization or structural performance along with material and robotic production constraints. The course will explore design as the outcome of materially formative processed of computation and production. Structure: the course will commence with weekly lectures and computer-based tutorials, and culminate in a series of intensive incremental learning, and prepare groups to work on a final assignment which involves the robotic fabrication of a small design prototype.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

ARCH 671 Professional Practice I
The course consists of a series of workshops that introduce students to a diverse range of practices. The course goal is to gain an understanding of the profession by using the project process as a framework. The course comprises a survey of the architectural profession - its licensing and legal requirements; its evolving types of practice, fees and compensation; its adherence to the constraints of codes and regulatory agencies, client desires and budgets; and its place among competing and allied professions and financial interests. The workshops are a critical forum for discussion to understand the forces which at times both impede and encourage innovation and leadership. Students learn how architects develop the skills necessary to effectively communicate to clients, colleagues, and user groups. Trends such as globalization, ethics, entrepreneurship, sustainability issues and technology shifts are analyzed in their capacity to affect the practice of an architect.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

ARCH 685 Environmental Readings
In this seminar, we will explore this green thread and analyze its influence on how we shape our environments through design and planning. The course has three parts. Throughout, the influence of literature on design and planning theory will be explored. The first part will focus on three most important theorists in environmental planning and landscape architecture: Frederick Law Olmstead Sr., Charles Eliot and Ian McHarg. The second part of the course will critically explore current theories in environmental planning and landscape architecture. The topics include: frameworks for cultural landscape studies, the future of the vernacular, ecological design and planning, sustainable and regenerative design, the languages of landscapes, and evolving views of landscape aesthetics and ethics. In the third part of the course, students will build on the readings to develop their own theory for ecological planning or, alternatively, landscape architecture. While literacy and critical inquiry are addressed throughout the course, critical thinking is especially important for this final section.
Taught by: Dean Steiner
Course usually offered in fall term
Also Offered As: CPLN 685, LARP 685
Activity: Seminar
1.0 Course Unit

ARCH 698 Architectural Association (AA), London
An advanced Architectural Design Studio taught by Homa Farjadi in London at the Architectural Association's School of Architecture. Topics engage aspects of urban life and urban form in London, and vary from year to year. During the fifth term of the Master of Architecture program, up to fifteen students a year may enroll for the semester abroad program in London, England. This is coordinated by Prof. Homa Farjadi and is housed at the Architectural Association (AA), located on Bedford Square in the heart of Bloomsbury. Students enroll in a special design studio, ARCH 702, taught by Prof. Farjadi, and in two elective courses offered by the faculty at the AA.
Course usually offered in fall term
Activity: Lecture
2.0 Course Units

ARCH 702, taught by Prof. Farjadi, and in two elective courses offered by the faculty at the AA.
ARCH 701 Studio V
These advanced elective studios provide opportunities for focused exploration of particular themes in contemporary landscape architecture. Important emerging and accomplished designers, often from divergent points-of-view, interests and backgrounds, are invited to run these studios. Collaborative options (between Landscape and the Departments of Architecture or City Planning) are sometimes offered across the School. In addition to our own faculty who offer some of these studios (Fabiani Giannetto, Gouverneur, Marcinkoski, Mathur, McCloskey, Neises, Olin, Pevzner, Sanders, Tomlin), visitors have included Paolo Burgi (Switzerland), Peter Latz (Munich), Bernard Lassus (Paris), Margie Ruddick (Philadelphia), Chris Reed (Boston), Peter Beard (London), Nicholas Quennell (New York), Ken Smith (New York), Raymond Gastil (New York), Alessandro Tagliolini (Italy), Ignacio Bunster (Philadelphia), Perry Kulper (Los Angeles), James Wines (New York), Lee Weintraub (New York), Charles Waldheim (Chicago), Stanislaus Fung (Australia), Dennis Wedlick (New York), Sandro Marpillero (New York), Peter Connolly (Australia), and former associate professor Anita Berrizbeitia. More recent visitors have been Claire Fellman (New York), Catherine Mosbach (Paris), Nanako Umemoto/Neil Cook (New York), Valerio Morabito (Italy), Carol and Colin Franklin (Philadelphia), Keith Kaseman (Philadelphia), Silvia Benedito (New York), Claudia Taborda (Lisbon), Mark Thomann (New York), Jerry Van Eyck (New York), and Martin Rein-Cano (Berlin).
Taught by: Faculty
Course usually offered in fall term
Activity: Studio
2.0 Course Units

ARCH 703 Advanced Architectural Design Studio
An Advanced Architectural Design Studio specifically tailored to post-professional students. Through this studio, students engage in the challenges and opportunities presented by changes in society, technology, and urban experience. Through design projects, they explore alternative modes and markets for practice, along with new directions and new tools for design.
Course usually offered in fall term
Activity: Studio
2.0 Course Units

ARCH 704 Advanced Design: Research Studio
In the final semester of the program, students select from three options: 1) an elective design studio, selected from among the advanced architectural design studios offered by the Department of Architecture; 2) a research studio, the exploration of a topic or theme established by an individual faculty member or group of faculty members; or 3) an independent thesis, the exploration of a topic or theme under the supervision of a thesis advisor.
Course usually offered in spring term
Activity: Studio
2.0 Course Units

ARCH 705 MSD-AAD Design Research Studio
Students learn from industry leaders by electing their Design research Studio. The second semester design research studio focuses on large scale detail leading to a building design.
Taught by: Ali Rahim
Activity: Studio
2.0 Course Units

ARCH 706 Independent Thesis
In the final semester of the program, students select from three options: 1) An elective design studio; selected from among the advanced architectural design studios offered by the Department of Architecture; 2) a research studio, the exploration of a topic or theme established by an individual faculty member or group of faculty members; or 3) an independent thesis, the exploration of a topic or theme under the supervision of a thesis advisor.
Course usually offered in spring term
Activity: Independent Study
2.0 Course Units

ARCH 707 AAD Fabrication Studio
The final studio course in the MSD-AAD sequence. Through this studio, students engage in the challenges and opportunities presented by changes in society, technology, and urban experience. Through design projects, they explore alternative modes and markets for practice, along with new directions and new tools for design.
Course usually offered summer term only
Activity: Studio
2.0 Course Units

ARCH 708 Bioclimatic Design Studio
An advanced design studio for the MSD-EBD program that synthesizes the concepts and techniques of environmental building design. Topics and materials for the studio are developed in Arch 752: EBD Research Seminar, and summarized in a research report at the end of studio.
Taught by: Dorit Aviv
Course usually offered summer term only
Prerequisite: ARCH 751 AND ARCH 752 AND ARCH 753
Activity: Studio
2.0 Course Units

ARCH 709 Environmental Building Design Research Studio
Architecture is a process of discovery, of deciding what to work on, before it ever becomes a matter of design (disegno, drawing). For environmental building design, the process of discovery is even more profound, involving issues of resource consumption, modes of living and working, and of ecological interconnection that have to be explored before questions of performance can even be addressed. This design studio uses research at multiple scales to identify the topic of the studio, then student teams develop design for buildings of maximum (ecological) power.
Course usually offered in fall term
Prerequisite: ARCH 708 AND ARCH 751 AND ARCH 752 AND ARCH 753
Activity: Studio
2.0 Course Units
ARCH 710 Contemporary Theory 1989-Present
A chronological overview of the approaches and attitudes adopted by architects, theorists and inter-disciplinary writers from 1993--today that have helped shape the current discourse of architecture. This course will introduce and contextualize key projects, and polemics over the last 25 years. Central themes in this course include the impact of digital technologies and methods of design, production and materiality. These are explored through texts, movements, projects and buildings that help form an overview that has shaped the contemporary condition that we live in. There have been a myriad of different approaches and through a select set of readings and lectures students will be exposed to crucial texts, projects and buildings making students versatile and knowledgeable in the important concepts that shape our current discourse. A focus will be the organization, configuration and articulation of buildings and the conceptual and cultural arguments they are associated. Formal, organizational and material characteristics of this period will be explored. This class will develop students' knowledge and provide a platform from which they can continue the discussions surrounding architectural thought and practice. The students will learn to communicate their ideas verbally and in writing. Contemporary topics in architecture theory and projects are introduced in a weekly lecture format critical to the shaping of our discipline today. A weekly recitation session allows students to engage with the readings critically in the subject matter. A mid-term and final paper are required to pass this class. (Topics to be covered: Seminal projects and buildings in the last 25 years, situating the architects work within a culture of debate and discourse identifying the important readings surrounding each building/project.) This course is a requirement of the MSD-AAD curriculum. Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

ARCH 711 Topics in Architecture Theory I
A seminar on advanced topics in architectural design and theory. Topics and instructors will vary.
Taught by: Faculty
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

ARCH 712 Topics in Architecture Theory II
A seminar on advanced topics in architectural design and theory. Topics and instructors will vary.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

ARCH 713 Ecological Thinking in Art and Architecture
This seminar will address the diverse narratives of ecological thinking in the history of art, architecture, and urban planning during the 20th century. The course will contextualize and interrogate contemporary disciplinary discourses as well as historical assumptions related to ecological thinking in art and architectural history and environmentally-conscious practices. By mapping received trajectories of Eco Art, Ecocritical Art History, and Ecological Histories of Architecture and Urban Planning, the course will work from a subtly hidden foundation of eco-historical knowledge that connects these fields of inquiry, while also critiquing these trajectories and seeking to provide more focused and robust alternatives for knowledge production in the present. It aims to attract students from the School of Arts and Sciences and the Weitzman School of Design in a discussion on the interconnected histories of art and architecture during the 20th century.
Taught by: Zarmakoupi
Also Offered As: ARTH 577
Activity: Seminar
1.0 Course Unit

ARCH 714 Museum as Site: Critique, Intervention and Production
In this course, we will take the museum as a site for critique, invention, and production. As architecture, cultural institution, and site of performance, the museum offers many relevant opportunities. Students will visit, analyze, and discuss a number of local exhibitions and produce their own intervention in individual or group projects. Exhibition design, design of museum, the process of curating, producing artworks ranging from paintings to installation and performance, as well as attention to conservation, installation, museum education, and the logistics and economics of exhibitions will be discussed on site and in seminar. These topics and others will be open for students to engage as part of their own creative work produced for the class and an online exhibition.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

ARCH 715 Contemporary Aesthetic Theory
This course offers a framework for a provocative history of ideas about beauty as they relate to contemporary thinking and their production of form in architecture. In a world increasingly defined by visuality, the concepts of beauty and visual sensation are not mere intellectual exercises but standards that define the very nature of design practice across disciplines, and that are essential to the worlds of objects, automobiles, furniture and architecture in the twenty-first century. Aesthetic theory is about beauty and about form and how it affects us every day. As architecture practice changes, the tools that are used to create form change due to new technologies, new materials and new tools for fabrication and aesthetics gives us an important way in to understanding the relationship between the object created and the user. This occurs in contemporary cultural landscapes in which we exist, and aesthetics is the organizing element. Through lectures and discussions of aesthetics readings in recitations focused on the object, students will work on a term paper that brings a clear understanding of aesthetics and its role in participating in culture through the objects of the automobile, furniture and architecture industries.
Activity: Seminar
1.0 Course Unit

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ARCH 178 History and Theory of Architecture and Climate
This seminar will explore the history of buildings as mechanisms of climate management, and the theoretical and conceptual frameworks that pertain. In particular, we will examine how visual and mediatic interventions became a crucial aspect of architectural engagement with climate systems, and how, simultaneously, architectural image-making techniques became an important interdisciplinary site for understanding the cultural effects of scientific knowledge.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

ARCH 179 Archigram and Its Legacy: London, A Technotopia
Acknowledging the ubiquitous proliferation of 'Hi-Tech' architecture in contemporary London, this research seminar examines the scope of technology as it emerges and re-emerges in the work of various architects currently dominating the city. This scope includes the last strains of post-war urbanism which spawned a legacy of radical architecture directly contributing to the Hi-Tech; a particular focus of the course will be the contributing and contrasting influence provided by the counter-cultural groups of the 60's - Archigram, Superstudio, the Metabolists and others. Using the premise of Archigram's idea of infrastructure, both literal and of event, the course will attempt to discover relational networks between works of the present day (Rogers, Foster, Grimshaw, etc.). As this work practices upon and within public space, an understanding of the contribution of technology to urban theatricality will evolve which is relevant to contemporary spheres of technological design practices. Students will be required to produce and present a term research paper.
Taught by: Faculty
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

ARCH 720 Visual Literacy and its Culture
The digital turn in the creative fields resulted in profound transformations of techniques, aesthetics and underlying concepts in the development of contemporary visual culture. The dissemination and consumption of information through images through all types of media platforms influence and re-define (for better or worse) all aspects of our culture and reality. It is vital to develop a deep knowledge of the current visual concepts and techniques in arts, photography, cinema, product design and architecture to claim a critical stance through which we can positively contribute to the evolution of contemporary culture. The discipline of architecture has been deeply influenced by the digital shift in modes of design and visualization which yielded a wide array of directions within the architectural discourse, especially with questions and problems regarding representation. One clear outcome of this transformational period is the diversity of new representational strategies to seek alternative modes of visualization. It is clear that no one representational medium can be defined as the locus of architectural thought and architecture, as a cultural practice, can no longer be defined through the output of a single medium. The reality of our discipline is that we work through collective mediums and conventions of drawings, models, images, simulations, texts, prototypes and buildings to visualize architectural concepts. These mediums all require degrees of expertise in techniques that are necessary for their execution: they all involve conceptual depth that define their disciplinary positions; they all require translations across each other to enable subjective work-flows; they all require aesthetic attitudes to influence the development of visual culture in architecture. This course will introduce the AAD majors to contemporary topics of visualization in arts, photography, cinema and architecture. They will explore multiple mediums of representation to help them gain the vital visual literacy to excel in the program. Students will be introduced to discursive background and contemporary concepts of line drawing, fabricated object and constructed image as they work through 3 distinct projects during the semester. Each exercise will be initiated by a topical lecture and be followed by weekly pin ups to advance student projects. (Topics to be covered: Discourse of Contemporary Line Drawing, Multi-part 3D Printing, Vacuform/CNC Milling, Digital/Analog Surface Articulation, Rendering, Abstraction and Realism, Montage/Collage/Photorealism)
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
ARCH 721 Designing Smart Objects for Play and Learning
Today's children enjoy a wide array of play experiences, with stories, learning, characters and games that exist as physical stand-alone objects or toys enhanced with electronics or software. In this course, students will explore the domain of play and learning in order to develop original proposals for new product experiences that are at once tangible, immersive and dynamic. They will conduct research into education and psychology while also gaining hands-on exposure to new product manifestations in a variety of forms, both physical and digital. Students will be challenged to work in teams to explore concepts, share research and build prototypes of their experiences in the form of static objects that may have accompanying electronic devices or software. Final design proposals will consider future distribution models for product experiences such as 3D printing, virtual reality and software-hardware integration. Instruction will be part seminar and part workshop, providing research guidance and encouraging connections will subject matter experts throughout the Penn campus.
Course usually offered in fall term
Also Offered As: IPD 521
Activity: Seminar
1.0 Course Unit

ARCH 724 Technology in Design
The aim of this course is to understand the new medium of architecture within the format of a research seminar. The subject matter of new media is to be examined and placed in a disciplinary trajectory of building design and construction technology that adapts to material and digital discoveries. We will also build prototype with the new media, and establish a disciplinary knowledge for ourselves. The seminar is interested in testing the architecture-machine relationship, moving away from architecture that looks like machines into architecture that behaves like machines: An intelligence (based on the conceptual premise of a project and in the design of a system), as part of a process (related to the generative realm of architecture) and as the object itself and its embedded intelligence.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

ARCH 725 Design Thinking
Creating new product concepts was once a specialized pursuit exclusively performed by design professionals in isolation from the rest of an organization. Today's products are developed in a holistic process involving a collaboration among many disciplines. Design thinking - incorporating processes, approaches, and working methods from traditional designers' toolkits - has become a way of generating innovative ideas to challenging problems and refining those ideas. Rapid prototyping techniques, affordable and accessible prototyping platforms, and an iterative mindset have enabled people to more reliably translate those ideas into implementable solutions. In this course, students will be exposed to these techniques and learn how to engage in a human-centered design process.
Course usually offered in fall term
Also Offered As: IPD 572
Activity: Seminar
1.0 Course Unit

ARCH 726 Furniture Design Strategic Process
Like architecture, furniture exists at the intersection of idea and physical form. Due to the specific scale that furniture occupies, however, this physical form relates not only to the environment in which the furniture is set, but also intimately to the physical bodies that interact with and around it. Additionally, as a manufactured product, often specified in large quantities, furniture must also address not only poetic considerations, but practical and economic ones as well. Instead of being seen as one-off objects, the furniture created in this seminar focuses on furniture development as a strategic design process where the designer's role is to understand the various responsibilities to each stakeholder (client/manufacturer, market/customer, environment) and the additional considerations (materials, processes, manufacturability, etc.), and ultimately translate these points into a potentially successful product. In order to approach furniture in this manner, the course will be structured around specific design briefs and clustered into three distinct but continuous stages. First, through focused research into stakeholder needs and potential market opportunities, students will craft tailored design proposals and development concepts accordingly. Next, students will work toward visualizing a concept, complete with sketches, small mock-ups, scale-model prototypes, technical drawings, connections and other pertinent details in order to refine their proposals and secure a real world understanding of the manufacturing processes and the potential obstacles created by their decisions. From insights gained and feedback from these steps, students will ultimately develop a final design proposal for a piece, collection, or system of furniture that successfully leverages their understanding of a thoughtful and deliberate design strategy.
Taught by: Mike Avery and Brad Ascalon
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

ARCH 727 Industrial Design I
This course provides an introduction to the ideas and techniques of Industrial Design, which operates between Engineering and Marketing as the design component of Integrated Product Development. The course is intended for students from engineering, design, or business with an interest in multi-disciplinary, needs-based product design methods. It will follow a workshop model, combining weekly lectures on design manufacturing, with a progressive set of design exercises.
Course usually offered in spring term
Also Offered As: IPD 527
Activity: Lecture
1.0 Course Unit
ARCH 728 Design of Contemporary Products: Mass Customization
Personalization is quickly becoming the norm for mass production in a variety of consumer-centric industries. From retail to food, the idea of designing and making custom-made products tailored to fit one’s lifestyle will be our exploration. Utilizing digital design innovations, we are able to incubate ideas, prototype, test and be entrepreneurial in design to create these individualized products. Cues from these industries will be used to shift both cultural and experiential product design from a regional discovery to a global focus. This course will embrace digital design and utilize its engagement with manufacturing solutions for a physical output. Through research and a series of design exercises, the approach will be built upon several strategies including adaptability, materiality, fabrication, modularity, and human-centric design. The final project will interpret the research and result in the creation of a design strategy for a mass customized product or system. This course will explore product design solutions through a combination of physical and digital design methods. Beginning with an examination of case studies, students will gain a sense of the breadth of product and interaction design practice as it applies to smart objects. Through a series of lectures and hands-on studio exercises, students will explore all aspects of smart object design including expressive behaviors (light, sound and movement), interaction systems, ergonomics, data networks and contexts of use. The course will culminate in a final project that considers all aspects of smart object design within the context of a larger theme.
Course usually offered in spring term
Also Offered As: IPD 528
Activity: Seminar
1.0 Course Unit

ARCH 730 Techniques, Morphology, and Detailing
The course will focus on design, morphology detailing, and the construction of a pavilion on a chosen site. The course will develop through hands-on workshops and will focus on acquiring knowledge through making, (Technne), understanding the morphological transformation of a given geometric packing, and building using readily available materials. The process consists of building and testing physical models that simulate the actual pavilion in order to ultimately realize the desired design. The second half of the semester will focus on using lightweight construction materials to fabricate the pavilion’s actual components, including structural elements, molded components, and joints, which are required for the pavilion’s final assembly. Additionally, students will learn to organize design and fabrication teams, control design and production schedules, and work with a set budget, which requires keeping track of construction costs and forecasting required procurements, including material quantities takeoff, ordering materials and scheduling deliveries.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

ARCH 731 Experiments in Structures
This course studies the relationships between geometric space and those structural systems that amplify tension. Experiments using the hand (touch and force) in coordination with the eye (sight and geometry) will be done during the construction and observation of physical models. Verbal, mathematical and computer models are secondary to the reality of the physical model. However these models will be used to give dimension and document the experiments. Team reports will serve as interim and final examinations. In typology, masonry structures in compression (e.g., vault and dome) correlate with 'Classical' space, and steel or reinforced concrete structures in flexure (e.g., frame, slab and column) with 'Modernist' space. We seek the spatial correlates to tensile systems of both textiles (woven or braided fabrics where both warp and weft are tensile), and baskets (where the warp is tensile and the weft is compressive). In addition to the experiments, we will examine Le Ricolais’ structural models held by the Architectural Archives.
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

ARCH 732 Technology Designated Elective
Several sections are offered from which students make a selection.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

ARCH 733 New Materials and Methods
The primary goal of this course is to help students formulate a robust research proposal for their culminating design studio in digital large-scale fabrication and robotics manufacturing using new materials such as carbon fiber and other composites. The course provides a forum for critical discussion of contemporary design practices that is exploratory and speculative in nature. In addition to collaborative thinking and debate students will develop their own research interests to formulate contemporary positions in the making of architecture through the research of materials and their fabrication methods.
Course usually offered in fall term
Corequisite: ARCH 720
Activity: Lecture
1.0 Course Unit

ARCH 734 Ecological Architecture - Contemporary Practices
Architecture is an inherently exploitive act - we take resources from the earth and produce waste and pollution when we construct and operate buildings. As global citizens, we have an ethical responsibility to minimize these negative impacts. As creative professionals, however, we have a unique ability to go farther than simply being 'less bad.' We are learning to design in ways that can help heal the damage and regenerate our environment. This course explores these evolving approaches to design - from neo-indigenous to eco-tech to LEED to biomimicry to living buildings. Taught by a practicing architect with many years of experience designing green buildings, the course also features guest lecturers from complementary fields - landscape architects, hydrologists, recycling contractors and materials specialists. Coursework includes in-class discussion, short essays and longer research projects.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

ARCH 736 Technology Designated Elective
Several sections are offered from which students make a selection.
Course usually offered in spring term
Activity: Seminar
0.5 Course Units
ARCH 737 Semi-Fictitious Realms
The pursuit of immersive digital experiences has long been a goal of the computing industry. Early wearable displays designed in the 1960s depicted simple three dimensional graphics in ways that had never been seen before. Through trial and error, digital pioneers reframed the relationship between user and machine, and over the last five decades, have made strides that advanced both the input and output mechanisms we are so comfortable with today. As a field, architecture has been reliant on these advancements to design and document buildings, but these tools still leave the architect removed from the physicality of the design, with their work depicted as 2D lines or 3D planes alone. This course will study the evolutionary advancements made that now allow us to fully inhabit digital worlds through Virtual Reality. Using the HTC Vive and Unreal Engine, students will generate immersive, photorealistic models of unbuilt architectural works and explore digital/physical interactivity. From the terraces of Paul Rudolph's Lower Manhattan Expressway to Boullee's Cenotaph for Newton, the goal of this course is to breathe new life into places and spaces that have, until this time, never been built or occupied.
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

ARCH 738 The Modern House: Technology Then and Now
In the current age of new fabrication methodologies, methods are emerging for the conception and design of the contemporary house which have radical potential for enclosure, habitation and practices of daily life. This course begins by examining the canonical houses of the original avant-garde - Adolf Loos, Frank Lloyd Wright, Le Corbusier, Mies van der Rohe and Alvar Aalto - on the premise that their houses were working manifestos for rethinking space, form and indeed ideas of life itself - all of which were prompted by new concepts of construction. From this spectrum of issues, contemporary houses and contemporary methods and materials will be studied extensively to develop equally new ideas between matter and quotidian life. As the primary task of the course, students will work in teams to develop highly detailed constructional proposals for a portion of a speculative home.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

ARCH 739 New Approaches to an Architecture of Health
Health care is taking on a new role in our society - with a refocusing from episodic care for those who are ill or symptomatic to providing life-long care geared towards maintaining wellness. These changes are evident across numerous areas of design, from wearable technologies that track and analyze, to large scale building initiatives that aim to create healthier environments and improve lives through strategic planning initiatives. A concrete, physical representation of this paradigm shift can be found within the hospital building itself and in the new manner in which hospitals are looking to serve their patients and care for their clinicians. Simultaneously both public and private spaces, hospitals are complex systems in which sickness, health, hospitality, technology, emergency, and community share space and compete for resource. In order to frame our present day understanding of the role of architecture (and design) in fostering health for individuals and within communities, this seminar will begin with an exploration of the historical and contemporary perspectives on the role of the architect and built environment on health. (Parallels between design and our ever-changing understanding of the biological, social, and environmental causes of sickness and disease will also be explored.) During this conversation, students will read articles and study recently constructed projects in order to examine the ways in which the architects approached these topics through built form. Following from this foundation, students will craft arguments for a new approach to the individual, the community, health, and architecture through a written response and architecturally designed scenario that argues for their perspective on how architecture can and should shape the health of those who inhabit it. Throughout the course, students will engage in weekly readings (and discussions) of critical texts exploring ideas around the role and impact of architecture on health. Various content experts will be included in the course to provide additional insights into key areas of theory and practice in order to lend additional perspectives and ground the conversation.
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

ARCH 741 Architecture Design Innovation
The mastery of techniques, whether in design, production or both, does not necessarily yield great architecture. As we all know, the most advanced techniques can still yield average designs. Architects are becoming increasingly adept at producing complexity & integrating digital design and fabrication techniques into their design process - yet there are few truly elegant projects. Only certain projects that are sophisticated at the level of technique achieve elegance. This seminar explores some of the instances in which designers are able to move beyond technique, by commanding them to such a degree as to achieve elegant aesthetics within the formal development of projects.
Taught by: Ali Rahim
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
ARCH 742 Function of Fashion in Architecture
The Function of Fashion in Architecture will survey the history of fashion and the architectural parallels starting from Ancient Civilization to Present. The focus will be on the relevance of garment design, methods and techniques and their potential to redefine current architecture elements such as envelope, structure, seams, tectonics and details. The functional, tectonic and structural properties of garment design will be explored as generative platforms to conceptualize very specific architectural elements. One of the challenges in the course is the re-invention of a means of assessment, the development of notations and techniques that will document the forces and the production of difference in the spatial manifestations of the generative systems.
Taught by: Faculty
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

ARCH 743 Form and Algorithm
The critical parameter will be to develop the potential beyond finite forms of explicit and parametric modeling towards non-linear algorithmic processes. We will seek novel patterns of organization, structure, and articulation as architectural expressions within the emergent properties of feedback loops and rule-based systems. This seminar will accommodate both introductory and advanced levels. No previous scripting experience is necessary. It will consist of a series of introductory sessions, obligatory intensive workshops, lectures followed by suggested readings, and will gradually focus on individual projects. Students will be encouraged to investigate the limits of algorithmic design both theoretically and in practice through a scripting environment.
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

ARCH 744 Postdigital Craft
As we have entered a postdigital era, the dominance of a purely technological approach as a vehicle for design innovation has waned. Questions of substance and disciplinary autonomy have found their way back into the contemporary cultural discourse, enriching the way we examine and deploy advanced technologies towards novel expressions in architecture. This seminar will investigate, through the production of estranged objects, opportunities for design that are being generated at the intersection of machinic and human minds, and speculate on possible futures in which concepts of nature and technology have been inseparably intertwined.
Course usually offered in spring term
Also Offered As: IPD 544
Activity: Seminar
1.0 Course Unit

ARCH 746 Cinema and Architecture in Translation
Cinema and Architecture in Translation is a seminar that will survey key cinematic moments and techniques within the history of film and find new intersections between architecture and narratives. The focus will be on the relevance of mise-en-scene, the background and building figures of architecture and future speculations of the city, yet in relation to narrative dynamics. One of the challenges is to consider techniques that will affect both conceptualization and the production of spatial manifestations using potent visual platforms. Current pre and post-production techniques in film making methods are converging with architectural digital representation. This is an opportunity that provides fertile ground for architects to re-examine the ‘digital’ in a variety of scales in relation to impactful narratives and visualizations. These tools, specifically the technique of ‘matte-painting’ will be explored in this course. There is a rich history in constructing images, speculative worlds and scenes for the film industry. We will explore the parallels between the tools and strategies of cinematic visualization as it relates to advanced architectural image making. Students will have the opportunity to analyze filmic scene making, learn advanced representation and techniques in matte painting and zbrush. Above all this course will engage students in the conceptual as well as practical complementarities of architecture and cinema, while watching some of the best films ever made and the most provocative and insightful books to help process them. An important aspect of this course will be to explore the differences between ‘real’ architecture and the cinematic architecture. The expansive Space and Time in which cinematic architecture is located, creates an incubator where true innovated speculation can occur. This is an advanced representation course that produces 2D images and narrative texts.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

ARCH 747 Robotic Fabrication
Automation and robotics have helped manufacturing increase productivity by 1,500% since 1945 (McKinsey 2017). In contrast, however, construction productivity has remained relatively stagnant during the same time. The construction industry is facing pressure to change. For the robotics industry, construction presents potential use cases and unique applications that can utilize a variety of evolving technologies from drones, ground robotics, teleoperation, machine vision, additive manufacturing, and assistive robotics. These technologies take advantage of the digital revolution and utilize ideas in automobile and aerospace engineering. Our interest in these technologies is that they open new opportunities for design. Robotic fabrication will explore the theory and design of a project that will form a component of the culminating design studio for the MSD AAD program. Theory will be explored through a series of lectures and the design component will focus on a one to one scale fabrication of a project determined by the design studio curriculum.
Course usually offered summer term only
Activity: Seminar
1.0 Course Unit
ARCH 748 Architecture and the New Elegance
This design seminar will define and elaborate on the following topics for the digital discourse - the contemporary diagram, technique, structural thinking, systemic thinking and aesthetic projections. Technological innovations establish new status quos and updated platforms from which to operate and launch further innovations. Design research practices continually reinvent themselves and the techniques they use to stay ahead of such developments. Reinvention can come through techniques that have already been set in motion. Mastery of techniques remains important and underpins the use of digital technologies in the design and manufacturing of elegant buildings. But, ultimately, a highly sophisticated formal language propels aesthetics. The repositioning of design intent and the complex order generated by the behavioral techniques of multi-agent systems has implications for the affects which are generated as well as the nature of hierarchy within architecture. The distributed non-linear operation of swarm systems intrinsically resists the discrete articulation of hierarchies within Modern architecture and contemporary parametric component logic. The bottom-up nature of swarm systems refocuses tectonic concerns on the assemblage at the micro scale rather than the sequential subdivision of program or form. The seminar will explore strategies for high population agent models through the use of lightweight algorithmic environments, in particular the Java-based platform Processing.
Taught by: Faculty
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

ARCH 749 Indeterminate Delineations
Architecture has always been closely entangled with modes of vision. Devices ranging from Durer’s perspective machine to the photographic eye have strongly shaped the way we think and design the built environment of our cities. A strange loop is in place here: our world-views provide the development of specific modes of representation, of engagement with the world, and in turn they begin to have an impact in that same world, becoming an active element in the way we understand it. Put more simply, it is the technologies through which we see and experience the built environment that define the way we construct it. In this class, we will focus on visual and physical points as anchors to tie modes of vision with modes of construction. Points play an important role in the history of visuality: if during Impressionism and Pointillism they were devised to delineate the contrast and alignments between what we see and how we see it in an attempt to investigate the mechanics of vision, it was during the post war period that Max Wertheimer’s work at the Berlin School of Gesalt Psychology leveraged them as graphic elements to understand part to whole relationships central to Bauhaus’ design pedagogy. Today, imaging technologies are once again placing points as central elements in the construction of our contemporary visual language, transforming ever-growing datasets of partial images in three dimensional machine readable survey models: it is with points and aggregated clouds that we are constructing the figure of our cities. As such, they become a necessary site of design investigation to move beyond monolithic views of the world. This class leverages the bi-product of scanning technologies - point clouds and image making - to explore inclusive modes of delineations: a visual sensibility to engage with the multifaceted nature of the built environment.
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

ARCH 750 Parafictional Objects
This representation/design seminar explores the aesthetics of estrangement in realism through various mediums. The reality of the discipline is that architecture is a post-medium effort. Drawings, Renderings, Models, Prototypes, Computations, Simulations, Texts, and Buildings are all put forward by architects as speculative proposal for the reality of the future. Students will explore the reconfiguration of a ‘found object’ in multiple mediums and represent parafictional scenarios in various techniques of realism. At a time when rendering engines enable the production of hyper-realistic images within the discipline without any critical representational agenda, it has become ever more imperative to rigorously speculate on realism.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

ARCH 751 Ecology, Technology, and Design
This course will examine the ecological nature of design at a range of scales, from the most intimate aspects of product design to the largest infrastructures, from the use of water in bathroom to the flow of traffic on the highway. It is a first principle of ecological design that everything is connected, and that activities at one scale can have quite different effects at other scales, so the immediate goal of the course will be to identify useful and characteristic modes of analyzing the systematic, ecological nature of design work, from the concept of the ecological footprint to market share. The course will also draw on the history of and philosophy of technology to understand the particular intensity of contemporary society, which is now characterized by the powerful concept of the complex, self-regulating system. The system has become both the dominant mode of explanation and the first principle of design and organization. The course will also draw on the history of and philosophy of technology to understand the particular intensity of contemporary society which is now characterized by the powerful concept of the complex, self-regulating system. The system has become both the dominant mode of explanation and the first principle of design and organization.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

ARCH 752 EBD Research Seminar
Directed student research of selected topics in environmental building design. These topics will be further explored in ARCH 708: Bioclimatic Design Studio and will provide the basis for the research documents developed with each student’s design project. Course work will include lectures, discussions, weekly readings, and in-class exercises. Each student will be required to make a presentation and submit a research report.
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

ARCH 753 Building Performance Simulation
The course provides students with an understanding of building design simulation methods, hands-on experience in using computer simulation models, and exploration of the technologies, underlying principles, and potential applications of simulation tools in architecture. Classroom lectures are given each week, with a series of analysis projects to provide students with hands-on experience using computer models. This course is required and reserved for MSD-EBD students.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
ARCH 754 Performance Design Workshop
The workshop applies simulation and diagramming techniques to a series of discrete design projects at different scales. The emphasis is on refinement and optimization of performance based building design. Performance analysis techniques can provide enormous amounts of information to support the design process, acting as feedback mechanisms for improved performance, but careful interpretation and implementation are required to achieve better buildings. Energy, lighting, and air flow are the three main domains covered in the workshop. Students will learn how to utilize domain tools at an advanced level, and utilize them as applications to examine the environmental performance of existing buildings. Using the results of analytical techniques, the students will develop high-performance design strategies in all three domains. Lectures will be given on specific topics each week. A series of analytical class exercises will be assigned to provide students with hands-on experience in using the computer models. A case-study building will be provided at the beginning of the course and students will model different components each week throughout the semester. Every week students present the progress of their work, which will be used to correct methodological and technical issues. Energy, lighting, and air flow are the three main domains covered in the workshop. Students will learn how to utilize domain tools at an advanced level, and utilize them as applications to examine the environmental performance of existing buildings. Using the results of analytical techniques, the students will develop high-performance design strategies in all three domains. Prerequisite: ARCH 753 Lectures will be given on specific topics each week. A series of analytical class exercises will be assigned to provide students with hands-on experience in using the computer models. A case-study building will be provided at the beginning of the course and students will model different components each week throughout the semester. Every week students present the progress of their work, which will be used to correct methodological and technical issues. Course usually offered in spring term
Prerequisite: ARCH 753
Activity: Seminar
1.0 Course Unit

ARCH 762 Design and Development
This newly reconstituted course will introduce designers and planners to practical methods of design and development for major real estate product types. Topics will include product archetypes, site selection and obtaining entitlements, basic site planning, programming, and conceptual and basic design principles. Project types will include, among others; infill and suburban office parks, all retail forms, campus and institutional projects. Two-person teams of developers and architects will present and discuss actual development projects. Course usually offered in spring term
Also Offered As: CPLN 643
Activity: Lecture
1.0 Course Unit

ARCH 765 Project Management
This course is an introduction to techniques and tools of managing the design and construction of large, and small, construction projects. Topics include project delivery systems, management tools, cost-control and budgeting systems, professional roles. Case studies serve to illustrate applications. Cost and schedule control systems are described. Case studies illustrate the application of techniques in the field. Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

ARCH 768 Real Estate Development
This course evaluates 'ground-up' development as well as re-hab, re-development, and acquisition investments. We examine raw and developed land and the similarities and differences of traditional real estate product types including office, R & D, retail, warehouses, single family and multi-family residential, mixed use, and land as well as 'specialty' uses like golf courses, assisted living, and fractional share ownership. Emphasis is on concise analysis and decision making. We discuss the development process with topics including market analysis, site acquisition, due diligence, zoning, entitlements, approvals, site planning, building design, construction, financing, leasing, and ongoing management and disposition. Special topics like workouts and running a development company are also discussed. Course lessons apply to all markets but the class discusses U.S. markets only. Throughout the course, we focus on risk management and leadership issues. Numerous guest lecturers who are leaders in the real estate industry participate in the learning process. Format: predominately case analysis and discussion, some lectures, project visits.
Taught by: Alan Feldman
One-term course offered either term
Also Offered As: REAL 321, REAL 821
Prerequisite: REAL 721 OR FNCE 721
Activity: Lecture
1.0 Course Unit
Notes: Notes: Predominately case analysis, discussion, some lectures, and project visits.

ARCH 771 Professional Practice II
A continuation of ARCH 671. Further study of the organizational structures of architectural practices today, specifically those beyond the architect’s office. The course is designed as a series of lectures, workshops and discussions that allows students and future practitioners the opportunity to consider and develop the analytical skills required to create buildings in the world of practice.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

ARCH 782 Architecture Study Abroad Program
A four to six week program of study in various locations. For program details: www.design.upenn.edu/architecture/graduate/graduate-architecture-study-abroad
Activity: Studio
1.0 Course Unit

ARCH 791 ARCH Summer Institute: Digiblast
This is a non-credit course for entering Master of Architecture students. The course will cover digital modeling and workflow and will prepare students for techniques used in PennDesign's 500 and 600 level design studios. Course fee: $750.00. Note: course fees apply only to students who are NOT enrolled in ARCH-500. Course enrollment is by permit only. Course usually offered summer term only
Activity: Studio
0.0 Course Units
ARCH 792 ARCH Summer Institute: Advanced Architectural Design Digital Workshop
This is a non-credit course for entering Master of Science in Design: Advanced Architectural Design students. The Digital Methods workshop provides a comprehensive introduction to four elements critical to the workflow of the graduate studios at PennDesign: 3D modeling, scripting, visualization and fabrication. Short daily lectures situating digital technologies in contemporary design practice are followed by hands-on tutorials in Maya and Rhinoceros. The first half of the workshop provides an operative knowledge of the many geometry types, modeling techniques, scripting languages and simulation tools available for studio work. Visualization techniques are also introduced, and students will learn to efficiently produce presentation-quality renderings, animations and technical line drawings from digital models. Students also learn protocols for transferring data between various design software packages and how to create data compatible with PennDesign's digital fabrication equipment. Course fee: $750.00. Course enrollment is by permit only.
Course usually offered summer term only
Activity: Studio
0.0 Course Units

ARCH 793 ARCH Summer Institute: History of Architecture
This is a non-credit course for entering Master of Architecture students. The course will cover western architecture from ancient Egypt to the modern age and will satisfy the history pre-requisite condition for matriculation in the fall. Course fee: $750.00. Course enrollment is by permit only.
Course usually offered summer term only
Activity: Lecture
0.0 Course Units

ARCH 794 ARCH Summer Institute: Physics for Architects
This is a non-credit course for entering Master of Architecture students. The course will cover the following: mechanics, heat, light, sound and electricity. The course will satisfy the physics pre-requisite condition for matriculation in the fall. Course fee: $750.00. Course enrollment is by permit only.
Course usually offered summer term only
Activity: Lecture
0.0 Course Units

ARCH 799 Environmental Building Design Summer Preparatory Workshop
This is a required, non-credit course for entering Master of Science in Design: Environmental Building Design students. The workshop provides an introduction to digital modeling and scripting techniques for environmental performance analysis. Students also learn protocols for transferring data between various design software packages and how to create data compatible with the School of Design's plotting and digital fabrication equipment. Course fee: $750.00. Course enrollment is by permit only.
Taught by: Bill Braham
Activity: Laboratory
0.0 Course Units

ARCH 800 Introduction to 3D Programming
ARCH 800 is a two week required introductory course for matriculating RAS students. This course introduces computer programming (Python, Grasshopper, etc.) within a 3D modelling/simulation environment, and introduces students to Penn's ARI Robotics Lab.
Taught by: Ezio Blasetti
Activity: Laboratory
0.0 Course Units

ARCH 801 Material Agencies: Robotics & Design Lab I
The Fall Material Agencies course consists of two half-semester long sections and is supported by two aligned Core Technical Seminars of half-semester length each. Students will typically work in pairs. Section 1: Programmed Matter. Introduces students to a generative approach to digital design and robotic manufacturing with the goal of unifying design and production within one creative process. The studio will commence with students gaining first-hand experience programming and operating Penn's industrial robots. 3d design models will be developed in parallel to fabrication experiments and digital simulations. The design brief will focus on a small scale design prototype that is explored at a micro-scale of resolution relative to normative architectural practice. Material placement and material affect will be considered intrinsic to design expression and integral to considerations of space, form, structure and production concerns. The brief will focus on a small scale object or architectural part design with ornamental features. The course introduces material dynamics, robot programming, 3d modelling and computer programming within design. Section 2: Manipulative Matter explores both robotic fabrication and the use of sensors and actuators within responsive fabricated objects or architectural elements. Design Prototyping involving manipulation-based Manufacture. Eg. Sheet metal folding. This will complement the first studio by requiring more pre-determined design intent, fabrication rationalization and robot sensor and electrical integration. A final design prototype will demonstrate embodied material intelligence - through an integrative approach to material organization, electronic circuitry, production and design. Electronic wiring and parts will be integrated within larger material prototypes through fabrication methods such as: inlays, additive manufacturing, casting, soldering, painting, laser-cutting, or milling.
Activity: Studio
2.0 Course Units
ARCH 802 Material Agencies: Robotics & Design Lab II
This course will leverage knowledge gained by students in the Fall and set an ambitious aim for the experimentation, development and demonstration of a robotically manufactured design prototype that is intrinsically related to a bespoke production process. The end product will involve a 1:1 part or whole, physically fabricated work that will be accompanied by either a live demonstration or video production. During the first half of the semester students will engage in the development of bespoke robotic tooling, sensor and programming capabilities in order to create novel manufacturing processes that explore ideas of intelligent or autonomous manufacturing with an emphasis on responsive or manipulation based processes. Industry processes will be leveraged yet re-cast through creative engagement with manufacturing materials, tools and production operations. Participants will follow a brief that specifies a line of inquiry or scenario, whilst allowing some degree of self-direction. Projects will engage in a speculative and critical approach to architectural design, production and use while leveraging robotics platforms, methods for machine vision, sensing and learning, in addition to an engagement with material dynamics and computer programming within design research. A successful project is expected to: demonstrate a rigorously crafted design artifact; explore novel approaches to design, material fabrication and user engagement, questioning the role and nature of architecture’s physical and cultural contribution; and explore novel forms of robotic production and representation. Some proposals will involve live or filmed demonstrator performances. All projects will require a computer simulation or animation that demonstrates a temporal consideration for design, manufacture or use. The course introduces robot tooling, sensor-feedback procedures, 1:1 material prototyping, and building design with tectonic considerations. Examples of potentially relevant industry processes include: sheet-metal bending, incremental metal forming, additive and subtractive manufacturing.
Activity: Studio
2.0 Course Units

ARCH 803 General Overview of Algorithmic Design and Robotic Fabrication
Directly supports ARCH 801 Material Agencies I: Section 2. This seminar will teach students computer and robot programming skills that will be utilized to deliver a complimentary and integral aspect of design-prototyping and fabrication work. Topics will vary in application to suit the studio brief. Participants will be introduced to the Robotics Lab, and will learn to set up ABB Industrial Robot tasks. Design algorithms will be developed that establish a conceptual relationship to the manufacturing process and attempt to leverage it for creative forms of design expression whilst addressing material and production performance constraints. Examples include computer programming that simulates a material placement and robotic manufacturing process such as additive manufacturing, filament winding or weaving, and utilizes these tasks in a generative design methodology, where design character, variation in material organization is evaluated relative to performance criteria such as material quantities, production time, etc. Submissions will be technical in nature and will also be implemented within ARCH 801 prototypes. The course provides a foundation for more specialist technical development in Semester 2.
Activity: Seminar
0.5 Course Units

ARCH 804 Advanced RAS Programming
This course will support ARCH 802 Material Agencies II with a greater level of technical competency and detail. More ambitious functionality will be developed that will enable student’s greater degrees of freedom and creativity in their engagement with design and production processes. While students will not engage in science/engineering development, research and software developed in such disciplines will be applied within design, fabrication and user occupation orientated scenarios. Topics will vary in application to suit studio briefs and shifting capabilities within industry and academia. Examples include mechanical and electrical design for bespoke robot tooling, use of Computer Vision for real-time sensing and live behavior-based adaptation, machine learning in design or fabrication applications, or deeper engagement in robot communication and control (E.g. Linux ROS Robot programming framework).
Activity: Seminar
1.0 Course Unit

ARCH 805 Introduction to Micro-controllers, Sensor and Actuator Systems
Directly supports ARCH 801 Material Agencies I: Section 2. This seminar will teach participants to design and assemble electronic circuits using sensors/actuators and micro-processors, and to program digital and analogue means of data exchange. Students will develop a closed or open loop reactive system that consists of embedded sensor systems that will operate within the Design Studio project prototype, and utilizes feedback from sensors to drive designed affects (E.g. kinetic, lighting, variations in porosity). The course will consider degrees of control, feedback, energy and force in relation to interactions of matter, space and active bodies (human and non-human). Participants will learn how to design electric circuits, solder and weld these and to integrate circuits with micro-processors, sensors and actuators. Exact equipment and methods will vary over time as these technologies evolve rapidly. At present possible micro-controllers utilized include Arduino, Raspberry Pi, Odroid, Intel Nuc, Atom and others. Sensors such as flex, pressure and proximity sensors will be utilized. Possible forms of actuation include servo and stepper motors, linear actuators, NITinol muscle wire, pneumatic actuators. A Programming Language will be utilized to for the writing of simple control algorithms that clarify how input and output data is processed and acted upon, with a particular focus on leveraging physical world actions within a designed control loop where possible.
Activity: Seminar
0.5 Course Units

ARCH 806 Experimental Matter
This course aims to extend knowledge into state of the art materials, material applications and fabrication methods and contribute research and experimental results towards ARCH 802 Material Agencies II course prototypical projects. Operating predominantly through research and controlled physical experiments, students will develop a material strategy for their ARCH 802 Material Agencies II work, investigating scientific research papers, industry publications and precedent projects in order to develop know-how in materials and material applications. A material application method will be proposed and experimented with to evaluate and develop use within a robotic fabrication process. Submissions will incorporate experimental test results, methods and precedent research documentation.
Activity: Seminar
1.0 Course Unit
ARCH 807 RAS Theory
This seminar provides a theoretical context to the program, relating autonomous robotics and fabrication research to architectural discourse, philosophy, science and technology. The course commences with a historical overview of scientific topics including cybernetics, complexity theory, emergence/self-organization, evolution/developmental biology, behaviour-based robotics. The course also critically assesses present and future societal trajectories in relation to technology, exploring socio-political, ethical and philosophical arguments that concern a broader technological shift that has occurred during the last decade which has given rise to our unquestioned reliance on algorithms within our everyday lives (social media, shopping, navigation), and similar impact from Urban OS’s, Industry 4 and driverless car technologies. Readings cover philosophy, computer science, cybernetics, robotics, sociology, psychology, and will be discussed in relation to their consideration within the domain of architectural design and building technology. Examples include: Blaise Aguera y Arcas, Maurice Conti, Norbert Weiner, Kevin Kelly, Ray Kurzweil, Ed Finn, Donna Haraway, Andre Gorz, Bruce Sterling, Daniel Kahneman, Timothy Morton, Levi Bryant. A theoretical written statement related to ARCH 801 Material Agencies I Section 1 or 2 will be produced by participants within this core seminar.
Activity: Seminar
1.0 Course Unit

ARCH 808 Scientific Research and Writing
Following a framing of architectural design-research and theory in Semester 1, this course aims to provide students with knowledge of state of the art robotics and design taking place in the research community and to introduce methods to evaluate and demonstrate academic research that encompasses both creative and technical work. Submissions will include a technical written statement related ARCH 802 Material Agencies II work, which will be produced by participants under direction within this core seminar. This will train students for additional technical career opportunities and raise the level of discourse and prospects for further research from the program and its participants to a level suitable for continuation within PhD studies.
Activity: Seminar
1.0 Course Unit

ARCH 811 Theories of Architecture
The purpose of this course is to provide to students who are embarking on careers in teaching and scholarship in architecture a re-introduction to some of the principal issues and writings of the architectural theory, as they developed historically from antiquity to the present. In addition to introducing recurring themes and primary texts, this course aims to help students develop the practices that are typical of scholarship, the forms and habits of scholarly inquiry. It is a required course for all incoming Ph.D. and M.S. students.
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

ARCH 812 Methods In Architectural Research
Methods in Architectural Research is a seminar aimed at first year, second semester PhD and MS students in Architecture who aim to develop their field definition (biblio + statement) and/or research proposal in pursuit of their advanced research degree. The course is also of interest to MArch students interested in advanced forms of academic research. The course will cover the full context of research methods in both the humanities and sciences attendant to architecture. Students will be tasked with identifying and naming a field of study, an initial research question to investigate, a methodology they will employ, and a value proposition for their work.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

ARCH 813 Qualifying Research
This is an independent study course for first year Ph.D. and M.S. students, supervised by a member of the Graduate Group in Architecture. A course of readings and advisor sessions throughout the semester will result in an independent study paper, which will also be used as the student's qualifying paper for the Qualifying Examination. This research paper will be prepared as if for scholarly publication.
Course usually offered in spring term
Activity: Independent Study
1.0 Course Unit

ARCH 814 The Concept of an Avant-Garde
No historian of architecture has written as intensely about the contradictions of architecture in late-modern society or reflected as deeply on the resulting problems and tasks of architectural historiography as Manfredo Tafuri (1935-1994). For many, the Italian historian's dismissal of 'hopes in design' under conditions of advanced capitalism produced a disciplinary impasse. This in turn led to call tooubler Tafuri · to move beyong his pessimistic and lacerating stance. The seminar will undertake a close reading of one of Tafuri's most complexly conceived and richly elaborated books, The Sphere and the Labyrinth: Avant-Gardes and Architecture form Piranesi to the 1970s. Initially published in Italian in 1980 and translated into English in 1987, the book represents the first effort to define and historicize the concept of an avant-garde specifically in architecture. Its content centers on the radical formal and urban experiments of the first three decades of the twentieth century. Yet Tafuri surprisingly begins his account with the eighteenth-century inventions of Piranesi, and he concludes with an examination of the 'neo-avant-garde' of his own day. In addition to traversing The Sphere and the Labyrinth chapter by chapter - starting with the extraordinary methodological introduction, 'The Historical "Project"'- we shall also read a number of primary and secondary sources on the historical contexts under discussion and consider a number of important intertexts that shed light on Tafuri's position. The objectives of the course are at once historical and historiographic: we shall be concerned both with actual events and with how they have been written into history. Finally, we shall reassess the role of an avant-garde in architecture and compare Tafuri's conception to that advanced in other disciplines. Is the concept of an avant-garde still viable today? Or should it be consigned to the dustbin of twentieth-century ideas? Assignment for first class: read the introduction to The Sphere and the Labyrinth, pp. 1-21, 'The Historical 'Project.' A copy of the book is on reserve at the library. Note: the book is out of print. For future classes please make every effort to purchase a used copy or obtain one via interlibrary loan. Copies of individual chapters will also be made available on our class website.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
**ARCH 815 Research Report**
The candidate for the M.S. in Architecture degree shall prepare a research report in his or her subject of study. The topic of this report must be approved by an advisor. This report will be developed in the independent study courses, undertaken after the eight units of course work has been completed, normally in the summer semester. The purpose of these courses is to give the student an opportunity to synthesize their previous coursework at Penn. Course enrollment is by permit only. Please contact Sarah Lam (ARCH Dept.) at sarahlam@design.upenn.edu.

Course usually offered in fall term
Activity: Independent Study
2.0 Course Units

**ARCH 816 Advanced Topics in Architecture Culture from World War II through 2001**
This seminar will be taught as an advanced section of ARCH 512. It is primarily for students who are in their first year of the PhD program in Architecture but it is open to other upper-level students with instructor permission. In addition to the weekly discussion-format seminar on Tuesday afternoons (1.5 hours), students are also expected to attend the lectures associated with ARCH 512 on Tuesday mornings (10:30-12). Assigned readings will go beyond those on the 512 syllabus to include more complex and sophisticated source material. The subject of both ARCH 512 and 812 is the evolution of the culture of architecture from World War II to the turn of the twenty-first century. Starting with the period of wartime planning and postwar reconstruction in the 1940s, we will move decade by decade up to the present century, considering the transformations of modernist culture under the impact of social, political, technological, and urban changes. We will address the challenges posed to architecture from inside as well as outside the discipline and from around the world, attending to material and ideological developments and to relations between individual protagonists and larger historical and institutional forces. Among the wide range of issues at stake are the impact of research and technology coming out of the world war; the intensifying critique of interwar functionalism and debates over monumentalhumanism, regionalism, history, aesthetics; the effects of suburbanization, expanded mobility, changing demographics, and environmental factors; the phenomena of consumer culture and mass media; the impact of the Cold War and decolonization; the emergence of a ‘global village’ and its intensifying cultural exchanges; the rise of a new architectural avant-garde in the 1960s and the advent of postmodernism; plus more recent ramifications. At the level of theory and methodology, the seminar will be especially concerned with issues of periodization and documentation. We will discuss and debate the question of how ‘architecture culture’ is produced and reproduced at particular moments in history. Seminar discussions will be focused around specific case studies, some to be determined by the instructor, the rest based on in-depth individual research products to be carried out by the members of the class. Each student will work on his or her case-study project over the course of the semester, leading to an in-class presentation and a term paper of 25 pages.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

**ARCH 851 Field Bibliography**
This course is essentially an independent study, undertaken by doctoral students in preparation for the Candidacy Examination. This course should be taken in conjunction with ARCH 852 after all other courses have been completed. Normally a member of the student’s Dissertation Committee supervises this course.
Two terms. student may enter either term.
Activity: Independent Study
1.0 Course Unit

**ARCH 852 Dissertation Proposal**
This course is essentially an independent study, undertaken by doctoral students in order to write the Proposal for the Dissertation. The Proposal is prepared before and defended during the Candidacy Examination. This course should be taken in conjunction with ARCH 851 after all other courses have been completed. Normally a member of the student’s Dissertation Committee supervises this course.
Two terms. student may enter either term.
Activity: Independent Study
1.0 Course Unit

**ARCH 995 Dissertation**
Two terms. student may enter either term.
Activity: Dissertation
1.0 Course Unit

**ARCH 998 Independent Thesis Study**
Activity: Independent Study
1.0 Course Unit

**ARCH 999 Independent Study**
This course enables students to undertake self-directed study on a topic in Architecture, under the supervision of a faculty member. Students are required to make a proposal for the study to the Department Chair, outlining the subject and method of investigation, and confirming the course supervisor at least two weeks prior to the beginning of the semester.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Art & Archaeology of Mediterranean World (AAMW)

AAMW 425 Late Antique Arts
What is ‘Late Antiquity’? In 312 when Roman emperor Constantine inaugurated a Christian empire, ‘Roman’ culture was centuries old. The period ca. 200-650 CE saw profound transformations that launched Medieval, Byzantine and Islamic traditions. In this epoch of economic and political upheaval destruction was frequent but partial: Rome long survived, Constantine's 'new Rome,' Constantinople flourished, and around the Empire both proto-global visual culture and local forms prospered. Roman cultural models authorized both innovation and passion for tradition, in forms and styles: we critique art-historical models for Late Antique 'decline', analyse habits of material reuse and curation, and look at new Christian and Jewish roles for Roman things as well as polytheist visual survival. Foreign allies and enemies, and new peoples invading an already polyethnic Empire, interacted with Greco-Roman Late Antiquity: we visit arts of Sasanian and Islamic empires east and south, and 'barbarian' domains in Africa, Europe, Britain. Media discussed, for sacred, courtly, domestic, funerary, political and civic spaces and structures include not just 'monumental' painting, mosaic, sculpture, but also objects of silver, ceramic, ivory, figural textile, glass; painted books; jewelry; mass-media artifacts like coins and pilgrimage tokens. We also study Late Antique texts on art, objects, space and viewership.
Taught by: Ann Kuttner
Course not offered every year
Also Offered As: ARTH 425, CLST 425
Activity: Lecture
1.0 Course Unit

AAMW 427 Roman Sculpture
Survey of the Republican origins and Imperial development of Roman sculpture - free-standing, relief, and architectural - from ca. 150 BC to 350 AD. We concentrate on sculpture in the capital city and on court and state arts, emphasizing commemorative public sculpture and Roman habits of decorative display; genres examined include relief, portraits, sarcophagi, luxury and minor arts (gems, metalwork, coinage). We evaluate the choice and evolution of styles with reference to the functions of sculptural representation in Roman culture and society.
Taught by: Kuttner, Rose
Course not offered every year
Also Offered As: ARTH 427, CLST 427
Activity: Lecture
1.0 Course Unit

AAMW 428 Hellenistic Art and Spectacle
Hellenistic usually names art in the age of Mediterranean culture from the 4th century BCE and the rise of Alexander the Great's Macedon, and the Greco-Macedonian conquest of the Persian Empire, to Cleopatra of Egypt's defeat by Rome at the end of the Republic. Our course looks also at the age of Augustus and his successors, 1st century CE. While Greek and Macedonian practice in city-states and kingdoms is our launching point, this course also looks at international culture and cultural interaction among peoples from North Africa and Etrusco-Roman Italy, Egypt, (Etrusco) Anatolia, the Mideast and Central Asia. We probe art, artifacts, and visual display from a range of settings, from sanctuary to house, palace and parade, and in all media, from marble monuments to pottery and jewelry. Our archaeology of Hellenistic visual culture also looks at the rich body of Hellenistic and Roman texts of art history, art criticism, and the description of objects and image, to better understand the Hellenistic maker, patron, and viewer. No prerequisites. It is desirable for undergraduates to have experience of research. Of interest to students in AAMW, ARTH, ANCH, CLST, VLST, NELC, RELS and ANTH.
Taught by: Kuttner
Course not offered every year
Also Offered As: ARTH 428
Activity: Lecture
1.0 Course Unit

AAMW 430 Medieval Islamic Art & Architecture
An introduction to the major architectural monuments and trends, as well as to the best-known objects of the medieval (seventh-to fourteenth-century) Islamic world. Attention is paid to such themes as the continuity of late antique themes, architecture as symbol of community and power, the importance of textiles and primacy of writing. Suitable for students of literature, history, anthropology as well as art history.
Taught by: Holod
Course not offered every year
Also Offered As: ARTH 435, NELC 489
Activity: Lecture
1.0 Course Unit

AAMW 509 Curatorial Seminar
Curatorial seminars expose students to the complexity of studying and working with objects in the context of public display. With the guidance of faculty and museum professionals, students learn what it means to curate an exhibition, create catalogues and gallery text, and/or develop programming for exhibitions of art and visual/material culture. Students in this curatorial seminar will participate in planning the exhibition of Japanese illustrated books from the Tress collection to be held in the Kislak Center in spring 2021. Japanese illustrated books are celebrated for their high technical and aesthetic achievements and the collection spans all genres and formats over more than three hundred years. In this course, students will be thinking through how we can tell the story of the illustrated book in Japan in the space of the exhibition. We will think through how these materials related to their broad and largely literate audiences, and we'll pay close attention to artists, genres, technologies, and subjects. Students will conduct research, prepare didactic labels, write entries for the catalogue, and develop the website and symposium as part of their curatorial practice. There will be extensive hands-on engagement with examples from the Kislak collections as well as practical training in papermaking, materials, and binding. By permission only.
Course not offered every year
Also Offered As: ARTH 501, NELC 501
Activity: Seminar
1.0 Course Unit
AAMW 512 Petrography of Cultural Materials
Introduction to thin-section petrography of stone and ceramic archaeological materials. Using polarized light microscopy, the first half of this course will cover the basics of mineralogy and the petrography of igneous, metamorphic and sedimentary rocks. The second half will focus on the petrographic description of ceramic materials, mainly pottery, with emphasis on the interpretation of provenance and technology. As part of this course, students will characterize and analyze archaeological samples from various collections. Prior knowledge of geology is not required.
Course not offered every year
Also Offered As: ANTH 514, CLST 512
Activity: Seminar
1.0 Course Unit

AAMW 514 Kinship and Connectivity in the Roman World
An individual's life course is often reflected, enhanced, and defined by their relations to other individuals. This course will investigate the concept of kinship in the Roman world through textual, visual, and archaeological evidence. We will explore relationships at all levels of society from the imperial family to the slaves and freedmen who were part of larger households, in order to understand how different relationships shaped and structured interactions in Roman society. Together, we will explore the following questions: how were relationships and bonds represented in the ancient world? What structures were in place for families to perpetuate themselves through biological or adoptive means? How could non-Roman citizens create family connections through formal and informal channels? How could relationships be celebrated in life and commemorated in death? We will use written evidence from ancient historians, visual evidence like the Altar of Peace, and archaeological evidence from cemeteries to examine how Roman notions of kinship shaped life and death in different social milieus.
Taught by: Brent
Also Offered As: ANCH 315, ANTH 315, CLST 315, CLST 515
Activity: Seminar
1.0 Course Unit

AAMW 519 Ancient Greek Colonies
This seminar examines the archaeology of Greek colonization from the Late Bronze Age to ca. 600 B.C. These colonies were highly diverse in their motivations, physical settings, and political and social structures, as well as their relationships with mother cities and the new worlds they inhabited. Emphasis is placed on the colonial experience as a cross-cultural and negotiated process. In addition to archaeological and epigraphic evidence, literary and historical traditions are examined. Colonies from the southern Balkan peninsula, Black Sea, Ionia, northern Africa, and Magna Graecia will be the focus of reading, reports, and discussion.
Taught by: Tartaron
Course not offered every year
Also Offered As: CLST 532
Activity: Seminar
1.0 Course Unit

AAMW 520 Topics in Aegean Bronze Age
Topic varies from semester to semester. This Fall 2019 seminar will discuss The Architecture of Akrotiri, Thera. Around 3,500 years ago a culture thrived on the small island of Thera in the Cycladic islands of Greece. Excavations have revealed a portion of a sophisticated town with multi-storied buildings decorated with elaborate fresco programs and equipped with all the necessities to support a cosmopolitan community with trade contacts reaching throughout the Mediterranean, Egypt, and the Ancient Near East. Due to the Bronze Age eruption of the volcano at the center of the island, Akrotiri is known as the best-preserved Late Cycladic site in the Aegean. In this class, we will examine the architecture and frescoes, or wall paintings, of Akrotiri and explore what they reveal to us about this unique group of people. Students will write and present two research papers to the class.
Course not offered every year
Also Offered As: ARTH 520
Activity: Seminar
1.0 Course Unit

AAMW 522 Topics in Ancient Iranian Art
Topic varies. Spring 2018: This seminar will focus on the environmental, archaeological and textual record for settlement in the Persian/Arabian Gulf region from the Neolithic to the pre-Islamic Late Antique. Emphasis will be on the settlement history and material culture. Special attention will be paid to the close interaction of the local communities on the Arabian side of the Gulf with those on the Iranian/Indus valley side. The patterns of sea faring trade and interaction from Mesopotamia, Iran, Indus Valley and beyond will be considered. It is possible that this class will take a site trip to the UAE during the spring break, if the logistics can be arranged. Instructors: Professors Holly Pittman (Penn), Peter Magee (Bryn Mawr College).
Taught by: Pittman
Course not offered every year
Also Offered As: ARTH 522
Activity: Seminar
1.0 Course Unit

AAMW 523 Narrative in Ancient Art
Art history, and its cousins in religious, social, political and literary studies, have long been fascinated with the question of narrative: how do images engage time, tell stories? These are fundamental questions for ancient Near Eastern, Egyptian and Mediterranean art history and archaeology, whose rich corpus of narrative images is rarely considered in the context of ‘Western’ art. Relations between words and things, texts and images, were as fundamental to the ancient cultures we examine as they are to modern studies. As we weigh classic modern descriptions of narrative and narratology, we will bring to bear recent debates about how (ancient) images, things, monuments, and designed spaces engage with time, space, and event, and interact with cultural memory. We will ask ‘who is the story for, and why?’ for public and private narratives ranging from political histories to mythological encounters. Our case studies will be drawn from the instructors’ expertise in Mesopotamian visual culture, and in the visual cultures of the larger Mediterranean world from early Greek antiquity to the Hellenistic, Roman, and Late Antique periods. One central and comparative question, for instance, is the nature of recording history in pictures and texts in the imperial projects of Assyria, Achaemenid Persia, the Hellenistic kingdoms, and Rome.
Taught by: Kuttner/Pittman
Also Offered As: ARTH 523, CLST 523, NELC 523
Activity: Seminar
1.0 Course Unit
AAMW 524 Penn Museum Curatorial Seminar: Reconfiguring the Classical World Galleries
The Greek galleries in the Penn Museum were opened in 1994, and the Etruscan and Roman galleries in 2003. The world was very different then, and many of the themes used to frame the artifacts in the galleries are not especially relevant to contemporary students, scholars, and visitors. In this course we will completely reorganize and reinstall the galleries digitally, creating a series of websites that will highlight the new layout and themes. We will work extensively with the Greek Etruscan, and Roman artifacts themselves to reconfigure the galleries, which will highlight the connections between antiquity and the contemporary world, focusing on themes such as armed conflict, trauma, migration, xenophobia, and wealth and poverty.
Taught by: Rose
Also Offered As: CLST 524
Activity: Seminar
1.0 Course Unit

AAMW 525 Topics in Greek and Roman Art
Topics vary from semester to semester. For the Spring 2020 semester, the topic will be Violence and Ancient Mediterranean Art. The Greek and Roman world was fascinated by representing humans and beasts enduring physical and psychological pain, and images of violence inflicted by mortal and supernatural beings alike. These images occur in art of all kinds, consumed both privately and publicly, emerging in the domestic, religious, military and political sphere. They had a range of aims, from affording emotional catharsis, building political cohesion or enforcing social norms, to generating religious awe or confidence in empire -- and giving entertainment. As we explore this corpus, we can ask: what might be the roots of such preoccupation with the art of violence and pain in the 'Classical tradition' and its post-antique legacy? Many modern cultures exhibit similar fascination: how far can modern reactions to and theories about such images be guides to reconstructing ancient viewership? How can ancient texts and histories help us in this interdisciplinary project?
Taught by: Kuttner
Course not offered every year
Also Offered As: ARTH 525, CLST 521
Activity: Seminar
1.0 Course Unit

AAMW 526 Material & Methods in Mediterranean Archaeology
This course is intended to familiarize new graduate students with the collections of the University of Pennsylvania Museum of Archaeology and Anthropology and the wide range of scholarly interests and approaches used by faculty at Penn and neighboring institutions, as well as to provide an introduction to archaeological methods and theory in a Mediterranean context. Each week, invited lecturers will address the class on different aspects of archaeological methodology in their own research, emphasizing specific themes that will be highlighted in readings and subsequent discussion. The course is divided into five sections: Introduction to the Mediterranean Section; Collections; Method and Theory in Mediterranean Archaeology; Museum Work; and Ethics. The course is designed for new AAMW graduate students, though other graduate students or advanced undergraduate students may participate with the permission of the instructor.
Taught by: Tartaron
Course usually offered in fall term
Also Offered As: CLST 526
Activity: Seminar
1.0 Course Unit

AAMW 529 Topics in Roman Architecture
Topic varies. Spring 2018: This seminar offers a critical assessment of digital Roman architecture studies. What has been accomplished and learned over the last generation since the Digital Turn, and where is the field of Roman architecture being taken? Points of focus include several landmark case studies, such as digital reconstructions of the city of ancient Rome, and threatened cultural heritage sites in Syria. The course will involve readings of significant texts, in class discussions and presentations lead by the seminar’s participants, and testing and critiquing of a limited set of digital tools.
Taught by: Stinson
Course not offered every year
Also Offered As: ARTH 529
Activity: Seminar
1.0 Course Unit

AAMW 530 Topics in Byzantine Art
Topic varies from semester to semester. For the Fall 2020 semester, the topic will be: The Icon. This seminar explores the Byzantine icon and its legacy. Spanning nearly two millennia, from the emergence of Christian sacred portraiture to the reception of icon painting by the early twentieth-century Russian avant-garde, the seminar will introduce you to the history, historiography, and theories of the icon. While our focus will be on Byzantium and the wider world of Orthodox Christianity, especially in the Slavic Balkans and Eastern Europe, the seminar will also engage with fundamental questions concerning the nature, status, and agency of images across cultures. Topics to be addressed include iconoclasm and the problem of idolatry; the social and ritual lives of icons; authorship, originality, and replication; viewer response and the cultural construction of vision; the frontier between art and the sacred image; and the afterlife of the icon in modernity.
Taught by: Drpic
Course not offered every year
Also Offered As: ARTH 532
Activity: Seminar
1.0 Course Unit

AAMW 533 Topography and Monuments of Ancient Rome
An intensive exploration of Rome’s urban topography during the Republican and Imperial periods (6th c. B.C. through 4th c. A.D.) Using archaeological and textual sources, including the Etruscan and Roman collections of the Penn Museum, the goal will be to reconstruct the built environment and decoration of Rome over the course of a millennium. Of interest to students of classics, archaeology, art history, and architecture. Some familiarity with Rome will be a plus, but is not required.
Taught by: Rose
Course not offered every year
Also Offered As: CLST 328, CLST 533
Activity: Seminar
1.0 Course Unit
AAMW 534 Problems in Greek and Roman History: Archaic and Classical
This seminar is designed to introduce students to the major issues and problems in the early history of Ancient Greece, from approximately 776 BC until the reign of Alexander the Great nearly four hundred and fifty years later. A number of these issues have been the subject of academic investigation for decades: the historicity of Homeric society, the origins of democracy, the reforms of Kleisthenes, the population of Athens, for example. The investigation of many of these problems, however, has received fresh impetus from newer approaches: demographic studies of the Aegean islands, the dating of 5th century inscriptions, the study of Solons poetry have all yielded new insights and transformed our understanding of Greek culture and history. In this seminar we will explore many older questions from newer perspectives, with attention to such recent topics as gender, ethnicity and subaltern studies. The result is a view of Greece that is both more familiar and yet equally more alien.
Taught by: McInerney
Course not offered every year
Also Offered As: ANCH 535
Activity: Seminar
1.0 Course Unit

AAMW 536 Archaeology of Anatolia
This class is devoted to the archaeology and history of Anatolia (ancient Turkey) from the beginning of the Bronze Age (3000 BC) to the end of the Byzantine period (1453 AD). Emphasis will be placed on the great empires in Anatolia (Hittite, Phrygian, Lydian, Urartian, Persian, Roman, and Byzantine), and on the great cities (Troy, Sardis, Ephesus, Constantinople). The course is intended to complement the major exhibit on Gordion, the Phrygians, and Anatolian archaeology that will open at the Penn Museum in February of 2016 and run for 10 months.
Taught by: Brian Rose
Course not offered every year
Also Offered As: ARTH 421, CLST 336, NELC 121, NELC 521
Activity: Lecture
1.0 Course Unit

AAMW 539 Archaeobotany Seminar
In this course we will approach the relationship between plants and people from archaeological and anthropological perspectives in order to investigate diverse plant consumption, use, and management strategies. Topics will include: archaeological formation processes, archaeobotanical sampling and recovery, lab sorting and identification, quantification methods, and archaeobotany as a means of preserving cultural heritage. Students will learn both field procedures and laboratory methods of archaeobotany through a series of hands-on activities and lab-based experiments. The final research project will involve an original in-depth analysis and interpretation of archaeobotanical specimens. By the end of the course, students will feel comfortable reading and evaluating archaeobotanical literature and will have a solid understanding of how archaeobotanists interpret human activities of the past.
Taught by: Chantel White
Course not offered every year
Also Offered As: ANTH 533, CLST 543, NELC 585
Activity: Seminar
1.0 Course Unit

AAMW 540 Topics in Medieval Art
Topic varies from semester to semester. For the Fall 2020 semester, the topic will be Migrating Materiality: Ivory Carving Around the Mediterranean. The craft of ivory carving around the Mediterranean is contingent upon the availability of imported elephant tusks, from either South East Asia or, more frequently, from the African continent. The shifting winds of trade routes offer an interpretive paradigm with which to analyze ivory objects from a variety of different cultural groups: the lack or abundance of ivory and the resulting desire for or surfeit of the material shapes its meaning and use around the Mediterranean basin. The study of ivory objects as they migrate around the Mediterranean allows us to investigate the rich intercultural interactions between Eastern and Western Christians, and both of these with the Islamic world. This course focuses on an object-oriented knowledge of ivory artifacts, with a strong emphasis on the collections at the Penn Museum, the Philadelphia Museum of Art, and other area collections.
Taught by: Guerin
Course not offered every year
Also Offered As: AFRC 538, ARTH 540
Activity: Seminar
1.0 Course Unit

AAMW 542 Ancient Seafaring
This course explores ships, seafaring, and seafarers of the ancient Greek World from the Bronze Age (Minoans and Mycenaeans) to the Age of Alexander (Hellenistic period). Sources include shipwrecks and related artifacts, artistic representations, and ancient documents and literature. The emphasis is not so much on the technical aspects of shipbuilding and navigation as on the ways that seafaring shaped Greek history and connected the Greeks to a wider world through trade, warfare, colonization, and adventure.
Taught by: Tartaron
Course not offered every year
Also Offered As: CLST 340
Activity: Lecture
1.0 Course Unit

AAMW 546 Museum Internship
The Museum Internship in the spring consists of a research project with Penn Museum collections based on a proposal designed and approved during the fall AAMW Proseminar (AAMW 526). It is offered to, and is a requirement for, first-year AAMW graduate students only.
Course usually offered in spring term
Prerequisite: AAMW 526
Activity: Independent Study
1.0 Course Unit
AAMW 550 Archaeologies of Subalternity
This course addresses the various areas and approaches to 'otherness' in ancient Mediterranean archaeology, and the power dynamics of oppression. We'll not only examine disempowerment around cultural identity, class, gender and sexuality, and race/ethnicity, but we'll spend equal time pondering how those subjects have been studied - or ignored - by classical archaeologists. The power relationships both inherent in the subjugation of various kinds of people in the ancient world, and in the academic discourses around them, are the themes of the course. While this course will be focused on the Bronze Age through late antique Mediterranean, those with other period/interests are most welcome. Students will be asked to bring their own interests to the course, which help shape the course. Upper-level courses in archaeology, anthropology, or ancient history are recommended prior to enrollment.
Taught by: Bowes
Course not offered every year
Also Offered As: CLST 305, CLST 605
Activity: Seminar
1.0 Course Unit

AAMW 552 Archaeometallurgy Seminar
This course is designed to provide an in-depth analysis of archaeological metals. Topics to be discussed include: exploitation of ore and its transformation to metal in ancient times, distribution of metal as a raw material, provenance studies, development and organization of early metallurgy, and interdisciplinary investigations of metals and related artifacts like slag and crucibles. Students will become familiar with the full spectrum of analytical procedures, ranging from microscopy for materials characterization to mass spectrometry for geochemical fingerprinting, and will work on individual research projects analyzing archaeological objects following the analytical methodology of archaeometallurgy.
Taught by: Moritz Jansen
Also Offered As: ANTH 552, CLST 552, NELC 587
Activity: Seminar
1.0 Course Unit

AAMW 557 Seminar in Archaeological Theory and Method: Archaeology of Landscapes
Advanced seminar for potential professional archaeologists. Course will examine critically main past and present theoretical issues in archaeological research and interpretation, and consider various methodologies utilized towards these interpretive ends.
Taught by: Erickson
Course not offered every year
Also Offered As: ANTH 557, LALS 557
Prerequisite: ANTH 241 OR ANTH 600
Activity: Seminar
1.0 Course Unit

AAMW 559 Myth Through Time and In Time
The textual and physical remains of Greek and Roman culture and belief as 'myth' entranced the post-antique European world and its neighbors. Makers, patrons and viewers manipulated those survivals to challenge and speak to a contemporary world. This course focuses on how and why artists and their patrons engaged the mythic and examines the various areas of political and religious life that sought animation through evocation of narratives from the past. Readings and case studies will engage with very late antique, medieval, and early modern art, turning to the modern and contemporary as well. Moving to the modern lets us examine, among other things, how artists address the exclusionary histories of the past, to enable critiques of myths of supremacy by one gender, race, or culture over others.
Taught by: Kuttner, Brisman
Also Offered As: ARTH 559, CLST 559, COML 559, GRMN 559
Activity: Seminar
1.0 Course Unit

AAMW 562 Intro to Digital Archaeology
Digital methodologies are an integral part of contemporary archaeological practice, and demand that archaeologists hold a new set of skills and knowledge fundamentals. This course will expose students to a broad range of digital approaches through a review of relevant literature and through applied learning opportunities centered on a course project. The technological underpinnings, best practices, and influences on archaeological practice and theory will be discussed for each method covered in the course. Applied learning opportunities in digital data collection methods will include: aerial and satellite remote sensing, global navigation satellite system (GNSS) survey, 3D scanning methods, close-range photogrammetry, and near-surface geophysical prospection. Students will also have opportunities for practical experience in digital database design and management, geographic information science (GIS) and 3D modeling and visualization. Students will communicate the results of the course project in a digital story that will be presented at the end of the term. Prior archaeological classwork and/or experience preferred.
Taught by: Herrmann
Also Offered As: ANTH 362, ANTH 562, CLST 362, CLST 562, NELC 362
Activity: Lecture
1.0 Course Unit
AAMW 572 Geophysical Prospection for Archaeology
Near-surface geophysical prospection methods are now widely used in archaeology as they allow archaeologists to rapidly map broad areas, minimize or avoid destructive excavation, and perceive physical dimensions of archaeological features that are outside of the range of human perception. This course will cover the theory of geophysical sensors commonly used in archaeological investigations and the methods for collecting, processing, and interpreting geophysical data from archaeological contexts. We will review the physical properties of common archaeological and paleoenvironmental targets, the processes that led to their deposition and formation, and how human activity is reflected in anomalies recorded through geophysical survey through lectures, readings, and discussion. Students will gain experience collecting data in the field with various sensors at archaeological sites in the region. A large proportion of the course will be computer-based as students work with data from geophysical sensors, focusing on the fundamentals of data processing, data fusion, and interpretation. Some familiarity with GIS is recommended.
Taught by: Herrmann
Course offered spring; even-numbered years
Also Offered As: ANTH 572, CLST 572, NELC 572
Activity: Laboratory
1.0 Course Unit

AAMW 604 Troy and Homer
An interdisciplinary seminar focusing on the city of Troy both as an archaeological site and as the setting of the legendary Trojan War. We will consider Homer's Iliad (with selected sections read in Greek) together with the topography and archaeology of the site of Troy in order to address a series of interrelated questions: What are the points of continuity and discontinuity between the stories told by the literary tradition and the material record? How do both types of evidence contribute to our understanding of political relations and cultural interactions between Greece and Anatolia in the Bronze Age? How do Hittite sources bear on our reconstruction of the events behind the Troy legend? How have the site and the poem contributed to each other's interpretation in the context of scholarly discovery and debate? We will give some attention to modern receptions of the Troy legend that deliberately combine material and textual elements, such as Cy Twombly's 'Fifty Days at Iliam' and Alice Oswald's 'Memorial: An Excavation of Homer's Iliad.' The seminar will include a visit to the site of Troy during the Spring Break.
Taught by: Murnaghan
Also Offered As: CLST 604, GREK 604
Activity: Seminar
1.0 Course Unit

AAMW 606 Pastoral Nomadism in the Past and Present
Pastoral nomadism is a 'third way' of human subsistence separate from farming and foraging. It is a sustainable human adaptation to grassland and arid environments practiced through particular technologies and domesticated animals. This course begins by examining the human ecology and social organization that emerge from mobile ways of life, drawing on modern, ethnographic, and archaeological examples of pastoral nomadic groups in the Middle East and Central Asia. Academic readings and ethnographic films will form the basis of discussions about several larger themes, including: the origins of pastoral nomadism and horse riding; the development of dairy-based foods and human adaptations allowing the digestion of lactose; the historical relationship between mobile groups of pastoralists and territorial states; popular perceptions of nomads in various forms of historical and modern media; and the influence of ideas about nomads on modern senses of heritage and nationalism in the Middle East and Central Asia.
Taught by: Hammer
Also Offered As: ANTH 108, NELC 106, NELC 606
Activity: Seminar
1.0 Course Unit

AAMW 611 Greek Epigraphy
An introduction to the principles and practices of Greek Epigraphy. Study of selected Greek inscriptions.
Taught by: McInerney
Course not offered every year
Also Offered As: ANCH 611, CLST 611, GREK 611
Activity: Seminar
1.0 Course Unit

AAMW 613 Landscapes and Seascapes of the Ancient Mediterranean
The Mediterranean environment is both diverse and unique, and nurtured numerous complex societies along its shores in antiquity. This seminar offers a primer on theoretical and methodological approaches to studying landscapes and seascapes of the Mediterranean from the Bronze Age to the early modern era, at scales from local to international and on land and underwater. Concepts from processual, post-processual, and current archaeologies will be considered, and field techniques including excavation and surface survey, remote sensing and geophysics, GIS modeling, and ethnography/ethnoarchaeology are examined. Course content and discussion focus on case studies that illustrate how these tools are used to reconstruct the appearance and resources of the natural environment; overland and maritime routes; settlement location, size, function, and demography; social and economic networks; and agricultural, pastoral, and nomadic lifeways. Seminar participants will develop case studies of their own geographical and chronological interest.
Taught by: Tartaron
Course not offered every year
Also Offered As: CLST 313, CLST 613
Activity: Seminar
1.0 Course Unit

AAMW 618 Art and Architecture in Ancient Egypt
This course will be an introduction to the art, architecture and minor arts that were produced during the three thousand years of ancient Egyptian history. This material will be presented in its cultural and historical contexts through illustrated lectures and will include visits to the collection of the University Museum.
Taught by: Silverman
Also Offered As: ANCH 068, ARTH 218, ARTH 618, NELC 068, NELC 668
Activity: Lecture
1.0 Course Unit
AAMW 622 Art of Ancient Iran
This course offers a survey of ancient Iranian art and culture from the painted pottery cultures of the Neolithic era to the monuments of the Persian Empire. Particular emphasis is placed on the Early Bronze Age. Taught by: Pittman
Course not offered every year
Also Offered As: ARTH 222, ARTH 622, NELC 222, NELC 622
Activity: Lecture
1.0 Course Unit

AAMW 624 Art of Mesopotamia
The class presents a survey of the art and archaeology of Mesopotamia beginning with the appearance of the first cities and ending with the fall of the Assyrian Empire in the seventh century BCE. It presents the major artistic monuments of Mesopotamian culture, embedding them in their historical context. Focus is placed in particular on the interactions with surrounding cultures of Iran, Central Asia, the Caucasus, the Persian Gulf and Anatolia in order to decenter the discourse from a strictly Mesopotamian perspective. The format is lecture; assignments involve reading response papers; there are in-class midterm and final exams. Taught by: Pittman
Course not offered every year
Also Offered As: ARTH 224, ARTH 624, NELC 224, NELC 624
Activity: Lecture
1.0 Course Unit

AAMW 625 Greek Art and Artifact
This course surveys Greek art and artifacts from Sicily to the Black Sea from the 10th century BCE to the 2nd century BCE, including the age of Alexander and the Hellenistic Kingdoms. Public sculpture and painting on and around grand buildings and gardens, domestic luxury arts of jewelry, cups and vases, mosaic floors, and cult artefacts are discussed. Also considered are the ways in which heroic epic, religious and political themes are used to engaged viewers' emotions and served both domestic and the public aims. We discuss the relationships of images and things to space and structure, along with ideas of invention and progress, and the role of monuments, makers and patrons in Greek society. Taught by: Kuttner
Course not offered every year
Also Offered As: ARTH 225, ARTH 625, CLST 220
Activity: Lecture
1.0 Course Unit

AAMW 626 Hellenistic and Roman Art and Artifacts
This course surveys the political, religious and domestic arts, patronage and display in Rome's Mediterranean, from the 2nd c. BCE to Constantine's 4th-c. Christianized empire. Our subjects are images and decorated objects in their cultural, political and socio-economic contexts (painting, mosaic, sculpture, luxury and mass-produced arts in many media). We start with the Hellenistic cosmopolitan culture of the Greek kingdoms and their neighbors, and late Etruscan and Republican Italy; next we map Imperial Roman art as developed around the capital city Rome, as well as in the provinces of the vast empire. Taught by: Kuttner
Course not offered every year
Also Offered As: ARTH 226, ARTH 626, CLST 221
Activity: Lecture
1.0 Course Unit

AAMW 628 Greek Art and Architecture
Introduction to the art of building and city planning in the ancient Greek world, 7th-1st c. BC. Emphasis on concepts of organizing space, on issues of structure, materials, decoration, proportion, and the Mycenean and eastern heritage as well as on theory and practice of urbanism as reflected in ancient cities (Athens, Pergamon, Alexandria) and writings (Plato, Aristototle, and others). Excursions to the Penn Museum and Philadelphia. No prerequisites. Taught by: Zarmakoupi
Course not offered every year
Also Offered As: ARTH 228, ARTH 628, CLST 245
Activity: Lecture
1.0 Course Unit

AAMW 630 Etruscan Art & Archaeology in the Penn Museum
The Etruscans, who spoke a language unlike any others known, were cast by their Greek and Roman rivals as outsiders and enemies: pirates, lovers of luxury, loose women. Today we must rely on the archaeological evidence of painted tombs, decorated Tuscan temples and massive engineering works to correct the picture. The course will survey a millennium (1st millennium BCE) of Etruscan culture through archaeological sites, works of art and everyday material culture, especially illustrated with objects in the collection of the Penn Museum. An additional insight into Italic culture comes from tomb groups excavated for the Museum at the Faliscan settlement of Narce. Students will gain familiarity with the societies of pre-Roman Italy through close study of their vases, jewels, arms, armor, textiles and tools, and even their very bones, and discover a surprising amount of Etruscan heritage surviving today. Taught by: Turfa
Course not offered every year
Also Offered As: CLST 335, CLST 635
Activity: Lecture
1.0 Course Unit

AAMW 632 Byzantine Art and Architecture
This course offers a wide-ranging introduction to the art, architecture, and material culture of Byzantium—a Christian, predominantly Greek-speaking civilization that flourished in the Eastern Mediterranean for over a thousand years. Positioned between the Muslim East and the Latin West, Antiquity and the Early Modern era, Byzantium nurtured a vibrant and highly sophisticated artistic culture. With emphasis placed upon paradigmatic objects and monuments, we will examine an array of artistic media, from mosaic and panel painting to metalwork, ivory carving, book illumination, and embroidery. We will consider the making, consumption, and reception of Byzantine art in a variety of contexts: political, devotional, ritual, and domestic. Topics include the idea of empire and its visual articulation; court culture; the veneration of images and relics; patronage, piety, and self-representation; authorship and artistic agency; materiality and the sensory experience of art; the reception of the pagan Greco-Roman past; and the changing nature of Byzantium's interactions with neighboring cultures. Taught by: Drpic
Course not offered every year
Also Offered As: ARTH 232, ARTH 632
Activity: Lecture
1.0 Course Unit
AAMW 633 Eastern Medieval Architecture
This lecture course examines major architectural developments in the eastern Mediterranean between the 4th and 14th centuries CE. The focus is on the Byzantine Empire, with its capital at Constantinople. Lectures also devoted to related developments in the Caucasus (Armenia and Georgia), early Russia, the Balkans (Bulgaria and Serbia), Sicily and under the Normans, the Crusader states. Parallel developments in early Islamic architecture are used for comparative purposes. The course examines evidence for religious and secular buildings, as well as urbanism and settlement patterns.
Taught by: Ousterhout
Course not offered every year
Also Offered As: ARTH 233, ARTH 633
Activity: Lecture
1.0 Course Unit

AAMW 635 Introduction to Visual Culture of the Islamic World
A one-semester survey of Islamic art and architecture which examines visual culture as it functions within the larger sphere of Islamic culture in general. Particular attention will be given to relationships between visual culture and literature, using specific case studies, sites or objects which may be related to various branches of Islamic literature, including historical, didactic, philosophical writings, poetry and religious texts. All primary sources are available in English translation.
Course not offered every year
Also Offered As: ARTH 235, ARTH 635, NELC 285, NELC 685, VLST 235
Activity: Lecture
1.0 Course Unit

AAMW 640 Medieval Art
An introductory survey, this course investigates painting, sculpture, and the ‘minor arts’ of the Middle Ages. Students will become familiar with selected major monuments of the Late Antique, Byzantine, Carolingian, Romanesque, and Gothic periods, as well as primary textual sources. Analysis of works emphasizes the cultural context, the thematic content, and the function of objects. Discussions focus especially on several key themes: the aesthetic status of art and the theological role of images; the revival of classical models and visual modes; social rituals such as pilgrimage and crusading; the cult of the Virgin and the status of women in art; and, more generally, the ideology of visual culture across the political and urban landscapes.
Course not offered every year
Also Offered As: ARTH 240, ARTH 640
Activity: Lecture
1.0 Course Unit

AAMW 646 GIS for the Digital Humanities and Social Sciences
This course introduces students to theory and methodology of the geospatial humanities and social sciences, understood broadly as the application of Geographical Information Systems (GIS) and spatial analysis techniques to the study of social and cultural patterns in the past and present. By engaging with spatial theory, spatial analysis case studies, and technical methodologies, students will develop an understanding of the questions driving, and tools available for, humanistic and social science research projects that explore change over space and time. We will use ESRI's ArcGIS software to visualize, analyze, and integrate historical, anthropological, and environmental data. Techniques will be introduced through the discussion of case studies and through demonstration of software skills. During supervised laboratory sessions, the various techniques and analyses covered will be applied to sample data and also to data from a region/topic chosen by the student.
Taught by: Hammer
Course usually offered in fall term
Also Offered As: ANTH 346, NELC 346, NELC 646
Activity: Lecture
1.0 Course Unit

AAMW 647 Archaeological Fieldwork in Southern Iraq
After several decades of closure to foreign researchers, the heartland of the world's earliest cities (southern Iraq) has reopened for archaeological expeditions. This course is a seminar for graduate students who will conduct fieldwork in Spring 2019 at two major Mesopotamian cities, Ur (Tell al-Muqayyar) and Lagash (Tell al-Hiba), as part of Penn-led expeditions. This course is a seminar for graduate students who will conduct fieldwork in Spring 2019 at two major Mesopotamian cities, Ur (Tell al-Muqayyar) and Lagash (Tell al-Hiba), as part of Penn-led expeditions. This course is a seminar for graduate students who will conduct fieldwork in Spring 2019 at two major Mesopotamian cities, Ur (Tell al-Muqayyar) and Lagash (Tell al-Hiba), as part of Penn-led expeditions. This course is a seminar for graduate students who will conduct fieldwork in Spring 2019 at two major Mesopotamian cities, Ur (Tell al-Muqayyar) and Lagash (Tell al-Hiba), as part of Penn-led expeditions. Taught by Hammer
Course usually offered in fall term
Also Offered As: ANTH 346, NELC 346, NELC 646
Activity: Lecture
1.0 Course Unit

AAMW 698 Prospectus Workshop
Designed to prepare graduates in any aspect of study in the ancient world to prepare for the dissertation prospectus. Course will be centered around individual presentations and group critique of prospectus’ in process, as well the fundamentals of large-project research design and presentation.
Taught by: Wilker
Course usually offered in spring term
Also Offered As: CLST 698
Activity: Seminar
1.0 Course Unit
Notes: Graduate students in Classical Studies, Ancient History, and AAMW
AAMW 700 Geoarchaeology
In this course, students will learn the basic concepts of earth systems and explore the ways that archaeologists use various environmental sciences (e.g., geomorphology, limnology, palynology, and dendroclimatology) and paleoecological modeling in their research. The course will include lectures and laboratory activities on the basics of geology, including surficial geology, rock and mineral identification, geomorphology and soils, sedimentation and stratigraphy, as well as a systematic review of depositional environments and their archaeological potential. A series of archaeological case studies will illustrate the application of these concepts in real-world field archaeology.
Taught by: Tartaron and Magee
Also Offered As: CLST 700
Activity: Seminar
1.0 Course Unit

AAMW 701 Proseminar In Methods in the History of Art
The meanings we ascribe to art works of any culture or time period are a direct result of our own preoccupations and methods. This colloquium will give both a broad overview of contemporary debates in the history of art—including such issues as technologies of vision, feminism, gender and sexuality studies, globalization, the pictorial turn or material/visual culture—and locate these methods within art history’s own intellectual history, as well as the history of aesthetics. The course will consist of wide-ranging weekly readings and discussion, and also clarify such key terms as iconography, formalism, connoisseurship, and the Frankfurt and Vienna Schools.
Course not offered every year
Also Offered As: ARTH 701
Activity: Seminar
1.0 Course Unit

AAMW 702 Greek Sanctuaries
Sanctuaries remain an important focal point for the study of Greek religion. Both as sites for worship, dedication, oracular activity and other cult activity and as sites for the mediation of elite and state competition sanctuaries are, along with the polis, the most essential structuring institutions of Greek life. This seminar takes a selection of larger and smaller extra-urban sanctuaries and examines their growth, articulation and function.
Taught by: McInerney
Course not offered every year
Also Offered As: ANCH 702, CLST 702
Activity: Seminar
1.0 Course Unit

AAMW 705 Ethnoarchaeology: Greece
Ethnoarchaeology involves distinctive theoretical and methodological approaches to the study of living societies for the explicit purpose of shedding light on archaeological questions. In this seminar, we will review the intellectual history of ethnoarchaeology in North America and Europe, and explore case studies from Greece, the wider Mediterranean, and beyond. Among the topics will be analogy, cross-cultural comparison, experimental archaeology, oral history research, and archaeologically oriented ethnographic fieldwork. Students will create a proposal for ethnoarchaeological fieldwork in their area of interest in NSF or Wenner-Gren format, to be critiqued by the instructor and their peers.
Course not offered every year
Also Offered As: CLST 705
Activity: Seminar
1.0 Course Unit

AAMW 706 Archaeology of the Hellenistic Period in Italy, Greece, and Asia Minor
A survey of the archaeology of the Hellenistic period (331-31 BCE) across the Mediterranean, with a focus on Rome, Magna Graecia, Greece, and western Asia Minor. The course will stress the interactions among cities and kingdoms during the Roman Republic and Greek Hellenistic periods, especially the second century B.C. Students will work with relevant objects in the Pea Museum’s Mediterranean Section.
Taught by: Rose
Course not offered every year
Also Offered As: ARTH 706, CLST 706
Activity: Seminar
1.0 Course Unit

AAMW 715 Archaeology of Troy
An introduction to the archaeology of Troy, in northwestern Turkey. The course will focus on the results of excavations at the site in 1988, although the earlier excavations of Schliemann, Dorpfeld, and Blegen will also be considered. The course will cover a broad chronological span—from the early Bronze age through the late Roman period, and will include Greek, Roman, and Medieval attitudes toward Troy and the Trojan legend.
Taught by: Rose
Course not offered every year
Also Offered As: CLST 715
Activity: Seminar
1.0 Course Unit

AAMW 720 Topics in Aegean Art
Topic varies. Fall 2019: During the short period of the Neo Sumerian Empire at the end of the third millennium BCE, Mesopotamian concepts of kingship were crystallized through images, buildings, and textual creations. This seminar will examine this central institution from many points of view that invite cross historical and cross-cultural consideration.
Taught by: Pittman
Course not offered every year
Also Offered As: ARTH 720, NELC 740
Activity: Seminar
1.0 Course Unit
AAMW 726 The Archaeology of Greece and Asia Minor in the Archaic and Classical Periods

An examination of new discoveries and conflicting interpretations in the archaeology of Greece and Asia Minor between the seventh and fourth centuries B.C.E. Both sides of the Aegean will receive equal attention, and emphasis will be placed on sanctuaries, settlements, and cemeteries.

Taught by: Rose
Course not offered every year
Also Offered As: ARTH 726, CLST 711
Activity: Seminar
1.0 Course Unit

AAMW 732 Topics in Byzantine Art and Architecture

Topic varies. Spring 2018: The recent ‘return’ to the object across the humanities and social sciences has brought to the fore concerns with the nature of material things, their operation in the world, and their entanglement with humans. This seminar will introduce you to some of the key theoretical writings on the object and material culture and will ask you to interrogate their relevance for the discipline of art history. Our focus will be on the Middle Ages, but depending on the specific interests of the seminar’s participants, we may venture into other historical periods and cultural domains. Topics to be addressed include the social life of things; agency; materiality; the relic; the gift; the miniature; and the question of the human/nonhuman divide.

Taught by: Drpic
Course not offered every year
Also Offered As: ARTH 732
Activity: Seminar
1.0 Course Unit

AAMW 737 Islamic Architecture

This seminar will address the problems of studying architecture in the Islamic world. Considered will be issues of architectural design, regional and trans-regional constructional traditions, structural know-how and innovation, patronage and use. The examples discussed will be mainly religious and social service complexes. Attention will be paid to the manner of transmission of architectural design knowledge and constructional skill.

Taught by: Holod
Also Offered As: ARTH 737
Activity: Seminar
1.0 Course Unit

AAMW 738 Topics in Islamic Archaeology

Topic varies. Spring 2017: This seminar will trace the development of the field from one that was centered largely on the recovery of major monuments to one in which issues of daily life, demography, chronology and the study of settlement patterns have come to play a major role. The seminar will review work in the major zones of the Islamic world: Central Asia, Iran, Iraq, Anatolia, Syria, Palestine, Egypt, North Africa I (Libya-Tunisia), North Africa II (Algeria-Morocco), Spain. Of special interest this semester will be the study of landscape archaeology and settlement patterns. The seminar will discuss changes in patterns of settlement, trade and material culture 650 - 1300 CE in different areas of the Islamic world, concentrating on sites in Iran, Syria and North Africa.

Taught by: Holod
Course not offered every year
Also Offered As: ARTH 738, NELC 731
Activity: Seminar
1.0 Course Unit

AAMW 740 Topics in Medieval Art

Topic varies. Spring 2015: Among the functional genres shaping religious imagery in the Middle Ages and Renaissance, the altarpiece is arguably the most important, and many of the most famous panel paintings that hang today in museums originated as components of altarpieces. The altarpiece in the Latin church bridged the divide between clergy and laypeople, between cult and devotion, between public acclaim and private interests. Such altarpieces developed into extraordinarily dynamic vehicles for staging the religious image, akin to mural painting (in its potential for narrative elaboration), and manuscript illumination (in its potential for interchanging and juxtaposing imagery). As an umbrella for diverse research projects in both medieval and Renaissance art, this seminar affords an overview of the origins, development and articulation of the altarpiece as a functional and pictorial genre in European art, on both sides of the Alps. It also seeks to provide students with the materials and practical training—technical, scholarly, interpretative—required to study altarpieces as visual, narrative, and material totalities.

Course not offered every year
Also Offered As: ARTH 740, RELS 702
Activity: Seminar
1.0 Course Unit

AAMW 751 Participation in Archaeological Excavations

Opportunities for qualified students to join in current expeditions. Credit allowed will depend on the length of time spent in the field.

Course usually offered summer term only
Activity: Independent Study
1.0 Course Unit

AAMW 800 Pedagogy

Activity: Independent Study
1.0 Course Unit

AAMW 999 Independent Study

May be repeated for credit.

One-term course offered either term
Activity: Independent Study
1.0 Course Unit

Notes: May be repeated for credit

Art History (ARTH)

ARTH 070 Latina/o Literature and Culture

This course offers a broad introduction to the study of Latina/o/x culture. We will examine literature, theater, visual art, and popular cultural forms, including murals, poster art, graffiti, guerrilla urban interventions, novels, poetry, short stories, and film. In each instance, we will study this work within its historical context and with close attention to the ways it illuminates class formation, racialization, and ideologies of gender and sexuality as they shape Latino/a/xs’ experience in the U.S.

Topics addressed in the course will include immigration and border policy, revolutionary nationalism and its critique, anti-imperialist thought, Latinx feminisms, queer Latinidades, ideology, identity formation, and social movements. While we will address key texts, historical events, and intellectual currents from the late 19th century and early 20th century, the course will focus primarily on literature and art from the 1960s to the present. All texts will be in English.

Taught by: Sternad Ponce de Leon
Course not offered every year
Also Offered As: COML 070, ENGL 070, GSWS 060, LALS 060
Activity: Lecture
1.0 Course Unit
ARTh 100 Freshman Seminar
The primary goal of the freshman seminar program is to provide every freshman the opportunity for a direct personal encounter with a faculty member in a small sitting devoted to a significant intellectual endeavor. Specific topics be posted at the beginning of each academic year. Please see the College Freshman seminar website for information on current course offerings https://www.college.upenn.edu/node/403.
One-term course offered either term
Also Offered As: CIMS 016, ENGL 017, URBS 106
Activity: Seminar
1.0 Course Unit
Notes: For Freshmen Only

ARTh 101 World Art and Civilization Before 1400
This course serves as a double introduction to the History of Art. First it is a survey of the ancient world that lays the foundation for the History of Art across the whole Eastern Hemisphere. Across this enormous timespan and geographical spread, an emphasis will be placed on moments of interaction, as well as analogies. Secondly, through this overview of the Ancient world up to around 1400, the basic skills that serve the student in the study of the History of Art will also be developed: close looking, understanding plans, the basics of iconography, questions of stylistic development, among others. This course fulfills Sector III: Arts and Letters and counts towards the History of Art major and minor requirements.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

ARTh 102 World Art: 1400 to Now
This course is an introduction to the visual arts in a global context over the period from the early 1400s to the present. The content of the class varies according to the expertise of the instructors but will introduce students to selected and significant moments in artistic production in both the Western and Eastern hemispheres. Offering a broad historical overview of key techniques, movements, and artists, this course will cover aspects of art production around the world during an era of increasing economic exchange, colonization, and industrialization. Looking at painting, sculpture, architecture, and prints, as well as new media such as photography and film, the course will respond to the following questions: How does artistic practice change in this period? Who owns art? What is the role of the artist in society, and where is art made, exhibited, and consumed? Other topics to be covered are art’s crucial role in the period’s political debates and social transformations, including modernization and technological advances, as well as art criticism’s import in forming public opinion. An introduction to art history, this course offers a wholly new perspective on the arts and cultures in this era of artistic innovation. This course fulfills Sector III: Arts and Letters and counts towards the History of Art major and minor requirements.
For BA Students: Arts and Letters Sector
Taught by: Dombrowski, Kim, Shaw, Davis
Course usually offered in spring term
Also Offered As: VLST 232
Activity: Lecture
1.0 Course Unit

ARTh 103 Art and Civilization in East Asia
Introduction to major artistic traditions of China and Japan and to the methodological practices of art history. Attention given to key cultural concepts and ways of looking, in such topics as: concepts of the afterlife and its representation; Buddhist arts and iconography; painting styles and subjects; and more broadly at the transmission of styles and cultural practices across East Asia. Serves as an introduction to upper level lecture courses in East Asian art history cultures. If size of class permits, certain sessions will be held in the Penn Museum or the Philadelphia Museum of Art.
For BA Students: Arts and Letters Sector
Taught by: Davis, Steinhardt
Course not offered every year
Also Offered As: EALC 013, VLST 233
Activity: Lecture
1.0 Course Unit

ARTh 104 Introduction to Art in South Asia
This course is a survey of sculpture, painting and architecture in the Indian sub-continent from 2300 B.C., touching on the present. It attempts to explore the role of tradition in the broader history of art in India, but not to see India as ‘traditional’ or unchanging. The Indian sub-continent is the source for multi-cultural civilizations that have lasted and evolved for several thousand years. Its art is as rich and complex as that of Europe and diverse. This course introduces the full range of artistic production in India in relation to the multiple strands that have made the cultural fabric of the sub-continent so rich and long lasting.
For BA Students: Arts and Letters Sector
Course not offered every year
Also Offered As: SAST 200, SAST 500, VLST 234
Activity: Lecture
1.0 Course Unit

ARTh 106 Architect and History
The built environment shapes our lives and this course tackles its underpinning design principles and qualities as well as social and cultural contexts. It is an interpretative look at the built environment or, more precisely, at the ways in which monuments and cities are designed, represented, perceived and construed over time. It introduces students to the interrelated fields of architecture, art history, and urbanism and explores great architectural monuments and cities from the modern to the ancient period, from the US across Europe and from the Mediterranean to Asia. We will assess the built environment as culturally meaningful form and examine a body of historical and cultural material relevant to its interpretation. In doing so, the course seeks to foster a critical understanding of the cultural and artistic processes that have influenced architectural and urban design. The focus will be on understanding these works as results of skilled workmanship as well as social and cultural products. We will tackle ancient and modern perceptions of these monuments and cities by analyzing form, design, structure and by addressing their perceptual qualities through 3D reconstructions and virtual environments, as well as sketchbook assignments. This course fulfills Sector IV, Humanities and Social Sciences. It cannot be taken pass/fail and must be taken for a regular grade. All assignments (6 sketchbook assignments and 2 papers) have to be completed and both exams attended, in order to pass the course.
For BA Students: Humanities and Social Science S
Taught by: Zarmakoupi
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
ARTH 127 The Material Past in a Digital World
The material remains of the human past—objects and spaces—provide tangible evidence of past people's lives. Today's information technologies improve our ability to document, study, and present these materials. But what does it mean to deal with material evidence in a virtual context? In this class, students will learn basic digital methods for studying the past while working with objects, including those in the collections of the Penn Museum. This class will teach relational database design and 3D object modeling. As we learn about acquiring and managing data, we will gain valuable experience in the evaluation and use of digital tools. The digital humanities are a platform both for learning the basic digital literacy students need to succeed in today's world and for discussing the human consequences of these new technologies and data. We will discuss information technology's impact on the study and presentation of the past, including topics such as public participation in archaeological projects, educational technologies in museum galleries, and the issues raised by digitizing and disseminating historic texts and objects. Finally, we will touch on technology's role in the preservation of the past in today's turbulent world. No prior technical experience is required, but we hope students will share an enthusiasm for the past.

Also Offered As: ANTH 127, CLST 127, HIST 127, NELC 187
Activity: Lecture
1.0 Course Unit

ARTH 212 Cities and Temples in Ancient India
The wooden architecture of ancient India's cities is represented in relief carvings from Buddhist religious monuments of the early centuries A.D. and replicated in remarkable excavated cave cathedrals. This course will trace that architectural tradition, its transformation into a symbolic vocabulary for a new structure, the Hindu temple, and the development of the temple in India from ca. 500-1500 A.D.

Taught by: Meister
Course not offered every year
Also Offered As: ARTH 612, SAST 201, SAST 501
Activity: Lecture
1.0 Course Unit

ARTH 213 Arts of Japan
This course introduces the major artistic traditions of Japan, from the Neolithic period to the present, and teaches the fundamental methods of the discipline of art history. Special attention will be given to the places of Shinto, the impact of Buddhism, and their related architectures and sculptures; the principles of narrative illustration; the changing roles of aristocratic, monastic, shogunal and merchant patronage; the formation of the concept of the artist over time; and the transformation of tradition in the modern age.

Taught by: Davis
Course not offered every year
Also Offered As: ARTH 613, EALC 157, EALC 557
Activity: Lecture
1.0 Course Unit

ARTH 214 Arts of China
A broad survey of Chinese architecture, sculpture, and painting from the Neolithic age through the nineteenth century. Topics include excavated material from China's Bronze Age, Chinese funerary arts, Buddhist caves and sculpture (including works in the University Museum), the Chinese city, the Chinese garden, and major masterpieces of Chinese painting. Prerequisite: Graduate students may take this course as EALC 527 and should see the instructor to discuss additional requirements for graduate credit.

Taught by: Steinhardt, Davis
One-term course offered either term
Also Offered As: ARTH 614, EALC 127, EALC 527
Activity: Lecture
1.0 Course Unit

ARTH 217 Chinese Painting
Study of Chinese painting and practice from the earliest pictorial representation through the late twentieth century. Painting style forms the basis of analysis, and themes such as landscape and narrative are considered with regard to larger social and cultural issues. The class pays particular attention to the construction of the concepts of the 'artist' and 'art criticism' and their impact on the field into the present. Visits to look at paintings at the University of Pennsylvania Museum, PMA and/or local collections.

Taught by: Steinhardt
Course not offered every year
Also Offered As: ARTH 617, EALC 227, EALC 627
Activity: Lecture
1.0 Course Unit
Notes: Also fulfills General Requirement in History & Tradition for Class of 2009 and prior.

ARTH 218 Art and Architecture in Ancient Egypt
This course will be an introduction to the art, architecture and minor arts that were produced during the three thousand years of ancient Egyptian history. This material will be presented in its cultural and historical contexts through illustrated lectures and will include visits to the collection of the University Museum.

Taught by: Silverman
Course not offered every year
Also Offered As: AAMW 618, ANCH 068, ARTH 618, NELC 068, NELC 668
Activity: Lecture
1.0 Course Unit
ARTH 220 The Ancient Maya: Integrating Material, Text, and Image

Ancient Maya studies is one of the most dynamic and innovative fields in world archaeology today. Emerging as a true historical archaeology only in the past three decades, the decipherment of Maya script now provides a powerful complement and counterpoint to both traditional excavation data and new remote sensing technologies. Equally, the reading of images, and their interaction with texts and artifacts, forms a vital part of our interest in the broader humanistic concerns of worldview and the transcendent—where our primary interest lies in gaining access to past mentalities. This course will provide a comprehensive introduction into current knowledge of the Ancient Maya, with a recurring methodological focus on how different types of evidence are integrated to assemble a persuasive ‘portrait of the past.’ This scope of this process is unique in the ancient Americas, since only the Maya offer us the opportunity to read their own descriptions of the world two millennia or more in the past. Geographically, we will be looking at the greater Yucatan Peninsula, which today covers parts of southeastern Mexico, the whole of Guatemala and Belize, and the western extremities of Honduras and El Salvador. Since archaic times (before 1200 BCE) this has been occupied by speakers of the Mayan language group, and millions of people identified as Maya by that means continue to do so today (despite popular notions to the contrary, they have never ‘disappeared’). No prior knowledge of archaeology or art history is necessary. The course structure is one 3-hour session per week, consisting of a lecture followed by group discussion in seminar-style. Additionally, in Week 6 there will be a virtual tour of the new Mexico and Central American Gallery at Penn Museum. This will introduce the class to the issues of disseminating scholarship and building narratives that are accessible to the wider public.

Taught by: Martin
Course not offered every year
Also Offered As: ANTH 215, LALS 215
Activity: Lecture
1.0 Course Unit

ARTH 222 Art of Ancient Iran

This course offers a survey of ancient Iranian art and culture from the painted pottery cultures of the Neolithic era to the monuments of the Persian Empire. Particular emphasis is placed on the Early Bronze Age.

Taught by: Pittman
Course not offered every year
Also Offered As: AAMW 622, ARTH 622, NELC 222, NELC 622
Activity: Lecture
1.0 Course Unit

ARTH 224 Art of Mesopotamia

The class presents a survey of the art and archaeology of Mesopotamia beginning with the appearance of the first cities and ending with the fall of the Assyrian Empire in the seventh century BCE. It presents the major artistic monuments of Mesopotamian culture, embedding them in their historical context. Focus is placed in particular on the interactions with surrounding cultures of Iran, Central Asia, the Caucasus, the Persian Gulf and Anatolia in order to decentr the discourse from a strictly Mesopotamian perspective. The format is lecture; assignments involve reading response papers; there are in class midterm and final exams.

Taught by: Pittman
Course not offered every year
Also Offered As: AAMW 624, ARTH 624, NELC 224, NELC 624
Activity: Lecture
1.0 Course Unit

ARTH 225 Greek Art and Artifact

This course surveys Greek art and artifacts from Sicily to the Black Sea from the 10th century BCE to the 2nd century BCE, including the age of Alexander and the Hellenistic Kingdoms. Public sculpture and painting on and around grand buildings and gardens, domestic luxury arts of jewelry, cups and vases, mosaic floors, and cult artefacts are discussed. Also considered are the ways in which heroic epic, religious and political themes are used to engaged viewers’ emotions and served both domestic and the public aims. We discuss the relationships of images and things to space and structure, along with ideas of invention and progress, and the role of monuments, makers and patrons in Greek society.

Taught by: Kuttner
Course not offered every year
Also Offered As: AAMW 625, ARTH 625, CLST 220
Activity: Lecture
1.0 Course Unit

ARTH 226 Hellenistic and Roman Art and Artifacts

This course surveys the political, religious and domestic arts, patronage and display in Rome’s Mediterranean, from the 2nd c. BCE to Constantine’s 4th-c. Christianized empire. Our subjects are images and decorated objects in their cultural, political and socio-economic contexts (painting, mosaic, sculpture, luxury and mass-produced arts in many media). We start with the Hellenistic cosmopolitan culture of the Greek kingdoms and their neighbors, and late Etruscan and Republican Italy; next we map Imperial Roman art as developed around the capital city Rome, as well as in the provinces of the vast empire.

Taught by: Kuttner
Course not offered every year
Also Offered As: AAMW 626, ARTH 626, CLST 221
Activity: Lecture
1.0 Course Unit

ARTH 232 Byzantine Art and Architecture

This course offers a wide-ranging introduction to the art, architecture, and material culture of Byzantium—a Christian, predominantly Greek-speaking civilization that flourished in the Eastern Mediterranean for over a thousand years. Positioned between the Muslim East and the Latin West. Antiquity and the Early Modern era, Byzantium nurtured a vibrant and highly sophisticated artistic culture. With emphasis placed upon paradigmatic objects and monuments, we will examine an array of artistic media, from mosaic and panel painting to metalwork, ivory carving, book illumination, and embroidery. We will consider the making, consumption, and reception of Byzantine art in a variety of contexts: political, devotional, ritual, and domestic. Topics include the idea of empire and its visual articulation; court culture; the veneration of images and relics; patronage, piety, and self-representation; authorship and artistic agency; materiality and the sensory experience of art; the reception of the pagan Greco-Roman past; and the changing nature of Byzantium’s interactions with neighboring cultures.

Taught by: Drpic
One-term course offered either term
Also Offered As: AAMW 632, ARTH 632
Activity: Lecture
1.0 Course Unit
ARTH 233 Eastern Medieval Architecture
This lecture course examines major architectural developments in the eastern Mediterranean between the 4th and 14th centuries CE. The focus is on the Byzantine Empire, with its capital at Constantinople. Lectures also devoted to related developments in the Caucasus (Armenia and Georgia), early Russia, the Balkans (Bulgaria and Serbia), Sicily and under the Normans, the Crusader states. Parallel developments in early Islamic architecture are used for comparative purposes. The course examines evidence for religious and secular buildings, as well as urbanism and settlement patterns.
Taught by: Ousterhout
Course not offered every year
Also Offered As: AAMW 635, ARTH 633
Activity: Lecture
1.0 Course Unit

ARTH 235 Introduction to Visual Culture of the Islamic World
A one-semester survey of Islamic art and architecture which examines visual culture as it functions within the larger sphere of Islamic culture in general. Particular attention will be given to relationships between visual culture and literature, using specific case studies, sites or objects which may be related to various branches of Islamic literature, including historical, didactic, philosophical writings, poetry and religious texts. All primary sources are available in English translation.
For BA Students: Humanities and Social Science S
Course not offered every year
Also Offered As: AAMW 635, ARTH 635, NELC 285, NELC 685, VLST 235
Activity: Lecture
1.0 Course Unit

ARTH 237 Berlin: History, Politics, Culture
What do you know about Berlin's history, architecture, culture, and political life? The present course will offer a survey of the history of Prussia, beginning with the seventeenth century, and the unification of the small towns of Berlin and Koelln to establish a new capital for this country. It will tell the story of Berlin's rising political prominence in the eighteenth century, and its position as a center of the German and Jewish Enlightenment. It will follow Berlin's transformation into an industrial city in the nineteenth century, its rise to metropolis in the early twentieth century, its history during the Third Reich, and the post-war cold war period. The course will conclude its historical survey with a consideration of Berlin's position as a capital in reunified Germany.
The historical survey will be supplemented by a study of Berlin's urban structure, its significant architecture from the eighteenth century (i.e. Schinkel) to the nineteenth (new worker's housing, garden suburbs) and twentieth centuries (Bauhaus, Speer designs, postwar rebuilding, GDR housing projects, post-unification building boom). In addition, we will read literary texts about the city, and consider the visual art and music created in and about Berlin, and focus on Berlin's Jewish history. The course will be interdisciplinary with the fields of German Studies, history, history of art, urban studies, and German-Jewish studies. It is also designed as a preparation for undergraduate students who are considering spending a junior semester with the Penn Abroad Program in Berlin. All readings and lectures in English.
For BA Students: Humanities and Social Science S
Taught by: Guerin
Course not offered every year
Also Offered As: AAMW 645, ARTH 645
Activity: Lecture
1.0 Course Unit

ARTH 240 Medieval Art
An introductory survey, this course investigates architecture, painting, sculpture, and the 'minor arts' of the Middle Ages. Students become familiar with selected major monuments of the Romanesque and Gothic periods, primarily in Western Europe as well as relevant sites around the Mediterranean. Analysis of works emphasizes the cultural context, the thematic content, and the function of objects and monuments. Discussions focus especially on several key themes: the role of luxury in the medieval west; the theological role of images; the revival of classical models and visual modes; social rituals such as pilgrimage and crusading; the cult of the Virgin and the status of women in art; and, more generally, the ideology of visual culture across the political and urban landscapes.
Taught by: Guerin
Course not offered every year
Also Offered As: AAMW 640, ARTH 640
Activity: Lecture
1.0 Course Unit

ARTH 245 Gothic Architecture: Gold and Stone
Key monuments of the Middle Ages, the Gothic cathedrals of Western Europe present a synthesis of the theological, economic, and social developments of the twelfth through fourteenth centuries. A harmonious marriage between technology and aesthetics, of political power and imagination, these immense and ingenious structures are as famous for their sculptural programs as they are for the liturgies that animated their spaces. Students will also be introduced to local uses of Gothic in Philadelphia architecture to better understand the lived experiences of these built manifestations of transcendence.
Taught by: Guerin
Course not offered every year
Also Offered As: AAMW 645, ARTH 645
Activity: Lecture
1.0 Course Unit

ARTH 250 Michelangelo and the Art of the Italian Renaissance
An introduction to the work of the Renaissance artist Michelangelo (1475-1564)-his sculptures, paintings, architecture, poetry, and artistic theory-in relation to his patrons, predecessors, and contemporaries, above all Leonardo and Raphael. Topics include artistic creativity and license, religious devotion, the revival of antiquity, observation of nature, art as problem-solving, the public reception and function of artworks, debates about style, artistic rivalry, and traveling artists. Rather than taking the form of a survey, this course selects works as paradigmatic case studies, and will analyze contemporary attitudes toward art of this period through study of primary sources.
Taught by: Guerin
Course not offered every year
Also Offered As: ARTH 650
Activity: Lecture
1.0 Course Unit
ARTH 254 Global Renaissance and Baroque
An introduction to transcultural encounters within and beyond early modern Europe, 1450-1600. Topics include: the theory and historiography of global art; artistic relations between Venice, the Byzantine and Ottoman Empires, and islands in the Eastern Mediterranean; Portugal's overseas mercantile network in Africa and Asia; and the Baroque in Latin America, with emphasis upon Brazil. Our discussions focus on these paradigmatic case studies so as to question the language and terms we use to characterize confrontations between native and foreign, the self and the other.
Taught by: Kim
Course not offered every year
Also Offered As: ARTH 654
Activity: Lecture
1.0 Course Unit

ARTH 258 Early Modern Japanese Art and the City of Edo
Study of the major art forms and architecture of Tokugawa (or Edo) period (1603-1868). In this course, we will consider how the arts of this era occur within an increasingly urban and modern culture, particularly with regard to the city of Edo. Issues of the articulation of authority in the built environment, the reinvention of classical styles, and patronage will be raised. May include some visits to PMA, Penn Museum, or other local collections.
Taught by: Davis
Course not offered every year
Also Offered As: ARTH 658, EALC 150, EALC 550
Activity: Lecture
1.0 Course Unit

ARTH 261 Northern Renaissance Art
This course critically examines concepts traditionally associated with the Renaissance by focusing on the exchange of artistic ideas throughout the Holy Roman Empire and across different media, such as the altarpieces of Jan van Eyck, the expressive drawings of Albrecht Durer and Hans Baldung Grien, the peasant studies of Pieter Bruegel and the prints of satirists who wished to remain anonymous. The material is organized thematically around four topics: religious art as piety and politics; antiquity as a source of tradition and imagination; the formulation of a public discourse that exposed social threats; and the distinctiveness of artistic claims of individual achievement. A motif throughout the course is the question of how the survival of fragments may be presented in museum contexts as parts standing in for an absent whole. We will also consider how historians approach designs for works of art now lost or never completed. Encouraging encounters with art and artifacts around the city, assignments focus on objects in Philadelphia collections.
Taught by: Brisman
Course not offered every year
Also Offered As: ARTH 661
Activity: Lecture
1.0 Course Unit

ARTH 262 Netherlandish Art
Dutch and Flemish painting in the 15th and 16th centuries with special emphasis on the contributions of Robert Campin, Jan van Eyck and Roger van der Weyden, Bosch, and Bruegel. Also included are topics on the development of prints as well as the dialogue with Italian art.
Course not offered every year
Also Offered As: ARTH 662, DTCH 261
Activity: Lecture
1.0 Course Unit

ARTH 267 Latin American Art
The numerous traditions of Latin American art have been formed from the historical confluence of Indigenous, European, African, and Asian cultural traditions, each one impacting the others. This course serves as an introduction to these hybrid New World art forms and movements by both providing a large chronological sweep (1492-present) and focusing on several specific countries, including Brazil, Mexico, Cuba, Peru, and Argentina.
Taught by: Shaw, Kim
Course not offered every year
Also Offered As: ARTH 667, LALS 267, LALS 667
Activity: Lecture
1.0 Course Unit

ARTH 270 The Modern City
A study of the European and American city in the eighteenth, nineteenth, and twentieth centuries. Emphasis is placed on the history of architecture and urban design; political, sociological, and economic factors also receive attention. The class considers the development of London, St. Petersburg, Washington, Boston, Paris, Vienna and Philadelphia.
Taught by: Brownlee, D.
Course not offered every year
Also Offered As: ARTH 670, URBS 276
Activity: Lecture
1.0 Course Unit

ARTH 271 Modern Architecture, 1700-1900
The history of western architecture, ca. 1700-1900, when architecture was transformed to serve a world that had been reshaped by political and industrial revolutions. Topics to be considered include the Rococo, the English Garden, Palladianism, Romanticism, neo-classicism, the picturesque, the Greek and Gothic Revivals, and the search for a new style.
Taught by: Brownlee, D.
One-term course offered either term
Also Offered As: ARTH 671
Activity: Lecture
1.0 Course Unit

ARTH 273 History of Photography
A history of photography and theories of photography from 1839 to the present. Photography's origins are rooted both in artistic desire and technological ingenuity. Some of photography's inventors identified more as artists than engineers. At many points in the history of the medium, the question remains open whether new forms of artistic expression are driven by new technologies, or whether new technologies emerge to fulfill the desires of artistic imagination. This class will address photography's relationship with painting, print, and drawing. It will examine the effect of photography on portraiture, landscape, depictions of motion, and abstraction. We will also investigate the changing cultural perception of photography as an artistic medium from the 19th to the 21st century.
Taught by: Vershbow
Course not offered every year
Also Offered As: ARTH 673, VLST 273
Activity: Lecture
1.0 Course Unit
ARTh 274 Facing America
This course explores the visual history of race in the United States as both self-fashioning and cultural mythology by examining the ways that conceptions of Native American, Latino, and Asian identity, alongside ideas of Blackness and Whiteness, have combined to create the various cultural ideologies of class, gender, and sexuality that remain evident in historical visual and material culture. We also investigate the ways that these creations have subsequently helped to launch new visual entertainments, including museum spectacles, blackface minstrelsy, and early film, from the colonial period through the 1940s.

Taught by: Shaw, Staff
Course not offered every year
Also Offered As: ARTH 276, ARTH 676
Activity: Lecture
1.0 Course Unit

ARTh 276 Impressionism
Impressionism opened the pictorial field to light, perception, science, modernity, bourgeois leisure and famously the material qualities of paint itself. This course will survey the movement’s major contexts and proponents—Manet, Monet, Morisot, Cezanne, Gauguin, Van Gogh, Rodin—from its origins in the 1860’s to its demise in the 1890’s, as well as its subsequent adaptions throughout the world until World War I. Particular attention is paid to the artists’ critical reception and the historical conditions which allowed one nation, France, to claim the emergence of early Modernism so firmly for itself. The course also analyzes the effects of the rapidly changing social and cultural fabric of Paris, and its affects on artistic developments. We also look outside of France’s borders to Germany and Britain.

Taught by: Dombrowski
One-term course offered either term
Also Offered As: ARTH 676
Activity: Lecture
1.0 Course Unit

ARTh 277 The Rise of Modernity: Arts of the 19th Century
The nineteenth century is often considered as fast-paced, politically volatile and new-media obsessed as our own age. This course explores the nineteenth century’s claim to have produced the first truly modern culture, focusing on the visual arts and metropolitan spaces of Europe and North America in their intellectual and social contexts. Stretching from the American and French Revolutions to the eve of World War I, topics to be covered include: the rise of capitalist and industrialist culture, art and revolutionary upheaval, global travel and empire, the origins of modernist art and architecture, and new media such as stereoscopes, iron and glass construction, and photography. Major artistic personalities of the age, from Jacques-Louis David and Gustave Courbet to Claude Monet and Vincent Van Gogh, and from Friedrich Schinkel and, Baron Haussmann to Frank Furness and Frank Lloyd Wright, are discussed. Each lecture will be followed by a brief period of discussion, and regular field trips take students to examine art and architecture first hand, in the museums and on the streets of Philadelphia.

Taught by: Brownlee, Dombrowski
Course not offered every year
Also Offered As: ARTH 677
Activity: Lecture
1.0 Course Unit

ARTh 278 American Art
This course surveys the most important and interesting art produced in the United States (or by American artists living abroad) up through the 1950s. This period encompasses the history of both early and modern art in the U.S., from its first appearances to its rise to prominence and institutionalization. While tracking this history, the course examines art’s relation to historical processes of modernization (industrialization, the development of transportation and communications, the spread of corporate organization in business, urbanization, technological development, the rise of mass media and mass markets, etc.) and to the economic polarization, social fragmentation, political conflict, and the cultural changes these developments entailed. In these circumstances, art is drawn simultaneously toward truth and fraud, realism and artifice, science and spirituality, commodification and ephemerality, nationalism and cosmopolitanism, individualism and collectivity, the past and the future, professionalization and popularity, celebrating modern life and criticizing it.

Taught by: Leja, Shaw
One-term course offered either term
Also Offered As: ARTH 678
Activity: Lecture
1.0 Course Unit
Notes: Satisfies Cultural Diversity in the U.S. requirement.

ARTh 281 Modern Architecture, 1900-Present
The architecture of Europe and America from the late nineteenth century until the present is the central subject of this course, but some time is also devoted to Latin American and Asian architecture and to the important issues of modern city planning. Topics discussed include the Arts and Crafts movement, Art Nouveau, Expressionism, Art Deco, the International Style, and Post-modernism. The debate over the role of technology in modern life and art, the search for a universal language of architectural communication, and the insistent demand that architecture serve human society are themes that are traced throughout the course. Among the important figures to be considered are Frank Lloyd Wright, Walter Gropius, Le Corbusier, Louis Kahn, Robert Venturi, and Denise Scott Brown. The course includes weekly discussion sessions and several excursions to view architecture in Philadelphia.

Taught by: Brownlee
One-term course offered either term
Also Offered As: ARTH 681
Activity: Lecture
1.0 Course Unit
Notes: Fulfills Cross-Cultural Analysis Requirement
**ARTH 285 Modern Art**
The history of modern art is closely tied to and largely unfolds from the history of Western Imperialism. While the technologies made possible by colonial resource extraction produced new ways of looking, modern conceptions of the self and how to represent it developed in dialogue with racialized notions of the other. This course focuses on encounters between the cultures of Africa and Europe, from 1880 to 1960, and on the visual practices that emerged on both continents as a result. Topics of special interest will include racial difference and the birth of photography, colonial masquerade, impressionism, symbols of power in royal arts, cubism, mass marketing and colonial self-fashioning, West African studio photography, world’s fairs and the Musee de l’Homme, Dada and surrealism, Negritude and interwar Paris, anti-aesthetics, colonial art education, National art schools in the age of African independence, humanism and South African photography under Apartheid.

Taught by: Roach
Course not offered every year
Also Offered As: AFRC 283, ARTH 685
Activity: Lecture
1.0 Course Unit

**ARTH 286 Modern Art: Picasso to Pollock**
Early twentieth-century art in Europe is marked by a number of exciting transformations. This period witnessed the rise of abstraction in painting and sculpture, as well as the inventions of collage, photomontage, constructed sculpture, the ready made and found object, and performance art. Encounters with the arts of Africa, Oceania and other traditions unfamiliar in the West spurred innovations in media, technique, and subject matter. Artists began to respond to the challenge of photography, to organize themselves into movements, and in some cases, to challenge the norms of art through ‘anti-art.’ A new gallery system replaced traditional forms of exhibiting and selling art, and artists took on new roles as publicists, manifesto writers, and exhibition organizers. This course examines these developments, with attention to formal innovations as well as cultural and political contexts.

One-term course offered either term
Also Offered As: ARTH 686
Activity: Lecture
1.0 Course Unit

**ARTH 289 Topics in Film Studies**
This course is an exploration of multiple forces that explain the growth, global spread and institutionalization of international film festivals. The global boom in film industry has resulted in an incredible proliferation of film festivals taking place all around the world, and festivals have become one of the biggest growth industries. A dizzying convergence site of cinephilia, media spectacle, business agendas and geopolitical purposes, film festivals offer a fruitful ground on which to investigate the contemporary global cinema network. Film festivals will be approached as a site where numerous lines of the world cinema map come together, from culture and commerce, experimentation and entertainment, political interests and global business patterns. To analyze the network of film festivals, we will address a wide range of issues, including historical and geopolitical forces that shape the development of festivals, festivals as an alternative marketplace, festivals as a media event, programming/agenda setting, prizes, cinephilia, and city marketing. Individual case studies of international film festivals-Cannes, Berlin, Venice, Rotterdam, Karlovy Vary, Toronto, Sundance among others-will enable us to address all these diverse issues but also to establish a theoretical framework with which to approach the study of film festivals. For students planning to attend the Penn-in-Cannes program, this course provides an excellent foundation that will prepare you for the on-site experience of the King of all festivals.

Course not offered every year
Also Offered As: CIMS 202, COML 292, ENGL 292
Activity: Seminar
1.0 Course Unit

**ARTH 290 Post War Japanese Cinema**
Mizoguchi Kenji, Ozu Yasujiro, and Kurosawa Akira are recognized today as three of the most important and influential directors in Japanese cinema. In their films of the late 1940s and 1950s, these directors focused upon issues surrounding the human condition and the perception of truth, history, beauty, death, and other issues of the postwar period. This course places their films in period context, and pays particular attention to the connections to other visual media, and to how ‘art’ and ‘history’ are being defined in the cinematic context. How other directors also took up these issues, and referred to the ‘big three’ is also be discussed.

Taught by: Davis
Course not offered every year
Also Offered As: ARTH 690, CIMS 223, EALC 156, EALC 556
Activity: Lecture
1.0 Course Unit
**ARTH 291 East Asian Cinema**

This survey course introduces students to major trends, genres, directors, and issues in the cinemas of East Asian countries/regions, including Japan, Korea, China, Hong Kong, and Taiwan. Charting key developments over more than a hundred years from the early twentieth century to the present, this course examines films as aesthetic objects, asking questions about film form, narrative, and style. It also pays attention to the evolution of cinema as an institution (e.g. modes of production, circulation, and exhibition) in different cultural and political contexts. Weekly course materials will include both films (primary sources) and analytical readings (secondary sources). By the end of the course, students are expected to gain broad knowledge of East Asian cinema, develop skills of film analysis, and apply these skills to perform historically informed and culturally sensitive analysis of cinema. Prior knowledge of East Asian languages is NOT required.

Taught by: Zhou
Also Offered As: CIMS 291, EALC 106, EALC 506
Activity: Lecture
1.0 Course Unit

**ARTH 292 Topics in Digital/New Media**

Topic varies. Spring 2015: Documents are written texts, evidence, inscriptions, and much more. Documentary films have been used to tell stories, share experiences, spread propaganda, resist exploitation, invoke memories, and much more. How can we think of information and meaning in relation to the shared histories of document and documentary? Database management systems based on digital technologies have technically transformed ways of classifying, storing, and aggregating data, but have they really changed our experiences of mediating with our past, present, and future? Issues of agency, memory, representation, performativity, interactivity, and posthumanism are entangled in discussions of databases and archives and our engagement with them. In this course we will relate and juxtapose readings connecting documents, documentaries, and archives. We will read media and cultural theorists such as Lisa Gitelman, Akira Lippit, and Wendy Chun alongside novelists like Franz Kafka and Ismail Kadare. Assignments include one assigned/selected report from field visits to libraries and museums, one reading presentation and blogging assignment, and a final paper or practice-based art project.

Course not offered every year
Also Offered As: CIMS 278, EALC 066, ENGL 278, REES 066
Activity: Seminar
1.0 Course Unit

**ARTH 293 Topics in Cultural Studies**

This topic course explores aspects of Film Cultural Studies intensively. Specific course topics vary from year to year. See the Cinema Studies website at <http://cinemastudies.sas.upenn.edu/> for a description of the current offerings.

Taught by: Beckman, Corrigan
Course not offered every year
Also Offered As: CIMS 295, COML 295, ENGL 295
Activity: Seminar
1.0 Course Unit

**ARTH 294 Art Now**

One of the most striking features of today's art world is the conspicuous place occupied in it by the photographic image. Large-scale color photographs and time-based installations in projections are everywhere. Looking back, we can see that much of the art making of the past 60 years has also been defined by this medium, regardless of the form it takes. Photographic images have inspired countless paintings, appeared in combines and installations, morphed into sculptures, drawings and performances, and served both as the object and the vehicle of institutional critique. They are also an increasingly important exhibition site: where most of us go to see earthworks, happenings and body-art. This course is a three-part exploration of our photographic present.

Taught by: Silverman
Course usually offered in spring term
Also Offered As: ARTH 694, ENGL 063, GSWS 294, VLST 236
Activity: Lecture
1.0 Course Unit

**ARTH 295 Cinema and Media**

This course will provide an introduction to some of the most important film theory debates, and allow us to explore how writers and filmmakers from different countries and historical periods have attempted to make sense of the changing phenomenon known as ‘cinema,’ to think cinematically. Topics under consideration may include: spectatorship, authorship, the apparatus, sound, editing, realism, race, gender and sexuality, stardom, the culture industry, the nation and decolonization, what counts as film theory and what counts as cinema, and the challenges of considering film theory in a global context, including the challenge of working across languages. There will be a weekly film screening for this course. No knowledge of film theory is presumed.

Course requirements: attendance at lecture and participation in lecture and section discussions; canvas postings; 1 in-class mid-term; 1 final project.

Taught by: Redrobe
Course not offered every year
Also Offered As: ARTH 695, CIMS 305, COML 299, ENGL 305, GSWS 295
Activity: Lecture
1.0 Course Unit

**ARTH 296 Contemporary Art**

Many people experience the art of our time as bewildering, shocking, too ordinary (my kid could do that), too intellectual (elitist), or simply not as art. Yet what makes this art engaging is that it raises the question of what art is or can be, employs a range of new materials and technologies, and addresses previously excluded audiences. It invades non-art spaces, blurs the boundaries between text and image, document and performance, asks questions about institutional frames (the museum, gallery, and art journal), and generates new forms of criticism. Much of the ‘canon’ of what counts as important is still in flux, especially for the last twenty years. And the stage is no longer centered only on the United States and Europe, but is becoming increasingly global. The course will introduce students to the major movements and artists of the post-war period, with emphasis on social and historical context, critical debates, new media, and the changing role of the spectator/participant.

Course not offered every year
Also Offered As: ARTH 696
Activity: Lecture
1.0 Course Unit
ARTh 300 Undergraduate Methods Seminar
Topic varies. This course, required for history of art majors, acquaints students with a wide variety of historical and contemporary approaches to studying art, architecture, material culture, and visual culture.
Activity: Seminar
1.0 Course Unit

ARTh 302 Methods of Object Study
This seminar introduces students to methods of analyzing the material, physical, and visual aspects of objects in a museum, gallery, or library context. Students will receive training in curatorial practices, as well as close observation and precise descriptive terminology for materials and techniques, and examine essential tools of conservation and technical analysis. For the Spring 2020 semester, this immersive course will stress the importance of developing the visual literacy essential for connoisseurs of works of art on paper. Students will learn to use close observational skills to understand an artist’s choice, the subtle inherent characteristics of the material and physical aspects of works on paper, their context, and significance. The focus will be on examination and discussion of works in the Philadelphia Museum of Art collection and the study of the materials and techniques used by artists from the fifteenth through twenty-first centuries. We will begin by considering what questions to ask about a work of art on paper and approaches and tools for looking and informing our answers. Throughout the semester, students will engage in directed examination, study, and discussion about the physical characteristics of papers, dry drawing materials, watercolors, inks, and print processes, and their implications for the completed artwork. Condition and other conservation considerations will be addressed. Most sessions will take place in the paper conservation laboratory at the Philadelphia Museum of Art. Brief readings for each session will be chosen to educate about the physical aspects of the materials and to stimulate discussion, which will be an important part of the course. Several trips to off-site workshops may be included. Each student will carry out technical examination of two works for written and class presentation. The instructors will be available before or after class or by appointment to continue the discussion and to discuss student projects.
Taught by: Ash/Primeau
Course not offered every year
Activity: Seminar
1.0 Course Unit

ARTh 303 Introduction to Museums
This course introduces students to the history, theory, and modern practice of museums. Using the resources of the Penn Museum, the course discusses curatorial practice, education, exhibition design and conservation, while exploring the theoretical and ethical issues confronted by museums. Particularly relevant for those interested in archaeology, anthropology, art history, cultural heritage, and public education.
One-term course offered either term
Also Offered As: CLST 303
Activity: Seminar
1.0 Course Unit

ARTh 305 Spiegel-Wilks Seminar
Topic varies from semester to semester. For the Fall 2020 semester, the topic will be: Elijah Pierce’s America: Barnes Foundation Curatorial Seminar This Spiegel-Wilks Curatorial Seminar is offered in collaboration with the Barnes Foundation. Students will be provided with an immersion in curatorial and museum studies and will have the opportunity to interact with curators, scholars, and staff at the Barnes Foundation and Penn, including Executive Director and President Thom Collins, who will co-teach the course. The course syllabus will engage the permanent collection at the museum, where the course will meet weekly. As part of the course, students will also conduct research and contribute to the temporary exhibition opening at the Barnes Foundation that semester, which will feature the work of Elijah Pierce (1892-1984), a self-taught woodcarver whose handcrafted works reacted to life in 20th-century America. One of the first generations of African Americans born into freedom, his remarkable narratives depicted religious parables, autobiographical scenes, episodes from American politics, and figures from popular culture.
Course not offered every year
Also Offered As: ENGL 205, SAST 305
Activity: Seminar
1.0 Course Unit

ARTh 313 Topics in East Asian Art
Topic varies from semester to semester. This seminar focuses on issues confronting artists from East Asia working in today’s contemporary art world. We will begin by considering the terms that constitute the definition of the ‘modern’ and the ‘contemporary,’ asking how, by whom, and for whom these terms have been configured. By gaining a familiarity with the major styles, media, institutions, artists, and concepts over the twentieth century in East Asia, we will develop tools to analyze how contemporary artists are crossing boundaries, challenging the limits of nationalism, and dealing with shifting political and social grounds. We will take our analysis on site at the Venice Biennale, looking closely at how East Asian artists are participating in, as well as contesting, this influential international exposition. Students will make close studies of national pavilions as well as the international exhibition, generating analyses of these display spaces, and will produce a group website in response to the Biennale as an alternative virtual exhibition. By permission only
Taught by: Davis
Course not offered every year
Activity: Seminar
1.0 Course Unit
**ARTH 315 Topics in Japanese Art**

Topics vary from semester to semester. For the Fall 2020 semester, the topic will be: From Edo to Tokyo. How did a fishing village with a ramshackle castle become an early modern megalopolis over the course of a century? How did that city modernize rapidly, rebuild, and rebuild again to become one of the most technologically advanced urban environments in the world? In this course we will study the development of the city of Edo and its transformation into Tokyo through its urban planning, architecture, and visual arts. Starting with the formation of the shogun’s city, Edo, we’ll look at castles, mausolea, paintings, and other works to track the uses of architecture and art in the service of political power. At the same time, the long-time imperial capital of Kyoto (Miyako) and other regions actively expanded artistic modes, making this one of the most dynamic eras in Japanese art history, and a new urban population supported other forms of architecture and visual arts, including gardens, paintings, ceramics, and prints. In the final weeks of the course, we will consider how Edo became Tokyo, and how the city was rebuilt through modernization and land reclamation as well as after the 1923 earthquake and the Allied firebombing of WWII. And how did the postwar boom once more transform Tokyo, while also retaining traces and spaces of this earlier part of the city? Finally, we’ll think about the ways in which the Olympics in 1964 and 2020 put the city on display.

Taught by: Davis
Course not offered every year
Also Offered As: EALC 154, EALC 554
Activity: Seminar
1.0 Course Unit

Notes: Application for Penn Global Seminars is required. Please use the link above, after ‘Additional course information.’

**ARTH 318 Topics in African Art**

Topic varies. Spring 2017: The dynamic, multi-media character of African art makes it particularly compelling as part of new art historical methodologies. Digital media—photographs, music, video, global mapping systems and 3-D printing–is reshaping understandings of African art history. This seminar critically explores how African art history has been taking shape through digital means, particularly online among professional arts institutions and as employed by contemporary African and African diasporic artists. As we consider how the digital world is shaping African art history we will encounter important issues in regards to ethics, cultural studies, performance theory, race, gender and global definitions of modernity. We will cover a very broad geography and time scale in this course in order to consider different movements of African art through the lens of the digital humanities. Students should bring a laptop to class as we work with WordPress to create web-based galleries, timelines and related critical writing.

Course not offered every year
Also Offered As: AFRC 318
Activity: Seminar
1.0 Course Unit

**ARTH 320 Aegean Bronze Age Art**

Topics vary from semester to semester. For the Fall 2020 semester, the topic will be ‘Luxury Items.’ Artifacts from the Aegean Bronze Age (3,000-1,100 BCE) such as gold jewelry and vessels, carved stone vases and seals of exotic materials as well as fine pottery and carved ivory are just some of the luxury items recovered from archaeological sites in Greece that clearly demonstrate the cosmopolitan nature of this society. In this class we will examine these luxury items and discuss how these masterpieces were made, the craftspeople who made them, what they may have meant in the context of Aegean society, and what they tell us about trade in this early period with Egypt and the Ancient Near East. From the Shaft Grave items recovered by Heinrich Schliemann at Mycenae to the artifacts from Akrotiri on the island of Thera, the so-called ‘Pompeii of the Aegean,’ it is obvious that luxury was a concept familiar to the prehistoric Greek people.

Taught by: Shank
Course not offered every year
Activity: Seminar
1.0 Course Unit

**ARTH 323 Origins of Art / Origins of Writing**

Each of the earliest systems of writing had intimate and enduring ties to pictorial traditions. This seminar addresses the fundamental relationship between texts and visual imagery in the Mesopotamian, Egyptian, Chinese, and Maya traditions. The class will take a comparative approach to examine the parallel development of scripts and images, extending from their earliest beginnings to their on-going lives as mature systems. As the individual scripts became more capable of representing speech, the subject matter, composition, and function of images changed, and one goal of this class is to identify these processes. Emphasis will be put on seeing text and image as collaborative and interactive constructions, in which parts of a single message can be encoded and presented in different ways. The class will make extensive use of the collections and the curatorial expertise of the Penn Museum.

Taught by: Pittman
Course not offered every year
Also Offered As: ANTH 323, NELC 323
Activity: Seminar
1.0 Course Unit

**ARTH 325 Topics in Greco-Roman Art**

The topic will be: ‘Luxury Items.’ Artifacts from the Aegean Bronze Age (3,000-1,100 BCE) such as gold jewelry and vessels, carved stone vases and seals of exotic materials as well as fine pottery and carved ivory are just some of the luxury items recovered from archaeological sites in Greece that clearly demonstrate the cosmopolitan nature of this society. In this class we will examine these luxury items and discuss how these masterpieces were made, the craftspeople who made them, what they may have meant in the context of Aegean society, and what they tell us about trade in this early period with Egypt and the Ancient Near East. From the Shaft Grave items recovered by Heinrich Schliemann at Mycenae to the artifacts from Akrotiri on the island of Thera, the so-called ‘Pompeii of the Aegean,’ it is obvious that luxury was a concept familiar to the prehistoric Greek people.

Taught by: Shank
Course not offered every year
Activity: Seminar
1.0 Course Unit
ARTh 329 Topics in Roman Art and Architecture
Topic varies from semester to semester. For the Fall 2020 semester, the topic will be "The Last Days of Pompeii." Pompeii is one of the most famous archaeological sites in the world. Not fully excavated and only partially understood, it seems to offer a tantalizing cross-section of Roman architecture, art and society, preserved as it was when the volcano Mount Vesuvious erupted on 24 August 79 CE. At the same time, the rediscovery of Pompeii since the eighteenth century has had a profound impact on western culture. This course will look at the discovery, reception and reinvention as well as 'original' character of Pompeii and other settlements around Vesuvious destroyed at the same time as Pompeii, such as Herculaneum and Stabiae. We will examine the evidence that these Campanian sites provide for Roman architecture, art and society, and the difficulties we face in trying to use it. The course will include a range of material, from the architecture of houses and public areas of the city, tackling the notions of public and private in Roman society, the wall painting in Pompeian houses, examining the forms and functions of Roman frescoes as well as the ways in which they have been viewed in antiquity and modern times, to the shops, workshops and taverns that populated the ancient city and provide evidence for its economy. The approach is thematic, addressing the urban planning and development of the city, the domestic spaces and activities, the public spaces and buildings, and economy of the city, concentrating on case studies, such as the Forum, the House of the Vettii, the textile industry and the Villa of the Papyri. No special prior knowledge of antiquity is assumed.
Taught by: Zarmakoupi
One-term course offered either term
Also Offered As: CLST 325
Activity: Seminar
1.0 Course Unit

ARTh 332 Topics in Byzantine Art
Topic varies. Fall 2017: This undergraduate seminar explores the Byzantine icon and its legacy. Spanning nearly two millennia, from the emergence of Christian sacred portraiture to the reception of icon painting by the early twentieth-century Russian avant-garde, the seminar will introduce you to the history, historiography, and theories of the icon. While our focus will be on Byzantium and the wider world of Orthodox Christianity, especially in the Slavic Balkans and Eastern Europe, the seminar will also engage with fundamental questions concerning the nature, status, and agency of images across cultures. Topics to be addressed include iconoclasam and the problem of idolatry; the social and ritual lives of icons; authorship, originality, and replication; viewer response and the cultural construction of vision; the frontier between art and the sacred image; and the afterlife of the icon in modernity.
Taught by: Ousterhout, Drpic
Course not offered every year
Activity: Seminar
1.0 Course Unit

ARTh 339 Sacred Stuff: Religious Bodies, Places, and Objects
Does religion start with what's in our heads? Or are religious commitments made, shaped and strengthened by the people, places, and things around us? This course will explore how religion happens in the material world. We'll start with classical and contemporary theories on the relationship of religion to stuff. We'll then consider examples of how religion is animated not just by texts, but through interactions with objects, spaces, bodies, monuments, color, design, architecture, and film. We'll ask how these material expressions of religion move beyond private faith and connect religion to politics and identity.
Taught by: Schaefer
One-term course offered either term
Also Offered As: ANTH 112, RELS 102
Activity: Seminar
1.0 Course Unit

ARTh 340 Topics in Medieval Art
Topics vary from semester to semester. For the Spring 2021 semester, the topic will be: Art in the Time of Dante. 2021 marks the 700th anniversary of the death of Dante Alighieri (1265-1321). While his Divine Comedy is the pinnacle of medieval literary arts, Dante was himself interested in the masterpieces of visual arts of his own time – in Italy and abroad. Prominent artists like Cimabue and Giotto are mentioned in his texts, as well as such notorious figures linked to artistic production as the usurer Reginaldo degli Scrovegni or the mercenary Castruccio Castracani. Dante witnessed some of the most dramatic events of the Middle Ages, from the transfer of the papacy to Avignon to the salacious affair of the Tour de Nesle in France – together we will examine the visual culture of this tumultuous time.
Taught by: Guerin
Activity: Seminar
1.0 Course Unit

ARTh 343 Topics in Medieval Renaissance Art
Topics vary from semester to semester. In Fall 2019, this course will examine the commission, production, and display of art at the Valois courts from the start of the Hundred Years War with England 1330s to the death of Francis I in 1547. During these two centuries, conflict and conquest shaped the making of artwork in profound and sometimes unexpected ways: precarious dynastic claims could be substantiated through carefully crafted images, while foreign artists (including Rosso Fiorentino, Francesco Primaticcio, and Leonardo da Vinci) could be called upon to boost the monarch's prestige. Investigating the role played by objects in cultural diplomacy and propaganda, this course will examine works in a wide variety of techniques including easel painting, manuscript illumination, tapestry, armor, and metalwork, without neglecting less tangible art forms such as feasting, chivalric tournaments, and royal processions. Topics will include the art of the gift, female patronage, the interaction between text and image, and the role of artists in shaping a royal visual identity. The course will include visits to the Philadelphia Museum of Art and an illuminated manuscript handling session at the Free Library of Philadelphia.
Taught by: Herman
Activity: Seminar
1.0 Course Unit
ARTH 350 Topics in Southern Renaissance Art
Topic varies from semester to semester. For the Spring 2021 semester, the topic will be: Chiaroscuro. In this seminar we will explore the artistic technique known as 'chiaroscuro,' the contrast between light and shadow so as to produce effects of volume and relief. While we will grapple with chiaroscuro as deployed in architecture, drawings, and prints, our focus will be all the tenebrist paintings of Caravaggio. If the lit bodies in Caravaggio's paintings project out boldly in relief, does anything remain and speak in the surrounding darkness?
Taught by: Kim
Activity: Seminar
1.0 Course Unit

ARTH 351 Topics in Early Modern Art Theory
Topic varies. Spring 2016: What does it mean to write about art? What are the historical origins of this undertaking? How does language mediate the intellectual, somatic, and cultural rapport between the viewing self and the physical object? As an initial response to these questions we will examine the writings of the Tuscan artist and critic Giorgio Vasari (1511-1574), the biographer of such renowned artists as Leonardo, Raphael, Donatello, and Michelangelo. In addition to considering works of art described in Vasari's accounts, we will pay close attention to his language and its relationship with other types of writing: saints lives, chronicles, legends, guidebooks, anecdotes, jokes, gossip, and sermons. Issues to be explored include: the process of craft and handwork, notions of genius and inspiration, and the relationship between the visual arts and natural environment.
Taught by: Kim
Course not offered every year
Activity: Seminar
1.0 Course Unit

ARTH 362 Topics in Northern Baroque
Topic varies. Spring 2016: Undergraduate seminar focusing on all aspects of the life and works of Rembrandt van Rijn (1606-1669). Students will produce a research paper on any aspect of the artist's life and times, and course sessions will explore self-portraits, artistic development, specific painting types (figure studies, landscapes, portraits), case study individual works (the Paris Bathsheba and the Philadelphia Museum Head of Christ), mythologies, religious works, and the etchings of Rembrandt. Weekly discussions--one short analysis paper in addition to the term research paper.
Course not offered every year
Also Offered As: DTCH 262
Activity: Seminar
1.0 Course Unit

ARTH 373 Topics in American Art
Topic varies from semester to semester. For the Spring 2021 semester, the topic will be: Jackson Pollock and Abstract Expressionism. Jackson Pollock is widely considered one of the most important artists of the 20th century. This seminar will examine reasons why his paintings are held in such high regard. We will look closely at his work, study important primary documents - letters, statements, interviews, etc. - and discuss influential interpretations that emerged during his lifetime and since. We will also examine the larger artistic phenomenon that emerged in New York during the 1940s - Abstract Expressionism - in which Pollock's art was central. The paintings of other artists associated with this classification, including Mark Rothko, Barnett Newman, Willem de Kooning, Lee Krasner, and others, will be studied.
Taught by: Leja
Course not offered every year
Activity: Seminar
1.0 Course Unit

ARTH 374 Material History of Photography
Photography is a young medium and yet its history can be traced through differing narratives. Was the medium born in a French patent office, when the sun burned a handprint in silver salt, or when human eyes saw an inverted image projected into a dark space? Does photography reflect the perspective and biases of its inventors and users, or does it re-invent how we see the world? This seminar will take theoretical and material approaches to understanding the histories of photography. In addition to lectures and readings, students will handle original materials and make photographs using historic chemical-processes and styles.
Taught by: Vershbow
Course offered fall; even-numbered years
Also Offered As: VLST 237
Activity: Seminar
1.0 Course Unit
AR TH 379 Global Media
This course explores a broad media landscape through new critical and conceptual approaches. It is designated as a Benjamin Franklin Seminar. This course maps the footprints of television at a global scale. Adopting comparative approaches, we will be studying TV’s formation of national and global discourses, and thereby recognizing not only television’s impact on processes of globalization, but also the ability of television to matter globally. Working through concepts of ‘broadcasting,’ ‘flow,’ ‘circulation,’ and ‘circumvention,’ the course examines the movement of (and blocks encountered by) television programs and signals across national borders and cultures. The course particularly focuses on how global television cultures have been transformed due to shifts from broadcasting technologies to (Internet) streaming services? Navigating from United States and Cuba to India and Egypt, the readings in the course illuminate how particular televisural genres, institutions, and reception practices emerged in various countries during specific historical periods. We shall be addressing a range of questions: what kind of global phenomenon is television? Can we study television in countries where we do not know the existing local languages? In what different ways (through what platforms, interfaces, and screens) do people in different continents access televisual content? What explains the growing transnational exports of Turkish and Korean TV dramas? What is the need to historically trace the infrastructural systems like satellites (and optical fiber cables) that made (and continue to make) transmission of television programming possible across the world? How do fans circumvent geo-blocking to watch live sporting events? Assignments include submitting weekly discussion questions and a final paper. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Taught by: Mukherjee
One-term course offered either term
Also Offered As: CIMS 378, ENGL 378
Activity: Seminar
1.0 Course Unit

AR TH 383 Queer Modernisms
This course tracks the development of Modernism in America, Western Europe, and specific other locations around the globe, with particular emphasis as to how and why dissident sexualities so often found expression in and as aesthetic dissent. Creating new expressive forms and theories that often seem far removed from any traditional definition of sexuality, queer modernist artists often replaced dangerous forms of social dissent with more prudent forms of formal dissidence. In pursuing these questions, we will place art in its broader social context, seeking to answer such significant problems as how and why forms of artistic representation that were once transparent, eminently legible to all strata of society, increasingly became, under the avant garde, designed to speak only to an elect, to a select few in our culture. We will ask what happens when art deliberately narrows its audience, and how that narrowing is related to questions of sexual difference. What is the relationship between queerness and cultural elitism, a connection generally presumed in popular culture, but rarely examined academically? And finally we will ask about the utility of forms of queer political dissent if those forms remain illegible as queer to a wider audience. Throughout, new methods informed by queer, gender, and critical race theory will be utilized.
Taught by: Katz
Also Offered As: GSWS 315
Activity: Seminar
1.0 Course Unit

AR TH 384 Cuban Visual Culture
This course will focus on the urban history and cultural politics of contemporary Cuba with an emphasis on contemporary art and contemporary developments in the city of Havana. Students will learn about the Spanish influence on early colonial art, the development of formal academic art training and the changes to art instruction and the form and content of art created since the Revolution.
Taught by: Shaw, Schmenner
Course not offered every year
Also Offered As: AFRC 384, LALS 384
Activity: Seminar
1.0 Course Unit

AR TH 386 Topics in 20th Century Art
Topic Varies. Spring 2018: In 1913, Marcel Duchamp posed a nebulous question central to much of the art of the twentieth century. As a young painter in Paris, he wrote in a private note: ‘Is it possible to make works that are not of art?’ What are the possibilities of making in a modern world that has alienated labor from its products and commodified the work of art? What is the artist’s role amidst forces of rapid industrialization, mechanization, and automation? Duchamp would continuously explore these questions in a career that stretched into the 1960s, pushing painting, sculpture, and film in new directions through the use of objects not traditionally associated with art a porcelain urinal, a collection of settled dust, a tuft of human hair. This course examines issues of materiality and media in Duchamp’s art and in modernism more broadly. Meetings will include visits to the Duchamp collection at the Philadelphia Museum of Art. Readings will draw from art history, literature, and social and political theory.
Course not offered every year
Activity: Seminar
1.0 Course Unit

AR TH 388 Topics in Modern and Contemporary Art
Topic varies from semester to semester. For the Spring 2021 semester, the topic will be: Postmodern, Postcolonial, Post-Black. The end of the last century saw a shift in the way contemporary artistic practice was conceived. This class will consider the work and writings of key artists and thinkers of the last 50 years who have tackled issues of race, class, consumption, marginality, nationality, and modernism.
Taught by: Shaw
Course not offered every year
Also Offered As: AFRC 388, LALS 389
Activity: Seminar
1.0 Course Unit

AR TH 389 Topics In Film Studies
This topic course explores aspects of Cinema Studies intensively. Specific course topics vary from year to year. See the Cinema Studies website at <http://cinemastudies.sas.upenn.edu/> for a description of the current offerings.
Course not offered every year
Also Offered As: CIMS 392, COML 391, ENGL 392
Activity: Seminar
1.0 Course Unit

AR TH 391 Topics in Film History
Specific course topics vary from year to year. See the Cinema Studies website at <http://cinemastudies.sas.upenn.edu/> for a description of the current offerings.
Course not offered every year
Also Offered As: CIMS 201, COML 201, ENGL 291
Activity: Seminar
1.0 Course Unit
ARTh 393 Topics in Film Studies
Topic varies. Spring 2017: This course will examine key moments in the history of civil rights through a cinematic lens. Over the course of the semester, we will explore how filmmakers have depicted the lives, aspirations, and strategies of those who have struggled for equal rights; how different struggles have intersected with each other; what aesthetic strategies have been adopted to represent freedom and the denial of it; and how effective cinematic efforts to contribute to increased freedom have been as well as what criteria we use to evaluate success or failure in the first place. Each week, we will watch a film and read a series of texts that will be drawn from a variety of arenas, including histories of civil rights; civil rights pamphlets and speeches; filmmaker interviews; film and media theory; memoirs; and theories of race, gender and sexuality. Course requirements: mutual respect; completion of all readings and screenings; participation in class discussion; weekly online responses; a final project that can be a research paper, film, art project, or community-based initiative. Taught by: Redrobe
Course not offered every year
Also Offered As: AFRC 393, CIMS 393, ENGL 301, GSWS 394
Activity: Seminar
1.0 Course Unit

ARTh 398 Senior Thesis
Independent research. See department for appropriate section numbers. Taught by: Faculty
Two terms. student must enter first term.
Activity: Senior Thesis
1.0 Course Unit
Notes: See department for appropriate section numbers.

ARTh 399 Independent Study
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Notes: See department for appropriate section numbers

ARTh 425 Late Antique Arts
What is ‘Late Antiquity’? In 312 when Roman emperor Constantine inaugurated a Christian empire, ‘Roman’ culture was centuries old. The period ca. 200-650 CE saw profound transformations that launched Medieval, Byzantine and Islamic traditions. In this epoch of economic and political upheaval destruction was frequent but partial: Rome long survived, Constantine’s ‘new Rome’, Constantinople flourished, and around the Empire both proto-global visual culture and local forms prospered. Roman cultural models authorized both innovation and passion for tradition, in forms and styles: we critique art-historical models for Late Antique ‘decline’, analyse habits of material reuse and curation, and look at new Christian and Jewish roles for Roman things as well as polytheist visual survival. Foreign allies and enemies, and new peoples invading an already polyethnic Empire, interacted with Greco-Roman Late Antiquity; we visit arts of Sasanian and Islamic empires east and south, and ‘barbarian’ domains in Africa, Europe, Britain. Media discussed, for sacred, courtly, domestic, funerary, political and civic spaces and structures include not just ‘monumental’ painting, mosaic, sculpture, but also objects of silver, ceramic, ivory, figural textile, glass; painted books; jewelry; mass-media artifacts like coins and pilgrimage tokens. We also study Late Antique texts on art, objects, space and viewership. Taught by: Ann Kuttner
Course not offered every year
Also Offered As: AAMW 425, CLST 425
Activity: Lecture
1.0 Course Unit

ARTh 426 Late Antique Roman Art
Taught by: Kuttner
Course not offered every year
Activity: Lecture
1.0 Course Unit

ARTh 427 Roman Sculpture
Survey of the Republican origins and Imperial development of Roman sculpture - free-standing, relief, and architectural - from ca. 150 BC to 350 AD. We concentrate on sculpture in the capital city and on court and state arts, emphasizing commemorative public sculpture and Roman habits of decorative display; genres examined include relief, portraits, sarcophagi, luxury and minor arts (gems, metalwork, coinage). We evaluate the choice and evolution of styles with reference to the functions of sculptural representation in Roman culture and society. Taught by: Kuttner, Rose
Course not offered every year
Also Offered As: AAMW 427, CLST 427
Activity: Lecture
1.0 Course Unit

ARTh 428 Hellenistic Art and Spectacle
Hellenistic usually names art in the age of Mediterranean culture from the 4th century BCE and the rise of Alexander the Great’s Macedon, and the Greco-Macedonian conquest of the Persian Empire, to Cleopatra of Egypt’s defeat by Rome at the end of the Republic. Our course looks also at the age of Augustus and his successors, 1st century CE. While Greek and Macedonian practice in city-states and kingdoms is our launching point, this course also looks at international culture and cultural interaction among peoples from North Africa and Etrusco-Roman Italy, Egypt, Anatolia, the Mideast and Central Asia. We probe art, artifacts, and visual display from a range of settings, from sanctuary to house, palace and parade, and in all media, from marble monuments to pottery and jewelry. Our archaeology of Hellenistic visual culture also looks at the rich body of Hellenistic and Roman texts of art history, art criticism, and the description of objects and image, to better understand the Hellenistic maker, patron, and viewer. No prerequisites. Taught by: Kuttner
Course not offered every year
Also Offered As: AAMW 428
Activity: Lecture
1.0 Course Unit

ARTh 435 Medieval Islamic Art & Architecture
An introduction to the major architectural monuments and trends, as well as to the best-known objects of the medieval (seventh-to fourteenth-century) Islamic world. Attention is paid to such themes as the continuity of late antique themes, architecture as symbol of community and power, the importance of textiles and primacy of writing. Suitable for students of literature, history, anthropology as well as art history. Taught by: Holod
Course not offered every year
Also Offered As: AAMW 435, NELC 489
Activity: Lecture
1.0 Course Unit
**ARTH 440 African Art, 600-1400**
This course examines the flourishing civilizations of the African continent between the Fall of the Roman Empire and the dawn of the 'Age of Discovery.' Although material remains of the complex cultures that created exceptional works of art are rare, current archaeology is bringing much new information to the fore, allowing for the first time a preliminary survey of the burgeoning artistic production of the African continent while Europe was building its cathedrals. Bronze casting, gold work, terracotta and wood sculpture, and monumental architecture - the course takes a multi-media approach to understanding the rich foundations of African cultures and their deep interconnection with the rest of the world before the disruptive interventions of colonialism.

Taught by: Guerin
Also Offered As: AFRC 440
Activity: Lecture
1.0 Course Unit

**ARTH 501 Curatorial Seminar**
Curatorial seminars expose students to the complexity of studying and working with objects in the context of public display. With the guidance of faculty and museum professionals, students learn what it means to curate an exhibition, create catalogues and gallery text, and/or develop programming for exhibitions of art and visual/material culture. Students in this curatorial seminar will participate in planning the exhibition of Japanese illustrated books from the Tress collection to be held in the Kislak Center in spring 2021. Japanese illustrated books are celebrated for their high technical and aesthetic achievements and the collection spans all genres and formats over more than three hundred years. In this course, students will be thinking through how we can tell the story of the illustrated book in Japan in the space of the exhibition. We will think through how these materials related to their broad and largely literate audiences, and we’ll pay close attention to artists, genres, technologies, and subjects. Students will conduct research, prepare didactic labels, write entries for the catalogue, and develop the website and symposium as part of their curatorial practice. There will be extensive hands-on engagement with examples from the Kislak collections as well as practical training in papermaking, materials, and binding. By permission only.

Course not offered every year
Also Offered As: AAMW 509, NELC 501
Activity: Seminar
1.0 Course Unit

**ARTH 505 Masters in Liberal Arts Seminar**
This MLA course in the history of art explores an aspect of Art History and Theory, specific course topics vary. Please see the College of Liberal and Professional Studies Course Guide for a description of current offerings.

Course not offered every year
Also Offered As: CIMS 502, COML 510, GSWS 574
Activity: Seminar
1.0 Course Unit

**ARTH 507 MLA Proseminar**
This MLA Proseminar course in the history of art explores an aspect of Art History and Theory; specific course topics vary. Proseminars are taught by Penn Standing Faculty and fulfill a core MLA Program requirement. Please see the College of Liberal and Professional Studies Course Guide for a description of current offerings.

Activity: Seminar
1.0 Course Unit

**ARTH 511 Topics in Indian Art**
Topic varies. Fall 2016: Important as texts have been to South Asia’s history, perceptions of the physical world dominate experience within South Asian cultures. Seeing and being seen, vocalizing and hearing, contribute to the construction of meaning. This pro-seminar will approach South Asia’s perceptual world as expressed and tested by art, and methods to frame art as a source of knowledge.

Course not offered every year
Also Offered As: SAST 505
Activity: Seminar
1.0 Course Unit

**ARTH 513 Ukiyo-e: Beyond the Great Wave**
In this seminar we will take a closer look at the prints, paintings, and illustrated books produced in the genre known as ‘ukiyo-e,’ the ‘pictures of the floating world.’ We’ll begin by asking how the ‘Great Wave’ became a global icon and we’ll bust the myth of prints being used as wrapping paper. As we learn the history of the genre, from 1600 to ca. 1850, we’ll also make critical interventions into that narrative, asking how ‘ukiyo-e’ became a genre within a larger artistic sphere; how publishers collaborated with designers to construct artistic personae; how illustrated books contributed to knowledge formations; and how concepts of authenticity and authorship remain critical to its understanding. Taught online, this course will also consider how internet resources affect our understanding of the work of art. Students need not have any Japanese language skills, but should have taken related courses in art history or East Asian Studies. Advanced undergraduates and graduate students preferred.

Taught by: Davis
Course not offered every year
Also Offered As: EALC 553
Activity: Seminar
1.0 Course Unit

**ARTH 514 Topics in East Asian Art**
Topic varies. Spring 2017: In this seminar, led by Hiromi Kinoshita, The Hannah L. and J. Welles Henderson Associate Curator of Chinese Art, Philadelphia Museum of Art, students will learn about the considerations of a gallery reinstallation relating to the presentation of the Chinese collections at the Philadelphia Museum of Art. With more than 7,000 objects spanning from the Neolithic to the present, the reinstallation aims to display highlights and strengths of the collection that include early ceramics, porcelains, sculpture, furniture and architectural interiors with paintings and textiles. Students will study original objects of different media from the collection and learn about curatorial practices that include examination and analysis, connoisseurship, exhibition layout and label writing. Previous knowledge of Chinese art history and culture would be advantageous.

Taught by: Davis, Steinhardt
One-term course offered either term
Activity: Seminar
1.0 Course Unit

**ARTH 515 Topics in East Asian Art**
Topic varies. Spring 2017: In this seminar, led by Hiromi Kinoshita, The Hannah L. and J. Welles Henderson Associate Curator of Chinese Art, Philadelphia Museum of Art, students will learn about the considerations of a gallery reinstallation relating to the presentation of the Chinese collections at the Philadelphia Museum of Art. With more than 7,000 objects spanning from the Neolithic to the present, the reinstallation aims to display highlights and strengths of the collection that include early ceramics, porcelains, sculpture, furniture and architectural interiors with paintings and textiles. Students will study original objects of different media from the collection and learn about curatorial practices that include examination and analysis, connoisseurship, exhibition layout and label writing. Previous knowledge of Chinese art history and culture would be advantageous.

Taught by: Davis, Steinhardt
One-term course offered either term
Activity: Seminar
1.0 Course Unit
ARTh 515 Topics in Japanese Art
Topic varies. Fall 2018: This course will consider Japanese woodblock prints, illustrated books, and paintings from the seventeenth through the twentieth century. Topics include: the formation of 'Ukiyo-e' or 'the pictures of the floating world' as a genre; the development of the publishing system and its audience; specific artists and their works; the reception of Japanese prints in Europe and America; the modern reinvention of the woodblock print; and others. We will also make extensive use of the collections held in the Kislak Center, the Philadelphia Museum of Art, and in other local collections. Assignments may include: close study of a single work; web page development; research paper; regular participation in discussions.
Taught by: Davis
Course not offered every year
Also Offered As: EALC 559
Activity: Seminar
1.0 Course Unit

ARTh 517 History of the Book in East Asia
Spring 2018: From handscrolls to manga, books play a vital role in East Asian societies. In this course we will introduce the spread of book cultures across East Asia and reconsider the role and impact of material texts on societies in China, Korea, and Japan. Among the questions we'll engage are: What is a book, an author, or an edition? How do readers affect books? How do publishers decide when to use illustrations, woodblock printing, or movable type? How has the history of books differed in China, Japan, and Korea from the history of the book in the West? We will consider various media (bamboo, paper, silk, and the digital), formats (scrolls, folded books, bound books, small to oversize), and the tensions between handwritten manuscript and printed pages. Hands-on sessions may include paper-making, bookbinding, and printing. This is an Objects-Based Learning course, using materials from the Kislak Center for Special Collections, Rare Books and Manuscripts, and the Penn Museum, with visits to the Philadelphia Museum of Art and the Free Library of Philadelphia. Requires no knowledge of any Asian language.
Taught by: Davis, Chance
Course not offered every year
Also Offered As: EALC 260, EALC 661
Activity: Seminar
1.0 Course Unit

ARTh 519 Archiving Jazz: Visuality And Materiality In The Phila Jazz Community 1945-2019
This seminar will be organized around three distinct pathways. First, it will serve as an introduction to Jazz Studies and thus be attentive to the ways that jazz music has sparked an interdisciplinary conversation that is wide-ranging and ongoing. Second, we will be partnering with the African American Museum of Philadelphia to consider jazz within the realm of visual art. In light of efforts to map the 'black interior,' how have visual artists (e.g. painters, sculptors, filmmakers, and photographers) sought to represent jazz? Third, we will endeavor to develop partnerships with the Philadelphia (and beyond) jazz community, especially as it pertains to creating and sustaining an archive that serves as way to understand jazz as an instrument of placemaking and also as a vehicle for jazz musicians to take ownership of their narratives. The seminar will meet at the African American Museum of Philadelphia and be team taught with members of the Museum staff. The course will culminate with a virtual exhibit of visual works and archival materials centering on Philadelphia's jazz community and (if funding is available) a free concert to be held at AAMP. Undergraduates are welcome to register for the course with permission of the instructor.
Taught by: Beavers
Course not offered every year
Also Offered As: AFRC 542, ENGL 541, MUSC 542, URBS 542
Activity: Seminar
1.0 Course Unit

ARTh 520 Topics in Aegean Bronze Age
Topic varies from semester to semester. This Fall 2019 seminar will discuss The Architecture of Akrotiri, Thera. Around 3,500 years ago a culture thrived on the small island of Thera in the Cycladic islands of Greece. Excavations have revealed a portion of a sophisticated town with multi-storied buildings decorated with elaborate fresco programs and equipped with all the necessities to support a cosmopolitan community with trade contacts reaching throughout the Mediterranean, Egypt, and the Ancient Near East. Due to the Bronze Age eruption of the volcano at the center of the island, Akrotiri is known as the best-preserved Late Cycladic site in the Aegean. In this class, we will examine the architecture and frescoes, or wall paintings, of Akrotiri and explore what they reveal to us about this unique group of people. Students will write and present two research papers to the class.
Course not offered every year
Also Offered As: AAMW 520
Activity: Seminar
1.0 Course Unit

ARTh 522 Topics in Ancient Iranian Art
Topic varies. Spring 2018: This seminar will focus on the environmental, archaeological and textual record for settlement in the Persian/Arabian Gulf region from the Neolithic to the pre-Islamic Late Antique. Emphasis will be on the settlement history and material culture. Special attention will be paid to the close interaction of the local communities on the Arabian side of the Gulf with those on the Iranian/Indus valley side. The patterns of sea faring trade and interaction from Mesopotamia, Iran, Indus Valley and beyond will be considered. It is possible that this class will take a site trip to the UAE during the spring break, if the logistics can be arranged. Instructors: Professors Holly Pittman (Penn), Peter Magee (Bryn Mawr College).
Taught by: Pittman
Course not offered every year
Also Offered As: AAMW 522
Activity: Seminar
1.0 Course Unit
ARTh 523 Narrative in Ancient Art
Art history, and its cousins in religious, social, political and literary studies, have long been fascinated with the question of narrative: how do images engage time, tell stories? These are fundamental questions for ancient Near Eastern, Egyptian and Mediterranean art history and archaeology, whose rich corpus of narrative images is rarely considered in the context of ‘Western’ art. Relations between words and things, texts and images, were as fundamental to the ancient cultures we examine as they are to modern studies. As we weigh classic modern descriptions of narrative and narratology, we will bring to bear recent debates about how (ancient) images, things, monuments, and designed spaces engage with time, space, and event, and interact with cultural memory. We will ask ‘who is the story for, and why?’ for public and private narratives ranging from political histories to mythological encounters. Our case studies will be drawn from the instructors’ expertise in Mesopotamian visual culture, and in the visual cultures of the larger Mediterranean world from early Greek antiquity to the Hellenistic, Roman, and Late Antique periods. One central and comparative question, for instance, is the nature of recording history in pictures and texts in the imperial projects of Assyria, Achaemenid Persia, the Hellenistic kingdoms, and Rome.
Taught by: Kuttner/Pittman
Also Offered As: AAMW 523, CLST 523, NELC 523
Activity: Seminar
1.0 Course Unit

ARTh 525 Topics in Greek and Roman Art
Topics vary from semester to semester. For the Spring 2020 semester, the topic will be Violence and Ancient Mediterranean Art. The Greek and Roman world was fascinated by representing humans and beasts enduring physical and psychological pain, and images of violence inflicted by mortal and supernatural beings alike. These images occur in art of all kinds, consumed both privately and publicly, emerging in the domestic, religious, military and political sphere. They had a range of aims, from affording emotional catharsis, building political cohesion or enforcing social norms, to generating religious awe or confidence in empire -- and giving entertainment. As we explore this corpus, we can ask: what might be the roots of such preoccupation with the art of violence and pain in the ‘Classical tradition’ and its post-antique legacy? Many modern cultures exhibit similar fascination: how far can modern reactions to and theories about such images be guides to reconstructing ancient viewership? How can ancient texts and histories help us in this interdisciplinary project?
Taught by: Kuttner
Course not offered every year
Also Offered As: AAMW 525, CLST 521
Activity: Seminar
1.0 Course Unit

ARTh 529 Topics in Roman Architecture
Topic varies. Spring 2018: This seminar offers a critical assessment of digital Roman architecture studies. What has been accomplished and learned over the last generation since the Digital Turn, and where is the field of Roman architecture being taken? Points of focus include several landmark case studies, such as digital reconstructions of the city of ancient Rome, and threatened cultural heritage sites in Syria. The course will involve readings of significant texts, in class discussions and presentations lead by the seminar’s participants, and testing and critiquing of a limited set of digital tools.
Taught by: Stinson
Course not offered every year
Also Offered As: AAMW 529
Activity: Seminar
1.0 Course Unit

ARTh 532 Topics in Byzantine Art
Topic varies from semester to semester. For the Fall 2020 semester, the topic will be: The Icon. This seminar explores the Byzantine icon and its legacy. Spanning nearly two millennia, from the emergence of Christian sacred portraiture to the reception of icon painting by the early twentieth-century Russian avant-garde, the seminar will introduce you to the history, historiography, and theories of the icon. While our focus will be on Byzantium and the wider world of Orthodox Christianity, especially in the Slavic Balkans and Eastern Europe, the seminar will also engage with fundamental questions concerning the nature, status, and agency of images across cultures. Topics to be addressed include iconoclasm and the problem of idolatry; the social and ritual lives of icons; authorship, originality, and replication; viewer response and the cultural construction of vision; the frontier between art and the sacred image; and the afterlife of the icon in modernity.
Taught by: Drpic
Course not offered every year
Also Offered As: AAMW 530
Activity: Seminar
1.0 Course Unit

ARTh 540 Topics in Medieval Art
Topic varies from semester to semester. For the Fall 2020 semester, the topic will be Migrating Materiality: Ivory Carving Around the Mediterranean. The craft of ivory carving around the Mediterranean is contingent upon the availability of imported elephant tusks, from either South East Asia or, more frequently, from the African continent. The shifting winds of trade routes offer an interpretive paradigm with which to analyze ivory objects from a variety of different cultural groups: the lack or abundance of ivory and the resulting desire for or surfeit of the material shapes its meaning and use around the Mediterranean basin. The study of ivory objects as they migrate around the Mediterranean allows us to investigate the rich intercultural interactions between Eastern and Western Christians, and both of these with the Islamic world. This course focuses on an object-oriented knowledge of ivory artifacts, with a strong emphasis on the collections at the Penn Museum, the Philadelphia Museum of Art, and other area collections.
Taught by: Guerin
Course not offered every year
Also Offered As: AAMW 540, AFRC 538
Activity: Seminar
1.0 Course Unit

ARTh 550 Topics in Southern Renaissance Art
Topic Varies. Spring 2019: This course explores the art of composition in two respects: first, composition as the arrangement of words and sentences into prose; second, composition as the organization of visual elements into a painting. Through the writings of key Renaissance writers, we will explore such issues as the mythical origins of the portrait, the role of precious materials in art, the relationship between figure and ground, and the mechanics of describing a painting into words. Some knowledge of a Romance language (Italian, French, Spanish, or Portuguese) helpful though by no means required.
Taught by: Kim, Staff
Course not offered every year
Activity: Seminar
1.0 Course Unit
**ARTH 552 High Renaissance**

One Italian poet called his garden 'the blending of art and nature.' In a garden, he claimed, 'one cannot discern whether a thing is the work of one or the other; whether it is a piece of natural artifice or artificial nature.' Around the same time, the Italian humanist Jacopo Bonfadio invented the term, terza natura, for gardens seemed to be a 'third nature' somehow in between wild first nature and the second built or man-impounded world of human endeavor. The history of landscape architecture is a history of man's sometimes misguided efforts to 'improve' his surroundings in the search for a beauty that harnessed natural forms through the application of human reason. This seminar will address changing tastes in garden design in Early Modern Europe but will also extend our study further into the past, beyond Europe and forward to the present day. The seminar will introduce themes in garden design and examples from garden history and, in the process, the course will ask the participants to consider different cultural visions of the 'beautiful' or 'appropriate' landscape and ultimately better understand the history of the gardener's art.

Taught by: Pastore
Activity: Seminar
1.0 Course Unit

**ARTH 559 Myth Through Time and In Time**

The textual and physical remains of Greek and Roman culture and belief as 'myth' entranced the post-antique European world and its neighbors. Makers, patrons and viewers manipulated those survivals to challenge and speak to a contemporary world. This course focuses on how and why artists and their patrons engaged the myths and the various areas of political and religious life that sought animation through an evocation of narratives from the past. Readings and case studies will engage with very late antique, medieval, and early modern art, turning to the modern and contemporary as well. Moving to the modern lets us examine, among other things, how artists address the exclusionary histories of the past, to enable critiques of myths of supremacy by one gender, race, or culture over others.

Taught by: Kuttner, Brisman
Also Offered As: AAMW 559, CLST 559, COML 559, GRMN 559
Activity: Seminar
1.0 Course Unit

**ARTH 560 Topics in Aesthetics**

Topic title for Spring 2018: Walter Benjamin. Walter Benjamin (1892-1940) is a philosopher whose writings on art, literature, and politics have had tremendous influence on many disciplines in the Humanities and Social Studies. He has been variously described as one of the leading German-Jewish thinkers, and a secular Marxist theorist. With the publication of a four-volume collection of this works in English, many more of his writings have been made accessible to a wider public. Our seminar will undertake a survey of his work that begins with his studies on language and allegory, and continues with his autobiographical work, his writings on art and literature, and on the imaginary urban spaces of the nineteenth-century.

Taught by: Weissberg, MacLeod
Course not offered every year
Also Offered As: COML 582, GRMN 580, JWST 582, PHIL 480
Activity: Seminar
1.0 Course Unit

**ARTH 561 Topics in Northern Renaissance**

Topic varies from semester to semester. For the Fall 2020 semester, the topic will be: Privacy and Society. Dutch Painting in the Seventeenth Century. How do paintings offer personal reflection, and how do they construct social bonds? This course will promote new critical approaches to interrogate three areas of Dutch ‘Golden Age’ painting: the development of landscape tradition; the pictorialization of interior domestic spaces; the concept of group portraiture. The burgeoning art market of the seventeenth offered both new forms of intimacy—inviting the beholder into domestic interiors to observe the events of everyday life—and public statements about leadership, social structures, and national identity. Freed from the patronage of churches and courts, Dutch artists produced pictures that could be purchased for the home—landscapes, moralizing genre scenes, still lifes, and portraits. They also made paintings for public spaces such as guild halls and charitable organizations, which map the relationships between members of civic organizations. The aim of this course is to develop a set of critical skills for analyzing the different ways in which seventeenth-century Dutch paintings drew upon shared social values, national identity and economic pride, how they appealed to individual buyer tastes, and how they established ideologies of land rights and concepts of gendered space that may today be critiqued as exclusionary. We will use our current circumstance of ‘social distancing’ as a way to look anew at the question of how paintings of this period used art to construct social bonds. Online in format, this course will address these matters by pairing recent interventions in art history with foundational texts. Part of our ongoing collective work will be the construction of a checklist of paintings, drawings, and prints in the Philadelphia area and its environs in the hopes that we may eventually view these works together or have a shared plan of which works to observe in person as time and access permits. In writing assignments, we will attend to the representation of space, considering domestic interiors, urban settings, church architecture, imperial arenas, and the politicization of landscapes both real and imagined.

Taught by: Brismann
Course not offered every year
Also Offered As: GRMN 578
Activity: Seminar
1.0 Course Unit

**ARTH 565 Topics in Northern Baroque Art**

Topic varies. Fall 2015: Built around an exhibition at the Philadelphia Museum of Art, focused on the 'Prometheus' by Peter Paul Rubens, this seminar will investigate the range of painted and sculpted works on Greco-Roman myths in European art and will also investigate the career of Peter Paul Rubens, particularly concerning myths. Course not offered every year
Activity: Seminar
1.0 Course Unit

**ARTH 571 Modern Architectural Theory**

A survey of architectural theory from the mid-eighteenth century to the present. The discussion of original writings will be emphasized.

Taught by: Brownlee
Course not offered every year
Also Offered As: CPLN 572
Activity: Seminar
1.0 Course Unit
ARTh 573 Topics in Criticism & Theory
Topic for Spring 2021: Cultures of Reading in Imperial Russia
What did it mean to be a reader in imperial Russia? What did people read, and to what ends? How was literacy cultivated, and what were the social implications? In this course, students will read several canonical works of nineteenth-century Russian literature that thematize and foreground the act of reading: as a pursuit undertaken for the betterment of self, society, nation, and world; as a light pastime for the bored or underemployed; but also as an enterprise fraught with potential for moral or civic ruin. In addition to closely investigating allusions to the specific texts and authors read by literary characters, we will also examine the reading habits of our own authors as both consumers and producers of literary culture. We will consider these dynamics against a backdrop of constant fluctuations in educational policies, the book market, and the circulation of texts within and beyond Russia as we work together to develop an understanding of the imperial Russian reading public(s).
Taught by: Kim, Brian
Course not offered every year
Also Offered As: CIMS 515, COML 570, ENGL 573, GRMN 573, REES 683
Activity: Seminar
1.0 Course Unit

ARTh 577 Ecological Thinking in Art and Architecture
This seminar will address the diverse narratives of ecological thinking in the history of art, architecture, and urban planning during the 20th century. The course will contextualize and interrogate contemporary disciplinary discourses as well as historical assumptions related to ecological thinking in art and architectural history and environmentally-conscious practices. By mapping received trajectories of Eco Art, Ecocritical Art History, and Ecological Histories of Architecture and Urban Planning, the course will work from a subtly hidden foundation of eco-historical knowledge that connects these fields of inquiry, while also critiquing these trajectories and seeking to provide more focused and robust alternatives for knowledge production in the present. It aims to attract students from the School of Arts and Sciences and the Weitzman School of Design in a discussion on the interconnected histories of art and architecture during the 20th century.
Taught by: Zarkakoupi
Also Offered As: ARCH 713
Activity: Seminar
1.0 Course Unit

ARTh 579 Topics in American Art
Topic varies from semester to semester. For the Spring 2021 semester, the topic will be: Arts & Crafts Decorative Arts, 1875-1900. This seminar will offer an overview of American decorative arts of the Arts & Crafts Movement, broadly conceived. It would explore the role of British antecedents, the Centennial Exposition as a catalyst for design reform, the growth of different regional centers (New England, the Midwest, the South, California), the movement’s relationship to modernism in the first decades of the 20th century, and its relationship to the Studio Craft movement of the post-World War II era. Issues to be addressed include the challenge of defining Arts & Crafts ‘style(s);’ disconnects between theory and practice, relationships between handicraft and factory production, roles of women and amateurs, and tensions between artistic elites and advocates for social and political reform. Major firms and figures to be highlighted include Rookwood Pottery, Louis Comfort Tiffany, Gustav Stickley, and Frank Lloyd Wright. Special attention will be paid to Arts & Crafts artists in the Philadelphia area: William L. Price and Rose Valley, Henry Chapman Mercer and the Moravian Tile Works, the New Hope School, and Wharton Esherick.
Course not offered every year
Activity: Seminar
1.0 Course Unit

ARTh 580 The Sexuality of Postmodern Art
This course is fundamentally concerned with why so many of the defining artists of the postwar generation were queer, indeed such that one could plausibly claim that postmodernism in American art was a queer innovation. Centrally, most of these artists raise the problem, as the above quotes underscore, of authoriality and its discontents. Deploying a combination of social-historical and theoretical texts, we will approach the problem of the disclaiming of authoriality in post-war American art, focusing on the works of John Cage, Robert Rauschenberg, Jasper Johns, Cy Twombly, Robert Indiana, Louise Nevelson, Ellsworth Kelly, Agnes Martin, Leon Polk Smith and not least Andy Warhol. Central to this course will be the continuing salience of the ‘death of the author’ discourse, pioneered in literature by Barthes and Foucault, and in art by every one of the artists we will be examining. What, in short, is the relationship between the rise of an anti-biographical, anti-authorial theoretical framework, and the lived histories of so many queer authors? In asking this question, we are of course self-consciously violating the very premise of one key strand of postmodernist critique—and in so doing attempting to historicize a theoretical frame that is strikingly resistant to historical analysis. (Undergraduates interested in the course should contact Professor Katz.)
Taught by: Katz
Course not offered every year
Also Offered As: GSWS 578
Activity: Seminar
1.0 Course Unit

ARTh 582 Modern and Contemporary Design
This seminar will provide a brief overview of the history of modern and contemporary design, from the beginning of the Industrial Revolution to today, and engage students in the hands-on analysis of objects through the collections of the Philadelphia Museum of Art, the consideration of the presentation of objects in museums, and the discussion of several important contemporary topics in the study of material culture.
Taught by: Brownlee
Course not offered every year
Activity: Seminar
1.0 Course Unit
ARTH 583 Art, Sex and the Sixties
With a distinct emphasis on post World War II performance, film, sculpture and painting, this course explores the conjunction of the period's systematic revamping of our social/sexual schema with the equally revolutionary ascendency of an artistic postmodernity. And it seeks to explore this dynamic not only within the familiar confines of North America and Europe but towards Latin America and Asia, too, in what was a nearly simultaneous emergence of the erotic as a political force in the 60s. Reading a range of key voices from Brazilian theorist and poet Oswald de Andrade to Frankfurt School philosopher Herbert Marcuse, performance artists Carolee Schneemann, and Yoko Ono, Neo-Freudian theorist Norman O. Brown and lesbian feminist author Monique Wittig, we will examine how and why sex became a privileged form of politics at this historical juncture in a range of different contexts across the globe. Students interested in feminism, gender or queer theory, social revolution, performance studies, post war art and Frankfurt School thought should find the course particularly appealing, but it assumes no background in any of these fields.
Taught by: Katz
One-term course offered either term
Also Offered As: GSWS 520
Activity: Seminar
1.0 Course Unit

ARTH 584 Topics in Cultural History
Topic for Spring 2016: Making and Marking Time. What is time? In the late 19th century, the questions of how to define time, how to slow down time, and, above all, how to accelerate movement have become focus of the work by many European philosophers who have tried to come to terms with what is now termed as the Industrial Revolution, and the idea of 'progress.' Can time be understood as something continuous, or is it fragmented, proceeding in fits and bursts? Such contemplations on time have deeply influenced writers. Marcel Proust was a reader of Henri Bergson and translated his theories of time into a concept of memory. Thomas Mann has tried to navigate timelessness in a novel set on a 'Magical Mountain.' Virginia Woolf and James Joyce have pictured an entire universe in a single day (Mrs. Dalloway, Ulysses) while early 20th century Italian Futurists made the contemplation of time part of their manifestos. With them, and with expressionist writers in Germany or writers from the DADA movement there elsewhere in Europe, a reckoning with time would also influence their choice of genre and form, writerly practice, and technique. Parallel to these literary experimentation, pictures were set into motion in scholarly studies by Edweard Muybridge and finally in the new medium film; Impressionist painters insisted on picturing fleeting moments, and composers experimented with temporal sequences. We may be able to understand a reconsideration of time as driving force for the modern movement, or simply 'modernity.' In this seminar, we will study a selection of literary texts of the late 19th century and the modernist movement, consider the philosophical background and changes in historiography, and integrate a consideration of the visual arts and music.
Taught by: Weissberg
Course not offered every year
Also Offered As: COML 537, ENGL 563, GRMN 541
Activity: Seminar
1.0 Course Unit

ARTH 585 Topics in 19th Century Art
Topic Varies. Spring 2015: Birthplace of the nation, industrial metropolis-Philadelphia is the definitive American 'place.' This seminar will explore the visual history of the city as a symbolic site described and defined by painters, printmakers and photographers as well as politicians and capitalists and most importantly, its residents. How and why were certain sites selected and exploited within an evolving civic iconography? How did Philadelphia's visual culture influence approaches to placemaking? And how did artists navigate the increasingly complex political and social as well as aesthetic conflicts between myth and reality?
Course not offered every year
Activity: Seminar
1.0 Course Unit

ARTH 586 Topics in 20th Century Art
Topic varies.
Course not offered every year
Activity: Seminar
1.0 Course Unit

ARTH 593 Topics in Cinema and Media
Spring 2016: Taking its title from a recent special issue in the journal Framework, this seminar will engage the where of film and media theory. At a moment when this discourse, often presumed to have roots in Anglo and Western European traditions, is purportedly undergoing a global turn, we will consider how some of film and media theory's key terms and preoccupations including realism, documentary, genre, identity, sound, spectatorship, nation, auteur, and screens are being inflected by expanded geographic, linguistic, aesthetic and cultural frames. We will grapple with some of the logistical challenges, motivations, resistances, and questions that scholars encounter as they attempt to shift film and media theory's borders; compare contemporary efforts to broaden the discourse's geographic horizon with earlier efforts to do the same; and consider what happens to the viewer's sense of space and place in different media environments. Course requirements: full participation in readings, screenings, discussion, and class presentations; 20-25 page research paper + annotated bibliography. Permission of instructor required for advanced undergraduates.
Taught by: Redrobe
Course not offered every year
Also Offered As: CIMS 590, COML 599, ENGL 593
Activity: Seminar
1.0 Course Unit

ARTH 596 Topics in Contemporary Art
Course not offered every year
Also Offered As: CIMS 596, ENGL 596, FNAR 605, GSWS 596
Activity: Seminar
1.0 Course Unit
ARTh 612 Cities and Temples in Ancient India
The wooden architecture of ancient India's cities is represented in relief carvings from Buddhist religious monuments of the early centuries A.D. and replicated in remarkable excavated cave cathedrals. This course will trace that architectural tradition, its transformation into a symbolic vocabulary for a new structure, the Hindu temple, and the development of the temple in India from ca. 500-1500 A.D.
Taught by: Meister
Course not offered every year
Also Offered As: ARTH 212, SAST 201, SAST 501
Activity: Lecture
1.0 Course Unit

ARTh 613 Arts of Japan
This course introduces the major artistic traditions of Japan, from the Neolithic period to the present, and teaches the fundamental methods of the discipline of art history. Special attention will be given to the places of Shinto, the impact of Buddhism, and their related architectures and sculptures; the principles of narrative illustration; the changing roles of aristocratic, monastic, shogunal and merchant patronage; the formation of the concept of the artist over time; and the transformation of tradition in the modern age.
Taught by: Davis
Course not offered every year
Also Offered As: ARTH 213, EALC 157, EALC 557
Activity: Lecture
1.0 Course Unit

ARTh 614 Arts of China
The goals of this course are to introduce the major artistic traditions of China, from the Neolithic period to the present and to teach the fundamental methods of the discipline of art history. Our approaches will be chronological, considering how the arts developed in and through history, and thematic, discussing how art and architecture were used for philosophical, religious and material ends. Topics of study will include: Shang bronzes: Han concepts of the afterlife; the impact of Buddhism; patronage and painting; the landscape tradition; the concept of the literatus: architecture and garden design; the 'modern' and 20th-century artistic practices; among others.
Taught by: Steinhardt, Davis
Course not offered every year
Also Offered As: ARTH 214, EALC 127, EALC 527
Activity: Lecture
1.0 Course Unit

ARTh 617 Chinese Painting
Study of Chinese painting and practice from the earliest pictorial representation through the late twentieth century. Painting style forms the basis of analysis, and themes such as landscape and narrative are considered with regard to larger social and cultural issues. The class pays particular attention to the construction of the concepts of the 'artist' and 'art criticism' and their impact on the field into the present. Visits to look at paintings at the University of Pennsylvania Museum, PMA and/or local collections.
Taught by: Steinhardt
Course not offered every year
Also Offered As: ARTH 217, EALC 227, EALC 627
Activity: Lecture
1.0 Course Unit

ARTh 618 Art and Architecture in Ancient Egypt
This course will be an introduction to the art, architecture and minor arts that were produced during the three thousand years of ancient Egyptian history. This material will be presented in its cultural and historical contexts through illustrated lectures and will include visits to the collection of the University Museum.
Taught by: Silverman
Also Offered As: AAMW 618, ANCH 068, ARTH 218, NELC 068, NELC 668
Activity: Lecture
1.0 Course Unit

ARTh 622 Art of Ancient Iran
This course offers a survey of ancient Iranian art and culture from the painted pottery cultures of the Neolithic era to the monuments of the Persian Empire. Particular emphasis is placed on the Early Bronze Age.
Taught by: Pittman
Course not offered every year
Also Offered As: AAMW 622, ARTH 222, NELC 222, NELC 622
Activity: Lecture
1.0 Course Unit

ARTh 624 Art of Mesopotamia
The class presents a survey of the art and archaeology of Mesopotamia beginning with the appearance of the first cities and ending with the fall of the Assyrian Empire in the seventh century BCE. It presents the major artistic monuments of Mesopotamian culture, embedding them in their historical context. Focus is placed in particular on the interactions with surrounding cultures of Iran, Central Asia, the Caucasus, the Persian Gulf and Anatolia in order to decenter the discourse from a strictly Mesopotamian perspective. The format is lecture; assignments involve reading response papers; there are in class midterm and final exams.
Taught by: Pittman
Course not offered every year
Also Offered As: AAMW 624, ARTH 224, NELC 224, NELC 624
Activity: Lecture
1.0 Course Unit

ARTh 625 Greek Art and Artifact
This course surveys Greek art and artifacts from Sicily to the Black Sea from the 10th century BCE to the 2nd century BCE, including the age of Alexander and the Hellenistic Kingdoms. Public sculpture and painting on and around grand buildings and gardens, domestic luxury arts of jewelry, cups and vases, mosaic floors, and cult artefacts are discussed. Also considered are the ways in which heroic epic, religious and political themes are used to engaged viewers' emotions and served both domestic and the public aims. We discuss the relationships of images and things to space and structure, along with ideas of invention and progress, and the role of monuments, makers and patrons in Greek society.
Taught by: Kuttner
Course not offered every year
Also Offered As: AAMW 625, ARTH 225, CLST 220
Activity: Lecture
1.0 Course Unit
ARTH 626 Hellenistic and Roman Art and Artifacts
This course surveys the political, religious and domestic arts, patronage and display in Rome's Mediterranean, from the 2nd c. BCE to Constantine's 4th-c. Christianized empire. Our subjects are images and decorated objects in their cultural, political and socio-economic contexts (painting, mosaic, sculpture, luxury and mass-produced arts in many media). We start with the Hellenistic cosmopolitan culture of the Greek kingdoms and their neighbors, and the Etruscan and Republican Italy; next we will map Imperial Roman art as developed around the capital city Rome, as well as in the provinces of the vast empire.
Taught by: Ousterhout
Course not offered every year
Also Offered As: AAMW 626, ARTH 226, CLST 221
Activity: Lecture
1.0 Course Unit

ARTH 632 Byzantine Art and Architecture
This course offers a wide-ranging introduction to the art, architecture, and material culture of Byzantium—a Christian, predominantly Greek-speaking civilization that flourished in the Eastern Mediterranean for over a thousand years. Positioned between the Muslim East and the Latin West, Antiquity and the Early Modern era, Byzantium nurtured a vibrant and highly sophisticated artistic culture. With emphasis placed upon paradigmatic objects and monuments, we will examine an array of artistic media, from mosaic and panel painting to metalwork, ivory carving, book illumination, and embroidery. We will consider the making, consumption, and reception of Byzantine art in a variety of contexts: political, devotional, ritual, and domestic. Topics include the idea of empire and its visual articulation; court culture; the veneration of images and relics; patronage, piety, and self-representation; authorship and artistic agency; materiality and the sensory experience of art; the reception of the pagan Greco-Roman past; and the changing nature of Byzantium's interactions with neighboring cultures.
Taught by: Drpic
One-term course offered either term
Also Offered As: AAMW 632, ARTH 232
Activity: Lecture
1.0 Course Unit

ARTH 633 Eastern Medieval Architecture
This lecture course examines major architectural developments in the eastern Mediterranean between the 4th and 14th centuries CE. The focus is on the Byzantine Empire, with its capital at Constantinople. Lectures also devoted to related developments in the Caucasus (Armenia and Georgia), early Russia, the Balkans (Bulgaria and Serbia), Sicily and under the Normans, the Crusader states. Parallel developments in early Islamic architecture are used for comparative purposes. The course examines evidence for religious and secular buildings, as well as urbanism and settlement patterns.
Taught by: Ousterhout
Course not offered every year
Also Offered As: AAMW 633, ARTH 233
Activity: Lecture
1.0 Course Unit

ARTH 635 Introduction to Visual Culture of the Islamic World
A one-semester survey of Islamic art and architecture which examines visual culture as it functions within the larger sphere of Islamic culture in general. Particular attention will be given to relationships between visual culture and literature, using specific case studies, sites or objects which may be related to various branches of Islamic literature, including historical, didactic, philosophical writings, poetry and religious texts. All primary sources are available in English translation.
Course not offered every year
Also Offered As: AAMW 635, ARTH 235, NELC 285, NELC 685, VLST 235
Activity: Lecture
1.0 Course Unit

ARTH 640 Medieval Art
An introductory survey, this course investigates painting, sculpture, and the 'minor arts' of the Middle Ages. Students become familiar with selected major monuments of the Late Antique, Byzantine, Carolingian, Romanesque, and Gothic periods, as well as primary textual sources. Analysis of works emphasizes the cultural context, the thematic content, and the function of objects. Discussions focus especially on several key themes: the aesthetic status of art and the theological role of images; the revival of classical models and visual modes; social rituals such as pilgrimage and crusading; the cult of the Virgin and the status of women in art; and, more generally, the ideology of visual culture across the political and urban landscapes.
Taught by: Guerin
Course not offered every year
Also Offered As: AAMW 640, ARTH 240
Activity: Lecture
1.0 Course Unit

ARTH 650 Michelangelo and the Art of the Italian Renaissance
An introduction to the work of the Renaissance artist Michelangelo (1475-1564)-his sculptures, paintings, architecture, poetry, and artistic theory-in relation to his patrons, predecessors, and contemporaries, above all Leonardo and Raphael. Topics include artistic creativity and license, religious devotion, the revival of antiquity, observation of nature, art as problem-solving, the public reception and function of artworks, debates about style, artistic rivalry, and traveling artists. Rather than taking the form of a survey, this course selects works as paradigmatic case studies, and will analyze contemporary attitudes toward art of this period through study of primary sources.
Taught by: Kim
Course not offered every year
Also Offered As: ARTH 250
Activity: Lecture
1.0 Course Unit

ARTH 654 Global Renaissance and Baroque
An introduction to transcultural encounters within and beyond early modern Europe, 1450-1600. Topics include: the theory and historiography of global art; artistic relations between Venice, the Byzantine and Ottoman Empires, and islands in the Eastern Mediterranean; Portugal's overseas mercantile network in Africa and Asia; and the Baroque in Latin America, with emphasis upon Brazil. Our discussions focus on these paradigmatic case studies so as to question the language and terms we use to characterize confrontations between native and foreign, the self and the other.
Taught by: Kim
Course not offered every year
Also Offered As: ARTH 254
Activity: Lecture
1.0 Course Unit
ARTH 658 Early Modern Japanese Art and the City of Edo
Study of the major art forms and architecture of Tokugawa (or Edo) period (1603-1868). In this course, we will consider how the arts of this era occur within an increasingly urban and modern culture, particularly with regard to the city of Edo. Issues of the articulation of authority in the built environment, the reinvention of classical styles, and patronage will be raised. May include some visits to PMA, Penn Museum, or other local collections.
Taught by: Davis
Course not offered every year
Also Offered As: ARTH 258, EALC 150, EALC 550
Activity: Lecture
1.0 Course Unit

ARTH 661 Northern Renaissance Art
Survey of the principal developments in Northern Europe during the ‘early modern’ period, i.e. the transition from medieval to modern art-making during the fifteenth and sixteenth centuries. Principal attention to painting and graphics with additional consideration of developments in sculpture, particularly in the regions of the Netherlands and German-speaking Europe. Attention focused on the works of the following artists: Van Eyck, Bosch, Durer, Holbein, Bruegel, and on topics such as the rise of pictorial genres, urban art markets, Reformation art and art for the dynastic courts of emerging nation-states.
Course not offered every year
Also Offered As: ARTH 261
Activity: Lecture
1.0 Course Unit

ARTH 662 Netherlandish Art
Dutch and Flemish painting in the 15th and 16th centuries with special emphasis on the contributions of Robert Campin, Jan van Eyck and Roger van der Weyden, Bosch, and Bruegel.
Course not offered every year
Also Offered As: ARTH 262, DTCH 261
Activity: Lecture
1.0 Course Unit

ARTH 667 Latin American Art
The numerous traditions of Latin American art have been formed from the historical confluence of Indigenous, European, African, and Asian cultural traditions, each one impacting the others. This course serves as an introduction to these hybrid New World art forms and movements by both providing a large chronological sweep (1492-present) and focusing on several specific countries, including Brazil, Mexico, Cuba, Peru, and Argentina.
Taught by: Shaw, Kim
Course not offered every year
Also Offered As: ARTH 267, LALS 267, LALS 667
Activity: Lecture
1.0 Course Unit

ARTH 670 The Modern City
A study of the European and American city in the eighteenth, nineteenth, and twentieth centuries. Emphasis is placed on the history of architecture and urban design; political, sociological, and economic factors also receive attention. The class considers the development of London, St. Petersburg, Washington, Boston, Paris, Vienna and Philadelphia.
Taught by: Brownlee
Course not offered every year
Also Offered As: ARTH 270, URBS 276
Activity: Lecture
1.0 Course Unit

ARTH 671 Modern Architecture, 1700-1900
The history of western architecture, ca. 1700-1900, when architecture was transformed to serve a world that had been reshaped by political and industrial revolutions. Topics to be considered include the Rococo, the English Garden, Palladianism, Romanticism, neo-classicism, the picturesque, the Greek and Gothic Revivals, and the search for a new style.
Taught by: Brownlee
One-term course offered either term
Also Offered As: ARTH 271
Activity: Lecture
1.0 Course Unit

ARTH 673 History of Photography
A history of photography and theories of photography from 1839 to the present. Photography’s origins are rooted both in artistic desire and technological ingenuity. Some of photography’s inventors identified more as artists than engineers. At many points in the history of the medium, the question remains open whether new forms of artistic expression are driven by new technologies, or whether new technologies emerge to fulfill the desires of artistic imagination. This class will address photography’s relationship with painting, print, and drawing. It will examine the effect of photography on portraiture, landscape, depictions of motion, and abstraction. We will also investigate the changing cultural perception of photography as an artistic medium from the 19th to the 21st century.
Taught by: Vershbow
Course not offered every year
Also Offered As: ARTH 273, VLST 273
Activity: Lecture
1.0 Course Unit

ARTH 674 Facing America
This course explores the visual history of race in the United States as both self-fashioning and cultural mythology by examining the ways that conceptions of Native American, Latino, and Asian identity, alongside ideas of Blackness and Whiteness, have combined to create the various cultural ideologies of class, gender, and sexuality that remain evident in historical visual and material culture. We also investigate the ways that these creations have subsequently helped to launch new visual entertainments, including museum spectacles, blackface minstrelsy, and early film, from the colonial period through the 1940s.
Taught by: Shaw, Staff
Course not offered every year
Also Offered As: AFRC 294, ARTH 274, ASAM 294, CIMS 293, LALS 274
Activity: Lecture
1.0 Course Unit
ARTH 676 Impressionism
Impressionism opened the pictorial field to light, perception, science, modernity, bourgeois leisure and famously the material qualities of paint itself. This course will survey the movement’s major contexts and proponents—Manet, Monet, Morisot, Cezanne, Gauguin, Van Gogh, Rodin—from its origins in the 1860’s to its demise in the 1890’s, as well as its subsequent adaptions throughout the world until World War I. Particular attention is paid to the artists’ critical reception and the historical conditions which allowed one nation, France, to claim the emergence of early Modernism so firmly for itself. The course also analyzes the effects of the rapidly changing social and cultural fabric of Paris, and its affects on artistic developments. We also look outside of France’s borders to Germany and Britain.
Taught by: Dombrowski
One-term course offered either term
Also Offered As: ARTH 276
Activity: Lecture
1.0 Course Unit

ARTH 677 The Rise of Modernity: Arts of the 19th Century
The nineteenth century is often considered as fast-paced, politically volatile and new-media obsessed as our own age. This course explores the nineteenth century’s claim to have produced the first truly modern culture, focusing on the visual arts and metropolitan spaces of Europe and North America in their intellectual and social contexts. Stretching from the American and French Revolutions to the eve of World War I, topics to be covered include: the rise of capitalist and industrialist culture, art and revolutionary upheaval, global travel and empire, the origins of modernist art and architecture, and new media such as stereoscopes, iron and glass construction, and photography. Major artistic personalities of the age, from Jacques-Louis David and Gustave Courbet to Claude Monet and Vincent Van Gogh, and from Friedrich Schinkel and, Baron Haussmann to Frank Furness and Frank Lloyd Wright, are discussed. Each lecture will be followed by a brief period of discussion, and regular field trips take students to examine art and architecture first hand, in the museums and on the streets of Philadelphia.
Taught by: Brownlee, Dombrowski
Course not offered every year
Also Offered As: ARTH 277
Activity: Lecture
1.0 Course Unit

ARTH 678 American Art
This course surveys the most important and interesting art produced in the United States (or by American artists living abroad) up through the 1950s. This period encompasses the history of both early and modern art in the U.S., from its first appearances to its rise to prominence and institutionalization. While tracking this history, the course examines art’s relation to historical processes of modernization (industrialization, the development of transportation and communications, the spread of corporate organization in business, urbanization, technological development, the rise of mass media and mass markets, etc.) and to the economic polarization, social fragmentation, political conflict, and the cultural changes these developments entailed. In these circumstances, art is drawn simultaneously toward truth and fraud, realism and artifice, science and spirituality, commodification and ephemerality, nationalism and cosmopolitanism, individualism and collectivity, the past and the future, professionalization and popularity, celebrating modern life and criticizing it.
Taught by: Leja, Shaw
One-term course offered either term
Also Offered As: ARTH 278
Activity: Lecture
1.0 Course Unit

ARTH 681 Modern Architecture, 1900-Present
The architecture of Europe and America from the late nineteenth century until the present is the central subject of this course, but some time is also devoted to Latin American and Asian architecture and to the important issues of modern city planning. Topics discussed include the Arts and Crafts movement, Art Nouveau, Expressionism, Art Deco, the International Style, and Post-modernism. The debate over the role of technology in modern life and art, the search for a universal language of architectural communication, and the insistent demand that architecture serve human society are themes that are traced throughout the course. Among the important figures to be considered are Frank Lloyd Wright, Walter Gropius, Le Corbusier, Louis Kahn, Robert Venturi, and Denise Scott Brown. The course includes weekly discussion sessions and several excursions to view architecture in Philadelphia.
Taught by: Brownlee
One-term course offered either term
Also Offered As: ARTH 281
Activity: Lecture
1.0 Course Unit

ARTH 685 Modern Art
The history of modern art is closely tied to and largely unfolds from the history of Western Imperialism. While the technologies made possible by colonial resource extraction produced new ways of looking, modern conceptions of the self and how to represent it developed in dialogue with racialized notions of the other. This course focuses on encounters between the cultures of Africa and Europe, from 1880 to 1960, and on the visual practices that emerged on both continents as a result. Topics of special interest will include racial difference and the birth of photography, colonial masquerade, impressionism, symbols of power in royal arts, cubism, mass marketing and colonial self-fashioning, West African studio photography, world’s fairs and the Musee de l’Homme, Dada and surrealism, Negritude and interwar Paris, anti-aesthetics, colonial arts education, National art schools in the age of African independence, humanism and South African photography under Apartheid.
Taught by: Roach
Course not offered every year
Also Offered As: AFRC 283, ARTH 285
Activity: Lecture
1.0 Course Unit
ARTH 686 Modern Art: Picasso to Pollock  
Early twentieth-century art in Europe is marked by a number of exciting transformations. This period witnessed the rise of abstraction in painting and sculpture, as well as the inventions of collage, photomontage, constructed sculpture, the ready made and found object, and performance art. Encounters with the arts of Africa, Oceania and other traditions unfamiliar in the West spurred innovations in media, technique, and subject matter. Artists began to respond to the challenge of photography, to organize themselves into movements, and in some cases, to challenge the norms of art through 'anti-art.' A new gallery system replaced traditional forms of exhibiting and selling art, and artists took on new roles as publicists, manifesto writers, and exhibition organizers. This course examines these developments, with attention to formal innovations as well as cultural and political contexts. This course requires permission from the instructor.  
One-term course offered either term  
Also Offered As: ARTH 286  
Activity: Lecture  
1.0 Course Unit

ARTH 690 Post War Japanese Cinema  
Mizoguchi Kenji, Ozu Yasujiro, and Kurosawa Akira are recognized today as three of the most important and influential directors in Japanese cinema. In their films of the late 1940s and 1950s, these directors focused upon issues surrounding the human condition and the perception of truth, history, beauty, death, and other issues of the postwar period. This course places their films in period context, and pays particular attention to the connections to other visual media, and to how 'art' and 'history' are being defined in the cinematic context. How other directors also took up these issues, and referred to the 'big three' is also be discussed.  
Taught by: Davis  
Course not offered every year  
Also Offered As: ARTH 290, CIMS 223, EALC 156, EALC 556  
Activity: Lecture  
1.0 Course Unit

ARTH 694 Art Now  
One of the most striking features of today's art world is the conspicuous place occupied in it by the photographic image. Large-scale color photographs and time-based installations in projections are everywhere. Looking back, we can see that much of the art making of the past 60 years has also been defined by this medium, regardless of the form it takes. Photographic images have inspired countless paintings, appeared in combines and installations, morphed into sculptures, drawings and performances, and served both as the object and the vehicle of institutional critique. They are also an increasingly important exhibition site: where most of us go to see earthworks, happenings and body-art. This course is a three-part exploration of our photographic present.  
Taught by: Silverman  
Course usually offered in spring term  
Also Offered As: ARTH 294, ENGL 063, GSW 294, VLST 236  
Activity: Lecture  
1.0 Course Unit

ARTH 695 Cinema and Media  
This course will provide an introduction to some of the most important film theory debates, and allow us to explore how writers and filmmakers from different countries and historical periods have attempted to make sense of the changing phenomenon known as 'cinema,' to think cinematically. Topics under consideration may include: spectatorship, authorship, the apparatus, sound, editing, realism, race, gender and sexuality, stardom, the culture industry, the nation and decolonization, what counts as film theory and what counts as cinema, and the challenges of considering film theory in a global context, including the challenge of working across languages. There will be no screenings for this course. No knowledge of film theory is presumed. Course requirements: attendance at lecture and participation in lecture and section discussions; canvas postings; 1 in-class midterm; 1 take-home final.  
Taught by: Redrobe  
Course not offered every year  
Also Offered As: ARTH 295, CIMS 305, COML 299, ENGL 305, GSW 295  
Activity: Lecture  
1.0 Course Unit

ARTH 696 Contemporary Art  
Many people experience the art of our time as bewildering, shocking, too ordinary (my kid could do that), too intellectual (elitist), or simply not as art. Yet what makes this art engaging is that it raises the question of what art is or can be, employs a range of new materials and technologies, and addresses previously excluded audiences. It invades non-art spaces, blurs the boundaries between text and image, document and performance, asks questions about institutional frames (the museum, gallery, and art journal), and generates new forms of criticism. Much of the 'canon' of what counts as important is still in flux, especially for the last twenty years. And the stage is no longer centered only on the United States and Europe, but is becoming increasingly global. The course will introduce students to the major movements and artists of the post-war period, with emphasis on social and historical context, critical debates, new media, and the changing role of the spectator/participant.  
Course not offered every year  
Also Offered As: ARTH 296  
Activity: Lecture  
1.0 Course Unit
ARTH 701 Proseminar in Methods in the History of Art
Spring 2019: This course introduces theories and methods of the history of art and architecture, as well as classical archaeology, that have played a major role in the formation of these disciplines from the later eighteenth century to the present day. Classical archaeology is usually said to begin as art history with J.J. Winckelmann (1717-68) and the course will map the intellectual geographies of these disciplines. Our aim will be to shed light on the epistemological underpinning of Winckelmann’s History of Art of Antiquity, the shakiness of subsequent understandings of historical processes but foremost to consider other approaches. The seminar will give a broad overview of theories and methods in relation to relevant developments in other disciplines, such as philosophy, aesthetics, history, and anthropology. Topics include antiquarianism, idealism, formalism, iconography and iconology, semiotics, technologies of vision and the period eye, theories of space and place, gender and sexuality studies, the social history of art, and neuroaesthetics among others. Readings include key texts by major art and architecture theorists and historians and tackle approaches that range from early connoisseurship and the Frankfurt and Vienna Schools to recent questions of 'affect' and discourses of eco-aesthetics.
Course not offered every year
Also Offered As: AAMW 701
Activity: Seminar
1.0 Course Unit

ARTH 711 Topics in Indian Art
Topic varies. Fall 2017: We will examine the practice and symbolism of South Asian Architecture with case studies of how to build and how to make buildings meaningful.
Course not offered every year
Also Offered As: SAST 711
Activity: Seminar
1.0 Course Unit

ARTH 714 Topics in East Asian Art
Curatorial Seminar Spring 2015: This course will be offered in association with the exhibition, Representing Place: Landscape and Imagination in Modern Japanese Prints, to be held at the Arthur Ross Gallery in spring 2015. The seminar proposes to expand our discussion of landscape as a larger theme in the visual arts, with examples drawn from Europe, America, East Asia, and other locations. We will further consider how some sites became known as famous places, and how that act is tied up to issues of local, regional and national identity and often implicated in the promotion of specific places. This course will feature the opportunity to study works in the PMA collection, travel to ‘famous sites’ around Philadelphia, and participate in the final preparations and installation of the exhibition.
Taught by: Davis
Course not offered every year
Activity: Seminar
1.0 Course Unit

ARTH 720 Topics in Aegean Art
Topic varies. Fall 2018: The choices made by groups of people with regard to the treatment of their dead can be reflective of a society's beliefs and social structure. In this course, we will examine the burial traditions of the people of the Prehistoric Aegean from the Neolithic through the end of the Bronze Age, circa 7,000-1,100 BCE. We will focus on burial architecture, grave goods, burial rituals, mortuary variability, and the symbolic meaning of death and burial in Prehistoric Greece. Particular attention will be paid to recent discoveries on Crete, the Mainland, and the Cycladic islands. Students will write two papers, and these papers will be presented to the class. The first paper will be circa 15 pages long with footnotes, bibliography, and images (presented via powerpoint) and the second will be a 20-25 page paper with footnotes, bibliography, and images presented via powerpoint.
Taught by: Shank
Course not offered every year
Also Offered As: AAMW 720, CLST 720
Activity: Seminar
1.0 Course Unit

ARTH 722 Topics in the Art of Ancient Iran
Topic varies.
Taught by: Pittman
Course not offered every year
Activity: Seminar
1.0 Course Unit

ARTH 723 Topics in the Art of the Ancient Near East
Topic varies. Fall 2019: During the short period of the Neo Sumerian Empire at the end of the third millennium BCE, Mesopotamian concepts of kingship were crystallized through images, buildings, and textual creations. This seminar will examine this central institution from many points of view that invite cross historical and cross-cultural consideration.
Taught by: Pittman
Course not offered every year
Also Offered As: AAMW 723, NELC 740
Activity: Seminar
1.0 Course Unit

ARTH 724 Seminar in Ancient Near Eastern Art
Topic varies.
Taught by: Pittman
Course not offered every year
Activity: Seminar
1.0 Course Unit

ARTH 732 Topics in Byzantine Art and Architecture
Topic varies. Spring 2018: The recent ‘return’ to the object across the humanities and social sciences has brought to the fore concerns with the nature of material things, their operation in the world, and their entanglement with humans. This seminar will introduce you to some of the key theoretical writings on the object and material culture and will ask you to interrogate their relevance for the discipline of art history. Our focus will be on the Middle Ages, but depending on the specific interests of the seminar’s participants, we may venture into other historical periods and cultural domains. Topics to be addressed include the social life of things; agency; materiality; the relic; the gift; the miniature; and the question of the human/nonhuman divide.
Taught by: Drpic
Course not offered every year
Also Offered As: AAMW 732
Activity: Seminar
1.0 Course Unit
ARTH 735 Topics in Islamic Art
Topic varies.
Taught by: Holod
Course not offered every year
Activity: Seminar
1.0 Course Unit

ARTH 737 Islamic Architecture
This seminar will address the problems of studying architecture in the Islamic world. Considered will be issues of architectural design, regional and trans-regional constructional traditions, structural know-how and innovation, patronage and use. The examples discussed will be mainly religious and social service complexes. Attention will be paid to the manner of transmission of architectural design knowledge and constructional skill.
Taught by: Holod
Course not offered every year
Also Offered As: AAMW 737
Activity: Seminar
1.0 Course Unit

ARTH 738 Topics in Islamic Archaeology
Topic varies. Fall 2019’s seminar will address the problems of studying architecture in the Islamic world. Considered will be issues of architectural design, regional and trans-regional constructional traditions, structural know-how and innovation, patronage and use. The examples discussed will be mainly religious and social service complexes. Attention will be paid to the manner of transmission of architectural design knowledge and constructional skill.
Taught by: Holod
Course not offered every year
Also Offered As: AAMW 738, NELC 731
Activity: Seminar
1.0 Course Unit

ARTH 740 Topics in Medieval Art
Topic varies. Fall 2018: This seminar will examine the intersection between technique, medium and desire in the Middle Ages. The questions of what spurs or instigates technical change, what means an artist/artisan deploys to achieve the longed-for result, and what happens in the face of failure will organize our discussions. In order to interrogate these topics, we will read rather broadly across the history of art and the history of science, touching on periods adjacent to the Middle Ages. The course will incorporate selective hands-on learning experiences to enrich our inquiry.
Taught by: Guerin
Course not offered every year
Also Offered As: AAMW 740, RELS 702
Activity: Seminar
1.0 Course Unit

ARTH 750 Topics in Southern Renaissance Art
Topic varies from semester to semester. For the Fall 2020 semester, the topic will be ‘Figure and Ground.’ We owe the Renaissance picture more than the idealized human figure. For figure, depends on ground, here defined in at least three senses: 1) the ground as the material preparation of the support; 2) the plane where figures anchor their place in the pictorial world; and 3) the field in and against which figuration occurs, namely the background. In this graduate seminar, we will attempt to discuss, debate, and formulate ideas and methods to interpret the Renaissance picture according to these three semantic areas of ground. We will begin with gold grounds in the fourteenth century and conclude with the darkened grounds of tenebrist painters such as Caravaggio. In addition to reading current art historical scholarship grappling with several ‘turns’ (material, global, ecocritical) as well as Anne Cheng’s notion of ‘ornamentalism’ that draws from critical race and gender theory, we will also focus our attention on those Renaissance writers who described and prescribed the look of the picture in ways not usually accommodated by standard art historical approaches. Rather than recuperating the ground as an integral category, we will instead consider the acute dilemma of the ground’s theoretical exception.
Taught by: Kim
Course not offered every year
Also Offered As: ITAL 641
Activity: Seminar
1.0 Course Unit

ARTH 761 Topics in Northern Renaissance Art
Topic varies from semester to semester. Fall 2019: One of the primary concerns of those who study works of art is who made it. In the early modern period, artists were also concerned with this question, and found innovative ways to assert authorship by stamping their works with monograms and signatures, securing rights to intellectual property, and launching lawsuits against each other. While the death of the author has long been asserted in literary theory and has consequentially urged art historical approaches to think beyond concepts of artistic genius and authorial voice, questions of authorship and workshop practice are still necessary to the establishment of the basic biographies of objects. This seminar explores how these various approaches may work together by combining close readings of primary-source documents, theoretical approaches to concepts of authorship, and object-based studies in different media represented in the Philadelphia Museum of Art: paintings, prints, drawings, textiles, architecture, decorative arts, and armor.
Taught by: Brisman
Course not offered every year
Also Offered As: DTCH 661
Activity: Seminar
1.0 Course Unit

ARTH 762 Topics in Baroque Art
Topic varies.
Course not offered every year
Activity: Seminar
1.0 Course Unit
ARTH 765 Topics in Northern Baroque Art
Topic varies. This seminar will consider major themes in Northern art of the 16th and 17th centuries, essentially from Bruegel to Vermeer. The premise is that the Reformation altered certainties in knowledge and even in perception, especially in the wake of wars, newly discovered lands, changing science and collecting of Wonders. Among new imagery topics would include: melancholy, vanitas, witchcraft, travel images, and the status of the emblem as well as allegory. Students will select a topic for semester-long investigation and co-present a class with the instructor. No prerequisites; graduate students only.
Course not offered every year
Also Offered As: DTCH 665
Activity: Seminar
1.0 Course Unit

ARTH 771 Topics in 19th Century Architecture
Topic varies. Fall 2017: This seminar will explore the exhilarating architectural environment of the period ca. 1750-1900, when a ferocious appetite for artistic invention was let loose in kitchen filled with new knowledge about the entire history of human architecture. Focusing on French, German, and English architecture, the seminar will examine major texts and study important monuments, all considered in their cultural and political contexts.
Taught by: Brownlee
Course not offered every year
Activity: Seminar
1.0 Course Unit

ARTH 775 Topics in 19th Century European Art
Topic varies from semester to semester. For Spring 2020, this course will cover 'Cezanne, Alienation, and Modern Portraiture.' In the process of advancing modern art, Cezanne is often said to have subjugated the modern individual to the painting. Lost in conspicuous brushwork and vibrant coloration, the sitter had a difficult time making their presence felt in his work (not least his wife, Hortense Fiquet, who he portrayed most frequently). With the help of new scholarship on the artist and the period, this course will reassess this old saw of modernist art history, and instead place Cezanne's innovations carefully within the contemporary emergence of psychology and modern urban consciousness. We will discuss the various ways in which the birth of modernist representation coincided with the birth of the modern subject, and develop new means to analyze modernist portraiture more broadly. Along the way, this seminar will look carefully at Cezanne's entire career and oeuvre (and that of several of his colleagues as well), and we will study in particular the ways in which writers, philosophers and art historians--from Zola, Rilke, Heidegger and Merleau-Ponty to Jonathan Crary, Tamar Garb and T. J. Clark more recently--have used the artist to write their histories of modernism and modernity since the turn of the last century.
Taught by: Dombrowski
Course not offered every year
Activity: Seminar
1.0 Course Unit

ARTH 777 The Long Nineteenth Century: Literature, Philosophy, Culture
The present course will discuss German literature and thought from the period of the French Revolution to the turn of the twentieth century, and put it into a European context. In regard to German literature, this is the period that leads from the Storm and Stress and Romanticism to the political period of the Vormarz, Realism, and finally Expressionism; in philosophy, it moves from German Idealism to the philosophy of Schopenhauer, Nietzsche, and neo-Kantian thought. It is also the period that saw the rise of the novel, and new forms of dramatic works. Painting moved out of the studio into plein air; the invention of photography made an imprint on all arts, and the rise of the newspaper led to new literary genres such as the feuilleton. Economically, Germany experienced the industrial revolution; politically, it was striving for a unification that was finally achieved in 1871. The nineteenth century saw the establishment of the bourgeoisie, the emergence of the German working class, and the idea of the nation state; it also saw Jewish emancipation, and the call for women's rights. Readings will focus on a variety of literary, political, and philosophical texts; and consider a selection of art works.
Taught by: Weissberg
Course not offered every year
Also Offered As: COML 566, GRMN 558
Activity: Seminar
1.0 Course Unit

ARTH 781 Topics in 20th Century Architecture
Topic varies. For the Fall 2019 semester, this research seminar will be devoted to the writing, architecture, and city planning of two of the most important designers of recent history. Full use will be made of their papers in the Penn architectural Archives. Open to graduate students only.
Taught by: Brownlee
Course not offered every year
Activity: Seminar
1.0 Course Unit

ARTH 786 Topics in 20th Century Art
Topic varies.
Course not offered every year
Also Offered As: COML 786, ITAL 685
Activity: Seminar
1.0 Course Unit

ARTH 788 Topics in 20th Century American Art
Topic varies.
Taught by: Leja, Shaw
Course not offered every year
Activity: Seminar
1.0 Course Unit
ARTH 791 African Film and Media Pedagogy
This graduate seminar offers an intensive, critical, and collaborative study of contemporary African film and media production. The past three decades have seen an unprecedented shift in the African media landscape. Not only has the wide availability of satellite media across the continent made international film and television programing part of African popular culture, but moreover the growing film industries within the continent, most notably Nollywood, have altered how Africans are carving an image of themselves on the big and small screens. In partnership with local, regional, and international film and media centers, we will study a range of films—features, shorts, documentaries, and television shows—paying close attention to the means and sites of production as well as the formal qualities that distinguish these works. Many of the films we will analyze stand out both for their exceptional aesthetic quality as well as their remarkable ability to confront pressing political and social themes. But we will also think about trash: what counts as trashy media, and for whom? Who watches it, where, and why? Other questions we will ask include: What particular indigenous modes of storytelling do African films employ? What categories begin to emerge under the umbrella category of ‘African film and media,’ and where do diasporan film and media practitioners and critics fit in this landscape? How are these films tackling some of the urgent questions of our times, including migration and globalization; ethnic, political, and economic polarization; gender and sexuality; and massive urbanization and industrialization sweeping Africa and other parts of the Global South? What role do festivals in various countries play in shaping media production and distribution? How important is the concept of authorship in this context? And how do these films challenge the dominant western trope of Africa as a spectacle, instead offering novel ways of picturing everyday African experiences that we rarely glimpse in western media?
To explore these questions, we will visit multiple sites of film production, distribution, exhibition, and education, including Scribe Video Center in Philadelphia, Sankofa Films in Washington, D.C., and the College of Performing and Visual Art at Addis Ababa University in Ethiopia. Location and knowledge production are inextricably connected, and by considering African media production from these multiple sites, and collaborating with multiple stakeholders, this course offers a directly engaged pedagogy of the complex artistic, cultural, social, and political dynamics of African audiovisual creation. The travel component of this course entails a day trip to Washington, D.C. during the semester (tentative date: April 2, 2020) and a week-long trip to Addis Ababa at the end of the spring term (students applying for this course should be prepared to travel to Addis Ababa May 30, 2020-June 7, 2020). All expenses for travel, accommodation, and food will be covered, but students will need to hold a passport. Ultimately, this course aims to use film and media production to intervene in a larger discourse on how Africa is figured in the global humanities, not as an absent or passive actor but one actively engaged in producing art and humanistic knowledge that has much to teach us and the world. Admission to the course will be by permission only and students are required to submit a short statement of interest (max. 250 words) to dagw@english.upenn.edu and redkaren@sas.upenn.edu. Students must be prepared to travel to Addis Ababa and Washington D.C. as described in the syllabus, and must hold a passport.
Taught by: Redrobe/Woubshet
Course not offered every year
Also Offered As: AFRC 791, CIMS 791, COML 791, ENGL 777
Activity: Seminar
1.0 Course Unit

ARTH 792 Reading Against Racism
This course takes as its starting point Audre Lorde's 1981 Keynote presentation at the National Women's Studies Association Conference, 'The Uses of Anger: Women Responding to Racism.' Lorde, critiquing white feminisms, states, "I cannot hide my anger to spare you guilt, nor hurt feelings, nor answering anger; for to do so insults and trivializes all our efforts. Guilt is not a response to anger; it is a response to one's own actions or lack of action. If it leads to change then it can be useful, since it is then no longer guilt but the beginning of knowledge. Yet all too often, guilt is just another name for impotence, for defensiveness destructive of communication; it becomes a device to protect ignorance and the continuation of things the way they are, the ultimate protection for changelessness.' Eschewing defensiveness, ignorance, and innocence, and opening to meaningful change by engaging the writings of anti-racist and anti-imperialist thinkers, including those focused on the transformation of higher education, this course examines the responsibilities scholars take on when we affirm that 'Black Lives Matter,' and acknowledges that higher education, including the humanities, is actively implicated in the structures and operations of white privilege and anti-black racism as well as in other intersectional modes of exclusion, including all forms of discrimination based on race, ethnicity, national original, ability, class, sexuality, gender, and beliefs. The course aims to approach these urgent but longstanding issues in ways that help us to understand some of the complexities, practicalities, and temporalities of the work of change; to grapple with what Rosalyn Deutsche in Hiroshima After Iraq (2011) describes as "the inseparability of the social and the psychic," and to seek out effective alternatives to the tendency of politicized academic writing in time of conflict to regress to what Deutsche calls 'heroic masculinism.' Reading Against Racism' is imagined as a way of catalyzing active, collective, and long-term anti-racist, anti-imperialist intellectual work. It seeks to participate in the development of more just and inclusive academic modes and spaces by fostering time and structure for thought and self-reflection, by generating ideas for implementation, and by learning from our readings as well as from each other. All students, white and BIPOC, are welcome to participate, but we will begin this course by working together to establish a community agreement that takes account of the different ways in which such a course is likely to be experienced by white and BIPOC people. For example, recognizing that discussions about race and racism require immense emotional labor from BIPOC people in particular, BIPOC students should not be asked to use their personal experiences to frame questions under discussion or to represent any group. We will establish together other guidelines to create as safe and supportive a space (or spaces) for reading, thinking, and acting against racism as we can muster, including deciding how we would like to include in our process tools like trigger warnings, opt-out mechanisms, smaller subgroups, etc.
Requirements: Weekly reading; weekly journal for self-reflection (required, but not for submission); participation in discussion; design a syllabus for an introductory course in your field. Thanks to all the students who have generously participated in developing this course and to the scholars who have written the materials we will read.
Taught by: Redrobe
Also Offered As: CIMS 792
Activity: Seminar
1.0 Course Unit
Asian American Studies (ASAM)

ASAM 001 Asian Americans in Contemporary Society
This class will introduce you to sociological research of Asian Americans and engage in the ‘model minority’ stereotype. We begin by a brief introduction to U.S. immigration history and sociological theories about assimilation and racial stratification. The class will also cover research on racial and ethnic identity, educational stratification, mass media images, interracial marriage, multiracials, transracial adoption, and the viability of an Asian American panethnic identity. We will also examine the similarities and differences of Asian Americans relative to other minority groups.
For BA Students: Society Sector
One-term course offered either term
Also Offered As: SOCI 103
Activity: Lecture
1.0 Course Unit

ASAM 002 Asian American Literature
An overview of Asian American literature from its beginnings at the turn of the twentieth century to the present. This course covers a wide range of Asian American novels, plays, and poems, situating them in the contexts of Asian American history and minority communities and considering the variety of formal strategies these different texts take.
For BA Students: Arts and Letters Sector
Course not offered every year
Also Offered As: ENGL 072
Activity: Lecture
1.0 Course Unit

ASAM 003 Introduction to Asian American History
This course provides an introduction to the history of Asian/Pacific Americans, focusing on the wide diversity of migrant experiences, as well as the continuing legacies of Orientalism on American-born APA’s. Issues of race, class, gender, and sexuality will also be examined.
For BA Students: History and Tradition Sector
Taught by: Azuma
One-term course offered either term
Also Offered As: HIST 155
Activity: Lecture
1.0 Course Unit

ASAM 005 Race and Ethnic Relations
This course will focus on race and ethnicity in the United States. We begin with a brief history of racial categorization and immigration to the U.S. The course continues by examining a number of topics including racial and ethnic identity, interracial and interethnic friendships and marriage, racial attitudes, mass media images, residential segregation, educational stratification, and labor market outcomes. The course will include discussions of African Americans, Whites, Hispanics, Asian Americans, and multiracials.
One-term course offered either term
Also Offered As: AFRC 006, SOCI 006, URBS 160
Activity: Lecture
1.0 Course Unit

ASAM 100 Introduction to Asian American Studies
According to the U.S. Census, there are approximately 21 million Asian residents in the U.S. that comprise almost 6 percent of the total population. This relatively small number disguises the critical experiences Asian American communities face in both the local and transnational context. Yet, Asian Americans constitute one of the most heterogeneous racial groups within the U.S. Over the course of this semester we will read about and actively discuss the history of Asian immigration to the U.S., the social construction and experience of race in the U.S., and the political, economic, and cultural contributions of Asian Americans. We will also examine how Asian Americans negotiate/deploy their culture and ethnicity to achieve recognition in multicultural America and how the construction of Asian American identity intersects with class, gender, and sexuality.
Taught by: Pillai
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

ASAM 104 Asian American Communities
Who is Asian American and how and where do we recognize Asian America? This interdisciplinary course explores the multiple factors that define Asian American identity and community. In order to provide a sketch of the multifaceted experience of this growing minority group, we will discuss a wide variety of texts from scholarly, artistic, and popular (film, cinematic) sources that mark key moments in the cultural history of Asia America. The course will address major themes of community life including migration history, Asian American as model minority, race, class, and transnational scope of Asian America. In combination with the readings, this class will foster and promote independent research based on site visits to various Asian American communities in Philadelphia and will host community leaders as guest lecturers.
Taught by: Khan
One-term course offered either term
Also Offered As: SAST 113, URBS 207
Activity: Lecture
1.0 Course Unit

ASAM 110 Asian American Activism
Please see our website for more current information:
asam.sas.upenn.edu
One-term course offered either term
Activity: Seminar
1.0 Course Unit
ASAM 120 Asian American Popular Culture
This course will examine the ways in which Asian Americans have constituted and positioned their identities through various mediums of popular culture, community building and activism. First, students will become familiar with major concepts relating to Popular Culture, Cultural Studies, and Asian American Cultural Studies. Second, students will have a deeper understanding of the Asian American Movement. Third, students will make connections between representations and dominant images of Asian Americans within various mediums.
Taught by: Van Do
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

ASAM 160 South Asians in the United States
This course investigates the everyday practices and customs of South Asians in America. Every immigrant group has its own history, customs, beliefs and values, making each unique while simultaneously a part of the 'melting pot' or salad bowl' of American society. Yet how do people define themselves and their ethnicities living in a diasporic context? By taking into account the burgeoning South Asian American population as our model, this course will explore the basic themes surrounding the lives that immigrants are living in America, and more specifically the identity which the second generation, born and/or raised in American, is developing. South Asians in the U.S. will be divided thematically covering the topics of ethnicity, marriage, gender, religion, and pop culture. Reading and assignments will discuss a variety of issues and viewpoints that are a part of the fabric of South Asia, but will focus on the interpretation of such expressive culture in the United States.
Taught by: Khan
Course usually offered in fall term
Also Offered As: SAST 290
Activity: Seminar
1.0 Course Unit

ASAM 165 The Asian Caribbean
This course complicates prevailing understandings of the Caribbean and extends the boundaries of Asian America by exploring the histories, experiences, and contributions of Asians in the Caribbean. In particular, we will focus on the migrations of Chinese and Indian individuals to Cuba, Trinidad, and Guyana as well as how their descendants are immigrating to the United States. We will examine the legal and social debates surrounding their labor in the 19th century, how they participated in the decolonization of the region, and how their migration to the United States complicates our understandings of ethnicity and race. Ultimately, through our comparative race approach, we will appreciate that the Caribbean is more than the Black Caribbean, it is also the Asian Caribbean.
Taught by: Pillai
Course usually offered in spring term
Also Offered As: GSWS 165, SAST 166
Activity: Lecture
1.0 Course Unit

ASAM 170 Psych of Asian Americans
Using a cultural perspective, this course is intended to provide knowledge of Asian American personality, identity, and its relationship to mental well being; analyze psycho-social research pertinent to Asian Americans; and develop critical thinking skills on Asian American issues through experiential learning/discussions.
Course usually offered in spring term
Also Offered As: SAST 170
Activity: Seminar
1.0 Course Unit

ASAM 175 Asian American Race Relations: Comparative Case Studies and Theories
This course provides an introduction to comparative racial frameworks and case studies in Asian American Studies. In line with an emergent body of work that considers the relational nature of racializations, we will examine how Asian American racial constructions are not only formed in relation to whiteness but also to other groups of color. Starting from the premise that the US is dynamically multiracial, we will consider how Asian Americans have been both 'lumped together' with and 'counterpointed' to other racially marginalized communities across historical time. Moreover, we will explore how Asian Americans themselves have articulated racial positions both in solidarity with and opposition to other people of color. Lastly, we will survey the different comparative racial frameworks Asian American Studies scholars have developed to understand the shifting terrain of race relations. The course places a particular emphasis on Asian-Black relations and Afro Asian political theory, given the unique juxtaposition of these groups in US racial discourse, the significance of 'Blackness' to Asian American political and cultural identities, and the seminal place of these discussions in Comparative Ethnic Studies. Course materials include primary and scholarly readings, media, and material collaboratively gathered by members of the class. We will focus on developing diverse research methods for understanding the relational nature of Asian American racialization and community formation, culminating in individual research projects on case studies chosen by students in consultation with the instructor.
Taught by: Daniel Woo
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

ASAM 180 Asian American Food
You are what you eat. Asian American Food explores the history, politics, and ethnic identity of food through a cultural lens. Growing food, eating, and sharing meals serve as intimate expressions of self and community. By examining the production and consumption of food, the course investigates the ways that Asian Americans navigate traditions, gender norms, religious dietary laws, food habits, and employment as they create lives in the United States. The course overviews the history of Asian American foodways, but has a particular focus on Philadelphia’s Asian American communities.
Taught by: Khan, F
Course usually offered in spring term
Also Offered As: SAST 180, URBS 180
Activity: Seminar
1.0 Course Unit

ASAM 201 Topics in Asian American Sociology
Topics vary. Please see our website for more current information: asam.sas.upenn.edu
One-term course offered either term
Also Offered As: SOCI 150, URBS 215
Activity: Lecture
1.0 Course Unit

ASAM 202 Topics In Asian American Literature
Topics vary. Please see our website for more current information: asam.sas.upenn.edu
One-term course offered either term
Also Offered As: CIMS 272, ENGL 272
Activity: Seminar
1.0 Course Unit
ASAM 203 Topics in Asian American History
Topics vary. Please see our website for more current information:
asam.sas.upenn.edu
One-term course offered either term
Also Offered As: AFRC 229, HIST 231
Activity: Seminar
1.0 Course Unit

ASAM 208 Asian American Cinema Movement: Fighting For Representation
Providing a broad introduction to the history of persons of Asian descent living in the United States, this course will specifically examine the Asian American & Pacific Islander American experience as told through the cinematic lens. Equal parts socio-political history and media studies, this course will comprehensively assess factors contributing to the historical under representation of AAPIs in mainstream American media. By contrast, the media texts that we study will reveal a cinematic history that runs parallel to the mainstream, consisting of independently produced films created by and/or starring AAPIs that feature authentic portrayals of the community they represent. Topics will include economics of film production, broadcast television ratings, film festivals as a mechanism of distribution, negative stereotyping, Hollywood whitewashing, cultural appropriation, and media activism. The course will take place once a week and will consist of a brief discussion of the previous week's readings, followed by a lecture, and ending with a full or partial film screening relating to the current week's topic. Additional out of class assignments will be given that involve attending the Philadelphia Asian American Film Festival, tentatively scheduled November 8-18, 2018. Students will have the opportunity to engage with and learn from AAPI filmmakers in attendance at the festival, with additional volunteer opportunities available for extra credit.
Taught by: Buscher
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

ASAM 210 Asian Am Religions
This course examines the changing religious landscape of the United States through a focus on the religious life of Asian Americans. Through interdisciplinary texts and ethnographic field assignments, students will consider how religion and race intersect to inform notions of cultural and political citizenship, community, and culture. Topics to be explored include the impact of 9/11, religious political activism, and the appropriation and commodification of 'Asian' religious practices.
Taught by: Rupa Pillai
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

ASAM 215 Asian American Gender and Sexualities
This course explores the intersection of gender, sexuality, and race in Asian America. Through interdisciplinary and cultural texts, students will consider how Asian American genders and sexualities are constructed in relation to racism while learning theories on and methods to study gender, sex, and race. We will discuss masculinities, femininities, race-conscious feminisms, LGBTQ+ identities, interracial and intraracial relationships, and kinship structures.
Taught by: Rupa Pillai
Course usually offered in spring term
Also Offered As: GSWS 215, SAST 215
Activity: Seminar
1.0 Course Unit

ASAM 220 Asian American Women: Nation, Self and Identity
This course examines the literary constructions of Asian American Womens’ identity in relation to the U.S. nation state. How have the figures of the tiger mother, the Asian nerd, the rice queen, the trafficked woman, the geisha, the war bride, emerged to represent Asian American women, and how have Asian American feminists responded to these problematic racial stereotypes? How does the scholarship on such racialized representations illuminate historical and contemporary configurations of gender, sexuality, race, class, nation, citizenship, migration, empire, war, neoliberalism and globalization as they relate to the lives of Asian American women? In exploring these questions, this course examines Asian American histories, bodies, identities, diasporic communities, representations, and politics through multi- and interdisciplinary approaches, including social science research, literature, popular representations, film, poetry and art.
Taught by: Roy
Course usually offered in spring term
Also Offered As: GSWS 220, SAST 221
Activity: Seminar
1.0 Course Unit

ASAM 294 Facing America
This course explores the visual history of race in the United States as both self-fashioning and cultural mythology by examining the ways that conceptions of Native American, Latino, and Asian identity, alongside ideas of Blackness and Whiteness, have combined to create the various cultural ideologies of class, gender, and sexuality that remain evident in historical visual and material culture. We also investigate the ways that these creations have subsequently helped to launch new visual entertainments, including museum spectacles, blackface minstrelsy, and early film, from the colonial period through the 1940s.
Taught by: Shaw, Staff
Course not offered every year
Also Offered As: AFRC 294, ARTH 274, ARTH 674, CIMS 293, LALS 274
Activity: Lecture
1.0 Course Unit
ASAM 313 The Chinese Body and Spatial Consumption in Chinatown
This course looks at representations of the Chinese (and Asian body) since the Limehouse district in East London and the advent of Chinese contract laborers to the Americas in the 19th century. The localization of the Chinese throughout the Americas within Chinatown precincts were also subject to representational imaginings that were negotiated through the lens of civic planning, literature and later in cinema. Chinatowns are ultimately a product of racism. They were created as a political and social support system for newly arrived Chinese immigrants. While Chinese laborers arrived into the United States in 1840 and in significant numbers into Canada about 1860, Chinese contract workers were encouraged to immigrate to the Americas as an inexpensive source of labor, especially after the end of the American Civil War. Industrial leaders in America, Canada and elsewhere in the Americas (Mexico, Cuba, Peru, etc) saw the arrival of Chinese workers as a victory for commercial interests. However, the celebration was short-lived, as anti-Chinese sentiment quickly transformed into anti-Chinese hysteria. Rather than attacking the vested interests that exploit foreign labor as embodied by the Chinese worker, racist unions with the cooperation of civic leaders and the police deemed it safer to burn Chinatowns than capitalist property.Deeply under-studied to this day is the number of mass murders of Chinese workers in the 19th century by anti-Chinese thugs. This seminar will focus in on how the body of the Chinese (and Asian) was imagined and reimagined multiple times from the middle of the 19th century to today. Taught by: Lum/Yang
Also Offered As: ENGL 273, FNAR 313, FNAR 613
Activity: Seminar
1.0 Course Unit

ASAM 354 American Expansion in the Pacific
This class will focus on America’s expansion into the Pacific around the turn of the century with the acquisition of Hawaii and the Phillipines. It can deal with various issues, including the meaning of ‘frontier,’ colonialism, development of capitalist economies in the region, diplomacy, racism, migration, an American brand of Orientalism in encountering the ‘natives’ and ‘heathens,’and histories of the West and the Pacific Islands in general. Taught by: Azuma
One-term course offered either term
Also Offered As: HIST 354
Activity: Lecture
1.0 Course Unit

Asian Languages (ALAN)

ALAN 240 Intermediate Mongolian I
Mongolian is the national language of the independent State of Mongolia and the language of the nomadic warriors Genghis Khan (known to the Mongolians themselves as Chinggis Khan). It is also spoken in China and Siberia. Today Mongolian musical styles like throat singing (khoomii), products like cashmere (nooluur), and tourism to visit Mongolia's nomadic herders (malchid) are making a mark on the world stage. In this class the students will continue with the basics of modern Mongolian language, as spoken in Ulaanbaatar 'Red Hero,' the country's capital. They will learn in the phonetic Cyrillic script, which was adapted to Mongolian language from Russian in 1945, with a few additional letters. Intermediate and more advanced grammar will be taught through communicative methodology. Students will also have opportunity to experience Mongolian arts, culture, and cooking in and out of class. This is the first semester of Intermediate Mongolian. By the end of two semesters intermediate Mongolian, students will have learned all the noun forms, and all the major verb forms and will be able to form complex, multi-clause sentences, telling stories, expressing their feelings, and making arguments and explanations. They should be able to interact in all basic ‘survival’ situations in Mongolia. Taught by: Tseveendulam
Course usually offered in fall term
Prerequisite: ALAN 141
Activity: Lecture
1.0 Course Unit

ALAN 241 Intermediate Mongolian II
This course is a continuation of Intermediate Mongolian I. Mongolian is the national language of the independent State of Mongolia and the language of the nomadic warriors Genghis Khan (known to the Mongolians themselves as Chinggis Khan). It is also spoken in China and Siberia. Today Mongolian musical styles like throat singing (khoomii), products like cashmere (nooluur), and tourism to visit Mongolia’s nomadic herders (malchid) are making a mark on the world stage. In this class the students will continue with the basics of modern Mongolian language, as spoken in Ulaanbaatar ‘Red Hero,’ the country’s capital. They will learn in the phonetic Cyrillic script, which was adapted to Mongolian language from Russian in 1945, with a few additional letters. Intermediate and more advanced grammar will be taught through communicative methodology. Students will also have opportunity to experience Mongolian arts, culture, and cooking in and out of class. This is the first semester of Intermediate Mongolian. By the end of two semesters intermediate Mongolian, students will have learned all the noun forms, and all the major verb forms and will be able to form complex, multi-clause sentences, telling stories, expressing their feelings, and making arguments and explanations. They should be able to interact in all basic ‘survival’ situations in Mongolia. Taught by: Tseveendulam
Activity: Lecture
1.0 Course Unit
Astronomy (ASTR)

ASTR 001 A Survey of the Universe
A general survey, designed for the non-major, of the facts and theories of the astronomical universe, from solar system, to stars, to galaxies and cosmology. Topics include planets, satellites, small objects in the solar system, and extraterrestrial life; stars, their evolution, and their final state as white dwarfs, neutron stars, or black holes; galaxies, quasars, large structures, background radiation, and big bang cosmology. Elementary algebra and geometry will be used. This course is not recommended for physical-science majors or engineering students. Engineering students receive no credit for this course.
For BA Students: Physical World Sector
Course offered summer, fall and spring terms
Activity: Lecture
1.0 Course Unit
Notes: Only one ASTR course below ASTR 211 may be taken for credit. Engineering students receive no credit for this course.

ASTR 006 The Solar System, Exoplanets, and Life
A survey course on planets and life covering our own Solar System and exoplanets orbiting other stars. Topics include the latest results and theories about: the origin and evolution of planetary systems around our Sun and other stars; the detection of exoplanets; the implications of planetary atmospheres for life; and the search for life on other planets in our Solar System. This course is designed for the non-major and elementary algebra and geometry will be used. Physical science majors and engineering students should prefer ASTR 211 to this course.
For BA Students: Natural Science and Math Sector
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
Notes: Also fulfills General Requirement in Physical World for Class of 2009 and prior. Only one ASTR course below ASTR 211 may be taken for credit. Fulfills quantitative data analysis requirement.

ASTR 007 The Big Bang and Beyond
An introductory course for students who do not intend to major in a physical science or engineering, covering theories of the Universe ranging from the ancient perspective to the contemporary hot big bang model, including some notions of Einstein’s special and general theories of relativity. Topics will include the solar system, stars, black holes, galaxies, and the structure, origin and future of the Universe itself. Elementary algebra is used. Fulfills quantitative data analysis requirement.
For BA Students: Natural Science and Math Sector
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: Also fulfills General Requirement in Physical World for Class of 2009 and prior. Only one ASTR course below ASTR 211 may be taken for credit.

ASTR 211 Introduction to Astrophysics I
A basic course for majors in physical sciences and engineering; required for the astrophysics concentration. The course provides fundamental knowledge of Newtonian gravity and the properties of light and matter as they are relevant for understanding astrophysical objects. Application is made to the observed features of planetary motion, the atmospheres and stars and planets, and the structure and evolution of stars.
For BA Students: Physical World Sector
Course usually offered in fall term
Prerequisite: MATH 104 OR PHYS 150
Activity: Lecture
1.0 Course Unit

ASTR 212 Introduction to Astrophysics II
A basic course for majors in physical sciences and engineering; require for the astrophysics concentration. The course covers fundamental knowledge of Einstein’s gravity, the contents of the universe, and the structure and distribution of galaxies. Emphasis is on the key elements of modern cosmology: the mathematical model of the expanding universe, the cosmic microwave background, the early universe and the emergence of large-scale structure in the present universe.
For BA Students: Physical World Sector
Course usually offered in spring term
Prerequisite: MATH 114 OR PHYS 151
Activity: Lecture
1.0 Course Unit

ASTR 250 Astronomical Techniques
A laboratory course in astronomical observations and data reduction. This course satisfies one of the requirements for the astrophysics concentration. Topics vary, but include spherical astronomy, timekeeping and coordinate systems, astro-statistics, telescopes, CCD’s, signal processing, imaging, spectroscopy, radio astronomy and data reduction techniques using custom software. Attendance at observatory sessions outside of the scheduled class time is required, but times are uncertain due to weather conditions. The course requires small-group work in-class, and substantial out-of-class time. Notes: Course not offered every year.
The observatories at DRL are used for experimental and observational practice.
Course offered spring; even-numbered years
Prerequisite: (ASTR 001 AND MATH 240 AND MATH 241) OR (ASTR 007 AND MATH 240 AND MATH 241) OR ASTR 211 OR ASTR 212
Activity: Lecture
1.0 Course Unit
Notes: The observatories at DRL are used for experimental and observational practice.

ASTR 392 Life and Death of Stars
This is an advanced undergraduate course on the life and death of stars. The course will cover the structure of stellar interiors, nuclear reactions and the formation of elements, stellar evolution, supernovae, and the physics of white dwarfs, neutron stars, and black holes. We will approach these topics from both theoretical and observational perspectives.
Course offered spring; odd-numbered years
Activity: Lecture
1.0 Course Unit
ASTR 503 Astronomical Methods and Instrumentation
Techniques of modern astronomical observations, including: detection of light from the radio through gamma rays; sources of noise in astronomical measurements; image analysis and reduction techniques; telescope optics and adaptive optics; spectroscopic measurements; radio interferometry and spectroscopy.
Course offered spring; even-numbered years
Activity: Lecture
1.0 Course Unit

ASTR 533 Galaxies: Structure, Dynamics and Formation
Galactic structure and dynamics. Observed scaling relations. Models and observations of galaxy formation and evolution. Enrollment restricted to graduate students.
Course offered fall; odd-numbered years
Activity: Lecture
1.0 Course Unit

Behavioral & Decision Sciences (BDS)

BDS 501 Behavioral Science: Theory and Application of Experimental Methods
Permits offered to non-MBDS students if space is available. Request a permit here: www.sas.upenn.edu/lps/graduate/mbds/permit-request. Our understanding of different mechanisms and (economic) relationships is hampered by a lack of data and - more often than not - either the observation or the data is not reliable. In recent decades, through the work of pioneers in the behavioral and experimental economics fields, such as Daniel Kahneman and Vernon Smith, economics experiments have become a vital part of the scientific discourse, facilitating our understanding of the world we live in (much like in biology, chemistry, physics, etc.). In this course, we will explore economic behavior by developing a research idea, designing an experiment, then carrying out the experiment under controlled conditions. Essentially, you will learn how to think about ideas, generate ideas, and use economic experiments to test them.
Taught by: Dimant
Activity: Lecture
1.0 Course Unit

BDS 502 Norms and Nudges
Social norms are the rules we live by, and we encounter them in any area of our life. Social norms often guarantee the smooth functioning of a group or organization. Sometimes, however, these norms are inefficient or do not benefit society at large. What can we do to change these harmful collective behaviors? Social psychology, philosophy, sociology, rational-choice, legal theory, and even economics, are investigating and theorizing pro-social behavior, justice motivation, and moral and social norms. In this course, we will examine the latest and best in this emerging multidisciplinary field. Students will be encouraged to apply its findings and methods to their area of interest.
Taught by: Bicchieri
Also Offered As: PHIL 428
Activity: Lecture
1.0 Course Unit

BDS 503 Behavioral Public Policy
A core MBDS program course requirement, this course addresses methodological issues that apply to each of the policies currently provided by governmental and non-governmental institutions worldwide. We will discuss the conditions that must be satisfied to make policies effective and the behavioral incentives that policy actors face. The course relies on the main theoretical and empirical findings of modern policy analysis and upon an extensive set of case studies. Students are required to master the conceptual material and to confront and solve practical cases in public policy.
Activity: Lecture
1.0 Course Unit

BDS 505 Research Methods for Behavioral Science
The course is a survey of methods of research in behavioral and decision sciences. We will cover principles of scientific thinking, operationalizing research questions into testable ideas, and the ethics of behavioral research. A significant portion of the class will be devoted to study designs. We will cover basics of experimental design, quasi-experiments, and observational surveys. The class will also provide an introduction to qualitative research methods, including focus groups, unstructured and semi-structured interviews, and ethnographies. We will conclude the semester with the methods of communicating our findings to different types of audiences. We will analyze research processes and results from the perspective of the information consumer. The class will be useful for those interested in learning how to read and write behavioral science publications and how to design one's own studies. For practical skills in using software to analyze data, see BDS522 and BDSS16.
Taught by: Alex Shpenev
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

BDS 511 Negotiation Behavior
We negotiate every day-with merchants, service providers, employers, coworkers, friends, and family-determining the price we will pay, the amount of our compensation, where to go to dinner, who will clean the kitchen, etc. Although negotiations are a ubiquitous part of our everyday lives, many of us know little about the strategy and psychology of effective negotiations. Why do we sometimes get our way, while other times we walk away feeling frustrated by our inability to achieve the agreement we desire? Over the past few decades, research in social psychology and decision science has sought the answer to this question and created a rich body of knowledge on bargaining behavior, leading to a well-validated prescription on how to negotiate. In this course, you will learn both the how and the why of negotiation behavior. Through role-playing exercises, you will be able to evaluate your own negotiation behavior as well as that of your classmates and receive advice on how to optimize it to achieve your desired outcomes. Importantly, you will also read and discuss research articles that have led to such practical advice. Non-MBDS students may request a permit to register at www.sas.upenn.edu/lps/graduate/mbds/permit-request.
Activity: Lecture
1.0 Course Unit
BDS 512 Power, Persuasion and Influence
For permits please see: https://www.sas.upenn.edu/lps/graduate/mbds/permit-request
Power and influence are fundamental for taking action in personal relationships, professional contexts and in society in general. To be able to use them effectively, however, we need to understand the nature, sources, uses and development of power and influence in these various contexts. To accomplish this goal, this course will survey theories of power, persuasion and influence from multiple disciplines and discuss their application to everyday actions.
Activity: Lecture
1.0 Course Unit

BDS 516 Data Science and Quantitative Modeling
(This course fulfills the MBDS program’s quantitative course requirement.) Increasingly, decision-makers and systems rely on intelligent technology to analyze data systematically to improve decision-making. Data science is opening new pathways to improve decision-making in private and public organizations. Through lectures and real-world examples, this course will present a practical understanding of the fundamental methods used by data scientists including data management techniques, quantitative modeling, and data visualization. The primary emphasis is on understanding the fundamental concepts and applications of data science in the context of behavioral and decision sciences. We will cover several algorithms though this is not an algorithms course. We will examine real-world examples and cases to place data science techniques in context, to develop data-analytic thinking, and to illustrate that proper application is as much an art as it is a science. Non-MBDS students may request a permit to register at https://www.sas.upenn.edu/lps/graduate/mbds/permit-request.
Activity: Lecture
1.0 Course Unit

BDS 521 Judgments & Decisions
This course addresses the ideal standards of judging and deciding, and the ways in which people fall short of these standards, with emphasis on the latter. We will discuss heuristics and other intuitive strategies that people may use in day-to-day thinking, and the biases that result from this use. We will apply this approach to shed light on faulty analyses in medicine, law, and everyday thinking. Understanding the ideals of good thinking and causes of our failure to conform to these ideals may ultimately help improve the decisions we make in private and professional lives. A limited number of seats in this class are reserved for upper level LPS undergraduate students who may be allowed to register with special permission from the instructor. Non-MBDS students should request a permit to register at https://www.sas.upenn.edu/lps/graduate/mbds/permit-request.
Activity: Lecture
1.0 Course Unit

BDS 522 Statistical Reasoning for Behavioral Science
For permits please see: https://www.sas.upenn.edu/lps/graduate/mbds/permit-request
The complexity of human behavior exceeds that of most phenomena studied in the natural sciences. Any inference about human behavior and decision-making has to rely on statistical methods rather than on deterministic modeling. In this class, students will learn the methods of descriptive and inferential statistics used in behavioral science from the basics to those more commonly used. In this sense, this is a class on theoretical statistics, but we will go beyond theory to apply these methods to answer our own research questions. As such, this is also a class on applied statistics. We will rely heavily on statistical programming languages (namely, R) and version control systems (Git) to create statistical reports. Finally, we will work with new research in the field and learn to critically assess the statistical methods used therein. After completing this class, students will be competent in reading cutting-edge scientific literature, producing their own results using the more commonly used methods, and able to critically assess the limitations of their own and other people’s research. Non-MBDS students must complete a permit request.
Activity: Lecture
1.0 Course Unit

BDS 585 Consulting in Behavioral Science
In this course, students will gain a better understanding of applied behavioral science. The course will emphasize oral and written communications and the development of client deliverables, client relations, team work, client presentation, and peer review. There will be a mix of in-person and online course meetings. This course is for MBDS students and by permission only. MBDS students: To apply to take this course, please complete this course application: https://upenn.co1.qualtrics.com/jfe/form/SV_beGKCGR6puftiVT)
Taught by: Zarak Khan
Activity: Lecture
1.0 Course Unit

BDS 990 Master’s Continuation
Activity: Masters Thesis
1.0 Course Unit

Bengali (BENG)

BENG 403 Beginning Bengali Part I
This course introduces students to colloquial Bengali. It gives equal emphasis to each of the four skills, reading, writing, listening, and speaking. Language will be studied in the context of socio-cultural aspects of West Bengal and Bangladesh. Besides lessons from the text, a major portion of the syllabus will be based on topics drawn from films, cultural events, festivals, food, and religion.
For BA Students: Language Course
Taught by: Banerjee, H
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
BENG 404 Beginning Bengali Part II
This course introduces students to colloquial Bengali. It gives equal emphasis to each of the four skills, reading, writing, listening, and speaking. Language will be studied in the context of socio-cultural aspects of West Bengal and Bangladesh. Besides lessons from the text, a major portion of the syllabus will be based on topics drawn from films, cultural events, festivals, food, and religion.
For BA Students: Language Course
Taught by: Banerjee, H
Course usually offered in spring term
Prerequisite: BENG 403
Activity: Seminar
1.0 Course Unit

BENG 423 Intermediate Bengali Part I
This course develops the student's prior knowledge of Bengali. An attempt is made to gear the syllabus to meet the specific needs of students. The focus of the course is to develop the oral and aural skills of the learner as well as improve writing skills and reading strategies. Emphasis is also laid on increasing the sociolinguistic and strategic competence of the learners so that they will be able to function in the target culture. Besides discussions on various aspects of Bengali life, students read some short literary texts in the original Bengali version.
For BA Students: Language Course
Taught by: Banerjee, H
Two terms. student must enter first term.
Activity: Lecture
1.0 Course Unit

BENG 424 Intermediate Bengali Part II
This course develops the student’s prior knowledge of Bengali. An attempt is made to gear the syllabus to meet the specific needs of students. The focus of the course is to develop the oral and aural skills of the learner as well as improve writing skills and reading strategies. Emphasis is also laid on increasing the sociolinguistic and strategic competence of the learners so that they will be able to function in the target culture. Besides discussions on various aspects of Bengali life, students read some short literary texts in the original Bengali version.
For BA Students: Last Language Course
Taught by: Banerjee, H
Course usually offered in spring term
Prerequisite: BENG 423
Activity: Seminar
1.0 Course Unit

BENG 433 Advanced Bengali
The objective of this course is to develop the proficiency level of the students in all the four skills by using different genres of Bengali literature (West Bengal and Bangladesh) as its course content. Reading comprehension will be enhanced as students learn to understand authentic texts at the linguistic and cultural level while discussion (description, narration, supporting opinion) on issues related to these texts aim to hone the oral and written skills. Students will be allowed to work on individual texts & topics (with the instructors permission) for their final project. This is a one semester course. Spring: Bengali Popular Culture- This course aims to use as its content, different aspects of popular Bengali culture as they are represented in media (film, television, magazines, newspapers) and arts (fashion, local and regional art, music). Students will be expected to develop their linguistic skills (description, narration, supporting opinion) and socio-cultural awareness while interacting with these varied types of texts. Students will be allowed to work on individual texts & topics (with the instructors permission) for their final project. This is a one semester course.
For BA Students: Advanced Language Course
Taught by: Banerjee, H
Course not offered every year
Activity: Lecture
1.0 Course Unit

Biochemistry & Molecular Biophysics (BMB)

BMB 508 Macromolecular Biophysics: Principles and Methods
This course introduces students to the physical and chemical properties of biological macromolecules, including proteins and nucleic acids. It surveys the biophysical techniques used to study the structure and thermodynamics of macromolecules. It is intended to be a first course for graduate students with an undergraduate background in either physics, chemistry or biology, and no necessary background in biochemistry. Prerequisite: Senior undergraduate or graduate level biochemistry of biophysics.
Taught by: Sharp
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

BMB 509 Structural and Mechanistic Biochemistry
The course will focus on the key biochemical task areas of living cells. The course progresses from primarily molecular level events, such as storage and translation of genetic information, creation, control and removal of proteins, to higher organization levels such as metabolic pathways, signaling pathways, regulation and homeostasis. Each section will cover structure details of the relevant molecules, appropriate binding/catalysis events, regulatory aspects, and how they fit into the relevant pathway(s) and cell function. Material will be covered with a combination of formal lectures and student presentations. Prerequisites: If course requirements not met, permission of course director required.
Taught by: Van Duyne
Course usually offered in spring term
Prerequisite: BMB 508 AND BIOM 600
Activity: Lecture
1.0 Course Unit
BMB 510 Data Analysis and Scientific Inference
An introductory course in the analysis of data and scientific inference for graduate students in Biochemistry, Molecular Biophysics, and related quantitative biomedical research areas. The course will stress fundamental principles of data analysis, best practice in presenting data, and how to draw sound scientific inferences from the data. The overall goal is to provide students the tools to carry out rigorous and reproducible scientific research.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

BMB 518 Protein Conformation Diseases
Protein misfolding and aggregation has been associated with over 40 human diseases, including Alzheimer’s disease, Parkinson’s disease, amyotrophic lateral sclerosis, prion diseases, alpha (1)-antitrypsin deficiency, inclusion body myopathy, and systemic amyloidoses. This course will include lectures, directed readings, and student presentations to cover seminal and current papers on the cell biology of protein conformational diseases including topics such as protein folding and misfolding, protein degradation pathways, effects of protein aggregation on cell function, model systems to study protein aggregation and novel approaches to prevent protein aggregation. Target audience is primarily 1st-year CAMB, other BGS graduate students, or students interested in acquiring a cell biological perspective on the topic. MD/PhDs and Postdoc are welcome. MS and undergraduate students must obtain permission from course directors. Class size is limited to 14 students.
Taught by: Yair Argon
Course usually offered in fall term
Also Offered As: CAMB 615, NMG 615
Prerequisite: BIOM 600
Activity: Lecture
1.0 Course Unit

BMB 554 Macromolecular Crystallography: Methods and Applications
This is an introductory course on methods and applications of macromolecular structure determination using X-ray crystallography. The course will be broken up into three parts: 1) Principles of X-ray crystallography involving didactic lectures on the technique with weekly problem sets; 2) Workshops on macromolecular structure determination involving hands-on experience with the technology; 3) Student ‘journal club’ presentations on current high-impact publications involving X-ray crystal structure determination. Prerequisite: Undergraduate calculus and trigonometry.
Taught by: Marmorstein and Skordalakes
Course usually offered in fall term
Also Offered As: CHEM 555
Activity: Lecture
1.0 Course Unit

BMB 558 Bioinorganic Chemistry
This course covers selected topics in bioinorganic chemistry. Special emphasis is placed on dioxygen chemistry and electron transfer processes. Course topics include: 1) oxygen uptake and utilization; 2) oxygen transport; 3) oxygen and O atom incorporation into substrates; 4) metalloenzyme-catalyzed C-C bond formation; 5) the metallobiochemistry of DNA; 6) metal-sulfide proteins; 7) manganese containing metalloproteins; 8) photosystem II, light-driven electron transfer and the biological water-splitting reaction; 9) biological electron transfer; 10) electron transfer theory; 11) mechanisms of energy storage and release; and 12) long-distance electron transfer reactions.
Taught by: Dmochowski
One-term course offered either term
Also Offered As: CHEM 567
Activity: Lecture
1.0 Course Unit

BMB 581 Techniques of Magnetic Resonance Imaging
Detailed introduction to the physics and engineering of magnetic resonance imaging as applied to medical diagnosis. Covered are magnetism spatial encoding principles, Fourier analysis, spin relaxation, imaging pulse sequences and pulse design, contrast mechanisms, chemical shift, flow encoding, diffusion and perfusion, and a discussion of the most relevant clinical applications.
Taught by: Song and Wehrli
Course offered spring, odd-numbered years
Also Offered As: BE 581
Activity: Lecture
1.0 Course Unit

BMB 585 Wistar Institute Cancer Biology Course: Signaling Pathways in Cancer
This course is intended to provide foundational information about the molecular basis of cancer. When necessary the significance of this information for clinical aspects of cancer is also discussed. The main theme centers around cell cycle checkpoints with specific emphasis on the biochemistry and genetics of DNA damage signaling pathways, DNA damage checkpoints, mitotic checkpoints and their relevance to human cancer. The course is taught by the organizers and guest lecturers from universities and research institutions in the Northeast. Following every lecture, students present a research paper related to the topic of that lecture. The course is intended for first and second year graduate students but all graduate students are welcome to attend. Prerequisite: Undergraduates and Master’s degree candidates require permission from the course directors.
Taught by: Skordalakes and Murphy
Course usually offered in fall term
Also Offered As: GCB 585
Activity: Lecture
1.0 Course Unit
BMB 598 Tutorial
The tutorial course is designed for in-depth study of a specific topic through one-on-one meetings and discussions between the student and a selected BMB faculty member. The intent of the course is to broaden the students' knowledge, thus the tutorial may not be taken with the student's current rotation advisor or thesis advisor. Choice of faculty member and topic is by prior mutual agreement between the student and faculty member, subject to approval by the course director. Student and faculty member will typically meet for an hour or so 2 - 3 times per week. The course may take the form of literature study, or where appropriate, a mini-project (typically computer-based). A tutorial can be used by students to become more deeply acquainted with the literature related to their thesis project or to help prepare students for their Candidacy Exam. Upon completion of the tutorial, students must prepare a written description of the area studied (5-10 typewritten pages)
Taught by: Kim Sharp and staff
Course offered summer, fall and spring terms
Activity: Independent Study
1.0 Course Unit

BMB 601 Fundamentals of Magnetic Resonance
This course introduces basic theoretical and experimental concepts of magnetic resonance and its applications in biochemistry, biology and medicine. Topics covered include description of the phenomenon of magnetic resonance, and classical and quantum strategies to compute nuclear spin responses in liquids, solids and biological tissues, polarization transfer and multiple quantum effects and their applications in biomedicine. Nuclear spin relaxation in solid-state materials and in biological systems will be discussed. Concepts of magnetic resonance imaging, imaging strategies, image contrast, and diagnostic applications are discussed. The course includes several practicals dealing with the demonstration of NMR hardware and experiments to compute basic NMR parameters on high resolution and clinical MRI scanners. For further details of this course, visit www.mmrcc.upenn.edu
Taught by: Reddy
Course offered fall; odd-numbered years
Activity: Lecture
0.5 Course Units

BMB 605 Drug Discovery and Development
This course will expose graduate-level students to the process of drug discovery and development. The course will be structured to cover topics from the identification of a disease-relevant target through to Phase III Clinical Trials. The course will be lecture based and there will also be student-led journal club presentations as part of the course. There will also be a writing project consisting of a 3 page proposal of how to advance one of the areas of Drug Discovery & Development covered in the course.
Taught by: Dr. Ben E. Black, UPenn and Dr. Craig A. Leach, GlaxoSmithKline
Course usually offered in spring term
Also Offered As: CAMB 710, PHRM 605
Activity: Lecture
1.0 Course Unit
Notes: 2 X 1.5 hr sessions per week.

BMB 618 Applications of High Resolution NMR Spectroscopy to Problems in Structural Biology
A lecture-based course designed to introduce graduate students to applications of modern high-resolution nuclear and multidimensional NMR spectroscopy to problems in structural biology. The course will first introduce classical definitions and descriptions of nuclear magnetic resonance and a convenient formalism for the analysis of advanced NMR experiments. Concepts and applications of multidimensional homonuclear 1H NMR and multidimensional heteronuclear spectroscopy of proteins and nucleic acids will be described. Resonance assignment strategies including analysis of triple resonance spectroscopy will be covered. The origin, measurement and extraction of structural restraints and their use in structure determination will be surveyed and illustrated with recent examples. Undergraduate biochemistry and physical chemistry background required.
Taught by: Wond
Course offered fall; odd-numbered years
Prerequisite: BMB 601
Activity: Lecture
0.5 Course Units

BMB 622 Physical Principles of Mechano-Enzymes
This course will provide an introduction to the biochemical, structural, and mechanical properties of energy-transducing enzymes. We will emphasize the relationships of mechanical, thermal, and chemical forces in mechano-enzyme function.
Taught by: Dominguez, Goldman, Grishchuk and Ostap
Course offered spring; even-numbered years
Activity: Lecture
0.5 Course Units

BMB 624 Molecular and Physical Basis of Ion Channels
This course is a journal club format, targeted to graduate and MD/PhD students interested in ion channels from graduate programs in Physiology, Pathology, Neuroscience, Pharmacology, Biochemistry & Molecular Biophysics. It meets for two hours on alternate weeks and is coupled to the Ion Channel Journal Club, which also meets for one hour on the same alternate weeks. A faculty member meets with students to discuss and review the contents of each selected article earlier in the week in preparation for the subsequent Journal Club presentation.
The day following the Journal Club the person who discussed the paper meets with the students to answer questions and to discuss the research that goes on in his lab. This elective course is meant to introduce students to the latest advances in ion channel research and includes topics extending from biophysics, structure, and physiology to cell biology and medical applications.
Taught by: Kallen
Course offered spring; odd-numbered years
Activity: Lecture
0.5 Course Units

BMB 618 Applications of High Resolution NMR Spectroscopy to Problems in Structural Biology
A lecture-based course designed to introduce graduate students to applications of modern high-resolution multinuclear and multidimensional NMR spectroscopy to problems in structural biology. The course will first introduce classical definitions and descriptions of nuclear magnetic resonance and a convenient formalism for the analysis of advanced NMR experiments. Concepts and applications of multidimensional homonuclear 1H NMR and multidimensional heteronuclear spectroscopy of proteins and nucleic acids will be described. Resonance assignment strategies including analysis of triple resonance spectroscopy will be covered. The origin, measurement and extraction of structural restraints and their use in structure determination will be surveyed and illustrated with recent examples. Undergraduate biochemistry and physical chemistry background required.
Taught by: Wond
Course offered fall; odd-numbered years
Prerequisite: BMB 601
Activity: Lecture
0.5 Course Units

BMB 622 Physical Principles of Mechano-Enzymes
This course will provide an introduction to the biochemical, structural, and mechanical properties of energy-transducing enzymes. We will emphasize the relationships of mechanical, thermal, and chemical forces in mechano-enzyme function.
Taught by: Dominguez, Goldman, Grishchuk and Ostap
Course offered spring; even-numbered years
Activity: Lecture
0.5 Course Units

BMB 624 Molecular and Physical Basis of Ion Channels
This course is a journal club format, targeted to graduate and MD/PhD students interested in ion channels from graduate programs in Physiology, Pathology, Neuroscience, Pharmacology, Biochemistry & Molecular Biophysics. It meets for two hours on alternate weeks and is coupled to the Ion Channel Journal Club, which also meets for one hour on the same alternate weeks. A faculty member meets with students to discuss and review the contents of each selected article earlier in the week in preparation for the subsequent Journal Club presentation.
The day following the Journal Club the person who discussed the paper meets with the students to answer questions and to discuss the research that goes on in his lab. This elective course is meant to introduce students to the latest advances in ion channel research and includes topics extending from biophysics, structure, and physiology to cell biology and medical applications.
Taught by: Kallen
Course offered spring; odd-numbered years
Activity: Lecture
0.5 Course Units
BMB 626 Mass Spectrometry and Proteomics
This course will provide a detailed introduction to proteomics and mass spectrometry. The role of mass spectrometry in both characterizing proteins for traditional protein structure-function studies and identification of proteins in proteome studies will be emphasized. Targeted and global proteomes, quantitative protein profiling and compositional proteomics, and applications of proteome studies will be discussed. Intended for first and second year graduate students and others with an interest in proteomics and mass spectrometry.
Taught by: Speicher and Garcia
Course offered spring; even-numbered years
Activity: Lecture
0.5 Course Units

BMB 627 Computer Programming for Biochemists and Biophysicists
An introductory course on programming and algorithms for scientists with an emphasis on applications to biophysics. Students will learn to write, debug, and execute basic programs through lectures, in-class workshops, and programming projects outside of class. Prerequisite: Permission of instructor for non-BMB students.
Taught by: Sharp and Van Duyne
Activity: Lecture
0.5 Course Units

BMB 632 Probing Structure and Function of Complex RNA-Protein Machines
RNA-Protein complexes or RNPs can range from simple assemblies to megadalton enzymatic machines. The latter include two of the most abundant and essential enzymatic complexes for converting genes to functional protein -the ribosome and the spliceosome. Understanding the molecular interactions that hold these RNPs together and how these complexes function has required the development of new techniques and pushed the boundaries of quantitative biochemistry. In this course we will take an in-depth look at general concepts common to many RNA binding proteins, the methods used to study protein-RNA and RNA-RNA interactions, and how the complex nature of large RNPs uniquely allow them to achieve their precise functions. The course will be a combination of both lectures and student-lead discussion of recent literature. Students will be evaluated based on their presentations of primary literature and their participation in class discussion.
Taught by: Lynch
Course offered fall, even-numbered years
Activity: Lecture
1.0 Course Unit

BMB 634 Cryo-Em
This is an introductory course on methods and applications of cryo-EM single-particle analysis and tomography. The course will be broken up into three parts: 1) Principles of single-particle reconstruction including hands-on experience with the technology; 2) Principles of cryo-EM tomography including data analysis; 3) Student presentations of their 3D reconstructions and research article
Taught by: Co-Directors Kenji Murakami, Ph.D., Yi-Wei Chang, Ph.D., Sudheer Kumar Molugu, Ph.D
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

BMB 635 Computational Structural
Activity: Lecture
1.0 Course Unit

BMB 650 Current Biochemical Topics
Participation in the ‘Dr. George W. Raiziss Biochemical Rounds’, a weekly seminar program sponsored by the Department of Biochemistry and Biophysics. Program deals with a wide range of modern biochemical and biophysical topics presented by established investigators selected from our faculty, and by leading scientists from other institutions. Prerequisite: Permission needed from Department
Taught by: Black and Shorter
Course offered summer, fall and spring terms
Also Offered As: CAMB 702, PHRM 650
Activity: Seminar
1.0 Course Unit

BMB 699 Laboratory Rotation
Supervised ‘mini-projects’ for graduate students in Biochemistry and Molecular Biophysics. End of the semester requirements are 1) poster presentations; 2) written rotation summaries; or 3) talks. Course is offered fall, winter, spring, and summer semesters.
Taught by: Kohli
Course offered summer, fall and spring terms
Activity: Laboratory
1.0 Course Unit

BMB 704 Structural Biology Tg
Activity: Lecture
1.0 Course Unit

BMB 705 Candidacy Exam Preparation Course
This course is designed for second year BMB students to prepare them for the Candidacy Examination, which must be completed in the spring semester of the second year.
Taught by: Marmorstein, Lynch and Nelson
Course usually offered in spring term
Activity: Seminar
0.5 Course Units

BMB 751 Chemical Biology
This course focuses on current topics in Chemical Biology, particularly experiments in which 1) chemical synthesis enables one to probe or control biological systems, or 2) manipulation of biological systems facilitates novel chemical syntheses. The course is broadly divided into two sections, one dealing with the study of individual proteins and nucleic acids, and one dealing with complex cellular systems. As the goal of the course is to familiarize students with innovative recent experimental approaches and to stimulate them to conceive of their own new methodology, students will be responsible for delivering presentations on topics selected from the literature, designing experiments to address currently unsolved problems in Chemical Biology (in take-home examinations), and generating several novel research proposal ideas, one of which will be elaborated into a full proposal.
Taught by: EJ Petersson
One-term course offered either term
Also Offered As: CHEM 751
Activity: Lecture
1.0 Course Unit

BMB 799 Independent Study (Yrs 1 - 2)
Activity: Independent Study
1.0 Course Unit

BMB 899 Pre-Dissertation Research
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Biochemistry (BCHE)

BCHE 280 Physical Models of Biological Systems
Classic case studies of successful reductionistic models of complex phenomena, emphasizing the key steps of making estimates, using them to figure out which physical variables and phenomena will be most relevant to a given system, finding analogies to purely physical systems whose behavior is already known, and embodying those in a mathematical model, which is often implemented in computer code. Topics may include bacterial genetics, genetic switches and oscillators; systems that sense or utilize light; superresolution and other new microscopy methods; and vision and other modes of sensory transduction.
Course usually offered in fall term
Also Offered As: PHYS 280
Prerequisite: (PHYS 101 OR MATH 104) AND (MATH 114 OR MATH 104) AND (MATH 115 OR MATH 116)
Activity: Lecture
1.0 Course Unit

BCHE 299 Undergraduate Research Projects
Independent Research.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Notes: 10-20 h., 1-2 c.u., admission by permission of the biochemistry undergraduate chairman.

BCHE 300 Senior Research Projects
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Notes: 10-20 h., 1-2 c.u., admission by permission of the biochemistry undergraduate chairman.

BCHE 404 Biochemistry Laboratory
Participation in research projects in the laboratories of individual faculty members. A list of possible research supervisors is available in the Biochemistry office (351 Chemistry). In addition to their laboratory projects, students will attend a weekly seminar in which their own and related work will be discussed. Year long course--initial registration must occur in Fall term, 0 c.u. for first term and 2 c.u. for second term, 15h.
Prerequisite: If course requirement not met, permission of instructor required.
Two terms. student must enter first term.
Prerequisite: CHEM 451
Activity: Seminar
1.0 Course Unit
Notes: Year long course --initial registration must occur in Fall term, 0 c.u. for first term and 2 c.u. for second term, 15h. CHEM 451 or permission of instructor required.

Bioengineering (BE)

BE 100 Introduction to Bioengineering
Survey course introducing students to the breadth of bioengineering. Course consists of introductory lectures, guest speakers/panelists, and a series of small assignments that allow students to explore different facets of bioengineering and the Penn Bioengineering program.
Course usually offered in fall term
Corequisite: MATH 104 AND PHYS 140
Activity: Lecture
0.5 Course Units
Notes: Freshmen only

BE 200 Introduction to Biomechanics
This course investigates the application of statics and strength of materials to soft and hard biologic tissues. The course will cover simple force analyses of the musculoskeletal system and introduces the fundamentals of the mechanics of materials including axial loading, torsion and bending and their application to biomechanics. The lecture and recitation will be complemented with hands-on examples emphasizing connections between theoretical principles and practical applications.
Course usually offered in fall term
Prerequisite: MATH 114 OR PHYS 140 OR PHYS 150
Corequisite: MATH 240
Activity: Lecture
0.5 Course Units

BE 220 Biomaterials
This course investigates the application of materials science and engineering to biomedical applications, with a focus on polymers, ceramics, and metals. The course will cover concepts related to basic material fabrication and synthesis, structure and property characterization, as well as applications of biomaterials. The lecture and recitation will be complemented with laboratory examples of material assessment and characterization.
Course usually offered in spring term
Prerequisites: BE 200, CHEM 102
Activity: Lecture
1.0 Course Unit

BE 225 Technology and Engineering in Medicine
The course is appropriate for engineering and natural science majors including premeds. The prerequisites will not be waived. This course will provide an examination of technology with emphasis on engineering design and its impact on medicine and health. Planned topics change from year to year and include, for example, cochlear implants and visual sensory rehabilitative devices. The course includes homework and reading assignments. Every student presents a paper on a relevant biomedical technology and the underlying science and engineering design.
One-term course offered either term
Prerequisites: MATH 114, PHYS 140 and 141 or PHYS 150 and 151 or PHYS 170 and 171
Activity: Seminar
1.0 Course Unit
BE 270 Bioengineering Laboratory Principles
This course will cover a variety of bioengineering laboratory principles and techniques including data collection, analysis and reporting. Students will explore tools related to mechanics, materials and electronics with applications in the bioengineering field.
Taught by: Dourete/Burdick
Course usually offered in spring term
Activity: Laboratory
1.0 Course Unit

BE 301 Bioengineering Signals and Systems
Properties of signals and systems; Examples of biological and biomedical signal and systems; Signal operations, continuous and discrete signals; Linear, time invariant systems; Time domain analysis; Systems characterized by linear constant-coefficient differential equations; Fourier analysis with applications to biomedical signals and systems; Introduction to filtering; Sampling and the sampling theorem. Examples vary from year to year, but usually include signals such as the ECG and blood pressure wave, principles of signal coding in the auditory system. One-term course offered either term
Prerequisites: MATH 241, PHYS 141 OR 151, ENGR 105
Activity: Lecture
1.0 Course Unit

BE 305 Engineering Principles of Human Physiology
This course presents a quantitative, biophysical approach to physiology, focusing on the nervous, cardiovascular, and pulmonary systems. We will also emphasize computational modeling and analysis of physiological systems.
Course usually offered in spring term
Prerequisite: MATH 240 AND ENGR 105
Activity: Lecture
1.0 Course Unit

BE 306 Cellular Engineering
The biological cell is a complex machine and its function is at the root of all physiology and many pathologies. Recent advances in molecular and cell biology enable the redesign of cell function. This course aims to develop a quantitative understanding of cell function, and how we might go about changing cell function through intelligent redesign. The course covers topics ranging from receptor binding and endocytosis, cell adhesion and motility, cell function in the immune system, systems and synthetic biology, genetic knockdown and manipulation using CRISPR and gene therapy, and strategies for immunotherapy including chimeric antigen receptor therapy (carT).
Taught by: Hammer
Course usually offered in fall term
Prerequisites: CHEM 102, MATH 241, PHYS 140, 141, BIOL 121
Activity: Lecture
1.0 Course Unit

BE 309 Bioengineering Modeling, Analysis and Design Laboratory I
BE 309 is a one course-unit laboratory course with a focus on combining experimental and mathematical approaches to understand biological systems and solve bioengineering problems. The course content integrates concepts from mathematics, physics, signal analysis, control engineering, mass transport, and heat transfer with applications in physiology and pharmacology. Areas of emphasis are model development and validation, statistical analysis, experimental design, error analysis and uncertainty, and scientific writing.
Course usually offered in fall term
Prerequisites: ENGR 105, PHYS 141, 151, MATH 240, BE 200, 220, ENM 375
Activity: Lecture
1.0 Course Unit

BE 310 Bioengineering Modeling, Analysis and Design Laboratory II
BE 310 is a one course-unit laboratory course on the design of technology to measure and control biological systems. The course is divided into four modules: (i) microfluidics for point of care diagnostics, (ii) synthetic biology for predicting cellular behavior, (iii) electronics and signal analysis of bioelectrical signals, and (iv) bioanalytical spectroscopy for low-cost diagnostics. Each module will have two components: (i) a series of structured learning exercises to teach key concepts and methods of the topic that we are studying, and (ii) a design challenge, in which the understanding gained in the first component is used to design a solution to an open ended bioengineering challenge.
Course usually offered in spring term
Prerequisites: ENGR 105, PHYS 141, 151, BE 220, BIOL 121, 123, MATH 240, ENM 375
Corequisite: MATH 241 AND BE 301
Activity: Laboratory
1.0 Course Unit

BE 330 Self-Assembly of Soft Materials
Soft matter is found in diverse applications including sports (helmets & cloths); food (chocolate, egg); consumer products (e.g., lotions and shampoo); and devices (displays, electronics). Whereas solids and liquids are typically hard and crystalline or soft and fluid, respectively, soft matter can exhibit both solid and liquid like behavior. In this class, we investigate the thermodynamic and dynamic principles common to soft matter as well as soft (weak) forces, self-assembly and phase behavior. Classes of matter include colloidal particles, polymers, liquid crystalline molecules, amphiphilic molecules, biomacromolecules/membranes, and food. Active learning activities will be included.
Course usually offered in fall term
Also Offered As: MSE 330
Prerequisite: CHEM 102 OR MSE 220 OR BE 220
Activity: Lecture
1.0 Course Unit

BE 350 Introduction to Biotransport Processes
Introduction to basic principles of fluid mechanics and of energy and mass transport with emphasis on applications to living systems and biomedical devices.
Course usually offered in spring term
Prerequisites: MATH 240, PHYS 140 or 150, BE 200
Activity: Lecture
1.0 Course Unit
1.0 Course Unit
Activity: Lecture
Course usually offered in spring term
Notes: Junior and Senior BE majors only

**BE 400 Preceptorship in Clinical Bioengineering**
Introduction to the integration of biomedical engineering in clinical medicine through lectures and a preceptorship with clinical faculty. This course is for BE majors ONLY, with preference given to BSE students.

**BE 470 Medical Devices**
Lab-based course where students learn the fundamentals of medical device design through hands-on projects using microcontrollers. Students first learn basic design building blocks regularly employed in microcontroller-based medical devices, and then carry out a small design project using those building blocks. Projects are informed by reverse-engineering of competing products, FDA regulations, and marketplace considerations. Prerequisite: Junior or Senior BE Majors only. Students who have taken ESE 350 or a similar course may not enroll. Permission of instructor required if course prerequisites not met.

**BE 472 Medical Device Development**
Students will learn the process of developing medical devices that fulfill unmet patient needs. Students will be equipped with an understanding of what is required to lead a startup venture in medical devices including regulatory, legal, fundraising, team building and leadership. In lab, students will develop a proof-of-concept prototype device. Students will pitch their ideas to real med tech investors. The successful student will leave the class with the knowledge, skills and confidence to lead a startup venture in medical devices. If desired by the student, the proof-of-concept device can be used as the basis for their senior design project. Junior standing in Bioengineering or permission of the instructor if course prerequisite is not met.

**BE 483 Molecular Imaging**
This course will provide a comprehensive survey of modern medical imaging modalities and the emerging field of molecular imaging. The basic principles of X-ray, ultrasound, nuclear imaging, and magnetic resonance imaging will be reviewed. The course will also cover concepts related to contrast media and targeted molecular imaging. Topics to be covered include the chemistry and mechanisms of various contrast agents, approaches to identifying molecular markers of disease, ligand screening strategies, and the basic principles of toxicology and pharmacology relevant to imaging agents.

**BE 495 Senior Design Project**
Group design projects in various areas of bioengineering. Project ideas are proposed by the students in the Spring semester of the Junior year and refined during the Fall semester. The course guides the students through choosing and understanding an impactful biomedical problem, defining characteristics of a successful design solution to eliminate or mitigate a problem or fulfill a need, identifying and prioritizing constraints, creatively developing potential design solutions, iteratively refining design options, defining and implementing an optimal solution, and evaluating how well the solution fulfills the need. Final oral and written reports are required. Also emphasized are teamwork, project management, time management, regulations/standards, and effective communication.

**BE 496 Senior Design Project**
Second semester of a two semester design project. Seniors in BE or Department Permission. Course usually offered in spring term

**BE 490 Independent Project in Bioengineering**
An intensive independent study experience on an engineering or biological science problem related to bioengineering. Requires preparation of a proposal, literature evaluation, and preparation of a paper and presentation. Regular progress reports and meetings with faculty advisor are required. Sophomore, Junior and Senior BE majors only.

**BE 492 Independent Project in Bioengineering**
Second semester of an independent project. Sophomore, Junior and Senior BE majors only.

**BE 494 Independent Project in Bioengineering**
One-term course offered either term

**BE 496 Independent Project in Bioengineering**
Second semester of a two semester design project. Seniors in BE or Department Permission.

**BE 497 Independent Project in Bioengineering**
One-term course offered either term

**BE 498 Independent Project in Bioengineering**
One-term course offered either term

**BE 480 Introduction to Biomedical Imaging**
Introduction to the mathematical, physical and engineering design principles underlying modern medical imaging systems including x-ray computed tomography, ultrasonic imaging, and magnetic resonance imaging. Mathematical tools including Fourier analysis and the sampling theorem. The Radon transform and related transforms. Filtered backprojection and other reconstruction algorithms. Bloch equations, free induction decay, spin echoes and gradient echoes. Applications include one-dimensional Fourier magnetic resonance imaging, three-dimensional magnetic resonance imaging and slice excitation.

**BE 499 Independent Project in Bioengineering**
Sophomore, Junior and Senior BE majors only.

**BE 493 Independent Project in Bioengineering**
Sophomore, Junior and Senior BE majors only.

**BE 495 Independent Project in Bioengineering**
One-term course offered either term

**BE 496 Independent Project in Bioengineering**
One-term course offered either term

**BE 497 Independent Project in Bioengineering**
One-term course offered either term

**BE 498 Independent Project in Bioengineering**
One-term course offered either term

**BE 499 Independent Project in Bioengineering**
One-term course offered either term

**BE 490 Independent Project in Bioengineering**
An intensive independent study experience on an engineering or biological science problem related to bioengineering. Requires preparation of a proposal, literature evaluation, and preparation of a paper and presentation. Regular progress reports and meetings with faculty advisor are required. Sophomore, Junior and Senior BE majors only.

**BE 492 Independent Project in Bioengineering**
Second semester of an independent project. Sophomore, Junior and Senior BE majors only.

**BE 494 Independent Project in Bioengineering**
One-term course offered either term

**BE 496 Senior Design Project**
Second semester of a two semester design project. Seniors in BE or Department Permission.

**BE 497 Independent Project in Bioengineering**
One-term course offered either term

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Introduction to the mathematical, physical and engineering design principles underlying modern medical imaging systems including x-ray computed tomography, ultrasonic imaging, and magnetic resonance imaging. Mathematical tools including Fourier analysis and the sampling theorem. The Radon transform and related transforms. Filtered backprojection and other reconstruction algorithms. Bloch equations, free induction decay, spin echoes and gradient echoes. Applications include one-dimensional Fourier magnetic resonance imaging, three-dimensional magnetic resonance imaging and slice excitation.

**BE 495 Senior Design Project**
Group design projects in various areas of bioengineering. Project ideas are proposed by the students in the Spring semester of the Junior year and refined during the Fall semester. The course guides the students through choosing and understanding an impactful biomedical problem, defining characteristics of a successful design solution to eliminate or mitigate a problem or fulfill a need, identifying and prioritizing constraints, creatively developing potential design solutions, iteratively refining design options, defining and implementing an optimal solution, and evaluating how well the solution fulfills the need. Final oral and written reports are required. Also emphasized are teamwork, project management, time management, regulations/standards, and effective communication.

Seniors in BE or Department Permission.

**BE 496 Senior Design Project**
Second semester of a two semester design project. Seniors in BE or Department Permission.

**BE 497 Independent Project in Bioengineering**
One-term course offered either term

**BE 498 Independent Project in Bioengineering**
One-term course offered either term

**BE 499 Independent Project in Bioengineering**
One-term course offered either term
BE 497 Senior Thesis in Biomedical Science
An intensive independent project experience incorporating both technical and non-technical aspects of the student’s chosen career path. Chosen topic should incorporate elements from the student’s career path electives, and may involve advisors for both technical and non-technical elements. Topics may range from biomedical research to societal, technological and business aspects of Bioengineering. A proposal, regular progress reports and meetings with a faculty advisor, a written thesis, and a presentation are required. Seniors in BAS or Department Permission.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

BE 498 Senior Thesis in Biomedical Science
Second semester of a year-long project. Seniors in BAS or Department Permission.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

BE 502 From Biomedical Science to the Marketplace
This course explores, through own work (this is, own discovery) the transition from fundamental knowledge to its ultimate application in a clinical device or drug. Emphasis is placed upon factors that influence this transition and upon the integrative requirements across many fields necessary to achieve commercial success. Special emphasis is placed upon entrepreneurial strategies, intellectual property, and the FDA process of proving safety and efficacy. Graduate students or permission of the instructor.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

BE 504 Biological Data Science II: Data Mining Principles for Epigenomics
This course will teach upper level undergraduates and graduate students how to answer biological questions by harnessing the wealth of genomic and epigenomic data sets generated by high-throughput sequencing technologies. Graduate students or permission of the instructor
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

BE 510 Biomechanics and Biotransport
The course is intended as an introduction to continuum mechanics in both solid and fluid media, with special emphasis on the application to biomedical engineering. Once basic principles are established, the course will cover more advanced concepts in biosolid mechanics that include computational mechanics and bio-constitutive theory. Applications of these advanced concepts to current research problems will be emphasized.
Course usually offered in spring term
Prerequisites: MATH 241, BE 200, 350
Activity: Lecture
1.0 Course Unit

BE 512 Bioengineering III: Biomaterials
This course provides a comprehensive background in biomaterials. It covers surface properties, mechanical behavior and tissue response of ceramics, polymers and metals used in the body. It also builds on this knowledge to address aspects of tissue engineering, particularly the substrate component of engineering tissue and organs. General Chemistry, basic biomechanics.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

BE 514 Rehab Engineering and Design
Students will learn about problems faced by disabled persons and medical rehabilitation specialists, and how engineering design can be used to solve and ameliorate those problems. The course combines lectures, multiple design projects and exercises, and field trips to clinical rehabilitation facilities. Students will have substantial interaction with clinical faculty, as well as with patients. Prerequisite: Graduate students or permission of the instructor.
Course usually offered in fall term
Also Offered As: IPD 504
Activity: Lecture
1.0 Course Unit

BE 515 Bioengineering Case Studies
This course has the unofficial title 'What Makes Medical Technology Work?' We will examine biomedical devices and technologies with significant engineering components for use in breast cancer detection, for minimally invasive treatment of cancer and other disease, and applied neuroscience technologies for rehabilitation. Various factors that determine the success of particular medical systems will be discussed, including the 'fit' of the technology with a medical need, testing for safety and efficacy, FDA premarket approval requirements, clinical studies used to assess the technology for evidence-based medicine. The class will examine successful and unsuccessful examples of these technologies. The course will require extensive reading of papers from the professional literature, group presentations and papers. BE seniors and graduate students are encouraged to enroll. Graduate students or permission of the instructor.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
BE 516 Introduction to High-Performance Scientific Computing
Research problems in the domain of physical, biological and biomedical sciences and engineering often span multiple time and length-scales from the molecular to the organ/organism, owing to the complexity of information transfer underlying biological mechanisms. Multiscale modeling (MSM) and high-performance scientific computing (HPC) have emerged as indispensable tools for tackling such complex problems. However, a paradigm shift in training is now necessary to leverage the rapid advances, and emerging paradigms in HPC — GPU, cloud, exascale supercomputing, quantum computing — that will define the 21st century. This course is a collaboration between Penn, UC Berkeley, and the Extreme Science and Engineering Discovery Environment (XSEDE) which administers several of the federally funded research purpose supercomputing centers in the US. It will be taught as a regular 1 CU course at Penn by adopting a flip-classroom/active learning format. The course is designed to teach students how to program parallel architectures to efficiently solve challenging problems in science and engineering, where very fast computers are required either to perform complex simulations or to analyze enormous datasets. The course is intended to be useful for students from many departments and with different backgrounds, e.g., scholar of Penn Institute for Computational Science, although we will assume reasonable programming skills in a conventional (non-parallel) language, as well as enough mathematical skills to understand the problems and algorithmic solutions presented.
Taught by: Ravi Radhakrishnan
One-term course offered either term
Activity: Lecture
1.0 Course Unit

BE 518 Optical Microscopy
Course usually offered in fall term
Prerequisite: MATH 240
Activity: Lecture
1.0 Course Unit

BE 521 Brain-Computer Interfaces
The course is geared to advanced undergraduate and graduate students interested in understanding the basics of implantable neuro-devices, their design, practical implementation, approval, and use. Reading will cover the basics of neural signals, recording, analysis, classification, modulation, and fundamental principles of Brain-Machine Interfaces. The course will be based upon twice weekly lectures and 'hands-on' weekly assignments that teach basic signal recording, feature extraction, classification and practical implementation in clinical systems. Assignments will build incrementally toward constructing a complete, functional BMI system. Fundamental concepts in neurosignals, hardware and software will be reinforced by practical examples and in-depth study. Guest lecturers and demonstrations will supplement regular lectures. BE 301 (Signals and Systems) or equivalent, computer programming experience, preferably MATLAB (e.g., as used the BE labs, BE 310). Some basic neuroscience background (e.g. BIOL 215, BE 305, INSC core course), or independent study in neuroscience, is required. This requirement may be waived based upon practical experience on a case by case basis by the instructor.
Course usually offered in spring term
Also Offered As: NGG 521
Activity: Lecture
1.0 Course Unit

BE 530 Theoretical Neuroscience.
This course will develop theoretical and computational approaches to structural and functional organization in the brain. The course will cover: (i) the basic biophysics of neural responses, (ii) neural coding and decoding with an emphasis on sensory systems, (iii) approaches to the study of networks of neurons, (iv) models of adaptation, learning and memory, (v) models of decision making, and (vi) ideas that address why the brain is organized the way that it is. The course will be appropriate for advanced undergraduates and beginning graduate students. Knowledge of multivariable calculus, linear algebra and differential equations is required (except by permission of the instructor). Prior exposure to neuroscience and/or Matlab programming will be helpful.
Taught by: Vijay Balasubramanian
Course usually offered in spring term
Also Offered As: BIBB 585, NGG 594, PHYS 585, PSYC 539
Activity: Lecture
1.0 Course Unit

BE 537 Biomedical Image Analysis
This course covers the fundamentals of advanced quantitative image analysis that apply to all of the major and emerging modalities in biological/biomaterials imaging and in vivo biomedical imaging. While traditional image processing techniques will be discussed to provide context, the emphasis will be on cutting edge aspects of all areas of image analysis (including registration, segmentation, and high-dimensional statistical analysis). Significant coverage of state-of-the-art biomedical research and clinical applications will be incorporated to reinforce the theoretical basis of the analysis methods. Prerequisite: Mathematics through multivariate calculus (MATH 241), programming experience, as well as some familiarity with linear algebra, basic physics, and statistics.
One-term course offered either term
Also Offered As: CIS 537
Activity: Lecture
1.0 Course Unit
BE 540 Biomolecular and Cellular Engineering
This course will introduce concepts and methods for the quantitative understanding of molecular and cellular phenomena. Topics include molecular recognition, receptor-ligand binding, viral infection, signal transduction, cell adhesion, motility, and cytoskeletal dynamics. The course requires mathematics at the level of differential equations, and some knowledge of Matlab programming. A basic knowledge of cell biology is suggested, although not required.
One-term course offered either term
Also Offered As: CBE 540
Activity: Lecture
1.0 Course Unit

BE 541 Engineering and Biological Principles in Cancer
This course provides an integrative framework and provides a quantitative foundation for understanding molecular and cellular mechanisms in cancer. The topics are divided into three classes: (1) the biological basis of cancer; (2) cancer systems biology; and (3) multiscale cancer modeling. Emphasis is placed on quantitative models and paradigms and on integrating bioengineering principles with cancer biology. Prerequisite: Seniors in BE or permission of the instructor.
Course usually offered in spring term
Also Offered As: CBE 541
Activity: Lecture
1.0 Course Unit

BE 546 Fundamental Techniques of Imaging I
This course covers the fundamentals of modern techniques in biological and in vivo biomedical imaging. This practical course consists of a series of hands-on lab exercises, covering major imaging modalities, but also extends to non-radiology modalities of interest in biological, pathological or animal imaging (e.g., optical imaging). Topics include x-ray, mammography, CT, proton therapy, radiation safety and brachytherapy. The emphasis will be on hands-on aspects of all areas of imaging and imaging analysis. Small groups of students will be led by a faculty member with technical assistance as appropriate. Graduate students or permission of the instructor.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

BE 547 Fundamental Techniques of Imaging 2 (BE 483/583 or MMP 507 preferred).
This laboratory course covers the fundamentals of modern medical imaging techniques. Students will participate in a series of hands-on exercises, covering the principals of X-ray imaging, CT imaging, photoacoustic imaging, diffusion tensor imaging, localized magnetic resonance (MR) spectroscopy, MR contrast agents, diffuse optical spectroscopy, and bioluminescence imaging. Each lab is designed to reinforce and expand upon material taught in BE483/583 Molecular Imaging and MMP507 Physics of Medical Imaging Graduate students or permission of the instructor.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

BE 550 Continuum Tissue Mechanics
This course introduces tensor calculus and continuum mechanics, with a focus on finite-deformation behavior of biological tissues including skin, tendon/ligament, cartilage, bone, blood vessels, nerves. Senior/Graduate Student in Bioengineering or permission of the instructor.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

BE 551 Biomicrofluidics
The focus of this course is on microfluidics for biomedical applications. Topics to be covered in the first half of this course include microscale phenomena, small-scale fabrication techniques, and sensing technologies that are often leveraged in the development of microfluidic systems for the study of biomolecules, cells, tissues, and organs in living biological systems. In the second half of this course, strong emphasis will be placed on the application of microfluidics in cell biology, bioanalytical chemistry, molecular biology, tissue engineering, and drug discovery. Prerequisite: Experience with an undergraduate level fluid mechanics course is preferred. Examples of relevant SEAS courses include BE 350 (Biotransport), CBE 350 (Fluid Mechanics), and MEAM 302 Fluid Mechanics).
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

BE 553 Principles, Methods, and Applications of Tissue Engineering
Tissue engineering demonstrates enormous potential for improving human health. This course explores principles of tissue engineering, drawing upon diverse fields such as developmental biology, cell biology, physiology, transport phenomena, material science, and polymer chemistry. Current and developing methods of tissue engineering, as well as specific applications will be discussed in the context of these principles. A significant component of the course will involve review of current literature within this developing field. Graduate Standing or instructor's permission.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

BE 554 Engineering Biotechnology
Advanced study of re DNA techniques; bioreactor design for bacteria, mammalian and insect culture; separation methods; chromatography; drug and cell delivery systems; gene therapy; and diagnostics.
Course usually offered in spring term
Also Offered As: CBE 554
Activity: Lecture
1.0 Course Unit
BE 555 Nanoscale Systems Biology
Nano-science and engineering approaches to systems in biology are of growing importance. They extend from novel methods, especially microscopies that invite innovation to mathematical and/or computational modeling which incorporates the physics and chemistry of small scale biology. Proteins and DNA, for example, are highly specialized polymers that interact, catalyze, stretch and bend, move, and/or store information. Membranes are also used extensively by cells to isolate, adhere, deform, and regulate reactions. In this course, students will become familiar with cell & molecular biology and nanobiotechnology through an emphasis on nano-methods, membranes, molecular machines, and ‘polymers’ - from the quantitative perspectives of thermodynamics, statistical physics, and mechanics. We specifically elaborate ideas of energetics, fluctuations and noise, force, kinetics, diffusion, etc. on the nano- thru micro- scale, drawing from very recent examples in the literature. Laboratory experiments will provide hands-on exposure to microscopies in a biological context (eg. fluorescence down to nano-scale, AFM), physical methods (eg. micromanipulation, tracking virus-scale particles or quantum dots), and numerical problems in applied biophysics, chemistry, and engineering. A key goal of the course is to familiarize students with the concepts and technology (plus their limitations) as being employed in current research problems in nanoscale systems biology, extending to nanobiotechnology.
Prerequisite: Background in Biology, Physics, Chemistry or Engineering with coursework in Thermodynamics or permission of the instructor. Taught by: Discher
Course usually offered in fall term
Also Offered As: CBE 555, MEAM 555
Activity: Lecture
1.0 Course Unit

BE 558 Principles of Biological Fabrication
BE 558 introduces methodological approaches that are currently used for the de novo construction of biological molecules - primarily, nucleic acids and proteins - and how to use these molecules to engineer the properties of cells and intact tissue. By the end of the semester, students should (i) possess a molecular-scale understanding of key biological synthesis (ii) and assembly processes, (ii) gain an intuition for how to create novel (iii) methodologies based on these existing processes, and (iii) appreciate (iv) the drivers of technology adoption (e.g. cost, time, ease, and (v) reproducibility). Throughout the course, we will place the material in context of applications in bioengineering and human health, including: protein engineering, drug discovery, synthetic biology & optogenetics, bio-inspired materials, and bio-electronic devices. Graduate standing or permission of the instructor. Undergraduate level biology, physics and chemistry.
Course offered fall; odd-numbered years
Activity: Lecture
1.0 Course Unit

BE 559 Multiscale Modeling of Chemical Systems
This course provides theoretical, conceptual, and hands-on modeling experience on three different length and time scales - (1) electronic structure (Å, ps); (2) molecular mechanics (100A, ns); and (3) deterministic and stochastic approaches for microscale systems (um, sec). Students will gain hands-on experience, i.e., running codes on real applications together with the following theoretical formalisms: molecular dynamics, Monte Carlo, free energy methods, deterministic and stochastic modeling. Prerequisite: Undergraduate courses in numeral analysis and statistical mechanics.
Course not offered every year
Also Offered As: CBE 559, SCMP 559
Activity: Lecture
1.0 Course Unit

BE 561 Musculoskeletal Biology and Bioengineering
The goal of this course is to educate students in core principles and expose them to cutting-edge research in musculoskeletal biology and bioengineering through (1) lectures covering the basic engineering principles, biological fundamentals, and clinical practices involved in the function, repair, and regeneration of the musculoskeletal tissues; (2) critical review and presentation by student groups of recent and seminal publications in the field related to the basic science, translation, and clinical practice of musculoskeletal biology and bioengineering, with discussion input by faculty members with relevant expertise. This course will place an emphasis on delivering multidisciplinary knowledge of cell and molecular biology, mechanics, material science, imaging, and clinical medicine as it relates to the field of musculoskeletal bioengineering and science. Graduate student standing in Engineering and/or CAMB. Undergraduate students with permission of the instructor.
Course offered fall; odd-numbered years
Activity: Lecture
1.0 Course Unit

BE 562 Drug Discovery and Development
Intro to Drug Discovery; Overview of Pharmaceutical Industry and Drug Development Costs, Timelines; High Throughput Screening (HTS); Assay Design and Sensitivity Solid Phase Synthesis and Combinatorial Chemistry; Enzyme Kinetics; Fluorescence, Linearity, Inner-filter effect, quenching; Time dynamics of a Michaelis-Menten Reaction; Competitive Inhibitor; FLINT, FRET, TRF, FF; SPA, alpha-screen; Enzyme HTS (protease); Cell based screening; Fura-2 ratio, loading signaling; Gfpcalmodulin-gfp integrated calcium response; Estrogen/ERE-Luc HTS; Problems with cell based screening (toxicity, permeability, nonspecificity); Instrumentation, Robotics/Automation; Z-factor; SAR, Positioning Scanning; Microarray HTS; IC50, % Conversion in HTS and IC50, Assay Optimization.
Course usually offered in fall term
Also Offered As: CBE 562
Activity: Lecture
1.0 Course Unit

BE 565 Developmental Engineering of Tissues
This course discusses systems biology approaches to understanding tissue development, homeostasis, and organogenesis. Emphasis is placed on modern technologies, models, and approaches to understanding collective cell behaviors that sculpt tissue form and function, placing developmental principles within an engineering framework. We will consider morphogenetic, mechanobiology, and microengineering/sensing analyses. Senior Standing in Bioengineering or permission of the instructor.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
BE 566 Networked Neuroscience
The human brain produces complex functions using a range of system components over varying temporal and spatial scales. These components are couples together by heterogeneous interactions, forming an intricate information-processing network. In this course, we will cover the use of network science in understanding such large-scale and neuronal-level brain circuitry. Prerequisite: Graduate standing or permission of the instructor. Experience with Linear Algebra and MATLAB.
Course usually offered in spring term
Also Offered As: ESE 566
Activity: Lecture
1.0 Course Unit

BE 567 Mathematical Computation Methods for Modeling Biological Systems
This course will cover topics in systems biology at the molecular/cellular scale. The emphasis will be on quantitative aspects of molecular biology, with possible subjects including probabilistic aspects of DNA replication, transcription, translation, as well as gene regulatory networks and signaling. The class will involve analyzing and simulating models of biological behavior using MATLAB. Prerequisite: Graduate standing or permission of the instructor.
One-term course offered either term
Also Offered As: AMCS 567, GCB 567
Activity: Lecture
1.0 Course Unit

BE 568 Causality for Medicine and Biology
The goal of this course is to introduce students to the analysis of data which aims at understanding causal relations. Within biomedical research there are randomized experiments that effortlessly get at certain kinds of causality but generally only allow low-dimensional probing. There are also observational studies that generally do not meaningfully get at causality. The field of econometrics has worked out a great deal of approaches that meaningfully allow the estimation of causality without randomized experiments. This set of techniques is largely unknown in much of biology and medicine. We will thus review the econometric approaches with an eye towards applications to biology and medical problems. We will also review ways of infusing these techniques with machine learning approaches to obtain more meaningful estimates.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

BE 569 Systems Biology of Cell Signaling Behavior
This course discusses the principles of cell signaling and cell decisions. We start from a molecular description of cell signaling components. The course builds towards understanding how their interactions govern cell and tissue behavior and how these processes can breakdown in disease. We conclude with a survey of modern approaches to analyze and manipulate signaling networks to study and control biological systems. Graduate, Junior or Senior standing in Bioengineering or permission of the instructor.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

BE 570 Biomechatronics
Mechatronics is the combination of mechanical, electrical and computer engineering principles in the design of electromechanical systems. Biomechatronics is the application of these principles to human biology and includes orthopaedic, hearing, respiratory, vision and cardiovascular applications. In this hands-on, project-based course, these biomechatronic systems will be explored. Students will learn the basic mechanical and electrical elements needed to complete a biomechatronic design challenge including basic circuits, design considerations, material fabrication, microcontrollers and mechanisms (e.g. converting rotational motion into linear motion). Students will carry out a final design project utilizing these building blocks. A first course in programming (Matlab and/or C++ preferred), Senior standing in BE or permission of the instructor
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

BE 571 The Goals of Scientific Inquiry
A key skill needed for a successful career in engineering and applied science is the ability to capitalize on current advances in technology (e.g., big data, data science, machine learning) to solve important problems. To gain this ability a student must go beyond an understanding of the technology itself, and instead must achieve the more challenging capacity to identify tractable problems, to formulate good questions, to initiate big ideas, to guide the advancement of science. In this course, we provide a broad and rich perspective on science as a field, laying the critical groundwork for just such achievements. Prerequisites: The course is open to all graduate students. Undergraduates must have passed Math 241, ENM 375 or equivalent, CIS 120 or higher, and PHYS 141. PHIL 025 or similar is beneficial but not required.
Taught by: Bassett, D
Course offered spring; even-numbered years
Activity: Lecture
1.0 Course Unit

BE 573 Special Topics in Bioengineering - 1
This special topics course will focus on emerging topics in Bioengineering at the molecular and cellular level covering genomics, epigenetics, molecular and cellular systems with focus on immunology, cancer, neuroengineering, biomechanics, and other facets of bioengineering
Taught by: BE Staff
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

BE 574 Special Topics in Bioengineering - 2
This special topics course will focus on emerging topics in Bioengineering at the macroscale from organ to population level covering genomics, epigenetics, molecular and cellular systems with focus on immunology, cancer, neuroengineering, biomechanics, and other facets of bioengineering
Taught by: BE Staff
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
BE 576 The Cell as a Machine
The course is a general survey of cell mechanics, emphasizing problem-based and hypothesis-testing approaches. It is based on the concept that the cell is a complex machine, and that the cell can therefore be understood by first understanding principles of complex functions in robust machines, and then understanding the design and operation of complex functions specifically in cells. The course has been offered internationally for many years using a reverse-classroom format. Lectures, which are given primarily by Michael Sheetz, former director of the Mechanobiology Institute at the National University of Singapore, are pre-recorded and viewed independently by students, who also do outside reading and prepare questions in advance of a live, remote, 2 hour question/discussion session with Dr. Sheetz. The Penn course directors are present at all question/discussion sections, and lead tutorials on site. Homework and exams are graded, and Penn course directors will review them for consistency. Other sites that will be involved in the course in the coming year include Columbia, MIT, and Berkeley. Graduate Standing or permission of the instructor. Course usually offered in fall term Activity: Lecture 1.0 Course Unit Notes: Auditors not permitted

BE 578 Principles of Controlled Release Systems
This course provides a basic understanding of the engineering of controlled release systems specifically geared towards the development of formulations for drug delivery, which stands as a 114 billion dollar industry. The course focuses on topics at the interface between engineering and medicine, such as biomaterials, pharmacokinetics, polymer chemistry, reaction kinetics, and transport phenomena. Design of controlled release systems for transdermal, aerosol, oral, gene, and targeted cellular delivery are discussed with emphasis placed on fabrication, US FDA regulatory considerations, and the relevant physiological milieu. The course comprises (1) foundational lectures that provide the basic tools for the student to elaborate a controlled delivery system, (2) an overview of key current research on biomedical controlled release systems for different pathologies and body compartments, (3) an elevator pitch competition for original ideas that use controlled release systems, and (4) a project; plan and presentation to implement the pitched controlled release; system idea to practice design and problem-solving skills and practice basic elements of business proposal. Graduate students and senior standing in Bioengineering, Chemical and Biomolecular Engineering, or permission of the instructor. Course usually offered in fall term Activity: Lecture 1.0 Course Unit

BE 581 Techniques of Magnetic Resonance Imaging
Detailed introduction to the physics and engineering of magnetic resonance imaging as applied to medical diagnosis. Covered are magnetism spatial encoding principles, Fourier analysis, spin relaxation, imaging pulse sequences and pulse design, contrast mechanisms, chemical shift, flow encoding, diffusion and perfusion, and a discussion of the most relevant clinical applications. Taught by: Song and Wehrli Course offered spring; odd-numbered years Also Offered As: BMB 581 Activity: Lecture 1.0 Course Unit

BE 583 Physics of Medical / Molecular Imaging
Physical principles of diagnostic radiology, fluoroscopy, computed tomography; principles of ultrasound and magnetic resonance imaging; radioisotope production, gamma cameras, SPECT systems, PET systems; diagnostic and nuclear medicine facilities and regulations. The course includes a component emphasizing the emerging field of molecular imaging. Course usually offered in fall term Also Offered As: BE 483, MPH 602 Prerequisite: MATH 241 AND BIOL 215 AND BE 305 Activity: Lecture 1.0 Course Unit

BE 584 Mathematics of Medical Imaging and Measurements
In the last 25 years there has been a revolution in image reconstruction techniques in fields from astrophysics to electron microscopy and most notably in medical imaging. In each of these fields one would like to have a precise picture of a 2 or 3 dimensional object which cannot be obtained directly. The data which is accessible is typically some collection of averages. The problem of image reconstruction is to build an object out of the averaged data and then estimate how close the reconstruction is to the actual object. In this course we introduce the mathematical techniques used to model measurements and reconstruct images. As a simple representative case we study transmission X-ray tomography (CT). In this context we cover the basic principles of mathematical analysis, the Fourier transform, interpolation and approximation of functions, sampling theory, digital filtering and noise analysis. Course not offered every year Also Offered As: AMCS 584, MATH 584 Prerequisite: MATH 114 AND MATH 360 OR MATH 508 AND MATH 361 OR MATH 509 Activity: Lecture 1.0 Course Unit

BE 597 Master's Thesis Research
For students working on an advanced research program leading to the completion of master's thesis. One-term course offered either term Activity: Masters Thesis 1.0 Course Unit

BE 599 Master's Independent Study
The purpose of BE 599 is to allow a student to create a customized curriculum to study material beyond or outside the scope of our standard BE course offerings. Independent study is NOT a research or design project, it is a one-on-one or small-group course with a professor. The course should require an effort comparable to that of a regular course, about 10-12 hours per week. A paper or presentation is required One-term course offered either term Activity: Independent Study 1.0 Course Unit
**BE 608 Commercializing Translational Therapeutics**
To provide an in-depth view of the process by which scientific discoveries are commercialized. This course covers discovery in the laboratory, technology transfer, regulatory, financial, and managerial issues involved in moving a technology from the lab into the market place. The course contents fall into three broad categories: (1) examples of scientific discoveries that are candidates for commercialization, (2) fundamental elements of technology transfer, such as intellectual property protection and licensing, and (3) aspects of commercialization, such as regulatory approval, financing, and startup formation. In using this structure, the course provides parallel coverage of both the science and the commercialization process, in such a way that the elements of one contribute to the student’s experience in learning the other. Prerequisite: Undergraduates and graduate students in other departments are welcome. Please contact mmaxwell@upenn.edu to request permission to request permission to register. Taught by: Nalaka Gooneratne, MD Also Offered As: MTR 620 Activity: Lecture 1.0 Course Unit

**BE 640 The Extracellular Matrix**
This course is geared towards first and second year graduate students in BGS/CAMB and SEAS/BE with an interest in the interface of extracellular matrix (ECM) cell biology and biomechanics. Students will learn about the ECM and adhesion receptors and their impact on the cytoskeleton and signaling, as well as fundamental concepts in biomechanics and engineered materials. We will discuss how these topics can inform the study of cell biology, physiology and disease. An additional objective of the course is to give students experience in leading critical discussions and writing manuscript reviews. Invited outside speakers will complement the strengths of the Penn faculty. Taught by: R. Mauck, R. Wells. Course offered spring; even-numbered years Also Offered As: CAMB 703 Prerequisite: BIOM 600 Activity: Lecture 1.0 Course Unit

**BE 650 Advanced Biomedical Imaging Applications**
The course will cover a broad range of biomedical imaging technologies including X-ray, MRI, US, molecular and optical imaging. The curriculum will focus on the design of biomedical imaging based research studies spanning from basic technology development through clinical trials. This discussion oriented course is expected prepare students for integrating imaging technology and biomedical concepts to answer biological and medical questions. Course usually offered in fall term Activity: Lecture 1.0 Course Unit

**BE 662 Advanced Molecular Thermodynamics**
This course begins with a brief review of classical thermodynamics, including the development of Maxwell relationships and stability analysis. The remainder of the course develops the fundamental framework of statistical mechanics, then reviews various related topics including ideal and interacting gases, Einstein and Debye models of crystals, lattice models of liquids, and the basis of distribution function theory. Course usually offered in fall term Also Offered As: CBE 618, MEAM 662 Activity: Lecture 1.0 Course Unit

**BE 699 Bioengineering Seminar**
This is a required course for BE PhD candidates and involves attendance at seminars related to bioengineering topics, which can be either within the departmental seminar series or through other relevant seminar series on campus. The goal is to expose students to a breadth of bioengineering topics beyond their specific dissertation work. Students are required to submit summaries of the attended seminars to receive course credit. One-term course offered either term Activity: Seminar 0.5 Course Units

**BE 711 Integrative plant and animal mechanobiology**
This course aims to provide students with an understanding of biomechanics that spans the plant and animal kingdoms, with the goal of emphasizing principles common to both. Major concepts include 1) Plant and Animal Cell Biology; 2) Solid, Fluid, and Transport Mechanics; and 3) Integrating Biology and Mechanics - Big Questions. In addition to lectures, there will be two journal article discussion sections. Most lectures will be given by Penn faculty, although selected topics (particularly in plant biology and mechanics) will be covered by faculty at other sites through lectures broadcast remotely. The Penn director will be present at all sessions of the class. Undergraduates require special permission from the director. Taught by: Rebecca Wells Course usually offered in fall term Also Offered As: CAMB 711 Activity: Lecture 1.0 Course Unit

**BE 899 PhD Independent Study**
The purpose of BE 899 is to allow a student to create a customized curriculum to study material beyond or outside the scope of our standard BE course offerings. Rather than a research or design project, BE 899 is a one-on-one or small-group course with a professor. Students must submit a proposal outlining the study area along with the professor’s approval. A paper or presentation is required. One-term course offered either term Activity: Independent Study 1.0 Course Unit Notes: Graduate Students Only

**BE 990 Masters Thesis**
For Master’s students who have completed the course requirements for the Master's degree and are strictly working to complete the Master’s Thesis leading to the completion of a Master’s degree. Permission Required.
One-term course offered either term Activity: Masters Thesis 1.0 Course Unit

**BE 995 Doctoral Dissertation Status**
Ph.D. Students register for Doctoral Dissertation Status after they have advanced to Ph.D. candidacy by completing the Candidacy Exam which consists of the Dissertation Proposal Defense.. Permission required. For Ph.D candidates only.
One-term course offered either term Prerequisites: For Ph.D. Candidates only Activity: Dissertation 1.0 Course Unit
BE 999 Thesis/Dissertation Research
For students working on an advanced research program leading to the completion of master's thesis or Ph.D. dissertation requirements.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

Bioethics (BIOE)

BIOE 282 Lying, Cheating, Stealing, and Killing: How to Think About Professional Ethic
Professionals - in business, medicine, law, and politics - face myriad ethical dilemmas in their daily work life that challenge, and sometimes conflict with, the moral commitments that guide their everyday life. This course systematically examines the ethical dimensions of these four professional roles, asking questions such as: Are there limits to what we should sell? How far should competitors go to ‘win’? Who should get ventilators in a flu pandemic? Is it morally permissible for physicians to assist in suicide? Should lawyers represent terrorists or child killers? How far does attorney-client privilege go? Is it morally justifiable to torture enemy combatants? Should politicians lie?
Taught by: Allen/Emanuel/Hirschmann/Strudler
Also Offered As: PSCI 282
Activity: Lecture
1.0 Course Unit

BIOE 401 Introduction to Bioethics
Course usually offered in fall term
Also Offered As: BIOE 601
Activity: Lecture
1.0 Course Unit

BIOE 402 Foundations of Bioethics
This course examines the various theoretical approaches to bioethics and critically assesses their underpinnings. Topics to be covered include an examination of various versions of deontological theories, utilitarianism, virtue ethics, principlism, casuistry, feminist ethics, narrative theory, and pragmatism.
Also Offered As: BIOE 602
Activity: Lecture
1.0 Course Unit

BIOE 505 Sex and Bioethics
While the topics of sex and sexuality have a long and storied history in medical culture, they have been especially complex and problematic in the past century. With the creation of distinct sexually-minded medical fields since the late 19th-century including sexology, psychiatry, and hormonal studies, medicine has also occasioned the very categories and labels of the homosexual, the hermaphrodite, the invert, and the nymphomaniac, to name a few. While medical historians and queer theorists have paid almost obsessive attention to these subjects, bioethicists have intervened to a lesser degree and on only a handful of relevant subjects. In this course, we will address the range of historical and theoretical matters that speak to this intersection of bioethics and sex, paying special attention to the health concerns of lesbian, gay, bisexual, trans, queer, and intersex (LGBTQI) persons. Who has sex with whom? What does it mean to pathologize or diagnose such desires? How do we raise the stakes when considering persons who question their sex or who are in sexual transition? And how do such questions reveal the dilemmas of bioethicists at large, not just those related to matters of sex and sexuality? Accordingly, this course will consider a range of historical and contemporary topics which speak to the bioethical dilemmas of the intersection of medicine, sex, and sexuality, including: the gay adolescent, the intersex person, gay-conversion therapies, the prospect of gay gene studies, sex addiction, and blood/organ donation policies in wake of the HIV/AIDS pandemic. Specifically, we will focus on literary sources (poetry, memoirs, diaries, and films) as well as on non-literary accounts (medical texts, bioethical scholarship, legal cases, and historical records) that explore the emotional and somatic aspects of matters related to sex and bioethics.
Activity: Lecture
1.0 Course Unit

BIOE 540 Challenging Clinical Ethics: Managing patient/caregiver conflicts through mediation.
The contemporary healthcare system in which patients, families, institutions and a multiplicity of caregivers interact over matters of life and death with legal, ethical, emotional and scientific complexities inherently gives rise to a variety of disputes. Such disputes are frequently highly charged and are often emergent in nature. In recent years, mediation has grown exponentially as a dispute resolution mechanism of choice. Not surprisingly, the success of mediation and a wider understanding of the process, has led to its application in the realm of healthcare disputes with encouraging results. This course will initially provide an overview of classical mediation theory and practice. Students will be introduced to negotiation fundamentals critical to the practice of mediation. Similarities and differences between mediation in the healthcare field, as distinct from other contexts, will be examined. All class members will participate in mediation role-plays designed to simulate disputes of the kind prevalent in healthcare landscape.
Taught by: Bergman
Course not offered every year
Activity: Lecture
1.0 Course Unit
BIOE 545 Mediation Intensive I
Students will be placed in a variety of clinical situations in which they will play the roles of disputants and mediators, with ongoing discussions and critiques of mediator performance. Each student will be videotaped during their mediation to elicit feedback from the group and to catalyze self-criticism. As distinct from the course, BIOE 540: Challenging Clinical Ethics, in which negotiation and mediation theory are taught as a prelude to clinical simulations, this course references the literature solely in relation to problems encountered in the hands-on mediation of specific cases. Students may take the mediation intensives in any order; they do not need to be taken from I to IV. Students may take all 4 intensive courses, as the material will not be repeated.

Taught by: Edward J. Bergman, Autumn Fiester, Lance Wahlert
Activity: Seminar
1.0 Course Unit

BIOE 546 Mediation Intensive II
Students will have an immersion experience, learning mediation through role-playing simulations. Note that the format is similar to Mediation Intensive I, but the Mediation Intensive II will NOT duplicate simulations. Students in this course will: learn to effectively manage clinical disputes among and between caregivers, patients, and surrogates through mediation; discover how to define problems and assess underlying interests to generate mutually acceptable options; role play in a variety of clinical situations as both disputants and mediators; practice mediation with professional actors; and receive constructive feedback in a supportive environment. Students will also be required to complete a written research paper. Students may take the mediation intensives in any order; they do not need to be taken from I to IV. Students may take all 4 intensive courses, as the material will not be repeated.

Taught by: Edward J. Bergman, Autumn Fiester, Lance Wahlert
Activity: Seminar
1.0 Course Unit

BIOE 547 Mediation Intensive III
Students will have an immersion experience, learning mediation through role-playing simulations. Note that the format is similar to Mediation Intensive I and II, but med. intensive III will NOT duplicate simulations. Students in this course will: learn to effectively manage clinical disputes among and between caregivers, patients, and surrogates through mediation; discover how to define problems and assess underlying interests to generate mutually acceptable options; role play in a variety of clinical situations as both disputants and mediators; practice mediation with professional actors; and receive constructive feedback in a supportive environment. Students will also be required to complete a written research paper. Students may take the mediation intensives in any order; they do not need to be taken from I to IV. Students may take all 4 intensive courses, as the material will not be repeated.

Taught by: Edward J. Bergman, Autumn Fiester, Lance Wahlert
Activity: Seminar
1.0 Course Unit

BIOE 548 Mediation Intensive IV
Students will have an immersion experience, learning mediation through role-playing simulations. Note that the format is similar to earlier mediation intensives but the mediation intensive IV will NOT duplicate simulations. Students in this course will: learn to effectively manage clinical disputes among and between caregivers, patients, and surrogates through mediation; discover how to define problems and assess underlying interests to generate mutually acceptable options; role play in a variety of clinical situations as both disputants and mediators; practice mediation with professional actors; use video-tapes of simulations to improve mediation techniques and strengthen interpersonal skills; receive constructive feedback in a supportive environment. Students may take the mediation intensives in any order; they do not need to be taken from I to IV. Students may take all 4 intensive courses, as the material will not be repeated.

Taught by: Edward J. Bergman, Autumn Fiester, Lance Wahlert
Activity: Seminar
1.0 Course Unit

BIOE 550 Bioethics and Society
This set of courses will deal with bioethical issues in popular culture addressed from a social science perspective. Courses to be offered include: ‘Sociology of Bioethics,’ and ‘Media and the Doctor-Patient Relationship.’ This is a topics course - for information on the topic currently being offered, please go to the course listing on the Bioethics website: http://www.med.upenn.edu/mbe.

Taught by: MERZ,JON
Course not offered every year
Activity: Lecture
1.0 Course Unit

BIOE 551 Sociological Topics in Bioethics
This set of courses will deal with bioethical issues in popular culture addressed from a social science perspective. Courses to be offered include: ‘Sociology of Bioethics,’ and ‘Media and the Doctor-Patient Relationship.’ This is a topics course - for information on the topic currently being offered, please go to the course listing on the Bioethics website: http://www.med.upenn.edu/mbe.

Course not offered every year
Activity: Lecture
1.0 Course Unit

BIOE 552 Anthropological Topics in Bioethics
This set of courses provides an introduction to the use of anthropological methods and perspective to address bioethical topics and issues. Past courses have included the ‘Sociology of Medicine,’ Medical Errors,’ and ‘Sociology of Jewish Bioethics.’ This is a topics course - for information on the topic currently being offered, please go to the course listing on the Bioethics website: http://www.med.upenn.edu/mbe.

Course not offered every year
Activity: Lecture
1.0 Course Unit

BIOE 553 Historical Topics in Bioethics
This set of courses provides a historical perspective on the field of bioethics and/or key issues or areas within the field. Courses that might be offered include the history of medicine and the history of science. This is a topics course - for information on the topics currently being offered, please go to the course listing on the Bioethics website: https://www.med.upenn.edu/ mbe.

Course not offered every year
Activity: Seminar
1.0 Course Unit
BIOE 554 Religious Topics in Bioethics
This set of courses examine the role of spirituality in the field of bioethics. Courses might be taught from a single religious perspective or provide an overview of many different perspectives. Past courses have included ‘Spirituality and Bioethics.’ This is a topics course - for information on the topics currently being offered, please go to the course on the Bioethics website: http://www.med.upenn.edu/mbc. Course not offered every year
Activity: Lecture
1.0 Course Unit

BIOE 555 Bioethics and Technology
Activity: Lecture
1.0 Course Unit

BIOE 556 Evidence in Bioethics and Health Policy
The ability to critically appraise scholarly work is a necessary skill to effectively contribute to bioethics and health policy debates, and for development and implementation of health interventions. The object of this course is to provide students with the skills needed to become fluent in reading and assessment of empirical bioethics and health service research. The course will review and evaluate a wide range of qualitative and quantitative methods utilized in bioethics, health policy, and medical research. Specifically, students will learn the conceptual rational for standard qualitative and quantitative methods, their strengths and weakness. At course completion, students should be able to critically evaluate empirical research published in top bioethics, health policy, and medical journals.
Taught by: Maclean
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

BIOE 557 Disability Bioethics
Activity: Lecture
1.0 Course Unit

BIOE 558 Reproductive Health
Whether dealing with personal decisions or public policy, reproductive health matters are almost always controversial and often intractable. It is almost 50 years since the Supreme Court decision Griswold v Connecticut ’settled’ the right to contraceptives yet the last several years have been marked by increasing legislative action and judicial review of this right. This course will explore the ethical dimensions of reproductive health controversies including: 1) the moral and legal status of the human embryo and fetus in the context of assisted reproduction, embryonic stem cell research and abortion; 2) contraception, including over-the-counter provision of emergency contraception and contraceptives and legislation challenges to contraceptive insurance coverage in the Affordable Care Act; 3) attempts to restrict access to abortion by restricting later term abortion, mandating informed consent and waiting periods, and regulating abortion clinics; 4) maternal-fetal relationship including prenatal testing and the regulation of women’s behavior while pregnant, 5) assisted reproduction and 6) global concerns such as sex selective abortion, forced abortion and sterilization and reproductive rights in relation to population dynamics and environmental concerns.
Activity: Lecture
1.0 Course Unit

BIOE 559 Speaking For Patients: Ethical Issues in Patient Advocacy
This course examines the role that activism and advocacy play in shaping health care in the United States and abroad. The course combines in-depth exploration of particular case studies–AIDS activism in the 1980s, the billion-dollar breast cancer movement, the anti-vaccine movement–with an analysis of cross-cutting questions and themes. We consider how health advocates contribute to forming personal identities around certain illnesses and conditions, how they mobilize constituents and recruit allies, and how they influence decisions about health policy, research, and practice. We also consider the implications of an increasingly professionalized health advocacy industry and ask how corporate sponsorship has changed the landscape of health activism. In addition, we examine the ethical issues involved in speaking on behalf of others, particularly those (e.g., young children, persons with intellectual disabilities) who cannot speak for themselves.
Taught by: Matthew McCoy
Activity: Lecture
1.0 Course Unit

BIOE 560 Clinical Approaches to Bioethics
This set of courses examines issues in bioethics from the perspective of the practicing clinician, physician, nurse, or other health care professional. These courses will often use case studies or clinical experience to analyze or understand contemporary problems in bioethics. An example of such a course is ‘Clinical Dilemmas Through the Life Cycle.’ This is a topics course - for information on the topics currently being offered, please go to the course listing on the Bioethics website: http://www.med.upenn.edu/mbc. Course not offered every year
Activity: Lecture
1.0 Course Unit

BIOE 561 Ethics of Science
This Bioethics course will examine ethics as it relates to science.
Taught by: Steve Joffe
Course not offered every year
Activity: Lecture
1.0 Course Unit

BIOE 562 Propaganda
A Bioethics examination of truth and persuasion in health and pandemics.
Taught by: Jon Merz
Course not offered every year
Activity: Lecture
1.0 Course Unit

BIOE 564 Social Media, Healthcare, and Medical Ethics
In this course, students will examine the conceptual and ethical challenges posed by the use of artificial intelligence, social media, and the ‘internet of things’ in healthcare contexts. The course will combine both didactics and discussion to engage students on these issues.
Taught by: Dominic Sisti
Course not offered every year
Activity: Lecture
1.0 Course Unit
BIOE 565 Rationing
You have one liver but three patients awaiting a liver transplant. Who should get the liver? What criteria should be used to select the recipient? Is it fair to give it to an alcoholic? These are some of the questions that arise in the context of rationing and allocating scarce health care resources among particular individuals, what is called micro-allocation decisions. There are also macro-allocation decisions that focus on how health care systems distributes resources across populations. Using the cases of organs for transplantation, the rationing for vaccines in a flu pandemic, and oncology drug shortages, the course will critically examine alternative theories for allocating scarce resources among individuals. Using both the need to establish priorities for global health aid and to define an essential benefit package for health insurance, the course will critically examine diverse theories for macro-allocation from cost-effectiveness analysis to age-based rationing to accountability for reasonableness.

Taught by: Ezekiel Emanuel, Harald Schmidt
Activity: Lecture
1.0 Course Unit

BIOE 566 Personal Responsibility
Activity: Lecture
1.0 Course Unit

BIOE 570 Bioethics and Policy
This set of courses will look at bioethical topics from either a legal or public policy perspective. Past courses have included: Ethics of Managed Care, Law, Medicine and Policy, and Legal Aspects of Healthcare in America. This is a topics course - for information on the topic currently being offered, please go to the course listing on the Bioethics website: http://www.med.upenn.edu/mbc.
Course not offered every year
Activity: Lecture
1.0 Course Unit

BIOE 571 Global Health Policy
This course considers various theoretical approaches to global justice and global governance and analyzes their implications for global health. The course includes two parts. The first part examines accounts of cosmopolitanism, nationalism and other theories of global justice, critically assessing duties ascribed by each that may be owed universally to all persons or confined within associative boundaries of communities or nations. The second part explores applications to global health governance encompassing consideration of human rights and the operation and accountability of global institutions such as the United Nations, the International Monetary Fund, the World Bank, and the World Health Organization. The course scrutinizes the relevance of global justice for governing the global health realm, evaluating the current global health system and proposals for reforming it.
Activity: Lecture
1.0 Course Unit

BIOE 572 Global Bioethics
According to the WHO, around 30 million people with HIV/AIDS should receive anti-retroviral treatment. But only 10 million do. Drugs containing tenofovir—the standard of care in developed countries are expensive. Stavudine-based treatments are much cheaper but have worse side-effects. Is it ethical to use stavudine-based rather than tenofovir-based treatments in sub-Saharan Africa? Smoking rates have decreased drastically in most developed countries. But they are increasing in many developing countries. Established public health measures are not implemented, and the tobacco industry pursues a range of marketing activities that would be unacceptable in developed countries. As a consequence, global deaths from smoking are expected to increase to 1bn by the end of the 21st century, with 80% of deaths in developing countries. Is industry s behavior immoral or normal in a global market?
ARDS is a disease of premature newborns. Is it ethical to test a new ARDS drug in Bolivia if the drug—if proven to be effective—will be very expensive and accessible only to the richest people in Bolivia and other developing countries? An overarching question that these different cases raise is whether there are universal ethical standards that should apply to all people, or whether regional variations should be acceptable. Universalists typically argue that there must be no double standards, and that people should be treated the same regardless of where they live. Pragmatists raise concerns about moral imperialism, neo-colonialism, or insufficient respect for cultural or other differences. Increasing globalization fuels debates about which of competing sets of moral standards is the right one. Looking at a range of diverse cases including healthcare research, health policy, flu pandemics, family planning, smoking and obesity policy, and genetically modified crops, this course explores controversies in the cross winds of market forces, politics and ethics, and examines the roles and responsibilities of key actors and international policy guidance.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

BIOE 575 Health Care Reform and the Future of the American Health Care System
Under stress from COVID-19, this course provides students with a rigorous understanding of the current American health care system and how it is likely to evolve over the next decade. The course will focus on six topics: 1) the development of the current health care system; 2) challenges of health care costs, quality, and access; 3) lessons of previous attempts to reform the system including the Affordable Care Act (ACA); 4) analysis of current policies regarding provider payment, technology, and electronic health records and how various sectors (e.g. public health and hospitals) are evolving in the current system; 5) impact of COVID-19 on health care delivery and finance, and 6) future megatrends in American health care system. Throughout the course, lessons will integrate basic health economics, history, health policy, and politics to elucidate key principles for understanding the health care system. The course will also examine at least one other country’s health system for comparison. The course will end with a consideration of the long-term outlook for the structure of the US health system and potential reforms.
Taught by: Emanuel,Schwartz
Course usually offered in fall term
Also Offered As: HCMG 250, HCMG 850
Activity: Lecture
1.0 Course Unit

BIOE 578 Bioethics and Human Rights
Activity: Lecture
1.0 Course Unit
BIOE 580 Research Ethics
This class is intended to give students a broad overview of research ethics and regulation. The students will come out of the class with an understanding of the moral bases of scientific ethics and the historical evolution of biomedical research ethics. Students will be fully conversant with the development, implementation, and limitation of US human subjects regulation. The course will include reading assignments and lectures addressing the following topics: ethics and morality in science, science in society; scientific integrity; misconduct: from FFP to MIM; conflicts of interest; collegiality, publication, and authorship; ethics codes and regulation; research with human subjects; historical review of human experimentation; human subjects regulation (HHS, FDA), Institutional Review Boards; informed consent, waivers, vulnerable populations, privacy and the confidentiality of records; and research on animals.
Taught by: Merz
Course not offered every year
Activity: Lecture
1.0 Course Unit

BIOE 590 Philosophical Topics in Bioethics
This set of courses provides a philosophical perspective on bioethical topics and issues. This can include courses that integrate ethical theory with concern for particular applications of theory or conceptual issues in medicine, health care, and the life sciences. Past courses have included Philosophy of Death and Dying, Genetics and Ethics, Philosophy of Medicine, Pragmatic Bioethics, and Feminism and Bioethics. This is a topics course - for information on the topics currently being offered, please go to the course listing on the Bioethics website: http://www.med.upenn.edu/mbi.
Course not offered every year
Activity: Lecture
1.0 Course Unit

BIOE 601 Introduction to Clinical Bioethics
This course is intended to serve as a broad introduction to the field of bioethics. The course will focus on three of the most important areas in bioethics: Genetics & Reproduction, Human Experimentation, and End-of-Life. Each module of the course will cover essential bioethics concepts, relevant legal cases, and classical readings of that theme. Each module will include one guest lecture from our distinguished bioethics faculty.
Taught by: Fiester
Course usually offered in fall term
Also Offered As: BIOE 401
Activity: Lecture
1.0 Course Unit

BIOE 602 Conceptual Foundations in Bioethics
This course examines the various theoretical approaches to bioethics and critically assesses their underpinnings. Topics to be covered include an examination of various versions of deontological theories, utilitarianism, virtue ethics, principlism, casuistry, feminist ethics, narrative theory, and pragmatism.
Course usually offered in spring term
Also Offered As: BIOE 402
Activity: Lecture
1.0 Course Unit

BIOE 603 Clinical Ethics
This course will familiarize participants with the basic modes and styles of ethics in clinical medical settings. Participants will read the major philosophical and sociological discussions on the scope and meaning of clinical ethics. Issues of particular concern will include, but are not limited to, the meaning of professional moral expertise and its professional roots, the range of possible kinds of moral intervention in clinical settings, the meaning of responsibility for the clinical ethicist, the arguments against formalized or certified clinical consultation, and significant concepts in clinical ethics, including end-of-life issues. Students will be required to complete an introductory clinical experience, rounding in units of HUP or CHOP. This seminar is open to graduate students in the Master of Bioethics program and in the health care professions. Please contact the Department of Medical Ethics for permission to register.
Course not offered every year
Activity: Lecture
1.0 Course Unit

BIOE 605 Mentored Research I
Activity: Masters Thesis
1.0 Course Unit

BIOE 606 Mentored Research II
Activity: Masters Thesis
1.0 Course Unit

BIOE 607 Mentored Research III
Activity: Masters Thesis
1.0 Course Unit

BIOE 608 Mentored Research IV
Activity: Masters Thesis
1.0 Course Unit

BIOE 996 Master of Bioethics Capstone
This course serves the final MBE project. This course requires students to work with faculty to produce original research that is of publishable quality. Past students have published in Nature, Science, and other prominent journals. This course is only open to students in the Master of Bioethics program.
Taught by: Lance Wahlert
Course offered summer, fall and spring terms
Activity: Masters Thesis
1.0 Course Unit

BIOE 999 Independent Study
This course is only open to students in the Master of Bioethics program.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Biological Basis of Behavior (BIBB)

BIBB 030 Neurobiology of Brain Disorders
The human brain is clearly the most complicated and magical organ in the body. We don't completely understand how it works, but we do know, unfortunately, fora variety of reasons, the human brain is prone to failure, either by acute injury, chronic degeneration, genetic flaws in its composition, or unknown disturbances in its behavior. Diseases of the brain can take many forms but are all uniformly devastating for individuals, families, and our society, and are also very costly. This course will explore the ways in which various brain disorders (both neurological and psychiatric) manifest themselves and discuss their underlying neurobiological mechanisms. In addition, the social and economic impact of these diseases in society will be considered, as well as some well publicized political issues surrounding many of these brain disorders.
Taught by: Dichter
Activity: Seminar
1.0 Course Unit

BIBB 050 Forensic Neuroscience
Progress in behavioral neuroscience and brain imaging techniques, such as functional and structural Magnetic Resonance Imaging (MRI) and Positron Emission Tomography (PET) has forced the courts to reconsider the role of behavioral sciences in courtroom decision-making. The goal of this course is to enable students to understand and interpret the use of behavioral neuro evidence in the justice system. The course will introduce the students to the relevant behavioral neuroscience constructs, principles of brain imaging and rules of scientific evidence. Students will be asked to use this introductory knowledge to critically evaluate the use of brain imaging and other behavioral neuroscience techniques as evidence in representative legal cases. For each case, students will serve as neuroscience experts for the defense or prosecution and prepare, present and defend their testimony against the opposing team. Through this course, students will develop the ability to critically evaluate brain imaging and other neuroscience data in forensic and legal settings.
Taught by: Langleben
Activity: Seminar
1.0 Course Unit

BIBB 060 Music and the Brain
Every human culture that has ever been described makes some form of music. The musics of different cultures cover a wide range of styles, but also display fascinating similarities, and a number of features are shared by even the most disparate musical traditions. Within our own culture, music is inescapable—there are very few individuals who do not listen to some form of music every day and far more who listen to music virtually all day long. Appreciation of music comes very early: newborns prefer music to normal speech and mothers all over the world sing to their babies in a fundamentally similar way. And yet, despite this seeming ubiquity, the real origin and purpose of music remains unknown. Music is obviously related to language, but how? Why do so many cultures make music in such fundamentally similar ways? What goes into the formation of music ‘taste’ and preferences? Does music have survival value, or is it merely ‘auditory cheesecake’, a superfluous byproduct of evolution as some critics have maintained? What is the nature of musical ability and how do musicians differ from non-musicians? In this course, we will look for answers by looking at the brain. Almost 200 years of scientific research into brain mechanisms underlying the production and appreciation of music is beginning to shed light on these and other questions. Although the sciences and the arts are often seen as entirely separate or even in opposition, studying the brain is actually telling us a lot about music, and studying music is telling us just as much about the brain.
Taught by: Kaplan
Activity: Seminar
1.0 Course Unit

BIBB 090 Your Brain on Food
What motivates us to eat? Why do many of us eat even in the absence of hunger? How do our food preferences and habits form? And how can eating transition from regulated to dysregulated? This seminar class investigates these questions and many others, with a focus on how our brains regulate food intake. We will explore the neuroscience behind eating, as well as the genetic, psychological, social, cultural, and societal influences that shape our behavior. Through readings, assignments, and class discussions, we will navigate the biological forces behind normal eating, as well as how eating becomes disordered in diseases like obesity and eating disorders. Through this course, students will learn about behavioral neuroscience research from human and animal studies and will develop critical thinking, reading, and writing skills. There are no prerequisites except for a love of food.
Taught by: Alhadeff
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

BIBB 109 Introduction to Brain and Behavior
Introduction to the structure and function of the vertebrate nervous system. We begin with the cellular basis of neuronal activities, then discuss the physiological bases of motor control, sensory systems, motivated behaviors, and higher mental processes. This course is intended for students interested in the neurobiology of behavior, ranging from animal behaviors to clinical disorders.
For BA Students: Living World Sector
Taught by: Kane and McLean
One-term course offered either term
Also Offered As: BIOL 109, PSYC 109
Activity: Lecture
1.0 Course Unit
**BIBB 159 Memory**
This course presents an integrative treatment of the cognitive and neural processes involved in learning and memory, primarily in humans. We will survey the major findings and theories on how the brain gives rise to different kinds of memory, considering evidence from behavioral experiments, neuroscientific experiments, and computational models.
Taught by: Schapiro  
Also Offered As: PSYC 159  
Activity: Lecture  
1.0 Course Unit

**BIBB 160 ABCs of Everyday Neuroscience**
This course is an opportunity for undergraduates to share their interest and enthusiasm for neuroscience with students in grades 9-12 attending urban public schools in West Philadelphia. The course will allow Penn students to develop their science communication and teaching skills. Students will prepare neuroscience demonstrations, hands-on activities, and assessment tools. In parallel, the course aims to engage local high school students, increasing their interest and knowledge in science, and ultimately promoting lifelong science literacy.
Taught by: Lori Flanagan-Cato  
Prerequisite: BIBB 109  
Activity: Lecture  
1.0 Course Unit  
Notes: Enrollment by application only - apply via the link in 'Additional Course Information' above.

**BIBB 217 Visual Neuroscience**
An introduction to the scientific study of vision, with an emphasis on the biological substrate and its relation to behavior. Topics will typically include physiological optics, transduction of light, visual thresholds, color vision, anatomy and physiology of the visual pathways, and the cognitive neuroscience of vision.
Taught by: Stocker  
Course usually offered in spring term  
Also Offered As: PSYC 217, VLST 217  
Prerequisite: PSYC 109  
Activity: Lecture  
1.0 Course Unit

**BIBB 227 Physiology of Motivated Behaviors**
This course focuses on evaluating the experiments that have sought to establish links between brain structure (the activity of specific brain circuits) and behavioral function (the control of particular motivated and emotional behaviors). Students are exposed to concepts from regulatory physiology, systems neuroscience, pharmacology, and endocrinology and read textbooks as well as original source materials. The course focuses on the following behaviors: feeding, sex, fear, anxiety, the appetite for salt, and food aversion. The course also considers the neurochemical control of responses with an eye towards evaluating the development of drug treatments for: obesity, anorexia/cachexia, vomiting, sexual dysfunction, anxiety disorders, and depression.
Taught by: Grill  
One-term course offered either term  
Also Offered As: PSYC 127  
Prerequisite: PSYC 001  
Activity: Lecture  
1.0 Course Unit

**BIBB 231 Evolution of Behavior: Animal Behavior**
The evolution of social behavior in animals, with special emphasis on group formation, cooperation among kin, mating systems, territoriality and communication.
Taught by: Seyfarth/Cheney  
Course not offered every year  
Also Offered As: BIOL 231, PSYC 231  
Prerequisite: BIOL 102 OR BIOL 121 OR PSYC 001  
Activity: Lecture  
1.0 Course Unit

**BIBB 233 Neuroethology**
In course, students will learn how neurobiologists study the relationship between neural circuitry and behavior. Behaviors such as bat echolocation, birdsong, insect olfaction, spatial navigation, eye movement and others will be used to explore fundamental principles of brain function that include brain oscillations, population codes, efference copy, sensorimotor maps and sleep replay. The course will also discuss the various methodologies that are used to address these questions. The reading material will be derived mostly from the primary literature.
Taught by: McLean  
Course usually offered in spring term  
Also Offered As: PSYC 233  
Prerequisite: BIBB 109  
Activity: Lecture  
1.0 Course Unit

**BIBB 240 Chronobiology and Sleep**
Topics to be covered include basic principles of chronobiology; neuroscience mechanisms of circadian rhythms and sleep; phylogeny and ontogony of sleep; human sleep and sleep disorders; circadian dysfunction; circadian and sleep homeostatic influences in human health and safety. Students may not receive credit for both BIBB 240 and BIBB 040.
Taught by: Dinges  
Course usually offered in spring term  
Prerequisite: BIBB 109  
Activity: Lecture  
1.0 Course Unit  
Notes: Students may not receive credit for both BIBB240 and BIBB040

**BIBB 249 Cognitive Neuroscience**
The study of the neuronal systems that underlie human perception, memory and language; and of the pathological syndromes that result from damage to these systems.
Taught by: Epstein or Mackey  
One-term course offered either term  
Also Offered As: PSYC 149  
Prerequisite: PSYC 001 OR COGS 001  
Activity: Lecture  
1.0 Course Unit
BIBB 251 Molecular and Cellular Neurobiology
Cellular physiology of neurons and excitable cells; molecular neurobiology and development. Topics include: action potential generation; synaptic transmission; molecular and physiological studies of ion channels; second messengers; simple neural circuits; synaptic plasticity; learning and memory; and neural development. Prerequisite: PHYS 105 or 151 strongly recommended
Taught by: Schmidt
Course usually offered in fall term
Also Offered As: BIOL 251
Prerequisite: (BIOL 101 AND BIOL 102) OR BIOL 121
Activity: Lecture
1.0 Course Unit
Notes: (3hrs. lec., 3hrs. lab, 1.5 c.u.)

BIBB 260 Neuroendocrinology
This course is designed to examine the various roles played by the nervous and endocrine systems in controlling both physiological processes and behavior. First, the course will build a foundation in the concepts of neural and endocrine system function. Then, we will discuss how these mechanisms form the biological underpinnings of various behaviors and their relevant physiological correlates. We will focus on sexual and parental behaviors, stress, metabolism, neuroendocrine-immune interactions, and mental health.
Taught by: Flanagan-Cato
One-term course offered either term
Also Offered As: PSYC 239
Prerequisite: BIBB 109
Activity: Lecture
1.0 Course Unit

BIBB 269 Autonomic Physiology
This course will introduce the student to the functioning of the autonomic nervous system (ANS), which is critically involved in the maintenance of body homeostasis through regulation of behavior and physiology. The course will begin with a review of the basic anatomy and physiology of the ANS including the sympathetic, parasympathetic and enteric divisions. The mechanisms by which the ANS regulates peripheral tissues will be discussed, including reflex and regulatory functions, as will the effect of drugs which modulate ANS activity. The role of the ANS in regulating behavior will be addressed in the context of thirst, salt appetite and food intake.
Taught by: Heerding
Course usually offered in spring term
Prerequisite: BIBB 109
Activity: Lecture
1.0 Course Unit

BIBB 270 Drugs, Brain and Mind
The course will begin with a review of basic concepts in pharmacology including: routes of drug administration, drug metabolism, the dose response curve, tolerance and sensitization. Following a brief overview of cellular foundations of neuropharmacology (neuronal biology, synaptic and receptor function), the course will focus on several neurotransmitter systems and the molecular and behavioral mechanisms mediating the mind-altering, addictive and neuropsychiatric disorders, including depression, schizophrenia and anxiety with an emphasis on their underlying neurobiological causes, as well as the pharmacological approaches for treatment.
Taught by: Kane
Course usually offered in fall term
Also Offered As: PSYC 225
Prerequisite: BIBB 109 OR PSYC 109
Activity: Lecture
1.0 Course Unit

BIBB 273 Neuroeconomics
This course will introduce students to neuroeconomics, a field of research that combines economic, psychological, and neuroscientific approaches to study decision-making. The course will focus on our current understanding of how our brains give rise to decisions, and how this knowledge might be used to constrain or advance economic and psychological theories of decision-making. Topics covered will include how individuals make decisions under conditions of uncertainty, how groups of individuals decide to cooperate or compete, and how decisions are shaped by social context, memories, and past experience.
Taught by: Kable
Course not offered every year
Also Offered As: PSYC 273
Activity: Lecture
1.0 Course Unit

BIBB 310 Functional Neuroanatomy Laboratory
A laboratory course designed to familiarize the student with the fundamental gross and histological organization of the brain. The mammalian brain will be dissected and its microscopic anatomy examined using standard slide sets. Comparative brain material will be introduced, where appropriate, to demonstrate basic structural-functional correlations.
Taught by: McLean
One-term course offered either term
Also Offered As: PSYC 210
Prerequisite: BIBB 109
Activity: Laboratory
1.0 Course Unit
**BIBB 334 Computational Neuroscience Lab**
This course will focus on computational neuroscience from the combined perspective of data collection, data analysis, and computational modeling. These issues will be explored through lectures as well as Matlab-based tutorials and exercises. The course requires no prior knowledge of computer programming and a limited math background, but familiarity with some basic statistical concepts will be assumed. The course is an ideal preparation for students interested in participating in a more independent research experience in one of the labs on campus. For the Spring 2019 semester, the course will focus on the topic of visual memory.

Taught by: Nicole Rust  
Course usually offered in spring term  
Also Offered As: PSYC 434  
Prerequisite: BIBB 109  
Activity: Laboratory  
1.0 Course Unit

**BIBB 350 Developmental Neurobiology**
This course will focus on cellular and molecular mechanisms of the organogenesis of the central nervous system. A goal of the course will be to understand the form, function and pathology of the adult nervous system in terms of antecedent developmental processes.

Taught by: Julie McGurk  
One-term course offered either term  
Prerequisite: BIBB 109 AND BIOL 101  
Activity: Lecture  
1.0 Course Unit

**BIBB 375 Laboratory in Animal Behavior**
This course will allow students to understand the variety, function, and evolution of complex behaviors in simple animals and how the genes governing these behaviors can be used to provide insight into human behavior and brain disease. The course is structured to allow students to experience what it is like to work in a neuroscience research laboratory. We will use the fruit fly (Drosophila melanogaster) as our model organism (with one class dedicated to song birds). Over the course of the semester, we will examine the underlying neurobiology, physiology, and genetics of a variety of fly behaviors to understand aggression, taste, learning and memory, courtship, neurodegenerative diseases, and circadian rhythms. We will review both current and historical research advances in detail by focusing on primary literature. Students will be expected to design, analyze and interpret the behavioral experiments that are employed. Students will learn how to conduct animal behavior research, enhance their ability to critically read scientific literature, and improve their written and oral communication skills through paper presentations and written reports.

Taught by: Kane  
Course usually offered in spring term  
Prerequisite: BIBB 109 AND (BIOL 101 OR BIOL 102) OR (BIOL 123 OR BIOL 124)  
Activity: Laboratory  
1.0 Course Unit

**BIBB 399 Independent Research**
Individual research of an experimental nature with a member of the standing faculty leading to a written paper. The grade is based primarily on a serious term paper describing original research carried out by the student. Students must submit a proposal prior to registering. During the semester, students must attend two seminars to discuss planning and independent research project, ethical concerns in research and writing a scientific paper. Attendance at the meetings is mandatory. Students doing more than one credit of independent study will be required to present a poster at the annual BBB Symposium.

Taught by: Standing Faculty  
One-term course offered either term  
Prerequisite: BIBB 109  
Activity: Independent Study  
1.0 Course Unit

**BIBB 420 Smell and Taste**
All organisms respond to chemicals in their environment. This chemosensation guides diverse behaviors such as a feeding, avoiding predators, sex, and social interactions. This course will provide a broad survey of our current understanding of taste and smell, focusing on insect and rodent model systems as well as studies in humans. The course will begin with a review of chemical signal transduction mechanisms, and build to an exploration of the cortical integration of chemical signals and chemical guided behaviors. Class time will emphasize primary literature, discussion, and student presentations. The goal is to reach an integrated understanding of the physiology and psychology of chemical sensory systems. In the process, students will learn to read and critically evaluate data from primary research articles.

Taught by: Lewandowski  
Course not offered every year  
Activity: Seminar  
1.0 Course Unit

**BIBB 421 Functional Imaging of the Human Brain**
The course will provide a detailed overview of functional brain imaging and its potential uses. Issues regarding advantages and disadvantages of different modalities, study design image analysis & interpretation and how these relate to various neurological & psycholigical phenomena will be discussed. Class will cover the following specific topics in this general time frame: Introduction to functional brain function, basics of nuclear medicine imaging (including instrumentation, image acquisition, and radiopharmaceuticals for positron emission tomography and single photon emission computed tomography), imaging of neurological disorders, imaging of psychological disorders, introduction to activation studies, image analysis and statistical problems, study design, literature review, journal article presentation, tour of Penn imaging facilities, interpretation of imaging studies, implications for clinical and research, and implications for understanding the human mind and consciousness.

Taught by: Newberg  
Course usually offered in spring term  
Prerequisite: BIBB 109  
Activity: Seminar  
1.0 Course Unit
BIBB 429 Big Data, Memory, and the Human Brain
Advances in brain recording methods over the last decade have generated vastly more brain data than had been collected by neuroscientists during the previous century. To understand the human brain, scientists must now use computational methods to exploit the power of these huge data sets. This course will introduce you to the use of big data analytics in the study of human memory and its neural basis. Through hands-on programming projects, we will analyze multi-terabyte data sets both to replicate existing phenomena and to make new discoveries. Although the course has no formal neuroscience or psychology prerequisites, it does require CIS 121 and Python experience. Because of the heavy computing resources required to perform the assignment enrollment is limited to 15 students and there is a required course application. https://frms.gle/CfoegYqm5mwUBk3x7
Taught by: Kahana
Also Offered As: PSYC 429
Prerequisite: CIS 121
Activity: Seminar
1.0 Course Unit
Notes: Course taught in English. Course Materials in English. There are no prerequisites for this course.

BIBB 430 Neurobiological Basis of Autism
This course examines the neurobiological processes underlying autism spectrum disorders. In this seminar course, we will first examine the brain phenotypes associated with Autism Spectrum Disorders (ASD), in addition to investigating the genetic and environmental contributions to the etiology and pathophysiology of ASD. After an initial examination of the clinical literature and research, we will focus on animal models of ASD, including those of syndromic causes of autism (Rett Syndrome, Tuberous Sclerosis, Fragile X) and investigate changes in neurotransmitter systems and synaptic dysfunctions in the brain of these models.
Taught by: Herrington
One-term course offered either term
Prerequisite: BIBB 109
Activity: Lecture
1.0 Course Unit

BIBB 440 The Neuroscience behind the Addiction to Chocolate, Wine, Coffee and Tobacco
Both clinical observations and popular culture support the idea that food might have addictive properties. Similar to the narrative for addictive drugs, individuals and the media use terms like ‘food addict’ and ‘chocoholic’, and refer to cravings, symptoms of withdrawal, and escalating patterns of eating that might be viewed as evidence of tolerance. The class will discuss chocolate and coffee as examples of so-called ‘addictive’ food and compare their effects and mechanisms with those of alcohol and nicotine, two substances with well-characterized addictive properties. Furthermore, we will discuss why some forms of overeating are thought to reflect an addictive behavior. Considering the social dimension of alcohol, coffee, and tobacco consumption and the fact that large numbers of the population consume them together, we will also discuss the possible interactive effects of combinations of these psychoactive substances on mood and disease state. At the end of the course the student will become familiar with the diagnostic criteria for substance dependence, the anatomy and physiology of the brain circuits involved in reward processing and drug dependence, and the neurotransmitter systems involved.
Taught by: Mariella De Biasi, PhD
One-term course offered either term
Activity: Lecture
1.0 Course Unit

BIBB 442 Neurobiology of Learning and Memory
This course focuses on the current state of our knowledge about the neurobiological basis of learning and memory. A combination of lectures and student seminars will explore the molecular and cellular basis of learning in invertebrates and vertebrates from a behavioral and neural perspective.
Taught by: Abel
Course usually offered in fall term
Also Offered As: BIOL 442, NGG 575, PSYC 421
Prerequisite: BIBB 251 OR BIOL 251
Activity: Seminar
1.0 Course Unit

BIBB 460 Neuroendocrinology Seminar
This course is an upper-level seminar, designed to examine the various roles played by the nervous and endocrine systems in controlling both physiological processes and behavior. We will focus on sexual and parental behaviors, stress, metabolism, neuroendocrine-immune interactions, and mental health. The format will be a mixture of lectures and journal club discussions based on recent primary literature in the field of neuroendocrinology. Students will also write several short papers based on the clinical neuroendocrinology.
Taught by: Flangan-Cato
One-term course offered either term
Also Offered As: PSYC 439
Prerequisite: BIBB 109
Activity: Seminar
1.0 Course Unit

BIBB 466 Molecular Genetics of Neurological Disease
This course will focus on the molecular basis of neurological diseases, exploring in detail key papers that cover topics including defining the disease genes, development of animal models that provide mechanistic insight, and seminal findings that reveal molecular understanding. Diseases covered will include neurological diseases of great focus today such as Alzheimer’s, Fragile-X and autism, dementia, motor neuron degeneration, and microsatellite repeat expansion disorders. The course will provide a perspective from initial molecular determination through current status. Students will gain an understanding of how the molecular basis of a disease is discovered (from classical genetics to modern genomics) and how such diseases can be modeled in simple genetic systems for mechanistic insight. The course will be comprised of lectures with detailed analysis of primary literature and in-class activities. Grading will be based on class participation, exams, and written papers.
Prerequisite: BIOL 251 and BIOL 41 are recommended.
Taught by: Bonini
Course usually offered in fall term
Also Offered As: BIOL 466
Prerequisite: BIOL 221
Activity: Lecture
1.0 Course Unit
**BIBB 469 Stress Neuroscience**
Stress can be caused by a variety of conditions, ranging from low-level noise in the workplace to life-threatening situations and these stressors can cause changes in the physiology and behavior of individuals. This course will examine the neural mechanisms underlying physiological and emotional responses to stress in a journal club format. Topics to be covered include anxiety disorders, depression and other mood disorders, the differential effects of stress on males and females, the physiological effects of stress on the immune system and feeding behavior, the effects of maternal stress on offspring as well as strategies to mitigate the effects of stress.
Taught by: Heerding
One-term course offered either term
Prerequisite: BIBB 109
Activity: Seminar
1.0 Course Unit

**BIBB 470 Animal Models of Neuropsychiatric Disorders**
This seminar will focus on the significant role of animal models in the investigation of the pathophysiology of a variety of human neuropsychiatric disorders as well as in the development of treatments for these disorders. The course will focus on the use of genetically modified mice in the investigation of Autistic Spectrum Disorders (ASD), anxiety and affective disorders, schizophrenia and obsessive-compulsive disorder (OCD), with an emphasis on the limitations of such models. Class time will consist of short lectures and open discussions via student-led presentations. Emphasis will be placed on the critical analysis of primary literature.
Taught by: Kane
Course not offered every year
Prerequisite: BIBB 109
Activity: Seminar
1.0 Course Unit

**BIBB 473 Neuroeconomics**
This course will review recent research that combines psychological, economic and neuroscientific approaches to study human and animal decision-making. A particular focus will be on how evidence about the neural processes associated with choices might be used to constrain economic and psychological theories of decision-making. Topics covered will include decisions involving risk and uncertainty, reinforcement learning, strategic interactions and games, and social preferences.
Taught by: Joseph Kable
One-term course offered either term
Also Offered As: NGG 706, PSYC 473
Prerequisite: PSYC 149 OR PSYC 253 OR PSYC 265
Activity: Seminar
1.0 Course Unit

**BIBB 475 Neurodegenerative Diseases**
This course will familiarize students with advances in our understanding of the clinical features and pathogenesis of a wide range of neurodegenerative diseases, including Alzheimer’s disease and other dementias, prion diseases, Parkinson’s disease and atypical parkinsonisms, neurodegenerative ataxias, motoneuron diseases, degenerative diseases with chorea, iron and copper disorders, and mitochondrial diseases. Students will analyze original research reports on a range of proposed pathological cellular processes that may represent steps in cell death pathways leading to neuron loss seen in these diseases. Significant emphasis will be placed on the fast-expanding field exploring genetic contributions to neurodegenerative disease, as identification of genetic mutations pathogenic for familial neurodegenerative diseases has been a major driving force in neurodegenerative research and pointed researchers towards essential molecular process that may underlie these disorders. Strategies for therapeutic intervention in the management, prevention, and cure of neurodegenerative disease will be addressed.
Taught by: Lexow
One-term course offered either term
Prerequisite: BIBB 109
Activity: Seminar
1.0 Course Unit

**BIBB 479 Neural Systems and Behavior**
This course will investigate neural processing at the systems level. Principles of how brains encode information will be explored in both sensory (e.g. visual, auditory, olfactory, etc.) and motor systems. Neural encoding strategies will be discussed in relation to the specific behavioral needs of the animal. Examples will be drawn from a variety of different model systems.
Taught by: Schmidt, M./Medina
Course usually offered in spring term
Also Offered As: BIOL 451, PSYC 479
Prerequisite: BIOL 251 OR BIBB 251
Activity: Lecture
1.0 Course Unit

**BIBB 480 Biological Basis of Psychiatric Disorders**
The contributions of basic sciences (neuroanatomy, neurophysiology, neurochemistry, and neuropharmacology) to an understanding of behavior and behavioral disorders will be covered and important psychiatric disorders will be discussed, primarily from the viewpoint of their biological aspects. Emphasis will be placed on critical evaluation of research strategies and hypotheses.
Taught by: Lexow
One-term course offered either term
Prerequisite: BIBB 109
Activity: Seminar
1.0 Course Unit

**BIBB 481 Behavioral Pharmacology**
This seminar course reviews the behavioral effects of drugs in animals, the general biological and psychological principles of drug action, and the relationship between drugs that affect brain monoamine and opiate systems and their behavioral effects. Introductory lectures on general topics will be followed by advanced discussion of specific topics in a journal club format through student presentations.
Taught by: Heerding
Course not offered every year
Prerequisite: BIBB 109
Activity: Seminar
1.0 Course Unit
BIBB 482 Clinical Psychopharmacology
This course examines the history, rationale and putative mechanism of action of drugs used in the treatment of psychiatric disorders. Emphasis is placed on neurobiological processes underlying psychopathology and pharmacological intervention. Drugs currently in use as well as new drugs in development will be covered. Strategies, techniques, issues and challenges of clinical psychopharmacological research will be addressed and new approaches to drug discovery, including the use of pharmacogenomics and proteomics to understand variability in drug response and identify new molecular drug targets, will be covered in depth. Specific drug classes to be considered include antidepressants, anxiolytics, typical and atypical antipsychotics, narcotic analgesics, sedative hypnotics, and antiepileptic medications. A contrasting theme throughout the course will be the use of drugs as probes to identify neural substrates of behavior.

Taught by: Lexow
Course not offered every year
Prerequisite: BIBB 109
Activity: Seminar
1.0 Course Unit

BIBB 485 Nerve and Muscle in Health and Disease
In this seminar course, we will deepen our understanding about excitability in the nervous system and in skeletal and cardiac muscle. A particular focus of the course will be the roles which calcium ions play as second messengers in nerve, muscle and synapse. We will study disease processes involving excitability and calcium handling, such as Long QT syndrome and hyperkalemic periodic paralysis. The later part of the course will have a journal club format, based on the reading and presentation of original papers, including papers about non-opioid analgesia and malignant hyperthermia. We will learn about the techniques used to study intracellular calcium and about how calcium is handled in nerve and muscle. Classical, physiological experiments will be interpreted in terms of modern molecular knowledge.

Taught by: Hollingworth
Course usually offered in spring term
Prerequisite: BIBB 251
Activity: Seminar
1.0 Course Unit

BIBB 492 Experimental Methods in Synaptic Physiology
In this lab course, a small number of students meet once per week to discuss topics in synaptic physiology and to become proficient at sharp electrode techniques for intracellular recording, using isolated ganglia from the snail Heliosoma. The first part of each class will consist of discussion of weekly reading from the primary literature, with the remainder of the class devoted to hands-on experiments. After learning to record from and characterize single neurons, students will study synaptic transmission by stimulating incoming nerve trunks or by recording from pairs of interconnected neurons. As a midterm assignment, students will prepare and present a short research proposal using this model system, to be evaluated by the class. For the last half of the course, the class will work together on one or two of these proposals, meeting at the end of each class to pool our data, analyze the results and discuss their significance. Lab Fee: $100.

Taught by: Kaplan
One-term course offered either term
Prerequisite: BIBB 251
Activity: Laboratory
1.0 Course Unit

BIBB 499 Advanced Independent Research
Continuation of BIBB 399 research. Students will be required to give an oral presentation of their research at the annual BBB symposium Honors Seminar and attend weekly seminars.

Taught by: McLean
One-term course offered either term
Prerequisite: BIBB 399
Activity: Independent Study
1.0 Course Unit

BIBB 585 Theoretical and Computational Neuroscience
This course will develop theoretical and computational approaches to structural and functional organization in the brain. The course will cover: (i) the basic biophysics of neural responses, (ii) neural coding and decoding with an emphasis on sensory systems, (iii) approaches to the study of networks of neurons, (iv) models of adaptation, learning and memory, (v) models of decision making, and (vi) ideas that address why the brain is organized the way that it is. The course will be appropriate for advanced undergraduates and beginning graduate students. A knowledge of multi-variable calculus, linear algebra and differential equations is required (except by permission of the instructor). Prior exposure to neuroscience and/or Matlab programming will be helpful.

Taught by: Vijay Balasubramanian
Course usually offered in spring term
Also Offered As: BE 530, NGG 594, PHYS 585, PSYC 539
Activity: Lecture
1.0 Course Unit

Biology (BIOL)

BIOL 005 The Genomic Revolution: A First Year Seminar
The goal of this course is to convey a basic understanding of human genome science and in so doing, to learn of its impact on treatment of human disease and discernment of aspects of human identity. Our current understanding of the structure and function of genes will allow a personalized treatment for many diseases, but just how such advances are applied will involve ethical as well as scientific considerations. We will discuss how the field of genetics has been changed dramatically by the ability to clone and sequence genes, and then to be further transformed by massive sequencing of whole genomes. A major part of the course will be devoted to how these advances have led to understanding and treatment of genetic disease and cancer. We will also discuss the tremendous potential (and dangers) of gene editing advances. Finally, we will explore how genomics has allowed an understanding of deep human history, as well as the ability to decipher one’s more immediate ancestry. Readings will be from a number of books written for an informed general audience rather than from a textbook. The seminar should be of interest to those who would like to fulfill their Living World General Education requirement, and particularly also to those who eventually might be interested in taking courses in the Life Sciences but initially would like an introductory seminar-type approach within a focused area.

Taught by: Weinberg
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
BIOL 006 Evaluating Medical Treatment: How Do We (and the FDA) Know What Works?
The development of new medical treatments typically culminates in one or more clinical trials - experiments in which the effects of the new treatment are compared with the effects of another treatment or no treatment. A great many considerations go into the design of these medical experiments. In this seminar, we will discuss the basic structure of the clinical trial, the varying types of designs that may be used, the scientific and ethical issues that arise, and the regulatory process that ultimately determines whether medical products are effective and safe and whether they can be made available to the public. May not be counted toward the Biology major or minor.
Taught by: Ellenberg
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: May not be counted toward the Biology major or minor.

BIOL 010 Ecological Consequences of Climate Change
Students will read and discuss seminal papers on a number of major topics in the ecology of climate change and the long-term consequences of the effects of climate change on ecological systems. Some of the topics include: effects of climate change on species distributions, disruption of plant pollinator systems and the consequences for ecosystem composition and stability, changes in the distribution and epidemiology of insect-borne infectious diseases, and the consequences of sea level rise and the increased intensity and frequency of severe weather events. Other topics may be covered. Grading will be based on participation in discussions, a paper on an approved topic, a presentation on the topic of the student's paper and 1 exam.
Taught by: Dunham
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
Notes: May not be counted toward the Biology major or minor.

BIOL 011 Humans in a Microbial World
Microbes are a fundamental part of life on this planet. This course will explore the causes and consequences of the distribution and abundance of microbes (microbial ecology) as well as microbial evolution on human health and disease risk. We will address the interplay between human society and microbial ecology and evolution in shaping disease risk and directing scientific study. This course will apply concepts from basic biology, ecology, and evolution to study infectious microbes as living creatures. May not be toward the Biology major or minor.
For BA Students: Living World Sector
Taught by: Brisson
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: May not be counted toward the Biology major or minor.

BIOL 014 Descent with Modification: An introduction to the science of evolution
Evolution provides the unifying framework for the biological sciences and has been confirmed by a huge and diverse body of evidence. Public opinion polls show, however, that evolution continues to be socially and politically controversial in the United States. In this freshman seminar, we will explore the scientific basis for evolution by reading and discussing historical sources, a current nonspecialist text on evolution, and selected papers and articles from the scientific and popular literature. With our knowledge of evolutionary fact and theory as background, we will also discuss social and political opposition to the teaching of evolution. Grading will be based on participation in class discussions and on performance in several brief writing assignments. There is no course prerequisite, but high school introductory biology would be helpful. May not be counted toward the Biology major and minor. Prerequisite: General biology background preferred but not required.
For BA Students: Living World Sector
Taught by: Sniegowski
Course offered fall; even-numbered years
Activity: Seminar
1.0 Course Unit
Notes: May not be counted toward the Biology major or minor. General biology background preferred but not required.

BIOL 017 The Biology of Food
This course will examine the ways in which humans manipulate - and have been manipulated by - the organisms we depend on for food, with particular emphasis on the biological factors that influence this interaction. The first part of the course will cover the biology, genetics, evolution, and breeding of cultivated plants and animals; the second part will concern the ecological, economic, and political factors that influence food production. May not be counted toward the Biology major or minor.
For BA Students: Living World Sector
Taught by: Poethig
Course offered spring; odd-numbered years
Activity: Lecture
1.0 Course Unit
Notes: May not be counted toward the Biology major or minor.

BIOL 019 Biological Science and Public Policy
This course will examine the scientific basis of public policy decision making in areas of human health, the environment, energy, and agriculture. A general understanding of the science involved in these areas - predominantly genetics, cell biology, physiology, and ecology - will be applied to topics such as drug and herbicide resistance, endangered species, regulation of biotechnology, microbial sources of energy, control of toxic substances, and the war against cancer. No formal background in biology or policy is required. The course should be particularly useful for non-science students who would like to gain insight into areas of biology of importance to public decision making and to students of public policy who would like a better background on biological issues. May not be counted toward the Biology major or minor. Only offered through the College of Liberal and Professional Studies. Prerequisite: High school biology recommended
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: May not be counted toward the Biology major or minor. Only offered through the College of Liberal and Professional Studies.
BIOL 101 Introduction to Biology A
General principles of biology focusing on the basic chemistry of life, cell biology, molecular biology, and genetics in all types of living organisms. Particular emphasis will be given to links between the fundamental processes covered and current challenges of humankind in the areas of energy, food, and health. (3 hrs. lec., 3 hrs. lab, 1.5 c.u.) Biology majors and pre-medical students should take either BIOL 101 or 121. BIOL 101 is the companion course to BIOL 102 and should be taken before BIOL 102. For BA Students: Living World Sector
One-term course offered either term
Activity: Lecture
1.5 Course Unit
Notes: (3 hrs. lec., 3 hrs. lab, 1.5 c.u.) Biology majors and pre-medical students should take either BIOL 101 or 121. BIOL 101 is the companion course to BIOL 102 and should be taken before BIOL 102.

BIOL 102 Introduction to Biology B
General principles of biology focusing on evolution, physiology, development, and ecology in all types of living organisms. (3 hrs. lec., 3 hrs. lab, 1.5 c.u.) BIOL 102 is the companion course to BIOL 101 and should be taken after BIOL 101.
For BA Students: Living World Sector
One-term course offered either term
Prerequisite: BIOL 101
Activity: Lecture
1.5 Course Unit
Notes: (3 hrs. lec., 3 hrs. lab, 1.5 c.u.) BIOL 102 is the companion course to BIOL 101 and should be taken after BIOL 101.

BIOL 109 Introduction to Brain and Behavior
Introduction to the structure and function of the vertebrate nervous system. We begin with the cellular basis of neuronal activities, then discuss the physiological basis of motor control, sensory systems, motivated behaviors, and higher mental processes. This course is intended for students interested in the neurobiology of behavior, ranging from animal behaviors to clinical disorders.
For BA Students: Living World Sector
Taught by: Kane and McLean
One-term course offered either term
Also Offered As: BIBB 109, PSYC 109
Activity: Lecture
1.0 Course Unit

BIOL 121 Introduction to Biology - The Molecular Biology of Life
An intensive introductory lecture course covering the cell, molecular biology, biochemistry, and the genetics of animals, bacteria, and viruses. This course is comparable to Biology 101, but places greater emphasis on molecular mechanisms and experimental approaches. Particular attention is given to the ways in which modern cell biological and molecular genetic methods contribute to our understanding of evolutionary processes, the mechanistic basis of human disease, and recent biotechnological innovations. Students are encouraged to take BIOL 121 and 123 concurrently. Biology majors and pre-medical students should take either BIOL 101 or 121. BIOL 121 is the companion course to BIOL 124 and may be taken before or after BIOL 124. Solid high school biology and strong high school chemistry or CHEM 101
For BA Students: Living World Sector
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: Biology majors and pre-medical students should take either BIOL 101 or 121. BIOL 121 is the companion course BIOL 124 and may be taken before or after BIOL 124. Solid high school biology and strong high school chemistry.

BIOL 123 Introductory Molecular Biology Laboratory
An intensive introductory laboratory course emphasizing how molecular biology has revolutionized our understanding of cell and organism functions. BIOL 121 and 123 should be taken concurrently. Taught by: Hogan
Course usually offered in fall term
Prerequisite: BIOL 121
Activity: Lecture
0.5 Course Units
Notes: (1 hr. lec., 3 hrs. lab, 0.5 c.u.) Students may not take both BIOL 101 and 123 for credit. Prerequisite: Solid high school biology or credit by exam for BIOL 102.

BIOL 124 Introductory Organismal Biology Lab
An intensive introductory laboratory course in organismal biology. Solid high school biology or credit by exam for BIOL 102. (1 hr. lec., 3 hrs. lab, 0.5 c.u.) BIOL 124 is the companion course to BIOL 121 and may be taken before or after BIOL 121. Students may not take both BIOL 102 and 214 for credit.
Taught by: Robinson/Hogan
Course usually offered in spring term
Activity: Lecture
0.5 Course Units
Notes: (1 hr. lec., 3 hrs. lab, 0.5 c.u.) BIOL 124 is the companion course to BIOL 121 and may be taken before or after BIOL 121. Students may not take both BIOL 102 and 124 for credit.
BIOL 138 Energy Transformations and Living Off-the-Grid
The course will examine major sources of energy on earth: sunlight, mechanical, chemical and biological, and how this energy is transformed into useful energy for humans - typically electrical energy or food. Considerable emphasis will be on forms of regenerative energy that can be used when living off-the-grid. As a case study, we will examine some approaches taken by the US military to provide energy capability for dismounted Marines operating on foot in austere environments. Faculty lectures will be supplemented by guest lectures from leaders in government and industry. Prerequisite: High school biology and math. No scientific knowledge is assumed beyond high school biology, chemistry and physics. Energy is necessarily a quantitative subject so students should be comfortable with quantitative approaches. A major goal of this course is for students to develop an awareness for the amounts of energy they use in their daily lives, and how they might reduce them. As an exercise, students will measure how much energy their smart phones and laptops use in a day and try to generate a comparable amount of energy through physical effort.
Taught by: Rome
Course offered fall; odd-numbered years
Activity: Seminar
1.0 Course Unit

BIOL 140 Humans and the Environment
Intensive exposure to current issues and solutions in contemporary human interactions with the environment. Global in scope, but focused on case histories. Emphasis on providing biological and sociological background for a given major environment-human interaction, and state-of-the-art suggested solutions. Biology background recommended. Sophomore standing or greater.
For BA Students: Natural Science and Math Sector
Taught by: Janzen
Course usually offered in fall term
Also Offered As: BIOL 440
Activity: Lecture
1.0 Course Unit

BIOL 156 Field Studies in Tropical Biodiversity and Conservation
We will use the Area de Conservacion Guanacaste (ACG) in Costa Rica as a living laboratory and case study in how to effectively foster community based environmental stewardship of natural ecosystems. This is an immersion course that broadly covers four major themes including: 1, biodiversity; 2, conservation philosophies and practices; 3, primary ecosystems within the Costa Rican ACG and their major species composition; and 4, fundamentals of field ecology (terrestrial and marine) including the practice and implementation of the scientific method. Students will learn how to develop and conduct research experiments via field-based activities, and will gain familiarity with a diversity of terrestrial and marine organisms including insects, endemic and invasive species of terrestrial flora and megafauna, corals, algae, invertebrates, fish, sea turtles and marine mammals. Additional topics covered will include fundamentals of oceanography, ecological and evolutionary principles as applied to ecosystem structure, function, and biodiversity, and environmental and management challenges of the Costa Rican ACG and tropical ecosystems globally. Application required through Penn Global: https://global.upenn.edu/pennabroad/PGS
Taught by: Sherwood
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
Notes: Application required through Penn Global: <a href='https://global.upenn.edu/pennabroad/PGS'>https://global.upenn.edu/pennabroad/PGS</a>

BIOL 199 Clinical & Translational Research
Independent study for students doing research based on data that is generated in a clinical setting. Projects must be sponsored by standing faculty of the University of Pennsylvania and co-sponsored by a faculty member in the Department of Biology. The project must be of biological interest and must use appropriate quantitative or statistical methods. A final paper is required. Apply at the Academic Office, 102 Leidy Labs.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

BIOL 201 Essentials of Cell Biology
An intermediate level course covering principles of modern biochemistry. Topics include protein structure, protein purification and characterization, proteomics, enzyme kinetics and mechanisms, membrane structure and function, metabolism, and cellular energy transduction. Emphasis will be on biochemical problem solving, experimental design, and application of quantitative methods in a biological and clinical context. This course is open to students in the College of Liberal and Professional Studies only. Prerequisite: BIOL 101 and BIOL 102 or BIOL 217 and CHEM 241, the latter of which may be taken concurrently. CHEM 242 is recommended and may also be taken concurrently.
One-term course offered either term
Prerequisite: (BIOL 101 AND BIOL 102) OR BIOL 121
Activity: Lecture
1.0 Course Unit

BIOL 203 Essentials of Biochemistry
Intermediate level course covering principles of modern biochemistry. Topics include protein structure, protein purification and characterization, proteomics, enzyme kinetics and mechanisms, membrane structure and function, metabolism, and cellular energy transduction. Emphasis will be on biochemical problem solving, experimental design, and application of quantitative methods in a biological and clinical context. This course is open to students in the College of Liberal and Professional Studies only. Prerequisite: BIOL 101 and BIOL 102 or BIOL 217 and CHEM 241, the latter of which may be taken concurrently. CHEM 242 is recommended and may also be taken concurrently.
One-term course offered either term
Prerequisite: (BIOL 101 AND BIOL 102) OR BIOL 121 AND CHEM 241
Activity: Lecture
1.0 Course Unit

BIOL 204 Biochemistry
BIOL 204 examines the basic principles of protein structure, protein purification and characterization, proteomics, enzyme kinetics and mechanism, membrane structure and function, metabolism, and cellular energy transduction. The primary objective is to provide life scientists with an appreciation of basic principles of modern biochemistry, and of how the current conceptual and technical framework arose. Emphasis is placed on the experimental approaches and reasoning behind the dissection and reconstitution of these processes in a biological and, in some cases, clinical context. Discussions directed at biochemical problem solving, experimental design and the application of quantitative methods are integral to the course. Prerequisite: BIOL 101 and BIOL 102 or BIOL 217 and CHEM 241 the latter of which may be taken concurrently. CHEM 242 is recommended and may also be taken concurrently.
Taught by: Rea
Course usually offered in spring term
Prerequisite: ((BIOL 101 AND BIOL 102) OR BIOL 121) AND CHEM 241
Activity: Lecture
1.0 Course Unit
BIOL 205 Cell Biology
A conceptual view of cell structure and function including membrane structure, intracellular organelles, membrane trafficking, surface receptors and signal transduction, the cytoskeleton, cell motility and communication, and the cell cycle. Cell biology is a dynamic field and recent research discoveries will be included in the lectures.
Taught by: Guo and Svitkina
Course usually offered in fall term
Prerequisite: (BIOL 101 AND BIOL 102) OR BIOL 121
Activity: Lecture
1.0 Course Unit

BIOL 211 Essentials of Molecular Biology and Genetics
This course will survey the discipline of molecular genetics. Mendelian and molecular genetics will be discussed as well as the use of genetic analysis to address questions in all areas of biology. The processes of DNA replication, transcription, and translation will be discussed at the molecular level. Other topics include the regulation of gene expression and genomics. This course is open to students in the College of Liberal and Professional Studies only.
One-term course offered either term
Prerequisite: (BIOL 101 AND BIOL 102) OR BIOL 121
Activity: Lecture
1.0 Course Unit

BIOL 213 Essentials of Vertebrate Physiology
A comparative and quantitative approach to the physiological function of vertebrates. Topics include muscles, nervous system, cardiovascular system, respiration, and renal function. This course is open to students in the College of Liberal and Professional Studies only.
One-term course offered either term
Prerequisite: (BIOL 101 AND BIOL 102) OR (BIOL 121 AND BIOL 124)
Activity: Lecture
1.0 Course Unit

BIOL 215 Vertebrate Physiology
The course will focus on integrative aspects of physiological function of vertebrates. Comparative, environmental and quantitative approaches will be used. Major topics include muscle, the cardiovascular system, respiration, renal function and the nervous system.
Taught by: Woodward
One-term course offered either term
Prerequisite: BIOL 102 OR BIOL 121 OR BIOL 124
Activity: Lecture
1.0 Course Unit

BIOL 211 Molecular Biology and Genetics
This course will survey the discipline of molecular genetics. Two broad areas will be considered 1) Molecular Biology: DNA replication, transcription, translation, regulation of gene expression in both prokaryotic and eukaryotic systems, and genomics and 2) Genetics: basic Mendelian & molecular genetics.
Taught by: Bonini/Gallagher/Guild/Levine
One-term course offered either term
Also Offered As: BIOL 527
Prerequisite: BIOL 101 OR BIOL 121
Activity: Lecture
1.0 Course Unit

BIOL 230 Evolutionary Biology
Theories and mechanisms of evolution, with emphasis on the genetic basis of evolutionary change.
Taught by: Schmidt, P
Course usually offered in spring term
Prerequisite: (BIOL 101 AND BIOL 102) OR BIOL 121
Activity: Lecture
1.0 Course Unit

BIOL 231 Evolution of Behavior: Animal Behavior
The evolution of social behavior in animals, with special emphasis on group formation, cooperation among kin, mating systems, territoriality and communication.
Course not offered every year
Also Offered As: BIBB 231, PSYC 231
Prerequisite: BIOL 102 OR BIOL 121 OR PSYC 001
Activity: Lecture
1.0 Course Unit

BIOL 240 Ecology: From individuals to ecosystems
The study of living organisms in their natural environment, spanning the ecological physiology of individuals, the structure of populations, and interactions among species, including the organization of communities and ecosystem function.
Taught by: Helliker/Akcay
Course usually offered in fall term
Prerequisite: BIOL 102 OR BIOL 121
Activity: Lecture
1.0 Course Unit

BIOL 251 Molecular and Cellular Neurobiology
Cellular physiology of neurons and excitable cells; molecular neurobiology and development. Topics include: action potential generation; synaptic transmission; molecular and physiological studies of ion channels; second messengers; simple neural circuits; synaptic plasticity; learning and memory; and neural development. Prerequisite: PHYS 105 or 151 strongly recommended
Taught by: Schmidt
Course usually offered in fall term
Also Offered As: BIBB 251
Prerequisite: (BIOL 101 AND BIOL 102) OR BIOL 121
Activity: Lecture
1.0 Course Unit
Notes: (3hrs. lec., 3hrs. lab, 1.5 c.u.)

BIOL 275 Elements of Microbiology
Microbiology plays a central role in diverse areas of human life such as infectious disease, ecology, and biotechnology. This course will cover aspects of modern microbiology with an emphasis on prokaryotic organisms. The topics will include basic aspects of microbial diversity, genetics, and pathogenesis as well as examples of applied microbiology. This course is open to students in the College of Liberal and Professional Studies only.
One-term course offered either term
Prerequisite: (BIOL 101 OR BIOL 121) AND (BIOL 211 OR BIOL 221)
Activity: Lecture
1.0 Course Unit
Notes: Combined lecture and lab course.
BIOL 304 Infectious Disease Biology
This course focuses on selected topics concerning infectious agents, the diseases they cause in humans, and the social and scientific challenges they pose. The first section addresses the principles of epidemiology and microbial pathogenesis, as well as pathophysiology of infectious diseases. In the second section, tools and techniques of diagnosis, tracking, and control of infectious diseases will be discussed. To develop a broad understanding of the many different aspects of infectious processes, selected viral, fungal, protozoan, and helminthic pathogens and related infectious diseases will be presented. This course is open to students in the College of Liberal and Professional Studies only. Course usually offered in spring term
Prerequisite: (BIOL 211 OR BIOL 221) AND BIOL 275 AND BIOL 404
Activity: Lecture
1.0 Course Unit

BIOL 306 Histology
This course is designed to introduce the undergraduate student to the structure of tissues at the cellular level and to the way in which those tissues are assembled into organs. This knowledge of structure will be the basis for discussion of tissue and organ function. This course is open to students in the College of Liberal and Professional Studies only. One-term course offered either term
Prerequisite: ((BIOL 101 AND BIOL 102) OR BIOL 121) AND (BIOL 201 OR BIOL 205)
Activity: Lecture
1.0 Course Unit

BIOL 325 Marine Biology
An introduction to marine biology and oceanography. Topics will include chemical and physical oceanography, a survey of forms, function and phylogeny of algae, invertebrates and vertebrates, and an examination of ecological and evolutionary principles as applied to marine organisms and ecosystems.
Taught by: Barott
Course usually offered in fall term
Prerequisite: BIOL 102 OR BIOL 121
Activity: Lecture
1.0 Course Unit

BIOL 330 Comparative Vertebrate Anatomy and Evolution
This course will survey the phylogeny and anatomy of vertebrate organisms from a comparative evolutionary perspective. The lecture will concentrate on the history, diversity, structure and function of vertebrates. A companion lab course, BIOL 336, is available for those students interested in a more complete understanding of vertebrate anatomy.
Taught by: Dunham
Course usually offered in spring term
Prerequisite: BIOL 102 OR BIOL 121
Activity: Lecture
1.0 Course Unit

BIOL 336 Comparative Vertebrate Anatomy Lab
Laboratory portion of BIOL 330 Comparative Vertebrate Anatomy and Evolution. Students will learn comparative anatomy through dissection of representative vertebrates. Students taking the lab must have credit or register for the lecture course, BIOL 330.
Taught by: Dunham
Course usually offered in spring term
Prerequisite: BIOL 330
Activity: Laboratory
0.5 Course Units
Notes: (3 hrs lab., 0.5 c.u.)

BIOL 354 Developmental Biology
A view of how an animal embryo is specified to develop and differentiate into a wide spectrum of cell types, and how the spatial patterns and axes of embryos are determined. The course will focus on genetic and molecular approaches, but will also cover the comparative anatomy of developing embryos to the extent necessary to understand the conserved aspects of embryonic patterning. Special emphasis will be placed on organisms with particular advantages for the study of embryonic development: e.g., mouse, frog, zebrafish, and Drosophila. The first half of the course will cover cell fate restrictions, cloning animals using nuclear transfer, stem cell biology, formation of the embryonic axes in vertebrates and Drosophila, and patterning of the neural tube and mesodermal tissues. The second half of the course will focus on emerging ideas and findings in the field, with emphasis on analysis of original literature.
Taught by: Wagner J
Course usually offered in spring term
Prerequisite: BIOL 205 OR BIOL 221
Activity: Lecture
1.0 Course Unit

BIOL 375 Microbial Diversity and Pathogenesis
Microbiology plays a central role in diverse areas of human life such as infectious disease, ecology, and biotechnology. This course will cover aspects of modern microbiology with an emphasis on prokaryotic organisms. The topics will include basic aspects of microbial diversity, genetics, virology, and pathogenesis as well as examples of applied microbiology.
Taught by: Pohlschroder
Course usually offered in spring term
Also Offered As: BIOL 575
Prerequisite: ((BIOL 101 AND BIOL 102) OR BIOL 121) AND BIOL 221
Activity: Lecture
1.0 Course Unit

BIOL 376 Microbial Diversity and Pathogenesis Lab
The importance of microbiology in complex issues, such as the impact of the microbiome in human health or as alternative energy sources, is being appreciated more and more each day. This upper level laboratory course provides students with a robust technical skill set while also giving them an opportunity to participate in an authentic research project that may lead to novel discoveries. Students will generate research questions, formulate hypotheses, design experiments, analyze data, and present their research findings to the class. In each project, students will use the cutting edge approach of metagenomics to evaluate the microbial diversity of their environment via Next Generation Sequencing. Students will also examine the function of microbial species within their communities. Potential projects include the isolation of novel antibiotic producers and the antibiotic they produce, designing and optimizing microbial fuel cells that can be used to generate electricity, or isolating antibiotic resistant bacteria and attempting novel approaches to inhibit or prevent their growth. Prerequisite: BIOL 375 previously or concurrently is recommended but not required.
Taught by: Pohlschroder and Hogan
Course usually offered in spring term
Also Offered As: BIOL 576
Prerequisite: BIOL 375
Activity: Laboratory
1.0 Course Unit
Notes: (3 hrs lab., 0.5 c.u. or 6 hrs lab., 1.0 c.u. in some years)
**BIOL 399 Independent Study**
Laboratory research with a faculty member in the Department of Biology. Research may also be conducted elsewhere on campus but co-sponsored by a faculty member in Biology. A final paper is required. Apply at the Biology Academic Office, 102 Leidy Labs.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

**BIOL 400 Field Botany**
This course focuses on teaching students the Pennsylvania flora, both native and naturalized. Through weekly field trips, students will gain an appreciation for the diversity of plant species and plant communities in PA, and observe and discuss ecological and historical forces that influence plant species occurrences and plant communities. The ability to quickly and accurately identify plants in the field, through both sight identification and the use of a dichotomous key, is the major thrust of this course. Students will also learn how to appropriately collect plant materials for further study/identification in the laboratory and for archiving in an herbarium collection.
Taught by: Block and Skema
Course usually offered in fall term
Prerequisite: (BIOL 101 AND BIOL 102) OR BIOL 124
Activity: Laboratory
1.0 Course Unit

**BIOL 401 Prokaryotic Microbiology: A Pragmatic View**
This interactive course is intended for a small group of students aspiring to pursue research in microbiology, preferably using prokaryotes. Students will study selected papers and will attend the Prokaryotic Microbiology Seminars on Fridays. Specific problems of importance to a given field at a particular time will be critically analyzed and discussed: How were cutting edge techniques of the time used to address these problems? How would the same problems be approached using current techniques? The emphasis of the course will be on learning to become a thoughtful experimentalist rather than acquiring the hottest emerging knowledge. Prerequisite: BIOL 375 is recommended but not required.
Taught by: Daldal
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

**BIOL 404 Immunobiology**
Early development of microbiology, pathology, and immunobiology; molecular and cellular bases of immune phenomena including: immunity to pathogens, immune diseases, autoimmunity, and hypersensitivity. This course is open to students in the College of Liberal and Professional Studies only.
One-term course offered either term
Prerequisite: (BIOL 201 OR BIOL 205) AND (BIOL 211 OR BIOL 221)
Activity: Lecture
1.0 Course Unit

**BIOL 405 First Line of Defense: The Role of Innate Immunity in Disease**
All organisms, from bacteria to humans, rely on innate, non-specific defense systems to protect against infection and mediate damage. Even in organisms that can generate highly specific and efficient adaptive responses, such as humans, defects in innate immune system components can be fatal. In this course, we will examine the cellular and molecular mechanisms of the components of the innate immune system through discussion of primary literature. We will explore how the innate immune system influences the course of infections and cancer, as well as autoinflammatory disorders that lead to host tissue damage. Though our focus will be on mammalian immunity, we will also explore the evolutionary development of innate immunity through comparison of systems in different organisms.
Taught by: Elliott
Course usually offered in fall term
Prerequisite: BIOL 205
Activity: Seminar
1.0 Course Unit

**BIOL 406 Molecular Mechanisms of Infectious Disease Biology**
This course is designed for advanced undergraduates and beginning graduate students with a particular interest in infectious disease biology. Note that this course is not a comprehensive survey of the field and is not appropriate for students seeking a lecture course on disease. The primary objective of this course is to teach students considering a career in the biomedical sciences how to read, discuss, and question research papers effectively. Intensive classroom discussions focus on the experimental methods used, results obtained, interpretation of these results in the context of pathogen interactions with host cells and organisms, and implications for basic research and therapeutic development. Prerequisite: BIOL 221 recommended.
Taught by: Roos
Course usually offered in spring term
Prerequisite: BIOL 205
Activity: Seminar
1.0 Course Unit

**BIOL 407 Cancer Cell Biology**
This course will focus on the molecular mechanisms by which fundamental cellular processes are disrupted in the development of cancer.
Taught by: Keith
Course usually offered in fall term
Prerequisite: BIOL 205 AND 221
Activity: Seminar
1.0 Course Unit

**BIOL 410 Advanced Evolution**
Mechanisms of evolution at the genetic and populational levels. Empirical and theoretical approaches to natural selection, population structure, gene flow, and quantitative genetics will be emphasized.
Taught by: Sniegowski/Plotkin
Course offered fall; odd-numbered years
Prerequisite: BIOL 230
Activity: Lecture
1.0 Course Unit
BIOL 411 Evolutionary Ecology
This course will focus on topics at the intersection of evolutionary biology and ecology, including the evolution of cooperation and conflict from genes to societies to ecological communities, life history evolution, and the evolution of interspecific interactions and ecological communities. The course will use a combination of lectures and discussion of readings from the primary literature.
Taught by: Linksvayer
Course usually offered in spring term
Prerequisite: BIOL 221 OR BIOL 231 OR BIOL 240
Activity: Seminar
1.0 Course Unit

BIOL 412 Animal Physiological and Population Ecology
This course explores the interactions of environmental variables, such as temperature, with the physiology of vertebrate animals and the mechanistic links of those interactions with population dynamics.
Taught by: Dunham
Course offered spring; even-numbered years
Prerequisite: BIOL 240
Activity: Seminar
1.0 Course Unit

BIOL 415 Freshwater Ecology
Survey of the physical, chemical and biological properties of freshwater ecosystems, both riverine and lentic, natural and polluted. Prerequisite: One semester of college chemistry.
Taught by: Arscott
Course usually offered in spring term
Also Offered As: ENVS 416
Prerequisite: BIOL 101 OR BIOL 121
Activity: Lecture
1.0 Course Unit

BIOL 417 Theoretical Population Biology
Introduction to basic theoretical tools to study the evolutionary and ecological dynamics of populations. Topics to be discussed include: basic population dynamics and population genetics theory, evolutionary game theory/adaptive dynamics, social evolution (kin selection/multilevel selection), life-history evolution, and stochastic models. Other topics may be added based on the specific interests of students in the class.
Taught by: Akcay
Course usually offered in spring term
Prerequisite: BIOL 230 AND MATH 104
Activity: Seminar
1.0 Course Unit

BIOL 421 Molecular Genetics
A detailed analysis of gene structure and expression in both prokaryotic and eukaryotic organisms. Rapid advances in DNA technology and genomics will be emphasized. The application of these advances to the molecular genetic analysis of development, cell function and disease will be discussed.
Taught by: Weinberg
Course usually offered in fall term
Prerequisite: BIOL 221
Activity: Lecture
1.0 Course Unit

BIOL 423 Plant Ecology
The course will be a focused study of genomes, genomic techniques, and how these approaches are and will be used in diagnosing and treating human disease. Topics will include genome sequencing, analysis of sequences and microarrays, and new techniques including high-throughput sequencing and reverse genetic analysis with a focus on genome-wide mutant collections. Prerequisite: BIOL 421 strongly recommended.
Taught by: Gregory
Course usually offered in spring term
Also Offered As: CAMB 431
Prerequisite: BIOL 221
Activity: Lecture
1.0 Course Unit

BIOL 425 Biochemistry and Molecular Genetics Superlab
Intensive laboratory class where open-ended, interesting biological problems are explored using modern lab techniques. Topics may include protein structure/function studies; genetic screens, genomics and gene expression studies; proteomics and protein purification techniques; and molecular cloning and DNA manipulation. The course emphasizes developing scientific communication and independent research skills.
Course topics reflect the interests of individual Biology faculty members. This course is recommended for students considering independent research.
Taught by: Casper
One-term course offered either term
Prerequisite: BIOL 204 OR BIOL 205 OR BIOL 221
Activity: Laboratory
1.0 Course Unit

BIOL 430 Evolution and Ecology of Infectious Diseases
This course will focus on fundamental topics related to the ecological and evolutionary processes driving the transmission of pathogenic microbes among hosts including life-history strategies; evolution of pathogenic traits; the impacts of temporal, spatial and host-trait heterogeneity; and factors causing the emergence of an infectious pathogen. Examples will be drawn from human, wildlife, and plant pathogens to illustrate these ecological and evolutionary topics. Students will learn to develop and apply current ecological and evolutionary theory to infectious microbe research and gain practical experience accessing, interpreting and synthesizing the peer-reviewed scientific literature through a combination of popular and scientific readings, discussion, and lecture.
Taught by: Brisson
Course not offered every year
Prerequisite: BIOL 230 OR BIOL 240
Activity: Seminar
1.0 Course Unit

BIOL 431 Genome Science and Genomic Medicine
This course will be a focused study of genomes, genomic techniques, and how these approaches are and will be used in diagnosing and treating human disease. Topics will include genome sequencing, analysis of sequences and microarrays, and new techniques including high-throughput sequencing and reverse genetic analysis with a focus on genome-wide mutant collections. Prerequisite: BIOL 421 strongly recommended.
Taught by: Gregory
Course usually offered in spring term
Also Offered As: CAMB 431
Prerequisite: BIOL 221
Activity: Lecture
1.0 Course Unit
BIOL 433 The Genetics of Adaptation: How sex, conflict, and pathogens shape modern genomes
In this course we explore the genetic basis of adaptation. We will investigate the forces that drive adaptation (e.g., environmental stress, pathogens, conflict, sex), the genetic mechanisms of adaptation (protein sequence changes, expression divergence, gene duplication, etc.), and the consequences of adaptation for contemporary cellular functions, developmental processes, and ecological interactions. The class meetings will be structured around both lectures and student-led discussions of the primary literature.
Taught by: Levine
Course usually offered in spring term
Prerequisite: BIOL 221 OR BIOL 230
Activity: Seminar
1.0 Course Unit

BIOL 436 Molecular Physiology
This course is designed for advanced undergraduate and graduate students who are interested in molecular physiology of sensory signal transduction. The major topics to cover will be signal transduction mechanisms used by membrane ion channels and receptors that detect the sensory stimuli (light, sound, temperature and taste, for example) and transmit the signals to the nervous system. Modern molecular/structural techniques (patch clamp, protein crystallization, molecular genetics, expression cloning and protein purification) will be introduced along with each topic. References will be primary research articles. Students will critically evaluate research discoveries by reading and presenting one to two original research papers. Each student is required to write a 10-page research proposal and to critique proposals written by fellow students.
Taught by: Ren
Course usually offered in fall term
Prerequisite: (BIOL 101 AND BIOL 102) OR BIOL 121
Activity: Seminar
1.0 Course Unit

BIOL 437 Introduction to Computational Biology & Biological Modeling
The goal of this course is to develop a deeper understanding of techniques and concepts used in Computational Biology. The course will strive to focus on a small set of approaches to gain both theoretical and practical understanding of the methods. We will aim to cover practical issues such as programming and the use of programs, as well as theoretical issues such as algorithm design, statistical data analysis, theory of algorithms and statistics. This course WILL NOT provide a broad survey of the field nor teach specific tools but focus on a deep understanding of a small set of topics. We will discuss string algorithms, hidden markov models, dimension reduction, and machine learning (or phylogeny estimation) for biomedical problems. Prerequisite: Probability theory and linear algebra are highly recommended.
Taught by: Kim
Course usually offered in fall term
Also Offered As: CIS 436
Prerequisite: BIOL 446 AND MATH 104
Activity: Lecture
1.0 Course Unit

BIOL 438 Systems Biology: Integrative physiology and biomechanics of the muscular system
The course will focus on muscle function from the level of molecules to whole animal locomotion. At each level of organization, muscle function will be explored from mechanical and energetic viewpoints. The course will include lectures, demonstrations, and several guest expert lectures. Students will also be introduced to realistic musculo-skeletal modelling and forward dynamic simulations to explore integrated function.
Taught by: Rome
Course usually offered in spring term
Prerequisite: BIOL 215 OR BIOL 251
Activity: Lecture
1.0 Course Unit

BIOL 440 Advanced Analysis of Humans and the Environment
Advanced version of BIOL 140: Humans and the Environment. Additional readings and course work as directed. Permission of instructor required to enroll.
For BA Students: Natural Science and Math Sector
Taught by: Janzen
Course usually offered in fall term
Also Offered As: BIOL 140
Activity: Lecture
1.0 Course Unit

BIOL 442 Neurobiology of Learning and Memory
This course focuses on the current state of our knowledge about the neurobiological basis of learning and memory. A combination of lectures and student seminars will explore the molecular and cellular basis of learning in invertebrates and vertebrates from a behavioral and neural perspective.
Course usually offered in fall term
Also Offered As: BIBB 442, NGG 575, PSYC 421
Prerequisite: BIBB 251 OR BIOL 251
Activity: Seminar
1.0 Course Unit

BIOL 444 Molecular Evolution of Physiological Functions
This course is designed for students who are interested in understanding how physiological functions are achieved. Taking advantage of the recent explosion in genetic data and high-resolution protein structure analysis across organisms, the course focuses on the evolution of physiological functions at the genetic, structural, circuit and organismal levels. Examples include the co-evolution of toxins and toxin resistance between hunter and prey, the evolution of substance transport across cell membranes, intracellular signaling cascades, intercellular communication, distributed and centralized nervous systems, neural circuits controlling physiological functions such as feeding, locomotion and visual information processing. Students are expected to learn 1) basic physiological processes, their origin and adaptation, 2) modern genetic, structural and physiological techniques, 3) to critically evaluate research findings, 4) to present scientific papers, and 5) to write a research report.
Taught by: Ren
Course usually offered in fall term
Prerequisite: BIOL 109 OR BIOL 215 OR BIOL 221 OR BIOL 251
Activity: Seminar
1.0 Course Unit
BIOL 446 Statistics for Biologists
Introductory probability theory. Principles of statistical methods. Problems of estimation and hypothesis testing in biology and related areas.
Taught by: Plotkin
Course usually offered in fall term
Prerequisite: MATH 104
Activity: Lecture
1.0 Course Unit

BIOL 448 Principles of Drug Action
Principles of Drug Action covers the concepts of pharmacological sciences as they relate to biochemistry, cell biology, and drug therapy. The intent of the course is to provide a solid grounding in targets of drug action, dose-response relationships, pharmacodynamics, and pharmacokinetics. The grounding is achieved by a discussion of these concepts explicitly and, through selected examples, implicitly. The first part of the course covers each of the concepts. Emphasis is placed on the integration with principles of cell biology and biochemistry. The second part of the course covers selected therapeutic applications. The applications chosen fall within four areas: cardiovascular, brain and behavior, antipyretic and anti-inflammatory, and antimicrobial. They are used to recapitulate important concepts and provide insight into the interplay between pharmacology and human physiology. The applications and the areas they represent are by no means comprehensive, but students will be able to pursue additional interests through papers.
Prerequisite: BIOL 204 is recommended.
Taught by: Manning
Course usually offered in fall term
Prerequisite: BIOL 205
Activity: Lecture
1.0 Course Unit

BIOL 451 Neural Systems and Behavior
This course will investigate neural processing at the systems level. Principles of how brains encode information will be explored in both sensory (e.g. visual, auditory, olfactory, etc.) and motor systems. Neural encoding strategies will be discussed in relation to the specific behavioral needs of the animal. Examples will be drawn from a variety of different model systems.
Taught by: Schmidt, M.
Course usually offered in spring term
Also Offered As: BIIB 479, PSYC 479
Prerequisite: BIOL 251 OR BIIB 251
Activity: Lecture
1.0 Course Unit

BIOL 456 Neural Circuits for Survival
A fundamental goal of neuroscience is to understand how neural circuits in the brain function to influence behavior. The aim of this course is to highlight the neural basis of behavior and discuss modern approaches and novel methods to study the neuronal control of classically studied aspects of behavior. Through a combination of discussions, student presentations, and interactive lectures, we will explore the neural systems that regulate the interactions an animal has with the external world. We will explore sensory systems (such as vision, taste, and olfaction), motor systems, and survival behaviors (such as feeding, drinking, mating, and aggression). The course evaluation will be based largely on written work, participation, and presentations.
Taught by: Betley
Course usually offered in spring term
Prerequisite: BIOL 251
Activity: Seminar
1.0 Course Unit

BIOL 464 Field Studies in Aquatic Microbial Ecology
This is a field and laboratory-based course that involves students in hands-on research methods in aquatic microbial ecology. Students will gain familiarity with experimental design, field measurements of environmental parameters (physical, chemical, and biological), sample collection techniques, and laboratory analyses required to assess the activity, health, and community composition of aquatic microbial ecosystems in an urban environment. We will compare and contrast various watersheds in and around the greater Philadelphia area, and students will design and conduct original independent research as a final course project. Enrollment preference given to students who have completed BIOL 240.
Taught by: Sherwood
Course usually offered in spring term
Prerequisite: BIOL 101 OR BIOL 121
Activity: Laboratory
1.0 Course Unit

BIOL 466 Molecular Genetics of Neurological Disease
This course will focus on the molecular basis of neurological diseases, exploring in detail key papers that cover topics including defining the disease genes, development of animal models that provide mechanistic insight, and seminal findings that reveal molecular understanding. Diseases covered will include neurological diseases of great focus today such as Alzheimer’s, Fragile-X and autism, dementia, motor neuron degeneration, and microsatellite repeat expansion disorders. The course will provide a perspective from initial molecular determination through current status. Students will gain an understanding of how the molecular basis of a disease is discovered (from classical genetics to modern genomics) and how such diseases can be modeled in simple genetic systems for mechanistic insight. The course will be comprised of lectures with detailed analysis of primary literature and in-class activities. Grading will be based on class participation, exams, and written papers.
Prerequisite: BIOL 251 and BIOL 421 are recommended.
Taught by: Bonini
Course usually offered in fall term
Also Offered As: BIBB 466
Prerequisite: BIOL 221
Activity: Lecture
1.0 Course Unit
BIOL 469 Plant Physiology Through Space and Time
This course is a lab/lecture/seminar hybrid that will meet once per week for three hours. Each session will consist of mini-lecture/lab, paper discussions/lab, or solely lab efforts. All reading assignments will be available on Canvas (no textbook fees). We will examine various aspects of photosynthesis, water relations and nutrient acquisition in the context of the evolutionary progression of higher plants. With each subject, we will consider, measure, and in some cases model whole-plant physiology while examining sub-cellular-level controls and ecosystem-to-global-level consequences. This course is designed to give molecular biologists through earth-system scientists the tools to measure and understand whole-plant physiological responses to molecular manipulation and environmental variability. All students will learn to appreciate the context of their work on both micro and macro scales.
Taught by: Helliker
Course usually offered in spring term
Prerequisite: BIOL 240
Activity: Seminar
1.0 Course Unit

BIOL 475 Topics in Prokaryotic Biology: From Molecules to Microbiomes
This course will cover research articles from both the classic and contemporary literature on the genetics, cell biology, and physiology of prokaryotes. The material will focus on a small number of subjects in depth, with an emphasis on how the field has arrived at its current state of knowledge and on exciting new research directions. Possible topics include: stress responses, cell signaling, subcellular organization, bacteriophages, microbial communities, and host-microbe interactions.
Taught by: Goulian
Course offered spring; even-numbered years
Prerequisite: BIOL 221 OR BIOL 375
Activity: Seminar
1.0 Course Unit

BIOL 477 The Science and Art of Biotechnology
Biotechnology transforms basic biological research into pharmaceutical therapies. This course will examine some explanations for American biotechnology vitality by studying case histories in which fundamental, biological observations were subsequently developed, successfully and unsuccessfully, for therapeutic applications. Along the way, we will also seek to understand the interactions among academic research institutions, biotechnology companies, large pharmaceutical companies, the Food and Drug Administration, financial institutions, venture groups, and the Patent and Trademark Office. Classes will be highly interactive. Students will present case histories in a critical fashion. Ultimately, students will conduct mock negotiations focused on university technology transfers, clinical trial design, financing, and intellectual property.
Taught by: Roth
Course usually offered in fall term
Prerequisite: BIOL 204 OR BIOL 205 OR BIOL 221
Activity: Seminar
1.0 Course Unit

BIOL 480 Advanced Cell Biology
This course is designed for beginning graduate students and advanced undergraduates with a particular enthusiasm for cell biology. Biology 480 does not attempt to cover all aspects of cell biology, and is therefore not appropriate for students seeking a lecture course which provides a comprehensive survey of the field. Rather, the primary objective of this course is to teach those students considering a career in the biomedical sciences how to read, discuss, and question original research papers effectively. Intensive classroom discussions focus on the experimental methods used, results obtained, interpretation of these results in the context of cell structure and function, and implications for further studies. There is no assigned text; students learn to critically evaluate current literature by reading original papers on selected topics in modern cell biology. Accordingly, class participation/discussion is essential and the grade will be determined significantly by that. In addition, there will be two exams including answering short questions and an essay critiquing an original paper that is selected on a topic in Cell Biology.
Taught by: Guo
Course usually offered in fall term
Also Offered As: CAMB 480
Prerequisite: BIOL 201 AND BIOL 205
Activity: Lecture
1.0 Course Unit

BIOL 482 Cell Signaling
The evolution of multicellularity required that cells be able to both send and receive signals from their neighbors. The development of organs and differentiation of cells and tissues requires reliable and continuous communication between cells. Consequences of inappropriate or anomalous signaling include development abnormalities and cancer. This class will examine mechanisms of cell-to-cell signaling between cells in plants and animals with an emphasis on the cell biology of development.
Taught by: Gallagher
Course usually offered in fall term
Prerequisite: BIOL 205
Activity: Seminar
1.0 Course Unit

BIOL 483 Epigenetics
This course investigates epigenetic phenomena: heritable alternate states of gene activity that do not result from an alteration in nucleotide composition (mutations). Epigenetic mechanisms regulate genome accessibility and cell differentiation. They play a key role in normal development and in oncogenesis. For example both mammalian X-chromosome inactivation and nuclear transfer (cloning) are subject to epigenetic regulation. Amongst the epigenetic mechanisms we will discuss in this course are chromatin organization, histone modification, DNA methylation and non-coding RNAs. The course is geared toward advanced undergraduate and beginning graduate students and is a combination of lectures, student presentations and research presentations by guest speakers. Students will work with the current scientific literature.
Taught by: Wagner D
Course usually offered in fall term
Also Offered As: CAMB 483
Prerequisite: BIOL 221
Activity: Lecture
1.0 Course Unit
BIOL 484 Cell Motility and the Cytoskeleton
Cytoskeleton and cell motility plays a crucial role in many aspects of normal and pathological physiology of individual cells, tissues, and whole organisms, including morphogenesis, immune response, wound healing, oncogenesis, and infection. This course will cover current topics in cell biology with emphasis on cytoskeleton and cell motility and their roles in these processes. Lectures, student presentations, and discussions in the class will be based on primary scientific literature.
Taught by: Svitkina
Course usually offered in fall term
Prerequisite: BIOL 205
Activity: Seminar
1.0 Course Unit

BIOL 485 The RNA World: A functional and computational analysis
A focused study of genomic, biochemical, cellular, and molecular aspects of RNA. Topics of study will include RNA structure, RNA processing and turnover, splicing, ribozymes and riboswitches, RNA editing and modification, RNA interference, endogenous eukaryotic RNA silencing pathways, small RNA biology, computational methodologies for studying RNA biology, and RNA viruses. Lectures, students presentations, and discussions will be based on readings from the primary literature.
Prerequisite: BIOL 421 strongly recommended
Taught by: Gregory
Course offered spring; even-numbered years
Also Offered As: CAMB 485
Prerequisite: BIOL 221
Activity: Seminar
1.0 Course Unit

BIOL 486 Chromosomes and the Cell Cycle
Life depends on the propagation of genetic material from one generation to the next through cycles of genome replication and cell division. The genome is copied by the parent, and one exact copy is inherited by each daughter cell. We will treat chromosomes as discrete entities, rather than collections of genes, that are replicated and divided with high fidelity to ensure that the genome remains stable over many generations. By reading selected primary literature covering several decades, we will build an understanding of the cell cycle by focusing on chromosomes and the associated molecular machinery. We will explore mechanisms that underlie replication and division, particularly control mechanisms that maintain genome integrity and are critical to prevent disease. The goal of the course is to develop a picture of the cell cycle by examining some of the key experiments and insights that have led to our current understanding.
Taught by: Lampson
Course offered spring; even-numbered years
Also Offered As: CAMB 486
Prerequisite: BIOL 205
Activity: Seminar
1.0 Course Unit

BIOL 483 Epigenetics of Human Health and Disease
Epigenetic alterations encompass heritable, non-genetic changes to chromatin (the polymer of DNA plus histone proteins) that influence cellular and organismal processes. This course will examine epigenetic mechanisms in directing development from the earliest stages of growth, and in maintaining normal cellular homeostasis during life. We will also explore how diverse epigenetic processes are at the heart of numerous human disease states. We will review topics ranging from an historical perspective of the discovery of epigenetic mechanisms to the use of modern technology and drug development to target epigenetic mechanisms to increase healthy lifespan and combat human disease. The course will involve a combination of didactic lectures, primary scientific literature and research lectures, and student-led presentations.
Prerequisite: BIOL 483 recommended
Taught by: Berger
Course offered spring; odd-numbered years
Also Offered As: CAMB 493, GCB 493
Prerequisite: BIOL 221
Activity: Seminar
1.0 Course Unit

BIOL 499 Advanced Independent Study
A second semester of independent study, in most cases extending the research undertaken for the BIOL 399. Apply at the Biology Academic Office, 102 Leidy Labs.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

BIOL 522 Human Evolutionary Genomics
Advanced seminar on current topics in human genomics and human evolution. Topics include the methods used for mapping and sequencing genomes; phylogenetic and population genetic analysis; and detecting variation in the human genome. This course is designed for graduate students but advanced undergraduates with a strong background in genetics are also welcome.
Taught by: Tishkoff
Course offered spring; even-numbered years
Also Offered As: CAMB 522
Activity: Seminar
1.0 Course Unit

BIOL 527 Genetics for Computational Biology
This course will survey the discipline of molecular genetics. Two broad areas will be considered: 1) Molecular biology. DNA replication, transcription, translation, and the regulation of gene expression in both prokaryotic and eukaryotic systems and genomics and 2) Genetics: basic Mendelian & molecular genetics.
Taught by: Bonini/Gallagher/Guild/Keith
One-term course offered either term
Also Offered As: BIOL 221
Prerequisite: BIOL 101 OR 121
Activity: Lecture
1.0 Course Unit
BIOL 536 Fundamentals of Computational Biology
Introductory computational biology course designed for both biology students and computer science, engineering students. The course will cover fundamentals of algorithms, statistics, and mathematics as applied to biological problems. In particular, emphasis will be given to biological problem modeling and understanding the algorithms and mathematical procedures at the ‘pencil and paper’ level. That is, practical implementation of the algorithms is not taught but principles of the algorithms are covered using small sized examples. Topics to be covered are: genome annotation and string algorithms, pattern search and statistical learning, molecular evolution and phylogenetics, functional genomics and systems level analysis. Prerequisite: College level introductory biology required; undergraduate or graduate level statistics taken previously or concurrently required; molecular biology and/or genetics encouraged; programming experience encouraged. Taught by: Kim
Course usually offered in fall term
Also Offered As: CIS 536, GCB 536
Prerequisite: ((BIOL 101 AND BIOL 102) OR BIOL 121) AND STAT 111 AND STAT 112
Activity: Lecture
1.0 Course Unit

BIOL 540 Genetic Analysis
The logic and methodology of genetic analysis in plants and animals. This lecture course will focus on the use of mutations to study gene function and higher order biological processes, methods for reporting and manipulating gene expression, and analysis of the genetic basis of natural variation.
Taught by: Poethig
Course not offered every year
Prerequisite: BIOL 221
Activity: Lecture
1.0 Course Unit

BIOL 571 Topics in Computational Biology
Course for graduate students planning research in computational biology and genomics. Assigned readings will cover algorithms and data analysis techniques in computational biology. The course will include presentations and discussion of research problems involving computational analysis and there. Active group participation is required. Topics could include string algorithms, probability theory, multivariate statistics, molecular evolution, Markov Models, phylogenetic trees, and machine learning.
Taught by: Kim
Course not offered every year
Activity: Seminar
1.0 Course Unit

BIOL 575 Microbial Diversity and Pathogenesis
Advanced version of BIOL 375: Microbial Diversity and Pathogenesis for graduate students only. Additional readings and course work as directed. Taught by: Pohlschroder
Course usually offered in spring term
Also Offered As: BIOL 375
Prerequisite: BIOL 221
Activity: Lecture
1.0 Course Unit

BIOL 576 Microbial Diversity and Pathogenesis Lab
Advanced version of BIOL 376: Microbial Diversity and Pathogenesis Lab for graduate students only. Additional readings and course work as directed. Permission of instructor. BIOL 575 previously or concurrently is recommended but not required.
Taught by: Pohlschroder and Hogan
Course usually offered in spring term
Also Offered As: BIOL 376
Activity: Laboratory
1.0 Course Unit

BIOL 586 Topics in Mathematical Biology
This course will cover various mathematical models and tools that are used to study modern biological problems. The specific emphasis will vary from year to year, but typically will include an introduction to stochastic processes and computational methods that arise in evolutionary biology and population genetics. No prior knowledge of biology is needed to take this course, but a strong background in probability and familiarity with algorithms and combinatorics will be assumed. Prerequisite: MATH 241 and 340 are recommended
Course not offered every year
Also Offered As: MATH 586
Prerequisite: MATH 430
Activity: Lecture
1.0 Course Unit

BIOL 599 Master’s Independent Study
Laboratory research for the Master’s of Science in Biology submatriculation program. Apply at the Academic Office, 102 Leidy Labs.
One-term course offered either term
Activity: Independent Study
1.5 Course Unit

BIOL 608 Communication for Biologists
Basic science writing and presentation skills for PhD students in Biology. Designed for second year graduate students preparing for qualifying exams. In the first half of the course, students will produce weekly writing assignments and critique writing submitted by others. In the second half, students will learn techniques for effective research presentations in both seminar style environments and chalk-talk settings.
Taught by: Schmidt/Plotkin
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

BIOL 700 Advanced Topics in Current Biological Research
Integrative seminar on current biological research for first-year PhD students.
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
Notes: Course open to PhD students in Biology only.

BIOL 999 Independent Study and Research
Advanced laboratory research with a member of the Biology Graduate Group. May be taken for multiple course unit credit
One-term course offered either term
Activity: Independent Study
0.5 Course Units
Notes: May be taken for multiple course unit credit
Biomedical Graduate Studies (BIOM)

BIOM 502 Molecular Basis of Disease
BIOM 502 introduces students to basic mechanisms of disease and examines a different disease each week. The focus of the course will be on understanding the pathophysiology of the diseases and how research has enhanced not only our knowledge of disease mechanisms but has also led to improved therapy for patients with these diseases. This course is reserved for BGS students only. Prerequisite: Permission of course director.
Taught by: Dr. Jonathan Katz and Dr. Jennifer Punt
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

BIOM 510 Case Studies in Translational Research (CSTR) (Open to MD/PhD and VMD/PhD students only)
This course is open to MD/PhD, VMD/PhD and Biomedical Graduate Studies PhD students. All second year combined degree students are expected to take this course unless excused by Dr. Brass. Enrollment is limited to 24 students but interested VMD/PhD and BGS students are welcome as space permits. Prerequisite: Must be in the MD/PhD or VMD/PhD program and have completes the first year of training. CSTR is a seminar style course where groups of students work with selected Penn faculty to prepare a discussion and literature review on disease topics. Topics will include gene therapy for hemophilia, retinal disease and wound healing, cytokine therapies for immune disorders, genetic sleep disturbances and vaccine development. Most of the course will focus on the analysis of successful translational research projects that are taking place here at Penn.
Taught by: Drs. Mitch Weiss, Emma Meagher and Skip Brass
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

BIOM 555 Regulation of the Genome
Regulation of gene expression including chromatin structure, transcription, DNA modification, RNA processing, translation, control of gene expression via microRNAs and post-translational processing. Prerequisite: Permission of instructors.
Taught by: Drs. Zhaolan Zhou and Ben Black
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

BIOM 600 Cell Biology
BIOM 600 is a beginning-to-intermediate-level graduate school course designed to introduce students to the molecular components and physiological mechanisms that underlie the structure and function of eukaryotic cells. The course emphasizes core cell biology concepts by describing both landmark experiments and methods as well as current scientific research questions and technical approaches. Lectures till focus on discoveries involving: (i) molecular mechanisms of cellular communication; (ii) intracellular compartmentalization, protein-vesicle targeting, and organelle biogenesis; (iii) mechanisms of membrane transport and excitability; (iv) cytoskeletal architecture, cell adhesion, and cell motility; and (v) cell fate. The main goal of the course is to provide a strong foundational basis for the biomedical student's graduate education especially in the practice of solving research problems in the context of cell biology. The format and content of the course conveys to students not only how scientists what they know but also the tremendous excitement that has paralleled rapid advances in understanding cell structure, organization, and function in recent years. Permission of instructor required to enroll.
Taught by: Dr. Kurt Engleka, Course Director
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

BIOM 611 Statistics in Experimental Design and Analysis
BIOM 611 is an introductory course providing an overview of fundamental concepts in biostatistics as they relate to experimental design and analysis. It introduces the student as well to the related concepts of premise and reproducibility. The first unit introduces the scientific method as a series of six steps. In the first unit we explore the strength of evidence supporting a particular research hypothesis, consider the generalizability of our conclusion and estimate the magnitude of the effect. The second unit specifically introduces methods for comparing means and proportions between groups and the analysis of paired data. We conclude by considering differences in means and proportions between multiple groups and associations between quantitative variables. Analysis of variance (ANOVA), correlation and linear regression are explored. Statistical methods will be implemented using the software package R (in Rstudio). Students will have an opportunity to code directly in R or to use the graphical user interface, Rcmdr to facilitate work with R. This course is NOT recommended for students with a strong quantitative background. Those of you with a strong background should take a statistics course with more rigorous mathematical underpinnings and or with exposure to more advanced statistical methods. Discuss with advisor or see the following page for detailed instructions. www.med.upenn.edu/bgs/documents/BGSStatisticsRequirements10-6-16.pdf
Taught by: J. Richard Landis, PhD
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
Biomedical Informatics (BMIN)

BMIN 501 Introduction to Biomedical and Health Informatics
This course is designed to provide a survey of the major topic areas in medical informatics, especially as they apply to clinical research. Through a series of lectures and demonstrations, students will learn about topics such as databases, natural language, clinical information systems, networks, artificial intelligence and machine learning applications, decision support, imaging and graphics, and the use of computers in education.
Taught by: Holmes
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

BMIN 502 Databases in Biomedical Research
This course is intended to provide in-depth, practical exposure to the design, implementation, and use of databases in biomedical research, and to provide students with the skills needed to design and conduct a research project using primary and secondary data. Topics to be covered include: database architectures, data normalization, database implementation, client-server databases, concurrency, validation, Structured-Query Language (SQL) programming, reporting, maintenance, and security. All examples will use problems or data from biomedical domains. MySQL will be used as the database platform for the course, although the principles apply generally to biomedical research and other relational databases.
Taught by: Holmes
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

BMIN 503 Data Science for Biomedical Informatics
In this course, we will use R and other freely available software to learn fundamental data science applied to a range of biomedical informatics topics, including those making use of health and genomic data. After completing this course, students will be able to retrieve and clean data, perform explanatory analyses, build models to answer scientific questions, and present visually appealing results to accompany data analyses; be familiar with various biomedical data types and resources related to them; and know how to create reproducible and easily shareable results with R and github. Prerequisite: Familiarity with basic statistical (e.g., EPID 526, 527 or other first-year graduate level stats course) concepts is expected, as this course will not cover basic concepts in depth.
Taught by: Himes
Course usually offered in fall term
Also Offered As: EPID 600
Activity: Lecture
1.0 Course Unit

BMIN 504 Topics in Biom/Hlth Info
Also Offered As: EPID 602
Activity: Lecture
1.0 Course Unit

BMIN 505 Precision Medicine and Health Policy
Through a series of lectures, readings and response papers, students will learn about topics such as medical ethics, unintended consequences of medicine/research, genetics, genetic interpretation, hospital performance, and informatic methods to assess these factors. The informatics topics covered in this course include: decision support, genetic database, clinical interpretation of genetics, detection of bias in EMRs, detection of bias in guidelines, methods to ameliorate bias, mapping clinical guidelines to computable standards, performance assessment, machine learning, and artificial intelligence applications in this space.
Taught by: Boland
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

BMIN 506 Standards and Clinical Terminologies
This survey course is designed to provide an overview of health information standards and clinical terminologies. Through a series of lectures, demonstrations, and hands-on exercises, students will learn about topics such as standards, interoperability, data modeling, vocabularies, and health information exchange.
Taught by: Michael Padula
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

BMIN 507 Human Factors
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

BMIN 509 Telehealth and mHealth Systems and Applications
This course is designed to develop intelligent consumers, managers, and researchers of telehealth and mHealth systems through guided exploration into the components of such systems. The course is designed to introduce many of the challenges facing designers and managers of telehealth/ mHealth and remote health care delivery networks. The spectrum of activity ranging from research into implications of system design for applications that bridge geographic distance to the development of practical applications is considered in both historical context and in case studies. The current status and future trends of this emerging domain are reviewed.
Taught by: Demiris, George
Also Offered As: NURS 529
Activity: Lecture
1.0 Course Unit

BMIN 520 AI I: Intro To AI
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
**Biostatistics (BSTA)**

**BSTA 550 Applied Regression and Analysis of Variance**

An applied graduate level course in multiple regression and analysis of variance for students who have completed an undergraduate course in basic statistical methods. Emphasis is on practical methods of data analysis and their interpretation. Covers model building, general linear hypothesis, residual analysis, leverage and influence, one-way anova, two-way anova, factorial anova. Primarily for doctoral students in the managerial, behavioral, social and health sciences. Permission of instructor required to enroll.

Taught by: Rosenbaum
Course usually offered in fall term
Also Offered As: PSYC 611, STAT 500
Activity: Lecture
1.0 Course Unit

**BSTA 620 Probability I**

This course covers Elements of (non-measure theoretic) probability necessary for the further study of statistics and biostatistics. Topics include set theory, axioms of probability, counting arguments, conditional probability, random variables and distributions, expectations, generating functions, families of distributions, joint and marginal distributions, hierarchical models, covariance and correlation, random sampling, sampling properties of statistics, modes of convergence, and random number generation. Two semesters of calculus (through multivariate calculus), linear algebra, or permission of the instructor to enroll.

Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

**BSTA 621 Statistical Inference I**

This class will cover the fundamental concepts of statistical inference. Topics include sufficiency, consistency, finding and evaluating point estimators, finding and evaluating interval estimators, hypothesis testing, and asymptotic evaluations for point and interval estimation. Prerequisite: If course requirements not met, permission of instructor.

Course usually offered in spring term
Prerequisite: BSTA 620
Activity: Lecture
1.0 Course Unit

**BSTA 511 Biostatistics in Practice**

Biostatistics in Practice offers Biostatistics students an opportunity to acquire and demonstrate proficiency in statistical collaboration, data analysis and scientific writing. The project is defined by several elements: A scientific question or hypothesis arising in medical research; the statistical methodology needed to address the question; the development of a study design and/or analysis of a relevant data set; and a summary of the results of these analyses. In most cases, a collaborating medical scientist provides the research question and the data. The student, under the supervision of a biostatistics faculty member, identifies the appropriate statistical methods and conducts the analysis. The analysis should be sufficiently extensive and detailed to support a manuscript publishable in the medical literature. Enrollment open to Biostatistics student only.

Taught by: Nandita Mitra
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

**BSTA 550 Applied Regression and Analysis of Variance**

An applied graduate level course in multiple regression and analysis of variance for students who have completed an undergraduate course in basic statistical methods. Emphasis is on practical methods of data analysis and their interpretation. Covers model building, general linear hypothesis, residual analysis, leverage and influence, one-way anova, two-way anova, factorial anova. Primarily for doctoral students in the managerial, behavioral, social and health sciences. Permission of instructor required to enroll.

Taught by: Rosenbaum
Course usually offered in fall term
Also Offered As: PSYC 611, STAT 500
Activity: Lecture
1.0 Course Unit

**BSTA 620 Probability I**

This course covers Elements of (non-measure theoretic) probability necessary for the further study of statistics and biostatistics. Topics include set theory, axioms of probability, counting arguments, conditional probability, random variables and distributions, expectations, generating functions, families of distributions, joint and marginal distributions, hierarchical models, covariance and correlation, random sampling, sampling properties of statistics, modes of convergence, and random number generation. Two semesters of calculus (through multivariate calculus), linear algebra, or permission of the instructor to enroll.

Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

**BSTA 621 Statistical Inference I**

This class will cover the fundamental concepts of statistical inference. Topics include sufficiency, consistency, finding and evaluating point estimators, finding and evaluating interval estimators, hypothesis testing, and asymptotic evaluations for point and interval estimation. Prerequisite: If course requirements not met, permission of instructor.

Course usually offered in spring term
Prerequisite: BSTA 620
Activity: Lecture
1.0 Course Unit
**Biostatistics (BSTA)**

**BSTA 622 Statistical Inference II**
This class will cover the fundamental concepts of statistical inference. Topics include sufficiency, consistency, finding and evaluating point estimators, finding and evaluating interval estimators, hypothesis testing, and asymptotic evaluations for point and interval estimation. Course usually offered in fall term
Prerequisite: BSTA 621
Activity: Lecture
1.0 Course Unit

**BSTA 630 Statistical Methods and Data Analysis I**
This first course in statistical methods for data analysis is aimed at first-year Biostatistics students. It focuses on the analysis of continuous data. Topics include descriptive statistics (measures of central tendency and dispersion, shapes of distributions, graphical representations of distributions, transformations, and testing for goodness of fit); populations and sampling (hypotheses of differences and equivalence, statistical errors); one- and two-sample t tests; analysis of variance; correlation; nonparametric tests on means and correlations; estimation (confidence intervals and robust methods); categorical data analysis (proportions; statistics and test for comparing proportions; test for matched samples; study design); and regression modeling (simple linear regression, multiple regression, model fitting and testing, partial correlation, residuals, multicollinearity). Examples of medical and biologic data will be used throughout the course, and use of computer software demonstrated. Multivariable calculus and linear algebra and permission of instructor required to enroll.
Course usually offered in fall term
Prerequisite: BSTA 620
Activity: Lecture
1.0 Course Unit

**BSTA 632 Statistical Methods for Categorical and Survival Data**
This is the second half of the methods sequence, where the focus shifts to methods for categorical and survival data. Topics in categorical include defining rates; incidence and prevalence; the chi-squared test; Fisher’s exact test and its extension; relative risk and odds-ratio; sensitivity; specificity; predictive values; logistic regression with goodness of fit tests; ROC curves; the Mantel-Haenszel test; McNemar’s test; the Poisson model; and the Kappa statistic. Survival analysis will include defining the survival curve, censoring, and the hazard function; the Kaplan-Meier estimate, Greenwood’s formula and confidence bands; the log rank test; and Cox’s proportional hazards regression model. Examples of medical and biologic data will be used throughout the course, and use of computer software demonstrated.
Course usually offered in spring term
Prerequisite: BSTA 620 AND BSTA 621 AND BSTA 630
Activity: Lecture
1.0 Course Unit

**BSTA 651 Introduction to Linear Models and Generalized Linear Models**
This course extends the content on linear models in BSTA 630 and BSTA 632 to more advanced concepts and applications of linear models. Topics include the matrix approach to linear models including regression and analysis of variance, general linear hypothesis, estimability, polynomial, piecewise, ridge, and weighted regression, regression and collinearity diagnostics, multiple comparisons, fitting strategies, simple experimental designs (block designs, split plot), random effects models, Best Linear Unbiased Prediction. In addition, generalized linear models will be introduced with emphasis on the binomial, logit and Poisson log-linear models. Applications of methods to example data sets will be emphasized.
Course usually offered in spring term
Prerequisite: BSTA 620 AND BSTA 630 AND BSTA 621 AND BSTA 632
Activity: Lecture
1.0 Course Unit

**BSTA 656 Longitudinal Data Analysis**
This course covers both the applied aspects and methods developments in longitudinal data analysis. In the first part, we review the properties of the multivariate normal distribution and cover basic methods in longitudinal data analysis, such as exploratory data analysis, two-stage analysis and mixed-effects models. Focus is on the linear mixed-effects models, where we cover restricted maximum likelihood estimation, estimation and inference for fixed and random effects and models for serial correlations. We will also cover Bayesian inference for linear mixed-effects models. The second part covers advanced topics, including nonlinear mixed-effects models, GEE, generalized linear mixed-effects models, nonparametric longitudinal models, functional mixed-effects models, and joint modeling of longitudinal data and the dropout mechanism. If course requirements are not met, permission of instructor required.
Taught by: Wensheng Gu
Prerequisite: BSTA 621 AND (BSTA 631 OR BSTA 632) AND BSTA 651 AND (BSTA 653 OR BSTA 754)
Activity: Lecture
0.5 Course Units

**BSTA 660 Design of Observational Studies**
This course will cover statistical methods for the design and analysis of observational studies. Topics for the course will include epidemiologic study designs, issues of confounding and hidden bias, matching methods, propensity score methods, sensitivity analysis, and instrumental variables. Case studies in biomedical research will be presented as illustrations. Prerequisite: If course requirements not met, permission of instructor required.
Taught by: Rebecca Hubbard
Activity: Lecture
0.5 Course Units

**BSTA 661 Design of Interventional Studies**
This course is designed for graduate students in statistics or biostatistics interested in the statistical methodology underlying the design, conduct, and analysis of clinical trials and related interventional studies. General topics include designs for various types of clinical trials (Phase I, II, III), endpoints and control groups, sample size determination, and sequential methods and adaptive design. Regulatory and ethical issues will also be covered. Prerequisite: If course requirement not met, permission of instructor required.
Taught by: Alisa Stephens Shields
Activity: Lecture
0.5 Course Units
**BSTA 670 Statistical Computing**
This course concentrates on computational tools, which are useful for statistical research and for computationally intensive statistics. Through this course you will develop a knowledge base and skill set of a wide range of computational tools needed for statistical research. Topics include computer storage, architecture and arithmetic; random number generation; numerical optimization methods; spline smoothing and penalized likelihood; numerical integration; simulation design; Gibbs sampling; bootstrap methods; and the EM algorithm. Prerequisite: If course requirements not met, permission of instructor required.
Taught by: Kristin Linn
Prerequisite: BSTA 651 AND BSTA 620 AND BSTA 621
Activity: Lecture
1.0 Course Unit

**BSTA 699 Lab Rotation**
Activity: Laboratory
0.33 Course Units

**BSTA 750 Statistical Methods for Risk Prediction and Precision Medicine**
This is an advanced elective course for graduate students in Biostatistics, Statistics, Epidemiology, and other BGS disciplines. It will cover various topics for evaluating the performance of biomarkers to predict risk of clinical or disease outcomes, specifically including relative, absolute and competing risks for binary and time-to-disease outcomes; statistical inference for quantifying predictive accuracy with binary and time-to-event outcomes; statistical methods and inference for case-control study designs; Efficient study design issues for biomarker evaluation. This course is designed to help students 1) understand various concepts of risk in the medical literature; 2) understand various statistical methods for evaluating prediction performance of biomarkers and diagnostic tests and for designing efficient biomarker studies; 3) improve the ability to read critically papers published in statistical and medical journals on related topics; and 4) develop research ideas for risk prediction. Upon successfully completing this course, students will be able to: 1) Conduct statistical analysis for evaluating prediction performance of biomarkers and diagnostic tests; 2) Have a better ability to read and understand papers published in statistical and medical journals on related topics; and 3) Be well prepared to work on related topics for dissertation.
Taught by: Jinbo Chen
Course usually offered in fall term
Prerequisite: BSTA 630 AND BSTA 632
Activity: Lecture
0.5 Course Units

**BSTA 751 Statistical Methods for Neuroimaging**
This course is intended for students interested in both statistical methodology, and the process of developing this methodology, for the field of neuroimaging. This will include quantitative techniques that allow for inference and prediction from ultra-high dimensional and complex images. In this course, basics of imaging neuroscience and preprocessing will be covered to provide students with requisite knowledge to develop the next generation of statistical approaches for imaging studies. High-performance computational neuroscience tools and approaches for voxel- and region-level analyses will be studied. The multiple testing problem will be discussed, and the state-of-the-art in the area will be examined. Finally, the course will end with a detailed study of multivariate pattern analysis, which aims to harness patterns in images to identify disease effects and provide sensitive and specific biomarkers. The student will be evaluated based on 3 homework assignments and a final in-class presentation. Prerequisite: If course requirement not met, permission of instructor required.
Taught by: Doug Schaubel
Course usually offered in fall term
Prerequisite: BSTA 622
Activity: Lecture
0.5 Course Units

**BSTA 754 Advanced Survival Analysis**
This advanced survival analysis course will cover statistical theory in counting processes, large sample theory using martingales, and other state of the art theoretical concepts useful in modern survival analysis research. Examples in deriving rank-based tests and Cox regression models as well as their asymptotic properties will be demonstrated using these theoretical concepts. Additional potential topics may include competing risk, recurrent event analysis, multivariate failure time analysis, joint modeling of survival and longitudinal data, sample size calculations, multi-state models, and complex sampling schemes involving failure time data. In addition to satisfying course prerequisites, permission of instructor is required.
Taught by: Doug Schaubel
Course usually offered in fall term
Prerequisite: BSTA 622
Activity: Lecture
1.0 Course Unit

**BSTA 777 Statistical Methods for Meta-Analyses**
This graduate-level Biostatistics course will introduce the fundamentals of statistical methods for meta-analyses. It will cover key principles of meta-analysis and the statistical rationales behind the analytic models, including univariate meta-analysis, multivariate meta-analysis, meta-analysis of diagnostic test accuracy, network meta-analysis, and multivariate network meta-analysis. Beyond these commonly used models, the course will cover statistical methods and software that investigate and correct for biases in systematic reviews such as publication bias, outcome reporting bias. Advanced statistical inferential tools such as publication bias, outcome reporting bias. Advanced statistical inferential tools such as composite likelihood, pseudolikelihood, integrated likelihood methods, EM algorithms will be introduced. In addition, the course will also cover some practical steps in systematic review including search strategies, data abstraction methods; quality assessment; and writing a meta-analysis report. The course is composed of a series of weekly lectures and small group discussions. Students will be expected to attend weekly lectures, participate in class discussions, review assigned readings, complete homework assignments, and conduct a real-world meta-analysis with a clinically meaningful problem. Fundamentals of Biostatistics background or permission of instructor required to enroll.
Activity: Lecture
1.0 Course Unit
Biotechnology (BIOT)

BSTA 782 Stat Meth/Incomplete Data
Taught by: Qi Long
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

BSTA 787 Methods for Statistical Genetics and Genomics in Complex Human Disease
This is an advanced elective course for graduate students in Biostatistics, Statistics, Epidemiology, Bioinformatics, Computational Biology, and other BGS disciplines. This course will cover statistical methods for the analysis of genetics and genomics data. Topics covered will include genetic linkage and association analysis, analysis of next-generation sequencing data, including those generated from DNA sequencing and RNA sequencing experiments. Students will be exposed to the latest statistical methodology and computer tools on genetic and genomic data analysis. They will also read and evaluate current statistical genetics and genomics literature. Prerequisite: If course requirements not met, permission of instructor required.
Taught by: Mingyao Li
Prerequisite: (BSTA 630 AND BSTA 632) OR (EPID 520 AND EPID 521)
Activity: Lecture
1.0 Course Unit

BSTA 789 Big Data
Selected topics from public health and biomedical research where 'Big data' are being collected and methods are being developed and applied, together with some core statistical methods in high dimensional data analysis. Topics include dimension reduction, detection of novel association in large datasets, regularization and high dimensional regression, ensemble learning and prediction, kernel methods, deep learning and network analysis. R programs will be used throughout the course, other standalone programs will also be used. Prerequisite: If course requirement not met, permission of instructor required.
Taught by: Hongzhe Lee
Prerequisite: BSTA 621 AND BSTA 622
Activity: Lecture
1.0 Course Unit

BSTA 790 Causal Inference in Biomedical Research
This course considers approaches to defining and estimating causal effects in various settings. The potential-outcomes approach provides the framework for the concepts of causality developed here, although we will briefly consider alternatives. Topics considered include: the definition of effects of scalar or point treatments; nonparametric bounds on effects; identifying assumptions and estimation in simple randomized trials and observational studies; alternative methods of inference and controlling confounding; propensity scores; sensitivity analysis for unmeasured confounding; graphical models; instrumental variables estimation; joint effects of multiple treatments; direct and indirect effects; intermediate variables and effect modification; randomized trials with simple noncompliance; principal stratification; effects of time-varying treatments; time-varying confounding in observational studies and randomized trials; nonparametric inference for joint effects of treatments; marginal structural models; and structural nested models. Prerequisite: If course requirement not met, permission of instructor required.
Taught by: Nandita Mitra
Course not offered every year
Prerequisite: BSTA 620 AND BSTA 621 AND BSTA 622 AND BSTA 630 AND BSTA 631
Activity: Lecture
1.0 Course Unit

Bosnian-Croatian-Serbo

BCS 390 Elementary Bosnian/Croatian/Serbian I
The course level is basic, starting with the alphabet (both versions of it, the Latin and the Cyrillic), moving on to the grammar basics, then some communication and other forms of interaction.
For BA Students: Language Course
Taught by: Scepanovic-Ulia
Course not offered every year
Activity: Lecture
1.0 Course Unit

BCS 391 Elementary Bosnian/Croatian/Serbian II
For BA Students: Language Course
Course not offered every year
Prerequisite: BCS 390
Activity: Lecture
1.0 Course Unit

BCS 394 Intermediate Bosnian/Croatian/Serbian I
For BA Students: Language Course
Course not offered every year
Prerequisite: BCS 391
Activity: Lecture
1.0 Course Unit

BCS 395 Intermediate Bosnian/Croatian/Serbian II
For BA Students: Last Language Course
Course not offered every year
Prerequisite: BCS 394
Activity: Lecture
1.0 Course Unit
Business Economics & Public Policy (BEPP)

BEPP 201 Public Finance and Policy.
This course explores the economics and politics of public policy to provide an analytic framework for considering why, how, and with what success/failure government intervenes in a variety of policy areas. Particular attention will be paid to important policy issues relating to taxation, social security, low-income assistance, health insurance, education (both K-12 and higher ed), the environment, and government deficits. The costs and benefits of alternative policies will be explored along with the distribution of responsibilities between the federal, state and local governments. While the course will focus primarily on U.S. policies, the topics covered (e.g. tax reform, deficits versus austerity, etc.) are currently at the center of the policy debate in many other industrialized countries as well. Taught by: Deniz Selman
One-term course offered either term
Also Offered As: BEPP 770
Activity: Lecture
1.0 Course Unit

BEPP 202 Consumer Financial Decision Making
Research shows that many individuals are profoundly underinformed about important financial facts and financial products, which frequently lead them to make mistakes and lose money. Moreover, consumer finance comprises an enormous sector of the economy, including products like credit cards, student loans, mortgages, retail banking, insurance, and a wide variety of retirement savings vehicles and investment alternatives. Additionally, recent breakthroughs in the FinTech arena are integrating innovative approaches to help consumers. Though virtually all people use these products, many find financial decisions to be confusing and complex, rendering them susceptible to fraud and deception. As a result, government regulation plays a major role in these markets. This course intended for Penn undergraduates considers economic models of household decisions and examines evidence on how consumers are managing (and mismanaging) their finances. Although academic research has historically placed more attention on corporate finance, household finance is receiving a brighter spotlight now—partly due to its role in the recent financial crisis. Thus the course is geared toward those seeking to take charge of their own financial futures, anyone interested in policy debates over consumer financial decision making, and future FinTech entrepreneurs. Taught by: Olivia Mitchell/Nicholas Roussanov
One-term course offered either term
Also Offered As: FNCE 202
Activity: Lecture
1.0 Course Unit

BEPP 203 Business in the Global Political Environment.
This course examines the non-market components of business and the broader political, regulatory, and civil context in which companies function. This course addresses how businesses interact with political and regulatory institutions, as well as the general public, with a focus on the global economy. The first portion examines the realities associated with political economy and the actual making of laws and regulations by imperfect politicians and regulators. The second portion analyzes the economic rationale for legislation and regulation in the presence of market failures. The course covers specific market failures and potential solutions including government regulation. Taught by: Santosh Anagol/Shing-yi Wang
One-term course offered either term
Prerequisite: BEPP 250 OR ECON 001 OR ECON 010
Activity: Lecture
1.0 Course Unit

BEPP 207 Economics for the Next Hundred Years
Taught by: Eduardo Azevedo
Activity: Lecture
0.5 Course Units

BEPP 208 Housing Markets
This course is designed for students interested in the economics and operations of housing markets. It is primarily a U.S. focused course, but does include a limited amount of international material for comparative purposes. The class is divided into four sections: (1) supply and demand for housing, including the operations of homebuilders and rental landlords; (2) house prices, including cycles and price dynamics; (3) international comparisons; and (4) public policy analysis applied to a current housing markets-related issue. This course presumes knowledge of intermediate economics, as we will apply that knowledge throughout the semester. For Wharton students, this means you must have passed BEPP 250 (undergrads) or MGEC 611 and 612 for MBA’s. Non-Wharton students should have taken the equivalent course in the College. Lecture with discussion required. Taught by: Gyourko
Course usually offered in spring term
Also Offered As: BEPP 708, REAL 208, REAL 708
Prerequisite: BEPP 708, REAL 208, REAL 708
Activity: Lecture
1.0 Course Unit
Notes: Lecture with discussion required.
BEPP 210 Firms, Markets and Public Policy.
Many dimensions of firms’ strategies, including agreements with suppliers and competitors, mergers and acquisitions, pricing, and technology standards development, among others, are subject to the oversight of regulatory bodies and governmental agencies. This course studies how public policy impacts firms’ strategic choices in a host of economic environments. We will analyze pricing strategies including versioning and bundling; product standardization decisions; the management of complementarities between products; the role of network effects and platform competition; and how firms can take advantage of the regulatory environment they operate in when making such decisions. We will study, for example, why Sony won the Blu-Ray format war against the widely supported HD-DVD format; how the FCC plans to incentivize television broadcasters to return spectrum holdings for auction to wireless broadband providers; and how contracts with content providers affect firms’ strategic interactions in the e-reader market. To understand how firm strategy and public policy interact, the course will rely on a mix of simple but rigorous analytical models and case studies.
Taught by: Katja Seim.
One-term course offered either term
Also Offered As: BEPP 710
Prerequisite: BEPP 250
Activity: Lecture
1.0 Course Unit

BEPP 212 Economic Analysis of Law
This course provides an introduction to the economic analysis of law and legal institutions. Our goal is develop intuitions about the ways law simultaneously shapes and responds to private behavioral incentives. In the first half of the course, we will survey the application of key economic concepts to basic features of the Anglo-American common law of property, contract, and tort. In the second half of the course, we will use the tools developed in our survey to focus in depth on the law of intellectual property.
Taught by: Buccola
One-term course offered either term
Also Offered As: LGST 212
Activity: Lecture
1.0 Course Unit

BEPP 214 Nonprofit Sector: Economic Challenges and Strategic Responses.
The nonprofit sector plays a key role in the provision of many goods and services which are fundamental in our society and which may be difficult to provide using market mechanisms alone. Education, health care, charitable services, and the arts are some primary examples of these. Nonprofit organizations operate in service of specific social missions rather than profit maximization, but in order to serve those missions effectively while ensuring their own survival, they must also make many of the decisions typically associated with private firms. That is, they must compete for funding, human resources, and consumers of their services, they must manage and invest their resources efficiently, and they must innovate new products and services over time. Importantly, the latter requirements may at times come in conflict with the organizations’ social values. As a result, nonprofit organizations as economic decision-makers confront a number of unique challenges to their success and growth. The goal of this course is to give students a broad overview of the economic, organizational, and strategic concerns facing the non-profit sector. Our objective is to characterize the unique economic environment, identify effective strategic governance, and management approaches, and explore how appropriate measurement techniques can can inform the policy treatment of nonprofits. This course is organized around a number of lectures, readings and outside speakers, a midterm exam and a required project.
Taught by: Ashley Swanson.
Activity: Lecture
1.0 Course Unit

BEPP 220 Behavioral Economics, Markets, and Public Policy
Behavioral economics has revealed a variety of systematic ways in which people deviate from being perfectly selfish, rational, optimizing agents. These findings have important implications for government policy and firm behavior. This course will explore these implications by answering two main questions: (1) what does behavioral economics imply for when and how the government should intervene in markets? (2) What does behavioral economics imply for firms’ pricing and production decisions? The course will present the standard economic approaches to answering these questions and then explore how answers change when we consider that people act in behavioral ways. Towards the end of the course, we will investigate specific policy questions, allowing us to debate solutions while hearing from policy makers operating in a world of behavioral agents.
Taught by: Judd Kessler.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

BEPP 230 Urban Fiscal Policy
This course will examine the provision of public services for firms and people through cities. Why cities exist, when fiscal policy fails, investments in infrastructure, realities of local governments such as inequality, crime, corruption, high cost of living, congestion, and unfunded pensions and debt, will be covered. We will pay special attention to recent topics, such as partnerships with the private sector, enterprise zones, the role of technology, environmental challenges, and real estate policies that promote housing affordability, such as rent control and inclusionary zoning.
Taught by: Fernando Ferreira
Course usually offered in spring term
Also Offered As: FNCE 230, REAL 230
Activity: Lecture
1.0 Course Unit
BEPP 233 Consumers, Firms and Markets in Developing Countries

Nearly four-fifths of the world’s population lives in low income or developing countries. Though currently far behind the U.S., the 15 fastest growing economies/markets in the world are all developing countries. And developing countries already account for 6 of the world’s 15 largest economies. This course will examine economic life, including consumers, firms and markets, in low income countries. We will apply both economic theory and empirical analysis for analyzing the roles of both business and government in consumption, production and market equilibria.

Taught by: Robert Jensen

One-term course offered either term
Activity: Lecture
1.0 Course Unit

BEPP 236 International Housing Comparisons

This course analyzes housing finance systems and housing market outcomes across the globe. In the US, the course focuses on the development of securitization markets and addresses the current challenges of housing finance reform, including the future of Fannie Mae and Freddie Mac. Internationally, the course covers issues of access to housing and housing informality in developing countries, financial crises arising out of the housing sector, and market-oriented and public policy solutions. The course features a wide array of speakers in finance, government and academia who contribute their perspectives to pressing issues of mortgage market design.

Taught by: Wachter

Course usually offered in spring term
Also Offered As: BEPP 836, REAL 236, REAL 836
Activity: Lecture
1.0 Course Unit

BEPP 250 Managerial Economics

This course will introduce you to ‘managerial economics’ which is the application of microeconomic theory to managerial decision-making. Microeconomic theory is a remarkably useful body of ideas for understanding and analyzing the behavior of individuals and firms in a variety of economic settings. The goal of the course is for you to understand this body of theory well enough so that you can effectively analyze managerial (and other) problems in an economic framework. While this is a ‘tools’ course, we will cover many real-world applications, particularly business applications, so that you can witness the usefulness of these tools and acquire the skills to use them yourself. We will depart from the usual microeconomic theory course by giving more emphasis to prescription: What should a manager do in order to achieve some objective? That course deliverable is to compare with description: Why do firms and customers act the way they do? The latter will still be quite prominent in this course because only by understanding how other firms and customers behave can a manager determine what is beswt for him or her to do. Strategic interaction is explored both in product markets and auctions. Finally, the challenges created by asymmetric information - both in the market and within the firm - are investigated.

One-term course offered either term
Also Offered As: BEPP 950
Prerequisite: ECON 001 AND MATH 103
Activity: Lecture
1.0 Course Unit

BEPP 261 Risk Analysis and Environmental Management

This course is designed to introduce students to the role of risk assessment, risk perception and risk management in dealing with uncertain health, safety and environmental risks including the threat of terrorism. It explores the role of decision analysis as well as the use of scenarios for dealing with these problems. The course will evaluate the role of policy tools such as risk communication, economic incentives, insurance, regulation and private-public partnerships in developing strategies for managing these risks. A project will enable students to apply the concepts discussed in the course to a concrete problem.

Taught by: Kunreuther

One-term course offered either term
Also Offered As: BEPP 761, BEPP 961, ESE 567, OIDD 261, OIDD 761
Activity: Lecture
1.0 Course Unit

BEPP 263 Environmental & Energy Economics and Policy

This course examines environmental and energy issues from an economist’s perspective. Over the last several decades, energy markets have become some of the most dynamic markets of the world economy, as they experienced a shift from heavy regulation to market-driven incentives. First, we look at scarcity pricing and market power in electricity and gasoline markets. We then study oil and gas markets, with an emphasis on optimal extraction and pricing, and geopolitical risks that investors in hydrocarbon resources face. We then shift gears to the sources of environmental problems, and how policy makers can intervene to solve some of these problems. We talk about the economic rationale for a broad range of possible policies: environmental taxes, subsidies, performance standards and cap-and-trade. In doing so, we discuss fundamental concepts in environmental economics, such as externalities, valuation of the environment and the challenge of designing international agreements. At the end of the course, there will be special attention for the economics and finance of renewable energy and policies to foster its growth. Finally, we discuss the transportation sector, and analyze heavily debated policies such as fuel-economy standards and subsidies for green vehicles. Prerequisites: An introductory microeconomics course (ECON1, or another course approved by the instructor) will be sufficient in most cases; BEPP 250 or an equivalent intermediate microeconomics course is recommended.

Taught by: Arthur van Benthem

Also Offered As: OIDD 263
Activity: Lecture
1.0 Course Unit
BEPP 280 Applied Data Analysis
This course will examine how and when data can be used specifically to infer whether there is a causal relationship between two variables. We will emphasize (a) the critical role of an underlying economic theory of behavior in interpreting data and guiding analysis, as well as (b) a range of advanced techniques for inferring causality from data, such as randomized controlled trials, regression discontinuity, difference-in-difference, audit study (mystery shopping) approaches and stock-market event studies. The issue of causality, and the relevance of thinking about models and methods for inferring causality, is just as central and important for 'Big Data' as it is when working with traditional data sets in business and public policy. The emphasis will not be on proofs and derivations but rather on understanding the underlying concepts, the practical use, implications and limitations of techniques. Students will work intensively with data, drawing from examples in business and public policy, to develop the skills to use data analysis to make better decisions. All analysis will be conducted using R. The goals of the course are for students to become expert consumers able to interpret and evaluate empirical studies as well as expert producers of convincing empirical analysis themselves.
Taught by: Santosh Anagol.
One-term course offered either term
Also Offered As: BEPP 780
Prerequisite: STAT 102 OR STAT 112 OR STAT 431 OR ECON 104
Activity: Lecture
1.0 Course Unit

BEPP 284 Game Theory for Business and Life
The objective of this course is to make you more skilled in the art and science of strategic reasoning. Strategic situations permeate our lives and we will examine many such situations through the lens of game theory. The course is composed of game-theoretic concepts, applications, and experiential learning. The bulk of the applications are to business situations including investment and entry, bargaining, managerial incentive contracts, network effects, product location, and two-sided markets. However, given the ubiquitous presence of strategic situations in human societies, applications will extend to politics, war, sports, history, crime, theology, and every day life, and cover the existence of God, steroid use in sports, racial discrimination, land conflict, trench warfare in World War I, and the Medieval Law Merchant. Students will regularly participate in experiments involving strategic reasoning, and form teams to compete in a simulated industry environment.
Taught by: Joseph Harrington
One-term course offered either term
Activity: Lecture
1.0 Course Unit

BEPP 289 Nations, Politics, and Market
This course is intended to deepen understanding of the major contemporary issues in the world economy. The focus is on the 'big picture' of global economic developments and the evolution of economic thought over the last one hundred years. The topics include: financial market booms and busts; business cycles; monetary and fiscal policies; inequality; the social welfare state; technological change and economic growth; and international trade and financial arrangements. The time period covers: the Roaring Twenties; the Great Depression, the post war Golden Age (1945-1973); the stagflation of the 1970s; the Washington Consensus era of the market liberalization (1980-2007); and the 2008 financial crisis and Great Recession of 2007-2010 and its aftermath. The course also explores different schools of thought. The course will chronicle and compare economic policy and performance of the United States, Europe, Japan and emerging markets (Asia, Latin America, Africa).
Taught by: Stephen Golub
Course usually offered in spring term
Also Offered As: BEPP 789
Prerequisite: ECON 104
Activity: Lecture
1.0 Course Unit

BEPP 299 Independent Study
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

BEPP 305 Risk Management
The last financial crisis and subsequent recession provide ample evidence that failure to properly manage risk can result in disaster. Individuals and firms confront risk in nearly all decisions they make. People face uncertainty in their choice of careers, spending and saving decisions, family choices and many other facets of life. Similarly, the value that firms create by designing and marketing good products is at risk from a variety of sources. The bankruptcy of a key supplier, sharp rise in cost of financing, destruction of an important asset, impact of risk from a variety of sources. The bankruptcy of a key supplier, sharp rise in cost of financing, destruction of an important asset, impact of global warming, or a liability suit can quickly squander the value created by firms. In extreme cases, risky outcomes can bankrupt a firm, as has happened recently to manufacturers of automobile parts and a variety of financial service firms. The events since the Global Financial Crisis also offer stark reminders that risk can impose significant6 costs on individuals, firms, governments, and society as a whole. This course explores how individuals and firms assess and evaluate risk, examines the tolls available to successfully manage risk and discusses real-world phenomena that limit the desired amount of risk-sharing. Our focus is primarily on explaining the products and institutions that will serve you better when making decisions in your future careers and lives.
One-term course offered either term
Also Offered As: BEPP 805
Prerequisite: BEPP 250 AND FNCE 100 AND STAT 100
Activity: Lecture
1.0 Course Unit
BEPP 322 Business Insurance and Estate Planning.
This course presents an analysis of overall private wealth management. This includes planning for disposition of closely-held business interests; the impact of income taxes and other transfer costs on business interests and other assets; integration of life insurance, disability insurance, medical benefits, and long-term care insurance in the financial plan; planning for concentrated asset (e.g. common stock) positions, diversification techniques, and asset allocation strategies; distribution of retirement assets; lifetime giving and estate planning; and analysis of current developments in the creation, conservation, and distribution of estates. Attention also is given to various executive compensation techniques (including restricted stock and stock options) and planning for various employee benefits. The course also covers sophisticated charitable giving techniques and methods for financing education expenses. Reading consist of textbooks, case studies, and bulk pack articles.
Taught by: Victor Hallman.
One-term course offered either term
Also Offered As: BEPP 823
Activity: Lecture
1.0 Course Unit
BEPP 401 Public Policy Analysis
BEPP 401 fulfills the Wharton capstone requirement with a hands-on approach to addressing a key public policy question. We will partner with the City of Philadelphia, state government, federal agency or other key influencer group to address an important and topical public policy question each year. At the city level, potential questions include the economic and distributional impact of raising the minimum wage, implementing a soda tax, providing universal pre-K, mandating paid sick leave, and other issues related to urban policy and planning. At the state level, potential policies include changes in occupational licensing requirements, business regulations, and Medicaid cost share restructuring. At the national level, potential questions include the implementation of a national electric grid for automobile charging, reforms to disaster preparedness systems, and immigration reform. Students will be provided with a ‘core’ data set appropriate for addressing the defining question to the capstone course.
Taught by: Robert Inman
Course not offered every year
Prerequisite: BEPP 250
Activity: Lecture
0.5 Course Units
BEPP 451 Fundamentals of Actuarial Science I
This course is the usual entry point in the actuarial science program. It is required for students who plan to concentrate or minor in actuarial science. It can also be taken by others interested in the mathematics of personal finance and the use of mortality tables. For future actuaries, it provides the necessary knowledge of compound interest and its applications, and basic life contingencies definition to be used throughout their studies. Non-actuaries will be introduced to practical applications of finance mathematics, such as loan amortization and bond pricing, and premium calculation of typical life insurance contracts. Main topics include annuities, loans and bonds; basic principles of life contingencies and determination of annuity and insurance benefits and premiums. This course may be taken concurrently with the prerequisite with instructor permission.
Taught by: Lemaire
Course usually offered in fall term
Also Offered As: BEPP 851, STAT 451, STAT 851
Prerequisite: MATH 104 AND STAT 430
Activity: Lecture
1.0 Course Unit
BEPP 452 Fundamentals of Actuarial Science II
This specialized course is usually only taken by Wharton students who plan to concentrate in actuarial science and Penn students who plan to minor in actuarial mathematics. It provides a comprehensive analysis of advanced life contingencies problems such as reserving, multiple life functions, multiple decrement theory with application to the valuation of pension plans. This course may be taken concurrently with the prerequisite with instructor permission.
Taught by: Lemaire
Course usually offered in spring term
Also Offered As: BEPP 852, STAT 452, STAT 852
Prerequisite: STAT 451 OR BEPP 451
Activity: Lecture
1.0 Course Unit
BEPP 453 Actuarial Statistics
This course covers models for insurer’s losses, and applications of Markov chains. Poisson processes, including extensions such as non-homogeneous, compound, and mixed Poisson processes are studied in detail. The compound model is then used to establish the distribution of losses. An extensive section on Markov chains provides the theory to forecast future states of the process, as well as numerous applications of Markov chains to insurance, finance, and genetics. The course is abundantly illustrated by examples from the insurance and finance literature. While most of the students taking the course are future actuaries, other students interested in applications of statistics may discover in class many fascinating applications of stochastic processes and Markov chains. This course may be taken concurrently with the prerequisite with instructor permission.
Taught by: Lemaire
Course usually offered in fall term
Also Offered As: BEPP 853, STAT 453, STAT 853
Prerequisite: STAT 430
Activity: Lecture
1.0 Course Unit
BEPP 620 Behavioral Economics, Markets and Public Policy
Behavioral economics has revealed a variety of systematic ways in which people deviate from being perfectly selfish, rational, optimizing agents. These findings have important implications for government policy and firm behavior. This course will explore these implications by answering two main questions: (1) what does behavioral economics imply for when and how the government should intervene in markets? (2) What does behavioral economics imply for firms' pricing and production decisions? The course will present the standard economic approaches to answering these questions and then explore how answers change when we consider that people act in behavioral ways. Towards the end of the course, we will investigate specific policy questions, allowing us to debate solutions while hearing from policy makers operating in a world of behavioral agents.
Taught by: Judd Kessler
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

BEPP 708 Housing Markets
This course is designed for students interested in the economics and operations of housing markets. It is primarily a U.S. focused course, but does include a limited amount of international material for comparative purposes. The class is divided into four sections: (1) supply and demand for housing, including the operations of homebuilders and rental landlords; (2) house prices, including cycles and price dynamics; (3) international comparisons; and (4) public policy analysis applied to a current housing markets-related issue. This course presumes knowledge of intermediate economics, as we will apply that knowledge throughout the semester. For Wharton students, this means you must have passed BEPP 250 (undergrads) or MGEC 611 and 612 for MBA's. Non-Wharton students should have taken the equivalent course in the College. Lecture with discussion required.
Taught by: Gyourko
Course usually offered in spring term
Also Offered As: BEPP 208, REAL 208, REAL 708
Prerequisite: MGEC 611 AND MGEC 612
Activity: Lecture
1.0 Course Unit
Notes: Lecture with discussion required.

BEPP 710 Firms, Markets and Public Policy.
Many dimensions of firms’ strategies including agreements with suppliers and competitors, mergers and acquisitions, pricing and technology standards development, among others, are subject to the oversight of regulatory bodies and governmental agencies. This course studies how public policy impacts firms’ strategic choices in a host of economic environments. We will analyze pricing strategies including versioning and bundling; product standardization decisions; the management of complementarities between products; the role of network effects and platform competition; and how firms can take advantage of the regulatory environment they operate in when making such decisions. We will study, for example, why Sony won the Blu-Ray format war against the widely supported HD-DVD format; how the FCC plans to incentivize television broadcasters to return spectrum holdings for auction to wireless broadband providers; and how contracts with content providers affect firms’ strategic interactions in the e-reader market. To understand how firm strategy and public policy interact, the course will rely on a mix of simple but rigorous analytical models and case studies.
Taught by: Katja Seim.
Also Offered As: BEPP 210
Prerequisite: MGEC 611 AND MGEC 612
Activity: Lecture
1.0 Course Unit

BEPP 761 Risk Analysis and Environmental Management
This course will introduce students to concepts in risk governance. We will delve into the three pillars of risk analysis: risk assessment, risk management, and risk communication. The course will spend time on risk financing, including insurance markets. There will be particular emphasis on climate risk management, including both physical impact risk and transition risk, although the course will also discuss several other examples, including management of environmental risks, terrorism, and cyber-security, among other examples. The course will cover how people perceive risks and the impact this has on risk management. We will explore public policy surrounding risk management and how the public and private sector can successfully work together to build resilience, particularly to changing risks.
One-term course offered either term
Also Offered As: BEPP 261, BEPP 961, ESE 567, OIDD 261, OIDD 761
Activity: Lecture
1.0 Course Unit
BEPP 763 Energy Markets & Policy
Over the last several decades, energy markets have become some of the most dynamic markets of the world economy. Traditional fossil fuel and electricity markets have been seen a partial shift from heavy regulation to market-driven incentives, while rising environmental concerns have led to a wide array of new regulations and ‘environmental markets’. The growth of renewable energy could be another source of rapid change, but brings with it a whole new set of technological and policy challenges. This changing energy landscape requires quick adaptation from energy companies, but also offers opportunities to turn regulations into new business. The objective of this course is to provide students with the economist’s perspective on a broad range of topics that professionals in the energy industry will encounter. Topics include the effect of competition, market power and scarcity on energy prices, the impact of deregulation on electricity and fossil fuel markets, extraction and pricing of oil and gas, geopolitical uncertainty and risk in hydrocarbon investments, the environmental impact and policies related to the energy sector, environmental cap-and-trade markets, energy efficiency, the economics and finance of renewable energy, and recent developments in the transportation sector.
Taught by: Arthur Van Benthem
Also Offered As: OIDD 763
Activity: Lecture
1.0 Course Unit

BEPP 770 Urban Fiscal Policy
This course will examine the provision of public services for firms and people through cities. Why cities exist, when fiscal policy fails, investments in infrastructure, realities of local governments such as inequality, crime, corruption, high cost of living, congestion, and unfunded pensions and debt, will be covered. We will pay special attention to recent topics, such as partnerships with the private sector, enterprise zones, the role of technology, environmental challenges, and real estate policies that promote housing affordability, such as rent control and inclusionary zoning.
Taught by: Fernando Ferreira
Course usually offered in fall term
Also Offered As: FNCE 730, REAL 730
Activity: Lecture
1.0 Course Unit

BEPP 780 APPLIED DATA ANALYSIS
This course will examine how and when data can be used specifically to infer whether there is a causal relationship between two variables. We will emphasize (a) the critical role of an underlying economic theory of behavior in interpreting data and guiding analysis, as well as (b) a range of advanced techniques for inferring causality from data, such as randomized controlled trials, regression discontinuity, difference-in-difference, audit study (mystery shopping) approaches and stock-market event studies. The issue of causality, and the relevance of thinking about models and methods for inferring causality, is just as central and important for ‘Big Data’ as it is when working with traditional data sets in business and public policy. The emphasis will not be on proofs and derivations but rather on understanding the underlying concepts, the practical use, implications and limitations of techniques. Students will work intensively with data, drawing from examples in business and public policy, to develop the skills to use data analysis to make better decisions. All analysis will be conducted using R. The goals of the course are for students to become expert consumers able to interpret and evaluate empirical studies as well as expert producers of convincing empirical analysis themselves.
Taught by: Staff.
Also Offered As: BEPP 280
Activity: Lecture
1.0 Course Unit

BEPP 789 Nations, Politics, and Markets.
This course is intended to deepen understanding of the major contemporary issues in the world economy. The focus is on the ‘big picture’ of global economic developments and the evolution of economic thought over the last one hundred years. The topics include: financial market booms and busts; business cycles; monetary and fiscal policies; inequality; the social welfare state; technological change and economic growth; and international trade and financial arrangements. The time period covers: the Roaring Twenties; the Great Depression, the post war Golden Age (1945-1973); the stagflation of the 1970s; the Washington Consensus era of the market liberalization (1980-2007); and the 2008 financial crisis and ensuing Great Recession; and the recent rise of populism. This course also explores different schools of thought. The course will chronicle and compare economic policy and performance of the United States, Europe, Japan and emerging markets (Asia, Latin America, Africa).
Taught by: Steve Golub.
One-term course offered either term
Also Offered As: BEPP 289
Prerequisite: MGEC 611 AND MGEC 612
Activity: Lecture
1.0 Course Unit
BEPP 805 Risk Management
The last financial crisis and subsequent recession provide ample evidence that failure to properly manage risk can result in disaster. Individuals and firms confront risk in nearly all decisions they make. People face uncertainty in their choice of careers, spending and saving decisions, family choices, and many other facets of life. Similarly, the value that firms create by designing and marketing good products is at risk from a variety of sources. The bankruptcy of a key supplier, sharp rise in cost of financing, destruction of an important asset, impact of global warming, or a liability suit can quickly squander the value created by firms. In extreme cases, risky outcomes can bankrupt a firm, as has happened recently to manufacturers of automobile parts and a variety of financial service firms. The events since the Global Financial Crisis also offer stark reminders that risk can impose significant costs on individuals, firms, governments, and society as a whole. This course explores how individuals and firms assess and evaluate risk, examines the tools available to successfully manage risk, and discusses real-world phenomena that limit the desired amount of risk-sharing. Our focus is primarily on explaining the products and institutions that will serve you better when making decisions in your future careers and lives.
One-term course offered either term
Also Offered As: BEPP 305
Activity: Lecture
1.0 Course Unit

BEPP 811 Risk and Crisis Management.
The growing connectivity of global economies and financial markets has produced widespread risk contagion, resulting in increased volatility and an ever-increasing demand for risk capital. This course focuses on understanding the drivers of risk contagion and ways to restore confidence in worldwide markets for pure and financial risk. The class begins with an evaluation of recent financial and pure risk events: for example, the sovereign debt crisis, Japanese earthquake, and BP Deepwater Horizon. We explore how these events are being financed in innovative ways via the capital and insurance markets. Next we emphasize the role of risk management in the preservation and creation of value, helping firms identify, measure, monitor and manage/finance risk. Doing so results in risk-adjusted returns (or return on risk-adjusted capital) that exceed the cost of capital. We devote substantial focus on the practical implementation of effective risk management/financing, given evolving regulatory and governance standards. In addition, we explore opportunities for corporate growth as well as public/private partnerships. The course will conclude with a discussion of emerging markets and the role of risk management in developing a middle class needing new forms of risk transfer/financing.
One-term course offered either term
Activity: Lecture
0.5 Course Units

BEPP 812 Markets for Pure Risk
The increased frequency and severity of pure risk events hinders corporations’ abilities to execute strategy and deliver sustainable financial results to stakeholders. Prominent recent examples include disruptions from Hurricane Katrina, Japan’s earthquake/nuclear disaster/supply chain breakdowns, Thai floods, U.S. wildfires, and global terrorist attacks. At the same time, both industrialized and emerging economies understand that the management and financing of pure risk is critical to the success of their economies. Consequently, the rising demand for risk capital has ushered in several capital market innovations and public/private partnerships necessary for managing and financing pure risk. This course investigates these issues, beginning with an introduction to pure risks, their centers of gravity and global consequences for corporations, consumers, and the macroeconomies. Next we move on to traditional sources of risk capital provided to corporations and governments via insurance and reinsurance mechanisms. The course concludes with a discussion of new sources of risk capital provided by capital markets including catastrophic risk bonds, securitization of mortality and liability risk, and other forms of insurance-linked securities. Our focus is on the supply of risk capital to corporations and economies, recognizing the unique position of emerging economies in this nexus. Throughout, the class emphasizes current real-world cases to illustrate the competitive differences in strategies taken by hedge funds, private equity pools, and insurers, as they address the increasing need for risk capital around the world. This course complements BEPP 811, Risk and Crisis Management, which focuses on how firms can use various types of hedging instruments to manage pure risks (that is BEPP811’s emphasis is primarily on the demand side of markets for pure risks whereas BEPP 812 examines the supply side of these markets). However, BEPP 811 is not required as a prerequisite. Format: Lecture and discussion, midterm and final.
One-term course offered either term
Activity: Lecture
0.5 Course Units

BEPP 823 Business Insurance and Estate Planning.
This course presents an analysis of overall private wealth management. This includes planning for disposition of closely-held business interests; the impact of income taxes and other transfer costs on business interests and other assets; integration of life insurance, disability insurance, medical benefits, and long-term care insurance in the financial plan; planning for concentrated asset (e.g., common stock) positions, diversification techniques, and asset allocation strategies; distribution of retirement assets; lifetime giving and estate planning; and analysis of current developments in the creation, conservation, and distribution of estates. Attention also is given to various executive compensation techniques (including restricted stock and stock options) and planning for various employee benefits. The course also covers sophisticated charitable giving techniques and methods for financing education expenses. Readings consist of textbook, case studies, and bulk pack articles. This course should be attractive to most students to help them plan for their own or their families’ financial affairs. It also should be particularly attractive to students specializing in entrepreneurship, wealth management finance, and law.
Taught by: Victor Hallman.
One-term course offered either term
Also Offered As: BEPP 322
Activity: Lecture
1.0 Course Unit
BEPP 836 International Housing Comparisons
This course analyzes housing finance systems and housing market outcomes across the globe. In the US, the course focuses on the development of securitization markets and addresses the current challenges of housing finance reform, including the future of Fannie Mae and Freddie Mac. Internationally, the course covers issues of access to housing and housing informality in developing countries, financial crises arising out of the housing sector, and market-oriented and public policy solutions. The course features a wide array of speakers in finance, government and academia who contribute their perspectives to pressing issues of mortgage market design.
Taught by: Susan Wachter
Course usually offered in spring term
Also Offered As: BEPP 236, REAL 236, REAL 836
Prerequisite: FNCE 613
Activity: Lecture
1.0 Course Unit

BEPP 851 Fundamentals of Actuarial Science I
This course is the usual entry point in the actuarial science program. It is required for students who plan to concentrate or minor in actuarial science. It can also be taken by others interested in the mathematics of personal finance and the use of mortality tables. For future actuaries, it provides the necessary knowledge of compound interest and its applications, and basic life contingencies definition to be used throughout their studies. Non-actuaries will be introduced to practical applications of finance mathematics, such as loan amortization and bond pricing, and premium calculation of typical life insurance contracts. Main topics include annuities, loans and bonds; basic principles of life contingencies and determination of annuity and insurance benefits and premiums. Prerequisite: One semester of calculus.
Taught by: Lemaire
Course usually offered in fall term
Also Offered As: BEPP 451, STAT 451, STAT 851
Activity: Lecture
1.0 Course Unit

BEPP 852 Fundamentals of Actuarial Science II
This specialized course is usually only taken by Wharton students who plan to concentrate in actuarial science and Penn students who plan to minor in actuarial mathematics. It provides a comprehensive analysis of advanced life contingencies problems such as reserving, multiple life functions, multiple decrement theory with application to the valuation of pension plans.
Taught by: Lemaire
Course usually offered in spring term
Also Offered As: BEPP 452, STAT 452, STAT 852
Prerequisite: STAT 851 OR BEPP 851
Activity: Lecture
1.0 Course Unit

BEPP 853 Actuarial Statistics
This course covers models for insurer's losses, and applications of Markov chains. Poisson processes, including extensions such as non-homogeneous, compound, and mixed Poisson processes are studied in detail. The compound model is then used to establish the distribution of losses. An extensive section on Markov chains provides the theory to forecast future states of the process, as well as numerous applications of Markov chains to insurance, finance, and genetics. The course is abundantly illustrated by examples from the insurance and finance literature. While most of the students taking the course are future actuaries, other students interested in applications of statistics may discover in class many fascinating applications of stochastic processes and Markov chains. Prerequisite: Two semesters of statistics.
Taught by: Lemaire
Course usually offered in fall term
Also Offered As: BEPP 453, STAT 453, STAT 853
Activity: Lecture
1.0 Course Unit

BEPP 893 Advanced Study Projects
The ASP is intended to generate an interchange of ideas and perspectives and to provide the student with an opportunity to pursue a narrow topic in depth. ASP topics will be chosen by the student with advice from the instructor. The seminar instructor will act as coordinator for the projects. Other members of the department will serve as unofficial advisers to students according to expertise and interests.
Taught by: Bailey
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

BEPP 900 Research Seminar
Of the many ways that doctoral students typically learn how to do research, two that are important are watching others give seminar presentations (as in Applied Economics Seminars) and presenting one's own research. The BEPP 900 course provides a venue for the latter. Wharton doctoral students enrolled in this course present applied economics research. Presentations both of papers assigned for other classes and of research leading toward a dissertation are appropriate in BEPP 900. This course aims to help students further develop a hands-on understanding of the research process. All doctoral students with applied microeconomic interests are encouraged to attend and present. Second and third year Applied Economic Ph.D. students are required to enroll in BEPP 900 and receive one-semester credit per year of participation.
Taught by: Shing-yi Wang and Corinne Low
Two terms. student may enter either term.
Activity: Seminar
0.5 Course Units
Notes: Permission of instructor required.
BEPP 904 Experimental Economics
This course will help prepare you to run your own economics laboratory and field experiments. Experimental methods have been widely adopted by economists to develop new insights, and some economic theories and hypotheses are uniquely well-suited for testing with experimental tools and data. Achieving high internal and external validity requires careful experimental design. Substantive areas of application in the course will include market equilibrium, asset bubbles, learning in games, public good provision, and labor market relationships. Additional topics may include biases in individual decision-making, field experiments in development economics; and happiness, neuroeconomics, and behavioral/experimental welfare economics. Economists’ typical interests in strategic and market-based interactions raise particular methodological challenges and opportunities.
Course not offered every year
Also Offered As: OIDD 904
Activity: Lecture
1.0 Course Unit

BEPP 911 Empirical Public Policy
This course examines econometric research on a variety of topics related to public policy, with the goal of preparing students to undertake academic-caliber research. The course is not an econometrics or statistics course per se; rather, it focuses on research designs with observational data and how econometric techniques are applied in practice. The course aims to train students to do applied economic research that involves measuring effects of theoretical or practical interest. It proceeds in two major parts. The first part examines endogeneity and inference about causal relationships, instrumental variables methods and critiques, and panel data methods. The second part of the course addresses ‘structural’ econometric modeling. Topics covered in this part include sorting and selection, entry models, and counterfactual analyses of policy changes. The course proceeds by analyzing, in detail, approximately 24 well-known empirical research papers in applied economics or related fields. These include public economics and tax policy, labor economics, law and economics, health care policy, industrial organization and competition, transportation demand and policy, and others.
Taught by: Ulrich Doraszelski
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

BEPP 915 Behavioral Economics and Policy Analysis
In this course we will be surveying the ways in which behavioral economics ideas are influencing economic analysis in different ‘applied micro’ fields. A guiding focus of the course will be studying the role of behavioral economics when conducting welfare or policy analysis. The course will begin with a high-level overview of the common themes seen across all the fields we will discuss, and then we will proceed through a series of modules in which we examine the specifics in different applications. Over the course of the semester, we will dive into public finance, health economics, market design, labor economics, and industrial organization.
Taught by: Alex Rees-Jones
One-term course offered either term
Activity: Lecture
1.0 Course Unit

BEPP 931 Numerical Methods in Economics
The objective of this course is to introduce graduate students to computational approaches for solving economic models. We will formulate economic problems in computationally tractable form and use techniques from numerical analysis to solve them. Examples of computational techniques in the current economics literature as well as discuss areas where these techniques may be useful in future research will be disclosed. We will pay particular attention to methods for solving dynamic optimization problems and computing equilibria of games. The substantive applications will cover a wide range of problems including industrial organization, game theory, macroeconomics, finance, and econometrics.
Taught by: Ulrich Doraszelski
One-term course offered either term
Activity: Lecture
1.0 Course Unit

BEPP 932 Contract Theory and Applications
The course provides an advanced introduction to the theory of contracts and its mixture of foundational theories and applications to fields such as labor, regulatory and industrial organization.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

BEPP 933 Public Economics: Social Insurance and Government Expenditures
The first part of this course will examine the rationale for and economic impact (e.g. on saving, labor supply, etc.) of social insurance programs such as social security, unemployment insurance and disability insurance. The next major part of the course will explore these same issues for government interventions in health insurance markets. The course will then cover research on public goods, externalities, fiscal federalism, and economic stimulus (including the government’s recent response to the ‘Great Recession’) before proceeding to an exploration of the government’s role in K-12 and high education. Both theoretical and empirical evidence will be covered along with a mix of classic studies and more cutting-edge research. Throughout the course we will discuss the tradeoffs - for example between the protection and distortion of social insurance programs - that influence government’s optional role. While the focus will be on evidence from the U.S., some research from other industrialized and developing countries will also be covered.
Activity: Lecture
0.5 Course Units

BEPP 941 Development Economics
This course will cover current microeconomic issues of developing countries including poverty, risk, savings, human capital, and institutions. We will also explore the causes and consequences of market failures that are common in many developing countries with a focus on credit, land, and labor markets. The course is designed to introduce recent research with focus on empirical methods and testing theories with data.
Taught by: Shing-yi Wang/Robert Jensen
One-term course offered either term
Activity: Lecture
1.0 Course Unit
BEPP 950 Managerial Economics
Public goods, externalities, uncertainty, and income redistribution as sources of market failures; private market and collective choice models as possible correcting mechanisms. Microeconomic theories of taxation and public sector expenditures. The administration and organization of the public sector.
Taught by: Postlewaite
One-term course offered either term
Also Offered As: BEPP 250
Prerequisite: MGEC 611 AND MGEC 612 OR (ECON 701 AND ECON 703)
Activity: Lecture
1.0 Course Unit

BEPP 952 Economics and Law
Activity: Lecture
1.0 Course Unit

BEPP 956 Risk Analysis and Environmental Management
This course will introduce students to concepts in risk governance. We will delve into the three pillars of risk analysis: risk assessment, risk management, and risk communication. The course will spend time on risk financing, including insurance markets. There will be particular emphasis on climate risk management, including both physical impact risk and transition risk, although the course will also discuss several other examples, including management of environmental risks, terrorism, and cyber-security, among other examples. The course will cover how people perceive risks and the impact this has on risk management. We will explore public policy surrounding risk management and how the public and private sector can successfully work together to build resilience, particularly to changing risks.
One-term course offered either term
Also Offered As: BEPP 261, BEPP 761, OIDD 261, OIDD 761
Activity: Lecture
1.0 Course Unit

BEPP 960 Applied Economics Seminar
The goal of this course is to help doctoral students develop critical thinking skills through both seminar participation and writing of referee reports. To this end students will attend the Wharton Applied Economics each Wednesday at noon seminar when it meets; prepare two written referee reports on WAE papers per semester, due before the seminar is presented. After attending the seminar and the ensuing discussion of the paper, students will prepare follow-up evaluations of their referee report reports, due one week after the seminar.
Taught by: Gilles Duranton
Two terms. student may enter either term.
Also Offered As: REAL 962
Activity: Seminar
0.5 Course Units

BEPP 970 Market Design
The course covers Market Design, the analysis and engineering of market rules and institutions. In the last 60 years practitioners and academics have deliberately engineered the rules of an increasing number of markets, with classic examples including medical resident matching (e.g., NRMP), spectrum auctions (e.g., FCC auctions), and organ donation exchanges. In the last few years, very large markets have been created from scratch, such as eBay, Adwords, and smaller markets like odesk.com and sittercity.com. These designs use a broad set of tools, including economic theory, empirical analysis and experiments (and a fair dose of trial-and-error). With this experience, useful principles have emerged, on what market failures typically have to be addressed, and on which rules work and which do not.
Taught by: Eduardo Azevedo
Activity: Lecture
1.0 Course Unit

BEPP 980 Industrial Organization and Competition Policy
This course focuses on empirical methods and applications of research topics in Industrial Organization. Although not exclusively, the course will focus mostly on the application of econometric techniques used to study specific markets and antitrust policies. The topics that will be covered include the evaluation of market power and mergers, product differentiation, investment and innovation, price discrimination, vertical relations, entry and product positioning, and the dynamics of industries. The course will also discuss research methodologies related to microeconomic theory, computational methods, and econometric analysis. The applicability of the techniques goes beyond the field of Industrial Organization, and include the Labor, Health, Trade and Public economics.
One-term course offered either term
Prerequisite: (ECON 701 AND ECON 703) OR (ECON 681 AND ECON 682)
Activity: Lecture
1.0 Course Unit
CAMB 480 Advanced Cell Biology
This course is designed for beginning graduate students and advanced undergraduates with a particular enthusiasm for cell biology. Biology 480 does not attempt to cover all aspects of cell biology, and is therefore not appropriate for students seeking a lecture course which provides a comprehensive survey of the field. Rather, the primary objective of this course is to teach those students considering a career in the biomedical sciences how to read, discuss, and question original research papers effectively. Intensive classroom discussions focus on the experimental methods used, results obtained, interpretation of these results in the context of cell structure and function, and implications for further studies. There is no assigned text; students learn to critically evaluate current literature by reading original papers on selected topics in modern cell biology. Accordingly, class participation/discussion is essential and the grade will be determined significantly by that. In addition, there will be two exams including answering short questions and an essay critiquing an original paper that is selected on a topic in Cell Biology.
Taught by: Guo
Course usually offered in fall term
Also Offered As: BIOL 480
Prerequisite: BIOL 201 AND BIOL 205
Activity: Lecture
1.0 Course Unit

CAMB 483 Epigenetics
This course investigates epigenetic phenomena: heritable alternate states of gene activity that do not result from alteration in nucleotide composition (mutations). Epigenetic mechanisms regulate genome accessibility and cell differentiation. They play a key role in normal development and in oncogenesis. For example both mammalian X-chromosome inactivation and nuclear transfer (cloning) are subject to epigenetic regulation. Amongst the epigenetic mechanisms we will discuss in this course are chromatin organization, histone modification, DNA methylation and non-coding RNAs. The course is geared toward advanced undergraduate and beginning graduate students and is a combination of lectures, student presentations and research presentations by guest speakers. Students will work with the current scientific literature.
Taught by: Wagner
Course usually offered in fall term
Also Offered As: BIOL 483
Prerequisite: BIOL 221
Activity: Lecture
1.0 Course Unit

CAMB 485 The RNA World: A Functional and Computational Analysis
A focused study of genomic, biochemical, cellular, and molecular aspects of RNA. Topics of study will include RNA structure, RNA processing and turnover, splicing, ribozymes and riboswitches, RNA editing and modification, RNA interference, endogenous eukaryotic RNA silencing pathways, small RNA biology, computational methodologies for studying RNA biology, and RNA viruses. Lectures, student presentations, and discussions will be based on readings from the primary literature.
Prerequisite: BIOL 421 strongly recommended
Taught by: B. Gregory
Course offered spring; even-numbered years
Also Offered As: BIOL 485
Prerequisite: BIOL 221
Activity: Seminar
1.0 Course Unit

CAMB 486 Chromosomes and the Cell Cycle
Life depends on the propagation of genetic material from one generation to next through cycles of genome replication and cell division. The genome is copied by the parent, and one exact copy is inherited by each daughter cell. We will treat chromosomes as discrete entities, rather than collections of genes, that are replicated and divided with high fidelity to ensure that the genome remains stable over many generations. By reading selected primary literature covering several decades, we will build an understanding of the cell cycle by focusing on chromosomes and the associated molecular machinery. We will explore mechanisms that underlie replication and division, particularly control mechanisms that maintain genome integrity and are critical to prevent disease. The goal of the course is to develop a picture of the cell cycle by examining some of the key experiments and insights that have led to our current understanding. There is no textbook for the course. Readings from the primary literature will be assigned for each meeting and provided as pdf files. Presentations of these papers and class participation, including questions and critical evaluation, are an essential part of the course.
Grading will be based on a final paper in the form of a research proposal (50%) and on class participation (50%).
Taught by: Lampson, M.
Course offered spring; even-numbered years
Also Offered As: BIOL 486
Prerequisite: BIOL 205
Activity: Seminar
1.0 Course Unit

CAMB 493 Epigenetics of Human Health and Disease
Epigenetic alterations encompass heritable, non-genetic changes to chromatin (the polymer of DNA plus histone proteins) that influence cellular and organismal processes. This course will examine epigenetic mechanisms in directing development from the earliest stages of growth, and in maintaining normal cellular homeostasis during life. We will also explore how diverse epigenetic processes are at the heart of numerous human disease states. We will review topics ranging from an historical perspective of the discovery of epigenetic mechanisms to the use of modern technology and drug development to target epigenetic mechanisms to increase healthy lifespan and combat human disease.
The course will involve a combination of didactic lectures, primary scientific literature and research lectures, and student-led presentations.
Prerequisite: BIOL 483 recommended
Taught by: Berger
Course offered spring; odd-numbered years
Also Offered As: BIOL 493, GCB 493
Prerequisite: BIOL 221
Activity: Seminar
1.0 Course Unit

CAMB 501 Topics in Cancer Biology
Topics in Cancer Biology - more to come. Placeholder course for now
Taught by: TBD
Activity: Seminar
1.0 Course Unit

CAMB 502 Topics in Developmental, Stem Cell and Regenerative Biology
Topics in Developmental, Stem Cell and Regenerative Biology
Taught by: TBD
Activity: Seminar
1.0 Course Unit
CAMB 503 Topics in Genetics and Epidemiology
Topics in Genetics and Epidemiology - more to come. Placeholder course for now.
Taught by: TBD
Activity: Seminar
1.0 Course Unit

CAMB 504 Topics in Gene Therapy and Vaccines
TBD - placeholders the course for now
Taught by: TBD
Activity: Seminar
1.0 Course Unit

CAMB 505 Topics in Cell and Molecular Biology
Topics in Cell and Molecular Biology
Taught by: TBD
Activity: Seminar
1.0 Course Unit

CAMB 506 Topics in Microbiology, Virology and Parasitology
Topics in Microbiology, Virology and Parasitology. More info TBD, course is a placeholder for now.
Taught by: TBD
Activity: Seminar
1.0 Course Unit

CAMB 507 Topics in Physiology, Metabolism and Cell Biology
Topics in Physiology, Metabolism and Cell Biology. This course will be better defined later. Right now using this as a placeholder since we need to get this info in the system by February 20
Taught by: TBD
Activity: Lecture
1.0 Course Unit

CAMB 508 Topics in Quantitative Training
Topics in Quantitative Training. This course will be better defined later. Right now using this as a placeholder since we need to get this info in the system by February 20
Taught by: TBD
Activity: Lecture
1.0 Course Unit

CAMB 510 Immunology for CAMB
The purpose of this course is to provide a thorough grounding in immunology to Cell and Molecular Biology graduate students, with an emphasis on the role of the immune system in combating infectious diseases. This is a required course for CAMB students in the Microbiology, Virology and Parasitology program and the Vaccine and Gene Therapy program, replacing IMMU 506 (Immune Mechanisms). It may also be used as an elective by CAMB students in other programs such as those from the Cancer Biology program and Cell Biology, Physiology and Metabolism program. Prerequisite: If course requirements not met, permission of instructor required. The course is divided into two parts. The first deals with innate immune response with a focus on pattern recognition and subsequent signaling in infection by bacteria, viruses, and parasites. The second half will focus on adaptive immune mechanisms, the structure, function, and molecular biology of antigen receptors and major histocompatibility complex molecules, and the development, activation, and differentiation of lymphocytes and other hematopoietic cells involved in immunity. The course is comprised of two 1.5-hour lectures per week, with Friday journal club on selected weeks.
EXAMS: There will be two exams. The first will be taken after part I, and the second after part II of the course. Both will be open book, in-class exams. The exam will consist of essay or brief answer questions based on experimental design and/or data. Each exam is weighed equally in determining the final letter grades of students. The grades are based solely on the exams.
Taught by: G. Scott Worthen
Course usually offered in spring term
Prerequisite: BIOM 600
Activity: Lecture
1.0 Course Unit

CAMB 511 Principles of Development
This graduate course, which will include lectures and readings from the literature, is designed to provide a foundation in the principles of developmental biology. Topics covered will include: the germ line and piRNA, signaling pathways in development, pattern formation and cell specification, gastrulation, tissue differentiation, morphogenesis, cell polarity, epigenetics in development, organogenesis, stem cell biology, regeneration, and developmental evolution. The use of molecular biology, biochemistry, genomics and genetics, cell biology, and embryological manipulations will be discussed in the context of the analysis of developmental mechanisms. Undergraduate background in cell biology and molecular biology required. Non-BGS students require permission from course director to enroll.
Taught by: M. Mullins & P. Seale
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
CAMB 512 Cancer Biology and Genetics
The course objective is to introduce the students to important and current concepts in Cancer Biology and Cancer Genetics. The lectures are organized into 4 broad thematic groups: A) Intro to Cancer Biology and Signal Transduction (e.g., tumor suppressor and oncogene function, DNA repair pathways, senescence, apoptosis); B) Intrinsic and Extrinsic Drivers (e.g., tumor microenvironment, hypoxia, angiogenesis); C) Genome regulation and in Primary and Metastatic Tumors and D) Evading Cell Death. The organizers, along with faculty from the School of Medicine, the Wistar Institute and CHOR with expertise in the corresponding areas provide lectures for the course. The students are expected to present, and participate in discussions of one or more key recent papers. This is a year - long course. Non-CAMB students must contact the course director prior to registration. Students must have taken the fall CAMB 512 course to participate in the spring semester.
Taught by: Karin Eisinger, Todd Ridky, Kathrin Bernt & Kathryn Hamilton
Two terms. student may enter either term.
Activity: Lecture
0.5 Course Units

CAMB 518 Current Topics in Ion Channels
The course is a seminar format, specifically a journal club format, targeted to graduate students and MD/PhD students interested in ion channels. It meets for one hour, once a week for graduate students and once every other week for the entire group with formal presentation. On alternate weeks a faculty member meets with students to discuss and review the contents of each selected article for the subsequent week's presentation. This is an elective course meant to excite and intellectually enlighten students regarding the latest advances in ion channel research. It includes a wide range of ion channel topics from basic biophysics, structure, and physiology to cell biology and clinical applications. It is attended by faculty, students, and postdocs from the departments of Physiology, Pathology, Neuroscience, Pharmacology, Biochemistry & Biophysics, Psychiatry. We require a written critique of each paper presented by other participants during the semester, submitted prior to the formal presentation of the paper. This critique will be graded by a faculty member, as will the student's participation in both the preparatory sessions and formal presentation sessions. A final grade would be based on both of these components.
Taught by: Deutsch, C.
One-term course offered either term
Prerequisite: BIOM 600
Activity: Seminar
1.0 Course Unit

CAMB 522 Human Evolutionary Genomics
Advanced seminar on current topics in human genomics and human evolution. Topics include the methods used for mapping and sequencing genomes; phylogenetic and population genetic analysis; and detecting variation in the human genome. This course is designed for graduate students but advanced undergraduates with a strong background in genetics are also welcome. Permission of director required to enroll.
Taught by: S. Tishkoff
Course offered spring: even-numbered years
Also Offered As: BIOL 522
Activity: Seminar
1.0 Course Unit

CAMB 530 The Cell Cycle, Genome Integrity and Cancer
This seminar course focuses on molecular and biochemical events that regulate cell cycle progression and genome maintenance, and explores how these processes influence cancer etiology and treatment. Specific topics will familiarize students with the key principles and recent developments within these areas. These topics include CDK-Cyclins and their inhibitors, regulation of G1-S and G2-M phase cell cycle transitions, DNA damage checkpoints and repair, the impact of chromatin regulation on DNA repair, and how each of these processes affects cancer etiology and treatment. In depth reading and evaluation of research literature will be primarily used to accomplish these aims, as well as provide instruction on rigorous experimental design and data interpretation. If course requirements not met, permission of instructor required. Preferential registration of Cancer Biology and CAMB students up to the maximum of 12 students applies. Permission to register is required upon exceeding the 12 student limit.
Taught by: Asangani, Irfan and Greenberg, Roger
Course usually offered in fall term
Prerequisite: BIOM 555 AND BIOM 600
Activity: Seminar
1.0 Course Unit

CAMB 532 Human Physiology
This course will present a survey of the physiology of most of the major organ systems. It will integrate knowledge of cellular and molecular mechanisms into an understanding of function at the tissue, organ, and organism levels. It will begin with a brief review of membrane physiology, followed by electrophysiology and signaling in nerve. Then, after a brief outline of neural control systems and their role in homeostasis, it will present motility and muscle, the cardiovascular system, respiration, the renal and gastrointestinal systems, and selected topics from the endocrine system, the reproductive systems, environmental and exercise physiology. As well as providing a basis of integrative physiology for students in fields such as physiology, bioengineering and pharmacology, it should be of interest to students of cellular and molecular biology and genetic engineering who will need to appreciate the roles of specific systems and molecules at higher levels of organization. Prerequisite: Although not a formal prerequisite, a good foundation in cell bio level of BIOM/CAMB 600 (or an equivalent upper level undergraduat strongly recommended. A general understanding of the chemistry a biochemistry of macromolecules, and of basic molecular biology wi assumed. This course is primarily designed for 2nd year BGS stud year students in BGS or other programs will require the permission of instructor. This course is not open to undergraduates.
Taught by: Tejvir Khurana, Ben Prosser, and Paul Titchenell
Course usually offered in fall term
Also Offered As: PHRM 532
Activity: Lecture
1.0 Course Unit
CAMB 534 Seminar on current genetic research: Human Disease Modeling in Experimental Sys
An advanced seminar course emphasizing genetic research in model organisms and how it informs modern medicine. Each week a student will present background on a specific human disease. This is followed by an intense discussion by the entire class of 2 recent papers in which model organisms have been used to address the disease mechanism and/or treatment. As a final assignment, students will have the opportunity to write, edit, and publish a 'News & Views' style article in the journal 'Disease Models and Mechanisms'. Offered spring semester. Prerequisite: If course requirements not met, permission of instructor required. Taught by: T. Jongens
Course usually offered in spring term
Also Offered As: NGG 534
Prerequisite: CAMB 542 OR CAMB 605
Activity: Seminar
1.0 Course Unit

CAMB 542 Topics in Molecular Medicine
TiMM is planned as a once-weekly seminar course whose goal is to introduce students to the ways in which biomedical research can provide new insights into clinical medicine and, conversely, how knowledge of clinical disease impacts scientific discovery. There are two sections for the course -- 401 and 402. Section 401 is for first year MD/PhD students only and section 402 is for VMD/PhD and PhD students. Taught by: Section 401: Johnson, Kohli Section 402: Atchison, Mason Course usually offered in fall term
Also Offered As: PHRM 542
Activity: Seminar
1.0 Course Unit

CAMB 550 Genetic Principles
This is a required course of the Genetics and Epigenetics Program and is designed to provide students with a comprehensive overview of genetic concepts and methodology. The course is organized into three parts: I Fundamental genetic concepts and tools; II Genetics of model organisms (with focus on worms, flies, zebrafish and mice); III Human genetics and disease. Each week there will be two lectures and one associated discussion/problem-solving session. Discussions emphasize practical aspects of generating and interpreting genetic data. Offered spring semester. Taught by: Grant,S. & Joyce, E. Course usually offered in spring term Activity: Lecture
1.0 Course Unit

CAMB 577 Advanced Epigenetics Technology
Second year students in GCB, CAMB (G&E), or IGG programs using genomics methods to measure transcriptomics and epigenomics changes in their experimental systems. The goal is to familiarize students with the latest cutting-edge genomics tools and cover solutions to major experimental and computational challenges in the investigation of genome-wide epigenetic data sets. Students will develop competence in (i) variations of experimental techniques improving resolution and throughout, (ii) issues related to the computational analyses closely related to the various genome-wide assays used to probe epigenetic processes and signals, (iii) computational approaches useful to overcome pitfalls associated to the analysis of a given epigenetic data modality, (iv) methods, techniques and studies on the integration of multi-layer epigenetic data sets. Taught by: Golnaz Vahedi
Course usually offered in spring term
Also Offered As: GCB 577, IMUN 577
Prerequisite: (BIOL 483 OR BIOL 493) AND GCB 534 AND (GCB 535 OR GCB 536)
Activity: Lecture
1.0 Course Unit

CAMB 597 Neural Development, Regeneration and Repair
General Description: The goals of this course are to examine the principles underlying the nervous system development and to learn how understanding developmental mechanisms can inform strategies to promote regeneration and repair. This is not a survey course. Rather, the course will focus on selected topics, for which we will discuss the genetic, molecular and cellular strategies employed to study these problems in different model organisms. Emphasis is on how to interpret and critically evaluate experimental data. Students who are not in one of the BGS graduate programs need instructor permission to enroll. Taught by: Wenqin Luo, Jonathan Raper
Course usually offered in fall term
Also Offered As: NGG 597
Prerequisite: BIOM 600
Activity: Lecture
1.0 Course Unit

CAMB 601 Advanced Virology Seminar
This seminar course covers current topics and important concepts in virology. Students will read selected papers on various topics in virology. Each subject will be illustrated by ground-breaking classic papers and innovative recent articles. Students will present a seminar under the guidance of a faculty member. Grades will be based on the guidance of a faculty member. Grades will be based on the quality of the seminar(s) and participation in discussion. Prerequisite: Non-CAMB students must obtain instructor approval. Taught by: S. Weiss, P. Bates
Course usually offered in spring term
Prerequisite: CAMB 706
Activity: Seminar
1.0 Course Unit
CAMB 605 CAMB First Year Seminar
Topics are selected by course instructors and student participants. Course instructors vary yearly. The goal of this course is to provide students with an opportunity to analyze, present, and discuss significant research papers in the field of cell and molecular biology in small group settings. The sections are taught by faculty from the different programs within the Graduate Group. This is a required course for CAMB PhD students. Other BGS students are eligible, space permitting.
Taught by: John Seykora
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

CAMB 608 Regulation of Eukaryotic Gene Transcription
An advanced seminar course emphasizing current topics in gene regulatory mechanisms in eukaryotes. Based on the current literature, presentations and in depth discussions will familiarize the student with recent innovations and developing principles of genome regulation. Students are expected to bring their laptops to class. Non-CAMB students need approval from course directors. MD/PhD students do not need to take BIOM 555 as prerequisite.
Taught by: D. Epstein
Course usually offered in fall term
Prerequisite: BIOM 555
Activity: Seminar
1.0 Course Unit

CAMB 609 Vaccines and Immune Therapeutics
Vaccination is perhaps the most successful medical technological intervention. The goal of this course is to expand on students’ general understanding of the immune system and to focus this understanding towards the application of modern vaccines and immune therapies in the 21st century. The course will provide the student with a sense of how these principles are applied to a vaccine and immune therapeutic development. The course covers basic vaccine science and describes how this science is translated through clinical, regulatory, ethical, and political issues to result in a final vaccine product. The courses’ goal is to leave the student with an understanding of the implications of modern vaccines/immunotherapies and their impact on world health. Initial lectures review immune mechanisms believed to be responsible for vaccine-induced protection from disease. Subsequent lectures build on this background to explore the science of vaccines for diverse pathogens, including agents of bioterrorism, as well as vaccines and immunotherapies for cancer. An appreciation for the application of laboratory science to the clinical development and clinical trials of vaccines are provided. An important focus on the regulatory, safety, and ethical implications of vaccines in different world situations based on true world examples are presented. The financial implications of specific vaccines with these implications for global health is a focus of the course. The course is presented in a lecture-style consisting of multiple distinguished guest lecturers who are experts in their particular area of vaccine development. There are required readings to provide the student context and background for the diverse lectures. Students are graded on course participation and a final project/exam which students present. The project is to design a vaccine strategy for a current disease or pathogen of importance that does not as yet have an effective vaccine or immune therapy and present this to the class. Strategies used should build on the material presented in the class lectures. The course is intended for graduate students or medical students in various MS, Ph.D., or MD/Ph.D. programs on the campus, as well as local scientists and professionals in the community. As a prerequisite, students should have taken biology, biochemistry, or immunology courses at the advanced college level. This course is offered in the fall semester. Prerequisite: Biology, Biochemistry at the advanced college level, college-level immunology is recommended. Not limited to CAMB students, however first options are to CAMB students, the permission of the instructors via email.
Taught by: David Weiner, Paul Offit, Stanley Plotkin
Course usually offered in fall term
Also Offered As: IMUN 609
Activity: Lecture
1.0 Course Unit
CAMB 610 Molecular Basis of Gene Therapy and Genome Editing

This is a team-taught, survey course that focuses on the basic science relevant to achieving efficient and effective gene transfer and genome editing in animal models and humans for the treatment of disease. The course includes units devoted to a variety of vectors useful for gene transfer, the fundamentals of genome editing, and current therapeutic approaches using specific diseases as models. Prior background in biochemistry, cell biology, and molecular biology is essential. Aspects of organ system anatomy and physiology, virology, and immunology that are relevant to the course material are included in the course. Because of rapid movement in this field, specific topics vary somewhat from year to year. Offered every fall. Prerequisites: Background in biochemistry, cell biology and molecular biology. Students not enrolled in a BGS graduate program who wish to take this course must get permission in advance from Dr. Musunuru. Students should send their undergraduate and graduate transcripts (including spring semester) along with their request to Dr. Musunuru via email: kiranmusunuru@gmail.com. This class is not accepting non-BGS masters students.

Taught by: Kiran Musunuru
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

CAMB 615 Protein Conformation Diseases

Protein misfolding and aggregation has been associated with over 40 human diseases, including Alzheimer's disease, Parkinson's disease, amyotrophic lateral sclerosis, prion diseases, alpha (1)-antitrypsin deficiency, inclusion body myopathy, and systemic amyloidosis. This course will include lectures, directed readings and student presentations to cover seminal and current papers on the cell biology of protein conformational diseases including topics such as protein folding and misfolding, protein degradation pathways, effects of protein aggregation on cell function, model systems to study protein aggregation and novel approaches to prevent protein aggregation. Target audience is primarily 1st year CAMB, other BGS graduate students, or students interested in acquiring a cell biological perspective on the topic. MD/PhDs and Postdoc are welcome. MS and undergraduate students must obtain permission from course directors. Class size is limited to 14 students.

Taught by: Yair Argon
Course usually offered in fall term
Also Offered As: BMB 518, NGG 615
Prerequisite: BIOM 600
Activity: Lecture
1.0 Course Unit

CAMB 617 Emerging Infectious Diseases

A physician from just 25 years ago would not recognize two of today's most pressing public health problems, AIDS and Hepatitis C, nor be familiar with many other infectious diseases or agents including MERS, Ebola virus, Hantaanvirus, HTLV-1, HHV-8 and Borrelia burgdorferi. Such a physician might also be dismayed to learn that old enemies such as tuberculosis, malaria, diphtheria, West Nile virus, meningococcal meningitis, Yellow fever, and Dengue have become more (or rather less) prevalent due to antibiotic resistance and other factors. In addition, bioterrorism, long a theoretical possibility, is now part of today's reality and could result in the deliberate introduction of anthrax or other biological agents into the civilian population or the food supply. Thus, with the beginning of the new millennium, the medical profession, the veterinary profession, and the biomedical research establishment are faced with the triple-threat of emerging infectious diseases, reemerging infectious diseases, and bioterrorism. These topics are covered in this course, with an emphasis on student's participation in the discussion. Course open to graduate students only. Other students may petition the course director for permission to enroll. Emerging Infectious Diseases will cover emerging viral, bacterial and parasitic organisms, with lectures being given by faculty from the Schools of Medicine, Veterinary Medicine, Dental Medicine, and Arts and Sciences, and outside lecturers. Epidemiology, immune responses to infection, vaccine and antimicrobial agents, and pathogenesis all will be discussed. The course format will include short lectures by various faculty members to provide background information on each topic, followed by extensive discussion by students. Classes will run from 10am to 11:30AM on Mondays and Wednesdays in Johnson 207. Evaluation will be based on presentations of a research manuscript from the literature and participation in discussion sessions.

Taught by: S. Hensley, P. Bates
Prerequisite: BIOM 600 AND CAMB 706
Activity: Lecture
1.0 Course Unit
CAMB 632 Cell Control by Signal Transduction Pathways
This course, 'Targeting the cancer cell: from mechanism to precision medicine', will examine how various signal transduction mechanisms influence cell functions including replication, growth, transcription, translation and intracellular trafficking. We will also consider how non-cell autonomous mechanisms, such as the tumor microenvironment and the immune system influence cancer cell signaling. We will consider how important signaling pathways, such as Ras, Raf, Notch, Wnt, TGF beta, and various kinases/phosphatases become dysregulated in cancer, as well as delve into how the DNA damage response, immune system, and tumor microenvironment exert important influences on oncogenic signaling. In the first half of the course, invited faculty members will pick 2 relatively recent papers from their field that highlight important areas. Each paper will be assigned to a student, who will meet with the faculty mentor prior to the class to discuss the paper and their presentation. During the class, students will present each paper for approximately 45 minutes with time for discussion. Students will present the important background, break down the paper, look for strengths and weakness and come up with a plan of what the next set of experiments could or should be. In the second half of the course, students will independently pick a relevant paper for in class presentation and will also write a short ‘News and Views’ style article based on the paper they have chosen. The goal of the course is to provide students with a view of the cancer cell that integrates both cell autonomous and non-cell autonomous signals and to use this information to consider how to successfully treat cancer.

Taught by: X. Hua, J. Field, A. Resnick, and W. Pear
Course usually offered in spring term
Also Offered As: PHRM 632
Prerequisite: BIOM 600
Activity: Seminar
1.0 Course Unit

CAMB 633 Advanced Seminar in Gene Therapy
Class: Each class will involve a review of a manuscript in the field of gene therapy selected by course faculty (Drs. Kurre, Pardi, Melenhorst or Rivella). Two weeks prior to their lecture, faculty will assign one primary research paper plus review articles that provides relevant background. Before the session, each paper will be assigned to a student presenter, who will prepare slides and meet with the faculty lecturers ahead of time. Two faculty will be present for each class. The student leader will introduce the paper and ask the group to each cover a portion of the result section in order to promote discussion, interaction and participation. Each session will last 1 hour, including presentation of the manuscript and Q&A. Each session will cover one paper on a weekly base, alternating these classes with lectures (see below). Each presentation will utilize 45% of the grade. Lectures: during each lecture, a faculty or external speakers will lecture for 40 minutes followed by a 15 minutes breakout discussion. The student will attend and ask questions during or at the end of the lecture. These lectures will happen independently from the paper discussion. Dr. Rivella, or a substitute, will also be present at each lecture. Prerequisites: Second year students, who already have notions of cell manipulation, immunotherapy and vector biology.

Taught by: Stefano Rivella, Professor of Pediatrics
Course offered spring; even-numbered years
Activity: Seminar
1.0 Course Unit

CAMB 637 Gene Therapy: Vectors, Immunology, and Disease
This seminar course is designed to provide students with a cohesive understanding of virology and immunology of gene therapy. Three major themes will be covered: vectors, vector immunology and gene therapy of genetic and acquired diseases. The topics to be covered are viewed as an extension of topics covered in CAMB 610 (Molecular Basis of Gene Therapy), although CAMB 610 is not an absolute prerequisite for this seminar. Each class will consist of a brief introduction by an instructor, reviewing background information related to the theme discussion. The topics are explored through discussions, led by assigned students, of seminal research articles. Students are expected to have thoroughly reviewed the assigned articles and be able to present and discuss various aspects of the papers. Regular attendance and active participation in the discussions, which focus on critical evaluation of experimental design, data presentation and interpretation, is essential. Student evaluation will be based on attendance, in-class presentation (for 50% of the letter grade), and a take-home exam (for another 50% of the grade).

Prerequisite: BGS Students only
Taught by: J. Riley
Course offered spring; even-numbered years
Activity: Seminar
1.0 Course Unit

CAMB 691 Advanced Topics in Cell Biology & Physiology
This course, together with its companion CAMB 692, offers an advanced, in depth analysis of selected topics in cell biology and physiology. CAMB 691 and 692 are complementary courses that focus on different aspects of cell biology; these courses are offered on an alternating basis in the spring semester. The courses can be taken in either order, but require BIOM 600 or an equivalent background in basic cell biology. CAMB 691 will focus on key issues at the forefront of research in the areas of (1) Channels and transporters, (2) Vesicular and viral trafficking, (3) Tissue mechanics, (4) Heart and muscle physiology, (5) Cytoskeletal dynamics and cell division. The course format pairs faculty presentations with student-led discussion sessions highlighting important papers from the primary literature. Students will be evaluated on their presentations, their participation in class discussions, and weekly problem sets. Offered alternately in the spring semester with CAMB 692. Permission needed for all non-CAMB students. Advanced undergrads must contact instructor to confirm qualifications.

Taught by: M. Marks, C. Deutsch
Course offered spring; even-numbered years
Prerequisite: BIOM 600
Activity: Seminar
1.0 Course Unit
CAMB 692 Advanced Topics in Cell Biology and Physiology II: Cell Signaling and Metabolism

Cells in complex organisms are required to adapt rapidly in a changing environment. Maintaining homeostasis while performing specialized functions requires that cells respond to extracellular signals as well as fluctuations in a host of intracellular metabolites. This course will cover selected topics and general principles related to signal transduction and the control of metabolic flux in living cells. The course format will include student-led discussion sessions both providing an overview of a topic as well as focusing on important papers from the primary literature. Students will be evaluated on their presentations and participation, as well as problem sets. Offered alternately in the spring semester with CAMB 691.

Taught by: J. Bauer & R. Lee
Course offered spring; odd-numbered years
Prerequisite: BIOM 600
Activity: Seminar
1.0 Course Unit

CAMB 695 Scientific Writing

This 7-week course is designed to introduce students to basic scientific writing skills and is based upon the premise that clear writing, giving feedback, and receiving feedback are all essential tools for professional development. While this is not strictly a prelim preparatory course, applying the principles of this course will help improve your prelim writing and your scientific writing in general. Structure: An initial introductory lecture for the entire class is followed by 6 weekly small group sessions. These sessions are conducted as workshops designed to enhance student and faculty engagement to improve scientific writing. During the course, participants review the principles of clear, persuasive writing, and apply these principles to writing for a scientific audience. Particular emphasis is placed on conveying the significance of your research, outlining your aims, and discussing your results. Classes are highly interactive, and the majority of class time will be spent discussing student scientific writing. In order to focus on the techniques of scientific writing, in-class discussion and critiques will not address scientific methodology or interpretations of results. Evaluations: One of the goals of the course is to encourage active and open interaction among students, and grading will be predominantly based on class attendance, participation, and timely submission of assignments, not on the quality of the writing itself. Offered spring semester.

Taught by: J. Katz, J. Lok
Course usually offered in spring term
Prerequisite: (BIOM 555 AND BIOM 600) AND CAMB 605
Activity: Lecture
0.5 Course Units

CAMB 697 Biology of Stem Cells

The goal of this course is to introduce graduate students to the field of stem cell biology through lectures and reviews of important contributions from the literature. Topics include embryonic stem cells, epigenetics and reprogramming, tissue specific stem cells such as hematopoietic, neuronal and epithelial stem cells, tissue regeneration, and tissue engineering. The future potential and challenges in stem cell and regeneration biology will be discussed. Important aspects of stem cell identification and characterization utilizing multiple model systems will also be a focus. Offered Fall Semester.

Taught by: P. Gadue, P. Rompolas
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

CAMB 698 Elective Tutorials in Cell and Molecular Biology

Interested students must contact Dr. Lee (rjl@penmedicine.upenn.edu) in the fall semester or Dr. Stanger (bstanger@upenn.edu) in the spring semester before enrolling in the course. Students will meet weekly with a faculty mentor to focus in-depth on a biomedical topic of their choice. Prior to each semester in which the course is offered, students are encouraged to make arrangements with faculty on their own and contact mentors directly to set up an individualized plan. Student should submit proposed mentors/topics to the course director before enrolling. The course director must approve the plan prior to beginning the independent study. This tutorial course is designed to provide students with an in-depth knowledge of a specific topic in Cell and Molecular Biology. The tutorial can be used to enable students to become more deeply acquainted with the literature related to their field of interest or to expand on a topic that the student found interesting in one of their basic courses. Final student grades will be based on mentor evaluations as well as a written review-style paper and brief (15 min) presentation to all students enrolled in the course.

Taught by: Lee, Robert (Fall semester) and Ben Stanger (Spring Semester)
One-term course offered either term
Prerequisite: CELL 600
Activity: Seminar
1.0 Course Unit

CAMB 699 Lab Rotation

Two terms. student may enter either term.
Activity: Laboratory
0.5 Course Units

CAMB 700 Topics in Microbiology

This course is designed for second year students in the MVP program, and focuses on pathogen-host interactions. Students make a presentation designed for 30 minutes on a topic of their choice. The topic can be something that they are working on, or simply something that they are interested in. They are requested to provide sufficient background, discuss what is known and what is not known about the topic, and then frame two to three Specific Aims. The success of the course rests entirely upon the quality of the faculty and students involved. In past years, the class have been very interactive, with each class lasting about 1.5 hours. The discussions are deliberately wide-ranging, and review recent literature, techniques, and how to construct a grant. Generally, two faculty will be in attendance. Permission of instructor required to enroll. Students must have taken Immunology and two MVP pathogen classes.

Taught by: M. Betts, J. Riley
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
CAMB 701 Tumor Microenvironment
This course is designed for second year (and up) graduate students interested in learning about the tumor microenvironment. The course will cover the main players of the tumor microenvironment field (stroma, vasculature and immune cells) and emphasize the connections between the basic biology of the tumor microenvironment to potential therapeutic intervention. The goals of this course are to enrich scientific culture, train for clear and concise oral presentations, improve grant-writing skills, and develop critical thinking, professional composure, and discussion skills. The course will be divided into 4 broad topic areas. The course will begin with didactic lectures presented with overviews of Immunology, Stromal cells and extracellular matrix, and Angiogenesis/Endothelial cells. After that each session will be student run and consist of one hour of presentation of a didactic background lecture regarding the salient points of that week's topic, followed in the second hour by a discussion of a primary research paper(s) to be read in advance of the session by all class participants. Discussions will include specific technical background needed for the paper, presentation of the KEY data in the paper, leading discussion on the data and conclusions drawn from the paper and putting them in the context of the state of the field. Specific requirements for students include: - One to two presentations throughout the course. Students will be guided in choosing the appropriate depth of background nd topic area and ingiving formal presentations and constructive criticism of scientific data. - Submission of a discussion point each week that a student is not presenting, due the night before class. - A Specific Aims Page for a grant using one of his or her two presentations as 'preliminary data' or their own research project provided it is related to the tumor microenvironment and is approved by one of the course directors. Evaluation: Students will be evaluated on their participation in class (30%), their presentations (30%), their discussion points (15%) and their Specific Aims Page (25%). Students will be given feedback immediately after their presentations. Prerequisite: First year CAMB core courses must be completed. Course is for 2nd year graduate students and beyond. CB students get first priority followed by other CAMB students.
Taught by: Sandra Ryeom and Ellen Pure
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

CAMB 702 Current Biochemical Topics
Participation in the 'Dr. George W. Raiziss Biochemical Rounds', a weekly seminar program sponsored by the Department of Biochemistry and Biophysics. Program deals with a wide range of modern biochemical and biophysical topics presented by established investigators selected from our faculty, and by leading scientists from other institutions. Prerequisite: Permission needed from Department
Taught by: Black and Shorter
Course offered summer, fall and spring terms
Also Offered As: BMB 650, PHRM 650
Activity: Seminar
1.0 Course Unit

CAMB 703 The ECM, adhesion receptor signaling, and translational biomechanics
This course is geared towards first and second year graduate students in BGS/CAMB and SEAS/BE with an interest in the interface of extracellular matrix (ECM) cell biology and biomechanics. Students will learn about the ECM and adhesion receptors and their impact on the cytoskeleton and signaling, as well as fundamental concepts in biomechanics and engineered materials. We will discuss how these topics can inform the study of cell biology, physiology and disease. An additional objective of the course is to give students experience in leading critical discussions and writing manuscript reviews. Invited outside speakers will complement the strengths of the Penn faculty.
Taught by: R. Mauck, R. Wells.
Course offered spring; even-numbered years
Also Offered As: BE 640
Prerequisite: BIOM 600
Activity: Lecture
1.0 Course Unit

CAMB 704 Stress Responses in Metabolism and Cancer
The course meets once a week for student presentations and lectures. The first 2-3 weeks encompasses lectures on state-of-the-art metabolic labeling, metabolomics, and other related methodologies. Subsequently, both ‘historical’ and more recent papers in the field of cancer metabolism are reviewed with individual faculty experts in each chosen area. The overall goal of the course is to give students a better understanding of the abrogation of normal cellular metabolism and stress during cancer, and how these interplay with each other to create/retain a malignant state. Grades are dependent on 2 presentations per semester, class participation, and weekly answers to 2-3 questions on the assigned papers. Must have completed first-year CAMB courses to enroll.
Taught by: C. Simon, Z. Arany, and K. Wellen
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

CAMB 705 Advanced Topics in Bacterial-Host Interactions
This course will delve into specific topics in general area of bacterial pathogenesis and bacteria-host interactions. We will be exploring key historical and current papers on topics related to bacterial invasion of and replication within host cells, bacterial interference with host cell signaling pathways, bacterial interactions with host mucosal tissues, and the role of bacterial colonization in shaping and instructing host immune responses. Each week, a student will lead the class in the discussion of published papers on a specific topic. The format of each class will be a 10-15 minute introduction of the key background and underlying questions to be presented by the student, followed by an in-depth analysis by all members of the class of one to two articles. Students will be graded based on their introductory presentation and active participation in the paper discussions. Recommended strong background in cell biology, immunology and/or bacteriology fulfilled by 1st year CAMB (previous BGS) courses. Course is limited to 2nd - 3rd year graduate students or advanced undergraduates with course directors permission.
Taught by: Igor Brodsky and Sunny Shin
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
CAMB 706 MVP Core
This is a year-long course for the incoming CAMB-MVP students and others wishing to gain a broad overview of pathogens and their interactions with hosts. The course will provide students with key fundamental knowledge of Microbiology, Virology and Parasitology. The course starts with introductory lectures on Concepts of Host-Pathogen interactions. The rest of the course is divided into sections on Bacteriology, Virology and Parasitology. Each week there are three 1 hour class slots that are either lectures on a specific topic or discussions of a relevant paper presented by students. Classes are led by faculty from across the campus and are highly interactive. Evaluation is based on mid and final take home essay topics for each of the three sections. Regular attendance and active participation in the discussions is also part of the evaluation.
Taught by: M. Weitzman and S. Shin
Two terms. student may enter either term.
Activity: Seminar
1.0 Course Unit

CAMB 707 Cell and Gene Therapy
This course will provide students with a general overview of translational research in the area of gene and cell therapy. This includes technical considerations, translating preclinical investigation into therapeutics, the execution of gene and cell therapies clinical trials, and key regulatory issues. Entrepreneurial considerations will be discussed as well. By the end of this course, students will understand the basic technologies employed for gene and cell therapy along with approaches and pitfalls to translating these therapies into clinical applications including regulatory and commercial aspects of this emerging area. Prerequisite: At least one course in immunology.
Taught by: Michael C. Milone, MD, PhD, Elizabeth Hexner, MD, MSTR
Course usually offered in spring term
Also Offered As: MTR 621, REG 621
Activity: Lecture
1.0 Course Unit

CAMB 708 HIV Virology/Pathogenesis/Cure Seminar/Journal Club
This will be a year-long class, held every other week, that is paper-based utilizing the current literature in HIV virology, pathogenesis and cure research. The class will have a journal club format with attendance and participation open to the full Penn student & postdoc community (teach-your-peers). Enrolled students will be responsible for approximately 4-5 presentations over the duration of the course, as well as for bi-weekly paper selection in conjunction with the instructors and coordinating the presentations by other participants. Prerequisites: Strong background in cell biology, immunology or virology fulfilled by 1st yr CAMB Courses. Course is limited to graduate students. Instructor permission required for non-CAMB graduate students.
Taught by: Ronald Collman and Katharine Bar
Two terms. student may enter either term.
Activity: Seminar
1.0 Course Unit

CAMB 709 Quantitative Imaging and Analysis for Biologists (QIAB)
This course will provide an introduction to the fundamentals of modern light microscopy and image analysis using the free software package, Fiji, as a guide. Topics include fundamentals of basic and advanced light microscopy, image data optimization, and commonly-used processing and analysis tools such as filters, segmentation, tracking, and simple macro programming. The goal is to provide students with the background and confidence required to pursue more advanced quantitative imaging methods as the need arises in their research. Students will be graded based on their active participation in class, completion of hands-on Fiji exercises, and a final presentation describing an application of at least one of the analysis methods covered in class to their own image data. CAMB 709 is limited to 2nd - 4th-year graduate students who have previous/current experience with light microscopy. Permission to enroll from course directors is required for all students.
Taught by: M. Lakadamyali and A. Stout
Activity: Lecture
0.5 Course Units

CAMB 710 Drug Discovery and Development
This course will expose graduate-level students to the process of drug discovery and development. The course will be structured to cover topics from the identification of a disease-relevant target through to Phase III Clinical Trials. The course will be lecture based and there will also be student-led journal club presentations as part of the course. There will also be a writing project consisting of a 3 page proposal of how to advance one of the areas of Drug Discovery & Development covered in the course.
Taught by: Dr.Ben E.Black, UPenn and Dr.Craig A.Leach, GlaxoSmithKline
Course usually offered in spring term
Also Offered As: BMB 605, PHRM 605
Activity: Lecture
1.0 Course Unit

CAMB 711 Integrative plant and animal mechanobiology
This course aims to provide students with an understanding of biomechanics that spans the plant and animal kingdoms, with the goal of emphasizing principles common to both. Major concepts include 1) Plant and Animal Cell Biology; 2) Solid, Fluid, and Transport Mechanics; and 3) Integrating Biology and Mechanics - Big Questions. In addition to lectures, there will be two journal article discussion sections. Most lectures will be given by Penn faculty, although selected topics (particularly in plant biology and mechanics) will be covered by faculty at other sites through lectures broadcast remotely. The Penn director will be present at all sessions of the class. Undergraduates require special permission from the director.
Taught by: Rebecca Wells
Course usually offered in fall term
Also Offered As: BE 711
Activity: Lecture
1.0 Course Unit
CAMB 712 Topics in Cancer Biology
This course is an elective course for 2nd year Cancer Biology Students on a range of cancer-related topics. The course is designed to expose students to a range of topics in cancer biology, improve writing skills, train students to give clear and concise oral presentations, develop active listening and critical thinking skills as well as discussion skills. The course will also teach students about rigor and reproducibility in experimental design. The course will interface with Cancer Biology WIP talks (which are only given by 3rd year and up students) and complement journal club and prelim preparation. Completion of first-year CAMB courses required to enroll. Course is designed for second-year CAMB students. Taught by: Sandra Ryeom Two terms. student may enter either term.
Activity: Seminar
1.0 Course Unit

CAMB 713 Neuroepigenetics
This is a course intended to bring students up to date concerning our understanding of Neural Epigenetics. It is based on assigned topics and readings covering a variety of experimental systems and concepts in the field of Neuroepigenetics, formal presentations by individual students, critical evaluation of primary data, and in-depth discussion of potential issues and future directions, with goals to: 1) Review basic concepts of epigenetics in the context of neuroscience, 2) Learn to critically evaluate a topic (not a single paper) and set the premise, 3) Improve experimental design and enhance rigor and reproducibility, 4) Catch up with the most recent development in neuroepigenetics, 5) Develop professional presentation skills - be a story teller. Each week will focus on a specific topic of Neuroepigenetics via a 'seminar' style presentation by a class member. Prerequisite: If course requirement not met, permission of instructor is required. Taught by: Zhaolan Zhou, Elizabeth Heller, and Hao Wu Course usually offered in fall term Also Offered As: NGG 713 Prerequisite: BIOM 555 Activity: Lecture
1.0 Course Unit

CAMB 714 DIY Transcriptomics
As access to high-throughput sequencing technology increases, the bottleneck in biomedical research has shifted from generating data, to analyzing and integrating diverse data types. Addressing these needs requires that students and postdocs equip themselves with a toolkit for data mining and interrogation. This course focuses specifically on studying global gene expression (transcriptomics) through the use of the R programming environment and the Bioconductor suite of software packages - a versatile and robust collection of tools for bioinformatics, statistics, and plotting. During this semester-long course students participate in a mix of lectures and guided code review, all while working with real datasets directly on their laptop. Students will learn to analyze RNAseq data using a lightweight and reusable set of modular scripts that leverage open-source software. In addition, students will learn best practices in data science for working in R/Bioconductor, including creating interactive data visualizations, making their analyses transparent and reproducible, and identifying experimental bias in large datasets. Students are encouraged, but not required, to bring their own RNAseq data to the course. Taught by: Dan Beiting One-term course offered either term Activity: Lecture
1.0 Course Unit

CAMB 752 Genomics
Recent advances in molecular biology, computer science, and engineering have opened up new possibilities for studying the biology of organisms. Biologists now have access to the complete genomic sequence and set of cellular instructions encoded in the DNA of specific organisms, including homo sapiens, dozens of bacterial species, the yeast Saccharomyces cerevisiae, the nematode C. elegans, and the fruit fly Drosophila melanogaster. The goals of the course include the following: 1. introduce the basic principles involved in sequencing genomes, 2. familiarize the students with new instrumentation, informative tools, and laboratory automation technologies related to genomics, 3. teach the students how to access the information and biological materials that are being developed in genomics and 4. examine how these new tools and resources are being applied to basic and translational research. This will be accomplished through in depth discussion of classic and recent papers. Prerequisite: Permission of Instructor. Taught by: S Diskin Course usually offered in spring term Also Offered As: GCB 752 Prerequisite: GCB 534 Activity: Seminar
1.0 Course Unit

CAMB 899 Pre-dissertation Research
Activity: Laboratory
1.0 Course Unit

CAMB 995 Dissertation
Activity: Dissertation
1.0 Course Unit

Chemical & Biomolecular Engineering (CBE)

CBE 099 Undergraduate Research and Independent Study
An opportunity for the student to work closely with a professor in a project to develop skills and technique in research and development. To register for this course, the student writes a one-page proposal that is approved by the professor supervising the research and submitted to the undergraduate curriculum chairman during the first week of the term. One-term course offered either term Activity: Independent Study
1.0 Course Unit
Notes: A maximum of 2 c.u. of CBE 099 may be applied toward the B.S.E degree requirements

CBE 150 Introduction to Biotechnology
The goal of this course is to teach you the fundamentals of biotechnology and introduce you to concepts in Chemical Engineering along the way. Concepts in Biotechnology that will be covered include, DNA, RNA, the Central Dogma, proteins, recombinant technology, RNA silencing, electrophoresis, chromatography, synthetic biology, pull down assays, PCR, hybridization, array technology, DNA machines, DNA sequencing, and forensics. Concepts in Chemical Engineering that will be covered include the mass balance, scaling laws and the Buckingham-Pi theorem, kinetics of enzyme reactions, thermodynamics of molecular binding, the Langmuir isotherm, separations via chromatography. Reserved for Freshmen only. Course usually offered in fall term Activity: Lecture
1.0 Course Unit
CBE 160 Introduction to Chemical Engineering
Students will learn to read and understand a process flow sheet. There is a focus on drawing a process flow sheet, and formulating and solving the material balances for the chemical processes involving chemical reactions (some with recycle streams, some with purge streams, and some with bypass streams). Additionally, students will understand the limits of the ideal gas law, and have a working knowledge of the cubic equations of state and the concept of a compressibility factor. The class will study the basic concepts of gas-liquid phase equilibrium and apply Raoult’s Law to solve phase equilibrium problems. A final objective is to design flow sheets and solve material balances for simple chemical processes using ASPEN (chemical engineering simulation program). Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

CBE 230 Material and Energy Balances of Chemical Processes
This course introduces the principles of material and energy balances and their applications to the analysis of single- and multiple-phase processes used in the chemical, pharmaceutical, and environmental industries. The course focuses on the conceptual understanding of properties of pure fluids, equations of state, and heat effects accompanying phase changes and chemical reactions, and problem-solving skills needed to solve a wide range of realistic, process-related problems.
Course usually offered in fall term
Prerequisite: CBE 160
Activity: Lecture
1.0 Course Unit

CBE 231 Thermodynamics of Fluids
Students will understand, evaluate, and apply different equations of state relating pressure, temperature, and volume for both ideal and non-ideal systems. The course will focus on calculating and applying residual properties and departure functions for thermodynamic analysis of non-ideal gases. Students will apply and describe simple models of vapor-liquid equilibrium in multi-component systems (e.g. Raoult’s Law, modified Raoult’s Law, Henry’s Law). Additionally, the class will analyze and describe properties of non-ideal mixtures and their component species. We will also model and predict reaction equilibria (including non-ideal fluid systems), as well as solve problems related to complex phase equilibria of multi-component systems (find equilibrium compositions for non-ideal phases).
Taught by: Amish Patel
Course usually offered in spring term
Prerequisite: CBE 230
Activity: Lecture
1.0 Course Unit

CBE 297 Study Abroad
One-term course offered either term
Activity: Lecture
1.0 Course Unit

CBE 305 Fluid Mechanics
This course is designed for students to understand the fundamental characteristics of fluids. We will develop, starting from first principles, the basic equations for fluid statics, and use them to determine pressure variations in fluids with rigid body rotation. Students will understand in detail the basic types of fluid flow line patterns (e.g. streamlines and streamtubes) and the different types of interchangeable energy forms (e.g. kinetic, potential, and pressure). It is also important to develop, starting from first principles, the formulations for inviscid and viscous flow problems. These include the discussion of a control system and system boundaries, the detailed construction of conservations equations of mass, energy, and momentum for Newtonian fluids, the derivation of the Navier-Stokes equations, and the determination of appropriate initial and boundary conditions. A final objective of the course is to solve various fluid mechanics problems using control systems, dimensional analysis, and developed equations. Such problems include, but are not limited to, the terminal velocity of a falling sphere, Stokes flow, the relation between the friction factor and the Reynolds number, and flow profiles in numerous geometries.
Taught by: John Crocker
Course usually offered in fall term
Prerequisite: CBE 350
Activity: Lecture
1.0 Course Unit

CBE 325 Renewable Energy
This course covers engineering concepts for renewable energy processes. Fundamental engineering calculations for solar, wind, biofuel, geothermal, and hydroelectric energy production in comparison to oil and gas will be covered. Electric vehicles and energy storage will be discussed. Students will consider the specific needs of public health, safety and welfare in addition to global, cultural, social, environmental and economic factors will be in a particular country for a group project.
Taught by: Miriam Wattenbarger
Course usually offered in spring term
Prerequisite: CHEM 101 AND PHYS 141
Activity: Lecture
1.0 Course Unit

CBE 350 Fluid Mechanics
This course is designed for students to understand the fundamental characteristics of fluids. We will develop, starting from first principles, the basic equations for fluid statics, and use them to determine pressure variations in fluids with rigid body rotation. Students will understand in detail the basic types of fluid flow line patterns (e.g. streamlines and streamtubes) and the different types of interchangeable energy forms (e.g. kinetic, potential, and pressure). It is also important to develop, starting from first principles, the formulations for inviscid and viscous flow problems. These include the discussion of a control system and system boundaries, the detailed construction of conservations equations of mass, energy, and momentum for Newtonian fluids, the derivation of the Navier-Stokes equations, and the determination of appropriate initial and boundary conditions. A final objective of the course is to solve various fluid mechanics problems using control systems, dimensional analysis, and developed equations. Such problems include, but are not limited to, the terminal velocity of a falling sphere, Stokes flow, the relation between the friction factor and the Reynolds number, and flow profiles in numerous geometries.
Taught by: John Crocker
Course usually offered in fall term
Prerequisite: CBE 350
Activity: Lecture
1.0 Course Unit

CBE 351 Heat and Mass Transport
Prerequisite: CBE 350
Activity: Lecture
1.0 Course Unit

CBE 353 Molecular Thermodynamics and Chemical Kinetics
Taught by: Aleksandra Vojvodic
Course usually offered in fall term
Prerequisite: CBE 231
Activity: Lecture
1.0 Course Unit
CBE 360 Chemical Process Control
Taught by: Robert Riggleman
Course usually offered in spring term
Prerequisite: CBE 230
Activity: Lecture
1.0 Course Unit

CBE 371 Separation Processes
The design of industrial methods for separating mixtures. Distillation; liquid-liquid extraction; membranes; absorption. Computer simulations of the processes.
Course usually offered in spring term
Prerequisite: CBE 231
Activity: Lecture
1.0 Course Unit

CBE 375 Engineering and the Environment
The course will introduce emerging environmental issues, relevant engineering solutions, and problem-solving techniques to students. The case study approach will be used to assist students to develop and apply the fundamental engineering skills and scientific insights needed to recognize a variety of environmental problems that have profound impacts on all aspects of modern society. Sophomore standing required to enroll.
Course usually offered in spring term
Prerequisite: Sophomore Standing
Activity: Lecture
1.0 Course Unit

CBE 400 Introduction to Product and Process Design
Introduction to product design, process synthesis, steady-state and batch process simulation, synthesis of separation trains, second-law analysis, heat integration, heat-exchanger design, equipment sizing, and capital cost estimation.
Course usually offered in fall term
Prerequisites: CBE 351, 371
Corequisite: CBE 451
Activity: Lecture
1.0 Course Unit

CBE 410 Chemical Engineering Laboratory
Experimental studies in heat and mass transfer, separations and chemical reactors to verify theoretical concepts and learn laboratory techniques. Methods for analyzing and presenting data. Report preparation and the presentation of an oral technical report.
Course usually offered in fall term
Prerequisites: CBE 351, 371
Activity: Laboratory
1.0 Course Unit

CBE 430 Introduction to Polymers
Polymer is one of the most widely used materials in our daily life, from the rubber tires to clothes, from photoresists in chip manufacturing to flexible electronics and smart sensors, from Scotch tapes to artificial tissues. This course teaches entry-level knowledge in polymer synthesis, characterization, thermodynamics, and structure-property relationship. Emphasis will be on understanding both chemical and physical aspects of polymers, polymer chain size and molecular interactions that drive the microscopic and macroscopic structures and the resulting physical properties. We will discuss how to apply polymer designs to advance nanotechnology, electronics, energy and biotechnology. Case studies include thermodynamics of block copolymer thin films and their applications in nanolithography, shape memory polymers, hydrogels, and elastomeric deformation and applications.
Course usually offered in fall term
Also Offered As: CBE 510, MSE 430, MSE 580
Prerequisites: MSE 260 or CBE 231, CHEM 221, MEAM 203
Activity: Lecture
1.0 Course Unit

CBE 451 Chemical Reactor Design
Course usually offered in fall term
Prerequisite: CBE 231 AND 351
Activity: Lecture
1.0 Course Unit

CBE 459 Product and Process Design Projects
Design of chemical, biochemical, and materials products and processes based on recent advances in chemical and bioengineering technology. Design group weekly meetings with faculty advisor and industrial consultants. Comprehensive design report and formal oral presentation. Heat exchanger design and profitability analysis.
Course usually offered in spring term
Prerequisite: CBE 400
Activity: Lecture
1.0 Course Unit

CBE 460 Chemical Process Control
Course usually offered in spring term
Prerequisite: CBE 230
Activity: Lecture
1.0 Course Unit

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CBE 479 Biotechnology and Biochemical Engineering
An overview of biotechnology from a chemical engineering perspective: DNA, enzymes, proteins, molecular genetics, genetic engineering, cell growth kinetics, bioreactors, transport processes, protein recovery and protein separations. Group projects include a MATLAB kinetics project and a biotechnology company profile. Applications to current practices in biopharmaceuticals, biofuels, and bioremediation are discussed. Junior/Senior Standing in Engineering and CBE 150 or Permission of the Instructor. Course usually offered in fall term Activity: Lecture 1.0 Course Unit

CBE 480 Laboratory in Biotechnology and Genetic Engineering
The laboratory methods covered include molecular cloning techniques, cell transformation, DNA gel electrophoresis, ImageJ, PCR, DNA sequencing, SDS-PAGE, mammalian cell culture and enzyme assays. Culture techniques for bacteria, yeast and mammalian cells are taught and practiced. The students write several individual lab reports and keep a weekly lab notebook during the semester. A group presentation and report on a proposal for a new lab experiment is the final assignment for the lab. Course usually offered in spring term Prerequisite: CBE 479 Activity: Laboratory 1.0 Course Unit

CBE 508 Probability and Statistics for Biotechnology
The course covers topics in probability theories and statistical techniques, with emphasis placed on the practical problems relevant to the subject areas of biotechnology. The course provides a rigorous introduction to such topics as elements of probability, random variables and probability functions, random samples, parameter estimations, hypothesis testing, regression, analysis of variance, lifetime testing, and nonparametric tests. Course usually offered summer term only Activity: Lecture 1.0 Course Unit

CBE 511 Physical Chemistry of Polymers and Amphiphiles
This course deals with static and dynamic properties of two important classes of soft materials: polymers and amphiphiles. Examples of these materials include DNA, proteins, diblock copolymers, surfactants and phospholipids. The fundamental theories of these materials are critical of understanding polymer processing, nanotechnology, biomembranes and biophysics. Special emphasis will be placed on understanding the chain conformation of polymer chains, thermodynamics of polymer chains, thermodynamics of polymer solutions and melts, dynamics of polymer and statistical thermodynamic principles of self-assembly. Course usually offered in fall term Activity: Lecture 1.0 Course Unit

CBE 515 Chemical Product Design
Introduction to product design, molecular and mixture design, functional and formulated product design, design of device products, pharmaceutical product and process design, optimal batch process design strategies, batch process simulation, six-sigma design Taught by: Warren D. Seider Activity: Lecture 1.0 Course Unit

CBE 517 Principles of Genome Engineering
This course covers up-to-date techniques in genome engineering and its application in basic research and translational medicine. Genetic engineering techniques including site-directed DNA recombination (Cre-Lox, Phi31 integrase), genome editing (TALEN, CRISPR/Cas-9), next generation sequencing, and molecular imaging will be covered. Key concepts in genomics, epigenetics, gene regulation will be introduced, and application of genetic engineering techniques in the field of developmental biology, stem cell biology, and synthetic biology will be discussed. Course usually offered in spring term Activity: Lecture 1.0 Course Unit

CBE 522 Polymer Rheology and Processing
This course focuses on applications of rheology to polymer process technologies. It includes a general review of rheological concepts, including viscoelasticity and the influence of shear rate, temperature and pressure on polymer flow properties. The course covers the elementary processing steps common in various types of polymer manufacturing operations including handling of particulate solids, melting, pressurizing and pumping, mixing and devolatilization. Specific polymer processing operations including extrusion, injection molding, compression molding, fiber spinning and wire coating are covered. Emerging polymer processing applications in microelectronics, biomedical devices and recycling are also discussed. One-term course offered either term Prerequisites: MEAM 302 and 333 or CBE 350 and 351 Activity: Lecture 1.0 Course Unit
CBE 525 Molecular Modeling and Simulations
Students will explore current topics in thermodynamics through molecular simulations and molecular modeling. The requisite statistical mechanics will be conveyed as well as the essential simulation techniques (molecular dynamics, Monte Carlo, etc.). Various approaches for calculating experimentally measurable properties will be presented and used in student projects.
Course usually offered in fall term
Prerequisite: CBE 231 OR CBE 618
Activity: Lecture
1.0 Course Unit

CBE 535 Interfacial Phenomena
This course provides an overview of fundamental concepts in colloid and interface science. Topics include the thermodynamics of interfaces, interfacial interactions (e.g. van der Waals interactions, electrostatics, steric interactions), adsorption, the hydrodynamics and stability of interfacial systems, self assembly, etc. Connections to self-assembly and directed assembly of nanomaterials and emerging topics are explored.
Prerequisites: undergraduate thermodynamics, some familiarity with concepts of transport phenomena (including fluid flow and mass transfer) and differential equations
One-term course offered either term
Activity: Lecture
1.0 Course Unit

CBE 540 Biomolecular and Cellular Engineering
This course will introduce concepts and methods for the quantitative understanding of molecular and cellular phenomena. Topics include molecular recognition, receptor-ligand binding, viral infection, signal transduction, cell adhesion, motility, and cytoskeletal dynamics. The course requires mathematics at the level of differential equations, and some knowledge of Matlab programming. A basic knowledge of cell biology is suggested, although not required.
Activity: Lecture
1.0 Course Unit

CBE 544 Computational Science of Energy and Chemical Transformations
Our theoretical and computational capabilities have reached a point where we can do predictions of materials on the computer. This course will introduce students to fundamental concepts and techniques of atomic scale computational modeling. The material will cover electronic structure theory and chemical kinetics. Several well-chosen applications in energy and chemical transformations including study and prediction of properties of chemical systems (heterogeneous, molecular, and biological catalysts) and physical properties of materials will be considered.
Prerequisites: CBE 231, MEAM 203
Activity: Lecture
1.0 Course Unit

CBE 545 Electrochemical Energy Conversion and Storage
Fuel cells, electrolysis cells, and batteries are all electrochemical devices for the interconversion between chemical and electrical energy. These devices have inherently high efficiencies and are playing increasingly important roles in both large and small scale electrical power generation, transportation (e.g. hybrid and electric vehicles), and energy storage (e.g. production of H2 via electrolysis). This course will cover the basic electrochemistry and materials science that is needed in order to understand the operation of these devices, their principles of operation, and how they are used in modern applications. Prerequisite: Introductory chemistry and an undergraduate course in thermodynamics (e.g. CBE 231, MEAM 203)
Activity: Lecture
1.0 Course Unit

CBE 546 Fundamentals of Industrial Catalytic Processes
A survey of heterogeneous catalysis as applied to some of the most important industrial processes. The tools used to synthesize and characterize practical catalysts will be discussed, along with the industrial processes that use them.
Activity: Lecture
1.0 Course Unit

CBE 554 Engineering Biotechnology
Advanced study of re DNA techniques; bioreactor design for bacteria, mammalian and insect culture; separation methods; chromatography; drug and cell delivery systems; gene therapy; and diagnostics.
Activity: Lecture
1.0 Course Unit
CBE 555 Nanoscale Systems Biology
Nano-science and engineering approaches to systems in biology are of growing importance. They extend from novel methods, especially microscopies that invite innovation to mathematical and/or computational modeling which incorporates the physics and chemistry of small scale biology. Proteins and DNA, for example, are highly specialized polymers that interact, catalyze, stretch and bend, move, and/or store information. Membranes are also used extensively by cells to isolate, adhere, deform, and regulate reactions. In this course, students will become familiar with cell & molecular biology and nanobiotechnology through an emphasis on nano-methods, membranes, molecular machines, and ‘polymers’ - from the quantitative perspectives of thermodynamics, statistical physics, and mechanics. We specifically elaborate ideas of energetics, fluctuations and noise, force, kinetics, diffusion, etc. on the nano- thru micro- scale, drawing from very recent examples in the literature. Laboratory experiments will provide hands-on exposure to microscopies in a biological context (eg. fluorescence down to nano-scale, AFM), physical methods (eg. micromanipulation, tracking virus-scale particles or quantum dots), and numerical problems in applied biophysics, chemistry, and engineering. A key goal of the course is to familiarize students with the concepts and technology (plus their limitations) as being employed in current research problems in nanoscale systems biology, extending to nanobiotechnology. Prerequisite: Background in Biology, Physics, Chemistry or Engineering with coursework in Thermodynamics or permission of the instructor. Taught by: Discher
Course usually offered in fall term
Also Offered As: BE 555, MEAM 555
Activity: Lecture
1.0 Course Unit

CBE 556 The Biochemical Engineering of Wine
This course surveys the biochemistry and biochemical unit operations involved in the commercial production of modern wines. Topics will include grape growing, pressing, fermentation, filtration, and packaging/aging. Emphasis will also be placed on yeast microbiology and wine biochemistry. Lectures will be supported by wine tasting sessions to highlight the important characteristics of different wine types. Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
Notes: This course can only be used as a Technical Elective in SEAS

CBE 557 Stem Cells, Proteomics and Drug Delivery - Soft Matter Fundamentals
Lectures on modern topics and methods in cell and molecular biology and biomedicine from the perspective of soft matter science and engineering. Discussions and homeworks will cover soft matter related tools and concepts used to 1) isolate, grow, and physically characterize stem cells, 2) quantify biomolecular profiles, 3) deliver drugs to these cells and other sites (such as tumors with cancer stem cells) will be discussed. Skills in analytical and professiona presentations, papers and laboratory work will be developed. Background in Biology, Physics, Chemistry or Engineering. Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

CBE 559 Multiscale Modeling of Chemical Systems
This course provides theoretical, conceptual, and hands-on modeling experience on three different length and time scales - (1) electronic structure (A, ps); (2) molecular mechanics (100A, ns); and (3) deterministic and stochastic approaches for microscale systems (um, sec). Students will gain hands-on experience, i.e., running codes on real applications together with the following theoretical formalisms: molecular dynamics, Monte Carlo, free energy methods, deterministic and stochastic modeling. Prerequisite: Undergraduate courses in numeral analysis and statistical mechanics. Course not offered every year
Also Offered As: BE 559, SCMP 559
Activity: Lecture
1.0 Course Unit

CBE 562 Drug Discovery and Development
Intro to Drug Discovery; Overview of Pharmaceutical Industry and Drug Development Costs, Timelines; High Throughput Screening (HTS); Assay Design and Sensitivity Solid Phase Synthesis and Combinatorial Chemistry; Enzyme Kinetics; Fluorescence, Linearity, Inner-filter effect, quenching; Time dynamics of a Michaelis-Menton Reaction; Competitive Inhibitor; FLINT, FRET, TRF, FP, SPA, alpha-screen; Enzyme HTS (protease); Cell based screening; Fura-2 ratio, loading signaling; Gfpcalmodulin-gfp integrated calcium response; Estrogen/ERE-Luc HTS; Problems with cell based screening (toxicity, permeability, nonspecificity); Instrumentation, Robotics Automation; Z-factor; SAR, Positioning Scanning; Microarray HTS; IC50, % Conversion in HTS and IC50, Assay Optimization. Course usually offered in fall term
Also Offered As: BE 562
Activity: Lecture
1.0 Course Unit

CBE 564 Drug Delivery
The topics include drug transport, distribution and interactions in the body, specific challenges for biotherapeutics, pharmacokinetics, drug delivery systems and nanocarriers, gene delivery systems, targeted drug delivery, and translational aspects of new drug delivery systems. Faculty from engineering and medicine will give lectures related to their research interests. The students read current journal articles on drug delivery systems. The major group assignment for the course is a written and oral group proposal on a new drug delivery system. One-term course offered either term
Also Offered As: PHRM 564
Activity: Lecture
1.0 Course Unit
CBE 570 Experimental Methods for Polymer Science and Soft Matter - Theory and Practice

This course covers the relevant theory and practical application of experimental methods used to study the structure, dynamics and physico-chemical properties of soft matter and macromolecular materials. Systems of interest include self-assembled polymers and (macro)molecular materials, liquid crystals, colloidal suspensions, biological materials, gels, and other complex fluids. Particular emphasis is placed on the development of kinematic theory for X-ray scattering, methods of structure determination by (x-ray/electron) diffraction, microscopy (optical; atomic force; electron), dynamic scattering (light/ optical; x-ray; neutron) and rheology (bulk and microrheology). Thermomechanical, electronic and optical property characterization are also addressed. Lectures are complemented by lab exercises and projects. The subject matter is particularly relevant for students conducting experimental research on macromolecular materials, soft matter and complex fluids. Senior standing or permission of the instructor.

Course usually offered in spring term

Activity: Lecture
1.0 Course Unit

CBE 580 Masters Biotech Lab.

The laboratory methods covered include molecular cloning techniques, cell transformation, DNA gel electrophoresis, ImageJ, PCR, DNA sequencing, SDS-PAGE, mammalian cell culture, and enzyme assays. Culture techniques for bacteria, yeast and animal cells are taught and practiced. The students write several individual lab reports and keep a lab notebook during the semester. A group presentation and report on a proposal for a new lab experiment is the final assignment for the lab.

One-term course offered either term

Activity: Lecture
1.0 Course Unit

Notes: Reserved for students in the Master of Biotechnology Program. Not open to SEAS undergraduates.

CBE 597 Master's Thesis Research

One-term course offered either term

Activity: Masters Thesis
1.0 Course Unit

CBE 599 Master's Indep Study

One-term course offered either term

Activity: Independent Study
1.0 Course Unit

CBE 602 Statistical Mechanics of Liquids

The course will focus on advanced concepts and methods in statistical mechanics with a particular emphasis on the liquid state, e.g. aqueous solutions, capillarity, polymers, colloids, glasses, amphiphilic self-assembly, etc. Principles of both equilibrium and nonequilibrium statistical mechanics will be discussed and connections to experimentally measurable quantities will be made wherever possible.

One-term course offered either term

Prerequisites: CBE 618, MSE 575, BE 619, BMB 604, PHYS 581, CHEM 521 and PHYS 611 and CHEM 522

Activity: Lecture
1.0 Course Unit

CBE 618 Advanced Molecular Thermodynamics

This course begins with a brief review of classical thermodynamics, including the development of Maxwell relationships and stability analysis. The remainder of the course develops the fundamental framework of statistical mechanics, then reviews various related topics including ideal and interacting gases, Einstein and Debye models of crystals, lattice models of liquids, and the basis of distribution function theory.

Course usually offered in fall term

Also Offered As: BE 662, MEAM 662

Activity: Lecture
1.0 Course Unit

CBE 621 Advanced Chemical Kinetics and Reactor Design


Course usually offered in fall term

Activity: Lecture
1.0 Course Unit

CBE 640 Transport Processes I

This course provides a unified introduction to momentum, energy (heat), and mass transport processes. The basic mechanisms and constitutive laws for the various transport processes will be delineated, and the conservation equations will be derived and applied to internal and external flows. Examples from mechanical, chemical, and biological systems will be used to illustrate fundamental concepts and mathematical methods.

Course usually offered in fall term

Activity: Lecture
1.0 Course Unit

CBE 641 Transport Processes II (Nanoscale Transport)

A continuation of CBE 640, with additional emphasis on heat and mass transport. This course aims to teach transport concepts and methods useful in many current CBE laboratory settings. The emphasis will be on microscopic dynamics and transport in both hard and soft systems (e.g. colloids and polymers), of relevance to a variety of biological and biomolecular systems. Wherever possible, will make connections between classical, macroscopic transport, and what is happening microscopically. Will make use of a comination of analytic and algorithmic/numerical methods to facilitate understanding of the material. Physical topics will include stochastic, ‘single-molecule’, non-ideal, hard sphere and frustrated systems, phase transitions, nonequilibrium statistical mechanics and optics. Concepts will include properties of stochastic functions (Gaussian statistics, correlation functions and power spectra), Fourier methods, Convolution, the Central Limit theorem, anomalous diffusion, percolation, and the Fluctuation/Dissipation theorem. Computational methods will concentrate on Monte Carlo simulations of ‘toy’ models.

Course usually offered in spring term

Activity: Lecture
1.0 Course Unit
CBE 895 Teaching Practicum
This course provides training in the practical aspects of teaching. The students will work with a faculty member to learn and develop teaching and communication skills. As part of the course, students will participate in a range of activities that may include: giving lectures, leading recitations, supervising laboratory experiments, developing instructional laboratories, developing instructional material, preparing and grading homework assignments and solution sets, and preparing examinations. Feedback on the recitations will be provided to the student by the faculty responsible for the course. The course is graded on a Satisfactory/Unsatisfactory basis. The evaluation will be based on comments of the students taking the course and the impressions of the faculty.
Taught by: John Crocker
One-term course offered either term
Activity: Teacher Education
0.0 Course Units

CBE 899 Independent Study
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

CBE 990 Masters Thesis
For Master’s students who have completed the course requirements for the Master’s degree and are strictly working to complete the Master’s Thesis leading to the completion of a Master’s degree. Permission Required.
One-term course offered either term
Activity: Masters Thesis
1.0 Course Unit

CBE 995 Dissertation
One-term course offered either term
Activity: Dissertation
1.0 Course Unit

CBE 999 Thesis/Dissertation Research
For students working on an advanced research program leading to the completion of master’s thesis or Ph.D. dissertation requirements. One-term course offered either term
Activity: Independent Study
1.0 Course Unit

Chemistry (CHEM)

CHEM 010 Academic Based Community Service-Chemistry Outreach
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

CHEM 012 Environmental Chemistry
The course aims to teach chemical content and principles in the context of significant environmental issues. Topics to be covered include: composition of the atmosphere; protecting the ozone layer; chemistry of global warming; traditional hydrocarbon fuels and energy utilization; water supply, its contaminants, and waste water treatment; acid rain; nuclear energy; and new energy sources. Students will develop critical thinking ability, competence to better assess risks and benefits, and skills that will lead them to be able to make informed decisions about technology-based matters. Prerequisite: The course requires math literacy at the high school algebra level (2 years) and a willingness to learn Excel. Student must also have taken one year of high school chemistry.
For BA Students: Physical World Sector
One-term course offered either term
Activity: Lecture
1.0 Course Unit
Notes: The course requires math literacy at the high school algebra level (2 years) and a willingness to learn Excel. Students also must have taken one year of high school chemistry.

CHEM 022 Structural Biology
This course will explain in non-mathematical terms how essentially all biological properties are determined by the microscopic chemical properties of proteins. It will also explain how research results, especially those of structural biology, are presented to its various audiences.
For BA Students: Natural Science and Math Sector
One-term course offered either term
Activity: Seminar
0.5 Course Units
Notes: Freshman Seminar

CHEM 025 Freshman Seminar: From Alchemy to Nanoscience
The imperative to transform matter, find its roots in alchemy and the search for the Philosopher’s Stone, which was thought to contain the secret of turning base metals into gold and also the secret of immortality. We will examine the evolution of the way in which people have thought about matter and its transformations; from the manufacturing of explosives to dyestuffs to pharmaceuticals and perfumes. We will do some simple experiments that demonstrate some of these principles. We will follow the development of the chemical sciences from the works of early alchemists to Renaissance (Newton and Boyle) scientists and modern thinkers (Priestly, Lavoisier, Dalton, Mendeleev and others). This class, which is designed for non-science as well as potential science majors, will involve discussions on readings, as well as field trips to some Philadelphia locations that are notable in the history of chemistry.
Taught by: Jeffrey Winkler
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

CHEM 053 General Chemistry Laboratory I
A general laboratory course covering aspects of qualitative and quantitative analysis, determination of chemical and physical properties, and chemical synthesis. Lab fee $150.
One-term course offered either term
Activity: Laboratory
0.5 Course Units

CHEM 054 General Chemistry Laboratory II
Continuation of CHEM 053. Lab fee $150
One-term course offered either term
Activity: Laboratory
0.5 Course Units
CHEM 100 Introduction to General Chemistry
This course is equivalent to Chemistry 101 but is intended for students with less preparation in high school chemistry and mathematics, and moves more methodically through the introductory chapters. The course covers most of the same topics as Chem101 and is designed to provide students with the skills needed to succeed in Chem102. In Chem100 there is a strong emphasis on problem-solving that is fundamental to all physical science. Topics will include: introduction to fundamental chemical ideas and their application to chemical reactions, stoichiometry and ideal gases. Also provided is an overview of the periodic table and classical ideas of chemical bonding using Lewis structures. Quantum theory will be introduced - focusing on its role in understanding atomic structure, the periodic table, and chemical bonding. Topics from mathematics and physics that are necessary to chemical problem-solving will be included as needed. Prerequisite: Students with credit for CHEM 101 may not enroll in CHEM 100. Credit will not be awarded for both CHEM 100 and 101.
For BA Students: Physical World Sector
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
Notes: Students with credit for CHEM 101 may not enroll in CHEM 100. Credit will not be awarded for both CHEM 100 and 101.

CHEM 101 General Chemistry I
Basic concepts and principles of chemistry and their applications in chemistry and closely-related fields. The first term emphasizes the understanding of chemical reactions through atomic and molecular structure. This is a university level course, treating the material in sufficient depth so that students can solve chemical problems and can understand the principles involved in their solution. It includes an introduction to condensed matter. This course is suitable for majors or non-majors and is recommended to satisfy either major or pre-professional requirements for general chemistry. This course is presented for students with high school chemistry and calculus. Students with a lesser background than this should take CHEM 100. Prerequisite: Students with credit for CHEM 100 may not enroll in CHEM 101. Credit is not awarded for both CHEM 101 and 100.
For BA Students: Physical World Sector
One-term course offered either term
Activity: Lecture
1.0 Course Unit
Notes: Students with credit for CHEM 101 may not enroll in CHEM 100. Credit is not awarded for both CHEM 101 and 100.

CHEM 102 General Chemistry II
Continuation of Chemistry 101. The second term stresses the thermodynamic approach to chemical reactions, electrochemical processes, and reaction rates and mechanisms. It includes special topics in chemistry.
For BA Students: Physical World Sector
One-term course offered either term
Prerequisite: CHEM 101 AND MATH 104
Activity: Lecture
1.0 Course Unit

CHEM 115 Honors Chemistry I
This course will focus on introducing students to the following topics: the nature of the chemical bond (forces, potentials, and quantum mechanics), covalent and non-covalent interactions, properties of gasses, liquids, and solids. Students in section 001 will be introduced to modern computational chemistry methods and section 002 introduces students to modern experimental techniques. Prerequisite: AP Chemistry exam score of 5.
For BA Students: Physical World Sector
Course usually offered in fall term
Corequisite: MATH 114
Activity: Lecture
1.0 Course Unit
Notes: Freshman only.

CHEM 116 Honors Chemistry II
An advanced course for students who have had very strong background in Chemistry in High School (AP, IB, or equivalent). Advanced material from the general chemistry curriculum will be covered in the context of topics selected from current research areas. A continuation of Honors Chemistry I, Honors Chemistry II will focus on topics in biochemistry and biophysical chemistry relating to thermodynamics, equilibrium, kinetics, and electrochemistry. Prerequisite: Advanced High School Chemistry (AP or equivalent).
For BA Students: Physical World Sector
Taught by: Subotnik
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

CHEM 221 Physical Chemistry I
Introductory quantum mechanics, atomic and molecular structure, chemical bonding, and microscopic understanding of physical and chemical properties of molecules.
Course usually offered in fall term
Prerequisite: CHEM 102 AND MATH 114 AND PHYS 150
Activity: Lecture
1.0 Course Unit

CHEM 222 Physical Chemistry II
Continuation of Physical Chemistry I. Principles and applications of thermodynamics, and a molecular-based understanding of macroscopic properties.
Taught by: Gai
Course usually offered in spring term
Prerequisite: CHEM 221 AND PHYS 151
Activity: Lecture
1.0 Course Unit

CHEM 223 Experimental Physical Chemistry I
Important methods, skills, and apparatus used for the acquisition and interpretation of quantitative information about chemical systems will be discussed in principle and used in the laboratory. Lab fee $300.
Course usually offered in spring term
Prerequisite: CHEM 221
Activity: Laboratory
1.0 Course Unit

CHEM 241 Principles of Organic Chemistry
Fundamental course in organic chemistry based upon the modern concepts of structure and mechanism of reactions.
One-term course offered either term
Prerequisite: CHEM 102
Activity: Lecture
1.0 Course Unit
CHEM 242 Principles of Organic Chemistry II
Continuation of CHEM 241.
One-term course offered either term
Prerequisite: CHEM 241
Activity: Lecture
1.0 Course Unit

This course is functionally equivalent to Organic Chemistry II as the second term of introductory Organic Chemistry, placing the content in the context of biology and medicine. Topics include: 1) alkyl compounds, ethers, epoxides and sulfides in lipids; 2) carboxylic acids and amines in amino acids; 3) aromatic compounds and heterocycles in nucleic acids; and 4) ketones and aldehydes in carbohydrates. The synthesis and mechanism of action of pharmaceuticals that feature these functional groups will also be discussed. Additionally, this course makes use of 3D structure tutorials, recitation sections and visits from biomedical scientists who make use of chemistry in their work.
Taught by: Chenoweth, Petersson
Course usually offered in spring term
Prerequisite: CHEM 241
Activity: Lecture
1.0 Course Unit

CHEM 244 Experimental Organic Chemistry Lab I
A basic laboratory course where modern chromatographic, instrumental, and spectroscopic techniques are applied to experimental organic chemistry. Course must be taken concurrently with Organic Chemistry I.
Taught by: Rutherford
Corequisite: CHEM 241
Activity: Laboratory
0.5 Course Units

CHEM 245 Experimental Organic Chemistry
A basic laboratory course in which both the theoretical and practical aspects of a variety of organic reactions and multistep syntheses are emphasized. Modern chromatographic, instrumental, and spectroscopic techniques are applied to experimental organic chemistry. Course should be taken concurrently with Organic Chemistry II or in the semester immediately following. PLEASE NOTE THE FOLLOWING: For the Summer and LPS offering of Organic Chemistry Lab., it is a 2-semester course. Part 1 is taken in the first term for 0.5 CU and then Part 2 is taken in the second term immediately following the first for 0.5 CU.
Taught by: Hall
One-term course offered either term
Prerequisite: CHEM 241
Corequisite: CHEM 243
Activity: Laboratory
1.0 Course Unit

CHEM 246 Advanced Synthesis and Spectroscopy Laboratory
Advanced laboratory work on the synthesis, structure, and properties of organic and inorganic compounds. Infrared, ultraviolet, and nuclear magnetic resonance spectroscopy. Lectures cover the theoretical basis and applications of modern spectroscopic methods. Lab fee $300.
Course usually offered in fall term
Prerequisite: (CHEM 242 OR CHEM 243) AND CHEM 245
Corequisite: CHEM 261
Activity: Laboratory
1.0 Course Unit

CHEM 249 Experimental Organic Chemistry Laboratory II
A continuation of CHEM 244, where the techniques introduced and practiced in Experimental Organic Chemistry I are applied to a variety of organic reactions and multistep syntheses. Course must be taken concurrently with Organic Chemistry II lecture.
Taught by: Rutherford
Corequisite: CHEM 242 OR CHEM 243
Activity: Laboratory
0.5 Course Units

CHEM 251 Principles of Biological Chemistry
Fundamentals of biological chemistry, including the structure of biological macromolecules and their mechanism of action, intermediary metabolism, and the chemical basis of information transfer. Course can be taken concurrently with CHEM 242 or CHEM 243.
One-term course offered either term
Prerequisite: CHEM 102 AND CHEM 241
Corequisite: CHEM 242 OR CHEM 243
Activity: Lecture
1.0 Course Unit

CHEM 256 Inorganic Chemistry I
An introductory survey of the bonding, structure, and reactions of important metal and nonmetal compounds.
Course usually offered in fall term
Prerequisite: CHEM 242 OR CHEM 243
Activity: Lecture
1.0 Course Unit

CHEM 299 Directed Study and Seminar
Independent project under the direction of a faculty member conducting chemistry research. Prerequisite: Permission of undergraduate chairman.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

CHEM 399 Independent Research
Independent project under the direction of a faculty member conducting chemistry research. Prerequisite: Permission of undergraduate chairman; a B average in Chemistry, Mathematics, and Physics.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

CHEM 441 Organic Reaction Mechanisms
Study of important types of reactions and functional groups, with emphasis on synthetic usefulness, mechanisms, and stereoelectronic principles.
Course usually offered in fall term
Prerequisite: CHEM 242
Activity: Lecture
1.0 Course Unit

CHEM 443 Modern Organic Synthesis
Introduction to advanced organic synthesis. Study of important synthetic reactions including: oxidations, reductions, and methods for the formation of carbon-carbon bonds, with an emphasis in chemoselectivity, stereoselectivity and asymmetric synthesis. Survey of modern methods for the synthesis of small, medium and large ring systems. Analysis of modern synthetic strategies, with illustrative examples from total synthesis of natural and unnatural products.
Course usually offered in fall term
Prerequisite: CHEM 441
Activity: Lecture
1.0 Course Unit
CHEM 451 Biological Chemistry I
Structure, dynamics, and function of biological macromolecules. Properties of macromolecular assemblies, membranes and their compartments. (Formerly, CHEM 450-I).
Course usually offered in fall term
Prerequisite: (CHEM 242 OR CHEM 243) AND CHEM 221 AND CHEM 251
Activity: Lecture
1.0 Course Unit

CHEM 452 Biological Chemistry II
Physical and chemical description of macromolecular information transfer. Gene organization, replication, recombination, regulation and expression. (Formerly, CHEM 450-II)
Course usually offered in spring term
Prerequisite: (CHEM 242 OR CHEM 243) AND CHEM 222 AND CHEM 251
Activity: Lecture
1.0 Course Unit

CHEM 462 Inorganic Chemistry II
A detailed treatment of the theory and application of modern physical methods for the elucidation of structure and mechanism in inorganic and organometallic chemistry. An introduction to symmetry and group theory is followed by the application of these concepts to vibrational and electronic spectroscopy of inorganic complexes. Magnetic resonance is discussed in detail, including topics such as EPR, Fourier transform methods, dynamic systems, and 2-dimensional NMR.
One-term course offered either term
Prerequisite: CHEM 261
Activity: Lecture
1.0 Course Unit

CHEM 495 High Throughput Discovery: A Multidisciplinary Approach to Cancer.
The newly developed massively parallel technologies have enabled the simultaneous analysis of many pathways. There are several large scale international efforts to probe the genetics and drug sensitivity of cancer cell lines. However, there are some rare cancers that have not been analyzed in depth. One of these rare cancers is malignant peripheral nerve sheet tumors (MPNST). MPNST, although a rare cancer, are common in patients with neurofibromatosis type. In the course, students will take part in a high throughput discovery effort in two phases. Phase 1 is a training phase, which will consist of quantitative profiling the sensitivity of MPNST cell lines to a library of >120 common and experimental cancer drugs. These will be conducted in the UPenn High Throughput Screening Core. While we call this a training phase, the data from this will be subject to rigorous quality control for eventual publication and development of a public database for rare tumors. Phase 2 is an independent research project. Examples of projects include, but are not limited to: Combinatorial screens (synthetic lethal); siRNA screens; novel compound screens; determining mechanisms of cell death; developing tools for data analysis and database development. During phase 2, students will also modify compounds of interest using the Penn Chemistry Upenn/Merck High Throughput Experimentation Laboratory. We will sponsor phase 2 projects relevant to neurofibromatosis. However, in phase two students can also research other areas if they develop sponsorships from professors. We expect the course to be a hypothesis engine that generates ideas for further research. Prerequisites include a strong foundation in biology and chemistry. Students will prepare an abstract proposal by week four on their phase 2 projects, and a report in scientific paper style, due on the last day of the semester. In addition to attending the class lecture, an estimated 10 hours a week Independent Laboratory Research is expected.
Taught by: Dr.'s Jeffrey Field, David Schultz, and Simon Berritt
Course usually offered in spring term
Also Offered As: PHRM 495
Activity: Laboratory
1.0 Course Unit

CHEM 521 Statistical Mechanics I
Principles of statistical mechanics with applications to systems of chemical interest.
Course usually offered in fall term
Prerequisite: CHEM 222
Activity: Lecture
1.0 Course Unit

CHEM 522 Statistical Mechanics II
A continuation of CHEM 521. The course will emphasize the statistical mechanical description of systems in condensed phases.
Course usually offered in spring term
Prerequisite: CHEM 521
Activity: Lecture
1.0 Course Unit

CHEM 523 Quantum Chemistry I
The principles of quantum theory and applications to atomic systems.
Course usually offered in fall term
Prerequisite: CHEM 221
Activity: Lecture
1.0 Course Unit
CHEM 524 Quantum Chemistry II
Approximate methods in quantum theory and applications to molecular systems.
Course usually offered in spring term
Prerequisite: CHEM 523
Activity: Lecture
0.5 Course Units

CHEM 525 Molecular Spectroscopy
This course is broken into two sections: (1) optics, and (2) theory of spectroscopy including the discussion of techniques and examples. In the first section you will be introduced to both linear and nonlinear optics, through thinking about how to design optical components in the laboratory setting. The second part of the course is a more traditional spectroscopy course, where different spectroscopies in the visible and infrared spectral region will be discussed. This part of the course will focus on understanding what we can learn from using spectroscopy and what sort of dynamical processes can be observed with different spectroscopic techniques. Topics to be covered include, but are not limited to: optics, time-dependent perturbation theory, lineshapes, density matrix, group theory, selection rules.
One-term course offered either term
Activity: Lecture
0.5 Course Units

CHEM 526 Chemical Dynamics
Theoretical and experimental aspects of important rate processes in chemistry.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

CHEM 541 Physical Organic Chemistry
This course a high level overview of methods for the study of organic, organometallic, and inorganic reaction mechanism. Chem 441 (Mechanisms) or Chem 564 (Organometallics) is required. The course will survey thermodynamic and kinetic measurements used in understanding chemical reactions. Topics include kinetic measurements and interpretation, Arrhenius theory, Eyring theory, kinetic isotope effects, Hammett analyses, and electronic structure calculations. Articles discussing these techniques in delineating the reaction mechanisms for problems of current interest will be analyzed. The focus will be on experiments that can be accomplished with readily available analytical tools (NMR, IR, UV, GC, HPLC) and how an understanding of mechanism can be used to optimize reaction yields and selectivities.
Taught by: Kozlowski
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

CHEM 551 Methods for in vivo biochemical discovery
One-term course offered either term
Activity: Lecture
0.5 Course Units

CHEM 555 Macromolecular Crystallography: Methods and Applications
This is an introductory course on methods and applications of macromolecular structure determination using X-ray crystallography. The course will be broken up into three parts: 1) Principles of X-ray crystallography involving didactic lectures on the technique with weekly problem sets; 2) Workshops on macromolecular structure determination involving hands-on experience with the technology; 3) Student journal club presentations on current high impact publications involving X-ray crystal structure determination. Prerequisite: Undergraduate calculus and trigonometry.
Taught by: Marmorstein and Skordalakes
Course usually offered in fall term
Also Offered As: BMB 554
Activity: Lecture
1.0 Course Unit

CHEM 557 Mechanisms of Biological Catalysis
Reaction mechanisms in biological (enzymes, abzymes, ribozymes) and biomimetic systems with emphasis on principles of catalysis, role of coenzymes, kinetics, and allosteric control.
One-term course offered either term
Prerequisite: CHEM 242 AND (CHEM 251 OR BIOL 204)
Activity: Lecture
1.0 Course Unit

CHEM 558 Biomolecular Spectroscopy and Microscopy
Chem 558 covers basic fluorescence spectroscopy and microscopy, as well as advanced topics such as single molecule spectroscopy and non-linear and super-resolution microscopies. In addition to lectures, the course includes hands-on laboratory ‘field trips’ where students will collect and analyze data relevant to course topics. There are weekly homework assignments that include problems based on the lectures as well as reading of primary literature.
Taught by: Rhoades
Course usually offered in fall term
Also Offered As: BMB 558
Activity: Lecture
1.0 Course Unit

CHEM 563 Organic Chemistry
This course is focused on molecular species that contain metal-carbon bonds, and the role of these compounds in catalytic processes and organic synthesis. Aspects of the synthesis, structure and reactivity of important classes of organometallic compounds such as metallo alkyl, aryl, alkene, alkylidene and alkylidyne complexes are surveyed for the d and f block metals. Emphasis is placed on general patterns of reactivity and recurring themes for reaction mechanisms.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

CHEM 564 Organometallics
This course encompasses a comprehensive survey of the chemistry and properties of the p-block elements of the periodic table. Topics include syntheses, structures and reactivities of important compounds. In addition, alternative bonding theories which have been used to explain the unique properties of these compounds are critically examined.
One-term course offered either term
Activity: Lecture
1.0 Course Unit
CHEM 567 Bio-inorganic Chemistry
The course covers selected topics in bioinorganic chemistry; special emphasis is placed on dioxygen chemistry and electron transfer processes. Course topics include: (i) oxygen uptake and utilization; (ii) diatomic oxygen trans port; (iii) diatomic and monoatomic oxygen incorporation into substrates; (iv) metalloenzyme-catalyzed C-C bond formation; (v) the metallobiocatalyst of DNA; (vi) metal-sulfide proteins; (vii) manganese-containing metallproteins; (viii) Photosystem II: light-driven electron transfer and the biological water-splitting reaction; (ix) biological electron transfer; (x) electron transfer theory; (xi) mechanisms of energy storage and release; and (xii) long-distance electron transfer reactions.
One-term course offered either term
Also Offered As: BMB 567
Activity: Lecture
1.0 Course Unit

CHEM 601 Chemical Information
This course examines the structure and organization of the chemical literature and introduces techniques of searching this literature, focusing on the logic and thought processes necessary for effective information retrieval. Each technique is illustrated using information tools available at the University of Pennsylvania, and we take an 'under the hood' look at the organization and functionality of each tool introduced. Students should choose a course section based on their preferred area of chemistry research: organic, inorganic, biological, and physical chemistry; all four sections are taught at a level appropriate for graduate students and advanced undergraduates. Topics vary by section, but all students learn the basics of subject, author, structure, and reaction searching, and a unit on ethics in publication and scholarly communication completes the course.
Taught by: Judith Currano
One-term course offered either term
Activity: Lecture
0.5 Course Units

CHEM 652 Proposal Writing for Biological and Physical Chemists
Students will learn the key components in proposal writing and develop the skills needed to prepare a compelling and original graduate research proposal. The course involves significant writing, in-class discussions and presentations.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

CHEM 662 Proposal Writing for Inorganic and Organic Chemists
The ability to communicate original, written research proposals is essential to the modern chemist. This course, for graduate students in the organic and inorganic divisions, will promote development of proposal writing skills. Students will develop original ideas, practice written work, graphic design and peer review. Outcomes of the course will include writing (and submission, when eligible) of an NSF GRFP application and a 'proposed work' section of a candidacy exam report.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

CHEM 721 Mathematics for Chemistry
This course examines the basic mathematics needed for physical chemistry, including (but not limited to) a brief review of linear algebra, Fourier transforms, delta functions, optimization, and the residue theorem. Depending on the year, selected other topics will also be included.
One-term course offered either term
Activity: Lecture
0.5 Course Units

CHEM 723 Dynamics of Polymers
This course discussed the structure of polymers from a statistical physics point of view as well as dynamical response of polymeric systems such as mechanical response of polymer melts, polymer glass transition, properties of polymers in solutions, and properties of block co-polymers and ionomers.
One-term course offered either term
Activity: Lecture
0.5 Course Units

CHEM 741 Spectroscopy
The course will cover Nuclear Magnetic Resonance (NMR) theory at a level appropriate for graduate students in Organic Chemistry. It will also provide hands-on practical training in the correct use of high-field NMR spectrometers. Organic Spectroscopic methods for the determination of structure using NMR will be stressed. Permission of instructor required.
Taught by: Dailey
Course usually offered in spring term
Prerequisite: CHEM 441 AND CHEM 541
Activity: Lecture
0.5 Course Units

CHEM 742 Medicinal Chemistry and Drug Design
This course focuses on concepts and strategies in medicinal chemistry, and how it is applied to modern drug discovery and development. Topics include the drug discovery process, drug targets (GRCR?S, enzymes, channels etc.), physical chemistry of molecular interactions between drug and target, drug design, methods for hit and lead identification, lead optimization, chemical biology, natural products chemistry and combinatorial and diversity oriented synthesis. This course is geared to upper level undergraduate students in chemistry or biochemistry, and first year chemistry graduate students. A strong understanding of organic chemistry is required.
Taught by: Donna Huryn
One-term course offered either term
Activity: Lecture
0.5 Course Units

CHEM 743 Heterocyclic Chemistry
The course deals with topics in Heterocyclic Chemistry. It covers nitrogen-containing monocyclic hetero rings, examining the most recent syntheses, the reactions and their mechanisms. The course will focus on recent variations and improvements of known heterocycles as well as their synthetic utility. Students will be expected to read critically a recent article on heterocyclic chemistry and do a presentation to the class.
Taught by: M. Joullie
One-term course offered either term
Activity: Lecture
0.5 Course Units
This class will discuss selected topics related to Bioinspired synthesis, methods, tactics and strategies. Target molecules, methods and strategies are designed by using biological systems as models. Taught by: Virgil Percec
One-term course offered either term
Activity: Lecture
0.5 Course Units

CHEM 745 Total Synthesis
The focus of this course comprise the development of two synthetic strategies to access architecturally complex natural products of biological significance exploiting innovative chemistry. Lectures towards this end are given. As a project, each student is given a different complex natural product and expected at the end of the course to develop two strategies, one based on asymmetric induction to provide the absolute stereochemical structure, the second where the absolute stereochemistry derives from commercially available starting materials. Taught by: Amos B. Smith III
One-term course offered either term
Activity: Lecture
0.5 Course Units

CHEM 746 Intermediate Organic Chemistry
This course will include a review of basic reaction mechanisms, stereoelectronic effects, functional groups and acid-base chemistry. The course will emphasize the writing of mechanisms using the curved-arrow notation and organic reactions. Bonding and electronic structure theories and more involved mechanisms will be discussed. Students are expected to have a good working knowledge of reactions, functional groups, stereochemistry and mechanisms from undergraduate organic chemistry. Students will be expected to review basic concepts in Organic Chemistry and spectroscopy. The course will include lectures and recitations, and students are expected to attend and participate.
One-term course offered either term
Activity: Lecture
1.0 Course Unit
Notes: MCS and PhD students only.

CHEM 751 Chemical Biology
This course focuses on current topics in Chemical Biology, particularly experiments in which 1) chemical synthesis enables one to probe or control biological systems, or 2) manipulation of biological systems facilitates novel chemical syntheses. The course is broadly divided into two sections, one dealing with the study of individual proteins and nucleic acids, and one dealing with complex cellular systems. As the goal of the course is to familiarize students with innovative recent experimental approaches and to stimulate them to conceive of their own new methodology, students will be responsible for delivering presentations on topics selected from the literature, designing experiments to address currently unsolved problems in Chemical Biology (in take-home examinations), and generating several novel research proposal ideas, one of which will be elaborated into a full proposal.
Taught by: EJ Petersson
One-term course offered either term
Also Offered As: BMB 751
Activity: Lecture
1.0 Course Unit

CHEM 761 Coordination Chemistry
Ligands have a remarkable ability to alter the properties of metal ions, and the study of this coordination chemistry underlies many modern advances in science, including energy harvesting and storage, chemical catalysis, and sustainability. This course explores the relationships between the identities of ligands and the physical manifestations that result from their binding to metal centers. Topics to be covered include: symmetry and chirality in molecular complexes, variations in coordination number, ligand field effects, recent advances in bonding theory, and inorganic reaction mechanisms. Taught by: Neil Tomson
One-term course offered either term
Activity: Lecture
0.5 Course Units

CHEM 762 X-ray I
An introduction to the theory and practice of structure determination by X-ray crystallography. Topics discussed include point group and space group symmetry, structure factor theory, data collection methods and a survey of solution methods. The course culminates with a series of real-world structure determinations worked through in-class using the XSeed program package. Taught by: PCarroll
One-term course offered either term
Activity: Lecture
0.5 Course Units

CHEM 763 X-ray II
Continuation of X-ray I course, CHEM 741
Taught by: PCarroll
One-term course offered either term
Prerequisite: CHEM 762
Activity: Lecture
0.5 Course Units

CHEM 764 Materials Chemistry
This course will focus on the structure-property relationships in materials chemistry on length scales from atomic dimension up to the microscale and then core concepts to Chemical design that underpins future, 'Energy and Environmental Sustainability'. We will introduce the '12 Principles of Green Chemistry' and '12 Principles of Green Engineering' as a guide to modern materials chemistry design and then follow a trajectory that proceeds with increasing length scales of ordering in the solid state. We will introduce techniques of x-ray, neutron, electron, and ion beam based scattering, real space imaging and spectroscopies and use these to explore non-crystalline materials (amorphous, glasses, and time permitting quasicrystals and aperiodic systems) and crystalline solids. Studies will proceed from atomic scales through nanoscale, mesoscale, and micro-scale discussing the emergence of band structure and delocalized electronic and optical properties that emerge due to the finite scale of ordering and influence of the surface. We will then focus on how these foundations of materials chemistry are shaping advances in solar energy utilization with photochemistry and photoelectrochemistry and materials for photovoltaic and enabling advances electrochemical energy conversion and storage.
Taught by: C.Murray
One-term course offered either term
Activity: Lecture
1.0 Course Unit
CHEM 765 Chemistry of the f-Block Elements
The course encompasses the descriptive chemistry, and topics related to, the f-block including the rare earth metals and actinides. Coverage includes coordination chemistry and periodic trends, electronic structure and magnetism, and modern applications of f-block chemistry including lanthanide ions as spectroscopic probes, separations chemistry, materials chemistry and applications, organo-f-element chemistry, the chemistry of the actinides and transactinides, and reactivity/catalysis with f-block compounds.
Taught by: E.Schelter
One-term course offered either term
Activity: Lecture
0.5 Course Units

CHEM 766 Electrochemistry: Methods and Chemical Applications
The goal of this course is for students to gain an understanding of the principles of electrochemistry along with some practical experience. Potentiometric methods will be discussed in the context of electrochemical equilibrium. Amperometric analytical methods – chronoamperometry, chronocoulometry, stripping voltammetry, cyclic voltammetry, pulse polarography, AC impedance, and hydrodynamic methods – will be described from the perspective of mathematical models of mass transport and electrode kinetics. As time permits, special topics and applications, such as electrochemical energy conversion, spectroelectrochemistry, photoelectrochemistry, ultramicroelectrodes, microfluidics, corrosion, electrochemical synthesis, and scanning electrochemical microscopy, will be covered. To complement and reinforce the material learned in class, students will fabricate electrodes, perform cyclic voltammetry and other experiments, and analyze electrochemical data. Equipment will be available in the instructor’s research laboratory to do these experiments in small groups on students’ own time outside of class. The instructor will provide out-of-class assistance to students who are not yet familiar with the use of electrochemical equipment.
Taught by: Mallouk
Activity: Lecture
1.0 Course Unit

CHEM 767 Applications of Group Theory
This course will provide a fundamental understanding of symmetry, the character tables, how to derive these, and apply them in spectroscopy, and molecular orbital diagrams. The course will require some fundamental understanding of matrix algebra, and apply concepts of symmetry to derive character tables, predict spectroscopic properties of molecules, and derive molecular orbitals diagrams including hybridized orbitals.
Taught by: Mindiola
Activity: Lecture
0.5 Course Units

CHEM 999 Independent Study and Research
(1) Advanced study and research in various branches of chemistry. (2) Seminar in current chemical research. (3) Individual tutorial in advanced selected topics. May be taken for multiple course unit credit.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Notes: May be taken for multiple course unit credit

Chichewa (CHIC)

CHIC 490 Elementary Chichewa I
The main objective of this course is to allow students to study an African language of their choice, depending on the availability of the instructor. The course will provide students with linguistics tools which will facilitate their research work in the target country. Cultural aspects of the speakers of the language will be introduced and reinforced. Offered through Penn Language Center
For BA Students: Language Course
One-term course offered either term
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center

CHIC 491 Elementary Chichewa II
Continuation of AFST 490. Offered through Penn Language Center
For BA Students: Language Course
One-term course offered either term
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center

CHIC 492 Intermediate Chichewa I
Intermediate level courses in a variety of African languages: Igbo, Shona, Wolof, Malagasy, Chichewa, Setswana, Manding, Afrikaans, Setswana. Focus on oral proficiency and productive language skills. All course are language specific and follow ACTFL proficiency guidelines. Offered through Penn Language Center
For BA Students: Language Course
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center

CHIC 493 Intermediate Chichewa II
Continuation of AFST 492. Offered through Penn Language Center
For BA Students: Last Language Course
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center
Chinese (CHIN)

CHIN 001 First Year Spoken Chinese I
This course is designed for students who have little or no previous exposure to Chinese. The main objective of the course is to help students develop their listening and speaking skills. The emphasis is on correct pronunciation, accurate tones and mastery of basic grammatical structures. By the end of the second semester, students will be able to manage many situations that have immediate concern to them, such as relating one’s personal life and experiences, expressing preferences and feelings, ordering meals, purchasing goods, asking for directions. Chinese characters will not be taught. See LPS Course Guide. **This course fulfills LPS language requirement only. It does not fulfill the language requirement for other colleges only.
For BA Students: Language Course
Taught by: Dietrich
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: See LPS Course Guide. ** This course fulfills LPS language requirement only. It does not fulfill the language requirement for other colleges only

CHIN 002 First Year Spoken Chinese II
A continuation of CHIN001, This course is to help students develop their listening and speaking skills. The emphasis is on correct pronunciation, accurate tones and mastery of basic grammatical structures. By the end of the semester, students will be able to manage many situations that have immediate concern to them, such as relating one’s personal life and experiences, expressing preferences and feelings, ordering meals, purchasing goods, asking for directions. To achieve this goal, the class is to be conducted in Chinese as much as possible. Chinese characters will also be introduced, but will not be the focus of the class. SEE LPS Course Guide. **This course fulfills LPS language requirement only. It does not fulfill the language requirement for other colleges only.
For BA Students: Language Course
Taught by: Dietrich
Course usually offered in spring term
Prerequisite: CHIN 001
Activity: Lecture
1.0 Course Unit
Notes: See LPS Course Guide. ** This course fulfills LPS language requirement only. It does not fulfill the language requirement for other colleges.

CHIN 003 Second Year Spoken Chinese I
This course is designed for students who have completed one year of college level Chinese classes or equivalent. The main objective of the course is to improve students’ conversational ability in Chinese in order to accomplish day-to-day tasks. These tasks include relating one’s personal life and experiences, expressing preference, feeling and opinion, ordering a meal, purchasing goods, asking for directions, making travel plans, visiting a doctor, attending a social function etc. Short Chinese movies or television shows will be integrated into the course curriculum. Chinese characters will not be taught.
For BA Students: Language Course
Taught by: Dietrich
Course usually offered in fall term
Prerequisite: CHIN 002
Activity: Lecture
1.0 Course Unit
Notes: See LPS Course Guide. ** This course fulfills LPS language requirement only. It does not only fulfill the language requirement for other colleges.

CHIN 004 2nd Year Spoken Chinese II
This course is the continuation of Spoken Chinese III. The primary goal of the course is to improve students’ conversational ability in Chinese. By the end of the semester, students will reach the survival level, namely, they can accomplish basic day to day tasks. These tasks include relating one’s personal life and experiences, expressing preference, feeling and opinion, ordering a meal, purchasing goods, asking directions, making travel plans, visiting a doctor, attending a social function, etc. Short Chinese movies or television shows will be integrated into the course curriculum. Chinese characters will not be taught.
Taught by: Dietrich
Course usually offered in spring term
Prerequisite: CHIN 003
Activity: Lecture
1.0 Course Unit
Notes: See LPS Course Guide. ** This course fulfills LPS language requirement only. It does not only fulfill the language requirement for other colleges.

CHIN 011 Beginning Modern Chinese I
Along with Beginning Modern Chinese II, Beginning Chinese III (Non-Intensive) and Beginning Chinese IV, this is the first course of a four-semester sequence. By completing all four semesters, students fulfill the College language requirement. The sequence starts each fall. Students cannot begin their study in the spring. This course is designed primarily for students who have little or no prior exposure to Chinese. The objective of the course is to help students build a solid foundation of the four basic skills—listening, speaking, reading, and writing in an interactive and communicative learning environment. The emphasis is on correct pronunciation, accurate tones, and mastery of basic grammatical structures, laying the foundation needed to be able to manage social situations such as relating one’s personal life and experiences, expressing preferences and feelings, ordering meals, purchasing goods, and asking for directions. In order to achieve these goals, students are expected to thoroughly preview and review the materials according to the weekly lesson plan (on course website) prior to attending class. Regular attendance is mandatory and strictly monitored.
For BA Students: Language Course
Taught by: Dietrich
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
CHIN 012 Beginning Modern Chinese II
This course is the continuation of CHIN 011. The objective of the course is to help students build a solid foundation of the four basic skills—listening, speaking, reading, and writing in an interactive and communicative learning environment. The emphasis is on correct pronunciation, accurate tones and mastery of basic grammatical structures. By the end of the second semester, students will be able to manage many situations that have immediate concern to them, such as relating one’s personal life and experiences, expressing preferences and feelings, ordering meals, purchasing goods and asking for directions. Prerequisite: Along with CHIN 011 and CHIN 112, this is the second course in a four-semester sequence. By completing all four semesters, students fulfill the College language requirement.
For BA Students: Language Course
Taught by: Dietrich
Course usually offered in spring term
Prerequisite: CHIN 011 AND CHIN 111 AND CHIN 112
Activity: Lecture
1.0 Course Unit
Notes: Along with CHIN011, CHIN111 and CHIN112, this is the second course in a four-semester sequence. By completing all four semesters, students fulfill the College language requirement.

CHIN 021 Intensive Beginning Modern Chinese I & II
This is a two-semester course covering the same material as CHIN011, CHIN012, CHIN111 and CHIN112. The main objective of the course is to help students build a solid foundation of the four basic skills—listening, speaking, reading, and writing Chinese. By the end of this course and CHIN022, students should achieve the following goals: 1) pronounce all the sounds in Mandarin Chinese accurately and comfortably with a good command of the 4 tones; 2) carry out basic conversations in daily activities; 3) recognize and reproduce approximately 600-650 characters; and 4) read edited simple stories and write short notes or letters. Grammatical and cultural related issues are discussed during lecture hours. Oral communication tasks are given every week. Designed for students who have had limited prior exposure to some form of Chinese (Mandarin or other dialects), but inadequate to advance to the intermediate level.
For BA Students: Language Course
Course usually offered in fall term
Activity: Lecture
2.0 Course Units
Notes: Designed for students who have had limited prior exposure to some form of Chinese (Mandarin or other dialects), but inadequate to advance to the intermediate level.

CHIN 022 Intensive Beginning Modern Chinese III & IV
Designed for students who have had limited prior exposure to some form of Chinese (Mandarin or other dialects), but inadequate to advance to the intermediate level. The language practiced in CHIN 022 will be more formal and written style than that of CHIN 021, including more authentic materials reading, listening and viewing.
For BA Students: Last Language Course
Course usually offered in spring term
Prerequisite: CHIN 021
Activity: Lecture
2.0 Course Units
Notes: Designed for students who have had limited prior exposure to some form of Chinese (Mandarin or other dialects), but inadequate to advance to the intermediate level.

CHIN 031 Beginning Reading and Writing in Chinese I (for Fluent Speakers)
The course is designed for students who can speak Chinese but cannot read and write in Chinese characters. The major purpose of this course is to help students develop the ability to use written Mandarin Chinese in linguistically and socially appropriate ways. The literacy goal is to master 350 to 1000 Chinese characters and to reach an intermediate-low level of ACTFL literacy proficiency. The key teaching approach is to holistically read a prodigious amount of materials. Students’ reading abilities will be developed through reading short stories under instructions, and eventually through reading long stories and news independently.
For BA Students: Language Course
Taught by: Wu
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

CHIN 032 Beginning Reading and Writing in Chinese II (for Fluent Speakers)
CHIN 032 is designed for students who can speak Chinese and have reading ability of about 1000 Chinese characters. This Chinese reading and writing course is specifically designed for students at the ACTFL intermediate-low reading and writing level. The literacy goal is to master 1000 to 2000 Chinese words and reach the intermediate-mid proficiency level. Reading material covers topics that are meaningful to students not only to increase engagement and confidence in their Chinese reading skills, but also foster students’ apprehension and understanding of the Chinese deep culture.
For BA Students: Last Language Course
Taught by: Wu
Course usually offered in spring term
Prerequisite: CHIN 031
Activity: Lecture
1.0 Course Unit

CHIN 041 Beginning Cantonese I
Beginning Cantonese is a preliminary course for spoken Cantonese. The course provides fundamental aspects of the dialect as experienced in daily life situations and lays the foundation which will enable students to communicate in Cantonese for daily life needs, such as making phone calls, making purchases, getting around by various means of transportation, seeing a doctor, being a guest or a host at dinner, talking about the weather, talking about sports and entertainment, etc. It is strongly recommended that students continue to Beginning Cantonese II to become conversational.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center. This course does not fulfill the College of Arts & Sciences’ language requirement.
CHIN 042 Beginning Cantonese II
A continuation of Beginning Cantonese I, this class is a preliminary course for spoken Cantonese. The course provides fundamental aspects of the dialect as experienced in daily life situations and will enable students to communicate in Cantonese for daily life needs, such as making phone calls, making purchases, getting around by various means of transportation, seeing a doctor, being a guest or a host at dinner, talking about the weather, talking about sports and entertainment, etc.
Course usually offered in spring term
Prerequisite: CHIN 041
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center

CHIN 051 Beginning Taiwanese I
Beginning Taiwanese I is designed to help students learn enough to enable them to handle basic social interactions when visiting Taiwan, such as greeting others, introducing yourself, ordering food, asking directions, etc. You will also learn to listen and understand the oral language typically heard in locations such as the grocery store, train station, bus stop, and restaurants.
Taught by: Wu
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center

CHIN 052 Beginning Taiwanese II
A continuation of Beginning Taiwanese I, this course will cover language training as well as cultural topics including history and political aspects of Taiwan. Conversation topics range from daily conversation to professional and formal situations.
For BA Students: Language Course
Taught by: Wu
Course usually offered in spring term
Prerequisite: CHIN 051
Activity: Lecture
1.0 Course Unit

CHIN 081 Beginning Business Chinese I
The course is designed for juniors and seniors, and Penn working professionals who have no prior exposure to Chinese, and are interested in learning basic Chinese language and culture for the preparation of a business trip to China. The objective of this course is to build a foundation of basic Chinese in the business context, with a main focus on speaking and listening, and minimal reading. Upon completion, students are expected to be able to converse and interact with people in a variety of traveling settings and in company visits. Topics include meeting people, talking about family, introducing companies, making inquiries and appointments, visiting companies, introducing products, initiating dining invitations, and practicing dining etiquette.
For BA Students: Language Course
Course not offered every year
Activity: Lecture
1.0 Course Unit

CHIN 082 Beginning Business Chinese II
As a continuation of CHIN081, this course is to help students develop their listening and speaking skills as well as understanding of Chinese social development since 1976. The emphasis is on current China business development, correct pronunciation, accurate tones and mastery of basic grammatical structures.
Course usually offered in spring term
Prerequisite: CHIN 081
Activity: Lecture
0.0 Course Units

CHIN 111 Beginning Chinese III (Non-Intensive)
Along with CHIN011, CHIN012 and CHIN112, this is the third course in a four-semester sequence. The objective of the course is to continue building a solid foundation of the four basic skills—listening, speaking, reading and writing. By the end of this course, students should achieve the following goals: 1) pronounce all the sounds in Mandarin accurately and comfortably with a good command of the four tones; 2) carry out simple dialogues of familiar topics; 3) recognize and reproduce approximately 450-500 characters; and 4) read short textbook stories and write simple notes. In order to develop students’ listening and speaking ability, oral communication tasks are given on each lesson.
For BA Students: Language Course
Course usually offered in fall term
Prerequisite: CHIN 012
Activity: Lecture
1.0 Course Unit

CHIN 112 Beginning Chinese IV
Along with CHIN011, CHIN012 and CHIN111, this is the fourth course in a four-semester sequence. The objective of the course is to continue building a solid foundation of the four basic skills—listening, speaking, reading and writing. By the end of this course, students should achieve the following goals: 1) pronounce all the sounds in Mandarin accurately and comfortably with a good command of the four tones; 2) carry out simple dialogues of familiar topics; 3) recognize and reproduce approximately 600-650 characters; and 4) read short textbook stories and write simple notes. In order to develop students’ listening and speaking ability, oral communication tasks are given every other week.
For BA Students: Last Language Course
Course usually offered in spring term
Prerequisite: CHIN 111
Activity: Lecture
1.0 Course Unit

CHIN 141 Intermediate Cantonese I
Intermediate Cantonese is a course for students who are able to communicate in the dialect in basic survival situations. Through this course, the students will acquire a better understanding of Cantonese and its related culture, and can confidently cope with a wide range of situations. Classes will be conducted through Cantonese textbooks, discussions of various topics, and composition and presentation of students’ own dialogues so that in time they may express more complex ideas and feelings. Continuation to Intermediate Cantonese II is strongly encouraged.
Course usually offered in fall term
Prerequisite: CHIN 042
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center
CHIN 142 Intermediate Cantonese II
A continuation of Intermediate Cantonese I. Intermediate Cantonese is a course for students who are able to communicate in the dialect in basic survival situations. Through this course, the students will acquire a better understanding of Cantonese and its related culture, and can confidently cope with a wide range of situations. Classes will be conducted through Cantonese textbooks, discussions of various topics, and composition and presentation of students' own dialogues so that in time they may express more complex ideas and feelings.
Course usually offered in spring term
Prerequisite: CHIN 141
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center

CHIN 151 Intermediate Taiwanese I
Students will further develop their speaking and listening skills and will be able to communicate with ease and confidence when dealing with everyday routine tasks. Students will also gain skills to process and seek information in Taiwanese. Conversation topics include New Year, folk songs, and Tang poetry. Authentic materials are used for enhancing reading, listening, and speaking practices.
Taught by: Wu
Course usually offered in fall term
Prerequisite: CHIN 052
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center.

CHIN 152 Intermediate Taiwanese II
This is a continuation of Intermediate Taiwanese I. Students will further develop their speaking and listening skills and will be able to communicate with ease and confidence when dealing with everyday routine tasks. Students will also gain skills to process and seek information in Taiwanese. Conversation topics include the New Year, folk songs and Tang poetry. Authentic materials are used for enhancing reading, listening, and speaking practices.
Course usually offered in spring term
Prerequisite: CHIN 151
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center.

CHIN 211 Intermediate Modern Chinese I
This is an intermediate language course. It aims to develop students' overall linguistic skills in listening, speaking, reading, and writing Chinese. The specially designed textbook gives introduction to various topics on Chinese culture. Students can expect to gain knowledge about China while they are learning the language. By completion of the course, students are expected to be able to master 1200 most frequently used characters in common reading materials, and to communicate with Chinese on
Taught by: Lee
Course usually offered in fall term
Prerequisite: CHIN 112
Activity: Lecture
1.0 Course Unit

CHIN 212 Intermediate Modern Chinese II
This course is the continuation of CHIN 211. It aims to further develop students' overall language skills. The textbook will introduce various topics related to Chinese culture, society, economy, people and their everyday life as well as China's development since Deng Xiaoping's reform and opening-up policies in 1978. In class, current issues in China will be integrated to provide a new perspective for discussion. The emphasis is not only to consolidate students' foundation, but also enhance their understanding and distinguish different levels of language. Over the semester, students will have many opportunities to express and share their opinions on various topics related to China via communicative activities, presentations, and written assignments.
Taught by: Lee
Course usually offered in spring term
Prerequisite: CHIN 211
Activity: Lecture
1.0 Course Unit

CHIN 231 Intermediate Reading and Writing Chinese I (for Fluent Speakers)
CHIN 231 is an intermediate reading and writing course designed for students at the ACTFL intermediate-mid reading and writing proficiency. The goal of this course is to reach the intermediate-high level of proficiency. This course concentrates on writing of multi-paragraph essays through the use of conventional rhetorical modes and standard grammatical structures. Students will be given ample time to think and to discuss (the crucial 'brainstorming' phase) before writing. The course stresses content, culture and comparison and draws its content from assigned readings and evidence-based argument from texts and other stimuli such as Internet, newspapers and films. Restricted to fluent speakers who have only limited reading and writing ability.
Taught by: Wu
Course usually offered in fall term
Prerequisite: CHIN 032
Activity: Lecture
1.0 Course Unit
Notes: Restricted to fluent speakers who have only limited reading and writing abilities.

CHIN 232 Intermediate Reading and Writing Chinese II (for Fluent Speakers)
This is an intermediate language class presuming basic fluency in speaking and listening and focusing on reading and writing abilities. By the end of the semester students are expected to have mastered the 1200 most commonly used characters and to have the ability to read basic Chinese texts. Students will be prepared for Advanced Modern Chinese, Media Chinese and Business Chinese.
Taught by: Wu
Course usually offered in spring term
Prerequisite: CHIN 231
Activity: Lecture
1.0 Course Unit
CHIN 311 Advanced Modern Chinese I
Students learn to work on materials which were written or produced for native speakers, instead of the classroom materials that were written for the non-native speakers. The reading materials include a larger vocabulary with more idioms. Students will also learn how to understand and use certain oral expressions in conversation. They will learn ways to narrate, to describe, and to comment in native Chinese ways. Reading and audio materials are provided and discussed in the classes. Writing and oral presentations in Chinese are required in classroom under instruction. Students will be encouraged to practice oral communication with each other.
For BA Students: Advanced Language Course
Course usually offered in fall term
Prerequisite: CHIN 212
Activity: Lecture
1.0 Course Unit

CHIN 312 Advanced Modern Chinese II
Chin 312 is a continuation of Chinese 311, training speaking, listening, reading and writing skills so to reach the advanced-low or advanced-mid level of proficiency. Major topics of the course include Chinese food culture, Chinese architecture, Confucianism in modern China, 'educated youth', democracy, and cross-Taiwan Strait relations.
For BA Students: Advanced Language Course
Taught by: Jiao
Course usually offered in spring term
Prerequisite: CHIN 311
Activity: Lecture
1.0 Course Unit

CHIN 331 CHINESE SHORT STORIES
Designed for students with advanced level Chinese language training but who need some further refinements on pronunciation, grammar, and vocabulary usage, this course stresses oral discussion, composition, and accuracy of language performance. By reading texts written by contemporary writers, students will also gain knowledge of China from an analytical and comparative perspective.
Taught by: Chiang
One-term course offered either term
Prerequisite: CHIN 312
Activity: Lecture
1.0 Course Unit

CHIN 361 Media Chinese
Chin 361 will help students improving their language skills, and enlarge vocabulary through reading online news on Chinese internet. The students will learn formal vocabulary and enhance their grammatical accuracy in the semester. Students are encouraged to explore Chinese government and company websites and Baidu Baike, so to conduct their own online search for both professional and academic purposes. Linguistic features in news headlines, accuracy of online translation tools, media censorship, social media usage will also be discussed in this class. The course goal is to help students gain Chinese media literacy by reading, browsing, and viewing online materials.
Taught by: Chiang
One-term course offered either term
Prerequisite: CHIN 232 AND CHIN 311 AND CHIN 331
Activity: Lecture
1.0 Course Unit

CHIN 371 Advanced Spoken Mandarin I
This course is designed for students who have completed at least the intermediate level Chinese language course, or have studied the language for at least three years. The objective of this course is to consolidate the knowledge and skills students have acquired from their previous Mandarin Chinese classes and to enhance their oral expressive skills. By the end of the semester, students are expected to be able to carry on a conversation with a native Mandarin speaker on various common topics, including the current issues in China about its education, society, politics, culture, and history. Students will also learn how to gather information necessary for conducting oral presentations and speeches.
For BA Students: Advanced Language Course
Course usually offered in fall term
Prerequisite: CHIN 212
Activity: Lecture
1.0 Course Unit

CHIN 372 Advanced Spoken Mandarin II
Following the format of Advanced Spoken Mandarin I with more discussions on current issues in both China and the US, including topics ranging from race, religion, gender issues to internet, cinema and pop cultures. The objective of this course is to consolidate the knowledge and skills students have acquired from their previous Mandarin Chinese classes and to enhance their oral expressive skills. By the end of the semester, students are expected to be able to carry on a conversation with a native Mandarin speaker on various common topics, and to gather information necessary for conducting oral presentations and speeches.
For BA Students: Advanced Language Course
Course usually offered in spring term
Prerequisite: CHIN 212
Activity: Lecture
1.0 Course Unit

CHIN 371 Business Chinese I
This course is aimed to enhance students' language skills in a business context and to promote their understanding about business environment and culture in contemporary China. The text is developed from real business cases from real multinational companies that have successfully embarked on the Chinese market. The forms of classes include lectures, drills on vocabulary and sentence patterns, and discussions. Class will be conducted in Chinese. In addition to the course textbook, students will learn to read business news in Chinese selected from Wall Street Journal.
For BA Students: Advanced Language Course
Taught by: Wang
Course usually offered in fall term
Prerequisite: CHIN 232 AND CHIN 312
Activity: Lecture
1.0 Course Unit
CHIN 382 Business Chinese II
This course is the second half of a one-year course for business oriented subjects. This course will provide an overview of China's changing macro-environment, while real business cases let us look into individual Chinese companies and their development in the new millennium. By the end of the semester, students are expected to 1) enhance the cultural awareness of contemporary China and the Chinese business world; 2) gain vocabulary and fluency in Chinese to function more confidently and comfortably in real business settings; 3) access business news and information in Chinese; 4) give business presentation in Chinese.

For BA Students: Advanced Language Course
Taught by: Wang
Course usually offered in spring term
Prerequisite: CHIN 312 AND CHIN 361 CHIN 381
Activity: Lecture
1.0 Course Unit

CHIN 411 Readings in Modern Chinese: Literature
This course is designed for students who have completed three years of college level Mandarin classes or equivalent. This course may be used to fulfill language or elective requirement for Chinese major or minor. The objectives of the course are 1) to help students gain an in-depth, multi-faceted and critical understanding of Chinese people, Chinese society and Chinese culture; 2) to facilitate students' acquisition of formal or written language; and 3) to develop students' analytical and critical thinking skills. These objectives are achieved primarily through 1) close reading and discussion of original literary texts by 20th-century Chinese writers; and 2) regular writing exercises. Students will also view several Chinese films that are related to the topics of the reading text. The class is to be conducted exclusively in Chinese.

Taught by: Dietrich
Course usually offered in fall term
Prerequisite: CHIN 331 AND CHIN 361 AND CHIN 381
Activity: Lecture
1.0 Course Unit

CHIN 412 Readings Modern Chinese II: Literature
The main difference between this course and CHIN411 is the reading materials and topics. This course is designed for students who have completed a minimum of three years of college level Mandarin classes or equivalent. This course may be used to fulfill language or elective requirement for Chinese major or minor. The objectives of the course are 1) to help students gain an in-depth, multi-faceted and critical understanding of Chinese people, Chinese society and Chinese culture; 2) to facilitate students' acquisition of formal or written language; and 3) to develop students' analytical and critical thinking skills. These objectives are achieved primarily through 1) close reading and discussion of original literary texts by 20th-century Chinese writers; and 2) regular writing exercises. Students will also view several Chinese films that are related to the topics of the reading text. The class is to be conducted exclusively in Chinese.

Taught by: Dietrich
Course usually offered in spring term
Prerequisite: CHIN 331 AND CHIN 361 AND CHIN 382
Activity: Lecture
1.0 Course Unit

CHIN 415 Readings Modern Chinese Documents
The main purpose of this content-based course is to promote advanced-level language proficiency in reading, writing, speaking and listening. Through the use of modern Chinese documents, the secondary purpose of this course is to facilitate your understanding of the changes of Chinese society in the 20th century. Topics will include the Constitution of China, China's legal system, speeches by Mao Zedong, Deng Xiaoping, Sun Yet-sen and Qiu Jin.

Taught by: Chiang
Course not offered every year
Prerequisite: CHIN 361 AND CHIN 381 AND CHIN 411
Activity: Lecture
1.0 Course Unit

CHIN 481 Advanced Business Chinese I
This content-based course provides students with the conceptual framework to understand issues China has been facing since its economic reform in 1978. Topics include WTO principles, the change of China's state-owned enterprises, China's economy in Mao's period, and the pros and cons of globalization. Students will be trained in reading financial articles, discussing international trades, conducting online research and giving business presentations. After the course, students will become more sophisticated in their understanding of China's economic development and in using Chinese business terminology at professional settings. The course assumes basic background in business and advanced level proficiency in Chinese language. The course is NOT open to freshman with no undergraduate business course. Course may be offered through Penn Language Center.

For BA Students: Advanced Language Course
Taught by: Chiang
Course usually offered in fall term
Prerequisite: CHIN 382
Activity: Lecture
1.0 Course Unit
Notes: May be offered through Penn Language Center.

CHIN 482 Advanced Business Chinese II
Chin 482 is a continuation of Chin 481. Following the format of Chin 481, Advanced Business Chinese II, this course covers topics on Eastern and Western management styles, the global financial market, China's financial market reforms, and mergers and acquisitions in China. At the end of the semester, students will submit a business proposal for the final project.

For BA Students: Advanced Language Course
Taught by: Chiang
Course usually offered in spring term
Prerequisite: CHIN 481
Activity: Lecture
1.0 Course Unit

CHIN 491 First Year Classical Chinese I
Introduction to the classical written language, beginning with Shadick, First Course in Literary Chinese. Students with a background in Japanese, Korean, Cantonese, Taiwanese, and other East Asian languages are welcome; it is not necessary to know Mandarin. The course begins from scratch, and swiftly but rigorously develops the ability to read a wide variety of classical and semi-classical styles. Original texts from the 6th century BC to the 20th century AD are studied. This course is taught in English and there are no prerequisites.

Taught by: Mair
Course usually offered in fall term
Also Offered As: EALC 221, EALC 621
Activity: Lecture
1.0 Course Unit
CHIN 492 1st Year Classical Chin II
Continuation of CHIN491 EALC221/621, which is the only prerequisite for this course. Upon completion of Shadick, readings in a wide selection of texts with Chinese commentaries may be taken up. These readings are in part chosen to reflect student interest. This is the second half of a year-long course. Those who enroll must take both semesters.
Taught by: Mair
Course usually offered in spring term
Also Offered As: EALC 222, EALC 622
Prerequisite: CHIN 491
Activity: Lecture
1.0 Course Unit

CHIN 510 Topics in Chinese Culture
The objective of this superior level content-based course is to extend and refine students’ language and analytical skills while enhancing the appreciation of Chinese culture. The course is for students with native-like competence in Mandarin. Each class will proceed from reading, reflection, and interpretation, to the exchange of ideas. All reading materials are in Chinese with no glossary and all are written by scholars whose expertise are wither in contemporary and traditional culture of China, or in comparative study of Chinese and Western thoughts. Topics include: (1) the shared beliefs and behaviors of Chinese people; (2) traditional values and new values in the technological and business society; (3) how affection and love are manifested in Chinese culture; (4) what influenced the surge of popularity of Chinese wuxia fiction; (5) what it meant to be descendants of Chinese (huayi) living outside China. The class is conducted exclusively in Mandarin Chinese.
Taught by: Chiang
Course usually offered in spring term
Prerequisite: CHIN 411 AND CHIN 481
Activity: Lecture
1.0 Course Unit

CHIN 515 Topics in Chinese Literature
This course surveys the literary movements of the post-Cultural Revolution era (1978-present). The reading consists of fictional works representative of each literary movement. Students will write four short (1-2 pages, double space) ‘responding’ papers and two longer critical essays (5-7 pages double spaced). Each student will also give one oral presentation to the class on an assigned story. This course is designed for students who have achieved native or near native level of reading and writing proficiency in Chinese. The class is conducted exclusively in Chinese.
Taught by: Dietrich
Course not offered every year
Prerequisite: CHIN 411 CHIN 412 AND CHIN 415 AND CHIN 481 AND CHIN 482
Activity: Lecture
1.0 Course Unit

CHIN 722 Adv Classical Chinese II
Course not offered every year
Also Offered As: EALC 722
Prerequisite: EALC 721
Activity: Seminar
1.0 Course Unit

Cinema and Media Studies (CIMS)

CIMS 005 In Dark Times: The Dystopian Imagination in Literature and Film
This CWiC course will offer a guided introduction to the one of the most resilient genres of the human imagination: dystopian and apocalyptic fiction. Like a group of survivors huddled around a campfire, we will turn to literature and cinema to debate some of the big questions about the future of science, technology, religion, and capitalism. This course is designed as a Critical Speaking Seminar, and the majority of class assignments will be devoted to oral presentations: including a Parliamentary-style debate and a video essay. We will begin by reading some of the early, influential works in the dystopian genre by authors like Mary Shelley, H.G. Wells, and Aldous Huxley. Next, we will explore the paranoid, schizophrenic world of Cold-War-era dystopias by J.G Ballard, Philip K. Dick and Octavia Butler. We will conclude by reading contemporary climate fiction by the likes of Margaret Atwood and Kim Stanley Robinson. Alongside the literary material, we will also track the changing nature of dystopian cinema-- from classics like Metropolis (1927) and La Jetee (1962) to the latest Zombie film. By the end of course, students will have a firm grasp of the history of the genre and will be able to draw on this knowledge to effectively debate issues related to privacy, big business, animal rights, climate change, migration etc.
Taught by: Dadawala
Also Offered As: ENGL 005
Activity: Seminar
1.0 Course Unit

CIMS 009 Introduction to Digital Humanities
This course provides an introduction to foundational skills common in digital humanities (DH). It covers a range of new technologies and methods and will empower scholars in literary studies and across humanities disciplines to take advantage of established and emerging digital research tools. Students will learn basic coding techniques that will enable them to work with a range data including literary texts and utilize techniques such as text mining, network analysis, and other computational approaches.
Taught by: Trettien
One-term course offered either term
Also Offered As: COML 009, ENGL 009, HIST 009
Activity: Lecture
1.0 Course Unit

CIMS 014 Topics: Freshman Seminar
One-term course offered either term
Also Offered As: COML 107, ITAL 100
Activity: Seminar
1.0 Course Unit

CIMS 015 Topics in Literature
An introduction to Writing about Literature, with emphasis on a particular theme, genre, or period. See the English Department’s website at www.english.upenn.edu for a description of current offerings.
One-term course offered either term
Also Offered As: CLST 019, ENGL 015, GSWS 017, LALS 016
Activity: Seminar
1.0 Course Unit
CIMS 016 Freshman Seminar in Cinema and Media Studies
The primary goal of the freshman seminar program is to provide every freshman the opportunity for a direct personal encounter with a faculty member in a small sitting devoted to a significant intellectual endeavor. Specific topics be posted at the beginning of each academic year. Please see the College Freshman seminar website for information on current course offerings https://www.college.upenn.edu/node/403.
One-term course offered either term
Also Offered As: ARTH 100, ENGL 017, URBS 106
Activity: Seminar
1.0 Course Unit

CIMS 024 Introduction to American and British Film and Media
This topic course explores multiple and different aspects of Cinema Studies. Specific course topics vary from year to year. See the Cinema Studies website at cinemastudies.sas.upenn.edu/courses for a description of the current offerings.
Taught by: Decherney
Course not offered every year
Also Offered As: ENGL 024
Activity: Lecture
1.0 Course Unit

CIMS 036 The Middle East through Many Lenses
This freshman seminar introduces the contemporary Middle East by drawing upon cutting-edge studies written from a variety of disciplinary perspectives. These include history, political science, and anthropology, as well as studies of mass media, sexuality, religion, urban life, and the environment. We will spend the first few weeks of the semester surveying major trends in modern Middle Eastern history. We will spend subsequent weeks intensively discussing assigned readings along with documentary films that we will watch in class. The semester will leave students with both a foundation in Middle Eastern studies and a sense of current directions in the field.
Taught by: Sharkey H
Course not offered every year
Also Offered As: NELC 036
Activity: Seminar
1.0 Course Unit

CIMS 039 Perspectives on International Cinema (Cannes Film Festival)
Penn-in-Cannes is designed for students interested in the film industry and international cinema. Using the Cannes Film Festival as its focal point, the program examines the ways in which international film functions in the context of celebrity, marketing, and festivals. The scope and substance of the festival provide a unique opportunity, not only for students of cinema, but also for liberal arts students studying cultural diversity and international relations. In preparation for fieldwork at the Cannes Film Festival in May, two three-hours introductory lectures will be held in late March and April on Penn's campus to enable students to establish a critical vocabulary for film study. The lectures and subsequent discussions will examine: a) The Business and Art of the Film Festival; b) Contemporary International Cinema. Those introductory lectures will be coordinated with the Philadelphia Film Festival, which is held on April 5-18, 2007. During both the Philadelphia Film Festival and the Cannes Film Festival, students attend screenings of current international films, applying the critical tools and knowledge of the film industry gained from their earlier work. Students research and critique both the artistic aspects and the commercial p
Course usually offered summer term only
Also Offered As: ENGL 039
Activity: Seminar
1.0 Course Unit

CIMS 061 Video I
In this studio based course, students are introduced to video production and postproduction as well as to selected historical and theoretical texts addressing the medium of video. Students will be taught basic camera operation, sound recording and lighting, as well as basic video and sound editing and exporting using various screening and installation formats. In addition to a range of short assignment-based exercises, students will be expected to complete three short projects over the course of the semester. Critiques of these projects are crucial to the course as students are expected to speak at length about the formal, technical, critical and historical dimensions of their works. Weekly readings in philosophy, critical theory, artist statements and literature are assigned. The course will also include weekly screenings of films and videos, introducing students to the history of video art as well as to other contemporary practices.
For BA Students: Humanities and Social Science S
One-term course offered either term
Also Offered As: FNAR 061, FNAR 661, VLST 261
Activity: Seminar
1.0 Course Unit

CIMS 062 Video II
Video II offers opportunities to further explore the role of cinematic narrative technique, non-narrative forms, digital video cinematography, editing, and screen aesthetics. Through a series of several video projects and a variety of technical exercises, students will refine their ability to articulate technically and conceptually complex creative projects in digital cinema. In addition, one presentation on a contemporary issue related to the application of cinematic storytelling and/or the cultural context of digital video is required.
Taught by: Reynolds/Novack
One-term course offered either term
Also Offered As: FNAR 062, FNAR 662
Prerequisite: FNAR 061
Activity: Seminar
1.0 Course Unit

CIMS 063 Documentary Video
Documentary Video is an intensive production course involving the exploration of concepts, techniques, concerns, and aesthetics of the short form documentary. Building on camera, sound, and editing skills acquired in Video I, students will produce a portfolio of short videos and one longer project over the course of the semester using advanced level camera and sound equipment. One short presentation on a genre, technique, maker, or contemporary concern selected by the student is required.
Taught by: Reynolds
Course usually offered in fall term
Also Offered As: FNAR 063, FNAR 663
Prerequisite: FNAR 061
Activity: Seminar
1.0 Course Unit
CIMS 065 Cinema Production
This course focuses on the practices and theory of producing narrative based cinema. Members of the course will become the film crew and produce a short digital film. Workshops on producing, directing, lighting, camera, sound and editing will build skills necessary for the hands-on production shoots. Visiting lecturers will critically discuss the individual roles of production in the context of the history of film.
Taught by: Mosley
Course usually offered in fall term
Also Offered As: FNAR 065, FNAR 665
Prerequisite: FNAR 061
Activity: Seminar
1.0 Course Unit

CIMS 073 Literature and the Visual Art
Course not offered every year
Also Offered As: ARTH 299, COML 073, ENGL 073, LALS 073, THAR 073
Activity: Lecture
1.0 Course Unit

CIMS 074 Contemporary American Literature
The readings for this course expose the student to a wide range of American fiction and poetry since World War II, giving considerable attention to recent work. Works may include All The King's Men by Robert Penn Warren, Herzog by Saul Bellow, On The Road by Jack Kerouac, V by Thomas Pynchon, Of Love and Dust by Ernest J.Gaines, A Flag For Sunrise by Robert Stone, The Killing Ground by Mary Lee Settle, and selected poem by Ginsberg, Plath, and Walcott. Readings vary from term to term.
Course not offered every year
Also Offered As: AFRC 085, ENGL 074
Activity: Lecture
1.0 Course Unit

CIMS 075 Image and Sound Editing
This course presents an in-depth look at the storytelling power of image and sound in both narrative and documentary motion pictures. Students apply a theoretical framework in ongoing workshops, exploring practical approaches to picture editing and sound design. Students edit scenes with a variety of aesthetic approaches, and create story-driven soundtracks with the use of sound FX, dialogue replacement, foleys, music and mixing. Students not only learn critical skills that expand creative possibilities, but also broaden their understanding of the critical relationship between image and sound.
Taught by: Novack/Novack
Course usually offered in spring term
Also Offered As: FNAR 075, FNAR 675
Prerequisite: FNAR 061
Activity: Seminar
1.0 Course Unit

CIMS 081 Film Music in Post 1950 Italy: Nino Rota and Ennio Morricone
An exploration of cinematic sound through the lens of specific composer/director collaborations in post-1950 Italy, examining scores, soundtracks, and the interaction of diegetic and non-diegetic music with larger soundscapes. Composers Nino Rota and Ennio Morricone serve as case studies, in partnership with directors Fellini, Visconti, Leone, Pontecorve, Pasolini, and Coppola. Highlights include several excerpts form the Fellini/Rota collaboration, including The White Sheik, I vitelloni, The Road, Nights of Cabiria, La dolce vita, 8 1/2, Juliet of the Spirits, Satyricon, The Clowns, Roma, Amarcord, Casanova, and Orchestra Rehearsal. Rota's music for Visconti will be examined in Senso, the Leopard, and Rocco and his Brothers, along with his Transatlantic collaboration for The Godfather. Morricone's work with various directors will be discussed in The God, the Bad, and the Ugly, The Battle of Algiers, and Teorema, as well as for American films such as Malick's Days of Heaven and Tarantino's The Hateful Eight. Weekly screenings required. Open to all: music majors, minors, and non-majors; will count toward requirements for music minor. Knowledge of music and Italian helpful but not required. All readings and lectures in English.
Taught by: Samuel
One-term course offered either term
Also Offered As: ITAL 081, MUSC 081
Activity: Seminar
1.0 Course Unit

CIMS 093 Introduction to Postcolonial Literature
Course not offered every year
Also Offered As: COML 093, ENGL 093
Activity: Lecture
1.0 Course Unit

CIMS 101 World Film History to 1945
This course surveys the history of world film from cinema's precursors to 1945. We will develop methods for analyzing film while examining the growth of film as an art, an industry, a technology, and a political instrument. Topics include the emergence of film technology and early film audiences, the rise of narrative film and birth of Hollywood, national film industries and movements, African-American independent film, the emergence of the genre film (the western, film noir, and romantic comedies), ethnographic and documentary film, animated films, censorship, the MPPDA and Hays Code, and the introduction of sound. We will conclude with the transformation of several film industries into propaganda tools during World War II (including the Nazi, Soviet, and US film industries). In addition to contemporary theories that investigate the development of cinema and visual culture during the first half of the 20th century, we will read key texts that contributed to the emergence of film theory. There are no prerequisites. Students are required to attend screenings or watch films on their own.
For BA Students: Arts and Letters Sector
Taught by: Decherney
One-term course offered either term
Also Offered As: ARTH 108, COML 123, ENGL 091
Activity: Lecture
1.0 Course Unit
Notes: Fulfills the Arts and Letters Sector (All Classes)
CIMS 102 World Film History 1945-Present
Focusing on movies made after 1945, this course allows students to learn and to sharpen methods, terminologies, and tools needed for the critical analysis of film. Beginning with the cinematic revolution signaled by the Italian Neo-Realism (of Rossellini and De Sica), we will follow the evolution of postwar cinema through the French New Wave (of Godard, Resnais, and Yvarda), American movies of the 1950s and 1960s (including the New Hollywood cinema of Coppola and Scorsese), and the various other new wave movements of the 1960s, 1970s and 1980s (such as the New German Cinema). We will then selectively examine some of the most important films of the last two decades, including those of U.S. independent film movement and movies from Iran, China, and elsewhere in an expanding global cinema culture. There will be precise attention paid to formal and stylistic techniques that are defining screen culture today. There are no prerequisites. Requirements will include readings in film history and film analysis, an analytical essay, a research paper, a final exam, and active participation.
For BA Students: Arts and Letters Sector
Taught by: Corrigan
One-term course offered either term
Also Offered As: ARTH 109, COML 124, ENGL 092
Activity: Lecture
1.0 Course Unit
Notes: Fulfills the Arts and Letters Sector (All Classes)

CIMS 103 Television and New Media
How and when do media become digital? What does digitization afford and what is lost as television and cinema become digitized? As lots of things around us turn digital, have we started telling stories, sharing experiences, and replaying memories differently? What has happened to television and life after New Media? How have television audiences been transformed by algorithmic cultures of Netflix and Hulu? How have (social) media transformed socialities as ephemeral snaps and swiped intimacies become part of the ‘new’ digital/phone cultures? This is an introductory survey course and we discuss a wide variety of media technologies and phenomena that include: cloud computing, Internet of Things, trolls, distribution platforms, optical fiber cables, surveillance tactics, social media, and race in cyberspace. We also examine emerging mobile phone cultures in the Global South and the environmental impact of digitization. Course activities include Tumblr blog posts and Instagram curations. The final project could take the form of either a critical essay (of 2000 words) or a media project.
Taught by: Mukherjee
Course usually offered in spring term
Also Offered As: ARTH 107, COML 099, ENGL 078
Activity: Lecture
1.0 Course Unit

CIMS 104 Study of A Period
For BA Students: Arts and Letters Sector
One-term course offered either term
Also Offered As: COML 104, ENGL 104
Activity: Lecture
1.0 Course Unit

CIMS 109 New Korean Cinema
In 2019, Bong Joon-ho’s Parasite won the Palme d’Or at the 72nd Cannes Film Festival. This event marked the apex of South Korean cinematic renaissance, having steadily become a tour de force in the international film festival scene since 1997 onwards. This course explores the major auteurs, styles, themes, and currents of the so-called ‘New Korean Cinema’ that emerged in the mid-to-late 1990s to continue to this day. Drawing from texts on critical film and Korean studies, we will pay particular attention to how the selected works re-present, resist, and interweave the sociopolitical climate they concern and are born out of. Using cinema as a lens with which to see the society, we will touch upon major events of the twentieth century including national division, military dictatorship and democratization movements, IMF economic crisis, youth culture, hallyu (the Korean wave), and damunhwa (multiculturalism initiative). In so doing, we will closely examine how each cinematic medium addresses the societal power structure and the role of the ‘Other’ it represents in terms of class, race, gender, and sexuality in the construction of contemporary Korean society. We will also briefly survey the history of South Korean cinema that has evolved hand-in-hand with the history of modern Korea itself, walking through its five different phases (1945-Korean War era; 1955-1972 ‘Golden Age’; 1973-1979 censorship era; 1980-1996 democratization era; and 1997 onwards). No prior experience of Korean studies courses necessary; all films will be screened with English subtitles. IMPORTANT: This class has TWELVE total Monday evening film screenings, of which you are required to attend AT LEAST SEVEN. Screening times are Mondays 5:20-7:30 PM, Williams Hall 440.
Taught by: Lee
Also Offered As: EALC 109
Activity: Seminar
1.0 Course Unit

CIMS 111 Poetics of Screenwriting
This course studies scriptwriting in a historical, theoretical and artistic perspective. We discuss the rules of drama and dialogue, character development, stage vs. screenwriting, adaptation of nondramatic works, remaking of plots, author vs. genre theory of cinema, storytelling in silent and sound films, the evolvement of a script in the production process, script doctoring, as well as screenwriting techniques and tools. Coursework involves both analytical and creative tasks.
Taught by: Todorov
Course not offered every year
Also Offered As: COML 118, REES 111
Activity: Seminar
1.0 Course Unit

CIMS 112 Study of a Theme
This topic course explores multiple and different aspects of Cinema Studies. Specific course topics vary from year to year. See the Cinema Studies website at cinemastudies.sas.upenn.edu/courses for a description of the current offerings.
For BA Students: Arts and Letters Sector
One-term course offered either term
Also Offered As: COML 245, ENGL 102, GSWS 102
Activity: Lecture
1.0 Course Unit

CIMS 113 Religion and Cinema in India
Course not offered every year
Also Offered As: RELS 118, SAST 112
Activity: Lecture
1.0 Course Unit
CIMS 116 Screenwriting Workshop
This is a workshop-style course for those who have thought they had a terrific idea for a movie but didn’t know where to begin. The class will focus on learning the basic tenets of classical dramatic structure and how this (ideally) will serve as the backbone for the screenplay of the aforementioned terrific idea. Each student should, by the end of the semester, have at least thirty pages of a screenplay completed. Classic and not-so-classic screenplays will be required reading for every class, and students will also become acquainted with how the business of selling and producing one’s screenplay actually happens. Students will be admitted on the basis of an application by email briefly describing their interest in the course to the instructor.
Taught by: Kathy DeMarco Van Cleve
One-term course offered either term
Also Offered As: ENGL 116
Activity: Seminar
1.0 Course Unit

CIMS 118 Iranian Cinema: Gender, Politics and Religion
This seminar explores Iranian culture, art, history and politics through film in the contemporary era. We will examine a variety of works that represent the social, political, economic and cultural circumstances of post-revolutionary Iran. Along the way, we will discuss issues pertaining to gender, religion, nationalism, ethnicity, and the function of cinema in present day Iranian society. Films to be discussed will be by internationally acclaimed filmmakers, such as Abbas Kiarostami, Mohsen Makhmalbaf, Rakhshan Bani-Etemad, Tahmineh Milani, Jafar Panahi, Bahman Gobadi, among others.
Taught by: Entezari
Course not offered every year
Also Offered As: COML 120, GSWS 118, NELC 118, NELC 618
Activity: Seminar
1.0 Course Unit

CIMS 125 Sex and Representation
This course explores literature that resists normative categories of gender and sexuality. By focusing on figures writing from the margins, we will explore how radical approaches to narrative form and subject-matter invite us to think in new ways about desire and identity. We will read texts that blur the boundaries between fact and fiction, hybridizing the genres of poetry, drama, and autobiography to produce new forms of expression, such as the graphic novel, auto-fiction, and prose poetry. From Virginia Woolf’s gender-bending epic, Orlando, to Tony Kushner’s Angels in America, this course traces how non-normative desire is produced and policed by social and literary contexts - and how those contexts can be re-imagined and transformed.
Taught by: Halstead
One-term course offered either term
Also Offered As: COML 127, GSWS 125
Activity: Seminar
1.0 Course Unit
Notes: All readings and discussions in English.

CIMS 130 Advanced Screenwriting
This is a workshop style course for students who have completed a screenwriting class, or have a draft of a screenplay they wish to improve or want to learn everything in one shot and are ready to do a lot of writing, and even more rewriting.
Taught by: Kathleen DeMarco Van Cleve
One-term course offered either term
Also Offered As: ENGL 130
Activity: Seminar
1.0 Course Unit

CIMS 142 Duchamp is My Lawyer
This course examines the impact of copyright law on artists and creative industries. Looking at publishing, music, film, and software, we will ask how the law drives the adoption of new media, and we will consider how regulation influences artistic decisions. A mix of the theoretical with the practical, we will be using UbuWeb (the largest and oldest site dedicated to the free distribution of the avant-garde) as our main case study. The course will cover both the history of copyright law and current debates, legislation, and cases. We will also follow major copyright stories in the news. Readings cover such diverse topics as the player piano, Disney films, YouTube, video game consuls, hip hop, the Grateful Dead, file sharing, The Catcher in the Rye, and many more. We will also examine the critical role of ‘shadow libraries,’ (free culture hubs) in regards how the cultural artifact is produced and distributed in the digital age, alongside today’s gatekeepers of algorithmic culture, such as Netflix, Amazon, and Spotify.
Taught by: Decherney
Course usually offered in spring term
Also Offered As: ENGL 142
Activity: Seminar
1.0 Course Unit

CIMS 150 Water Worlds: Cultural Responses to Sea Level Rise & Catastrophic Flooding
As a result of climate change, the world that will take shape in the course of this century will be decidedly more inundated with water than we’re accustomed to. The polar ice caps are melting, glaciers are retreating, ocean levels are rising, polar bear habitat is disappearing, countries are jockeying for control over a new Arctic passage, while low-lying cities and small island nations are confronting the possibility of their own demise. Catastrophic flooding events are increasing in frequency, as are extreme droughts. Hurricane-related storm surges, tsunamis, and raging rivers have devastated regions on a local and global scale. In this seminar we will turn to the narratives and images that the human imagination has produced in response to the experience of overwhelming watery invasion, from Noah to New Orleans. Objects of analysis will include mythology, ancient and early modern diluvialism, literature, art, film, and commemorative practice. The basic question we'll be asking is: What can we learn from the humanities that will be helpful for confronting the problems and challenges caused by climate change and sea level rise?
For BA Students: Arts and Letters Sector
Taught by: Richter, Simon
Course not offered every year
Also Offered As: COML 151, ENVS 150, GRMN 150
Activity: Lecture
1.0 Course Unit
CIMS 151 Contemporary Fiction & Film in Japan
This course will explore fiction and film in contemporary Japan, from 1945 to the present. Topics will include literary and cinematic representation of Japan's war experience and post-war reconstruction, negotiation with Japanese classics, confrontation with the state, and changing ideas of gender and sexuality. We will explore these and other questions by analyzing texts of various genres, including film and film scripts, novels, short stories, manga, and academic essays. Class sessions will combine lectures, discussion, audio-visual materials, and creative as well as analytical writing exercises. The course is taught in English, although Japanese materials will be made available upon request. No prior coursework in Japanese literature, culture, or film is required or expected; additional secondary materials will be available for students taking the course at the 600 level. Writers and film directors examined may include: Kawabata Yasunari, Hayashi Fumiko, Abe Kobo, Mishima Yukio, Oe Kenzaburo, Yoshimoto Banana, Ozu Yasujirō, Naruse Mikio, Kurosawa Akira, Imamura Shohei, Koreeda Hirokazu, and Beat Takeshi. For BA Students: Arts and Letters Sector Taught by: Kano Course not offered every year Also Offered As: COML 256, EALC 151, EALC 551, GSWS 257 Activity: Lecture 1.0 Course Unit

CIMS 152 Forest Worlds: Mapping the Arboreal Imaginary in Literature and Film
Can the humanities help us think differently about the forest? What happens if we imagine forests as the agents of their stories? At a time when humans seem unable to curb the destructive practices that place themselves, biodiversity, and the forests at risk, the humanities give us access to a record of the complex inter-relationship between forests and humanity. The course places a wide range of literature and film in which forests are strongly featured in relation to environmental history and current environmental issues. Taught by: Richter Course not offered every year Also Offered As: COML 154, ENVS 151, GRMN 151 Activity: Lecture 1.0 Course Unit

CIMS 153 European Film from the October Revolution to World War II
This course presents the Russian contribution to world cinema before World War II - nationalization of the film industry in post-revolutionary Russia, the creation of institutions of higher education in filmmaking, film theory, experimentation with the cinematic language, and the social and political reflex of cinema. Major themes and issues involve: the invention of montage, Kuleshov effect, the means of visual propaganda and the cinematic component to the communist cultural revolutions, party ideology and practices of social-engineering, cinematic response to the emergence of the totalitarian state. Great filmmaker and theorist in discussion include Vertov, Kuleshov, Eisenstein, Pudovkin, Medvedkin and others. Taught by: Todorov Course not offered every year Also Offered As: REES 164 Activity: Lecture 1.0 Course Unit

CIMS 154 Russian and East European Film after World War II
This course examines the Russian and East European contribution to world cinema after WWII - Stalinist aesthetics and desalinization, WWII in film, the installation of totalitarianism in Eastern Europe and the Cold War in film, the fall of the Berlin Wall, the collapse of the Soviet Union and the post-soviet condition, cinematic representations of Yugoslavia's violent breakup; the new Romanian waive. Major filmmakers in discussion include Kalatozov, Tarkovsky, Wajda, Polanski, Forman, Mentzel, Sabo, Kusturitsa, Konchalovsky, Mikhalkov and others. Taught by: Todorov Course not offered every year Also Offered As: REES 165 Activity: Lecture 1.0 Course Unit

CIMS 155 Contemporary Fiction & Film in Japan: The Aftermath
This course will explore fiction and film in contemporary Japan after World War II, focusing on postwar reconstruction, confrontation with the state, and changing ideas of gender and sexuality. We will explore these and other questions by analyzing texts of various genres, including film and film scripts, novels, short stories, manga, and academic essays. Class sessions will combine lectures, discussion, audio-visual materials, and creative as well as analytical writing exercises. The course is taught in English, although Japanese materials will be made available upon request. No prior coursework in Japanese literature, culture, or film is required or expected; additional secondary materials will be available for students taking the course at the 600 level. Writers and film directors examined may include: Kawabata Yasunari, Hayashi Fumiko, Abe Kobo, Mishima Yukio, Oe Kenzaburo, Yoshimoto Banana, Ozu Yasujirō, Naruse Mikio, Kurosawa Akira, Imamura Shohei, Koreeda Hirokazu, and Beat Takeshi. For BA Students: Arts and Letters Sector Taught by: Kano Course not offered every year Also Offered As: COML 256, EALC 151, EALC 551, GSWS 257 Activity: Lecture 1.0 Course Unit

CIMS 156 Queer German Cinema
Taught in English. This course offers an introduction into the history of German-language cinema with an emphasis on depictions of lesbian, gay, bisexual, trans and queer themes. The course provides a chronological survey of Queer German Cinema from its beginnings in the Weimar Republic to its most recent and current representatives, accompanied throughout by a discussion of the cultural-political history of gay rights in the German-speaking world. Over the course of the semester, students will learn not only cinematic history but how to write about and close-read film. No knowledge of German or previous knowledge required. Taught by: Fleishman Course not offered every year Also Offered As: COML 156, GRMN 156, GSWS 156 Activity: Lecture 1.0 Course Unit

CIMS 157 European Film from the October Revolution to World War II
This course presents the Russian contribution to world cinema before World War II - nationalization of the film industry in post-revolutionary Russia, the creation of institutions of higher education in filmmaking, film theory, experimentation with the cinematic language, and the social and political reflex of cinema. Major themes and issues involve: the invention of montage, Kuleshov effect, the means of visual propaganda and the cinematic component to the communist cultural revolutions, party ideology and practices of social-engineering, cinematic response to the emergence of the totalitarian state. Great filmmaker and theorist in discussion include Vertov, Kuleshov, Eisenstein, Pudovkin, Medvedkin and others. Taught by: Todorov Course not offered every year Also Offered As: REES 164 Activity: Lecture 1.0 Course Unit

CIMS 158 European Film after World War II
This course examines the Russian and East European contribution to world cinema after WWII - Stalinist aesthetics and desalinization, WWII in film, the installation of totalitarianism in Eastern Europe and the Cold War in film, the fall of the Berlin Wall, the collapse of the Soviet Union and the post-soviet condition, cinematic representations of Yugoslavia's violent breakup; the new Romanian waive. Major filmmakers in discussion include Kalatozov, Tarkovsky, Wajda, Polanski, Forman, Mentzel, Sabo, Kusturitsa, Konchalovsky, Mikhalkov and others. Taught by: Todorov Course not offered every year Also Offered As: REES 165 Activity: Lecture 1.0 Course Unit

CIMS 159 Modern Hebrew Literature and Film in Translation: Autobiography
This course examines cinematic and literary portrayals of childhood. While Israeli works constitute more than half of the course's material, European film and fiction play comparative roles. Many of the works are placed, and therefore discussed, against a backdrop of national or historical conflicts. Nonetheless, private traumas (such as madness, abuse, or loss) or an adult's longing for an idealized time are often the central foci of the stories. These issues and the nature of individual and collective memory will be discussed from a psychological point of view. Additionally, the course analyzes how film, poetry and prose use their respective languages to reconstruct the image of childhood; it discusses the authors and directors struggle to penetrate the psyche of a child and to retrieve fragments of past events. For BA Students: Arts and Letters Sector Taught by: Gold One-term course offered either term Also Offered As: COML 282, JWST 154, NELC 159 Activity: Lecture 1.0 Course Unit
CIMS 166 Arab/Israeli Conflict in Literature and Film
This course will explore the origins, the history and, most importantly, the literary and cinematic art of the struggle that has endured for a century over the region that some call the Holy Land, some call Eretz Israel and others call Palestine. We will also consider religious motivations and interpretations that have inspired many involved in this conflict as well as the political consequences of world wars that contributed so greatly to the reconfiguration of the Middle East after the fall of the Ottoman Empire, and after the revelations of the Holocaust in Western Europe. While we will rely on a textbook for historical grounding, the most significant material we will use to learn this history will be films, novels, and short stories. Can the arts lead us to a different understanding of the lives lived through what seems like unending crisis?
Taught by: Troutt-Powell
One-term course offered either term
Also Offered As: HIST 166, NELC 137
Activity: Lecture
1.0 Course Unit

CIMS 180 Film Culture in Residence
Taught by: Gentili, Donovan
Two terms. student must enter first term.
Activity: Seminar
0.5 Course Units

CIMS 200 Virtual Reality Lab
In this collaboration between Penn and the Philadelphia Museum of Art (PMA), students will work with with curators to create virtual reality projects connected to the museum's collections. This course mixes virtual reality theory, history, and practice. We will read a wide range of scholarship, manifestoes, and memoirs that examine virtual reality and other immersive technologies, stretching from the 18th century to today. We will explore virtual reality projects, including narrative and documentary films, commercial applications, and games. We will work with many different virtual reality systems. And we will learn the basics of creating virtual reality, making fully immersive 3-D, 360-degree films with geospatial soundscapes. Finally, we will take what we have learned out of the classroom, working with the Philadelphia Museum of Art curators to create virtual reality experiences based around the museum's objects and exhibits. Students will gain an understanding of the unique approaches needed to appeal to museum visitors in a public setting, so we can make viable experiences for them. No previous knowledge of VR or experience is necessary. Interested students should email Prof. Peter Decherney to obtain a permit for the course.
Taught by: Decherney
Course not offered every year
Also Offered As: ENGL 201
Activity: Seminar
1.0 Course Unit

CIMS 201 Topics in Film History
This topic course explores aspects of Film History intensively. Specific course topics vary from year to year. See the Cinema Studies website at <http://cinemastudies.sas.upenn.edu/> for a description of the current This offerings.
Course not offered every year
Also Offered As: ARTH 391, COML 201, ENGL 291
Activity: Seminar
1.0 Course Unit

CIMS 202 Topics in Film Studies
This topic course explores aspects of Film Practice intensively. Specific course topics vary from year to year. See the Cinema Studies website at <http://cinemastudies.sas.upenn.edu/> for a description of the current offerings.
Course not offered every year
Also Offered As: ARTH 289, COML 292, ENGL 292
Activity: Seminar
1.0 Course Unit

CIMS 204 Sicily on Page and Screen
What images come to mind when we hear the words Sicily and Sicilians? Often our thoughts range from scenic vacation spots, delicious seafood and cannoli, and sweet grandmothers dressed in black, to mafia violence, vendettas, and the deep-rooted code of silence, omertà. But, how did these ideas get to us? Is there truth in them? Is there more to this island and its people? Through careful analysis of literary and cinematic representations of this Italian region, and those that do and have inhabited it, we will trace and analyze how Sicilians have represented themselves, how mainland Italians have interpreted Sicilian culture, how outsiders have understood these symbols, how our own perceptions shaped what we thought we knew about this place and, finally, how our own observations will have evolved throughout our studies. We will watch films such as Tornatore's Cinema.paradiso and Coppola's The Godfather II, and read texts such as Lampedusa's The Leopard and Maraini's Bagheria. This course aims to increase students' understanding and knowledge of the Sicilian socio-cultural system. It will help students develop their ability to understand and interpret Sicilian culture through close analysis of its history, values, attitudes, and experiences, thereby allowing them to better recognize and examine the values and practices that define their own, as well as others', cultural frameworks.
Taught by: Broccia
Course usually offered summer term only
Also Offered As: COML 208, ENGL 083, ITAL 205
Activity: Seminar
1.0 Course Unit
Notes: Course taught in English. Course Materials in English. There are no prerequisites of this course.

CIMS 206 Italian History on Screen: How Movies Tell the Story of Italy
How has our image of Italy arrived to us? Where does the story begin and who has recounted, rewritten, and rearranged it over the centuries? In this course, we will study Italy’s rich and complex past and present. We will carefully read literary and historical texts and thoughtfully watch films in order to attain an understanding of Italy that is as varied and multifacted as the country itself. Group work, discussions and readings will allow us to examine the problems and trends in the political, cultural and social history from ancient Rome to today. We will focus on: the Roman Empire, Middle Ages, Renaissance, Unification, Turn of the Century, Fascist era, World War II, post-war and contemporary Italy.
For BA Students: Arts and Letters Sector
Taught by: Veneziano
One-term course offered either term
Also Offered As: COML 206, ITAL 204
Activity: Seminar
1.0 Course Unit
CIMS 218 Media and Culture in Contemporary Iran
This course offers a comprehensive introduction to the culture and media of modern Iran, with a critical perspective on issues such as identity formation, ethnicity, race, and nation-building. It focuses on how these issues relate to various aspects of modern Iranian culture -- such as religion, gender, sexuality, war, and migration -- through the lens of media, cinema, and literature.
Taught by: Esmaeili
One-term course offered either term
Also Offered As: GSWS 218, NELC 218, NELC 518, RELS 219
Activity: Seminar
1.0 Course Unit

CIMS 223 Post War Japanese Cinema
Course not offered every year
Also Offered As: ARTH 290, ARTH 690, EALC 156, EALC 556
Activity: Lecture
1.0 Course Unit

CIMS 225 Topics Theatre & Cinema
This topic course explores aspects of Film and Theater intensively. Specific course topics vary from year to year. See the Cinema Studies website at <http://cinemastudies.sas.upenn.edu/> for a description of the current offerings.
Course not offered every year
Also Offered As: ENGL 276, THAR 275, URBS 274
Activity: Seminar
1.0 Course Unit

CIMS 232 Topics in Brazilian Culture
Taught by: Flannery
Course not offered every year
Also Offered As: LALS 240, PRTG 240
Activity: Seminar
1.0 Course Unit

CIMS 235 Topics in Italian Culture: Italian American Experiences
Please check the website for a current course description at: http://www.sas.upenn.edu/itals/courses
Taught by: Veneziano Broccia
Course not offered every year
Also Offered As: ITAL 288
Activity: Seminar
1.0 Course Unit

CIMS 244 Metropolis: Culture of the City
An exploration of modern discourses on and of the city. Topics include: the city as site of avant-garde experimentation; technology and culture; the city as embodiment of social order and disorder; traffic and speed; ways of seeing the city; the crowd; city figures such as the detective, the criminal, the flaneur, the daddy; film as the new medium of the city. Special emphasis on Berlin. Readings by, among others, Dickens, Poe, Baudelaire, Rilke, Doeblin, Marx, Engels, Benjamin, Kracauer. Films include Fritz Lang’s Metropolis and Tom Tykwer’s Run Lola Run. All lectures and reading in English.
For BA Students: Arts and Letters Sector
Course not offered every year
Also Offered As: COML 254, GRMN 244, URBS 244
Activity: Lecture
1.0 Course Unit

CIMS 245 French Cinema
This course will introduce students to key films of the French film canon, selected over a period ranging from the origins of French cinema to the present. Students will also be introduced to the key critical concepts (such as the notion of the ‘auteur’ film genre) informing the discussion of films in France. The films will be studied in both a historical and theoretical context, related to their period styles (e.g. ‘le realisme poétique,’ ‘la Nouvelle Vague,’ etc.), their ‘auteurs,’ the nature of the French star system, the role of the other arts, as well to the critical debated they have sparked among critics and historians. Students will acquire the analytical tools in French to discuss films as artistic and as cultural texts.
For BA Students: Arts and Letters Sector
Taught by: Met
Course usually offered in fall term
Also Offered As: FREN 230
Activity Lecture
1.0 Course Unit

CIMS 250 Andrei Tarkovsky: Cinema, Spirit and the Art of the Long Take
Andrei Tarkovsky is universally acknowledged to be the greatest Soviet filmmaker of the last half of the twentieth century. Kurosawa claimed that Tarkovsky had ‘no equal among film directors alive now.’ Bergman called his work ‘a miracle.’ His films are beautiful, intellectually challenging, and spiritually profound. They also represent a prolonged exploration of the potential of the long take - unusually extended, continuous shots. Tarkovsky’s works range from ‘Ivan’s Childhood,’ a study of wartime experience through the eyes of a child; to ‘Solaris,’ a philosophical essay in the form of a science-fiction thriller; to ‘Andrei Rublev,’ an investigation of the power of art and spirituality. In this course, we will study Tarkovsky’s films and life, with attention to his formal and artistic accomplishments, his thought and writings, and the cultural and political contexts of his work. Each student will learn to analyze film form and content and write two short and one longer paper on some longstanding aspect of Tarkovsky’s work of the student’s choice.
Taught by: Platt
Course not offered every year
Also Offered As: REES 250
Activity: Seminar
1.0 Course Unit

CIMS 257 Fascist Cinemas
Cinema played a crucial role in the cultural life of Nazi Germany and other fascist states. As cinema enthusiasts, Goebbels and Hitler were among the first to realize the important ideological potential of film as a mass medium and saw to it that Germany remained a cinema powerhouse producing more than 1000 films during the Nazi era. In Italy, Mussolini, too, declared cinema ‘the strongest weapon.’ This course explores the world of ‘fascist’ cinemas ranging from infamous propaganda pieces such as The Triumph of the Will to popular entertainments such as musicals and melodramas. It examines the strange and mutually defining kinship between fascism more broadly and film. We will consider what elements mobilize and connect the film industries of the Axis Powers: style, genre, the aestheticization of politics, the creation of racialized others. More than seventy years later, fascist cinemas challenge us to grapple with issues of more subtle ideological insinuation than we might think. Weekly screenings with subtitles. All readings and discussions in English.
For BA Students: Arts and Letters Sector
Course not offered every year
Also Offered As: COML 269, GRMN 257, ITAL 257
Activity: Lecture
1.0 Course Unit
CIMS 258 German Cinema
An introduction to the momentous history of German film, from its beginnings before World War One to developments following the fall of the Berlin Wall in 1989 and German reunification in 1990. With an eye to film’s place in its historical and political context, the course will explore the ‘Golden Age’ of German cinema in the Weimar Republic, when Berlin vied with Hollywood; the complex relationship between Nazi ideology and entertainment during the Third Reich; the fate of German film-makers in exile during the Hitler years; post-war film production in both West and East Germany; the call for an alternative to ‘Papa’s Kino’ and the rise of New German Cinema in the 1960’s. All readings and discussions in English.
Course not offered every year
Also Offered As: COML 270, GRMN 258
Activity: Lecture
1.0 Course Unit

CIMS 259 Topics German Cinema
Course not offered every year
Also Offered As: COML 261, GRMN 259, GRMN 550
Activity: Lecture
1.0 Course Unit

CIMS 261 Topics In 20th-Century Literature
This topic course explores multiple and different aspects of Cinema Studies. Specific course topics vary from year to year. See the Cinema Studies website at <http://cinemastudies.sas.upenn.edu/> for a description of the current offerings.
Course not offered every year
Also Offered As: ENGL 261, JWST 262
Activity: Seminar
1.0 Course Unit

CIMS 266 Topics Law & Literature
Course not offered every year
Also Offered As: ENGL 266
Activity: Seminar
1.0 Course Unit

CIMS 267 Computer Animation
Through a series of studio projects this course introduces techniques of 2D and 3D computer animation. Emphasis is placed on time-based design and storytelling through animation performance and montage. Students will develop new sensitivities to movement, composition, cinematography, editing, sound, color and lighting.
Taught by: Mosley
One-term course offered either term
Also Offered As: FNAR 267, FNAR 567
Activity: Studio
1.0 Course Unit

CIMS 271 American Musical Theatre
The American musical is an unapologetically popular art form, but many of the works that come from this tradition have advanced and contributed to the canon of theatre as a whole. In this course we will focus on both music and texts to explore ways in which the musical builds on existing theatrical traditions, as well as alters and reshapes them. Finally, it is precisely because the musical is a popular theatrical form that we can discuss changing public tastes, and the financial pressures inherent in mounting a production. Beginning with early roots in operetta, we will survey the works of prominent writers in the American musical theatre, including Kern, Berlin, Gershwin, Porter, Rodgers, Hart, Hammerstein, Bernstein, Sondheim and others. Class lecture/discussions will be illustrated with recorded examples.
Taught by: Fox
Course not offered every year
Also Offered As: ENGL 285, THAR 271
Activity: Seminar
1.0 Course Unit

CIMS 272 Topics In Asian American Literature
This topic course explores aspects of Asian-American Literature and Cinema intensively. Specific course topics vary from year to year. See the Cinema Studies website at <http://cinemastudies.sas.upenn.edu/> for a description of the current offerings.
Course not offered every year
Also Offered As: ASAM 202, ENGL 272
Activity: Seminar
1.0 Course Unit

CIMS 273 American Theatre and Performance
This course examines the development of the modern American theatre from the turn of the century to the present day. Progressing decade by decade the course investigates the work of playwrights such as Eugene O’Neil, Arthur Miller, Tennessee Williams, Edward Albee, David Mamet, August Wilson and Tony Kushner; theatre companies such as the Provincetown Players and the Group Theatre; directors, actors, and designers. Some focus will also be given to major theatrical movements such as the Federal Theatre Project, Off-Broadway, regional theatre, experimental theatre of the Sixties, and feminist theatre.
Taught by: Schlatter and Malague
Course not offered every year
Also Offered As: ENGL 067, THAR 272
Activity: Lecture
1.0 Course Unit
CIMS 274 Dark Comedy in Theatre and Film
This course will examine the ‘troublesome genre’ of dark comedy by looking at the ways in which theatre and film use comic and tragic structures and traditions to explore concepts and stories seemingly at odds with those traditions. Although not always organized chronologically in time, we will examine the formal and structural characteristics of tragicomedy by tracing its development, from some of its earliest roots in Roman comedy, to its manifestation in contemporary films and plays. Aside from close readings of plays and analysis of films, we will read selected critical essays and theory to enhance our understanding of how dark comedies subvert categories and expectations. We will look at how dark comedies affect audiences and read sections of plays aloud in class. Issues to be considered include comparing the way the genre translates across theatre and film (adaptation) and examining the unique placement of the genre at the heart of contemporary American culture. Students will have the opportunity to experiment with creating tragicomic effect through performance in their presentations. The class is a seminar, with required participation in discussions. Other assignments include an 8-10 page paper and a presentation. We will read plays by authors as diverse as Plautus, Anton Chekhov, and Lynn Nottage, and filmmakers including Charlie Chaplin, Sofia Coppola, and Bong Joon-ho.
Taught by: Ferguson
Also Offered As: ENGL 014, THAR 273
Activity: Seminar
1.0 Course Unit

CIMS 275 Russian History in Film
This course draws on fictional, dramatic and cinematic representations of Russian history based on Russian as well as non-Russian sources and interpretations. The analysis targets major modes of imagining, such as narrating, showing and reenacting historical events, personae and epochs justified by different, historically mutating ideological postulates and forms of national self-consciousness. Common stereotypes of picturing Russia from ‘foreign’ perspectives draw special attention. The discussion involves the following themes and outstanding figures: the mighty autocrats Ivan the Terrible, Peter the Great, and Catherine the Great; the tragic ruler Boris Godunov; the brazen rebel and royal impostor Pugachëv; the notorious Rasputin, his uncanny powers, sex-appeal, and court machinations; Lenin and the October Revolution; images of war; times of construction and times of collapse of the Soviet Colossus.
Taught by: Todorov
Course not offered every year
Also Offered As: REES 275
Activity: Lecture
1.0 Course Unit

CIMS 279 Jewish Films and Literature
From the 1922 silent film ‘Hungry Hearts’ through the first ‘talkie,’ ‘The JazzSinger,’ produced in 1927, and beyond ‘Schindler’s List,’ Jewish characters have confronted the problems of their Jewishness on the silver screen for a general American audience. Alongside this Hollywood tradition of Jewish film, Yiddish film blossomed from independent producers between 1911 and 1939, and interpreted literary masterpieces, from Shakespeare’s ‘King Lear’ to Sholom Aleichem’s ‘Teyve the Dairyman,’ primarily for an immigrant, urban Jewish audience. In this course, we will study a number of films and their literary sources (in fiction and drama), focusing on English language and Yiddish films within the framework of three dilemmas of interpretation: a) the different ways we ‘read’ literature and film, b) the various ways that the media of fiction, drama, and film ‘translate’ Jewish culture, and c) how these translations of Jewish culture affect and are affected by their implied audience. All readings and lectures in English.
For BA Students: Arts and Letters Sector
Taught by: Hellerstein
Course not offered every year
Also Offered As: COML 265, ENGL 279, GRMN 261, JWST 263
Activity: Lecture
1.0 Course Unit

CIMS 285 Art and Business of Film
The course will explore how a screenplay is conceptualized and developed, the role of agency relationships in the film business, and - casting as wide a net as possible - the financing, production, direction, distribution, exhibition and marketing of both independent and studio films. A combination of lectures by instructors and practitioners, case studies, film screenings, and consulting projects with independent and Hollywood creators, packagers, financiers, exhibitors, distributors and publicists will illustrate the relationship between the art of film and the business of film. Guests will include screenwriters, agents, producers, directors, distributors, film festival curators and film critics. In short, we will try to cover all aspects of making a film, and explore that often-tricky intersection of art and commerce.
Taught by: DeMarco & Van Cleve
One-term course offered either term
Activity: Seminar
1.0 Course Unit

CIMS 289 Mixed Media Animation
Mixed Media Animation is a contemporary survey of stop-motion animation concepts and techniques. Students use digital SLR cameras, scanners and digital compositing software to produce works in hand-drawn animation, puppet and clay animation, sand animation, and multiplane collage animation. Screenings and discussions in the course introduce key historical examples of animation demonstrating how these techniques have been used in meaningful ways. Students then learn how to composite two or more of these methods with matte painting, computer animation or video.
One-term course offered either term
Also Offered As: FNAR 289, FNAR 589
Prerequisite: FNAR 123 AND FNAR 264
Activity: Studio
1.0 Course Unit
CIMS 291 East Asian Cinema
This survey course introduces students to major trends, genres, directors, and issues in the cinemas of East Asian countries/regions, including Japan, Korea, China, Hong Kong, and Taiwan. Charting key developments over more than a hundred years from the early twentieth century to the present, this course examines films as aesthetic objects, asking questions about film form, narrative, and style. It also pays attention to the evolution of cinema as an institution (e.g. modes of production, circulation, and exhibition) in different cultural and political contexts. Weekly course materials will include both films (primary sources) and analytical readings (secondary sources). By the end of the course, students are expected to gain broad knowledge of East Asian cinema, develop skills of film analysis, and apply these skills to perform historically informed and culturally sensitive analysis of cinema. Prior knowledge of East Asian languages is NOT required.
Taught by: Zhou
Also Offered As: ARTH 291, EALC 106, EALC 506
Activity: Lecture
1.0 Course Unit

CIMS 293 Facing America
This course explores the visual history of race in the United States as both self-fashioning and cultural mythology by examining the ways that conceptions of Native American, Latino, and Asian identity, alongside ideas of Blackness and Whiteness, have combined to create the various cultural ideologies of class, gender, and sexuality that remain evident in historical visual and material culture. We also investigate the ways that these creations have subsequently helped to launch new visual entertainments, including museum spectacles, blackface minstrelsy, and early film, from the colonial period through the 1940s.
Taught by: Shaw, Staff
Course not offered every year
Also Offered As: AFRC 294, ARTH 274, ARTH 674, ASAM 294, LALS 274
Activity: Lecture
1.0 Course Unit

CIMS 295 Topics in Cultural Studies
This topic course explores aspects of Film Cultural Studies intensively. Specific course topics vary from year to year. See the Cinema Studies website at <http://cinemastudies.sas.upenn.edu/> for a description of the current offerings.
Taught by: Decherney
Course not offered every year
Also Offered As: ARTH 293, COML 295, ENGL 295
Activity: Seminar
1.0 Course Unit

CIMS 300 Topics in Italian History, Literature, and Culture
This topic course explores aspects of Film in other arts intensively. Specific course topics vary from year to year. See the Cinema Studies website at <http://cinemastudies.sas.upenn.edu/> for a description of the current offerings.
Course not offered every year
Also Offered As: COML 300, ENGL 231, ITAL 300
Activity: Seminar
1.0 Course Unit

CIMS 301 French Identity in the Twentieth Century
One-term course offered every term
Also Offered As: FREN 301, GSWS 301
Activity: Seminar
1.0 Course Unit

CIMS 303 Queer Cinema
Course not offered every year
Also Offered As: COML 303, GSWS 302
Activity: Seminar
1.0 Course Unit

CIMS 304 Japanese Cinema
This course is a survey of Japanese cinema from the silent period to the present. Students will learn about different Japanese film genres and histories, including (but not limited to) the benshi tradition, jidaigeki (period films), yakuza films, Pink Film, experimental/arthouse, J-horror, and anime. Although the course will introduce several key Japanese auteurs (Mizoguchi, Ozu, Kurosawa, Oshima, Suzuki, etc), it will emphasize lesser known directors and movements in the history of Japanese film, especially in the experimental, arthouse, and documentary productions of the 1960s and 1970s. Finally, in addition to providing background knowledge in the history of Japanese cinema, one of the central goals of the course will be to interrogate the concept of ‘national’ cinema, and to place Japanese film history within an international context.
Taught by: Alekseyeva
One-term course offered either term
Also Offered As: EALC 268, ENGL 304
Activity: Seminar
1.0 Course Unit

CIMS 305 Cinema and Media
This course will provide an introduction to some of the most important film theory debates, and allow us to explore how writers and filmmakers from different countries and historical periods have attempted to make sense of the changing phenomenon known as ‘cinema,’ to think cinematically. Topics under consideration may include: spectatorship, authorship, the apparatus, sound, editing, realism, race, gender and sexuality, stardom, the culture industry, the nation and decolonization, what counts as film theory and what counts as cinema, and the challenges of considering film theory in a global context, including the challenge of working across languages. There will be no screenings for this course. No knowledge of film theory is presumed. Course requirements: attendance at lecture and participation in lecture and section discussions; canvas postings; 1 in-class midterm; 1 take-home final.
Taught by: Redrobe
Course not offered every year
Also Offered As: ARTH 295, ARTH 695, COML 299, ENGL 305, GSWS 295
Activity: Lecture
1.0 Course Unit

CIMS 320 Topics in Animation
This topic course explores multiple and different aspects of Animation. Specific course topics vary from year to year. See the Cinema Studies website at <http://cinemastudies.sas.upenn.edu/> for a description of the current offerings.
Course not offered every year
Also Offered As: ARTH 387, ENGL 302, FNAR 320
Activity: Seminar
1.0 Course Unit
CIMS 344 Documentary Experiments in Urban Research
What can video art, experimental documentary, and sensory ethnography teach us about the practice of urban research? How can we build on the traditions of first person and essay cinema to produce compelling documents of our own questions and findings? This course surveys a range of film and video works on themes such as the production of space, urban nature, infrastructure, and collective memory. Taken as a genre, these time-based works provide a powerful model for training scholars' observational skills, conceptualizing scales of analysis, and engaging broader publics in urban research. In this course, we will explore this audiovisual genre in dialogue with selected theoretical, ethnographic, and case study readings in urban studies. As an advanced theory-practice course, it combines seminar readings and discussion with regular screenings and a series of workshops on photo, video, audio, and postproduction skills. The course will provide a general fluency in contemporary urban research, with particular emphasis on urban political ecology. In dialogue with this scholarship, students will develop and situate their own experimental documentary research projects.
Taught by: Mendelsohn
Course not offered every year
Also Offered As: ANTH 344, URBS 344
Activity: Seminar
1.0 Course Unit

CIMS 347 Gender History and American Film
More than any other medium, the motion pictures fostered new ideals and images of modern womanhood and manhood in the United States. Throughout the twentieth century, gender representations on the screen bore a complex relationship to the social, economic, and political transformations marking the lives of American men and women. This course explores the history of American gender through film. It treats the motion pictures as a primary source that, juxtaposed with other kinds of historical evidence, opens a window onto gendered work, leisure, sexuality, family life, and politics. We will view a wide range of Hollywood motion pictures since 1900, as well as films by blacklisted artists, feminists, and independent producers.
Taught by: Peiss
Course usually offered in spring term
Also Offered As: GSWS 347, HIST 347
Activity: Seminar
1.0 Course Unit

CIMS 365 Russian Cinema and Culture
What's so funny, Mr. Chekhov? This question is often asked by critics and directors who still are puzzled with Chekhov's definition of his four major plays as comedies. Traditionally, all of them are staged and directed as dramas, melodramas, or tragedies. Should we cry or should we laugh at Chekhovian characters who commit suicide, or are killed, or simply cannot move to a better place of living? Is the laughable synonymous to comedy and the comic? Should any fatal outcome be considered tragic? All these and other questions will be discussed during the course. The course is intended to provide the participants with a concept of dramatic genre that will assist them in approaching Chekhov's plays as comedies. In addition to reading Chekhov's works, Russian and western productions and film adaptations of Chekhov's works will be screened. Among them are, Vanya on 42nd Street with Andre Gregory, and Four Funny Families. Those who are interested will be welcome to perform and/or direct excerpts from Chekhov's works.
Course not offered every year
Also Offered As: REES 426
Activity: Seminar
1.0 Course Unit

CIMS 370 Blacks in American Film and Television
An examination and analysis of the changing images and achievements of African Americans in motion pictures and television. The first half of the course focuses on African-American film images from the early years of D.W. Griffith's 'renegade bucks' in The Birth of a Nation (1915); to the comic servants played by Steppin Fetchit, Hattie McDaniel, and others during the Depression era; to the post-World War II New Negro heroes and heroines of Pinky (1949) and The Defiant Ones (1958); to the rise of the new movement of African American directors such as Spike Lee (Do the Right Thing), Julie Dash (Daughters of the Dust), Charles Burnett, (To Sleep With Anger) and John Singleton (Boyz N the Hood). The second half explores television images from the early sitcoms 'Amos 'n Andy' and 'Beulah' to the 'Cosby Show,' 'Fresh Prince of Bel Air,' and 'Martin.' Foremost this course will examine Black stereotypes in American films and television—and the manner in which those stereotypes have reflected national attitudes and outlooks during various historical periods. This course will also explore the unique 'personal statements' and the sometimes controversial 'star personas' of such screen artists as Sidney Poitier, Dorothy Dandridge, Paul Robeson, Richard Pryor, Oscar Micheaux, Spike Lee, Bill Cosby, Eddie Murphy, and Whoopi Goldberg. The in-class screenings and discussions will include such films as Show Boat (1936), the independently produced 'race movies' of the 1930s and 1940s, Cabin in the Sky (1943), The Defiant Ones (1958), Imitation of Life (the 1959 remake), Super Fly (1972), and She's Gotta Have It (1986) and such television series as 'I Spy,' 'Julia,' 'Good Times,' 'The Jeffersons,' 'Roots,' 'A Different World,' 'I'll Fly Away,' 'LA Law,' and 'Hangin' With Mr. Cooper.'
Taught by: Bogle
One-term course offered either term
Also Offered As: AFRC 400
Activity: Seminar
1.0 Course Unit
CIMS 378 Global Media
This course explores a broad media landscape through new critical and conceptual approaches. It is designated as a Benjamin Franklin Seminar. This course maps the footprints of television at a global scale. Adopting comparative approaches, we will be studying TV's formation of national and global discourses, and thereby recognizing not only television's impact on processes of globalization, but also the ability of television to matter globally. Working through concepts of 'broadcasting,' 'flow,' 'circulation,' and 'circumvention,' the course examines the movement of (and blocks encountered by) television programs and signals across national borders and cultures. The course particularly focuses on how global television cultures have been transformed due to shifts from broadcasting technologies to (Internet) streaming services? Navigating from United States and Cuba to India and Egypt, the readings in the course illuminate how particular televisual genres, institutions, and reception practices emerged in various countries during specific historical periods. We shall be addressing a range of questions: what kind of global phenomenon is television? Can we study television in countries where we do not know the existing local languages? In what different ways (through what platforms, interfaces, and screens) do people in different continents access televisual content? What explains the growing transnational exports of Turkish and Korean TV dramas? What is the need to historically trace the infrastructural systems like satellites (and optical fiber cables) that made (and continue to make) transmission of television programming possible across the world? How do fans circumvent geo-blocking to watch live sporting events? Assignments include submitting weekly discussion questions and a final paper. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Taught by: Mukherjee
One-term course offered either term
Also Offered As: ARTH 379, ENGL 378
Activity: Seminar
1.0 Course Unit

CIMS 380 Contemporary Spanish Literature
Topics vary. Please see the Spanish Department's website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Also Offered As: SPAN 380
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

CIMS 382 Horror Cinema
The purpose of this course is to provide an introduction to the history and main themes of the supernatural/horror film from a comparative perspective. Films considered will include: the German expressionists masterworks of the silent era, the Universal classics of the 30's and the low-budget horror films produced by Val Lewton in the 40's for RKO in the US, the 1950's color films of sex and violence by Hammer studios in England, Italian Gothic horror or giallo (Mario Brava) and French lyrical macabre (Georges Franju) in the 60's, and on to contemporary gore. In an effort to better understand how the horror film makes us confront our worst fears and our most secret desires alike, we will look at the genre's main iconic figures (Frankenstein, Dracula, Dr. Jekyll and Mr. Hyde, etc.) as well as issues of ethics, gender, sexuality, violence, spectatorship through a variety of critical lenses (psychoanalysis, socio-historical and cultural context, aesthetics...). Prerequisite: Two 200-level French courses taken at Penn or equivalent are required for FREN 382. There are no pre-requisites for CIMS 382. This course will be taught in English.
Taught by: Met
Course not offered every year
Also Offered As: FREN 382
Activity: Lecture
1.0 Course Unit
Notes: Two 200-level French courses taken at Penn or equivalent are required for FREN 382. There are no pre-requisites for CIMS 382. This course will be taught in English.

CIMS 385 Studies in Spanish Culture
This course covers topics in contemporary Spanish Culture, its specific emphasis varying with the instructor. Please see the Spanish Department's website for the course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
One-term course offered either term
Also Offered As: LALS 386, SPAN 386
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

CIMS 386 Paris in Film
Latter-day examples like Christophe Honore's Dans Paris, Cedric Klapisch's Paris or the international omnibus Paris, je t'aime (with each director paying homage to a distinctive 'arondissement' of the capital), not to mention American blockbusters like The Da Vinci Code and Inception or Woody Allen's Midnight in Paris, are there to remind us that there is something special -- indeed, a special kind of magic -- about Paris in and on film. Despite the extreme polarization between Paris and provincial France in both cultural and socio-economic terms, cultural historians have argued that Paris is a symbol of France (as a centralized nation), more than Rome is of Italy and much more than Madrid is of Spain or Berlin of Germany, for example. The prevalence of the City of Lights on our screens, Gallic and otherwise, should therefore come as no surprise, be it as a mere backdrop or as a character in its own right. But how exactly are the French capital and its variegated people captured on celluloid? Can we find significant differences between French and non-French approaches, or between films shot on location that have the ring of 'authenticity' and studio-bound productions using reconstructed sets? Do these representations vary through time and perhaps reflect specific historical periods or zeitgeists?
Course usually offered in spring term
Also Offered As: FREN 386
Activity: Lecture
1.0 Course Unit
CIMS 387 The Holocaust in Italian Literature and Film
Please check the website for a current course description at: http://www.sas.upenn.edu/italians/courses
Course not offered every year
Also Offered As: ITAL 384
Activity: Seminar
1.0 Course Unit

CIMS 388 Topics in Spanish and Latin American Cinema
Topics vary. Please see the Spanish Department’s website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
One-term course offered either term
Also Offered As: LALS 388, SPAN 388
Prerequisite: SPAN 219 OR SPAN 233
Activity: Seminar
1.0 Course Unit

CIMS 390 Introduction to Spanish American Literature
Topics vary. Please see the Spanish Department’s website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Also Offered As: COML 390, GSWS 391, LALS 396, SPAN 390
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

CIMS 392 Topics In Film Studies
This topic course explores aspects of Cinema Studies intensively. Specific course topics vary from year to year. See the Cinema Studies website at <http://cinemastudies.sas.upenn.edu/> for a description of the current offerings.
Taught by: Corrigan
Course not offered every year
Also Offered As: ARTH 389, COML 391, ENGL 392
Activity: Seminar
1.0 Course Unit

CIMS 393 Topics in Cinema & Media
Specific course topics vary from year to year. See the Cinema Studies website at <http://cinemastudies.sas.upenn.edu/> for a description of the current offerings.
Taught by: Redrobe
Course not offered every year
Also Offered As: AFRC 393, ARTH 393, ENGL 393, GSWS 394
Activity: Seminar
1.0 Course Unit

CIMS 396 Studies in Spanish American Culture
Topics vary. Please see the Spanish Department’s website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Also Offered As: GSWS 396, LALS 397, SPAN 396
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

CIMS 397 History of Spanish American Culture
Topics vary. Please see the Spanish Department’s website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Also Offered As: GSWS 397, LALS 398, SPAN 397
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

CIMS 430 Nationalism and Ethnic Conflict in Film
Course not offered every year
Also Offered As: REES 430
Activity: Seminar
1.0 Course Unit

CIMS 432 Fate and Chance in Literature and Film
Course not offered every year
Also Offered As: COML 196, REES 432
Activity: Seminar
1.0 Course Unit

CIMS 498 Cinema Studies Honor Thesis
Completion of 13 Cinema Studies courses, a GPA of 3.5 or higher in the major, and a grade of A- or above for the senior thesis. This is a year-long course. 1 c.u. will be awarded upon completion.
Two terms. student must enter first term.
Activity: Independent Study
0.5 Course Units

CIMS 500 MLA Seminars in Cinema
This topic course explores multiple and different aspects of Cinema Studies. Specific course topics vary from year to year. See the Cinema Studies website at cinemastudies.sas.upenn.edu/courses for a description of the current offerings.
Course not offered every year
Also Offered As: ENGL 466
Activity: Seminar
1.0 Course Unit

CIMS 501 Nationalism and Ethnic Conflict in Film
This course studies political violence, terrorism, civil wars, ethnic conflicts, and genocidal policies as represented in the social media, cable news, documentaries, feature films. We discuss various techniques and strategies of the propaganda wars, post-truth media environment, etc. The regions of interest are Former Soviet Union, Russia, the Caucasus, and the Balkans, US homegrown political violence, and the Middle East. The students are expected to develop and demonstrate a critical approach to different aspects of the cinematic, news, and social media representation of ethnic conflict. We focus on the violent developments that took place in Russia and the Balkans after the collapse of the Soviet Bloc, conditioned by the geopolitical dynamics that the fall of communism had created. We study media broadcasts, documentaries, feature films representing both, the Eastern and the Western perspective.
Taught by: Todorov
Course not offered every year
Also Offered As: ENGL 455
Activity: Seminar
1.0 Course Unit
CIMS 502 Masters in Liberal Arts Seminar
This MLA course in the history of art explores an aspect of Art History and Theory, specific course topics vary. Please see the College of Liberal and Professional Studies Course Guide for a description of current offerings.
Course not offered every year
Also Offered As: ARTH 505, COML 510, GSWS 574
Activity: Seminar
1.0 Course Unit

CIMS 505 Electronic Literary Studies Proseminar
One-term course offered either term
Also Offered As: ARTH 506, COML 504, ENGL 505
Activity: Seminar
1.0 Course Unit

CIMS 506 Religion & Cinema
Course usually offered in spring term
Also Offered As: RELS 505
Activity: Seminar
1.0 Course Unit

CIMS 515 Topics in Criticism & Theory
Topic for Spring 2021: Cultures of Reading in Imperial Russia What did it mean to be a reader in imperial Russia? What did people read, and to what ends? How was literacy cultivated, and what were the social implications? In this course, students will read several canonical works of nineteenth-century Russian literature that thematize and foreground the act of reading: as a pursuit undertaken for the betterment of self, society, nation, and world; as a light pastime for the bored or underemployed; but also as an enterprise fraught with potential for moral or civic ruin. In addition to closely investigating allusions to the specific texts and authors read by literary characters, we will also examine the reading habits of our own authors as both consumers and producers of literary culture. We will consider these dynamics against a backdrop of constant fluctuations in educational policies, the book market, and the circulation of texts within and beyond Russia as we work together to develop an understanding of the imperial Russian reading public(s).
Taught by: Kim, Brian
Course not offered every year
Also Offered As: ARTH 573, COML 570, ENGL 573, GRMN 573, REES 683
Activity: Seminar
1.0 Course Unit

CIMS 528 Modern Spain and Hispanic America
Topics vary. Please see the Spanish Department’s website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Also Offered As: SPAN 528
Activity: Seminar
1.0 Course Unit

CIMS 539 Penn-In-Kenya
Course usually offered summer term only
Activity: Seminar
1.0 Course Unit

CIMS 555 Terrorism
This course studies the emergence of organized terrorism in nineteenth-century Russia and its impact on public life in the West, the Balkans, and America. We investigate the political and cultural origins of terrorism, its conspiratorial routine, structures, methods, manuals, and manifestoes. Historical and cultural approaches converge in the discussion of intellectual movements that forged the formula of terrorism and influenced the professionalization of the underground, such as nihilism, anarchism, and populism. We discuss the stern terrorist personality, self-denial, revolutionary martyrdom, and conspiratorial militancy. The theatricals of terrorism are of particular interest, its bombastic acts, mystification, and techniques of spreading disorganizing fear in the global media environment. We trace the creation of counterterrorism police in late imperial Russia and its methods to infiltrate, demoralize, and dismantle the terrorist networks, and reengineer their social base. First Red Scare and the formation of the FBI constitutes a unique case of managing rampant political violence and countering the asymmetrical threat of terrorism.
Taught by: Todorov
One-term course offered either term
Also Offered As: REES 555
Activity: Seminar
1.0 Course Unit

CIMS 572 Topics in African Literature
Course not offered every year
Also Offered As: AFRC 572, COML 575, ENGL 572
Activity: Seminar
1.0 Course Unit

CIMS 575 Russian History in Film
Also Offered As: REES 574
Activity: Seminar
1.0 Course Unit

CIMS 580 Rec Issue in Crit Theory
Course not offered every year
Also Offered As: COML 590, ENGL 590, GSWS 589, LALS 590
Activity: Seminar
1.0 Course Unit

CIMS 582 Fantastic Literature 19th/20th Centuries
This course will explore fantasy and the fantastic in short tales of 19th- and 20th-century French literature. A variety of approaches – thematic, psychoanalytic, cultural, narratological – will be used in an attempt to test their viability and define the subversive force of a literary mode that contributes to shedding light on the dark side of the human psyche by interrogating the 'real,' making visible the unseen and articulating the unsaid. Such broad categories as distortions of space and time, reason and madness, order and disorder, sexual transgressions, self and other will be considered. Readings will include 'recits fantastiques' by Merimee, Gautier, Nerval, Maupassant, Breton, Pierre de Mandiargues, Jean Ray and others.
Course not offered every year
Also Offered As: COML 589, FREN 582
Activity: Seminar
1.0 Course Unit

CIMS 584 20th-Century Italian Fiction and Film
Course not offered every year
Also Offered As: ITAL 584
Activity: Seminar
1.0 Course Unit
CIMS 590 Topics in Cinema & Media
This topic course explores multiple and different aspects of Cinema and Media. Specific course topics vary from year to year. See the Cinema Studies website at <http://cinemastudies.sas.upenn.edu/> for a description of the current offerings.
Course not offered every year
Also Offered As: ARTH 593, COML 599, ENGL 593
Activity: Seminar
1.0 Course Unit

CIMS 592 20th Century Lit & Theory
Course not offered every year
Also Offered As: COML 592, ENGL 592
Activity: Seminar
1.0 Course Unit

CIMS 595 Copyright and Culture
This graduate topic course explores aspects of copyright in Cinema Studies. Specific course topics vary from year to year. See the Cinema Studies website at <http://cinemastudies.sas.upenn.edu/> for a description of the current offerings.
Taught by: Decherney
Course not offered every year
Also Offered As: AFRC 594, ENGL 595
Activity: Seminar
1.0 Course Unit

CIMS 596 Topics in Contemporary Art
Topic varies. An experimental class for artists and scholars. Organized around a series of case studies of artists, collectives, infrastructures, and curatorial projects, the course includes: in-class discussion and viewing; workshops with class visitors; site visits; participation in small reading groups. In the first half of the class, students will complete some short assignments. In addition, students will complete a final project that is intentionally open in terms of form. The project, which can be collective or individual in nature, will enable an in-depth material investigation of one of the threads of the class.
One-term course offered either term
Also Offered As: ARTH 596, ENGL 596, FNAR 605, GSWS 596
Activity: Seminar
1.0 Course Unit

CIMS 599 Independent Study
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

CIMS 612 Film Noir
Course not offered every year
Also Offered As: FREN 612
Activity: Seminar
1.0 Course Unit

CIMS 682 Topics: Literature and Film
Course not offered every year
Also Offered As: COML 680, GSWS 682, ITAL 682
Activity: Seminar
1.0 Course Unit

CIMS 694 Mexican Cinema
This seminar will address the specificity and uniqueness of Spanish America’s cultural production, that is, those elements that make the Spanish American case differ from the paradigmatic postcolonial situation, and which make recent developments in postcolonial studies not fully applicable to it. We will explore these issues in the context of the literary production of the twentieth century in Spanish America from roughly the twenties to the present, that is, the epoch encompassing the larger metropolitan cultural phenomena of Modernism and Postmodernism.
Course not offered every year
Also Offered As: LALS 694, SPAN 694
Activity: Seminar
1.0 Course Unit
CIMS 791 African Film and Media Pedagogy
This graduate seminar offers an intensive, critical, and collaborative study of contemporary African film and media production. The past three decades have seen an unprecedented shift in the African media landscape. Not only has the wide availability of satellite media across the continent made international film and television programing part of African popular culture, but moreover the growing film industries within the continent, most notably Nollywood, have altered how Africans are carving an image of themselves on the big and small screens. In partnership with local, regional, and international film and media centers, we will study a range of films—features, shorts, documentaries, and television shows—paying close attention to the means and sites of production as well as the formal qualities that distinguish these works. Many of the films we will analyze stand out both for their exceptional aesthetic quality as well as their remarkable ability to confront pressing political and social themes. But we will also think about trash: what counts as trashy media, and for whom? Who watches it, where, and why? Other questions we will ask include: What particular indigenous modes of storytelling do African films employ? What categories begin to emerge under the umbrella category of ‘African film and media’; and where do diasporan film and media practitioners and critics fit in this landscape? How are these films tackling some of the urgent questions of our times, including migration and globalization; ethnic, political, and economic polarization; gender and sexuality; and massive urbanization and industrialization sweeping Africa and other parts of the Global South? What role do festivals in various countries play in shaping media production and distribution? How important is the concept of authorship in this context? And how do these films challenge the dominant Western trope of Africa as a spectacle, instead offering novel ways of picturing everyday African experiences that we rarely glimpse in Western media?

To explore these questions, we will visit multiple sites of film production, distribution, exhibition, and education, including Scribe Video Center in Philadelphia, Sankofa Films in Washington, D.C., and the College of Performing and Visual Art at Addis Ababa University in Ethiopia. Location and knowledge production are inextricably connected, and by considering African media production from these multiple sites, and collaborating with multiple stakeholders, this course offers a directly engaged pedagogy of the complex artistic, cultural, social, and political dynamics of African audiovisual creation. The travel component of this course entails a day trip to Washington, D.C. during the semester (tentative date: April 2, 2020) and a week-long trip to Addis Ababa at the end of the spring term (students applying for this course should be prepared to travel to Addis Ababa May 30, 2020-June 7, 2020). All expenses for travel, accommodation, and food will be covered, but students will need to hold a passport. Ultimately, this course aims to use film and media production to intervene in a larger discourse on how Africa is figured in the global humanities, not as an absent or passive actor but one actively engaged in producing art and humanistic knowledge that has much to teach us and the world. Admission to the course will be by permission only and students are required to submit a short statement of interest (max. 250 words) to dagw@english.upenn.edu and redkaren@sas.upenn.edu. Students must be prepared to travel to Addis Ababa and Washington D.C. as described in the syllabus, and must hold a passport.

Taught by: Redrobe/Woubshet
Course not offered every year
Also Offered As: AFRC 791, ARTH 791, COML 791, ENGL 777
Activity: Seminar
1.0 Course Unit

CIMS 792 Reading Against Racism
This course takes as its starting point Audre Lorde’s 1981 keynote presentation at the National Women’s Studies Association Conference, ‘The Uses of Anger: Women Responding to Racism.’ Lorde, critiquing white feminists, states, ‘I cannot hide my anger to spare you guilt, nor hurt feelings, nor answering anger; for to do so insults and trivializes all our efforts. Guilt is not a response to anger; it is a response to one’s own actions or lack of action. If it leads to change then it can be useful, since it is then no longer guilt but the beginning of knowledge. Yet all too often, guilt is just another name for impotence, for defensiveness destructive of communication; it becomes a device to protect ignorance and the continuation of things the way they are, the ultimate protection for changelessness.’ Eschewing defensiveness, ignorance, and innocence, and opening to meaningful change by engaging the writings of anti-racist and anti-imperialist thinkers, including those focused on the transformation of higher education, this course examines the responsibilities scholars take on when we affirm that ‘Black Lives Matter’, and acknowledges that higher education, including the humanities, is actively implicated in the structures and operations of white privilege and anti-black racism as well as in other intersectional modes of exclusion, including all forms of discrimination based on race, ethnicity, national origin, ability, class, sexuality, gender, and beliefs. The course aims to approach these urgent but longstanding issues in ways that help us to understand some of the complexities, practicalities, and temporalities of the work of change; to grapple with what Rosalyn Deutsche in Hiroshima After Iraq (2011) describes as ‘the inseparability of the social and the psychic’, and to seek out effective alternatives to the tendency of politicized academic writing in time of conflict to regress to what Deutsche calls ‘heroic masculinism.’ Reading Against Racism’ is imagined as a way of catalyzing active, collective, and long-term anti-racist, anti-imperialist intellectual work. It seeks to participate in the development of more just and inclusive academic modes and spaces by fostering time and structure for thought and self-reflection, by generating ideas for implementation, and by learning from our readings as well as from each other. All students, white and BIPOC, are welcome to participate, but we will begin this course by working together to establish a community agreement that takes account of the different ways in which such a course is likely to be experienced by white and BIPOC people. For example, recognizing that discussions about race and racism require immense emotional labor from BIPOC people in particular, BIPOC students should not be asked to use their personal experiences to frame questions under discussion or to represent any group. We will establish together other guidelines to create as safe and supportive a space (or spaces) for reading, thinking, and acting against racism as we can muster, including deciding how we would like to include in our process tools like trigger warnings, opt-out mechanisms, smaller subgroups, etc.

Requirements: Weekly reading; weekly journal for self-reflection (required, but not for submission); participation in discussion; design a syllabus for an introductory course in your field. Thanks to all the students who have generously participated in developing this course and to the scholars who have written the materials we will read.

Taught by: Redrobe
Also Offered As: ARTH 792
Activity: Seminar
1.0 Course Unit
CIMS 793 Topics in Cinema and Media
Topic varies
Taught by: Beckman
Course not offered every year
Also Offered As: ARTH 793
Activity: Seminar
1.0 Course Unit

CIMS 899 Independent Study
Course not offered every year
Activity: Independent Study
1.0 Course Unit

City and Regional Planning (CPLN)

CPLN 500 Introduction to City Planning: Past, Present and Future
Orientation to the profession, tracing the evolution of city and regional planning from its late nineteenth-century roots to its twentieth century expression. Field trips included.
Taught by: Ammon or Drake Rodriguez
Course usually offered in fall term
Also Offered As: URBS 440
Activity: Lecture
1.0 Course Unit

CPLN 501 Quantitative Planning Analysis Methods
Introduction of methods in analyzing demographic conditions, land use and housing trends, employment and business changes, community and neighborhood development. Focus on using spreadsheet models and data analysis for local and neighborhood planning.
Taught by: Faculty
One-term course offered either term
Activity: Lecture
1.0 Course Unit

CPLN 502 Public Finance and Public Policy
This course deals with how governments tax and spend. Students become familiar with the theoretical, empirical, and practical tools and methods used to create and analyze government budgets, as well as the flow of public resources. The course examines public revenues and expenditures within the context of fiscal federalism, in addition to budgeting and resource management and the social, economic, and political forces that shape the fiscal environment within which governments (particularly state and local governments) operate. Significant attention is paid to tax policy analysis and the fiscal crises confronting many large cities and states. Additional special topics covered include health care & social security, public education finance, public finance and the environment, bond markets & municipal finance, and public pensions.
Taught by: Gershberg
Course usually offered in spring term
Also Offered As: GAF 651
Activity: Lecture
1.0 Course Unit

CPLN 503 Modeling Geographical Objects
This course offers a broad and practical introduction to the acquisition, storage, retrieval, maintenance, use, and presentation of digital cartographic data with vector-oriented (i.e. drawing-based) geographic information systems (GIS) for a variety of environmental science, planning, and management applications. Previous experience in GIS is not required.
Taught by: Tomlin or O'Neill
Course usually offered in fall term
Also Offered As: MUSA 503
Activity: Lecture
1.0 Course Unit

CPLN 504 Site Planning
This course introduces students to the practice of site planning. Skills and methods examined in the course include observation of the physical and community environment, physical and environmental site inventorying and analysis; analysis of alternative site programming and uses; site design processes and strategy;and the creation of site plans and development standards. Methods of community participation and collaboration with other disciplines will be explored. The spring version of this course differs from the fall version in its orientation toward urban designers and/or those with prior design backgrounds and skills.
Taught by: Page
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

CPLN 505 Planning by Numbers
This class emphasizes the theory, practice, and use of statistics as applied to planning and policy problems and data. Starting with a review of basic descriptive statistics and measures of association, this course will introduce students to the regression techniques, including multiple regression analysis and logistical and probabilistic models for categorical data; data mining techniques, measures of spatial autocorrelation, and time-series modeling; and causal inference techniques, including structural equation modeling(SEM). A basic familiarity with descriptive and inferential statistics at the upper-division undergraduate level is expected at the beginning of the class. This course uses the popular, free, and open source statistical software R. Meets methods breadth requirement.
Taught by: Ryerson
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
**CPLN 506 Negotiation and Conflict Resolution**
This course is designed to introduce graduate students to the theory and practice of negotiation, conflict resolution and community engagement. We will start by looking at basic approaches to interpersonal negotiation and then move to considering contemporary approaches to understanding and addressing public disputes using negotiation, facilitation and public involvement. Design professionals - architects, construction managers, planners and others - face a variety of kinds of problems and challenges in their work. Some problems and challenges, whether simple or complex, are amenable to technical solutions based solely on the expertise of planners, managers, architects and others. There are, however, other problems and challenges that require adaptive work, primarily because technical expertise alone is insufficient to address the problems or challenges being faced. In this course, we'll focus on perspectives and methods for working through those later sorts of problems and challenges. Meets methods breadth requirement.
Taught by: Sokoloff
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

**CPLN 508 Urban Research Methods**
This new course will introduce students to the practice of conducting original social, policy, and planning research in an urban context, and through a series of applied exercises, cover the following topics: research conceptualization and design, logic models, survey and ethnographic research, urban policy analysis and evaluation.
Taught by: Drake Rodriguez, Akira
Activity: Lecture
1.0 Course Unit

**CPLN 509 Law of Planning and Urban Development**
The central focus will be on selected aspects of the field of the law of planning and development, a field that embraces a range of legal doctrines that are particularly relevant to cities and suburbs. We will study the principles that govern the regulation of land use and management of urban growth (through land use controls and other techniques for regulating new development) and, to a limited extent, environmental planning laws.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

**CPLN 520 Introduction to Community and Economic Development**
Introduction to the theories and practices of urban economic and community development with a focus on improving opportunity and quality of life in low-income communities. Provides foundation for advanced courses in real estate and economic development finance, housing policy, downtown and neighborhood revitalization, workforce development and metropolitan regional development.
Taught by: Servon, Lisa
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

**CPLN 528 Research Seminar 21st Century Urbanism**
Course usually offered in spring term
Also Offered As: URBS 428
Activity: Seminar
1.0 Course Unit

**CPLN 530 Introduction to Land Use Planning**
Exploration of the methods and tools for managing land use and shaping the built environment. Presents how to create a successful Comprehensive Plan, Zoning Ordinance, Subdivision Regulations, Capital Improvements Program, and design guidelines. Also, presents functional area, regional, and state-level plans.
Taught by: Daniels
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

**CPLN 531 Introduction to Environmental Planning & Policy**
Overview of federal programs for protecting air quality, water quality, and endangered species along with managing climate change, solid waste, toxics, energy, transportation, and remediating brownfields in an overall sustainability framework. State-level, local government, and NGO efforts to protect the environment are also explored as are green infrastructure and green cities.
Taught by: Daniels
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

**CPLN 535 Topics in Energy Policy**
This seminar will explore a collection of ideas influencing energy policy development in the U.S. and around the world. Our platform for this exploration will be seven recent books to be discussed during the semester. These books each contribute important insights to seven ideas that influence energy policy: Narrative, Transition, Measurement, Systems, Subsidiarity, Disruption, Attachment. Books for 2018 will be chosen over the summer; the 2017 books are listed here as examples: Policy Paradox (2011) by Stone, Climate Shock (2015) by Wagner and Weitzman, Power Density (2015) by Smil, Connectography (2016) by Khanna, Climate of Hope (2017) by Bloomberg and Pope, Utility of the Future (2016) by MIT Energy Initiative, Retreat from a Rising Sea (2016) by Pilkey, Pilkey-Jarvis, Pilkey.
Course usually offered in spring term
Also Offered As: ENMG 503
Activity: Seminar
1.0 Course Unit

**CPLN 540 Introduction to Property Development**
This course is designed to acquaint students with the fundamental skills and techniques of real estate property development. It is designed as a first course for anyone interested in how to be a developer, and as a foundation for further courses in urban development and real estate.
Taught by: Reina, Vincent
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

**CPLN 550 Introduction to Transportation Planning**
Survey of the technological and design aspects of urban transportation systems and land use patterns. Covers facilities operations, congestion, environmental concerns and policy debates revolving around mobility issues at the federal, state, and metropolitan levels.
Taught by: Guerra
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
CPLN 551 Transport Justice
This course will explore the concept of transport justice and how this idea can inform changes to public transit infrastructure. The first half of the course will set theoretical foundations through close reading and discussion of spatial and social justice theories, emphasizing questions of transportation and mobility. The second half of the course will feature a project-based application of these theories. Students will develop analyses to inform a proposed extension to the Southeastern Pennsylvania Transportation Authority's (SEPTA) bus Route 52, which serves a corridor between the Kingsessing and Overbrook sections of West Philadelphia. Students will be encouraged to explore multiple analytic approaches including: interviews and qualitative data collection; GIS and spatial analysis; quantitative analysis and predictive modeling, and more. The course will culminate in written and oral presentations given to partners from SEPTA and other planning agencies in Philadelphia.
Taught by: Joshua Davidson
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

CPLN 560 Introduction to Graphics for Urban Design
This course introduces students to visual literacy and the use of a variety of software packages. Through a series of assignments and in-class discussions, participants develop a visual vocabulary and skills to function in and between AutoCAD, Adobe Creative Suite, and 3D modeling software.
Taught by: Fogelson
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

CPLN 571 Sensing the City
This course will teach you to design and build sensing installations that engage with real-time urban environmental stimuli. Using the Arduino microcontroller as a prototyping platform, you will write code and wire circuits, learn to select and implement available sensors, and generate raw environmental data. You will populate databases and interpret data streams, and then create responsive urban interventions. Following the model of hackerspaces around the globe, we will collaboratively pose problems and find solutions, teaching and learning from one another. No background in coding or electronics is required, but a desire to learn is absolutely necessary. Also, this course is hands-on. You are a maker! Be prepared to build, design, and create.
Taught by: Lassiter
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

CPLN 572 Modern Architectural Theory
A survey of architectural theory from the mid-eighteenth century to the present. The discussion of original writings will be emphasized.
Taught by: Brownlee
Course not offered every year
Also Offered As: ARTH 571
Activity: Seminar
1.0 Course Unit

CPLN 577 Introduction to International Development Finance for Cities
With the world's population growth exploding - 2050 will see the addition of some 2 billion inhabitants, primarily in cities in low and middle income countries - decision-makers are pressed to meet basic infrastructure needs (transportation, water and sanitation, public space, electricity, social service facilities and others) while responding to such large global issues as climate change. This course will review the history, theory, and current practice of international development finance with special attention to urban places. It will examine the challenges of the planning and financing projects, explore innovation and best practices in the field and suggest needed regulatory and governance reforms. Student research undertaken in the course will contribute to the 'Cities Investment and Financing Initiative,' an important project being incubated at the University of Pennsylvania through the Perry World House and Penn Institute for Urban Research with support from the World Economic Forum (WEF), the Chicago Council on Global Affairs, United Cities and Governments (UCLG) and C-40. Guest speakers will be invited.
Taught by: Eugenie Birch
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

CPLN 581 Issues in Global Sustainable Development: Adapting in Rapidly Urbanizing Places
The world is beset by interconnected economic, social, and environmental challenges of a magnitude difficult to grasp, much less address. Population growth and urbanization are at the heart of these challenges, with 2.5 billion additional people expected to be living in urban places by 2050. Poverty (3 billion people live on less than $2.50 a day), environmental deprivation (75% of the earth's land is degraded) and low productivity (global productivity has increased only .5% in the past decade) are key issues. To have a sense of the magnitude of today's urbanization, realize that accommodating the increased population will require the construction of a city of a million every week for the next forty years - mainly in Asia and Africa. The speed with which city growth is occurring is overwhelming cities' abilities to provide formal employment and core services both necessary to achieve sustainable urban development. Dealing with mounting concerns will be a central task that city and regional planners will confront in the next decades. Between 2015 and 2016, the 193 members of the United Nations approved five global agreements to deal with development issues that are of great importance to city and regional planners. These agreements, Sendai Framework for Disaster Risk Reduction (2015), Addis Ababa Action Agenda (2015), Transforming Our World, Agenda 2030 (2015), Paris Agreement (2015), and New Urban Agenda (2016), represent a worldwide consensus to frame current and future development policies over the next decades. Each will require significant efforts in aligning national and subnational programs and their financing. In fact, estimates for the achievement of the UN's Sustainable Development Goals (a proxy for core service provision) calls for some $4.5 trillion/year in investment for the next 15 years. In this class, students will explore the agreements, their underlying theoretical concepts, their evolution, and their implementation. They will focus on the explicit and implicit urban implications and the challenges faced by subnational governments in coming to grips with integrating aspirational goals with political and economic realities of their specific contexts.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
CPLN 582 Place, Taste and Neighborhood Change: Frameworks for Integrating Aesthetics, Equity and Creativity
Places provide a sense of identity and orientation to the world for its users in ways that go beyond the traditional practice areas that urbanists are trained to understand (i.e. housing, economic development, transportation). The popularization of artistic, cultural, and ‘creative interventions’ in redevelopment has added to that complexity in hybrid ways require new tools, languages, and frameworks to meaningfully participate in the development process. By taking a humanistic and scientific views of the longstanding arts-based community development field now known as ‘creative placemaking’, the class will help learners formulate critical, evaluative answers pressing, emergent questions for urban practitioners. In particular, learners will explore the various state-sponsored meanings of creative placemaking, artistic excellence, and artistic merit. During the course we will interrogate, compare, and articulate the power dynamics embedded in those definitions with new, alternate, and stakeholder-centric definitions. The course aims to invite conversation, reflection, and sharing of best practices alongside community-based leaders with the promise that learners will be able to apply equity-based frameworks to these debates. Learners will emerge from this guided journey with a sharpened ability to identify, generate, and extend authentic, inclusive arts-based neighborhood change.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

CPLN 591 INTRODUCTION TO SMART CITIES
This course reviews the infrastructure, databases, deployment, and development of emerging digital technologies in cities. We review existing initiatives, discuss challenges and opportunities, and critically evaluate what technology has and has not been able to offer cities. We contrast utopian visions of teaching with the possible realities. Finally, we ask; what makes a city smart?
Taught by: Lassiter
One-term course offered either term
Activity: Lecture
1.0 Course Unit

CPLN 592 Public Policy Analytics
Data scientists convert data into actionable intelligence. While most private sector data scientists optimize for profit, their public sector counterparts must address multiple complex bottom lines including economics, equity, politics, bureaucracy and social cohesion. This course teaches students how to wrangle government data; how to mine it for descriptive and predictive intelligence and how to communicate results to non-technical decision-makers. Broadly, coursework is focused on spatial analysis and geospatial machine learning and taught 70/30 in R and ArcGIS. Use cases include home price prediction, forecasting in criminal justice, land use modeling, transportation modeling and real estate site suitability. Prerequisites include vector and raster GIS and introductory statistics.
Taught by: Ken Steif
Course usually offered in fall term
Also Offered As: MUSA 508
Activity: Lecture
1.0 Course Unit

CPLN 600 Planning Workshop
Application of planning skills (including community inventorying and reconnaissance, goal articulation; alternatives creation and analysis, and plan development and implementation) to community plan creation. Students work in groups of seven to eight students each. Juried presentation required.
Taught by: Landis
Course usually offered in spring term
Activity: Studio
2.0 Course Units

CPLN 620 Techniques of Urban Economic Development
This course is about how planners act to catalyze and support economic well-being in cities and regions. Students in the course examine the effectiveness of alternative strategies and approaches to economic development and practice a variety of specific economic development policy and finance techniques. The semester is divided into three modules. In part one, students build knowledge about how theories of growth, specialization, agglomeration and innovation inform (and fail to inform) economic development strategies. In part two, they develop a working understanding of economic development finance, completing exercises on tax increment finance, tax-credit financed development and ‘double bottom line’ lending and equity investment. In part three, they review best practices in the formulation and negotiation of location incentives and subsidies, examine ‘growth with equity’ policies, and explore the technical and political details of economic impact analysis.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

CPLN 621 Metropolitan Food System
This course introduces students to the planning and development of metropolitan food systems. Major topics include regional planning and policy; sustainable agriculture; food access and distribution; and markets. The class includes a mix of lectures, discussion, and field trips; and students will work on real-world projects in Philadelphia. Ultimately, the course aims to develop students’ broad knowledge of food systems planning in the global North and South, with an emphasis on community and economic development strategies for sustainable food systems and food security.
Taught by: Vitiello
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
CPLN 624 Race, Poverty and Place
In recent years, long-disinvested cities have become the site of renewed investment, population growth, and economic development in a phenomenon often described as gentrification. Nonetheless, socioeconomic inequality between races, ethnicities, genders, and places within the larger metropolitan area continue to persist, suggesting that a rising tide does not raise all boats. Planners must grapple with these issues of inequality and inequity, particularly the implementation of plans and policies that may in theory provide benefits to all, but in practice continue to accumulate benefits for a select few. This course examines the construction of race, the making of a place, and the persistence of poverty in racialized places in the city. This course will engage in a critical discussion of the aforementioned themes, such that the normative notions of race, capitalism, urbanism, gender, power, and space are upended to privilege more marginalized perspectives of these processes.

Taught by: Drake-Rodriguez
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

CPLN 625 Politics of Housing and Community Development
This course offers an exploration of how legislative action, government policy making, and citizen advocacy influence plans for the investment of public capital in distressed urban neighborhoods. Course topics this semester will include an evaluation of the results of City of Philadelphia development policies under the administration of former Mayor Michael A. Nutter, as well as consideration of plans being undertaken by the administration of Mayor James F. Kenney, who took office in January. The course will also include an assessment of a large-scale property acquisition and development strategy being implemented by the Philadelphia Housing Authority in North Philadelphia and a review of recent and current reinvestment proposals for Camden's waterfront and downtown-area neighborhoods.

Taught by: Kromer
Course usually offered in fall term
Also Offered As: GAFL 569, URBS 451
Activity: Lecture
1.0 Course Unit

CPLN 627 Social Impact in Practice
The course will be an opportunity for students across PennDesign (and other schools) to meaningfully engage with community partners and practitioners working in Philadelphia and the surrounding region, and to grapple with the complex issues necessary for understanding community perspective, thereby influencing the approach when planning and designing as professionals. The course intends to reverse common perceptions and practices of community engagement (beyond the theater of engagement) and discuss how to productively and sensitively work with communities of all types, on projects of all scales, to work towards common goals and high aspirations. The organization of the course, will be a combination of readings and discussions, guest lecturers, and tours in the immediate community. The primary assignments will be reflection pieces, case studies, a collaborative group project, and a implementation project proposal. The group project(s) would partner students with a current, ongoing, or new community project that is funded and actionable. Students will work together, with the partner, and with community members to complete a project (could be built, a printed deliverable, evaluation, or other). The final assignment would ask students to brainstorm and present a potential 'Phase II' implementation project, thinking through the mechanics of funding partnerships, academic research, etc, that could carry forward the work.

Taught by: Donofrio, Julie / Gould, David
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

CPLN 628 Migration and Development
Human migration is one of the most important phenomena driving urban, social community and economic development. This course focuses on the ways that migrants and community, government, and private institutions work to influence development around the world. We explore a range of large- and small-scale economic development, social and community development. After a brief introduction to histories and theories of migration and development, our major themes include: Local revitalization, labor and housing markets, workforce and enterprise development; Diaspora-led transnational development, including remittances, hometown and country associations, and transnational advocacy and community organizing; The work of institutions, governments, and private sector firms in sending and receiving nations that influence migration and development. Readings are drawn from a variety of social sciences, planning and development studies, including from academic and practice. Guests from local and transnational development organizations will visit the class. Assignments include short papers on the readings and a research paper or project designed by each student in consultation with the instructor. Ultimately, the course aims to help students develop: 1) a broad knowledge of migration and development in geographic and institutional settings around the world; 2) an in-depth understanding of community and economic development practices in migrant sending and receiving communities; and 3) familiarity with social science approaches to evaluating the dynamics and impacts of migration and development.

Taught by: Vitiello, Domenic
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
CPLN 630 Innovations in Growth Management
The US population is expected to grow by more than 85 million from now to 2050. This course evaluates the tools and techniques for managing growth in America, especially to control sprawl in metropolitan regions. The course analyzes the form and functions of the central cities, suburbs, edge cities, ex-urbs, and megaregions. Federal, state, and local programs that influence metro change are evaluated. Regional planning approaches are analyzed in case studies.
Taught by: Daniels, Thomas
Course usually offered in spring term
Prerequisite: CPLN 530 OR CPLN 531
Activity: Lecture
1.0 Course Unit

CPLN 631 Planning for Land Conservation
Land preservation is one of the most powerful, yet least understood planning tools for managing growth and protecting the environment. This course provides an introduction to the tools and methods for preserving private lands by government agencies and private non-profit organizations (e.g., land trusts). Topics include purchase and donation of development rights (also known as conservation easements), transfer of development rights, land acquisition, limited development, and the preservation of urban greenways, trails, and parks. Preservation examples analyzed: open space and scenic areas, farmland, forestland, battlefields, and natural areas.
Taught by: Daniels
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

CPLN 632 Modeling Geographic Space
This course explores the nature and use of raster-oriented (i.e. image-based) Geographic Information Systems (GIS) for the analysis and synthesis of spatial patterns and processes. Previous experience in GIS is not required.
Taught by: Tomlin
Course usually offered in spring term
Also Offered As: LARP 741
Activity: Lecture
1.0 Course Unit

CPLN 635 Water Policy
Aging infrastructure, urbanization, climate change, and limited public funds are contributing to urban water management crises in cities around the globe. This course examines the systems and policies that comprise urban water. We begin with the infrastructures that underlie drinking water, wastewater, and stormwater services. Then, we review innovative management technologies and strategies, focusing on case studies of infrastructure shifts in Philadelphia and Melbourne. Finally, we undertake a global investigation of water management challenges and opportunities.
Taught by: Lassiter
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

CPLN 641 Progressive Development
Using a lecture/guest lecture/case study approach, this course will teach students how to plan, develop, and finance a variety of progressive real estate development forms including affordable housing; infill, mixed-use and brownfield development transit-oriented development; green and LEED-certified office and housing development; historic preservation projects; public-private partnerships; and suburban retrofit and master-planned-community development. In each case, we will consider site acquisition, entitlement, market and marketing conditions, financing options, ownership and deal structures, ongoing operation and asset management issues; and connections to the community. Sessions will include lectures as well as case study presentations by guest developers and students.
Course usually offered in spring term
Prerequisite: CPLN 540 OR REAL 821
Activity: Lecture
1.0 Course Unit

CPLN 642 Downtown Development
The course will provide an overview of the changing role of downtowns and commercial centers, how and why they have evolved, diversified and been redeveloped and who are the various public and private actors that are helping them reposition themselves in a new regional and global context. There will be a strong focus on implementation, on how things get done, on the role of business improvement districts, not-for-profit development corporations and local government in the United States, Canada and a few international cities.
Taught by: Levy
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

CPLN 643 Design and Development
This newly reconstituted course will introduce designers and planners to practical methods of design and development for major real estate product types. Topics will include product archetypes, site selection and obtaining entitlements, basic site planning, programming, and conceptual and basic design principles. Project types will include, among others; infill and suburban office parks, all retail forms, campus and institutional projects. Two-person teams of developers and architects will present and discuss actual development projects.
Course usually offered in spring term
Also Offered As: ARCH 762
Activity: Lecture
1.0 Course Unit
CPLN 644 Housing Policy
The government intervenes in housing markets in different ways and for different reasons. This course is designed to explore why the federal and local government in the U.S. intervene in housing markets and what forms these interventions take. Specifically, students will learn about: the mechanisms that drive both the supply and demand for housing; how U.S. housing policy has changed over time; factors that affect the production, distribution, and location of housing; the social and economic impact of housing on households and neighborhoods; the equity implications of housing policies. This course will place particular emphasis on low-income rental housing. By the end of this class students will have a firm understanding of U.S. housing policy and be able to engage in a meaningful debate about future challenges and opportunities in the U.S. housing market and the implications of different policy interventions. Ultimately, this course will provide students the conceptual tools necessary to evaluate, formulate, and implement housing policy. Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

CPLN 650 Transportation Planning Methods
This course introduces students to the development and uses of the 4-step urban transportation model (trip generation-trip distribution-mode choice-traffic assignment) for community and metropolitan mobility planning. Using the VISUM transportation desktop planning package, students will learn how to build and test their own models, apply them to real projects, and critique the results. Prerequisite: CPLN 505 or other planning statistics course.
Taught by: Ryerson
Course usually offered in spring term
Also Offered As: ESE 548
Prerequisite: CPLN 505
Activity: Lecture
1.0 Course Unit

CPLN 652 Topics in Infrastructure
Course examines current trends and topics pertaining to the nation’s infrastructure.
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

CPLN 653 Global Challenges in International Development
An investigation of how international organizations, national, subnational government and non-governmental groups are responding to recent global agreements addressing major economic, social and environmental issues, this course will focus on the Sendai Framework, Addis Ababa Action Agenda, 2030 Framework for Sustainable Development, Paris Agreement and New Urban Agenda. It will cover selected topics related to poverty reduction, health, food security, disaster risk reduction, climate change, and urbanization. Course objectives: 1. to provide a sophisticated understanding of the fundamental assumptions, definitions, current state, and proposed paths toward a global sustainable development to students of city and regional planning; 2. to outline the role of city and regional planners as members of multi-disciplinary teams in participating in these agreements at the global, national, regional and local levels; 3. to highlight innovations in the models, tools and approaches to the field. Requirements: team project, midterm examination and final paper.
Taught by: Eugenie Birch
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

CPLN 654 The Practice of Trans.Plng:Crafting Policies & Bldg. Infrastructure
As the first woman and planner to serve as Secretary of the Pennsylvania Department of Transportation (PennDOT), Leslie Richards has over 20 years of leadership experience working on the planning and delivery of transportation projects, including overseeing one of the largest and most innovative transportation agencies in the U.S. She is recognized for her ability to find common ground among bi-partisan boards, as well as her commitment to engage local communities before the implementation of transportation projects to incorporate quality of life issues in all decisions. Her experience gives her a unique perspective on understanding operational, financial and stakeholder issues of transportation planning. In this seminar-style course, Leslie Richards will explore the planning, development and delivery of multimodal projects and policies at the state and regional level, including national influences and an awareness of the many actors and processes involved. Topics to be discussed include: funding and implementation processes through the levels of government (municipal, county, region, state, national); challenges and opportunities working with different sectors, politics, and contexts; current issues and emerging technologies (e.g. Pennsylvania’s policies and advocacy related to Automated Vehicles); and best practices for individuals pursuing careers in planning or public administration. Presentations and lectures will be supplemented by guest presentations from transportation leaders, policymakers, and planning consultants offering local, regional, and state perspectives. Students will have the opportunity to learn directly from leaders in the field and develop the skills and knowledge to work effectively with federal, state, and local entities.
Taught by: Richards, Leslie
Activity: Lecture
1.0 Course Unit

CPLN 655 Multimodal Transport
The purpose of this course is to explore contemporary multimodal transportation systems, policy, planning, and practice through a series of comparative international case studies. Topics include innovative parking management in San Francisco, congestion charging in London, Metro investments in Mexico City, informal transportation in Indonesia, Bus Rapid Transit in Bogota, and bicycle infrastructure investments in Copenhagen. The course will also include one or more site visits to innovative multimodal transportation projects in the Philadelphia or New York City regions. By analyzing contemporary planning challenges and best practices, students will develop a better understanding of how the transportation system works and how to design and employ specific multimodal interventions and policies effectively.
Taught by Guerra
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
CPLN 656 Life Cycle Assessment in Residential Land Use and Transportation
This course explores the benefits and limitations of life cycle assessment (LCA) as a methodological approach for thoroughly assessing energy use associated with residential land use and transportation. This interdisciplinary class brings together designers and planners to conduct a comprehensive examination of GHG emissions of design proposals. Energy assessment in residential land use is particularly complex because, in addition to construction of buildings and the daily energy use, city planning factors, such as the spatial location of buildings, shapes the extent to which people consume fossil fuels to commute to job-rich areas. Therefore, energy assessment of residential land use should be based on comprehensive understanding of design quality, use of buildings, and transportation.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

CPLN 660 Fundamentals of Urban Design
This course is a requirement for students enrolled in Certificate in Urban Design and for Master of City Planning students enrolled in the Urban Design concentration. How should urban designers give shape to the city? What urban design methods could they apply? This course helps students acquire the principles that can inform urban design practice. It has three major pedagogical objectives. First, it helps students understand the contemporary city through a series urban design tools. Second, it covers both historical and modern urban design principles. Finally, it includes all the scales at which urban designers operate, ranging from the fundamentals of social interaction in public space, to the sustainability of the region. This course is open to other interested PennDesign students if there is space and with permission of the instructor.
Taught by: Lin, Zhongjie
Course usually offered in spring term
Also Offered As: LARP 660
Activity: Studio
2.0 Course Units

CPLN 662 Design and the City
The rumor of a great city goes out beyond its borders to all the latitudes of the known earth. Metropolis and her Children, the Federal Writers; Project Guide, 1938. Great cities are both real and legendary. They have economies and cultures, identity and brand, pattern and chaos, inclusion and exclusion. They are made by men (and women) who either reap the benefits of their labors or are excluded from them. They are dynamic, or they are dead. Constant change is essential to the city. This seminar will explore the ways in which design - including architecture, urban design, and landscape design - is a constructive force in the creation of cities. What are the various scales of the operation of design? What are its elements? With whom do urban designers collaborate? How does design make ‘place’? How is the city experienced? How does it cultivate identity, inclusion, and equity? Each class will be a wide-ranging discussion about a series of open questions regarding the city and design. Each student will be expected to bring examples, quotes, readings, and news clips to support his/her answers. In alternating weeks, we will introduce a design problem to be addressed by teams of two or three students.
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

CPLN 670 Geospatial Software Design
The purpose of this course is to equip students with a selected set of advanced tools and techniques for the development and customization of geospatial data-processing capabilities. It is open to any student with experience equivalent to that of an entry-level class on GIS.
Taught by: Tomlin
Course usually offered in fall term
Also Offered As: LARP 743
Activity: Seminar
1.0 Course Unit

CPLN 671 Spatial Statistics and Data Analysis
This hands-on course will provide an introduction to statistical methods and will serve as a prequel to ESE502. Topics covered will include exploratory univariate analysis, correlation and Chi-square analysis, t-tests and ANOVA. Non-parametric alternatives to the standard tests will be discussed. OLS regression, including assumptions and diagnostics, will be covered in detail. Heavy emphasis will be placed on the application of each method covered. The course will conclude with an introduction to spatial statistical methods and a brief overview of linear algebra and matrix notation for OLS and spatial regression. Students will learn to use JMP-IN, ArcGIS and GeoDa for data analysis.
Taught by: Eugene Brusilovsky
Course usually offered in fall term
Also Offered As: MUSA 500
Activity: Lecture
1.0 Course Unit

CPLN 672 Geospatial Data Science in Python
This course will provide students with the knowledge and tools to turn data into meaningful insights, with a focus on real-world case studies in the urban planning and public policy realm. Focusing on the latest Python software tools, the course will outline the ‘pipeline’ approach to data science. It will teach students the tools to gather, visualize, and analyze datasets, providing the skills to effectively explore large datasets and transform results into understandable and compelling narratives. The course is organized into five main sections: Exploratory Data Science; Introduction to Geospatial Data Science; Data Ingestion & Big Data; Geospatial Machine Learning; Data Visualization & Storytelling.
Taught by: Nick Hand
Course usually offered in fall term
Also Offered As: MUSA 550
Activity: Seminar
1.0 Course Unit
**CPLN 673 Contemporary Urbanism**
This course will expose students to a wide array of case studies in planning, urban design, and landscape architecture including notions of sustainable development, the interplay between open space and built form, the rehabilitation of existing areas as historic districts, commercial corridors, and the improvement of squatter settlements. Also, it will focus on city expansions and new towns, housing, mix-use developments, and areas of new centrality. The program will also address territorial planning, the improvement of open space systems, and site specific interventions of parks, plazas, streetscape and gardens. Cases will provide the proper ground for analysis and interpretation of issues related to the design and implementation of ‘good’ landscape and urban form. Class discussions will be complemented with short design exercises. We will also enjoy the presence of outstanding visiting lecturers who will share with us cutting-edge information, derived from their professional practice and research. Registration is limited to MLA students in the LARP 620 studio and to students in the Urban Design Certificate program.

Taught by: Weller/Gouverneur
Course usually offered in spring term
Also Offered As: LARP 781
Activity: Lecture
1.0 Course Unit

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**CPLN 675 Land Use and Environmental Modeling**
Planners at every scale and of every type are increasingly using spatial data and models to analyze existing patterns, identify and parameterize key trends and urban processes, visualize alternative futures, and evaluate development impacts. This course will introduce students to various GIS-based land use and environmental planning models, including, among others: TR55 for analyzing parcel-level stormwater runoff; BASINS for analyzing watershed-level stream volumes, runoff, and water quality; HAZUS for analyzing the potential damage impacts of floods, earthquakes, and hurricanes; UPlan and CUF/CURBA for developing detailed urban growth projections; CommunityViz for analyzing, simulating, and visualizing the impacts of proposed development projects; and other packages as available. A basic familiarity with ArcGIS is required.

Taught by: Landis
Course usually offered in spring term
Activity: Laboratory
1.0 Course Unit

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**CPLN 676 The Immigrant City**
Immigration is among the most important phenomena shaping neighborhoods, cities, and regions. Understanding migration is fundamental to understanding urbanization, community development, and urban society today. This course examines the development of immigrant communities in United States cities and suburbs. Class readings, discussions, and visits to a variety of Philadelphia immigrant neighborhoods explore themes including labor markets, commerce, housing, civil society, racial and ethnic relations, integration, and the public sphere. We study the diverse dynamics and impacts of immigration through foundational readings and close observation of various newcomer and receiving communities. The first part of the course surveys migration and community formation among a broad range of ethnic groups in different sorts of city and suburban neighborhoods, mainly through history, sociology, and geography. The second part focuses on public policy and community and economic development practices related to migration at the local, regional, national, and trans-national scales.

Taught by: Vitiello
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

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**CPLN 678 Informal Housing in the North: Learning from the Global South**
After decades of rapid urbanization, informal settlements account for the largest proportion of urban areas in Latin American cities. Given this reality, a consensus is emerging that housing policy in the Global South should focus on upgrading informal settlements. More specifically, participatory approaches to slum upgrading policy (PSUP) are found to offer the most effective solutions to improving self-help housing (Bredenoord 2010; Amoako et al., 2017; Brown-Luthango et al., 2017; De Indranil 2017). Participatory approaches foster productive partnerships between residents and community-based organizations, local governments, and non-governmental organizations to facilitate effective solutions for housing upgrading. However, despite the efforts of the PSUP and its emphasis on participatory approaches, upgrading projects may fail if residents in informal communities are poorly organized, as reported by Newton (2013) and Brown-Luthango et al., (2017) in Africa, by De Indranil (2017) in Asia, and by Ward (2015) in Latin America. Another challenge is the continuity of housing policy, which depends on the capacity of governments to provide adequate economic and technical resources. This reveals the key roles of community-based organizations in enabling the delivery of policy resources, as well as the importance of participatory approaches to empower the inclusion of all stakeholders to sustain comprehensive slum upgrading projects over time. Drawing on self-help housing literature, you will study the characteristics of informal settlements in the Global South and analyze the challenges of housing upgrading. This review will serve as a reference for a more inclusive understanding of informal housing in the North. You will examine forms of informal housing emerging in the United States, from Texas colonies along the United States-Mexico border to illegal conversions of apartments in New York City. You will select a case study, either in the Global South or in the United States, and propose solutions for enabling participatory housing upgrading. By solutions, I refer to integrated proposals for housing upgrades to address deficiencies of self-help housing through the use of technological innovations. Alternatively, you may propose a project to empower residents, particularly women and the youth, residents’ engagement in housing upgrading.

Activity: Seminar
1.0 Course Unit
CPLN 679 The City in Crisis & Recovery
The seminar is designed to be a discussion of goals of cities and alternative strategies on how to achieve them. Through readings, guest critic conversations, and open idea exchange, we will learn to effectively share our views and priorities for taking on the multiple risks to cities and households, the infrastructures that are necessary, and the policies that support diversity and equality as the keys to uplifting disadvantaged places and communities.
Taught by: Taylor, Marilyn
Activity: Lecture
1.0 Course Unit

CPLN 680 Advanced Topics in GIS
This course offers students an opportunity to work closely with faculty, staff, local practitioners, and each other in conducting independent projects that involve the development and/or application of Geographic Information System (GIS) technology. The course is open to all students who can demonstrate sufficient experience, expertise, or initiative to pursue a successful term project.
Taught by: Tomlin
Course usually offered in spring term
Also Offered As: LARP 745
Activity: Seminar
1.0 Course Unit

CPLN 685 Environmental Readings
In this seminar, we will explore this green thread and analyze its influence on how we shape our environments through design and planning. The course has three parts. Throughout, the influence of literature on design and planning theory will be explored. The first part will focus on three most important theorists in environmental planning and landscape architecture: Frederick Law Olmstead Sr., Charles Eliot and Ian McHarg. The second part of the course will critically explore current theories in environmental planning and landscape architecture. The topics include: frameworks for cultural landscape studies, the future of the vernacular, ecological design and planning, sustainable and regenerative design, the languages of landscapes, and evolving views of landscape aesthetics and ethics. In the third part of the course, students will build on the readings to develop their own theory for ecological planning or, alternatively, landscape architecture. While literacy and critical inquiry are addressed throughout the course, critical thinking is especially important for this final section.
Taught by: Dean Steiner
Course usually offered in fall term
Also Offered As: ARCH 685, LARP 685
Activity: Seminar
1.0 Course Unit

CPLN 687 Topics in Historic Preservation
This seminar concentrates on a selected topic in the social and cultural history of the built environment. Past themes have included photography and the American city and the relationship between cities and sound. For full spring 2019 course description, please visit: https://www.design.upenn.edu/historic-preservation/courses
Course usually offered in spring term
Also Offered As: HSPV 638
Activity: Seminar
1.0 Course Unit

CPLN 692 Java Script Programming for Planners and Designers
This course will introduce City Planning, MUSA and design graduate students to Javascript. Students will learn the logic and syntax of the Java programming language for use in a simple web application (weeks 1 to 7); as well as how to program database and map-oriented web and desktop applications using Javascript (weeks 8 to 14). The ‘hands-on’ uses of Javascript in urban planning applications will be emphasized. Students will hone their programming and applications development skills through a series of bi-weekly assignments.
Taught by: Faculty
Course usually offered in fall term
Also Offered As: MUSA 611
Activity: Lecture
1.0 Course Unit

CPLN 701 Planning Studio
Intensive study of a selected planning topic. Teams of students work with clients to develop alternative scenarios and produce plan and implementation strategies. Multiple presentations required.
Course usually offered in spring term
Activity: Studio
2.0 Course Units

CPLN 702 Planning Studio
Intensive study of a selected planning topic. Teams of students work with clients to develop alternative scenarios and produce plan and implementation strategies. Multiple presentations required.
Course usually offered in spring term
Activity: Studio
2.0 Course Units

CPLN 703 Planning Studio
Intensive study of a selected planning topic. Teams of students work with clients to develop alternative scenarios and produce plan and implementation strategies. Multiple presentations required.
Course usually offered in fall term
Activity: Studio
2.0 Course Units

CPLN 704 Planning Studio
Intensive study of a selected planning topic. Teams of students work with clients to develop alternative scenarios and produce plan and implementation strategies. Multiple presentations required.
Course usually offered in spring term
Activity: Studio
2.0 Course Units

CPLN 705 Planning Studio
Intensive study of a selected planning topic. Teams of students work with clients to develop alternative scenarios and produce plan and implementation strategies. Multiple presentations required.
Course usually offered in fall term
Activity: Studio
2.0 Course Units

CPLN 706 Planning Studio
Intensive study of a selected planning topic. Teams of students work with clients to develop alternative scenarios and produce plan and implementation strategies. Multiple presentations required.
Activity: Studio
2.0 Course Units
CPLN 707 Planning Studio
Intensive study of a selected planning topic. Teams of students work with clients to develop alternative scenarios and produce plan and implementation strategies. Multiple presentations required.
Course usually offered in spring term
Activity: Studio
2.0 Course Units

CPLN 708 Planning Studio
Intensive study of a selected planning topic. Teams of students work with clients to develop alternative scenarios and produce plan and implementation strategies. Multiple presentations required.
Course usually offered in spring term
Activity: Studio
2.0 Course Units

CPLN 709 Studio V
These advanced elective studios provide opportunities for focused exploration of particular themes in contemporary landscape architecture. Important emerging and accomplished designers, often from divergent points-of-view, interests and backgrounds, are invited to run these studios. Collaborative options (between Landscape and the Departments of Architecture or City Planning) are sometimes offered across the School. In addition to our own faculty who offer some of these studios (Fabiani Giannetto, Gouverneur, Marcinkoski, Mathur, M’Closkey, Neises, Olin, Pevzner, Sanders, Tomlin), visitors have included Paolo Burgi (Switzerland), Peter Latz (Munich), Bernard Lassus (Paris), Margie Ruddick (Philadelphia), Chris Reed (Boston), Peter Beard (London), Nicholas Quennell (New York), Ken Smith (New York), Raymond Gastil (New York), Alessandro Tagliolini (Italy), Ignacio Bunster (Philadelphia), Perry Kulper (Los Angeles), James Wines (New York), Lee Weintraub (New York), Charles Waldheim (Chicago), Stanislaus Fung (Australia), Dennis Wedlick (New York), Sandro Marpillero (New York), Peter Connolly (Australia), and former associate professor Anita Berrizbeitia. More recent visitors have been Claire Fellman (New York), Catherine Mosbach (Paris), Nanako Umemoto/Neil Cook (New York), Valerio Morabito (Italy), Carol and Colin Franklin (Philadelphia), Keith Kaseman (Philadelphia), Silvia Benedito (New York), Claudia Taborda (Lisbon), Mark Thomann (New York), Jerry Van Eyck (New York), and Martin Rein-Gano (Berlin).
Taught by: Faculty
Course usually offered in fall term
Activity: Studio
2.0 Course Units

CPLN 720 Community and Economic Development Practicum
This practicum involves a weekly mixture of lecture and seminar course-time with applied problem solving for real-world clients. It will be a second-year course focused on organizational development, business planning, and other strategic planning techniques that complement the physical planning focus of Penn Planning Workshop and Studio. Required of students in the CED concentration.
Taught by: Servon
One-term course offered either term
Activity: Lecture
1.0 Course Unit

CPLN 730 Sustainable Cities
Sustainability as a concept has been around for almost thirty years, but only recently has become a major factor in planning practice. This seminar course will explore the following sustainability topics and practices: (i) Goals and organization of urban sustainability initiatives; (ii) Transportation, water and air quality, solid waste reduction; (iii) Climate change and energy efficiency initiatives; and (iv) Green building policies. We will thoroughly examine case studies drawn from sustainability planning initiatives from major American cities, with selected international comparisons.
Taught by: Lassiter, Allison
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

CPLN 750 Advance Transportation Seminar
Air transportation is a fascinating multi-disciplinary area of transportation bringing together business, planning, engineering, and policy. In this course, we explore the air transportation system from multiple perspectives through a series of lessons and case studies. Topics will include airport and intercity multimodal environmental planning, network design and reliability, air traffic management and recovery from irregular operations, airline operations, economics, and fuel, air transportation sustainability, and land use issues related to air transportation systems. This course will introduce concepts in economics and behavioral modeling, operations research, statistics, environmental planning, and human factors that are used in aviation and are applicable to other transportation systems. The course will emphasize learning through lessons, guest lecturers, case studies of airport development and an individual group and research project.
Taught by: Ryerson
Course usually offered in spring term
Also Offered As: ESE 550
Prerequisite: CPLN 550
Activity: Seminar
1.0 Course Unit

CPLN 760 Public Realm Studio
This intensive foundation studio focuses on the physical planning and design skills necessary in shaping the public realm. Students will undertake a series of targeted exercises that introduce them to project conceptualization, context analysis, programming, site planning, technical issues, and detailed design of public space in cities. Focusing on issues pertinent to local municipalities, students will work collaboratively and individually over the semester on design elements that cover a range of scales. Intellectual objectives within the studio include: the links between theory and practice, the development of principles to guide design, understanding associations between design and stakeholder-user interests, and exploring larger issues of sustainability and participation in design practice. Emphasis on the pragmatics of problem solving and implementation will be balanced with essential skills in visioning, critical thinking and design leadership.
Taught by: Lin, Zhongjie
Course usually offered in fall term
Activity: Studio
2.0 Course Units
CPLN 773 Urban Regeneration in the Americas: The Conservation and Dev. of Urban Areas
This advanced topic seminar will focus on the challenges confronted by the conservation and urban planning professions in turning the urban heritage into a social and economic development resource for cities in developing countries. The preservation of the urban heritage is moving to a new paradigm of intervention responding to: a growing interest in communities for preserving their intangible and tangible urban heritage; rising development pressures on historic neighborhoods; the generalization of adaptive rehabilitation as a conservation strategy; and recent international agreements calling for expanding the role of the urban heritage in the social and economic development of the communities. This is a problem that is in the cutting edge of the research and practice of heritage conservation and urban planning and has conservation, planning and design implications making it ideally suited to a multi-discipline seminar approach. The course is modeled on successful 1-CU spring seminars conducted in recent years—the Gordon Site Planning Studio (2011), Parks for the People (2012), and the Regeneration of Historic Areas in the Americas (2012, 2014, 2016, 2018)—that attracted students from across the School and fit easily with core studios and thesis projects. Students from multiple departments are encouraged to participate in the course; enrollment will be kept to about 12. The course will combine seminar and field study methodologies in ways that they support each other. The knowledge acquired through the seminar work will be put to use in a field study exercise whose objective is to allow the students to work on topics of their interest and pursue research or urban development and heritage conservation interventions for expanding the contribution of the historic center of Cartagena in Colombia to the social and economic development of the city.
Taught by: Hector Eduardo Rojas
Course usually offered in spring term
Also Offered As: HSPV 703
Activity: Seminar
1.0 Course Unit

CPLN 790 MUSA/Smart Cities Practicum
The purpose of this course is for students to work with city and non-profit clients on data science that convert government data into actionable public policy intelligence. Groups of 2-3 students will work with the client to understand the business process, wrangle data, develop spatial and aspatial analytics and serve these outputs to non-technical decision makers through the medium of data visualization. Students will be mentored by MUSA Faculty and advised by someone from the partnering agency. Prerequisites: students must have a working knowledge of R and experience building both spatial and statistical models including machine-learning models. Prerequisites include MUSA-507/CPLN-590 and either CPLN-505 or MUSA-500. Students must have taken or be enrolled concurrently in MUSA-601 or MUSA-800. Students without these specific prerequisites are asked to contact the instructor. Please contact the instructor for full admission details, no later than November 15, 2018. Interested students are asked to contact the instructor to learn about specific projects and how to apply for the course.
Taught by: Ken Steif
Course usually offered in spring term
Also Offered As: MUSA 801
Prerequisite: (MUSA 507 OR CPLN 590) AND (CPLN 505 OR MUSA 500)
Activity: Seminar
1.0 Course Unit

CPLN 791 CPLN Summer Institute: Spreadsheet Review
Excel for Planners: use of Excel to develop simple planning indicators (e.g., location quotients), simple planning models (e.g., fiscal impact models), and database operations. Course enrollment is by permit only. Please contact Roslynne Carter (CPLN Dept.) at at roslynne@design.upenn.edu.
Taught by: Faculty
Course usually offered summer term only
Activity: Lecture
0.0 Course Units

CPLN 792 CPLN Summer Institute: Statistics
Basic Statistics for Planners: review of descriptive and basic inferential statistics, including z-scores, confidence intervals, t-tests, and chi-squared. Course enrollment is by permit only. Please contact Roslynne Carter (CPLN Dept.) at at roslynne@design.upenn.edu.
Taught by: Faculty
Course usually offered summer term only
Activity: Lecture
0.0 Course Units

CPLN 793 CPLN Summer Institute: Urban Design
Introduction to Presentation and Report Graphics for Planners: including one day each on Photoshop, Illustrator, Sketchup, and InDesign Course enrollment is by permit only. Please contact Roslynne Carter (CPLN Dept.) at at roslynne@design.upenn.edu.
Taught by: Faculty
Course usually offered summer term only
Activity: Lecture
0.0 Course Units

CPLN 794 CPLN Summer Institute: Microeconomics Review
Micro-econ Review: review of principles of supply and demand, elasticities, equilibrium prices and quantities. Course enrollment is by permit only. Please contact Roslynne Carter (CPLN Dept.) at at roslynne@design.upenn.edu.
Taught by: Faculty
Course usually offered summer term only
Activity: Lecture
0.0 Course Units

CPLN 795 CPLN SUMMER: INTRODUCTION TO GIS
The summer GIS Bootcamp prepares students for the intermediate GIS classes that begin in the fall semester. It begins with a discussion of GIS in planning and the social sciences and then moves on to topics related to spatial data, geocoding, projection, vector and raster-based geoprocessing, 3D visualization and more. Each class includes a brief lecture and a walk through involving actual planning related data. Course enrollment is by permit only. Please contact Roslynne Carter (CPLN Dept.) at at roslynne@design.upenn.edu.
Taught by: Faculty
Course usually offered summer term only
Activity: Lecture
0.0 Course Units

CPLN 797 CPLN Summer Institute: Writing Lab
Course usually offered summer term only
Activity: Lecture
0.0 Course Units

CPLN 798 CPLN Summer Institute: Success Stratgies
Course usually offered summer term only
Activity: Lecture
0.0 Course Units
CPLN 799 CPLN Summer Institute: Introduction to the R Statistical System
This one-week short course will introduce students to the basics of the R statistical programming language, including importing and setting up data, using the R interface to conduct descriptive data analysis, and basic model-building procedures.
Course usually offered summer term only
Activity: Lecture
0.0 Course Units

CPLN 800 Doctoral Seminar
Open to PhD students, this scholar-oriented seminar explores how academic researchers from different disciplines define researchable questions, craft research designs, and contribute to knowledge through an examination of important and/or recently published books and monographs with an urban focus. Required of all first- and second-year CPLN doctoral students and those doctoral students enrolled in the Urban Studies Graduate Certificate Program, enrollment is limited to 15 students. Other doctoral students may enroll on a space available basis.
Course requirements include completion of a major research paper on a topic selected in consultation with the instructor.
Taught by: Birch
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

CPLN 995 Dissertation
One-term course offered either term
Activity: Dissertation
1.0 Course Unit

CPLN 999 Independent Study and Research
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Notes: Ph.D. candidates. Independent study and research under faculty supervision.

Classical Studies (CLST)

CLST 010 Archaeology & Technology
This seminar explores how humans apply and modify technologies in contexts as diverse as everyday life, major politico-economic undertakings, or scholarly research. We investigate this through a comparison of technologies of the past with technologies of the present used to study the past. We will dig into the details of topics like building pyramids and tombs, the function of ancient astronomical devices, pre-telegraph long-distance communication, tools for cutting and carving stone, and kilns for firing pottery. Archaeologists study these issues by examining the material remains of past societies: the cut-marks on stone blocks, extant tomb structures, the debris of manufacturing activities, and much more. Today's technologies enable the detailed scientific examination of the evidence, improving our understanding of the past. Thus, in parallel with our investigation of past technologies, we will also study the history of the application of present technologies to research on the archaeological record. We will dig into topics like the first uses of computers and databases, the development of statistical methods, early digital 3d modeling of objects and architecture, the adoption of geophysical prospection and geographic information systems, and the emerging uses of machine learning. In some cases, we can even compare old and new technologies directly, such as with land measurement and surveying techniques. Throughout the class we will engage in readings and discussions on the theory of humans and technology, to gain a better understanding of how processes such as innovation function in all time periods.
Taught by: Peter Cobb
Also Offered As: ANTH 010, ARTH 010, NELC 010
Activity: Seminar
1.0 Course Unit

CLST 011 The Iliad and its Afterlife
As the first work in the western tradition, Homer's Trojan War epic, the Iliad, has been a constant point of reference for thinking about heroism, friendship, the search for meaning in the face of mortality, and the effects of war on individuals and societies. We will begin with a close reading of the Iliad in English translation, paying attention both to the story of its hero Achilles as he experiences disillusionment, frustration, anger, triumph, revenge, and reconciliation and to the poem's broader portrait of a society at war; this portrait incorporates the diverse perspectives of invaders and defenders, men and women, old and young, gods and mortals, along with tantalizing glimpses of peacetime life. We will then consider how later writers and artists have drawn on the Iliad to present a range of perspectives of their own – whether patriotic, mock heroic, romantic, or pacifist – with particular attention to 20th and 21st century responses by such figures as W.H. Auden, Simone Weil, Jonathan Shay, Cy Twombly, David Malouf, Alice Oswald, and Adrienne Rich. No previous knowledge of the Iliad is required. The course is intended for anyone who is interested in how cultures use their shared myths both to affirm and to question their central values.
Taught by: Murnaghan
Activity: Seminar
1.0 Course Unit
CLST 012 Private Life in Ancient Rome
What was it like to live in the Roman world? What did that world look, taste and smell like? How did Romans raise their families, entertain themselves, understand death, and interact with their government? What were Roman values and how did they differ from our own? This course takes as its subject the everyday lives of individuals and explores those lives using the combined tools of archaeology, art and written sources. In doing so, it seeks to integrate the well-known monuments of Roman civilization into a world of real people. Some of the topics explored will include Roman houses, diet, leisure, gender and sexuality, slavery, and poverty.
Taught by: Bowes
Course not offered every year
Activity: Seminar
1.0 Course Unit

CLST 014 Classical Antiquity and the Modern World
The ancient Greek and Roman civilizations, whether individually, together, or in relation to other ancient civilizations, have frequently been seen as ancestors of the modern world. This ancestry has been seen both as a common and unifying heritage and as one that divides. This course will consider the relationship between Classical Antiquity and the modern world in the light of different themes, including those of Civilization, Empire, Race, Ethnicity, Simplicity and Complexity, Morality, Religion, and Universality. Classes will focus on discussion of readings with an emphasis on coming to grips with multiple and conflicting points of view. Students will write a research paper related to one of the themes mentioned above or to another one of similar importance.
Taught by: Farrell
Activity: Seminar
1.0 Course Unit

CLST 015 Town and Country in Ancient Greece
The ancient city of Athens, Greece, is renowned as the birthplace of democracy; Sparta is famous for its warlike society; Olympia for the Olympic Games; and Delphi for its famed oracle. But the Greek landscape was dotted with hundreds of other cities, towns, villages, sanctuaries, and hamlets. This seminar is a journey through town and country in ancient Greece, from dense urban spaces to vast forests and agro-pastoral countrysides. We will examine many lines of evidence: (1) ancient texts (e.g., Homeric epics, Hesiod’s depiction of rural life, the histories of Herodotus and Thucydides, the tragedies and comedies of the great playwrights, the geography of Strabo, the travel writing of Pausanias); (2) inscriptions that record details of life and death; and (3) archaeology (site discovery and excavation, recovery of the material remains of everyday life). These sources will reveal much information about how urban and rural life were organized. A central aim of this seminar is to address this question: is the past a foreign country, or is there nothing new under the sun?
Taught by: Tartaron
Activity: Seminar
1.0 Course Unit

CLST 016 Travel and Ethnography in the Ancient World
Taught by: McInerney
Course not offered every year
Activity: Seminar
1.0 Course Unit

CLST 019 Topics in Literature
An introduction to Writing about Literature, with emphasis on a particular theme, genre, or period. See the English Department’s website at www.english.upenn.edu for a description of current offerings.
One-term course offered either term
Also Offered As: CIMS 015, ENGL 015, GSWS 017, LALS 016
Activity: Seminar
1.0 Course Unit
Notes: For additional information, please see our website at: <a href='https://www.english.upenn.edu'>https://www.english.upenn.edu</a>

CLST 026 Ancient Greece
The Greeks enjoy a special place in the construction of western culture and identity, and yet many of us have only the vaguest notion of what their culture was like. A few Greek myths at bedtime when we are kids, maybe a Greek tragedy like Sophokles' Oidipous when we are at school: these are often the only contact we have with the world of the ancient Mediterranean. The story of the Greeks, however, deserves a wider audience, because so much of what we esteem in our own culture derives from them: democracy, epic poetry, lyric poetry, tragedy, history writing, philosophy, aesthetic taste, all of these and many other features of cultural life enter the West from Greece. The oracle of Apollo at Delphi had inscribed over the temple, 'Know Thyself.' For us, that also means knowing the Greeks. We will cover the period from the Late Bronze Age, c. 1500 BC, down to the time of Alexander the Great, concentrating on the two hundred year interval from 600-400 BC.
For BA Students: History and Tradition Sector
Taught by: McInerney
Course usually offered in fall term
Also Offered As: ANCH 026, HIST 026
Activity: Lecture
1.0 Course Unit

CLST 027 Ancient Rome
At its furthest extent during the second century CE, the Roman Empire was truly a 'world empire', stretching from northern Britain to North Africa and Egypt, encompassing the whole of Asia Minor, and bordering the Danube in its route from the Black Forest region of Germany to the Black Sea. But in its earliest history it comprised a few small hamlets on a collection of hills adjacent to the Tiber river in central Italy. Over a period of nearly 1500 years, the Roman state transformed from a mythical Kingdom to a Republic dominated by a heterogeneous, competitive aristocracy to an Empire ruled, at least notionally, by one man. It developed complex legal and administrative structures, supported a sophisticated and highly successful military machine, and sustained elaborate systems of economic production and exchange. It was, above all, a society characterized both by a willingness to include newly conquered peoples in the project of empire, and by fundamental, deep-seated practices of social exclusion and domination. This course focuses in particular upon the history of the Roman state between the fifth century BCE and the third century CE, exploring its religious and cultural practices, political, social and economic structures. It also scrutinizes the fundamental tensions and enduring conflicts that characterized this society throughout this 800-year period.
For BA Students: History and Tradition Sector
Taught by: Cam Grey
Course usually offered in spring term
Also Offered As: ANCH 027, HIST 027
Activity: Lecture
1.0 Course Unit
CLST 029 Rome & America
This course explores a range of social structures and contexts, cultural understandings and intellectual practices where the influence of Roman exemplars is discernible in both historical and present-day America. It presents students with Roman and American materials placed in explicit or implicit dialog with one another: e.g., descriptions and discussions of political processes and structures; attitudes towards games, public entertainments, and communal cohesion; rhetorics and vocabularies of public space. Among other tasks and projects, students will stage a 'reimagination' of the Constitutional (Philadelphia) Convention of 1787, which resulted in the United States Constitution. They will also emulate ancient moralists and satirists, who attacked Rome's 'Bread and Circuses' culture, by focusing their attention upon comparable practices in modern America.
Taught by: Grey
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Freshman Seminar

CLST 100 Greek & Roman Mythology
Myths are traditional stories that have endured many years. Some of them have to do with events of great importance, such as the founding of a nation. Others tell the stories of great heroes and heroines and their exploits and courage in the face of adversity. Still others are simple tales about otherwise unremarkable people who get into trouble or do some great deed. What are we to make of all these tales, and why do people seem to like to hear them? This course will focus on the myths of ancient Greece and Rome, as well as a few contemporary American ones, as a way of exploring the nature of myth and the function it plays for individuals, societies, and nations. We will also pay some attention to the way the Greeks and Romans themselves understood their own myths. Are myths subtle codes that contain some universal truth? Are they a window on the deep recesses of a particular culture? Are they entertaining stories that people like to tell over and over? Are they a set of blinders that all of us wear, though we do not realize it? We investigate these questions through a variety of topics creation of the universe between gods and mortals, religion and family, sex, love, madness, and death.
For BA Students: Arts and Letters Sector
Taught by: Struck
Course usually offered in spring term
Also Offered As: COML 108
Activity: Lecture
1.0 Course Unit

CLST 101 Sex and Gender in Ancient Greece and Rome
What is being a man, being a woman, being masculine, being feminine, being neither, being both? Is sex about pleasure, domination, identity, reproduction, or something else? Are sexual orientation and gender identity innate? How can words, myths and stories inform cultural assumptions about sex and gender? Did people in ancient times have a concept of sexuality? How do gendered English terms (like 'girly', 'effeminate', or 'feisty') compare to gendered ancient Greek and Latin terms, like virtus, which connotes both 'virtue' and 'masculinity'? Why did the Roman and English speaking worlds have to borrow the word 'clitoris' from the ancient Greeks? How did people in antiquity understand consent? Can we ever get access to the perspectives of ancient women? In this introductory undergraduate course, we will learn about sex and gender in ancient Greece and Rome. We will discuss similarities and differences between ancient and modern attitudes, and we will consider how ancient texts, ancient art, ancient ideas and ancient history have informed modern western discussions, assumptions and legislation. Our main readings will be of ancient texts, all in English translation; authors studied will include Ovid, Aristophanes, Plato, Euripides, and Sappho. Class requirements will include participation in discussion as well as quizzes, reading responses, and a final exam.
Taught by: Wilson
Also Offered As: COML 105, GSWS 104
Activity: Lecture
1.0 Course Unit

CLST 102 Classical Traditions
A broad consideration of the ways in which writers and artists from the early modern era to the present day have responded to the classical tradition, borrowing from, imitating, questioning, and challenging their classical predecessors. Through modern reworkings of ancient epic, tragedy, biography, and lyric by authors ranging from Shakespeare and Racine to contemporary poets, painters, and filmmakers, we will ask what the terms 'classical' and 'tradition' might mean and will track the continuities and differences between antiquity and the modern world. Should we see ancient Greek and Roman culture as an inheritance, a valuable source of wealth bequeathed to the modern age? Or is there something wrong with that picture? How do ancient texts have to be adapted and transformed if they are to speak to modern conditions and concerns? This is an introductory-level course open to anyone who cares about the relationship between the present and the past.
For BA Students: Arts and Letters Sector
Course not offered every year
Also Offered As: ENGL 029
Activity: Lecture
1.0 Course Unit
CLST 103 History of Ancient Philosophy

What is philosophy? How does it differ from science, religion, literature, and other modes of human discourse? This course traces the origins of philosophy as a discipline in the Western tradition, looking to thinkers of Ancient Greece and Rome. We will examine how natural philosophers such as Thales, Anaximander, and Heraclitus distinguished their inquiries from the teachings of poets such as Homer and Hesiod; how ancient atomism had its origins in a response to Parmenides’ challenge to the assumption that things change in the world; how Socrates reoriented the focus of philosophy away from the natural world and toward the fundamental ethical question, how shall I live? We will also examine how his pupil, Plato, and subsequently Aristotle, developed elaborate philosophical systems that address the nature of reality, knowledge, and human happiness. Finally, we will examine in which later thinkers such as the Epicureans and Stoics transformed and extended the earlier tradition.

For BA Students: History and Tradition Sector
Taught by: S. Meyer
Course usually offered in fall term
Also Offered As: PHIL 003
Activity: Lecture
1.0 Course Unit

CLST 104 Race and Ethnicity in the Ancient World

Modern political and artistic movements often appeal to an ancient past in order to construct their own social and racial identities. But how did ancient peoples understand themselves and others? How should we understand race and ethnicity in the ancient past? And how are perceptions of the past used today to construct or dismantle structures of power? This course explores both ancient and modern representations of race and ethnicity in antiquity. We will investigate both how ancient peoples around or near the Mediterranean (e.g. Greeks, Romans, Egyptians, Persians, and Nubians) understood difference and also how modern eras have appropriated ancient identities. Our discussions will include ancient ethnographies, literature, and visual arts as well as modern theories and media, with an emphasis on active learning and collaboration. Students will be encouraged to produce both analytical and creative responses to our materials.

Taught by: Brassel
Course not offered every year
Also Offered As: ANCH 104
Activity: Seminar
1.0 Course Unit

CLST 107 Ancient Drama

This course will introduce students to some of the greatest works of dramatic literature in the western canon. We will consider the social, political, religious and artistic functions of drama in ancient Greece and Rome, and discuss both differences and similarities between ancient drama and modern art forms. The course will also pursue some broader goals: to improve students skills as readers and scholarly critics of literature, both ancient and modern; to observe the implications of form for meaning, in considering, especially, the differences between dramatic and non-dramatic kinds of cultural production: to help students understand the relationship of ancient Greek and Roman culture to the modern world; and to encourage thought about some big issues, in life as well as in literature: death, heroism, society, action and meaning.

For BA Students: Arts and Letters Sector
Course not offered every year
Also Offered As: COML 106
Activity: Lecture
1.0 Course Unit

CLST 111 Introduction to Mediterranean Archaeology

The cultures of Greece and Rome, what we call classical antiquity, span over a thousand years of multicultural achievement in the Mediterranean. This course tells the story of what it was like to live in the complex societies of ancient Greece and Rome. This story is told principally using the art, architecture, pottery and coins produced by these societies. We will examine both the bold and sexy, and the small and humble, from the Parthenon to wooden huts, from the Aphrodite of Knidos to the bones of a fisherman named Peter.

For BA Students: History and Tradition Sector
Taught by: Bowes
Course usually offered in fall term
Also Offered As: ANTH 111, ARTH 227, ARTH 627
Activity: Lecture
1.0 Course Unit

CLST 123 Great Discoveries in Archaeology

In this course, we examine famous (Pompeii, Troy, Machu Picchu) and not-so-famous (Uluburun, Kalamianos) archaeological sites, mainly in the Old World of the Mediterranean, Near East, and Asia, but also in the New World of North and South America. We adopt a thematic and comparative approach to delve deeper to explore these societies and examine cultural similarities and differences across the ancient world. A typical sequence of meetings will begin with lecture on a particular theme, such as Writing Systems or Sacred Spaces and Places, followed by the presentation of relevant monuments, sites, or regions from different parts of the world, with discussion and assessment of the cross-cultural similarities and differences. In this way, both the great diversity of culture in our world, and as well as our underlying similarities, can be revealed. How different are we from our ancestors who lived hundreds or thousands of years ago? Museum visits and exercises will allow students to engage with the material creations of these civilizations. CLST 123 is a non-technical introduction for students interested in archaeology, history, art history, anthropology, or related subjects. There are no prerequisites. The course fulfills the Cross Cultural Analysis foundational requirement.

Taught by: Tartaron
Activity: Lecture
1.0 Course Unit

CLST 127 The Material Past in a Digital World

The material remains of the human past -objects and spaces- provide tangible evidence of past people's lives. Today's information technologies improve our ability to document, study, and present these materials. But what does it mean to deal with material evidence in a virtual context? In this class, students will learn basic digital methods for studying the past while working with objects, including those in the collections of the Penn Museum. This class will teach relational database design and 3D object modeling. As we learn about acquiring and managing data, we will gain valuable experience in the evaluation and use of digital tools. The digital humanities are a platform both for learning the basic digital literacy students need to succeed in today's world and for discussing the human consequences of these new technologies and data. We will discuss information technology's impact on the study and presentation of the past, including topics such as public participation in archaeological projects, educational technologies in museum galleries, and the issues raised by digitizing and disseminating historic texts and objects. Finally, we will touch on technology's role in the preservation of the past in today's turbulent world. No prior technical experience is required, but we hope students will share an enthusiasm for the past.

For BA Students: History and Tradition Sector
Taught by: Bowes
Course usually offered in fall term
Also Offered As: ANTH 127, ARTH 127, HIST 127, NELC 187
Activity: Lecture
1.0 Course Unit
CLST 129 The Decline and Fall of the Roman Empire?
The Roman Empire, teetering under the weight of its bureaucracy, oppressed by the demands of its soldiers, weakened by wave after wave of barbarian invasions, and, with the rise of Christianity, confronted by its own immorality, finally fell when the last Roman emperor, Romulus Augustulus, was sent into exile in 476 CE. That, at least, is one version of the story. In truth, there are many stories that can be told of the period between the apogee of the Roman empire in the 2nd c. AD and the rise of Christianity and Islam and origins of the so-called Barbarian Kingdoms in the 7th and 8th centuries AD. This course will explore this period of 600 years, using methodologies from history, archaeology, social science and the sciences to understand the complex problem of empire and its evolutions. No previous knowledge of ancient or medieval history required.
Taught by: Bowes, Grey
Also Offered As: ANCH 129
Activity: Lecture
1.0 Course Unit

CLST 136 The Ancient Economy
This class presents an introduction to economies before economics, a study of economic activity in the Greco-Roman world. Ancient Greece and Rome have been called some of the first 'global' economies - they engaged in long-distance trade, introduced the first coinage systems, and built and manufactured at large scales. At the same time, they remained agrarian societies, with majority peasant populations, high levels of inequality and social systems that often placed social capital ahead of profit. Using textual sources, archaeology and techniques from the natural and social sciences, this class will not only look at basic elements of economic activity in the ancient world - demographics, trade, monetization, industry - but also ask critical questions about how - or if - modern economic methods can be applied to the distant past. No previous knowledge of the ancient world or economics is necessary.
For BA Students: Humanities and Social Science S
Taught by: Bowes
One-term course offered either term
Also Offered As: ANCH 136
Activity: Lecture
1.0 Course Unit

CLST 140 Scandalous Arts in Ancient and Modern Communities
What do the ancient Greek comedian Aristophanes, the Roman satirist Juvenal, have in common with Snoop Dogg and Eminem? Many things, in fact, but perhaps the most fundamental is that they are all united by a stance that constantly threatens to offend prevailing social norms, whether through obscenity, violence or misogyny. This course will examine our conceptions of art (including literary, visual and musical media) that are deemed by certain communities to transgress the boundaries of taste and convention. It juxtaposes modern notions of artistic transgression, and the criteria used to evaluate such material, with the production of and discourse about transgressive art in classical antiquity. Students will consider, among other things, why communities feel compelled to repudiate some forms of art, while others into classics.’
For BA Students: Humanities and Social Science S
Taught by: Rosen
Course not offered every year
Also Offered As: COML 141
Activity: Lecture
1.0 Course Unit
Notes: Previously listed as CLST 240.

CLST 143 Great Books of Greece and Rome
The literature of ancient Greece and Rome has been foundational for the national literatures of Europe and the Americas, and in the modern period it remains one of the most influential and widely read world literatures. This course introduces many of the most representative works that define the Greek and Roman canon from Homer to Augustine, along with the most characteristic issues that they examine. In the process, students will become familiar not only with the works themselves, but with the idea of a literary canon consisting of 'great books,' and will consider differing perspectives both on that idea and those of what constitutes a 'foundational' or a 'classical' literature, of literary influence, and of a community or culture defined in part by such a literature.
For BA Students: Arts and Letters Sector
Course not offered every year
Activity: Lecture
1.0 Course Unit
Notes: For BA Students: Arts and Letters Sector

CLST 146 Ancient Mediterranean Empires
What constituted an empire in antiquity and how was imperialism legitimized? Which measures were used to maintain and organize imperial power? How did foreign rule affect the daily life of people all over the Mediterranean? In this course we will discuss and compare ancient empires from Achaemenid Persia to Alexander the Great and the Hellenistic kingdoms of his successors to the emergence of Rome as one of the most successful and influential empires in world history. Topics that will be discussed include ancient ideas and concepts of imperial rule, patterns of political, economic and cultural power and their interrelations as well as imperial crises and local resistance. All texts will be discussed in translation. There are no prerequisites.
For BA Students: History and Tradition Sector
Taught by: Wilker
Course usually offered in fall term
Also Offered As: ANCH 146
Activity: Lecture
1.0 Course Unit

CLST 148 Food and Fire: Archaeology in the Laboratory
This course will let students explore the essential heritage of human technology through archaeology. People have been transforming their environment from the first use of fire for cooking. Since then, humans have adapted to the world they created using the resources around them. We use artifacts to understand how the archaeological record can be used to trace breakthroughs such as breaking stone and bone, baking bread, weaving cloth and firing pottery and metals. The seminar will meet in the Penn Museum’s new Center for the Analysis of Archaeological Materials. Students will become familiar with the Museum’s collections and the scientific methods used to study different materials. Class sessions will include discussions, guest presentations, museum field trips, and hands-on experience in the laboratory.
For BA Students: Humanities and Social Science S
Taught by: Katherine Moore
Also Offered As: ANTH 148, NELC 183
Activity: Lecture
1.0 Course Unit
CLST 185 Ancient Political Thought
The way in which the Greeks understood and expressed their political institutions, activities and challenges has deeply impressed our own conception of politics. This course will trace the history of this ancient heritage from its inception to today, first through a close analysis of key texts from Thucydides, Plato, Aristotle, and Polybius, and then by considering several important moments in the reception of the Greek political tradition, from the Renaissance and American Revolution to the crisis of modernity and the Neo-Conservative Movement. We evaluate the relationship between distant and recent past as well as the influence of both on our own day.
For BA Students: History and Tradition Sector
Course not offered every year
Also Offered As: PSCI 180
Activity: Recitation
1.0 Course Unit

CLST 191 World Literature: Classics of the World I
This course will introduce students to a wide array of literary works from across the world. It operates on the assumption that cultures have never been isolated from each other and that literature has always been in motion across national boundaries; it has been translated, adapted, and circulated. We will explore the genres, forms, and thematic preoccupations of major works that strive to imagine a wider world, while also studying the critical debates around the concept of world literature, from its origins with Goethe's essay on Weltliteratur to contemporary arguments about cosmopolitanism and globalization.
Taught by: Premoli/Irele
One-term course offered either term
Also Offered As: COML 191, ENGL 277
Activity: Seminar
1.0 Course Unit

CLST 199 Independent Study
Coursework and/or research undertaken independently by the student, supervised by a faculty member.
Activity: Independent Study
1.0 Course Unit

CLST 202 Greek Art and Artifact
Cleopatra VII (70/69 30 BCE) is one of the most famous women in world history. She has been remembered, admired, and reproached as a power-hungry Hellenistic queen, as the last pharaoh of Egypt, as a self-confident female ruler, and as the vicious seductress of Julius Caesar and Mark Antony. Her supposedly extravagant lifestyle, her political schemes, but also her integrity in choosing suicide over submission have inspired poets, artists, and historians from her own time to the modern world. In this seminar, we will take a closer look at some of the common perceptions and stereotypes that have shaped the image of Cleopatra for more than 2000 years. The main focus, however, will be on the historical queen, her biography, and the political and cultural contexts of her life. We will use ancient literary texts, papyri, inscriptions, coins, and archaeological evidence to analyze Cleopatra’s rise to power, how she presented herself to her subjects, and how she was perceived by others, as well as her role in the tumultuous events that led to the end of the Hellenistic period and the rise of imperial Rome under the rule of Augustus. No prerequisites, but some background in Hellenistic and/or Roman history will be helpful.
Taught by: Julia Wilker
Course not offered every year
Also Offered As: ANCH 202
Activity: Seminar
1.0 Course Unit

CLST 211 Ancient Moral Philosophy
A survey of the ethical theories debated by philosophers in Classical Greece and Rome. Plato, Aristotle, Stoics, Epicureans and Pyrrhonist Sceptics offer competing answers to the fundamental question raised by Socrates: How are we to live? That is, what is the best life for a human being? These philosophers generally agree that virtue is an important part of the best human life, but disagree about whether it is the greatest good (Epicurus, for example claims that pleasure is the highest good), or whether there are any other goods (for example, health, wealth, family).
Much attention is paid in their theories to accounts of the virtues of character, and to the place of wisdom in the best sort of human life.
For BA Students: Society Sector
Taught by: Meyer
Course usually offered in spring term
Also Offered As: PHIL 211
Activity: Seminar
1.0 Course Unit

CLST 217 Periclean Athens
Athens in the 5th Century BCE is often viewed as a high point of human civilization. We will assess this claim by looking at the period’s cultural achievements (in such areas as drama, architecture, and oratory) within their social and political contexts. Topics for discussion include: the structure and workings of the Athenian democracy; the interplay between pro-democratic and anti-democratic positions in Athenian political life; the connections between democracy and imperialism; conceptions of citizenship and relations between citizens and non-citizens (women, slaves, and resident foreigners); the role of the law courts in both dispute resolution and elite competition; sexual politics; and the civic significance of religious ritual.
Taught by: MURNAGHAN
Course not offered every year
Also Offered As: ANCH 217
Activity: Seminar
1.0 Course Unit
CLST 221 Hellenistic and Roman Art and Artifacts
An intensive introduction to the art and architecture of Rome and her empire from Republican and later Hellenistic to Constantinian times. Variable emphasis on topics ranging from major genres, styles, and programs of commemorative and decorative art, historical narrative, and political iconography to building types and functions and the specific Etrusco-Roman notion of space, land division, and city planning. Taught by: Kuttner
Course usually offered in spring term
Also Offered As: AAMW 626, ARTH 226, ARTH 626
Activity: Lecture
1.0 Course Unit

CLST 223 The Archaeology of Homer's World
Did you ever wonder what the world of the Iliad and Odyssey was really like? This illustrated lecture course surveys the prehistory and early history of the Greek world through texts and material remains, with the aim of bringing to life the society, economy, and politics of this ancient era. Among the topics are the rise and fall of the great Bronze Age civilizations of the Aegean area, the Minoans of Crete and the Mycenaeans of the Greek mainland; the cataclysmic volcanic eruption on the island of Thera (modern Santorini) and its long-term consequences; the Trojan War (myth or history??); the world of the Dark Age that followed the collapse of the Mycenaean palaces; and the Greek renaissance of the eighth century B.C. - including the adoption of the alphabet, the great colonizing movement, and the great Panhellenic sanctuaries like Olympia and Delphi - that laid the foundation for the Classical world to come. There are no prerequisites, and no prior knowledge of archaeology or the Greek world is assumed.
Taught by: Tartaron
Course not offered every year
Activity: Lecture
1.0 Course Unit

CLST 227 Age of Caesar
A course on Roman culture and society in a period of tumultuous political change, the lifetime of Julius Caesar (100-44BCE). Focuses on the interplay between shifting political and military realities and developments in social organization and literary production at Rome and in the wider Mediterranean world. The reception of Caesar in later ages will also be considered. Readings (all in translation) will include Catullus, Cicero, Lucretius, Plutarch, Sallust, Suetonius, and, of course, Caesar himself.
Taught by: Damon
Course not offered every year
Also Offered As: ANCH 227
Activity: Seminar
1.0 Course Unit

CLST 228 Excavating Ancient Cities: Troy & Gordion
The instructor has spent the last 30 years excavating the Turkish sites of Troy and Gordion, the latter of which has been explored under Penns sponsorship. The former was famous in antiquity as the site of the Trojan War, the latter served as the capital of the Phrygian Kingdom, ruled by Midas. Both of these are multi-period sites, with nine settlements built above each other during more than four millennia, and determining the chronology and appearance of each settlement has consistently been controversial. In this course we will examine the history of both sites, focusing on the problems of archaeological interpretation. Students will be placed in the position of the archaeologist and charged with re-interpreting the existing archaeological evidence.
Taught by: Rose
Activity: Lecture
1.0 Course Unit

CLST 244 Material World in Archaeological Science
By focusing on the scientific analysis of inorganic archaeological materials, this course will explore processes of creation in the past. clst 244 will take place in the new Center for the Analysis of Archaeological Materials (CAAM) and will be team taught in three modules: analysis of lithics, analysis of ceramics and analysis of metals. Each module will combine laboratory and classroom exercises to give students hands-on experience with archaeological materials. We will examine how the transformation of materials into objects provides key information about past human behaviors and the socio-economic contexts of production, distribution, exchange and use. Discussion topics will include invention and adoption of new technologies, change and innovation, use of fire, and craft specialization.
Taught by: Boileau/Dibble
Also Offered As: ANTH 221, ANTH 521, ARTH 230, NELC 284, NELC 584
Activity: Lecture
1.0 Course Unit

CLST 251 Greek and Roman Universe
This course covers the history of Greek and Roman exploration and mapping of the earth and the cosmos from the Bronze Age to Late Antiquity, together with advances in timekeeping and the measurement of time. Readings include poetic, historical, and scientific texts.
Taught by: Farrell
Course not offered every year
Activity: Seminar
1.0 Course Unit

CLST 257 Religion and the Polis
This class is designed to introduce students to the study of Greek religion with particular attention to the notion of polis religion, a recent model used to understand the function and structure of Greek religion. In this class we will look at the major institutions of Greek religion, notably sacrifice, festivals, and processions, but will also examine the importance of sanctuaries and temples in the heart of the city, on the edges of its territory and in the countryside. We will also examine religion as a system of belief and action, and will consider the intersection of local, state and international religious institutions.
Taught by: McInerney
Course not offered every year
Also Offered As: ANCH 257
Activity: Seminar
1.0 Course Unit
Notes: This course is taught exclusively in English
CLST 267 The Ancient Novel
The ancient Greek and Roman novels include some of the most enjoyable and interesting literary works from antiquity. Ignored by ancient critics, they were until fairly recently dismissed by classical scholars as mere popular entertainment. But these narratives had an enormous influence on the later development of the novel, and their sophistication and playfulness, they often seem peculiarly modern—or even postmodern. They are also an important source for any understanding of ancient culture or society. In this course, we will discuss the social, religious and philosophical contexts for the ancient novel, and we will think about the relationship of the novel to other ancient genres, such as history and epic. Texts to be read will include Lucian’s parodic science fiction story about a journey to the moon; Longus’ touching pastoral romance about young love and sexual awakening; Heliodorus’ gripping and exotic thriller about pirates and long-lost children; Apuleius’ Golden Ass, which contains the story of Cupid and Psyche; and Petronius’ Satyricon, a hilarious evocation of an orgiastic Roman banquet.
Taught by: Wilson
Course not offered every year
Activity: Seminar
1.0 Course Unit

CLST 268 Living World in Archaeological Science
By focusing on the scientific analysis of archaeological remains, this course will explore life and death in the past. It takes place in the new Center for the Analysis of Archaeological Materials (CAAM) and is team taught in three modules: human skeletal analysis, analysis of animal remains, and analysis of plant remains. Each module will combine laboratory and classroom exercises to give students hands-on experience with archaeological materials. We will examine how organic materials provide key information about past environments, human behavior, and cultural change through discussions of topics such as health and disease, inequality, and food.
Taught by: Kassabaum, Monge, Moore
Course not offered every year
Also Offered As: ANTH 267, ANTH 567, CLST 568, NELC 286, NELC 586
Activity: Lecture
1.0 Course Unit

CLST 271 Greek & Roman Medicine
This course will examine the ways in which the Greeks, and then the Romans, conceptualized the body, disease, and healing, and will compare these to medical culture of our time. We will consider sources from Hippocrates, Plato, and Aristotle to Galen and Soranus, and will juxtapose these writings with modern discourse about similar topics. We will also pay some attention to ancient pharmacology and religious healing, and will visit the Penn Museum to see their collection of ancient medical instruments. All readings will be in English and no previous background in Classical Studies is required. This course will be especially appealing (and useful) to Pre-med and Nursing students, and to students interested in the History of Science, Ancient Philosophy, and Classics.
Taught by: Rosen
Course not offered every year
Also Offered As: HSOC 271
Activity: Seminar
1.0 Course Unit

CLST 270 Lies My Ancient History Teacher Taught Me
The neat, comforting narratives that we construct of the histories of ancient Greece and Rome cover up a collection of controversies and debates that continue to rage in contemporary scholarship. Can we use the Homeric epics as sources of early Greek history? Who was responsible for the Peloponnesian War? How can we best explain Rome’s acquisition of empire? How new was the political revolution of Augustus? What were the main reasons for the rise of Christianity? In this course, we explore these and other controversies, focusing on both modern scholarship and the ancient sources. All texts will be discussed in translation. No prior knowledge of Ancient History is required, although it would be useful to have taken ANCH 026 and/or ANCH 027.
Taught by: Cam Grey
Course not offered every year
Also Offered As: ANCH 301
Activity: Seminar
1.0 Course Unit

CLST 305 Archaeologies of Subalternity
This course addresses the various areas and approaches to ‘otherness’ in ancient Mediterranean archaeology, and the power dynamics of oppression. We’ll not only examine disempowerment around cultural identity, class, gender and sexuality, and race/ethnicity, but we’ll spend equal time pondering how those subjects have been studied - or ignored - by classical archaeologists. The power relationships both inherent in the subjugation of various kinds of people in the ancient world, and in the academic discourses around them, are the themes of the course. While this course will be focused on the Bronze Age through late antique Mediterranean, those with other period/interests are most welcome. Students will be asked to bring their own interests to the course, which help shape the course. Upper-level courses in archaeology, anthropology or ancient history are recommended prior to enrollment.
Taught by: Bowes
Course not offered every year
Also Offered As: AAMW 550, CLST 605
Activity: Seminar
1.0 Course Unit

CLST 310 Ancient and Modern Constitution Making
Constitutionmaking reemerged as an urgent issue with the transformation of colonial empires after World War II, the collapse of the Soviet empire in 1991, and nationalist movements in the Balkans, the British Isles, and the European Union. It has remained important as competition for control of Central Asia, the Middle East, and Northern Africa has intensified. The written constitution has been hailed by some as the vehicle for changing long established cultures, but its success has been uneven when it comes to reducing political conflict and to reforming if not improving customs, character, habits, and actions. What might explain this uneven success? Is an explanation to be found by going back to what appear to be the roots of constitutionmaking? This course builds on contemporary scholarship to reconstruct what we may call the constitutionmaking tradition as it develops in the main ancient texts, which are read in English translation. The course traces this tradition through the classically trained thinkers of the Seventeenth Century, the American colonial compacts and covenants, the so-called state constitutions, and the debates in the U.S. Constitutional Convention up to recent efforts in, for example, Zimbabwe (2013) or Egypt (2014).
Taught by: Mulhern
One-term course offered either term
Activity: Seminar
1.0 Course Unit
CLST 311 Disasters in the Ancient World
Natural disasters occupy a powerful place in our imagination. Stories of floods, plagues, earthquakes and storms excite and horrify us, and communities mobilize their resources quickly in response to these events. In the ancient Mediterranean world, natural disasters could take on potent meaning, indicating the anger or disfavor of the gods, acting as warnings against certain courses of action, or confirmations of individuals’ fears or suspicions about the world in which they lived. In this course, we explore the evidence for some disasters in the ancient Mediterranean world, the ways in which contemporaries reacted to those disasters and interpreted their causes. This project is, of necessity, multidisciplinary, involving textual, archaeological, geological, and comparative materials and drawing on methodologies from history, political and archaeological science, and the emerging field of disaster studies. In the process, we will gain an appreciation of the social structures of communities in the period, the thought-world in which they operated, and the challenges and opportunities that attend a project of this sort. No prior knowledge of Ancient History is required, although it would be useful to have taken an introductory survey course. Texts will be discussed in translation.
Taught by: Grey
Course not offered every year
Also Offered As: ANCH 311, ANTH 311
Activity: Seminar
1.0 Course Unit

CLST 312 Writing History in Greece and Rome
What constituted history in ancient Greece and Rome? What claims to knowledge did history make, and how did these differ from other forms of knowledge? How did historians envision their task, and how did they go about performing it? We will read the works of the major Greek and Roman historians in translation in an attempt to answer those questions. Other issues to consider include the origins and development of historical writing, the place of history within the ancient literary tradition, and the similarities and differences between the ancient and modern practice of history.
Taught by: Damon
One-term course offered either term
Activity: Seminar
1.0 Course Unit

CLST 313 Landscapes and Seascapes of the Ancient Mediterranean
The Mediterranean environment is both diverse and unique, and nurtured numerous complex societies along its shores in antiquity. This seminar offers a primer on theoretical and methodological approaches to studying landscapes and seascapes of the Mediterranean from the Bronze Age to the early modern era, at scales from local to international and on land and underwater. Concepts from processual, post-processual, and current archaeologies will be considered, and field techniques including excavation and surface survey, remote sensing and geophysics, GIS modeling, and ethnography/ethnoarchaeology are examined. Course content and discussion focus on case studies that illustrate how these tools are used to reconstruct the appearance and resources of the natural environment; overland and maritime routes; settlement location, size, function, and demography; social and economic networks; and agricultural, pastoral, and nomadic lifeways. Seminar participants will develop case studies of their own geographical and chronological interest.
Taught by: Tartaron
Course not offered every year
Also Offered As: AAMW 613, CLST 613
Activity: Seminar
1.0 Course Unit

CLST 315 Kinship and Connectivity in the Roman World
An individual’s life course is often reflected, enhanced, and defined by their relations to other individuals. This course will investigate the concept of kinship in the Roman world through textual, visual, and archaeological evidence. We will explore relationships at all levels of society from the imperial family to the slaves and freedmen who were part of larger households, in order to understand how different relationships shaped and structured interactions in Roman society. Together, we will explore the following questions: how were relationships and bonds represented in the ancient world? What structures were in place for families to perpetuate themselves through biological or adoptive means? How could non-Roman citizens create family connections through formal and informal channels? How could relationships be celebrated in life and commemorated in death? We will use written evidence from ancient historians, visual evidence like the Altar of Peace, and archaeological evidence from cemeteries to examine how Roman notions of kinship shaped life and death in different social milieus.
Taught by: Brent
Also Offered As: AAMW 514, ANCH 315, ANTH 315, CLST 515
Activity: Seminar
1.0 Course Unit

CLST 316 Africa and Roman Literature
In this course, we will explore race and ethnicity in the Roman world by focusing on the life and works of Roman Africans and the ways in which non-African Romans engaged with and presented the peoples of Africa. The course covers Roman literature in translation from the comedies of Plautus produced in the late 3rd - 2nd centuries BCE, to African Christian writing of the 5th century CE. It also covers a wide range of genres: we will examine how Roman writers articulate questions of race in comedy and satire, epic, history, biography, and elegy among others. We will read African writers (Apuleius, Augustine) and ask how their Africanness influences their works. We will read Roman accounts of journeys to Africa, wars with Africa, and encounters with Africans to ask how the Romans saw themselves as different from or similar to Africans. The course will also explore in more general terms how Romans talk about race: did racism exist? What aspects of different cultures and peoples did Romans choose to emphasize when they talked of non-Romans?
Taught by: Lewis
Also Offered As: AFRC 316, ANCH 316
Activity: Seminar
1.0 Course Unit
CLST 325 Topics in Roman Art and Architecture
Topic varies from semester to semester. For the Fall 2020 semester, the topic will be "The Last Days of Pompeii." Pompeii is one of the most famous archaeological sites in the world. Not fully excavated and only partially understood, it seems to offer a tantalizing cross-section of Roman architecture, art, and society, preserved as it was when the volcano Mount Vesuvius erupted on 24 August 79 CE. At the same time, the rediscovery of Pompeii since the eighteenth century has had a profound impact on western culture. This course will look at the discovery, reception, and reinvention as well as 'original' character of Pompeii and other settlements around Vesuvius destroyed at the same time as Pompeii, such as Herculaneum and Stabiae. We will examine the evidence that these Campanian sites provide for Roman architecture, art, and society, and the difficulties we face in trying to use it. The course will include a range of material, from the architecture of houses and public areas of the city, tackling the notions of public and private in Roman society, the wall painting in Pompeian houses, examining the forms and functions of Roman frescoes as well as the ways in which they have been viewed in antiquity and modern times, to the shops, workshops and taverns that populated the ancient city and provide evidence for its economy. The approach is thematic, addressing the urban planning and development of the city, the domestic spaces and activities, the public spaces and buildings, and economy of the city, concentrating on case studies, such as the Forum, the House of the Vettii, the textile industry and the Villa of the Papyri. No special prior knowledge of antiquity is assumed.
Taught by: Zarmakoupi
One-term course offered either term
Also Offered As: ARTH 329
Activity: Seminar
1.0 Course Unit

CLST 328 Topography and Monuments of Ancient Rome
An intensive exploration of Rome's urban topography during the Republican and Imperial periods (6th c. B.C. through 4th c. A.D.) Using archaeological and textual sources, including the Etruscan and Roman collections of the Penn Museum, the goal will be to reconstruct the built environment and decoration of Rome over the course of a millennium. Of interest to students of classics, archaeology, art history, and architecture. Some familiarity with Rome will be a plus, but is not required.
Course not offered every year
Also Offered As: AAWM 533, CLST 533
Activity: Seminar
1.0 Course Unit

CLST 329 Topics in Classicism and Literature
This advanced seminar will examine the classical backgrounds to English poetry, in particular the Biblical and Greco-Roman antecedents to Renaissance lyric verse and verse drama (such as, preeminently, Shakespeare). Different versions of this course will have different emphases on Biblical or Hellenist backgrounds.
Course not offered every year
Also Offered As: ENGL 329
Activity: Seminar
1.0 Course Unit

CLST 332 The Rise and Decline of Macedonia
In this course, we will study the rise and development of Macedonia from a tiny kingdom on the northern fringes of the Greek world to one of the major powers of the region and beyond. Regarded by the Greeks as an at least semi-barbarian culture on the periphery, Macedonia became the dominant power in the Greek world during the fourth century BC and its king Alexander the Great set out to conquer the world. After his death, Macedonia was one of the Hellenistic kingdoms competing for power and influence in the Mediterranean until it finally came under Roman control. Topics that will be discussed include questions of ethnicity and identity, Macedonian kingship, culture and society (including the role of women) and the role of Macedonian traditions in the Hellenistic era in general. Special emphasis will therefore be laid on critical reading and interpretation of ancient literary texts, documentary evidence and archaeological material. that will be discussed include questions of ethnicity and identity, Macedonian kingship, culture and society (including the role of women) and the role of Macedonian traditions in the Hellenistic era in general.
Taught by: Wilker
Course not offered every year
Also Offered As: ANCH 330
Activity: Lecture
1.0 Course Unit

CLST 335 Etruscan Art & Archaeology in the Penn Museum
The Etruscans, who spoke a language unlike any others known, were cast by their Greek and Roman rivals as outsiders and enemies: pirates, lovers of luxury, loose women. Today we must rely on the archaeological evidence of painted tombs, decorated Tuscan temples and massive engineering works to correct the picture. The course will survey a millennium (1st millennium BCE) of Etruscan culture through archaeological sites, works of art and everyday material culture, especially illustrated with objects in the collection of the Penn Museum. An additional insight into Italic culture comes from tomb groups excavated for the Museum at the Faliscan settlement of Narce. Students will gain familiarity with the societies of pre-Roman Italy through close study of their vases, jewels, arms, armor, textiles and tools, and even their very bones, and discover a surprising amount of Etruscan heritage surviving today.
Taught by: Turfa
Course not offered every year
Also Offered As: AAWM 630, CLST 635
Activity: Lecture
1.0 Course Unit

CLST 336 Archaeology of Anatolia
This class is devoted to the archaeology and history of Anatolia (ancient Turkey) from the beginning of the Bronze Age (3000 BC) to the end of the Byzantine period (1453 AD). Emphasis will be placed on the great empires in Anatolia (Hittite, Phrygian, Lydian, Urartian, Persian, Roman, and Byzantine), and on the great cities (Troy, Sardis, Ephesus, Constantinople). The course is intended to complement the major exhibit on Gordion, the Phrygians, and Anatolian archaeology that will open at the Penn Museum in February of 2016 and run for 10 months.
Taught by: Brian Rose
Course not offered every year
Also Offered As: AAWM 536, ARTH 421, NELC 121, NELC 521
Activity: Lecture
1.0 Course Unit
CLST 337 Iliad
Homer's Iliad presents a dark and difficult vision of the world, but one that nonetheless inspires. Casual cruelty, divine caprice, and savage violence test heroes and lesser folk and provoke a reckoning with the stark realities of both human vulnerability and capability. It inspires kind of terror, but still also somehow provides a kind of comfort, albeit one whose character seems almost beyond comprehension. By a close and careful reading of Homer’s text, along with some reflections and readings drawn from more contemporary wars, including the current ones, we will try to examine these issues with one eye on the past and one on the present. Our goal will be to achieve some further understanding of war and human experience. This course will be offered online.

Taught by: Struck
Course usually offered summer term only
Activity: Seminar
1.0 Course Unit

CLST 338 Power and Peril: The Paradox of Monarchy among Ancient Greeks, Romans, and Jews
We imagine ancient Greece and Rome as the cradles of democracy and republicanism, early Judea as a pious theocracy, but monarchy was the most common and prevalent form of government in antiquity (and the premodern world in general). In this class, we will take a special look at kinship among the Jews, Greeks, and Romans to assess and discuss similarities, differences, and mutual influences. In all these cultures, the king was a polarizing figure in reality and in conception. On the one hand, some revered the monarch as ideal leader, and monarchy provided the language with which to describe and even imagine the very gods. On the other, monarchs were widely reviled in both theory and practice, from the Greek tyrants to biblical Saul. The Emperor Augustus loudly denied his own affinity to the office of king, even as he ruled alone and was revered as a god. In other words, kings stood both for the ideal and the worst form of government. This class confronts the paradox of monarchical rule and will, through the lens of the king, explore ideas of god, government, human frailty, and utopianism.

Taught by: Wilker and Dohrmann
Course not offered every year
Also Offered As: ANCH 303, JWST 303, RELS 303
Activity: Seminar
1.0 Course Unit

CLST 341 Topics in Greco-Roman Art
Topic Varies
Taught by: Kuttner
Also Offered As: ARTH 325
Activity: Seminar
1.0 Course Unit

CLST 343 The Iliad and its Afterlife
As the earliest work in the western tradition, the Iliad has been a constant point of reference for later considerations of heroism, friendship, the search for meaning in the face of mortality, and the effects of war on individuals and societies. We will begin with a close reading of the Iliad in translation, with attention both to the story of its hero Achilles as he experiences disillusionment, frustration, anger, triumph, revenge, and reconciliation and to the poems broader portrait of a society at war, which incorporates the diverse perspectives of invaders and defenders, men and women, old and young, gods and mortals, along with tantalizing glimpses of peacetime life. We will then consider how later writers and artists have drawn on the Iliad to present a range of perspectives of their own -- whether patriotic, mock heroic, romantic, or pacifist -- with particular attention to 20th and 21st century responses by such figures as W.H. Auden, Simone Weil, Cy Twombly, David Malouf, Alice Oswald, and Adrienne Rich. There are no specific prerequisites, but the course can serve as a complement to CLST 302, The Odyssey and its Afterlife or CLST 331 Reading the Iliad in a Time of War.

Taught by: Murnaghan
Activity: Seminar
1.0 Course Unit

CLST 344 Curiosity: Ancient and Modern Thinking about Thinking
This course will examine two approaches to the still unanswered question of what happens when we humans come up with new knowledge. How should we describe the impulse, or set of impulses, that leads us to seek it? What is happening when we achieve it? And how do we describe the new state in which we find ourselves after we have it? We will study the work of contemporary physicists and cognitive scientists on these questions along side the approaches developed by the two most powerful thinkers from antiquity on the topic, Plato and Aristotle.

Taught by: Struck
Course not offered every year
Also Offered As: EAS 244, INTG 344
Activity: Seminar
1.0 Course Unit
CLST 345 Ancient Epic Poetry
Admission to this course is by application only. It is a collaboration between Penn and Yale-NUS in Singapore. It will require travel to study in Singapore during Penn’s Spring Break 2019. Seminars on both campuses will focus on five complete epics, Gilgamesh, the Iliad, Odyssey, Ramayana, and Aeneid. In addition to regular class times, it will also require additional evening meetings for plenary sessions via teleconference with Singapore. We will work with a mix of lectures, discussions, and group work with teams drawn from both campuses. Yale-NUS will travel to Philadelphia to join Penn students in face-to-face class sessions, and in additional cultural events, at Penn and in Philadelphia, including work in the Penn Museum. Penn students will also fly over to meet Yale-NUS students for a week that mirrors the Philadelphia experience, with attendance in classes, and cultural events, including the Asian Civilizations Museum. Part of the expectation for the class is that each group will host the others as they visit. Course grades will consist in a combination of sole-authored papers and collaborative projects. There will be a limited amount of grant money available to subvene travel for students. We will work with financial aid to determine need. Up-to-date passports are required for the course. Prerequisite: IMPORTANT - APPLICATION REQUIRED: Use the link in ‘Additional course information’.
Taught by: Struck
Activity: Seminar
1.0 Course Unit
Notes: IMPORTANT - APPLICATION REQUIRED: Use the link in ‘Additional course information’

CLST 360 Topics In Classicism and Literature
Ancient epic and mythology had a curious and rich afterlife in the Middle Ages. Virgil and Ovid were taught in medieval schools, read for their moral content, and revered as fiction that concealed great philosophical value. Their influence also gave rise to the great literary form of the Middle Ages, romance: narratives that place a premium on erotic love, individual quests, the unpredictability of adventure, and imaginary or exotic settings. Yet despite what may appear to be merely gratifying entertainment, medieval romance and medieval receptions of classical myth did tremendous cultural work, enabling profound explorations of history, political values, gender and sexual identity, and social power. We will spend some weeks reading Virgil’s Aeneid and Ovid’s Heroides and Metamorphoses. Then we will turn to medieval reimaginings of classical myth and metamorphosis, including poetry by Marie de France, Chretien de Troyes, and Chaucer, and anonymous works such as Sir Gawain and the Green Knight. The course requirements will be: one very short oral presentation on a research topic of your choice related to the reading, together with a short write-up of your research; one short critical paper; and one longer research paper (which can develop the subject of your oral presentation).
Taught by: Copeland
Course not offered every year
Also Offered As: COML 304, ENGL 229, GSWS 228
Activity: Seminar
1.0 Course Unit

CLST 362 Intro to Digital Archaeology
Digital methodologies are now an integral part of archaeological practice and archaeologists are now expected to possess basic computing skills and be familiar with a range of data collection, analysis and visualization techniques. This course will use case studies and applied learning opportunities centered on a course project to explore a broad array of techniques. The course will use case studies and applied learning opportunities centered on a course project to explore a broad array of digital approaches in archaeology. The technological underpinnings, professional procedures, and influences on archaeological practice and theory will be discussed for each method covered in the course. Applied learning opportunities in digital data collection methods will include aerial and satellite image analysis, global navigation satellite system (GNSS) survey, 3D scanning methods, close-range photogrammetry, and near-surface geophysical prospection. Students will also have opportunities for practical experience in digital database design and management, geographic information science (GIS) and 3D visualization. Students will communicate the results of the course project in a digital story that will be presented at the end of the term. Prior archaeological classwork and/or experience preferred.
Taught by: Herrmann
Also Offered As: AAMW 562, ANTH 362, ANTH 562, CLST 562, NELC 362
Activity: Lecture
1.0 Course Unit

CLST 363 Penn Museum Curatorial Seminar: Reconfiguring the Classical World Galleries
The Greek galleries in the Penn Museum were opened in 1994, and the Etruscan and Roman galleries in 2003. The world was very different then, and many of the themes used to frame the artifacts in the galleries are not especially relevant to contemporary students, scholars, and visitors. In this course we will completely reorganize and reinstall the galleries digitally, creating a series of websites that will highlight the new layout and themes. We will work extensively with the Greek Etruscan, and Roman artifacts themselves to reconfigure the galleries, which will highlight the connections between antiquity and the contemporary world, focusing on themes such as armed conflict, trauma, migration, xenophobia, and wealth and poverty.
Taught by: Rose
Activity: Seminar
1.0 Course Unit

CLST 364 Foreigners in Rome
According to the stories the Romans told about the origins of their city, Rome began as a community of immigrants. As a growing metropolis and, eventually, the center of an empire, the city remained a magnet for people from other parts of the Empire and beyond. Foreigners came to the city as merchants and travelers, they settled here seeking a different and better life, pursuing a career, or escaping hardships in their home communities. Others were brought to Rome against their will, as prisoners or slaves. In this seminar, we will explore the different communities of foreigners and immigrants that shaped Rome. How and why did they move to the city? How did they experience their new home? How did they adapt to life in Rome and how, in turn, did they influence what we define as ‘Roman’ today? Finally, what can the legal, social, political, and social status of immigrants tell us about Roman society in general? To answer these questions (and more), we will look at a wide array of primary sources, including literary texts, inscriptions, and material culture.
Taught by: Wilker
Also Offered As: ANCH 363
Activity: Seminar
1.0 Course Unit
CLST 369 Literary Translation
This course is for graduate students and undergraduates with permission of the instructor. All students enrolled must have knowledge of at least one language other than English. We will study the history, theory and practice of literary translation, and participate in it. Readings will include theoretical works in translation studies, using selections from Lawrence Venuti’s Translation Studies Reader and Schulte/Biguenet’s Translation Theory Reader, with some supplemental readings; we will also look at comparative cases of multiple translations of the same original, and analyze how different translators make different interpretative/formal/aesthetic choices. Course assignments will include both a research paper, on the history and/or theory of translation, and an extended practical translation exercise, to be workshopped over the course of the semester, consisting of a literary translation of a text of the student’s choice.
Taught by: Wilson
Also Offered As: CLST 569, COML 369
Activity: Seminar
1.0 Course Unit

CLST 370 Classics & American Government
Before the universities established public-service programs in the twentieth century, many Americans prepared themselves for public life by studying Greek and Latin authors in school and college. In this course, using English translations, students survey an eighteenth-century classical curriculum and trace its influence in the political activity of Madison and others who guided the development of American governmental institutions.
Taught by: John Mulhern
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

CLST 396 History of Literary Criticism
This is a course on the history of literary theory, a survey of major debates about literature, poetics, and ideas about what literary texts should do, from ancient Greece to examples of modern European thought. The first half of the course will focus on early periods: Greek and Roman antiquity, especially Plato and Aristotle; the medieval period (including St. Augustine, Dante, and Boccaccio); and the early modern period (such as Philip Sidney and Giambattista Vico). In the second half of the course we will turn to modern concerns by looking at the literary (or ’art’) theories of some major philosophers and theorists: Kant, Hegel, Marx, Nietzsche, Freud, and Walter Benjamin. We end the course in the mid-twentieth century. The purpose driving this course is to consider closely how this tradition generated questions that are still with us, such as: what is the act of interpretation; what is the ’aesthetic’; what is ’imitation’ or mimesis; and how are we to know an author’s intention. During the semester there will be four short writing assignments in the form of analytical essays (3 pages each). Students may use these small essays to build into a long piece of writing on a single text or group of texts at the end of the term. Most of our readings will come from a published anthology of literary criticism and theory; a few readings will be on Canvas.
Taught by: Copeland
Course not offered every year
Also Offered As: COML 396, ENGL 396
Activity: Seminar
1.0 Course Unit

CLST 399 Independent Study
This course is taken by students doing independent work with a faculty advisor, such as students approved to work on a senior research paper in pursuit of honors in the major.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

CLST 402 Post-Baccalaureate Studies in Greek
Intensive Greek reading course for students in the Post-Baccalaureate Program in Classical Studies. Readings are chosen to expose students to a variety of prose and poetry texts during their program experience. The Fall course includes some grammar review and analysis as well as translation. Permission of instructor required for non-Post-Baccalaureate students.
Two terms. student may enter either term.
Activity: Lecture
1.0 Course Unit

CLST 403 Post-Baccalaureate Studies in Latin
Intensive Latin reading course for students in the Post-Baccalaureate Program in Classical Studies. Readings are chosen to expose students to a variety of prose and poetry texts during their program experience. The Fall course includes some grammar review and analysis as well as translation. Permission of instructor required for non-Post-Baccalaureate students.
Two terms. student may enter either term.
Activity: Lecture
1.0 Course Unit

CLST 419 Mining Archaeology
In ancient times, materials such as stone and metals were used to produce artifacts including pigments, jewelry, tools, and weapons. This course is designed to introduce students to research on the early exploitation of mineral resources. Which techniques were used to access and process raw materials in antiquity? Which archaeological methods can be used to investigate these features and artifacts? The course will provide worldwide examples through time, ranging from Stone Age flint mining, Iron Age rock salt mining to Medieval silver mining. Ethnographic studies and hands-on activities will contribute to our understanding of mining in archaeology, and artifacts from the Museum’s collections will undergo scientific analysis in the Center for the Analysis of Archaeological Materials. Prerequisite: Desired but not mandatory: ANTH 221/521 Material World in Archaeological Science
Taught by: Jansen
Course usually offered in spring term
Also Offered As: ANTH 419, NELC 419
Activity: Seminar
1.0 Course Unit
CLST 425 Late Antique Arts
What is ‘Late Antiquity’? In 312 when Roman emperor Constantine inaugurated a Christian empire, ‘Roman’ culture was centuries old. The period ca. 200-650 CE saw profound transformations that launched Medieval, Byzantine and Islamic traditions. In this epoch of economic and political upheaval destruction was frequent but partial: Rome long survived, Constantine’s ‘new Rome’, Constantinople flourished, and around the Empire both proto-global visual culture and local forms prospered. Roman cultural models authorized both innovation and passion for tradition, in forms and styles: we critique art-historical models for Late Antique ‘decline’, analyse habits of material reuse and curation, and look at new Christian and Jewish roles for Roman things as well as polytheist visual survival. Foreign allies and enemies, and new peoples invading an already polyethnic Empire, interacted with Greco-Roman Late Antiquity; we visit arts of Sasanian and Islamic empires east and south, and ‘barbarian’ domains in Africa, Europe, Britain. Media discussed, for sacred, courtly, domestic, funerary, political and civic spaces and structures include not just ‘monumental’ painting, mosaic, sculpture, but also objects of silver, ceramic, ivory, figural textile, glass; painted books; jewelry; mass-media artifacts like coins and pilgrimage tokens. We also study Late Antique texts on art, objects, space and viewership.
Taught by: Ann Kuttner
Course not offered every year
Also Offered As: AAMW 425, ARTH 425
Activity: Lecture
1.0 Course Unit

CLST 427 Roman Sculpture
Survey of the Republican origins and Imperial development of Roman sculpture - free-standing, relief, and architectural - from ca. 150 BC to 350 AD. We concentrate on sculpture in the capital city and on court and state arts, emphasizing commemoratory public sculpture and Roman habits of decorative display; genres examined include relief, portraits, sarcophagi, luxury and minor arts (gems, metalwork, coinage). We evaluate the choice and evolution of styles with reference to the functions of sculptural representation in Roman culture and society.
Taught by: Kuttner, Rose
Course not offered every year
Also Offered As: AAMW 427, ARTH 427
Activity: Lecture
1.0 Course Unit

CLST 441 Plants and Society
Interactions between humans and the living landscape around us have played - and continue to play - a fundamental role in shaping our worldview. This course is designed to introduce students to the diverse ways in which humans interact with plants. We will focus on the integration of ethnographic information and archaeological case studies in order to understand the range of interactions between humans and plants, as well as how plants and people have profoundly changed one another. Topics will include the origins of agriculture; cooking and plant processing; human health and the world of ethnomedicine; and poisonous and psychoactive plants. We will examine ancient plant material firsthand at the Center for the Analysis of Archaeological Materials (CAAM) and will handle botanical ecofacts from the Penn Museum’s collections. Students will also carry out a substantial research project focused on an archaeological culture and plant species of their own interest.
Taught by: White
Course not offered every year
Also Offered As: ANTH 440
Activity: Seminar
1.0 Course Unit

CLST 500 Materials and Methods, proseminar in CLASSICAL STUDIES AND ANCIENT HISTORY
This is the required proseminar for first-year graduate students in Classical Studies and Ancient History. It will introduce you to some key methodological, practical and theoretical tools for beginning a scholarly career in these fields.
Taught by: Ker
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

CLST 503 Historical Grammar of Greek
Investigation of the grammar of Classical Greek from the viewpoint of historical linguistics. The course will offer historical explanations for numerous structural peculiarities of the Greek language and anomalies of Greek grammar, touch on the relationship of Greek with other languages, and incidentally introduce the student to some basic concepts of language analysis likely to be useful in teaching Greek and learning other languages. A fluent reading knowledge of ancient Greek is required to enroll.
Taught by: Ringe
Course not offered every year
Activity: Seminar
1.0 Course Unit

CLST 512 Petrography of Cultural Materials
Introduction to thin-section petrography of stone and ceramic archaeological materials. Using polarized light microscopy, the first half of this course will cover the basics of mineralogy and the petrography of igneous, metamorphic and sedimentary rocks. The second half will focus on the petrographic description of ceramic materials, mainly pottery, with emphasis on the interpretation of provenance and technology. As part of this course, students will characterize and analyze archaeological samples from various collections. Prior knowledge of geology is not required.
Taught by Boileau
Course not offered every year
Also Offered As: AAMW 512, ANTH 514
Activity: Seminar
1.0 Course Unit

CLST 515 Kinship and Connectivity in the Roman World
An individual’s life course is often reflected, enhanced, and defined by their relations to other individuals. This course will investigate the concept of kinship in the Roman world through textual, visual, and archaeological evidence. We will explore relationships at all levels of society from the imperial family to the slaves and freedmen who were part of larger households, in order to understand how different relationships shaped and structured interactions in Roman society. Together, we will explore the following questions: how were relationships and bonds represented in the ancient world? What structures were in place for families to perpetuate themselves through biological or adoptive means? How could non-Roman citizens create family connections through formal and informal channels? How could relationships be celebrated in life and commemorated in death? We will use written evidence from ancient historians, visual evidence like the Altar of Peace, and archaeological evidence from cemeteries to examine how Roman notions of kinship shaped life and death in different social milieu.
Taught by: Brent
Also Offered As: AAMW 514, ANCH 315, ANTH 315, CLST 315
Activity: Seminar
1.0 Course Unit
CLST 517 MLA Proseminar: Reading the Iliad in an Age of War
Homer's Iliad presents a dark and difficult vision of the world, but one that nonetheless inspires. Casual cruelty, divine caprice, and savage violence test heroes and lesser folk and provoke a reckoning with the stark realities of both human vulnerability and capability. It inspires kind of terror, but still also somehow provides a kind of comfort, albeit one whose character seems almost beyond comprehension. By a close and careful reading of Homer's text, along with some reflections and readings drawn from more contemporary wars, including the current ones, we will try to examine these issues with one eye on the past and one on the present. Our goal will be to achieve some further understanding of war and human experience. This course will be offered online.
Taught by: Struck/Reinhardt
Activity: Online Course
1.0 Course Unit

CLST 521 Topics in Greek and Roman Art
Topics varies from semester to semester. For the Spring 2020 semester, the topic will be Violence and Ancient Mediterranean Art. The Greek and Roman world was fascinated by representing humans and beasts enduring physical and psychological pain, and images of violence inflicted by mortal and supernatural beings alike. These images occur in art of all kinds, consumed both privately and publicly, emerging in the domestic, religious, military and political sphere. They had a range of aims, from affording emotional catharsis, building political cohesion or enforcing social norms, to generating religious awe or confidence in empire -- and giving entertainment. As we explore this corpus, we can ask: what might be the roots of such preoccupation with the art of violence and pain in the 'Classical tradition' and its post-antique legacy? Many modern cultures exhibit similar fascination: how far can modern reactions to and theories about such images be guides to reconstructing ancient viewership? How can ancient texts and histories help us in this interdisciplinary project?
Taught by: Kuttner
Course not offered every year
Also Offered As: AAMW 525, ARTH 525
Activity: Seminar
1.0 Course Unit

CLST 522 Narrative in Ancient Art
Art history, and its cousins in religious, social, political and literary studies, have long been fascinated with the question of narrative: how do images engage time, tell stories? These are fundamental questions for ancient Near Eastern, Egyptian and Mediterranean art history and archaeology, whose rich corpus of narrative images is rarely considered in the context of 'Western' art. Relations between words and things, texts and images, were as fundamental to the ancient cultures we examine as they are to modern studies. As we weigh classic modern descriptions of narrative and narratology, we will bring to bear recent debates about how (ancient) images, things, monuments, and designed spaces engage with time, space, and event, and interact with cultural memory. We will ask 'who is the story for, and why?' for public and private narratives ranging from political histories to mythological encounters. Our case studies will be drawn from the instructors' expertise in Mesopotamian visual culture, and in the visual cultures of the larger Mediterranean world from early Greek antiquity to the Hellenistic, Roman, and Late Antique periods. One central and comparative question, for instance, is the nature of recording history in pictures and texts in the imperial projects of Assyria, Achaemenid Persia, the Hellenistic kingdoms, and Rome.
Taught by: Kuttner/Pittman
Also Offered As: AAMW 523, ARTH 523, NELC 523
Activity: Seminar
1.0 Course Unit

CLST 524 Penn Museum Curatorial Seminar: Reconfiguring the Classical World Galleries
The Greek galleries in the Penn Museum were opened in 1994, and the Etruscan and Roman galleries in 2003. The world was very different then, and many of the themes used to frame the artifacts in the galleries are not especially relevant to contemporary students, scholars, and visitors. In this course we will completely reorganize and reinstall the galleries digitally, creating a series of websites that will highlight the new layout and themes. We will work extensively with the Greek Etruscan, and Roman artifacts themselves to reconfigure the galleries, which will highlight the connections between antiquity and the contemporary world, focusing on themes such as armed conflict, trauma, migration, xenophobia, and wealth and poverty.
Taught by: Rose
Also Offered As: AAMW 524
Activity: Seminar
1.0 Course Unit

CLST 526 Material & Methods in Mediterranean Archaeology
This course is intended to familiarize new graduate students with the collections of the University of Pennsylvania Museum of Archaeology and Anthropology and the wide range of scholarly interests and approaches used by faculty at Penn and neighboring institutions, as well as to provide an introduction to archaeological methods and theory in a Mediterranean context. Each week, invited lecturers will address the class on different aspects of archaeological methodology in their own research, emphasizing specific themes that will be highlighted in readings and subsequent discussion. The course is divided into five sections: Introduction to the Mediterranean Section; Collections; Method and Theory in Mediterranean Archaeology; Museum Work; and Ethics. The course is designed for new AAMW graduate students, though other graduate students or advanced undergraduate students may participate with the permission of the instructor.
Taught by: Tartaron
Course usually offered in fall term
Also Offered As: AAMW 526
Activity: Seminar
1.0 Course Unit
CLST 532 Ancient Greek Colonies
This seminar examines the archaeology of Greek colonization from the Late Bronze Age to ca. 500 B.C. These colonies were highly diverse in their motivations, physical settings, and political and social structures, as well as in their relationships with mother cities and the new worlds they inhabited. Emphasis is placed on the colonial experience as a cross-cultural and negotiated process; several streams of the changing theoretical and conceptual approaches to Greek colonization are explored. In addition to archaeological and epigraphic evidence, literary and historical traditions are examined. Colonies from the southern Balkan peninsula, Black Sea, Ionia, northern Africa, and Magna Graecia will be the focus of reading and reports. Seminar meetings will consist of oral reports and discussion of these reports and other topics. Depending on the number of participants, each person will be responsible for two or three reports of approximately 30-45 minutes length. Accompanying the oral report will be a PowerPoint document (in most cases), a synopsis/summary of one to two pages, and a bibliography. These will all be posted on the course Canvas site. No later than one week before an oral presentation, the presenter will identify one or two key readings for all to read, in consultation with the instructor. These will be posted, in PDF format, on the Canvas site. One or more visits to the Penn Museum may be built into the course.
Taught by: Tom Tartaron
Course not offered every year
Also Offered As: AAMW 519
Activity: Seminar
1.0 Course Unit

CLST 533 Topography and Monuments of Ancient Rome
An intensive exploration of Rome's urban topography during the Republican and Imperial periods (6th c. B.C. through 4th c. A.D.) Using archaeological and textual sources, including the Etruscan and Roman collections of the Penn Museum, the goal will be to reconstruct the built environment and decoration of Rome over the course of a millennium. Of interest to students of classics, archaeology, art history, and architecture. Some familiarity with Rome will be a plus, but is not required.
Course not offered every year
Also Offered As: AAMW 533, CLST 328
Activity: Seminar
1.0 Course Unit

CLST 540 Plato and Aristotle in the Renaissance
In one of the most evocative frescoes of the Renaissance, Raphael juxtaposes Plato and Aristotle. The pairing would seem obvious, since the two thinkers had been for centuries symbols of philosophy and wisdom. But only the recent revival of Plato, begun in the mid-fifteenth century, had allowed Latin West to gain a better understanding of Platonic philosophy and therefore to compare Plato's doctrines directly to those of Aristotle. Were master and disciple in harmony? And if not, which of the two should be favored? Such questions wer less innocent than one might think, and the answers to them had implications for philosophy, theology, speculation on the natural world, and even politics. The course will offer an overview of Renaissance philosophy and culture by focusing on the different ways in which Plato and Aristotle were read, interpreted and exploited between the fifteenth and seventeenth centuries. The course will be conducted in English; a basic knowledge of Latin is desirable but not required.
Taught by: Del Soldato
Course not offered every year
Also Offered As: COML 545, ITAL 540, PHIL 545
Activity: Seminar
1.0 Course Unit

CLST 543 Archaeobotany Seminar
In this course we will approach the relationship between plants and people from archaeological and anthropological perspectives in order to investigate diverse plant consumption, use, and management strategies. Topics will include: archaeological formation processes, archaeobotanical sampling and recovery, lab sorting and identification, quantification methods, and archaeobotany as a means of preserving cultural heritage. Students will learn both field procedures and laboratory methods of archaeobotany through a series of hands-on activities and lab-based experiments. The final research project will involve an original in-depth analysis and interpretation of archaeobotanical specimens. By the end of the course, students will feel comfortable reading and evaluating archaeobotanical literature and will have a solid understanding of how archaeobotanists interpret human activities of the past.
Taught by: Chantel White
Course not offered every year
Also Offered As: AAMW 539, ANTH 533, NELC 585
Activity: Seminar
1.0 Course Unit

CLST 559 Myth Through Time and In Time
The textual and physical remains of Greek and Roman culture and belief as 'myth' entranced the post-antique European world and its neighbors. Makers, patrons and viewers manipulated those survivals to challenge and speak to a contemporary world. This course focuses on how and why artists and their patrons engaged the mythic and examines the various areas of political and religious life that sought animation through an evocation of narratives from the past. Readings and case studies will engage with very late antique, medieval, and early modern art, turning to the modern and contemporary as well. Moving to the modern lets us examine, among other things, how artists address the exclusionary histories of the past, to enable critiques of myths of supremacy by one gender, race, or culture over others.
Taught by: Kuttner, Brisman
Also Offered As: AAMW 559, ARTH 559, COML 559, GRMN 559
Activity: Seminar
1.0 Course Unit

CLST 562 Intro to Digital Archaeology
Digital methodologies are an integral part of contemporary archaeological practice, and demand that archaeologists to hold a new set of skills and knowledge fundamentals. This course will expose students to a broad range of digital approaches through a review of relevant literature and through applied learning opportunities centered on a course project. The technological underpinnings, best practices, and influences on archaeological practice and theory will be discussed for each method covered in the course. Applied learning opportunities in digital data collection methods will include: aerial and satellite remote sensing, global navigation satellite system (GNSS) survey, 3D scanning methods, close-range photogrammetry, and near-surface geophysical prospection. Students will also have opportunities for practical experience in digital database design and management, geographic information science (GIS) and 3D modeling and visualization. Students will communicate the results of the course project in a digital story that will be presented at the end of the term. Prior archaeological classwork and/or experience preferred.
Taught by: Herrmann
Also Offered As: AAMW 562, ANTH 362, ANTH 562, CLST 362, NELC 362
Activity: Lecture
1.0 Course Unit
CLST 563 Penn Museum Curatorial Seminar: Reconfiguring the Classical World Galleries
The Greek galleries in the Penn Museum were opened in 1994, and the Etruscan and Roman galleries in 2003. The world was very different then, and many of the themes used to frame the artifacts in the galleries are not especially relevant to contemporary students, scholars, and visitors. In this course we will completely reorganize and reinstall the galleries digitally, creating a series of websites that will highlight the new layout and themes. We will work extensively with the Greek Etruscan, and Roman artifacts themselves to reconfigure the galleries, which will highlight the connections between antiquity and the contemporary world, focusing on themes such as armed conflict, trauma, migration, xenophobia, and wealth and poverty.
Taught by: Rose
Activity: Seminar
1.0 Course Unit

CLST 568 Living World in Archaeological Science
By focusing on the scientific analysis of archaeological remains, this course will explore life and death in the past. It takes place in the new Center for the Analysis of Archaeological Materials (CAAM) and is team taught in three modules: human skeletal analysis, analysis of animal remains, and analysis of plant remains. Each module will combine laboratory and classroom exercises to give students hands-on experience with archaeological materials. We will examine how organic materials provide key information about past environments, human behavior, and cultural change through discussions of topics such as health and disease, inequality, and food.
Taught by: Kassabaum, Monge, Moore
Course not offered every year
Also Offered As: ANTH 267, ANTH 567, CLST 268, NELC 286, NELC 586
Activity: Lecture
1.0 Course Unit

CLST 569 Literary Translation
This course is for graduate students and undergraduates with permission of the instructor. All students enrolled must have knowledge of at least one language other than English. We will study the history, theory and practice of literary translation, and participate in it. Readings will include theoretical works in translation studies, using selections from Lawrence Venuti’s Translation Studies Reader and Schulte/Biguenet’s Translation Theory Reader, with some supplemental readings; we will also look at comparative cases of multiple translations of the same original, and analyze how different translators make different interpretative/formal/aesthetic choices. Course assignments will include both a research paper, on the history and/or theory of translation, and an extended practical translation exercise, to be worked over the course of the semester, consisting of a literary translation of a text of the student’s choice.
Taught by: Wilson
Also Offered As: CLST 369, COML 369
Activity: Seminar
1.0 Course Unit

CLST 572 Geophysical Prospection for Archaeology
Near-surface geophysical prospection methods are now widely used in archaeology as they allow archaeologists to rapidly map broad areas, minimize or avoid destructive excavation, and perceive physical dimensions of archaeological features that are outside of the range of human perception. This course will cover the theory of geophysical sensors commonly used in archaeological investigations and the methods for collecting, processing, and interpreting geophysical data from archaeological contexts. We will review the physical properties of common archaeological and paleoenvironmental targets, the processes that led to their deposition and formation, and how human activity is reflected in anomalies recorded through geophysical survey through lectures, readings, and discussion. Students will gain experience collecting data in the field with various sensors at archaeological sites in the region. A large proportion of the course will be computer-based as students work with data from geophysical sensors, focusing on the fundamentals of data processing, data fusion, and interpretation. Some familiarity with GIS is recommended.
Taught by: Herrmann
Course offered spring; even-numbered years
Also Offered As: AAMW 572, ANTH 572, NELC 572
Activity: Laboratory
1.0 Course Unit

CLST 598 Language Pedagogy Workshop
The Workshop is intended to serve as a forum for first-time teachers of Latin or Greek. This will include discussing course-plans and pedagogical theories and strategies, collaborating on course materials, and addressing any concerns in the language courses presently being taught.
Taught by: James Ker
Activity: Seminar
1.0 Course Unit

CLST 600 Graduate Seminar
Topics will vary
One-term course offered either term
Activity: Seminar
1.0 Course Unit

CLST 604 Troy and Homer
An interdisciplinary seminar focusing on the city of Troy both as an archaeological site and as the setting of the legendary Trojan War. We will consider Homer’s Iliad (with selected sections read in Greek) together with the topography and archaeology of the site of Troy in order to address a series of interrelated questions: What are the points of continuity and discontinuity between the stories told by the literary tradition and the material record? How do both types of evidence contribute to our understanding of political relations and cultural interactions between Greece and Anatolia in the Bronze Age? How do Hittite sources bear on our reconstruction of the events behind the Troy legend? How have the site and the poem contributed to each other’s interpretation in the context of scholarly discovery and debate? We will give some attention to modern receptions of the Troy legend that deliberately combine material and textual elements, such as Cy Twombly’s ‘Fifty Days at Iliam’ and Alice Oswald’s ‘Memorial; An Excavation of Homer’s Iliad.’ The seminar will include a visit to the site of Troy during the Spring Break.
Taught by Murnaghan
Also Offered As: AAMW 604, GREK 604
Activity: Seminar
1.0 Course Unit
CLST 605 Archaeologies of Subalternity
This course addresses the various areas and approaches to ‘otherness’ in ancient Mediterranean archaeology, and the power dynamics of oppression. We'll not only examine disempowerment around cultural identity, class, gender and sexuality, and race/ethnicity, but we'll spend equal time pondering how those subjects have been studied - or ignored - by classical archaeologists. The power relationships both inherent in the subjugation of various kinds of people in the ancient world, and in the academic discourses around them, are the themes of the course. While this course will be focused on the Bronze Age through late antique Mediterranean, those with other period/interests are most welcome. Students will be asked to bring their own interests to the course, which help shape the course. Upper-level courses in archaeology, anthropology, or ancient history are recommended prior to enrollment.
Taught by: Bowes
Course not offered every year
Also Offered As: AAMW 550, CLST 305
Activity: Seminar
1.0 Course Unit

CLST 607 Roman Humor and Invective
This seminar will explore Roman humor in epigram, iambic, oratory, and satire as a method of constructing and policing norms of sexuality, the body, and social identity. We will read from a wide range of authors including Catullus, Martial, Cicero, Quintilian, Petronius, and Juvenal, as well as texts that discuss or depict laughter and ridicule. Beyond focused analysis of the works at hand, we will evaluate modern theories of humor and laughter according to the ancient evidence and develop models for understanding Roman humor. In addition to weekly readings, students will be responsible for class presentations, contributing to works-in-progress workshops, and a final research paper.
Taught by: Brassel
Course not offered every year
Also Offered As: LATN 607
Activity: Seminar
1.0 Course Unit

CLST 610 Middle English Literature
This seminar will study a number of selected Middle English texts in depth. Attention will be paid to the textual transmission, sources, language, genre, and structure of the works. Larger issues, such as the influence of literary conventions (for example, ‘courtly love’), medieval rhetoric, or medieval allegory will be explored as the chosen texts may require.
Course not offered every year
Also Offered As: COML 714, ENGL 715
Activity: Seminar
1.0 Course Unit

CLST 611 Greek Epigraphy
Scholars have long debated the nature of the ancient economy, the terms in which it can best be approached, and the decision-making processes that underpinned economic behavior in antiquity. In particular, controversy has surrounded the extent to which the economies of Greco-Roman antiquity can be modeled using contemporary tools of analysis. In recent scholarship, many of the tenets laid down by Moses Finley in his ‘Ancient Economy’ have been re-evaluated, with the result that the field is currently in a state of intellectual ferment. It is the purpose of this course to explore the terms in which contemporary debates over ancient economic systems are formulated, with reference to a variety of societies and periods, from the palace economies of the Mycenaean period to the system of taxation introduced in the early fourth century by the emperor Diocletian and his colleagues in the Tetrarchy.
Taught by: Bowes
Course not offered every year
Also Offered As: AAMW 611, ANCH 611, GREK 611
Activity: Seminar
1.0 Course Unit

CLST 612 The Flavian Era
The time of the Flavians (69-96 BCE) holds a special place in Roman history and culture as it marks the transition from the Julio-Claudian period to the High Empire. Historically, the rule of Rome’s second dynasty saw a stabilization of the imperial power system, the consolidation of social and political hierarchies, and an increasing integration of the empire. Major construction projects reshaped the city of Rome, topographically and ideologically. The literary production in various genres reached a new peak, developed new forms, and explored new topics. The unusually high number of Greek and Latin texts and documents preserved allow us to analyze such changes closely; our focus will be on the interrelation and conjunction of these developments. Final projects will take the form of papers suitable for presentation at the SCS Annual Meeting.
Taught by: Wilker, Damon
Also Offered As: ANCH 612
Activity: Seminar
1.0 Course Unit

CLST 613 Landscapes and Seascapes of the Ancient Mediterranean
The Mediterranean environment is both diverse and unique, and nurtured numerous complex societies along its shores in antiquity. This seminar offers a primer on theoretical and methodological approaches to studying landscapes and seascapes of the Mediterranean from the Bronze Age to the early modern era, at scales from local to international and on land and underwater. Concepts from processual, post-processual, and current archaeologies will be considered, and field techniques including excavation and surface survey, remote sensing and geophysics, GIS modeling, and ethnography/ethnoarchaeology are examined. Course content and discussion focus on case studies that illustrate how these tools are used to reconstruct the appearance and resources of the natural environment; overland and maritime routes; settlement location, size, function, and demography; social and economic networks; and agricultural, pastoral, and nomadic lifeways. Seminar participants will develop case studies of their own geographical and chronological interest.
Taught by: Tartaron
Course not offered every year
Also Offered As: AAMW 613, CLST 313
Activity: Seminar
1.0 Course Unit
CLST 616 Ancient Economies
Scholars have long debated the nature of the ancient economy, the terms in which it can best be approached, and the decision-making processes that underpinned economic behavior in antiquity. In particular, controversy has surrounded the extent to which the economies of Greco-Roman antiquity can be modeled using contemporary tools of analysis. In recent scholarship, many of the tenets laid down by Moses Finley in his The Ancient Economy have been re-evaluated, with the result that the field is currently in a state of intellectual ferment. It is the purpose of this course to explore the terms in which contemporary debates over ancient economic systems are formulated, with reference to a variety of societies and periods, from the palace economies of the Mycenaean period to the system of taxation introduced in the early fourth century by the emperor Diocletian and his colleagues in the Tetrarchy.
Taught by: Bowes and Grey
One-term course offered either term
Also Offered As: AAMW 503, ANCH 616
Activity: Seminar
1.0 Course Unit

CLST 623 The (Mostly) Latin Epigram
In this seminar we will explore the themes and aesthetics of the Latin epigram, a genre (or is it?) best known for its brevity and wit but one whose precise nature is tantalizingly elusive. After orienting ourselves in the epigrams of Hellenistic Greek epigrammatists and late Republican authors like the so-called Neoterics (Catullus, Cinna, Calvus, Caesar), we will turn our attention to the poetry of Martial, whose accounts of Rome, its inhabitants, and their foibles exerted a profound influence on subsequent epigrammatists. Among the themes we will engage are: epigram as a genre; persona in tessellated textual collections; the interaction of refined and obscene language; and the artistic and intellectual implications of replication, anthology, and remix.
Taught by: Mulligan
Activity: Seminar
1.0 Course Unit

CLST 635 Etruscan Art & Archaeology in the Penn Museum
The Etruscans, who spoke a language unlike any others known, were cast by their Greek and Roman rivals as outsiders and enemies: pirates, lovers of luxury, loose women. Today we must rely on the archaeological evidence of painted tombs, decorated Tuscan temples and massive engineering works to correct the picture. The course will survey a millennium (1st millennium BCE) of Etruscan culture through archaeological sites, works of art and everyday material culture, especially illustrated with objects in the collection of the Penn Museum. An additional insight into Italic culture comes from tomb groups excavated for the Museum at the Faliscan settlement of Narce. Students will gain familiarity with the societies of pre-Roman Italy through close study of their vases, jewels, arms, armor, textiles and tools, and even their very bones, and discover a surprising amount of Etruscan heritage surviving today.
Taught by: Turfa
Course not offered every year
Also Offered As: AAMW 630, CLST 335
Activity: Lecture
1.0 Course Unit

CLST 636 Approaches to Literary Texts
Most seminars focus on literary texts composed during a single historical period; this course is unusual in inviting students to consider the challenges of approaching texts from a range of different historical eras. Taught by a team of literary specialists representing diverse periods and linguistic traditions and conducted as a hands-on workshop, this seminar is designed to help students of literature gain expertise in analysis and interpretation of literary works across the boundaries of time, geography, and language, from classic to modern. Students will approach literature as a historical discipline and learn about key methodological issues and questions that specialists in each period and field ask about texts that their disciplines study. The diachronic and cross-cultural perspectives inform discussions of language and style, text types and genres, notions of alterity, fictionality, literariness, symbolism, intertextuality, materiality, and interfaces with other disciplines. This is a unique opportunity to learn in one course about diverse literary approaches from specialists in different fields. Master classes are taught by Kevin Brownlee, Linda Chance, Eva del Soldato, Huda Fakhreddine, Scott Francis, Nili Gold, Bridget Murnghan, Deven Patel, Kevin Platt, Michael Solomon, Emily Steiner, Julia Verkholantsev, and Emily Wilson.
Taught by: Verkholantsev
Course not offered every year
Also Offered As: COML 616, EALC 715, ENGL 616, REES 616, ROML 616
Activity: Seminar
1.0 Course Unit

CLST 698 Prospectus Workshop
Designed to prepare graduates in any aspect of study in the ancient world to prepare for the dissertation prospectus. Course will be centered around individual presentations and group critique of prospectus in process, as well the fundamentals of large-project research design and presentation.
Taught by: Wilker
Course usually offered in spring term
Also Offered As: AAMW 698
Activity: Seminar
1.0 Course Unit
Notes: Graduates only

CLST 700 GEOARCHAEOLOGY
In this course, students will learn the basic concepts of earth systems and explore the ways that archaeologists use various environmental sciences (e.g., geomorphology, limnology, palynology, and dendroclimatology) and paleoecological modeling in their research. The course will include lectures and laboratory activities on the basics of geology, including surficial geology, rock and mineral identification, geomorphology and soils, sedimentation and stratigraphy, as well as a systematic review of depositional environments and their archaeological potential. A series of archaeological case studies will illustrate the application of these concepts in real-world field archaeology.
Taught by: Tartaron & Magee
Also Offered As: AAMW 700
Activity: Seminar
1.0 Course Unit
CLST 702 Greek Sanctuaries
Sanctuaries remain an important focal point for the study of Greek religion. Both as sites for worship, dedication, oracular activity and other cult activity and as sites for the mediation of elite and state competition sanctuaries are, along with the polis, the most essential structuring institutions of Greek life. This seminar takes a selection of larger and smaller extra-urban sanctuaries and examines their growth, articulation and function.
Taught by: McInerney
Course not offered every year
Also Offered As: AAMW 702, ANCH 702
Activity: Seminar
1.0 Course Unit

CLST 705 Ethnoarchaeology Greece
Ethnoarchaeology involves distinctive theoretical and methodological approaches to the study of living societies for the explicit purpose of shedding light on archaeological questions. In this seminar, we will review the intellectual history of ethnoarchaeology in North America and Europe, and explore case studies from Greece, the wider Mediterranean, and beyond. Among the topics will be analogy, cross-cultural comparison, experimental archaeology, oral history research, and archaeologically oriented ethnographic fieldwork. Students will create a proposal for ethnoarchaeological fieldwork in their area of interest in NSF or Wenner-Gren format, to be critiqued by the instructor and their peers.
Taught by: Tartaron
Course not offered every year
Also Offered As: AAMW 705
Activity: Seminar
1.0 Course Unit

CLST 706 Archaeology of the Hellenistic Period in Italy, Greece, and Asia Minor
A survey of the archaeology of the Hellenistic period (331-31 BCE) across the Mediterranean, with a focus on Rome, Magna Graecia, Greece, and western Asia Minor. The course will stress the interactions among cities and kingdoms during the Roman Republic and Greek Hellenistic periods, especially the second century B.C. Students will work with relevant objects in the Penn Museums Mediterranean Section.
Taught by: Brian Rose
Also Offered As: AAMW 706, ARTH 706
Activity: Seminar
1.0 Course Unit

CLST 707 TOPICS IN AEGEAN ARCHAEOLOGY
Topics vary. This course explores current topics in Aegean archaeology. It is designed to inform and prompt debate and discussion on substantive, methodological, and theoretical matters of current interest, within a geographical and/or chronological framework. Spring 2017 topic TBA.
Taught by: Tom Tartaron
Also Offered As: AAMW 707
Activity: Seminar
1.0 Course Unit
Notes: Undergraduates require permission of instructor

CLST 711 The Archaeology of Greece and Asia Minor in the Archaic and Classical Periods
An examination of new discoveries and conflicting interpretations in the archaeology of Greece and Asia Minor between the seventh and fourth centuries B.C.E. Both sides of the Aegean will receive equal attention, and emphasis will be placed on sanctuaries, settlements, and cemeteries.
Taught by: C. Brian Rose
Also Offered As: AAMW 726, ARTH 726
Activity: Seminar
1.0 Course Unit
Notes: Graduate Students Only

CLST 715 Archaeology of Troy
An introduction to the archaeology of Troy, in northwestern Turkey. The course will focus on the results of excavations at the site in 1988, although the earlier excavations of Schliemann, Dorpfeld, and Blegen will also be considered. The course will cover a broad chronological span—from the early Bronze age through the late Roman period, and will include Greek, Roman, and Medieval attitudes toward Troy and the Trojan legend.
Taught by: Rose
Course not offered every year
Also Offered As: AAMW 715
Activity: Seminar
1.0 Course Unit

CLST 720 Topics in Aegean Art
Fall 2018: The choices made by groups of people with regard to the treatment of their dead can be reflective of a society’s beliefs and social structure. In this course, we will examine the burial traditions of the people of the Prehistoric Aegean from the Neolithic through the end of the Bronze Age, circa 7,000-1,100 BCE. We will focus on burial architecture, grave goods, burial rituals, mortuary variability, and the symbolic meaning of death and burial in Prehistoric Greece. Particular attention will be paid to recent discoveries on Crete, the Mainland, and the Cycladic islands. Students will write two papers, and these papers will be presented to the class. The first paper will be circa 15 pages long with footnotes, bibliography, and images (presented via powerpoint) and the second will be a 20-25 page paper with footnotes, bibliography, and images presented via powerpoint.
Taught by: Shank
Course not offered every year
Also Offered As: AAMW 720, ARTH 720
Activity: Seminar
1.0 Course Unit

CLST 990 Masters Thesis
One-term course offered either term
Activity: Masters Thesis
1.0 Course Unit

CLST 995 Dissertation
One-term course offered either term
Activity: Dissertation
1.0 Course Unit

CLST 999 Independent Study and Research
For doctoral candidates. Permission of Graduate Chair and instructor required to enroll.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Climate Change (CLCH)

The courses listed on this page are exclusive to the LPS BAAS degree (https://lpsonline.sas.upenn.edu/academics/certificates/) and LPS Online certificates (https://lpsonline.sas.upenn.edu/academics/certificates/).

CLCH 160 Oceanography
This course is designed to provide an overview of geological, chemical, and physical oceanography. It is constructed such that all students (irrespective of their major area of study) can learn about the oceans. Through frequent individual and group assignments, readings, video lectures, and collaborative discussions, students are exposed to the major areas of oceanography including marine geology, physical oceanography, and marine chemistry. This includes the following themes: plate tectonics (particularly as it pertains to the making, shaping, and disruptions of the global ocean), marine provinces, marine sediments, seawater chemistry, air-sea interactions and ocean circulation (particularly as they pertain to climate change), waves and water dynamics, tides, renewable ocean energy, and beaches and shoreline processes.
Activity: Online Course
1.0 Course Unit

CLCH 220 Atmospheric Science
The study of atmospheric science includes the prediction of weather and climate change as well as their impact on society. Designed to provide an understanding of the fundamentals of atmospheric science at the local, regional, and global levels, this course covers the nature, composition, and structure of the atmosphere, its interactions with other parts of the Earth, and the major chemical mechanisms controlling the occurrence and mobility of air pollutants in the atmosphere. Course topics also include global atmospheric composition, ecosystems, living organisms, and environmentally important atmospheric species such as greenhouse gases, stratospheric ozone, acid precipitation, urban smog, and air toxins.
Activity: Online Course
1.0 Course Unit

CLCH 230 Climate Change
Climate change is happening right now! Climate change is a hoax this is normal variation! Climate change is something we can worry about in 50 to 100 years, no need to worry about it now. On an almost daily basis we are bombarded by mixed messages about climate in the media. Who is right? What is the truth? This course will examine the cryosphere and build on the previous Climate Certificate courses CLCH 160 Oceanography and CLCH 220 Atmospheric Science to better understand Earth's climate system. We will explore past climate, how we know what that climate was like, and how and why we believe it has changed. We will then examine current evidence for climate change (sea level rise, loss of glacier mass, changes in weather systems) and critique various climate models. Once the class has a good understanding of the science behind climate change we will examine potential impacts in various parts of the world. Finally we will examine climate policy in the US at the federal, state and local level and in various parts of the world.
Taught by: Yvette Bordeaux
Activity: Online Course
1.0 Course Unit

CLCH 300 Communicating Science
Even the most brilliant scientists must be able to communicate clearly to effectively share their enthusiasm for their fields. Relating scientific concepts and quantitative data to colleagues is very different than sharing it with the general public. This course will show students how to refine their communication skills in crafting messages to address different audiences and genres. There are no required prerequisites for this course, although students pursuing the Certificate in Climate Change are strongly encouraged to already have completed CLCH 160: Oceanography, CLCH 220: Atmospheric Science, and CLCH 230: Climate Change prior to enrolling in this course.
Taught by: N/A
Activity: Online Course
1.0 Course Unit

Cognitive Science (COGS)

COGS 001 Introduction to Cognitive Science
How do minds work? This course surveys a wide range of answers to this question from disciplines ranging from philosophy to neuroscience. The course devotes special attention to the use of simple computational and mathematical models. Topics include perception, learning, memory, decision making, emotion and consciousness. The course shows how the different views from the parent disciplines interact and identifies some common themes among the theories that have been proposed. The course pays particular attention to the distinctive role of computation in such theories and provides an introduction to some of the main directions of current research in the field. It is a requirement for the BA in Cognitive Science, the BAS in Computer and Cognitive Science, and the minor in Cognitive Science, and it is recommended for students taking the dual degree in Computer and Cognitive Science.
Course usually offered in fall term
Also Offered As: CIS 140, LING 105, PHIL 044, PSYC 207
Activity: Lecture
1.0 Course Unit
Notes: This counts as a Formal Reasoning course for College students.

COGS 298 Study Abroad
Activity: Lecture
1.0 Course Unit

COGS 301 Independent Study
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

COGS 398 Senior Thesis
This course is a directed study intended for cognitive science majors who have been admitted to the cognitive science honors program. Upon admission into the program, students may register for this course under the direction of their thesis supervisor.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
College (COLL)

COLL 135 The Art of Speaking
This course is designed to equip students with the major tenets of rhetorical studies and peer education necessary to work as a CWiC speaking advisor. The course is a practicum that aims to develop students' abilities as speakers, as critical listeners and as advisors able to help others develop those abilities. In addition to creating and presenting individual presentations, students present workshops and practice advising. During this ABCS course, students will practice their advising skills by coaching and mentoring students at a public school in Philadelphia. Prerequisite: Students need to apply and are interviewed by the instructor and Associate Director of CWiC. Taught by: Weber
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
Notes: Students need to apply and are interviewed by the instructor and Associate Director of CWiC.

Communications (COMM)

COMM 025 Fellows Proseminar I (SNF Paideia Program Course)
The SNF Paideia Fellows Proseminar I introduces sophomore Fellows to academic research and practice related to the civic engagement mission of the SNF Paideia program. We engage diverse perspectives on the purpose of higher education, the nature of citizenship, the value of civility, and the relationship between individual and community wellness. Students will develop their personal civic identity and wellness goals through intentional course exercises and assignments. The goal of the course is to equip students with the knowledge, skills, experiences, and ethical frameworks for healthy, sustainable and robust civic leadership at Penn and in their local, national, and global communities. This course is open only to SNF Paideia Fellows, who are required to take it during the fall of their sophomore year. Prerequisite: This course is open only to SNF Paideia Fellows, who are required to take it during the fall of their sophomore year.
Taught by: Anderson/Howard
Course usually offered in fall term
Activity: Seminar
0.5 Course Units

COMM 125 Introduction to Communication Behavior
This course introduces students to social science research regarding the influence of mediated communication on individual and collective attitudes, beliefs, and behaviors. Throughout the semester we explore the impacts of various types of mediated content (e.g., violence, gender and sexuality, race and ethnicity, politics and activism, health and wellbeing); genres (e.g., news, entertainment, educational, marketing); and mediums (e.g., television, film, social media) on what we think and how we act. The aim of the course is to provide students with (1) a general understanding of both the positive and negative effects of mediated communication on people's personal, professional, social, and civic lives; and (2) the basic conceptual tools needed to evaluate the assumptions, theories, methods, and empirical evidence supporting these presumed effects. Class meets twice a week (MW) as a lecture and once a week (F) in smaller discussion groups led by graduate teaching fellows. In addition to a midterm exam and occasional short assignments, students have the option of producing a multi-media capstone project or a final term paper on a media-effects topic of their choice. Group projects or final papers are permitted, with approval of the instructor. In addition to fulfilling General Education Curriculum Sector 1 Requirement (Society), this course fulfills one of the two introductory-level courses required of Communication majors or prospective majors.
For BA Students: Society Sector
Taught by: Delli Carpini
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

COMM 130 Media Industries and Society
For Communication majors or prospective majors.
Curriculum Sector 1 Requirement (Society), this course fulfills one of the two introductory-level courses required of Communication majors or prospective majors.
For BA Students: Society Sector
Taught by: Turow
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

COMM 123 Critical Approaches to Popular Culture
Popular culture has been alternately condemned as too trivial to warrant attention and too powerful to resist. Its consumers have been dubbed fashion victims, couch potatoes, and victims of propaganda. This course considers these critiques, as well as those that suggest that popular culture can be emancipatory, allowing for the creation and renegotiation of meaning. Over the course of the semester, we consider the impacts of various forms of popular culture, and discuss their effects on how we see ourselves and others. We explore the ever-shifting distinctions between high, middlebrow, and low culture and analyze how power and resistance structure the production and consumption of popular texts.
Taught by: Lingel/Paxton
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

COMM 203 Media, Culture & Society in Contemporary China
This course studies contemporary China in the context of globalization. Starting with an analysis of the origins of economic reform and the struggles for political change in the 1970s and 1980s, the course moves on to cover critical issues in the twenty-first century, including migration and work, middle class consumerism, youth, religion, media and communication, environmental degradation, new forms of inequality, civil society and popular protest. Taking a sociological approach, this course introduces methods and theories for analyzing institutions, inequality, and social change.
Taught by: Yang
Course not offered every year
Also Offered As: SOCI 238
Activity: Lecture
1.0 Course Unit
COMM 210 Quantitative Research Methods in Communication
This course is a general overview of the important components of social research. The goal of the course is to understand the logic behind social science research, be able to view research with a critical eye and to engage in the production of research. It will cover defining research problems, research design, assessing research quality, sampling, measurement, and causal inference. The statistical methods covered will include descriptive and inferential statistics, measures of association for categorical and continuous variables, inferences about means, and the basic language of data analysis. Course activities will include lectures, class exercises, reading published scientific articles, using statistical software, and discussing research featured in the news.
Taught by: Jemmott
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

COMM 211 Media Activism Studies
This seminar provides an introduction to the politics and tactics underlying various types of media activism. The class will examine interventions aimed at media representations, labor relations in media production, media policy reform, activists' strategic communications, and 'alternative' media making. The course will draw from an overview of the existing scholarship on media activism, as well as close analyses of actual activist practices within both old and new media at local, national, and global levels. We will study how various political groups, past and present, use media to advance their interests and effect social change. Each member of the class will choose one case study of an activist group or campaign to explore throughout the semester.
Taught by: Pickard/Balaji
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

COMM 214 Media and South Asia
This course examines the historical development of media institutions across the Indian subcontinent, and how media texts have helped to shape post-colonial national/cultural/religious/social identities, nationalism, and geopolitical relations. The course looks at how the post-colonial State in South Asia (India, Pakistan, Bangladesh, Nepal, Bhutan, and Sri Lanka) has interacted with media industries, and the implications of this interaction.
Taught by: Balaji
One-term course offered either term
Also Offered As: SAST 110
Activity: Lecture
1.0 Course Unit

COMM 225 Children and Media
This course examines children's relationships to media in their historic, economic, political, and social contexts. The class explores the ways in which 'childhood' is created and understood as a time of life that is qualitatively unique and socially constructed over time. It continues with a review of various theories of child development as they inform children's relationships with and understanding of media. It reviews public policies designed to empower parents and limit children's exposure to potentially problematic media content and simultaneously considers the economic forces that shape what children see and buy. The course also provides a critical examination of research on the impact of media on children's physical, cognitive, social, and emotional development. Students in this course produce a proposal for an educational children's media product as their final project.
Taught by: Woolf
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

COMM 226 Introduction to Political Communication
This course is an introduction to the field of political communication and conceptual approaches to analyzing communication in various forms, including advertising, speech making, campaign debates, and candidates' and office-holders' uses of social media and efforts to frame news. The focus of this course is on the interplay in the U.S. between media and politics. The course includes a history of campaign practices from the 1952 presidential contest through the election of 2020.
Taught by: Jamieson
Course usually offered in fall term
Also Offered As: PSCI 232
Activity: Lecture
1.0 Course Unit

COMM 230 Advertising and Society
This course explores the historical and contemporary role of the advertising industry in the U.S. media system. The course will cover the social history of advertising: the structure of today's advertising industry; the workings of advertising in digital media; and critical analyses of advertising's role in society. In addition to academic writings, the class will read industry reports to understand contemporary strategies and processes.
Taught by: Turow
Course not offered every year
Activity: Lecture
1.0 Course Unit
COMM 243 Ethnography and Media for Social Justice
How do qualitative social scientists study urban communities? What kinds of powerful tales can be told about urban lifestyles and social issues in places like Philadelphia? This course will allow students to study various ethnographic treatments of urban communities in the United States, using films, articles, TV serials, and books as guides for the framing of their own independent research on the streets of Philadelphia. Students will also form production teams of two or three people, and these production teams will be responsible for (i) identifying and researching an important urban issue in contemporary Philadelphia and (ii) turning that research into a 15-30 minute video documentary or pod cast. Mixing video/audio journalism with ethnographic methods will enhance their skills at archival and social research, from participant observation and interviewing techniques to sound editing and production. This course is intended to be a rigorous and exciting opportunity for students to tell empirically grounded stories using the voices of their participants and the sounds of the city.
Taught by: Ustun
Course not offered every year
Activity: Seminar
1.0 Course Unit

COMM 248 Digital Dissidence: Networked Movements in the Age of the Internet
This course examines digital dissidence, which takes a wide variety of forms in today's online mediascape. Key issues we will explore include: What is the infrastructure of the global Net and who made it? What is the logic of networked action online and how effective is it? Have the supposedly democratic rules of the internet resulted in positive social transformations? What impact does ever-increasing internet surveillance have on digital dissidence? What can ensure the safety and freedom of online resistance? The sociological concepts and theories covered in this course will help students understand and assess the threats that networked movements face in the political context of contemporary global uprisings.
Taught by: Ustun
One-term course offered either term
Activity: Seminar
1.0 Course Unit

COMM 253 Divine Mediation: Media and the Shaping of Religious Identity and Practice
This course surveys how religious groups interact with media, and how media texts and institutions have played a role in defining religions. The intersections between media and religion are numerous, from the mediated growth of national identities, the rise of online religious extremism, the ingroup/outgroup dynamics within and among religious groups, and the ways in which media is used to legitimize/delegitimize theological positions. We examine how media institutions have played a role in propping up religious norms (both explicitly and implicitly) and the shaping of religious identities. This course looks at media as both enforcer and disruptor, as well as the ways in which religions have been challenged by those with media literacy and access. The evolution of religious practice and social norms can also be linked with technological innovations such as the mass distribution of Bibles in the 15th and 16th century thanks to the printing press, the rise of radio and television messiahs in the 20th century, and the individualization of religious practices through new apps.
Taught by: Balaji
Course not offered every year
Activity: Lecture
1.0 Course Unit

COMM 270 Global Digital Activism
This seminar examines the forms, causes, and consequences of global digital activism, defined broadly as activism associated with the use of digital media technologies (e.g., Facebook, Twitter, mobile phones, and the Chinese Weibo). The goal is to provide students with a theoretical tool-kit for analyzing digital activism and to develop a critical understanding of the nature of contemporary activism and its implications for global social change. Major cases to be examined include the 'Occupy Wall Street' movement in the US, the Arab Spring, the 'indignados' protests in Spain, and internet activism in China. Students are required to conduct primary, hands-on research on a contemporary case (or form) of digital activism and produce a final research paper. This research project may be done individually or in small groups.
Taught by: Yang
Course not offered every year
Activity: Seminar
1.0 Course Unit

COMM 275 Communication and Persuasion
This course examines theory, research, and application in the persuasive effects of communication in social and mass contexts. The primary focus will be on the effects of messages on attitudes, opinions, values, and behaviors. Applications include political, commercial, and public service advertising, propaganda, and communication campaigns (e.g. anti-smoking). Students will develop their own communication campaign over the semester. The campaign will include identifying and analyzing the persuasion problem, the target audience's characteristics and media habits, and then reating a persuasive message consistent with research and practice targeted to the problem and its solution.
Taught by: Cappella
Course not offered every year
Activity: Lecture
1.0 Course Unit

COMM 282 Sick and Satired: The Insanity of Humor and How it Keeps Us Sane
This course will examine how and why humor, as both an instigator and peacemaker, might be considered one of the most influential and profoundly useful forms of communication devised by human beings. The unique ability of jokes and satire to transcend familiar literary and journalistic forms for the purpose of deepening (or cheapening) socio-philosophical arguments and to inspire (or discourage) debate and participation in public conversations about innumerable political and social issues will be explored. The fearless analytical nature of both high and lowbrow comedy will be examined, as well as its deflective qualities. The course will enable students to consider, through analysis of both contemporary and historical examples, the political and cultural satirist's unique role in society as a witness, a predictor and, in some circumstances, an instigator of public and private debate. We will examine the role of satire in revealing and mediating differences between disparate social groups based not solely on language differences, but also on political affiliation, cultural identity, ethnicity, gender, religious fellowship, sexual orientation, and socio-economic caste.
Taught by: Booth
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

COMM 283 Ethnography and Media for Social Justice
This course surveys how qualitative social scientists study urban communities? What kind of powerful tales can be told about urban lifestyles and social issues in places like Philadelphia? This course will allow students to study various ethnographic treatments of urban communities in the United States, using films, articles, TV serials, and books as guides for the framing of their own independent research on the streets of Philadelphia. Students will also form production teams of two or three people, and these production teams will be responsible for (i) identifying and researching an important urban issue in contemporary Philadelphia and (ii) turning that research into a 15-30 minute video documentary or pod cast. Mixing video/audio journalism with ethnographic methods will enhance their skills at archival and social research, from participant observation and interviewing techniques to sound editing and production. This course is intended to be a rigorous and exciting opportunity for students to tell empirically grounded stories using the voices of their participants and the sounds of the city.
Taught by: Ustun
One-term course offered either term
Activity: Seminar
1.0 Course Unit
COMM 286 Masculinity and the Media
This course examines the construction of masculinity in American and global media, highlighting how masculinity developed in parallel to social, cultural, economic, and political norms. Using case studies and multiple theoretical approaches, we will seek to understand how constructions of masculinity across the world have served to uphold - or challenge - the status quo. Analysis of individual texts across time periods and different cultural contexts will also help us better come to terms with the idea of masculinity and its proliferation across media platforms.
Taught by: Balaji
Course not offered every year
Activity: Seminar
1.0 Course Unit

COMM 290 Special Topics in Communication
This is an intermediate level special topics course that covers varying topics in communication. For more information about the course, please see: https://www.asc.upenn.edu/academics/undergraduate-program/curriculum-and-major-requirements
Taught by: Various Instructors
One-term course offered either term
Activity: Seminar
1.0 Course Unit

COMM 292 WARNING! Graphic Content: Political Cartoons, Comix and the Uncensored Artist
This course examines the past, present and future of political cartooning, underground comix, graphic journalism and protest art, exploring the purpose and significance of image-based communication as an unparalleled propagator of both noble and nefarious ideas. The work presented will be chosen for its unique ability to demonstrate the inflammatory effect of weaponized visual jokes, uncensored commentary and critical thinking on a society so often perplexed by artistic free expression and radicalized creative candor.
Taught by: Booth
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

COMM 301 Introduction to the Political Economy of Media
This course has two aims. First, assuming that communications are central to any society, it situates media systems within larger national and international social relationships and political structures. Second, this course critically examines the structures of the communication systems themselves, including ownership, profit imperatives, support mechanisms such as advertising and public relations, and the ideologies and government policies that sustain these arrangements. Considering case studies ranging from traditional news and entertainment media to new digital and social media, the course provides a comprehensive survey of the major texts in this vibrant sub-field of media studies.
Taught by: Pickard/Various
Course not offered every year
Activity: Seminar
1.0 Course Unit

COMM 310 The Communication Research Experience
In this hands-on course students will work with active researchers in the Communication Neuroscience lab at Penn to gain experience in how research works. Students will have the opportunity to interact closely with a mentor and will gain experience conceptualizing research questions, designing experiments, and collecting and analyzing data. In fall 2019, the course 'field experiment' will examine how to increase voter turn-out among Penn students, but the specific research approaches taken to this topic will be driven by students' interests (e.g. in persuasion, marketing, network science, etc). Prerequisite: COMM 210, an equivalent research methods class, or permission of the instructor.
Taught by: Falk
Course not offered every year
Prerequisite: COMM 210
Activity: Seminar
1.0 Course Unit

COMM 311 Peace Comm: The Use and Abuse of Communications in Intergroup Conflict
Why are conflicts between groups of humans so tragically predictable? What drives us to exclude, demean and fight with members of other groups? And what can we do about it? In this class, we will examine the biological roots of intergroup conflict between religious, ethnic and political groups, and take a critical view of the ways in which psychology and communication have been employed to help foment or transcend conflict. In the first part of the course, we will examine the theoretical work from intergroup psychology. In the second part of the course, we will examine the specific biases that drive conflict (e.g., stereotypes, emotions, prejudice, dehumanization) and how they are measured using both explicit self-report and implicit measures (e.g., physiology, neuroimaging); in the third part, we will explore the interventions that have been demonstrated to work (and fail) to decrease intergroup conflict. No prior experience in psychology or neuroscience is required. The course is lecture-based, but will include class discussions and in-class activities.
Taught by: Bruneau/Moore-Berg
Course not offered every year
Activity: Lecture
1.0 Course Unit
COMM 313 Computational Text Analysis for Communication Research
In this 'big data' era, presidents and popes tweet daily. Anyone can broadcast their thoughts and experiences through social media. Speeches, debates and events are recorded in online text archives. The resulting explosion of available textual data means that journalists and marketers summarize ideas and events by visualizing the results of textual analysis (the ubiquitous 'word cloud' just scratches the surface of what is possible). Automated text analysis reveals similarities and differences between groups of people and ideological positions. In this hands-on course students will learn how to manage large textual datasets (e.g., Twitter, YouTube, news stories) to investigate research questions. They will work through a series of steps to collect, organize, analyze and present textual data by using automated tools toward a final project of relevant interest. The course will cover linguistic theory and techniques that can be applied to textual data (particularly from the fields of corpus linguistics and natural language processing). No prior programming experience is required. Through this course students will gain skills writing Python programs to handle large amounts of textual data and become familiar with one of the key techniques used by data scientists, which is currently one of the most in-demand jobs.
Taught by: O'Donnell
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

COMM 318 Stories From Data: Introduction to Programming for Data Journalism
Today masses of data are available everywhere, capturing information on just about everything and anything. Related but distinct data streams about newsworthy events and issues – including activity from social media and open data sources (e.g., The Open Government Initiative) – have given rise to a new source for and style of reporting sometimes called Data Journalism. Increasingly, news sites and information portals present visually engaging, dynamic, and interactive stories linked to the underlying data (e.g., The Guardian DataBlog). This course offers an introduction to Python programming for data analysis and visualization. Students will learn how to collect, analyze, and present various forms of data. Because numbers and their visualizations do not speak for themselves but require context, interpretation, and narrative, students will practice making effective stories from data and presenting them in blogs and other formats. No programming experience is required for this class.
Taught by: O'Donnell
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

COMM 322 History and Theory of Freedom of Expression
Can legal penalties be assessed against Donald Trump for suggesting his followers might beat up journalists at rallies? Is shouting 'Heil Hitler! Heil Trump!' at a performance of Fiddler on the Roof the same as crying fire falsely in a crowded theater? Should racist speech be banned from Penn's campus? If we were to fashion laws about speech all over again for our media-saturated, fake news world, would they be different from the ones we have? Does the First Amendment–invented for a print world in which most citizens weren't literate unlike the ultra-connected world we have today–protect democracy or endanger it? This seminar examines the philosophical foundation of the First Amendment, its interpretation by the Supreme Court over time, and the struggles over its application to current controversies. We also examine the challenges of civil society censorship that gets people banned from social media or fired from their jobs for controversial speech, such as the NFL's threats to fire players for taking a knee. All societies make laws to limit speech. What are these limits in the United States, and are they the ones we want? Taught by: Marvin
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

COMM 323 Contemporary Politics, Policy and Journalism
This course explores modern media and their impact on government and politics. We focus on the post Watergate/Vietnam era and look, in depth, at the challenges faced by journalists in the contemporary political moment. We will examine the presidency of Donald Trump and the ongoing press coverage of the 2020 election cycle. This course also gives students unique opportunities to discuss the nexus of press, politics and public policy with leading practitioners in these fields.
Taught by: Hunt
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

COMM 330 The Hidden World of Privacy Policies
The US Federal Trade Commission considers privacy policies essential for internet sites and apps. Lawyers for firms with internet sites and/or apps spend much time writing privacy policies. Yet surveys show that most Americans don't read the policies and in fact cannot understand them because of their legal jargon. Moreover, surveys indicate, most Americans don't even correctly understand what the label privacy policy means. The aim of this course will be to examine this crucial but misunderstood aspect of modern life. You will learn how to read privacy policies, how to understand their strategic business purposes within the internet industry, and how to think about the implications for society when the key rules of surveillance and privacy are hidden from all but a relative few. You will also work with others in the class to create and carry out a survey of college students' understanding of privacy policies. There will be one exam and a paper related to the survey.
Taught by: Turow
Course not offered every year
Activity: Seminar
1.0 Course Unit
COMM 332 Survey Research and Design
Survey research is a small but rich academic field and discipline, drawing on theory and practice from many diverse fields including political science, communication, sociology, psychology, and statistics. Surveys are perhaps the most ubiquitous tool of measurement in the social sciences today. Successful practitioners develop expertise in the art and science of survey methodology, including sampling theory and practice, questionnaire instrument development and operationalization, and the analysis and reporting of survey data. Survey researchers are scientists of the method itself testing various practices by which surveys can be improved upon, as well as developing a keen understanding of the nature of error in surveys and how to control it. This course offers an overview of survey research and design. It is highly experiential but also based upon introductory statistical theory and analysis.
Taught by: Dutwin
Course not offered every year
Also Offered As: PSCI 332
Activity: Seminar
1.0 Course Unit

COMM 339 Critical Perspectives in Journalism
This course aims to provide students with a critical understanding of journalism. It combines theoretical perspectives on the making of news with primary source material produced by and about journalists. Students will analyze theoretical material on journalism – about how news is made, shaped, and performed – alongside articles and broadcasts appearing in the media, interviews with journalists in the trade press, and professional reviews. Topics include models of journalistic practice, journalistic values and norms, gatekeeping and sourcing practices, storytelling formats in news, and ethical problems related to misrepresentation, plagiarism, and celebrity.
Taught by: Zelizer
Course not offered every year
Activity: Seminar
1.0 Course Unit

COMM 354 Power and Design in Global Communication
In this course, students will critically explore global communication platforms and internet infrastructures with attention to their social and political implications. The goal is to reflect on how the design of communication technologies embeds power relations, and how these impact specific social groups and shape the relations between the global South and the global North. The course will examine topics such as biased algorithms, digital labor, censorship, surveillance, infrastructure standards and protocols, and their public interest dimensions. Cases to be analyzed include gendered and racially biased artificial intelligence tools, the outsourcing of content moderation in social media that links the United States to the Philippines, connectivity shutdowns from the United Kingdom to India, as well the politics of the domain name system affecting LGBTQ+ groups and indigenous communities in the Amazon region. Students will select case studies to research throughout the semester and will examine the relations between technological design, communication, globalization, and transnationalism to imagine new possibilities for the future of global communication.
Taught by: Rosa
Course not offered every year
Activity: Seminar
1.0 Course Unit

COMM 359 Journalism in an Age of Information Disorder
As audiences navigate the polluted information environment, they increasingly look to journalists to help them understand what is true or false. As a result, newsrooms now publish regular debunks, journalists verify eyewitness footage posted to Twitter in real-time, and a new ‘disinfo’ beat has emerged with reporters investigating conspiracy theories being peddled on 4Chan, Discord or Reddit. At the same time, some members of the public see journalists as being part of the problem itself and Trump has famously labeled them as the ‘enemy of the people’. This course will examine the major shifts that have happened in the information ecosystem since 2005 and will explore how they have impacted journalism. Each week, we will consider a current challenge US newsrooms are facing, for example: the rise of social networks and the resulting collapse of the local newspaper industry, the media manipulation campaigns aimed at hoaxing and tricking newsrooms into amplifying false or divisive content, and the new pressures on ‘objectivity’ as journalists report on stories related to the current political and social climate. This course will focus on the practical strategies journalists and newsrooms will be adopting in the run-up to the Presidential election including hearing from reporters who now work on this new ‘disinfo beat’.
Taught by: Wardle
Course not offered every year
Activity: Seminar
1.0 Course Unit

COMM 367 Communication in the Networked Age
Communication technologies, including the internet, social media, and countless online applications create the infrastructure and interface through which many of our interactions take place today. This form of networked communication opens new questions about how we establish relationships, engage in public, build a sense of identity, promote social change, or delimit the private domain. The ubiquitous adoption of new technologies has also produced, as a byproduct, new ways of observing the world: many of our interactions now leave a digital trail that, if followed, can help us unravel the determinants and outcomes of human communication in unprecedented ways. This course will give you the theoretical and analytical tools to critically assess research that uses networked technologies to produce new evidence about communication dynamics, their effects, and how to promote social change.
Taught by: Gonzalez-Bailon
Course not offered every year
Activity: Seminar
1.0 Course Unit
**COMM 368 Kinesthetic Anthropology**
This class, team-taught by CEE Visiting Fellow Reggie Wilson and Deborah Thomas, investigates various forms of contemporary performance in relationship to Africanist forms and functions of dance, movement and action. We will concern ourselves with how the body knows, and with how we learn to identify the structures of movement that provide context, meaning and usefulness to various Africanist communities across time and space. Grounding ourselves within a history of ethnographic analyses of the body in motion, and within Africana theorizing about the affective power of the body, we will consider what people are doing when they are dancing. In other words, we will train ourselves to recognize the cultural values, social purposes, and choreographic innovations embedded in bodily action and motion. While we will attend to these phenomena in a range of locations throughout the African diaspora, we will also highlight aspects of the Shaker and Black Shout traditions in Philadelphia. The course will be divided between discussions centered on close reading of primary and secondary material (both text and video) and creative writing/movement exploration (no previous movement experience necessary).
Taught by: Wilson
Also Offered As: AFRC 368, ANTH 368, ANTH 668, FNAR 368
Activity: Seminar
1.0 Course Unit

**COMM 373 Black Geographies: Race and Visual Culture**
What is the relationship between the Flint water crisis, the hyper-policing of racialized people, and the increased surveillance of neighborhoods deemed ‘poverty-stricken’ or ‘at risk?’ How do regimes of security, surveillance, policing, and forms of violence depend upon the concept of ‘risk’ as central to their operation? How is risk informed by systemic racism and forms of anti-Blackness? How does visual culture (e.g., media coverage, documentary photographs, etc.) inform how we come to see and define certain people, communities, and ways of life as ‘risky?’ How have those living in racialized geographies of ‘risk’ found ways to live in, make do, and challenge the faulty narratives of risk? This interdisciplinary course will examine critical debates and key moments—historical (e.g., MOVE bombing in Philadelphia) and contemporary (e.g., Ferguson riots)—that have informed the concept of risk. Over the course of the semester, we will read scholarly texts and engage with objects such as archival documents, photographs, conceptual art, performance art and installations, journalistic texts, and films. This communications course will be approached from a cultural studies perspective, with particular attention to race, gender, and sexuality.
Taught by: Ward
Activity: Seminar
1.0 Course Unit

**COMM 377 Philosophical Problems of Journalism**
This course explores the relationship between journalism and philosophy by examining particular issues in epistemology, political philosophy, ethics, and aesthetics. Topics will include: the concept of a ‘fact’; the role of the press in the state; whether journalists (like doctors and lawyers) operate according to specialized ‘professional’ ethics; and the limits of journalism as a literary or visual genre. Course readings will include philosophical texts, breaking print journalism, and blogs that specialize in media issues.
Taught by: Romano
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

**COMM 378 Journalism & Public Service**
In this course we examine links between journalism and public service by scrutinizing core concepts involved, practices that sometimes put journalism and public service in conflict (e.g., investigative reporting, coverage of war), and how journalism stacks up against other forms of public service from NGO work to government employment. Beginning with a reading of Robert Coles’s classic The Call of Service, we dissect the notion of the ‘public,’ assess so-called public-service journalism by reading Pulitzer-Prize-winning examples, and reflect on the news media as a political institution. Individual weeks focus on such topics as the conflict that arises when a journalist’s obligation to a confidential source clashes with a duty to the judicial system, whether the business of journalism is business, how journalism and NGO work compares as public service, and whether journalism by committed political activists (such as I.F. Stone) surpasses mainstream ‘neutral’ journalism as a form of public service.
Taught by: Romano
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

**COMM 378 Comparative Journalism**
Is journalism the same all over the world? Do press systems and practices differ in fundamental ways that affect how we evaluate them politically, morally, aesthetically, epistemologically and economically? Where does U.S. journalism fit among the models? This new undergraduate seminar will introduce students to concrete differences in journalism around the world, but it won’t only be an empirical look at how various press systems operate. We will also examine and argue about which journalistic practices and systems work best for which purposes, and explore the distinctive journalistic and philosophical assumptions and histories that undergird diverse practices and systems. Asian, European, African and Mideast journalism will all be attended to.
Taught by: Romano
Course not offered every year
Activity: Seminar
1.0 Course Unit

**COMM 388 Ritual Communication**
This course explores the significance of rituals as communicative events in contemporary American culture. We will pay particular attention to the ways in which rituals contribute to the making and re-making of social groups, be they ethnic, religious, familial, or institutional. And we will also attend to the obverse: the ways in which rituals create and perpetuate boundaries between ‘us’ and ‘them’ and between ‘appropriate’ and ‘deviant’ social behavior. Issues of race, class, gender, nationality, religion, age and sexuality will be central to our exploration of how rituals function. Over the course of the semester, we will analyze individual rites of passage – from quinceanera to funerals – as well as rituals that mark transitions on a far larger scale such as presidential inaugurations. We will explore rituals that unfold at the local level as well as those that most of us experience only in mediated forms. Students will gain hands-on experience conducting original ethnographic fieldwork and will learn how to develop compelling research proposals.
Taught by: Paxton
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
COMM 390 Special Topics in Communication
This is a special topics course that covers varying topics in communication. For more information about the course, please see: https://www.asc.upenn.edu/academics/undergraduate-program/curriculum-and-major-requirements
Taught by: Various Instructors
Course not offered every year
Activity: Lecture
1.0 Course Unit

COMM 393 Political Polling
Political polls are a central feature of elections and are ubiquitously employed to understand and explain voter intentions and public opinion. This course will examine political polling by focusing on four main areas of consideration. First, what is the role of political polls in a functioning democracy? This area will explore the theoretical justifications for polling as a representation of public opinion. Second, the course will explore the business and use of political polling, including media coverage of polls, use by politicians for political strategy and messaging, and the impact polls have on elections specifically and politics more broadly. The third area will focus on the nuts and bolts of election and political polls, specifically with regard to exploring traditional questions and scales used for political measurement; the construction and considerations of likely voter models; measurement of the horserace; and samples and modes used for election polls. The course will additionally cover a fourth area of special topics, which will include exit polling, prediction markets, polling aggregation, and other topics. It is not necessary for students to have any specialized mathematical or statistical background for this course. Equivalent R based course if prerequisite not met.
Taught by: Dutwin
Course not offered every year
Also Offered As: PSCI 333
Prerequisite: PSCI 107
Activity: Seminar
1.0 Course Unit

COMM 395 Communication and the Presidency
This course examines the vital aspect of communication as a tool of the modern Presidency. Reading and class discussions focus on case studies drawn from modern Presidential administrations (beginning with FDR) that demonstrate the elements of successful and unsuccessful Presidential initiatives and the critical factor of communication common to both. This course is also an introduction to primary research methods and to the use of primary research materials in the Presidential Library system.
Taught by: Eisenhower
Two terms. student may enter either term.
Activity: Seminar
1.0 Course Unit

COMM 397 New Media and Politics
This course examines the evolving media landscape and the political process from three perspectives: 1) the voter, 2) political campaigns and candidates, and 3) the news media. The course opens with a broad overview of the main theories of political communication and a historical review of the role played by new media technologies in U.S. political campaigns leading up to 1996, the year the internet debuted in presidential campaigns. The course then follows this evolution from the 1996 presidential campaign through the current 2020 presidential campaign. We will take a deep dive into the landmark changes brought on by new media technologies to mobilize, persuade, inform, and fundraise around modern presidential campaigns. While the course takes a historical perspective it will also focus on what is happening currently in this environment, with special emphasis on President Trump's campaign for re-election, the Democratic primaries and caucuses, sustained attacks on the press, 'fake news,' bots, and outside interference in elections.
Taught by: Winneg
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

COMM 404 Media and Politics
Media and Politics will examine multiple issues specific to the past and present political media environment in the United States. Focus will be primarily, though not exclusively, on the contemporary news media. Topics covered will include political primaries, how elections have been influenced by the rise of partisan media, selective exposure, freedom of political speech as it relates to elections, the theoretical purpose of elections, money and media, political targeting, etc. We will also explore the quantitative and qualitative methods underlying what is and is not known about how elections work. Reading expectations will be relatively heavy, and under the supervision of the professor, students will write an original research paper examining a specific topic in greater depth.
Taught by: Mutz
Course not offered every year
Also Offered As: PSCI 404
Activity: Seminar
1.0 Course Unit

COMM 407 Understanding Social Networks
Digital technologies have made communication networks ubiquitous: even when we can’t really notice them, they mediate most aspects of our daily activities. Networks, however, have always been the backbone of social life: long before Facebook, Twitter, Snapchat, or other similar platforms, communication created channels for information diffusion that linked people in myriad other ways. Through letters, commerce, or simply face to face interactions, people have always been exposed to the behavior of others. These communicative ties embed us into an invisible web of influence that we can make tangible and analyze. This course will teach you how to map those connections in the form of networks, and how to study those networks so that we can improve our understanding of social life. The goal is to help you grasp the consequences of connectivity, and how small changes in the structure of our ties can lead to big differences in how networks behave.
Taught by: Gonzalez-Bailon
Course not offered every year
Activity: Seminar
1.0 Course Unit
COMM 411 Communication, Activism, and Social Change
This course examines the communication strategies of 20th and 21st-century social movements, both U.S. and global. We analyze the communication social movements create (including rhetorical persuasion, art activism, bodily argumentation, protest music, media campaigns, public protest, and grassroots organizing), and the role of communication in the identity formation, circulation, and efficacy of social movements. We also consider the communication created by forces seeking to undermine social change, define the study of social movements from a communication perspective, identify major historical and contemporary movements, and apply theories of communication and social change to ‘real world’ activism. Students are required to research and design their own social movement campaign.
Taught by: Jackson, S.
Course not offered every year
Activity: Seminar
1.0 Course Unit

COMM 431 Is Public Opinion the Voice of the People?
Democracy relies on mechanism in which the public communicates with policy makers. This course examines the extent to which public opinion effectively represents this mechanism. We begin with historical conceptions of public opinion tracing back to ancient Athens and 18th century enlightenment thinking. We then consider the extent to which public opinion can be captured by modern day polling, or whether it only emerges after considered deliberation and discussion. We then discuss the ways in which elite rhetoric and the media move public opinion, including through the use of public opinion polls. Finally, we ask whether policymakers are actually sensitive to the voice of the people or only the voice of some of the people.
Taught by: Lelkes
Course not offered every year
Activity: Seminar
1.0 Course Unit

COMM 432 Digital Inequalities
Digital information and communication technologies are intertwined with our everyday lives, from banking, to working, and dating. They’re also increasingly crucial parts of our most powerful institutions, from policing, to the welfare state, and education. This course examines the ways that these technologies combine with traditional axes of inequality like race, gender, and class in ways that may deepen social inequality. We’ll consider major approaches to understanding digital inequalities and apply them to case studies of both problems and solutions. Students will learn to critically analyze policies and programs from a variety of perspectives, and to evaluate the promise of digital technologies against their potential perils.
Taught by: Ticona
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

COMM 441 The Impact of the Internet, Social Media, & Information Technology on Democracy
At the turn of the 21st century, many claimed that the internet would make the world a more democratic place. Have these prophecies borne out? We examine the effects the internet has had on democracy, looking at research that examines whether, for instance, the internet has increased or decreased inequality, polarization, and political participation. In addition to reading and discussing empirical literature, we will also test many of the theories in this course through hands-on workshops in data analysis.
Taught by: Lelkes
Course not offered every year
Activity: Seminar
1.0 Course Unit

COMM 446 Media Industries and Nationalism
Media institutions have long played a central role in constructing national identity, particularly in the era of nation-states. As globalization increases, media industries have also helped countries project their national identities - and nationalism - for both domestic and international audiences. With contemporary nationalist movements in the spotlight, this course examines how media institutions and cultural industries help to shape nationalism while framing in-group/out-group dynamics for audiences. This course examines case studies in mediated nationalism, paying particularly close attention to - but not limited to - countries such as the United States, the United Kingdom, Brazil, Hungary, Israel, India, Sri Lanka, and Turkey. Using Benedict Anderson’s idea of imagined communities as a theoretical basis, this course seeks to investigate how media industries affirm - and occasionally challenge - nationalistic sentiment, and how much of a role state intervention has played in the production of media texts. This course provides students with an understanding of the deep connection between media institutions and state-sponsored/populist-nationalist movements, as well as the dynamics that shape nationalism in both wartime and peacetime eras.
Taught by: Balaji
Course not offered every year
Activity: Seminar
1.0 Course Unit
COMM 459 Social Networks and the Spread of Behavior
This course explores the nature of diffusion through social networks, the ways networks are formed and shaped by social structures, and the role they play in health behavior, public policy, and innovation adoption. Topics include: the theory of social networks; the small world model of network structure; constructing models to represent society; the social bases of the adoption of innovations and the spread of new ideas; the role of social networks in controlling changes in public opinion; the emergence of unexpected fashions, fads, and social movements; and the connection between social network models and the design of public policy interventions. Students will learn how to use the agent-based computational modeling tool ‘NetLogo’, and they will work directly with the models to understand how to test scientific theories. We will examine the basic theory of social networks in offline, face-to-face, networks, as well as the role of online networks in spreading new ideas and behaviors through social media. Long standing debates on the effects of social networks on changing beliefs and behaviors, their impact on social change, and ethical concerns regarding their potential manipulation will be given careful consideration throughout. Students will be taught new skills that will enable them to use and develop their own agent-based models. Prerequisite: Permission of the instructor
Taught by: Centola
Course not offered every year
Prerequisite: COMM 210 OR COMM 310 OR SOCI 100
Activity: Seminar
1.0 Course Unit

COMM 468 Annenberg Media Lab 2020: It's not Just TV - The HBO Project
'It's not TV. It's HBO.' This is one of the marketing slogans Home Box Office started using in the 1990s to articulate its difference from standard network television. Using videotaped interviews already conducted with many of the executives who helped launch HBO in the 1970s, this hands-on course will provide students with a unique opportunity to engage with the methodological and theoretical implications of crafting arguments/stories in images and sound. Students should be prepared to put theory into practice by working on smaller media products linked to these archival materials. Students will study these interviews with HBO execs, watch fictional and non-fictional films/videos of various genres, discuss relevant media/social theory, and acquire training in (and exposure to) the basics of digital media-making. At the end of the course, students should have acquired a more sophisticated aesthetic and analytical approach to media analysis, to media production, and to the inescapable interconnections between the two.
Taught by: Jackson, J.
Course not offered every year
Activity: Seminar
1.0 Course Unit

COMM 491 Communication Internship
This seminar provides a scholarly counterpart for students’ internships in various communication-related organizations. Through individually-selected readings, class discussion, and individual conferences, students develop their own independent research agendas which investigate aspects of their internship experience or industry. In written field notes and a final paper, students combine communication theory and practice in pursuit of their individual questions. Requires approval of the Communication Undergraduate Office.
Taught by: Haas
Two terms. student may enter either term.
Activity: Seminar
1.0 Course Unit

Comm 493 Independent Study
The independent study offers the self-motivated student an opportunity for a tailored, academically rigorous, semester-long investigation into a topic of the student’s choice with faculty supervision. Students must complete and file a designated form, approved and signed by the supervising faculty member and the Associate Dean for Undergraduate Studies. This form must be received by the Undergraduate Office before the end of the first week of classes in the semester in which the independent study will be conducted.
Taught by: Various
Two terms. student may enter either term.
Activity: Independent Study
1.0 Course Unit

COMM 494 Honors & Capstone Thesis
The senior thesis provides a capstone intellectual experience for Honors students and Communication and Public Service Program (ComPS) participants. Students conduct a primary research study on a communication-related issue over the course of two semesters. Students should consult with and arrange for a faculty supervisor no later than the summer before senior year. Students must also file a designated form and topic statement, approved and signed by the supervising faculty member, no later than the first week of class. Required of all students planning to enroll in COMM 495 or COMM 499 in the Spring. All Honors students must have a 3.5 cumulative GPA at the end of junior year for eligibility. See the Annenberg website for complete eligibility requirements.
Taught by: Ben-Porath/Woolf
Two terms. student must enter first term.
Activity: Seminar
1.0 Course Unit

COMM 495 COMPS Capstone Thesis
Second semester of two semester thesis course. Successful completion of COMM 494 is required for enrollment. The capstone thesis is a requirement for all Communication and Public Service Program participants. Students complete the primary research project started during COMM 494. For students graduating with a 3.5 cumulative GPA after completing COMM 495 with a grade of 3.7 or higher, the capstone thesis may be designated as a senior honors thesis in communication and public service. Prerequisite: written proposal approved by both thesis supervisor and major chair.
Two terms. student may enter either term.
Activity: Independent Study
1.0 Course Unit

COMM 499 Senior Honors Thesis
Second semester of two semester thesis course. Completion of COMM 494 with a grade of 3.3 or higher and a 3.5 cumulative GPA at the end of the Fall semester of senior year are required for enrollment. The Senior Honors Thesis provides a capstone intellectual experience for students who have demonstrated academic achievement of a superior level. Students complete the primary research project started during COMM 494.
Two terms. student may enter either term.
Activity: Independent Study
1.0 Course Unit
COMM 500 Proseminar
Introduction to the field of communications study and to the graduate program in communications. Required of all degree candidates. Open only to graduate students in communication.
Course usually offered in fall term
Activity: Lecture
0.0 Course Units

COMM 522 Introduction to Communication Research
The logic of scientific inquiry and the nature of research. Hypothesis development, research design, field and laboratory observation and experimentation, measurement, interviewing, and content analysis, sampling, and basic statistical analysis. Required of all degree candidates. Open only to graduate communication students.
Taught by: Hornik/Lelkes
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

COMM 523 Qualitative Ways of Knowing
How do social scientists create new knowledge? What are the qualitative processes and philosophies of knowing for communication scholars? This course provides students with a range of theories and frameworks for gathering data and developing claims, as well as understanding the limits of social science inquiry. Key areas of focus are identifying research questions, research ethics, understanding evidence, making causal claims and scholarly writing. COMM 523 is required of all degree candidates and open only to graduate communication students.
Taught by: Lingel
Course not offered every year
Activity: Seminar
1.0 Course Unit

COMM 525 Introduction to Political Communication
This course is designed as a PH.D.-level introduction to the study of political communication, and is recommended as a foundational course to be taken early in ones course of study for students interested in political communication as a primary or secondary area of research and teaching. As an introduction to the field it is structured to cover a wide-range of topics and approaches, including media institutions and the effects of both mass mediated and deliberative communications. While no single course can provide comprehensive coverage of a subfield with as long and diverse a history as political communication, our hope is that you will leave this course with a strong grasp of the major theories, trends, methods, findings and debates in this area of study, as well as the gaps in our knowledge and promising directions for future research.
Taught by: Lelkes
Course not offered every year
Activity: Seminar
1.0 Course Unit

COMM 530 Advertising and the Digital Age
It is impossible to understand the development of the contemporary digital era without understanding the role played by the advertising industry, broadly the understood. From the launch of first popular web browsers in the mid-1990s, various forms of marketing communication have shaped the most popular activities-from search to social to apps—and redefined the ways companies think about individuals in society. The aim of this course is to study these developments historically and contemporaneously. First we will range across the history of advertising and its related social force, consumerism, through the late 20th century. We will next investigate the forces that guided the rise of the internet as a commercial medium in the face of an earlier ethic that decreed that very idea. Then we will dive into the ways marketers attempt to guide the internet and other digital media to their benefit by exploring a range of key contemporary activities: the rise of the smartphone as a marketing device, programmatic advertising, personalization strategies, location and cross-platform targeting and attribution, online retailing, the responses of brick and mortar retailers, advertisers roles in the cratering of print media, native advertising/branded content, the rise of 'influencers,' and the transformation of 'television' as a product, an activity, and an industry. We will read industry documents and other materials to assess how all these activities actually work and what drives them. Then we will consider their societal implications through a variety of lenses, including surveillance, privacy, pluralism, and democracy.
Taught by: Turow
Course not offered every year
Activity: Seminar
1.0 Course Unit

COMM 553 Computational Social Science Research Seminar
This is a graduate research seminar in which top researchers in the field of Computational Social Science will present cutting-edge research. Our focus will be on carefully reading the speaker's work, and discussing in detail their theoretical models, empirical methods, and overall scientific contribution. Participants will also present in the seminar, which will help to prepare them for professional presentations of their work at conferences and job talks. This seminar will meet weekly.
Taught by: Centola
One-term course offered either term
Activity: Seminar
1.0 Course Unit

COMM 575 Social Psychology of Communication
Contributions of social psychology to understanding communication behavior: message systems; social cognition; persuasive communications; attitude formation and change; face-to-face interactions and small group situations; strategies of attributional and communicative interpretation; mass communication effects; social influence and networks.
Taught by: Cappella
One-term course offered either term
Activity: Seminar
1.0 Course Unit
COMM 576 Communication & Public Opinion
An exploration of enduring research questions concerning mass communication and American public opinion. The course introduces students to the literature on public opinion, with a focus on the role of communication in public opinion formation and change. Important normative, conceptual and theoretical issues are identified and examined by reviewing some early writings (ca. 1890-1930) in social philosophy and social science. These issues are then investigated further through a review and discussion of relevant research in sociology, political science, social psychology and mass communication.
Taught by: Delli Carpini
One-term course offered either term
Activity: Seminar
1.0 Course Unit

COMM 577 Attitudes and Attitude Theory
This course surveys classic and contemporary theory and research in the area of attitude formation and change and examines the principles of social information processing that underlie attitudes. We cover some of the basic concepts of the psychology of attitudes, including attitude structure and measurement at both conscious and unconscious levels. After this introduction, we will review persuasion approaches, the role of affect and fear in communication, influences of past behavior, to finally turn to models that explain behavioral change and allow researchers and practitioners to design ways of modifying recipients’ actions.
Taught by: Jemmott
One-term course offered either term
Activity: Seminar
1.0 Course Unit

COMM 594 Intro To Networks
Much of what we think and do is shaped by social interactions, by the behavior we see in other people, or the information we receive from them: we pay attention to what our friends or we monitor news through the feeds of social media, and we are more likely to use technologies already embraced by other users. Networks are behind those (and, by extension, most) dimensions of social life. They offer the language to capture the invisible structure of interdependence that links us together, and the means to analyze dynamics like diffusion, influence, or the effects of media in an increasingly diverse information environment. The aim of this course is to introduce networks and the relational way of thinking. Students will gain the necessary literacy to read, interpret, and design network-based research; learn how to go from concepts to metrics; and draw and interpret networks through the lens of substantive research questions. We will pay equal attention to the theory and the empirics of network science, and set the foundations for more advanced work on networks.
Taught by: Gonzalez-Bailon
One-term course offered either term
Activity: Seminar
1.0 Course Unit

COMM 615 Experimental Design and Issues in Causality
The main goal of this course is to familiarize students with experiments, quasi-experiments, survey experiments and field experiments as they are widely used in the social sciences. Some introductory level statistics background will be assumed, though this is a research design course, not a statistics course. By the end of the course, students will be expected to develop their own original experimental design that makes some original contribution to knowledge. Throughout the course of the semester, we will also consider how to deal with the issue of causality as it occurs in observational studies, and draw parallels to experimental research.
Taught by: Mutz
One-term course offered either term
Also Offered As: COMM 498, PSCI 439, PSCI 635
Activity: Seminar
1.0 Course Unit

COMM 623 Health Psychology Seminar
Seminar members shall critically review current applications of psychosocial theory and methodology to health-related issues with the goal of suggesting new directions that research might take. Preventive health behavior, HIV risk-associated behavior, psychosocial factors and physical health, practitioner patient interactions, patterns of utilization of health services, and compliance with medical regimens are among the topics that will be studied.
Taught by: Jemmott
Course not offered every year
Activity: Seminar
1.0 Course Unit

COMM 630 History of Media Research, 1890-1990
An introduction into the field of mass communication research covering classic studies from the late 19th century through 1990s. Emphasis is on the societal, organizational, political, and other considerations that shaped the field.
Taught by: Turow
One-term course offered either term
Activity: Seminar
1.0 Course Unit

COMM 637 Public Health Communication
Theories of health behavior change and the potential role for public health communication; international experience with programs addressing behaviors related to cancer, AIDS, obesity, cardiovascular disease, child mortality, drug use and other problems, including evidence about their influence on health behavior; the design of public health communication programs; approaches to research and evaluation for these programs.
Taught by: Hornik
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
**COMM 639 Communication and Cultural Studies**
This course tracks the different theoretical appropriations of 'culture' and examines how the meanings we attach to it depend on the perspectives through which we define it. The course first addresses perspectives on culture suggested by anthropology, sociology, communication, and aesthetics, and then considers the tensions across academic disciplines that have produced what is commonly known as 'cultural studies.' The course is predicated on the importance of becoming cultural critics versed in alternative ways of naming cultural problems, issues, and texts. The course aims not to lend closure to competing notions of culture but to illustrate the diversity suggested by different approaches.
Taught by: Zelizer
Course not offered every year
Activity: Seminar
1.0 Course Unit

**COMM 660 Content Analysis**
An introduction to content analysis, the analysis of large bodies of textual matter, also called message systems analysis, quantitative semantics, propaganda analysis, and (computer-aided) text analysis. The course inquires into the theories, methods, and empirical problems common to these analytical efforts: sampling, text retrieval, coding, reliability, analytical constructs, computational techniques, and abductive inference. It illustrates these problems by studies of mass media content, interview or panel data, legal research, and efforts to draw inferences from personal documents typical in psychology and literature. Students design a content analysis and do the preparatory work for an academic or practical research project. They may also use the opportunity of forging available theories into a new analytical technique and test it with available texts, or solve a methodological problem in content analysis research.
Taught by: Krippendorf
Course not offered every year
Activity: Seminar
1.0 Course Unit

**COMM 675 Message Effects**
Current research, theory and statistical methods for assessing the effects of messages. Specific focus on messages designed to have a persuasive effect on attitudes, beliefs, opinions, or behaviors. Experimental and non-experimental research from mass and interpersonal communication, health, social psychology, advertising, political science and journalism will be considered. Unintended effects - such as the consequences of violent pornography - are not considered.
Taught by: Cappella
Course not offered every year
Prerequisite: COMM 575
Activity: Seminar
1.0 Course Unit

**COMM 684 Data Visualization for Research**
Empirical research employs data to gain insights and build a theoretical understanding of the world. An appropriate visualization of data is key to illuminating hidden patterns and effectively communicate the main findings of research. This course will discuss the visualization strategies of published research, give recommendations of best practice, and discuss tips and techniques for specific research purposes (i.e. hypothesis testing, group comparison) and data structures, including temporal, geographic, and network data. This course will equip you with tools you can use to learn through visualization and to communicate more effectively your own research.
Taught by: Gonzalez-Bailon
Course not offered every year
Activity: Seminar
1.0 Course Unit

**COMM 697 Popular Culture and Politics**
Not surprisingly, most research regarding the media's impact on political attitudes, opinions, knowledge and behaviors focuses on news and public affairs genres, ignoring the vast majority of media content labeled 'entertainment.' Spurred in part by technological, economic, cultural and political changes that have increasingly blurred the line between news and entertainment, a small but growing body of empirical research is exploring the political influence of popular culture. In this course we will critically review this literature, focusing on issues of theory, methods, findings and implications.
Taught by: Delli Carpini
Course not offered every year
Activity: Seminar
1.0 Course Unit

**COMM 699 Advanced Project in a Medium**
Proposal written in specified form and approved by both the student's project supervisor and academic advisor must be submitted with registration. Open only to graduate degree candidates in communication. One-term course offered either term
Activity: Independent Study
1.0 Course Unit

**COMM 701 Introduction to the Political Economy of Media**
This course has two aims. First, assuming that communications are central to any society, it situates media systems within larger national and international social relationships and political structures. Second, this course critically examines the structures of the communication systems themselves, including ownership, profit imperatives, support mechanisms such as advertising and public relations, and the ideologies and government policies that sustain these arrangements. Considering case studies ranging from traditional news and entertainment media to new digital and social media, the course provides a comprehensive survey of the major texts in this vibrant sub-field of media studies.
Taught by: Pickard
Course not offered every year
Activity: Seminar
1.0 Course Unit
COMM 706 Analysis of Election Data
This course is intended to serve as a workshop for students interested in the empirical analysis of elections, public opinion and political communication more generally. The centerpiece of the course will be an original research paper produced by each student on a topic of his or her own choosing. The requirements for these papers are fairly open, but demanding: the research papers must a) involve empirical analysis of a major election data set, b) be oriented toward answering an original research question selected with the guidance of the instructor, and c) aim to be of publishable quality. There are no formal prerequisites for the course. However, if you have less than two semesters of statistical training, and/or no formal background in the study of elections, public opinion or political communication, then this is probably not the right course for you. In order to be able to formulate an original research question, you need some background in the literature, which is provided by other courses, but is not a formal part of this course.
Taught by: Mutz
One-term course offered either term
Also Offered As: PSCI 805
Activity: Seminar
1.0 Course Unit

COMM 715 Political Communication
This course examines the role of political communication in influencing political attitudes and behaviors. Because of the broad nature of the topic, course readings and lectures will be interdisciplinary, drawing on research in sociology, history, psychology, political science and communication research. There are two primary goals for the course. One goal is to acquaint graduate students with the wide-ranging literature on political communication. A second major goal is to stimulate ideas for original research in the field of political communication. Toward this end, by the end of the semester students will be expected to be sufficiently familiar with the field to propose original studies on topics of their choosing. The formulation of an original research question and research design will be an important component of the final examination.
Taught by: Mutz
Course not offered every year
Also Offered As: PSCI 715
Activity: Seminar
1.0 Course Unit

COMM 722 Theories and Methods in Qualitative Research
The objective of this course is to ensure that students have a grasp of the fundamental theories and methods of qualitative research. After spending time immersing ourselves in the metatheories that shape social science research, we will address ethical issues that emerge in all human subjects research (qualitative and otherwise), focusing primarily on responsible treatment of participants and their data. Then we will work through a series of research techniques, including semi-structured interviews, focus groups, ethnography, discourse analysis and participatory mapping. With the goal of providing practical instruction on qualitative methods and a grounding in theoretical issues, this course is meant to prepare students for conducting a broad range of qualitative research projects in communication and media studies.
Taught by: Lingel
Course not offered every year
Activity: Seminar
1.0 Course Unit

COMM 727 Evaluation of Communication Campaigns
The various roles of research in campaign work: foundational research, formative research, monitoring research, summative evaluation research, policy research. The place for a theory of campaign effects. The ethics of evaluation research. Alternative designs, measurement, statistical and analytic approaches.
Taught by: Hornik
One-term course offered either term
Activity: Seminar
1.0 Course Unit

COMM 741 Media Effects Research Design
This course will include three components. Part one will focus on readings and lectures about media effects research design, with some emphasis on exposure measurement, and on constructing out-of-laboratory designs including natural and quasi experiments, longitudinal and time series designs and designs appropriate for evaluating persuasive campaigns. Part two will be case focused, asking for design critiques of current published research studies. Part three will provide an opportunity for development of designs relevant to students’ own interests.
Taught by: Hornik
One-term course offered either term
Activity: Seminar
1.0 Course Unit

COMM 746 Discursive Constructions of Realities
This seminar develops qualitative methods for critical inquiries into what language does. It explores linguistic tropes and social interactions in which realities come to be constructed, contested, and maintained. We critically evaluate the epistemological entailments of several dominant theories of language, and settle on conceptions that enable us to examine the cognitive and social consequences of talk, text, and social interaction. These conceptions provide powerful alternatives to the representational theories that dominate popular discourses. For example, we take language as performative: focusing on how narratives are enacted in the presence of others, ranging from speech acts, instructions, individual stories in therapy to nationalism and war. We develop analytical vocabularies that reveal and try to overcome questionable ontological claims, highlighting actionable possibilities in preference to merely describing facts. We rely on dialogical, socially interactive, and constructive conceptions, ranging from conversations and computer interfaces to discourses, whose artifacts make differences to different communities. The methods that this seminar develops are fundamentally emancipatory and liberating. Realizing that most experiences of power and oppression results from linguistically constructed cognitive or disciplinary traps enables us to explore linguistically informed alternatives. Communication research cannot be undertaken without language but theories have largely failed to reflect on their consequences.
Taught by: Krippendorff
One-term course offered either term
Activity: Seminar
1.0 Course Unit
COMM 783 Describing Your Data
This course is for students who have collected empirical data and will explore ways of describing data for scholarly and translational purposes. For example, students will explore different ways to explore and visualize their data (e.g., a conference abstract vs. a blog post), present their data (e.g., a conference talk vs. a pop talk) and make their findings more reproducible. Students will also read scholarly work (oversampling, though not limited to work on media effects and the science of science communication) and critique their work in relation to what is known about effective communication and reproducibility. Students should come prepared to engage with art, science and computer programming.
Taught by: Falk, O'Donnell
Course not offered every year
Activity: Seminar
1.0 Course Unit

COMM 788 Studying Social Behavior with Internet Experiments
In the last decade, new studies have used Web-based experimentation to identify previously unobservable features of communication networks - from processes of cumulative advantage, to the spread of innovations, to the emergence of cooperation. This course offers a deep-dive into the design, creation and execution of Web-based experiments. Students will learn the core principles of Web-based experimental design, which will prepare them to design their own Web-based studies. Students will learn the relationship between theory and methods through a careful analysis of the theoretical implications of past Web-based experiments (both in terms of their value for some scientific problems, and their limitations for others). To this end, students will explore Web-based experiments through the lens of the theories that motivate them. Discussions and assignments will focus on eliciting both the strengths and limitations of this approach with specific emphasis on identifying the scientific potential for new studies. Longstanding debates concerning the value of identification and replication in social science, alongside the relationship between theoretical models, observational data and experimental data, are given careful consideration throughout. Students will be exposed to new ways of conducting empirical research that will prepare them to design their own Web-based experimental studies.
Taught by: Centola
Course not offered every year
Activity: Seminar
1.0 Course Unit

COMM 799 Independent Research
Proposal written in specified form and approved by both the student's project supervisor and academic advisor or another member of the faculty must be submitted with registration.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

COMM 801 Filter Bubbles, Long Tails, & Info Cascades: Methods for a Fragmented Media Env
Scholars and pundits have made many claims in recent years about the impact that digital technologies, and social media in particular, play in shaping access to political information and the formation of beliefs. However, all these claims rely on specific measurement instruments and research designs that are not always appropriately scrutinized or evaluated. This course will discuss the different analytical approaches that can be used to measure media consumption, selective exposure, bias, opinion formation, and the diffusion of information in the online media environment. Our goal is to assess the strengths and weaknesses of different research designs with an eye on how to best triangulate available evidence and advance in a cumulative fashion in this important research domain.
Taught by: Gonzalez-Bailon and Lelkes
Course not offered every year
Activity: Seminar
1.0 Course Unit

COMM 814 Doing Internet Studies
This is a project-based seminar with two key objectives: introducing students to core theories and methods in internet studies and completing a research project that uses digital media, broadly construed. Comprising many methods and research approaches, Internet studies is inherently interdisciplinary, and this course is designed to provide a practical set of guidelines for doing work in this diverse and growing field. Students will have a lot of independence in developing a final research project for the course they may work individually, in pairs or in small groups, and the final project can take the form of a research paper, an art project or a piece of long-form journalism, as long as these projects use both digital media and critical theory from internet studies.
Taught by: Lingel
Course not offered every year
Activity: Seminar
1.0 Course Unit

COMM 815 Labor, Communication and Technology
Debates about the future of work, automation, and the working conditions of on-demand work have opened up new questions rooted in long intellectual lineages. This course introduces students to key theoretical perspectives and concepts in the study of labor, communication, and technology from the 19th and 20th centuries and examines their relevance to 21st century issues. We will examine the meaning of labor from Marxist, post-industrial, cultural, and sociological perspectives as well as the place of labor in communication scholarship. We will also examine the relationship between digital transformations of the workplace and new forms of surveillance, social stratification and inequality.
Taught by: Ticona
Course not offered every year
Activity: Seminar
1.0 Course Unit
COMM 824 Critical Race Media
This course will attempt to engage students in an interdisciplinary conversation about how ‘race’ and ‘racism’ are theorized, operationalized and debated in both the academy and ‘the real world.’ The offering’s goal is to articulate one fundamental (though multi-pronged) question: How do disputed about the ontological reality and epistemological utility of race and racism pivot around various themes/concerns, including (i) essentialism vs. anti-essentialism; (ii) the politics of culture and the semiotics of politics; (iii) globalization and its links to mass-mediation; and (iv) a neoliberalist dispensation’s commodifications of social identities. This course examines the history of race as a socially meaningful category. Where did it come from? Why/how did it develop? What are some of its past and present manifestations? In which ways might it be inextricably linked to other forms of social differentiation (such as class, gender, religion, ethnicity, and sexuality)? Critical Race. Theory also requests that students think carefully about their own political, intellectual, and emotional investments in race as a social/biological claim. Race is a deceptively complicated construct (considering how much we all think we understand it), one that demands careful attention to culture and biology, mythology and history, science and superstition. This course seeks to unpack race-thinking in everyday life and popular media/culture.
Taught by: Jackson
Course not offered every year
Activity: Seminar
1.0 Course Unit

COMM 837 The Meaning of Measures: Quantification, Culture & Digital Technologies
It’s been said that what’s counted counts. Numbers and other measurements communicate meaning and create hierarchies of value. As such, measurement is a political act. From prices to ratings, risk scores to the 2020 Census, quantification projects surround our daily lives. This class will ask, how do numbers and other metrics communicate meaning throughout the social world? Specifically, we’ll focus on the role of technologies and data in the process of quantification and the construction of cultural meaning and conflict about knowledge and truth. How do our ideas about data shape what we know about ourselves? How we seek to know others? This course will engage in an interdisciplinary conversation about the past and present of culture and quantification, from the cultural pre-history of ‘big data’ technologies’ appeals to objectivity and efficiency, to current conflicts over privacy and platforms.
Taught by: Ticona
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Fulfills ASC Influence Requirement

COMM 839 (De)Sexing the Internet
From the earliest message boards and email chains, the internet has given people a way to connect, not just digitally but sexually. Porn, online dating, sex education: digital technology has made it easier for people to find each other and explore sexuality, but these same tools have also been used in exploitative and criminal. In this course, we look at the different connections between sex, gender, queerness and the internet: changing policies regulating sex (like FOSTA and SESTA), the platforms that have created controversies around sex (for example, craigslist, tumblr and Grindr) and shifting norms around how sex and sexuality manifest online. This is an interdisciplinary course that brings together internet studies, queer theory, STS and cultural studies in order to understand the social and historical dimensions of sex, sexuality and digital technologies.
Taught by: Lingel
Course not offered every year
Activity: Seminar
1.0 Course Unit

COMM 841 The Ethics of Forgetting: Media at Risk of Deletion
Digital information is continually being created and circulated, but it is also forgotten, deleted and otherwise lost. Whether from the perspective of journalists, activists, artists or academics, how do we deal with the deletion or loss of media? Where is information archived and what politics guide its organization, curation and erasure? Where do our media live and die? This course begins with theories of institutional and individual archiving. It then moves to concepts of remediation and machine learning to complicate how information travels, data is stored and archives are ‘retrieved’. Finally, using case studies of arts-based digital archiving projects, the course focuses on the politics of forgetting media.
Taught by: Lingel
Course not offered every year
Activity: Seminar
1.0 Course Unit

COMM 843 It’s About Time: Problematizing Time in Social Science Research
Human experience is characterized by a complex interplay of processes that play out across multiple timescales: from second to second, from week to week, and from generation to generation. We will critically examine an expansive literature touching on emotions, personality, media engagement, health communication, and more, all in the service of identifying notions of time that are often implicit in theories of human experience. In doing so, students will become accustomed to applying the following questions to the topics they encounter in their everyday readings and their own research: What timescale(s) are addressed by a theory, either implicitly or explicitly? Is the timing of measurement matched to the timescale(s) over which phenomena are unfolding? Seminars will be accompanied by a data science laboratory in which students will gain hands-on experience in describing, visualizing, and analyzing daily diary data.
Taught by: Lydon-Staley
Activity: Seminar
1.0 Course Unit
COMM 855 Polarization and Partisan Discord
In this course we examine the nature, causes and consequences of polarization and incivility. We pay special attention to the role that the media and information plays in exacerbating these problems, as well as ways in which technology can be redesigned to ameliorate incivility and polarization.
Taught by: Lelkes
Course not offered every year
Activity: Seminar
1.0 Course Unit

COMM 861 Surveillance Capitalism
This course explores the history, technologies, political economy, and regulatory tensions relating to the monitoring of populations and individuals in the contemporary digital media environment.
Taught by: Turow
Activity: Seminar
1.0 Course Unit

COMM 865 Digital Inequalities: Theories & Method
This graduate course will introduce students to key approaches to understanding digital inequalities across communication, media studies, and sociology. From divides in access and skills, to institutional and intersectional approaches, this emerging research area utilizes different types of theories about social inequalities and social scientific methods to understand novel issues arising in our increasingly digitally mediated society. Over the course of the semester, students will develop a research proposal that will prepare them to utilize and contribute to theory and methods discussed in the course.
Taught by: Ticona
Course not offered every year
Activity: Seminar
1.0 Course Unit

COMM 876 The Black Public Sphere, from Freedoms Journal to Black Lives Matter
The field of communication projects and encourages particular visions of deliberation and the public that have been critiqued for failing to represent groups whose citizenship and inclusion in democratic processes is not assured. In this course we correct this practice by centering scholarship on the Black public sphere, recognizing it as central to political and media theory on publics and counterpublics. We will connected 'classical' theoretical works and epistemological schools to contemporary critical, cultural, and institutional analysis of Black media-making, geographies, innovation, protest, and deliberation.
Taught by: Jackson, S
Course not offered every year
Activity: Seminar
1.0 Course Unit

COMM 877 Anthromedialities: Experimental Theory and Practice
In recent years much has been made of the 'beyond text' turn in anthropology, specifically the need to re-evaluate the singular authority of 'writing culture.' Several new approaches advocate for non-textual medialities, with representations originating in both sonovisual media and performance. Less, however, has been theorized and advocated about intermediality and the multicompositional practices of transmediality and plurimediality, specifically their more transgressive multisensory epistemology. This course will examine these radical approaches to interacting textual, visual, sonic and performative mediations, theorizing their epistemic and ethical implications, collaborative potentials, affordances in narrative and non-narrative representation, and political and aesthetic investments. Students will both critically engage histories of transmedial anthropology, and produce projects that are multicompositional.
Taught by: Feld
Course not offered every year
Also Offered As: ANTH 576, MUSC 576
Activity: Seminar
1.0 Course Unit

COMM 880 The Social Neuroscience of Communication
This interdisciplinary course focuses on understanding the mechanisms of social thinking, media effects and interpersonal communication across multiple levels of analysis. We use the brain as one powerful window to understand and predict outcomes that are challenging to predict otherwise. The course will cover foundational readings and involve weekly, seminar style discussions of recent papers in social neuroscience, neuroeconomics and communication science.
Taught by: Falk
Course not offered every year
Activity: Seminar
1.0 Course Unit

COMM 881 The Performance Society: Readings in Social and Media Theories
Social action has a performative character - people act as if on a stage in response to audience expectations, whether offline or online. This seminar traces the history of this line of critical thought from Weber and Bakhtin through Goffman and Victor Turner to contemporary authors such as Judith Butler, Byung-Chul Han, Jon McKenzie, and Charles Tilly. Special attention will be devoted to the relationship between media and performance, examined through recent work by media scholars and sociologists such as Ben Agger, Jeffrey Alexander, Jeffrey Berry, Danah Boyd, Alice Marwick, and Sarah Sobieraj. A central issue concerns the will to perform. Why are individuals in modern society compelled to perform? What are the manifestations and forms of performance in institutional and non-institutional politics (such as revolutions and social movements)? How are performances related to emotion? How do the internet and digital media shape the forms and meanings of performance? What are the consequences of the performance imperative? A term paper is required.
Taught by: Yang G
Course not offered every year
Also Offered As: SOCI 881
Activity: Seminar
1.0 Course Unit
COMM 885 Summer Culture: Risk and Resistance
What does media at risk look like in the Southern Cone? Summer Culture 2020 will examine risk and resistance in Argentina, situating Argentine media within a global context of media repression and concentration. There are media at risk; there are populations at risk that have to find alternative ways to express themselves. Examining both its past and present, the course will address how populations at risk express themselves when surrounded by the memories and experiences of state dictatorship, censorship, poverty and precarious labor, yet at the same time presenting innovative strategies on the part of active voluntary associations, community media, alternatives to mainstream media and emergent modes of communication. Using the Argentine case as a roadmap for understanding more fully the patterns by which media are put at risk and the societal responses to it, SummerCulture 2020 will be co-taught by Elizabeth Jelin and Barbie Zelizer, with participation by Silvio Waisbord.

Taught by: Zelizer
Activity: Lecture
0.0 Course Units

COMM 889 Cultural Sociology
Studies culture as values, scripts, practice, performance, and style in the contexts of everyday life, social class and status groups, social movements, and status groups, social movements, and changes of communication technologies. Approaches politics, society, institutions, identities, and social change as dynamic processes and complex interactions at both micro/meso and meso/macro levels. Examines the production, reception, circulation, and effects of signs, symbols, and stories. Readings include both classic authors (Elias, Simmel, Bakhtin, Goffman, Foucault, Bourdieu, Raymond Williams, etc) and contemporary works from sociology and communication studies.

Taught by: Yang
Course not offered every year
Also Offered As: SOCI 561
Activity: Seminar
1.0 Course Unit

COMM 891 Special Topics in Media at Risk
The Center for Media at Risk hosts a visiting scholar each semester who teaches a course related to the risks associated with engagement in journalism, documentary, entertainment or digital spaces, with particular attention paid to practitioners under threat from political intimidation. For more information about the course, please see: https://www.asc.upenn.edu/academics/graduate-program/graduate-course-descriptions

Taught by: Various
Activity: Seminar
1.0 Course Unit
COML 012 India's Literature: Love, War, Wisdom and Humor
This course introduces students to the extraordinary quality of literary production during the past four millennia of South Asian civilization. We will read texts in translation from all parts of South Asia up to the sixteenth century. We will read selections from hymns, lyric poems, epics, wisdom literature, plays, political works, and religious texts.
For BA Students: Arts and Letters Sector
Taught by: Patel
Course not offered every year
Also Offered As: SAST 004
Activity: Lecture
1.0 Course Unit

COML 013 Introduction to Modern South Asian Literatures
This course will provide a wide-ranging introduction to the literatures of South Asia from roughly 1500 to the present, as well as an exploration of their histories and impact on South Asian society today. How are literary movements and individual works - along with the attitudes towards religion, society, and culture associated with them - still influential in literature, film, and popular culture? How have writers across time and language engaged with questions of caste, gender, and identity? We will read from the rich archive of South Asian writing in translation - from languages that include Braj, Urdu, Bangla, and Tamil - to consider how these literatures depict their own society while continuing to resonate across time and space. Topics of discussion will include the Bhakti poetries of personal devotion, the literature of Dalits - formerly referred to as the Untouchables - and the ways in which literature addresses contemporary political and social problems. Students will leave this course with a sense of the contours of the literatures of South Asia as well as ways of exploring the role of these literatures in the larger world. No prior knowledge of South Asia is required; this course fulfills the cross-cultural analysis requirement.
For BA Students: Arts and Letters Sector
Taught by: Goulding
One-term course offered either term
Also Offered As: SAST 007
Activity: Seminar
1.0 Course Unit

COML 014 Critical Speaking Seminar
American political discourse, especially since September 11th, has often depicted Islam as an oppressive force from which both Muslims and non-Muslims, particularly women and gender/sexual minorities, must be saved. In this CWiC critical speaking seminar, we will investigate how oral and written narratives - such as political rhetoric, apologetics and historical sources - claim to establish unassailable 'facts' about Islam, Muslims and the Middle East. We will also investigate how the notion of empire both in its traditionally understood form in Islamic and European history, as well as in its iterations as US Military and soft power privileges certain voices over others, and how we can reclaim the voices of the marginalized in both contemporary discourse as well as historical oral traditions.
Taught by: Rafi
One-term course offered either term
Also Offered As: GSW 008, NELC 008
Activity: Seminar
1.0 Course Unit

COML 016 Topics in Literature
This course will explore various topics within the diverse landscape of literature with an emphasis on a particular theme or genre.
Course not offered every year
Also Offered As: AFRC 017, ENGL 016
Activity: Seminar
1.0 Course Unit
Notes: Freshman seminar.

COML 023 In Praise of the Small
We can memorize aphorisms and jokes, carry miniature portraits with us, and feel playful in handling small objects. This seminar will ask us to pay attention to smaller texts, art works, and objects that may easily be overlooked. In addition to reading brief texts and looking at images and objects, we will also read texts on the history and theory of short genres and the small.
Taught by: Weissberg
Course not offered every year
Also Offered As: GRMN 023
Activity: Seminar
1.0 Course Unit
Notes: Freshman seminar. All readings and lectures in English. No knowledge of German is required.

COML 031 Introduction to Renaissance Literature and Culture
This course will survey the cultural history of sixteenth and seventeenth century England. Interdisciplinary in nature and drawing on the latest methodologies and insights of English studies, we will explore how aesthetics, politics, social traditions, impacted literature at this vital and turbulent time of English history. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Taught by: Loomba
Course not offered every year
Also Offered As: ENGL 031
Activity: Lecture
1.0 Course Unit

COML 053 Music of Africa
African Contemporary Music: North, South, East, and West. Come to know contemporary Africa through the sounds of its music: from South African kwela, jazz, marabi, and kwai to Zimbabwean chimurenga; Central African soukous and pygmy pop; West African fuji, and North African rai and hop hop. Through reading and listening to live performance, audio and video recordings, we will examine the music of Africa and its intersections with politics, history, gender, and religion in the colonial and post-colonial era.
For BA Students: Arts and Letters Sector
Taught by: Muller
Course not offered every year
Also Offered As: AFRC 053, MUSC 051
Activity: Lecture
1.0 Course Unit
COML 054 Sounding Poetry: Music and Literature
Never before has poetry been so inescapable. Hip hop, the soundtrack of our times, has made rhyme, meter, and word-play part of our daily lives. How did this happen? This course begins not on the page, but in the bardic traditions of Homer’s Iliad, which encoded many of the values of its time in oral formulas. Poetry was, however, no mere encyclopedia, but also a source of risk, as we will read in Plato’s warning against its hypnotic powers, and in the excesses of the Bacchae. We continue through 19th and 20th century attempts to recover these classic traditions (Wordsworth, Longfellow, Pound). Yet Europe was not the only center of poetic production. How does the Homeric tradition relate to living traditions of West African singing poets (griots) and Southern African praise songs? And what traces of these traditions can we hear in the blues? We will listen to early blues recordings and discuss the politics of collecting folklore, and the genius of African American modernists (Langston Hughes, Claude McKay, Georgia Douglas Johnson) who bought vernacular speech onto the page. We will read and listen to a number of 20th century poets inspired when page meets stage in jazz poetry, dub poetry, spoken word, and hip hop. Assignments will include 2 papers, 2 small-group performances, memorization exercises, and a creative adaptation of one poem. See the English Department’s website at www.english.upenn.edu for a description of current offerings.
For BA Students: Arts and Letters Sector
Taught by: TBD
Course usually offered in fall term
Also Offered As: AFRC 054, ENGL 054
Activity: Lecture
1.0 Course Unit

COML 056 Seeing/Hearing Globally: Knowing People, Culture, and Places through Travel
Students are provided a general introduction to a country’s history, politics, environment, and performance through a range of resources: scholarly literature, film, music, and online resources; with particular focus on sites, communities, and events included in the 12 day intensive travel to that country (either Fall semester Intro with winter break travel; or spring semester Intro with late spring intensive travel). Students are given guidelines for writing about and representing live performances and experiences of exhibits and heritage sites for journaling and are expected to produce a written/creative project at the end of the travel. The itinerary and specific course content will vary according to the travel site and focus of each class.
Taught by: Muller
Course not offered every year
Also Offered As: AFRC 056, ANTH 056, MUSC 056
Activity: Seminar
1.0 Course Unit
Notes: Application required through Penn Global: <a href=https://global.upenn.edu/pennabroad/pgs>https://global.upenn.edu/pennabroad/pgs</a>

COML 059 Modernisms and Modernities
This class explores the international emergence of modernism, typically from the middle of the 19th century to the middle of the 20th century. We will examine the links between modernity, the avant-garde, and various national modernisms that emerged alongside them. Resolutely transatlantic and open to French, Spanish, Italian, German, or Russian influences, this course assumes the very concept of Modernism to necessitate an international perspective focusing on the new in literature and the arts -- including film, the theatre, music, and the visual arts. The philosophies of modernism will also be surveyed and concise introductions provided to important thinkers like Marx, Nietzsche, Sorel, Bergson, Freud, and Benjamin.
Course not offered every year
Also Offered As: ENGL 059, FREN 258
Activity: Lecture
1.0 Course Unit
Notes: This is a topics course.

COML 061 20th-Century British Literature
This course introduces major works in twentieth-century British literature. We will read across a range of fiction, poetry, plays, and essays, and will consider aesthetic movements such as modernism as well as historical contexts including the two World Wars, the decline of empire, and racial and sexual conflict. Authors treated might include: Conrad, Yeats, Joyce, Eliot, Lawrence, Forster, Shaw, Woolf, Auden, Orwell, Beckett, Achebe, Rhys, Synge, Naipaul, Rushdie, Heaney, and Walcott.
Course not offered every year
Also Offered As: ENGL 061
Activity: Lecture
1.0 Course Unit
Notes: See Comparative Literature website for current offerings at: <a href='http://ccat.sas.upenn.edu/Complit/'>http://ccat.sas.upenn.edu/Complit/</a>

COML 062 20th-Century Poetry
From abstraction to beat, from socialism to negritude, from expressionism to ecopoetry, from surrealism to visual poetry, from collage to digital poetry, the poetry of the twentieth century has been characterized by both the varieties of its forms and the range of its practitioners. This course will offer a broad overview of many of the major trends and a few minor eddies in the immensely rich, wonderfully varied, ideologically and aesthetically charged field. The course will cover many of the radical poetry movements and individual innovations, along with the more conventional and idiosyncratic work, and will provide examples of political, social, ethnic, and national poetics, both in the Americas and Europe, and beyond to the rest of the world. While most of the poetry covered will be in English, works in translation, and indeed the art of translation, will be an essential component the course.
Course not offered every year
Also Offered As: ENGL 062
Activity: Lecture
1.0 Course Unit
COML 065 20th-Century British Novel
This course traces the development of the novel across the twentieth-century. The course will consider the formal innovations of the modern novel (challenges to realism, stream of consciousness, fragmentation, etc.) in relation to major historical shifts in the period. Authors treated might include: Conrad, Lawrence, Joyce, Forster, Woolf, Cather, Faulkner, Hemingway, Achebe, Greene, Rhys, Baldwin, Naipaul, Pynchon, Rushdie, and Morrison.
Course not offered every year
Also Offered As: ENGL 065
Activity: Lecture
1.0 Course Unit

COML 070 Latina/o Literature and Culture
This course offers a broad introduction to the study of Latina/o/x culture. We will examine literature, theater, visual art, and popular cultural forms, including murals, poster art, graffiti, guerrilla urban interventions, novels, poetry, short stories, and film. In each instance, we will study this work within its historical context and with close attention to the ways it illuminates class formation, racialization, and ideologies of gender and sexuality as they shape Latino/a/xs' experience in the U.S. Topics addressed in the course will include immigration and border policy, revolutionary nationalism and its critique, anti-imperialist thought, Latinx feminisms, queer latinidades, ideology, identity formation, and social movements. While we will address key texts, historical events, and intellectual currents from the late 19th century and early 20th century, the course will focus primarily on literature and art from the 1960s to the present. All texts will be in English.
Taught by: Sternad Ponce de Leon
Course not offered every year
Also Offered As: ARTH 070, ENGL 070, GSWS 060, LALS 060
Activity: Lecture
1.0 Course Unit

COML 090 Women and Literature
This course will focus on questions of gender difference and of sexual desire in a range of literary works, paying special attention to works by women and treatments of same-sex desire. More fundamentally, the course will introduce students to questions about the relation between identity and representation. We will attend in particular to intersections between gender, sexuality, race, class, and nation, and will choose from a rich vein of authors: Mary Wollstonecraft, Jane Austen, Mary Shelley, Lord Byron, the Brontes, Christina Rossetti, George Eliot, Oscar Wilde, Henry James, Gertrude Stein, Zora Neale Hurston, E. M. Forster, Virginia Woolf, Nella Larsen, Radclyffe Hall, Willa Cather, Elizabeth Bishop, Jean Rhys, James Baldwin, Sylvia Plath, Bessie Head, Audre Lorde, Adrienne Rich, Cherré Moraga, Toni Morrison, Michael Cunningham, Dorothy Allison, Jeanette Winterson, and Leslie Feinberg.
One-term course offered either term
Also Offered As: ENGL 090, GSWS 090
Activity: Lecture
1.0 Course Unit
Notes: This is a topics course. If the topic is ‘Gender, Sexuality, and Literature,’ the following description applies.

COML 093 Introduction to Postcolonial Literature
English is a global language with a distinctly imperial history, and this coursework serves as an essential introduction to literary works produced in or about the former European colonies. The focus will be poetry, film, fiction and non fiction and at least two geographic areas spanning the Americas, South Asia, the Caribbean and Africa as they reflect the impact of colonial rule on the cultural representations of identity, nationalism, race, class and gender.
Course not offered every year
Also Offered As: CIMS 093, ENGL 093
Activity: Lecture
1.0 Course Unit
Notes: This is a topics course.

COML 094 Introduction to Literary Theory
This course introduces students to major issues in the history of literary theory. Treating the work of Plato and Aristotle as well as contemporary criticism, we will consider the fundamental issues that arise from representation, making meaning, appropriation and adaptation, categorization and genre, historicity and genealogy, and historicity and temporality. We will consider major movements in the history of theory including the ‘New’ Criticism of the 1920’s and 30’s, structuralism and post-structuralism, Marxism and psychoanalysis, feminism, cultural studies, critical race theory, and queer theory. See the Comparative Literature website at http://ccat.sas.upenn.edu/complit/ for a description of the current offerings.
Course not offered every year
Also Offered As: ENGL 094, GRMN 279
Activity: Lecture
1.0 Course Unit

COML 095 Universal Language: From the Tower of Babel to Artificial Intelligence
‘Universal Language’ is a course in intellectual history. It explores the historical trajectory, from antiquity to the present day, of the idea that there once was, and again could be, a universal and perfect language among the human race. If recovered, this language can explain the origins and meaning of human experience, and can enable universal understanding and world peace.
Taught by: Verkholantsev
One-term course offered either term
Also Offered As: ENGL 219, HIST 056, REES 095
Activity: Seminar
1.0 Course Unit
Notes: This is a topics course. If the topic is ‘Gender, Sexuality, and Literature,’ the following description applies.
COML 096 Theories of Gender and Sexuality
What makes men and women different? What is the nature of desire? This course introduces students to a long history of speculation about the meaning and nature of gender and sexuality -- a history fundamental to literary representation and the business of making meaning. We will consider theories from Aristophanes speech in Platos Symposium to recent feminist and queer theory. Authors treated might include: Plato, Shakespeare, J. S. Mill, Mary Wollstonecraft, Sigmund Freud, Virginia Woolf, Simone de Beauvoir, Adrienne Rich, Audre Lorde, Michel Foucault, Gayle Rubin, Catherine MacKinnon, Eve Kosofsky Sedgwick, Judith Butler, bell hooks, Leo Bersani, Gloria Anzaldua, David Halperin, Cherrie Moraga, Donna Haraway, Gayatri Spivak, Diana Fuss, Rosemary Hennessy, Chandra Tadpole Mohanty, and Susan Stryker. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.

For BA Students: Humanities and Social Science S
Taught by: Sanchez
Course not offered every year
Also Offered As: ENGL 096, GSWS 096
Activity: Lecture
1.0 Course Unit

COML 100 Introduction to Literary Study

Literature does not exist for your protection. So dangerous is it, that Socrates argued poets ought to be banned from his ideal Republic. And Socrates himself--one of the most subversive of all poetic thinkers--was condemned to death for corrupting the young with his speeches.

All great literature is unsettling and alarming. Along with its beauty and delicacy and rhetorical power and ethical force, it can be terrifyingly sublime and even downright ugly: full of contempt and horror and grandiosity and malice. From Socrates’ day to our own, countless writers have been jailed, exiled, and murdered, their works censored, banned, burned, for daring to say what others wish would remain unsaid--about religion and the State; sexuality, gender, and the body; art, science, and commerce; freedom and order; love and hate--and for saying it in ways that are aesthetically innovative, surprising, seductive, ravishingly unanticipated. See COML website for current semester’s description at https://complit.sas.upenn.edu/course-list/2019A

For BA Students: Arts and Letters Sector
One-term course offered either term
Also Offered As: ENGL 100
Activity: Lecture
1.0 Course Unit

Notes: See COML website for current semester’s description at <a href='https://complit.sas.upenn.edu/course-list/2019A'>https://complit.sas.upenn.edu/course-list/2019A</a>

COML 102 Narratives of Memory

For the great Colombian writer Gabriel Garcia Marquez, ‘Life is not what happens to you, but what you remember and how you remember it.’ Across the last century-and-a-half, major books and films from the world over have thought about memory in all its dimensions. What does it mean to remember and narrate one’s life in the context of family, of tradition, and community? How is the legacy of major traumatic events like the Holocaust and the 1947 partition shaped by traveling objects and people? How do memories mean different things as they intersect with emotions such as nostalgia or trauma, and when they belong to different communities of gender, race, nation, and religion? By thinking through a range of genres such as films, the novel, memoir, poetry, and song, this course will ask students to consider how our ways of writing and remembering create both memory and our sense of self. Reading work by the likes of Rigoberta Menchu, Julian Barnes, and Vladimir Nabokov while watching canonical films such as Casablanca and The Eternal Sunshine of the Spotless Mind, students will be invited to remember and narrate their lived experiences, and to consider the significance of memory on their own terms.

For BA Students: Arts and Letters Sector
One-term course offered either term
Also Offered As: CIMS 104, ENGL 104
Activity: Lecture
1.0 Course Unit

COML 104 Study of a Period

This is an introduction to literary study through a survey of works from a specific historical period--often the 20th century, but some versions of this course will focus on other times. We will explore the period’s important artistic movements, ideas, and authors, focusing on interconnectedness of the arts to other aspects of culture.

For BA Students: Arts and Letters Sector
One-term course offered either term
Also Offered As: CIMS 104, ENGL 104
Activity: Lecture
1.0 Course Unit

COML 105 Sex and Gender in Ancient Greece and Rome

What is being a man, being a woman, being masculine, being feminine, being neither, being both? Is sex about pleasure, domination, identity, reproduction, or something else? Are sexual orientation and gender identity innate? How can words, myths and stories inform cultural assumptions about sex and gender? Did people in ancient times have a concept of sexuality? How do gendered English terms (like ‘girly’, ‘effeminate’, or ‘feisty’) compare to gendered ancient Greek and Latin terms, like virtus, which connotes both ‘virtue’ and ‘masculinity’? Why did the Roman and English speaking worlds have to borrow the word ‘clitoris’ from the ancient Greeks? How did people in antiquity understand consent? Can we ever get access to the perspectives of ancient women? In this introductory undergraduate course, we will learn about sex and gender in ancient Greece and Rome. We will discuss similarities and differences between ancient and modern attitudes, and we will consider how ancient texts, ancient art, ancient ideas and ancient history have informed modern western discussions, assumptions and legislation. Our main readings will be of ancient texts, all in English translation; authors studied will include Ovid, Aristophanes, Plato, Euripides, and Sappho. Class requirements will include participation in discussion as well as quizzes, reading responses, and a final exam.

For BA Students: Arts and Letters Sector
One-term course offered either term
Also Offered As: CLST 101, GSWS 104
Activity: Lecture
1.0 Course Unit

Notes: See COML website for current semester’s description at <a href='https://complit.sas.upenn.edu/course-list/2019A'>https://complit.sas.upenn.edu/course-list/2019A</a>
COML 106 Ancient Drama
This course will introduce students to some of the greatest works of dramatic literature in the western canon. We will consider the social, political, religious and artistic functions of drama in ancient Greece and Rome, and discuss both differences and similarities between ancient drama and modern art forms. The course will also pursue some broader goals: to improve students skills as readers and scholarly critics of literature, both ancient and modern; to observe the implications of form for meaning, in considering, especially, the differences between dramatic and non-dramatic kinds of cultural production: to help students understand the relationship of ancient Greek and Roman culture to the modern world; and to encourage thought about some big issues, in life as well as in literature: death, heroism, society, action and meaning.

For BA Students: Arts and Letters Sector
Course not offered every year
Also Offered As: CLST 107
Activity: Lecture
1.0 Course Unit

COML 107 Topics: Freshman Seminar
Topics vary. See the Department’s website at https://complit.sas.upenn.edu/course-list/2019A
Course usually offered in spring term
Also Offered As: CIMS 014, ITAL 100
Activity: Seminar
1.0 Course Unit

COML 108 Greek & Roman Mythology
Myths are traditional stories that have endured many years. Some of them have to do with events of great importance, such as the founding of a nation. Others tell the stories of great heroes and heroines and their exploits and courage in the face of adversity. Still others are simple tales about otherwise unremarkable people who get into trouble or do some great deed. What are we to make of all these tales, and why do people seem to like to hear them? This course will focus on the myths of ancient Greece and Rome, as well as a few contemporary American ones, as a way of exploring the nature of myth and the function it plays for individuals, societies, and nations. We will also pay some attention to the way the Greeks and Romans themselves understood their own myths. Are myths subtle codes that contain some universal truth? Are they a window on the deep recesses of a particular culture? Are they entertaining stories that people like to tell over and over? Are they a set of blinders that all of us wear, though we do not realize it? We investigate these questions through a variety of topics creation of the universe between gods and mortals, religion and family, sex, love, madness, and death.

For BA Students: Arts and Letters Sector
Taught by: Struck
Course usually offered in spring term
Also Offered As: CLST 100
Activity: Lecture
1.0 Course Unit

COML 110 Meditation and Text
Meditation, so it seems, is everywhere. Walking across Locust Walk, numerous posters jump to the eye calling for engagement with all sorts of mindfulness and spiritual contemplations. We often associate with it: quiet, detachment, calm. Yet before meditation acquired this silent character, it was in fact rather ecstatic and voluble. Meditators used to employ text to erase an introspection and put their experience into extensive writing that documents their reaction to the text, allowing the meditator to construct and reveal his or her self through the engagement with the written word. To study the history of meditation is thus to great extent to study the history of reading, and maybe more importantly, the history of the self. The course offers a survey of the history of meditation in the West: Starting with the self-examination of the Roman emperor Marcus Aurelius and the medieval monastic traditions, going through some salient meditators of the early modern period (Montaigne, Ignacio of Loyola, Descartes), all the way to the invasion of Buddhist trends to the West in the 19th and 20th century. It also provides a window to major intellectual trends in the West, and to some key texts of various religions. Given the nature of the material, we will be interested in the ways in which texts affect us, considering the impact of timing, location, reading out loud vs. silently etc. The course involves weekly reading of primary and secondary sources, active in-class discussions and brief individual presentations by the students. Students will be encouraged to bring from their own national/religious/cultural background and to develop a personal project that will culminate in a final conference-like presentation. This is proposed as a Critical Speaking Seminar.

Taught by: Blumenzweig
Also Offered As: RELS 100
Activity: Seminar
1.0 Course Unit

COML 114 Literature of the South Asian City: Space, Culture, Politics
The South Asian city as a way of organizing space and social relations, as a symbol, as a memory is the subject of this course. Through primarily, though by no means exclusively, readings of literature in translation, we will gain a sense for the history of the city and the ways in which it is a setting for protest and nostalgia, social transformation and solitary flœneurie. We will see reflections of the city in poetry recited in its homes, detective novels sold in its train stations, stories scribbled in its cafes, plays staged in its theaters, and films produced in its backlots. Readings will attempt to address urban spaces across South Asia, and will include works by writers such as Mirza Ghalib, Rabindranath Tagore, Saadat Hasan Manto, and Vijay Tendulkar. We will examine these works in the context of secondary readings, including histories and ethnological works that take up life in the modern city. Students will finish this course prepared to pursue projects dealing with the urban from multiple disciplinary perspectives. This course is suitable for anyone interested in the culture, society, or literature of South Asia, and assumes no background in South Asian languages.

Taught by: Goulding
Course not offered every year
Also Offered As: SAST 120, URBS 120
Activity: Lecture
1.0 Course Unit
COML 118 Poetics of Screenwriting
This course studies scriptwriting in a historical, theoretical and artistic perspective. We discuss the rules of drama and dialogue, character development, stage vs. screen-writing, adaptation of nondramatic works, remaking of plots, author vs. genre theory of cinema, storytelling in silent and sound films, the evolvement of a script in the production process, script doctoring, as well as screenwriting techniques and tools. Coursework involves both analytical and creative tasks.
Taught by: Todorov
Course not offered every year
Also Offered As: CIMS 111, REES 111
Activity: Seminar
1.0 Course Unit

COML 120 Iranian Cinema: Gender, Politics and Religion
This seminar explores Iranian culture, society, history and politics through the medium of film. We will examine a variety of cinematic works that represent the social, political, economic and cultural circumstances of contemporary Iran, as well as the diaspora. Along the way, we will discuss issues pertaining to gender, religion, nationalism, ethnicity, and the role of cinema in Iranian society and beyond. Discussions topics will also include the place of the Iranian diaspora in cinema, as well as the transnational production, distribution, and consumption of Iranian cinema. Films will include those by internationally acclaimed filmmakers, such as Rakhshan Bani-Etemad, Asghar Farhadi, Bahman Ghobadi, Abbas Kiarostami, Mohsen Makhmalbaf, Dariush Mehrjui, Tahmineh Milani, Jafar Panahi, Marjane Satrapi and others. All films will be subtitled in English. No prior knowledge is required.
Taught by: Entezari
Course not offered every year
Also Offered As: CIMS 118, GSWS 118, NELC 118, NELC 618
Activity: Seminar
1.0 Course Unit

COML 121 Working with Translations
In this class we will study and translate some of the major figures in 20th century poetry, including Rainer Maria Rilke, Claire Malroux, Pablo Neruda, Cesare Pavese, Anna Akhmatova, and Bei Dao. While the curriculum will be tailored to the interests and linguistic backgrounds of the students who enroll, all those curious about world poetry and the formidable, irresistible act of translation are welcome. Students should have at least an intermediate knowledge of a language other than English. We will study multiple translations of seminal poems, render our own versions in response, and have the additional opportunity to work directly from the original. Students may also work in pairs, or groups. A portion of the course will be set up as a creative writing workshop in which to examine the overall effect of each others’ translations so that first drafts can become successful revisions. While class discussions will explore the contexts and particularity of (among others) Urdu, Italian, French, and Polish poetry, they might ultimately reveal how notions of national literature have radically shifted in recent years to more polymictic and globally textured forms. Through guest speakers, essays on translation theory, and our own ongoing experiments, this course will celebrate the ways in which great poetry underscores the fact that language itself is a translation. In addition to the creative work, assignments will include an oral presentation, informal response papers, and a short final essay.
Taught by: Silverman, Taije
Course not offered every year
Also Offered As: ENGL 120
Activity: Seminar
1.0 Course Unit

COML 122 Prague: The Making of a European Nation
Even though such ‘supercities’ as New York, Los Angeles, Chicago, Washington, Boston, and San Francisco claim a special place in the minds and hearts of Americans, no American city plays as crucial a role in the formation of national identity among Americans as Prague does among the Czechs. One may even argue that the formation of a national identity associated with a nation’s urban center is a European phenomenon. The focus of the proposed course is Prague, the capital of the Czech Republic and the geographical center of Europe. From the 14th century, when it became a seat of the Holy Roman Emperor, to the Hussite Revolution; from the 19th-century national revival and the birth of the independent Czechoslovakia in 1918, to the ‘Prague Offensive,’ the last major operation of the Soviet Army in World War II and the re-appearance of the Soviet tanks after the ‘Prague Spring’ in 1968, to the ‘Velvet’ Revolution in 1989, and on to the present day as an EU member, Prague has been the site of major European developments and is where the Czech national identity was forged. Today a popular tourist destination with a uniquely preserved historical center that is part of the UNESCO World Heritage List, Prague combines national character with an increasingly cosmopolitan flavor. Focusing on what makes Prague a national capital, we will note how the ‘national’ negotiates its place with the ‘global.’ As a cultural hub and political center, Prague is the repository of a cultural collective memory and of historical and emotional records. It thus presents an excellent case study of how a national identity could be formed around a single urban center. The study of the many layers of Prague’s urban landscape allows us to observe how history is built into the physical environment, while the analysis of literary and artistic production reveals how the city has become perceived as a national shrine, embodied in word and image. Students will read the ‘Prague text’ as humanists, anthropologists, and historians. They will learn to apply methods of literary, cultural, and historical analyses, and will ask questions of what it means to be a Czech, a Central European, a European, and even, perhaps, an American. The travel component will further one of the key goals of this seminar: to develop cultural knowledge and sensitivity together with the appreciation of socio-cultural differences. Prerequisite: Application required through Penn Global: https://global.upenn.edu/pennabroad/pgs
Taught by: Verkholantsev
Course not offered every year
Also Offered As: REES 119
Activity: Lecture
1.0 Course Unit
Notes: Application required through Penn Global: <a href='https://global.upenn.edu/pennabroad/pgs'>https://global.upenn.edu/pennabroad/pgs</a>

COML 125 Narrative Across Cultures
The purpose of this course is to present a variety of narrative genres and to discuss and illustrate the modes whereby they can be analyzed. We will be looking at shorter types of narrative: short stories, novellas, and fables, and also some extracts from longer works such as autobiographies. While some works will come from the Anglo-American tradition, a larger number will be selected from European and non-Western cultural traditions and from earlier time-periods. The course will thus offer ample opportunity for the exploration of the translation of cultural values in a comparative perspective.
Taught by: Loomba
One-term course offered either term
Also Offered As: ENGL 103, NELC 180, SAST 124, THAR 105
Activity: Lecture
1.0 Course Unit
COML 126 The Fantastic and Uncanny in Literature: Ghosts, Spirits & Machines
Do we still believe in spirits and ghosts? Do they have any place in an age of science of technology? Can they perhaps help us to define what a human being is and what it can do? We will venture on a journey through literary texts from the late eighteenth century to the present to explore the uncanny and fantastic in literature and life. Our discussions will be based on a reading of Sigmund Freud’s essay on the uncanny, and extraordinary Romantic narratives by Ludwig Tieck, E.T.A. Hoffmann, Edgar Allan Poe, Nathaniel Hawthorne, Prosper Merimee, Villiers de Isle-Adam, and others. All readings and lectures in English.
For BA Students: Arts and Letters Sector
Taught by: Weissberg
Course not offered every year
Also Offered As: GRMN 242, GSWS 243
Activity: Lecture
1.0 Course Unit
Notes: All readings and lectures in English.

COML 127 Sex and Representation
This course explores literature that resists normative categories of gender and sexuality. By focusing on figures writing from the margins, we will explore how radical approaches to narrative form and subject-matter invite us to think in new ways about desire and identity. We will read texts that blur the boundaries between fact and fiction, hybridizing the genres of poetry, drama, and autobiography to produce new forms of expression, such as the graphic novel, auto-fiction, and prose poetry. From Virginia Woolf’s gender-bending epic, Orlando, to Tony Kushner’s Angels in America, this course traces how non-normative desire is produced and policed by social and literary contexts - and how those contexts can be re-imagined and transformed.
Taught by: Halstead
One-term course offered either term
Also Offered As: CIMS 125, GSWS 125
Activity: Seminar
1.0 Course Unit
Notes: All readings and discussions in English.

COML 133 Creative Writing and the World
A creative writing workshop devoted to writing in and across various social, political, geographical, and historical contexts. Offerings may include Writing for a Diasporic World, Writing the City, the Environment, or other topics and themes. See the Comparative Literature Program’s website at http://ccat.sas.upenn.edu/Complit/ for current offerings.
For BA Students: Humanities and Social Science S
Course not offered every year
Also Offered As: ENGL 127, URBS 127
Activity: Seminar
1.0 Course Unit

COML 140 Topics In Modernism
This course explores an aspect of literary modernism intensively; specific course topics will vary from year to year. Past offerings have included seminars on the avant-garde, on the politics of modernism, and on its role in shaping poetry, music, and the visual arts. See the English Department’s website at www.english.upenn.edu for a description of the current offerings. Prerequisite: Some knowledge of 20th-century poetry.
Spaces will be reserved for English majors
Course not offered every year
Also Offered As: ARTH 385, ENGL 259, FREN 259, GRMN 249
Activity: Seminar
1.0 Course Unit
Notes: Critical Speaking

COML 141 Scandalous Arts in Ancient and Modern Communities
What do the ancient Greek comedian Aristophanes, the Roman satirist Juvenal, have in common with Snoop Dogg and Eminem? Many things, in fact, but perhaps the most fundamental is that they are all united by a stance that constantly threatens to offend prevailing social norms, whether through obscenity, violence or misogyny. This course will examine our conceptions of art (including literary, visual and musical media) that are deemed by certain communities to transgress the boundaries of taste and convention. It juxtaposes modern notions of artistic transgression, and the criteria used to evaluate such material, with the production of and discourse about transgressive art in classical antiquity. Students will consider, among other things, why communities feel compelled to repudiate some forms of art, while others into classics.
For BA Students: Humanities and Social Science S
Taught by: Rosen
Course not offered every year
Also Offered As: CLST 140
Activity: Lecture
1.0 Course Unit

COML 143 Foundations of European Thought: from Rome to the Renaissance
This course offers an introduction to the world of thought and learning at the heart of European culture, from the Romans through the Renaissance. We begin with the ancient Mediterranean and the formation of Christianity and trace its transformation into European society. Along the way we will examine the rise of universities and institutions for learning, and follow the humanist movement in rediscovering and redefining the ancients in the modern world.
For BA Students: History and Tradition Sector
Taught by: Moyer
Also Offered As: HIST 143
Activity: Lecture
1.0 Course Unit
COML 150 War and Representation
This class will explore complications of representing war in the 20th and 21st centuries. War poses problems of perception, knowledge, and language. The notional ‘fog of war’ describes a disturbing discrepancy between agents and actions of war; the extreme nature of the violence of warfare tests the limits of cognition, emotion, and memory; war’s traditional dependence on declaration is often warped by language games—‘police action,’ ‘military intervention,’ ‘nation-building,’ or palpably unnamed and unacknowledged state violence. Faced with the radical uncertainty that forms of war bring, modern and contemporary authors have experimented in historically, geographically, experientially and artistically particular ways, forcing us to reconsider even seemingly basic definitions of what a war story can be. Where does a war narrative happen? On the battlefield, in the internment camp, in the suburbs, in the ocean, in the ruins of cities, in the bloodstream? Who narrates war? Soldiers, refugees, gossips, economists, witnesses, bureaucrats, survivors, children, journalists, descendants and inheritors of trauma, historians, those who were never there? How does literature respond to the rise of terrorist or ideology war, the philosophical and material consequences of biological and cyber wars, the role of the nuclear state? How does the problem of war and representation disturb the difference between fiction and non-fiction? How do utilitarian practices of representation—propaganda, nationalist messaging, memorialization, xenophobic depiction—affect the approaches we use to study art? Finally, is it possible to read a narrative rarely touched or merely contextualized by war and attend to the question of war’s shaping influence? The class will concentrate on literary objects—short stories, and graphic novels—as well as film and television. Students of every level and major are welcome in and encouraged to join this class, regardless of literary experience.
For BA Students: Humanities and Social Science S
Taught by: Irit
One-term course offered either term
Also Offered As: ENGL 085, REES 193
Activity: Seminar
1.0 Course Unit

COML 151 Water Worlds: Cultural Responses to Sea Level Rise & Catastrophic Flooding
As a result of climate change, the world that will take shape in the course of this century will be decidedly more inundated with water than we’re accustomed to. The polar ice caps are melting, glaciers are retreating, ocean levels are rising, polar bear habitat is disappearing, countries are jockeying for control over a new Arctic passage, while low-lying cities and small island nations are confronting the possibility of their own demise. Catastrophic flooding events are increasing in frequency, as are extreme droughts. Hurricane-related storm surges, tsunamis, and raging rivers have devastated regions on a local and global scale. In this seminar we will turn to the narratives and images that the human imagination has produced in response to the experience of overwhelming watery invasion, from Noah to New Orleans. Objects of analysis will include mythology, ancient and early modern diluvianism, literature, art, film, and commemorative practice. The basic question we’ll be asking is: What can we learn from the humanities that will be helpful for confronting the problems and challenges caused by climate change and sea level rise?
For BA Students: Arts and Letters Sector
Taught by: Richter, Simon
Course not offered every year
Also Offered As: CIMS 150, ENVS 150, GRMN 150
Activity: Lecture
1.0 Course Unit

COML 152 Central & Eastern Europe
Taught by: Verkholants’ev
Also Offered As: ANTH 154, ENGL 052, ENVS 152, GRMN 152, HIST 152
Activity: Lecture
1.0 Course Unit

COML 153 Is Europe Facing a Spiritual Crisis?
Is Europe Facing a Spiritual Crisis? On Contemporary Debates about Secularization, Religion and Rationality. Point of departure for this course is the difference between Europe and the US as to the role of religion in the unfolding of their respective ‘cultural identities’ (cf. Charles Taylor, A Secular Age, 522-530). As a rule, both the US and Western Europe are now defined as secularized cultures, even if their histories and specific identities are strongly rooted in the Christian heritage. Given this contemporary situation, four research questions will be dealt with in this course. 1) What is meant by secularization? In answer to that question, two secularization theories are distinguished: the classic versus the alternative secularization thesis; 2) What is the historical impact of the nominalist turning-point at the end of the Middle Ages in this process towards secularization? 3) How did the relation between rationality and religion develop during modern times in Europe? 4) What is the contemporary outcome of this evolution in so-called postmodern / post-secular Europe and US? We currently find ourselves in this so-called postmodern or post-secular period, marked by a sensitivity to the boundaries of (modern) rationality and to the fragility of our (modern) views on man, world and God. In this respect, we will focus on different parts of Europe (Western and Eastern Europe alike) and will refer to analogies and differences between Western Europe and US. This historical-thematic exposition is illustrated by means of important fragments from Western literature (and marginally from documents in other arts) and philosophy. We use these fragments in order to make more concrete the internal philosophical evolutions in relation to corresponding changes in diverse social domains (religion, politics, economy, society, literature, art...).
Taught by: Vanheeswijck
Course usually offered in spring term
Also Offered As: DTCH 153, GRMN 153
Activity: Lecture
1.0 Course Unit

COML 154 Forest Worlds: Mapping the Arboreal Imaginary in Literature and Film
Can the humanities help us think differently about the forest? What happens if we imagine forests as the agents of their stories? At a time when humans seem unable to curb the destructive practices that place themselves, biodiversity, and the forests at risk, the humanities give us access to a record of the complex inter-relationship between forests and humanity. The course places a wide range of literature and film in which forests are strongly featured in relation to environmental history and current environmental issues.
Taught by: Richter
Course not offered every year
Also Offered As: CIMS 152, ENVS 151, GRMN 151
Activity: Lecture
1.0 Course Unit
COML 156 Queer German Cinema
Taught in English. This course offers an introduction into the history of German-language cinema with an emphasis on depictions of lesbian, gay, bisexual, trans and queer themes. The course provides a chronological survey of Queer German Cinema from its beginnings in the Weimar Republic to its most recent and current representatives, accompanied throughout by a discussion of the cultural-political history of gay rights in the German-speaking world. Over the course of the semester, students will learn not only cinematic history but how to write about and close-read film. No knowledge of German or previous knowledge required.
Taught by: Fleishman
Course not offered every year
Also Offered As: CIMS 156, GRMN 156, GSWS 156
Activity: Lecture
1.0 Course Unit

COML 191 World Literature
How do we think ‘the world’ as such? Globalizing economic paradigms encourage one model that, while it connects distant regions with the ease of a finger-tap, also homogenizes the world, manufacturing patterns of sameness behind simulations of diversity. Our current world-political situation encourages another model, in which fundamental differences are held to warrant the consolidation of borders between Us and Them, ‘our world’ and ‘theirs.’ This course begins with the proposal that there are other ways to encounter the world, that are politically compelling, ethically important, and personally enriching—and that the study of literature can help tease out these new paths. Through the idea of World Literature, this course introduces students to the appreciation and critical analysis of literary texts, with the aim of navigating calls for universality or particularity (and perhaps both) in fiction and film. ‘World literature’ here refers not merely to the usual definition of ‘books written in places other than the US and Europe, ‘but any form of cultural production that explores and pushes at the limits of a particular world, that steps between and beyond worlds, or that heralds the coming of new worlds still within us, waiting to be born. And though, as we read and discuss our texts, we will glide about in space and time from the inner landscape of a private mind to the reaches of the farthest galaxies, knowledge of languages other than English will not be required, and neither will any prior familiarity with the literary humanities. In the company of drunken kings, botanical witches, ambisexual alien lifeforms, and storytellers who’ve lost their voice, we will reflect on, and collectively navigate, our encounters with the faraway and the familiar—and thus train to think through the challenges of concepts such as translation, narrative, and ideology. Texts include Kazuo Ishiguro, Ursula K. LeGuin, Salman Rushdie, Werner Herzog, Jamaica Kincaid, Russell Hoban, Hiroshi Teshigahara, Arundhati Roy, and Abbas Kiarostami.
One-term course offered either term
Also Offered As: CLST 191, ENGL 277
Activity: Seminar
1.0 Course Unit

COML 192 Classics of the World II
This course provides a survey of works drawn from the Western literary canon from the Renaissance to the 20th century. Work may be drawn in part from the following authors: Montaigne, Shakespeare, Webster, Moliere, Milton, Behn, Laclos, Rousseau, Sterne, the Romantic poets, Austen, Dickens, Bronte, Wilde, Woolf and Joyce.
One-term course offered either term
Activity: Seminar
1.0 Course Unit

COML 193 Great Story Collections
This course is intended for those with no prior background in folklore or knowledge of various cultures. Texts range in age from the first century to the twentieth, and geographically from the Middle East to Europe to the Unite States. Each collection displays various techniques of collecting folk materials and making them concrete. Each in its own way also raises different issues of genre, legitimacy, canon formation, cultural values and context.
For BA Students: Arts and Letters Sector
Taught by: Azzolina
Course not offered every year
Also Offered As: ENGL 099, FOLK 241
Activity: Lecture
1.0 Course Unit

COML 197 Madness and Madmen in Russian Culture
Is ‘insanity’ today the same thing as ‘madness’ of old? Who gets to define what it means to be ‘sane,’ and why? Are the causes of madness biological or social? In this course, we will grapple with these and similar questions while exploring Russia’s fascinating history of madness as a means to maintain, critique, or subvert the status quo. We will consider the concept of madness in Russian culture beginning with its earliest folkloric roots and trace its depiction and function in the figure of the Russian ‘holy fool,’ in classical literature, and in contemporary film. Readings will include works by many Russian greats, such as Pushkin, Gogol, Dostoevsky, Chekhov, Bulgakov and Nabokov.
For BA Students: Humanities and Social Science S
Taught by: Penney
Course not offered every year
Also Offered As: REES 197
Activity: Lecture
1.0 Course Unit

COML 199 Study Abroad
Activity: Lecture
1.0 Course Unit

COML 201 Topics in Film History
This topic course explores aspects of Film History intensively. Specific course topics vary from year to year. See the Comparative Literature website <http://ccat.sas.upenn.edu/Complit/ for a description of the current offerings.
Course not offered every year
Also Offered As: ARTH 391, CIMS 201, ENGL 291
Activity: Seminar
1.0 Course Unit
COML 203 Masterpieces-Italian Literature
This course surveys the history of Italian literature through its major masterpieces. Beginning with Dante’s Divine Comedy, Petrarch’s love poems, and Boccaccio’s Decameron, we will follow the development of Italian literary tradition through the Renaissance (Machiavelli’s political theory and Ariosto’s epic poem), and then through Romanticism (Leopardi’s lyric poetry and Manzoni’s historical novel), up to the 20th century (from D’annunzio’s sensual poetry to Calvino’s post-modern short stories). The course will provide students with the tools needed for analyzing the texts in terms of both form and content, and for framing them in their historical, cultural, and socio-political context. Classes and readings will be in Italian. ITAL 203 is mandatory for Minors in Italian Literature and Majors in Italian Literature. If necessary, ITAL 201 can be taken at the same time as ITAL 203. Prerequisite: Open to students who have completed ITAL 201 or equivalent.
One-term course offered either term
Also Offered As: ITAL 203
Prerequisite: ITAL 201
Activity: Seminar
1.0 Course Unit

COML 204 Tolstoy
Few authors have ever been able to combine their moral and artistic visions as closely as Tolstoy. Over the course of the semester, we will plot how Tolstoy’s ethical concerns changed over the course of his life and how this was reflected in works, which include some of the greatest prose ever written. We will begin by surveying the majestic and far-reaching world of his novels and end with some of Tolstoy’s short later works that correspond with the ascent of ‘Tolstoyism’ as virtually its own religion.
Taught by: Todorov
Course not offered every year
Also Offered As: REES 202
Activity: Seminar
1.0 Course Unit

COML 206 Italian History on Screen: How Movies Tell the Story of Italy
How has our image of Italy arrived to us? Where does the story begin and who has recounted, rewritten, and rearranged it over the centuries? In this course, we will study Italy’s rich and complex past and present. We will carefully read literary and historical texts and thoughtfully watch films in order to attain an understanding of Italy that is as varied and multifaceted as the country itself. Group work, discussions and readings will allow us to examine the problems and trends in the political, cultural and social history from ancient Rome to today. We will focus on: the Roman Empire, Middle Ages, Renaissance, Unification, Turn of the Century, Fascist era, World War II, post-war and contemporary Italy.
For BA Students: Arts and Letters Sector
Course not offered every year
Also Offered As: CIMS 206, ITAL 204
Activity: Seminar
1.0 Course Unit

COML 208 Sicily on Page and Screen
What images come to mind when we hear the words Sicily and Sicilians? Often our thoughts range from scenic vacation spots, delicious seafood and cannoli, and sweet grandmothers dressed in black, to mafia violence, vendettas, and the deep-rooted code of silence, omerta. But, how did these ideas get to us? Is there truth in them? Is there more to this island and its people? Through careful analysis of literary and cinematic representations of this Italian region, and those that do and have inhabited it, we will trace and analyze how Sicilians have represented themselves, how mainland Italians have interpreted Sicilian culture, how outsiders have understood these symbols, how our own perceptions shaped what we thought we knew about this place and, finally, how our own observations will have evolved throughout our studies. We will watch films such as Tornatore’s Cinema Paradiso and Coppola’s The Godfather II, and read texts such as Lampedusa’s The Leopard and Maraini’s Bagheria. This course aims to increase students’ understanding and knowledge of the Sicilian socio-cultural system. It will help students develop their ability to understand and interpret Sicilian culture through close analysis of its history, values, attitudes, and experiences, thereby allowing them to better recognize and examine the values and practices that define their own, as well as others’, cultural frameworks.
Taught by: Broccia
Course usually offered summer term only
Also Offered As: CIMS 204, ENGL 083, ITAL 205
Activity: Seminar
1.0 Course Unit
Notes: Course taught in English. Course Materials in English. There are no prerequisites for this course.

COML 209 Sustainability & Utopianism
This seminar explores how the humanities can contribute to discussions of sustainability. We begin by investigating the contested term itself, paying close attention to critics and activists who deplore the very idea that we should try to sustain our, in their eyes, dystopian present, one marked by environmental catastrophe as well as by an assault on the educational ideals long embodied in the humanities. We then turn to classic humanist texts on utopia, beginning with More’s fictive island of 1517. The ‘origins of environmentalism’ lie in such depictions of island edens (Richard Grove), and our course proceeds to analyze classic utopian tests from American, English, and German literatures. Readings extend to utopian visions from Europe and America of the nineteenth and twentieth centuries, as well as literary and visual texts that deal with contemporary nuclear and flood catastrophes. Authors include: Bill McKibben, Jill Kerr Conway, Christopher Newfield, Thomas More, Francis Bacon, Karl Marx, Henry David Thoreau, Robert Owens, William Morris, Charlotte Perkins Gilman, Ayn Rand, Christa Wolf, and others. Taught in English.
For BA Students: Humanities and Social Science Sector
Taught by: Wiggin
Course not offered every year
Also Offered As: ENGL 275, ENVS 239, GRMN 239
Activity: Seminar
1.0 Course Unit
COML 211 Literature of Dissent: Art as Protest in 20th-Century Poland and Czechoslovakia
Eastern and Central Europe was the site of monumental political changes in the twentieth century, including the disillusion of monarchical empires in the First World War and the expansion of Soviet-style communism. At every point, artists have taken part in political debates, sometimes advancing radical agendas, sometimes galvanizing movements, sometimes simply shouting into the void to register their own dissatisfaction. In this course, we will consider texts including literature, political philosophy and film that pushed back against the dominant political norms. In so doing, we will investigate Aesopian language, the mechanics of censorship, the repercussions of dissent, performativity, samizdat and the rise of an alternative culture. We will contextualize our readings of literature with the sociological and historical work of Benedict Anderson, Tony Judt, Jonathan Bolton, Shana Penn, Alexei Yurchak and the series Discourses of Collective Identity in Central and Southeast Europe. As well as becoming familiar with major thinkers and movements in Eastern and Central Europe, students will develop a sense of art as a tool of political protest.
Taught by: Weil
Course not offered every year
Also Offered As: REES 211
Activity: Lecture
1.0 Course Unit

COML 212 Modern Middle Eastern Literature in Translation
The Middle East boasts a rich tapestry of cultures that have developed a vibrant body of modern literature that is often overlooked in media coverage of the region. While each of the modern literary traditions that will be surveyed in this introductory course-Arabic, Hebrew, Persian and Turkish-will be analyzed with an appreciation of the cultural context unique to each body of literature, this course will also attempt to bridge these diverse traditions by analyzing common themes such as modernity, social values, the individual and national identity as reflected in the genres of poetry, the novel and the short story. This course is in seminar format to encourage lively discussion and is team-taught by four professors whose expertise in modern Middle Eastern literature serves to create a deeper understanding and aesthetic appreciation of each literary tradition. In addition to honing students’ literary analysis skills, the course will enable students to become more adept at discussing the social and political forces that are reflected in Middle Eastern literature, explore important themes and actively engage in reading new Middle Eastern works on their own in translation. All readings are in English.
For BA Students: Arts and Letters Sector
Taught by: Gold
Course usually offered in spring term
Also Offered As: NELC 201
Activity: Lecture
1.0 Course Unit

COML 213 Saints and Devils in Russian Literature and Tradition
This course is about Russian literary imagination, which is populated with saints and devils, believers and religious rebels, holy men and sinners. In Russia, where people’s frame of mind had been formed by a mix of Eastern Orthodox Christianity and earlier pagan beliefs, the quest for faith, spirituality, and the meaning of life has invariably been connected with religious matters. How can one find the right path in life? Is humility the way to salvation? Should one live for God or for the people? Does God even exist?
For BA Students: Arts and Letters Sector
Taught by: Verkholantsev
Course not offered every year
Also Offered As: REES 213, RELS 218
Activity: Seminar
1.0 Course Unit

COML 215 Introduction to Persian Poetic Tradition
This course introduces some of the major genres and themes of the millennium-old Persian poetic tradition from ancient to modern Iran. Epic and romance, love and mysticism, wine and drunkenness, wisdom and madness, body and mind, sin and temptation are some of the key themes that will be explored through a close reading of poems in this course. The course suits undergraduate students of all disciplines, as it requires no prior knowledge of or familiarity with the Persian language or the canon of Persian literature. All teaching materials are available in English translation. Students are expected to attend seminars and take part in discussions.
For BA Students: Arts and Letters Sector
Taught by: Shams
Course usually offered in spring term
Also Offered As: GSWS 214, HIST 226, NELC 216, NELC 516
Activity: Seminar
1.0 Course Unit

COML 216 CU In India - Topics Course
C.U. in India is a hybrid, domestic/overseas course series which provides students with the opportunity to have an applied learning and cultural experience in India. The 2-CU course requires: 1) 15 classroom hours at Penn in the Fall term 2) A 12-Day trip to India with the instructor during the winter break to visit key sites and conduct original research (sites vary) 3) 15 classroom hours at Penn in the Spring term and 4) A research paper, due at the end of the spring term. Course enrollment is restricted to students admitted to the program. For more information, and the program application, go to http://sites.sas.upenn.edu/cuinindia
Two terms: student must enter first term.
Also Offered As: ARTH 317, GSWS 217, SAST 217, SAST 517
Activity: Seminar
1.0 Course Unit

COML 218 Perspectives in French Literature
This basic course in literature provides an overview of French literature and acquaints students with major literary trends through the study of representative works from each period. Students are expected to take an active part in class discussion in French. French 231 has as its theme the presentation of love and passion in French literature.
For BA Students: Arts and Letters Sector
Course usually offered in fall term
Also Offered As: FREN 231
Activity: Seminar
1.0 Course Unit
COML 209 Perspectives in French Literature: The Individual and Society
This basic course in literature provides an overview of French literature and acquaints students with major literary trends through the study of representative works from each period. Special emphasis is placed on close reading of texts in order to familiarize students with major authors and their characteristics and with methods of interpretation. Students are expected to take an active part in class discussion in French. French 232 has as its theme the Individual and Society. Prerequisite: Two 200-level courses taken at Penn or equivalent.
For BA Students: Arts and Letters Sector
Course usually offered in spring term
Also Offered As: FREN 232
Activity: Seminar
1.0 Course Unit

COML 220 Russia and the West
This course will explore the representations of the West in eighteenth- and nineteenth-century Russian literature and philosophy. We will consider the Russian visions of various events and aspects of Western political and social life—Revolutions, educational system, public executions, resorts, etc. within the context of Russian intellectual history. We will examine how images of the West reflect Russia's own cultural concerns, anticipations, and biases, as well as aesthetic preoccupations and interests of Russian writers. The discussion will include literary works by Karamzin, Pushkin, Gogol, Dostoevsky, Leskov, and Tolstoy, as well as non-fictional documents, such as travelers' letters, diaries, and historiosophical treatises of Russian Freemasons, Romantic and Positivist thinkers, and Russian social philosophers of the late Nineteenth century. A basic knowledge of nineteenth-century European history is desirable. The class will consist of lectures, discussion, short writing assignments, and two in-class tests.
For BA Students: Humanities and Social Science Sector
One-term course offered either term
Also Offered As: HIST 220, REES 220
Activity: Seminar
1.0 Course Unit

COML 221 Creating New Worlds: The Modern Indian Novel
Lonely bureaucrats and love-struck students, Bollywood stars and wayward revolutionaries: this course introduces students to the worlds of the Indian novel. From the moment of its emergence in the 19th century, the novel in India grappled with issues of class and caste, colonialism and its aftermath, gender, and the family. Although the novel has a historical origin in early modern Europe, it developed as a unique form in colonial and post-colonial India, influenced by local literary and folk genres. How did the novel in India—and in its successor states after 1947—transform and shift in order to depict its world? How are novels shaped by the many languages in which they are written, including English? And how do we, as readers, engage with the Indian novel in its diversity? This course surveys works major and minor from the past 200 years of novel-writing in India—with surveys both into predecessors of the Indian novel and parallel forms such as the short story. Readings will include works in translation from languages such as Hindi, Bangla, Urdu, Telugu, and Malayalam, as well as works written originally in English. Students will leave this course with an understanding of the Indian novel, along with the social conditions underlaying it, especially those relating to caste and gender.
Taught by: Goulding
Course not offered every year
Also Offered As: SAST 220
Activity: Seminar
1.0 Course Unit

COML 230 Words Are Weapons: Protests and Political Activism in South Asian Literature
This course focuses on the key themes of protest and resistance in contemporary South Asian literature. Most South Asian countries have been witnessing an endless wave of protests and resistance from various sections of public life for the last three decades. In India, for example, protest literature emerges not only from traditionally marginalized groups (the poor, religious and ethnic minorities, depressed castes and tribal communities), but also from upper-caste groups, whose protest literature expresses concerns over economic oppression, violence and the denial of fundamental rights. Literature is becoming an immediate tool to articulate acts of resistance and anger, as many writers and poets are also taking on new roles as political activists. In this class, we will read various contemporary works of short fiction, poetry and memoirs to comprehend shifts in public life toward political and social activism in South Asia. We will also watch two or three documentaries that focus on public protests and resistance. No pre-requisites or South Asian language requirements. All literary works will be read in English translations.
Taught by: Mohammad
Course not offered every year
Also Offered As: COML 534, SAST 223, SAST 523
Activity: Lecture
1.0 Course Unit

COML 236 Napoleonic Era & Tolstoy
In this course we will read what many consider to be the greatest book in world literature. This work, Tolstoy's War and Peace, is devoted to one of the most momentous periods in world history, the Napoleonic Era (1789-1815). We will study both the novel and the era of the Napoleonic Wars: the military campaigns of Napoleon and his opponents, the grand strategies of the age, political intrigues and diplomatic betrayals, the ideologies and human dramas, the relationship between art and history. How does literature help us to understand this era? How does history help us to understand this great novel?
Taught by: Holquist
Course not offered every year
Also Offered As: HIST 333, REES 240
Activity: Lecture
1.0 Course Unit

Notes: All readings and lectures in English.
COML 237 Berlin: History, Politics, Culture
What do you know about Berlin’s history, architecture, culture, and political life? The present course will offer a survey of the history of Prussia, beginning with the seventeenth century, and the unification of the small towns of Berlin and Koelin to establish a new capital for this country. It will tell the story of Berlin’s rising political prominence in the eighteenth century, and its position as a center of the German and Jewish Enlightenment. It will follow Berlin’s transformation into an industrial city in the nineteenth century, its rise to metropolis in the early twentieth century, its history during the Third Reich, and the post-war cold war period. The course will conclude its historical survey with a consideration of Berlin’s position as a capital in reunified Germany. The historical survey will be supplemented by a study of Berlin’s urban structure, its significant architecture from the eighteenth century (i.e. Schinkel) to the nineteenth (new worker’s housing, garden suburbs) and twentieth centuries (Bauhaus, Speer designs, postwar rebuilding, GDR housing projects, post-unification building boom). In addition, we will read literary texts about the city, and consider the visual art and music created in and about Berlin, and focus on Berlin’s Jewish history. The course will be interdisciplinary with the fields of German Studies, history, history of art, urban studies, and German-Jewish studies. It is also designed as a preparation for undergraduate students who are considering spending a junior semester with the Penn Abroad Program in Berlin. All readings and lectures in English.
For BA Students: Humanities and Social Science S
Taught by: Weissberg
Course not offered every year
Also Offered As: ARTH 237, GRMN 237, HIST 237, URBS 237
Activity: Lecture
1.0 Course Unit
Notes: All readings and lectures in English

COML 241 Global Sustainable
This research-oriented seminar focuses on the ways in which ‘sustainability’ and ‘sustainable development’ are linguistically and culturally translated into the world’s languages. We may take the terms for granted, but they have only really been on the global stage since they were widely introduced in the 1987 United Nations report, Our Common Future. Seminar participants will first become acquainted with the cultural and conceptual history of the terms and the UN framework within which sustainability efforts directly or indirectly operate. Having established the significance of cultural and linguistic difference in conceiving and implementing sustainability, participants will collaboratively develop a research methodology in order to begin collecting and analyzing data. We will draw heavily on Penn’s diverse language communities and international units. Seminar members will work together and individually to build an increasingly comprehensive website that provides information about the world’s languages of sustainability.
Taught by: Richter
Course usually offered in fall term
Also Offered As: GRMN 240
Activity: Seminar
1.0 Course Unit
Notes: Benjamin Franklin Seminar. All readings and lectures in English.

COML 245 Study of a Theme
This is an introduction to literary study through the works of a compelling literary theme. (For offerings in a given semester, please see the online course descriptions on the English Department website). The theme's function within specific historical contexts, within literary history generally, and within contemporary culture, are likely to be emphasized.
For BA Students: Arts and Letters Sector
Course not offered every year
Also Offered As: CIMS 112, ENGL 102, GSWS 102
Activity: Lecture
1.0 Course Unit
Notes: This is a topics course.

COML 247 Free Radicals: Marx, Marxism, and the Culture of Revolution
‘A spectre is haunting Europe—the spectre of Communism’: This, the famous opening line of The Communist Manifesto, will guide this course's exploration of the history, legacy, and potential future of Karl Marx's most important texts and ideas, even long after Communism has been pronounced dead. Contextualizing Marx within a tradition of radical thought regarding politics, religion, and sexuality, we will focus on the philosophical, political, and cultural origins and implications of his ideas. Our work will center on the question of how his writings seek to counter or exploit various tendencies of the time; how they align with the work of Nietzsche, Freud, and other radical thinkers to follow; and how they might continue to haunt us today. We will begin by discussing key works by Marx himself, examining ways in which he is both influenced by and appeals to many of the same fantasies, desires, and anxieties encoded in the literature, arts and intellectual currents of the time. In examining his legacy, we will focus on elaborations or challenges to his ideas, particularly within cultural criticism, postwar protest movements, and the cultural politics of the Cold War. In conclusion, we will turn to the question of Marxism or Post-Marxism today, asking what promise Marx's ideas might still hold in a world vastly different from his own. All readings and lectures in English.
For BA Students: Humanities and Social Science S
Course not offered every year
Also Offered As: GRMN 247, PHIL 247
Activity: Lecture
1.0 Course Unit

COML 248 Topics in European History
One-term course offered either term
Also Offered As: CLST 230, GRMN 232, HIST 230, ITAL 230, JWST 230
Activity: Seminar
1.0 Course Unit
Notes: This is a topics course. Please see the Comparative Literature website for the each semester’s topic: http://ccat/sas.upenn.edu/Complit/.
**COML 253 Freud: The Invention of Psychoanalysis**

No other person of the twentieth century has probably influenced scientific thought, humanistic scholarship, medical therapy, and popular culture as much as Sigmund Freud. This seminar will study his work, its cultural background, and its impact on us today. In the first part of the course, we will learn about Freud's life and the Viennese culture of his time. We will then move to a discussion of seminal texts, such as excerpts from his Interpretation of Dreams, case studies, as well as essays on psychoanalytic practice, human development, definitions of gender and sex, neuroses, and culture in general. In the final part of the course, we will discuss the impact of Freud's work. Guest lecturers from the medical field, history of science, psychology, and the humanities will offer insights into the reception of Freud's work, and its consequences for various fields of study and therapy.

For BA Students: Humanities and Social Science Sector
Taught by: Weissberg
Course not offered every year
Also Offered As: GRMN 253, GSWS 252, HIST 253
Activity: Lecture
1.0 Course Unit
Notes: All readings and lectures in English.

**COML 254 Metropolis: Culture of the City**

An exploration of modern discourses on and of the city. Topics include: the city as site of avant-garde experimentation; technology and culture; the city as embodiment of social order and disorder; traffic and speed; ways of seeing the city; the crowd; city figures such as the detective, the criminal, the flaneur, the dandy; film as the new medium of the city.

For BA Students: Arts and Letters Sector
Taught by: MacLeod
Course not offered every year
Also Offered As: CIMS 244, GRMN 244, URBS 244
Activity: Lecture
1.0 Course Unit
Notes: All readings and lectures in English.

**COML 256 Contemporary Fiction & Film in Japan**

This course will explore fiction and film in contemporary Japan, from 1945 to the present. Topics will include literary and cinematic representation of Japan's war experience and post-war reconstruction, negotiation with Japanese classics, confrontation with the state, and changing ideas of gender and sexuality. We will explore these and other questions by analyzing texts of various genres, including film scripts, novels, short stories, manga, and academic essays. Class sessions will combine lectures, discussion, audio-visual materials, and creative as well as analytical writing exercises. The course is taught in English, although Japanese materials will be made available upon request.

For BA Students: Arts and Letters Sector
Taught by: Kano
Course not offered every year
Also Offered As: CIMS 151, EALC 151, EALC 551, GSWS 257
Activity: Lecture
1.0 Course Unit

**COML 257 Jewish Literature in the Middle Ages in Translation**

Course explores the cultural history of Jews in the lands of Islam from the time of Mohammed through the late 17th century (end of Ottoman expansion into Europe) --in Iraq, the Middle East, al-Andalus and the Ottoman Empire. Primary source documents (in English translation) illuminate minority-majority relations, internal Jewish tensions (e.g., Qaraism), and developments in scriptural exegesis, rabbinic law, philosophy, poetry, polemics, mysticism and liturgy. Graduate students have additional readings and meetings.

For BA Students: Arts and Letters Sector
Taught by: Fishman
One-term course offered either term
Also Offered As: JWST 153, NELC 158, NELC 458
Activity: Seminar
1.0 Course Unit

**COML 259 Jewish Humor**

In modern American popular culture Jewish humor is considered by Jews and non-Jews as a recognizable and distinct form of humor. Focusing upon folk-humor, in this course we will examine the history of this perception, and study different manifestations of Jewish humor as a particular case study of ethnic in general. Specific topics for analysis will be: humor in the Hebrew Bible, Jewish humor in Europe and in America, JAP and JAM jokes, Jewish tricksters and pranksters, Jewish humor in the Holocaust and Jewish humor in Israel. The term paper will be a collecting project of Jewish jokes.

For BA Students: Arts and Letters Sector
Taught by: Ben-Amos
One-term course offered either term
Also Offered As: FOLK 296, JWST 102, NELC 254
Activity: Lecture
1.0 Course Unit

**COML 261 Topics in German Cinema**

This is a topics course. Specific topics vary from year to year.
Course not offered every year
Also Offered As: CIMS 259, GRMN 259, GRMN 550
Activity: Lecture
1.0 Course Unit
COML 262 Topics In 20th-Century American Literature
The course explores an aspect of 20th-century American literature intensively; specific course topics will vary from year to year. See the Comp Lit website for current course description at http://ccat.sas.upenn.edu/Complit/
Course not offered every year
Also Offered As: ENGL 263
Activity: Seminar
1.0 Course Unit

COML 265 Jewish Films and Literature
From the 1922 silent film 'Hungry Hearts' through the first 'talkie,' 'The JazzSinger,' produced in 1927, and beyond 'Schindler's List,' Jewish characters have confronted the problems of their Jewishness on the silver screen for a general American audience. Alongside this Hollywood tradition of Jewish film, Yiddish film blossomed from independent producers between 1911 and 1939, and interpreted literary masterpieces, from Shakespeare's 'King Lear' to Sholom Aleichem's 'Tvey the Dairyman,' primarily for an immigrant, urban Jewish audience. In this course, we will study a number of films and their literary sources (in fiction and drama), focusing on English language and Yiddish films within the framework of three dilemmas of interpretation: a) the different ways we 'read' literature and film, b) the various ways that the media of fiction, drama, and film 'translate' Jewish culture, and c) how these translations of Jewish culture affect and are affected by their implied audience. All readings and lectures in English.
For BA Students: Arts and Letters Sector
Taught by: Hellerstein
Course not offered every year
Also Offered As: CIMS 279, ENGL 279, GRMN 261, JWST 263
Activity: Lecture
1.0 Course Unit

COML 266 Introduction to Modern Hebrew Literature: Short Story Reinvented
The objective of this course is to develop an artistic appreciation for literature through in-depth class discussions and text analysis. Readings are comprised of Israeli poetry and short stories. Students examine how literary language expresses psychological and cultural realms. The course covers topics such as: the short story reinvented, literature and identity, and others. Because the content of this course changes from year to year, students may take it for credit more than once. This course is conducted in Hebrew and all readings are in Hebrew. Grading is based primarily on participation and students' literary understanding.
For BA Students: Arts and Letters Sector
Taught by: Gold
Course usually offered in fall term
Also Offered As: JWST 259, NELC 259, NELC 559
Prerequisite: HEBR 054
Activity: Seminar
1.0 Course Unit

COML 269 Fascist Cinemas
Cinema played a crucial role in the cultural life of Nazi Germany and other fascist states. As cinema enthusiasts, Goebbels and Hitler were among the first to realize the important ideological potential of film as a mass medium and saw to it that Germany remained a cinema powerhouse producing more than 1000 films during the Nazi era. In Italy, Mussolini, too, declared cinema 'the strongest weapon.' This course explores the world of 'fascist' cinemas ranging from infamous propaganda pieces such as The Triumph of the Will to popular entertainments such as musicals and melodramas. It examines the strange and mutually defining kinship between fascism more broadly and film. We will consider what elements mobilize and connect the film industries of the Axis Powers: style, genre, the aestheticization of politics, the creation of racialized others. More than seventy years later, fascist cinemas challenge us to grapple with issues of more subtle ideological insinuation than we might think. Weekly screenings with subtitles. All readings and discussions in English.
For BA Students: Arts and Letters Sector
Taught by: MacLeod
Course not offered every year
Also Offered As: CIMS 257, GRMN 257, ITAL 257
Activity: Lecture
1.0 Course Unit
Notes: All readings and discussions in English.

COML 270 German Cinema
An introduction to the momentous history of German film, from its beginnings before World War One to developments following the fall of the Berlin Wall in 1989 and German reunification in 1990. With an eye to film's place in its historical and political context, the course will explore the 'Golden Age' of German cinema in the Weimar Republic, when Berlin vied with Hollywood; the complex relationship between Nazi ideology and entertainment during the Third Reich; the fate of German film-makers in exile during the Hitler years; post-war film production in both West and East Germany; the call for an alternative to 'Papa's Kino' and the rise of New German Cinema in the late 1960's. All readings and discussions in English.
For BA Students: Arts and Letters Sector
Taught by: MacLeod
Course not offered every year
Also Offered As: CIMS 258, GRMN 258
Activity: Lecture
1.0 Course Unit

COML 271 Topics In 20th-Century Literature
The course explores an aspect of 20th-century literature intensively; specific course topics will vary from year to year.
Course not offered every year
Also Offered As: ENGL 361
Activity: Seminar
1.0 Course Unit

COML 272 French Literature in Translation
The content of the course will vary from semester to semester. All works read in English. Please check the department's website for a description.
https://www.sas.upenn.edu/french/pc. Prerequisite: Two 200-level French courses taken at Penn or equivalent.
Course not offered every year
Also Offered As: ENGL 360, FREN 250, HIST 251
Activity: Seminar
1.0 Course Unit
Notes: This is a topics course.
COML 275 Faces of Love: Gender, Sexuality and the Erotic in Persian Literature
Beloved, Lover and Love are three concepts that dominate the semantic field of eroticism in Persian literature and mysticism. The interrelation among these concepts makes it almost impossible to treat any one of the concepts separately. Moreover, there exists various faces and shades of love in the works of classical and modern Persian literature that challenges the conventional heteronormative assumptions about the sexual and romantic relationships between the lover and the beloved. A sharp contrast exists between the treatment of homosexuality and 'queerness' in Islamic law, on the one hand and its reflection in Persian literature, particularly poetry (the chief vehicle of Persian literary expression), on the other. This course introduces and explores different faces of love, eroticism and homoeroticism in the Persian literary tradition from the dawn of dawn of the Persian poetry in the ninth century all through to the twenty-first century. It offers a comprehensive study of representations and productions of heteronormativity, sexual orientation and gender roles with particular reference to the notion of love, lover and beloved in Persian literature.
Taught by: Shams
Course usually offered in fall term
Also Offered As: COML 574, GSWS 275, GSWS 575, NELC 290, NELC 574
Activity: Lecture
1.0 Course Unit
Notes: No prior knowledge of Persian is required as all literary works will be available in English translation. Students are expected to attend seminars and take part in discussions. Please note that this syllabus is subject to change.

COML 277 Jewish American Literature
What makes Jewish American literature Jewish? What makes it American? This course will address these questions about ethnic literature through fiction, poetry, drama, and other writings by Jews in America, from their arrival in 1654 to the present. We will discuss how Jewish identity and ethnicity shape literature and will consider how form and language develop as Jewish writers 'immigrate' from Yiddish, Hebrew, and other languages to American English. Our readings, from Jewish American Literature: A Norton Anthology, will include a variety of stellar authors, both famous and less-known, including Isaac Mayer Wise, Emma Lazarus, Isaac Bashevis Singer, Celia Dropkin, Abraham Cahan, Anzia Yezierska, Saul Bellow, Philip Roth, Cynthia Ozick, and Allegra Goodman. Students will come away from this course having explored the ways that Jewish culture intertwines with American culture in literature. All readings and lectures are in English.
For BA Students: Arts and Letters Sector
Taught by: Hellerstein
Course not offered every year
Also Offered As: GRMN 263, JWST 277
Activity: Lecture
1.0 Course Unit

COML 281 Topics Poetry and Poetics
This course explores an aspect of poetry and poetics intensively; specific course topics will vary from year to year. Prerequisite: Spaces will be reserved for English majors. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: ENGL 269
Activity: Seminar
1.0 Course Unit

COML 282 Modern Hebrew Literature and Film in Translation: Autobiography
This course examines cinematic and literary portrayals of childhood. While Israeli works constitute more than half of the course's material, European film and fiction play comparative roles. Many of the works are placed, and therefore discussed, against a backdrop of national or historical conflicts. Nonetheless, private traumas (such as madness, abuse, or loss) or an adult's longing for an idealized time are often the central foci of the stories. These issues and the nature of individual and collective memory will be discussed from a psychological point of view. Additionally, the course analyzes how film, poetry and prose use their respective languages to reconstruct the image of childhood; it discusses the authors and directors struggle to penetrate the psyche of a child and to retrieve fragments of past events.
For BA Students: Arts and Letters Sector
Taught by: Gold
One-term course offered either term
Also Offered As: CIMS 159, JWST 154, NELC 159
Activity: Lecture
1.0 Course Unit

COML 283 Jewish Folklore
The Jews are among the few nations and ethnic groups whose oral tradition occurs in literary and religious texts dating back more than two thousand years. This tradition changed and diversified over the years in terms of the migration of Jews into different countries and historical, social, and cultural changes that these countries underwent. The course attempts to capture the historical and ethnic diversity of Jewish folklore in a variety of oral literary forms.
Taught by: Ben-Amos
Course not offered every year
Also Offered As: FOLK 280, JWST 260, NELC 258
Activity: Lecture
1.0 Course Unit

COML 285 Theatre and Politics
This course will examine the relationship between theatre and politics in the twentieth and twenty-first centuries. How do theatre artists navigate their artistic and political aims? How do we distinguish between art and propaganda? Throughout the semester we will ask how the unique components of theatre--its poetic structure, engagement with spectators, aesthetics of representation, relationship to reality, and rehearsal process--contribute to its political capacity. Students will read a variety of plays drawn from late twentieth century and contemporary global theatre practice alongside political and aesthetic theory to interrogate the relationship between artistic production, power, and resistance.
We will conclude with a consideration of the ways politics is itself a performance, considering how power is supported by theatrical means and how performance functions in resistance movements.
Taught by: Thompson
Also Offered As: ENGL 287, THAR 282
Activity: Seminar
1.0 Course Unit
COML 287 Ethnic Humor
Humor in ethnic societies has two dimensions: internal and external. The inside humor of an ethnic group is accessible to its members; it draws upon their respective social structures, historical and social experiences, languages, cultural symbols, and social and economic circumstances and aspirations. The external humor of an ethnic group targets members of other ethnic groups, and draws upon their stereotypes, and attributed characteristics by other ethnic groups. The external ethnic humor flourishes in immigrant and ethnically heterogenic societies. In both cases jokes and humor are an integral part of social interaction, and in their performance relate to the social, economic, and political dynamics of traditional and modern societies.
Taught by: Ben-Amos, D.
Course not offered every year
Also Offered As: FOLK 202, NELC 287
Activity: Lecture
1.0 Course Unit

COML 290 Topics In Gender, Sexuality, and Literature
The advanced women's studies course in the department, focusing on a particular aspect of literature by and about women. Topics might include: 'Victorian Literary Women'; 'Women, Politics, and Literature'; 'Feminist Literary Theory'; and similar foci.
Course not offered every year
Also Offered As: AFRC 290, ENGL 290, GSWS 290
Activity: Seminar
1.0 Course Unit

COML 291 Topics In Literary Theory
This course explores an aspect of literary theory intensively; specific course topics vary from year to year. Prerequisite: Spaces will be reserved fr English majors
Course not offered every year
Also Offered As: ENGL 294, GSWS 296
Activity: Seminar
1.0 Course Unit

COML 292 Topics Film Studies
Specific course topics vary from year to year.
Taught by: Beckman
Course not offered every year
Also Offered As: ARTH 289, CIMS 202, ENGL 292
Activity: Seminar
1.0 Course Unit

COML 295 Topics in Cultural Studies
This course explores an aspect of cultural studies intensively; specific course topics vary from year to year.
Course not offered every year
Also Offered As: ARTH 293, CIMS 295, ENGL 295
Activity: Seminar
1.0 Course Unit

COML 299 Cinema and Media
This course will provide an introduction to some of the most important film theory debates, and allow us to explore how writers and filmmakers from different countries and historical periods have attempted to make sense of the changing phenomenon known as 'cinema,' to think cinematically. Topics under consideration may include: spectatorship, authorship, the apparatus, sound, editing, realism, race, gender and sexuality, stardom, the culture industry, the nation and decolonization, what counts as film theory and what counts as cinema, and the challenges of considering film theory in a global context, including the challenge of working across languages. There will be a weekly film screening for this course. No knowledge of film theory is presumed.
Course requirements: attendance at lecture and participation in lecture and section discussions; canvas postings; 1 in-class mid-term; 1 final project.
Taught by: Redrobe
Course not offered every year
Also Offered As: ARTH 295, ARTH 695, CIMS 305, ENGL 305, GSWS 295
Activity: Lecture
1.0 Course Unit

COML 300 Topics in Italian History, Literature, and Culture
Topics vary. Please check the department's website for course description: http://www.sas.upenn.edu/complit/
Course not offered every year
Also Offered As: CIMS 300, ENGL 231, ITAL 300
Activity: Seminar
1.0 Course Unit
Notes: This is a topics course. Topics will vary from year to year.

COML 302 Odyssey & Its Afterlife
As an epic account of wandering, survival, and homecoming, Homer's Odyssey has been a constant source of themes and images with which to define and redefine the nature of heroism, the sources of identity, and the challenge of finding a place in the world.
Taught by: Murnaghan
Course usually offered in spring term
Also Offered As: CLST 302
Activity: Lecture
1.0 Course Unit
COML 304 Topics In Classicism and Literature
Ancient epic and mythology had a curious and rich afterlife in the Middle Ages. Virgil and Ovid were taught in medieval schools, read for their moral content, and revered as fiction that concealed great philosophical value. Their influence also gave rise to the great literary form of the Middle Ages, romance: narratives that place a premium on erotic love, individual quests, the unpredictability of adventure, and imaginary or exotic settings. Yet despite what may appear to be merely gratifying entertainment, medieval romance and medieval receptions of classical myth did tremendous cultural work, enabling profound explorations of history, political values, gender and sexual identity, and social power. We will spend some weeks reading Virgil’s Aeneid and Ovid’s Heroides and Metamorphoses. Then we will turn to medieval reimaginings of classical myth and metamorphosis, including poetry by Marie de France, Chretien de Troyes, and Chaucer, and anonymous works such as Sir Gawain and the Green Knight. The course requirements will be: one very short oral presentation on a research topic of your choice related to the reading, together with a short write-up of your research; one short critical paper; and one longer research paper (which can develop the subject of your oral presentation).
Taught by: Copeland
Course not offered every year
Also Offered As: CLST 360, ENGL 229, GSWS 228
Activity: Seminar
1.0 Course Unit

COML 307 Love, Lust and Violence in the Middle Ages
Medieval Europe was undoubtedly gruff and violent but it also gave birth to courtly culture - raw worries transformed into knights who performed heroic deeds, troubadours wrote epics in their honor and love songs about their ladies, women of the elite carved out a place in public discourse as patrons of the arts, and princely courts were increasingly defined by pageantry from jousting tournaments to royal coronations. This course will trace the development of this courtly culture from the eleventh to the sixteenth century, from its roots in Southern France to its spread to Northern France and then to various kingdoms in Europe. Central themes will include the transformation of the warrior into the knight, the relationship between violence and courtliness, courtly love, cultural production and the patronage, and the development of court pageantry and ceremonial. This is a class cultural history and, as such, will rely on the interpretation of objects of art and material culture, literature as well as historical accounts.
Taught by: KUSKOWSKI
One-term course offered either term
Also Offered As: GSWS 307, HIST 307
Activity: Lecture
1.0 Course Unit

COML 321 National Literatures
A course that traces how particular literary texts, very often medieval, are adopted to become foundational for national literatures. Key moments of emphasis will be the early nineteenth century, the 1930s, and (to some extent) the unfolding present. Research subtending this offering has been conducted over the last years, both in my editing of Europe: A Literary History, 1348-1418 (2 vols and 82 chapters, Oxford UP, 2016) and in preparation for ‘Medieval Studies in Troubled Times: the 1930s,’ to be offered as Presidential plenary at the Medieval Academy of America convention at Penn on 9 March 2019. I have also travelled and lectured extensively for Penn Alumni Travel over the last decade, crossing national boundaries and also pondering how complex literary issues might be framed for a broad (but exceptionally intelligent) audience. Issues arising in traversing Mediterranean space are explored in an article published (in Italian) in Studi migranti. Some texts immediately suggest themselves for analysis. The Song of Roland, for example, has long been fought over between France and Germany; each new war inspires new editions on both sides. The French colonial education system, highly centralized, long made the Chanson de Roland a key text, with the theme of Islamic attack on the European mainland especially timely, it was thought, during the Algerian war of independence. Germany also sees the Niebelungenlied as a key text, aligning it with the Rhine as an impeccably Germanic: but the Danube, especially as envisioned by Stefan Zweig, offers an alternative, hybridized, highly hyphenated cultural vision in running its Germanic-Judaic-Slavic-Roman course to the Black Sea. The course will not be devoted exclusively to western Europe. Delicate issues arise as nations determine what their national epic needs to be. Russia, for example, needs the text known as The Song of Igor to be genuine, since it is the only Russian epic to predate the Mongol invasion. The text was discovered in 1797 and then promptly lost in Moscow’s great fire of 1812; suggestions that it might have been a fake have to be handled with care in Putin’s Russia. Similarly, discussing putative Mughal (Islamic) elements in so-called ‘Hindu epics’ can also be a delicate matter. Some ‘uses of the medieval’ have been exercised for reactionary and revisionist causes in the USA, but such use is much more extravagant east of Prague. And what, exactly, is the national epic of the USA? Preference given to Ben Franklin students.
Taught by: Wallace
One-term course offered either term
Also Offered As: ENGL 321
Activity: Seminar
1.0 Course Unit
Notes: Preference given to Ben Franklin students
COML 322 Advanced Topics in Global Gender and Sexuality Studies
How do sex and gender become sites of cultural production, identity-formation, and contentious politics? This seminar engages these questions in the context of the ‘Middle East’ as a constructed geopolitical space for imperial politics and political intervention. The class is divided into three units. In the first unit, we engage feminist and queer theories to discuss the shifting meanings of ‘sex’ and ‘gender’ in transnational and postcolonial contexts. In the second unit we explore the contextual and shifting notions of ‘private’ and ‘public’ as they have been elaborated in political theory, feminist theory, and media studies. We also consider how different media technologies enable and constrain the performance and expression of gender and sexual identities. In the last unit, we examine the material and symbolic construction of sex and gender in the shadow of Orientalism, the War on Terror, Multiculturalism, and the recent Arab uprisings. In this unit, we consider how geopolitics are refracted in public controversies around issues like gay rights, female genital mutilation, the veil, and honor killing.
Also Offered As: GSWS 322, SOCI 322
Activity: Seminar
1.0 Course Unit

COML 324 Sanskrit Literature in Translation
This course will focus solely on the specific genres, themes, and aesthetics of Sanskrit literature (the hymn, the epic, the lyric, prose, drama, story literature, the sutra, etc.) and a study of the history and specific topics of Sanskrit poetics and dramaturgy. All readings will be in translation.
Taught by: Patel
Course not offered every year
Also Offered As: COML 624, SAST 324, SAST 624
Activity: Seminar
1.0 Course Unit

COML 333 Dante's Divine Comedy
In this course we will read the Inferno, the Purgatorio and the Paradiso, focusing on a series of interrelated problems raised by the poem: authority, fiction, history, politics and language. Particular attention will be given to how the Commedia presents itself as Dante's autobiography, and to how the autobiographical narrative serves as a unifying thread for this supremely rich literary text. Supplementary readings will include Virgil's Aeneid and selections from Ovid's Metamorphoses. All readings and written work will be in English. Italian or Italian Studies credit will require reading Italian texts in the original language and writing about their themes in Italian. This course may be taken for graduate credit, but additional work and meetings with the instructor will be required. When crosslisted with ENGL 323, this is a Benjamin Franklin Seminar.
Taught by: Brownlee
One-term course offered either term
Also Offered As: ENGL 323, ITAL 333
Activity: Seminar
1.0 Course Unit

COML 334 A Survey of Sanskrit, Pakrit, and Classical Tamil Literature in Translation
This course will cover most of the genres of literature in South Asia’s classical languages through close readings of selections of primary texts in English translation. Special focus will be given to epics, drama, lyric poetry, satirical works, and religious literature.
Taught by: Patel
Course not offered every year
Also Offered As: SAST 334, SAST 534
Activity: Seminar
1.0 Course Unit

COML 343 Nineteenth Century European Intellectual History
Starting with the dual challenges of Enlightenment and Revolution at the close of the eighteenth century, this course examines the emergence of modern European thought and culture in the century from Kant to Nietzsche. Themes to be considered include Romanticism, Utopian Socialism, early Feminism, Marxism, Liberalism, and Aestheticism. Readings include Kant, Hegel, Burke, Marx, Mill, Wollstonecraft, Darwin, Schopenhauer, and Nietzsche.
Taught by: Breckman
Course usually offered in fall term
Also Offered As: HIST 343
Activity: Lecture
1.0 Course Unit

COML 344 20th Century European Intellectual History
European intellectual and cultural history from 1870 to 1950. Themes to be considered include aesthetic modernism and the avant-garde, the rebellion against rationalism and positivism, Social Darwinism, Second International Socialism, the impact of World War One on European intellectuals, psychoanalysis, existentialism, and the ideological origins of fascism. Figures to be studied include Nietzsche, Freud, Woolf, Sartre, Camus, and Heidegger.
Taught by: Breckman
Course usually offered in spring term
Also Offered As: HIST 344
Activity: Lecture
1.0 Course Unit

COML 353 Arabic Literature and Literary Theory
This course will explore different critical approaches to the interpretation and analysis of Arabic literature from pre-Islamic poetry to the modern novel and prose-poem. The course will draw on western and Arabic literary criticism to explore the role of critical theory not only in understanding and contextualizing literature but also in forming literary genres and attitudes. Among these approaches are: Meta-poetry and inter-Arts theory, Genre theory, Myth and Archetype, Poetics and Rhetoric, and Performance theory. This course in taught in translation.
Taught by: Fakhreddine
Course usually offered in fall term
Also Offered As: COML 505, NELC 434
Activity: Lecture
1.0 Course Unit

COML 357 Myth in Society
In this course we will explore the mythologies of selected peoples in the Ancient Near East, Africa, Asia, and Native North and South America and examine how the gods function in the life and belief of each society. The study of mythological texts will be accompanied, as much as possible, by illustrative slides that will show the images of these deities in art and ritual.
Taught by: Ben-Amos
Course not offered every year
Also Offered As: FOLK 229, NELC 249
Activity: Lecture
1.0 Course Unit
COML 359 Seminar in Modern Hebrew Literature
This course introduces students to selections from the best literary works written in Hebrew over the last hundred years in a relaxed seminar environment. The goal of the course is to develop skills in critical reading of literature in general, and to examine how Hebrew authors grapple with crucial questions of human existence and national identity. Topics include: Hebrew classics and their modern ‘descendants,’ autobiography in poetry and fiction, the conflict between literary generations, and others. Because the content of this course changes from year to year, students may take it for credit more than once. This course is conducted in Hebrew and all readings are in Hebrew. Grading is based primarily on participation and students’ literary understanding.
For BA Students: Arts and Letters Sector
Taught by: Gold
Course usually offered in spring term
Also Offered As: JWST 359, JWST 659, NELC 359, NELC 659
Prerequisite: HEBR 059
Activity: Seminar
1.0 Course Unit

COML 369 Literary Translation
This course is for graduate students and undergraduates with permission of the instructor. All students enrolled must have knowledge of at least one language other than English. We will study the history, theory and practice of literary translation, and participate in it. Readings will include theoretical works in translation studies, using selections from Lawrence Venuti’s Translation Studies Reader and Schulte/Biguenet’s Translation Theory Reader, with some supplemental readings; we will also look at comparative cases of multiple translations of the same original, and analyze how different translators make different interpretative/formal/aesthetic choices. Course assignments will include both a research paper, on the history and/or theory of translation, and an extended practical translation exercise, to be workshopped over the course of the semester, consisting of a literary translation of a text of the student’s choice.
Taught by: Wilson
Also Offered As: CLST 369, CLST 569
Activity: Seminar
1.0 Course Unit

COML 378 Topics in Literature and Society
This course explores an aspect of Postcolonial literature intensively. Specific course topics vary from year to year.
Course not offered every year
Also Offered As: ENGL 293
Activity: Seminar
1.0 Course Unit

COML 380 The Bible in Translation
This course introduces students to one specific Book of the Hebrew Bible. ‘The Bible in Translation’ involves an in-depth reading of a biblical source against the background of contemporary scholarship. Depending on the book under discussion, this may also involve a contextual reading with other biblical books and the textual sources of the ancient Near East. Although no prerequisites are required, this class is a perfect follow-up course to ‘Intro to the Bible.’
Taught by: Cranz
One-term course offered either term
Also Offered As: JWST 255, NELC 250, NELC 550, RELS 224
Activity: Seminar
1.0 Course Unit

COML 385 Japanese Theater
Japan has one of the richest and most varied theatrical traditions in the world. In this course, we will examine Japanese theatre in historical and comparative contexts. The readings and discussions will cover all areas of the theatrical experience (script, acting, stage, design, costumes, music, audience). Audio-visual material will be used whenever appropriate and possible. Requirements include short writing assignments, presentations, and one research paper. Reading knowledge of Japanese and/or previous course-work in literature/theatre will be helpful, but not required. The class will be conducted in English, with all English materials.
Taught by: Kano
Course usually offered in fall term
Also Offered As: EALC 255, EALC 655, FOLK 485, THAR 485
Activity: Seminar
1.0 Course Unit

COML 390 Introduction to Spanish American Literature
Topics vary. Please see the Spanish Department’s website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/studies/pc
Course not offered every year
Also Offered As: CIMS 390, GSWS 391, LALS 396, SPAN 390
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

COML 391 Topics In Film Studies
This topic course explores aspects of Cinema Studies intensively. Specific course topics vary from year to year. See the COML website at http://complit.upenn.edu/> for a description of the current offerings.
Course not offered every year
Also Offered As: ARTH 389, CIMS 392, ENGL 392
Activity: Seminar
1.0 Course Unit

COML 392 Topics in Postcolonial Literature
This course explores an aspect of Postcolonial literature intensively. Specific course topics vary from year to year.
Course not offered every year
Also Offered As: ENGL 393, SAST 323
Activity: Seminar
1.0 Course Unit
Notes: Benjamin Franklin Seminar

COML 393 Queering North African Subjectivities
This seminar will explore the ways in which literary and visual representations of sexual difference and gender roles disrupt the cultural imagination of everyday life in North Africa and its Diasporas. Special attention will be given to representations of Arab women and queer subjectivities as sites of resistance against dominant masculinity. We will analyze the ways in which representations of gender have allowed for a redeployment of power, a reconfiguration of politics of resistance, and the redrawing of longstanding images of Islam in France. Finally, we will question how creations that straddle competing cultural traditions, memories and material conditions can queer citizenship. Course taught in English.
Taught by: Gueydan-Turek
One-term course offered either term
Also Offered As: AFRC 392, FREN 392, GSWS 392
Activity: Seminar
1.0 Course Unit
COML 396 History of Literary Criticism
This is a course on the history of literary theory, a survey of major debates about literature, poetics, and ideas about what literary texts should do, from ancient Greece to examples of modern European thought. The first half of the course will focus on early periods: Greek and Roman antiquity, especially Plato and Aristotle; the medieval period (including St. Augustine, Dante, and Boccaccio), and the early modern period (such as Philip Sidney and Giambattista Vico). In the second half of the course we will turn to modern concerns by looking at the literary (or ‘art’) theories of some major philosophers and theorists: Kant, Hegel, Marx, Nietzsche, Freud, and Walter Benjamin. We end the course in the mid-twentieth century. The purpose driving this course is to consider closely how this tradition generated questions that are still with us, such as: what is the act of interpretation; what is the ‘aesthetic’; what is ‘imitation’ or mimesis; and how are we to know an author’s intention. During the semester there will be four short writing assignments in the form of analytical essays (3 pages each). Students may use these small essays to build into a long piece of writing on a single text or group of texts at the end of the term. Most of our readings will come from a published anthology of literary criticism and theory; a few readings will be on Canvas.
Taught by: Copeland
Course not offered every year
Also Offered As: CLST 396, ENGL 396
Activity: Seminar
1.0 Course Unit

COML 411 Introduction to Written Culture, 14th - 18th Centuries
This is a topics course. Please see the Comparative Literature website for each semester’s topic: http://ccat.sas.upenn.edu/Complit/.
Taught by: Chartier/Stallybrass
One-term course offered either term
Also Offered As: ENGL 234, HIST 411
Activity: Seminar
1.0 Course Unit

COML 418 Europe Intellectual History Since 1945
This course concentrates on French intellectual history after 1945, with some excursions into Germany. We will explore changing conceptions of the intellectual, from Sartre’s concept of the ‘engagement’ to Foucault’s idea of the ‘specific intellectual’; the rise and fall of existentialism; structuralism and poststructuralism; and the debate over ‘postmodernity.’
Taught by: Breckman
Course usually offered in spring term
Also Offered As: HIST 418
Activity: Seminar
1.0 Course Unit

COML 432 Arabic Readings in Belles-Lettres
This course aims to improve reading skills and vocabulary by introducing students to extensive passages taken from a variety of Arabic literary genres from all periods. Taught in MSA with writing assignments in MSA.
Course usually offered in fall term
Also Offered As: ARAB 432
Prerequisite: ARAB 036 OR ARAB 636
Activity: Seminar
1.0 Course Unit

COML 498 Honors Thesis
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

COML 499 Independent Study
Supervised study for Seniors.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

COML 501 History of Literary Theory
Over the last three decades, the fields of literary and cultural studies have been reconfigured by a variety of theoretical and methodological developments. Bracing and often confrontational dialogues between theoretical and political positions as varied as Deconstruction, New Historicism, Cultural Materialism, Feminism, Queer Theory, Minority Discourse Theory, Colonial and Post-colonial Studies and Cultural Studies have, in particular, altered disciplinary agendas and intellectual priorities for students embarking on the professional study of literature. In this course, we will study key texts, statements and debates that define these issues, and will work towards a broad knowledge of the complex rewriting of the project of literary studies in process today. The reading list will keep in mind the Examination List in Comparative Literature. We will not work towards complete coverage but will ask how crucial contemporary theorists engage with the longer history and institutional practices of literary criticism.
Course usually offered in fall term
Also Offered As: CLST 511, ENGL 601, GRMN 534, REES 500
Activity: Seminar
1.0 Course Unit

COML 504 Electronic Literary Studies Proseminar
This course is designed to introduce advanced undergraduate and graduate students to the range of new opportunities for literary research afforded by recent technological innovation.
Course not offered every year
Also Offered As: ARTH 506, CIMS 505, ENGL 505
Activity: Seminar
1.0 Course Unit

COML 505 Arabic Literature and Literary Theory
This course will explore different critical approaches to the interpretation and analysis of Arabic literature from pre-Islamic poetry to the modern novel and prose-poem. The course will draw on western and Arabic literary criticism to explore the role of critical theory not only in understanding and contextualizing literature but also in forming literary genres and attitudes. Among these approaches are: Meta-poetry and inter-Arts theory, Genre theory, Myth and Archetype, Poetics and Rhetoric, and Performance theory. This course is taught in translation.
Taught by: Fakhreddine
Course usually offered in fall term
Also Offered As: COML 353, NELC 434
Activity: Lecture
1.0 Course Unit

COML 506 Topics in Twentieth-Century Literature
This course treats some aspect of literary and cultural politics in the 20th-Century with emphasis varying by instructor.
Course not offered every year
Also Offered As: ENGL 461
Activity: Seminar
1.0 Course Unit
COML 509 Modernist Jewish Poetry
One version of this seminar considers works by Jewish women who wrote in Yiddish, Hebrew, English, and other languages in the late 19th through the 20th century. The texts, poetry and prose, will include both belles lettres and popular writings, such as journalism, as well as private works (letters and diaries) and devotional works. The course will attempt to define ‘Jewish writing,’ in terms of language and gender, and will consider each writer in the context of the aesthetic, religious, and national ideologies that prevailed in this period. Because students will come with proficiency in various languages, all primary texts and critical and theoretical materials will be taught in English translation. However, those students who can, will work on the original texts and share with the class their expertise to foster a comparative perspective. Because we will be discussing translated works, a secondary focus of the course will, in fact, be on literary translation's process and products.
Taught by: Hellerstein
One-term course offered either term
Also Offered As: GRMN 509, GSWS 509, JWST 509, YDSH 509
Activity: Seminar
1.0 Course Unit

COML 510 Masters in Liberal Arts Seminar
This MLA course in the history of art explores an aspect of Art History and Theory, specific course topics vary. Please see the College of Liberal and Professional Studies Course Guide for a description of current offerings.
Course not offered every year
Also Offered As: ARTH 505, CIMS 502, GSWS 574
Activity: Seminar
1.0 Course Unit

COML 511 Life Writing: Autobiography, Memoir, and the Diary
This course introduces three genres of life writing: Autobiography, Memoir and the Diary. While the Memoir and the diary are older forms of first persons writing the Autobiography developed later. We will first study the literary-historical shifts that occurred in Autobiographies from religious confession through the secular Eurocentric Enlightenment men, expanded to women writers and to members of marginal oppressed groups as well as to non-European autobiographies in the twentieth century. Subsequently we shall study the rise of the modern memoir, asking how it is different from this form of writing that existed already in the middle ages. In the memoirs we see a shift from a self and identity centered on a private individual autobiographer to ones that comes from connections to a community, a country or a nation; a self of a memoirist that represents selves of others. Students will attain theoretical background related to the basic issues and concepts in life writing: genre, truth claims and what they mean, the limits of memory, autobiographical subject, agency or self, the autonomous vs. the relational self. The concepts will be discussed as they apply to several texts. Some examples are: parts of Jan Jacques Rousseau's Confessions; the autobiography of Benjamin Franklin; selected East European autobiographies between the two world wars; the memoirs of Lady Ann Clifford, Sally Morgan, Mary Jamison and Saul Friedlander. The third genre, the diary, is a person account, organized around the passage of time, and its subject is in the present. We will study diary theories, diary’s generic conventions and the canonical text, trauma diaries and the testimonial aspect, the diary's time, decoding emotions, the relation of the diary to an audience and the process of transition from archival manuscript to a published book. The reading will include travel diaries (for relocation and pleasure), personal diaries in different historical periods and countries, diaries in political conflict (as American Civil War women's diaries, Holocaust diaries, Middle East political conflicts diaries). We will conclude with diaries online, and students will have a chance to experience and report about differences between writing a personal diary on paper and diaries and blogs on line. Each new subject in this online course will be preceded by an introduction. Specific reading and written assignments, some via links to texts will be posted weekly ahead of time. We will have weekly videos and discussions of texts and assigned material and students will post responses during these sessions and class presentations in the forums.
Taught by: Ben-Amos, B.
Course not offered every year
Activity: Online Course
1.0 Course Unit
COML 513 A Black Seed (He) Sowed: An Introduction to Paleography & History of Books
Writing and reading are common actions we do every day. Nonetheless they have changed over the centuries, and a fourteenth century manuscript appears to us very different from a Penguin book. The impact of cultural movements such as Humanism, and of historical events, such as the Reformation, reshaped the making of books, and therefore the way of reading them. The course will provide students with an introduction to the history of the book, including elements of paleography, and through direct contact with the subjects of the class: manuscripts and books. Furthermore, a section of the course will focus on digital resources, in order to make students familiar with ongoing projects related to the history of book collections (including the ‘Philosophical Libraries’ and the ‘Provenance’ projects, based at the Scuola Normale Superiore in Pisa and at Penn). The course will be conducted in English; a basic knowledge of Latin is desirable but not required.
Taught by: Del Soldato
Course usually offered in spring term
Also Offered As: ITAL 511
Activity: Seminar
1.0 Course Unit

COML 518 Old Church Slavonic: History, Language, Manuscripts
Taught by: Verkholantsev
Course not offered every year
Also Offered As: REES 518
Activity: Seminar
1.0 Course Unit

COML 519 Translating Literature: Theory and Practice
Taught by: Hellerstein
Also Offered As: GRMN 537, JWST 537
Activity: Seminar
1.0 Course Unit

COML 522 Chaucer
An advanced introduction to Chaucer's poetry and Chaucer criticism. Reading and discussion of the dream visions, Troilus and Criseyde, and selections from Canterbury Tales, from the viewpoint of Chaucer's development as a narrative artist.
Taught by: Wallace
Course not offered every year
Also Offered As: ENGL 525, GSWS 524, ITAL 525
Activity: Seminar
1.0 Course Unit

COML 523 The Trouble with Freud: Psychoanalysis, Literature, Culture
For professionals in the field of mental care, Freud's work is often regarded as outmoded, if not problematic psychologists view his work as non-scientific, dependent on theses that cannot be confirmed by experiments. In the realm of literary and cultural theory, however, Freud's work seems to have relevance still, and is cited often. How do we understand the gap between a medical/scientific reading of Freud's work, and a humanist one? Where do we locate Freud's relevance today? The graduate course will concentrate on Freud's descriptions of psychoanalytic theory and practice, as well as his writings on literature and culture. Prerequisite: Readings and discussions in English.
Taught by: Weissberg
Course not offered every year
Also Offered As: GRMN 526, GSWS 525
Activity: Seminar
1.0 Course Unit
Notes: Reading and discussions in English.

COML 524 Petrarch
This course will study Petrarch's lyric poetry with reference to its Italian roots (Sicilian school, dolce stil nuovo) and European posterity. Renaissance and Baroque Petrarchism as well as impingement on the Romantics.
Taught by: Brownlee
Course not offered every year
Also Offered As: ITAL 535
Activity: Seminar
1.0 Course Unit

COML 533 Dante's Divine Comedy I
'Divine Comedy' in the context of Dante's medieval worldview and culture.
Taught by: Brownlee, K.
Course not offered every year
Also Offered As: ITAL 531
Activity: Seminar
1.0 Course Unit

COML 534 Words are Weapons
This course focuses on the key themes of protest and resistance in contemporary South Asian literature. Most South Asian countries have been witnessing an endless wave of protests and resistance from various sections of public life for the last three decades. In India, for example, protest literature emerges not only from traditionally marginalized groups (the poor, religious and ethnic minorities, depressed castes and tribal communities), but also from upper-caste groups, whose protest literature expresses concerns over economic oppression, violence and the denial of fundamental rights. Literature is becoming an immediate tool to articulate acts of resistance and anger, as many writers and poets are also taking on new roles as political activists. In this class, we will read various contemporary works of short fiction, poetry and memoirs that focus on public protests and resistance. No pre-requisites or South Asian language requirements. All literary works will be read in English translations.
Course not offered every year
Also Offered As: COML 230, SAST 223, SAST 523
Activity: Lecture
1.0 Course Unit
COML 537 Topics in Cultural History
Topic for Spring 2016: Making and Marking Time. What is time? In the late 19th century, the questions of how to define time, how to slow down time, and, above all, how to accelerate movement have become focus of the work by many European philosophers who have tried to come to terms with what is now termed as the Industrial Revolution, and the idea of 'progress.' And can time be understood as something continuous, or is it fragmented, proceeding in fits and burst? Such contemplations on time have deeply influenced writers. Marcel Proust was a reader of Henri Bergson and translated his theories of time into a concept of memory. Thomas Mann has tried to navigate timelessness in a novel set on a 'Magic Mountain.' Virginia Woolf and James Joyce have pictured an entire universe in a single day (Mrs. Dalloway, Ulysses) while early 20th century Italian Futurists made the contemplation of time part of their manifestos. With them, and with expressionist writers in Germany or writers from the DADA movement there elsewhere in Europe, a reckoning with time would also influence their choice of genre and form, writerly practice, and technique. Parallel to these literary experimentation, pictures were set into motion in scholarly studies by Eadweard Muybridge and finally in the new medium film: Impressionist painters insisted on picturing fleeting moments, and composers experimented with temporal sequences. We may be able to understand a reconsideration of time as driving force for the modern movement, or simply 'modernity.' In this seminar, we will study a selection of literary texts of the late 19th century and the modernist movement, consider the philosophical background and changes in historiography, and integrate a consideration of the visual arts and music. Course not offered every year
Also Offered As: ARTH 584, ENGL 563, GRMN 541
Activity: Seminar
1.0 Course Unit

COML 542 Topics in Eighteenth-Century British Literature
This course covers topics in eighteenth-century British literature. Its emphases varies with instructor. Course not offered every year
Also Offered As: GRMN 542
Activity: Seminar
1.0 Course Unit

COML 543 The Elemental Turn
The unfolding effects of climate change—rising sea level, melting ice sheets, subsiding land masses, drought stricken regions, wild fires, air laden with greenhouse gases, and inundated cities—heighen our awareness of the elements: air, earth, fire and water: Within the context of the new materialism, philosophers, eco-critics, and writers are re-turning to the elements and encountering, at the same time, predecessor texts that assume new relevance. This seminar will place current thinking and writing about the elements into dialogue with older traditions ranging from the classical (Empedocles, Plato, Lucretius) to writers and thinkers of the eighteenth, nineteenth and twentieth centuries (e.g., Goethe, Novalis, Tieck, Stifter, Bachelard, Heidegger, Boehme).
Taught by: Richter
Course not offered every year
Also Offered As: GRMN 535
Activity: Seminar
1.0 Course Unit

COML 545 Plato and Aristotle in the Renaissance
In one of the most evocative frescoes of the Renaissance, Raphael juxtaposes Plato and Aristotle. The pairing would seem obvious, since the two thinkers had been for centuries symbols of philosophy and wisdom. But only the recent revival of Plato, begun in the mid-fifteenth century, had allowed Latin West to gain a better understanding of Platonic philosophy and therefore to compare Plato's doctrines directly to those of Aristotle. Were master and disciple in harmony? And if not, which of the two should be favored? Such questions were less innocent than one might think, and the answers to them had implications for philosophy, theology, speculation on the natural world, and even politics The course will offer an overview of Renaissance philosophy and culture by focusing on the different ways in which Plato and Aristotle were read, interpreted and exploited between the fifteenth and seventeenth centuries. The course will be conducted in English; a basic knowledge of Latin is desirable but not required.
Taught by: Del Soldato
Course not offered every year
Also Offered As: CLST 540, ITAL 540, PHIL 545
Activity: Seminar
1.0 Course Unit

COML 550 Stalinist Culture
This course will explore the cultural context in which the so-called Romantic Movement prospered, and will pay special attention to the relationship between the most notorious popular genres of the period (Gothic fiction and drama) and the poetic production of both canonical and emerging poets.
Taught by: Platt
Course not offered every year
Also Offered As: REES 549
Activity: Seminar
1.0 Course Unit

COML 552 Transalpine Tensions: Franco-Italian Rivalries in the Renaissance
In the Middle Ages and Early Modern period, France and the Italian States were bound together by linguistic, economic, political, and religious ties, and intellectual developments never flowed unilaterally from one country to the other. On the contrary, they were transnational phenomena, and French and Italian thinkers and writers conceived of themselves and their work both in relation to and in opposition to one another. This course will consider the most fundamental aspects of Franco-Italian cultural exchange in the medieval and early modern period, with an emphasis on humanism, philosophical and religious debates, political struggles, and the rise of vernacular languages in literary and learned discourse. Authors to be studied include Dante, Petrarch, Boccaccio, Ficino, Pico della Mirandola Castiglione, Bembo, Rabelais, Marguerite de Navarre, Du Bellay, Machiavelli, and Montaigne. In addition to learning the material covered in the course, students will gain expertise in producing professional presentations and research papers, and will also have the opportunity to consult original material from the Kislak Center. This course is open to undergraduates with permission of the instructors. It counts toward the undergraduate minor in Global Medieval Studies and the graduate certificate in Global and Medieval Renaissance Studies. Undergraduates must obtain permission from instructor to enroll.
Taught by: Soldato
Course not offered every year
Also Offered As: FREN 541, ITAL 541
Activity: Seminar
1.0 Course Unit
COML 554 British Women Writers
A study of British women writers, often focusing on the women authors who came into prominence between 1775 and 1825.
Course not offered every year
Also Offered As: ENGL 553, GSWS 553
Activity: Seminar
1.0 Course Unit

COML 555 Affect Theory and Power
This seminar will examine contemporary affect theory and its relationship with Michel Foucault’s theory of power. We will begin by mapping out Foucault’s ‘analytics of power’ from his early work on power knowledge to his late work on embodiment, desire, and the care of the self. We will then turn to affect theory, an approach which centralizes the non-rational, emotive force of power. No previous knowledge of theory is required.
Taught by: Schaefer
Also Offered As: GSWS 554, RELS 552
Activity: Seminar
1.0 Course Unit

COML 558 Major Renaissance Writers
This is a monographic course, which may be on Spenser, Milton, or other major figures of the period. See the English Department’s website at www.english.upenn.edu for a complete description of the current offerings.
Taught by: Sanchez
Course not offered every year
Also Offered As: ENGL 538
Activity: Seminar
1.0 Course Unit

COML 559 Myth Through Time and In Time
The textual and physical remains of Greek and Roman culture and belief as ‘myth’ entranced the post-antique European world and its neighbors. Makers, patrons and viewers manipulated those survivals to challenge and speak to a contemporary world. This course focuses on how and why artists and their patrons engaged the mythic and examines the various areas of political and religious life that sought animation through an evocation of narratives from the past. Readings and case studies will engage with very late antique, medieval, and early modern art, turning to the modern and contemporary as well. Moving to the modern lets us examine, among other things, how artists address the exclusionary histories of the past, to enable critiques of myths of supremacy by one gender, race, or culture over others.
Taught by: Kuttner, Brisman
Also Offered As: AAMW 559, ARTH 559, CLST 559, GRMN 559
Activity: Seminar
1.0 Course Unit

COML 561 Eighteenth-Century Novel
Please check the Comp Lit website for the course descriptions.
Taught by: DeJean
Course not offered every year
Also Offered As: ENGL 660, FREN 560
Activity: Seminar
1.0 Course Unit
Notes: This is a topics course.

COML 562 Public Environmental Humanities
This broadly interdisciplinary course is designed for Graduate and Undergraduate Fellows in the Penn Program in Environmental Humanities (PPEH) who hail from departments across Arts and Sciences as well as other schools at the university. The course is also open to others with permission of the instructors. Work in environmental humanities by necessity spans academic disciplines. By design, it can also address and engage publics beyond traditional academic settings. This seminar, with limited enrollment, explores best practices in public environmental humanities. Students receive close mentorship to develop and execute cross-disciplinary, public engagement projects on the environment.
Taught by: Wiggin
Course not offered every year
Also Offered As: ANTH 543, ENV 544, GRMN 544, URBS 544
Activity: Seminar
1.0 Course Unit

COML 564 Modern British Literature
An introduction to British Literary Modernism. Specific emphasis will depend on instructor.
Course not offered every year
Also Offered As: ENGL 564
Activity: Seminar
1.0 Course Unit

COML 565 Reading Benjamin Reading Kafka
Readings and discussions in English. Walter Benjamin’s study of the works of Franz Kafka is as enlightening as it can be bewildering. Moving from philology to Marxism, metaphysics to messianism, Daoism to Talmud, this densely argued piece elliptically touches on almost all of Kafka’s published works in just four short sections. This seminar proposes a line-by-line reading Benjamin’s 1934 ‘Franz Kafka on the Tenth Anniversary of His Death’ with an eye to its literary, philosophical and religious contexts as well as to the rich history of its intellectual reception. Reading Kafka’s works as the essay evokes them, we will situate this piece with regard to Benjamin’s other writings, the essay’s interlocutors (Brod, Scholem, Lukacs, Brecht) and its most illustrious interpreters (Adorno, Arendt, Celan, Hamacher).
Taught by: Fleishman
Course not offered every year
Also Offered As: GRMN 545, JWST 565
Activity: Seminar
1.0 Course Unit
COML 566 The Long Nineteenth Century: Literature, Philosophy, Culture
The present course will discuss German literature and thought from the period of the French Revolution to the turn of the twentieth century, and put it into a European context. In regard to German literature, this is the period that leads from the Storm and Stress and Romanticism to the political period of the Vormarz, Realism, and finally Expressionism; in philosophy, it moves from German Idealism to the philosophy of Schopenhauer, Nietzsche, and neo-Kantian thought. It is also the period that saw the rise of the novel, and new forms of dramatic works. Painting moved out of the studio into plein air; the invention of photography made an imprint on all arts, and the rise of the newspaper led to new literary genres such as the feuilleton. Economically, Germany experienced the industrial revolution; politically, it was striving for a unification that was finally achieved in 1871. The nineteenth century saw the establishment of the bourgeoisie, the emergence of the German working class, and the idea of the nation state; it also saw Jewish emancipation, and the call for women's rights. Readings will focus on a variety of literary, political, and philosophical texts; and consider a selection of art works.
Taught by: Weissberg
Course not offered every year
Also Offered As: ARTH 777, GRMN 558
Activity: Seminar
1.0 Course Unit

COML 570 Topics in Criticism & Theory
Topic for Spring 2021: Cultures of Reading in Imperial Russia What did it mean to be a reader in imperial Russia? What did people read, and to what ends? How was literacy cultivated, and what were the social implications? In this course, students will read several canonical works of nineteenth-century Russian literature that thematize and foreground the act of reading: as a pursuit undertaken for the betterment of self, society, nation, and world; as a light pastime for the bored or underemployed; but also as an enterprise fraught with potential for moral or civic ruin. In addition to closely investigating allusions to the specific texts and authors read by literary characters, we will also examine the reading habits of our own authors as both consumers and producers of literary culture. We will consider these dynamics against a backdrop of constant fluctuations in educational policies, the book market, and the circulation of texts within and beyond Russia as we work together to develop an understanding of the imperial Russian reading public(s).
Taught by: Kim, Brian
Course not offered every year
Also Offered As: ARTH 573, CIMS 515, ENGL 573, GRMN 573, REES 683
Activity: Seminar
1.0 Course Unit
Notes: This course covers topics in literary criticism and theory. It's specific emphasis varying with instructor.

COML 574 Faces of Love: Gender, Sexuality, and the Erotic in Persian Literature
Beloved, Lover and Love are three concepts that dominate the semantic field of eroticism in Persian literature and mysticism. The interrelation among these concepts makes it almost impossible to treat any one of the concepts separately. Moreover, there exists various faces and shades of love in the works of classical and modern Persian literature that challenges the conventional heteronormative assumptions about the sexual and romantic relationships between the lover and the beloved. A sharp contrast exists between the treatment of homosexuality and queerness in Islamic law, on the one hand and its reflection in Persian literature, particularly poetry (the chief vehicle of Persian literary expression), on the other. This course introduces and explores different faces of love, eroticism and homoeroticism in the Persian literary tradition from the dawn of dawn of the Persian poetry in the ninth century all through to the twenty-first century. It offers a comprehensive study of representations and productions of heteronormativity, sexual orientation and gender roles with particular reference to the notion of love, lover and beloved in Persian literature.
Taught by: Shams
Course usually offered in fall term
Also Offered As: COML 275, GSWS 275, GSWS 575, NELC 290, NELC 574
Activity: Lecture
1.0 Course Unit
Notes: No prior knowledge of Persian is required as all literary works will be available in English translation. Students are expected to attend seminars and take part in discussions. Please note that this syllabus is subject to change.

COML 575 Topics in African Literature
This course is based on a selection of representative texts written in English, as well as a few texts in English translation. It involves, a study of themes relating to social change and the persistence of cultural traditions, followed by an attempt at sketching the emergence of literary tradition by identifying some of the formal conventions established writers in their use of old forms and experiments with new.
Taught by: Barnard
Course not offered every year
Also Offered As: AFRC 572, CIMS 572, ENGL 572
Activity: Seminar
1.0 Course Unit

COML 577 20th Century Poetry
Taught by: Bernstein
Course not offered every year
Also Offered As: ENGL 589
Activity: Seminar
1.0 Course Unit

COML 579 Slavic Literary Theory in Western Context
This course will compare selected theoretical concepts advanced by Russian Formalists, Prague Structuralists, and the Bakhtin group (e.g., defamiliarization, aesthetic sign, dialogue) with similar or analogous notions drawn from Western intellectual tradition.
Taught by: Steiner, P.
Course not offered every year
Also Offered As: REES 575
Activity: Seminar
1.0 Course Unit
COML 580 Introduction to Bibliography
This course offers an introduction to the principles of descriptive and analytic bibliography and textual editing. The history of authorship, manuscript production, printing, publishing, and reading will be addressed as they inform an understanding of how a particular text came to be the way it is. Diverse theories of editing will be studied and put into practice with short passages. The course is generally suitable for students working in any historical period, but particular emphases specified in the current offerings on the English website. www.english.upenn.edu
Course offered fall; even-numbered years
Also Offered As: ENGL 574, HIST 574
Activity: Seminar
1.0 Course Unit

COML 582 Topics in Aesthetics
Topic title for Spring 2018: Walter Benjamin. Walter Benjamin (1892-1940) is a philosopher whose writings on art, literature, and politics have had tremendous influence on many disciplines in the Humanities and Social Studies. He has been variously described as one of the leading German-Jewish thinkers, and a secular Marxist theorist. With the publication of a four-volume collection of this works in English, many more of his writings have been made accessible to a wider public. Our seminar will undertake a survey of his work that begins with his studies on language and allegory, and continues with his autobiographical work, his writings on art and literature, and on the imaginary urban spaces of the nineteenth-century.
Course not offered every year
Also Offered As: ARTH 560, GRMN 580, JWST 582, PHIL 480
Activity: Seminar
1.0 Course Unit
Notes: This is a topics course.

COML 583 Materialism
How do we recognize materialism? This seminar poses this question by acknowledging ‘materialism’ as a contested category with disparate and contradictory historical meanings: as a synonym for dogmatism, as the arch-enemy of reason and morality, as the scientific philosophy of the revolutionary workers’ movement, as an alternative to (idealist) metaphysics, as a poetic practice, or as a central concern for material nature and environment, among others. Less concerned with enumerating philosophical systems, we will search out ‘family resemblances’ and materialist tendencies among a wide range of texts. To this end, we will not only read the major historical texts of the so-called materialists (from Lucretius to Spinoza, from La Mettrie to Lenin), but also engage with materialism’s supposed critics and antagonists (from Plato to Kant and Hegel). A special emphasis will be placed on the attempts to recuperate materialism as a positive category in recent critical theory and continental philosophy, for example, in the reinventions of Marxist and Spinozist traditions. We will also survey the attempts that found new traditions, such as aleatory materialism or various new materialisms. By reading exemplary literary texts that engage with the problem of materialism the seminar will also ask: can one speak of materialist poetics?
Taught by: Biareishyk
Course not offered every year
Also Offered As: GRMN 572
Activity: Seminar
1.0 Course Unit

COML 589 Fantastic Literature 19th/20th Centuries
This course will explore fantasy and the fantastic in short tales of 19th- and 20th-century French literature. A variety of approaches – thematic, psychoanalytic, cultural, narratological – will be used in an attempt to test their viability and define the subversive force of a literary mode that contributes to shedding light on the dark side of the human psyche by interrogating the ‘real,’ making visible the unseen and articulating the unsaid. Such broad categories as distortions of space and time, reason and madness, order and disorder, sexual transgressions, self and other will be considered. Readings will include ‘recits fantastiques’ by Merimee, Gautier, Nerval, Maupassant, Breton, Pieyre de Mandiargues, Jean Ray and others.
Course not offered every year
Also Offered As: CIMS 582, FREN 582
Activity: Seminar
1.0 Course Unit
COML 591 Theories of Nationalism
You cannot build a wall to stop the free flow of literary and creative ideas. But in constructing narratives of national identity, states have long adopted particular texts as ‘foundational.’ Very often these texts have been epics or romances designated ‘medieval,’ that is, associated with the period in which specific vernaculars or ‘mother tongues’ first emerged. France and Germany, for example, have long fought over who ‘owns’ the Strasbourg oaths, or the Chanson de Roland; new editions of this epic poem, written in French but telling of Frankish (Germanic) warriors, have been produced (on both sides) every time these two countries go to war. In this course we will thus study both a range of ‘medieval’ texts and the ways in which they have been claimed, edited, and disseminated to serve particular nationalist agendas. Particular attention will be paid to the early nineteenth century, and to the 1930s. Delicate issues arise as nations determine what their national epic needs to be. Russia, for example, needs the text known as The Song of Igor to be genuine, since it is the only Russian epic to predate the Mongol invasion. The text was discovered in 1797 and then promptly lost in Moscow’s great fire of 1812; suggestions that it might have been a fake have to be handled with care in Putin’s Russia. Similarly, discussing putative Mughal (Islamic) elements in so-called ‘Hindu epics’ can also be a delicate matter. Some ‘uses of the medieval’ have been exercised for reactionary and revisionist causes in the USA, but such use is much more extravagant east of Prague. And what, exactly, is the national epic of the USA? What, for that matter, of England? Beowulf has long been celebrated as an English Ur-text, but is set in Denmark, is full of Danes (and has been claimed for Ulster by Seamus Heaney). Malory’s Morte Darthur was chosen to provide scenes for the queen’s new robing room (following the fire that largely destroyed the Palace of Westminster in 1834), but Queen Victoria found the designs unacceptable: too much popery and adultery. Foundations of literary history still in force today are rooted in nineteenth-century historiography: thus we have The Cambridge History of Italian Literature and The Cambridge History of German Literature, each covering a millennium, even though political entities by the name of Italy and Germany did not exist until the later nineteenth century. What alternative ways of narrating literary history might be found? Methodological models, which do not observe national boundaries, might be explored, and also the cultural history of waterscapes, such as the Rhine, Danube, or Nile. The exact choice of texts to be studied will depend in part on the interests of those who choose to enroll. Faculty with particular regional expertise will be invited to visit specific classes.

Taught by: Wallace
Course not offered every year
Also Offered As: ENGL 594, ITAL 594
Activity: Seminar
1.0 Course Unit

COML 592 Topics in Contemporary Theory
Course not offered every year
Also Offered As: CIMS 592, ENGL 592
Activity: Seminar
1.0 Course Unit

Notes: This is a topics course.

COML 593 Modern/Contemporary Italian Culture
This is a topics course. One topic may be ‘Futurism, Classicism, Fascism’ or ‘Philology and History.’ Please see the Comparative Literature website for the description.

One-term course offered either term
Also Offered As: ITAL 581, JWST 581
Activity: Seminar
1.0 Course Unit
**COML 608 Global France**
The purpose of this course is to examine the various modalities of interaction between anthropology and literature in modern French culture. Our guiding thesis is that the turn toward other cultures has functioned as a revitalizing element in the production of cultural artifacts while providing an alternative vantage point from which to examine the development of French culture and society in the contemporary period. The extraordinary innovations of ‘ethnosurrealism’ in the twenties and thirties by such key figures of the avant-garde as Breton, Artaud, Bataille, Caillois, and Leiris, have become acknowledged models for the postwar critical thought of Barthes, Derrida, and Foucault, as well as inspiring ‘anthropology as cultural critique’ in the United States. Besides the authors just indicated, key texts by Durkheim, Mauss and Levi-Strauss will be considered both on their own terms and in relation to their obvious influence. The institutional fate of these intellectual crossovers and their correlative disciplinary conflicts will provide the overarching historical frame for the course, from the turn of the century to the most recent debates.
Taught by: Richman
Course not offered every year
Also Offered As: FREN 609
Activity: Seminar
1.0 Course Unit

**COML 609 Italian Literary Theory**
Course not offered every year
Also Offered As: ITAL 601
Activity: Seminar
1.0 Course Unit

**COML 612 Words in the World**
The seminar will consider Hannah Arendt’s early Jewish writings. It will then center on Arendt’s major work, The Origins of Totalitarianism (in particular, the sections on ‘Antisemitism’ and ‘Imperialism’). Finally, we will discuss Arendt’s controversial study on Eichmann in Jerusalem.
Course not offered every year
Also Offered As: GRMN 612, JWST 612
Activity: Seminar
1.0 Course Unit

**COML 616 Approaches to Literary Texts**
Most seminars focus on literary texts composed during a single historical period; this course is unusual in inviting students to consider the challenges of approaching texts from a range of different historical eras. Taught by a team of literary specialists representing diverse periods and linguistic traditions and conducted as a hands-on workshop, this seminar is designed to help students of literature gain expertise in analysis and interpretation of literary works across the boundaries of time, geography, and language, from classic to modern. Students will approach literature as a historical discipline and learn about key methodological issues and questions that specialists in each period and field ask about texts that their disciplines study. The diachronic and cross-cultural perspectives inform discussions of language and style, text types and genres, notions of alterity, fictionality, literariness, symbolism, intertextuality, materiality, and interfaces with other disciplines. This is a unique opportunity to learn in one course about diverse literary approaches from specialists in different fields. Master classes are taught by Kevin Brownlee, Linda Chance, Eva del Soldato, Huda Fakhreddine, Scott Francis, Nili Gold, Bridget Murnghan, Deven Patel, Kevin Platt, Michael Solomon, Emily Steiner, Julia Verkholantsev, and Emily Wilson.
Taught by: Verkholantsev
Course not offered every year
Also Offered As: CLST 636, EALC 715, ENGL 616, REES 616, ROML 616
Activity: Seminar
1.0 Course Unit

**COML 618 Medieval Poetics**
This course may include some of the following fields: studies of medieval stylistic practices, formal innovations, and theories of form; medieval ideas of genre and form; medieval thought about the social, moral, and epistemological roles of poetry; interpretive theory and practice; technologies of interpretation; theories of fiction (fabula) and allegory; sacred and secular hermeneutics; theories of language and the histories of the language arts; vernacular(s) and Latinity; material texts.
Course not offered every year
Also Offered As: CLST 628, ENGL 721
Activity: Seminar
1.0 Course Unit

**COML 620 Studies in the Eighteenth Century**
This course varies in its emphases, but in recent years has explored the theory of narrative both from the point of view of eighteenth-century novelists and thinkers as well as from the perspective of contemporary theory. Specific attention is paid to issues of class, gender, and ideology.
Course usually offered in fall term
Also Offered As: FREN 660
Activity: Seminar
1.0 Course Unit

**COML 622 Postmodernism**
An advanced seminar on postmodernist culture. Recently offered as a study of relationship between poetry and theory in contemporary culture, with readings in poststructuralist, feminist, marxist, and postcolonial theory and in poets of the Black Mountain and Language groups.
Course not offered every year
Also Offered As: ENGL 774
Activity: Seminar
1.0 Course Unit
COML 623 Literary History and Aesthetics in South Asia
This seminar surveys the multiple components of literary culture in South Asia. Students will engage critically with selected studies of literary history and aesthetics from the past two millennia. In order to introduce students to specific literary cultures (classical, regional, contemporary) and to the scholarly practices that situate literature in broader contexts of culture and society, the course will focus both on the literary theories - especially from the nineteenth and twentieth centuries - that position South Asia's literary cultures within broader disciplinary frameworks that use literary documents to inform social, historical and cultural research projects. The aim is to open up contexts whereby students can develop their own research projects using literary sources.
Taught by: Patel
Also Offered As: SAST 623
Activity: Seminar
1.0 Course Unit

COML 625 Global Perspectives in French Studies
This course explores the literal and literary landscapes of 19th-century Paris and Philadelphia, paying particular attention to the ways in which the built environment is shaped by and shapes shifting ideologies in the modern age. Although today the luxury and excesses of the 'City of Light' seem worlds apart from the Quaker simplicity of the 'City of Brotherly Love,' Paris and Philadelphia saw themselves as partners and mutual referents during the 1800s in many areas, from urban planning to politics, prisons to paleontology. This interdisciplinary seminar will include readings from the realms of literature, historical geography, architectural history, and cultural studies as well as site visits to Philadelphia landmarks, with a view to uncovering overlaps and resonances among different ways of reading the City. We will facilitate in-depth research by students on topics relating to both French and American architectural history, literature, and cultural thought.
Taught by: Goulet/Wunsch
Course not offered every year
Also Offered As: FREN 620
Activity: Seminar
1.0 Course Unit

COML 626 Nineteenth-Century Novels: Representations of Work
A study of the tradition of 'serio-comic' literature from ancient times to the present, focusing on works that combine ostensibly incompatible tones, genres, and themes to produce a particular sense of man in history. Readings include: the dialogues of Lucian, Petronius' SATYRICON, extracts from Rabelais and Boccaccio, GULLIVER'S TRAVELS, extracts from Sterne, and Gogol's DEAD SOULS. Students will be expected to attend a series of undergraduate lectures on these works; an additional hour will be scheduled in which the history and theory of menippean satire will be discussed. Special attention is given to general problems of genre theory that are raised by works that seem to challenge generic norms.
Course not offered every year
Also Offered As: SPAN 630
Activity: Seminar
1.0 Course Unit

COML 627 South Asia Literature as Comparative Literature
The extent to which the narrative reflexes of the novel can accommodate and express the nature of human work are explored primarily in a study of two nineteenth-century writers. Eliot and Hardy. Reading for the course also includes novels and short stories of other nineteenth-century writers (Dickens, Zola, tolstoy, Stowe, Melville), and background reading on the social and philosophic theory of work.
Taught by: Goulding
Course not offered every year
Also Offered As: SAST 627
Activity: Seminar
1.0 Course Unit

COML 630 Introduction to Medieval Literature
Topics vary. Previous topics include The Grail and the Rose, Literary Genres and Transformations, and Readings in Old French Texts. Please see the department's website for current course description:
One-term course offered either term
Also Offered As: FREN 630
Activity: Seminar
1.0 Course Unit
Notes: This is a topics course.

COML 632 The Sanskrit Epics
Ancient India's two epic poems, composed in Sanskrit and received in dozens of languages over the span of two thousand years, continue to shape the psychic, social, and emotional worlds of millions of people around the world. The epic Mahabharata, which roughly translates to The Great Story of the Descendants of the Legendary King Bharata, is the longest single poem in the world (100,000 lines of Sanskrit verse) and tells the mythic history of dynastic power struggles in ancient India. An apocalyptic meditation on time, death, and the utter devastation brought upon the individual and the family unit through social disintegration, the epic also houses one of the great religious works of the world, The Bhagavad Gita (translation: The Song of God), which offers a buoy of hope and possibility in the dark ocean of the epic's violent narrative. The other great epic, The Ramayana (Rama's Journey), though essentially tragic, offers a brighter vision of human life, how it might be possible to live happily in an otherwise hopeless situation. It too is about struggles for power in ancient India but it offers characters--especially Rama--that serve as ideals for how human beings might successfully negotiate life's great challenges. It also provides a model of human social order that contrasts with dystopic polities governed by animals and demons.
Our course will engage in close reading of selections from both of these epic poems (in English translation, of course) and thus learn about the epic genre, its oral and textual forms in South Asia, and the numerous modes for interpreting the epic. We will also look at the reception of these ancient works in modern forms of media, such as the novel, television, theater, cinema and the comic book/anime. In the process, through selected essays and reflections, we will pay special attention to the ways in which the ancient epics remain deeply relevant in the modern world, reflecting on topics such as the aesthetics of war, the psychic life of social ideals, and creative responses to ethical conflicts.
Taught by: Patel
Course not offered every year
Also Offered As: SAST 631
Activity: Seminar
1.0 Course Unit
COML 643 Studies in the Renaissance
Topics vary. Previous topics have included Rabelais and M. de Navarre, Montaigne, and Renaissance and Counter-Renaissance. Please see department's website for current course description:
Course not offered every year
Also Offered As: FREN 640, GSWS 640
Activity: Seminar
1.0 Course Unit

COML 653 Topics in Russian and Soviet Cultural History
Course is topical. Please see department for most recent description.
Course not offered every year
Also Offered As: ENGL 591, REES 653
Activity: Seminar
1.0 Course Unit
Notes: This is a topics course. Please see COML website for current description. <a href='http://ccat.sas.upenn.edu/Complit/'>http://ccat.sas.upenn.edu/Complit/</a>

COML 657 Becoming Modern
Yuri Slezkine described the twentieth century as a ‘Jewish Age’—to be modern would essentially mean to be a Jew. In German historical and cultural studies, this linkage has long been made—only in reference to the last years of the German monarchy and the time of the Weimar Republic. Indeed, what has become known as ‘modern’ German culture—reflected in literature, music, and the visual arts and in a multitude of public media—has been more often than not assigned to Jewish authorship or Jewish subjects. But what do authorship and subject mean in this case? Do we locate the German-Jewish experience as the driving force of this new ‘modernity’, or is our understanding of this experience the result of this new ‘modern’ world?
Taught by: Weissberg
Course not offered every year
Also Offered As: GRMN 657, JWST 657
Activity: Seminar
1.0 Course Unit

COML 675 Topics in 19th Century Literature
Edgar Allan Poe was considered a vulgar hack by many of his fellow Americans, but in 19th-century France, he was touted as an ill-fated poetic genius, the original poete maudit. Through the translations and biographical essays of Charles Baudelaire, who found in Poe a kindred spirit in the ‘gout de l'infini,’ French intellectuals came to know the American writer as a model of compositional lucidity and morbid mastery. From his inklings of an urban modernity in ‘The Man in the Crowd’ to the neurotic perversity of ‘Berenice,’ Poe’s aesthetics have cast an influential shadow on French culture. Beginning with Baudelaire, we will explore in this course the many literary and artistic movements in France that were directly inspired by Poe’s uncanny mix of the macabre and the methodical: Symbolist poetry (Valery, Mallarme), the Scientific Fantastic (Maupassant, Villers de l’Isle-Adam), fin-de-siecle Decadence (Huysmanns,Odilon Redon), Science Fiction, (Verne), the detective novel (Gaboriau), and 20th-century Surrealism (Breton, Max Ernst).
Taught by: Goulet
Course not offered every year
Also Offered As: FREN 675
Activity: Seminar
1.0 Course Unit

COML 677 The Life of Forms: Ontogenesis, Morphology, Literature
In recent years, the notions of form, formalism, and morphology have reentered contemporary debates across the humanities. This seminar considers the current resurgence of interest in form by tracing form’s evolving concepts throughout modernity. It departs from the observation that experimentation with and debates on form in art and literature are inextricably linked to various notions of life and the living. These debates—this is the provisional thesis of the seminar—are the battlefield where literary and art criticism undermine the major presuppositions of the western metaphysical tradition (e.g., determinations of inside-outside, form-content, living-inorganic). On the one hand, the seminar will explore a selective genealogy of various attempts to dynamize the concept of form through theories of 1) ontogenesis (e.g., Spinoza, Simondon, Malabou), 2) morphology (e.g., Goethe, Propp, Goldstein), and 3) aesthetics (e.g., Baumgarten, Schlegel brothers, Adorno). On the other hand, in order to investigate the political, ideological, and methodological implications of differing concepts of form, the seminar will bring together texts from different disciplines, including literary studies (literary morphology, Russian Formalism), art history (Focillon, Kubler), On the other hand, in order to investigate the political, ideological, and methodological implications of differing concepts of form, the seminar will bring together texts from different disciplines ranging from literary studies (e.g., Jolles, Russian Formalism, Jauss), art history (e.g., Panofsky, Focillon, Kubler), philosophy (e.g., Wittgenstein, Blumenberg, Macherey), history of science (e.g., Vygotsky, Varela), and sociology (e.g., Tarde, DeLanda). Finally, the seminar will engage in close reading of exemplary literary and art works, and situate the findings on the conjunction of form and life in current debates on New Formalisms (e.g., Levine, Levinson, Kornbluh) and New Materialisms (e.g., Bennett, Grosz).
Taught by: Biareishyk
Course not offered every year
Also Offered As: GRMN 677
Activity: Seminar
1.0 Course Unit
Notes: Graduate Seminar. Taught in English.

COML 680 Topics: Literature and Film
This is a topics course. Please see the Comparative Literature website for description.
Course not offered every year
Also Offered As: CIMS 682, GSWS 682, ITAL 682
Activity: Seminar
1.0 Course Unit

COML 682 Seminar on Literary Theory
Topics vary from year to year.
Course not offered every year
Also Offered As: ENGL 571, SPAN 682
Activity: Seminar
1.0 Course Unit
COML 683 Collective Violence, Trauma, and Representation
This seminar is organized as a laboratory space for graduate students and faculty working in a number of adjacent fields and problems. Seminar discussions will be led not only by the primary instructors, but also by a number of guests drawn from the Penn faculty. For the first weeks of the course, we will focus on seminal works in the interlinked areas of history and memory studies, cultural representations of collective violence, trauma studies, and other related topics. Beginning with the 8th week of the course, we will turn to case studies in a variety of geographic, cultural and historical contexts. Additionally, some later sessions of the course will be devoted to a presentation and discussion of a work in progress of a Penn graduate student, faculty member or a guest lecturer.
Taught by: Platt
Course not offered every year
Also Offered As: ENGL 791, LALS 683, REES 666
Activity: Seminar
1.0 Course Unit

COML 685 Literary Criticism and Theory in Japanese Literature
While the focus of this seminar will shift from year to year, the aim is to enable students to gain 1) a basic understanding of various theoretical approaches to literature, 2) familiarity with the histories and conventions of criticism, literary and otherwise, in Japanese; 3) a few theoretical tools to think in complex ways about some of the most interesting and controversial issues of today, such as nationalism, imperialism, colonialism, postmodernism, and feminism, with particular focus on Japan’s position in the world. The course is primarily intended for graduate students but is also open to advanced undergraduates with permission of the instructor. The course is taught in English, and all of the readings will be available in English translation. An optional discussion section may be arranged for those students who are able and willing to read and discuss materials in Japanese. This course will be taught in English and all texts will be read in English translation.
Taught by: Kano
Course not offered every year
Also Offered As: EALC 755
Activity: Seminar
1.0 Course Unit

COML 696 Postcolonial Theory in Francophone Contexts
This seminar will introduce students to key texts and influential figures coming from, focusing on, or relevant to Francophone postcolonial contexts. Following a brief review of Anglophone postcolonial criticism, readings for the course will fall under three categories: Authors from the 1940s to present who have focused exclusively on (post)colonial readings will be available in English translation. An optional discussion section may be arranged for those students who are able and willing to read and discuss materials in Japanese. This course will be taught in English and all texts will be read in English translation.
Taught by: Moudileno
Course not offered every year
Also Offered As: FREN 696
Activity: Seminar
1.0 Course Unit

COML 700 African Literature and Society
An advanced seminar in anglophone African literature, possibly including a few works in translation.
Course not offered every year
Also Offered As: AFRC 775, ENGL 775
Activity: Seminar
1.0 Course Unit

COML 703 Topics in 16th-Century History and Culture
This is an advanced course treating topics in 16th Century history and culture particular emphasis varying with instructor.
Course not offered every year
Also Offered As: ENGL 730
Activity: Seminar
1.0 Course Unit

COML 710 Political Economy and Social History of Africa and the African Diaspora
This course provides the opportunity for students to investigate the relationship between the emergence of African peoples as historical subjects and their location within specific geopolitical and economic circumstances.
Taught by: Hanchard
Course not offered every year
Also Offered As: AFRC 710, LALS 710, PSCI 711
Activity: Seminar
1.0 Course Unit

COML 711 Theory in/and East Asia
‘Theory’ can be exciting and seductive to some scholars, but intimidating or pretentious to others. Unfortunately, this difference in feeling about theoretical scholarship and discussion has a tendency to produce a divide in academia between those who ‘do theory’ and those who do not. This graduate seminar pursues the question of how theory can be engaged in the context of East Asian cultural studies, with the goal of collectively working through texts to understand how theoretical reflection opens up possibilities for productive conversations across disciplinary boundaries. Many critiques have been made of the way ‘traveling theory’ serves as a Euro-American universal applied to the ‘raw material’ of East Asian texts, or a transdisciplinary common language in the Humanities and Social Sciences. Instead, we will take such critiques as a starting point to pragmatically and creatively explore the intersections and interactions of ‘theory’ and ‘East Asia,’ emphasizing the archival, historical, political, and institutional contexts that motivate theorization. In that spirit, special attention will be given to discussing what problems we find in our own work that require theoretical consideration, and how such considerations might contribute to, challenge, or transform but may also include Japanese, Chinese, or Korean depending on student interest and language abilities.
Taught by: Poland
Course not offered every year
Also Offered As: EALC 711
Activity: Seminar
1.0 Course Unit

COML 714 Middle English Literature
This seminar will study a number of selected Middle English texts in depth. Attention will be paid to the textual transmission, sources, language, genre, and structure of the works. Larger issues, such as the influence of literary conventions (for example, ‘courtly love’), medieval rhetoric, or medieval allegory will be explored as the chosen texts may require.
Course not offered every year
Also Offered As: CLST 610, ENGL 715
Activity: Seminar
1.0 Course Unit

COML 730 Topics in 16th-Century History and Culture
This is an advanced course treating topics in 16th Century history and culture particular emphasis varying with instructor.
Course not offered every year
Also Offered As: ENGL 730
Activity: Seminar
1.0 Course Unit
COML 734 Renaissance Drama
This is a topics course. For Spring 2015, the topic is Genre and Performative Media.
Taught by: Bushnell
Course not offered every year
Also Offered As: ENGL 734
Activity: Seminar
1.0 Course Unit

COML 736 Renaissance Studies
This is an advanced topics course treating some important issues in contemporary Renaissance studies.
Course not offered every year
Also Offered As: ENGL 736
Activity: Seminar
1.0 Course Unit
Notes: This is a topics course.

COML 738 Victorian British Literature
An advanced seminar treating some topics in Victorian British Literature, usually focusing on non-fiction or on poetry. See the Comparative Literature and Literary Theory Program's website for descriptions of the current offerings at http://ccat.sas.upenn.edu/Complit/
Also Offered As: ENGL 753
Activity: Seminar
1.0 Course Unit

COML 769 Feminist Theory
Specific topic varies. The seminar will bring together the study of early modern English literature and culture with histories and theories of gender, sexuality and race. Contact with 'the East' (Turkey, the Moluccas, North Africa and India) and the West (the Americas and the Caribbean) reshaped attitudes to identity and desire. How does this history allow us to understand, and often interrogate, modern theories of desire and difference? Conversely, how do postcolonial and other contemporary perspectives allow us to re-read this past?
Course not offered every year
Also Offered As: ENGL 769, GSWS 769, NELC 783, SAST 769
Activity: Seminar
1.0 Course Unit

COML 781 Writing Sound--Sounding Literature
Seminar on selected topics in sound studies. Please see department website http://ccat.sas.upenn.edu/Complit/ for current term course descriptions.
Taught by: Waltham-Smith
One-term course offered either term
Also Offered As: MUSC 781
Activity: Seminar
1.0 Course Unit

COML 786 Topics in 20th Century Art
Topics vary from year to year.
Taught by: Poggi
Course not offered every year
Also Offered As: ARTH 786, ITAL 685
Activity: Seminar
1.0 Course Unit

COML 790 Recent Issues in Critical Theory
Course varies with instructor.
Course not offered every year
Also Offered As: ENGL 790, GSWS 790
Activity: Seminar
1.0 Course Unit
Notes: This is a topics course.
COML 791 African Film and Media Pedagogy
This graduate seminar offers an intensive, critical, and collaborative study of contemporary African film and media production. The past three decades have seen an unprecedented shift in the African media landscape. Not only has the wide availability of satellite media across the continent made international film and television programing part of African popular culture, but moreover the growing film industries within the continent, most notably Nollywood, have altered how Africans are carving an image of themselves on the big and small screens. In partnership with local, regional, and international film and media centers, we will study a range of films—features, shorts, documentaries, and television shows—paying close attention to the means and sites of production as well as the formal qualities that distinguish these works. Many of the films we will analyze stand out both for their exceptional aesthetic quality as well as their remarkable ability to confront pressing political and social themes. But we will also think about: what counts as trashy media, and for whom? Who watches it, where, and why? Other questions we will ask include: What particular indigenous modes of storytelling do African films employ? What categories begin to emerge under the umbrella category of ‘African film and media’; and where do diasporan film and media practitioners and critics fit in this landscape? How are these films tackling some of the urgent questions of our times, including migration and globalization; ethnic, political, and economic polarization; gender and sexuality; and massive urbanization and industrialization sweeping Africa and other parts of the Global South? What role do festivals in various countries play in shaping media production and distribution? How important is the concept of authorship in this context? And how do these films challenge the dominant western trope of Africa as a spectacle, instead offering novel ways of picturing everyday African experiences that we rarely glimpse in western media? To explore these questions, we will visit multiple sites of film production, distribution, exhibition, and education, including Scribe Video Center in Philadelphia, Sankofa Films in Washington, D.C., and the College of Performing and Visual Art at Addis Ababa University in Ethiopia. Location and knowledge production are inextricably connected, and by considering African media production from these multiple sites, and collaborating with multiple stakeholders, this course offers a directly engaged pedagogy of the complex artistic, cultural, social, and political dynamics of African audiovisual creation. The travel component of this course entails a day trip to Washington, D.C. during the semester (tentative date: April 20, 2020) and a week-long trip to Addis Ababa at the end of the spring term (students applying for this course should be prepared to travel to Addis Ababa May 30, 2020-June 7, 2020). All expenses for travel, accommodation, and food will be covered, but students will need to hold a passport. Ultimately, this course aims to use film and media production to intervene in a larger discourse on how Africa is figured in the global humanities, not as an absent or passive actor but one actively engaged in producing art and humanistic knowledge that has much to teach us and the world. Admission to the course will be by permission only and students are required to submit a short statement of interest (max. 250 words) to dagw@english.upenn.edu and redkaren@sas.upenn.edu. Students must be prepared to travel to Addis Ababa and Washington D.C. as described in the syllabus, and must hold a passport.
Taught by: Redrobe/Woubshet
Course not offered every year
Also Offered As: AFRC 791, ARTH 791, CIMS 791, ENGL 777
Activity: Seminar
1.0 Course Unit

COML 981 M.A. Exam Prep
Course open to first-year Comparative Literature graduate students in preparation for required M.A. exam taken in spring of first year.
Course not offered every year
Activity: Seminar
1.0 Course Unit

COML 998 Independent Study and Research
Designed to allow students to pursue a particular research topic under the close supervision of an instructor.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

COML 999 Independent Reading and Research
May be taken for multiple course credit to a maximum of two for the M.A. and four for the Ph.D. Designed to allow students to broaden and deepen their knowledge of literary theory, a national literature, and/or an area of special interest.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

Computer and Information Science (CIS)

CIS 099 Undergraduate Research/Independent Study
An opportunity for the student to become closely associated with a professor (1) in a research effort to develop research skills and techniques and/or (2) to develop a program of independent in-depth study in a subject area in which the professor and student have a common interest. The challenge of the task undertaken must be consistent with the student’s academic level. To register for this course, the student must submit a detailed proposal, signed by the independent study supervisor, to the SEAS Office of Academic Programs (111 Towne) no later than the end of the ‘add’ period. Prerequisite: A maximum of 2 c.u. of CIS 099 may be applied toward the B.A.S. or B.S.E. degree requirements.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

CIS 105 Computational Data Exploration
The primary goal of this course is to introduce computational methods of interacting with data. In this course, students will be introduced to the IPython programming environment. They will learn how to gather data, store it in appropriate data structures and then either write their own functions or use libraries to analyze and then display the salient information in that data. Data will be drawn from a variety of domains, including but not limited to travel, entertainment, politics, economics, biology etc.
For BA Students: Formal Reasoning and Analysis
One-term course offered either term
Activity: Lecture
1.0 Course Unit
CIS 106 Visualizing the Past
Most people's information about the Past is drawn from coffee table picture books, popular movies, video games, documentaries about discoveries of 'ancient, mysterious, and lost' civilizations, and tours often lead by guides of limited or even dubious credentials. How are these ideas presented, formed, and circulated? Who creates and selects the information presented in this diverse media? Are these presentations accurate? Do they promote or hurt scientific explanations? Can the artistic, aesthetic, and scientific realms be bridged to effectively promote and interpret the past? How can modern technologies be applied to do a better job at presenting what is difficult to experience firsthand? This class will focus on case studies, c and methods of how archaeology and the past are created, presented and used in movies, museums, games, the internet, and art. Each year, the studio-seminar focuses on a project. In addition to exploring general concepts of archaeology and the media, students will work in teams to produce an interactive, digital media exhibit using the latest modeling visualization programs for presenting the sacred landscape of the Inca capital of Cuzco, Peru. Cuzco is one of the most important UNESCO World Heritage sites and visited by nearly a million tourists a year. Potential class project include fly-throughs of architectural and landscape renderings, simulations of astronomy and cosmology, modeling of human behavior within architectural and landscape settings, and study artifacts in the Penn Museum.
One-term course offered either term
Also Offered As: ANTH 258
Activity: Lecture
1.0 Course Unit

CIS 110 Introduction to Computer Programming
Introduction to Computer Programming is the first course in our series introducing students to computer science. In this class you will learn the fundamentals of computer programming in Java, with emphasis on applications in science and engineering. You will also learn about the broader field of computer science and algorithmic thinking, the fundamental approach that computer scientists take to solving problems.
One-term course offered either term
Activity: Lecture
1.0 Course Unit
Notes: See the CIS 110 website for information about registration in recitations and permission to register for closed sections of CIS 110. Counts as a Formal Reasoning course for College students.

CIS 120 Programming Languages and Techniques I
A fast-paced introduction to the fundamental concepts of programming and software design. This course assumes some previous programming experience, at the level of a high school computer science class or CIS110. (If you got at least 4 in the AP Computer Science A or AB exam, you will do great.) No specific programming language background is assumed: basic experience with any language (for instance Java, C, C++, VB, Python, Perl, or Scheme) is fine. If you have never programmed before, you should take CIS 110 first.
One-term course offered either term
Activity: Lecture
1.0 Course Unit
Notes: This counts as a Formal Reasoning course for College students.

CIS 121 Programming Languages and Techniques II
This is a course about Algorithms and Data Structures using the JAVA programming language. We introduce the basic concepts about complexity of an algorithm and methods on how to compute the running time of algorithms. Then, we describe data structures like stacks, queues, maps, trees, and graphs, and we construct efficient algorithms based on these representations. The course builds upon existing implementations of basic data structures in JAVA and extends them for the structures like trees, studying the performance of operations on such structures, and the efficiency when used in real-world applications. A large project introducing students to the challenges of software engineering concludes the course.
Course usually offered in spring term
Prerequisites: CIS 120, 160
Activity: Lecture
1.0 Course Unit

CIS 125 Technology and Policy
Have you ever wondered why sharing music and video generates such political and legal controversies? Is information on your PC safe and should law enforcement be able to access information you enter on the Web? Will new devices allow tracking of your every move and every purchase? CIS 125 is focused on developing an understanding of existing and emerging technologies, along with the political, societal and economic impacts of those technologies. The technologies are spread across a number of engineering areas and each of them raise issues that are of current concern or are likely to be a future issue.
Activity: Lecture
1.0 Course Unit

CIS 160 Mathematical Foundations of Computer Science
What are the basic mathematical concepts and techniques needed in computer science? This course provides an introduction to proof principles and logic, functions and relations, induction principles, combinatorics and graph theory, as well as a rigorous grounding in writing and reading mathematical proofs.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

CIS 181 The Quantum and the Computer
This Freshman Seminar is designed to be a very introductory exposition about Quantum Computation and Quantum Information Science. There are no formal physics, mathematics, or computer science prerequisites. It is meant primarily for freshmen in SAS and Wharton, who have an itch to learn about a beautiful subject that intrinsically unites quantum physics, computation, and information science. The structure of the course will be lecture-based using small-team based exercises for evaluation. The enrollment will be limited to 20 students. Freshmen standing.
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: No Prior Physics, Mathematics, or Computer Science Experience required.

CIS 188 Special Topics
This course will be used for 'pilot versions' of new CIS courses of this type that the department is planning to offer. A given course will be offered as CIS 188 at most twice; after this, it will be assigned a permanent course number.
Taught by: Swapneel Sheth
Activity: Lecture
0.5 Course Units
CIS 189 Solving Hard Problems in Practice
What does Sudoku have in common with debugging, scheduling exams, and routing shipments? All of these problems are provably hard -- no one has a fast algorithm to solve them. But in reality, people are quickly solving these problems on a huge scale with complex systems and heuristics! In this course, we'll explore how researchers and organizations like Microsoft, Google, and NASA are solving these hard problems, and we'll get to use some of the tools they've built!
Taught by: Swapneel Sheth
Prerequisite: CIS 121
Activity: Lecture
0.5 Course Units

CIS 190 C++ Programming
This course will provide an introduction to programming in C++ and is intended for students who already have some exposure to programming in another language such as Java, C++ provides the programmer with a greater level of control over machine resources and are commonly used in situations where low level access or performance are important. This course will illuminate the issues associated with programming at this level and will cover issues such as explicit memory management, pointers, the compilation process and debugging. The course will involve several programming projects which will provide students with the experience they need to program effectively in these languages. This course assumes programming experience equivalent to CIS 110, CIS 120 or ESE 112.
One-term course offered either term
Prerequisite: CIS 240
Activity: Lecture
0.5 Course Units

CIS 191 Using and Understanding Unix and Linux
Unix, in its many forms, runs much of the world's computer infrastructure, from cable modems and cell phones to the giant clusters that power Google and Amazon. This half-credit course provides a thorough introduction to Unix and Linux. Topics will range from critical basic skills such as examin and editing files, compiling programs and writing shell scripts, to higher level topics such as the architecture of Unix and its programming model. The material learned is applicable to many classes, including CIS 240, CIS 331, CIS 341, CIS 371, and CIS 380.
One-term course offered either term
Prerequisite: CIS 110
Activity: Lecture
0.5 Course Units

CIS 192 Python Programming
Python is an elegant, concise, and powerful language that is useful for tasks large and small. Python has quickly become a popular language for getting things done efficiently in many in all domains: scripting, systems programming, research tools, and web development. This course will provide an introduction to this modern high-level language using hands-on experience through programming assignments and a collaborative final application development project.
One-term course offered either term
Prerequisite: CIS 120 OR ESE 112
Activity: Lecture
0.5 Course Units

CIS 193 C# Programming
C# is the premier programming language for the .NET framework. Over the last decade, the language has evolved to meet the needs of a variety of programming styles while supporting the ever-growing capabilities of the .NET runtime and libraries. This course provides a thorough introduction to the C# language and the .NET framework, building on the skills gained in the introductory programming courses (CIS 110, CIS 120, or ESE 112). In addition to providing the student with a solid background in C#, this course also explores topics that the .NET platform exposes such as object oriented design, .NET runtime internals, and others based on class interest. A series of short, weekly homework assignments reinforces the concepts introduced in class and a group-based final project of the students' design allows them to apply their C# knowledge toward a substantial problem.
One-term course offered either term
Prerequisite: CIS 110
Activity: Lecture
0.5 Course Units

CIS 194 Haskell
Haskell is a high-level, purely functional programming language with a strong static type system and elegant mathematical underpinnings. It is being increasingly used in industry by organizations such as Facebook, AT&T, and NASA, along with several financial firms. We will explore the joys of function programming, using Haskell as a vehicle. The aim of the course will be to allow you to use Haskell to easily and conveniently write practical programs. All are welcome, including those with no programming experience. Evaluation will be based on regular homework assignments and class participation.
One-term course offered either term
Activity: Lecture
0.5 Course Units

CIS 195 Mobile App Development
This project-oriented course is centered around application development on current mobile platforms like iOS and Android. The first half of the course will involve fundamentals of mobile app development, where students learn about mobile app lifecycles, event-based programming, efficient resource management, and how to interact with the range of sensors available on modern mobile devices. In the second half of the course, students work in teams to conceptualize and develop a significant mobile application. Creativity and originality are highly encouraged! Prerequisite: CIS 120 or previous programming experience.
One-term course offered either term
Prerequisite: CIS 120
Activity: Lecture
0.5 Course Units

CIS 196 Ruby on Rails Web Development
This course will teach the fundamentals of developing web applications using Ruby on Rails, a rapid-development web framework developed by Basecamp, and adopted by companies like Airbnb, GitHub, Bloomberg, CrunchBase, and Shopify. The first part of the course will focus on Ruby, the language that powers Rails. Along the way, students will also pick up essential skills such as git, bash, HTML and CSS. The second part will focus on Rails, the web framework and will include all topics required to develop and deploy production-ready modern web applications with Rails. Throughout the course, students will be working on a web application project of their own choosing. Upon completion of the course, this application will be deployed and made accessible to the public.
Prerequisite: CIS 120
Activity: Lecture
0.5 Course Units
CIS 197 Javascript
This course provides an introduction to modern web development frameworks, techniques, and practices used to deliver robust client side applications on the web. The emphasis will be on developing JavaScript programs that run in the browser. Topics covered include the JavaScript language, web browser internals, the Document Object Model (DOM), HTML5, client-side app architecture and compile-to-JS languages like (CoffeeScript, TypeScript, etc.). This course is most useful for students who have some programming and web development experience and want to develop moderate JavaScript skills to be able to build complex, interactive applications in the browser.
One-term course offered either term
Activity: Lecture
0.5 Course Units

CIS 198 Rust Programming
Rust is a new, practical, community-developed systems programming language that 'runs blazingly fast, prevents almost all crashes, and eliminates data ra (rust-lang.org). Rust derives from a rich history of languages to create a multi-paradigm (imperative/functional), low-level language that focuses on high-performance, zero-cost safety guarantee in concurrent programs. It has begun to gain traction in industry even before official 1.0 release in May 2015, showing a recognized need for a new low-level systems language. In this course, we will cover what makes Rust so unique and apply it to practical systems programming problems. Topics covered will include traits and generics; memory safety (move semantics, borrowing, and lifetimes); Rust’s rich macro system; closures; and concurrency. Evaluation is based on regular homework assignments as well as a final project and class participation.
One-term course offered either term
Activity: Lecture
0.5 Course Units

CIS 223 Introduction to Data Ethics
This class introduces students to the basics of data ethics.
Taught by: Michael Kearns
One-term course offered either term
Prerequisite: CIS 121
Activity: Lecture
1.0 Course Unit

CIS 233 Introduction to Blockchain
Blockchain or Distributed Ledger Technology (DLT) provides a decentralized method of information sharing between parties that do not trust each other. Instead the trust is in the underlying cryptographic algorithms. This practical introductory course provides hands-on experience with the fundamentals of cryptography (codes and ciphers, symmetric and asymmetric encryption, public and private keys, hashes, and zero knowledge proofs) - as it is applied to implementing a blockchain solution. This course covers the basics of a distributed ledger, how it is built, used, and secured at the network and data-structure levels. Methods of ensuring consensus - from proof-of-work to more complex solutions (e.g. proof-of-time, proof-of-space, proof-of-stake) will be explored and analyzed. Students will have both written and practical, Python-based, assignments to build and deploy components of a blockchain solution.
One-term course offered either term
Prerequisite: CIS 120
Activity: Lecture
1.0 Course Unit

CIS 240 Introduction to Computer Systems
You know how to program, but do you know how computers really work? How do millions of transistors come together to form a complete computing system? This bottom-up course begins with transistors and simple computer hardware structures, continues with low-level programming using primitive machine instructions, and finishes with an introduction to the C programming language. This course is a broad introduction to all aspects of computer systems architecture and serves as the foundation for subsequent computer systems courses, such as Digital Systems Organization and Design (CIS 371), Computer Operating Systems (CIS 380), and Compilers and Interpreters (CIS 341).
Course usually offered in fall term
Prerequisite: CIS 110
Activity: Lecture
1.0 Course Unit

CIS 261 Discrete Probability, Stochastic Processes, and Statistical Inference
The purpose of this course is to provide a 1 CU educational experience which tightly integrates the theory and applications of discrete probability, discrete stochastic processes, and discrete statistical inference in the study of computer science. The intended audience for this class is both those students who are CS majors as well as those intending to be CS majors. Specifically, it will be assumed that the students will know: Set Theory, Mathematical Induction, Number Theory, Functions, Equivalence Relations, Partial-Order Relations, Combinatorics, and Graph Theory at the level currently covered in CIS 160. This course could be taken immediately following CIS 160. Computation and Programming will play an essential role in this course. The students will be expected to use the Maple programming environment in homework exercises which will include: numerical and symbolic computations, simulations, and graphical displays.
Course usually offered in fall term
Prerequisite: CIS 160
Activity: Lecture
1.0 Course Unit

CIS 262 Automata, Computability, and Complexity
This course explores questions fundamental to computer science such as which problems cannot be solved by computers, can we formalize computing as a mathematical concept without relying upon the specifics of programming languages and computing platforms, and which problems can be solved efficiently. The topics include finite automata and regular languages, context-free grammars and pushdown automata, Turing machines and undecidability, tractability and NP-completeness. The course emphasizes rigorous mathematical reasoning as well as connections to practical computing problems such as test processing, parsing, XML query languages, and program verification.
Course usually offered in fall term
Prerequisite: CIS 160
Activity: Lecture
1.0 Course Unit
CIS 320 Introduction to Algorithms
How do you optimally encode a text file? How do you find shortest paths in a map? How do you design a communication network? How do you route data in a network? What are the limits of efficient computation? This course gives a comprehensive introduction to design and analysis of algorithms, and answers along the way to these and many other interesting computational questions. You will learn about problem-solving; advanced data structures such as universal hashing and red-black trees; advanced design and analysis techniques such as dynamic programming and amortized analysis; graph algorithms such as minimum spanning trees and network flows; NP-completeness theory; and approximation algorithms.
Course usually offered in spring term
Prerequisites: CIS 120, 121, 160, 262
Activity: Lecture
1.0 Course Unit

CIS 331 Introduction to Networks and Security
This course introduces principles and practices of computer and network security. We will cover basic concepts, threat models, and the security mindset; an introduction to cryptography and cryptographic protocols including encryption, authentication, message authentication codes, hash functions, public-key cryptography, and secure channels; an introduction to networks and network security including IP, TCP, routing, network protocols, web architecture, attacks, firewalls, and intrusion detection systems; an introduction to software security including defensive programming, memory protection, buffer overflows, and malware; and discuss broader issues and case studies such as privacy, security and the law, digital rights management, denial of service, and ethics.
Course usually offered in fall term
Prerequisites: CIS 160, 240
Activity: Lecture
1.0 Course Unit

CIS 334 Advanced Topics in Algorithms
Can you check if two large documents are identical by examining a small number of bits? Can you verify that a program has correctly computed a function without ever revealing their scores to each other? Can you be convinced of the correctness of an assertion without ever seeing the proof? The answer to all these questions is in the affirmative provided we allow the use of randomization. Over the past few decades, randomization has emerged as a powerful resource for solving; advanced data structures such as universal hashing and red-black trees; advanced design and analysis techniques such as dynamic programming and amortized analysis; graph algorithms such as minimum spanning trees and network flows; NP-completeness theory; and approximation algorithms.
Course not offered every year
Activity: Lecture
1.0 Course Unit

CIS 341 Compilers and Interpreters
You know how to program, but do you know how to implement a programming language? In CIS341 you'll learn how to build a compiler. Topics covered include: lexical analysis, grammars and parsing, intermediate representations, syntax-directed translation, code generation, type checking, simple dataflow and control-flow analyses, and optimizations. Along the way, we study objects and inheritance, first-class functions (closures), data representation and runtime-support issues such as garbage collection. This is a challenging, implementation-oriented course in which students build a full compiler from a simple, typed object-oriented language to fully operational x86 assembly. The course projects are implemented using OCaml, but no knowledge of OCaml is assumed. Prerequisite: Two semesters of programming courses, e.g., CIS 120, 121, 240.
Course not offered every year
Activity: Lecture
1.0 Course Unit

CIS 350 Software Design/Engineering
You know how to write a 'program'. But how do you create a software 'product' as part of a team, with customers that have expectations of functionality and quality? This course introduces students to various tools (source control, automated build systems, programming environments, test automation, etc.) and processes (design, implementation, testing, and maintenance) that are used by professionals in the field of software engineering. Topics will include: software development lifecycle; agile and test-driven development; source control and continuous integration; requirements analysis; object-oriented design and testability; mobile and/or web application development; software testing; refactoring; and software quality metrics.
Course not offered every year
Prerequisite: CIS 121
Activity: Lecture
1.0 Course Unit

CIS 371 Computer Organization and Design
This is the second computer organization course and focuses on computer hardware design. Topics covered are: (1) basic digital system design including finite state machines, (2) instruction set design and simple RISC assembly programming, (3) quantitative evaluation of computer performance, (4) circuits for integer and floating-point arithmetic, (5) datapath and control, (6) micro-programming, (7) pipelining, (8) storage hierarchy and virtual memory, (9) input/output, (10) different forms of parallelism including instruction level parallelism, data-level parallelism using both vectors and message-passing multi-processors, and thread-level parallelism using shared memory multiprocessors. Basic cache coherence and synchronization.
Course usually offered in spring term
Prerequisite: CIS 240
Activity: Lecture
1.0 Course Unit

CIS 380 Computer Operating Systems
This course surveys methods and algorithms used in modern operating systems. Concurrent distributed operation is emphasized. The main topics covered are as follows: process synchronization; interprocess communication; concurrent/distributed programming languages; resource allocation and deadlock; virtual memory; protection and security; distributed operation; distributed data; performance evaluation.
Course usually offered in fall term
Prerequisite: CIS 240
Activity: Lecture
1.0 Course Unit
CIS 390 Robotics: Planning Perception
This introductory course will present basic principles of robotics with an emphasis to computer science aspects. Algorithms for planning and perception will be studied and implemented on actual robots. While planning is a fundamental problem in artificial intelligence and decision making, robot planning refers to finding a path from A to B in the presence of obstacles and by complying with the kinematic constraints of the robot. Perception involves the estimation of the robots motion and path as well as the shape of the environment from sensors. In this course, algorithms will be implemented in Python on mobile platforms on ground and in the air. No prior experience with Python is needed but we require knowledge of data structures, linear algebra, and basic probability. Course not offered every year
Prerequisite: CIS 121 AND MATH 240
Activity: Lecture
1.0 Course Unit

CIS 399 Quantum Computer and Information Science
The purpose of this course is to introduce undergraduate students in computer computer science and engineering to quantum computers (QC) and quantum information science (QIS). This course is meant primarily for juniors and seniors in Computer Science. No prior knowledge of quantum mechanics (QM) is assumed. Enrollment is by permission of the instructor.
One-term course offered either term
Prerequisites: PHYS 151, MATH 240, 312, 314, CIS 160 and 262
Activity: Lecture
1.0 Course Unit

CIS 398 Special Topics
Visit the CIS department website for descriptions of available Special Topics classes.
Course not offered every year
Activity: Lecture
0.5 Course Units
Notes: See the CIS department website for descriptions of available Special Topics classes

CIS 400 Senior Project
Design and implementation of a significant piece of work: software, hardware or theory. In addition, emphasis on technical writing and oral communication skills. Students must have an abstract of their Senior Project, which is approved and signed by a Project Adviser, at the end of the second week of Fall classes. The project continues during two semesters; students must enroll in CIS 401 during the second semester. At the end of the first semester, students are required to submit an intermediate report and give a class presentation describing their project and progress. Grades are based on technical writing skills (as per submitted report), oral presentation skills (as per class presentation) and progress on the project. These are evaluated by the Project Adviser and the Course Instructor. Senior standing or permission of instructor.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

CIS 401 Senior Project
Continuation of CIS 400. Design and implementation of a significant piece of work: software, hardware or theory. Students are required to submit a final written report and give a final presentation and demonstration of their project. Grades are based on the report, the presentation and the satisfactory completion of the project. These are evaluated by the Project Adviser and the Course Instructor.
Course usually offered in spring term
Prerequisites: CIS 400, senior standing or permission of instructor
Activity: Lecture
1.0 Course Unit

CIS 410 CIS Senior Thesis
The goal of a Senior Thesis project is to complete a major research project under the supervision of a faculty member. The duration of the project is two semesters. To enroll in CIS 410, students must develop an abstract of the proposed work, and a member of the CIS graduate group must certify that the work is suitable and agree to supervise the project; a second member must agree to serve as a reader. At the end of the first semester, students must submit an intermediate report; if the supervisor and reader accept it, they can enroll in CIS 411. At the end of the second semester, students must describe their results in a written thesis and must present them publicly, either in a talk at Penn or in a presentation at a conference or workshop. Grades are based on the quality of the research itself (which should ideally be published or at least of publishable quality), as well as on the quality of the thesis and the oral presentation. The latter are evaluated jointly by the supervisor and the reader. The Senior Thesis program is selective, and students are generally expected to have a GPA is in the top 10-20% to qualify.
Activity: Senior Thesis
1.0 Course Unit

CIS 411 CIS Senior Thesis
The goal of a Senior Thesis project is to complete a major research project under the supervision of a faculty member. The duration of the project is two semesters. To enroll in CIS 410, students must develop an abstract of the proposed work, and a member of the CIS graduate group must certify that the work is suitable and agree to supervise the project; a second member must agree to serve as a reader. At the end of the first semester, students must submit an intermediate report; if the supervisor and reader accept it, they can enroll in CIS 411. At the end of the second semester, students must describe their results in a written thesis and must present them publicly, either in a talk at Penn or in a presentation at a conference or workshop. Grades are based on the quality of the research itself (which should ideally be published or at least of publishable quality), as well as on the quality of the thesis and the oral presentation. The latter are evaluated jointly by the supervisor and the reader. The Senior Thesis program is selective, and students are generally expected to have a GPA is in the top 10-20% to qualify.
Activity: Senior Thesis
1.0 Course Unit
CIS 419 Applied Machine Learning
Machine learning has been essential to the success of many recent technologies, including autonomous vehicles, search engines, genomics, automated medical diagnosis, image recognition, and social network analysis, among many others. This course will introduce the fundamental concepts and algorithms that enable computers to learn from experience, with an emphasis on their practical application to real problems. This course will introduce supervised learning (decision trees, logistic regression, support vector machines, Bayesian methods, neural networks and deep learning), unsupervised learning (clustering, dimensionality reduction), and reinforcement learning. Additionally, the course will discuss evaluation methodology and recent applications of machine learning, including large scale learning for big data and network analysis. One-term course offered either term
Also Offered As: CIS 519
Prerequisite: CIS 121
Activity: Lecture
1.0 Course Unit

CIS 421 Artificial Intelligence
This course investigates algorithms to implement resource-limited knowledge-based agents which sense and act in the world. Topics include, search, machine learning, probabilistic reasoning, natural language processing, knowledge representation and logic. After a brief introduction to the language, programming assignments will be in Python.
Also Offered As: CIS 521
Prerequisites: CIS 121 and ESE 301 or STAT 430
Activity: Lecture
1.0 Course Unit

CIS 423 Advanced Data Ethics
This class introduces aspiring data science technologists to the spectrum of ethical concerns, focusing on social norms like fairness, transparency and privacy. It introduces technical approaches to a number of these problems, including by hands-on examination of the tradeoffs in fairness and accuracy in predictive technology, introduction to differential privacy, and overview of evaluation conventions for predictive technology. It also provides guidelines for examining system training data for bias, representation (of race, gender and other characteristics) and ecological validity. Equipped with this knowledge, students will learn how to conduct informed analysis of the usefulness of predictive systems; they will audit for ethical concerns papers from the contemporary top artificial intelligence venues and the ongoing senior design projects.
Taught by: Michael Kearns
One-term course offered either term
Also Offered As: CIS 523
Prerequisite: CIS 121
Activity: Lecture
1.0 Course Unit

CIS 436 Introduction to Computational Biology & Biological Modeling
The goal of this course is to develop a deeper understanding of techniques and concepts used in Computational Biology. The course will strive to focus on a small set of approaches to gain both theoretical and practical understanding of the methods. We will aim to cover practical issues such as programming and the use of programs, as well as theoretical issues such as algorithm design, statistical data analysis, theory of algorithms and statistics. This course WILL NOT provide a broad survey of the field nor teach specific tools but focus on a deep understanding of a small set of topics. We will discuss string algorithms, hidden markov models, dimension reduction, and machine learning (or phylogeny estimation) for biomedical problems. Prerequisite: Probability theory and linear algebra are highly recommended.
Taught by: Kim
Course usually offered in fall term
Also Offered As: BIOL 437
Prerequisite: BIOL 446 AND MATH 104
Activity: Lecture
1.0 Course Unit

CIS 441 Embedded Software for Life-Critical Applications
The goal of this course is to give students greater design and implementation experience in embedded software development and to teach them how to model, design, verify, and validate safety critical systems in a principled manner. Students will learn the principles, methods, and techniques for building life-critical embedded systems, ranging from requirements and models to design, analysis, optimization, implementation, and validation. Topics will include modeling and analysis methods and tools, real-time programming paradigms and languages, distributed real-time systems, global time, time-triggered communications, assurance case, software architecture, evidence-based certification, testing, verification, and validation. The course will include a series of projects that implements life-critical embedded systems (e.g., pacemaker, infusion pumps, closed-loop medical devices).
One-term course offered either term
Also Offered As: CIS 541
Prerequisite: CIS 240
Activity: Lecture
1.0 Course Unit

CIS 450 Database and Information Systems
This course provides an introduction to the broad field of database and information systems, covering a variety of topics relating to structured data, ranging from data modeling to logical foundations and popular languages, to system implementations. We will study the theory of relational and XML data design; the basics of query languages; efficient storage of data, execution of queries and query optimization; transactions and updates; web-database development; and 'big data' and NoSQL systems. The course assumes mathematical and programming experience equivalent to CIS160 and CIST21.
Course usually offered in fall term
Also Offered As: CIS 550
Prerequisites: CIS 121, 160
Activity: Lecture
1.0 Course Unit
CIS 455 Internet and Web Systems
This course focuses on the challenges encountered in building Internet and web systems: scalability, interoperability (of data and code), security and fault tolerance, consistency models, and location of resources, services, and data. We will examine how XML standards enable information exchange; how web services support cross-platform interoperability (and what their limitations are); how to build high-performance application servers; how 'cloud computing' services work; how to perform Akamai-like content distribution; and how to provide transaction support in distributed environments. We will study techniques for locating machines, resources, and data (including directory systems, information retrieval indexing, ranking, and web search); and we will investigate how different architectures support scalability (and the issues they face). We will also examine ideas that have been proposed for tomorrow's Web, and we will see some of the challenges, research directions, and potential pitfalls. An important goal of the course is not simply to discuss issues and solutions, but to provide hands-on experience with a substantial implementation project. This semester's project will be a peer-to-peer implementation of a Googles-style search engine, including distributed, scalable crawling; indexing with ranking; and even PageRank. As a side-effect of the material of this course you will learn about some aspects of large-scale software development assimilating large APIs. Prerequisite: Familiarity with threads and concurrency, strong Java programming skills.
One-term course offered either term
Also Offered As: CIS 555
Activity: Lecture
1.0 Course Unit

CIS 460 Interactive Computer Graphics
This course focuses on programming the essential mathematical and geometric concepts underlying modern computer graphics. Using 3D interactive implementations, it covers fundamental topics such as mesh data structures, transformation sequences, rendering algorithms, and curve interpolation for animation. Students are also introduced to two programming languages widely used in the computer graphics industry: C++ and GLSL. The curriculum is heavily project-based, and culminates in a group project focused on building an interactive first-person world exploration application using the various real-time interaction and rendering algorithms learned throughout the semester. Course usually offered in fall term
Also Offered As: CIS 560
Prerequisites: CIS 120, 121, 240
Activity: Lecture
1.0 Course Unit

CIS 461 Advanced Rendering
This course is designed to provide a comprehensive overview to computer graphics techniques in 3D modeling, image synthesis, and rendering. Topics cover: geometric transformations, geometric algorithms, software systems, 3D object models (surface, volume and implicit), visible surface algorithms, image synthesis, shading, mapping, ray tracing, radiosity, global illumination, sampling, anti-aliasing, Monte Carlo path tracing, and photon mapping. Prerequisite: A working knowledge of C++ programming is required (one year programming experience in general). Knowledge of vector geometry is useful.
One-term course offered either term
Also Offered As: CIS 561
Activity: Lecture
1.0 Course Unit

CIS 462 Computer Animation
This course covers core subject matter common to the fields of robotics, character animation and embodied intelligent agents. The intent of the course is to provide the student with a solid technical foundation for developing, animating and controlling articulated systems used in interactive computer game virtual reality simulations and high-end animation applications. The course balances theory with practice by 'looking under the hood' of current animation systems and authoring tools and examines the technologies and techniques used from both a computer science and engineering perspective. Topics covered include: geometric coordinate systems and transformations; quaternions; parametric curves and surfaces; forward and inverse kinematics; dynamic systems and control; computer simulation; keyframe, motion capture and procedural animation; behavior-based animation and control; facial animation; smart characters and intelligent agents. Prerequisite: Previous exposure to major concepts inn linear algebra (i.e. vector matrix math), curves and surfaces, dynamical systems (e.g. 2nd order mass-spring-damper systems) and 3D computer graphics has also been assumed in the preparation of the course materials.
One-term course offered either term
Also Offered As: CIS 562
Activity: Lecture
1.0 Course Unit

CIS 467 Scientific Computing
This course will focus on numerical algorithms and scientific computing techniques that are practical and efficient for a number of canonical science and engineering applications. Built on top of classical theories in multi-variable calculus and linear algebra (as a prerequisite), the lectures in this course will strongly focus on explaining numerical methods for applying these mathematical theories to practical engineering problems. Students will be expected to implement solutions and software tools using MATLAB/C++, practice state-of-the-art parallel computing paradigms, and learn scientific visualization techniques using modern software packages. Prerequisites: MATH 240, knowledge of C++, Python or MATLAB
Taught by: Chenfanfu Jiang
Also Offered As: CIS 567
Prerequisite: MATH 240
Activity: Lecture
1.0 Course Unit

CIS 471 Computer Organization and Design
This is the second computer organization course and focuses on computer hardware design. Topics covered are: (1) basic digital system design including finite state machines, (2) instruction set design and simple RISC assembly programming, (3) quantitative evaluation of computer performance, (4) circuits for integer and floating-point arithmetic, (5) datapath and control, (6) micro-programming, (7) pipeling, (8) storage hierarchy and virtual memory, (9) input/output, (10) different forms of parallelism including instruction level parallelism, data-level parallelism using both vectors and message-passing multi-processors, and thread-level parallelism using shared memory multiprocessors. Basic cache coherence and synchronization. Prerequisite: Knowledge of at least one programming language.
Taught by: Joseph Devietti
Course usually offered in spring term
Also Offered As: CIS 571
Prerequisite: CIS 240
Activity: Lecture
1.0 Course Unit
**CIS 497 DMD Senior Project**
The goal of this course is to provide an opportunity for seniors to define, design, and execute a project of their own choosing that demonstrates the technical skill abilities that you have acquired during your 4 years as undergraduates. Evaluation is based on selecting an interesting topic, completing appropriate research on the state of the art in that area, communicating your objectives in writing and in presentations, accurately estimating what resources will be required and completing your chosen task, coding necessary functionality, and executing your plan. Senior Standing or Permission of the instructor. One-term course offered either term
Activity: Lecture
1.0 Course Unit

**CIS 498 Senior Capstone Project**
The Senior Capstone Project is required for all BAS degree students, in lieu of the senior design course. The Capstone Project provides an opportunity for the student to apply the theoretical ideas and tools learned from other courses. The project is usually applied, rather than theoretical, and should focus on a real-world problem related to the career goals of the student. The one-semester project may be completed in either the fall or spring term of the senior year, and must be done under the supervision of a sponsoring faculty member. To register for this course, the student must submit a detailed proposal, signed by the supervising professor and the student's faculty advisor, two weeks prior to the start of the term.
Taught by: Norman Badler
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

**CIS 500 Software Foundations**
This course introduces basic concepts and techniques in the foundational study of programming languages. The central theme is the view of programs and programming languages as mathematical objects for which precise claims may be made and proved. Particular topics include operational techniques for formal definition of language features, type systems and type safety properties, polymorphism, constructive logic, and the Coq proof assistant. This course is appropriate as an upper-level undergraduate CIS elective. Undergraduates who have satisfied the prerequisites are welcome to enroll. No permission from the instructor is needed. Prerequisite: In addition to course prerequisites, at least two additional undergraduate courses in math or theoretical CS.
One-term course offered either term
Prerequisite: CIS 121 AND 160 AND 262
Activity: Lecture
1.0 Course Unit

**CIS 501 Computer Architecture**
This course is an introductory graduate course on computer architecture with an emphasis on a quantitative approach to cost/performance design tradeoffs. The course covers the fundamentals of classical and modern uniprocessor design: performance and cost issues, instruction sets, pipelining, superscalar, out-of-order, and speculative execution mechanisms, caches, physical memory, virtual memory, and I/O. Other topics include: static scheduling, VLIW and EPIC, software speculation, long (SIMD) and short (multimedia) vector execution, multithreading, and an introduction to shared memory multiprocessors. Knowledge of computer organization and basic programming skills.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

**CIS 502 Analysis of Algorithms**
An investigation of paradigms for design and analysis of algorithms. The course will include dynamic programming, flows and combinatorial optimization algorithms, linear programming, randomization and a brief introduction to intractability and approximation algorithms. The course will include other advanced topics, time permitting. Prerequisite: Data Structures and Algorithms at the undergraduate level.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

**CIS 505 Software Systems**
This course provides an introduction to fundamental concepts of distributed systems, and the design principles for building large scale computational systems. Topics covered include communication, concurrency, programming paradigms, naming, managing shared state, caching, synchronization, reaching agreement, fault tolerance, security, middleware, and distributed applications. This course is appropriate as an upper-level undergraduate CIS elective. Prerequisite: Undergraduate-level knowledge of Operating Systems and Networking, programming experience. Prerequisite: Undergraduate-level knowledge of Operating Systems and Networking.
One-term course offered either term
Prerequisite: CIT 594
Activity: Lecture
1.0 Course Unit

**CIS 511 Theory of Computation**
Review of regular and context-free languages and machine models. Turing machines and RAM models. Decidability, Halting problem, reductions, recursively enumerable sets, Universal TMs, Church/Turing thesis. Time and space complexity, hierarchy theorems, the complexity classes P, NP, PSPACE, L, NL, and co-NL. Reductions revisited, Cook-Levin Theorem, completeness, NL = co-NL. Advanced topics as time permits: Circuit complexity and parallel computation, randomized complexity, approximability, interaction and cryptography. Discrete Mathematics, Automata theory or Algorithms at the undergraduate level.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

**CIS 515 Fundamentals of Linear Algebra and Optimization**
This course provides firm foundations in linear algebra and basic optimization techniques. Emphasis is placed on teaching methods and tools that are widely used in various areas of computer science. Both theoretical and algorithmic aspects will be discussed.
Taught by: Jean Gallier
One-term course offered either term
Activity: Lecture
1.0 Course Unit
CIS 518 Topics in Logic: Finite Model Theory and Descriptive Complexity
This course will examine the expressive power of various logical languages over the class of finite structures. The course begins with an exposition of some of the fundamental theorems about the behavior of first-order logic in the context of finite structures, in particular, the Ehrenfeucht-Fraisse Theorem and the Trakhtenbrot Theorem. The first of these results is used to show limitations on the expressive power of first-order logic over finite structures while the second result demonstrates that the problem of reasoning about finite structures using first-order logic is surprisingly complex. The course then proceeds to consider various extensions of first-order logic including fixed-point operators, generalized quantifiers, infinitary languages, and higher-order languages. The expressive power of these extensions will be studied in detail and will be connected to various problems in the theory of computational complexity. This last motif, namely the relation between descriptive and computational complexity, will be one of the main themes of the course.
One-term course offered either term
Activity: Seminar
1.0 Course Unit

CIS 519 Applied Machine Learning
Machine learning has been essential to the success of many recent technologies, including autonomous vehicles, search engines, genomics, automated medical diagnosis, image recognition, and social network analysis, among many others. This course will introduce the fundamental concepts and algorithms that enable computers to learn from experience, with an emphasis on their practical application to real problems. This course will introduce supervised learning (decision trees, logistic regression, support vector machines, Bayesian methods, neural networks and deep learning), unsupervised learning (clustering, dimensionality reduction), and reinforcement learning. Additionally, the course will discuss evaluation methodology and recent applications of machine learning, including large scale learning for big data and network analysis.
One-term course offered either term
Also Offered As: CIS 419
Prerequisite: CIS 121
Activity: Lecture
1.0 Course Unit

CIS 520 Machine Learning
This course covers the foundations of statistical machine learning. The focus is on probabilistic and statistical methods for prediction and clustering in high dimensions. Topics covered include linear and logistic regression, SVMs, PCA and dimensionality reduction, EM and HMMs, and deep learning. Elementary probability, calculus, and linear algebra. Basic programming experience.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

CIS 521 Artificial Intelligence
This course investigates algorithms to implement resource-limited knowledge-based agents which sense and act in the world. Topics include, search, machine learning, probabilistic reasoning, natural language processing, knowledge representation and logic. After a brief introduction to the language, programming assignments will be in Python.
One-term course offered either term
Also Offered As: CIS 421
Prerequisites: CIS 121 and ESE 301 or STAT 430
Activity: Lecture
1.0 Course Unit

CIS 522 Deep Learning for Data Science
Deep learning techniques now touch on data systems of all varieties. Sometimes, deep learning is a product; sometimes, deep learning optimizes a pipeline; sometimes, deep learning provides critical insights; sometimes, deep learning sheds light on neuroscience or vice versa. The purpose of this course is to deconstruct the hype by teaching deep learning theories, models, skills, and applications that are useful for applications.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

CIS 523 Advanced Data Ethics
This class introduces aspiring data science technologists to the spectrum of ethical concerns, focusing on social norms like fairness, transparency and privacy. It introduces technical approaches to a number of these problems, including by hands-on examination of the tradeoffs in fairness and accuracy in predictive technology, introduction to differential privacy, and overview of evaluation conventions for predictive technology. It also provides guidelines for examining system training data for bias, representation (of race, gender and other characteristics) and ecological validity. Equipped with this knowledge, students will learn how to conduct informed analysis of the usefulness of predictive systems; they will audit for ethical concerns papers from the contemporary top artificial intelligence venues and the ongoing senior design projects.
Taught by: Michael Kearns
One-term course offered either term
Also Offered As: CIS 423
Prerequisite: CIS 121
Activity: Lecture
1.0 Course Unit

CIS 526 Machine Translation
Google translate can instantly translate between any pair of over fifty human languages (for instance, from French to English). How does it do that? Why does it make the errors that it does? And how can you build something better? Modern translation systems like Google Translate and Bing Translator learn how to translate by reading millions of words of already translated text, and this course will show you how they work. The course covers a diverse set of fundamental building blocks from linguistics, machine learning, algorithms, data structures, and formal language theory, along with their application to a real and difficult problem in artificial intelligence.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

CIS 530 Computational Linguistics
Computational approaches to the problem of understanding and producing natural language text and speech, including speech processing, syntactic parsing, semantic interpretation, discourse meaning, and the role of pragmatics and world knowledge. The course will examine both rule-based and corpus-based techniques. It is recommended that students have some knowledge of logic, basic linguistics, and/or programming.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
CIS 535 Introduction to Bioinformatics
This course provides overview of bioinformatics and computational biology as applied to biomedical research. A primary objective of the course is to enable students to integrate modern bioinformatics tools into their research activities. Course material is aimed to address biological questions using computational approaches and the analysis of data. A basic primer in programming and operating in a UNIX environment will be presented, and students will also be introduced to Python R, and tools for reproducible research. This course emphasizes direct, hands-on experience with applications to current biological research problems. Areas include DNA sequence alignment, genetic variation and analysis, motif discovery, study design for high-throughput sequencing RNA, and gene expression, single gene and whole-genome analysis, machine learning, and topics in systems biology. The relevant principles underlying methods used for analysis in these areas will be introduced and discussed at a level appropriate for biologists without a background in computer science. The course is not intended for computer science students who want to learn about biologically motivated algorithmic problems; BIOL 437/GCB 536 and GCB/CIS/BIOL 537 are more appropriate. Prerequisites: An advanced undergraduate course such as BIOL 421 or a graduate course in biology such as Biol 526 (Experimental Principles in Cell and Molecular Biology), BIOL 527 (Advanced Molecular Genetics), BIOL 540 (Genetic Systems), or equivalent, is a prerequisite.
Taught by: B Voight, C Greene
Course usually offered in spring term
Also Offered As: GCB 535, MTR 535, PHRM 535
Prerequisite: BIOL 421 OR BIOL 526 OR BIOL 527 OR BIOL 528 OR BIOL 540
Activity: Lecture
1.0 Course Unit

CIS 536 Fundamentals of Computational Biology
Introductory computational biology course designed for both biology students and computer science, engineering students. The course will cover fundamentals of algorithms, statistics, and mathematics as applied to biological problems. In particular, emphasis will be given to biological problem modeling and understanding the algorithms and mathematical procedures at the ‘pencil and paper’ level. That is, practical implementation of the algorithms is not taught but principles of the algorithms are covered using small sized examples. Topics to be covered are: genome annotation and string algorithms, pattern search and statistical learning, molecular evolution and phylogenetics, functional genomics and systems-level analysis. Prerequisite: College level introductory biology required; undergraduate or graduate level statistics taken previously or concurrently required; molecular biology and/or genetics encouraged; programming experience encouraged.
Taught by: Kim
Course usually offered in fall term
Also Offered As: BIOL 536, GCB 536
Prerequisite: ((BIOL 101 AND BIOL 102) OR BIOL 121) AND STAT 111 AND STAT 112
Activity: Lecture
1.0 Course Unit

CIS 537 Biomedical Image Analysis
This course covers the fundamentals of advanced quantitative image analysis that apply to all of the major and emerging modalities in biological/biomaterials imaging and in vivo biomedical imaging. While traditional image processing techniques will be discussed to provide context, the emphasis will be on cutting edge aspects of all areas of image analysis (including registration, segmentation, and high-dimensional statistical analysis). Significant coverage of state-of-the-art biomedical research and clinical applications will be incorporated to reinforce the theoretical basis of the analysis methods. Prerequisite: Mathematics through multivariate calculus (MATH 241), programming experience, as well as some familiarity with linear algebra, basic physics, and statistics.
One-term course offered either term
Also Offered As: BE 537
Activity: Lecture
1.0 Course Unit

CIS 540 Principles of Embedded Computation
This course is focused on principles underlying design and analysis of computational elements that interact with the physical environment. Increasingly, such embedded computers are everywhere, from smart cameras to medical devices to automobiles. While the classical theory of computation focuses on the function that a program computes, to understand embedded computation, we need to focus on the reactive nature of the interaction of a component with its environment via inputs and outputs, the continuous dynamics of the physical world, different ways of communication among components, and requirements concerning safety, timeliness, stability, and performance. Developing tools for approaching design, analysis, and implementation of embedded systems in a principled manner is an active research area. This course will attempt to give students a coherent introduction to this emerging area. This course is appropriate as an upper-level undergraduate CIS elective. This course assumes mathematical maturity, commensurate with either ESE 210 (Introduction to Dynamical Systems), or CIS 262 (Introduction to Theory of Computation). It is suitable for students who have an undergraduate degree in computer science, or computer engineering, or electrical engineering. It is also suitable for Penn undergraduates in CIS or CE as an upper-level elective.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

CIS 541 Embedded Software for Life-Critical Applications
The goal of this course is to give students greater design and implementation experience in embedded software development and to teach them how to model, design, verify, and validate safety critical systems in a principled manner. Students will learn the principles, methods, and techniques for building life-critical embedded systems, ranging from requirements and models to design, analysis, optimization, implementation, and validation. Topics will include modeling and analysis methods and tools, real-time programming paradigms and languages, distributed real-time systems, global time, time-triggered communications, assurance case, software architecture, evidence-based certification, testing, verification, and validation. The course will include a series of projects that implements life-critical embedded systems (e.g., pacemaker, infusion pumps, closed-loop medical devices).
One-term course offered either term
Also Offered As: CIS 441
Prerequisite: CIS 240
Activity: Lecture
1.0 Course Unit
CIS 542 Embedded Systems Programming
This course explores techniques for writing correct and efficient embedded code. Topics include C/C++ idioms, data abstraction, elementary data structures and algorithms, environment modeling, concurrency, hard real time, and modular program reasoning. C proficiency. One-term course offered either term
Activity: Lecture
1.0 Course Unit

CIS 545 Big Data Analytics
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

CIS 547 Software Analysis
This course covers the theory and practice of software analysis - a body of algorithms and techniques to reason about program behavior with applications to effectively test, debug, and secure large, complex codebases. The course surveys a wide range of applications of software analysis including proving the absence of common programming errors, discovering and preventing security vulnerabilities, systematically testing intricate data structures and libraries, and localizing root causes in complex software failures. Familiarity with programming (CIS 120), algorithms (CIS 121), and mathematical foundations (CIS 160). Specifically: - Assignments involve programming in C/C++ in the LLVM compiler infrastructure. - Lectures and exams presume knowledge of search and graph algorithms, and background in logic and probability.
Taught by: Mayur Naik
One-term course offered either term
Activity: Lecture
1.0 Course Unit

CIS 548 Operating Systems Design and Implementation
The purpose of this masters-level course is to teach the design and implementation of operating systems and operating systems concepts that appear in other advanced systems. The course divides into three major sections. The first part of the course discusses concurrency: how to manage multiple tasks that execute at the same time and share resources. Topics in this section include processes and threads, context switching, synchronization, scheduling, and deadlock. The second part of the course addresses the problem of memory management; it will cover topics such as linking, dynamic memory allocation, dynamic address translation, virtual memory, and demand paging. The third major part of the course concerns file systems, including topics such as storage devices, disk management and scheduling, directories, protection, and crash recovery. After these three major topics, the class will conclude with specialized topics such as virtual machines and case studies of different operating systems (e.g. Android, Windows, Linux, etc.).
One-term course offered either term
Activity: Lecture
1.0 Course Unit

Notes: This is considered a faster-paced version of the CIS 380 taken by Penn undergraduates. Due to topic overlaps, undergraduates who have taken CIS 380 will not get credit for taking this course. Undergraduates who have taken CIS 380 should directly proceed to take CIS 505 if they are submatriculating.

CIS 549 Wireless Communications for Mobile Networks and Internet of Things
This course covers generations of wireless mobile network standards and systems, basic differences and their evolution, charting the development of mobile telecommunications systems from 3G, to today's state-of-the-art wireless technology 4G LTE, and the next generation wireless technology, 5G.
Taught by: Bongho Kim
One-term course offered either term
Prerequisite: ESE 407 or CIS 505 or 551 or 553
Activity: Lecture
1.0 Course Unit

CIS 550 Database and Information Systems
This course provides an introduction to the broad field of database and information systems, covering a variety of topics relating to structured data, ranging from data modeling to logical foundations and popular languages, to system implementations. We will study the theory of relational and XML data design; the basics of query languages; efficient storage of data, execution of queries and query optimization; transactions and updates; web-database development; and 'big data' and NoSQL systems. The course assumes mathematical and programming experience equivalent to CIS160 and CIS121.
Taught by: Susan Davidson
Course usually offered in fall term
Also Offered As: CIS 450
Prerequisites: CIS 121, 160
Activity: Lecture
1.0 Course Unit

CIS 551 Computer and Network Security.
This is an introduction to topics in the security of computer systems and communication on networks of computers. The course covers four major areas: fundamentals of cryptography, security for communication protocols, security for operating systems and mobile programs, and security for electronic commerce. Sample specific topics include: passwords and offline attacks, DES, RSA,DSA, SHA, SSL, CBC, IPSec, SET, DDoS attacks, biometric authentication, PKI, smart cards, S/MIME, privacy on the Web, viruses, security models, wireless security, and sandboxing. Students will be expected to display knowledge of both theory and practice through written examinations and programming assignments.
Taught by: Sebastian Angel
Course usually offered in spring term
Prerequisite: CIS 160 AND 240
Activity: Lecture
1.0 Course Unit

CIS 552 Advanced Programming
The goals of this course are twofold: (1) to take good programmers and turn them into excellent ones, and (2) to introduce them to a range of modern software engineering practices, in particular those embodied in advanced functional programming languages. Four courses involving significant programming and a discrete mathematics or modern algebra course. Enrollment by permission of the instructor only.
One-term course offered either term
Activity: Lecture
1.0 Course Unit
CIS 553 Networked Systems
This course provides an introduction to fundamental concepts in the design and implementation of networked systems, their protocols, and applications. Topics to be covered include: Internet architecture, network applications, addressing, routing, transport protocols, network security, and peer-to-peer networks. The course will involve written assignments, examinations, and programming assignments. Students will work in teams to design and implement networked systems in layers, from routing protocols, transport protocols, to peer-to-peer networks.
One-term course offered either term
Prerequisite: CIS 121
Activity: Lecture
1.0 Course Unit

CIS 554 Programming Paradigms
Achieving mastery in a new programming language requires more than just learning a new syntax; rather, different languages support different ways to think about solving problems. Not all programming languages are inherently procedural or object-oriented. The intent of this course is to provide a basic understanding of a wide variety of programming paradigms, such as logic programming, functional programming, concurrent programming, rule-based programming, and others.
One-term course offered either term
Prerequisite: CIS 121 OR CIT 594
Activity: Lecture
1.0 Course Unit

CIS 555 Internet and Web Systems
This course focuses on the challenges encountered in building Internet and web systems: scalability, interoperability (of data and code), security and fault tolerance, consistency models, and location of resources, services, and data. We will examine how XML standards enable information exchange; how web services support cross-platform interoperability (and what their limitations are); how to build high-performance application servers; how 'cloud computing' services work; how to perform Akamai-like content distribution; and how to provide transaction support in distributed environments. We will study techniques for locating machines, resources, and data (including directory systems, information retrieval indexing, ranking, and web search); and we will investigate how different architectures support scalability (and the issues they face). We will also examine ideas that have been proposed for tomorrow's Web, and we will see some of the challenges, research directions, and potential pitfalls. An important goal of the course is not simply to discuss issues and solutions, but to provide hands-on experience with a substantial implementation project. This semester's project will be a peer-to-peer implementation of a Google-style search engine, including distributed, scalable crawling; indexing with ranking; and even PageRank. As a side-effect of the material of this course you will learn about some aspects of large-scale software development assimilating large APIs, thinking about modularity, reading other people's code, managing versions, debugging, etc. Prerequisite: Familiarity with threads and concurrency, strong Java programming skills.
One-term course offered either term
Also Offered As: CIS 455
Activity: Lecture
1.0 Course Unit

CIS 556 Cryptography
This course is a graduate-level introduction to cryptography, both theory and applications. Topics covered include symmetric cryptography, message authentication, public-key cryptography, digital signatures, cryptanalysis, cryptographic security, and secure channels, as well as a selection of more advanced topics such as zero-knowledge proofs, secure multiparty computation, privacy-enhancing technologies, or lattice-based cryptography.
One-term course offered either term
Prerequisites: CIS 262, 320
Activity: Lecture
1.0 Course Unit

CIS 557 Programming for the Web
This course will focus on web programming. The first half will focus on the basics of the internet and the Web, HTML and CSS, and basic and advanced Ruby. The second half will focus on Rails. Teams (of size 2-3) will build a web application in the second half of the semester as the class project. Through Rails, we'll explore the 'culture' of web programming such as agile methodology, testing, key aspects of software engineering, using web services and APIs, and deploying to the cloud.
Prerequisites: CIS 121, CIT 594, or equivalent, or permission of the instructor
Activity: Lecture
1.0 Course Unit

CIS 559 Programming and Problem Solving
This course develops students problem solving skills using techniques that they have learned during their CS training. Over the course of the semester, students work on group projects in which they use programming techniques to solve open-ended problems, e.g. optimization, simulation, etc. There are no 'correct' answers to these problems; rather, the focus is on the four steps of the problem solving process: algorithmic thinking; programming; analysis; and communication. Prerequisite: Proficiency in Java.
One-term course offered either term
Prerequisite: CIS 320 OR CIS 502
Activity: Lecture
1.0 Course Unit

CIS 560 Interactive Computer Graphics
This course focuses on programming the essential mathematical and geometric concepts underlying modern computer graphics. Using 3D interactive implementations, it covers fundamental topics such as mesh data structures, transformation sequences, rendering algorithms, and curve interpolation for animation. Students are also introduced to two programming languages widely used in the computer graphics industry: C++ and GLSL. The curriculum is heavily project-based, and culminates in a group project focused on building an interactive first-person world exploration application using the various real-time interaction and rendering algorithms learned throughout the semester.
Course usually offered in fall term
Also Offered As: CIS 460
Prerequisites: CIS 120, 121, 240
Activity: Lecture
1.0 Course Unit
CIS 561 Advanced Computer Graphics
This course is designed to provide a comprehensive overview to computer graphics techniques in 3D modeling, image synthesis, and rendering. Topics cover: geometric transformations, geometric algorithms, software systems, 3D object models (surface, volume and implicit), visible surface algorithms, image synthesis, shading, mapping, ray tracing, radiosity, global illumination, sampling, anti-aliasing, Monte Carlo path tracing, and photon mapping. Prerequisite: A working knowledge of C++ programming is required (one year programming experience in general). Knowledge of vector geometry is useful.
One-term course offered either term
Also Offered As: CIS 461
Activity: Lecture
1.0 Course Unit

CIS 562 Computer Animation
This course covers core subject matter common to the fields of robotics, character animation and embodied intelligent agents. The intent of the course is to provide the student with a solid technical foundation for developing, animating and controlling articulated systems used in interactive computer games, virtual reality simulations and high-end animation applications. The course balances theory with practice by "looking under the hood" of current animation systems and authoring tools and examines the technologies and techniques used from both a computer science and engineering perspective. Topics covered include: geometric coordinate systems and transformations; quaternions; parametric curves and surfaces; forward and inverse kinematics; dynamic systems and control; computer simulation; keyframe, motion capture and procedural animation; behavior-based animation and control; facial animation; smart characters and intelligent agents. Prerequisite: Previous exposure to major concepts in linear algebra (i.e. vector matrix math), curves and surfaces, dynamical systems (e.g. 2nd order mass-spring-damper systems) and 3D computer graphics has also been assumed in the preparation of the course materials.
One-term course offered either term
Also Offered As: CIS 462
Activity: Lecture
1.0 Course Unit

CIS 563 Physically Based Animation
This course introduces students to common physically based simulation techniques for animation of fluids and gases, rigid and deformable solids, cloth, explosions, fire, smoke, virtual characters, and other systems. Physically based simulation techniques allow for creation of extremely realistic special effects for movies, video games and surgical simulation systems. We will learn state-of-the-art techniques that are commonly used in current special effects and animation studios and in video games community. To gain hands-on experience, students will implement basic simulators for several systems. The topics will include: Particle Systems, Mass spring systems, Deformable Solids & Fracture, Cloth, Explosions & Fire, Smoke, Fluids, Deformable active characters, Simulation and control of rigid bodies, Rigid body dynamics, Collision detection and handling, Simulation of articulated characters, Simulated characters in games. The course is appropriate for both upper level undergraduate and graduate students. Prerequisite: Students should have a good knowledge of object-oriented programming (C++) and basic familiarity with linear algebra and physics. Background in computer graphics is required (CIS 461 and 561).
One-term course offered either term
Activity: Lecture
1.0 Course Unit

CIS 564 Game Design and Development
The intent of the course is to provide students with a solid theoretical understanding of the core creative principles, concepts, and game play structures/schemas underlying most game designs. The course also will examine game development from an engineering point of view, including: game play mechanics, game engine software and hardware architectures, user interfaces, design documents, playtesting and production methods. Basic understanding of 3D graphics and animation principles, prior exposure to scripting and programming languages such as Python, C and C++
One-term course offered either term
Activity: Lecture
1.0 Course Unit

CIS 565 GPU Programming and Architecture
This course examines the architecture and capabilities of modern GPUs. The graphics processing unit (GPU) has grown in power over recent years, to the point where many computations can be performed faster on the GPU than on a traditional CPU. GPUs have also become programmable, allowing them to be used for a diverse set of applications far removed from traditional graphics settings. Topics covered include architectural aspects of modern GPUs, with a special focus on their streaming parallel nature, writing programs on the GPU using high level languages like Cg and BrookGPU, and using the GPU for graphics and general purpose applications in the area of geometry modeling, physical simulation, scientific computing and games. Students are expected to have a basic understanding of computer architecture and graphics, and should be proficient in OpenGL and C/C++. This course is appropriate as an upper-level undergraduate CIS elective. CIS 460 or CIS 560, and familiarity with computer hardware/systems. The hardware/systems requirement may be met by CIS 501; or CIT 593 and 595; or CIS 240 (with CIS 371 recommended); or equivalent coursework.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

CIS 566 Procedural Computer Graphics
Sprawling cities, dense vegetation, infinite worlds - procedural graphics empower technical artists to quickly create complex digital assets that would otherwise be unfeasible. This course is intended to introduce the mathematical and algorithmic foundations of procedural modeling and animation techniques, and to offer hands-on experience designing and implementing visual recipes in original graphics projects by applying these methods. Students should have a strong interest in both the creative and technical aspects of computer graphics, as well as a solid programming background.
One-term course offered either term
Prerequisite: CIS 460 OR CIS 560
Activity: Lecture
1.0 Course Unit
CIS 567 Scientific Computing
This course will focus on numerical algorithms and scientific computing techniques that are practical and efficient for a number of canonical science and engineering applications. Built on top of classical theories in multi-variable calculus and linear algebra (as a prerequisite), the lectures in this course will strongly focus on explaining numerical methods for applying these mathematical theories to practical engineering problems. Students will be expected to implement solutions and software tools using MATLAB/C++, practice state-of-the-art parallel computing paradigms, and learn scientific visualization techniques using modern software packages. Prerequisites: MATH 240, knowledge of C++, Python or MATLAB
Taught by: Chenfanfu Jiang
One-term course offered either term
Also Offered As: CIS 467
Prerequisite: MATH 240
Activity: Lecture
1.0 Course Unit

CIS 568 Game Design Practicum
The objective of the game design practicum is to provide students with hands on experience designing and developing 3D computer games. Working in teams of three or four, students will brainstorm an original game concept, write a formal game design document then develop a fully functional prototype consisting of a playable level of the game. In addition to creation of original art and animation assets for the game, technical features to be designed and implemented include a novel game mechanic and/or user interaction model, game physics (i.e. particle systems and rigid body dynamics), character animation, game AI (i.e. movement control, path planning, decision making, etc.), sound effects and effects and background music, 2D graphical user interface (GUI) design and optional multiplayer networking capabilities. Consistent with standard industry practices, game code and logic will be written using C++ and popular scripting languages such as Python and Lua. State-of-the-art game and physics engine middleware also will be used to expose students to commercial-grade software, production methodologies and art asset pipelines. As a result of their game development efforts, students will learn first hand about the creative process, design documentation, object-oriented software design and engineering, project management (including effective team collaboration and communication techniques), design iteration through user feedback and play-testing, and most importantly, what makes a game fun to play.
One-term course offered either term
Prerequisite: CIS 460 OR CIS 461 OR CIS 462 OR CIS 560 OR CIS 561 OR CIS 562
Corequisite: CIS 564
Activity: Lecture
1.0 Course Unit

CIS 569 Machine Perception
An introduction to the problems of computer vision and other forms of machine perception that can be solved using geometrical approaches rather than statistical methods. Emphasis will be placed on both analytical and computational techniques. This course is designed to provide students with an exposure to the fundamental mathematical and algorithmic techniques that are used to tackle challenging image based modeling problems. The subject matter of this course finds application in the fields of Computer Vision, Computer Graphics and Robotics. Some of the topics to be covered include: Projective Geometry, Camera Calibration, Image Formation, Projective, Affine and Euclidean Transformations, Computational Stereopsis, and the recovery of 3D structure from multiple 2D images. This course will also explore various approaches to object recognition that make use of geometric techniques, these would include alignment based methods and techniques that exploit geometric invariants. In the assignments for this course, students will be able to apply the techniques to actual computer vision problems. This course is appropriate as an upper-level undergraduate CIS elective. A solid grasp of the fundamentals of linear algebra. Some knowledge of programming in C and/or Matlab
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

CIS 570 Machine Perception
An introduction to the problems of computer vision and other forms of machine perception that can be solved using geometrical approaches rather than statistical methods. Emphasis will be placed on both analytical and computational techniques. This course is designed to provide students with an exposure to the fundamental mathematical and algorithmic techniques that are used to tackle challenging image based modeling problems. The subject matter of this course finds application in the fields of Computer Vision, Computer Graphics and Robotics. Some of the topics to be covered include: Projective Geometry, Camera Calibration, Image Formation, Projective, Affine and Euclidean Transformations, Computational Stereopsis, and the recovery of 3D structure from multiple 2D images. This course will also explore various approaches to object recognition that make use of geometric techniques, these would include alignment based methods and techniques that exploit geometric invariants. In the assignments for this course, students will be able to apply the techniques to actual computer vision problems. This course is appropriate as an upper-level undergraduate CIS elective. A solid grasp of the fundamentals of linear algebra. Some knowledge of programming in C and/or Matlab
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

CIS 571 Computer Organization and Design
This is the second computer organization course and focuses on computer hardware design. Topics covered are: (1) basic digital system design including finite state machines, (2) instruction set design and simple RISC assembly programming, (3) quantitative evaluation of computer performance, (4) circuits for integer and floating-point arithmetic, (5) datapath and control, (6) micro-programming, (7) pipelining, (8) storage hierarchy and virtual memory, (9) input/output, (10) different forms of parallelism including instruction level parallelism, data-level parallelism using both vectors and message-passing multi-processors, and thread-level parallelism using shared memory multiprocessors. Basic cache coherence and synchronization. Prerequisite: Knowledge of at least one programming language.
Taught by: Joseph Devietti
Course usually offered in spring term
Also Offered As: CIS 471
Prerequisite: CIS 240
Activity: Lecture
1.0 Course Unit

CIS 573 Software Engineering
This course covers the theory and practice of software analysis -- a body of algorithms and techniques to reason about program behavior with applications to effectively test, debug, and secure large, complex codebases. The course surveys a wide range of applications of software analysis including proving the absence of common programming errors, discovering and preventing security vulnerabilities, systematically testing intricate data structures and libraries, and localizing root causes in complex software failures. Topics covered include dataflow analysis, constraint-based analysis, type systems, program specifications, randomized testing, automated debugging, and symbolic execution. Prerequisite: Proficiency in Java.
Course usually offered in fall term
Prerequisite: CIT 594 OR CIS 350
Activity: Lecture
1.0 Course Unit

CIS 574 Software Engineering
This course covers the theory and practice of software analysis -- a body of algorithms and techniques to reason about program behavior with applications to effectively test, debug, and secure large, complex codebases. The course surveys a wide range of applications of software analysis including proving the absence of common programming errors, discovering and preventing security vulnerabilities, systematically testing intricate data structures and libraries, and localizing root causes in complex software failures. Topics covered include dataflow analysis, constraint-based analysis, type systems, program specifications, randomized testing, automated debugging, and symbolic execution. Prerequisite: Proficiency in Java.
Course usually offered in spring term
Also Offered As: CIS 471
Prerequisite: CIS 240
Activity: Lecture
1.0 Course Unit

CIS 580 Machine Perception
An introduction to the problems of computer vision and other forms of machine perception that can be solved using geometrical approaches rather than statistical methods. Emphasis will be placed on both analytical and computational techniques. This course is designed to provide students with an exposure to the fundamental mathematical and algorithmic techniques that are used to tackle challenging image based modeling problems. The subject matter of this course finds application in the fields of Computer Vision, Computer Graphics and Robotics. Some of the topics to be covered include: Projective Geometry, Camera Calibration, Image Formation, Projective, Affine and Euclidean Transformations, Computational Stereopsis, and the recovery of 3D structure from multiple 2D images. This course will also explore various approaches to object recognition that make use of geometric techniques, these would include alignment based methods and techniques that exploit geometric invariants. In the assignments for this course, students will be able to apply the techniques to actual computer vision problems. This course is appropriate as an upper-level undergraduate CIS elective. A solid grasp of the fundamentals of linear algebra. Some knowledge of programming in C and/or Matlab
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
CIS 581 Computer Vision & Computational Photography
This is an introductory course to Computer Vision and Computational Photography. This course will explore three topics: 1) image morphing, 2) image matching and stitching, and 3) image recognition. This course is intended to provide a hands-on experience with interesting things to do on images/videos. The world is becoming image-centric. Cameras are now found everywhere, in our cell phones, automobiles, even in medical surgery tools. Computer vision technology has led to latest innovations in areas such as Hollywood movie production, medical diagnosis, biometrics, and digital library. This course is suited for students from all Engineering backgrounds, who have the basic knowledge of linear algebra and programming, and a lot of imagination.
Taught by: Jianbo Shi
Course not offered every year
Activity: Lecture
1.0 Course Unit

CIS 597 Master's Thesis Research
For students working on an advanced research leading to the completion of a Master's thesis.
One-term course offered either term
Activity: Masters Thesis
1.0 Course Unit

CIS 599 Independent Study for Masters Students
For master's students studying a specific advanced subject area in computer and information science. Involves coursework and class presentations. A CIS 599 course unit will invariably include formally gradable work comparable to that in a CIS 500-level course. Students should discuss with the faculty supervisor the scope of the Independent Study, expectations, work involved, etc.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

CIS 601 Advanced Topics in Computer Architecture
This course will focus on research topics in computer architecture, and include reading and presenting research papers and an optional project. The content will differ with each offering, covering topics such as multicore programmability, datacenter and warehouse-scale computing, security, energy-efficient architectures, etc.
One-term course offered either term
Prerequisite: CIS 501 OR CIS 371
Activity: Lecture
1.0 Course Unit

CIS 610 Advanced Geometric Methods in Computer Science
The purpose of this course is to present some of the advanced geometric methods used in geometric modeling, computer graphics, computer vision, etc. The topics may vary from year to year, and will be selected among the following subjects (nonexhaustive list): Introduction to projective geometry with applications to rational curves and surfaces, control points for rational curves, rectangular and triangular rational patches, drawing closed rational curves and surfaces; Differential geometry of curves (curvature, torsion, osculating planes, the Frenet frame, osculating circles, osculating spheres); Differential geometry of surfaces (first fundamental form, normal curvature, second fundamental form, geodesic curvature, Christoffel symbols, principal curvatures, Gaussian curvature, mean curvature, the Gauss map and its derivative dN, the Dupin indicatrix, the Theorema Egregium equations of Codazzi-Mainardi, Bonnet's theorem, lines of curvatures, geodesic torsion, asymptotic lines, geodesic lines, local Gauss-Bonnet theorem).
Course usually offered in spring term
Prerequisite: CIS 510
Activity: Lecture
1.0 Course Unit

CIS 620 Advanced Topics in Machine Learning
This course covers a variety of advanced topics in machine learning, such as the following: statistical learning theory (statistical consistency properties of surrogate loss minimizing algorithms); approximate inference in probabilistic graphical models (variational inference methods and sampling-based inference methods); structured prediction (algorithms and theory for supervised learning problems involving complex/structured labels); and online learning in complex/structured domains. The precise topics covered may vary from year to year based on student interest and developments in the field.
Course usually offered in spring term
Prerequisite: CIS 520
Activity: Seminar
1.0 Course Unit

CIS 625 Theory of Machine Learning
This course is an introduction to the theory of Machine Learning, a field which attempts to provide algorithmic, complexity-theoretic and statistical foundations to modern machine learning. The focus is on topics in machine learning theory for researchers and students in artificial intelligence, neural networks, theoretical computer science, and statistics.
Taught by: Michael Kearns
One-term course offered either term
Activity: Seminar
1.0 Course Unit

CIS 630 Advanced Topics in Natural Language Processing
Different topics selected each offering; e.g., NL generation, question-answering, information extraction, machine translation, restricted grammar formalisms, computational lexical semantics, etc.
One-term course offered either term
Prerequisite: CIS 530
Activity: Seminar
1.0 Course Unit
CIS 640 Advanced Topics in Software Systems: Data Driven IoT/Edge Computing
This course is to explore selected topics in data driven IoT/Edge Computing. We are currently witnessing a technological paradigm shift, in which the IoT systems are increasingly deployed in society. This course is to study emerging paradigms in IoT/Edge computing and to learn how to develop data driven applications that can harness the power of the IoT/Edge computing. For application domains, the course will target connected medical devices, smart home for aging, and connected automotive systems. Topics to be covered include IoT/Edge computing architectures, the Internet of medical things, connected vehicles, anomaly detection, mixed initiative systems, closed-loop systems, resource allocation, and security and privacy. The course will require a significant term project in connected health or connected automotive domains. Taught by: Insup Lee
Course usually offered in spring term
Prerequisite: (CIS 545 OR CIS 519) AND (CIS 505 OR CIS 541)
Activity: Lecture
1.0 Course Unit

CIS 650 Advanced Topics in Databases
Advanced topics in databases: distributed databases, integrity constraints, failure, concurrency control, relevant relational theory, semantics of data models, the interface between programming of languages and databases. Object-oriented databases. New topics are discussed each year.
Course usually offered in spring term
Prerequisite: CIS 550
Activity: Seminar
1.0 Course Unit

CIS 660 Advanced Topics in Computer Graphics and Animation
The goal of the course is to review state-of-the art research in the fields of computer graphics and animation as well as provide students with working knowledge of how to convert theory to practice by developing an associated graphics/animation authoring tool. The course is comprised of primers, lectures, student presentations and the authoring tool group project. Each student will be responsible for presenting one primer and at least two SIGGRAPH papers to the class. Working in teams of two, students will design and develop an authoring tool that facilitates the creation of a new type of user interaction, animation/simulation capability or 3D graphics special effect. Research papers published in the SigGraph Conference proceedings will provide the basis for the features/functionality/special effects that can be selected for implementation in the authoring tool. Each group will analyze the need and user requirements for the tool they plan to develop, prepare a formal software design document, construct a project work plan, develop the authoring tool functionality and user interface, test the design and demonstratethe authoring of associated content. A plug-in to standard authoring tools such as Maya or Houdini must also be developed to enable importing of appropriate assets and/or exporting of results.
Course usually offered in spring term
Prerequisite: CIS 560
Activity: Seminar
1.0 Course Unit

CIS 665 Advanced Topics in Computer Graphics and Animation
Graduate seminar in advanced work on machine perception as it applies to robots as well as to the modeling of human perception. Topics vary with each offering. A previous course in machine perception or knowledge of image processing, experience with an operating system and language such as Unix and C, and aptitude for mathematics.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

CIS 670 Advanced Topics in Programming Languages
The details of this course change from year to year, but its purpose is to cover theoretical topics related to programming languages. Some central topics include: denotational vs operational semantics, domain theory and category theory, the lambda calculus, type theory (including recursive types, generics, type inference and modules), logics of programs and associated completeness and decidability problems, specification languages, and models of concurrency. The course requires a degree of mathematical sophistication.
One-term course offered either term
Prerequisite: CIS 500
Activity: Seminar
1.0 Course Unit

CIS 673 Computer-Aided Verification
This course introduces the theory and practice of formal methods for the design and analysis of concurrent and embedded systems. The emphasis is on the underlying logical and automata-theoretic concepts, the algorithmic solutions, and heuristics to cope with the high computational complexity. Topics: Models and semantics of reactive systems; Verification algorithms; Verification techniques. Topics may vary depending on instructor. Basic knowledge of algorithms, data structures, automata theory, propositional logic, operating systems, communication protocols, and hardware (CIS 262, CIS 380, or permission of the instructor).
One-term course offered either term
Activity: Lecture
1.0 Course Unit

CIS 677 Advanced Topics in Algorithms and Complexity
This course covers various aspects of discrete algorithms. Graph-theoretic algorithms in computational biology, and randomization and computation; literature in dynamic graph algorithms, approximation algorithms, and other areas according to student interests. Consent of the instructor.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

CIS 680 Advanced Topics in Machine Perception
Graduate seminar in advanced work on machine perception as it applies to robots as well as to the modeling of human perception. Topics vary with each offering. A previous course in machine perception or knowledge of image processing, experience with an operating system and language such as Unix and C, and aptitude for mathematics.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
CIS 682 Friendly Logics
The use of logical formalisms in Computer Science is dominated by a fundamental conflict: expressiveness vs. algorithmic tractability. Database constraint logics, temporal logics and description logics are successful compromises in this conflict: (1) they are expressive enough for practical specifications in certain areas, and (2) there exist interesting algorithms for the automated use of these specifications. Interesting connections can be made between these logics because temporal and description logics are modal logics, which in turn can be seen, as can database constraint logics, as certain fragments of first-order logic. These connections might benefit research in databases, computer-aided verification and AI. Discussion includes other interesting connections, e.g., with SLD-resolution, with constraint satisfaction problems, with finite model theory and with automata theory.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

CIS 700 Special Topics
One time course offerings of special interest. Equivalent to a CIS 5XX level course.
Course not offered every year
Activity: Lecture
1.0 Course Unit

CIS 800 PhD Special Topics
One-time course offerings of special interest. Equivalent to CIS seminar course. Offerings to be determined.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

CIS 895 Teaching Practicum
Enrollment for students participating in Teaching Practicum.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

CIS 899 Doctoral Independent Study
For doctoral students studying a specified advanced subject area in computer and information science. The Independent Study may involve coursework, presentations, and formally gradable work comparable to that in a CIS 500 or 600 level course. The Independent Study may also be used by doctoral students to explore research options with faculty, prior to determining a thesis topic. Students should discuss with the faculty supervisor the scope of the Independent Study, expectations, work involved, etc. The Independent Study should not be used for ongoing research towards a thesis, for which the CIS 999 designation should be used.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

CIS 990 Masters Thesis
For master’s students who have taken ten course units and need only to complete the writing of a thesis or finish work for incompletes in order to graduate. CIS 990 carries full time status with zero course units and may be taken only once.
Activity: Masters Thesis
1.0 Course Unit

CIS 995 Dissertation
For Ph.D. candidates working exclusively on their dissertation research, having completed enrollment for a total of ten semesters (fall and spring). There is no credit or grade for CIS 995.
Activity: Dissertation
1.0 Course Unit

CIS 999 Thesis/Dissertation Research
For students pursuing advanced research to fulfill PhD dissertation requirements.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

Computer and Information Technology (CIT)

CIT 590 Programming Languages and Techniques
Introduction to fundamental concepts of programming and computer science for students who have little or no experience in these areas. Principles of modern object-oriented programming languages: abstraction, types, polymorphism, encapsulation, and inheritance. Basic algorithmic techniques and informal complexity analysis. Graphical user interfaces. Substantial programming assignments in Python and Java.
This course is for students who do not have an academic background in computer science and who are not pursuing the Master’s in Computer Information Technology and who are not graduate students in the CIS Department.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

CIT 591 Introduction to Software Development
Introduction to fundamental concepts of programming and computer science. Principles of modern object-oriented programming languages: abstraction, types, polymorphism, encapsulation, inheritance, and interfaces. This course will also focus on best practices and aspects of software development such as software design, software testing, pair programming, version control, and using IDEs. Substantial programming assignments.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

CIT 592 Mathematical Foundations of Computer Science
This course introduces you to math concepts that form the backbone of the majority of computer science. Topics covered include sets, functions, permutations and combinations, discrete probability, expectation, mathematical induction and graph theory. The goal of the course is to ensure that students are comfortable enough with the math required for most of the CIS electives. CIS 502 and CIT596 heavily rely on concepts taught in this course.
One-term course offered either term
Activity: Lecture
1.0 Course Unit
CIT 593 Introduction to Computer Systems
This course provides an introduction to fundamental concepts of computer systems and computer architecture. You will learn the C programming language and an instruction set (machine language) as a basis for understanding how computers represent data, process information, and execute programs. The course also focuses on the Unix environment and includes a weekly hands-on lab session.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

CIT 594 Data Structures and Software Design
This course will focus on data structures, software design, and advanced Java. The course starts off with an introduction to data structures and basics of the analysis of algorithms. Important data structures covered will include arrays, lists, stacks, queues, trees, hash maps, and graphs. The course will also focus on software design and advanced Java topics such as software architectures, design patterns, networking, multithreading, and graphics. We will use Java for the entire course.
One-term course offered either term
Prerequisite: CIT 591
Activity: Lecture
1.0 Course Unit

CIT 595 Computer Systems Programming
This course builds on your knowledge of C and focuses on systems programming for Linux, specifically the libraries that programmers use for threading and concurrency, synchronization, inter-process communication, and networking. The course also introduces the C++ programming language, and covers important concepts in modern operating systems, including processes, scheduling, caching, and virtual memory. After completing this course, you will have the requisite knowledge and experience for systems-focused CIS graduate-level electives.
One-term course offered either term
Prerequisite: CIT 593
Activity: Lecture
1.0 Course Unit

CIT 596 Algorithms and Computation
This course focuses primarily on the design and analysis of algorithms. We will begin with sorting and searching algorithms and then spend most of the course on graph algorithms. In order to study graph algorithms, general algorithm design patterns like dynamic programming and greedy algorithms will be introduced. A section of this course is also devoted to understanding NP-Completeness.
One-term course offered either term
Prerequisite: CIT 592
Activity: Lecture
1.0 Course Unit

Creative Writing (CRWR)
The courses listed on this page are exclusive to the LPS BAAS degree (https://lpsonline.sas.upenn.edu/features/what-bachelor-applied-arts-and-sciences-degree/) and LPS Online certificates (https://lpsonline.sas.upenn.edu/academics/certificates/).

CRWR 101 The Craft of Creative Writing
The Craft of Creative Writing is designed for students who are new to creative writing or who would like to return to the fundamentals of craft. Through frequent writing assignments, assigned readings and collaborative discussions, students familiarize themselves with a variety of styles and approaches, exploring a range of literary genres including poetry, fiction, creative nonfiction, memoir and journalistic prose. Students are expected to hone their skills in creative practice, to revise and take risks with their work and to cultivate their habits of close reading and peer workshop.
Activity: Online Course
1.0 Course Unit

CRWR 160 Modern and Contemporary US Poetry
In this fast-paced introductory course, students read and discuss a wide range of modern and contemporary American poets, beginning with Emily Dickinson and Walt Whitman and ending with 21st-century avant-garde poets like Tracie Morris?Questions central to this course include: 'How does experimental poetry help us understand the transition between modernism and postmodernism?' and 'What is the relationship between experimental poetry and experimental teaching?' The poems and poets we study challenge students to read critically and think differently about what a poem is, about what art can be and about what poetry can teach us about reading, writing and learning. Students do not need to have any prior knowledge of poetry or poetics. The course operates primarily as a discussion. Rather than attending lectures, students participate in web-based discussions of the poems, accessible in text, audio and video formats. Requirements include active participation in the online discussion forums, in addition to five short papers, quizzes, creative exercises and a comprehensive final examination.
Taught by: Anna Strong Safford
Also Offered As: ENLT 160
Activity: Online Course
1.0 Course Unit

CRWR 201 Poetry Workshop
Poetry Workshop is a course for students who are new to poetry or who would like to return to the fundamentals of poetry. This workshop uses frequent writing assignments, assigned readings and collaborative workshop discussions to explore various elements of poetic craft, including imagery, metaphor, line, stanza, music, rhythm, diction, and tone.
Activity: Online Course
1.0 Course Unit

CRWR 240 The Art of Editing
TBA
Taught by: Julia Bloch
Activity: Online Course
1.0 Course Unit

CRWR 260 Fiction Workshop
Fiction Workshop is a course for students who are new to fiction writing or who are new to fiction writing or who would like to return to the fundamentals of fiction. This collaborative workshop uses frequent writing assignments, assigned readings and workshop discussions to explore various elements of the craft of fiction, including character, form, description, dialogue, setting, genre, and plot.
Activity: Online Course
1.0 Course Unit
CRWR 300 Writing About Place
This multi-genre, collaborative workshop is devoted to writing of and about place both literally and figuratively, about the city or the landscape, for example and engagingly, that engages thematically and formally with location, displacement, and with the writing process itself as a form of mapping and belonging.
Activity: Online Course
1.0 Course Unit

CRWR 320 Screenwriting
Students are required to complete and revise the first 30 pages of a feature-length screenplay. In place of introductory lectures on story and cinema, an interactive presentation provides multimedia lectures that include sample text, images, and audio and video clips. In addition to two rounds of individual student workshop sessions, students have one-on-one meetings with the instructor conducted through video, audio, or text chat. The final grade is a cumulative assessment of student performance over the course of the term, factoring in all assignments, participation in discussion threads and progress made in the revision of 30 screenplay pages.
Taught by: John Scott F. Burkhardt
Also Offered As: CINM 320
Activity: Online Course
1.0 Course Unit

CRWR 360 Advanced Nonfiction
Activity: Online Course
1.0 Course Unit

CRWR 370 Journalism
This is a how-to course for talented aspiring writers, drawn from the instructor's three decades of experience as a full-time working journalist. Learn how to write well in the real world, how to hook the reader and sustain interest, how to mix scenes with exposition, and how to develop the journalistic skills that enable a writer to gather, sift and report information. While reading assignments include famous practitioners of nonfiction writing including Susan Orlean and Gene Weingarten, along with recent Penn alumni Matt Flegenheimer and David Murrell, the emphasis is on writing and reporting nonfiction pieces from personal memoirs to observational features and profiles of interesting people. The course is designed to inspire you to tap into your potential, gain fresh insights, and feel comfortable enough to share written assignments—both short and long pieces—with classmates over the span of the semester.
The course also addresses practical and ethical journalistic issues such as selecting and handling interviewees, how to use (and not use) the internet, and when to use (or not use) anonymous sources.
Activity: Online Course
1.0 Course Unit

Criminology (CRIM)

CRIM 100 Criminology
This introductory course examines the multi-disciplinary science of law-making, law-breaking, and law-enforcing. It reviews theories and data predicting where, when, by whom and against whom crimes happen. It also addresses the prevention of different offense types by different kinds of offenders against different kinds of people. Police, courts, prisons, and other institutions are critically examined as both preventing and causing crime. This course meets the general distribution requirement.
For BA Students: Society Sector
Course usually offered in fall term
Also Offered As: SOCI 233
Activity: Lecture
1.0 Course Unit

CRIM 200 Criminal Justice
This course examines how the criminal justice system responds to crime in society. The course reviews the historical development of criminal justice agencies in the United States and Europe and the available scientific evidence on the effect these agencies have on controlling crime. The course places an emphasis on the functional creation of criminal justice agencies and the discretionary role decision makers in these agencies have in deciding how to enforce criminal laws and whom to punish. Evidence on how society measures crime and the role that each major criminal justice agency plays in controlling crime is examined from the perspective of crime victims, police, prosecutors, jurors, judges, prison officials, probation officers and parole board members. Using the model of social policy evaluation, the course asks students to consider how the results of criminal justice could be more effectively delivered to reduce the social and economic costs of crime.
For BA Students: Society Sector
Course usually offered in spring term
Also Offered As: SOCI 200
Activity: Lecture
1.0 Course Unit

CRIM 240 Forensic Analysis
This course discusses the need for stronger scientific foundations in the analysis of forensic evidence from a scientific and a policy perspective. Forensic evidence, such as fingerprints, firearms, and hair, has been analyzed for hundreds of years to inform crime investigations and prosecutions. However, recent advances, especially the use of DNA technology, have revealed that a faulty forensic analyses may have contributed to wrongful convictions. These advances have demonstrated the potential dangers of information and testimony derived from imperfect analysis, which can result not just in wrongful convictions but also in errors of impunity. In this course, students learn about the history of forensics, as well as about the recent advances that aim to improve current practices. It is an interdisciplinary course, but it focuses mostly on the statistical and scientific aspects of testing in forensics. Students discuss recent developments that quantify the uncertainty, limitations, and errors associated with human factors, pattern evidence, and digital evidence. No prior statistical or forensic knowledge is expected. The course will be useful for students who wish to become forensic practitioners, law enforcement officers, lawyers, judges, researchers, or simply informed citizens.
Taught by: Cuellar
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
CRIM 250 Statistics for the Social Sciences I
Statistical techniques and quantitative reasoning are essential tools for properly examining questions in the social sciences. This course introduces students to the concepts of probability, estimation, confidence intervals, and how to use the statistical concepts and methods to answer social science questions. The course will require the use of R, a free, open source statistical analysis program. This course has been approved for the quantitative data analysis requirement (QDA).
Taught by: Ridgeway
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

CRIM 251 Statistics for the Social Sciences II
In this course, students learn to conduct quantitative data analyses for social sciences, with an emphasis on identifying causal relationships in data. Many social science analyses aim to answer causal questions: Do longer prison sentences reduce crime? Do tougher gun laws reduce homicides and suicides? Can summer jobs help keep youth safe? Students will learn about research designs and data analysis methods to answer these kinds of questions, and especially to learn to implement them in practice. The goal of this class is to help students conduct their own analyses, and to become critical readers of statistical analyses, both in social science publications and in public discourse. The focus will be on what to compute and how to interpret the results. The emphasis is on the intelligent use of statistics. We will be using R, an open-source programming language.
Course usually offered in spring term
Prerequisite: CRIM 250
Activity: Lecture
1.0 Course Unit

CRIM 260 Crime and Human Development
One of the central research problems in criminology is the relationship between human development and the likelihood of committing crime. This course will examine the tools for measuring the onset of crime, its persistence, intermittency, and desistence. These tools include the study of birth cohorts of everyone born in a certain time and place, life course studies of juvenile delinquents and non-delinquents, trajectory analysis of people studied from pre-school through middle age, and interviews with 70 year old former delinquents who reflect on how their life-course affected the crimes they committed. This course will also analyze the research findings that have been produced using these tools. Students will be asked to consider what these findings imply for major theories of crime causation as well as policies for crime prevention.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

CRIM 270 Biopsychosocial Criminology
Is there a 'natural-born killer'? Why don't psychopaths have a conscience? And is it morally wrong for us to punish those who are biologically-wired for a life of crime? This interdisciplinary biosocial course argues that answers to these inscrutable questions can be found in the fledgling field of 'neurocriminology'. This new sub-discipline brings together the social, clinical, and neurosciences to help us better understand, predict, and prevent future crime. We will explore the biosocial bases to crime and violence, analyze controversial neuroethical, legal and philosophical issues surrounding neurocriminology, and take a field trip to prison.
This interdisciplinary course presents perspectives from the fields of psychology, neuroscience, criminology, sociology, law, business, public health, psychiatry, anthropology, neuroimaging, neuroendocrinology, forensics, nutrition, and pediatrics. It is suitable for those without a background in biology or criminology. It is particularly relevant for majors in Criminology, Psychology, Nursing, and Biological Basis of Behavior.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

CRIM 280 Neighborhood Dynamics of Crime
Crime varies in time, space and populations as it reflects ecological structures and the routine social interactions that occur in daily life. Concentrations of crime can be found among locations, with antisocial activities like assaults and theft occurring at higher rates because of the demographic make-up of people (e.g. adolescents) or conflicts (e.g. competing gangs), for reasons examined by ecological criminology. Variation in socio-demographic structures (age, education ratios, and the concentration of poverty) and the physical environment (housing segregation, density of bars, street lighting) predicts variations between neighborhoods in the level of crime and disorder. Both ethnographic and quantitative research methods are used to explore the connections between the social and physical environment of areas and antisocial behavior.
Course usually offered in spring term
Also Offered As: URBS 280
Activity: Seminar
1.0 Course Unit

CRIM 290 Wrongful Convictions
This course explores wrongful convictions from an interdisciplinary perspective. Using research from the disciplines of law, criminology, psychology and sociology, this course explores how legal errors occur and how they might be prevented in the future. Connections to quality control research and practice in other industries will also be examined. No prerequisites are required.
Taught by: Loeffler
Activity: Seminar
1.0 Course Unit

CRIM 300 Law and Criminal Justice
This course explores constitutional criminal procedure or the law of the Fourth, Fifth, and Sixth Amendments to the United States Constitution. Topics included the laws and rules associated with search and seizure, arrest, interrogation, the exclusionary rule, and deprivation of counsel. Social science evidence that supports or raises questions about legal doctrine will be examined. No prerequisites are required.
One-term course offered either term
Activity: Lecture
1.0 Course Unit
CRIM 315 American Death Penalty in Theory and Practice
Over the past forty years, in response to controversy over the American death penalty, the Supreme Court has created a framework of rules designed to make the death penalty conform to current societal standards. In this course, we will identify the critical issues identified by the courts (and the critics) in light of the practical realities of capital litigation, and we will ask whether the efforts to address these issues have been successful. The class will use specific case examples to identify the critical points in a death penalty case—e.g., how the decision to designate a prosecution as 'capital', the performance of defense counsel, the penalty decision, and the method of execution. These critical stages will provide a platform for discussing critical issues like the proper limits of discretion; bias; cruelty; and the decision to disqualify certain groups of people from capital punishment (the mentally disabled, minors). Students will be assigned readings from different kinds of sources. Cases from the Supreme Court will identify key issues and the efforts to address them under the law. More general death penalty history will provide some context. We will also read pieces by advocates (pro and con). Finally, we will focus on a few specific prosecutions and discuss how abstract theories work in a particular case.
Taught by: Dolgenos
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

CRIM 402 Criminal Justice Data Analytics
This course covers the tools and techniques to acquire, organize, link and visualize complex data in order to answer questions about crime and the criminal justice system. The course is organized around key questions about police shootings, victimization rates, identifying crime hotspots, calculating the cost of crime, and finding out what happens to crime when it rains. On the way to answer these questions, the course will cover topics including data sources, basic programming techniques, SQL, regular expressions, webscraping, and working with geographic data. The course will use R, an open-source, object oriented scripting language with a large set of available add-on packages.
Course usually offered in fall term
Also Offered As: CRIM 602, SOCI 605
Activity: Lecture
1.0 Course Unit

CRIM 410 Research Seminar in Experiments in Crime and Justice
This seminar focuses on examining data from experiments in criminology including randomized controlled trials of criminal justice policies, 'natural' experiments in crime, and other quasi-experimental studies. A series of experiments conducted by Penn scholars and elsewhere will be examined. This seminar also guides criminology majors in writing a research proposal for their thesis. Students will learn about how to formulate a research question, develop a review of the literature, and how to apply necessary empirical methods. The final paper for this course will be a research proposal that can serve as the basis for the student's senior thesis and to satisfy the senior capstone requirement. Readings will come from the disciplines of criminology, sociology, psychology, economics, and urban planning. Prerequisite: Any statistics or research methods course leading to familiarity with Excel, SPSS, R, Stata, SAS, Matlab, or NumPy.
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

CRIM 450 Senior Research Thesis
Senior Research Thesis is for senior Criminology majors only. Students are assigned advisors with assistance from the Undergraduate Chair. Course usually offered in spring term
Prerequisite: CRIM 410
Activity: Senior Thesis
1.0 Course Unit
Notes: CRIM:410

CRIM 474 Modern Regression for the Social, Behavioral and Biological Sciences
Function estimation and data exploration using extensions of regression analysis: smoothers, semiparametric and nonparametric regression, and supervised machine learning. Conceptual foundations are addressed as well as hands-on use for data analysis. This course may be taken concurrently with the prerequisite with instructor permission.
Taught by: Berk
Course usually offered in spring term
Also Offered As: STAT 474, STAT 974
Prerequisite: STAT 102 OR STAT 112
Activity: Lecture
1.0 Course Unit

CRIM 535 Introduction to Quantitative Methods for Policy Analysis
This course provides an introduction to applied statistical techniques in the social sciences and is tailored, in particular, to students pursuing the master of science degree in the Department of Criminology. It is taught as a basic course in statistics and presumes minimal mathematical or statistical background. We'll begin with a brief introduction to the research process. We'll then cover the computation, interpretation and understanding of basic descriptive statistics, distribution, hypothesis testing, measures of association and finally regression analysis. Depending on how much time we have, we will cover several more advanced topics in regression analysis at the end of the semester.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

CRIM 536 Quantitative Methods in Sociology I
This course is an introduction to the practice of statistics in social and behavioral sciences. It is open to beginning graduate students and–with the permission of the instructor–advanced undergraduates. Topics covered include the description of social science data, in graphical and non-graphical form; correlation and other forms of association, including cross-tabulation; bivariate regression; an introduction to probability theory; the logic of sampling; the logic of statistical inference and significance tests. There is a lecture twice weekly and a mandatory 'lab.'
Taught by: Allison, Smith
Course usually offered in fall term
Also Offered As: DEMG 535, SOCI 535
Activity: Lecture
1.0 Course Unit
CRIM 600 Pro-Seminar in Criminology
This course provides an overview of the leading criminological theories of crime. The central focus is on the major theories of crime developed over the past century from the disciplines of economics, psychology, and sociology. The course will focus on the application of social science research as a way to evaluate theories of crime. Special attention is devoted to the issues of measurement of crime and what is known from the available empirical data. In addition, the course will focus on how these theoretical perspectives relate to public policy responses to crime. Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

CRIM 601 Pro-Seminar in Criminal Justice
This course provides an overview of what we know about the criminal justice system in the United States and other developed nations. The central purpose of the course is to increase your knowledge about how the U.S. criminal justice system works and how we can apply that knowledge to the problems we face. The course focuses on how the criminal justice system functions and how it can be used to address issues in the criminal justice system. The course is taught by Dr. Ridgeway.
Course usually offered in spring term
Prerequisite: CRIM 500
Activity: Seminar
1.0 Course Unit

CRIM 602 Criminal Justice Data Analytics
This course covers the tools and techniques to acquire, organize, link and visualize complex data in order to answer questions about crime and the criminal justice system. The course is organized around key questions about police shootings, victimization rates, identifying crime hotspots, calculating the cost of crime, and finding out what happens to crime when it rains. Students will be taught how to use R, an open-source, object oriented scripting language with a large set of available add-on packages. 
Course usually offered in fall term
Taught by: Ridgeway
Activity: Lecture
1.0 Course Unit

CRIM 603 Research Methods/Crime Analysis
This course provides an overview of the application of social science research methods and data analysis to criminology. Students will learn research design principles and statistical techniques for the analysis of social science data, including how to interpret results as part of the rigorous practice of evidence-based criminology. M.S. students will conduct a semester-long, data-intensive crime analysis project using qualitative methods to address a specific research question. Students will present their findings in a written research paper.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

CRIM 604 Criminology in Practice
In this capstone course, students will meet weekly with guests who work on or close to the front line of the criminal justice system. Past guests have included police chiefs, forensic scientists, lobbyists for gun rights and lobbyist for gun control, formerly incarcerated individuals, crime analysts, directors of sentencing commissions, prosecutors and defenders, politicians, and researchers at research organizations working closely with criminal justice agencies. Guests share their career paths, the roles of their organizations in the justice system, and key justice system challenges. Students interact with all guest speakers. Two terms. student must enter first term.
Activity: Seminar
1.0 Course Unit

CRIM 634 Evidence-Based Crime Prevention
This course considers the use of evidence to identify effective crime prevention policies. The course will teach students to think critically about what constitutes convincing evidence, use benefit-cost analysis in comparing policy alternatives, and write effective policy memos that can translate research into practice. We will develop these skills by studying the effects of different policy approaches to crime prevention including incarceration, policing, gun control, drug regulation, and place-based interventions, as well as education, social programs, and labor market policies. Emphasis will be on the methodological challenges to identifying ‘what works’ and the empirical methods to overcome those challenges.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

CRIM 662 Panel Data Analysis
This course focuses on the ability to use, analyze, and understand panel data. Panel data contain repeated measurements of the dependent variable for the same individuals, and possibly repeated measurements of the predictor variables as well. Panel data are important opportunities for controlling unobserved variables and for answering questions about causal ordering.
Taught by: Song
Also Offered As: DEMG 662, SOCI 662
Activity: Lecture
1.0 Course Unit

CRIM 671 Violence: A Clinical Neuroscience Approach
Developed for both Psychology and Criminology graduates in particular, this interdisciplinary course outlines a clinical neuroscience approach to understanding violence in which the tools of neuroscience-neuroanatomy, neurophysiology, neurocognition, neuroendocrinology, neuropharmacology, molecular and behavioral genetics- are used to help inform the etiology and treatment of violence. Clinical components include psychopathy, proactive and reactive aggression, homicide domestic violence, conduct disorder, oppositional defiant disorder, antisocial personality disorder, crime, and delinquency as well as their comorbid conditions (schizophrenia, drug abuse, hyperactivity). The interaction between social, psychological, and neurobiological processes in predisposing to violence will be highlighted, together with neurodevelopmental perspectives on violence focusing on prospective longitudinal and brain imaging research. Key implications for the criminal justice system, neuroethics, forensics psychology, and intervention will also be outlined.
Course usually offered in fall term
Also Offered As: PSYC 671
Activity: Lecture
1.0 Course Unit
CRIM 700 Advanced Pro-Seminar in Criminology
This second year doctoral course is a weekly discussion group designed to help students integrate their coursework from different disciplines around the unifying perspectives of criminology. It focuses on preparation for the doctoral comprehensive examination, detailed critiques of published research reports, and colloquia by leading guest lecturers presenting new research results. Students preparing for dissertation research on the causes and prevention of crime will report on their developing research ideas.
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

CRIM 701 Advanced Pro-Seminar in Criminal Justice
This second year doctoral course is a weekly discussion group designed to help students integrate their coursework from different disciplines around the behavior and operation of criminal law systems. It focuses on preparation for the doctoral comprehensive examination, detailed critiques of published and unpublished research reports, and colloquia by leading guest lecturers presenting new research results. Students preparing for dissertation research on the behavior of criminal law will report on their developing research ideas.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

CRIM 999 Independent Study and Research
Primarily for advanced students who work with individual faculty upon permission. Intended to go beyond existing graduate courses in the study of specific problems or theories or to provide work opportunities in areas not covered by existing courses.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Notes: Both terms.

Czech (CZCH)

CZCH 110 Czech Through Film
This course has two separate but related components: a series of Czech films, shown with subtitles and open to the entire University of Pennsylvania community, and a Czech language class which relies on the films for content. Each film screening will be preceded by introductory remarks and followed by a discussion, with optional reading material made available in advance. In this way, the film series can but need not also be offered as a for-credit course, cross-listed through REES and Cinema and Media Studies. The films will be sequenced chronologically through Czech history, as opposed to film history, so that the series will double as a survey of Czech history. For example, we will begin with films set in the medieval period, such as Marketa Lazarova (dir. Frantisek Vlacil, 1967) and Cisaruv pekar-Pekaruv cisar (Emperor’s Baker-Baker’s Emperor, dir. Martin Fric, 1955). Eventually we will progress to recent films that deal with the current moment. Classic and contemporary films will be intermingled to simultaneously present a variety of important historical eras and cinematic techniques. Concurrently, students enrolled in the language course will learn basic Czech using custom-made materials drawn from the films. As their vocabulary and grasp of grammatical concepts increases, we will be able to work with longer and more complex sections of the film-texts. The films will provide the material for listening and reading exercises, and the students’ oral and written work will be anchored by their responses to the films. We will advance from picking out simple statements to analyzing dialogue and identifying irony in film and composition, developing skills of intercultural communication and competence. By the end of the course, students will be able to read about Czech cinema using authentic materials, and discuss the films’ aesthetic, historical and political importance.
Taught by: Weil
Activity: Lecture
1.0 Course Unit

CZCH 530 Elementary Czech I
An introduction to the fundamentals of the Czech language, acquisition of conversational, reading and writing skills. Offered through the Penn Language Center.
For BA Students: Language Course
Two terms. student may enter either term.
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center.

CZCH 531 Elementary Czech II
Continuation of SLAV 530. Offered through the Penn Language Center.
For BA Students: Language Course
Taught by: Stejskal
Two terms. student may enter either term.
Prerequisite: SLAV 530
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center.
CZCH 532 Intermediate Czech I
Emphasis on vocabulary building, conversation and reading skills. Grammar review. Offered through the Penn Language Center.
For BA Students: Language Course
Taught by: Stejskal
Two terms. student may enter either term.
Prerequisite: SLAV 532
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center.

CZCH 533 Intermediate Czech II
Continuation of SLAV 532. Offered through the Penn Language Center.
For BA Students: Last Language Course
Taught by: Stejskal
Two terms. student may enter either term.
Prerequisite: SLAV 532
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center.

Data Analytics (DATA)
The courses listed on this page are exclusive to the LPS BAAS degree (https://lpsonline.sas.upenn.edu/features/what-bachelor-applied-arts-and-sciences-degree/) and LPS Online certificates (https://lpsonline.sas.upenn.edu/academics/certificates/).

DATA 101 Introduction to Data Analytics
In our digital world, data-driven decision-making is becoming more common and more expected. Effective leadership and communication, therefore, often hinges on the ability to acquire, manage, analyze, and display large, quantitative data sets. Even many entry-level jobs assume or require basic knowledge of data analytics. This course introduces students to important concepts in data analytics across a wide range of applications using the programming language R. Students complete the course with a clear understanding of how to utilize quantitative data in real-time problem identification, decision-making, and problem-solving. No prerequisites in statistics or math are required. This course will have required synchronous sessions and the instructor will offer a choice of times. Only open to Data Analytics certificate students in LPS Online Program. Please email lps@sas.upenn.edu to request a permit.
Taught by: Samantha Sangenito
Also Offered As: LEAD 305
Activity: Online Course
1.0 Course Unit

DATA 201 Intermediate Data Analytics
In Data Analytics 201: Intermediate Data Analytics students learn the fundamentals of two skills required by many data science jobs: survey and experimental research. The course trains students in all aspects of the survey research process, including designing good survey questionnaires, drawing samples, weighting data, and analyzing survey responses. Students come away from the class with an understanding in how to design, analyze a randomized experiment and build upon the R skills gained in previous courses. Certificate students and individual course takers must complete a prerequisite data analytics course before enrolling in this course. Although courses in the Certificate in Data Analytics must be taken sequentially to build your expertise in data analytics, you have the option to take courses in order without committing to the entire certificate. Students who complete all four courses earn the Certificate in Data Analytics. Data Analytics courses admit a limited number of students each term. Early registration is recommended. To confirm whether registration is still open for a specific term before you enroll, please email lpsonline@sas.upenn.edu or call (215) 746-6903.
Taught by: Samantha Sangenito
Prerequisite: DATA 101
Activity: Online Course
1.0 Course Unit

DATA 310 Introduction to Statistical Methods
Introduction to Statistical Methods exposes students to the process by which quantitative social science and data science research is conducted. The class revolves around three separate, but related tracks. Track one teaches some basic tools necessary to conduct quantitative social science research. Topics covered include descriptive statistics, sampling, probability, and statistical theory. Track two teaches students how to implement these basic tools using R. The third track teaches students the fundamentals of research design. Topics will include independent and dependent variables, generating testable hypotheses, and issues in causality.
Taught by: Samantha Sangenito
Prerequisite: DATA 101 AND DATA 201
Activity: Online Course
1.0 Course Unit

DATA 401 Advanced Data Analytics
Data Analytics 401: Advanced Topics in Data Analytics emphasizes the skills necessary to do predictive modeling of data. This is one of the most commonly sought-after skills in data science jobs, since it can help companies structure future investments, non-profits organize funding drives, or political candidates decide where to focus their get-out-the-vote efforts. The class begins with a comprehensive discussion on basic regression analysis and then moves on to more advanced topics in R like web scraping, mapping, textual analysis, and working with string variables. The course also features content about more advanced data visualization skills, including creating interactive data visualizations in RShiny. Please email lps@sas.upenn.edu to request a permit.
Taught by: Samantha Sangenito
Prerequisite: DATA 101 AND DATA 210 AND DATA 310
Activity: Online Course
1.0 Course Unit
Notes: Data Analytics courses admit a limited number of students each term. Early registration is recommended. To confirm whether registration is still open for a specific term before you enroll, please email lpsonline@sas.upenn.edu or call (215) 746-6903.
Demography (DEMG)

DEMG 535 Quantitative Methods in Sociology I
This course is an introduction to the practice of statistics in social and behavioral sciences. It is open to beginning graduate students and--with the permission of the instructor--advanced undergraduates. Topics covered include the description of social science data, in graphical and non-graphical form; correlation and other forms of association, including cross-tabulation; bivariate regression; an introduction to probability theory; the logic of sampling; the logic of statistical inference and significance tests. There is a lecture twice weekly and a mandatory 'lab.'
Taught by: Allison, Smith
Course usually offered in fall term
Also Offered As: CRIM 536, SOCI 535
Activity: Lecture
1.0 Course Unit

DEMG 536 Quantitative Methods in Sociology II
As the second part of a two-semester sequence, this graduate course focuses on regression analysis as used in social science research. In particular, we discuss features and assumptions of linear regression and logistic regression models. We learn how to apply regression models to real social science data using Stata and how to interpret the results.
Taught by: Allison, Kohler, Park, Schnittker, Smith
Course usually offered in spring term
Also Offered As: SOCI 536
Prerequisite: SOCI 535
Activity: Lecture
1.0 Course Unit

DEMG 541 Gender, the Labor Force, and Markets
Course not offered every year
Also Offered As: GSWS 532, SOCI 541
Activity: Seminar
1.0 Course Unit

DEMG 541 Methodology of Social Research
This course will give students familiarity with the common research methods social scientists use to conduct research. Ethnographic, interview, survey, experimental and historical/comparative research methods will be covered. Four themes will be explored: 1) the basics of solid research design, 2) the various advantages and disadvantages of each method, 3) when the use of a method is appropriate or inappropriate for the research question, and 4) how to evaluate researchers’ claims on the basis of the evidence they present. These themes will be explored by reading examples of and conducting exercises designed to give students hands-on experience in each of the methods. Students will conduct the exercises on a topic of their choice, which together will culminate in their final paper. The course is required and restricted to second year students in sociology and demography.
Taught by: Smith, Wilde, Zuberi
Course usually offered in spring term
Also Offered As: SOCI 604
Activity: Lecture
1.0 Course Unit

DEMG 607 Introduction to Demography
A nontechnical introduction to fertility, mortality and migration and the interrelations of population with other social and economic factors.
Course usually offered in fall term
Also Offered As: SOCI 607
Activity: Lecture
1.0 Course Unit

DEMG 609 Basic Demographic Methods
This course provides an introduction to basic demographic concepts, data, indicators, and techniques. The course emphasizes hands-on applications of techniques in the analysis of population dynamics in the U.S. and elsewhere. Students will learn about the main sources of demographic data, including censuses, surveys, and vital statistics, and methods to estimate demographic processes (e.g. mortality, fertility). Students will leave the course with a solid grounding in a) the sources and limitations of demographic data; b) the construction of basic demographic indicators; and c) appropriate use of basic demographic techniques to answer questions about human populations.
Taught by: Guillot
One-term course offered either term
Also Offered As: SOCI 128, SOCI 609
Activity: Lecture
1.0 Course Unit

DEMG 611 Structural Equation Model
Statistical modeling with multiple equations and latent variables. The first part of the course will focus on linear models that could be estimated with any of the well-known SEM programs (e.g., LISREL, EQS, or Amos). Both Mplus and SAS will be used exclusively in this part of the course. The second part will focus on Mplus models for variables that are categorical, count, or censored. Maximum likelihood methods for missing data will also be covered.
Taught by: Allison
Course not offered every year
Also Offered As: SOCI 611
Activity: Lecture
1.0 Course Unit

DEMG 612 Categorical Data Analysis
This course deals with techniques for analyzing multivariate data which the dependent variable is a set of categories (a dichotomy or polytomy). Topics will include linear probability models, logit (logistic) regression models, probit models, logit analysis of contingency tables, cumulative logit and probit (for ordinal data), multinomial logit, conditional logit (discrete choice), unobserved heterogeneity, log-linear models, square tables, response-based sampling, and repeated measures. Methods will be illustrated using the Stata System. There will be several assignments using Stata to analyze data provided by the instructor.
Taught by: Allison
Course not offered every year
Also Offered As: SOCI 612
Activity: Lecture
1.0 Course Unit

DEMG 613 Event History
An applications-oriented course on statistical methods for the analysis of longitudinal data on the occurrence of events, also known as survival analysis, failure-time analysis, hazard analysis or duration analysis. Emphasis on regression-like models in which the risk of event occurrence is a function of a set of explanatory variables. Topics include accelerated failure-time models, hazard models, censoring, Cox regression models, time-dependent covariates, competing risks, repeated events, unobserved heterogeneity, discrete-time methods.
Taught by: Allison
Course not offered every year
Also Offered As: SOCI 613
Prerequisite: SOCI 536
Activity: Lecture
1.0 Course Unit
DEM 621 Health, Mortality & Population Aging
The course focuses on the description and explanation of health and mortality in human populations and their variability across several dimensions such as age, time, place, social class, race etc. The course includes general theories of health, mortality and morbidity, investigations of mortality and related processes in developing and developed countries, and discussions of future mortality trends and their implications for individual lives and the society at large.
Taught by: Elo
Course not offered every year
Also Offered As: SOCI 621
Activity: Lecture
1.0 Course Unit

DEM 622 Fertility
The biological, social and demographic factors explaining the levels, trends and differentials in human fertility. Data, measures, and methods used in the context of the more and the less developed countries, with an emphasis on the historical and current course of the fertility transition.
Taught by: Smith, Kohler, H
Course not offered every year
Also Offered As: SOCI 622
Activity: Seminar
1.0 Course Unit

DEM 630 Advanced Special Topics
Topics vary from semester to semester. Course titles include: Race, Colonialism & Methods; Mistakes, Errors, Accidents & Disasters, Graduate Research Practicum, Sociology of Violence: Gangs & Organized Crime.
Course not offered every year
Also Offered As: SOCI 430, SOCI 630
Activity: Seminar
1.0 Course Unit

DEM 634 Population Processes II
Population Processes II is part of a two-course sequence designed to introduce students to the core areas of demography (fertility, mortality, and migration) and recent developments in the field. PP II is divided into two parts. The first focuses on family demography and the biological, social and demographic factors explaining levels, trends, and differentials in human fertility transition with an emphasis on the historical and current course of fertility transition in developed and developing countries. The second part of the course provides a comprehensive review of theories and research on international migration. Readings examine patterns and processes of global migration during the classic age from 1800-1914 as well as during the postwar period from 1945 to the present. The course also covers a history and evaluation of immigration policies around the world, and devotes significant attention to theoretical and empirical perspectives on immigrant adaptation, including the relationship between gender and migration.
Taught by: Flippen, Harknett, Kohler, Parrado, Smith
Course not offered every year
Also Offered As: SOCI 634
Activity: Seminar
1.0 Course Unit

DEM 643 Social Stratification
In this course we study the current levels and historical trends of inequality in the United States especially in cross-national comparative perspective. We discuss causes and consequences of inequality as well as various policy efforts to deal with inequality. Topics include intergenerational social mobility, income inequality, education, gender, race and ethnicity among others.
Taught by: Song
Course not offered every year
Also Offered As: SOCI 010, SOCI 643
Activity: Lecture
1.0 Course Unit

DEM 662 Panel Data Analysis
This course focuses on the ability to use, analyze, and understand panel data. Panel data contain repeated measurements of the dependent variable for the same individuals, and possibly repeated measurements of the predictor variables as well. Panel data offer important opportunities for controlling unobserved variables and for answering questions about causal ordering.
Taught by: Song
Also Offered As: CRIM 662, SOCI 662
Activity: Lecture
1.0 Course Unit

DEM 677 International Migration
A comprehensive review of theories and research on international migration. The course introduces the basic precepts of neoclassical economics, the new economics of labor migration, segmented labor market theory, world systems theory, social capital theory and the theory of cumulative causation. Readings examine patterns and processes of global migration during the classic age from 1800-1914 as well as during the postwar period from 1945 to the present. The course also covers a history and evaluation of immigration policies around the world, and devotes significant attention to theoretical and empirical perspectives on immigrant adaptation. Within this larger topic, we will also discuss internal migration and urbanization; the relationship between gender and migration; the spatial distribution of immigrants within the United States, immigrant communities, and ethnic enclaves; and the undocumented population in the United States.
Taught by: Flippen
Course not offered every year
Also Offered As: SOCI 377, SOCI 677
Activity: Seminar
1.0 Course Unit

DEM 707 Second-Year Research Seminar I
This course is intended to hone the skills and judgment in order to conduct independent research in sociology and demography. We will discuss the selection of intellectually strategic research questions and practical research designs. Students will get experience with proposal writing, the process of editing successive drafts of manuscripts, and the oral presentation of work in progress as well as finished research projects. The course is designed to be the context in which master's papers and second year research papers are written. This is a required course for second year graduate students in Demography. Others interested in enrolling in only one of the courses may do so with the permission of the Chair of the Graduate Group in Demography.
Course usually offered in fall term
Also Offered As: SOCI 707
Activity: Seminar
1.0 Course Unit
DEMGM 708 Second-Year Research Seminar II
Demography 708 is the second part of a two-course sequence designed to introduce and familiarize second year students with current norms for academic research, presentation and publishing in the field of Demography. In DEMGM 708 students are expected to finalize the analyses and to complete their second year research paper. This is a required course for second year demography students. Others interested in enrolling in the course may do so with the permission of the Chair of the Graduate Group in Demography.
Course usually offered in spring term
Also Offered As: SOCI 708
Activity: Seminar
1.0 Course Unit

DEMGM 731 Advanced Demographic Methods
This course considers a variety of procedures for measuring and modeling demographic processes. We will consider both deterministic (drawn from classic demographic methods, stable population theory, and the like) and stochastic (drawn from statistics) perspectives and methods, including their integration. Prerequisites: DEMG 609 and SOCI 536 (or its equivalent).
Taught by: Kohler
Course not offered every year
Also Offered As: SOCI 731
Prerequisite: DEMG 609 AND SOCI 536
Activity: Seminar
1.0 Course Unit

DEMGM 796 Demographic, Economic, and Social Interrelations
The course investigates economic and social determinants of fertility, mortality, and migration, and it discusses the effects of population variables on economic and social conditions, including economic and social development. Topics discussed in the course include: How do economic changes affect marriage, divorce, and child bearing decisions? How do households make decisions about transfers and requests? How can economic and sociological approaches be combined in explanatory models of demography change? How does immigration to the US affect the ethnic composition of the population, the earnings of native workers, taxes on natives, and the macro-economy? What causes the aging of populations, and how will population aging affect the economies of industrial nations, and in particular, pension programs like Social Security? What accounts for the rise in women's participation in the labor force over the past century? How are family composition and poverty interrelated? Does rapid population growth slow economic development with low income countries? In addition to these topics, the course also covers selected methods not included in DEMG 535, DEMG 536 or DEMG 609.
Taught by: Smith
Course not offered every year
Also Offered As: SOCI 796
Prerequisite: DEMG 609 AND SOCI 536
Activity: Seminar
1.0 Course Unit

DCOH 708 Health Promotion S
Activity: Seminar
0.5 Credit Hours

DCOH 712 Community Oral Health
Activity: Clinic
0.5 Credit Hours

DCOH 785 Practice Management
Practice Management Lectures and seminars provide students with foundation knowledge regarding career planning and policies and procedures related to employment and business management in dental practice.
Activity: Lecture
0.25 Credit Hours

DCOH 808 Health Promotion
Health Promotion Clinical experiences provide students with the opportunity to apply knowledge and develop competencies related to oral health promotion and disease prevention activities with individual patients in the clinics at Penn Dental Medicine.
Activity: Clinic
1.0 Credit Hour

DCOH 812 Community Oral Health
Community Oral Health Experiences in alternate oral health care delivery settings provide students with the opportunity to develop and expand their skills in providing comprehensive oral health care in community based settings under the direct supervision of faculty members. Students are scheduled in the mobile dental vehicle, PennSmiles, and are also scheduled at Community Volunteers in Medicine, a community based medical and dental treatment facility in West Chester, PA. Students attend small group seminars to discuss their experiences and theoretical underpinnings of community oral health activities.
Activity: Clinic
1.25 Credit Hour

DCOH 885 Practice Management II
Activity: Lecture
1.0 Credit Hour

Dental - Community Oral Health (DCOH)

Dental - Dental Medicine (DENT)

DENT 245 Breakdown Barriers Club
Activity: Seminar
1.0 Credit Hour

DENT 260 Form Inclusive Practice
Activity: Lecture
0.5 Credit Hours

DENT 500 Foundation Sciences I
Foundation Sciences I is aimed at providing students with a thorough understanding of the basic principles of molecular biology and general biochemistry; the biochemical concepts underlying healthy metabolism, nutrition and selected disease states and comprehension at an advanced level of selected topics in cell biology
Activity: Lecture
4.25 Credit Hours
DENT 502 Foundation Sciences II
The course is structured to provide basic information about the evolutionary relationship, structure, physiology and molecular biology of the prokaryotic cells and viruses, and the basic mechanisms of immunology in relation to oral health. Emphasis will also be placed on how oral microorganisms participate in plaque/biofilm formation, caries and periodontal disease. Primary objectives related to the clinical setting include an understanding of the basis of the selective inhibition of antibiotics and the development of resistance, understanding the basis of serological tests and immunization and interpretation of radiographic evidence for caries and periodontal disease.
Activity: Lecture
3.5 Credit Hours

DENT 504 Foundation Sciences III
Foundation Sciences III is the first course in the curriculum that focuses on the underlying cellular and molecular basis of disease and is a critical component of a larger subject commonly known as Pathology. In its simplest terms, Pathology is the study of the structural, biochemical and functional abnormalities that develop within cells, tissues and organs resulting in disease. The disease process forms the core of pathology and includes: etiology, pathogenesis, lesions and clinical manifestations. Traditionally, Pathology is divided into general and systemic pathology. FSIII is the first of two courses (the other being FSIV) that collectively comprise the topic of general pathology. Specifically, FSIII will focus on: (1) the reactions of cells and tissues to abnormal stimuli leading to either adaption or cell injury and (2) pathogenic mechanisms responsible for disease development.
Activity: Lecture
3.5 Credit Hours

DENT 506 Foundation Sciences IV
This series of lectures will present relevant and important diseases and their treatments. We will explore the mechanisms used by bacteria to infect cells and present two major classes of bacteria, the Streptococcus and Staphylococcus. We will introduce odontogenic infections important to the oral cavity. Gastrointestinal infections, sexually transmitted diseases, tuberculosis and bacterial endocarditis will also be presented. There will be an introduction to antibiotics. This will be followed by a set of lectures on viruses with oral manifestations. These will include herpes, hepatitis, influenza, rhino, coxsackie, measles, mumps, rubella viruses and treatments using antiviral drugs. Highlighted will be HIV and opportunistic infections of AIDS. Next, fungal infections and treatments will be presented. Finally, infection control in dentistry will be featured.
Activity: Lecture
3.5 Credit Hours

DENT 510 Biological Systems I
Biological Systems I is multi-disciplinary, module-based course. Module I will provide the student with a basic understanding of the molecular, tissue patterning and functional mechanisms that give rise to the human form. Clinical aberrations, including craniofacial dysorphisms will be presented to illustrate what happens when normal developmental mechanisms are disrupted. Module 2 will provide the student with a thorough understanding of the development, biology, morphology and function of mucosal epithelium, connective tissue, skin and salivary glands. Module 3 combines perspectives from neurocytology, neurophysiology and pharmacology to help students develop a pre-clinical understanding of neuronal conduction and coordination as applied to the function and pharmacology of the somatic and autonomic nervous systems. Clinical correlations will be used where appropriate.
Activity: Lecture
4.25 Credit Hours

DENT 512 Biological Systems II
Presented in lectures and seminars, Module 1, will present information on the history of Radiology, in particular Dental Radiology and its implications for diagnosis and patient care. Module 2 will present a detailed survey of osteology of the skull, cervical spine and laryngeal skeleton in a series of interactive lectures and small-group conferences. Appreciation of the three-dimensional anatomy of the cranial, temporomandibular joint and the orofacial skeletal complex will be reinforced with integrative presentations of radiographic anatomy to introduce some clinical correlations. Module 3 will present a basic knowledge of bone based on developmental, anatomical, histological, radiological, molecular and functional perspectives. Teach the fundamental principles of cell-cell interactions, extracellular matrix deposition and mineralization related to bone homeostasis, remodeling and healing. Concepts will be emphasized with radiological presentation of bone diseases using different imaging modalities.
Activity: Lecture
4.0 Credit Hours

DENT 514 Biological Systems III
Biological Systems III combines the study of the general principles of anatomy/physiology of the human vascular, muscular and neuroanatomic systems with an emphasis on the orofacial complex. The goals of the course are to provide students with a sound knowledge of normal biology and organization of those organ systems and to examine and discuss examples of pathophysiologic conditions. Students should subsequently be able to recognize the anatomical structures, identify tissue types, and explain the principal physiological functions of the vasculature, muscle and cranial nerves. The third module also includes clinical assessment of cranial nerve function.
Activity: Lecture
4.0 Credit Hours

DENT 516 Biological Systems IV
Cadaveric Anatomy of the Head and Neck is designed to facilitate the integration of the gross anatomy learned systemically in the Biological Science track through the meticulous regional dissection of a human cadaver. In addition to enabling visualization of both anatomical structures and their clinically significant relationships in a three-dimensional context, the course provides initiation into the tactile manipulation of the human body.
Activity: Lecture
3.0 Credit Hours
DENT 518 Biological Systems V
The course will provide the student with a sound knowledge of hematology and the basic biology and organization of the cardiovascular, pulmonary and renal systems; and establish the general integrative knowledge of the pathologies most commonly associated with these systems. The student will be made aware of the relevance of those pathologies, and the therapeutic agents applied, to dental practice. On the basis of the information and concepts learned during the course, the student will subsequently be able to: 1) Understand laboratory medicine, hematologic disorders, and transplant medicine; 2) To recognize the anatomical structures, identify tissue types, and explain the principal physiological functions of the three internal systems; 3) To recognize and explain the interrelationships within and between the anatomical structures of the heart, blood vessels, lung, and kidney; 4) To familiarize with the common pathologies likely to be encountered during dental practice and their implications to oral health; 5) To understand how specific systemic diseases affect diagnosis, management and general well-being of the dental patient.
Activity: Seminar
3.0 Credit Hours

DENT 530 Advanced Simulation
The objective of the Freshman Advanced Simulation Laboratory course is to introduce and develop specific psychomotor and cognitive skills through the use of virtual reality based training that will enhance and augment future skills acquired in the preclinical General Restorative Dentistry, Operative Dentistry course. Technical skills are developed through learning preparations with a high speed handpiece, and dental hand instruments in a virtual reality, advanced simulation environment. Suitable operative skills, knowledge, and ergonomics will be emphasized for the successful transition into the preclinical operative course. Dental terminology and principles of tooth preparation will be applied to the theory of all the basic preparations. Suitable operative skills, knowledge, and ergonomics will be emphasized for the successful transition into the preclinical operative course.
Activity: Laboratory
0.5 Credit Hours

DENT 532 Dental Devel.& Anatomy
The Freshman Dental Development and Anatomy provides foundational knowledge regarding Tooth development, Primary dentition, Permanent dentition, Tooth numbering systems, Tooth classification (Incisors, Canines, Premolars, Molars), Set Traits (traits between Primary and Permanent dentition), Class traits (traits for each kind of tooth), Arch traits (traits of maxillary vs. mandibular), and Type traits (differences between teeth within the Class). Dental morphology relative to Operative dentistry procedures will be discussed. This knowledge will be called upon throughout all four years of the dental curriculum.
Activity: Lecture
2.5 Credit Hours

DENT 534 Intro. To Occlusion
The objective of the Freshmen Dental Occlusion course is to provide foundational knowledge regarding human occlusion and the temporomandibular joint. Dental occlusion relative to Operative dentistry procedures will be discussed. This knowledge will be called upon throughout all four years of the dental curriculum. This course includes lectures and laboratory sessions where waxing of teeth using only concepts related to dental occlusion, selective grinding to achieve an ideal occlusal relationship, alginate impressions and diagnostic model making, facebow transfer, and diagnostic model mounting procedures will be completed to reinforce didactic materials presented.
Activity: Lecture
2.0 Credit Hours

DENT 536 Operative Dent. Lecture
The objective of the Freshmen Operative Dentistry lecture course is to give foundation knowledge of operative instrumentation, operative dentistry, terminology, principles of cavity preparations, and the basics of single tooth restorations.
Activity: Lecture
1.5 Credit Hour

DENT 538 Operative Dent. Lab
The objective of the Freshmen Operative Dentistry Laboratory course is to develop an understanding of the normal, healthy stomatognathic system and to introduce fundamental didactic and psychomotor skills, relative to operative dentistry procedures. The course includes a review of individual tooth anatomy and the study of occlusion to define what is normal and healthy. The study of cariology and the treatment of the pathologic progress continues afterward. Restoration of form and function with basic intracoronal amalgam and composite procedures then follows. More complex intracoronal procedures such as gold inlay and porcelain onlay preparations and restorations are then taught. Throughout the entire course, the study of occlusion as it applies to restorative dentistry procedures is continued.
Activity: Laboratory
3.25 Credit Hours

DENT 539 Dental Materials
The course is divided into two segments. The first segment teaches the principles of materials science. The second segment is designed to present topics in applied dental materials as students use these materials in General Restorative Dentistry (GRD). After successful completion, the student should understand how the basic principles aid in material selection, risk/benefit assessment, restoration design, patient information and evaluation of new materials and manufacturer's claims.
Activity: Lecture
1.25 Credit Hour

DENT 540 Periodontics I
This course is presented in two parts. The first part presents basic biology concepts applied to the healthy and diseased periodontium. Macroscopic and microscopic changes of the periodontium will be featured and how these are altered by disease. In addition the biological basis for etiology, pathogenesis and epidemiology of periodontal disease is presented. The second part consists of presenting the basic clinic procedures for diagnosis and non-surgical treatment of periodontal diseases through lectures, preclinical labs and clinical rotations. Part 2: consists of lectures, pre-clinical labs and clinical rotations. Those will be dedicated to presenting diagnostic and non-surgical aspects of periodontal therapy.
Activity: Lecture
1.75 Credit Hour
DENT 550 Behav Sci I-Health Promo
Lectures, seminars, clinical sessions and community field experiences are provided so that students gain the necessary knowledge and skills in oral health promotion and disease prevention activities related to caries, periodontal diseases and oral cancer. Focus is placed on assessment, planning, implementation and evaluation of strategies designed to target the individual patient, the community and a population perspective. Course topics include discussion of the philosophy, modalities, rationale and evaluation of health promotion and disease preventive activities related to caries, periodontal diseases and oral cancer. Focus is placed on assessment, planning, implementation and evaluation of strategies designed to target the individual patient, the community and a population perspective. Course includes an introduction to evidence based care and research principles in application to critique of current dental literature. Activity: Lecture
2.0 Credit Hours

DENT 552 Ethics I
The objective of the PEDM courses (1st,2nd and 3rd year courses) is to impart a general knowledge of fundamental concepts in principles of professionalism and ethical decision making with emphasis on care-based discussions. The courses utilize lectures, seminars, online discussions, and reflection papers to address issues related to doctor-patient relationships, academic integrity as well as professional communication. These Pass/Fail courses provide a forum for discussing, debating and understanding parameters of professional and ethical behavior, and their impact on the patients, colleagues, the public, and the profession. PEDM I focuses on academic integrity and ethical behavior during pre-clinical years translates into ethical clinical practice. Activity: Lecture
0.5 Credit Hours

DENT 560 Intro To the Patient
This course will provide foundational knowledge about the doctor patient relationship, present medical history skills and cover the basics of a dental orofacial physical exam. The first part of the course includes lectures outlining the doctor patient relationship, components and applications of the medical history. The second part includes lectures outlining the components and application of the physical exam, including vital signs, cranial nerve exam, head and neck examination, and examination of the heart and lungs. The third and final part of the course includes two practical workshops in small groups where students are required to practice taking medical histories and performing various components of the physical examination. The second rotation occurs in the Oral Diagnosis clinic where students take a medical history and perform a physical examination on a PDM admissions patient. Activity: Lecture
5.0 Credit Hours

DENT 562 Clinical Prac II - Dau
This course is designed to teach the first-year student a four-handed dental assisting technique which is used to assist third and fourth year students in clinical practice. In addition, skills such as patient communication, team building, and record keeping are taught. Students gain clinical experience and assist in the same procedures that they are encountering in GRD, thus forming a clinical bridge to pre-clinical learning. Lectures, a written exercise, a lab, clinical rotations and completion of a clinical exam make up the didactic portions of the course. Activity: Clinic
3.75 Credit Hours

DENT 564 Intro To Clinical Dent I
This course provides first-year dental students with a variety of different clinical experiences. The student spends day-long rotations in various predoctoral and specialty PDM clinics. In addition, students gain a unique perspective in practice management by assisting PDM staff with dispensing clinical supplies and in Instrument Management Services. Activity: Lecture
0.25 Credit Hours

DENT 580 Orthodontics I
This course will expose the students to the diagnostic and treatment planning process in orthodontics. The student will also be taught the basic principles and events in child growth and development (craniofacial, somatic and dentitional) as well as the development and diagnosis of malocclusions. Activity: Seminar
2.25 Credit Hours

DENT 600 Intro To Pharmacology
Neuroparmacology is both a basic science and a clinical science. It builds on the foundation of anatomy, biochemistry, physiology, and pathology and bridges the gap into clinical dentistry. This course in basic neuroparmacology will give the students a better understanding of drugs, interpreting complicated drug/medical histories, and understanding drug reactions. This module will focus on pharmacology of the central nervous system with lectures on analgesic agents, anti-nxiety drugs, general anesthetics, arthritis and gout drugs, prescription writing and a host of other agents used to treat diseases of the CNS including Parkinson’s, seizures, and a variety of psychiatric disorders. Clinically relevant drug-drug interactions will also be covered in this course. Activity: Lecture
0.75 Credit Hours

DENT 606 Neuro,Neuropharm,Beh Mg
Activity: Lecture
2.75 Credit Hours

DENT 610 Biological Systems V
This course combines an introduction to the general principles of anatomy, histology, and physiology of the human cardiovascular, pulmonary and renal systems, with an extensive study of the pathology and therapeutics of these systems, with an explicit emphasis on their relationship to dental practice. This course is presented in three modules. We have assembled a diverse and experienced group of lecturers, including experts in oral medicine, oral surgery, anatomy, physiology, pharmacology and pulmonary and renal medicine. Activity: Lecture
5.75 Credit Hours

DENT 612 Biological Systems VI
This course combines an introduction to the general principles of anatomy, histology, and physiology of the human gastrointestinal, hepatobiliary, and endocrine systems, with an extensive study of the pathology and therapeutics of these systems, with an explicit emphasis on their relationship to dental practice. Activity: Lecture
4.0 Credit Hours
DENT 614 Biological Systems VII
Cadaveric Anatomy is designed to facilitate integration of the gross anatomy learned systematically in the Biological Systems curriculum stream through the meticulous regional dissection of a human cadaver. In addition to enabling visualization of both anatomical structures and their clinically significant relationships in a three-dimensional context, the course provides initiation into the tactile manipulation of the human body.
Activity: Laboratory
1.25 Credit Hours

DENT 616 Biological Systems VIII
This course combines an introduction to the general principles of anatomy, histology, and physiology of the human hematopoietic and lymphoid system and neurologic systems with an extensive study of the pathology and therapeutics of these systems, and with an explicit emphasis on their relationship to dental practice.
Activity: Lecture
2.0 Credit Hours

DENT 620 Oral & Maxil Complex I
This is a course that will apply what students have already learned in Foundation Sciences and Biologic Systems courses to the study, interpretation and diagnosis of oral disease. It is an essential link between the basic and clinical sciences concerned with the mechanisms of disease (e.g., inflammation, genetic disease, neoplasia, immunopathology) and the disease processes that students will encounter during their careers in dentistry. The emphasis will be on oral soft and hard tissue pathology, including oral manifestations of systemic diseases that may impact on the health of the patients.
Activity: Lecture
3.0 Credit Hours

DENT 622 Oral & Maxil Complex II
This course will develop a general knowledge of fundamental concepts in orofacial function and occlusion. The course is presented in two modules, with an exam at the end of each module. The orofacial function module will focus on physiology anatomy and function of the facial structures, including saliva, mastication, speech, swallow, smell and taste. The goal is for the students to have a basic understanding of orofacial function. The occlusion module will discuss the role of occlusion in restorative dentistry with emphasis on the clinical application of fundamental biomechanical principles, techniques and instruments. By focusing on diagnosis, the student will be able to understand and develop the parameters to create successful restorative decisions and well-sequence treatment plans. This module will provide a mandatory hands-on session for facebow transfer, interocclusal record and articulator setup.
Activity: Lecture
1.75 Credit Hour

DENT 624 Oral & Maxil Complex III
This course is designed to give the student exposure to all methods of anesthesia and pain control used in dentistry, as well as, various medical emergencies encountered in practice. In addition, the students will learn about the mechanisms and consequences of orofacial pain. All lectures will be presented by faculty members from the departments of Oral and Maxillofacial Surgery & Pharmacology and Oral Medicine.
Activity: Lecture
3.75 Credit Hours

DENT 628 Oral Diagnosis and Emergency Medical Clerkship
The purpose of this course is to give students a foundation for understanding physical diagnosis, medical work-ups, medical consultations and medical conditions which directly affect the medical management of the dental patient.
Activity: Seminar
3.0 Credit Hours

DENT 630 Fixed Prosthodontics Lec
The curriculum of the Fixed Prosthodontics Lecture Course deals with the building of knowledge, thought processes and understanding the procedures required in the restoration of missing and/or badly broken-down teeth by the fabrication of non-removable prostheses. Students will learn diagnosis, treatment planning, rehabilitation and maintenance of oral function, comfort, appearance and health of patients with clinical conditions associated with missing or deficient teeth using biocompatible substitutes. These restorations must provide an improved state of oral health, function and esthetics for patients.
Activity: Lecture
3.0 Credit Hours

DENT 631 Fixed Prosthodontics Lab
The curriculum of Fixed Prosthodontics Laboratory deals with the building of knowledge, thought processes, skills and understanding the procedures required in the restoration of missing and/or badly broken-down teeth by the fabrication of non-removable prostheses. Student will gain hands-on experience in the clinical and technical aspects of fixed prosthodontics.
Activity: Laboratory
3.75 Credit Hours

DENT 632 Complete Rem Dent Pros L
The goal of this course is to provide students with the foundation of knowledge needed to diagnose and treat edentulous patients. Students should be able to: 1. Recognize and define complete denture terminology deemed relevant in the classroom, course syllabus, and assigned readings. 2. Describe medical, emotional, and oral anatomic factors that aid in formulation of diagnostic considerations in the complete denture therapy. 3. Describe functional anatomy of the edentulous mouth. 4. Understand the clinical procedures performed during the construction of conventional complete dentures and during the maintenance phase of treatment. 5. List the fundamental clinical procedures performed during the construction of immediate complete dentures. 6. Understand the complete denture occlusion. Upon completion of this course, the students should have an in-depth understanding of: 1. The need for therapy in and restoration of the edentulous arch with complete prostheses. 2. The significance of avoiding the edentulous condition in a patient wherever possible. 3. The dental materials that are used at the different stages of complete dentures therapy. 4. The concept and techniques of the clinical steps involved in the treatment of the edentulous patient.
Activity: Lecture
2.25 Credit Hours
DENT 633 Complete Rem Dent Pros B
The goal of this second-year course is to provide the dental students with the technical knowledge and skills needed to perform all the laboratory procedures used in the construction of complete dentures and apply the foundation knowledge learned in the lectures. Students should be knowledgeable and skilled in the following: 1. Describing and performing selected sequential clinical and laboratory procedures required during the construction of complete dentures. 2. Applying the knowledge related to dental materials learned in the lectures. Upon completion of this course, the students should be able to: 1. Perform all the laboratory procedures used in construction of complete dentures. 2. Demonstrate the function and the usage of Hanau face bow and articulator in the construction of complete dentures. 3. Communicate with the laboratory technicians via properly written work authorizations.
Activity: Laboratory
2.75 Credit Hours

DENT 634 Partial Rem Dent Pros Lb
A combination of lectures, seminars and laboratory exercises provide the dental student with a fundamental understanding of the partially edentulous condition. Topics covered include classification, diagnosis, treatment planning and treatment of partially edentulous patients with RPDs. This course is designed to provide students with the terminology, concepts and principles necessary for case selection, design, construction of, and patient therapy with conventional RPDs.
Upon completion of this course students will have the neccessary didactic knowledge to successfully understand and treat removable partial denture cases in conjunction with the clinical faculty during their third and fourth years.
Activity: Lecture
1.75 Credit Hour

DENT 640 Periodontics II Lec/Lab
This course will be focused on non-surgical periodontal therapy. The macroscopic and microscopic effects of this modality of treatment will be discussed. Different forms of periodontal diseases and non-surgical therapeutic tools will also be presented as well as information on the prognosis of the periodontal therapy and the relevance of maintenance.
Activity: Lecture
2.5 Credit Hours

DENT 650 Local,Public Hlth,Ethic
Lectures, seminars and community experiences provide students with foundation knowledge in general principles of public health and community health, with specific application to the following dental public health concepts: access to care, cost, quality of care and international health. Students complete community experiences that provide foundation experiences in developing and implementing community oral health promotion activities.
Activity: Lecture
1.75 Credit Hour

DENT 652 Ethics II
PEDM II focuses on preparing students to enter the clinical practice of dentistry, building relationships with patients, colleagues, and faculty; and developing a moral framework for clinical decision making.
Activity: Lecture
0.5 Credit Hours

DENT 654 Behavioral Management
This course provides students with the knowledge and skills to communicate with and manage appropriately a diverse group of clinical patients. Eight hours of small group activity, including experiences with standardized patients, as well as twelve hours of large group activities provide the foundational knowledge and skills in patient management with diverse and challenging patients. Motivational interviewing is presented and discussed as a strategy for communication and management with patients.
Activity: Lecture
1.0 Credit Hour

DENT 662 Clinical Prac Ill-Dau
Dental Auxiliary Utilization for the sophomore class builds on the dental assisting skills the student has mastered in DAU 562. In 662, the student moves on from assisting to Expanded Functions Dental Auxiliary skills that have been taught in the General Restorative Dentistry course. Goals of the course include the goals of DRAUT 562, as well as the development of skills to restore prepared teeth, cement and fabricate temporary crowns, and obtaining, clinical patient records of third and fourth-year student patients. Emphasis is increased on the student’s independent completion of patient-centered tasks and preparation for becoming primary providers in the third year.
Activity: Clinic
3.25 Credit Hours

DENT 664 Intro To Clin Dent II
This course is offered by the Department of Preventive and Restorative Sciences at the University of Pennsylvania School of Dental Medicine. It is intended to integrate topics from General Restorative Dentistry courses and DAU courses at the PDM with clinical expectations and procedures of PDM clinics.
Activity: Lecture
2.25 Credit Hours

DENT 666 Recall Clinic
This course provides students with the knowledge and skills to communicate with and manage appropriately a diverse group of clinical patients. Eight hours of small group activity, including experiences with standardized patients, as well as twelve hours of large group activities provide the foundational knowledge and skills in patient management with diverse and challenging patients. Motivational interviewing is presented and discussed as a strategy for communication and management with patients.
Activity: Lecture
1.0 Credit Hour

DENT 670 Endodontics Lecture
The Department of Endodontics trains pre-doctoral students to become competent in basic endodontic procedures. This includes instruction in the foundational core of Endodontics, including pulp biology, primary non-surgical root canal treatment. Clinical Endodontics: The Department of Endodontics furthermore trains pre-doctoral students to understand advanced endodontic procedures. This includes instruction in trauma, resorption, retreatment, endodontic surgery, bleaching, etc. Our ultimate goal is to implement that treatment/education in a caring, respectful, and responsible manner.
Activity: Lecture
3.75 Credit Hours

DENT 672 Endodontics Lab
The pre-clinical endodontic laboratory course is designed to introduce endodontic concepts and techniques to a student under simulated conditions using extracted teeth.
Activity: Laboratory
1.5 Credit Hour
DENT 680 Orthodontics
The purpose of this course is to provide students with the knowledge of growth and development, concentrating on child somatic, craniofacial, and dental growth and development. The students build a solid foundation along the lines of diagnosing problems and understanding the etiology of malocclusion and space maintenance.
Activity: Lecture
2.25 Credit Hours

DENT 682 Adjunctive Ortho Lec/Lab
This course is designed to expose the student to basic orthodontic laboratory and clinical procedures and encourages the development of technical abilities in banding, bonding, wire bending, and removable appliance fabrication.
Activity: Lecture
1.25 Credit Hour

DENT 685 Pediatric Dentistry I
Pediatric Dentistry. This course will cover Fundamentals of Pediatric Dentistry that will allow you to have a working knowledge of how to manage infants, children, adolescents and patients with special needs that come into your office as a general dentist. The course also describes topics in pediatric relevant to a variety of dental specialties for those interested in pursuing post-graduate studies.
Activity: Seminar
3.0 Credit Hours

DENT 690 Oral Surgery I
This course is designed to give the student exposure to all aspects of the wide and varied scope of oral and maxillofacial surgery. The course also promotes the integration of the basic sciences and medicine into the daily practice of oral and maxillofacial surgery and dentistry. It builds upon and incorporates knowledge from many prerequisite courses, particularly the Pharmacology, Microbiology, and Anesthesia, Pain, and Anxiety courses. After successful completion of this course and its clinical counterpart (course #872), the student should be competent in the management of all aspects of oral and maxillofacial surgery as outlined above under the course goals. Lectures will be presented by faculty members of the department of Oral and Maxillofacial surgery. The lecture material and reading assignments are designed to be complementary. Examinations will encompass material from both sources. Additionally at the request of the dean of academic affairs, the examinations will include questions that reinforce the knowledge obtained by completion of the prerequisite courses of PHARMACOLOGY, MICROBIOLOGY, and Anesthesia, Pain, and Anxiety. Students should review the material from those courses as both the midterm and final examinations will contain questions from knowledge obtained by their completion.
Activity: Seminar
3.0 Credit Hours

DENT 699 Selectives II
Activity: Lecture
1.0 Credit Hour

DENT 752 Ethics III
PEDM III focuses on responsibility transitioning into the post-graduation world of dentistry and covers a variety of topics such as licensure, residency applications, completing graduation requirements, as well as mentorship and real-world clinical practice dilemmas.
Activity: Seminar
0.25 Credit Hours

DENT 790 Multidisciplinary Seminar
The main objective of this year-long seminar-based course is to ensure that students develop the ability to understand biomedical, behavioral and dental sciences and apply such information in a problem-solving context for the comprehensive treatment planning and management of their patients.
Activity: Seminar
1.25 Credit Hour

DENT 799 Selectives III
Activity: Lecture
2.0 Credit Hours

DENT 800 Art Reg Dental School
Activity: Lecture
54.0 Credit Hours

DENT 899 Selectives IV
The Penn Dental Medicine’s Selectives Program enhances the predoctoral curriculum by allowing students to individualize their education to reflect their own professional interests. Students must complete this requirement in order to graduate.
Activity: Lecture
1.0 Credit Hour

DENT 996 Intro To Statistics
Activity: Lecture
1.0 Credit Hour

DENT 997 Systematic Reviews
Activity: Lecture
1.0 Credit Hour

Dental - Endodontics (DEND)

DEND 756 Endodontics Clinic
Activity: Clinic
2.75 Credit Hours

DEND 856 The Endodontic Clinic
The Endodontic Clinic trains predoctoral students to become competent in basic endodontic procedures on vital and non-vital teeth. This includes instruction in diagnosis, treatment planning, treatment/obturation, post-endodontic restoration and related entities (bleaching of non-vital teeth, treatment of traumatic injuries, etc.). This instruction is expanded and reinforced in the fourth-year clinic.
Activity: Clinic
2.0 Credit Hours

Dental - Graduate Core Curriculum (DADE)

DADE 910 Clinical Microbiology
The purpose of Microbiology is to provide modern information in five broad categories: 1. Molecular biology of prokaryotic cells as it relates to oral health. 2. Basic principles of immunology as they relate to infection and immunity. 3. Infectious diseases caused by microbial agents. 4. Relationship of microbes to oral health and how microbes cause caries and periodontal disease. 5. Basic aspects of viral infections and how they related to oral health (herpes, hepatitis B and HIV)
Course usually offered in fall term
Activity: Lecture
0.5 Credit Hours
DADE 911 Ethics
The program includes the core basic science courses, designed to encompass the various disciplines basic to advanced studies in the science and practice of dentistry. They are designed to expose students to modern concepts in the areas covered with the objective of updating and expanding upon their predoctoral knowledge of oral biology. The courses are designed to meet the requirements of the different specialty organizations. All programs are presented on an academic term basis. Course usually offered in fall term
Activity: Lecture
0.25 Credit Hours

DADE 912 Genetics, Embryology
The treatment of patients with cleft lip/palate and other types of craniofacial anomalies in the United States has improved dramatically, many children still receive care that is substantially inferior to what can or should be provided. Inadequate care results from diagnostic errors, failure to recognize and treat the full spectrum of health problems associated with these anomalies, unnecessary and poorly timed treatment, and inappropriate or poorly performed procedures. This course will inform of these persistent problems. Embryology lecture is an overview of the field from its 19th Century with Hegel and 'Ontogeny recapitulates Phylogeny' to the 21st century research on 'Evo-Devo' and the HOX development genes and their relations to the contemporary understanding of embryological development including stem cells. Course usually offered in fall term
Activity: Lecture
0.25 Credit Hours

DADE 914 Maxillofacial Radiology
This course is intended to supplement the basic science course by radiographically showing dissimilar pathoses that appear similar on x-rays.
Course usually offered in fall term
Activity: Lecture
0.25 Credit Hours

DADE 915 Nitrous Oxide Analgesia
This course is designed to provide didactic and clinical instruction in nitrous oxide/oxygen analgesia in accordance with American Dental Association Guidelines. Upon completion of this course, the participant will be eligible for an Anesthesia Restricted Permit II from the Pennsylvania State Board of Dentistry. Participants will have the opportunity to administer (to each other and patients) and undergo nitrous oxide sedation under close supervision. The course is geared to general dentists and dental specialists.
Activity: Lecture
1.0 Credit Hour

DADE 916 Practice Management
Practice Management Lectures and clinical experiences provide students with foundation knowledge regarding the policies and procedure governing practice.
Activity: Lecture
0.25 Credit Hours

DADE 917 Pathology
Pathology is a course that will apply what students have already learned to the study of disease. It is an essential link between the basic and clinical sciences concerned with the mechanisms of disease (e.g., inflammation, neoplasia, and immunopathology) and the disease processes that students will encounter during their careers in dentistry. While the emphasis will be on oral pathology, one must also be familiar with systemic diseases that may impact on the health of the patients.
Activity: Lecture
0.25 Credit Hours

DADE 918 Pulp/Dentin Biology
Biology of Pulp/Dentin Complex Microcirculation COURSE GOALS/
OBJECTIVES: 1. To give the student an understanding of the normal and abnormal biology of the dentin pulp complex. 2. To provide the student with fundamental information on clinically related subjects such as pain control and pulp capping procedures. 3. To provide the student with a general knowledge of the literature related to pulp biology. 4. To review the various physiological methods of investigating pulpal tissue.
Activity: Lecture
0.25 Credit Hours

DADE 919 Head and Neck Anatomy
The purpose of this lecture series is to review the principal anatomy comprising the stomatognathic system. The lectures build on the knowledge of head and neck anatomy acquired in dental school and integrate clinical relevance to this important subject. Slide presentations are employed to teach the anatomical structures of the major head and neck morphologic systems.
Activity: Lecture
0.75 Credit Hours

DADE 920 Advance Library
Activity: Lecture
0.25 Credit Hours

DADE 921 Cultural Competency
Participants in this workshop will assess their beliefs and awareness around cross cultural communication and diversity and inclusiveness. Through lecture, group participation, skill practice, role-play, case studies, and coaching they learn to advance their skill levels and take communication to the next level. Participants will also be recorded at the opening and conclusion of the to assess skill development.
Activity: Lecture
0.25 Credit Hours

DADE 922 Pharmacology
Pharmacology is both a basic science and a clinical science. It builds on the foundation of anatomy, biochemistry, physiology, and pathology and bridges the gap into clinical dentistry. This course in basic pharmacology will give the students a better understanding of drugs, interpreting complicated drug/medical histories, and understanding drug reactions
Activity: Lecture
0.5 Credit Hours
DADE 923 Osteoimmunology
This is a web based course with face to face review sessions prior to in class testing over course material. The material for the course will be presented to students via the online interface. This course covers topics from the text book ‘osteoimmunology’ and from supplemental material provided on Canvas. The course directors will be available by phone, appointment or email for a one hour period each week to address questions. In addition, 90 minute review sessions will be held prior to each exam.
Activity: Lecture
2.0 Credit Hours

DADE 924 Oral Medicine
There are numerous conditions that affect the oral and maxillofacial region, including oral mucosal diseases, temporomandibular joint disorders, orofacial pain syndromes and salivary gland dysfunction. Patients presenting with these disorders can be challenging to diagnose and manage. Several techniques are available for evaluation of these conditions and will guide the clinician toward proper diagnosis. Management protocols vary based upon the specific affecting the oral and maxillofacial region. This course will highlight the etiology, clinical presentation, diagnostic techniques, and management protocols of several conditions, including oral mucosal diseases, temporomandibular joint disorders, orofacial pain syndromes, and salivary gland disorders.
Activity: Lecture
0.25 Credit Hours

DADE 925 Nutrition & Oral Health
Activity: Lecture
0.25 Credit Hours

DADE 926 Wound Healing
The course includes information given by experts in the basic and/or clinical sciences. The first seven lectures cover the basic biologic aspects of wound healing. These are followed by a series of five lectures discussing wound healing in a more clinical context covering the topics of fracture repair, osseointegration, orthodontics, endodontics and periodontics.
Activity: Lecture
2.0 Credit Hours

DADE 927 Grand Rounds
This course will be in the form of a monthly Penn conference for all the residents of graduate specialty programs in PDM. Each conference will include residents' presentations of patients' treatment with complex dental needs that require multi-disciplinary approach and then open discussion with all involved specialties as panel. This conference is designed to provide residents with an understanding of the sequential management of multidisciplinary cases from a diagnostic and treatment basis.
Activity: Lecture
0.5 Credit Hours

DADE 928 Biostatistics
This course will provide a summary of the main statistical concepts needed to make decisions based on data. Some of the material that will be covered includes: data displays, summary statistics, probability distributions and expectation, statistical inference procedures for univariate and bivariate data, linear regression models, and analysis of variance. You will learn how to test a hypothesis, which includes phrasing a hypothesis, making a rationale choice of experimental design, choosing the statistics best suited to test the hypothesis, and assessing the results with standard errors, confidence intervals, and p-values.
Activity: Lecture
1.0 Credit Hour

DADE 929 Pulp/Dentin Biology
Activity: Lecture
0.25 Credit Hours

DADE 930 Maxillofacial Trauma
Activity: Seminar
0.25 Credit Hours

DADE 931 Core Curriculum I
Activity: Lecture
5.5 Credit Hours

DADE 932 Core Curriculum II
Activity: Lecture
5.5 Credit Hours

DADE 990 Dscd Research Seminar
Activity: Seminar
1.0 Credit Hour

DADE 991 Guest Lecture Series
Activity: Lecture
1.0 Credit Hour

DADE 996 Biostatics
Activity: Lecture
1.0 Credit Hour

DADE 997 Systematic Review
Activity: Lecture
1.0 Credit Hour

Dental - Graduate Endodontics (GEND)

GEND 901 Intro To Advanced Endo
Activity: Seminar
3.0 Credit Hours

GEND 902 Adv Endo Lab
Activity: Laboratory
5.5 Credit Hours

GEND 903 Topic Presentation I
Activity: Seminar
1.5 Credit Hour

GEND 904 Topic Presentation II
Activity: Seminar
2.0 Credit Hours

GEND 905 Topic Presentation III
Activity: Seminar
1.5 Credit Hour

GEND 906 Topic Presentation IV
Activity: Seminar
2.25 Credit Hours

GEND 907 Clinical Conference I
Activity: Seminar
1.5 Credit Hour

GEND 908 Clinical Conference II
Activity: Seminar
2.25 Credit Hours

GEND 909 Clinical Conference III
Activity: Seminar
1.5 Credit Hour
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<td>Omfs H &amp; P Exam</td>
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<td>S. Gary Cohen Conference</td>
<td>Seminar</td>
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<td>GOMD 965</td>
<td>V.J. Brightman Conference</td>
<td>Seminar</td>
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<tr>
<td>GOMD 966</td>
<td>Oral &amp; Maxillofacial Pat</td>
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<td>Oral Medicine Clinics I</td>
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<td>GOMD 968</td>
<td>Off-Service Clinical Rot</td>
<td>Recitation</td>
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<td>S. Gary Cohen Conf. II</td>
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<td>GOMD 971</td>
<td>Oral Medicine Clinics II</td>
<td>Clinic</td>
<td>18.75</td>
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GOMD 972 Off-Service Clin Rot II
Residents will be assigned to various medical services or outpatient clinics to function as an integral part of the health care system and participate in clinical patient care.
Activity: Recitation
2.75 Credit Hours

GOMD 973 S. Gary Cohen Conf III
This course will allow academic discussion of disease, disease processes and therapeutic management of a wide range of topics related to oral medicine.
Activity: Seminar
1.5 Credit Hour

GOMD 974 V.J. Brightman Conf III
This conference provides residents with didactic training in the fundamentals of oral medicine.
Activity: Seminar
1.0 Credit Hour

GOMD 975 Omfs Path II
This course introduces residents to the techniques and principles needed for the histopathologic evaluation of tissue specimens from the oral cavity/perioral region.
Activity: Seminar
0.75 Credit Hours

GOMD 976 Oral Medicine Clin III
Residents will participate in the clinical care of oral medicine patients with direct supervision by department faculty in a variety of different locations within UPHS and Penn Dental Medicine.
Activity: Clinic
17.0 Credit Hours

GOMD 977 Off-Service Clin Rot III
Residents will be assigned to various medical services or outpatient clinics to function as an integral part of the health care system and participate in clinical patient care.
Activity: Recitation
1.0 Credit Hour

GOMD 978 S. Gary Cohen Conf IV
This course will allow academic discussion of disease, disease processes and therapeutic management of a wide range of topics related to oral medicine.
Activity: Seminar
1.5 Credit Hour

GOMD 979 V.J. Brightman Conf IV
This conference provides residents with didactic training in the fundamentals of oral medicine.
Activity: Seminar
0.75 Credit Hours

GOMD 980 Oral Medicine Clin IV
Residents will participate in the clinical care of oral medicine patients with direct supervision by department faculty in a variety of different locations within UPHS and Penn Dental Medicine.
Activity: Clinic
17.0 Credit Hours

GOMD 981 Off-Service Clin Rot IV
Residents will be assigned to various medical services or outpatient clinics to function as an integral part of the health care system and participate in clinical patient care.
Activity: Recitation
1.0 Credit Hour

Dental - Graduate Orthodontics (GORT)

GORT 901 Orientation
Activity: Seminar
0.75 Credit Hours

GORT 902 Research Sem I
Activity: Seminar
0.5 Credit Hours

GORT 903 Adult Orthodontics I
Activity: Seminar
0.25 Credit Hours

GORT 904 Growth & Devel I
Activity: Seminar
1.0 Credit Hour

GORT 905 Biology of Tooth Movemen
Activity: Seminar
0.75 Credit Hours

GORT 906 Diagnosis & Tx Plan I
Activity: Seminar
1.0 Credit Hour

GORT 907 Biomechanics I
Activity: Seminar
0.75 Credit Hours

GORT 908 Appliance & Lab Tec I
Activity: Seminar
2.0 Credit Hours

GORT 909 Tmd Dx & Therapy I
Activity: Seminar
0.5 Credit Hours

GORT 910 Ortho/Perio & Adult I
Activity: Seminar
0.5 Credit Hours

GORT 911 Ortho Literature Review
Activity: Seminar
0.5 Credit Hours

GORT 912 Guest Lecture Series
Activity: Seminar
0.5 Credit Hours

GORT 913 Orthognathic Surgery
Activity: Seminar
0.25 Credit Hours

GORT 914 Case Presentation
Activity: Seminar
3.0 Credit Hours

GORT 915 Craniofacial Ortho I
Activity: Seminar
0.25 Credit Hours

GORT 916 Lit Review I
Activity: Seminar
1.0 Credit Hour

GORT 917 Treatment Efficiency I
Activity: Seminar
0.25 Credit Hours
GORT 918 Clinical Ortho Training
Activity: Clinic
19.75 Credit Hours

GORT 919 Research Seminars II
Activity: Seminar
0.75 Credit Hours

GORT 920 Tweed Philosophy
Activity: Seminar
0.5 Credit Hours

GORT 921 Adult Orthodontics II
Activity: Seminar
0.25 Credit Hours

GORT 922 Growth & Development II
Activity: Seminar
0.75 Credit Hours

GORT 923 Biology of Tooth Movement
Activity: Seminar
0.75 Credit Hours

GORT 924 Diagnosis & Tx Plan II
Activity: Seminar
0.75 Credit Hours

GORT 925 Biomechanics II
Activity: Seminar
0.75 Credit Hours

GORT 926 Tmd Dx & Therapy II
Activity: Seminar
0.75 Credit Hours

GORT 927 Ortho/Perio & Adult II
Activity: Seminar
0.75 Credit Hours

GORT 928 Ortho Lit Review II
Activity: Seminar
0.5 Credit Hours

GORT 929 Wire Bending Course
Activity: Laboratory
1.25 Credit Hour

GORT 930 Case Presentation II
Activity: Seminar
6.0 Credit Hours

GORT 931 Craniofacial Ortho II
Activity: Seminar
0.5 Credit Hours

GORT 932 Orthognathic Surgery II
Activity: Seminar
0.25 Credit Hours

GORT 933 Abo Lecture Series
Activity: Seminar
0.5 Credit Hours

GORT 934 Case Presentation
Activity: Seminar
1.5 Credit Hour

GORT 935 Treatment Efficiency II
Activity: Seminar
0.25 Credit Hours

GORT 936 Clinical Ortho II
Activity: Clinic
19.75 Credit Hours

GORT 937 Practice Management
Activity: Seminar
1.0 Credit Hour

GORT 938 Research Seminars III
Activity: Seminar
0.5 Credit Hours

GORT 939 Case Pres Sem I
Activity: Seminar
3.0 Credit Hours

GORT 940 Early Treatment I
Activity: Seminar
1.0 Credit Hour

GORT 941 Adult Ortho III
Activity: Seminar
0.25 Credit Hours

GORT 942 Practice Management
Activity: Seminar
0.25 Credit Hours

GORT 943 Orthognathic Surgery III
Activity: Seminar
1.5 Credit Hour

GORT 944 Periodontics & Orthodont
Activity: Seminar
0.75 Credit Hours

GORT 945 Adult Ortho Lit Review
Activity: Seminar
1.0 Credit Hour

GORT 946 Craniofacial Rot I
Activity: Clinical Rotation Dental & Vet school
0.25 Credit Hours

GORT 947 Ethics in Orthodontics
Activity: Seminar
0.5 Credit Hours

GORT 948 Practical Orthodontics
Activity: Seminar
0.25 Credit Hours

GORT 949 Orthognathic Surgery
Activity: Seminar
0.25 Credit Hours

GORT 950 P & I Clinic Teaching
Activity: Seminar
0.25 Credit Hours

GORT 951 Clinical Ortho Seminars
Activity: Seminar
0.5 Credit Hours

GORT 952 Biomechanics
Activity: Seminar
0.5 Credit Hours

GORT 953 Abo Lecture Series
Activity: Seminar
1.0 Credit Hour
**GORT 954** Guest Lecture Series  
Activity: Seminar  
0.5 Credit Hours

**GORT 955** Ortho Practice Mgmt  
Activity: Seminar  
0.25 Credit Hours

**GORT 956** Innovative Ortho Diagnos  
Activity: Seminar  
0.25 Credit Hours

**GORT 957** Adult Orthodontics  
Activity: Seminar  
0.5 Credit Hours

**GORT 958** Clinical Ortho Training  
Activity: Clinic  
26.25 Credit Hours

**GORT 959** Practice Management Iv  
Activity: Seminar  
0.25 Credit Hours

**GORT 960** Research Seminars Iv  
Activity: Seminar  
0.75 Credit Hours

**GORT 961** Case Pres Sem II  
Activity: Seminar  
2.25 Credit Hours

**GORT 962** Early Treatment II  
Activity: Seminar  
1.5 Credit Hour

**GORT 963** Adult Ortho Iv  
Activity: Seminar  
0.25 Credit Hours

**GORT 964** Practice Management  
Activity: Seminar  
0.25 Credit Hours

**GORT 965** Orthognathic Surgery- Pm  
Activity: Seminar  
1.0 Credit Hour

**GORT 966** Perio & Ortho  
Activity: Seminar  
1.0 Credit Hour

**GORT 967** Adult Ortho Lit Review  
Activity: Seminar  
1.5 Credit Hour

**GORT 968** Craniofacial Ortho  
Activity: Clinic  
0.25 Credit Hours

**GORT 969** Ethics in Orthodontics  
Activity: Seminar  
0.75 Credit Hours

**GORT 970** Practical Orthodontics  
Activity: Seminar  
0.25 Credit Hours

**GORT 971** Ortho/OMFS Conference  
Activity: Seminar  
0.25 Credit Hours

**GORT 972** P & I Clinic Teaching  
Activity: Seminar  
0.25 Credit Hours

**GORT 973** Abo Lecture Series  
Activity: Seminar  
1.0 Credit Hour

**GORT 974** Guest Lecture Series  
Activity: Seminar  
0.5 Credit Hours

**GORT 975** Ortho Practice Mgmt  
Activity: Seminar  
0.25 Credit Hours

**GORT 976** Innovative Ortho Diagnos  
Activity: Seminar  
0.25 Credit Hours

**GORT 977** Perio/Ortho Surgical  
Activity: Seminar  
0.75 Credit Hours

**GORT 978** Clinical Ortho Training  
Activity: Seminar  
26.25 Credit Hours

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**Dental - Graduate Pediatrics (GPED)**

**GPED 901** Intro To Ped Dent  
A comprehensive course to provide an overview of main topics in Pediatric Dentistry including diagnosis, rationale for treatment and description of basic treatment and description of basic treatment techniques.  
Activity: Lecture  
1.5 Credit Hour

**GPED 902** Review of Ped Dent I  
A comprehensive course to provide an in depth knowledge of all areas of Pediatric Dentistry  
Activity: Lecture  
2.5 Credit Hours

**GPED 903** First & Second Year I  
Didactic and Clinical Rotations which provide the residents with the didactic knowledge and clinical experiences for the care of infants, children and adolescents including patients with special health care needs.  
Activity: Clinic  
9.0 Credit Hours

**GPED 904** First Year Rot I  
Grand rounds help doctors and other healthcare professionals keep up to date in important evolving areas which may be outside of their core practice.  
Activity: Clinic  
9.0 Credit Hours

**GPED 905** Sedation Seminar I  
Sedation Seminar is a series of twenty 1-hour lectures and workshops given to the Periodontal and Pediatric Residents of University of Pennsylvanias School o Dental Medicine. The seminar will be focused on topics and content as advised by the ADA Guidelines for Teaching Pain Control and Sedation to Dentists and Dental Students.  
Activity: Seminar  
3.75 Credit Hours

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Dental - Graduate Periodontics (GPRD)

GPED 907 Intro To Ped Dent II
Activity: Lecture
1.5 Credit Hour

GPED 908 Review of Ped Dent II
Activity: Lecture
2.5 Credit Hours

GPED 910 First & Second Year II
Activity: Clinic
9.0 Credit Hours

GPED 911 First Year Rot II
Activity: Clinic
9.0 Credit Hours

GPED 912 Sedation Seminar II
Activity: Seminar
3.75 Credit Hours

GPED 914 Trauma I
Activity: Seminar
2.0 Credit Hours

GPED 915 Review of Ped Dent III
A comprehensive course to provide an in depth knowledge of all areas of Pediatric Dentistry
Activity: Lecture
2.5 Credit Hours

GPED 916 First & Second Year III
Didactic and Clinical Rotations which provide the residents with the didactic knowledge and clinical experiences for the care of infants, children and adolescents including patients with special health care needs.
Activity: Clinic
9.0 Credit Hours

GPED 917 Sedation Seminar III
Activity: Seminar
3.75 Credit Hours

GPED 918 Second Year Rot III
Activity: Clinic
9.0 Credit Hours

GPED 919 Review of Ped Dent IV
Activity: Lecture
2.5 Credit Hours

GPED 920 Sedation Seminar IV
Activity: Seminar
3.75 Credit Hours

GPED 921 Review of Ped Dent IV
Activity: Lecture
2.5 Credit Hours

GPED 922 First & Second Yr IV
Activity: Clinic
9.0 Credit Hours

GPED 923 Trauma II
Activity: Lecture
2.0 Credit Hours

GPED 924 Second Year Rot IV
Activity: Clinic
9.0 Credit Hours

Dental - Graduate Periodontics (GPRD)

GPRD 901 Intro To Periodontology
Activity: Lecture
7.0 Credit Hours

GPRD 902 Intro To Perio Pros
Activity: Lecture
5.0 Credit Hours

GPRD 903 Clinical Perio I
Activity: Clinic
12.0 Credit Hours

GPRD 904 Cl Lit Review I
Activity: Seminar
2.0 Credit Hours

GPRD 905 Cur Lit Review I
Activity: Seminar
2.0 Credit Hours

GPRD 906 Perio Case Pres I
Activity: Seminar
1.5 Credit Hour

GPRD 907 Perio-Pros Case Pres I
Activity: Seminar
1.5 Credit Hour

GPRD 908 Fund of Perio I
Activity: Seminar
2.0 Credit Hours

GPRD 909 Fund of Perio-Pros I
Activity: Seminar
2.0 Credit Hours

GPRD 910 Sedation Seminar I
Activity: Lecture
0.5 Credit Hours

GPRD 911 Minor Adult Ortho I
Activity: Lecture
1.0 Credit Hour

GPRD 912 Adv Topics in Perio I
Activity: Lecture
1.0 Credit Hour

GPRD 914 Surgical Endo
Activity: Clinic
0.25 Credit Hours

GPRD 915 Hospital Oral Medicine
Activity: Clinic
1.25 Credit Hour

GPRD 916 Medically Compromised
Activity: Clinic
1.25 Credit Hour

GPRD 917 Perio Practice Mgmt
Activity: Clinic
1.25 Credit Hour

GPRD 918 Clinical Perio
Activity: Clinic
1.25 Credit Hour
GPRD 919 Cl Lit Review II
Activity: Seminar
3.25 Credit Hours

GPRD 920 Current Lit Review II
Activity: Lecture
3.25 Credit Hours

GPRD 921 Perio Case Pres II
Activity: Lecture
2.5 Credit Hours

GPRD 922 Perio-Prosth Case Pres II
Activity: Lecture
2.5 Credit Hours

GPRD 923 Fund of Perio II
Activity: Lecture
3.25 Credit Hours

GPRD 924 Fund of Perio-Prosth II
Activity: Lecture
3.25 Credit Hours

GPRD 925 Sedation Seminar II
Activity: Lecture
0.75 Credit Hours

GPRD 926 Minor Adult Ortho II
Activity: Lecture
1.5 Credit Hour

GPRD 927 Adv Topics in Perio II
Activity: Lecture
1.5 Credit Hour

GPRD 929 In-Service Exam
Activity: Lecture
0.5 Credit Hours

GPRD 930 Oral Comp Exam
Activity: Lecture
0.25 Credit Hours

GPRD 931 Clinical Perio III
Activity: Clinic
19.5 Credit Hours

GPRD 932 Classic Lit Review III
Activity: Seminar
3.25 Credit Hours

GPRD 933 Current Lit Review III
Activity: Seminar
3.25 Credit Hours

GPRD 934 Perio Case III
Activity: Seminar
2.5 Credit Hours

GPRD 935 Perio-Prosth Case III
Activity: Seminar
2.5 Credit Hours

GPRD 936 Adv Topics in Perio III
Activity: Lecture
1.5 Credit Hour

GPRD 937 Clin Perio Iv
Activity: Clinic
19.5 Credit Hours

GPRD 938 Classic Lit Rev Iv
Activity: Seminar
3.25 Credit Hours

GPRD 939 Current Lit Rev Iv
Activity: Seminar
3.25 Credit Hours

GPRD 940 Perio Case Pres Iv
Activity: Seminar
2.5 Credit Hours

GPRD 941 Perio-Prosth Case Pres Iv
Activity: Seminar
2.5 Credit Hours

GPRD 942 Sedation Seminar Iv
Activity: Lecture
0.5 Credit Hours

GPRD 943 Adv Topics in Perio Iv
Activity: Seminar
1.5 Credit Hour

GPRD 944 In Service Exam II
Activity: Lecture
0.5 Credit Hours

GPRD 945 Oral Comp Exam II
Activity: Lecture
0.25 Credit Hours

GPRD 946 Clinical Perio V
Activity: Clinic
19.5 Credit Hours

GPRD 947 Classic Lit Review V
Activity: Seminar
3.25 Credit Hours

GPRD 948 Current Lit Review V
Activity: Seminar
3.25 Credit Hours

GPRD 949 Perio Case Pres V
Activity: Seminar
2.5 Credit Hours

GPRD 950 Perio-Prosth Case V
Activity: Lecture
2.5 Credit Hours

GPRD 951 Sedation Seminar V
Activity: Lecture
0.75 Credit Hours

GPRD 952 Adv Topics in Perio V
Activity: Seminar
1.5 Credit Hour

GPRD 953 Board Review Sem I
Activity: Lecture
1.5 Credit Hour

GPRD 954 Clinical Perio Vi
Activity: Clinic
19.5 Credit Hours

GPRD 955 Gprd Classic Lit Rev Vi
Activity: Seminar
3.25 Credit Hours
DOMD 760 Oral Medicine L
The purpose of this course is to give students a foundation for common oral lesions, facial pain, and salivary gland disease as well as an understanding of medical conditions which directly affect the oral and maxillofacial structures.
Activity: Lecture
1.25 Credit Hour

DOMD 761 Admissions and Emergency
Activity: Clinic
1.5 Credit Hour

DOMD 764 Od&E Medical Clerkship
This course is designed to give students a foundation for understanding physical diagnosis, medical workups, consultations, and conditions that directly affect management of the dental patient. Students learn the skills of physical diagnosis, how to complete the ‘History and Physical,’ how to interpret and evaluate clinical, laboratory, radiographic, and other diagnostic information and procedures. In addition, students learn how to recognize the normal range of clinical findings as well as significant abnormalities requiring medical management of the dental patient.
Activity: Lecture
1.0 Credit Hour

DOMD 861 Admissions and Emergency
Admissions and Emergency The Admissions and Emergency Care Clinic rotation consists of combined rotations in the Emergency Care Clinic, and the Oral Diagnosis Clinic. The Emergency Care Clinic provides emergency care to ‘walk-in’ non-registered patients. Emphasis is placed on efficient and thorough dental care to ensure that the patient receives the highest quality of emergency dental care in a timely manner. The Admissions or Oral Diagnosis Clinic provides an initial evaluation for Penn Dental Medicine patients who register for comprehensive care on an appointment basis. Students that rotate through the Oral Diagnosis Clinic assess the medical and oral health status of the patients. Additionally, the medical status of all patients (except ASA I patients) are reassessed annually in the Oral Diagnosis Clinic.
Activity: Clinic
6.25 Credit Hours

DOMD 887 Hospital Assignment
Students spend four weeks in an extramural program at an affiliated hospital or a non-affiliated hospital program approved by Penn Dental Medicine. During the hospital rotation, students evaluate hospitalized patients to reinforce principles of physical and laboratory diagnosis, participate in dental treatment for patients with severe medical problems, and learn to request and answer consultations from other clinical departments such as radiology and otolaryngology.
Activity: Clinic
6.25 Credit Hours
Dental - Oral Surgery (DOSP)

DOSP 770 Oral Surgery L
This lecture-based course provides students exposure to all aspects of the wide and varied scope of oral and maxillofacial surgery. The course promotes the integration of the basic sciences and medicine into the daily practice of oral and maxillofacial surgery and dentistry.
Activity: Lecture
2.25 Credit Hours

DOSP 772 Oral Surgery Clinic
Students perform uncomplicated exodontia and minor pre-prosthetic surgical procedures that are approved by the clinical instructors, assist the instructors in complicated surgical procedures, and observe the administration of intravenous sedation and general anesthesia.
Activity: Clinic
1.0 Credit Hour

DOSP 872 Oral Surgery Clinic
Students perform uncomplicated exodontia and minor pre-prosthetic surgical procedures that are approved by the clinical instructors, assist the instructors in complicated surgical procedures, and observe the administration of intravenous sedation and general anesthesia. The bulk of the students' clinical experience is delivered in a continuous 2-week block. This type of experience enables students to better understand the delivery of surgical care.
Activity: Clinic
2.0 Credit Hours

Dental - Orthodontics (DORT)

DORT 753 Orthodontics II
Activity: Lecture
1.75 Credit Hour

DORT 788 P and I Clinic
Through clinical rotation, the student is exposed to patients with malocclusions that arise in a normally developing craniofacial complex. Management of these problems aims at providing an unimpeded eruption and alignment of dentition.
Activity: Clinic
0.75 Credit Hour

DORT 803 Adjunctive Orthodontics
Adjunctive orthodontic intervention involves the management of orthodontic problems prior to restorative treatment. Each student is required to complete the treatment of a clinical case which may involve the following: 1. repositioning teeth that have drifted after extraction or bone loss caused by periodontal disease. 2. forced eruption of broken teeth to expose sound root structure of which to place permanent restorations. 3. correction of crossbites which do not involve a skeletal discrepancy. 4. alignment of anterior teeth for more esthetic restorations.
Activity: Clinic
0.5 Credit Hours

Dental - Pediatrics (DPED)

DPED 704 Pediatric Dentistry L/B
Activity: Lecture
2.75 Credit Hours

DPED 751 Pediatric Dentistry Clin
Activity: Clinic
1.25 Credit Hour

Dental - Periodontics (DPRD)

DPRD 780 Periodontics L
This course is designed to acquaint the student practitioner with the fundamentals of periodontal surgery necessary for the comprehensive practice of general dentistry. A major emphasis includes understanding the normal periodontium and a correlation of the events in the histopathology of inflammation, trauma and wound healing.
Activity: Lecture
2.0 Credit Hours

DPRD 781 Periodontics Clinic
The Periodontics Clinic provides third-and fourth-year students the opportunity to treat patients with differences of severity in existing periodontal disease.
Activity: Clinic
5.25 Credit Hours

DPRD 881 Periodontics Clinic
The Periodontics Clinic provides fourth-year students the opportunity to treat patients with differences of severity in existing periodontal disease. In most cases, the patients afford the students adequate experiences and impart to them comprehensive knowledge of the tissues of the periodontium and the fundamental principles underlying the prevention and treatment of diseases that afflict the periodontal tissues.
Activity: Clinic
5.0 Credit Hours

Dental - Radiology (DRAD)

DRAD 777 Radiology Clinic/Seminar
Students are assigned 12-15 rotations in the Radiology Clinic during their third and fourth years. During these rotations, students take full-mouth x-ray series on newly admitted patients.
Activity: Clinic
0.75 Credit Hours

DRAD 877 Radiology Clinic
Students are assigned 12-15 rotations in the Radiology Clinic during their third and fourth years. During their rotations, they take full-mouth x-ray series on newly admitted patients who are sent to Radiology from the Admissions Clinic.
Activity: Clinic
0.25 Credit Hours

Dental - Restorative Dentistry (DRST)

DRST 739 Pass Preparatory Course
Activity: Laboratory
4.25 Credit Hours
Design (DSGN)

DSGN 220 Pixel to Print
This studio course introduces students to the world of print media and circulation through techniques in Risograph (a high-speed digital printing system developed in Japan in the 1980s), xerography, and letterpress, focusing particularly on the format of posters and artists’ ephemera. Beginning with the Adobe Creative Suite, students will create their own broadsides, flyers, announcement cards, and print-based installations throughout the course, exploring ways in which artists and designers make use of the printed form to disseminate information; initiate happenings; advertise events; or foment change. Students will learn about some of the most significant producers working within this realm—such as Dada and punk bands in the '70s to contemporary hybrid publishing collectives—develop skills in page layout, typography, and design; and develop mechanized and hand-pulled press operations. The course includes a field trip to NYC.
Taught by Kayla Romberger
Also Offered As: DSGN 520
Activity: Studio
1.0 Course Unit

DSGN 233 Digital Illustration
Digital Illustration is a course designed to expose students to the diverse techniques and approaches used in creating digital illustration for print publication. Course assignments will include two-dimensional animation storyboarding, figure illustration, technical diagram illustration, and photographic retouching and enhancing. Digital applications will include morphing with layers, surface cloning, and three-dimensional modeling and spatial transformation of scenes and objects. Students completing this course will possess the capability to design and creatively and skillfully execute finished artwork.
One-term course offered either term
Also Offered As: DSGN 633
Prerequisite: DSGN 264 AND FNAR 123
Activity: Studio
1.0 Course Unit

DSGN 234 Art of the web: Interactive Concepts for Art & Design
Art of the Web: Interactive concepts for art and design is a first step in learning how to create, analyze, and discuss interactive content, as a visual creator. It is an exploration of the culture of the internet, the ideas behind its quirks, the dreams and freedoms it encapsulates, and the creative power it gives us. Students will be assigned projects that will challenge their current understanding of the web, and the ways it shapes human connectivity and interaction. Upon completion of this course, students will possess a working knowledge of how to organize and design websites and learn to critique web-content including navigation, UX design and information architecture. The course will require analytical conceptual skills and foster creative thinking.
One-term course offered either term
Also Offered As: DSGN 634
Prerequisite: DSGN 264
Activity: Studio
1.0 Course Unit
DSGN 235 3-D Computer Modeling
Students will develop a comprehensive knowledge of how virtual worlds are constructed using contemporary computer graphics technique with a fine arts perspective. The course will offer the opportunity to explore the construction, texturing, and rendering of forms, environments, and mechanisms while conforming to modeling specifications required for animation, real-time simulations or gaming environments, and rapid prototyping.
One-term course offered either term
Also Offered As: DSGN 635
Prerequisite: FNAR 123 AND DSGN 636
Activity: Studio
1.0 Course Unit

DSGN 236 Digital Figure Modeling
This course introduces methods of modeling, texturing, and rendering human and animal figures. Students will study anatomical bone and muscle structures, and then employ this knowledge as they develop polygonal models for real-time 3D simulations or gaming environments, high-resolution rendering, and rapid prototyping.
Course usually offered in spring term
Also Offered As: DSGN 536
Prerequisite: DSGN 235
Activity: Studio
1.0 Course Unit

DSGN 238 Open Book
‘Open Book’ will focus on visual communication of information. It will address two methods of inquiry and the corresponding means of visual representation: the objective, well structured research of facts and images, and the creative process of their subjective evaluation and restatement. Students will propose a topic based on their area of interest and engage in a focused, semester-long exploration, which they will present in the form of a designed and printed book.
Course usually offered in fall term
Also Offered As: DSGN 538
Activity: Seminar
1.0 Course Unit

DSGN 245 Book and Publication Design
Book and Publication Design will focus on the theory and professional practice of designing multi-page publications. Students will analyze formal structures of different types of books-literature and poetry, fiction and non-fiction compilations, illustrated volumes such as art catalogues, monographs and textbooks, and serial editions-discussing both traditional and experimental approaches. The format of the course will be split between theoretical and historical evaluations of book formats by drawing on the Van Pelt Rare Book Collection - and studio time where students will design books with attention to the format’s conceptual relationship to the material at hand with a focus on typography and page layout, as well as on understanding production methods of printing and binding. In addition to the conventions of page layout, students will examine paratextual elements (title page, practice of pagination and other internal structuring, content lists and indexes, colophons, notes, and marginalia, and end-leaves binding, etc.). Prerequisite: DSGN 264 or permission from the instructor.
Taught by: Hyland
Course usually offered in fall term
Also Offered As: DSGN 645
Prerequisite: DSGN 264
Activity: Studio
1.0 Course Unit

DSGN 247 Environmental Animation
This studio-based course examines the disciplinary spaces of landscape, art, and architecture through the medium of 3D animation and storytelling. We immerse ourselves in environments that may be as small as a cell or as large as a planet. From the refiguring of images, models, graphic design, or video to visualization or coding the genesis of whole environments, this course will allow for a variety of entry point for students of different disciplines and skill levels. Projects will range in scope from animated GIFs to animated shorts. This course embraces a spirit of invention, collaborative learning, and interdisciplinary cross-pollination. Experience in landscape architecture, architecture, animation, programming, film, GIS, and/or graphic design is encouraged. We will examine and discuss some standard typologies such as the walk-through, data-visualization, as well as filmic and avant garde strategies as starting points for creative reinterpretation of space. We will primarily be using Blender and After Effects with support from Unreal Engine. Python scripting will be included in most assignments to enhance artistic control of the software.
Taught by: Landau
Course usually offered in spring term
Also Offered As: DSGN 547
Activity: Studio
1.0 Course Unit

DSGN 264 Art, Design and Digital Culture
This course is an introduction to the fundamental perception, representation, aesthetics, and design that shape today's visual culture. It addresses the way artists and designers create images; design with analog and digital tools; communicate, exchange, and express meaning over a broad range of media; and find their voices within the fabric of contemporary art, design, and visual culture. Emphasis is placed on building an extended form of visual literacy by studying and making images using a variety of representation techniques; learning to organize and structure two-dimensional and three-dimensional space, and designing with time-based and procedural media. Students learn to develop an individual style of idea-generation, experimentation, iteration, and critique as part of their creative and critical responses to visual culture. If you need assistance registering for a closed section, please email the department at fnarug@design.upenn.edu
For BA Students: Humanities and Social Science S
One-term course offered either term
Also Offered As: DSGN 636, VLST 264
Activity: Studio
1.0 Course Unit

DSGN 266 Graphic Design with Creative Technologies
This aim this course is to introduce students creative ways to use color, typography, and layout across new materials and media, ranging from print to physical objects. Students will explore visual design through a set of assignments and projects that are geared towards exploring the role of design in visual arts, interaction design, media design and architecture. The course introduces a number of design concepts such as content organization, navigation, interaction and date-driven design and show ways to develop new design metaphors, presentation techniques, and imagery using old and new technologies. Course is structured as a combination of lectures and hands on workshops where students will have the chance to work both individually and collaboratively to realize their projects.
One-term course offered either term
Also Offered As: DSGN 566
Prerequisite: DSGN 264 OR DSGN 636
Activity: Studio
1.0 Course Unit
DSGN 268 Biological Design
This course is a research-based design studio that introduces new materials, fabrication, and prototyping techniques to develop a series of design proposals in response to the theme: Biological Design. The studio introduces life sciences and biotechnologies to designers, artists, and non-specialists to develop creative and critical propositions that address the social, cultural, and environmental needs of the 21st century.
One-term course offered either term
Also Offered As: DSGN 568
Prerequisite: DSGN 264
Activity: Studio
1.0 Course Unit

DSGN 269 Typography
The study and practice of typography spans the history of individual letterforms through the typesetting of full texts. It is a complete immersion into type as an integral part of visual communication. Typesetting conventions and variables including legibility, readability, texture, color and hierarchy will be stressed, as well as a form for organizing information and expressing visual ideas. Studio work will include collection and analyzing type, designing an original typeface, researching type history and experimenting with typographic forms.
One-term course offered either term
Also Offered As: DSGN 569
Prerequisite: DSGN 264
Activity: Studio
1.0 Course Unit

DSGN 270 Graphic Design Practicum
Practicum provides a real world experience for students interested in solving design problems for non-profit and community organizations. The studio works with two clients each semester, and previous projects have included print design, web design, interpretive signage and exhibit interactives. All projects are real and will result in portfolio-ready finished product. Students will participate in full design experience including design, client interaction, presentations, production and project management. In addition, students will take field trips, meet professionals and go on studio visits.
One-term course offered either term
Also Offered As: DSGN 570
Prerequisite: DSGN 266 OR DSGN 269
Activity: Studio
1.0 Course Unit

DSGN 286 Visual Narrative
Visual Narrative is an introduction to the practice of storytelling with images. From news and information to art, law, and science, visual storytelling is a critical aspect of creating and navigating contemporary culture. This course is situated at the intersection of design, art, and visual culture, focusing on relevant forms and topics including the photo essay, information design and visual explanation, the photographic sequence in contemporary art, scenario design and concept visualization. Visual Narrative focuses on traditional as well as emerging modes of production and distribution for documentary, visual storytelling, and photojournalism, exploring new aesthetics and the social impact of visual narratives. Visual Narrative immerses students in the study of narrative craft and creation of visual stories covering topics relevant to designers and photographers. Beginning with the photo series and the photo documentary tradition, the course evolves through multimedia narrative and non-narrative forms. Students will explore principles of narrative construction in design and photography through lecture, studio projects, and with presentations by visiting artists, designers, and photographers. Students will work within and across disciplines of art, design, and visual journalism, exploring topics including context, cause and effect, time, space, flow, picture-to-picture relationships, sequence, visual hierarchy, and linearity. Study of non-narrative systems: categorical, rhetorical, abstract, and associational forms - as well as interactive narratives will also be included.
Course usually offered in fall term
Also Offered As: DSGN 686
Activity: Studio
1.0 Course Unit

DSGN 300 Contemporary Theories of Design
This seminar explores a range of theories, concepts, and thought patterns that shape different disciplines of design. From critical science studies to object-orient ontology and speculative design, it discusses how theoretical frameworks drive innovation, critique, and user experience.
Taught by: Telhan
Also Offered As: DSGN 500
Activity: Seminar
1.0 Course Unit

DSGN 306 Design 21: Design After the Digital
Last century, the digital revolution transformed every aspect of our lives. It shaped every design discipline and defined the ways we imagine and fabricate anything from images to everyday products to clothing, cars, buildings and and megacities. Today, design is going through other technical and conceptual revolutions. We design with biotechnologies, fall in love in Virtual Reality with AI bots, rent our cognitive labor through cryptocurrencies. Our creative capabilities, on the other hand, are bounded by a polluted, over-crowded, and resource-constrained planet that is suffering major income and educational inequality. Design After the Digital interrogates the role of design for this century. The seminar surveys the conceptual and technical developments in the past decade to develop an interdisciplinary understanding of design, science and technology. We will study how new design and fabrication methods shape what we eat, what we wear, how we form opinions and express ourselves. The goal will be to develop new literacies of design that will help us acclimate better to the realities of the century as creative and critical citizens who can shape its products and values.
Taught by: Telhan
Course usually offered in fall term
Also Offered As: DSGN 506
Activity: Seminar
1.0 Course Unit
DSGN 317 Cultures of Making
Cultures of Making is an integrative studio that explores new frontiers of design that enable, empower, and interrogate the human in the 21st century. We will take the human body, identity, or image as a site of investigation and design new types of products for it. Through our designs, we will raise questions about the motivations behind quantifying ourselves, desires for being permanently available and connected, complacency with not having privacy or intimacy, and eagerness to substitute craft, labor, and decision-making with intelligent systems from self-driving cars to painting bots and trading algorithms. This studio will pursue a research and production-oriented format. We will incorporate techniques and technologies from fields as diverse as printed electronics, biochemical fabrication, machine learning and robotics to develop applications that respond to the emergent perceptions of the human for its individual, social, or environmental identity.

Taught by: Orkan Telhan
Also Offered As: DSGN 517
Activity: Studio
1.0 Course Unit

DSGN 328 Functions for Form and Material
This studio course will introduce methods of material selection and fabrication with the goal of developing evocative and effective designs. We will learn parametric modeling techniques that allow visualization to begin before all of the requirements of a design are known. We will implement techniques that allow us to test and optimize forms to be stronger, lighter, or to fail or perform more predictably. The class will work to identify materials with properties that introduce new structural or conceptual possibilities for our designs. For each project, we will use a broad range of fabrication techniques for metals, natural and synthetic materials. The goal of the course is to develop a creative approach towards learning to work with unfamiliar tools and materials.

Taught by: Mosely
Also Offered As: DSGN 528
Activity: Studio
1.0 Course Unit

DSGN 337 Information Design and Visualization
Information Design and Visualization is an introductory course that explores the structures of information (text, numbers, images, sounds, video, etc.) and presents strategies for designing effective visual communication appropriate for various users and audiences. The course seeks to articulate a vocabulary of information visualization and find new design forms for an increasingly complex culture.
One-term course offered either term
Also Offered As: DSGN 637
Prerequisite: DSGN 264
Activity: Studio
1.0 Course Unit

DSGN 343 Language of Design
The course will explore the changing relationship during the modern era between design (structure, model, plan of a work of art) and language (metaphor for a system of communication; speech, writing, literature). Our readings and visual presentations will focus on topics in the decorative arts, painting, architecture, typography and visual communication. We will focus on primary sources in order to situate our inquiry in a larger historical context. The discussion will center on claims about the inherent meaning of form, discuss different roles for design - as an ideological statement, as an agent of social change, and as an idiosyncratic expression. Topics will also include the search for a universal language, attempts at bridging the perceived gap between spoken and written language, and the impact of visual form on the meaning of literary texts (particularly when the author has been involved in the publication process). Students can suggest additional topics related to their field of study.
Course usually offered in spring term
Also Offered As: DSGN 643
Activity: Seminar
1.0 Course Unit

DSGN 366 Advanced 3-D Modeling
Advanced 3-D Modeling will give students the opportunity to refine skills in modeling, texturing, lighting and rendering with an emphasis on the evolution of ideas through constant revision based class critique. Students will use a variety of industry standard software packages, including but not limited to Maya and Mudbox to compose complex environments. Projects are designed to give students the opportunity to work with original content within a simulated production environment.
One-term course offered either term
Also Offered As: DSGN 646
Prerequisite: DSGN 235 OR DSGN 635 OR DSGN 236 OR DSGN 536
Activity: Studio
1.0 Course Unit

DSGN 370 Advanced Graphic Design and Typography
This course will explore advanced commercial, public and personal forms of visual communication. Emphasis will be placed on creative problem solving with consideration for audience. Discussion of design history, current ideology and future design applications will inform individual student projects. Work generated in this studio can be used to build a portfolio. Prerequisite: Permission from instructor if prerequisites are not met.
Course usually offered in fall term
Also Offered As: DSGN 670
Prerequisite: DSGN 266 AND DSGN 269
Activity: Studio
1.0 Course Unit
DSGN 378 Interfacing Cultures: Designing for Mobile, Web and Public Media
This course introduces advanced topics related to contemporary media technologies, ranging from social media to mobile phone applications and urban interfaces. Students learn how to use new methods from interaction design, service design, and social media and work towards prototyping their ideas using new platforms and media. The class will cover a range of topics such as online-gaming, viral communication, interface culture, networked environments, internet of things and discuss their artistic, social, and cultural implications to the public domain.
Course usually offered in spring term
Also Offered As: DSGN 678
Prerequisite: DSGN 234
Activity: Studio
1.0 Course Unit

DSGN 380 Design Future(s)
Design Future(s) is production-oriented studio which explores the relationship between critical design and emerging technologies. Students learn how to work with sensing, machine learning, robotics, and biofabrication to explore what it means to design in response to the social, cultural, and environmental realities of our times. The course is organized through hands-on workshops, lectures, design and critique sessions to develop both technical skills and learn about new design methodologies. Every semester, the studio is developed around a specific theme (i.e., future of body and labor, future of identity, future interfaces) and work towards developing a discursive and multi-disciplinary understanding of 'future' that is informed by methodologies outside the traditional Western design canon.
Taught by: Orkan Telhan
Also Offered As: DSGN 580
Activity: Studio
1.0 Course Unit

DSGN 388 Creative Research
This seminar explores different aspects of research—knowledge production and dissemination—across a variety of creative practices from the arts to the humanities, engineering, and sciences. Students investigate what it means to observe, measure, analyze, test, study, experiment, diagram, prototype, speculate, generate and criticize; apply multiple modes of inquiry; be conceptual, analytical, propositional and critical at the same time, all in order to develop their work from different perspectives. As students work across different methodologies, they also explore ways of making their work public through various social protocols, publications, and exhibitions that address different audiences.
Taught by: Orkan Telhan
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

DSGN 399 Independent Study
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

DSGN 488 Senior Seminar Project (Fall)
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

DSGN 489 Senior Seminar Project (Spring)
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

DSGN 500 Contemporary Theories of Design
This seminar explores a range of theories, concepts, and thought patterns that shape different disciplines of design. From critical science studies to object-orient ontology and speculative design, it discusses how theoretical frameworks drive innovation, critique, and user experience.
Taught by: Telhan
Also Offered As: DSGN 300
Activity: Seminar
1.0 Course Unit

DSGN 506 Design 21: Design After the Digital
Last century, the digital revolution transformed every aspect of our lives. It shaped every design discipline and defined the ways we imagine and fabricate anything from images to everyday products to clothing, cars, buildings, and megacities. Today design is going through other technical and conceptual revolutions. We design with biotechnologies, fall in love in Virtual Reality with AI bots, rent our cognitive labor through crytocurrencies. Our creative capabilities, on the other hand, are bounded by a polluted, over-crowded, and resource-constrained planet that is suffering major income and educational inequality. Design After the Digital interrogates the role of design for this century. This seminar surveys the conceptual and technical developments in the past decade to develop an interdisciplinary understanding of design, science, and technology. We will study how new design and fabrication methods shape what we eat, what we wear, how we form opinions and express ourselves. The goal will be to develop new literacies of design that will help us acclimate better to realities of the century as creative and critical citizens who can shape its products and values.
Taught by: Telhan
Course usually offered in fall term
Also Offered As: DSGN 306
Activity: Seminar
1.0 Course Unit

DSGN 517 Cultures of Making
Cultures of Making is an integrative studio that explores new frontiers of design that enable, empower, and interrogate the human in the 21st century. We will take the human body, identity, or image as a site of investigation and design new types of products for it. Through our designs, we will raise questions about the motivations behind quantifying ourselves, desires for being permanently available and connected, complacency with not having privacy or intimacy, and eagerness to substitute craft, labor, and decision-making with intelligent systems from self-driving cars to painting bots and trading algorithms. This studio will pursue a research- and production-oriented format. We will incorporate techniques and technologies from fields as diverse as printed electronics, biochemical fabrication, machine learning and robotics to develop applications that respond to the emergent perceptions of the human for its individual, social, or environmental identity.
Taught by: Orkan Telhan
Course usually offered in spring term
Also Offered As: DSGN 317
Activity: Studio
1.0 Course Unit
DSGN 520 Pixel to Print
This studio course introduces students to the world of print media and circulation through techniques in Risograph (a high-speed digital printing system developed in Japan in the 1980s), xerography, and letterpress, focusing particularly on the format of posters and artists' ephemera. Beginning with the Adobe Creative Suite, students will create their own broadsides, flyers, announcement cards, and print-based installations throughout the course, exploring ways in which artists and designers make use of the printed form to disseminate information; initiate happenings; advertise events; or foment change. Students will learn about some of the most significant producers working within this realm—from Dada to punk bands in the '70s to contemporary hybrid publishing collectives—and develop skills in page layout, typography, and design; digital to analog pre-press and post-print production methods; and mechanized and hand-pulled press operations. The course includes a field trip to NYC.
Taught by: Kayla Romberger
Also Offered As: DSGN 220
Activity: Studio
1.0 Course Unit

DSGN 528 Functions for Form and Material
This studio course will introduce methods of material selection and fabrication with the goal of developing evocative and effective designs. We will learn parametric modeling techniques that allow visualization to begin before all the requirements of a design are known. We will implement techniques that allow us to structurally test and optimize forms to be stronger, lighter, to fail more predictably, or to function efficiently. The class will work to identify materials with properties that introduce new structural or conceptual possibilities for our designs. For each project, we will use a broad range of fabrication techniques for metals, natural and synthetic materials. The goal of the course is to develop a creative approach towards learning to work with unfamiliar tools and materials.
Taught by: Mosley
Course usually offered in spring term
Also Offered As: DSGN 328
Activity: Studio
1.0 Course Unit

DSGN 536 Digital Figure Modeling
This course introduces methods of modeling, texturing, and rendering human and animal figures. Students will study anatomical bone and muscle structures, and then employ this knowledge as they develop polygonal models for real-time 3D simulations or gaming environments, high-resolution renderings, and rapid prototyping.
Course usually offered in spring term
Also Offered As: DSGN 236
Prerequisite: DSGN 235
Activity: Studio
1.0 Course Unit

DSGN 538 Open Book
"Open Book" will focus on visual communication of information. It will address two methods of inquiry and the corresponding means of visual representation: the objective, well structured research of facts and images, and the creative process of their subjective evaluation and restatement. Students will propose a topic based on their area of interest and engage in a focused, semester-long exploration, which they will present in the form of a designed and printed book.
Course usually offered in fall term
Also Offered As: DSGN 238
Activity: Seminar
1.0 Course Unit

DSGN 547 Environmental Animation
This studio-based course examines the disciplinary spaces of landscape, art, and architecture through the medium of 3D animation and storytelling. We immerse ourselves in environments that may be as small as a cell or as large as a planet. From the refiguring of images, models, graphic design, or video to visualization or coding the genesis of whole environments, this course will allow for a variety of entry point for students of different disciplines and skill levels. Projects will range in scope from animated GIFs to animated shorts. This course embraces a spirit of invention, collaborative learning, and interdisciplinary cross-pollination. Experience in landscape architecture, architecture, animation, programming, film, GIS, and/or graphic design is encouraged. We will examine and discuss some standard typologies such as the walk-through, data visualization, as well as filmic and avant garde strategies as starting points for creative reinterpretation of space. We will primarily be using 3D Studio Max and After Effects will support from Next Engine 3D Scanner, Rhino, and Grasshopper. Scripting will be included in most assignments to enhance artistic control of the software. Prerequisite: Experience in landscape architecture, architecture, animation, programming, file, Photoshop, or graphic design is strongly encouraged but not required.
Taught by: Landau
Course usually offered in spring term
Also Offered As: DSGN 247
Activity: Studio
1.0 Course Unit

DSGN 566 Graphic Design with Creative Technologies
The aim of this course is to introduce students creative ways to use color, typography, and layout across materials and media, ranging from print to physical objects. Students will explore visual design through a set of assignments and projects that are geared towards exploring the role of design in visual arts, interaction design, media design and architecture. The course introduces a number of design concepts such as content organization, navigation, interaction and data-driven design and show ways to develop new design metaphors, presentation techniques, and imagery using old and new technologies. Course is structured as a combination of lectures and hands on workshops where students will have the chance to work both individually and collaboratively to realize their projects.
One-term course offered either term
Also Offered As: DSGN 266
Prerequisite: DSGN 264 OR DSGN 636
Activity: Studio
1.0 Course Unit
DSGN 568 Biological Design
This course is a research-based design studio that introduces new materials, fabrication, and prototyping techniques to develop a series of design proposals in response to the theme: Biological Design. The studio introduces life sciences and biotechnologies to designers, artists, and non-specialists to develop creative and critical propositions that address the social, cultural, and environmental needs of the 21st century.
One-term course offered either term
Also Offered As: DSGN 268
Prerequisite: DSGN 264
Activity: Studio
1.0 Course Unit

DSGN 569 Typography
The study and practice and typography spans the history of individual letterforms through the typesetting of full texts. It is a complete immersion into type as an integral part of visual communication. Typesetting conventions and variables including legibility, readability, texture, color and hierarchy will be stressed, as well as a form for organizing information and expressing visual ideas. Studio work will include collecting and analyzing type, designing and original typeface, researching type history and experimenting with typographic forms.
Course usually offered in spring term
Also Offered As: DSGN 269
Prerequisite: DSGN 264
Activity: Studio
1.0 Course Unit

DSGN 570 Graphic Design Practicum
Practicum provides a real world experience for students interested in solving design problems for non-profit and community organizations. The studio works with two clients each semester, and previous projects have included print design, web design, interpretive signage and exhibit interactives. All projects are real and will result in a portfolio-ready finished product. Students will participate in a full design experience including design, client interaction, presentations, production, and project management. In addition, students will take field trips, meet professionals and go on studio visits.
One-term course offered either term
Also Offered As: DSGN 270
Prerequisite: DSGN 266 OR DSGN 269
Activity: Studio
1.0 Course Unit

DSGN 580 Design Future(s)
Design Future(s) is production-oriented studio which explores the relationship with critical design and emerging technologies. Students learn how to work with sensing, machine learning, robotics, and biofabrication and explore what it means to design in response to the social, cultural, and environmental realities of our times. The course is organized through hands-on workshops, lectures, design and critique sessions to develop both technical skills and learn about new design methodologies. Every semester, the studio is developed around a specific theme (i.e., future bodies, future of identity, future interfaces, etc.) and work towards developing a discursive and multi-disciplinary understanding of 'future' that is informed by methodologies outside the traditional Western design canon.
Taught by: Orkan Telhan
Also Offered As: DSGN 380
Activity: Studio
1.0 Course Unit

DSGN 633 Digital Illustration
Digital Illustration is a course designed to expose students to the diverse techniques and approaches used in creating digital illustration for print publication. Course assignments will include two-dimensional animation storyboard rendering, figure illustration, technical diagram illustration, photographic retouching and enhancing. Digital applications will include morphing with layers, surface cloning, three-dimensional modeling and spatial transformation of scenes and objects. Students completing this course will possess the capability to design and plan creatively and skillfully execute finished artwork.
One-term course offered either term
Also Offered As: DSGN 233
Prerequisite: DSGN 664 AND FNAR 123
Activity: Studio
1.0 Course Unit

DSGN 634 Art of the Web: Interactive Concepts for Art & Design
Art of the Web: Interactive concepts for art and design is a first step in learning how to create, analyze and discuss interactive content, as a visual creator. It is an exploration of the culture of the internet, the ideas behind its quirks, the dreams and freedoms it encapsulates, and the creative power it gives us. Students will be assigned projects that will challenge their current understanding of the web, and the ways it shapes human connectivity and interaction. Upon completion of this course, students will possess a working knowledge how to organize and design websites and learn to critique web-content including navigation, UX design and information architecture. The course will require analytical conceptual skills and foster creative thinking.
One-term course offered either term
Also Offered As: DSGN 234
Prerequisite: DSGN 264
Activity: Studio
1.0 Course Unit

DSGN 635 3-D Computer Modeling
Students will develop a comprehensive knowledge of how virtual worlds are constructed using contemporary computer graphics technique with a fine arts perspective. The course will offer the opportunity to explore the construction, texturing, and rendering of forms, environments, and mechanisms while conforming to modeling specifications required for animation, real-time simulations or gaming environments, and rapid prototyping.
One-term course offered either term
Also Offered As: DSGN 235
Prerequisite: FNAR 123 AND DSGN 636
Activity: Studio
1.0 Course Unit
DSGN 636 Art, Design and Digital Culture
This course is an introduction to the fundamental perception, representation, aesthetics, and design that shape today's visual culture. It addresses the way artists and designers create images; design with analog and digital tools; communicate, exchange, and express meaning over a broad range of media; and find their voices within the fabric of contemporary art, design, and visual culture. Emphasis is placed on building an extended form of visual literacy by studying and making images using a variety of representation techniques; learning to organize and structure two-dimensional and three-dimensional space, and designing with time-based and procedural media. Students learn to develop an individual style of idea-generation, experimentation, iteration, and critique as part of their creative and critical responses to visual culture. If you need registering for a closed section, please email the department at fnarug@design.upenn.edu
One-term course offered either term
Also Offered As: DSGN 264, VLST 264
Activity: Studio
1.0 Course Unit

DSGN 637 Information Design and Visualization
Information design and visualization is an introductory course that explores the structure of information (text, numbers, images, sounds, video, etc.) and presents strategies for designing effective visual communication appropriate for various users and audiences. The course seeks to articulate a vocabulary of information visualization and find new design forms for an increasingly complex culture.
One-term course offered either term
Also Offered As: DSGN 337
Prerequisite: DSGN 264
Activity: Studio
1.0 Course Unit

DSGN 638 Creative Research
This seminar explores what it means to do research in creative and critical practices. Students learn about different research methods from design, engineering, humanities and sciences; utilize them for developing and evaluating their individual creative work as cultural producers. This is an interdisciplinary course that encourages students to observe, measure, analyze, test, study, experiment, diagram, prototype, speculate, generate and criticize; apply multiple modes of inquiry; be conceptual, analytical, propositional and critical at the same time to develop their work from different perspectives.
Taught by: Orkan Telhan
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

DSGN 643 Language of Design
The course will explore the changing relationship during the modern era between design (structure, model, plan of a work of art) and language (metaphor for a system of communication; speech, writing, literature). Our readings and visual presentations will focus on topics in decorative arts, painting, architecture, typography and visual communication. We will focus on primary sources in order to situate our inquiry in a larger historical context. The discussion will center on claims about the inherent meaning of form, discuss different roles for design - as an ideological statement, as an agent of social change, and as an idiosyncratic expression. Topics will also include the search for a universal visual language, attempts at bridging the perceived gap between spoken and written language, and the impact of visual form on the meaning of literary texts (particularly when the author has been involved in the publication process). Students can suggest additional topics to their field of study.
Course usually offered in spring term
Also Offered As: DSGN 343
Activity: Seminar
1.0 Course Unit

DSGN 645 Book and Publication Design
Book and Publication Design will focus on the theory and professional practice of designing multi-page publications. Students will analyze formal structures of different types of book-literature and poetry, fiction and non-fiction compilations, illustrated volumes such as art catalogues, monographs, and textbooks, and serial editions-discussing both traditional and experimental approaches. The format of the course will be split between theoretical and historical evaluations of book formats by drawing on the Van Pelt Rare Book collection - and studio time where students will design books with attention to the format's conceptual relationship to the material at hand with a focus on typography and page layout, as well as understanding production methods of printing and binding. In addition to the conventions of page layout students will examine paratextual elements (title page, practices of pagination and other internal structuring, content lists and indexes, and colophons, notes and marginalia, end-leaves, binding etc.). Prerequisite: DSGN 264 or permission from the instructor.
Taught by: Hyland
Course usually offered in fall term
Also Offered As: DSGN 245
Prerequisite: DSGN 264
Activity: Studio
1.0 Course Unit

DSGN 646 Advanced 3D Modeling
Advanced 3D Modeling will give students the opportunity to refine skills in modeling, texturing, lighting, and rendering with an emphasis on the evolution of ideas through constant revision based on class critique. Students will use a variety of industry standard software packages, including but not limited to Maya and Mudbox to compose complex environments. Projects are designed to give students the opportunity to work with original content with a simulated production environment.
One-term course offered either term
Also Offered As: DSGN 366
Prerequisite: DSGN 235 OR DSGN 635 OR DSGN 236 OR DSGN 536
Activity: Studio
1.0 Course Unit
DSGN 670 Advanced Graphic Design and Typography
This course will explore advanced commercial, public and personal forms of visual communication. Emphasis will be placed on creative problem solving with consideration for audience. Discussion of design history, current ideology and future design applications will inform individual student projects. Work generated in this studio can be used build a portfolio. Prerequisite: Permission from instructor if prerequisites are not met.
Course usually offered in fall term
Also Offered As: DSGN 370
Prerequisite: DSGN 266 AND DSGN 269
Activity: Studio
1.0 Course Unit

DSGN 678 Interfacing Culture: Designing for Mobile, Web and Public Media
This course introduces advanced topics related to contemporary media technologies, ranging from social media to mobile phone applications and urban interfaces. Students learn how to use new methods from interaction design, service design, and social media and work towards prototyping their ideas using new platforms and media. The class will cover a range of topics such as online-gaming, viral communication, interface culture, networked environments, internet of things and discuss their artistic, social, and cultural implications to the public domain.
Course usually offered in spring term
Also Offered As: DSGN 378
Prerequisite: DSGN 234
Activity: Studio
1.0 Course Unit

DSGN 686 Visual Narrative
Visual Narrative is an introduction to the practice of storytelling with images. From news and information to art, law, and science, visual storytelling is a critical aspect of creating and navigating contemporary culture. This course is situated at the intersection of design, art, and visual culture, focusing on relevant forms and topics including the photo essay, information design and visual explanation, the photographic sequence in contemporary art, scenario design and concept visualization. It proposes that studying and making sequential images and visual essays in a wide range of media- comics and graphic novels, propaganda, environments and installations, social media, animation, video, and digital media- are critical to understanding culture. The course immerses students in the study of narrative craft and creation of visual stories covering topics relevant to designers and photographers. Beginning with the photo series an the photo documentary tradition, the course evolves through multimedia narrative and non-narrative forms. STudents will explore principles of narrative construction in design and photography through lecture, studio projects, and with presentations by visiting artists, designers, and photographers.
Taught by: Comberg and Diamond
Also Offered As: DSGN 286
Activity: Studio
1.0 Course Unit

Dutch (DTCH)

DTCH 000 Study Abroad
Activity: Lecture
1.0 Course Unit

DTCH 101 Elementary Dutch I
A first semester language course covering the core Dutch grammar and vocabulary with the goal of providing the corner stone for developing overall linguistic proficiency in Dutch.
For BA Students: Language Course
Taught by: Naborn
Course usually offered in fall term
Also Offered As: DTCH 501
Activity: Lecture
1.0 Course Unit

DTCH 102 Elementary Dutch II
Continuation of DTCH 101.
For BA Students: Language Course
Taught by: Naborn
Course usually offered in spring term
Also Offered As: DTCH 502
Activity: Lecture
1.0 Course Unit

DTCH 103 Intermediate Dutch I
A third semester Dutch language course. The emphasis lies on vocabulary expansion through the use of audio-taped materials and readings. Grammar is expanded beyond the basics and focuses on compound sentences, features of text coherence and idiomatic language usage.
For BA Students: Language Course
Taught by: Naborn
Course usually offered in fall term
Also Offered As: DTCH 503
Prerequisite: DTCH 102
Activity: Lecture
1.0 Course Unit

DTCH 104 Intermediate Dutch II
A fourth semester Dutch language course.
For BA Students: Last Language Course
Taught by: Naborn
Course usually offered in spring term
Also Offered As: DTCH 504
Prerequisite: DTCH 103
Activity: Lecture
1.0 Course Unit
DTCH 153 Is Europe Facing a Spiritual Crisis?
Is Europe Facing a Spiritual Crisis? On Contemporary Debates about Secularization, Religion and Rationality. Point of departure for this course is the difference between Europe and the US as to the role of religion in the unfolding of their respective ‘cultural identities’ (cf. Charles Taylor, A Secular Age, 522-530). As a rule, both the US and Western Europe are now defined as secularized cultures, even if their histories and specific identities are strongly rooted in the Christian heritage. Given this contemporary situation, four research questions will be dealt with in this course. 1) What is meant by secularization? In answer to that question, two secularization theories are distinguished: the classic versus the alternative secularization thesis; 2) What is the historical impact of the nominalist turning-point at the end of the Middle Ages in this process towards secularization? 3) How did the relation between rationality and religion develop during modern times in Europe? 4) What is the contemporary outcome of this evolution in so-called postmodern / post-secular Europe and US? We currently find ourselves in this so-called postmodern or post-secular period, marked by a sensitivity to the boundaries of (modern) rationality and to the fragility of our (modern) views on man, world and God. In this respect, we will focus on different parts of Europe (Western and Eastern Europe alike) and will refer to analogies and differences between Western Europe and US. This historical-thematic exposition is illustrated by means of important fragments from Western literature (and marginally from documents in other arts) and philosophy. We use these fragments in order to make more concrete the internal philosophical evolutions in relation to corresponding changes in diverse social domains (religion, politics, economy, society, literature, art...).
Taught by: Vanheeswijck
Course usually offered in spring term
Also Offered As: COML 153, GRMN 153
Activity: Lecture
1.0 Course Unit

DTCH 230 Topics in Dutch Studies
Topics vary annually. Taught in English.
Course not offered every year
Also Offered As: GRMN 230
Activity: Lecture
1.0 Course Unit
Notes: Taught in English

DTCH 261 Netherlandish Art
Dutch and Flemish painting in the 15th and 16th centuries with special emphasis on the contributions of Robert Campin, Jan van Eyck and Roger van der Weyden, Bosch, and Bruegel.
Taught by: Silver
Course not offered every year
Also Offered As: ARTH 262, ARTH 662
Activity: Lecture
1.0 Course Unit

DTCH 262 Topics in North Baroque
Taught by: Silver
Course not offered every year
Also Offered As: ARTH 362
Activity: Seminar
1.0 Course Unit
Notes: Topics vary.

DTCH 501 Elementary Dutch I
A first semester Dutch language course covering the core Dutch grammar and vocabulary with the goal of providing the corner stone for developing overall linguistic proficiency in Dutch.
For BA Students: Language Course
Taught by: Naborn
Course usually offered in fall term
Also Offered As: DTCH 101
Activity: Lecture
1.0 Course Unit

DTCH 502 Elementary Dutch II
Continuation of DTCH 501.
For BA Students: Language Course
Taught by: Naborn
Course usually offered in spring term
Also Offered As: DTCH 102
Activity: Lecture
1.0 Course Unit

DTCH 503 Intermediate Dutch I
A third semester Dutch language course. The emphasis lies on vocabulary expansion through the use of audio-taped materials and readings. Grammar is expanded beyond the basics and focuses on compound sentences, features of text coherence and idiomatic language usage.
For BA Students: Language Course
Taught by: Naborn
Course usually offered in fall term
Also Offered As: DTCH 103
Prerequisite: DTCH 502
Activity: Lecture
1.0 Course Unit

DTCH 504 Intermediate Dutch II
For BA Students: Last Language Course
Taught by: Naborn
Course usually offered in spring term
Also Offered As: DTCH 104
Activity: Lecture
1.0 Course Unit

DTCH 530 Topics in Dutch Studies
Topics vary annually. Topic for Spring 2016 is: ‘20th Century Paintings and Literature in the Low Countries’
Course not offered every year
Also Offered As: COML 532, GRMN 555
Activity: Seminar
1.0 Course Unit
DTCH 574 Politics and Societies in the Early Modern World
In this seminar, we will discuss how early modern globalization affected societies and the ways their members and rulers made politics. Following a historiographical introduction, it is divided in three sections. In the first, we will concentrate on empires and kings in order to detect common features of dynastic power across the globe and to explore how such characteristics influenced each other. Second, we will shift our attention to citizens and the ways they made politics in their city-states. For a long time, research on citizenship has been confined to the post-revolutionary nation states. However, recent research suggests that urban citizenship has far deeper roots in medieval and early modern cities. Up to now most research has focused on urban centers in Western Europe and more precisely on the so-called urban belt stretching from Central and North-Italy, over Switzerland and Southern Germany to the Rhineland and the Low Countries. Comparisons with urban centers in Asia and the colonial Americas will be needed to test that view. In the third section, we will study the people who provided information to societies and decision makers. Often, they held multiple identities or they acted as religious or ethnic outsiders. Therefore, we call them, with a term borrowed from anthropology ‘brokers’. Taken together, the analysis of these aspects will deepen our understanding of politics and societies in the globalizing early modern world. Thus, the seminar will contribute to a more comprehensive, less Europe-centered view on that period.
Taught by: Cools
Course not offered every year
Also Offered As: GRMN 574, HIST 575
Activity: Seminar
1.0 Course Unit

DTCH 661 Topics in N. Ren Art
Course not offered every year
Also Offered As: ARTH 761
Activity: Seminar
1.0 Course Unit
Notes: Topics vary.

DTCH 665 Topics in North Baroque
Taught by: Silver, Larry
Course not offered every year
Also Offered As: ARTH 765
Activity: Seminar
1.0 Course Unit
Notes: Topics vary.

East Asian Languages & Civilization (EALC)

EALC 001 Introduction to Chinese Civilization
Survey of the civilization of China from prehistoric times to the present.
For BA Students: History and Tradition Sector
Taught by: Goldin, Atwood, Smith, Cheng
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EALC 002 Introduction to Japanese Civilization
Survey of the civilization of Japan from prehistoric times to the present.
For BA Students: History and Tradition Sector
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
Notes: Fulfills Cross-Cultural Analysis
EALC 008 East Asian Religions
This course will introduce students to the diverse beliefs, ideas, and practices of East Asia’s major religious traditions: Buddhism, Confucianism, Daoism, Shinto, Popular Religion, as well as Asian forms of Islam and Christianity. As religious identity in East Asia is often fluid and non-sectarian in nature, these religious traditions will not be investigated in isolation. Instead, the course will adopt a chronological and geographical approach, examining the spread of religious ideas and practices across East Asia and the ensuing results of these encounters. The course will be divided into three units. Unit one will cover the religions of China. We will begin by discussing early Chinese religion and its role in shaping the imperial state before turning to the arrival of Buddhism and its impact in the development of organized Daoism, as well as local religion. In the second unit, we will turn eastward into Korea and Japan. After examining the impact of Confucianism and Buddhism on the religious histories of these two regions, we will proceed to learn about the formation of new schools of Buddhism, as well as the rituals and beliefs associated with Japanese Shinto and Korean Shamanism. The third and final unit will focus on the modern and contemporary periods through an analysis of key themes such as religion and modernity, the global reception and interpretation of East Asian religions, and the relationship between religion and popular culture. The class will be conducted mainly in the form of a lecture, but some sessions will be partially devoted to a discussion of primary sources in translation. The course assignments are designed to evaluate the development of both of these areas. No previous knowledge of East Asian languages is necessary, and all readings will be available in English on the Canvas site in PDF form.
Taught by: Tavor
Course usually offered in fall term
Also Offered As: RELS 172
Activity: Lecture
1.0 Course Unit

EALC 013 Art and Civilization in East Asia
Survey of the major artistic traditions of East Asia from Neolithic times through the 18th century. Will serve as an introduction to upper level lecture courses that deal with the arts and civilizations of China, Korea, and Japan. Students study and handle objects during weekly session in the Museum.
For BA Students: Arts and Letters Sector
Taught by: Davis, Steinhardt
Two terms. student may enter either term.
Also Offered As: ARTH 103, VLST 233
Activity: Lecture
1.0 Course Unit

EALC 015 Introduction to Buddhism
This course seeks to introduce students to the diversity of doctrines held and practices performed by Buddhists in Asia. By focusing on how specific beliefs and practices are tied to particular locations and particular times, we will be able to explore in detail the religious institutions, artistic, architectural, and musical traditions, textual production and legal and doctrinal developments of Buddhism over time and within its socio-historical context. Religion is never divorced from its place and its time. Furthermore, by geographically and historically grounding the study of these religions we will be able to examine how their individual ethic, cosmological and soteriological systems effect local history, economics, politics, and material culture. We will concentrate first on the person of the Buddha, his many biographies and how he has been followed and worshipped in a variety of ways from Lhasa, Tibet to Phrae, Thailand. From there we touch on the foundational teachings of the Buddha with an eye to how they have evolved and transformed over time. Finally, we focus on the practice of Buddhist ritual, magic and ethics in monasteries and among lay communities in Asia and even in the West. This section will confront the way Buddhists have thought of issues such as ‘Just-War,’ Women’s Rights and Abortion. While no one quarter course could provide a detailed presentation of the beliefs and practices of Buddhism, my hope is that we will be able to look closely at certain aspects of these religions by focusing on how they are practiced in places like Nara, Japan or Vietnam, Laos.
Taught by: McDaniel
One-term course offered either term
Also Offered As: RELS 173, SAST 142
Activity: Lecture
1.0 Course Unit
EALC 022 Gods, Ghosts, and Monsters
This course seeks to be a broad introduction. It introduces students to the diversity of doctrines held and practices performed, and art produced about ‘the fantastic’ from earliest times to the present. The fantastic (the uncanny or supernatural) is a fundamental category in the scholarly study of religion, art, anthropology, and literature. This course will focus both theoretical approaches to studying supernatural beings from a Religious Studies perspective while drawing examples from Buddhist, Shinto, Christian, Hindu, Jain, Zoroastrian, Egyptian, Central Asian, Native American, and Afro-Caribbean sources from earliest examples to the present including mural, image, manuscript, film, codex, and even comic books. It will also introduce students to related humanistic categories of study: material and visual culture, theodicy, cosmology, shamanism, transcendentalism, soteriology, eschatology, phantasmagoria, spiritualism, mysticism, theophany, and the historical power of rumor. It will serve as a gateway course into the study of Religion among numerous Asian, and East Asian Studies, as well as Visual Culture and Film Studies. It will include guest lectures from professors from several departments, as well as an extensive hands-on use of the collections of the Penn Museum of Archaeology and Anthropology and the manuscripts held in the Schoenberg Collection of Van Pelt Library. It aims to not only introduce students to major approaches, and terms in the study of religion and the supernatural, but inspire them to take more advanced courses by Ilya Vinitsky, Liliane Weissberg, Projet Mukharji, Talya Fishman, Annette Reed, David Barnes, David Spafford, Frank Chance, Michael Meister, Paul Goldin, Renata Holod, Paul Rozin, among several others.
For BA Students: Humanities and Social Science S
Taught by: McDaniel
Course usually offered in fall term
Also Offered As: RELS 013
Activity: Lecture
1.0 Course Unit

EALC 034 What is Taoism?
This course introduces a wide variety of ideas and practices that were at one time or another been labeled as Daoist (or ‘Taoist’ in the Wade-Giles Romanization), in order to sort out the different senses of the term, and consider whether these ideas and practices have had any common features. We will begin with the two most famous Daoist works—the Zhuangzi and the Daodejing (or Laozi). We will also survey other bi-spiritual practices, such as the meditational techniques of Inner Alchemy and the self-cultivation regimens known today as Qigong and Tai-chi, as well as the theological and ritual foundations of organized Daoist lineages, many of which are still alive across East Asia. We will conclude with a critical review of the twentieth-century reinvention of ‘Daoism,’ the scientization of Inner Alchemy, and the new classification of ‘religious’ versus ‘philosophical Daoism.’ While familiarizing ourselves with the key concepts, practices, and organizations developed in the history of Daoism, this course emphasizes the specific socio-political context of each of them. Throughout the course, we will think critically about the label of ‘Daoist’ (as well as ‘Confucian’ and ‘Buddhist’) in Chinese history and in modern scholarship. We will also question modern demarcations between the fields of philosophy, religion, and science.
Taught by: Cheng
Course not offered every year
Also Offered As: RELS 184
Activity: Lecture
1.0 Course Unit

EALC 041 Late Imperial China
From an Eurasian empire ruled by Mongols to an ethnically defined Han Chinese Ming dynasty, then again to a multi-ethnic empire ruled by a minority group of Manchus, the disruptions and transformations in the very idea of ‘China’ in the past seven centuries defies our modern notion of China as a unitary nation with the world’s longest continuous cultural tradition. How to understand the continuities and discontinuities of the last three imperial dynasties of China will be the central focus of our survey. How did these different ethnic groups adjust to each other’s way of life? Did complicated cultural interaction prompt different visions of empires? How did the meaning of ‘Chinese change over this time period? How did international politics shape the fate of Chinese empires? With no assumption of prior knowledge, lectures open with an overview of Chinese society before the eve of the Mongolian invasion, and then trace the changing visions of ethnic and social orders in the subsequent regimes ruled by three different ethnic groups (Mongolian, Han Chinese, and Manchurian). We will examine and compare bureaucratic operations, cultural ideals, domestic and international policies from above as well as the daily life experiences from below. The course will conclude with an analysis of the collapse of the imperial order at the beginning of the twentieth century, after it was severely challenged by a semi-Christian Utopian movement from within and global drug trade imperialist attacks from without.
Taught by: Fei
One-term course offered either term
Also Offered As: HIST 096
Activity: Lecture
1.0 Course Unit

EALC 047 History of Modern China
From an empire to a republic, from communism to capitalist-style capitalism, few countries have ever witnessed so much change in a hundred year period as China during the twentieth century. How are we to make sense out of this seeming chaos? This course will offer an overview of the upheavals that China has experienced from the late Qing to the Post-Mao era, interspersed with personal perspectives revealed in primary source readings such as memoirs, novels, and oral accounts. We will start with an analysis of the painful transition from the last empire, the Qing Dynasty (1644-1911), to a modern nation state, followed by exploration of a century-long tale of incessant reform and revolution. The survey will focus on three main themes: 1) the repositioning of China in the new East Asian and world orders; 2) the emergence of a modern Chinese state and nationalistic identity shaped and reshaped by a series of cultural crises; and finally, 3) the development and transformation of Chinese modernity. Major historical developments include: the Opium War and drug trade in the age of imperialism, reform and revolution, the Nationalist regime, Mao’s China, the Cultural Revolution, and the ongoing efforts of post-Mao China to move beyond Communism. We will conclude with a critical review of the concept of ‘Greater China’ that takes into account Taiwan, Hong Kong, and the Chinese diaspora in order to attain a more comprehensive understanding of modern China, however defined, at the end of the last century.
For BA Students: History and Tradition Sector
Taught by: Fei
Course usually offered in spring term
Also Offered As: HIST 097
Activity: Lecture
1.0 Course Unit
EALC 055 Monsters of Japan
Godzilla! Mothra! Rodan! Totoro! Pikachu! If you know who they are, join us to discover the deeper meanings of monstrosity in Japan. If you don’t know who they are, learn the literal, metaphorical, and cinematic implications of these giant (and not so giant) beasts. Watch Tokyo go down in flames, and discuss what that means for New York and Philadelphia! Explore the history, literature, and films of Japanese monsters in this undergraduate seminar.
Taught by: Chance, F
Course not offered every year
Activity: Seminar
1.0 Course Unit

EALC 064 Sushi & Ramen: Making Japanese Food Global
Who defines Japanese food? Is it the chef at a top establishment in Tokyo, a home cook in Osaka, a tea master in Kyoto, the ancient capital? Or is it the midwestern American who thinks sushi means raw fish? Is it the person who scarfs cup noodles, or the devotee of artisan ramen stock? Perhaps it is the Japanese government, which in 2006 sent undercover agents abroad to guard against inferior Japanese food outlets. In this class we will consider how Japanese food came to be defined in distinction to Western and Chinese foods beginning in the nineteenth century, and how Japanese food became a global cuisine. Among our questions: What makes a dish Japanese? How did Portuguese or Spanish frying habits (tempura) and Chinese lamian (ramen) become hallmarks? How traditional is the diet of rice and fish, and in what ways does it interact with the environment? How did Buddhist vegetarians justify sukiyaki? What relationship does food have to the longevity of Japanese today? How does gender affect Japanese food cultures? What are the origins of Iron Chef and bento? We will survey the Philadelphia Japanese food scene and learn to make our own sushi. Some controversies we will discuss include the consumption of whale meat in Japan. We will also investigate Japanese government controls of food to combat obesity and to make food safe. after the Fukushima nuclear catastrophe. Materials include essays, films, novellas, menus, and cookbooks.
Taught by: Chance, L.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Freshman Seminar

EALC 069 Japanese Popular Culture
Today Japanese manga, anime, J-pop, and film have a global audience. But these exports can only be truly understood in light of longstanding domestic anxieties about sex, violence, gender, and ‘the kids these days.’ More recent concerns about the country’s declining birthrate, weakening geopolitical position, and vulnerability to natural and anthropogenic disaster also deeply influence Japanese media products. This course explores some of these anxieties through critical examinations of manga, anime, video games, television, music, and fashion in Japan. Film screenings include work by directors Kon Satoshi, Otomo Katsuhiro, Takahata Isao, Miyazaki Hayao; Itami Juzo, and Takita Yojiro; manga excerpts include work by Tezuka Osamu, Urasawa Naoki, and Yazawa Ai. Secondary readings include scholarship in anthropology, history, sociology, literature, film studies and religious studies.
For BA Students: Arts and Letters Sector
Course not offered every year
Activity: Lecture
1.0 Course Unit

EALC 071 Modern Japanese History
This course will survey the major political, economic, social and intellectual trends in the making of modern Japan. Special emphasis will be given to the turbulent relationship between state and society from 1800 to the present.
For BA Students: History and Tradition Sector
Taught by: Dickinson
One-term course offered either term
Also Offered As: HIST 091
Activity: Recitation
1.0 Course Unit

EALC 079 The Religion of Anime
Be it shrine maidens, gods of death, and bodhisattvas fighting for justice; apocalypse, the afterlife, and apotheosis... the popular Japanese illustrated media of manga and anime are replete with religious characters and religious ideas. This course uses popular illustrated media as a tool for tracing the long history of how media and religion have been deeply intertwined in Japan.
Taught by: Thomas
Course usually offered in fall term
Also Offered As: RELS 079
Activity: Lecture
1.0 Course Unit

EALC 086 Korean Popular Culture
‘Korean Wave’ (Hallyu) is currently raging throughout non-Western parts of the world, especially Asia, and may be making its way to the West. From South Korean tele-dramas and K-pop music to their respective celebrity icons, these popular cultural forms from Korea are increasingly becoming part of the everyday landscape and vocabulary. We will attempt to understand and evaluate this cultural phenomenon-its promises and limitations as well as its popularity and backlash against it. More specifically, this course explores the ways in which television, music, manhwa (comic books), and the internet participate in the transnational production and circulation of culture, modernity, tradition, ideology, and politics. Some of the more specific topics covered may include: Korean emotions and melodramas; imitation versus innovation in K-pop; fictions of history in period dramas; the marketing of new masculinity; revival of folk culture; preservation of traditional values in postmodern times; repatriation of Korean American pop stars to Korea; and youth culture. Requires outside viewing and listening.
Course not offered every year
Activity: Lecture
1.0 Course Unit

EALC 101 Introduction to East Asian History
This course will provide an overview of early modern and modern East Asian history. We will discuss developments from ca. 1400 to the present as integrally bound to the history of the modern world. We will also introduce the craft of history and some basic tools and methods of humanities/social science research. By the end of this course you will be able to develop a basic understanding of major topics in early modern and modern East Asian history; learn critical approaches to both primary and secondary sources; compose coherent and persuasive reviews of scholarly works.
Taught by: Spafford
Course not offered every year
Activity: Lecture
1.0 Course Unit
EALC 105 East Asian Diplomacy
Home to four of the five most populous states and four of the five largest economies, the Asia/Pacific is arguably the most dynamic region in the twenty-first century. At the same time, Cold War remnants (a divided Korea and China) and major geopolitical shifts (the rise of China and India, decline of the US and Japan) contribute significantly to the volatility of our world. This course will examine the political, economic, and geopolitical dynamism of the region through a survey of relations among the great powers in Asia from the sixteenth century to the present. Special emphasis will be given to regional and global developments from the perspective of the three principal East Asian states–China, Japan and Korea. We will explore the many informal, as well as formal, means of intercourse that have made East Asia what it is today. Graduate students (EALC 505) should consult graduate syllabus for graduate reading list, special recitation time and graduate requirements.
Taught by: Dickinson
Course usually offered in fall term
Also Offered As: EALC 505, HIST 395
Activity: Recitation
1.0 Course Unit

EALC 106 East Asian Cinema
This survey course introduces students to major trends, genres, directors, and issues in the cinemas of East Asian countries/regions, including Japan, Korea, China, Hong Kong, and Taiwan. Charting key developments over more than a hundred years from the early twentieth century to the present, this course examines films as aesthetic objects, asking questions about film form, narrative, and style. It also pays attention to the evolution of cinema as an institution (e.g. modes of production, circulation, and exhibition) in different cultural and political contexts. Weekly course materials will include both films (primary sources) and analytical readings (secondary sources). By the end of the course, students are expected to gain broad knowledge of East Asian cinema, develop skills of film analysis, and apply these skills to perform historically informed and culturally sensitive analysis of cinema. Prior knowledge of East Asian languages is NOT required.
Taught by: Zhou
Also Offered As: ARTH 291, CIMS 291, EALC 506
Activity: Lecture
1.0 Course Unit

EALC 108 Sports in East Asia
This course will examine sports in East Asia from the nineteenth century to the present. Recently, East Asia plays an important role in transforming the global geopolitics of sport. The post-war East Asian Olympic Games-1964 Tokyo Olympics, 1972 Sapporo Winter Olympics, 1988 Seoul Olympics, 1998 Nagano Winter Olympics, and 2008 Beijing Olympics-and the 2002 FIFA World Cup Korea/Japan illustrate the fact that a new global sports order led by East Asia has emerged. East Asia nations will play hosts to other major sporting events, including the 2018 Pyeongchang Winter Olympics, 2020 Tokyo Olympics, and 2022 Beijing Winter Olympics. Chinese, Japanese, and Korean athletes have been highly active in MLB, NBA, English Premier League, and LPGA. The popularity of the various martial arts proves that East Asian sports seem to be everywhere these days. This class will focus on helping students understand how sports have affected and transformed East Asia exploring various issues: imperialism, colonialism, race, class, gender, foreign policy, nationalism, religion, economics, industrialization, tourism, and urbanization. Course contents include lecture, discussions, secondary readings, primary source readings, documentaries, and films.
Course not offered every year
Also Offered As: EALC 508
Activity: Lecture
1.0 Course Unit

EALC 109 New Korean Cinema
In 2019, Bong Joon-ho’s Parasite won the Palme d’Or at the 72nd Cannes Film Festival. This event marked the apex of South Korean cinematic renaissance, having steadily become a tour de force in the international film festival scene since 1997 onwards. This course explores the major auteurs, styles, themes, and currents of the so-called ‘New Korean Cinema’ that emerged in the mid-to-late 1990s to continue to this day. Drawing from texts on critical film and Korean studies, we will pay particular attention to how the selected works re-present, resist, and interweave the sociopolitical climate they concern and are born out of. Using cinema as a lens with which to see the society, we will touch upon major events of the twentieth century including national division, military dictatorship and democratization movements, IMF economic crisis, youth culture, hallyu (the Korean wave), and damunhwa (multiculturalism initiative). In so doing, we will closely examine how each cinematic medium addresses the societal power structure and the role of the ‘Other’ it represents in terms of class, race, gender, and sexuality in the construction of contemporary Korean society. We will also briefly survey the history of South Korean cinema that has evolved hand-in-hand with the history of modern Korea itself, walking through its five different phases (1945-Korean War era;1955-1972 ‘Golden Age’; 1973-1979 censorship era; 1980-1996 democratization era; and 1997 onwards). No prior experience of Korean studies courses necessary; all films will be screened with English subtitles. IMPORTANT: This class has TWELVE total Monday evening film screenings, of which you are required to attend AT LEAST SEVEN. Screening times are Mondays 5:20-7:30 PM, Williams Hall 440.
Taught by: Lee
Also Offered As: CIMS 109
Activity: Seminar
1.0 Course Unit
EALC 111 East Asian Digital Humanities

‘Are you interested in cutting-edge digital methods for the humanities in East Asia, but don’t know where to start? This course covers a wide range of current and emerging digital projects and topics in East Asian studies. Students will engage with digital projects focused on East Asia (encompassing Japan, China, Korea, and Taiwan) as well as research being done on digital methodologies for the humanities in those areas. Coursework consists of project and research analysis, active discussion, and learning about the implementation of various digital projects. Example topics include text analysis, APIs, network analysis, digital literary studies, and mapping. Note: technical expertise is required but students must have reading knowledge of Chinese, Japanese, or Korean at the high-intermediate or advanced level. Course presentations, discussions, and all course readings will be in English, but midterm and final projects involve reading articles and critiquing projects in East Asian language. Prerequisite: Reading knowledge (intermediate or above) of East Asian language.

Taught by: Des Jardin
Course not offered every year
Also Offered As: EALC 511
Activity: Lecture
1.0 Course Unit

EALC 115 Buddhist Arts of East Asia: Sources, Iconography and Styles

Survey of art and architecture created for Buddhist religious purposes in China, Japan, and to a lesser extent Korea, Tibet, and Central Asia. The course will include a brief overview of Buddhist monuments in South Asia, study of the iconography of Buddhist images in graphic and sculptural media, and analysis of a variety of Buddhist styles in painting, sculpture, and architecture. Taught by: Chance, F
Course not offered every year
Also Offered As: EALC 515, RELS 175
Activity: Lecture
1.0 Course Unit

EALC 116 East Asian Gardens

Explore the beauty of gardens (and associated buildings) in Japan, China, and Korea from ancient times to the present. Lectures will be illustrated by photographs from dozens of sites in East Asia, and by a field trip to the Japanese House and Garden in Fairmount Park. The main body of the course will be a historical survey of the evolution of East Asian garden art forms from the sixth century to the present. Discussion will touch on geographic and climatic parameters, spiritual and aesthetic principles, practical limitations and creative innovations of East Asian gardens. There will be an additional fee for the Japanese House visit, and possibly for other field trips.

Taught by: Chance, F
Course not offered every year
Also Offered As: EALC 516
Activity: Lecture
1.0 Course Unit

EALC 119 East Asian Ceramics

History of ceramic forms, techniques, and aesthetic principles in China, Korea, and Japan from neolithic times to the present century, illustrated by slides and examples, augmented by readings, field trips, and student presentations. Aimed at students with general interest in Japan and/or ceramics history; particularly but not exclusively those majoring in Asian and Middle Eastern Studies, East Asian Area Studies or History of Art; also art majors interested in ceramics.

Taught by: Chance, F
Course not offered every year
Also Offered As: EALC 519
Activity: Seminar
1.0 Course Unit

EALC 121 Chinese Poetry & Prose: In translation

A wide variety of poetic & prose genres from the earliest times to the 19th century is introduced through English translation. A few selections will also be studied in Chinese characters with romanized transcriptions. There are no prerequisites for this course.

Taught by: Mair
Course usually offered in fall term
Also Offered As: EALC 521
Activity: Lecture
1.0 Course Unit

EALC 122 Chinese Fiction and Drama in Translation

This course offers a study of the artistic techniques, characteristics and development of drama of the Ming and Qing periods. The course investigates topics such as forms, features, and art of Ming-Qing zaju drama, selected readings in Ming-Qing zaju drama, features, forms and art of chuanqi drama, selected readings in chuanqi drama, etc. The course requirement includes two exams, terms papers, pop quiz, and some possible additional assignments.

For BA Students: Arts and Letters Sector

Taught by: Lin
Course usually offered in spring term
Also Offered As: EALC 522
Activity: Lecture
1.0 Course Unit
EALC 123 Love in China
We all know that love is not easy. But what makes it so complicated? This course examines how the notion of ‘love’ in Chinese culture offers a key for us to understand Chinese emotions, family structure, gender and sexuality, consumer economy, as well as the formation of political identity. Is ‘love’ always defined in light of romantic or intimate relationships? Where can we posit the Chinese ideas of ‘love’ in the English lexicons of passion, desire, and romance? What were considered the (im)proper expressions and behaviors of ‘love’ between sovereigns and subjects, parents and children, husbands and wives? Why did metaphors of ‘love’ often go hand in hand with the aspiration for political engagement and the appreciation of literary talents? How did the concepts of ‘love’ challenge Confucian social and moral hierarchies by bonding individuals as equals, which marked the advent of the modern era? And, lastly, in what ways can the transformation of ‘love’ over the two millennia of Chinese cultural history broaden our contemporary perceptions of selfhood, partnership, and community? We will probe into these issues through some of the most essential Chinese literary and cultural texts from the 8th century B.C.E. to the 20th century, examining a variety of genres including poetry, plays, memoirs, and fictional narratives. We will also discuss contemporary media adaptations and visit the Penn Museum, exploring different perspectives to approach textual sources. This course is organized both chronologically and thematically: in each week, we read representative works from a specific historical period. They together illuminate both the paradigm of ‘love’ at a given historical time and the transformation of ‘love’ in Chinese culture in the longue durée. The format of the course contains a mixture of lecture and discussion, with a special focus on developing students’ skills of close reading.
Taught by: He
Activity: Seminar
1.0 Course Unit

EALC 125 Cultural Chinas: 20th Century Chinese Literature and Film
This course serves as a thematic introduction to modern Chinese literature and cinema in China, Hong Kong, Taiwan and other transnational Chinese communities in the twentieth century. By discussing a wide range of key literary and filmic texts, this class looks into major issues and discourses in China’s century of modernization: enlightenment and revolution, politics and aesthetics, sentimental education and nationalism, historical trauma and violence, gender and sexuality, social hygiene and body politics, diaspora and displacement, youth sub-culture and urban imagination.
For BA Students: Arts and Letters Sector
Course usually offered in spring term
Also Offered As: EALC 525
Activity: Lecture
1.0 Course Unit

EALC 126 Seminar in Modern Chinese Literature
Modern Chinese writers are known for their efforts in creating a literary revolution that sought to reformulate the paradigm of Chinese writing. However, these Chinese writers also endeavored to learn from other cultures such as the European and Indian civilizations. For example, Tagore was invited to visit China in 1923 and was considered a cultural model by many Chinese cultural elites. Hu Shi, a leading Chinese intellectual, wrote The Indianization of China: A Case Study in Cultural Borrowing and India Our Great Teacher, to emphasize the Indian elements in Chinese culture. Other Chinese writers also sought to compare the European with Chinese cultures in different occasions in order to find a path for the rise of modern China. This course explores the ways in which foreign cultures were introduced and how they influenced the way Chinese see themselves in their search for a cultural identity free from the constraints of classical tradition. We will read a variety of writers from the Peoples Republic of China, Hong Kong, Taiwan, and Malaysia, in order to examine how modern Chinese literature thrives on cross-cultural elements. All readings will be in English. No prior knowledge is required. Those who are proficient in Chinese are invited to read some of the texts in Chinese.
Taught by: Lin
Course not offered every year
Also Offered As: EALC 526
Activity: Seminar
1.0 Course Unit

EALC 127 Arts of China
A broad survey of Chinese architecture, sculpture, and painting from the Neolithic age through the nineteenth century. Topics include excavated material from China's Bronze Age, Chinese funerary arts, Buddhist caves and sculpture (including works in the University Museum), the Chinese city, the Chinese garden, and major masterpieces of Chinese painting.
Prerequisite: Graduate students may take this course as EALC 527 and should see the instructor to discuss additional requirements for graduate credit.
Taught by: Steinhardt
One-term course offered either term
Also Offered As: ARTH 214, ARTH 614, EALC 527
Activity: Lecture
1.0 Course Unit
Notes: Graduate students may take this course as EALC 527 and should see the instructor to discuss additional requirements for graduate credit.

EALC 131 Introduction to Classical Chinese Thought
This course is intended as an introduction to the foundational thinkers of Chinese civilization, who flourished from the fifth to the second centuries B.C. No knowledge of Chinese is presumed, and there are no prerequisites, although EALC 001 (Introduction to Chinese Civilization) is recommended. Graduate students may take this course as EALC 531 and should see the instructor to discuss requirements for graduate credit. (Undergraduates must enroll in the courses as EALC 131.)
For BA Students: History and Tradition Sector
Taught by: Goldin
Course offered spring; odd-numbered years
Also Offered As: EALC 531
Activity: Lecture
1.0 Course Unit
EALC 139 Religion in Modern China
This course focuses on the history and role of religion in the Chinese cultural sphere (Mainland China, Taiwan, and the Diaspora) from the mid-19th century to the present day, focusing on the relationship between religious institutions and the state during the imperial, republican, and communist regimes. We will learn about the impact of religious ideas, practices, and organizations on social, political and economic processes and inspect the role of religion in the consolidation of individual, communal, and national identity. Adopting a comparative and interdisciplinary approach, we will attempt to ascertain the impact of the various Chinese religious traditions: Confucianism, Daoism, Buddhism, and popular sects, as well as global religions such as Islam and Christianity, on the internal sociopolitical structure of the Chinese state and their role in shaping power relations on a transregional, national, and local level. Special emphasis will be given to the role and use of the grand narratives of secularism and modernity in the shaping of the Chinese nation-state, as well as the value of using these frameworks in the study of modern China. The class is discussion based, supplemented by lectures, student presentations, and documentary films. No knowledge of Chinese is presumed. All readings will be in English. Taught by: Tavor
Course not offered every year
Also Offered As: EALC 539, RELS 139
Activity: Lecture
1.0 Course Unit

EALC 141 Topics in Asian History
Topics Vary
Taught by: Fei
Course not offered every year
Also Offered As: AFRC 234, ARTH 369, GSWS 233, HIST 233, LALS 233
Activity: Seminar
1.0 Course Unit

EALC 145 20th Century China: Ideas, Politics, States
Since 1900 four types of states have ruled China: dynastic, elective parliamentary, authoritarian nationalist, and communist. We will trace each from its intellectual origins to conclusion. By doing so we will present a solid and wide-ranging narrative of China's past century, introducing newly discovered material, some controversial. Above all we will dig into the issues raised by the century's mixture of regimes. Right now China is a dictatorship but once it was an imperfect democracy. Does this prove that Chinese are somehow incapable of creating democracy? That sadly it is just not in their DNA? Or only that the task is very difficult in a country nearly forty times the size of England and developing rapidly? That without dictatorship the Chinese almost inevitably collapse into chaos? Or only that blood and iron have been used regularly with harsh effectiveness? You will be given a solid grounding in events, and also in how they are interpreted, right up to the present. Readings will be mostly by Chinese authors (translated), everything from primary sources to narrative to fiction. We will also use wartime documentary films. Two lectures per week, regular mid-term and final exams, and a paper on a topic of your own choice. No prerequisites.
Taught by: Waldron
Course usually offered in fall term
Also Offered As: HIST 393
Activity: Lecture
1.0 Course Unit
Notes: Two lectures per week, regular mid-term and final exams, and a paper on a topic of your choice.

EALC 151 Contemporary Fiction & Film in Japan
This course will explore fiction and film in contemporary Japan, from 1945 to the present. Topics will include literary and cinematic representation of Japan's war experience and post-war reconstruction, negotiation with Japanese classics, confrontation with the state, and changing ideas of gender and sexuality. We will explore these and other questions by analyzing texts of various genres, including film and film scripts, novels, short stories, manga, and academic essays. Class sessions will combine lectures, discussion, audio-visual materials, and creative as well as analytical writing exercises. The course is taught in English, although Japanese materials will be made available upon request. No prior coursework in Japanese literature, culture, or film is required or expected; additional secondary materials will be available for students taking the course at the 600 level. Writers and film directors examined may include: Kawabata Yasunari, Hayashi Fumiko, Abe Kobo, Mishima Yukio, Oe Kenzaburo, Yoshimoto Banana, Ozu Yasujirou, Naruse Mikio, Kurosawa Akira, Imamura Shohei, Koreeda Hirokazu, and Beat Takeshi.
For BA Students: Arts and Letters Sector
Taught by: Kano
Course not offered every year
Also Offered As: CIMS 151, COML 256, EALC 551, GSWS 257
Activity: Lecture
1.0 Course Unit
Notes: Fulfills Cross-Cultural Analysis

EALC 152 Love and Loss in Japanese Literary Traditions: In Translation
How do people make sense of the multiple experiences that the simple words 'love' and 'loss' imply? How do they express their thoughts and feelings to one another? In this course, we will explore some means Japanese culture has found to grapple with these events and sensations. We will also see how these culturally sanctioned frameworks have shaped the ways Japanese view love and loss. Our materials will sample the literary tradition of Japan from earliest times to the early modern and even modern periods. Close readings of a diverse group of texts, including poetry, narrative, theater, and the related arts of calligraphy, painting, and music will structure our inquiry. The class will take an expedition to nearby Woodlands Cemetery to experience poetry in nature. By the end of the course, you should be able to appreciate texts that differ slightly in their value systems, linguistic expressions, and aesthetic sensibilities from those that you may already know. Among the available project work that you may select, if you have basic Japanese, is learning to read a literary manga. All shared class material is in English translation.
For BA Students: Arts and Letters Sector
Taught by: Chance
Course usually offered in fall term
Also Offered As: EALC 552, GSWS 152
Activity: Lecture
1.0 Course Unit
EALC 153 Loyal Warriors in Japanese Literature
From the earliest literature to the latest think piece on Japanese society, the roles of the ‘warrior’ and of ‘loyalty’ in Japanese culture have fascinated those both inside and outside of Japan. In this course we will trace the development of paragons of loyalty and warrior prowess from the earliest literary works, through the epic Tales of the Heike, and on to the 'Treasury of Loyal Retainers,' theater, and film. We will read in the philosophy of fidelity and samurai codes to track the growing dedication to ideals of loyalty, exploring evidence of behavior less than loyal as we seek the real influence of these notions. Related topics include the extremes of vengeance and fanaticism.
Taught by: Chance
Course not offered every year
Activity: Lecture
1.0 Course Unit

EALC 154 Topics in Japanese Art
Topics vary from semester to semester. For the Fall 2020 semester, the topic will be: From Edo to Tokyo. How did a fishing village with a ramshackle castle become an early modern megalopolis over the course of a century? How did that city modernize rapidly, rebuild, and rebuild again to become one of the most technologically advanced urban environments in the world? In this course we will study the development of the city of Edo and its transformation into Tokyo through its urban planning, architecture, and visual arts. Starting with the formation of the shogun's city, Edo, we'll look at castles, mausolea, paintings, and other works to track the uses of architecture and art in the service of political power. At the same time, the long-time imperial capital of Kyoto (Miyako) and other regions actively expanded artistic modes, making this one of the most dynamic eras in Japanese art history, and a new urban population supported other forms of architecture and visual arts, including gardens, paintings, ceramics, and prints. In the final weeks of the course, we will consider how Edo became Tokyo, and how the city was rebuilt through modernization and land reclamation as well as after the 1923 earthquake and the Allied firebombing of WWII. And how did the postwar boom once more transform Tokyo, while also retaining traces and spaces of this earlier part of the city? Finally, we'll think about the ways in which the Olympics in 1964 and 2020 put the city on display.
Taught by: Davis
Course not offered every year
Also Offered As: ARTH 315, EALC 554
Activity: Seminar
1.0 Course Unit

EALC 155 Modern Japanese Literature
This course surveys Japanese literature (novels, short stories, poetry, drama, essays) from 1868 to World War II. The purpose is not only to read some of the most important and interesting literary texts of this period, but also to reflect on the ways we read and study literature, and how we draw connections between literature, self, and society. The reading material will be entirely in English.
Taught by: Kano
Course not offered every year
Also Offered As: EALC 555
Activity: Lecture
1.0 Course Unit

EALC 156 Post War Japanese Cinema
Mizoguchi Kenji, Ozu Yasujiro, and Kurosawa Akira are recognized today as three of the most important and influential directors in Japanese cinema. In their films of the late 1940s and 1950s, these directors focused upon issues surrounding the human condition and the perception of truth, history, beauty, death, and other issues of the postwar period. This course places their films in period context, and pays particular attention to the connections to other visual media, and to how 'art' and 'history' are being defined in the cinematic context. How other directors also took up these issues, and referred to the 'big three' is also be discussed.
Taught by: Davis
Course not offered every year
Also Offered As: ARTH 290, ARTH 690, CIMS 223, EALC 556
Activity: Lecture
1.0 Course Unit

EALC 157 Arts of Japan
This course introduces the major artistic traditions of Japan, from the Neolithic period to the present, and teaches the fundamental methods of the discipline of art history. Special attention will be given to the places of Shinto, the impact of Buddhism, and their related architectures and sculptures; the principles of narrative illustration; the changing roles of aristocratic, monastic, shogunal and merchant patronage; the formation of the concept of the artist over time; and the transformation of tradition in the modern age.
Taught by: Davis
Course not offered every year
Also Offered As: ARTH 213, ARTH 613, EALC 557
Activity: Lecture
1.0 Course Unit
Notes: Graduate students may take this course as EALC 527 and should see the instructor to discuss additional requirements for graduate credit.

EALC 162 City & Citizenship: Samurai Politics and Commoner Culture in Early Modern Japan
In the early modern period (1600-1867), Japan underwent a staggering urban transformation. Edo, the shogunal capital, grew in barely a century from a new settlement to a sprawling metropolis of over a million. Indeed, most of Japan's current urban centers descend directly from the castle towns built by regional warlords in the late sixteenth and early seventeenth centuries in an effort keep the peace after over a hundred years of civil war. As a result, Japanese cities in the early modern period became a central component of what historians have called a 're-feudalization' of society, and retained strong vestiges of their military origins. At the same time the samurai-centered space of the new military origins. At the same time the samurai-centered space of the new cities created opportunities for the development of alternative cultural practices and values by urban commoners. The juxtaposition of the regimented, honor-driven society designed and longed for by samurai and the fluid, money-driven society that grew out of the burgeoning cities’ commoner quarters is one of the animating forces of the early modern period. Through study of scholarship and contemporary sources (laws and sumptuary regulations, codes of conducts, but also diaries, novels, plays), this course will explore the many facets of early modern urban society, its medieval antecedents, and its legacies in contemporary Japan.
Taught by: Spafford
One-term course offered either term
Also Offered As: EALC 562
Activity: Lecture
1.0 Course Unit
EALC 165 Environment, Climate, and Culture in Japan
This course explores how Japanese literature, cinema, and popular culture have engaged with questions of environment, ecology, pollution, and climate change from the wake of the dropping of the atomic bomb on Hiroshima in 1945 to the ongoing Fukushima nuclear power plant disaster in the present. Environmental disasters and the slow violence of their aftermath have had an enormous impact on Japanese cultural production, and we examine how these cultural forms seek to negotiate and work through questions of representing the unrepresentable, victimhood and survival, trauma and national memory, uneven development and discrimination, the human and the nonhuman, and climate change's impact on imagining the future. Special attention is given to the possibilities and limitations of different forms—the novel, poetry, film, manga, anime—that Japanese writers and artists have to think about humans' relationship with the environment.
Taught by: Poland
Course not offered every year
Also Offered As: EALC 565, ENV S 165
Activity: Seminar
1.0 Course Unit

EALC 171 Knights with Katana: Medieval Japan and Europe Compared
This course aims to provide an overview of some of the main themes and problems in the history and historiography of medieval Japan by drawing on comparisons with European counterparts and interpretive models. To this end, each week's readings on Japan are paired with one or more works on medieval Europe dealing with a similar theme. The primary purpose is not only to draw comparisons between the two civilizations and their development but also to use the great riches of scholarship on the European Middle Ages to shed light on possible new avenues of inquiry and perspectives on Japan.
Taught by: Spafford
Course not offered every year
Also Offered As: EALC 571, HIST 090
Activity: Seminar
1.0 Course Unit

EALC 176 Japan: The Age of the Samurai
Who (or what) where the samurai? What does it mean to say that Japan had an 'Age of the Samurai'? In popular imagination, pre-modern Japan has long been associated with its hereditary warrior class. Countless movies have explored the character and martial prowess of these men. Yet warriors constituted but a tiny portion of the societies they inhabited and ruled, and historians researching medieval Japan have turned their attention to a great range of subjects and to other classes (elite and commoner alike). This class is designed to acquaint students with the complex and diverse centuries that have been called the 'Age of the Samurai'-roughly, the years between ca. 1110 and 1850. In the course of the semester, we will explore the central themes in the historiography of warrior society, while introducing some of the defining texts that have shaped our imagination of this age (from laws to epic poems, from codes of conduct to autobiographies).
Taught by: Spafford
Course not offered every year
Also Offered As: EALC 576, HIST 276
Activity: Lecture
1.0 Course Unit

EALC 183 Readings in Korean History
This course introduces students to English-language scholarship on social history of Korea from the founding of the Choson dynasty (1392-1910) to the mid-nineteenth century. Conducted as a reading seminar, the course will examine status and gender in early modern Korean society by considering, among others, descent, kinship, marriage, education, and economy. A reading list of noteworthy studies is intended to help the students map some critical questions and debates that have shaped the historiography. Everyone must participate actively in discussions, provide oral presentations as a discussion leader, and submit two review essays. No knowledge of Korean language or culture is presumed. This course satisfies Cross Cultural Analysis requirement.
One-term course offered either term
Also Offered As: EALC 583
Activity: Seminar
1.0 Course Unit

EALC 184 Two Koreas: The Politics of Division
In today's world, the inter-Korean border or DMZ (demilitarized zone) is widely regarded as one of the most impermeable and conflictual frontiers. The purpose of this course is to explore the dynamics of its formation between, and impact within, the two Koreas. The course therefore proposes to analyze how the division of the Korean peninsula not only came into being but also how it has shaped the socio-political trajectories of both the North and the South since 1945. The course also aims at introducing students to conceptual frameworks and comparative debates relevant to understanding the Korean case(s) from a social science perspective.
One-term course offered either term
Also Offered As: EALC 584
Activity: Lecture
1.0 Course Unit

EALC 190 Silk Road: From the Mediterranean to the Pacific
A journey along the overland and sea routes that connected China, India, Iran, and Rome from 200-1000 CE and served as conduits for cultural exchange. Precursor and successor routes will also be taken into consideration. The lives of merchants, envoys, pilgrims, and travelers interacting in cosmopolitan communities will be examined. Exploration of long-known and newly discovered archaeological ruins, along with primary sources in translation, will be studied.
Taught by: Mair
Also Offered As: EALC 590, SAST 190, SAST 590
Activity: Lecture
1.0 Course Unit

EALC 192 Arts of Korea
The goal of this course is understanding the development of visual, performing, and literary arts in Korea and the historical, religious, and social contexts in which they flourished. It serves as an introduction to the arts of Korea, with emphasis on painting, sculpture, ceramics, and architecture and additional consideration of dance, drama, poetry, and culinary arts. Covers the whole history of Korea, from prehistoric times to the twenty-first century.
Taught by: Chance, F
Course not offered every year
Also Offered As: EALC 592
Activity: Lecture
1.0 Course Unit
EALC 211 Life and Death in Han China
Using maps, city-panning, architecture, wall painting, sculpture, and minor arts as evidence, the course will examine the attitudes toward life and death in Han (206 BCE-AD 220) China.
Taught by: Steinhardt
One-term course offered either term
Also Offered As: EALC 611
Activity: Seminar
1.0 Course Unit

EALC 216 Chinese Art Under the Mongols
The Yuan Dynasty (1257-1368), the period of Mongolian rule, was the only time in Chinese history when China was part of a larger empire that spanned the Asian continent. Using architecture, sculpture, painting, and excavated evidence, this course examines the unique results of an international Asian world centered in China.
Taught by: Steinhardt
Course not offered every year
Also Offered As: EALC 616
Activity: Seminar
1.0 Course Unit

EALC 220 Tang China and Nara Japan
This is a seminar about Tang China and Nara Japan, and Early Heian Japan, Unified Silla Korea, Northeast Asia under Parhae, and Uyghur Inner Asia through their cities, palaces, monasteries, Buddhist art, and painting. We begin by studying material remains of the two best-documented civilizations of East Asian in the seventh-ninth centuries. Using painting, sculpture, ceramics, and architecture of Tang China and Nara Japan, we investigate the validity of the frequent assessment of an international Tang through material remains in China and Japan. We then move to Korea, Mongolia, and Central Asia. Students will have a wide range of topics to work on. They will be encouraged to find comparative topics. This seminar is an opportunity for students to use Chinese, Japanese, or Korean in research papers. There are no exams. Readings will be assigned to the whole group and to individual students for short presentations every week. Undergraduates will write one short and write and present one long paper.
Taught by: Steinhardt
Also Offered As: EALC 620
Activity: Seminar
1.0 Course Unit

EALC 221 First Year Classical Chinese I
Introduction to the classical written language, beginning with Shadick, First Course in Literary Chinese. Students with a background in Japanese, Korean, Cantonese, Taiwanese, and other East Asian languages are welcome; it is not necessary to know Mandarin. The course begins from scratch, and swiftly but rigorously develops the ability to read a wide variety of classical and semi-classical styles. Original texts from the 6th century BC to the 20th century AD are studied. This course is taught in English and there are no prerequisites.
Taught by: Mair
Course usually offered in fall term
Also Offered As: CHIN 491, EALC 621
Activity: Lecture
1.0 Course Unit

EALC 222 1st Year Classical Chin II
Continuation of CHIN491 EALC221/621, which is the only prerequisite for this course. Upon completion of Shadick, readings in a wide selection of texts with Chinese commentaries may be taken up. These readings are in part chosen to reflect student interest. This is the second half of a year-long course. Those who enroll must take both semesters.
Taught by: Mair
Course usually offered in spring term
Also Offered As: CHIN 492, EALC 622
Prerequisite: EALC 221
Activity: Lecture
1.0 Course Unit

EALC 223 Language, Script and Society in China
The Chinese writing system is the only major surviving script in the world that is partially picto-ideographic, Egyptian hieroglyphic and Sumero-Akkadian cuneiform having passed out of use about two millennia ago. Partly because it is so unique, a tremendous number of myths have grown up around the Chinese script. In an attempt to understand how they really function, this seminar will examine the nature of the sinographs and their relationship to spoken Sinitic languages, as well as their implications for society and culture. We will also discuss the artistic and technological aspects of the Chinese characters and the ongoing efforts to reform and simplify them. The use of sinographs in other East Asian countries than China will be taken into account. There are no prerequisites for this class.
Taught by: Mair
Course not offered every year
Also Offered As: EALC 623
Activity: Seminar
1.0 Course Unit

EALC 226 East Asian Funerary Arts
Study of tombs and tomb decoration of emperors and officials in China, Korea, and Japan from the pre-Buddhist era through the 19th century.
Taught by Steinhardt
Course not offered every year
Also Offered As: EALC 626
Activity: Seminar
1.0 Course Unit

EALC 227 Chinese Painting
Study of Chinese painting and practice from the earliest pictorial representation through the late twentieth century. Painting styles are analyzed, but themes such as landscape and narrative are considered with regard to larger social, cultural, and historical issues. The class will pay particular attention to the construction of the concepts of the 'artist' and 'art criticism' and their impact on the field into the present. Visits to study paintings at the University of Pennsylvania Museum and Philadelphia Museum of Art.
Taught by: Steinhardt
One-term course offered either term
Also Offered As: ARTH 217, ARTH 617, EALC 627
Activity: Lecture
1.0 Course Unit
EALC 229 Chinese Architecture
Survey of Chinese buildings and building technology from the formative period in the second millennium BCE through the twentieth century. The course will deal with well-known monuments such as the Buddhist monasteries of Wutai, imperial palaces in Chang’an and Beijing, the Ming tombs and the Temple of Heaven, and less frequently studied buildings. Also covered will be the theory and principles of Chinese construction. Graduate-level option requires a 20-page paper and permission of the instructor.
Taught by: Steinhardt
One-term course offered either term
Also Offered As: EALC 629
Activity: Lecture
1.0 Course Unit
Notes: Graduate-level option requires a 20-page paper and permission of the instructor

EALC 230 Gender, Religion, and China
This course examines the interrelationship among ‘gender,’ ‘religion,’ and ‘China’ as conceptual and historical categories. We ask, for example, how gender plays critical and constitutive roles in Chinese religious traditions, how religion can be used both to reinforce and to challenge gender norms, how religious women impact Chinese society and culture, and what the construction of ‘China’ as a cultural identity and as a nation-state has to do with women, gender, and religion. We will also think about what assumptions we have when speaking of gender, religion, and China, and the infinite possibilities when we strive to think beyond. We will read three kinds of materials: (1) scholarship on gender and religion in historical and contemporary China as well as the Chinese-speaking world, (2) scholarship concerning theories and methodology of gender and religious studies not necessarily focused on China, and (3) historical record of religious women in English translation.
Taught by: Cheng
Course usually offered in spring term
Also Offered As: EALC 630, GSWS 234, GSWS 630, RELS 237, RELS 630
Activity: Seminar
1.0 Course Unit

EALC 233 Chinese Aesthetics
This seminar investigates classical Chinese conceptions of art and beauty as exemplified in philosophy, literature, music, painting, calligraphy, and architecture. All readings will be in English, and no knowledge of Chinese is presumed. Graduate students should see the instructor to discuss requirements for graduate credit.
Taught by: Goldin
Course not offered every year
Also Offered As: EALC 633
Activity: Lecture
1.0 Course Unit

EALC 234 Daoist Traditions
This course examines the history of various intellectual and religious traditions that came to be known as Daoist (or Taoist in the Wade-Giles Romanization). We will begin with a critical review of the twentieth-century reinvention of Daoism and the new classification of religious versus philosophical Daoism, before tracing chronologically the textual, institutional, and social history of Daoist traditions from the fourth century B.C.E. While familiarizing students with the key concepts, practices, and organizations developed in the history of Daoism, this class emphasizes the specific socio-political context of each of them. Throughout the course, we will think critically about the labeling of Daoist (as well as Confucian and Buddhist) in Chinese history and in modern scholarship. We will also question modern demarcations between philosophy, religion, and science, as well as that between the spiritual and the physical.
Taught by: Cheng
Course not offered every year
Also Offered As: EALC 634, RELS 233, RELS 634
Activity: Seminar
1.0 Course Unit

EALC 239 Sex and Society in Ancient China
Ancient Chinese writers considered sexual activity to be an essential component of humanity, and the study of human sexuality to be essential to the study of human history. Sexuality constituted a fundamental source of imagery and categories that informed the classical Chinese conception of social, political, and military relationships. This course will survey the major sources dealing with sex and society in ancient China. There are no prerequisites, and no knowledge of Chinese is presumed.
Taught by: Goldin
Course not offered every year
Also Offered As: EALC 639
Activity: Seminar
1.0 Course Unit

EALC 240 Early Chinese History
This seminar covers the span of Chinese history from the Bronze Age to the end of the Han dynasty in A.D. 220. No knowledge of Chinese is presumed, but EALC 001 (Introduction to Chinese Civilization) is a prerequisite. Graduate students who wish to enroll should meet with the instructor to discuss additional requirements for graduate credit.
Taught by: Goldin
Course usually offered in spring term
Also Offered As: EALC 640
Activity: Seminar
1.0 Course Unit
EALC 241 Law in Pre-Modern China
This course, intended for graduate students and advanced undergraduates, offers a survey of the sources and research problems of pre-modern Chinese law. For reasons to be examined in the course, traditional Sinological education has neglected law as a legitimate field of inquiry; consequently, the secondary literature is surprisingly meager. Our readings will take us from the Warring States Period to the Qing dynasty—an interval of over two millennia—and will cover several varieties of legal documents, including statutes, handbooks, court records, and theoretical treatises. All the readings will be in English, and no knowledge of Chinese is presumed. Graduate students should see the instructor to discuss requirement for graduate credit.
Taught by: Goldin
Course not offered every year
Also Offered As: EALC 641
Activity: Seminar
1.0 Course Unit

EALC 242 Medicine and Healing in China
This course explores Chinese medicine and healing culture, its diversity, and its change over time. We will discuss topics including the establishment of canonical medicine, Daoist approaches to healing and longevity, diverse views of the body and disease, the emergence of treatments for women, medical construction of sex difference and imagination of female sexuality, the thriving and decline of female healers, the identity of scholar physicians, the transmission of medical knowledge, domestic and cross-regional drug market, healer-patient relations, and new visions of traditional Chinese medicine in modern China.
Taught by: Cheng, H
Course not offered every year
Also Offered As: EALC 642
Activity: Lecture
1.0 Course Unit

EALC 243 Pastoralism & Mobility
‘Pastoralism and Mobility’ will examine the society and history of mobile pastoralists (nomads) in Inner Asia from earliest times to the present. Peoples covered will include Mongols, Tibetans, Turkic nomads (such as Kazakhs, Kyrgyz, and Turkmen), and their ancestors and predecessors. The class will focus on questions such as: Is there a distinctive form of Inner Asian pastoralist society? At the grass roots level? At the elite level? How have states (native and foreign) influenced Inner Asian pastoralist society in pre-modern and modern contexts? How have Inner Asian pastoralists influenced neighboring states? What role does kinship play in governing group formation, property, and status in Inner Asian pastoralist society? Does this role vary over time, space, or ethnic background? If so, how? What purposes does mobility serve in Inner Asian societies? How have various forms of livestock lease-holding changed and shaped wealth in Inner Asian pastoralist society? How did class differentiation emerge & function in pre-modern pastoralist societies? What happens when pastoralists become farmers? How have modern schemes of social improvement and productivity, especially collectivization and decollectivization, shaped pastoralist lives?
Taught by: Atwood
Course offered fall; odd-numbered years
Also Offered As: EALC 643
Activity: Seminar
1.0 Course Unit

EALC 251 Readings in Classical Japanese I
Readings in classical texts drawn from the Heian, Kamakura, Muromachi, and Edo periods. Introduction to the different styles of classical Japanese, and to classical Japanese as a whole.
For BA Students: Advanced Language Course
Taught by: Chance
Course usually offered in fall term
Also Offered As: EALC 651, JPAN 491
Prerequisite: JPAN 212
Activity: Lecture
1.0 Course Unit

EALC 253 The Politics of Shinto
Shinto-derived images and ideas frequently appear in Japanese anime and film, and journalists and academics frequently mobilize the term Shinto as a way of explaining Japan’s past or envisioning its future. The environmentalist left champions a green Shinto while Shinto-derived ideas serve as red meat for politicians pandering to Japan’s nationalist right. While the influential position Shinto occupies in Japanese sociopolitical life is therefore clear, the term Shinto itself is actually not. Depending on who one asks, Shinto is either the venerable indigenous religion of the Japanese archipelago, the irredescent core of Japanese culture, a tiny subset of Japanese Buddhism, an environmentalist ethic, or some combination of these. This course investigates the multifarious types of Shinto envisioned by these competing interest groups.
Taught by: Jolyon Thomas
Course usually offered in spring term
Also Offered As: EALC 653, RELS 271, RELS 671
Activity: Seminar
1.0 Course Unit

EALC 254 War and Literature in Japan: Tales of the Heike
Our subject is Tale of the Heike, a multifaceted narrative of the twelfth-century battles that brought the Taira clan down and led to the establishment of Japan’s first military government. We will read the Heike tales with an eye toward how they fictionalize history and idealize certain types, most notably loyal women and warriors; the development of the warrior tale genre; central aspects of the Japanese ethos; and later works of literature based on episodes and characters from the Tale of the Heike. All material is in English translation. (Students of Japanese language may learn to read a famous section in the original.) There are no prerequisites.
Taught by: Chance, L
Course not offered every year
Also Offered As: EALC 654
Activity: Seminar
1.0 Course Unit

EALC 255 Japanese Theater
Japan has one of the richest and most varied theatrical traditions in the world. In this course, we will examine Japanese theater in historical and comparative contexts. The readings and discussions will cover all areas of the theatrical experience (script, acting, stage design, costumes, music, and audience). Audio-visual material will be used whenever appropriate and possible. The class will be conducted in English, with all English materials.
Taught by: Kano
One-term course offered either term
Also Offered As: COML 385, EALC 655, FOLK 485, THAR 485
Activity: Seminar
1.0 Course Unit
EALC 256 The Tale of Genji

'Crowning masterpiece of Japanese literature, 'the world's first novel,' 'fountainhead of Japanese literary and aesthetic culture,' 'a great soap opera in the vein of Jacqueline Susann.' Readers over the centuries have praised the Tale of Genji, the monumental prose tale finished just after the year 1000, in a variety of ways. In this course we will read the latest English translation of Murasaki Shikibu's work. We will watch as Genji loses his mother at a tender age, is cast out of the royal family, and begins a quest to fill the void she left. Along the way, Genji's loyalty to all the women he encounters forges his reputation as the ideal lover. We will consider gender issues in the female author's portrayal of this rake, and question the changing audience, from bored court women to censorious monks, from adoring nationalists to comic book adapters. Study of the tale requires consideration of poetry, imagery, costume, music, history, religion, theater, political and material culture, all of which will be components of the course. We will also trace the effect of the tale's many motifs, from flora and fauna to murderously jealous spirits, on later literature and conceptions of human emotions. All material is in English translation. There are no prerequisites.

Taught by: Chance, L.
Course not offered every year
Also Offered As: EALC 656
Activity: Seminar
1.0 Course Unit

EALC 259 Gender and Sexuality in Japan

If you have ever wondered about the following questions, then this is the right course for you: Is Japan a hyper-feminine nation of smiling geisha and obedient wives? Is it a hyper-masculine nation of samurai and economic warriors? Is it true that Japanese wives control the household? Is it true that Japanese men suffer from over-dependence on their mothers? What do young Japanese women and young men worry about? What does the government think about the future of Japanese women and men? Assuming that expressions of gender and sexuality are deeply influenced by cultural and social factors, and that they also show profound differences regionally and historically, this course examines a variety of texts--historical, biographical, autobiographical, fictional, non-fictional, visual, cinematic, analytical, theoretical--in order to better understand the complexity of any attempts to answer the above questions.

Taught by: Kano
Course not offered every year
Also Offered As: EALC 659, GSWS 259
Activity: Lecture
1.0 Course Unit

EALC 260 History of the Book in East Asia

Spring 2018: From handscrolls to manga, books play a vital role in East Asian societies. In this course we will introduce the spread of book cultures across East Asia and reconsider the role and impact of material texts on societies in China, Korea, and Japan. Among the questions we'll engage are: What is a book, an author, or an edition? How do readers affect books? How do publishers decide when to use illustrations, woodblock printing, or movable type? How has the history of books differed in China, Japan, and Korea from the history of the book in the West? We will consider various media (bamboo, paper, silk, and the digital), formats (scrolls, folded books, bound books, small to oversize), and the tensions between handwritten manuscript and printed pages. Hands-on sessions may include paper-making, bookbinding, and printing. This is an Objects-Based Learning course, using materials from the Kislak Center for Special Collections, Rare Books and Manuscripts, and the Penn Museum, with visits to the Philadelphia Museum of Art and the Free Library of Philadelphia. Requires no knowledge of any Asian language.

Taught by: Davis, Chance
Course not offered every year
Also Offered As: ARTH 517, EALC 661
Activity: Seminar
1.0 Course Unit

EALC 261 Japanese Science Fiction and Fantasy

This course will provide an overview of the major tropes, themes, and interpretations of contemporary Japanese science fiction and fantasy. As we establish a foundational knowledge of the history and structural formulations of genre fiction in Japan, we will cover topics such as folklore, high fantasy, apocalypse, dystopia, magical realism, posthumanism, video games, and transnational media franchises and cross-cultural marketing. By the end of the semester, students will possess a deeper understanding and appreciation of the role that science fiction and fantasy play in shaping contemporary media cultures in Japan and around the world.

Taught by: Hemmann
Also Offered As: EALC 662
Activity: Lecture
1.0 Course Unit

EALC 264 Lawlessness and Violence in Pre-Modern Japan

This course will be an exploration of premodern Japanese history through the lens of violence. The centuries under consideration (roughly, the eighth through nineteenth) were characterized by greatly varying levels of violence, both of the state-sanctioned variety (war, punishments for lawbreakers and political losers) and of the non-sanctioned variety (piracy, banditry, warrior and peasant rebellions). Examining a wide variety of translated sources, from diaries to chronicles, from legal codes to fiction, we shall examine the changing social, political, economic, and cultural contexts of violence, in order to interrogate not only why certain periods were remarkably peaceful while others were not, but also why violence took different forms in relation to different circumstances. We shall consider how contemporaries made sense of the violence that surrounded them (or didn't) and how they divided the acceptable use of force from the wanton and society-threatening abuse of it. The course will feature presentations and several (very short) papers.

Taught by: Spafford, D.
Course not offered every year
Also Offered As: EALC 664
Activity: Seminar
1.0 Course Unit
EALC 268 Japanese Cinema
This course is a survey of Japanese cinema from the silent period to the present. Students will learn about different Japanese film genres and histories, including (but not limited to) the benshi tradition, jidaigeki (period films), yakuza films, Pink Film, experimental/arthouse, J-horror, and anime. Although the course will introduce several key Japanese auteurs (Mizoguchi, Ozu, Kurosawa, Oshima, Suzuki, etc.), it will emphasize lesser known directors and movements in the history of Japanese film, especially in the experimental, arthouse, and documentary productions of the 1960s and 1970s. Finally, in addition to providing background knowledge in the history of Japanese cinema, one of the central goals of the course will be to interrogate the concept of 'national' cinema, and to place Japanese film history within a international context. Taught by: Alekseyeva
One-term course offered either term
Also Offered As: CIMS 304, ENGL 304
Activity: Seminar
1.0 Course Unit

EALC 270 From Shamans to Shoguns: The Texts that Made Pre-Modern Japanese History
This course tackles about a millennium of pre-modern Japanese political, social, and cultural history (roughly, 700-1700). Instead of attempting to cover the period chronologically, as an introductory survey might, this class is structured as a series of case studies. Each of these will take a primary source as its point of departure and explore one or more facets of Japanese history and writing. In the course of each case study, lectures and discussions will branch out from the main source to examine its historical context as well as the (political, cultural, textual) traditions that informed that source’s composition. In general, students will read the entire texts of the main sources (or significant portions of them), along with scholarly articles and shorter excerpts from other sources, composed at the same time or in the same vein/genre. During lectures and discussions alike, students will be asked to engage the readings, so as to grasp the specifics of Japanese history and practice the analytical skills required of historical discourse. Taught by: Spafford, D.
Course not offered every year
Also Offered As: EALC 670, HIST 277
Activity: Seminar
1.0 Course Unit

EALC 291 Archaeology of Central Asia
A site by site investigation of Buddhist and non-Buddhist ruins in Central Asia. Included are Nisa, Khwarezm, Pyandzhikent, Khalchayan, Ay-Khanum, Bamiyan, Miran, Tumshuk, Kizil, Kucha, Khotan, Adzhina-Tepe, Khoch, Khara-Khoto, and Bezeklik. Taught by: Steinhardt
One-term course offered either term
Also Offered As: EALC 691
Activity: Seminar
1.0 Course Unit

EALC 293 Introduction to Classical Mongolian
In this class students who already know some modern Mongolian in the Cyrillic script will learn how to transfer that knowledge to the reading of first post-classical, and then classical texts written in the vertical or Uyghur-Mongolian script. Topics covered will include the Mongolian alphabetic script, dealing with ambiguous readings, scholarly transcription, vowel harmony and syllable structure, post-classical and classical forms of major declensions, converbs, verbal nouns, and finite verbs, syntax, pronunciation and scribal readings. Readings will be adjusted to interests, but as a rule will include selections from short stories, diaries, chronicles, Buddhist translations, government documents, popular didactic poetry, ritual texts, and traditional narratives. Students will also be introduced to the most important reference works helpful in reading classical and post-classical Mongolian. One year of modern Mongolian or equivalent required to enroll. Taught by: Tseveendulam
Course usually offered in fall term
Also Offered As: EALC 693
Activity: Seminar
1.0 Course Unit

EALC 301 Major Seminar on China
This is a seminar required for all Chinese majors in the Department of East Asian Languages and Civilization. Topic varies year to year. Prerequisite: No language required for undergraduates.
Taught by: Mair
One-term course offered either term
Prerequisite: EALC 001
Activity: Seminar
1.0 Course Unit

EALC 302 Major Seminar on Japan
This is a seminar required for all Japanese majors in the Department of East Asian Languages and Civilization. Topic varies year to year. Prerequisite: No language required for undergraduates.
Course usually offered in fall term
Prerequisite: EALC 002
Activity: Seminar
1.0 Course Unit

EALC 303 Major Seminar on Korea
This is a seminar required for all Korean majors in the Department of East Asian Languages and Civilization. Topic varies year to year. Taught by: Park
Course not offered every year
Activity: Seminar
1.0 Course Unit

EALC 442 Topics in World History
One-term course offered either term
Also Offered As: HIST 412
Activity: Seminar
1.0 Course Unit
EALC 501 Chinese History and Civilization
This seminar offers a thematic overview of the academic study of Chinese history from the Neolithic period to the 21st century. Over the course of the semester, students will be introduced to different scholarly approaches to the study of history through a close reading and analysis of the work of leading scholars in the field of Sinology. We will learn about the various subfields in the study of history, such as cultural history, social history, administrative and legal history, intellectual history, history of religion, literary history, history of gender, world history, and historiography, examine their different methodological frameworks and tools, and draw on them in order to problematize and enrich our understanding of Chinese culture. In addition, this seminar will provide incoming students with the relevant tools to produce original graduate-level research on all aspects of Chinese history, society, and culture and present it in a clear and persuasive fashion orally and in written form. While original-language research for the final project is encouraged, all course materials will be in English. Prerequisite: Course intended for first year MA and PhD students. Undergraduates need permission. Course usually offered in fall term Activity: Seminar 1.0 Course Unit

EALC 502 Japanese History and Civilization
This seminar introduces students to the graduate-level study of Japan. In addition to getting a broad overview of Japanese culture, students in the course will develop familiarity with major debates in the history of the field of Japanese studies. The course also provides basic training in using primary and secondary sources in Japanese, Japanese bibliographic conventions, and other skills necessary for pursuing advanced research or a teaching career in the field. Open to all graduate students and to undergraduates with permission from the instructor. Familiarity with Japanese language is a plus but is not required. Taught by: Thomas J Course not offered every year Activity: Seminar 1.0 Course Unit Notes: Undergraduates need permission from instructor.

EALC 503 Korean History & Civilization
This graduate-level seminar focuses on the political, social, and cultural history of the Korean Peninsula and the vicinity from early times to the contemporary era. Readings will consist of primary and secondary sources, including influential modern studies of Korean history and civilization. All course materials are in English and no knowledge of Korean is presumed. Course usually offered in spring term Activity: Lecture 1.0 Course Unit

EALC 504 Introduction to Inner Asian Civilizations
This class is intended for new graduate students and upper-division undergraduates with some prerequisites who wish to get a solid grounding in the study of Inner Asia. The class will introduce Inner Asia as a coherent civilization network, focusing on: 1) the steppe-imperial tradition; 2) the Tibetan-rite Buddhist commonwealth that developed from the Tibetan and Mongol empires; and 3) the increasing integration of these two Inner Asian civilizations with that of imperial China. There will also be some consideration of the Islamic Turco-Mongolian synthesis that developed in the post-Mongol period. Regionally, the class introduce: 1) core Inner Asia (the Mongolian plateau, the Tarim Basin, the Tibetan plateau, the Manchuria) and 2) the main dynasties of China that formed in the Mongolia and Manchuria (Liao, Jin, Yuan and Qing). There will also be some consideration of historically Inner Asian populations in Hexi (Gansu-Qinghai), and the North China plains and the Shaanxi-Shanxi-Rehe uplands. Chronologically, the class will touch on prehistory and the contemporary period, but will mostly cover the period from the emergence of historical records on the Mongolian plateau and the Tarim basin to roughly 1950. Prehistory and the contemporary period will be give less detailed coverage. Taught by: Atwood Course not offered every year Activity: Seminar 1.0 Course Unit Notes: Graduate Seminar

EALC 505 East Asian Diplomacy
This course will survey recent scholarship on East Asian diplomacy from the sixteenth century to the present. We will engage several fundamental debates about the relationship between China, Japan, Korea and the outer world and introduce not only orthodox diplomatic analyses but also newer approaches to modern China, Japan and Korea by international and global historians. Taught by: Dickinson Course usually offered in fall term Also Offered As: EALC 105, HIST 395 Activity: Lecture 1.0 Course Unit

EALC 506 Easts Asian Cinema
This survey course introduces students to major trends, genres, directors, and issues in the cinema of East Asian countries/regions, including Japan, Korea, China, Hong Kong, and Taiwan. Charting key developments over more than a hundred years from the early twentieth century to the present, this course examines films as aesthetic objects, asking questions about film form, narrative, and style. It also pays attention to the evolution of cinema as an institution (e.g. modes of production, circulation, and exhibition) in different cultural and political contexts. Weekly course materials will include both films (primary sources) and analytical readings (secondary sources). By the end of the course, students are expected to gain broad knowledge of East Asian cinema, develop skills of film analysis, and apply these skills to perform historically informed and culturally sensitive analysis of cinema. Prior knowledge of East Asian languages is NOT required. Taught by: Zhou Also Offered As: ARTH 291, CIMS 291, EALC 106 Activity: Lecture 1.0 Course Unit
EALC 511 East Asian Digital Humanities
Are you interested in cutting-edge digital methods for the humanities in East Asia, but don’t know where to start? This course covers a wide range of current and emerging digital projects and topics in East Asian studies. Students will engage with digital projects focused on East Asia (encompassing Japan, China, Korea, and Taiwan) as well as research being done on Digital methodologies for the humanities in those areas. Coursework consists of project and research analysis, active discussion, and learning about the implementation of various digital projects. Example topics include text analysis, APIs, network analysis, digital literary studies, and mapping. Notechnical expertise is required but students must have reading knowledge of Chinese, Japanese, or Korean at the high-intermediate or advanced level. Class presentations, discussions, and all course readings will be in English, but midterm and final projects involve reading articles and midterm and final projects involve reading articles and/or critiquing projects is.
Reading knowledge (intermediate or above) of East Asian language required.
Taught by: Des Jardin
Also Offered As: EALC 111
Activity: Lecture
1.0 Course Unit

EALC 515 Buddhist Arts of East Asia: Sources, Iconography and Styles
Survey of art and architecture created for Buddhist religious purposes in China, Japan, and to a lesser extent Korea, Tibet, and Central Asia. The course will include a brief overview of Buddhist monuments in South Asia, study of the iconography of Buddhist images in graphic and sculptural media, and analysis of a variety of Buddhist styles in painting, sculpture, and architecture. Research in an East Asian language required for graduate credit.
Taught by: Chance, F
Course not offered every year
Also Offered As: EALC 115, RELS 175
Activity: Lecture
1.0 Course Unit

EALC 516 East Asian Gardens
Explore the beauty of gardens (and associated buildings) in Japan, China, and Korea from ancient times to the present. Lectures will be illustrated by photographs from dozens of sites in East Asia, and by a field trip to the Japanese House and Garden in Fairmount Park. The main body of the course will be a historical survey of the evolution of East Asian garden art forms from the sixth century to the present. Discussion will touch on geographic and climatic parameters, spiritual and aesthetic principles, practical limitations and creative innovations of East Asian gardens. There will be an additional fee for the Japanese House visit, and possibly for other field trips.
Taught by: Chance, F
Course not offered every year
Also Offered As: EALC 116
Activity: Lecture
1.0 Course Unit

EALC 519 East Asian Ceramics
History of ceramic forms, techniques, and aesthetic principles in China, Korea, and Japan from neolithic times to the present century, illustrated by slides and examples, augmented by readings, field trips, and student presentations. Aimed at students with general interest in Japan and/or ceramics history; particularly but not exclusively those majoring in East Asian Languages & Civs, East Asian Area Studies or History of Art; also art majors interested in ceramics.
Taught by: Chance, F
Course not offered every year
Also Offered As: EALC 119
Activity: Seminar
1.0 Course Unit

EALC 521 Chinese Poetry & Prose: In translation
A wide variety of poetic & prose genres from the earliest times to the 19th century is introduced through English translation. A few selections will also be studied in Chinese characters with romanized transcriptions. There are no prerequisites for this course.
Taught by: Mair
Course usually offered in fall term
Also Offered As: EALC 121
Activity: Lecture
1.0 Course Unit

EALC 522 Chinese Fiction and Drama in Translation
This course explores Romance of Three Kingdoms the most popular classical novel in East Asia and an important source for understanding Chinese culture, politics, history, and military strategy. We propose to read this work not only as a textbook of Chinese literature and culture, but also as a guidebook for career development and risk assessment. Why didn’t T Pangtong have a career as successful as Zhuge Liang? Why did Ma Su volunteer in a project that he is not good at? If Cao Cao, Liu Bei, Sun Quan run for presidency in the U.S., who would you vote for and why? These are some of the questions that we will explore alongside our inquiry into the historical development of various genres of Chinese fiction. In addition to Romance of Three Kingdoms, this course introduces Sun Tsu’s The Art of War and other classical Chinese novels such as Dream of the Red Chamber and Strange Tales from a Chinese Studio, as well as classical literary criticism such as Cao Pi’s On the Standard of Literature (Dian lun), Lu Ji’s Essays on Literature (Wen lun), and Liu Xie’s The Literary Mind and the Carving of Dragons.
Taught by: Mair
Course usually offered in spring term
Also Offered As: EALC 122
Activity: Lecture
1.0 Course Unit

EALC 525 Cultural Chinas: 20th Century Chinese Literature and Film
This course serves as a thematic introduction to modern Chinese literature and cinema in China, Hong Kong, Taiwan and other transnational Chinese communities in the twentieth century. By discussing a wide range of key literary and filmic texts, this class looks into major issues anddiscourses in China’s century of modernization: enlightenment and revolution, politics and aesthetics, sentimental education and nationalism, historical trauma and violence, gender and sexuality, social hygiene and body politics, diaspora and displacement, youth sub-culture and urban imagination.
Course usually offered in spring term
Also Offered As: EALC 125
Activity: Lecture
1.0 Course Unit
EALC 526 Seminar in Modern Chinese Literature
Modern Chinese writers are known for their efforts in creating a literary revolution that sought to reformulate the paradigm of Chinese writing. However, these Chinese writers also endeavored to learn from other cultures such as the European and Indian civilizations. For example, Tagore was invited to visit to China in 1923 and was considered a cultural model by many Chinese cultural elites. Hu Shi, a leading Chinese intellectual, wrote The Indianization of China: A Case Study in Cultural Borrowing and India Our Great Teacher, to emphasize the Indian elements in Chinese culture. Other Chinese writers also sought to compare the European with Chinese cultures in different occasions in order to find a path for the rise of modern China. This course explores the ways in which foreign cultures were introduced and how they influence the way Chinese see themselves in their search for a cultural identity free from the constraints of classical tradition. We will read a variety of writers from the Peoples Republic of China, Hong Kong, Taiwan, and Malaysia, in order to examine how modern Chinese literature thrives on cross-cultural elements. All readings will be in English. No prior knowledge is required. Those who are proficient in Chinese are invited to read some of the texts in Chinese.
Taught by: Lin
Course not offered every year
Also Offered As: EALC 126
Activity: Seminar
1.0 Course Unit

EALC 527 Arts of China
A broad survey of Chinese architecture, sculpture, and painting from the Neolithic age through the nineteenth century. Topics include excavated material from China’s Bronze Age, Chinese funerary arts, Buddhist caves and sculpture (including works in the University Museum), the Chinese city, the Chinese garden, and major masterpieces of Chinese painting.
Taught by: Steinhardt, Davis
Course not offered every year
Also Offered As: ARTH 214, ARTH 614, EALC 127
Activity: Lecture
1.0 Course Unit

EALC 530 Mongol Century
This course deals with the empire built by the Mongols in the 13th century - the largest land empire in the world. Most readings will be from translated primary sources of the 13th and 14th centuries, written by the Mongols themselves and also by Persians, Chinese, Eastern Christians, Europeans, and other peoples that fought, surrendered to, or traded with the Mongol conquerors. The course will explore the Mongols, the most spectacular example of the nomadic conquerors who played such a large role in all Eurasian history, and survey how their empire affected themselves and the peoples they conquered. By using primary sources, the course will also provide a survey of civilizations in Eurasia in the 13th and 14th centuries, and give a hands-on example of how historians build historical knowledge from varied sources. Graduate students will receive training in more advanced source critical methodologies for dealing with these sources and for beginning research in this topic.
Taught by: Atwood
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EALC 531 Introduction to Classical Chinese Thought
This course is intended as an introduction to the foundational thinkers of Chinese civilization, who flourished from the fifth to the second centuries B.C. No knowledge of Chinese is presumed, and there are no prerequisites, although EALC 001 (Introduction to Chinese Civilization) is recommended. Graduate students may take this course as EALC 531 and should see the instructor to discuss requirements for graduate credit.
(Undergraduates must enroll in the course as EALC 131.)
Taught by: Goldin
Course offered spring; odd-numbered years
Also Offered As: EALC 131
Activity: Lecture
1.0 Course Unit

EALC 536 Chinese Martial Arts
This course offers a thematic introduction to the history of martial arts in China. Throughout the semester, we will explore the social, political, and cultural contexts of martial arts practice, from the classical period to the 21st century. The course will take an interdisciplinary approach to situating martial arts practices in history through an examination of religious, literary, and visual sources, against the backdrop of theoretical approaches from across gender studies, anthropology, and cultural theory. The course will be divided into three units. The first unit will focus on the cultural background that led to the emergence of martial arts practices in the pre-modern period. We will examine classical discourses on the human body and its cultivation and the role of medical practices and religious institutions, such as the Shaolin Temple, in the development of martial arts regimens. In the second unit, we will discuss the spread and popularization of martial arts practices in late imperial and modern Chinese society through a close reading of literary sources, such as wuxia novels and other works of fiction. In addition, we will explore the modernization and re-invention of martial arts in the late 19th and early 20th century, when China attempts to re-establish itself as a modern nation. The third and final unit will be devoted to the global impact of Chinese martial arts in contemporary popular culture. Through a discussion and analysis of Kung Fu films, as well as video games, we will explore the role of martial arts narratives and practices in the construction of gender, cultural, and national identity and the various ways in which they are used by the current Chinese regime to assert its influence in the global arena. No knowledge of Chinese is presumed, and all readings will be available in English on the Canvas website in PDF form. Graduate students may take this course as EALC536 and should see the instructor to discuss requirements for graduate credit.
Taught by: Tavor
Course not offered every year
Also Offered As: EALC 136
Activity: Lecture
1.0 Course Unit

EALC 551 Contemporary Fiction & Film in Japan
Taught by: Kano
Course not offered every year
Also Offered As: CIMS 151, COML 256, EALC 151, GSWS 257
Activity: Lecture
1.0 Course Unit
EALC 552 Love and Loss in Japanese Literary Traditions: In Translation
How do people make sense of the multiple experiences that the simple words 'love' and 'loss' imply? How do they express their thoughts and feelings to one another? In this course, we will explore some means Japanese culture has found to grapple with these events and sensations. We will also see how these culturally sanctioned frameworks have shaped the ways Japanese view love and loss. Our materials will sample the literary tradition of Japan from earliest times to the early modern and even modern periods. Close readings of a diverse array of texts, including poetry, narrative, theater, and the related arts of calligraphy, painting, and music will structure our inquiry. The class will take an expedition to nearby Woodlands Cemetery to experience poetry in nature. By the end of the course, you should be able to appreciate texts that differ slightly in their value systems, linguistic expressions, and aesthetic sensibilities from those that you may already know. Among the available project work that you may select, if you have basic Japanese, is learning to read a literary manga. All shared class material is in English translation. Research in an East Asian language required for graduate credit.
Taught by: Chance
Course usually offered in fall term
Also Offered As: EALC 152, GSWS 152
Activity: Lecture
1.0 Course Unit

EALC 553 Ukiyo-e: Beyond the Great Wave
In this seminar we will take a closer look at the prints, paintings, and illustrated books produced in the genre known as 'ukiyo-e,' the 'pictures of the floating world.' We'll begin by asking how the 'Great Wave' became a global icon and we'll bust the myth of prints being used as wrapping paper. As we learn the history of the genre, from 1600 to ca. 1850, we'll also make critical interventions into that narrative, asking how 'ukiyo-e' became a genre within a larger artistic sphere; how publishers collaborated with designers to construct artistic personae; how illustrated books contributed to knowledge formations; and how concepts of authenticity and authorship remain critical to its understanding. Taught online, this course will also consider how internet resources affect our understanding of the work of art. Students need not have any Japanese language skills, but should have taken related courses in art history or East Asian Studies. Advanced undergraduates and graduate students preferred.
Taught by: Davis
Course not offered every year
Also Offered As: ARTH 213, ARTH 613, EALC 157
Activity: Lecture
1.0 Course Unit

EALC 555 Modern Japanese Literature
This course surveys Japanese literature (novels, short stories, poetry, drama, essays) from 1868 to World War II. The purpose is not only to read some of the most important and interesting literary texts of this period, but also to reflect on the ways we read and study literature, and how we draw connections between literature, self, and society. The reading material will be entirely in English.
Taught by: Kano
Course usually offered in fall term
Also Offered As: EALC 155
Activity: Lecture
1.0 Course Unit

EALC 556 Post War Japanese Cinema
Mizoguchi Kenji, Ozu Yasujirou, and Kurosawa Akira are recognized today as three of the most important and influential directors in Japanese cinema. In their films of the late 1940s and 1950s, these directors focused upon issues surrounding the human condition and the perception of truth, history, beauty, death, and other issues of the postwar period. This course places their films in period context, and pays particular attention to the connections to other visual media, and to how 'art' and 'history' are being defined in the cinematic context. How other directors also took up these issues, and referred to the 'big three' is also be discussed.
Taught by: Davis
Course not offered every year
Also Offered As: ARTH 290, ARTH 690, CIMS 223, EALC 156
Activity: Lecture
1.0 Course Unit

EALC 557 Arts of Japan
This course introduces the major artistic traditions of Japan, from the Neolithic period to the present, and teaches the fundamental methods of the discipline of art history. Special attention will be given to the places of Shinto, the impact of Buddhism, and their related architectures and sculptures; the principles of narrative illustration; the changing roles of aristocratic, monastic, shogunal and merchant patronage; the formation of the concept of the artist over time; and the transformation of tradition in the modern age.
Taught by: Davis
One-term course offered either term
Also Offered As: ARTH 213, ARTH 613, EALC 157
Activity: Lecture
1.0 Course Unit

EALC 559 Topics in Japanese Art
Topic varies. Fall 2018: This course will consider Japanese woodblock prints, illustrated books, and paintings from the seventeenth through the twentieth century. Topics include: the formation of 'Ukiyo-e' or 'the pictures of the floating world' as a genre; the development of the publishing system and its audience; specific artists and their works; the reception of Japanese prints in Europe and America; the modern reinvention of the woodblock print; and others. We will also make extensive use of the collections held in the Kislak Center, the Philadelphia Museum of Art, and in other local collections. Assignments may include: close study of a single work; web page development; research paper; regular participation in discussions.
Taught by: Davis
Course not offered every year
Also Offered As: ARTH 513
Activity: Seminar
1.0 Course Unit
EALC 565 Environment, Climate, and Culture in Japan
This course explores how Japanese literature, cinema, and popular culture have engaged with questions of environment, ecology, pollution, and climate change from the wake of the dropping of the atomic bomb on Hiroshima in 1945 to the ongoing Fukushima nuclear power plant disaster in the present. Environmental disasters and the slow violence of their aftermath have had an enormous impact on Japanese cultural production, and we examine how these cultural forms seek to negotiate and work through questions of representing the unrepresentable, victimhood and survival, trauma and national memory, uneven development and discrimination, the human and the nonhuman, and climate change's impact on imagining the future. Special attention is given to the possibilities and limitations of different forms—the novel, poetry, film, manga, anime—that Japanese writers and artists have to think about humans' relationship with the environment.
Taught by: Poland
Course not offered every year
Also Offered As: EALC 165, ENV 165
Activity: Seminar
1.0 Course Unit

EALC 571 Knights with Katanas: Medieval Japan and Europe Compared
This course aims to provide an overview of some of the main themes and problems in the history and historiography of medieval Japan by drawing on comparisons with European counterparts and interpretive models. To this end, each week's readings on Japan are paired with one or more works on medieval Europe dealing with a similar theme. The primary purpose is not only to draw comparisons between the two civilizations and their development but also to use the great riches of scholarship on the European Middle Ages to shed light on possible new avenues of inquiry and perspectives on Japan.
Taught by: Spafford
Course not offered every year
Also Offered As: EALC 171, HIST 090
Activity: Seminar
1.0 Course Unit

EALC 576 Japan: The Age of the Samurai
This course deals with the samurai in Japanese history and culture and will focus on the period of samurai political dominance from 1185 to 1868, but it will in fact range over the whole of Japanese history from the development of early forms of warfare to the disappearance of the samurai after the Meiji Restoration of the 19th century. The course will conclude with a discussion of the legacy of the samurai in modern Japanese culture and the image of the samurai in foreign perceptions of Japan.
Course not offered every year
Also Offered As: EALC 176, HIST 276
Activity: Lecture
1.0 Course Unit

EALC 583 Readings in Korean History
Topic varies.
One-term course offered either term
Also Offered As: EALC 183
Activity: Seminar
1.0 Course Unit

EALC 584 Two Koreas: The Politics of Division
In today's world, the inter-Korean border or DMZ (demilitarized zone) is widely regarded as one of the most impermeable and conflictual frontiers. The purpose of this course is to explore the dynamics of its formation between, and impact within, the two Koreas. The course therefore proposes to analyze how the division of the Korean peninsula not only came into being but also how it has shaped the socio-political trajectories of both the North and the South since 1945. The course also aims at introducing students to conceptual frameworks and comparative debates relevant to understanding the Korean case(s) from a social science perspective.
Course not offered every year
Also Offered As: EALC 184
Activity: Lecture
1.0 Course Unit

EALC 590 Silk Road: From the Mediterranean to the Pacific
A journey along the overland and sea routes that connected China, India, Iran, and Rome from 200-1000 CE and served as conduits for cultural exchange. Precursor and successor routes will also be taken into consideration. The lives of merchants, envoys, pilgrims, and travelers interacting in cosmopolitan communities will be examined. Exploration of long-known and newly discovered archaeological ruins, along with primary sources in translation, will be studied.
Taught by: Mair
Also Offered As: EALC 190, SAST 190, SAST 590
Activity: Lecture
1.0 Course Unit

EALC 592 Arts of Korea
The goal of this course is understanding the development of visual, performing, and literary arts in Korea and the historical, religious, and social contexts in which they flourished. It serves as an introduction to the arts of Korea, with emphasis on painting, sculpture, ceramics, and architecture and additional consideration of dance, drama, poetry, and culinary arts. Covers the whole history of Korea, from prehistoric times to the twenty-first century. Students enrolled in this graduate number are expected to do research in an East Asian language.
Taught by: Chance, F
Course not offered every year
Also Offered As: EALC 176, HIST 276
Activity: Lecture
1.0 Course Unit

EALC 611 Life and Death in Han China
Using wall painting, sculpture, and minor arts as evidence, the course will examine the attitudes toward life and beliefs and death in Han (206 B.C.-A.D.220) China.
Taught by: Steinhardt
One-term course offered either term
Also Offered As: EALC 211
Activity: Seminar
1.0 Course Unit
EALC 616 Chinese Arts Under the Mongols
The Yuan Dynasty (1257-1368), the period of Mongolian rule, was the only time in Chinese history when China was part of a larger empire that spanned the Asian continent. Using architecture, sculpture, painting, and excavated evidence, this course examines the unique results of an international Asian world centered in China.
Taught by: Steinhardt
Course not offered every year
Also Offered As: EALC 229
Activity: Seminar
1.0 Course Unit

EALC 620 Tang China and Nara Japan
This is a seminar about Tang China and Nara Japan, and Early Heian Japan, Unified Silla Korea, Northeast Asia under Parhae, and Uyghur Inner Asia through their cities, palaces, monasteries, Buddhist art, and painting. We begin by studying material remains of the two best-documented civilizations of East Asian in the seventh-ninth centuries. Using painting, sculpture, ceramics, and architecture of Tang China and Nara Japan, we investigate the validity of the frequent assessment of an international Tang through material remains in China and Japan. We then move to Korea, Mongolia, and Central Asia. Students will have a wide range of topics to work on. They will be encouraged to find comparative topics. This seminar is an opportunity for students to use Chinese, Japanese, or Korean in research papers. There are no exams. Readings will be assigned to the whole group and to individual students for short presentations every week. Graduate students will write and present research papers.
Taught by: Steinhardt
Also Offered As: EALC 220
Activity: Seminar
1.0 Course Unit

EALC 621 First Year Classical Chinese I
Introduction to the classical written language, beginning with Shadick, First Course in Literary Chinese. Students with a background in Japanese, Korean, Cantonese, Taiwanese, and other East Asian languages are welcome; it is not necessary to know Mandarin. The course begins from scratch, and swiftly but rigorously develops the ability to read a wide variety of classical and semi-classical styles. Original texts from the 6th century BC to the 20th century AD are studied. This course is taught in English and there are no prerequisites.
Taught by: Mair
Course usually offered in fall term
Also Offered As: CHIN 491, EALC 221
Activity: Lecture
1.0 Course Unit

EALC 622 1st Year Classical Chin II
Continuation of CHIN491 EALC221/621, which is the only prerequisite for this course. Upon completion of Shadick, readings in a wide selection of texts with Chinese commentaries may be taken up. These readings are in part chosen to reflect student interest. This is the second half of a year-long course. Those who enroll must take both semesters.
Taught by: Mair
Course usually offered in spring term
Also Offered As: CHIN 492, EALC 222
Prerequisite: EALC 621
Activity: Lecture
1.0 Course Unit

EALC 623 Language, Script and Society in China
The Chinese writing system is the only major surviving script in the world that is partially picto-ideographic, Egyptian hieroglyphic and Sumerian-Akkadian cuneiform having passed out of use about two millennia ago. Partly because it is so unique, a tremendous number of myths have grown up around the Chinese script. In an attempt to understand how they really function, this seminar will examine the nature of the sinographs and their relationship to spoken Sinitic languages, as well as their implications for society and culture. We will also discuss the artistic and technological aspects of the Chinese characters and the ongoing efforts to reform and simplify them. The use of sinographs in other East Asian countries than China will be taken into account. There are no prerequisites for this class.
Taught by: Mair
Course not offered every year
Also Offered As: EALC 223
Activity: Seminar
1.0 Course Unit

EALC 626 East Asian Funerary Arts
Study of tombs and tomb decoration of emperors and officials in China, Korea, and Japan from the pre-Buddhist era through the 19th century.
Taught by: Steinhardt
Course not offered every year
Also Offered As: EALC 226
Activity: Seminar
1.0 Course Unit

EALC 627 Chinese Painting
Study of Chinese painting and practice from the earliest pictorial representation through the late twentieth century. Painting styles are analyzed, but themes such as landscape and narrative are considered with regard to larger social, cultural, and historical issues. The class will pay particular attention to the construction of the concepts of the ‘artist’ and ‘art criticism’ and their impact on the field into the present.
Visits to study paintings at the University of Pennsylvania Museum and Philadelphia Museum of Art.
Taught by: Steinhardt
One-term course offered either term
Also Offered As: ARTH 217, ARTH 617, EALC 227
Activity: Lecture
1.0 Course Unit

EALC 629 Chinese Architecture
Survey of Chinese buildings and building technology from the formative period in the second millennium BCE through the twentieth century. The course will deal with well-known monuments such as the Buddhist monasteries of Wutai, imperial palaces in Chang’an and Beijing, the Ming tombs and the Temple of Heaven, and less frequently studied buildings. Also covered will be the theory and principles of Chinese construction.
Taught by: Steinhardt
One-term course offered either term
Also Offered As: EALC 229
Activity: Lecture
1.0 Course Unit
EALC 630 Gender, Religion, and China
This course examines gender in Chinese religious culture from ancient to contemporary times. We will explore topics including the Buddhist accommodation of Chinese family system, Chinese transformation of the bodhisattva Guanyin, female deities in Daoist and popular religious pantheons, writings about religious women, female ghosts and fox spirits in literary imagination and folk tales, and the significance of yin force in Chinese medicine and Daoist alchemy. Through the case of China, we will look at how gender plays critical and constitutive roles in religious traditions, and how religion can be used both to reinforce and to challenge gender norms.
Taught by: Cheng, H
Course not offered every year
Also Offered As: EALC 230, GSWS 234, GSWS 630, RELS 237, RELS 630
Activity: Seminar
1.0 Course Unit

EALC 633 Chinese Aesthetics
This seminar investigates classical Chinese conceptions of art and beauty as exemplified in philosophy, literature, music, painting, calligraphy, and architecture. All readings will be in English, and no knowledge of Chinese is presumed. Graduate students should see the instructor to discuss requirements for graduate credit.
Taught by: Goldin
Course not offered every year
Also Offered As: EALC 233
Activity: Lecture
1.0 Course Unit

EALC 634 Daoist Traditions
This course examines the history of various intellectual and religious traditions that came to be known as Daoist (or Taoist in the Wade-Giles Romanization). We will begin with a critical review of the twentieth-century reinvention of Daoism and the new classification of religious versus philosophical Daoism, before tracing chronologically the textual, institutional, and social history of Daoist traditions from the fourth century B.C.E. While familiarizing students with the key concepts, practices, and organizations developed in the history of Daoism, this class emphasizes the specific socio-political context of each of them. Throughout the course, we will think critically about the labeling of Daoist (as well as Confucian and Buddhist) in Chinese history and in modern scholarship. We will also question modern demarcations between philosophy, religion, and science, as well as that between the spiritual and the physical.
Taught by: Wang
Course not offered every year
Also Offered As: EALC 234, RELS 233, RELS 634
Activity: Seminar
1.0 Course Unit

EALC 639 Sex and Society in Ancient China
Ancient Chinese writers considered sexual activity to be an essential component of humanity, and that study of human sexuality to be essential to the study of human history. Sexuality constituted a fundamental source of imagery and categories that informed the classical Chinese conception of social, political, and military relationships. This course will survey the major sources dealing with sex and society in ancient China. There are no pre-requisites, and no knowledge of Chinese is presumed.
Taught by: Goldin
Course not offered every year
Also Offered As: EALC 239
Activity: Seminar
1.0 Course Unit

EALC 640 Early Chinese History
This seminar covers the span of Chinese history from the Bronze Age to the establishment of the empire in 221 B.C. No knowledge of Chinese is presumed, but EALC 001 (Introduction to Chinese Civilization) is a prerequisite. Graduate students who wish to enroll should meet with the instructor to discuss additional requirements for graduate credit.
Taught by: Goldin
Course usually offered in spring term
Also Offered As: EALC 240
Activity: Seminar
1.0 Course Unit

EALC 641 Law in Pre-Modern China
This course, intended for graduate students and advanced undergraduates, offers a survey of the sources and research problems of pre-modern Chinese law. For reasons to be examined in the course, traditional Sinological education has neglected law as a legitimate field of inquiry; consequently, the secondary literature is surprisingly meager. Our readings will take us from the Warring States Period to the Qing dynasty—an interval of over two millennia—and will cover several varieties of legal documents, including statutes, handbooks, court records, and theoretical treatises. All the readings will be in English, and no knowledge of Chinese is presumed. Graduate students should see the instructor to discuss requirement for graduate credit.
Taught by: Goldin
Course not offered every year
Also Offered As: EALC 241
Activity: Seminar
1.0 Course Unit

EALC 642 Medicine and Healing in China
This course explores Chinese medicine and healing culture, its diversity, and its change over time. We will discuss topics including the establishment of canonical medicine, Daoist approaches to healing and longevity, diverse views of the body and disease, the emergence of treatments for women, medical construction of sex difference and imagination of female sexuality, the thriving and decline of female healers, the identity of scholar physicians, the transmission of medical knowledge, domestic and cross-regional drug market, healer-patient relations, and new visions of traditional Chinese medicine in modern China.
Taught by: Cheng, H
Course not offered every year
Also Offered As: EALC 242
Activity: Lecture
1.0 Course Unit
EALC 643 Pastoralism & Mobility

‘Pastoralism and Mobility’ will examine the society and history of mobile pastoralists (nomads) in Inner Asia from earliest times to the present. Peoples covered will include Mongols, Tibetans, Turkic nomads (such as Kazakhs, Kyrgyz, and Turkmen), and their ancestors and predecessors. The class will focus on questions such as: Is there a distinctive form of Inner Asian pastoralist society? At the grass roots level? At the elite level? How have states (native and foreign) influenced Inner Asian pastoralist society in pre-modern and modern contexts? How have Inner Asian pastoralists influenced neighboring states? What role does kinship play in governing group formation, property, and status in Inner Asian pastoralist society? Does this role vary over time, space, or ethnic background? If so, how? What purposes does mobility serve in Inner Asian societies? How have various forms of livestock lease-holding changed and shaped wealth in Inner Asian pastoralist society? How did class differentiation emerge & function in pre-modern pastoralist societies? What happens when pastoralists become farmers? How have modern schemes of social improvement and productivity, especially collectivization and decollectivization, shaped pastoralist lives?

Taught by: Atwood
Course offered fall; odd-numbered years
Also Offered As: EALC 243
Activity: Seminar
1.0 Course Unit

EALC 651 Readings in Classical Japanese I

Readings in classical texts drawn from the Heian, Kamakura, Muromachi, and Edo periods. Introduction to the different styles of classical Japanese, and to classical Japanese as a whole.

For BA Students: Advanced Language Course
Course usually offered in fall term
Also Offered As: EALC 251, JPAN 491
Prerequisite: JPAN 212
Activity: Lecture
1.0 Course Unit

EALC 653 The Politics of Shinto

Shinto-derived images and ideas frequently appear in Japanese anime and film, and journalists and academics frequently mobilize the term Shinto as a way of explaining Japan’s past or envisioning its future. The environmentalist left champions a green Shinto while Shinto-derived ideas serve as red meat for politicians pandering to Japan’s nationalist right. While the influential position Shinto occupies in Japanese sociopolitical life is therefore clear, the term Shinto itself is actually not. Depending on who one asks, Shinto is either the venerable indigenous religion of the Japanese archipelago, the irreducible core of Japanese culture, a tiny subset of Japanese Buddhism, an oppressive political ideology linked to the emperor system, an environmentalist ethic, or some combination of these. This course investigates the multifarious types of Shinto envisioned by these competing interest groups.

Taught by: Thomas, J.
Course usually offered in spring term
Also Offered As: EALC 253, RELS 271, RELS 671
Activity: Seminar
1.0 Course Unit

EALC 654 Tales of the Heike

Our subject is Tale of the Heike, a multifaceted narrative of the twelfth-century battles that brought the Taira clan down and led to the establishment of Japan’s first military government. We will read the Heike tales with an eye toward how they fictionalize history and idealize certain types, most notably loyal women and warriors; the development of the warrior tale genre; central aspects of the Japanese ethos; and later works of literature based on episodes and characters from the Tale of the Heike. All material is in English translation. (Students of Japanese may learn to read a famous section in the original.) There are no prerequisites. Research in an East Asian language required for graduate credit.

Taught by: Chance, L
Course not offered every year
Also Offered As: EALC 254
Activity: Seminar
1.0 Course Unit

EALC 655 Japanese Theater

Japan has one of the richest and most varied theatrical traditions in the world. In this course, we will examine Japanese theater in historical and comparative contexts. The readings and discussions will cover all areas of the theatrical experience (script, acting, stage design, costumes, music, audience). Audio-visual material will be used whenever appropriate and possible. The class will be conducted in English, with all English materials.

Taught by: Kano
One-term course offered either term
Also Offered As: COML 385, EALC 255, FOLK 485, THAR 485
Activity: Seminar
1.0 Course Unit

EALC 656 The Tale of Genji

‘Crowning masterpiece of Japanese literature,’ ‘the world’s first novel,’ ‘fountainhead of Japanese literary and aesthetic culture,’ ‘a great soap opera in the vein of Jacqueline Susann.’ Readers over the centuries have praised the Tale of Genji, the monumental prose tale finished just after the year 1000, in a variety of ways. In this course we will read the latest English translation of Murasaki Shikibu’s work. We will watch as Genji loses his mother at a tender age, is cast out of the royal family, and begins a quest to fill the void she left. Along the way, Genji’s loyalty to all the women he encounters forges his reputation as the ideal lover. We will consider gender issues in the female author’s portrayal of this rake, and question the changing audience, from bored court women to censorious monks, from adoring nationalists to comic book adaptors. Study of the tale requires consideration of poetry, imagery, costume, music, history, religion, theater, political and material culture, all of which will be components of the course. We will also trace the effect of the tale’s many motifs, from flora and fauna to murderously jealous spirits, on later literature and conceptions of human emotions. All material is in English translation. There are no prerequisites. Research in an East Asian language required for graduate credit.

Taught by: Chance, L
Course not offered every year
Also Offered As: EALC 256
Activity: Seminar
1.0 Course Unit
EALC 657 Asian Religions in the Global Imagination
This seminar critically examines the missionary impulses, colonial exploits, and translation endeavors that contributed to the rise of Asian studies and the emergence of the scholarly notion of ‘Asian religions’. It shows the crucial roles played by Asian agents and their European counterparts in the formation of modern conceptions of ‘religion’; it also engages reflexive questions regarding theory, method, and the geopolitical underpinnings of both Asian studies and the non-confessional academic study of religion. Students will conduct sustained research projects on the country or region of their choice.
Taught by: Thomas
Course not offered every year
Also Offered As: EALC 257, RELS 258, RELS 658
Activity: Seminar
1.0 Course Unit

EALC 659 Gender and Sexuality in Japan
Taught by: Kano
Course not offered every year
Also Offered As: EALC 259, GSWS 259
Activity: Lecture
1.0 Course Unit

EALC 661 History of the Book in East Asia
Spring 2018: From handscrolls to manga, books play a vital role in East Asian societies. In this course we will introduce the spread of book cultures across East Asia and reconsider the role and impact of material texts on societies in China, Korea, and Japan. Among the questions we'll engage are: What is a book, an author, or an edition? How do readers affect books? How do publishers decide when to use illustrations, woodblock printing, or movable type? How has the history of books differed in China, Japan, and Korea from the history of the book in the West? We will consider various media (bamboo, paper, silk, and the digital), formats (scrolls, folded books, bound books, small to oversize), and the tensions between handwritten manuscript and printed pages. Hands-on sessions may include paper-making, bookbinding, and printing. This is an Objects-Based Learning course, using materials from the Kislak Center for Special Collections, Rare Books and Manuscripts, and the Penn Museum, with visits to the Philadelphia Museum of Art and the Free Library of Philadelphia. Requires no knowledge of any Asian language.
Taught by: Davis, Chance
Course not offered every year
Also Offered As: ARTH 517, EALC 260
Activity: Seminar
1.0 Course Unit

EALC 662 Japanese Science Fiction and Fantasy
This course will provide an overview of the major tropes, themes, and interpretations of contemporary Japanese science fiction and fantasy. As we establish a foundational knowledge of the history and structural formulations of genre fiction in Japan, we will cover topics such as folklore, high fantasy, apocalypse, dystopia, magical realism, posthumanism, video games, and transnational media franchises and cross-cultural marketing. By the end of the semester, students will possess a deeper understanding and appreciation of the role that science fiction and fantasy play in shaping contemporary media cultures in Japan and around the world.
Taught by: Hemmann
Also Offered As: EALC 261
Activity: Lecture
1.0 Course Unit

EALC 664 Lawlessness and Violence in Pre-Modern Japan
This course will be an exploration of premodern Japanese history through the lens of violence. The centuries under consideration (roughly, the eighth through nineteenth) were characterized by greatly varying levels of violence, both of the state-sanctioned variety (war, punishments for law-breakers and political losers) and of the non-sanctioned variety (piracy, banditry, warrior and peasant rebellions). Examining a wide variety of translated sources, from diaries to chronicles, from legal codes to fiction, we shall examine the changing social, political, economic, and cultural contexts of violence, in order to interrogate not only why certain periods were remarkably peaceful while others were not, but also why violence took different forms in relation to different circumstances. We shall consider how contemporaries made sense of the violence that surrounded them (or didn't) and how they divided the acceptable use of force from the wanton and society-threatening abuse of it. The course will feature presentations and several (very short) papers.
Course not offered every year
Also Offered As: EALC 264
Activity: Seminar
1.0 Course Unit

EALC 670 From Shamans to Shoguns: The Texts that Made Pre-Modern Japanese History
This course tackles about a millennium of pre-modern Japanese political, social, and cultural history (roughly, 700-1700). Instead of attempting to cover the period chronologically, as an introductory survey might, this class is structured as a series of case studies. Each of these will take a primary source as its point of departure and explore one or more facets of Japanese history and writing. In the course of each case study, lectures and discussions will branch out from the main source to examine its historical context as well as the (political, cultural, textual) traditions that informed that source's composition. In general, students will read the entire texts of the main sources (or significant portions of them), along with scholarly articles and shorter excerpts from other sources, composed at the same time or in the same vein/genre. During lectures and discussions alike, students will be asked to engage the readings, so as to grasp the specifics of Japanese history and practice the analytical skills required of historical discourse.
Course not offered every year
Also Offered As: EALC 270, HIST 277
Activity: Seminar
1.0 Course Unit

EALC 691 Archaeology of Central Asia
A site by site investigation of Buddhist and non-Buddhist ruins in Central Asia. Included are Nisa, Khwarezm, Pyandzhikent, Khalchayan, Ay-Khanum, Bamiyan, Miran, Tumshuk, Kizil, Kucha, Khotan, Adzhina-Tepe, Khochho, Khara-Khoto, and Bezeklik.
Taught by: Steinhardt
One-term course offered either term
Also Offered As: EALC 291
Activity: Seminar
1.0 Course Unit
EALC 693 Introduction to Classical Mongolian
In this class students who already know some modern Mongolian in the Cyrillic script will learn how to transfer that knowledge to the reading of first post-classical, and then classical texts written in the vertical or Uyghur-Mongolian script. Topics covered will include the Mongolian alphabetic script, dealing with ambiguous readings, scholarly transcription, vowel harmony and syllable structure, post-classical and classical forms of major declensions, converbs, verbal nouns, and finite verbs, syntax, pronunciation and scribal readings. Readings will be adjusted to interests, but as a rule will include selections from short stories, diaries, chronicles, Buddhist translations, government documents, popular didactic poetry, ritual texts, and traditional narratives. Students will also be introduced to the most important reference works helpful in reading classical and post-classical Mongolian. One year of modern Mongolian or equivalent required to enroll.
Taught by: Tseveendulam
Course usually offered in fall term
Also Offered As: EALC 293
Prerequisite: One year of modern Mongolia or equivalent
Activity: Seminar
1.0 Course Unit

EALC 711 Theory and East Asia
'Theory' can be exciting and seductive to some scholars, but intimidating or pretentious to others. Unfortunately, this difference in feeling about theoretical scholarship and discussion has a tendency to produce a divide in academia between those who 'do theory' and those who do not. This graduate seminar pursues the question of how theory can be engaged in the context of East Asian cultural studies, with the goal of collectively working through texts to understand how theoretical reflection opens up possibilities for productive conversations across disciplinary boundaries. Many critiques have been made of the way 'traveling theory' serves as a Euro-American universal applied to the 'raw material' of East Asian texts, or a transdisciplinary common language in the Humanities and Social Sciences. Instead, we will take such critiques as a starting point to pragmatically and creatively explore the intersections and interactions of 'theory' and 'East Asia,' emphasizing the archival, historical, political, and institutional contexts that motivate theorization. In that spirit, special attention will be given to discussing what problems we find in our own work that require theoretical consideration, and how such considerations might contribute to, challenge, or transform theory originating outside of East Asia. Readings will primarily be in English, but may also include Japanese, Chinese, or Korean depending on student interest and language abilities.
Taught by: Poland
Course not offered every year
Also Offered As: COML 711
Activity: Seminar
1.0 Course Unit

EALC 715 Approaches to Literary Texts
Course not offered every year
Also Offered As: CLST 636, COML 616, ENGL 616, REES 616, ROML 616
Activity: Seminar
1.0 Course Unit

EALC 720 Topics in Chinese Studies
Topics vary semester to semester
Taught by: Mair
Course not offered every year
Prerequisite: CHIN 491 AND CHIN 492
Activity: Seminar
1.0 Course Unit

EALC 722 Adv Classical Chinese II
Course not offered every year
Also Offered As: CHIN 722
Prerequisite: EALC 721
Activity: Seminar
1.0 Course Unit

EALC 725 Topics in East Asian Art
Seminar in East Asian Art: High-level, research-oriented seminar whose subject changes. Students must be fluent readers of at least one East Asian language.
Course not offered every year
Activity: Seminar
1.0 Course Unit

EALC 731 Tang-Song Religious and Medical Texts
This seminar aims at developing the skill in reading religious and medical texts of a range of different genres from the Tang-Song period, including treatises in medical theory, no sological texts, recipe compilations, material medical, macrobiotic texts, Buddhist and Daoist meditation and ritual instructions, as well as case histories in anecdotal forms. There are a variety of topics we can choose to focus on the studying those texts, and the choice will be made on the students' on research interests. Each week we will look at one type of texts, consider its edition, textual history, chapter organization and genre (sometimes with background readings), read line-by-line a sample text assigned in advance, as well as sight-read short samples that students bring to class. Prerequisite: At least one year Classical Chinese is required.
Taught by: Cheng, H
Course not offered every year
Prerequisite: CHIN 491 AND CHIN 492
Activity: Seminar
1.0 Course Unit

EALC 733 Song Dynasty Texts
The goal of this course is to gain a practical ability in doing research concerning the Song dynasty by utilizing Chinese primary sources. Each session we will take a type of source, look at examples of it in the library, consider indexes and other reference aids, consider historiographical uses and limitations, and do some communal reading of a sample text distributed in advance, as well as sight-reading of short samples students bring to class, prepared to translate for the class. We will cover sources including standard histories (Song shi, Liao shi, Jin shi), narrative history (Xu zizhi tongjian changbian), biographical accounts, religious and medical texts of a range of different genres from the Tang-Song period, including treatises in medical theory, no sological texts, recipe compilations, material medical, macrobiotic texts, Buddhist and Daoist meditation and ritual instructions, as well as case histories in anecdotal forms. There are a variety of topics we can choose to focus on the studying those texts, and the choice will be made on the students' on research interests. Each week we will look at one type of texts, consider its edition, textual history, chapter organization and genre (sometimes with background readings), read line-by-line a sample text assigned in advance, as well as sight-read short samples that students bring to class. Prerequisite: At least one year Classical Chinese is required.
Taught by: Cheng, H
Course not offered every year
Prerequisite: CHIN 491 AND CHIN 492
Activity: Seminar
1.0 Course Unit
EALC 738 Religion & Ethnicity in Inner Asia
'Religion and Ethnicity in Inner Asia' will examine these two phenomena and their interaction in Inner Asia from earliest times to the present. The class will cover Mongolia, Tibet, Kazakhstan, and Turkic and Mongolian peoples of Russia and China. Religions addressed primarily include Buddhism, Islam, shamanism, and secularism. Why 'ethnicity and religion'? In practice the scholarly research and literature on these two topics in Inner Asia have been closely related. In addition to theoretical works on ethnicity, nationalism, religion and identity, the class will focus on issues such as ethnicity and religious conversions, place-based ethnic and religious identities, ethnicity and the Chinese and Russian states, nationalism, nationality policy, reformist and atheist secularisms, revivalist and apocalyptic movements, and the intersection of ethnicity, race, sexuality, and international networks.

Taught by: Atwood
Activity: Seminar
1.0 Course Unit

EALC 740 Sinological Methods
This seminar is designed to acquaint graduate students with the basic methods and resources of Sino logical research. The course will begin with an overview of essential reference works and aids to study, such as dictionaries and concordances, and continue with a survey of the major primary sources for the study of traditional Chinese history. Students are required to demonstrate the use of the methods learned in the course in a research paper, to be presented to the class in the form of a brief lecture at the end of the semester. Only graduate students may enroll in this course. The prerequisites are reading knowledge of modern Chinese and two years of the classical language. Familiarity with Japanese, though not required, would prove helpful.

Taught by: Goldin
Course not offered every year
Activity: Seminar
1.0 Course Unit

EALC 745 Topics Song Dynasty Hist
'This seminar will introduce graduate students to current scholarship on the Song dynasty (960-1276) by surveying both classic and recent work in the field. Students will gain a foundation in how historians have interpreted the Song period and learn the major debates within the field. Readings will be principally in English, and no background in Chinese studies is required.' This seminar will introduce graduate students to current scholarship on the Song dynasty (960-1276) by surveying both classic and recent work in the field. Students will gain a foundation in how historians have interpreted the Song period and learn the major debates within the field. Readings will be principally in English, and no background in Chinese studies is required.

Taught by: Vivier
Course not offered every year
Activity: Seminar
1.0 Course Unit

EALC 747 Chinese Economic History
This seminar will introduce graduate students to current scholarship and major scholarly debates in the field of Chinese economic history, focusing on the imperial period up to 1900. The course will proceed chronologically, combining a survey of the historiography of the Chinese economy (principally in English) with extended discussion of the most significant disagreements within the field. No background in Chinese studies is required.

Taught by: Vivier
Activity: Seminar
1.0 Course Unit

EALC 749 Japanese for Sinologists
An accelerated course in scholarly Japanese for Sinologists and others with a knowledge of Chinese characters. Prerequisite: Knowledge of Chinese characters.
For BA Students: Advanced Language Course
Taught by: Chance, L
Course usually offered in fall term
Prerequisite: JPAN112
Activity: Seminar
1.0 Course Unit

EALC 750 Japanese Literature: Research Methods in the Classical Tradition
Introduction to bibliographic tools for research in pre-modern literature. Emphasis on hands-on library work, including how to use libraries in Japan. Covers history and terminology of bibliography. Students may attend lectures in EALC 152/552 simultaneously, when offered. Final project will use reference tools for substantive research in individual student's area of interest. Prerequisite: Advanced Japanese language reading skills required. Requires Japanese Language.

Taught by: Chance
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Requires Japanese Language

EALC 751 Topics in Early Modern Japanese History
Topic varies year to year for this seminar.
Taught by: Spafford
Course not offered every year
Activity: Seminar
1.0 Course Unit

EALC 755 Literary Criticism and Theory in Japanese Literature
While the focus of this seminar will shift from year to year, the aim is to enable students to gain 1) a basic understanding of various theoretical approaches to literature, 2) familiarity with the histories and conventions of criticism, literary and otherwise, in Japan; 3) a few theoretical tools to think in complex ways about some of the most interesting and controversial issues of today, such as nationalism, imperialism, colonialism, postmodernism, and feminism, with particular focus on Japan's position in the world. The course is primarily intended for graduate students but is also open to advanced undergraduates with permission of the instructor. The course is taught in English, and all of the readings will be available in English translation. An optional discussion section may be arranged for those students who are able and willing to read and discuss materials in Japanese.

Taught by: Kano
Course not offered every year
Also Offered As: COML 685
Activity: Seminar
1.0 Course Unit
EALC 760 Japanese Religions
A broad survey of Japanese religions from ancient times to the present. Topics include kami worship, Buddhism, Shinto, Shugendo, Onmyodo, new religions', and Japanese variants of Christianity and Islam. Students will make weekly presentations on reading material in class and will have two major written assignments. This course serves as preparation for a comprehensive exam in Japanese religions or for dissertation research on some aspect of Japanese religions.
Taught by: Thomas, J
Course not offered every year
Activity: Seminar
1.0 Course Unit

EALC 771 Current Japanology
Major trends in scholarship as reflected in important recent publications, especially formative books and periodical literatures. The trajectory within certain disciplines as well as the interaction among them will be critically evaluated in terms of gains and losses. Implications of these theses in the planning of graduate and postgraduate research.
Prerequisite: Knowledge of reading Japanese.
Course not offered every year
Also Offered As: GSWS 771
Activity: Lecture
1.0 Course Unit

EALC 777 Readings in Premodern Japanese History: War & Peace, 1000-1850
This seminar is an introduction to the most recent historiography on premodern Japan, with a special attention to work focused on the medieval and early modern periods (twelfth through nineteenth centuries). The course will range broadly from religious history to social history, from new takes on biography and material culture to new approaches to think of Japanese’s relation to the other, within the archipelago and beyond. Each week will feature a monograph published in the last decade or so, alone or (when possible) in conversation with earlier pieces on similar subjects. Students will be expected to take turns presenting on readings, to write three short book reviews during the course of the semester and a longer seminar paper at the end of the semester (to be submitted by 12/15). The short papers should be handed in no more than three weeks after the book was discussed in class.
Taught by: Spafford
Course not offered every year
Activity: Seminar
1.0 Course Unit

EALC 785 Sources in Korean Studies
Topic varies. Reading knowledge of Korean required; knowledge of Hanmun desirable but not required. Or permission of the instructor.
Course not offered every year
Activity: Seminar
1.0 Course Unit

EALC 790 Korean Studies: Methods
Topic varies. Knowledge of Korean helpful but not required.
Course not offered every year
Activity: Seminar
1.0 Course Unit

EALC 990 Masters Thesis
Registration for MA students who have finished coursework and are writing their MA thesis or research papers.
One-term course offered either term
Activity: Masters Thesis
1.0 Course Unit

Economics (ECON)

ECON 001 Introduction to Micro Economics
Introduction to economic analysis and its application. Theory of supply and demand, costs and revenues of the firm under perfect competition, monopoly and oligopoly, pricing of factors of production, income distribution, and theory of international trade. Econ 1 deals primarily with microeconomics.
For BA Students: Society Sector
One-term course offered either term
Activity: Recitation
1.0 Course Unit

ECON 002 Introductory Economics: Macro
Introduction to economic analysis and its application. An examination of a market economy to provide an understanding of how the size and composition of national output are determined. Elements of monetary and fiscal policy, international trade, economic development, and comparative economic systems.
For BA Students: Society Sector
One-term course offered either term
Prerequisite: ECON 001
Activity: Recitation
1.0 Course Unit

ECON 010 Introduction to Economics for Business
The first part of the course covers basic microeconomic concepts such as opportunity cost, comparative advantage, supply and demand, importance of costs and revenues under perfect competition vs. monopoly, externalities and public goods. The second part of the course introduces macroeconomic data, two models of the labor market, a model of the aggregate household, and the standard AD-AS model. The course concludes with an introduction to fiscal policy, banking, and the role of the Central Bank.
Course usually offered in fall term
Activity: Recitation
1.0 Course Unit
Notes: For Wharton students only
ECON 013 Strategic Reasoning
This course is about strategically interdependent decisions. In such situations, the outcome of your actions depends also on the actions of others. When making your choice, you have to think what the others will choose, who in turn are thinking what you will be choosing, and so on. Game Theory offers several concepts and insights for understanding such situations, and for making better strategic choices. This course will introduce and develop some basic ideas from game theory, using illustrations, applications, and cases drawn from business, economics, politics, sports, and even fiction and movies. Some interactive games will be played in class. There will be little formal theory, and the only prerequisites are some high-school algebra and having taken ECON 001. However, general numeracy (facility interpreting and doing numerical graphs, tables, and arithmetic calculations) is very important. This course will also be accepted by the Economics department as an Econ course, to be counted toward the minor in Economics (or as an Econ elective). Prerequisite: This course course may not be taken concurrently with or after ECON 212.
Taught by: Dillenberger
Course usually offered in fall term
Also Offered As: PPE 311
Prerequisite: ECON 001
Activity: Lecture
1.0 Course Unit
Notes: This course may NOT be taken concurrently or after ECON 212.

ECON 014 American Capitalism
A broad overview of American economic history will be provided by focusing on the following topics: European colonization of the western hemisphere; mercantilism and the British Economy; the economics of slavery; metro-industrialization; agricultural expansion and technological innovation in the nineteenth century; the growth and role of credit institutions; financial panics and business cycles; the evolution of federal government interventions into the economy; women and work; the dynamics of mass consumerism; the Great Depression and the New Deal; political economic shifts in post-World II America; forms of globalization; deindustrialization; the ‘financialization’ of the American economy; and the economic disorders of our own times.
For BA Students: Society Sector
Taught by: Licht
One-term course offered either term
Also Offered As: HIST 161
Activity: Recitation
1.0 Course Unit

ECON 024 Development Economics
This course presents an overview of the field of development economics. The general aim is to show how economic analysis has been applied to issues related to developing countries. Among the topics covered are: income distribution, poverty, health, population growth, migration, growth, and the rural economy. Students may NOT take ECON 024 and 261.
One-term course offered either term
Prerequisite: ECON 001 OR ECON 010
Activity: Lecture
1.0 Course Unit
Notes: Students may NOT take ECON 024 and 261

ECON 028 Financial Meltdown, Past and Present
Economic history is increasingly recognized as a crucial source of policy advice and is invoked with growing frequency in public debates. In particular, the subprime crisis in 2008 and after has generated a demand for ‘historical perspective’ that would improve the understanding of the causes of financial turmoil and facilitate the prevention of comparable catastrophes. This course begins with a review of the principal features of the subprime crisis of 2008 and asks, so to speak, ‘how did we get there?’ It answers by providing historical insights that shed light on crucial aspects of financial disasters.
For BA Students: Humanities and Social Science S
Taught by: Flandreau
One-term course offered either term
Also Offered As: HIST 131
Activity: Lecture
1.0 Course Unit

ECON 030 Public Policy Analysis
This course provides an introduction to the economic method for analyzing public policy questions. It develops the implications of this method for the role of government in a market economy and for the analysis of specific public projects. Credit cannot be received for both ECON 030 and 231.
One-term course offered either term
Prerequisite: (ECON 001 AND ECON 002) OR ECON 010
Activity: Lecture
1.0 Course Unit
Notes: Credit cannot be received for both ECON 030 and 231.

ECON 032 Political Economy
This course examines the effects of strategic behavior on political outcomes and government policies. Topics and applications may include voting behavior, candidate competition, voting systems, social choice and welfare, policy divergence, redistributive policies and theories of political transitions. Credit will NOT be given for ECON 032 and ECON 232.
One-term course offered either term
Prerequisite: (ECON 001 AND ECON 002) OR ECON 010
Activity: Lecture
1.0 Course Unit
Notes: Credit will NOT be given for ECON 032 and ECON 232

ECON 033 Labor Economics
The course begins with an extensive discussion of models of labor market demand and supply. The rest of the course addresses a variety of related topics including the school-to-work transition, job training, employee benefits, the role of labor unions, discrimination, workforce diversity, poverty, and public policy. Credit cannot be received for both ECON 033 and ECON 233.
Course usually offered in spring term
Prerequisite: ECON 001 OR ECON 010
Activity: Lecture
1.0 Course Unit
Notes: Credit cannot be received for both ECON 033 and ECON 233.
ECON 035 Industrial Organization
Theories of various industrial organizational structures and problems are developed, including monopoly, oligopoly, moral hazard and adverse selection. These theories are then applied to the study of various industries, antitrust cases, and regulatory issues. Credit cannot be received for both ECON 035 and 235.
One-term course offered either term
Prerequisite: ECON 001 OR ECON 010
Activity: Lecture
1.0 Course Unit
Notes: Credit cannot be received for both ECON 035 and 235.

ECON 036 Law and Economics
The relationship of economic principles to law and the use of economic analysis to study legal problems. Topics will include: property rights and intellectual property; analysis of antitrust and economic analysis of legal decision making. Credit cannot be received for both ECON 036 and 234.
One-term course offered either term
Also Offered As: PPE 036
Prerequisite: ECON 001 OR ECON 010
Activity: Lecture
1.0 Course Unit
Notes: Credit cannot be received for both ECON 036 and ECON 234.

ECON 039 The Economics and Financing of Health Care Delivery
The course provides an application of economic models to demand, supply, and their interaction in the medical economy. Influences on demand, especially health status, insurance coverage, and income will be analyzed. Physician decisions on the pricing and form of their own services, and on the advice they offer about other services, will be considered. Competition in medical care markets, especially for hospital services, will be studied. Special emphasis will be placed on government as demander of medical care services. Changes in Medicare and regulation of managed care are among the public policy issues to be addressed. Prerequisite: If course requirement not met, permission of instructor required.
Taught by: Candon
One-term course offered either term
Also Offered As: HCMG 202
Prerequisite: ECON 001 OR ECON 010
Activity: Lecture
1.0 Course Unit

ECON 045 Economics and Theories of Fairness
Free markets excel at producing wealth, but seem to do so at the cost of economic inequality. Is this inequality unjust? Is it a problem economics and public policy should solve? Liberal democracies have traditionally had the protection of private property as a core mandate. But they also have varying degrees of redistribution in order to fund social welfare systems. How can we reconcile these objectives which seem to conflict? Is the protection of individual rights more important than the promotion of the greatest good for all? To what extent can personal liberty and the common good be reconciled? Are current entitlement programs like Medicare unfair to the younger generation? Is our current natural resource usage unfair to future generations? In this course, we will use the philosophical concept of justice to address these and other related questions. We will draw from the economic history, political theory, and the history of philosophy in order to acquire a framework for understanding the concepts of justice, liberty, rights, and equality. We shall then apply this historical and conceptual framework to discussion topics and case studies drawn from present day economics and contemporary social issues. In this way, we shall come to understand economics as more than a social science of laws and theorems. Instead we shall see how economics as an applied science influences the well-being of the whole of society.
Taught by: Kane
Course usually offered in fall term
Prerequisite: ECON 001 AND ECON 002
Activity Lecture
1.0 Course Unit

ECON 050 International Economics
Introduction to the theory of international trade and international monetary economics. The theoretical background is used as a basis for discussion of policy issues. Patterns of international trade and production; gains from trade; tariffs, and impediments to trade; foreign exchange markets, balance of payments, capital flows, financial crises, coordination of monetary and fiscal policy in a global economy.
Prerequisite: ECON 050 is a one-semester course in international economics. Students wishing to study the subject in greater depth should take instead the two-semester sequence ECON 251, 252.
One-term course offered either term
Prerequisite: (ECON 001 AND ECON 002) OR ECON 010
Activity: Lecture
1.0 Course Unit
Notes: ECON 050 is a one-semester course in international economics. Students wishing to study the subject in greater depth should take instead the two-semester sequence ECON 251, 252.

ECON 101 Intermediate Microeconomics
Theories of consumer behavior, demand, production, costs, the firm in various market contexts, factor employment, factor incomes, elementary general equilibrium, and welfare. Prerequisite: Incoming freshman with AP or transfer credit. Upper classmen must have at least a B+ in MATH 104 to take ECON 101 or MATH 114 or MATH 115 concurrently.
One-term course offered either term
Prerequisite: ECON 001 AND ECON 002 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit
Notes: Note: Incoming freshmen with AP or transfer credit for ECON 001 and ECON 002, MUST complete MATH 104, MATH 114 or MATH 115 before enrolling in ECON 101. Upper classmen must have at least a B+ in MATH 104 to take ECON 101 and MATH 114 or MATH 115 concurrently.
ECON 102 Intermediate Macroeconomics
Facts and theories about the determination of per capita income and its differences across countries and across time. The study of economic fluctuations in output and employment. The role of government in influencing these aggregate variables: monetary and fiscal policy. FNCE 101 does not satisfy any of the Economics department requirements. Therefore, students are required to take ECON 102.
One-term course offered either term
Prerequisite: ECON 101 AND MATH 104 AND (ECON 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit
Notes: FNCE 101 does not satisfy any of the Economics department requirements. Therefore, students are required to take ECON 102.

ECON 103 Statistics for Economists
The course focuses on elementary probability and inferential statistical techniques. The course begins with a survey of basic descriptive statistics and data sources and then covers elementary probability theory, sampling, estimation, hypothesis testing, correlation, and regression. The course focuses on practical issues involved in the substantive interpretation of economic data using the techniques of statistical inference. For this reason empirical case studies that apply the techniques to real-life data are stressed and discussed throughout the course, and students are required to perform several statistical analyses of their own. Prerequisite: Intended primarily for economics majors. ECON cannot be taken by any students who has already completed Statistics at least at the level of STAT 430 (including the sequence STAT 430 and 431). Such students must take an additional 200-level course to satisfy requirements of the major.
One-term course offered either term
Prerequisite: ECON 001 AND ECON 002 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit
Notes: Intended primarily for economics majors. ECON 103 cannot be taken by any student who has already completed Statistics at least at the level of STAT 430 (including the sequence STAT 430 and 431). Such students must take an additional 200-level course to satisfy requirements of the major.

ECON 104 Econometrics
This course is designed to introduce students to econometric techniques and their applications in economic analysis and decision-making.
The main objective of the course is to train the student in (i) handling economic data; (ii) quantitative analyses of economic models with probabilistic tools; (iii) econometric techniques, their application as well as their statistical and practical interpretation; (iv) implementing these techniques on a computer. Estimation and inference procedures are formally analyzed for simple econometric models and illustrated by empirical case studies using real-life data. The course covers linear regression models, simultaneous-equations models, discrete choice models and univariate time series models. Estimation and Inference is conducted using least squares and likelihood based techniques. Students are required to perform several econometric analyses of their own.
Course usually offered in spring term
Prerequisite: ECON 101 AND ECON 103 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit

ECON 199 Independent Study
Individual study and research under the direction of a member of the Economics Department faculty. At a minimum, the student must write a major paper summarizing, unifying, and interpreting the results of the study. This is a one semester, one c.u. course. Please see the department for permission.
One-term course offered either term
Prerequisite: ECON 101 AND ECON 102 AND ECON 103
Activity: Independent Study
1.0 Course Unit
Notes: Please see the Undergraduate Coordinator in Economics (160 McNeil) for the appropriate sequence number.

ECON 210 Economics of Family
This course will use economic tools to explore decision making and allocation of resources within the family. The course will use both economic theory and econometric evidence to investigate these issues. The impact of gender roles and differences will be examined and the effect of these differences on economic decisions and outcomes both within and outside the family will be discussed. In addition, any 200-level evening course (Section 601), when offered, WILL NOT count for Economics Majors unless you are officially registered as an LPS student.
Student participation will be an integral part of the course. During class, students will be required to evaluate data and relate it to the theoretic model covered. Student participation will also include two in-class oral presentations. Students will be working with CWiC (Communication Within the Curriculum) as they work on these presentations.
Course not offered every year
Prerequisite: ECON 101 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit
Notes: In addition, any 200-level evening course (Section 601), when offered, WILL NOT count for Economics Majors unless you are officially registered as an LPS student.

ECON 211 Social Choice Theory
This course investigates a topic which lies at the heart of economic, social and political sciences, namely the aggregation of individual preferences. Can a society as a whole exhibit preferences as individuals do? Can these preferences be based on individual ones, and show the same level of coherence? Which process can lead from individual preferences to the preferences of the society? At the end of the 18th century, the pioneers in the field already realized that mathematics is the only language powerful enough to make deep progress in the understanding of these questions. The formalization involves pure logic as well as geometry and combinatorics. In addition, any 200-level LPS course (Section 601) when offered, MAY NOT count for Economics Majors, unless you are officially registered as an LPS student.
Course not offered every year
Prerequisite: ECON 101 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit
Notes: In addition, any 200-level LPS course (Section 601), when offered, MAY NOT count for Economics Majors, unless you are officially registered as an LPS student.
ECON 212 Game Theory
An introduction to game theory and its applications to economic analysis. The course will provide a theoretical overview of modern game theory, emphasizing common themes in the analysis of strategic behavior in different social science contexts. The economic applications will be drawn from different areas including trade, corporate strategy and public policy. Any 200-level LPS course when offered, WILL NOT count for Economics Majors unless you are officially registered as an LPS student.

One-term course offered either term
Prerequisite: ECON 101 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit
Notes: Any 200-level LPS course when offered, WILL NOT count for Economics Majors unless you are officially registered as an LPS student.

ECON 221 Econometric Forecasting
This course provides a comprehensive introduction to forecasting in economics and business. Topics covered include statistical graphics, trends, seasonality, cycles, forecast construction, forecast evaluation and forecast combination. In addition, any 200-level CGS course (Section 601), when offered, WILL NOT count for Economics Majors unless you are officially registered as an LPS student.

One-term course offered either term
Prerequisite: ECON 101 AND ECON 102 AND ECON 103 AND ECON 104 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit
Notes: Any 200-level CGS course (Section 601), when offered, MAY NOT count for Economics Majors unless you are officially registered as an LPS student.

ECON 222 Advanced Econometric Techniques and Applications
This course introduces students to advanced study in econometrics, with an emphasis on methods used in microeconomic applications and in evaluating the effects of social interventions. The methods covered include methods for handling limited dependent variables (useful, for example, in forecasting the demand for a new good), maximum likelihood estimators, and flexible semiparametric and nonparametric estimation methods, and randomized and nonexperimental methods of estimating treatment effects. Applications of econometrics to the field of program evaluation will also be studied. In addition, any 200-level LPS course, when offered WILL NOT count for Economics Majors unless you are officially registered as an LPS student.

One-term course offered either term
Prerequisite: ECON 101 AND ECON 104 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit
Notes: Any 200-level LPS course when offered, WILL NOT count for Economics Majors unless you are officially registered as an LPS student.

ECON 224 Statistical Learning and Causal Inference for Economics
ECON 224 is an applied data analysis course that introduces students to ideas from modern statistical learning and causal inference, and provides hands-on experience applying them to real-world problems using the R statistical programming language. Topics include regression, randomized controlled trials, classification, instrumental variables, shrinkage methods, random forests, regression discontinuity, and differences-in-differences.

Taught by: DiTraglia
Prerequisite: ECON 103
Activity: Lecture
1.0 Course Unit

ECON 225 Empirical Economics of Climate Change
This course provides a broad introduction to the economics of climate change. The relevant theory is reviewed, but the emphasis throughout is thoroughly empirical. We begin by providing necessary background in geophysics and econometrics. We then move into aspects of the bidirectional feedback relationship between climate change and economic activity. First we examine effects of economic activity on climate, and then we examine the effects of climate on economic activity. Finally, we move to economic strategies, policies, and institutions for climate change mitigation and adaptation, including trading or taxing carbon, hedging climate risk in financial markets, and monetary and supervisory policy.

Taught by: Diebold
Course usually offered in fall term
Prerequisite: ECON 101 AND ECON 102 AND ECON 103 AND ECON 104
Activity: Lecture
1.0 Course Unit

ECON 231 Public Finance
This course has two parts. The first looks at market and government failures and discusses the need for public policies as well as limits to their effectiveness including the evaluation of public projects using cost benefit analysis. The second part focuses on the economic analysis of taxation, including the economic incidence and efficiency of taxes.

Prerequisite: Credit cannot be received for both ECON 030 and 231.
ECON 103 recommended.

One-term course offered either term
Prerequisite: ECON 101 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit
Notes: Credit cannot be received for both ECON 030 and 231.

ECON 232 Political Economy
This course examines the political and economic determinants of government policies. The course presents economic arguments for government action in the private economy. How government decides policies via simple majority voting, representative legislatures, and executive veto and agenda-setting politics will be studied. Applications include government spending and redistributive policies. Prerequisite: ECON 103 is recommended.

One-term course offered either term
Prerequisite: ECON 101 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit
ECON 233 Labor Economics
Labor supply and labor demand, income distribution, labor market contracts and work incentives, human capital, labor market discrimination, job training and unemployment. Prerequisite: Credit cannot be received for both ECON 033 and 233. ECON 103 is recommended. One-term course offered either term
Prerequisite: ECON 101 AND MATH 104 AND (MATH 114 or MATH 115)
Activity: Lecture
1.0 Course Unit
Notes: Credit cannot be received for both ECON 033 and 233.

ECON 234 Law and Economics
This course will use basic microeconomic tools to understand how the law often, but not always, promotes economic efficiency. Among the areas to be discussed will be tort law, property law, intellectual property, antitrust regulation. The distinction between common law and legislative law will be drawn. Prerequisite: Credit cannot be received for both ECON 036 and 234. One-term course offered either term
Prerequisite: ECON 101 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit
Notes: Credit cannot be received for both ECON 036 and 234.

ECON 235 Industrial Organization
Theories of various industrial organizational structures and problems are developed, including monopoly, oligopoly, nonlinear pricing and price discrimination. These theories are used to model various industries, antitrust cases, and regulatory issues. Prerequisite: Credit for both ECON 035 and 235. ECON 103 is recommended. One-term course offered either term
Prerequisite: ECON 101 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit
Notes: Credit cannot be received for both ECON 035 and 235.

ECON 236 Health Economics
In this course we will use the tools of microeconomics to analyze the functioning of the health care system. We will draw from the sub-disciplines of information economics, industrial organization, labor economics, public economics, and behavioral economics. The primary goal is to use these tools to develop a critical analysis of the functioning of the health care system as well as of the policies aimed at improving it. We will learn about US specific institutional details and policies (most notably the Affordable Care Act), and we will compare them to other important international experiences. Prerequisite: Wharton students can satisfy the ECON 101 prerequisite with BEPP 250 honors. The regular BEPP 250 course does not count as a substitute for ECON 101. One-term course offered either term
Prerequisite: ECON 101 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit
Notes: For ECON majors only. Intermediate Micro is a prerequisite and this course will use advanced quantitative methods.

ECON 237 Urban Fiscal Policy
The purpose of this course is to examine the financing of governments in the urban economy. Topics to be covered include the causes and consequences of the urban fiscal crisis, the design of optimal tax and spending policies for local governments, funding of public infrastructures and the workings of the municipal bond market, privatization of government services, and public financial systems for emerging economies. Applications include analyses of recent fiscal crises, local services and taxes as important determinants of real estate prices, the infrastructure crisis, financing and the provision of public education, and fiscal constitutions for new democracies using South Africa as an example. One-term course offered either term
Prerequisite: ECON 101 AND ECON 102 AND ECON 103 AND ECON 104 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit

ECON 238 Economics of Education
The course focuses on the educational decisions, including individual choices, institutional strategies and government policies. It is an elective course in economics and it is designed for junior and senior students. During the first part of the course we will go over the mathematical and empirical tools needed to understand and perform quantitative analysis on topics in the economics of education. Students should expect to work on optimization methods, regression analysis and causal inference analysis. We will use Stata (https://www.stata.com/) as statistical software. After we have built a solid foundation of knowledge, we will cover the first ‘real’ topic of the economics of education: the return to schooling. During this phase of the course we seek to address two questions: what are the benefits that an individual acquires (i.e. in terms of earnings in the labor market or career opportunities) by attending more years of school and what are the benefits for society as a whole? While these questions seem to have a simple explanation, we will discover that they are actually quite challenging and require a more complex explanation. Once we have analyzed the benefits of schooling, we will study what motivates some students to further their education for more years, as opposed to others. In particular, we will focus on the differences in the quality of environments that children face throughout childhood (e.g.: family environment and school/classroom environment) and the consequences for observed inequities. Finally, in the remaining portion of the course we will study the evaluations of different policies that have been implemented in the past from previous governments, with the goal of gaining insight for possible future policy recommendations. Taught by: Agostinelli
Course usually offered in spring term
Prerequisite: ECON 101 AND ECON 102 AND ECON 103
Activity: Lecture
1.0 Course Unit
ECON 239 The Digital Economy
This is an advanced undergraduate course on the digital economy. Our two main goals are (a) to understand how people and companies interact in digital markets and (b) to understand how digital markets should be designed. The course uses a combination of theoretical modeling and empirical evidence in order to achieve those goals. We analyze some key features that are prevalent in digital markets, including network effects, two-sided markets, search and matching, reputation systems, and the use of data. We also zoom in on individual markets, such as search engines, e-commerce platforms, and the gig economy.
Taught by: Castillo
Course usually offered in spring term
Prerequisite: ECON 101 AND ECON 104 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit

ECON 241 Economic Growth
The process of economic growth and the sources of differences in economic performance across nations are some of the most interesting, important and challenging areas in modern social science. You cannot travel or read the news without wondering why differences in standards of living among countries are so large. The primary purpose of this course is to introduce undergraduate students to these major issues and the theoretical tools necessary for studying them. The course therefore strives to provide students with a solid background in dynamic economic analysis, as well as empirical examples and data analysis.
One-term course offered either term
Prerequisite: ECON 101 AND ECON 102 AND ECON 103 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit

ECON 242 Topics in Macroeconomics
This course covers topics of interest in macroeconomics. Two sections are offered: Markets with Frictions. This course studies allocations in markets with frictions, as described by the difficulty in finding a trading partner, private information problems, commitment issues, and so on. Applications to labor markets, monetary economics, the marriage market will be discussed. The main technical tool will be search theory, but a liberal amount of calculus and other mathematics will be used. Numerical Methods for Macroeconomists. This course will study some of the numerical methods that are used in modern macroeconomics. This class will learn how to solve nonlinear equations, difference equations, interpolate functions, smooth data, and conduct Monte Carlo simulations on the computer. This will be done while studying economic problems, such as the determination of labor supply, economic growth and business cycle analysis. Calculus is an integral part of the course and some elementary probability theory will be drawn upon. The MATLAB programming language will be used.
One-term course offered either term
Prerequisite: ECON 101 AND ECON 102 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit

ECON 243 Monetary and Fiscal Policies
This is an advanced course in macroeconomics. A relatively simple, but well defined and internally consistent model of the U.S. economy is set up and used to study how output is generated given the initial resources, how output is divided between consumption and addition to capital stock, and how this process accumulates over time. The role of prices including the rate of interest in this process is also reviewed, and monetary and fiscal policies needed to improve the performance of the economy under such circumstances are discussed. Prerequisite: ECON 103 is recommended.
One-term course offered either term
Prerequisite: ECON 101 AND ECON 102 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit

ECON 244 Macro-Modeling
This is an advanced undergraduate course in models of economic growth. Students will be introduced to the workhorse theoretical models that are used to understand growth by modern macroeconomic researchers and policy makers. The types of questions that we will address include: Why are some countries richer than others? Why do some countries grow quickly while others stagnate? Why did modern economic growth start in Western Europe? What can governments do to accelerate economic growth? How does economic growth interact with demographic and geographic factors? We will build theoretical models that can be used to answer these questions. There will be a strong focus on emphasizing the microeconomic foundations of models, and using the language of mathematics to express the underlying assumptions and assess their implications for policy. Hence, there are strict mathematical prerequisites. We will also compare the predictions of our models with the data. Thus, a fair amount of econometrics will be required. A class in statistics and econometrics is highly recommended. Prerequisite: ECON 103 is recommended.
Course not offered every year
Prerequisite: ECON 101 AND ECON 102 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit

ECON 246 Money and Banking
Money and Banking. This course studies the role that financial markets, institutions, and money play in resource allocation. Financial intermediation and the role of banks in the economic system are analyzed and the economic rationale behind banking regulation is studied. The course examines how monetary policy influences interest rates and asset markets, such as the bond market and the stock market. Finally, the instruments and goals of monetary policy are discussed, focusing in particular on credibility and commitment for central banks. All of the questions are explored analytically, using the tools of economic theory.
One-term course offered either term
Prerequisite: ECON 101 AND ECON 102 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit
ECON 251 International Trade
Structure of the world economy; theory of international trade; economic growth and international trade; international trade policy; developed countries; developing countries. Direct investment, technology transfers, and the multinational firm. Prerequisite: In addition, the LPS 200-level course, when offered, WILL NOT count for Economics Majors unless you are officially registered as an LP student.
One-term course offered either term
Prerequisite: ECON 101 AND ECON 102 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit
Notes: In addition, any 200-level LPS course, when offered WILL NOT count for Economics Major unless you are officially registered as an LPS student.

ECON 252 International Finance
International monetary economics with emphasis on economic policy in an open economy. Topics covered in the course include: balance-of-payments adjustment, theories of exchange rate determination, the effects of exchange rate devaluation, macroeconomic policy under fixed and floating exchange rates, the Euro-dollar market, currency and balance of payments crises. Prerequisite: In addition, the LPS 200-level course, when offered, WILL NOT count for Economics Majors unless you are officially registered as an LPS student.
One-term course offered either term
Prerequisite: ECON 101 AND ECON 102 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit
Notes: In addition, any 200-level LPS course, when offered WILL NOT count for Economics Major unless you are officially registered as an LPS student.

ECON 260 Decision Making Under Uncertainty
This course will show how individuals make decisions in a world full of uncertainties, both normatively and descriptively. This theory will help us build skills in understanding and analyzing a choice problem with uncertainty in a systematic fashion, as well as deepening our understanding of the fundamental concept of a utility function, which plays a critical role in economic modeling. The course requires a substantial ability of abstract thinking. Homework is intended to be thought-provoking rather than skill-sharpening. All prerequisites MUST be taken prior to enrolling in this course.
Course not offered every year
Prerequisite: ECON 101 AND ECON 103 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit
Notes: All prerequisites MUST be taken prior to enrolling in this course.

ECON 261 Topics in Development
This course studies institutions in developing economies. The first section of the course will cover the organization of production in traditional agrarian societies. Topics will include land, labor and credit markets. The second section of the course will focus on the role of the community in facilitating the transition to the modern market economy. Here we will study how the community spreads information, permits the formation of informal networks and organizes collective institutions, allowing individuals to take advantage of new economic opportunities. Prerequisite: Student may not receive credit for ECON 024 and ECON 261. In addition, the LPS 200-level course, when offered, WILL NOT count for Economics Majors unless officially registered as a LPS student.
ECON 103 recommended.
Course not offered every year
Prerequisite: ECON 101 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit
Notes: Student may not receive credit for ECON 024 and ECON 261. In addition, the LPS 200-level course, when offered, WILL NOT count for Economics Majors unless you are officially registered as an LPS student.

ECON 262 Market Design
Market design is broadly about designing interventions in economic systems so as to enhance their performance. The power and potential of market design has recently entered a new era of possibility with the rise of Artificial Intelligence. Artificial Intelligence is concerned with the design of intelligent autonomous systems. Such systems are rapidly transforming our society and economy and have been enabled by major advances in cloud computing and network telecommunications. Yet underlying the technological surface of many AI-oriented applications are fundamental economic and econometric principles which are central to their design and implementation. In short, to perform well, an AI system must ‘think like economists’ - it must: 1. Make predictions about its environment; 2. Test causal hypotheses about the effect of various actions they can take, and; 3. Make decisions about an optimal plan of action in the face of uncertainty, which is a cycle that repeats and iteratively improves. Many of the established success stories in AI today have largely been focused on achieving (1), the trend is towards AI increasingly encompassing (2) and (3). In this course we aim to isolate these economic principles and understand their role in the modern development of AI, as well as gaining an appreciation for what the proliferation of AI based technologies means for the economy in which we live. Although the course will be principally interested in the former, we won’t fully shy away from some discussion of the latter. Topics include human judgment and decision making biases (a light intro to behavioral economics), predictive machine learning and regularization, causal inference as distinct from prediction with application to product pricing, and reinforcement learning for dynamic decisions. Prerequisite: The LPS 200-level evening course (Section 601), when offered, WILL NOT count for Economics Majors unless you are officially registered as a LPS student.
Taught by: Gandhi
One-term course offered either term
Prerequisite: ECON 101 AND ECON 103 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit
Notes: The LPS 200-level evening course (Section 601), when offered, WILL NOT count for Economics Majors unless you are officially registered as a LPS student.
ECON 271 Foundations of Market Economies
This course will study the historical and intellectual forces behind the appearance of market economies on the world stage. The voyages of exploration undertaken by Europeans in the 15th and 16th century created, in just a few decades, a global economy. By 1600, silver from Mexico was exchanged in Manila for ceramics made in Nanjing (China). After a long trip through the Pacific, Mexico, and the Atlantic, the ceramics ended up in the tables of prosperous merchants in Bruges (modern day Belgium). How did this integrated global economy appear? How did global interconnections over the centuries shape our current world? How did markets emerge and influence these interconnections? Who were the winners of globalization? And who were the losers? How did economists, political scientists, and others think about the strengths and weakness of market economies? This course will explore these questions and the role that markets have played in it from the late 15th century to the present. Even if the economic theory will structure much of the discussion, insights from intellectual history, cultural history, microhistory, legal history, and institutional history will help to frame the main narrative. The course will be, as well, truly global. First, beyond the traditional focus of economic history courses on Europe and the Americas, particular attention will be devoted to Africa and Asia. Second, the priority will be to highlight the interconnections between the different regions and to understand how the people living in them negotiated the opportunities and tensions created by the economic transformations triggered by globalization and how they conceptualized the changing lives around them. Finally, the class will highlight how diverse intellectual traditions handled the challenges presented by historical change.
One-term course offered either term
Prerequisite: ECON 101 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit

ECON 272 China: Institution & the Economy
The rise of China since its economic reform starting from 1978 is one of the most important developments the world witnessed in the twenty first century. In this seminar course, we explore topics including the political logic of China's economic reform, the institutional foundations of the Chinese economic growth miracle, as well as detailed analysis of Chinese financial markets, housing markets, fiscal reform, corruption/anti-corruption, labor market transitions, China's integration into the world economy, village democracy and its impact on resource allocation, the impact of population ageing, the impact of China on US economy and politics, among others. The discussions will focus on China, but will relate broadly to emerging and developed economies. The course will be based on reading and discussing research articles and books selected by the instructors. Prerequisite: ECON 103 recommended. PSCI majors PSCI 110 recommended.
Also Offered As: PSCI 227
Prerequisite: ECON 101 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit

ECON 273 The Political Economy of Early America
This course will study the political economy of Early America, from the British Settlement to c. 1820. In particular, we will explore the forces behind the economic growth of the British colonies, the economic forces behind the Revolution, the economic consequences of the Revolution, the political economy of the constitutional convention and ratification, the role of SCOTUS in creating a national market, and the opposing Hamilton-Jefferson views of an American economy. Early America is a fascinating and rich historical period, and we will need to skip many issues of interest. Nevertheless, we hope to provide you with a good overview of how a group of small peripheral colonies created an institutional arrangement that allowed them, in less than two centuries, to become the biggest economy in the world.
Taught by: Fernandez-Villaverde
Course usually offered in spring term
Prerequisite: ECON 101 AND ECON 102 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit

ECON 274 History of Economic Thought
This course surveys the history of the development of economic thought, beginning with the Classical school and the works of Smith, Ricardo, J.S. Mill, Marx and others and continuing to the 20th century thought, including Keynes, Hayek, and Arrow.
Taught by: Arteaga
Course offered spring; even-numbered years
Prerequisite: ECON 101 AND ECON 102 AND 103 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit

ECON 300 Honors Seminar
Students prepare an honors thesis in economics over the academic year, supervised by a faculty member of their choice. In both semesters students present their work in progress to the class. Any student intending to do empirical work in the thesis should have completed ECON 103 and ECON 104. Course meets weekly. Required of all honors majors.
Two terms. student must enter first term.
Prerequisite: ECON 101 AND ECON 102 AND ECON 103 AND ECON 104 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Seminar
1.0 Course Unit
Notes: Course meets weekly. Required of all honors majors.

ECON 681 Microeconomic Theory
Basic tools of microeconomic theory: consumer choice, firm behavior, partial and general equilibrium theory. This is a more theoretical treatment of the basic tools of microeconomic analysis than ECON 680.
Course usually offered in fall term
Prerequisite: ECON 101
Activity: Lecture
1.0 Course Unit

ECON 682 Game Theory and Applications
A graduate level introduction to decision making under uncertainty, applied game theory, and information economics.
Course usually offered in spring term
Prerequisite: ECON 681
Activity: Lecture
1.0 Course Unit
ECON 701 Microeconomic Theory I
Nonlinear programming, theory of the consumer and producer, general equilibrium. Prerequisite: Meeting the Department’s minimal mathematical requirements, ECON 897 Summer Math program. Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

ECON 702 Macroeconomic Theory I
Dynamic programming, search theory, neoclassical growth theory, asset pricing, business cycles. Taught by: Krueger Course usually offered in fall term
Prerequisite: MATH 701 AND MATH 897
Activity: Lecture
0.5 Course Units

ECON 703 Microeconomic Theory II
Game theory, decision making under uncertainty, information economics. Prerequisite: Meeting the department’s minimal mathematical requirements, ECON 897 Summer Math Program. Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

ECON 704 Macroeconomic Theory II
Equilibrium notions in the growth model. Economies with distortions. Incomplete markets. Overlapping generations. Prerequisite: Meeting the Department’s minimal mathematical requirements; ECON 700, 701, 703, 897 Summer Math Program. Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

ECON 705 Econometrics I: Fundamentals
Violations of classical linear regression assumptions, nonlinear regression models (including logit, probit, etc.), diagnostic testing, distributed lag models, panel data models, identification, linear simultaneous-equations model. Prerequisite: Meeting the Department’s minimal mathematical requirements, ECON 897 Summer Math Program. Taught by: Faculty Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

ECON 706 Econometrics II: Methods & Models
Analysis in time and frequency domains, state space representations, Kalman filtering, conditional heteroskedasticity, nonlinear and nonparametric methods for time series, integration, co-integration, numerical and simulation techniques. Prerequisite: Meeting the department’s minimal mathematical requirements; ECON 705, 897 Summer Math Program. Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

ECON 708 The Economics of Agency, Information, and Incentives
This course studies the economics of adverse selection and moral hazard in strategic settings. The primary focus is on the agency relationship and the structure of agency contracts. Other settings include auctions, bilateral trading, and the internal organization of the firm. Prerequisite: Meeting the Department’s minimal mathematical requirements; ECON 898 or equivalent. One-term course offered either term
Activity: Lecture
0.5 Course Units

ECON 712 Topics in Advanced Economic Theory and Mathematical Economics
Topics and prerequisites announced each year.
Taught by: Faculty One-term course offered either term
Activity: Lecture
1.0 Course Unit

ECON 714 Quantitative Macroeconomic Theory
Prerequisite: ECON 701 AND ECON 702 AND ECON 703 AND ECON 704 AND ECON 705 AND ECON 706
Activity: Lecture
0.5 Course Units

ECON 719 Economic Theory
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: Related Courses: ECON 712

ECON 720 Econometrics III: Advanced Techniques of Cross-Section Econometrics
Qualitative response models, panel data, censoring, truncation, selection bias, errors in variables, latent variable models, survey design, advanced techniques of semiparametric estimation and inference in cross-sectional environments. Disequilibrium models. Methods of simulated moments. One-term course offered either term
Prerequisite: ECON 701 AND ECON 702 AND ECON 703 AND ECON 704 AND ECON 705 AND ECON 706
Activity: Lecture
1.0 Course Unit

ECON 721 Econometrics IV: Advanced Techniques of Time-Series Econometrics
Focuses on macro-econometrics. Topics include comparison of Bayesian and frequentist inference in nonstandard settings (e.g. time series models with persistent roots), Bayesian inference in VARS and DSGE models including modern computational tools such as Gibbs sampling, MCMC, Sequential Monte Carlo, particle filtering, etc., and tools for evaluating DSGE models. Taught by: Schorfheide/Diebold One-term course offered either term
Prerequisite: ECON 701 AND ECON 702 AND ECON 703 AND ECON 704 AND ECON 705 AND ECON 706
Activity: Lecture
1.0 Course Unit
ECON 729 Econometrics  
One-term course offered either term  
Activity: Seminar  
1.0 Course Unit  
Notes: Related Courses: ECON 721 and 722

ECON 749 Monetary Economics  
One-term course offered either term  
Activity: Seminar  
1.0 Course Unit  
Notes: Related Courses: ECON 740, 741

ECON 750 Public Economics  
Public goods, externalities, uncertainty, and income redistribution as sources of market failures; private market and collective choice models as possible correcting mechanisms. Microeconomic theories of taxation and political models affecting economic variables.  
One-term course offered either term  
Prerequisite: ECON 701 AND ECON 702 AND ECON 703 AND ECON 704 AND ECON 705 AND ECON 706  
Activity: Lecture  
0.5 Course Units

ECON 751 Public Economics II  
Expenditures: Alternative theories of public choice; transfers to the poor; transfers to special interests and rent seeking; social insurance; publicly provided private goods; public production and economic coordination. Taxation: Tax incidence in partial and general equilibrium; excess burden analysis.  
Topics on tax incidence and efficiency: lifetime incidence and excess burden, dynamic incidence, the open economy. Normative theories of taxation: Optimal commodity and income taxation. The political economy of income taxation.  
One-term course offered either term  
Prerequisite: ECON 701 AND ECON 702 AND ECON 703 AND ECON 704 AND ECON 705 AND ECON 706  
Activity: Lecture  
0.5 Course Units

ECON 779 Comparative Economic Systems  
One-term course offered either term  
Activity: Seminar  
1.0 Course Unit  
Notes: Related Courses: ECON 770, 771

ECON 781 Empirical Methods for Industrial Organization  
The goal of the course is to explore links between theory and data in order to identify and test implications of economic models. Reduced form and structural approaches will be used to study a variety of topics that include: Estimation of multiproduct cost functions; detection of collusion, multimarket contact, and network externalities; asymmetric information: auctions and nonlinear pricing; price competition and product differentiation; and complementarities: innovation and organizational design.  
One-term course offered either term  
Prerequisite: ECON 701 AND ECON 702 AND ECON 703 AND ECON 704 AND ECON 705 AND ECON 706  
Activity: Lecture  
1.0 Course Unit

ECON 789 Applied Microeconomics Workshop  
One-term course offered either term  
Activity: Seminar  
1.0 Course Unit  
Notes: Related Courses: ECON 780, 781

ECON 792 Economics of Labor I  
Topics include: Theories of the supply and demand for labor; wage determination, wage differentials, labor market discrimination, unemployment, occupational choice and dynamics of specific labor markets, theory of matching, trade unions. The theory and empirics of human capital accumulation, intertemporal labor supply, search, intergenerational mobility of income and wealth, contracts and bargaining, efficiency wage models, principal/agent models, and signaling models.  
One-term course offered either term  
Prerequisite: ECON 701 AND ECON 702 AND ECON 703 AND ECON 704 AND ECON 705 AND ECON 706 AND ECON 721  
Activity: Lecture  
1.0 Course Unit

ECON 793 Economics of Labor II  
A continuation of ECON 792.  
One-term course offered either term  
Prerequisite: ECON 701 AND ECON 702 AND ECON 703 AND ECON 704 AND ECON 705 AND ECON 706 AND ECON 721 AND ECON 792  
Activity: Lecture  
0.5 Course Units

ECON 799 Empirical Microeconomics  
One-term course offered either term  
Activity: Seminar  
1.0 Course Unit  
Notes: Related Courses: ECON 791, 792, 793

EDUC 202 Urban Education  
This seminar focuses on two main questions: 1) How have US schools and urban ones in particular continued to reproduce inequalities rather than ameliorating them? 2) In the informational age, how do the systems affecting education need to change to create more successful and equitable outcomes? The course is designed to bridge the divide between theory and practice. Each class session looks at issues of equity in relation to an area of practice (e.g. lesson design, curriculum planning, fostering positive student identities, classroom management, school funding, policy planning...), while bringing theoretical frameworks to bear from the fields of education, sociology, anthropology and psychology.  
Taught by: Clapper  
One-term course offered either term  
Also Offered As: URBS 202  
Activity: Seminar  
1.0 Course Unit

EDUC 235 Psychology of Women  
Critical analyses of the psychological theories of female development, and introduction to feminist scholarship on gender development and sexuality.  
One-term course offered either term  
Activity: Lecture  
1.0 Course Unit
EDUC 240 Education in American Culture
This course explores the relationships between forms of cultural production and transmission (schooling, family and community socialization, peer group subcultures and media representations) and relations of inequality in American society. Working with a broad definition of ‘education’ as varied forms of social learning, we will concentrate particularly on the cultural processes that produce as well as potentially transform class, race, ethnic and gender differences and identities. From this vantage point, we will then consider the role that schools can and/or should play in challenging inequalities in America.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

EDUC 241 Educational Psychology
Current issues and research, applying psychological theory to educational practice. As such, this course will explore the fundamental themes in behavioral, developmental, and cognitive areas of psychology as they relate to education. Topics include: learning, motivation, growth and development, cognitive processes, intelligence tests, measurements, evaluations, etc.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

EDUC 250 Learning from Children
This course is about looking at elementary school classrooms and understanding children's experiences of school from a variety of perspectives, and from a variety of theoretical and methodological lenses from which the student can interpret children's educational experiences. This course is about developing the skills of observation, reflection, and analysis and to begin to examine some implications for curriculum, teaching and schooling. This course requires you to spend time in an elementary school classroom.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 251 Mindfulness and Human Development
This course will introduce the student to the many ways in which mindfulness is currently being implemented to support the health and success of students of all ages. Mindfulness-Based Stress Reduction (MBSR), which utilizes secularized practices from Asian and South Asian traditions for the remediation of various health concerns, has revolutionized behavioral medicine, and the scientific evaluation of MBSR has shed new light on the biomechanical pathways linking mind and body. This course will 1) explore fundamental principles underlying mindfulness, 2) the scientific data on its effects, and 3) the ways in which mindfulness is being applied to clinical and educational settings to support healthy human development. Contemplative practices include all forms of meditation, including contemplative dimensions of yoga, tai chi, qigong and other mind-body wellness activities. By far the most well known contemplative practice in the U.S. today is ‘mindfulness.’ Mindfulness meditation was introduced into clinical medicine in the 1980’s in the form of Mindfulness-Based Stress Reduction (MBSR) by Jon Kabat-Zinn and his colleagues at U Mass; since that time it has had a significant impact on psychoneuroimmunology, clinical medicine, and especially behavioral medicine. Both psychological theory and practice have slowly been transformed by new findings emerging from mindfulness research. Brain imaging studies of persons engaged in meditation suggest that focused mental activities can actually change cerebral blood flow (Newberg et al 2010), brain morphology and neural circuitry, in addition to strengthening the immune system (Davidson et al 2003) and improving attention skills (Jha et al 2007). MBSR has been repeatedly documented to be effective in treating mental health problems, particularly depression and anxiety, in numerous adult populations (Goyal et al 2014). Now, researchers are testing MBSR and other mindfulness approaches in children and adolescents as both a way to treat social-emotional dysfunction as well as to promote health and enhance academic performance (Greenberg and Harris 2011). Prompted by the robust scientific findings of mindfulness as a tool to support physical and mental health, several groups have sprung up over the last decade devoted to applying and evaluating mindfulness in educational settings such as, The Garrison Institute, Mindful Schools, Mindful Education Institute, Mindfulness in Education Network, and the Association for Contemplative Mind in Higher Education. Teachers across the country are enrolling in mindfulness training programs, administrators are introducing mindfulness to their schools, and researchers are devising ways to evaluate the effects of mindfulness. From kindergarten classes to schools of law and medicine, mindfulness is being proffered as a strategy to support health (both physical and mental), enhance performance, and improve interpersonal communication. This course critically examines how mindfulness has been applied and assessed with regard to healthy development. Through readings and class discussions, it is intended that students will acquire a deep appreciation for how the contemporary exploration of mindfulness is changing the way we understand the human mind, the interface between mind and body, and the tools at our disposal to promote well-being as well as to address dysfunction.
Taught by: Elizabeth Mackenzie
Course offered spring; even-numbered years
Activity: Seminar
1.0 Course Unit
EDUC 323 Tutoring School: Theory and Practice
This course represents an opportunity for students to participate in academically-based community service involving tutoring in a West Phila. public school. This course will serve a need for those students who are already tutoring through the West Phila.Tutoring Project or other campus tutoring. It will also be available to individuals who are interested in tutoring for the first time.
Course usually offered in spring term
Also Offered As: URBS 323
Activity: Seminar
1.0 Course Unit

EDUC 326 Tutoring in Urban Public Elementary Schools: A Child Development Perspective
The course provides an opportunity for undergraduate students to participate in academically based community service learning. Student will be studying early childhood development and learning while providing direct, one-to-one tutoring services to young students in Philadelphia public elementary schools. The course will cover foundational dimensions of the cognitive and social development of preschool and elementary school students from a multicultural perspective. The course will place a special emphasis on the multiple contexts that influence children's development and learning and how aspects of classroom environment (i.e., curriculum and classroom management strategies) can impact children's achievement. Also, student will consider a range of larger issues impacting urban education embedded in American society. The course structure has three major components: (1) lecture related directly to readings on early childhood development and key observation and listening skills necessary for effective tutoring, (2) weekly contact with a preschool or elementary school student as a volunteer tutor and active consideration of how to enhance the student learning, and (3) discussion and reflection of personal and societal issues related to being a volunteer tutor in a large urban public school.
Taught by: Fantuzzo
Course usually offered in fall term
Also Offered As: URBS 326
Activity: Seminar
1.0 Course Unit

EDUC 345 Psychology of Personal Growth
Intellectual, emotional and behavioral development in the college years. Illustrative topics: developing intellectual and social competence; developing personal and career goals; managing interpersonal relationships; values and behavior. Recommended for submatriculation in Psychological Services Master's Degree program.
One-term course offered either term
Also Offered As: GSWS 344
Activity: Lecture
1.0 Course Unit

EDUC 360 Human Development in Global Perspective
A life-span (infancy to adulthood) approach to development. Topics include: biological, physical, social and cognitive basis of development. Films and guest speakers are often included.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

EDUC 414 Children's Literature
Theoretical and practical aspects of the study of literature for children. Students develop both wide familiarity with children's books, and understanding of how children's literature fits into the elementary school curriculum.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

EDUC 500 Linguistic Anthropology of Education
Linguistic anthropologists study the role of language use in culturally patterned behavior. The course focuses on recent research by linguistic anthropologists in educational settings in the US and Europe marked by increasing linguistic and cultural diversity. The goal of the course is to uncover useful tools that contemporary linguistic anthropology offers to educational research.
Taught by: Moore
Course usually offered in spring term
Prerequisite: EDUC 546
Activity: Lecture
1.0 Course Unit

EDUC 501 Economics of Education in Developing Countries
This is a course on economics of education, a field within the subject of economics that draws upon many areas of economic specialization. The course focuses on developing countries and includes papers and case-studies covering themes such as returns to investment in education, production, costs and financing of education, teacher labor markets, economic growth, education markets, and equity issues.
Taught by: Thapa
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

EDUC 502 Citizen Sociolinguistics
In this course we will draw on the Internet and daily news (internet circulated, usually) to find 'Citizen Sociolinguists' who speak with authority, while juxtaposing these media with the usual scholarly sources.
Taught by: Rymes
Course not offered every year
Activity: Seminar
1.0 Course Unit

EDUC 503 Global Citizenship
This course examines the possibilities and limitations of conceiving of and realizing citizenship on a global scale. Readings, guest lecturers, and discussions will focus on dilemmas associated with addressing issues that transcend national boundaries. In particular, the course compares global/local dynamics that emerge across different types of improvement efforts focusing on distinctive institutions and social domains, including: educational development; human rights; humanitarian aid; free trade; micro-finance initiatives; and the global environmental movement. The course has two objectives: to explore research and theoretical work related to global citizenship, social engagement, and international development; and to discuss ethical and practical issues that emerge in the local contexts where development initiatives are implemented.
Taught by: Hall
Course usually offered in spring term
Also Offered As: ANTH 546, URBS 546
Activity: Seminar
1.0 Course Unit
EDUC 504 Contemporary Issues in Higher Education
An introduction to the central issues and management problems in contemporary American higher education.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

EDUC 505 Globalization & the University
The aim of this course is to help students understand the basic concept of globalization, how it impacts higher education in general, and how it shapes the global market for human capital and fosters private sector and for profit provision and diversifies modes of delivery of higher education. The seminars cover the nature of globalization and the way it affects the movement of people between economies to gain and apply skills and knowledge, the creation of branch campuses, the growth of transnational education and the importance of brands and information in the global higher education market.
Taught by: Ruby
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

EDUC 506 Migration, Displacement, and Education
This course examines the effects of migration (forced and voluntary) on education in a variety of contexts across the world (including the United States). The course reviews sociological and anthropological theories of immigrant incorporation and inclusion. Such frameworks are then applied to migration through case studies of im/migrants, refugees, and displaced persons in order to consider educational practices, programs and policies that address the effects of migration and displacement on education in diverse contexts.
Taught by: Ghaffar-Kucher
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

EDUC 507 Teaching & Learning in Student Centered Classrooms
Most teachers have ambitious goals for their classrooms. They strive to make their classrooms spaces where students engage in authentic and meaningful work, where students collaborate on challenging and complex tasks, and where students develop deep disciplinary knowledge and the skills and mindsets that are necessary for their success in college, career, and society. However, many classrooms fall short of this ambitious vision. This course explores the challenges and opportunities teachers face when they attempt to build student-centered learning environments, and offers educators tangible insights and practices to support their work.
Taught by: Herrmann
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

EDUC 508 Maker Studio
In this seminar, we will discuss and design projects related to the 'maker movement' in education using various materials and technologies as we consider issues of access and diversity around making.
Taught by: Kafai
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

EDUC 509 Merit and America
What constitutes merit? What should constitute merit? These questions are both philosophical and practical - and are faced by every educator in some form. The notion of meritocracy has long been at the heart of varied discourses about the place of education in American society. Merit is most often understood as inhering in consistent and individual personality traits such as competency, intelligence, and diligence. And yet, every individual is embedded in complex social worlds that are culturally specific and historically contingent. Drawing on a broad array of disciplines and literatures, this seminar-style course challenges students to consider how ideas of merit and its measurement are shaped by American history, culture, and society, and to articulate their own views as they move toward their professional goals.
Taught by: Posecznick
Course not offered every year
Activity: Seminar
1.0 Course Unit

EDUC 511 Education and the Culture Wars: Historical and Contemporary Perspectives
America is wracked by 'culture wars,' pitting different moral and religious values against each other. But these conflicts are hardly new. Since the founding of the Republic, we have battled over religion, sex, gender, and race. And many of these conflicts have entered our schools, which remain our primary vehicle for deliberating and determining who we are. What languages should we use in school? What should we teach young people about sex? About race? About religion? Most of all, what stories should we tell about the nation itself? This course will probe these issues and also help students write primary-source research papers that examine different culture wars in American education.
Taught by: Zimmerman
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

EDUC 512 University-Community Partnerships
Ranging from civic engagement to economic development, institutions of higher education in the United States have long been involved in a variety of relationships with their local communities; in recent years, there has been increasing attention paid to the opportunities and challenges implicit in those relationships. In this Academically Based Community Service (ABCS) course, students will study and discuss the history, rationales, and manifestations of the partnerships that have developed. Through readings, faculty-and student-led discussions, guest lecturers, and policy-oriented projects, students will develop better understandings of the many topics surrounding university-community partnership activities. Among other themes we will consider institutional roles and relationships, service learning, community perspectives, policy issues, and evaluation.
Taught by: Grossman
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
EDUC 513 Development of the Young Child (TLL)
This course will blend an explanatory and descriptive account of behavioral evolution over the yearly years of life. After a review of ‘grand’ developmental theory and the major themes of child change (from images to representation; from dependence to independence; from instinctual to social beings), this course will survey the child’s passage from infancy through the early school years. While the emphasis will be on the nature of the child—what she/he sees, feels, thinks, fantasizes, wants and loves—these realities will be understood in terms of developmental theory. At each stage, the course will review the development of cognition, personal identity, socialization, and morality in pluralistic contexts.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 514 Education in Developing Countries
In recent years the construct of ‘global development’ has come under increasing scrutiny, leading some scholars and practitioners to wonder whether development remains a useful concept. In this course, we will actively engage in this debate through a survey of the development literature in the field of education. We will examine theoretical frameworks and historical perspectives that will allow us to develop a better understanding of what is meant by ‘development’ as well as recognize how these concepts relate to basic educational planning and practice in various international contexts. Prerequisite: Prior graduate work in related areas recommended. The course will work from primary and secondary materials on theories, research, and applications used to promote global development and basic education. Some programs are carried out by multinational/bilateral agencies such as World Bank, Unicef, UNESCO, and USAID, while others are undertaken by intermediary organizations (such as NGOs and universities) and local organizations or individual specialists. Issues include a range of social, economic and political obstacles to the provision of quality education. The goal of this course is to improve your understanding of how different theories of education and development influence educational policy, priorities, and programs of international, national, and local institutions. Prerequisite: Prior graduate work in related areas recommended.
Taught by: Wagner/Ghaffer-Kucher
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 515 Field Seminar (Elementary & Secondary Education)
This seminar is designed to integrate student teaching fieldwork and university course work through reading, discussion, and reflection. Central to this course will be teacher research, an inquiry stance toward learning how to teach, and a social justice approach to education. Throughout the semester, we will be examining a range of issues through theoretical and practice-oriented lenses that will deepen our understanding of teaching and learning. Offered within the Urban Teaching Apprenticeship Program.
Course usually offered in fall term
Activity: Lecture
3.0 Course Units

EDUC 516 Teaching Writing in Multilingual Contexts
This course introduces participants to a range of theoretical and practical issues related to second language literacy development, with a particular emphasis on writing instruction. An intensive service-learning project offers course participants the opportunity to work with developing writers in a bilingual community organization. The dual emphasis on theory and pedagogy is intended to create space for critical reflection on the characteristics, production, teaching, and assessment of written texts in bi/multilingual educational settings.
Taught by: Pomerantz
Course not offered every year
Activity: Lecture
1.0 Course Unit

EDUC 517 Classroom Discourse and Interaction
In this course students will read research that investigates the role of classroom interaction in learning and human development. Students will also learn how to ‘do’ discourse analysis using real classroom data. Students will practice and critique methods for analyzing classroom discourse data as teachers, with an aim of developing a critical awareness of our own language use and role in society.
Taught by: Rymes
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 518 Integrating the Arts in the K-8 Classroom
It is an unfortunate state of public elementary and middle level education that programs and time spent in arts education are becoming more and more limited, as school leaders feel the pressure to prepare their students for mandated assessments. In this context, it is essential that K-8 educators enter schools prepared to fill this gap through the development of opportunities for children to explore their worlds and express their knowledge through creative channels. This course has been designed to emphasize student-centered pedagogies and to prepare teachers to utilize the arts as one mechanism for building culturally responsive classrooms. This course will prepare K-8 teachers to enact lessons that support students in authentic, collaborative, iterative learning through the creative integration of visual arts and music. The course is split into two modules, one that focuses on visual arts and one that focuses on integration of music. Additionally, this course supports the development of Pennsylvania Department of Education (PDE) PreK-8 teacher competencies. Prerequisite: Admission to the UTAP program or permission of instructor.
Taught by: Jeffrey Mordan
Course usually offered summer term only
Activity: Lecture
0.5 Course Units

EDUC 519 The Evolution of Assessment: Classroom and Policy Uses
This course explores the evolution and diverse uses of assessment in four major areas: the historical roots of testing and the development of the achievement testing industry; the rising interest and exploration of alternative forms of assessment; how teachers employ a variety of assessments in their classrooms; and how policymakers use assessment for decision-making and accountability purposes. Prerequisite: Permission needed from department.
Taught by: Supovitz
Course not offered every year
Activity: Lecture
1.0 Course Unit
EDUC 520 Literacy in Elementary/Middle Schools
In this course, the interconnections of language, literacy and culture are explored in order to build a knowledge base and understanding of how children learn to read and write. Emphasis will be on how to teach and develop literacy curriculum in the elementary grades, and on how close listening and observation of children in their classroom contexts, combined with a critical reading of research and theory, can inform teaching practices. A central tenet of this course is that the best teachers of reading and writing are themselves active and engaged readers and writers. An important goal is to combine an inquiry approach to teaching and learning with an inquiry approach to thinking about how we teach. Offered within the Urban Teaching Apprenticeship Program.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 521 Science Methods: Project-Based Learning Approaches
The goal of this course is to prepare teachers to facilitate science learning in the elementary and middle school. Special emphasis is placed on striving for a balance between curricular goals; individual needs and interests; and the nature of science. Offered within the Urban Teaching Apprenticeship Program.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 522 Psychology of the African-American
Using an Afro-centric philosophical understanding of the world, this course will focus on psychological issues related to African Americans, including the history of African American psychology, its application across the life span, and contemporary community issues.
Taught by: Stevenson
Course usually offered in spring term
Also Offered As: AFRC 522
Activity: Lecture
1.0 Course Unit

EDUC 523 Social Studies in the Elementary and Middle Schools
This course will focus on teaching and learning in the content area of social studies. Curricular and pedagogical theories and practices will be examined for their educational significance, meaningful integration of content areas, respect for students’ cultures (past and present), and contribution to social justice issues. Offered within the Urban Teaching Apprenticeship Program.
Two terms. student must enter first term.
Activity: Lecture
0.5 Course Units

EDUC 524 Philosophical Aspects of Education Policy
This course, which is unofficially titled 'Justice goes to School' explores the philosophical or normative foundations of educational policy decisions. School choice, standards-based reform, civic education, children's and parents' rights, school finance reform - how do different arguments for these policies view the role of schools in society? What are their concept of the person, and their view of the educated person? We will consider arguments for and against a variety of contemporary educational policies. Students are encouraged, if they are interested, to bring to class educational policy decision that perplex or intrigue them.
Taught by: Ben-Porath
One-term course offered either term
Activity: Seminar
1.0 Course Unit

EDUC 525 Fieldwork in Language in Education
Supervised fieldwork for individuals preparing to work with reading specialist/teachers in school settings.
Taught by: Waff
One-term course offered either term
Activity: Seminar
1.0 Course Unit

EDUC 526 Technology for Educators
The aim of this course is to provide educators with hands-on experience with a range of technologies. During the course we will explore and learn how to handle web-based, free technologies that can be used by educators to design educational activities appropriate for their students.
Course usually offered summer term only
Activity: Seminar
1.0 Course Unit

EDUC 527 Approaches to Teaching English and Other Modern Languages
This course provides students with an introduction to theory and practice in second and foreign language teaching. Students will (a) develop an understanding of the history of language teaching practice and how such a perspective informs current day approaches, (b) explore the relationship between the context in which the language is learned and taught and classroom practice, and (c) develop an awareness of teaching principles central to a personal pedagogical approach and teaching philosophy. Students should have a field site where they can observe, participate, and collect classroom data.
Taught by: Box/Wagner, S
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 528 TESOL Practice Teaching
Fieldwork course for TESOL students. This course focuses on reflective teaching practice, providing a space for students to combine theory and practice as they apply the theoretical constructs of TESOL coursework to their own language teaching. Students will become accurate and systematic observers of and thinkers about their own teaching methodology, in order to continue to develop into increasingly effective language teachers. The theme of a student-centered language classroom will be explored through scholarly literature, pedagogical techniques, and students’ own classroom teaching. To participate in this course, a student must be teaching a language class for the majority of the semester. Prerequisite: Permission needed from the department.
Taught by: Pomerantz/Box
Course usually offered in fall term
Prerequisite: EDUC 527 AND EDUC 537
Activity: Lecture
1.0 Course Unit
EDUC 529 Systems Thinking for International Development and Educational Change
This course explores what it means to take a ‘systems approach’ to understanding international development, particularly as it relates to the design and implementation of projects supported at least in part by international aid and donor institutions. We focus overall on the education sector, but we begin with a broader view of complex adaptive systems and international development, drawing upon case studies about education, water, sanitation, health, savings groups, empowering the disabled, climate change and community radio, and others. There is ample room for the course to appeal to those focused on sectors other than education. We build upon a deep discussion of the complexity of development contexts. Next, we turn to systems thinking and ‘theories of change.’ We ultimately go deepest into educational processes, politics, systems and outcomes. Concerns for governance and accountability have increased attention to ‘systems thinking’ in the design and implementation of public services, including education plans and educational reform; therefore, reformers must grasp the range of meanings of an ‘education system’ as complex, multidimensional processes, interactions, and institutional structures. Students will learn to use systems thinking to approach, define, understand and analyze the biggest challenges to improving social outcomes—so called ‘wicked problems’. We will consider the roles of and relationships between the myriad layers and components of educational systems: (a) national and sub-national governments; (b) schools, classrooms, and curricula; (c) external and internal stakeholders and interest groups (e.g., citizens, bureaucrats, elected officials, teachers, unions, textbook publishers, the private sector, community organizations, parents, students, etc); and (d) international development institutions and other global actors. We will discuss a wide range of cases in developed countries (e.g., The United States, France, Finland, Australia, Spain, South Korea); transitional economies (e.g. Russia, Czech Republic, etc); and developing countries (e.g. Brazil, Mexico, Chile, Cuba, Romania, Egypt, India, Indonesia, Cambodia, Nigeria, Rwanda, South Africa, the Republic of Georgia, etc). We will pay particular attention to (and assess critically) some of the most common applications of education-related system approaches by influential global actors: The World Bank (SABER), UNESCO (GEQAF), OECD, DFID, USAID, and The Global Partnership for Education. Students will be introduced to both qualitative and quantitative approaches for analyzing systems, and discuss the benefits and limitations of each; however, the focus of the course is on the more qualitative approaches to systems thinking. The course will be taught in a stylized seminar format with some lecture, some group work, and discussion and student participation. Significant portions of class time will serve to workshop out developing conceptualizations of systems thinking. We will draw upon diverse fields and disciplines: comparative education, international development, public health, engineering, design, planning, and the social sciences. Students will have the opportunity to develop a project and apply an approach to a system of their choosing. The course will consist of a combination of lecture, discussion, and maker lab. Students will explore a variety of techniques including basic circuitry, coding, architecture, and design while seeking a balance between free exploration and discovery within parameters. Prerequisite: Admission to the UTAP program or permission of instructor required. Taught by: Allison Frick
Course usually offered summer term only
Activity: Lecture
0.5 Course Units

EDUC 530 Cultivating Creativity in the K-8 Classroom
This course is an introduction to maker education and project-based learning, and will prepare K-8 teachers to enact classroom practices that support students in authentic, collaborative, iterative learning through the use of a variety of creative and technological mediums. Classes will consist of a combination of lecture, discussion, and maker lab. This course is about learning to create and teach others how to make. Students will explore a variety of techniques including basic circuitry, coding, architecture, and design while seeking a balance between free exploration and discovery within parameters. Prerequisite: Admission to the UTAP program or permission of instructor required. Taught by: Allison Frick
Course usually offered summer term only
Activity: Lecture
0.5 Course Units

EDUC 531 Mathematics in the Elementary and Middle Schools
Learning to teach mathematics in ways that foster mathematical understanding and enjoyment for every student requires that teachers draw on different kinds of knowledge, skills, and dispositions. In addition to developing an understanding of central mathematical ideas, learning to teach math involves learning about learners, the understandings and conceptions they hold, and the processes through which they learn. It also involves developing skill in constructing tasks that engage students in mathematical exploration, creating an environment that facilitates reasoning, and finding ways to analyze and learn from one’s own teaching. Offered within the Urban Teaching Apprenticeship Program.
Taught by: Remillard/Ebby
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 532 Pursuing Institutions of Excellence: Strategies, Choices, Pitfalls & Possibilities
The aim of this course is to help students understand how universities pursue excellence by examining national and institutional strategies to become high performing institutions. The seminar series will look at the basic concepts of organizational culture and the merits and flaws of different conceptions of excellence.
Taught by: Ruby/Hartley
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

EDUC 533 Forming and Reforming the Elementary Reading/Writing/Literacy Curriculum
Students explore the theory and practice of constructivist approaches to teaching reading/writing/talking across the curriculum. They read widely and discuss issues that are informed by theory and research in many fields of inquiry including children’s and adolescent literature, educational linguistics, cognitive psychology, curriculum, and anthropology and assessment. They write and share integrative journals; develop, teach and reflect upon holistic lessons; and complete an individual or group project of their own choosing.
Taught by: Campano
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
EDUC 534 Diversity and Social Justice in American K-12 Education
In this course, students will develop a critical understanding of how various markers of social difference mediate the privileging of some and the marginalization of others within K-12 schools. Additionally, by considering their potential to act as agents of change, students will devise and share strategies for anti-oppressive educational practices. Taught by: Brockenbrough
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

EDUC 535 Literature for Children and Adolescents
Theoretical and practical aspects of the study of literature for children and adolescents. Students develop both wide familiarity with children’s/adolescents’ books and understanding of how literature can be used in elementary/middle/secondary school curricula. Students complete course projects that focus on literature in specific classroom, research, home, or professional contexts. Taught by: Thomas
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 536 Indigenous Education and Language Revitalization
Course not offered every year
Activity: Seminar
1.0 Course Unit

EDUC 537 Educational Linguistics
For students with little or no linguistics background. An introduction to the basic levels of language (phonetics and phonology, morphology and semantics, syntax, pragmatics) with special emphasis on the relevance of linguistic concepts to education. Other topics may include bi/multilingualism, language variation, and language acquisition. Taught by: Butler/Moore/Matsumoto
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 538 Stereotype Threat, Impostor Phenomenon, and African Americans
This course critically examines stereotype threat and impostor phenomenon as they relate to African Americans. Both stereotype threat and impostor phenomenon negatively affect African Americans. The apprehension experienced by African Americans that they might behave in a manner that confirms an existing negative cultural stereotype is stereotype threat, which usually results in reduced effectiveness in African Americans’ performance. Stereotype threat is linked with impostor phenomenon. Impostor phenomenon is an internal experience of intellectual phoniness in authentically talented individuals, in which they doubt their accomplishments and fear being exposed as a fraud. While stereotype threat relies on broad generalization, the impostor phenomenon describes feelings of personal inadequacy, especially in high-achieving African Americans. This course will explore the evolving meanings connected to both stereotype threat and impostor phenomenon in relation to African Americans. Taught by: Abiola
Course usually offered in fall term
Also Offered As: AFRC 602
Activity: Seminar
1.0 Course Unit

EDUC 539 Teaching Performance Art for Cross-Cultural Education
This class examines issues related to cultural communities and the arts, specifically performance, writing and storytelling as an educational tool for generating cross cultural and intercultural understanding, dialogue and exchange. Assignments will focus on, cross-cultural research and dialogue, and skill building in teaching, writing and performance. Students will also develop an understanding of how performance can be used to enhance classroom activities in elementary/middle/secondary/post secondary classroom curricula. Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 540 Differentiating Instruction for Diverse Learners/Special Education & Bilingual
This course engages student teachers working with diverse learners, presenting factual information about specific areas of need situated within a socio-cultural framework. It addresses content related to both special education and English language learners in four areas: (1) Introduction to Special Education; (2) Learning Categories; (3) Issues in Special Education; and (4) Working with English Language Learners. Offered within the Urban Teaching Apprenticeship Program. Prerequisite: Permission needed from department Taught by: Watts, Bialka, Kinney Grossman
Two terms. student must enter first term.
Activity: Seminar
1.0 Course Unit
EDUC 541 Access & Choice in American Higher Education
College enrollment is a complex process that is shaped by the economic, social, and policy context, higher education institutions, K-12 schools, families, and students. The course will examine the theoretical perspectives that are used to understand college access and choice processes. The implications of various policies and practices for college access and choice will also be explored, with particular attention to the effects of these policies for underrepresented groups. As an Academically Based Community Service (ABCS) course, this course is also designed to generate tangible recommendations that program administrators and institutional leaders may be used to improve college access and choice.
Taught by: Perna
Course not offered every year
Activity: Lecture
1.0 Course Unit

EDUC 542 TESOL Classroom Fundamentals
This course focuses on the fundamental teaching skills that you need as a language educator. It is designed to help you develop effective ways of doing as much as knowing and thinking about language teaching and learning within a reflective practice framework.
Taught by: Box/Kozlova/Pomerantz/Wagner, S
Course usually offered in spring term
Prerequisite: EDUC 527 AND EDUC 537
Activity: Lecture
1.0 Course Unit

EDUC 543 Understanding Minority Serving Institutions
Students taking this course will learn about the historical context of HBCUs in educating African Americans, and how their role has changed since the mid-1800’s. Specific contemporary challenges and successes related to HBCUs will be covered and relate to control, and enrollment, accreditation, funding, degree completion, and outreach/retention programming. Students will become familiar with MBCUs in their own right, as well as in comparison to other postsecondary institutions.
Taught by: Gasman
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

EDUC 544 School and Society in America
This course reviews the major empirical and theoretical research from the social history, and social theory on the development, organization and governance of American education, and the relationship between schooling and the principal institutions and social structures of American society.
Taught by: Puckett/Staff
Course offered summer, fall and spring terms
Activity: Lecture
1.0 Course Unit

EDUC 546 Sociolinguistics in Education
The educational consequences of linguistic and cultural diversity. A broad overview of sociolinguistics, introducing both early foundational work and current issues in the field. Topics include language contact and language prestige, multilingualism and language ecology, regional and stylistic variation, verbal repertoire and communicative competence, language and social identity, codeswitching and diglossia, language socialization and language ideology, as they relate to educational policy and practice in the United States and around the world.
Taught by: Flores/Moore
One-term course offered either term
Activity: Lecture
1.0 Course Unit

EDUC 547 Anthropology and Education
An introduction to the intent, approach, and contribution of anthropology to the study of socialization and schooling in cross-cultural perspective. Education is examined in traditional, colonial, and complex industrial societies.
Taught by: Hall or Posecznick
Course offered summer, fall and spring terms
Also Offered As: ANTH 547, URBS 547
Activity: Lecture
1.0 Course Unit

EDUC 548 American Education Reform: History, Policy, Practice
An examination of major trends, central tendencies, and turning points in American education reform, giving particular attention to contemporary developments such as accountability laws and school choice. This historical development of the federal role in American schooling is also considered, as is the history of school desegregation. What is the purpose of ‘school’? How have schools evolved across time, and how have Americans tried to change them? And what can we learn from this long history of reform?
Taught by: Zimmerman/Puckett
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 549 Language Teaching and Literacy Development in Multilingual Community Contexts
Immigrant youth often face the dual challenge of learning a new language and learning academic content in that language simultaneously. Many educators, however, struggle to identify and implement instructional practices that acknowledge learners’ strengths, while also attending to their communicative, academic, and social needs. This course brings insights and findings from sociolinguistics to bear on research on language and literacy teaching to develop a situated, interactionally mindful approach for supporting emergent bi/multilinguals. An intensive service-learning project offers course participants the opportunity to 'learn by doing' by working closely with children and adolescents in one multilingual, community-based after-school setting. Although the course takes the case of English learners attending U.S. elementary and secondary schools as its starting point, discussion of the implications and applications to other national/educational contexts is encouraged. The goal of this course is to prepare participants to provide language and literacy instruction in contextually sensitive, theoretically informed, and interactionally attuned ways.
Taught by: Anne Pomerantz
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
EDUC 550 Educational and Social Entrepreneurship
This course provides an understanding of the nature of entrepreneurship related to public/private/for profit and non-profit educational and social organizations. The course focuses on issues of management, strategies and financing of early stage entrepreneurial ventures, and on entrepreneurship in established educational organizations.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDUC 551 Outside the School Box: History, Policy and Alternatives
This course explores historical and contemporary challenges involved in the policy and practice of non-school education agencies and factors that work in service to local school/community settings. Students will explore several historical case studies, conceptual frames, and current policy challenges, culminating in a community-based research project.
Taught by: Johanek
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

EDUC 552 Video Games and Virtual Worlds as Sites for Learning
Drawing on work from the education, psychology, communication, and the growing field of games studies, we will examine the history of video games, research on game play and players, review how researchers from different disciplines have conceptualized and investigated learning in playing and designing games, and what we know about possible outcomes. We will also address issues of gender, race and violence that have been prominent in discussions about the impact of games.
Taught by: Kafai
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDUC 553 Foundations of Education for Diverse Learners
An introduction to Special Education including the history, the legal regulation of Special Education, and an examination of critical issues.
Course not offered every year
Activity: Lecture
1.0 Course Unit

EDUC 554 Managing Collaborative Learning Environments in Urban Contexts
This course marks the beginnings of your year-long inquiry as preservice teachers, and hopefully your career-long inquiry as committed educational professionals, into the challenges of and opportunities for teaching and learning in urban settings. The theories and practices explored in this course are offered as foundations for instructional approaches that are intentional, reflective, inquiry-based, and learner-centered. As we investigate multiple dimensions of teaching and learning (curriculum design, learning theories, instructional techniques, etc.), you will have opportunities to both clarify and challenge the assumptions, beliefs, hopes, fears, and goals that you bring to your preparation to teach in urban secondary schools. Offered within the Urban Teaching Apprenticeship Program.
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit

EDUC 555 Advanced Field Seminar (Elementary & Secondary Education)
This course focuses on praxis—the mutually supporting roles of theory and practice that bring rigor and relevance to the work of educational professionals. This course is designed to give student teachers opportunities to develop pedagogical orientations, to learn from 'problems of practice' at placement sites, and to enrich student teachers' theoretical and practical knowledge. All of these experiences will inform the master's portfolio and will prepare teachers to continue to see themselves and their practice as continuing sites for research. Offered within the Urban Teaching Apprenticeship Program.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDUC 556 Higher Education Finance
Designed for non-financial managers, this course provides students with an introduction to basic concepts related to the finance of higher education. It examines the forces that influence the financing of higher education at both the state and federal levels. It addresses both the macro-economic and micro-economic issues related to higher education finance. In addition, students will be introduced to issues related to institutional finance.
Taught by: Finney
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 557 Developmental Theories: Applications with Adolescents
Focuses on theories of adolescent development and the nature of transactions among adolescents, peers, teachers, specialists, and significant others. Also covers methods of intervening to promote psychological growth.
Taught by: Nakkula
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 558 Developmental Theories: Applications with Young Adults
This course is designed as a collaborative inquiry toward constructing and elaborating upon theories of young adult development and interactions with young adults as counselors, teachers, family members, and higher education administrators. Using a seminar or working group format, participants explore the relationships among developmental theory, sociocultural contexts of young adults, practice (e.g., interventions, relationships), and research. Using literature from empirical and popular, mainstream sources, participants will engage in learning of how young adults navigate the transition from adolescence to adulthood. Specific topics to be addressed include, 'the quarterlife crisis,' financial needs of young adults, relationships, family, and career exploration and crystallization.
Course not offered every year
Activity: Lecture
1.0 Course Unit
EDUC 559 Sociology of Education
This course provides an overview of key theoretical perspectives and topics in the sociology of education, including expansion of formal educational systems; the extent to which educational systems contribute to or inhibit social mobility; inequality of educational inputs and outcomes by race, social class, and gender; and the social organization of educational institutions, including sources of authority, community, and alienation. The course includes both K-12 and higher education topics.
Taught by: Ingersoll
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 560 Human Development
Provides an introduction to physical, social, cognitive, emotional and linguistic development from infancy to adulthood. Major theories related to human development will be discussed along with methods of intervention for individuals in various life stages.
Taught by: Fegley/Frye
One-term course offered either term
Activity: Lecture
1.0 Course Unit

EDUC 561 Adolescent Development
An interdisciplinary view will be used to frame biological, psychological, and social development among adolescents. Special emphasis will be placed on how contextual factors influence developmental outcomes. Theories of adolescent development and methods of intervention will also be discussed.
Taught by: Fegley
Activity: Lecture
1.0 Course Unit

EDUC 562 Personality & Social Development
The effects of social processes on human development in the interlocking contexts of parents, family, peers, school, communities and culture are considered during the major developmental periods of infancy, childhood, adolescence and adulthood. The course examines what is unique about social developments, how social relationships can be defined, and what are the social precursors and consequences of specific developmental changes.
Taught by: Chen
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 563 TESOL Seminar
A weekly seminar that seeks to consolidate, broaden, and deepen knowledge of the main themes, trends, issues, and practices in the field of TESOL. Students will demonstrate their ability to observe, analyze, and reflect upon their teaching as they make connections between theory and practice, all critical skills for ongoing professional development which relate to the students’ final project, a reflective-analytical or action research paper. The project is based on a thirty-hour teaching internship completed during the semester in which the students are enrolled in EDUC 563. The project is individually designed and subject to the instructor’s approval. All students in the M.S.Ed./TESOL and Language & Literacy must submit a proposal for the internship in the semester before they take the Seminar. Prerequisite: Permission needed from the department.
Taught by: Wagner,S/Box/Kozlova
One-term course offered either term
Prerequisite: EDUC 528
Activity: Seminar
1.0 Course Unit

EDUC 564 Ethics & Schools
This course explores the ethical elements of the work of schooling by examining ethical dilemmas faced by teachers, administrators, and policy makers. This course also explores how ethics should be taught in schools (and if it should be taught at all). The course raises and engages with the following questions: How can educators approach ethical dilemmas in their everyday work? How might an educator respond when she believes school-based policies and procedures are not in a student’s best interest? How might an educator balance responses to particular events with system’s level transformation? Should policy makers pander to upper-middle class parents to attract them to urban districts? How can individual teachers and entire schools teach ethics?
Taught by: BEN-PORATH,S
Course not offered every year
Activity: Lecture
1.0 Course Unit

EDUC 565 Introduction to Teaching & Classroom Routines
This course is designed to support summer fieldwork in libraries, and serves as a bridge between fieldwork and course and fieldwork that begins in the fall. The course begins with a set of experiences in local communities which, along with courses, helps apprentices learn about neighborhoods and communities in which schools are located. This course provides apprentices with approaches to establishing classroom/group norms and practices allowing teachers to develop relationships with children. Apprentices will learn to establish routines and activities to be used in summer and fall fieldwork, as well as the professional cycle of planning, enacting, observing, and reflecting in a professional learning community. This course will also contribute to apprentices’ understanding of literacy and math learning in the K-8 classroom.
Prerequisite: Admission to the UTAP program or permission of the instructor.
Taught by: Janine Remillard
Course usually offered summer term only
Activity: Seminar
1.0 Course Unit
EDUC 566 Cross Cultural Awareness
This course provides students experiential and cognitive awareness through affective exercises and readings. It explores issues of living in a diverse society through a variety of educational strategies including workshops, small group process, guest lectures, etc. It represents the seminar portion of P.A.C.E. (Programs for Awareness in Cultural Education): An 'Educating the Peer Educator' Program.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDUC 567 Internship: ICC
All students in the MS/ICC program must complete a supervised internship of at least 160 hours prior to enrolling in this course. The supervised internship is individually designed and is subject to approval; students must submit a Prospectus describing the internship in the Fall or Spring semester prior to beginning the internship. This course offers guidance as students complete the portfolio or reflective paper, which is based on the experience and data collected during the internship. Through this course, students in the M.S.Ed./ICC program will discuss ways to conceptualize the internship experience, situate it meaningfully within the field of intercultural communication, locate and analyze relevant research literature, and prepare the portfolio or reflective paper, with an overall goal of developing the ability to communicate clearly and effectively for an academic and/or professional audience. Prerequisite: Eight or more courses toward M. S. Ed. degree in Intercultural Communication. Permission needed from department.
Taught by: Pomerantz
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

EDUC 568 Cognitive Development
This course examines the cognitive development of the child from infancy to adolescence with an emphasis on cultural context. Topics include: origins of thinking, Piaget, Vygotsky, intelligence, development of learning and memory, language development, and moral development.
Taught by: Frye
Course usually offered in fall term
Prerequisite: EDUC 560
Activity: Lecture
1.0 Course Unit

EDUC 569 Administration of Student Life
This course covers a variety of issues in the management of student services on campus. After examining the historical context of student affairs and the theoretical frameworks of student development, students explore ways to most effectively administer the numerous activities that comprise student affairs programs.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

EDUC 570 Education and the American Metropolis
Education and the American City centers on major trends and factors that have shaped cities and their preK-16 school systems since the Second World War, including racial discrimination, migration and immigration, suburbanization, deindustrialization, U.S. housing policy, social welfare policy, and urban renewal.
Taught by: Puckett
Course not offered every year
Activity: Lecture
1.0 Course Unit

EDUC 571 Collaboration & Conflict
Collaboration & Conflict is an experiential and interdisciplinary exploration of how people work together to solve complex problems. The course explores the deeply intrapersonal and interpersonal demands of exercising leadership within partnerships, teams, and complex organizations. The course seeks to help students understand why effective leadership is a cognitively demanding task, requiring both adept emotional intelligence as well as expert technical skill, and why most of us must develop as individuals in order to develop as leaders. The course draws on relevant research, theoretical frameworks, and best practices from psychology, sociology, business, law, medicine, negotiation, economics, education, and more.
Taught by: Herrmann
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

EDUC 572 Language and Gender
This course traces the development of research on language and gender, introducing key theoretical issues and methodological concerns in this area. Participants will consider how gender ideologies shape and are shaped by language use, with particular attention to how research findings can be applied to educational and other professional settings.
Taught by: Pomerantz
Course not offered every year
Also Offered As: GSWS 572
Activity: Lecture
1.0 Course Unit

EDUC 573 Higher Education Policy : What Can We Learn from Other Countries?
This course examines the proposition that policy makers, educational leaders and practitioners can learn from what has worked and failed in higher education policy and practice in other nations.
Taught by: Ruby/Eynon
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

EDUC 574 Race/Ethnicity in Human Development
This interdisciplinary course will employ a critical perspective on minority youth development, analyze the existing literature, and propose alternative explanations for observed phenomena. It will consider pertinent issues and theories of middle childhood, adolescent and young adult development.
Course not offered every year
Activity: Lecture
1.0 Course Unit

EDUC 575 Topics of Psychology in Education: Qualitative Studies of Developmental Interventions
This course is designed to introduce students to innovative approaches to the psychology of education, especially with regard to populations from at-risk contexts, sociocultural dimensions of education, and social-emotional learning.
Course not offered every year
Also Offered As: AFRC 575
Activity: Seminar
1.0 Course Unit
EDUC 576 The Social & Political Philosophy of Education
Is the purpose of education to allow individuals to better themselves by pursuing personal tastes and interests, or should education be primarily aimed at creating good citizens or good members of a group? Is there a way of reconciling these two aims? Assuming that adult relations with children are inherently paternalistic, is it possible for children to be educated for future autonomy to pursue major life goals free from such paternalistic control; and if so, how? How much, if any control over education can be allocated to the state, even when this conflicts with the educational goals parents have for their children? Such questions are especially relevant in multicultural or pluralistic societies in which some groups within a liberal state are non-liberal. Should a liberal democratic state intervene in education to ensure the development of children's personal autonomy, or must toleration of non-liberal groups prevail even at the expense of children's autonomy?
Taught by: Detlefsen, K.
Course not offered every year
Also Offered As: GSWS 249, PHIL 249
Activity: Lecture
1.0 Course Unit

EDUC 577 Selected Topics in Educational Linguistics
The focus for each semester will vary to reflect those issues most relevant to current concerns in educational linguistics.
One-term course offered either term
Activity: Seminar
1.0 Course Unit

EDUC 578 Teaching Reading and Study in Colleges and Universities
This course is designed for both pre-service and experienced instructors and administrators who are interested in teaching and/or researching the concept of academic literacies and the array of academic skills in postsecondary settings, and/or directing programs in reading, writing and study strategies at the postsecondary level. The course presents theoretical frameworks relevant to the teaching of study strategies, theories of cognitive development, and practical instructional methods. Emphasis is placed on the process and content of such instruction, materials and methods for teaching, and ways to organize postsecondary literacy programs.
Taught by: Cohen, M
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 579 Intercultural Communication and Miscommunication
An introduction to basic issues in intercultural communication, reviewing various perspectives on the nature of culture, communication, ‘miscommunication’ and inter-cultural relations. The course criticizes two commonly held assumptions: 1) that ‘cultures’ are unitary and unchanging and 2) that inter-cultural contact and communication is inherently more troublesome then intra-cultural communication. The course considers ways in which intercultural communication has important consequences in education, medicine, social services, business settings, and international contact situations.
Course not offered every year
Activity: Lecture
1.0 Course Unit

EDUC 580 Developmental Theories & Applications with Children
The purpose of this course is to provide students with an opportunity to consider mandates, models, and methods related to enhancing the learning and development of preschool and early elementary school children. This course emphasizes the application of developmental psychology and multicultural perspectives to the design of effective classroom-based strategies. Students will consider a ‘whole-child’ approach to understanding children’s classroom behavior in context. Major assignments will involve gathering and synthesizing information about children in routine classroom situations. This information will be used to better understand children’s needs and strengths and how they are manifested in transaction with classroom contexts. Students will focus on one or more students to conduct a comprehensive child study of the child in context. This contact must include opportunities to observe children in a natural setting and interact with them on a regular basis through out the semester. The placement needs to be approved by the professor. If students do not have a regular classroom contact, one will be arranged.
Taught by: Fantuzzo
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDUC 581 Advanced Psychology of Women
The course is intended for those who already have a foundation in the study of the psychology of women and want to expand their understanding of the provision of psychological services to include a contextual, feminist, and relational perspective. Theoretical and applied practices regarding women's mental health, issues of diversity, sexuality and relationships for women will be addressed. Prerequisite: Introduction to Psychology and an undergraduate course in the Psychology of Women or approval by professor.
Also Offered As: GSWS 581
Activity: Lecture
1.0 Course Unit

EDUC 582 Theories and Pedagogies of Teaching Writing
This seminar examines various theories and pedagogies of teaching writing in multilingual, multimodal contexts. It explores the historical and ideological underpinnings of contemporary theories of writing and attends to how writing, and the teaching of writing, is shifting in a mobile, networked, and global age.
Taught by: Stornaiuolo
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

EDUC 583 Content-Based Instruction
This course offers students opportunities to investigate, observe, design practice, and critically evaluate the integration of content and language teaching - Content Based Instruction. The settings investigated include thematic English Language teaching; co-teaching and peer coaching by ESL and content teacher teams; and sheltered content instruction, among others. Standards, integrations of tasks, and special language requirements in various content areas are reviewed.
Taught by: Box
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit
EDUC 584 Basic Counseling Skills
This course will teach basic counseling skills to students not seeking a license in professional counseling as a way to help them connect with and work well with others. It will predominantly be oriented towards skill building. We will review/discuss a selection of basic counseling skills and use in-class demonstrations to practice these skills. This course is required for the Counseling and Human Development Skills Concentration.
Taught by: Schultz, Kyle
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

EDUC 585 Advanced Group and Family Counseling
This course focuses on the basics of systems intervention with a specific focus on families and groups. The purpose is to develop more advanced knowledge of practical therapeutic problem-solving skills at the graduate student level using ecological, systemic, and cultural perspectives. Students will be exposed to advanced group therapy strategies with children, youth, and adults, with family interventions across various mental health diagnostic populations, and how to intervene within groups and families in which cultural differences and styles are key themes. Prerequisite: Students must be enrolled in the M. Phil. Ed. in Professional Counseling Program. Students will also be challenged to develop a preliminary rationale for a systemic theory of behavior change. Given the diversity of clients that counselors see professionally, some advanced and demonstrated knowledge of how cultural differences will be addressed in the counseling session and in the relationships of larger societal institutions will be expected. This course will satisfy the Group work II requirement of the MPE program in Professional Counseling and Psychology. The course also fits within the APHD theme of Applied Psychology: Intervention and Certification. Prerequisite: Students must be enrolled in the M. Phil. Ed. in Professional Counseling Program.
Taught by: Lappin
Activity: Lecture
1.0 Course Unit

EDUC 586 Ethnographic Filmmaking
This ethnographic methodology course considers filmmaking/videography as a tool in conducting ethnographic research as well as a medium for presenting academic research to scholarly and non-scholarly audiences. The course engages the methodological and theoretical implications of capturing data and crafting social scientific accounts/narratives in images and sounds. Students are required to put theory into practice by conducting ethnographic research and producing an ethnographic film as their final project. In service to that goal, students will read about ethnography (as a social scientific method and representational genre), learn and utilize ethnographic methods in fieldwork, watch non-fiction films (to be analyzed for formal properties and implicit assumptions about culture/sociality), and acquire rigorous training in the skills and craft of digital video production. This is an ABCS course, and students will produce short ethnographic films with students in Philadelphia high schools as part of a partnership project with the School District of Philadelphia. Due to the time needed for ethnographic film production, this is a year-long course, which will meet periodically in both the fall and spring semesters.
Taught by: Hall, Kathleen & Das, Amit
Two terms. Student must enter first term.
Also Offered As: ANTH 583
Activity: Seminar
1.0 Course Unit

EDUC 587 Human Sexuality
All persons have moments that elicit reflection on issues related to myriad aspects of sexuality. When working with people in clinical or school settings, these issues are ubiquitous. This course will provide a broad understanding of sexuality and specific ways to address sexuality problems.
Taught by: Schultz, Kyle
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

EDUC 588 Digital Literacies in a Networked World
This graduate seminar is designed to explore how literacy and learning are changing as people participate with digital technologies across intersecting local and global networks. Participants will collaboratively investigate how young people's digital literacies- their culturally and socially situated meaning making practices mediated by digital tools-emerge in relation to constantly shifting technologies of communication and are constructed, reconstructed, negotiated, and embodied in multiple semiotic systems across everyday contexts. This course highlights how digital literacies are situated, and how these socio-cultural understandings illuminate issues of power and privilege.
Taught by: Stornaiuolo, A
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

EDUC 589 Teaching and Learning in the Global Era
We are living in an era in which economic, social, cultural, environmental and technological transformations are connecting people across the globe in new and unprecedented ways. Given that our world is increasingly interconnected, it is no longer adequate to prepare students to succeed simply as citizens of a particular nation. Students also must acquire the knowledge, skills, dispositions, understanding and aptitude to engage with people from different regions in the world who may hold varying or conflicting perspectives, forms of knowledge, and ways of knowing that are culturally and historically specific and informed. This course will focus on issues related to teaching and learning in the 21st century, and to preparing young people for global citizenship. We will consider what it means to be a global citizen as well as the various approaches to educating for global citizenship that have emerged in the U.S. and around the world. We will also explore instructional and curricular innovations that aim to enrich how young people learn about world regions and cultural traditions, engage with global issues and come to respect contrasting perspectives.
Taught by: Hall
Course not offered every year
Activity: Seminar
1.0 Course Unit

EDUC 590 Gender & Education
This course is designed to provide an overview of the major discussions and debates in the area of gender and education. While the intersections of gender, race, class, ethnicity, and sexuality are emphasized throughout this course, the focus of the research we will read is on gender and education in English-speaking countries. We will examine theoretical frameworks of gender and use these to read popular literature, examine teaching practices and teachers with respect to gender, using case studies to investigate the topics.
Course not offered every year
Activity: Lecture
1.0 Course Unit
EDUC 591 Applied Research Methods to Inform Policy and Practice
The class is designed to provide students with the knowledge and tools to define relevant research questions to guide program design and operations, as well as to guide policy development; to map questions to appropriate methods of research; to judge the quality of research evidence; and to design strong analysis and evaluation strategies for various purposes. The primary, but not exclusive, focus of the course is on education policy concerns. Prerequisite: Permission needed from department.
Taught by: Maynard
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 592 Professional Development in Higher Education
To prepare for a career in higher education, students are engaged in a 20-hour a week assistantship in the field. This course complements and enhances the graduate assistantship. Emphasizing practical application of theory and skill development, the course does the following: provides students with tools to embark on a successful job search; offers networking opportunities with administrators in higher education; and introduces students to relevant and timely literature and resources in higher education professional development.
Taught by: Aikins
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 593 Experiential Learning Design for Intercultural Communication
Provides new and experienced educators the opportunity to learn and practice training design and facilitation using the principles of experiential and adult learning. Prerequisite: If course requirement not met, permission of instructor required.
Course usually offered in spring term
Prerequisite: EDUC 676
Activity: Lecture
1.0 Course Unit

EDUC 594 Diversity in Higher Education
This course explores issues of diversity as they pertain to higher education, including race, ethnicity, gender, class, religion, sexual orientation, ideology, etc. Rather than focusing on specific populations of people, the course will tackle issues of diversity within the context of concrete higher education functions and problems.
Taught by: Tiao/Staff
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 595 Politics and Education
How is education a form of political action? In this course we look at the governance of schools, the trust in them and their relations to socioeconomic conditions in society, among other topics, using research in education, political science, and political theory.
Taught by: BEN-PORATH
Course usually offered in fall term
Also Offered As: PSCI 545
Activity: Seminar
1.0 Course Unit

EDUC 596 International Early Childhood Policies and Programs
This course focuses on early childhood development research, policies, and practices in low and middle-income countries. The first part of the course reviews the evidence for investing in young children from economic, health, and education perspectives. The second part of the course discusses current issues related to designing, implementing, and evaluating quality, contextually-appropriate early childhood interventions.
Taught by: Neuman
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

EDUC 597 Policy Planning in International Educational Development: Theory and Practice
This course focuses on education policy in low and middle-income countries. The first part examines global policy frameworks and international institutions/actors that shape education reform efforts. The second part covers the contexts, processes, and tools for national education policy planning. The third part analyzes a series of current cross-national education policy issues.
Taught by: Neuman
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

EDUC 598 Interfaith Dialogue in Action
This ABCS course explores religious pluralism and interfaith dialogue and action on college campuses. It brings together students with diverse faith commitments (including atheism) to engage with and learn from one another in academic study, dialogue, and service.
Taught by: Hall/Kocher
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
EDUC 599 History of American Education
This course will examine the growth and development of American schools, from the birth of the republic to the present. By 1850, the United States sent a greater fraction of its children to school than any other nation on earth. Why? What did young people learn there? And, most of all, how did these institutions both reflect and shape our evolving conceptions of ‘America’ itself? In an irreducibly diverse society, the answers were never simple. Americans have always defined their nation in a myriad of contrasting and often contradictory ways. So they have also clashed vehemently over their schools, which remain our central public vehicle for deliberating and disseminating the values that we wish to transmit to our young. Our course will pay close attention to these education-related debates, especially in the realms of race, class, and religion. When immigrants came here from other shores, would they have to relinquish their old cultures and languages? When African-Americans won their freedom from bondage, what status would they assume? And as different religious denominations fanned out across the country, how would they balance the uncompromising demands of faith with the pluralistic imperatives of democracy? All of these questions came into relief at school, where the answers changed dramatically over time. Early American teachers blithely assumed that newcomers would abandon their old-world habits and tongues; today, ‘multicultural education’ seeks to preserve or even to celebrate these distinctive patterns. Post-emancipation white philanthropists designed vocational curricula for freed African-Americans, imagining blacks as loyal serfs; but blacks themselves demanded a more academic education, which would set them on the road to equality. Protestants and Catholics both used the public schools to teach their faith systems until the early 1960s, when the courts barred them from doing so; but religious controversies continue to hound the schools, especially on matters like evolution and sex education. How should our public schools address such dilemmas? How can the schools provide a ‘common’ education, as Horace Mann called it, molding us into an integrated whole while still respecting our inevitable differences?
Taught by: Zimmerman
Course usually offered in spring term
Also Offered As: HIST 463
Activity: Seminar
1.0 Course Unit

EDUC 600 Curriculum Development and Enactment
The purpose of this course is to advance students’ understanding of curriculum as a phenomenon and artifact of educational practice. Students will explore curriculum as a social and cultural phenomenon, be introduced to an approach to developing curriculum, and examine factors that influence how curriculum is enacted.
Taught by: Remillard
One-term course offered either term
Activity: Seminar
1.0 Course Unit

EDUC 601 Economic Aspects of Educational Policy
This course has two main goals. One is to teach students to apply economic principals to analyze a wide range of educational policy issues. The other is to provide students with a foundation in contemporary education policy issues. The course is designed to address analytic issues relevant to a wide range of educational professionals, including managers, policy makers, and evaluators. The course will be divided into five units: (1) principles of economic analysis in the context of education policy; (2) the economics of early care and education; (3) cost-effectiveness analysis; (4) human capital investment; and (5) education finance.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

EDUC 602 Youth Cultural Formations
This course explores anthropological perspectives on peer-based youth cultures. It explores how educational institutions, media (fashion, music, magazines), and states shape youth cultures in cross-cultural contexts through social processes such as capitalism, nationalism, and increasing globalization. The course emphasizes ethnographies and histories which explore the relationship of these wider social processes to the lived realities of young people, situated in class, gender, national and race-specific contexts.
Taught by: Strong
One-term course offered either term
Activity: Lecture
1.0 Course Unit

EDUC 603 Wellness and Addictions Counseling
This course will provide an overview of addictions and addiction counseling from research, theory, and applied perspectives. It will also explore contemporary conceptions of ‘wellness’ and wellness-promotion strategies, particularly for people struggling with addictions. Applied skills for addressing wellness and addiction will be framed within current evidence-based research. Prerequisites: Students must be enrolled in the M. Phil. ED. in Professional Counseling Program.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 604 Ethics and Leadership in Higher Education
This course looks critically at the various theories of leadership with a special emphasis on the ethical dimensions of leadership. Initial classes are devoted to common ethical frameworks from Plato and moving through Kant, Hume and into the present practical application of ethics to leadership. Leadership theory and practice reveal that there is no one approach that is best or that works in all situations. Aspiring leaders must have a variety of lenses through which they can analyze and understand the elements involved in ethical leadership. At the end of the course students will be able to apply essential concepts of ethical decision making and leadership - the role of trust and the ability to build trust, the uses of power, the importance of good decision-making, the conflicting priorities that arise from living out your core values in the workplace.
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
EDUC 606 Literacy Research, Theory, and Practice
This graduate seminar is a capstone course in the Reading, Writing, and Literacy master’s program, designed to help students develop understandings about key theoretical underpinnings of literacy research. As a foundational course, the seminar will explore how literacy has been conceptualized over time and across disciplines, examining how literacy has functioned as a touchstone issue in policy and practice as people debate what ‘counts’ as literacy. While we explore these debates, we focus particularly on contemporary literacy theories that understand literacy to be multiple, ideological, and socially situated - practices grounded in specific contexts that are fundamentally linked to broader social, cultural, and political power structures. Inquiry sits at the heart of the course, with students developing an online learning portfolio centered around their individual research, course readings, and prior experiences. Students will reflect on their RWL program of study, write about conceptual territories at the heart of the program, and curate materials from the semester and their program of study to demonstrate their learning and development over time. Students will work with coaches as well as engage in a workshop learning environment, culminating in an online learning portfolio and presentation to RWL faculty.
Taught by: Amy Stornaiuolo
Prerequisite: EDUC 533 AND EDUC 629
Activity: Seminar
1.0 Course Unit

EDUC 607 Faculty and Academic Governance
Introduction to selected issues pertaining to faculty and academic governance, such as: Who governs American colleges and universities? What are the respective roles of the president, the board of trustees, the faculty, and students in institutional decision making? The course will also explore key contemporary governance issues.
Taught by: Hartley/Garland/Eckel
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 608 Organizational Change in Higher Education
Colleges and universities today face tremendous challenges—calls by external constituencies for greater accountability, scarcity of resources, greater competition, and pedagogical innovations. The need for change, and for change agents, in our institutions of higher learning has never been greater. This course examines organizational change both theoretically and practically in college and university settings. Students will be introduced to many of the most current, influential, and promising theories about how change occurs at the departmental, institutional and system level. Using case studies, we will apply these frameworks in order to diagnose and develop constructive strategies for meaningful change.
Taught by: Hartley
Course not offered every year
Activity: Lecture
1.0 Course Unit

EDUC 609 Reading, Writing, and Literacy Research
This graduate seminar is a capstone course in the Reading, Writing, and Literacy master’s program, designed to help students develop understandings about key theoretical underpinnings of literacy research. As a foundational course, the seminar will explore how literacy has been conceptualized over time and across disciplines, examining how literacy has functioned as a touchstone issue in policy and practice as people debate what ‘counts’ as literacy. While we explore these debates, we focus particularly on contemporary literacy theories that understand literacy to be multiple, ideological, and socially situated - practices grounded in specific contexts that are fundamentally linked to broader social, cultural, and political power structures. Inquiry sits at the heart of the course, with students developing an online learning portfolio centered around their individual research, course readings, and prior experiences. Students will reflect on their RWL program of study, write about conceptual territories at the heart of the program, and curate materials from the semester and their program of study to demonstrate their learning and development over time. Students will work with coaches as well as engage in a workshop learning environment, culminating in an online learning portfolio and presentation to RWL faculty.
Taught by: Amy Stornaiuolo
Prerequisite: EDUC 533 AND EDUC 629
Activity: Seminar
1.0 Course Unit

EDUC 610 Cultural Perspectives on Human Development
This course focuses on children's and adolescents’ development from cultural and cross-cultural perspectives. Topics include traditional and recent theories of cultural influence on development, research strategies, socialization values and practices, and socioemotional and cognitive functions such as aggression and conflict, shyness, and academic achievement in cultural context. Issues involving ethnicity and social and cultural changes are also discussed.
Taught by: Chen
Activity: Lecture
1.0 Course Unit

EDUC 611 Educational Assessment of and for Learning
This course introduces the essential theories and practices of cognitively based educational assessment and the focus will be on exploring the implications of recent developments in cognitive psychology and learning theories for educational assessment by reviewing available assessment examples and research assessment prototypes. It includes topics like, what is the purpose of assessment, how can we design fair and valid assessments to elicit student cognition, how technologies can support the measurement of student cognition and learning processes, and assessment and social justice and accessibility issues.
Taught by: Lei Liu
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

EDUC 612 LGBT Counseling & Development
In the past quarter century, the awareness of the unique issues facing lesbian, gay, bisexual and transgender (LGBT) individuals has expanded and become essential knowledge in our work as educators, providers of psychological services, and other service provision fields. This course provides a contextual and applied understanding the interactional processes facing LGBT individuals.
Course not offered every year
Also Offered As: GSWS 612
Activity: Lecture
1.0 Course Unit

EDUC 613 Group Counseling
Through didactic and experimental learning activities, students will explore various theoretical approaches to groups, learn and apply principles of group dynamics, develop familiarity with ethical, legal and professional standards relative to group leadership, learn member roles and functions in group, examine group counseling in a multicultural context, and relate these issues to the leader’s interpersonal style and behavior. Applications to specific developmental stages and contexts will be explored.
Activity: Lecture
1.0 Course Unit
EDUC 614 Child Development and Social Policy
The purpose of this course is to focus on major US social policies impacting our most vulnerable subpopulations of children living in poverty. The class will explore how developmental science can provide a broad conceptual framework to inform the construction of social policies for children and evaluate their effectiveness. Since much of the social policy issues for children in the US public square are currently hotly debated, the class format will incorporate debate and require students to actively research and defend positions on existing policies. Class size will be set at a level to maximize interaction and involvement.
Taught by: Fantuzzo
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDUC 615 Parenting and Children's Educational Development
Theory and research on family influences on achievement development, models of the home-learning environment; parental involvement in schools.
Course not offered every year
Activity: Lecture
1.0 Course Unit

EDUC 616 Master's Foundations of Teaching and Learning
The course explores theoretical and empirical perspectives on the questions: What is knowledge and knowing? What is learning? What is teaching? How do contexts influence teaching, knowing, and learning? A central goal of the course is to encourage students to consider these questions and their interconnections for themselves, to examine ways scholars and practitioners have answered them, and to develop an analytical framework to use in examining contemporary practices in settings that include formal and informal, urban and international.
Prerequisite: Permission needed from department.
Taught by: Baker
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 617 Counseling for School to Career Transitions
This psychology course will focus on the developmental and emotional changes that coincide with adolescents’ conceptions of work and work-related activities. As a course in career psychology, students will be exposed to readings from multiple disciplinary perspectives and will be expected to learn how to work with youth as they struggle through decisions on career and moving beyond the safety of childhood and adolescence. In addition, students will learn about the family-youth and school-student relational dynamics and that occur simultaneous to the adolescent’s development of a work ethic.
Taught by: Nakkula
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDUC 618 Leadership in Educational Institutions
In this course class members will simultaneously engage in an academic study of educational leadership focusing on Pre-K-12 schools and school districts, and in a continuing leadership development laboratory experience designed to increase one’s personal efficacy as leader. A basic assumption for the course is that leadership is a central component of schooling; teaching is considered as foremost a leadership activity, whether with five year olds or high school seniors, and successful schools and districts are assumed to have capable leaders. The course will give particular attention to the recent shift in role expectations for school leaders - from competent manager to accountable instructional leader - and what this shift means in relation to the day-to-day work of educational leaders.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDUC 619 College Student Health
College Student Health explores postsecondary student health issues from historical and research perspectives, including stress, sleep, sexual health and safety, alcohol and other drugs, and mental health and wellness, among other topics. This course surveys the roles, responsibilities, and best practices of campus health professionals.
Taught by: Aikins
Course not offered every year
Activity: Seminar
1.0 Course Unit

EDUC 620 Enrollment Management
Enrollment management is an organizational concept of strategies for achieving institutional goals. The course provides an overview of multiple enrollment management models, the evolution and maturation of these models, the related implications of these organizational structures and strategies, and the benefits and drawbacks on institutions and their markets.
Taught by: Kaplan/Staff
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

EDUC 621 Proseminar in Professional Education
An integrative seminar that will provide an opportunity to reflect, orally and in writing, on the issues of quality, stability, and change in teaching, curriculum and school organization, toward the aim of fundamental reform in educational practice.
Taught by: Quinn
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

EDUC 623 Big Data, Education, and Society
This class discusses the potential and risks of big data-based learning analytics. We will discuss the uses, applications, and benefits of analytics, the relationship between validity and risk, and potential ways to mitigate and reduce risks. We will discuss these issues in the context of existing and emerging educational systems.
Taught by: Baker
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
EDUC 624 Gender in College
Examined in this course are theories and interdisciplinary perspectives pertaining to gender on college and university campuses. Emphasis is placed on the social construction of gender, gendered institutional norms and practices, gender disparities on college campuses, and the unique experiential realities of women, men, and transgender persons in a variety of roles and postsecondary educational contexts.
Course not offered every year
Activity: Seminar
1.0 Course Unit

EDUC 625 Data Processing and Analysis
Use of Statistical Software including Statistical Analysis (SAS) to effectively build a wide variety of datasets for use to address a range of empirical research questions. Evaluate conventional methods for dealing with missing data and apply contemporary methods using SAS.
Taught by: Rovine
Course usually offered in fall term
Prerequisite: EDUC 667
Activity: Lecture
1.0 Course Unit

EDUC 626 Literacy, Discourse, and Interaction
This course draws on varying pedagogical and personal perspectives to explore conceptions of reading comprehension and how it can be taught to children and adolescents. Focus will be given to how certain ways of structuring dialogue about a text profoundly change how readers think about and do reading.
Taught by: Thomas
Activity: Lecture
1.0 Course Unit

EDUC 627 Teaching in the Middle and Secondary Schools
Content-specific sections of this course (math, social studies, science) will examine approaches in planning, implementing and evaluating methods for teaching science, mathematics and social studies in middle and secondary schools. This course is grounded in the belief that teaching and learning require educators to question our teaching purposes and practices through a process of self-reflection, collegial and student-teacher interactions as well as personal and professional growth. Using a variety of learning theories and perspectives as the foundation for interactive teaching strategies, the stories, questions and contradictions of each content area are examined from a variety of perspectives. Offered within the Urban Teaching Apprenticeship Program.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 628 Education Finance Policy
This course examines the legal, political and economic issues surrounding how public schools are funded, including equity, productivity and the interaction of finance and school reform. Through readings, discussion and written assignments, students will develop and apply policy analysis skills to the area of education finance.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

EDUC 629 Teaching English/Language and Literacy in Middle and Secondary Schools
This course is a collaborative inquiry into the dynamic concept of adolescent literacy and its potential as an organizing construct for improving teaching and learning. It provides opportunities to investigate a variety of resources including our own histories as well as a range of print, digital and visual texts and to conduct fieldwork in various middle and secondary school classrooms where youth are being positioned (and positioning themselves) as literacy learners and literacy is being defined, performed, practiced, interrogated, and interpreted, within and beyond the school curricula. By engaging with youth, in various texts and contexts and for a range of purposes, participants will try to make sense of how adolescents negotiate their worlds, in school and out. The approach to literacy is interdisciplinary, drawing from the domains of literature, composition, linguistics, curriculum theory, anthropology and psychology and from theory, research and practice of both university-based and school-based teachers, writers and researchers. The intent is to pose and refine questions about what it means to teach literacy in ways that take seriously what youth bring to school as their own knowledge and passions, cultural and linguistic resources.
Taught by: Stornaiuolo
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 630 Introduction to Mixed-Methods Research
This course introduces students to the theory, history, and practice of mixed methods research. Students will build skills in design and implementation of studies that incorporate both qualitative and quantitative methods. Theoretical framing, research questions, design and selection of methods, sampling, instrumentation and data collection, and analysis are addressed.
Taught by: Gray
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDUC 631 Research Topics
This seminar offers students a collaborative setting in which to explore a topical area, craft a literature review and refine their research questions. The course will be of special interest to doctoral candidates who are drawn to an area of inquiry (e.g., presidential leadership, diversity, access, organizational change) but now wish to elicit from it a discrete ‘researchable’ question. Prerequisite: Permission needed from department.
Course not offered every year
Activity: Lecture
1.0 Course Unit

EDUC 633 Selected Topics in Reading/Writing
Examines a topic of current interest to theory, research, and practice in writing.
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit
EDUC 634 Language Assessment
This course concerns a basic theoretical and practical foundation in language assessment, with particular emphasis on assessments used in second and foreign language education. The course covers various kinds of testing (both formal testing and performance-based assessment), theoretical and technical issues associated with test development, administration, the social influences of testing, and future directions in language assessment.
Taught by: Butler
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDUC 635 Assessing Language and Learning Differences
This course exposes students to a wide variety of assessments used to look closely at growth in reading/writing/literacy. Students critique both formal and informal approaches to assessment as well as complete structured observations of learners within diverse instructional contexts. Emphases include contextual and affective components of reading/language difficulties, innovative assessment procedures, observational strategies and collaborative inquiry. Auditors not permitted.
Taught by: Gadsden/Campano
Course usually offered in spring term
Prerequisite: EDUC 533
Activity: Lecture
1.0 Course Unit

EDUC 636 Young Adult Literature, Media & Culture
This course acquaints students with the ever-expanding body of literature written for young adults, considering the theoretical and pedagogical issues it raises. Readings include many young adult novels; empirical research on adolescent response to literature; and literary theory.
Taught by: Thomas
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDUC 637 Contemporary Issues in Science and Technology Education Research
This course focuses on topics that represent some of the most salient and contemporary issues in science education research today. The syllabus moves through four sections that address: 1) Curriculum and Content (What and Why); 2) Learning Processes (How); 3) Contexts (When and Where); and 4) Teaching and Teacher Education (Who).
Taught by: Yoon
Course not offered every year
Activity: Seminar
1.0 Course Unit

EDUC 638 Principles of Monitoring & Evaluation in International Education Development
This course covers theories, methods, and applications of monitoring and evaluation for educational and social programs, with special emphasis on international education development. Topics include basic statistical concepts, program theory, process and outcome assessment, concepts in survey methods, introduction to causal inference, introductory regression analysis, and an overview of impact assessments and cost-benefit/cost-effectiveness analysis.
Taught by: Thapa
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 639 Design of Learning Environments
This course examines different theoretical frames and strategies related to the study and design of learning environments in school, community and online contexts. Physical, social and cognitive aspects of learning situations are considered as students evaluate current research and applications in a variety of existing educational learning environments.
Taught by: Yoon/Staff
Course usually offered in fall term
Prerequisite: EDUC 616
Activity: Lecture
1.0 Course Unit

EDUC 640 History of American Higher Education
This interactive course focuses on the history of American higher education from the Colonial period through the current day. An emphasis is placed on underrepresented institutions and individuals. Students will have the opportunity to make connections between historical trends and movements and current issues.
Taught by: Gasman
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 641 Culturally Responsive Pedagogy in Urban Secondary Schools
While a wealth of evidence has illustrated the role of culture in mediating learning & engagement in educational spaces, responding to the pedagogical impact of culture remains challenging for many educational practitioners and institutions. This course will tackle that challenge by exploring the affordances of culturally responsive pedagogies, defined briefly as the philosophical beliefs and conceptual understandings of the interactions between cultures, learners, and educational contexts that guide the design and facilitation of learning experiences. Through course texts and discussions, dialogue with local educators, and inquiry- and practice-oriented assignments, this course will expose students to culturally responsive strategies for engaging, educating, and empowering students in urban secondary schools. Prerequisite: Admission to the UTAP program or permission of instructor.
Taught by: Ed Brockenbrough
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
EDUC 642 School, Society & Self
Teaching is a work of the whole self; and teachers are the lynchpins of schools and schooling in American society. The purpose of this course is to develop a critical understanding of the larger forces at play in our work as educators, and conceptualize what that means for the day-to-day of our teaching practice. In this course, we will explore the ways in which American schools have been molded by the social, political, economic, cultural, and ideological forces in society at large. By historically linking the development of educational initiatives to notions of power, nation building, and citizenship, this class furthers an understanding of the assumptions about the purpose of education within this democratic nation, and its role(s) within our current social and political climate. Additionally, we will explore how the work of teaching can support transformation, rather than reproduction, of these macro-level injustices and inequities. We will draw on students’ experiential knowledge of schools and teaching to imagine how urban educators can transform the socially reproductive practices of schools. The work of increasing access to opportunity has been a path walked by educators, individually and collectively, and schools, by leaders and as organizations, and by reformers. With these understandings about self, school, and society, we seek to create a community of practice of equity- and justice-minded teachers, driven by the belief that we are all co-learners in our endeavor as teachers and as citizens, and that we are all co-participants in a democratic society. Prerequisite: Admission to the UTAP program or permission of department. Taught by: A. J. Schiera
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit

EDUC 644 Learning Sciences: Past, Present, Future
This course is a survey of the kinds of theories, methods, and applications through which educational researchers understand learning and how to improve it. The course is designed to provide information about how the field of the learning sciences emerged, has evolved, and is growing to address current and future learning needs. The learning sciences is a relatively new field of research in education that began in the late 80s. It is an interdisciplinary field consisting of researchers who study among other things, cognition, science and math education, language literacy, anthropological and sociological perspectives, computer science, and educational psychology. Learning scientists study learning as it happens in real world contexts and design resources and environments to improve learning in those contexts. This can happen in school, in informal places, at work, and online. Although the learning sciences is continually evolving, what remains true of the tenets of this educational field is that learning happens through mediated processes that most often require collaboration with others whereby learning is inextricably linked to context and culture. Taught by: Susan Yoon
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

EDUC 645 Issues in Education and Health: Disparities and Prevention in Schools and Communities
Drawing upon research and scholarship in health and education, this course aims to deepen our knowledge, understanding, and ability to effect positive change in the health and health practices of students and families in urban settings, using schools and community agencies as sites of engagement. Taught by: Gadsden
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

EDUC 646 Examining the School to Prison Pipeline: Implications of History, Policy, and Race
The term school-to-prison pipeline typically refers to a disturbing trend in which punitive policies have led to children being funneled out of schools and into the criminal justice system at an alarming rate. This course: 1. Examines the historical context and policies that have contributed to the school-to-prison pipeline. 2. Explores the workings of contemporary racism, in particular, colorblind racism and its relationship to education and corrections policies. Discusses the outcomes of such policies and explores interventions for an alternate approach to such policies. Taught by: Harper
One-term course offered either term
Activity: Lecture
1.0 Course Unit

EDUC 647 Global Perspectives on School Climate
This course provides an international and comparative perspective on school climate using available case studies, examples and relevant articles from developed as well as developing countries. Topics include definitions and models of school climate, trends in the field, assessment mechanisms, policy discussions, challenges in the field, etc. Taught by: Thapa
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDUC 650 Communication and Culture in Context
This course brings together scholarship in pragmatics, interactional sociolinguistics, and critical discourse analysis to help language teachers and intercultural educators foster pedagogies that respond to the complexities of living in a multilingual/multicultural society. Through a series of readings, small research projects, and activities, participants will develop a collection of educational practices that focus on 1) raising metalinguistic awareness, 2) developing resources and strategies for communicating across perceived social and cultural boundaries, and 3) assessing intercultural interactional competence. Taught by: Pomerantz
Course not offered every year
Activity: Lecture
1.0 Course Unit

EDUC 655 Ethnography for Intercultural Communication
This course is for practitioners and researchers engaging in and thinking about mentoring, supervision, and fieldwork in teacher education and counseling as well as in social work and other applied development fields. Taught by: Moore
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
EDUC 656 College and University Teaching
In this class, students will learn how to systematically plan for a university course, develop a teaching philosophy, create a course syllabus relevant to their discipline and expertise, design and implement evaluation instruments to assess teaching and learning, experiment with a range of technologies to advance teaching, and participate in a teaching simulation. This course also incorporates issues of diversity with regard to teaching.
Course not offered every year
Activity: Lecture
1.0 Course Unit

EDUC 657 Advanced Methods in Middle & Secondary Education
Formal teaching and learning are on-going processes that require an examination of our practice and purpose through self-reflection, self-evaluation, collegial and student/teacher interaction, and personal and professional growth. This course is the second half of a content-specific secondary methods sequence that is geared toward teaching middle and high school English, math, science and social studies in an urban setting. Special focus will be on content, pedagogical strategies as well as specific skills and Pennsylvania and national standards. We will work together as teacher-researchers to combine theory with practice to increase our understanding and utilization of an inquiry based, multiple perspective, constructivist approach to teaching. Offered within the Urban Teaching Apprenticeship Program.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDUC 658 Diagnosis and Psychopathology
In this course, students will explore the etiology, course, and prevalence of psychological disorders of childhood and adolescence. Particular focus is on the role of these issues in the developing person within the context of family, school, and culture. Major clinical and empirical classification systems (DSMIV and the new DSM5) are examined, as well as some of the diagnostic and assessment strategies used to aid the conceptualization and treatment of these disorders.
Taught by: Richardson
Activity: Lecture
1.0 Course Unit

EDUC 659 How Innovations Flourish
This course is a survey of contemporary innovative developments, topics, and trends taking place in education across the world. It focuses on the education innovations themselves, the conditions under which they succeed, and the processes and mechanisms for change. Close analysis will be directed at the underlying methods people use to bring these current innovations to the field in a variety of new ways to improve learning. The course examines new pedagogies and approaches to teaching and learning, learning sciences research and its growing influence on solution development, technologies that continually respond to and lead change, and an emerging culture where learning takes place anytime, anywhere. The course will explore how these innovations can transform education systems to offer equitable access, experiences and outcomes for all. The course begins with an overview of the global state of education, including a critical review of comparative rankings of education systems and their contexts, seminal and non-canonized works, and national policy approaches to education. The second session focuses on an examination of what it means for a solution to be innovative and to whom. Each subsequent weekly class session will introduce a major contemporary topic in education innovation. In each discussion, you will explore the research underlying the innovation, the traction it is making in the field with examples from across diverse contexts and countries, and the conditions necessary for the innovation to succeed at scale across diverse communities. In addition, we will look with criticality at innovations that serve to perpetuate structural racism, institutionalize inequality and discrimination and investigate indigenous research and Participatory Action Research approaches to counteract them. The course is designed based on what we know about effective learning from the learning sciences and an innovative project-based pedagogy. We take a student-centered, blended learning approach with the course, using in-class and online discussions (a flipped classroom with a state-of-the-art social media platform) to build a vibrant, collaborative learning community and model the methods we are studying to enhance our learning. Curriculum for each session will include a leading expert on that topic joining the classroom virtually to share her/his expertise along with students selecting that topic of interest co-facilitating the discussion. By leveraging all of our knowledge: of the professor, students, and guest experts, we will all deepen our understanding of these topics as we examine current examples of promising and proven innovations in that area together. The course will culminate in a double-class period presentation of the students’ semester-long authentic products aligned to their interests and goals for the course and delivered through digital tools chosen to best convey its message. The core readings in the course have been selected to present an overview, background, case studies and multiple perspectives on each topic while ensuring a manageable workload for students. As co-contributors to the success of the course, you are each welcome to offer additional suggestions for readings to supplement these using the trending topic ‘General Resources’ on Yellowdig, our discussion board (additional guidance is included in the Discussion Board Guidelines). These readings will be integrated into online discussions and in class where appropriate to ensure students investigate the topics with criticality.
Taught by: Michael Golden
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
EDUC 660 Museum Education
Since the nineteenth century, museums have played a key role in the collection and dissemination of knowledge, and today their educational programs play a vital role for an array of communities. This seminar provides an introduction into museum education, the fields that influence it, pedagogical approaches used, and contemporary challenges.
Taught by: Aplenc
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

EDUC 661 Language Diversity and Education
Exploration of issues affecting educational policy and classroom practice in multilingual, multicultural settings, with an emphasis on ethnographic research. Selected U.S. and international cases illustrate concerns relating to learners' bilingual/bicultural/biliterate development in formal educational settings. Topics include policy contexts, program structures, teaching and learning in the multilingual classroom, discourses and identities in multilingual education policy and practice, and the role of teachers, researchers, and communities in implementing change in schools. Prerequisite: Permission needed from the department.
Taught by: Hornberger/Flores
Course usually offered in fall term
Also Offered As: LALS 661
Activity: Lecture
1.0 Course Unit

EDUC 662 Picturebooks and the Practice of Literacy
This course examines the formal properties of picture books and their use in enabling literacy development. The course uses aesthetic theory, theories of text-picture relationships, theories of literacy and theories of literary understanding, and also exposes students to empirical research on children's responses to this literary form.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDUC 663 Sociocultural Foundations in Counseling
The course provides an understanding of sociocultural concepts essential to the work of counselors and providers of psychological services. This course provides a contextual and applied understanding of working with socioculturally diverse clients. The purpose of this course is to expand one's understanding of the impact of sociocultural and contextual factors, social-psychological influences, the role of values, and the interaction of identities in counseling and psychological services. Both intervention and prevention strategies will be addressed. The student will be required to demonstrate a working knowledge of key concepts in sociocultural psychology and the topical areas addressed in the course.
Taught by: Warren/Staff
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDUC 664 Participatory Educational Research in Global Perspective: Theory and Practice
This course examines participatory models and frameworks in relation to international applied educational development research. Through a critical examination of approaches to international applied development research, the course examines real-world models of development research in order to examine questions regarding the nature of knowledge, post-colonial histories, researcher positionalities, and the relationships between concepts, theory, methodology, community, and identity. Course focuses on participatory methodologies as cross-sector strategy frameworks for sustainable, equitable, locally driven educational development efforts.
Taught by: Ravitch
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

EDUC 665 Research on Teaching
This course is designed to explore the research literature on classroom teaching processes as well as the contrasting conceptual and methodological approaches upon which this literature is based. The course introduces students to the major substantive areas in the field, develops a critical perspective on contrasting paradigms, and raises questions about the implication of research on teaching for curriculum, instruction, evaluation, and teacher education.
Taught by: Remillard
Course offered spring; odd-numbered years
Activity: Lecture
1.0 Course Unit

EDUC 667 Introductory Statistics for Educational Research
Scales of measurement; indices of central tendency and variability; product-movement correlation; introduction to the chi-squared; Z, T, and F distributions.
Course offered summer, fall and spring terms
Activity: Lecture
1.0 Course Unit

EDUC 668 Master's Paper Seminar
This seminar explores key foundational questions for graduate-level work: How is academic knowledge formed and reproduced? How do we engage with and interrogate the scholarly research? And, how do we participate in the academic conversation around a topic? The Master's Paper Seminar introduces students to academic discourse, disciplinary writing conventions, and research practices. As part of this course, students are guided through preparing a Capstone Project on a topic of their choice (TLL MSEd and LST MSEd students) or a literature review of a topic of their choice (ECS MSEd students). This review, in turn, forms the foundation of their Capstone Proposal and Capstone Project (TLL and LST students) or 30-40 page paper (ECS students) that are required for the completion of the M.S.Ed degree.
Taught by: Aplenc/Posecznick/Staff
Activity: Seminar
0.5 Course Units
EDUC 669 Seminar in Practitioner Inquiry
This course is designed as a collaborative investigation into practitioner inquiry and the work of inquiry communities in K-16 and graduate/professional school settings, professional networks and community-based organizations. The focus is on conceptual and methodological frameworks and methods of practitioner inquiry and the contexts, purposes and practices of differently situated inquiry communities. Participants will explore a range of practitioner inquiry traditions and texts that go by terms such as action, collaborative, critical, community-based, participatory, autobiographical, emancipatory, narrative and pedagogical. They will also conduct an inquiry based on their particular interests and contexts. The course will emphasize practitioner inquiry that intentionally engages issues of equity, access and culture in educational settings.
Taught by: Campano
Course offered spring; even-numbered years
Activity: Lecture
1.0 Course Unit

EDUC 670 Second Language Development
This course provides an introduction to theory and research on second/multilingual language development. Linguistic, cognitive, social, political, and educational perspectives are considered through readings, lectures, activities, and assignments. Students gain an understanding of research design, methodology, and documentation through guided analysis of published studies and an opportunity to design research projects.
Taught by: Butler/Matsumoto
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDUC 671 Adult Literacy
Teaching reading/writing/literacy to adults for whom English is a first or second language. Topics include contrasting conceptions of literacy and learning; participatory literacy programs; instruction and curriculum for adults with diverse cultural and linguistic backgrounds and nationalities; alternative/performance-based assessment; and practitioner research in adult literacy education.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 673 Curriculum & Pedagogy in International Contexts
This course explores the problems, issues, and approaches to teacher preparation and the development of curricula and instructional materials, particularly (though not exclusively) in developing country contexts through a seminar styled class and a hands-on semester long project.
Taught by: Ghaffar-Kucher, Ameena
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

EDUC 674 Curriculum and Materials Development for English Language Teaching
This course is designed for those who are ready to develop skills in curriculum, course and materials design. The objectives of the course include learning how (a) to become able to analytically respond to readings on curriculum, course and materials development; (b) to analyze the sociocultural, economic, linguistic and occupational contexts of language teaching programs; (c) to design an original semester-long ESL/EFL course; (d) to design original pedagogical tasks and supplementary materials; and (e) to design in a group. EDUC 527 & EDUC 537 provide essential background for this advanced course. Prerequisite: Permission from instructor is required.
Taught by: Wagner
Course usually offered in fall term
Prerequisite: EDUC 527 AND EDUC 537
Activity: Lecture
1.0 Course Unit

EDUC 675 Structure of English
The goal of this course is to increase students’ explicit knowledge of selected isolatable parts of the English language and to identify their pedagogical applications with respect to the needs of learners of English as a foreign/second language. This goal is realized through an investigation of: 1) frequently occurring linguistic forms and the rules and principles that govern the way that these forms can be combined and ordered; 2) the meanings that can attach to these forms; and 3) the social functions associated with these forms.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDUC 676 Discursive Approaches in Intercultural Communication
This course offers a discourse-based approach and hands-on introduction to the field of intercultural communication, from the micro-level of interpersonal interaction to the macro-level of institutional practice. Through a series of readings and service learning projects in multicultural settings, students will hone their observational and analytic abilities, while gaining an appreciation of and facility for participating in the communicative diversity around them. Topics will include a repertoire approach to examining language in use, interpretation and metacommentary, and the possibility of intervention to facilitate new communicative patterns.
Taught by: Rymes
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 677 Information and Communications Technologies for Education and Development in Global Perspective
The importance of the relationship between education, technology, and social-economic development is increasing in the U.S. and around the world. What are new information and communications technologies (ICTs), how are they being deployed, and for what reasons? Are new ICTs a means for delivering skill-based or distance education information, and in what ways are they becoming a part of societies today? What constitute, then, ICTs for Development (ICT4D), and what role do they play in societies that are ‘industrialized’ and ‘developing’.
Taught by: Wagner
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
EDUC 678 Gender and Sexuality in Education
This seminar gives an overview of the intersections and interplay among gender, sexuality, and education through theory, practice, current discussions, and analysis of varied contexts in English speaking countries (e.g., the United States, Canada, Great Britain, and Australia). After examining the theoretical foundations of genders and sexualities, we will look at their histories and effects in K-12 schools and colleges and universities as well as explore special topics.
Taught by: Cross
Course usually offered in fall term
Also Offered As: GSWS 678
Activity: Seminar
1.0 Course Unit

EDUC 679 Reading, Writing, and Critical Thinking for Applied Linguistics
This course offers international students a hands-on introduction to the practices that constitute academic language use in the fields of TESOL/ICC through a variety of scholarly readings that also serve as an introduction to multilingual writing research. Participants will focus on developing skills and strategies that will strengthen their existing expertise in the following areas: locating, reading, and critiquing academic articles; producing graduate-level written work across a variety of genres; and participating in oral activities.
Taught by: Pomerantz/Box/Kozlova
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 680 Evaluation of Policies, Programs and Projects
Basic evaluation policy and methods for determining nature and severity of problems, implementation of programs relative effects and cost-effectiveness of interventions to reduce problems, design and conduct of evaluation studies in education, social services, crime and delinquency, in the U.S. and other countries.
Taught by: Boruch
Course usually offered in fall term
Prerequisite: EDUC 667
Activity: Lecture
1.0 Course Unit

EDUC 681 Literacy and Illustrated Texts: Picturebooks, Comics and Graphic Novels
Students develop familiarity with illustrated materials - including picture books, comics, and graphic novels - while cultivating understanding of how illustrated texts like these can be used in 21st century elementary/ middle/secondary literacy curricula. Students complete individualized and group course projects that focus on illustrated texts in specific classroom, research, critical, theoretical, home, community, and/or professional contexts.
Taught by: Thomas
Course not offered every year
Activity: Lecture
1.0 Course Unit

EDUC 682 Qualitative Modes of Inquiry
This course surveys the field of qualitative research and focuses on foundational philosophies of and approaches to qualitative research. The course focuses on the stages of qualitative research including the development of researchable questions, research designs, conceptual frameworks, methodological stances, data collection and analysis and instrument design and implementation.
Taught by: Ravitch/Strong/Staff
Course offered summer, fall and spring terms
Activity: Lecture
1.0 Course Unit

EDUC 683 Survey Methods & Design
This course covers the methods and design of field surveys in the U.S. and other countries in education, the social sciences, criminal justice research, and other areas. It covers methods of eliciting information through household, mail, telephone surveys, methods of assuring privacy, enhancing cooperation rates and related matters. Finally, the fundamentals of statistical sampling and sample design are handled. Much of the course is based on contemporary surveys sponsored by the National Center for Education Statistics and other federal, state and local agencies.
Taught by: Boruch
Course usually offered in spring term
Prerequisite: EDUC 667
Activity: Lecture
1.0 Course Unit

EDUC 684 Measurement & Assessment
Analysis of primary assessment concepts including basic theoretical principles, types and purposes of assessment devices, levels of measurement, standardization and norming, and methods to support reliability and validity; special focus on appropriate test interpretation, fairness, measurement of change, and incremental validity; application of standards for test development, usage, and critique in education, health care, public policy, and scientific inquiry.
Taught by: Victor
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 685 Career Counseling and Development
Career development is studied as an aspect of general development theories of educational and vocational choice and adjustment; psychological aspects of occupations. Prerequisite: Permission needed from instructor.
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit
**EDUC 686 Counseling Interventions**
This course will provide an overview of the approaches to various psychological interventions with a focus on theory, key concepts, and therapeutic processes. The purpose of this course is to develop a knowledge base of the underlying principles and approaches of psychological interventions. Students will be required to demonstrate a working knowledge of the key concepts of the psychotherapeutic approaches presented, distinguish between different approaches, and make a preliminary rationale for the use of a particular approach. Students are expected to develop a critical perspective and demonstrate the ability to analyze theories and interventions. Prerequisite: Admission to Counseling and Mental Health Services. Course usually offered in fall term. Activity: Lecture
1.0 Course Unit

**EDUC 687 Counseling Ethics & Professional Principles**
This course will provide the student with an opportunity to learn and incorporate the multifaceted roles of the professional counselor and assist the student in developing a sense of their professional identity. In this process, the course will focus on the professional role of the counselor; ethics and their application across situations and professional settings; and gaining strong professional communication abilities. The primary goals of the course are to develop the student's awareness of their roles and responsibilities as a professional, incorporating ethical standards as a counselor, increasing professional communication skills, and understanding the roles of counselor across professional settings. Course usually offered in fall term. Activity: Lecture
1.0 Course Unit

**EDUC 688 Counseling Practicum**
Seminar and lab to accompany supervised practicum or apprenticeship experiences in schools, colleges, or community agencies. Placement to be arranged by instructor. Two terms. Student must enter first term. Activity: Lecture
1.0 Course Unit

**EDUC 689 Contemporary Issues in Mathematics Curriculum**
Educational leaders and policy makers in the U.S. have long used curriculum reform to drive change in K-12 teaching and schooling practices. This course examines the assumptions underlying this approach and examines the related research evidence. Taught by: Remillard Course offered spring; odd-numbered years Activity: Seminar
1.0 Course Unit

**EDUC 690 International Educational Development in Practice: Tools, Techniques and Ethics**
This course covers the broad arena of international educational development practice by introducing students to a variety of tools used in international educational development work. It is a required course for IEDP Masters students and is offered in the Fall semester only. Coursework is built around the project cycle and will acquaint you with current approaches to development and accompanying tools employed by a variety of international development organizations. Specifically, you will gain skills to determine how to gather adequate information, interpret information and put this information into clear and helpful frameworks for formulating recommendations for action. To learn these skills, you will work in small groups on a technical proposal throughout the semester. Throughout the semester, we will seek a more nuanced understanding of the general context and the role of institutions in global development work, while being aware of local realities and ethical issues that make development as contested locally as it is at national and global levels. Development from this perspective is not primarily a technical enterprise, although it does require skill with ‘techniques’. Rather it involves a process of heralding the best available information to facilitate the mobilization of resources and people to engender development - a development process whose focus is broadening people's capacities, opportunities, choices, and access to social justice. Taught by: Ameena Ghaffar-Kucher Course usually offered in fall term Activity: Seminar
1.0 Course Unit

**EDUC 691 Core Methods in Educational Data Mining**
Students will learn how to execute core educational data mining methods in standard software packages, the limitations of existing implementations of these methods, and when and why to use these methods. The course will also cover how EDM differs from more traditional statistical and psychometric approaches. Prerequisite: Prior experience with either statistics or computer science recommended. Taught by: Baker Course usually offered in spring term Prerequisite: EDUC 721 Activity: Lecture
1.0 Course Unit

**EDUC 692 Education Policy Issues**
This course is an introduction to the process of conducting educational research. Its purpose is to help students learn to approach problems like researchers by examining and critiquing existing research and developing coherent 'researchable' questions. Students will carry out a substantial independent project where they will develop elements of a research proposal. Taught by: Maynard One-term course offered either term Activity: Lecture
1.0 Course Unit

**EDUC 693 Student Development in College Environments**
An overview of college student development theory is offered in this course. Specifically, three families of theory are explored: 1) Psychosocial and identity, 2) cognitive-structural, and 3) environmental. The theories are discussed in terms of their foundations, constructs, and applicability to work in various functional areas of higher education. One-term course offered either term Activity: Seminar
1.0 Course Unit

**EDUC 694 Organization and Administration of Intercollegiate Athletics**
Athletics play a critical role at colleges and universities. This course examines the role of intercollegiate athletics, how they are structured, what educational purposes they serve and how such programs influence the social and academic development of students. Taught by: Weaver/Staff One-term course offered either term Activity: Lecture
1.0 Course Unit
EDUC 696 In/formal Learning Experience Internship
The In/formal Learning Experiences Internship is a two-semester course that meets throughout the academic year to cover theory, research, and practice of informal learning. The internship is undertaken from October to March each academic year in one of our partnership institutions and includes about 120 hours field work. The course is designed to provide background readings, a discussion forum of central issues in informal learning, and a place to share and exchange internship experiences. This course will be required for all LST MEd and TLL MEd students as part of the required Internship Program. Two terms. Student must enter first term.

Activity: Lecture
1.0 Course Unit

EDUC 698 Politics of School Reform
In this seminar we will explore the political causes and consequences of school reform in the post-Brown era. Coverage will be eclectic so as to give participants a broad, interdisciplinary background in the field. We will draw primarily from the politics of education literature, but we will reach beyond and examine work from political science, sociology and history. Rather than the standard categories organizing this scholarship—by level (local, state, federal), decision-making body (school board, legislature, judiciary), or issue area (standards, decentralization, funding)—we will structure our exploration by considering fundamental conclusions about the politics of school reform: (1) School reform as contained politics, (2) School reform as transgressive politics, (3) School reform as collaborative politics, and (4) Institutions, ideas, & interests as constraints on the politics of school reform.

Taught by: Quinn
One-term course offered either term
Activity: Lecture
1.0 Course Unit

EDUC 700 Craft of Ethnography
This course is designed to follow after Ethnographic Research Methods (EDUC 721). In the introductory course, students learned how to use qualitative methods in conducting a brief field study. This advanced level course focuses on research design and specifically the craft of ethnographic research. Students will apply what they learn in the course in writing a proposal for a dissertation research project. Prerequisite: Must have completed EDUC 721 or equivalent introductory qualitative methods course.

Taught by: Hall
Course not offered every year
Also Offered As: ANTH 707
Activity: Lecture
1.0 Course Unit

EDUC 702 Conceptual Models of School Leadership & Organization
This graduate seminar has three components. One, we will explore contemporary theories of organization as frameworks for understanding how classrooms, schools, and districts function. Two, we will employ a case method approach on several real-world cases developed by Harvard Business School and the Public Education Leadership Project at Harvard University. Three, we will learn from and interact directly with local education leaders and their communities through a series of school leadership study tours.

Taught by: Quinn
One-term course offered either term
Activity: Lecture
1.0 Course Unit

EDUC 703 Advanced Qualitative and Case Study Research
This course explores epistemological and methodological choices and stances in qualitative research as well as advanced research methods including qualitative research design and concept mapping, sampling/participant selection, interviewing, coding and data analysis, instrument development and triangulation techniques.

Taught by: Ravitch
Course usually offered in spring term
Prerequisite: EDUC 682
Activity: Lecture
1.0 Course Unit

EDUC 704 Economics of Higher Education
Covers selected topics in the economics of higher education, including investment and consumption theories, cost functions, university investment practices and principles, and academic labor markets.

Taught by: Presley
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 705 Proseminar in Research & Analysis
This course is designed to provide students with the skills, information, and resources that are necessary to develop a research proposal. This course will also examine strategies for completing proposals and dissertations. A variety of research designs and approaches to educational research will be explored. Through this course, students will become both informed consumers of research and effective designers of research. Prerequisite: Permission needed from department.

Taught by: Perna/Hartley
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 706 Culture/Power/Subjectivities
This doctoral level course will introduce students to a conceptual language and theoretical tools for analyzing and explaining the complex intersection of racialized, ethnic, gendered, sexual, and classed differences and asymmetrical social relations. The students will examine critically the interrelationships between culture, power, and subjectivity through a close reading of classical and contemporary social theory. Emphasis will be given to assessing the power of various theories for conceptualizing and explaining mechanisms of social stratification as well as the basis of social order and processes of social change.

Taught by: Hall
Course not offered every year
Also Offered As: ANTH 704, URBS 706
Prerequisite: EDUC 547
Activity: Lecture
1.0 Course Unit
EDUC 708 Schools as Organizations
Schools are places of learning - but they are also workplaces, teachers are employees and teaching is a job. This in-depth doctoral-level course focuses on theory and research concerned with the organizational and occupational side to schools and teaching. It draws from multiple fields and perspectives, including: organizational theory; the sociology of organizations, occupations and work; educational administration; and school leadership. The objective is to have students understand and evaluate a series of different perspectives from theory, research and policy concerned with the character of the teaching occupation and the organization of schools.
Taught by: Ingersoll
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDUC 709 Peer Relationships in Childhood and Adolescence.
This course focuses on various aspects of children's peer relationships, especially with regard to their significance for human development. The roles of family, community, and socio-cultural contexts in the development of interpersonal competence and relationships are discussed. The course explores possible intervention strategies to help children with peer relationship difficulties.
Taught by: Chen
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDUC 710 Methods of Discourse Analysis
This course introduces several methodological approaches that have been developed to do discourse analysis. The course intends primarily to provide students with various methodological tools for studying naturally-occurring speech. Assignments include both reading and weekly data analysis exercises. Prerequisite: This course is designed to follow after Qualitative Modes of Inquiry (EDUC 682) and as such it is suggested that students have some background in qualitative methods before enrolling.
Taught by: Rymes
Course not offered every year
Activity: Lecture
1.0 Course Unit

EDUC 711 Education Policy Research Practicum
This course will partner students with educational leaders to conduct client-based, applied education research projects. Students will engage in original empirical analysis, learning how to use empirical evidence to support the work of policymakers and practitioners, and will complete written policy reports and present their findings to clients.
Course usually offered in spring term
Prerequisite: EDUC 591 AND (EDUC 667 OR EDUC 751)
Activity: Seminar
1.0 Course Unit

EDUC 713 Responding to Literature: An Interdisciplinary Perspective
This course deals with the ways in which readers respond to and transact with literary texts, and aims at helping students understand the nature of the variety of ways in which literature interfaces with our lives. Three different types of discourse are read: literary criticism; empirical research on response to literature; and literary texts themselves. Various types of literary criticism are considered, including (but certainly not limited to ) what is commonly called 'reader response criticism'; text-based criticism; and criticism that contextualizes literature socially and historically. The empirical research on response deals with ways in which readers of various ages interact with literature, mostly in school settings; some attention is given to instructional design and critique of methodology. The literary texts range from picturebooks to literature for young adults.
Taught by: Thomas
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

EDUC 714 Law and Higher Education
An examination of the most important state and federal laws governing U.S. colleges and universities, with an emphasis on current legal problems.
Taught by: Roth
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 715 Case Studies in Higher Education Administration
This course is designed to enhance understanding of decision making in higher education administration. Based on case studies, students will analyze, propose policies, generate action plans and implementation procedures, and assess the potential consequences of their administrative decisions.
Course not offered every year
Activity: Lecture
1.0 Course Unit

EDUC 716 Public Policy Issues in Higher Education
A study of the most influential federal and state policies, legislation and practices affecting colleges and universities.
Taught by: Finney
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDUC 717 Professional Internship in Counseling I
The course will consist of experiential and small group learning, with a focus on practicing and refining skills related to advanced work in psychological services, including the application of various techniques of counseling, ethical considerations, and critiques of live and simulated counseling sessions through role-playing, audio and visual taping.
Prerequisite: Formal admission into Professional Counseling and Psychology M. Phil. Program.
Taught by: Watts
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
EDUC 718 Professional Internship in Counseling II
Lab seminar group with a seminar group leader is the second component of the Professional Counseling Internship course. Lab will provide students with exposure to others' experiences in different types of internships, working with a variety of different client populations. Prerequisite: Students must be enrolled in the M. Phil. Ed. in Professional Counseling Program. A primary goal of this course is to help each student refine his/her evolving knowledge of self as a provider of psychological services to others. Students will also evaluate contexts of practice and the professional skills, ethics and practices inherent in effective provision of counseling and psychological services. This course consists of two components: CLASS MEETINGS, during which the full group will meet to address issues related to work in various internships, as well as discuss the development of advanced counseling skills and issues; and, LAB SEMINAR GROUP which consists of 7-8 masters students with a seminar group lab leader. Prerequisite: Students must be enrolled in the M. Phil. Ed. in Professional Counseling Program. Taught by: Watts Course usually offered in spring term Activity: Lecture 1.0 Course Unit

EDUC 719 Research on Teacher Education and Learning to Teach
This course focuses on issues of research, practice, and policy related to teacher education at the preservice, induction, and continuing education levels in the United States and internationally. The course is designed as a seminar to engage participants in the study of teacher education through interaction with researchers and policy-makers, through in-depth study of critical issues in the field, and through engagement with teacher education programs. It is anticipated that each course participant will develop a literature review focusing on one or more topics related to critical issues in teacher education. Taught by: Reisman/Staff Course usually offered in fall term Activity: Lecture 1.0 Course Unit

EDUC 720 Teachers and Teaching Policy
Explores research, policies, and practices that promote a high-quality teacher workforce, and effective instruction. Topics include recruitment, retention, mentoring, induction, professional development, certification, value-added, merit pay, etc. Appropriate for students from different programs, including education, social/public policy, psychology, political science, sociology, business, and current and future teachers and school leaders. One-term course offered either term Activity: Lecture 1.0 Course Unit

EDUC 721 Ethnographic Research Methods
A course in ethnographic participant observational research; its substantive orientation, literature, and methods. Emphasis is on the interpretive study of social organization and culture in educational settings, formal and informal. Methods of data collection and analysis, critical review of examples of ethnographic research reports, and research design and proposal preparation are among the topics and activities included in this course. Prerequisite: This course is designed to follow after Qualitative Modes of Inquiry (EDUC 682) and as such it is suggested that students have some background in qualitative methods before enrolling. Taught by: Hall/Strong Course not offered every year Activity: Lecture 1.0 Course Unit

EDUC 722 Reforming Philadelphia Schools: A Research Practicum on Community Engagement
The course offers a unique opportunity for students to directly contribute to school improvement efforts in Philadelphia. Teams of students will consult with a local public school with the goal of conducting actionable research with broad policy relevance to the community engagement in education sector. Teams will submit a final report and present their findings at a public venue. The course is designed as a research practicum because understanding community engagement in education as it occurs in practice will provide insights that are unlikely to surface if we merely considered it in the abstract. The experience will provide students a set of skills appropriate to the design, interpretation, and presentation of research on community engagement in education. But we are much more ambitious in our aims. Our consultancies are also meant to help a local community solve an immediate problem of educational relevance. The course is suitable for graduate and undergraduate students with an interest in education, policy, and civil society. Taught by: Quinn One-term course offered either term Activity: Lecture 1.0 Course Unit

EDUC 723 Multicultural Issues in Education
This course examines critical issues, problems, and perspectives in multicultural education. Intended to focus on access to literacy and educational opportunity, the course will engage class members in discussions around a variety of topics in educational practice, research, and policy. Specifically, the course will (1) review theoretical frameworks in multicultural education, (2) analyze the issues of race, racism, and culture in historical and contemporary perspective, and (3) identify obstacles to participation in the educational process by diverse cultural and ethnic groups. Students will be required to complete field experiences and classroom activities that enable them to reflect on their own belief systems, practices, and educational experiences. Taught by: Gadsden Course usually offered in fall term Also Offered As: AFRC 723 Activity: Lecture 1.0 Course Unit
EDUC 724 Literacy: Social and Historical Perspectives
A review of the cross-cultural and historical literature on writing and reading with emphasis on the identification of norms and practices which affect the teaching and learning of reading and literacy today. Special attention to the social functions of literacy in work, home, and school settings and to myths regarding the consequences of literacy for cognition, socio-economic mobility, and predictability, and the predictability of citizen behaviors. Course not offered every year
Activity: Lecture
1.0 Course Unit

EDUC 725 Advanced Professional Practice in Communities, Agencies and Organizations
The purpose of this course is to expand the student's awareness of the multifaceted responsibilities and roles of school counselors in primary and secondary school settings. Through readings, class discussions and guest lectures, it is intended that students will acquire additional competencies and a broader appreciation for professional issues confronted by school counselors and varied responsibilities they have in helping students focus on academic, personal, social and career development in an effort to achieve success in school and lead fulfilling lives. An important emphasis of this course will be on school counseling from an ecological and multicultural perspective. Prerequisite: Students must be enrolled in the M. Phil. ED. in Professional Counseling Program. Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDUC 726 Doctoral Foundations of Teaching and Learning
The course explores theoretical and empirical perspectives on the questions: What is knowledge and knowing? What is learning? What is teaching? How do contexts influence teaching, knowing and learning? A central goal of the course is to encourage students to consider these questions and their interconnections for themselves, to examine ways scholars and practitioners have answered them, and to develop an analytical framework to use in examining contemporary practices in settings that include formal and informal, urban and international. Taught by: Kafai/Remillard/Yoon/Reisman/Staff
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDUC 727 Education, Culture and Society
This course surveys basic issues in the philosophical and social foundations of education, addressing basic questions about the purpose of education, mostly through reading primary texts. Intended for incoming doctoral students. Taught by: Ben-Porath
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 728 Advanced Public Policy Seminar in Higher Education
Students explore higher education in one state and collaboratively develop a case study to understand the relationship between state policies and higher education performance. Through readings, interviews and student presentations, students learn about the context, the performance, and the public policies influencing higher education performance.
Taught by: Finney, J
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

EDUC 729 International Educational Development Doctoral Proseminar
The IEDP Doctoral Proseminar covers the broad arena of international educational development. Drawing on the research experiences of the faculty and of the enrolled doctoral students, the course allows for the analysis of intellectual and technical challenges of working in international education and development, especially around issues of social and public policy. Taught by: Ghaffar-Kucher,Ameena & Wagner,Dan
One-term course offered either term
Activity: Lecture
1.0 Course Unit

EDUC 731 Risk, Resilience, and Prevention Science
Examines the definition and measurement of risk and resilience from the perspectives of developmental psychology and ecological theories of development; introduces students to the conceptual and practical integration of intervention and prevention sciences to address social, emotional, educational, and health problems across childhood. Taught by: Wolf
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

EDUC 732 Doctoral Proseminar on Education Research
This seminar is designed to enable first-year doctoral students at Penn GSE to understand the broad and diverse field of educational research and the driving debates within the broader field and sub-fields. A primary goal of the course is to support students' developing identities as educational scholars and to help them develop the intellectual skills and stances they will draw upon in doctoral work. We will pay particular attention to the multidisciplinary nature of education research, how individual disciplines and theoretical traditions approach education problems in complementary or contrasting ways, and how educational research functions at the intersection of policy and practice. The seminar seeks to encourage an intellectual community among doctoral students across Penn GSE divisions and programs and to build familiarity with professional norms and expectations. This seminar is intended to build on and complement related courses and activities that are offered by individual Penn GSE divisions. Taught by: Varies
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
EDUC 733 Students’ Transitions from High School to College and to the Job Market
Scope and Audience: This course is appropriate for both masters level and doctoral level students in fields relevant to education, policy, or social science. Special emphasis will be given to develop research proposal that address gaps detected in the literature pertaining to issues and factors affecting students’ transitions from high school to college and to the job market. The ultimate goal of the coursework is to critically analyze and have informed opinions of the state of knowledge regarding factors affecting students’ college choice, access, and success, as well as how these choices impact their job market prospects. Course Description and Objectives: This course examines existing research on the analysis of college access and success, the transition from high school to college, community colleges, labor market opportunities, and the policies, interventions, and initiatives that have been developed to address inequities and inequities in students’ college plans, academic preparation, and financial access. Particular attention will be paid to issues of poverty, race, and ethnicity. The topics studied are informed by sociological, economic, and anthropological theories. Given that community colleges enroll close to 50% of total undergraduate students, and serve as the primary provider of college education for underrepresented, first-generation, low-income, and minoritized students, their role as a potential equalizing engine in the American higher education system will be studied. Specifically, we will study the diverse set of theoretical frameworks and methods that researchers have been using to understand these institutions and will assess the extensive evidence we have to date regarding their effects on education and labor market outcomes. Expectations: Students are expected to be engaged intellectual thinkers and active participants in the pursuit of knowledge, not just passive recipients of information. This course is reading intensive and the majority of class time will be spent in a seminar format discussing the assigned readings. There will be opportunities for students to take turns leading discussion sessions using a set of guiding questions generated by the students own creative and original thinking with the help of the instructor. These student-professor led discussion sessions will occupy about half of our class time while the other half will be lecture and presentation by the instructor along with presentation of work in progress of final papers to gain collective feedback.
Taught by: Manuel Gonzalez Canche
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

EDUC 734 Masters Proseminar in International Educational Development
This course covers the broad professional arena of international educational development. It is designed to provide an analytical perspective on applied research and policy as undertaken by UN, donor and non-profit agencies, with a focus on developing countries. Such work will require analyzing intellectual and technical challenges of working in international education and human development, especially around issues of social and public policy as developed through writing policy briefs. Several specialists and speakers will be invited as guests throughout the semester.
Taught by: Alec Gershberg
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDUC 735 Tutorial Work in Reading/Writing/Literacy
Tutorial in Reading Writing and Literacy, is designed for participants to gain knowledge and insight into the major challenges facing learners in their quest for proficiency in literacy. The course participants investigate and develop instructional plans for the literacy needs of learners in pre-K to 12th grade settings. Course participants will investigate the roles and responsibilities of the literacy specialist as related to identifying the needs of learners and planning appropriate instruction to meet those needs. Prerequisite: Permission needed from instructor.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDUC 736 Quasi-Experimental Design
Quasi-experimental design is the set of statistical procedures designed to reduce bias inherent to the analysis of observational data. This course covers the most pressing quasi-experimental techniques employed in the social sciences, with an especial emphasis on education issues. The class combines lecture and lab exercises complemented with real-life examples.
Taught by: Gonzalez Canche
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

EDUC 737 Research in Teaching Writing
This doctoral seminar explores theories and research on writing, investigating current and traditional areas of inquiry in the field of writing studies. As class participants review and analyze theoretical and empirical literature on writing and teaching writing, the seminar will offer students opportunities to compose texts and reflect on their roles as writers in the academy through collaborative inquiry. Participants will think together about the purposes, functions, and consequences of writing in diverse communities and across school and out-of-school settings. The course will pay particular attention to how writing is shifting in a mobile, networked, global age, and how multimodality, interactivity, and hybridity characterize our composing lives.
Taught by: Stornaiuolo, A
Course offered spring; odd-numbered years
Activity: Lecture
1.0 Course Unit

EDUC 738 Advanced Topics in Monitoring & Evaluation in International Education Development
This is a sequel to the Principles of M&E course offered in the fall. The course will review both theories as well as methods of program evaluation in a deeper way using papers and technical reports as case studies, with special emphasis on international education development.
Taught by: Thapa
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDUC 739 Poverty and Child Development
The goal of this course is to help students develop a coherent understanding of the ways in which poverty affects families and children, the different needs of families and children across different developmental stages of childhood, and the intersection between poverty and education.
Taught by: Wolf
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
EDUC 744 Building Inclusive Communities in Higher Education
This course provides students an opportunity to apply their knowledge related to the practice of higher education administration. The goal of the course is to advance students' understanding of climate on today's campuses and to utilize diverse methods to create inclusive spaces on campus for all institutional stakeholders.
Taught by: Tiao
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

EDUC 747 Social and Statistical Network Analysis
Network analysis aims to find structure among a variety of connections/settings. This course highlights the inferential/statistical aspect of network analysis which overcomes its main limitation of being depicted as a descriptive tool. Since applications of network analysis to education research are emerging, course participants will gain a competitive job-market advantage.
Taught by: Gonzalez Canche
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 751 Introduction to Applied Quantitative Methods for Education Research: Pre-K to 20
An introduction to the interpretation and use of data about education policy issues through the use of computer-assisted methods of statistical analysis. Emphasis is on the implications for educational policy and research design.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 764 Cognitive Processes
Basic concepts, theory, and research in cognitive science, problem-solving, psycholinguistics, memory, perception and social cognition. Special topics may include reading, bilingualism, computer modeling, and cognitive theory applied to education and non-education settings.
Taught by: Frye
Prerequisite: EDUC 568
Activity: Lecture
1.0 Course Unit

EDUC 765 Introduction to Causal Inference for Educational Research
Offers applied introduction to methods of causal inference for evaluation research; introduces students to statistical models for causal inference based on randomized controlled trials and observational studies; includes discussion of special topics such as replication and generalizability that touch upon issues related to implementation and implications of experimental/quasi-experimental research.
Taught by: Chan
Course usually offered in spring term
Prerequisite: EDUC 667
Activity: Seminar
1.0 Course Unit

EDUC 766 Advanced Professional Counseling Interventions
This course will focus on advanced issues in the clinical practice of professional psychology with children, adolescents and adults where students will practice clinical skills in role-played therapeutic situations. Students will be using this class as preparation for the formal clinical examination required by all Master of Philosophy in Education students prior to graduation from the Professional Psychology and Counseling program. Prerequisite: Admission into Professional Counseling M. Phil. Ed. Program
Taught by: Morris/Stevenson
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 767 Regression and Analysis of Variance
This course covers design of controlled randomized experiments, analysis of survey data and controlled field experiments, including statistical models, regression, hypothesis testing, relevant data analysis and reporting.
Taught by: Rovine/Victor
One-term course offered either term
Prerequisite: EDUC 667
Activity: Lecture
1.0 Course Unit

EDUC 768 Measurement Theory and Test Construction
Design of ability, achievement, and performance measures such as those applied for high-stakes decision making in large-scale assessment and for diagnosis and classification of individuals; advanced true-score and item response theory; item formatting, analysis, selection, calibration, linking, and scaling; analysis of reliability for continuous, ordinal, nominal, and composite scales; analysis of differential item functioning; unidimensionality, and local independence; model contrasting, test equating, and scaling for longitudinal assessment; standards and cut-point setting.
Taught by: McDermott
Course not offered every year
Prerequisite: EDUC 684
Activity: Lecture
1.0 Course Unit

EDUC 770 New Models for Postsecondary Education
Taught by: Pritchett
Course not offered every year
Activity: Seminar
1.0 Course Unit

EDUC 771 Factor Analysis and Scale Development
Advanced measurement theory; exploratory and confirmatory item factoring and clustering for self-report, observational, rating, performance, and personality instruments; factoring of dichotomous and ordered categorical data, full-information factoring; scaling procedures, hierarchical structure, full-information bifactor structure, invariance, generalizability, reliability, validity, interpretation, and scientific reporting.
Taught by: McDermott
Course usually offered in fall term
Prerequisite: EDUC 684
Activity: Lecture
1.0 Course Unit
EDUC 777 Structural Equations Modeling
Theory and application of means modeling and longitudinal analysis through structural equations, including observed variable regression with multiple equations simultaneously estimated, confirmatory factor analysis measurement models using multiple observed indicators to define sets of latent variables, and regression relationships among multiple latent variables; advanced applications for repeated measures and multilevel growth modeling in educational and social science research. Prerequisite: Introductory Statistics
Taught by: Rovine
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDUC 782 Assessment for Counselors I
A critical analysis of tests and clinical methods in assessment as related to theories of intelligence, and includes: 1) factors influencing assessments; 2) assessment theory; 3) assessment practices; 4) interpretations of assessments. Prerequisite: Admission to Professional Counseling M. Phil. Ed. Program.
Activity: Lecture
1.0 Course Unit

EDUC 785 Selected Topics in Professional Psychology
Consideration of research and theory, on selected advanced topics. Prerequisite: Admission to Counseling & Mental Health Services or Professional Counseling M. Phil, Program
Course not offered every year
Activity: Lecture
1.0 Course Unit

EDUC 806 Narrating the Self
This seminar explores, in some linguistic detail, how narrators can partly construct their selves while telling autobiographical stories. The seminar addresses three questions: What is the structure of narrative discourse? How might we construct ourselves by telling stories about ourselves? If narrative is central to self-constructions, what is 'the self'? Taught by: Rymes
Course not offered every year
Activity: Lecture
1.0 Course Unit

EDUC 829 Policy Research
Study of the roles of scientific inquiry in development and assessment of contemporary educational and social policy. Analysis and application of foundational research, statistical and psychometric methods to inform a variety of policy topics and related issues and problems encountered in policy formation and evaluation.
Taught by: Rovine
Course usually offered in spring term
Prerequisite: EDUC 667
Activity: Lecture
1.0 Course Unit

EDUC 834 Theories of Reading
This course is designed as a collaborative inquiry toward constructing and elaborating theories of practice as teachers and/or researchers of reading. Using a seminar or working group format, participants explore the relationships among theory, reading, practice, pedagogy and research. The course's conceptualization is informed primarily by (1) frameworks from critical, feminist and culturally-centered literatures which foreground issues of equity, representation, and ethics; and (2) current conversations in the field of literacy where the definitions, purposes, and practices of reading have been made problematic. It also invites participants to engage the notion that knowledge for teaching and research comes from inquiry into the questions, issues, and contradictions that arise from everyday life. The course provides historical lenses for comparative analyses of theoretical frameworks and research paradigms as well as opportunities to investigate participants' individual histories as well as teaching and research interests.
Taught by: Campano
Course offered fall; even-numbered years
Activity: Lecture
1.0 Course Unit

EDUC 836 Issues in Instructional Leadership in Reading and Writing
Participants will consider current critical issues in Reading, Writing, and Literacy, such as: improving accountability and assessment; approaches to professional development and curriculum development; and the use of scientifically 'valid' research to advance literacy learning.
Taught by: Waff
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDUC 838 Applied Research & Reporting
Hands-on experience conducting applied research. Students will be guided through a research project of relevance to education or social policy chosen by the student, with assistance from the instructor. The research entails analysis of one or more public or quasi-public use data sets, such as the National Longitudinal Survey of Youth; the National Longitudinal Survey of Youth Child Supplement; The Teenage Parent Demonstration Data Base; the National Profile of Child Care Settings Data Base; or the National Post Secondary Student Aid Survey. The students will prepare journal-length papers based on their research and respond to the reviews of classmates and the instructor. Prerequisite: Competence in basic statistics and computer literacy.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
EDUC 845 Seminar in Microethnography
This course provides an introduction to theory and method in the unified analysis of verbal and nonverbal behavior as it is culturally patterned, socially organized, and socially organizing in face-to-face interaction, in an approach that integrates participant observation with the detailed analysis of audiovisual records. Students read relevant literature in linguistic anthropology, interactional sociolinguistics, conversation analysis, and embodiment in social interaction. Class requirements include in-class reading presentations, a small microethnographic research project, and several short data analysis reports drawing on differing levels of analysis and differing theoretical orientations. Students review and apply methods of audiovisual data collection, transcription, processing, archiving, and presentation.
Taught by: Rymes
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

EDUC 860 ISHD Proseminar
This course gives students the opportunity to better understand their own psychological development and how this interacts with their scholarship and professional development. Required course for ISHD students.
Taught by: Stevenson
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

EDUC 871 Randomized Trials and Experiments
This course will cover three alternatives to conventional modeling in the social sciences: (1) design and execution of field trials in education and other social sectors including criminology, (2) quasi-experiments especially contemporary research comparing results of randomized and non-randomized trials, and (3) analysis for descriptive and exploratory purposes. The course themes include causal inference, vulnerability of models applied to observational data, recent developments computer-intensive inductive approaches to data, and related matters. Although some methodological background papers will be discussed, the seminar is case study oriented with readings from contemporary research on the topics from peer reviewed journals and well-vetted reports issued by governmental and nongovernment agencies. Cases will include work supported by IES on effects of Odyssey Math, for example, and work in the crime and justice arena. We will study the work of scholars affiliated with Penn who are actively involved in randomized and non-randomized trials, for instance, and the work of colleagues at other universities (Berkeley, Northwestern, Wisconsin, Princeton, others) and colleagues in non-profit and for profit research organizations such as Analytica, AIR, Mathematica and others that contribute to learning in this arena. Colleagues who have contributed notably to contemporary trials and related topics, and whose work we study, will be invited to present guest lectures. Seminar participants are required to read relevant papers prior to the presentations. The course is open to graduate students who have had basic statistics courses at the graduate level, and have a strong interest in evidence based policy and in studies that transcend discipline boundaries.
Taught by: Boruch
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDUC 880 Complex, Multilevel, and Longitudinal Research Models
Strategy, application, interpretation, and reporting for simple and complex factorial, repeated measures, time series, higher-order growth, unbalanced, and multiple constant and inconstant covariates designs; error covariance structure modeling, hierarchical linear modeling, multilevel cross-classification modeling, multilevel individual growth-curve modeling, multiple-group multilevel modeling, multilevel generalized linear modeling for discrete outcomes (multilevel multiple logistic regression); Receiver Operating Characteristic curve analysis; latent growth mixture modeling.
Taught by: McDermott
Course usually offered in fall term
Prerequisite: EDUC 767
Activity: Lecture
1.0 Course Unit

EDUC 881 Applied Multivariate Statistics
Multivariate strategies for hypothesis testing, prediction, and classification including multiple regression, multivariate multiple regression, canonical regression, multiple logistic regression, multiple discriminant functions, factor analysis of scaled variables, hierarchical cluster analysis, and multivariate classification analysis; computer processing, interpretation, and reporting. Prerequisite: Permission needed from instructor.
Taught by: McDermott
Course usually offered in spring term
Prerequisite: EDUC 767
Activity: Lecture
1.0 Course Unit

EDUC 900 Research Seminar in Applied Research Synthesis Methods
Issues in research design, development of a literature review, and dissertation proposal.
Taught by: Maynard
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

EDUC 911 Issues in Second Language Acquisition
This course is designed for students to be able to analyze, synthesize and discuss second language acquisition theory and research on the basis of intensive reading of work that reflects perennial and current issues in the field. Comparisons and connections are drawn from theoretical and empirical literature on second language acquisition processes, constraints, and interventions. Relevant research methods are also addressed. Topics, issues, and readings are updated each time the course is offered. Prerequisite: Permission needed from instructor.
Taught by: Butler
Course not offered every year
Prerequisite: EDUC 670
Activity: Lecture
1.0 Course Unit
Entrepreneurship in Education
Entrepreneurship in Education provides an understanding of the nature of entrepreneurship related to public/private/not for profit and non-profit educational and social organizations. The course focuses on issues of management, strategies and financing of early stage entrepreneurial ventures, and on entrepreneurship in established educational organizations. Students will learn the fundamentals of business plan design and development. This course is only available to students in the Education Entrepreneurship program. Prerequisite: Enrollment in Education Entrepreneurship program.
Course usually offered summer term only
Activity: Lecture
0.5 Course Units

EDEN 502 Foundations of Education
Foundations of Education surveys basic issues in the philosophical and social foundations of education. The course addresses basic questions about the purpose of education, the appropriate treatment for children from different cultural and economic groups and the relationship between rigor and relevance. Intended for advanced Masters and doctoral students. Prerequisite: Enrollment in Education Entrepreneurship program.
Course usually offered summer term only
Activity: Lecture
0.5 Course Units

EDEN 503 Management in Education
Management in Education introduces the critical management skills involved in planning, structuring, controlling and leading an organization. The course provides a framework for understanding issues involved in both managing and being managed. The class develops a systems view of organizations, examining organizations as part of a context, including but not limited to environment, strategy, structure, culture, tasks, people and outputs. Students consider how managerial decisions made in any one of these domains affect decisions in each of the others. Prerequisite: Enrollment in Education Entrepreneurship program.
Course usually offered summer term only
Activity: Lecture
0.5 Course Units

EDEN 504 Capstone (Part 1)
The Capstone Experience is the culminating project of the EdEnt Program. Students acquire and develop the foundations for the ideation, design and launch of an innovative education venture whether entrepreneurial or intrapreneurial. The process of developing the project is an integrative one that brings together the concepts, tools, approaches and frameworks learned throughout the Program. Students start with an idea, build a business case, and then validate their idea using a series of evaluative methods and tests learned through coursework, independent research, product/service design and development activities. The Capstone Experience concludes with the presentation of a new Venture Pitch and the submission of a pro forma Business Plan suitable for presenting to prospective customers, end users, investors, funders, business partners, staff and other ecosystem stakeholders. The process equips an entrepreneur or an intrapreneur to tackle the next steps of launching their venture - whether that is building a minimally viable product, testing with customers, bringing on team members or seeking funding. Prerequisite: Enrollment Education Entrepreneurship program.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units
EDEN 505 Foundations of Teaching, Learning & Curriculum
Teaching, Learning & Curriculum explores theoretical and empirical perspectives on the questions: What is knowledge and knowing? What is learning? What is teaching? How do contexts influence teaching, knowing, and learning? A central goal of the course is to encourage students to consider these questions and their interconnections, to examine ways scholars and practitioners have answered them, and to develop an analytical framework to use in examining contemporary practices in settings that include formal and informal, urban and international. Prerequisite: Enrollment in Education Entrepreneurship program.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDEN 506 Economics of Education: Intro
This is a survey course at the introductory level designed to provide an overview of selected theoretical, conceptual and empirical perspectives on topics in the economics of education. We will apply economic principles to analyze a wide range of educational issues. This course assumes that students have no background in economics. Many of the readings will contain technical economic material, but the focus will be on the conceptual, theoretical and empirical findings of economic research within education. It is expected that you reflect on the findings we cover and how these findings may inform and relate to your educational and professional experiences, and how economic theory and empirical evidence might inform your business plan ideas. As we move through the course, you should gain a solid understanding of how economists think about and study education-related issues. Prerequisite: Enrollment Education Entrepreneurship program.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDEN 507 Design of Learning Environments
Design of Learning Environments examines different theoretical frames and strategies related to the study and design of learning environments in school, community and online contexts. Physical, social and cognitive aspects of learning situations are considered as students evaluate current research and applications in a variety of existing educational learning environments. Prerequisite: Enrollment in Education Entrepreneurship program.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDEN 508 Technology Strategy
Technology Strategy is designed to meet the needs of future managers, entrepreneurs, consultants and investors who must analyze and develop business strategies in technology-based industries. The emphasis is on learning conceptual models and frameworks to help navigate the complexity and dynamism in such industries. This is not a course in new product development or in using technology to improve business processes and offerings. The class will take a perspective of both established and emerging firms competing through technological innovations, and study the key strategic drivers of value creation and appropriation in the context of business ecosystems. Prerequisite: Enrollment in Education Entrepreneurship program.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDEN 509 Marketing for Entrepreneurs
Marketing for Entrepreneurs addresses how to design and implement the best combination of marketing efforts to carry out a firm’s strategy in its target markets. Specifically, this course seeks to develop the student’s (1) understanding of how the enterprise can benefit by creating and delivering value to its customers and stakeholders, and (2) skills in applying the analytical concepts and tools of marketing to such decisions as segmentation and targeting, branding, pricing, distribution, and promotion. Prerequisite: Enrollment in Education Entrepreneurship program.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDEN 510 Evaluation for Education Innovation
Evaluation for Education Innovation explores the use of exploratory, dynamic and adaptive frameworks for the evaluation of social sector programs, services and products. The course draws upon core principles and methodologies from business, design, entrepreneurship, engineering and the social sciences to help build, assess and scale education innovations. Students will learn how to assess effectiveness, quality, and value through real-world education cases, and how to use evaluation tools to drive the development of their education ventures. Prerequisite: Enrollment in Education Entrepreneurship program.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDEN 511 Economics of Education: Entrepreneurial Finance
Entrepreneurial Finance provides a step-by-step introduction to core finance concepts in the context of new venture design and innovation implementation planning. Main areas of course focus are solution pricing, creation of a sustainable business model, and development of a robust financial model. In this course, students will learn to use financial analytical tools and frameworks to enable a venture/innovation launch. Students will build a financial model for the venture one that will assist in making critical choices and assessing the attractiveness of an enterprise to potential stakeholders. Closing the course, we will address issues of funding and fundraising strategy. The emphasis of the course is on assisting students to apply knowledge and concepts towards their personal professional and career aspirations. Prerequisite: Enrollment in Education Entrepreneurship program.
Activity: Lecture
0.5 Course Units

EDEN 513 Design of Learning Environments 2- Design Thinking
This course is structured for students to learn design thinking principles principles experientially. Design thinking is a critical tool and problem-solving methodology that is human-centered, values qualitative research merged with quantitative metrics; and applies prototyping to services, processes and experiences. Students will apply design thinking methods to conduct basic qualitative research and work to develop a new model for transformation on a real and relevant education challenge. This course is ideal for working professionals in the education, non-profit and social entrepreneurship sectors, wanting to apply a robust methodology that yields innovative insights and actionable results. This course is only available to students in the Education Entrepreneurship program.
Activity: Lecture
0.5 Course Units
EDEN 514 Foundations of Education - Ecosystem
Through this course, students will examine global trends impacting education and learning; analyze their own enterprise idea in the context of the global EdTech Market Landscape; evaluate one possible scenario for the future of education and generated critical questions about the implications of different scenarios; and assessed the role of different data for decision making at the education market level. Prerequisite: Enrollment in Education Entrepreneurship program.
Activity: Lecture
0.5 Course Units

EDEN 515 Capstone (Part 2)
The Capstone Experience is the culminating project of the EdEnt Program. Students acquire and develop the foundations for the ideation, design and launch of an innovative education venture whether entrepreneurial or intrapreneurial. The process of developing the project is an integrative one that brings together the concepts, tools, approaches and frameworks learned throughout the Program. Students start with an idea, build a business case, and then validate their idea using a series of evaluative methods and tests learned through coursework, independent research, product/service design and development activities. The Capstone Experience concludes with the presentation of a new Venture Pitch and the submission of a pro forma Business Plan suitable for presenting to prospective customers, end users, investors, funders, business partners, staff and other ecosystem stakeholders. The process equips an entrepreneur or an intrapreneur to tackle the next steps of launching their venture whether that is building a minimally viable product, testing with customers, bringing on team members or seeking funding. Prerequisite: Enrollment in Education Entrepreneurship program.
Activity: Lecture
0.5 Course Units

EDEN 601 Schools as Organizations
Schools as Organizations focuses on the theory and research concerned with the organizational and occupational side to schools and teaching. The course draws from multiple fields and perspectives, including: organizational theory; the sociology of organizations, occupations and work; educational administration; and school leadership. The objective is to have students understand and evaluate a series of different perspectives from theory, research and policy concerned with the character of the teaching occupation and the organization of schools. Prerequisite: Enrollment in the Education Entrepreneurship program.
Course usually offered summer term only
Activity: Lecture
0.5 Course Units

EDEN 602 Technology Strategy (Part 2)
Technology Strategy is designed to meet the needs of future managers, entrepreneurs, consultants and investors who must analyze and develop business strategies in technology-based industries. The emphasis is on learning conceptual models and frameworks to help navigate the complexity and dynamism in such industries. This is not a course in new product development or in using technology to improve business processes and offerings. The class will take a perspective of both established and emerging firms competing through technological innovations, and study the key strategic drivers of value creation and appropriation in the context of business ecosystems. Prerequisite: Enrollment in Education Entrepreneurship program.
Course usually offered summer term only
Activity: Lecture
0.5 Course Units

EDEN 602 Technology Strategy (Part 2)
Technology Strategy is designed to meet the needs of future managers, entrepreneurs, consultants and investors who must analyze and develop business strategies in technology-based industries. The emphasis is on learning conceptual models and frameworks to help navigate the complexity and dynamism in such industries. This is not a course in new product development or in using technology to improve business processes and offerings. The class will take a perspective of both established and emerging firms competing through technological innovations, and study the key strategic drivers of value creation and appropriation in the context of business ecosystems. Prerequisite: Enrollment in Education Entrepreneurship program.
Course usually offered summer term only
Activity: Lecture
0.5 Course Units

Education - Higher Education Management (EDHE)
These courses are only for students enrolled in the Higher Education Management executive program.

EDHE 501 Introduction to Doctoral Studies
Introduction to Doctoral Studies provides an introduction and orientation to the Executive Doctorate in Higher Education Management. This course highlights resources, strategies, and expectations for earning the Doctor of Education degree at Penn through GSE’s Executive Doctorate program. Discussions center on students’ background and goals, program curriculum and milestones, library resources and academic writing. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Course usually offered summer term only
Activity: Lecture
0.5 Course Units

EDHE 502 Contemporary Issues
By introducing the key issues confronting (primarily American) higher education, this course will encourage students to develop the capacity to identify, summarize and critique arguments and perspectives on these issues. Students will think concretely about the key research questions that need to be asked and answered to move these issues forward, and will begin to develop an appreciation for the kinds of data that are available to describe and analyze these issues. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Course usually offered summer term only
Activity: Lecture
0.5 Course Units

EDHE 503 Why History Matters
How an institution remembers its history, what use it makes of its important historical moments, and how the interpretation of those events divide or coalesce an institutions stakeholders shape our understanding of the past and, often quite powerfully, shape the present. The task in Why History Matters is to use contemporary writing and original documents to sort through historical events as historians understand them and simultaneously to ask how those events shape our current views of higher education. The module argues that historical moments are rarely simply events that once happened. They matter because interpretations of the events - some of which occurred over long periods of time- are both controversial and become part of the institutional culture at an institution. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Course usually offered in fall term
Activity: Lecture
0.33 Course Units
EDHE 504 Proseminar I
The purpose of Proseminar is to introduce students to the fundamentals of doctoral study: how to read scholarly materials critically, how to systematically review literature relevant to an area of inquiry, and how to formulate a focused research question (or set of interrelated questions). This course will help students conceptualize their research projects for their dissertations and assist them in formulating rough drafts of dissertation proposals. During monthly meetings, students spend much of their time developing literature reviews on their topics of interest and preparing for their dissertation proposal hearings. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Course usually offered summer term only
Activity: Lecture
0.5 Course Units

EDHE 505 Proseminar II
This module builds upon Proseminar I and continues to explore the fundamentals of doctoral study: how to read scholarly materials critically, how to systematically review literature relevant to an area of inquiry, and how to formulate a focused research question (or set of interrelated questions). This course will help students conceptualize their research projects for their dissertations and assist them in formulating rough drafts of dissertation proposals. During monthly meetings, students spend much of their time developing literature reviews on their topics of interest and preparing for their dissertation proposal hearings. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Course usually offered summer term only
Activity: Lecture
0.67 Course Units

EDHE 506 Strategic Management Research I
Through exploring key issues related to strategic management, students will come to an understanding of the types of possible research questions that might be pursued to enhance decision-making. This module will cover a set of topics at the heart of strategic management including management, governance, leadership, and strategic planning while maintaining focus on how the changing context of higher education influences these topics. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDHE 507 Quantitative Methods I
This course provides an overview of basic quantitative methods applicable to applied research in higher education. Students will develop the ability to recognize good data and good evidence, including the distinctions between data and evidence within the context of institutional decision-making. The course includes attention to basic approaches to quantitative research, methods of collecting and analyzing data, and usefulness of data and analyses for decision-making, and will draw on the real problems students in the class are facing in their current jobs. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Course usually offered in fall term
Activity: Lecture
0.33 Course Units

EDHE 508 Qualitative Methods I
Intended to provide a survey of the field of qualitative research, this course focuses on foundational philosophies of qualitative inquiry and develops tools needed to conduct qualitative research. The course is designed to support students in developing a critical understanding of the various stages of qualitative research including the development of researchable questions, theoretical and conceptual frameworks, methodological stances and approaches, data collection and analysis plans as well as instrument design and implementation. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Course usually offered in fall term
Activity: Lecture
0.67 Course Units

EDHE 509 Public Policy
This module is designed to help students embrace a better understanding of the broad economic/political pressures facing colleges/universities today, the role of the state and federal governments and how these roles have changed over time, the public institutional tradeoffs related changing policy environments at the state/federal level, and the political context of higher education and emerging issues related to public accountability. Through coursework, students examining one or more states in-depth, in terms of demographic, economic, and policy contexts as it relates to higher education. Course meets in Boulder, CO. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDHE 510 Leadership and Change
The module on Leadership explores how executives and senior managers in higher education can think strategically and communicate persuasively, act decisively, and build leadership and teamwork in their organizations. Students apply theory and models to real world cases, both contemporary and historical, from multiple industries. Students focus on building leadership and teamwork to anticipate challenges ahead of serving long-term organizational interests, executing decisions and policies with integrity, and identifying an mentoring those whose leadership will be needed in the future. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
One-term course offered either term
Activity: Lecture
0.33 Course Units

EDHE 511 Leading Small Colleges
This module focuses on strategies for the sustainability and growth of small colleges, asking what is required to improve competitive standing, particularly among top colleges. Students analyze real data from an institution to develop an action plan to address this question, with the assumptions made and questions asked to arrive at this plan carefully scrutinized during class discussion. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
One-term course offered either term
Activity: Lecture
0.33 Course Units
EDHE 512 Proseminar III
This module builds upon Proseminar II and continues to explore the fundamentals of doctoral study: how to read scholarly materials critically, how to systematically review literature relevant to an area of inquiry, and how to formulate a focused research question (or set of interrelated questions). This course will help students conceptualize their research projects for their dissertations and assist them in formulating rough drafts of dissertation proposals. During monthly meetings, students spend much of their time developing literature reviews on their topics of interest and preparing for their dissertation proposal hearings. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management. Course usually offered in spring term Activity: Lecture 1.0 Course Unit

EDHE 513 Strategic Management Research II
The purpose of this module is to build on and explore additional topics presented in Strategic Management Research I. Through exploring key issues related to strategic management, students will come to an understanding of the types of possible research questions that might be pursued to enhance decision-making. This module will cover a set of topics at the heart of strategic management including management, governance, leadership, and strategic planning while maintaining focus on how the changing context of higher education influences these topics. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management. Course usually offered in spring term Activity: Lecture 1.0 Course Unit

EDHE 514 Quantitative Methods II
The purpose of this module is to build on and explore additional topics presented in Quantitative Methods I. This course provides an overview of basic quantitative methods applicable to applied research in higher education. Students will develop the ability to recognize good data and good evidence, including the distinctions between data and evidence within the context of institutional decision-making. The course includes attention to basic approaches to quantitative research, methods of collecting and analyzing data, and usefulness of data and analyses for decision-making, and will draw on the real problems students in the class are facing in their current jobs. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management. Course usually offered in spring term Activity: Lecture 0.67 Course Units

EDHE 515 Qualitative Methods II
The purpose of this module is to build on and explore additional topics presented in Qualitative Methods I. Intended to provide a survey of the field of qualitative research, this course focuses on foundational philosophies of qualitative inquiry and develops tools needed to conduct qualitative research. The course is designed to support students in developing a critical understanding of the various stages of qualitative research including the development of researchable questions, theoretical and conceptual frameworks, methodological stances and approaches, data collection and analysis plans as well as instrument design and implementation. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management. Course usually offered in spring term Activity: Lecture 0.33 Course Units

EDHE 516 Higher Education Finance
This module focuses on strategies for the sustainability and growth of small colleges, asking what is required to improve competitive standing, particularly among top colleges. Students analyze real data from an institution to develop an action plan to address this question, with the assumptions made and questions asked to arrive at this plan carefully scrutinized during class discussion. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management. Course usually offered in spring term Activity: Lecture 0.5 Course Units

EDHE 517 Equity and Diversity
The goal for this course is to provide students with a critical understanding of issues of diversity in American higher education. The module is designed around functions of higher education and its success is dependent on open and mature conversations about sometimes difficult and sensitive issues that ultimately inform students' research and practice. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management. Course usually offered in spring term Activity: Lecture 1.0 Course Unit

EDHE 518 Managing Intercollegiate Athletics
Students will review a number of issues that resonate in higher education such as athletic department right-sizing (dropping or adding sports), leading through a PR crisis involving athletics, and strategizing whether the investment a campus is making in athletics is appropriate. Students will also clarify their understanding of the philosophical arguments surrounding an institutions organizational and Divisional classification, the roles and responsibilities of the governing bodies, the expectations and challenges that confront todays student athletes, and the market forces that drive big time college sports. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management. Course usually offered in spring term Activity: Lecture 0.33 Course Units

EDHE 519 University and Its Community
This course will focus on the past, present, and likely future of university-community relationships. It will provide an overview of university-community conflict, cooperation and collaboration from the colonial college to the present. Particular emphasis will be placed on developments since the early 1990s and the birth of what might be termed the engaged, democratic, civic university responsibility movement. Various approaches to university-community partnerships in the US and abroad will be discussed. Through readings, discussion, and written assignments students will develop strategies for developing effective democratic partnerships that would positively impact the community and the university and powerfully contribute to student learning and development. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management. Course usually offered in spring term Activity: Lecture 0.33 Course Units
EDHE 520 Managing Human Resources
This module addresses the most important tasks in managing people, from hiring to supervising to development. Our focus is first on what research tells us about the factors that drive success in these areas and second on the practice of using those principles to enhance individual and organizational performance. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
One-term course offered either term
Activity: Lecture
0.33 Course Units

EDHE 521 Leadership, Governance, and Change
The purpose of this module is to explore key issues related to these topics and the types of possible research questions and methods that might be pursued to understand these topics more deeply. The content is intended to link practice and theory. The course has a strong tilt toward non-profit four-year colleges and universities in the U.S. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDHE 522 Higher Education Finance II
The purpose of this module is to build on and explore additional topics in higher education finance presented earlier. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
One-term course offered either term
Activity: Lecture
0.5 Course Units

EDHE 523 Globalization
Following a field research project outside the United States, students will reflect on the continuing globalization of higher education and institutional implications. By exploring current issues higher education faces outside the United States, students develop a more informed understanding of domestic challenges and how these challenges might be addressed. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Course usually offered in spring term
Activity: Lecture
0.33 Course Units

EDHE 524 Innovation
Globally, higher education institutions are struggling with the effects of an increasingly digital world. This course provides an overview of how digitization impacts the economics, administration, teaching and learning, and research practices of universities and colleges. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Activity: Lecture
0.33 Course Units

EDHE 525 International Context
The Higher Education in International Context course provides students with exposure to issues facing international higher education and uses this exposure to reflect on higher education in the United States. The course will be centered on an experiential field research project. Students will travel to another country to meet and collaborate with higher education leaders there to learn firsthand about the challenges and opportunities associated with developing and transforming higher education. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Course usually offered summer term only
Activity: Lecture
2.0 Course Units

EDHE 601 International Context
The Higher Education in International Context course provides students with exposure to issues facing international higher education and uses this exposure to reflect on higher education in the United States. The course will be centered on an experiential field research project. Students will travel to another country to meet and collaborate with higher education leaders there to learn firsthand about the challenges and opportunities associated with developing and transforming higher education. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Course usually offered summer term only
Activity: Lecture
2.0 Course Units

EDHE 602 Student and Campus Services
A scan of most any American college or university will reveal a wide variety of services, functions and activities offered in support of student learning, student expectations and student life. Such functions include robust athletic and recreation programs, comprehensive health care and comprehensive arts, culture, diversity and community service programs. Many argue the essential nature of these functions; others decry the excessive hand-holding of students and the substantial expense of these services and functions. In this module, students will review the complex landscape of campus services intended predominantly for student support and engagement. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Course usually offered in fall term
Activity: Lecture
0.33 Course Units

EDHE 603 Technology
In this module we will discuss a range of Information Technology goals (and challenges) shared by most colleges and universities, and they may be pursued through local IT infrastructure or services contracted with external entities. We will discuss IT challenges and opportunities especially relevant to the higher education sector, making the practice of IT at a college or university different from IT in most small and large corporations. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
One-term course offered either term
Activity: Lecture
0.33 Course Units

EDHE 604 Higher Education Law
This module explores topics such as contract law, employment law, Constitutional law (freedom of speech, due process, equal protection), tort law (liability for negligence), anti-discrimination laws, and administrative law. The premise of this module is that a successful higher education executive has an understanding of the legal environment in which colleges and universities must function today. The objective of the module is to provide this understanding. From a pragmatic perspective, this knowledge enables a higher education administrator to employ preventive legal strategies in institutional decision-making. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Course usually offered in fall term
Activity: Lecture
0.33 Course Units

EDHE 605 Enrollment Management
Enrollment management is an organizational concept with a varying set of associated strategies for achieving institutional goals. Based on institutional type and mission, these goals can range from increasing and diversifying enrollment to optimizing tuition revenue. The impact of enrollment management over the last several decades has caused institutional leaders and the public to reexamine their values regarding higher education. This course will provide an overview of multiple enrollment management models.
Students will be asked to consider the evolution and maturation of these models, the related implications of these organizational structures and strategies, and the benefits and drawbacks of enrollment management on institutions and the marketplace. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Course usually offered in fall term
Activity: Lecture
0.33 Course Units
EDHE 606 Dissertation Workshop I
Designed to support students through the dissertation process, this course will cover topics such as: submitting to the IRB; selecting an analytic strategy; data collection and management; coding and data analysis; and structuring dissertation chapters. Students will use a structured timeline in order to successfully defend their dissertations in the spring of their second year of the program. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDHE 607 Higher Ed Entrepreneurship
The purpose of this module is to focus on an emerging future in light of today's demands, particularly balancing entrepreneurial demands with public purpose objectives. This module asks, 1) what is the future going to hold? and 2) how must college and university leaders respond? Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Course usually offered in fall term
Activity: Lecture
0.33 Course Units

EDHE 608 New Models for Post-Secondary Education
This course will create a foundation to understand the push for reform in higher education, examine in depth several new approaches to post-secondary education in the United States, and develop frameworks for assessing new models of post-secondary education. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Course usually offered in fall term
Activity: Lecture
0.33 Course Units

EDHE 609 Capstone Seminar
The Capstone module offers a culminating experience for students to share and discuss their intellectual and professional experiences in the program and how this has prepared them for the future. It is also an opportunity for students to provide feedback on the curriculum, pedagogy, and other program elements. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Course usually offered in spring term
Activity: Lecture
0.33 Course Units

EDHE 610 Advancement
In this course, students will develop an in-depth understanding of institutional advancement and an ability to relate it to the broader management of colleges and universities. The course focuses primarily on how colleges and universities attract voluntary support, and will begin with an overview of advancement and external relations before moving on to fundraising specific issues. The history of fundraising, fundraising theory, fundraising ethics, fundraising tactics and other related topics will be discussed. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Course usually offered in spring term
Activity: Lecture
0.33 Course Units

EDHE 611 Teaching and Learning
Through this course, students will be able to articulate the importance of student learning from a variety of perspectives; explain the role of organizational culture and how it interfaces with student learning; understand how issues of diversity and inclusive excellence support student learning; clarify what responsibilities administrators have as campus leaders to ensure student learning; identify existing barriers to student learning; and develop strategies to overcome those barriers. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Course usually offered in spring term
Activity: Lecture
0.33 Course Units

EDHE 612 Negotiating & Bargaining
Through role-plays and exercises in class, the module addresses conflict management and negotiations through focusing on behavioral skills rather than substantive knowledge, putting relatively straightforward conceptual material to use in the context of real situations. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Course usually offered in spring term
Activity: Lecture
0.33 Course Units

EDHE 613 Dissertation Workshop II
The purpose of this module is to build on and explore additional topics presented in Dissertation Workshop I. Designed to support students through the dissertation process, this course will cover topics such as: submitting to the IRB; selecting an analytic strategy; data collection and management; coding and data analysis; and structuring dissertation chapters. Students will use a structured timeline in order to successfully defend their dissertations in the spring of their second year of the program. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Course usually offered in spring term
Activity: Lecture
0.33 Course Units

EDHE 614 Ethics and Leadership
This module introduces some models of organizational and leadership ethics and uses case discussions and personal experiences to explore and better understand the ethical dilemmas that face leaders in higher education. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDHE 615 Leadership and Change for Higher Education’s Future
Most discussions of higher education’s future focus on key and familiar trends- demographics, technology, funding, new organizational models, etc. While each trend will affect higher education, the reality is that leaders will face a multitude of challenges simultaneously and those trends will interact with each other. How can higher education leaders explore those trends and issues sufficiently and begin to prepare for how, as a set, they may impact higher education? Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Course usually offered in fall term
Activity: Lecture
0.33 Course Units
EDHE 616 Advanced Topics in Higher Education Management III: Faculty Roundtable
Seminar on special topics on higher education. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Activity: Lecture
0.33 Course Units

EDHE 617 Community Colleges
This module examines the historical origins, evolving mission, programmatic similarities and differences, demographics, performance, finances, governance, and presidential leadership of U.S. community colleges. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Activity: Lecture
0.33 Course Units

EDHE 618 Virtual Distance Learning
In this course, you will experience Virtual Distance Analytics by participating in the Virtual Distance Index Assessment, receive your own Virtual Distance Management Report, detailing where Virtual Distance is most likely impacting you and your organization as well as content to master Virtual Distance in order to reduce and manage it over time for better educational outcomes. You will learn new leadership skills and core competencies to enhance your effectiveness in the Digital Age and help your students maximize their educational potential during this process of digital transformation. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Taught by: Larry Ward
One-term course offered either term
Activity: Lecture
0.33 Course Units

EDHE 619 Quality/Risk Management
This module will focus on what leaders can do to induce a culture of quality within an academic environment. This course is only for students enrolled in the Higher Education Management executive program. Prerequisite: Enrollment in Executive Doctorate in Higher Education Management.
Activity: Lecture
0.33 Course Units

EDPR 501 Social Foundations of Independent Schools I
This course examines the purposes of school and focuses specifically on the role of independent schools in American education. The course examines the independent school from philosophical, historical, and sociological perspectives. The course focuses on the role of school mission and examines how different stakeholders in the school experience the mission. In this course the student perspective is examined. Prerequisite: Enrollment in Independent School Teaching Residency Program.
Course usually offered summer term only
Activity: Lecture
0.5 Course Units

EDPR 502 Introduction to Teaching as Inquiry
This course explores foundations of learning theory and pedagogy, covering classic theories of learning through the latest research in brain science. These theories are put into action around building the teachers capacity to provide effective feedback, construct effective learning environments, plan instruction, and implement instructional strategies. Prerequisite: Enrollment in Independent School Teaching Residency Program.
Course usually offered summer term only
Activity: Lecture
0.5 Course Units

EDPR 503 Learning Theory and Instructional Design I
Building off what was learned in EDPR 502, this course continues an exploration on curricular planning and instructional practice by focusing on Understanding by Design as a planning framework and builds the teachers capacity to observe classroom activity to analyze the effectiveness of learning in that classroom. The course continues to build the teacher’s capacity to improve instructional practice with a focus on the implementation of instructional activities. Prerequisite: Enrollment in Independent School Teaching Residency Program.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDPR 504 Field Seminar I
This course carries the credit for the weekly school-based course for the fall of the 1st year. During this course, which functions as a field seminar, fellows receive focused support around planning, grading, assessment, and other school duties such as coaching and advising. This course also supports students to observe other members of the school community and learn from school-based experts in counseling, learning differences, and diversity. Prerequisite: Enrollment in Independent School Teaching Residency Program.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDPR 506 Reflective Practice in Schools I
This course carries the credit for online theory to practice sessions in the fall of the 1st year of instruction. During these sessions, students follow a protocol in which they engage in a process of instructional rounds that involve 1) readings about the focal topic 2) sharing video of classroom practice 3) observing video of other teachers in their cohort and 4) meeting with other fellows in the program to discuss their analysis of the videos shared with one another. Prerequisite: Enrollment in Independent School Teaching Residency Program.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDPR 507 Social Foundations of Independent Schools II
This course is a continuation of EDPR 501, examining the purposes of school and focuses specifically on the role of independent schools in American education. The course examines the independent school from philosophical, historical, and sociological perspectives. The course focuses on the role of school mission and examines how different stakeholders in the school experience the mission. In this course the faculty and administrator perspectives are examined. Prerequisite: Enrollment in Independent School Teaching Residency Program.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units
EDPR 508 Adolescent Development and Classroom Applications
This course builds the teacher's understanding of adolescent risk development dealing with topics such as identity development, risk taking, sexuality, relationships, and racial and ethnic identity development. Prerequisite: Enrollment in Independent School Teaching Residency Program.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDPR 509 Field Seminar II
This course carries credit for the weekly school-based course for the spring of the 1st year. During this course, which functions as a field seminar, fellows receive focused support around planning, grading, assessment, and other school duties such as coaching and advising. This course also supports students to observe other members of the school community and learn from school-based experts in counseling, learning differences, and diversity. Prerequisite: Enrollment in Independent School Teaching Residency Program.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDPR 510 Methods I - Modern Language
In the first of two subject methods courses, students focus on foundations of disciplinary knowledge for their subject area. Courses focusing on English, history, mathematics, science, and world languages are offered. In this course, students also focus on planning and implementing small units of instruction (ranging from one to a few days). Prerequisite: Enrollment in Independent School Teaching Residency Program.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDPR 511 Methods I - Math
In the first of two subject methods courses, students focus on foundations of disciplinary knowledge for their subject area. Courses focusing on English, history, mathematics, science, and world languages are offered. In this course, students also focus on planning and implementing small units of instruction (ranging from one to a few days). Prerequisite: Enrollment in Independent School Teaching Residency Program.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDPR 512 Methods I - Social Studies
In the first of two subject methods courses, students focus on foundations of disciplinary knowledge for their subject area. Courses focusing on English, history, mathematics, science, and world languages are offered. In this course, students also focus on planning and implementing small units of instruction (ranging from one to a few days). Prerequisite: Enrollment in Independent School Teaching Residency Program.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDPR 513 Methods I - Science
In the first of two subject methods courses, students focus on foundations of disciplinary knowledge for their subject area. Courses focusing on English, history, mathematics, science, and world languages are offered. In this course, students also focus on planning and implementing small units of instruction (ranging from one to a few days). Prerequisite: Enrollment in Independent School Teaching Residency Program.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDPR 514 Methods I - English
In the first of two subject methods courses, students focus on foundations of disciplinary knowledge for their subject area. Courses focusing on English, history, mathematics, science, and world languages are offered. In this course, students also focus on planning and implementing small units of instruction (ranging from one to a few days). Prerequisite: Enrollment in Independent School Teaching Residency Program.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDPR 515 Methods I - Independent Study
In the first of two subject methods courses, students focus on foundations of disciplinary knowledge for their subject area. Courses focusing on English, history, mathematics, science, and world languages are offered. In this course, students also focus on planning and implementing small units of instruction (ranging from one to a few days). Prerequisite: Enrollment in Independent School Teaching Residency Program.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDPR 516 Reflective Practice in Schools II
Though this course is listed in the fall, the course carries the credit for online theory to practice sessions in the spring of the 1st year of instruction. During these sessions, students follow a protocol in which they engage in a process of instructional rounds that involve 1) readings about the focal topic 2) sharing video of classroom practice 3) observing video of other teachers in their cohort and 4) meeting with other fellows in the program to discuss their analysis of the videos shared with one another. Prerequisite: Enrollment in Independent School Teaching Residency Program.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDPR 517 Advanced Methods of Inquiry I
This course develops students' capacity to reflect on their practice and growth as practitioners over the course of the program, examining their own development through the use of rubrics and reflective analysis to build a portfolio that outlines this growth and identifies a plan for continued growth in the future. Prerequisite: Enrollment in Independent School Teaching Residency Program.
Course usually offered summer term only
Activity: Lecture
0.5 Course Units
EDPR 602 Advanced Methods of Inquiry II
This course develops student’s capacity to articulate and investigate an inquiry question about their own practice. The course builds the capacity of the teacher to use qualitative research strategies to systematically investigate and improve elements of their practice that are important to student learning. The course focuses on qualitative modes of inquiry, building researchable questions, and collecting data. Prerequisite: Enrollment in Independent School Teaching Residency Program. Course usually offered summer term only
Activity: Lecture
0.5 Course Units

EDPR 603 Social Foundations of Independent Schools: Advanced I
This course examines the purposes of school and focuses specifically on the role of independent schools in American education. The course examines the independent school from philosophical, historical, and sociological perspectives. The course focuses on the role of school mission and examines how different stakeholders in the school experience the mission. In this course, the parent perspective is examined. Prerequisite: Enrollment in Independent School Teaching Residency Program. Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDPR 604 Advanced Learning Theory I
This course continues a focus on applying learning theory to educational practice, building on EDPR 505. The course supports students to build capacity to: understand the latest research on teaching and learning, provide effective feedback, lead instruction that supports active learning, develop effective classroom learning environments, and plan instruction using the Understanding by Design framework. Prerequisite: Enrollment in Independent School Teaching Residency Program. Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDPR 605 Advanced Field Seminar I
This course carries credit for the weekly school-based course for the spring of the 2nd year. During this course, which functions as a field seminar, fellows receive focused support around planning, grading, assessment, and other school duties such as coaching and advising. This course also supports students to observe other members of the school community and learn from school-based experts in counseling, learning differences, and diversity. Prerequisite: Enrollment in Independent School Teaching Residency Program. Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDPR 606 Social Foundations of Independent Schools: Advanced II
This course examines the purposes of school and focuses specifically on the role of independent schools in American education. The course examines the independent school from philosophical, historical, and sociological perspectives. In this course, the outsider/societal perspective is examined; in particular, the course engages with the historical and contemporary context of public schooling in the United States. Prerequisite: Enrollment in Independent School Teaching Residency Program. Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDPR 607 Advanced Learning Theory II
This course is a continuation of EDPR 604, with a focus on applying learning theory to educational practice. The course supports students to build capacity to: understand the latest research on teaching and learning, provide effective feedback, lead instruction that supports active learning, develop effective classroom learning environments, and plan instruction using the Understanding by Design framework. Prerequisite: Enrollment in Independent School Teaching Residency Program. Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDPR 608 Advanced Field Seminar II
This course carries credit for the weekly school-based course for the spring of the 2nd year. During this course, which functions as a field seminar, fellows receive focused support around planning, grading, assessment, and other school duties such as coaching and advising. This course also supports students to observe other members of the school community and learn from school-based experts in counseling, learning differences, and diversity. Prerequisite: Enrollment in Independent School Teaching Residency Program. Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDPR 609 Masters Seminar
This course supports the students construction of their final portfolio, with a focus on supporting data collection and analysis around the students inquiry project and analysis of program competencies. These two components form a portfolio that serves as the final assessment for the program. Prerequisite: Enrollment in Independent School Teaching Residency Program. Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDPR 610 Methods II- Modern Language
In the second of two subject methods courses, students focus on foundations of disciplinary knowledge for their subject area. Courses focusing on English, history, mathematics, science, and world languages are offered. In this course, students focus on planning larger units of instruction from one to multiple weeks. Prerequisite: Enrollment in Independent School Teaching Residency Program. Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDPR 611 Methods II- Math
In the second of two subject methods courses, students focus on foundations of disciplinary knowledge for their subject area. Courses focusing on English, history, mathematics, science, and world languages are offered. In this course, students focus on planning larger units of instruction from one to multiple weeks. Prerequisite: Enrollment in Independent School Teaching Residency Program. Course usually offered in fall term
Activity: Lecture
0.5 Course Units
EDPR 612 Methods II- Social Studies
In the second of two subject methods courses, students focus on foundations of disciplinary knowledge for their subject area. Courses focusing on English, history, mathematics, science, and world languages are offered. In this course, students focus on planning larger units of instruction from one to multiple weeks. Prerequisite: Enrollment in Independent School Teaching Residency Program.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDPR 613 Methods II- Science
In the second of two subject methods courses, students focus on foundations of disciplinary knowledge for their subject area. Courses focusing on English, history, mathematics, science, and world languages are offered. In this course, students focus on planning larger units of instruction from one to multiple weeks. Prerequisite: Enrollment in Independent School Teaching Residency Program.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDPR 614 Methods II- English
In the second of two subject methods courses, students focus on foundations of disciplinary knowledge for their subject area. Courses focusing on English, history, mathematics, science, and world languages are offered. In this course, students focus on planning larger units of instruction from one to multiple weeks. Prerequisite: Enrollment in Independent School Teaching Residency Program.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDPR 615 Methods II- Independent Study
In the second of two subject methods courses, students focus on foundations of disciplinary knowledge for their subject area. Courses focusing on English, history, mathematics, science, and world languages are offered. In this course, students focus on planning larger units of instruction from one to multiple weeks. Prerequisite: Enrollment in Independent School Teaching Residency Program.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

Education - Medical Education (EDME)

These courses are only available to students in the Medical Education program.

EDME 501 Applied Learning and Technology in Medical Education
This course is embedded in a block of three courses focusing on learning and technology in medical education. This course focuses on historical and current learning methods and practices, as well as learning technologies in medical education. Topics include the fundamentals of learning theories, effectively applying emerging technologies in medical education, adult learning and development, diversity, inclusion and medical education, and the challenges of teaching/learning in modern academic medicine and within the healthcare context. Prerequisite: Enrollment in Medical Education program.
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit

EDME 502 Learning & Instructional Design in Medical Education
This course is embedded in a block of three courses focusing on learning and technology in medical education. This course focuses on the design and delivery of medical education programs and interventions. Topics include current trends in medical education, pedagogy, curriculum and instructional design, assessment of learning and educational initiatives, and implementation of learning interventions in an uncertain environment. Prerequisite: Enrollment in Medical Education program.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDME 503 Managing Technology in Curriculum in Medical Education
This course is embedded in a block of three courses focusing on learning and technology in medical education. This course focuses on selecting, embedding and managing technology in the medical education curriculum. Topics include the role of experiential learning in medical education, simulation, the virtual learning environment and emerging technologies, group dynamics, and the instructor-learner relationship. Prerequisite: Enrollment in Medical Education program.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDME 504 Evidence Based Medical Education
This course is embedded in a block of three courses focusing on research in medical education. This course focuses on research and research methods in medical education. Topics include quantitative, qualitative, and mixed methods research design in medical education. Specifically, students will explore the philosophical foundation of research, conducting the literature review, introduction to quantitative and qualitative data collection and analysis, the role of language in research, and developing research questions. Prerequisite: Enrollment in Medical Education program.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDME 505 Assessing Medical Instruction
This course is embedded in a block of three courses focusing on research in medical education. This course focuses on research and research methods to measure the effectiveness of medical education practices. Topics include assessment of learning outcomes, how to critically evaluate medical education research, evaluating the impact of learning interventions, and evidence-based decision making. Prerequisite: Enrollment in Medical Education program.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDME 506 Evidence Based Medical Education II
This course is embedded in a block of three courses focusing on research in medical education. This course focuses on advanced topics in research and research methods in medical education, as well as the development of medical educator skills. Specific topics include advanced quantitative, qualitative, and mixed methods research skills, and medical educator skills (e.g., story development, coaching, remediation and feedback, and presentation skills). Prerequisite: Enrollment in Medical Education program.
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit
EDME 545 Medical Education Experimental Course
This topic course explores multiple and different aspects of Medical Education. Specific course topics vary from year to year. Consult with the program for current course offerings.
Activity: Lecture
1.0 Course Unit

EDME 601 Leadership Skills in Education
This course is embedded in a block of three courses focusing on leadership in healthcare and medical education. This course focuses on leadership theories, models, and skills. Topics include a historical review of leadership theories and models, as well as an exploration of current research on leadership in organizations. Students will explore the competency-based approach to understanding effective leadership, emotional intelligence, employee engagement and happiness at work, and team dynamics as they relate to the medical education context.
Prerequisite: Enrollment in Medical Education program.
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit

EDME 602 Leadership Effectiveness in Medical Education
This course is embedded in a block of three courses focusing on leadership in healthcare and medical education. This course focuses on individual leadership development and will provide students with experiences, perspectives, and theories that will enable them to better understand themselves in the context of a diverse, changing world and a rapidly changing industry. Topics covered include adult development, adult learning, perception, bias, diversity and inclusion, emotional and social intelligence, and the role of values and ethics in leadership.
Prerequisite: Enrollment in Medical Education program.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDME 603 Directing Education Programs
This course is embedded in a block of three courses focusing on leadership in healthcare and medical education. This course focuses on the competency-based approach to understanding effective leadership, emotional intelligence, employee engagement and happiness at work, and team dynamics as they relate to the medical education context.
Prerequisite: Enrollment in Medical Education program.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDME 604 Capstone: Leadership in Medical Education I
This course focuses on academic and practical skills needed to prepare students for the final Capstone assignment, inclusive of all elements of the masters thesis portfolio. Specific topics include influencing across cultural boundaries in organizations, building teams to create sustainable change, and advanced medical educator skills (e.g., story development, coaching, remediation and feedback, and presentation skills).
Prerequisite: Enrollment in Medical Education program.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDME 605 Capstone: Leadership in Medical Education II
These courses are only for students enrolled in the Mid-Career Doctoral Program in Educational & Organizational Leadership.

EDMC 601 Leading Teams and Fostering Learning Communities
This module is designed to help students learn what is known about teams and team leadership. It will be both research and case based. Drawing on the research literature, it will help students understand the nature of the different kinds of work teams are asked to do and how teams may be structured for effectiveness, depending on their objectives. Students will be asked to examine two cases that reflect different objectives and different designs. Through a field-based assignment, particular emphasis will be given to the various kinds of teams and groups principals, heads of schools, superintendents and others associated with the educational enterprise must work with and lead. As they work on their projects in this module, in other modules and in particular, in the Practitioner Research Module this fall, participants will also learn how to collect and make meaning of data on teams they choose to study.
Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered summer term only
Activity: Lecture
0.5 Course Units

EDMC 602 Social Foundations of Education
This module provides the basis for more rigorously and thoroughly understanding the key, big picture, foundational issues of education, such as defining education, exploring common goals of education, and moral and political challenges in education. This module will introduce students to a handful of standard intellectual frameworks and provide guided challenging of prevalent assumptions about education. A handful of humanistic and scientific approaches will be used, but the principle disciplinary lens will be sociocultural anthropology, which investigates shared norms, values and activities within and across social groups.
Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered summer term only
Activity: Lecture
0.5 Course Units

EDMC 604 Online-Research and Writing
Independent writing and research time for students. Supported by writing coach. Prerequisite: Enrollment in the Mid-Career Doctoral Program in Educational Leadership.
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit

EDMC 605 Frameworks for Understanding Literacy, Teaching & Learning
Designed as a collaborative inquiry, this module will provide a range of contexts for exploring the nature and purposes of literacy education in the 21st century. Individually and collectively, we will unpack the conceptual frameworks -the images, practices, assumptions, and beliefs- that structure our understanding of what it means to teach and learn literacy in various settings. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units
EDMC 606 Exploring Frameworks for Learners and Learning
This module will use a contextual approach to examine individual developmental issues across the life-course, specifically learner’s identities and pathways to learning. In addition to investigating how children learn at school, home, and in their communities, students in the course will become their own units of analyses. It is sometimes advantageous in fields of education and social science to regard oneself and life experiences as a point of departure in order to make sense of larger social forces. To that end, we will reflect on our own learning at different points throughout our lives and within a variety of social and educational contexts. This approach assumes that educational leaders might better understand and respond to developmental issues and identity formation of teachers and students by (re)examining our own biographies as learners and professionals and the interconnectedness of these roles and the expectations associated with them. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDMC 607 Qualitative Research Methods I
This year-long course will introduce students to the foundations, theories, methods, and practices of qualitative inquiry broadly and practitioner research specifically. This course is intended to teach students, who are educational leaders, what research is, both historically and currently, and in terms of its promise for guiding informed, inquiry-based practices, including the practices of change and reform. Further, this course is designed to prepare students to conduct qualitative research in their own educational or community-based settings. Students will be guided through a systematic and self-reflective process of learning to become reflective, ethical, and critical researchers. Students will be supported as they develop a theoretically strong practice of qualitative research that is directly informed by their own professional experiences, questions, and contexts. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDMC 608 Quantitative Methods I
This module focuses on the use of statistics for analyzing numerical data from educational contexts. The course materials and assignments are designed to help you gain the skills and knowledge required to plan and conduct high quality quantitative research. As such, the curriculum for this course focuses on the statistical methods most frequently used in education research and provides examples of the application of these methods using real data. This is an applied methods course, so the content will not be highly technical. While we will discuss some of the details of the mathematics behind statistics, we will place much more emphasis on understanding the concepts behind the statistics
What does each method do? How does it work? How do we interpret the results? This course is only for students enrolled in the Mid-Career Doctoral Program in Educational Leadership. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Taught by: Leslie Nabors Olah
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDMC 609 Leadership and Literature
Running a school is about understanding yourself and the perspectives of others to include your administration and staff, your students, their parents, alumni, and the larger school community. Good literature deepens your self-awareness and provides a wider appreciation of the experiences of others. Literature lets you experience what leaders are thinking and feeling and see how their decisions affect the lives of others. Reading literature opens insight into the most complex human issues, provides access to multiple human perspectives, and develops in school leaders empathy for the human condition and the complexity of the leadership challenges they face. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDMC 611 Understanding Race and Politics
Using a culturally responsive philosophical world view and a racial socialization framework, this course will cover theoretical frames for shifting educational leaders’ assessment, engagement, and processing, and problem-solving of racial tension within educational contexts. The course will follow a self-development, emotions processing and interactive role- playing format where participants will offer experience from their own schooling and employment challenges where racial politics are at play. This course fits within the Understanding Context, Self, Others, Vision & Direction theme of the Mid-Career program. The objectives of this course include helping students to develop useful knowledge on racial literacy and practice of racial negotiation skills in the following areas: theorizing about managing racial politics in urban schooling, identifying the impact of racial microaggressions on psychological adjustment, applying problem-solving strategies to address racial tensions in relationships, policies, and curricula. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units
EDMC 612 Introduction to Education Research
This course is designed to introduce students to the cycle of inquiry used in the on-going process of school reform and improvement. In this process, methods of gathering and analyzing various types of quantitative and qualitative data are central to central to posing questions, testing hypothesis, and evaluating new programs and initiatives—all of which are components of the inquiry cycle. This course will provide students with a hands-on opportunity to experience using the inquiry cycle to guide the exploration of the causes and effects student performance and possible means of improving poor performance through the analysis of internal data from a case study of a school district with twenty elementary schools. Analysis of both quantitative and qualitative data will be a particular focus of this guided inquiry, with the goal of helping students to begin developing fluency in these methods. Students will be asked to take on the responsibility of the superintendent of this school district and in this role, lead a team in the investigation of the problems underlying the schools’ performance on the statewide assessment of fourth grade writing skills. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDMC 613 Quantitative Methods II
This module focuses on the use of statistics for analyzing numerical data from educational contexts. The course materials and assignments are designed to help you gain the skills and knowledge required to plan and conduct high quality quantitative research. As such, the curriculum for this course focuses on the statistical methods most frequently used in education research and provides examples of the application of these methods using real data. This is an applied methods course, so the content will not be highly technical. While we will discuss some of the details of the mathematics behind statistics, we will place much more emphasis on understanding the concepts behind the statistics. We will investigate what each method does, how it works, and how we interpret the results. Prerequisite: this course is only for students enrolled in the Mid-Career Doctoral Program in Educational Leadership.
Taught by: Leslie Nabors Olah
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDMC 614 Qualitative Research Methods II
This year-long course will introduce students to the foundations, theories, methods, and practices of qualitative inquiry broadly and practitioner research specifically. This course is intended to teach students, who are educational leaders, what research is, both historically and currently, and in terms of its promise for guiding informed, inquiry-based practices, including the practices of change and reform. Further, this course is designed to prepare students to conduct qualitative research in their own educational or community-based settings. Students will be guided through a systematic and self-reflective process of learning to become reflective, ethical, and critical researchers. Students will be supported as they develop a theoretically strong practice of qualitative research that is directly informed by their own professional experiences, questions, and contexts. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDMC 615 Public Leadership: History
This module will examine how Americans have used their public schools to make citizens, from the birth of the republic into the present. By 1850, the United States sent a greater fraction of its children to school than any other nation on earth. Why? What did young people learn there? And, most of all, how did these institutions both reflect and shape our evolving conceptions of America itself? Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDMC 616 Leadership Seminar: Theory & Cases
Central to enhancing the leadership practice is the deepening of competency to frame and reframe challenges. Through a series of guest instructors, this seminar will address intentionally distinctive perspectives on leadership practice, toward the development of increased reframing skills. Conceptual frames will include change management theories, entrepreneurship, recent leadership theory, and equity/social justice. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDMC 617 Exploring/Enacting Leadership for STEM
Our approach to the STEM module embraces all three of these meanings of STEM. Our aims are to 1. introduce you to the critical competencies and practices that are at the heart of STEM learning and activity regardless, 2. ensure that you understand the key components of the four content domains brought together by STEM, and 3. provide opportunities for you to imagine and design STEM learning opportunities in your educational site. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDMC 701 Proseminar I (Research Methods)
The goal of this course is to support you in your first steps toward forming your dissertation proposal. Beginning this process can be daunting for many doctoral students, but the clearer you are in articulating your research questions and the more knowledgeable you are about the research literature informing your questions, the more successful you will be in efficiently completing a strong proposal. To this end, we will focus on the relationship between reviewing the research literature, developing a conceptual framework, asking researchable questions, and choosing appropriate methods for addressing such questions. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered summer term only
Activity: Lecture
0.5 Course Units
EDMC 702 Leadership and Emotional Intelligence
The Leadership and Emotional Intelligence Module will focus on concepts and practices that will enable you to become a great leader. Through the study of social and emotional intelligence, you will become familiar with competencies that actually work in the real world of organizations and institutions. You will learn how these concepts have been identified, how they can be applied, and how to develop them in yourself and others. As part of the course, you will engage in reflective exercises that enable you to focus specifically on your own leadership - your strengths, your weaknesses, your vision for yourself as a person and as a professional, and how you plan to realize this vision and your goals. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership. Course usually offered summer term only
Activity: Lecture
0.5 Course Units

EDMC 703 Public Policy Workshop I
This workshop provides a survey of key policy debates and the various ways in which issues can be assessed and contested. The course explores democratic governance, education policymaking, and the way policy shapes education practice. Four topics will frame the class: the nature of public policy, the question and politics of accountability, the topics of teacher quality and school choice, and how science, research, and innovation interact with policy. Specific topics that the class will touch upon will include No Child Left Behind, Teach For America, charter schooling, scientifically based research, and parent trigger laws. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership. Course usually offered summer term only
Activity: Lecture
0.5 Course Units

EDMC 704 Online-Research and Writing
Independent writing and research time for students. Supported by writing coach. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership. Course usually offered summer term only
Activity: Lecture
1.0 Course Unit

EDMC 705 Public Leadership: Social Contexts
This module will focus on conceptual, pedagogical, and practical issues typically studied under the headings, social context and social capital. It will examine families as a particular cultural and social context in which learning takes place and in which learners are engaged and engage others. Class meetings will be designed around three questions that will serve as themes for our reflections and discussions over the course of the module. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership. Course usually offered summer term only
Activity: Lecture
0.5 Course Units

EDMC 707 Educational Brand Management
This class experience is designed to provide experienced educational leaders with the requisite skills and knowledge necessary to design, implement and manage a brand identity for educational organizations, primarily schools or school districts. Successful branding is a comprehensive management issue. In schools, proactive and successful brand management builds financial and emotional value that enables success for the school or school district. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership. Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDMC 708 Research Proposal & Instrument Design I
In the first module, students will receive structured assistance as they develop a solid research plan that includes refining their research questions' theoretical framework, identify and marshal literature in support of the planned study, devise a research design, identify and/or construct instruments to collect data, and produce a plan for analysis. Ideally, the first module will culminate in the completion of the dissertation proposal. The second module will focus on data collection and analysis as well as study implications. The two modules in this course are designed to provide structured support to students as they proceed with their dissertation work. While there will be didactic instruction on selected topics, significant time will be spent in small groups iteratively and collaboratively working through common challenges that students face in developing an empirical piece of research that emerges from their practice. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership. Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDMC 709 Online-Research and Writing
Independent writing and research time for students. Supported by writing coach. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership. Course usually offered summer term only
Activity: Lecture
0.5 Course Units

EDMC 710 Organizational Diagnostics
Leaders in education are constantly presented with organizational challenges and opportunities for innovation. Each system has its own characteristic strengths and dynamics. Organizational Diagnosis is a process by which school leaders can learn to systematically see a system and decide what to do. This course will teach a sound framework for understanding and enhancing a system. The process focuses on identifying and defining an organizational issue, collecting and analyzing data on the system to create a narrative for what is and a roadmap for what ought to be, and determining the measure and method of feedback to both promote increased understanding of the situation and energize the school to take action. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership. Course usually offered in fall term
Activity: Lecture
0.5 Course Units
EDMC 711 Engaging the Polis and Public of U.S. School Reform I
In recent decades, significant institutional changes to the education policy landscape have made local public engagement more difficult. Among these changes are increased centralization of policymaking in the federal government and in state governments, the rise of charter schools and portfolio management models, and mayoral and state takeovers of urban school districts. In this part of the module, we examine scholarship addressing the new landscape and the challenges it poses to community-based groups and to democratic decision-making. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDMC 713 Research Proposal & Instrument Design II (Continued)
In the first module, students will receive structured assistance as they develop a solid research plan that includes refining their research questions’ theoretical framework, identify and marshal literature in support of the planned study, devise a research design, identify and/or construct instruments to collect data, and produce a plan for analysis. Ideally, the first module will culminate in the completion of the dissertation proposal. The second module will focus on data collection and analysis as well as study implications. The two modules in this course are designed to provide structured support to students as they proceed with their dissertation work. While there will be didactic instruction on selected topics, significant time will be spent in small groups iteratively and collaboratively working through common challenges that students face in developing an empirical piece of research that emerges from their practice. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDMC 714 Creating Contexts for Teacher Learning and Leadership
This module will be a collaborative inquiry into the nature and relationships of teaching, teacher learning, and teacher leadership and their implications for leading learning in a school, district, or other educational organization. It will build on your work in other strands of the program, especially the Instructional Strand in which you have been taking up current perspectives on teaching and learning in various subjects and promising ways to provide leadership at the level of the department, school, and district, as well as in other educational organizations. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDMC 715 Online-Research and Writing
Independent writing and research time for students. Supported by writing coach. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDMC 717 Organizational Theory
This module examines organizations as organizations and leadership within these organizations to address fundamental questions regarding how organizations come to be, persist, and/or change. Over the semester, we will grapple with questions regarding when and under what conditions do leaders effect meaningful organizational change. Students will be asked to reflect on their own leadership experiences inside organizations as well as potential changes to their approaches. In this way, students will gain knowledge and skills regarding the structures of educational organizations and the enabling and constraining conditions for leadership. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDMC 718 Instructional Technology
This module involves exploration and analysis of historical and contemporary ideas about instructional technology, as well as the development of practical applications for such theories. Our focus will be on K-12 contexts; however, we will also consider how relevant experiences and practices with technologies outside of schools are related to what happens within. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDMC 719 Leadership for Humanities
This course builds on previous learning in the Frameworks for Understanding Literacy Teaching and Learning module. After having encountered a range of perspectives about the nature of literacy (with an emphasis on literacy as critical social practice), we will examine the links between educational leadership and literacy teaching and learning. Seeing leadership as a shared enterprise, we will explore the core elements of a distributed perspective on literacy leadership at every level with a district/school community. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDMC 801 Proseminar II: Data Analysis and Reporting
The goals of this module are twofold. First, it aims to provide students with a set of practical skills for making sense of qualitative and mixed data. Students will practice organizing and coding qualitative data, use various techniques to develop hypotheses and draw conclusions based on data, and apply these skills to their own dissertation research. Second, this module seeks to enable each student to make significant progress on his/her research over the course of the week. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered summer term only
Activity: Lecture
0.5 Course Units

EDMC 803 Dissertation/Research
Dedicated dissertation research hours in year three of the program. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered summer term only
Activity: Lecture
2.5 Course Units
EDMC 805 Inquiry Seminar
The purpose of the Inquiry Community session is two-fold: to provide students with assistance with problems that occur in the process of doing qualitative or quantitative data analysis and to develop reflective processes for examining data that students can use in their settings of practice. The sessions should serve the practical purpose of providing students with support as they solve problems associated with issues of interpretation, and work toward the completion of their dissertations. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDMC 806 Advanced Issues in Educational Leadership I
As a capstone integrative experience, this module features a series of day-long workshop-style sessions on Saturdays of the third program year. These Saturday Experiences will allow students to revisit core themes raised in various modules during the program and provide an opportunity to extend prior module work in new synthetic ways. Sessions will revisit each student’s leadership philosophy, engage constructs of decision-making and judgment, continue discussions around diversity and privilege, engage alumni leadership challenges, re-engage data analysis, take a further view into the global field of educational leadership, and reprise the three-year program experience. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDMC 807 Dissertation/Research
Dedicated dissertation research hours in year three of the program. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in fall term
Activity: Lecture
1.0 Course Units

EDMC 808 Leading Instructional and Curricular Change
This course is the Capstone Module for the Instructional Leadership strand of the Mid-Career Doctorate Program. A first emphasis of the module will be on several topics that have not yet been directly addressed during the program. The module is designed to provide opportunity to deal more intensively with topics and others that are identified through our initial discussions. A second focus of this course is on the process of collaborative problem-posing and problem-solving around issues in instructional leadership you are currently facing. To engage these topics and issues, we will draw on your experience as well as what has been addressed so far in the Instructional Leadership modules. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EDMC 809 Advanced Issues in Educational Leadership II (Continued)
As a capstone integrative experience, this module features a series of day-long workshop-style sessions on Saturdays of the third program year. These Saturday Experiences will allow students to revisit core themes raised in various modules during the program and provide an opportunity to extend prior module work in new synthetic ways. Sessions will revisit each student’s leadership philosophy, engage constructs of decision-making and judgment, continue discussions around diversity and privilege, engage alumni leadership challenges, re-engage data analysis, take a further view into the global field of educational leadership, and reprise the three-year program experience. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in spring term
Activity: Lecture
2.0 Course Units

EDMC 810 Dissertation/Research
Dedicated dissertation research hours in year three of the program. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in spring term
Activity: Lecture
2.0 Course Units

EDMC 811 EBL Capstone-Data Informed Inquiries
The goal of this module is to learn to apply the concept of data informed improvement into our daily practice. The field of educational improvement shares a set of goals, frameworks, and methods with other fields like organizational learning in sociology, continuous improvement in business and evidence-informed improvements in medicine. Each of these fields has its own set of frameworks and language to describe the improvement process, but they are all based on the notion of using data to inform continuous learning and improvement. This course is only for students enrolled in the Mid-Career Doctoral Program in Educational Leadership. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership
Taught by: Jon Supovitz
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

EDMC 812 Engaging the Polis and Public of U.S. School Reform II
In recent decades, significant institutional changes to the education policy landscape have made local public engagement more difficult. Among these changes are increased centralization of policymaking in the federal government and in state governments, the rise of charter schools and portfolio management models, and mayoral and state takeovers of urban school districts. In this part of the module, we examine scholarship addressing the new landscape and the challenges it poses to community-based groups and to democratic decision-making. Prerequisite: Enrollment in Mid-Career Doctoral Program in Educational Leadership.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

Education - Penn Chief Learning Officer (EDCL)
These courses are only available to students in the Penn Chief Learning Officer program.
EDCL 545 Penn Chief Learning Officer Program Experimental Course  
This topic course explores multiple and different aspects of Chief Learning Officer Program. Specific course topics vary from year to year. Consult with the program for current course offerings.  
Activity: Lecture  
1.0 Course Unit

EDCL 701 Learning Technology in the Workplace  
This course is embedded in a block of four courses focusing on leadership in organization. This course focuses on the role of technology in learning at work. This course focuses on the evolution of technology in organizations and a review of the most current technologies in use in organizational learning today. Topics include the history of and new directions in learning technologies, emerging learning technologies, security and privacy in a high-tech world, evaluating technological solutions for organizational learning needs, and evaluating learning technologies in light of organizational goals. This course is only available to students in the Penn Chief Learning Officer program.  
Activity: Lecture  
1.0 Course Unit

EDCL 702 Technology Strategies for Corporate Learners  
This course is embedded in a block of three courses focusing on the role of technology in learning at work. This course focuses on the role of technology in advancing learning in organizations. Topics include designing technology-enabled learning environments, using simulations, games, and apps, choosing and evaluating e-tools, educational entrepreneurship, evaluating technology-enabled learning interventions. Prerequisite: Enrollment in Penn Chief Learning Officer program.  
Activity: Lecture  
1.0 Course Unit

EDCL 703 Managing Technology in the Workplace  
This course is embedded in a block of three courses focusing on the role of technology in learning at work. This course focuses on managing learning technologies in the modern organization. Topics include identification and selection of learning technologies, managing change, communication skills to influence decisions about technology change/adoption/implementation, and implementation of learning technologies. Prerequisite: Enrollment in Penn Chief Learning Officer program.  
Activity: Lecture  
1.0 Course Unit

EDCL 704 Individual Effectiveness  
This course is embedded in a block of four courses focusing on leadership in organization. This course focuses on individual leadership development and will provide students with experiences, perspectives, and theories that will enable them to better understand themselves in the context of a diverse and changing world. Topics covered include adult development, adult learning, perception, bias, diversity and inclusion, emotional and social intelligence, and the role of values and ethics in leadership. Prerequisite: Enrollment in Penn Chief Learning Officer program.  
Activity: Lecture  
1.0 Course Unit

EDCL 705 Organizational Leadership  
This course is embedded in a block of four courses focusing on leadership in organization. This course focuses on leadership in the context of the modern organization. Students will review the history of management science as well as current research and practices in the areas of organizational culture, organizational change, organizational effectiveness, organizational diagnosis, engagement and happiness at work, and coping with stress in leadership roles. Prerequisite: Enrollment in Penn Chief Learning Officer program.  
Activity: Lecture  
1.0 Course Unit

EDCL 706 Functional Leadership  
This course is embedded in a block of four courses focusing on leadership in organization. This course focuses on managing teams within and across all functions of the organization, as well as functions in the organization that are responsible for talent management, leadership development, and human resources. Topics covered include team dynamics, organizational structure, talent management, and the impact of historical models and theories as well as globalization and demographic shifts that impact organizations. Prerequisite: Enrollment in Penn Chief Learning Officer program.  
Activity: Lecture  
1.0 Course Unit

EDCL 707 Learning Leader as Performance Consultant  
This course is embedded in a block of three courses focusing on organizational learning. This course focuses on research and current practices in leadership development and organizational effectiveness. Topics covered include the models of individual change and development, the relationships among and between individual, team and organizational effectiveness, individual and large-scale leadership development, executive coaching, aligning and integrating learning and performance with organizational goals, and evaluation of learning interventions. Prerequisite: Enrollment in Penn Chief Learning Officer program.  
Activity: Lecture  
1.0 Course Unit

EDCL 708 Organizational Effectiveness  
This course is embedded in a block of three courses focusing on organizational learning. This course focuses on the role of learning and development in organizational effectiveness. Topics covered include current learning practices in organizations, historical and current research on the efficacy of learning interventions in organizations, and designing learning interventions for individuals and groups in organizations. Prerequisite: Enrollment in Penn Chief Learning Officer program.  
Activity: Lecture  
1.0 Course Unit

EDCL 709 Organizational Learning  
This course is embedded in a block of three courses focusing on organizational learning. This course focuses on theories and models of learning in organizations. Topics include learning theories, pedagogy and curriculum in adult learning, implications of the diverse global workforce for learning and development in organizations, organizational success and learning in an uncertain environment, and assessment of learning in organizations. Prerequisite: Enrollment in Penn Chief Learning Officer program.  
Activity: Lecture  
1.0 Course Unit
EDCL 710 Individual and Social Learning
This course is embedded in a block of three courses focusing on organizational learning. This course focuses on the role of cognition in learning as well as the impact of the social context on individual learning and change. Topics covered include the cultural foundations of learning, action learning, informal learning, and the impact of organizational culture on individual learning and organizational change. Prerequisite: Enrollment in Penn Chief Learning Officer program.
Activity: Lecture
1.0 Course Unit

EDCL 711 Marketing for Executives
This course is embedded in block of three courses focusing on business acumen. This course focuses on strategic marketing. Topics covered include research and practices related to branding, managing innovation, customer contact and customer service, communication in business, crisis communication, the interaction of marketing and strategy, and the impact of marketing on organizational effectiveness. Prerequisite: Enrollment in Penn Chief Learning Officer program.
Activity: Lecture
1.0 Course Unit

EDCL 712 Finance for Executives
This course is embedded block of three courses focusing on business acumen. This course focuses on business and corporate finance. Topics include basic financial tools, and practices, global finance, micro- and macroeconomics in the context of business finance, strategy and decision making, the relationship between strategy and finance, strategy execution, mergers and acquisition, and governance. Prerequisite: Enrollment in Penn Chief Learning Officer program.
Activity: Lecture
1.0 Course Unit

EDCL 713 Management for Executives
This course is embedded block of three courses focusing on business acumen. This course focuses on topics impacting the modern business world, as well as topics impacting not-for-profit, government and non-governmental organizations. Specific topics include global trends and strategy, people analytics, talent management, employee engagement, entrepreneurship, and social entrepreneurship. Prerequisite: Enrollment in Penn Chief Learning Officer program.
Activity: Lecture
1.0 Course Unit

EDCL 714 Masters Thesis (CLO)
This online course guides students through a process of identifying a topic, reviewing historical and current literature, forming an argument for a research study, and writing the masters thesis. Prerequisite: Enrollment in Penn Chief Learning Officer program.
Activity: Masters Thesis
1.0 Course Unit

EDCL 715 Qualitative Data Analysis
The course is embedded in a block of three courses focusing on evidence-based research. This course focuses on qualitative research in organizations. Topics include researcher positionality, theoretical and conceptual frameworks, the role of research questions in instrument development, common qualitative research data collection methods (e.g. interviews and focus groups), qualitative data analysis methods (e.g. coding, thematic analysis), and research ethics. Prerequisite: Enrollment in Penn Chief Learning Officer program.
Activity: Lecture
1.0 Course Unit

EDCL 716 Quantitative Data Analysis
The course is embedded in a block of three courses focusing on evidence-based research. This course focuses on quantitative research in organizations. Topics include hypothesis design and testing, variables, descriptive and analytic statistics, and critically evaluating quantitative and mixed methods research. Prerequisite: Enrollment in Penn Chief Learning Officer program.
Activity: Lecture
1.0 Course Unit

EDCL 717 Research Design & Delivery
The course is embedded in a block of three courses focusing on evidence-based research. This course focuses on qualitative, quantitative, and mixed methods research design. Topics include designing conceptual frameworks, designing research questions, conducting a literature review, designing qualitative and quantitative data collection and analysis methods (e.g. designing interview protocols and surveys), and research ethics. Prerequisite: Enrollment in Penn Chief Learning Officer program.
Activity: Lecture
1.0 Course Unit

EDCL 802 Practicum (CLO)
Practical application of academic program content. Prerequisite: Enrollment in Penn Chief Learning Officer program.
Activity: Field Work
0.0 Course Units

EDCL 995 Advanced Dissertation Research Methods
This course provides students with further development of research and writing skills, guidance on the formation of a research question, literature review, and research design for the doctoral dissertation. The course also provides guidance on conducting doctoral research and writing the dissertation. Under guidance of the chair of the dissertation committee, students will write a dissertation to be evaluated by the committee chair and committee members. Prerequisite: Enrollment in Penn Chief Learning Officer program.
Activity: Dissertation
1.0 Course Unit

Education - School & Mental Health Counseling (EDSC)
These courses are only available to students in the Executive Program in School and Mental Health Counseling.
EDSC 501 Ethics & Professional Principles in School & Mental Health Counseling
This course is designed to fulfill the Professional Orientation requirement of state licensure, as well as the Ethics and Professional Orientation requirement of the Planned Program of Study. It provides an opportunity for students to learn clinical skills and to refine skill application with clients. Students are also able to integrate theory and the other components of the program (Human Growth & Development, Social & Cultural Foundations, Helping Relationships) into practical application in this course. This course will assist students in the development of their knowledge and skills in ethical decision-making, ethical standards related to the field of school and mental counseling. In addition, a primary goal of this course is to help each student increase his/her knowledge of self as a provider of counseling services to others. Prerequisite: Enrollment in Executive Program in School and Mental Health Counseling. Course usually offered summer term only
Activity: Lecture
1.0 Course Unit

EDSC 502 Counseling Interventions: Theory & Practice
This course will provide an overview of several of the primary theories of counseling, along with the key concepts and therapeutic processes related to those theories. Students will be guided to demonstrate a working knowledge of the theories presented, to be able to distinguish between different approaches, and develop a preliminary rationale for the use of a particular approach. The main objectives of the course are for the student to develop a working knowledge of the theories of counseling and the practical counseling interventions derived from those theoretical perspectives, and to begin practicing the applications of this knowledge. Prerequisite: Enrollment in Executive Program in School and Mental Health Counseling. Course usually offered summer term only
Activity: Lecture
1.0 Course Unit

EDSC 503 School & Mental Health Counseling: Practicum I
This course emphasizes practical counseling experience utilizing rudimentary counseling skills when working with approved supervisors in school counseling programs, mental health agencies, and recording volunteer practice clients. All practicum sites have been pre-approved to meet certification standards. A primary purpose of this course is to provide beginning counseling students with a supportive learning environment and ground them in practical skills and application to the counseling profession. Students will have opportunities to practice, enhance, and refine their emerging counseling skills acquired in class, as well as through structured supervised learning opportunities in schools and clinical settings. Prerequisite: Enrollment in the Executive Program in School and Mental Health Counseling. Course usually offered summer term only
Activity: Lecture
1.0 Course Unit

EDSC 504 Assessment for Counselors in School & Mental Health Counseling
This course seeks to help students understand the assessment process including the theoretical and historical basis as well as legal and ethical concerns. Students will develop knowledge of concepts of measurement including descriptive statistics, central tendency, norms, reliability, validity, etc. This course will also review assessment as it relates to educational law, entitlement decisions, and high stakes accountability, in addition to teaching students how to implement assessment techniques through observation, interview and ecological and environmental methods. Prerequisite: Enrollment in the Executive Program in School and Mental Health Counseling. Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDSC 505 Sociocultural Foundations in Counseling
Understanding sociocultural and individual differences is essential to the work of counselors. This course provides a contextual and applied understanding of working with clients who are culturally diverse. The purpose of this course is to expand one's understanding of the impact of sociocultural and contextual factors, the interaction of identities, and the application of this knowledge to working with underserved and under-addressed individuals in counseling. Both intervention and prevention strategies will be addressed. The student will be required to demonstrate a working knowledge of key concepts in sociocultural counseling and the topical areas addressed in the course. Prerequisite: Enrollment in Executive Program in School and Mental Health Counseling. Activity: Lecture
1.0 Course Unit

EDSC 506 School & Mental Health Counseling: Practicum I (Continued)
This course emphasizes practical counseling experience utilizing rudimentary counseling skills when working with approved supervisors in school counseling programs, mental health agencies, and recording volunteer practice clients. All practicum sites have been pre-approved to meet certification standards. A primary purpose of this course is to provide beginning counseling students with a supportive learning environment and ground them in practical skills and application to the counseling profession. Students will have opportunities to practice, enhance, and refine their emerging counseling skills acquired in class, as well as through structured, supervised learning opportunities in schools and clinical settings. Prerequisite: Enrollment in the Executive Program in School and Mental Health Counseling. Activity: Lecture
0.0 Course Units
EDSC 507 Human Development
This course explores the characteristics of developmental change over time - from infancy through late adulthood - and the processes or mechanisms underlying these changes. Students will gain an understanding of the fundamental theories and research traditions of the field, how variations in context influence development, and how theory and research can be applied to real world issues. Using a cultural ecological framework, we will examine theoretical approaches to the study of human development emphasizing the importance of contextual factors (e.g., race, ethnicity, culture, gender, socioeconomic status, historical moment, etc.) and individual perceptions in understanding growth and change. Students will be encouraged to explore developmental change and growth as they occur across different developmental periods of life and within a wide variety of settings and cultural contexts in order to help them begin to crystallize their own world-views and conceptual frameworks of human development. Throughout the semester we will search for new ideas, challenge old ones, and wrestle with paradoxical issues. Prerequisite: Enrollment in Executive Program in School and Mental Health Counseling.
Activity: Lecture
1.0 Course Unit

EDSC 508 Applied Quantitative Methods
This course is designed for counselors in training. To that end, this course will cover topics related to statistics and research methodology using instructional strategies intended to build the capacity of counselors-in-training to understand, interpret and use statistics and research methods to support their work with students, school staff, and school administrators. The majority of the course will involve a balance of lecture, discussion, and interactive practice activities, linking statistics and research methods to counseling and the real-world responsibilities of counselors-in-training. Prerequisite: Enrollment in Executive Program in School and Mental Health Counseling.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDSC 509 Career Counseling & Development
This course addresses career development throughout the life span. It includes the nature of work, career assessment measures, classification systems, and theory related to vocational planning. Student self-assessment, career guidance programs, and unique needs of special populations are covered. Prerequisite: Enrollment in Executive Program in School and Mental Health Counseling.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDSC 510 Group Counseling
This course is designed as an introduction to the use of groups in counseling practice. Its chief purpose is to provide students with an overview of basic elements of group process, with a focus on stages of group development; guidelines for multicultural practice; ethical and professional issues in group practice; and group leadership. The course is a combination of didactic and experiential elements, including demonstrations, short lectures, discussions of group process concerns, and questions and answers. Prerequisite: Enrollment in the Executive Program in School and Mental Health Counseling.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDSC 511 School & Mental Health Counseling: Practicum II
This course emphasizes practical counseling experience utilizing rudimentary counseling skills when working with approved supervisors in school counseling programs, mental health agencies, and recording volunteer practice clients. All practicum sites have been pre-approved to meet certification standards. A primary purpose of this course is to provide beginning counseling students with a supportive learning environment and ground them in practical skills and application to the counseling profession. Students will have opportunities to practice, enhance, and refine their emerging counseling skills acquired in class, as well as, through structured supervised learning opportunities in schools and clinical settings. The Practicum is the initial opportunity for students to synthesize and integrate theoretical information from course work into their individual counseling and small group work. These objectives are met at the clinical site, through individual recorded client sessions, and in class. An additional aim of this course is to help students increase and explore their own self-knowledge as providers of counseling services to others. The course promotes an awareness and better understanding of oneself, how individual understanding may impact professional practice; appreciation of others, reinforcing the importance of empathic attention to the needs of others differing from ones own (cultural, educational, and socioeconomic background); and professional development, emphasizing skill building, ethics, and providing counseling services. Prerequisite: Enrollment in the Executive Program in School and Mental Health Counseling.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EDSC 512 School & Mental Health Counseling: Practicum III
This course is a continuation of Practicum II for students who need to complete their field placements. Prerequisite: Enrollment in the Executive Program in School and Mental Health Counseling.
Course usually offered summer term only
Activity: Lecture
0.0 Course Units

EDSC 545 School and Mental Health Counseling Experimental Course
This topic course explores multiple and different aspects of School and Mental Health Counseling. Specific course topics vary from year to year. Consult with the program for current course offerings.
Activity: Lecture
1.0 Course Unit

EDSC 560 School and Mental Health Counseling: Internship I
This course provides the experience necessary to develop the skills to implement a comprehensive, developmental, and collaborative school counseling or mental health program. The course also translates knowledge, skills, attitudes to practice, and competencies that foster professionalism in school and community settings. Students will also complete supervised field experiences that provide actual on-the-job experience for a minimum of 420 clock hours of instructional experience for school counselor certification and/or 600 clock hours of supervised internship and a minimum of 240 hours of direct service to individuals and groups for Licensed Professional Counselor (LPC) eligibility. Prerequisite: Enrollment in the Executive Program in School and Mental Health Counseling.
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit
EDSC 602 Advanced Group & Family Systems Counseling
This course will focus on the basics of systems intervention with a specific focus on families and groups, and a second focus on diversity and racial stress and literacy in systems. The purpose is to develop more advanced knowledge of practical therapeutic problem-solving skills at the graduate student level using ecological, systemic, and cultural perspectives. Students will be exposed to basic group therapy strategies with children and youth, with family interventions across various school-based emotional health diagnostic populations, and how to intervene within groups and families in which cultural differences and styles are key themes. The student will be required to demonstrate a working knowledge of the key concepts in systems intervention, to make preliminary judgments about how to apply various strategies to specific problems in a variety of naturalized and formal therapeutic contexts including schools, homes, and community centers, and evaluated on the ability to react spontaneously to moment-by-moment shifts in group and family therapy processes. Students will also be challenged to develop a preliminary rationale for a systemic theory of behavior change. Given the diversity of clients that counselors see professionally, some demonstrated knowledge of how cultural differences will be addressed in the counseling session and in the relationships of larger societal institutions will be expected. Prerequisite: Enrollment in the Executive Program in School and Mental Health Counseling.
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit

EDSC 603 Advanced Professional Development: Utilizing & Building Resources within Community Agencies & Orgs
This course is structured to create an intellectual and practice-driven inquiry community in which you as students have the opportunity to deepen and expand your understanding of the multifaceted professional roles and responsibilities of school and mental health counselors, as well as the complex systems in which these roles are formed and enacted. The primary goal of the course is to support you in developing an inquiry stance on your practice (Cochran-Smith & Lytle, 2009) as a means of enhancing the quality and meaning of your work and professional identity. Prerequisite: Enrollment in the Executive Program in School and Mental Health Counseling.
Two terms. student must enter first term.
Activity: Lecture
0.5 Course Units

EDSC 604 Foundations in Education for Diverse Learners
This course is intended to engage you in thoughtful discussion about working with diverse learners while presenting factual information about specific areas of need. Our work will be situated within a socio-cultural framework that sees our students as resources that enrich our counseling work and their communities. In this class, we will address content related to both Special Education/Students with Disabilities and English Language Learners. As such, we use three major themes as central to school counseling work and professionalism: Supporting students with disabilities and English language learners; development of inclusive and empowering student practices and environments; and supporting positive school, community and life goals which affirm diversity and ensure equitable outcomes for all students. Over the course of the semester, you will have an opportunity to clarify and challenge your beliefs about working with students with diverse learning needs in your role as a school counselor, in urban and diverse environments. In particular, through course readings, discussion, and projects students will be challenged to think deeply and thoroughly about educating diverse students in schools, through the following core elements: a) taking an inquiry stance; b) urban contexts of schools, c) supporting social justice & equity, d) integrating theory with practice. In doing so, students will critically examine their own role in providing services to students which will support equitable, positive, student- and family-centered school and life outcomes. Prerequisite: Enrollment in the Executive Program in School and Mental Health Counseling.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDSC 605 School & Mental Health Counseling: Internship I (Continued)
This course provides the experience needed to develop the skills to implement a comprehensive, developmental and collaborative school counseling or mental health program. The course also translates knowledge, skills, attitudes to practice and competencies that foster professionalism in school and community settings. Students will also complete supervised field experiences that provide actual on-the-job experiences for a minimum of 420 clock hours of instructional experience for school counselor certification and/or 600 clock hours of supervised internship and a minimum of 240 hours of direct service to individuals and groups for Licensed Professional Counselor (LPC) eligibility. Prerequisite: Enrollment in the Executive Program in School and Mental Health Counseling.
Course usually offered in fall term
Activity: Lecture
0.0 Course Units
EDSC 606 Advanced Counseling Skills & Human Sexuality
This course will be a hybrid course combining advanced counseling skills and counseling related to human sexuality issues. The advanced counseling skills portion of the class will be understood as an elaboration of the basic understanding of theoretical interventions learned in the first year of the program by presenting students with information about case conceptualization and more advanced intervention from three major theoretical orientations (cognitive behavioral, psychoanalytic, and emotion-focused therapy). There will also be a brief consideration of what it means to integrate and combine different theoretical approaches, if they really are as different as we think. Topics in human sexuality that commonly present in school and mental health settings will be used as the context for applying advanced skills. This course aims to present students with factual information about advanced skills and human sexuality while also providing an atmosphere in which self-reflection and affective learning can facilitate counselor development in the areas of advanced skills and human sexuality. Prerequisite: Enrollment in the Executive Program in School and Mental Health Counseling. Course usually offered summer term only.
Activity: Lecture
1.0 Course Unit

EDSC 607 Healthy Development & Psychopathology
This course will familiarize counseling students with the major mental disorders, as well as with conceptions of mental health, mental health promotion, resilience and recovery. It is important that counselors, regardless of concentration or specialization, be acquainted with the language, taxonomy, conceptualizations, and developments in the study of psychopathology, as well as a sense of the lived experience of people with mental disorders. Prerequisite: Enrollment in the Executive Program in School and Mental Health Counseling. Course usually offered in fall term.
Activity: Lecture
1.0 Course Unit

EDSC 608 Research and Evaluation Seminar in Counseling and Education
This course focuses on the application of research concepts and use of data in comprehensive school counseling programs. The course materials, exercises and assignments are designed to help students gain and use practical skills required to make data-based decisions. Specifically, students will learn to use data to: identify needs within the school; identify possible interventions and programs to address the needs; implement interventions and programs; monitor and evaluate the interventions to demonstrate the results of the interventions; and use data to advocate for the profession, the work, and for students. Prerequisite: Enrollment in the Executive Program in School and Mental Health Counseling. Two terms. Student must enter first term.
Activity: Lecture
0.5 Course Units

EDSC 610 School & Mental Health Counseling: Internship II
Internship II, a continuation of Internship I, continues to provide the experience needed to develop the skills to implement a comprehensive, developmental and collaborative school counseling or mental health program. Students will continue to work on translating their knowledge, skills and attitudes to practice. The course also uses knowledge of the following areas to provide students with an understanding of the hand-on experiences of a school counselor K-12 and a mental health counseling professional: individual and group counseling, classroom guidance activities and academic, personal/social and career interventions; consultation, coordination, and referral; school/agencies policies and procedures; community-based agencies and referrals; working with students with disabilities and English language learners; professional, ethical, and legal considerations; assessment and evaluation techniques; supervision and professional development through Seminar Group. Enrollment in the Executive Program in School and Mental Health Counseling. Course usually offered in spring term.
Activity: Lecture
1.0 Course Unit

EDSC 611 Wellness & Addiction Counseling
This course will provide an overview of the foundations of addictions from a theoretical, practical and applicable standpoint. The basics of understanding the process of screening, assessing and treating addictions will be discussed as well as a focus on the strengths and wellness perspective of persons with addictions. In addition, students will gain an understanding of the effects and treatment of co-occurring disorders (e.g., addiction and depression). Addiction lingo, positive psychology and the various types of addictions will be addressed along with etiological models and current approaches for treatment. Prerequisite: Enrollment in the Executive Program in School and Mental Health Counseling. Course usually offered in spring term.
Activity: Lecture
1.0 Course Unit

EDSC 612 Trauma in School & Mental Health Counseling
Due to the overwhelming incidence of trauma, adversity, and toxic stress among consumers of mental health services and the potential profound and pervasive impact of trauma on development, it is essential that mental health professionals gain the necessary knowledge, competencies, and skills to foster resilience and healing. This course explores how trauma impacts not only cognitive and emotional processing, but also dysregulates neurophysiology, and discusses evidence based assessments and interventions that counselors can use to help alleviate the negative impact of trauma with their clients. This course is designed to provide foundational trauma education for mental health professionals working within schools and community settings to promote their ability to recognize trauma responses, to create trauma-sensitive educational and clinical environments to foster learning, growth and health and to develop trauma responsive counseling skills. Prerequisite: Enrollment in the Executive Program in School and Mental Health Counseling. Course usually offered in spring term.
Activity: Lecture
1.0 Course Unit
EDSC 701 School and Mental Health Counseling: Advanced Internship in Professional Counseling
This course is a continuation of Internship II for students who need to complete their field placements. Prerequisite: Enrollment in the Executive Program in School and Mental Health Counseling.
Activity: Lecture
0.5 Course Units
EDSC 702 School and Mental Health Counseling: Advanced Internship in Professional Counseling
This course is a continuation of Internship II for students who need to complete their field placements. Prerequisite: Enrollment in the Executive Program in School and Mental Health Counseling.
Activity: Lecture
0.0 Course Units

Education - School Leadership (EDSL)
These courses are only available to students in the School Leadership Program.

EDSL 501 Sustainability in Schools
Addresses an issue of great relevance to schools in the 21st century. As the leadership program comes to a close, students in this course will look at the issue of sustainability across the financial, environmental, and programmatic dimensions of school life. Prerequisite: Enrollment in School Leadership Program.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
EDSL 502 Leadership in Public, Independent & Parochial Schools
Encourage students to consider the challenges of leadership in public, independent, and parochial schools as part of the broader discussion of educational leadership in elementary and secondary education. The course will seek to identify themes that have implications for independent, parochial, and public schools and will seek to establish interconnections. Prerequisite: Enrollment in School Leadership Program.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
EDSL 503 Developing Instructional Leadership in Practice
Emphasizes how to connect organizational systems with schools’ instructional missions. Prerequisite: Enrollment in School Leadership Program.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
EDSL 504 Field Internship Seminar: Inquiring Into Organizational and Legal Dimensions of Principal Leadership
Provides the systems-thinking lens through which students inquire into how an individual's organizational leadership can support continuous school improvement through attention to school climate, program coherence, and effectiveness of instruction. Prerequisite: Enrollment in School Leadership Program.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
EDSL 505 Aligning Fiscal, Human, and Community Resources in Support of the School's Instructional Mission
Emphasizes the connections between the school's mission and daily decision-making (including managing budgets and funding streams, use of space, use of time, and scheduling and assignments of staff and students). Prerequisite: Enrollment in School Leadership Program.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
EDSL 506 Instructional Leadership to Promote Learning
The first course of the program, Instructional Leadership to Promote Learning begins with an exploration of values and beliefs underlying leadership in schools. Prerequisite: Enrollment in School Leadership Program.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
EDSL 507 Practitioner Research
Addresses an important goal of the program: developing school leaders who are skilled practitioner researchers. As an outgrowth of this course, students will engage in a practitioner research project that is the culminating experience of the program. Prerequisite: Enrollment in School Leadership Program.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
EDSL 508 Teaming and Collaborative Leadership in Schools
Presents two conceptual models for examining organizational practice in schools: working in groups and applying moral/ethical decision-making in schools. Prerequisite: Enrollment in School Leadership Program.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
EDSL 509 Field Internship Seminar: Leadership for School Improvement
Supports each student in becoming a reflective practitioner. Students develop the inquiry, communication, and interpersonal skills needed to build purposeful learning communities for adults and students. Prerequisite: Enrollment in School Leadership Program.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
EDSL 510 Critical Issues in Education
Engages the leadership cohort in analysis of three important issues of relevance to contemporary school leadership: technology, globalization, and equity and access. Prerequisite: Enrollment in School Leadership Program.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

Education - Urban Teaching Residency Certificate (EDTC)
These courses are only available to students in the Urban Teaching Residency program.
EDTC 503 Methods: Elementary A
This course is designed to enhance literacy and mathematics instruction that engages all students as readers, thinkers, and sense makers. In this course, we will explore the interrelationship of language, literacy, numeracy, and culture, and will co-construct a knowledge base for understanding how children learn. We will also develop and practice new routines for teaching literacy and mathematics that build on students interests, curiosities, and informal knowledge. Throughout the course, you will be encouraged to critically reflect on continually develop your teaching practice. Course readings, discussions, and assignments will offer opportunities to think in both theoretical terms and practical terms about your teaching. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in fall term
Also Offered As: EDTF 503
Activity: Lecture
1.0 Course Unit

EDTC 504 Methods: Middle Years A
This course focuses on you as both a learner and a teacher of mathematics and science. Its development is premised on the notion that in order for you to foster understanding and engagement for all your students, you have to develop and draw on different kinds of knowledge, skills, and dispositions. As a result, the course is designed to help you hone your practice as a teacher of mathematics and science and involves learning about learners (yourself included), the understandings and conceptions they hold, and the developmental processes through which they learn. It also involves developing skills in teaching practices that engage students in mathematical and scientific exploration, creating an environment that facilitates reasoning and promotes inquiry, and finding ways to analyze and learn from your own teaching. Good teaching is essentially a decision laden process, and the decisions you make are contextually based. Consequently, the aim of the course is not to provide you with a bag of tricks that are applicable or generalizable to all situations, but rather to help you develop necessary tools for thinking and working as a teacher. These tools include ways to explore scientific and mathematical content, assess your students understanding on an ongoing basis, and help all your students develop as learners of mathematics and science. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in fall term
Also Offered As: EDTF 504
Activity: Lecture
1.0 Course Unit

EDTC 505 Methods: 7-12 English A
This course is designed for preservice and working educators and is intended to weave theory into practice. In this data and standards driven climate, educators are often hit with buzzwords instead of solid theory and solid pedagogy. The framework for the course is to provide a foundation in theory and then explores how that theory works within and against existing practices in schools. We will be reflecting on practice and designing and redesigning lessons and units based on theory and best practices for adolescent literacy. This course is an overview of the theory and pedagogy needed for effective English language arts instruction. Prerequisite: Enrollment in Urban Teaching Residency Program.
Taught by: n/a
Course usually offered in fall term
Also Offered As: EDTF 505
Activity: Lecture
1.0 Course Unit

EDTC 506 Methods: 7-12 General Science/Biology A
The purpose of this class is to introduce secondary science teachers to pedagogy, content and methodologies supported by a three-pillar foundation: teaching diverse learners (cultural responsiveness), curriculum development (Understanding by Design) and demonstration of knowledge and skill acquisition (high leverage practices and competencies). Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in fall term
Also Offered As: EDTF 506
Activity: Lecture
1.0 Course Unit

EDTC 508 Methods: 7-12 World Languages A
The objectives of this course are for teachers to be able to: Align the four domains of professional practice with world languages pedagogy, recognize and demonstrate how pedagogical theories inform effective methodologies, incorporate a variety of standards-driven instructional practices using communicative techniques that engage students, research, identify and use resources that encourage student-centered learning practices, investigate and utilize a variety of assessments that effectively measure student performance and enhance proficiency, participate in local, state and national professional World Languages organizational activities including workshops and/or conferences. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in fall term
Also Offered As: EDTF 508
Activity: Lecture
1.0 Course Unit

EDTC 512 Methods: 7-12 Science (Chemistry)
The purpose of this class is to introduce secondary science teachers to pedagogy, content and methodologies supported by a three-pillar foundation: teaching diverse learners (cultural responsiveness), curriculum development (Understanding by Design) and demonstration of knowledge and skill acquisition (high leverage practices and competencies). Prerequisite: Enrollment in Urban Teaching Residency Program.
One-term course offered either term
Also Offered As: EDTF 512
Activity: Lecture
1.0 Course Unit

EDTC 513 Methods: 7-12 Science (Physics)
The purpose of this class is to introduce secondary science teachers to pedagogy, content and methodologies supported by a three-pillar foundation: teaching diverse learners (cultural responsiveness), curriculum development (Understanding by Design) and demonstration of knowledge and skill acquisition (high leverage practices and competencies). Prerequisite: Enrollment in Urban Teaching Residency Program.
One-term course offered either term
Also Offered As: EDTF 513
Activity: Lecture
1.0 Course Unit
EDTC 515 Child Development
This course explores the origins and context of urban education in the United States by critically examining how schools reproduce and sustain systemic inequality. We will examine historical, political, economic, and socio-cultural frameworks for understanding urban schools, students and teachers. Through course readings, field visits and class discussions, we explore the following: (1) student, teacher and researcher perspectives on urban education, (2) the broader sociopolitical urban context of K-12 schooling in cities, (3) teaching and learning in urban settings and (4) ideas about re-imagining urban education. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in fall term
Also Offered As: EDTF 515
Activity: Lecture
1.0 Course Unit

EDTC 520 Methods: 7-12 Mathematics A
The goal of this course is to enhance the teaching and learning of mathematics through a focus on the practical application of pedagogical theory. Each week we will engage in discussions and activities centered on different pedagogical approaches, using lessons covering specific mathematical concepts as demonstration tools. We will also use class time to reflect on experiences from our current teaching positions, and we will work together to develop solutions to problems that arise within our daily classroom experience. I aim to provide you with lesson and curricular development experience, multiple teaching techniques, and an engaging and supportive classroom environment to help us all develop as teachers and learners. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in fall term
Also Offered As: EDTF 520
Activity: Lecture
1.0 Course Unit

EDTC 521 Foundations of Special Education
This course strives to teach students who are working towards certification in general education problem solving strategies, teaching techniques, itinerant services, team and community building, and types of disabilities found in students who are eligible for Individualized Education Programming (IEPs) under the Individuals with Disabilities Act (IDEA). We will learn what constitutes disabilities in this population and issues surrounding providing this populations with an effective education. Students will explore the ramifications, jargon, specific goals and objectives included with implementing and IEP in the general education, or inclusive, environment. Students will discuss the appropriateness of various academic environments as children with disabilities progress from elementary to secondary education, and transition into adulthood. General issues surrounding the topic of inclusion and the least restrictive environment will be addressed. In addition, time will be spent in this course discussing the education of students who are English Language Learners from the standpoint of sheltered instruction and the use of WIDA lesson planning. A holistic approach to educating all students, with an emphasis on academic, social, emotional, behavioral, and transition skills area focus. Content will be presented through online lecture, hands on projects, and reading. It is expected that students will work within their current teaching placement and with actual students to complete some, if not all, of the 7 projects. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in spring term
Also Offered As: EDTF 521
Activity: Online Course
0.0 Course Units

EDTC 524 School & Society Seminar
This course is designed to provide students with an opportunity to investigate the philosophical underpinnings, social context, and current discourse of education and schooling in the United States. By historically linking the development of educational initiatives to notions of power, nation building, and citizenship, this class furthers an understanding of the assumptions about the purpose of education within this democratic nation, and its role(s) within our current social and political climate. Discussions of differential access to power and resources will be central to this class, thereby providing a forum for critically exploring educational policy, teaching practices, and the aims and purposes of education that are intimately connected to the social stratification and reproduction. We will draw on students experiential knowledge of schools and teaching to imagine how urban educators can transform the socially reproductive practices of schools. Prerequisite: Enrollment in Urban Teaching Residency Program.
One-term course offered either term
Also Offered As: EDTF 524
Activity: Lecture
1.0 Course Unit

EDTC 527 Social, Emotional, and Behavioral Interventions
This course is designed to provide students with a comprehensive understanding of students who present with social, emotional, and behavioral difficulties. The course will focus on the definitions, characteristics, prevalence, causes, and assessment of emotional and behavioral disorders. Effective teaching practices will be integrated in the course, including education service placements, functional behavior assessment, ABA, positive behavior supports and social skills instruction. Current issues in the field will also be explored. There will be a focus on the direct application of knowledge and skills to the classroom, as well as the expectation that students’ teaching experiences will inform discussion and learning. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in spring term
Also Offered As: EDTF 527
Activity: Online Course
1.0 Course Unit

EDTC 529 Language and Literacy Acquisition
This course addresses research-based instructional strategies for teaching literacy (including language development, reading, writing, and speaking) to learners in grade levels PreK-12 as well as practical and effective modifications for diverse learners (including struggling readers, English language learners, and students with learning disabilities in reading, as well as students with a wide range of disabilities requiring accommodations (cognitive, linguistic, physical, and social)). Formative and summative assessments of emergent and content literacy, including components of literacy (phonological awareness, word analysis, comprehension, vocabulary, fluency) will also be addressed. Also included are factors which influence literacy acquisition (including, but not limited to: English Language Learners), social and cultural implications for language and literacy development, as well as life-long literacy for children and adolescents who struggle in literacy. Prerequisite: Enrollment in Urban Teaching Residency Program.
Also Offered As: EDTF 529
Activity: Online Course
1.0 Course Unit
EDTC 530 Contemporary Issues in Urban Education
This course explores the origins and context of urban education in the United States by critically examining how schools reproduce and sustain systemic inequality. We will examine historical, political, economic, and socio-cultural frameworks for understanding urban schools, students and teachers. Through course readings, field visits and class discussions, we explore the following: (1) student, teacher and researcher perspectives on urban education, (2) the broader sociopolitical urban context of K-12 schooling in cities, (3) teaching and learning in urban settings and (4) ideas about re-imagining urban education. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in fall term
Also Offered As: EDTF 530
Activity: Lecture
0.5 Course Units

EDTC 531 Methods: Elementary B
In this course we will be examining many aspects of the teaching of science and social studies in elementary schools today. The importance of the National Science and Social Studies Education Standards, the Next Generation of Science Standards, and the Pennsylvania State Standards in curriculum development and reform will be explored in depth. Among the topics covered will be planning science and social studies instruction to include inquiry and integrated concepts, developing authentic assessments involving a variety of tools, creating and maintaining a safe laboratory and learning environment that meets the needs of diverse learners, and the integration of technology into science and social studies education. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in spring term
Also Offered As: EDTF 531
Activity: Lecture
1.0 Course Unit

EDTC 532 Methods: Middle Years B
Middle school teachers are involved in the constant process of increasing students’ active reading and writing about content area texts within the high-pressure environment of state accountability. Middle Years Methods offers practical strategies and applications that help establish a literate classroom environment in support of learning across all subject areas. Teachers learn approaches to help them establish literate classroom environments that are rich in problem-solving, critical thinking, logical reasoning concepts focused on state and national standards, and practical techniques that investigate and connect content in all subject areas to the real world. Middle Years Methods is structured to allow participants the opportunity to explore strategies and concepts for increasing student reading and writing proficiency. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in spring term
Also Offered As: EDTF 532
Activity: Lecture
1.0 Course Unit

EDTC 533 Methods: 7-12 English B
This course is designed for preservice and working educators and is intended to weave theory into practice. In this data and standards driven climate, educators are often hit with buzzwords instead of solid theory and solid pedagogy. The framework for the course builds from Secondary ELA Methods I. We will begin the semester by exploring the self, culturally relevant pedagogy, and how these things impact our practice. Then we will explore a variety of practices for teaching reading, writing, listening, and speaking. The practices for teaching reading, writing, listening, and speaking align to Special Education Competencies IV. Pedagogy. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in spring term
Also Offered As: EDTF 533
Activity: Lecture
1.0 Course Unit

EDTC 534 Methods: 7-12 General Science/Biology B
This course is the second course in the three-course series that addresses teaching and learning in secondary science classrooms. The methods topics have been carefully selected to represent current and relevant areas in science education research and are geared toward understanding issues impacting students, teachers and schools in the modern urban society. The course is premised on several organizing themes in education: Assessing misconceptions, teaching through multiple intelligences, expanding instructional practices, teaching science in urban schools, culturally relevant pedagogies, gender, professional learning communities and workforce development, problem-based learning, current STEM fields of research, citizenship science, and ethical decision making. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in spring term
Also Offered As: EDTF 534
Activity: Lecture
1.0 Course Unit

EDTC 535 Methods: 7-12 World Languages B
This course includes theoretical and practical applications for the teaching of world languages based on the five ‘C’ goal areas: Communication, Cultures, Comparisons, Connections, and Communities of the World-Readiness Standards for Learning Languages. Approaches and techniques will be explored to equip world language teachers with the knowledge and tools necessary to create a student-centered, standards-driven classroom. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in spring term
Also Offered As: EDTF 535
Activity: Lecture
1.0 Course Unit
EDTC 536 Methods: 7-12 Mathematics B
Mathematics Methods B is enhancing student learning through knowing the content, planning around our knowledge and reflecting on our practice and our practice and our students thinking. Each week we will think about mathematics through talking about mathematics, doing mathematics, and presenting mathematics, as we will learn to expect our students to do. Each week we will spend time both learning concepts behind the mathematics taught and learned in middle and high school, with a couple of topics from elementary school that have bearing on middle and high school mathematics. We will learn about these concepts in ways that you will be able to use in the classroom, giving you experiences with different methods. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in spring term
Also Offered As: EDTF 536
Activity: Lecture
1.0 Course Unit

EDTC 601 Methods: Advanced Elementary
This course has been designed for first and second year teachers who are currently teaching in elementary classrooms. Our work together will build upon the course work you completed this year, your past experiences as a student and a teacher, and your current classroom practices. In this course, we explore the interrelationship of language, literacy, numeracy and culture in order to co-construct a knowledge base for understanding how children learn. We will interrogate our own teaching practices in an effort to make our classrooms more content-rich and child-centered. Our work will span content areas - math, literacy, social studies, and science - emphasizing both their interconnectedness and their particularity. The course will offer opportunity to think in both theoretical terms and practical terms about implications of our teaching. Prerequisite: Enrollment in Urban Teaching Residency Program.
Also Offered As: EDTF 601
Activity: Lecture
1.0 Course Unit

EDTC 604 Methods: 7-12 Advanced English
This course is designed to give working teachers intensive, hands-on practice with research-based pedagogy that they need to address the immediate challenges of teaching English in urban public schools. Students will develop plans for a full course, several conceptual units, and eight weeks of daily lesson plans. In addition, students will develop and present various instructional routines, which the class will critique. Finally, students will share resources with each other and engage in problem-solving of their real-world classroom issues. Prerequisite: Enrollment in Urban Teaching Residency Program.
Also Offered As: EDTF 604
Activity: Lecture
1.0 Course Unit

EDTC 605 Methods: 7-12 Advanced Science
This course addresses teaching and learning in secondary science classrooms. The advanced methods topics have been carefully selected to represent current and relevant areas in science education research and are geared toward understanding issues impacting students, teachers and schools in the modern urban society. The course is premised on several organizing themes in education. Skills: topics investigated under this theme include: assessing misconceptions, teaching through multiple intelligences, expanding instructional practices. Teaching Science in Urban Schools: topics investigated under this theme include: culturally relevant pedagogies, gender, professional learning communities and workforce development. 21st Century Learning: topics investigated under this theme include: problem-based learning, information technologies, educational technologies, current STEM fields of research, citizenship science, and ethical decision making. Prerequisite: Enrollment in Urban Teaching Residency Program.
Also Offered As: EDTF 605
Activity: Lecture
1.0 Course Unit

EDTC 606 Methods: 7-12 Advanced World Languages
As a sequel to your introductory world language teaching and learning course, this course assumes a level of familiarity with theoretical and practical approaches to world language teaching and learning such as: communicative language teaching, task-based instruction, student centered instruction, and national and state standards. Building on this background, we will examine and analyze the use of emerging key concepts in world language education as well as consider critical perspectives to more traditional pedagogical approaches. Our exploration of world language learning and teaching methods will be grounded in praxis; that is, we will consider how theoretical and research-based approaches inform classroom practices, experiences, and beliefs, and vice versa. Accordingly, the course will provide opportunities for you to bridge theory and practice through an ongoing cycle of discussion, in-class application, and learning experiences such as collaborative activities, peer feedback, self-reflection, brief presentations, and the design of instruction materials. Prerequisite: Enrollment in Urban Teaching Residency Program.
Also Offered As: EDTF 606
Activity: Lecture
1.0 Course Unit

EDTC 618 Methods: 7-12 Advanced Mathematics
This course will focus on gaining a deeper understanding of the methods of mathematics teaching practice. This course will provide students the opportunity to put theory into practice through in class demonstrations of mathematical pedagogical practices. Through in class and online discussions, students will reflect on current teaching practices and the impact that these practices have on learning. It is my goal to support each student in further creating effective student-centered rational behind all teaching decisions. Prerequisite: Enrollment in Urban Teaching Residency Program.
Also Offered As: EDTF 618
Activity: Lecture
1.0 Course Unit
EDTC 625 Culturally Responsive Pedagogy
What is culturally responsive (or relevant) pedagogy? What does it look like, what does it consist of, how is it done, who can do it, when and where can it enter? Is it effective, and for whom? What are the impediments and limitations? What are its roots? What can its future look like, and what can it mean for urban education, student success, and community empowerment? This course will explore these questions and more, providing a theoretical grounding to push this field further, and practical tools to incorporate into current and future teaching and learning activities. The course will also look closely at various intersections (critical race theory, critical pedagogy, gender studies, social justice, multiculturalism, diversity/equity), sociopolitical landscapes, and educational reform efforts, to understand how culturally responsive pedagogy fits within the broader narratives. The class is intentionally designed as a seminar/workshop. Class activities will include full group discussions, small group breakouts, video clips, informal presentations, and possible guest speakers. Students are expected to actively engage both with the readings and in class activities. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in spring term
Also Offered As: EDTF 625
Activity: Lecture
1.0 Course Unit

EDTC 701 Educating Students with Disabilities - Part II
The purpose of this course is to teach students problem solving strategies, teaching techniques, itinerant services, team and community building, and types of disabilities found in students who have disabilities related to specific learning disabilities. We will learn what constitutes disabilities in this population and issues surrounding providing this population with an effective education. Students will explore the ramifications, jargon, specific goals and objectives included with creating and implementing an IEP for students in the population. General issues surrounding the topic of inclusion and the least restrictive environment will be addressed. Instructional techniques and assessments strategies will be a focus. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in spring term
Also Offered As: EDTF 701
Activity: Online Course
1.0 Course Unit

EDTC 702 Special Education Law & Processes
This course is designed to provide students with an understanding of special education processes, including the evaluation processes, exceptions and eligibility, the development and delivery of Individual Education Plans, as well as theories and best educational practices in the field and profession of special education. Students will become familiar with the Individuals with Disabilities in Education Act (IDEA), the cornerstone of special education law, Section 504 of the Americans with Disabilities Act, and Pennsylvania statutes and regulations governing special education law. Issues related to an understanding of the evaluation and determination of exceptionalities in a cultural context will be explored. There will be a focus on the direct application of knowledge and skills to the classroom, as well as the expectation that students teaching experiences will inform discussion and learning. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in fall term
Also Offered As: EDTF 702
Activity: Online Course
1.0 Course Unit

EDTC 703 Educating Students with Disabilities - Part I
The purpose of this course is to teach students problem solving strategies, teaching techniques, itinerant services, team and community building, and types of disabilities found in students who are eligible to take alternative state testing. We will learn what constitutes disabilities in this population with an effective education. Students will explore the ramifications, jargon, specific goals and objectives included with creating and implementing an IEP for students in the population. Students will discuss the appropriateness of various academic environments as children with more encompassing disabilities progress from elementary to secondary education, and transition into adulthood. General issues surrounding the topic of inclusion and the least restrictive environment will be addressed. A holistic approach to educating this population, with an emphasis on social, emotional, behavioral, transition and life skills are a focus. Students will receive a grade of a pass or fail at the conclusion of the fall term. 40 mandatory hours of fieldwork will take place in the spring semester. This will allow students to demonstrate learning acquired in the course work in a realistic setting. At the conclusion of the spring semester, a grade will be issued. Content will be presented through on line lecture, hands on projects, reading and fieldwork experience. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in fall term
Also Offered As: EDTF 703
Activity: Online Course
1.0 Course Unit

Education - Urban Teaching Residency Master's (EDTF)
These courses are only available to students in the Urban Teaching Residency program.

EDTF 503 Methods: Elementary A
This course is designed to enhance literacy and mathematics instruction that engages all students as readers, thinkers and sense makers. In this course, we will explore the interrelationship of language, literacy, numeracy, and culture, and will co-construct a knowledge base for understanding how children learn. We will also develop and practice new routines for teaching literacy and mathematics that build on students interests, curiosities, and informal knowledge. Throughout the course, you will be encouraged to critically reflect on continually develop your teaching practice. Course readings, discussions, and assignments will offer opportunities to think in both theoretical terms and practical terms about your teaching. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in fall term
Also Offered As: EDTC 503
Activity: Lecture
1.0 Course Unit
EDTF 504 Methods: Middle Years A
This course focuses on you as both a learner and a teacher of mathematics and science. Its development is premised on the notion that in order for you to foster understanding and engagement for all your students, you have to develop and draw on different kinds of knowledge, skills, and dispositions. As a result, the course is designed to help you hone your practice as a teacher of mathematics and science and involves you learning about learners (yourself included), the understandings and conceptions they hold, and the developmental processes through which they learn. It also involves developing skills in teaching practices that engage students in mathematical and scientific exploration, creating an environment that facilitates reasoning and promotes inquiry, and finding ways to analyze and learn from your own teaching. Good teaching is essentially a decision-laden process, and the decisions you make are contextually based. Consequently, the aim of the course is not to provide you with a bag of tricks that are applicable or generalizable to all situations, but rather to help you develop necessary tools for thinking and working as a teacher. These tools include ways to explore scientific and mathematical content, assess your students understanding on an ongoing basis, and help all your students develop as learners of mathematics and science. Prerequisite: Enrollment in Urban Teaching Residency Program. Course usually offered in fall term Also Offered As: EDTC 504 Activity: Lecture 1.0 Course Unit

EDTF 505 Methods: 7-12 English A
This course is designed for preservice and working educators and is intended to weave theory into practice. In this data and standards driven climate, educators are often hit with buzzwords instead of solid theory and solid pedagogy. The framework for the course is to provide a foundation in theory and then explore how that theory works within and against existing practices in schools. We will be reflecting on practice and designing and redesigning lessons and units based on theory and best practices for adolescent literacy. This course is an overview of the theory and pedagogy needed for effective English language arts instruction. Prerequisite: Enrollment in Urban Teaching Residency Program. Taught by: n/a Course usually offered in fall term Also Offered As: EDTC 505 Activity: Lecture 1.0 Course Unit

EDTF 506 Methods: 7-12 General Science/Biology A
The purpose of this class is to introduce secondary science teachers to pedagogy, content and methodologies supported by a three-pillar foundation: teaching diverse learners (cultural responsiveness), curriculum development (Understanding by Design) and demonstration of knowledge and skill acquisition (high leverage practices and competencies). Prerequisite: Enrollment in Urban Teaching Residency Program. Course usually offered in fall term Also Offered As: EDTC 506 Activity: Lecture 1.0 Course Unit

EDTF 513 Methods: 7-12 Science (Physics)
The purpose of this class is to introduce secondary science teachers to pedagogy, content and methodologies supported by a three-pillar foundation: teaching diverse learners (cultural responsiveness), curriculum development (Understanding by Design) and demonstration of knowledge and skill acquisition (high leverage practices and competencies). Prerequisite: Enrollment in Urban Teaching Residency Program. One-term course offered either term Also Offered As: EDTC 513 Activity: Lecture 1.0 Course Unit

EDTF 515 Child Development
This course explores the origins and context of urban education in the United States by critically examining how schools reproduce and sustain systemic inequality. We will examine historical, political, economic, and socio-cultural frameworks for understanding urban schools, students and teachers. Through course readings, field visits and class discussions, we explore the following: (1) student, teacher and researcher perspectives on urban education, (2) the broader sociopolitical urban context of K-12 schooling in cities, (3) teaching and learning in urban settings and (4) ideas about re-imagining urban education. Prerequisite: Enrollment in Urban Teaching Residency Program. Course usually offered in fall term Also Offered As: EDTC 515 Activity: Lecture 1.0 Course Unit
EDTF 520 Methods: 7-12 Mathematics A
The goal of this course is to enhance the teaching and learning of mathematics through a focus on the practical application of pedagogical theory. Each week we will engage in discussions and activities centered on different pedagogical approaches, using lessons covering specific mathematical concepts as demonstration tools. We will also use class time to reflect on experiences from our current teaching positions, and we will work together to develop solutions to problems that arise within our daily classroom experience. I aim to provide you with lesson and curricular development experience, multiple teaching techniques, and an engaging and supportive classroom environment to help us all develop as teachers and learners. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in fall term
Also Offered As: EDTC 520
Activity: Lecture
1.0 Course Unit

EDTF 521 Foundations of Special Education
This course strives to teach students who are working towards certification in general education problem solving strategies, teaching techniques, itinerant services, team and community building, and types of disabilities found in students who are eligible for Individualized Education Programming (IEPs) under the Individuals with Disabilities Act (IDEA). We will learn what constitutes disabilities in this population and issues surrounding providing this populations with an effective education. Students will explore the ramifications, jargon, specific goals and objectives included with implementing and IEP in the general education, or inclusive, environment. Students will discuss the appropriateness of various academic environments as children with disabilities progress from elementary to secondary education, and transition into adulthood. General issues surrounding the topic of inclusion and the least restrictive environment will be addressed. In addition, time will be spent in this course discussing the education of students who are English Language Learners from the standpoint of sheltered instruction and the use of WIDA lesson planning. A holistic approach to educating all students, with an emphasis on academic, social, emotional, behavioral, and transition skills area focus. Content will be presented through online lecture, hands on projects, and reading. It is expected that students will work within their current teaching placement and with actual students to complete some, if not all, of the 7 projects. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in spring term
Also Offered As: EDTC 521
Activity: Online Course
0.0 Course Units

EDTF 524 School & Society Seminar
This course is designed to provide students with an opportunity to investigate the philosophical underpinnings, social context, and current discourse of education and schooling in the United States. By historically linking the development of educational initiatives to notions of power, nation building, and citizenship, this class furthers an understanding of the assumptions about the purpose of education within this democratic nation, and its role(s) within our current social and political climate. Discussions of differential access to power and resources will be central to this class, thereby providing a forum for critically exploring educational policy, teaching practices, and the aims and purposes of education that are intimately connected to the social stratification and reproduction. We will draw on students experiential knowledge of schools and teaching to imagine how urban educators can transform the socially reproductive practices of schools. Prerequisite: Enrollment in Urban Teaching Residency Program.
One-term course offered either term
Also Offered As: EDTC 524
Activity: Online Course
1.0 Course Unit

EDTF 527 Social, Emotional, and Behavioral Interventions
This course is designed to provide students with a comprehensive understanding of students who present with social, emotional, and behavioral difficulties. The course will focus on the definitions, characteristics, prevalence, causes, and assessment of emotional and behavioral disorders. Effective teaching practices will be integrated in the course, including education service placements, functional behavior assessment, ABA, positive behavior supports and social skills instruction. Current issues in the field will also be explored. There will be a focus on the direct application of knowledge and skills to the classroom, as well as the expectation that students’ teaching experiences will inform discussion and learning. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in spring term
Also Offered As: EDTC 527
Activity: Online Course
1.0 Course Unit

EDTF 529 Language and Literacy Acquisition
This course addresses research-based instructional strategies for teaching literacy (including language development, reading, writing, and speaking) to learners in grade levels PreK-12 as well as practical and effective modifications for diverse learners (including struggling readers, English language learners, and students with learning disabilities in reading, as well as students with a wide range of disabilities requiring accommodations (cognitive, linguistic, physical, and social)). Formative and summative assessments of emergent and content literacy, including components of literacy (phonological awareness, word analysis, comprehension, vocabulary, fluency) will also be addressed. Also included are factors which influence literacy acquisition (including, but not limited to: English Language Learners), social and cultural implications for language and literacy development, as well as life-long literacy for children and adolescents who struggle in literacy. Prerequisite: Enrollment in Urban Teaching Residency Program.
Also Offered As: EDTC 529
Activity: Online Course
1.0 Course Unit
EDTF 530 Contemporary Issues in Urban Education
This course explores the origins and context of urban education in the United States by critically examining how schools reproduce and sustain systemic inequality. We will examine historical, political, economic, and socio-cultural frameworks for understanding urban schools, students and teachers. Through course readings, field visits and class discussions, we explore the following: (1) student, teacher and researcher perspectives on urban education, (2) the broader sociopolitical urban context of K-12 schooling in cities, (3) teaching and learning in urban settings and (4) ideas about re-imagining urban education. Prerequisite: Enrollment in Urban Teaching Residency Program. Course usually offered in fall term Also Offered As: EDTC 530 Activity: Lecture 0.5 Course Units

EDTF 531 Methods: Elementary B
In this course we will be examining many aspects of the teaching of science and social studies in elementary schools today. The importance of the National Science and Social Studies Education Standards, the Next Generation of Science Standards, and the Pennsylvania State Standards in curriculum development and reform will be explored in depth. Among the topics covered will be planning science and social studies instruction to include inquiry and integrated concepts, developing authentic assessments involving a variety of tools, creating and maintaining a safe laboratory and learning environment that meets the needs of diverse learners, and the integration of technology into science and social studies education. Prerequisite: Enrollment in Urban Teaching Residency Program. Course usually offered in spring term Also Offered As: EDTC 531 Activity: Lecture 1.0 Course Units

EDTF 532 Methods: Middle Years B
Middle school teachers are involved in the constant process of increasing students’ active reading and writing about content area texts within the high-pressure environment of state accountability. Middle Years Methods offers practical strategies and applications that help establish a literate classroom environment in support of learning across all subject areas. Teachers learn approaches to help them establish literate classroom environments that are rich in problem-solving, critical thinking, logical reasoning concepts focused on state and national standards, and practical techniques that investigate and connect content in all subject areas to the real world. Middle Years Methods is structured to allow participants the opportunity to explore strategies and concepts for increasing student reading and writing proficiency. Prerequisite: Enrollment in Urban Teaching Residency Program. Course usually offered in spring term Also Offered As: EDTC 532 Activity: Lecture 1.0 Course Unit

EDTF 533 Methods: 7-12 English B
This course is designed for preservice and working educators and is intended to weave theory into practice. In this data and standards driven climate, educators are often hit with buzzwords instead of solid theory and solid pedagogy. The framework for the course builds from Secondary ELA Methods I. We will begin the semester by exploring the self, culturally relevant pedagogy, and how these things impact our practice. Then we will explore a variety of practices for teaching reading, writing, listening, and speaking. The practices for teaching reading, writing, listening, and speaking align to Special Education Competencies IV. Pedagogy. Prerequisite: Enrollment in Urban Teaching Residency Program. Course usually offered in spring term Also Offered As: EDTC 533 Activity: Lecture 1.0 Course Unit

EDTF 534 Methods: 7-12 General Science/Biology B
This course is the second course in the three-course series that addresses teaching and learning in secondary science classrooms. The methods topics have been carefully selected to represent current and relevant areas in science education research and are geared toward understanding issues impacting students, teachers and schools in the modern urban society. The course is premised on several organizing themes in education: Assessing misconceptions, teaching through multiple intelligences, expanding instructional practices, teaching science in urban schools, culturally relevant pedagogies, gender, professional learning communities and workforce development, problem-based learning, current STEM fields of research, citizenship science, and ethical decision making. Prerequisite: Enrollment in Urban Teaching Residency Program. Course usually offered in spring term Also Offered As: EDTC 534 Activity: Lecture 1.0 Course Unit

EDTF 535 Methods: 7-12 World Languages B
This course includes theoretical and practical applications for the teaching of world languages based on the five ‘C’ goal areas: Communication, Cultures, Comparisons, Connections, and Communities of the World-Readiness Standards for Learning Languages. Approaches and techniques will be explored to equip world language teachers with the knowledge and tools necessary to create a student- centered, standards-driven classroom. Prerequisite: Enrollment in Urban Teaching Residency Program. Course usually offered in spring term Also Offered As: EDTC 535 Activity: Lecture 1.0 Course Unit
EDTF 536 Methods: 7-12 Mathematics B
Mathematics Methods B is enhancing student learning through knowing the content, planning around our knowledge and reflecting on our practice and our practice and our students thinking. Each week we will think about mathematics through talking about mathematics, doing mathematics, and presenting mathematics, as we will learn to expect our students to do. Each week will spend time both learning concepts behind the mathematics taught and learned in middle and high school, with a couple of topics from elementary school that have bearing on middle and high school mathematics. We will learn about these concepts in ways that you will be able to use in the classroom, giving you experiences with different methods. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in spring term
Also Offered As: EDTC 536
Activity: Lecture
1.0 Course Unit

EDTF 601 Methods: Advanced Elementary
This course has been designed for first and second year teachers who are currently teaching in elementary classrooms. Our work together will build upon the course work you completed this year, your past experiences as a student and a teacher, and your current classroom practices. In this course, we explore the interrelationship of language, literacy, numeracy and culture in order to co-construct a knowledge base for understanding how children learn. We will interrogate our own teaching practices in an effort to make our classrooms more content-rich and child-centered. Our work will span content areas - math, literacy, social studies, and science - emphasizing both their interconnectedness and their particularity. The course will offer opportunity to think in both theoretical terms and practical terms about implications of our teaching. Prerequisite: Enrollment in Urban Teaching Residency Program.
Also Offered As: EDTC 601
Activity: Lecture
1.0 Course Unit

EDTF 604 Methods: 7-12 Advanced English
This course is designed to give working teachers intensive, hands-on practice with research-based pedagogy that they need to address the immediate challenges of teaching English in urban public schools. Students will develop plans for a full course, several conceptual units, and eight weeks of daily lesson plans. In addition, students will develop and present various instructional routines, which the class will critique. Finally, students will share resources with each other and engage in problem-solving of their real-world classroom issues. Prerequisite: Enrollment in Urban Teaching Residency Program.
Also Offered As: EDTC 604
Activity: Lecture
1.0 Course Unit

EDTF 605 Methods: 7-12 Advanced Science
This course addresses teaching and learning in secondary science classrooms. The advanced methods topics have been carefully selected to represent current and relevant areas in science education research and are geared toward understanding issues impacting students, teachers and schools in the modern urban society. The course is premised on several organizing themes in education. Skills: topics investigated under this theme include: assessing misconceptions, teaching through multiple intelligences, expanding instructional practices. Teaching Science in Urban Schools: topics investigated under this theme include: culturally relevant pedagogies, gender, professional learning communities and workforce development. 21st Century Learning: topics investigated under this theme include: problem-based learning, information technologies, educational technologies, current STEM fields of research, citizenship science, and ethical decision making. Prerequisite: Enrollment in Urban Teaching Residency Program.
Also Offered As: EDTC 605
Activity: Lecture
1.0 Course Unit

EDTF 606 Methods: 7-12 Advanced World Languages
As a sequel to your introductory world language teaching and learning course, this course assumes a level of familiarity with theoretical and practical approaches to world language teaching and learning such as: communicative language teaching, task-based instruction, student centered instruction, and national and state standards. Building on this background, we will examine and analyze the use of emerging key concepts in world language education as well as consider critical perspectives to more traditional pedagogical approaches. Our exploration of world language learning and teaching methods will be grounded in praxis; that is, we will consider how theoretical and research-based approaches inform classroom practices, experiences, and beliefs, and vice versa. Accordingly, the course will provide opportunities for you to bridge theory and practice through an ongoing cycle of discussion, in-class application, and learning experiences such as collaborative activities, peer feedback, self-reflection, brief presentations, and the design of instruction materials. Prerequisite: Enrollment in Urban Teaching Residency Program.
Also Offered As: EDTC 606
Activity: Lecture
1.0 Course Unit

EDTF 613 Education Law
The practice of pushing students out of the education system and into the legal system has become known more concisely as the ‘school-to-prison pipeline.’ This course will examine the policies and procedures of school discipline grounded in the rhetoric of law and order and the criminalization of young people. We will address the historical, social, political, economic, and ethical dimensions of the relationship between education and the carceral state, with justice as our primary focus. We will engage with philosophical, theoretical, and empirical readings from a wide variety of disciplines toward the development of meaningful research questions and a proposal for the capstone. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
EDTF 616 Politics of School Reform
In this course we will explore the implications of US school reform in the post-Brown era. Interdisciplinary in nature, Politics of School Reform takes on the causes and consequences of reform by considering historical, sociological, and legal concepts related to major reform issues and initiatives. Prerequisite: Enrollment in Urban Teaching Residency Program.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

EDTF 618 Methods: 7-12 Advanced Mathematics
This course will focus on gaining a deeper understanding of the methods of mathematics teaching practice. This course will provide students the opportunity to put theory into practice through in class demonstrations of mathematical pedagogical practices. Through in class and online discussions, students will reflect on current teaching practices and the impact that these practices have on learning. It is my goal to support each student in further creating effective student-centered rational behind all teaching decisions. Prerequisite: Enrollment in Urban Teaching Residency Program.
Also Offered As: EDTC 618
Activity: Lecture
1.0 Course Unit

EDTF 619 Research Seminar
Research plays a critical role in education. Discipline-specific studies are used to evaluate new curricula and educational programming, and to better understand classroom and school environments. The ability to both use and to be a critical consumer of this literature is essential for educators. In this course, we examine multiple research and evaluation methodologies, their applicability to issues in education, and the use of research findings to develop educational policy. The course provides an overview of research design and qualitative and quantitative data collection and analysis. A key goal is to equip students with the knowledge they need to become critical consumers and strategic users of educational research. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDTF 625 Culturally Responsive Pedagogy
What is culturally responsive (or relevant) pedagogy? What does it look like, what does it consist of, how is it done, who can do it, when and where can it enter? Is it effective, and for whom? What are the impediments and limitations? What are its roots? What can its future look like, and what can it mean for urban education, student success, and community empowerment? This course will explore these questions more, providing a theoretical grounding to push this field further, and practical tools to incorporate into current and future teaching and learning activities. The course will also look closely at various intersections (critical race theory, critical pedagogy, gender studies, social justice, multiculturalism, diversity/equity), sociopolitical landscapes, and educational reform efforts, to understand how culturally responsive pedagogy fits within the broader narratives. The class is intentionally designed as a seminar/workshop. Class activities will include full group discussions, small group breakouts, video clips, informal presentations, and possible guest speakers. Students are expected to actively engage both with the readings and in class activities. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in spring term
Also Offered As: EDTF 625
Activity: Lecture
1.0 Course Unit

EDTF 627 Outside of the School Box
This course explores education broadly, focusing on the interconnections between individuals, families, and policy as each relates to urban public schools. Drawing from a critical sociocultural lens, Outside the School Box also engages with ongoing discussions of school quality and public policy. Major topics include the impact of housing selection on the makeup of urban public schools; teacher training, recruitment and retention; and causes and effects of market-driven educational systems. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EDTF 628 Racial Literacy
This course will provide you with opportunities to explore the experiences, perspectives, and contributions of various cultures, groups, and individuals while exposing you to the knowledge, skills, and tools that are necessary to become a racially competent and highly effective educator. We will learn how racial literacy is defined, practiced, acquired, and used to demonstrate that understanding different viewpoints can improve ones ability to respond accordingly. Through storytelling, journaling, stress management practice, role-playing, and open exchange and dialogue you will see how racial literacy is established by reflecting on in-the-moment stress reactions. We will support you as you learn how to address diversity related topics in ways that create teaching and learning environments where mutual respect and trust form the basis of the relationships between you and the communities you serve. Prerequisite: Enrollment in Urban Teaching Residency Program.
One-term course offered either term
Activity: Lecture
1.0 Course Unit
EDTF 701 Educating Students with Disabilities - Part II
The purpose of this course is to teach students problem solving strategies, teaching techniques, itinerant services, team and community building, and types of disabilities found in students who have disabilities related to specific learning disabilities. We will learn what constitutes disabilities in this population and issues surrounding providing this population with an effective education. Students will explore the ramifications, jargon, specific goals and objectives included with creating and implementing an IEP for students in the population. General issues surrounding the topic of inclusion and the least restrictive environment will be addressed. Instructional techniques and assessments strategies will be a focus. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in spring term
Also Offered As: EDTC 701
Activity: Online Course
1.0 Course Unit

EDTF 702 Special Education Law & Processes
This course is designed to provide students with an understanding of special education processes, including the evaluation processes, exceptions and eligibility, the development and delivery of Individual Education Plans, as well as theories and best educational practices in the field and profession of special education. Students will become familiar with the Individuals with Disabilities in Education Act (IDEA), the cornerstone of special education law, Section 504 of the Americans with Disabilities Act, and Pennsylvania statutes and regulations governing special education law. Issues related to an understanding of the evaluation and determination of exceptionality in a cultural context will be explored. There will be a focus on the direct application of knowledge and skills to the classroom, as well as the expectation that students teaching experiences will inform discussion and learning. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in fall term
Also Offered As: EDTC 702
Activity: Online Course
1.0 Course Unit

EDTF 703 Educating Students with Disabilities - Part I
The purpose of this course is to teach students problem solving strategies, teaching techniques, itinerant services, team and community building, and types of disabilities found in students who are eligible to take alternative state testing. We will learn what constitutes disabilities in this population with an effective education. Students will explore the ramifications, jargon, specific goals and objectives included with creating and implementing an IEP for students in the population. Students will discuss the appropriateness of various academic environments as children with more encompassing disabilities progress from elementary to secondary education, and transition into adulthood. General issues surrounding the topic of inclusion and the least restrictive environment will be addressed. A holistic approach to educating this population, with an emphasis on social, emotional, behavioral, transition and life skills are a focus. Students will receive a grade of a pass or fail at the conclusion of the fall term. 40 mandatory hours of fieldwork will take place in the spring semester. This will allow students to demonstrate learning acquired in the course work in a realistic setting. At the conclusion of the spring semester, a grade will be issued. Content will be presented through on line lecture, hands on projects, reading and fieldwork experience. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in fall term
Also Offered As: EDTC 703
Activity: Online Course
1.0 Course Unit

EDTF 704 Special Education Capstone - Part I
In this course, students who are working towards their Masters of Education in the Urban Teaching Residency Program will be involved in the process of designing and utilizing research in education. Students will learn the components of an educational research project including hypothesis development, literature review techniques, and various research methodologies including action research, data collection and analysis. Significant topics in education will be discussed. Students will be required to complete a preliminary literature review, Capstone Project Proposal and completed literature review in the fall term; followed by methodology, data analysis and discussion in the spring term. Both semesters will include whole group and individual instruction that will support the completion of a comprehensive Capstone Project that addresses a notable issue in education. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in fall term
Activity: Lecture
0.0 Course Units

EDTF 705 Urban Education Capstone Writing Seminar
This course is designed as a writing seminar in order to complete a thesis for a master’s degree. Students are required to develop a research question and methods for data collection, analyze existing literature related to the research question, collect data, analyze the data, and draw conclusions from the data. There will be four whole class sessions and at least three individual writing conferences. During the whole class sessions, students will learn how to plan, execute, and analyze research. Since this class is a writing seminar, be prepared to spend time in class drafting, conferencing, and/or researching. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

EDTF 706 Special Education Capstone - Part II
In the second session of the Special Education Capstone students will continue the writing process with finalizing edited Literature Review sections from session I, and learning how to write and develop research based methodology appropriate for each student’s project. The course will then break apart the components of data analysis and discussion with students moving through the research process to compose each. The semester is comprised of face to face sessions in whole group and individual conferences. Prerequisite: Enrollment in Urban Teaching Residency Program.
Course usually offered in spring term
Activity: Lecture
0.0 Course Units
ESE 099 Undergraduate Research and/or Independent Study
An opportunity for the student to become closely associated with a professor in (1) a research effort to develop research skills and technique and/or (2) to develop a program of independent in-depth study in a subject area in which the professor and student have a common interest. The challenge of the task undertaken must be consistent with the student’s academic level. To register for this course, the student and professor jointly submit a detailed proposal to the undergraduate curriculum chairman no later than the end of the first week of the term. One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Notes: A maximum of 2 c.u. of ESE 099 may be applied toward the B.A.S. or B.S.E. degree requirements

ESE 111 Atoms, Bits, Circuits and Systems
Introduction to the principles underlying electrical and systems engineering. Concepts used in designing circuits, processing signals on analog and digital devices, implementing computation on embedded systems, analyzing communication networks, and understanding complex systems will be discussed in lectures and illustrated in the laboratory. This course provides an overview of the challenges and tools that Electrical Engineers and Systems Engineers address and some of the necessary foundations for students interested in more advanced courses in ESE. Prerequisite: FOR FRESHMAN ONLY
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: Freshmen only

ESE 112 Engineering Electromagnetics
This course covers basic topics in engineering electromagnetics, namely, electric charge, electric field, electric energy, conductors, insulators, dielectric materials, capacitors, electric current, magnetic field, inductors, Faraday’s law of induction, alternating current (AC), impedance, Maxwell’s equations, electromagnetic and optical wave propagation, with emphasis on engineering issues. Relevant engineering topics are emphasized in our lectures in order to prepare students for other courses in ESE that rely on the contents on this course. Several laboratory experiments accompany the course to provide hands-on experience on some of the topics in the lecture and prepare students for the capstone project. Course usually offered in spring term
Activity: Lecture
1.5 Course Unit
Notes: Freshmen only

ESE 150 Digital Audio Basics
Primer on digital audio. Overview of signal processing, sampling, compression, human psychoacoustics, MP3, intellectual property, hardware and software platform components, and networking (i.e., the basic technical underpinnings of modern MP3 players and cell phones). Prerequisite: FOR FRESHMAN ONLY
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
Notes: Freshmen only

ESE 190 Silicon Garage: Introduction to Open Source Hardware and Software Platforms
Project-centric learning course for non-ESE majors on microprocessor control of physical systems using open-source hardware and software platforms. Students will work in teams to develop software controlled systems based on the Arduino and Raspberry-Pi that interface with the real world (sensors, actuators, motors) and each other (networking). Prerequisite: High School Physics and Math
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

ESE 204 Decision Models
This first course in decision models will introduce students to quantitative models for decision making, using optimization and monte-carlo simulation. Examples will be drawn from manufacturing, finance, logistics and supply chain management. Students will use EXCEL and @Risk to build and analyze models. Course usually offered in fall term
Prerequisite: MATH 104
Activity: Lecture
1.0 Course Unit

ESE 210 Introduction to Dynamic Systems
This first course in systems modelling covers linear and nonlinear systems in both continuous and discrete time. Topics covered include linearization and stability analysis, elementary bifurcations, and an introduction to chaotic dynamics. Extensive applications to mechanical, electrical, biological, social, and economic/financial systems are included. The course will use both analytical and numerical/symbolic tools. Course usually offered in fall term
Corequisite: MATH 240
Activity: Lecture
1.0 Course Unit

ESE 215 Electrical Circuits and Systems
This course gives an introduction of modern electric and electronic circuits and systems. Designing, building and experimenting with electrical and electronic circuits are challenging and fun. It starts with basic electric circuit analysis techniques of linear circuits. Today mathematical analysis is used to gain insight that supports design; and more detailed and accurate representations of circuit performance are obtained using computer simulation. It continues with 1st order and 2nd order circuits in both the time and frequency domains. It discusses the frequency behavior of circuits and the use of transfer functions. It continues with introduction of non-linear elements such as diodes and MOSFET (MOS) transistors. Applications include analog and digital circuits, such as single stage amplifiers and simple logic gates. A weekly lab accompanies the course where concepts discussed in class will be illustrated by hands-on projects; students will be exposed to state-of-the-art test equipment and software tools (LabView, Spice). Course usually offered in fall term
Prerequisites: PHYS 150, 151
Corequisite: MATH 240
Activity: Lecture
1.5 Course Unit
ESE 218 Electronic, Photonic, and Electromechanical Devices
This first course in electronic, photonic and electromechanical devices introduces students to the design, physics and operation of physical devices found in today’s applications. The course describes semiconductor electronic and optoelectronic devices, including light-emitting diodes, photodetectors, photovoltaics, transistors and memory; optical and electromagnetic devices, such as waveguides, fibers, transmission lines, antennas, gratings, and imaging devices; and electromechanical actuators, sensors, transducers, machines and systems.
Course usually offered in fall term
Prerequisites: PHYS 150, 151
Corequisite: MATH 240
Activity: Lecture
1.5 Course Unit

ESE 224 Signal and Information Processing
Introduction to signal and information processing (SIP). In SIP we discern patterns in data and extract the patterns from noise. Foundations of deterministic SIP in the form of frequency domain analysis, sampling, and linear filtering. Random signals and the modifications of deterministic tools that are necessary to deal with them. Multidimensional SIP where the goal is to analyze signals that are indexed by more than one parameter. Includes a hands-on lab component that implements SIP as standalone applications on modern mobile platforms.
Course usually offered in spring term
Prerequisite: MATH 104
Corequisite: MATH 240
Activity: Lecture
1.5 Course Unit

ESE 290 Introduction to Electrical and Systems Engineering Research Methodology
Introduction to the nature and process of engineering research as represented by ongoing ESE faculty (and collaborating colleagues’ and industrial partners’) research projects. Joint class exercises in how to pursue effective background technical reading, pitch a proposal, and aim for the discovery of new human knowledge to complement the individually mentored topic specific project work.
Course usually offered in spring term
Prerequisites: MATH 240, 150, ESE 215 218 or ESE 204, 210 or ESE 215 and CIS 240
Corequisite: ESE 291
Activity: Lecture
0.5 Course Units

ESE 291 Introduction to Electrical and Systems Engineering Research and Design
Students contract with a faculty mentor to conduct scaffolded original research in a topic of mutual interest. Prepare project report on research findings.
Course usually offered in spring term
Corequisite: ESE 290
Activity: Laboratory
1.0 Course Unit

ESE 292 Introduction to Electromechanical Prototyping
This is a project-centric course for ESE majors to engage in circuit layout and prototype design skills. Students will work in teams to develop printed circuit boards using industry standard tools like Altium and learn mechanical prototyping skills using Solidworks. Emphasis will be on developing sound printed circuit board layout practices using circuitry knowledge that they acquire in ESE 215 and ESE 370. A module on using Cypress PSoC will introduce students to recent developments in analog/digital co-design.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

ESE 296 Study Abroad
Activity: Lecture
1.0 Course Unit

ESE 301 Engineering Probability
This course introduces students to the mathematical foundations of the theory of probability and its rich applications. The course begins with an exploration of combinatorial probabilities in the classical setting of games of chance, proceeds to the development of an axiomatic, fully mathematical theory of probability, and concludes with the discovery of the remarkable limit laws and the eminence grise of the classical theory, the central limit theorem. The topics covered include: discrete and continuous probability spaces, distributions, mass functions, densities; conditional probability; independence; the Bernoulli schema: the binomial, Poisson, and waiting time distributions; uniform, exponential, normal, and related densities; expectation, variance, moments; conditional expectation; generating functions, characteristic functions; inequalities, tail bounds, and limit laws. But a bald listing of topics does not do justice to the subject: the material is presented in its lush and glorious historical context, the mathematical theory buttressed and made vivid by rich and beautiful applications drawn from the world around us. The student will see surprises in election-day counting of ballots, a historical wager the sun will rise tomorrow, the folly of gambling, the sad news about lethal genes, the curiously persistent illusion of the hot hand in sports, the unreasonable efficacy of polls and its implications to medical testing, and a host of other beguiling settings.
Course usually offered in spring term
Prerequisite: MATH 114
Activity: Lecture
1.0 Course Unit
ESE 303 Stochastic Systems Analysis and Simulation
Stochastic systems analysis and simulation (ESE 303) is a class that explores stochastic systems which we could loosely define as anything random that changes in time. Stochastic systems are at the core of a number of disciplines in engineering, for example communication systems and machine learning. They also find application elsewhere, including social systems, markets, molecular biology and epidemiology. The goal of the class is to learn how to model, analyze and simulate stochastic systems. With respect to analysis we distinguish between what we could call theoretical and experimental analysis. By theoretical analysis we refer to a set of tools which let us discover and understand properties of the system. These analysis can only take us so far and is usually complemented with numerical analysis of experimental outcomes. Although we use the word experiment more often than not we simulate the stochastic system in a computer and analyze the outcomes of these virtual experiments. Prerequisite: One computer language The class’s material is divided in four blocks respectively dealing with Markov chains, continuous time Markov chains, Gaussian processes and stationary processes. Emphasis is placed in the development of toolboxes to analyze these different classes of processes and on describing their applications to complex stochastic systems in different disciplines. Partial examples include: (i) the problem of ranking web pages by a search engine; (ii) the study of reputation and trust in social networks; (iii) modeling and analysis of communication networks; (iv) the use of queues in the modeling of transportation networks; (v) stochastic modeling and simulation of biochemical reactions and gene networks; (vi) arbitrages, pricing of stocks, and pricing of options through Black-Scholes formula; and (vii) linear filtering of stochastic processes to separate signals of interest from background noise. For more information visit the class’s web page at http://alliance.seas.upenn.edu/~ese303/wiki/.
Course usually offered in fall term
Prerequisite: ESE 301
Activity: Lecture
1.0 Course Unit

ESE 305 Foundations of Data Science
Introduction to a broad range of tools to analyze large volumes of data in order to transform them into actionable decisions. Using case studies and hands-on exercises, the student will have the opportunity to practice and increase their data analysis skills.
Course usually offered in fall term
Prerequisites: EAS 205 or MATH 312 and CIS 120 and ESE 301
Activity: Lecture
1.0 Course Unit

ESE 310 Electromagnetic and Electric Fields I
This course examines concepts of electromagnetism, vector analysis, electrostatic fields, Coulomb’s Law, Gauss’s Law, magnetostatic fields, Biot-Savart Law, Ampere’s Law, electromagnetic induction, Faraday’s Law, transformers, Maxwell equations and time-varying fields, wave equations, wave propagation, dipole antenna, polarization, energy flow, and applications.
Course not offered every year
Prerequisite: PHYS 151 AND MATH 114
Activity: Lecture
1.0 Course Unit

ESE 319 Fundamentals of Solid-State Circuits
Analysis and design of basic active circuits involving semiconductor devices including diodes and bipolar transistors. Single stage, differential, multi-stage, and operational amplifiers will be discussed including their high frequency response. Wave shaping circuits, filters, feedback, stability, and power amplifiers will also be covered. A weekly three-hour laboratory will illustrate concepts and circuits discussed in the class.
Course usually offered in spring term
Prerequisite: ESE 215
Activity: Lecture
1.5 Course Unit

ESE 321 Physics and Models of Semiconductor Devices
Semiconductor materials form the basis of modern electronic technology. This course develops the physics of semiconductor devices, the evolution of modern semiconductor technology, device engineering considerations, and introduces emerging technologies. The course stresses intuitive understanding of the physics through interactive exercises, instructional videos, in-class examples and a research project. Topics covered include an introduction to quantum mechanics and band theory of solids; physics governing charge carriers in semiconductors; fundamental operating mechanisms for p-n junctions, bipolar and field-effect transistors, and optoelectronic devices; and an introduction to nanoscale devices and the limits of transistor scaling.
Course not offered every year
Prerequisite: ESE 218
Activity: Lecture
1.0 Course Unit

ESE 325 Fourier Analysis and Applications in Engineering, Mathematics, and the Sciences
This course focuses on the mathematics behind Fourier theory and a wide variety of its applications in diverse problems in mathematics, engineering, and the sciences. The course is very mathematical in content and students signing up for it should have junior or senior standing. The topics covered are chosen from: functions and signals; systems of differential equations; superposition, memory, and non-linearity; resonance, eigenfunctions; the Fourier series and transform, spectra; convergence theorems; inner product spaces; mean-square approximation; interpolation and prediction, sampling; random processes, stationarity; wavelets, Brownian motion; stability and control; Laplace transforms. Prerequisite: Junior or Senior standing The applications of the mathematical theory that will be presented vary from year to year but a representative sample include: polynomial approximation, Weierstrass’s theorem; efficient computation via Monte Carlo; linear and non-linear oscillators, the isoperimetric problem; the heat equation, underwater communication; the wave equation, tides; testing for randomness, fraud; nowhere differentiable continuous functions; does Brownian motion exist?; error-correction; phase conjugate optics and four-wave mixing; cryptography and secure communications; how fast can we compute?; X-ray crystallography; cosmology; and what the diffusion equation has to say about mathematical finance and arbitrage opportunities.
Course usually offered in fall term
Prerequisite: MATH 240
Activity: Lecture
1.0 Course Unit
ESE 330 Principles of Optics and Photonics
This course introduces the fundamental principles of optics, photonics, and antennas alongside a range of applications. Specific topics include: Maxwell’s equations and the wave equation; light propagation and interaction with materials; geometric/ray optics and polarization; wave optics; diffraction and gratings; waveguides and fiber optics; optical cavities; lasers and light sources; antennas and applications to wireless communication. Prerequisite: Permission of instructor
Prerequisites: ESE 215, 218
Activity: Lecture
1.0 Course Unit

ESE 336 Nanofabrication of Electrical Devices
This course is an intermediate undergraduate course in the understanding, fabrication, and characterization of electrical, optical, electromagnetic, and/or electromechanical nanodevices; i.e., micro- and nanoscale devices which have significant relevance to electrical engineering. Example devices of interest include transistors, microelectromechanical systems (MEMS), and optical and optoelectronic devices (including photovoltaic devices). Weekly laboratory sessions will enable the fabrication and characterization of a subset of electrical nanodevices. Students will learn basic physics and modeling of electrical nanodevices as well as acquire hands-on skill in their fabrication and characterization. Prerequisite: If course requirements not met, permission of instructor required.
Course usually offered in spring term
Prerequisite: ESE 218
Activity: Lecture
1.5 Course Unit

ESE 350 Embedded Systems/Microcontroller Laboratory
An introduction to interfacing real-world sensors and actuators to embedded microprocessor systems. Concepts needed for building electronic systems for real-time operation and user interaction, such as digital input/outputs, interrupt service routines, serial communications, and analog-to-digital conversion will be covered. The course will conclude with a final project where student-designed projects are featured in presentations and demonstrations. Prerequisite: Knowledge of C programming or permission of the instructor
Course usually offered in spring term
Activity: Lecture
1.5 Course Unit

ESE 370 Circuit-Level Modeling, Design, and Optimization for Digital Systems
Circuit-level design and modeling of gates, storage, and interconnect. Emphasis on understanding physical aspects which drive energy, delay, area, and noise in digital circuits. Impact of physical effects on design and achievable performance.
Course usually offered in fall term
Prerequisites: ESE 150, 215
Activity: Lecture
1.0 Course Unit

ESE 400 Engineering Economics
This course investigates methods of economic analysis for decision making among alternative courses of action in engineering applications. Topics include: cost-driven design economics, break-even analysis, money-time relationships, rates of return, cost estimation, depreciation and taxes, foreign exchange rates, life cycle analysis, benefit-cost ratios, risk analysis, capital financing and allocation, and financial statement analysis. Case studies apply these topics to actual engineering problems. Prerequisite: Knowledge of Differential Calculus
Course usually offered in fall term
Also Offered As: ESE 542
Prerequisites: ESE 301 and CIS 110, 120
Activity: Lecture
1.0 Course Unit

ESE 402 Statistics for Data Science
The course covers the methodological foundations of data science, emphasizing basic concepts in statistics and learning theory, but also modern methodologies. Learning of distributions and their parameters. Testing of multiple hypotheses. Linear and nonlinear regression and prediction. Classification. Uncertainty quantification. Model validation. Clustering. Dimensionality reduction. Probably approximately correct (PAC) learning. Such theoretical concepts are further complemented by exemplar applications, case studies (datasets), and programming exercises (in Python) drawn from electrical engineering, computer science, the life sciences, finance, and social networks.
Course usually offered in fall term
Also Offered As: ESE 542
Prerequisites: ESE 301 and CIS 110, 120
Activity: Lecture
1.0 Course Unit

ESE 407 Introduction to Networks and Protocols
This is an introductory course on packet networks and associated protocols, with a particular emphasis on IP-based networks such as the Internet. The course introduces design and implementation choices that underlie the development of modern networks, and emphasizes basic analytical understanding of the concepts. Topics are covered in a mostly 'bottom-up' approach starting with a brief review of physical layer issues such as digital transmission, error correction and error recovery strategies. This is followed by a discussion of link layer aspects, including multiple access strategies, local area networks (Ethernet and 802.11 wireless LANs), and general store-and-forward packet switching. Network layer solutions, including IP addressing, naming, and routing are covered next, before exploring transport layer and congestion control protocols (UDP and TCP). Finally, basic approaches for quality-of-service and network security are examined. Specific applications and aspects of data compression and streaming may also be covered.
Course usually offered in fall term
Also Offered As: ESE 507
Prerequisite: ESE 301
Activity: Lecture
1.0 Course Unit
Notes: Course open to Seniors in SEAS and Wharton
ESE 419 Analog Integrated Circuits
Design of analog circuits and subsystems using primarily MOS technologies at the transistor and higher levels. Transistor level design of building block circuits such as op amps, comparators, sample and hold circuits, voltage and current references, capacitors and resistor and class AB output stages. The Cadence Design System will be used to capture schematics and run simulations using Spectre for some homework problems and for the course project. Topics of stability, noise, device matching through good layout practice will also be covered. Students who take ESE419 will not be able to take ESE572 later. More will be expected of ESE572 students in the design project. Prerequisite: If course requirement not met, permission of instructor required. Course usually offered in fall term
Also Offered As: ESE 572
Prerequisite: ESE 319
Activity: Lecture
1.0 Course Unit

ESE 420 Agent-Based Modeling and Simulation
Agents are a new technique for trying to model, simulate, and understand systems that are ill-structured and whose mathematics is initially unknown and possibly unknowable. This approach allows the analyst to assemble models of agents and components where micro-decision rules may be understood; to bring the agents and components together as a system where macro-behavior then emerges; and to use that to empirically probe and improve understanding of the whole, the interrelations of the components, and synergies. This approach helps one explore parametrics, causality, and what-if's about socio-technical systems (technologies that must support people, groups, crowds, organizations, and societies). It is applicable when trying to model and understand human behavior - consumers, investors, passengers, plant operators, patients, voters, political leaders, terrorists, and so on. This course will allow students to investigate and compare increasingly complex agent based paradigms along three lines - math foundations, heuristic algorithms/knowledge representations, and empirical science. The student will gain a toolbox and methodology for attempting to represent and study complex socio-technical systems. Course usually offered in fall term
Also Offered As: ESE 520
Activity: Lecture
1.0 Course Unit

ESE 421 Control For Autonomous Robots
This course introduces the hardware, software and control technology used in autonomous ground vehicles, commonly called 'self-driving cars.' The weekly laboratory sessions focus on development of a small-scale autonomous car, incrementally enhancing the sensors, software, and control algorithms to culminate in a demonstration in a realistic outdoor operating environment. Students will learn basic physics and modeling; controls design and analysis in Matlab and Simulink; software implementation in C and Python; sensor systems and filtering methods for IMUs, GPS, and computer vision systems; and path planning from fixed map data. Prerequisite: If course requirement not met, permission of instructor required. Course usually offered in fall term
Also Offered As: MEAM 421
Prerequisite: (CIS 110 OR CIS 120 OR ENGR 105) AND (ESE 210 OR ESE 215 OR MEAM 211)
Activity: Lecture
1.5 Course Unit

ESE 423 Quantum Engineering
Quantum engineering - the design, fabrication, and control of quantum coherent devices - has emerged as a multidisciplinary field spanning physics, electrical engineering, materials science, chemistry, and biology, with the potential for transformational advances in computation, secure communication, and nanoscale sensing. This course surveys the state of the art in quantum hardware, beginning with an overview of the physical implementation requirements for a quantum computer and proceeding to a synopsis of the leading contenders for quantum building blocks, including spins in semiconductors, superconducting circuits, photons, and atoms. The course combines background material on the fundamental physics and engineering principles required to build and control these devices with readings drawn from the current literature, including promising architectures for scaling physical qubits into larger devices and secure communication networks, and for nanoscale sensing applications impacting biology, chemistry, and materials Prerequisite: If course requirement not met, permission of instructor required. Course usually offered in spring term
Also Offered As: ESE 523
Prerequisite: PHYS 411
Activity: Lecture
1.0 Course Unit

ESE 444 Project Management
The course emphasizes a systems engineering approach to project management including the cycle costing and analysis, project scheduling, project organization and control, contract management, project monitoring and negotiations. In addition, the course will also examine management issues in large infrastructure projects like non-recourse or limited recourse project financing. Examples from the logistics planning process and global software project management will be used to highlight the course topics. Two terms. student may enter either term. Also Offered As: ESE 544
Prerequisite: ESE 304
Activity: Lecture
1.0 Course Unit

ESE 450 Senior Design Project I - EE and SSE
This is the first of a two-semester sequence in electrical and systems engineering senior design. Student work will focus on project/team definition, systems analysis, identification alternative design strategies and determination (experimental or by simulation) or specifications necessary for a detailed design. Project definition is focused on defining a product prototype that provides specific value to a least one identified user group. Students will receive guidance on preparing professional written and oral presentations. Each project team will submit a project proposal and two written project reports that include coherent technical presentations, block diagrams and other illustrations appropriate to the project. Each student will deliver two formal Powerpoint presentations to an audience comprised of peers, instructors and project advisors. During the semester there will be periodic individual-team project reviews. Prerequisite: Senior Standing or permission of the instructor Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
ESE 451 Senior Design Project II - EE and SSE
This is the second of a two term sequence in electrical and systems engineering senior design. Student work will focus on completing the product prototype design undertaken in ESE 450 and successfully implementing the said product prototype. Success will be verified using experimental and/or simulation methods appropriate to the project that test the degree to which the project objectives are achieved. Each project team will prepare a poster to support a final project presentation and demonstration to peers, faculty and external judges. The course will conclude with the submission of a final project written team report. During the semester there will be periodic project reviews with individual teams.
Course usually offered in spring term
Prerequisite: ESE 450
Activity: Lecture
1.0 Course Unit

ESE 460 The Principles and Practice of Microfabrication Technology
A laboratory-based course on fabricating microelectronic and micromechanical devices using photolithographic processing and related fabrication technologies. Lectures discuss: clean room procedures; microelectronic and microstructural materials; photolithography; diffusion, oxidation; materials deposition; etching and plasma processes. Basic laboratory processes are covered for the first two thirds of the course with students completing structures appropriate to their major in the final third. Students registering for ESE 574 will be expected to do extra work (including term paper and additional project).
Course not offered every year
Also Offered As: ESE 574, MEAM 564
Prerequisites: ESE 218, MSE 321, MEAM 333, CBE 351, PHYS 250
Activity: Lecture
1.0 Course Unit

ESE 501 Networking - Theory and Fundamentals
Networks constitute an important component of modern technology and society. Networks have traditionally dominated communication technology in form of communication networks, distribution of energy in form of power grid networks, and have more recently emerged as a tool for social connectivity in form of social networks. In this course, we will study mathematical techniques that are key to the design and analysis of different kinds of networks. First, we will investigate techniques for modeling evolution of networks. Specifically, we will consider random graphs (all or none connectivity, size of components, diameters under random connectivity), small world problem, network formation and the role of topology in the evolution of networks. Next, we will investigate different kinds of stochastic processes that model the flow of information in networks. Specifically, we will develop the theory of markov processes, renewal processes, and basic queueing, diffusion models, epidemics and rumor spreading in networks.
Course usually offered in spring term
Prerequisite: ESE 530
Activity: Lecture
1.0 Course Unit

ESE 502 Introduction to Spatial Analysis
The course is designed to introduce students to modern statistical methods for analyzing spatial data. These methods include nearest-neighbor analyses of spatial point patterns, variogram and kriging analyses of continuous spatial data, and autoregression analyses of area data. The underlying statistical theory of each method is developed and illustrated in terms of selected GIS applications. Students are also given some experience with ARCMAP, JMPIN, and MATLAB software.
Course usually offered in fall term
Prerequisite: ESE 302
Activity: Lecture
1.0 Course Unit

ESE 503 Simulation Modeling and Analysis
This course provides a study of discrete-event systems simulation in the areas of queuing, inventory and reliability systems as well as Markov Chains, Random-Walks and Monte-Carlo systems. The course examines many probability distributions used in simulation studies as well as the Poisson process. Fundamental to most simulation studies is the ability to generate reliable random numbers and so the course investigates the basic properties of random numbers and techniques used for the generation and testing of pseudo-random numbers. Random numbers are then used to generate other random variable using the methods of inverse-transform, convolution, composition and acceptance/rejection. Finally, since most inputs to simulation are probabilistic instead of deterministic in nature, the course examines some techniques used for identifying the probabilistic nature of input data. These include identifying distributional families with sample data, using maximum-likelihood methods for parameter estimating within a given family and testing the final choice of distribution using chi-squared goodness-of-fit.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
ESE 504 Intro to Linear, Nonlinear and Integer Optimization
Introduction to mathematical optimization for graduate students who would like to be intelligent and sophisticated users of mathematical programming but do not necessarily plan to specialize in this area. Linear, integer and nonlinear programming are covered, including the fundamentals of each topic together with a sense of the state-of-the-art and expected directions of future progress. Homework and projects emphasize modeling and solution analysis, and introduce the students to a large variety of application areas.
Course usually offered in fall term
Also Offered As: OIDD 910
Activity: Lecture
1.0 Course Unit

ESE 506 Feedback Control Design and Analysis
Basic methods for analysis and design of feedback control in systems. Applications to practical systems. Methods presented include time response analysis, frequency response analysis, root locus, Nyquist and Bode plots, and the state-space approach.
Course usually offered in spring term
Also Offered As: MEAM 513
Prerequisite: MEAM 321 OR ESE 210
Activity: Lecture
1.0 Course Unit

ESE 507 Introduction to Networks and Protocols
This is an introductory course on packet networks and associated protocols, with a particular emphasis on IP-based networks such as the Internet. The course introduces design and implementation choices that underlie the development of modern networks, and emphasizes basic analytical understanding of the concepts. Topics are covered in a mostly 'bottom-up' approach starting with a brief review of physical layer issues such as digital transmission, error correction and error recovery strategies. This is followed by a discussion of link layer aspects, including multiple access strategies, local area networks (Ethernet and 802.11 wireless LANs), and general store-and-forward packet switching. Network layer solutions, including IP addressing, naming, and routing are covered next, before exploring transport layer and congestion control protocols (UDP and TCP). Finally, basic approaches for quality-of-service and network security are examined. Specific applications and aspects of data compression and streaming may also be covered.
Course usually offered in fall term
Also Offered As: ESE 407
Activity: Lecture
1.0 Course Unit
Notes: Course open to Graduate Students in SEAS and Wharton

ESE 510 Electromagnetic and Optics
This course reviews electrostatics, magnetostatics, electric and magnetic materials, induction, Maxwell’s equations, potentials and boundary-value problems. Topics selected from the areas of wave propagation, wave guidance, antennas, and diffraction will be explored with the goal of equipping students to read current research literature in electromagnetics, microwaves, and optics.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

ESE 512 Dynamical Systems for Engineering and Biological Applications
This midlevel course in nonlinear dynamics focuses on the analysis of low dimensional, continuous time models for describing and understanding complex behavior in physical, biological and engineered systems. We assume some background knowledge of ordinary differential equations, and develop at an engineering applications level the concepts and tools of qualitative dynamical systems theory with major focus on analysis and some on synthesis.
Course usually offered in fall term
Prerequisites: MATH 240, PHYS 150, ESE 210
Activity: Lecture
1.0 Course Unit

ESE 513 Prin of Quantum Tech
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

ESE 516 IoT Edge Computing
This course was developed to bring lessons learned from the product design industry into the classroom - specifically focusing on Internet of Things (IoT) device development and deployment. To achieve the highest level of knowledge transfer, the course will incorporate device design theory with discussions of real-world product failures and successes - as well as a heavy hands-on component to build a device from end to end. Students will learn to use industry standard tools, such as Altium, Atmel Studio, and IBM Watson - allowing them the same level of power and customization at the disposable of startups and Fortune 500 companies alike. Prerequisite: If course requirement not met, permission of instructor required.
Course usually offered in spring term
Prerequisite: ESE 519
Activity: Lecture
1.0 Course Unit
ESE 518 Battery and Super-Capacitor Systems
This is a senior / graduate course on scientific and technological fundamentals as they apply to electrochemical batteries and super-capacitors. The perspective utilized will be a combination of materials and systems science. The course will introduce the student to the different categories of electrochemical cells and batteries, and their related chemistry, kinds of super-capacitors, charging and discharging profiles, equivalent series resistance (ESR), power capacities, and lifetimes. For super-capacitors, the student will be introduced to double layer capacitance (DLC) and pseudo-capacitance types of energy storage, super-capacitor fundamentals through Faradaic and non-Faradaic processes, pseudo-capacitance of metal oxides and electro-active polymers (EAPs), non-ideal polarizable electrodes, energetics and kinetics of electrode processes, theories of dielectric polarization, inorganic and organic electro carbonaceous materials, effective surface area (ESA) and functionalizations, as well as the AC impedance behavior of batteries and super-capacitors including the self-discharge characteristics of both. The fundamental electrochemical relations will be discussed, as well as battery / super-caps system modeling, and batteries management systems.
Course not offered every year
Prerequisite: CHEM 101 AND MATH 104
Activity: Lecture
1.0 Course Unit

ESE 519 Real-Time Embedded Systems
The use of distributed wireless sensor networks has surged in popularity in recent years with applications ranging from environmental monitoring, to people- and object-tracking in both cooperative and hostile environments. This course is targeted at understanding and obtaining hands-on experience with the state-of-the-art in such wireless sensor networks which are often composed using relatively inexpensive sensor nodes that have low power consumption, low processing power and bandwidth. The course will span a variety of topics ranging from radio communications, network stack, systems infrastructure including QoS support and energy management, programming paradigms, distributed algorithms and example applications. Some guest lectures may be given.
Prerequisite: One course in computer networks and Senior or Graduate standing
Course usually offered in fall term
Also Offered As: IPD 519
Prerequisite: CIS 120 AND ESE 350
Activity: Lecture
1.0 Course Unit

ESE 520 Agent-Based Modeling and Simulation
Agents are a new technique for trying to model, simulate, and understand systems that are ill-structured and whose mathematics is initially unknown and possibly unknowable. This approach allows the analyst to assemble models of agents and components where micro-decision rules may be understood; to bring the agents and components together as a system where macro-behavior then emerges; and to use that to empirically probe and improve understanding of the whole, the interrelations of the components, and synergies. This approach helps one explore parametrics, causality, and what-ifs about socio-technical systems (technologies that must support people, groups, crowds, organizations, and societies). It is applicable when trying to model and understand human behavior - consumers, investors, passengers, plant operators, patients, voters, political leaders, terrorists, and so on. This course will allow students to investigate and compare increasingly complex agent based paradigms along three lines - math foundations, heuristic algorithms/knowledge representations, and empirical science. The student will gain a toolbox and methodology for attempting to represent and study complex socio-technical systems. Students taking this for graduate credit will also learn how to design agent-based tools.
Course usually offered in fall term
Also Offered As: ESE 420
Activity: Lecture
1.0 Course Unit

ESE 521 The Physics of Solid State Energy Devices
An advanced undergraduate course or graduate level course on the fundamental physical principles underlying the operation of traditional semiconducting electronic and optoelectronic devices and extends these concepts to novel nanoscale electronic and optoelectronic devices. The course assumes an undergraduate level understanding of semiconductors physics, as found in ESE 218 or PHYS 240. The course builds on the physics of solid state semiconductor devices to develop the operation and application of semiconductors and their devices in energy conversion devices such as solar photovoltaics, thermophotovoltaics, and thermoelectrics, to supply energy. The course also considers the importance of the design of modern semiconductor transistor technology to operate at low-power in CMOS. Prerequisite: If course requirement not met, permission of instructor required.
Course usually offered in spring term
Prerequisite: ESE 218 OR PHYS 240
Activity: Lecture
1.0 Course Unit
ESE 523 Quantum Engineering
Quantum engineering - the design, fabrication, and control of quantum coherent devices - has emerged as a multidisciplinary field spanning physics, electrical engineering, materials science, chemistry, and biology, with the potential for transformational advances in computation, secure communication, and nanoscale sensing. This course surveys the state of the art in quantum hardware, beginning with an overview of the physical implementation requirements for a quantum computer and proceeding to a synopsis of the leading contenders for quantum building blocks, including spins in semiconductors, superconducting circuits, photons, and atoms. The course combines background material on the fundamental physics and engineering principles required to build and control these devices with readings drawn from the current literature, including promising architectures for scaling physical qubits into larger devices and secure communication networks, and for nanoscale sensing applications impacting biology, chemistry, and materials science. Course usually offered in spring term
Also Offered As: ESE 423
Prerequisite: PHYS 411
Activity: Lecture
1.0 Course Unit

ESE 525 Nanoscale Science and Engineering
Overview of existing device and manufacturing technologies in microelectronics, optoelectronics, magnetic storage, Microsystems, and biotechnology. Overview of near- and long-term challenges facing those fields. Near- and long-term prospects of nanoscience and related technologies for the evolutionary sustension of current approaches, and for the development of revolutionary designs and applications. Prerequisite: If course requirement not met, permission of instructor required. Course usually offered in fall term
Also Offered As: MSE 525
Prerequisite: ESE 218 OR PHYS 240 OR MSE 220
Activity: Lecture
1.0 Course Unit

ESE 526 Photovoltaic Systems Engineering
This course will present the engineering basis for photovoltaic (PV) system design. The overall aim is for engineering students to understand the what, why, and how associated with the electrical, mechanical, economic, and aesthetic aspects of PV system. The course will introduce additional practical design considerations, added to the theoretical background, associated with pertinent electro-mechanical design. Permission of the instructor Course not offered every year
Activity: Lecture
1.0 Course Unit

ESE 527 Design of Smart Systems
Smart systems are materials, structures, devices and/or networks that seek to autonomously emulate human capabilities (sensing, nervous system, deliberating, acting) for adapting and continued functioning in potentially adverse conditions. Smart systems are a highly trans-disciplinary field that utilize microsystems technology with other disciplines like biology, information science, nanoscience, or cognitive science to control networks of components. Smart systems are causing a sea-change in hybrid cyber-physical-social systems leading to such breakthroughs as: the internet of Everything, smart cars, smart cities, the next industrial revolution, solutions to reduce global warming, and personalized e-healthcare, among many others. In this course students explore state-of-the-art smart system components, learn a design methodology to integrate the components, and apply the methodology to design and simulate a smart system prototype. The course will also cover life-long coping skills for human-centered design and for modeling the security, privacy and reliability hazards of the smart systems approach. Prerequisite: Junior or Senior standing, course or experience in a course with high level language Course not offered every year
Activity: Lecture
1.0 Course Unit

ESE 528 Estimation and Detection Theory
Statistical decision making constitutes the core of multiple engineering systems like communication, networking, signal processing, control, market dynamics, biological systems, data processing, etc. We strive to introduce mathematical theories that formulate statistical decision and obtain decision making algorithms with application to one or more of the above domains. This course will be offered every other year. One-term course offered either term
Prerequisite: ESE 530
Activity: Lecture
1.0 Course Unit

ESE 529 Introduction to Micro- and Nano-electromechanical Technologies
Introduction to MEMS and NEMS technologies: MEMS/NEMS applications and key commercial success stories (accelerometers, gyroscopes, digital light projectors, resonators). Review of micromachining techniques and MEMS/NEMS fabrication approaches. Actuation methods in MEMS and NEMS, MEMS/NEMS design and modeling. Examples of MEMS/NEMS components from industry and academia. Case studies: MEMS inertial sensors, microscale mirrors, micro and nano resonators, micro and nano switches, MEMS/NEMS chem/bio sensors, MEMS gyroscopes, MEMS microphones. Taught by: Troy Olsson Course usually offered in spring term
Also Offered As: MEAM 529
Activity: Lecture
1.0 Course Unit
ESE 530 Elements of Probability Theory
This rapidly moving course provides a rigorous development of fundamental ideas in probability theory and random processes. The course is suitable for students seeking a rigorous graduate level exposure to probabilistic ideas and principles with applications in diverse settings. The topics covered are drawn from: abstract probability spaces; combinatorial probabilities; conditional probability; Bayes’s rule and the theorem of total probability; independence; connections with the theory of numbers, Borel’s normal law; rare events, Poisson laws, and the Lovasz local lemma; arithmetic and lattice distributions arising from the Bernoulli scheme; limit laws and characterizations of the binomial and Poisson distributions; continuous distributions in one and more dimensions; the uniform, exponential, normal, and related distributions; random variables, distribution functions; orthogonal and stationary random processes; the Gaussian process, Brownian motion; random number generation and statistical tests of randomness; mathematical expectation and the Lebesgue theory; expectations of functions, moments, convolutions; operator methods and distributional convergence, the central limit theorem, selection principles; conditional expectation; tail inequalities, concentration convergence in probability and almost surely, the law of large numbers, the law of the iterated logarithm; Poisson approximation, Janson’s inequality, the Stein- Chen method; moment generating functions, renewal theory; characteristic functions. A solid foundation in undergraduate probability at the level of ESE 301 or STAT 430 at Penn. Students are expected to have a sound calculus background in the first two years of a typical undergraduate engineering curriculum. Undergraduates are warned that the course is very mathematical in nature with an emphasis on rigor; upperclassmen who wish to take the course will need to see the instructor for permission to register.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

ESE 531 Digital Signal Processing
This course covers the fundamentals of discrete-time signals and systems and digital filters. Specific topics covered include: review of discrete-time signal and linear system representations in the time and frequency domain, and convolution; discrete-time Fourier transform (DTFT); Z-transforms; frequency response of linear discrete-time systems; sampling of continuous-time signals, analog to digital conversion, sampling-rate conversion; basic discrete-time filter structures and types; finite impulse response (FIR) and infinite impulse response (IIR) filters; design of FIR and IIR filters; discrete Fourier transform (DFT), the fast Fourier transform (FFT) algorithm and its applications in filtering and spectrum estimation.
Course usually offered in fall term
Prerequisites: ESE 224, 325
Activity: Lecture
1.0 Course Unit

ESE 532 System-on-a-Chip Architecture
Motivation, design, programming, optimization, and use of modern System-on-a-Chip (SoC) architectures. Hands-on coverage of the breadth of computer engineering within the context of SoC platforms from gates to application software, including on-chip memories and communication networks, I/O interfacing, RTL design of accelerators, processors, concurrency, firmware and OS infrastructure software. Formulating parallel decompositions, hardware and software solutions, hardware/software tradeoffs, and hardware/software codesign. Attention to real-time requirements. Undergraduates: CIS 240, ESE 350; Graduate: Working knowledge of C.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

ESE 535 Electronic Design Automation
Formulation, automation, and analysis of design mapping problems with emphasis on VLSI and computational realizations. Major themes include: formulating and abstracting problems, figures of merit (e.g. Energy, Delay, Throughput, Area, Mapping Time), representation, traditional decomposition of flow (logic optimization, covering, scheduling, retiming, assignment, partitioning, placement, routing), and techniques for solving problems (e.g., greedy, dynamic programming, search, (integer) linear programming, graph algorithms, randomization, satisfiability). Digital logic, Programming (need to be Course not offered every year
Activity: Lecture
1.0 Course Unit

ESE 536 Nanofabrication and Nanocharacterization
This course is intended for first year graduate students interested in the experimental practice of nanotechnology. In the context of a hands-on laboratory experience, students will gain familiarity with both top-down and bottom-up fabrication and characterization technologies. This will be achieved through the realization of a variety of micro- and nanoscale structures and devices that can exhibit either classical or quantum effects at the small scale. Although concepts relevant to the laboratories will be emphasized in lecture, it is expected that students will already have been exposed to many of the underlying theoretical concepts of nanotechnology in previous courses. Prerequisite: If course requirement not met, permission instructor required.
Course usually offered in spring term
Prerequisite: ESE 525 OR MSE 525
Activity: Lecture
1.0 Course Unit

ESE 540 Engineering Economics
This course is cross-listed with an advanced-level undergraduate course (ESE 400). Topics include: money-time relationships, discrete and continuous compounding, equivalence of cash flows, internal and external rate of return, design and production economics, life cycle cost analysis, depreciation, after-tax cash flow analysis, cost of capital, capital financing and allocation, parametric cost estimating models, pricing, foreign exchange rates, stochastic risk analysis, replacement analysis, benefit-cost analysis, and analysis of financial statements. Case studies apply these topics to engineering systems. Students are not required to do additional work compared to ESE 400 students. The work-load is identical.
Course usually offered in fall term
Also Offered As: ESE 400
Activity: Lecture
1.0 Course Unit
ESE 542 Statistics for Data Science
The course covers the methodological foundations of data science, emphasizing basic concepts in statistics and learning theory, but also modern methodologies. Learning of distributions and their parameters. Testing of multiple hypotheses. Linear and nonlinear regression and prediction. Classification. Uncertainty quantification. Model validation. Clustering. Dimensionality reduction. Probably approximately correct (PAC) learning. Such theoretical concepts are further complemented by example applications, case studies (datasets), and programming exercises (in Python) drawn from electrical engineering, computer science, the life sciences, finance, and social networks.
Taught by: Victor Preciado
Course usually offered in fall term
Also Offered As: ESE 402
Prerequisites: ESE 301 or equivalent, CIS 110 or 120
Activity: Lecture
1.0 Course Unit

ESE 543 Human Systems Engineering
This course is an introduction to human systems engineering, examining the various human factors that influence the spectrum of human performance and human systems integration. We will examine both theoretical and practical applications, emphasizing fundamental human cognitive and performance issues. Specific topics include: human performance characteristics related to perception, attention, comprehension, memory, decision making, and the role of automation in human systems integration.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

ESE 544 Project Management
The course emphasizes a systems engineering approach to project management including the cycle costing and analysis, project scheduling, project organization and control, contract management, project monitoring and negotiations. In addition, the course will also examine management issues in large infrastructure projects like non-recourse or limited recourse project financing. Examples from the logistics planning process and global software project management will be used to highlight the course topics.
Two terms. student may enter either term.
Also Offered As: ESE 444
Prerequisite: ESE 304
Activity: Lecture
1.0 Course Unit

ESE 545 Data Mining: Learning from Massive Datasets
Many scientific and commercial applications require us to obtain insights from massive, high-dimensional data sets. In this graduate-level course, students will learn to apply, analyze and evaluate principled, state-of-the-art techniques from statistics, algorithms and discrete and convex optimization for learning from such large data sets. The course both covers theoretical foundations and practical applications.
Course usually offered in spring term
Prerequisites: ESE 530, ENM 503
Activity: Lecture
1.0 Course Unit

ESE 546 Principles of Deep Learning
Introductory class in machine learning and optimization. CIS 519, CIS 520, ESE 545, ESE 304, ESE 504, ESE 605 recommended or permission of the instructor.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

ESE 547 Introduction to Legged Locomotion
This course reviews three decades' development of agile legged machines, treating past and recent advances as well as remaining formidable challenges in the materials selection, design, and programming of robots that can run, leap and climb through complicated, unstructured terrain. Emphasis is on developing understanding of and facility using key dynamical primitives whose composition allows more complicated behaviors to emerge from simpler constituents.
Several historical case studies will be used to illustrate how advances have rewarded interdisciplinary thinking about animals, materials, mathematics and mechatronics. Course credit will be based on problem sets and coding exercises.
Taught by: D. E. Koditschek
Activity: Lecture
1.0 Course Unit

ESE 548 Transportation Planning Methods
This course introduces students to the development and uses of the 4-step urban transportation model (trip generation-trip distribution-mode choice-traffic assignment) for community and metropolitan mobility planning. Using the VISUM transportation desktop planning package, students will learn how to build and test their own models, apply them to real projects, and critique the results. Prerequisite: CPLN 505 or other planning statistics course.
Taught by: Ryerson
Course usually offered in spring term
Also Offered As: CPLN 650
Prerequisite: CPLN 505
Activity: Lecture
1.0 Course Unit

ESE 550 Advance Transportation Seminar
Air transportation is a fascinating multi-disciplinary area of transportation bringing together business, planning, engineering, and policy. In this course, we explore the air transportation system from multiple perspectives through a series of lessons and case studies. Topics will include airport and intercity multimodal environmental planning, network design and reliability, air traffic management and recovery from irregular operations, airline operations, economics, and fuel, air transportation sustainability, and land use issues related to air transportation systems. This course will introduce concepts in economics and behavioral modeling, operations research, statistics, environmental planning, and human factors that are used in aviation and are applicable to other transportation systems. The course will emphasize learning through lessons, guest lecturers, case studies of airport development and an individual group and research project.
Taught by: Ryerson
Course usually offered in spring term
Also Offered As: CPLN 750
Prerequisite: CPLN 550
Activity: Seminar
1.0 Course Unit

ESE 549 Human Systems Engineering
This course is an introduction to human systems engineering, examining the various human factors that influence the spectrum of human performance and human systems integration. We will examine both theoretical and practical applications, emphasizing fundamental human cognitive and performance issues. Specific topics include: human performance characteristics related to perception, attention, comprehension, memory, decision making, and the role of automation in human systems integration.
One-term course offered either term
Activity: Lecture
1.0 Course Unit
ESE 566 Networked Neuroscience
The human brain produces complex functions using a range of system components over varying temporal and spatial scales. These components are couples together by heterogeneous interactions, forming an intricate information-processing network. In this course, we will cover the use of network science in understanding such large-scale and neuronal-level brain circuitry. Prerequisite: Graduate standing or permission of the instructor. Experience with Linear Algebra and MATLAB.
Course usually offered in spring term
Also Offered As: BE 566
Activity: Lecture
1.0 Course Unit

ESE 567 Risk Analysis and Environmental Management
This course will introduce students to concepts in risk governance. We will delve into the three pillars of risk analysis: risk assessment, risk management, and risk communication. The course will spend time on risk financing, including insurance markets. There will be particular emphasis on climate risk management, including both physical impact risk and transition risk, although the course will also discuss several other examples, including management of environmental risks, terrorism, and cyber-security, among other examples. The course will cover how people perceive risks and the impact this has on risk management. We will explore public policy surrounding risk management and how the public and private sector can successfully work together to build resilience, particularly to changing risks.
One-term course offered either term
Also Offered As: BEPP 261, BEPP 761, BEPP 961, OIDD 261, OIDD 761
Activity: Lecture
1.0 Course Unit

ESE 568 Mixed Signal Circuit Design and Modeling
This course will introduce design and analysis of mixed-signal integrated circuits. Topics include: Sampling and quantization, Sampling circuits, Switched capacitor circuits and filters, Comparators, Offset compensation, DACs/ADCs (Flash, delta-sigma, pipeline, SAR), Oversampling, INL/DNL, FOM. The course will end with a final design project using analysis and design techniques learned in the course. Students must provide a written report with explanations to their design choices either with equations or simulation analysis/insight along with performance results. Prerequisite: If course requirement not met, permission of instructor required.
Course usually offered in fall term
Prerequisites: ESE 319, 419
Activity: Lecture
1.0 Course Unit

ESE 570 Digital Integrated Circuits and VLSI-Fundamentals
Explores the design aspects involved in the realization of an integrated circuit from device up to the register/subsystem level. It addresses major design methodologies with emphasis placed on the structured design. The course includes the study of MOS device characteristics, the critical interconnect and gate characteristics which determine the performance of VLSI circuits, and NMOS and CMOS logic design. Students will use state-of-the-art CAD tools to verify designs and develop efficient circuit layouts.
Course usually offered in spring term
Prerequisite: ESE 319
Activity: Lecture
1.0 Course Unit

ESE 572 Analog Integrated Circuits
Design of analog circuits and subsystems using bipolar and MOS technologies at the transistor and higher levels. Transistor level design of building block circuits such as op amps, comparators, sample and hold circuits, voltage and current references, capacitors and resistor arrays, and class AB output stages. The course will include a design project of an analog circuit. The course will use the Cadence Design System for schematic capture and simulation with Spectre circuit simulator. This course is similar to ESE 570, except that it will not require the use of the physical layout tools associated with VLSI design and implementation.
Course usually offered in fall term
Also Offered As: ESE 419
Prerequisite: ESE 319
Activity: Lecture
1.0 Course Unit

ESE 574 The Principles and Practice of Microfabrication Technology
A laboratory-based course on fabricating microelectronic and micromechanical devices using photolithographic processing and related fabrication technologies. Lectures discuss: clean room procedures; microelectronic and microstructural materials; photolithography; diffusion, oxidation; materials deposition; etching and plasma processes. Basic laboratory processes are covered for the first two thirds of the course with students completing structures appropriate to their major in the final third. Students registering for ESE 574 will be expected to do extra work (including term paper and additional project).
Course not offered every year
Also Offered As: ESE 460, MEAM 564
Prerequisites: ESE 218, MSE 321, MEAM 333, CBE 351, PHYS 250
Activity: Lecture
1.0 Course Unit

ESE 578 RFIC (Radio Frequency Integrated Circuit) Design
Introduction to RF (Radio Frequency) and Microwave Theory, Components, and Systems. The course aims at providing knowledge in RF transceiver design at both microwave and millimeter-wave frequencies. Both system and circuit level perspective will be addressed, supported by modeling and simulation using professional tools (including Agilent ADS, Sonnet, and Cadence Design Systems). Topics include: Transmission Line Theory, S-parameters, Smith Chart for matching network design, stability, noise, and mixed signal design. RF devices covered will include: hybrid/Wilkinson/Lange 3dB couplers, Small Signal Amplifiers (SSA), Low Noise Amps (LNA), and Power Amps (PA). CMOS technology will be largely used to design the devices mentioned.
Course usually offered in spring term
Prerequisite: ESE 572
Activity: Lecture
1.0 Course Unit
ESE 590 Systems Methodology
This course covers the methodologies and techniques important to designing large complex, purposeful systems and to discovering policies that influence them throughout the stages of their lifecycle. The course focuses on hands-on synthetic thinking, where students assemble the big picture from modeling the individual actors, organizations, and artifacts in a socio-technical system of interest. This is the study of emergence of macro-behavior from the micro-decision making of the actors involved - to inquire into the design of a purposeful system, and to examine alternative futures that are ideal, yet affordable, sustainable, and workable. Specifically, the student learns systems theory, systems methodologies (design inquiry/learning systems, idealized design/interactive planning, and soft systems methodology/knowledge management), bottom up modeling (decision science, multi-attribute utility theory, affective reasoning, agent based modeling, simulated societies), and how to further research and apply the synthetic paradigm. Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

ESE 597 Master's Thesis
One-term course offered either term
Activity: Masters Thesis
1.0 Course Unit

ESE 599 Independent Study for Master's credit
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

ESE 605 Modern Convex Optimization
This course concentrates on recognizing and solving convex optimization problems that arise in engineering. Topics include: convex sets, functions, and optimization problems. Basis of convex analysis. Linear, quadratic, geometric, and semidefinite programming. Optimality conditions, duality theory, theorems of alternative, and applications. Interior-point methods, ellipsoid algorithm and barrier methods, self-concordance. Applications to signal processing, control, digital and analog circuit design, computation geometry, statistics, and mechanical engineering. Knowledge of linear algebra and willingness to do programming. Exposure to numerical computing, optimization, and application fields is helpful but not required. Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

ESE 610 Electromagnetic and Optical Theory II
This course covers exact, approximate and numerical methods of wave propagation, radiation, diffraction and scattering with an emphasis on bringing students to a point of contributing to the current research literature. Topics are chosen from a list including analytical and numerical techniques, waves in complex media and metamaterials, photonic bandgap structures, imaging, miniaturized antennas, high-impedance ground plans, and fractal electrodynamics. Course not offered every year
Activity: Lecture
1.0 Course Unit

ESE 611 Nanophotonics: Light at the Nanoscale
This course is intended for first and second year graduate students interested in nanoscale optics and photonics. Building on prior coursework in electromagnetism, this course provides a theoretical foundation and up-to-date survey of the key principles and phenomena relevant to the field of nanophotonics. Topics discussed include light-matter interaction through Maxwell's equations, photonic band theory and photonic crystals, plasmonic structures and devices, metamaterials and metasurfaces, PT-symmetric & topological photonic systems. Applications of nanophotonic devices and principles to a wide range of scenarios will also be explored in depth, including for renewable energy, information processing, imaging and sensing. Experimental techniques used in nanophotonics will be concurrently introduced and discussed. Prerequisite: Permission of instructor
One-term course offered either term
Activity: Lecture
1.0 Course Unit

ESE 615 F1/10 Autonomous Racing Cars
This hands-on, lab-centered course is for senior undergraduates and graduate students interested in the fields of artificial perception, motion planning, control theory, and applied machine learning. It is also for students interested in the burgeoning field of autonomous driving. This course introduces the students to the hardware, software and algorithms involved in building and racing an autonomous race car. Every week, students take two lectures and complete an extensive hands-on lab. By Week 6, the students will have built, programmed and driven a 1/10th scale autonomous race car. By Week 10, the students will have learned fundamental principles in perception, planning and control and will race using map-based approaches. In the last 6 weeks, they develop and implement advanced racing strategies, computer vision and machine learning algorithms that will give their team the edge in the race that concludes the course. Prerequisites: C++ and Python programming, Matrix algebra, Differential equations, Signals and Systems Taught by: Rahul Mangharam
Activity: Lecture
1.0 Course Unit

ESE 617 Non-Linear Control Theory
The course studies issues in nonlinear control theory, with a particular emphasis on the use of geometric principles. Topics include: controllability, accessibility, and observability, for nonlinear systems; Forbenius' theorem; feedback and input/output linearization for SISO and MIMO systems; dynamic extension; zero dynamics; output tracking and regulation; model matching disturbance decoupling; examples will be taken from mechanical systems, robotic systems, including those involving nonholonomic constraints, and active control of vibrations. Course not offered every year
Also Offered As: MEAM 613
Prerequisite: ESE 500
Activity: Lecture
1.0 Course Unit
ESE 619 Model Predictive Control
Increased system complexity and more demanding performance requirements have rendered traditional control laws inadequate regardless if simple PID loops are considered or robust feedback controllers designed according to some H2/infinity criterion. Applications ranging from the process industries to the automotive and the communications sector are making increased use of Model Predictive Control (MPC) where a fixed control law is replaced by on-line optimization performed over a receding horizon. The advantage is that MPC can deal with almost any time-varying process and specifications, limited only by the availability of real-time computer power. In the last few years we have seen tremendous progress in this interdisciplinary area where fundamentals of systems theory, computation and optimization interact. For example, methods have emerged to handle hybrid systems, i.e. systems comprising both continuous and discrete components. Also, it is now possible to perform most of the computations off-line thus reducing the control law to a simple look-up table.
Course usually offered in spring term
Prerequisites: ESE 500, 504 or 605
Activity: Lecture
1.0 Course Unit

ESE 621 Nanoelectronics
This is a graduate level course on fundamental operating principles and physics of semiconductor devices in reduced or highly scaled dimensions. The course will include topics and concepts covering basic quantum mechanics and solid state physics of nanostructures as well as device transport and characterization, materials and fabrication. A basic knowledge of semiconductor physics and devices is assumed. The course will build upon basic quantum mechanics and solid state physics concepts to understand the operation of nanoscale semiconductor devices and physics of electrons in confined dimensions. The course will also provide a historical perspective on micro and nanoelectronics, discuss the future of semiconductor computing technologies, cutting edge research in nanomaterials, device fabrication as well as provide a perspective on materials and technology challenges. Prerequisite: If course requirement not met, permission of instructor required.
Course usually offered in spring term
Prerequisite: ESE 521
Activity: Lecture
1.0 Course Unit

ESE 625 Nanorobotics
Nanorobotics is a field at the forefront of nano-science and engineering that seeks to create synthetic systems that sense and respond to their environment at dimensions comparable to biological microorganisms. This course explores the topic of small devices: What materials should we use to make these devices? How should they be powered or locomote? What capacities can they have for memory or information processing? How can they be made to interface safely with biological systems? This course covers the major frameworks for building small machines, including self-assembled systems (DNA nanotechnology, biohacking) and those fabricated by top-down lithography (self-folding systems, synthetic micro-swimmers, smart-dust). Particular emphasis is given to exploring physical principles that can be used to analyze the strengths and limitations of current robot designs at the micro and nanoscale.
Taught by: Marc Miskin
Activity: Lecture
1.0 Course Unit

ESE 635 Distributed Systems
This research seminar deals with tools, methods, and algorithms for analysis and design of distributed dynamical systems. These are large collections of dynamical systems that are spatially interconnected to form a collective task or achieve a global behavior using local interactions. Over the past decade such systems have been studied in disciplines as diverse as statistical physics, computer graphics, robotics, and control theory. The purpose of this course is to build a mathematical foundation for study of such systems by exploring the interplay of control theory, distributed optimization, dynamical systems, graph theory, and algebraic topology. Assignments will consist of reading and researching the recent literature in this area. Topics covered in distributed coordination and consensus algorithms over networks, coverage problems, effects of delay in large scale networks. Power law graphs, gossip and consensus algorithms, synchronization phenomena in natural and engineered systems, etc.
Course not offered every year
Prerequisites: Basic knowledge of linear systems (ESE 500), linear algebra (MATH 312 or equivalent), and optimization (ESE 504 or equivalent) and some familiarity with basics of nonlinear systems (ESE 617 or equivalent). Students without this background should consult with the instructor before registering.
Activity: Lecture
1.0 Course Unit

ESE 650 Learning in Robotics
This course will cover the mathematical fundamentals and applications of machine learning algorithms to mobile robotics. Possible topics that will be discussed include probabilistic generative models for sensory feature learning, Bayesian filtering for localization and mapping, dimensionality reduction techniques for motor control, and reinforcement learning of behaviors. Students are expected to have a solid mathematical background in machine learning and signal processing, and will be expected to implement algorithms on a mobile robot platform for their course projects. Grading will be based upon course project assignments as well as class participation. Students will need permission from the instructor. They will be expected to have a good mathematical background with knowledge of machine learning techniques at the level of CIS 520, signal processing techniques at the level of ESE 531, as well as have some robotics experience.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

ESE 672 Integrated Communication Systems
This is an advanced radio frequency (RF) circuit design course that includes analysis and design of high-frequency and high-speed integrated communication circuits at both transistor and system levels. Students gradually design and simulate different blocks of an RF receiver and combine these blocks to form the receiver as their final project. We assume some background knowledge of device physics, electromagnetics, circuit theory, control theory, and stochastic processes. One-term course offered either term
Prerequisite: ESE 419 OR ESE 572
Activity: Lecture
1.0 Course Unit
ESE 673 Integrated Photonic Systems
Analysis and design of photonic integrated systems at both device and system levels including architectures, photonic integrated circuit technologies, passive components (nano-waveguides, resonators, couplers, and Y-junctions) and active components (lasers, modulators, and photodiodes) are studied. The emphasis is on silicon photonics. Prerequisite: If course requirement not met, permission of instructor required.
Course usually offered in spring term
Prerequisite: ESE 510
Activity: Lecture
1.0 Course Unit

ESE 674 Information Theory
Deterministic and probabilistic information. The pigeon-hole principle. Entropy, relative entropy, and mutual information. Random processes and entropy rate. The asymptotic equipartition property. Optimal codes and data compression. Channel capacity. Source channel coding. The ubiquitous nature of the theory will be illustrated with a selection of applications drawn from among: universal source coding, vector quantization, network communication, the stock market, hypothesis testing, algorithmic computation and kolmogorov complexity, and thermodynamics.
Course not offered every year
Prerequisite: ESE 530
Activity: Lecture
1.0 Course Unit

ESE 676 Coding Theory
Coding theory for telecommunications with emphasis on the algebraic theory of cyclic codes using finite field arithmetic, decoding of BCH and Reed-Solomon codes, finite field Fourier transform and algebraic geometry codes, convolutional codes and trellis decoding algorithms, graph based codes, Berrou codes and Gallager codes, turbo decoding, iterative decoding. And belief propagation.
Course not offered every year
Prerequisites: ESE 224, MATH 240, PHYS 150
Activity: Lecture
1.0 Course Unit

ESE 680 Special Topics in Electrical and Systems Engineering
Advanced and specialized topics in both theory and application areas. Students should check Graduate Group office for offerings during each registration period.
Course not offered every year
Activity: Lecture
1.0 Course Unit

ESE 675 Teaching Practicum
Participation of graduate students in the teaching mission of the department will help to develop teaching, presentation, leadership, and interpersonal skills while assisting the department in discharging its teaching responsibilities. All doctoral students are required to participate under faculty guidance in the teaching mission of the department. This requirement will be satisfied by completing two 0.5 course units of teaching practicum (ESE 895). Each 0.5 course unit of teaching practicum will consist of the equivalent of 10 hours of effort per week for one semester. As a part of the preparation for and fulfillment of the teaching practicum requirement, the student will attend seminars emphasizing teaching and communication skills, lead recitations, lead tutorials, supervise laborato experiments, develop instructional laboratories, develop instructional materiaand grade homeworks, laboratory reports, and exams. A teacher training seminar will be conducted the day before the first day of classes of the Fall semester.
Attendance is mandatory for all second-year students. As much as possible, the grading aspect of the teaching practicum course will be such as not to exceed 50% of the usual teaching assistant commitment time. Some of the recitations will be supervised and feedback and comments will be provided to the student by the faculty responsible for the course. At the completion of every 0.5 course unit of teach, the student will receive a Satisfactory/Unsatisfactory grade and a written evised by the faculty member responsible for the course. The evaluation will be comments of the students taking the course and the impressions of the faculty.
One-term course offered either term
Activity: Lecture
0.5 Course Units

ESE 689 Independent Study for PhD credit
For students who are studying a specific advanced subject area in electrical engineering. Students must submit a proposal outlining and detailing the study area, along with the faculty supervisor's consent, to the graduate group chair for approval. A maximum of 1 c.u. of ESE 689 may be applied toward the MSE degree requirements. A maximum of 2 c.u.s of ESE 689 may be applied toward the Ph.D. degree requirements.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

ESE 995 Dissertation
Register for this after completing four years of full-time study including two course units each Summer Session (and usually equal to 40 course units).
One-term course offered either term
Activity: Dissertation
1.0 Course Unit

ESE 999 Thesis/Dissertation Research
For students working on an advanced research program leading to the completion of master's thesis or Ph.D. dissertation requirements.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Energy Management and Policy (ENMG)

ENMG 502 Introduction to Energy Policy
Energy, especially in the context of economic development and environmental sustainability, presents a career-defining challenge to many disciplines and professions. This course, therefore, is intended to provide an organizing foundation for courses across the University in Law, Wharton, Design, SAS, and SEAS. This course provides an advanced introduction to the design and delivery of energy policy at various levels of government in the U.S. and elsewhere. We will take a deep look at policies that regulate oil and gas industry, nuclear, green energy, and electricity markets. This will involve looking at past, present, and proposed policy mechanisms with a special consideration of how issues of climate change and sustainability affect those policies and policy proposals.

Taught by: Hughes
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: Special Information: Please note that this is a 1 cu graduate level course offered by the Department of City and Regional Planning in the School of Design, not by the undergraduate program in the College of Arts and Sciences. All undergraduates seeking a permit should contact Cornelia Colijn for permission: ccolijn@upenn.edu.

ENMG 503 Topics in Energy Policy
This seminar will explore a collection of ideas influencing energy policy development in the U.S. and around the world. Our platform for this exploration will be seven recent books to be discussed during the semester. These books each contribute important insights to seven ideas that influence energy policy: Narrative, Transition, Measurement, Systems, Subsidiarity, Disruption, Attachment. Books for 2018 will be chosen over the summer; the 2017 books are listed here as examples:

Course usually offered in spring term
Also Offered As: CPLN 535
Activity: Seminar
1.0 Course Unit

ENMG 507 Ideas in Energy Policy
This seminar will explore a collection of ideas influencing energy policy development in the U.S. and around the world. Our platform for this exploration will be seven recent books to be discussed during the semester. These books each contribute important insights to seven ideas that influence energy policy: Narrative, Transition, Measurement, Systems, Subsidiarity, Disruption, Attachment.

Taught by: Mark Alan Hughes
Activity: Seminar
1.0 Course Unit

Engineering & Applied Science (EAS)

EAS 091 Chemistry Advanced Placement/International Baccalaureate Credit (Engineering Students Only)
One-term course offered either term
Activity: Lecture
1.0 Course Unit

EAS 097 Embed Controlled Gardening
A service course intended to integrate concepts of basic physics, biology and electronics and systems engineering for the benefit of Penn engineering students, teachers and students from two minority centered community public schools. The course will engage the participants in the design and implementation of indoors cultivating systems using photo-voltaic (PV) technology to energize LED emulating the needed solar radiation for plant growth, a liquid nutrient distribution system, sensors / actuators capable of selecting the harvestable plants and keeping track of overall system parameters.

One-term course offered either term
Activity: Lecture
1.0 Course Unit

EAS 203 Engineering Ethics
In this course, students will study the social, political, environmental and economic context of engineering practice. Students will develop an analytical toolkit to identify and address ethical challenges and opportunities in the engineering profession, including studies of risk and safety, professional responsibility, and global perspectives. The course will begin with a foundation in the history of engineering practice and major Western ethical and philosophical theories. Students will then apply this material to both historical case studies, such as Bhopal, the NASA Shuttle Program, and Three Mile Island, as well as contemporary issues in big data, artificial intelligence, and diversity within the profession. Students will consider how engineers, as well as governments, the media, and other stakeholders, address such issues.

One-term course offered either term
Activity: Lecture
1.0 Course Unit

EAS 204 Technical Innovation & Civil Discourse in a Dynamic World
The promises of today’s emerging technologies include longer, healthier lives; safer, faster, and more efficient transportation; and immediate, far-reaching communication mechanisms. Recent advances in machine learning, autonomous systems, nanomaterials, and neurotechnologies offer the potential to dramatically change the way our global society lives, works and shares information. With such prolific power, these technologies also pose new challenges and risks such as reduced individual privacy, political repercussions, and inequitable access to the benefits of technology. Rapid technological innovation often outpaces and challenges established legal regulations, cultural norms, and societal frameworks of communications. A robust civil discourse anchored in technical expertise, cultural context, and inclusivity can foster the optimization of the benefits of emerging technologies. This course is aimed in preparing undergraduate students to engage in and lead such discourses. The students will consider a series of engineering innovations from technical, legal and social perspectives and will hone the analytical and communication skills necessary to identify and address opportunities for civil discourse. Undergraduates must have passed the WRIT requirement.

Taught by: Brittany Shields
One-term course offered either term
Activity: Lecture
1.0 Course Unit
EAS 205 Applications of Scientific Computing.
This course will discuss a number of canonical problems and show how numerical methods are used to solve them. Lectures will introduce the underlying theory and the relevant numerical methods. Students will be expected to implement solutions to the problems using MATLAB. The course will use the visualization capabilities of MATLAB to provide students with a geometric interpretation of the key ideas underlying the numerical methods. Topics to be covered will include: the solution of systems of linear systems equations with application to problems such as force balance analysis and global illumination computation. Representing and computing coordinate transformations with applications to problems in graphics, vision and robotics. Transform Coding with applications to the analysis of audio signals and image compression. Analysis of variance and the search for low dimensional representations for high dimensional data sets egs. Google’s PageRank algorithm. Least Squares model fitting with applications to data analysis. Analysis of linear dynamical systems with applications to understanding the modes of vibration of mechanical systems. The analysis of stochastic systems governed by state transition matrices. Prerequisite: Prior expose to computing via courses such as EAS 105, CIS 110, or ESE 112, Math 114, Sophomore standing.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

EAS 220 SEAS Global Program - Argentina I
Penn Engineering’s global and local service learning courses aim to improve human lives through sustainable engineering in all corners of the world. These courses offer students the opportunity to use their engineering skills to build solar powered heaters for renewable energy, water and sanitation infrastructure, orthotic devices for children, information technology support and meet other critical needs in areas around the world. Students must apply in early Fall semester to take these courses in the following Spring and Fall terms. There is a program fee associated with each course, but financial aid is available to qualified students. Each program is awards 2 CU of credit. For more information please visit: https://servelearn.seas.upenn.edu/about/
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EAS 221 SEAS Global Program - Argentina II
Penn Engineering’s global and local service learning courses aim to improve human lives through sustainable engineering in all corners of the world. These courses offer students the opportunity to use their engineering skills to build solar powered heaters for renewable energy, water and sanitation infrastructure, orthotic devices for children, information technology support, and meet other critical needs in areas around the world. Students must apply in early Fall semester to take these courses in the following Spring and Fall terms. There is a program fee associated with each course, but financial aid is available to qualified students. Each program is awards 2 CU of credit. For more information please visit: https://servelearn.seas.upenn.edu/about/
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EAS 222 SEAS Global Program - China I
Penn Engineering’s global and local service learning courses aim to improve human lives through sustainable engineering in all corners of the world. These courses offer students the opportunity to use their engineering skills to build solar powered heaters for renewable energy, water and sanitation infrastructure, orthotic devices for children, information technology support and meet other critical needs in areas around the world. Students must apply in early Fall semester to take these courses in the following Spring and Fall terms. There is a program fee associated with each course, but financial aid is available to qualified students. Each program is awards 2 CU of credit. For more information please visit: https://servelearn.seas.upenn.edu/about/
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EAS 223 SEAS Global Program - China II
Penn Engineering’s global and local service learning courses aim to improve human lives through sustainable engineering in all corners of the world. These courses offer students the opportunity to use their engineering skills to build solar powered heaters for renewable energy, water and sanitation infrastructure, orthotic devices for children, information technology support and meet other critical needs in areas around the world. Students must apply in early Fall semester to take these courses in the following Spring and Fall terms. There is a program fee associated with each course, but financial aid is available to qualified students. Each program is awards 2 CU of credit. For more information please visit: https://servelearn.seas.upenn.edu/about/
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EAS 224 SEAS Global Program - Guatemala I
Penn Engineering’s global and local service learning courses aim to improve human lives through sustainable engineering in all corners of the world. These courses offer students the opportunity to use their engineering skills to build solar powered heaters for renewable energy, water and sanitation infrastructure, orthotic devices for children, information technology support and meet other critical needs in areas around the world. Students must apply in early Fall semester to take these courses in the following Spring and Fall terms. There is a program fee associated with each course, but financial aid is available to qualified students. Each program is awards 2 CU of credit. For more information please visit: https://servelearn.seas.upenn.edu/about/
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EAS 225 SEAS Global Program - Guatemala II
Penn Engineering’s global and local service learning courses aim to improve human lives through sustainable engineering in all corners of the world. These courses offer students the opportunity to use their engineering skills to build solar powered heaters for renewable energy, water and sanitation infrastructure, orthotic devices for children, information technology support and meet other critical needs in areas around the world. Students must apply in early Fall semester to take these courses in the following Spring and Fall terms. There is a program fee associated with each course, but financial aid is available to qualified students. Each program is awards 2 CU of credit. For more information please visit: https://servelearn.seas.upenn.edu/about/
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
EAS 226 SEAS Global Program - Rwanda I
Penn Engineering's global and local service learning courses aim to improve human lives through sustainable engineering in all corners of the world. These courses offer students the opportunity to use their engineering skills to build solar powered heaters for renewable energy, water and sanitation infrastructure, orthotic devices for children, information technology support and meet other critical needs in areas around the world. Students must apply in early Fall semester to take these courses in the following Spring and Fall terms. There is a program fee associated with each course, but financial aid is available to qualified students. Each program is awards 2 CU of credit. For more information please visit: https://servelearn.seas.upenn.edu/about/
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EAS 227 SEAS Global Program - Rwanda II
Penn Engineering’s global and local service learning courses aim to improve human lives through sustainable engineering in all corners of the world. These courses offer students the opportunity to use their engineering skills to build solar powered heaters for renewable energy, water and sanitation infrastructure, orthotic devices for children, information technology support and meet other critical needs in areas around the world. Students must apply in early Fall semester to take these courses in the following Spring and Fall terms. There is a program fee associated with each course, but financial aid is available to qualified students. Each program is awards 2 CU of credit. For more information please visit: https://servelearn.seas.upenn.edu/about/
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EAS 228 SEAS Global Program - Ghana I
Penn Engineering's global and local service learning courses aim to improve human lives through sustainable engineering in all corners of the world. These courses offer students the opportunity to use their engineering skills to build solar powered heaters for renewable energy, water and sanitation infrastructure, orthotic devices for children, information technology support and meet other critical needs in areas around the world. Students must apply in early Fall semester to take these courses in the following Spring and Fall terms. There is a program fee associated with each course, but financial aid is available to qualified students. Each program is awards 2 CU of credit. For more information please visit: https://servelearn.seas.upenn.edu/about/
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EAS 229 SEAS Global Program - Ghana II
Penn Engineering's global and local service learning courses aim to improve human lives through sustainable engineering in all corners of the world. These courses offer students the opportunity to use their engineering skills to build solar powered heaters for renewable energy, water and sanitation infrastructure, orthotic devices for children, information technology support and meet other critical needs in areas around the world. Students must apply in early Fall semester to take these courses in the following Spring and Fall terms. There is a program fee associated with each course, but financial aid is available to qualified students. Each program is awards 2 CU of credit. For more information please visit: https://servelearn.seas.upenn.edu/about/
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EAS 242 Energy Education in Philadelphia Schools
Students will learn about basic residential energy efficiency measures and practices from an established community based energy organization, the Energy Coordinating Agency of Philadelphia. Identify and understand fundamental core STEM energy concepts. Develop a short 'energy efficiency' curriculum appropriate for middle or high school students. Teach three (3) sessions in a science class in the School District of Philadelphia.
Taught by: Andrew E. Huemmler
One-term course offered either term
Activity: Lecture
1.0 Course Unit

EAS 244 Curiosity: Ancient and Modern Thinking about Thinking
This course will examine two approaches to the skill unanswered question of what happens when we humans come up with new knowledge. How should we describe the impulse, or set of impulses, that leads us to seek it? What is happening when we achieve it? And how do we describe the new state in which we find ourselves after we have it? We will study the work of contemporary physicists and cognitive scientists on these questions along side the approaches developed by the two most powerful thinkers from antiquity on the topic, Plato and Aristotle.
Course not offered every year
Also Offered As: CLST 344, INTG 344
Activity: Seminar
1.0 Course Unit

EAS 261 Emerging Technologies and the Future of the World
Technological change is always occurring, but the rate of change seems to be accelerating. Advances in robotics, artificial intelligence, cyber, biotechnology, and other arenas generate promise as well as peril for humanity. Will these emerging technologies unleash the innovative capacity of the world, generating new opportunities that help people live meaningful lives? Alternatively, are automation and other technologies chipping away at the labor market in a way that could create severe generational dislocation at best, and national and international turmoil at worst? These questions are important, and have consequences for how we live our lives, how nations interact, and the future of the world writ large. Emerging technologies could shape public policy at the local, national, and international level, and raise questions of fairness, ethics, and transparency. This course takes a unique approach, combining insights from engineering, political science, and law in an interdisciplinary way that will expose students both to the key technologies that could shape the future and ways to think about their potential politics, and society.
Taught by: Horowitz
One-term course offered either term
Also Offered As: INTG 261, PSCI 261
Activity: Seminar
1.0 Course Unit
EAS 301 Climate Policy and Technology
The course will examine Pacala and Socolow's hypothesis that 'Humanity already possesses the fundamental scientific, technical and industrial know-how to solve the carbon and climate problem for the next half-century.' Fifteen 'climate stabilization wedges' i.e., strategies that each have the potential to reduce carbon emissions by 1 billion tons per year by 2054, will be examined in detail. Technology and economics will be reviewed. Socio-political barriers to mass-scale implementation will be discussed. Pacala and Socolow note 'Every element in this portfolio has passed beyond the laboratory bench and demonstration project; many are already implemented somewhere at full industrial scale'.
One-term course offered either term
Also Offered As: EAS 505
Activity: Lecture
1.0 Course Unit

EAS 306 Electricity and Systems Markets
The course discusses the existing electricity system from technical, economic, and policy perspectives. Basic power system engineering will be reviewed early in the course. Generation, transmission, distribution, and end-use technologies and economics will be discussed. Additional topics will include system operation, industry organization, government regulation, the evolution of power markets, environmental policy, and emerging technologies.
One-term course offered either term
Also Offered As: EAS 506
Activity: Lecture
1.0 Course Unit

EAS 320 Basic Chemical Process Safety
Process safety is an important but often overlooked aspect of a chemical engineer's education. When working in chemical engineering, it's simply not possible to learn by trial and error when the error can have catastrophic or dangerous implications. Students will learn the important technical fundamentals to allow them to contribute to a safer future. Chemical process safety is a scientific discipline as important as chemical production. What the students learn here could literally save their life. At the conclusion of the course, the expectation is that students should be able to identify hazards, safety risks and perform inherently safer design for chemical processes. By the end of the course, students will achieve Level I certification from SACHE (Safety and Chemical Engineering Education), a division of AIChE.
Taught by: Marylin Huff
Course not offered every year
Prerequisite: CBE 160
Activity: Lecture
1.0 Course Unit

EAS 401 Energy and Its Impacts: Technology, Environment, Economics, Sustainability
The objective is to introduce students to one of the most dominating and compelling areas of human existence and endeavor: energy, with its foundations in technology, from a quantitative sustainability viewpoint with its association to economics and impacts on environment and society. This introduction is intended both for general education and awareness and for preparation for careers related to this field, with emphasis on explaining the technological foundation. The course spans from basic principles to applications. A review of energy consumption, use, and resources; environmental impacts, sustainability and design of sustainable energy systems; introductory aspects of energy economics and carbon trading; methods of energy analysis; forecasting; energy storage; electricity generation and distribution systems (steam and gas turbine based power plans, fuel cells), fossil fuel energy (gas, oil, coal) including unconventional types (shale gas and oil, oil sands, coalbed and tight-sand gas), nuclear energy wastes: brief introduction to renewable energy use: brief introduction to solar, wind, hydroelectric, geothermal, biomass; energy for buildings, energy for transportation (cars, aircraft, and ships); prospects for future energy systems: fusion power, power generation in space. Students interested in specializing in one or two energy topics can do so by choosing them as their course project assignments. Prerequisite: Any University student interested in energy and its impacts, who is a Junior or Senior. Students taking the course EAS 501 will be given assignments commensurate with graduate standing.
Course usually offered in fall term
Also Offered As: EAS 501
Activity: Lecture
1.0 Course Unit
Notes: Any University student interested in energy and its impacts, who is a Junior or Senior. Students taking the course as EAS 501 will be given assignments commensurate with graduate standing.

The objective is to introduce students to the major aspects of renewable energy, with its foundations in technology, association to economics, and impacts on ecology and society. This introduction is intended both for general education and awareness and for preparation for careers related to this field. The course spans from basic principles to applications. A review of solar, wind, biomass, hydroelectric, geothermal energy, and prospects for future energy systems such as renewable power generation in space. Prerequisite: Junior standing
Course not offered every year
Also Offered As: EAS 502
Activity: Lecture
1.0 Course Unit

EAS 403 Energy Systems and Policy
This is a survey course that will examine the current U.S. energy industry, from production to consumption, and its impacts on local, regional, and the global environment. The course will seek to provide a fuller understanding of existing energy systems, ranging from technical overviews of each, a review of industry organization, and an exploration of the well-established policy framework each operates within. Near-term demands upon each energy supply system will be discussed, with particular focus on environmental constraints. Policy options facing each energy industry will be reviewed.
One-term course offered either term
Also Offered As: EAS 503
Activity: Lecture
1.0 Course Unit
EAS 408 Building Leadership
This course will build students’ personal leadership skills by helping them to kick-start a venture that they are passionate about. Ideas could range from a non-profit to help provide tutoring skills to local under-represented youth, to designing a product that could be launched on a crowdsourcing platform to creating a movement to drive more minority representation in books/media. Students must bring their own idea for their project and as we work to build it out, they will develop the leadership skills needed to bring it to life (e.g., networking, harnessing an ecosystem, building out a project plan). Lectures will be a mix lessons on real-world skill building (e.g., for networking - where to start, who to contact) with activities that will be specifically applied to the student’s venture. In addition, guest lecturers will be brought in so that students can learn from their leadership journeys. Students will also be paired with mentors to act as a sounding board and there will be weekly in-class discussions on their projects so that students can push each other as well - similar to how CEO roundtables work. At the end of this course, the goal will be to build enough momentum that students can take their project and continue to build it outside of class. Students will also be pushed to ‘think big’ so that their ideas from just a passion project to something that will have an impact. Prerequisite: Idea for the Passion Project that you want to build and Permission of the instructor.
Taught by: Vanessa Z Chan
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit

EAS 499 Senior Capstone Project
The Senior Capstone Project is required for all BAS degree students, in lieu of the senior design course. The Capstone Project provides an opportunity for the student to apply the theoretical ideas and tools learned from other courses. The project is usually applied, rather than theoretical, exercise, and should focus on a real world problem related to the career goals of the student. The one-semester project may be completed in either the fall or spring term of the senior year, and must be done under the supervision of a sponsoring faculty member. To register for this course, the student must submit a detailed proposal, signed by the supervising professor, and the student’s faculty advisor, to the Office of Academic Programs two weeks prior to the start of the term.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

The objective is to introduce students to one of the most dominating and compelling areas of human existence and endeavor: energy, with its foundations in technology, from a quantitative sustainability viewpoint with its association to economics and impacts on environment and society. This introduction is intended both for general education and awareness and for preparation for careers related to this field, with emphasis on explaining the technological foundation. The course spans from basic principles to applications. A review of energy consumption, use, and resources; environmental impacts, sustainability and design of sustainable energy systems; introductory aspects of energy economics and carbon trading; methods of energy analysis; forecasting; energy storage; electricity generation and distribution systems (steam and gas turbine based power plans, fuel cells), fossil fuel energy (gas, oil, coal) including nonconventional types (shale gas and oil, oil sands, coalbed and tight-sand gas), nuclear energy wastes: brief introduction to renewable energy use: brief introduction to solar, wind, hydroelectric, geothermal, biomass; energy for buildings, energy for transportation (cars, aircraft, and ships); prospects for future energy systems: fusion power, power generation in space. Students interested in specializing in one or two energy topics can do so by choosing them as their course project assignments.
Course usually offered in fall term
Also Offered As: EAS 401
Activity: Lecture
1.0 Course Unit
Notes: Any university student interested in energy and its impacts, who is a graduate student or who is an undergraduate Junior or Senior seeking graduate course credit. Students taking the course as EAS 501 will be given assignments commensurate with graduate standing.

The objective is to introduce students to the major aspects of renewable energy, with its foundations in technology, association to economics, and impacts on ecology and society. This introduction is intended both for general education and awareness and for preparation for careers related to this field. The course spans from basic principles to applications. A review of solar, wind, biomass, hydroelectric, geothermal energy, and prospects for future energy systems such as renewable power generation in space.
Course usually offered in spring term
Also Offered As: EAS 402
Activity: Lecture
1.0 Course Unit

EAS 503 Energy Systems and Policy
This is a survey course that will examine the current U.S. energy industry, from production to consumption, and its impacts on local, regional, and the global environment. The course will seek to provide a fuller understanding of existing energy systems, ranging from technical overviews of each, a review of industry organization, and an exploration of the well-established policy framework each operates within. Near-term demands upon each energy supply system will be discussed, with particular focus on environmental constraints.
One-term course offered either term
Also Offered As: EAS 403
Activity: Lecture
1.0 Course Unit
EAS 505 Climate Policy and Technology
The course will exam Pacala and Socolow’s hypothesis that ‘Humanity already possesses the fundamental scientific, technical and industrial know-how to solve the carbon and climate problem for the next half-century.' Fifteen ‘climate stabilization wedges’, i.e., strategies that each have the potential to reduce carbon emissions by 1 billion tons per year by 2054, will be examined in detail. Technology and economics will be reviewed. Socio-political barriers to mass-scale implementation will be discussed. Pacala and Socolow note ‘Every element in this portfolio has passed beyond the laboratory bench and demonstration project; many are already implemented somewhere at full industrial scale’.
One-term course offered either term
Also Offered As: EAS 301
Activity: Lecture
1.0 Course Unit

EAS 506 Electricity and Systems Markets
The course discusses the existing electricity system from technical, economic, and policy perspectives. Basic power system engineering will be reviewed early in the course. Generation, transmission, distribution, and end-use technologies and economics will be discussed. Additional topics will include system operation, industry organization, government regulation, the evolution of power markets, environmental policy, and emerging technologies.
Course usually offered in spring term
Also Offered As: EAS 306
Activity: Lecture
1.0 Course Unit

EAS 507 Intellectual Property and Business Law for Engineers
Engineers are often on the front line of innovation. The goal of this course is to introduce engineering students to the basics of Intellectual property (IP) and business laws that they will encounter throughout their careers. Understanding these laws is critical for the protection of IP and for the creation and success of high-tech start-up ventures. Market advantage in large part springs from a company’s IP. Without legal protection and correct business formation, proprietary designs, processes, and inventions could be freely used by competitors, ruining market advantage. A basic understanding of IP laws, contractual transactions, employment agreements, business structures, and debt-equity financing will help engineering students to become effective employees or entrepreneurs, to acquire investors, and to achieve success. Though open to students of all disciplines, the course will use case studies particular relevance to students of engineering and applied science.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

EAS 510 Technical Communication and Academic Writing for Non-native Speakers of English
Students will improve the grammar, word choice and organization of their professional writing by completing weekly writing assignments and a full-length research paper. Students will also give short oral presentations and receive feedback on pronunciation, wording, grammar and organization. Prerequisite: Graduate students who native language is English, but who would benefit from a course in Technical Communication, should take EAS 500.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EAS 512 Engineering Negotiation
The goal of this course is to teach students of engineering and applied science to be effective negotiators. It aims to improve the way these students communicate with virtually any human interaction. The course intends to improve the ability of engineers and other technology disciplines to gain more support more quickly for projects, research product and services development, and marketing. For those wanting to be entrepreneurs or intrapreneurs, the course is designed essentially to find the most value possible in starting up and running companies.
Based on Professor Diamond’s innovative and renowned model of negotiation, it is intended to assist those for whom technical expertise is not enough to persuade others, internally and externally, to provide resources, promotions and project approvals; or to resolve disputes, solve problems and gain more opportunities. Rejecting the 40-year-old notions of power, leverage and logic, the course focuses on persuasion by making better human connections, uncovering perceptions and emotions, and structuring agreements to be both collaborative and fair.
This course is entrepreneurial in nature and can provide many times more value than traditional persuasion. The Getting More book has sold more than 1 million copies around the world and is also used by universities, corporations (Google), and U.S. Special Operations (SEALs, Green Berets, Special Forces, Marines) to save lives and reduce conflict. From the first day, students will do interactive cases based their own engineering-related problems and based on current problems in the news. There will be diagnostics enabling every student to assess his/her skill and improvements.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

EAS 545 Engineering Entrepreneurship I
Engineers and scientists create and lead great companies, hiring managers when and where needed to help execute their vision. Designed expressly for students having a keen interest in technological innovation, this course investigates the roles of inventors and founders in successful technology ventures. Through case studies and guest speakers, we introduce the knowledge and skills needed to recognize and seize a high-tech entrepreneurial opportunity - be it a product or service - and then successfully launch a startup or spin-off company. The course studies key areas of intellectual property, its protection and strategic value; opportunity analysis and concept testing; shaping technology driven inventions into customer-driven products; constructing defensible competitive strategies; acquiring resources in the form of capital, people and strategic partners; and the founder's leadership role in an emerging high-tech company. Throughout the course emphasis is placed on decisions faced by founders, and on the sequential risks and determinants of success in the early growth phase of a technology venture. The course is designed for, but not restricted to, students of engineering and applied science and assumes no prior business education. Prerequisite: Third or Fourth year or Graduate standing
One-term course offered either term
Also Offered As: IPD 545
Activity: Lecture
1.0 Course Unit
EAS 546 Engineering Entrepreneurship II
This course is the sequel to EAS 545 and focuses on the planning process for a new technology venture. Like its prerequisite, the course is designed expressly for students of engineering and applied science having a keen interest in technological innovation. Whereas EAS 545 investigates the sequential stages of engineering entrepreneurship from the initial idea through the early growth phase of a startup company, EAS 546 provides hands-on experience in developing a business plan for such a venture. Working in teams, students prepare and present a comprehensive business plan for a high-tech opportunity. The course expands on topics from EAS 545 with more in-depth attention to: industry and marketplace analysis; competitive strategies related to high-tech product/service positioning, marketing, development and operations; and preparation of sound financial plans. Effective written and verbal presentation skills are emphasized throughout the course. Ultimately, each team presents its plan to a distinguished panel of recognized entrepreneurs, investors and advisors from the high-tech industry.
One-term course offered either term
Prerequisite: EAS 545
Activity: Lecture
1.0 Course Unit

EAS 549 Engineering Entrepreneurship Lab
Engineering Entrepreneurship Lab applies the principles of engineering and engineering entrepreneurship to a real-world problem of your specific field of study or professional interest. You will develop a venture based on a high-tech concept of your choosing (the one that you submitted as part of your application to the course). Like its prerequisite, EAS545 Engineering Entrepreneurship I, the course is designed expressly for students of engineering and applied science having a keen interest in technological innovation. Throughout the course you will formulate and test hypotheses using Lean Startup methodologies to develop key aspects of the venture including product development, customer and market development, team building and operations, and financial modeling and planning. The primary objective of the course is to develop a venture characterized by market-driven, high-tech product-service offering with a clear and validated product-market fit, an operational plan to bring your offering to market, and a plan to secure the resources required for execution of your plan. As discussed in EAS545, primary market research is essential to achieving product-market fit and validating all aspects of your business model. The success of your venture and your grade in the course will depend on the results of this research and testing process. Ideally, your work in this course results in pursuit of your high-tech venture outside of class and beyond the hallowed halls of Penn!
Course usually offered in spring term
Prerequisite: EAS 545
Activity: Lecture
1.0 Course Unit

EAS 590 Commercializing Information Technology
EAS 590 provides real world, hands-on learning on what it's like to actually start a high-tech company. We do that by using the Lean LaunchPad framework for Web start-ups. This class is not about how to write a business plan. Instead you will be getting your hands dirty talking to customers, partners, competitors, as you encounter the chaos and uncertainty of how a start-up actually works. EAS 590 provides real world, hands-on learning on what it's like to actually start a high-tech company. We do that by using the Lean LaunchPad framework for Web start-ups. This class is not about how to write a business plan. Instead you will be getting your hands dirty talking to customers, partners, competitors, as you encounter the chaos and uncertainty of how a start-up actually works.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

EAS 591 Leading Technology Teams
Engineers routinely work in teams collaborating with experts from multiple fields to address increasingly large complex problems/ opportunities. EAS 591, Leading Technology Teams, focuses on the dynamics of innovative, interdisciplinary, cross-functional teams. We examine ways to improve team performance by exploring technology leadership issues from multiple perspectives (i.e., the individual, the team, and the organization). Developing skills to be an effective technology team member, leader, and/or sponsor will provide you with a competitive advantage, not only for getting your first job but also for success throughout your career.
Activity: Lecture
0.5 Course Units

EAS 592 Service Learning and Leadership
This course is designed to train the student leaders for service learning programs and expose students to relevant skills, including leadership, risk management, cultural competency, and organizational dynamics.
Activity: Lecture
1.0 Course Unit

EAS 595 Foundations of Leadership
The goal of EAS 595 is to increase your capacity to effectively lead throughout your career and wherever you find yourself in an organization. This involves understanding and learning about yourself and about working effectively with others. The course starts with an identification of values, strengths, preferences and passions. It then proceeds with the personal and interpersonal and moves through the strategic aspects of leadership by bringing together aspects of management science, social psychology, psychology of personality and behavioral economics. Topics include teamwork and team dynamics, identifying life's goals and dreams, decision making, valuing differences, understanding the dynamics of influence, using power with integrity, giving and receiving feedback, leading change, and discovering where we can make our contribution.
One-term course offered either term
Activity: Lecture
1.0 Course Unit
EAS 895 Professional Master's Academic Field Studies
This class allow master's students to pursue full-time internship opportunities in the Fall semester to apply what they have learned in practice. The student is required to work 20-40 hours a week, 12-15 week long full-time internships. International students under this academic field study track will be eligible for full-time CPT. As part of the application for field studies, students have to attach their coursework plan and receive approval from their program director to make sure they can meet all program requirements in 10 CU’s (11 CU’s for BIOT). Prerequisites: This class is restricted to SEAS Master's students only. Students can apply after their first two semesters of academic work at Penn. Students must complete at least 6 CU’s (course units) between their first two semesters during their first year. Academic field studies can only be done once for the duration of a master's student studies at Penn. For students pursuing a single Master’s degree, the field study period is usually the summer and continuing into the Fall semester of the second year. This option is not permitted in the final semester in which the student is graduating. As part of the application for field studies, students have to attach their coursework plan and receive approval from their program director to make sure they can meet all program requirements in 10 CU’s (11 CU’s for BIOT). Students on a single master's degree have to graduate within 2 years. Dual degree masters students have to graduate within 3 years. Student must be in good academic standing (minimum GPA 3.0) with their program and the University. Those that are not, are unable to apply for the track. It is the student’s responsibility to apply for CPT through ISSS. Students have to submit an academic field study proposal at least one month before the Spring term ends. Students that receive an offer to extend their Summer internship, must turn in their proposal no later than August 1st. Proposal requires details on internship work, explain relevance to student’s field of study, and requires a supervising faculty member. Students apply for field study has to have an internship offer from company. It is not the responsibility of Penn to help students find an internship.
Activity: Field Work
1.0 Course Unit

EAS 900 Responsible Conduct for Research in Engineering
One-term course offered either term
Activity: Seminar
1.0 Course Unit

EAS 905 Professional Master's Career Development
This class on professional career development broadly exposes students to organized workshops and seminar talks related to career development and research development. In career development, workshops will be held by career services staff related to identifying career interests, interview strategies, and career fair preparation. The research seminar talks are geared toward giving students exposure to research activities at Penn. The research seminar talks will be offered by individual departments and research programs, and include invited talks by external or internal faculty members. Students will receive a S/U grade and submit a final report at the end of the semester. Prerequisite: This class is restricted to SEAS Master's student only. Master's students can take the class at any time. However, the recommendation time to take this course is Fall semester of the second year.
Activity: Lecture
1.0 Course Unit
Notes: This class is restricted to SEAS Master's students only. Master's students can take the class at any time. However, the recommended time to take this course is Fall semester of the second year.

EAS 898 CPT Research Practicum.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

ENG 101 Introduction to Engineering: Energy, Environment and Sustainability
This course is intended to introduce students to the field of engineering. It will expose students to the engineering disciplines through hands-on laboratory experiences. In addition, the course will provide tutorials on how to use important software packages as well as a 'Professional Preparation' module through studies of communication (writing and speaking skills), ethics, leadership and teamwork. This course is ideal for any freshman interested in exploring the possibility of studying engineering at Penn. The course counts as an engineering requirement in SEAS.
Taught by: Eric Stach
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

ENG 105 Introduction to Scientific Computing
This course will provide an introduction to computation and data analysis using MATLAB - an industry standard programming and visualization environment. The course will cover the fundamentals of computing including: variables, functions, decisions, iteration, and recursion. These concepts will be illustrated through examples and assignments which show how computing is applied to various scientific and engineering problems. Examples will be drawn from the simulation of physical and chemical systems, the analysis of experimental data, Monte Carlo numerical experiments, image processing, and the creation of graphical user interfaces. This course does not assume any prior programming experience but will make use of basic concepts from calculus and Newtonian physics.
Activity: Lecture
1.0 Course Unit

ENG 140 Penn Global Seminar: Robotics and Rehabilitation
This course focuses on understanding the design of intelligent technologies for rehabilitation diagnostics and intervention, which include using biomechanics, computer science, robotics and mechatronics design principles. This course explores the design process in which medical technology is developed for foreign economies, cultures, and healthcare systems. Student projects focus on understanding stake-holders needs and developing technology able to address a Jamaican client rehabilitation needs.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
ENGR 212 Concepts in Micro- and Nanotechnology
Seminar/Lecture course on micro- and nanotechnology intended for nonspecialists. This course will discuss how very small structures and devices, as well as systems comprising these devices, are fabricated and characterized, with application examples from microelectronics, microelectromechanical systems, and quantum devices and systems. Current societal and ethical implications of micro- and nanotechnology, as well as creation and exploitation of commercial opportunities, will be discussed. Prerequisite: If course requirement not met, permission of instructor.
One-term course offered either term
Prerequisite: MATH 104 AND PHYS 093
Activity: Lecture
1.0 Course Unit

ENGR 250 Energy Systems, Resources and Technology
The course will present a comprehensive overview of the global demand for energy, and the resource availability and technology used in its current and future supply. Through a personal energy audit, students will be made aware of the extensive role that energy plays in modern life, both directly, through electricity and transportation fuel, and indirectly in the manufacturing of goods they use. The course will cover how that energy is supplied, the anticipated global growth in energy demand, the resource availability and the role of science and technology in meeting that demand in a world concerned about climate change. The roles of conservation, improved efficiency and renewable energy in meeting future demand in a sustainable, environmentally benign way will be covered. Prerequisite: Basic understanding of chemistry and physics
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

ENGR 450 Biotechnology, Immunology, Vaccines and COVID-19
This course will start with the fundamentals of biotechnology, and no prior knowledge of biotechnology is necessary. Some chemistry is needed to understand how biological systems work. We will cover basic concepts in biotechnology, including DNA, RNA, the Central Dogma, proteins, recombinant DNA technology, polymerase chain reaction, DNA sequencing, the functioning of the immune system, acquired vs. innate immunity, viruses (including HIV, influenza, adenovirus, and coronavirus), gene therapy, CRISPR-Cas9 editing, drug discovery, types of pharmaceuticals (including small molecule inhibitors and monoclonal antibodies), vaccines, clinical trials. Some quantitative principles will be used to quantifying the strength of binding, calculate the dynamics of enzymes, writing and solving simple epidemiological models, methods for making and purifying drugs and vaccines. The course will end with specific case study of coronavirus pandemic, types of drugs proposed and their mechanism of action, and vaccine development.
Taught by: Daniel Hammer
Course usually offered in fall term
Also Offered As: ENGR 550
Prerequisite: MATH 114 AND CHEM 102
Activity: Lecture
1.0 Course Unit

ENGR 503 Engineering in Oil, Gas and Coal, from Production to End Use
While conventional wisdom is that the world is running out of fossil fuels, technical advances such as deep water production, directional drilling, hydrofracturing, and the refining of non-conventional crude oil sources has increased the resource base significantly and there are well over 100 years of reserves of oil, natural gas and coal. The effect of technology advances has been most profound in the United States, where net energy imports are projected to fall to 12% of consumption by 2020. Excellent, highly technical careers are available in these industries, with opportunities to reduce their impact on the environment and in particular on climate change. The course will cover engineering technology in oil, natural gas and coal from production through end use. It will equip graduating students with the knowledge to contribute in these industries and to participate in informed debate about them.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

ENGR 504 Fundamental Concepts in Nanotechnology
This is a Master's level course that seeks to teach the physics needed to begin a study of engineering and science at the nanometer scale. Since the nanometer scale is so close to the quantum scale, much of the course deals with an introduction to quantum mechanics but the course also includes discussions in solid-state physics, electricity and magnetism and mechanics. The objective of the course is to teach the physics that an engineering student would need to have in order to do experimental work at the nanometer scale. In addition, this course will prepare the student to take more advanced courses in the Nanotechnology Program. Prerequisite: Some Differential Equations, Senior or Master's standing in Engineering or permission of the instructor
One-term course offered either term
Activity: Lecture
1.0 Course Unit

ENGR 503 Biotechnology, Immunology, Vaccines and COVID-19
This course will start with the fundamentals of biotechnology, and no prior knowledge of biotechnology is necessary. Some chemistry is needed to understand how biological systems work. We will cover basic concepts in biotechnology, including DNA, RNA, the Central Dogma, proteins, recombinant DNA technology, polymerase chain reaction, DNA sequencing, the functioning of the immune system, acquired vs. innate immunity, viruses (including HIV, influenza, adenovirus, and coronavirus), gene therapy, CRISPR-Cas9 editing, drug discovery, types of pharmaceuticals (including small molecule inhibitors and monoclonal antibodies), vaccines, clinical trials. Some quantitative principles will be used to quantifying the strength of binding, calculate the dynamics of enzymes, writing and solving simple epidemiological models, methods for making and purifying drugs and vaccines. The course will end with specific case study of coronavirus pandemic, types of drugs proposed and their mechanism of action, and vaccine development.
Taught by: Daniel Hammer
Course usually offered in fall term
Also Offered As: ENGR 450
Activity: Lecture
1.0 Course Unit

ENGR 504 Fundamental Concepts in Nanotechnology
This is a Master's level course that seeks to teach the physics needed to begin a study of engineering and science at the nanometer scale. Since the nanometer scale is so close to the quantum scale, much of the course deals with an introduction to quantum mechanics but the course also includes discussions in solid-state physics, electricity and magnetism and mechanics. The objective of the course is to teach the physics that an engineering student would need to have in order to do experimental work at the nanometer scale. In addition, this course will prepare the student to take more advanced courses in the Nanotechnology Program. Prerequisite: Some Differential Equations, Senior or Master's standing in Engineering or permission of the instructor
One-term course offered either term
Activity: Lecture
1.0 Course Unit

ENGR 550 Biotechnology, Immunology, Vaccines and COVID-19
This course will start with the fundamentals of biotechnology, and no prior knowledge of biotechnology is necessary. Some chemistry is needed to understand how biological systems work. We will cover basic concepts in biotechnology, including DNA, RNA, the Central Dogma, proteins, recombinant DNA technology, polymerase chain reaction, DNA sequencing, the functioning of the immune system, acquired vs. innate immunity, viruses (including HIV, influenza, adenovirus, and coronavirus), gene therapy, CRISPR-Cas9 editing, drug discovery, types of pharmaceuticals (including small molecule inhibitors and monoclonal antibodies), vaccines, clinical trials. Some quantitative principles will be used to quantifying the strength of binding, calculate the dynamics of enzymes, writing and solving simple epidemiological models, methods for making and purifying drugs and vaccines. The course will end with specific case study of coronavirus pandemic, types of drugs proposed and their mechanism of action, and vaccine development.
Taught by: Daniel Hammer
Course usually offered in fall term
Also Offered As: ENGR 450
Activity: Lecture
1.0 Course Unit
Engineering Mathematics (ENM)

ENM 240 Differential Equations and Linear Algebra
This course discusses the theory and application of linear algebra and differential equations. Emphasis is placed on building intuition for the underlying concepts and their applications in engineering practice along with tools for solving problems. We will also use computer simulations in MATLAB to augment this intuition. One-term course offered either term
Prerequisite: MATH 114
Activity: Lecture
1.0 Course Unit

ENM 251 Analytical Methods for Engineering
This course introduces students to physical models and mathematical methods that are widely encountered in various branches of engineering. Illustrative examples are used to motivate mathematical topics including ordinary and partial differential equations, Fourier analysis, eigenvalue problems, and stability analysis. Analytical techniques that yield exact solutions to problems are developed when possible, but in many cases, numerical calculations are employed using programs such as Matlab and Maple. Students will learn the importance of mathematics in engineering.
Prerequisite: Sophomore standing in SEAS or permission of instructor(s)
Course usually offered in spring term
Prerequisite: MATH 240
Activity: Lecture
1.0 Course Unit

ENM 321 Engineering Statistics
This is a first course in applied statistics and probability for students in engineering. The course covers basic concepts of probability, discrete and continuous random variables, probability distributions, data description techniques, random samples, estimations, hypothesis testing, regression, and statistical quality control.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

ENM 360 Introduction to Data-driven Modeling
From recognizing voice, text or images to designing more efficient airplane wings and discovering new drugs, machine learning is introducing a transformative set of tools in data analysis with increasing impact across engineering, sciences, and commercial applications. In this course, you will learn about principles and algorithms for extracting patterns from data and making effective automated predictions. We will cover concepts such as regression, classification, density estimation, feature extraction, sampling and probabilistic modeling, and provide a formal understanding of how, why, and when these methods work in the context of analyzing physical, biological, and engineering systems.
Course usually offered in fall term
Prerequisites: ENGR 105, MATH 240
Activity: Lecture
1.0 Course Unit

ENM 375 Biological Data Science I - Fundamentals of Biostatistics
The goal of this course is to equip bioengineering undergraduates with fundamental concepts in applied probability, exploratory data analysis and statistical inference. Students will learn statistical principles in the context of solving biomedical research problems.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

ENM 502 Numerical Methods and Modeling
This course provides an advanced introduction to various numerical methods for solving systems of algebraic equations (linear and nonlinear) and differential equations (ordinary and partial). Techniques covered include Newton's method, implicit and explicit time stepping, and the finite difference and finite element methods. The MATLAB software package will be used to implement the various methods and execute representative calculations.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

ENM 503 Introduction to Probability and Statistics
Course usually offered in fall term
Prerequisite: MATH 240
Activity: Lecture
1.0 Course Unit

ENM 510 Foundations of Engineering Mathematics - I
This is the first course of a two semester sequence, but each course is self contained. Over the two semesters topics are drawn from various branches of applied mathematics that are relevant to engineering and applied science. These include: Linear Algebra and Vector Spaces, Hilbert spaces, Higher-Dimensional Calculus, Vector Analysis, Differential Geometry, Tensor Analysis, Optimization and Variational Calculus, Ordinary and Partial Differential Equations, Initial-Value and Boundary-Value Problems, Green's Functions, Special Functions, Fourier Analysis, Integral Transforms and Numerical Analysis. The fall course emphasizes the study of Hilbert spaces, ordinary and partial differential equations, the initial-value, boundary-value problem, and related topics.
Course usually offered in fall term
Prerequisites: MATH 240, 241
Activity: Lecture
1.0 Course Unit

ENM 521 Engineering Mathematics (ENM)
1.0 Course Unit
Prerequisites: MATH 240, 241
Activity: Lecture
Course usually offered in fall term
Prerequisite: Sophomore standing in SEAS or permission of instructor(s)
This course introduces students to physical models and mathematical methods that are widely encountered in various branches of engineering. Illustrative examples are used to motivate mathematical topics including ordinary and partial differential equations, Fourier analysis, eigenvalue problems, and stability analysis. Analytical techniques that yield exact solutions to problems are developed when possible, but in many cases, numerical calculations are employed using programs such as Matlab and Maple. Students will learn the importance of mathematics in engineering.
Prerequisite: Sophomore standing in SEAS or permission of instructor(s)
Course usually offered in spring term
Prerequisite: MATH 240
Activity: Lecture
1.0 Course Unit

ENM 531 Numerical Methods and Modeling
This course provides an advanced introduction to various numerical methods for solving systems of algebraic equations (linear and nonlinear) and differential equations (ordinary and partial). Techniques covered include Newton's method, implicit and explicit time stepping, and the finite difference and finite element methods. The MATLAB software package will be used to implement the various methods and execute representative calculations.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

ENM 551 Introduction to Probability and Statistics
Course usually offered in fall term
Prerequisite: MATH 240
Activity: Lecture
1.0 Course Unit

ENM 560 Foundations of Engineering Mathematics - II
This is the second course of a two semester sequence, but each course is self contained. Over the two semesters topics are drawn from various branches of applied mathematics that are relevant to engineering and applied science. These include: Linear Algebra and Vector Spaces, Hilbert spaces, Higher-Dimensional Calculus, Vector Analysis, Differential Geometry, Tensor Analysis, Optimization and Variational Calculus, Ordinary and Partial Differential Equations, Initial-Value and Boundary-Value Problems, Green's Functions, Special Functions, Fourier Analysis, Integral Transforms and Numerical Analysis. The fall course emphasizes the study of Hilbert spaces, ordinary and partial differential equations, the initial-value, boundary-value problem, and related topics.
Course usually offered in fall term
Prerequisites: MATH 240, 241
Activity: Lecture
1.0 Course Unit

ENM 575 Biological Data Science II - Advanced Biostatistics
The goal of this course is to equip bioengineering undergraduates with fundamental concepts in applied probability, exploratory data analysis and statistical inference. Students will learn statistical principles in the context of solving biomedical research problems.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
ENM 511 Foundations of Engineering Mathematics - II
This is the second course of a two semester sequence, but each course is self-contained. Over the two semesters topics are drawn from various branches of applied mathematics that are relevant to engineering and applied science. These include: Linear Algebra and Vector Spaces, Hilbert spaces, Higher-Dimensional Calculus, Vector Analysis, Differential Geometry, Tensor Analysis, Optimization and Variational Calculus, Ordinary and Partial Differential Equations, Initial-Value and Boundary-Value Problems, Green's Functions, Special Functions, Fourier Analysis, Integral Transforms and Numerical Analysis.

Prerequisite: ENM 510
Activity: Lecture
1.0 Course Unit

ENM 512 Nonlinear Dynamics and Chaos
Activity: Lecture
1.0 Course Unit

ENM 520 Principles and Techniques of Applied Math I
This course is targeted to engineering PhD students in all areas. It will focus on the study of linear spaces (both finite and infinite dimensional) and of operators defined on such spaces. This course will also show students how powerful methods developed by the study of linear spaces can be used to systematically solve problems in engineering. The emphasis in this course will not be on abstract theory and proofs but on techniques that can be used to solve problems. Some examples of techniques that will be studied include: Functions of a Complex Variable, Partial Differential Equations, Asymptotic and Perturbation Methods, and Variational Methods.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

ENM 521 Principles and Techniques of Applied Math II
This course is a continuation of ENM 520 (or equivalent) and deals with classical methods in applied mathematics. The topics to be covered include: Functions of a Complex Variable, Partial Differential Equations, Asymptotic and Perturbation Methods, and Convex Analysis and Variational Methods.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

ENM 531 Data-driven Modeling and Probabilistic Scientific Computing
We will revisit classical scientific computing from a statistical learning viewpoint. In this new computing paradigm, differential equations, conservation laws, and data act as complementary agents in a predictive modeling pipeline. This course aims to explore the potential of modern machine learning as a unifying computational tool that enables learning models from experimental data, inferring solutions to differential equations, blending information from a hierarchy of models, quantifying uncertainty in computations, and efficiently optimizing complex engineering systems. Prerequisite: Programming in Python and MATLAB
Course not offered every year
Prerequisites: MATH 240, 513, 430 or ENM 240, 321, 503
Activity: Lecture
1.0 Course Unit

ENM 540 Topics In Computational Science and Engineering
This course is focused on techniques for numerical solutions of ordinary and partial differential equations. The content will include: algorithms and their analysis for ODEs; finite element analysis for elliptic, parabolic and hyperbolic PDEs; approximation theory and error estimates for FEM. Prerequisite: Background in ordinary and partial differential equations; proficiency in a programming language such as MATHLAB, C, Fortran Course not offered every year
Activity: Lecture
1.0 Course Unit

ENGL 003 Introduction to Queer Theory
This course provides an introduction to the field of queer studies. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
One-term course offered either term
Also Offered As: GSWS 003
Activity: Lecture
1.0 Course Unit
ENGL 005 In Dark Times: The Dystopian Imagination in Literature and Film
This CWiC course will offer a guided introduction to the one of the most resilient genres of the human imagination: dystopian and apocalyptic fiction. Like a group of survivors huddled around a campfire, we will turn to literature and cinema to debate some of the big questions about the future of science, technology, religion, and capitalism. This course is designed as a Critical Speaking Seminar, and the majority of class assignments will be devoted to oral presentations: including a Parliamentary-style debate and a video essay. We will begin by reading some of the early, influential works in the dystopian genre by authors like Mary Shelley, H.G. Wells, and Aldous Huxley. Next, we will explore the paranoid, schizophrenic world of Cold-War-era dystopias by J.G Ballard, Philip K. Dick and Octavia Butler. We will conclude by reading contemporary climate fiction by the likes of Margaret Atwood and Kim Stanley Robinson. Alongside the literary material, we will also track the changing nature of dystopian cinema– from classics like Metropolis (1927) and La Jetee (1962) to the latest Zombie film. By the end of course, students will have a firm grasp of the history of the genre and will be able to draw on this knowledge to effectively debate issues related to privacy, big business, animal rights, climate change, migration etc.
Taught by: Dadawala
Also offered as: CIMS 005
Activity: Seminar
1.0 Course Unit

ENGL 009 Introduction to Digital Humanities
This course provides an introduction to foundational skills common in digital humanities (DH). It covers a range of new technologies and methods and will empower scholars in literary studies and across humanities disciplines to take advantage of established and emerging digital research tools. Students will learn basic coding techniques that will enable them to work with a range data including literary texts and utilize techniques such as text mining, network analysis, and other computational approaches.
Taught by: Trettien
One-term course offered either term
Also offered as: CIMS 009, COML 009, HIST 009
Activity: Lecture
1.0 Course Unit

ENGL 010 Introduction to Creative Writing
A course designed to introduce students to many of the elements of creative writing, including fiction, poetry, journalism, creative nonfiction, and memoir. Students can expect to read from a variety of assigned texts, respond to regular writing prompts, and workshop their own creative work in a collaborative setting. This course does not satisfy the writing requirement. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: This course does not satisfy the writing requirement.

ENGL 014 Dark Comedy in Theatre and Film
This course will examine the ‘troublesome genre’ of dark comedy by looking at the ways in which theatre and film use comic and tragic structures and traditions to explore concepts and stories seemingly at odds with those traditions. Although not always organized chronologically in time, we will examine the formal and structural characteristics of tragicomedy by tracing its development, from some of its earliest roots in Roman comedy, to its manifestation in contemporary films and plays. Aside from close readings of plays and analysis of films, we will read selected critical essays and theory to enhance our understanding of how dark comedies subvert categories and expectations. We will look at how dark comedies affect audiences and read sections of plays aloud in class. Issues to be considered include comparing the way the genre translates across theatre and film (adaptation) and examining the unique placement of the genre at the heart of contemporary American culture. Students will have the opportunity to experiment with creating tragicomic effect through performance in their presentations. The class is a seminar, with required participation in discussions. Other assignments include an 8-10 page paper and a presentation. We will read plays by authors as diverse as Plautus, Anton Chekhov, and Lynn Nottage, and filmmakers including Charlie Chaplin, Sofia Coppola, and Bong Joon-ho.
Taught by: Ferguson
Also offered as: CIMS 274, THAR 273
Activity: Seminar
1.0 Course Unit

ENGL 015 Topics in Literature
An introduction to Writing about Literature, with emphasis on a particular theme, genre, or period. See the English Department’s website at www.english.upenn.edu for a description of current offerings.
One-term course offered either term
Also offered as: CIMS 015, CLST 019, GSWS 017, LALS 016
Activity: Seminar
1.0 Course Unit
Notes: For additional information, please see our website at: <a href='https://www.english.upenn.edu'>https://www.english.upenn.edu</a>

ENGL 016 Topics in Literature
Freshman Seminars under the title 'Topics in Literature' will afford entering students who are considering literary study as their major the opportunity to explore a particular and limited subject with a professor whose current work lies in that area. Topics may range from the lyric poems of Shakespeare's period to the ethnic fiction of contemporary America. Small class-size will insure all students the opportunity to participate in lively discussions. Students may expect frequent and extensive writing assignments, but these seminars are not writing courses; rather, they are intensive introductions to the serious study of literature. One of them may be counted toward the English major and may be applied to a period, genre, or thematic requirement within the major.
See the English Department's website at www.english.upenn.edu for a description of the current offerings.
One-term course offered either term
Also offered as: AFRC 017, COML 016
Activity: Seminar
1.0 Course Unit
Notes: Freshman Seminar
ENGL 017 Freshman Seminar
The primary goal of the freshman seminar program is to provide every freshman the opportunity for a direct personal encounter with a faculty member in a small sitting devoted to a significant intellectual endeavor. Specific topics be posted at the beginning of each academic year. Please see the College Freshman seminar website for information on current course offerings https://www.college.upenn.edu/node/403
One-term course offered either term
Also Offered As: ARTH 100, CIMS 016, URBS 106
Activity: Seminar
1.0 Course Unit
Notes: For Freshmen Only

ENGL 018 Old English
This course introduces students to the powerful and influential corpus of Old English literature. We will read a wide variety of texts: short poems such as The Wonderer, The Seafarer, The Wife’s Lament and the passionate religious poem The Dream of The Rood; chronicles such as The Battle Of Maldon Against The Vikings, The Old Testament, Exodus and Bede’s Conversion Of The English; and selections from the greatest of all English epics, Beowulf. Readings will be in Old English, and the first few weeks of the course will be devoted to mastering Old English prosody, vocabulary, and grammar (as well as a crash course on the early history of the English language). During the last few weeks we may read modern criticism of Old English poetry, or we will consider the modern poetic reception of Old English literature and explore theories and problems of translation, reading translations of Old English poems by Yeats, Auden, Tolkien, and Heaney. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Lecture
1.0 Course Unit

ENGL 020 Literature Before 1660
This course will introduce students to key works of English literature written before 1660. It will explore the major literary genres of this period, as well as the social and cultural contexts in which they were produced. The course will examine how literature texts articulate changes in language and form, as well as in concepts of family, nation, and community during the medieval and early modern periods. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
One-term course offered either term
Activity: Seminar
1.0 Course Unit

ENGL 021 Medieval Literature and Culture
This course introduces students to four hundred years of English literary culture, from approximately 1100 to 1500. This period was marked by major transformations, not only with respect to government, law, religious practice, intellectual life, England’s relation to the Continent (during the 100 Years War), the organization of society (especially after the Black Death), the circulation of literary texts, and the status of authors. Topics may include medieval women writers, manuscript production, literatures of revolt, courtly culture, Crusades, cross-Channel influences, and religious controversy. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit

ENGL 022 Romance
This course will focus on what is arguably the most extravagant, adventurous, and fantastical of the literary genres: the Romance. We will read a number of medieval and renaissance romance narratives, in verse and prose, beginning with the Arthurian romances (Malory’s Morte D’Arthur, Sir Gawain And The Green Knight) and continuing with as many (and as much) of the great renaissance romances as time will allow. Sir Philip Sidney’s Arcadia, Edmund Spenser’s The Faerie Queen, and Lady Mary Wroth’s Urania. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Lecture
1.0 Course Unit

ENGL 024 Introduction to American and British Film and Media
This is a course on the history of Hollywood. It seeks to unravel Hollywood’s complex workings and explain how the business and politics of the film industry translate into the art of film. We will trace the American film industry from Edison to the internet, asking questions such as: What is the relationship between Hollywood and independent film? How has the global spread of Hollywood since the 1920s changed the film industry? How has Hollywood responded to crises in American politics (e.g., world wars, the cold war, terrorism)? And how have new technologies such as synchronized sound and color cinematography, television and the VCR, and new digital technologies changed film and the film industry? We will look closely at representative studios (Paramount, Disney, and others), representative filmmakers (Mary Pickford, Frank Capra, and George Lucas, among many others), and we will examine the impact of industrial changes on the screen. See the English Department’s website at www.english.upenn.edu for a description of current offerings.
Course not offered every year
Activity: Lecture
1.0 Course Unit

ENGL 025 The Age of Chaucer
In this class we come to speak as people spoke in England some six centuries ago: in medieval or ‘Middle’ English. We do this by reading the poetry of Geoffrey Chaucer, a great poet who has influenced everyone from William Shakespeare to Sylvia Plath. Since Middle English takes some getting use to, class assignments are not heavy: usually about 800 lines per class. A typical class might begin by looking at a few of the easier passages in the Canterbury Tales, proceed to reading the greatest poem of love in the English language (Chaucer’s Troilus And Criseyde), before moving on to other contemporary writers in medieval culture. We will likely compare representations of medieval Christianity, Judaism, and Islam, as well as aspects of film adaptation by Italian filmmaker Pasolini (and perhaps by Chaucer scholar Terry Jones). We will consider what it might have been like to live secure in an age of faith; yet to live insecure, as a dizzying new profusion of trades and occupations sprang up in unprecedented ‘divisions of labor.’ We will imagine being a medieval woman, and may visit and handle medieval manuscripts. Above all, we will enjoy the poetry. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Lecture
1.0 Course Unit
ENGL 026 Early Drama
Early drama in English had its roots as much in Christianity as in Classical antiquity. What grew into the theater of Shakespeare began as networks of strolling players and church authorities in market towns sponsoring cycles of ‘miracle’ and ‘mystery’ plays. This course will introduce students to major dramatic works of the medieval and early modern periods, including plays written for the public stage, closet dramas, masques, mayoral pageants and other kinds of performances. The course will also pay attention to the development of different dramatic genres during these periods, as well as the social and cultural contexts in which they were produced. Students thus will explore the history of drama in English through the renaissance to the closing of the theaters in 1641 and their eventual reopening in 1660. See the English Department’s website at www.english.upenn.edu for a description of the current offerings. Course not offered every year Activity: Lecture 1.0 Course Unit

ENGL 029 Classical Antiquity and English Literature
This course will examine the relationship between English literature and that of ancient Greece and Rome. At times we will discuss how classical theories of genre and aesthetics were appropriate and reinvented in medieval, renaissance, and seventeenth-century texts. What does it mean to call Hamlet and Oedipus The King tragedies, or The Frogs and The Way Of The World comedies? Should we consider the development of English drama and poetry as an extension of an imposing classical tradition or as a sustained and resistant response to it? See the English Department’s website at www.english.upenn.edu for a description of the current offerings. For BA Students: Arts and Letters Sector Course not offered every year Also Offered As: CLST 102 Activity: Lecture Notes: Formerly ENGL 096 1.0 Course Unit

ENGL 031 Introduction to Renaissance Literature and Culture
This course will survey the cultural history of sixteenth and seventeenth century England. Interdisciplinary in nature and drawing on the latest methodologies and insights of English studies, we will explore how aesthetics, politics, social traditions, impacted literature at this vital and turbulent time of English history. See the English Department’s website at www.english.upenn.edu for a description of the current offerings. Taught by: Loomba Course not offered every year Also Offered As: COML 031 Activity: Lecture 1.0 Course Unit

ENGL 033 The Bible As Literature
Successive generations have found the Bible to be a text which requires - even demands - extensive interpretation. This course explores the Bible as literature, considering such matters as the artistic arrangement and stylistic qualities of individual episodes as well as the larger thematic patterns of both the Old and New Testaments and the Apocrypha. A good part of the course is spent looking at the place of the Bible in cultural and literary history and the influence of such biblical figures as Adam and Eve, David, and Susanna on writers of poetry, drama, and fiction in the English and American literary traditions. See the English Department’s website at www.english.upenn.edu for a description of the current offerings. Course not offered every year Activity: Lecture 1.0 Course Unit

ENGL 034 Cultures of The Book
The impact of various technologies (from writing to various forms of manuscript to print to electronics) on the way the written word gives shape to a culture. The emphasis is on western cultures from Plato to the present, but participation by students with interest or expertise in non-western cultures will be of great value to the group as a whole. The course offers an ideal perspective from which students can consider meta-issues surrounding their own special interests in a wide variety of fields, as well as learn to think about the way in which traditional fields of study are linked by common inherited cultural practices and constructions. See the English Department’s website at www.english.upenn.edu for a description of the current offerings. For BA Students: Humanities and Social Science S Course not offered every year Activity: Lecture 1.0 Course Unit Notes: Formerly ENGL 071

ENGL 038 The Age of Milton
The seventeenth century was a time of revolution and upheaval, of excesses both puritanical and cavalier. It saw the execution of one kind and the restoration of another, and survived the English Civil War and the Great Fire and Great Plague of London. This course explores the literature of this century through the works of John Milton’s major works (selected sonnets, Comus, Areopagitica, Paradise Lost, Paradise Regained, and Samson Agonistes), and his contemporaries. We will concentrate on a number of issues that governed writing in the period, particularly the tension between individual interiority and historical, social and political activity. See the English Department’s website at www.english.upenn.edu for a description of the current offerings. Course not offered every year Activity: Lecture 1.0 Course Unit

ENGL 040 British Poetry 1660 - 1914
This course provides students with a survey of British poetry and poetics from the Restoration to the Modern period, and usually will include writers ranging from Aphra Behn and Alexander Pope to Thomas Hardy. The course may be offered in various forms, some covering less, and some more historical back ground. Most will provide a sampling of eighteenth-century, Romantic, and Victorian poets. See the English Department’s website at www.english.upenn.edu for a description of the current offerings. One-term course offered either term Activity: Seminar 1.0 Course Unit
ENGL 041 18th-Century British Literature
An introduction to British literary and cultural history in the eighteenth century. Typically, this course will contain materials from the later seventeenth to the early nineteenth centuries—from the Restoration and Glorious Revolution through the Enlightenment, the American and French Revolutions, and the Napoleonic Wars—though it need not cover the entire period. We will read plays, poetry and prose in order to understand the aesthetic, intellectual, social and political issues of literary production and achievement in this period. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Lecture
1.0 Course Unit

ENGL 045 18th-Century Novel
This survey of the novel addresses key questions about the novel's 'rise' in the eighteenth century on both sides of the Atlantic, as well as attending to the cultural conditions that attended this new literary form. How did the concurrent 'rise' of the middle classes and the emergence of an increasingly female reading public affect the form and preoccupations of early novels? What role did institutions like literary reviews, libraries, and the church play in the novel's early reception? While reading will vary from course to course, students should expect to read such authors as Austen, Behn, Brockden Brown, Burney, Defoe, Fielding, Richardson, Rowlandson, Rowson, Scott, and Smollett. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Lecture
1.0 Course Unit

ENGL 046 Drama from 1660 - 1840
This course surveys drama from the Restoration through the Romantic period, and in so doing explores arguably the most tumultuous period of British and American Theater history. These years saw the reopening of the theaters in London in 1660 after their having been closed through two decades of Civil War and Puritan rule. They witnessed the introduction of actresses to the stage, the development of scenery and the modern drop-apron stage, the establishment of theatrical monopolies in 1660 and stringent censorship in 1737, and the gradual introduction, acceptance, and eventual celebration of the stage in America. Perhaps most importantly, they oversaw some of the best comedies and farces in the English language, the introduction of pantomime and the two-show evening, sustained experimentation with music and spectacle on stage, and the transformation of tragedy into a star vehicle for actors and actresses like David Garrick, Sarah Siddons, John Philip Kemble, and Edmund Kean. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Lecture
1.0 Course Unit

ENGL 050 The Romantic Period
This course offers an introduction to the literature of the Romantic period (ca. 1770-1830). Some versions of this course will incorporate European romantic writers, while others will focus exclusively on Anglo-American romanticism, and survey authors such as Austen, Blake, Brockden Brown, Byron, Coleridge, Emerson, Irving, Keats, Radcliffe, Scott, Shelley, and Wordsworth. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: GSWS 050
Activity: Lecture
1.0 Course Unit

ENGL 051 19th-Century British Literature
In 1815 in the wake of the battle of Waterloo, Great Britain controlled a staggering quarter of the world's landmass and half of its gross national product. This course will begin with the Napoleonic Wars and this Regency aftermath to survey a century of British literature— from Romanticism through the revolutions of 1848 and the Victorian and Edwardian periods to the beginning of the first World War. Most versions of this course will read both novels and poetry, often focusing on the relation between the two and their function within nineteenth century culture. Others may incorporate drama and non-fiction prose. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Lecture
1.0 Course Unit

ENGL 053 19th-Century American Literature
A consideration of outstanding literary treatments of American culture from the early Federalist period to the beginnings of the First World War. We will traverse literary genres, reading autobiographies and travel accounts as well as fiction and poetry. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Formerly ENGL 083
ENGL 054 Sounding Poetry: Music and Literature
Never before has poetry been so inescapable. Hip hop, the soundtrack of our times, has made rhyme, meter, and word-play part of our daily lives. How did this happen? This course begins not on the page, but in the bardic traditions of Homer’s Iliad, which encoded many of the values of its time in oral formulas. Poetry was, however, no mere encyclopedia, but also a source of risk, as we will read in Plato’s warning against its hypnotic powers, and in the excesses of the Bacchae. We continue through 19th and 20th century attempts to recover these classic traditions (Wordsworth, Longfellow, Pound). Yet Europe was not the only center of poetic production. How does the Homeric tradition relate to living traditions of West African singing poets (griots) and Southern African praise songs? And what traces of these traditions can we hear in the blues? We will listen to early blues recordings and discuss the politics of collecting folklore, and the genius of African American modernists (Langston Hughes, Claude McKay, Georgia Douglas Johnson) who bought vernacular speech onto the page. We will read and listen to a number of 20th century poets inspired when page meets stage in jazz poetry, dub poetry, spoken word, and hip hop. Assignments will include 2 papers, 2 small-group performances, memorization exercises, and a creative adaptation of one poem. See the English Department’s website at www.english.upenn.edu for a description of current offerings.
For BA Students: Arts and Letters Sector
Taught by: TBD
Course usually offered in fall term
Also Offered As: AFRC 054, COML 054
Activity: Lecture
1.0 Course Unit

ENGL 055 19th-Century Novel
During the nineteenth century the novel became the dominant literary form of its day, supplanting poetry and drama on both sides of the Atlantic. In this introduction to the novelists of the period, we will read the writers who secured the novel’s cultural respectability and economic prominence. Likely authors will include Austen, the Brontes, Collins, Dickens, Eliot, Hardy, Hawthorne, Melville, Poe, Thackeray, Scott, and Stowe. The course will explore the themes, techniques, and styles of the nineteenth-century novel. It will focus not only on the large structural and thematic patterns and problems within each novel but also on the act of reading as a historically specific cultural ritual in itself. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Lecture
1.0 Course Unit

ENGL 056 Modern Drama
This course will explore the major dramatic and theatrical movements that constitute the ‘modern,’ from the successive rises of melodrama and ‘realism’ in the nineteenth century, to those theatrical aesthetics that positioned themselves beyond or against realism at the turn of the twentieth century, to the present day. We’ll explore political theatre, the invention of the avant garde, the rise of the auteur-director, performance art, feminist and queer theatres, and the integration of non-western theatre into shared theatre practice in the colonial and post-colonial world. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: THAR 125
Activity: Lecture
1.0 Course Unit

ENGL 057 Literature of the Americas to 1900
This course examines U.S. literature and culture in the context of the global history of the Americas. Historical moments informing the course will range from the origins of the Caribbean slave-and-sugar trade at the beginning of the nineteenth century, to the Monroe Doctrine of 1823 and the U.S. Mexico and Spanish-American wars. Readings will include works by authors such as Frances Calderon de la Barca, Frederick Douglass, Helen Hunt Jackson, Henry Wadsworth Longfellow, Jose Marti, Herman Melville, John Rollin Ridge, Maria Amparo Ruiz de Burton, and Felix Varela. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Lecture
1.0 Course Unit
Notes: Formerly ENGL 080

ENGL 058 Irish Literature
This course will provide an introduction to modern Irish literature, focusing on the tension between Ireland’s violent history and its heroic mythology. This tension leaves its mark not only on the ravaged landscape, but also on the English language, which displays its ‘foreignness’ most strongly in the hands of Irish writers. Readings will span the genres of poetry, drama, fiction, and history, and will include works by Sommerville and Ross, Yeats, George Moore, Joyce, Synge, O’Casey, Beckett, Edna O’Brien, and Brian Friel. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Lecture
1.0 Course Unit
Notes: Formerly ENGL 063

ENGL 059 Modernisms and Modernities
This class explores the international emergence of modernism, typically from the middle of the 19th century to the middle of the 20th century. We will examine the links between modernity, the avant-garde, and various national modernisms that emerged alongside them. Resolutely transatlantic and open to French, Spanish, Italian, German, or Russian influences, this course assumes the very concept of Modernism to necessitate an international perspective focusing on the new in literature and the arts – including film, the theatre, music, and the visual arts. The philosophies of modernism will also be surveyed and concise introductions provided to important thinkers like Marx, Nietzsche, Sorel, Bergson, Freud, and Benjamin. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: COML 059, FREN 258
Activity: Lecture
1.0 Course Unit
ENGL 060 Rise of the Novel
This course explores the history of the British novel and the diverse strategies of style, structure, characterization, and narrative techniques it has deployed since the late seventeenth century. While works from the eighteenth and nineteenth centuries will form the core of the reading, some versions of this course will include twentieth-century works. All will provide students with the opportunity to test the advantages and limitations of a variety of critical approaches to the novel as a genre. Readings may include works by Behn, Swift, Defoe, Richardson, Fielding, Lennox, Smollett, Burney, Scott, Austen, the Brontës, Dickens, Eliot, Hardy, Conrad, Joyce, Lawrence, Woolf, Rhys, Greene, Naipaul, Carter, Rushdie, and Coetzee. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Lecture
1.0 Course Unit

ENGL 061 20th-Century British Literature
This course introduces major works in twentieth-century British literature. We will read across a range of fiction, poetry, plays, and essays, and will consider aesthetic movements such as modernism as well as historical contexts including the two World Wars, the decline of empire, and racial and sexual conflict. Authors treated might include: Conrad, Yeats, Joyce, Eliot, Lawrence, Forster, Shaw, Woolf, Auden, Orwell, Beckett, Achebe, Rhys, Synge, Naipaul, Rushdie, Heaney, and Walcott. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: COML 061
Activity: Lecture
1.0 Course Unit

ENGL 062 20th-Century Poetry
From abstraction to beat, from socialism to negritude, from expressionism to ecopoetry, from surrealism to visual poetry, from collage to digital poetry, the poetry of the twentieth century has been characterized by both the varieties of its forms and the range of its practitioners. This course will offer a broad overview of many of the major trends and a few minor eddies in the immensely rich, wonderfully varied, ideologically and aesthetically charged field. The course will cover many of the radical poetry movements and individual innovations, along with the more conventional and idiosyncratic work, and will provide examples of political, social, ethnic, and national poetics, both in the Americas and Europe, and beyond to the rest of the world. While most of the poetry covered will be in English, works in translation, and indeed the art of translation, will be an essential component the course. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: COML 062
Activity: Lecture
1.0 Course Unit

ENGL 063 Art Now
One of the most striking features of today's art world is the conspicuous place occupied in it by the photographic image. Large-scale color photographs and time-based installations in projections are everywhere. Looking back, we can see that much of the art making of the past 60 years has also been defined by this medium, regardless of the form it takes. Photographic images have inspired countless paintings, appeared in combinations and installations, morphed into sculptures, drawings and performances, and served both as the object and the vehicle of institutional critique. They are also an increasingly important exhibition site: where most of us go to see earthworks, happenings and body-art. This course is a three-part exploration of our photographic present.
Taught by: Silverman
Course usually offered in spring term
Also Offered As: ARTH 294, ARTH 694, GSWS 294, VLST 236
Activity: Lecture
1.0 Course Unit

ENGL 064 Modern America
This course is concerned with American literature and cultural life from the turn of the century until about 1950. The course emphasizes the period between the two World Wars and emphasizes as well the intellectual and cultural milieu in which the writers found themselves. Works by the following writers are usually included: James, Eliot, Frost, Fitzgerald, Faulkner, West, Stevens, DuBois, Williams, Wharton, Stein, West, Moore, and Hemingway. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Lecture
1.0 Course Unit
Notes: Formerly ENGL 084

ENGL 065 20th-Century British Novel
This course traces the development of the novel across the twentieth-century. The course will consider the formal innovations of the modern novel (challenges to realism, stream of consciousness, fragmentation, etc.) in relation to major historical shifts in the period. Authors treated might include: Conrad, Lawrence, Joyce, Forster, Woolf, Cather, Faulkner, Hemingway, Achebe, Greene, Rhys, Baldwin, Naipaul, Pynchon, Rushdie, and Morrison. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: COML 065
Activity: Lecture
1.0 Course Unit

ENGL 066 African American Drama: From the 1920's to the present
This course will introduce students to Pulitzer-prize winning plays such as Lynn Nottage's Sweat, groundbreaking plays such as Ntozake Shange's For Colored Girls, as well as less known plays that show the wide range of form and themes in 20th and 21st century African American drama. We will focus on performance as a mode of interpreting a script and performance as a way of understanding the intersections of race, class, and gender. In-class viewings of selected scenes in recorded productions of the plays will energize our analysis of the scripts. Short creative, performance-oriented writing assignments will produce the questions explored in the two critical essays. In addition to Sweat and For Colored Girls, our line-up may include Zora Neale Hurston's Color Struck, Anna Deavere Smith's Twilight: Los Angeles, 1992, Suzan-Lori Parks' 100 Plays for the First Hundred Days, August Wilson's Radio Golf, Lydia Diamond's Harriet Jacobs, Amiri Baraka's The Slave, and Claudia Rankine's The White Card.
Taught by: Crawford
One-term course offered either term
Also Offered As: AFRC 066, THAR 066
Activity: Lecture
1.0 Course Unit

ENGL 067 American Theatre and Performance
This course examines the development of the modern American theatre from the turn of the century to the present day. Progressing decade by decade the course investigates the work of playwrights such as Eugene O'Neil, Arthur Miller, Tennessee Williams, Edward Albee, David Mamet, August Wilson and Tony Kushner, theatre companies such as the Provincetown Players and the Group Theatre, directors, actors, and designers. Some focus will also be given to major theatrical movements such as the Federal Theatre Project, Off-Broadway, regional theatre, experimental theatre of the Sixties, and feminist theatre.
Course not offered every year
Also Offered As: CIMS 273, THAR 272
Activity: Lecture
1.0 Course Unit

ENGL 069 Poetry and Poetics
What is poetry and what place does it have among literary forms? What is its relation to culture, history, and our sense of speakers and audiences? This course will focus on various problems in poetic practice and theory, ranging from ancient theories of poetry of Plato and Aristotle to contemporary problems in poetics. In some semesters a particular school of poets may be the focus; in others a historical issue of literary transmission, or a problem of poetic genres, such as lyric, narrative, and dramatic poetry, may be emphasized. The course will provide a basic knowledge of scansion in English with some sense of the historical development of metrics. This course is a good foundation for those who want to continue to study poetry in literary history and for creative writers concentrating on poetry. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Lecture
1.0 Course Unit

ENGL 070 Latina/o Literature and Culture
This course offers a broad introduction to the study of Latina/o/x culture. We will examine literature, theater, visual art, and popular cultural forms, including murals, poster art, graffiti, guerrilla urban interventions, novels, poetry, short stories, and film. In each instance, we will study this work within its historical context and with close attention to the ways it illuminates class formation, racialization, and ideologies of gender and sexuality as they shape Latino/a/xs’ experience in the U.S. Topics addressed in the course will include immigration and border policy, revolutionary nationalism and its critique, anti-imperialist thought, Latinx feminisms, queer latinidades, ideology, identity formation, and social movements. While we will address key texts, historical events, and intellectual currents from the late 19th century and early 20th century, the course will focus primarily on literature and art from the 1960s to the present. All texts will be in English.
Taught by: Sternad Ponce de Leon
Course not offered every year
Also Offered As: ARTH 070, COML 070, GSWS 060, LALS 060
Activity: Lecture
1.0 Course Unit

ENGL 072 Asian American Literature
An overview of Asian American literature from its beginnings at the turn of the twentieth century to the present. This course covers a wide range of Asian American novels, plays, and poems, situating them in the contexts of American history and minority communities and considering the variety of formal strategies these different texts take. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
For BA Students: Arts and Letters Sector
Course not offered every year
Also Offered As: ASAM 002
Activity: Lecture
1.0 Course Unit

ENGL 074 Contemporary American Literature
The readings for this course expose the student to a wide range of American fiction and poetry since World War II, giving considerable attention to recent work. Works may include All The King's Men by Robert Penn Warren, Herzog by Saul Bellow, On The Road by Jack Kerouac, V by Thomas Pynchon, Of Love and Dust by Ernest J.Gaines, A Flag For Sunrise by Robert Stone, The Killing Ground by Mary Lee Settle, and selected poem by Ginsberg, Plath, and Walcott. Readings vary from term to term. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: AFRC 085, CIMS 074
Activity: Lecture
1.0 Course Unit
Notes: Formerly ENGL 085
ENGL 078 Television and New Media
As a complex cultural product, television lends itself to a variety of critical approaches that build-on, parallel, or depart from film studies. This introductory course in television studies begins with an overview of the medium's history and explores how technical and industrial changes correspond to developing conventions of genre, programming, and aesthetics. Along the way, we analyze key concepts and theoretical debates that shaped the field. In particular, we will focus on approaches to textual analysis in combination with industry research, and critical engagements with the political, social and cultural dimensions of television as popular culture. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
One-term course offered either term
Also Offered As: ARTH 107, CIMS 103, COML 099
Activity: Lecture
1.0 Course Unit

ENGL 080 Literatures of Jazz
That modernism is steeped as much in the rituals of race as of innovation is most evident in the emergence of the music we have come to know as jazz, which results from collaborations and confrontations taking place both across and within the color line. In this course we will look at jazz and the literary representations it engendered in order to understand modern American culture. We will explore a dizzying variety of forms, including autobiography and album liner notes, biography, poetry, fiction, and cinema. We'll examine how race, gender, and class influenced the development of jazz music, and then will use jazz music to develop critical approaches to literary form. Students are not required to have a critical understanding of music. Class will involve visits from musicians and critics, as well as field trips to some of Philadelphias most vibrant jazz venues. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Taught by: TBD
Course not offered every year
Activity: Lecture
1.0 Course Unit

ENGL 081 African-American Literature
An introduction to African-American literature, typically ranging across a wide spectrum of moments, methodologies, and ideological postures, from Reconstruction and the Harlem Renaissance to the Civil Rights Movement. Most versions of this course will begin in the 19th century; some versions of the course will concentrate only on the modern period. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: AFRC 081, GSWS 081
Activity: Lecture
1.0 Course Unit

ENGL 083 Sicily on Page and Screen
What images come to mind when we hear the words Sicily and Sicilians? Often our thoughts range from scenic vacation spots, delicious seafood and cannoli, and sweet grandmothers dressed in black, to mafia violence, vendettas, and the deep-rooted code of silence, omerta. But, how did these ideas get to us? Is there truth in them? Is there more to this island and its people? Through careful analysis of literary and cinematic representations of this Italian region, and those that do and have inhabited it, we will trace and analyze how Sicilians have represented themselves, how mainland Italians have interpreted Sicilian culture, how outsiders have understood these symbols, how our own perceptions shaped what we thought we knew about this place and, finally, how our own observations will have evolved throughout our studies. We will watch films such as Tornatore's Cinema paradiso and Coppola's The Godfather II, and read texts such as Lampedusa's The Leopard and Maraini's Bagheria. This course aims to increase students' understanding and knowledge of the Sicilian socio-cultural system. It will help students develop their ability to understand and interpret Sicilian culture through close analysis of its history, values, attitudes, and experiences, thereby allowing them to better recognize and examine the values and practices that define their own, as well as others', cultural frameworks.
Taught by: Broccia
Course not offered every year
Also Offered As: CIMS 204, COML 208, ITAL 205
Activity: Seminar
1.0 Course Unit
Notes: Course taught in English. Course Materials in English. There are no prerequisites for this course.
ENGL 085 War and Representation
This class will explore complications of representing war in the 20th and 21st centuries. War poses problems of perception, knowledge, and language. The notional ‘fog of war’ describes a disturbing discrepancy between agents and actions of war; the extreme nature of the violence of warfare tests the limits of cognition, emotion, and memory; war’s traditional dependence on declaration is often warped by language games—‘police action,’ ‘military intervention,’ ‘nation-building,’ or palpably unnamed and unacknowledged state violence. Faced with the radical uncertainty that forms of war bring, modern and contemporary authors have experimented in historically, geographically, experientially and artistically particular ways, forcing us to reconsider even seemingly basic definitions of what a war story can be. Where does a war narrative happen? On the battlefield, in the internment camp, in the suburbs, in the ocean, in the ruins of cities, in the bloodstream? Who narrates war? Soldiers, refugees, gossips, economists, witnesses, bureaucrats, survivors, children, journalists, descendants and inheritors of trauma, historians, those who were never there? How does literature respond to the rise of terrorist or ideology war, the philosophical and material consequences of biological and cyber wars, the role of the nuclear state? How does the problem of war and representation disturb the difference between fiction and non-fiction? How do utilitarian practices of representation—propaganda, nationalist messaging, memorialization, xenophobic depiction—affect the approaches we use to study art? Finally, is it possible to read a narrative barely touched or merely contextualized by war and attend to the question of war’s shaping influence? The class will concentrate on literary objects—short stories, and graphic novels—as well as film and television. Students of every level and major are welcome in and encouraged to join this class, regardless of literary experience.
For BA Students: Humanities and Social Science
Taught by: Irele
One-term course offered either term
Also Offered As: COML 150, REES 193
Activity: Seminar
1.0 Course Unit

ENGL 086 Artist in Residence
This course offers students the opportunity to study with a major figure in contemporary literature, culture, and the arts. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Lecture
1.0 Course Unit

ENGL 087 Theatre, History and Culture I, Classical Athens to Elizabethan London
This course will explore the forms of public performance, most specifically theatre, as they emerge from and give dramatic shape to the dynamic life of communal, civic and social bodies, from their anthropological origins in ritual and religious ceremonies, to the rise of great urban centers, to the closing of the theaters in London in 1642. This course will focus on development of theatre practice in both Western and non-Western cultures intersects with the history of cities, the rise of market economies, and the emerging forces of national identity. In addition to examining the history of performance practices, theatre architecture, scenic conventions and acting methods, this course will investigate, where appropriate, social and political history, the arts, civic ceremonies and the dramaturgic structures of urban living. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
For BA Students: Arts and Letters Sector
One-term course offered either term
Also Offered As: THAR 101
Activity: Lecture
1.0 Course Unit

ENGL 088 American Poetry
Some versions of this course survey American poetry from the colonial period to the present, while others begin with Whitman and Dickinson and move directly into the 20th century and beyond. Typically students read and discuss the poetry of Williams, Stein, Niedecker, H.D., Pound, Stevens, Fearing, Rakoksi, McKay, Cullen, Wilbur, Plath, Rich, Ginsberg, Kerouac, Waldman, Creeley, Ashberry, O’Hara, Corman, Bernstein, Howe, Perelman, Silliman, and Retallack. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Lecture
1.0 Course Unit

ENGL 089 American Fiction
Some versions of this course survey the American novel from its beginnings to the present, focusing on the development of the form, while others concentrate on the development of American fiction in one or two periods. Readings may include novels by writers such as Brown, Cooper, Hawthorne, Melville, Wharton, Morrison, Twain, James, Adams, Chopin, Howells, Norris, Whitman, Dreiser, Fitzgerald, Hemingway, Faulkner, Dos Passos, Ellison, and Nabokov. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Lecture
1.0 Course Unit
ENGL 090 Gender, Sexuality, and Literature
This course will focus on questions of gender difference and of sexual desire in a range of literary works, paying special attention to works by women and treatments of same-sex desire. More fundamentally, the course will introduce students to questions about the relation between identity and representation. We will attend in particular to intersections between gender, sexuality, race, class, and nation, and will choose from a rich vein of authors: Mary Wollstonecraft, Jane Austen, Mary Shelley, Lord Byron, the Brontes, Christina Rossetti, George Eliot, Oscar Wilde, Henry James, Gertrude Stein, Zora Neale Hurston, E. M. Forster, Virginia Woolf, Nella Larsen, Radclyffe Hall, Willa Cather, Elizabeth Bishop, Jean Rhys, James Baldwin, Sylvia Plath, Bessie Head, Audre Lorde, Adrienne Rich, Cherrie Moraga, Toni Morrison, Michael Cunningham, Dorothy Allison, Jeanette Winterson, and Leslie Feinberg. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Taught by: Cavitch
Course not offered every year
Also Offered As: COML 090, GSWS 090
Activity: Lecture
1.0 Course Unit

ENGL 091 World Film History to 1945
This course is an introduction to the history of cinema from the 1890s to the present. In demonstrating how history energizes and complicates the movies, we will examine numerous film cultures and historical periods, including Hollywood silent cinema, Italian neo-realism, the French New Wave, recent films from Iran, and a variety of other film movements from different historical epochs and cultures. Screenings will feature movies such as Sergei Eisenstein’s THE BATTLESHIP POTEMKIN (1925), Jean Renoir’s THE GRAND ILLUSION (1937), Nicholas Ray’s REBEL WITHOUT A CAUSE (1955), Jean-Luc Godard’s CONTEMPT (1963), Spike Lee’s DO THE RIGHT THING (1989), Sally Potter’s ORLANDO (1992), and Pedro Almodovar’s TALK TO HER (2003). Our aim is to establish a broad historical and global foundation for the understanding of film as a complex exchange between art, technology, politics, and economics. Screenings will be mandatory. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
For BA Students: Arts and Letters Sector
One-term course offered either term
Also Offered As: ARTH 109, CIMS 102, COML 124
Activity: Lecture
1.0 Course Unit

ENGL 092 World Film History 1945-Present
This course is an introduction to the analysis of film as both a textual practice and a cultural practice. We will examine a variety of films—from Fritz Lang’s M (1931) to Julia Dash’s DAUGHTERS OF THE DUST (1991)—in order to demonstrate the tools and skills of 'close reading.' We will concentrate on those specifically filmic features of the movies, such as mise-en-scene, cinematography, editing and sound strategies, as well as those larger organizational forms, such as narrative and non-narrative structures and movie genres. Because our responses to the movies always extend beyond the film frame, we will additionally look closely at the complex business of film distribution, promotion, and exhibition to show how the less visible machinery of the movie business also shapes our understanding and enjoyment of particular films. Along the way, we will discuss some of the most influential and productive critical schools of thought informing film analysis today, including realism, auteurism, feminism, postmodernism, and others. Screenings are mandatory. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
For BA Students: Arts and Letters Sector
One-term course offered either term
Also Offered As: ARTH 109, CIMS 102, COML 124
Activity: Lecture
1.0 Course Unit

ENGL 093 Introduction to Postcolonial Literature
English is a global language with a distinctly imperial history, and this course serves as an essential introduction to literary works produced in or about the former European colonies. The focus will be poetry, film, fiction and non fiction and at least two geographic areas spanning the Americas, South Asia, the Caribbean and Africa as they reflect the impact of colonial rule on the cultural representations of identity, nationalism, race, class and gender. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: CIMS 093, COML 093
Activity: Lecture
1.0 Course Unit

ENGL 094 Introduction to Literary Theory
This course introduces students to major issues in the history of literary theory, and provides an excellent foundation for the English major or minor. Treating the work of Plato and Aristotle as well as contemporary criticism, we will consider the fundamental issues that arise from representation, making meaning, appropriation and adaptation, categorization and genre, historicity and genealogy, and historicity and temporality. We will consider major movements in the history of theory including the 'New' Criticism of the 1920's and 30's, structuralism and post-structuralism, Marxism and psychoanalysis, feminism, cultural studies, critical race theory, and queer theory. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: COML 094, GRMN 279
Activity: Lecture
1.0 Course Unit
ENGL 096 Theories of Gender and Sexuality
What makes men and women different? What is the nature of desire? This course introduces students to a long history of speculation about the meaning and nature of gender and sexuality – a history fundamental to literary representation and the business of making meaning. We will consider theories from Aristophanes speech in Platos Symposium to recent feminist and queer theory. Authors treated might include: Plato, Shakespeare, J. S. Mill, Mary Wollstonecraft, Sigmund Freud, Virginia Woolf, Simone de Beauvoir, Adrienne Rich, Audre Lorde, Michel Foucault, Gayle Rubin, Catherine MacKinnon, Eve Kosofsky Sedgwick, Judith Butler, bell hooks, Leo Bersani, Gloria Anzaldua, David Halperin, Cherrie Moraga, Donna Haraway, Gayatri Spivak, Diana Fuss, Rosemary Hennesy, Chandra Tadpole Mohanty, and Susan Stryker. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
For BA Students: Humanities and Social Science Sector
Course not offered every year
Also Offered As: COML 096, GSWS 096
Activity: Lecture
1.0 Course Unit

ENGL 097 Theatre, History and Culture II
This course examines theatre and performance in the context of the border urban, artistic and political cultures housing them from the Renaissance to the mid-19th century. Encompassing multiple cultures and traditions, it will draw on a variety of readings and viewings designed to locate the play, playwright, trend or concept under discussion within a specific socio-historical context. The evolution of written and performed drama, theatre architecture, and scenography will be examined in tandem with the evolution of various nationalisms, population shifts, and other commercial and material forces on theatrical entertainment. Readings consequently will be drawn not only from plays and other contemporary documents, but also from selected works on the history, theory, design technology, art, politics or society of the period under discussion. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
For BA Students: Arts and Letters Sector
Course not offered every year
Also Offered As: THAR 102
Activity: Lecture
1.0 Course Unit

ENGL 100 Introduction to Literary Study
Literature does not exist for your protection. So dangerous is it, that Socrates argued poets ought to be banned from his ideal Republic. And Socrates himself—one of the most subversive of all poetic thinkers—was condemned to death for corrupting the young with his speeches. All great literature is unsettling and alarming. Along with its beauty and delicacy and rhetorical power and ethical force, it can be terrifyingly sublime and even downright ugly: full of contempt and horror and grandiosity and malice. From Socrates’ day to our own, countless writers have been jailed, exiled, and murdered, their works censored, banned, burned, for daring to say what others wish would remain unsaid—about religion and the State; sexuality, gender, and the body; art, science, and commerce; freedom and order; love and hate—and for saying it in ways that are aesthetically innovative, surprising, seductive, ravishingly unanticipated. See the English Department’s website at www.english.upenn.edu for a description of current offerings.
For BA Students: Arts and Letters Sector
One-term course offered either term
Also Offered As: COML 100
Activity: Lecture
1.0 Course Unit
Notes: This course is intended to serve as a foundation for students interested in going on to become English majors.

ENGL 101 Study of an Author
This course introduces students to literary study through the works of a single author—often Shakespeare, but other versions will feature writers like Jane Austen, Geoffrey Chaucer, Herman Melville, and August Wilson. Readings an individual author across his or her entire career offers students the rare opportunity to examine works from several critical perspectives in a single course. What is the author’s relation to his or her time? How do our author’s works help us to understand literary history more generally? And how might be understand our author's legacy through performance, tributes, adaptations, or sequels? Exposing students to a range of approaches and assignments, this course is an ideal introduction to literary study for those students wishing to take an English course but not necessarily intending to major. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
For BA Students: Arts and Letters Sector
One-term course offered either term
Also Offered As: AFRC 101, GSWS 101
Activity: Lecture
1.0 Course Unit
ENGL 102 Study of a Literary Theme
This is an introduction to literary study through the works of a compelling literary theme. The theme's function within specific historical contexts, within literary history generally, and within contemporary culture, are likely to be emphasized. Some versions of this course will also serve as an introduction to other members of the English faculty, who will visit the class as guest lecturers. This course is designed for the General Requirement, and is ideal for the students wishing to take an English course but not necessarily intending to major. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
For BA Students: Arts and Letters Sector
One-term course offered either term
Also Offered As: CIMS 112, COML 245, GSWS 102
Activity: Lecture
1.0 Course Unit

ENGL 103 Narrative Across Cultures
The purpose of this course is to present a variety of narrative genres and to discuss and illustrate the modes whereby they can be analyzed. We will be looking at shorter types of narrative: short stories, novellas, and fables, and also some extracts from longer works such as autobiographies. While some works will come from the Anglo-American tradition, a larger number will be selected from European and non-Western cultural traditions and from earlier time-periods. The course will thus offer ample opportunity for the exploration of the translation of cultural values in a comparative perspective.
Taught by: Loomba
One-term course offered either term
Also Offered As: COML 125, NELC 180, SAST 124, THAR 105
Activity: Lecture
1.0 Course Unit

ENGL 104 Study of a Literary Period
This is an introduction to literary study through a survey of works from a specific historical period. Some versions will begin with traditional stories or poems, including a sampling of works in translation. Others will focus exclusively on modern and contemporary American short fiction or poetry. This course is designed or the General Requirement, and is ideal for students wishing to take an English course but not necessarily intending to major. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
For BA Students: Arts and Letters Sector
One-term course offered either term
Also Offered As: CIMS 104, COML 104
Activity: Lecture
1.0 Course Unit

ENGL 105 Topics in Literature and Society
While the topic of this course varies from semester, its subject is always the relation between literature and socio-economic realities: political, economic, social, and of identity. Past versions of English 105 have included 'The World of Work,' ‘Disability Narratives,’ and ‘Conflict in Print.’ Each devotes a number of weeks to the economic and social theories underlying its given subject in order to provide students with adequate background. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
For BA Students: Humanities and Social Science S
One-term course offered either term
Activity: Lecture
1.0 Course Unit

ENGL 107 Literature and Medicine
This course offers a comprehensive study of significant changes and continuities in the history of medicine from 1650-1850, alongside works of literature that exemplify the shifting notions of the doctor and sickness in the Western medical tradition. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
For BA Students: Arts and Letters Sector
One-term course offered either term
Activity: Lecture
1.0 Course Unit

ENGL 111 Experimental Writing
A creative writing workshop committed to experimentation. The workshop will be structured around writing experiments, collaborations, intensive readings, and new and innovative approaches to composition and form. See English Department's website at www.english.upenn.edu for a description of the current offerings.
One-term course offered either term
Activity: Seminar
1.0 Course Unit

ENGL 112 Workshop for Fiction Writers
This course emphasizes the study and practice of basic techniques of short fiction, with assignments divided between readings and discussion of student-written material. May be repeated for credit with a different instructor. See English Department's website at www.english.upenn.edu for a description of the current offerings.
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: May be repeated for credit with a different instructor.

ENGL 113 Poetry Writing Workshop
This is a workshop for students who are interested in exploring a variety of approaches to poetry. Students will encounter a diverse series of readings, in-class writing activities, weekly writing assignments, and creative methods for heightening your abilities as a reader and writer. May be repeated for credit with different instructor. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
One-term course offered either term
Also Offered As: AFRC 114
Activity: Seminar
1.0 Course Unit
Notes: May be repeated for credit with a different instructor.

ENGL 114 Playwriting Workshop
The expressive possibilities and limitations of the stage medium through close reading of plays of various styles and period, study of the various resources of various types of theater, and original exercise in dramatic writing. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
One-term course offered either term
Also Offered As: THAR 114
Activity: Seminar
1.0 Course Unit
Notes: May be repeated for credit with different instructor.
ENGL 115 Workshop for Advanced Fiction Writers
An advanced workshop in the writing of fiction, with reading assignments and discussion of student works in progress. Topics may include the short story or the art of the novel. See the English Department’s website at www.english.upenn.edu for a description of the current offerings. One-term course offered either term
Prerequisite: ENGL 112
Activity: Seminar
1.0 Course Unit
Notes: This course is not open to freshmen. May be repeated for credit with a different instructor. Permission needed from instructor; writing sample required.

ENGL 116 Screenwriting Workshop
This course will look at the screenplay as both a literary text and a blue print for production. Several classic screenplay texts will be critically analyzed (REBEL WITHOUT A CAUSE, DOCTOR STRANGELOVE, PSYCHO, etc.) Students will then embark on writing their own scripts. We will intensively focus on: character enhancement, creating 'believable' cinematic dialogue, plot development and story structure, conflict, pacing, dramatic foreshadowing, the element of surprise, text and subtext and visual story-telling. Class attendance is mandatory. Students will submit their works-in-progress to the workshop for discussion. See English Department’s website at www.english.upenn.edu for a description of the current offerings. One-term course offered either term
Also Offered As: CIMS 116
Activity: Seminar
1.0 Course Unit
Notes: May be repeated for credit with a different instructor.

ENGL 117 The Arts and Popular Culture
A creative writing workshop that concentrates on various aspects of writing about artistic endeavor, including criticism, reviews, profiles, interviews and essays. For the purposes of this class, the arts will be interpreted broadly, and students are able – and, in fact, encouraged – to write about both the fine arts and popular culture, including music, theater, film, fashion, photography and television. Students will write on a weekly basis, and many assignments will be tailored to each student's individual interests and are likely to include reporting and research. Writing subjects can range from a local band to a museum, from a theater group to a comedian. Course offerings may inclue Writing about Music, Writing about Popular Culture, or other topics and themes. Prerequisite: Students who have previously taken ENGL 117 should also be able to take this course in the spring term file. See the English Department's website at www.english.upenn.edu for a description of the current offerings. One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: Students who have previously taken ENGL 117 should also be able to take this course in the spring term file.

ENGL 118 Advanced Poetry Writing Workshop
This workshop is especially valuable for creative writing concentrators in poetry within the English Major, for those who are working on longer works, or for those who wish to work on a series of poems connected by style and subject matter. Prerequisite: This workshop is designed for those students who have taken the introductory workshop ENGL 113 or its equivalent and desire advance study. May be repeated for credit with a different instructor. See the English Department’s website at www.english.upenn.edu for a description of the current offerings. One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: This workshop is designed for those students who have taken the introductory workshop ENGL 113 or its equivalent and desire advance study. May be repeated for credit with a different instructor.

ENGL 120 Working with Translations
In this class we will study and translate some of the major figures in 20th century poetry, including Rainer Maria Rilke, Claire Malroux, Pablo Neruda, Cesare Pavese, Anna Akhmatova, and Bei Dao. While the curriculum will be tailored to the interests and linguistic backgrounds of the students who enroll, all those curious about world poetry and the formidable, irresistible act of translation are welcome. Students should have at least an intermediate knowledge of a language other than English. We will study multiple translations of seminal poems, render our own versions in response, and have the additional opportunity to work directly from the original. Students may also work in pairs, or groups. A portion of the course will be set up as a creative writing workshop in which to examine the overall effect of each others’ translations so that first drafts can become successful revisions. While class discussions will explore the contexts and particularity of (among others) Urdu, Italian, French, and Polish poetry, they might ultimately reveal how notions of national literature have radically shifted in recent years to more polyglottic and globally textured forms. Through guest speakers, essays on translation theory, and our own ongoing experiments, this course will celebrate the ways in which great poetry underscores the fact that language itself is a translation. In addition to the creative work, assignments will include an oral presentation, informal response papers, and a short final essay. See the English Department’s website at www.english.upenn.edu for a description of current offerings. Course not offered every year
Also Offered As: COML 121
Activity: Seminar
1.0 Course Unit
Notes: This workshop is designed for those students who have taken the introductory workshop ENGL 113 or its equivalent and desire advance study. May be repeated for credit with a different instructor.

ENGL 121 Writing for Children
This is a course for students who have always thought it would be challenging, fun, curious, or rewarding to write a children's book. The class will be conducted as a seminar, using a wide variety of published children's books in all genres—picture books, chapter books, young fiction, older fiction as examples of successful books for young readers. See English Department website at www.english.upenn.edu for a description of current offerings. One-term course offered either term
Also Offered As: AFRC 121
Activity: Seminar
1.0 Course Unit
ENGL 122 Grotesque Forms
An introduction to letterpress printing and bookmaking and writing for the artist book, focusing on the history of the artist book, competence in letterpress technique, print composition and design skills, and alternative book binding. Course readings will focus on the work of Joanna Drucker and Jerome Rothenberg, and the examination of multi-media works. Field trips to local artist book collections will supplement course reading, projects, and the final project. The entire course will be taught, and practiced, through the lens of ‘the grotesque’ in art and literature. As a final project, each student will make their own limited-edition artist book that considers the course theme of ‘the grotesque’ through writing, image, printing and binding. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
One-term course offered either term
Activity: Seminar
1.0 Course Unit

ENGL 124 Writing and Politics
This is a course for students who are looking for ways to use their writing to participate in the 2020 election. Student writers will use many forms–short essay, blogs, social media posts, mini video- or play scripts, podcasts–and consider lots of topics as they publish work, in real time, with #VoteThatJawn. This multi-media platform popped up in 2018 to support youth registration and voting in Philadelphia’s 2018 mid-term elections. Registration of 18-year-olds that year doubled: from 3,300 to nearly 7,000. This year university, high school, and media partners across the city aim to hit 10K. Imagine that. Imagine a Creative Writing class that answers our desire to live responsibly in the world and to have a say in the systems that govern and structure us. Plus learning to write with greater clarity, precision, and whatever special-sauce Jawn your voice brings. The course is designed as an editorial group sharing excellent, non-partisan, fun, cool, sometimes deadly earnest content for and about fresh voters. In addition, you will gain experience in activities that writers in all disciplines need to know: producing an arts-based event, a social media campaign, working with multi-media content, and collaborating with other artists. English 124 will sometimes work directly with diverse populations of youth from other colleges and high schools throughout the city. Because you will engage with a common reading program about the ground-breaking Voting Rights Act of 1965, the class is cross-listed with Africana Studies 124. In addition, the work of #VoteThatJawn performs a civic service; therefore it is listed as an an Academically Based Community Service (ABCS) course with the university. Don’t sit out this momentous electoral season because you have so much work. Use your work to bring other youth to the polls.
Taught by: Cary
Also Offered As: AFRC 124
Activity: Seminar
1.0 Course Unit

ENGL 129 Across Forms: Art and Writing
What if a poem spoke from inside a photograph? What if a sculpture unfurled a political manifesto? What if a story wasn’t just like a dance, but was a dance or a key component of a video, drawing, performance, or painting? In this course, artists and writers will develop new works that integrate the forms, materials, and concerns of both art and writing. Many artists employ writing in their practices, but many not look at the texts they create as writing. And many writers have practices that go beyond the page and deserve attention as art. This course will employ critique and workshop, pedagogic methodologies from art and writing respectively, to support and interrogate cross-pollination between writing and art practices. Additionally, the course will examine a field of artists and writers who are working with intersections between art and writing to create dynamic new ways of seeing, reading, and experiencing. Prerequisite: Permission to enroll is required; please submit a short description of your interest in the class to zolfr@writing.upenn.edu.
See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course usually offered in fall term
Also Offered As: FNAR 315, FNAR 615
Activity: Seminar
1.0 Course Unit

ENGL 130 Advanced Screenwriting
This is a workshop-style course for students who have completed a screenwriting class, or have a draft of a screenplay they wish to improve. Classes will consist of discussing student’s work, as well as discussing relevant themes of the movie business and examining classic films and why they work as well as they do. See English Department website at www.english.upenn.edu for a description of current offerings.
One-term course offered either term
Also Offered As: CIMS 130
Activity: Seminar
1.0 Course Unit
Notes: This course is not open to freshmen.

ENGL 131 Inner Outer Space Travel Writing: A Creative Writing Workshop
Inner Outer Space Travel Writing is a creative writing workshop focused on writing work within the science fiction/speculative fiction/alternative futurities, science/land/travel writing, and creative-critical nonfiction traditions. Students will work within a variety of genres, with an emphasis on the essay, the short story, screen/tele-play, play, blog and performance. Students will read recommended texts from within their particular interests, and the course will culminate in both a public performance and dissemination/publication via another media platform (zine, website, podcast, etc). All levels of experience from none/first-time writer to published writers, are encouraged to register for the course.
Taught by: Bracho
Also Offered As: GSWS 510, LALS 510
Activity: Seminar
1.0 Course Unit
ENGL 133 Self-Scripting: Writing through Body and Space
In Self-Scripting, students will write through a variety of exercises and activities that put text into play with the body and space. Over the course of the semester, students will actively engage space and composition as they develop and explore scriptwriting for performance. We will explore exercises in an active laboratory setting. This course aims to expand on techniques for writing plays, poetry, and experimental biography.
Taught by: O’Karr
Course not offered every year
Also Offered As: THAR 115
Activity: Studio
1.0 Course Unit

ENGL 134 Passion Projects: Radical Experiments in Writing Plays, Screenplays, and Pilots
This creative writing workshop will focus on writing for screen, stage and internet and is open to undergraduate and graduate students at every level of writing experience. The course will be writing intensive and also include the reading and analysis of feminist, trans, queer, working class and racially liberatory plays, films, television and performance as models of inspiration. Meditation, drawing, theater games, improv exercises, screenings and outings to see work on and off campus will round out this holistic and experimental approach to making work that illuminates and entertains audiences from across the US and global audience spectrum.
Taught by: Bracho
Also Offered As: GSWS 512, LALS 512
Activity: Seminar
1.0 Course Unit

ENGL 135 Creative Non-Fiction Writing
A workshop course in the writing of creative nonfiction. Topics may include memoir, family history, travel writing, documentary, and other genres in which literary structures are brought to bear on the writing of nonfiction prose. May be repeated for credit with a different instructor. See the English Department’s website at www.english.upenn.edu for a description of the current offerings
One-term course offered either term
Also Offered As: AFRC 134, GSWS 135, URBS 135
Activity: Seminar
1.0 Course Unit
Notes: May be repeated for credit with a different instructor.

ENGL 136 Experimental Playwriting
In this course, students will write for theater and performance. Writers in the class will take cues from a myriad of experimental playwrights and performance artists who have challenged conventional ideas of what a script should look and sound like. Students will be asked to challenge how narrative is constructed, how characters are built and what a setting can be. This class will push beyond the formal structures of the well-made play script and address how writers explore and reinvent form and language as a means for radical change in the field of performance. Some playwrights we will read include Gertrude Stein, Suzan-Lori Parks, Maria Irene Fornes, Robert O’Hara, Young Jean Lee, John Jesurun, and Toshiki Okada. This class is ideal for playwrights, performers, screenwriters, and writers of experimental fiction. This course is cross-listed with Theatre Arts.
Taught by: O’Hara
Course not offered every year
Activity: Seminar
1.0 Course Unit

ENGL 138 Writing Center Theory & Practice
WRIT 138 401: This course is intended for capable writers who possess the maturity and temperament to work successfully as peer tutors at Penn. WRIT 138 402: ABCS course. Along with a study of theories, strategies, and methods for teaching and tutoring writing in diverse communities, this course will also interrogate our own social locations and the ways we engage with the realities of teaching and learning. To enable this, this course will provide opportunities for community engagement and reflection beyond the walls of our classroom by working with nearby high school students to prepare them for college-level writing. Please note that 8 of our weekly classes will be held at Robeson High School (4125 Ludlow School, Philadelphia, PA 19102). In addition to fieldwork, students will read and discuss key texts on community-engaged writing instruction, keep a weekly reflection and reading response journal, and engage in a scaffolded semester-long research project on community-engaged writing theory and practice.
Taught by: Varies
One-term course offered either term
Also Offered As: WRIT 138
Activity: Seminar
1.0 Course Unit

ENGL 142 Duchamp is My Lawyer
This course examines the impact of copyright law on artists and creative industries. Looking at publishing, music, film, and software, we will ask how the law drives the adoption of new media, and we will consider how regulation influences artistic decisions. A mix of the theoretical with the practical, we will be using UbuWeb (the largest and oldest site dedicated to the free distribution of the avant-garde) as our main case study. The course will cover both the history of copyright law and current debates, legislation, and cases. We will also follow major copyright stories in the news. Readings cover such diverse topics as the player piano, Disney films, YouTube, video game consuls, hip hop, the Grateful Dead, file sharing, The Catcher in the Rye, and many more. We will also examine the critical role of ‘shadow libraries,’ (free culture hubs) in regards how the cultural artifact is produced and distributed in the digital age, alongside today’s gatekeepers of algorithmic culture, such as Netflix, Amazon, and Spotify.
Taught by Decherney
Course usually offered in spring term
Also Offered As: CIMI 142
Activity: Seminar
1.0 Course Unit

ENGL 144 Speculative Fiction
A creative writing course devoted to speculative fiction. Topics may include science fiction, fantasy, horror, or other related genres. Students will study the literary origins of these genres and create their own original work. See the English Department’s website at www.english.upenn.edu for a complete description of the current offerings.
Activity: Seminar
1.0 Course Unit
ENGL 145 Advanced Non-Fiction Writing
An advanced writing course devoted to creative nonfiction. Topics may include writing for literary magazines; writing for journals of opinion; memoir; family history; travel writing; documentary; or other topics and genres in which literary structures inform the writing of nonfiction prose. Offerings may address writing as a public act, questions of ethics and policy, methods of research and fact-checking, marketing, and how to understand and enter the world of publishing. May be repeated for credit with a different instructor. See the English Department’s website at www.english.upenn.edu for a description of the current offerings. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
One-term course offered either term
Also Offered As: GSWS 145
Activity: Seminar
1.0 Course Unit
Notes: May be repeated for credit with a different instructor.

ENGL 155 Writing in the Documentary Tradition
This course will function as a workshop, with a select group of students. It’s a course that will honor the spirit and tradition of ‘documentary’ writing. The word ‘documentary’ has meant many things over time. Here, it means a kind of nose-close observation and reportage. It means a level of being with one’s subject matter in a way that other creative writing courses do not allow because of their format and structure. In English 155, a student writer at Penn will dare to ‘hang’ with a topic—a girl’s high-school basketball team; a medical intern in a HUP emergency room; a janitor doing the graveyard shift in a classroom building; a food-truck operator crowding the noontime avenues; a client-patient in the Ronald McDonald House near campus; a parish priest making a solitary and dreary and yet redemptive rounds of the sick and the dying in the hospital—for the entire term. At the term’s end, each writer in the course will have produced one extended prose work: a documentary piece of high creative caliber. This is our goal and inspiration. The piece will be 35 to 40 pages long, at minimum. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
One-term course offered either term
Activity: Seminar
1.0 Course Unit

ENGL 156 Photographs and Stories
A creative writing course built entirely around the use of photographs, and the crafting of compelling nonfiction narratives from them. The essential concept will be to employ photographs as storytelling vehicles. So we will be using curling, drugstore printed Kodak shots from our own family albums. We will be using searing and famous images from history books. We will be taking things from yesterday’s newspaper. We will even be using pictures that were just made by the workshop participants outside the campus gates. In all of this, there will be one overriding aim to achieve memorable, full-bodied stories. To locate the strange, evocative, storytelling universes that are sealed inside the four rectangular walls of photograph. They are always there, if you know how to look. It’s about the quality of your noticing, the intensity of your seeing. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
One-term course offered either term
Activity: Seminar
1.0 Course Unit

ENGL 157 Introduction to Journalistic Writing
This workshop is designed as an introduction to journalistic writing. Topics may include Writing about Food, Journalism and the Environment, Digital Newswriting, and other themes. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
One-term course offered either term
Activity: Seminar
1.0 Course Unit

ENGL 158 Advanced Journalistic Writing
A workshop in creative writing devoted to original student work in journalism. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
One-term course offered either term
Also Offered As: STSC 118
Activity: Seminar
1.0 Course Unit

ENGL 159 Political Writing in the Digital Age
A primer on writing about U.S. politics, in an era of major technological upheaval and serious voter polarization. Today’s 24/7, wi-fi’d, blogging environment-along with the rise of new conservative media-are changing the ways that writers cover politics and deliver the information. May be repeated for credit with a different instructor. See English Department website at www.english.upenn.edu for a description of current offerings.
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: May be repeated for credit with a different instructor.

ENGL 160 Long-form Journalism
This course in long-form journalism is required of all journalistic writing minors. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
One-term course offered either term
Activity: Seminar
1.0 Course Unit
ENGL 161 The Art of the Profile
One of the toughest challenges for any journalist is to master the art of the profile-writing. In this course, students will read and critique some of the classic profile articles of the past 40 years and, most importantly, write profile articles of their own. Writing about people is often very rewarding, but rarely easy. In this course, students will debate the questions that have plagued and energized journalists for generations: How do you persuade someone that theirs is a worthy topic for a profile? How do you ask sensitive questions? If the person is a celebrity, how do you avoid being manipulated into writing a ‘puff piece’? Do you tape the interviews or just take notes? How do you structure a profile in order to keep the reader’s attention? Is it even possible to capture the essence of a person on the written page? Are you a friend to the profile subject—or a manipulator? A journalist at The New Yorker once said that a writer’s relationship with the profile subject is ‘a kind of love affair.’ On the other hand, a famous author once said that a profile writer is typically ‘gaining their trust and betraying without remorse.’ Which is closer to the truth? Students, in addition to writing their own profiles, will kick around these questions while reading some of the best contemporary profile writers, including Susan Orlean, Gay Talese, David Remnick, Mark Bowden, and Judy Bachrach. The instructor will also offer several of his own. See the English Department’s website at www.english.upenn.edu for a description of current offerings.

One-term course offered either term
Activity: Seminar
1.0 Course Unit

ENGL 162 Covering Political Elections
In this course, students with a passion for both writing and politics will have the unique opportunity to track the news as it unfolds week by week, to critique it in class, and, most importantly, to write about it in a variety of formats, ranging from ‘straight’ news to informed opinion. Students can expect spirited class debate about the elusive nature of ‘objectivity,’ the often thin line between truth and rumor, the challenges of fact-checking a candidate’s ‘spin,’ the challenges of writing responsibility in an era when even facts seem to be polarized, the challenges of analyzing election results and writing effectively, the growing pressure on journalists to reveal their political beliefs, and much more. Some of the writing will happen in class; students will view excerpts from election debates and broadcasts, and will file their reports ‘on deadline.’ And students will also have a chance, in class, to critique some of the nation’s best political writers—reporters, feature writers, columnists, and bloggers. Topics for this course may include reporting on Congressional midterms and reporting on the Presidential election. See English Department website at www.english.upenn.edu for a description of current offerings.

One-term course offered either term
Activity: Seminar
1.0 Course Unit

Notes: This course is not open to freshmen.

ENGL 165 Writing through Culture and Art
This is a year-long creative writing class, given as a collaboration between the Center for Programs in Contemporary Writing and the Philadelphia Museum of Art. Students will be encouraged to develop correspondent methods of responding to the PMA’s exhibitions. The class will involve regular trips to attend concerts, museums and lectures. The students will have access to the most cutting-edge artists today via class visits and studio visits. English 165 will culminate in a publication of student work. May be repeated for credit with a different instructor. Prerequisite: Permission of the instructor. Ideally, applicants will have already taken 117 with the instructor, but that is not firm prerequisite and other students should absolutely feel free to apply. See English Department website at www.english.upenn.edu for a description of current offerings.

One-term course offered either term
Activity: Seminar
1.0 Course Unit

Notes: May be repeated for credit with a different instructor.

ENGL 169 Advanced Writing Projects in Long-Form Nonfiction
An advanced course in long-form nonfiction journalistic writing for a select group of experienced and self-starting student writers. (Ideally, each accepted member will have already taken one or two nonfiction seminars within the creative writing program.) The goal will be to tailor a reporting and writing project to your interest, one you may have long wished to take up but never had the opportunity. It could be a project in the arts. It could be a profile of a person or place. It might be documentary in nature, which is to say an extremely close-up observation of your subject. (An example: think of a hospital chaplain at Penn, going on his dreary, redemptive, daily rounds, to visit the sick and anoint the dying. What if you were there, for most of the term, as unobtrusively as possible, at his black-clad elbow?) The group will meet at to-be-determined intervals. In between, the enrollees will be pairing off and in effect serving as each other’s editor and coach and fellow (sister) struggler. When we do assemble as a group, we will be reading to each other as well as discussing the works of some long-form heroes—Didion, Talese, Richard Ben Cramer, one or two others you may not have heard of. In essence, this is a kind of master course, limited in enrollment, and devoted to your piece of writing, to be handed in on the final day. It will be in the range of 25 to 30 pages, something above 8,000 words. The course presumes a lot of individual initiative and self-reliance. If you’re interested, please email phendric@english.upenn.edu and suggest your qualifications. Permission to enroll is required.

Taught by: Hendrickson
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

ENGL 199 Independent Study in Writing
Supervised study in writing.

One-term course offered either term
Activity: Independent Study
1.0 Course Unit

Notes: Interested students must receive permission by the professor and the English Department.
ENGL 200 Junior Research Seminar
This course offers junior English majors the opportunity to design and undertake a semester-long research and writing project in an advanced seminar setting. Discussions will address debates within the field/period/topic of the course, research methods, and advanced writing and critical thinking issues. This course is required for most English Majors. See the English Department’s website at www.english.upenn.edu for a description of current offerings.
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: This course is required of most English Majors.

ENGL 201 Virtual Reality Lab
In this collaboration between Penn and the Philadelphia Museum of Art (PMA), students will work with with curators to create virtual reality projects connected to the museum's collections. This course mixes virtual reality theory, history, and practice. We will read a wide range of scholarship, manifestoes, and memoirs that examine virtual reality and other immersive technologies, stretching from the 18th century to today. We will explore virtual reality projects, including narrative and documentary films, commercial applications, and games. We will work with many different virtual reality systems. And we will learn the basics of creating virtual reality, making fully immersive 3-D, 360-degree films with geospatial soundscapes. Finally, we will see what we have learned out of the classroom, working with the Philadelphia Museum of Art curators to create virtual reality experiences based around the museum's objects and exhibits. Students will gain an understanding of the unique approaches needed to appeal to museum visitors in a public setting, so we can make viable experiences for them. No previous knowledge of VR or experience is necessary. Interested students should email Prof. Peter Decherney to obtain a permit for the course.
Taught by: Decherney
Course not offered every year
Also Offered As: CIMS 200
Activity: Seminar
1.0 Course Unit

ENGL 205 Spiegel-Wilks Seminar
Topic varies from semester to semester. For the Fall 2020 semester, the topic will be: Elijah Pierce's America: Barnes Foundation Curatorial Seminar This Spiegel-Wilks Curatorial Seminar is offered in collaboration with the Barnes Foundation. Students will be provided with an immersion in curatorial and museum studies and will have the opportunity to interact with curators, scholars, and staff at Penn and the museum, including Executive Director and President Thom Collins, who will co-teach the course. The course syllabus will engage the permanent collection at the museum, where the course will meet weekly. As part of the course, students will also conduct research and contribute to the temporary exhibition opening at the Barnes Foundation that semester, which will feature the work of Elijah Pierce (1892-1984), a self-taught woodcarver whose handcrafted works reacted to life in 20th-century America. One of the first generations of African Americans born into freedom, his remarkable narratives depict religious parables, autobiographical scenes, episodes from American politics, and figures from popular culture.
Course not offered every year
Also Offered As: ARTH 305, SAST 305
Activity: Seminar
1.0 Course Unit

ENGL 209 Topics in Digital Humanities
This course focuses intensively on a particular issue in digital humanities (DH) and computational approaches to literary texts. See the English Departments website at www.english.upenn.edu for a description of current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit

ENGL 210 Critical-Creative Approaches to Literature
These courses enable students to think and write creatively as a means to the critical understanding of literary texts. The topic of the course will vary from semester to semester, but the course will always seek to advance students understanding of literature, its formal elements, and its relationship to culture and history through the use of creative projects instead of or alongside more traditional critical writing. See the English Department's website at www.english.upenn.edu for a description of current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English Majors.

ENGL 211 Paris Modern: Spiral City
Paris has been shaped by a mixture of organic development, which is still today perceptible in the 'snail' pattern of its arrondissements whose numbers, from 1 to 20, coil around a central island several times so as to exemplify a 'spiral city', and of the violent cuts, interruptions and sudden transformations that again and again forced it to catch up with modern times, the most visible of which was Baron Haussmann's destruction of medieval sections of the city to make room for huge boulevards. Thus Parisian modernism has always consisted in a negotiation between the old and the new, and a specific meaning of modernity allegorized for Louis Aragon, the Surrealists and Walter Benjamin consisted in old-fashioned arcades built in the middle of the 19th century and obsolete by the time they turned into icons of Paris. The aim of the class will be to provide conceptual and pragmatic (visual, experiential) links between a number of texts, theories and films deploying various concepts of the modern in Paris, with a guided tour of the main places discussed. The course that Professors Jean Michel Rabate (English) and Ken Lum (Fine Arts) will lead studies Paris as a work of science-fiction where its many futures are embedded in its many pasts, where discontinuity is a continuous process and where the curving line of the snail's shell is a line of ceaseless curling resulting in a perennial oscillation where an outside converts into an inside and an inside then converts to an outside. The course will travel to Paris over spring break to get an in-depth look at the topics discussed in class.
One-term course offered either term
Also Offered As: FNAR 318, FNAR 518
Activity: Seminar
1.0 Course Unit
ENGL 212 Walt Whitman and the People’s Press
Walt Whitman and the People’s Press: A Course to Design and Program a Mobile Printing Space as a Public Art Project. Inspired by Whitman at 200, a region-wide celebration of Walt Whitman, this hands-on and collaborative course will engage students with artists, writers, community leaders and the public to design and program a mobile poetry printing facility that recognizes the complicated legacy of Walt Whitman in the 21st Century. To do this students and instructors will consider Whitman’s poetry as well as his historical period and his place in Philadelphia and Camden. At the same time students will learn to use a press, design materials and create their own multimedia responses to Whitman. Students in this course should expect to read a great deal of poetry but also to be ready to work with their classmates to create responses to Whitman and to see and experience Philadelphia and Camden in new ways.
Taught by: Turner and Comberg
Course not offered every year
Also Offered As: FNAR 212
Activity: Seminar
1.0 Course Unit

ENGL 218 Topics In Old English
This seminar explores an aspect of Anglo-Saxon culture intensively; specific course topics will vary from year to year. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English majors

ENGL 219 Topics in the History of Language
This course investigates in-depth a topic in the history of the English language or of linguistic theory more broadly. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
One-term course offered either term
Also Offered As: COML 095, HIST 056, REES 095
Activity: Seminar
1.0 Course Unit

ENGL 220 Study Abroad
See the English Department’s website at www.english.upenn.edu.
Course not offered every year
Activity: Seminar
1.0 Course Unit

ENGL 221 Topics In Medieval Literature
This seminar explores an aspect of medieval literature intensively; specific course topics will vary from year to year. Topics in the past have included the medieval performance, medieval women, and medieval law and literature. Prerequisite: Spaces will be reserved for English majors
See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Formerly ENGL 220, Spaces will be reserved for English majors

ENGL 222 Topics In Romance
This seminar explores an aspect of epic or romance intensively; specific course topics will vary from year to year. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English majors

ENGL 225 Topics In Chaucer
This course explores an aspect of Chaucer’s writings intensively; specific course topics will vary from year to year. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English majors

ENGL 226 Topics In Drama to 1660
This course explores an aspect of drama before 1660 intensively; specific course topics will vary from year to year. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit

ENGL 229 Topics In Classicism and Literature
Ancient epic and mythology had a curious and rich afterlife in the Middle Ages. Virgil and Ovid were taught in medieval schools, read for their moral content, and revered as fiction that concealed great philosophical value. Their influence also gave rise to the great literary form of the Middle Ages, romance: narratives that place a premium on erotic love, individual quests, the unpredictability of adventure, and imaginary or exotic settings. Yet despite what may appear to be merely gratifying entertainment, medieval romance and medieval receptions of classical myth did tremendous cultural work, enabling profound explorations of history, political values, gender and sexual identity, and social power. We will spend some weeks reading Virgil’s Aeneid and Ovid’s Heroides and Metamorphoses. Then we will turn to medieval reimaginations of classical myth and metamorphosis, including poetry by Marie de France, Chretien de Troyes, and Chaucer, and anonymous works such as Sir Gawain and the Green Knight. The course requirements will be: one very short oral presentation on a research topic of your choice related to the reading, together with a short write-up of your research; one short critical paper; and one longer research paper (which can develop the subject of your oral presentation).
Taught by: Copeland
Course not offered every year
Also Offered As: CLST 360, COML 304, GSWS 228
Activity: Seminar
1.0 Course Unit
Notes: Formerly ENGL 296, Spaces will be reserved for English majors
ENGL 231 Topics In Renaissance Literature
This course explores an aspect of renaissance literature intensively; specific topics will vary from year to year. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: CIMS 300, COML 300, ITAL 300
Activity: Seminar
1.0 Course Unit
Notes: Formerly ENGL 230, Spaces will be reserved for English majors

ENGL 234 Introduction to Written Culture, 14th - 18th Centuries
This course explores an aspect of the History of the Book intensively; specific course topics will vary from year to year. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: COML 411, HIST 411
Activity: Seminar
1.0 Course Unit
Notes: Formerly ENGL 297 or 298, Spaces will be reserved for English majors

ENGL 236 Topics In Renaissance Drama
Through specialized readings, writing assignments, and in-class acting exercises, the class will develop methods of interpreting Shakespeare's plays through theatrical practice. Topics include Shakespeare's use of soliloquy, two and three person scenes, the dramatic presentation of narrative source material, modes of defining and presenting the 'worlds' of the plays, and the use of theatrical practice to establish authoritative text. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: THAR 236
Prerequisite: THAR 120 OR THAR 121
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English majors

ENGL 238 Topics In 17th-Century Literature
This course explores an aspect of 17th-century literature intensively; specific course topics will vary from year to year. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English majors

ENGL 241 Topics In 18th-Century Literature
This course explores an aspect of 18th-century literature intensively; specific course topics will vary from year to year. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English majors

ENGL 242 Life Stories in America, 1730-1830
This course explores the social and cultural history of America by focusing on the lives of specific individuals, ranging from Jesuit priests in early Quebec to Philadelphia politicians to Saramaka slaves to Maine midwives. One of the people in Philadelphia who we will discuss is Benjamin Franklin, Penn's founding father. As we examine biography and autobiography as two of history's most powerful narrative frames, we will concentrate on the spaces and places in the social landscape that shaped individual understandings of work, sense of self, gender, beliefs, and political power.
Taught by: St. George
Also Offered As: HIST 242
Activity: Seminar
1.0 Course Unit

ENGL 243 Topics In Early American Literature
This course explores an aspect of early American literature intensively; specific course topics will vary from year to year. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English Majors

ENGL 244 Topics In The 18th-Century Novel
This course explores an aspect of 18th-century novel intensively; specific course topics will vary from year to year. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English majors

ENGL 245 Topics In The 18th-Century Novel
This course explores an aspect of 18th-century novel intensively; specific course topics will vary from year to year. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: HIST 245
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English majors

ENGL 246 Spirituality and Global Warming
This course listed as secondary in ENGL and primary in RELS 246.
See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: ENVS 246, RELS 246
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English majors

ENGL 248 Topics In Trans-Atlantic Literature
This course examines in-depth a topic in trans-Atlantic literature, literature that emerges from and deals with the links and tensions between Europe and the Americas. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English majors

ENGL 250 Topics In Romanticism
This course explores an aspect of Romantic literature intensively; specific course topics will vary from year to year. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English majors
ENGL 251 Topics In 19th-Century Literature
This course explores an aspect of 19th-century literature intensively; specific course topics will vary from year to year. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English majors

ENGL 253 Topics In 19th-Century American Literature
This course explores an aspect of 19th-century American literature intensively; specific course topics will vary from year to year. Prerequisite: Spaces will be reserved for English majors See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Formerly ENGL 283, Spaces will be reserved for English majors

ENGL 254 Topics in Music and Literature
The particular of the seminar will change depending on the instructor, and so it is particularly recommended that students consult the actual course description for that semester. These are housed on the Department of English’s website at: www.english.upenn.edu
Taught by: White
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English Majors.

ENGL 255 Topics In The 19th-Century Novel
This course explores an aspect of the 19th-century novel intensively; specific course topics will vary from year to year. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English majors

ENGL 256 Topics In Modern Drama
This course explores an aspect of Modern drama intensively; specific course topics will vary from year to year. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: THAR 274
Activity: Seminar
1.0 Course Unit
Notes: ?Formerly ENGL 271?. Spaces will be reserved for English majors

ENGL 257 Topics of Americas Before 1900
The Essay Film is an important tradition within the various genres that constitute the field of Film and Video Art. Through the element of time it differentiates itself from its literary and photographic antecedents. It borrows selectively from both narrative fiction and documentary - highly subjective and occasionally poetic but without perhaps the burden of truth. The Essay Film is an attempt to dimensionalize our experience of the world and our place in it. It represents an argument, a meditation, a critical engagement with a place, a time or a subject. This is a combination seminar/studio course. Through readings, screenings and discussion students will gain an historical perspective on the genre. The core assignment is for each student to complete a short film (20 minutes max.) in the tradition of the Essay Film. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Also Offered As: FNAR 177, FNAR 677
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English majors

ENGL 258 Topics in Irish Literature
This course explores an aspect of modern Irish literature intensively; specific course topics will vary from year to year. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English majors

ENGL 259 Topics In Modernism
This course explores an aspect of literary modernism intensively; specific course topics will vary from year to year. Past offerings have included seminars on the avant-garde, on the politics of modernism, and on its role in shaping poetry, music, and the visual arts. See the English Department’s website at www.english.upenn.edu for a description of the current offerings. Prerequisite: Some knowledge of 20th-century poetry.
Spaces will be reserved for English majors
Course not offered every year
Also Offered As: ARTH 385, COML 140, FREN 259, GRMN 249
Activity: Seminar
1.0 Course Unit
Notes: Formerly ENGL 210, Spaces will be reserved for English majors

ENGL 260 Topics In The Novel
This course explores an aspect of the novel intensively, asking how novels work and what they do to us and for us. Specific course topics will vary from year to year. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English majors

ENGL 261 Topics In 20th-Century Literature
The course explores an aspect of 20th-century literature intensively; specific course topics will vary from year to year. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: CIMS 261, JWST 262
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English Majors
ENGL 262 Topics In 20th-Century Poetry
The course explores an aspect of 20th-century poetry intensively; specific course topics will vary from year to year. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: COML 274
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English Majors

ENGL 263 Topics In 20th-Century American Literature
The course explores an aspect of 20th-century American literature intensively; specific course topics will vary from year to year. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: COML 262
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English Majors

ENGL 264 Topics In Modern American Literature
This course explores an aspect of Modern American literature intensively; specific course topics will vary, and have included 'American Expatriotism,' 'The 1930's,' and 'Intimacy and Distance: William Faulkner, Zora Neale Hurston, Eudora Welty, and Richard Wright.' Prerequisite: Spaces will be reserved for English majors See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Formerly ENGL 284, Spaces will be reserved for English majors

ENGL 265 Topics In The 20th-Century Novel
This course explores an aspect of the 20th-century novel intensively; specific course topics will vary from year to year. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English Majors

ENGL 266 Topics In Law and Literature
This course explores an aspect of law and literature intensively; specific course topics will vary from year to year. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: CIMS 266
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English Majors

ENGL 268 Apocalypse and the Anthropocene
In this class we will explore the narrative mode of the apocalypse in the context of the geologic designation of the Anthropocene. We will analyze a diversity of cultural forms to think about questions, reconceptions, and social issues relevant to that ephocal concept. Specifically, we will study the ways American apocalyptic novels, films, blogs, and video games attempt to understand the human and non-human relationships in the Anthropocene. We will look to the ways apocalypse narratives can represent and contest the exploitative, extractive, and unequal power relations that the 'era of the human' includes, paying special attention to American notions of nature and stewardship as they relate to geologic time and the legacies of genocide, slavery, and capitalism. Our class will investigate the ways works of art attempt to render these complex and perhaps overwhelming concepts comprehensible so that we may envision and enact just futures.
Taught by: Anson
Activity: Seminar
1.0 Course Unit

ENGL 269 Topics In Poetry and Poetics
This course explores an aspect of poetry and poetics intensively; specific course topics will vary from year to year. Prerequisite: Spaces will be reserved for English majors See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: COML 281
Activity: Seminar
1.0 Course Unit
Notes: Formerly ENGL 270, Spaces will be reserved for English majors

ENGL 270 Topics In Latina/o Literature
This course explores an aspect of Latina/o literature intensively; specific course topics will vary from year to year. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: LALS 291
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English Majors

ENGL 271 Topics In the Literature of Africa and the African Diaspora
This course explores an aspect of the literature of Africa and the African Diaspora intensively; specific course topics will vary from year to year. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English Majors

ENGL 272 Topics In Latina/o Literature
ENGL 272 Topics In Asian American Literature
This seminar is an advanced-level topics-based version of ENGL 072, Introduction to Asian American Literature. The intended audience is junior and senior English majors and advanced students in Asian studies, Asian American studies, contemporary U.S. and world history, ethnic studies, urban studies, etc. Typical versions of this seminar will include representations and images of Asians in contemporary U.S. novels and films; Asian American literature by women; Asian American film narrative and film aesthetics; studies in Asian American literature and visual art; Asian American literature and immigration; Asian American literature in the context of the literature of exile and journey; Asian American literature 1929-1945; Asian American literature, 1945 to the present; Anglophone/ South Asian literature in England, 1970 to the present; Southeast Asia, Vietnam, and American literature, 1970-1990; etc. Students will typically present research projects and write several long essays. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: ASAM 202, CIMS 272
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English Majors

ENGL 273 The Chinese Body and Spatial Consumption in Chinatown
This course looks at representations of the Chinese (and Asian body) since the Limehouse district in East London and the advent of Chinese contract laborers to the Americas in the 19th century. The localization of the Chinese throughout the Americas within Chinatown precints were also subject to representational imaginings that were negotiated through the lens of civic planning, literature and later in cinema. Chinatowns are ultimately a product of racism. They were created as a political and social support system for newly arrived Chinese immigrants. While Chinese laborers arrived into the United States in 1840 and in significant numbers into Canada about 1860, Chinese contract workers were encouraged to immigrate to the Americas as an inexpensive source of labor, especially after the end of the American Civil War. Industrial leaders in America, Canada and elsewhere in the Americas (Mexico, Cuba, Peru, etc) saw the arrival of Chinese workers as a victory for commercial interests. However, the celebration was short-lived, as anti-Chinese sentiment quickly transformed into anti-Chinese hysteria. Rather than attacking the vested interests that exploit foreign labor as embodied by the Chinese worker, racist unions with the cooperation of civic leaders and the police deemed it safer to burn Chinatowns than capitalist property. Deeply under-studied to this day is the number of mass murders of Chinese workers in the 19th century by anti-Chinese thugs. This seminar will focus in on how the body of the Chinese (and Asian) was imagined and reimagined multiple times from the middle of the 19th century to today. Taught by: Lum/Yang
Also Offered As: ASAM 313, FNAR 313, FNAR 613
Activity: Seminar
1.0 Course Unit

ENGL 274 Topics In Contemporary American Literature
This course explores an aspect of contemporary American literature intensively; specific course topics will vary from year to year but have included 'The Literary History of The Cold War, 1947-1957' and the 'Kelly House Fellows Seminar.' See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Prerequisite: Spaces will be reserved for English majors
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Formerly ENGL 285, Spaces will be reserved for English majors

ENGL 275 Sustainability & Utopianism
This seminar explores how the humanities can contribute to discussions of sustainability. We begin by investigating the contested term itself, paying close attention to critics and activists who deplore the very idea that we should try to sustain our, in their eyes, dystopian present, one marked by environmental catastrophe as well as by an assault on the educational ideals long embodied in the humanities. We then turn to classic humanist texts on utopia, beginning with More's fictive island of 1517. The 'origins of environmentalism' lie in such depictions of island edens (Richard Grove), and our course proceeds to analyze classic utopian tests from American, English, and German literatures. Readings extend to utopian visions from Europe and America of the nineteenth and twentieth centuries, as well as literary and visual texts that deal with contemporary nuclear and flood catastrophes. Authors include: Bill McKibben, Jill Kerr Conway, Christopher Newfield, Thomas More, Francis Bacon, Karl Marx, Henry David Thoreau, Robert Owens, William Morris, Charlotte Perkins Gilman, Ayn Rand, Christa Wolf, and others. Taught in English.
For BA Students: Humanities and Social Science S
Taught by: Wiggin
Course not offered every year
Also Offered As: COML 209, ENVS 239, GRMN 239
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English Majors.

ENGL 276 Advanced Topics in Theatre History
The purpose of this course is to introduce students to the basic materials and methods of theatre history and historiography, as applied to a particular topic, organized around a specific period, national group, or aesthetic issue. This course is concerned with methodological questions: how the history of theatre can be documented; how primary documents, secondary accounts, and historical and critical analyses can be synthesized; how the various components of the theatrical event—acting, scenography, playhouse architecture, audience composition, the financial and structural organization of the theatre industry, etc.—relate to one another; and how the theatre is socially and culturally constructed as an art form in relation to the politics and culture of a society in a particular time and place. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: CIMS 225, THAR 275, URBS 274
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English Majors.

ENGL 278 Topics in Digital and New Media
This course explores a particular topic in the study of digital and new media in an intensive and in-depth manner. See the English Department's website at: www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: ARTH 292, CIMS 278, COML 066, REES 066
Activity: Seminar
1.0 Course Unit
ENGL 279 Jewish Films and Literature
From the 1922 silent film 'Hungry Hearts' through the first 'talkie,' The JazzSinger, produced in 1927, and beyond 'Schindler's List,' Jewish characters have confronted the problems of their Jewishness on the silver screen for a general American audience. Alongside this Hollywood tradition of Jewish film, Yiddish film blossomed from independent producers between 1911 and 1939, and interpreted literary masterpieces, from Shakespeare's 'King Lear' to Sholom Aleichem's 'Teyve the Dairyman,' primarily for an immigrant, urban Jewish audience. In this course, we will study a number of films and their literary sources (in fiction and drama), focusing on English language and Yiddish films within the framework of three dilemmas of interpretation: a) the different ways we 'read' literature and film, b) the various ways that the media of fiction, drama, and film 'translate' Jewish culture, and c) how these translations of Jewish culture affect and are affected by their implied audience. All readings and lectures in English.
For BA Students: Arts and Letters Sector
Taught by: Hellerstein
Course not offered every year
Also Offered As: CIMS 279, COML 265, GRMN 261, JWST 263
Activity: Lecture
1.0 Course Unit

ENGL 280 Arts and Research Studio: Queer Archives, Aesthetics, and Performance
This course focuses on questions of how to represent the queer past, which it approaches from several angles: through training in archival methods and in scholarly debates about historiographical ethics (or, in the words of David Halperin, 'how to do the history of homosexuality'); through engagement with the work of artists who make archives central to their practice; and through lab-based training that aims to represent encounters with queer history through embodied performance.
Expectations: This course meeting weekly for 3 hours. But as you will see listed below (these activities and dates are not confirmed for this draft syllabus) the course includes and require that you attend a series of off-campus trips both in Philadelphia and to NYC that occur outside of the class schedule. Below is a list of archives we will visit, performances we will attend, and artists' studios we will visit for in-depth conversation with artist about their practice. The course will address both practical and theoretical issues raised by research in LGBT archives. We will take advantage of local resources in Philadelphia, including the John J. Wilcox Archives at the William Way Center (http://www.waygay.org/archives/). But we will also visit the Lesbian Herstory Archives (http://www.lesbianherstoryarchives.org/) and The Downtown Collection at the Fales Library at NYU (https://guides.nyu.edu/downtown-collection) and the Franklin Furnace Performance Archives (http://www.franklinfurnace.org), all in New York City. We will also bring artists to campus to work directly with students, and will meet with artists in New York. We will take advantage of the staging of Killjoy Kastle in Philadelphia in Fall 2019. This site-specific art installation, the work of Toronto artists Allyson Mitchell and Dierdre Logue, is a haunted house that addresses the difficult history of lesbian feminism, as well as its potential for contemporary LGBT politics. Since the Haunted House will include materials related to the history of feminist and LGBT activism in Philadelphia, students in the course can actively contribute to the research for this project.
Taught by: Love
Course offered fall, odd-numbered years
Also Offered As: THAR 281
Activity: Studio
1.0 Course Unit

ENGL 281 Topics In African-American Literature
In this advanced seminar, students will be introduced to a variety of approaches to African American literatures, and to a wide spectrum of methodologies and ideological postures (for example, The Black Arts Movement). The course will present an assortment of emphases, some of them focused on geography (for example, the Harlem Renaissance), others focused on genre (autobiography, poetry or drama), the politics of gender and class, or a particular grouping of authors. Previous versions of this course have included 'African American Autobiography,' 'Backgrounds of African American Literature,' 'The Black Narrative' (beginning with eighteenth century slave narratives and working toward contemporary literature), as well as seminars on urban spaces, jazz, migration, oral narratives, black Christianity, and African-American music. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: AFRC 281
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English Majors

ENGL 282 Trap Music
This course examines the coming to pass of trap music from several perspectives: 1) that of its technological foundations and innovations (the Roland 808, Auto-tune, FL Studio (FruityLoops), etc.); 2) that of its masters/mastery (its transformation of stardom through the figures of the producer (Metro Boomin) and the rock star (Future)); 3) that of its interpretability and effects (what does the music say and do to us). We will thus engage with this music as a practice of art and form of technosociality that manifests uncanny and maximal attunement with the now. Taught by: White
Course not offered every year
Also Offered As: AFRC 281
Activity: Seminar
1.0 Course Unit

ENGL 284 Topics In Race and Ethnicity
This course explores an aspect of race and ethnicity intensively; specific course topics will vary from year to year. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: AFRC 286
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English Majors
**ENGL 285 American Musical Theatre**

The American musical is an unapologetically popular art form, but many of the works that come from this tradition have advanced and contributed to the canon of theatre as a whole. In this course we will focus on both music and texts to explore ways in which the musical builds on existing theatrical traditions, as well as alters and reshapes them. Finally, it is precisely because the musical is a popular theatrical form that we can discuss changing public tastes, and the financial pressures inherent in mounting a production. Beginning with early roots in operetta, we will survey the works of prominent writers in the American musical theatre, including Kern, Berlin, Gershwin, Porter, Rodgers, Hart, Hammerstein, Bernstein, Sondheim and others. Class lecture/discussions will be illustrated with recorded examples.

Taught by: Fox

Course not offered every year

Also Offered As: CIMS 271, THAR 271

Activity: Seminar

1.0 Course Unit

**ENGL 286 Topics In American Literature**

This course explores an aspect of American literature intensively; specific course topics will vary, and have included 'American Authors and the Imagined Past' and 'American Gothic.' See the English Department’s website at www.english.upenn.edu for a description of the current offerings.

Course not offered every year

Also Offered As: GSWS 286

Activity: Seminar

1.0 Course Unit

Notes: Spaces will be reserved for English Majors

**ENGL 287 Theatre and Politics**

This course will examine the relationship between theatre and politics in the twentieth and twenty-first centuries. How do theatre artists navigate their artistic and political aims? How do we distinguish between art and propaganda? Throughout the semester we will ask how the unique components of theatre–its poetic structure, engagement with spectators, aesthetics of representation, relationship to reality, and rehearsal process–contribute to its political capacity. Students will read a variety of plays drawn from late twentieth century and contemporary global theatre practice alongside political and aesthetic theory to interrogate the relationship between artistic production, power, and resistance. We will conclude with a consideration of the ways politics is itself a performance, considering how power is supported by theatrical means and how performance functions in resistance movements.

Taught by: Thompson

Also Offered As: COML 285, THAR 282

Activity: Seminar

1.0 Course Unit

**ENGL 288 Topics In American Poetry**

Sometimes limiting itself to the works of one or two authors, sometimes focusing on a particular theme such as 'American Poetry and Democratic Culture,' this course devotes itself to the study of twentieth-century American poetry. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.

Course not offered every year

Activity: Seminar

1.0 Course Unit

Notes: Spaces will be reserved for English Majors

**ENGL 290 Topics In Gender, Sexuality, and Literature**

The advanced women's studies course in the department, focusing on a particular aspect of literature by and about women. Topics might include: 'Victorian Literary Women'; 'Women, Politics, and Literature'; 'Feminist Literary Theory'; and similar foci. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.

Course not offered every year

Also Offered As: AFRC 290, COML 290, GSWS 290

Activity: Seminar

1.0 Course Unit

Notes: Spaces will be reserved for English Majors

**ENGL 291 Topics In Film History**

This course explores an aspect of Film History intensively; specific course topics vary from year to year. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.

Course not offered every year

Also Offered As: ARTH 391, CIMS 201, COML 201

Activity: Seminar

1.0 Course Unit

Notes: Spaces will be reserved for English Majors

**ENGL 292 Topics In Film Studies**

This course explores an aspect of Film Studies intensively; specific course topics vary from year to year. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.

Course not offered every year

Also Offered As: ARTH 289, CIMS 292, COML 292

Activity: Seminar

1.0 Course Unit

Notes: Spaces will be reserved for English Majors

**ENGL 293 Topics In Postcolonial Literature**

This course explores an aspect of Postcolonial literature intensively; specific course topics vary from year to year. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.

Course not offered every year

Also Offered As: COML 378

Activity: Seminar

1.0 Course Unit

Notes: Spaces will be reserved for English Majors

**ENGL 294 Topics In Literary Theory**

This course explores an aspect of Literary Theory intensively; specific course topics vary from year to year. Prerequisite: Spaces will be reserved for English majors. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.

Course not offered every year

Also Offered As: COML 290, GSWS 290

Activity: Seminar

1.0 Course Unit

Notes: Formerly ENGL 204, Spaces will be reserved for English Majors
ENGL 295 Topics In Cultural Studies
This course explores an aspect of cultural studies intensively; specific course topics vary from year to year. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: ARTH 293, CIMS 295, COML 295
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English Majors

ENGL 299 Independent Study in Language and Literature
Supervised reading and research.
Taught by: Copeland
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Notes: Interested students must receive permission by the professor and the English Department

ENGL 303 Women in Theatre and Performance
What is feminist theatre? How do artists use live performance to provoke not only thought and feeling, but also social, personal, and political change? This course will examine a wide array of plays and performances by and about women; these pieces are, in turn, serious, hilarious, outrageous, poignant—and always provocative. Our focus will be on English-language works from the late 20th century to the present (#metoo) moment. We will read these performance texts and/or view them on stage/screen; we will also read essays that provide contextual background on feminist theatre theory and history. Throughout the semester, we will engage diverse perspectives on women and race, ethnicity, class, sexuality, and gender identity; the issues we encounter will also include marriage and motherhood, career and community, feminism and friendship, and patriarchy and power. The class will take full advantage of any related events occurring on campus or in the city, and will feature visits with guest speakers. Students will have the opportunity to pursue research on their own areas of interest (some recent examples are 'women in comedy', trans performance, drag kings, feminist directing, etc.).
Taught by: Malague
Course not offered every year
Also Offered As: GSWS 279, THAR 279
Activity: Seminar
1.0 Course Unit

ENGL 304 Japanese Cinema
This course is a survey of Japanese cinema from the silent period to the present. Students will learn about different Japanese film genres and histories, including (but not limited to) the benshi tradition, jidaigeki (period films), yakuza films, Pink Film, experimental/arthouse, J-horror, and anime. Although the course will introduce several key Japanese auteurs (Mizoguchi, Ozu, Kurosawa, Oshima, Suzuki, etc), it will emphasize lesser known directors and movements in the history of Japanese film, especially in the experimental, arthouse, and documentary productions of the 1960s and 1970s. Finally, in addition to providing background knowledge in the history of Japanese cinema, one of the central goals of the course will be to interrogate the concept of 'national' cinema, and to place Japanese film history within an international context.
Taught by: Alekseyeva
One-term course offered either term
Also Offered As: CIMS 304, EALC 268
Activity: Seminar
1.0 Course Unit

ENGL 305 Cinema and Media
This course explores in detail a topic in theories of film, television, and digital media. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: ARTH 295, ARTH 695, CIMS 305, COML 299, GSWS 295
Activity: Lecture
1.0 Course Unit

ENGL 311 The Honors Program
An essay of substantial length on a literary or linguistic topic, written under the supervision of a faculty adviser. See the English Department's website at www.english.upenn.edu for a description of current offerings.
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: Students must receive permission from the Director of English Honors Program.

ENGL 318 Topics In Old English
This seminar explores an aspect of Anglo-Saxon culture intensively; specific course topics will vary from year to year. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Benjamin Franklin Seminar
ENGL 321 National Literatures
A course that traces how particular literary texts, very often medieval, are adopted to become foundational for national literatures. Key moments of emphasis will be the early nineteenth century, the 1930s, and (to some extent) the unfolding present. Research subtexting this offering has been conducted over the last years, both in my editing of Europe: A Literary History, 1348-1418 (2 vols and 82 chapters, Oxford UP, 2016) and in preparation for 'Medieval Studies in Troubled Times: the 1930s,' to be offered as Presidential plenary at the Medieval Academy of America convention at Penn on 9 March 2019. I have also travelled and lectured extensively for Penn Alumni Travel over the last decade, crossing national boundaries and also pondering how complex literary issues might be framed for a broad (but exceptionally intelligent) audience. Issues arising in traversing Mediterranean space are explored in an article published (in Italian) in Studi migranti. Some texts immediately suggest themselves for analysis. The Song of Roland, for example, has long been fought over between France and Germany; each new war inspires new editions on both sides. The French colonial education system, highly centralized, long made the Chanson de Roland a key text, with the theme of Islamic attack on the European mainland especially timely, it was thought, during the Algerian war of independence. Germany also sees the Niebelungenlied as a key text, aligning it with the Rhine as an impeccably Germanic: but the Danube, especially as envisioned by Stefan Zweig, offers an alternative, hybridized, highly hyphenated cultural vision in running its Germanic-Judaic-Slavic-Roman course to the Black Sea. The course will not be devoted exclusively to western Europe. Delicate issues arise as nations determine what their national epic needs to be. Russia, for example, needs the text known as The Song of Igor to be genuine, since it is the only Russian epic to predate the Mongol invasion. The text was discovered in 1797 and then promptly lost in Moscow’s great fire of 1812; suggestions that it might have been a fake have to be handled with care in Putin’s Russia. Similarly, discussing putative Mughal (Islamic) elements in so-called ‘Hindu epics’ can also be a delicate matter. Some ‘uses of the medieval’ have been exercised for reactionary and revisionist causes in the USA, but such use is much more extraneous now east of Prague. And what, exactly, is the national epic of the USA? Preference given to Ben Franklin students.
Taught by: Wallace
One-term course offered either term
Also Offered As: COML 321
Activity: Seminar
1.0 Course Unit
Notes: Preference given to Ben Franklin students

ENGL 323 Topics In Medieval Poetry
In this course we will read the Inferno, the Purgatorio and the Paradiso, focusing on a series of interrelated problems raised by the poem: authority, fiction, history, politics and language. Particular attention will be given to how the Commedia presents itself as Dante’s autobiography, and to how the autobiographical narrative serves as a unifying thread for this supremely rich literary text. Supplementary readings will include Virgil’s Aeneid and selections from Ovid’s Metamorphoses. All readings and written work will be in English. Italian or Italian Studies credit will require reading Italian texts in their original language and writing about their themes in Italian. This course may be taken for graduate credit, but additional work and meetings with the instructor will be required. When crosslisted with ENGL 323, this is a Benjamin Franklin Seminar.
Course not offered every year
Also Offered As: COML 333, ITAL 333
Activity: Seminar
1.0 Course Unit
Notes: Benjamin Franklin Seminar

ENGL 326 Topics In Drama to 1660
This course explores an aspect of drama before 1660 intensively; specific course topics will vary from year to year. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Benjamin Franklin Seminar

ENGL 329 Topics In Classicism and Literature
This advanced seminar will examine the classical backgrounds to English poetry, in particular the Biblical and Greco-Roman antecedents to Renaissance lyric verse and verse drama (such as, preeminently, Shakespeare). Different versions of this course will have different emphases on Biblical or Hellenist backgrounds. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: CLST 329
Activity: Seminar
1.0 Course Unit
Notes: Benjamin Franklin Seminar

ENGL 330 Topics In 17th-Century Literature
This course explores an aspect of 17th-century literature intensively; specific course topics will vary from year to year. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Benjamin Franklin Seminar

ENGL 338 Topics In Classicism and Literature
This advanced seminar will examine the classical backgrounds to English poetry, in particular the Biblical and Greco-Roman antecedents to Renaissance lyric verse and verse drama (such as, preeminently, Shakespeare). Different versions of this course will have different emphases on Biblical or Hellenist backgrounds. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Benjamin Franklin Seminar

ENGL 340 Topics In 18th-Century Literature
This course explores an aspect of 18th-Century British literature intensively; specific course topics will vary from year to year. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Benjamin Franklin Seminar

ENGL 345 Topics In The 18th Century Novel
This course explores an aspect of 18th-Century novel intensively; specific course topics will vary from year to year. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Benjamin Franklin Seminar

ENGL 353 Topics In 19th-Century American Literature
This course explores an aspect of 19th-Century American literature intensively; specific course topics will vary from year to year. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: GSWS 353
Activity: Seminar
1.0 Course Unit
Notes: (Formerly ENGL 383). Benjamin Franklin Seminar
ENGL 355 Topics In The 19th-Century Novel
This course explores an aspect of the 19th-Century novel intensively; specific course topics will vary from year to year. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Benjamin Franklin Seminar

ENGL 356 Topics In Modern Drama
This course explores an aspect of Modern drama intensively; specific course topics will vary from year to year. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Benjamin Franklin Seminar

ENGL 359 Topics In Modernism
This course explores an aspect of literary modernism intensively; specific course topics will vary from year to year. Past offerings have included seminars on the avant-garde, on the politics of modernism, and on its role in shaping poetry, music, and the visual arts. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Benjamin Franklin Seminar

ENGL 360 Topics In The Novel
The content of the course will vary from semester to semester. All works read in English. Please check the department’s website for a description. https://www.sas.upenn.edu/french/pc. Prerequisite: Two 200-level French courses taken at Penn or equivalent. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: COML 272, FREN 250, HIST 251
Activity: Seminar
1.0 Course Unit
Notes: (Formerly ENGL 383). Benjamin Franklin Seminar

ENGL 361 Topics In 20th-Century Literature
The course explores an aspect of 20th-Century literature intensively; specific course topics will vary from year to year. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: COML 271
Activity: Seminar
1.0 Course Unit
Notes: ?Formerly ENGL 375? Benjamin Franklin Seminar

ENGL 363 Topics In 20th-Century American Literature
The course explores an aspect of 20th-Century American literature intensively; specific course topics will vary from year to year. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Benjamin Franklin Seminar

ENGL 364 Topics In Modern American Literature
This course explores an aspect of Modern American literature intensively; specific course topics will vary, and have included 'American Expatriatism,' 'The 1930's,' and 'Intimacy and Distance: William Faulkner, Zora Neale Hurston, Eudora Welty, and Richard Wright.' See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Benjamin Franklin Seminar

ENGL 369 Topics In Poetry and Poetics
This course explores an aspect of poetry and poetics intensively; specific course topics will vary from year to year. See the English Department's website at www.english.upenn.edu for a description of the current offerings. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: GSWS 369
Activity: Seminar
1.0 Course Unit
Notes: ?Formerly ENGL 370?. Benjamin Franklin Seminar

ENGL 378 Global Media
This course explores a broad media landscape through new critical and conceptual approaches. It is designated as a Benjamin Franklin Seminar. This course maps the footprints of television at a global scale. Adopting comparative approaches, we will be studying TV’s formation of national and global discourses, and thereby recognizing not only television’s impact on processes of globalization, but also the ability of television to matter globally. Working through concepts of ‘broadcasting,’ ‘flow,’ ‘circulation,’ and ‘circumvention,’ the course examines the movement of (and blocks encountered by) television programs and signals across national borders and cultures. The course particularly focuses on how global television cultures have been transformed due to shifts from broadcasting technologies to (Internet) streaming services? Navigating from United States and Cuba to India and Egypt, the readings in the course illuminate how particular televisural genres, institutions, and reception practices emerged in various countries during specific historical periods. We shall be addressing a range of questions: what kind of global phenomenon is television? Can we study television in countries where we do not know the existing local languages? In what different ways (through what platforms, interfaces, and screens) do people in different continents access televisural content? What explains the growing transnational exports of Turkish and Korean TV dramas? What is the need to historically trace the infrastructural systems like satellites (and optical fiber cables) that made (and continue to make) transmission of television programming possible across the world? How do fans circumvent geo-blocking to watch live sporting events? Assignments include submitting weekly discussion questions and a final paper. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Taught by: Mukherjee
One-term course offered either term
Also Offered As: ARTH 379, CIMS 378
Activity: Seminar
1.0 Course Unit
ENGL 380 Performance in the African Diaspora
The purpose of this course is to engage students in the rigorous process of mining experiences for material that can be transformed into a public performance piece. In-class writing, group discussions, and field work in the Philadelphia area. AUGUST WILSON AND BEYOND. The people need to know the story. See how they fit into it. See what part they play. - August Wilson, King Hedley II. In this seminar, students will read groundbreaking playwright August Wilson's 20th Century Cycle: ten plays that form an iconic picture of African American traumas, triumphs, and traditions through the decades, told through the lens of Pittsburgh's Hill District neighborhood. Other readings include supporting material on Wilson's work and African American theatre, the works of contemporary playwrights whom Wilson has influenced (such as Suzan-Lori Parks and Tarell Alvin McCraney), and context on Penn's relationship with West Philadelphia. See the English Department's website at www.english.upenn.edu for a description of current offerings.
Taught by: Beaver, Berger
One-term course offered either term
Also Offered As: AFRC 325
Activity: Seminar
1.0 Course Unit

ENGL 388 Topics In American Poetry
Sometimes limiting itself to the works of one or two authors, sometimes focusing on a particular theme such as 'American Poetry and Democratic Culture,' this course devotes itself to the study of twentieth-century American poetry. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Benjamin Franklin Seminar

ENGL 390 Topics In Gender, Sexuality, and Literature
The advanced women's studies course in the department, focusing on a particular aspect of literature by and about women. Topics might include: 'Victorian Literary Women'; 'Women, Politics, and Literature'; 'Feminist Literary Theory'; and similar foci. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: GSWS 390
Activity: Seminar
1.0 Course Unit
Notes: Benjamin Franklin Seminar

ENGL 392 Topics In Film Studies
This course explores an aspect of Film Studies intensively; specific course topics vary from year to year. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: ARTH 389, CIMS 392, COML 391
Activity: Seminar
1.0 Course Unit
Notes: Benjamin Franklin Seminar

ENGL 393 Topics In Postcolonial Literature
This course explores an aspect of Postcolonial literature intensively; specific course topics vary from year to year. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: COML 392, SAST 323
Activity: Seminar
1.0 Course Unit
Notes: Benjamin Franklin Seminar

ENGL 396 History of Literary Criticism
This is a course on the history of literary theory, a survey of major debates about literature, poetics, and ideas about what literary texts should do, from ancient Greece to examples of modern European thought. The first half of the course will focus on early periods: Greek and Roman antiquity, especially Plato and Aristotle; the medieval period (including St. Augustine, Dante, and Boccaccio), and the early modern period (such as Philip Sidney and Giambattista Vico). In the second half of the course we will turn to modern concerns by looking at the literary (or 'art') theories of some major philosophers and theorists: Kant, Hegel, Marx, Nietzsche, Freud, and Walter Benjamin. We end the course in the mid-twentieth century. The purpose driving this course is to consider closely how this tradition generated questions that are still with us, such as: what is the act of interpretation; what is the 'aesthetic'; what is 'imitation' or mimesis; and how are we to know an author's intention. During the semester there will be four short writing assignments in the form of analytical essays (3 pages each). Students may use these small essays to build into a long piece of writing on a single text or group of texts at the end of the term. Most of our readings will come from a published anthology of literary criticism and theory; a few readings will be on Canvas.
Taught by: Copeland
Course not offered every year
Also Offered As: CLST 396, COML 396
Activity: Seminar
1.0 Course Unit

ENGL 399 Independent Study in Language and Literature
Supervised reading and research.
One-term course offered either term
Activity: Independent Study
2.0 Course Units
Notes: Interested students must receive permission of the professor and the English department. This course number is for two course units and created for LPS students.
ENGL 500 Black Speculative Futures
Why do black cultural producers turn to the speculative? What, in turn, is speculative about blackness? These questions frame this seminar's exploration of how black artists, theorists, and activists imagine different futures, often in the service of critiquing power asymmetries and creating radical transformation in the present. We will explore how the speculative works differently across black literature, visual culture, and performance. Additionally, inspired by the multi-disciplinary work that we encounter in the course, we will experiment with crafting our own embodied speculative art in order to better understand its function as both art practice and politics. The course will be divided between discussions centered on close reading of primary and secondary material and creative writing/movement exploration (no previous movement experience necessary). Occasional guest lectures with visiting artists will provide additional fodder for our critical and creative work.
Taught by: Knight
Course not offered every year
Also Offered As: AFRC 377, AFRC 677, ANTH 377, ANTH 677, FNAR 377
Activity: Seminar
1.0 Course Unit

ENGL 501 Introduction to Old English Language and Literature
This is an accelerated study of the basic language of Anglo-Saxon England, together with a critical reading of a variety of texts, both prose and poetry. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: GRMN 510
Activity: Seminar
1.0 Course Unit

ENGL 505 Electronic Literary Studies Proseminar
This course is designed to introduce advanced undergraduate and graduate students to the range of new opportunities for literary research afforded by recent technological innovation. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
One-term course offered either term
Also Offered As: ARTH 506, CIMS 505, COML 504
Activity: Seminar
1.0 Course Unit

ENGL 512 Fiction Writing Workshop
In this fiction writing workshop, we will be making a conscious effort to transcend our personal reading and writing preferences in order to be apprenticed by divergent literature—aesthetic achievements centered around objective reality, subjective life, and ecstatic confession and play! Most of the works that tend to affect us deeply are the ones that might have wearied us, or even greatly disturbed us. But in time, upon further reflection, we find them rather informative—or even illuminating! We will do a lot of new weekly writing, which will result in a draft and a final version of an original story. You and another classmate will be 'hosting' at least one class in open discussion of a weekly reading, and critiquing each other's drafts—focusing on craft, rather than content. You will challenge your self-censorship in a safe and supportive environment, and will read weekly what you write to develop your observational and listening skills in determining the effects of the spoken word.
Taught by: Richardson
Also Offered As: GSWS 512
Activity: Seminar
1.0 Course Unit

ENGL 513 Writing through Music
'Not all that's heard is music...Remember the little / lovely notes' - Lorine Niedecker. This writing workshop will focus on the provocative interchanges between music and creative writing. We will consider music of all kinds, all genres (jazz, classical, hip-hop, ambient, folk, electronic, experimental, etc.), as a springboard for the imagination, as a counterpoint to forms of language, and as a tool for cultivating creative writing practices; we will also explore a range of poets and prose writers whose engagement with music reveals new ways of understanding the relationship between sound and the written word. Students will craft their own original pieces in this community-based classroom, where we will read and comment on each other's work as well as on outside readings and recordings; students will also be encouraged to explore the live music scenes where they live, and to create their own music if so inclined. Through regular weekly writing assignments in a range of genres, including poetry, essay, and fiction, we will push the boundaries of our ideas and discover and expand our own listening and reading practices. Course requirements include thoughtful and committed class participation, regular writing assignments, and a final portfolio as well as statement of creative practice.
Taught by: Johnson
Course not offered every year
Activity: Seminar
1.0 Course Unit

ENGL 518 King Arthur: Medieval to Modern
From the Middle Ages to the present, stories about King Arthur, the brave deeds of the nights of the Round Table, and Merlin's mysterious prophecies have mesmerized readers and audiences. In this course, we will study nearly 1000 years of literature about King Arthur, beginning with Geoffrey of Monmouth's twelfth-century History of the Kings of Britain and Sir Gawain and the Green Knight, and ending with Mark Twain, Alfred Lord Tennyson, and the fantasy fiction classic, T. H. White's Once and Future King. We will also be reading authors who repurposed Arthurian literature to think about gender relations (for example, Elizabeth Phelps' critique of domesticity), colonialism and nationalism (Wales and India), and religious cultures (for example, the medieval Hebrew version of King Arthur). Throughout the course, we will think about what Arthurian legends mean to the way we write history and the ways in which we view our collective pasts (and futures). Assignments will include response papers, an oral presentation, and a final paper.
Taught by: Steiner
Course not offered every year
Activity: Lecture
1.0 Course Unit
ENGL 524 Topics Medieval Studies  
This course covers topics in Medieval literature. Its emphasis varies with instructor. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.  
Course not offered every year  
Activity: Seminar  
1.0 Course Unit

ENGL 525 Chaucer  
An advanced introduction to Chaucer's poetry and Chaucer criticism. Reading and discussion of the dream visions, Troilus and Criseyde, and selections from Canterbury Tales, from the viewpoint of Chaucer's development as a narrative artist. See the English Department's website at www.english.upenn.edu for a description of current offerings.  
Course not offered every year  
Also Offered As: COML 522, GSWS 524, ITAL 525  
Activity: Seminar  
1.0 Course Unit

ENGL 537 Renaissance Epic  
An introduction to the practice and theory of epic in the early modern period. Specific texts vary with instructor. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.  
Course not offered every year  
Also Offered As: COML 549, FREN 550, GSWS 550  
Activity: Seminar  
1.0 Course Unit

ENGL 538 Major Renaissance Writers  
This is a monographic course, which may be on Spenser, Milton, or other major figures of the period. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.  
Taught by: Sanchez  
Course not offered every year  
Also Offered As: COML 558  
Activity: Seminar  
1.0 Course Unit

ENGL 540 Topics in 18th Century British Literature  
This course covers topics in 18th Century British literature. Its emphasis varies with instructor. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.  
Course not offered every year  
Activity: Seminar  
1.0 Course Unit

ENGL 541 Archiving Jazz: Visuality And Materiality In The Phila Jazz Community 1945-2019  
This seminar will be organized around three distinct pathways. First, it will serve as an introduction to Jazz Studies and thus be attentive to the ways that jazz music has sparked an interdisciplinary conversation that is wide-ranging and ongoing. Second, we will be partnering with the African American Museum of Philadelphia to consider jazz within the realm of visual art. In light of efforts to map the 'black interior,' how have visual artists (e.g. painters, sculptors, filmmakers, and photographers) sought to represent jazz? Third, we will endeavor to develop partnerships with the Philadelphia (and beyond) jazz community, especially as it pertains to creating and sustaining an archive that serves as way to understand jazz as an instrument of placemaking and also as a vehicle for jazz musicians to take ownership of their narratives. The seminar will meet at the African American Museum of Philadelphia and be team taught with members of the Museum staff. The course will culminate with a virtual exhibit of visual works and archival materials centering on Philadelphia's jazz community and (if funding is available) a free concert to be held at AAMP. Undergraduates are welcome to register for the course with permission of the instructor.  
Taught by: Beavers  
Course not offered every year  
Also Offered As: AFRC 542, ARTH 519, MUSC 542, URBS 542  
Activity: Seminar  
1.0 Course Unit

ENGL 545 Eighteenth-Century Novel  
A survey of the major novelists of the period, often beginning with Defoe and a few of the writers of amatory fiction in the early decades of the century and then moving on to representative examples of the celebrated novels by Richardson, Fielding, and others of the mid-century and after. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.  
Course not offered every year  
Activity: Seminar  
1.0 Course Unit

ENGL 548 English Literature and Culture, 1650-1725  
English 548, with its companion, English 549, studies the literature of this period in the context of the artistic and cultural milieu of the later seventeenth and early eighteenth centuries. Texts usually include works by Dryden, Rochester, Swift, Pope, and Defoe. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.  
Course not offered every year  
Activity: Seminar  
1.0 Course Unit

ENGL 550 Topics in Romanticism  
This class explores the cultural context in which the so-called Romantic Movement prospered, paying special attention to the relationship between the most notorious popular genres of the period (gothic fiction and drama) and the poetic production of both canonical and emerging poets. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.  
Course not offered every year  
Activity: Seminar  
1.0 Course Unit
ENGL 553 British Women Writers
A study of British women writers, often focusing on the women authors who came into prominence between 1775 and 1825. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: COML 554, GSWS 553
Activity: Seminar
1.0 Course Unit

ENGL 556 Topics in 19th-Century British Literature
This course covers topics in nineteenth-century British Literature, its specific emphasis varying with the instructor. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit

ENGL 560 The Novel
This course will provide an intensive introduction to the study of the novel, approaching the genre from a range of theoretical, critical, and historical perspectives. It may examine conflicting versions of the novel's history (including debates about its relationship to the making of the individual, the nation-state, empire, capital, racial and class formations, secularism, the history of sexuality, democracy, print and other media, etc.), or it may focus on theories of the novel, narratology, or a particular problem in novel criticism. It may attend to a specific form or subgenre of fiction, or it may comprise a survey of genres and texts. See the English Department's website at: www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: COML 563
Activity: Seminar
1.0 Course Unit

ENGL 563 Topics in 20th-Century British Literature
Topic for Spring 2016: Making and Marking Time. What is time? In the late 19th century, the questions of how to define time, how to slow down time, and, above all, how to accelerate movement have become focus of the work by many European philosophers who have tried to come to terms with what is now termed as the Industrial Revolution, and the idea of 'progress.' And can time be understood as something continuous, or is it fragmented, proceeding in fits and burst? Such contemplations on time have deeply influenced writers. Marcel Proust was a reader of Henri Bergson and translated his theories of time into a concept of memory. Thomas Mann has tried to navigate timeless in a novel set on a 'Magic Mountain.' Virginia Woolf and James Joyce have pictured an entire universe in a single day (Mrs. Dalloway, Ulysses) while early 20th century Italian Futurists made the contemplation of time part of their manifestos. With them, and with expressionist writers in Germany or writers from the DADA movement there elsewhere in Europe, a reckoning with time would also influence their choice of genre and form, writerly practice, and technique. Parallel to these literary experimentation, pictures were set into motion in scholarly studies by Eadweard Muybridge and finally in the new medium film; Impressionist painters insisted on picturing fleeting moments, and composers experimented with temporal sequences. We may be able to understand a reconsideration of time as driving force for the modern movement, or simply 'modernity.' In this seminar, we will study a selection of literary texts of the late 19th century and the modernist movement, consider the philosophical background and changes in historiography, and integrate a consideration of the visual arts and music.
Course not offered every year
Also Offered As: ARTH 584, COML 537, GRMN 541
Activity: Seminar
1.0 Course Unit

ENGL 564 British Modernism
An introduction to British Literary Modernism. Specific emphasis will depend on instructor. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: COML 564
Activity: Seminar
1.0 Course Unit

ENGL 569 Topics in 20th-Century American Literature
This course covers topics in 20th-century literature, its emphasis varying with instructor. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: AFRC 569
Activity: Seminar
1.0 Course Unit

ENGL 570 African-American Literature
This course treats some important aspect of African-American literature and culture. Some recent versions of the course have focused on the emergence of African-American women writers, on the relation between African-American literature and cultural studies, and on the Harlem Renaissance. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: AFRC 570, GSWS 570
Activity: Seminar
1.0 Course Unit
ENGL 572 Topics in African Literature
This course is based on a selection of representative texts written in English, as well as a few texts in English translation. It involves, a study of themes relating to social change and the persistence of cultural traditions, followed by an attempt at sketching the emergence of literary tradition by identifying some of the formal conventions of established writers in their use of old forms and experiments with new. See the English Department’s website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: AFRC 572, CIMS 572, COML 575
Activity: Seminar
1.0 Course Unit

ENGL 573 Topics in Criticism & Theory
Topic for Spring 2021: Cultures of Reading in Imperial Russia
What did it mean to be a reader in imperial Russia? What did people read, and to what ends? How was literacy cultivated, and what were the social implications? In this course, students will read several canonical works of nineteenth-century Russian literature that thematize and foreground the act of reading: as a pursuit undertaken for the betterment of self, society, nation, and world; as a light pastime for the bored or underemployed; but also as an enterprise fraught with potential for moral or civic ruin. In addition to closely investigating allusions to the specific texts and authors read by literary characters, we will also examine the reading habits of our own authors as both consumers and producers of literary culture. We will consider these dynamics against a backdrop of constant fluctuations in educational policies, the book market, and the circulation of texts within and beyond Russia as we work together to develop an understanding of the imperial Russian reading public(s).
Taught by: Kim, Brian
Course not offered every year
Also Offered As: ARTH 573, CIMS 571, COML 570, GRMN 573, REES 683
Activity: Seminar
1.0 Course Unit

ENGL 574 Introduction to Bibliography
This course offers an introduction to the principles of descriptive and analytic bibliography and textual editing. The history of authorship, manuscript production, printing, publishing, and reading will be addressed as they inform an understanding of how a particular text came to be the way it is. Diverse theories of editing will be studied and put into practice with short passages. The course is generally suitable for students working in any historical period, but particular emphases specified in the current offerings on the English website. www.english.upenn.edu
Course not offered every year
Also Offered As: COML 580, HIST 574
Activity: Seminar
1.0 Course Unit

ENGL 581 Learning from James Baldwin (1924-1987)
James Baldwin, one of the greatest writers of the twentieth century, spoke to the issues of his times as well as to our own. This class will examine the intellectual legacy that Baldwin left to present-day writers such as Toni Morrison, Charles Johnson, Ta-Nehisi Coates, Thulani Davis, Caryl Phillips and others. We will spend time reading and discussing Baldwin’s novels, short stories, plays and essays. In doing so, we will be considering the complex assumptions and negotiations that we make in our day-to-day lives around our identities and experiences built upon gender, sexual preference, the social-constructs called ‘race,’ and more. James Baldwin’s life and work will be the touchstone that grounds our discussions. We will read Go Tell It on the Mountain, Another Country, The Fire Next Time, and Giovanni’s Room and see films I Am Not Your Negro, The Price of the Ticket and The Murder of Emmett Till. Students will research subjects of their own choosing about Baldwin’s life and art. For example, they may focus on the shaping influences of Pentecostalism; segregation; racism; homophobia; exile in Paris; the Civil Rights Movement; Black Power, Baldwin’s faith, or his return to America.
Taught by: Watterson
Also Offered As: AFRC 581, GSWS 580
Activity: Seminar
1.0 Course Unit

ENGL 582 American Literature to 1810
In this course we shall examine the ways various voices—Puritan, Indian, Black, Female, Enlightened, Democratic—intersect with each other and with the landscape of America to produce the early literature(s) of America. See the English Department’s website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit

ENGL 584 Environmental Imaginaries
Drawing on theories of worldmaking and ethnographic works on culture and environment, this seminar will examine the production of Cartesian-based environmental imaginaries and their alternatives across a range of genres and practices. See the English Department’s website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: ARTH 782, COML 615, GRMN 614, URBS 614
Activity: Seminar
1.0 Course Unit

ENGL 589 Twentieth-Century American Poetry
See the English Department’s website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: COML 577
Activity: Seminar
1.0 Course Unit

ENGL 590 Recent issues in Critical Theory
This course is a critical exploration of recent literary and cultural theory, usually focusing on one particular movement or school, such as phenomenology, psychoanalysis, the Frankfurt School, or deconstruction. See the English Department’s website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: CIMS 580, COML 590, GSWS 589, LALS 590
Activity: Seminar
1.0 Course Unit
ENGL 591 Topics in Russian and Soviet Cultural History
This course treats some aspect of literary and cultural politics in the 20th-Century with an emphasis on comparative literature and culture. See the English Department’s website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: COML 653, REES 653
Activity: Seminar
1.0 Course Unit

ENGL 592 20th-Century Literature and Theory
This course treats some aspect of literary and cultural politics in the 20th-Century with emphasis varying by instructor. See the English Department’s website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: CIMS 592, COML 592
Activity: Seminar
1.0 Course Unit

ENGL 593 Topics in Literature and Society
See the English Department’s website at: www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: ARTH 593, CIMS 590, COML 599
Activity: Seminar
1.0 Course Unit

ENGL 594 Theories of Nationalism
You cannot build a wall to stop the free flow of literary and creative ideas. But in constructing narratives of national identity, states have long adopted particular texts as ‘foundational.’ Very often these texts have been epics or romances designated ‘medieval,’ that is, associated with the period in which specific vernaculars or ‘mother tongues’ first emerged. France and Germany, for example, have long fought over who ‘owns’ the Strasbourg oaths, or the Chanson de Roland; new editions of this epic poem, written in French but telling of Frankish (Germanic) warriors, have been produced (on both sides) every time these two countries go to war. In this course we will thus study both a range of ‘medieval’ texts and the ways in which they have been claimed, edited, and disseminated to serve particular nationalist agendas. Particular attention will be paid to the early nineteenth century, and to the 1930s. Delicate issues arise as nations determine what their national epic needs to be. Russia, for example, needs the text known as The Song of Igor to be genuine, since it is the only Russian epic to predate the Mongol invasion. The text was discovered in 1797 and then promptly lost in Moscow’s great fire of 1812; suggestions that it might have been a fake have to be handled with care in Putin’s Russia. Similarly, discussing putative Mughal (Islamic) elements in so-called ‘Hindu epics’ can also be a delicate matter. Some ‘uses of the medieval’ have been exercised for reactionary and revisionist causes in the USA, but such use is much more extravagant east of Prague. And what, exactly, is the national epic of the USA? What, for that matter, of England? Beowulf has long been celebrated as an English Ur-text, but is set in Denmark, is full of Danes (and has been claimed for Ulster by Seamus Heaney). Malory’s Morte Darthur was chosen to provide scenes for the queen’s new robing room (following the fire that largely destroyed the Palace of Westminster in 1834), but Queen Victoria found the designs unacceptable: too much popery and adultery. Foundations of literary history still in force today are rooted in nineteenth-century historiography: thus we have The Cambridge History of Italian Literature and The Cambridge History of German Literature, each covering a millennium, even though political entities by the name of Italy and Germany did not exist until the later nineteenth century. What alternative ways of narrating literary history might be found? Itinerary models, which do not observe national boundaries, might be explored, and also the cultural history of watercourses, such as the Rhine, Danube, or Nile. The exact choice of texts to be studied will depend in part on the interests of those who choose to enroll. Faculty with particular regional expertise will be invited to visit specific classes.
Taught by: Wallace
Course not offered every year
Also Offered As: COML 591, ITAL 594
Activity: Seminar
1.0 Course Unit

ENGL 595 Post-Colonial Literature
This course covers topics in Post-Colonial literature with emphasis determined by the instructor. The primary focus will be on novels that have been adapted to film. See the English Department’s website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: AFRC 594, CIMS 595
Activity: Seminar
1.0 Course Unit
ENGL 596 Topics in Contemporary Art
Topics varies. See the English Department’s website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: ARTH 596, CIMS 596, FNAR 605, GSWS 596
Activity: Seminar
1.0 Course Unit

ENGL 597 Modern Drama
This course will survey several basic approaches to analyzing dramatic literature and the theatre. The dramatic event will be broken into each of its Aristotelian components for separate attention and analysis: Action (plot), Character, Language, Thought, Music and Spectacle. Several approaches to analysing the dramatic text will be studied: phenomenological, social-psychological, semiotic, and others. See the English Department’s website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit

ENGL 600 Proseminar
Course not offered every year
Activity: Seminar
1.0 Course Unit

ENGL 605 Modern Literary Theory and Criticism
This course will provide an overview of major European thinkers in critical theory of the 20th and 21st centuries. We will pay particular attention to critical currents that originated in Eastern European avant-garde and early socialist contexts and their legacies and successors. Topics covered will include: Russian Formalism and its successors in Structuralism and Deconstruction (Shklovsky, Levi-Strauss, Jakobson, Derrida); Bakhtin and his circle, dialogism and its later western reception; debates over aesthetics and politics of the 1930s (Lukacs, Brecht, Adorno, Benjamin, Radek, Clement Greenberg); the October group; Marxism, new Left criticism, and later lefts (Althusser, Williams, Eagleton, Jameson, Zizek). Taught by: Platt
One-term course offered either term
Also Offered As: COML 605, FREN 605, GRMN 605, REES 605
Activity: Seminar
1.0 Course Unit

ENGL 616 Approaches to Literary Texts
Course not offered every year
Also Offered As: CLST 636, COML 616, EALC 715, REES 616, ROML 616
Activity: Seminar
1.0 Course Unit

ENGL 705 Interdisciplinary Approaches to Literature
This course will explore one or more interdisciplinary approaches to literature. Literary relationships to science, art, or music may provide the focus. See the English Department’s website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: COML 705
Activity: Seminar
1.0 Course Unit

ENGL 707 Orality and Literacy
Major lines of study of the subject of literacy are traceable in at least three disciplines: history of Western literature (especially classical and medieval studies), anthropology, and ethnography of education, including education development in the Third World and psychological and developmental education theory and practice. The linkages between oral and literary communicative modes in different cultures are studied, from a folklorist’s viewpoint. The overall task of the course is not to isolate topics of narrowly defined folkloric interest in the broad field of literacy, but to integrate and critique the diverse approaches to literacy as a communicative mode or modes, from the point of view of folklore as a discipline. See the English Department’s website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: CLST 530, COML 530
Activity: Seminar
1.0 Course Unit

ENGL 715 Middle English Literature
This seminar will study a number of selected Middle English texts in depth. Attention will be paid to the textual transmission, sources, language, genre, and structure of the works. Larger issues, such as the influence of literary conventions (for example, ‘courtly love’), medieval rhetoric, or medieval allegory will be explored as the chosen texts may require.
Course not offered every year
Also Offered As: CLST 610, COML 714
Activity: Seminar
1.0 Course Unit

ENGL 721 Medieval Poetics
This course may include some of the following fields: studies of medieval stylistic practices, formal innovations, and theories of form; medieval ideas of genre and form; medieval thought about the social, moral, and epistemological roles of poetry; interpretive theory and practice; technologies of interpretation; theories of fiction (fabula) and allegory; sacred and secular hermeneutics; theories of language and the histories of the language arts; vernaular(s) and Latinity; material texts. See the English Department’s website at www.english.upenn.edu for a complete description of the current’s offerings.
Course not offered every year
Also Offered As: CLST 628, COML 618
Activity: Seminar
1.0 Course Unit

ENGL 730 Topics in 16th-Century History and Culture
This is an advanced course treating topics in 16th Century history and culture particular emphasis varying with instructor. See the English Department’s website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: COML 730
Activity: Seminar
1.0 Course Unit

ENGL 731 Renaissance Poetry
An advanced seminar in English poetry of the early modern period. See the English Department’s website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
ENGL 734 Renaissance Drama
This is an advanced course in Renaissance drama which will include plays by non-Shakespearean dramatists such as Marlowe, Jonson, and Middleton. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: COML 734
Activity: Seminar
1.0 Course Unit

ENGL 736 Renaissance Studies
This is an advanced topics course treating some important issue in contemporary Renaissance studies. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: COML 736
Activity: Seminar
1.0 Course Unit

ENGL 739 Milton
An examination of Milton's major poetry and prose with some emphasis on the social and political context of his work. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit

ENGL 745 Restoration and 18th-Century Fiction
This is an advanced course in the fiction of the Restoration and the 18th-Century, the period of 'The rise of the novel'. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit

ENGL 748 Studies in the Eighteenth Century
This course varies in its emphases, but in recent years has explored the theory of narrative both from the point of view of eighteenth-century novelists and thinkers as well as from the perspective of contemporary theory. Specific attention is paid to issues of class, gender, and ideology. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit

ENGL 753 Victorian British Literature
An advanced seminar treating some topics in Victorian British Literature, usually focusing on non-fiction or on poetry. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: COML 753
Activity: Seminar
1.0 Course Unit

ENGL 761 British Modernism
This course treats one or more of the strains of British modernism in fiction, poetry, or the arts. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit

ENGL 768 Genres of Writing
Please check the department's website for the course description: https://www.english.upenn.edu. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: COML 768
Activity: Seminar
1.0 Course Unit

ENGL 769 Feminist Theory
Specific topic varies. The seminar will bring together the study of early modern English literature and culture with histories and theories of gender, sexuality and race. Contact with 'the East' (Turkey, the Moluccas, North Africa and India) and the West (the Americas and the Caribbean) reshaped attitudes to identity and desire. How does this history allow us to understand, and often interrogate, modern theories of desire and difference? Conversely, how do postcolonial and other contemporary perspectives allow us to re-read this past? See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: AFRC 770
Activity: Seminar
1.0 Course Unit

ENGL 770 Afro-American Literature
An advanced seminar in African-American literature and culture. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: AFRC 770
Activity: Seminar
1.0 Course Unit

ENGL 771 Textual Production
This course is based on library work and is intended as a practical introduction to graduate research. It addresses questions of the history of the book, of print culture, and of such categories as 'work', 'character,' and 'author,' as well as of gender and sexuality, through a detailed study of the (re)production of Shakespearean texts from the seventeenth to the twentieth century. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit

ENGL 773 Modernism
An interdisciplinary and international examination of modernism, usually treating European as well as British and American modernists. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit
ENGL 774 Postmodernism
An advanced seminar on postmodernist culture. Recently offered as a study of relationship between poetry and theory in contemporary culture, with readings in poststructuralist, feminist, marxist, and postcolonial theory and in poets of the Black Mountain and Language groups. See the English Department’s website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: COML 622
Activity: Seminar
1.0 Course Unit

ENGL 775 African Literature
An advanced seminar in anglophone African literature, possibly including a few works in translation. See the English Department’s website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: AFRC 775, COML 700
Activity: Seminar
1.0 Course Unit

ENGL 777 African Film and Media Pedagogy
This graduate seminar offers an intensive, critical, and collaborative study of contemporary African film and media production. The past three decades have seen an unprecedented shift in the African media landscape. Not only has the wide availability of satellite media across the continent made international film and television programming part of African popular culture, but moreover the growing film industries within the continent, most notably Nollywood, have altered how Africans are carving an image of themselves on the big and small screens. In partnership with local, regional, and international film and media centers, we will study a range of films—features, shorts, documentaries, and television shows—paying close attention to the means and sites of production as well as the formal qualities that distinguish these works. Many of the films we will analyze stand out both for their exceptional aesthetic quality as well as their remarkable ability to confront pressing political and social themes. But we will also think about trash: what counts as trashy media, and for whom? Who watches it, where, and why? Other questions we will ask include: What particular indigenous modes of storytelling do African films employ? What categories begin to emerge under the umbrella category of ‘African film and media,’ and where do diasporan film and media practitioners and critics fit in this landscape? How are these films tackling some of the urgent questions of our times, including migration and globalization; ethnic, political, and economic polarization; gender and sexuality; and massive urbanization and industrialization sweeping Africa and other parts of the Global South? What role do festivals in various countries play in shaping media production and distribution? How important is the concept of authorship in this context? And how do these films challenge the dominant western trope of Africa as a spectacle, instead offering novel ways of picturing everyday African experiences that we rarely glimpse in western media?
To explore these questions, we will visit multiple sites of film production, distribution, exhibition, and education, including Scribe Video Center in Philadelphia, Sankofa Films in Washington, D.C., and the College of Performing and Visual Art at Addis Ababa University in Ethiopia. Location and knowledge production are inextricably connected, and by considering African media production from these multiple sites, and collaborating with multiple stakeholders, this course offers a directly engaged pedagogy of the complex artistic, cultural, social, and political dynamics of African audiovisual creation. The travel component of this course entails a day trip to Washington, D.C. during the semester (tentative date: April 2, 2020) and a week-long trip to Addis Ababa at the end of the spring term (students applying for this course should be prepared to travel to Addis Ababa May 30, 2020-June 7, 2020). All expenses for travel, accommodation, and food will be covered, but students will need to hold a passport. Ultimately, this course aims to use film and media production to intervene in a larger discourse on how Africa is figured in the global humanities, not as an absent or passive actor but one actively engaged in producing art and humanistic knowledge that has much to teach us and the world. Admission to the course will be by permission only and students are required to submit a short statement of interest (max. 250 words) to dagw@english.upenn.edu and redkaren@sas.upenn.edu. Students must be prepared to travel to Addis Ababa and Washington D.C. as described in the syllabus, and must hold a passport.
Taught by: Redrobe/Woubshet
Course not offered every year
Also Offered As: AFRC 791, ARTH 791, CIMS 791, COML 791
Activity: Seminar
1.0 Course Unit
ENGL 778 20th-Century Aesthetics
This course explores notions that have conditioned 20th century attitudes toward beauty among them ornament, form, fetish, the artifact 'women', the moves to 20th century fiction, art manifestos, theory, and such phenomena as beauty contests and art adjudications. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: ARTH 797
Activity: Seminar
1.0 Course Unit

ENGL 783 Major American Author
A seminar treating any one of the major American Writers. Past versions have focused on Melville, Whitman, Twain, James, Pound, Eliot, and others. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit

ENGL 790 Recent Issues in Critical Theory
See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: COML 790, GSWS 790
Activity: Seminar
1.0 Course Unit

ENGL 791 Collective Violence, Trauma, and Representation
This seminar is organized as a laboratory space for graduate students and faculty working in a number of adjacent fields and problems. Seminar discussions will be led not only by the primary instructors, but also by a number of guests drawn from the Penn faculty. For the first weeks of the course, we will focus on seminal works in the interlinked areas of history and memory studies, cultural representations of collective violence, trauma studies, and other related topics. Beginning with the 8th week of the course, we will turn to case studies in a variety of geographic, cultural and historical contexts. Additionally, some later sessions of the course will be devoted to a presentation and discussion of a work in progress of a Penn graduate student, faculty member or a guest lecturer.
Taught by: Platt
Course not offered every year
Also Offered As: COML 683, LALS 683, REES 666
Activity: Seminar
1.0 Course Unit

ENGL 794 Postcolonial Literature
An advanced seminar treating a specific topic or issue in Postcolonial Literature. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: COML 794
Activity: Seminar
1.0 Course Unit

ENGL 799 Topics in Poetics
Topics in poetics will vary in its emphasis depending on the instructor. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Activity: Seminar
1.0 Course Unit

ENGL 799 Topics in American Literature
An advanced topics course in American literature, with the curriculum fixed by the instructor. Recently offered with a focus on American Literature of Social Action and Social Vision. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: AFRC 799
Activity: Seminar
1.0 Course Unit

ENGL 800 Teaching of Literature and Composition
A course combining literary study with training in teaching. These courses will normally be taken by students in their first semester of teaching.
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

ENGL 850 Field List
Students work with an adviser to focus the area of their dissertation research. They take an examination on the field in the Spring and develop a dissertation proposal.
One-term course offered either term
Activity: Seminar
1.0 Course Unit

ENGL 851 Dissertation Proposal
A continuation of ENGL 850.
One-term course offered either term
Activity: Seminar
1.0 Course Unit

ENGL 998 Independent Study
Open to students who apply to the graduate chair with a written study proposal approved by the advisor. The minimum requirement is a long paper. Limited to 1 CU.
Course offered summer, fall and spring terms
Activity: Independent Study
1.0 Course Unit

ENGL 999 Independent Reading
Open only to candidates who have completed two semesters of graduate work.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Environmental Studies (ENVS)

ENVS 060 Global Environmental History from Paleolithic to the Present
This course explores the changing relationships between human beings and the natural world from early history to the present. We will consider the various ways humans across the globe have interacted with and modified the natural world by using fire, domesticating plants and animals, extracting minerals and energy, designing petrochemicals, splitting atoms and leaving behind wastes of all sorts. Together we consider the impacts, ranging from population expansion to species extinctions and climate change. We examine how human interactions with the natural world relate to broader cultural processes such as religion, colonialism and capitalism, and why it is important to understand the past, even the deep past, in order to rise to the challenges of the present.
Taught by: Norton, Berg
Also Offered As: HIST 060
Activity: Lecture
1.0 Course Unit

ENVS 091 Sustainable Development and Culture in Latin America
This interdisciplinary course exposes students to the three dimensions of sustainable development - environmental, economic, and social - through an examination of three products - peyote, coca, and coffee - that are crucial in shaping modern identity in areas of Latin America. The course integrates this analysis of sustainable development in relation to cultural sustainability and cultural practices associated with peyote, coca, and coffee and their rich, traditional heritage and place in literature, film, and the arts.
Taught by: Gimenez
Course offered fall; even-numbered years
Also Offered As: ANTH 091, LALS 091, SPAN 091
Activity: Seminar
1.0 Course Unit

ENVS 100 Introduction to Environmental Science
This course will explore the physical science of the Earth's environment and human interactions with it. Coverage will include the Earth's various environmental systems, various environmental problems, and the direct and indirect causes of these environmental problems. Freshman seminar will mirror the ENVS100 recitation, and have additional discussions and social media projects.
For BA Students: Physical World Sector
Taught by: Plante
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

ENVS 150 Water Worlds: Cultural Responses to Sea Level Rise & Catastrophic Flooding
As a result of climate change, the world that will take shape in the course of this century will be decidedly more inundated with water than we're accustomed to. The polar ice caps are melting, glaciers are retreating, ocean levels are rising, polar bear habitat is disappearing, countries are jockeying for control over a new Arctic passage, while low-lying cities and small island nations are confronting the possibility of their own demise. Catastrophic flooding events are increasing in frequency, as are extreme droughts. Hurricane-related storm surges, tsunamis, and raging rivers have devastated regions on a local and global scale. In this seminar we will turn to the narratives and images that the human imagination has produced in response to the experience of overwhelming watery invasion, from Noah to New Orleans. Objects of analysis will include mythology, ancient and early modern diluvialism, literature, art, film, and commemorative practice. The basic question we'll be asking is: What can we learn from the humanities that will be helpful for confronting the problems and challenges caused by climate change and sea level rise?
For BA Students: Arts and Letters Sector
Course not offered every year
Also Offered As: CIMS 150, COML 151, GRMN 150
Activity: Lecture
1.0 Course Unit

ENVS 151 Forest Worlds: Mapping the Arboreal Imaginary in Literature and Film
Can the humanities help us think differently about the forest? What happens if we imagine forests as the agents of their stories? At a time when humans seem unable to curb the destructive practices that place themselves, biodiversity, and the forests at risk, the humanities give us access to a record of the complex inter-relationship between forests and humanity. The course places a wide range of literature and film in which forests are strongly featured in relation to environmental history and current environmental issues.
Taught by: Richter
Course not offered every year
Also Offered As: CIMS 152, COML 154, GRMN 151
Activity: Lecture
1.0 Course Unit

ENVS 152 Liquid Histories
Also Offered As: ANTH 154, COML 152, ENGL 052, GRMN 152, HIST 152
Activity: Lecture
1.0 Course Unit
ENVS 165 Environment, Climate, and Culture in Japan
This course explores how Japanese literature, cinema, and popular culture have engaged with questions of environment, ecology, pollution, and climate change from the wake of the dropping of the atomic bomb on Hiroshima in 1945 to the ongoing Fukushima nuclear power plant disaster in the present. Environmental disasters and the slow violence of their aftermath have had an enormous impact on Japanese cultural production, and we examine how these cultural forms seek to negotiate and work through questions of representing the unrepresentable, victimhood and survival, trauma and national memory, uneven development and discrimination, the human and the nonhuman, and climate change’s impact on imagining the future. Special attention is given to the possibilities and limitations of different forms—the novel, poetry, film, manga, anime—that Japanese writers and artists have to think about humans’ relationship with the environment.
Taught by: Poland
Course not offered every year
Also Offered As: EALC 165, EALC 565
Activity: Seminar
1.0 Course Unit

ENVS 181 Comparative Cultures of Sustainability
Sustainability is more than science, engineering, policy, and design. Surveying the world, we see that the politics and practice of sustainability play out in different ways depending on cultural factors. Some cultures are more prone to pursue ecological goals than others. Why? Do the environmental history and experience of a nation affect policy? Do nature and the environment play a crucial role in the cultural memory of a nation? Can cultural components be effectively leveraged in order to win approval for a politics of sustainability? And what can we, as residents of a country where climate change and global warming are flashpoints in an enduring culture war, learn from other cultures? This course is designed to equip undergraduate students with the historical and cultural tools necessary to understand the cultural aspects of sustainability in two countries noted for their ecological leadership and cultural innovation, Germany and the Netherlands. Summer abroad course.
Taught by: Simon Richter
Course usually offered summer term only
Also Offered As: GRMN 181
Activity: Lecture
1.0 Course Unit

ENVS 211 Religion and Ecology
Also Offered As: ANTH 211, RELS 211
Activity: Lecture
1.0 Course Unit

ENVS 212 Animals & Religion
Religion is full of animals—lions and lambs, monkeys and elephants, buffalo and snakes, even mythical beasts. The identity of the human being is explained, in many traditions, by contrast with the identity of other species. We know who we are because we know who they are, or do we? This course interrogates—through an exploration of sacred texts, art, film, and museum artifacts—the tension present in many traditions between an anthropocentric prioritization of the human being and religious resources that encourage a valuing of other animal species. We’ll explore the way animals function both as religious objects and as religious subjects across diverse traditions, asking how human-animal relationships have shaped religion and how religion has shaped the way we think about and interact with other animals. We’ll ask how religion has engaged with animals over time and across global cultures, understanding them as symbols, messengers, and manifestations of the divine; as material for ritual and sacrifice; as kin and subordinates; as food and as filth; as helpmeets and as tempters. How have these perspectives shaped animal ethics, influencing the treatment, use, and consumption of animals and their bodies? Finally, we’ll ask what it means that we ourselves are evolved animals. How does our own animality factor into the practice of human religion? Is our religious capacity part of what sets us apart from other animals or is religiosity a trait we might expect to find in other species? To what extent is religion a function of the animal?
Taught by: Covey
Course not offered every year
Also Offered As: ANTH 212, RELS 212
Activity: Seminar
1.0 Course Unit

ENVS 239 Sustainability & Utopianism
This seminar explores how the humanities can contribute to discussions of sustainability. We begin by investigating the contested term itself, paying close attention to critics and activists who deplore the very idea that we should try to sustain our, in their eyes, dystopian present, one marked by environmental catastrophe as well as by an assault on the educational ideals long embodied in the humanities. We then turn to classic humanist texts on utopia, beginning with More’s fictive island of 1517. The ‘origins of environmentalism’ lie in such depictions of island edens (Richard Grove), and our course proceeds to analyze classic utopian texts from American, English, and German literatures. Readings extend to utopian visions from Europe and America of the nineteenth and twentieth centuries, as well as literary and visual texts that deal with contemporary nuclear and flood catastrophes. Authors include: Bill McKibben, Jill Kerr Conway, Christopher Newfield, Thomas More, Francis Bacon, Karl Marx, Henry David Thoreau, Robert Owens, William Morris, Charlotte Perkins Gilman, Ayn Rand, Christa Wolf, and others. Taught in English.
For BA Students: Humanities and Social Science S
Taught by: Wiggin
Course not offered every year
Also Offered As: COML 209, ENGL 275, GRMN 239
Activity: Seminar
1.0 Course Unit
ENVS 245 Petrosylvania: Reckoning with Fossil Fuel
Fossil fuel powered the making—now the unmaking—of the modern world. As the first fossil fuel state, Pennsylvania led the United States toward an energy-intensive economy, a technological pathway with planetary consequences. The purpose of this seminar is to perform a historical accounting—and an ethical reckoning—of coal, oil, and natural gas. Specifically, students will investigate the histories and legacies of fossil fuel in connection to three entities: the Commonwealth of Pennsylvania, the City of Philadelphia, and the University of Pennsylvania. Under instructor guidance, students will do original research, some of it online, much the rest of it in archives, on and off campus, in and around Philadelphia. Philly-based research may also involve fieldwork. While based in historical sources and methods, this course intersects with business, finance, policy, environmental science, environmental engineering, urban and regional planning, public health, and social justice. Student projects may take multiple forms, individual and collaborative, from traditional papers to data visualizations prepared with assistance from the Price Lab for Digital Humanities. Through their research, students will contribute to a multi-year project that will ultimately be made available to the public.

Taught by: Farmer
Also Offered As: HIST 245
Activity: Seminar
1.0 Course Unit

ENVS 246 Spirituality in the Age of Global Warming: How Can Science & the Humanities Work Together?
We are living in the midst of one of the most severe crisis in the Earth's history. Science confirms the glaciers are melting, hurricanes are growing more intense, and the oceans are rising. But there is also a deeply spiritual dimension to global warming that does not factor into the scientific explanations. This part of the problem has been more powerfully expressed in film, literature, and art. We will be looking at films like Lee's 'When the Levees Broke,' about how the people of New Orleans turned to music and storytelling to rebuild their communities in the wake of Hurricane Katrina and Linda Hogan's novel, 'Solar Storm' which explores how Native American women draw upon spirituality to heal their community after a dam flooded their ancestral homeland. The class will also work on an ongoing research project in partnership with the Canadian government and Ojibwe First Nations who submitted a successful UNESCO World Heritage Site application to preserve the boreal forest and the Native people's traditional knowledge about their land. The class will be working on an interactive map to document how photographs, oral histories, and artwork helped convince UNESCO to preserve the land and the Traditional Ecological Knowledge (TEK) of the people who have lived on that land for thousands of years.

Taught by: Timothy Powell
Course not offered every year
Also Offered As: ENGL 246, RELS 246
Activity: Seminar
1.0 Course Unit

ENVS 247 Extreme Heat: White Nationalism in the Age of Climate Change
The Amazon is burning. The glaciers are melting. Heat waves, hurricanes, earthquakes, floods, wildfires, and droughts devastate ever larger swaths of the earth, producing crop failures, air pollution, soil erosion, famine and terrifying individual hardship. At the same time, the so-called Western World is literally walling itself off from the millions who are fleeing from disaster and war with what little they can carry. White militants chant 'blood and soil' and 'Jews will not replace us,' social media spreads memes and talking points about 'white genocide' and 'white replacement' and online ideologues fantasize about building white ethnostates. Are these developments connected? Is there a causal relationship? Or are these conditions purely coincidental? Increasingly, arguments about limits to growth, sustainability, development and climate change have come to stand in competitive tension with arguments for social and racial equality. Why is that case? What are the claims and underlying anxieties that polarize western societies? How do white nationalist movements relate to populist and fascist movements in the first half of the 20th century? What is new and different about them now? What is the relationship between environmentalism, rightwing populism and the climate crisis? And how have societies responded to the climate crisis, wealth inequality, finite resources and the threat posed by self-radicalizing white nationalist groups?

Taught by: Berg
Also Offered As: HIST 258
Activity: Seminar
1.0 Course Unit

ENVS 279 Nature's Nation: Americans and Their Environment
The United States is 'nature's nation.' Blessed with an enormous, resource-rich geographically diverse and sparsely settled territory, Americans have long seen 'nature' as central to their identity, prosperity, politics and power, and have transformed their natural environment accordingly. But what does it mean to be 'nature's nation? This course describes and explores how American 'nature' has changed over time. How and why has American nature changed over the last four centuries? What have Americans believed about the nation's nature, what have they known about the environment, how did they know it and how have they acted on beliefs and knowledge? What didn't or don't they know? How have political institutions, economic arrangements, social groups and cultural values shaped attitudes and policies? How have natural actors (such landscape features, weather events, plants, animals, microorganisms) played roles in national history? In addition to exploring the history of American nature, we will look for the nature in American history. Where is 'nature' in some of the key events of American history that may not, on the surface, appear to be 'environmental?'

Taught by: Greene, A
Course not offered every year
Also Offered As: HIST 320, HSOC 279, STSC 279
Activity: Seminar
1.0 Course Unit
**ENVS 295 Maritime Science and Technology: Woods Hole Sea Semester**
A rigorous semester-length academic and practical experience leading to an understanding of the oceans. The Sea Semester is composed of two intensive six-week components taken off-campus. The Shore Component is six weeks at Woods Hole, Massachusetts, with formal study in: Oceanography, Maritime Studies, and Nautical Science. This is followed by six weeks aboard a sailing research vessel, during which students conduct oceanographic research projects as part of the courses, Practical Oceanography I and II. Prerequisite: Laboratory course in physical or biological science or its equivalent; college algebra or its equivalent. This set of courses requires special application procedures. Contact Maria Andrews for information and an application. Only the 'SEA semester: Ocean Exploration' and 'SEA Semester: Oceans and Climates' can be taken for Penn credit without taking a leave, and all students must have permission from Maria Andrews before registering at SEA. Maritime Studies. A multidisciplinary study of the history, literature, and art of our maritime heritage, and the political and economic problems of contemporary maritime affairs. Nautical Science. The technologies of operation at sea. Concepts of navigation, naval architecture, ship construction, marine engineering systems, and ship management are taught from their bases in physics, mathematics, and astronomy. Practical Oceanography I. Taken aboard SSV Westward or SSV Corwith Cramer. Theories and problems raised in the shore component are tested in the practice of oceanography at sea. Students are introduced to the tools and techniques of the practicing oceanographer. During two lectures daily and while standing watch, students learn the operation of basic oceanographic equipment, the methodologies involved in the collection, reduction, and analysis of oceanographic data, and the attendant operations of a sailing oceanographic research vessel. Practical Oceanography II. Taken aboard SSV Westward or SSV Corwith Cramer. Students assume increasing responsibility for conducting oceanographic research and the attendant operations of the vessel. The individual student is responsible directly to the chief scientist and the master of the vessel for the safe and orderly conduct of research activities and related operation of the vessel. Each student completes an individual oceanographic research project designed during the shore component. Taught by: Andrews
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Notes: This set of courses requires special application procedures. Contact Maria Andrews for information and an application. Only the 'SEA semester: Ocean Exploration' and 'SEA Semester: Oceans and Climates' can be taken for Penn credit without taking a leave, and all students must have permission from Maria Andrews before registering at SEA.

**ENVS 299 Independent Study**
Directed study for individuals or small groups under supervision of a faculty member. Permission of department required.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Notes: May be repeated for credit

**ENVS 301 Environmental Case Studies**
A detailed, comprehensive investigation of selected environmental problems. Guest speakers from the government and industry will give their accounts of various environmental cases. Students will then present information on a case study of their choosing. Taught by: Dmochowski
Course usually offered in fall term
Prerequisite: ENVS 200
Activity: Lecture
1.0 Course Unit

**ENVS 302 Case Studies in Environmental Sustainability**
A detailed, comprehensive investigation of selected environmental sustainability problems specific to a selected region. This course aims to introduce students to myriad Earth and environmental issues (understanding how humans interact, affect and are influenced by our environment) through the analysis of several environmental case studies, as well as giving students an introduction to how complex cases are analyzed and what goes into decision-making at the individual, group, state, federal and global levels. The course includes an intensive field trip at the end of the semester - locations will vary by offering.
Taught by: Plante
Course offered spring; odd-numbered years
Prerequisite: ENVS 100 OR GEOL 100 OR GEOL 103 OR GEOL 125 OR GEOL 130
Activity: Seminar
1.0 Course Unit
Notes: Application required through Penn Global: <a href='https://global.upenn.edu/pennabroad/pgs'>https://global.upenn.edu/pennabroad/pgs</a>

**ENVS 312 Ocean-Atmosphere Dynamics and Implications for Future Climate Change**
This course covers the fundamentals of atmosphere and ocean dynamics, and aims to put these in the context of climate change in the 21st century. Large-scale atmospheric and oceanic circulation, the global energy balance, and the global energy balance, and the global hydrological cycle. We will introduce concepts of fluid dynamics and we will apply these to the vertical and horizontal motions in the atmosphere and ocean. Concepts covered include: hydrostatic law, buoyancy and convection, basic equations of fluid motions, Hadley and Ferrel cells in the atmosphere, thermohaline circulation, Sverdrup ocean flow, modes of climate variability (El-Nino, North Atlantic Oscillation, Southern Annular Mode). The course will incorporate student led discussions based on readings of the 2007 Intergovernmental Panel on Climate Change (IPCC) report and recent literature on climate change. Aimed at undergraduate or graduate students who have no prior knowledge of meteorology or oceanography or training in fluid mechanics. Previous background in calculus and/or introductory physics is helpful. This is a general course which spans many subdisciplines (fluid mechanics, atmospheric science, oceanography, hydrology).
Taught by: Marinov
Course usually offered in spring term
Also Offered As: ENVS 640, PHYS 314
Prerequisite: MATH 114
Activity: Lecture
1.0 Course Unit
ENVS 325 Sustainable Goods
The study of sustainability—the long term viability of humans in harmony with the environment—has been identified as a critical issue for society and industry and is evolving to examine how society should conduct itself in order to survive. This issue impacts the consumer goods that we use in our lives, the processes that are designed to make these goods, and the raw materials that we obtain to create these goods. The questions that we will examine will be: can these goods be obtained, made, and consumed in a fashion that allows the current quality of life to be maintained (or enhanced) for future generations? Can these processes be sustainable? A review of consumer goods is necessary as the starting point in order to understand the needs of people in society and why people consume goods as they do. Subsequently, each student will choose a product to examine in detail and will research the product for its impact with respect to natural resource selection, production, use, and disposal/reuse.
Taught by: Hagan
Activity: Lecture
1.0 Course Unit

ENVS 326 GIS: Mapping Places & Analyzing Spaces
This course is a hands-on introduction to the concepts and capabilities of geographic information systems (GIS). Students will develop the skills necessary for carrying out basic GIS projects and for advanced GIS coursework. The class will focus on a broad range of functional and practical applications, ranging from environmental science and planning to land use history, social demography, and public health. By the end of the course, students will be able to find, organize, map, and analyze data using both vector (i.e., drawing-based) and raster (i.e., image-based) GIS tools, while developing an appreciation for basic cartographic principles relating to map presentation. This course fulfills the spatial analysis requirement for ENVS and EASC Majors. Previous experience in the use of GIS is not required.
Taught by: Heinlen
Activity: Lecture
1.0 Course Unit

ENVS 327 Principles of Sustainability
What is sustainability? Can any fundamental concepts, principles or framework be constructed that adequately describes the search for sustainability? Is there a meaningful methodology? Sustainability science is a trans-disciplinary approach in which the quantitative and qualitative, natural and social, and theory and practice are reconciled and creatively combined. The objective of this course is to provide an in-depth analysis of the foundational concepts, principles, processes and practices of sustainability science. The course will explore three foundational laws governing sustainability: the law of limits to growth, the second law of thermodynamics, and the law of self-organization. Students will examine how these laws operate in biological, ecological, and physical systems, and then apply them to social, economic and political systems.
Taught by: Alain Plante
Activity: Lecture
1.0 Course Unit

ENVS 329 Environmental Studies Research Seminar for Juniors
This seminar is designed to help Juniors prepare for the Senior Thesis topic selection, advisor identification, funding options, and basic research methods will be discussed.
Taught by: Andrews
Course usually offered in spring term
Also Offered As: GEOL 399
Prerequisite: ENVS 100
Activity: Seminar
1.0 Course Unit

ENVS 391 Sustainable Development And Culture in Latin America
This interdisciplinary course exposes students to the three dimensions of sustainable development—environmental, economic, and social—through an examination of three products—peyote, coca, and coffee—that are crucial in shaping modern identity in areas of Latin America. The course integrates this analysis of sustainable development in relation to cultural sustainability and cultural practices associated with peyote, coca, and coffee and their rich, traditional heritage and place in literature, film, and the arts. This is an upper level seminar open to majors and minors of Spanish and those who have completed Pre-requisite SPAN 219 or SPAN 223 or permission of the Undergraduate Chair.
Taught by: Gimenez
Course offered fall; even-numbered years
Also Offered As: LALS 391, SPAN 391
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

ENVS 399 Environmental Studies Seminar
Application of student and faculty expertise to a specific environmental problem, chosen expressly for the seminar. May be repeated for credit.
Taught by: Plante, Jerolmack, Kulik
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
Notes: May be repeated for credit

ENVS 400 Environmental Studies Seminar
Application of student and faculty expertise to a specific environmental problem, chosen expressly for the seminar. May be repeated for credit.
Taught by: Pepino
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
Notes: ABCS Course. Requires community service in addition to class time.
ENVS 406 Community Based Environmental Health
From the fall of the Roman Empire to Love Canal to the epidemics of asthma, childhood obesity and lead poisoning in West Philadelphia, the impact of the environment on health has been a continuous challenge to society. The environment can affect people’s health more strongly than biological factors, medical care and lifestyle. The water we drink, the food we eat, the air we breathe, and the neighborhood we live in are all components of the environment that impact our health. Some estimates, based on morbidity and mortality statistics, indicate that the impact of the environment on health is as high as 80%. These impacts are particularly significant in urban areas like West Philadelphia. Over the last 20 years, the field of environmental health has matured and expanded to become one of the most comprehensive and humanly relevant disciplines in science. This course will examine not only the toxicity of physical agents, but also the effects on human health of lifestyle, social and economic factors, and the built environment. Topics include cancer clusters, water borne diseases, radon and lung cancer, lead poisoning, environmental tobacco smoke, respiratory diseases and obesity. Students will research the health impacts of classic industrial pollution case studies in the US. Class discussions will also include risk communication, community outreach and education, access to health care and impact on vulnerable populations. Each student will have the opportunity to focus on Public Health, Environmental Protection, Public Policy, and Environmental Education issues as they discuss approaches to mitigating environmental health risks. This honors seminar will consist of lectures, guest speakers, readings, student presentations, discussions, research, and community service. The students will have two small research assignments including an Environmental and Health Policy Analysis and an Industrial Pollution Case Study Analysis. Both assignments will include class presentations. The major research assignment for the course will be a problem-oriented research paper and presentation on a topic related to community-based environmental health selected by the student. In this paper, the student must also devise practical recommendations for the problem based on their research. For BA Students: Natural Science and Math Sector
Taught by: Kulik
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
Notes: ABCS Course. Requires community service in addition to class time.

ENVS 407 Urban Environments: Prevention of Tobacco Smoking in Adolescents
Cigarette smoking is a major public health problem. The Centers for Disease Control and Prevention Control reports that more than 80% of current adult tobacco users started smoking before age 18. The National Youth Tobacco Survey indicated that 12.8% of middle school students and 34.8% of high school students in their study used some form of tobacco products. In ENVS 407, Penn undergraduates learn about the short and long term physiological consequences of smoking, social influences and peer norms regarding tobacco use, the effectiveness of cessation programs, tobacco advocacy and the impact of the tobacco settlement. Penn students will collaborate with teachers in West Philadelphia to prepare and deliver lessons to middle school students. The undergraduates will survey and evaluate middle school and Penn student smoking. One of the course goals is to raise awareness of the middle school children to prevent addiction to tobacco smoke during adolescence. Collaboration with the middle schools gives Penn students the opportunity to apply their study of the prevention of tobacco smoking to real world situations.
Taught by: Pepino
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
Notes: ABCS Course. Requires community service in addition to class time.

ENVS 408 Urban Environments: The Urban Asthma Epidemic
Asthma as a pediatric chronic disease is undergoing a dramatic and unexplained increase. It has become the number one cause of public school absenteeism and now accounts for a significant number of childhood deaths each year in the USA. The Surgeon General of the United States has characterized childhood asthma as an epidemic. In ENVS 408, Penn undergraduates learn about the epidemiology of urban asthma, the debate about the probable causes of the current asthma crisis, and the nature and distribution of environmental factors that modern medicine describes as potential triggers of asthma episodes. Penn students will co-teach asthma classes offered in public schools in West Philadelphia and survey asthma caregivers, providing them with the opportunity to apply theoretical knowledge to real-world situations, promote community education and awareness about asthma, and use problem-solving learning to enhance student education in environmental health.
Taught by: Kulik
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
Notes: ABCS Course. Requires community service in addition to class time.
ENVS 410 The Role of Water in Urban Sustainability and Resiliency
This course will provide an overview of the cross-disciplinary fields of civil engineering, environmental sciences, urban hydrology, landscape architecture, green building, public outreach and politics. Students will be expected to conduct field investigations, review scientific data and create indicator reports, working with stakeholders and presenting the results at an annual symposium. We will gain an understanding of the dynamic, reciprocal relationship between practices in an watershed and its waterfront. Topics discussed include: drinking water quality and protection, green infrastructure, urban impacts of climate change, watershed monitoring, public education, creating strategies and more. Taught by: Neukrug
Course not offered every year
Prerequisite: ENVS 100 OR GEOL 100
Activity: Seminar
1.0 Course Unit
Notes: An academically-based curriculum service learning approach to using water, science and politics to create a sustainable Philadelphia.

ENVS 411 Air Pollution: Sources & Effects in Urban Environments
This is an ABCS course designed to provide the student with an understanding of air pollution at the local, regional and global levels. The nature, composition, and properties of air pollutants in the atmosphere will also be studied. The course will focus on Philadelphia’s air quality and how air pollutants have an adverse effect on the health of the residents. The recent designation by IARC of Air Pollution as a known carcinogen will be explored. How the community is exposed to air pollutants with consideration of vulnerable populations will be considered. Through a partnership with Philadelphia Air Management Service (AMS) agency the science of air monitoring and trends over time will be explored. Philadelphia’s current non-attainment status for PM2.5. and ozone will be studied. Philadelphia’s current initiatives to improve the air quality of the city will be discussed. Students will learn to measure PM2.5 in outdoor and indoor settings and develop community-based outreach tools to effectively inform the community of Philadelphia regarding air pollution. The outreach tools developed by students may be presentations, written materials, apps, websites or other strategies for enhancing environmental health literacy of the community. A project based approach will be used to include student monitoring of area schools, school bus routes, and the community at large. The data collected will be presented to students in the partner elementary school in West Philadelphia. Upon completion of this course, students should expect to have attained a broad understanding of and familiarity with the sources, fate, and the environmental impacts and health effects of air pollutants.
For BA Students: Natural Science and Math Sector
Taught by: Andrews and Howarth
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

ENVS 416 Freshwater Ecology
Survey of the physical, chemical and biological properties of freshwater ecosystems, both riverine and lentic, natural and polluted. Prerequisite: One semester of college chemistry.
Taught by: Arscott
Course usually offered in spring term
Also Offered As: BIOL 415
Prerequisite: BIOL 101 OR BIOL 121
Activity: Lecture
1.0 Course Unit

ENVS 417 The Anthropocene: Human-dominated Earth
How much have humans altered the planet they live on? Beyond climate change, humans have altered the Earth’s land, oceans and biosphere to such an extent that the concept of a new geologic epoch defined by the action of humans is seriously debated. This seminar will examine the origins of the Anthropocene, the ways in which humans have altered Earth systems, whether or not these alterations warrant a new geologic designation, and what the future potentially holds for both humans and the planet.
Taught by: Alain Plante
Activity: Seminar
1.0 Course Unit

ENVS 420 Regional Field Ecology
Over the course of six Sunday field trips, we will travel from the barrier islands along the Atlantic Ocean in southern New Jersey to the Pocono Mountains in northeastern Pennsylvania, visiting representative sites of the diverse landscapes in the region along the way. At each site we will study and consider interactions between geology, topography, hydrology, soils, vegetation, wildlife, and disturbance. Students will summarize field trip data in a weekly site report. Evening class meetings will provide the opportunity to review field trips and reports and preview upcoming trips. Six all-day Sunday field trips are required.
Taught by: Willig
Course usually offered summer term only
Also Offered As: ENVS 610
Activity: Lecture
1.0 Course Unit

ENVS 451 Sustainable Landscapes
Sustainable Landscapes
Taught by: Jerolmack
Course not offered every year
Activity: Seminar
1.0 Course Unit

ENVS 455 Environmental Policy
Environmental policy
Taught by: Kulik
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

ENVS 460 Freshwater Ecology
Survey of the physical, chemical and biological properties of freshwater ecosystems, both riverine and lentic, natural and polluted. Prerequisite: One semester of college chemistry.
Taught by: Arscott
Course usually offered in spring term
Also Offered As: BIOL 415
Prerequisite: BIOL 101 OR BIOL 121
Activity: Lecture
1.0 Course Unit
ENVS 498 Senior Thesis
The culmination of the Environmental Studies major. Students, while working with an advisor in their concentration, conduct research and write a thesis. Prerequisite: ENVS 400-level course and declaration of the ECVS major. The environmental studies major, as of the fall of 2008, requires 1 semester of ENVS 399 and two semesters of ENVS 498. Taught by: Dmochowski
Two terms. student may enter either term.
Activity: Senior Thesis
0.5 Course Units
Notes: The Environmental Studies major, as of the fall of 2008, requires 1 semester of ENVS399 and two semesters of ENVS498.

ENVS 507 Wetlands
The course focuses on the natural history of different wetland types including climate, geology, and hydrology factors that influence wetland development. Associated soil, vegetation, and wildlife characteristics and key ecological processes will be covered as well. Lectures will be supplemented with weekend wetland types, ranging from tidal salt marshes to non-tidal marshes, swamps, and glacial bogs in order to provide field experience in wetland identification, characterization, and functional assessment. Outside speakers will discuss issues in wetland seed bank ecology, federal regulation, and mitigation. Students will present a short paper on the ecology of a wetland animal and a longer term paper on a selected wetland topic. Readings from the text, assorted journal papers, government technical documents, and book excerpts will provide a broad overview of the multifaceted field of wetland study. Taught by: Willig
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

ENVS 510 Regional Ecology: Restoration and Management to Build Resilience
Using the regional geology as a framework for comparison, this online course aims to 1) introduce the varied ecosystems of the region extending from the Atlantic Ocean to the Appalachian Mountains, 2) provide an approach to site analysis that examines connections between climate, geology, topography, hydrology, soils, vegetation, wildlife, and disturbance, both natural and anthropogenic, and 3) investigate restoration and management efforts to build resilience in a changing climate. We will study natural and modified areas representative of regional physiographic provinces (areas of similar geology and topography) to better understand landscape patterns and processes as well as case studies of restoration and management projects. Students will complete weekly assignments and a research project involving a presentation and paper on a topic of interest. *This is an online course*+
Taught by: Sarah Willig, PhD
Activity: Online Course
1.0 Course Unit

ENVS 526 The History and Science of Climate Change
This course will provide an understanding of the Earth's climate system and how and why this has changed through time. The emphasis will be placed on spatial and temporal scales in the modern system while exploring the evidence for past change, possible mechanisms to explain these changes and the implications of these changes to past, present and future global climate. Students will learn to reconstruct the history and scales of climate change through the use of proxies; understand the mechanisms that act to drive climate change; show and understanding of the long-term natural climate variability on a global and regional scale; understand the importance of natural environmental change, against which to assess human impacts, recent climate change and issues of future environmental change.
Taught by: Yvette Bordeaux
Activity: Online Course
1.0 Course Unit

ENVS 541 Modeling Geographical Objects
This course offers a broad and practical introduction to the acquisition, storage, retrieval, maintenance, use, and presentation of digital cartographic data with both image and drawing based geographic information systems (GIS) for a variety of environmental science, planning, and management applications. Its major objectives are to provide the training necessary to make productive use of at least two well-known software packages, and to establish the conceptual foundation on which to build further skills and knowledge in late practice.
Taught by: Tomlin
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

ENVS 544 Public Environmental Humanities
This broadly interdisciplinary course is designed for Graduate and Undergraduate Fellows in the Penn Program in Environmental Humanities (PPEH) who hail from departments across Arts and Sciences as well as other schools at the university. The course is also open to others with permission of the instructors. Work in environmental humanities by necessity spans academic disciplines. By design, it can also address and engage publics beyond traditional academic settings. This seminar, with limited enrollment, explores best practices in public environmental humanities. Students receive close mentoring to develop and execute cross-disciplinary, public engagement projects on the environment.
Taught by: Wiggin
Course not offered every year
Also Offered As: ANTH 543, COML 562, GRMN 544, URBS 544
Activity: Seminar
1.0 Course Unit

ENVS 601 Proseminar: Contemporary Issues in Environmental Studies
A detailed, comprehensive investigation of selected environmental problems. This is the first course taken by students entering the Master of Environmental Studies Program.
Taught by: Bordeaux/Colijn
One-term course offered either term
Activity: Seminar
1.0 Course Unit
ENVS 604 Conservation and Land Management
Understanding a region's natural resources and its threats are a key component in land preservation. This course will explore the different drivers and the techniques used to achieve success in small and large scale land protection. This field-based course will explore various strategies for open space conservation and protection, along with cultural perspectives on land preservation. Evaluation of management techniques used on preserved lands will also be investigated. Emphasis will be placed on developing skills in reading the landscape, the landowner, and the political motivators to determine conservation and restoration priorities.
Taught by: John Goodall
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit
Notes: Some Saturday field trips will be required.

ENVS 605 Bioremediation
This course is an introduction to current and developing techniques for analyzing environmental contamination and for remediation of damaged environments. Knowledge of these options is important for students interested in public/law applications and environmental/landscape design and as a starting point for those pursuing a more science-oriented understanding. The first portion of this course will address bioindicators-the use of living systems to assess environmental contamination. These include systems ranging from biochemical assays to monitoring of whole organisms or ecosystems, as well as techniques ranging from laboratory to field and satellite surveys. The second portion of the course will introduce technologies for bioremediation-the use of living systems to restore contaminated environments. The technologies scale from single-species systems to complex ecosystems such as constructed wetlands; case studies will be examined. Students will be expected to participate in field trips, as well as prepare a final paper examining a particular technology in detail.
Taught by: Vann
Course not offered every year
Activity: Lecture
1.0 Course Unit

ENVS 606 Avifaunal Ecology: Studying ornithological principles & behaviors to indicate ecosystem health
This class will explore the foundations of avifaunal biology and ecology using a combination of hands-on classroom and in-the-field experiences. Classroom content includes physiology, anatomy, and morphology of birds. The fall migration of birds in North America is an epic and often tragic event. Sampling birds in migration has resulted in foundational understandings about stopover habitats, species-specific energy budgets and has helped realize the complete life cycle of hundreds of species. We will enter the field and participate in actual ornithological research, explore avifaunal ecology through birdwatching, and meet with regional leaders in the ornithological field.
Taught by: McGraw
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

ENVS 610 Regional Field Ecology
Over the course of six Sunday field trips, we will travel from the barrier islands along the Atlantic Ocean in southern New Jersey to the Pocono Mountains in northeastern Pennsylvania, visiting representative sites of the diverse landscapes in the region along the way. At each site we will study and consider interactions between geology, topography, hydrology, soils, vegetation, wildlife, and disturbance. Students will summarize field trip data in a weekly site report. Evening class meetings will provide the opportunity to review field trips and reports and preview upcoming trips. Six all-day Sunday field trips are required.
Taught by: Willig
Course usually offered summer term only
Also Offered As: ENVS 420
Activity: Lecture
1.0 Course Unit
Notes: Some Sunday field trips required.

ENVS 616 Risk Assessment: Science & Policy Challenges
How do government policy-makers make decisions about potential threats to human health and the environment in the face of scientific uncertainty? The course develops the concept of Risk Assessment from the publication of the 1983 National Research Council (NRC) report commonly known as the 'Red Book' which was used to rank the initial hazardous waste sites under the Superfund program. Using a variety of teaching tools, including lectures, panel discussions, and case studies, the course examines how public policy decisions regarding environmental risk are made and how effective those decisions are at reducing risks to affected populations. The course focuses on the complex interaction of science, economics, politics, laws, and regulations in dealing with environmental and public health risks. The course will begin with a review of the policy process and methods used in evaluating human health and environmental risks, including the traditional steps in the risk assessment process, including quantitative and qualitative aspects of hazard identification, dose-response assessment, exposure assessment, and risk characterization. The course will then focus on how scientific uncertainty, risk perceptions, socio-economic disparities, risk communication, and politics influence environmental risk-based decision-making. Issues such as special populations (e.g., children, elderly, immune-compromised, woman of pregnancy age, etc.) must be considered when developing risk reduction strategies. The use of the 'precautionary principle' will be discussed in the context of different types of environmental stressors (e.g., pesticides, chemicals, climate change, air pollution, water quality, and land use) and how this important controversial principle is applied differently in contrasting national and European risk management policies.
Taught by: Pepino
Course usually offered summer term only
Activity: Seminar
1.0 Course Unit
ENVS 617 Sustainable Estuaries: An Investigation of Resources & Recovery
This course will evaluate the multiple factors that must function to ensure the sustainability of estuaries of national significance. Since the beginning of the environmental movement in the 1960s, we have attempted to protect and improve our watersheds and estuaries through a series of environmental laws, but we learned over the last three decades that regulatory-based ‘command & control’ approaches may have achieved their limits of success, and we now need to think more holistically in order to achieve the Clean Water Act goal of ‘fishable and swimmable’ waters. In this course we will explore the new collaborative strategies and partnerships, which are available, and how social, economic and cultural factors are equally important as regulation to achieve estuary restoration. The National Estuary Program (NEP) was established in 1987 by amendments to the Clean Water Act (Section 320) to identify, restore and protect estuaries along the coasts of the U.S. Unlike traditional regulatory approaches to environmental protection, the NEP targets a broad range of issues and engages local communities in the process. The program focuses not just on improving water quality in an estuary, but on maintaining the integrity of the whole system - its chemical, physical, and biological properties, as well as its economic, recreational, and aesthetic. This course will examine the twenty estuaries of national significance, including the Chesapeake and the Delaware Bays, in an effort to define the condition of estuaries in the US and what strategies can be utilized to attain water quality and habitat goals while achieving important socioeconomic needs of the estuary’s diverse stakeholders. You will examine the history of estuary management, the factors that stress water quality and habitat, and what strategies are commonly used to reduce risks while safeguarding the environment and public health.
Taught by: Pepino
Course usually offered summer term only
Activity: Seminar
1.0 Course Unit

ENVS 620 Developing Environmental Policy
When we think of environmental policies in the USA, we may think of one or more laws geared to improve our nation’s air, water, ecosystems, and biodiversity. However, environmental policies and policy-making comprise more than just specific laws and regulations. Making and implementing environmental policy is a process influenced by multiple political, cultural, and economic factors in addition to scientific factors, all of which impact the ability of policies to be effective, that is, to actually improve the environment. In this course, we develop a framework to analyze the effectiveness of the social actors, process and outcomes of environmental policy-making. We ask questions such as: How do policy makers define environmental problems and solutions? Who are the social actors involved in the process? How are policies created and negotiated? What underlying assumptions and realities about the roles of government and society shape policy instruments and design? Are science and risk accurate or distorted? How are social and environmental justice intertwined? To answer these complex questions, we contextualize and critically analyze policies to determine how both government and society impact on regulatory approaches. We study the institutions involved and examine social and ecological outcomes of environmental policies. We also discuss contemporary issues and policy situations that arise throughout the course of the semester, and comment on them in a class blog. Finally, students will select an environmental issue and formulate a policy proposal to recommend to decisionmakers.
Taught by: Kulik
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

ENVS 622 Environmental Enforcement
The goal of the course is to provide students with an introduction to the role of enforcement in federal, state and local environmental regulatory programs. Emphasis will be placed on federal enforcement actions initiated by the U.S. Environmental Protection Agency and U.S. Department of Justice. The course will provide students with an introduction to the American Legal System and legal concepts, like standing, jurisdiction, and burden of proof. A number of case studies and classroom exercises will be utilized as part of the discussion of civil and criminal enforcement actions. For example, a detailed case study will be presented concerning a successful prosecution by the federal government of a wastewater treatment plant operator (from the receipt of the initial tip through the sentencing of the defendant). A theme of all classes, presentations and assignments will be the role of the environmental professional in the enforcement context (e.g., the environmental professional who testifies as an expert in a judicial proceeding, or performs an audit that becomes the subject of a self-disclosure to EPA).
Taught by: Lisa
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
ENVS 629 The US Water Industry in the 21st Century
The course will explore all 4 sectors of the water business in the United States: The Drinking Water Industry, The Stormwater Utility, Water Resources (rivers, streams, reservoirs) Management and the Water Pollution Control Industry. The course will have 2 primary foci: 1. The influences on the industry from new technologies and infrastructure, acceptable levels of risk, public and private sector competition, climate change, the bottled water industry, resource recovery, rates and affordability and other influences will be investigated. 2. The management of a 21st century utility will be explored, including topics of organization and leadership, the role of environmentalism, infrastructure financing, water/wastewater treatment facility operations, public affairs and media, and designing a capital improvement program are examples of topic areas.
Taught by: Neukrug
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

ENVS 634 Topics in Water Policy
This course will explore various themes such as the UN Millennium Development Goals, EPA regulatory practices, and global water policy and governance.
Taught by: Laskowski
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

ENVS 635 Current Issues in the Delaware River Basin: An Insider's Perspective
This course will connect students with thought leaders and experts working to solve the critical water challenges of the 21st century.
Students will go behind the scenes of the 'water business' and meet with some of the nation's leading professionals and practitioners through 3 days of site visits to some of the world's greatest public water systems - Philadelphia, NYC and Washington, DC and to the headquarters of several of our nation's most innovative private water companies - Aqua American, American Water and Suez Water. These professionals and practitioners are invested in meeting today's water challenges which include delivering potable drinking water, managing rainwater/flooding, treating wastewater and protecting and enhancing our rivers and streams. Major challenges and issues to be investigated throughout the course include: climate impact on our water supplies and rivers; how we are adapting our natural and anthropogenic systems to make them more resilient and sustainable; emerging contaminants and technologies to monitor and treat these contaminants; the conflict between managing for drought and flood; public versus private business models; and equity, justice and the very value of water. Readings are required prior to the start of the course with a report and presentation as a wrap-up. Professor Neukrug, former Water Commissioner and CEO of Philadelphia Water will be available for pre-course discussions to ensure students are ready to jump into the water on day 1 of the class.
Taught by: Howard Neukrug
Course usually offered summer term only
Activity: Field Work
0.5 Course Units

ENVS 642 Global Water Conference in Stockholm, Sweden
The global water and sanitation crisis kills over 4,000 children each day and represents one of the biggest health problems in the world. At the University of Pennsylvania school year 2010-2011 was declared the 'Year of Water' in recognition of the many challenges that lie ahead as global increases in population and affluence and the influences of climate change will stress limited water resources. Each year the Stockholm International Water Institute convenes a Conference with experts from around the globe to exchange the latest water research findings and develop new networks. Students will attend the Conference, present research by presentations/posters, document a key issue, interview experts, and meet colleagues with common interests. They will also help other organizations at the Conference.
Taught by: Laskowski
Course usually offered summer term only
Activity: Seminar
1.0 Course Unit

ENVS 643 From Brownfield Remediation to Land Revitalization: US Strategies for Reducing Soil Contamination
This course is intended to give students an overview of the genesis of the so-called 'Brownfield' problem and of the various efforts our society is taking to solve or, at least, ameliorate it. The course will place the 'Brownfield' problem in the broader context of the growth and decline of the industrial base of cities like Philadelphia. Students will study the general constitutional and statutory framework within which we approach the problems of orphan, polluted sites and the disposal of contemporary solid wastes. They will also analyze the principal actions that have been taken by Federal and state government to address remediation and redevelopment of abandoned industrial sites. The course will also explore environmental equity issues. The students will collaborate with high school students at the West Philadelphia High School to identify sites in their neighborhoods and to learn how to determine the sites ownership and land use history. The students will study ways of remediation in light of community ideas about re-use. Students will be expected to participate actively in the seminar and the sessions with high school students. Students in the course are required to prepare and present a term paper on a topic in the general area of 'Brownfield' analysis and remediation.
Taught by: Keene
Course not offered every year
Activity: Seminar
1.0 Course Unit

ENVS 644 Energy, Waste and the Environment
The aim of this course is to provide an incentive to use geochemical and mineralogical principles to address and solve major environmental problems. The students identify the problems that are associated with different types of waste. This course covers a wide range of problems associated with the waste arising from the generation of electricity. The main topics will be the uranium cycle, characterization of nuclear waste, and the containment and disposal of nuclear waste. Based on insights from the nuclear fuel cycle, solutions are presented that diminish the environmental impacts of coal and biomass combustion products, incineration of municipal solid waste, toxic waste due to refuse incineration, and landfills and landfill gases.
Taught by: Giere
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
ENVS 657 Introduction to Superfund Sites and Health Effects of Hazardous Waste
Superfund hazardous waste sites are prevalent in our nation and the exposures to toxicants from these sites raise immediate health concerns. The aims of this course are to educate students about such sites and provide a scientific basis for hazard identification, hazard characterization, risk communication and risk management. The course will describe the effect of these hazardous chemicals on the ecosystem and vice-versa, and remediation and mitigation approaches. These environmental science issues will open into the environmental health aspects of exposures including: biomonitoring (external and internal dose, biomarkers and the exposome), toxicological properties of contaminants and mode-of-action. The course will be complemented with visits to two Superfund sites in the region: Ambler (asbestos) and Palmerton (heavy metals). Prerequisite: 400 level course in Biology/Chemistry and Biochemistry
Taught by: Jane Willenbring, Richard Pepino, Trevor Penning
Also Offered As: PHRM 657
Activity: Lecture
1.0 Course Unit

ENVS 665 Industrial Ecology and the Circular Economy
Industrial Ecology is the multidisciplinary study of industrial systems and economic activities and their links to natural systems. The word “industrial” represents how humans use natural resources in the production of goods and services. ‘Ecology’ refers to the concept that our industrial systems need to operate within sustainable natural ecosystems. The application of industrial ecology requires a movement of industrial processes from open loop business processes, where resource and capital investments move through the system to create products and waste, to a closed loop system where wastes (aka by-products) become inputs for new processes. This approach will allow to move to a circular economy. The implementation of industrial ecology, which aligns business operations with the natural cycle, creates the opportunity for a circular economy and has the potential for significant benefit for industry as well as for the long term viability of the human population and the natural ecosystem. Prerequisite: Approval from the instructor if course prerequisites not met.
Taught by: James Hagan
Course usually offered summer term only
Prerequisite: ENVS 667
Activity: Seminar
1.0 Course Unit

ENVS 669 Corporate Sustainability Strategies
Before the year 2000, ‘environmental management’ for a business was typically driven by the need to respond to restrictions imposed by environmental regulation. But, at the dawn of the new millennium, leading businesses began to change their concept of environmental management to look beyond simply meeting governmental dictates. These organizations began to evolve and utilize ‘environmental strategy’ to create new ways of growing their businesses by bringing sustainability to the core of their business strategies. This seismic shift in view was accompanied by a bottom line emphasis that, in some cases, turned sustainability efforts into profit centers. Sustainability increasingly is not hidden within the silo of environmental, health, and safety departments but has become much more seamlessly integrated into the operations of corporate functional disciplines. Today, to effectively work in senior management, an executive needs to be knowledgeable not only about his or her specific business function but also how his or her business will be impacted by governmental regulations, policies, corporate sustainability initiatives, green marketing regulations, industry guidelines or ‘best practices’, new sustainable technologies, energy planning, environmental performance metrics, and required reporting on the environmental impact of their business unit.
Taught by: Survis
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

ENVS 673 The Future of Water
From Wall Street to rural Sub-Saharan Africa, technology innovation to aging infrastructure-this course will explore the; impact of water and consider what future leaders need to know about the dynamics of the industry, investment and business opportunities, and water-related risk; Opportunities for water are booming around the world, in large part because of existing or looming shortages and decades of underinvestment, population growth, rapid industrialization and urbanization, pollution, and climate change. Water is the only irreplaceable natural resource on the planet. Its critical role in every aspect of the global economy, could, in fact, lead it to be the next gold or the next oil; This course will address the fundamentals of the water sector from an international perspective. The future of water will be critical to our global economic, social and political development and will likely become one of the most influential factors in business decisions for the future. Furthermore, it is essential for leaders across all sectors-from pharmaceuticals to financials, energy to agriculture-to understand how to sustainably manage and account for water resources, capitalize on new technologies, mitigate water-related risks and navigate through complex and dynamic policy and regulation. The course will engage students in high-level discussion and strategy formation, challenging them to develop creative and sustainable solutions to some of the greatest challenges facing environmental, business and water industry leaders today. Interactive sessions and projects will provide an introduction to appropriately managing, valuing and investing in water assets to create sustainable and compelling business opportunities.
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
ENVS 674 Life Cycle Assessment
In order to make sensible decisions on products or projects, people need to understand the environmental impacts of these actions. Life cycle assessment (LCA) is a process to assess environmental impacts throughout the different stages of a product or project's life. This seminar is intended to be comprehensive and covers material extraction, processing, manufacture, distribution, use and end of life reuse, recovery or disposal. The objective of conducting an LCA is to compare the full range of environmental impacts that emanate from the provision of these products or services and then use that information to improve the situation to minimize or eliminate harm. The focus of this class will be to understand the phases of an LCA as well as conduct LCAs that compare the impacts of two related options. This course will enable the student to conduct LCAs and examine the use of software that could be used in this regard. The classic examples are cloth vs. disposable diapers, paper vs. ceramic cups, and so on. This course will enable the student to conduct LCAs and examine the use of software that could be used in this regard. Prerequisite: If course requirement not met, permission of instructor required.
Taught by: Hagan/English
Course usually offered in fall term
Prerequisite: ENVS 667
Activity: Seminar
1.0 Course Unit

ENVS 675 Charting a New Course for the Water Industry
We are entering an era of growing water infrastructure failures and remaining 'legacy' water pollution challenges. Fortunately, a network of global water CEOs from water utilities, industry and engineering consulting are leading the water sector towards innovative change. They are finding solutions at the intersection of science, engineering/technology and policy and paving the path forward for our water industry and our global water resources. This short course is led by the former CEO of Philadelphia Water and the Chair of the Leading Utilities of the World Network. Professor of Practice Howard Neukrug will lead a series of discussions on: (1) a brief history of water infrastructure systems in the US and the paradox of how our water resources have been used, valued, and priced over time; (2) a specific focus on the past 50 years of Philadelphia's efforts to meet the challenges of the Clean Water Act and Safe Drinking Water Act through leadership in the legislative, regulatory, management, and policy and research arenas of the water business; and (3) personal interviews with key water leaders on their greatest challenges past and future and how they are managing change and innovation towards more sustainable water systems in the 21st century.
Taught by: Howard Neukrug
Course not offered every year
Activity: Online Course
0.5 Course Units

ENVS 677 Sustainable Agriculture and Product Stewardship
This course will focus on how food is produced around the globe and inputs required to ensure food security. Topics explored include: Integrated Pest Management, Precision Agriculture, Product Stewardship, Biodiversity, Biologicals, Organics and Synthetic Products, GMOs, Sustainable Development Goals, Regulations, Stakeholders (Growers, NGOs, consumers, etc.), and Food waste.
Taught by: Linda Froelich
Activity: Seminar
1.0 Course Unit

ENVS 681 Modeling Geographical Space
This course explores the nature and use of raster-based geographic information systems (GIS) for the analysis and synthesis of spatial patterns and processes through 'cartographic modeling'. Cartographic modeling is a general but well defined methodology that can be used to address a wide variety of analytical mapping applications in a clear and consistent manner. It does so by decomposing both data and data-processing tasks into elemental components that can then be recomposed with relative ease and with great flexibility.
Taught by: Tomlin
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

ENVS 686 Resiliency, Health & Built Environment
Overnight field trips required Aug 20-21, 2020 and Aug 24-25, 2020. Additional fees apply. Healthy resilient communities are successful outcomes of built places. This course is designed for MES students to build area expertise through lectures, on-site visits and real time simulations. Students will travel to New York City and Washington DC to learn about these topics and observe current practices first hand. Through the design and synthesis of place, including educational and health facilities, and the workplace, the class will investigate the impact of Social Determinants of Health and sustainability. They will also integrate resiliency planning to address impacts of sea level rise, severe heat and different climate and environmental conditions affecting the built environment. Course work covers design and planning theory that intersects with diseases, mental health, climate action and their interconnectivity. Case studies, seminars and tours of projects and health departments will bring to focus how the built environment can be a culprit and a solution.
Taught by: Joyce Lee, FAIA, LEED Fellow
Activity: Seminar
1.0 Course Unit
ENVS 688 Floodplain Management in a Changing Climate
According to a 2019 paper by Scott A. Kulp and Benjamin H. Strauss in the journal Nature Communications, 230 million people worldwide occupy land that is less than 1 meter above current high tide. These lands will be inundated by sea level rise by the end of this century, or earlier. Add to this the inherent flood risks in riverine and urban settings. How do we prepare and adapt? The class will explore the challenge of floodplain management in a changing climate through lectures, talks by guest experts, readings and multimedia, and exploration in the field. We will take a field trip to the New Jersey coast to witness home elevations, beach nourishment, and locales that are already experiencing chronic tidal flooding; we will meet with municipal officials challenged by increasingly persistent sea level rise. Our class will look at the National Flood Insurance Program, examine its goals, critique its 50 year history and debate reforms to the program at the same time the US Congress is considering reauthorization of the program. We will look at resiliency efforts that states and local governments are pursuing and the new city- and state-level position of Chief Resiliency Officer. In class we will cover hazard mitigation planning, land use, hard and natural infrastructure, regulations, the Community Rating System and other issues pertaining to flooding and climate change, including social justice and public health issues. Throughout the course, material will be introduced to prepare the student to take the Certified Floodplain Manager exam administered by the Association of State Floodplain Managers. This optional test, should the student pass, will provide credentialing that is well recognized in the United States.

Taught by: John Miller
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

ENVS 699 Masters of Environmental Studies Capstone Seminar
This course is designed to help students successfully complete their MES Capstone. A set of milestones will be set and regular meetings will be held in groups and individually to aid the student as they complete the research portion of their degree. We will be working together to complete a series of steps towards the final project. These steps fall into five major areas 1) Reviewing the literature; 2) Finding a model; 3) Framing your research; 4) Managing data; and 5) Writing your results. Throughout the semester, we will also discuss career goals and the job search. Prerequisite: Project proposal and Online Application required for course registration. See MES Office and ‘Guide to the Capatone’ for more information.

Taught by: Bordeaux
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
Notes: Project proposal and Online Application required for course registration. See MES Office and ‘Guide to the Capatone’ for more information.

ENVS 999 Independent Study
Directed study for individuals or small groups under supervision of a faculty member.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Notes: Permission of instructor required

Epidemiology (EPID)

EPID 510 Introductory Epidemiology
This course provides an introduction to the fundamentals of research in clinical epidemiology. It covers definitions of epidemiology, measures of disease frequency; measures of effect and association; epidemiologic study designs, including randomized clinical trials, cohort and case-control studies, cross-sectional surveys, meta-analysis and decision analysis; and an overview of the conduct and analysis of epidemiologic studies. The course is composed of a series of lectures and discussion sessions designed to reinforce concepts introduced in the preceding lecture. Prerequisite: Permission of instructor
Taught by: Bewtra
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit

EPID 516 Mathematical Models for the Control of Infectious Diseases
As infectious diseases are transmitted from one host to another, the dynamics of transmission in the population of hosts follow certain basic rules. If one knows and understands these rules, one can plan rational strategies to prevent or control infections. One of the principal tools of those interested in public health interventions to control or ameliorate infectious diseases is the mathematical model. A model is just a means of representing and manipulating something that would not otherwise be accessible. This course provides students with the opportunity to construct models of the transmission of infectious diseases and to use these models to plan or compare disease control strategies. The course is predicated upon the notion that the act of building a mathematical model of disease transmission is often the very best way of understanding what is going on. This understanding will be further refined by the examination of more complicated and sophisticated model structures as they appear in the recent published literature. Prerequisite: Permission of instructor A disproportionate number of emerging infectious diseases and recent disease outbreaks in the United States and elsewhere have shared a common characteristic—they affect veterinary as well as human populations. Many are also vector-borne, passing between different species of hosts through insects and other invertebrates. In some cases humans are only ‘spillover hosts’ whose infection is incidental to the transmission cycle. Interdisciplinary approaches are especially important to control such diseases. As a particular focus of the course, students will learn the tools needed for successful collaborations to address the growing problem of zoonotic and vector-borne diseases.

Taught by: Levy, Smith
Course usually offered in fall term
Also Offered As: PUBH 610
Activity: Lecture
1.0 Course Unit

EPID 518 Geography & Public Health
This course will provide an introduction to GIS in public health research and practice. Through a series of lectures and labs students will explore theories linking health and the environment, spatial analysis and spatial epidemiology, and applications of GIS-related data collection and analysis.
Course usually offered in fall term
Also Offered As: PUBH 517
Activity: Lecture
1.0 Course Unit
EPID 526 Biostatistics for Epidemiologic Methods I
The first half of this will cover graphical methods, probability, discrete
and continuous distributions, estimation, confidence intervals, and one
sample hypothesis testing. Emphasis is placed on understanding the
proper application and interpretation of the methods. The second half
of this course will cover two sample hypothesis testing, nonparametric
techniques, sample size determination, correlation, regression, analysis
of variance, and analysis of covariance. Emphasis is placed on
understanding the proper application and underlying assumptions of
the methods presented. Laboratory sessions focus on the use of the
STATA statistical package and applications to clinical data. Prerequisite:
Permission of instructor. This course runs from mid summer to mid fall
term. There is a corresponding lab.
Taught by: Cucchiara, Yang
Activity: Lecture
1.0 Course Unit

EPID 527 Biostatistics for Epidemiologic Methods II
The first half of this covers concepts in biostatistics as applied to
epidemiology, primarily categorical data analysis, analysis of case-
control, cross-sectional, cohort studies, and clinical trials. Topics
include simple analysis of epidemiologic measures of effect; stratified
analysis; confounding; interaction, the use of matching, and sample
size determination. The second half of this course covers concepts in
biostatistics as applied to epidemiology, primarily multivariable models
in epidemiology for analyzing case-control, cross-sectional, cohort
studies, and clinical trials. Topics include logistic, conditional logistics,
and Poisson regression methods; simple survival analyses including
Cox regression. Emphasis is placed on understanding the proper
application and underlying assumptions of the methods presented.
Laboratory sessions focus on the use of the STATA statistical package
and applications to clinical data. Prerequisite: This course runs from mid
fall to mid spring term. There is a corresponding lab.
Taught by: Landis, Shaw
Prerequisite: EPID 526
Activity: Lecture
1.0 Course Unit

EPID 532 Database Management for Clinical Epidemiology
This course provides students with an introduction to the techniques
of database management as they apply to clinical research. Students
learn how to design and implement computerized databases, perform
basic query and reporting operations, migrate data between various file
formats, prepare databases for statistical analysis, and perform quality
assurance procedures. This course focuses on the practical issues of
database management and is intended to support each student's planned
research enterprise. Each class session will be preceded by a one-hour
online lecture and brief self-assessment quiz to be completed prior to
attending class. This lecture is intended to prepare students for the
class for the week, which will be dedicated to practical experience in a
laboratory setting. Prerequisite: Restricted to MSCE degree students.
Permission of Instructor.
Taught by: Harhay
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

EPID 534 Qualitative Methods in the Study of Health, Disease and
Medical Systems
This course combines informal lecture and discussion with practical
eresearch to build specific skills for conducting qualitative research on
healthcare, broadly defined. Readings include books and papers about
research methodology and articles that provide exemplars and pitfalls of
qualitative research. Specific topics covered include: the role of theory
in qualitative research, method-research question fit, collecting different
types of qualitative data (observation, interview, focus group, text, video),
ethical issues in qualitative research, establishing rigor in qualitative
research, introduction to qualitative data analysis using software, mixing
methods, approaches for obtaining grant funding for qualitative research
and writing up qualitative research studies for publication. The objectives
of this course are: To introduce the student to the epistemological
underpinning of qualitative methodology; To review how to select the
best qualitative approach for different research questions; To introduce
the student to different qualitative data collection techniques; To review
standards of methodological rigor in qualitative research; To introduce
the basic principles of qualitative data analysis using NVivo software;
To provide practical advice about planning, getting funding for and
implementing a qualitative study. Prerequisite: Previous course work in
research methods or permission of course director.
Taught by: Szymbczak
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EPID 542 Measurement of Health in Epidemiology
This course addresses the measurement of epidemiological variables,
which broadly encompasses the tasks involved in obtaining data, without
which analyses cannot proceed. Course topics to be discussed include:
defining the concepts of exposure, disease, and health; approaches
to measuring exposures, which may be personal (i.e., psychological,
behavioral, biological, or genetic) or environmental (i.e., physical,
chemical, social, or organizational); approaches to measuring disease
and health status; assessing the validity and reliability of measurement
instruments; problems of misclassification of exposure status; missing
data; instrument (e.g., questionnaire) development; and qualitative
methods. Prerequisite: If course requirement not met, permission of
course director.
Taught by: Farrar
Course usually offered in fall term
Prerequisite: EPID 510 AND EPID 526
Activity: Lecture
0.5 Course Units

EPID 546 Clinical Database Research Methodology
This course will discuss appropriate selection of automated databases
for research questions of interest; assessment of drug exposures;
validation of health outcomes of interest; and addressing biases,
confounding, and missing data in databases. We will also review key
aspects of protocol development for database studies and discuss
research grant applications related to these studies. Prerequisite: If
course requirement not met, permission of course director required.
Taught by: Lo Re
Prerequisite: EPID 510 AND EPID 526
Activity: Lecture
0.5 Course Units
**EPID 550 Clinical Economics and Clinical Decision Making**
This course focuses on the application of decision analysis and economic analysis to clinical and policy research. The course begins with material about the selection, use, and analysis of diagnostic tests using two by two tables, likelihood ratios, and ROC curves. The course continues with the introduction of more general tools for decision analysis, including decision trees and other mathematical models. Special emphasis is placed on the assessment and use of utilities in these models. A major focus of the course is the application of economic principles to the evaluation of health outcomes. During seminars, students will carry out practical exercises that include problem solving, critically analyzing published articles, and learning to use computer software that facilitates decision and economic analyses. Prerequisite: Permission of instructor
Taught by: Glick, Williams
Course usually offered in spring term
Also Offered As: HPR 550
Activity: Lecture
1.0 Course Unit

**EPID 560 Issues in Research Protocol Development**
This course focuses on major issues in research protocol development, including methodological issues regarding different research designs, development of research questions, and plans for analysis. Each student will present his or her research proposal for open discussion during one of the sessions. Prerequisite: Restricted to MSCE degree students. Course usually offered in spring term
Activity: Seminar
0.25 Course Units

**EPID 570 Critical Appraisal of the Medical Literature**
This course focuses on techniques for critical appraisal of the medical literature. Each student will be responsible for at least one critical appraisal session covering different epidemiologic topics. Prerequisite: Restricted to MSCE degree students. Course usually offered in spring term
Activity: Lecture
0.25 Course Units

**EPID 575 Introduction to Genetic Epidemiology**
There is an increasing need for researchers to understand the genetic basis of incorporate the collection and analysis of genetic information into studies of The objectives of this course are to provide students with an understanding of used by molecular and genetic epidemiologists. This course consists of a series of discussions focused on the critical appraisal of genetic/molecular epidemiology. After completing this course, students will be able to read and interpret the epidemiology literature, and understand data collection and analysis approaches molecular and genetic epidemiological studies. Prerequisite: Permission of course director. Students enrolling in this class are expected to have a working knowledge of epidemiology, biostatistics, and human genetics. Students who do not meet these requirements may be allowed to enroll in the class, but may be required to undertake supplemental readings and/or tutorials to obtain the necessary background.
Taught by: Devoto, Saleheen
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

**EPID 580 Outcomes Research**
This course is divided into two main parts. The first part addresses issues related to the measurement of quality in health care. Included is a review of the classical structure-process-outcome quality paradigm. The paradigm's strengths and limitations are addressed. This part especially focuses on outcome measure of quality and examines the validity of alternative measures. The second part deals with observational, or quasi-experimental, research studies. It addresses the advantages and limitations of alternative designs, and covers the role of clinical risk adjustment in observational studies of medical interventions. It focuses on the problem of selection bias, and reviews recent methods for dealing with this bias, such as instrumental variables. Prerequisite: Introductory course in statistics including regression methods. Permission of instructor if prerequisite is not met.
Taught by: Silber
Course usually offered in fall term
Also Offered As: HPR 580
Activity: Lecture
1.0 Course Unit

**EPID 582 Systematic Review and Meta-Analysis**
This course will provide an introduction to the fundamentals of systematic reviews and meta-analysis. It will cover introductory principles of meta-analysis; protocol development; search strategies; data abstraction methods; quality assessment; meta-analytic methods; and applications of meta-analysis.
Taught by: Umscheid, Chen
Course offered fall; odd-numbered years
Prerequisite: EPID 510 AND EPID 526
Activity: Lecture
1.0 Course Unit

**EPID 584 Health Disparities Research**
This course will provide an overview of research in health disparities. It will cover the historical aspects, concepts, policy, economic, genomic and social perspectives of health disparities. It will provide students with methodological tools for health disparities research and introduce students to ongoing health disparities research by current Penn and affiliated faculty members. The course is composed of a series of weekly small group lectures and discussion, including critical appraisal of published papers, guest faculty presentations, and student presentations. Students will be expected to attend weekly meetings and participate in class discussions, prepare and lead discussions of assigned papers, review assigned readings, and draft and present a scientific protocol of their choosing related to health disparities.
Taught by: Guevara, Takeshita
Course usually offered in spring term
Prerequisite: EPID 510 AND EPID 526
Activity: Lecture
1.0 Course Unit
EPID 600 Data Science for Biomedical Informatics
In this course, we will use R and other freely available software to learn fundamental data science applied to a range of biomedical informatics topics, including those making use of health and genomic data. After completing this course, students will be able to retrieve and clean data, perform exploratory analyses, build models to answer scientific questions, and present visually appealing results to accompany data analyses; be familiar with various biomedical data types and resources related to them; and know how to create reproducible and easily shareable results with R and github. Prerequisite: Familiarity with basic statistical (e.g., EPID 526, 527 or other first-year graduate level stats course) concepts is expected, as this course will not cover basic concepts in depth.
Taught by: Himes
Course usually offered in fall term
Also Offered As: BMIN 503
Activity: Lecture
1.0 Course Unit

EPID 602 Topics in Biom/Hlth Info
Also Offered As: BMIN 504
Activity: Lecture
1.0 Course Unit

EPID 610 Tutorial in Epidemiologic Research
This is a tutorial given by each student's advisor. Advisor and student meet weekly. Topics include: discussion and review of epidemiologic concepts and principles, guided readings in the epidemiology of a specific health area, and the development of the research protocol.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

EPID 621 Longitudinal and Clustered Data in Epidemiologic Research
An introduction to the principles of and methods for longitudinal and clustered data analysis with special emphasis on clinical, epidemiologic, and public health applications. Designed for advanced MS and PhD-level students in epidemiology and related fields. Marginal and conditional methods for continuous and binary outcomes. Mixed effects and hierarchical models. Simulations for power calculations. Software will include Stata and R. Prerequisite: Completion of EPID 526 and 527 or equivalent preparation in biostatistics, including generalized linear models. Completion of semester course in principles of epidemiology or equivalent. Good working knowledge of Stata and SAS and familiarity with principles of first-year calculus and matrix algebra. Permission of course director.
Taught by: Shults
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EPID 622 Applied Regression Models for Categorical Data
This course will provide in-depth treatment of several topics in categorical data analysis. After a brief review of methods for contingency tables, we will introduce the idea of generalized linear models, and focus on two special cases: multiple logistic regression and loglinear models. Each topic will be presented in detail by stating the model and covering parameter estimation and interpretation, inference, model building, regression diagnostics and assessment of model fit. Finally, we will cover extensions to both models, including models for multinomial data, analysis of matched-pair data, and random effects models. Topics will be illustrated in class with examples, and we will discuss the use of STATA to conduct the analyses.
Taught by: Xiao
Course usually offered in fall term
Prerequisite: EPID 510 AND EPID 526 AND EPID 527
Activity: Lecture
0.5 Course Units

EPID 623 Applied Survival Analysis
This course will focus on statistical methods for survival or time-to-event data. Topics covered will include: the concepts of survival data and censoring, estimation of survival functions, comparison of groups, regression analysis, sample size and power considerations, and methods for competing risks. All methods will be illustrated by in class examples and homework sets. Prerequisite: Students should be comfortable with basic calculus concepts (e.g., derivatives, integrals, etc). Offered second half of fall term.
Taught by: Li
Course usually offered in fall term
Prerequisite: EPID 510 AND EPID 526 AND EPID 527
Activity: Lecture
0.5 Course Units

EPID 624 Methods in PCOR
The goal of this course is to provide a broad overview of methods used in patient centered outcomes research (PCOR). Expert faculty will lecture on topics such as standards for research questions, patient centeredness, systematic reviews, causal inference, heterogeneity of treatment effect handling missing data, data networks, Bayesian designs, data registries, and diagnostic tests. Topics may also include advanced observational study design, statistical methods for observational studies, health status/quality of life as applied to PCOR and case studies of patient engagement. Prerequisite: Permission of instructor
Taught by: Gelfand
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

EPID 600 Data Science for Biomedical Informatics
In this course, we will use R and other freely available software to learn fundamental data science applied to a range of biomedical informatics topics, including those making use of health and genomic data. After completing this course, students will be able to retrieve and clean data, perform exploratory analyses, build models to answer scientific questions, and present visually appealing results to accompany data analyses; be familiar with various biomedical data types and resources related to them; and know how to create reproducible and easily shareable results with R and github. Prerequisite: Familiarity with basic statistical (e.g., EPID 526, 527 or other first-year graduate level stats course) concepts is expected, as this course will not cover basic concepts in depth.
Taught by: Himes
Course usually offered in fall term
Also Offered As: BMIN 503
Activity: Lecture
1.0 Course Unit

EPID 602 Topics in Biom/Hlth Info
Also Offered As: BMIN 504
Activity: Lecture
1.0 Course Unit

EPID 610 Tutorial in Epidemiologic Research
This is a tutorial given by each student's advisor. Advisor and student meet weekly. Topics include: discussion and review of epidemiologic concepts and principles, guided readings in the epidemiology of a specific health area, and the development of the research protocol.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

EPID 621 Longitudinal and Clustered Data in Epidemiologic Research
An introduction to the principles of and methods for longitudinal and clustered data analysis with special emphasis on clinical, epidemiologic, and public health applications. Designed for advanced MS and PhD-level students in epidemiology and related fields. Marginal and conditional methods for continuous and binary outcomes. Mixed effects and hierarchical models. Simulations for power calculations. Software will include Stata and R. Prerequisite: Completion of EPID 526 and 527 or equivalent preparation in biostatistics, including generalized linear models. Completion of semester course in principles of epidemiology or equivalent. Good working knowledge of Stata and SAS and familiarity with principles of first-year calculus and matrix algebra. Permission of course director.
Taught by: Shults
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EPID 622 Applied Regression Models for Categorical Data
This course will provide in-depth treatment of several topics in categorical data analysis. After a brief review of methods for contingency tables, we will introduce the idea of generalized linear models, and focus on two special cases: multiple logistic regression and loglinear models. Each topic will be presented in detail by stating the model and covering parameter estimation and interpretation, inference, model building, regression diagnostics and assessment of model fit. Finally, we will cover extensions to both models, including models for multinomial data, analysis of matched-pair data, and random effects models. Topics will be illustrated in class with examples, and we will discuss the use of STATA to conduct the analyses.
Taught by: Xiao
Course usually offered in fall term
Prerequisite: EPID 510 AND EPID 526 AND EPID 527
Activity: Lecture
0.5 Course Units

EPID 623 Applied Survival Analysis
This course will focus on statistical methods for survival or time-to-event data. Topics covered will include: the concepts of survival data and censoring, estimation of survival functions, comparison of groups, regression analysis, sample size and power considerations, and methods for competing risks. All methods will be illustrated by in class examples and homework sets. Prerequisite: Students should be comfortable with basic calculus concepts (e.g., derivatives, integrals, etc). Offered second half of fall term.
Taught by: Li
Course usually offered in fall term
Prerequisite: EPID 510 AND EPID 526 AND EPID 527
Activity: Lecture
0.5 Course Units

EPID 624 Methods in PCOR
The goal of this course is to provide a broad overview of methods used in patient centered outcomes research (PCOR). Expert faculty will lecture on topics such as standards for research questions, patient centeredness, systematic reviews, causal inference, heterogeneity of treatment effect handling missing data, data networks, Bayesian designs, data registries, and diagnostic tests. Topics may also include advanced observational study design, statistical methods for observational studies, health status/quality of life as applied to PCOR and case studies of patient engagement. Prerequisite: Permission of instructor
Taught by: Gelfand
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
EPID 625 Advanced Biostatistical Methods for Multivariable Prediction Models
This course is an introduction to statistical methods that can be used to evaluate biomarker prognostic studies and multivariate prediction models. It is designed for advanced MS and PhD-level students in epidemiology and related fields (nursing, health policy, social work, demography). Topics will include: biostatistical evaluation of biomarkers, predictive models based on various regression modeling strategies and classification trees, assessing the predictive ability of a model; internal and external validation of models; and updating prognostic models with new variables or for use in different populations. Students will learn about the statistical methods that are required by current reporting guidelines for biomarker prognostic studies or the reporting guidelines for multivariable prediction models. Prerequisite: Working knowledge of either Stata, SAS or R to fit regression, logistic regression and/or Cox regression models. Permission of course director for students outside of the School of Medicine graduate programs.
Taught by: Gimotty
Course usually offered in spring term
Prerequisite: EPID 526 AND EPID 527 AND (EPID 622 OR EPID 623)
Activity: Lecture
0.5 Course Units

EPID 630 Clinical Trials
This course is to serve as a general introduction to clinical trials, with emphasis on trial design issues. This is not a course on the biostatistics of clinical trials. It is expected that at the conclusion of the course, a student will be able to plan a clinical trial. Each class will consist of a two-hour lecture followed by a one hour discussion. Prerequisite: Permission of instructor.
Taught by: Farrar
Course usually offered in spring term
Also Offered As: REG 630
Prerequisite: EPID 510 AND EPID 526
Activity: Lecture
1.0 Course Unit

EPID 632 Introduction to Biomedical and Health Informatics
This course is designed to provide a survey of the major topic areas in medical informatics, especially as they apply to clinical research. Through a series of lectures and demonstrations, students will learn about topics such as databases, natural language, clinical information systems, networks, artificial intelligence and machine learning applications, decision support, imaging and graphics, and the use of computers in education.
Taught by: Holmes
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

EPID 634 Clinical Trial Outcomes: Measurement, Analysis and Interpretation
This course is intended to teach students the skills necessary to select and/or design appropriate outcomes for a clinical trial. Students will focus on recent changes in our understanding of clinical trial outcome measurements, analyses, and interpretation for both subjective and objective phenomenon, such as adherence, use of multiple outcomes, and clinical importance. While design issues for clinical trials are the main focus, other types of clinical studies will be considered as appropriate. Student will be expected to learn about the problems inherent in the design of outcome measures of health and how to apply different epidemiologic and biostatistical concepts toward a solution. It is expected that at the conclusion of the course, students will be able to plan a clinical trial with a valid, responsive, and interpretable outcome.
Prerequisite: Permission of instructor
Taught by: Farrar
Course usually offered in fall term
Prerequisite: EPID 510
Activity: Lecture
1.0 Course Unit

EPID 636 Epidemiological Methods in Acute Care
This is an advanced seminar that will cover nuanced methodological considerations and logistical challenges of research in acute care settings (e.g. prehospital, emergency department, hospital, and intensive care units). Topics to be covered with regards to primary data collection include: recruitment and consent, outcomes measurement, survey and qualitative research, clinical trials, quality improvement, decision making and cognitive biases, end-of-life issues, and acute care research networks. Topics to be covered with regards to secondary data analysis include: data sources, risk adjustment, missing data, causal inference, predictive modeling, decision rules, variability in care, organizational factors, and economic analysis. The course will finish with a discussion of the landscape for obtaining funding for acute care research. Weekly sessions will include expert guest lectures, review of landmark papers, and round-table discussion of the students’going research projects as they pertain to issues covered in the course. Prerequisite: Permission of instructor.
Taught by: Delgado,Holena
Course not offered every year
Prerequisite: EPID 510,EPID 526
Activity: Lecture
1.0 Course Unit

EPID 638 Topics in Clinical Trial Design and Analysis
This course is intended to follow, and be complementary to EPID 630: Clinical Trials. It will build on the basic principles of design, conduct, and analysis introduced in that course and will go into more detail on particular approaches. Topics covered will include noninferiority trials, phase 1 designs, multi-stage and other adaptive designs, graphical data presentations and current ethical controversies in clinical trials.
Taught by: Ellenberg
Course usually offered in fall term
Prerequisite: EPID 630
Activity: Lecture
1.0 Course Unit
EPID 640 Advanced Topics in Epidemiology
This course is designed to introduce students to advanced epidemiologic methods through a series of readings and discussions. The course aims to deepen the students' understanding of important concepts and controversies in contemporary epidemiology and to enhance their ability to think critically about empirical epidemiologic research. The course is intended for students who are already familiar with the fundamentals of epidemiology and biostatistics, and who wish to gain an understanding of the complex issues underlying epidemiologic study design and interpretation. Prerequisite: Permission of instructor.
Taught by: Naj
Course usually offered in spring term
Prerequisite: EPID 510 AND EPID 526 AND EPID 527
Activity: Lecture
1.0 Course Unit

EPID 644 Cardiopulmonary Epidemiology
This course is a seminar course that addresses epidemiological research issues as they apply to important clinical topics in cardiovascular and pulmonary medicine. Lectures and workshops are designed to acquaint students with the classic literature in the fields of cardiovascular and pulmonary epidemiology, to use a body of literature to demonstrate the strengths and weaknesses of epidemiological research designs as they have been applied to cardiovascular and pulmonary medicine to expose students to the range of topics studied to teach advanced epidemiological principles using a problem-based approach, and to stimulate students to develop independent research questions. Prerequisite: Permission of instructor.
Taught by: Kimmel
Course usually offered summer term only
Prerequisite: EPID 510 AND EPID 526 AND EPID 527
Activity: Lecture
1.0 Course Unit

EPID 645 Research Methods in Cancer Epidemiology
Research in cancer etiology, prevention, treatment, and control includes a wide range of subject matter science, from the initial molecular changes which precede the development of cancer to issues of primary guidelines for cancer survivors. The course reviews the possible study designs applied to cancer etiology, prevention, treatment, and control. These include randomized controlled trials and multiple types of observational studies (cohort, case-control, cross-sectional). Other topics will include causal inference, bias, and effect modification. Prerequisite: Permission of instructor.
Taught by: Aplenc, Getz
Course usually offered summer term only
Prerequisite: EPID 510 AND EPID 526 AND EPID 527
Activity: Lecture
1.0 Course Unit

EPID 646 Reproductive Epidemiology
This course provides an in-depth presentation of advanced epidemiologic research issues as they apply to important clinical topics in obstetrics and gynecology and related clinical disciplines. Lectures and workshops are designed to acquaint students with seminal issues in the field of reproductive epidemiology, to use a body of literature to demonstrate the strengths and weaknesses of epidemiological research designs as they have been applied to obstetrics and gynecology and related clinical disciplines, to expose students to the range of topics studied, to teach advanced epidemiologic principles using a problem-based approach, and to stimulate students interested in reproductive epidemiology to develop independent research questions.
Taught by: Barnhart
Course offered spring; even-numbered years
Activity: Lecture
1.0 Course Unit

EPID 652 Renal and Urologic Epidemiology
The objective of this course is to prepare students to function as effective, independent researchers in the fields of renal and urologic epidemiology by providing the students an understanding of how epidemiological research can and has advanced the knowledge of diseases in treatments of renal and urologic medicine. The structure of the course consists of a lecture series, workshops, and student presentations. Prerequisite: Permission of instructor.
Taught by: Feldman
Prerequisite: EPID 510 AND EPID 526 AND EPID 527
Activity: Lecture
1.0 Course Unit

EPID 656 Research Methods in Infectious Diseases Epidemiology
This course addresses epidemiological issues as they apply to important clinical topics in infectious diseases. Lectures and discussions will serve two primary goals: 1) to explore epidemiologic methods specific to infectious diseases (e.g. adherence to therapy) or which have important applications to infectious diseases (e.g. molecular epidemiology); and 2) to explore the epidemiology of particular infectious diseases in treatments of renal and urologic medicine. The structure of the course consists of a lecture series, workshops, and student presentations. Prerequisite: Permission from instructor is needed.
Taught by: Gross, Han
Course usually offered summer term only
Prerequisite: EPID 510 AND EPID 526 AND EPID 527
Activity: Lecture
1.0 Course Unit

EPID 658 Gastroenterology Epidemiology
This course provides an in-depth presentation of advanced epidemiologic research methods in conducting clinical epidemiologic research in the field of gastroenterology. Prerequisite: Permission of instructor.
Taught by: Yang
Course offered spring; odd-numbered years
Prerequisite: EPID 510 AND EPID 526 AND EPID 527
Activity: Lecture
1.0 Course Unit
EPID 664 Methods in Neurologic Clinical Epidemiology
This course will introduce students to methods and study design principles that are specific or unique to clinical research and trials in neurology, child neurology, neuro-ophthalmology, neurosurgery, and related fields. Prerequisite: Permission of instructor
Taught by: Farrar, Waldman
Course offered spring; even-numbered years
Activity: Lecture
0.5 Course Units

EPID 666 Pharmacoepidemiology Research Methods
The purpose of this course is to explore and integrate concepts and considerations that are key to the conduct of pharmacoepidemiologic research. The format will be a mixture of seminar, instructor-led discussion, student-led discussion, and student presentations. Papers from the applied and methods literature will be used to illustrate concepts and as springboards for discussion. Topics covered include use of automated databases, pharmacogenomics, and approaches to addressing confounding.
Taught by: Hennessy
Course usually offered in spring term
Prerequisite: EPID 510 AND EPID 526 AND EPID 527
Activity: Lecture
1.0 Course Unit

EPID 672 Biostatistical Methods for Addressing Confounding
This course is designed to teach epidemiology students the statistical principles of analysis specific to pharmacoepidemiology study designs including the use of propensity scores, inverse probability weighting, time varying confounding analyses, disease risk scores, and instrumental variables. Each session includes both a lecture component and laboratory component. Students will learn the statistical principles and then apply them to example study datasets. Laboratory sessions will be conducted on the students laptops using STATA software. Prerequisite: Permission of the instructor(s).
Taught by: Ogdie-Beatty, Stephens-Sheilds
Course usually offered summer term only
Prerequisite: EPID 526 AND EPID 527
Activity: Lecture
1.0 Course Unit

EPID 674 Measuring the Microbiome: Methods and Tools
This is an advanced course addressing the methods and tools used to analyze microbiome data as well as their implications for clinical study design. The course will include: (1) lectures focused on how the microbiome is measured, approaches to the analysis of highly multivariate microbiome data, and the bioinformatic tools used to execute these analyses; (2) hands-on R and command-line coding to build familiarity with commonly used tools and analytic methods; and (3) short, practical assignments to reinforce the lectures and classwork.
The course will acquaint students with classic literature in the field of microbiome research and prepare students to integrate microbiome data collection and analysis with epidemiologic research methodologies.
Prerequisite: Permission of instructor if course prerequisites not met
Taught by: Brendan J. Kelly, MD, MSCE Assistant Professor of Medicine (Infectious Diseases) and Epidemiology 731 Blockley Hall
brendank@pennmedicine.upenn.edu
Course not offered every year
Prerequisite: EPID 510 AND EPID 526 AND EPID 527
Activity: Lecture
1.0 Course Unit

EPID 675 Advanced Methods for Analysis of Complex Genetic Traits
The advent of high-throughput genotyping has created unprecedented opportunities to characterize in detail information related to genome, epigenome and transcriptome. Such technological advancements have offered exciting opportunities for biological discovery as well as translation of biological data for targeted therapies. However, investigation of genetic polymorphisms, epigenetic signatures, gene transcription, biomarkers and their relationship with environmental factors and disease outcomes requires a thorough understanding of a wide range of experimental methods and statistical approaches.
Through critical review of the current literature, this course will provide understanding on various ‘-OMICS’ approaches for the study of complex disorders and traits. Students will also understand and present advanced statistical methods and how such concepts can be applied.
Prerequisite: Introduction to Genetic Epidemiology or equivalent; training in study design and statistical analysis related to statistical genetics and molecular epidemiology, and permission of course directors.
Taught by: Saleheen
Course not offered every year
Activity: Lecture
1.0 Course Unit

EPID 699 Lab Rotation
Activity: Laboratory
0.33 Course Units

EPID 701 Introduction to Epidemiologic Research
This course is intended to provide in-depth, exposure to the theory and methods of epidemiologic research. Topics to be covered include causal inference, measures of disease frequency and association, study design, bias and confounding, validity, and epidemiologic analysis. Prerequisite: Quantitative proficiency. Knowledge and/or experience in working in biomedical research. Permission of instructor.
Activity: Lecture
1.0 Course Unit
EPID 702 Advanced topics in Epidemiologic Research
The overarching goal of this course is to expose doctoral students in epidemiology to advanced epidemiologic and statistical research methods and theories that are limitedly or not otherwise covered in courses available in the curriculum. Topics that will be covered include reporting guidelines and best practices for reporting statistical methods and results, handling missing data, purposeful selection and application of propensity scores, selected topics in longitudinal and clustered data analysis, contemporary topics in statistical inference and use of p-values and other Frequentist statistical methods, Bayesian theory and inference, and topics selected in collaboration with students and the Graduate Group in Epidemiology and Biostatistics (GEB) each term. This course is intended for doctoral students in the PhD program in Epidemiology. However, students from other graduate groups are welcome, as long as they meet the pre-requisites; such students are welcome during any year of study. Three learning objectives have been developed for this course; (i) provide students with an understanding of modern and cutting-edge quantitative methods, advanced topics, and best practices in epidemiologic, statistical, and biomedical research; (ii) develop students competence and confidence in statistical programing to support accurate and reproducible epidemiologic and biostatistical analyses; (iii) improve the ability of students to make informed decisions regarding the selection of analytic methods in their individual and collaborative research projects. This course emphasizes the following core competencies: knowledge within program area (epidemiologic and biostatistical methods); research skills (study planning, critically appraising published research); quantitative and computational methodologies (data manipulation, data analysis, statistical coding and debugging, Bayesian inference, data visualization, purposeful statistical inference, and model selection). Through technical lectures, reading of carefully selected peer-reviewed tutorials, critical appraisal of published research studies, and in-class statistical coding laboratory sessions, this course will provide instruction on rigorous and informed statistical model selection, estimation, and interpretation.
Taught by: Michael Harhay, PhD, Assistant Professor of Epidemiology and Medicine
Course usually offered in spring term
Prerequisite: EPID 526 AND EPID 527 AND EPID 701
Activity: Lecture
1.0 Course Unit

EPID 714 Grant Writing/Review
This course will assist students in the design of an NIH grant (F-32, K, R21 orR01) for submission by enhancing their appreciation of the specifics of the grant writing process and in understanding the grant review process. This course is designed to provide background, training, and practice with the writing and submitting of NIH style grants. As a minimum all students who enroll will be expected to write and submit a reasonable draft of a full NIH style grant proposal by the end of the term. During the process, the portions of each proposal will be reviewed as a group by the other students in the course. In response to each review, students are expected to revise their grant sections. Prerequisite: If course requirement not met, permission of instructor required.
Taught by: Farrar/Seiber
Course usually offered summer term only
Also Offered As: HPR 714
Prerequisite: EPID 510 AND EPID 526 AND EPID 560 AND EPID 570
Activity: Seminar
0.5 Course Units

EPID 899 Pre-dissertation Research
Activity: Laboratory
0.5 Course Units

EPID 900 Master's Thesis
These are a series of tutorial sessions conducted by the student's advisor, which are to support the student's efforts in developing a research protocol, designing a designing a research project, and completing the study.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

EPID 995 Dissertation
Activity: Dissertation
0.5 Course Units

Filipino (FILP)

FILP 120 Beginning Filipino I & II
An introduction to the spoken and written Tagalog (Filipino) language. This will prepare and develop students' basic skills in speaking, listening, reading and writing Filipino at its beginning level. Prerequisite: For the second semester, completion of the first semester of ALAN 120 or permission of the instructor. Offered through the Penn Language Center.
For BA Students: Language Course
Taught by: Juliano
Two terms. student must enter first term.
Prerequisite: ALAN 120
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center.

FILP 121 Beginning Filipino II
A continuation of Beginning Filipino I, this class building on previous lessons on speaking, listening, reading and writing Filipino at its beginning level.
Activity Lecture
1.0 Course Unit

FILP 221 Intermediate Filipino II
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

FILP 320 Filipino Language and Culture
The Filipino Language and Culture is an advanced language and culture course offered to students who are in the upper immediate level of Filipino Language or those who had been certified to be proficient in Filipino language. Prerequisite: If course requirement not met, permission of instructor required.
Taught by: Juliano
Two terms. student must enter first term.
Prerequisite: ALAN 220
Activity: Lecture
1.0 Course Unit
Finance (FNCE)

FNCE 100 Corporate Finance
This course provides an introduction to the theory, the methods, and the concerns of corporate finance. The concepts developed in FNCE 100 form the foundation for all elective finance courses. The main topics include: 1) the time value of money and capital budgeting techniques; 2) uncertainty and the trade-off between risk and return; 3) security market efficiency; 4) optimal capital structure, and 5) dividend policy decisions. ACCT 101 + STAT 101 may be taken concurrently.
Taught by: Changes by semester
Also Offered As: FNCE 611
Prerequisite: (ECON 001 AND ECON 002) OR ECON 010 AND (MATH 104 OR MATH 110)
Activity: Lecture
1.0 Course Unit

FNCE 101 Monetary Economics and the Global Economy
This is an intermediate-level course in macroeconomics and the global economy, including topics in monetary and international economics. The goal is to provide a unified framework for understanding macroeconomic events and policy, which govern the global economic environment of business. The course analyzes the determinants and behavior of employment, production, demand and profits; inflation, interest rates, asset prices, and wages; exchange rates and international flows of goods and assets; including the interaction of the real economy with monetary policy and the financial system. The analysis is applied to current events, both in the US and abroad. Students cannot receive credit for taking both FNCE 101 and ECON 102. Wharton students are required to take FNCE 101.
Taught by: Varies by semester
One-term course offered either term
Also Offered As: FNCE 613
Prerequisite: (ECON 001 AND ECON 002) OR ECON 010 AND (MATH 104 OR MATH 110)
Activity: Lecture
1.0 Course Unit

FNCE 202 Consumer Financial Decision Making
Research shows that many individuals are profoundly underinformed about important financial facts and financial products, which frequently lead them to make mistakes and lose money. Moreover, consumer finance comprises an enormous sector of the economy, including products like credit cards, student loans, mortgages, retail banking, insurance, and a wide variety of retirement savings vehicles and investment alternatives. Additionally, recent breakthroughs in the FinTech arena are integrating innovative approaches to help consumers. Though virtually all people use these products, many find financial decisions to be confusing and complex, rendering them susceptible to fraud and deception. As a result, government regulation plays a major role in these markets. This course intended for Penn undergraduates considers economic models of household decisions and examines evidence on how consumers are managing (and mismanaging) their finances. Although academic research has historically placed more attention on corporate finance, household finance is receiving a brighter spotlight now-- partly due to its role in the recent financial crisis. Thus the course is geared toward those seeking to take charge of their own financial futures, anyone interested in policy debates over consumer financial decision making, and future FinTech entrepreneurs.
Taught by: Olivia Mitchell/Nicholas Roussanov
One-term course offered either term
Also Offered As: BEPP 202
Activity: Lecture
1.0 Course Unit

FNCE 203 Advanced Corporate Finance
The objective of this course is to study the major decision-making areas of managerial finance and some selected topics in financial theory. The course reviews the theory and empirical evidence related to the investment and financing policies of the firm and attempts to develop decision-making ability in these areas. This course serves as an extension of FNCE 100 (FNCE 611). Some are as of financial management not covered in FNCE 100 are covered in FNCE 203. These may include leasing, mergers and acquisitions, corporate reorganizations, financial planning and working capital management, and some other selected topics. Other areas that are covered in FNCE 100 are covered more in depth and more rigorously in FNCE 203. These include investment decision making under uncertainty, cost of capital, capital structure, pricing of selected financial instruments and corporate liabilities, and dividend policy.
Taught by: Changes by semester
One-term course offered either term
Also Offered As: FNCE 726
Prerequisite: FNCE 100 AND FNCE 101
Activity: Lecture
1.0 Course Unit
FNCE 205 Investment Management
This course studies the concepts and evidence relevant to the management of investment portfolios. Topics include diversification, asset allocation, portfolio optimization, factor models, the relation between risk and return, trading, passive (e.g., index-fund) and active (e.g., hedge-fund, long-short) strategies, mutual funds, performance evaluation, long-horizon investing and simulation. The course deals very little with individual security valuation and discretionary investing (i.e., 'equity research' or 'stock picking'). In addition to course prerequisites, STAT 102 may be taken concurrently.
Taught by: Changes by semester
One-term course offered either term
Prerequisite: FNCE 100 AND FNCE 101 AND STAT 101
Activity: Lecture
1.0 Course Unit

FNCE 206 Financial Derivatives
This course covers one of the most exciting yet fundamental areas in finance: derivative securities. In the modern financial architecture, financial derivatives can be the most challenging and exotic securities traded by institutional specialists, while at the same time, they can also be the basic securities commonly traded by retail investors such as S&P Index Options. Beyond trading, the basic ideas of financial derivatives serve as building blocks to understand a much broader class of financial problems, such as complex asset portfolios, strategic corporate decisions, and stages in venture capital investing. The global derivatives market is one of the most fast-growing markets, with over $600 trillion notional value in total. It is important as ever to understand both the strategic opportunities offered by these derivative instruments and risks they imply. The main objective of this course is to help students gain the intuition and skills on (1) pricing and hedging of derivative securities, and (2) using them for investment and risk management. In terms of methodologies, we apply the non-arbitrage principle and the law of one price to dynamic models through three different approaches: the binomial tree model, the Black-Scholes-Merton option pricing model, and the simulation-based risk neutral pricing approach. We discuss a wide range of applications, including the use of derivatives in asset management, the valuation of corporate securities such as stocks and corporate bonds with embedded options, interest rate derivatives, credit derivatives, as well as crude oil derivatives. In addition to theoretical discussions, we also emphasize practical considerations of implementing strategies using derivatives as tools, especially when no-arbitrage conditions do not hold. In addition to course prerequisites, STAT 102 may be taken concurrently.
Taught by: Varies by semester
One-term course offered either term
Also Offered As: FNCE 717
Prerequisite: FNCE 100 AND FNCE 101 AND STAT 101
Activity: Lecture
1.0 Course Unit

FNCE 207 Valuation
The focus of this course is on the valuation of companies. The course covers current conceptual and theoretical valuation frameworks and translates those frameworks into practical approaches for valuing companies. The relevant accounting topics and the appropriate finance theory are integrated to show how to implement the valuation frameworks discussed on a step-by-step basis. The course teaches how to develop the required information for valuing companies from financial statements and other information sources in a real-world setting. Topics covered in depth include discounted cash flow techniques and price multiples. In addition, the course covers other valuation techniques such as leveraged buyout analysis. During the spring semester students cannot take Professor Glode's FNCE 207 class pass/fail. This section must be taken for a grade. Professor Glode requires attendance at first class.
Taught by: Professor Holthausen (Fall); Professor Glode (Spring)
One-term course offered either term
Prerequisite: FNCE 100 AND ACCT 101 AND STAT 101
Activity: Lecture
1.0 Course Unit

FNCE 209 Real Estate Investment: Analysis and Financing
This course provides an introduction to real estate with a focus on investment and financing issues. Project evaluation, financing strategies, investment decision making and real estate capital markets are covered. No prior knowledge of the industry is required, but students are expected to rapidly acquire a working knowledge of real estate markets. Classes are conducted in a standard lecture format with discussion required. The course contains cases that help students evaluate the impact of more complex financing and capital markets tools used in real estate. There are case studies and two midterms, (depending on instructor).
Taught by: Ferreira, Handbury, Harari, Keys, Sinai, Wong
One-term course offered either term
Also Offered As: REAL 209
Prerequisite: FNCE 100
Activity: Lecture
1.0 Course Unit

FNCE 219 International Financial Markets
FNCE 219 is a course on international financial markets. Major topics include foreign exchange rates, international money markets, currency and interest rate derivatives (forwards, options, and swaps), international stock and bond portfolios, and cryptocurrencies. Students learn about the features of financial instruments and the motivations of market participants. The class focuses on risk management, investing, and arbitrage relations in these markets. In addition to course prerequisites, FNCE 101 is recommended.
Taught by: Urban Jermann
One-term course offered either term
Prerequisite: FNCE 100 AND FNCE 101 AND STAT 101
Activity: Lecture
1.0 Course Unit
FNCE 230 Urban Fiscal Policy
This course will examine the provision of public services for firms and people through cities. Why cities exist, when fiscal policy fails, investments in infrastructure, realities of local governments such as inequality, crime, corruption, high cost of living, congestion, and unfunded pensions and debt, will be covered. We will pay special attention to recent topics, such as partnerships with the private sector, enterprise zones, the role of technology, environmental challenges, and real estate policies that promote housing affordability, such as rent control and inclusionary zoning.
Taught by: Fernando Ferreira
Course usually offered in spring term
Also Offered As: BEPP 230, REAL 230
Activity: Lecture
1.0 Course Unit

FNCE 231 International Corporate Finance
(Formerly FNCE 208) Analyzes financial problems corporations face that result from operating in an international environment. Major topics include managing exchange risk through hedging and financing, measuring exchange rate exposure, calculating the cost of capital for foreign operations, assessment of sovereign risks, capital budgeting from a project and parent perspective, and international taxation.
Taught by: Karen Lewis
Also Offered As: FNCE 731
Prerequisite: FNCE 100
Activity: Lecture
1.0 Course Unit

FNCE 232 International Banking
(Formerly FNCE 220) This course focuses on international financial institutions, especially the activities of global, systemically important banks. We will examine how current and historical events are reshaping the industry and highlight the basic analytics of managing a bank’s exposure to liquidity, credit, market and reputational risk. Most classes will begin with discussion of a current event related to course topics. Three team projects will be assigned that will give you deeper exposure to analytic techniques related to the course. Throughout the semester, we will discuss public policy issues facing the international financial system. In addition to course prerequisites, FNCE 101 is recommended.
Taught by: Professor Richard Herring
Course usually offered in spring term
Prerequisite: FNCE 100
Activity: Lecture
1.0 Course Unit

FNCE 235 Fixed Income Securities
This course covers fixed income securities (including fixed income derivatives) and provides an introduction to the markets in which they are traded, as well as to the tools that are used to value these securities and to assess and manage their risk. Quantitative models play a key role in the valuation and risk management of these securities. As a result, although every effort will be made to introduce the various pricing models and techniques as intuitively as possible and the technical requirements are limited to basic calculus and statistics, the class is by its nature quantitative and will require a steady amount of work. In addition, some computer proficiency will be required for the assignments, although familiarity with a spreadsheet program (such as Microsoft Excel) will suffice. In addition to course prerequisites, FNCE 101 is recommended.
Taught by: Changes by Semester
One-term course offered either term
Prerequisite: FNCE 100 AND FNCE 101 AND STAT 101
Activity: Lecture
1.0 Course Unit

FNCE 237 Data Science for Finance
This course will introduce students to data science for financial applications using the Python programming language and its ecosystem of packages (e.g., Dask, Matplotlib, Numpy, Numba, Pandas, SciPy, Scikit-Learn, StatsModels). To do so, students will investigate a variety of empirical questions from different areas within finance including: FinTech, investment management, corporate finance, corporate governance, venture capital, private equity, and entrepreneurial finance. The course will highlight how big data and data analytics shape the way finance is practiced. Some programming experience is helpful though knowledge of Python is not assumed.
Taught by: Michael Roberts
One-term course offered either term
Prerequisite: FNCE 100 AND FNCE 101 AND STAT 102
Activity: Lecture
1.0 Course Unit

FNCE 238 Capital Markets
The objective of this course is to give you a broad understanding of the framework and evolution of U.S. capital markets, the instruments that are traded, the mechanisms that facilitate their trading and issuance, and the motivations of issuers and investors across different asset classes. The course will highlight the problems that capital market participants are seeking to solve, which you can use in your post-Wharton careers to evaluate future market innovations. We will consider design, issuance, and pricing of financial instruments, the arbitrage strategies which keep their prices in-line with one another, and the associated economic and financial stability issues. We will draw from events in the aftermath of the recent financial crisis, which illustrate financing innovations and associated risks, as well as policy responses that can change the nature of these markets. In addition to course prerequisites, FNCE 101 is recommended.
Taught by: Changes by semester
One-term course offered either term
Prerequisite: FNCE 100 AND FNCE 101
Activity: Lecture
1.0 Course Unit
FNCE 250 Venture Capital and the Finance of Innovation
This course covers the finance of technological innovation, with a focus on the valuation tools useful in the venture capital industry. These tools include the ‘venture capital method,’ comparables analysis, discounted cash flow analysis, contingent-claims analysis. The primary audience for this course is finance majors interested in careers in venture capital or in R&D-intensive companies in health care or information technology.
Taught by: Luke Taylor
Course usually offered in fall term
Prerequisite: FNCE 100 AND FNCE 101
Activity: Lecture
1.0 Course Unit

FNCE 251 The Finance of Buyouts and Acquisitions
The course focuses on financial tools, techniques, and best practices used in buyouts (financial buyers) and acquisitions (strategic buyers). While it will touch upon various strategic, organizational, and general management issues, the main lens for studying these transactions will be a financial one. It will explore how different buyers approach the process of finding, evaluating, and analyzing opportunities in the corporate-control market; how they structure deals and how deal structure affects both value creation and value division; how they add value after transaction completion; and how they realize their ultimate objectives (such as enhanced market position or a profitable exit). The course is divided into two broad modules. The first module covers mergers and acquisitions, and the second one studies buyouts by private equity partnerships.
During the spring semester this course cannot be taken pass/fail. FNCE 203 or FNCE 207 may be taken concurrently.
Taught by: Bilge Yilmaz
Prerequisite: FNCE 100 AND FNCE 101
Activity: Lecture
1.0 Course Unit

FNCE 254 Impact Investing
This course explores Impact Investing, a discipline that seeks to generate social benefits as well as financial returns. From tiny beginnings, the Impact Investment space has expanded and now commands significant attention from policymakers, wealthy and public-spirited individuals, academia and, not least, the world’s largest asset managers and philanthropic foundations. Evangelists believe it may be the key to freeing the world from poverty. Skeptics think it will remain confined to the boutique. Regardless, Impact Investing is becoming a distinct career specialization for finance professionals despite the diverse skillset each must have and the uncertainty of the new field’s growth. FNCE 101, FNCE 205, and FNCE 238 are recommended but not required.
Taught by: Chris Geczy
Prerequisite: FNCE 100 AND FNCE 101
Activity: Lecture
1.0 Course Unit

FNCE 256 Energy Finance
The objective of this course is to provide students with detailed knowledge of corporate structures, valuation methods, project finance, risk management practices, corporate governance issues, and geopolitical risks in the energy industry. In general, this course seeks to provide students with an overall context for understanding energy issues and risks, and how these might affect financing and investment decisions for both providers of energy and end-users of energy. FNCE 203 or FNCE 207 are recommended but not required.
Taught by: Professor Erik Gilje
Course usually offered in spring term
Prerequisite: FNCE 100 AND FNCE 101
Activity: Lecture
1.0 Course Unit

FNCE 257 Foundations of Asset Pricing
This course will cover methods and topics that form the foundations of modern asset pricing. These include: investment decisions under uncertainty, mean-variance theory, capital market equilibrium, arbitrage pricing theory, state prices, dynamic programming, and risk-neutral valuation as applied to option prices and fixed-income securities. Upon completion of this course, students should acquire a clear understanding of the major principles concerning individuals’ portfolio decisions under uncertainty and the valuations of financial securities. In addition one of the following is recommended FNCE 205; BEPP 250; MATH 360; STAT 433
Taught by: Jessica Wachter
Course usually offered in spring term
Also Offered As: FNCE 757
Prerequisite: FNCE 100 AND FNCE 101 AND MATH 114 AND MATH 312 AND STAT 430
Activity: Lecture
1.0 Course Unit

FNCE 283 Strategic Equity Finance
This course combines lectures and cases, and will go through actual situations where companies need to make strategic decisions on raising equity capital. We will address different phases of a company’s life cycle. Through these cases, from the decision-makers perspective, we will explore the different paths that can be taken and consider issues such as investor activism, governance and regulatory and valuation impact. FNCE 283 is a half semester course. FNCE 238 is recommended but not required.
Taught by: Professor David Musto and Professor David Erickson
One-term course offered either term
Prerequisite: FNCE 100 AND FNCE 101
Activity: Lecture
0.5 Course Units
FNCE 291 Corporate Restructuring
This course will explore the highly active and sophisticated deal making environment that is the hallmark of modern distress corporate restructuring. The course is primarily comprised of two key components. The first is groundwork-laying lectures by three of the top practitioners in the restructuring field. In particular, the lectures will focus on fundamental rights and obligations of debtors, creditors, and other parties in interest in the various types of major chapter 11 cases, providing critical insight into understanding the motivations, strategies, and available tools for chapter 11 participants (which also serve as the foundation for out-of-court deals). The course also will provide a valuation framework for distressed assets. The second element of the course is a series of case study panels. The professors survey the market trends from the previous year bring together key participants from recent deals, including the CEO or chairman of the company, the judge, the lead banker and lead lawyer, and the lead investors to give their insight and perspectives to the class. These panels will provide students real-world insights into the most current issues in the field.

Other Information: Application: send a short 30 second to 1 minute video to Kyle.Ferrier@Kirkland.com stating why you want to take this course. The deadline to submit the video is June 21, 2020.
Taught by: Professor Bilge Yilmaz will co-teach with James Spayregen, Edward Sassower, Stephen Hessler from the Kirkland Law Firm.
Also Offered As: FNCE 791, LAW 908
Prerequisite: FNCE 101 AND FNCE 203 AND FNCE 207
Activity: Lecture
1.0 Course Unit

FNCE 311 Infrastructure Investing
The world economy runs on the infrastructure which has been built over the past 10,000 years. Each year, this infrastructure requires updating and new additions, from roads and bridges (the original infrastructure), to railroads, airports (the more recent infrastructure), to telecommunications and solar and wind power installations (modern infrastructure). There is a vast amount of public (i.e., taxpayer money directed by government officials) and private (i.e., individuals’ money typically managed on their behalf and directed by private equity or banks into infrastructure investments). In this course, we will cover Infrastructure Financing and investing from various angles. We will provide descriptions of types of infrastructure, examine the financing needs of infrastructure projects, consider the historic role of government and non-government funding, and assess the changing needs of consumers and role of technology and the increasing demands posed by a globalizing economy. As private equity firms continue to build infrastructure funds, the need for, and role for, private money continues to evolve, so we will also examine infrastructure investing as an alternative asset class from the investors’ perspective. FNCE 203 or FNCE 207 are recommended but not required.
Taught by: Professor Kevin Kaiser
Prerequisite: FNCE 100 AND FNCE 101
Activity: Lecture
1.0 Course Unit

FNCE 341 Distressed Investing and Value Creation
This course familiarizes students with financial, strategic and legal issues associated with the restructuring of financially distressed firms and investment in distressed securities. The objective is to give students the concepts and tools necessary to assess the often-complex situation facing a firm facing financial distress. The course will cover the various options available for distressed firms, such as out-of-court workouts, exchange offers, prepackaged and pre-negotiated bankruptcies, distressed asset sales, 363 auctions, and Chapter 11 reorganization. We will consider distressed debt as an asset class and develop techniques for investing in distressed securities. We will assess investment opportunities using the concepts of value investing, in which we distinguish the value of asset from price. Students will sharpen their conceptual knowledge of finance and valuation in order to properly estimate the value of a distressed firm, and its securities. We will also address the importance of value creation and how to manage for value creation to resolve distress, or avoid it in the first place. FNCE 203 or FNCE 207 are recommended but not required.
Taught by: Kevin Kaiser
Prerequisite: FNCE 100 AND FNCE 101
Activity: Lecture
1.0 Course Unit

FNCE 384 Advanced Topics in Private Equity
This course will address a variety of applied topics in private equity (PE), with a focus on growth and later-stage buyout transactions (venture capital is not explicitly addressed in this course), and a primarily U.S-centric view that should be largely applicable in other markets. In addition, the course will focus on the transaction stage of PE investing i.e., the art of the deal and mostly leave aside deal sourcing, portfolio management and investor relations. The goal of this course is to educate students about the substance, process and mechanics of PE investing, through the lens of the investment professionals, counterparties and advisors that drive transactions to completion. Course topics will address the entire deal process, and will include the following: Commercial Diligence (incl. financial modeling); Debt Financing; Accounting Diligence; Sales & Purchase Agreements; Comps Analysis; and Other Advisory Work. Throughout the course, students will learn about each element of the deal process through in-class lectures, while concurrently apply those learnings to a real-time mock deal, and preparing dealmaterials that mirror a real private equity transaction. The in-class lectures will cover both conceptual frameworks and real-world examples.
Taught by: Bilge Yilmaz and Burcu Esmer
Prerequisite: FNCE 100 AND FNCE 101 AND (FNCE 203 OR FNCE 251)
Activity: Lecture
1.0 Course Unit
FNCE 385 ASP - Fin-Tech
The course exposes students to this fast-growing and exciting intersection between finance (Fin) and technology (Tech) while emphasizing the role data and analytics play. The course is structured around three main FinTech areas: (i) Lending/Banking services, (ii) Clearing (iii) Trading. It provides specific coverage and examples of developments from (1) market-place lending, (2) blockchain and distributed ledgers, (3) quantitative trading and its use of non-standard inputs. In each of these areas, we start by analyzing the marketplace, the incumbents, and then proceed to analyze the impact of the most relevant technologies have on the business. The course is built around data/code examples, cases, guest lectures, and group projects. Student are thus expected to work in teams and demonstrate a high level of independent learning and initiative.
Taught by: Shimon Kogan
Also Offered As: FNCE 885
Prerequisite: FNCE 100 AND FNCE 101
Activity: Lecture
0.5 Course Units

FNCE 386 ASP - Hedge Funds
This course will cover critical aspects and characteristics of hedge funds and the hedge fund industry. It will look at the legal foundations and structures of hedge funds including the primary regulations in the U.S. and abroad that are most relevant for hedge funds. It will also present the major hedge fund strategies, describe operation, control, administration, due diligence and valuation issues. Performance evaluation and investing in hedge funds from the investor's perspective will be discussed as will be issues of potential changes in regulation, risk management, and the use of leverage. The format of the course will mix lectures with presentations from industry participants, hedge fund managers, those who invest in hedge funds, those who advise them and provide services to them, and those who regulate them. Those who want to launch a hedge fund, join an existing one, invest in one, or provide services to one will want to register for this course.
Taught by: Professor Scott Richard
Course usually offered in fall term
Prerequisite: FNCE 100 AND FNCE 101
Activity: Lecture
0.5 Course Units

FNCE 393 Central Banks, Macroeconomic Policy and Financial Markets
Understanding and predicting central banking decision making and behavior is crucial for all market participants from asset managers and traders to private consumers. This course aims to provide the methods and knowledge on how central banks and governments think and implement policies to reach the goals of price and financial stability as well as support of growth and employment. The core of the course connects between the legal and actual goals that central banks follow and the related economic analysis on which these goals and policies are set. We explain the economic rationale for the policy prescriptions to reach the goals and how these policies are actually implemented by the Federal Reserve Bank (Fed) in the US, the European Central Bank (ECB), Bank of Israel (BOI) and some remarks on other countries. We use data, current events of the 2007-2018 period as the basis for discussion and assignments. All of these are aimed understanding how and why the Fed, the ECB and the BOI set their policies. For each we shall simulate in class current decisions based on assignment related to past policies and the theory presented in class. In addition to course prerequisites, FNCE 100 is recommended.
Taught by: Zvi Eckstein and Joao Gomes
Also Offered As: FNCE 893
Prerequisite: FNCE 100 AND FNCE 101 AND STAT 102
Activity: Lecture
1.0 Course Unit

FNCE 395 Private Equity
The course will be a survey of the private equity asset class. Its objective is to provide an understanding of the concepts, agents, and institutions involved in the late stage corporate private equity market in the U.S. and abroad. It will examine the buyout market and the activities of buyout funds from the differing perspectives of private equity investors, private equity fund sponsors, and managers of the portfolio companies. The course will be taught almost entirely with cases. Distinguished Wharton alumni in the private equity industry will be our guest speakers for many of the cases based on transactions they concluded. PLEASE NOTE: While this course is primarily intended for graduate students, admission may be granted to a limited number of interested undergraduate students. Be aware that this course may be recorded for live or subsequent distribution, display, broadcast, or commercialization in any media, including video, audio, or electronic media. For additional information, see the course syllabus or contact the department. This is a Pass/Fail course and will not count towards your concentration.
Also Offered As: FNCE 895
Prerequisite: FNCE 101 AND FNCE 203 OR FNCE 251
Activity: Lecture
0.5 Course Units

FNCE 399 Supervised Study in Finance
Integrates the work of the various courses and familiarizes the student with the tools and techniques of research.
Prerequisite: FNCE 100 AND FNCE 101
Activity: Independent Study
1.0 Course Unit
FNCE 401 Advanced Topics in PE
This course will cover a variety of applied topics in private equity (PE) with a focus on growth and later-stage buyout transactions. It will have a primarily U.S.-centric view that is largely applicable to other markets. Venture capital is not explicitly addressed in this course. Course topics will address the entirety of the deal process and value creation in the post-acquisition period, and will include the following: - LBO modeling - Commercial due diligence (principles and execution) - Debt financing - Sale & purchase agreements (SPA) - Accounting diligence - Deal structuring - Operations & Value creation Throughout the course, students will learn about each element of the deal process through in-class lectures, while concurrently applying those learnings to former transactions (these must be old enough that sharing material is no longer sensitive). The in-class lectures will cover conceptual frameworks, practical considerations and real-world case studies and examples. There will be four assignments in this course. The first three assignments will apply these learnings to the art of the deal through a real world lens. In the last assignment, students will develop a value creation plan for designated public companies 'TargetCo1' and 'TargetCo2'. Students are expected to actively engage in classroom discussions, challenging one another and the instructors about how to think through these issues in an ever-evolving investment world. In addition, throughout the course, students are expected to work as a team on the assignments.
Taught by: Bilge Yilmaz, Burcu Esmer
One-term course offered either term
Prerequisite: FNCE 101 AND FNCE 251 AND WH 101 AND WH 201 AND (WH 301 OR MGMT 301)
Activity: Lecture
1.0 Course Unit

FNCE 402 Shareholder Activism
The aim of the course is to provide an introduction to shareholder activism. The course makes use of lectures and case studies. The lectures expose the students to the institutional and empirical facts as well as approaches followed by leading shareholder activists. The case studies are designed to provide students an experience on identifying potential opportunity for value creation through active engagement. Assignments require students to develop/practice skills on fundamental analysis.
Taught by: Bilge Yilmaz
Prerequisite: FNCE 100 AND FNCE 101 AND WH 101 AND WH 201 AND (WH 301 OR MGMT 301)
Activity: Lecture
1.0 Course Unit

FNCE 403 Behavioral Finance
This course combines insights from behavioral economics and psychology to shed light on anomalous decisions by investors and possibly behavior of asset prices. Its content is designed to both complement and challenge the 'rational' investment paradigms developed in the early finance classes. It introduces students to much modern theoretical and empirical research showing this paradigm to be insufficient to describe various features of actual financial markets. The course structure involves early lectures, several cases, and a final project involving 'real life' examples and some modern research methods. In the capstone project students research and explore a specific behavioral bias or a profitable investment opportunity. Students will work in groups to simulate the behavior of, say, a portfolio management team looking for a new trading strategy; a consulting firm advising corporations on issues of financial management; or an entrepreneurial start-up developing a retail financial product. The main deliverable is in a form of a 'pitch' to potential clients to be delivered both in the form of a group presentation in class and a formal write-up to be submitted by the due date. Completion of FNCE 203 and FNCE 205 is recommended.
Taught by: Nikolai Roussanov
Course usually offered in spring term
Prerequisite: FNCE 100 AND FNCE 101 AND WH 101 AND WH 201 AND (WH 301 OR MGMT 301)
Activity: Lecture
1.0 Course Unit

FNCE 404 Financial Engineering
This course expands the key insights from the prior quantitative finance courses such as Derivatives and Fixed Income by using more advanced tools in statistics and applied mathematics. Its focus is on devising new and innovative financial products, often employing financial derivatives and related dynamic strategies, to address portfolio and risk-management problems. The course structure involves an introductory lectures and case discussions in the first half, and a capstone 'real life' group project where students will seek to address specific problems in finance faced by sell-side banks, and buy-side corporate clients or investment funds. Each project will focus on practical economic needs and standard activities of a specific client and/or bank and the use of derivatives and dynamic strategies to solve them. Programming skills and an exposure to numerical methods are an important part of the project in this course.
Taught by: Krishna Ramaswamy
Course offered summer, fall and spring terms
Prerequisite: FNCE 101 AND (FNCE 207 OR FNCE 235) AND WH 101 AND WH 201 AND (WH 301 OR MGMT 301)
Activity: Lecture
0.5 Course Units
FNCE 611 Corporate Finance
This course serves as an introduction to business finance (corporate financial management and investments) for both non-majors and majors preparing for upper-level course work. The primary objective is to provide the framework, concepts, and tools for analyzing financial decisions based on fundamental principles of modern financial theory. The approach is rigorous and analytical. Topics covered include discounted cash flow techniques; corporate capital budgeting and valuation; investment decisions under uncertainty; capital asset pricing; options; and market efficiency. The course will also analyze corporate financial policy, including capital structure, cost of capital, dividend policy, and related issues. Additional topics will differ according to individual instructors. Also Offered As: FNCE 100
Activity: Lecture
1.0 Course Unit

FNCE 613 Macroeconomics and the Global Economic Environment
This course is required for all students except those who, having prior training in macroeconomics, money and banking, and stabilization policy at an intermediate or advanced level, can obtain a waiver by passing an examination. The purpose of the course is to train students to think systematically about the current state of the economy and macroeconomic policy, and to be able to evaluate the economic environment within which business and financial decisions are made. The course emphasizes the use of economic theory to understand the workings of financial markets and the operation and impact of government policies. We will study the determinants of the level of national income, employment, investment, interest rates, the supply of money, inflation, exchange rates, and the formulation and operation of stabilization policies.
Taught by: Professors Abel, Landvoigt
Also Offered As: FNCE 101
Activity: Lecture
1.0 Course Unit

FNCE 621 Corporate Finance (Half CU)
(Formerly FNCE 614) This half-semester course serves as an introduction to corporate investments for non-majors. The primary objective is to provide a framework, concepts, and tools for analyzing financial decisions based on fundamental principles of modern financial theory. Topics covered include discounted cash flow techniques, corporate capital budgeting and valuation, investment decisions under uncertainty, and capital asset pricing. The approach is rigorous and analytical but the course will not cover several topics included in the full semester Corporate Finance course, including: market efficiency, corporate financial policy (including capital structure, cost of capital, dividend policy, and related issues), and options.
Taught by: Varies by semester
Prerequisite: (ACCT 611 OR ACCT 612 OR ACCT 613) AND (MGEC 611 AND MGEC 612) AND (STAT 613 OR STAT 621)
Activity: Lecture
0.5 Course Units

FNCE 623 Macroeconomics and The Global Economic Environment (Half CU)
(Formerly FNCE 615) This half-semester course in Macroeconomics is intended for non-finance majors. The goal of this course is to provide the foundation needed to recognize and understand broad economic and financial movements in the global economy. Key topics include national income accounting, production and economic growth, employment, business cycles, monetary and fiscal policy, and international finance. By the end of this course, students will be able to evaluate and discuss the global economic environment in which business and financial decisions are made.
Taught by: Varies by semester
Prerequisite: FNCE 611
Activity: Lecture
0.5 Course Units

FNCE 717 Financial Derivatives
This course covers one of the most exciting yet fundamental areas in finance: derivative securities. Financial derivatives can be the most challenging and exotic securities traded by institutional specialists, while at the same time, they can also be the basic securities commonly traded by retail investors such as S&P Index Options. Beyond trading, the basic ideas of financial derivatives serve as building blocks to understand a much broader class of financial problems, such as complex asset portfolios, strategic corporate decisions, and stages in venture capital investing. The main objective of this course is to help students gain the intuition and skills on (1) pricing and hedging of derivative securities, and (2) using derivatives for investment and risk management. In terms of methodologies, we apply the non-arbitrage principle and the law of one price to dynamic models through three different approaches: the binomial tree model, the Black-Scholes-Merton option pricing model, and the simulation-based risk neutral pricing approach. We discuss a wide range of applications, including the use of derivatives in asset management, the valuation of corporate securities such as stocks and corporate bonds with embedded options, interest rate derivatives, credit derivatives, as well as crude oil derivatives. In addition to theoretical discussions, we also emphasize practical considerations of implementing strategies using derivatives as tools, especially when no-arbitrage conditions do not hold. In addition to prerequisites, STAT 613 may be taken concurrently.
Taught by: Krishna Ramaswamy
One-term course offered either term
Also Offered As: FNCE 206
Prerequisite: FNCE 611
Activity: Lecture
1.0 Course Unit

FNCE 719 International Financial Markets
This course covers topics on foreign exchange rates, international money markets, currency and interest rate derivatives (forwards, options, and swaps), international stock and bond portfolios, and cryptocurrencies. Students learn about the features of financial instruments and the motivations of market participants. The class focuses on risk management, investing, and arbitrage relations in these markets. In addition to prerequisites, FNCE 613 is recommended but not required.
Taught by: Urban Jermann
One-term course offered either term
Prerequisite: FNCE 611
Activity: Lecture
1.0 Course Unit
Finance (FNCE)

FNCE 720 Investment Management
This course studies the concepts and evidence relevant to the management of investment portfolios. Topics include diversification, asset allocation, portfolio optimization, factor models, the relation between risk and return, trading, passive (e.g., index-fund) and active (e.g., hedge-fund, long-short) strategies, mutual funds, performance evaluation, long-horizon investing and simulation. The course deals very little with individual security valuation and discretionary investing (i.e., 'equity research' or 'stock picking').
Taught by: Professor Keim & Professor Stambaugh
One-term course offered either term
Prerequisite: FNCE 611 AND (STAT 613 OR STAT 621)
Activity: Lecture
1.0 Course Unit

FNCE 721 Real Estate Investment: Analysis and Financing
This course provides an introduction to real estate with a focus on investment and financing issues. Project evaluation, financing strategies, investment decision making and capital markets are covered. No prior knowledge of the industry is required, but students are expected to rapidly acquire a working knowledge of real estate markets. Classes are conducted in a standard lecture format with discussion required. The course contains cases that help students evaluate the impact of more complex financing and capital markets tools used in real estate. Lecture with discussion required.
Taught by: Ferreira, Handbury, Harari, Keys, Sinai, Wong
One-term course offered either term
Also Offered As: REAL 721
Prerequisite: FNCE 611
Activity: Lecture
0.5 Course Units

FNCE 725 Fixed Income Securities
This course covers fixed income securities (including fixed income derivatives) and provides an introduction to the markets in which they are traded, as well as to the tools that are used to value these securities and to assess and manage their risk. Quantitative models play a key role in the valuation and risk management of these securities. In addition to course prerequisites, FNCE 613 is recommended but not required.
Taught by: Professor Cuoco
Course usually offered in fall term
Prerequisite: FNCE 611 AND (STAT 613 OR STAT 621)
Activity: Lecture
1.0 Course Unit

FNCE 726 Advanced Corporate Finance
The objective of this course is to study the major decision-making areas of managerial finance and some selected topics in financial theory. The course reviews the theory and empirical evidence related to the investment and financing policies of the firm and attempts to develop decision-making ability in these areas. This course serves as an extension of FNCE 611. Some areas of financial management not covered in FNCE 611 are covered in FNCE 726. These may include leasing, mergers and acquisitions, corporate reorganizations, financial planning, and working capital management, and some other selected topics. Other areas that are covered in FNCE 611 are covered more in depth and more rigorously in FNCE 726. These include investment decision making under uncertainty, cost of capital, capital structure, pricing of selected financial instruments and corporate liabilities, and dividend policy.
Taught by: Professor Gultekin
One-term course offered either term
Also Offered As: FNCE 203
Prerequisite: FNCE 611
Activity: Lecture
1.0 Course Unit

FNCE 728 Valuation
The focus of this course is on the valuation of companies. The course covers current conceptual and theoretical valuation frameworks and translates those frameworks into practical approaches for valuing companies. The relevant accounting topics and the appropriate finance theory are integrated to show how to implement the valuation frameworks discussed on a step-by-step basis. The course teaches how to develop the required information for valuing companies from financial statements and other information sources in a real-world setting. Topics covered in depth include discounted cash flow techniques and price multiples. In addition, the course covers other valuation techniques such as leveraged buyout analysis. In addition to prerequisites, ACCT 742 is recommended but not required.
Taught by: Professor Glode
One-term course offered either term
Prerequisite: FNCE 611 AND (ACCT 611 OR ACCT 613) AND (STAT 613 OR STAT 621)
Activity: Lecture
1.0 Course Unit

FNCE 730 Urban Fiscal Policy
This course will examine the provision of public services for firms and people through cities. Why cities exist, when fiscal policy fails, investments in infrastructure, realities of local governments such as inequality, crime, corruption, high cost of living, congestion, and unfunded pensions and debt, will be covered. We will pay special attention to recent topics, such as partnerships with the private sector, enterprise zones, the role of technology, environmental challenges, and real estate policies that promote housing affordability, such as rent control and inclusionary zoning.
Taught by: Fernando Ferreira
Course usually offered in fall term
Also Offered As: BEPP 773, REAL 730
Activity: Lecture
1.0 Course Unit
FNCE 731 International Corporate Finance
This course analyzes financial problems corporations face that result from operating in an international environment. Major topics covered are corporate strategy and the decision to invest abroad, international portfolio diversification, managing exchange risk, taxation issues, cost of capital and financial structure in the multinational firm, and sources of financing.
Taught by: Professor Karen Lewis
Also Offered As: FNCE 208, FNCE 231
Prerequisite: FNCE 611
Activity: Lecture
1.0 Course Unit

FNCE 732 International Banking
This course focuses on international financial institutions, especially the activities of global, systemically important banks. We will examine how current and historical events are reshaping the industry and highlight the basic analytics of managing a bank's exposure to liquidity, credit, market and reputational risk. Most classes will begin with discussion of a current event related to course topics. Team projects will give deeper exposure to analytic techniques related to the course. Throughout the semester, we will discuss public policy issues facing the international financial system. In addition to prerequisites, FNCE 613 may be taken concurrently.
Taught by: Professor Richard Herring
Course usually offered in spring term
Prerequisite: FNCE 611
Activity: Lecture
1.0 Course Unit

FNCE 737 Data Science for Finance
This course will introduce students to data science for financial applications using the Python programming language and its ecosystem of packages (e.g., Dask, Matplotlib, Numpy, Numba, Pandas, SciPy, Scikit-Learn, StatsModels). To do so, students will investigate a variety of empirical questions from different areas within finance by way of data labs, or case studies that rely on data and analytics. Some of the areas that may be covered in the course, subject to time constraints, include: FinTech, investment management, corporate finance, corporate governance, venture capital, private equity. The course will highlight how big data and data analytics shape the way finance is practiced. Some programming and experience is helpful though knowledge of Python is not assumed.
One-term course offered either term
Prerequisite: FNCE 611
Activity: Lecture
1.0 Course Unit

FNCE 738 Capital Markets
The objective of this course is to give you a broad understanding of the instruments traded in modern financial markets, the mechanisms that facilitate their trading and issuance, as well as, the motivations of issuers and investors across different asset classes. The course will balance functional and institutional perspectives by highlighting the problems capital markets participants are seeking to solve, as well as, the existing assets and markets which have arisen to accomplish these goals. We will consider design, issuance, and pricing of financial instruments, the arbitrage strategies which keep their prices in-line with one another, and the associated economic and financial stability issues. The course is taught in lecture format, and illustrates key concepts by drawing on a collection of case studies and visits from industry experts. In addition to prerequisites, FNCE 613 may be taken concurrently.
Taught by: Professor David Musto and Professor Michael Schwert
One-term course offered either term
Prerequisite: FNCE 611
Activity: Lecture
1.0 Course Unit

FNCE 750 Venture Capital and the Finance of Innovation
This course covers the finance of technological innovation, with a focus on the valuation tools useful in the venture capital industry. These tools include the 'venture capital method,' comparables analysis, discounted cash flow analysis, contingent-claims analysis. The primary audience for this course is finance majors interested in careers in venture capital or in R&D-intensive companies in health care or information technology.
Taught by: Professor Taylor and Professor Catherine
Course usually offered in spring term
Prerequisite: FNCE 611
Activity: Lecture
1.0 Course Unit

FNCE 751 The Finance of Buyouts and Acquisitions
The focus of this course is on buying (or acquiring controlling stakes in) firms. The main topics to be covered are mergers and friendly acquisitions, hostile takeovers and buyouts. Using case studies, the course surveys the drivers of success in the transactions. While issues regarding motive and strategy will be discussed, financial theory will be the main lens used to view these control acquiring transactions. This will allow students to (1) evaluate transactions through valuation approaches and (2) structure deals employing financial innovation as a response to legal framework and economic frictions. This course should be of interest to students interested in pursuing careers as private equity investors, advisors in investment banking and corporate managers that deal with these issues. This course assumes familiarity with valuation analysis. During the spring semester students are not permitted to take this course pass fail. In addition to prerequisites, FNCE 726 or 728 are recommended but not required.
Taught by: Professor Yilmaz
Prerequisite: FNCE 611
Activity: Lecture
1.0 Course Unit
FNCE 754 Impact Investing
This course explores Impact Investing, a discipline that seeks to generate social benefits as well as financial returns. From tiny beginnings, the Impact Investment space has expanded and now commands significant attention from policymakers, wealthy and public-spirited individuals, academia and, not least, the world's largest asset managers and philanthropic foundations. Evangelists believe it may be the key to freeing the world from poverty. Skeptics think it will remain confined to the boutique. Regardless, Impact Investing is becoming a distinct career specialization for finance professionals despite the diverse skillset each must have and the uncertainty of the new field's growth. In addition to prerequisites, FNCE 720 is recommended but not required.
Taught by: Christopher Geczy, Ph.D.
Prerequisite: FNCE 611
Activity: Lecture
1.0 Course Unit

FNCE 756 Energy Finance
The objective of this course is to provide students with detailed knowledge of corporate structures, valuation methods, project finance, risk management practices, corporate governance issues, and geopolitical risks in the energy industry. In general, this course seeks to provide students with an overall context for understanding energy issues and risks, and how these might affect financing and investment decisions for both providers of energy and end-users of energy. In addition to prerequisites, FNCE 726 and FNCE 728 are recommended but not required.
Taught by: Professor Erik Giljie
One-term course offered either term
Prerequisite: FNCE 611
Activity: Lecture
1.0 Course Unit

FNCE 757 Foundations of Asset Pricing
This course will cover methods and topics that form the foundations of modern asset pricing. These include: investment decisions under uncertainty, mean-variance theory, capital market equilibrium, arbitrage pricing theory, state prices, dynamic programming, and risk-neutral valuation as applied to option prices and fixed-income securities. Upon completion of this course, students should acquire a clear understanding of the major principles concerning individuals' portfolio decisions under uncertainty and the valuations of financial securities. In addition one of the following is recommended FNCE 205; BEPP 250; MATH 360; STAT 433
Taught by: Jessica Wachter
Course usually offered in spring term
Also Offered As: FNCE 257
Prerequisite: FNCE 611
Activity: Lecture
1.0 Course Unit

FNCE 783 Strategic Equity Finance
This half-semester course combines lectures and cases, and will go through actual situation where companies need to make strategic decisions on raising equity capital. We will address different phases of a company's life cycle. Through these cases, from the decision-makers perspective, we will explore the different paths that can be taken and consider issues such as investor activism, governance and regulatory and valuation impact.
Taught by: Professor David Musto and Professor David Erickson
Course usually offered in spring term
Prerequisite: FNCE 611
Activity: Lecture
0.5 Course Units

FNCE 785 Business Strategy & Corp
This course explores strategic, business and legal decision making in a fluid real world corporate context. Classes will cover a series of timely financial and legal subjects as well as case studies that deal with topical problems in corporate governance, investment strategy, finance, private equity, executive compensation, and potential corporate and criminal behavior. Press, public market reaction, and governmental/political considerations will be integrated into the discussion. All students will be required to participate in one major and two minor team projects. An equal number of graduate law and business students will be enrolled in this class. The instructor, a 30 year veteran and partner at a major private equity firm, is also an attorney and CPA. No prerequisites.
Taught by: Perry Golkin
Also Offered As: LAW 542, LGST 785
Activity: Lecture
1.0 Course Unit

FNCE 791 Corporate Restructuring
This course will explore the highly active and sophisticated dealing environment that is the hallmark of modern distress corporate restructuring. The course is primarily comprised of two key components. The first is groundwork-laying lectures by three of the top practitioners in the restructuring field. In particular, the lectures will focus on fundamental rights and obligations of debtors, creditors, and other parties in interest in the various types of major chapter 11 cases, providing critical insight into understanding the motivations, strategies, and available tools for chapter 11 participants (which also serve as the foundation for out-of-court deals). The course also will provide a valuation framework for distressed assets. The second element of the course is a series of case study panels. The professors survey the market trends from the previous year bring together key participants from recent deals, including the CEO or chairman of the company, the judge, the lead banker and lead lawyer, and the lead investors to give their insight and perspectives to the class. These panels will provide students real-world insights into the most current issues in the field. By Video application only. send a short 30 second to 1 minute video why you want to take this course. The video must go to Kyle.Ferrier@Kirkland.com by 8-1-19
Also Offered As: FNCE 291, LAW 908
Activity: Lecture
1.0 Course Unit
FNCE 801 ASP - Advanced Topics in Private Equity
(Formerly FNCE 884) This course will address a variety of applied topics in private equity (PE), with a focus on growth and later-stage buyout transactions (venture capital is not explicitly addressed in this course), and a primarily U.S.-centric view that should be largely applicable in other markets. In addition, the course will focus on the transaction stage of PE investing i.e., the art of the deal and mostly leave aside deal sourcing, portfolio management and investor relations. The goal of this course is to educate students about the substance, process and mechanics of PE investing, through the lens of the investment professionals, counterparties and advisors that drive transactions to completion. Course topics will address the entire deal process, and will include the following: Commercial Diligence (incl. financial modeling); Debt Financing; Accounting Diligence; Sales & Purchase Agreements; Comps Analysis; and Other Advisory Work. Throughout the course, students will learn about each element of the deal process through in-class lectures, while concurrently apply those learnings to a real-time mock deal, and preparing deal materials that mirror a real private equity transaction. The in-class lectures will cover both conceptual frameworks and real-world examples.
Taught by: Professor Bilge Yilmaz (yilmaz@wharton.upenn.edu) and Fellow David Bard
Prerequisite: FNCE 611 AND (FNCE 726 OR FNCE 751)
Activity: Lecture
1.0 Course Unit

FNCE 803 Behavioral Finance
(Formerly FNCE 739) There is an abundance of evidence suggesting that the standard economic paradigm - rational agents in an efficient market - does not adequately describe behavior in financial markets. In this course, we will survey the evidence and use psychology to guide alternative theories of financial markets. Along the way, we will address the standard argument that smart, profit-seeing agents can correct any distortions caused by irrational investors. Further, we will examine more closely the preferences and trading decisions of individual investors. We will argue that their systematic biases can aggregate into observed market inefficiencies. The second half of the course extends the analysis to corporate decision making. We then explore the evidence for the corporate world in the context of capital structure, investment, dividend, and merger decisions. In addition to prerequisites, FNCE 720 and FNCE 726 are recommended but not required.
Taught by: TBA
Course usually offered in spring term
Prerequisite: FNCE 611
Activity: Lecture
1.0 Course Unit

FNCE 811 ASP - Infrastructure Investing
The world economy runs on the infrastructure which has been built over the past 10,000 years. Each year, this infrastructure requires updating and new additions, from roads and bridges (the original infrastructure), to railroads, airports (the more recent infrastructure), to telecommunications and solar and wind power installations (modern infrastructure). There is a vast amount of public (i.e., taxpayer money directed by government officials) and private (i.e., individuals' money typically managed on their behalf and directed by private equity or banks into infrastructure investments). In this course, we will cover Infrastructure Financing and investing from various angles. We will provide descriptions of types of infrastructure, examine the financing needs of infrastructure projects, consider the historic role of government and non-government funding, and assess the changing needs of consumers and role of technology and the increasing demands posed by a globalizing economy. As private equity firms continue to build infrastructure funds, the need for, and role for, private money continues to evolve, so we will also examine infrastructure investing as an alternative asset class from the investors’ perspective. FNCE 728 is recommended but not required.
Taught by: Professor Kevin Kaiser
Prerequisite: FNCE 611
Activity: Lecture
1.0 Course Unit

FNCE 812 The Finance, Economics and Law of Fiscal Crises
The focus will be on the causes of fiscal crises, a careful detailing of who wins and who loses, and then on how such crises might be resolved and, perhaps most importantly, how they might be prevented in the future. The course will draw upon the fiscal experiences of US local governments (New York, Philadelphia, Detroit, Orange County, Puerto Rico), utilities (WPPSS) and states (Illinois), and the international experience from such countries as Greece, Brazil, and Argentina. The costs of such crises for citizens, pensioners, and bond holders can be significant. We seek to understand the underlying economic, political, and legal/regulatory causes of such events so that they may be prevented in the future. The importance of private information and public regulation for disciplining the fiscal performance of democratically elected governments will be a central concern. We believe strongly that diagnosing and treating the ‘disease’ of fiscal mismanagement is an interdisciplinary endeavor drawing on finance, economics, political science, and the law. Students with backgrounds in any of these disciplines are welcome.
Taught by: Robert Inman & David Skeel
Also Offered As: LAW 609
Activity: Lecture
1.0 Course Unit
FNCE 841 ASP - Distressed Investing and Value Creation
This course familiarizes students with financial, strategic and legal issues associated with the restructuring of financially distressed firms and investment in distressed securities. The objective is to give students the concepts and tools necessary to assess the often-complex situation facing a firm facing financial distress. The participants will gain a basic understanding of the various options available for distressed firms, such as out-of-court workouts, exchange offers, prepackaged and pre-negotiated bankruptcies, distressed asset sales, 363 auctions, and Chapter 11 reorganization. We will explore the difference between economic and financial distress, and the implications for the restructuring process. Finally, we will consider distressed debt as an asset class and develop techniques for investing in distressed securities. We will approach the investment opportunities using the concepts of value investing, in which we sharply distinguish the value of an asset from its price (as Warren Buffet explains, 'Price is what you pay, value is what you get'). Students will sharpen their conceptual knowledge of finance and valuation in order to properly estimate the value of a distressed firm, and then supplement that with the complexities of valuing specific securities with the capital structure.
Taught by: Professor Kevin Kaiser
Prerequisite: FNCE 611
Activity: Lecture
1.0 Course Unit

FNCE 883 Strategic Equity Finance
Strategic Equity Finance has a new course number effective 19A This course is listed as FNCE783 going forward
Taught by: Professor David Musto and Professor David Erickson
Course usually offered in spring term
Prerequisite: FNCE 611
Activity: Lecture
0.5 Course Units

FNCE 885 Fin-Tech
The course exposes students to this fast-growing and exciting intersection between finance (Fin) and technology (Tech) while emphasizing the role data and analytics play. The course is structured around three main FinTech areas: (i) Lending/Banking services, (ii) clearing (iii) Trading. It provides specific coverage and examples of developments from (1) market-place lending, (2) blockchain and distributed ledgers, (3) quantitative trading and its use of non-standard inputs. In each of these areas, we start by analyzing the marketplace, the incumbents, and then proceed to analyze the impact of the most relevant technologies have on the business. The course is built around data/code examples, cases, guest lectures, and group projects. Students are thus expected to work in teams and demonstrate a high level of independent learning and initiative.
Taught by: Professor Kogan
Also Offered As: FNCE 385
Prerequisite: FNCE 611
Activity: Lecture
0.5 Course Units

FNCE 886 ASP - Hedge Funds
This course will cover critical aspects and characteristics of hedge funds and the hedge fund industry. It will look at the legal foundations and structures of hedge funds including the primary regulations in the U.S. and abroad that are most relevant for hedge funds. It will also present the major hedge fund strategies, describe operation, control, administration, due diligence and valuation issues. Performance evaluation and investing in hedge funds from the investor's perspective will be discussed as will be issues of potential changes in regulation, risk management, and the use of leverage. The format of the course will mix lectures with presentations from industry participants, hedge fund managers, those who invest in hedge funds, those who advise them and provide services to them, and those who regulate them. Those who want to launch a hedge fund, join an existing one, invest in one, or provide services to one will want to register for this course.
Taught by: Professor Scott Richard
Prerequisite: FNCE 611
Activity: Lecture
0.5 Course Units

FNCE 887 ASP - Shareholder Activism
The aim of the course is to provide an introduction to shareholder activism. The course makes use of lectures and case studies. The lectures expose the students to the institutional and empirical facts as well as approaches followed by leading shareholder activists. The case studies are designed to provide students an experience on identifying potential opportunity for value creation through active engagement. Assignments require students to develop/practice skills on fundamental analysis.
Taught by: Professor Bilge Yilmaz and Kevin Kaiser
One-term course offered either term
Prerequisite: FNCE 611
Activity: Lecture
1.0 Course Unit

FNCE 888 Adv PE-Fundraising, Sourcing and Value Creation.
This course is for second year MBA students. Please Note: Students cannot receive credit for both FNCE 884 and FNCE 888....This course will address a variety of topics in private equity (PE) leveraging a highly practical and real-world approach. It will focus on growth and later-stage buyout transactions (venture capital is not explicitly addressed in this course) and a primarily U.S.-centric view that should be largely applicable in other markets. The course will focus on several key areas outside the private equity transaction: fundraising, sourcing investment opportunities, and creating value under PE ownership. The goal of this course is to educate students about these aspects of PE investing through the lens of the investment professionals, consultants, counterparties and advisors that live them each day. Students will be expected to actively engage in classroom discussions, challenging one another and the lecturers about how to think through these issues in an ever-evolving investment world. In addition, throughout the course, students will be expected participate actively with their teams as they proceed with at home assignments.
Taught by: Professor Bilge Yilmaz
Prerequisite: FNCE 751
Activity: Lecture
1.0 Course Unit
FNCE 893 ASP - Central Banks, Macroeconomic Policy and Financial Markets
This course aims to provide the future global manager and financial analyst with the knowledge on policies set by central banks, regulators and governments to reach the goals of price and financial stability as well as support of growth and employment. The core of the course connects between the formal and actual goals that central banks follow and the related economic analysis on which the goals and the policies are set. We will explain the economic rationale for the policy prescriptions to reach the goals and how these are implemented using institutional framework in the US, the European Central Bank (ECB), Israel and remarks on other countries. We use data, current events and events of the 2007-2018 financial crisis as a basis for discussion and assignments. All these are aimed at understanding how and why the Federal Reserve of the US (the Fed), The Bank of Israel (BOI) and the European Central Bank (ECB) set their policies and how that is related to academic research on these issues.
Taught by: Zvi Eckstein and Joao Gomes
One-term course offered either term
Also Offered As: FNCE 393
Prerequisite: FNCE 613 AND STAT 613
Activity: Lecture
1.0 Course Unit

FNCE 895 Advanced Seminar in Private Equity
This course will be a survey of the private equity asset class. Its objective is to provide an understanding of the concepts, agents, and institutions involved in the late stage corporate private equity market in the U.S. and around the globe. It will examine the buyout market and the activities of buyout funds from the differing perspectives of private equity investors, private equity fund sponsors, and managers of the portfolio companies. The course will be taught almost entirely with cases. Distinguished Wharton alumni in the private equity industry will be our guest speakers for many of the cases based on transactions they concluded. While this course is primarily intended for graduate students, admission may be granted to a limited number of interested undergraduate students. PLEASE NOTE: this course may be recorded for live or subsequent distribution, display, broadcast, or commercialization in any media, including video, audio, or electronic media. For additional information, see the course syllabus or contact the department. This is a Pass/Fail course and will not count towards your concentration.
Also Offered As: FNCE 395
Prerequisite: FNCE 726 OR FNCE 751
Activity: Lecture
0.5 Course Units

FNCE 896 Global Modular Course
Open to MBA, Executive MBA and Undergraduate students, these modular courses are intended to provide unique educational experiences to students in a regional context that has particular resonance with the topic. Taught around the globe, the modular courses help us enrich the curriculum and research on our own campuses in Philadelphia and San Francisco.
Taught by: Bulent Gultekin and Bilge Yilmaz
Course not offered every year
Also Offered As: WH 215
Activity: Lecture
0.5 Course Units

FNCE 897 Finance In The Middle East & North Africa
This is a Wharton Global Modular Course on finance in the Middle East and North Africa. Its objective is to bring students, academics and industry experts together to study financial markets, practice, and institutions in this region.
Taught by: Professor Bulent Gultekin, Finance Department and Professor Michael J.T. McMillen, Penn Law School
Also Offered As: WH 214
Activity: Lecture
0.5 Course Units

FNCE 899 Independent Study Project in Finance
Independent Study Projects require extensive independent work and a considerable amount of writing. ISP in Finance are intended to give students the opportunity to study a particular topic in Finance in greater depth than is covered in the curriculum. The application for ISP's should outline a plan of study that requires at least as much work as a typical course in the Finance Department that meets twice a week. Applications for FNCE 899 ISP's will not be accepted after the THIRD WEEK OF THE SEMESTER. ISP's must be supervised by a Standing Faculty member of the Finance Department.
Taught by: Varies by Project
Prerequisite: FNCE 611 AND FNCE 613
Activity: Independent Study
1.0 Course Unit

FNCE 911 Financial Economics
The objective of this course is to undertake a rigorous study of the theoretical foundations of modern financial economics. The course will cover the central themes of modern finance including individual investment decisions under uncertainty, stochastic dominance, mean variance theory, capital market equilibrium and asset valuation, arbitrage pricing theory, option pricing, and incomplete markets, and the potential application of these themes. Upon completion of this course, students should acquire a clear understanding of the major theoretical results concerning individuals’ consumption and portfolio decisions under uncertainty and their implications for the valuation of securities.
Course usually offered in fall term
Prerequisite: ECON 681 OR ECON 701
Activity: Lecture
1.0 Course Unit

FNCE 912 Corporate Finance and Financial Institutions
This course provides students with an overview of the basic contributions in the modern theory of corporate finance and financial institutions. The course is methodology oriented in that students are required to master necessary technical tools for each topic. The topics covered may include capital structure, distribution policy, financial intermediation, incomplete financial contracting, initial and seasoned public offerings, market for corporate control, product market corporate finance interactions, corporate reorganization and bankruptcy, financing in imperfect markets, security design under adverse selection and moral hazard, and some selected topics.
Course usually offered in spring term
Prerequisite: ECON 681 OR ECON 701
Activity: Lecture
1.0 Course Unit
FNCE 921 Introduction to Empirical Methods in Finance
This course is an introduction to empirical methods commonly employed in finance. It provides the background for FNCE 934, Empirical Research in Finance. The course is organized around empirical papers with an emphasis on econometric methods. A heavy reliance will be placed on analysis of financial data.
Course usually offered in spring term
Prerequisite: FNCE 911 AND STAT 510 AND STAT 511
Activity: Lecture
1.0 Course Unit

FNCE 922 Continuous-Time Financial Economics
This course covers some advanced material on the theory of financial markets developed over the last two decades. The emphasis is on dynamic asset pricing and consumption choices in a continuous time setting. The articles discussed include many classical papers in the field as well as some of the most recent developments. The lectures will emphasize the concepts and technical tools needed to understand the articles.
Course usually offered in fall term
Prerequisite: FNCE 911 AND ECON 701 AND ECON 703
Activity: Lecture
1.0 Course Unit

FNCE 923 Financial Economics Under Imperfect Information
This course covers General equilibrium and rational expectations, foundations of the theory of information; learning from prices in rational expectations equilibrium models, moral hazard, adverse selection, and signalling Bidding theories.
Course not offered every year
Prerequisite: FNCE 922
Activity: Lecture
1.0 Course Unit

FNCE 924 Intertemporal Macroeconomics and Finance
This is a doctoral level course on macroeconomics, with special emphasis on intertemporal choice under uncertainty and topics related to finance. Topics include: optimal consumption and saving, the stochastic growth model, q-theory of investment, (incomplete) risk sharing and asset pricing. The course will cover and apply techniques, including dynamic programming, to solve dynamic optimization problems under uncertainty. Numerical solution methods are also discussed.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

FNCE 925 Topics In Asset Pricing
This course exposes student to recent development in the asset pricing literature. The starting point for the course is the standard neo-classical rational expectations framework. We will then investigate where this framework has succeeded and where it has not. Recently documented deviations from the framework in the literature are discussed and placed in context. The course will also focus on hypothesis development, recent research methods, and research writing. The ultimate objective is for students to develop their own hypotheses and research ideas, resulting in a paper.
Course not offered every year
Prerequisite: ECON 681 OR ECON 701
Activity: Lecture
1.0 Course Unit

FNCE 926 Empirical Methods in Corporate Finance
The course will cover a variety of microeconometric models and methods including panel data models, program evaluation methods ?e.g. difference in differences, matching techniques, regression discontinuity design? instrumental variables, duration models, structural estimation ? e.g. simulated methods of moments?. The structure of the course consists of lectures, student presentations, and empirical exercises. I will utilize published studies in a variety of fields such as corporate finance, labor economics, and industrial organization to illustrate the various techniques. The goal of the course is to provide students with a working knowledge of various econometric techniques that they can apply in their own research. As such, the emphasis of the course is on applications, not theory. Students are required to have taken a graduate sequence in Econometrics, you should be comfortable with econometrics at the level of William Green's 'Econometric Analysis of Cross-Section and Panel Data'.
Course usually offered in fall term
Prerequisite: STAT 521
Activity: Lecture
1.0 Course Unit

FNCE 932 Topics In Corporate Finance
This course covers Advanced theory and empirical investigations; financial decisions of the firm, dividends, capital structure, mergers, and takeovers.
Course not offered every year
Prerequisite: FNCE 922
Activity: Lecture
1.0 Course Unit

FNCE 933 International Finance
To provide an understanding of selected topics of current academic research in the areas of international finance and its intersection with international macroeconomics; to teach interested students the tools for conducting research in this field. Each topic will be developed beginning with early classic papers and then updated through the current status of the profession. The typical target audience comprises students in their second year or later. Prerequisite: Completion of first year course requirements
Taught by: Karen Lewis
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
FNCE 934 Empirical Methods In Asset Pricing
This course has three main objectives: The first object is to introduce students to the fundamental works and the frontier of research in dynamic asset pricing. We will cover recent models that have been proposed to shed light on intriguing and important empirical patterns in the cross section and in the time series. Topics include non-separable utilities, market incompleteness, learning, uncertainty, differences of opinions, ex-ante and ex-post asymmetric information, ambiguity and Knightian uncertainty. The second objective is to teach students how to think of asset pricing research under a bigger or richer framework. We shall focus on the interactions between asset pricing and other fields such as macroeconomics, corporate finance, financial institutions, and international finance. The goal of investigating the joint dynamics is not only to better understand how asset prices are determined, but also (maybe more importantly) how would asset pricing dynamics affect other important economic variables such as investment, corporate payout and financing, unemployment, risk sharing, and international capital flows. Students will learn production-based asset pricing models, particularly the asset pricing models with investment-specific technology shocks, risk shocks, financial friction, searching frictions and information frictions. Of course, the advanced solution methods will focus too. The third objective is to introduce advanced empirical methods to analyze the data and the quantitative dynamic models. It includes how to estimate structural dynamic models, how evaluate structural models beyond goodness-of-fit tests, how confront the models predictions with empirical data by simulation and re-sampling techniques, and how to efficiently test models and explore new patterns using asset pricing and macro data.
Course usually offered in fall term
Prerequisite: FNCE 911 AND FNCE 921
Activity: Lecture
1.0 Course Unit

FNCE 937 Topics in Macro Finance
This is an advanced course in quantitative theory applied to macro and finance models. It is intended for doctoral students in finance, economics and related fields. The course focuses on four broad theoretical literatures: (i) firm investment and growth; (ii) corporate, household and sovereign debt; (iii) asset pricing in general equilibrium; and (iv) equilibrium macro models with a financial sector. My approach is to develop and discuss in detail a unified framework that is suited to address most topics, usually covering a few central topics and the core papers. We then discuss the more recent literature, highlighting how authors combine and expand upon the core ideas. This part of the course usually relies on regular student presentations.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

FNCE 950 Research Seminar in Finance
This course may be offered (and taken by a student) several times a year with varying topics.
One-term course offered either term
Activity: Seminar
1.0 Course Unit

Fine Arts (FNAR)

FNAR 061 Video I
In this studio based course, students are introduced to video production and postproduction as well as to selected historical and theoretical texts addressing the medium of video. Students will be taught basic camera operation, sound recording and lighting, as well as basic video and sound editing and exporting using various screening and installation formats. In addition to a range of short assignment-based exercises, students will be expected to complete three short projects over the course of the semester. Critiques of these projects are crucial to the course as students are expected to speak at length about the formal, technical, critical and historical dimensions of their works. Weekly readings in philosophy, critical theory, artist statements and literature are assigned. The course will also include weekly screenings of films and videos, introducing students to the history of video art as well as to other contemporary practices. If you need assistance registering for a closed section, please email the department at fnarug@design.upenn.edu
For BA Students: Humanities and Social Science S
One-term course offered either term
Also Offered As: CIMS 061, FNAR 661, VLST 261
Activity: Seminar
1.0 Course Unit

FNAR 062 Video II
Video II offers opportunities to further explore the role of cinematic narrative technique, non-narrative forms, digital video cinematography, editing, and screen aesthetics. Through a series of several video projects and a variety of technical exercises, students will refine their ability to articulate technically and conceptually complex creative projects in digital cinema. In addition, one presentation on a contemporary issue related to the application of cinematic storytelling and/or the cultural context of digital video is required.
One-term course offered either term
Also Offered As: CIMS 062, FNAR 662
Prerequisite: FNAR 061
Activity: Seminar
1.0 Course Unit

FNAR 063 Documentary Video
Documentary Video is an intensive production course involving the exploration of concepts, techniques, concerns, and aesthetics of the short form documentary. Building on camera, sound, and editing skills acquired in Video I, students will produce a portfolio of short videos and one longer project over the course of the semester using advanced level camera and sound equipment. One short presentation on a genre, technique, maker, or contemporary concern selected by the student is required.
Course usually offered in fall term
Also Offered As: CIMS 063, FNAR 663
Prerequisite: FNAR 061
Activity: Seminar
1.0 Course Unit
FNAR 065 Cinema Production
This course focuses on the practices and theory of producing narrative based cinema. Members of the course will become the film crew and produce a short digital film. Workshops on producing, directing, lighting, camera, sound and editing will build skills necessary for the hands-on production shoots. Visiting lecturers will critically discuss the individual roles of production in the context of the history of film.
Course usually offered in fall term
Also Offered As: CIMS 065, FNAR 665
Prerequisite: FNAR 061
Activity: Seminar
1.0 Course Unit

FNAR 067 Advanced Video Projects
This course is structured to create a focused environment and support for individual inquiries and projects. Students will present and discuss their work in one to one meetings with the instructor and in group critiques. Readings, screenings, and technical demonstrations will vary depending on students’ past history as well as technical, theoretical, and aesthetic interests.
Course not offered every year
Also Offered As: FNAR 667
Prerequisite: FNAR 061
Activity: Seminar
1.0 Course Unit

FNAR 070 Film Sound: History, Aesthetics and Subversion
Sound and Image as experienced in the cinema, are not divisible. One perception influences the other, and transforms it. While a preexisting harmony between these two senses may exist, its conventions are subject to manipulation and the whims of subversion. Film Sound tracks the technological and aesthetic history of sound for film including psychoacoustics, dialogue, music, sound fx and audio’s gradual and triumphant march towards fidelity, stereo and surround sound. This lecture course, through an historical and pedagogical romp loaded with examples throughout film history and visits by lauded audio professionals from the film world, seeks to instruct students to engage in the process of sound perception, gaining an appreciation for the art of sound as it relates to the varied phenomenological dimensions of that unique audio-visual encounter we call movies.
Taught by: Novack
One-term course offered either term
Also Offered As: FNAR 671
Activity: Seminar
1.0 Course Unit

FNAR 073 Machine for Seeing: Architecture and the Moving Image
Architecture's relationship with cinema was established with the very first motion picture. In Sortie de l'usine Lumiere de Lyon by Auguste and Louis Lumiere we see a didactic presentation of film titles as workers from the Lumiere brother’s factory stream forth from its interior at days end. In many ways the context of the film is its subject as well. The title of the class plays on Le Corbusier's maxim that architecture is machine for living and perhaps cinema is simply a machine for helping us understand the vast construct of our built environment. A device, which allows us to imagine even greater follies or more importantly to think critically about architecture's relationship with and impact on society. Readings, screenings, discussions and critiques make up the curriculum along with studio time. Students will produce their own film and we will look at films produced by a range of practitioners: From architects speculating on the nature of and use of public space and urban development to documentarians researching the pathologies of neo-liberalism and its effect on the privatization of space. We will also look at the work of artists who engage with the poetics of space and who unpack the conflicted legacies of the built environment.
Taught by: Hartt
Course usually offered in spring term
Also Offered As: FNAR 673
Prerequisite: FNAR 061
Activity: Studio
1.0 Course Unit

FNAR 074 A Virus in the Culture: Social Critique in Media Arts
In order to change the world, we must first learn how to infect it. A Virus in the Culture is a studio class that examines and generates various forms of media resistance to dominant hegemonic systems of power and control. Using filmmaking, publication design and interactive media we'll think through and develop responses to some of the most pressing issues facing us today. We'll look at historical models from the agitprop design work of Gee Vaucher for Anarcho-punk band Crass to Chris Marker's film Le Fond de L'Air Est Rouge, a radical analysis of global social and political turmoil in the late 60s and early 70s. We'll also look at experimental contemporary design firms like Metahaven who question the role of designers and filmmakers today - Bypassing the power dynamics of clients and briefs they took it upon themselves to create a graphic identity for WikiLeaks. Each example broadens the definition and possibilities of practice to create a more porous engagement with audiences and users while informing the practice of social critique today. Considering a diverse range of topics from education policy, to the rights of environmental refugees, we’ll use the class to workshop a singular comprehensive project that targets researches and responds to a specific contested position. The outcome of which will be a class produced short film, publication design and website that unpacks the social, cultural, and economic complexities of our subject. This class is co-taught by David Hartt, an artist and filmmaker along with graphic designer, Mark Owens. Reading, screenings, discussions and critiques make up the curriculum along with studio time. While the focus of this course is not technical, prior knowledge of design programs, camera functions, and post-production techniques is expected.
Taught by: David Hartt and Marks Owens
Course usually offered in fall term
Also Offered As: FNAR 674
Prerequisite: FNAR 061
Activity: Studio
1.0 Course Unit
FNAR 075 Image and Sound Editing
This course presents an in-depth look at the storytelling power of image and sound in both narrative and documentary motion pictures. Students apply a theoretical framework in ongoing workshops, exploring practical approaches to picture editing and sound design. Students edit scenes with a variety of aesthetic approaches, and create story-driven soundtracks with the use of sound FX, dialogue replacement, foleys, music and mixing. Students not only learn critical skills that expand creative possibilities, but also broaden their understanding of the critical relationship between image and sound.
Course usually offered in spring term
Also Offered As: CIMS 075, FNAR 675
Prerequisite: FNAR 061
Activity: Seminar
1.0 Course Unit

FNAR 076 Advanced Lens Based Projects
Advanced Lens Based Projects (ALBP) is structured to create an open environment for students to develop a series of self-determined projects using any variety of image capture technologies. Mobile devices and DSLRs have blended the function of moving and still image capture while computers have become ubiquitous as instruments of display and dissemination. This has consequently led to the increasingly collapsed boundaries of artistic mediums. ALBP is a studio class where students will explore different modes of production and address the expanding field of exhibition strategies. Additionally the class will foster a transdisciplinary approach to critiquing work and emphasize the shared context of the works reception. Readings, screenings, discussions and critiques make up the curriculum along with dedicated studio time. Each student is required to complete 3 self-determined projects using still or moving image capture technologies. Grades will be determined through participation, completion of assignments and the students’ formal and critical engagement with the technology. While the focus of this course is not technical, prior knowledge of camera functions and post-production techniques is expected.
Taught by: Hartt
Also Offered As: FNAR 676
Prerequisite: FNAR 061 OR FNAR 150 OR FNAR 271 OR FNAR 340
Activity: Studio
1.0 Course Unit

FNAR 083 Performance/Camera: Performance and-with-through-for Cameras
This intermediate course will explore the wide and expansive territories of art-making that exist between live performance and mediated image-making both still and moving. For much of the 21st century, the mediums of performance, video and photography have been weaving in and out of contact. Performance is known and understood largely through its documentation: sometimes voluminous and sometimes little more than a single photograph. On the other side, video, film and photography each developed through widespread explorations that were deeply entwined with the ‘capturing’ of bodies on film. Using photography, video and performance in equal parts, the course is a hands-on exploration of this capacious terrain. The course will be structured by a series of bi-weekly assignments that allow for individual and collective production. The course will also include a regular schedule of short readings and presentations/screenings of existing works.
Taught by: Hayes, Sharon
Course usually offered in fall term
Also Offered As: FNAR 583
Prerequisite: FNAR 061 AND FNAR 340
Activity: Studio
1.0 Course Unit

FNAR 085 Performance Studio
This course supports the individual and collaborative production of performance works. As the medium of performance consists of diverse forms, actions, activities, practices and methodologies, the course allows for an open exploration in terms of material and form. Students are invited to utilize technologies, materials and methodologies from other mediums and/or disciplines such as video, photography, writing and sound. In addition to the production component, the course will examine multiple histories of performance through readings, screenings and directed research.
Taught by: Hayes
Course usually offered in spring term
Also Offered As: FNAR 123 OR FNAR 145 OR FNAR 150 OR FNAR 061
Activity: Studio
1.0 Course Unit

FNAR 123 Drawing I
This course is designed to develop visual awareness and perceptual acuity through the process of drawing. Students learn to sharpen perceptual skills through observational drawing, and to explore the expressive potential of drawing. A variety of problems and media will be presented in order to familiarize students with various methods of working and ways of communicating ideas visually. Subject matter will include object study, still life, interior and exterior space, self-portrait and the figure. Different techniques and materials (charcoal, graphite, ink, collage) are explored in order to understand the relationship between means, material and concept. Critical thinking skills are developed through frequent class critiques and through the presentation of and research into historical and contemporary precedent in drawing. If you need assistance registering for a closed section, please email the department at fnarug@design.upenn.edu
One-term course offered either term
Also Offered As: FNAR 523, VLST 253
Activity: Studio
1.0 Course Unit

FNAR 124 Drawing Investigations
Drawing is a fundamental means of visualization and a hub for thinking, constructing, and engaging in a wide variety of creative activities and problem-solving. This studio class explores drawing in both its traditional and contemporary forms. The projects are designed to help students in all disciplines find ways express and clarify their ideas through the process of drawing. The semester begins with the refinement of perceptual skills acquired in Drawing I, while encouraging experimentation through the introduction of color, abstract agendas, conceptual problem solving, and collaborative exercises, as well as new materials, techniques and large format drawings. Particular attention is given to ways to conduct visual research in the development of personal imagery. Assignments are thematic or conceptually based with ample opportunity for individual approaches to media, subject, scale and process. The goal is to strengthen facility, develop clarity in intent and expand expression. Attention is paid to the development of perceptual sensitivity, methods of image construction, and the processes of synthesis and transformation in order to communicate ideas through visual means. Recommended for students in all areas.
One-term course offered either term
Also Offered As: FNAR 524
Prerequisite: FNAR 123
Activity: Studio
1.0 Course Unit
FNAR 125 Contemporary Art Studio
This course offers an introduction to studio-based practices aimed at synthesizing the expansive potentialities of art through exposure to a diverse set of approaches, their histories, and contemporary applications. A wide range of multi-disciplinary projects will provide students with skills to conceptualize and visualize material investigations. Lectures, readings, films, visiting lectures, field trips, and critiques, will provide a historic and theoretical foundation for critical inquiry.
Taught by: Neff
Also Offered As: FNAR 625
Activity: Studio
1.0 Course Unit

FNAR 127 Space/Form
In this studio-based course, students are introduced to a wide range of approaches and techniques explore surface, space, and time (2D, 3D, 4D). Traditional sculptural materials and techniques will be investigated along with more ephemeral interventions in space such as sound, light, and projection. Through lectures, readings, and critiques, students will explore the history of installation and interactive sculptural work, discover new directions in contemporary art, and develop self-directed projects that interrogate historical, social, and psychological conditions of the built environment.
Taught by: Neff
Activity: Studio
1.0 Course Unit

FNAR 145 Sculpture Practices
As an introduction to traditional and contemporary three-dimensional practice, this course is concerned with the concepts and methodologies surrounding three-dimensional art making in our time. Students experiment with a variety of modes of production, and develop some of the fundamental techniques used in sculpture. In addition to these investigations, assignments relative to the history and social impact of these practices are reinforced through readings and group discussion. Processes covered include use of the Fab Lab, wood construction, clay, paper, mixed media, and more. If you need assistance registering for a closed section, please email the department at fnarug@design.upenn.edu One-term course offered either term
Also Offered As: FNAR 545, VLST 252
Activity: Studio
1.0 Course Unit

FNAR 147 Advanced Sculpture: Installation & Interventions
In this course students will create sculptural installations and spatial interventions that explore site specificity and architectural environments. A range of traditional sculptural materials and techniques will be investigated along with more ephemeral interventions in space such as sound, light, and projection. Through lectures, readings, and critiques, students will explore the history of installation and interactive sculptural work and develop self-directed projects that interrogate historical, social, and psychological conditions of the built environment.
Also Offered As: FNAR 607
Prerequisite: FNAR 145
Activity: Studio
1.0 Course Unit

FNAR 148 Clay Practices
This course introduces clay as a sculptural medium through fundamental clay-building techniques, mold making, model making, and casting. Through experimentation with these methods, this course promotes an understanding of materials, processes, visual concepts and techniques for creating three-dimensional forms in space. In addition to using different water-based clays and plaster, other materials such as wax, plastiline, paper pulp, and cardboard will be explored. Students will explore the full range of clay's capabilities and its role in contemporary art through lectures, readings, demonstrations, and assignments that incorporate conceptual and technical issues.
Also Offered As: FNAR 508
Activity: Studio
1.0 Course Unit

FNAR 150 Photography Practices
This course is an introduction to the basic principles, strategies and processes of photographic practice. It is designed to broaden the student's aesthetic explorations and to help the student develop a visual language based on cross-disciplinary artistic practice. Through a series of projects and exercises students will be exposed to a range of camera formats, techniques and encouraged to experiment with the multiple modes and roles of photography - both analogue and digital. Attention will also be given to developing an understanding of critical aesthetic and historical issues in photography. Students will examine a range of historical and contemporary photowork as an essential part of understanding the possibilities of image making. This course is primarily for freshman and sophomores. If you need assistance registering for a closed section, please email the department at fnarug@design.upenn.edu One-term course offered either term
Also Offered As: VLST 260
Activity: Studio
1.0 Course Unit

FNAR 177 On Thoughts Occasioned By
The Essay Film is an important tradition within the various genres that constitute the field of Film and Video Art. Through the element of time it differentiates itself from its literary and photographic antecedents. It borrows selectively from both narrative fiction and documentary - highly subjective and occasionally poetic but without perhaps the burden of truth. The Essay Film is an attempt to dimensionalize our experience of the world and our place in it. It represents an argument, a meditation, a critical engagement with a place, a time or a subject. This is a combination seminar/studio course. Through readings, screenings and discussion students will gain an historical perspective on the genre. The core assignment is for each student to complete a short film (20 minutes max.) in the tradition of the Essay Film.
Taught by: Hartt/Corrigan
Also Offered As: ENGL 257, FNAR 677
Activity: Seminar
1.0 Course Unit
FNAR 212 Walt Whitman and the People’s Press
Walt Whitman and the People’s Press: A Course to Design and Program a Mobile Printing Space as a Public Art Project. Inspired by Whitman at 200, a region-wide celebration of Walt Whitman, this hands-on and collaborative course will engage students with artists, writers, community leaders and the public to design and program a mobile poetry printing facility that recognizes the complicated legacy of Walt Whitman in the 21st Century. To do this students and instructors will consider Whitman’s poetry as well as in his historical period and his place in Philadelphia and Camden. At the same time students will learn to use a press, design materials and create their own multimedia responses to Whitman. Students in this course should expect to read a great deal of poetry but also to be ready to work with their classmates to create responses to Whitman and to see and experience Philadelphia and Camden in new ways.
Taught by: Turner and Comberg
Course not offered every year
Also Offered As: ENGL 212
Activity: Seminar
1.0 Course Unit

FNAR 222 The Big Picture: Mural Arts in Philadelphia
The history and practice of the contemporary mural movement couples step by step analysis of the process of designing with painting a mural. In addition students will learn to see mural art as a tool for social change. This course combines theory with practice. Students will design and paint a large outdoor mural in West Philadelphia in collaboration with Philadelphia high school students and community groups. The class is co-taught by Jane Golden, director of the Mural Arts Program in Philadelphia, and Shira Walinsky, a mural arts painter and founder of Southeast by Southeast project, a community center for Burmese refugees in South Philadelphia.
One-term course offered either term
Also Offered As: FNAR 622, URBS 322
Activity: Seminar
1.0 Course Unit

FNAR 231 Painting Practices
Painting practices is an introduction to the methods and materials of oil painting. This course begins with an investigation of color and color relationships. The beginning of the semester will cover technical issues and develop the student’s ability to create a convincing sense of form in space using mass, color, light and composition. The majority of work is from direct observation including object study, still life, landscape, interior and exterior space and the self portrait. Class problems advance sequentially with attention paid to perceptual clarity, the selection and development of imagery, the process of synthesis and translation, color, structure and composition, content and personal expression. Students will become familiar with contemporary and art historical precedent in order to familiarize them with the history of visual ideas and find appropriate solutions to their painting problems.
One-term course offered either term
Also Offered As: FNAR 531
Activity: Studio
1.0 Course Unit

FNAR 232 Painting Studio
Painting Studio presents an ongoing exploration of the techniques, problems and poetics of painting, the nuances of the painting language, and the development of a personal direction. A wide variety of problems will address such issues as color, composition, and the development of imagery, process, and content. Students are expected to improve in technical handling of paints and move towards developing personal modes of seeing, interpreting, and thinking for themselves. This course introduces different topics, strategies and individual challenges each semester, so it may be repeated with advanced course numbers.
One-term course offered either term
Also Offered As: FNAR 532
Prerequisite: FNAR 231
Activity: Studio
1.0 Course Unit
Notes: This course can be continued by registering for FNAR 333 Painting Studio (III), and FNAR 334 Painting Studio (IV).

FNAR 239 Photographic Thinking
This course will explore the vitality and range of photography as a discursive practice by analyzing the way images are structured and deployed in contemporary art and wider media culture. Students will be introduced to the key issues surrounding photography now-led through these questions by lectures, readings, group discussion and project-based work. A series of photo-assignments challenge the students to integrate critical thought with practice, exploring a range of formal strategies and thematic frameworks that affect the meaning of their images. Students should have a strong interest in philosophy and art histories (especially the history of photography.) They should be motivated to work independently & experiment creatively. There are no prerequisites for this course. It is intended for all different levels of technical experience, but the minimum requirements are a digital camera, a basic familiarity with Photoshop and access to a computer with imaging software.
Activity: Seminar
1.0 Course Unit
FNAR 240 Mystics & Visionaries: Arts and Other Ways of Knowing  
As a pioneer of abstraction in the early 1900’s, Hilma Af Klint channeled a complex and highly original body of abstract symbolic work in secrecy. Using the upcoming Hilma Af Klint exhibition at the Guggenheim as a focus and departure point, this course will explore the ways in which artists have accessed alternative ways of seeing, knowing, and embodying non-visible realities as a source for their work. Accessing spiritual realms has been the subject of early European Modernisms investigations into Theosophy and Anthroposophy, as well as the primary intention of Tibetan Thangkas and Indian Tantra paintings. Postmodernism's crisis of belief and skepticism generated a cultural situation wherein the subject of spirituality was marginalized, ridiculed as anti-intellectual, and in disgrace. The Hilma Af Klint exhibition and surge of interest in her work signifies a new moment, where questions about consciousness and the nature of reality are being addressed with renewed vigor. How do we create space in a technology driven world for experiences that attempt to align the viewer/maker with the contemplative realm, heightened states of consciousness, or transcendence? We will examine a wide field of artists in an attempt to understand the possibilities of the 'spiritual' in art and contemporary culture. This seminar will engage in readings, lectures, discussions, projects, and field trips. This course is appropriate for both grad and undergrad, art majors and non-majors alike.

Taught by: Jackie Tileston  
Also Offered As: FNAR 540  
Activity: Seminar  
1.0 Course Unit

FNAR 241 Hand-Drawn Computer Animation  
Using software tools designed for hand-drawn animation, students will develop animation skills applicable to all forms of animation. In this course students will learn to draw with a sense of urgency and purpose as they represent motion and drama in a series of frames. Through careful study of natural movements, precedents in the history of animation, and through the completion of a series of animation projects students will develop strategies for representing naturalistic movement, inventing meaningful transformations of form, and storytelling.

Course not offered every year  
Also Offered As: FNAR 541  
Prerequisite: FNAR 264  
Activity: Studio  
1.0 Course Unit

FNAR 250 Introduction to Printmaking  
The course offers an introduction to several forms of printmaking including: intaglio, screen printing, relief, and monoprinting. Through in-class demonstrations students are introduced to various approaches to making and printing in each medium. The course enhances a student's capacity for developing images through two-dimensional design and conceptual processes. Technical and conceptual skills are developed through discussions and critiques. If you need assistance registering for a closed section, please email the department at fnarug@design.upenn.edu

Course usually offered in spring term  
Also Offered As: FNAR 550, VLST 250  
Activity: Studio  
1.0 Course Unit

FNAR 251 Printmaking: Etching  
The class will challenge the possibilities of experimental drawing and ways of creating incisions and textures using copper plates as the matrix, which then will be printed on paper and other materials. The class offers full technical and historical description of each individual process: Dry Point, Etching, Hard ground, Soft Ground, Aquatint, Shine Cole', Spit-Biting, Sugar Lift, Color Printing and Viscosity printing.

One-term course offered either term  
Also Offered As: FNAR 551  
Activity: Studio  
1.0 Course Unit

FNAR 252 Printmaking: Screen Printing  
This course is an introduction to technical skills and investigative processes in screen printing and relief and examines methods for combining digital technology with traditional print media. The course introduces students to several contemporary applications of silkscreen and relief printmaking including techniques in multi-color printing, photo-based silkscreening, digital printing, woodcut, linocut, and letterpress. Demonstrations include photo and image manipulation, color separating and output techniques, hand carving and printing, as well as drawing and collage. Both traditional and experimental approaches are explored and encouraged and technical and conceptual skills are developed through discussions and critiques.

Course usually offered in fall term  
Also Offered As: FNAR 552  
Activity: Studio  
1.0 Course Unit

FNAR 254 Printmaking & Publications: Intro to Independent Publishing and Artists’ Publications  
This course introduces students to independent publishing and artists’ publications through print methods in letterpress, Risograph, and Xerox. The class will focus on the self-published artists’ zine/book as an affordable, accessible, and easily reproduceable format for exploring ideas, disseminating artists’ work, and collaborating across disciplines. Students will learn a range of skills, including techniques in both mechanized and hand-pulled forms of printed media (Risograph, copy machine, Vandercook letterpress); short-run editions and binding; design and layout; pre-press and print production; and the web as it relates to and supports independent and democratic modes of distribution. Students will learn about and become acquainted with some of the most significant independent publishers working today and throughout history. Students will leave class having completed three individual projects: a 16-page booklet/zine; a carefully considered online publication, and a final collaborative book designed, developed and published as a class.

The course commences with a field trip to New York City’s Printed Matter, one of the oldest and most important nonprofit facilities dedicated to the promotion of artists’ books, where students will be encouraged to submit a publication by semester’s end.

Taught by: Romberger  
Course usually offered in spring term  
Also Offered As: FNAR 654  
Activity: Studio  
1.0 Course Unit
FNAR 265 Nonhuman Photography
Our culture is increasingly made up of nonhuman actors. Facial recognition algorithms spend more hours ‘seeing’ in a day than humans; drones equipped with visual sensors conduct our warfare; voice chat bots call businesses and make appointments for us. Meanwhile, humans conduct labor that we view as the work of bots: posting disinformation for political gain, or mass-producing children’s YouTube videos for ad revenue. As objects begin to see and think, how can we understand the role of human agency and the possibilities (or lack thereof) for artistic expression in this space? What does the future of art look like when more photographs are taken as surveillance than by individuals, or when important cultural producers are nonhuman intelligences? In Nonhuman Photography, we will attempt to interrogate these ideas from an artist’s perspective, approaching nonhuman agents and the various components that comprise them both as tools for studio work and as generative entities in their own right. Over the course of the semester we will read and discuss these issues extensively, while engaging in studio projects in a variety of media. While the course bears the title ‘photography’, we will find that many of these tools will be non-photographic or para-photographic, and as a result many of our studio projects will be interdisciplinary. This course takes its name from Joanna Zylinska’s Nonhuman Photography, parts of which we will examine over the course of the semester.
Taught by: Vierkant
Course usually offered in spring term
Also Offered As: FNAR 061 OR FNAR 271 OR FNAR 340
Activity: Seminar
1.0 Course Unit

FNAR 267 Computer Animation
Through a series of studio projects this course introduces techniques of 2D and 3D computer animation. Emphasis is placed on time-based design and storytelling through animation performance and montage. Students will develop new sensitivities to movement, composition, cinematography, editing, sound, color and lighting.
Taught by: Mosley
One-term course offered either term
Also Offered As: CIMS 267, FNAR 567
Activity: Studio
1.0 Course Unit

FNAR 271 Introduction to Photography
This course is an introduction to the basic processes and techniques of black & white photography. Students will learn how to expose and process 35mm film, SLR camera operation, darkroom procedures & printing, basic lighting and controlled applications. It begins with an emphasis on understanding and mastering technical procedures and evolves into an investigation of the creative and expressive possibilities of making images. This is a project-based course, where students will begin to develop their personal vision, their understanding of aesthetic issues and photographic history. Assignments, ideas and important examples of contemporary art will be presented via a series of slide lectures, critiques and discussion. No previous experience necessary. 35mm SLR cameras will be available throughout the semester for reservation and checkout from the photography equipment room. If you need assistance registering for a closed section, please email the department at fnarug@design.upenn.edu
One-term course offered either term
Also Offered As: FNAR 571, VLST 251
Activity: Studio
1.0 Course Unit

FNAR 274 Reconfiguring Portraiture
As methods of representation are constantly shifting, one thing is clear - the photographic portrait is not what is used to be. Exploring both traditional and contemporary methods of portraiture, this class will uncover and discuss the ways in which we perceive each other in imagery, both as individuals and as groups. Throughout the semester, we will consider how portraits deal with truth, physical absence, the gaze, cultural embodiment, voyeurism and the digital persona. This course will build on the combination of perception, technology, and practice. Throughout the semester, students will advance by learning lighting techniques and strategies of presentation - as these core skills will become tools in the execution of project concepts. In tandem with each project, students will encounter and discuss a wide array of photography and writings from the past to the present, in an effort to understand the meanings and psychological effects of freezing the human image in time.
Course usually offered in spring term
Also Offered As: FNAR 574
Prerequisite: FNAR 271 OR FNAR 340
Activity: Seminar
1.0 Course Unit

FNAR 280 Figure Drawing I
Students work directly from the nude model and focus on its articulation through an understanding of anatomical structure and function. Students will investigate a broad variety of drawing techniques and materials. The model will be used as the sole element in a composition and as a contextualized element.
One-term course offered either term
Also Offered As: FNAR 580
Prerequisite: FNAR 123
Activity: Studio
1.0 Course Unit

FNAR 284 Photography and Fashion
Since the invention of photography, the fashion industry has been one of the cornerstones of creative expression, innovation and visionary provocation. Contemporary fashion photography has continued to attract a leading group of image-makers that continue the tradition of creating artwork that not only is being published in cutting edge magazines such as V, Another Magazine and Citizen K, but also are exhibiting their work in various galleries and museums around the world. This course is designed for students who are interested in creating contemporary fashion images through specific assignments that define the process: lighting in studio or location, working with fashion designers, stylists, models, hair/ make up artists, and the application of a variety of post production techniques, via Photoshop. The class will explore modern constructs that define the importance of branding, marketing, advertising and the relationship of fashion photography in contemporary art and culture today.
Also Offered As: FNAR 684
Prerequisite: FNAR 271 OR FNAR 340
Activity: Studio
1.0 Course Unit
FNAR 285 Photography and Fiction
In spite of photography’s traditional relationship with fact, the medium has been a vehicle for fiction since the very beginning. Fiction and photography encompass a broad range of meanings, from elaborately staging and performing for the camera, to manipulations using digital technology such as Photoshop to construct the work. This class will examine and trace the history of manipulated photography while paying special attention to the complex negotiations between the decisive moment, the constructed tableau, and the digitally manipulated image.
There will be a combination of class lectures, studio projects, assigned readings, visiting artists, film screenings, field trips, and class critiques.
Taught by: Diamond
Course usually offered in spring term
Also Offered As: FNAR 271 OR FNAR 340
Activity: Studio
1.0 Course Unit

FNAR 289 Mixed Media Animation
Mixed Media Animation is a contemporary survey of stop-motion animation concepts and techniques. Students use digital SLR cameras, scanners and digital compositing software to produce works in hand-drawn animation, puppet and clay animation, sand animation, and multiplane collage animation. Screenings and discussions in the course introduce key historical examples of animation demonstrating how these techniques have been used in meaningful ways. Students then learn how to composite two or more of these methods with matte painting, computer animation or video.
One-term course offered either term
Also Offered As: CIMS 289, FNAR 589
Prerequisite: FNAR 123 AND FNAR 264
Activity: Studio
1.0 Course Unit

FNAR 300 Civic Studio
Civic Studio is an engaged research course that explores significant theories, methods, and practices of public and socially-engaged artwork. Students draw from arts- and place-based modes of inquiry toward collaborative projects with fellow classmates, artists, and organizations in Philadelphia and beyond, while pursuing semester-long individual projects that build on their own independent interests and pursuits.
Each semester, students work with and as embedded practitioners in exhibitions, installations, research projects, and other artistic platforms throughout the city. In turn, through readings, site visits, and site-specific work, students gain creative and critical capacity for producing their own final projects. Through Civic Studio students are able to reflect upon and practice public work with artistic, scholarly, and civic aims.
Taught by: Farber
Also Offered As: FNAR 500
Activity: Seminar
1.0 Course Unit

FNAR 310 Critical Issues in Art
Perspectives on Critical Issues aims to engage students in an ongoing and informed study of both historical and contemporary issues in a spirit of curiosity and critique. We will investigate how these concepts can clarify and complicate our creative practice and our understanding of the contemporary art world. This seminar will explore the shifts in artistic production, theory and criticism and topics will range from traditional investigations of aesthetics, Modernism, Post-Modernism and contemporary themes. Through discussions of assigned readings, class presentations, films, lectures, and field trips, this seminar will help establish a critical and theoretical foundation where your own beliefs and doubts about art and culture will be called into question and will provoke an ongoing inquiry into how you understand art, you own creative process, and the relationship of art and artists to society and creative culture.
Taught by: Spector
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

FNAR 313 The Chinese Body and Spatial Consumption in Chinatown
This course looks at representations of the Chinese (and Asian body) since the Limehouse district in East London and the advent of Chinese contract laborers to the Americas in the 19th century. The localization of the Chinese throughout the Americas within Chinatown precincts were also subject to representational imaginings that were negotiated through the lens of civic planning, literature and later in cinema. Chinatowns are ultimately a product of racism. They were created as a political and social support system for newly arrived Chinese immigrants. While Chinese laborers arrived into the United States in 1840 and in significant numbers into Canada about 1860, Chinese contract workers were encouraged to immigrate to the Americas as an inexpensive source of labor, especially after the end of the American Civil War. Industrial leaders in America, Canada and elsewhere in the Americas (Mexico, Cuba, Peru, etc) saw the arrival of Chinese workers as a victory for commercial interests. However, the celebration was short-lived, as anti-Chinese sentiment quickly transformed into anti-Chinese hysteria. Rather than attacking the vested interests that exploit foreign labor as embodied by the Chinese worker, racist unions with the cooperation of civic leaders and the police deemed it safer to burn Chinatowns than capitalist property. Deeply under-studied to this day is the number of mass murders of Chinese workers in the 19th century by anti-Chinese thugs. This seminar will focus in on how the body of the Chinese (and Asian) was imagined and reimagined multiple times from the middle of the 19th century to today.
Taught by: Lum/Yang
Also Offered As: ASAM 313, ENGL 273, FNAR 613
Activity: Seminar
1.0 Course Unit
FNAR 314 Tiananmen Square: A Case Study for Fine Arts and Landscape Architecture
This course takes as its subject the systems of representation and design that have historically and presently operate in Tiananmen Square in Beijing. There have been several incarnations of Tiananmen Square since its original form in 1651. During Imperial times and through the period of foreign legations, the square was once surrounded by walls and gates, creating a city within a city. With the advent of the Republic of China established on January 1, 1912, much of the enclosures were removed, opening up for public use previously restricted imperial areas. After the Communist Revolution in 1949, planning was afoot to enlarge the square. With its enlargement completed in 1958, the square expanded its footprint by four-fold, making it one of the largest public squares in the world. The enlarged and remodeled square coincided with the completion of the massive Monument to the People's Heroes. In 1976, a large mausoleum containing the preserved body of Mao Zedong was built near the site of the former Gate of China, further increasing the size of the square. In the 1990s, the building of the National Grand Theatre and expansion of the National Museum on grounds contiguous to the square necessitated further alterations to both the Eastern and Western skirts of the square. In recent years, there have been a widening debate regarding the transformation of the concrete heavy and by and large featureless square into a green space. Today, Tiananmen Square holds sacrosanct status to the Communist revolution of 1949, designed more for military parades and massive public rallies than public space repose. In a city that has few green spaces, such a verdant transformation in the heart of the Chinese capital would signal a radical symbolic deviation to China's development-first guiding principles. The square fronts Tiananmen Gate and the Forbidden City and is situated at the intersection of the historical east-west and north- south axes. Chang’An Avenue, important for military processions, separates the square from Tiananmen Gate and is considered the most important thoroughfare in the Capital and the path of the east west number one subway line. The entirety of the Tiananmen Square area is marked by ideology and political prominence, often confusingly. Tiananmen Tower, functions as a conflation of monumental facade with political embodiment. This course will focus on imagined interventions through public art and landscape design within Tiananmen Square and its contiguous areas. It is a studio practice course with a significant seminar component that will include lectures and readings relating to issues of public space and urban design in contemporary China. The course will also study the development of contemporary art in China. The tragic events of Tiananmen Square in 1989 represented a turning point in terms of a generation of Western exiled Chinese artists and curators including Hou Hanru, Chen Zhen, Xu Min, Huang Yong Ping and Yan Pei Ming among many others. The class will study the strategies deployed by these so-called First Generation of Chinese artists. Making use of their double identity as traditionally taught Chinese artist residing in the West, their art offered a pointed critique of both China and the West. The course will include a trip to Beijing.
Taught by: Ken Lum
Course usually offered in spring term
Also Offered As: FNAR 614
Activity: Seminar
1.0 Course Unit

FNAR 315 Across Forms: Art and Writing
What if a poem spoke from inside a photograph? What if a sculpture unfurled a political manifesto? What if a story wasn't just like a dance, but was a dance-or a key component of a video, drawing, performance, or painting? In this course, artists and writers will develop new works that integrate the forms, materials, and concerns of both art and writing. Many artists employ writing in their practices, but may not look at the texts they create as writing. And many writers have practices that go beyond the page and deserve attention as art. This course will employ critique and workshop, pedagogic methodologies from art and writing respectively, to support and interrogate cross-pollination between writing and art practices. Additionally, the course will examine a field of artists and writers who are working with intersections between art and writing to create dynamic new ways of seeing, reading, and experiencing. Prerequisite: Permission to enroll is required; please submit a short description of your interest in the class to zolfr@writing.upenn.edu. Taught by: Hayes and Zolf
Course usually offered in fall term
Also Offered As: ENGL 129, FNAR 615
Activity: Seminar
1.0 Course Unit

FNAR 316 Art and Social Work: Art and the Ecology of Justice
How can the arts help us build a more just society? How can the arts transform social structures and systems? Public health crises involving clean water (Flint), police violence (Baltimore), and a lack of economic and educational opportunity following reentry (Philadelphia) make legible the need for a new visual language that critiques these conditions and challenges entrenched structural inequalities. We will engage the work of creative practitioners who are mapping new relationships between art and social justice and directly impacting individual and communal well-being. In so doing, the course seeks to challenge traditional constructions of public health, which often isolate individual histories from their social life and their relation to families, communities, and geographies. Readings will build upon disciplinary perspectives in the arts, humanities, and social policy. Requirements include weekly readings, class participation, and a collaborative final project. The course will meet in the Health Ecologies Lab at Slought Foundation, an arts organization on campus.
Taught by: Neff, Levy and Ghose
Course usually offered in spring term
Also Offered As: FNAR 616, SWRK 717
Activity: Seminar
1.0 Course Unit
FNAR 318 Paris Modern: Spiral City
Paris has been shaped by a mixture of organic development, which is still today perceptible in the 'snail' pattern of its arrondissements whose numbers, from 1 to 20, coil around a central island several times so as to exemplify a 'spiral city', and of the violent cuts, interruptions and sudden transformations that again and again forced it to catch up with modern times, the most visible of which was Baron Haussmann's destruction of medieval sections of the city to make room for huge boulevards. Thus Parisian modernism has always consisted in a negotiation between the old and the new, and a specific meaning of modernity allegorized for Louis Aragon, the Surrealists and Walter Benjamin consisted in old-fashioned arcades built in the middle of the 19th century and obsolete by the time they turned into icons of Paris. The aim of the class will be to provide conceptual and pragmatic (visual, experiential) links between a number of texts, theories and films deploying various concepts of the modern in Paris, with a guided tour of the main places discussed. The course that Professors Jean Michel Rabate (English) and Ken Lum (Fine Arts) will lead studies Paris as a work of science-fiction where its many futures are embedded in its many pasts, where discontinuity is a continuous process and where the curving line of the snail’s shell is a line of ceaseless curling resulting in a perennial oscillation where an outside converts into an inside and an inside then converts to an outside. The course will travel to Paris over spring break to get an in-depth look at the topics discussed in class.
Taught by: Ken Lum and Jean-Michel Rabate
One-term course offered either term
Also Offered As: ENGL 211, FNAR 518
Activity: Seminar
1.0 Course Unit

FNAR 320 Topics in Animation
This course will look at animation as an art form, a technology and an industry. We will explore the way in which artistic, technical, historical, and cultural conditions shape the development of animation and in turn, how animation impacts viewers. Topics will include trends in animation and their relation to contemporary popular culture, issues of art versus commerce in the creation of cartoons, the intersection of animation and politics, and shifts in style and technique throughout the years. We will look at the figures who have shaped the art forms and continue to influence it, the rise in animation’s popularity, and current day applications of animate imagery. Course usually offered in fall term
Also Offered As: ARTH 387, CIMS 320, ENGL 302
Activity: Seminar
1.0 Course Unit

FNAR 330 Public Art and Issues of Spatial Production
The French social philosopher Michel de Certeau upset the common understanding of the relationship between space and place by elevating space as practice place. By this, he meant that place is but a set of geophysical particularities that has no dynamic meaning unless activated through social engagement so that space is produced. Spatial practice is a key concept in the modern understanding of the city as a society of abstract space, one in which the problem of human alienation is riven with the logic of spatial spectacularization. Public Art is often employed to address or mollify such urban problems through concepts of historical reconstruction or institutional critique, including possibly testing the limits of public expression. Historical markers play a somewhat different role by calling attention to lost or negative histories, albeit most often vetted through the language of tourism factoids. This course will examine the discursive issues at play in respect to art and markers, particularly for Philadelphia. Additionally, important public art works from around the world will be examined. The course will also include the occasional visit of several key works downtown in which the question of what can and cannot said will be pondered.
Taught by: Lum
Course usually offered in fall term
Also Offered As: FNAR 530
Activity: Seminar
1.0 Course Unit

FNAR 331 Interdisciplinary Studio: Sites of Convergence and Hybridity
This course takes an experimental multimedia approach to investigating some of the boundaries in contemporary art making practices. Painting, photography, video, design and sculpture intersect, overlap, and converge in complicated ways. Projects will be designed to explore hybrid forms, collage, space/installation, and color through a variety of strategic and conceptual proposals as students work towards unique ways of expanding their own work. Weekly readings, critiques, and presentations will be integrated with studio projects. This studio/seminar is appropriate for students at all levels and from all areas of Fine Arts and Design.
Taught by: Tileston
Course usually offered in spring term
Also Offered As: FNAR 631
Prerequisite: FNAR 123 OR FNAR 145 OR FNAR 150 OR FNAR 231 OR FNAR 264
Activity: Studio
1.0 Course Unit

FNAR 334 Painting Studio
Painting Studio IV focuses on continuing the student’s exploration of techniques, problems, and poetics of painting, the nuances of the painting language, and the development of a personal direction. While students may choose to work on assigned projects (either in consultation with the instructor or following the projects that the Painting II/III students may be involved in), the emphasis is on the investigation of the student’s own sensibility. Students will be expected to engage in ongoing critical analysis of their own practices and assumptions.
One-term course offered either term
Also Offered As: FNAR 534
Prerequisite: FNAR 123 AND FNAR 333
Activity: Studio
1.0 Course Unit
FNAR 336 Monument Lab: Praxis Approaches to Socially-Engaged Public Art
What makes an exceptional socially-engaged public artwork or project? For those who practice in the field, the question invites careful consideration of aesthetics, process, participation, staging, and interpretation. Across the better part of the last decade, this line of inquiry has fueled the work of Monument Lab, a public art and history studio based in Philadelphia. With deep roots and close ties to the Department of Fine Arts’s Center for Public Art and Space, and methods interating contemporary art and pedagogy, Monument Lab works with artists, students, activists, municipal agencies, and cultural institutions on exploratory approaches to public engagement and collective memory. The Monument Lab course in Fine Arts explores the theoretical study and practical applications of public art. The course operates as a socially-engaged 'civic studio' to engage case studies, debate key issues in the field, meet with artists and practitioners, conduct site and studio visits, and practice direct methods for producing individual and collaborative public projects. Focusing on the intersection of theory and practice, the praxis course highlights engaged methods piloted by Monument Lab in citywide exhibitions and special projects, especially to focus on themes and models for participation, public engagement, co-creation, curation, temporary installation, and socially engaged art-making. Each student will embark on a semester-long independent project, as well as participate in a group initiative centered on a current Monument Lab project in Philadelphia to gain experience in the field of socially-engaged public art.
Taught by: Paul Farber
Also Offered As: FNAR 656
Activity: Seminar
1.0 Course Unit

FNAR 340 Digital Photography
This class offers an in-depth technical and conceptual foundation in digital imagery and the opportunity to explore the creative, expressive possibilities of photography. Students will become proficient with the basic use of the camera, techniques of digital capture, color management and color correction. They will also develop competency in scanning, retouching, printing and a variety of manipulation techniques in Photoshop. Through weekly lectures and critiques, students will become familiar with some of the most critical issues of representation, consider examples from photo history, analyze the impact of new technologies and social media. With an emphasis on structured shooting assignments, students are encouraged to experiment, expand their visual vocabulary while refining their technical skills. No previous experience is necessary. Although it is beneficial for students to have their own Digital SLR camera, registered students may reserve and checkout Digital SLR cameras and other high-end equipment from the department. If you need assistance registering for a closed section, please email the department at fnarug@design.upenn.edu
One-term course offered either term
Also Offered As: FNAR 640, VLST 265
Activity: Studio
1.0 Course Unit

FNAR 342 Digital Photography II
In this course students will continue to develop conceptual, technical, aesthetic and formal strategies in digital photography, expanding their artistic process while refining their critical approach to researched subject matter. The class will be driven initially by a series of assignments formulated to further expose students to broad possibilites related to the medium and then they will be guided towards the evolution of a personalized body of work that is culturally, theoretically and historically informed. We will be examining key issues surrounding the digital image in contemporary society, led through a combination of class lectures, readings, group discussions, film screenings, gallery visits and class critiques. Students will further their knowledge of image control and manipulation, retouching and collage, advanced color management; become familiar with high-end camera and lighting equipment and develop professional printing skills. In addition to learning these advanced imaging practices, this course will also emphasize an investigation of critical thought surrounding contemporary visual culture and the role of digital media in the creation of art.
Taught by: Jamie Diamond
Course offered summer, fall and spring terms
Also Offered As: FNAR 642
Prerequisite: FNAR 340
Activity: Studio
1.0 Course Unit

FNAR 348 Counter the Land: Photography and the Landscape
Starting with the representation of landscape in painting in the early 1800s, the course will then move through Pictorialism and the Modernist movement in photography. Revisiting the later half of the 20th century, we will begin to consider the shifting practices of landscape and the ways it has been photographically depicted up to the present. Collaborating with the Brandywine River Museum of Art in Chadds Ford, students will begin their photographic exploration with the work of Andrea Wyeth and the landscape of the Brandywine Valley. As we consider Wyeth, the images of James Welling will also be introduced. Credited for pioneering new forms of representation in photography in the 1970s, Welling also revisited the work of Wyeth from 2010-2015, and committed to a fresh (and challenging) look at tradition. Working with imagery and text, this class will also touch on conceptual art, the New Topographics, and postmodernism. Through these various concentrations, students will consider and counter the traditions that they are already familiar with, while creating work based on issues of the landscape today. Questions about meaning, politics, social critique, land rights, technology and methods of presentation will be encouraged and explored throughout the course.
Taught by: Wahl
Course usually offered in fall term
Also Offered As: FNAR 648
Prerequisite: FNAR 271 OR FNAR 340
Activity: Studio
1.0 Course Unit
FNAR 352 Dispersive Lends
This studio course will explore the nexus between photography, sculpture, installation, drawing, painting, and the moving image. The course is informed by the printed image, as students will explore how photography can encourage thinking in other mediums, in addition to how other mediums can influence the making of photography. When does an abstract painting appear more like a photograph? How can a photograph suggest ways to make a video? Can a sculpture exist as a photograph? A variety of assignments will expose students to interdisciplinary approaches addressing these questions and more. Class projects will be supported by regular slide lectures, group critiques, and readings examining modern and contemporary artists and practices.
Taught by: Oliver
Course usually offered in spring term
Also Offered As: FNAR 271 OR FNAR 340 OR FNAR 061
Activity: Studio
1.0 Course Unit

FNAR 368 Kinesthetic Anthropology
This class, team-taught by CEE Visiting Fellow Reggie Wilson and Deborah Thomas, investigates various forms of contemporary performance in relationship to Africanist forms and functions of dance, movement and action. We will concern ourselves with how the body knows, and with how we learn to identify the structures of movement that provide context, meaning and usefulness to various Africanist communities across time and space. Grounding ourselves within a history of ethnographic analyses of the body in motion, and within Africana theorizing about the affective power of the body, we will consider what people are doing when they are dancing. In other words, we will train ourselves to recognize the cultural values, social purposes, and choreographic innovations embedded in bodily action and motion. While we will attend to these phenomena in a range of locations throughout the African diaspora, we will also highlight aspects of the Shaker and Black Shout traditions in Philadelphia. The course will be divided between discussions centered on close reading of primary and secondary material (both text and video) and creative writing/movement exploration (no previous movement experience necessary).
Taught by: Wilson
Also Offered As: AFRC 368, ANTH 368, ANTH 668, COMM 368
Activity: Seminar
1.0 Course Unit

FNAR 377 Black Speculative Futures
Why do black cultural producers turn to the speculative? What, in turn, is speculative about blackness? These questions frame this seminar’s exploration of how black artists, theorists, and activists imagine different futures, often in the service of criticizing power asymmetries and creating radical transformation in the present. We will explore how the speculative works differently across black literature, visual culture and performance. Additionally, inspired by the multi-disciplinary work that we encounter in the course, we will experiment with crafting our own embodied speculative art in order to better understand its function as both art practice and politics. The course will be divided between discussions centered on close reading of primary and secondary material and creative writing/movement exploration (no previous movement experience necessary). Occasional guest lectures with visiting artists will provide additional fodder for our critical and creative work.
Taught by: Knight
Course not offered every year
Also Offered As: AFRC 377, AFRC 677, ANTH 377, ANTH 677, ENGL 500
Activity: Seminar
1.0 Course Unit

FNAR 399 Independent Study
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Notes: A minimum three-page proposal must be submitted and approved by both the Instructor and the Undergraduate Director.

FNAR 410 Urban Communities and the Arts
Urban Communities and the Arts concerns itself with Arts, Music and Activism in Philadelphia. We investigate the social, economic and cultural fabric from which activism in the arts arises. To do so, we will investigate the histories and artistic reactions to oppression in Philadelphia by drawing on specific examples from various sections of the city and through the media of music, visual art, theater, and dance. The long history of systemic and individual oppression in the US manifests itself in different ways in various urban neighborhoods in Philly and artists of various genres and inclinations participate in activism in many different ways. Examples of artistic and musical responses to the various forms of oppression will be offered and class participants will be asked to bring their own examples to share and analyze. By visiting significant arts practitioners and organizations that provide access to arts education and justice work, participants will have a hands-on experience to unpack the dynamics of artistic production in city life. In addition to art as an outlet for exposing oppression, we will also consider the ways that art and music become markers of the uniqueness of a neighborhood or city, which further complicates the idea of art as a tool for activism. Participants in Urban Communities and the Arts will unpack the role of music and art in defining city or neighborhood cultures by considering a few key sectors that reveal the ways in which cities fail to provide equal access to resources or participate in outright discrimination. At the same time, cities continue to cultivate creative spaces and socio-economic opportunities for economic gain and social understanding through art and music. It is the contradictions that this course will concern itself with and out of our study we will invite course participants to respond creatively. Participants will create either an original work of art, music or intellectual response like a visually interesting research poster as part of a final art/music show. Ultimately students will be asked to reflect back on the role of art in social and political activism to better understand the successes and failures of such movements as they come to define the ethos of city life and its limits.
Taught by: McGlone
Course not offered every year
Also Offered As: URBS 410
Activity: Seminar
1.0 Course Unit

FNAR 488 Senior Seminar Project (Fall)
This rigorous pair of courses, one offered in the Fall and one offered in the Spring semester, are designed as the capstone of the Fine Arts major and are required for all graduating fine arts seniors. They can only be taken in the senior year. Students work in individual studio spaces provided by the department and then meet with faculty for seminar, critique, and professional practice exercises. Through individual and group critiques, students begin to conceptualize their final thesis exhibition or project. The senior seminar allows students to create lasting professional relationships with the fine arts faculty and visiting lecturers. The fall semester culminates in a group exhibition of senior student work paired with final semester critiques.
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
FNAR 489 Senior Seminar Project (Spring)
The Spring semester seminar culminates in a senior thesis exhibition for each graduating student. These exhibitions have traditionally been held as a small group exhibition featuring a few students in one group, or as a larger end of semester exhibition with each student installing a series of works. The format of the exhibition will be determined during the fall semester by the senior faculty. The process of preparing, installing, and promoting the thesis exhibition is covered in detail throughout the semester. Students will work in their on-campus studio spaces to produce dynamic, thoughtful and well-crafted work that will serve as their final portfolio. They will present their portfolio of work during a final critique before graduation.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

FNAR 500 Civic Studio
Civic Studio is an engaged research course that explores significant theories, methods, and practices of public and socially-engaged artwork. Students draw from arts- and place-based modes of inquiry toward collaborative projects with fellow classmates, artists, and organizations in Philadelphia and beyond, while pursuing semester-long individual projects that build on their own independent interests and pursuits. Each semester, students work with and as embedded practitioners in exhibitions, installations, research projects, and other artistic platforms throughout the city. In turn, through readings, site visits, and site-specific work, students gain creative and critical capacity for producing their own final projects. Through Civic Studio students are able to reflect upon and practice public work with artistic, scholarly, and civic aims.
Taught by: Farber
Course usually offered in spring term
Also Offered As: FNAR 300
Activity: Seminar
1.0 Course Unit

FNAR 501 Graduate Studio I
First year studio for MFA students' core pursuit of self-directed interdisciplinary problems that contribute to one or more of the visual arts disciplines.
Taught by: MFA Core Faculty
Course usually offered in fall term
Also Offered As: FNAR 601
Activity: Studio
2.0 Course Units

FNAR 502 Graduate Studio II
Second year studio for MFA students' core pursuit of self-directed interdisciplinary problems that contribute to one or more of the visual art disciplines.
Taught by: Adkins/Davenport/Freedman/Mosley/Telhan/Tileston
Course usually offered in spring term
Also Offered As: FNAR 602
Activity: Studio
2.0 Course Units

FNAR 503 Sachs Research: Imaginary Modernisms
Over the course of the 2017-2018 school year, but officially as Spring 2018, credited course, I am inviting a group of 6-8 MFA students to participate as a group in a project focused on research, dialogue and the essential 'possibilities' available to any artist to participate in the constant rewriting and redefining of art history. Students will participate in a body of research and readings leading to my upcoming participation in Rice University's Campbell Lecture Series in March 2018 and an associated publication with the University of Chicago Press. The lectures are divided into three distinct parts over three nights, all of which focus on alternate approaches to modernism. Part I investigates the 'Literary' theory of architecture by Bruno Taut and Paul Scheerbart. Part II is concerned with the painting practices of Hilma af Klint and Blinky Palermo. And Part III discusses the music of Sun Ra and Pauline Oliveros. Students participating in Imaginary Modernisms will meet and work with me in a series of scheduled and structured activities. beginning with a visit to Philadelphia in November for personal studio visits with each of the 6-8 students, not as a critique but to get to know you and your work a bit. Participation includes three trips to New York,each for two days. These 2-day trips will each involve one day at my studio in Brooklyn, to discuss the readings and research, as well as to observe the development of ongoing sculptural artworks being created in my studio, and a second day of self-guided visits to exhibitions and performances that I will suggest, with an optional meeting together for lunch or dinner. Readings for these meetings will be sent to you in advance of trip. Participating students should be prepared to read various texts along with me for the 5 month project duration. This is an essential part of the project and this should be a pleasurable process, so those do not have time to add a medium amount of reading to their schedules, followed by group discussion, should probably not apply. The only other requirement will be preparing for an exchange with undergraduate students at Rice University in March. For our trip to Houston in March, there will be three nights of lectures, one participatory performance, one exhibition opening reception, plus visits and interaction with curators at the Menil Collection, the Museum of Fine Arts Houston, the Contemporary Arts Museum Houston and the Core Program (an important option for MFA students post graduation.)
Taught by: Josiah McElheny
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

FNAR 508 Clay Practices
This course introduces clay as a sculptural medium through fundamental clay-building techniques, mold making, model making, and casting. Through experimentation with these methods, this course promotes an understanding of materials, processes, visual concepts and techniques for creating three-dimensional forms in space. In addition to using different water-based clays and plaster, other materials such as wax, plastiline, paper pulp, and cardboard will be explored. Students will explore the full range of clay's capabilities and its role in contemporary art through lectures, readings, demonstrations, and assignments that incorporate conceptual and technical issues.
Also Offered As: FNAR 148
Activity: Studio
1.0 Course Unit
FNAR 515 Photography Studio Abroad
This Traveling Studio is offered every other spring term to upper level photography & related media students. It is a cross-cultural visual investigation, exploring the contradictions and significance of the chosen city. This course incorporates multi-disciplinary research in preparation for the trip; exploring various fields of knowledge production such as art, history, social sciences, markets and governance. Class discussion, readings and individual research will be focused towards the development of each student's photo/media project, which will be realized while abroad. After returning to Philadelphia, students will develop and refine their work; the remaining classes will emphasize critique, editing, printing and presentation options. The final projects will be included in a group exhibition at the end of the semester. Admission to the course is on a competitive basis.
Course offered spring; odd-numbered years
Activity: Studio
1.0 Course Unit

FNAR 518 Paris Modern: Spiral City
Paris has been shaped by a mixture of organic development, which is still today perceptible in the 'snail' pattern of its arrondissements whose numbers, from 1 to 20, coil around a central island several times so as to exemplify a 'spiral city', and of the violent cuts, interruptions and sudden transformations that again and again forced it to catch up with modern times, the most visible of which was Baron Haussmann’s destruction of medieval sections of the city to make room for huge boulevards. Thus Parisian modernism has always consisted in a negotiation between the old and the new, and a specific meaning of modernity allegorized for Louis Aragon, the Surrealists and Walter Benjamin consisted in old-fashioned arcades built in the middle of the 19th century and obsolete by the time they turned into icons of Paris. The aim of the class will be to provide conceptual and pragmatic (visual, experiential) links between a number of texts, theories and films deploying various concepts of the modern in Paris, with a guided tour of the main places discussed. The course that Professors Jean Michel Rabate (English) and Ken Lum (Fine Arts) will lead studies Paris as a work of science-fiction where its 19th-century transformations that again and again forced it to catch up with modern times, the most visible of which was Baron Haussmann’s destruction of medieval sections of the city to make room for huge boulevards. Thus Parisian modernism has always consisted in a negotiation between the old and the new, and a specific meaning of modernity allegorized for Louis Aragon, the Surrealists and Walter Benjamin consisted in old-fashioned arcades built in the middle of the 19th century and obsolete by the time they turned into icons of Paris. The aim of the class will be to provide conceptual and pragmatic (visual, experiential) links between a number of texts, theories and films deploying various concepts of the modern in Paris, with a guided tour of the main places discussed. The course that Professors Jean Michel Rabate (English) and Ken Lum (Fine Arts) will lead studies Paris as a work of science-fiction where its many futures are embedded in its many pasts, where discontinuity is a continuous process and where the curving line of the snail’s shell is a line of ceaseless curling resulting in a perennial oscillation where an outside converts into an inside and an inside then converts to an outside. The course will travel to Paris over spring break to get an in-depth look at the topics discussed in class.
Taught by: Ken Lum and Jean-Michel Rabate
Also Offered As: ENGL 211, FNAR 318
Activity: Seminar
1.0 Course Unit

FNAR 523 Drawing I
This course is designed to develop visual awareness and perceptual acuity through the process of drawing. Students learn to sharpen perceptual skills through observational drawing, and to explore the expressive potential of drawing. A variety of problems and media will be presented in order to familiarize students with various methods of working and ways of communicating ideas visually. Subject matter will include object study, still life, interior and exterior space, self-portrait and the figure. Different techniques and materials (charcoal, graphite, ink, collage) are explored in order to understand the relationship between means, material and concept. Critical thinking skills are developed through frequent class critiques and through the presentation of and research into historical and contemporary precedent in drawing. If you need assistance registering for a closed section, please email the department at fnaru@design.upenn.edu
One-term course offered either term
Also Offered As: FNAR 123, VLST 253
Activity: Studio
1.0 Course Unit

FNAR 524 Drawing Investigations
Drawing is a fundamental means of visualization and a hub for thinking, constructing, and engaging in a wide variety of creative activities and problem solving. This studio class explores drawing in both its traditional and contemporary forms. The projects are designed to help students in all disciplines find ways to express and clarify their ideas through the process of drawing. The semester begins with the refinement of perceptual skills acquired in Drawing I, while encouraging experimentation through the introduction of color, abstract agendas, conceptual problem solving, and collaborative exercises, as well as new materials, techniques and large format drawings. Particular attention is given to ways to conduct visual research in the development of personal imagery. Assignments are thematic or conceptually based with ample opportunity for individual approaches to media, subject, scale and process. The goal is to strengthen facility, develop clarity in intent and expand expression. Attention is paid to the development of perceptual sensitivity, methods of imagemage construction, and the processes of synthesis and transformation in order to communicate ideas through visual means. Recommended for students in all areas.
One-term course offered either term
Also Offered As: FNAR 124
Prerequisite: FNAR 523
Activity: Studio
1.0 Course Unit
FNAR 530 Public Art and Issues of Spatial Production
The French social philosopher Michel de Certeau upset the common understanding of the relationship between space and place by elevating space as practice place. By this, he meant that place is but a set of geo-physical particularities that has no dynamic meaning unless activated through social engagement so that space is produced. Spatial practice is a key concept in the modern understanding of the city as a society of abstract space, one in which the problem of human alienation is riven with the logic of spatial spectacularization. Public Art is often employed to address or mollify such urban problems through concepts of historical reconstruction or institutional critique, including possibly testing the limits of public expression. Historical markers play a somewhat different role by calling attention to lost or negative histories, albeit most often vetted through the language of tourism factoids. This course will examine the discursive issues at play in respect to art and markers, particularly for Philadelphia. Additionally, important public art works from around the world will be examined. The course will also include the occasional visit of several key works downtown in which the question of what can and cannot said will be pondered.
Taught by: Lum
Course usually offered in fall term
Also Offered As: FNAR 330
Activity: Seminar
1.0 Course Unit

FNAR 531 Painting Practices
Painting practices is an introduction to the methods and materials of oil painting. This course begins with an investigation of color and color relationships. The beginning of the semester will cover technical issues and develop the student's ability to create a convincing sense of form in space using mass, color, light and composition. The majority of work is from direct observation including object study, still life, landscape, interior and exterior space and the self portrait. Class problems advance sequentially with attention paid to perceptual clarity, the selection and development of imagery, the process of synthesis and translation, color, structure and composition, content and personal expression. Students will become familiar with contemporary and art historical precedent in order to familiarize them with the history of visual ideas and find appropriate solutions to their painting problems.
One-term course offered either term
Also Offered As: FNAR 231
Prerequisite: FNAR 523
Activity: Studio
1.0 Course Unit

FNAR 532 Painting Studio
Painting Studio presents an ongoing exploration of the techniques, problems and poetics of painting, the nuances of the painting language, and the development of a personal direction. A wide variety of problems will address such issues as color, composition, and the development of imagery, process, and content. Students are expected to improve in technical handling of paints and move towards developing personal modes of seeing, interpreting, and thinking for themselves. This course introduces different topics, strategies and individual challenges each semester, so it may be repeated with advanced course numbers.
One-term course offered either term
Also Offered As: FNAR 232
Prerequisite: FNAR 531
Activity: Studio
1.0 Course Unit
Notes: This course can be continued by registering for FNAR 533 Painting Studio (III), and FNAR 534 Painting Studio (IV).

FNAR 533 Painting Studio
Painting Studio IV focuses on continuing the student's exploration of techniques, problems, and poetics of painting, the nuances of the painting language, and the development of a personal direction. While students may choose to work on assigned projects (either in consultation with the instructor or following the projects that the Painting II/III students may be involved in), the emphasis is on the investigation of the student's own sensibility. Students will be expected to engage in ongoing critical analysis of their own practices and assumptions.
One-term course offered either term
Also Offered As: FNAR 334
Prerequisite: FNAR 523 AND FNAR 533
Activity: Studio
1.0 Course Unit

FNAR 540 Mystics & Visionaries: Arts and Other Ways of Knowing
As a pioneer of abstraction in the early 1900's, Hilma Af Klint channeled a complex and highly original body of abstract symbolic work in secrecy. Using the upcoming Hilma Af Klint exhibition at the Guggenheim as a focus and departure point, this course will explore the ways in which artists have accessed alternative ways of seeing, knowing, and embodying non-visible realities as a source for their work. Accessing spiritual realms has been the subject of early European Modernisms investigations into Theosophy and Anthroposophy, as well as the primary intention of Tibetan Thangkas and Indian Tantra paintings. Postmodernism's crisis of belief and skepticism generated a cultural situation wherein the subject of spirituality was marginalized, ridiculed as anti-intellectual, and in disgrace. The Hilma Af Klint exhibition and surge of interest in her work signifies a new moment, where questions about consciousness and the nature of reality are being addressed with renewed vigor. How do we create space in a technology driven world for experiences that attempt to align the viewer/maker with the contemplative realm, heightened states of consciousness, or transcendence? We will examine a wide field of artists in an attempt to understand the possibilities of the 'spiritual' in art and contemporary culture. This seminar will engage in readings, lectures, discussions, projects, and field trips. This course is appropriate for both grad and undergrad, art majors and non-majors alike.
Taught by: Jackie Tileston
Course usually offered in fall term
Also Offered As: FNAR 240
Activity: Seminar
1.0 Course Unit

FNAR 541 Hand-Drawn Computer Animation
Using software tools designed for hand-drawn animation, students will develop animation skills applicable to all forms of animation. In this course students will learn to draw with a sense of urgency and purpose as they represent motion and drama in a series of frames. Through careful study of natural movements, precedents in the history of animation, and through the completion of a series of animation projects students will develop strategies for representing naturalistic movement, inventing meaningful transformations of form, and storytelling.
Course not offered every year
Also Offered As: FNAR 241
Prerequisite: FNAR 636
Activity: Studio
1.0 Course Unit
FNAR 545 Sculpture Practices
As an introduction to traditional and contemporary three-dimensional practice, this course is concerned with the concepts and methodologies surrounding three-dimensional art making in our time. Students experiment with a variety of modes of production, and develop some of the fundamental techniques used in sculpture. In addition to these investigations, assignments relative to the history and social impact of these practices are reinforced through readings and group discussion. Processes covered include use of the Fab Lab, wood construction, clay, paper, mixed media, and more. If you need assistance registering for a closed section, please email the department at fnarug@design.upenn.edu
One-term course offered either term
Also Offered As: FNAR 145, VLST 252
Activity: Studio
1.0 Course Unit

FNAR 550 Introduction to Printmaking
The course offers an introduction to several forms of printmaking including: intaglio, screen printing, relief, and monoprinting. Through in-class demonstrations students are introduced to various approaches to making and printing in each medium. The course enhances a student's capacity for developing images through two-dimensional design and conceptual processes. Technical and conceptual skills are developed through discussions and critiques.
Course usually offered in spring term
Also Offered As: FNAR 250, VLST 250
Activity: Studio
1.0 Course Unit

FNAR 551 Printmaking: Etching
The class will challenge the possibilities of experimental drawing and ways of creating incisions and textures using copper plates as the matrix, which then will be printed on paper and other materials. The class offers full technical and historical description of each individual process: Dry Point, Etching, Hard ground, Soft Ground, Aquatint, Shine Cole', Spit-Biting, Sugar Lift, Color Printing and Viscosity printing.
One-term course offered either term
Also Offered As: FNAR 251
Activity: Studio
1.0 Course Unit

FNAR 552 Printmaking: Screen Printing
This course is an introduction to technical skills and investigative processes in screen printing and relief and examines methods for combining digital technology with traditional print media. The course introduces students to several contemporary applications of silkscreen and relief printmaking including techniques in multi-color printing, photo-based silkscreening, digital printing, woodcut, linocut, and letterpress. Demonstrations include photo and image manipulation, color separating and output techniques, hand carving and printing, as well as drawing and collage. Both traditional and experimental approaches are explored and encouraged and technical and conceptual skills are developed through discussions and critiques.
Course usually offered in fall term
Also Offered As: FNAR 252
Activity: Studio
1.0 Course Unit

FNAR 555 Printmaking: Screen Printing
This course is an introduction to technical skills and investigative processes in screen printing and relief and examines methods for combining digital technology with traditional print media. The course introduces students to several contemporary applications of silkscreen and relief printmaking including techniques in multi-color printing, photo-based silkscreening, digital printing, woodcut, linocut, and letterpress. Demonstrations include photo and image manipulation, color separating and output techniques, hand carving and printing, as well as drawing and collage. Both traditional and experimental approaches are explored and encouraged and technical and conceptual skills are developed through discussions and critiques.
Course usually offered in fall term
Also Offered As: FNAR 252
Activity: Studio
1.0 Course Unit

FNAR 555 Nonhuman Photography
Our culture is increasingly made up of nonhuman actors. Facial recognition algorithms spend more hours ‘seeing’ in a day than humans; drones equipped with visual sensors conduct our warfare; voice chat bots call businesses and make appointments for us. Meanwhile, humans conduct labor that we view as the work of bots: posting disinformation for political gain, or mass-producing children’s YouTube videos for ad revenue. As objects begin to see and think, how can we understand the role of human agency and the possibilities (or lack thereof) for artistic expression in this space? What does the future of art look like when more photographs are taken as surveillance than by individuals, or when important cultural producers are nonhuman intelligences? In Nonhuman Photography, we will attempt to interrogate these ideas from an artist’s perspective, approaching nonhuman agents and the various components that comprise them both as tools for studio work and as generative entities in their own right. Over the course of the semester we will read and discuss these issues extensively, while engaging in studio projects in a variety of media. While the course bears the title ‘photography’, we will find that many of these tools will be non-photographic or para-photographic, and as a result many of our studio projects will be interdisciplinary. This course takes its name from Joanna Zylinska’s Nonhuman Photography, parts of which we will examine over the course of the semester.
Taught by: Vierkant
Course usually offered in spring term
Also Offered As: FNAR 265
Prerequisite: FNAR 661 OR FNAR 571 OR FNAR 640
Activity: Seminar
1.0 Course Unit

FNAR 567 Computer Animation
Through a series of studio projects this course introduces techniques of 2D and 3D computer animation. Emphasis is placed on time-based design and storytelling through animation performance and montage. Students will develop new sensitivities to movement, composition, cinematography, editing, sound, color and lighting.
One-term course offered either term
Also Offered As: CIMS 267, FNAR 267
Activity: Studio
1.0 Course Unit

FNAR 571 Introduction to Photography
This course is an introduction to the basic processes and techniques of black & white photography. Students will learn how to expose and process 35mm film, SLR camera operation, darkroom procedures & printing, basic lighting and controlled applications. It begins with an emphasis on understanding and mastering technical procedures and evolves into an investigation of the creative and expressive possibilities of making images. This is a project-based course, where students will begin to develop their personal vision, their understanding of aesthetic issues and photographic history. Assignments, ideas and important examples of contemporary art will be presented via a series of slide lectures, critiques and discussion. No previous experience necessary. 35mm SLR cameras will be available throughout the semester for reservation and checkout from the photography equipment room. If you need assistance registering for a closed section, please email the department at fnarug@design.upenn.edu
One-term course offered either term
Also Offered As: FNAR 271, VLST 251
Activity: Studio
1.0 Course Unit
FNAR 574 Reconfiguring Portraiture  
As methods of representation are constantly shifting, one thing is clear - the photographic portrait is not what is used to be. Exploring both traditional and contemporary methods of portraiture, this class will uncover and discuss the ways in which we perceive each other in imagery, both as individuals and as groups. Throughout the semester, we will consider how portraits deal with truth, physical absence, the gaze, cultural embodiment, voyeurism and the digital persona. This course will build on the combination of perception, technology, and practice. Throughout the semester, students will advance by learning lighting techniques and strategies of presentation - as these core skills will become tools in the execution of project concepts. In tandem with each project, students will encounter and discuss a wide array of photography and writings from the past to the present, in an effort to understand the meanings and psychological effects of freezing the human image in time.  
Course usually offered in spring term  
Also Offered As: FNAR 274  
Prerequisite: FNAR 571 OR FNAR 640  
Activity: Seminar  
1.0 Course Unit

FNAR 575 Graduate Drawing Seminar  
This seminar examines the essential nature drawing has in an artist's process. Direct visual perception, self-referential mark making, the viability of space and understanding it, and drawing from one's own work are some of the drawing experiences encountered in the course. There are regular critiques and discussions based on the work and readings.  
Taught by: Tileston/Freedman  
Course usually offered in spring term  
Activity: Seminar  
1.0 Course Unit

FNAR 576 Critical Issues Seminar  
This seminar investigates issues concerning visual artists. Part one begins with Plato and Kant and progresses through a history of ideas in art, exploring the questions which concern artists today, including Modernism, post-modernism, abstraction and representation, appropriation, context, art and politics, identity, and the artist's relationship to these subjects. Part two of the course will focus on current texts in contemporary art, the current dialogue(s), and issues specific to our time and place as artists. The seminar engages contemporary issues in a spirit of curiosity and critique, and relates them to our studio practice.  
Taught by: Tileston  
One-term course offered either term  
Activity: Seminar  
1.0 Course Unit

FNAR 580 Figure Drawing I  
Students work directly from the nude model and focus on its articulation through an understanding of anatomical structure and function. Students will investigate a broad variety of drawing techniques and materials. The model will be used as the sole element in a composition and as a contextualized element.  
One-term course offered either term  
Also Offered As: FNAR 280  
Prerequisite: FNAR 523  
Activity: Studio  
1.0 Course Unit

FNAR 583 Performance/Camera: Performance and-with-through-for Cameras  
This intermediate course will explore the wide and expansive territories of art-making that exist between live performance and mediated image making - both still and moving. For much of the 21st century, the mediums of performance, video and photography have been weaving in and out of contact. Performance is known and understood largely through its documentation: sometimes voluminous and sometimes little more than a single photograph. On the other side, video, film and photography each developed through widespread explorations that were deeply entwined with the 'capturing' of bodies on film. Using photography, video and performance in equal parts, the course is a hands-on exploration of this capacious terrain. The course will be structured by a series of bi-weekly assignments that allow for individual and collective production. The course will also include a regular schedule of short readings and presentations/screenings of existing works.  
Taught by: Hayes, Sharon  
Course usually offered in fall term  
Also Offered As: FNAR 083  
Prerequisite: FNAR 661 OR FNAR 640  
Activity: Studio  
1.0 Course Unit

FNAR 585 Performance Studio  
This course supports the individual and collaborative production of performance works. As the medium of performance consists of diverse forms, actions, activities, practices and methodologies, the course allows for an open exploration in terms of material and form. Students are invited to utilize technologies, materials and methodologies from other mediums and/or disciplines such as video, photography, writing and sound. In addition to the production component, the course will examine multiple histories of performance through readings, screenings and directed research.  
Taught by: Hayes  
Course usually offered in spring term  
Also Offered As: FNAR 085  
Prerequisite: FNAR 523 OR FNAR 545 OR FNAR 640 OR FNAR 661  
Activity: Studio  
1.0 Course Unit

FNAR 589 Mixed Media Animation  
Mixed Media Animation is a contemporary survey of stop-motion animation concepts and techniques. Students use digital SLR cameras, scanners and digital compositing software to produce works in hand-drawn animation, puppet and clay animation, sand animation, and multiplane collage animation. Screenings and discussions in the course introduce key historical examples of animation demonstrating how these techniques have been used in meaningful ways. Students then learn how to composite two or more of these methods with matte painting, computer animation or video.  
Course usually offered in spring term  
Also Offered As: CIMS 289, FNAR 289  
Prerequisite: FNAR 523 AND FNAR 636  
Activity: Studio  
1.0 Course Unit
FNAR 591 The Body and Photography
The last few decades have introduced dramatic changes in the way we interact with each other, the way we communicate, the way we date, watch porn, etc. Ethical concerns have arisen with scientific advances such as stem cell research, fertility drugs, Botox, cloning and erectile dysfunction. This studio course will investigate the myriad ways in which the corporeal is addressed and manipulated in contemporary art, science, religion, pop culture and media. Students will develop photographic projects related to updated questions concerning gender, sexuality and social issues. Lectures, readings and class discussion will focus and inform their individual work.
Course usually offered in spring term
Prerequisite: FNAR 271 OR FNAR 340
Activity: Seminar
1.0 Course Unit

FNAR 594 Graduate Photography Seminar
This seminar will examine contemporary issues in photography from the point of view of the practicing artist. Students will meet with visiting critics during the semester; the course will also include student presentations, weekly discussions and group critiques, visits to artists' studios and gallery and museum exhibitions. Texts for the seminar will be drawn from contemporary critical theory in art, philosophy, history and popular culture. Required for all graduate photographers.
Taught by: Davenport
Activity: Seminar
1.0 Course Unit

FNAR 598 Grad Sculpture Seminar
Sculpture instructor (to be announced) will lead this studio course based on improvisational approaches to developing individually made sculptural works, as well as works that are made in collaboration with others. As in Music or Theater, these works involve the collaboration of others, yet they are equally initiated by small thoughts, and carry those thoughts into a more public and interactive format of installation.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

FNAR 601 Graduate Studio I
First year studio for MFA students' core pursuit of self-directed interdisciplinary problems that contribute to one or more of the visual arts disciplines.
Taught by: MFA Core Faculty
Course usually offered in fall term
Also Offered As: FNAR 501
Activity: Studio
2.0 Course Units

FNAR 602 Graduate Studio II
Second year studio for MFA students' core pursuit of self-directed interdisciplinary problems that contribute to one or more of the visual art disciplines.
Taught by: Adkins/Davenport/Freedman/Mosley/Telhan/Tileston
Course usually offered in spring term
Also Offered As: FNAR 502
Activity: Studio
2.0 Course Units

FNAR 605 Topics in Contemporary Art
An experimental class for artists and scholars. Organized around a series of case studies of artists, collectives, infrastructures, and curatorial projects, the course includes: in-class discussion and viewing; workshops with class visitors; site visits; participation in small reading groups. In the first half of the class, students will complete some short assignments. In addition, students will complete a final project that is intentionally open in terms of form. The project, which can be collective or individual in nature, will enable an in-depth material investigation of one of the threads of the class.
Taught by: Hayes and Redrobe
Course not offered every year
Also Offered As: ARTH 596, CIMS 596, ENGL 596, GSWS 596
Activity: Seminar
1.0 Course Unit

FNAR 607 Advanced Sculpture: Installation & Intervention
In this course students will create sculptural installations and spatial interventions that explore site specificity and architectural environments. A range of traditional sculptural materials and techniques will be investigated along with more ephemeral interventions in space such as sound, light, and projection. Through lectures, readings, and critiques, students will explore the history of installation and interactive sculptural work and develop self-directed projects that interrogate historical, social, and psychological conditions of the built environment.
Also Offered As: FNAR 147
Activity: Studio
1.0 Course Unit

FNAR 613 The Chinese Body and Spatial Consumption in Chinatown
This course looks at representations of the Chinese (and Asian body) since the Limehouse district in East London and the advent of Chinese contract laborers to the Americas in the 19th century. The localization of the Chinese throughout the Americas within Chinatown precincts were also subject to representational imaginings that were negotiated through the lens of civic planning, literature and later in cinema. Chinatowns are ultimately a product of racism. They were created as a political and social support system for newly arrived Chinese immigrants. While Chinese laborers arrived into the United States in 1840 and in significant numbers into Canada about 1860, Chinese contract workers were encouraged to immigrate to the Americas as an inexpensive source of labor, especially after the end of the American Civil War. Industrial leaders in America, Canada and elsewhere in the Americas (Mexico, Cuba, Peru, etc) saw the arrival of Chinese workers as a victory for commercial interests. However, the celebration was short-lived, as anti-Chinese sentiment quickly transformed into anti-Chinese hysteria. Rather than attacking the vested interests that exploit foreign labor as embodied by the Chinese worker, racist unions with the cooperation of civic leaders and the police deemed it safer to burn Chinatowns than capitalist property. Deeply under-studied to this day is the number of mass murders of Chinese workers in the 19th century by anti-Chinese thugs. This seminar will focus in on how the body of the Chinese (and Asian) was imagined and reimagined multiple times from the middle of the 19th century to today.
Taught by: Lum/Yang
Also Offered As: ASAM 313, ENGL 273, FNAR 313
Activity: Seminar
1.0 Course Unit
FNAR 614 Tiananmen Square: A Case Study for Fine Arts and Landscape Architecture

This course takes as its subject the systems of representation and design that have historically and presently operate in Tiananmen Square in Beijing. There have been several incarnations of Tiananmen Square since its original form in 1651. During imperial times and through the period of foreign legations, the square was once surrounded by walls and gates, creating a city within a city. With the advent of the Republic of China established on January 1, 1912, much of the enclosures were removed, opening up for public use previously restricted imperial areas. After the Communist Revolution in 1949, planning was afoot to enlarge the square. With its enlargement completed in 1958, the square expanded its footprint by four-fold, making it one of the largest public squares in the world. The enlarged and remodeled square coincided with the completion of the massive Monument to the People’s Heroes. In 1976, a large mausoleum containing the preserved body of Mao Zedong was built near the site of the former Gate of China, further increasing the size of the square. In the 1990s, the building of the National Grand Theatre and expansion of the National Museum on grounds contiguous to the square necessitated further alterations to both the Eastern and Western skirts of the square. In recent years, there have been a widening debate regarding the transformation of the concrete heavy and by and large featureless square into a green space. Today, Tiananmen Square holds sacrosanct status to the Communist revolution of 1949, designed more for military parades and massive public rallies than public space repose. In a city that has few green spaces, such a verdant transformation in the heart of the Chinese capital would signal a radical symbolic deviation to China’s development-first guiding principles. The square fronts Tiananmen Gate and the Forbidden City and is situated at the intersection of the historical east-west and north- south axes. Chang’an Avenue, important for military processions, separates the square from Tiananmen Gate and considered the most important thoroughfare in the Capital and the path of the east west number one subway line. The entirety of the Tiananmen Square area is marked by ideology and political prominence, often confusingly. Tiananmen Tower, functions as a confinement of monumental facade with political embodiment. This course will focus on imagined interventions through public art and landscape design within Tiananmen Square and its contiguous areas. It is a studio practice course with a significant seminar component that will include lectures and readings relating to issues of public space and urban design in contemporary China. The course will also study the development of contemporary art in China. The tragic events of Tiananmen Square in 1989 represented a turning point in terms of a generation of Western exiled Chinese artists and curators including Hou Hanru, Chen Zhen, Xu Min, Huang Yong Ping and Yan Pei Ming among many others. The class will study the strategies deployed by these so-called First Generation of Chinese artists. Making use of their double identity as traditionally taught Chinese artist residing in the West, their art offered a pointed critique of both China and the West. The course will include a trip to Beijing.

Taught by: Ken Lum
Course usually offered in spring term
Also Offered As: FNAR 314
Activity: Seminar
1.0 Course Unit

FNAR 615 Across Forms: Art and Writing

What if a poem spoke from inside a photograph? What if a sculpture unfurled a political manifesto? What if a story wasn’t just like a dance, but was a dance or a key component of a video, drawing, performance, or painting? In this course, artists and writers will develop new works that integrate the forms, materials, and concerns of both art and writing. Many artists employ writing in their practices, but may not look at the texts they create as writing. And many writers have practices that go beyond the page and deserve attention as art. This course will employ critique and workshop, pedagogic methodologies from art and writing respectively, to support and interrogate cross-pollination between writing and art practices. Additionally, the course will examine a field of artists and writers who are working with intersections between art and writing to create dynamic new ways of seeing, reading, and experiencing.

Taught by: Hayes and Zolf
Course usually offered in fall term
Also Offered As: ENGL 129, FNAR 315
Activity: Seminar
1.0 Course Unit

FNAR 616 Art and Social Work: Art and the Ecology of Justice

How can the arts help us build a more just society? How can the arts transform social structures and systems? Public health crises involving clean water (Flint), police violence (Baltimore), and a lack of economic and educational opportunity following reentry (Philadelphia) make legible the need for a new visual language that critiques these conditions and challenges entrenched structural inequalities. We will engage the work of creative practitioners who are mapping new relationships between art and social justice and directly impacting individual and communal well-being. In so doing, the course seeks to challenge traditional constructions of public health, which often isolate individual histories from their social life and their relation to families, communities, and geographies. Readings will build upon disciplinary perspectives in the arts, humanities, and social policy. Requirements include weekly readings, class participation, and a collaborative final project. The course will meet in the Health Ecologies Lab at Slought Foundation, an arts organization on campus.

Taught by: Neff, Levy and Ghose
Course usually offered in spring term
Also Offered As: FNAR 316, SWRK 717
Activity: Seminar
1.0 Course Unit

FNAR 622 The Big Picture: Mural Arts in Philadelphia

The history and practice of the contemporary mural movement couples step by step analysis of the process of designing with painting a mural. In addition students will learn to see mural art as a tool for social change. This course combines theory with practice. Students will design and paint a large outdoor mural in West Philadelphia in collaboration with Philadelphia high school students and community groups. The class is co-taught by Jane Golden, director of the Mural Arts Program in Philadelphia, and Shira Walinsky, a mural arts painter and founder of Southeast by Southeast project, a community center for Burmese refugees in South Philadelphia.

One-term course offered either term
Also Offered As: FNAR 222, URBS 322
Activity: Seminar
1.0 Course Unit
FNAR 625 Contemporary Art Studio
This course offers an introduction to studio-based practices aimed at synthesizing the expansive potentialities of art through exposure to a diverse set of approaches, their histories, and contemporary applications. A wide range of multi-disciplinary projects will provide students with skills to conceptualize and visualize material investigations. Lectures, readings, films, visiting lectures, field trips, and critiques, will provide a historic and theoretical foundation for critical inquiry.
Taught by: Neff
Also Offered As: FNAR 125
Activity: Studio
1.0 Course Unit

FNAR 631 Interdisciplinary Studio: Sites of Convergence and Hybridity
This course takes an experimental multimedia approach to investigating some of the boundaries in contemporary art making practices. Painting, photography, video, design and sculpture intersect, overlap, and converge in complicated ways. Projects will be designed to explore hybrid forms, collage, space/ installation, and color through a variety of strategic and conceptual proposals as students work towards unique ways of expanding their own work. Weekly readings, critiques, and presentations will be integrated with studio projects. This studio/seminar is appropriate for students at all levels and from all areas of Fine Arts and Design.
Taught by: Tileston
Course usually offered in spring term
Also Offered As: FNAR 331
Prerequisite: FNAR 523 OR FNAR 545 OR FNAR 640 OR FNAR 531 OR FNAR 636
Activity: Studio
1.0 Course Unit

FNAR 640 Digital Photography
This class offers an in-depth technical and conceptual foundation in digital imagery and the opportunity to explore the creative, expressive possibilities of photography. Students will become proficient with the basic use of the camera, techniques of digital capture, color management and color correction. They will also develop competency in scanning, retouching, printing and a variety of manipulation techniques in Photoshop. Through weekly lectures and critiques, students will become familiar with some of the most critical issues of representation, consider examples from photo history, analyze the impact of new technologies and social media. With an emphasis on structured shooting assignments, students are encouraged to experiment, expand their visual vocabulary while refining their technical skills. No previous experience is necessary. Although it is beneficial for students to have their own Digital SLR camera, registered students may reserve and checkout Digital SLR cameras and other high-end equipment from the department. If you need assistance registering for a closed section, please email the department at fnarug@design.upenn.edu
One-term course offered either term
Also Offered As: FNAR 340, VLST 265
Activity: Studio
1.0 Course Unit

FNAR 642 Digital Photography II
In this course students will continue to develop conceptual, technical, aesthetic and formal strategies in digital photography, expanding their artistic process while refining their critical approach to researched subject matter. The class will be driven initially by a series of assignments formulated to further expose students to broad possibilities related to the medium and then they will be guided towards the evolution of a personalized body of work that is culturally, theoretically and historically informed. We will be examining key issues surrounding the digital image in contemporary society, led through a combination of class lectures, readings, group discussions, film screenings, gallery visits and class critiques. Students will further their knowledge of image control and manipulation, retouching and collage, advanced color management; become familiar with high-end camera and lighting equipment and develop professional printing skills. In addition to learning these advanced imaging practices, this course will also emphasize an investigation of critical thought surrounding contemporary visual culture and the role of digital media in the creation of art.
Taught by: Jamie Diamond
Course usually offered in fall term
Also Offered As: FNAR 342
Prerequisite: FNAR 640
Activity: Studio
1.0 Course Unit

FNAR 648 Counter the Land: Photography and the Landscape
Starting with the representation of landscape in painting in the early 1800s, the course will then move through Pictorialism and the Modernist movement in photography. Revisiting the later half of the 20th century, we will begin to consider the shifting practices of landscape and the ways it has been photographically depicted up to the present. Collaborating with the Brandywine River Museum of Art in Chadds Ford, students will begin their photographic exploration with the work of Andrea Wyeth and the landscape of the Brandywine Valley. As we consider Wyeth, the images of James Welling will also be introduced. Credited for pioneering new forms of representation in photography in the 1970s, Welling also revisited the work of Wyeth from 2010-2015, and committed to a fresh (and challenging) look at tradition. Working with imagery and text, this class will also touch on conceptual art, the New Topographics, and postmodernism. Through these various concentrations, students will consider and counter the traditions that they are already familiar with, while creating work based on issues of the landscape today. Questions about meaning, politics, social critique, land rights, technology and methods of presentation will be encouraged and explored throughout the course.
Taught by: Wahl
Course usually offered in fall term
Also Offered As: FNAR 348
Prerequisite: FNAR 571 OR FNAR 640
Activity: Studio
1.0 Course Unit
FNAR 652 Dispersive Lens
This studio course will explore the nexus between photography, sculpture, installation, drawing, painting, and the moving image. The course is informed by the printed image, as students will explore how photography can encourage thinking in other mediums, in addition to how other mediums can influence the making of photography. When does an abstract painting appear more like a photograph? How can a photograph suggest ways to make a video? Can a sculpture exist as a photograph? A variety of assignments will expose students to interdisciplinary approaches addressing these questions and more. Class projects will be supported by regular slide lectures, group critiques, and readings examining modern and contemporary artists and practices.
Taught by: Oliver
Course usually offered in spring term
Also Offered As: FNAR 571 OR FNAR 640 OR FNAR 661
Activity: Studio
1.0 Course Unit

FNAR 654 Printmaking & Publications: Intro to Independent Publishing and Artists' Publications
This course introduces students to independent publishing and artists' publications through print methods in letterpress, Risograph, and Xerox. The class will focus on the self-published artists’ zine/book as an affordable, accessible, and easily reproducible format for exploring ideas, disseminating artists’ work, and collaborating across disciplines. Students will learn a range of skills, including techniques in both mechanized and hand-pulled forms of printed media (Risograph, copy machine, Vandercook letterpress); short-run editions and binding; design and layout; pre-press and print production; and the web as it relates to and supports independent and democratic modes of distribution. Students will learn about and become acquainted with some of the most significant independent publishers working today and throughout history. Students will leave class having completed three individual projects: a 16-page booklet/zine; a carefully considered online publication, and a significant independent publishers working today and throughout history. Students will leave class having completed three individual projects: a 16-page booklet/zine; a carefully considered online publication, and a final collaborative book designed, developed and published as a class. The course commences with a field trip to New York City's Printed Matter, one of the oldest and most important nonprofit facilities dedicated to the promotion of artists' books, where students will be encouraged to submit a publication by semester's end.
Taught by: Romberger
Course usually offered in fall term
Also Offered As: FNAR 254
Activity: Studio
1.0 Course Unit

FNAR 656 Monument Lab: Praxis Approaches to Socially-Engaged Public Art
What makes an exceptional socially-engaged public artwork or project? For those who practice in the field, the question invites careful consideration of aesthetics, process, participation, staging, and interpretation. Across the better part of the last decade, this line of inquiry has fueled the work of Monument Lab, a public art and history studio based in Philadelphia. With deep roots and close ties to the Department of Fine Arts’s Center for Public Art and Space, and methods interanimating contemporary art and pedagogy, Monument Lab works with artists, students, activists, municipal agencies, and cultural institutions on exploratory approaches to public engagement and collective memory. The Monument Lab course in Fine Arts explores the theoretical study and practical applications of public art. The course operates as a socially-engaged ‘civic studio’ to engage case studies, debate key issues in the field, meet with artists and practitioners, conduct site and studio visits, and practice direct methods for producing individual and collaborative public projects. Focusing on the intersection of theory and practice, the praxis course highlights engaged methods piloted by Monument Lab in citywide exhibitions and special projects, especially to focus on themes and models for participation, public engagement, co-creation, curation, temporary installation, and socially engaged art-making. Each student will embark on a semester-long independent project, as well as participate in a group initiative centered on a current Monument Lab project in Philadelphia to gain experience in the field of socially-engaged public art.
Taught by: Paul Farber
Also Offered As: FNAR 336
Activity: Seminar
1.0 Course Unit

FNAR 661 Video I
In this studio based course, students are introduced to video production and postproduction as well as to selected historical and theoretical texts addressing the medium of video. Students will be taught basic camera operation, sound recording and lighting, as well as basic video and sound editing and exporting using various screening and installation formats. In addition to a range of short assignment-based exercises, students will be expected to complete three short projects over the course of the semester. Critiques of these projects are crucial to the course as students are expected to speak at length about the formal, technical, critical and historical dimensions of their works. Weekly readings in philosophy, critical theory, artist statements and literature are assigned. The course will also include weekly screenings of films and videos, introducing students to the history of video art as well as to other contemporary practices. If you need assistance registering for a closed section, please email the department at fnarug@design.upenn.edu
One-term course offered either term
Also Offered As: CIMS 061, FNAR 061, VLST 261
Activity: Seminar
1.0 Course Unit
FNAR 662 Video II
Video II offers opportunities to further explore the role of cinematic narrative technique, non-narrative forms, digital video cinematography, editing, and screen aesthetics. Through a series of several video projects and a variety of technical exercises, students will refine their ability to articulate technically and conceptually complex creative projects in digital cinema. In addition, one presentation on a contemporary issue related to the application of cinematic storytelling and/or the cultural context of digital video is required.
One-term course offered either term
Also Offered As: CIMS 062, FNAR 062
Prerequisite: FNAR 661
Activity: Seminar
1.0 Course Unit

FNAR 663 Documentary Video
Documentary Video is an intensive production course involving the exploration of concepts, techniques, concerns, and aesthetics of the short form documentary. Building on camera, sound, and editing skills acquired in Video I, students will produce a portfolio of short videos and one longer project over the course of the semester using advanced level camera and sound equipment. One short presentation on a genre, technique, maker, or contemporary concern selected by the student is required.
Course usually offered in fall term
Also Offered As: CIMS 063, FNAR 063
Prerequisite: FNAR 661
Activity: Seminar
1.0 Course Unit

FNAR 665 Cinema Production
This course focuses on the practices and theory of producing narrative based cinema. Members of the course will become the film crew and produce a short digital film. Workshops on producing, directing, lighting, camera, sound and editing will build skills necessary for the hands-on production shoots. Visiting lecturers will critically discuss the individual roles of production in the context of the history of film.
Course usually offered in fall term
Also Offered As: CIMS 065, FNAR 065
Prerequisite: FNAR 661
Activity: Seminar
1.0 Course Unit

FNAR 667 Advanced Video Projects
This course is structured to create a focused environment and support for individual inquiries and projects. Students will present and discuss their work in one on one meetings with the instructor and in group critiques. Readings, screenings, and technical demonstrations will vary depending on students’ past history as well as technical, theoretical, and aesthetic interests.
Course not offered every year
Also Offered As: FNAR 067
Prerequisite: FNAR 662
Activity: Seminar
1.0 Course Unit

FNAR 669 Graduate Video Studio
Through a series of studio projects, this course focuses on the conceptualization and production of time-based works of art. A seminar component of the course reviews contemporary examples of media based art and film. A studio component of the course introduces production techniques including lighting, cinematography, audio, editing, mastering projects, and installing audio-visual works in site-specific locations or gallery spaces.
Taught by: Mosley
Course usually offered in fall term
Activity: Studio
1.0 Course Unit

FNAR 671 Film Sound: History, Aesthetics and Subversion
Sound and Image as experienced in the cinema, are not divisible. One perception influences the other, and transforms it. While a preexisting harmony between these two senses may exist, its conventions are subject to manipulation and the whims of subversion. Film Sound tracks the technological and aesthetic history of sound for film including psychoacoustics, dialogue, music, sound fx and audio’s gradual and triumphant march towards fidelity, stereo and surround sound. This lecture course, through an historical and Pedagogical romp loaded with examples throughout film history and visits by lauded audio professionals from the film world, seeks to instruct students to engage in the process of sound perception, gaining an appreciation for the art of sound as it relates to the varied phenomenological dimensions of that unique audio-visual encounter we call movies.
Taught by: Novack
Course usually offered in fall term
Also Offered As: FNAR 070
Activity: Seminar
1.0 Course Unit

FNAR 673 Machine for Seeing: Architecture and the Moving Image
Architecture's relationship with cinema was established with the very first motion picture. In Sortie de l'usine Lumiere de Lyon by Auguste and Louis Lumiere we see a didactic presentation of film titles as workers from the Lumiere brother’s factory stream forth from its interior at days end. In many ways the context of the film is its subject as well. The title of the class plays on Le Corbusier's maxim that architecture is machine for living and perhaps cinema is simply a machine for helping us understand the vast construct of our built environment. A device, which allows us to imagine even greater follies or more importantly to think critically about architecture's relationship with and impact on society. Readings, screenings, discussions and critiques make up the curriculum along with studio time. Students will produce their own film and we will look at films produced by a range of practitioners: From architects speculating on the nature of and use of public space and urban development to documentarians researching the pathologies of neo-liberalism and its effect on the privatization of space. We will also look at the work of artists who engage with the poetics of space and who unpack the conflicted legacies of the built environment.
Taught by: Hartt
Course usually offered in spring term
Also Offered As: FNAR 073
Prerequisite: FNAR 661
Activity: Seminar
1.0 Course Unit
FNAR 674 A Virus in the Culture: Social Critique in Media Arts
In order to change the world, we must first learn how to infect it. A Virus in the Culture is a studio class that examines and generates various forms of media resistance to dominant hegemonic systems of power and control. Using filmmaking, publication design and interactive media we'll think through and develop responses to some of the most pressing issues facing us today. We'll look at historical models from the agitprop design work of Gee Vaucher for Anarcho-punk band Crass to Chris Marker's film Le Fond de L'Air Est Rouge, a radical analysis of global social and political turmoil in the late 60s and early 70s. We'll also look at experimental contemporary design firms like Metahaven who question the role of designers and filmmakers today - Bypassing the power dynamics of clients and briefs they took it upon themselves to create a graphic identity for WikiLeaks. Each example broadens the definition and possibilities of practice to create a more porous engagement with audiences and users while informing the practice of social critique today. Considering a diverse range of topics from education policy, to the rights of environmental refugees, we'll use the class to workshop a singular comprehensive project that targets researches and responds to a specific contested position. The outcome of which will be a class produced short film, publication and website that unpacks the social, cultural, and economic complexities of our subject. This class is co-taught by David Hartt, an artist and filmmaker along with graphic designer, Mark Owens. Reading, screenings, discussions and critiques make up the curriculum along with dedicated studio time. While the focus of this course is not technical, prior knowledge of camera functions and post-production techniques is expected.

Taught by: David Hartt and Mark Owens
Course usually offered in fall term
Also Offered As: FNAR 074
Prerequisite: FNAR 661
Activity: Studio
1.0 Course Unit

FNAR 675 Image and Sound Editing
This course presents an in-depth look at the storytelling power of image and sound in both narrative and documentary motion pictures. Students apply a theoretical framework in ongoing workshops, exploring practical approaches to picture editing and sound design. Students edit scenes with a variety of aesthetic approaches, and create story-driven soundtracks with the use of sound FX, dialogue replacement, foleys, music and mixing. Students not only learn critical skills that expand creative possibilities, but also broaden their understanding of the critical relationship between image and sound.

Course usually offered in spring term
Also Offered As: CIMS 075, FNAR 075
Prerequisite: FNAR 661
Activity: Seminar
1.0 Course Unit

FNAR 676 Advanced Lens Based Projects
Advanced Lens Based Projects (ALBP) is structured to create an open environment for students to develop a series of self-determined projects using any variety of image capture technologies. Mobile devices and DSLRs have blended the function of moving and still image capture while computers have become ubiquitous as instruments of display and dissemination. This has consequently led to the increasingly collapsed boundaries of artistic mediums. ALBP is a studio class where students will explore different modes of production and address the expanding field of exhibition strategies. Additionally, the class will foster a transdisciplinary approach to critiquing work and emphasize the shared context of the works reception. Readings, screenings, discussions, and critiques make up the curriculum along with dedicated studio time. Each student is required to complete three self-determined projects using still or moving image capture technologies. Grades will be determined through participation, completion of assignments, and the students' formal and critical engagement with the technology. While the focus of this course is not technical, prior knowledge of camera functions and post-production techniques is expected.

Taught by: Hartt
One-term course offered either term
Also Offered As: FNAR 076
Prerequisite: FNAR 061 OR FNAR 150 OR FNAR 271 OR FNAR 340
Activity: Studio
1.0 Course Unit

FNAR 677 On Thoughts Occasioned
Also Offered As: ENGL 257, FNAR 177
Activity: Seminar
1.0 Course Unit

FNAR 684 PHOTOGRAPHY AND FASHION
Since the invention of photography, the fashion industry has been one of the cornerstones of creative expression, innovation and visionary provocation. Contemporary fashion photography has continued to attract a leading group of image-makers that continue the tradition of creating artwork that not only is being published in cutting edge magazines such as V, Another Magazine and Citizen K, but also are exhibiting their work in various galleries and museums around the world. This course is designed for students who are interested in creating contemporary fashion images through specific assignments that define the process: lighting in studio or location, working with fashion designers, stylists, models, hair/ make up artists, and the application of a variety of post production techniques, via Photoshop. The class will explore modern constructs that define the importance of branding, marketing, advertising and the relationship of fashion photography in contemporary art and culture today.

Also Offered As: FNAR 284
Prerequisite: FNAR 571 OR FNAR 640
Activity: Studio
1.0 Course Unit
FNAR 685 Photography and Fiction
In spite of photography’s traditional relationship with fact, the medium has been a vehicle for fiction since the very beginning. Fiction and photography encompass a broad range of meanings, from elaborately staging and performing for the camera, to manipulations using digital technology such as Photoshop to construct the work. This class will examine and trace the history of manipulated photography while paying special attention to the complex negotiations between the decisive moment, the constructed tableau, and the digitally manipulated image. There will be a combination of class lectures, studio projects, assigned readings, visiting artists, film screenings, field trips, and class critiques.
Taught by: Diamond
Course usually offered in spring term
Also Offered As: FNAR 285
Prerequisite: FNAR 271 OR FNAR 640
Activity: Seminar
1.0 Course Unit

FNAR 701 Graduate Critique I
This course is designed to introduce students to different pedagogical methodologies relating to the critical examination of works of art as well as to assist students in terms of speaking about their own work. Graduate critique provides a democratic and interactive forum for the voicing of opinion in an informed context. 1st year MFA students only.
Course usually offered in fall term
Also Offered As: FNAR 703
Activity: Studio
1.0 Course Unit

FNAR 702 Graduate Critique II
Graduate Critique is designed to introduce students to different pedagogical methodologies relating to the critical examination of works of art as well as to assist students in terms of speaking about their own work. This course provides a democratic and interactive forum for the voicing of opinion in an informed context. This course is required for MFA students in the 2nd semester of the program.
Course usually offered in spring term
Also Offered As: FNAR 704
Activity: Studio
1.0 Course Unit

FNAR 703 Graduate Critique III
This course is designed to introduce students to different pedagogical methodologies relating to the critical examination of works of art as well as to assist students in terms of speaking about their own work. Graduate critique provides a democratic and interactive forum for the voicing of opinion in an informed context. 2nd year MFA students only.
Course usually offered in fall term
Also Offered As: FNAR 701
Activity: Studio
1.0 Course Unit

FNAR 704 Graduate Critique IV
Graduate Critique is designed to introduce students to different pedagogical methodologies relating to the critical examination of works of art as well as to assist students in terms of speaking about their own work. This course provides a democratic and interactive forum for the voicing of opinion in an informed context. This course is required for MFA students in the fourth semester of the program.
Course usually offered in spring term
Also Offered As: FNAR 702
Activity: Studio
1.0 Course Unit

FNAR 712 Visual Epistemologies for Creative Practices
In this joint seminar between Architecture and Fine Arts, we investigate the alternative modes of diagrammatic thinking that are influencing art and design disciplines. The course provides a historical perspective on the evolution of visual epistemologies from late 1950s and reviews its current state from the lens of contemporary representation theory, computation, fabrication and information technologies. The goal is to gain both theoretical and hands-on experience with the contemporary diagramming techniques in order to advance both designs and the thinking behind them.
Taught by: Furjan/Telhan
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

FNAR 720 Topics in Representation
In these advanced representation courses the work extends to new ways of documenting and seeing landscape. These courses are open to all interested School of Design students who have previous drawing experience or have taken foundation studios. Recent topics have been: Traces and Inscriptions (spring 2013), instructors: Anuradha Mathur, Matthew Neff; Landscape Representation (fall annually), instructors: Valerio Morabito; Landscape Drawing (spring annually), instructor: Laurie Olin; Landscape Drawing (spring 2008), instructors: David Gouverneur, Trevor Lee; Shifting Landscapes: A Workshop in Representation (spring 2005, 2004), instructor: Anuradha Mathur; and The Agile Pencil and Its Constructs (spring 2004) instructor: Mei Wu.
Taught by: Faculty
One-term course offered either term
Also Offered As: LARP 720
Prerequisite: LARP 501 OR LARP 533 OR LARP 601 OR ARCH 501 OR ARCH 532 OR ARCH 601
Activity: Seminar
1.0 Course Unit

FNAR 801 Critical Issues in Contemporary Art
Critical Issues in Contemporary Arts is a graduate level seminar course for fine arts majors and graduate students. Offering two to three sections each semester, standing faculty will rotate topics based around critical issues in contemporary art including Defense Against the Dark Arts and Perspectives in Art: A Nomadic Approach. Please see the PennMFA website for specific section descriptions. Enrollment may be granted to undergraduate fine art students with the permission of the professor.
Taught by: Faculty
Course usually offered in fall term
Also Offered As: FNAR 803
Activity: Seminar
1.0 Course Unit

FNAR 802 Critical Issues in Contemporary Art
Critical Issues in Contemporary Arts II is a graduate level seminar course for fine arts graduate students in their second semester. Offering two to three topic based sections each semester, standing faculty will rotate topics based around critical issues in contemporary art. Previously offered sections include Defense Against the Dark Ages and Perspectives in Art: A Nomadic Approach. Please see the PennMFA website for specific descriptions each semester. Enrollment may be granted to undergraduate fine arts students with permission of the professor.
Course usually offered in spring term
Also Offered As: FNAR 804
Activity: Seminar
1.0 Course Unit
**FNAR 803 Critical Issues in Contemporary Art**
Critical Issues in Contemporary Arts is a graduate level seminar course for fine arts majors and graduate students. Offering two to three sections each semester, standing faculty will rotate topics based around critical issues in contemporary art including Defense Against the Dark Arts and Perspectives in Art: A Nomadic Approach. Please see the PennMFA website for specific section descriptions. Enrollment may be granted to undergraduate fine art students with the permission of the professor. Taught by: Faculty
Course usually offered in fall term
Also Offered As: FNAR 802
Activity: Seminar
1.0 Course Unit

**FNAR 804 Critical Issues in Contemporary Art IV**
Critical Issues in Contemporary Arts IV is a graduate level seminar course for fine arts graduate students in their fourth semester. Offering two to three topic based sections each semester, standing faculty will rotate topics based around critical issues in contemporary art. Previously offered sections include Defense Against the Dark Ages and Perspectives in Art: A Nomadic Approach. Please see the PennMFA website for specific section descriptions each semester. Enrollment may be granted to undergraduate fine art students with permission of the professor.
Course usually offered in spring term
Also Offered As: FNAR 802
Activity: Seminar
1.0 Course Unit

**FNAR 999 Independent Study**
Activity: Independent Study
1.0 Course Unit
Notes: Hours and credits arranged

**Folklore (FOLK)**

**FOLK 022 World Musics and Cultures**
This course examines how we as consumers in the 'Western' world engage with musical difference largely through the products of the global entertainment industry. We examine music cultures in contact in a variety of ways—particularly as traditions in transformation. Students gain an understanding of traditional music as live, meaningful person-to-person music making, by examining the music in its original site of production, and then considering its transformation once it is removed, and recontextualized in a variety of ways. The purpose of the course is to enable students to become informed and critical consumers of 'World Music' by telling a series of stories about particular recordings made with, or using the music of, peoples culturally and geographically distant from the US. Students come to understand that not all music downloads containing music from unfamiliar places are the same, and that particular recordings may be embedded in intriguing and controversial narratives of production and consumption. At the very least, students should emerge from the class with a clear understanding that the production, distribution, and consumption of world music is rarely a neutral process.
For BA Students: Arts and Letters Sector
Taught by: Muller
Course usually offered in fall term
Also Offered As: AFRC 050, ANTH 022, MUSC 050
Activity: Lecture
1.0 Course Unit

**FOLK 029 Gender, Sexuality, & Religion**
What does it mean to be a gendered individual in a Muslim, Hindu, Jewish, Christian, Buddhist, or Sikh religious tradition? How important are gender differences in deciding social roles, ritual activities, and spiritual vocations? This course tackles these questions, showing how gender - how it is taught, performed, and regulated - is central to understanding religion. In this course we will learn about gendered rituals, social roles, and mythologies in a range of religious traditions. We will also look at the central significance of gender to the field of religious studies generally. The first part of the course will be focused on building a foundation of knowledge about a range of religious traditions and the role of gender in those traditions. This course emphasizes religious traditions outside the West. Although it is beyond the scope of this class to offer comprehensive discussions of any one religious tradition, the aim is to provide entry points into the study of religious traditions through the lens of gender. This course will emphasize both historical perspectives and contemporary contexts. We will also read religion through feminist and queer lenses - we will explore the key characteristics of diverse feminist and queer studies approaches to religion, as well as limits of those approaches.
For BA Students: Humanities and Social Science Sector
Taught by: Robb
Course usually offered in fall term
Also Offered As: GSWS 109, RELS 005
Activity: Lecture
1.0 Course Unit

**FOLK 201 American Folklore**
This course will examine American expressive culture, including everyday speech, narrative, music, foodways, religion, public celebrations, and material culture through an exploration of the multiple and changing avenues of diversity in the United States. Folklore can be considered the unofficial culture that exists beneath and between the institutions of power that we read about in our history books, and that is what we will be studying—the 99% of American life that goes unseen and unnoticed in other college courses. Some of the topics we will examine are: campus folklore; body art and adornment; contemporary (urban) legends and beliefs; public celebrations and rituals; and the adaptation and commodification of folk culture in popular media.
One-term course offered either term
Also Offered As: ANTH 205
Activity: Lecture
1.0 Course Unit

**FOLK 229 Myth in Society**
In this course we will explore the mythologies of selected peoples in the Ancient Near East, Africa, Asia, and Native North and South America and examine how the gods function in the life and belief of each society. The study of mythological texts will be accompanied, as much as possible, by illustrative slides that will show the images of these deities in art and ritual.
Taught by: Ben-Amos
One-term course offered either term
Also Offered As: COML 357, NELC 249
Activity: Lecture
1.0 Course Unit
FOLK 241 Great Story Collections
This course is intended for those with no prior background in folklore or knowledge of various cultures. Texts range in age from the first century to the twentieth, and geographically from the Middle East to Europe to the United States. Each collection displays various techniques of collecting folk materials and making them concrete. Each in its own way also raises different issues of genre, legitimacy, canon formation, cultural values and context.
For BA Students: Arts and Letters Sector
Taught by: Ben-Amos
Course not offered every year
Also Offered As: COML 193, ENGL 099
Activity: Lecture
1.0 Course Unit

FOLK 252 Themes Jewish Tradition: Iberian Conversos: Jew-Christian?
Course topics will vary; they have included The Binding of Isaac, Responses to Catastrophes in Jewish History, Holy Men & Women (Ben-Amos); Rewriting the Bible (Dohrmann); Performing Judaism (Fishman); Jewish Political Thought (Fishman); Jewish Esotericism (Lorberbaum) Democratic culture assumes the democracy of knowledge - the accessibility of of knowledge and its transparency. Should this always be the case? What of harmful knowledge? When are secrets necessary? In traditional Jewish thought, approaching the divine has often assumed an aura of danger. Theological knowledge was thought of as restricted. This seminar will explore the 'open' and 'closed' in theological knowledge, as presented in central texts of the rabbinc tradition: the Mishnah, Maimonides and the Kabbalah. Primary sources will be available in both Hebrew and English.
For BA Students: History and Tradition Sector
One-term course offered either term
Also Offered As: JWST 100, NELC 252, NELC 552, RELS 129
Activity: Seminar
1.0 Course Unit

FOLK 280 Jewish Folklore
The Jews are among the few nations and ethnic groups whose oral tradition occurs in literary and religious texts dating back more than two thousand years. This tradition changed and diversified over the years in terms of the migrations of Jews into different countries and the historical, social, and cultural changes that these countries underwent. The course attempts to capture the historical and ethnic diversity of Jewish folklore in a variety of oral literary forms. A basic book of Hasidic legends from the 18th century will serve as a key text to explore problems in Jewish folklore relating to both earlier and later periods.
Taught by: Ben-Amos
One-term course offered either term
Also Offered As: COML 283, JWST 260, NELC 258
Activity: Lecture
1.0 Course Unit

FOLK 406 Folklore and the Supernatural
Beliefs in the supernatural have not diminished appreciably in modern cultures, despite many predictions that they would. Recent public opinion surveys indicate many Americans hold supernatural beliefs or have had experiences they believe to be supernatural. This course will introduce key concepts in the study of culture and the supernatural. We will examine traditional beliefs about supernatural beings, supernatural realms, and humans who interact with these, as well as the historical development of Western ideas of 'the supernatural' itself. Students will enhance their understanding of human diversity through cross-cultural examples of supernatural folklore, consider the relationship between the supernatural and place, and examine how various folklore genres have expressed human relationships to the supernatural. Topics may include witchcraft, ghosts, vampires, fairies, UFOs, supernatural assault, vodou, Neopaganism, saints, healing, legend tripping, and dark tourism. There will also be opportunity for students to explore related topics of interest to them.
Course not offered every year
Activity: Lecture
1.0 Course Unit

FOLK 440 Fairy Tales
In this seminar we review and evaluate critical approaches to understanding manhood and masculinity as they have been used to examine the individual and collective lives of men in communities around the world. Through a perspective that emphasizes how masculinity is performed and narrated, we seek to integrate concepts of: (1) the self—the experiencing and embodiment of personhood, subjectivity, and emotion; (2) spatiality and power—public and sporting events, leisure spaces; and (3) the state–relations between gender ideology, governmentality and power in political theatre, media control, warfare and military memorials.
Taught by: Lee, L.
Course not offered every year
Activity: Seminar
1.0 Course Unit

FOLK 459 Prose Narrative
Historical, literary, comparative, and ethnographic methods contribute to study of prose narratives which were told in oral societies in antiquity and in modern times and were documented in literary societies for different purposes. Oral storytellers, both professional and amateurs, performed them in private and public spaces. Their recording from antiquity to modern times became an integral element of modern life in general and in education and arts in particular. The storytellers, their performances in oral and literary cultures, their genres, and their symbolic meanings are the subjects of the course, together with the analytical methods that help mapping their distribution worldwide.
Taught by: Ben-Amos
Course not offered every year
Also Offered As: NELC 459
Activity: Seminar
1.0 Course Unit
FOLK 485 Japanese Theater
Japan has one of the richest and most varied theatrical traditions in the world. In this course, we will examine Japanese theater in historical and comparative contexts. The readings and discussions will cover all areas of the theatrical experience (script, acting, stage design, costumes, music, audience). Audio-visual material will be used whenever appropriate and possible. The class will be conducted in English, with all English materials.
Taught by: Kano  
Course usually offered in spring term  
Also Offered As: COML 385, EALC 255, EALC 655, THAR 485  
Activity: Seminar  
1.0 Course Unit

FOLK 499 Independent Study
Directed study at the senior level.  
One-term course offered either term  
Activity: Independent Study  
1.0 Course Unit

FREN (FREN)

FREN 110 Elementary French I  
French 110 is the first semester of the elementary-level sequence designed to develop functional proficiency in the four skills and gain familiarity with French and Francophone culture. The primary emphasis is on the development of the oral-aural skills, speaking and listening. Readings on topics in French culture as well as frequent writing practice are also included in the course. As in other French courses, class will be conducted entirely in French. You will be guided through a variety of communicative activities in class which simulate real-life situations, so practice your newly acquired vocabulary and grammatical structures in small group and pair work that simulate real-life situations. The course will introduce you to French and Francophone culture through authentic materials including written documents, simple articles, songs, films, videos, and conversations between native speakers. Homework will consist of aural comprehension exercises in the online SAM as well as regular writing practice. The course will also invite you to explore the Francophone world by completing an engaging, interactive project in the final stage of the semester. By the end of this course, you should be able to meet a variety of day-to-day needs in a French-speaking setting and to handle a range of basic travel transactions. You will be able to engage in simple conversations on familiar topics such as family, lodging, daily routines, leisure activities, etc. You will begin to be able to speak and write in the past, present and the future, make comparisons, and describe people and things in increasing detail. You will develop reading skills that should allow you to get the gist of simple articles and you will more readily discern information when you hear native speakers talking in a simple fashion about topics familiar to you. 
For BA Students: Language Course  
Course usually offered in fall term  
Activity: Seminar  
2.0 Course Units

FREN 112 Accelerated Elementary French  
French 112 is an intensive elementary language course for students who have not studied French, but who have met the language requirement in another foreign language. This course will provide an introduction of the basic structures of French, with intensive work on speaking and listening designed to prepare students to take Intermediate French. Due to the nature of the course, the first half will progress rapidly with the more difficult material presented after the midterm period. As in other French courses, class will be conducted entirely in French. You will be guided through a variety of communicative activities in class that will expose you to a rich input of spoken French and lead you from structured practice to free expression. You will have frequent opportunities to practice your newly acquired vocabulary and grammatical structures in small group and pair work that simulate real-life situations, so please prepare each day’s lesson attentively. See ‘Preparation for each class’ below for additional details. The course will introduce you to French and Francophone culture through authentic materials including written documents, simple articles, songs, films, videos, and conversations between native speakers. Homework will consist of aural comprehension exercises in the online SAM as well as regular writing practice. The course will also invite you to explore the Francophone world by completing an engaging, interactive project in the final stage of the semester. By the end of this course, you should be able to meet a variety of day-to-day needs in a French-speaking setting and to handle a range of basic travel transactions. You will be able to engage in simple conversations on familiar topics such as family, lodging, daily routines, leisure activities, etc. You will begin to be able to speak and write in the past, present and the future, make comparisons, and describe people and things in increasing detail. You will develop reading skills that should allow you to get the gist of simple articles and you will more readily discern information when you hear native speakers talking in a simple fashion about topics familiar to you.
For BA Students: Language Course  
Course usually offered in spring term  
Activity: Seminar  
2.0 Course Units

FREN 120 Elementary French II  
French 120 is the second semester continuation of the elementary-level sequence designed to develop functional proficiency in the four skills and gain familiarity with French and Francophone culture. The primary emphasis is on the development of the oral-aural skills, speaking and listening. Readings on topics in French culture as well as frequent writing practice are also included in the course. As in other French courses, class will be conducted entirely in French. You will be guided through a variety of communicative activities in class which will expose you to a rich input of spoken French and lead you from structured practice to free expression. You will be given frequent opportunity to practice your newly acquired vocabulary and grammatical structures in small group and pair work which simulate real-life situations. The course will introduce you to French and Francophone culture through authentic materials including written documents, simple articles, songs, films, videos, and conversations between native speakers. Out-of-class homework will require practice with the online component of the textbook (MyFrenchLab) as well as regular writing practice. The course will also invite you to explore the Francophone world on the Internet.
For BA Students: Language Course  
One-term course offered either term  
Prerequisite: FREN 110  
Activity: Seminar  
1.0 Course Unit
FREN 121 Accelerated Elementary French for ‘False Beginners’
French 121 is an intensive one-semester language course for students who have had some French before but who can benefit from a complete review of elementary French. This course will provide a re-introduction of the basic structures of French, with intensive work on speaking and listening designed to prepare students to take Intermediate French. Due to the nature of the course, the first half of the semester will progress rapidly, with much more difficult material being presented after the midterm period. As in other French courses, class will be conducted entirely in French. You will be guided through a variety of communicative activities in class that will expose you to a rich input of spoken French and lead you from structured practice to free expression. You will be given frequent opportunity to practice your newly acquired vocabulary and grammatical structures in small-group and pair work activities that simulate real-life situations, so please prepare each day's lesson attentively. See 'Preparation for each class' below for additional details. The course will introduce you to French and Francophone culture through authentic materials including written documents, simple articles, songs, films, videos, and conversations between native speakers. Out-of-class homework will consist of aural comprehension exercises in the online SAM as well as regular writing practice. The course will also invite you to explore the Francophone world by completing an engaging, interactive project in the final stage of the semester. By the end of this course, you should be able to meet a variety of day-to-day needs in a French-speaking setting and to handle a range of basic travel transactions. You will be able to engage in simple conversations on familiar topics such as family, lodging, daily routines, leisure activities, etc. You will begin to be able to speak and write in the past, present, and the future, make comparisons, and describe people and things in increasing detail. You will develop reading skills that should allow you to get the gist of simple articles and you will more readily discern information when you hear native speakers talking in a simple fashion about topics familiar to you.
For BA Students: Language Course
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

FREN 130 Intermediate French I
In French 130, you will be 'parachuted' to Paris where you will choose where you want to live and explore your chosen neighborhood in depth. Every week we will discuss a different theme of Parisian life and French culture. As you discover your arrondissement, you will share information about it with your classmates and develop a collective knowledge of the French capital. You will tell your imagined experiences through your journal and therefore as a class, we will 'raconter Paris'. French 130 is the first half of the intermediate sequence designed to help you attain a level of proficiency that should allow you to function comfortably in a French-speaking environment. This course will build on your existing skills in French, increase your confidence and ability to read, write, speak, and understand French, and introduce you to more refined lexical items, more complex grammatical structures, and more challenging cultural material. As in other French courses at Penn, class will be conducted entirely in French. In addition to structured oral practice, work in class will include frequent communicative activities such as role-plays, problem-solving tasks, discussions, and debates, often carried out in pairs or small groups. Through the study of authentic materials such as articles, literary texts, songs, films, videos, you will deepen your knowledge of the French language and culture.
For BA Students: Language Course
Taught by: Degat
One-term course offered either term
Prerequisite: FREN 120 OR FREN 121
Activity: Seminar
1.0 Course Unit

FREN 134 Accelerated Intermediate French
An intensive two-credit course covering the first and second semester of the intermediate year. See descriptions of French 130 and 140. Students must have a departmental permit to register. Also offered in the summer Penn-in-Tours program in France.
For BA Students: Last Language Course
Course usually offered in spring term
Activity: Seminar
2.0 Course Units
FREN 140 Intermediate French II
French 140 is the second half of a two-semester intermediate sequence designed to help you attain a level of proficiency that should allow you to function comfortably in a French-speaking environment. You are expected to have already learned the most basic grammatical structures in elementary French and you will review these on your own in the course workbook. This course will build on your existing skills in French, increase your confidence and ability to read, write, speak and understand French, and introduce you to more refined lexical items, more complex grammatical structures, and more challenging cultural material. This course focuses on the culture of French-speaking countries beyond the borders of France. Along with your classmates, you will explore the cities of Dakar, Fort-de-France and Marrakesh, investigating the diversity of the Francophone world through film, literature and music. As in other French courses at Penn, class is conducted entirely in French. In addition to structured oral practice, work in class will include frequent communicative activities such as problem-solving tasks, discussions, and debates, often carried out in pairs or small groups. Daily homework will require researching in the library and on the Internet, listening practice with video clips, in addition to regular written exercises in the workbook.
For BA Students: Last Language Course
One-term course offered either term
Prerequisite: FREN 130
Activity: Seminar
1.0 Course Unit

FREN 180 Advanced French in Residence
Open only to residents in La Maison Francaise. Participants earn 1/2 c.u. per semester.
Two terms. student may enter either term.
Activity: Seminar
0.5 Course Units

FREN 202 Advanced French
French 202 is a third-year level course aimed at better understanding contemporary French society, language and culture, with a special focus on today's young generation. What defines a generation in the first place, and how do the lives of young people in France compare to those of their American counterparts? To answer these questions, students in 202 will delve into numerous aspects of French youth experience from the school system to family life, and from the workplace to the political arena, with the aid of resources including contemporary films, news articles, songs, literary texts, and the recent sociological project 'Generation Quoi.' In addition, they will forge connections with the French community on Penn's campus, as they embark on a journey of cultural exploration and reflexive self-discovery. Prerequisite: Open to students who have completed the language requirement. Students who are continuing from French 134 or 140 should take French 202 before moving on to more advanced French courses. While 202 is not a grammar-focused course, particular attention will be given to recognizing and employing the different registers of spoken and written French. The course constitutes excellent preparation for study abroad in a French-speaking region. Prerequisite: Open to students who have completed the language requirement. Students who are continuing from French 134 or 140 should take French 202 before moving on to more advanced French courses.
For BA Students: Advanced Language Course
One-term course offered either term
Activity: Seminar
1.0 Course Unit

FREN 211 French for Business I
This content-based language course, taught in French, introduces economic, business and professional terminology through the study of the following topics: financial institutions (banking, stock market and insurance); business practices (business letters and resumes); trade and advertising; the internal structure and legal forms of French companies. The course also emphasizes verbal communication through three components: 1) In-class activities such as problem-solving tasks, discussions and debates. 2) The study of authentic materials such as newspapers and magazines' articles, video clips, and radio shows. 3) A series of students' presentations. Finally, in order to use and practice the new economic and business terminology studied in this course, and to also further explore the structure, the management, and the operations of the French companies, students will work in pairs on a research project about a major French company of their choice. One of the other goals of this course is to also prepare the students to take one of the exams offered by the Paris Chamber of Commerce and Industry: the Diplome de Francais Professionnel, Affaires, C1. This exam will be held on campus in April.
One-term course offered either term
Prerequisite: FREN 202
Activity: Seminar
1.0 Course Unit

FREN 212 Advanced French Grammar and Composition
Intensive review of grammar integrated into writing practice. A good knowledge of basic French grammar is a prerequisite (French 202 or equivalent is recommended). Conducted entirely in French, the course will study selected grammatical difficulties of the French verbal and nominal systems including colloquial usage. Frequent oral and written assignments with opportunity for rewrites. Articles from French newspapers and magazines, literary excerpts, and a novel or short stories will be used as supplementary materials in order to prepare students to take content courses in French in disciplines other than French.
For BA Students: Advanced Language Course
One-term course offered either term
Prerequisite: FREN 202
Activity: Seminar
1.0 Course Unit
FREN 214 Advanced French Composition and Conversation
Entitled 'Contemporary French Society through its Media,' this course is intended to improve communicative skills through extensive practice in a variety of styles and forms. It aims to enhance student understanding of contemporary French culture, thought and modes of expression by promoting both cross-cultural understanding and critical thinking and developing students' communicative abilities (in the presentational, interpretive, and interpersonal modes). The specific language functions we will focus on are: narration; description; offering and soliciting advice and opinions; expressing feelings; critique and analysis; argumentation. It is organized around the themes of current events, identity and art. Activities include the study, analysis and emulation of model texts as well as discussion and debates about events and social issues as covered by the French news media (television, print, Internet sources). The oral work include video blogs and group presentations on selected topics and current events. Written practice will comprise reflective journals, essays and collaborative work on Web projects. On completing this course, students will feel more confident and be able to speak and write effectively on a range of contemporary issues. Recommended for students who are planning to study abroad in France. For BA Students: Advanced Language Course
One-term course offered either term
Prerequisite: FREN 202
Activity: Seminar
1.0 Course Unit

FREN 217 French Phonetics
This course is designed to provide students with a solid foundation in French phonetics and phonology. Part of the course will be devoted to learning how to produce discourse with native-like pronunciation and intonation. The course will also focus on improving aural comprehension by examining stylistic and regional differences in spoken French. For BA Students: Advanced Language Course
One-term course offered either term
Prerequisite: FREN 202
Activity: Seminar
1.0 Course Unit

FREN 225 History, Memory, Culture
This course explores the history of the dark years of the French collaboration with Nazi Germany during WWII. In the first part, it examines the rise of the myths of an 'eternal France' and the 'true French' promoted by Marechal Petain's National Revolution, as well as the myth of the resistance fighters that arose after the Liberation. The Holocaust adn the holes left in national memory will hold a pivotal place in our reading of the national narrative. The second part of the course is dedicated to the study of literary works written by post-memory writers or survivors of the Holocaust who tried to fill in the blanks and confronted the linguistic challenge posed by Auschwitz. Paris will play a connecting role, as both witness to history and as tangible trace of the forgotten. This study of French history, its silences and (non-) memory will shed light on the legacy of the Occupation for contemporary France. Assessment consists of a semester-long creative writing project and a final oral exam. Reading assignments include works by Pierre Assouline, Marcel Cohen, Georges Didi-Huberman, David Foenkinos, Sarah Kofman, Marceline Loridan-Ivens, Patrick Modiano, Georges Perec. Prerequisite: Two 200-level French courses taken at Penn or equivalent. Application required through Penn Global: https://global.upenn.edu/pennabroad/pgs. Permission needed from instructor. Penn Global Seminar.
Taught by: Melanie Peron
Course not offered every year
Activity: Lecture
1.0 Course Unit

FREN 226 French History and Culture until 1789
This civilization course presents the fabric/fabrication of the so-called national memory through its places of memory (lieux de memoire), as well as its places of non-memory (lieux de non-memoire), going from the Gauls to the Enlightenment. As the course tells the story of the rise and fall of the French monarchy, one is encouraged to envision it as a palimpsest and to become aware of the roles played by myths and legends. It helps see how French history has been manipulated by the collective memory, how retrospection often redefines, fabricates events and people depending on the needs of the moment. This course is taught in French. Prerequisite: Two-level French courses taken at Penn or equivalent.
For BA Students: History and Tradition Sector
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
FREN 227 French History and Culture 1789-1945
This civilization course presents the creation of modern France from
1789 to 1945 through the omnipresence of the myth of Perseus and
Medusa in the historical narrative. The objective of the course is to
introduce students to a period in France's history that begins with the
French Revolution and ends with Marechal Petain's National Revolution.
It also helps them discover the intricacies of the slow construction
of a nation. The course will be conducted entirely in French. Prerequisite:
Two 200-level French courses taken at Penn or equivalent. This course is taught in French. Prerequisite: Two 200-level French courses taken at Penn or equivalent. For BA Students: Humanities and Social Science S
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

FREN 228 Contemporary France
In this course we will be exploring the transformations of French
society since the Second World War and into the Millennium. From
the legacy of decolonization to the multicultural fervor of the 1998
Soccer World Cup, from the May 1968 civil protests to the Republican
marches of 2015, we'll be delving into the major historical and cultural
movements that have marked the contemporary period. How did France
recover from German occupation and cope with further wars in its
colonial territories? How did unprecedented rates of urbanization and
immigration change the face of the country over the ensuing decades?
Who have been the major players on the historical stage? And what are
the political, cultural, and socioeconomic challenges facing France at
the outset of the 21st century? These are some of the questions that
will guide our investigation into the past 70 years of French history, a
period as turbulent as it is rich in cultural production, and as complex
as it is fascinating. Throughout the semester we will be especially
attentive to images, in every sense of the word: the images of national
identity that France projects to the world and to itself, but also pictorial
representations of the country, its people and its territory. These images,
and the stories they tell, will help us envision the kaleidoscopic portrait
of a nation. The course will be conducted entirely in French. Prerequisite:
Two 200-level courses taken at Penn or equivalent.
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

FREN 229 French in the World
Where and how is French spoken in the world? Which variety (or varieties)
of French represents 'good' or standard language use? What does it mean
to have an accent or to experience linguistic insecurity? To what extent
have political forces and movements historically affected the evolution
of French? How do language attitudes differ among French- and English-
speaking regions of the world and what is the status of French in an era
of globalization? In what ways does language shape our identities? Le
Francais dans le monde/French in the World examines these questions
by providing a survey of the sociolinguistics of the French language in
the contemporary world. We will explore how societal changes influence
the manner and the contexts in which the French language is spoken.
Case studies focus on various parts of the Francophone world, including
Europe (Belgium, Switzerland), New World (Quebec, Caribbean, Louisiana),
Africa (North Africa, Sub-Saharan Africa), etc. Readings and class
discussions are in French. Prerequisite: Two 200-level French courses
taken at Penn or equivalent.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

FREN 230 Masterpieces of French Cinema
This course will introduce students to key films of the French film canon,
selected over a period ranging from the origins of French cinema to the
present. Students will also be introduced to the key critical concepts
(such as the notion of the 'auteur' film genre) informing the discussion
of films in France. The films will be studied in both a historical and
theoretical context, related to their period styles (e.g. 'le realisme
poetique,' 'la Nouvelle Vague,' etc.), their 'auteurs,' the nature of the French
star system, the role of the other arts, as well to the critical debates
they have sparked among critics and historians. Students will acquire
the analytical tools in French to discuss films as artistic and as cultural
texts. Please note: This course follows a Lecture/Recitation format. The Lecture (FREN 230-401/CIMS 245-401) is taught in English. For French
credit: please register for both FREN 230-401 (lecture) and FREN 230-402
(recitation); the FREN 230-402 recitation is conducted in French. For
Cinema Studies credit: please register for CIMS 245-401 (lecture) and
CIMS 245-403 (recitation); both are taught in English. Prerequisite: Two-
level courses taken at Penn or equivalent.
For BA Students: Arts and Letters Sector
Course usually offered in fall term
Also Offered As: CIMS 245
Activity: Lecture
1.0 Course Unit

FREN 231 Perspectives in French Literature: Love and Passion
This basic course in literature provides an overview of French literature
and acquaints students with major literary trends through the study of
representative works from each period. Students are expected to take an
active part in class discussion in French. French 231 has as its theme
the presentation of love and passion in French literature. This course was
previously offered as French 221. Prerequisite: Two-200-level courses
taken at Penn or equivalent.
For BA Students: Arts and Letters Sector
Course usually offered in fall term
Also Offered As: COML 218
Activity: Seminar
1.0 Course Unit
FREN 232 Perspectives in French Literature: The Individual and Society
This basic course in literature provides an overview of French literature and acquaints students with major literary trends through the study of representative works from each period. Special emphasis is placed on close reading of texts in order to familiarize students with major authors and their characteristics and with methods of interpretation. Students are expected to take an active part in class discussion in French. French 232 has as its theme the Individual and Society. Prerequisite: Two 200-level courses taken at Penn or equivalent. For BA Students: Arts and Letters Sector
Course usually offered in spring term
Also Offered As: COML 219
Activity: Seminar
1.0 Course Unit

FREN 233 Francophone Literature and Film
French 233 is designed to give students a basic historical and theoretical groundwork in Francophone and postcolonial studies, and to help them develop their skills in literary and filmic analysis. It will provide an introductory survey of the richly diverse literature and film of the French-speaking world, from the 1950s through to the 21st century. Beginning with the gradual breakup of the French colonial empire, we will investigate the construction of individual and collective Francophone identities in such regions as the Caribbean, Africa, and the Maghreb, while exploring an equally wide range of literary and cinematic genres. Other histories and regions such as Quebec and Lebanon will also be discussed. Throughout the course we will remain especially attentive to questions of space–public and private spheres, urban and rural topographies, borders and migrations, as well as the complex dynamics between the Francophone regions and France itself—and to the ways in which these tensions are mapped onto the textual and visual surfaces of the works studied. Prerequisite: Two 200-level French courses taken at Penn or equivalent.
For BA Students: Arts and Letters Sector
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

FREN 250 French Literature in Translation
The content of the course will vary from semester to semester. All works read in English. Please check the department's website for a description.
https://www.sas.upenn.edu/french/pc. Prerequisite: Two 200-level French courses taken at Penn or equivalent.
Course not offered every year
Also Offered As: COML 272, ENGL 360, HIST 251
Activity: Seminar
1.0 Course Unit

FREN 258 Modernisms & Modernities
Course not offered every year
Also Offered As: COML 059, ENGL 059
Activity: Lecture
1.0 Course Unit

FREN 259 Topics In Modernism
This course explores an aspect of literary modernism intensively; specific course topics will vary from year to year. Past offerings have included seminars on the avant-garde, on the politics of modernism, and on its role in shaping poetry, music, and the visual arts. See the English Department's website at www.english.upenn.edu for a description of the current offerings. Prerequisite: Some knowledge of 20th-century poetry. Spaces will be reserved for English majors
Course not offered every year
Also Offered As: ARTH 385, COML 140, ENGL 259, GRMN 249
Activity: Seminar
1.0 Course Unit

FREN 301 French Identity in the Twentieth Century
Topics vary. Please see the department's website for a description of the current offerings: https://www.sas.upenn.edu/french/pc One-term course offered either term
Also Offered As: CIMS 301, GSWS 301
Activity: Seminar
1.0 Course Unit

FREN 308 Topics in French Culture
Please see the department's website for the course description: https://www.sas.upenn.edu/french/pc
Course not offered every year
Activity: Seminar
1.0 Course Unit

FREN 310 Literary History
Please see the department's website for the course description: https://www.sas.upenn.edu/french/pc
Course not offered every year
Activity: Seminar
1.0 Course Unit

FREN 311 French Thought After 1968
In American academia, French thought after May '68 is often referred to as 'French Theory,' a heterogeneous corpus of philosophical and critical texts compacted into a set of poststructuralist premises, first introduced by and grew within humanities departments, then identified as a luxury by-product of the 'literary' people. This course proposes to unpack the notion of 'French Theory' and re-anchor it into its original social/historical background. We will read some of the most influential texts of its key figures, study how a post May 68 revolutionary energy is transformed into various innovative but also destabilizing ways of rethinking power relations, gender, language and subjectivity, and finally, consider in what capacities and limits these diverse critical approaches go beyond the simple label of 'post-structuralism' and relate to our own epoch and personal experiences. The readings and discussions will be divided into four axes: 1. Philosophy of Desire (Lacan, Deleuze/Guattari); 2. Sexual Revolt and Body Politics (Foucault, Hocquenghem, Barthes); 3. Deconstruction and Its Impact on Feminism (Derrida, Cixous, Irigaray); 4. Consumer Society and Society of the Spectacle (Lipovetsky, Baudrillard, Debord). Several documentaries and feature films will be shown outside class time. Taught in English. Reading knowledge of French is welcome but not required.
One-term course offered either term
Also Offered As: COML 309
Activity: Seminar
1.0 Course Unit
FREN 313 French for Business II
The course, conducted entirely in French, emphasizes verbal communication in business professional situations through three components. First, a series of student's presentations, in-class activities (using newspapers' articles, technical readings, radio shows and films), and debates on the following topics (list not exhaustive) related to France's economy and society: The role of the State in France's economy; the French fiscal system; Labor (impact of the 35-hour work week, 'conges'; women in the workplace, etc.); Regions of France (production); major French industries/companies/brands; France's major imports/exports; 'Green business'; Business of pop culture. Second, as effective communication is based not only on linguistic proficiency but also on cultural proficiency, cultural differences mostly between Americans and French will be explored. Finally, throughout the semester, students will work in groups on the creation of their own business, association, or other organization and will be invited to present their project to the class at the end of the semester. On completion of the course, students will also have the opportunity to take the Diplome de Francais Professionnel-DFP Affaires (C1) administered by the Paris Chamber of Commerce and Industry.
Course usually offered in spring term
Prerequisite: FREN 211
Activity: Seminar
1.0 Course Unit

FREN 322 France and the European Union
This course aims to provide an understanding of the European Union as a complex entity: its history, institutions, challenges and future. After reviewing the history of European integration and learning about the Community's institutions, common programs and market, we will consider a wide variety of themes important to Europe: economics, education, immigration, the environment, social issues, national and European identities, the debate over a Federal Europe vs. a Europe of nations, European social/cultural models vs. American liberalism, relations between the EU and the rest of the world. Considering the acute and ongoing challenges facing the European community, we will focus on current events and discuss issues that are critical to the EU in general and to France in particular. Students will be responsible for pursuing substantive research on these topics and participating actively in debates. This class will be conducted entirely in French and is designed to improve cross-cultural understanding and communicative skills in the presentational, interpretive and interpersonal modes.
Prerequisite: Two 200-level French courses taken at Penn or equivalent.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

FREN 325 Advanced French Translation
This course provides an introduction to the theory and practice of translation and is designed to help foster a critical understanding of differences between French and English syntactical and lexical patterns. It will introduce students to theoretical concepts and problems of translation, with the ultimate goal being to improve their ability to communicate in more authentic-sounding French. Students will have the opportunity to practice translation individually and to work with their peers on a variety of projects (advertising, journalistic and literary texts, movie and broadcast news subtitling) and to engage in critique and discussion of others' translations. This course will help students refine their language skills and navigate more proficiently between these cultures and language systems. Prerequisite: Two 200-level French courses taken at Penn or equivalent. French 212 or equivalent highly recommended. (Designed for students who already have a solid foundation in French and English grammar)
For BA Students: Advanced Language Course
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

FREN 330 Medieval Literature
An introductory course to the literature of the French Middle Ages. French literature began in the 11th and 12th centuries. This course examines the extraordinary period during which the French literary tradition was first established by looking at a number of key generative themes: Identity, Heroism, Love, Gender. All readings and discussions in French.
Prerequisite: Two 200-level French courses taken at Penn or equivalent.
Course not offered every year
Activity: Seminar
1.0 Course Unit

FREN 360 French Literature of the 18th Century
Topics vary. For current course description, please see the department's webpage: https://www.sas.upenn.edu/french/pc. Prerequisite: Two 200-level French courses taken at Penn or equivalent.
Course not offered every year
Also Offered As: HIST 360
Activity: Seminar
1.0 Course Unit

FREN 370 French Literature of the 19th Century
Topics vary. For current course description, please see the department's webpage: https://www.sas.upenn.edu/french/pc. Prerequisite: Two 200-level French courses taken at Penn or equivalent.
Course not offered every year
Activity: Seminar
1.0 Course Unit
**FREN 371 Poe's French Legacies**
Edgar Allan Poe was considered a vulgar hack by many of his fellow Americans, but in 19th-century France, he was touted as a misunderstood poetic genius, the original poète maudit. Through the translations of Charles Baudelaire, who found in Poe a kindred spirit in the ‘gout de l’infini,’ French intellectuals came to know the American writer as a fount of aesthetic wisdom, diabolical sensibility, and mystic mastery. In this course, we will study Baudelaire’s poetry as well as the many literary and artistic movements in France that were directly inspired by Poe’s uncanny mix of the macabre and the methodical: Symbolist poetry (Valery, Mallarme), the Scientific Fantastic (Maupassant, Villiers de l’Isle-Adam), fin-de-siecle Decadence (Huysmanns, Odilon Redon), Science Fiction (Verne), the detective novel (Gaboriau), and 20th-century Surrealism (Breton, Max Ernst). Prerequisite: Two 200-level French courses taken at Penn equivalent. 
Course not offered every year 
Activity: Seminar 
1.0 Course Unit 

**FREN 380 Literature of the Twentieth Century**
This course, the theme of which changes from semester to semester, provides an introduction to important trends in twentieth-century literature. Please check the department’s website for the course description: https://www.sas.upenn.edu/french/pc. Prerequisite: Two 200-level French courses taken at Penn or equivalent. 
Course not offered every year 
Activity: Seminar 
1.0 Course Unit 

**FREN 382 Horror Cinema**
The purpose of this course is to provide an introduction to the history and main themes of the supernatural/horror film from a comparative perspective. Films considered will include: the German expressionist masterworks of the silent era, the Universal classics of the 30’s and the low-budget horror films produced by Val Lewton in the 40’s for RKO in the US, the 1950’s color films of sex and violence by Hammer studios in England, Italian Gothic horror or giallo (Mario Brava) and French lyrical macabre (Georges Franju) in the 60’s, and on to contemporary gore. In an effort to better understand how the horror film makes us confront our worst fears and our most secret desires alike, we will look at the genre’s main iconic figures (Frankenstein, Dracula, Dr. Jekyll and Mr. Hyde, etc.) as well as issues of ethics, gender, sexuality, violence, spectatorship through a variety of critical lenses (psychoanalysis, socio-historical and cultural context, aesthetics...). Prerequisite: Two 200-level French courses taken at Penn or equivalent are required for FREN 382. There are no pre-requisites for CIMS 382. This course will be taught in English. 
Taught by: Met 
Course not offered every year 
Also Offered As: CIMS 382 
Activity: Lecture 
1.0 Course Unit 

**FREN 384 The French Novel of the Twentieth Century**
Topics vary. Please check the department’s website for the course description: https://www.sas.upenn.edu/french/pc Prerequisite: Two 200-level French courses taken at Penn or equivalent. 
Course not offered every year 
Activity: Seminar 
1.0 Course Unit 

**FREN 385 Modern French Theater**
A study of major movements and major dramatists from Giraudoux and Sartre to the theater of the absurd and its aftermath. Prerequisite: Two 200-level French courses taken at Penn or equivalent. 
Course not offered every year 
Activity: Seminar 
1.0 Course Unit 

**FREN 386 Paris in Film**
Latter-day examples like Christophe Honore’s Dans Paris, Cedric Klapisch’s Paris or the international omnibus Paris, je t’aime (with each director paying homage to a distinctive ‘arondissement’ of the capital), not to mention American blockbusters like The Da Vinci Code and Inception or Woody Allen’s Midnight in Paris, are there to remind us that there is something special – indeed, a special kind of magic – about Paris in and on film. Despite the extreme polarization between Paris and provincial France in both cultural and socio-economic terms, cultural historians have argued that Paris is a symbol of France (as a centralized nation), more than Rome is of Italy and much more than Madrid is of Spain or Berlin of Germany, for example. The prevalence of the City of Lights on our screens, Gallic and otherwise, should therefore come as no surprise, be it as a mere backdrop or as a character in its own right. But how exactly are the French capital and its variegated people captured on celluloid? Can we find significant differences between French and non-French approaches, or between films shot on location that have the ring of ‘authenticity’ and studio-bound productions using reconstructed sets? Do these representations vary through time and perhaps reflect specific historical periods or zeitgeists? Do they conform to genre-based formulas and perpetuate age-old stereotypes, or do they provide new, original insights while revisiting cinematic conventions? Do some (sub)urban areas and/or segments of the Parisian population (in terms of gender, race, or class, for example) receive special attention or treatment? These are some of the many questions that we will seek to address...with a view to offering the next best thing to catching the next non-stop flight to Paris! Prerequisite: Two 200-level French course taken at Penn or equivalent. 
For French credit: Please register for both FREN 386-401 (lecture) and FREN 386-402 (recitation). The FREN 386-402 recitation is conducted in French. For Cinema and Media Studies credit: Please register for CIMS 386-401 (lecture) and CIMS 386-403 (recitation). The FREN 386-402 recitation is conducted in French. 
Taught by: Professor Philippe Met 
Course usually offered in spring term 
Also Offered As: CIMS 386 
Activity: Lecture 
1.0 Course Unit 

**FREN 389 France and Its Others**
A historical appreciation of the impact of the exploration, colonization, and immigration of other peoples on French national consciousness, from the 16th century to the present. Emphasis is on the role of the Other in fostering critiques of French culture and society. Readings include travel literature, anthropological treatises, novels, and historical documents. Oral presentations and several short papers are included in the course. Prerequisite: Two 200-level French courses taken at Penn or equivalent. 
Course not offered every year 
Activity: Seminar 
1.0 Course Unit
FREN 390 Francophone Postcolonial Cultures
A brief introduction about the stages of French colonialism and its continuing political and cultural consequences, and then reading in various major works – novels, plays, poems – in French by authors from Quebec, the Caribbean, Africa (including the Maghreb), etc. Of interest to majors in International Relations, Anthropology and African Studies, as well as majors in French. Taught in French. Prerequisite: Two 200-level French courses taken at Penn or equivalent.
Course not offered every year
Activity: Seminar
1.0 Course Unit

FREN 391 Global France
Please check the department’s website for the course description:
https://www.sas.upenn.edu/french/pc Prerequisite: Two 200-level French courses taken at Penn or equivalent.
Course not offered every year
Activity: Seminar
1.0 Course Unit

FREN 392 Queering North African Subjectivities
This seminar will explore the ways in which literary and visual representations of sexual difference and gender roles disrupt the cultural imagination of everyday life in North Africa and its Diasporas. Special attention will be given to representations of Arab women and queer subjectivities as sites of resistance against dominant masculinity. We will analyze the ways in which representations of gender have allowed for a redeployment of power, a reconfiguration of politics of resistance, and the redrawing of longstanding images of Islam in France. Finally, we will question how creations that straddle competing cultural traditions, memories and material conditions can queer citizenship. Course taught in English.
Taught by: Gueydan-Turek
One-term course offered either term
Also Offered As: AFRC 392, COML 393, GSWS 392
Activity: Seminar
1.0 Course Unit

FREN 398 Honors Thesis
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

FREN 399 Independent Study
See instructor for permission.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

FREN 490 Black France: History/Representation
Please check the department’s website for the course description:
https://www.sas.upenn.edu/french/pc
One-term course offered either term
Also Offered As: AFRC 450
Activity: Seminar
1.0 Course Unit

FREN 500 Proseminar
This course will provide a forum for collective preparation for the Master’s exam.
Course not offered every year
Activity: Seminar
1.0 Course Unit

FREN 541 Transalpine Tensions: Franco-Italian Rivalries in the Renaissance
In the Middle Ages and Early Modern period, France and the Italian States were bound together by linguistic, economic, political, and religious ties, and intellectual developments never flowed unilaterally from one country to the other. On the contrary, they were transnational phenomena, and French and Italian thinkers and writers conceived of themselves and their work both in relation to and in opposition to one another. This course will consider the most fundamental aspects of Franco-Italian cultural exchange in the medieval and early modern period, with an emphasis on humanism, philosophical and religious debates, political struggles, and the rise of vernacular languages in literary and learned discourse. Authors to be studied include Dante, Petrarch, Boccaccio, Ficino, Pico della Mirandola Castiglione, Bembo, Rabelais, Marguerite de Navarre, Du Bellay, Machiavelli, and Montaigne. In addition to learning the material covered in the course, students will gain expertise in producing professional presentations and research papers, and will also have the opportunity to consult original material from the Kislak Center. This course is open to undergraduates with permission of the instructors. It counts toward the undergraduate minor in Global Medieval Studies and the graduate certificate in Global and Medieval Renaissance Studies. Undergraduates must obtain permission from instructor to enroll.
Taught by: Soldato
Course not offered every year
Also Offered As: COML 552, ITAL 541
Activity: Seminar
1.0 Course Unit

FREN 550 Etudes sur le XVII siecle
The specific topics of the seminar vary from semester to semester, depending on the instructor and his/her choice. Among the topics previously covered, and likely to be offered again, are the following: The Theatre of Jean Racine, Fiction of Mme de Lafayette, The Moralists (La Bruyere, La Rochefoucauld, Perrault ), Realistic Novels (Sorel's Francion, Scarron's Le Roman Comique, Furetiere's Le Roman Bourgeois). Students give oral and written reports, and write a term paper.
Course not offered every year
Also Offered As: COML 549, ENGL 537, GSWS 550
Activity: Seminar
1.0 Course Unit

FREN 560 Eighteenth-Century Novel
Please check the department’s website for the course description:
https://www.sas.upenn.edu/french/pc
One-term course offered either term
Also Offered As: COML 561, ENGL 660
Activity: Seminar
1.0 Course Unit

FREN 580 Studies in 20th-Century French Literature
Topics vary. For current course description, please see the department’s webpage: https://www.sas.upenn.edu/french/pc
Course not offered every year
Activity: Seminar
1.0 Course Unit
FREN 582 Fantastic Literature 19th/20th Centuries
This course will explore fantasy and the fantastic in short tales of 19th- and 20th-century French literature. A variety of approaches - thematic, psychoanalytic, cultural, narratological - will be used in an attempt to test their viability and define the subversive force of a literary mode that contributes to shedding light on the dark side of the human psyche by interrogating the ‘real’, making visible the unseen and articulating the unsaid. Such broad categories as distortions of space and time, reason and madness, order and disorder, sexual transgressions, self and other will be considered. Readings will include ‘recits fantastiques’ by Merimee, Gautier, Nerval, Maupassant, Breton, Pieyre de Mandiargues, Jean Ray and others.
Course not offered every year
Also Offered As: AFRC 591, COML 596
Activity: Seminar
1.0 Course Unit

FREN 590 Introduction to Francophone Studies
An introduction to major literary movements and authors from five areas of Francophonie: the Maghreb, West Africa, Central Africa, the Caribbean and Quebec.
Course not offered every year
Also Offered As: AFRC 591, COML 596
Activity: Seminar
1.0 Course Unit

FREN 591 Francophone Postcolonial Studies
Please see the department's website for current course description: https://www.sas.upenn.edu/french/pc
Course not offered every year
Activity: Seminar
1.0 Course Unit

FREN 595 Travel Literature
Within the context of the ill-defined, heterogeneous genre of the travelogue and of today's age of globalization, CNN and the Internet, this seminar will examine the poetics of travel writing based largely albeit not exclusively on travel notebooks, or journaux/carnets de voyage, spanning the 20th century from beginning to end. One of the principal specificities of the texts studied is that they all evince to a lesser or greater degree a paradoxical resistance both to the very idea of travel(ing) as such and to the mimetic rhetoric of traditional travel narratives. We will therefore look at how modern or postmodern texts question, revisit, subvert or reject such key notions of travel literature as exoticism, nostalgia, exile, nomadism, otherness or foreignness vs. selfhood, ethnology and autobiography, etc. Authors considered will include Segalen, Morand, Michaux, Leiris, Levi-Strauss, Butor, Le Clezio, Baudrillard, Bouvier, Jouanard, Leuwers.
Course not offered every year
Activity: Seminar
1.0 Course Unit

FREN 601 Language Teaching and Learning
Please check the department's website for the course description. https://www.sas.upenn.edu/french/pc
One-term course offered either term
Also Offered As: ROML 690
Activity: Seminar
1.0 Course Unit

FREN 602 Theory and Criticism
Please see the department's website for current course description: https://www.sas.upenn.edu/french/pc
Course not offered every year
Activity: Seminar
1.0 Course Unit

FREN 603 Poetique Du Recit
Please see the department's website for current course description: https://www.sas.upenn.edu/french/pc
Course not offered every year
Also Offered As: COML 603
Activity: Seminar
1.0 Course Unit

FREN 605 Modern Literary Theory and Criticism
This course will provide an overview of major European thinkers in critical theory of the 20th and 21st centuries. We will pay particular attention to critical currents that originated in Eastern European avant-garde and early socialist contexts and their legacies and successors. Topics covered will include: Russian Formalism and its successors in Structuralism and Deconstruction (Shklovsky, Levi-Strauss, Jakobson, Derrida); Bakhtin and his circle, dialogism and its later western reception; debates over aesthetics and politics of the 1930s (Lukacs, Brecht, Adorno, Benjamin, Radek, Clement Greenberg); the October group; Marxism, new Left criticism, and later lefts (Althusser, Williams, Eagleton, Jameson, Zizek).
Taught by: Platt
One-term course offered either term
Also Offered As: COML 605, ENGL 605, GRMN 605, REES 605
Activity: Seminar
1.0 Course Unit

FREN 609 Global France
The purpose of this course is to examine the various modalities of interaction between anthropology and literature in modern French culture. Our guiding thesis is that the turn toward other cultures has functioned as a revitalizing element in the production of cultural artifacts while providing an alternative vantage point from which to examine the development of French culture and society in the contemporary period. The extraordinary innovations of ‘ethnosurrealism’ in the twenties and thirties by such key figures of the avant-garde as Breton, Artaud, Bataille, Caillois, and Leiris, have become acknowledged models for the postwar critical thought of Barthes, Derrida, and Foucault, as well as inspiring a renewal of ‘anthropology as cultural critique in the United States.’ Besides the authors just indicated, key texts by Durkheim, Mauss and Levi-Strauss will be considered both on their own terms and in relation to their obvious influence. The institutional fate of these intellectual crossovers and their correlate disciplinary conflicts will provide the overarching historical frame for the course, from the turn of the century to the most recent debates.
Course not offered every year
Also Offered As: COML 608
Activity: Seminar
1.0 Course Unit

FREN 611 Topics in Cinema Studies
Please see the department's website for current course description: https://www.sas.upenn.edu/french/pc
Course not offered every year
Activity: Seminar
1.0 Course Unit
FREN 619 East/West Medieval Europe
Topics will vary. Please see department’s website for current course description: https://www.sas.upenn.edu/french/pc
Course not offered every year
Also Offered As: COML 619, HIST 619, REES 619
Activity: Seminar
1.0 Course Unit

FREN 620 Paris and Philadelphia: Landscapes and Literature of the 19th Century
This course explores the literal and literary landscapes of 19th-century Paris and Philadelphia, paying particular attention to the ways in which the built environment is shaped by and shapes shifting ideologies in the modern age. Although today the luxury and excesses of the 'City of Light' may seem worlds apart from the Quaker simplicity of the 'City of Brotherly Love,' Paris and Philadelphia saw themselves as partners and mutual referents during the 1800s in many areas, from urban planning to politics, prisons to paleontology. This interdisciplinary seminar will include readings from the realms of literature, historical geography, architectural history, and cultural studies as well as site visits to Philadelphia landmarks, with a view to uncovering overlaps and resonances among different ways of reading the City. We will facilitate in-depth research by students on topics relating to both French and American architectural history, literature, and cultural thought.
Taught by: Professors Andrea Goulet and Aaron Wunsch (Design)
Course usually offered in fall term
Also Offered As: COML 625
Activity: Seminar
1.0 Course Unit

FREN 630 Introduction to Medieval French Literature
Topics vary. Previous topics include The Grail and the Rose, Literary Genres and Transformations, and Readings in Old French Texts. Please see the department’s website for current course description: https://www.sas.upenn.edu/french/pc
Course not offered every year
Also Offered As: COML 630
Activity: Seminar
1.0 Course Unit

FREN 638 Topics: Medieval Culture
Topics will vary. Please see department’s website for current course description: https://www.sas.upenn.edu/french/pc
Course not offered every year
Activity: Seminar
1.0 Course Unit

FREN 640 Studies in the Renaissance
Topics vary. Previous topics have included Rabelais and M. de Navarre, Montaigne, and Renaissance and Counter-Renaissance. Please see the department’s website for the current course description: https://www.sas.upenn.edu/french/pc
Course not offered every year
Also Offered As: COML 643, GSWS 640
Activity: Seminar
1.0 Course Unit

FREN 650 Studies in the 17th Century
Topics of discussion will vary from semester to semester. One possible topic is 'The Royal Machine: Louis XIV and the Versailles Era.' We will examine certain key texts of what is known as the Golden Age of French literature in tandem with a number of recent theoretical texts that could be described as historical. Our goal will be to explore the basis of the new historicism, a term that is designed to cover a variety of critical systems that try to account for the historical specificity and referentiality of literary texts. Please see department’s website for current course description: https://www.sas.upenn.edu/french/pc
Course not offered every year
Activity: Seminar
1.0 Course Unit

FREN 660 Studies in the Eighteenth Century
Topics of discussion will vary from semester to semester. One possible topic is 'Masterpieces of the Enlightenment.' We will read the most influential texts of the Enlightenment, texts that shaped the social and political consciousness characteristic of the Enlightenment—for example, the meditations on freedom of religious expression that Voltaire contributed to 'affaires' such as the 'affaire Calas.' We will also discuss different monuments of the spirit of the age—its corruption (Les Liaisons dangereuses), its libertine excesses and philosophy (La Philosophie dans le boudoir). We will define the specificity of 18th-century prose (fiction), guided by a central question: What was the Enlightenment? Please see department’s website for current course description: https://www.sas.upenn.edu/french/pc
Course not offered every year
Also Offered As: COML 620
Activity: Seminar
1.0 Course Unit

FREN 670 19th-Century Studies
Topics of discussion will vary from semester to semester. One possible topic is 'The Royal Machine: Louis XIV and the Versailles Era.' We will examine certain key texts of what is known as the Golden Age of French literature in tandem with a number of recent theoretical texts that could be described as historical. Our goal will be to explore the basis of the new historicism, a term that is designed to cover a variety of critical systems that try to account for the historical specificity and referentiality of literary texts. Please see department’s website for current course description: https://www.sas.upenn.edu/french/pc
Course not offered every year
Activity: Seminar
1.0 Course Unit

FREN 675 Topics in 19th Century Literature
Topics will vary. Please see department’s website for current course description: https://www.sas.upenn.edu/french/pc
Course not offered every year
Activity: Seminar
1.0 Course Unit

FREN 680 Studies in the 20th Century
Topics will vary. Please see the French department’s website for current course description: https://www.sas.upenn.edu/french/pc
Course not offered every year
Also Offered As: ENGL 680
Activity: Seminar
1.0 Course Unit
FREN 681 Studies in Modern French Poetry
How does one approach the modern poetic text which ever since the Mallarmean 'crise de vers' appears to have cut loose from all referential anchoring and traditional markers (prosody, versification, etc.)? This course will present an array of possible methodological answers to this question, focusing on poetic forms and manifestations of brevity and fragmentation. In addition to being submitted to precise formal and textual inquiries, each text or work will be the point of departure for the analysis of a specific theoretical issue and/or an original practice - e.g., genetic criticism, translation theory, the poetic 'diary', aphoristic modes of writing, quoting and rewriting practices, etc. Texts by key modern poets (Ponge, Chazal, Du Bouchet, Jourdan, Jabes, Michaux).
Course not offered every year
Activity: Seminar
1.0 Course Unit

FREN 684 The French Novel of the 20th Century
Topics vary. Please check the French department's website for the course description. https://www.sas.upenn.edu/french/pc
Course not offered every year
Also Offered As: ENGL 684
Activity: Seminar
1.0 Course Unit

FREN 686 Major Authors 20th/21st Century
Topics vary. For current course description, please see French Department’s webpage: https://www.sas.upenn.edu/french/pc
Course not offered every year
Activity: Seminar
1.0 Course Unit

FREN 690 Francophone Studies
Topics will vary. Please see department's website for current course description: https://www.sas.upenn.edu/french/pc
Course not offered every year
Activity: Seminar
1.0 Course Unit

FREN 692 Caribbean Studies
Topics vary. For current course description, please see French Department’s webpage: https://www.sas.upenn.edu/french/pc
Course not offered every year
Activity: Seminar
1.0 Course Unit

FREN 696 Postcolonial Theory Francophone
Topics vary. For current course description, please see French Department’s webpage: https://www.sas.upenn.edu/french/pc
One-term course offered either term
Also Offered As: COML 696
Activity: Seminar
1.0 Course Unit

FREN 701 Topics in Cultural Studies
Topics will vary. Please see French department's website for current course description: https://www.sas.upenn.edu/french/pc
Course not offered every year
Activity: Seminar
1.0 Course Unit

FREN 850 Field Statement
PhD Exam Preparation
Course not offered every year
Activity: Independent Study
1.0 Course Unit

FREN 851 Dissertation Proposal
Course not offered every year
Activity: Independent Study
1.0 Course Unit

FREN 999 Independent Study
Designed to allow students to pursue a particular research topic under the close supervision of an instructor.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

Freshman Seminar (FRSM)
FRSM 002 Research: From Curiosity to Knowledge
How does one act on curiosity about the physical and living world and the human cultures in it? This seminar will use case-study and brainstorming approaches to explore how people generate and define good questions, pitting curiosity against ignorance, and practice research to answer these questions in a wide range of disciplines, from the humanities and social sciences to natural sciences and engineering. We identify common components (e.g., evidence, method) and how they differ among a broad spectrum of phenomena and human behavior, and how we might observe and trace patterns in them to find new ideas and answers. We will also highlight field-specific approaches for translating evidence into knowledge. The seminar will be structured around readings, discussions, active learning activities and field trips to active research sites on campus (e.g., labs, archives and museums). Our goal is to enable students to participate in and appreciate how research is performed in a range of areas, as a stimulus to using the arts of observation and questioning for whatever might be their own objects of curiosity.
Taught by: Plante
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

Gender, Sexuality & Women's Studies (GSWS)
GSWS 002 Gender and Society
This course will introduce students to the ways in which sex, gender, and sexuality mark our bodies, influence our perceptions of self and others, organize families and institutions, delimit opportunities for individuals and groups of people, as well as impact the terms of local and transnational economic exchange. We will explore the ways in which sex, gender, and sexuality work with other markers of difference and social status such as race, age, nationality, and ability to further demarcate possibilities, freedoms, choices, and opportunities available to people.
Prerequisite: Requirement for Gender, Sexuality and Women's Studies major and minor
For BA Students: Society Sector
Taught by: Beetham
One-term course offered either term
Activity: Lecture
1.0 Course Unit
Notes: Requirement for Gender, Sexuality and Women's Studies major
GSWS 003 Introduction to Sexuality Studies and Queer Theory
This course will introduce students to the historical and intellectual forces that led to the emergence of queer theory as a distinct field, as well as to recent and ongoing debates about gender, sexuality, embodiment, race, privacy, global power, and social norms. We will begin by tracing queer theory's conceptual heritage and prehistory in psychoanalysis, deconstruction and poststructuralism, the history of sexuality, gay and lesbian studies, woman-of-color feminism, the feminist sex wars, and the AIDS crisis. We will then study the key terms and concepts of the foundational queer work of the 1990s and early 2000s. Finally, we will turn to the new questions and issues that queer theory has addressed in roughly the past decade. Students will write several short papers.
Course usually offered in fall term
Also Offered As: ENGL 003
Activity: Lecture
1.0 Course Unit

GSWS 004 The Family
Family life is deeply personal but at the same time is dramatically impacted by social forces outside of the family. In this course we will examine how families are organized along the lines of gender, sexuality, social class, and race and how these affect family life. We will consider how family life is continually changing while at the same time traditional gender roles persist. For example, how ‘greedy’ workplaces, which require long work hours, create work-family conflicts for mothers and fathers. We will also examine diverse family forms including single-parent families, blended families, families headed by same-gender parents, and families headed by gender non-conforming parents. The lectures will also examine how economic inequality shapes family life. Students will have the opportunity to apply key concepts to daily life.
For BA Students: Society Sector
Taught by: Lareau
One-term course offered either term
Also Offered As: SOCI 004, SOCI 524
Activity: Seminar
1.0 Course Unit

GSWS 007 Population and Society
The course serves as an introduction to the study of population and demography, including issues pertaining to fertility, mortality, migration, and family formation and structure. Within these broad areas we consider the social, economic, and political implications of current trends, including: population explosion, baby bust, the impact of international migration on receiving societies, population aging, racial classification, growing diversity in household composition and family structure, population and environmental degradation, and the link between population and development/poverty.
For BA Students: Society Sector
Taught by: Flippin, Harknett, Kohler, Zuberi
One-term course offered either term
Also Offered As: SOCI 007
Activity: Lecture
1.0 Course Unit

GSWS 008 Critical Speaking Seminar
American political discourse, especially since September 11th, has often depicted Islam as an oppressive force from which both Muslims and non-Muslims, particularly women and gender/sexual minorities, must be saved. In this CWIC critical speaking seminar, we will investigate how oral and written narratives—such as political rhetoric, apologetics and historical sources—claim to establish unassailable ‘facts’ about Islam, Muslims and the Middle East. We will also investigate how the notion of empire—both in its traditionally understood form in Islamic and European history, as well as in its iterations as US Military and soft power—privileges certain voices over others, and how we can reclaim the voices of the marginalized in both contemporary discourse as well as historical oral traditions.
Taught by: Rafii
One-term course offered either term
Also Offered As: COML 014, NELC 008
Activity: Seminar
1.0 Course Unit

GSWS 017 Topics in Literature
An introduction to Writing about Literature, with emphasis on a particular theme, genre, or period. See the English Department's website at www.english.upenn.edu for a description of current offerings.
For BA Students: Humanities and Social Science S
One-term course offered either term
Also Offered As: CIMS 015, CLST 019, ENGL 015, LALS 016
Activity: Seminar
1.0 Course Unit

GSWS 028 Introduction to Feminist Philosophy
This course is an introduction to feminist thought, both in theory and in practice. We will consider how feminist thought emerged and evolved, as well as how feminist theories respond to various intellectual, social and political challenges. Questions we will address include: What exactly is feminism? How does one's gender identity impact one's lived experiences? How should we revise, reformulate, or rethink traditional answers to political and ethical issues in light of feminist theories? How can feminist analyses contribute to the development of better science, and our conceptions of knowledge? Prerequisite: Offered through the College of General Studies.
Taught by: M. Meyer
Course not offered every year
Also Offered As: PHIL 028
Activity: Seminar
1.0 Course Unit

GSWS 040 Womanism and Identity Politics in the Realm of Hip-Hop
This course centers on the intersections of womanism, woman of color identity development, and agency within hip-hop culture. We will touch on several topics that uncover the condition of minoritized women in hip-hop media, including creating/owning space, lyrical assault, defining womanhood, sexuality, and fetishes. In exploring music, literature, advertisements, film, and television, we will discuss the ways women of color construct understandings of self, while navigating and reimagining reality within hip-hop contexts.
Taught by: Patterson
Also Offered As: URBS 050
Activity: Seminar
1.0 Course Unit
GSWS 050 The Romantic Period
This course offers an introduction to the literature of the Romantic period (ca. 1770-1830). Some versions of this course will incorporate European romantic writers, while others will focus exclusively on Anglo-American romanticism, and survey authors such as Austen, Blake, Brockden Brown, Byron, Coleridge, Emerson, Irving, Keats, Radcliffe, Scott, Shelley, and Wordsworth. The primary for this course is ENGL-050. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Also Offered As: ENGL 050
Activity: Lecture
1.0 Course Unit

GSWS 060 Latina/o Literature and Culture
This course offers a broad introduction to the study of Latina/o/x culture. We will examine literature, theater, visual art, and popular cultural forms, including murals, poster art, graffiti, guerrilla urban interventions, novels, poetry, short stories, and film. In each instance, we will study this work within its historical context and with close attention to the ways it illuminates class formation, racialization, and ideologies of gender and sexuality as they shape Latino/a/xs' experience in the U.S. Topics addressed in the course will include immigration and border policy, revolutionary nationalism and its critique, anti-imperialist thought, Latinx feminisms, queer latinxidades, ideology, identity formation, and social movements. While we will address key texts, historical events, and intellectual currents from the late 19th century and early 20th century, the course will focus primarily on literature and art from the 1960s to the present. All texts will be in English.
Taught by: Sternad Ponce de Leon
Course not offered every year
Also Offered As: ARTH 070, COML 070, ENGL 070, LALS 060
Activity: Lecture
1.0 Course Unit

GSWS 081 African-American Literature
An introduction to African-American literature, typically ranging across a wide spectrum of moments, methodologies, and ideological postures, from Reconstruction and the Harlem Renaissance to the Civil Rights Movement. Most versions of this course will begin in the 19th century; some versions of the course will concentrate only on the modern period. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: AFRC 081, ENGL 081
Activity: Lecture
1.0 Course Unit

GSWS 090 Gender, Sexuality, and Literature
This course will focus on questions of gender difference and of sexual desire in a range of literary works, paying special attention to works by women and treatments of same-sex desire. More fundamentally, the course will introduce students to questions about the relation between identity and representation. We will attend in particular to intersections between gender, sexuality, race, class, and nation, and will choose from a rich vein of authors: Mary Wollstonecraft, Jane Austen, Mary Shelley, Lord Byron, the Brontes, Christina Rossetti, George Eliot, Oscar Wilde, Henry James, Gertrude Stein, Zora Neale Hurston, E. M. Forster, Virginia Woolf, Nella Larsen, Radclyffe Hall, Willa Cather, Elizabeth Bishop, Jean Rhys, James Baldwin, Sylvia Plath, Bessie Head, Audre Lorde, Adrienne Rich, Cherrie Moraga, Toni Morrison, Michael Cunningham, Dorothy Allison, Jeanette Winterson, and Leslie Feinberg. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.
One-term course offered either term
Also Offered As: COML 090, ENGL 090
Activity: Lecture
1.0 Course Unit

GSWS 096 Theories of Gender and Sexuality
What makes men and women different? What is the nature of desire? This course introduces students to a long history of speculation about the meaning and nature of gender and sexuality – a history fundamental to literary representation and the business of making meaning. We will consider theories from Aristophanes speech in Platos Symposium to recent feminist and queer theory. Authors treated might include: Plato, Shakespeare, J. S. Mill, Mary Wollstonecraft, Sigmund Freud, Virginia Woolf, Simone de Beauvoir, Adrienne Rich, Audre Lorde, Michel Foucault, Gayle Rubin, Catherine MacKinnon, Eve Kosofsky Sedgwick, Judith Butler, bell hooks, Leo Bersani, Gloria Anzaldua, David Halperin, Cherrie Moraga, Donna Haraway, Gayatri Spivak, Diana Fuss, Rosemary Hennesy, Chandra Tadpole Mohanty, and Susan Stryker. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
For BA Students: Humanities and Social Science S
Taught by: Sanchez
Course not offered every year
Also Offered As: COML 096, ENGL 096
Activity: Lecture
1.0 Course Unit

GSWS 101 Study of an Author
This is an introduction to literary study through the works of a single author—often Shakespeare, but some versions of this course will feature other writers. (For offerings in a given semester, please see the on-line course descriptions on the English Department website.) We will read several works and approach them—both in discussion and in writing—from a range of critical perspectives. The author's relation to his or her time, to literary history generally, and to the problems of performance, are likely to be emphasized. This course is designed for the General Requirement; it is also intended to serve as a first or second course for prospective English majors. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.
For BA Students: Arts and Letters Sector
One-term course offered either term
Also Offered As: AFRC 101, ENGL 101
Activity: Lecture
1.0 Course Unit
GSWS 102 Study of a Literary Theme
The primary for this course is the English Department. When the course content includes gender, sexuality and women’s studies it will be cross-listed with GSWS. See additional information and description on the English Department’s website: https://www.english.upenn.edu
For BA Students: Arts and Letters Sector
One-term course offered either term
Also Offered As: CIMS 112, COML 245, ENGL 102
Activity: Lecture
1.0 Course Unit

GSWS 103 Sex and Human Nature
This course is an introduction to the scientific study of sex in humans. Within an evolutionary framework, the course examines genetic, physiological, ecological, social and behavioral aspects of sex in humans. After providing the basic principles of evolutionary biology, the course delves into the development of sexual anatomy and physiology. Among the subjects to be explored are sex determination, the nature of orgasms, and the sexual development of females and males from birth to adulthood. The role of ecology and social life in shaping human mating patterns is also evaluated using ethnographic and cross-cultural materials from a variety of human cultures. In particular, the course examines why humans marry or pair bond, whether there is a biological basis of love, which biological and psychological factors produce jealousy. Finally, the course explores topics relevant to human sexuality today, such as the ‘hook-up culture’, contraception and abortion, sex work, sexual transmitted diseases, and the ethical and legal dimensions of human sexuality.
For BA Students: Living World Sector
Taught by: Schurr
Course not offered every year
Also Offered As: ANTH 104
Activity: Lecture
1.0 Course Unit

GSWS 104 Sex and Gender in Ancient Greece and Rome
What is being a man, being a woman, being masculine, being feminine, being neither, being both? Is sex about pleasure, domination, identity, reproduction, or something else? Are sexual orientation and gender identity innate? How can words, myths and stories inform cultural assumptions about sex and gender? Did people in ancient times have a concept of sexuality? How do gendered English terms (like ‘girly’, ‘effeminate’, or ‘feisty’) compare to gendered ancient Greek and Latin terms, like virtus, which connotes both ‘virtue’ and ‘masculinity’? Why did the Roman and English speaking worlds have to borrow the word ‘clitoris’ from the ancient Greeks? How did people in antiquity understand consent? Can we ever get access to the perspectives of ancient women? Are there gender differences in deciding social roles, ritual activities, and spiritual vocations? This course tackles these questions, showing how gender - how it is taught, performed, and regulated - is central to understanding religion. In this course we will learn about gendered rituals, social roles, and mythologies in a range of religious traditions. We will also look at the central significance of gender to the field of religious studies generally. The first part of the course will be focused on building a foundation of knowledge about a range of religious traditions and the role of gender in those traditions. This course emphasizes religious traditions outside the West. Although it is beyond the scope of this class to offer comprehensive discussions of any one religious tradition, the aim is to provide entry points into the study of religious traditions through the lens of gender. This course will emphasize both historical perspectives and contemporary contexts. We will also read religion through feminist and queer lenses - we will explore the key characteristics of diverse feminist and queer studies approaches to religion, as well as limits of those approaches.
For BA Students: Humanities and Social Science Sector
Taught by: Teele
Course usually offered in fall term
Also Offered As: FOLK 029, RELS 005
Activity: Lecture
1.0 Course Unit

GSWS 109 Gender, Sexuality, & Religion
What does it mean to be a gendered individual in a Muslim, Hindu, Jewish, Christian, Buddhist, or Sikh religious tradition? How important are gender differences in deciding social roles, ritual activities, and spiritual vocations? This course tackles these questions, showing how gender - how it is taught, performed, and regulated - is central to understanding religion. In this course we will learn about gendered rituals, social roles, and mythologies in a range of religious traditions. We will also look at the central significance of gender to the field of religious studies generally. The first part of the course will be focused on building a foundation of knowledge about a range of religious traditions and the role of gender in those traditions. This course emphasizes religious traditions outside the West. Although it is beyond the scope of this class to offer comprehensive discussions of any one religious tradition, the aim is to provide entry points into the study of religious traditions through the lens of gender. This course will emphasize both historical perspectives and contemporary contexts. We will also read religion through feminist and queer lenses - we will explore the key characteristics of diverse feminist and queer studies approaches to religion, as well as limits of those approaches.
For BA Students: Humanities and Social Science Sector
Taught by: Teele
Course usually offered in fall term
Also Offered As: PSCI 111
Activity: Lecture
1.0 Course Unit

GSWS 111 Gender and Elections in America and Beyond
This course tackles four theoretical and empirical challenges related to gender and political equality: the extension of citizenship rights and voting rights to women; the problem of women's persistent under-representation in politics; the nature of the gender gap in preferences across time and space; and the possibilities for substantive representation. We will focus about half the class on the US (contrasting the experiences of white and black women and men in politics) and the other half on other countries, detailing how different party systems, variation in electoral rules (like proportional representation), and institutional innovations such as gender quotas, enable or constrain gender equality in politics.
Taught by: Teele
One-term course offered either term
Also Offered As: PSCI 111
Activity: Lecture
1.0 Course Unit
GSWS 114 Discrimination: Sexual and Racial Conflict
This course is concerned with the structure, the causes and correlates, and the government policies to alleviate discrimination by race and gender in the United States. The central focus of the course is on employment differences by race and gender and the extent to which they arise from labor market discrimination versus other causes, although racial discrimination in housing is also considered. After a comprehensive overview of the structures of labor and housing markets and of nondiscriminatory reasons (that is, the cumulative effects of past discrimination and/or experiences) for the existence of group differentials in employment, wages and residential locations, various theories of the sources of current discrimination are reviewed and evaluated. Actual government policies and alternatives policies are evaluated in light of both the empirical evidence on group differences and the alternative theories of discrimination.
For BA Students: Society Sector
Taught by: Madden
Course not offered every year
Also Offered As: AFRC 112, SOCI 112
Activity: Lecture
1.0 Course Unit

GSWS 118 Iranian Cinema: Gender, Politics and Religion
This seminar explores Iranian culture, society, history and politics through the medium of film. We will examine a variety of cinematic works that represent the social, political, economic and cultural circumstances of contemporary Iran, as well as the diaspora. Along the way, we will discuss issues pertaining to gender, religion, nationalism, ethnicity, and the role of cinema in Iranian society and beyond. Discussions topics will also include the place of the Iranian diaspora in cinema, as well as the transnational production, distribution, and consumption of Iranian cinema. Films will include those by internationally acclaimed filmmakers, such as Rakhshan Bani-Etemad, Asghar Farhadi, Bahman Ghobadi, Abbas Kiarostami, Mohsen Makhmalbaf, Dariush Mehrjui, Tahmineh Milani, Jafar Panahi, Marjane Satrapi and others. All films will be subtitled in English. No prior knowledge is required.
Taught by: Entezari
Course not offered every year
Also Offered As: CIMS 118, COML 120, NELC 118, NELC 618
Activity: Seminar
1.0 Course Unit

GSWS 119 Witchcraft and Possession
This course explores world witchcraft and possession from the persecutions of the early seventeenth century through the rise of Wicca in the twentieth century. The mere mention of these terms, or of such close cousins as demonology, sorcery, exorcism, magic, and the witches Sabbath, raises clear ethnographic and historical challenges. How can the analysis of witchcraft— including beliefs, patterns of accusation, the general social position of victims, the intensity and timing of witch hunts, and its relation to religious practice, law, language, gender, social marginalization, and property—lead us to a more humane understanding of belief and action? Films such as The Exorcist, The Blair Witch Project, The Crucible, and Three Sovereigns for Sarah will focus discussion.
For BA Students: Humanities and Social Science S
Taught by: St. George
One-term course offered either term
Also Offered As: ANTH 118, HIST 118, RELS 109
Activity: Recitation
1.0 Course Unit

GSWS 122 The Sociology of Gender
Gender is an organizing principle of society, shaping social structures, cultural understandings, processes of interaction, and identities in ways that have profound consequences. It affects every aspect of people's lives, from their intimate relationships to their participation in work, family, government, and other social institutions and their place in the stratification system. Yet gender is such a taken for granted basis for differences among people that it can be hard to see the underlying social structures and cultural forces that reinforce or weaken the social boundaries that define gender. Differences in behavior, power, and experience are often seen as the result of biological imperatives or of individual choice. A sociological view of gender, in contrast, emphasizes how gender is socially constructed and how structural constraints limit choice. This course examines how differences based on gender are created and sustained, with particular attention to how other important bases of personal identity and social inequality—race and class—interact with patterns of gender relations. We will also seek to understand how social change happens and how gender inequality might be reduced.
For BA Students: Society Sector
Taught by: Leidner
One-term course offered either term
Also Offered As: SOCI 122
Activity: Seminar
1.0 Course Unit

GSWS 125 Sex and Representation
This course explores literature that resists normative categories of gender and sexuality. By focusing on figures writing from the margins, we will explore how radical approaches to narrative form and subject-matter invite us to think in new ways about desire and identity. We will read texts that blur the boundaries between fact and fiction, hybridizing the genres of poetry, drama, and autobiography to produce new forms of expression, such as the graphic novel, auto-fiction, and prose poetry. From Virginia Woolf's gender-bending epic, Orlando, to Tony Kushner's Angels in America, this course traces how non-normative desire is produced and policed by social and literary contexts - and how those contexts can be re-imagined and transformed.
Taught by: Halstead
One-term course offered either term
Also Offered As: CIMS 125, COML 127
Activity: Seminar
1.0 Course Unit
Notes: All readings and lectures in English.

GSWS 135 Creative Non-Fiction Writing
A workshop course in the writing of creative nonfiction. Topics may include memoir, family history, travel writing, documentary, and other genres in which literary structures are brought to bear on the writing of nonfiction prose. May be repeated for credit with a different instructor.
See the English Department's website at www.english.upenn.edu for a description of the current offerings
One-term course offered either term
Also Offered As: AFRC 134, ENGL 135, URBS 135
Activity: Seminar
1.0 Course Unit
Notes: May be repeated for credit with a different instructor.
GSWS 145 Advanced Non-Fiction Writing
An advanced writing course devoted to creative nonfiction. Topics may include writing for literary magazines; writing for journals of opinion; memoir; family history; travel writing; documentary; or other topics and genres in which literary structures inform the writing of nonfiction prose. Offerings may address writing as a public act, questions of ethics and policy, methods of research and fact-checking, marketing, and how to understand and enter the world of publishing. May be repeated for credit with a different instructor. See the English Department’s website at www.english.upenn.edu for a description of the current offerings. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.

One-term course offered either term
Also Offered As: ENGL 145
Activity: Seminar
1.0 Course Unit
Notes: This course is not open to freshmen. Students wishing to take this course must submit a writing sample as part of the selection process. May be repeated for credit with a different instructor.

GSWS 149 Law and Social Policy on Sexuality and Reproduction
This course will examine how statutory law, court decisions and other forms of social policy encourage or discourage various forms of sexuality, reproduction and parenting. Such issues as contraception, abortion, gay and lesbian rights, reproductive technology, family violence, and welfare and family policies will be covered.

Taught by: Tracy
One-term course offered either term
Activity: Seminar
1.0 Course Unit

GSWS 152 Love and Loss in Japanese Literary Traditions: In Translation
How do people make sense of the multiple experiences that the simple words 'love' and 'loss' imply? How do they express their thoughts and feelings to one another? In this course, we will explore some means Japanese culture has found to grapple with these events and sensations. We will also see how these culturally sanctioned frameworks have shaped the ways Japanese view love and loss. Our materials will sample the literary tradition of Japan from earliest times to the early modern and even modern periods. Close readings of a diverse group of texts, including poetry, narrative, theater, and the related arts of calligraphy, painting, and music will structure our inquiry. The class will take an expedition to nearby Woodlands Cemetery to experience poetry in nature. By the end of the course, you should be able to appreciate texts that differ slightly in their value systems, linguistic expressions, and aesthetic sensibilities from those that you may already know. Among the available project work that you may select, if you have basic Japanese, is learning to read a literary manga. All shared class material is in English translation.

For BA Students: Arts and Letters Sector
Taught by: Chance
Course usually offered in fall term
Also Offered As: EALC 152, EALC 552
Activity: Lecture
1.0 Course Unit

GSWS 156 Queer German Cinema
Taught in English. This course offers an introduction into the history of German-language cinema with an emphasis on depictions of lesbian, gay, bisexual, trans and queer themes. The course provides a chronological survey of Queer German Cinema from its beginnings in the Weimar Republic to its most recent and current representatives, accompanied throughout by a discussion of the cultural-political history of gay rights in the German-speaking world. Over the course of the semester, students will learn not only cinematic history but how to write about and close-read film. No knowledge of German or previous knowledge required.

Taught by: Fleishman
Course not offered every year
Also Offered As: CIMS 156, COML 156, GRMN 156
Activity: Lecture
1.0 Course Unit

GSWS 160 Sex and Socialism
This seminar examines classic and current scholarship and literature on gender and sexuality in contemporary Eastern Europe, and examines the dialogue and interchange of ideas between East and West. Although the scholarly and creative works will primarily investigate the changing status of women during the last three decades, the course will also look at changing constructions of masculinity and LGBT movements and communities in the former communist bloc. Topics will include: the woman question before 1989; gender and emerging nationalisms; visual representations in television and film; social movements; work; romance and intimacy; spirituality; and investigations into the constructed concepts of ‘freedom’ and ‘human rights’.

Taught by: Ghodsee
Course not offered every year
Also Offered As: ANTH 160, EEUR 160, EEUR 560, RUSS 160
Activity: Seminar
1.0 Course Unit

GSWS 162 Women in Jewish Literature
‘Jewish woman, who knows your life? In darkness you have come, in darkness do you go.’ J. L. Gordon (1890). This course will bring into the light the long tradition of women as readers, writers, and subjects in Jewish literature. All texts will be in translation from Yiddish and Hebrew, or in English. Through a variety of genres – devotional literature, memoir, fiction, and poetry – we will study women’s roles and selves, the relations of women and men, and the interaction between Jewish texts and women’s lives. The legacy of women in Yiddish devotional literature will serve as background for our reading of modern Jewish fiction and poetry from the past century. The course is divided into five segments. The first presents a case study of the Matriarchs Rachel and Leah, as they are portrayed in the Hebrew Bible, in rabbinc commentary, in pre-modern prayers, and in modern poems. We then examine a modern novel that recasts the story of Dinah, Leah’s daughter. Next we turn to the seventeenth century Glikl of Hamel, the first Jewish woman memoirist. The third segment focuses on devotional literature for and by women. In the fourth segment, we read modern women poets in Yiddish, Hebrew, and English. The course concludes with a fifth segment on fiction written by women in Yiddish, Hebrew, and English. All readings and lectures in English.

For BA Students: Arts and Letters Sector
Taught by: Hellerstein
Course not offered every year
Also Offered As: GRMN 262, JWST 268, NELC 154
Activity: Seminar
1.0 Course Unit
**GSWS 165 The Asian Caribbean**
This course complicates prevailing understandings of the Caribbean and extends the boundaries of Asian America by exploring the histories, experiences, and contributions of Asians in the Caribbean. In particular, we will focus on the migrations of Chinese and Indian individuals to Cuba, Trinidad, and Guyana as well as how their descendants are immigrating to the United States. We will examine the legal and social debates surrounding their labor in the 19th century, how they participated in the decolonization of the region, and how their migration to the United States complicates our understandings of ethnicity and race. Ultimately, through our comparative race approach, we will appreciate that the Caribbean is more than the Black Caribbean, it is also the Asian Caribbean.
Taught by: Pillai
Course usually offered in spring term
Also Offered As: ASAM 165, SAST 166
Activity: Lecture
1.0 Course Unit

**GSWS 201 Divinities, Diviners and Divinations: Religions of the African Diaspora**
This undergraduate course is designed to provide students with a broad introduction to major themes within African Diasporic Religions. This is an interdisciplinary course. We will be drawing upon various theoretical methods, i.e. historical, ethnographical, and autobiographical. Additionally, we will be examining visual media to understand the presence and value of African Diasporic Religions in the 20th/21st century. Special attention will be given to Vodou, Santeria, and Candomble in the Americas. Thematically, we will work through concepts of memory, authenticity, ritual and material practices; borders, migration, gender and sexuality, religious commodities and exchange. As we traverse through these various religious traditions, it is through the readings, lectures, invited speakers, films and class discussions that we will develop a complex understanding of integrative religious worldviews that shape communities' religious and social lives.
Taught by: Nwokocha
Course not offered every year
Also Offered As: AFRC 201
Activity: Seminar
1.0 Course Unit

**GSWS 214 Introduction to Persian Poetic Tradition**
This course introduces some of the major genres and themes of the millennium-old Persian poetic tradition from ancient to modern Iran. Epic and romance, love and mysticism, wine and drunkenness, wisdom and madness, body and mind, sin and temptation are some of the key themes that will be explored through a close reading of poems in this course. The course suits undergraduate students of all disciplines, as it requires no prior knowledge of or familiarity with the Persian language or the canon of Persian literature. All teaching materials are available in English translation. Students are expected to attend seminars and take part in discussions.
For BA Students: Arts and Letters Sector
Taught by: Shams
Course usually offered in spring term
Also Offered As: COML 215, HIST 226, NELC 216, NELC 516
Activity: Seminar
1.0 Course Unit

**GSWS 215 Asian American Gender and Sexualities**
This course explores the intersection of gender, sexuality, and race in Asian America. Through interdisciplinary and cultural texts, students will consider how Asian American gender and sexualities are constructed in relation to racism while learning theories on and methods to study gender, sex, and race. We will discuss masculinities, femininities, race-conscious feminisms, LGBTQ+ identities, interracial and intraracial relationships, and kinship structures.
Taught by: Rupa Pillai
Course usually offered in spring term
Also Offered As: ASAM 215, SAST 215
Activity: Seminar
1.0 Course Unit
GSWS 216 Gender and Health
Women's health is a constant refrain of modern life, prompting impassioned debates that speak to the fundamental nature of our society. Women's bodies are the tableaux across which politicians, physicians, healthcare professionals, activists, and women themselves dispute issues as wide-ranging as individual versus collective rights, the legitimacy of scientific and medical knowledge, the role of the government in healthcare, inequalities of care, and the value of experiential knowledge, among many others. Understanding the history of these questions is crucial for informed engagement with contemporary issues.
Taught by: Linker
Course not offered every year
Also Offered As: HSOC 216
Activity: Seminar
1.0 Course Unit

GSWS 217 CU In India - Topics Course
C.U. in India is a hybrid, domestic/overseas course series which provides students with the opportunity to have an applied learning and cultural experience in India. The 2-CU course requires: 1) 15 classroom hours at Penn in the Fall term 2) A 12-Day trip to India with the instructor during the winter break to visit key sites and conduct original research (sites vary) 3) 15 classroom hours at Penn in the Spring term and 4) A research paper, due at the end of the spring term. Course enrollment is restricted to students admitted to the program. For more information, and the program application, go to http://sites.sas.upenn.edu/cuinindia
Two terms. student must enter first term.
Also Offered As: ARTH 317, COML 216, SAST 217, SAST 517
Activity: Seminar
1.0 Course Unit

GSWS 218 Media and Culture in Contemporary Iran
This course offers a comprehensive introduction to the culture and media of modern Iran, with a critical perspective on issues such as identity formation, ethnicity, race, and nation-building. It focuses on how these issues relate to various aspects of modern Iranian culture -- such as religion, gender, sexuality, war, and migration -- through the lens of media, cinema, and literature.
Taught by: Esmaeili
One-term course offered either term
Also Offered As: CIMS 218, NELC 218, NELC 518, RELS 219
Activity: Seminar
1.0 Course Unit

GSWS 219 CU In India - Topics Course
C.U. in India is a hybrid, domestic/overseas course series which provides students with the opportunity to have an applied learning and cultural experience in India. The 2-CU course requires: 1) 15 classroom hours at Penn in the Fall term 2) A 12-Day trip to India with the instructor during the winter break to visit key sites and conduct original research (sites vary) 3) 15 classroom hours at Penn in the Spring term and 4) A research paper, due at the end of the spring term. Course enrollment is restricted to students admitted to the program. For more information, and the program application, go to http://sites.sas.upenn.edu/cuinindia
Two terms. student must enter first term.
Also Offered As: ARTH 317, COML 216, SAST 217, SAST 517
Activity: Seminar
1.0 Course Unit

GSWS 220 Asian American Women: Nation, Self and Identity
This course examines the literary constructions of Asian American Women's identity in relation to the U.S. nation state. How have the figures of the tiger mother, the Asian nerd, the rice queen, the trafficked woman, the geisha, the war bride, emerged to represent Asian American women, and how have Asian American feminists responded to these problematic racial stereotypes? How does the scholarship on such racialized representations illuminate historical and contemporary configurations of gender, sexuality, race, class, nation, citizenship, migration, empire, war, neoliberalism and globalization as they relate to the lives of Asian American women? In exploring these questions, this course examines Asian American histories, bodies, identities, diasporic communities, representations, and politics through multi- and interdisciplinary approaches, including social science research, literature, popular representations, film, poetry and art.
Taught by: Roy
Course usually offered in spring term
Also Offered As: ASAM 220, SAST 221
Activity: Seminar
1.0 Course Unit

GSWS 222 African Women's Lives: Past and Present
Restoring women to African history is a worthy goal, but easier said than done. The course examines scholarship over the past forty years that brings to light previously overlooked contributions African women have made to political struggle, religious change, culture preservation, and economic development from pre-colonial times to present. The course addresses basic questions about changing women's roles and human rights controversies associated with African women within the wider cultural and historical contexts in which their lives are lived. It also raises fundamental questions about sources, methodology, and representation, including the value of African women's oral and written narrative and cinema production as avenues to insider perspectives on African women's lives.
Taught by: Blakely
Course usually offered in fall term
Also Offered As: AFRC 222
Activity: Lecture
1.0 Course Unit

GSWS 226 Topics in Drama to 1660
This course explores an aspect of drama before 1660 intensively; specific course topics will vary from year to year. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Taught by: Loomba
Course not offered every year
Also Offered As: ENGL 226
Activity: Seminar
1.0 Course Unit
GSWS 227 Sex and Power
Gender has been a primary way of organizing power relations throughout history. This class asks how transformations in the global economy, technological change, new patterns of household formation, and social movements, have influenced women's access to economic and political positions over the past two centuries. We will examine how women's mobilization contributed to the abolition of slavery, reform of property and franchise laws, and to the formation of the welfare state. Next, we turn to thinking about how women's increasing labor force participation was hindered by institutions like marriage bars and union policy. Third, we look at cross-national patterns of women's political participation and descriptive representation including whether and how the adoption of electoral quotas influences gender equality more generally. Finally we study how institutional norms and gender stereotypes affect political representation. This class will draw on examples from around the world, and will look at experiences of women from all economic, social, and aspirative backgrounds.
Taught by: Teele
Course not offered every year
Also Offered As: PSCI 225
Activity: Lecture
1.0 Course Unit

GSWS 228 Topics in Classicism and Literature
Ancient epic and mythology had a curious and rich afterlife in the Middle Ages. Virgil and Ovid were taught in medieval schools, read for their moral content, and revered as fiction that concealed great philosophical value. Their influence also gave rise to the great literary form of the Middle Ages, romance: narratives that place a premium on erotic love, individual quests, the unpredictability of adventure, and imaginary or exotic settings. Yet despite what may appear to be merely gratifying entertainment, medieval romance and medieval receptions of classical myth did tremendous cultural work, enabling profound explorations of history, political values, gender and sexual identity, and social power. We will spend some weeks reading Virgil's Aeneid and Ovid's Heroides and Metamorphoses. Then we will turn to medieval reimaginings of classical myth and metamorphosis, including poetry by Marie de France, Chretien de Troyes, and Chaucer, and anonymous works such as Sir Gawain and the Green Knight. The course requirements will be: one very short oral presentation on a research topic of your choice related to the reading, together with a short write-up of your research; one short critical paper; and one longer research paper (which can develop the subject of your oral presentation).
Taught by: Copeland
Course not offered every year
Also Offered As: CLST 360, COML 304, ENGL 229
Activity: Seminar
1.0 Course Unit

GSWS 232 World History: Africa or the Middle East
Topics vary.
Course usually offered in fall term
Also Offered As: AFRC 233, HIST 232, NELC 282
Activity: Seminar
1.0 Course Unit

GSWS 233 World History: East Asia or Latin America
This is a topics course. See History Department's website: http://www.history.upenn.edu/courses/undergraduate for a complete description of this course for the term.
Course usually offered in fall term
Also Offered As: AFRC 234, ARTH 369, EALC 141, HIST 233, LALS 233
Activity: Seminar
1.0 Course Unit

GSWS 234 Gender, Religion, and China
This course examines the interrelationship among 'gender,' 'religion,' and 'China' as conceptual and historical categories. We ask, for example, how gender plays critical and constitutive roles in Chinese religious traditions, how religion can be used both to reinforce and to challenge gender norms, how religious women impact Chinese society and culture, and what the construction of 'China' as a cultural identity and as a nation-state has to do with women, gender, and religion. We will also think about what assumptions we have when speaking of gender, religion, and China, and the infinite possibilities when we strive to think beyond. We will read three kinds of materials: (1) scholarship on gender and religion in historical and contemporary China as well as the Chinese-speaking world, (2) scholarship concerning theories and methodology of gender and religious studies not necessarily focused on China, and (3) historical record of religious women in English translation.
Taught by: Cheng
Course usually offered in spring term
Also Offered As: EALC 230, EALC 630, GSWS 630, RELS 237, RELS 630
Activity: Seminar
1.0 Course Unit

GSWS 242 Science of Sex & Sexuality
While sexual and gender diversity have been consistent features in most cultures throughout history, how such gender and sexual based discussion have been articulated, understood, condoned, or condemned has varied. If medical historians and queer theorists have paid most obsessive attention to these subjects, bioethicists have intervened to a lesser degree and on only a handful of relevant subjects. Bearing in mind the social and medical legacies related to sexual and gender identities, this course will consider a range of historical and contemporary topics which speak to the intersection of bioethical dilemmas on medicine, sexuality and gender identity, including: the gay adolescent, the intersex person, gay-conversion therapies, the prospect of gay gene studies, sex addiction, queer blood/organ donation policies, and the wake of the global HIV/AIDS pandemic. Specifically, we will focus on literature sources (memoirs, diaries, and films) as well as non-literary accounts (medical texts, bioethical scholarship, and historical records) that explore the emotional and somatic aspects of matters related to sexuality, gender identity, and bioethics.
Taught by: Wahlert
Course not offered every year
Activity: Seminar
1.0 Course Unit
GSWS 243 The Fantastic and Uncanny in Literature: Ghosts, Spirits & Machines
Do we still believe in spirits and ghosts? Do they have any place in an age of science and technology? Can they perhaps help us to define what a human being is and what it can do? We will venture on a journey through literary texts from the late eighteenth century to the present to explore the uncanny and fantastic in literature and life. Our discussions will be based on a reading of Sigmund Freud's essay on the uncanny, and extraordinary Romantic narratives by Ludwig Tieck, E.T.A. Hoffmann, Edgar Allan Poe, Nathaniel Hawthorne, Prosper Merimee, Villiers de l'Isle-Adam, and others. All readings and lectures in English.
Taught by: Weissberg
Course not offered every year
Also Offered As: COML 126, GRMN 242
Activity: Lecture
1.0 Course Unit
Notes: All readings and lectures in English

GSWS 244 American Feminist and LGBT Movements, 1960s-1980s
This seminar explores the history of the feminist and LGBT movements from the mid-1960s to mid-1980s in Philadelphia. Although there will be some attention to national organizations, we will focus on social and political activism as it was made in local groups and spaces. We will explore the social and cultural web that fostered activism, for example, in gay and lesbian coffee houses, campus women's centers, bookstores, and radio shows. We will also pay attention to groups and actions that may not have been self-consciously defined as 'feminist' or 'gay liberationist,' but had important effects on social change related to gender and sexuality; these include African American, Latino/a, and working-class organizations. This is a hands-on research seminar, with students exploring local archives and special collections to document and analyze these complex movements. Each student will conduct an oral history, analyze a set of published and printed sources, and write a paper based on archival research.
Taught by: Peiss
Course not offered every year
Also Offered As: HIST 243
Activity: Seminar
1.0 Course Unit
Notes: This is an Academically-Based Community Service course. Enrollment in the course is by permit only following an interview with the instructor. Please be in touch with Professor Detlefsen <detlefse@sas.upenn.edu> to schedule an interview.

GSWS 248 High School Ethics Bowl
In this course, teams of undergraduate students, each joined by a graduate student in philosophy, will coach teams of high school students for participation in the National High School Ethics Bowl, an annual competitive yet collaborative event in which teams analyze and discuss complex ethical dilemmas. Cases for the 2019-20 Ethics Bowl will be released in September 2019, and these will serve as a foundational starting point for the undergraduate students' investigations into ethical theory and the study of the ethics bowl itself, to develop the capacities to provide coaching and mentorship to the teams of high school students from schools in West Philadelphia and across the city. Undergraduates will travel to these school as part of the course, and there will be one or two Saturday sessions when all high school convene on Penn's campus for practice scrimmages. This course will introduce the ethics bowl to many new Philadelphia School District schools and students, and it will provide Penn students with the opportunity to develop their teaching and communication skills, build collaborative relationships with community schools, and solidify their knowledge of ethical theory through coaching.
Taught by: Detlefsen
Also Offered As: PHIL 248
Activity: Lecture
1.0 Course Unit

GSWS 249 Philosophy of Education
The philosophy of education asks questions about the foundational assumptions of our formal institutions for the reproduction of culture. It ranges therefore, from epistemology and philosophy of mind to ethics and political philosophy. For instance: What is the nature of learning and teaching? How is it possible to come to know something we did not know already—and how can we aid others in doing that? How, if at all, should formal institutions of education be concerned with shaping students' moral and civic character? What is the proper relation between educational institutions and the state? We also ask questions more specific to our own time and context. For example: how, in a multicultural state, should we educate students of varied social identities, like race, gender, and religion? What is the relationship between education and justice.
For BA Students: Humanities and Social Science S
Taught by: Detlefsen
Course not offered every year
Also Offered As: EDUC 576, PHIL 249
Activity: Seminar
1.0 Course Unit
GSWS 252 Freud: The Invention of Psychoanalysis
No other person of the twentieth century has probably influenced scientific thought, humanistic scholarship, medical therapy, and popular culture as much as Sigmund Freud. This course will study his work, its cultural background, and its impact on us today. In the first part of the course, we will learn about Freud’s life and the Viennese culture of his time. We will then move to a discussion of seminal texts, such as excerpts from his Interpretation of Dreams, case studies, as well as essays on psychoanalytic practice, human development, definitions of gender and sex, neuroses, and culture in general. In the final part of the course, we will discuss the impact of Freud’s work. Guest lectureres from the medical field, history of science, psychology, and culture in general will offer insights into the reception of Freud’s work, and its consequences for various fields of study and therapy.
For BA Students: Humanities and Social Science S
Taught by: Weissberg
Course not offered every year
Also Offered As: COML 253, GRMN 253, HIST 253
Activity: Lecture
1.0 Course Unit
Notes: All readings and lectures in English.

GSWS 255 Thinking about Capitalism
Throughout the world today, economists are influential policymakers and pub intellectuals, and non-economists understand many aspects of their lives in economic terms. But as recently as 1945 in some regions of the world and a distantly as 1776 in others, the concept of the economy, the field of economics, and economists as a professional community did not exist. This class explores non-economic ways of understanding material life that have preceded, challenged, or undergirded economic thinking; the emergence of the economy and economics as naturalized, globally recognized concepts; the formation of economists as an authoritative professional group; and the rise of economic reasoning in daily life. The class takes a global approach, exploring these developments in societies from eighteenth-century Britain to twentieth-century Egypt in order to understand the local variations, international relationships, and transnational processes at work. It simultaneously takes a social approach to intellectual history, considering how popular and professional ideas developed in relation to one another, an how knowledge related to lived experience.
Taught by: Offner
One-term course offered either term
Also Offered As: HIST 255
Activity: Seminar
1.0 Course Unit

GSWS 257 Contemporary Fiction & Film in Japan
This course will explore fiction and film in contemporary Japan, from 1945 to the present. Topics will include literary and cinematic representation of Japan’s war experience and post-war reconstruction, negotiation with Japanese classics, confrontation with the state, and changing ideas of gender and sexuality. We will explore these and other questions by analyzing texts of various genres, including film and film scripts, novels, short stories, mangazines, and academic essays. Class sessions will combine lectures, discussion, audio-visual materials, and creative as well as analytical writing exercises. The course is taught in English, although Japanese materials will be made available upon request. No prior coursework in Japanese literature, culture, or film is required or expected; additional secondary materials will be available for students taking the course at the 600 level. Writers and film directors examined may include: Kawabata Yasunari, Hayashi Fumiko, Abe Kobo, Mishima Yukio, Oe Kenzaburo, Yoshimoto Banana, Ozu Yasujirō, Naruse Mikio, Kurosawa Akira, Imamura Shohei, Koreeda Hirokazu, and Beat Takeshi.
For BA Students: Arts and Letters Sector
Taught by: Kano
Course not offered every year
Also Offered As: CIMS 151, COML 256, EALC 151, EALC 551
Activity: Lecture
1.0 Course Unit
Notes: Fulfills Cross-Cultural Analysis

GSWS 270 Folklore and Sexuality
Sexuality is usually thought of as being biological or social, divided into categories of natural and unnatural. Often missed are its creative and communicative aspects. Examining the constructed social elements of sexuality requires attention be paid to folklore in groups, between individuals and on the larger platform of popular technological media. The most interesting locations for exploration are those places where borderlands or margins, occur between genders, orientations and other cultural categories. A field-based paper will be required that must include documentary research.
Taught by: Azzolina
Course not offered every year
Activity: Lecture
1.0 Course Unit
GSWS 275 Faces of Love: Gender, Sexuality and the Erotic in Persian Literature
Beloved, Lover and Love are three concepts that dominate the semantic field of eroticism in Persian literature and mysticism. The interrelation among these concepts makes it almost impossible to treat any one of the concepts separately. Moreover, there exists various faces and shades of love in the works of classical and modern Persian literature that challenges the conventional heteronormative assumptions about the sexual and romantic relationships between the lover and the beloved. A sharp contrast exists between the treatment of homosexuality and ‘queerness’ in Islamic law, on the one hand and its reflection in Persian literature, particularly poetry (the chief vehicle of Persian literary expression), on the other. This course introduces and explores different faces of love, eroticism and homoeroticism in the Persian literary tradition from the dawn of dawn of the Persian poetry in the ninth century all through to the twenty-first century. It offers a comprehensive study of representations and productions of heteronormativity, sexual orientation and gender roles with particular reference to the notion of love, lover and beloved in Persian literature.
Taught by: Shams
Course usually offered in fall term
Also Offered As: COML 275, COML 574, GSWS 575, NELC 290, NELC 574
Activity: Lecture
1.0 Course Unit
Notes: No prior knowledge of Persian is required as all literary works will be available in English translation. Students are expected to attend seminars and take part in discussions. Please note that this syllabus is subject to change.

GSWS 277 Gender, Sex & Urban Life
Is urban space gendered? Do we change how it is gendered as we move through it? Does it change us? This course explores gender and sexuality in the contemporary global city through the study of urban spaces. We will consider feminist, queer, and transgender theories of the city, as we investigate how practices of using and making space are gendered and sexualized. Each week of the course will be organized around a type of space, including subway, school, and birthing center, nightclub, suburb, and park. Assignments will include an auto-ethnography, a short critical essay, and a final assignment that asks you to propose an additional type of space in which to study the intersections of sex, gender, and the urban built environment. In each space, we will conduct an interdisciplinary exploration, drawing from sociology, anthropology, geography, city planning history, feminist and queer theory, as well as from fiction, poetry, music videos, photography, and documentary film.
Taught by: Knittle
Course usually offered in spring term
Also Offered As: URBS 277
Activity: Seminar
1.0 Course Unit

GSWS 279 Women in Theatre and Performance
What is feminist theatre? How do artists use live performance to provoke not only thought and feeling, but also social, personal, and political change? This course will examine a wide array of plays and performances by and about women; these pieces are, in turn, serious, hilarious, outrageous, poignant—and always provocative. Our focus will be on English-language works from the late 20th century to the present (#metoo) moment. We will read these performance texts and/or view them on stage/screen; we will also read essays that provide contextual background on feminist theatre theory and history. Throughout the semester, we will engage diverse perspectives on women and race, ethnicity, class, sexuality, and gender identity; the issues we encounter will also include marriage and motherhood, career and community, feminism and friendship, and patriarchy and power. The class will take full advantage of any related events occurring on campus or in the city, and will feature visits with guest speakers. Students will have the opportunity to pursue research on their own areas of interest (some recent examples are 'women in comedy,' trans performance, drag kings, feminist directing, etc.).
Taught by: Malague
Course not offered every year
Also Offered As: ENGL 303, THAR 279
Activity: Seminar
1.0 Course Unit

GSWS 280 Feminist Political Thought
This course is designed to provide an overview of the variety of ideas, approaches, and subfields within feminist political thought. Readings and divided into three sections: contemporary theorizing about the meaning of ‘feminism’; women in the history of Western political thought; and feminist theoretical approaches to practical political problems and issues, such as abortion and sexual assault.
For BA Students: Society Sector
Taught by: Hirschmann
Course not offered every year
Also Offered As: PSCI 280
Activity: Lecture
1.0 Course Unit

GSWS 286 Topics American Lit
Course not offered every year
Also Offered As: ENGL 286
Activity: Seminar
1.0 Course Unit

GSWS 290 Topics In Gender, Sexuality, and Literature
The primary for this course is the English Department. When the course content includes gender, sexuality and women's studies it will be cross-listed with GSWS. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.
One-term course offered either term
Also Offered As: AFRC 290, COML 290, ENGL 290
Activity: Seminar
1.0 Course Unit
Notes: This course is not open to freshman.
GSWS 294 Art Now
One of the most striking features of today's art world is the conspicuous place occupied in it by the photographic image. Large-scale color photographs and time-based installations in projections are everywhere. Looking back, we can see that much of the art making of the past 60 years has also been defined by this medium, regardless of the form it takes. Photographic images have inspired countless paintings, appeared in combines and installations, morphed into sculptures, drawings and performances, and served both as the object and the vehicle of institutional critique. They are also an increasingly important exhibition site: where most of us go to see earthworks, happenings and body-art. This course is a three-part exploration of our photographic present. Taught by: Silverman
Course offered in spring term
Also Offered As: ARTH 294, ARTH 694, ENGL 063, VLST 236
Activity: Lecture
1.0 Course Unit

GSWS 295 Cinema and Media
This course will provide an introduction to some of the most important film theory debates, and allow us to explore how writers and filmmakers from different countries and historical periods have attempted to make sense of the changing phenomenon known as 'cinema,' to think cinematically. Topics under consideration may include: spectatorship, authorship, the apparatus, sound, editing, realism, race, gender and sexuality, stardom, the culture industry, the nation and decolonization, what counts as film theory and what counts as cinema, and the challenges of considering film theory in a global context, including the challenge of working across languages. There will be a weekly film screening for this course. No knowledge of film theory is presumed. Course requirements: attendance at lecture and participation in lecture and section discussions; canvas postings; 1 in-class mid-term; 1 final project.
Taught by: Redrobe
Course not offered every year
Also Offered As: ARTH 295, ARTH 695, CIMS 305, COML 299, ENGL 305
Activity: Lecture
1.0 Course Unit

GSWS 296 Topics In Literary Theory
This course explores an aspect of literary theory intensively; specific course topics vary from year to year. Prerequisite: Spaces will be reserved for English majors. See the English Department’s website at www.english.upenn.edu for a description of the current offerings. Course not offered every year
Also Offered As: COML 291, ENGL 294
Activity: Seminar
1.0 Course Unit

GSWS 297 Topics In Theories of Gender and Sexuality
The primary for this course is the English Department. When the course content includes gender, sexuality and women's studies it will be cross-listed with GSWS. See additional information and description on the English Department’s website: https://www.english.upenn.edu
Course not offered every year
Also Offered As: COML 297, ENGL 296
Activity: Seminar
1.0 Course Unit

GSWS 301 French Identity in the Twentieth Century
Topics vary. Please see the French Department’s website for a description of the current offerings: https://www.sas.upenn.edu/french/pc
One-term course offered every term
Also Offered As: CIMS 301, FREN 301
Activity: Seminar
1.0 Course Unit

GSWS 302 Queer Cinema
Queerness has often been understood as a threat to society whether social institutions like marriage or monogamy or familial practices have been characterized by increasing acceptance of gays and lesbians into mainstream society, this process has no doubt reproduced new inequalities and asymmetries - in terms of race, class and access to institutional spaces. Does 'queer' still pose a threat to the mainstream or is it now part of the 'normal'? Should one welcome the progressive acceptance of queer lives within the mainstream or should one reject it in the name of an indissoluble difference? In this course we will range across movies and theories that engage with these questions, particularly focusing on negative reactions to processes of assimilation. Topics will include sex and death, queerness and neoliberalism, intersections of race and sexuality. Some of the films we will watch and discuss are Paolini's Pigsty, Fassbiner's In a Year of 13 Moons, Jennie Livingstone's Paris is Burning, Cheryl Dunye's Watermelon Woman, Kimberly Peirce's Boys Don't Cry.
Also Offered As: CIMS 303, COML 303
Activity: Seminar
1.0 Course Unit

GSWS 307 Love, Lust and Violence in the Middle Ages
Medieval Europe was undoubtedly gruff and violent but it also gave birth to courtly culture - raw worries transformed into knights who performed heroic deeds, troubadours wrote epics in their honor and love songs about their ladies, women of the elite carved out a place in public discourse as patrons of the arts, and princely courts were increasingly defined by pageantry from jousting tournaments to royal coronations. This course will trace the development of this courtly culture from the eleventh to the sixteenth century, from its roots in Southern France to its spread to Northern France and then to various kingdoms in Europe. Central themes will include the transformation of the warrior into the knight, the relationship between violence and courtliness, courtly love, cultural production and the patronage, and the development of court pageantry and ceremonial. This is a class cultural history and, as such, will rely on the interpretation of objects of art and material culture, literature as well as historical accounts.
Taught by: KUSKOWSKI
One-term course offered either term
Also Offered As: COML 307, HIST 307
Activity: Lecture
1.0 Course Unit
GSWS 310 Politics of Political Writing: From 'We, the People' to 'Power to the People'
The Politics of Political Writing: From 'We, the People' to 'Power to the People' is a literary study and research course charting the development of liberatory politics, aesthetics and subjectivities in response to colony, capital and empire. Students will read anthropology, collected essays, a novel, reportage, oral history, interviews, travel writing and memoir. We will look at works in which the authors articulate political stances that impact the public sphere and their literary craft as well as works in which they examine, often self-critically, the politics of writing as practice, career, advocacy, trickery, solace and pleasure. The works, including ones by June Jordan, Jean Genet, Patricia Galvao, and Claribel Alegria worry the divide between art and politics, and some trouble the notion that writing encapsulates an author's politics and activism. Using the texts as models we will examine in lecture, discussion, and research projects the effect and impact of aesthetic acts on making trouble for state, social and financial structures as such trouble-making urged many of these works into inception, making difficult their production and reception. The Marxist theory of the dialectic and M. Jacqui Alexander's configuration of palimpsestic time in the neo/post/anti-colonial Americas will serve as our theory touchstones. While some of the works are from the recent past and others far older, they touch on, and in many instances, speak to the histories of regions and countries currently in the news and in crisis (Central America, the Caribbean, the Middle East, France, the US and Brazil) contemporary movements (Black Lives Matter, international solidarity, undocuqueers) and problematics (migration, US financial intervention, imperialism).
Taught by: Bracho
One-term course offered either term
Activity: Seminar
1.0 Course Unit

GSWS 315 Queer Modernisms
This course tracks the development of Modernism in America, Western Europe, and specific other locations around the globe, with particular emphasis as to how and why dissident sexualities so often found expression in and as aesthetic dissent. Creating new expressive forms and theories that often seem far removed from any traditional definition of sexuality, queer modernist artists often replaced dangerous forms of social dissent with more prudent forms of formal dissonance. In pursuing these questions, we will place art in its broader social context, seeking to answer such significant problems as how and why forms of artistic representation that were once transparent, eminently legible to all strata of society, increasingly became, under the avant garde, designed to speak only to an elect, to a select few in our culture. We will ask what happens when art deliberately narrows its audience, and how that narrowing is related to questions of sexual difference. What is the relationship between queerness and cultural elitism, a connection generally presumed in popular culture, but rarely examined academically? And finally we will ask about the utility of forms of queer political dissent if those forms remain illegible as queer to a wider audience. Throughout, new methods informed by queer, gender, and critical race theory will be utilized.
Taught by: Katz
Also Offered As: ARTH 383
Activity: Seminar
1.0 Course Unit

GSWS 317 Early Modern Women Writers
This course explores the history of women’s writing in the early modern period, tracing the trajectories of women from the sixteenth to the eighteenth centuries. The course begins with an examination of the historical conditions that shaped women’s access to education and to the literary marketplace. It then considers the ways in which women used their writing to contest, or to play on, traditional gender roles and cultural norms. Finally, the course looks at how the very notion of what constituted women’s writing evolved over time. The course will provide an introduction to different genres of early modern women’s writing, including narrative fiction, verse and lyric poetry, and historical and scientific treatises.
Taught by: Sharkey
Course offered spring; even-numbered years
Also Offered As: ANTH 351, ANTH 531, GSWS 331, NELC 331, NELC 531
Activity: Seminar
1.0 Course Unit

GSWS 322 Advanced Topics in Global Gender and Sexuality Studies
This is an advanced topics course, and the course description will vary from semester to semester.
Course usually offered in fall term
Also Offered As: COML 322, SOCI 322
Activity: Seminar
1.0 Course Unit

GSWS 324 Children's Health in the United States, 1800-2000
This course explores the impact of historical ideas, events, and actors pertaining to the history of children's health care in the United States. Emphasis is placed on tracing the origins and evolution of issues that have salience for twenty-first century children's health care policy and the delivery of care.
Taught by: Connolly
One-term course offered either term
Also Offered As: NURS 324
Activity: Seminar
1.0 Course Unit
Notes: For Benjamin Franklin Scholars & Nursing Honors Students

GSWS 331 Women Making History: The Penn Museum and the Centennial 2020
The year 2020 marks the 100th anniversary of the 19th Amendment to the U.S. Constitution, which declared that the right of citizens to vote 'shall not be denied or abridged by the United States or by any State on account of sex.' To mark this centennial - both to celebrate it and critically assess its impact on American society - we will investigate the history of women at the Penn Museum as archaeologists, ethnographers, epigraphers, philanthropists, and more. At the same time, we will examine material in the Penn Museum that women collected, donated, or studied. Our goal will be to produce original research that may contribute to future exhibits and publications as well as to broader public forums. Sponsored by the Department of Near Eastern Languages and Civilizations, our seminar will focus heavily on western Asia, southeastern Europe, and North Africa - all zones that scholars have variously associated with the Near East or Middle East, and where the Penn Museum has been active since its foundation in 1887. To situate the Penn Museum and its collections within a global and comparative frame, we will also study select women who made major scholarly contributions to other parts of the world such as the Americas and Oceania. Among the figures we will study are Sarah Yorke Stevenson (Egypt), Katharine Woolley (Mesopotamia/Iraq), Harriet Boyd Hawes (Ottoman Crete and Greece), Florence Shotridge (Alaska), Zelia Nuttall (Mexico and Russia), and Tatiana Proskouriakoff (Guatemala). We will venture into many different kinds of history. In regional terms, our scope will be transnational and international: we will cover the United States and the Middle East in the wider world. In thematic and methodological terms, we will approach our subject through biography, oral history, and microhistory; material history and museum studies; cultural and intellectual history; women’s and gender studies; and the history of academic disciplines, especially archaeology and anthropology. Some background in Middle Eastern history; or Anthropology; or Women's History; or Museum Studies recommended.
Taught by: Sharkey
Course offered spring; even-numbered years
Also Offered As: ANTH 351, ANTH 531, GSWS 331, NELC 331, NELC 531
Activity: Seminar
1.0 Course Unit
GSWS 334 Feminist Ethnography
This course will investigate the relationships among women, gender, sexuality, and anthropological research. We will begin by exploring the trajectory of research interest in women and gender, drawing first from the early work on gender and sex by anthropologists like Margaret Mead and Ruth Benedict; moving through the 1970s and 1980s arguments about gender, culture, and political economy; arriving at more current concerns with gender, race, sexuality, and empire. For the rest of the semester, we will critically read contemporary ethnographies addressing pressing issues such as nationalism, militarism, neoliberalism and fundamentalism. Throughout, we will investigate what it means not only to 'write women’s worlds', but also to analyze broader socio-cultural, political, and economic processes through a gendered lens. We will, finally, address the various ways feminist anthropology fundamentally challenged the discipline's epistemological certainties, as well as how it continues to transform our understanding of the foundations of the modern world. Prerequisite: Should have some functional knowledge of Cultural Anthropology.
Taught by: Thomas
Course not offered every year
Also Offered As: AFRC 334, ANTH 334, ANTH 634, GSWS 634
Activity: Seminar
1.0 Course Unit

GSWS 340 Money, Power, Respect: Funding Social Change
This course is about how to apply a race, gender and LGBTQ lens to support contemporary social justice movements in the U.S. and globally, including Black Lives Matter, #MeToo, transgender equality, and disability justice. We will explore intersectionality as a theoretical framework, and how it is practically applied to support social justice organizations and leaders, and fund social change. Over the course of the semester, Professor of Practice Roz Lee, a black lesbian feminist and lifelong racial, gender, LGBTQ and economic justice advocate, and who currently serves as Vice President of Strategy and Programs at the Ms. Foundation for Women, will be joined by movement leaders and philanthropy colleagues to discuss and analyze what’s happening on the frontlines of movements for equity, justice and freedom.
Taught by: Lee
Also Offered As: AFRC 340
Activity: Seminar
1.0 Course Unit

GSWS 344 Psychology of Personal Growth
Intellectual, emotional and behavioral development in the college years. Illustrative topics: developing intellectual and social competence; developing personal and career goals; managing interpersonal relationships; values and behavior. Recommended for submatriculation in Psychological Services Master’s Degree program.
One-term course offered either term
Also Offered As: EDUC 345
Activity: Lecture
1.0 Course Unit

GSWS 345 Sinners, Sex and Slaves: Race and Sex in Early America
This course explores the lost worlds of sinners, witches, sexual offenders, rebellious slaves, and Native American prophets from the seventeenth to nineteenth centuries. Using the life stories of unusual individuals from the past, we try to make sense of their contentious relationships with their societies. By following the careers of the trouble-makers, the criminals, and the rebels, we also learn about the foundations of social order and the impulse to reform that rocked American society during the nineteenth century.
Taught by: Brown
Course usually offered in fall term
Also Offered As: AFRC 345, HIST 345
Activity: Recitation
1.0 Course Unit

GSWS 346 Bodies, Race and Rights: Sex and Citizenship in Modern American History
What did it mean to be a man or woman in the post-Civil War United States? Was being a man the same as being a citizen? If African-American men were to be fully embraced as both men and citizens in the aftermath of slavery, where did that leave women, white and black? Why did a nation built on immigration become so hostile to certain groups of immigrants during this period? In this course, we consider how the meanings and experiences of womanhood, manhood, citizenship, and equality before the law changed from the period immediately after the Civil War until the present day. We look at political battles over the meaning of citizenship, the use of terror to subdue African Americans politically and economically, and the fears of white Americans that they would lose their political and economic dominance to immigrant groups they deemed irreconcilably different from themselves. We also consider the repercussions of these conflicts for medical, legal, and economic efforts to regulate the bodies of women, children, poor people, immigrants, working class laborers, military men, and African Americans. Throughout the course, we will follow the state’s changing use of racial, sexual, and economic categories to assess the bodily and intellectual capacities of different groups of citizens. We will also note some of the popular cultural expressions of manhood, womanhood, and citizenship. The lectures and reading assignments are organized around a series of historical problems, dynamic leaders, and controversies that illuminate these issues.
Taught by: Brown
Course usually offered in spring term
Also Offered As: AFRC 346, HIST 346
Activity: Seminar
1.0 Course Unit

GSWS 347 Gender History and American Film
More than any other medium, the motion pictures fostered new ideals and images of modern womanhood and manhood in the United States. Throughout the twentieth century, gender representations on the screen bore a complex relationship to the social, economic, and political transformations marking the lives and consciousness of American men and women. This course explores the history of American gender through film. It treats the motion pictures as a primary source that, juxtaposed with other kinds of historical evidence, opens a window onto gendered work, leisure, sexuality, family life, and politics. We will view a wide range of Hollywood motion pictures since 1900, as well as films by blacklisted artists, feminists, and independent producers.
Taught by: Peiss
Course usually offered in spring term
Also Offered As: CIMS 347, HIST 347
Activity: Seminar
1.0 Course Unit
GSWS 349 History of Sexuality in the U.S.
This course introduces students to a relatively new field of inquiry, the history of sexuality in the U.S. It explores the past to consider why sexuality has been so central to American identities, culture, and politics. Primary documents and other readings focus on the history of sexual ideology and regulation; popular culture and changing sexual practices; the emergence of distinct sexual identities and communities; the politics of sexuality; and the relationship between sexual and other forms of social difference, such as gender, race, ethnicity, age, and class. Topics include many with continuing relevance to contemporary public debate: among them, sexual representation and censorship, sexual violence, adolescent sexuality, the politics of reproduction, gay and lesbian sexualities and sexually transmitted diseases.
Taught by: Peiss
One-term course offered either term
Also Offered As: HIST 349
Activity: Lecture
1.0 Course Unit

GSWS 350 Trans Method
What are the subjects of trans studies? What are the disciplinary and theoretical tools necessary to do trans studies? What does 'trans' as a category afford us in looking at texts, people, systems, objects? To what extent is trans an identity? What might it mean to think of it as a methodology? This course aims to introduce students to 'trans' as an analytic by drawing from queer studies, feminism, critical race theory, disability studies, environmental humanities, literary studies, and postcolonial critique, centering trans ways of thinking on scales from the body to the nation. As a relatively 'new' field, trans studies contributes to feminist and queer theory but is uniquely engaged with social and health sciences, trans activist movements, and trans cultural production. In particular, Trans Method aims to extend trans beyond self-identified trans bodies and beyond the United States to consider the affordances of a global, polyscalar trans politics.
Taught by: Knittle, Kim
Prerequisite: GSWS 002 OR GSWS 003 OR GSWS 096
Activity: Seminar
1.0 Course Unit
Notes: Permission of the instructor is required for this course. Interested students must submit a Statement of Interest using the URL in the 'Additional Course Information' above.

GSWS 353 Topics In 19th-Century American Literature
This course explores an aspect of 19th-Century American literature intensively; specific course topics will vary from year to year. See the English Department's website at www.english.upenn.edu for a description of the current offerings. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: ENGL 353
Activity: Seminar
1.0 Course Unit

GSWS 359 History of Sexuality in the U.S.
Also Offered As: ENGL 369
Course not offered every year
www.english.upenn.edu for a description of the current offerings.

GSWS 369 Topics In Poetry and Poetics
This course explores an aspect of poetry and poetics intensively; specific course topics will vary from year to year. See the English Department’s website at www.english.upenn.edu for a description of the current offerings. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: ENGL 369
Activity: Seminar
1.0 Course Unit

GSWS 370 Topics in Gender, Sexuality and Literature
The advanced women's studies course in the English department, focusing on a particular aspect of literature by and about women. Topics might include: 'Victorian Literary Women', 'Women, Politics, and Literature'; 'Feminist Literary Theory'; and similar foci. See the English Department’s website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: ENGL 390
Activity: Seminar
1.0 Course Unit
Notes: Benjamin Franklin Seminar

GSWS 371 Introduction to Spanish American Literature
Topics vary. Please see the Spanish Department's website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Also Offered As: CIMS 390, COML 390, LALS 396, SPAN 390
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

GSWS 372 Queering North African Subjectivities
This seminar will explore the ways in which literary and visual representations of sexual difference and gender roles disrupt the cultural imagination of everyday life in North Africa and its Diasporas. Special attention will be given to representations of Arab women and queer subjectivities as sites of resistance against dominant masculinity. We will analyze the ways in which representations of gender have allowed for a redeployment of power, a reconfiguration of politics of resistance, and the drawing of longstanding images of Islam in France. Finally, we will question how creations that straddle competing cultural traditions, memories and material conditions can queer citizenship. Course taught in English.
Taught by: Gueydan-Turek
One-term course offered either term
Also Offered As: AFRC 392, COML 393, FREN 392
Activity: Seminar
1.0 Course Unit
GSWS 394 Topics in Contemporary Art  
Topic varies. Spring 2017: This course will examine key moments in the history of civil rights through a cinematic lens. Over the course of the semester, we will explore how filmmakers have depicted the lives, aspirations, and strategies of those who have struggled for equal rights; how different struggles have intersected with each other; what aesthetic strategies have been adopted to represent freedom and the denial of it; and how effective cinematic efforts to contribute to increased freedom have been as well as what criteria we use to evaluate success or failure in the first place. Each week, we will watch a film and read a series of texts that will be drawn from a variety of arenas, including histories of civil rights; civil rights pamphlets and speeches; filmmaker interviews; film and media theory; memoirs; and theories of race, gender and sexuality. Course requirements: mutual respect; completion of all readings and screenings; participation in class discussion; weekly online responses; a final project that can be a research paper, film, art project, or community-based initiative. Taught by: Redrobe  
Course not offered every year  
Also Offered As: AFRC 393, ARTH 393, CIMS 393, ENGL 301  
Activity: Seminar  
1.0 Course Unit

GSWS 396 Studies in Spanish American Culture  
Topics vary. Please see the Spanish Department’s website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc  
Course not offered every year  
Also Offered As: CIMS 396, LALS 397, SPAN 396  
Prerequisite: SPAN 219 OR SPAN 223  
Activity: Seminar  
1.0 Course Unit

GSWS 397 History of Spanish American Culture  
Topics vary. Please see the Spanish Department’s website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc  
Course not offered every year  
Also Offered As: CIMS 397, LALS 398, SPAN 397  
Prerequisite: SPAN 219 OR SPAN 223  
Activity: Seminar  
1.0 Course Unit

GSWS 400 GSWS Honors Thesis Seminar  
This course is for senior undergraduate GSWS majors who will be completing an honors thesis. The seminar helps students decide on the most appropriate methodologies to use and topics to include in their thesis. Other topics include thesis organization and drawing conclusions from primary and secondary sources of data. Taught by: Beetham  
Two terms. student must enter first term.  
Activity: Senior Thesis  
1.0 Course Unit

GSWS 436 Africana Studies Undergraduate Seminar  
On the stage of modern world history, Haiti plays the unique role as both exceptionally victorious and tragic character. This course interrogates archival documents, oral histories, historical texts, and prose created wi the nation and her diaspora in order to establish a nuanced image of the projection of Haiti’s modern history. Using two classic Haitian texts, Ma Vieux-Chauvet’s Love, Anger, Madness (1968) and Michel-Rolph Trouillot’s Silencing the Past: Power and the Production of History (1995), this course examines how, why, and to what end Haiti’s history and popular narratives have served to construct and dismantle global movements, pop culture, and meanings of race, gender, and citizenship in the Americas. In our historical examination, we will question some of the iconic representations of Haiti through literature that deepen the affective historical profile of Haiti with interrogations of culture, sexuality, political, and media performance. Students will become familiar with the -colonial history of Haiti and the region, meanings of race, and the production of history. The course is a research and historical methods seminar. Taught by: Johnson  
One-term course offered either term  
Also Offered As: AFRC 436, HIST 436, LALS 437  
Activity: Seminar  
1.0 Course Unit

GSWS 488 Topics: Culture, Sexuality and Global Health  
What does it mean to claim that ‘Homosexuality is un-African’? This course explores the linked histories of race, nation, gender and sexuality in Africa that such an ideological claim invokes, yet effaces. The polemics that produce statements like this play out through the disciplinary tensions that exist between African and sexuality/queer studies. These tensions have as much to do with the role played by the relation between sexuality and race within cultures of European colonization, as they have with the role of gender and sexuality within postcolonial power relations in Africa. Such antagonisms are sustained through the marginalization of gender and sexuality perspectives within postcolonial scholarship on Africa, as well as the bracketing of African perspectives in queer and feminist studies. This course will deconstruct these impasses by exploring scholarship at the margins of each area of study. Students will be encouraged to ask questions about how issues of race, ethnicity, nation, gender and sexuality are produced as suppressed presences in a range of texts, films and other materials. The course will include readings from postcolonial, gender, sexuality and African studies, anthropology, history, literary studies and Marxism, giving students a grounding in historical and contemporary perspectives at the intersection of African, queer and feminist studies.  
Course usually offered in fall term  
Also Offered As: AFRC 488, ANTH 488, SOCI 488  
Activity: Seminar  
1.0 Course Unit

GSWS 489 Fashioning Gender  
Course not offered every year  
Activity: Online Course  
1.0 Course Unit

GSWS 499 Independent Study  
One-term course offered either term  
Activity: Independent Study  
1.0 Course Unit
GSWS 509 Modernist Jewish Poetry
One version of this seminar considers works by Jewish women who wrote in Yiddish, Hebrew, English, and other languages in the late 19th through the 20th century. The texts, poetry and prose, will include both belles lettres and popular writings, such as journalism, as well as private works (letters and diaries) and devotional works. The course will attempt to define ‘Jewish writing,’ in terms of language and gender, and will consider each writer in the context of the aesthetic, religious, and national ideologies that prevailed in this period. Because students will come with proficiency in various languages, all primary texts and critical and theoretical materials will be taught in English translation. However, those students who can, will work on the original texts and share with the class their expertise to foster a comparative perspective. Because we will be discussing translated works, a secondary focus of the course will, in fact, be on literary translation's process and products.

Course not offered every year
Also Offered As: COML 509, GRMN 509, JWST 509, YDSH 509
Activity: Seminar
1.0 Course Unit

GSWS 510 Inner Outer Space Travel Writing: A Creative Writing Workshop
Inner Outer Space Travel Writing is a creative writing workshop focused on writing work within the science fiction/speculative fiction/alternative futurities, science/land/travel writing, and creative-critical nonfiction traditions. Students will work within a variety of genres, with an emphasis on the essay, the short story, screen/tele-play, play, blog and performance. Students will read recommended texts from within their particular interests, and the course will culminate in both a public performance and dissemination/publication via another media platform (zine, website, podcast, etc). All levels of experience, from none/first-time writer to published writers, are encouraged to register for the course.

Taught by: Bracho
Course not offered every year
Also Offered As: ENGL 131, LALS 510
Activity: Seminar
1.0 Course Unit

GSWS 512 Passion Projects: Radical Experiments in Writing Plays, Screenplays, and Pilots
This creative writing workshop will focus on writing for screen, stage and internet and is open to undergraduate and graduate students at every level of writing experience. The course will be writing intensive and also include the reading and analysis of feminist, trans, queer, working class and racially liberatory plays, films, television and performance as models of inspiration. Meditation, drawing, theater games, improv exercises, screenings and outings to see work on and off campus will round out this holistic and experimental approach to making work that illuminates and entertains audiences from across the US and global audience spectrum.

Taught by: Bracho
Also Offered As: ENGL 134, LALS 512
Activity: Seminar
1.0 Course Unit

GSWS 516 Public Interest Workshop
This is a Public Interest Ethnography workshop (originally created by Peggy Reeves Sanday - Department of Anthropology) that incorporates an interdisciplinary approach to exploring social issues. Open to graduate and advanced undergraduate students, the workshop is a response to Amy Gutmann’s call for interdisciplinary cooperation across the University and to the Department of Anthropology’s commitment to developing public interest research and practice as a disciplinary theme. Rooted in the rubric of public interest social science, the course focuses on: 1) merging problem solving with theory and analysis in the interest of change motivated by a commitment to social justice, racial harmony, equality, and human rights; and 2) engaging in public debate on human issues to make research results accessible to a broader audience. The workshop brings in guest speakers and will incorporate original ethnographic research to merge theory with action. Students are encouraged to apply the framing model to a public interest research and action topic of their choice. This is an academically-based-community-service (ABCS) course that partners directly with Penn’s Netter Center Community Partnerships.

Taught by: Suess
Course not offered every year
Also Offered As: ANTH 516, URBS 516
Activity: Seminar
1.0 Course Unit

GSWS 517 Sociology of Work
The thinkers whose work formed the foundations of sociological theory considered the nature of the relationship between work and identity key to understanding social solidarity, power, and historical change. In recent years, the division of labor, structures of work, and employment relations have all been undergoing rapid change, necessarily affecting the possibilities for constructing identity through work. This seminar examines how changes in the nature and organization of work have reshaped the relationship between work and identity.

Taught by: Jacobs, Leidner
Course not offered every year
Also Offered As: SOCI 517
Activity: Seminar
1.0 Course Unit

GSWS 518 Nursing and the Gendering of Health Care in the United States and Internationally, 1860-2000
This course examines changing ideas about the nature of health and illness; changing forms of health care delivery; changing experiences of women as providers and patients; changing role expectations and realities for nurses; changing midwifery practice; and changing segmentation of the health care labor market by gender, class and race. It takes a gender perspective on all topics considered in the course. A comparative approach is used as national and international literature is considered. This focus is presented as one way of understanding the complex interrelationships among gender, class, and race in health care systems of the United States and countries abroad.

Course usually offered in spring term
Also Offered As: NURS 518
Activity: Lecture
1.0 Course Unit
GSWS 520 Art, Sex and the Sixties
With a distinct emphasis on post World War II performance, film, sculpture and painting, this course explores the conjunction of the period’s systematic revamping of our social/sexual schema with the equally revolutionary ascendency of an artistic postmodernity. And it seeks to explore this dynamic not only within the familiar confines of North America and Europe but towards Latin America and Asia, too, in what was a nearly simultaneous emergence of the erotic as a political force in the 60s. Reading a range of key voices from Brazilian theorist and poet Oswald de Andrade to Frankfurt School philosopher Herbert Marcuse, performance artists Carolee Schneemann, and Yoko Ono, Neo-Freudian theorist Norman O. Brown and lesbian feminist author Monique Wittig, we will examine how and why sex became a privileged form of politics at this historical juncture in a range of different contexts across the globe. Students interested in feminist, gender or queer theory, social revolution, performance studies, post war art and Frankfurt School thought should find the course particularly appealing, but it assumes no background in any of these fields.
Taught by: Katz
One-term course offered either term
Also Offered As: ARTH 583
Activity: Seminar
1.0 Course Unit

GSWS 524 Chaucer
An advanced introduction to Chaucer's poetry and Chaucer criticism. Reading and discussion of the dream visions, Troilus and Criseyde, and selections from Canterbury Tales, from the viewpoint of Chaucer’s development as a narrative artist.
Course not offered every year
Also Offered As: COML 522, ENGL 525, ITAL 525
Activity: Seminar
1.0 Course Unit

GSWS 525 The Trouble with Freud: Psychoanalysis, Literature, Culture
For professionals in the field of mental care, Freud’s work is often regarded as outmoded, if not problematic psychologists view his work as non-scientific, dependent on theses that cannot be confirmed by experiments. In the realm of literary and cultural theory, however, Freud's work seems to have relevance still, and is cited often. How do we understand the gap between a medical/scientific reading of Freud's work, and a humanist one? Where do we locate Freud’s relevance today? The graduate course will concentrate on Freud's descriptions of psychoanalytic theory and practice, as well as his writings on literature and culture. Prerequisite: Readings and discussions in English.
Taught by: Weissberg
Course not offered every year
Also Offered As: COML 523, GRMN 526
Activity: Seminar
1.0 Course Unit

GSWS 527 Race, Gender and Auto/Biography
PRING 2017: Market Women, Madames, Mistresses & Mother Superior studies ender, labor, sexuality, and race in the Caribbean. In our historical examination of primary source documents alongside literature, and popular edia, we will question some of the iconic representations of Caribbean and Latin American women in order to understand the meaning, purpose and usages these women’s bodies as objects of praise, possession, obsession and/or ridicule by communities, governments and religions within and outside of the region. Beginning in the late-18th century and ending with contemporary migration narratives, this course considers the relationship between slave society and colonial pasts on gender performance in the modern Caribbean, Latin America, and their diasporas. In our interrogation of gender meanings, we will consider the ways Caribbean women and men define themselves and each other, while considering the intersections of color, class, religion and culture on the political and social realities of the Caribbean and the region. The geographic scope of the course will extend to Haiti, the Dominican Republic, Jamaica, Cuba, Puerto Rico, Costa Rica and Trinidad & Tobago. The following interrelated questions will anchor our exploration of each text: How have representations of Caribbean and Latin American women informed historical constructions and rhetoric of the region and national identity? What political and social strategies have Caribbean women and men used to define themselves in their countries and throughout the region? How do the history and contemporary conditions of a post-colonial nation impact the gender construction of Caribbean identities? What is the relationship between modern Caribbean gender identities and the regional racial and economic politics?
Taught by: Sanders
One-term course offered either term
Also Offered As: AFRC 527, LALS 527
Activity: Seminar
1.0 Course Unit
GSWS 528 Witchcraft and Gender in the Early Modern World
From the 15th century through the 18th century, social tensions erupted in Europe and the Atlantic colonies in the witch craze, a period when intense cultural concern over witchcraft was expressed through religious treatises and sermons, popular literature such as pamphlets and broadsides, legal accusations, trials, and, in some cases, executions. Although the number of people executed during the witch-hunts is a matter of scholarly debate, their importance in understanding early modern beliefs and responses to social tensions is clear. In this class, we will explore historians’ understandings of the causes underlying this cultural phenomenon. With special attention to gender, social position, and religious belief, we will join academic debates about the causes of these persecutions. We will also read some primary sources from the medieval through the early modern periods, including trial transcripts, sermons, and pamphlets. Were women the main target of witchcraft accusations and executions, and if so, was misogyny their most important cause? What role did sexual norms and beliefs have in the way that accusations were framed? Were there different patterns of accusations and executions across time and region, and if so, what social and cultural factors might explain them? In what ways were witchcraft accusations an effort to control marginal people in local communities, particularly in regard to gender, socio-economic position, and age? How might religious developments and conflicts have influenced elite and popular ideas about witchcraft? What challenges do historians face in analyzing primary sources about witchcraft and witchcraft trials? Through in class discussions and threaded discussion forums on primary sources, students will learn about the challenges involved in interpreting sources including treatises, trial transcripts, pamphlets, and images.
Taught by: Rabberman
Course not offered every year
Activity: Online Course
1.0 Course Unit

GSWS 529 History of Sexuality
In this online course, we will consider the impact of social, economic, and political conditions on social constructions of sexuality, from the classical world of Greece and Rome, to the early modern West, to the streets of Victorian London and 1920s New York. Topics of interest include: the prostitutes of New Orleans’ Storyville district; Jack the Ripper and sensational media accounts of crimes of passion; the taverns and bawdy houses of colonial Philadelphia; cases of sexual misconduct in premodern Europe, Latin America; and colonial America; the history of sexual harassment in the American workplace; the history of hermaphrodites and transgendered people; JFK and representations of 20th-century masculinity. We will pay special attention to the ways that race, class, religion, and gender come together to shape power dynamics through the development, change, and continuity in sexual roles, norms, and relationships.
Taught by: Rabberman
Course usually offered summer term only
Activity: Online Course
1.0 Course Unit

GSWS 531 Gendered Constructions of Other Cultures in Western Travel Literature
Descriptions of peoples from foreign lands and faraway places have captured the imaginations of Europeans for centuries. Pilgrims and merchants, explorers and conquistadores, Victorians taking their Grand Tour and 21st-century travelers have preserved their observations, both in written form, in ethnographies and diaries, novels and travel narratives, and in visual form, in maps, illuminated manuscripts, engravings, and photographs. Through these media, these travelers have not simply captured their memories, but have also helped to shape Western representations of the people they encountered, often justifying Western political, economic, cultural, and social dominance as a result, although some travelers have critiqued the West instead. And in all these depictions, gender and sexuality have played central roles in the creation of these identities and relationships. In this online course, we will explore this topic by studying a variety of primary and secondary sources focusing on medieval Ireland and Wales; English, Spanish, and Portuguese texts representing the New World and indigenous Americans; orientalism through the lens of imperial representations of the Middle East, India, and Africa; and 20th- and 21st-century representations of a globalized world, focusing on political, economic and cultural tensions between the West and other regions of the world. Primary texts will include travel diaries and narratives, ethnographies and novels, as well as visual images. We will also examine how scholars from fields including anthropology, art history, cultural studies, history, and literary studies have analyzed these works, with attention to theories on colonialism and post-colonialism, gendered and queer readings, orientalism and othering, and globalization. Finally, we will also look at how some of the people who were described by the Western writers described Westerners themselves. Assignments will include weekly blogs in response to readings, primary source threaded discussions, live discussions every week in our online classroom, leading class discussion for two weeks, writing two response papers, and completing a final essay in several stages.
Taught by: Rabberman
Course not offered every year
Activity: Online Course
1.0 Course Unit

GSWS 532 Gender, the Labor Force, and Markets
Drawing from sociology, economics and demography, this course examines the causes and effects of gender differences in labor force participation, earnings and occupation in the United States and in the rest of the developed developed and developing world. Differences by race and ethnicity are considered. Theories of labor supply, marriage, human capital and discrimination are explored as explanations for the observed trends. The course reviews current labor market policies and uses thearriage, theories of labor supply, marriage, human capital and discrimination to men. evaluate their effects on women and men.
Taught by: Madden
Course not offered every year
Also Offered As: DEMG 541, SOCI 541
Activity: Seminar
1.0 Course Unit
GSWS 533 Women Making History: The Penn Museum and the Centennial 2020
The year 2020 marks the 100th anniversary of the 19th Amendment to the U.S. Constitution, which declared that the right of citizens to vote ‘shall not be denied or abridged by the United States or by any State on account of sex’. To mark this centennial - to both celebrate it and critically assess its impact on American society - we will investigate the history of women at the Penn Museum as archaeologists, ethnographers, epigraphers, philanthropists, and more. At the same time, we will examine material in the Penn Museum that women collected, donated, or studied. Our goal will be to produce original research that may contribute to future exhibits and publications as well as to broader public forums. Sponsored by the Department of Near Eastern Languages and Civilizations, our seminar will focus heavily on western Asia, southeastern Europe, and North Africa - all zones that scholars have variously associated with the Near East or Middle East, and where the Penn Museum has been active since its foundation in 1887. To situate the Penn Museum and its collections within a global and comparative frame, we will also study select women who made major scholarly contributions to other parts of the world such as the Americas and Oceania. Among the figures we will study are Sarah Yorke Stevenson (Egypt), Katharine Woolley (Mesopotamia/Iraq), Harriet Boyd Hawes (Ottoman Crete and Greece), Florence Shotridge (Alaska), Zelia Nuttall (Mexico and Russia), and Tatiana Prosokouriakoff (Guatemala). We will venture into many different kinds of history. In regional terms, our scope will be transnational and international: we will cover the United States and the Middle East in the wider world. In thematic and methodological terms, we will approach our subject through biography, oral history, and microhistory; material history and museum studies; cultural and intellectual history; women's and gender studies; and the history of academic disciplines, especially archaeology and anthropology. Some background in Middle Eastern history; or Anthropology; or Women's History; or Museum Studies recommended.
Taught by: Sharkey
Also Offered As: ANTH 351, ANTH 531, GSWS 331, NELC 331, NELC 531
Activity: Seminar
1.0 Course Unit

GSWS 542 Work and Gender
This seminar examines the relevance of gender to the organization and experience of paid and unpaid work. Combining materialist and social constructionist approaches, we will consider occupational segregation, the relation of work and family, gender and class solidarity, the construction of gender through work, race and class variation in work experiences, and related topics.
Taught by: Leidner
Course not offered every year
Also Offered As: SOCI 542
Activity: Seminar
1.0 Course Unit

GSWS 550 Topics 17th Century
The specific topics of the seminar vary from semester to semester, depending on the instructor and his/her choice. When the topic includes gender, sexuality or women's studies it will be cross-listed with GSWS. Please see the French Department website for a description: https://www.sas.upenn.edu/french/pc
Course not offered every year
Also Offered As: COML 549, ENGL 537, FREN 550
Activity: Seminar
1.0 Course Unit

GSWS 553 British Women Writers
A study of British women writers, often focusing on the women authors who came into prominence between 1775 and 1825. See the English Department’s website at www.english.upenn.edu for a complete description of the current offerings.
Taught by: Bowers
Course not offered every year
Also Offered As: COML 554, ENGL 553
Activity: Seminar
1.0 Course Unit

GSWS 554 Affect Theory and Power
This seminar will examine contemporary affect theory and its relationship with Michel Foucault’s theory of power. We will begin by mapping out Foucault’s ‘analytics of power,’ from his early work on power knowledge to his late work on embodiment, desire, and the care of the self. We will then turn to affect theory, an approach which centralizes the non-rational, emotive force of power. No previous knowledge of theory is required.
Taught by: Schaefer
Also Offered As: COML 555, RELS 552
Activity: Seminar
1.0 Course Unit

GSWS 555 Health Education for Incarcerated Women
This elective course will afford students the opportunity to develop and implement health education workshops for incarcerated women in the Philadelphia jail system. Students will explore the social and historical framework and trends in the incarceration of women, as well as the needs of this population, and will identify specific areas that need to be addressed by particular disciplines or professions. Students will have direct contact with the jail system, its staff, and female inmates.
Taught by: Brown, K.
Course usually offered in fall term
Also Offered As: NURS 555
Activity: Lecture
1.0 Course Unit

GSWS 556 More Human Than Human
In early 2017, animal rights lawyer Steve Wise argued that two of his clients should be afforded the rights of ‘personhood.’ The clients in question were chimpanzees. This case suggests that ‘speciesism’ might soon be met with the same degree of suspicion as sexism and racism. This course will explore how such a shift could come about and what it might signal. We will begin by examining the western foundations of binaries such as human-animal, male-female, and self-other. From here we will explore recent attempts to dismantle these constructs by ecofeminists and post-humanists. We will also look at how such categories have manifested in social movements and cultural artifacts. Finally, we will investigate how our beliefs about who ‘we’ are and what ‘we’ are not can affect everything from the foods we eat to where and how we vacation.
Taught by: Sadashige
Course not offered every year
Activity: Online Course
1.0 Course Unit
GSWS 570 African-American Literature
This course treats some important aspect of African-American literature and culture. Some recent versions of the course have focused on the emergence of African-American women writers, on the relation between African-American literature and cultural studies, and on the Harlem Renaissance. This course is cross-listed with the English Department. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: AFRC 570, ENGL 570
Activity: Seminar
1.0 Course Unit

GSWS 572 Language and Gender
This course traces the development of research on language and gender, introducing key theoretical issues and methodological concerns in this area. Participants will consider how gender ideologies shape and are shaped by language use, with particular attention to how research findings can be applied to educational and other professional settings.
Taught by: Pomerantz
Course not offered every year
Also Offered As: EDUC 572
Activity: Lecture
1.0 Course Unit

GSWS 574 Masters in Liberal Arts Seminar
This MLA course in the history of art explores an aspect of Art History and Theory, specific course topics vary. Please see the College of Liberal and Professional Studies Course Guide for a description of current offerings.
Course not offered every year
Also Offered As: ARTH 505, CIMS 502, COML 510
Activity: Seminar
1.0 Course Unit

GSWS 575 Faces of Love: Gender, Sexuality, and the Erotic in Persian Literature
Beloved, Lover and Love are three concepts that dominate the semantic field of eroticism in Persian literature and mysticism. The interrelation among these concepts makes it almost impossible to treat any one of the concepts separately. Moreover, there exists various faces and shades of love in the works of classical and modern Persian literature that challenges the conventional heteronormative assumptions about the sexual and romantic relationships between the lover and the beloved. A sharp contrast exists between the treatment of homosexuality and queerness in Islamic law, on the one hand and its reflection in Persian literature, particularly poetry (the chief vehicle of Persian literary expression), on the other. This course introduces and explores different faces of love, eroticism and homoeroticism in the Persian literary tradition from the dawn of dawn of the Persian poetry in the ninth century all through to the twenty-first century. It offers a comprehensive study of representations and productions of heteronormativity, sexual orientation and gender roles with particular reference to the notion of love, lover and beloved in Persian literature.
Taught by: Shams
Course usually offered in fall term
Also Offered As: COML 275, COML 574, GSWS 275, NELC 290, NELC 574
Activity: Lecture
1.0 Course Unit
Notes: No prior knowledge of Persian is required as all literary works will be available in English translation. Students are expected to attend seminars and take part in discussions. Please note that this syllabus is subject to change.

GSWS 576 Masters in Liberal Arts Seminar
This course is cross-listed with the English Department. See the English Department's website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: ARTH 505, CIMS 502, COML 510
Activity: Seminar
1.0 Course Unit

GSWS 577 South Asia: Sexualities, Cultures, and Societies
This course introduces the field of South Asian Studies, including the centrality of sexuality, gender, and race in South Asian cultures and societies. This course will make use of a diverse range of sources, from historical to contemporary, and in a variety of forms, including literature, films, and music. These sources will be analyzed from both historical, cultural, and theoretical perspectives.
Taught by: Pomerantz
Course not offered every year
Also Offered As: AFRC 577
Activity: Seminar
1.0 Course Unit

GSWS 578 The Sexuality of Postmodern Art
This course is fundamentally concerned with why so many of the defining artists of the postwar generation were queer, indeed such that one could plausibly claim that postmodernism in American art was a queer innovation. Centrally, most of these artists raise the problem, as the above quotes underscore, of authoriality and its discontents. Deploying a combination of social-historical and theoretical texts, we will approach the problem of the disclaiming of authoriality in post war American art, focusing on the works of John Cage, Robert Rauschenberg, Jasper Johns, Cy Twombly, Robert Indiana, Louise Nevelson, Ellsworth Kelly, Agnes Martin, Leon Polk Smith and not least Andy Warhol. Central to this course will be the continuing salience of the ‘death of the author’ discourse, pioneered in literature by Barthes and Foucault, and in art by every one of the artists we will be examining. What, in short, is the relationship between the rise of an anti-biographical, anti-authorial theoretical framework, and the lived histories of so many queer authors? In asking this question, we are of course self-consiously violating the very premise of one key strand of postmodernist critique—and in so doing attempting to historicize a theoretical frame that is strikingly resistant to historical analysis. (Undergraduates interested in the course should contact Professor Katz.)
Taught by: Katz
Course not offered every year
Also Offered As: ARTH 580
Activity: Seminar
1.0 Course Unit

GSWS 579 Provocative Performance
This course will examine a wide array of performance pieces by and about women, designed to provoke social, political, and personal change. Ranging from the serious to the hilarious (and sometimes outrageous), our readings will center on plays and performance art; we will also study live and filmed pieces, attend course-related productions in the city and on campus, and incorporate contextual material on feminist theatre theory and history.
Taught by: Malague
Course not offered every year
Also Offered As: ENGL 456, THAR 579
Activity: Seminar
1.0 Course Unit

GSWS 580 Learning from James Baldwin (1924-1987)
James Baldwin, one of the greatest writers of the twentieth century, spoke to the issues of his times as well as to our own. This class will examine the intellectual legacy that Baldwin left to present-day writers such as Toni Morrison, Charles Johnson, Ta-Nehisi Coates, Thulani Davis, Caryl Phillips and others. We will spend time reading and discussing Baldwin's novels, short stories, plays and essays. In doing so, we will be considering the complex assumptions and negotiations that we make in our day-to-day lives around our identities and experiences built upon gender, sexual preference, the social-constructs called 'race,' and more. James Baldwin's life and work will be the touchstone that grounds our discussions. We will read Go Tell It on the Mountain, Another Country, The Fire Next Time, and Giovanni's Room and see films I Am Not Your Negro, The Price of the Ticket and The Murder of Emmett Till. Students will research subjects of their own choosing about Baldwin's life and art. For example, they may focus on the shaping influences of Pentecostalism; segregation; racism; homophobia; exile in Paris; the Civil Rights Movement; Black Power, Baldwin's faith, or his return to America.
Taught by: Watterson
Also Offered As: AFRC 581, ENGL 581
Activity: Seminar
1.0 Course Unit
GSWS 581 Advanced Psychology of Women
The course is intended for those who already have a foundation in the study of the psychology of women and want to expand their understanding of the provision of psychological services to include a contextual, feminist, and relational perspective. Theoretical and applied practices regarding women’s mental health, issues of diversity, sexuality and relationships for women will be addressed. Prerequisite: Introduction to Psychology and an undergraduate course in the Psychology of Women or approval by professor.
Also Offered As: PSCI 584
Activity: Lecture
1.0 Course Unit

GSWS 582 Gender, Power & Fem Theory
This seminar will examine the theme of power as it engages questions of sex and gender. Subsidiary themes that will be developed over the course of the semester include: the modernism/postmodernism debate as it particularly relates to feminism; the intersectionality of race, gender, sexuality and class and how feminists can and do talk about ‘women’; the relevance of feminist theory to policy issues, and which theoretical approaches are the most appropriate or have the most powerful potential. The readings will start with ‘foundational’ texts in feminist theory—texts that anyone who wants to work in or teach feminist theory needs to have in their repertoire, they set out the background and history of contemporary feminist theory, and they operate from a variety of disciplinary frameworks. We then will move onto some newer scholarship and some more specific political issues and topics, depending on what students in the course are interested in studying. This course is open to undergraduates who have had some prior course work in feminist theory, gender and sexuality studies, and/or political theory, in consultation with the professor.
Taught by: Hirschmann
Course not offered every year
Also Offered As: PSCI 582
Activity: Seminar
1.0 Course Unit

GSWS 584 Political Philosophy
An examination of basic theoretical problems of political science divided into three parts. First, specific features of social sciences will be examined and three most important general orientations of social sciences (analytical, interpretative and critical) will be compared and analyzed. Second, basic concepts of social and political sciences will be studied: social determination, rationality, social change, politics, power, state, democracy. Third, the problem of value judgments will be considered: Is there a rational, objective method for the resolution of conflicts in value judgments? Is morality compatible with politics?
Taught by: Hirschmann
Course not offered every year
Also Offered As: PSCI 584
Activity: Seminar
1.0 Course Unit

GSWS 585 Fashioning Gender
In 1901 the average American family spent 14% of their annual income on clothing. By 1929, the average middle-class woman owned a total of nine outfits. Fast forward to the early twenty-first century, where the relative price of clothing has dropped, clothing has become virtually disposable, and individuals post videos of their shopping hauls online. This course will examine how we got here, why fashion matters, and the far-reaching implications of our love affair with clothes. Readings and topics will include foundational theory about fashion; how clothes shape class, gender, and identity; the significance of revolutionary designers such as Vivienne Westwood and Rei Kawakubo; and the evolution of the clothing industry and its place in the global economy.
Taught by: Sadashige
Course usually offered in fall term
Activity: Online Course
1.0 Course Unit

GSWS 587 Race, Nation, Empire
This graduate seminar examines the dynamic relationships among empires, nations and states; colonial and post-colonial policies; and anti-colonial strategies within a changing global context. Using the rubrics of anthropology, history, cultural studies, and social theory, we will explore the intimacies of subject formation within imperial contexts—past and present—especially in relation to ideas about race and belonging. We will focus on how belonging and participation have been defined in particular locales, as well as how these notions have been socialized through a variety of institutional contexts. Finally, we will consider the relationships between popular culture and state formation, examining these as dialectical struggles for hegemony.
Taught by: Thomas
Course not offered every year
Also Offered As: AFRC 587, ANTH 587, LALS 588
Activity: Seminar
1.0 Course Unit

GSWS 588 The Politics of Women’s Health Care
This course will utilize a multidisciplinary approach to address the field of women’s health care. The constructs of women’s health care will be examined from a clinical, as well as sociological, anthropological and political point of view. Topics will reflect the historical movement of women’s health care from an obstetrical/gynecological view to one that encompasses the entire life span and life needs of women. The emphasis of the course will be to undertake a critical exploration of the diversity of women’s health care needs and the past and current approaches to this care. Issues will be addressed from both a national and global perspective, with a particular focus on the relationship between women’s equality/inequality status and state of health. This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and Beyond.
Taught by: Lessner
Course usually offered in fall term
Also Offered As: NURS 588
Activity: Lecture
1.0 Course Unit

GSWS 589 Recent issues in Critical Theory
This course is a critical exploration of recent literary and cultural theory, usually focusing on one particular movement or school, such as phenomenology, psychoanalysis, the Frankfurt School, or deconstruction.
Course not offered every year
Also Offered As: CIMS 580, COML 590, ENGL 590, LALS 590
Activity: Seminar
1.0 Course Unit
GSWS 594 Topics in Contemporary Art
Topics vary. The primary for this course is the Art History Department. For a course description please see their website: http://www.sas.upenn.edu/arthistory/courses
Course not offered every year
Activity: Seminar
1.0 Course Unit

GSWS 596 Topics in Contemporary Art
Course not offered every year
Also Offered As: ARTH 596, CIMS 596, ENGL 596, FNAR 605
Activity: Seminar
1.0 Course Unit

GSWS 598 The Political Economy of Gender
Over the past two hundred years, with the rise industrial production, growing educational attainment, and availability of contraception, women have entered the formal labor market in vast numbers. Yet despite advances, there are still important disparities between the sexes, often exacerbated by class and racial politics. This course unpacks the elements of the transition in the political economy of gender and examines its limits. We set out to understand women's labor in emerging industrial and post-industrial economies; the causes and consequences of women's political inclusion; gendered opportunities in the labor force including the persistence of pay gaps; and the formation of economic and political preferences across the genders. Theoretically, we will engage with Marxian political economy, and new institutionalist approaches to understand how political and economic institutions reproduce or remedy contemporary problems including the gender gap in wages, in political representation, and in women's economic opportunities. Throughout the course we will pay special attention to challenges faced by minority groups and by women in developing countries.
Taught by: Teele
Course usually offered in fall term
Also Offered As: PSCI 530
Activity: Seminar
1.0 Course Unit

GSWS 599 Independent Study
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

GSWS 612 LGBT Counseling & Development
In the past quarter century, the awareness of the unique issues facing lesbian, gay, bisexual and transgender (LGBT) individuals has expanded and become essential knowledge in our work as educators, providers of psychological services, and other service provision fields. This course provides a contextual and applied understanding the interactional processes facing LGBT individuals.
Course not offered every year
Also Offered As: EDUC 612
Activity: Lecture
1.0 Course Unit

GSWS 630 Gender, Religion, and China
This course examines gender in Chinese religious culture from ancient to contemporary times. We will explore topics including the Buddhist accommodation of Chinese family system, Chinese transformation of the bodhisattva Guanyin, female deities in Daoist and popular religious pantheons, writings about religious women, female ghosts and fox spirits in literary imagination and folk tales, and the significance of yin force in Chinese medicine and Daoist alchemy. Through the case of China, we will look at how gender plays critical and constitutive roles in religious traditions, and how religion can be used both to reinforce and to challenge gender norms.
Taught by: Cheng
Course usually offered in fall term
Also Offered As: EALC 230, EALC 630, GSWS 234, RELS 237, RELS 630
Activity: Seminar
1.0 Course Unit

GSWS 640 Studies in the Renaissance
Topics vary. This course will be cross-listed with GSWS when the topic includes, Gender, Sexuality and Women's Studies. Please see French department's website for current course description: https://www.sas.upenn.edu/french/pc
Course not offered every year
Also Offered As: COML 643, FREN 640
Activity: Seminar
1.0 Course Unit

GSWS 655 Topics in Black Political Thought: Difference And Community
This course is designed to familiarize graduate students with some of the key texts and debates in Africana Studies concerning the relationship between racial slavery, modernity and politics. Beginning with the Haitian Revolution, much of black political thought (thinking and doing politics) has advocated group solidarity and cohesion in the face of often overwhelming conditions of servitude, enslavement and coercion within the political economy of slavery and the moral economy of white supremacy. Ideas and practices of freedom however, articulated by political actors and intellectuals alike, have been as varied as the routes to freedom itself. Thus, ideas and practices of liberty, citizenship and political community within many African and Afro-descendant communities have revealed multiple, often competing forms of political imagination. The multiple and varied forms of political imagination, represented in the writings of thinkers like Eric Williams, Richard Wright, Carole Boyce Davies and others, complicates any understanding of black political thought as having a single origin, genealogy or objective. Students will engage these and other authors in an effort to track black political thought's consonance and dissonance with Western feminisms, Marxism, nationalism and related phenomena and ideologies of the 20th and now 21st century.
Taught by: Hanchard
Also Offered As: AFRC 655, LALS 656, PSCI 612
Activity: Seminar
1.0 Course Unit
GSWS 678 Gender and Sexuality in Education
This seminar gives an overview of the intersections and interplay among gender, sexuality, and education through theory, practice, current discussions, and analysis of varied contexts in English speaking countries (e.g. the United States, Canada, Great Britain, and Australia). After examining the theoretical foundations of genders and sexualities, we will look at their histories and effects in K-12 schools and colleges and universities as well as explore special topics.
Taught by: Cross
Course usually offered in fall term
Also Offered As: EDUC 678
Activity: Seminar
1.0 Course Unit

GSWS 682 Topics: Literature and Film
Course not offered every year
Also Offered As: CIMS 682, COML 680, ITAL 682
Activity: Seminar
1.0 Course Unit

GSWS 769 Feminist Theory
See the English Department’s website at www.english.upenn.edu for a complete description of the current offerings.
Taught by: Loomba
Course not offered every year
Also Offered As: COML 769, ENGL 769, NELC 783, SAST 769
Activity: Seminar
1.0 Course Unit

GSWS 771 Current Japanology
Major trends in scholarship as reflected in important recent publications, especially formative books and periodical literatures. The trajectory within certain disciplines as well as the interaction among them will be critically evaluated in terms of gains and losses. Implications of these theses in the planning of graduate and postgraduate research.
Prerequisite: Knowledge of reading Japanese.
Course not offered every year
Also Offered As: EALC 771
Activity: Lecture
1.0 Course Unit

GSWS 790 Recent Issues in Critical Theory
The primary for this course is the English Department. When the course content includes gender, sexuality and women’s studies it will be cross-listed with GSWS. See additional information and description on the English Department’s website: https://www.english.upenn.edu See the English Department’s website at www.english.upenn.edu for a complete description of the current offerings.
Course not offered every year
Also Offered As: COML 790, ENGL 790
Activity: Seminar
1.0 Course Unit

GSWS 830 Conducting Research in Global Women's Health
An introduction to theoretical and methodological issues as they relate to conducting research in global women’s health. Advanced analysis of historical, social, cultural, economic, political, technological and geographical contexts as they influence the health of girls and women across the lifespan and their relation to health care systems as both clients and providers. This includes contextual issues that constrain the provision & receipt of adequate healthcare. Prerequisites: Completion of course in Global Health (this may include a reputable online course eg: Coursera), or equivalent background (eg. global health field experience). Permission of Instructor. For graduate and professional students from any field with an interest in global women’s health; Master students by permission of instructor. A critical examination of theoretical and methodological issues pertaining to research on women and girls conducted around the world across disciplines. A focused and intensive exploration of place as it pertains to women and girls formal and informal structures of health care delivery as those needing and/or seeking health care, and as those providing health care to others. Students will examine the multiple dimensions and qualities of these endeavors (e.g. activity, power, control, visibility, value, and remuneration) and the intersection of gender and health - locally, globally and across borders. Students will focus thier examination on the implications of seeking and providing health care for women’s and girls’ health and well-being. By examining issues in local and global contexts and across geographical boundaries, students will have the opportunity to challenge gendered, class, political, and cultural assumptions related to women’s health.
Course usually offered in fall term
Also Offered As: NURS 830
Activity: Seminar
1.0 Course Unit

Genetic Counseling (GENC)

GENC 510 Clinical Internship
In addition to course-based degree requirements, students participate in internships related to the field of genetic counseling. The clinical internships begin in the summer after the first year of coursework is completed, and continue through the spring of the second year. Internships give students the opportunity to learn in varying practice-based environments.
Taught by: Lisa Kessler, MS
Activity: Clinic
0.0 Course Units

GENC 601 Advanced Genetics and Genomics
This course will provide an extensive survey of molecular genetics including molecular and cellular biology and the regulation of gene expression. Applications to human clinical genetics through discussion of relevant case studies will be incorporated. The content of this course will facilitate an understanding of the application of concepts in molecular biology to genetic testing and diagnosis. Students will develop the necessary background knowledge to understand topics covered in additional courses in the genetic counseling master’s program including Foundations in Clinical Genetics, Cancer Genetics, Reproductive Genetics, and Medical Genetics.
Taught by: Laura Conway, PhD
Activity: Lecture
1.0 Course Unit
GENC 602 Mechanisms of Disease
Primary concepts in this course introduce the fundamental principles of developmental genetics, normal and abnormal embryological development. Development is covered by major organ system. Normal as well as abnormal physiology in all systems will be reviewed. The focus of the course will be on understanding the pathophysiology of human genetic diseases. The coursework serves as the background for understanding specific diseases as they present in clinical genetics and research that has led to improved therapy and treatment for patients. The class will be primarily lecture-based using case-based learning.
Taught by: Lewis Waber, MD, PhD
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

GENC 603 Introduction to Genetic Counseling
Genetic counseling students will be oriented to the profession through a review of the history of genetic counseling. Topics covered include medical terminology, the structure of genetic counseling sessions, discussion of the scope of practice and disability rights, instruction in obtaining family pedigrees, review of genetic testing practices, and the National Society of Genetic Counselors’ Code of Ethics and Scope of Practice. Students will gain an appreciation for the lived experience of individuals with genetic diseases by reading novels and memoirs, reviewing online support groups, watching videos and performing role plays. The course will provide experiential learning about advocacy groups for patients and their families through first-hand interviews. Students will engage in role play scenarios throughout the course.
Taught by: Kathleen Valverde, MS
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

GENC 604 Reproductive and Developmental Genetics
A variety of topics in reproductive genetics will be covered in this course. Topics include a review of human development from gametogenesis and fertilization to organogenesis, emphasizing the genetic basis of these complex events and how teratogenic factors lead to abnormal development. The common indications for prenatal genetic counseling, including advanced maternal age, first-trimester screening, NIPS, ultrasound anomalies, diagnostic procedures, and prenatal complications, will be reviewed. Through the completion of assignments and role plays, students will demonstrate their abilities to critically think through cases, assess risk, and provide patient-centered care. The course will discuss psychosocial issues surrounding fertility counseling as well as perinatal bereavement and palliative care.
Taught by: Rose Giardine, MS, and Erica Schindewolf Bobenchik, MS
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

GENC 611 Cancer Genetics
In this course, students will gain an understanding of cancer genetics. Topics covered include an overview of cancer biology and clinical oncology; diagnostics and predictive testing in cancer, including familial mutations in BRCA 1 and 2, and panel testing; cancer risk assessment; psychosocial aspects of cancer genetic testing and counseling. Students will examine specific inherited disorders predisposing individuals to malignancies and of counseling for familial cancers. Students will learn how to conduct a genetic counseling session for inherited cancer syndromes such as HBOC and Lynch syndrome and to identify when genetic testing panels are indicated. In addition, the course will cover somatic cancer NGS technology and its relevance in cancer genetic counseling.
Taught by: Dana Farengo Clark, MS; Danielle McKenna, MS, and Jacqueline Powers, MS
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

GENC 612 Genetic Counseling Theory and Practice I
Students will learn the basic organization of a genetic counseling session including contracting, building rapport and eliciting patient goals in a patient encounter. Active listening and interviewing skills will be taught to allow students to respond empathically to patient concerns. Through lectures and various activities such as role play, students will demonstrate their abilities to organize a genetic counseling session. Students will learn to write encounter notes, patient and physician letters, and letters of medical necessity. Instruction to adapt genetic counseling service delivery using telephone genetic counseling and telegenetics models will be provided. Each student will be responsible for reviewing a Genetic Counseling Practice Guideline and sharing its content with the class. Students will gain an appreciation of appropriate professional interactions and expand their understanding of the impact of genetic disease on families. At the end of the semester, all students have the opportunity to complete a genetic counseling session with a standardized patient. Students work with the Experiential Learning and Assessment Center at the Perelman School of Medicine. The highly skilled staff ensures safe, measurable, and authentic learning with qualified standardized patients.
Taught by: Lisa Kessler, M.S.
Activity: Lecture
1.0 Course Unit
GENC 613 Foundations of Clinical Genetics and Genomic Technologies
In this course, students learn how genetic and molecular principles contribute to the etiology, clinical features, and expression of genetic conditions. They will appreciate how the natural history and variable expressivity of a variety of genetic diagnoses influence differential diagnoses, interpretation of dysmorphology, choices of genetic testing, and test report interpretation. Students will understand the importance of conveying to families the pathophysiology, inheritance pattern, recurrence risk, and management of genetic disorders. In this class, students will learn the principles of pedigree review and Bayesian analysis. The concepts and tools used to analyze and interpret data from next-generation sequencing (NGS) will be discussed, including the nature of mutations and variant analysis. This class will provide students with hands-on opportunities to utilize databases to systemically review and classify variants. Clinical case variant interpretation and clinical relevance will be discussed in terms of its importance in genetic counseling. Case-based learning will help students understand the complexities of genetic diseases and the importance of obtaining an accurate medical history.
Taught by: Cara Skraban, MD, Laura Conway, PhD, Elizabeth DeChene, MS, Livija Medne, MS, and Matthew Dulik, PhD
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

GENC 614 Introduction to Genetic Counseling Research
This course will familiarize students with research methodologies in clinical genetics. Students will gain an appreciation for the importance of well-designed research in advancing our understanding of diseases and how best to practice in genetic counseling. Topics include how to formulate testable hypotheses, design appropriate studies, and carry out an appropriate literature review. This course will introduce students to scientific writing and interpretation of the literature. Other topics covered include the IRB process, research ethics, and informed consent, which prepare students to conduct their own research projects. They will be required to obtain CITI training and to work with their thesis committees as they develop their proposals. Students will develop and refine their own IRB proposals before submitting an application to the IRB committee.
Taught by: Laura Conway, PhD
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

GENC 620 Medical Genetics I
This year-long course presents a broad overview of concepts in medical genetics including natural history, management and counseling strategies for major pediatric and adult genetics diagnoses and syndromes. Topics covered include chromosomal conditions, hemoglobinopathies, biochemical genetics, cardiovascular genetics, psychiatric genetics, neurogenetics conditions, skeletal dysplasias, and ophthalmological disorders, as well as classic genetic conditions identified by the organ system involved, such as cystic fibrosis. Students will learn the methods available for genetic testing, diagnosis, and treatment of genetic conditions. They will be provided with a broad overview of metabolic and mitochondrial disorders as well as detailed reviews of specific conditions. Newborn screening will be covered in depth. Students will be exposed to future directions of clinical genetics and genetic counseling and its impact on the management and treatment of common conditions. Course directors will attend each class, and guest lecturers with relevant clinical expertise will be invited to share their clinical knowledge.
Taught by: Ian Krantz, MD; Sarah Raible, MS; Holly Dubbs, MS; Colleen Muraresku, MS; Elizabeth McCormick, MS
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

GENC 621 Genetic Counseling Theory and Practice II
In this class, students are taught the basic tenets of counseling theory and how they can be applied to genetic counseling sessions. Theories covered include person-centered counseling with its emphasis on genuineness, empathy and positive regard. Narrative Medicine will be covered in detail and students will be required to digitally record a narrative medicine interview with an individual or parent of a patient with a genetic disease. The recordings are then analyzed and critiqued. Standardized patient assessments will be performed to monitor students’ acquisition of more advanced counseling skills. Students will learn the integration of process in the genetic counseling session and to address sensitive patient issues. They will learn to use active listening and value-free communication to manage a genetic counseling session in a culturally responsive manner.
Taught by: Kathleen Valverde, MS
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
GENC 623 Ethical Issues in Genetic Counseling
In this introductory course on bioethics, the content will be tailored to issues that emerge in the context of clinical genetics and genetic research. Though hospital ethics boards advise on the most challenging ethical cases, they often play the simple but crucial role of slowing the conversation down, asking questions of team members, and facilitating calm, reasoned communication regarding the ethical quandaries that staff members pose. Accordingly, this course is taught from the perspective of narrative ethics, which represents moral choice within the detailed context of specific scenarios comprised of characters, motivations, and circumstances. This course will establish and maintain a space where students can develop clinical reasoning skills to consider the major bioethical principles as they relate to specific ethics cases. Class time will be devoted to short lectures and selected video excerpts, individual and group presentations and debates, and extensive discussion guided by a compendium of ethics cases and associated reading assignments that represent the diverse perspectives of different authors.

Taught by: Rebecca Mueller, MS
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

GENC 630 Medical Genetics II
This year-long course presents a broad overview of concepts in medical genetics including natural history, management and counseling strategies for major pediatric and adult genetics diagnoses and syndromes. Topics covered include chromosomal conditions, hemoglobinopathies, biochemical genetics, cardiovascular genetics, psychiatric genetics, neurogenetics conditions, skeletal dysplasias, and ophthalmological disorders, as well as classic genetic conditions identified by the organ system involved, such as cystic fibrosis. Students will learn the methods available for genetic testing, diagnosis, and treatment of genetic conditions. They will be provided with a broad overview of metabolic and mitochondrial disorders as well as detailed reviews of specific conditions. Newborn screening will be covered in depth. Students will be exposed to future directions of clinical genetics and genetic counseling and its impact on the management and treatment of common conditions. Course directors will attend each class, and guest lecturers with relevant clinical expertise will be invited to share their clinical knowledge.

Taught by: Ian Krantz, MD, and Sarah Raible, MS
Course usually offered in spring term
Prerequisite: GENC 620
Activity: Lecture
1.0 Course Unit

GENC 631 Genetic Counseling Theory and Practice III
This course provides students with advanced counseling skills such as advanced empathy and confrontation. Students will also explore counseling theories such as solution-focused brief therapy, cognitive behavioral therapy, and family systems models. Discussions regarding counselor issues such as self-disclosure and countertransference will be explored in detail. Additional skills and techniques from the counseling literature will be practiced in role plays to illustrate the usefulness of various counseling techniques in clinical genetics. This course includes an experiential component for the practice of techniques utilizing standardized patients. Students will analyze their standardized patient recordings and identify missed opportunities and areas in which they need to work on their counseling skills. Each student will analyze a case that they were involved with utilizing at least two theories discussed in class.

Taught by: Kathleen Valverde, MS
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

GENC 640 Professional Development I
The goals of this seminar are to increase awareness of the many facets of genetic counseling as a career. The genetic counseling profession is rapidly evolving as new diagnostic technologies and treatments are developed. Skills learned by genetic counselors are applicable to many different job situations. Knowledge of these alternative ways in which counselors may work increases a student’s ability to successfully pursue a career. Members of the genetics community from Philadelphia and the surrounding area provide lectures describing the current state of the profession. Selected topics include genetic counseling in a laboratory setting, new treatment options for genetic disease, and how to manage a clinical genetic counseling practice with issues surrounding billing reimbursement and credentialing. This seminar also helps prepare students for the demands of the genetic counseling profession by focusing on emotional well-being through a process group facilitated by a professional counselor. Students prepare essays reflecting on the essential components of an ‘ideal job,’ develop a curriculum vitae and cover letters.

Taught by: Laura Conway
Course usually offered in fall term
Activity: Lecture
0.0 Course Units
GENC 645 Professional Development II
In this continuation of GENC 640, the goals are to increase awareness of the many facets of genetic counseling as a career. The genetic counseling profession is rapidly evolving as new diagnostic technologies and treatments are developed. Skills learned by genetic counselors are applicable to many different job situations. Knowledge of these alternative ways in which counselors may work increases a student’s ability to successfully pursue a career. Members of the genetics community from Philadelphia and the surrounding area provide lectures describing the current state of the profession. Selected topics include genetic counseling in a laboratory setting, new treatment options for genetic disease, and how to manage a clinical genetic counseling practice with issues surrounding billing reimbursement and credentialing. This seminar also helps prepare students for the demands of the genetic counseling profession by focusing on emotional well-being through a process group facilitated by a professional counselor. Students prepare essays reflecting on the essential components of an ‘ideal job,’ develop a curriculum vitae and cover letters.
Taught by: Kathleen Valverde
Course usually offered in spring term
Prerequisite: GENC 640
Activity: Lecture
0.0 Course Units

GENC 650 Genetic Counseling Rounds I
Once a week, students participate in discussion of clinical cases and recent journal literature. Through their participation, students gain familiarity with the process of reviewing clinical material and providing clinical supervision for their classmates. Presenting clinical and scientific information for group discussion in clinic conferences and patient rounds is an important role for genetic counselors. This seminar provides these experiences in a supportive environment and thus permits skill building in this area. This activity introduces the students to a broad range of diagnoses and methods of managing a case. Discussions of case organization and tailoring a presentation to a specific patient is another aspect of this seminar.
Taught by: Lisa Kessler, M.S.
Activity: Lecture
0.0 Course Units

GENC 655 Genetic Counseling Rounds II
In this continuation of GENC 650, students participate in weekly discussions of clinical cases and recent journal literature. Through their participation, students gain familiarity with the process of reviewing clinical material and providing clinical supervision for their classmates. Presenting clinical and scientific information for group discussion in clinic conferences and patient rounds is an important role for genetic counselors. This seminar provides these experiences in a supportive environment and thus permits skill building in this area. This activity introduces the students to a broad range of diagnoses and methods of managing a case. Discussions of case organization and tailoring a presentation to a specific patient is another aspect of this seminar.
Taught by: Lisa Kessler, M.S.
Course usually offered in spring term
Prerequisite: GENC 650
Activity: Lecture
0.0 Course Units

GENC 670 Internship
In addition to course-based degree requirements, students participate in internships related to the field of genetic counseling. These internships begin in the student’s first term. Internships give students the opportunity to learn in varying practice-based environments including observations with genetic counselors in clinical practice, rotations in a laboratory setting, and placements in a research and/or advocacy capacity with a specific organization or research protocol. Students document their experiences online daily and provide written summaries of their experiences for the Assistant Director to review. Students attend their internships once a week. Genetic counseling supervisors evaluate the students in each of the placements.
Taught by: Lisa Kessler
Activity: Clinic
0.0 Course Units

GENC 680 Clinical Internship
This experiential course will expose genetic counseling students to the genetic counselors’ role in different clinical settings. Clinical supervision is provided in a supportive environment that permits skill building. The courses will introduce students to a broad range of diagnoses and methods of effectively managing patient care. The course is required for all second year students. The clinical internships during the second year consists of four clinical placements in genetics clinics. Students will have a minimum of 20 days in each specialty. They will have exposure to cases representing a wide range of diagnoses and indications seen in a clinical genetics practice and collect at least 50 participatory encounters to satisfy the ACGC requirement. All cases will be supervised by certified genetic counselors to be acceptable for the core case log book. Students will log each case seen for program review including self-reflection about their performance. All students will be evaluated by their clinical supervisor and will prepare case analyses for the assistant director to review.
Taught by: Lisa Kessler
Activity: Clinic
0.0 Course Units

GENC 990 Thesis
Activity: Independent Study
1.0 Course Unit

Genomics & Comp. Biology (GCB)

GCB 493 Epigenetics of Human Health and Disease
Epigenetic alterations encompass heritable, non-genetic changes to chromatin (the polymer of DNA plus histone proteins) that influence cellular and organismal processes. This course will examine epigenetic mechanisms in directing development from the earliest stages of growth, and in maintaining normal cellular homeostasis during life. We will also explore how diverse epigenetic processes are at the heart of numerous human disease states. We will review topics ranging from a historical perspective of the discovery of epigenetic mechanisms to the use of modern technology and drug development to target epigenetic mechanisms to increase healthy lifespan and combat human disease. The course will involve a combination of didactic lectures, primary scientific literature and research lectures, and student-led presentations.
Prerequisite: BIOL 483 recommended
Taught by: S Berger
Course offered spring; odd-numbered years
Also Offered As: BIOL 493, CAMB 493
Prerequisite: BIOL 221
Activity: Seminar
1.0 Course Unit
GCB 533 Statistics for Genomics and Biomedical Informatics
GCB 533 is an introductory course in probability theory and statistical inference for graduate students in Genomics and Computational Biology. The goal of the course is to provide foundation of basic concepts and tools as well as hands-on practice in their application to problems in genomics. At the completion of the course, students should have an intuitive understanding of basic probability and statistical inference and be prepared to select and execute appropriate statistical approaches in their future research.
Activity: Lecture
1.0 Course Unit

GCB 534 Experimental Genome Science
This course will survey methods and questions in experimental genomics, including next generation sequencing methods, genomic sequencing in humans and model organisms, functional genomics, proteomics, and applications of genomics methods. Students will be expected to review and discuss current literature and to propose new experiments based on material learned in the course. Prerequisite: Undergraduates and Masters students need BIOL 431.
Taught by: C. Brown, J. Murray
Also Offered As: PHRM 534
Prerequisite: BIOL 431
Activity: Lecture
1.0 Course Unit

GCB 535 Introduction to Bioinformatics
This course provides overview of bioinformatics and computational biology as applied to biomedical research. A primary objective of the course is to enable students to integrate modern bioinformatics tools into their research activities. Course material is aimed to address biological questions using computational approaches and the analysis of data. A basic primer in programming and operating in a UNIX environment will be presented, and students will also be introduced to Python R, and tools for reproducible research. This course emphasizes direct, hands-on experience with applications to current biological research problems. Areas include DNA sequence alignment, genetic variation and analysis, motif discovery, study design for high-throughput sequencing RNA, and gene expression, single gene and whole-genome analysis, machine learning, and topics in systems biology. The relevant principles underlying methods used for analysis in these areas will be introduced and discussed at a level appropriate for biologists without a background in computer science. The course is not intended for computer science students who want to learn about biologically motivated algorithmic problems; BIOL 437/GCB 536 and GCB/CIS/BIOL537 are more appropriate. Prerequisites: An advanced undergraduate course such as BIOL 421 or a graduate course in biology such as Biol 526 (Experimental Principles in Cell and Molecular Biology), BIOL 527 (Advanced Molecular Genetics), BIOL 540 (Genetic Systems), or equivalent, is a prerequisite.
Taught by: B Voight, C Greene
Course usually offered in spring term
Also Offered As: CIS 535, MTR 535, PHRM 535
Prerequisite: BIOL 421 OR BIOL 526 OR BIOL 527 OR BIOL 528 OR BIOL 540
Activity: Lecture
1.0 Course Unit

GCB 536 Fundamentals of Computational Biology
Introductory computational biology course designed for both biology students and computer science, engineering students. The course will cover fundamentals of algorithms, statistics, and mathematics as applied to biological problems. In particular, emphasis will be given to biological problem modeling and understanding the algorithms and mathematical procedures at the ‘pencil and paper’ level. That is, practical implementation of the algorithms is not taught but principles of the algorithms are covered using small sized examples. Topics to be covered are: genome annotation and string algorithms, pattern search and statistical learning, molecular evolution and phylogenetics, functional genomics and systems level analysis. Prerequisite: College level introductory biology required; undergraduate or graduate level statistics taken previously or concurrently required; molecular biology and/or genetics encouraged; programming experience encouraged
Taught by: Kim
Course usually offered in fall term
Also Offered As: BIOL 536, CIS 536
Prerequisite: (BIOL 101 AND BIOL 102) OR BIOL 121) AND STAT 111 AND STAT 112
Activity: Lecture
1.0 Course Unit

GCB 536 Mathematical Computation Methods for Modeling Biological Systems
This course will cover topics in systems biology at the molecular/cellular scale. The emphasis will be on quantitative aspects of molecular biology, with possible subjects including probabilistic aspects of DNA replication, transcription, translation, as well as gene regulatory networks and signaling. The class will involve analyzing and simulating models of biological behavior using MATLAB. Prerequisite: Graduate standing or permission of the instructor.
One-term course offered either term
Also Offered As: AMCS 567, BE 567
Activity: Lecture
1.0 Course Unit

GCB 577 Advanced Epigenetics Technology
Second year students in GCB, CAMB (G&E), or IGG programs using genomics methods to measure transcriptomics and epigenomics changes in their experimental systems. The goal is to familiarize students with the latest cutting-edge genomics tools and cover solutions to major experimental and computational challenges in the investigation of genome-wide epigenetic data sets. Students will develop competence in (i) variations of experimental techniques improving resolution and throughput, (ii) issues related to the computational analyses closely related to the various genome-wide assays used to probe epigenetic processes and signals, (iii) computational approaches useful to overcome pitfalls associated to the analysis of a given epigenetic data modality, (iv) methods, techniques and studies on the integration of multi-layer epigenetic data sets.
Taught by: Golnaz Vahedi
Course usually offered in spring term
Also Offered As: CAMB 577, IMUN 577
Prerequisite: (BIOL 483 OR BIOL 493) AND GCB 534 AND (GCB 535 OR GCB 536)
Activity: Lecture
1.0 Course Unit
GCB 585 Wistar Institute Cancer Biology Course: Signaling Pathways in Cancer

This course is intended to provide foundational information about the molecular basis of cancer. When necessary, the significance of this information for clinical aspects of cancer is also discussed. The main theme centers around cell cycle checkpoints with specific emphasis on the biochemistry and genetics of DNA damage signaling pathways, DNA damage checkpoints, mitotic checkpoints, and their relevance to human cancer. The course is taught by the organizers and guest lecturers from universities and research institutions in the Northeast. Following every lecture, students present a research paper related to the topic of that lecture. The course is intended for first and second-year graduate students but all graduate students are welcome to attend. Prerequisite: Undergraduates and Master's degree candidates require permission from the course directors.

Taught by: Skordalakes and Murphy
Course usually offered in fall term
Also Offered As: BMB 585
Activity: Lecture
1.0 Course Unit

GCB 699 Lab Rotation

Activity: Laboratory
1.0 Course Unit

GCB 752 Genomics

Recent advances in molecular biology, computer science, and engineering have opened up new possibilities for studying the biology of organisms. Biologists now have access to the complete genomic sequence and set of cellular instructions encoded in the DNA of specific organisms, including homo sapiens, dozens of bacterial species, the yeast Saccharomyces cerevisiae, the nematode C. elegans, and the fruit fly Drosophila melanogaster. The goals of the course include the following: 1. introduce the basic principles involved in sequencing genomes, 2. familiarize the students with new instrumentation, informative tools, and laboratory automation technologies related to genomics, 3. teach the students how to access the information and biological materials that are being developed in genomics and 4. examine how these new tools and resources are being applied to basic and translational research. This will be accomplished through in depth discussion of classic and recent papers. Prerequisite: Permission of Instructor.

Taught by: S Diskin
Course usually offered in spring term
Also Offered As: CAMB 752
Prerequisite: GCB 534
Activity: Seminar
1.0 Course Unit

GCB 899 Pre-Dissertation Research

Activity: Laboratory
1.0 Course Unit

GCB 995 Dissertation

One-term course offered either term
Activity: Dissertation
1.0 Course Unit

Geology (GEOL)

GEOL 100 Introduction to Geology

An introduction to processes and forces that form the surface and the interior of the Earth. Topics include, changes in climate, the history of life, as well as earth resources and their uses. Field trips required.
For BA Students: Physical World Sector
Taught by: Omar
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: Field trips required.

GEOL 103 Natural Disturbances and Human Disasters

Natural disturbances play a fundamental role in sculpturing landscapes and structuring natural and human-based ecosystems. This course explores the natural and social science of disturbances by analyzing their geologic causes, their ecological and social consequences, and the role of human behavior in disaster reduction and mitigation. Volcanoes, earthquakes, floods, droughts, fires, and extraterrestrial impacts are analyzed and compared.
For BA Students: Physical World Sector
Taught by: Phipps
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

GEOL 109 Introduction to Geotechnical Science

Open to architectural and engineering majors as well as Ben Franklin Scholars. Field trips. Relations of rocks, rock structures, soils, ground water, and geologic agents to architectural, engineering, and land-use problems.
For BA Students: Physical World Sector
Taught by: Omar
Course usually offered in fall term
Activity: Lecture
1.5 Course Unit

GEOL 111 Geology Laboratory

Prerequisite: GEOL 100 preferably taken concurrently.
Taught by: Omar
One-term course offered either term
Prerequisite: GEOL 100
Activity: Laboratory
1.0 Course Unit
Notes: Field trips required.

GEOL 111 Geology Laboratory

Prerequisite: GEOL 100
One-term course offered either term
Prerequisite: GEOL 100
Activity: Laboratory
1.0 Course Unit
Notes: Field trips required.

GEOL 125 Earth and Life Through Time

Origin of Earth, continents, and life. Continental movements, changing climates, and evolving life.
For BA Students: Physical World Sector
Taught by: Perez-Rodriguez
One-term course offered either term
Activity: Lecture
1.0 Course Unit
GEOL 130 Oceanography
The oceans cover over 2/3 of the Earth's surface. This course introduces basic oceanographic concepts such as plate tectonics, marine sediments, physical and chemical properties of seawater, ocean circulation, air-sea interactions, waves, tides, nutrient cycles in the ocean, biology of the oceans, and environmental issues related to the marine environment.
For BA Students: Physical World Sector
Taught by: Dmochowski
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

GEOL 201 Mineralogy
Crystallography, representative minerals, their chemical and physical properties. Use of petrographic microscope in identifying common rock-forming minerals in thin section.
Taught by: Omar
Course usually offered in fall term
Also Offered As: GEOL 531
Prerequisite: CHEM 101 AND GEOL 100
Activity: Lecture
1.0 Course Unit

GEOL 204 Global Climate Change
Public perceptions and attitudes concerning the causes and importance of global warming have changed. Global Climate Change provides a sound theoretical understanding of global warming through an appreciation of the Earth's climate system and how and why this has changed through time. We will describe progress in understanding of the human and natural drivers of climate change, climate processes and attribution, and estimates of projected future climate change. We will assess scientific, technical, and socio-economic information relevant for the understanding of climate change, its potential impacts and options for adaptation and mitigation.
Taught by: Marinov
Course usually offered in fall term
Prerequisite: ENVS 100 OR GEOL 100 OR GEOL 103 OR GEOL 125 OR GEOL 130
Activity: Lecture
1.0 Course Unit

GEOL 205 Paleontology
Geologic history of invertebrates and their inferred life habits, paleoecology, and evolution. Introduction to paleobotany and vertebrate paleontology. Two field trips required.
For BA Students: Living World Sector
Taught by: Sallan
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
Notes: Two field trips required.

GEOL 206 Stratigraphy
Introductory sedimentary concepts, stratigraphic principles, depositional environments, and interpretation of the rock record in a paleoecological setting. Two field trips, field project.
Taught by: Jerolmack
Course usually offered in fall term
Also Offered As: GEOL 506
Prerequisite: GEOL 100
Activity: Lecture
1.0 Course Unit
Notes: Two field trips, field project

GEOL 208 Structural Geology
Introduction to deformation as a fundamental geologic process. Stress and strain; rock mechanics. Definition, measurement, geometrical and statistical analysis, and interpretation of structural features. Structural problems in the field. Maps, cross-sections, and three-dimensional visualization; regional structural geology. Three field trips required.
Prerequisite: PHYS 150 strongly recommended.
Taught by: Phipps
Course usually offered in spring term
Prerequisite: GEOL 100 AND GEOL 111
Activity: Lecture
1.0 Course Unit
Notes: Three field trips required

GEOL 299 Independent Study
Directed study for individuals or small groups under close supervision of a faculty member. May be repeated for credit.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Notes: May be repeated for credit

GEOL 305 Earth Surface Processes
Patterns on the Earth's surface arise due to the transport of sediment by water and wind, with energy that is supplied by climate and tectonic deformation of the solid Earth. This course presents a treatment of the processes of erosion and deposition that shape landscapes. Emphasis will be placed on using simple physical principles as a tool for (a) understanding landscape patterns including drainage networks, river channels and deltas, desert dunes, and submarine channels, (b) reconstructing past environmental conditions using the sedimentary record, and (c) the management of rivers and landscapes under present and future climate scenarios. The course will conclude with a critical assessment of landscape evolution on other planets, including Mars.
Course usually offered in spring term
Also Offered As: GEOL 545
Activity: Lecture
1.0 Course Unit
Notes: This course includes two required weekend field trips, and a hands-on laboratory.

GEOL 317 Petrology and Petrography
Occurrences and origins of igneous and metamorphic rocks; phase equilibria in heterogeneous systems. Laboratory study of rocks and thin sections as a tool in interpretation of petrogenesis. Two field trips.
Taught by: Omar
Course usually offered in spring term
Also Offered As: GEOL 417
Prerequisite: GEOL 201
Activity: Lecture
1.0 Course Unit
Notes: Two field trips
GEOL 318 Glaciers, Ice & Climate
All forms of frozen water at Earth's surface define the cryosphere. These icy environments are an integral part of the global climate system, with important linkages and feedbacks resulting from their influences on surface energy and moisture fluxes, clouds, precipitation, hydrology, and circulation in the atmosphere and oceans. This course will survey the various components of the cryosphere and their interactions with climate, with a strong emphasis on the dynamics of glaciers and ice sheets. Broad topics to be covered are 1) the rudimentary mechanics of glacier and ice sheet flow, 2) fast-flowing ice streams and factors limiting their motion, 3) ice-quakes and their origins, 4) the nature of climate data recorded in natural ice bodies, 5) the influence of climate on the stability of ice sheets and glaciers, and 6) glacier-like flow on other planetary bodies. This will be a lecture-based course with written assignments and problems sets.
Prerequisite: Students should have basic knowledge of Calculus.
Taught by: Goldsby
Prerequisite: MATH 114
Activity: Lecture
1.0 Course Unit

GEOL 399 Environmental Studies Research Seminar for Juniors
This seminar is designed to help Juniors prepare for the Senior Thesis research. Topic selection, advisor identification, funding options, and basic research methods will be discussed.
Taught by: Andrews
Course usually offered in spring term
Also Offered As: ENVS 399
Prerequisite: ENVS 100
Activity: Seminar
1.0 Course Unit

GEOL 400 Topics in Earth Science
In depth examination of special topics in Earth Science. Topics will change with instructor and course offerings.
Taught by: TBA
Activity: Seminar
1.0 Course Unit

GEOL 409 Intro to Remote Sensing
This course will introduce students to the principles of remote sensing, characteristics of remote sensors, and remote sensing applications. Image acquisition, data collection in the electromagnetic spectrum, and data set manipulations for earth and environmental science applications will be emphasized. We will cover fundamental knowledge of the physics of remote sensing; aerial photographic techniques; multispectral, hyperspectral, thermal, and other image analysis. Students will pursue an independent research project using remote sensing tools, and at the end of the semester should have a good understanding and the basic skills of remote sensing.
Taught by: Dmochowski
Also Offered As: GEOL 509
Prerequisite: MATH 114 AND PHYS 151
Activity: Seminar
1.0 Course Unit

GEOL 411 Intro Soil Science
Soil is considered the 'skin of the Earth', with interfaces between the lithosphere, hydrosphere, atmosphere, and biosphere. It is a mixture of minerals, organic matter, gases, liquids and a myriad of organisms that can support plant life. As such, soil is a natural body that exists as part of the environment. This course will examine the nature, properties, formation and environmental functions of soil.
Taught by: Plante
Prerequisite: GEOL 100
Activity: Lecture
1.0 Course Unit

GEOL 417 Advanced Petrology
Occurrences and origins of igneous and metamorphic rocks; phase equilibria in heterogeneous systems. Laboratory study of rocks and thin sections as a tool in interpretation of petrogenesis. Two field trips.
Taught by: Omar
Course usually offered in spring term
Also Offered As: GEOL 317
Prerequisite: GEOL 201
Activity: Lecture
1.0 Course Unit

GEOL 418 Geochemistry
This course provides a comprehensive introduction to theory and applications of chemistry in the earth and environmental sciences. Theory covered will include atomic structure, chemical bonding, cosmic abundances, nucleosynthesis, radioactive decay, dating of geological materials, stable isotopes, acid-base equilibria, salts and solutions, and oxidation-reduction reactions. Applications will emphasize oceanography, atmospheric sciences and environmental chemistry, as well as other topics depending on the interests of the class. Although we will review the basics, this course is intended to supplement, rather than to replace, courses offered in the Department of Chemistry. It is appropriate for advanced undergraduate as well as graduate students in Geology, Environmental Science, Chemistry and other sciences, who wish to have a better understanding of these important chemical processes.
Taught by: Giere
Course not offered every year
Activity: Lecture
1.0 Course Unit

GEOL 420 Introduction to Geophysics
This course will cover the application of geophysical investigation techniques to problems of the earth's planetary structure, local subsurface structure and mineral prospecting. The topics will include principles of geophysical measurements and interpretation with emphasis on gravity measurement, isostasy, geomagnetism, seismic refraction and reflection, electrical prospecting, electromagnetics and ground radar.
Prerequisite: If course requirement no met, request permission.
Taught by: Goldsby
Course not offered every year
Prerequisite: GEOL 100 OR GEOL 109
Activity: Lecture
1.0 Course Unit
GEOL 421 Biogeochemistry
Humans have an enormous impact on the global movement of chemical materials. Biogeochemistry has grown to be the principal scientific discipline to examine the flow of elements through the global earth systems and to examine human impacts on the global environment. This course will introduce and investigate processes and factor controlling the biogeochemical cycles of elements with and between the hydrosphere, lithosphere, atmosphere and biosphere. Students will apply principles learned in lectures by building simple computer-based biogeochemical models.
Taught by: Plante
Course usually offered in spring term
Also Offered As: GEOL 541
Prerequisite: ENVS 100 OR GEOL 100
Activity: Lecture
1.0 Course Unit

GEOL 424 Geomicrobiology
Microorganisms inhabit almost every conceivable environment on the planet’s surface, and extend the biosphere to depths of several kilometers into the crust. Significantly, the chemical reactivity and metabolic diversity displayed by microbial communities make them integral components of global elemental cycles, from mineral dissolution and precipitation reactions, to aqueous reduction-oxidation processes. In that regard, microorganisms have helped shape our planet over the past 4 billion years and make it habitable for higher forms of life. In this course we will evaluate the geological consequences of microbial activities, taking an interdisciplinary and ‘global’ view of microbe-environment interactions.
Taught by: Perez-Rodriguez
Prerequisite: BIOL 101 OR CHEM 101
Activity: Lecture
1.0 Course Unit

GEOL 430 Atmospheric Chemistry
An introduction to the chemistry of the earth’s atmosphere. Covers evolution of the earth’s atmosphere, its physical and chemical structure, its natural chemical composition and oxidative properties, and human impacts, including photochemistry, and aerosols; stratospheric ozone loss, tropospheric pollution; climate change, and acidic deposition. Chemistry in the atmosphere of other planets in our solar system will be covered.
Taught by: Francisco
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

GEOL 477 Introduction to Vertebrate Paleontology
Taught by: Dodson
Course not offered every year
Prerequisite: GEOL 100 OR GEOL 205 OR BIOL 101
Activity: Lecture
1.0 Course Unit

GEOL 479 Macroevolution
Macroevolution, or evolution above the population level and on long timescales, as a field addresses fundamental questions about the origins of life, past and present. These include but are not limited to: How are highly dissimilar species related? Why are animals on distant continents so similar? How and when did major groups, like birds or mammals, originate? What drives evolutionary arms races? Why are there so many more species of beetle than crocodile? Why are there more species in the tropics than the arctic? Did dinosaurs prevent the diversification of mammals? Why do some animals survive mass extinction? How can invasive species spread so rapidly? Students will learn important concepts underlying our understanding of modern biodiversity and the fossil record, as well as how to use different methods and lines of evidence, including evolutionary trees (phylogeny), fossil databases, past climate and global events, mathematical modeling, and even modern genomics, to answer fundamental questions about the evolution of life.
Taught by: Lauren Sallan
Activity: Lecture
1.0 Course Unit

GEOL 498 Senior Thesis
The culmination of the Earth Science major. Students, while working with an advisor in their concentration, conduct research and write a thesis. Prerequisite: GEOL 400-level and declaration of the EASC major. The Earth Science major, as of the fall of 2008, requires 1 semester of GEOL 399 and two semesters of GEOL 498.
Taught by: Dmochowski
Two terms. student may enter either term.
Activity: Senior Thesis
0.5 Course Units
Notes: The Earth Science major, as of the fall of 2008, requires 1 semester of GEOL 399 and two semesters of GEOL 498.

GEOL 508 The Geology and Geography of Energy Resources
This course will survey the way geology controls the formation and location of energy resources. Questions we'll address include, 'How are oil and gas fields formed?', 'Why does the Middle East have so much oil?', 'What are the best locations in the US for wind and solar energy generation, and why?'. We will discuss hydrocarbon, nuclear, solar, wind, and tidal energy sources. Prerequisite: Possible field trips.
Taught by: Phipps
Course not offered every year
Prerequisite: GEOL 100
Activity: Seminar
1.0 Course Unit
Notes: Possible field trips.
GEOL 509 Intro to Remote Sensing
This course will introduce graduate students to the principles of remote sensing, characteristics of remote sensors, and remote sensing applications. Image acquisition, data collection in the electromagnetic spectrum, and data set manipulations for earth and environmental science applications will be emphasized. We will cover fundamental knowledge of the physics of remote sensing; aerial photographic techniques; multispectral, hyperspectral, thermal, and other image analysis. Students will pursue an independent research project using remote sensing tools, and at the end of the semester should have a good understanding and the basic skills of remote sensing. Expectations for the graduate student independent research projects will be at the graduate level and can relate to their capstone or Ph.D. thesis research topics.
Taught by: Dmochowski
Also Offered As: GEOL 409
Prerequisite: MATH 114 AND PHYS 151
Activity: Seminar
1.0 Course Unit

GEOL 510 Geophysical Fluid Dynamics
This class will discuss physical principles fundamental to the theoretical, observational, and experimental study of geophysical fluids, the equations of motion for rotating fluids; hydrostatic and Boussinesq approximations; circulation theorem; conservation of potential vorticity; scale analysis, geostrophic wind, quasigeostrophic system; wave theory and applications, flow instabilities, geophysical boundary layers. Depending on student interest, the class will be adapted to include applications from Oceanography, Meteorology, Geophysics or Engineering.
Taught by: Nathan Paldor
Prerequisite: MATH 114
Activity: Lecture
1.0 Course Unit

GEOL 515 Evolution/Revolution of Land Ecosystems
Origin and diversification of land ecosystems. Interaction between plants and animals. Effects of past climatic change and other external factors. The importance of past changes in land ecosystems to our understanding of current global change.
Taught by: Sallan
Course not offered every year
Activity: Seminar
1.0 Course Unit

GEOL 516 Paleocology Discovering Lost Ecosystems
Paleocology, or ecology in the fossil record,is the study of how interactions between species have developed over time and how ecosystems and environmental change have shaped the evolution of life and biodiversity.It also involves rebuilding lost communities from fossil evidence to provide context for the origins of modern life and modern ecosystems.This seminar course will survey major topics in Paleocology, including of ecosystems,the long-term connections between habitat, life mode and biodiversity as well as the distribution of life (e.g. paleobiogeography), escalation between predators and prey, competition between invasive and resident species, and how we can infer the ecology and behavior of long-dead organisms. Students will lead discussions on select concepts and choose one topic to investigate in depth.
Course not offered every year
Activity: Seminar
1.0 Course Unit

GEOL 528 Aqueous Geochemistry
This course is designed to provide the graduate student with an understanding of the fundamentals of aqueous geochemistry.The chemistry of water,air and soil will be studied from an environmental perspective.The nature, composition, structure, and properties of pollutants coupled with the major chemical mechanisms controlling the occurrence and mobility of chemicals in the environment will also be studied.Upon completion of this course, students should expect to have attained a broad understanding of and familiarity with aqueous geochemistry concepts applicable to the environmental field. Environmental issues that will be covered include acid deposition, toxic metal contamination, deforestation,and anthropogenic perturbed aspects of the earth’s hydrosphere.
Taught by: Andrews
Course not offered every year
Prerequisite: GEOL 100
Activity: Lecture
1.0 Course Unit

GEOL 531 Advanced Mineralogy
Advanced crystallography, representative minerals, their chemical and physical properties. Use of petrographic microscope in identifying common rock-forming minerals in thin section.
Taught by: Omar
Course usually offered in fall term
Also Offered As: GEOL 201
Prerequisite: GEOL 100 AND (CHEM 001 OR CHEM 101)
Activity: Lecture
1.0 Course Unit

GEOL 540 Geotectonics
Bulk structure of the Earth. Plate tectonics and plate boundaries. Plumes, rifting, and intraplate tectonics. Geotectonics and seismicity.
Taught by: Phipps
Course not offered every year
Prerequisite: (GEOL 205 OR GEOL 206 OR GEOL 208 OR GEOL 317) AND GEOL 420
Activity: Lecture
1.0 Course Unit
Notes: Field trip

GEOL 541 Advanced Geochemistry
Taught by: Plante
Course usually offered in spring term
Also Offered As: GEOL 421
Activity: Lecture
1.0 Course Unit
GEOL 545 Advanced Earth Surface Processes
Pattern on the Earth's surface arise due to the transport of sediment by water and wind, with energy that is supplied by climate and tectonic deformation of the solid Earth. This course presents a treatment of the processes of erosion and deposition that shape landscapes. Emphasis will be placed on using simple physical principles as a tool for (a) understanding landscape patterns including drainage networks, river channels and deltas, desert dunes, and submarine channels, (b) reconstructing past environmental conditions using the sedimentary record, and (c) the management of rivers and landscapes under present and future climate scenarios. The course will conclude with a critical assessment of landscape evolution on other planets, including Mars.
Course usually offered in spring term
Also Offered As: GEOL 305
Activity: Lecture
1.0 Course Unit

GEOL 599 Independent Study
Directed study for individuals or small groups under supervision of a faculty member.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

GEOL 604 Geostatistical Analysis
Univariate and multivariate approaches to the analysis of spatial correlation and variability. Many disciplines, including geology, ecology and the environmental sciences regularly need to analyze and make predictions from data that is spatially autocorrelated. Mine reserve estimation, pollutant dispersal and the use of randomization tests in ecology are examples of where spatial statistics may be applied.
Prerequisite: BIOL 556 suggested or other Inferential Statistics course, covering uni- and ulti-variate techniques.
Taught by: Vann
Course usually offered in fall term
Prerequisite: STAT 101
Activity: Lecture
1.0 Course Unit

GEOL 615 Advanced Vertebrate Paleontology Seminar
Topics in vertebrate paleontology and paleoecology. May be repeated for credit.
Taught by: Dodson
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: May be repeated for credit

GEOL 618 Fundamentals of Air Pollution
This course will cover various topics related to Air Quality. Initial lectures will cover the history of air pollution, discussions of the Clean Air Act and composition of the atmosphere. We will then progress to discussion of atmospheric pollutants and sources of those pollutants. Additional topics will include: fate of atmospheric pollutants (transport and dispersion mechanisms), effects of air pollution (health and environmental effects), urban smog, acid rain, climate change, ozone depletion in the stratosphere, air quality criteria, and engineering controls.
Taught by: Andrews
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

GEOL 619 Instrumentation for the Geosciences
An introduction to the theory, operation and application of modern analytical instrumentation used in geo- and environmental sciences. Primarily focused on laboratory instrumentation such as mass spectroscopy, elemental analyses and x-ray techniques. Some field instruments will be introduced as well. Students will be expected to develop projects utilizing the various instruments.
Taught by: Vann
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

GEOL 620 Applied and Environmental Geophysics
The application of geophysical investigation techniques to problems of the local and shallow subsurface structure of the earth. The application of geophysical measurements and interpretation for environmental site characterizations, locating buried structures, groundwater investigations, and identifying geotechnical hazards with emphasis on gravity methods, seismic refraction and reflection, electrical resistivity, electromagnetic methods, ground penetrating radar, and borehole nuclear logging.
Prerequisite: MSAG Required Course
Taught by: Sauder
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: MSAG Required Course

GEOL 621 Field Methods in Biogeochemistry
This field- and lab-based course will examine a set of methods for the study and quantification of biochemical processes in terrestrial and aquatic systems. We will focus on field-based measurements, as well as sample collection and laboratory analyses of fluxes of carbon and nutrient elements, including photosynthesis, respiration, dissolved and suspended nutrient fluxes in streams.
Taught by: Plante
Course usually offered summer term only
Activity: Seminar
1.0 Course Unit
GEOL 650 Environmental Due Diligence
Evaluation of environmental contamination and liability is an important tool during acquisition of real estate property, and a standard work product in the environmental consulting field. This course will cover the purpose and history of the Superfund law, the various classifications of Superfund liable parties, and protections against Superfund liability, specifically with regard to bona fide prospective purchasers (BFPP). In the context of the BFPP liability defense the course will focus on the performance of 'All Appropriate Inquiry' for the presence of environmental contamination (e.g. Phase I environmental site assessment). Our study of 'All Appropriate Inquiry' will include evaluation of historical maps and other resources, aerial photography, chain-of-title documentation, and governmental database information pertaining to known contaminated sites in the area of select properties on or near campus. Site visits will be performed to gain experience and knowledge for the identification of recognized environmental conditions. Students will prepare environmental reports for select properties and will have an opportunity to hone technical writing skills.
Taught by: Cron
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

GEOL 651 Geocomputations
Review and applications of selected methods from differential equations, advanced engineering mathematics and geostatistics to problems encountered in geology, engineering geology, geophysics and hydrology.
Taught by: Mastropaolo
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

GEOL 653 Introduction to Hydrology
Introductcion to the basic principles of the hydrologic cycle and water budgets, precipitation and infiltration, evaporation and transpiration, stream flow, hydrograph analysis (floods), subsurface and groundwater flow, well hydraulics, water quality, and frequency analysis.
Taught by: Sauder
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

GEOL 654 Geomechanics: Solids
Mechanical properties of solid and fluid earth materials, stress and strain, earth pressures in soil and rock, tunnels, piles, and piers; flow through gates, weirs, spillways and culverts, hydraulics, seepage and Darcy's law as applied to the hydrologic sciences.
Taught by: Duda
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

GEOL 656 Fate and Transport of Pollutants
This course covers basic groundwater flow and solute transport modeling in one-, two- and three-dimensions. After first reviewing the principles of modeling, the student will gain hands-on experience by conducting simulations on the computer. The modeling programs used in the course are MODFLOW (USGS), MT3D, and the US Army Corps of Engineers GMS (Groundwater Modeling System).
Taught by: Mastropaolo
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

GEOL 658 Environmental Statistical Analysis
Statistical analysis of data from geological, geotechnical, and geohydrologic sources.
Taught by: Mastropaolo
One-term course offered either term
Activity: Seminar
1.0 Course Unit

GEOL 661 Environmental Groundwater Hydrology
This course is designed to introduce the major definitions and concepts regarding groundwater flow and contaminant transport. The theory and understanding of groundwater, including mathematical derivations of governing equations used to model groundwater flow and contaminant transport, will be discussed and applications to environmental problems addressed. Upon completion of this course, students should expect to have acquired the skills necessary to pursue course work in flow and transport numerical and analytical modeling.
Taught by: Mastropaolo
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

GEOL 663 Geochemical Modeling
This course is designed to introduce the major concepts regarding geochemistry and geochemical modeling. The course introduces two United States Geological Survey (USGS) computer models, PHREEQC, a geochemical speciation model, and PHAST, a transport module which is coupled with PHREEQC output. These models are highly respected, well-renowned models that are free-ware via the USGS, complete with documentation. Once familiar with the models, the student can continue to work with them beyond the course experience. PHREEQC is designed to perform a variety of aqueous geochemical calculations and can be used to simulate chemical reactions and transport processes in natural or polluted waters. PHREEQC is capable of modeling both equilibrium and kinetic reactions. Some of the simulations pursued during the course include: Speciation of precipitation water; Iron speciation; Zinc sorption onto hydrous ferric oxide; Oxidation of organic carbon and the sequence of electron donors in natural waters; Benzene advective transport in groundwater; TCE transport and degradation.
Taught by: Mastropaolo
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

GEOL 666 Geology Field Work
Directed independent field work. Prerequisite: 4-8 weeks during the summer.
Taught by: Giegengack
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Notes: 4-8 weeks during the summer.

GEOL 668 Geomechanics: Fluids
Static and Dynamic mechanical properties of fluid in earth materials, as applied to the Hydrologic Sciences; Principles of Fluid Mechanics and Hydraulics applied to open channel flow in earth materials; flow through gates, weirs, spillways, and culverts; Applications of Darcy's Law to subsurface flow and seepage.
Taught by: Duda
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
GEOL 670 Engineering Geology: Rock Mechanics
This course focuses on the rock mechanics aspects of Engineering Geology. The theme is characterization of the geologic environment for engineering and environmental investigations. Covered are the various exploration tools and methods, including: Collection and analysis of existing engineering data; Interpretation of remotely sensed imagery; Field and laboratory measurements of material properties; Measurement and characterization of rock discontinuities; Rock slope stability analysis; Stress, strain and failure of rocks and the importance of scale; Rock core logging; Rock mass rating; Rock support and reinforcement; Rock excavation, blasting and blast monitoring and control.
Taught by: Freed
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

GEOL 671 Engineering Geology: Surficial Materials & Processes
As the human population continues to grow, the environment and earth's resources become more important. This course will concentrate on the occurrence and distribution of earth's surficial materials and their engineering and environmental properties. The engineering classification, testing, and use of the earth materials will be emphasized. The geohazards of surficial processes will also be studied in the context of geologic history and the planning and use of the geologic environment.
Taught by: Freed
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

GEOL 672 Landslides
Landslides are important geomorphic agents in mountainous terrain, mobilizing sediment and playing a key role in controlling relief and elevation. The work of landslides is often characterized by their magnitude-frequency, which also has direct implications for people, property, and infrastructure in mountainous terrain, and for the approaches taken to minimize the risk from landslides. This course will introduce students to a conceptual understanding of landslides at a range of spatial scales, including the mechanics of the processes governing landslides from trigger to deposition. Methods of slope monitoring and the varied approaches to landslide risk mitigation and management will be explored, with a range of geotechnical and environmental applications. This course includes lab-based sessions to demonstrate simple techniques to understand fundamental landslide processes, and applications of GIS technology to explore slope monitoring and failure prediction.
Taught by: Siobhan Whadcoat
Activity: Lecture
1.0 Course Unit

GEOL 680 Interpretation of Near-surface Geologic Structure for Engineering and Environment
The course introduces the basic principles of structural geology and their applications to engineering and environmental site characterization. Includes the mechanisms for the deformation and failure of the earth's crust, folded and faulted structures, and the orthogonal and stereographic solutions to characterize near-surface geologic structure. It also includes the construction and interpretation of geologic maps, geologic cross sections and block diagrams. Emphasis is placed on the graphical representation of subsurface data, including the use of selected computer programs, and the integration of the data to solve problems encountered in engineering and environmental projects.
Taught by: Freed
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

GEOL 699 Project Design
This course is designed to prepare Master of Science in Applied Geosciences students to undertake their Project Design exercise. In this course, we discuss how to identify an appropriate research project, how to design a research plan, and how to prepare a detailed proposal. By the end of the course, each student is expected to have completed a Project Design proposal.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

GEOL 750 Topics in earth Science
This course will use the weekly EES seminar series to survey historic breakthrough papers or topics in the earth sciences, as well as modern papers - written by the seminar speakers - that often put the classics in perspective. Graduate students (Ph.D. only) in the Department of Earth and Environmental Science will engage in the material through reading, presentation, and discussion. The course has several goals. (1.) To engender an understanding and appreciation of major breakthroughs in our field. (2.) To develop skills in presenting and discussing scientific results. And (3.) to refine students’ understanding of what constitutes great science.
Taught by: Sallan
Activity: Seminar
1.0 Course Unit
Notes: Open only to PhD students

GEOL 999 Independent Study and Research
Directed study for individuals or small groups under supervision of a faculty member. One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Notes: Hours and credits to be arranged.
**Germanic Languages (GRMN)**

**GRMN 011 Bad Taste**

‘Beauty is not a quality inherent to things: it only exists in the mind of the beholder.’ (David Hume) Most of us can recognize bad taste as soon as we see it: Harlequin romances, Elvis on black velvet, lawn ornaments. But bad taste also has a history, and kitsch has been identified as a peculiarly modern invention related to capitalism and consumerism. Beginning with a discussion of taste in the eighteenth century, we will investigate under what conditions good taste can go bad, for example when it is the object of mass reproduction, and, on the other hand, why bad taste in recent times has increasingly been viewed in positive terms. Categories such as the cute, the sentimental, the popular, the miniature, kitsch, and camp will be explored. We will also ask what forms of ideological work have been done by this brand of aesthetics, for example in the connection between politics and kitsch, femininity and the low-brow, or camp and queer identity. Writers and film-makers to be discussed include: Hume, Kant, Goethe, Flaubert, Bourdieu, Sacher-Masoch, Thomas Mann, Nabokov, Benjamin, Greenberg, Sontag, John Waters.

Taught by: MacLeod

Course not offered every year

Activity: Seminar

1.0 Course Unit

Notes: Freshman seminar. All readings and lectures in English. No knowledge of German is required.

**GRMN 016 Babylon Berlin: German Crime Books**

Why are crime books and crime shows so popular? 2017 marked a moment in time when a serialized domestic TV show took off in Germany like wild fire. The first three episodes of 'Babylon Berlin' were seen by an average 7.8 million viewers on ARD last year, achieving a 24.5% share and reaching a peak of 8.5 million. On Sky, it boasted the best ratings ever for a non-English series and was only beaten overall by the seventh season of 'Game of Thrones.' Babylon Berlin is based on Volker Kutscher's crime books. Thus, this course will trace the success of German crime books as a best-selling genre by analyzing the appeal of the whodunit format and by questioning the transnational appeal of this genre. 'Babylon Berlin' exemplifies the success of German crime books because the treatment of historical events combined with a critical eye toward the Zeitgeist of cultural products sheds light on the representation of culture and its co-construction of a transnational identity.

Taught by: Frei

Course not offered every year

Activity: Seminar

1.0 Course Unit

**GRMN 023 In Praise of the Small in Literature and the Arts**

We can memorize aphorisms and jokes, carry miniature portraits with us, and feel playful in handling small objects. This seminar will ask us to pay attention to smaller texts, art works, and objects that may easily be overlooked. In addition to reading brief texts and looking at images and objects, we will also read texts on the history and theory of short genres and the small.

Taught by: Weissberg

Course not offered every year

Also Offered As: COML 023

Activity: Seminar

1.0 Course Unit

Notes: Freshman seminar. All readings and lectures in English. No knowledge of German is required.

**GRMN 026 Jews and China: Views from Two Perspectives**

Jews in China??? Who knew??? The history of the Jews in China, both modern and medieval, is an unexpected and fascinating case of cultural exchange. Even earlier than the 10th century, Jewish trader from India or Persia on the Silk Road, settled in Kaileng, the capital of the Northern Song Dynasty, and established a Jewish community that lasted through the nineteenth century. In the mid-nineteenth century, Jewish merchants, mainly from Iraq, arrived in China and played a major role in the building of modern Shanghai. After 1898, Jews from Russia settled in the northern Chinese city of Harbin, first as traders and later as refugees from the Bolshevik Revolution and Russian Civil War. In the first decades of the twentieth century, a few Jews from Poland and Russia visited China as tourists, drawn by a combination of curiosity about the cultural exoticism of a truly foreign culture and an affinity that Polish Jewish socialists and communists felt as these political movements began to emerge in China. During World War II, Shanghai served as a port of refuge for Jews from Central Europe. In this freshman seminar, we will explore how these Jewish traders, travelers, and refugees responded to and represented China in their writings. We will also read works by their Chinese contemporaries and others to see the responses to and perceptions of these Jews. We will ask questions about cultural translation: How do exchanges between languages, religions, and cultures affect the identities of individuals and communities? What commonalities and differences between these people emerge?

Taught by: Hellerstein

Course not offered every year

Also Offered As: JWST 026

Activity: Seminar

1.0 Course Unit

Notes: Benjamin Franklin Seminar
GRMN 027 Euro Zone Crisis - The EU in a Currency War for Survival?

‘Let me put it simply...there may be a contradiction between the interests of the financial world and the interests of the political world...We cannot keep constantly explaining to our voters and our citizens why the taxpayer should bear the cost of certain risks and not those people who have earned a lot of money from taking those risks.’ Angela Merkel, Chancellor of Germany, at the G20 Summit, November 2010. In January 1999, a single monetary system united Germany, a core nation, with 10 other European states. Amidst the optimism of the euro’s first days, most observers forecast that Europe would progress toward an even closer union. Indeed, in the ensuing decade, the European Union became the world’s largest trading area, the euro area expanded to include 17 member states, and the Lisbon Treaty enhanced the efficiency and democratic legitimacy of the Union. In 2009, Greece’s debt crisis exposed deep rifts within the European Union and developed into a euro zone crisis - arguably the most difficult test Europe has faced in the past 60 years. After two years of a more benign EURO debt situation, the risk of recession, EU sanctions against Russia, and a possible collision of a newly-elected Greek government with its creditors, the euro crisis returned with a vengeance in 2015. In addition, the pressure mounts for European leaders to find a solution to the refugee crisis which reached a peak in the fall of 2015. In 2016 the Brexit delivered the latest blow to the European Union, and the future of the European project without the UK looks bleak. The Economic and Monetary Union (EMU) is still fragile, and economic and political developments in 2017 could determine the future of the euro. Does the EU have what it takes to emerge from these crises? Will the European nations find a collective constructive solution that will lead to a fiscal union that implies further integration?

Taught by: Shields, Susanne (Lauder Institute)
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Freshman seminar. All readings and lectures in English. No knowledge of German is required.

GRMN 101 Elementary German I

Designed for the beginning student with no previous knowledge of German. German 101, as the first course in the first-year series, focuses on the development of language competence in listening, speaking, reading, and writing. By the end of the semester, students will be able to engage in simple conversations about familiar things, know greetings and everyday expressions, they will be able to count and tell time, and negate sentences in day-to-day contexts. Furthermore, students will be able to speak about events that happened in the immediate past and express plans for the future. In addition, students will have developed reading strategies that allow them to glean information from simple newspaper and magazine articles and short literary texts. Because cultural knowledge is one of the foci of German 101, students will learn much about practical life in Germany and will explore German-speaking cultures on the Internet.

For BA Students: Language Course
One-term course offered either term
Also Offered As: GRMN 501
Activity: Lecture
1.0 Course Unit

GRMN 102 Elementary German II

This course is a continuation of GRMN 101 and is designed to strengthen and expand students’ listening, speaking, reading, and writing competence and to deepen an understanding of German-speaking cultures. By the end of the course, students will be able to handle a variety of day-to-day needs in a German-speaking setting and engage in simple conversations about personally significant topics. Students can expect to be able to order food and beverages, purchase things, and to be familiar with the German university system, the arts, and current social topics. Students will begin to be able to talk about the past and the future, make comparisons, describe people and things in increasing detail, make travel plans that include other European countries, and make reservations in hotels and youth hostels. By the end of the course students will be able to talk about their studies and about their dreams for the future. In addition, students will develop reading strategies that should allow them to understand the general meaning of articles, and short literary texts. Furthermore, students will feel more able to understand information when hearing German speakers talking about familiar topics. Cultural knowledge remains among one of the foci of German 102, and students will continue to be exposed to authentic materials.

For BA Students: Language Course
One-term course offered either term
Also Offered As: GRMN 502
Prerequisite: GRMN 101
Activity: Lecture
1.0 Course Unit

GRMN 103 Intermediate German I

This course is designed to improve students writing and speaking competence, to increase vocabulary, to deepen grammar usage, and to help develop effective reading and listening strategies in German across literary genres and media as students interpret and analyze cultural, political, and historical moments in German-speaking countries and compare them with their own cultural practices. This course is organized around content-based modules and prepares students well for GRMN 104 and a minor or major in German.

For BA Students: Language Course
One-term course offered either term
Also Offered As: GRMN 503
Prerequisite: GRMN 102
Activity: Lecture
1.0 Course Unit

GRMN 104 Intermediate German II

A continuation of GRMN 103. Expands students writing and speaking competence in German, increases vocabulary and helps students practice effective reading and listening strategies. Our in-class discussions are based on weekly readings of literary and non-literary texts to facilitate exchange of information, ideas, reactions, and opinions. In addition, the readings provide cultural and historical background information. The review of grammar will not be the primary focus of the course. Students will, however, expand and deepen their knowledge of grammar through specific grammar exercises. Students will conclude the basic-language program at PENN by reading an authentic literary text; offering the opportunity to practice and deepen reading knowledge and to sensitize cultural and historical awareness of German-speaking countries.

For BA Students: Last Language Course
One-term course offered either term
Also Offered As: GRMN 504
Prerequisite: GRMN 103
Activity: Lecture
1.0 Course Unit
GRMN 106 Accelerated Elementary German
This course is intensive and is intended for dedicated, highly self-motivated students who will take responsibility for their learning and creation of meaning with their peers. An intensive two credit course in which two semesters of elementary German (GRMN 101 & 102) are completed in one. Introduction to the basic elements of spoken and written German, with emphasis placed on the acquisition of communication skills. Readings and discussions focus on cultural differences. Expression and comprehension are then expanded through the study of literature and social themes.
For BA Students: Language Course
Course usually offered in fall term
Also Offered As: GRMN 505
Activity: Lecture
2.0 Course Units

GRMN 107 Accelerated Intermediate German
This course is intensive and is intended for dedicated, highly self-motivated students who will take responsibility for their learning and creation of meaning with their peers. This accelerated course is designed to improve students writing and speaking competencies, to increase vocabulary, to deepen grammar usage, and to help develop effective reading and listening strategies in German across literary genres and media as students interpret and analyze cultural, political, and historical moments in German-speaking countries and compare them with their own cultural practices. This course is organized around content-based modules. Students conclude the basic-language program at PENN by reading an authentic literary text; offering the opportunity to practice and deepen reading knowledge and to sensitize cultural and historical awareness of German-speaking countries.
For BA Students: Last Language Course
Course usually offered in spring term
Also Offered As: GRMN 514
Prerequisite: GRMN 102 OR GRMN 106
Activity: Lecture
2.0 Course Units

GRMN 134 Origins of Nazism: From Democracy to Race War and Genocide
Where did the Nazis come from? Was the Weimar Republic bound to fail? Did the Treaty of Versailles or the Great Depression catapult the Nazis into power? What was the role of racism, of Anti-Semitism? How did the regime consolidate itself? What was the role of ordinary people? How do we explain the Holocaust and what kind of a war was the Second World War? Grappling with these and more questions, the first half of the course focuses on Germany’s first democracy, the Weimar Republic and its vibrant political culture. In the second half, we study on the Nazi regime, how it consolidated its power and remade society based on the concepts of race and struggle. Discussions of race and race-making are crucial throughout the course. In the name of the ‘racial purity,’ the Nazi state moved ruthlessly against Germany’s Jewish population and cleansed German society of all ‘undesirable’ elements. These ideas and practices didn’t originate with the Nazis and they didn’t operate in a geopolitical vacuum. Thinking about Nazi racism and genocide in both its particular specifics and in a larger global historical context is the main goal of this course.
Taught by: Berg
One-term course offered either term
Also Offered As: HIST 134
Activity: Recitation
1.0 Course Unit

GRMN 145 The Vikings
The Vikings were the terror of Europe from the late eight to the eleventh century. Norwegians, Danes and Swedes left their homeland to trade, raid and pillage; leaving survivors praying ‘Oh Lord, deliver us from the fury of the Norsemen!’ While commonly associated with violent barbarism, the Norse were also farmers, craftsmen, and merchants. As their dragon ships sailed the waterways of Europe and beyond, they also transformed from raiders to explorers, discoverers and settlers of found and conquered lands. This course will introduce students to various facets of the culture and society of the Viking world ranging from honor culture, gender roles, political culture, mythology, and burial practices. We will also explore the range of Viking activity abroad from Kiev and Constantinople to Greenland and Vineland, the Viking settlement in North America. We will use material and archeological sources as well as literary and historical ones in order to think about how we know history and what questions we can ask from different sorts of sources. Notably, we will be reading Icelandic sagas that relate oral histories of heroes, outlaws, raiders and sailors that will lead us to question the lines between fact and fiction, and myth and history.
Taught by: Kuskowski
One-term course offered either term
Also Offered As: HIST 303
Activity: Lecture
1.0 Course Unit

GRMN 150 Water Worlds: Cultural Responses to Sea Level Rise & Catastrophic Flooding
As a result of climate change, the world that will take shape in the course of this century will be decidedly more inundated with water than we’re accustomed to. The polar ice caps are melting, glaciers are retreating, ocean levels are rising, polar bear habitat is disappearing, countries are jockeying for control over a new Arctic passage, while low-lying cities and small island nations are confronting the possibility of their own demise. Catastrophic flooding events are increasing in frequency, as are extreme droughts. Hurricane-related storm surges, tsunamis, and raging rivers have devastated regions on a local and global scale. In this seminar we will turn to the narratives and images that the human imagination has produced in response to the experience of overwhelming watery invasion, from Noah to New Orleans. Objects of analysis will include mythology, ancient and early modern diluvialism, literature, art, film, and commemorative practice. The basic question we’ll be asking is: What can we learn from the humanities that will be helpful for confronting the problems and challenges caused by climate change and sea level rise?
For BA Students: Arts and Letters Sector
Taught by: Richter, Simon
Course not offered every year
Also Offered As: CIMS 150, COML 151, ENVS 150
Activity: Lecture
1.0 Course Unit
GRMN 151 Forest Worlds: Mapping the Arboreal Imaginary in Literature and Film
Can the humanities help us think differently about the forest? What happens if we imagine forests as the agents of their stories? At a time when humans seem unable to curb the destructive practices that place themselves, biodiversity, and the forests at risk, the humanities give us access to a record of the complex inter-relationship between forests and humanity. The course places a wide range of literature and film in which forests are strongly featured in relation to environmental history and current environmental issues.
Taught by: Richter
Course not offered every year
Also Offered As: CIMS 152, COML 154, ENVS 151
Activity: Lecture
1.0 Course Unit

GRMN 152 Liquid Histories and Floating Archives
Climate change transforms the natural and built environments, and it is re-shaping how we understand, make sense, and care for our past. Climate changes history. This course explores the Anthropocene, the age when humans are remaking earth’s systems, from an on-water perspective. In on-line dialogue and video conferences with research teams in port cities on four continents, this undergraduate course focuses on Philadelphia as one case study of how rising waters are transfiguring urban history, as well as its present and future. Students projects take them into the archives at the Independence Seaport Museum and at Bartram’s Garden. Field trips by boat on the Schuylkill and Delaware Rivers and on land to the Port of Philadelphia and to the John Heinz National Wildlife Refuge invite transhistorical dialogues about how colonial and then industrial-era energy and port infrastructure transformed the region’s vast tidal marshlands wetlands. Excursions also help document how extreme rain events, storms, and rising waters are re-making the built environment, redrawing lines that had demarcated land from water. In dialogue with one another and invited guest artists, writers, and landscape architects, students final projects consider how our waters might themselves be read and investigated as archives. What do rising seas subsume and hold? Whose stories do they tell? What floats to the surface?
Taught by: Wiggin
Course not offered every year
Also Offered As: ANTH 154, COML 152, ENGL 052, ENVS 152, HIST 152
Activity: Lecture
1.0 Course Unit

GRMN 153 Is Europe Facing a Spiritual Crisis?
Is Europe Facing a Spiritual Crisis? On Contemporary Debates about Secularization, Religion and Rationality. Point of departure for this course is the difference between Europe and the US as to the role of religion in the unfolding of their respective ‘cultural identities’ (cf. Charles Taylor, A Secular Age, 522-530). As a rule, both the US and Western Europe are now defined as secularized cultures, even if their histories and specific identities are strongly rooted in the Christian heritage. Given this contemporary situation, four research questions will be dealt with in this course. 1) What is meant by secularization? In answer to that question, two secularization theories are distinguished: the classic versus the alternative secularization thesis; 2) What is the historical impact of the nominalist turning-point at the end of the Middle Ages in this process towards secularization? 3) How did the relation between rationality and religion develop during modern times in Europe? 4) What is the contemporary outcome of this evolution in so-called postmodern / post-secular Europe and US? We currently find ourselves in this so-called postmodern or post-secular period, marked by a sensitivity to the boundaries of (modern) rationality and to the fragility of our (modern) views on man, world and God. In this respect, we will focus on different parts of Europe (Western and Eastern Europe alike) and will refer to analogies and differences between Western Europe and US. This historical-thematic exposition is illustrated by means of important fragments from Western literature (and marginally from documents in other arts) and philosophy. We use these fragments in order to make more concrete the internal philosophical evolutions in relation to corresponding changes in diverse social domains (religion, politics, economy, society, literature, art...).
Taught by: Vanheeswijck
Course usually offered in spring term
Also Offered As: COML 153, DTCH 153
Activity: Lecture
1.0 Course Unit

GRMN 156 Queer German Cinema
Taught in English. This course offers an introduction into the history of German-language cinema with an emphasis on depictions of lesbian, gay, bisexual, trans and queer themes. The course provides a chronological survey of Queer German Cinema from its beginnings in the Weimar Republic to its most recent and current representatives, accompanied throughout by a discussion of the cultural-political history of gay rights in the German-speaking world. Over the course of the semester, students will learn not only cinematic history but how to write about and close-read film. No knowledge of German or previous knowledge required.
Taught by: Fleishman
Course not offered every year
Also Offered As: CIMS 156, COML 156, GSWS 156
Activity: Lecture
1.0 Course Unit

GRMN 180 German in Residence
The German House is a half-credit course with concentrations in German conversation, film, and culture. Though many students enroll for credit, others often come to select events. All interested parties are invited, and you do not have to actually live in the house to enroll for credit. Students from all different levels of language proficiency are welcome. Beginners learn from more advanced students, and all enjoy a relaxed environment for maintaining or improving their German language skills.
For BA Students: Other Language Courses
One-term course offered either term
Activity: Lecture
0.5 Course Units
GRMN 181 Comparative Cultures of Sustainability
Sustainability is more than science, engineering, policy, and design. Surveying the world, we see that the politics and practice of sustainability play out in different ways depending on cultural factors. Some cultures are more prone to pursue ecological goals than others. Why? Do the environmental history and experience of a nation affect policy? Do nature and the environment play a crucial role in the cultural memory of a nation? Can cultural components be effectively leveraged in order to win approval for a politics of sustainability? And what can we, as residents of a country where climate change and global warming are flashpoints in an enduring culture war, learn from other cultures? This course is designed to equip undergraduate students with the historical and cultural tools necessary to understand the cultural aspects of sustainability in two countries noted for their ecological leadership and cultural innovation, Germany and the Netherlands. Summer abroad course. This hybrid course combines online instruction with a short-term study abroad experience in Berlin and Rotterdam. During the pre-tip online portion of the course, students will become acquainted with the cultural histories of German and Dutch attitudes toward sustainability and the environment through a combination of recorded lectures by the instructor, reading assignments, viewing assignments (documentary and feature films), threaded discussions, and short written assignments. The goal of the pre-trip instruction are to help students develop tools for analyzing and interpreting cultural difference, construct working models of German and Dutch concepts of sustainability, and formulate hypotheses about the relation between culture and policy in Germany and the Netherlands. The class will spend a total of ten days in Europe: five days in Berlin and five days in the area of Rotterdam. The days will be jam-packed with visits to important sites of sustainable practice; discussion with policy makers, activists, and scientists; and immersion in the cultures of the Netherlands and Germany. Upon our return from Europe, the class will debrief and students will present online projects. There are no prerequisites or language requirements.
Taught by: Richter
Course usually offered summer term only
Also Offered As: ENVS 181
Activity: Lecture
1.0 Course Unit
Notes: Summer abroad course.
GRMN 203 Texts and Contexts
In this course, you will explore themes of cultural and historical significance in contemporary German-speaking countries through literature and nonfiction, through film and current event media coverage. Whether you wish to dive deeply into historical or political contexts, explore untranslatable cultural phenomena or the aesthetic rhythm and semantic complexity of the German language, GRMN 203 Texts and Contexts will inspire your imagination and deepen your understanding of German language, culture and literature. This is a required course for all courses taught in German at or above the 200 level.
For BA Students: Advanced Language Course
One-term course offered either term
Also Offered As: GRMN 506
Prerequisite: GRMN 104
Activity: Lecture
1.0 Course Unit
GRMN 219 Business German: A Macro Perspective
This course offers you insights into the dynamics of Business German, while taking a macro approach. Examples of various course topics include: economic geography and its diversity, the changing role of the European Union, and the economic importance of national transportation and tourism. In addition, the course emphasizes the development of students’ discourse competencies, Business German vocabulary and grammar. Course assignments include oral presentations on current events, class discussions, role-play, and collaborative group work. Class time will be utilized to practice speaking, answering questions, reviewing exercises and holding group discussions on various topics. Class participation is a key component of this course. Prerequisite: No previous knowledge of economics or business required. Course taught in German.
For BA Students: Advanced Language Course
Taught by: James
Course usually offered in fall term
Prerequisite: GRMN 203
Activity: Lecture
1.0 Course Unit
Notes: No previous knowledge of economics or business required. Course taught in German.
GRMN 220 Business German: A Micro Perspective
This course is designed to enhance your speaking, reading and writing skills, in addition to helping you build a strong foundation in business vocabulary. Course objectives include acquiring skills in cross cultural communication, teamwork, business management, and creating a business plan. German grammar will be covered on a need be basis. This course will prepare you to perform and contribute while in a German-speaking business environment. Taught in German.
For BA Students: Advanced Language Course
Taught by: James
Course usually offered in spring term
Prerequisite: GRMN 203
Activity: Lecture
1.0 Course Unit
Notes: Course taught in German.
GRMN 230 Topics in Dutch Studies
Topics vary annually.
Course not offered every year
Also Offered As: DTCH 230
Activity: Lecture
1.0 Course Unit
Notes: Taught in English
GRMN 232 Topics in European History
The title for Fall 2017 is: The Nazi Revolution: Power and Ideology.
Taught by: Steinberg
Course not offered every year
Also Offered As: CLST 230, COML 248, HIST 230, ITAL 230, JWST 230
Activity: Seminar
1.0 Course Unit
Notes: Topics vary annually.
GRMN 237 Berlin: History, Politics, Culture
What do you know about Berlin's history, architecture, culture, and political life? The present course will offer a survey of the history of Prussia, beginning with the seventeenth century, and the unification of the small towns of Berlin and Koeltn to establish a new capital for this country. It will tell the story of Berlin's rising political prominence in the eighteenth century, and its position as a center of the German and Jewish Enlightenment. It will follow Berlin's transformation into an industrial city in the nineteenth century, its rise to metropolis in the early twentieth century, its history during the Third Reich, and the post-war cold war period. The course will conclude its historical survey with a consideration of Berlin's position as a capital in reunified Germany. The historical survey will be supplemented by a study of Berlin's urban structure, its significant architecture from the eighteenth century (i.e. Schinkel) to the nineteenth (new worker's housing, garden suburbs) and twentieth centuries (Bauhaus, Speer designs, postwar rebuilding, GDR housing projects, post-unification building boom). In addition, we will read literary texts about the city, and consider the visual art and music created in and about Berlin, and focus on Berlin's Jewish history. The course will be interdisciplinary with the fields of German Studies, history, history of art, urban studies, and German-Jewish studies. It is also designed as a preparation for undergraduate students who are considering spending a junior semester with the Penn Abroad Program in Berlin. All readings and lectures in English.
For BA Students: Humanities and Social Science S
Taught by: Weissberg
Course not offered every year
Also Offered As: ARTH 237, COML 237, HIST 237, URBS 237
Activity: Lecture
1.0 Course Unit
Notes: All readings and lectures in English.

GRMN 239 Sustainability & Utopianism
This seminar explores how the humanities can contribute to discussions of sustainability. We begin by investigating the contested term itself, paying close attention to critics and activists who deplore the very idea that we should try to sustain our, in their eyes, dystopian present, one marked by environmental catastrophe as well as by an assault on the educational ideals long embodied in the humanities. We then turn to classic humanist texts on utopia, beginning with More's fictive island of 1517. The 'origins of environmentalism' lie in such depictions of island edens (Richard Grove), and our course proceeds to analyze classic utopian tests from American, English, and German literatures. Readings extend to utopian visions from Europe and America of the nineteenth and twentieth centuries, as well as literary and visual texts that deal with contemporary nuclear and flood catastrophes. Authors include: Bill McKibben, Jill Kerr Conway, Christopher Newfield, Thomas More, Francis Bacon, Karl Marx, Henry David Thoreau, Robert Owens, William Morris, Charlotte Perkins Gilman, Ayn Rand, Christa Wolf, and others. Taught in English.
For BA Students: Humanities and Social Science S
Taught by: Wiggin
Course not offered every year
Also Offered As: COML 209, ENGL 275, ENVS 239
Activity: Seminar
1.0 Course Unit
Notes: Taught in English.

GRMN 240 Global Sustainabilities
This research-oriented seminar focuses on the ways in which 'sustainability' and 'sustainable development' are linguistically and culturally translated into the world's languages. We may take the terms for granted, but they have only really been on the global stage since they were widely introduced in the 1987 United Nations report, Our Common Future. Seminar participants will first become acquainted with the cultural and conceptual history of the terms and the UN framework within which sustainability efforts directly or indirectly operate. Having established the significance of cultural and linguistic difference in conceiving and implementing sustainability, participants will collaboratively develop a research methodology in order to begin collecting and analyzing data. We will draw heavily on Penn's diverse language communities and international units. Seminar members will work together and individually to build an increasingly comprehensive website that provides information about the world's languages of sustainability.
Taught by: Richter
Course not offered every year
Also Offered As: COML 241
Activity: Seminar
1.0 Course Unit
Notes: Benjamin Franklin Seminar. All readings and lectures in English.

GRMN 242 The Fantastic and Uncanny in Literature: Ghosts, Spirits & Machines
Do we still believe in spirits and ghosts? Do they have any place in an age of science of technology? Can they perhaps help us to define what a human being is and what it can do? We will venture on a journey through literary texts from the late eighteenth century to the present to explore the uncanny and fantastic in literature and life. Our discussions will be based on a reading of Sigmund Freud's essay on the uncanny, and extraordinary Romantic narratives by Ludwig Tieck, E.T.A. Hoffmann, Edgar Allan Poe, Nathaniel Hawthorne, Prosper Merimee, Villiers de l'Isle-Adam, and others. All readings and lectures in English.
For BA Students: Arts and Letters Sector
Taught by: Weissberg
Course not offered every year
Also Offered As: COML 126, GWS 243
Activity: Lecture
1.0 Course Unit
Notes: All readings and lectures in English.

GRMN 244 Metropolis: Culture of the City
An exploration of modern discourses on and of the city. Topics include: the city as site of avant-garde experimentation; technology and culture; the city as embodiment of social order and disorder; traffic and speed; ways of seeing the city; the crowd; city figures such as the detective, the criminal, the flaneur; the dandy; film as the new medium of the city. Special emphasis on Berlin. Readings by, among others, Dickens, Poe, Baudelaire, Rilke, Doeblin, Marx, Engels, Benjamin, Kracauer. Films include Fritz Lang's Metropolis and Tom Tykwer's Run Lola Run. All lectures and readings in English.
For BA Students: Arts and Letters Sector
Taught by: MacLeod
Course not offered every year
Also Offered As: CEMS 244, COML 254, URBS 244
Activity: Lecture
1.0 Course Unit
Notes: All readings and lectures in English.
GRMN 247 Free Radicals: Marx, Marxism, and the Culture of Revolution

'A spectre is haunting Europe—the spectre of Communism'. This, the famous opening line of The Communist Manifesto, will guide this course's exploration of the history, legacy, and potential future of Karl Marx's most important texts and ideas, even long after Communism has been pronounced dead. Contextualizing Marx within a tradition of radical thought regarding politics, religion, and sexuality, we will focus on the philosophical, political, and cultural origins and implications of his ideas. Our work will center on the question of how his writings seek to counter or exploit various tendencies of the time; how they align with the work of Nietzsche, Freud, and other radical thinkers to follow; and how they might continue to haunt us today. We will begin by discussing key works by Marx himself, examining ways in which he is both influenced by and appeals to many of the same fantasies, desires, and anxieties encoded in the literature, arts and intellectual currents of the time. In examining his legacy, we will focus on elaborations or challenges to his ideas, particularly within cultural criticism, postwar protest movements, and the cultural politics of the Cold War. In conclusion, we will turn to the question of Marxism or Post-Marxism today, asking what promise Marx's ideas might still hold in a world vastly different from his own. All readings and lectures in English.

For BA Students: Humanities and Social Science S
Course not offered every year
Also Offered As: COML 247, PHIL 247
Activity: Lecture
1.0 Course Unit
Notes: All readings and lectures in English.

GRMN 248 Nietzsche's Modernity and the Death of God

'God is dead.' This famous, all too famous death sentence, issued by the 19th-century German philosopher Friedrich Nietzsche, also signaled the genesis of a radical challenge to traditional notions of morality, cultural life, and the structure of society as a whole. In this course we will examine both the 'modernity' of Nietzsche's thought and the ways in which his ideas have helped to define the very concept of Modernity (and, arguably, Postmodernity) itself. In exploring the origin and evolution of Nietzsche's key concepts, we will trace the ways in which his work has variously revered or refuted, championed or co-opted, for more than a century. We will survey his broad influence on everything from philosophy and literature to music and art, theater and psychology, history and cultural theory, politics and popular culture. Further, we will ask how his ideas continue to challenge us today, though perhaps in unexpected ways. As we will see, Nietzsche wanted to teach us 'how to philosophize with a hammer.' All readings and lectures in English.

Course not offered every year
Also Offered As: COML 268, PHIL 067
Activity: Lecture
1.0 Course Unit
Notes: All readings and lectures in English.

GRMN 249 Topics In Modernism

This course explores an aspect of literary modernism intensively; specific course topics will vary from year to year. Past offerings have included seminars on the avant-garde, on the politics of modernism, and on its role in shaping poetry, music, and the visual arts. See the English Department's website at www.english.upenn.edu for a description of the current offerings. Prerequisite: Some knowledge of 20th-century poetry.
Spaces will be reserved for English majors
Course not offered every year
Also Offered As: ARTH 385, COML 140, ENGL 259, FREN 259
Activity: Seminar
1.0 Course Unit
Notes: Topics vary annually.

GRMN 253 Freud: The Invention of Psychoanalysis

No other person of the twentieth century has probably influenced scientific thought, humanistic scholarship, medical therapy, and popular culture as much as Sigmund Freud. This seminar will study his work, its cultural background, and its impact on us today. In the first part of the course, we will learn about Freud's life and the Viennese culture of his time. We will then move to a discussion of seminal texts, such as excerpts from his Interpretation of Dreams, case studies, as well as essays on psychoanalytic practice, human development, definitions of gender and sex, neuroses, and culture in general. In the final part of the course, we will discuss the impact of Freud's work. Guest lecturers from the medical field, history of science, psychology, and the humanities will offer insights into the reception of Freud's work, and its consequences for various fields of study and therapy.

For BA Students: Humanities and Social Science S
Taught by: Weissberg
Course not offered every year
Also Offered As: COML 253, GSWS 252, HIST 253
Activity: Lecture
1.0 Course Unit
Notes: All readings and lectures in English.

GRMN 257 Fascist Cinemas

Cinema played a crucial role in the cultural life of Nazi Germany and other fascist states. As cinema enthusiasts, Goebbels and Hitler were among the first to realize the important ideological potential of film as a mass medium and saw to it that Germany remained a cinema powerhouse producing more than 1000 films during the Nazi era. In Italy, Mussolini, too, declared cinema 'the strongest weapon.' This course explores the world of 'fascist' cinemas ranging from infamous propaganda pieces such as The Triumph of the Will to popular entertainments such as The Birth of a Nation. We will consider what elements mobilize and connect the film industries of the Axis Powers: style, genre, the aestheticization of politics, the creation of racialized Others. More than seventy years later, fascist cinemas challenge us to grapple with issues of more subtle ideological insinuation than we might think. Weekly screenings with subtitles. All readings and discussions in English.

For BA Students: Arts and Letters Sector
Taught by: MacLeod
Course not offered every year
Also Offered As: CIMS 257, COML 269, ITAL 257
Activity: Lecture
1.0 Course Unit
Notes: All readings and lectures in English.
GRMN 258 German Cinema
An introduction to the momentous history of German film, from its beginnings before World War One to developments following the fall of the Berlin Wall in 1989 and German reunification in 1990. With an eye to film's place in its historical and political context, the course will explore the 'Golden Age' of German cinema in the Weimar Republic, when Berlin vied with Hollywood; the complex relationship between Nazi ideology and entertainment during the Third Reich; the fate of German film-makers in exile during the Hitler years; post-war film production in both West and East Germany; the call for an alternative to 'Papa's Kino' and the rise of New German Cinema in the 1960's. All readings and discussions in English.
For BA Students: Arts and Letters Sector
Taught by: Fleishman
Course not offered every year
Also Offered As: CIMS 258, COML 270
Activity: Lecture
1.0 Course Unit
Notes: All readings and discussions in English.

GRMN 259 Topics German Cinema
This topic course explores aspects of Film History intensively. Specific course topics vary from year to year. See the Cinema Studies website at http://cinemastudies.sas.upenn.edu for a description of the current offerings.
Taught by: Katz, Corrigan, Decherney, Beckman, Fleishman
Course not offered every year
Also Offered As: CIMS 259, COML 261, GRMN 550
Activity: Lecture
1.0 Course Unit

GRMN 261 Jewish Films and Literature
From the 1922 silent film 'Hungry Hearts' through the first 'talkie,' 'The JazzSinger,' produced in 1927, and beyond 'Schindler's List,' Jewish characters have confronted the problems of their Jewishness on the silver screen for a general American audience. Alongside this Hollywood tradition of Jewish film, Yiddish film blossomed from independent producers between 1911 and 1939, and interpreted literary masterpieces, from Shakespeare's 'King Lear' to Sholom Aleichem's 'Teyve the Dairyman,' primarily for an immigrant, urban Jewish audience. In this course, we will study a number of films and their literary sources (in fiction and drama), focusing on English language and Yiddish films within the framework of three dilemmas of interpretation: a) the different ways we 'read' literature and film, b) the various ways that the media of fiction, drama, and film 'translate' Jewish culture, and c) how these translations of Jewish culture affect and are affected by their implied audience. All readings and lectures in English.
For BA Students: Arts and Letters Sector
Taught by: Fleishman
Course not offered every year
Also Offered As: CIMS 279, COML 265, ENGL 279, JWST 263
Activity: Lecture
1.0 Course Unit

GRMN 262 Women in Jewish Literature
'Jewish woman, who knows your life? In darkness you have come, in darkness do you go.' J. L. Gordon (1890). This course will bring into the light the long tradition of women as readers, writers, and subjects in Jewish literature. All texts will be in translation from Yiddish and Hebrew, or in English. Through a variety of genres – devotional literature, memoir, fiction, and poetry – we will study women's roles and selves, the relations of women and men, and the interaction between Jewish texts and women's lives. The legacy of women in Yiddish devotional literature will serve as background for our reading of modern Jewish fiction and poetry from the past century. The course is divided into five segments. The first presents a case study of the Matriarchs Rachel and Leah, as they are portrayed in the Hebrew Bible, in rabbinic commentary, in pre-modern prayers, and in modern poems. We then examine a modern novel that recasts the story of Dinah, Leah's daughter. Next we turn to the seventeenth century Glikl of Hamel, the first Jewish woman memoirist. The third segment focuses on devotional literature for and by women. In the fourth segment, we read modern women poets in Yiddish, Hebrew, and English. The course concludes with a fifth segment on fiction written by women in Yiddish, Hebrew, and English. All readings and lectures in English.
For BA Students: Arts and Letters Sector
Taught by: Hellerstein
Course not offered every year
Also Offered As: GSWS 162, JWST 268, NELC 154
Activity: Seminar
1.0 Course Unit
Notes: All readings and lectures in English.

GRMN 263 Jewish American Literature
What makes Jewish American literature Jewish? What makes it American? This course will address these questions about ethnic literature through fiction, poetry, drama, and other writings by Jews in America, from their arrival in 1654 to the present. We will discuss how Jewish identity and ethnicity shape literature and will consider how form and language develop as Jewish writers 'immigrate' from Yiddish, Hebrew, and other languages to American English. Our readings, from Jewish American Literature: A Norton Anthology, will include a variety of stellar authors, both famous and less-known, including Isaac Mayer Wise, Emma Lazarus, Isaac Bashevis Singer, Celia Dropkin, Abraham Cahan, Anzia Yezierska, Saul Bellow, Philip Roth, Cynthia Ozick, and Allegra Goodman. Students will come away from this course having explored the ways that Jewish culture intertwines with American culture in literature. All readings and lectures in English.
For BA Students: Arts and Letters Sector
Taught by: Hellerstein
Course not offered every year
Also Offered As: COML 277, JWST 277
Activity: Lecture
1.0 Course Unit
Notes: All readings and lectures in English.
GRMN 264 Translating Cultures: Literature on and in Translation

‘Languages are not strangers to one another,’ writes the great critic and translator Walter Benjamin. Yet two people who speak different languages have a difficult time talking to one another, unless they both know a third, common language or can find someone who knows both their languages to translate what they want to say. Without translation, most of us would not be able to read the Bible or Homer, the foundations of Western culture. Americans wouldn’t know much about the cultures of Europe, China, Africa, South America, and the Middle East. And people who live in or come from these places would not know much about American culture. Without translation, Americans would not know much about the diversity of cultures within America. The very fabric of our world depend upon translation between people, between cultures, between texts. With a diverse group of readings—autobiography, fiction, poetry, anthropology, and literary theory—this course will address some fundamental questions about translating language and culture. What does it mean to translate? How do we read a text in translation? What does it mean to live between two languages? Who is a translator? What are different kinds of literary and cultural translation? What are their principles and theories? Their assumptions and practices? Their effects on and implications for the individual and the society?

For BA Students: Arts and Letters Sector
Taught by: Hellerstein
Course not offered every year
Also Offered As: COML 260, JWST 264
Activity: Seminar
1.0 Course Unit
Notes: Benjamin Franklin Seminar. All readings and lectures in English.

GRMN 279 Introduction to Literary Theory

This course introduces students to major issues in the history of literary theory.

Course not offered every year
Also Offered As: COML 094, ENGL 094
Activity: Lecture
1.0 Course Unit

GRMN 301 Handschrift-Hypertext: Deutsche Medien

This course will provide an introduction to German-language literary studies through exemplary readings of short forms: fables, fairy tales, aphorisms, stories, novellas, feuilletons, poems, songs, radio plays, film clips, web projects and others. Paying particular attention to how emergent technology influences genre, we will trace an evolution from Minnesang to rock songs, from early print culture to the internet age and from Handschrift to hypertext. Students will have ample opportunity to improve their spoken and written German through class discussion and a series of internet-based assignments. Readings and discussions in German. Prerequisite: This course will be offered every spring semester.

Taught in German.
For BA Students: Arts and Letters Sector
Course usually offered in spring term
Prerequisite: GRMN 203
Activity: Lecture
1.0 Course Unit
Notes: This course will be offered every spring semester. Taught in German.

GRMN 302 Places of Memory. Lieux de memoire. Erinnerungsorte.

What is culture? What is German? Where are the borders between German, Austrian and Swiss culture? What is part of the ‘cultural canon’? Who decides and what role does memory play? Relying on the theory of collective memory (Halbwachs) and the concept of ‘places of memory’ (Erinnerungsorte; Nora, Francois/Schulze) and with reference to exemplary scholarly and literary texts, debates, songs, films, documents, and paintings from high and pop culture, this course will weave a mosaic of that which (also) constitutes German or German-language culture. Prerequisite: This course will be offered every fall semester. Taught in German.

Course usually offered in fall term
Prerequisite: GRMN 203
Activity: Lecture
1.0 Course Unit
Notes: This course will be offered every fall semester. Taught in German.

GRMN 311 Krautrock und die Folgen

Prerequisite: Taught in German.
Taught by: Hahmann, Lewis
Course not offered every year
Prerequisite: GRMN 301 OR GRMN 302
Activity: Lecture
1.0 Course Unit
Notes: Taught in German.

GRMN 323 Writing in Dark Times: German Literature

The rise of Hitler and the Nazis in 1933 radically disrupted the literary marketplace in Germany. Public book burnings were the most visible sign of a complete reorganization of the literary world. What was it like to be a writer in the Third Reich? How did censorship work? What kind of choices were writers forced to make? What political roles did writers adopt? Under what conditions could they publish? Who read their books and how did they read them? These are some of the questions we will ask as we become acquainted with German writers in ideological adherence or alliance, in exile throughout Europe and the Americas, in ‘inner emigration,’ even in concentration camps, and in hiding. By focusing on their writing, we will shed light on the value of literature in dark times.

Taught by: Richter
Course not offered every year
Also Offered As: GRMN 547
Activity: Lecture
1.0 Course Unit

Notes: Taught in German.
GRMN 324 German Ideas and Nazi Ideology
Right-wing movements are often considered to be a reservoir of those who are left behind and economic losers. This seems to apply as much today as it did to the fascist movements of the first half of the 20th century. Admittedly, the economic situation has had a considerable influence on the development and success of these movements and most intellectuals have obviously reacted with open rejection to the aggressive and racist policies, which has led to mass emigration, especially to the United States. It must be noted, however, that the movement itself was supported by a prominent conservative worldview from which it emerged and through which it is best understood. The notion of the 'Downfall of the West' (Oswald Spengler) or the prevailing view among the intellectual elite that 'Germany's soul is the place where Europe's spiritual oppositions are carried out' (Thomas Mann) and the resulting disdain for political business, are all expressions of the idea of a special historical responsibility of the Germans. Even though this intellectual elite was opposed to the National Socialist movement, it must be said that the most renowned thinkers not only arranged themselves with the regime, but even supported it at times. Three particularly important examples are Martin Heidegger, Carl Schmitt and Gottfried Benn. Today they are counted among the intellectual giants of the 20th century and their works are studied worldwide, including the University of Pennsylvania. In this seminar, the spirit of National Socialism will be explored. To this end, we will look at the intellectual background in Europe at the beginning of the 20th century, but especially at the period between the two wars, before we will then intensively deal with the National Socialist involvement of the three thinkers Heidegger, Schmitt, and Benn.
Taught by: Hahmann
Course not offered every year
Prerequisite: GRMN 301 OR GRMN 302
Activity: Lecture
1.0 Course Unit

GRMN 356 Crime and Detection - Dark Deeds
The detective story and the crime drama are time-honored genres of literature and popular culture. We are drawn to morbid scenes of violence and crime, and satisfied by the apprehension of criminals and their punishment. At the same time, the process of detection, of deciphering clues, is much like the process of reading and interpretation. Prerequisite: Taught in German. In this course we will read a variety of detective and crime stories, some by famous authors (e.g., Droste-Huelshoff, Fontane, Handke), others by contemporary authors that address interesting aspects of German culture (e.g., Turkish-Germans, gay and lesbian subcultures, DDR and Wende). We will also look at episodes from popular West, East, and post-reunification German TV crime shows (e.g., Tatort).
Taught by: Frei
Course not offered every year
Activity: Lecture
1.0 Course Unit
Notes: Taught in German.

GRMN 361 Staging the 20th Century
Prerequisite: Topics vary annually. Course taught in German. Topic for Spring 2014: 'Staging the Middle Ages'.
Course not offered every year
Prerequisite: GRMN 301 OR GRMN 302
Activity: Seminar
1.0 Course Unit
Notes: Topics vary annually. Course taught in German. Topic for Spring 2014: 'Staging the Middle Ages'.

GRMN 363 Kant's Critical Project
This seminar is dedicated to Kant's critical philosophy. In particular, the Critique of pure Reason, which is the first of three Critiques, ranks amongst the most important texts of modern philosophy. Even in contemporary debates, Kantian claims still play a crucial role and basic knowledge of Kant's critical philosophy is often assumed. In this seminar we will deal with central passages from different works which, taken together, give a good picture of Kant's critical revision of classical metaphysics. We shall discuss important conceptions and ideas of Kant's mature philosophy, such as the nature of transcendental aesthetics and the resulting distinction between a thing-in-itself and appearance, the meaning and application of the categories, the justification and determination of human freedom, and the role of the moral law for Kant's so-called practical metaphysics.
Taught by: Hahmann
Course not offered every year
Also Offered As: PHIL 362, PHIL 565
Activity: Seminar
1.0 Course Unit

GRMN 364 Topics vary annually. The topic for Spring 2015 is: Unhuman Encounters
Topics vary annually. The course description for Spring 2015 is as follows: Typically 'the Other' stands for a person or a group of people from another cultural background. But there have always been other encounters that forced people to distinguish themselves from an 'other'. Foremost, in order to define what is 'human', the 'unhuman' needed to be described. Initially, this meant distinguishing the human from the rest of nature. With the industrial revolution, the technological became a concern--machines as monsters. On a figurative level, we have the supernatural, ghosts, aliens, and cyborgs. In this course we will explore the ways in which real and imagined encounters with these 'other Others' are depicted in German language literature and culture. Prerequisite: Taught in German.
Taught by: Dayioglu-Yucel
Course not offered every year
Prerequisite: GRMN 301 OR GRMN 302
Activity: Seminar
1.0 Course Unit
Notes: Taught in German.

GRMN 373 Critical Theory of Christa Wolf: What remains?
Understood as one of the most prominent writers of the GDR, Christa Wolf's literary contributions shape cultural production of former East Germany and beyond. Nevertheless, her critical engagement with the writing process and the role that memory plays for identity formation and a collective historical process remain less known. This course will shed light on Wolf's iconographic text Die Dimension des Autors, in which she develops the notion of fossilization--medallions of memory--to unpack cultural and historical productions. Indeed, the course traces her most influential texts such as Storfall, Kassandra, Kindheitsmuster and Was bleibt? within her theoretical framework, thereby offering students an opportunity to connect East German literary production with critical theory. The course seeks to illuminate the intrinsic connections between cultural products, practices and perspectives. The course will be taught in German and could fulfill Cross-Cultural Analysis.
Taught by: Frei
Course not offered every year
Prerequisite: GRMN 301
Activity: Seminar
1.0 Course Unit
GRMN 375 German Literature after 1945
Focus on the continuity of the literary tradition, innovation, and prominent themes related to coming-of-age in today's society, and specific stylistic experiments. Topics include: the changing literary perspective on German history and World War II, the representation of such prominent issues as individual responsibility, German reunification, and human relations in modern society. Prerequisite: Taught in German.
Course not offered every year
Activity: Lecture
1.0 Course Unit
Notes: Taught in German.

GRMN 379 Decadence
The period of the late nineteenth and turn to the twentieth century has often been described as a time of decadence—a decline in the ‘standards’ of morals and virtue. While Freud explored the nature of sexual desire, writers like Schnitzler or Wedekind made this exploration central for their stories or plays. The course will focus on the literature and culture of fin-de-siecle Vienna and Berlin, and consider a variety of texts as well as their later reception and translation into film. Prerequisite: Lectures and discussion in German.
Taught by: Weissberg
Course not offered every year
Prerequisite: GRMN 301 OR GRMN 302
Activity: Lecture
1.0 Course Unit
Notes: Lectures and discussions in German.

GRMN 381 Topics in German Culture
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Notes: This course will be offered every fall semester.

GRMN 401 Trans(l)its
Drawing on Goethe's musings on 'world literature', the course focuses on authors who have arrived at their German words via global, worldly itineraries. The course considers movements between languages, including those of the students themselves and encourages students to develop their own voice as authors via a series of critical and creative writing exercise. At the same time, students develop strategies to reflect on their own language learning. This course provides an important space for German-learners at Penn to draw on one another's experiences in the program and to build a sense of community. The course is required for all German majors in the Fall semester of their senior year. Prerequisite: This course will be offered every fall semester.
Taught by: Wiggin, MacLeod
Course usually offered in fall term
Prerequisite: GRMN 301 OR GRMN 302
Activity: Lecture
1.0 Course Unit
Notes: Taught in German.

GRMN 507 Elementary Middle High German
Designed to familiarize the student with the principal elements of Middle High German grammar and to develop skills in reading and translating a major work of the twelfth century. Limited text interpretation. Prerequisite: Middle High German for Reading Knowledge will be taught in English.
Course not offered every year
Activity: Independent Study
1.0 Course Unit
Notes: Notes: Middle High German for Reading Knowledge will be taught in English.
GRMN 509 Topics in Yiddish Literature - Modernist Jewish Poetry.
One version of this seminar considers works by Jewish women who wrote in Yiddish, Hebrew, English, and other languages in the late 19th through the 20th century. The texts, poetry and prose, will include both belles lettres and popular writings, such as journalism, as well as private works (letters and diaries) and devotional works. The course will attempt to define ‘Jewish writing,’ in terms of language and gender, and will consider each writer in the context of the aesthetic, religious, and national ideologies that prevailed in this period. Because students will come with proficiency in various languages, all primary texts and critical and theoretical materials will be taught in English translation. However, those students who can, will work on the original texts and share with the class their expertise to foster a comparative perspective. Because we will be discussing translated works, a secondary focus of the course will, in fact, be on literary translation’s process and products. Another version of this seminar presents Jewish modernism as an international phenomenon of the early 20th century. The course will attempt to define ‘Jewish modernism’ through the prism of poetry, which inevitably, given the historical events in Europe and America during this time, grapples with aesthetic, religious, and national ideologies and methods. The syllabus will focus mainly on poetry written in Yiddish and English, and will also include German, Russian, and Hebrew verse. All poetry, critical, and theoretical materials will be taught in English translation, although students who know the languages will work on the original texts and will bring to the table a comparative perspective. Because we will be discussing translated poems, a secondary focus of the course will, in fact, be on literary translation’s process and products.

Taught by: Hellerstein
Course not offered every year
Also Offered As: COML 509, GSWS 509, JWST 509, YDISH 509
Activity: Seminar
Notes: Topics vary annually.

GRMN 511 Stylistics
Textual analysis based on communication theory. Texts selected from literature and other disciplines. Emphasis placed on the development of the student's own compositional and stylistic skills.
Course not offered every year
Prerequisite: GRMN 301 OR GRMN 302
Activity: Seminar
1.0 Course Unit
Notes: Graduate Seminar

GRMN 516 Teaching Methods
This course examines major foreign language methodologies, introduces resources available to foreign language teachers, and addresses current issues and concerns of foreign language teaching and learning, such as second language acquisition theory and application of technology.
Taught by: Frei
One-term course offered either term
Activity: Lecture
1.0 Course Unit

Although the starting point for the Anthropocene is still under discussion, there is broad agreement that the industrial revolution and the turn to fossil fuels mark an intensification of humanity’s impact on the Earth. It may not be a coincidence that Kant’s proclamation of the Copernican revolution in philosophy, according to which human reason replaces the natural light of traditional metaphysics, falls roughly in the same period. Human finite cognition became the measure for God and his creation. The dawn of the era of human freedom and the ramped up exploitation of resources coincide. It is against this background that the Naturphilosophie of F. W. J. Schelling can become particularly interesting. The genesis of German idealism is closely related with the opposition between freedom and necessity that lies at the heart of Kant’s critical project. Kant associated the former with man and the latter with nature. In trying to bridge the gap between them, Schelling reinstates nature as an autonomous actor in its own right. Schelling’s thinking about nature chimed with the literary and empirical-scientific work of his contemporary Johann Wolfgang von Goethe. In the productive interplay of poetry, science, religion, and philosophical thought, Goethe and Schelling offer a critical alternative to philosophy in the aftermath of the Copernican revolution that may be viable or useful today as humanity tries to come to terms with anthropogenically induced climate change. This co-taught interdisciplinary seminar will focus on works by Schelling (Ideas for a Philosophy of Nature, First Outline of a System of the Philosophy of Nature, On the World Soul) and Goethe (scientific writings, Faust I & II), in addition to engaging recent scholarship of Schelling and Goethe in relation to environmental humanities.

Taught by: Richter/Hahmann
Course not offered every year
Also Offered As: COML 547, PHIL 567
Activity: Seminar
1.0 Course Unit

GRMN 526 The Trouble with Freud: Psychoanalysis, Literature, Culture
For professionals in the field of mental care, Freud’s work is often regarded as outmoded, if not problematic psychologists view his work as non-scientific, dependent on theses that cannot be confirmed by experiments. In the realm of literary and cultural theory, however, Freud’s work seems to have relevance still, and is cited often. How do we understand the gap between a medical/scientific reading of Freud’s work, and a humanist one? Where do we locate Freud’s relevance today? The graduate course will concentrate on Freud’s descriptions of psychoanalytic theory and practice, as well as his writings on literature and culture. Prerequisite: Readings and discussions in English.

Taught by: Weissberg
Course not offered every year
Also Offered As: COML 523, GSWS 525
Activity: Seminar
1.0 Course Unit
Notes: Readings and discussions in English.
GRMN 527 Philosophy of Psychology
An investigation of issues that arise from scientific psychology and are investigated philosophically or have implications for philosophy. Specific topics vary by semester. In Spring 2019 the seminar will examine various instances of appealing to appearances in analyzing perception and its relation to an external world. Authors to be studied include Descartes, Hume, Russell, Sellars, and Chisholm.
Taught by: Hatfield
Course not offered every year
Also Offered As: PHIL 526
Activity: Seminar
1.0 Course Unit
Notes: Undergraduates Need Permission

GRMN 534 History of Literary Theory
Over the last three decades, the fields of literary and cultural studies have been reconfigured by a variety of theoretical and methodological developments. Bracing-and-often confrontational-dialogues between theoretical and political positions as varied as Deconstruction, New Historicism, Cultural Materialism, Feminism, Queer Theory, Minority Discourse Theory, Colonial and Post-colonial Studies and Cultural Studies have, in particular, altered disciplinary agendas and intellectual priorities for students embarking on the professional / study of literature. In this course, we will study key texts, statements and debates that define these issues, and will work towards a broad knowledge of the complex rewriting of the project of literary studies in process today. The reading list will keep in mind the Examination List in Comparative Literature. We will not work towards complete coverage but will ask how crucial contemporary theorists engage with the longer history and institutional practices of literary criticism. There will be no examinations. Students will make one class presentation, which will then be reworked into a paper (1200-1500 words) to be submitted one week after the presentation. A second paper will be an annotated bibliography on a theoretical issue or issues that a student wishes to explore further. The bibliography will be developed in consultation with the instructor; it will typically include three or four books and six to eight articles or their equivalent. The annotated bibliography will be prefaced by a five or six page introduction; the whole will add up to between 5000 and 6000 words of prose. Students will prepare ‘position notes’ each week, which will either be posted on a weblog or circulated in class.
Course not offered every year
Also Offered As: CLST 511, COML 501, ENGL 601, REES 500
Activity: Seminar
1.0 Course Unit
Notes: Topics vary annually.

GRMN 535 The Elemental Turn
The unfolding effects of climate change—rising sea level, melting ice sheets, subsiding land masses, drought stricken regions, wild fires, air laden with greenhouse gases, and inundated cities—heighen our awareness of the elements: air, earth, fire and water. Within the context of the new materialism, philosophers, eco-critics, and writers are re-turning to the elements and encountering, at the same time, predecessor texts that assume new relevance. This seminar will place current thinking and writing about the elements into dialogue with older traditions ranging from the classical (Empedocles, Plato, Lucretius) to writers and thinkers of the eighteenth, nineteenth and twentieth centuries (e.g., Goethe, Novalis, Tieck, Stifter, Bachelard, Heidegger, Boehme).
Taught by: Richter
Course not offered every year
Also Offered As: COML 543
Activity: Seminar
1.0 Course Unit
Notes: Graduate seminar. Taught in English.

GRMN 537 Translating Literature: Theory and Practice
Taught by: Hellerstein
Course not offered every year
Also Offered As: COML 519, JWST 537
Activity: Seminar
1.0 Course Unit

GRMN 541 Topics in Cultural History
Topic for Spring 2016: Making and Marking Time. What is time? In the late 19th century, the questions of how to define time, how to slow down time, and, above all, how to accelerate movement have become focus of the work by many European philosophers who have tried to come to terms with what is now termed as the Industrial Revolution, and the idea of ‘progress.’ And can time be understood as something continuous, or is it fragmented, proceeding in fits and bursts? Such contemplations on time have deeply influenced writers. Marcel Proust was a reader of Henri Bergson and translated his theories of time into a concept of memory. Thomas Mann has tried to navigate timelessness in a novel set on a ‘Magic Mountain’: Virginia Woolf and James Joyce have pictured an entire universe in a single day (Mrs. Dalloway, Ulysses) while early 20th century Italian Futurists made the contemplation of time part of their manifestos. With them, and with expressionist writers in Germany or writers from the DADA movement there elsewhere in Europe, a reckoning with time would also influence their choice of genre and form, writerly practice, and technique. Parallel to these literary experimentation, pictures were set into motion in scholarly studies by Eadweard Muybridge and finally in the new medium film; Impressionist painters insisted on picturing fleeting moments, and composers experimented with temporal sequences. We may be able to understand a reconsideration of time as driving force for the modern movement, or simply ‘modernity.’ In this seminar, we will study a selection of literary texts of the late 19th century and the modernist movement, consider the philosophical background and changes in historiography, and integrate a consideration of the visual arts and music.
Taught by: Weissberg
Course not offered every year
Also Offered As: ARTH 584, COML 537, ENGL 563
Activity: Seminar
1.0 Course Unit
Notes: Topics vary annually. Title for Spring 2016: Making and Marking Time.
GRMN 542 Topics in Culture.
Topics vary annually.
Course not offered every year
Also Offered As: COML 542
Activity: Seminar
1.0 Course Unit

GRMN 543 Environmental Humanities: Theory, Method, Practice
Environmental Humanities: Theory, Methods, Practice is a seminar-style course designed to introduce students to the trans- and interdisciplinary field of environmental humanities. Weekly readings and discussions will be complemented by guest speakers from a range of disciplines including ecology, atmospheric science, computing, history of science, medicine, anthropology, literature, and the visual arts. Participants will develop their own research questions and a final project, with special consideration given to building the multi-disciplinary collaborative teams research in the environmental humanities often requires.
Taught by: Wiggin
Course not offered every year
Also Offered As: COML 544, ENGL 643, ENVS 543, SPAN 543
Activity: Seminar
1.0 Course Unit

GRMN 544 Public Environmental Humanities
This broadly interdisciplinary course is designed for Graduate and Undergraduate Fellows in the Penn Program in Environmental Humanities (PPEH) who hail from departments across Arts and Sciences as well as other schools at the university. The course is also open to others with permission of the instructors. Work in environmental humanities by necessity spans academic disciplines. By design, it can also address and engage publics beyond traditional academic settings. This seminar, with limited enrollment, explores best practices in public environmental humanities. Students receive close mentoring to develop and execute cross-disciplinary, public engagement projects on the environment.
Taught by: Wiggin
Course not offered every year
Also Offered As: ANTH 543, COML 562, ENVS 544, URBS 544
Activity: Seminar
1.0 Course Unit

GRMN 545 Reading Benjamin Reading Kafka
Readings and discussions in English. Walter Benjamin's study of the works of Franz Kafka is as enlightening as it can be bewildering. Moving from philology to Marxism, metaphysics to messianism, Daoism to Talmud, this densely argued piece elliptically touches on almost all of Kafka's published works in just four short sections. This seminar proposes a line-by-line reading Benjamin's 1934 'Franz Kafka on the Tenth Anniversary of His Death' with an eye to its literary, philosophical and religious contexts as well as to the rich history of its intellectual reception. Reading Kafka's works as the essay evokes them, we will situate this piece with regard to Benjamin's other writings, the essay's interlocutors (Brod, Scholem, Lukacs, Brecht) and its most illustrious interpreters (Adorno, Arendt, Celan, Hamacher).
Taught by: Fleishman
Course not offered every year
Also Offered As: COML 565, JWST 565
Activity: Seminar
1.0 Course Unit

GRMN 547 Writing in Dark Times: German Literature in the Nazi Era
The rise of Hitler and the Nazis in 1933 radically disrupted the literary marketplace in Germany. Public book burnings were the most visible sign of a complete reorganization of the literary world. What was it like to be a writer in the Third Reich? How did censorship work? What kind of choices were writers forced to make? What political roles did writers adopt? Under what conditions could they publish? Who read their books and how did they read them? These are some of the questions we will ask as we become acquainted with German writers in ideological adherence or alliance, in exile throughout Europe and the Americas, in 'inner emigration,' even in concentration camps, and in hiding. By focusing on their writing, we will shed light on the value of literature in dark times.
Taught by: Richter
Course not offered every year
Also Offered As: GRMN 323
Activity: Lecture
1.0 Course Unit

GRMN 550 German Film History and Analysis
From the early 20th century, German cinema has played a key role in the history of film. Seminar topics may include: Weimar cinema, film in the Nazi period, East German cinema, the New German cinema, and feminist film.
Taught by: Richter
Course not offered every year
Also Offered As: CIMS 259, COML 261, GRMN 259
Activity: Lecture
1.0 Course Unit
Notes: Topics vary annually.

GRMN 551 Kant I
The course will concentrate on the Critique of Pure Reason and discuss in detail Kant's conception of knowledge and experience, his criticism of traditional metaphysics and the resulting project of a system of transcendental philosophy.
Taught by: Horstmann
Course not offered every year
Also Offered As: PHIL 465
Prerequisite: PHIL 004
Activity: Seminar
1.0 Course Unit

GRMN 552 Kant II
A study of Kant's moral philosophy, political philosophy, and aesthetics, focusing on his Groundwork for the Metaphysics of Morals, Critique of Practical Reason, Metaphysics of Morals, and Critique of Judgement.
Course not offered every year
Also Offered As: PHIL 466
Activity: Seminar
1.0 Course Unit

GRMN 555 Topics in Dutch Studies
A study of the works of Dutch philosophy, literature, and art, with an eye to the intellectual and cultural contexts of the period.
Course not offered every year
Also Offered As: COML 532, DTCH 530
Activity: Seminar
1.0 Course Unit
Notes: Topics vary annually.
GRMN 556 What is Enlightenment?
The question 'What is the Enlightenment?' was posed for an essay competition in a journal, the Berlin Monatsschrift in 1784. At that point, French and English philosophers had already considered new ways of thinking, inventing the modern individual and the modern citizen (in contrast to a state's subject). German responses to this question were written by an established philosopher (Immanuel Kant), a Jewish resident of Berlin (Moses Mendelssohn), as well as concerned readers of recent philosophical treatises. In our course, we will consider this question by exploring this early discussion and the formation of Enlightenment thought in Europe and specifically Germany, including the German-Jewish Enlightenment (Haskalah), but also trace the historical transformation of this discussion, including Theodor W. Adorno's and Max Horkheimer's Dialectics of Enlightenment (1944/1947) and more recent criticism.

Taught by: Weissberg
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Graduate seminar.

GRMN 557 Reading the Twentieth Century
Taught by: MacLeod
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Graduate seminar.

GRMN 558 The Long Nineteenth Century: Literature, Philosophy, Culture
The present course will discuss German literature and thought from the period of the French Revolution to the turn of the twentieth century, and put it into a European context. In regard to German literature, this is the period that leads from the Storm and Stress and Romanticism to the political period of the Vormarz, Realism, and finally Expressionism; in philosophy, it moves from German Idealism to the philosophy of Schopenhauer, Nietzsche, and neo-Kantian thought. It is also the period that saw the rise of the novel, and new forms of dramatic works. Painting moved out of the studio into plein air; the invention of photography made an imprint on all arts, and the rise of the newspaper led to new literary genres such as the feuilleton. Economically, Germany experienced the industrial revolution; politically, it was striving for a unification that was finally achieved in 1871. The nineteenth century saw the establishment of the bourgeoisie, the emergence of the German working class, and the idea of the nation state; it also saw Jewish emancipation, and the call for women's rights. Readings will focus on a variety of literary, political, and philosophical texts; and consider a selection of art works.

Taught by: Weissberg
Course not offered every year
Also Offered As: ARTH 777, COML 556
Activity: Seminar
1.0 Course Unit
Notes: Graduate Seminar

GRMN 559 Myth Through Time and In Time
The textual and physical remains of Greek and Roman culture and belief as 'myth' entranced the post-antique European world and its neighbors. Makers, patrons and viewers manipulated those survivals to challenge and speak to a contemporary world. This course focuses on how and why artists and their patrons engaged the mythic and examines the various areas of political and religious life that sought animation through an evocation of narratives from the past. Readings and case studies will engage with very late antique, medieval, and early modern art, turning to the modern and contemporary as well. Moving to the modern lets us examine, among other things, how artists address the exclusionary histories of the past, to enable critiques of myths of supremacy by one gender, race, or culture over others.

Taught by: Kuttner, Brisman
Also Offered As: AAMW 559, ARTH 559, CLST 559, COML 559
Activity: Seminar
1.0 Course Unit

GRMN 560 Topics in Philosophy and Literature
Topics vary annually.

Taught by: Chignell
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Topics vary. The title for Fall 2017 is: Kant's Philosophy of Religion

GRMN 561 The Long Eighteenth Century
The aim of this anchor course is to acquaint students with the literary, philosophical, and cultural complexity of the 'long eighteenth century,' roughly 1648-1806. Often associated with the enlightenment and the revolutions it inspired, the eighteenth century is a prolonged period in which institutions of power and knowledge come under pressure and are reconfigured. Old institutions are submitted to the critique of reason, while new institutions of governance, sociability, gender, race and class create new spaces for cultural production. Students will analyze representative works in context and in combination with current scholarship.

Taught by: Richter
Course not offered every year
Activity: Seminar
1.0 Course Unit

GRMN 562 Early Modernism
Graduate course. Topics vary annually.

Taught by: Wiggin, Frei, Hahmann
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Graduate course. Topics vary annually.
GRMN 567 Topics in History of Philosophy
Topics change annually. Topic title for Spring 2016 is: Schiller’s Philosophical Writings. Today Friedrich Schiller is primarily known for his dramas and poems. However, during a period of several years (after he was appointed professor of History in Jena) he was also concerned with philosophical issues. The focus was mainly on questions of aesthetics and philosophy of history. With regard to both, it was Kant who was extremely influential for the development of Schiller’s philosophical position. But Schiller did not simply copy or rearrange Kantian ideas, in fact, he evolved Kantian philosophy significantly in numerous respects. And even though Schiller later gave up with his philosophical ambitions—his specific understanding of Kantian ideas became increasingly influential for the genesis of German idealism in general, but in particular shaped the reception of Kantian ideas by Hegel. In this seminar we will look at Schiller’s most important philosophical writings and address both his conception of aesthetics and his approach to philosophy of history.
Taught by: Hahmann
Course not offered every year
Also Offered As: PHIL 467
Activity: Seminar
1.0 Course Unit
Notes: Seminar taught in English.

GRMN 569 New German Fiction
Our seminar will deal with contemporary German culture. What do German readers read? We will read nine novels that were published recently. While considering newspaper accounts of these books and their authors, we will try to come to our own judgments regarding the quality of these works, and their lasting impact. Instead of term papers, we will write book reviews: all members of the seminar will be asked to review all the books in question. Prerequisite: Course taught in German.
Taught by: Weissberg
Course not offered every year
Prerequisite: GRMN 301 OR GRMN 302
Activity: Seminar
1.0 Course Unit
Notes: Course taught in German.

GRMN 572 Materialism
How do we recognize materialism? This seminar poses this question by acknowledging ‘materialism’ as a contested category with disparate and contradictory historical meanings: as a synonym for dogmatism, as the arch-enemy of reason and morality, as the scientific philosophy of the revolutionary workers’ movement, as an alternative to (idealistic) metaphysics, as a poetic practice, or as a central concern for material nature and environment, among others. Less concerned with enumerating philosophical systems, we will search out ‘family resemblances’ and materialist tendencies among a wide range of texts.
To this end, we will not only read the major historical texts of the so-called materialists (from Lucretius to Spinoza, from La Mettrie to Lenin), but also engage with materialism’s supposed critics and antagonists (from Plato to Kant and Hegel). A special emphasis will be placed on the attempts to recuperate materialism as a positive category in recent critical theory and continental philosophy, for example, in the reinventions of Marxist and Spinozist traditions. We will also survey the attempts that found new traditions, such as aleatory materialism or various new materialisms. By reading exemplary literary texts that engage with the problem of materialism the seminar will also ask: can one speak of materialist poetics?
Taught by: Biareishyk
Course not offered every year
Also Offered As: COML 583
Activity: Seminar
1.0 Course Unit

GRMN 573 Topics in Criticism & Theory
Topic for Spring 2021: Cultures of Reading in Imperial Russia What did it mean to be a reader in imperial Russia? What did people read, and to what ends? How was literacy cultivated, and what were the social implications? In this course, students will read several canonical works of nineteenth-century Russian literature that thematize and foreground the act of reading: as a pursuit undertaken for the betterment of self, society, nation, and world; as a light pastime for the bored or underemployed; but also as an enterprise fraught with potential for moral or civic ruin. In addition to closely investigating allusions to the specific texts and authors read by literary characters, we will also examine the reading habits of our own authors as both consumers and producers of literary culture. We will consider these dynamics against a backdrop of constant fluctuations in educational policies, the book market, and the circulation of texts within and beyond Russia as we work together to develop an understanding of the imperial Russian reading public(s).
Taught by: Kim, Brian
Course not offered every year
Also Offered As: ARTH 573, CIMS 515, COML 570, ENGL 573, REES 683
Activity: Seminar
1.0 Course Unit
GRMN 574 Politics and Societies in the Early Modern World
In this seminar, we will discuss how early modern globalization affected societies and the ways their members and rulers made politics. Following a historiographical introduction, it is divided in three sections. In the first, we will concentrate on empires and kings in order to detect common features of dynastic power across the globe and to explore how such characteristics influenced each other. Second, we will shift our attention to citizens and the ways they made politics in their city-states. For a long time, research on citizenship has been confined to the post-revolutionary nation states. However, recent research suggests that urban citizenship has far deeper roots in medieval and early modern cities. Up to now most research has focused on urban centers in Western Europe and more precisely on the so-called urban belt stretching from Central and North-Italy, over Switzerland and Southern Germany to the Rhineland and the Low Countries. Comparisons with urban centers in Asia and the colonial Americas will be needed to test that view. In the third section, we will study the people who provided information to societies and decision makers. Often, they held multiple identities or they acted as religious or ethnic outsiders. Therefore, we call them, with a term borrowed from anthropology ‘brokers’. Taken together, the analysis of these aspects will deepen our understanding of politics and societies in the globalizing early modern world. Thus, the seminar will contribute to a more comprehensive, less Europe-centered view on that period.
Taught by: Cools
Course not offered every year
Also Offered As: DTCH 574, HIST 575
Activity: Seminar
1.0 Course Unit

GRMN 578 Topics in Northern Renaissance
Topic varies from semester to semester. For the Fall 2020 semester, the topic will be: Privacy and Society. Dutch Painting in the Seventeenth Century. How do paintings offer occasions for personal reflection, and how do they construct social bonds? This course will promote new critical approaches to interrogate three areas of Dutch ‘Golden Age’ painting: the development of landscape tradition; the pictorialization of interior domestic spaces; the concept of group portraiture. The burgeoning art market of the seventeenth offered both new forms of intimacy—inviting the beholder into domestic interiors to observe the events of everyday life—and public statements about leadership, social structures, and national identity. Freed from the patronage of churches and courts, Dutch artists produced pictures that could be purchased for the home—landscapes, moralizing genre scenes, still lifes, and portraits. They also made paintings for public spaces such as guild halls and charitable organizations, which map the relationships between members of civic organizations. The aim of this course is to develop a set of critical skills for analyzing the different ways in which seventeenth-century Dutch paintings drew upon shared social values, national identity and economic pride, how they appealed to individual buyer tastes, and how they established ideologies of land rights and concepts of gendered space that may today be critiqued as exclusionary. We will use our current circumstance of ‘social distancing’ as a way to look anew at the question of how paintings of this period used art to construct social bonds. Online in format, this course will address these matters by pairing recent interventions in art history with foundational texts. Part of our ongoing collective work will be the construction of a checklist of paintings, drawings, and prints in the Philadelphia area and its environs in the hopes that we may eventually view these works together or have a shared plan of which works to observe in person as time and access permits. In writing assignments, we will attend to the representation of space, considering domestic interiors, urban settings, church architecture, imperial arenas, and the politicization of landscapes both real and imagined.
Taught by: Brisman
Course not offered every year
Also Offered As: ARTH 561
Activity: Seminar
1.0 Course Unit

GRMN 580 Topics In Aesthetics
Topic title for Spring 2018: Walter Benjamin. Walter Benjamin (1892-1940) is a philosopher whose writings on art, literature, and politics have had tremendous influence on many disciplines in the Humanities and Social Studies. He has been variously described as one of the leading German-Jewish thinkers, and a secular Marxist theorist. With the publication of a four-volume collection of this works in English, many more of his writings have been made accessible to a wider public. Our seminar will undertake a survey of his work that begins with his studies on language and allegory, and continues with his autobiographical work, his writings on art and literature, and on the imaginary urban spaces of the nineteenth-century.
Taught by: Weissberg
Course not offered every year
Also Offered As: ARTH 560, COML 582, JWST 582, PHIL 480
Activity: Seminar
1.0 Course Unit
Notes: Topics vary annually.
GRMN 581 Topics in Jewish History
Reading and discussion course on selected topics in Jewish history. The instructors are visiting scholars at the Center for Advanced Judaic Studies. Topic and seminar title for Spring 2015: Topics in Jewish Studies: The Origins of Jewish Studies. Course description for Spring 2015: This is a reading course that grants seminar participants access to Katz Center fellows, some of the best scholars in Judaic studies from around the world. The aim of the course is to expose students to these scholars and their work, to get to know them as people, learn from them at high level, and understand their approach to the field. Over the course of the spring semester there will be four 3-session modules. Students will meet with 4 different fellows for 3 sessions each. The weekly 90-minute classes will be held at the Katz Center on Wednesdays from 10:30 am - 12 pm, and participants will be encouraged to then stay for lunch and the fellows’ seminar which runs from 12:30 - 2:30 pm. Taught by: Spring 2015: Liliane Weissberg and Steven Weitzman
Course not offered every year
Activity: Seminar
1.0 Course Unit

GRMN 582 Topics in Political Science
Topics vary.
Course not offered every year
Also Offered As: PSCI 588
Activity: Seminar
1.0 Course Unit

GRMN 583 Topics in German Philosophy
Topics vary annually.
Course not offered every year
Also Offered As: PHIL 468
Activity: Seminar
1.0 Course Unit
Notes: Topics vary annually.

GRMN 603 Seminar in German Literature
Topics range from the study of individual authors to analyses of major texts.
Course not offered every year
Activity: Seminar
1.0 Course Unit

GRMN 605 Modern Literary Theory and Criticism
This course will provide an overview of major European thinkers in critical theory of the 20th and 21st centuries. We will pay particular attention to critical currents that originated in Eastern European avant-garde and early socialist contexts and their legacies and successors. Topics covered will include: Russian Formalism and its successors in Structuralism and Deconstruction (Shklovsky, Levi-Strauss, Jakobson, Derrida); Bakhtin and his circle, dialogism and its later western reception; debates over aesthetics and politics of the 1930s (Lukacs, Brecht, Adorno, Benjamin, Radek, Clement Greenberg); the October group; Marxism, new Left criticism, and later lefts (Althusser, Williams, Eagleton, Jameson, Zizek). Taught by: Platt
One-term course offered either term
Also Offered As: COML 605, ENGL 605, FREN 605, REES 605
Activity: Seminar
1.0 Course Unit

GRMN 612 Hannah Arendt: Politics-Philosophy-Literature
The seminar will consider Hannah Arendt’s early Jewish writings. It will then center on Arendt’s major work, The Origins of Totalitarianism (in particular, the sections on ‘Antisemitism’ and ‘Imperialism’). Finally, we will discuss Arendt’s controversial study on Eichmann in Jerusalem. Taught by: Weissberg
Course not offered every year
Also Offered As: COML 612, JWST 612
Activity: Seminar
1.0 Course Unit
Notes: Graduate seminar.

GRMN 614 Weimar Landscapes
This new course is designed for students of literature, landscape architecture and urban planning, and cultural history in general. It will explore the ideas of, and attitudes towards, landscape in selected works by Johann Wolfgang Goethe, and consider his own considerable practical involvement in reshaping the town and gardens of Weimar. The course will provide the larger context of German literature, aesthetics and landscape taste, and politics of the later 18th and early 19th centuries. We will consider the development of new gardens and parks in a ‘new’ style (e.g. Woerlitz); they were regarded to be less formal and more ‘natural’ than their French predecessors. We will study the English models for this movement, and offer a particular attention to the major German theorist, C.C.L. Hirschfeld, who would soon become famous outside Germany as well. Students will be expected (but not required) to read in German. Translations of key works by Goethe, as well as of commentaries on German gardening history, are available to ensure that non-German speakers can readily follow the course. In final papers there will be the freedom to select topics that focus upon literary or landscape architecture, though it is anticipated that a comparativist perspective will be adopted in either approach. Taught by: Weissberg/Hunt
Course not offered every year
Also Offered As: ARTH 782, COML 615, ENGL 584, URBS 614
Activity: Seminar
1.0 Course Unit
Notes: Readings and discussions in English.
GRMN 628 Topics 18th Century, vary annually.
Topic for Fall 2014 is: Wolfgangs Lehrjahre (1765-1774) The decade before the publication of Goethe’s Die Leiden des jungen Werthers is full of literary ferment. The goal of this course is to gain a sense of the multiplicity of projects and perspectives in this crucial decade in order to break down any teleology that might see Werther as its crowning triumph. In other words, this is a course in the ‘politics’ of literature and literary aesthetics. Works to be read, discussed, and reported on include: Kant, Beobachtungen ueber das Gefuehl des Schoenen und Erhabenen; Klopstock, Salomo, ein Trauerspiel; Gleim, Lieder nach dem Anakreon; Herder, Fragmente ueber di neuere deutsche Literatur; Lessing, Laokoon oder ueber die Grenzen der Mahlierey und Poesie; Wieland, Geschichte des Agathon; Lessing, Minna von Barnhelm; Mendelssohn, Phaedon oder ueber die Unsterblichkeit der Seele; von Gerstenberg, Ugolino; Wieland, Musarion; Klopstock, Oden und Elegien; La Roche, Geschichte des Frauleins von Sternheim; Herder, Abhandlung ueber den Ursprung der Sprache; Lavater, Von der Physiognomik; Lessing, Emilia Galotti; Goethe, Goetz von Berlichingen mit der eisernen Hand; Herder, Von deutscher Art und Kunst; Nicolai, Sebalduis Nothancker; Wieland, Alceste; Zimmerman, Von der Einsamkeit; Blankenburg, Versuch ueber den Roman, and, of course, Werther.
Taught by: Richter
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Graduate seminar, taught in German.

GRMN 632 Romanticism
The course focuses both on the timely impact and the lasting contribution of Romanticism. Lectures cover the philosophical, intellectual, social, and political currents of the age. Authors: Schlegel, Wackenroder, Tieck, Brentano, Arnim, Novalis, Hoffmann, Kleist, Eichendorff.
Taught by: MacLeod, Weissberg
Course not offered every year
Activity: Seminar
1.0 Course Unit

GRMN 642 Drama of the Twentieth Century
Based on a discussion of the relationship of drama (text) and theater (performance), the course examines the development of realistic and antirealistic currents in modern German drama. From Wedekind and Expressionism to Piscator’s political theater, Brecht’s epic theater and beyond (Horvath, Fleisser, Frisch, Duennenmatt, Handke).
Course not offered every year
Activity: Seminar
1.0 Course Unit

GRMN 651 Studies in 17th Century
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Topics vary

GRMN 657 Becoming Modern: The German-Jewish Experience
Yuri Slezkine described the twentieth century as a ‘Jewish Age’-to be modern would essentially mean to be a Jew. In German historical and cultural studies, this linkage has long been made-only in reference to the last years of the German monarchy and the time of the Weimar Republic. Indeed, what has become known as ‘modern’ German culture-reflected in literature, music, and the visual arts and in a multitude of public media-has been more often than not assigned to Jewish authorship or Jewish subjects. But what do authorship and subject mean in this case? Do we locate the German-Jewish experience as the driving force of this new ‘modernity’ or is our understanding of this experience the result of this new ‘modern’ world?
Taught by: Weissberg
Course not offered every year
Also Offered As: COML 657, JWST 657
Activity: Seminar
1.0 Course Unit

GRMN 677 The Life of Forms: Ontogenesis, Morphology, Literature
In recent years, the notions of form, formalism, and morphology have reentered contemporary debates across the humanities. This seminar considers the current resurgence of interest in form by tracing form’s evolving concepts throughout modernity. It departs from the observation that experimentation with and debates on form in art and literature are inextricably linked to various notions of life and the living. These debates-this is the provisional thesis of the seminar-are the battlefield where literary and art criticism undermine the major presuppositions of the western metaphysical tradition (e.g., determinations of inside-outside, form-content, living-inorganic). On the one hand, the seminar will explore a selective genealogy of various attempts to dynamize the concept of form through theories of 1) ontogenesis (e.g., Spinoza, Simondon, Malabou), 2) morphology (e.g., Goethe, Propp, Goldstein), and 3) aesthetics (e.g., Baumgarten, Schlegel brothers, Adorno). On the other hand, in order to investigate the political, ideological, and methodological implications of differing concepts of form, the seminar will bring together texts from different disciplines, including literary studies (literary morphology, Russian Formalism), art history (Focillon, Kubler), philosophy (Wittgenstein, Macherey). On the other hand, in order to investigate the political, ideological, and methodological implications of differing concepts of form, the seminar will bring together texts from different disciplines ranging from literary studies (e.g., Jolles, Russian Formalism, Jauss), art history (e.g., Panofsky, Focillon, Kubler), philosophy (e.g., Wittgenstein, Blumenberg, Macherey), history of science (e.g., Vygotsky, Varela), and sociology (e.g., Tarde, DeLanda). Finally, the seminar will engage in close reading of exemplary literary and art works, and situate the findings on the conjunction of form and life in current debates on New Formalisms (e.g., Levine, Levinson, Kornbluh) and New Materialisms (e.g., Bennett, Grosz).
Taught by: Biareishyk
Course not offered every year
Also Offered As: COML 677
Activity: Seminar
1.0 Course Unit
Notes: Graduate seminar. Taught in English.
GRMN 678 Realism: Literature and Theory
What is ‘realism’? What does it mean to depict the world as a ‘realist’ writer or artist? This seminar will consider these questions and concentrate on German literature and art of the second half of the nineteenth century. It will focus on writers such as Stifter, Storm, Raabe, and Fontane; but also on Stifter’s drawings and paintings, visual artists such as Menzel, and the vogue of historical painting. Finally, the seminar will consider the role of early photography in the development of the notion of ‘realism.’ Secondary literature will include studies by Michael Fried, Linda Nochlin, and others.
Taught by: Weissberg
Course not offered every year
Activity: Seminar
1.0 Course Unit

GRMN 683 Topics in Philosophy
Topics vary
Course not offered every year
Activity: Seminar
1.0 Course Unit

GRMN 684 Topics in Philosophy.
This seminar explores political thought in Germany from the Imperial state of the early 20th century through its fragmentation and division and into the reunification of east and west Germany in 1992. Much of this period was ‘after idealism’ philosophically and politically, the preface to pessimism and ‘the passing of political philosophy’ as articulated in the Enlightenment (Shklar), but fascinating period of thought and argument. Among our texts are Habermas (philosophy), Weber (sociology), Schmitt (law), Juenger (literature) & their contemporaries. Students are not expected to read texts in the original, although having German will greatly expand your range and the depth of your reading.
Taught by: Kennedy
Course not offered every year
Also Offered As: COML 684
Activity: Seminar
1.0 Course Unit

GRMN 700 Research Workshop
GRMN Ph.D. requirement
Taught by: MacLeod and Richter
Activity: Seminar
0.5 Course Units
Notes: GRMN Ph.D. requirement

GRMN 701 Pedagogy Roundtable
GRMN Ph.D. requirement
Taught by: Frei
Activity: Seminar
0.5 Course Units

Global Studies (GLBS)

The courses listed on this page are exclusive to the LPS BAAS degree (https://lpsonline.sas.upenn.edu/features/what-bachelor-applied-arts-and-sciences-degree/) and LPS Online certificates (https://lpsonline.sas.upenn.edu/academics/certificates/).
GAFL 500 Half-Term Electives

GAFL 500 - 025: Empowering Communities through Real Estate Development—This course introduces students to residential and commercial real estate development and its inherent risks and benefits. By understanding the development process, students will be better able to enact public policy that promotes the advantages brought by development while slowing the gentrification process. Using the successful Jumpstart Germantown model, students will learn the 7 JumpSteps of real estate development beginning with creating a development strategy and ending with leasing or selling the property. JumpStart is a successful alternative to the boom and bust cycle of real estate development. It encourages slow growth, scattered site development, and a mix of price points—all of which act to slow gentrification and encourage healthy development that sustains and attracts local economic diversity. This course will include presentations by experts in the real estate industry, in-class discussions and projects, and a visit to a local construction site. Students interested in becoming real estate developers or wanting to learn the ins and outs of the development process will benefit from this course. The 7 JumpSteps of real estate development: 1. Create a Development Strategy & Identify Your Team; 2. Source a Property; 3. Do Your Due Diligence; 4. Find Your Financing; 5. Develop Design & Procure Permits; 6. Customize Construction; 7. Lease/Sell Your Property—GAFL 500 - 026: Economic Development, Equity and Inclusion—Virtually every US city experienced a great decline in the second half of the twentieth century. As the manufacturing base of the industrial city deteriorated, as factories moved to the suburbs in search of cheaper land, a vicious cycle ensued. Following the jobs and taking advantage of racial preferences in the suburbs, working and middle class residents fled; as the tax base shrank, cities were forced to raise taxes to support city services, leading to more joband residential flight. The ‘inner city’ became synonymous with blight and decline, with ominous racial undertones, as urban and suburban political priorities and sentiments began to diverge sharply. Yet by the turn of the 21st century, this process had bottomed out and in many so-called ‘post-industrial’ cities, some of these trends were beginning to reverse. In the 1990s and early 2000s in particular, civic and political leaders had to make tough decisions about prioritizing scarce public resources. Should they focus on revitalizing the downtown core to create jobs, create amenities to induce people with higher incomes to choose their city, grow a tourism economy? Or on rebuilding the most distressed and disinvested inner city neighborhoods? Or on shoring up the so-called ‘middle neighborhoods’ that were able to maintain some stability during the great decline? Layered on top of these issues were (and are) critical questions about who does and should benefit from economic development. Should we prefer ‘trickle down’ policies that focus on high-end development and presume that they will eventually lead to benefit for the less advantaged in the form of service sector or indirect jobs? Or should cities be more proactive and ensure that public and publicly-enabled investments leverage increases in human capital development, in public goods like parks and schools? This course will focus on case studies from several cities to explore the policy options available to leaders, to assess their decisions, and to consider whether it is possible to promote economic development that is robust and sustainable at the same time as it is equitable and inclusive. This is a half-credit course (0.5 CU) that meets in the first half of the semester. The first class session will meet on January 23, and the last class session will meet on March 13.

GAFL 502 Public Communications

Successful leaders must be able to convey their integrity and their ideas, their vision and their values clearly and convincingly in public settings. By analyzing great political speeches and affording students the opportunity to prepare and deliver different types of speeches, this course teaches the fundamentals of persuasive public speaking while encouraging students to develop their own voice. This is a performance course. Students will gain skill and confidence in their speech writing and public speaking skills through practice, peer feedback, and extensive professional coaching. Class lectures and discussions will focus on persuasive strategies and techniques for handling community meetings, Q and A sessions, and interactions with the media. Taught by: Sarah Besnoff

Course offered summer, fall and spring terms

Activity: Hybrid Course

1.0 Course Unit

Notes: GAFL 502 001 UPDATED: This class will meet online for Fall 2020. This course has seats reserved for Fels’ students and gives priority to grad students. Non-Fels students should Mindy Zacharjasz at mindyzac@sas.upenn.edu to request a permit. GAFL 502 002 UPDATED: This class will meet online for Fall 2020. Class will meet synchronously from 6:30-7:30pm on Mondays, and from 9am-1pm on four Saturdays: 9/12, 10/10, 11/14, 12/12. This course has seats reserved for Fels’ students and gives priority to grad students. Non-Fels students should Mindy Zacharjasz at mindyzac@sas.upenn.edu to request a permit.

GAFL 506 The Problem of Jobs: The Philadelphia Story

Once the ‘workshop of the world’ with a diverse manufacturing economy, the City of Philadelphia has lost a huge proportion of its historical economic base in the past 60 years. Today, Philadelphia struggles to find its competitive advantage. Yet, it has tremendous assets that can be leveraged. This course will explore the rise and fall of Philadelphia’s manufacturing economy, efforts to forestall its decline in the 1960s and 70s, the racial and gender dynamics of its employment ecosystem, and contemporary strategies to create a sustainable local economy. We will focus on the emerging national recognition of place-based economic development strategies, including the revival of downtown residential living, tourism, and hospitality, and the role of institutions, such as universities and hospitals, in the revitalization of urban America. The course will combine readings in economic and social history and urban economics with case study analyses of local policies aimed at stimulating growth.

Course not offered every year

Activity: Seminar

1.0 Course Unit

Notes: This is a half-credit (0.5 CU), half-term course, meaning that it will
GAFL 509 Who Gets Elected and Why? The Science of Politics
What does it take to get elected to office? What are the key elements of a successful political campaign? What are the crucial issues guiding campaigns and elections in the U.S. at the beginning of the 21st century? This class will address the process and results of electoral politics at the local, state, and federal levels. Course participants will study the stages and strategies of running for political office and will discuss the various influences on getting elected, including: campaign finance and fundraising, demographics, polling, the media, staffing, economics, and party organization. Each week we will be joined by guest speakers who are nationally recognized professionals, with expertise in different areas of the campaign and election process. Students will also analyze campaign case studies and the career of the instructor himself. Edward G. Rendell is the former Mayor of Philadelphia, former Chair of the Democratic National Committee, and former Governor of Pennsylvania. Taught by: Rendell
One-term course offered either term
Also Offered As: PSCI 320, URBS 320
Activity: Lecture
1.0 Course Unit

GAFL 511 Reinventing Nonprofits
Three nonprofit leaders walk into a bar. What’s the conversation? cross fields, focus, size, and target audiences, nonprofits often face similar challenges: public policy changes, evolving stakeholder expectations, new modalities to service requiring investment, rising competition, fickle funders and demographic shifts, all in a world where culture eats strategy for breakfast. Against this backdrop, nonprofits need to re-assess their mission, approach, position, organizational structure and revenue model. Why are some organizations able to pivot and reinvent themselves while others languish? Through readings to frame the issues, speakers offering firsthand accounts of successes and disappointments, projects with practitioners wrestling with real-ime issues, and group discussions to tie it all together, this course is intended to provide students with an understanding of the challenges nonprofits face and the tools and strategies they need to succeed in a rapidly changing landscape. Taught by: Kozlik
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

GAFL 514 Public Finance and Public Policy
This course deals with how governments tax and spend. Students become familiar with the theoretical, empirical, and practical tools and methods used to create and analyze government budgets, as well as the flow of public resources. The course examines public revenues and expenditures within the context of fiscal federalism, in addition to budgeting and resource management and the social, economic, and political forces that shape the fiscal environment within which governments (particularly state and local governments) operate. Significant attention is paid to tax policy analysis and the fiscal crises confronting many large cities and states. Additional special topics covered include health care & social security, public education finance, public finance and the environment, bond markets & municipal finance, and public pensions. Taught by: Taei Park
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

GAFL 515 Public Finance Leadership in the New Fiscal Reality
Several factors are intersecting upon U.S. local governments including: muted economic growth, demographics, technological change, ineffective monetary & fiscal policy, and political shenanigans. These are having a profound impact on local government financial health. Many local governments are struggling to structurally balance their budgets, even now several years into one of the longest U.S. post-WWII economic recoveries. Expenditure demand, especially because of rising employee pension and OPEB benefits, is rising faster than expected. Revenues are not rising as quickly as they have historically. This New Fiscal Reality is redefining the concept of municipal distress. Further, the options local governments have to respond to distress may be changing. It might be necessary for local governments to move away from typical solutions like distressed municipality programs and other state level aid. If the current financial trajectory continues, some local governments will not be able to deliver the same service-level they have in the past. New solutions are required. This class will 1) define the New Fiscal Reality; 2) review essential public finance concepts and relationships; 3) study past and recent examples of financial distress and prescribed solutions; 4) survey the current local government financial landscape; and 5) identify solutions public finance leaders can institute for the future. Several local government finance, political and policy experts will speak during the semester. A heavy amount of student engagement is expected to be completed in the form of research, group work, writing, and the critiquing of other students’ work. Taught by: Kozli
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

GAFL 517 Quantitative Tools for Consulting
The purpose of the course is to study the theory and application of certain, key quantitative methods utilized in financial and fiscal decision-making in state and local governments: defining and measuring efficiency and equity; statistical analysis, multivariate analysis, linear and multiple regression; inter-temporal decision-making; and cost-benefit analysis. Primary emphasis will be on understanding the context and quantitative basics of these methods to prepare students for effective careers in state and local governments. Each student should have a basic understanding of market economics, the roles of government in our market economy, accounting/budgeting basics, and the Philadelphia metro area economy and government. Taught by: Taei Park
Activity: Hybrid Course
1.0 Course Unit
Notes: This is a 'hybrid' course, with synchronous, online meetings and once-monthly, on-campus meetings in Philadelphia, PA. Also, please note there is an additional $150 online course fee. Summer 2019 on-campus meetings will be held all day from 9:30 AM - 1:00 PM and 2:00 PM - 5:30 PM (break for lunch from 1 - 2) on the following 3 Saturdays: May 25 (Memorial Day weekend), June 22, and July 27. Class will also meet online weekly on Monday evenings from 7:45 - 8:45 PM.************** Fall 2019 on-campus meetings will be held on the following four (4) Fridays all day from 9:30 AM - 5:30 PM (break for lunch from 1 - 2 PM): September 6, October 4, November 1, and December 6. Class will also meet online weekly on Monday evenings from 7:45 - 8:45 PM.******** For permits into this course students should email Vincent George at vigeorge@sas.upenn.edu
GAFL 520 Marketing & Fundraising for Non-Profit Organizations
Fundraising and marketing are complementary tools for building revenue streams and fulfilling the program objectives of nearly every nonprofit organization. This course develops students' ability to market a nonprofit to mission recipients and prospective donors and to solicit funds from individuals and organizations. Through lectures, readings, discussions, and assignments, students are actively engaged in learning how to help an organization achieve its mission and objectives. This includes but is not limited to the assessing an organization's marketing and fundraising capabilities; identifying, segmenting, and creating relationships with target markets and donors; building infrastructure to properly seek and steward gifts; using technology to fulfill marketing and fundraising objectives; and focusing on fundraising and marketing methods such as social media, direct response, events, major gifts, planned giving, and others. This course emphasizes applications. Each student will complete a fundraising and/or marketing plan for a specific organization of their choosing, the structure of which will be derived from the term's assignments. This course will meet in-person from 2:00-5:30pm on the following Fridays and Saturdays: September 9-10, October 14-15, November 18-19, December 2-3. This course will meet virtually Wednesdays 9:00-10:00pm.

Taught by: Hugg
Course usually offered in fall term
Activity: Hybrid Course
1.0 Course Unit
Notes: This is a 'hybrid' course, with synchronous, online meetings and once-monthly, on-campus meetings at the Fels Institute of Government in Philadelphia, PA. On-campus meetings vary by term. Please read the description for dates and times. Also, please note there is an additional $150 online course fee.

GAFL 521 Advanced Public Management
A wait list will be kept for this course. To be added to the wait list, please email Josh Power at joshuarp@upenn.edu. This is a 'hybrid' course, with synchronous, online meetings and once-monthly, on-campus meetings. Synchronous online meetings will be held on Mondays 6:30-7:30pm. On-campus meetings for Spring 2018 will be held on the following Friday afternoons (2-5:30pm) and Saturday mornings (9:30am-1pm): January 12-13, February 9-10, March 16-17, April 20-21. This course is designed to provide students with a scientific foundation of management and leadership theory to inform their actions as current and aspiring public leaders. We will draw from diverse disciplines within applied social science, including management science, positive psychology, organizational psychology, system thinking, and change management. Students will learn these theoretical frameworks and management strategies by applying these theoretical frameworks to their specific professional interests.

Taught by: Lim
Course usually offered in spring term
Activity: Hybrid Course
1.0 Course Unit

GAFL 526 Municipal Bonds
The course provides a comprehensive overview of the $3.7 trillion municipal bond market, with a focus on public finance investment banking; capital project financing for state and local governments including water, sewer, mass transit and road projects, and non-profit financing for educational and healthcare institutions; the legal and regulatory framework governing the municipal bonds market; rating agency analysis; quantitative modeling; and investor perspectives.

Taught by: Steven Genyk
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

GAFL 527 Community Development and Qualitative Methods
Urban planning and community development involve attempting to understand (and then propose methods for solving) complex problems arising from our shared experience of living together in communities. These wicked problems (Rittel & Weber, 1973) often arise from multiple co-occurring influences; economic, socio-cultural, political, geographic/geological, psychological, etc. The fluid and multi-dimensional nature of these problems, therefore, calls for a fluid and multi-dimensional approach to understanding them. Nonetheless, for the better part of the last half a century the majority of efforts to approach such dilemmas has relied largely on quantitative research methods. While quantitative approaches to understanding community dynamics certainly have a demonstrated value, an over-reliance on such methods can come at the expense of the more nuanced understanding available through qualitative research approaches. Quantitative methods are useful in exploring questions such as where, when, who and how many. They are less effective, however, in answering questions of why and how. For answers to these sorts of questions we must turn to qualitative research methods. This course will introduce students to qualitative research approaches currently used in urban planning/community development, along with methods NOT currently in use, but that hold the potential to yield insights into community dynamics. In addition, this course will teach students how to apply these research techniques in the service of producing a professional-quality outcome, as opposed to producing a purely academic end result. To this end, attention will be given to the process by which these research methods are applied, or would be applied, in the professional consulting world and the language and concepts that would be used in that process and setting. Each student will leave the course with a firm understanding of terms and concepts such as: project scope; sub-deliverable(s); final deliverable(s); benchmarks; Notice to Proceed (NTP); project kick-off; out of scope services, front-end and best practices research; and other related professional concepts/terms.

Taught by: Terence Milstead
Activity: Seminar
1.0 Course Unit
GAFL 528 Critical Issues in Public Finance
The Course, Critical Issues in Public Finance will consider contemporary issues affecting the fiscal state of local governments. Covered will be issues that have distressed municipalities; the policies/initiatives that seek to rectify such including privatization/public private partnerships; reformation of municipal pensions; sustainable education funding alternatives; and tax policies aimed at promoting economic growth. Students will be assigned to a team, which will identify and provide a solution for an issue or issues plaguing a fictional government. Each team will prepare a written report and make a presentation all of which will constitute the final project. Assignments will serve as the building blocks for the final written work product and presentation developed by each team. The class is divided into four modules. The first module will take a historical look at events behind fiscal distress in municipalities and then explore current day drivers that are causing the same today. Modules two, three and four will examine some of the tools that have been used successfully or otherwise to remediate the drivers of fiscal distress. In each module case studies will be used to further analyze the particular fiscal challenge of a municipality. Written assignments will be based on case studies. Spring 2020 on-campus meetings will be held all day from 9:30 AM - 1:00 PM and 2:00 PM - 5:30 PM (break for lunch from 1 - 2) on the following Saturdays: January 18, February 22, March 28, and April 25. Class will also meet online weekly on Monday evenings from 6:30-7:30 PM. This course has seats reserved for Fels' students and gives priority to grad students. Non-Fels students should contact Vincent George at vigeorge@sas.upenn to request a permit. Seats are not guaranteed to post-bacc or undergraduate students.

Taught by: Matthew Stitt, Folasade Olanipekun-Lewis
Course usually offered summer term only
Activity: Hybrid Course
1.0 Course Unit
Notes: This is a 'hybrid' course, with synchronous, online meetings and once-monthly, on-campus meetings in Philadelphia, PA. On-campus meetings vary by term. Please read the description for dates and times. Also, please note there is an additional $150 online course fee. This course has seats reserved for Fels' students and gives priority to grad students. Undergraduate students, contact Vincent George at vigeorge@sas.upenn.edu to request a permit. Seats are not guaranteed to post-bacc or undergraduate students.

GAFL 529 Nonprofit Financial Management
The course is designed to provide the student with an understanding of the primary financial management issues and decisions that confront senior management in nonprofits and government. Students will examine financial analysis techniques from both a practical and strategic perspective as they examine operating and capital decisions. The objective of the course is to allow the student to understand how managers integrate the various discrete financial decisions within a broader framework that allows them to analyze, develop and execute a coherent overall financial strategy.

Taught by: Rosenzweig, Janet
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

GAFL 530 Evidence Based Policies of Economic and Political Development
This class provides a 'hands-on' introduction to the promises and limitations of using Randomized Control Trials (RCTs) to inform policy makers, practitioners, and academics of the conditions under which policies likely would have a positive effect on economic and political outcomes, in the context of international development. This course has three parts: the first is devoted to understanding the 'nuts and bolts' of running field experiments / RCTs in developing countries. In part, we will be reading Glennester and Takavarasha's Running Randomized Evaluations: A Practical Guide. In addition, we will discuss core behavioral concepts from both behavioral economics and social psychology (prospect theory). The second part of the course will be devoted to demonstrating how schools have used RCTs to inform core policy debates (e.g. What are some effective ways to reduce corruption? How can we improve the performance of frontline service providers? How can politicians be more responsive to their constituents?) In the third part, students will be presenting their own research proposals, explicitly designed to address either a core policy question in the developing world or--for those interested--in the USA. Here students will have an opportunity to partner with the Social and Behavioral Sciences Team (https://sbst.gov), which is under the National Science and Technology Council.

Course usually offered in spring term
Also Offered As: PSCI 413
Activity Seminar
1.0 Course Unit

GAFL 531 Data Science for Public Policy
In the 21st century, Big Data surround us. Data are being collected about all aspects of our daily lives. To improve transparency and accountability an increasing number of public organizations are sharing their data with the public. But data are not information. You need good information to make sound decisions. To be an effective public leader, you will need to learn how to harness information from available data. This course will introduce you to key elements of data science, including data transformation, analysis, visualization, and presentation. An emphasis is placed on manipulating data to create informative and compelling analyses that provide valuable evidence in public policy debates. We will teach you how to present information using interactive apps that feature software packages. As in all courses at Fels, we will concentrate on more practical skills than theoretical concepts behind the techniques. This course is designed to expand upon core concepts in data management and analysis that you are learning in GAFL 640: Program Evaluation and Data Analysis. This is a graduate level course and while GAFL 640 is not a pre-requisite, students are expected to have a foundation of data management and analysis before beginning this course. Students should have taken a course with R. Fels and other graduate students receive registration preference, though undergraduate students may request registration via email: vigeorge@sas.upenn.edu.

Taught by: sangenito
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
GAFL 534 Infrastructure Investment and Economic Growth: Why, How, and When
Infrastructure is widely acknowledged to be critical for economic success, and infrastructure investments are promoted as leading to economic growth, either at the local or national level. Yet, investments in telecommunications, transportation, energy, or other infrastructure do not always yield the hoped public benefit. This course will help answer the question: Under what circumstances does infrastructure investment contribute to economic growth, and how do we know? Because government resources are limited, advocates often must be creative to find sufficient funding to get desirable projects completed. This course will also help answer the question: How do we pay for the infrastructure projects we want to build? The course will illustrate approaches to answering these questions using case studies of past and proposed investments.
Taught by: Angelides
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

GAFL 538 Human Rights, Access To Justice, and Public Policy
Law is central to effective and legitimate governance at all levels (local, national, regional, global). Law not only serves as a basis and frames governance and policy-making processes; it also offers tools and opportunities for public policy, as well as accountability mechanisms. Familiarity and understanding of legal frameworks, mechanisms and dynamics is thus essential for public and private actors involved in policy-making. This course combines theoretical insights as well as practical components. During the first portion of each class students will examine a wide spectrum of international legal frameworks and instruments which set standards for good governance on a variety of themes: eg. Children, women, refugees. This comparative perspective lays the context for US policies. During the second major portion of each class, students will explore how statutes, regulations and case law serve as tools for social change. Students will gain familiarity with relevant US legal frameworks at the Federal, State and Municipal level and at all three branches of government: legislative, executive and judicial. The third portion of every class will explore the role of the non government sector in public policy. Students will learn about core competencies needed to non profits effective such as: Boards, management leadership, and program development, leading and managing a nonprofit organization. It takes a practitioners perspective on strategic realities of modern practice. Each section will seek to rapidly orient a new manager to the complexities, strategic issues, & politics. The course is taught through a combination of theory and practice using selected readings, lectures, guest presentations, group activities (Mock senior staff discussions) and field assignments (pairing with area nonprofit leader and attendance at one of the organizations board meetings). This course has seats reserved for Fels’ students and gives priority to grad students. Non-Fels students should contact Vincent George at vigeorge@sas.upenn to request a permit. Seats are not guaranteed to post-bacc or undergraduate students.
Taught by: Nicholas D Torres, Tine Hansen-Turton
Activity: Hybrid Course
1.0 Course Unit

GAFL 546 Social Enterprise Models and Social Impact Locally and Globally
If you believe in finding innovative ways to make a difference and solve social issues locally and globally, you will benefit from the Social Enterprise and Impact Locally and Globally Course (Social Enterprise). Social Enterprise is designed for those who have a practitioner’s interest in the development, leadership, and management of the evolving nonprofit sector and their intersection with the socially conscious private sector and government. The course takes the student through the process of developing a mock social enterprise including idea exploration, testing and plan execution and provides the student with essential strategies and tools to conduct in-depth analysis of a social enterprise leading to their application to a regional social enterprise. This course fulfills an elective for the MPA and the Certificate in Nonprofit Administration.
Taught by: Hansen-Turton, Tine; Torres, Nicholas
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

GAFL 548 Grant Writing
This is a ‘hybrid’ course, with synchronous, online meetings and once-monthly, on-campus meetings in Philadelphia, PA. Also, please note there is an additional $150 online course fee. Spring 2019 on-campus meetings will be held on the following Fridays and Saturdays from 9:30 AM - 1:00 PM: January 18 & 19; February 15 & 16, March 15 & 16, and April 26 & 27. Class will meet online on Monday evenings from 7:45 PM - 8:45 PM. This course will provide students with the role of the foundation in philanthropy, what it does, how it does it, and what you need to know to be both an effective foundation manager and foundation grant seeker. From the foundation side, the course will include strategic planning, assessment of project results, and the responsibilities of the foundation grant program officer. From the grant seeker side, it will include identifying the appropriate foundations, making the connection to the foundation, grant writing, and relationship management.
Taught by: Colleen Terrell
Activity Hybrid Course
1.0 Course Unit

GAFL 549 Leading Nonprofits
Leading Nonprofit Organizations is designed for those interested in leading and managing a nonprofit organization. It takes a practitioners perspective on strategic realities of modern practice. Each section will seek to rapidly orient a new manager to the complexities, strategic issues, & politics. The course is taught through a combination of theory and practice using selected readings, lectures, guest presentations, group activities (Mock senior staff discussions) and field assignments (pairing with area nonprofit leader and attendance at one of the organizations board meetings). This course has seats reserved for Fels’ students and gives priority to grad students. Non-Fels students should contact Vincent George at vigeorge@sas.upenn to request a permit. Seats are not guaranteed to post-bacc or undergraduate students.
Taught by: Nicholas D Torres, Tine Hansen-Turton
Activity: Hybrid Course
1.0 Course Unit

Notes: Spring 2020 on-campus meetings will be held on the following Fridays from 9:30 AM - 1:00 PM and 2:00 PM - 5:30 PM (break for lunch from 1 - 2): January 17, February 21, March 27, and April 24. Class will meet online on Monday evenings from 7:45 PM - 8:45 PM.
GAFL 550 Organizational Diagnosis
This course will help participants learn the skills involved in conducting a systemic, organizational diagnosis. Applying organizational diagnosis skills can help organizations make more effective, evidence-based decisions; increase an organization’s ability to learn and to apply these learnings; increase organizational effectiveness; and, often, save organizations from flawed and detrimental actions. The course places an emphasis on systems thinking, psychodynamic organizational theory, and appreciative inquiry as ways into understanding organizational issues and problems. Frequently, when organizations find themselves in trouble, e.g. problems in the system about such things as lack of leadership, poor communication, diminished productivity, low morale, etc., there is a tendency to frame the problem(s) simplistically and/or locate blame on a few difficult individuals or groups. However, upon closer examination, problematic issues are often found to be symptomatic and/or symbolic of multiple issues within the organization. This course will help participants to understand how problems, which appear, at one level of the system, (e.g. at the personal or interpersonal level) often represent problems at other levels of the system (e.g. at the group and/or institutional level), or signify a range of inter-related issues. Emphasis will be placed on the diagnostic skills needed to examine government agencies, non-profits, and bureaucracies. It will provide participants with the theoretical constructs and application skills necessary for identifying and framing problem areas, collecting data, and organizing feedback to client systems. Real-time examples will inform our discussions as we consider the relationship between diagnosis, organizational reflection, and appropriate action. Summer 2017 On-Campus Meetings: 9:00am-1:00pm Fridays June 23, July 21 and Saturdays May 20, June 24, and July 22.
Activity: Hybrid Course
1.0 Course Unit
Notes: This is a 'hybrid' course, with synchronous, online meetings and once-monthly, on-campus meetings at the Fels Institute of Government in Philadelphia, PA. Weekends vary by term. There is a $150 online course fee.

GAFL 555 Using the Political Process to Effect Organizational Change
At one time or another, each of us has said something like, ‘I know what to do to make some really effective—and possibly even profitable—changes in this organization, but the politics make it almost impossible to get anything done.’ The sense is that, although there are changes that should be made to improve organizational performance, politics (internal, external, governmental) simply obstruct our ability to make a difference. Frustrations notwithstanding, depending on how it is employed, politics can be either an impediment or, more importantly, a source of opportunities for improving organizations. Politics is the art and science of coordinating individuals, departments, management, markets—the entire organizational environment—to effect a balance between the organization’s objectives and the methods used to achieve them. As with the other factors that are employed to affect organizational performance—the methods used to improve manufacturing, marketing, sales, finance, and so on—the politics of a means that organizations can use to initiate and maintain critical personal and institutional relationships. One of the seminar readings—Latimer’s ‘Why Do They Call It Business If It’s Mostly Politics?’ is used to provide illustrations of the ambiguous nature of much of what is regarded as organizational politics. What is critical to understand and appreciate from the outset, however, is that politics is not an external factor that is imposed on organizations. Politics is not only a means for achieving personal or institutional power; it is also a method for developing and maintaining personal and institutional relationships within and among individuals and organizations of all types. This seminar will discuss organizational politics and the ways that it is used to identify, characterize, and effect change—both within and among organizations. After reviewing several perspectives on organizations and the roles that political processes play in decision-making, a series of cases is presented that illustrate the contexts and conditions for effective political communication and coordination. Prerequisite: Course Permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit
Taught by: Gale and Brady
One-term course offered either term
Also Offered As: DYNM 655
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: A; DYNM Concentration: LMC
GAFL 559 Social Enterprise
With an increasing competitive market, the landscape for private, not-for-profits and government organizations nationally and globally is become more complex and diverse. Leaders across government, private, and not-for-profits are being challenged to lead differently given the diversity and complexity of organizations that cross and blend the traditional organizations that cross and blend the traditional organizational legal structures. The course includes providing students with the essential competencies and tools to create, lead, and influence system and policy change utilizing Social Enterprise, Social Finance, and Collective Impact strategies and tools. The knowledge accumulated through this course will be translated to a working level knowledge of a Critical Thinking that hat is important for any leader or manager in government, private, or the non-profit sectors. Critical thinking involves making judgments based on reasoning: leaders consider options; analyze these using specific criteria; and draw conclusions and make judgments. Critical thinking competency encompasses a set of abilities that leaders use to examine their own thinking, and that of others, about information that they receive through observation, experience, and various forms of communication. This course has seats reserved for Fels’ students and gives priority to grad students. Non-Fels students should contact Vincent George at vigorge@sas.upenn to request a permit. Seats are not guaranteed to post-bacc or undergraduate students.
Taught by: Nicholas D Torres
Activity: Hybrid Course
1.0 Course Unit
Notes: This is a ‘hybrid’ course, with synchronous, online meetings and once-monthly, on-campus meetings in Philadelphia, PA. Also, please note there is an additional $150 online course fee. Spring 2020 on-campus meetings will be held on the following Saturdays from 9:30 AM - 1:00 PM and 2:00 PM - 5:30 PM (break for lunch from 1 - 2): January 18, February 22, March 28, April 25. Class will meet online on Monday evenings from 6:30 PM - 7:30 PM

GAFL 561 Media Relations
This course is designed to help you better understand the role and practice of media relations and messaging in corporate, non-profit, and government organizations in this new media era. You will learn how to research media and reporters, develop messages, build strategic media plans, generate media coverage, serve as spokesperson, handle crisis situations, and use new media strategies. You will hear from public relations professionals on such topics as working with reporters, developing PR campaigns, and creating effective web outreach programs. Class discussions, reading assignments, research and writing projects, group projects, and case studies offer an engaging and interactive learning environment to expand and apply your knowledge of media relations and messaging. Summer 2017 On-Campus Meetings are 9:30am-1:00pm on Fridays—May 19, June 23, and July 21 and Saturdays—May 20, June 24, and July 22
Taught by: Frank Igwe
Course usually offered summer term only
Activity: Hybrid Course
1.0 Course Unit
Notes: This is a ‘hybrid’ course, with synchronous, online meetings and once-monthly, on-campus meetings in Philadelphia, PA. On-campus meetings vary by term. Please read the description for dates and times. Also, please note there is an additional $150 online course fee.

GAFL 569 The Politics of Housing and Community Development
This course offers an exploration of how legislative action, government policymaking, and citizen advocacy influence plans for the investment of public capital in distressed urban neighborhoods. Course topics this semester will include an evaluation of the results of City of Philadelphia development policies under the administration of former Mayor Michael A. Nutter, as well as considerations of plans being undertaken by the administration of Mayor James F. Kenney, who took office in January. The course will also include an assessment of a large-scale property acquisition and development strategy being implemented by the Philadelphia Housing Authority in North Philadelphia and a review of recent and current reinvestment proposals for Camden’s waterfront and downtown-area neighborhoods.
Taught by: Kromer
Course usually offered in fall term
Also Offered As: CPLN 625, URBS 451
Activity: Lecture
1.0 Course Unit

GAFL 571 Children and Law Seminar
Activity: Seminar
1.0 Course Unit

GAFL 578 Law, Religion, and Politics
This course addresses the contemporary interplay between government, religion, and politics with focus on issues during the COVID-19 pandemic and the 2020 presidential election. Due to the rise in statutory religious liberty statutes at the federal and state levels over the last 20 years—which have placed constraints on government beyond the First Amendment—adjustments between the government’s interest and religious liberty have become complicated. Public administrators need to anticipate challenges to government action, including the limits imposed by the First Amendment and these relatively new statutory constraints. This course will teach future public policy administrators how to assess the myriad of instances where policy determinations must take into account the likely impact of politically powerful and connected religious leaders and organizations on the public interest. This knowledge has never been more important than it is now with the COVID-19 pandemic and the 2020 presidential election occurring at the same time, both of which entail fascinating questions related to religious liberty and public safety.
Taught by: Marci Hamilton
Activity: Hybrid Course
1.0 Course Unit
Notes: UPDATED: This class will meet online for Fall 2020. Class will meet synchronously from 7:45-8:45pm on Mondays, from 9am-1pm on four Fridays: 9/11, 10/9, 11/13, 12/11 (12/11 will be 9-5pm meeting). This course has seats reserved for Fels’ students and gives priority to grad students. Non-Fels students should Mindy Zacharjasz at mindyzac@sas.upenn.edu to request a permit.

GAFL 599 Independent Study
Activity: Independent Study
1.0 Course Unit
GAFL 611 Statistics for Public Policy
This course is GAFL 611, the required course in statistical analysis for students in the Fels school. This is the required course in statistical analysis for public policy/public administration. Increasingly, this is a quantitative field. Even if you think you'll someday just be (say) a city manager, and not likely to use quantitative analysis yourself, you will likely find yourself working with quantitative data. For example, 'policy evaluation' has become a buzzword in recent years in public management and examples involving Fels graduates or their equivalents abound. Did giving low-income children after-school tutoring improve their academic performance? Does expanding a free-lunch program reduce the number of student outbursts in classrooms? Did Philadelphia's 'big belly' trash cans actually reduce the amount of litter on our streets? Answering any of these questions requires statistical analysis. This course aims to lay the groundwork for you to answer these (and many more!) questions. The point here is not to convince you to adopt a quantitative design for your own work, or that quantitative designs are the 'best' designs for answering all questions. Rather, the goal is to give you a set of tools that will enable you to read, critique and eventually produce your own quantitative research. The course will introduce you to the logic of social scientific inquiry, and the basic statistical tools used to analyze politics and public policy.
Taught by: Claire Robertson Kraft
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
Notes: This course has seats reserved for Fels' students and gives priority to grad students. Non-Fels students should Mindy Zacharjasz at mindyzac@sas.upenn.edu to request a permit. Seats are not guaranteed to post-bacc or undergraduate students.

GAFL 612 Quantitative Methods for Policy Analysis
This course will help students learn how to make evidence-based decisions in a public sector context. The course will introduce important data analysis skills and help students evaluate the quality of studies undertaken to measure the impact of public policies and programs.
Taught by: Claire Robertson Kraft
Course usually offered in spring term
Activity: Hybrid Course
1.0 Course Unit
Notes: UPDATED: This class will meet online and in person for Fall 2020. Class will meet online (synchronously) from 9:30-4pm on Saturdays 9/12, 10/10, 11/14, 12/12 and Mondays from 6:30-7:30pm. The class will have in-person meetings which can be joined remotely on Mondays 9/14, 10/12 and 11/16 from 6:30-7:30pm. This course has seats reserved for Fels' students and gives priority to grad students. Non-Fels students should Mindy Zacharjasz at mindyzac@sas.upenn.edu to request a permit.

GAFL 621 Public Economics
This course provides students with the knowledge required to understand government operations in relation to the market economy. In theory of supply and demand, students explore the pricing mechanism, price elasticity, and the effects of price controls on markets. Efficiency is examined in connection with competition and again in connection with equity, and market failure is considered as a reason for government intervention. Cost-benefit analysis is examined in the context of selecting among public investment alternatives. The course also assists students in addressing issues connected with local public goods and economic development.
Taught by: Lauren Russell
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: This course has seats reserved for Fels' students and gives priority to grad students. Non-Fels students should Mindy Zacharjasz at mindyzac@sas.upenn.edu to request a permit. Seats are not guaranteed to post-bacc or undergraduate students.

GAFL 622 Economic Principles of Public Policy
This course will introduce students to key economic concepts such as scarcity, efficiency, monopolies and cost-benefit. Students will practice applying these principles to the range of decisions that public sector executives have to make in order to understand the trade-offs inherent in any public policy or program.
Course not offered every year
Activity: Hybrid Course
1.0 Course Unit
Notes: This is a 'hybrid' course, with synchronous, online meetings and once-monthly, on-campus meetings in Philadelphia, PA. Also, please note there is an additional $150 online course fee.

GAFL 623 Leading People
Leading Diverse Organizations focuses on Strategic Human Resource Management (SHRM), the combination of human resource management (HRM) and the strategic direction of the organization, whether public or non-profit. This course will introduce students to a range of human resource management practices and principles as they relate to job analysis, recruitment and selection, compensation, benefits, training and career development, performance management, and labor-management relations. Learning to deal with the daily HR challenges makes leaders and managers more effective and more valuable to the organization. This course has seats reserved for Fels' students and gives priority to grad students. Post-bacc students, contact Vincent George at vigeorge@sas.upenn.edu for a permit. Undergraduate students, contact Vincent George 2 weeks before the start of the pertinent term to request a seat. Seats are not guaranteed to post-bacc or undergraduate students.
Course usually offered summer term only
Activity: Hybrid Course
1.0 Course Unit
Notes: This is a 'hybrid' course, with synchronous, online meetings and once-monthly, on-campus meetings in Philadelphia, PA. Also, please note there is an additional $150 online course fee. Spring 2019 on-campus meetings will be held on the following Fridays 9:30 AM - 1:00 PM and 2:00 PM - 5:30 PM (break for lunch from 1 - 2): January 18, February 15, March 15 and April 12. Class will meet online on Monday evenings from 7:45 PM - 8:45 PM.

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GAFL 631 Policy Making & Public Institutions
This course introduces students to the theories and practice of the policy-making process. There are four primary learning objectives. First, understanding how the structure of political institutions matter for the policies that they produce. Second, recognizing the constraints that policy makers face when making decisions on behalf of the public. Third, identifying the strategies that can be used to overcome these constraints. Fourth, knowing the toolbox that is available to participants in the policy-making process to help get their preferred strategies implemented. While our focus will primarily be on American political institutions, many of the ideas and topics discussed in the class apply broadly to other democratic systems of government. The class will be a mix of lecture and cases. Cases are on a diverse set of policy topics, with a goal of illustrating broad themes about the policy-making process rather than the specifics of certain policy areas.
Activity: Lecture
1.0 Course Unit
Notes: This course has seats reserved for Fels’ students and gives priority to grad students. Non-Fels students should Mindy Zacharjasz at mindyzac@sas.upenn.edu to request a permit. Seats are not guaranteed to post-bacc or undergraduate students.

GAFL 640 Program Evaluations and Data Analysis
One of the trademarks of the 21st century public management is the usage of data and analysis in the decision-making process. A successful public leader will use empirical evidence to guide her decisions. She knows what types of data and analysis she should ask her analysts to collect and conduct, how to consume the results they generate, and how to transform the analytical results into effective communication with stakeholders. This class will help you become that 21st century public leader. At the end of this course, you will understand key principals of performance measures and program evaluation. In addition, you will be able to process, manage, and analyze quantitative data using R, a modern programming language optimized for statistical analysis. I picked R for many reasons: it is free, has many open-source visualization techniques and statistical models, and many statistical and quantitative method courses on campus use it as the language of choice. More importantly, knowing how to use R can be a unique and attractive skill for your employer.
Taught by: Russell, Lauren
Course usually offered in spring term
Prerequisite: GAFL 611
Activity: Lecture
1.0 Course Unit
Notes: This course is a requirement for MPA full-time students who started in Fall 2015 or later. It is an elective for MPA full-time students who started Fall 2014 or earlier.

GAFL 651 Public Finance and Public Policy
This course deals with how governments tax and spend. Students become familiar with the theoretical, empirical, and practical tools and methods used to create and analyze government budgets, as well as the flow of public resources. The course examines public revenues and expenditures within the context of fiscal federalism, in addition to budgeting and resource management and the social, economic, and political forces that shape the fiscal environment within which governments (particularly state and local governments) operate. Significant attention is paid to tax policy analysis and the fiscal crises confronting many large cities and states. Additional special topics covered include health care & social security, public education finance, public finance and the environment, bond markets & municipal finance, and public pensions.
Taught by: Gershberg
Course usually offered in spring term
Also Offered As: CPLN 502
Activity: Lecture
1.0 Course Unit
Notes: This course satisfies a core requirement in the Master of Public Administration and the Certificate of Public Finance.
GAFL 652 Financial Management of Public and Nonprofit Organizations
This course provides an introduction to financial management principles for public and nonprofit organizations. The primary objective of this course is to demystify financial information and improve students' ability to effectively engage in financial discussions, regardless of their role in the organization. This course will be focused on the vocabulary and tools necessary to interpret, analyze, and properly communicate financial information in order to develop and execute an appropriate financial strategy. This is a 'hybrid' course, with synchronous, online meetings and once-monthly, on-campus meetings in Philadelphia, PA. Summer 2020 on-campus meetings will be held the following 3 Saturdays (9:30am - 5:30pm, with a break for lunch 1-2pm): May 30, June 27, August 1. Class will also meet online weekly on Monday evenings from 6:30 - 7:30 PM. This course has seats reserved for Fels students and gives priority to grad students. Please contact Mindy Zacharjasz at mindyzac@sas.upenn.edu to request a permit. Seats are not guaranteed to post-bacc or undergraduate students. NOTE: For Summer 2020, this class will meet remotely. The specific meeting times for this class may be updated to accommodate the new format.
Taught by: Melissa Neuman
Course usually offered in spring term
Activity: Hybrid Course
1.0 Course Unit

GAFL 710 Negotiations
To influence public policy you need analytical skills to discover optimal solutions to problems, and good negotiation skills to tailor implementable solutions that address the needs and priorities of multiple stakeholders. What resources you want to invest, whom you engage in discussions, and what you expect to receive in return are open to explicit and implicit negotiations. This course will provide a working understanding of key negotiations concepts, including: Strategic elements of negotiations - interests, goals, positions, rights, power, value creation, high stakes, disputes; Preparation for and the details of negotiation processes; Ethical encounters and conundrums; Leveraging your strengths/understanding your negotiating personality. You will learn cooperative and competitive strategies, have a solid grasp of the decision-making science of negotiation, and better understand cognitive processes and emotional dynamics that affect the ways people negotiate.
Taught by: Naomi Wyatt
Course usually offered in fall term
Activity: Hybrid Course
1.0 Course Unit
Notes: UPDATED: This class will meet online for Fall 2020. Class will meet synchronously from 7-8:30pm on Wednesdays, and from 9am-3pm on four Fridays: 9/11, 10/9, 11/13, 12/11. This course has seats reserved for Fels' students and gives priority to grad students. Non-Fels students should Mindy Zacharjasz at mindyzac@sas.upenn.edu to request a permit.

GAFL 719 Advanced Budgeting
The course will build on the fundamentals taught in the introductory budgeting unit to help build students' competence in budgetary analysis. Using detailed data from a major city as a course-long case study, and incorporating excel skill-building exercises, students will develop hands-on understanding of budgets by working through such factors as economic drivers of fiscal performance, revenue analysis and forecasting, including tax policy considerations; expenditure analysis and projection, with an emphasis on workforce costs; and capital budgeting and financing. Students will also be introduced to key fiscal policies, budget monitoring and performance measurement, and the development of effective budget communications for various audiences.
Taught by: Nadol and Westerman
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

GAFL 732 Public Management
This core MPA course is intended to help each student to learn more than he or she already knows about public management both as a profession and as a field of academic study and to enjoy the company of supportive peers, instructors, and special guests as he or she contemplates a post-MPA career in governance. This course satisfies a core requirement in the Master of Public Administration full-time program.
Taught by: DiIulio/Mulhern
Two terms. student may enter either term.
Activity: Seminar
1.0 Course Unit
GAFL 733 Public Management (MPA Executive Section)
This is a required course for the Executive MPA students in the Fels Institute of Government. The purpose of this course is to provide aspiring public managers with the tools necessary to work with and within organizations. Students will be introduced to public management concepts and gain the competencies required to address the unique challenges in the public sector. Public managers must have technical expertise in planning, staffing, and budgeting; however, technical skills alone are not sufficient to become an effective public manager. Effective public managers must learn to lead inclusive organizations that leverage diversity and diffuse tensions among heterogeneous constituents and stakeholders. You must understand the socio-political context of your organization and your success will be dependent on your ability to analyze policy options and persuade stakeholders and supervisors, through effective communications, to pursue the policy options you recommend. Students will explore big questions related to managing and leading public sector organizations, such as: (1) What makes for an effective public manager? (2) Who does a public organization serve? (3) What is the internal and external operating environment of public organizations? (4) How do we know if public organizations are effective? This is accomplished through exploration of theory, concepts, and applications. We will use multiple learning methods including lectures, case studies, and group exercises, to provide students with a robust understanding of public management.
Taught by: Michael DiBerardinis
Course usually offered in fall term
Activity: Hybrid Course
1.0 Course Unit
Notes: UPDATED: This class will meet online and in person for Fall 2020. Class will meet online (synchronously) from 9:30-4pm on Fridays 9/11, 10/9, 11/13, 12/11 and Mondays from 7:45-8:45pm. The class will have in-person meetings which can be joined remotely on Mondays 9/14, 10/12 and 11/16 from 6:30-7:30pm or 8:00-9:00pm. This course has seats reserved for Fels' students and gives priority to grad students. Non-Fels students should Mindy Zacharjasz at mindyzac@sas.upenn.edu to request a permit.

GAFL 735 The Performance Imperative
This course will examine the role of performance management within public organizations (government and nonprofit), including why measuring and managing performance is critically valuable to high-functioning organizations’ success. With the increasing pressures on nonprofit and government organizations to continue to produce more with less, performance management systems are becoming a staple within organizations looking to drive better outcomes for their constituents. The goal of a highly functioning performance management system within a public organization is to establish a system of continuous monitoring designed to routinely measure specific quantitative and qualitative indicators in real-time. Key Performance Indicators (KPIs) - in order to improve the organization’s ability to achieve specific outcomes through continuous improvement and timely, data-based decision-making. This course will use a diversity of course materials, including real-life examples and case studies to: (a) demonstrate how organizations have successfully implemented performance management systems, (b) indicate the importance of using real-time, valid and reliable data, and linking performance results with effective budget resource allocation (e.g., program and outcome-based budgeting) and constituent satisfaction, and (c) explore practices on how to best protect valuable aspects of performance management systems despite changes in leadership. This is a ‘hybrid’ course, with synchronous, online meetings and once-monthly, on-campus meetings in Philadelphia, PA. Summer 2020 on-campus meetings will be held the following 3 Fridays (9:30am - 5:30pm, with a break for lunch 1-2pm): May 29, June 26, July 31. Class will also meet online weekly on Monday evenings from 7:45-8:45 pm. This course has seats reserved for Fels students and gives priority to grad students. Please contact Mindy Zacharjasz at mindyzac@sas.upenn.edu to request a permit. Seats are not guaranteed to post-bacc or undergraduate students. NOTE: For Summer 2020, this class will meet remotely. The specific meeting times for this class may be updated to accommodate the new format.
Taught by: Rachel Meadows, Matthew Stitt
One-term course offered either term
Activity: Hybrid Course
1.0 Course Unit
Notes: This course has seats reserved for Fels’ students and gives priority to grad students. Please contact Mindy Zacharjasz at mindyzac@sas.upenn.edu to request a permit. Seats are not guaranteed to post-bacc or undergraduate students.

GAFL 798 MPA Capstone I
This required non-credit class is the first part of the MPA Capstone. Executive MPA students take this class in their second Fall semester. Full-time MPA students take this class in their Spring semester. Deadlines and deliverables are noted in the syllabus.
Taught by: Claire Robertson Kraft or Kasey Meehan
Activity: Seminar
0.0 Course Units
GAFL 799 MPA Capstone II
Successful completion of a Capstone project is one of the academic requirements for the Master of Public Administration (MPA) at the University of Pennsylvanias Fels Institute of Government. This core course is designed to give students direct guidance as they apply and consolidate knowledge and skills gained across the curriculum through the completion of a rigorous Capstone project. Capstone students are responsible for designing and completing a public policy or public administration-related project and presenting a deliverable (described below) to the Fels community and other stakeholders.
Taught by: Claire Robertson-Kraft or Kasey Meehan
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Notes: This is a 'hybrid' course, with synchronous, online meetings and once-monthly, on-campus meetings in Philadelphia, PA. Also, please note there is an additional $150 online course fee. Summer 2019 on-campus meetings will be held all day from 9:30 AM - 1:00 PM and 2:00 PM - 5:30 PM (break for lunch from 1 - 2) on the following 3 Saturdays: May 25 (Memorial Day weekend), June 22, and July 27. Class will also meet online weekly on Monday evenings from 7:45 - 8:45 PM.

Graduate Arts & Sciences (GAS)

GAS 600 English Language Skills
For prospective International Teaching Assistants seeking English fluency certification, this course emphasizes the development of oral academic discourse skills and practices prominent features of spoken English that promote successful communication in academic settings, including intelligibility, active listening skills, grammar.
Taught by: Potter
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

GAS 601 Proseminar in Graduate Studies
An introduction to the methods of graduate study and research. To be conducted by individual graduate group faculty.
Taught by: Faculty
Activity: Seminar
1.0 Course Unit

Greek (GREK)

GREK 015 Elementary Modern Greek I
This course is designed for students with no prior knowledge of the modern Greek Language. Instructions are theme based and is supported by a Textbook as well as other written or audiovisual material. It provides the framework for development of all communicative skills (reading, writing, comprehension and speaking) at a basic level. The course also introduces students to aspects of Modern Greek culture that are close to students' own horizon, while it exposes them to academic presentations of Greek history, arts, and current affairs. Quizzes, finals and short individual work with presentation are the testing tools. The completion of this unit does NOT satisfy the language requirement. Prerequisite: Offered through Penn Language Center.
For BA Students: Language Course
Taught by: Tsekoura
Course not offered every year
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center.

GREK 016 Elementary Modern Greek II
Continuation of Elementary Modern Greek I, with increased emphasis on reading and writing. Prerequisite: Offered through Penn Language Center. This section is reserved for heritage learners or by permission of instructor.
For BA Students: Language Course
Taught by: Tsekoura
Course not offered every year
Prerequisite: GREK 015
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center . this section is reserved for heritage learners or by permission of instructor.

GREK 017 Intermediate Modern Greek I
This course is designed for students with an elementary knowledge of Demotic Modern Greek, and aims mainly at developing oral expression, reading and writing skills. Offered through Penn Language Center.
For BA Students: Language Course
Taught by: Tsekoura
Course not offered every year
Prerequisite: GREK 015 AND 016
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center.

GREK 018 Intermediate Modern Greek II
Further attention to developing oral expression, reading, and writing skills for students with knowledge of Demotic Modern Greek. Offered through Penn Language Center.
For BA Students: Last Language Course
Taught by: Tsekoura
Course not offered every year
Prerequisite: (GREK 015 OR GREK 016) AND GREK 017
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center.

GREK 101 Elementary Classical Greek I
Intensive introduction to Classical Greek morphology and syntax. This course includes exercises in grammar, Greek composition, and translation from Greek to English. Emphasis is placed upon developing the ability to read Greek with facility.
For BA Students: Language Course
Taught by: Nishimura-Jensen
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

GREK 102 Elementary Classical Greek II
Students complete their study of the morphology and syntax of Classical Greek. We begin the semester with continuing exercises in grammar and translation, then gradually shift emphasis to reading unadapted Greek texts.
For BA Students: Language Course
Taught by: Nishimura-Jensen
Course usually offered in spring term
Prerequisite: GREK 101
Activity: Seminar
1.0 Course Unit
GREK 112 Intensive Elementary Classical Greek
An introduction to the ancient Greek language for beginners, with explanation of basic grammatical concepts and intensive exercises in reading and writing. Ideal for undergraduates or graduate students from Penn or elsewhere with some background in learning other languages, or who need to learn Greek rapidly. The course covers the first year of college-level Greek, equivalent to GREK 101 + GREK 102 at more than twice the normal pace. For further information on Penn's Greek curriculum, visit the Classical Studies department website.
Course usually offered summer term only
Activity: Seminar
2.0 Course Units

GREK 115 Greek/Heritage Speakers I
This course is intended to help Heritage Speakers or student with prior knowledge of conversational modern Greek (or even Ancient Greek) to refresh or enrich their knowledge of modern Greek and who would not be a good fit for the elementary or intermediate classes. A theme based textbook and instructions along with a comprehensive overview of grammar as a whole is presented while original text, songs, video and other media are used in order to augment vocabulary and increase fluency in modern Greek. Students are expected to properly use the language, do theme-based research on the themes examined and provide written work on various subjects and make conversation in class. Presentations on researched topics account for final exam.
For BA Students: Language Course
Taught by: Tsekoura
One-term course offered either term
Activity: Lecture
1.0 Course Unit

GREK 116 Greek/Heritage Speakers II
It is the continuation of GREK 115 with completing Grammar (passive voice as well as unusual nouns and adjectives etc.) and adding more challenging reading and writing material. The completion of this course satisfies the language requirement. ALL students completing the HSI GREK 115 are eligible to enroll. ALL OTHERS will have to take a placement test.
For BA Students: Last Language Course
Taught by: Tsekoura
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

GREK 181 Elementary Biblical Greek: The Language of Early Christianity
This course provides a one-semester introduction to koine, the version of ancient Greek that was shared by many communities around the Mediterranean and was used in the composition of the Greek New Testament and much early Christian literature. Coursework will focus on grammar, vocabulary, and basic readings. The course prepares students for more extensive readings in biblical Greek literature, in the sequel course GREK 182 Readings in Biblical Greek. Students aiming to learn classical Greek should take instead GREK 101 Elementary Classical Greek I. This course does not prepare students for reading classical (Attic) Greek. Students aiming to read classical Greek should take instead GREK 101.
Taught by: Ker
Activity: Seminar
1.0 Course Unit
Notes: This course does not prepare students for reading classical (Attic) Greek. Students aiming to read classical Greek should take instead GREK 101.

GREK 203 Intermediate Classical Greek: Prose
This course is for those who have completed Ancient Greek 102, Greek 112 or equivalent. You are now ready to begin reading real Greek! We will read a selection of passages from Greek prose authors, focusing on language and style.
For BA Students: Language Course
Course usually offered in fall term
Prerequisite: GREK 102 OR GREK 112
Activity: Seminar
1.0 Course Unit

GREK 204 Intermediate Classical Greek: Poetry
An introduction to the reading, interpretation, and translation of Greek poetry and Homeric Greek through close attention to sections of Homer's Iliad.
For BA Students: Last Language Course
Taught by: Sheila Murnaghan
Course usually offered in spring term
Prerequisite: GREK 203
Activity: Seminar
1.0 Course Unit

GREK 212 Intensive Intermediate Greek
An introduction to the basic history and conventions of Greek prose and poetry, with continuous readings from classical authors accompanied by grammar review and exercises. Ideal for undergraduates or graduate students from Penn or elsewhere who have completed the equivalent of one year of Greek (e.g., GREK 112). The course covers the second year of college-level Greek, equivalent to GREK 203 + 204 at more than twice the normal pace. This is an online course. 2 c.u. Students are not required to be in Philadelphia. Course activities will involve a series of intensive online exercises completed each day according the students own schedule, plus one daily video-linked session 5.30-7.00pm EST (Monday thru Thursday). The instructor for summer 2020 is Maria Kovalchuk, a Ph.D. student in Classical Studies. For further information about the course, please contact Prof. James Ker (jker@sas.upenn.edu).
For BA Students: Last Language Course
Course usually offered summer term only
Activity: Seminar
2.0 Course Units

GREK 308 The Myth of Prometheus
In Greek mythology, human beings are indebted for their survival and their way of life to Prometheus, the powerful Titan and clever trickster who defies Zeus to give them the gift of fire and the various arts and technologies of civilization. We will trace the development of the Prometheus myth through a series of works in different genres by Hesiod, Aeschylus, and Plato.
Taught by: Murnaghan
Activity: Seminar
1.0 Course Unit

GREK 309 Hymnic Poetry
In this course, we will read the four major Homeric hymns and five Callimachean hymns, with briefer examinations of the minor Homeric hymns and Orphic hymns. Some of the questions that will arise from our readings include the contexts for which they were composed, the literary and religious relationship of humans and gods, mythopoetics, and the differences in dialect and language between the works.
Taught by: Nishimura-Jensen
Course not offered every year
Prerequisite: GREK 204
Activity: Seminar
1.0 Course Unit
GREK 310 Thucydides
In this class we will read excerpts from the Greek historian, Thucydides, whose account of the Peloponnesian War is one of the most influential and compelling examples of history writing from any culture. Thucydides is generally thought of as one of the more difficult Greek prose authors. We will read some basic narrative passages in order to become familiar with Thucydidean style, before moving to the more difficult speeches and editorial passages in which Thucydides expounds upon the goals and difficulties of writing history.
Taught by: McInerney
One-term course offered either term
Also Offered As: GREK 610
Activity: Seminar
1.0 Course Unit

GREK 312 Discovering the Family: Sophocles' Oedipus Tyrannos and Euripides' Ion
We will read in Greek two great Athenian tragedies focused on the workings of the god Apollo, and the shocking, gradual revelation of hidden family relationships: Sophocles' Oedipus Tyrannos, and Euripides' Ion.
Taught by: Wilson
Course not offered every year
Also Offered As: GREK 612
Activity: Seminar
1.0 Course Unit

GREK 313 Alcibiades and the Athenian Imagination
Political superstar, demagogue, desperate lover, brilliant general, and traitor, Alcibiades captured the imaginations of his fellow Athenians as well as thinkers and artists for centuries to come. This course offers students an opportunity to study democracy, sexuality, ethics, and youth through the perspectives on Alcibiades presented in comedy, historiography, philosophy, and oratory. In addition to preparing weekly translations, students will write individual papers presenting original close readings or research and will additionally collaborate on a digital project.
Taught by: Brassel
Also Offered As: GREK 613
Activity: Seminar
1.0 Course Unit

GREK 314 Greek Dialogue
In this course we will examine the various manifestations of dialogue in ancient Greek literature. We will read some whole dialogues (such as those by Plato and Lucian; some dialogues in drama and dialogue episodes in historiography). We will also study, and experiment with, the linguistic and discursive phenomena associated with dialogue. (Prior completion of intermediate 200-level Greek sequence or high-school equivalent is required.)
Taught by: Ker
Course not offered every year
Also Offered As: GREK 614
Activity: Seminar
1.0 Course Unit

GREK 310 Thucydides
In this class we will read excerpts from the Greek historian, Thucydides, whose account of the Peloponnesian War is one of the most influential and compelling examples of history writing from any culture. Thucydides is generally thought of as one of the more difficult Greek prose authors. We will read some basic narrative passages in order to become familiar with Thucydidean style, before moving to the more difficult speeches and editorial passages in which Thucydides expounds upon the goals and difficulties of writing history.
Taught by: McInerney
One-term course offered either term
Also Offered As: GREK 610
Activity: Seminar
1.0 Course Unit

GREK 312 Discovering the Family: Sophocles' Oedipus Tyrannos and Euripides' Ion
We will read in Greek two great Athenian tragedies focused on the workings of the god Apollo, and the shocking, gradual revelation of hidden family relationships: Sophocles' Oedipus Tyrannos, and Euripides' Ion.
Taught by: Wilson
Course not offered every year
Also Offered As: GREK 612
Activity: Seminar
1.0 Course Unit

GREK 313 Alcibiades and the Athenian Imagination
Political superstar, demagogue, desperate lover, brilliant general, and traitor, Alcibiades captured the imaginations of his fellow Athenians as well as thinkers and artists for centuries to come. This course offers students an opportunity to study democracy, sexuality, ethics, and youth through the perspectives on Alcibiades presented in comedy, historiography, philosophy, and oratory. In addition to preparing weekly translations, students will write individual papers presenting original close readings or research and will additionally collaborate on a digital project.
Taught by: Brassel
Also Offered As: GREK 613
Activity: Seminar
1.0 Course Unit

GREK 314 Greek Dialogue
In this course we will examine the various manifestations of dialogue in ancient Greek literature. We will read some whole dialogues (such as those by Plato and Lucian; some dialogues in drama and dialogue episodes in historiography). We will also study, and experiment with, the linguistic and discursive phenomena associated with dialogue. (Prior completion of intermediate 200-level Greek sequence or high-school equivalent is required.)
Taught by: Ker
Course not offered every year
Also Offered As: GREK 614
Activity: Seminar
1.0 Course Unit

GREK 540 The Greek Text: Language and Style
What do we need to read texts in ancient Greek? In this course we read just one prose text and one poetic text, or a very limited number of texts and passages, with a focus on language and formal analysis (such as diction, grammar, stylistics, metrics, rhetoric, textual criticism). A range of exercises will be used to develop these skills, including composition, lexical studies, recitation, memorization, exegesis, written close-readings, and sight-translation.
Course not offered every year
Activity: Seminar
1.0 Course Unit

GREK 541 Greek Literary History
Through selected readings from both poetry and prose, we will survey the range and evolution of ancient Greek literary practice.
Taught by: Rosen
Course not offered every year
Activity: Seminar
1.0 Course Unit

GREK 600 Aristophanes & Lucian
This seminar will explore the comic drama of Aristophanes and its influence on the comic prose of Lucian in the Imperial period. Aristophanes was an important literary model for Lucian, but Lucian read Aristophanes in his own way and for his own literary agenda. We will consider each author both in their own historical contexts, and comparatively, as parodists, satirists and cultural critics within a long and varied literary tradition.
Taught by: Rosen
One-term course offered either term
Activity: Seminar
1.0 Course Unit

GREK 601 Plato and Aristotle on Human Nature
The place of humans in the order of things was a perennial question for ancient philosophers. The puzzle typically begins with questions of humans' place within a hierarchy, setting them between inanimate things and non-human living things on the one side, and the divine on other. These categories, along with others like metabolism, growth and decay, death, sentience, cognition, and knowledge, will form the background against which we look closely at Plato's and Aristotle's views. We will read sections of Phaedo, Republic, and Timaeus, along with On the Soul, On the Motion of Animals, and On Divination During Sleep. The course will invite both broad synthetic thinking, and focused textual analysis. Students will be responsible for a class presentation, a stint as lead questioner, a presentation of work toward a research paper, and a final research paper.
Taught by: Struck
Course not offered every year
Also Offered As: PHIL 611
Activity: Seminar
1.0 Course Unit

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GREK 604 Troy and Homer
An interdisciplinary seminar focusing on the city of Troy both as an archaeological site and as the setting of the legendary Trojan War. We will consider Homer's Iliad (with selected sections read in Greek) together with the topography and archaeology of the site of Troy in order to address a series of interrelated questions: What are the points of continuity and discontinuity between the stories told by the literary tradition and the material record? How do both types of evidence contribute to our understanding of political relations and cultural interactions between Greece and Anatolia in the Bronze Age? How do Hittite sources bear on our reconstruction of the events behind the Troy legend? How have the site and the poem contributed to each other's interpretation in the context of scholarly discovery and debate? We will give some attention to modern receptions of the Troy legend that deliberately combine material and textual elements, such as Cy Twombly's 'Fifty Days at Iliam' and Alice Oswald's 'Memorial: An Excavation of Homer's Iliad.' The seminar will include a visit to the site of Troy during the Spring Break.
Taught by: Murnaghan
Also Offered As: AAMW 604, CLST 604
Activity: Seminar
1.0 Course Unit

GREK 605 Herodotus
An overview of Herodotus' Histories with attention both to its place in Greek literary history and to its uses and limitations as an historical source. We will consider the Histories in relation to questions of ethnic identity, cultural contact, and the construction of East and West. In their individual projects, students will explore the relevance of this protean, polyvocal text to their particular interests and scholarly perspectives.
Taught by: Murnaghan
Course not offered every year
Activity: Seminar
1.0 Course Unit

GREK 610 Thucydides
In this class we will read excerpts from the Greek historian, Thucydides, whose account of the Peloponnesian War is one of the most influential and compelling examples of history writing from any culture. Thucydides is generally thought of as one of the more difficult Greek prose authors. We will read some basic narrative passages in order to become familiar with Thucydidean style, before moving to the more difficult speeches and editorial passages in which Thucydides expounds upon the goals and difficulties of writing history.
Taught by: McInerney
One-term course offered either term
Also Offered As: GREK 310
Activity: Seminar
1.0 Course Unit

GREK 611 Greek Epigraphy
An introduction to the principles and practices of Greek Epigraphy. Study of selected Greek inscriptions.
Taught by: McInerney
Course not offered every year
Also Offered As: AAMW 611, ANCH 611, CLST 611
Activity: Seminar
1.0 Course Unit

GREK 612 Discovering the Family: Sophocles' Oedipus Tyrannos and Euripides' Ion
We will read in Greek two great Athenian tragedies focused on the workings of the god Apollo, and the shocking, gradual revelation of hidden family relationships: Sophocles' Oedipus Tyrannos, and Euripides' Ion.
Taught by: Wilson
Course not offered every year
Also Offered As: GREK 312
Activity: Seminar
1.0 Course Unit

GREK 613 Alcibiades and the Athenian Imagination
Political superstar, demagogue, desperate lover, brilliant general, and traitor, Alcibiades captured the imaginations of his fellow Athenians as well as thinkers and artists for centuries to come. This course offers students an opportunity to study democracy, sexuality, ethics, and youth through the perspectives on Alcibiades presented in comedy, historiography, philosophy, and oratory. In addition to preparing weekly translations, students will write individual papers presenting original close readings or research and will additionally collaborate on a digital project.
Taught by: Brassel
Also Offered As: GREK 313
Activity: Seminar
1.0 Course Unit

GREK 614 Greek Dialogue
TBA
Taught by: Ker
Course not offered every year
Also Offered As: GREK 314
Activity: Seminar
1.0 Course Unit

GREK 999 Independent Study
For doctoral candidates.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

Gujarati (GUJR)

GUJR 402 Beginning Gujarati Part I
During the first year of Gujarati, major emphasis is placed on acquiring phonetics, grammatical patterns, and basic vocabulary. These goals are accomplished through guided drills and conversations accompanied by formal instruction on Gujarati grammar. From the outset, students are also taught the Gujarati writing system, which is used for all materials. By the end of the first year of instruction, student should be able to carry on coherent conversations on selected topics, read simple texts and compose short pieces in Gujarati.
For BA Students: Language Course
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
GUJR 403 Beginning Gujarati Part II
During the first year of Gujarati, major emphasis is placed on acquiring phonetics, grammatical patterns, and basic vocabulary. These goals are accomplished through guided drills and conversations accompanied by formal instruction on Gujarati grammar. From the outset, students are also taught the Gujarati writing system, which is used for all materials. By the end of the first year of instruction, student should be able to carry on coherent conversations on selected topics, read simple texts and compose short pieces in Gujarati.
For BA Students: Language Course
Course usually offered in spring term
Prerequisite: GUJR 402
Activity: Seminar
1.0 Course Unit

GUJR 422 Intermediate Gujarati Part I
This course is designed as a continuation of beginning Gujarati. The course objectives are to expand the mastery of sentence patterns and augment vocabulary and its usage through intensive grammar and comprehension exercises. A special emphasis will be placed on greater cultural awareness. Upon completion of this course students should be able to interact socially with added confidence and greater expressiveness. Students should also experience a great improvement in their comprehension of spoken and written language. During the second year of Gujarati, students are introduced to progressively more difficult reading selections, along with additional instructions in the formal grammar of the language. To maintain and develop oral and aural command of the language, readings are discussed in Gujarati. To develop their writing abilities, students are also expected to compose short essays on their readings.
For BA Students: Language Course
Two terms. student must enter first term.
Activity: Lecture
1.0 Course Unit

GUJR 423 Intermediate Gujarati Part II
This course is designed as a continuation of intermediate Gujarati I. Course objectives are to expand the mastery of sentence patterns and augment vocabulary and its usage through intensive grammar and comprehension exercises. A special emphasis will be placed on greater cultural awareness. Upon completion of this course students should be able to interact socially with added confidence and greater expressiveness. Students should also experience a great improvement in their comprehension of spoken and written language. During the second year of Gujarati, students are introduced to progressively more difficult reading selections, along with additional instructions in the formal grammar of the language. To maintain and develop oral and aural command of the language, readings are discussed in Gujarati. To develop their writing abilities, students are also expected to compose short essays on their readings.
For BA Students: Last Language Course
Taught by: Desai, R
Course usually offered in spring term
Prerequisite: GUJR 422
Activity: Lecture
1.0 Course Unit

GUJR 442 Advanced Gujarati
A follow up semester to Advanced Gujarati I, focused on the comprehensive study in reading, writing, speaking, and comprehension to gain advanced knowledge of Gujarati. Instructor may use poetry and/or prose as tools to engage students while having them create their own written works. Contact instructor for details. Prerequisite: Proficiency in Gujarati. Contact instructor if you have questions about your proficiency level.
For BA Students: Advanced Language Course
Taught by: Suthar
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

Health & Societies (HSOC)

HSOC 000 Study Abroad
Activity: Lecture
1.0 Course Unit

HSOC 001 Emergence of Modern Science
During the last 500 years, science has emerged as a central and transformative force that continues to reshape everyday life in countless ways. This introductory course will survey the emergence of the scientific world view from the Renaissance through the end of the 20th century. By focusing on the life, work, and cultural contexts of those who created modern science, we will explore their core ideas and techniques, where they came from, what problems they solved, what made them controversial and exciting and how they relate to contemporary religious beliefs, politics, art, literature, and music. The course is organized chronologically and thematically. In short, this is a 'Western Civ' course with a difference, open to students at all levels.
For BA Students: Hum/Soc Sci or Nat Sci/Math Sector
Taught by: Kucuk
Course usually offered in fall term
Also Offered As: STSC 001
Activity: Lecture
1.0 Course Unit
HSOC 002 Medicine in History
This course surveys the history of medical knowledge and practice from antiquity to the present. No prior background in the history of science or medicine is required. The course has two principal goals: (1) to give students a practical introduction to the fundamental questions and methods of the history of medicine, and (2) to foster a nuanced, critical understanding of medicine's complex role in contemporary society. The course takes a broadly chronological approach, blending the perspectives of the patient, the physician, and society as a whole—recognizing that medicine has always aspired to 'treat' healthy people as well as the sick and infirm. Rather than history 'from the top down' or 'from the bottom up,' this course sets its sights on history from the inside out. This means, first, that medical knowledge and practice is understood through the personal experiences of patients and caregivers. It also means that lectures and discussions will take the long-discredited knowledge and treatments of the past seriously, on their own terms, rather than judging them by today's standards. Required readings consist largely of primary sources, from elite medical texts to patient diaries. Short research assignments will encourage students to adopt the perspectives of a range of actors in various historical eras.
For BA Students: History and Tradition Sector
Taught by: Barnes
Course usually offered in fall term
Also Offered As: HIST 036, STSC 002
Activity: Lecture
1.0 Course Unit

HSOC 003 Technology & Society
Technology plays an increasing role in our understandings of ourselves, our communities, and our societies, in how we think about politics and war, science and religion, work and play. Humans have made and used technologies, though, for thousands if not millions of years. In this course, we will use this history as a resource to understand how technologies affect social relations, and conversely how the culture of a society shapes the technologies it produces. Do different technologies produce or result from different economic systems like feudalism, capitalism and communism? Can specific technologies promote democratic or authoritarian politics? Do they suggest or enforce different patterns of race, class or gender relations? Among the technologies we'll consider will be large objects like cathedrals, bridges, and airplanes; small ones like guns, clocks and birth control pills; and networks like the electrical grid, the highway system and the internet.
For BA Students: Society Sector
Taught by: Benson
Course usually offered in spring term
Also Offered As: SOCI 033, STSC 003
Activity: Lecture
1.0 Course Unit

HSOC 010 Health and Societies
'Two fundamental questions structure this course: (1) What kinds of factors shape population health in various parts of the world in the twenty-first century? and (2) What kinds of intellectual tools are necessary in order to study global health? Grasping the deeper 'socialness' of health and health care in a variety of cultures and time periods requires a sustained interdisciplinary approach. 'Health and Societies: Global Perspectives' blends the methods of history, sociology, anthropology and related disciplines in order to expose the layers of causation and meaning beneath what we often see as straightforward, common-sense responses to biological phenomena. Assignments throughout the semester provide a hands-on introduction to research strategies in these core disciplines. The course culminates with pragmatic, student-led assessments of global health policies designed to identify creative and cost effective solutions to the most persistent health problems in the world today.' Also fulfills General Requirement in Science Studies for Class of 2009 and prior.
For BA Students: Humanities and Social Science Sector
Taught by: McKay
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
Notes: Also fulfills General Requirement in Science Studies for Class of 2009 and prior

HSOC 028 Medicine, Magic and Miracles
This course explores the nature of disease and the history of medical practice and healing in the medieval period, using methods from intellectual, cultural, and social history, as well as the life sciences, and incorporating material from Indonesia to England. The themes of this course include: 1) the diversity of healing practices and beliefs in this period; 2) specific rationalities of different methods of healing; 3) views of the human body and disease; 4) the wide array of practitioners that people turned to for medical care, including physicians, midwives, family members, herbalists, snake handlers, saints, and surgeons; 5) institutions of medicine, such as the hospital. Students will have their minds blown as they learn to question everything they thought they knew about how science and medicine work.
Taught by: Truitt
Course usually offered in fall term
Also Offered As: STSC 028
Activity: Seminar
1.0 Course Unit

HSOC 031 Addiction: Understanding How We Get Hooked and How We Recover
We will investigate the evolution of scientific theories and popular beliefs regarding the causes of addiction in the 20th and 21st centuries, and how they have shaped treatment approaches to these disorders. We will examine the crack cocaine epidemic of the 1980s and the current opioid epidemic, and consider sociocultural and political factors that contributed to the onset of and reaction to these crises. Finally, we will discuss research into the neurobiological, psychological, familial, social, and political factors that initiate and sustain addiction, and the efficacy of various treatment approaches.
Taught by: McKay
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
HSOC 041 Cane and Able: Disability in America
Disability is a near universal experience, and yet it remains on the margins of most discussions concerning identity, politics, and popular culture. Using the latest works in historical scholarship, this seminar focuses on how disability has been experienced and defined in the past. We will explore various disabilities including those acquired at birth and those sustained by war, those visible to others and those that are invisible. For our purposes, disability will be treated as a cultural and historical phenomenon that has shaped American constructions of race, class, and gender, attitudes toward reproduction and immigration, ideals of technological progress, and notions of the natural and the normal.
Taught by: Linker
Course usually offered in fall term
Also Offered As: STSC 041
Activity: Seminar
1.0 Course Unit

HSOC 048 Epidemics in History
The twenty-first century has seen a proliferation of new pandemic threats, including SARS, MERS, Ebola, Zika, and most recently the novel coronavirus called COVID-19. Our responses to these diseases are conditioned by historical experience. From the Black Death to cholera to AIDS, epidemics have wrought profound demographic, social, political, and cultural change all over the world. Through a detailed analysis of selected historical outbreaks, this seminar examines the ways in which different societies in different eras have responded in times of crisis. The class also analyzes present-day pandemic preparedness policy and responses to health threats ranging from influenza to bioterrorism.
Taught by: Barnes
Course usually offered in fall term
Also Offered As: STSC 048
Activity: Seminar
1.0 Course Unit

HSOC 052 Autism Epidemic
The CDC estimates that 1 in 150 children have autism. Three decades ago, this number was 1 in 5,000. The communities in which these children are identified in ever increasing numbers are ill prepared to meet their needs. Scientists have struggled to understand the causes of this disorder, its treatment, and why it appears to be rapidly increasing. Families, policy makers, schools and the healthcare system have argued bitterly in the press and in the courts about the best way to care for these children and the best ways to pay for this care. In this class, we will use autism as a case study to understand how psychiatric and developmental disorders of childhood come to be defined over time, their biological and environmental causes identified, and treatments developed. We will also discuss the identification and care of these children in the broader context of the American education and healthcare systems.
Taught by: Mandell
Course not offered every year
Activity: Seminar
1.0 Course Unit

HSOC 059 Medical Missionaries and Partners
Global health is an increasingly popular goal for many modern leaders. Yet critics see evidence of a new imperialism in various aid programs. We will examine the evolution over time and place of programs designed to improve the health of underserved populations. Traditionally categorized as public health programs or efforts to achieve a just society, these programs often produce results that are inconsistent with these goals. We will examine the benefits and risks of past programs and conceptualize future partnerships on both a local and global stage. Students should expect to question broadly held beliefs about the common good and service. Ultimately we will examine the concept of partnership and the notion of community health, in which ownership, control, and goals are shared between outside expert and inside community member.
Taught by: Bream
Course not offered every year
Activity: Seminar
1.0 Course Unit

HSOC 082 Sport Science in the World
This seminar is designed for first-year students who are interested in some big questions related to the topic of 'sport science.' Sport science may seem to be just a niche field where teams of physiologists, psychologists, geneticists, engineers and others work to make already very athletic people go 'faster, higher, stronger.' On the other hand, the work of sport scientists intersects everyday with far-reaching questions about how categories of sex, age, race, disability, and nationality are defined, measured, challenged, or maintained. Sport scientists weigh in on debates over what kinds of physical activity or bodies are 'clean,' what kinds of performance are 'natural' or even human, and what kinds of sporting spaces or equipment are fair. In this class we'll read and discuss historical and contemporary accounts of sport science in the world. My hope is that students will enter the class interested in sports and leave interested in sports and in gendered science, objectivity and standardization, the politics of big data and more.
Taught by: Johnson
Course usually offered in fall term
Also Offered As: STSC 082
Activity: Seminar
1.0 Course Unit

HSOC 100 Sociological Research Methods
One of the defining characteristics of all the social sciences, including sociology, is a commitment to empirical research as the basis for knowledge. This course is designed to provide you with a basic understanding of research in the social sciences and to enable you to think like a social scientist. Through this course students will learn both the logic of sociological inquiry and the nuts and bolts of doing empirical research. We will focus on such issues as the relationship between theory and research, the logic of research design, issues of conceptualization and measurement, basic methods of data collection, and what social scientists do with data once they have collected them. By the end of the course, students will have completed sociological research projects utilizing different empirical methods, be able to evaluate the strengths and weaknesses of various research strategies, and read (with understanding) published accounts of social science research.
Taught by: Wilde, Baker, Roth
One-term course offered either term
Also Offered As: SOCI 100
Activity: Lecture
1.0 Course Unit
HSOC 102 Bioethics
This course is intended to introduce students to the fundamental principles of bioethics and the many ethical issues that arise in the rapidly changing fields of biomedicine and the life sciences. The first half of the course will provide an overview of the standard philosophical principles of bioethics, using clinical case studies to help illustrate and work through these principles. In the second half of the course we will focus on recent biomedical topics that have engendered much public controversy including diagnostic genetics, reproductive technologies and prenatal screening, abortion, physician assisted suicide, human experiments, and end of life decision making. We will use the principles learned in the first half of the course to systematically think through these bioethical issues, many of which affect our everyday lives.
Taught by: Crnic,M
Course not offered every year
Also Offered As: SOCI 101
Activity: Lecture
1.0 Course Unit

HSOC 111 Health of Populations.
This course develops some of the major measures used to assess the health of populations and uses those measures to consider the major factors that determine levels of health in large aggregates. These factors include disease environment, medical technology, public health initiatives, and personal behaviors. The approach is comparative and historical and includes attention to differences in health levels among major social groups.
Taught by: Kohler
One-term course offered either term
Also Offered As: SOCI 111
Activity: Lecture
1.0 Course Unit

HSOC 112 The Peoples Health
While the scary threats of the moment in recent years, Ebola, MERS, swine flu, bioterrorism dominate media coverage of public health, most human suffering and death are driven by more mundane causes. This course critically addresses twenty-first-century public health science and policy by examining the long history (beginning with the plague epidemics of Renaissance Italy) that brought us to where we are today. Topics include responses to epidemics; socioeconomic, racial, and other disparities in health; occupational health; the rise of public health as a field of scientific inquiry; sanitary reform; the Bacteriological Revolution; the shift from disease causes to risk factors; and the social determinants of health.
Taught by: Barnes,D
One-term course offered either term
Activity: Lecture
1.0 Course Unit

HSOC 131 Sustainability and Public Health
We know that wild animal populations are only as healthy as their habitats, but what about humans? This course explores how the health of ecosystems is intertwined with health of human populations. It asks the question, ‘To what extent is sustainability the most important public health issue of our time?’ We will examine issues related to climate change, environmental toxins, ecosystem destruction, species extinction, water availability, and food production through the lens of how these affect human health. On a more positive note, we will learn about how applications of whole systems thinking are transforming our culture, creating a more sustainable and healthier society, and how these cultural trends will transform health policy in the future. Throughout the course, we will engage in contemplative and reflective practice with regard to our own beliefs and behaviors. What prevents us, collectively, from creating a more sustainable society? We will critically explore questions surrounding the concept of ‘sustainability.’ What makes a system sustainable, in ecological terms? Are there guiding principles that we can follow? Is a sustainable system by definition a healthy system? In what ways do these concepts differ? Why do we create unsustainable systems, human-made processes that undermine the ecosystems we depend upon? What is the relationship between academic environmental studies and environmental activism? What is the relationship between industrial culture and indigenous culture? What are the differences, philosophically speaking? We will draw on a wide variety of sources, including medical journals such as JAMA, on-line publications, academic books, general audience books, and articles in the popular press. We will also have the opportunity to engage in active learning experiences that ground the concepts in real world activity.
Taught by: MacKenzie
Course usually offered summer term only
Activity: Seminar
1.0 Course Unit

HSOC 135 The Politics of Food
In this ABCS and Fox Leadership Program course students will use course readings and their community service to analyze the institutions, ideas, interests, social movements, and leadership that shape the politics of food in different arenas. Service sites include: the Agatston Urban Nutrition Initiative; the Greater Philadelphia Coalition Against Hunger; the West Philadelphia Recess Initiative; the Vetri Foundation’s Etiquette Program; and Bon Appetit at Penn. Academic course work will include weekly readings, Canvas blog posts, several papers, and group projects. Service work will include a group presentation (related to your placement) as well as reflective writing during the semester. Typically one half of each class will be devoted to a discussion of the readings and the other either to group work and discussion of service projects, or to a course speaker. This course is affiliated with the Communication within the Curriculum (CWIC) program, and student groups are required to meet twice with speaking advisors prior to giving presentation.
Taught by: Summers
Course not offered every year
Also Offered As: PSCI 135
Activity: Lecture
1.0 Course Unit
HSOC 140 History of Bioethics
This course is an introduction to the historical development of medical ethics and to the birth of bioethics in the twentieth-century United States. We will examine how and why medical ethical issues arose in American society at this time. Themes will include human experimentation, organ donation, the rise of medical technology and euthanasia. Finally, this course will examine the contention that the current discipline of bioethics is a purely American phenomenon that has been exported to Great Britain, Canada and Continental Europe.
Taught by: Linker
One-term course offered either term
Activity: Seminar
1.0 Course Unit

HSOC 145 Comparative Medicine
This course explores the medical consequences of the interaction between Europe and the 'non-West! It focuses on three parts of the world Europeans colonized: Africa, South Asia, and Latin America. Today’s healing practices in these regions grew out of the interaction between the medical traditions of the colonized and those of the European colonizers. We therefore explore the nature of the interactions. What was the history of therapeutic practices that originated in Africa or South Asia? How did European medical practices change in the colonies? What were the effects of colonial racial and gender hierarchies on medical practice? How did practitioners of 'non-Western' medicine carve out places for themselves? How did they redefine ancient traditions? How did patients find their way among multiple therapeutic traditions? How does biomedicine take a different shape when it is practiced under conditions of poverty, or of inequalities in power? How do today’s medical problems grow out of this history? This is a fascinating history of race and gender, of pathogens and conquerors, of science and the body. It tells about the historical and regional roots of today’s problems in international medicine.
For BA Students: History and Tradition Sector
Taught by: Mukharji
Course usually offered in fall term
Also Offered As: HIST 146, STSC 145
Activity: Lecture
1.0 Course Unit

HSOC 150 American Health Policy
'American Health Policy' places the success or failure of specific pieces of U.S. health care legislation into social and political context. The course covers the time period from the U.S. Civil War to the 2010 Affordable Care Act (ACA), addressing two central questions: 1) Why was the United States one of the only industrialized nations to, until recently, have a private, non-nationalized, non-federalized health care system? 2) Why has U.S. health insurance historically been a benefit given through places of employment? Some topics addressed include: private health insurance, industrial health and workmen’s compensation, the welfare state (in Europe, Canada, and the U.S.), maternal and infant care programs, Medicare and Medicaid. One of the main take-home messages of the course is that 20th-century U.S. health care policies both reflected and shaped American social relations based on race, class, gender, and age. This course is a combination lecture and 'SAIL' class. SAIL stands for 'Structured, Active, In-Class Learning.' During many class periods, students will work in small groups on a specific exercise, followed by a large group discussion and/or brief lecture. Students who choose to take this course, therefore, must be fully committed to adequately preparing for class and to working collaboratively in class. (Note: the 2015 format will be somewhat different from the 2014 format).
Taught by: Johnson
One-term course offered either term
Also Offered As: SOCI 152
Activity: Lecture
1.0 Course Unit

HSOC 152 Technology and Medicine in Modern America
Medicine as it exists in contemporary America is profoundly technological; we regard it as perfectly normal to be examined with instruments, to expose our bodies to many different machines; and to have knowledge produced by those machines mechanically/electronically processed, interpreted and stored. We are billed technologically, prompted to attend appointments technologically, and often buy technologies to protect, diagnose, or improve our health: consider, for example, HEPA-filtering vacuum cleaners; air-purifiers; fat-reducing grills; bathroom scales; blood pressure cuffs; pregnancy testing kits; blood-sugar monitoring tests; and thermometers. Yet even at the beginning of the twentieth century, medical technologies were scarce and infrequently used by physicians and medical consumers alike. Over the course of this semester, we will examine how technology came to medicine's center-stage, and what impact this change has had on medical practice, medical institutions and medical consumers - on all of us!
Taught by: Johnson
Course usually offered summer term only
Also Offered As: STSC 162
Activity: Seminar
1.0 Course Unit
HSOC 179 Environmental History
This course provides an introduction to environmental history—the history of the interrelationship between humans and the rest of nature. In the words of historian J.R. McNeill, ‘Human history has always and will always unfold within a larger biological and physical context, and that context has co-evolved with humankind.’ In this course we will study this co-evolution between human actors and non-human actors in global history, analyzing political, social, cultural and economic factors that affect ideas about nature and material effects on nature. We will consider the concept of the Anthropocene and study current environmental changes and challenges.
Taught by: Greene, A
Course not offered every year
Also Offered As: STSC 179
Activity: Lecture
1.0 Course Unit

HSOC 202 Scientific Revolution
During the 16th and 17th centuries, something that resembled modern science emerged from something that did not. Though the nature and cause of that transition are contested, there were unquestionably many pivotal developments in the content and conduct of science, and it is in this period that many of the ‘founding’ figures of science, from Copernicus to Galileo to Newton, are identified. This course will examine the many elements that went into the transition, including the revolution in cosmology, the revolt against ancient natural philosophy, the rise of experimentalism, the new philosophies of inquiry, new social structures for natural inquiry and the conceptual foundations of classical physics.
Taught by: VOELKEL
Course not offered every year
Also Offered As: STSC 202
Activity: Lecture
1.0 Course Unit

HSOC 205 Doing Good?: Humanitarianism and Global Health
This course will explore the current context of health policy, health reform, and health service delivery in the developing world. After examining global economic and political context of health care, students will analyze the role that economic development plays in promoting or undermining health. Students will examine key disease challenges such as tuberculosis, malnutrition, and HIV/AIDS.
Taught by: McKay
Course not offered every year
Activity: Seminar
1.0 Course Unit

HSOC 209 Race and Gender in Global Science
This course critically examines the creation of scientific conceptions of ‘race’ and ‘sex’ in the modern era and their global impact. How did ‘race’ and ‘sex’ come to be the primary categories through which human variation has been classified in the modern West? What concepts of ‘race’ and ‘sex’ did colonial scientists, doctors, naturalists, and other experts invent, and how and why did they do this? How have scientific conceptions of ‘race’ and ‘sex’ been adapted to fit the sociopolitical projects of formerly colonized regions? And how have recent developments in genomic science sought to reinvent these categories? With these questions in mind, this course challenges us to think critically about the political contexts in which conceptions of ‘race’ and ‘sex’ have been crafted as well as how they have been contested and re-defined.
Taught by: Gil-Riano
Course usually offered in spring term
Also Offered As: STSC 209
Activity: Seminar
1.0 Course Unit

HSOC 212 Science Technology and War
In this survey we explore the relationships between technical knowledge and war in the nineteenth and twentieth centuries. We attend particularly to the centrality of bodily injury in the history of war. Topics include changing interpretations of the machine gun as inhumane or acceptable; the cult of the battleship; banned weaponry; submarines and masculinity; industrialized war and total war; trench warfare and mental breakdown; the atomic bomb and Cold War; chemical warfare in Viet Nam; and ‘television war’ in the 1990s.
For BA Students: Humanities and Social Science S
Taught by: Lindee
Course not offered every year
Also Offered As: STSC 212
Activity: Lecture
1.0 Course Unit

HSOC 216 Gender and Health
Women’s health is a constant refrain of modern life, prompting impassioned debates that speak to the fundamental nature of our society. Women’s bodies are the tableaux across which politicians, physicians, healthcare professional, activists, and women themselves dispute issues as wide-ranging as individual versus collective rights, the legitimacy of scientific and medical knowledge, the role of the government in healthcare, inequalities of care, and the value of experiential knowledge, among many others. Understanding the history of these questions is crucial for informed engagement with contemporary issues.
Taught by: Linker
Course not offered every year
Also Offered As: GSWS 216
Activity: Seminar
1.0 Course Unit
HSOC 219 Race, Science, and Globalization
This course examines how the practice of sorting humans into distinct races is connected to the rise of modern science and to the economic globalization sparked by Columbus’ arrival in the Americas in 1492. By examining the trajectory of race in science from the Iberian conquest of the Americas until the present, we will examine the ways in which colonial logics and structures persist into the present and the ways they’ve been disrupted by various revolutionary, anti-colonial, and anti-racist movements. Along the way, we will observe how cultural ideas about race have been woven into the conceptual fabric of modern scientific disciplines such as anthropology, biology, psychology, and sociology and how these disciplines have sought to redeem themselves from their racist pasts.
For BA Students: Humanities and Social Science S
Taught by: Gil-Riano
One-term course offered either term
Also Offered As: STSC 219
Activity: Seminar
1.0 Course Unit

HSOC 230 Fundamentals of Epidemiology
This course introduces students to the basic tenets of epidemiology and how to quantitatively study health at the population level. Students learn about measures used to describe populations with respect to health outcomes and the inherent limitations in these measures and their underlying sources of data. Analytic methods used to test scientific questions about health outcomes in populations then are covered, again paying particular attention to the strength and weaknesses of the various approaches. Multiple large epidemiologic research and field studies are used as in-class exemplars.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

HSOC 231 Insect Epidemiology Pests, Pollinators and Disease Vectors
Malaria, Chagas disease, the Plague—some of the most deadly and widespread infectious diseases are carried by insects. The insects are also pernicious pests; bed bugs have returned from obscurity to wreak havoc on communities, invasive species decimate agricultural production and threaten forests across the United States. At the same time declines among the insects on which we depend—the honeybees and other pollinators—threaten our food security, while general declines of insects threaten ecosystems. We will study the areas where the insects and humans cross paths and explore how our interactions with insects can be cause, consequence or symptom of much broader issues. This course is not an entomology course but will cover a lot about insects. It is not a traditional epidemiology course but will explore the approaches and study designs that epidemiologists use to uncover associations and evaluate interventions. It is not a history course but will cover past epidemics and infestations that have changed the course of the history and reversed advancing armies.
Taught by: Levy
Course usually offered in spring term
Also Offered As: STSC 231
Activity: Seminar
1.0 Course Unit

HSOC 238 Introduction to Medical Anthropology
Introduction to medical anthropology takes central concepts in anthropology—culture, adaptation, human variation, belief, political economy, the body—and applies them to human health and illness. Students explore key elements of healing systems including healing technologies and healer-patient relationships. Modern day applications for medical anthropology are stressed.
For BA Students: Humanities and Social Science S
Taught by: Barg
One-term course offered either term
Also Offered As: ANTH 238
Activity: Lecture
1.0 Course Unit

HSOC 239 Global Health: Anthropological Perspectives
In some parts of the world spending on pharmaceuticals is astronomical. In others, people struggle for survival amid new and reemerging epidemics and have little or no access to basic or life-saving therapies. Treatments for infectious diseases that disproportionately affect the world’s poor remain under-researched and global health disparities are increasing. This interdisciplinary seminar integrates perspectives from the social sciences and the biomedical sciences to explore 1) the development and global flows of medical technologies; 2) how the health of individuals and groups is affected by medical technologies, public policy, and the forces of globalization as each of these impacts local worlds. The seminar is structured to allow us to examine specific case material from around the world (Haiti, South Africa, Brazil, Russia, China, India, for example), and to address the ways in which social, political-economic, and technological factors—which are increasingly global in nature—influence basic biological mechanisms and disease outcomes and distribution. As we analyze each case and gain familiarity with ethnographic methods, we will ask how more effective interventions can be formulated. The course draws from historical and ethnographic accounts, medical journals, ethical analyses, and films, and familiarizes students with critical debates on globalization and with local responses to globalizing processes.
Taught by: Petryna
Course not offered every year
Also Offered As: ANTH 273
Activity: Seminar
1.0 Course Unit
HSOC 240 Devices, Pills, People: American Medicine in the 20th and 21st Centuries
In this course, we approach some of the most pressing questions in the modern American medical marketplace, attempting to understand why it looks the way it does, how it developed, and what it offers (and takes) from patients. By the end of the course, we will also try to look forward and consider where current trends in American medicine might lead. The course is organized around six topics: 1) demography (changing patterns of health, disease, and death); 2) the growing and changing role of institutions, like hospitals and universities, in medical education and patient care; 3) the development and increasing role of technology in medicine; 4) changes in medical and pharmaceutical research and regulation; 5) patient experiences of health, illness, and patient-practitioner relations; 6) the construction of disease, or the broader social context and cultural representation of health and illness, both in culture and particular groups of patients. You will examine these issues through a mixture of readings, lectures, class discussion, short essays and a research project.
Taught by: Womack
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

HSOC 248 Health, Politics, and Social Movements
What is the relationship between health and social movements for race, gender, or political justice? How do political, economic, and social struggles intersect with, impede, or give rise to new demands for health, changing medical practice, or intensified or ameliorated experiences of disease? Recently, such questions have animated news headlines and popular media as responses to COVID have occurred simultaneously with popular protest, social mobilizations, and heated debates regarding race, police violence, and social policy. Moreover, convergences of popular protest, health crises, and health action can be observed in historical accounts and in widely disparate geographical examples. This course asks what such instances have to offer our understandings of health politics today. It explores this through two questions: how have questions of health and medicine been taken up or influenced by political and social movements in diverse historical and geographical spaces? And, how have scholars thought about the relationship between social and political mobilizations and health access and practice? Drawing from examples from around the globe, the course will ask students to master conceptual tools and core questions used to analyze the relationship between health, political mobilizations, and social movements. Course materials will include scholarly readings, news media accounts, films, and popular and fictional writing.
Taught by: McKay
One-term course offered either term
Activity: Seminar
1.0 Course Unit

HSOC 241 Foundations of Public Health
Many factors have shaped, and continue to shape, population health and public health policy. This course will explore the concept, mission, and core functions of public health. Students will have a chance to learn about its key methodological (epidemiology, biostatistics) and content (environmental health, social and behavioral sciences, health policy) areas. In addition, we will focus on topics of particular relevance to the current health of the public; topics likely will include the basics of life (food, water, and shelter) and topics of current interest (e.g., motor vehicle crashes, mental health, violence).
Taught by: Sorenson
One-term course offered either term
Activity: Lecture
1.0 Course Unit

HSOC 251 Foundations of Public Health
Digital tools and data-driven technologies increasingly permeate twenty-first century life. But how have they affected death? Do we conceive of death differently in a digitally mediated world? How do we mourn in the age of Facebook? How is "big data" put to work in the medical world that seeks to diagnose and treat fatal illness? What new forms of death and violence have been imagined or developed with digital technologies in hand? And what of those who believe that they could live forever, defying death, by uploading 'themselves' into some new digital form? This course offers a historical exploration of these questions, looking at different intersections between data and death. We will work with a range of different sources ranging from science fiction to medical journals to the often-controversial death counts that follow natural and political disasters. Our goal will be to map the many contours of death in a digital world, but also to recognize the longer histories of counting, mourning, diagnosing, dreaming, and dying that have shaped them.
Taught by: Dick
Course usually offered in fall term
Also Offered As: STSC 252
Activity: Seminar
1.0 Course Unit

HSOC 252 Data and Death
Digital tools and data-driven technologies increasingly permeate twenty-first century life. But how have they affected death? Do we conceive of death differently in a digitally mediated world? How do we mourn in the age of Facebook? How is "big data" put to work in the medical world that seeks to diagnose and treat fatal illness? What new forms of death and violence have been imagined or developed with digital technologies in hand? And what of those who believe that they could live forever, defying death, by uploading 'themselves' into some new digital form? This course offers a historical exploration of these questions, looking at different intersections between data and death. We will work with a range of different sources ranging from science fiction to medical journals to the often-controversial death counts that follow natural and political disasters. Our goal will be to map the many contours of death in a digital world, but also to recognize the longer histories of counting, mourning, diagnosing, dreaming, and dying that have shaped them.
Taught by: Dick
Course usually offered in fall term
Also Offered As: STSC 252
Activity: Seminar
1.0 Course Unit
HSOC 260 Social Determinants of Health
Over the last century, we have witnessed dramatic historical change in population health, e.g. rising numbers of obese Americans and dramatic declines in death from stomach cancer. There has also been highly visible social patterning of health and disease, such as socio-economic disparities in AIDS, substance abuse, and asthma in the U.S. to day or the association of breast cancer with affluence around the world. This course will explore the way researchers and others in past and present have tried to make sense of these patterns and do something about them. The course is historical and sociological. We will examine evidence and theories about how poverty, affluence and other social factors influence health AND we will examine how social and historical forces shape the ways in which health and disease are understood.
Taught by: Johnson,A
Course not offered every year
Also Offered As: SOCI 259
Activity: Seminar
1.0 Course Unit

HSOC 262 Environments and Public Health
This course explores the relationship between local environmental conditions and health. Using historical case studies, we will consider a variety of questions: What factors (employment, pollution, local flora and fauna, racism, etc.) influence citizens’ environment and health? How have insects, landscapes, and diseases shaped cultures or events in history? Was eighteenth-and nineteenth-century Philadelphia actually a good place to live? What was going on with all those basements and cobblestone streets in Old City? Would you rather work in a coal mine or a uranium mine? You will examine these issues through a mixture of readings, lectures, class discussion, short essays and a research project.
Taught by: Womack
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

HSOC 271 Greek & Roman Medicine
This course will examine the ways in which the Greeks, and then the Romans, conceptualized the body, disease, and healing, and will compare these to medical culture of our time. We will consider sources from Hippocrates, Plato, and Aristotle to Galen and Soranus, and will juxtapose these writings with modern discourse about similar topics. We will also pay some attention to ancient pharmacology and religious healing, and will visit the Penn Museum to see their collection of ancient medical instruments. All readings will be in English and no previous background in Classical Studies is required. This course will be especially appealing (and useful) to Pre-med and Nursing students, and to students interested in the History of Science, Ancient Philosophy, and Classics.
Taught by: Rosen
Course not offered every year
Also Offered As: CLST 271
Activity: Seminar
1.0 Course Unit

HSOC 275 Medical Sociology
This course is designed to give the student a general introduction to the sociological study of medicine. Medical sociology is a broad field, covering topics as diverse as the institution and profession of medicine, the practice of medical care, and the social factors that contribute to sickness and well-being. While we will not cover everything, we will attempt to cover as much of the field as possible through four central thematic units: (1) the organization of development of the profession of medicine, (2) the delivery of health-care, (3) social cultural factors in defining health, and (4) the social causes of illness. Throughout the course, our discussions will be designed to understand the sociological perspective and encourage the application of such a perspective to a variety of contemporary medical issues.
For BA Students: Society Sector
Taught by: Schnittker
One-term course offered either term
Also Offered As: SOCI 175
Activity: Lecture
1.0 Course Unit

HSOC 279 Nature's Nation: Americans and Their Environment
The United States is 'nature's nation.' Blessed with an enormous, resource-rich geographically diverse and sparsely settled territory, Americans have long seen 'nature' as central to their identity, prosperity, politics and power, and have transformed their natural environment accordingly. But what does it mean to be 'nature's nation'? This course describes and explores how American 'nature' has changed over time. How and why has American nature changed over the last four centuries? What have Americans believed about the nation's nature, what have they known about the environment, how did they know it and how have they acted on beliefs and knowledge? What didn't or don't they know? How have political institutions, economic arrangements, social groups and cultural values shaped attitudes and policies? How have natural actors (such landscape features, weather events, plants, animals, microorganisms) played roles in national history? In addition to exploring the history of American nature, we will look for the nature in American history. Where is 'nature' in some of the key events of American history that may not, on the surface, appear to be 'environmental?'
Taught by: Greene, A
Course not offered every year
Also Offered As: ENVS 279, HIST 320, STSC 279
Activity: Seminar
1.0 Course Unit

HSOC 299 Independent Study
Approved independent study under faculty supervision.
Activity: Independent Study
1.0 Course Unit
HSOC 329 CSI Global: History of Forensic Science
Genetics may have transformed criminal detection, but it has built upon a long history of many different types of forensic science. The use of science in the pursuit of criminals has a long, complex and global history, involving diverse forms of knowledge and types of professionals. A range of skills and techniques ranging from trackers who followed traces in the mud to recover stolen cattle to criminal physiognomists who sought to read bodily signs of criminals, from Sherlock Holmes’ analysis of types of cigar ash in Victorian Britain to Charles Hardless’ chemical analysis of different types of ink in colonial India, have informed and influenced the development of our contemporary forensic modernity. This course will explore a range of different forensic techniques and their histories along with the rich cultural history, in the form of detective fiction and films from across the world.
Taught by: Mukharji
Course usually offered in fall term
Also Offered As: STSC 329
Activity: Seminar
1.0 Course Unit

HSOC 331 Reproductive Medicine: Societal Impact of New Technologies
Reproduction is essential for the survival of species. Adverse events during embryogenesis or pregnancy can not only have an immediate impact on the well-being of the developing embryo but also later in life as adolescents or adults. Startlingly, we are learning that environmental influences on the molecular mechanisms in germ cells over the reproductive lifespan of adults that regulate gene expression in eggs, sperm and embryos can have serious consequences on progeny and their progeny’s progeny - over generations. We have long sought to control our fertility, for example, from the timing of a pregnancy in our lives; of overcoming infertility; and of ensuring the health and well-being of our progeny from the very beginning of development. Assisted Reproductive Technologies (ART) are now having a significant impact on fertility and embryo viability and well-being. However, they are not without controversy and society must be involved in important policy issues. For example, embryo selection is being used eliminate or reduce genetic-based diseases, but now genome editing, a powerful tool for effectively and safely modifying our genome in perpetuity presents a viable alternative. Should we do it and for which conditions? Since the lifestyles of parents and even grandparents can affect the future health of offspring, how do we ensure that individuals are aware of lifestyle effects and make the right choices for future generations? We are in an era of many groundbreaking discoveries in reproductive medicine that will lead to more technologies that will continue to raise ethical concerns that affect some of society’s most basic social covenants and that will require major societal adjustments. How will society deal with innovations that enable many facing infertility to have genetic offspring; that improve the quality of life or permit life itself for a developing embryo; that ensure successful outcomes of pregnancy by identifying and addressing risk factors in the environment that adversely affect the developing fetus, potentially even the future offspring of a person exposed as a fetus to an adverse environment; and that will enable women to have children at what used to be grandparental ages? Society will also be faced with the possibility of germline interventions and altering our own evolution. How can we manage these technologies to make sure that patients can benefit while also allowing us to be comfortable in our humanity? This course will present the latest in reproductive technologies (and those on the horizon) so as to appreciate their importance for individuals and then focus on how we as a society should manage their use.
Taught by: Gearhart; Bartolomei
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
HSOC 334 Birth Culture and Medical Technology
How we are born and give birth can vary more than most people realize. Until the rise of medical technology, women gave birth at home surrounded by other women. Now, the majority of Americans are born in hospitals, and a large percentage of those birth are the result of surgical interventions. This course will explore the medicalization of birth, as well as the movements dedicated to promoting home birth, natural birth, and midwifery. Many of the readings will examine birth from an unapologetically feminist and/or holistic perspective, and we will discuss the psychological, political, cultural and spiritual dimensions of birth practices. We will also consider the impact of increasingly sophisticated medical technology on conception and pregnancy, including in vitro fertilization, surrogate mothers, and extending the childbearing years well into late life. An important theme throughout will be the concept of ‘appropriate technology’ – which technologies are appropriate and who decides? Readings will be drawn from a number of sources, principally midwifery, nursing, and medical journals.
Taught by: Mackenzie
Course not offered every year
Activity: Seminar
1.0 Course Unit

HSOC 335 Healthy Schools
This academically based community service research seminar will develop a pilot program to test the efficacy of using service-learning teams of undergraduates and graduate students to facilitate the development of School Health Councils (SHCs) and the Center for Disease Control's School Health Index (SHI) school self-assessment and planning tool in two elementary schools in West Philadelphia. This process is intended to result in a realistic and meaningful school health implementation plan and an ongoing action project to put this plan into practice. Penn students will involve member of the school administration, teachers, staff, parents and community member in the SHC and SHI process with a special focus on encouraging participation from the schools’ students. In this model for the use of Penn service-learning teams is successful, it will form the basis of an ongoing partnership with the School District's Office of Health, Safety & Physical Education to expand such efforts to more schools.
Taught by: Summers
Course not offered every year
Also Offered As: PSCI 335
Activity: Seminar
1.0 Course Unit

HSOC 337 Race and Medicine in the Global South
Racialized medical provisions under Apartheid in South Africa, theories of racial immunity to malaria in the Philippines and contemporary investigations of caste-based disease risks in India are some of the topics to be covered in this course. From the more straightforward issues of racial discrimination in medicine, to more complex issues of racial immunity or racial susceptibility to disease, medicine and race have been entangled together in multiple ways. More importantly these issues are far from being matters of the past. Genomic medicine and risk society have combined to make race and medicine one of the most potent contemporary issues. Outside the Western World, in the Global South, these issues are further refracted through local cultural, historical and political concerns. This course will take a long-term view of these contemporary issues.
Taught by: Mukharji
One-term course offered either term
Activity: Seminar
1.0 Course Unit

HSOC 338 Hybrid Science: Nature, health, and society in Latin America
What role did science and medicine play in the creation and growth of the Spanish and Portuguese empires? And why was the creation of science and health institutions crucial to the revolutionary movements for independence in Latin America? This course examines science and medicine in Latin America by attending to the ways that knowledge of nature and health has been central to the political struggles of the countries in this region. A crucial dynamic shaping the history and culture of this region is the interplay between the healing practices and cosmologies of European settlers, indigenous Americans, and the descendants of African slaves. Bearing this interplay in mind, this course explores how Latin America has been a fertile site of scientific creativity. It also examines the ways in which Latin American scientists and medical experts have refashioned concepts and practices from Europe and North America to fit local circumstances.
Taught by: Gil-Riano
Course usually offered in spring term
Also Offered As: STSC 338
Activity: Seminar
1.0 Course Unit

HSOC 339 Women in Medicine
Today in the US almost half of all medical students are women and female physicians comprise roughly one-third of the workforce. However, some statistics are still troubling, including the number of African American women who pursue advanced medical degrees. This course will trace the evolution of women practicing medicine over several centuries, exploring how various cultural, societal, and intellectual norms differed over time while challenging the assumption of linear progress towards equality. While the focus will be on American medicine, including field trips to archives and historical landmarks within Philadelphia, the coursework also includes international case studies and cultural comparisons to help position local issues within a wider and more complicated narrative. Considering both the historical and contemporary contexts for interconnected issues such as bias, motherhood, and burnout, we will analyze challenges and strategize potential solutions for the next generation of women seeking careers in medicine.
Taught by: DiMeco
Course not offered every year
Activity: Seminar
1.0 Course Unit
HSOC 344 The Future of Disability and the Afterlives of Epidemics
It has been less than a year since the emergence of a new and deadly virus, Sars-CoV-2, but already this novel disease has upended our lives and all indicators suggest that things may never be the same. Mired in the middle of this ongoing crisis, the stories we write, read, tell, and hear about the present and the future are rife with grief, uncertainty, and fear as illness and death seem to permeate the very air we breathe. From this standpoint, it is difficult to see beyond the powerful dichotomies of health/illness, sick/better, and life/death that frame our perspectives of the ongoing crisis. In this course, we will learn instead to examine stories of epidemics past and present through the lens of disability. In doing so, we will ask how epidemics in the past have shaped our ideas and experiences of disability, muddied our binary thinking about illness and wellness, and challenged the beliefs, epistemologies, and institutions that drive our approaches to the body, the mind, and the spirit. Through an exploration of primary and secondary source readings, we will interrogate how these eras of crisis, and their aftermaths, have historically influenced the ways we think about and experience disability and its relationship to identity, family, culture, religion, society, and citizenship in the days, weeks, months, years, and decades that follow in their wake. Ultimately, we will draw upon the insights of the past to develop better questions about our current situation and to think in novel and critical ways about how our ideas about wellness, disability, and society have already begun to shift as a result of COVID-19.

Taught by: Martucci
One-term course offered either term
Activity: Seminar
1.0 Course Unit

HSOC 348 Current Issues in Global Health
This course examines current world events through the lens of public health. The course will focus on six key questions: 1) What does health infrastructure look like in different parts of the world, and how is it working or failing different groups of people? 2) What public health opportunities and challenges are created by the rise of megacities? 3) What unique public health challenges are created by modern-day proxy wars and refugee flows, and what is the role of health professionals in responding to human disasters? 4) How are fertility patterns and changes in life expectancy impacting different societies? 5) How is climate change altering the global health landscape? 6) What might the next global pandemic look like? We will discuss these questions in class using a mixture of scholarly and popular texts, and you will conduct and present your own secondary research into one of these topics.

Taught by: Womack
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

HSOC 352 Medical Mestizaje: Health and Development in Contemporary Latin America
Latin American nations as we know them today emerged in the nineteenth century after violent independence struggles against the Spanish Empire. Since independence, mestizaje has been an influential ideology that seeks to portray the identity of Latin American nations as comprised of a unique cultural and racial fusion between Amerindian, European, and African peoples. Through historical, anthropological, and STS approaches this course examines how concerns with racial fusion and purity have shaped the design and implementation of public health programmes in Latin America after independence and into the 20th century. Topics include: tropical medicine and race; public health and urbanization; toxicity and exposure in industrialized settings; biomedicine and social control; indigenous health; genomics and health; food and nutrition.

Taught by: GIL-RIANO
One-term course offered either term
Activity: Seminar
1.0 Course Unit

HSOC 358 The Human Subject
In this course, we will consider health and society from the perspective of the human subject. Because medicine is uniquely concerned with human bodies and minds, humans occupy a strange place in the medical landscape as both objects of care, but also of experimentation, and curiosity, and frustration, and agents, acting in a variety of roles (patient, researcher, doctor) and tasked with decision making in a complex technical and moral landscape. This course will explore the difficult ethical, practical, and technical questions that arise at that agent/object boundary by examining case studies from the nineteenth, twentieth, and twenty-first centuries. You will examine these issues through a mixture of readings, lectures, class discussion, short essays and a research project.

Taught by: Womack
Activity: Seminar
1.0 Course Unit
HSOC 370 The Many Lives of Data: Population, Environment, and Planning in the United States
This is a class about the live(s) and afterlives of information from 1850 to the present. Not only can information be reproduced (in a variety of material conditions); it can be repurposed and funneled through a variety of different applications, some of them serving radically different purposes than the first purpose of gathering it. Thoreau’s journals of plant flowering, for instance, have become important indicators of climate change. More controversial is the sale of biomedical information by personal genomics services for drug discovery, or the construction of forensic databases consisting of the DNA of suspects arrested as a result of racial profiling. We will study the ways in which data has become a way for us to understand and define change, stability, place, and time, beginning in the mid-nineteenth century, a period of accelerated and increasingly systematic gathering of data, particularly medical, forensic, and environmental data. The class will proceed both chronologically and thematically in three units, from the gathering and use of biomedical data as a way to make patient populations ‘legible’ (to borrow from James Scott), to data as a way to make the environment understandable, and finally to data as a tool for producing and reproducing social relations. As a final project, students will trace a particular data set from its original gathering to its latest usage. Students will also have an opportunity to create their own course content in the final three weeks of class.
Taught by: bergman
One-term course offered either term
Also Offered As: STSC 370
Activity: Seminar
1.0 Course Unit

HSOC 379 Animals in Science Medicine Technology
This course explores human-animal relationships: the wide range of these relationships, why they originated and how they have changed over time. How have humans classified, valued, utilized, consumed, behaved toward and understood animals? Where is the boundary between humans and other animals, and how do we know, since humans are also animals? How is that boundary been maintained and redefined? Are humans part of the ‘natural’ world or apart from it? How are humans similar to and different from other kinds of animals? How do we know about animals and what is it we know? To what extent are questions about animals really questions about humans? How has the meaning of animal changed over time? The course focuses in particular to the roles and relationships of animals within science and medicine, and as biotechnologies.
Taught by: Greene, A
One-term course offered either term
Also Offered As: STSC 379
Activity: Seminar
1.0 Course Unit

HSOC 381 Toxicity in Context
We live amidst a constant stream of messages, practices, and regulations about things, behaviors, or relationships deemed ‘toxic.’ Within environmental health in particular, all sorts of actors grapple with complex decisions about what it means to live with materials and anticipate the ways they can interact with human health and the environment - at present through the distant future. What exactly do we mean when we categorize some substances as toxic, and by extension others as safe? Are there other ways of managing uncertainty or conceptualizing harm? How are these concepts built into broader social structures, economics, and regulations? What other work are they used to do? In this course, we will explore major social science approaches to toxicity and apply these theories to our own analysis of examples from the contemporary United States, and in particular, to a robust oral history collection with residents, developers, and government scientists grappling with these questions just outside of Philadelphia. This course grows out of scholarship in the history and anthropology of environmental risk, and health, as well as direct ethnographic, historical, and oral history research at a site outside of Philadelphia grappling with the meaning of materials that remain on site after past industrial manufacturing. In this course, students will gain an introduction to oral history and analysis of in-depth interviews, and introduction to key approaches in theorizing toxicity. By connecting life experiences of residents, government scientists and others, at an actual site, with the literatures we read in class, students will think critically about the ways the literatures we engage do and do not fully encompass the experiences and concerns that are intertwined with toxicity for actual people grappling with making sense of uncertain harms amidst urban planning.
Taught by: Dahlberg
Also Offered As: STSC 381
Activity: Seminar
1.0 Course Unit

HSOC 382 Public Health & Violence
This course will address two health concerns of long-standing controversy: the role of guns in population health and violence in relationships. We will adopt a healthy skepticism about the assumptions and ideologies that currently dominate formal and informal discourse about these topics. A life span perspective - guns from design through use, and abuse from childhood through late life - will be grounded in a public health injury prevention framework. As a function of this approach, we will examine key aspects of the social context in which guns and abuse exist and within which related policies are formulated. Students are encouraged to examine their perceptions about these issues so that they can become more effective members of a society that appears to maintain a deep ambivalence about guns and about violence in relationships.
Taught by: Sorenson
Course not offered every year
Activity: Seminar
1.0 Course Unit
HSOC 391 Bioethics and National Security
At least since Augustine proposed a theory of ‘just war,’ armed conflict has been recognized as raising ethical issues. These issues have intensified along with the power and sophistication of weapons of war, and especially with increasing engineering capabilities and basic knowledge of the physical world. The life sciences have had their place in these developments as well, perhaps most vividly with the revelations of horrific experiments conducted by the Nazi and Imperial Japanese militaries, but with much greater intensity due to developments in fields like genetics, neuroscience and information science, and the widely recognized convergence of physics, chemistry, biology, and engineering.

The fields of bioethics and national security studies both developed in the decades following World War II. During the cold war little thought was given to the fact that many national security issues entail bioethical questions, but this intersection has been increasingly evident over the past two decades. In spite of the overlapping domains of bioethics and national security, there has been remarkable little systematic, institutional response to the challenges presented by these kinds of questions: - What rules should govern the conduct of human experiments when national security is threatened? - Is it permissible to study ways that viruses may be genetically modified in order to defeat available vaccines, even for defensive purposes? - What role may physicians or other healthcare professionals play in interrogation of suspected terrorists? - Must warfighters accept any and all drugs or devices that are believed to render them more fit for combat, including those that may alter cognition or personality? - What responsibilities does the scientific community have to anticipate possible ‘dual purpose’ uses or other unintended consequences of its work? Deploying the resources of ethics, philosophy, history, sociology and theory, this course will address these and other problems.

Taught by: Moreno
Course usually offered in spring term
Also Offered As: STSC 391
Activity: Seminar
1.0 Course Unit

HSOC 409 Science and Disability
How have ideas about ability and disability shaped the questions we ask about the world and the methods we use to answer them? How do assumptions about who can and ought to be a scientist, engineer, or physician intersect with constructions of disability and difference? How might studying the lived experiences of people with disabilities in the context of STEM(Medicine) help us begin to answer these questions? This course explores the exciting intersection between disability studies and the history and sociology of science and medicine through weekly readings, discussions, and original research. Using materials ranging from archival and online sources to oral history interviews and museum collections, students in this course will learn how scientific ideas and institutions have helped shape 20th- and 21st-century categories and experiences of disability as an embodied and socio-political identity.

At the same time, students will learn how to use disability as a critical theoretical lens for investigating the cultures, tools, and institutions behind the creation and application of modern scientific and medical knowledge. Collaborative and analytical writing work throughout the course will build towards the completion of a final original research project.

Taught by: Martucci
One-term course offered either term
Also Offered As: STSC 409
Activity: Seminar
1.0 Course Unit

HSOC 411 Sports Science Medicine Technology
Why did Lance Armstrong get caught? Why do Kenyans win marathons? Does Gatorade really work? In this course, we won’t answer these questions ourselves but will rely upon the methods of history, sociology, and anthropology to explore the world of the sport scientists who do. Sport scientists produce knowledge about how human bodies work and the intricacies of human performance. They bring elite (world-class) athletes to their laboratories or their labs to the athletes. Through readings, discussions, and original research, we will find out how these scientists determine the boundary between ‘natural’ and ‘performance-enhanced,’ work to conquer the problem of fatigue, and establish the limits and potential of human beings. Course themes include: technology in science and sport, the lab vs. the field, genetics and race, the politics of the body, and doping. Course goals include: 1) reading scientific and medical texts critically, and assessing their social, cultural, and political origins and ramifications; 2) pursuing an in-depth The course fulfills the Capstone requirement for the HSOC/STSC majors. Semester-long research projects will focus on ‘un-black-boxing’ the metrics sport scientists and physicians use to categorize athletes’ bodies as ‘normal’ or ‘abnormal.’ For example, you may investigate the test(s) used to define whether an athlete is male or female, establish whether an athlete’s blood is ‘too’ oxygenated, or assess whether an athlete is ‘too’ fast (false start).

Requirements therefore include: weekly readings and participation in online and in-class discussions; sequenced research assignments; peer review; and a final 20+ page original research paper and presentation.

Taught by: Johnson
One-term course offered either term
Also Offered As: STSC 411
Activity: Seminar
1.0 Course Unit

HSOC 418 Sound in Science, Medicine and Technology
How do listening and knowing relate? This capstone will analyze sound as an object, an instrument, a product and a process of research in science, technology, and medicine. From anthropological field recordings to experiments in acoustics, readings will address the ways in which researchers have isolated and investigated sonic phenomena during the modern period. We will consider sound as a tool for knowing about other phenomena as well: bodily functions, seismic events, animal communication, and the like. Technologies of sound production, reproduction, storage, manipulation, and analysis will be front and center in this course. What can you do with magnetic tape that phonomography does not allow? How might the hospital soundscape inform clinical decision-making? Why is Amazon’s Alexa female? How has scientific communication changed over time? In addition to wrestling with questions like these, the course will provide undergraduate majors with the opportunity to research and execute an original paper of significant length in the humanistic social sciences. Students must be in their last three semesters for it to fulfill the capstone requirement, but any student may enroll.

Taught by: Kaplan
Course usually offered in fall term
Also Offered As: STSC 418
Activity: Seminar
1.0 Course Unit
HSOC 420 Research Seminar Health and Society
This course is designed to provide HSOC students with the tools necessary to undertake original research, guiding them through the research and writing process. Students will produce either a polished proposal for a senior thesis project, or, if there is room in the course, a completed research paper by the end of term. Students work individually, in small groups and under the close supervision of a faculty member to establish feasible research topics, develop effective research and writing strategies, analyze primary and secondary sources, and provide critiques of classmates’ drafts. Students must apply for this course by December 1.
Taught by: Cnric
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

HSOC 421 Medicine and Development
This course is devoted to readings and research about medicine and development in resource-poor countries. The focus is on medical institutions and practices as seen within the broader context of development. We try to understand changing interpretations of how development takes place as its relationship to technical knowledge, power and inequality. The course gives students the opportunity to do intensive original research.
Taught by: McKay
One-term course offered either term
Activity: Seminar
1.0 Course Unit

HSOC 430 Disease & Society
What is disease? In this seminar students will ask and answer this question by analyzing historical documents, scientific reports, and historical scholarship (primarily 19th and 20th century U.S. and European). We will look at disease from multiple perspectives—as a biological process, clinical entity, population phenomenon, historical actor and personal experience. We will pay special attention to how diseases have been recognized, diagnosed, named and classified in different eras, cultures and professional settings.
Taught by: Aronowitz
One-term course offered either term
Activity: Seminar
1.0 Course Unit

HSOC 432 Medical Activism and the Politics of Health
During the second half of the twentieth century, overlapping waves of social reform movements agitating for civil rights, women’s rights, peace, environmentalism, and gay rights reshaped the U.S. political and cultural landscape. Physicians, other health care professionals, and organized patient groups played important roles in all of these movements. This seminar investigates the history of this medical activism, making special use of the Walter Lear Collection in Penn Libraries’ Kislak Center. Readings, discussions, and student research projects analyze the relationships between this history and the political dimensions of individual and population health in the late twentieth century.
Taught by: Barnes
One-term course offered either term
Activity: Seminar
1.0 Course Unit

HSOC 436 Biopiracy: Medicinal Plants and Global Power
Biopiracy has emerged as the name of conflict between multinational pharmaceutical companies attempting to get genetic patents on medicinal plants and indigenous communities in the Global South who have long known and used these plants for medicinal purposes. Today the story of Biopiracy is an unfolding story of plants, patents and power. The extraction and commercial exploitation of plants and knowledge about them from the Global South however is not new. It has been happening at increasing pace for at least the last two centuries. Both the anti-malarial drug quinine and the cancer drug vincristine for instance have their plant-origins in the Global South where local communities used them medicinally long before their discovery by biomedicine. This course will put the current debates around Biopiracy in context and explore how the entanglements of plants and power have changed or not changed.
Taught by: Mukharji
Course not offered every year
Also Offered As: STSC 436
Activity: Seminar
1.0 Course Unit

HSOC 448 Bodies, Gender, Science, and Medicine
Americans' ideas about gender and sex have changed dramatically since the 19th century—But what roles have science and medicine played in these changes? How have shifting biological, psychological, cultural and political ideas about femininity and masculinity shaped our experiences of health, illness, sex and reproduction? How have these ideas about gender and sexuality influenced the creation of, participation in, institutions, technologies and experiences of our modern healthcare system? Drawing from the history of science, medicine and technology as well as gender studies, bioethics and disability studies, students in this class will examine a wide array of topics that address these questions, exploring how deeply rooted historical, political and social forces have shaped the relationship between gender and medicine.
Taught by: Martucci
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

HSOC 452 Race and Medicine in America
Race has been, and remains, a central issue to the delivery and experience of healthcare in America. This course will examine a variety of issues and cases studies to examine how the patient-doctor has been negotiated, defined, and contested upon the basis of race. This course is designed to further develop students’ research, analytical and writing skills in a collaborative atmosphere. Students will complete an original research paper through critical reading and step-wise assignments that will culminate in a final project. By the end of the course, students will have honed skills in primary and secondary source research, and the construction of an academic, analytical argument and paper. Students will build an argument based on their analysis of primary sources, and appropriately situate their argument within the literature of the core HSOC disciplines (anthropology, sociology, and history). In addition, student will continue to develop skills in critical analysis through weekly reading assignments.
Taught by: Cnric
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
HSOC 458 Environments and Health
Do classrooms’ fluorescent lights give you headaches? Have you ever felt invigorated by a mountain’s breeze? Have you ever sought to get a ‘healthy’ tan at the beach? Throughout history people have attributed their health -- good and bad-- to their physical surroundings. In this class we will explore how medical professionals, scientists and the general population have historically understood the ways in which the environment impacts different people, in different places, in different ways. We will interrogate medical theories that underpinned popular practices, like health tourism, public health campaigns, and colonial medical programs. We will also consider how people constructed and understood the physical environment, including farms and factories, cemeteries and cities, to be healthy or not. This course is designed to foster a collaborative atmosphere in which students will complete an original research paper through critical reading and step-wise assignments that will culminate in a final project.
Taught by: Crnic
Course not offered every year
Activity: Seminar
1.0 Course Unit

HSOC 459 Defining Disability
Live long enough, and you are almost certain to experience some kind of disability if you haven’t already. What, then, does it mean to be ‘disabled?’ This capstone takes as its premis the idea that disability has meant different things to different stakeholders (e.g. activists, physicians, politicians, families, employers, artists, clergy, engineers) across cultures and over time. We will historicize and analyze these various definitions in order to better understand the complex socio-cultural construct of disability while simultaneously cultivating the research skills necessary for advanced work in the humanistic social sciences. Assignments will be scaffolded to help students write an original research paper of significant length by the end of the semester.
Taught by: Kaplan
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

HSOC 462 Seeking Health: Tourism, Medicine in America 1800-2000
Summer camps, spring break, and trips to the beach, mountains, and national parks: vacations are an integral part of American culture. Often we talk and think about traveling for its ability to rejuvenate our tired bodies and spirits. Although tourism only developed over the past 100 years, the tradition of traveling for health has a much deeper history. This course will examine how different people in different times have understood the connections between travel and health, and how technologies have and continue to mediate those experiences. Over the course of the semester students will complete an original research paper through critical reading and step-wise assignments that will culminate in a final project. By the end of the semester, students will have honed their skills in primary and secondary source research, the construction of an academic argument and paper, and will continue to develop skills in critical analysis through weekly reading assignments.
Taught by: Crnic
Course not offered every year
Activity: Seminar
1.0 Course Unit

HSOC 482 Invisible Labor in the Human Sciences
This course looks at those disciplines that take people as their subjects of research--including biology and biomedicine as well as anthropology, linguistics, and sociology--to explore the contributions of a wide range of research participants. We will focus on the sciences of human behavior, information, and medicine to analyze the labors of behind-the-scenes actors including tissue donors, survey respondents, student subjects, patients, translators, activists, ethics review boards, data curators, and archivists. Our job will be to analyze the experiences of these technoscientific laborers with a view to systems of knowledge and power in the production and maintenance of knowledge about humans and their bodies.
Taught by: Kaplan, J
One-term course offered either term
Also Offered As: STSC 482
Activity: Seminar
1.0 Course Unit

HSOC 498 Honors Thesis
Research and writing of a senior honors thesis under faculty supervision.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

HSOC 499 Capstone Independent Study
Independent primary research under faculty supervision to fulfill the capstone research requirement.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

Health Care Innovation (HCIN)

HCIN 600 The American Health Care System
This course surveys the historical development of the American health care system from the turn of the Twentieth Century to the present. We examine the logic, economics, and implementation of the system’s basic structural components from insurance, to hospitals, to models for compensating physicians and nurses. We review many attempts at reform, and discuss why they failed. We analyze in detail the passage of the Affordable Care Act, the Supreme Court’s rulings, and its provisions on access, cost control, quality, workforce, and financing. And we begin to consider some of the directions in which the American health care system may evolve next.
Course usually offered in fall term
Activity: Online Course
1.0 Course Unit
HCIN 601 Health Care Operations
The word 'operations' derives from the Latin 'opus,' and opus means work. So by definition, operations is about work. This course offers an introduction to operations management: after completing the course, you will be able to use a systematic approach for analyzing and improving your work in health care settings. This will benefit patients, teams of care providers, and staff. The course includes an examination of inefficiencies resulting from the three system inhibitors: waste, variability, and inflexibility. And it provides strategies for engaging in the ongoing process of reducing these negative impacts without sacrificing quality of care. This course offers an introduction to operations management, examining inefficiencies from waste, variability, and inflexibility and providing strategies for engaging in the ongoing process of reducing these negative impacts without sacrificing quality of care. After completing the course, learners will be able to use a systematic approach for analyzing and improving their work in health care settings. Activity: Online Course
1.0 Course Unit

HCIN 602 Behavioral Economics and Decision Making
Behavioral economics is a relatively new field at the intersection of economics and psychology. This course offers an introduction to behavioral economics and its applications to health and health care. In it, we will examine the key conceptual underpinnings of the field. We will discuss in detail the structure of the choice environment and the ways that people are influenced by how choices are structured. We will consider the design of incentives and various approaches used to 'supercharge' incentive programs using behavioral economics principles. We will consider the use of social incentives and social comparisons as a way of achieving better physician performance. We will conclude with a description of how behavioral economics is used in public policy, as well as the interesting question of when a 'nudge' becomes a shove. Activity: Online Course
1.0 Course Unit

HCIN 603 Evaluating Health Policy and Programs
This course serves as an overview of fundamental concepts and empirical methods in the analysis of health policies and programs. It offers a pragmatic, applied approach to the subject, focusing on how the learner can use evaluation methods in practice. This course surveys key concepts in evaluation, such as confounding, selection bias, non-random assignment, the counterfactual, and matching. It examines the notions of internal versus external validity, and their influence on methodological choice. And it covers empirical methods including randomized controlled trials, regression discontinuity design, difference-in-differences or interrupted time series methods, matching, and instrumental variables. Real-world policies and evaluation examples illustrate concepts and applications of methods. Taught by: Amol Navathe Activity: Online Course
1.0 Course Unit

HCIN 604 Health Economics
Health economics applies economic principles to the health care sector. By recognizing the importance of scarcity and incentives, it focuses on the critical economic issues in producing, delivering, and financing health care. It analyzes determinants of demand for medical care, the unique role of physicians in resource allocation, the role of health insurance, and competition in medical care markets. Activity: Online Course
1.0 Course Unit

HCIN 605 Applying Behavioral Economics
Analyze a case, define a behavioral economics intervention, sketch a behavioral roadmap, and write a proposal for the intervention. Activity: Online Course
0.5 Course Units

HCIN 606 Applying Operations Management
Analyze 2 health care cases; through the process of forecasting, build a KPI tree; and recommend process improvements. Activity: Online Course
0.5 Course Units

HCIN 607 Translating Ideas into Outcomes
This course applies state-of-the-art innovation methodologies to improve health care delivery for providers, and outcomes and experience for patients. It begins with an extended discussion of how we might apply principles of analytical and scientific thinking including rhetorical analysis and behavioral economics to operational problems in health care. And it examines strategies for identifying and solving those problems; including ethnographic research to reveal what others have missed; problem reframing to enable high-impact solution directions; intentional divergence to unlock teams from initial, less productive concepts; rapid hypothesis validation to learn quickly at low cost whether and how best to invest in scaling; and designing delightful experiences, which drive word-of-mouth and catalyze the spread of desirable behaviors. Activity: Online Course
1.0 Course Unit

HCIN 608 Driving Value in the System & Health Insurance and Benefit Design
This is a pairing of two 3-week course topics. In 'Driving Value in the System,' you will engage in understanding the current goals of improving value—defined by quality over costs—in the health care system and drivers of improved value. After hearing from experts in the field about their experiences, you will be able to understand the different payor drivers to increase value, measure quality and cost, deliver an elevator speech for resources, and select tools to implement a value-improvement project. In 'Health Insurance and Benefit Design,' you will discuss some of the main challenges facing health insurers, efforts to reduce growth in entitlement spending, and research that muses on the effectiveness of different strategies to modify behavior through the use of incentives embedded within health insurance design. Taught by: Lee Fleisher, Kevin Volpp Activity: Online Course
1.0 Course Unit
HCIN 610 Connected Health Care
Technology has allowed firms to fundamentally change how they connect with their customers. Rather than having occasional, episodic interactions—where customers realize they have an unmet need and then look for ways to fill it—firms are striving to be continuously connected to their customers, providing services and products as the needs arise, even before customers become aware of them. There is probably no other industry for which this development will be as transformative as in health care delivery. Wearable devices, smart pill bottles, and digestible sensors—all of these technologies, and many more, are associated with the promise of improving the quality of care while also making efficient use of resources. This course explores the impact of connected strategies in general, and in particular the opportunities associated with them in health care delivery.

Taught by: Terwiesch
Course usually offered summer term only
Activity: Online Course
1.0 Course Unit

HCIN 611 Driving Value in the System
Engage in understanding the current goals of improving value—defined by quality over costs—in the health care system and drivers of improved value. Most policy experts agree that by focusing on value then we will be able to unite the different groups within the health care delivery system to help fix our current issues. Students who successfully complete this course will be able to discuss the payer drivers to increase value, measure quality, measure cost, deliver an elevator speech for resources to improve value, and select tools to implement a project to improve value.

Activity: Online Course
0.5 Course Units

HCIN 612 Health Law Fundamentals & Ethics in Health Care Innovation and Research
This is a pairing of two 3-week course topics. In 'Health Law Fundamentals,' you will examine the legal and regulatory aspects of the United States health care delivery and financing systems. After examining Supreme Court rulings and casebook readings, you will be able to describe the laws, regulations, common law, and market forces that shape the US health care system; explain the malpractice system and how it influences medical practice; and analyze legal aspects of the ACA. The course also includes extensive additional readings on the Patient Protection and Affordable Care Act. Students who successfully complete this course will be able to describe the laws, regulations, common law, and market forces that shape our health care system and identify areas where ideas and innovation are needed; explain the malpractice system and how it influences medical practice; and analyze legal aspects of the ACA.

Activity: Online Course
0.5 Course Units

HCIN 614 Health Law Fundamentals
Examine the legal and regulatory aspects of the United States health care delivery and financing systems. This course explores how statutes, regulations, common law, and market forces help or hinder three major goals of policymakers: increasing access, reducing cost, and improving quality. We will examine the Supreme Court's rulings on the ACA and other legal aspects of modern health care reform. Casebook readings are supplemented by government publications, academic articles, and policy materials. The course also includes extensive additional readings on the Patient Protection and Affordable Care Act. Students who successfully complete this course will be able to describe the laws, regulations, common law, and market forces that shape our health care system and identify areas where ideas and innovation are needed; explain the malpractice system and how it influences medical practice; and analyze legal aspects of the ACA.

Activity: Online Course
0.5 Course Units

HCIN 615 Policymaking in Health Care
How is health policy developed, decided, and executed? We are cognizant of legislation in its final, enacted form—but what precedes it, and how is it shaped? This course will take students from the offices of policymakers to the floor of the House and Senate, to the offices of physicians and providers. The course will examine what foundational elements are necessary to pass any piece of legislation and the process through which a law comes to fruition. Key health care legislation—Medicare, ‘Clinton Care,’ CHIP, and the ACA—will all be examined through the lens of policy development. Upon completing the course, students will be able to define the specific decisions, actions, and agendas in order to, ultimately, propel health care policymaking.

Activity: Online Course
0.5 Course Units

HCIN 616 Health Disparities to Equity & Health Care Leadership
This is a pairing of two 3-week course topics. In 'From Health Disparities to Health Equity: Policy Implications,' you will review the causes of and policy approaches for health disparities, and relate them to the specific discipline and interest of each student. We will explore health equity within the context of population health while examining some strategies for improving health equity through case studies and policy analysis. Understanding the role social determinants of health play in improving health status for populations is critical for health equity policies and will be examined in the course. Upon completion of this course, you will be able to identify health disparities and social determinants of health that adversely affect populations' health due to their social, economic, and environmental conditions, and apply strategies for improving health equity and creating opportunities for all populations to live up to their full health potential. In 'Health Care Leadership in an Era of Patient Empowerment,' you will focus on concepts, experience, and skills for leading organizational development and change in hospitals, health centers, medical practices, and other health care groups, administrations, and agencies. It draws on writings, cases, exercises, and your own experience to explore the foundations and techniques for organizational leadership. Upon completion of the course, you will be better able to exercise leadership in your work and community, apply leadership concepts in building teams and teams of teams, lead through crisis, design reward systems for motivating individuals and teams, and develop a high-performance architecture and culture.

Activity: Online Course
1.0 Course Unit
HCIN 617 Leading Change in Health Care
There has been no shortage of recommendations from executives, consultants, and self-declared experts on how to improve health care. But the success rate for implementation has been low, and health care systems still struggle with problems of quality, cost, and access—not to mention high employee turnover and provider burnout. However, across the country, there have been pockets of success in improving care delivery. A number of best practices show promise, including open access scheduling, care coordination and standardization, performance measurement and feedback, the expansion of palliative care, community health worker programs, and the integration of behavioral care. Through lectures, case studies presented by multiple expert faculty, and interviews with leaders in the field, you will examine these transformative practices, and the leadership techniques that have led to their success. You will identify organizations that are primed for transformation, potential directions for leading transformation, and ways to direct change within your organization.
Taught by: Ezekiel J. Emanuel, MD, PhD
Activity: Online Course
1.0 Course Unit

HCIN 618 Building a Case for Transformation
Analyze an existing case from a health care setting and identify an opportunity for change in your own professional context that you would develop in the following course.
Activity: Online Course
0.5 Course Units

HCIN 619 Pitching Innovation
Further define an innovation project and develop a written proposal and oral pitch geared toward stakeholders.
Activity: Online Course
0.5 Course Units

Health Care Management (HCMG)

HCMG 101 Health Care Systems
This introductory course takes a policy and politics angle to health care's three persistent issues - access, cost and quality. The roles of patients, physicians, hospitals, insurers, and pharmaceutical companies will be established. The interaction between the government and these different groups will also be covered. Current national health care policy initiatives and the interests of class members will steer the specific topics covered in the course. The course aims to provide skills for critical and analytical thought about the U.S. health care system and the people in it. No pass/fail. Grade only.
Taught by: Harrington
One-term course offered either term
Activity: Lecture
1.0 Course Unit

HCMG 202 The Economics and Financing of Health Care Delivery
The course provides an application of economic models to demand, supply, and their interaction in the medical economy. Influences on demand, especially health status, insurance coverage, and income will be analyzed. Physician decisions on the pricing and form of their own services, and on the advice they offer about other services, will be considered. Competition in medical care markets, especially for hospital services, will be studied. Special emphasis will be placed on government as demander of medical care services. Changes in Medicare and regulation of managed care are among the public policy issues to be addressed. Prerequisite: If course requirement not met, permission of instructor required.
Taught by: Candon
One-term course offered either term
Also Offered As: ECON 039
Prerequisite: ECON 001 OR ECON 010
Activity: Lecture
1.0 Course Unit

HCMG 203 Clinical Issues in Health Care Management: Doctors, Patients and Managers in Modern Society
This course will explore the effects of the changing health care environment on the physician, patient and health care manager. It is intended for any undergraduate with an interest in how 1/6th of the American economy is organized as well as those planning careers as health care providers and managers. The course complements other health care courses (that take a societal perspective) by focusing on the individuals who participate in the health care enterprise. There are no prerequisites, as the course will stand on its own content. The course will be divided into modules that focus on the participants of the health care process and the process itself. We will analyze the patient, the doctor, and manager in light of the patient-doctor interaction, the turbulent health care marketplace, expensive new technologies, resource allocation, and ethics.
Taught by: Asch
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

HCMG 204 Comparative Health Care Systems
This course examines the structure of health care systems in different countries, focusing on financing, reimbursement, delivery systems and adoption of new technologies. We study the relative roles of private sector and public sector insurance and providers, and the effect of system design on cost, quality, efficiency and equity of medical services. Some issues we address are normative: Which systems and which public/private sector mixes are better at achieving efficiency and equity? Other issues are positive: How do these different systems deal with tough choices, such as decisions about new technologies? Our main focus is on the systems in four large, prototypical OECD countries—Germany, Canada, Japan, and the United Kingdom—and then look at other countries with interesting systems— including Italy, Chile, Singapore, Brazil, China and India. We draw lessons for the U.S. from foreign experience and vice versa.
Taught by: Lucarelli
Course usually offered in spring term
Also Offered As: HCMG 859
Activity: Lecture
1.0 Course Unit
HCMG 213 Health Care Strategy and Management: the Business of Health Care
This course presents an overview of the business of health and how a variety of health care organizations have gained, sustained, and lost competitive advantage amidst intense competition, widespread regulation, high interdependence, and massive technological, economic, social and political changes. Specifically, we evaluate the challenges facing health care organizations using competitive analysis, identify their past responses, and explore the current strategies they are using to manage these challenges (and emerging ones) more effectively. Students will develop generalized skills in competitive analysis and the ability to apply those skills in the specialized analysis of opportunities in producer (e.g. biopharmaceutical, medical product, information technology), purchaser (e.g. insurance), and provider (e.g. hospitals, nursing homes, physicians) organizations and industry sectors. The course is organized around a number of readings, cases, presentations, and a required project.
Taught by: Burns
Course usually offered in fall term
Prerequisite: HCMG 101
Activity: Lecture
1.0 Course Unit

HCMG 215 Management and Economics of Pharmaceutical and Biotech Industries
This course provides an overview of the management, economic and policy issues facing the pharmaceutical and biotechnology industries. The course perspective is global, but with emphasis on the U.S. as the largest and most profitable market. Critical issues we will examine include: R&D intensive cost structure and rapid technological change; biotech startups and alliances with the pharma industry; pricing and promotion in a complex global marketplace where customers include governments and insurers, as well as physicians, pharmacists and consumers. We use Wharton and industry experts from various disciplines to address these issues.
Taught by: Alpert
Course usually offered in spring term
Prerequisite: HCMG 101 OR ECON 001 OR ECON 010
Activity: Lecture
1.0 Course Unit

HCMG 216 Health Insurance and Health Care Strategy
This course combines the insights of health economics with a strategic perspective on the business of health. The first section will consider the costs and benefits of medical interventions, while the second considers insurance theory and places special emphasis on the challenges facing firms in the face of the rising costs of health benefits as well as opportunities for private insurers operating in publically financed markets. The third section will analyze strategies of vertical and horizontal integration and their effect on the balance of power in local healthcare markets. Finally, the course will cover the effects of reform on firm incentives. The course will be taught using a mix of lectures and cases.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

HCMG 250 Health Care Reform and the Future of the American Health Care System
Under stress from COVID-19, this course provides students with a rigorous understanding of the current American health care system and how it is likely to evolve over the next decade. The course will focus on six topics: 1) the development of the current health care system; 2) challenges of health care costs, quality, and access; 3) lessons of previous attempts to reform the system including the Affordable Care Act (ACA); 4) analysis of current policies regarding provider payment, technology, and electronic health records and how various sectors (e.g. public health and hospitals) are evolving in the current system; 5) impact of COVID-19 on health care delivery and finance, and 6) future megatrends in American health care system. Throughout the course, lessons will integrate basic health economics, history, health policy, and politics to elucidate key principles for understanding the health care system. The course will also examine at least one other country’s health system for comparison. The course will end with a consideration of the long-term outlook for the structure of the US health system and potential reforms.
Taught by: Emanuel, Schwartz
Course usually offered in fall term
Also Offered As: BIOE 575, HCMG 850
Activity: Lecture
1.0 Course Unit

HCMG 302 Economics and Financing of Health Care Delivery
This course provides an application of economic principles to the health care sector. By recognizing the importance of scarcity and incentives, this course will focus on the critical economic issues in producing, delivering, and financing health care. In particular, the course will analyze determinants of demand for medical care, such as health status, insurance coverage, and income; the unique role of physicians in guiding and shaping the allocation of resources in medical care markets; and competition in medical care markets, especially among hospitals. Special emphasis will be placed on the evaluation of policy instruments such as government regulation, antitrust laws, ’sin taxes’ on cigarettes and alcohol, and public health programs. This course is similar to HCMG 202, but uses more advanced quantitative methods and formal economic theory; knowledge of calculus and basic microeconomics is recommended. Students who take HCMG 302 may not also take HCMG 202 (ECON 039) for further credit.
Taught by: David
Course usually offered in fall term
Prerequisite: ECON 001 AND (ECON 002 OR BEPP 250)
Activity: Lecture
1.0 Course Unit
HCMG 352 Health Services Delivery: A Managerial Economic Approach
The purpose of this course is to apply economics to an analysis of the health care industry, with special emphasis on the unique characteristics of the US healthcare markets, from pre-hospital to post-acute care. This course focuses on salient economic features of health care delivery, including: the role of nonprofit providers, the effects of regulation and antitrust activity on hospitals, the degree of input substitutability within hospitals, the nature of competition in home health care, public versus private provision of emergency medical services, the effect of specialty hospitals and ambulatory surgery centers, the economics of direct-to-consumer advertising and its effect on drug safety, defining and improving medical performance in hospitals, specialization and investment in physical and human capital, and shifting of services between inpatient and outpatient settings and its effect on health care costs and quality.
Taught by: David
Course usually offered in spring term
Also Offered As: HCMG 852
Activity: Lecture
1.0 Course Unit

HCMG 357 Healthcare Data and Analytics
In healthcare or anywhere else across science, or business, or sports, the importance of data and analytics is virtually unquestioned. That, however, does not mean that it needs no elucidation. In this course, we begin with a fundamental understanding of the state of data and analytics in healthcare and then move onto examples of its use in converting from business questions to implemented solutions. We 'sidestep' into the world of algorithms/machine-learning/AI and causal inference, but our focus is on business applications of these tools to the available data in the healthcare industry. As we discuss examples, we always seek to show how human creativity needs to be at the heart of the questions being probed. We highlight today's data universe in healthcare, the level of integration we have achieved, and the immensity of the remaining task, all with an eye to the business opportunities that exist now. We end with a showcasing of the art of the possible - in 2020 - and with (hopefully) a clear look ahead at what remains to be achieved. At the end of this course, students will: 1. Know the health care data landscape; 2. Understand the 'loop' that drives modern evidence-based businesses; 3. Dive into real health care data analytics problems, developing a first-hand familiarity with basic tools and concepts; 4. Anticipate the business opportunities evolving in health care data and analytics. Other experience in data science can serve as a substitute for the prerequisites. Knowledge of basic statistics is a must. Coding experience is a plus. Experience coding to solve data/statistics problems is ideal. Further training in data science is a plus, and we welcome those with more advanced preparation.
Taught by: Grennan, Mahadevan
Course usually offered in fall term
Also Offered As: HCMG 857
Prerequisite: STAT 101
Activity: Lecture
0.5 Course Units

HCMG 391 Health Care Entrepreneurship
Delivering basic health care advances worldwide and continuing to increase lifespan and quality (in an affordable manner) represent some of the major societal challenges of our time. Addressing these challenges will require innovation in both medical technology and the ways in which health services are delivered. Through readings, cases, guest lectures, and your own entrepreneurial work outside of class, we will examine the environment facing prospective health care entrepreneurs: (1) sources of health care innovation; (2) the many ‘customers’ in health care: patients, doctors, hospitals, insurers, and regulators; (3) the powerful established firms with developed clinical and sales expertise; (4) the investing community. Along the way we will develop a framework for thinking about what is different (and what is not) about the challenges of health care entrepreneurship.
Taught by: Grennan
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

HCMG 653 Health Care Field Application Project
This course focuses on leadership and management issues in health care organizations while providing students with a practice setting to examine and develop their own management skills. Each team acts as a consultant to a local healthcare organization which has submitted a project proposal to the course. The teams define the issue and negotiate a contract with the client organization. By the end of the semester, teams present assessments and recommendations for action to their clients and share their experience with the class in a series of workshops and cross-team consultations.
Course usually offered in spring term
Prerequisite: HCMG 841
Activity: Lecture
1.0 Course Unit
Notes: Seminar and workshop, a written and oral presentation of the team management study and an individual paper.

HCMG 841 Health Services System
This course provides an overview of the evolution, structure and current issues in the health care system. It examines the unique features of health care as a product, and the changing relationships between patients, physicians, hospitals, insurers, employers, communities, and government. The course examines three broad segments of the health care industry: payors, providers and suppliers. Within the payor segment, the course examines the sources and destinations of spending, managed care (HMOs, PPOs), employer based health insurance, technology assessment, payor strategy, and efforts to pay for the elderly, the poor & the medically indigent. Within the provider segment, the course examines health services are delivered. Through readings, cases, guest lectures, and your own entrepreneurial work outside of class, we will examine the environment facing prospective health care entrepreneurs: (1) sources of health care innovation; (2) the many ‘customers’ in health care: patients, doctors, hospitals, insurers, and regulators; (3) the powerful established firms with developed clinical and sales expertise; (4) the investing community. Along the way we will develop a framework for thinking about what is different (and what is not) about the challenges of health care entrepreneurship.
Taught by: Grennan
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

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HCMG 845 US Payer and Provider Strategy
This course, co-taught with Brad Fluegel (former Chief Strategy Officer at Aetna, Anthem, and Walgreens and presently on the boards of several health care firms, including Fitbit and Premera Blue Cross), provides an overview of the challenges facing payers and providers in US healthcare as well as the strategies they use (or should use) to succeed. We cover all major aspects of the healthcare sector as seen from the perspective of payers and providers, starting from their core products and services (consumer preferences and health plan design, provider quality), the market environment they operate in (regulation and the role of public insurers, payment reforms, rising costs, and consolidation), and their strategic and operational responses (new organization models, mergers and acquisitions, and new ventures). The pedagogy is accordingly a mix of faculty lectures and talks by senior industry leaders to balance theory and practice.
Taught by: Gupta, Fluegel
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
Notes: Lectures, cases, assignments, term project, and final presentation.

HCMG 849 Financial Management of Health Institutions
This course focuses on health care organizations’ financing and financial decisions in the changing health care landscape. The course involves case analyses and lectures, including presentations by practitioners with extensive real-world experience. Students seeking careers in health care with minimal finance background will obtain a solid introduction to key areas of health care finance and financial decision making. Students with more background will extend and enhance their analytical skills in a variety of important areas.
Taught by: Harrington
Course usually offered in fall term
Prerequisite: FNCE 611 OR FNCE 614
Activity: Lecture
1.0 Course Unit

HCMG 850 Health Care Reform and the Future of the American Health Care System
Under stress from COVID-19, this course provides students with a rigorous understanding of the current American health care system and how it is likely to evolve over the next decade. The course will focus on six topics: 1) the development of the current health care system; 2) challenges of health care costs, quality, and access; 3) lessons of previous attempts to reform the system including the Affordable Care Act (ACA); 4) analysis of current policies regarding provider payment, technology, and electronic health records and how various sectors (e.g., public health and hospitals) are evolving in the current system; 5) impact of COVID-19 on health care delivery and finance, and 6) future megatrends in American health care system. Throughout the course, lessons will integrate basic health economics, history, health policy, and politics to elucidate key principles for understanding the health care system. The course will also examine at least one other country’s health system for comparison. The course will end with a consideration of the long-term outlook for the structure of the US health system and potential reforms.
Taught by: Emanuel, Schwartz
Course usually offered in fall term
Also Offered As: BIOE 575, HCMG 250
Activity: Lecture
1.0 Course Unit

HCMG 852 Health Services Delivery: A Managerial Economic Approach
The purpose of this course is to apply economics to an analysis of the health care industry, with special emphasis on the unique characteristics of the US healthcare markets, from pre-hospital to post-acute care. This course focuses on salient economic features of health care delivery, including: the role of nonprofit providers, the effects of regulation and antitrust activity on hospitals, the degree of input substitutability within hospitals, the nature of competition in home health care, public versus private provision of emergency medical services, the effect of specialty hospitals and ambulatory surgery centers, defining and improving medical performance in hospitals, specialization and investment in physical and human capital, shifting of services between inpatient and outpatient settings and its effect on health care costs and quality, and innovation in primary care from retail clinics to patient-centered medical homes and retainer-based medicine.
Taught by: David
Course usually offered in spring term
Also Offered As: HCMG 352
Activity: Lecture
1.0 Course Unit

HCMG 853 Management and Strategy in Medical Devices and Technology
Successful medical devices are an amalgamation of creative and innovative thinking, clinical expertise, and engineering know-how that endures intense regulatory and reimbursement scrutiny. This course will provide a foundation for understanding the nuances of the medical device industry. It will cover topics ranging from device design and discovery, regulatory issues, marketing, reimbursement, management, and strategy. Classroom activities will be supplemented with optional tours of hospitals, research and manufacturing facilities, and hands-on demonstrations of devices. Though the course is intended primarily for MBA students, it will be open to medical and engineering students as well as to hospital house staff.
Taught by: Grennan, Solomon
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
HCMG 855 Management of Health Care for the Elderly
This mini course is designed to provide students with an appreciation of the good, the bad and the ugly of how our current health care system cares for one of our nation's most precious resources - our seniors! This course will review care provided to seniors within a variety of institutional settings (hospitals, nursing facilities, various senior housing levels) as well as outpatient and home care services. Special attention will be paid to nursing homes and senior housing options and their past, present and future role within the overall health care system in the United States. The course will start with an overview of the senior population with special attention to their health and social needs. Several classes will be held off campus at selected nursing facilities and senior housing complexes. In addition, a broad range of special programs and services will be reviewed such as sub-acute care, long term care insurance, Medicare Risk Programs, elderly housing, adult day care, managed care, Medicare Part D, case management, hospice and other recent developments. Throughout the course, emphasis will be placed on entrepreneurial opportunities to serve the senior market at all levels. Students are required to produce a paper for this course that focuses on a specific area impacting the senior market. This is a wonderful opportunity for students to select an area of personal interest and conduct an in depth review of that area including making direct contact with national experts within the topic selected. All student topics must be approved during the first two weeks of class and the depth of research required agreed upon by the by the student and the instructor. Interested students not in the HCMG major are urged to speak to the instructor before enrolling in the course.
Taught by: Whitman
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

HCMG 857 Healthcare Data and Analytics
In healthcare or anywhere else across science, or business, or sports, the importance of data and analytics is virtually unquestioned. That, however, does not mean that it needs no elucidation. In this course, we begin with a fundamental understanding of the state of data and analytics in healthcare and then move onto examples of its use in converting from business questions to implemented solutions. We 'sidestep' into the world of algorithms/machine-learning/AI and causal inference, but our focus is on business applications of these tools to the available data in the healthcare industry. As we discuss examples, we always seek to show how human creativity needs to be at the heart of the questions being probed. We highlight today's data universe in healthcare, the level of integration we have achieved, and the immensity of the remaining task, all with an eye to the business opportunities that exist now. We end with a showcasing of the art of the possible - in 2020 - and with (hopefully) a clear look ahead at what remains to be achieved. At the end of this course, students will: 1. Know the health care data landscape; 2. Understand the 'loop' that drives modern evidence-based businesses; 3. Dive into real health care data analytics problems, developing a first-hand familiarity with basic tools and concepts; 4. Anticipate the business opportunities evolving in health care data and analytics. Experience in data science if prerequisite not met. Other experience in data science can serve as a substitute for the prerequisites. Knowledge of basic statistics is a must. Coding experience is a plus. Experience coding to solve data/ statistics problems is ideal. Further training in data science is a plus, and we welcome those with more advanced preparation.
Taught by: Grennan, Mahadevan
Course usually offered in fall term
Also Offered As: HCMG 357
Prerequisite: STAT 613 OR STAT 621
Activity: Lecture
0.5 Course Units

HCMG 859 Comparative Health Care Systems
This course examines the structure of health care systems in different countries, focusing on financing, reimbursement, delivery systems and adoption of new technologies. We study the relative roles of private sector and public sector insurance and providers, and the effect of system design on cost, quality, efficiency and equity of medical services. Some issues we address are normative: Which systems and which public/private sector mixes are better at achieving efficiency and equity? Other issues are positive: How do these different systems deal with the tough choices, such as decisions about new technologies? Our focus first on the systems in four large, prototypical OECD countries - Germany, Canada, Japan, and the United Kingdom - and then look at other developed and emerging countries with interesting systems - including Italy, Chile, Singapore, Brazil, China and India. We will draw lessons for the U.S. from foreign experience and vice versa.
Taught by: Lucarelli
Course usually offered in spring term
Also Offered As: HCMG 204
Activity: Lecture
1.0 Course Unit
HCMG 860 Managing Health Care Organizations
This course aims to improve enrollees’ ability to effectively manage and lead health care organizations (HCOs, including hospitals, medical groups, insurers, biopharmaceutical firms, etc.). The course is designed to integrate previous course work in general management, health care, and health policy to further participants’ understanding of organizational, managerial, and strategic issues facing HCOs and the health care workforce. The course will provide participants with a foundation for developing, implementing, and analyzing efforts to improve HCOs’ performance. A major objective of the course is to sharpen the leadership, problem-solving, and presentation skills of those who aim to hold operational and strategic positions in health care organizations. Another objective is to introduce enrollees to leading HCOs. Through case studies, readings, in-class exercises and class discussions, participants will learn analytic frameworks, concepts, tools and skills necessary for leading and managing organizational learning, quality improvement, innovation, and overall performance in HCOs.

Taught by: Nembhard
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

HCMG 863 Management and Economics of Pharmaceutical and Biotech Industries
This course provides an overview of the management, economic and policy issues facing the pharmaceutical and biotechnology industries. The course perspective is global, but with emphasis on the U.S. as the largest and most profitable market. Critical issues we will examine include: R&D intensive cost structure with regulation and rapid technological change; strategic challenges of biotech startups; pricing and promotion in a complex global marketplace where customers include governments and insurers, as well as physicians and consumers; intense and evolving M&A, joint ventures, and complex alliances; government regulation of all aspects of business including market access, pricing, promotion, and manufacturing. We use Wharton and industry experts from various disciplines to address these issues.

Taught by: Alpert
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

HCMG 866 E-Health: Business Models and Impact
Healthcare is in the early stages of extraordinary change in the business model of care delivery and financing. This transformation will lead to a system based on the proactive management of health, integration of care across the continuum, blurred boundaries between care providers and purchasers and the placement of the consumer at the center. As has been the case in other industries, this new business model will be based on a foundation of diverse, potent, and well implemented information technology. This course will help prepare students to lead a digital health future. Specifically, the course will cover three major areas. (1) The context of health care information technology: the size, composition and evolution of the digital health market; federal government agencies, and related regulations, that shape the market; leadership roles and factors that enable healthcare organizations to effectively implement and leverage information technology. (2) Emerging technologies that will fuel the transformation of healthcare: artificial intelligence and advanced analytics; interoperability; telehealth; consumer-directed digital health; use of behavioral economics to influence patient and provider decisions. (3) Digital health use by specific sectors of the healthcare industry: healthcare providers; health plans; retail-based primary care; life sciences; wellness and chronic disease management. The course will include lectures from industry leaders who will share their ideas and experiences.

Taught by: Glaser/Patel
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

HCMG 867 Health Care Entrepreneurship
The course focuses on the creation, funding, and management of digital health, biotech, medtech, and other health services enterprises. The course is designed to supplement other offerings in the Health Care Systems and Management Departments for those students with entrepreneurial interest in such ventures, and will focus on special issues surrounding the conceptualization, planning, diligence, and capitalization of these ventures and also includes management and compensation practices. In addition, course offers methods for self-assessment & development of business models and plans, techniques for technology assessment and strategy, develops foundation for capitalization and partnering strategies, and creates a basis for best practices in company launch and plan execution. Students must apply to take this course. Please see the Health Care Management Department for the application.

Taught by: Kurtzman, Libson
Course usually offered in spring term
Activity: Lecture
0.5 Course Units
HCMG 868 Private Sector Role in Global Health
Issues surrounding global health have captivated the attention of the public sector and foundations for many decades. Many of their initiatives are realizing progress on the health-related Millennium Development Goals. The private sector has been less engaged in global health, but has a significant role to play in providing resources and in building infrastructure, human resource capacity and sustainability. This course explores entrepreneurial and other private sector solutions for health services and access to medicines and technologies in the developing world and other underserved areas. The course also encomasses study of creative programs to engage the private sector in development of vaccines and medicines for tropical and neglected diseases. Furthermore, the course addresses novel care systems and therapeutic strategies for the rapidly growing burden of chronic, non-communicable diseases in the developing world. In short, the course builds on the content of conventional global health courses from a managerial and entrepreneurial perspective. Learning is driven through readings, class discussion and a series of guest speakers representing a wide range of global health issues. Evaluation is largely based on a student group project.

Taught by: Sammut
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

HCMG 890 Advanced Study Project: Management of Health Care Service Businesses
HCMG 890-001: This course examines issues related to the Services Sector of the health care industry. For those interested in management, investing, or banking into the health care industry, the services sector will likely be the largest and most dynamic sector within all of health care. We will study key management issues related to a number of different health care services businesses with a focus on common challenges related to reimbursement, regulatory, margin, growth, and competitive issues. We will look at a number of different businesses and subsectors that may have been unfamiliar to students prior to taking the course. We will make extensive use of outside speakers, many of whom will be true industry leaders within different sectors of the health care services industry. Speakers will address the current management issues they face in running their businesses as well as discuss the career decisions and leadership styles that enables them to reach the top of their profession. Students will be asked to develop a plan to both buyout and manage a specific health care services business of their choosing and will present their final plans to a panel of leading Health Care Private Equity investors who will evaluate their analysis. Prerequisites: HCMG 841. Health Care Management MBA majors only Senior healthcare executives and policy leaders will be engaged as guest speakers.

Taught by: Present
Course usually offered in fall term
Also Offered As: WH 217
Activity: Seminar
1.0 Course Unit

HCMG 899 INDEPENDENT STUDY
Arranged with members of the Faculty of the Health Care Systems Department. For further information contact the Department office, Room 204, Colonial Penn Center, 3641 Locust Walk, 898-6861.
Activity: Independent Study
1.0 Course Unit

HCMG 900 Proseminar in Health Economics: Models and Methods
This course is intended to provide entering doctoral students with information on the variety of health economics models, methods, topics, and publication outlets valued and used by faculty in the HCMG doctoral program and outside of it. The course has two main parts: the first, to acquaint students with theoretical modeling tools used frequently by health economists. This part of the course involves a number of lectures coupled with students’ presentations from the health economics, management and operations research community at Penn on a research method or strategy they have found helpful and they think is important for all doctoral students to know.

Taught by: David
One-term course offered either term
Activity: Lecture
1.0 Course Unit

HCMG 901 Proseminar in Health Economics: Health Econometrics
This course will cover empirical methods used in economics research with an emphasis on applications in health care and public economics. The methods covered include linear regression, matching, panel data models, instrumental variables, regression discontinuity, bunching, qualitative and limited dependent variable models, count data, quantile regressions, and duration models. The discussion will be a mix of theory and application, with emphasis on the latter. The readings consist of a blend of classic and recent methodological and empirical papers in economics. Course requirements include several problem sets, paper presentations, an econometric analysis project and a final exam. The course is open to doctoral students from departments other than Health Care Management with permission from the instructor.

Taught by: Gupta
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

HCMG 902 Special Topics in Health Economics: The Industrial Organization of Health Care
This advanced PhD seminar will explore topics in the industrial organization of health care and structural econometric approaches in health economics. The focus in this course is the development of advanced econometric tools. The (tentative) topics covered include health insurance and hospital demand estimation, the analysis of hospital competition, insurer competition, quality competition, technology adoption, models of entry and exit and dynamic oligopoly games. The readings will focus on recent advances in economics. Students are required to present recent research from the field and write an empirical research paper that broadly based on the topics covered in the course.

With the permission of the instructor, the seminar is open to doctoral students from departments other than Health Care Management.

Taught by: Lucarelli
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
HCMG 903 Economics of Health Care and Policy
This course applies basic economic concepts to analyze the health care market and evaluate health policies. The course begins with a discussion of productivity in health care and of the theoretical and empirical effects of asymmetric information and market failure. The second part of the course explores several topic areas in the health care economics literature: health insurance and the labor market; health policy interventions; and health as human capital. The third part of the course examines competition and the behavior of health care providers, with emphasis on the impact of policy on competition, behavior, and finally, bringing us full circle, health care productivity. 
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

HCMG 904 Doctoral Seminar in Organizational Behavior and Theory in Health Care
This course introduces students to organizational behavior and theory (OBT) by examining key issues in OBT, different perspectives on key issues, and how OBT informs health services research and practice. This course examines 'micro' theories (i.e., social psychological theories of organizational behavior) and 'macro' theories (i.e., theories focused on the structural and environmental aspects of organizations). We will examine the strengths and weaknesses of various theories, how they can be used as a foundation for research, methods used to study them, and the implications for health policy and management. Examples of published health services research grounded in OBT will be discussed so that students become familiar with the theories-in-use and various publication outlets for health care management (HCM) research. 
Taught by: Nembhard
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

Health Policy Research (HPR)

HPR 501 Economics of Health Care Delivery
This course examines how medical care is produced and financed in private and public sectors, economic models of consumer and producer behavior, applications of economic theory to health care. Prerequisite: Course only open to Masters of Science in Heath Policy Research students. 
Taught by: Dr. Mark Pauly
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit

HPR 503 Qualitative Methods in Health Research
The purpose of this course is to expose students to a variety of qualitative approaches/methodologies that may be used in health services/policy research. In didactics we will discuss the pros and cons of a range of qualitative Methods, how the method is actually implemented (with multiple experts presenting approaches), and pair the presentation with a broader discussion in which students compare and contrast health oriented articles in which the method was used. Students will have the opportunity to apply the theoretical approaches to their own research interests with direct input from the faculty and their peers. Prerequisite: Permission needed from Instructor.
Taught by: Drs. Frances Barg and Judy Shea
Course usually offered summer term only
Also Offered As: PUBH 538
Activity: Lecture
1.0 Course Unit

HPR 504 Principles and Practice of Healthcare Quality Improvement
Healthcare delivery is complex and constantly changing. A primary mission of leading healthcare organizations is to advance the quality of patient care by striving to deliver care that is safe, effective, efficient, timely, cost-effective, and patient-centered (Institute of Medicine). The goal of this interprofessional course is to provide students with a broad overview of the principles and tools of quality improvement and patient safety in healthcare as well address the knowledge, skills and attitudes as defined by the Quality and Safety Education for Nurses (QSEN) guidelines. It will provide a foundation for students or practicing clinicians who are interested in quality improvement and patient safety research, administration, or clinical applications. Content will address the history of the quality improvement process in healthcare, quality databases and improvement process tools and programs. Through the use of case studies and exercises students will be become familiar with the use of several quality improvement programs and tools. For example, the Plan-Do-Study-Act (PDSA) cycle, Six Sigma and the Toyota Production System known as Lean Production processes will be addressed. Students can use this course to identify the tools and design the methods that they plan to employ in a quality improvement or patient safety project in their area of interest. 
Taught by: Myers, J.; Burke, K.
Course usually offered in fall term
Also Offered As: NURS 612
Activity: Lecture
1.0 Course Unit

HPR 550 Clinical Economics and Clinical Decision Making
This course focuses on the application of decision analysis and economic analysis to clinical and policy research. The course begins with material about the selection, use, and analysis of diagnostic tests using two by two tables, likelihood ratios, and ROC curves. The course continues with the introduction of more general tools for decision analysis, including decision trees and other mathematical models. Special emphasis is placed on the assessment and use of utilities in these models. A major focus of the course is the application of economic principles to the evaluation of health outcomes. During seminars, students will carry out practical exercises that include problem solving, critically analyzing published articles, and learning to use computer software that facilitates decision and economic analyses. Prerequisite: Permission of instructor.
Taught by: Glick,Williams
Course usually offered in spring term
Also Offered As: EPID 550
Activity: Lecture
1.0 Course Unit
HPR 580 Outcomes Research
This course is divided into two main parts. The first part addresses issues related to the measurement of quality in health care. Included is a review of the classical structure-process-outcome quality paradigm. The paradigm's strengths and limitations are addressed. This part especially focuses on outcome measure of quality and examines the validity of alternative measures. The second part deals with observational, or quasi-experimental, research studies. It addresses the advantages and limitations of alternative designs, and covers the role of clinical risk adjustment in observational studies of medical interventions. It focuses on the problem of selection bias, and reviews recent methods for dealing with this bias, such as instrumental variables. Prerequisite: Permission of instructor if prerequisite is not met.
Taught by: Silber
Course usually offered in fall term
Also Offered As: EPID 580
Activity: Lecture
1.0 Course Unit

HPR 588 Advanced Leadership Skills in Community Health
Grounded in a social justice perspective, this course aims to provide the student with a foundational overview of the field of community health and leadership skills in public health advocacy. The course encourages critical thinking about health outcomes framed by the broad context of the political and social environment. This course analyzes the range of roles and functions carried out by leaders in healthcare advocacy for marginalized communities; integrates knowledge of health policy and the key influence of government and financing on health outcomes; explores community-based participatory research and interventions as tools for change; and discusses ways to develop respectful partnerships with community organizations. An assets-based approach that draws upon the strengths of communities and their leaders provides a foundation for community-engagement skill building. The course emphasizes the development of skills and techniques to lead effective, collaborative, health-focused interventions for disenfranchised groups, including residents of urban neighborhoods. Prerequisite: Undergraduates with permission of the instructor
Taught by: Klurasitz
Course usually offered in spring term
Also Offered As: NURS 587, PUBH 588
Activity: Lecture
1.0 Course Unit

HPR 600 Health Services Research and Innovation Science
This course will provide students with an introduction to health services and health policy research. First, faculty representing various departments and and schools at the University of Pennsylvania will introduce students to a number of 'hot topics,' including health disparities, medical decision making, neighborhoods and health, quality of care, access to care, behavioral incentives, and cost effectiveness research. Second, the course will offer an introduction to various career paths in the research and policy domains. Third, the course will provide a brief overview of practical issues such as grant opportunities, data options, publishing, and dissemination. Prerequisite: This course is only open to Masters of Science in Health Policy Research students.
Taught by: Drs. Zachary Meisel and Raina Merchant
Course usually offered in summer term only
Activity: Seminar
1.0 Course Unit

HPR 603 Health Services and Policy Research Methods I: Primary Data Design and Collection
This course will introduce students to commonly used primary data collection methods and provide multiple examples of how they have been used in health services research. Through the course students will define a primary data collection research project and develop the methods necessary to conduct the project. To get the full benefit of this course, students should use this course to develop the methods they plan to employ in their primary data collection project. Prerequisite: Permission needed from Instructor.
Taught by: Drs. Marilyn Schapira and Judy Shea
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

HPR 604 Introduction to Statistics for Health Policy
This is the first semester of a two-semester sequence. It is an introductory statistics course covering descriptive statistics, probability, random variables, estimation, hypothesis testing, and confidence intervals for normally distributed and binary data. The second semester stresses regression models. Prerequisite: Permission needed from Instructor.
Taught by: Dr. Kevin Lynch
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

HPR 606 Fundamentals of Health Policy
While academic researchers often think of health policy in terms of research evidence and outcomes, politics and political processes also play important roles. The purpose of this course is to provide those pursuing careers in health services research and health policy with an understanding of the political context from which U.S. health policy emerges. This understanding is important for researchers who hope to ask and answer questions relevant to health policy and position their findings for policy translation. This understanding is important for policy leaders seeking to use evidence to create change. The class provides an overview of the U.S. health care system and then moves on to more comprehensive understanding of politics and government, including the economics of the public sector, the nature of persuasion, and techniques and formats for communication. The course emphasizes reading, discussion and applied policy analysis skills in both written and oral forms. Concepts will be reinforced with case studies, written assignments and a final policy simulation exercise where students will be placed in the position of political advisors and policy researchers. Prerequisite: Permission needed from Instructor.
Taught by: Dr. David Grande
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
HPR 607 Health Services and Policy Research Methods II: Causal Inference Using Secondary Data
Empirical research for health care policy frequently involves the analysis of observational data—information that is not primarily collected for research purposes. With the rapid increase in U.S. health information technology capacity, future opportunities for research using these ‘secondary data’ appear promising. The objective of this course is to teach the skills necessary to conduct quality health policy research using secondary data. These skills include formulating research aims and applying appropriate study designs for achieving these aims. The course will also include a survey of the content and structure of several commonly used administrative and public databases available to researchers and workshops to develop the skills to access and manipulate these valuable resources. Prerequisite: Permission needed from Instructor.

Taught by: Dr. Rachel M. Werner
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

HPR 608 Applied Regression Analysis for Health Policy Research
This course deals with the work-horse of quantitative research in health policy research—the single outcome, multiple predictor regression model. Students will learn how to 1) select an appropriate regression model for a given set of research questions/hypotheses, 2) assess how adequately a given model fits a particular set of observed data, and 3) how to correctly interpret the results from the model fitting procedure. After a brief review of fundamental statistical concepts, we will cover analysis of variance, ordinary least squares, and regression models for categorical outcomes, time to event data, longitudinal and clustered data. We will also introduce the concepts of mediation, interaction, confounding and causal inference. Prerequisite: Permission needed from Instructor.

Taught by: Dr. Nandita Mitra
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

HPR 611 Implementation Science in Health and Health Care
This course presents a survey of the field of implementation science in health. The structure of the course will include two parts. In the first part, we will introduce the field of implementation science, with an emphasis on theory, design and measurement. In the second part, we will focus on applied implementation science which will include examples of research programs in implementation science as well as applying insights of implementation science to practical implementation. An emphasis on qualitative and mixed methods approaches is included. Prerequisite: Permission needed from Instructor.

Taught by: Drs. Rinad Beidas and Meghan Lane-Fall
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

HPR 612 Advanced Topics in Implementation Science in Health
This seminar course offers an opportunity for students to advance their understanding of the thorniest methodological challenges in implementation science. Broadly, topics include study design, study execution, and tensions in the field. The intention will be for attendees to directly apply their learnings to their ongoing or proposed implementation research. This half credit course is intended for those who have already been exposed to the foundational content of implementation science. This can be achieved via HPR 611, the Penn Implementation Science Institute, or other training opportunities such as the NIH TIDIRH/TIDIRC or mentored K awards. Instructor permission is required for enrollment. Additional prerequisites: the Penn Implementation Science Institute, or other training opportunities such as the NIH TIDIRH/TIDIRC or mentored K awards.

Taught by: Rinad Beidas, Meghan Lane-Fall
Course usually offered summer term only
Prerequisite: HPR 611
Activity: Seminar
0.5 Course Units

HPR 625 Pragmatic Clinical Trials in Healthcare
This seminar course offers an opportunity for students to understand what a pragmatic randomized controlled trial (RCT) is, how it differs from explanatory RCTs, why it is relevant, and key methodological and analytic issues that arise in the conduct of pragmatic trials. The student will also learn about ethical issues in pragmatic trials, nesting relevant studies within a trial, and trial reporting requirements. The intention will be for attendees to be able to directly apply their learnings to their ongoing or future clinical research.

Taught by: Katherine R. Courtright
Activity: Seminar
0.5 Course Units

HPR 637 Advocacy & Public Health
This course is designed to provide the foundational context and practical skills necessary to effectively advocate for evidence-based policy change in furtherance of public health objectives. the class will be interactive in nature and will require participation in public health advocacy exercises in order to hone advocacy skills. there will also be a focus on persuasive communication, both oral and written. we will explore the entire advocacy process from the identification of a problem and evaluation of possible policy solutions to utilizing the full range of advocacy tools to promote policy change.

Course usually offered in spring term
Also Offered As: PUBH 637
Prerequisite: PUBH 505 OR PUBH 507
Activity: Lecture
1.0 Course Unit
HPR 640 Coaching in Quality Improvement Work
The purpose of this course is to provide participants with the skills and tools to successfully guide learners in experiential quality improvement (QI) work in healthcare while developing a network of educators with similar roles. Faculty will be placed into groups based upon their level of experience and confidence in teaching and advising learners in this field. Both groups will discuss topics such as QI project selection, using QI frameworks to structure teaching sessions, key organizational and team factors, providing feedback, common teacher and learner pitfalls in QI, and many others. This will be a blended course with two in-person workshops and monthly asynchronous online educational components with assignments. Prerequisite: Prior knowledge and/or experience in Quality Improvement is required to enroll in this course. Examples of prior knowledge and/or experience include completion of: (1) one or more years of practical experience leading and/or advising a QI project team, (2) a local, regional, or national course in which QI methods and skills were taught (minimum of 4 hours), (3) Completion of the Institute for Healthcare Improvement’s Open School Certificate Program, (4) CHOP’s Improvement Leader Course, (5) Penn’s performance Improvement in Action (PIIA) Course, (6) HPR 504: Principles and Practice of Quality Improvement Course. Faculty who wish to enroll who do not meet 1 or more of the above criteria should contact one of the course directors for discussion and guidance.
Taught by: Jennifer Myers, Neha Patel, Elena Huang
Course usually offered in fall term
Activity: Online Course
0.5 Course Units

HPR 650 Systems Thinking in Patient Safety
This blended online/in-classroom graduate level course integrates principles of systems thinking with foundational concepts in patient safety. Utilizing complexity theories, students assess healthcare practices and identify factors that contribute to medical errors and impact patient safety. Using a clinical microsystem framework, learners assess a potential patient safety issue and create preventive systems. Lessons learned from the science of safety are utilized in developing QI frameworks to structure teaching sessions, key organizational and team factors, providing feedback, common teacher and learner pitfalls in QI, and many others. This will be a blended course with two in-person workshops and monthly asynchronous online educational components with assignments. Prerequisite: Prior knowledge and/or experience in Quality Improvement is required to enroll in this course. Examples of prior knowledge and/or experience include completion of: (1) one or more years of practical experience leading and/or advising a QI project team, (2) a local, regional, or national course in which QI methods and skills were taught (minimum of 4 hours), (3) Completion of the Institute for Healthcare Improvement’s Open School Certificate Program, (4) CHOP’s Improvement Leader Course, (5) Penn’s performance Improvement in Action (PIIA) Course, (6) HPR 504: Principles and Practice of Quality Improvement Course. Faculty who wish to enroll who do not meet 1 or more of the above criteria should contact one of the course directors for discussion and guidance.
Taught by: Susan Keim
Course usually offered in spring term
Also Offered As: NURS 650
Activity: Lecture
1.0 Course Unit

HPR 660 Applied Predictive Modeling for Health Services Research
The course offers an introduction to the principles and applications of predictive modeling. It is geared toward health services researchers with an emphasis on clinical and policy scenarios and the use of electronic health record and administrative claims data. The primary goals of this course are to help each student understand (1) the fundamental concepts of predictive modeling and what distinguishes it from traditional causal inference approaches in statistics, (2) the different evaluation metrics for model performance and their appropriate use and (3) the role of domain knowledge in developing a statistical plan for model development with the end-user in mind. Students will be building their own predictive models by the end of the course and may elect to use R, STATA or Python for coding exercises. No prior programming experience is required. A background in basic statistical principles would be helpful. Prerequisite: Permission needed from Instructor.
Taught by: Dr. Gary Weissman
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit

HPR 670 Health Care Strategic Leadership and Business Acumen
The weeklong intensive course aims at developing essential business acumen and leadership skills required to thrive in a constantly changing health care ecosystem. Taught by invited faculty who have experience working with health care leaders, this course will focus on actionable knowledge in financial acumen, strategic decision making, innovation and building high-performance teams. Through interactive mixed-mode delivery methods, faculty will share tools and frameworks, always with a focus on how to apply them, both personally and within an organizational context. Prerequisite: Permission needed from Instructor.
Taught by: Drs. Guy David and David Grande
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit

HPR 714 Grant Writing/Review
This course will assist students in the design of an NIH grant (F-32, K, R21 or R01) for submission by enhancing their appreciation of the specifics of the grant writing process and in understanding the grant review process. This course is designed to provide background, training, and practice with the writing and submitting of NIH style grants. As a minimum all students who enroll will be expected to write and submit a reasonable draft of a full NIH style grant proposal by the end of the term. During the process, the portions of each proposal will be reviewed as a group by the other students in the course. In response to each review, students are expected to revise their grant sections. Prerequisite: If course requirement not met, permission of instructor required.
Taught by: Farrar, Gerber
Course usually offered summer term only
Also Offered As: EPID 714
Prerequisite: EPID 510 AND EPID 526 AND EPID 560 AND EPID 570
Activity: Seminar
0.5 Course Units

HPR 799 Independent Study
This course is designed to provide the student with an opportunity to gain or enhance knowledge and to explore an area of interest related to health policy research under the guidance of a faculty member. Prerequisite: Permission of Program Director and Faculty Member.
Taught by: Faculty
Course offered summer, fall and spring terms
Activity: Independent Study
1.0 Course Unit
HPR 951 Health Policy Research Thesis I
Each student completes a mentored research project that includes a thesis proposal and a thesis committee and results in a publishable scholarly product. Prerequisite: Course only open to Masters of Science in Health Policy Research students.
Taught by: Faculty
One-term course offered either term
Activity: Masters Thesis
1.0 Course Unit

HPR 952 Health Policy Research Thesis II
Each student completes a mentored research project that includes a thesis proposal and a thesis committee and results in a publishable scholarly product. Prerequisite: Course only open to Masters of Science in Health Policy Research students.
Taught by: Faculty
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

Hebrew (HEBR)

HEBR 051 Elementary Modern Hebrew I
An introduction to the skills of reading, writing, and conversing in modern Hebrew. This course assumes no previous knowledge of Hebrew. A grade of B- or higher is needed to continue in the language.
For BA Students: Language Course
One-term course offered either term
Also Offered As: HEBR 651, JWST 051
Activity: Lecture
1.0 Course Unit

HEBR 052 Elementary Modern Hebrew II
A continuation of first semester Elementary Modern Hebrew, which assumes basic skills of reading and speaking and the use of the present tense. Open to all students who have completed one semester of Hebrew at Penn with a grade of B- or above and new students with equivalent competency.
For BA Students: Language Course
One-term course offered either term
Also Offered As: HEBR 652, JWST 052
Prerequisite: HEBR 051
Activity: Lecture
1.0 Course Unit

HEBR 053 Intermediate Modern Hebrew III
Development of the skills of reading, writing, and conversing in modern Hebrew on an intermediate level. Open to all students who have completed two semesters of Hebrew at Penn with a grade of B- or above and new students with equivalent competency.
For BA Students: Language Course
One-term course offered either term
Also Offered As: HEBR 653, JWST 053
Prerequisite: HEBR 052
Activity: Lecture
1.0 Course Unit

HEBR 054 Intermediate Modern Hebrew IV
This course constitutes the final semester of Intermediate Modern Hebrew. Hence, one of the main goals of the course is to prepare the students for the proficiency exam in Hebrew. Emphasis will be placed on grammar skills and ability to read literary texts. Open to all students who have completed three semesters of Hebrew at Penn with a grade of B- or above and new students with equivalent competency.
For BA Students: Last Language Course
One-term course offered either term
Also Offered As: HEBR 654, JWST 054
Prerequisite: HEBR 053
Activity: Lecture
1.0 Course Unit

HEBR 059 Advanced Modern Hebrew: Conversation & Writing
In this course students are introduced to the vibrant world of contemporary Israeli culture by reading some of the best plays, poems, short stories and journalism published in Israel today. They also watch and analyze some of Israel's most popular films, TV programs, and videos. Themes include Jewish-Arab relations, the founding of the State, family ties and inter generational conflict, war and society, and the recent dynamic changes in Israel society. Students must have taken four semesters of Hebrew at Penn or permission of instructor. Since the content of this course may change from year to year, students may take it more than once (but only once for credit).
For BA Students: Advanced Language Course
One-term course offered either term
Also Offered As: HEBR 552, JWST 059
Prerequisite: HEBR 054
Activity: Lecture
1.0 Course Unit

HEBR 151 Elementary Biblical Hebrew I
This course is an introduction to Biblical Hebrew. It assumes no prior knowledge, but students who can begin to acquire a reading knowledge of the Hebrew alphabet before class starts will find it extremely helpful. The course is the 1st of a 4-semester sequence whose purpose is to prepare students to take courses in Bible that demand a familiarity with the original language of the text.
For BA Students: Language Course
Taught by: Carasik
Course usually offered in fall term
Also Offered As: HEBR 451, JWST 171, JWST 471
Activity: Lecture
1.0 Course Unit

HEBR 152 Elementary Biblical Hebrew II
A continued introduction to the grammar of Biblical Hebrew, focusing on the verbal system, with an emphasis on developing language skills in handling Biblical texts. A suitable entry point for students who have had some Modern Hebrew. Prerequisite: If course requirement not met, permission of instructor required.
For BA Students: Language Course
Taught by: Carasik
Course usually offered in spring term
Also Offered As: HEBR 452, JWST 172, JWST 472
Prerequisite: HEBR 151
Activity: Lecture
1.0 Course Unit
HEBR 153 Intermediate Biblical Hebrew I
This course will focus on using the grammar and vocabulary learned at the introductory level to enable students to read Biblical texts independently and take advanced Bible exegesis courses. We will also work on getting comfortable with the standard dictionaries, concordances, and grammars used by scholars of the Bible. We will concentrate on prose this semester, closely reading Ruth, Jonah, and other prose selections. We will begin to translate from English into Biblical Hebrew, and there will also be a unit on the punctuation marks used in the Bible. This is a suitable entry point for students who already have strong Hebrew skills. Prerequisite: If course requirement not met, permission of instructor required. Successful completion of HEBR 152 or permission of the instructor. This course is the prerequisite for HEBR 154 (no one is ‘permitted’ into that smester; you must take the previous semester course).
For BA Students: Language Course
Taught by: Carasik
Course usually offered in fall term
Also Offered As: HEBR 153, JWST 173, JWST 473
Prerequisite: HEBR 152
Activity: Lecture
1.0 Course Unit

HEBR 154 Intermediate Biblical Hebrew II
This course is a continuation of the fall semester’s Intermediate Biblical Hebrew I. No one will be admitted into the course who has not taken the fall semester. It will continue to focus on using the grammar and vocabulary learned at the introductory level to enable students to read biblical texts independently and take advanced Bible exegesis courses. We will concentrate this semester on various selections of Biblical poetry, including Exodus 15 and Job 28. We will also continue to translate English prose into Biblical Hebrew.
For BA Students: Last Language Course
Taught by: Carasik
Course usually offered in spring term
Also Offered As: HEBR 454, JWST 174, JWST 474
Prerequisite: HEBR 153
Activity: Lecture
1.0 Course Unit

HEBR 451 Elementary Biblical Hebrew I
This course is an introduction to Biblical Hebrew. It assumes no prior knowledge, but students who can begin to acquire a reading knowledge of the Hebrew alphabet before class starts will find it extremely helpful. The course is the 1st of a 4-semester sequence whose purpose is to prepare students to take courses in Bible that demand a familiarity with the original language of the text.
For BA Students: Language Course
Taught by: Carasik
Course usually offered in fall term
Also Offered As: HEBR 151, JWST 171, JWST 471
Activity: Lecture
1.0 Course Unit

HEBR 452 Elementary Biblical Hebrew II
A continued introduction to the grammar of Biblical Hebrew, focusing on the verbal system, with an emphasis on developing language skills in handling Biblical texts. A suitable entry point for students who have had some Modern Hebrew. Prerequisite: If course requirement not met, permission of instructor required.
For BA Students: Language Course
Taught by: Carasik
Course usually offered in spring term
Also Offered As: HEBR 152, JWST 172, JWST 472
Prerequisite: HEBR 451
Activity: Lecture
1.0 Course Unit

HEBR 453 Intermediate Biblical Hebrew I
This course will focus on using the grammar and vocabulary learned at the introductory level to enable students to read Biblical texts independently and take advanced Bible exegesis courses. We will also work on getting comfortable with the standard dictionaries, concordances, and grammars used by scholars of the Bible. We will concentrate on prose this semester, closely reading Ruth, Jonah, and other prose selections. We will begin to translate from English into Biblical Hebrew, and there will also be a unit on the punctuation marks used in the Bible. This is a suitable entry point for students who already have strong Hebrew skills.
For BA Students: Language Course
Taught by: Carasik
Course usually offered in fall term
Also Offered As: HEBR 153, JWST 173, JWST 473
Prerequisites: This course will focus on using the grammar and vocabulary learned at the introductory level to enable students to read Biblical texts independently and take advanced Bible exegesis courses. We will also work on getting comfortable with the standard dictionaries, concordances, and grammars used by scholars of the Bible. We will concentrate on prose this semester, closely reading Ruth, Jonah, and other prose selections. We will begin to translate from English into Biblical Hebrew, and there will also be a unit on the punctuation marks used in the Bible. This is a suitable entry point for students who already have strong Hebrew skills. Prerequisite: If course requirement not met, permission of instructor required. Successful completion of HEBR 152 or permission of the instructor. This course is the prerequisite for HEBR 154 (no one is ‘permitted’ into that smester; you must take the previous semester course).
Activity: Lecture
1.0 Course Unit

HEBR 454 Intermediate Biblical Hebrew II
This course is a continuation of the fall semester’s Intermediate Biblical Hebrew I. No one will be admitted into the course who has not taken the fall semester. It will continue to focus on using the grammar and vocabulary learned at the introductory level to enable students to read biblical texts independently and take advanced Bible exegesis courses. We will concentrate this semester on various selections of Biblical poetry, including Exodus 15 and Job 28. We will also continue to translate English prose into Biblical Hebrew.
For BA Students: Last Language Course
Taught by: Carasik
Course usually offered in spring term
Also Offered As: HEBR 154, JWST 174, JWST 474
Prerequisite: HEBR 153
Activity: Lecture
1.0 Course Unit
HEBR 486 Rabbinic Writers on Rabbinic Culture
This course traces reflections on rabbinic culture produced within Jewish legal literature of the classic rabbinic period - - Midrash, Mishna, and Talmud - - and in later juridical genres - - Talmudic commentary, codes and responses. Attention will be paid to the mechanics of different genres, the role of the underlying proof text, the inclusion or exclusion of variant opinions, the presence of non-legal information, the balance between precedent and innovation. Prerequisite: Reading knowledge of Hebrew is required.
Taught by: Fishman
Course not offered every year
Activity: Seminar
1.0 Course Unit

HEBR 552 Advanced Modern Hebrew: Conversation & Writing
After four semesters of language study, it’s time to enter the vibrant world of contemporary Israeli culture. In this course students read some of the best plays, poems, short stories, and journalism published in Israel today. They also watch and analyze some of Israel’s most popular films, TV programs, and videos. Themes include Jewish-Arab relations, the founding of the State, family ties and intergenerational conflict, war and society, and the recent dynamic changes in Israeli society. HEBR 054 or permission of instructor. Since the content of this course may change from year to year, students may take it more than once (but only once for credit).
For BA Students: Advanced Language Course
Taught by: Engel
One-term course offered either term
Also Offered As: HEBR 059, JWST 059
Prerequisite: HEBR 054
Activity: Lecture
1.0 Course Unit

HEBR 557 Seminar in Rabbinic Literature
Most of the foundational writings of rabbinic Judaism corpora of Midrash, Mishna, and the two Talmuds were in existence by the end of the sixth century CE. Yet, for several centuries thereafter, there is little evidence attesting to the lived nature of rabbinic culture and society. Course will focus on writings by Jews and about Jews, produced between the 7th and 10th centuries, complemented by secondary sources. Texts will include selections from archaeological inscriptions; Midrash; liturgical poetry; Targum; Masora; geonic responsa, writings by Muslims and by Church Fathers. While students must be able to read Hebrew, much class time will be devoted to the improvement of reading and comprehension skills. Undergraduates should seek permission of the instructor. Prerequisite: Proficiency in Hebrew and/or Greek recommended. Undergraduates need permission to enroll. May be repeated for credit.
Course usually offered in spring term
Also Offered As: JWST 553, NELC 557
Activity: Seminar
1.0 Course Unit

HEBR 583 Studies in Medieval Jewish Culture
Through close reading of primary sources in the original Hebrew, participants in this seminar will explore historical circumstances that engaged and shaped medieval Jews in both Christian and Muslim lands, along with the enduring cultural projects that Jews themselves produced. Topics will include Geonica, Karaism, the encounter of Reason and Revelation; the Christian ‘Other’; the Muslim ‘Other’; legal codification; the Tosafist project; Rhineland Pietism; Minhag (custom); family life; the aesthetic dimension; Kabbalah; conversos; messianism. Students should be able to comfortably read unpointed Hebrew.
Taught by: Fishman
Course usually offered in fall term
Also Offered As: JWST 523, RELS 523
Activity: Seminar
1.0 Course Unit

HEBR 651 Elementary Modern Hebrew I
An introduction to the skills of reading, writing, and conversing in Modern Hebrew. This course assumes no previous knowledge of Hebrew. For BA Students: Language Course
One-term course offered either term
Also Offered As: HEBR 051, JWST 051
Activity: Lecture
1.0 Course Unit

HEBR 652 Elementary Modern Hebrew II
A continuation of HEBR 051, First Year Modern Hebrew, which assumes basic skills of reading and speaking and the use of the present tense. Open to all students who have completed one semester of Hebrew at Penn with a grade of B- or above and new students with equivalent competency.
For BA Students: Language Course
One-term course offered either term
Also Offered As: HEBR 052, JWST 052
Prerequisite: HEBR 651
Activity: Lecture
1.0 Course Unit

HEBR 653 Intermediate Modern Hebrew III
Development of the skills of reading, writing, and conversing in Modern Hebrew on an intermediate level. Open to all students who have completed two semesters of Hebrew at Penn with a grade of B- or above and new students with equivalent competency.
For BA Students: Language Course
One-term course offered either term
Also Offered As: HEBR 053, JWST 053
Prerequisite: HEBR 652
Activity: Lecture
1.0 Course Unit

HEBR 654 Intermediate Modern Hebrew IV
This course constitutes the final semester of Intermediate Modern Hebrew. Hence, one of the main goals of the course is to prepare the students for the proficiency exam in Hebrew. Emphasis will be placed on grammar skills and ability to read literary texts. Open to all students who have completed three semesters of Hebrew at Penn with a grade of B- or above and new students with equivalent competency.
One-term course offered either term
Also Offered As: HEBR 054, JWST 054
Prerequisite: HEBR 653
Activity: Lecture
1.0 Course Unit
HEBR 999 Independent Study
An independent study in Hebrew language for PhD students
Activity: Independent Study
1.0 Course Unit

Hindi (HIND)

HIND 400 Beginning Hindi-Urdu Part I
This introductory course core proficiency in Hindi-Urdu up to the intermediate level. It is designed for students with little or no prior exposure to Hindi or Urdu. The course covers all four language skills (speaking, listening, reading, and writing) and all three models of communication (interpersonal, presentational, interpretive). Students will develop literacy skills in the primary script of their choice (Hindi or Urdu script). All written materials will be provided in both scripts. All meetings are interactive and students acquire the language by using it in realistic contexts. Culture is embedded in the activities and is also introduced through various authentic materials.
For BA Students: Language Course
Taught by: Pien
Course usually offered in fall term
Also Offered As: NELC 401, URDU 401
Activity: Lecture
1.0 Course Unit

HIND 401 Beginning Hindi-Urdu Part II
This introductory course core proficiency in Hindi-Urdu up to the intermediate level. It is designed for students with little or no prior exposure to Hindi or Urdu. The course covers all four language skills (speaking, listening, reading, and writing) and all three models of communication (interpersonal, presentational, interpretive). Students will develop literacy skills in the primary script of their choice (Hindi or Urdu script). All written materials will be provided in both scripts. All meetings are interactive and students acquire the language by using it in realistic contexts. Culture is embedded in the activities and is also introduced through various authentic materials.
For BA Students: Language Course
Taught by: Pien
Course usually offered in spring term
Also Offered As: NELC 402, URDU 402
Prerequisite: HIND 400
Activity: Lecture
1.0 Course Unit

HIND 420 Intermediate Hindi Part I
In Intermediate Hindi the student continues to develop the four language skills, with an emphasis on real-life situations--through hearing and practicing conversation on everyday topics, reading a variety of authentic texts ranging from advertisements to short stories, watching segments of current films, and carrying out short research projects using Hindi sources. There is a strong emphasis on vocabulary development and on using contextually appropriate styles of spoken and written Hindi.
For BA Students: Language Course
Taught by: Pien
Course usually offered in fall term
Prerequisite: HIND 400 OR 401
Activity: Lecture
1.0 Course Unit

HIND 421 Intermediate Hindi Part II
In Intermediate Hindi the student continues to develop the four language skills, with an emphasis on real-life situations--through hearing and practicing conversation on everyday topics, reading a variety of authentic texts ranging from advertisements to short stories, watching segments of current films, and carrying out short research projects using Hindi sources. There is a strong emphasis on vocabulary development and on using contextually appropriate styles of spoken and written Hindi.
For BA Students: Language Course
Taught by: Pien
Course usually offered in fall term
Prerequisite: HIND 420
Activity: Lecture
1.0 Course Unit

HIND 430 Advanced Hindi
Advanced Hindi aims at systematically developing higher level linguistic functions and cultural nuances. Students learn to describe, narrate and support opinions in informal and formal styles. The objective of the course is to promote a meaningful interaction with written literature and with native speakers in a socially acceptable manner in a variety of simple and complicated situations. A variety of authentic materials are used, such as short stories, plays, newspapers, magazines, videos, television and radio broadcasts, and interviews. Every semester the course materials and foci vary depending on the needs and interests of students in the class.
For BA Students: Advanced Language Course
Taught by: Pien
Course usually offered in fall term
Prerequisite: HIND 420 OR HIND 421
Activity: Lecture
1.0 Course Unit

HIND 520 Intermediate Hindi I for Graduate Students Only
In Intermediate Hindi the student continues to develop the four language skills, with an emphasis on real-life situations--through hearing and practicing conversation on everyday topics, reading a variety of authentic texts ranging from advertisements to short stories, watching segments of current films, and carrying out short research projects using Hindi sources. There is a strong emphasis on vocabulary development and on using contextually appropriate styles of spoken and written Hindi.
Two terms. student must enter first term.
Prerequisite: HIND 400 OR HIND 401
Activity: Lecture
1.0 Course Unit

HIND 530 Advanced Hindi for Graduate Students Only
Advanced Hindi aims at systematically developing higher level linguistic functions and cultural nuances. Students learn to describe, narrate and support opinions in informal and formal styles. The objective of the course is to promote a meaningful interaction with written literature and with native speakers in a socially acceptable manner in a variety of simple and complicated situations. A variety of authentic materials are used, such as short stories, plays, newspapers, magazines, videos, television and radio broadcasts, and interviews. Every semester the course materials and foci vary depending on the needs and interests of students in the class.
Two terms. student may enter either term.
Prerequisite: HIND 400 OR HIND 401
Activity: Lecture
1.0 Course Unit
Historic Preservation (HSPV)

HSPV 521 American Architecture
This course is a survey of architecture in the United States. The organization, while broadly chronological, emphasizes themes around which important scholarship has gathered. The central purpose is to acquaint you with major cultural, economic, technological, and environmental forces that shaped buildings and settlements in North America for the last 400 years. To that end, we will study a mix of 'high-style' and 'vernacular' architectures while encouraging you to think critically about these categories. Throughout the semester, you will be asked to grapple with both the content of assigned readings (the subject) and the manner in which authors present their arguments (the method). Louis Sullivan, for instance, gives us the tall office building 'artistically considered' while Carol Willis presents it as a financial and legal artifact. What do you make of the difference? Finally, you will learn how to describe buildings. While mastery of architectural vocabulary is a necessary part of that endeavor, it is only a starting point. Rich or 'thick' description is more than accurate prose. It is integral to understanding the built environment - indeed, to seeing it at all.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

HSPV 528 American Vernacular Architecture
This course explores the form and development of America's built landscape--its houses, farm buildings, churches, factories, and fields--as a source of information on folk history, vernacular culture, and architectural practice.
Course not offered every year
Also Offered As: HIST 528
Activity: Seminar
1.0 Course Unit

HSPV 531 American Domestic Interiors
This course will examine the American domestic interior from the seventeenth through the twentieth centuries with emphasis on the cultural, economic, and technological forces that determined the decoration and furnishing of the American home. Topics covered include the evolution of floor plans; changes in finish details and hardware; the decorative arts; floor, wall, and window treatments; and developments in lighting, heating, plumbing, food preparation and service, as well as communication and home entertainment technologies. In addition to identifying period forms and materials, the course will offer special emphasis on historic finishes. The final project will involve re-creation of a historic interior based on in-depth documentary household inventory analysis, archival research, and study. Students will create a believable house interior and practice making design and furnishing choices based on evidence. Several class periods will be devoted to off-site field trips.
Taught by: Keim
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

HSPV 534 Public History - Theory and Practice
This seminar is required for students wishing to concentrate on the Public History of the Built Environment while pursuing an MS in Historic Preservation. It builds on skills developed in HSPV 521 (American Architecture), HSPV 600 (Documentation), and HSPV 606 (Site Management); only HSPV 600 is a prerequisite. Unlike many public history courses, this one focuses on interpretation of the built environment. While proficiency in archival research is required, an understanding of form and chronology in American architecture is helpful. Fundamentally, this course is about community, memory, and their relationship to built form. As such, it examines oral history methodology and includes readings in sociology and ethnography. It acknowledges that while buildings and landscapes are in one sense simply larger forms of material culture than furniture or other movable objects, they also 'work' differently by dint of being inhabited, occupied, and publicly encountered, forming de facto frameworks for private and public life. More than other courses, this one grapples with interpretation and dissemination--everything from signage and monuments to websites and exhibits. It is not, however, a tutorial in the use of those media so much as a chance to reflect critically on their strengths and weaknesses in different contexts.
Course usually offered in spring term
Prerequisite: HSPV 600
Activity: Seminar
1.0 Course Unit

HSPV 538 Cultural Landscapes and Landscape Preservation
The course surveys and critically engages the field of cultural landscape studies. Over the semester, we will explore cultural landscape as a concept, theory and model of preservation and design practice; we will read cultural landscape historiography and creative non-fiction; we will examine a range of types (national parks, community gardens, designed landscapes, informal public spaces), and we will map the alternative preservation, planning and design methods that ground cultural landscape studies practically. Readings, class discussions, and projects will draw on cultural geography, environmental history, vernacular architecture, ecology, art, and writing.
Taught by: Randall Mason
Course not offered every year
Also Offered As: LARP 738
Activity: Lecture
1.0 Course Unit

HSPV 551 Building Pathology
This course addresses the subject of deterioration of buildings, their materials, assemblies and systems, with the emphasis on the technical aspects of the mechanisms of deterioration and their enabling factors, material durability and longevity of assemblies. Details of construction and assemblies are analyzed relative to functional and performance characteristics. Lectures cover: concepts in durability; climate; psychrometric, soils & hydrologic; conditions; physics of moisture in buildings; enclosure, wall and roof systems; structural systems; and building services systems with attention to performance, deterioration, and approaches to evaluation of remedial interventions.
Course usually offered in spring term
Prerequisite: HSPV 555
Activity: Seminar
1.0 Course Unit
HSPV 552 Building Diagnostics and Monitoring
Building diagnostics pertain to the determination of the nature of a building’s condition or performance and the identification of the corresponding causative pathologies by a careful observation and investigation of its history, context and use, resulting in a formal opinion by the professional. Monitoring, a building diagnostic tool, is the consistent observation and recordation of a selected condition or attribute, by qualitative and/or quantitative measures over a period of time in order to generate useful information or data for analysis and presentation. Building diagnostics and monitoring allow the building professional to identify the causes and enabling factors of past or potential pathologies in a building and building systems, thus informing the development appropriate interventions or corrective measures. In the case of heritage buildings, the process informs the selection of interventions that satisfy the stewardship goals for the cultural resource. In the case of recently constructed buildings, the process informs the identification of envelope and systems interventions for improved performance and energy efficiency.
Taught by: Henry
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

HSPV 555 Conservation Science
This course presents the basic principles of conservation science of architectural materials and serves as the foundation for subsequent conservation courses such as HSPV738 - Wood, HSPV739 - Masonry, and HSPV740 - Architectural Surface Finishes, as well as, related courses such as HSPV551 - Building Pathology and HSPV552 - Building Diagnostics and Monitoring. The format includes lectures, demonstrations, and laboratories and is designed to provide a fundamental understanding of architectural materials with respect to their composition, properties, and performance. Beginning with a general discussion of mechanical properties such as strength, modulus, toughness, creep, and fatigue of all architectural materials, the course moves to porous building materials such as stone, brick, terra cotta, mud brick, concrete, cast stone, and mortar and focuses on the evaluation of their properties and their identification through an exploration of composition and texture using hand specimens and polarizing light microscopy. Rounding out the discussion of inorganic architectural materials is the examination of the unique set of properties of metals including their identification using methods of elemental analysis. The course then shifts to the important organic architectural materials such as wood and finishes and begins with an overview of basic organic chemistry and follows with a more in-depth exploration of the properties and performance of wood, adhesives, and clear finishes for wood; the chemistry of pigments and paint media; and the identification of pigments, paint media, and clear finishes using several analytical methods. Knowledge of basic college level chemistry is required.
Taught by: Wheeler
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

HSPV 572 Preservation Through Public Policy
This course explores the intersection between historic preservation, design and public policy, as it exists and as it is evolving. That exploration is based on the recognition that a challenging and challenged network of law and policy at the federal, state and local level has direct and profound impact on the ability to manage cultural resources, and that the pieces of that network, while interconnected, are not necessarily mutually supportive. The fundamental assumption of the course is that the preservation professional must understand the capabilities, deficiencies, and ongoing evolution of this network in order to be effective. The course will look at a range of relevant and exemplary laws and policies existing at all levels of government, examining them through case studies and in-depth analyses of pertinent programs and agencies at the local, state and federal level.
Taught by: Hollenberg
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

HSPV 600 Documentation, Research, Recording I
The goal of this course is to help students learn to contextualize the history of buildings and sites. In order to gain first-hand exposure to the actual materials of building histories, we will visit a half-dozen key archival repositories. Students will work directly with historical evidence, including maps, deeds, the census, city directories, insurance surveys, photographs, and many other kinds of archival materials. After discussing each type of document in terms of its nature and the motives for its creation, students will complete a series of projects that develop their facility for putting these materials to effective use. Philadelphia is more our laboratory than a primary focus in terms of content, as the city is rich in institutions that hold over three centuries of such materials; students will find here both an exposure to primary documents of most of the types they might find elsewhere, as well as a sense of the culture of such institutions and of the kinds of research strategies that can be most effective. The final project is the completion of an historic register nomination.
Taught by: Ammon
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

HSPV 601 Documentation, Research, Recording II
Documentation, Research, Recording II. This course provides an introduction to the survey and recording of historic buildings and sites. Techniques of recording include traditional as well as digitally-based methods including field survey, measured drawings, photography and rectified photography. Emphasis is placed on the use of appropriate recording tools in the context of a thorough understanding of the historical significance, form and function of sites. Required for first-year MSHP students; others by permission.
Course usually offered in spring term
Activity: Studio
1.0 Course Unit
HSPV 606 Historic Site Management
This course focuses on management, planning, decision making, and interpretation for heritage sites, from individual buildings and historic sites to whole landscapes and historic objects. Class projects ask students to analyze historic site operations and interpret objects. Course material will draw on model approaches to management, as well as a series of domestic and international case studies, with the goal of understanding the practicalities and particularities of site management. Topics to be examined in greater detail might include histories of historic sites, collections and conservation policies, interpretation, tourism, social justice, community engagement, strategic planning, in addition to fundraising and financial management. The course emphasizes making historic sites meaningful, relevant and sustainable in the present. Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

HSPV 620 Seminar in American Architecture
An examination of a specific topic related to the history of American architecture and planning. Following introductory lectures, students participate through detailed reports and informal discussion. The topic under investigation varies each semester the seminar is offered. Taught by: Aaron Wunsch
Course usually offered in spring term
Also Offered As: LARP 771
Activity: Seminar
1.0 Course Unit

HSPV 621 Heritage and Social Justice
How do historic preservation and other design and humanities professionals contribute to more equitable and just societies? How can our work be organized to result in greater equity, access and social justice? This seminar will explore connections between heritage, historic preservation (and related design, planning and artistic practices) and the pursuit of social justice. Our investigations will focus on both conceptual and theoretical constructions (how we think about built heritage and social change; how we conceptualize social justice) and practical examples of advancing social outcomes through preservation and design. We'll draw on work by: geographers, anthropologists and other social scientists and theorists; historians; public intellectuals; design practitioners; heritage organizations; artists; and more. Subjects will include public interest design, creative placemaking, public art, memorialization, and methods of practice and institutional organization; cases will be drawn from the US and abroad. The course will progress through a series of weekly topics, often including guest practitioners and scholars. Students will have significant agency in helping flesh out the topics and cases; final projects (individual and group) will be envisioned as a statement (in the form of a book or exhibit) of how social justice concerns have reshaped practice and how they could reshape our fields in the future. Taught by: Mason
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

HSPV 624 Digital Media for Historic Preservation I
A required praxis course designed to introduce students to the techniques and application of digital media for visual and textual communication. Techniques will be discussed for preservation use including survey, documentation, relational databases, and digital imaging and modeling. This course requires a weekly laboratory period (1.5 hours).
Taught by: Hinchman
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

HSPV 625 Preservation Economics
The primary objective is to prepare the student, as a practicing preservationist, to understand the language of the development community, to make the case through feasibility analysis why a preservation project should be undertaken, and to be able to quantify the need for public/non-profit intervention in the development process. A second objective is to acquaint the student with the measurements of the economic impact of historic preservation and to critically evaluate ‘economic hardship’ claims made to regulatory bodies by private owners. Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

HSPV 627 Digital Media for Historic Preservation II
A required praxis course designed for students to further explore the techniques and applications of digital media for visual and textual communication. Techniques will be discussed for preservation use including survey, documentation, relational databases, and digital imaging and modeling.
Taught by: Hinchman
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

HSPV 638 Topics in Historic Preservation
This seminar concentrates on a selected topic in the social and cultural history of the built environment. Past themes have included photography and the American city and the relationship between cities and sound. For full spring 2019 course description, please visit: https://www.design.upenn.edu/historic-preservation/courses
Course usually offered in spring term
Also Offered As: CPLN 687
Activity: Seminar
1.0 Course Unit
HSPV 640 Contemporary Design in Historic Settings
Contemporary design can add value and meaning to historic settings of any age or scale, from individual landmarks to landscapes and neighborhoods. Rigorous dialogue with history and context enriches contemporary design. This seminar immerses designers, planners and preservationists in the challenges of design with existing structures and sites of varying size and significance. Readings of source materials, lectures and discussions explore how design and preservation theory, physical and intangible conditions, and time have shaped design response, as well as the political, cultural and aesthetic environments that influence regulation. Through sketch analytical exercises set in Philadelphia and outstanding case studies from around the world, students will learn to communicate their understanding of historic places, to critique and generate a range of responses to historic contexts.
Taught by: Hawkes
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

HSPV 660 Theories of Historic Preservation
Theories of historic preservation serve as models for practice, integrating the humanistic, artistic, design, scientific and political understandings of the field. This course examines the historical evolution of historic preservation, reviews theoretical frameworks and issues, and explores current modes of practice. Emphasis is placed on literacy in the standard preservation works and critical assessment of common preservation concepts. In addition to readings and lectures, case studies from contemporary practice will form the basis for short assignments. Professional ethics are reviewed and debated. The instructor’s permission is required for any student not registered in the Graduate Program in Historic Preservation. Note that the course is organized in two parts; the first half, on the basics of preservation theory, is taught in the fall semester (HSPV660) while the second half (HSPV661) takes place in the spring semester and engages advanced topics. Note: This course continues in the second half of the spring semester for another 0.5 CU. Prerequisite: Instructor’s permission required for any student not registered in the Graduate Program in Historic Preservation.
Taught by: Mason
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

HSPV 661 Theories of Historic Preservation II
Theories of historic preservation serve as models for practice, integrating the humanistic, artistic, design, scientific and political understandings of the field. HSPV 661 builds on HSPV 660, which examines the historical evolution of historic preservation, reviews theoretical frameworks and issues, and explores current modes of practice. HSPV 661 engages advanced topics such as cultural landscape theory, economics of preservation, sustainability and environmental conservation, social justice, and urban design. In addition to readings and lectures, case studies from contemporary practice will be used to examine theories in practice. The principal assignment will be short position papers. Students from outside the Graduate Program in Historic Preservation are welcome; instructor’s permission is required for any non-HSPV student. (Note that the course is the second of two parts; the first half, on the basics of preservation theory is taught in the fall semester.)
Taught by: Mason
Course usually offered in spring term
Activity: Seminar
0.5 Course Units

HSPV 671 Historic Preservation Law
Introduction to the legal framework of urban planning and historic preservation, with special emphasis on key constitutional issues, zoning, historic districts, growth management, and state and local laws for conserving historic buildings.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

HSPV 701 Historic Preservation Studio
The Preservation Studio is a practical course making architectural, urban and landscape conservation operations, bringing to bear the wide range of skills and ideas at play in the field of historic preservation. As part of the core MSHP curriculum the Studio experience builds on professional skills learned in the first-year core. The work requires intense collaboration as well as individual projects. The Preservation Studio centers on common conflicts between historic preservation, social forces, economic interests, and politics. Recognizing that heritage sites are complex entities where communities, cultural and socio-economic realities, land use, building types, and legal and institutional settings are all closely interrelated, the main goals of the studio are (1) understanding and communicating the cultural significance of the built environment, (2) analyzing its relation to other economic, social, political and aesthetic values, and (3) exploring the creative possibilities for design, conservation and interpretation prompted by cultural significance. Studio teams undertake documentation, planning and design exercises for heritage sites and their communities, working variously on research, stakeholder consultation, comparables analysis, writing policies and designing solutions. Students work in teams as well as on individual projects. Study sites in Fall 2020 are expected to be located in both Philadelphia and Detroit.
Taught by: Mason
Course usually offered in fall term
Activity: Studio
2.0 Course Units
HSPV 703 Urban Regeneration in the Americas: The Conservation and Dev. of Urban Areas
This advanced topic seminar will focus on the challenges confronted by the conservation and urban planning professions in turning the urban heritage into a social and economic development resource for cities in developing countries. The preservation of the urban heritage is moving to a new paradigm of intervention responding to: a growing interest in communities for preserving their intangible and tangible urban heritage; rising development pressures on historic neighborhoods; the generalization of adaptive rehabilitation as a conservation strategy; and recent international agreements calling for expanding the role of the urban heritage in the social and economic development of the communities. This is a problem that is in the cutting edge of the research and practice of heritage conservation and urban planning and has conservation, planning and design implications making it ideally suited to a multi-discipline seminar approach. The course is modeled on successful 1-CU spring seminars conducted in recent years—the Gordion Site Planning Studio (2011), Parks for the People (2012), and the Regeneration of Historic Areas in the Americas (2012, 2014, 2016, 2018)—that attracted students from across the School and fit easily with core studios and thesis projects. Students from multiple departments are encouraged to participate in the course; enrollment will be kept to about 12. The course will combine seminar and field study methodologies in ways that they support each other. The knowledge acquired through the seminar work will be put to use in a field study exercise whose objective is to allow the students to work on topics of their interest and pursue research on urban development and heritage conservation interventions for expanding the contribution of the historic center of Cartagena in Colombia to the social and economic development of the city.
Taught by: Hector Eduardo Rojas
Course usually offered in spring term
Also Offered As: CPLN 773
Activity: Seminar
1.0 Course Unit
Notes: Course is open to second year Master of Science Historic Preservation and Master of Science in Design: Historic Preservation concentration students. All others need approval of the instructor to enroll.

HSPV 707 HISTORIC PRESERVATION POST-PROFESSIONAL STUDIO
Master of Design Capstone Studio. This intensive on-site studio will explore advanced topics in preservation theory, planning and design as applied to the challenges of a landmark historic site. Readings will focus on background research completed for the site as well as theoretical and local approaches to preservation and site management, supplemented by lectures, workshops, field trips and on-site investigations. Students will prepare a written report as well as design studies. Permission of department required to enroll. Course usually offered in summer term.
Course usually offered summer term only
Activity: Studio
2.0 Course Units

HSPV 710 Thesis I
The Graduate Program in Historic Preservation’s Thesis course is a two semester 2 CU capstone. The goal of the Thesis is demonstrated mastery of the research process by exploring a question of academic/professional relevance to the preservation field and presenting the results of the study in accordance with the highest standards of scholarly publishing. The Thesis spans the academic year, beginning with HSPV 710/Thesis I in the fall semester and continues in the spring with HSPV 711/Thesis II. Students are required to successfully complete 9-10 CUs (the first year of the curriculum) to qualify for Thesis. Dual degree students are expected to enroll in HSPV 710 before undertaking thesis studio in their respective dual program in their final year.
Taught by: Matero
Course usually offered in fall term
Activity: Independent Study
1.0 Course Unit

HSPV 711 Thesis II
Students are admitted to thesis after completion of two semesters or their equivalent in the graduate program. Theses should be based on original research and relate to each student’s elected concentration. Thesis guidelines, available in the Historic Preservation office, describe other details.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

HSPV 705 Topical Studio/Seminar: Interpretation in the Future Tense
The interpretation of heritage places is a core concern of historic preservation professionals, no matter what their area of specialization. Explicit and implicit interpretation is embedded deeply in the field’s theory, history and contemporary practice. In contemporary practice, site interpretation is challenged to draw on traditional preservationist modes of practice (based in historical scholarship and formal analysis) as well as new ideas about representation, communication, visitor experience, and information design shared by other fields (including museum studies, art, exhibit design, educational psychology, community development/social justice, and digital media design). This hybrid seminar-studio explores next-generation ideas and practices of heritage place interpretation: first, by building on a thorough program of research and analysis of contemporary best-practices in site interpretation; second, by experimenting along lines suggested by new audiences and innovative thinkers and designers inside and outside the preservation field. The course will include a series of guest presenters from design, public history, management and other fields; exercises to analyze the theoretical bases, best practices and issues facing contemporary practice; and prototyping of new/experimental approaches.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
HSPV 713 Professional Practice for Historic Preservation
This course is intended to introduce students to the professional practice of historic preservation and, more specifically, how preservation professionals fit into the larger fields of design and construction. It will expose students to the types of roles they may play once they enter the professional world, as well as the skills and knowledge they will be expected to have. Through a series of lectures, in-class exercises, and case studies of current or recently completed preservation projects, students will learn how projects are developed from inception through design and construction. There will be discussion of some of the inherent challenges in designing projects that involve existing historic buildings, as well as how architectural conservation is incorporated into such projects. It will also discuss the phasing of and ‘players’ involved with typical preservation projects. A significant portion of the course will be dedicated to preservation project management from the perspectives of the architectural conservator, the architect and the contractor — from writing a proposal to managing a complex project to project delivery methods. The course should be of particular interest to architects who anticipate being involved with historic buildings, architectural conservators, as well as planners and individuals interested in managing historic sites that might undergo preservation projects.

Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

HSPV 738 Conservation Seminar: Wood
Prior to the twentieth century, most structures found in the built environment relied upon wood as a primary material for both structural members and decorative features. An understanding of the physical properties as well as the historic application of this organic material provides the basis for formulating solutions for a wide spectrum of conversation issues. As the scope of preserving wooden structures and wooden architectural elements is continually broadened, new methods and technology available to the conservator together allow for an evolving program - one that is dependent upon both consistent review of treatments and more in-depth study of craft traditions. This course seeks to illustrate and address material problems typically encountered by stewards of wooden cultural heritage - among them structural assessment, bio-deterioration, stabilization and replication techniques. Through a series of lectures and hands-on workshops given by representative professionals from the fields of wood science, conservation, entomology, engineering, and archaeology, theoretical and practical approaches to retaining wooden materials will be examined with the goal to inform the decision-making process of future practicing professionals.

Taught by: Andrew Fearon
Course usually offered in spring term
Prerequisite: HSPV 555
Activity: Seminar
1.0 Course Unit

HSPV 739 Conservation Seminar: Masonry
This seminar will offer an in-depth study of the conservation of masonry buildings and monuments with a particular focus on American building stone. Technical and aesthetic issues will be discussed as they pertain to the understanding required for conservation practice. Part 1 will address a broad range of building stone, masonry construction technologies, and deterioration phenomenon; Part 2 will concentrate on conservation methodology as well as past and current approaches for the treatment of stone masonry structures. The subject will be examined through published literature and case studies. Students will gain practical experience through lab and field exercises and demonstrations. The subject matter is relevant to interested students of conservation and preservation, architecture, landscape architecture, architectural history, and archaeology. Prerequisite: HSPV 555 Conservation Science and permission needed from department.

Taught by: Ingraffia
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

HSPV 740 Conservation Seminar: Finishes
The seminar will advance students' knowledge of and skills at researching, analyzing and interpreting historic architectural finishes. Lectures, demonstrations, hands-on exercises, case studies, and site visits will consider the history, technology, analysis, deterioration, and treatment of historic finishes. Guest lecturers will enlarge the subject with discussion and demonstrations of archival research of finishes, advanced methods of scientific analysis and presentation of a long-term project to analyze and conserve historic finishes at the US Treasury Building (Robert Mills). The course will also address historic plaster with a guest lecture and demonstration of plaster materials, application, and casting for ornamental plaster. We will make and apply paints and other finishes in class. A visit to the decorative arts studio and Philadelphia sites displaying decorative painting will complement lectures and assignments. Bartram's Garden, the eighteenth-century home of botanist John Bartram in West Philadelphia, will serve as a case study and subject for the final assignment.

Taught by: Catherine Meyers
Course usually offered in spring term
Prerequisite: HSPV 555
Activity: Seminar
1.0 Course Unit

HSPV 741 Special Topics: Varies
For all spring 2019 course description, please visit: https://www.design.upenn.edu/historic-preservation/courses
Two terms. student may enter either term.
Activity: Seminar
1.0 Course Unit
HSPV 747 Conservation of Archaeological Sites and Landscapes
This seminar will address the history, theories, principles, and practices of the preservation and interpretation of archaeological sites and landscapes. The course will draw from a wide range of published material and experiences representing both national and international contexts. Topics will include site and landscape documentation and recording; site formation and degradation; intervention strategies including interpretation and display, legislation, policy, and contemporary issues of descendent community ownership and global heritage. Depending on the site, students will study specific issues leading toward the critique or development of a conservation and management program in accordance with guidelines established by ICOMOS/ICAHM and other official agencies.
One-term course offered either term
Also Offered As: ANTH 508
Activity: Seminar
1.0 Course Unit

HSPV 748 Preservation Case Studies
Preservation Case Studies will bring cutting-edge theoretical debates, current issues and the latest work of faculty and guests into the HSPV curriculum. Coordinated by the Chair, but populated with a number of other faculty, practitioners and guest scholars, the course will sample and explore current theoretical, conceptual, political and practical issues facing the historic preservation field.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

HSPV 750 Architectural Conservation Praxis: Traditional Buildings / Traditional Practice
Architectural Conservation Praxis is an intensive 3-week summer course designed for students pursuing studies in architectural conservation and builds on Penn Preservation's core curriculum and the first-year conservation courses. The syllabus is organized around project fieldwork supplemented by lectures, demonstrations, exercises, and site visits that will allow students to experience firsthand the design and construction of vernacular buildings and the application of traditional craft-based methods to preserve them.
Course usually offered summer term only
Prerequisite: HSPV 540 AND HSPV 541 AND HSPV 555
Activity: Studio
1.0 Course Unit

HSPV 760 Preservation Planning Praxis
Hong Kong will be the venue for this year's HSPV 760-901 Heritage Praxis. Collaborators in Hong Kong have already been signed on including iDiscover, an innovative firm that has been doing citizen-based, bottom-up mapping of heritage precincts throughout Southeast Asia. Other university, NGO, and government collaborators are currently being recruited. The course will run from May 27 through June 6, 2019 and students should plan to arrive on May 25 or May 26 and depart on June 7. The first week will be lectures and tours. During the second week all participants will work in teams to conduct original research in under-recognized historic neighborhoods in Hong Kong. Through individual interviews, focus groups, and other social research tools, participants will first identify the 'values' assigned by local residents, business and property owners, and others to the neighborhood. This qualitative information will then be matched with GIS-based quantitative data. Using this qualitative + quantitative approach, participants will attempt to estimate the economic values of non-economic value components. Each of the teams will be made up of PennDesign graduate students, PennDesign alumni, and young professionals from Hong Kong. Course is open to all PennDesign graduate students.
Course usually offered summer term only
Activity: Studio
1.0 Course Unit

HSPV 790 Historic Preservation Summer Institute
The Summer Institute is a required orientation course designed to prepare incoming, first-year graduate students for the intense coursework of their first semester. Generally, the Institute orients students to the issues and methods of the core MSHP curriculum, begins familiarizing students to the resources of Philadelphia, and begins skill-building exercises, especially in the area of digital media. This non-credit course employs lectures, exercises, and field trips to introduce some of the important skills, questions, and issues that will be at the center of first year’s work in the Program. The Summer Institute also constitutes an extended introduction to the Program’s faculty and the students in first-year and second-year cohorts. Course enrollment is by permit only.
Course usually offered summer term only
Activity: Lecture
0.0 Course Units
Notes: Course fee: $500

HSPV 999 Independent Study
An opportunity for a student to work on a special project under the guidance of a faculty member.
One-term course offered either term
Activity: Independent Study
2.0 Course Units
History & Sociology of Science (HSSC)

HSSC 502 Public History
Many scholars find it challenging to explain and present their work to nonacademic audiences. There are also relatively few opportunities for scholars to put their skills to work in the service of improving the communities around them. This seminar considers ways of addressing these challenges through an examination of the many varieties of public history (and public humanities more broadly). The course includes hands-on projects in the Philadelphia area. Three primary themes orient the readings, discussions, and assignments of the course: 1) Places and Presentation: How can museums, historic sites, and other arenas in which audiences encounter history become more relevant and appealing to diverse audiences? 2) Authority: Who produces history for the public, in whose name, and based on what principles? 3) Engagement: How can history and related disciplines make a difference in the world, on small, medium, and large scales? Taught by: Barnes
Course not offered every year
Activity: Seminar
1.0 Course Unit

HSSC 503 Current Issues in the History of Medicine
This seminar surveys a variety of popular and scholarly approaches to the study of medicine and its history, ranging from traditional physician-centered narratives to more recent cultural and epistemological methodologies. The potential values of journalistic, sociological, anthropological, geographical and other approaches to the historical study of health, disease, and health care will be explored.
Taught by: Barnes
Course not offered every year
Activity: Seminar
1.0 Course Unit

HSSC 504 Reading Seminar in History of Science
Survey of major themes and figures in the history of western science, technology, and medicine since the Renaissance, through reading and discussion of selected primary and secondary sources. Topics include: Kepler, Galileo, Bacon, Newtonianism, Pasteur, the Industrial Revolution, the rise of German science, etc. Concurrent attendance at STSC 1 lectures is recommended.
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

HSSC 505 Seminar in the History and Sociology of Science
Seminar for first-year graduate students, undergraduate majors, and advanced undergraduates. Reading will introduce the student to current work concerning the effect of social context on science, technology, and medicine.
Taught by: Linker/Benson
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

HSSC 506 Readings in Race and Science
What accounts for the persistence and resilience of racial conceptions in science? In this course we will look for answers to this and other questions by examining the historiography of race, colonialism, and science. The standard historiography has focused on the rise and fall of racial typologies in the north Atlantic and their contributions to troublesome political projects such as the Atlantic slave trade, Jim Crow policies, the eugenics movement, and the Holocaust. More recent histories have taken inspiration from postcolonial studies, standpoint theories, and indigenous studies to insist on a more global reckoning of race and science. If we focus on the southern hemisphere, for instance, we can see scientific racial conceptions enrolled for a different though not necessarily less innocent set of projects: the dispossession of indigenous lands and effacement of indigenous peoples, the glorification of race-mixing as a tool of nation building, and the cultivation of whiteness as a means to modernity. By examining classic and recent approaches to race and science we will grapple with the following questions: Is ‘race’ a product of 18th century French and English science? Or can we find earlier iterations in the idioms of conquest of Spanish America during the early modern period? Do the standard narratives concerning the history of racial conceptions in science change when looked at from the frame of the global south? Does race get ‘buried alive’ after WWII? And do recent developments in human genomics bring ‘race’ back from the dead, albeit in an anti-racist form?
Taught by: Gil-Riano, Sebastian
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

HSSC 508 Knowledge in Motion
This course provides a broad, interdisciplinary introduction to the movement of knowledge across space and time. In particular, we will be focusing on the economic models of knowledge movement, on comparative and trans-cultural views on science, on translation, and finally, on the global turn in the history of science. Since the movement of knowledge is inseparable from the production of knowledge, we will also start our discussion by looking back at some of the literature that constitutes the intellectual foundations of the history and sociology of science.
Taught by: Kucuk
Course not offered every year
Activity: Seminar
1.0 Course Unit
**HSSC 517 Gender and Technical Knowledge**
In this graduate reading seminar, we explore how technical knowledge systems have historically intersected with identity and social order. The materials emphasize gender, but our discussions and readings will also engage at times with disability, race, class and other social categories that have shaped participation in technical endeavors and been the focus of technical study. Our goal is to understand how embodiment and expertise intersect. We will explore why certain kinds of people have been understood to be unreliable knowers, pathologically embodied, untrustworthy, or dangerously linked to emotion, incompetence or confusion, while other kinds of people have been socially marked as embodying reliability, trustworthiness, or epistemological neutrality. These embodiments bear on the historical development of technical knowledge as a social system for the establishment of consensus about the nature of reliable truth. They are also relevant at many different levels to embodied social experiences of scientific information, personal health, reproduction and everyday technology. This course will give students the tools and insights needed to draw on feminist/gender/queer theory when it is useful to their research. That is the purpose of all of our readings. We begin with an exploration of some key ideas in feminist scholarship of the last few decades. Then we turn to three broad, interconnected queries, relating to the social organization of science, technology and medicine (who has been excluded, who favored? What kinds of work have been understood to belong to different kinds of people?); to the intellectual content of expertise (how have experts made technical sense of social and bodily difference? How have technologies expressed and performed gender?); and to the philosophical debate about the nature of technical knowledge, particularly science, as a fundamentally gendered (masculine) endeavor which privileges hierarchical explanations in ways that mimic the social order.

Taught by: Lindee/Linker
Course not offered every year
Activity: Seminar
1.0 Course Unit

**HSSC 525 Darwin and Evolution: New Perspectives**
In this graduate reading seminar, we consider evolution as a cluster of sometimes mismatched theories about nature and time, a political resource in emerging debates about human difference and social order, and a theological conundrum that persists into the twenty-first century. We consider primary source materials by Lamarck, Chambers, Darwin, Wallace, Mayr, and other naturalists; and explore the contexts of their production and their meanings through the work of scholars including Browne, Secord, Keller, Richards (both Robert and Eveleen), Smocovitis, Graham and many others. Our goal is to develop new perspectives on 'the Darwin Industry' and think critically about how to move the field forward drawing on the most exciting new scholarly work in this area.

Taught by: Lindee
One-term course offered either term
Activity: Seminar
1.0 Course Unit

**HSSC 528 Gender and Science**
With a special focus on methods, this course explores the rich literature on gender and technical knowledge.

Taught by: Lindee
Course not offered every year
Activity: Seminar
1.0 Course Unit

**HSSC 530 Seminar in American Architecture: Philadelphia: Urban Experience & Public Memory**
This seminar will challenge students to encounter and interpret the city around around them in unconventional ways. At a time when public commemoration has vigorously and sometimes violently re-entered our country’s public discourse, we wish to re-examine how monuments, memory, politics, and our senses shape our understandings of Philadelphia’s past, present, and possible futures. Our focus is on two intertwined themes: How we remember and What we remember. Treating monuments, films, and historical texts as key forms of interpretation - the building blocks of an official if unstable ‘public past’, we will likewise attend to the ‘backdrop’ of such written and built statements: everyday urban and domestic life as well as more public histories that have remained silent or risen to the surface at key moments.

Taught by: Barnes/Wunsch
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

**HSSC 561 Disability: History and Theory**
Disability is the ‘next academic frontier,’ argues historian Douglas Baynton, ‘an analytic category with the transformative potential of race, class, sexuality, and gender.’ The purpose of this course will be explore recent literature on the history and theory of disability, focusing primarily on the history of physical disability. Throughout the semester, we will approach this literature with an eye to how disability studies relates to the fields of the history of science, medicine, and technology. Topics will include: the sociology of deviance, the medical vs. social model of disability, chronic illness and disease, genetics and disability, the role of disability in health care policy, as well as the politics of design and assistive technologies.

Taught by: Linker
Course not offered every year
Activity: Seminar
1.0 Course Unit
HSSC 564 History of Technology
In this course we read influential classic and recent works in the history and the philosophy of technology, tackling the ways in which the fields are analytically structured as well as their relation to each other. We also discuss approaches and methodological questions in general history and general philosophy. We start with Karl Marx, arguably the most influential historian and philosopher of technology of the modern era, and discuss him in relation to what has been one of the most visible debates in the historiography of technology - the question of technological determinism. We then travel in a roughly chronological order through key periods and methodological issues in the fields. During our journey we encounter the Middle Ages and historical theoreticians of the Annales School, the early modern period and questions about gender and microhistory, and the so-called Industrial Revolution and the questions it raises about what's modern about modern technology. Mid-way through the class, we discuss two classics in the philosophy of technology, Martin Heidegger and Jürgen Habermas, who grapple precisely with the question about the modern element in industrial technology. As we enter the nineteenth and twentieth centuries, we expand our methodological horizon to include examples from the cultural history of technology and applications of the social constructivism debate to the history of technology. We end the class with works on the recently emerging fields of biotechnology and nanotechnology and with a set of monographs written in the nascent sub-discipline in the history and philosophy of technology, engineering studies.
Taught by: VOSKUHL,A
Course not offered every year
Activity: Seminar
1.0 Course Unit

HSSC 565 Environmental History
A survey of recent and influential works in environmental history, including works from both within and outside the American environmental history canon. The focus is on situating emerging historiographical trends within the long-term development of the field and in relation to other closely allied fields, including the history of science, technology, and medicine, social and cultural history, urban history, agricultural history, world history, historical ecology, environmental anthropology, and ecocriticism.
Course not offered every year
Activity: Seminar
1.0 Course Unit

HSSC 567 Industrial and Post Industrial Ages
In this course we are concerned with phenomena surrounding industrialization and de-industrialization, and with post-industrial types of technologies and labor. We start with recent conceptualizations of the archetypal British 'Industrial Revolution' and its close relations to Indian industry and economy, move to the US American South as an example of a global agricultural economy in the industrial age, take North American and Western Europe as lenses for transitions from industrial to post-industrial eras, and discuss the nuclear and computer age of the Cold War from a number of perspectives: the Global South and cybernetics, medicine and isotopes, the recent climate debate and underlying computing, an anthropology of post-industrial labor, and gene-patenting and biological manufacturing in the twenty-first century.
Taught by: Voskuhl
Course not offered every year
Activity: Seminar
1.0 Course Unit

HSSC 568 Minds and Machines
There is a plaque at Dartmouth College that reads: 'In this building during the summer of 1956 John McCarthy (Dartmouth College), Marvin L. Minsky (MIT), Nathaniel Rochester (IBM), and Claude Shannon (Bell Laboratories) conducted the Dartmouth Summer Research Project on Artificial Intelligence as a research discipline to proceed on the basis of the conjecture that every aspect of learning or any other feature of intelligence can in principle be so precisely described that a machine can be made to simulate it.' The plaque was hung in 2006, in conjunction with a conference commemorating the 50th anniversary of the Summer Research Project, and it enshrines the standard myth that Artificial Intelligence was born in 1955 when these veterans of early military computing applied to the Rockefeller Foundation for a summer grant to fund the workshop that in turn shaped the field. However, like so many myths, this one obfuscates the long-entangled histories that have come together in contemporary Artificial Intelligence research – including histories of labor, histories of automation, histories of intelligence, histories of mathematics, and histories of technology. This course surveys the historical scholarship that has investigated the intersections of minds and machines.
Taught by: Dick
Course not offered every year
Activity: Seminar
1.0 Course Unit

HSSC 588 Humanities Beyond the Human
The humanities are once again influx as scholars experiment with a variety of new techniques and conceptual frameworks. In recent years many of these experiments have involved turning away from longstanding questions of representation, language, epistemology, and human exceptionalism and toward questions of enactment, materiality, ontology, and the nonhuman. In this seminar we will examine a variety of manifestations of this turn as they have emerged in history, anthropology, literary studies, and philosophy under names such as new materialism, multi-naturalism, big/deep history, multispecies ethnography, and object-oriented ontology. We will try to situate these recent turns in longer intellectual genealogies, drawing especially on works in science studies and the history of science that seek to provide contingent, situated accounts of what exists and what we can know about it. Objects of inquiry will include dogs, mushrooms, cyborgs, seeds, mosquitoes, bacteria, stones, jugs, pictures, hormone disruptors, and the cosmos.
Taught by: Benson
Course not offered every year
Activity: Seminar
1.0 Course Unit

HSSC 597 Other Reasons
This course seeks to destabilize a monolithic vision of science as a singular, homogenous body of knowledge by revisiting its plural, heterogeneous histories. This course is particularly interested in exploring the historical entanglements between the sciences and the enchanted world of intangible entities such as spirits, ghosts and gods. The course will look at the theoretical critiques of 'Enlightenment Rationality' and 'Science' in post colonial theory; at a detailed and loosely chronological examination of the multifaceted entanglements of science and technology with the paranormal in the 19th and 20th centuries; and at the performative aspects of scientific rationality in colonial and postcolonial contexts in a bid to understand the background that led to postcolonial theorization.
Taught by: Mukharji,P
Course not offered every year
Activity: Seminar
1.0 Course Unit
HSSC 609 Feminist STS As Theory, Method, Practice: Relations And Their Limits
Drawing from historical, anthropological, and ethnographic texts, this course draws from core readings in feminist theory and feminist STS as well as from decolonial and postcolonial perspectives. We will examine feminist ethnographic, historical, and science studies approaches to science, knowledge production, and governance. Course readings will be organized around themes or cases and key questions will include the politics and limits of relation as an organizing analytical, methodological, and political concept.
Taught by: McKay
Course not offered every year
Activity: Seminar
1.0 Course Unit

HSSC 618 Cold War Science
Taught by: LINDEE
Course not offered every year
Activity: Seminar
1.0 Course Unit

HSSC 624 Experience and Experiment
This course will examine the role of sensory knowledge relative to the creation of scientific knowledge, and to the creation of 'scientific knowledge' as a category of knowledge. We will consider the entangled histories of proof, trial, and observation in conjunction with histories of particular and accumulated experience. How can singular phenomena be understood as illustrative of a universal law? How do experience and experiment fit into hierarchies or taxonomies of knowledge at different times, and in different cosmologies? Whose experience or experimentation is authoritative, and what makes it so? Readings will include theoretical and historical perspectives, as well as such topics as medieval and early modern optics and astral science, artisanal knowledge, and exploration.
Taught by: Truitt
One-term course offered either term
Activity: Seminar
1.0 Course Unit

HSSC 626 Research Seminar in History of Technology
This graduate seminar provides a structured environment in which each student executes an independent research project. Early class meetings focus on the craft of researching and writing scholarly articles. Later meetings are devoted to discussion of students progress on their research projects. Each student defines their own research topic in the history of technology, subject to the Professor's approval.
One-term course offered either term
Activity: Seminar
1.0 Course Unit

HSSC 629 Genetics and Genomics
This course is called 'Genetics and Genomics;' but we are defining those terms broadly to potentially encompass historical studies of biomedicine, evolution, race theory, biological anthropology, reproduction, agriculture, animal breeding, psychiatry, social sciences, and so on. We are thinking about knowledges of embodiment and what they teach us about social and technical order—about systems, institutions, technologies, hierarchies, theories, practices, networks, and so on. The goal of the semester will be for each student to produce a first draft of a publishable research paper. Many of our readings are calibrated to complement the available archival collections at the American Philosophical Library, the University of Pennsylvania archives, the Academy of Natural History collections, the Chemical Heritage Foundation, Wagner Free Institute of Science, College of Physicians of Philadelphia, Hagley Museum and Library, and collections held in striking distance of Philadelphia, in New York, Princeton, Baltimore, and Washington DC. While APS will be a special of focus of attention, given the remarkable collections there, students should make a special effort to become familiar with the many other resources that are available in the region, some of which have not been the focus of significant historical attention.
Taught by: Lindee,S
One-term course offered either term
Activity: Seminar
1.0 Course Unit

HSSC 665 Research Seminar in the History of Medicine
This course is focused on comparing and contrasting ethnographic and historical approaches to health and medicine. We will engage ethnographic and historical approaches to health and medicine to explore the methodological, empirical, and theoretical stakes of thinking medicine, disease, and the body across and within disciplines. Taking a methodological and comparative approach, the course will explore ethnographic and historical approaches to such themes as the body, disease, pharmaceuticals, and biomedical knowledge-production in global and historical context. We aim to develop skills and knowledge for critically reading anthropological, historical, and sociological literatures on medicine, the body, and disease. As such, students will develop a research project, which may be in either the history or anthropology of medicine and/or science, or a project, which combines such approaches, utilizing the comparative and methodological frameworks of the course to develop an original analysis on a topic of their choosing.
Taught by: Aronowitz,R; McKay,R
Course not offered every year
Activity: Seminar
1.0 Course Unit
**HSSC 667 Capitalism: Theorizing economy in sci & med**

What are the relationships between capitalism and the practice and experience of medicine? How have historians and anthropologists theorized capitalism and political economy in accounts of health and medicine? What do such theories account for and what is foreclosed? This research seminar examines theories of capitalism as they are taken up in historical and ethnographic accounts of science, health, healing, and medicine. Exploring how contemporary and classic accounts have sought to analyze and unpack the relationship between economy and health, we will examine how political economic approaches to health and medicine have informed historical and ethnographic accounts of health and illness — asking, for instance, how theories of neoliberalism have been used to explain health inequalities (and vice versa) — and will analyze how scholars have linked practices of financialization, speculation, and investment to changing dynamics of health, medicine, healing, and the generation of medical knowledge. Course time will also be devoted to independent research through which students will develop and write up a research paper on an area of interest related to the course theme.

Taught by: Mckay
Course not offered every year
Activity: Seminar
1.0 Course Unit

**HSSC 688 Research Seminar in History of Human Sciences**

This concentrated research seminar provides graduate students with time, support, and space to hone their writing skills. Thematically, the seminar closely examines historiographic trends within the history of human sciences - namely the stylistic, methodological, and investigative strategies adopted by prize-winning articles in the field. By carefully dissecting the architecture of these articles, our aim is to identify models that we can use in our own scholarly endeavors and to draft an article with these in mind. Accordingly, a significant portion of the course is devoted to examining archival and primary source resources in the region, to discussing research strategies, and to workingshopping our work-in-progress. Students can use the course to significantly revise an already written paper or to draft a new paper. The course’s overarching purpose is to create the scaffolding necessary for students to produce a substantial research paper in the history of human sciences (broadly conceived) that is potentially publishable as a journal article.

Taught by: Riano
One-term course offered either term
Activity: Seminar
1.0 Course Unit

**HSSC 697 Other Reasons**

Postcolonial Theories, building largely on Frankfurt School theorists, have critiqued the totalizing aspirations of what it calls 'Enlightenment Rationality'. Such critiques have also fed a range of critiques of Science. At the heart of such critiques is a rather restricted and plastic idea of Science as a singular, homogenous body of knowledge that has steadily promoted the disenchantment of the world. In this course we seek to destabilize this monolithic vision of science by revisiting its plural, heterogeneous histories. The course is particularly interested in exploring the historical entanglements between the sciences and the enchanted world of intangible entities such as spirits, ghosts and gods. The course will be divided into three broad sections. The first will deal with the theoretical critiques of ‘Enlightenment Rationality’ and ‘Science’ in postcolonial theory. The second will undertake a detailed and loosely chronological examination of the multifaceted entanglements of science and technology with the paranormal in the 19th and 20th centuries. Finally, the last section will explore the performative aspects of scientific rationality in colonial and postcolonial contexts in a bid to understand the background that led to the postcolonial theorization.

Taught by: Mukharji
Activity: Seminar
1.0 Course Unit

**HSSC 999 Graduate Independent Study**

Available to doctoral students only.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

**History (HIST)**

**HIST 001 Making of the Modern World**

How did the world we now live in come to be? Is globalization a recent development or does it have a history of its own? At what point can we say that a world economy emerged and what sort of relations of production and distribution linked it together? When did people start thinking and acting as citizens of nations rather than as subjects of rulers or members of religious or ethnic communities, and what were the consequences? How should we conceptualize the great revolutions (French, American, Russian, Chinese) that would determine the landscapes of modern global politics? This course is designed to help us think about the ‘making of the modern,’ not by means of an exhaustive survey but by exploring a range of topics from unusual perspectives: piracy, patriotism, prophecy; global struggles for political and human rights; drivers of war and peace, capitalism, nationalism, socialism, fascism, fundamentalism; communication and culture.

For BA Students: History and Tradition Sector
Taught by: Cassanelli/Dickinson
One-term course offered either term
Activity: Recitation
1.0 Course Unit
HIST 009 Introduction to Digital Humanities
This course provides an introduction to foundational skills common in digital humanities (DH). It covers a range of new technologies and methods and will empower scholars in literary studies and across humanities disciplines to take up new technologies and methods. Students will learn basic coding techniques that will enable them to work with a range of data including literary texts and utilize techniques such as text mining, network analysis, and other computational approaches.
Taught by: Trettien
One-term course offered either term
Also Offered As: CIMS 009, COML 009, ENGL 009
Activity: Lecture
1.0 Course Unit

HIST 011 Deciphering America
This course examines American history from the first contacts of the indigenous peoples of North America with European settlers to our own times by focusing on a few telling moments in this history. The course treats twelve of these moments. Each unit begins with a specific primary document, historical figure, image, location, year, or cultural artifact to commence the delving into the American past. Some of these icons are familiar, but the ensuing deciphering will render them as more complicated; some are unfamiliar, but they will emerge as absolutely telling. The course meets each week for two 50-minute team-taught lectures and once recitation session. Course requirements include: in-class midterm and final exams; three short paper assignments; and punctual attendance and participation in recitations.
For BA Students: History and Tradition Sector
Taught by: Brown/Licht
One-term course offered either term
Activity: Recitation
1.0 Course Unit

HIST 023 Intro to Middle East
For BA Students: History and Tradition Sector
Also Offered As: NELC 102
Activity: Lecture
1.0 Course Unit

HIST 024 Introduction to the Ancient Near East
See primary department (NELC) for a complete course description.
For BA Students: History and Tradition Sector
Taught by: Frame
Course usually offered in fall term
Also Offered As: ANCH 025, NELC 101
Activity: Lecture
1.0 Course Unit

HIST 027 Ancient Rome
At its furthest extent during the second century CE, the Roman Empire was truly a ‘world empire’, stretching from northern Britain to North Africa and Egypt, encompassing the whole of Asia Minor, and bordering the Danube in its route from the Black Forest region of Germany to the Black Sea. But in its earliest history it comprised a few small hamlets on a collection of hills adjacent to the Tiber river in central Italy. Over a period of nearly 1500 years, the Roman state transformed from a mythical Kingdom to a Republic dominated by a heterogeneous, competitive aristocracy to an Empire ruled, at least notionally, by one man. It developed complex legal and administrative structures, supported a sophisticated and highly successful military machine, and sustained elaborate systems of economic production and exchange. It was, above all, a society characterized both by a willingness to include newly conquered peoples in the project of empire, and by fundamental, deep-seated practices of social exclusion and domination. This course focuses in particular upon the history of the Roman state between the fifth century BCE and the third century CE, exploring its religious and cultural practices, political, social and economic structures. It also scrutinizes the fundamental tensions and enduring conflicts that characterized this society throughout this 800-year period.
For BA Students: History and Tradition Sector
Taught by: Cam Grey
Course usually offered in spring term
Also Offered As: ANCH 027, CLST 027
Activity: Lecture
1.0 Course Unit

HIST 030 The Emergence of Modern Europe
This course traces the formation of European society, politics and culture from its earliest days through the era of the Reformation, ca. 1000-1600 CE. Major themes will include: politics and power; law and the state; economics and trade; religion; learning and the rise of universities; social organization; everyday life. The reading and analysis of primary sources from each era will be important in understanding Europe’s key features and development.
For BA Students: History and Tradition Sector
Taught by: Feros
One-term course offered either term
Activity: Lecture
1.0 Course Unit

HIST 031 Making and Breaking European Hegemony
HIST 031 will trace the dramatic rise and fall of Europe’s global hegemony during the period roughly from 1450 to 1950. Among the major themes we will examine are: states and power, borders and resistance, race and genocide, economies and oppression, ideas and revolution, the building and change of hierarchies of gender and power. Truly, a dramatic story. The objectives of the course are: 1) To serve as an introduction to the study of history for majors and non-majors alike, and to teach the critical analysis of historical sources; 2) to teach substantive knowledge of European history; 3) to provide a foundation for further study of the European past. No previous background in European or World history is required.
For BA Students: History and Tradition Sector
Taught by: Holquist/McDougal/Nathans
One-term course offered either term
Activity: Lecture
1.0 Course Unit
HIST 040 Early Modern Europe, 1450-1750
This course examines those European developments which contributed to the world we understand as modern. Special emphasis will be placed on the transformation of Europe through the advent of new technologies, the creation of a global economy, the consolidation of territorial states, the rise of effective, central governments, the dissolution of religious unity, and the dialect between modern and traditional world views.
For BA Students: History and Tradition Sector
Taught by: Safley
Course not offered every year
Activity: Lecture
1.0 Course Unit
Notes: No prior language experience required.

HIST 046 Portraits of Soviet Society: Literature, Film, Drama
How can art and literature open a window on Russian lives lived over the course of the tumultuous twentieth century? This course adopts a unique approach to questions cultural and social history. Each week-long unit is organized around a medium-length text, film, or set of texts by some of the most important cultural figures of the era (novella, play, memoir, film, short stories) which opens up a single scene of social history: work, village, avant-garde, war, Gulag, and so on. Each cultural work is accompanied by a set of supplementary materials: historical readings, paintings, cultural-analytical readings, excerpts from other literary works, etc. We will read social history through culture and culture through history. Prerequisite: All readings and lectures in English.
For BA Students: Humanities and Social Science S
Taught by: Platt
Course usually offered in spring term
Also Offered As: REES 187
Activity: Lecture
1.0 Course Unit
Notes: All readings and lectures in English

HIST 047 Portraits of Russian Society Society: Arts, Fiction, Drama
This course covers 19C Russian cultural and social history. Each week-long unit is organized around a single medium-length text (novella, play, memoir) which opens up a single scene of social history: birth, death, duel, courtship, tsar, and so on. Each of these main texts is accompanied by a set of supplementary materials: paintings, historical readings, cultural-analytical readings, excerpts from other literary works, etc. The object of the course is to understand the social codes and rituals that informed nineteenth-century Russian life, and to apply this knowledge in interpreting literary texts, other cultural objects, and even historical and social documents (letters, memoranda, etc.). We will attempt to understand social history and literary interpretation as separate disciplines yet also as disciplines that can inform one another. In short: we will read the social history through the text, and read the text against the social history.
For BA Students: Humanities and Social Science S
Taught by: Platt
Course not offered every year
Also Offered As: REES 136
Activity: Lecture
1.0 Course Unit
Notes: No prior language experience required.

HIST 048 The Rise and Fall of the Russian Empire, 1552-1917
How and why did Russia become the center of the world's largest empire, a single state encompassing eleven time zones and over a hundred ethnic groups? To answer this question, we will explore the rise of a distinct political culture beginning in medieval Muscovy, its transformation under the impact of a prolonged encounter with European civilization, and the various attempts to re-form Russia from above and below prior to the Revolution of 1917. Main themes include the facade vs. the reality of central authority, the intersection of foreign and domestic issues, the development of a radical intelligentsia, and the tension between empire and nation.
For BA Students: History and Tradition Sector
Taught by: Nathans/Holquist
Course not offered every year
Also Offered As: REES 048
Activity: Lecture
1.0 Course Unit

Out of an obscure, backward empire, the Soviet Union emerged to become the great political laboratory of the twentieth century. This course will trace the roots of the world's first socialist society and its attempts to recast human relations and human nature itself. Topics include the origins of the Revolution of 1917, the role of ideology in state policy and everyday life, the Soviet Union as the center of world communism, the challenge of ethnic diversity, and the reasons for the USSR's sudden implosion at the end of the century. Focusing on politics, society, culture, and their interaction, we will examine the rulers (from Lenin to Gorbachev) as well as the ruled (peasants, workers, and intellectuals; Russians and non-Russians). The course will feature discussions of selected texts, including primary sources in translation.
For BA Students: History and Tradition Sector
Taught by: Nathans/Holquist
Course not offered every year
Also Offered As: REES 049
Activity: Recitation
1.0 Course Unit

HIST 050 England and the British Isles to 1707
The subject of this course is the history of the British Isles from the Roman Conquest in 43AD to the creation of the United Kingdom in 1707. Between these two dates the various societies and cultures in the British Isles were brought into the orbit of the Roman Empire, converted to Latin Christianity, and developed distinctive cultures and strong ties with the Continent. From the twelfth century on, the kingdom of England began to exert its power over Wales, Ireland, and Scotland, although English power waxed and waned in these areas between the twelfth and the seventeenth centuries. The Anglo-Norman continental empire of the Plantagenet dynasty also played a large part in shaping the English monarchy, as did the playing out of the Hundred Years War, the internal divisions in fifteenth-century English society, and the rise of the Tudor-Stuart dynasty.
For BA Students: History and Tradition Sector
Taught by: Todd
Course not offered every year
Activity: Lecture
1.0 Course Unit
HIST 051 Modern Britain, 1700-present: Empire, Industry and Democracy
In this course, we will investigate the extraordinary story of Britain's rise to global predominance and the question of its 'decline' in the twentieth century. Our readings and discussions will engage with dominant ideas, social processes, and popular beliefs; we will look at the structure of government and the texture of everyday lives. We will encounter Britons in all corners of the world even as we explore the complexities of metropolitan British history. Big ideas were born there: industrial capitalism, political liberalism, and scientific racism. Britain's political system, with its early form of (limited) democracy, gave shape to party politics around the world. We begin in the early eighteenth century--focusing on the agricultural and social changes that accompanied the onset of the Industrial Revolution. We'll examine the rise of the Hanoverian fiscal-military state, and its consolidation and transformation in the course of the Napoleonic Wars. We end in the present day, looking at Britain which may have lost an Empire, but which retains a strong welfare state, a global cultural presence, and a permanent seat on the UN Security Council. Should we understand its rise and subsequent retraction as a store of an ascent and a decline? We will interrogate that narrative throughout the semester. The course moves roughly chronologically, but by way of discrete units that provide different perspectives on British politics, economics, and culture.
For BA Students: History and Tradition Sector
Taught by: Chase-Levenson
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

HIST 055 Reading the Classics
In this course we will study the early roots of Western culture—the Biblical, Greek and Roman traditions—as well as how sixteenth- and seventeenth-century European authors reproduced, rethought and reshaped these early traditions. Instead of reading and discussing the required texts according to the date when they were written (first the early traditions and ending with the Renaissance views), we will focus our attention on a few themes that were central concerns to those living in Classic and Renaissance times, and that continue to influence modern ways of thinking and acting in Western societies: conceptions of God and the place of religion in society; nature of power and authority, and individuals' rights and duties; good, evil, and ethical philosophy; views on women, their nature and roles in society; ethnography and the perception of other cultures and societies. In addition to reading and discussing several of the biblical books—Genesis, Exodus, the Book on Revelation—we will study other seminal classical works—Sophocles' Antigone, Aristotle's Politics and Ethics, Herodotus’ The Histories; Plato's Apology— and works by Michel de Montaigne, Maria de Zayas y Sotomayor, Marie de Gournay, Christopher Marlowe, William Shakespeare, and several others. We will also work with books published in the last decades, analyzing the classics and and their reception in various periods of history, but also books that analyze what the classics tell us today—Dreyfus and Kelly's All things shining, Reading the Western Classics to find meaning in a secular Age; Anthony Grafton's Bring Out Your Dead: the Past as Revelation; James Miller, Examined Lives, from Socrates to Nietzsche; and Sarah Bakewell, How to Live: Or a Life of Montaigne in One Question and Twenty Attempts at an Answer.
Taught by: Feros
Activity: Lecture
1.0 Course Unit

HIST 056 Universal Language
One-term course offered either term
Also Offered As: COML 095, ENGL 219, REES 095
Activity: Seminar
1.0 Course Unit

HIST 060 Global Environmental History from Paleolithic to the Present
This course explores the changing relationships between human beings and the natural world from early history to the present. We will consider the various ways humans across the globe have interacted with and modified the natural world by using fire, domesticating plants and animals, extracting minerals and energy, designing petro-chemicals, splitting atoms and leaving behind wastes of all sorts. Together we consider the impacts, ranging from population expansion to species extinctions and climate change. We examine how human interactions with the natural world relate to broader cultural processes such as religion, colonialism and capitalism, and why it is important to understand the past, even the deep past, in order to rise to the challenges of the present.
Taught by: Norton, Berg
Also Offered As: ENVS 060
Activity: Lecture
1.0 Course Unit

HIST 070 Colonial Latin America
The year 1492 was pivotal in the history of the world. It precipitated huge population movements within the Americas and across the Atlantic - a majority of them involuntary as in the case of indigenous and African people who were kidnapped and enslaved. It led to cataclysmic cultural upheavals, including the formation of new cultures in spaces inhabited by people of African, European and indigenous descent. This course explores the processes of destruction and creation in the region known today as Latin America in the period 1400 - 1800. Class readings are primary sources and provide opportunities to learn methods of source analysis in contexts marked by radically asymmetrical power relationships.
For BA Students: History and Tradition Sector
Taught by: Norton
Course usually offered in fall term
Also Offered As: AFRC 070, LALS 070
Activity: Recitation
1.0 Course Unit
Notes: Fulfills History & Tradition Distribution Requirement
HIST 071 Modern Latin America, 1808-Present
This course examines central themes of Latin American history, from independence to the present. It engages a hemispheric and global approach to understand the economic and social transformations of the region. We will explore the anti-imperial struggles, revolutions, social movements, and global economic crises that have given rise to new national projects for development, or have frustrated the realization of such goals. Taking a historical perspective, we ask: What triggers imperial breakdown? How did slaves navigate the boundary between freedom and bondage? Was the Mexican Revolution revolutionary? How did the Great Depression lead to the rise of state-led development? In what ways have citizens mobilized for equality, a decent standard of living, and cultural inclusion? And what future paths will the region take given uneasy export markets and current political uncertainty?
For BA Students: History and Tradition Sector
Taught by: Teixeira
Course usually offered in spring term
Also Offered As: LALS 071
Activity: Recitation
1.0 Course Unit

HIST 072 Introduction to Latin American and Latino Studies
Designed to introduce students to the interdisciplinary field of Latin American and Latino Studies, this is a seminar oriented toward first and second year students. Readings will range widely, from scholarly work on the colonial world that followed from and pushed back against the 'conquest', to literary and artistic explorations of Latin American identities; to social scientists' explorations of how Latinos are changing the United States in the current generation.
Taught by: Farnsworth-Alvear
Course usually offered in fall term
Also Offered As: LALS 072
Activity: Lecture
1.0 Course Unit

HIST 073 Colonial Pasts and Indigenous Futures: A History of Belize and Central America
The small country of Belize (formerly British Honduras) represents the past history and ongoing story of Central America and the region. Belize has a colonial past and present with strong ties to the UK and emerging connections to the US. At the same time, there is a growing post-colonial debate within the country about the role of indigenous Maya people in the past, present and future of the country. This course will be the first of two courses which will lead to active work in Belize during the summer of 2021 with the development and creation of a Community Museum within the Maya village of Indian Creek in southern Belize. This course will be taught by Richard M. Leventhal who has worked in Belize for the past 20 years. Leventhal will be joined by 3 Maya activists from Belize who will co-teach the class for 5-6 weeks out of the semester.
Taught by: Leventhal
Course not offered every year
Also Offered As: ANTH 177, LALS 177
Activity: Lecture
1.0 Course Unit

HIST 075 Africa Before 1800
Survey of major themes and issues in African history before 1800. Topics include: early civilizations, African kingdoms and empires, population movements, the spread of Islam, and the slave trade. Also, emphasis on how historians use archaeology, linguistics, and oral traditions to reconstruct Africa's early history.
For BA Students: History and Tradition Sector
Taught by: Babou
Course usually offered in spring term
Also Offered As: AFRC 075
Activity: Recitation
1.0 Course Unit

HIST 076 Africa Since 1800
Survey of major themes, events, and personalities in African history from the early nineteenth century through the 1960s. Topics include abolition of the slave trade, European imperialism, impact of colonial rule, African resistance, religious and cultural movements, rise of naturalism and pan-Africanism, issues of ethnicity and ‘tribalism’ in modern Africa.
For BA Students: History and Tradition Sector
Taught by: Cassanelli
Course usually offered in fall term
Also Offered As: AFRC 076
Activity: Recitation
1.0 Course Unit

HIST 078 The African Diaspora: Global Dimensions
This class examines the cultural and social ramifications of the African diaspora on a global level. It is divided into two major sections. The first section provides the historical background to the African diaspora by focusing on the forced migration of Africans to Spanish and Portuguese colonies in the Americas. We will then delve into the black experience in French and British colonial spaces. In this section, we will also endeavor to move beyond the Atlantic-centric paradigm in studies of the African diaspora by examining free and unfree migrations of African people across the Indian Ocean to places as far away as India and the Philippines. The second half of the class devotes significant attention to the historical legacy of slavery and colonialism in places like Brazil, Cuba and the United States. In this section, we will discuss such issues as race relations, the struggle for civil rights for African-descent people as well as the emergence and the implementation of affirmative action policies in places like Brazil and the US.
Taught by: Ferreira
Course usually offered in spring term
Also Offered As: AFRC 073, LALS 078
Activity: Lecture
1.0 Course Unit
HIST 081 History of the Middle East Since 1800
A survey of the modern Middle East with special emphasis on the experiences of ordinary men and women as articulated in biographies, novels, and regional case studies. Issues covered include the collapse of empires and the rise of a new state system following WWI, and the roots and consequences of the Palestinian-Israeli conflict, the Iranian revolution and the U.S.-Iraq War. Themes include: the colonial encounter with Europe and the emergence of nationalist movements, the relationship between state and society, economic development and international relations, and religion and cultural identity.
For BA Students: History and Tradition Sector
Taught by: Kashani-Sabet/Troutt-Powell
Course usually offered in fall term
Also Offered As: NELC 031
Activity: Lecture
0.0 Course Units

HIST 086 History, Culture, and Religion in Early India
This course surveys the culture, religion and history of India from 2500 BCE to 1200 CE. The course examines the major cultural, religious and social factors that shaped the course of early Indian history. The following themes will be covered: the rise and fall of Harappan civilization, the 'Aryan Invasion' and Vedic India, the rise of cities, states and the religions of Buddhism and Jainism, the historical context of the growth of classical Hinduism, including the Mahabharata, Ramayana and the development of the theistic temple cults of Saivism and Vaisnavism, processes of medieval agrarian expansion and cultic incorporation as well as the spread of early Indian cultural ideas in Southeast Asia. In addition to assigned secondary readings students will read select primary sources on the history of religion and culture of early India, including Vedic and Buddhist texts, Puranas and medieval temple inscriptions. Major objectives of the course will be to draw attention to India's early cultural and religious past and to assess contemporary concerns and ideologies in influencing our understanding and representation of that past.
For BA Students: History and Tradition Sector
Taught by: Ali
One-term course offered either term
Also Offered As: RELS 164, SAST 003
Activity: Lecture
1.0 Course Unit

HIST 088 From Oil Fields to Soccer Fields: The Middle East in the 20th Century
How did the Middle East become modern? This seemingly simple question requires a complex appraisal of civic society. Life changed in spectacular ways for the denizens of the Middle East in the span of a century. Oil – once considered a scarce natural commodity – was discovered and exported in substantial quantities that altered the economic landscape of the region and the world. Movie theaters, sewage systems, and public housing projects changed the urban backdrops of Middle Eastern cities and towns. Soccer, swimming, and volleyball became some of the new-fangled sports embraced by Middle Eastern communities. This course will traverse these fascinating and fraught cultural transformations of the Middle East in the twentieth century. Although inclusive of the military battles and conflicts that have affected the region, this class will move beyond the cliches of war to show the range of issues and ideas with which intellectuals and communities grappled. The cultural politics and economic value of oil as well as the formation of a vibrant literary life will be among the topics covered. By considering illustrative cultural moments that shed light on the political history of the period, this course will develop a nuanced framework to approach the history of the U.S. involvement in the region, the Iran-Iraq war, the Arab/Israeli conflict, and the current crises in the Persian Gulf.
Taught by: Kashani-Sabet
Also Offered As: NELC 088
Activity: Lecture
1.0 Course Unit

HIST 090 Knights with Katanas: Medieval Japan and Europe Compared
This course aims to provide an overview of some of the main themes and problems in the history and historiography of medieval Japan by drawing on comparisons with European counterparts and interpretive models. To this end, each week's readings on Japan are paired with one or more works on medieval Europe dealing with a similar theme. The primary purpose is not only to draw comparisons between the two civilizations and their development but also to use the great riches of scholarship on the European Middle Ages to shed light on possible new avenues of inquiry and perspectives on Japan.
Taught by: Spafford
Course not offered every year
Also Offered As: EALC 171, EALC 571
Activity: Seminar
1.0 Course Unit

HIST 091 Modern Japanese History
This course will survey the major political, economic, social and intellectual trends in the making of modern Japan. Special emphasis will be given to the turbulent relationship between state and society from 1800 to the present.
For BA Students: History and Tradition Sector
Taught by: Dickinson
One-term course offered either term
Also Offered As: EALC 071
Activity: Recitation
1.0 Course Unit
HIST 096 Late Imperial China
This lecture course – the first of a two-part sequence – examines the history of late imperial China through the early 19th century. We begin with the Song dynasty transformation: the rise of gentry society and imperial absolutism, the institution of Confucian orthodoxy, the shift of the population and the economic center of gravity to the south, the commercialization of the economy, and change in the relative status of women and men. We then trace China’s subsequent political and social history, including the following themes: inner vs. outer court politics; law, government, and society; intellectuals and political dissent; gender, family, and kinship practices; patterns of peasant life and rebellion; traditional foreign relations and first contacts with the West; internal sources of the decline of imperial order.
Taught by: Fei
One-term course offered either term
Also Offered As: EALC 041
Activity: Lecture
1.0 Course Unit

HIST 097 History of Modern China
From an empire to a republic, from communism to socialist-style capitalism, few countries have ever witnessed so much change in a hundred year period as China during the twentieth century. How are we to make sense out of this seeming chaos? This course will offer an overview of the upheavals that China has experienced from the late Qing to the Post-Mao era, interspersed with personal perspectives revealed in primary source readings such as memoirs, novels, and oral accounts. We will start with an analysis of the painful transition from the last empire, the Qing Dynasty (1644-1911), to a modern nation state, followed by exploration of a century-long tale of incessant reform and revolution. The survey will focus on three main themes: 1) the repositioning of China in the new East Asian and world orders; 2) the emergence of a modern Chinese state and nationalistic identity shaped and reshaped by a series of cultural crises; and finally, 3) the development and transformation of Chinese modernity. Major historical developments include: the Opium War and drug trade in the age of imperialism, reform and revolution, the Nationalist regime, Mao’s China, the Cultural Revolution, and the ongoing efforts of post-Mao China to move beyond Communism. We will conclude with a critical review of the concept of ‘Greater China’ that takes into account Taiwan, Hong Kong, and the Chinese diaspora in order to attain a more comprehensive understanding of modern China, however defined, at the end of the last century.
For BA Students: History and Tradition Sector
Taught by: Fei
Course usually offered in spring term
Also Offered As: EALC 003
Activity: Recitation
1.0 Course Unit

HIST 098 Introduction to Korean Civilization
This gateway course surveys the history of Korea from early times to the present. We will study the establishment of various sociopolitical orders and their characteristics alongside major cultural developments. Covered topics include: state formation and dissolution; the role of ideology and how it changes; religious beliefs and values; agriculture, commerce, and industry; changing family relations; responses to Western imperialism; and Korea’s increasing presence in the modern world as well as its future prospects. Students will also be introduced to various interpretive approaches in the historiography. No prior knowledge of Korean or Korean language is presumed.
For BA Students: History and Tradition Sector
Taught by: Park
One-term course offered either term
Also Offered As: EALC 003
Activity: Recitation
1.0 Course Unit

HIST 101 Freshman Seminar: Europe before 1800
One-term course offered either term
Also Offered As: JWST 103
Activity: Seminar
1.0 Course Unit

HIST 102 Freshman Seminar: Europe after 1800
One-term course offered either term
Activity: Seminar
1.0 Course Unit

HIST 104 Freshman Seminar: America after 1800
One-term course offered either term
Activity: Seminar
1.0 Course Unit

HIST 106 Freshman Seminar: The World After 1800
One-term course offered either term
Also Offered As: AFRC 010
Activity: Seminar
1.0 Course Unit

HIST 108 American Origins
The United States was not inevitable. With that assumption as its starting point, this course surveys North American history from about 1500 to about 1850, with the continent’s many peoples and cultures in view. The unpredictable emergence of the U.S. as a nation is a focus, but always in the context of wider developments: global struggles among European empires; conflicts between indigenous peoples and settler-colonists; exploitation of enslaved African labor; evolution of distinctive colonial societies; and, finally, independence movements inspired by a transatlantic revolutionary age.
For BA Students: History and Tradition Sector
Taught by: Richter
One-term course offered either term
Activity: Recitation
1.0 Course Unit
HIST 109 Hamilton's America: US History 1776-1800
In this course, students will learn about the political, constitutional, and social history of the United States from 1776 (the year the colonies declared their independence from Great Britain) to 1800 (the year Thomas Jefferson won the presidency in a heated partisan election for the presidency). Alexander Hamilton, an influential American statesman during this time, will be our guide to the many events and transformations that occurred during these years. The course is not, however, a biographical course about Hamilton. Topics covered include: the politics of independence, the Revolutionary War, the development of state and national republics, the creation of the U.S. Constitution, the role of ordinary people in the politics of the time period, the problem of slavery in the new nation, Native American power and loss, diplomatic affairs, and the rise of partisan politics.
Taught by: Gronningsater
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

HIST 118 Witchcraft and Possession
This course explores world witchcraft and possession from the persecutions of the early seventeenth century through the rise of Wicca in the twentieth century. The mere mention of these terms, or of such close cousins as demonology, sorcery, exorcism, magic, and the witches Sabbath, raises clear ethnographic and historical challenges. How can the analysis of witchcraft—including beliefs, patterns of accusation, the general social position of victims, the intensity and timing of witch hunts, and its relation to religious practice, law, language, gender, social marginalization, and property—lead us to a more humane understanding of belief and action? Films such as The Exorcist, The Blair Witch Project, The Crucible, and Three Sovereigns for Sarah will focus discussion.
For BA Students: Humanities and Social Science S
Taught by: St.George
One-term course offered either term
Also Offered As: ANTH 118, GSWS 119, RELS 109
Activity: Recitation
1.0 Course Unit

HIST 121 Silver and Gold in the Americas from pre-history to the present
Precious metals have shaped economies and socio-cultural processes in the Americas for thousands of years. Students will work with pre-Columbian gold objects held by the University Museum and be introduced to the long history of indigenous metallurgy. We will also analyze the way gold and silver sent from the ‘New World’ to the ‘Old World’ played a key role in changing economies around the globe. Locally, mining centers were places marked by forced labor, conspicuous consumption, and the destruction of ecosystems. Internationally, gold and silver prices had outsized effects on monetary and trade policies. This course uses case studies to delve into the fascinating history of precious metals and mining in North and South America. We will analyze documents describing the gold objects ransacked by Spanish conquistadors, examine 17th Century proto-industrial silver mining at Potosi, Bolivia, trace the impact and human cost of the huge gold strikes in Minas Gerais, in colonial Brazil, read new work on the California and Yukon moments of ‘rush’, and briefly discuss the role of precious metals in money laundering. An introductory unit focuses on the history of the gold standard in the United States and internationally.
Taught by: Farnsworth-Alvear
Course usually offered in spring term
Also Offered As: LALS 121
Activity: Lecture
1.0 Course Unit

HIST 123 Economic History of Europe I
This course concentrates on the economy of Europe in the Early Modern Period, 1450-1750. It was a time of great transition. Europe developed from an agriculturally-based to an industrially-based economy, with attendant changes in society and culture. From subsistence-level productivity, the European economy expanded to create great surfeits of goods, with attendant changes in consumption and expectation. Europe grew from a regional economic system to become part—some would say the heart—of a global economy, with attendant changes in worldview and identity. Economic intensification, expansion, globalization, and industrialization are our topics, therefore. Beginning with economic organizations and practices, we will consider how these changed over time and influenced society and culture. The course takes as its point of departure the experience of individual, working men and women: peasants and artisans, merchants and landlords, entrepreneurs and financiers. Yet, it argues outward: from the particular to the general, from the individual to the social, from the local to the global. It will suggest ways in which the economy influenced developments or changes that were not in themselves economic, shaped, and deflected economic life and practice.
For BA Students: Humanities and Social Science S
Taught by: Safley
One-term course offered either term
Activity: Lecture
1.0 Course Unit

HIST 126 Modern Europe, 1789-1919
It’s old, it’s new. It’s unfamiliar, it’s recognizable. This course investigates the collapse of the ‘old regime’ and the birth of something like the Europe we recognize. The long nineteenth century witnessed the development of political, economic, and cultural phenomena we often see as characteristic of modern society. Topics considered include political revolution, industrialization, liberalism, imperialism, and new ideologies of gender, race, and class. Our focus will be consistently transnational. Where did Europe begin and end? How did borders and boundaries operate at the edge of nations, but also within societies? We will investigate these questions as we follow European history from the violence and optimism of the French Revolution to the chaos of the First World War.
Taught by: Chase-Levenson
One-term course offered either term
Activity: Lecture
1.0 Course Unit
HIST 127 The Material Past in a Digital World
The material remains of the human past - objects and spaces - provide tangible evidence of past people's lives. Today's information technologies improve our ability to document, study, and present these materials. But what does it mean to deal with material evidence in a virtual context? In this class, students will learn basic digital methods for studying the past while working with objects, including those in the collections of the Penn Museum. This class will teach relational database design and 3D object modeling. As we learn about acquiring and managing data, we will gain valuable experience in the evaluation and use of digital tools. The digital humanities are a platform both for learning the basic digital literacy students need to succeed in today's world and for discussing the human consequences of these new technologies and data. We will discuss information technology's impact on the study and presentation of the past, including topics such as public participation in archaeological projects, educational technologies in museum galleries, and the issues raised by digitizing and disseminating historic texts and objects. Finally, we will touch on technology's role in the preservation of the past in today's turbulent world. No prior technical experience is required, but we hope students will share an enthusiasm for the past.
Also Offered As: ANTH 127, ARTH 127, CLST 127, NELC 187
Activity: Lecture
1.0 Course Unit

HIST 131 Financial Meltdown, Past and Present
Economic history is increasingly recognized as a crucial source of policy advice and is invoked with growing frequency in public debates. In particular, the subprime crisis in 2008 and after has generated a demand for 'historical perspective' that would improve the understanding of the causes of financial turmoil and facilitate the prevention of comparable catastrophes. This course begins with a review of the principal features of the subprime crisis of 2008 and asks, so to speak, 'how did we get there?' It answers by providing historical insights that shed light on crucial aspects of financial disasters. This is a history course, engaging with topics pertaining to economics, law and politics (national and international). Students with diverse backgrounds are expected to benefit from this course through acquiring a concrete knowledge of the historical evolution of fundamental institutions of financial capitalism. Ultimately, students enrolling in this course are expected to achieve proficiency in historically informed discussion of the mechanisms that were played out in the subprime crisis and beyond.
For BA Students: Humanities and Social Science S
Taught by: Flandreau
Course not offered every year
Also Offered As: ECON 028
Activity: Lecture
1.0 Course Unit

HIST 133 Free Speech and Censorship
This course will explore the idea of free speech - its justification, its relationship to various forms of censorship, and its proper limits - as a historical, philosophical, legal, and ultimately, political question. In the first half of the course, we will explore the long history across the West of the regulation of various kinds of ideas and their expression, from malicious gossip to heresies, and read classic arguments for and against censorship, copyright protections, and standards of taste and decency and of truth. In the second part of the seminar, after looking at how the idea of freedom of speech came to seem an existential prerequisite for democracy as well as individual liberty, we will take up the historical and philosophical questions posed by such recent dilemmas as whether or not hate speech deserves the protection of the First Amendment, the distinction between art and pornography from the perspective of freedom of expression, speech during wartime, and the transformative effects of the internet on the circulation and regulation of ideas. We will end the semester by thinking about the globalization of the idea of free speech as a human right and its implications, both positive and negative. Readings will range from Robert Darnton's The Forbidden Best-Sellers of Pre-Revolutionary France, to D. H. Lawrence's Lady Chatterley's Lover, to documents concerning the cartoons of Charlie Hebdo and law review articles about Citizens United v. FEC. We will also make considerable use of local resources, from museums to the library.
For BA Students: Humanities and Social Science S
Taught by: Rosenfeld
One-term course offered either term
Activity: Lecture
1.0 Course Unit

HIST 134 Origins of Nazism: From Democracy to Race War and Genocide
Where did the Nazis come from? Was the Weimar Republic bound to fail? Did the Treaty of Versailles or the Great Depression catapult the Nazis into power? What was the role of racism, of Anti-Semitism? How did the regime consolidate itself? What was the role of ordinary people? How do we explain the Holocaust and what kind of a war was the Second World War? Grappling with these and more questions, the first half of the course focuses on Germany's first democracy, the Weimar Republic and its vibrant political culture. In the second half, we study on the Nazi regime, how it consolidated its power and remade society based on the concepts of race and struggle. Discussions of race and race-making are crucial throughout the course. In the name of the 'racial purity', the Nazi state moved ruthlessly against Germany's Jewish population and cleansed German society of all 'undesirable' elements. These ideas and practices didn't originate with the Nazis and they didn't operate in a geopolitical vacuum. Thinking about Nazi racism and genocide in both its particular specifics and in a larger global historical context is the main goal of this course.
Taught by: Berg
One-term course offered either term
Also Offered As: GRMN 134
Activity: Recitation
1.0 Course Unit
HIST 135 Cold War: Global History
The Cold War was more than simply a military confrontation between the United States and the Soviet Union; it was the frame within which the entire world developed (for better or worse) for nearly five decades. This course will examine the Cold War as a global phenomenon, covering not only the military and diplomatic history of the period, but also examining the social and cultural impact of the superpower confrontation. We will cover the origins of the conflict, the interplay between periods of tension and detente, the relative significance of disagreements within the opposing blocs, and the relationship between the ‘center’ of the conflict in the North Atlantic/European area and the global ‘periphery’. For BA Students: Humanities and Social Science S
Taught by: Nathans
One-term course offered either term
Also Offered As: REES 135
Activity: Recitation
1.0 Course Unit

HIST 139 Jews and Judaism in Antiquity
A broad introduction to the history of Jewish civilization from its Biblical beginnings to the Middle Ages, with the main focus on the formative period of classical rabbinic Judaism and on the symbiotic relationship between Judaism, Christianity, and Islam.
For BA Students: History and Tradition Sector
Taught by: Dohrmann
Course usually offered in spring term
Also Offered As: JWST 156, NELC 051, NELC 451, RELS 120
Activity: Lecture
1.0 Course Unit

HIST 140 Medieval and Early Modern Jewry
Follow the journey of one global diaspora over a millennium of cultural, intellectual, social, and religious change. From the rise of Islam in the seventh century to the separation of church and state in the seventeenth, Jewish people were intimate parts of, and at the same time utterly othered by, the many societies in which they lived. This basic duality is at the heart of this course, exploring how Jewish religion and culture evolved in relationship with Muslim and Christian majorities. Students will develop an understanding of the rich dynamism of premodern Judaism and Jewish life, with an emphasis on global diversity and internal differentiation as well as change over time. We will look for threads of continuity and moments of transformation, decode illustrative texts, images, and documents (in English), and ask how the Judaism that faced modernity had been shaped by a staggering array of different cultural circumstances after antiquity. The course includes attention to anti-Jewish phenomena like expulsion and blood libel, but also at coexistence and creative cultural synthesis, avoiding any simplistic narrative and asking about their legacy in the present day. It will look at the Jewish past from the inside, including less familiar dimensions including philosophy, magic, messianism, and family life.
For BA Students: History and Tradition Sector
Taught by: Oravetz Albert
Course usually offered in fall term
Also Offered As: JWST 157, NELC 052, RELS 121
Activity: Lecture
1.0 Course Unit

HIST 141 Jews in the Modern World
This course offers an intensive survey of the major currents in Jewish culture and society from the late middle ages to the present. Focusing upon the different societies in which Jews have lived, the course explores Jewish responses to the political, socio-economic, and cultural challenges of modernity. Topics to be covered include the political emancipation of Jews, the creation of new religious movements within Judaism, Jewish socialism, Zionism, the Holocaust, and the emergence of new Jewish communities in Israel and the United States. No prior background in Jewish history is expected.
For BA Students: History and Tradition Sector
Taught by: Wenger
Course usually offered in spring term
Also Offered As: JWST 158, NELC 053, RELS 122
Activity: Lecture
1.0 Course Unit

HIST 143 Foundations of European Thought: from Rome to the Renaissance
This course offers an introduction to the world of thought and learning at the heart of European culture, from the Romans through the Renaissance. We begin with the ancient Mediterranean and the formation of Christianity and trace its transformation into European society. Along the way we will examine the rise of universities and institutions for learning, and follow the humanist movement in rediscovering and redefining the ancients in the modern world.
For BA Students: History and Tradition Sector
Taught by: Moyer
One-term course offered either term
Also Offered As: COML 143
Activity: Lecture
1.0 Course Unit

HIST 145 Discover the Middle Ages
This course offers a broad introduction to the history of medieval Europe roughly from the fourth century CE, when Roman civilization faced a series of crises that led to its eventual fall in the West and ushered in the Middle Ages, to the sixteenth century, when European society entered a new early-modern phase. As this is a long period, we will focus on themes that will help us explore some of the most important historical problems related to the period: why was it that a sophisticated and militarily superior Roman empire could fall to ‘barbarians’? How did political power transform into a feudal model? What did it mean to be a medieval knight? The Middle Ages are known as ‘an age of faith’ but, at the same time, it was an age of questioning that invented the modern university—what roles did faith and knowledge play in the medieval world? It was also a time where many cultures, races and religions came into contact, both at home and in efforts at exploration and conquest. How did medieval culture handle difference, and how did that influence early-modern and even modern approaches? The class will involve a mixture of lecture and discussion, and will include visits to local museum and manuscript collections to provide students first-hand contact with the visual and material culture of medieval Europe.
For BA Students: History and Tradition Sector
Taught by: Kuskowski
One-term course offered either term
Activity: Lecture
1.0 Course Unit
HIST 146 Comparative Medicine
See primary department (HSOC) for a complete course description.
For BA Students: History and Tradition Sector
Taught by: Mukharji
One-term course offered either term
Also Offered As: HSOC 145, STSC 145
Activity: Lecture
1.0 Course Unit

HIST 148 Warriors, Concubines & Converts: the Ottoman Empire in the Middle East & Europe
For almost six hundred years, the Ottomans ruled most of the Balkans and the Middle East. From their bases in Anatolia, Ottoman armies advanced into the Balkans, Syria, Egypt, and Iraq, constantly challenging the borders of neighboring European and Islamicate empires. By the end of the seventeenth century, Constantinople, Jerusalem, Cairo, Baghdad, Sarajevo, Budapest, and nearly Vienna came under Ottoman rule. As the empire expanded into Europe and the Middle East, the balance of imperial power shifted from warriors to converts, concubines, and intellectuals. This course examines the expansion of the Ottoman sultanate from a local principality into a sprawling empire with a sophisticated bureaucracy; it also investigates the social, cultural, and intellectual developments that accompanied the long arc of the empire’s rise and fall. By the end of the course, students will be able to identify and discuss major currents of change in the Ottoman Empire and the Middle East. The student will have a better understanding of the roles of power, ideology, diplomacy, and gender in the construction of empire and a refined appreciation for diverse techniques of historical analysis.
For BA Students: History and Tradition Sector
Taught by: Aguirre-Mandujano
Course usually offered in fall term
Also Offered As: NELC 148
Activity: Lecture
1.0 Course Unit

HIST 150 American Jewish Experience
This course offers a comprehensive survey of American Jewish history from the colonial period to the present. It will cover the different waves of Jewish immigration to the United States and examine the construction of Jewish political, cultural, and religious life in America. Topics will include: American Judaism, the Jewish labor movement, Jewish politics and popular culture, and the responses of American Jews to the Holocaust and the State of Israel.
Taught by: Wenger
One-term course offered either term
Also Offered As: JWST 130, RELS 124
Activity: Lecture
1.0 Course Unit

HIST 151 Race, Space and Place in American History
This course provides a historical introduction to America’s racial and ethnic groupings by examining the social, spatial and historical forces that have defined these groups. Weekly lectures and readings trace American racial formations, identities and experiences from the age of Columbus to the present day. Following the work of historians and geographers who emphasize the importance of space and place in constructions of racial and ethnic identity, most of the class readings chart the evolution of such identities within specific regions or communities. Early readings illuminate the origins of categories such as ‘white,’ black, ‘Native American’ and ‘Asian’ by exploring the colonial encounters in which these identities first took shape; while later readings trace how these identities have been maintained and/or changed over time. Less a product of racial attitudes than of economic and political interests, early American conceptions of race first took shape amidst contests over land and labor that pitted European immigrants against the indigenous peoples of North America, and ultimately led to the development of racial slavery. Colonial legal distinctions between Christians and Heathens were supplanted by legislation that defined people by race and ethnicity. Over time these distinctions were reinforced by a variety of other forces. Distinctive from place to place, America’s racial and ethnic groupings have been shaped and reshaped by regional economies such as the slave South, political initiatives such as Indian Removal and Chinese Exclusion Acts, a changing national immigration policy, and sexual and social intermixture and assimilation. Course readings will examine the links between race, region, labor, law, immigration, politics, sexuality and the construction and character of racialized spaces and places in America.
Taught by: Bay
Also Offered As: AFRC 154
Activity: Lecture
1.0 Course Unit

HIST 153 Transformations of Urban America: Making the Unequal Metropolis, 1945 to Today
The course traces the economic, social, and political history of American cities after World War II. It focuses on how the economic problems of the industrial city were compounded by the racial conflicts of the 1950s and 1960s and the fiscal crises of the 1970s. The last part of the course examines the forces that have led to the revitalization and stark inequality of cities in recent years.
For BA Students: Society Sector
Taught by: Cebul
One-term course offered either term
Also Offered As: URBS 104
Activity: Lecture
1.0 Course Unit
HIST 154 Histories of Race and Science in Philadelphia
The history of race and science has its American epicenter in Philadelphia. Throughout this Academically-Based Community Service (ABCS) course, we will interrogate the past and legacy of racial science in the United States; the broad themes we broach will be met concretely in direct engagement with Penn and the Philadelphia community. As an extended case study, students will undertake independent research projects using primary source documents from local archives, tracing the global history of hundreds of human skulls in the 19th century Samuel G. Morton cranial collection at the Penn Museum, a foundational and controversial anthropological collection in the scientific study of race. These projects will be formed through an ongoing partnership with a Philadelphia high school in which Penn students will collaborate with high school students on the research and design of a public-facing website on the Morton collection and the legacy of race and science in America. In our seminar, we will read foundational texts on the study of racial difference and discuss anti-racist responses and resistance to racial science from the 19th century to the present. Throughout this course we will work directly with both primary and secondary sources, critically interrogating how both science and histories of science and its impacts on society are constructed. Throughout this course, we will explore interrelated questions about Penn and Philadelphia's outsize role in the history of racial science, about decolonization and ethics in scholarly and scientific practice, about the politics of knowledge and public-facing scholarship, and about enduring legacies of racial science and racial ideologies. All students are welcome and there are no prerequisites, save for intellectual curiosity and commitment to the course. This course will be of particular interest to those interested in race, American history and the history of science, anthropology, museum studies, education, and social justice.
Taught by: Mitchell
Also Offered As: AFRC 141, ANTH 140, STSC 140
Activity: Seminar
1.0 Course Unit

HIST 155 Introduction to Asian American History
This course will provide an introduction to the history of Asian Pacific Americans, focusing on the wide diversity of migrant experiences, as well as the continuing legacies of Orientalism on American-born APA's. Issues of race, class, gender, and sexuality will also be examined.
For BA Students: History and Tradition Sector
Taught by: Azuma
Course usually offered in spring term
Also Offered As: ASAM 003
Activity: Lecture
1.0 Course Unit

HIST 159 Technology, Policy & War
Comparative and interdisciplinary examination of successful and failed uses of force in international relations, from ancient to modern times, using case studies. Readings will include Clauswitz, Sun Tzu, and a variety of primary and secondary sources for the wars considered each year. Issues of war's fundamental origins, and its many impacts on society, will also be considered.
Taught by: Waldron
One-term course offered either term
Activity: Recitation
1.0 Course Unit

HIST 160 Strategy, Policy and War
Analysis of the political use of force, both in theory and in practice, through analytical readings and study of selected wars. Readings include Sun Zi, Kautilya, Machiavelli, Clausewitz and other strategists. Case studies vary but may include the Peloponnesian War, the Mongol conquests, the Crusades, the Crimean War, Russo-Japanese War, World War II, Korea, or the Falklands, among others, with focus on initiation, strategic alternatives, decision and termination. Some discussion of the law of war and international attempts to limit it.
Taught by: Waldron
One-term course offered either term
Activity: Lecture
1.0 Course Unit

HIST 161 American Capitalism
A broad overview of American economic history will be provided by focusing on the following topics: European colonization of the western hemisphere; mercantilism and the British Economy; the economics of slavery; metro-industrialization; agricultural expansion and technological innovation in the nineteenth century; the growth and role of credit institutions; financial panics and business cycles; the evolution of federal government interventions into the economy; women and work; the dynamics of mass consumerism; the Great Depression and the New Deal; political economic shifts in post-World II America; forms of globalization; deindustrialization; the 'financialization' of the American economy; and the economic disorders of our own times.
For BA Students: Society Sector
Taught by: Licht
Activity: Recitation
1.0 Course Unit
HIST 162 The American West
This course explores the social and cultural history and current views of the many Wests we think we know. In 1872, President Grant established Yellowstone National Park, only the first of many national and state nature reserves in the west. Even while the Parks were widely celebrated, in 1876 Grant allowed miners and land speculators into the Black Hills, or Paha Sapa, land long considered sacred by the Lakota peoples and 'protected' for them as recently as 1868 Treaty of Laramie. From this pairing of events in the 1870s spring the many overlapping themes this course will address: Native peoples, their beliefs and material cultures, pressured by the arrival of scattered industries (gold rushes, silver and copper mining); irregular sources of industrial and banking capital from England, New York, Chicago, and elsewhere; the arrival of the US Army in 1851, then a break removing troops for the Civil War, then their renewed and constant appearance from 1866 on and the making and breaking of other treaties; the irregular scattering of land speculators and dirt farmers, even while the US government insisted the Sioux and Cheyennes, among other peoples, not disturb the passage of planters on the Oregon Trail, even as their hunting grounds were enclosed by the Union Pacific and North Pacific railroads by 1870. Naturalists, hikers, and artists arrived by rail to the western parks: Yellowstone, Yosemite (1890), and the Grand Canyon (1919). By 1900, American tourists went west to see wild West Indian Shows and wonder at the new parks. They ate at restaurants serving western food, wore western ware and cowboy boots, and listened to western music that finally reached its high point when folklorist Hal Cannon founded the National Cowboy Poetry Gathering in Elko, Nevada, in 1984, still active today with offshoots in Durango, Montana, and Texas.
Taught by: St. George
Course usually offered in spring term
Activity: Recitation
1.0 Course Unit

HIST 163 Modern American Culture
Through the twentieth century, American culture took on new forms and meanings, spurred by technological innovation, commerce, and institutions, and shaped by an ever-changing population. In the process, American culture became self-consciously 'modern'-embraced, contested, repudiated, and continually redefined. This course explores the history of American culture from the 1890s to the 1990s, with a focus on the following questions: Why did culture become such an important part of American economic, social, and political life in the twentieth century? How has culture been created, understood, and mobilized by different groups in American society at different times? What have been the politics of culture over the twentieth century? Topics include the rise of 'culture industries' and mass entertainment, including amusement parks, film, radio, and television; the growth of consumer culture; the impact of gender in such arenas as sports and fashion; the role of working-class peoples, African Americans, and immigrants in American culture; the cultural response to the Depression and World War II; and popular activism. The course emphasizes the study of primary documents, journalism, fiction, letters and diaries, music, photographs, and film as a means of understanding the past.
For BA Students: History and Tradition Sector
Taught by: Peiss
One-term course offered either term
Activity: Recitation
1.0 Course Unit

HIST 164 American Monuments: Landscape, Memory, Power
Disputes over Confederate monuments expose a truth: The landscape of memory is a field of power. This place-based course examines U.S. public memory as expressed in the built environment--its making in the long nineteenth century, and its remaking in the long twentieth century. Lectures and readings cover a variety of memorial practices and structures, including obelisks, statues, edifices, cemeteries, battlefields, massacre sites, landmark buildings, and historic trees. (Museum collections, though important, will not be emphasized.) Drawing on cultural history, political history, and legal history, the instructor will help to explain the historic inscription of settler colonialism onto the nation's memorial landscape, and contextualize current efforts to decolonize U.S. public memory. For their part, students will have opportunities to do research on the monuments of Philadelphia.
Taught by: Farmer
Activity: Lecture
1.0 Course Unit

HIST 166 Arab/Israeli Conflict in Literature and Film
This course will explore the origins, the history and, most importantly, the literary and cinematic art of the struggle that has endured for a century over the region that some call the Holy Land, some call Eretz Israel and others call Palestine. We will also consider religious motivations and interpretations that have inspired many involved in this conflict as well as the political consequences of world wars that contributed so greatly to the reconfiguration of the Middle East after the fall of the Ottoman Empire, and after the revelations of the Holocaust in Western Europe. While we will rely on a textbook for historical grounding, the most significant material we will use to learn this history will be films, novels, and short stories. Can the arts lead us to a different understanding of the lives lived through what seems like unending crisis?
Taught by: Troutt-Powell
One-term course offered either term
Also Offered As: CIMS 166, NELC 137
Activity: Lecture
1.0 Course Unit

HIST 168 History of American Law to 1877
The course surveys the development of law in the U.S. to 1877, including such subjects as: the evolution of the legal profession, the transformation of English law during the American Revolution, the making and implementation of the Constitution, and issues concerning business and economic development, the law of slavery, the status of women, and civil rights.
Taught by: Berry
Course usually offered in fall term
Also Offered As: AFRC 168
Activity: Lecture
1.0 Course Unit

HIST 169 History of American Law Since 1877
This course covers the development of legal rules and principles concerning individual and group conduct in the United States since 1877. Such subjects as regulation and deregulation, legal education and the legal profession, and the legal status of women and minorities will be discussed.
Taught by: Berry
Course usually offered in spring term
Also Offered As: AFRC 169
Activity: Lecture
1.0 Course Unit
HIST 170 The American South
Southern culture and history from 1607-1860, from Jamestown to secession. Traces the rise of slavery and plantation society, the growth of Southern sectionalism and its explosion into Civil War. For BA Students: History and Tradition Sector
Two terms. student may enter either term.
Also Offered As: AFRC 172
Activity: Recitation
1.0 Course Unit

HIST 171 The American South 1860-Present
This course will trace the history of the American South from the end of the Civil War to the present. It will investigate Reconstruction, the New South, Populism, racial disfranchisement and the rise of Jim Crow, the politics of the One-Party South, the South in the Progressive era and its role in the New Deal and World War II, the Civil Rights Movement of the 1950s and 1960s, and the rise of the Republican South. While following the narrative of politics and economic development, we will pay particular attention to race relations and will be more than casually interested in gender roles. In addition, we will take frequent peeks at the evolving Southern identity as reflected in popular culture and literature as well as in other corners of the public sphere. For BA Students: History and Tradition Sector
Two terms. student may enter either term.
Activity: Recitation
1.0 Course Unit

HIST 173 Faculty-Student Collaborative Action Seminar in Urban University-Community Rltn
This seminar helps students develop their capacity to solve strategic, real-world problems by working collaboratively in the classroom, on campus, and in the West Philadelphia community. Students develop proposals that demonstrate how a Penn undergraduate education might better empower students to produce, not simply 'consume,' societally-useful knowledge, as well as to function as caring, contributing citizens of a democratic society. Their proposals help contribute to the improvement of education on campus and in the community, as well as to the improvement of university-community relations. Additionally, students provide college access support at Paul Robeson High School for one hour each week. Taught by: Harkavy
One-term course offered either term
Also Offered As: AFRC 078, URBS 178
Activity: Seminar
1.0 Course Unit
Notes: previously URBS 078; Benjamin Franklin Seminar

HIST 174 Capitalism, Socialism and Crisis in the 20th Century Americas
From the crisis of the Great Depression through the 1970s, the United States and Latin America produced remarkable efforts to remake society and political economy. This course analyzes the Cuban and Guatemalan revolutions, as well as social movements that transformed the United States: the black freedom movement, the labor movement, and changing forms of Latino politics. In all three countries, Americans looked for ways to reform capitalism or build socialism; address entrenched patterns of racism; define and realize democracy; and achieve national independence. They conceived of these challenges in dramatically different ways. Together, we'll compare national histories and analyze the relationships between national upheavals. In studying the US and Latin America together, the class allows students to explore central questions in both regions' histories. What did capitalism, socialism, and communism amount to? What did democracy mean? What were the roots of racial inequality and how did Americans address it? Why were Americans so enticed by economic growth, and how did they pursue it? How did the Cold War shape social movements? What purposes did unions serve? How did Christianity inform movements for and against social change? Studying these regions together also allows us to explore international interactions. How did the black freedom movement in the US relate to the Cuban revolution? How did Latin American immigration shape the US labor movement? How did US Cold War policy influence Latin American revolutionary movements? The goal of this class is for you to interpret the readings and decide what you think. What you learn in this class, and the quality of our experience together, depends on your reading closely, coming to class with informed ideas and questions, and being prepared to help your classmates answer theirs. We will read approximately 100 pages per week. No background is required. For BA Students: History and Tradition Sector
Taught by: Offner
Course usually offered in fall term
Also Offered As: LALS 174
Activity: Lecture
1.0 Course Unit
HIST 175 History of Brazil: Slavery, Inequality, Development
In the past decade, Brazil has emerged as a leading global power. As the world’s fifth-largest country, by size and population, and the ninth-largest by GDP, Brazil exerts tremendous influence on international politics and the global economy, seen in its position as an emerging BRIC nation and a regional heavyweight in South America. Brazil is often in the news for its strides in social welfare, leading investments in the Global South, as host of the World Cup and Olympics, and, most recently, for its political instability. It is also a nation of deep contradictions, in which myth of racial democracy – the longstanding creed that Brazilian society has escaped racial discrimination – functions alongside pervasive social inequality, state violence, political corruption, and an unforgiving penal system. This course examines six centuries of Brazilian history. It highlights the interplay between global events – colonialism, slavery and emancipation, capitalism, and democratization – and the local geographies, popular cultures, and social movements that have shaped this multi-ethnic and expansive nation. In particular, the readings will highlight Brazil’s place in Latin America and the Lusophone World, as well as the ways in which Brazil stands as a counterpoint to the United States, especially in terms of the legacy of slavery and race relation. In this lecture, we will also follow the current political and economic crises unfolding in Brazil, at a moment when it has become all the more important to evaluate just how South America’s largest nation has shaped and been shaped by global events.
Taught by: Teixeira
Course not offered every year
Also Offered As: AFRC 175, LALS 175
Activity: Lecture
1.0 Course Unit

HIST 176 Afro-American History 1550-1876
This course will study the history of Afro-Americans from their first encounter with Europeans in the 16th century to emancipation during the Civil War. The course will concentrate on the variety of black responses to capture, enslavement, and forced acculturation in the New World. The difference in the slave experience of various New World countries, and the methods of black resistance and rebellion to varied slave systems will be investigated. The nature and role of the free black communities in antebellum America will also be studied.
For BA Students: History and Tradition Sector
Two terms. student may enter either term.
Also Offered As: AFRC 176
Activity: Lecture
1.0 Course Unit

HIST 177 Afro-American History 1876 to Present
A study of the major events, issues, and personalities in Afro-American history from Reconstruction to the present. It will also examine the different slave experiences and the methods of black resistance and rebellion in the various slave systems.
For BA Students: History and Tradition Sector
Taught by: Savage
Two terms. student may enter either term.
Also Offered As: AFRC 177
Activity: Lecture
1.0 Course Unit

HIST 178 The Foundations of the Early Modern Atlantic World 1450-1800
The purpose of this course is to provide students with a solid knowledge of Atlantic history during the early modern period (XV-XVIII centuries). Through readings of primary and secondary texts we will discuss the cultural, religious, intellectual, and economic developments of Europe, Africa, and the Americas, as well as the connections, struggles, and mutual influences between the peoples of these three continents. Throughout the semester we will study several important topics: medieval precedents of early modern expansion; theories of empire; ideologies and systems of conquest and colonization; the relevance of race and slavery to the understanding of the early modern Atlantic world; how different peoples perceived others and themselves; how European imperialism and colonization affected the internal development of Africa and America; the role played by religion in the Atlantic world; persistence and continuity of Native cultures and beliefs during an age of expansion; the creation of new identities; the role played by African nations in the creation of the Atlantic world; and the creation of an Atlantic economy.
Taught by: Feros
Course not offered every year
Also Offered As: LALS 178
Activity: Lecture
1.0 Course Unit

HIST 179 The Rise and Fall of the Spanish Empire 1450-1700
This course will provide students with a solid knowledge of the history of early modern Spain (1450-1700). Through readings of primary and secondary texts that offer a complex vision of the cultural, religious, intellectual, and economic contexts and processes, students will be able to appreciate the intricacies of Spain’s historical evolution. The course focuses on the rise and decline of the Spanish monarchy: the conditions that enabled Spain to become the most powerful monarchy in early modern times, and the conditions that led to its decline. This course also touches upon other important aspects critical to understanding early modern Spain: relationships among Christians, Muslims, and Jews in the Iberian Peninsula; the conquest and colonization of the New World; and early modern debates about Spain’s rights to occupy America and the so-called ‘destruction of the Indies.’
For BA Students: History and Tradition Sector
Taught by: Feros
One-term course offered either term
Also Offered As: LALS 179, ROML 250
Activity: Lecture
1.0 Course Unit

HIST 187 Africa and the Transatlantic Slave Trade
This course focuses on the history of selected African societies from the sixteenth through the mid-nineteenth centuries. The primary goal is to study the political, economic, social, and cultural history of a number of peoples who participated in the Atlantic slave trade or were touched by it during the era of their involvement. The course is designed to serve as an introduction to the history and culture of African peoples who entered the diaspora during the era of the slave trade. Its audience is students interested in the history of Africa, the African diaspora, and the Atlantic world, as well as those who want to learn about the history of the slave trade. Case studies will include the Yoruba, Akan, and Fon, as well as Senegambian and West-central African peoples.
Taught by: Ferreira
One-term course offered either term
Also Offered As: AFRC 186, LALS 187
Activity: Lecture
1.0 Course Unit
HIST 188 Civilizations at odds? The United States and the Middle East
Foe or friend, Satan or saint - America has often been depicted in the
Middle East either as a benevolent superpower or an ill-meaning enemy.
In America, too, stereotypes of the Middle East abound as the home of
terrorists, falafels, and fanatics. This undergraduate lecture course will
explore the relationship between the United States and the Middle East
by moving beyond such facile stereotypes. Our goal is to understand why
a century of interaction has done little to foster greater understanding
between these two societies. By reading novels, memoirs, and historical
counters, we will examine the origins of this cultural and diplomatic
account in the twentieth century. The readings will shed light on
America's political and economic involvement in the Middle East after the
Second World War. We will consider the impact of oil diplomacy on U.S.-
Middle East relations, as well as the role of ideology and religion, in our
effort to comprehend the current challenges that face these societies.
Taught by: Kashani-Sabet
One-term course offered either term
Also Offered As: NELC 188
Activity: Lecture
1.0 Course Unit

HIST 202 Major Seminar in History: Europe After 1800
One-term course offered either term
Activity: Seminar
1.0 Course Unit

HIST 204 Major Seminar in History: America After 1800
One-term course offered either term
Activity: Seminar
1.0 Course Unit

HIST 206 Major Seminar of the World after 1800
One-term course offered either term
Activity: Seminar
1.0 Course Unit

HIST 209 Industrial Metropolis
Although we no longer think of most U.S. cities as industrial
cities, metropolitan areas today are all products of industrial
economies, technologies, and social systems. This course explores the
industrialization and deindustrialization of American cities within their
evolving global context from the era of European colonization to the
present. It includes weekly readings and discussion, regular response
papers and walking tours, in-class exercises, and a research paper
using primary sources. Themes include energy and ecology, labor and
production, inner city and suburban development, globalization, and
economic restructuring. Ultimately, the class aims to give students a
broad knowledge of 1) the history of industrial capitalism, 2) its effects on
cities and regions over the past three centuries, and 3) analytical tools for
understanding the past, present, and future of metropolitan economies,
geography, and society.
For BA Students: History and Tradition Sector
Taught by: Sidorick
Course usually offered in fall term
Also Offered As: URBS 103
Activity: Seminar
1.0 Course Unit

HIST 212 Europe after 1800: Advanced Benjamin Franklin Seminar
One-term course offered either term
Activity: Seminar
1.0 Course Unit

HIST 214 America after 1800: Advanced Benjamin Franklin Seminar
One-term course offered either term
Activity: Seminar
1.0 Course Unit

HIST 216 The World after 1800: Advanced Benjamin Franklin Seminar
One-term course offered either term
Also Offered As: AFRC 215, JWST 216, URBS 220
Activity: Seminar
1.0 Course Unit

HIST 220 Russia and the West
This course will explore the representations of the West in eighteenth-
and nineteenth-century Russian literature and philosophy. We will
consider the Russian visions of various events and aspects of Western
political and social life: Revolutions, educational system, public
executions, resorts, etc. within the context of Russian intellectual history.
We will examine how images of the West reflect Russia's own cultural
concerns, anticipations, and biases, as well as aesthetic preoccupations
and interests of Russian writers. The discussion will include literary
works by Karamzin, Pushkin, Gogol, Dostoevsky, Leskov, and Tolstoy,
as well as non-fictional documents, such as travelers' letters, diaries,
and historiographical treatises of Russian Freemasons, Romantic and
Positivist thinkers, and Russian social philosophers of the late Nineteenth
century. A basic knowledge of nineteenth-century European history is
desirable. The class will consist of lectures, discussion, short writing
assignments, and two in-class tests.
For BA Students: Humanities and Social Science Sector
Course not offered every year
Also Offered As: COML 220, REES 220
Activity: Seminar
1.0 Course Unit

HIST 226 Introduction to Persian Poetic Tradition
This course introduces some of the major genres and themes of the
millennium-old Persian poetic tradition from ancient to modern Iran.
Epic and romance, love and mysticism, wine and drunkenness, wisdom
and madness, body and mind, sin and temptation are some of the key
themes that will be explored through a close reading of poems in this
course. The course suits undergraduate students of all disciplines, as it
requires no prior knowledge of or familiarity with the Persian language
or the canon of Persian literature. All teaching materials are available in
English translation. Students are expected to attend seminars and take
part in discussions.
For BA Students: Arts and Letters Sector
Taught by: Shams
Course usually offered in spring term
Also Offered As: COML 215, GSWS 214, NELC 216, NELC 516
Activity: Seminar
1.0 Course Unit

HIST 230 Topics in European History
Topics vary
One-term course offered either term
Also Offered As: CLST 230, COML 248, GRMN 232, ITAL 230, JWST 230
Activity: Seminar
1.0 Course Unit

HIST 231 Topics in US History
Topics in US History
One-term course offered either term
Also Offered As: AFRC 229, ASAM 203
Activity: Seminar
1.0 Course Unit
HIST 232 World History: Africa or the Middle East
Topics vary
One-term course offered either term
Also Offered As: AFRC 233, GSWS 232, NELC 282
Activity: Seminar
1.0 Course Unit

HIST 233 World History: East Asia or Latin America
Topics Vary
One-term course offered either term
Also Offered As: AFRC 234, ARTH 369, EALC 141, GSWS 233, LALS 233
Activity: Seminar
1.0 Course Unit

HIST 234 Topics in Transnational History
Topics vary
One-term course offered either term
Also Offered As: AFRC 236, URBS 234
Activity: Seminar
1.0 Course Unit

HIST 237 Berlin: History, Politics, Culture
What do you know about Berlin's history, architecture, culture, and political life? The present course will offer a survey of the history of Prussia, beginning with the seventeenth century, and the unification of the small towns of Berlin and Koelln to establish a new capital for this country. It will tell the story of Berlin's rising political prominence in the eighteenth century, and its position as a center of the German and Jewish Enlightenment. It will follow Berlin's transformation into an industrial city in the nineteenth century, its rise to metropolis in the early twentieth century, its history during the Third Reich, and the post-war cold war period. The course will conclude its historical survey with a consideration of Berlin's position as a capital in reunified Germany. The historical survey will be supplemented by a study of Berlin's urban structure, its significant architecture from the eighteenth century (i.e. Schinkel) to the nineteenth (new worker's housing, garden suburbs) and twentieth centuries (Bauhaus, Speer designs, postwar rebuilding, GDR housing projects, post-unification building boom). In addition, we will read literary texts about the city, and consider the visual art and music created in and about Berlin, and focus on Berlin's Jewish history. The course will be interdisciplinary with the fields of German Studies, history, history of art, urban studies, and German-Jewish studies. It is also designed as a preparation for undergraduate students who are considering spending a junior semester with the Penn Abroad Program in Berlin. All readings and lectures in English.
For BA Students: Humanities and Social Science S
Taught by: Weissberg
Course not offered every year
Also Offered As: ARTH 237, COML 237, GRMN 237, URBS 237
Activity: Lecture
1.0 Course Unit

HIST 238 Span Civil War & Postwr
Also Offered As: LALS 238
Activity: Seminar
1.0 Course Unit

HIST 241 Performing History
This seminar concentrates on the ways that various peoples in the world make their history by means other than relying on written texts alone. Over the course of the semester, we therefore may be examining such different public events and civic rituals as parades, political and religious processions, local historical pageants, carnivals, historic preservation, museums, military reenactments, and history theme parks. The emphasis in each of these forms, places, and semiotic processes will be on their identity and function as key performances that transform consciousness, shift individuals alternately into both actors and spectators, reframe the everyday as the metaphysical, and intensify the status of cultural values in the histories they present to view. Course requirements: a seminar paper, the topic of which you will discuss with me no later than week five of the course; and a working annotated bibliography and statement of your paper’s main thesis. I will say more about these assignments as they approach.
Course not offered every year
Also Offered As: ANTH 241, ARTH 395
Activity: Seminar
1.0 Course Unit

HIST 242 Life Stories in America, 1730-1830
This seminar explores the social and cultural history of America by focusing on the lives of specific individuals, ranging from Jesuit priests in early Quebec to Philadelphia politicians to Saramaka slaves to Maine midwives. One of the people in Philadelphia who we will discuss is Benjamin Franklin, Penn's founding father. As we examine biography and autobiography as two of history's most powerful narrative frames, we will concentrate on the spaces and places in the social landscape that shaped individual understandings of work, sense of self, gender, beliefs, and political power.
Taught by: St. George
Also Offered As: ENGL 242
Activity: Seminar
1.0 Course Unit

HIST 243 American Feminist and LGBT Movements, 1960s-1980s
This seminar explores the history of the feminist and LGBT movements from the mid-1960s to mid-1980s in Philadelphia. Although there will be some attention to national organizations, we will focus on social and political activism as it was made in local groups and spaces. We will explore the social and cultural web that fostered activism, for example, in gay and lesbian coffee houses, campus women's centers, bookstores, and radio shows. We will also pay attention to groups and actions that may not have been self-consciously defined as 'feminist' or 'gay liberationist,' but had important effects on social change related to gender and sexuality; these include African American, Latino/a, and working-class organizations. This is a hands-on research seminar, with students exploring local archives and special collections to document and analyze these complex movements. Each student will conduct an oral history, analyze a set of published and printed sources, and write a paper based on archival research.
Taught by: Peiss
Course not offered every year
Also Offered As: GSWS 244
Activity: Seminar
1.0 Course Unit
**HIST 248 The Haitian Revolution**

In August 1791, enslaved Africans on the northern plain of Saint Domingue (colonial Haiti) rose up in a coordinated attack against their French colonial masters, launching the initial revolt in what would come to be known as the Haitian Revolution. In the years that followed, their actions forced the abolition of racial discrimination and slavery throughout the French Empire. When Napoleon Bonaparte threatened to return slavery to Saint Domingue, they waged a war for independence, declaring Haiti the world’s first ‘Black Republic’ in 1804. This seminar will examine some of the major themes and debates surrounding Haiti’s colonial and revolutionary history. We will begin by considering the colonial paradox: France’s leading role in the intellectual movement called the ‘Enlightenment’ coincided with its ascent as a slaveholding colonial power. The seminar will also explore parallels and points of connection between the revolutionary movements in France and Saint Domingue: how did increasingly radical ideas in France shape events in the Caribbean? Likewise, how did west African traditions and political ideologies influence insurgents and their leaders? And how, in turn, did revolution in the Caribbean impact the revolution in France? Finally, we will ask how the Haitian Revolution influenced ideas about liberty, sovereignty and freedom throughout the Atlantic World. We will read a combination of primary and secondary materials each week. A final research paper will be required of all students.

Taught by: Fabella
Also Offered As: AFRC 248, LALS 248
Activity: Seminar
1.0 Course Unit

**HIST 251 French Literature in Translation**

The content of the course will vary from semester to semester. All works read in English. Please check the department’s website for a description. https://sas.upenn.edu/french/fc. Prerequisite: Two 200-level French courses taken at Penn or equivalent.

Course not offered every year
Also Offered As: COML 272, ENGL 360, FREN 250
Activity: Seminar
1.0 Course Unit

**HIST 252 Freud: The Invention of Psychoanalysis**

No other person in the twentieth century has probably influenced scientific thought, humanistic scholarship, medical therapy, and popular culture as much as Sigmund Freud. This course will study his work, its cultural background, and its impact on us today. In the first part of the course, we will learn about Freud’s life and the Viennese culture of his time. We will then move to a discussion of seminal texts, such as excerpts from his Interpretation of Dreams, case studies, as well as essays on psychoanalytic practice, human development, definitions of gender and sex, neuroses, and culture in general. In the final part of the course, we will discuss the impact of Freud’s work. Guest lecturers from the medical field, history of science, psychology, and the humanities will offer insights into the reception of Freud's work, and its consequences for various fields of study and therapy.

For BA Students: Humanities and Social Science S
Taught by: Weissberg
Course not offered every year
Also Offered As: COML 253, GRMN 253, GSWS 252
Activity: Lecture
1.0 Course Unit

**HIST 258 Extreme Heat: White Nationalism in the Age of Climate Change**

The Amazon is burning. The glaciers are melting. Heat waves, hurricanes, earthquakes, floods, wildfires, and droughts devastate ever larger swathes of the earth, producing crop failures, air pollution, soil erosion, famine and terrifying individual hardship. At the same time, the so-called Western World is literally walking itself off from the millions who are fleeing from disaster and war with what little they can carry. White militants chant ‘blood and soil’ and ‘Jews will not replace us,’ social media spreads memes and talking points about ‘white genocide’ and ‘white replacement’ and online ideologues fantasize about building white ethnostates. Are these developments connected? Is there a causal relationship? Or are these conditions purely coincidental? Increasingly, arguments about limits to growth, sustainability, development and climate change have come to stand in competitive tension with arguments for social and racial equality. Why is that case? What are the claims and underlying anxieties that polarize western societies? How do white nationalist movements relate to populist and fascist movements in the first half of the 20th century? What is new and different about them now? What is the relationship between environmentalism, rightwing populism and the climate crisis? And how have societies responded to the climate crisis, wealth inequality, finite resources and the threat posed by self-radicalizing white nationalist groups?

Taught by: Berg
Also Offered As: ENVS 258
Activity: Seminar
1.0 Course Unit
HIST 261 A People's History of Pakistan
This course asks what Pakistan's history would look like when told from the perspective of the most marginalized groups in the country. Such an approach would demand that we jettison state-centered narratives and geopolitical frameworks. Instead, the course prioritizes the ethical imperative to tell the history of a place by including the voices and experiences of its people. It explores questions about how the state might appear differently in such narratives, as also about the impact of colonialism on the nation-state and its oppressed. Over the semester, we will investigate the responses, resistances, and revolts of marginalized groups that are facing intensified and intersecting oppression in a global and national context of surveillance, militarization, and capitalist exploitation. This course explores these urgent questions about the forces shaping the global present through the histories of the region, women, peasants, displaced persons, labor, and students in Pakistan.
Taught by: Rajani
Also Offered As: SAST 261
Activity: Seminar
1.0 Course Unit

HIST 273 Penn Slavery Project Research Seminar
This research seminar provides students with instruction in basic historical methods and an opportunity to conduct collaborative primary source research into the University of Pennsylvania's historic connections to slavery. After an initial orientation to archival research, students will plunge in to doing actual research at the Kislak Center, the University Archives, the Historical Society of Pennsylvania, the American Philosophical Society, the Library Company, and various online sources. During the final month of the semester, students will begin drafting research reports and preparing for a public presentation of the work. During the semester, there will be opportunities to collaborate with a certified genealogist, a data management and website expert, a consultant on public programming, and a Penn graduate whose research has been integral to the Penn Slavery Project.
Taught by: Brown
One-term course offered either term
Also Offered As: AFRC 277
Activity: Field Work
1.0 Course Unit

HIST 274 African American Life and Culture in Slavery
This course will examine the lives of enslaved African Americans in the United States, both in the North and the South. We will engage historiographical debates, and tackle questions that have long concerned historians. For example, if slaves were wrenched from families and traded, could they sustain family relationships? If slaves worked from sun-up until sun-down, how could they create music? We will engage with primary and secondary sources to expand our understanding of values, cultural practices, and daily life among enslaved people. Topics will include: literacy, family, labor, food, music and dance, hair and clothing, religion, material culture, resistance, and memories of slavery. Several disciplines including History, Archaeology, Literature, and Music, will help us in our explorations. Written, oral, and artistic texts for the course will provide us with rich sources for exploring the nuances of slave life, and students will have opportunities to delve deeply into topics that are of particular interest to them. This course will also count as the AFRC 176 requirement for the AFRC major.
Course not offered every year
Also Offered As: AFRC 276
Activity: Seminar
1.0 Course Unit

HIST 275 Faces of Jihad in African Islam
This course is designed to provide the students with a broad understanding of the history of Islam in Africa. The focus will be mostly on West Africa, but we will also look at developments in other regions of the continent. We will explore Islam not only as religious practice but also as ideology and an instrument of social change. We will examine the process of islamization in Africa and the different uses of Jihad. Topics include prophetic jihad, jihad of the pen and the different varieties of jihad of the sword throughout the history in Islam in sub-Saharan Africa.
Taught by: Babou
One-term course offered either term
Also Offered As: AFRC 274
Activity: Lecture
1.0 Course Unit

HIST 276 Japan: The Age of the Samurai
This course deals with the samurai in Japanese history and culture and will focus on the period of samurai political dominance from 1185 to 1868, but it will in fact range over the whole of Japanese history from the development of early forms of warfare to the disappearance of the samurai after the Meiji Restoration of the 19th century. The course will conclude with a discussion of the legacy of the samurai in modern Japanese culture and the image of the samurai in foreign perceptions of Japan.
Taught by: Hurst
One-term course offered either term
Also Offered As: EALC 176, EALC 576
Activity: Lecture
1.0 Course Unit

HIST 287 Religion and Society in Africa
In recent decades, many African countries have perennially ranked very high among the most religious. This course serves as an introduction to major forms of religiosity in sub-Saharan Africa. Emphasis will be devoted to the indigenous religious traditions, Christianity and Islam, as they are practiced on the continent. We will examine how these religious traditions intersect with various aspects of life on the continent. The aim of this class is to help students to better understand various aspects of African cultures by dismantling stereotypes and assumptions that have long characterized the study of religions in Africa. The readings and lectures are will be drawn from historical and a few anthropological, and literary sources.
For BA Students: History and Tradition Sector
Taught by: Amponsah
Also Offered As: AFRC 287, RELS 288
Activity: Lecture
1.0 Course Unit
HIST 303 The Vikings
The Vikings were the terror of Europe from the late eight to the eleventh century. Norwegians, Danes and Swedes left their homeland to trade, raid and pillage; leaving survivors praying ‘Oh Lord, deliver us from the fury of the Norsemen!’ While commonly associated with violent barbarism, the Norse were also farmers, craftsmen, and merchants. As their dragon ships sailed the waterways of Europe and beyond, they also transformed from raiders to explorers, discoverers and settlers of found and conquered lands. This course will introduce students to various facets of the culture and society of the Viking world ranging from honor culture, gender roles, political culture, mythology, and burial practices. We will also explore the range of Viking activity abroad from Kiev and Constantinople to Greenland and Vineland, the Viking settlement in North America. We will use material and archeological sources as well as literary and historical ones in order to think about how we know history and what questions we can ask from different sorts of sources. Notably, we will be reading Icelandic sagas that relate oral histories of heroes, outlaws, raiders and sailors that will lead us to question the lines between fact and fiction, and myth and history.

Taught by: Kuskowski
One-term course offered either term
Also Offered As: GRMN 145
Activity: Lecture
1.0 Course Unit

HIST 306 Gunpowder, Art and Diplomacy: Islamic Empires in the Early Modern World
In the sixteenth century, the political landscape of the Middle East, Central Asia, and India changed with the expansion and consolidation of new Islamic empires. Gunpowder had transformed the modes of warfare. Diplomacy followed new rules and forms of legitimation. The widespread use of Persian, Arabic and Turkish languages across the region allowed for an interconnected world of scholars, merchants, and diplomats. And each imperial court, those of the Ottomans, the Safavids, and the Mughals, found innovative and original forms of expression in art and literature. The expansion of these Islamic empires, each of them military giants and behemoths of bureaucracy, marked a new phase in world history. The course is divided in four sections. The first section introduces the student to major debates about the so-called gunpowder empires of the Islamic world as well as to comparative approaches to study them. The second section focuses on the transformations of modes of warfare and military organization. The third section considers the cultural history and artistic production of the imperial courts of the Ottomans, the Mughals, and the Safavids. The fourth and final section investigates the social histories of these empires, their subjects, and the configuration of a world both connected and divided by commerce, expansion, and diplomacy.

Taught by: Mandujano
Course usually offered in spring term
Also Offered As: NELC 306
Activity: Lecture
1.0 Course Unit

HIST 307 Love, Lust and Violence in the Middle Ages
Medieval Europe was undoubtedly gruff and violent but it also gave birth to courtly culture - raw worries transformed into knights who performed heroic deeds, troubadours wrote epics in their honor and love songs about their ladies, women of the elite carved out a place in public discourse as patrons of the arts, and princely courts were increasingly defined by pageantry from jousting tournaments to royal coronations. This course will trace the development of this courtly culture from the eleventh to the sixteenth century, from its roots in Southern France to its spread to Northern France and then to various kingdoms in Europe. Central themes will include the transformation of the warrior into the knight, the relationship between violence and courtliness, courtly love, cultural production and the patronage, and the development of court pageantry and ceremonial. This is a class cultural history and, as such, will rely on the interpretation of objects of art and material culture, literature as well as historical accounts.

Taught by: KUSKOWSKI
One-term course offered either term
Also Offered As: COML 307, GSWS 307
Activity: Lecture
1.0 Course Unit

HIST 308 Renaissance Europe
This course will examine the cultural and intellectual movement known as the Renaissance, from its origins in fourteenth-century Italy to its diffusion into the rest of Europe in the sixteenth century. We will trace the great changes in the world of learning and letters, the visual arts, and music, along with those taking place in politics, economics, and social organization. We will be reading primary sources as well as modern works.

Taught by: Moyer
One-term course offered either term
Also Offered As: ITAL 308
Activity: Lecture
1.0 Course Unit

HIST 311 The Tudors
This course examines the history of England from the accession of Henry (VII) Tudor in 1485 to the death of Elizabeth I in 1603, with emphases on the political and personal history of this colorful dynasty, the religious revolution known as the protestant Reformation, the arts and literature known as the English Renaissance, imperial and trade ventures overseas, and aspects of popular culture including the witch craze. Unlike most English histories of the period, we will also look closely at the other realms of the British Isles, Scotland, Wales, and Ireland. Readings consist of a textbook with a British scope, and an array of primary sources, some in book form and others (marked with an asterisk on the syllabus) attached to Blackboard or distributed in class. Books are available at the Penn Book Center, except for biographies associated with film critiques. Most of the films noted in the syllabus will be available on PVN; otherwise, they can be viewed at the library or through Netflix. Assignments in square brackets are optional.

Taught by: Todd
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
HIST 312 Britain's Century of Revolution
England, Ireland, Wales and Scotland experienced revolutions in the first half of the seventeenth century that abolished monarchy and hereditary aristocracy, and carried out the first judicial execution of a monarch in European history. England was re-constructed as a republic, then with Scotland became the United Commonwealth of Great Britain, then declined into a military dictatorship, and finally invited the king back. In 1688, however, the Glorious Revolution deposed that king and declared Britain a strictly constitutional monarchy. This course will explore what motivated ordinarily obedient British subjects to take up arms against their rulers. The works of Milton and Marvell, Cromwell, Hobbes and Locke, and many lesser-known writers of diaries, autobiographies, sermons, statutes, and letters will illuminate the issues. The focus will be on how law, politics and religion interacted in the onset of war and defining of settlement, but with an eye to the larger social and cultural setting in which revolutions happened: this is also an era of both witchcraze and scientific revolution, puritanism and the slave trade, the near-destruction of London by fire and plague and its re-birth as the capital of a commercial empire.
Taught by: Todd
One-term course offered either term
Activity: Lecture
1.0 Course Unit

HIST 313 The French Revolution and the Origins of Modern Politics
This course will examine the social, cultural, intellectual, economic, and especially political history of France and its Empire from the end of the Old Regime through the Napoleonic period. The origins, development, and outcome of the French Revolution, followed by the Haitian Revolution and the Napoleonic Wars, will be our main focus. Particular attention will be paid to the global legacy of these late 18th and early 19th century revolutions in terms of such key modern political concepts as human rights, nationalism, social welfare, feminism, democracy, terrorism, abolitionism, capitalism, and revolution itself. Throughout the course, we will also emphasize the different and often conflicting ways in which historians have interpreted the meaning and consequences of this critical moment of upheaval. Readings will be a mixture of primary and secondary sources, and classes will combine lecture and discussion. Requirements will be one mid-term examination (15%), one short paper (15%), one final paper (30%), and one final examination (30%), as well as class participation (10%).
Taught by: Rosenfeld
Course not offered every year
Activity: Lecture
1.0 Course Unit

HIST 314 Victorian Britain: Spaces, Places, and Pests
In this course, we will examine the nooks and crannies of Victorian society. It was a period of squalor, but also innovation, devastating diseases, and crucial advances in public health and medical science. Its cities featured depressing slums and lurid crimes, but also new kinds of spectacles, entertainments, and commodities. It was, in many ways, as one of its greatest authors wrote, 'the best of times, and the worst of times.' Units under study will include 'The Docks,' 'The Germs,' 'The Empire,' 'The Church,' and 'the Museum.' We'll investigate killer diseases like cholera and typhus, dazzling buildings like the Crystal Palace, imperial wars and crises, and new scientific movements like Darwinism and mesmerism. Along the way, we will encounter proper and eminent Victorians as well as scandalous and marginalized ones. The aim will be to understand Victorian mentalities and ideas by looking at a diverse array of institutions and inventions. Readings will include novels, stories, pamphlets, essays, and cartoons as well as secondary literature. Classes will be a mixture of lecture and discussion, and no previous experience in British history is necessary.
Taught by: Chase-Levenson
Course not offered every year
Activity: Lecture
1.0 Course Unit

HIST 320 Nature's Nation: Americans and Their Environment
The United States is 'nature's nation.' Blessed with an enormous, resource-rich geographically diverse and sparsely settled territory, Americans have long seen 'nature' as central to their identity, prosperity, politics and power, and have transformed their natural environment accordingly. But what does it mean to be 'nature's nation'? This course describes and explores how American 'nature' has changed over time. How and why has American nature changed over the last four centuries? What have Americans believed about the nation's nature, what have they known about the environment, how did they know it and how have they acted on beliefs and knowledge? What didn't or don't they know? How have political institutions, economic arrangements, social groups and cultural values shaped attitudes and policies? How have natural actors (such landscape features, weather events, plants, animals, microorganisms) played roles in national history? In addition to exploring the history of American nature, we will look for the nature in American history. Where is 'nature' in some of the key events of American history that may not, on the surface, appear to be 'environmental?'
Taught by: Greene, A
Course not offered every year
Also Offered As: ENVS 279, HSOC 279, STSC 279
Activity: Seminar
1.0 Course Unit
HIST 322 American Slavery and the Law
In this course, we will work both chronologically and thematically to examine laws, constitutional provisions, and local and federal court decisions that established, regulated, and perpetuated slavery in the American colonies and states. We will concern ourselves both with change over time in the construction and application of the law, and the persistence of the desire to control and sublimate enslaved people. Our work will include engagement with secondary sources as well as immersion in the actual legal documents. Students will spend some time working with murder cases from the 19th century South. They will decipher and transcribe handwritten trial transcripts, and will historicize and analyze the cases with attention to procedural due process as well as what the testimony can tell us about the social history of the counties in which the murders occurred. Students will have the opportunity to choose a topic and conduct original research using both primary and secondary sources, resulting in a 20-page research paper. We will spend a good deal of time throughout the semester learning how to research, write, and re-write a paper of this length. At the end of the semester students will present the highlights of their research to the class.
Taught by: Williams
Course usually offered in spring term
Also Offered As: AFRC 322
Activity: Seminar
1.0 Course Unit

HIST 331 American Diplomatic History Since 1776
Survey course tracing the origins and evolution of the great traditions of U.S. foreign policy, including Exceptionalism, Unilateralism, Manifest Destiny, Wilsonianism, etc., by which Americans have tried to define their place in the world. Three hours of lecture per week, extensive reading, no recitations.
Taught by: McDougall
One-term course offered either term
Activity: Lecture
1.0 Course Unit

HIST 333 Napoleonic Era & Tolstoy
In this course we will read what many consider to be the greatest book in world literature. This work, Tolstoy’s War and Peace, is devoted to one of the most momentous periods in world history, the Napoleonic Era (1789-1815). We will study both the novel and the era of the Napoleonic Wars: the military campaigns of Napoleon and his opponents, the grand strategies of the age, political intrigues and diplomatic betrayals, the ideologies and human dramas, the relationship between art and history. How does literature help us to understand this era? How does history help us to understand this great novel? This semester marks the 200th anniversary of Napoleon’s attempt to conquer Russia and achieve world domination, the campaign of 1812. Come celebrate this Bicentennial with us! Because we will read War and Peace over the course of the entire semester, readings will be manageable and very enjoyable.
Taught by: Holquist/Vinitsky
One-term course offered either term
Also Offered As: COML 236, REES 240
Activity: Lecture
1.0 Course Unit

HIST 334 Nineteenth Century European Intellectual History
Starting with the dual challenges of Enlightenment and Revolution at the close of the eighteenth century, this course examines the emergence of modern European thought and culture in the century from Kant to Nietzsche. Themes to be considered include Romanticism, Utopian Socialism, early Feminism, Marxism, Liberalism, and Aestheticism. Readings include Kant, Hegel, Burke, Marx, Mill, Wollstonecraft, Darwin, Schopenhauer, and Nietzsche.
Taught by: Breckman
One-term course offered either term
Also Offered As: COML 343
Activity: Lecture
1.0 Course Unit

HIST 344 Twentieth Century European Intellectual History
European intellectual and cultural history from 1870 to 1950. Themes to be considered include aesthetic modernism and the avant-garde, the rebellion against rationalism and positivism, Social Darwinism, Second International Socialism, the impact of World War One on European intellectuals, psychoanalysis, existentialism, and the ideological origins of fascism. Figures to be studied include Nietzsche, Freud, Woolf, Sartre, Camus, and Heidegger.
Taught by: Breckman
Course usually offered in spring term
Also Offered As: COML 344
Activity: Lecture
1.0 Course Unit

HIST 345 Sinners, Sex and Slaves: Race and Sex in Early America
This course explores the lost worlds of sinners, witches, sexual offenders, rebellious slaves, and Native American prophets from the seventeenth to nineteenth centuries. Using the life stories of unusual individuals from the past, we try to make sense of their contentious relationships with their societies. By following the careers of the trouble-makers, the criminals, and the rebels, we also learn about the foundations of social order and the impulse to reform that rocked American society during the nineteenth century.
Taught by: Brown
Course usually offered in fall term
Also Offered As: AFRC 345, GSWS 345
Activity: Recitation
1.0 Course Unit
HIST 346 Bodies, Race and Rights: Sex and Citizenship in Modern American History
What did it mean to be a man or woman in the post-Civil War United States? Was being a man the same as being a citizen? If African-American men were to be fully embraced as both men and citizens in the aftermath of slavery, where did that leave women, white and black? Why did a nation built on immigration become so hostile to certain groups of immigrants during this period? In this course, we consider how the meanings and experiences of womanhood, manhood, citizenship, and equality before the law changed from the period immediately after the Civil War until the present day. We look at political battles over the meaning of citizenship, the use of terror to subdue African Americans politically and economically, and the fears of white Americans that they would lose their political and economic dominance to immigrant groups they deemed irreconcilably different from themselves. We also consider the repercussions of these conflicts for medical, legal, and economic efforts to regulate the bodies of women, children, poor people, immigrants, working class laborers, military men, and African Americans. Throughout the course, we will follow the state’s changing use of racial, sexual, and economic categories to assess the bodily and intellectual capacities of different groups of citizens. We will also note some of the popular cultural expressions of manhood, womanhood, and citizenship. The lectures and reading assignments are organized around a series of historical problems, dynamic leaders, and controversies that illuminate these issues.
Taught by: Brown
Course usually offered in spring term
Also Offered As: AFRC 346, GSWS 346
Activity: Recitation
1.0 Course Unit

HIST 347 Gender History and American Film
More than any other medium, the motion pictures fostered new ideals and images of modern womanhood and manhood in the United States. Throughout the twentieth century, gender representations on the screen bore a complex relationship to the social, economic, and political transformations marking the lives and consciousness of American men and women. This course explores the history of American gender through film. It treats the motion pictures as a primary source that, juxtaposed with other kinds of historical evidence, opens a window onto gendered work, leisure, sexuality, family life, and politics. We will view a wide range of Hollywood motion pictures since 1900, as well as films by blacklisted artists, feminists, and independent producers.
Taught by: Peiss
Course usually offered in spring term
Also Offered As: CIMS 347, GSWS 347
Activity: Seminar
1.0 Course Unit

HIST 349 History of Sexuality in the U.S.
This course introduces students to a relatively new field of inquiry, the history of sexuality in the U.S. It explores the past to consider why sexuality has been so central to American identities, culture, and politics. Primary documents and other readings focus on the history of sexual ideology and regulation; popular culture and changing sexual practices; the emergence of distinct sexual identities and communities; the politics of sexuality; and the relationship between sexual and other forms of social difference, such as gender, race, ethnicity, age, and class. Topics include many with continuing relevance to contemporary public debate: among them, sexual representation and censorship, sexual violence, adolescent sexuality, the politics of reproduction, gay and lesbian sexualities and sexually transmitted diseases.
Taught by: Peiss
One-term course offered either term
Also Offered As: GSWS 349
Activity: Lecture
1.0 Course Unit

HIST 354 American Expansion in the Pacific
This class will focus on America’s expansion into the Pacific around the turn of the century with the acquisition of Hawaii and the Philippines. It can deal with various issues, including the meaning of ‘frontier’ colonialism, development of capitalist economies in the region, diplomacy, racism, migration, an American brand of Orientalism in encountering the ‘natives’ and ‘heathens,’ and histories of the West and the Pacific Islands in general.
Taught by: Azuma
One-term course offered either term
Also Offered As: ASAM 354
Activity: Lecture
1.0 Course Unit

This course explores significant political and social developments that shaped the final decades of twentieth century U.S. history, an era notable for declining faith in political institutions, ideological and partisan polarization, and a variety of new rights claims by marginalized citizens. Until very recently, scholars have characterized this period as one of conservative political resurgence spurred by its most towering figure, Ronald Reagan, the nation’s 40th president. While Reagan is an essential actor in this class, the course will consider a variety of perspectives, developments, and movements across the political spectrum as well as others that defy easy ideological or partisan categorization. In addition to tracing the transformation of the major political parties and ideologies, topics may include the evolution of the post-1960s civil rights movement and the rise of the incarceration crisis; the rise and transformation of the religious right; the AIDS crisis and the LGBTQ movement; the financialization of the global economy and the mortgage crisis of 2008; and the emergence of the concept of the “free market” as an idealized way of reordering not just social and political commitments but society itself.
Taught by: Cebul
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
HIST 360 French Literature of the 18th Century
Topics vary. For current course description, please see the department’s webpage: https://www.sas.upenn.edu/french/pc Prerequisite: Two 200-level French courses taken at Penn or equivalent.
Course not offered every year
Also Offered As: FREN 360
Activity: Seminar
1.0 Course Unit

HIST 367 Philadelphia, 1700-2000
Using Philadelphia as a lens, this course will examine the transformation of American cities from the colonial period to the present. Through readings, lectures, and tours, we will consider urbanization and suburbanization, race, class, and ethnicity, economic development, poverty and inequality, housing and neighborhood change, urban institutions, and politics and public policy.
One-term course offered either term
Also Offered As: URBS 367
Activity: Lecture
1.0 Course Unit

HIST 370 North Africa: History, Culture, Society
This interdisciplinary seminar aims to introduce students to the countries of North Africa, with a focus on the Maghreb and Libya (1830-present). It does so while examining the region’s close economic and cultural connections to sub-Saharan Africa, Europe, and the Middle East. Readings will include histories, political analyses, anthropological studies, and novels, and will cover a wide range of topics such as colonial and postcolonial experiences, developments in Islamic thought and practice, and labor migration. This class is intended for juniors, seniors, and graduate students. Prerequisite: A university-level survey course in Middle Eastern, African, or Mediterranean history.
Taught by: Sharkey
Course usually offered in spring term
Also Offered As: AFRC 332, AFRC 632, NELC 332, NELC 632
Activity: Seminar
1.0 Course Unit

HIST 371 Africa and the Mid-East
This seminar will explore the historical relationship between these two regions from the early modern age to the present. We will examine the history of trade, particularly the slave trade, and its cultural and political legacy. We will compare the experiences of European imperialism—how the scramble for Africa dovetailed with the last decades of the Ottoman Empire—with an eye to how this shaped nationalist movements in both regions. The course will also explore the decades of independence with a special eye towards pan-Africanism and pan-Arabism. We will also study the ramifications of the Arab-Israeli conflict on the relationship between African and Middle-Eastern countries, from Uganda to Ethiopia, from OPEC to Darfur. The course will pay close attention to migrations through the regions, whether forced or economic or religious. Whenever possible we will explore, through film and literature, how people in Africa and the Middle East see their connections, and their differences.
Taught by: Troutt-Powell
One-term course offered either term
Also Offered As: AFRC 372, NELC 334
Activity: Seminar
1.0 Course Unit

HIST 372 The History of Foreign Aid and Intervention in Africa
This course examines the history, politics, and significance of foreign aid to Africa since the late 19th century. While we do not typically think about the European colonial period in Africa in terms of ‘foreign aid,’ that era introduced ideas and institutions which formed the foundations for modern aid policies and practices. So we start there and move forward into more contemporary times. In addition to examining the objectives behind foreign assistance and the intentions of donors and recipients, we will look at some of the consequences (intended or unintended) of various forms of foreign aid to Africa over the past century. While not designed to be a comprehensive history of development theory, of African economics, or of international aid organizations, the course will touch on all of these topics. Previous course work on Africa is strongly advised.
Taught by: Cassanelli
One-term course offered either term
Also Offered As: AFRC 373
Activity: Lecture
1.0 Course Unit

HIST 376 Medicine, Health, and Healing in Africa
This seminar course will examine how sub-Saharan Africans have interpreted and dealt with issues of health, healing, and medicine under colonial and postcolonial regimes. It will also look at how various social, economic, religious, and political factors have impacted health and healing on the continent and shaped African responses. Class discussions will center around both general themes affecting health and healing in Africa as well as case studies drawn from historical and anthropological works.
Taught by: Amponsah
One-term course offered either term
Also Offered As: AFRC 311
Activity: Seminar
1.0 Course Unit

HIST 380 Modern Jewish Intellectual and Cultural History
An overview of Jewish intellectual and cultural history from the late 18th century until the present. The course considers the Jewish enlightenment Reform, Conservative and Neo-Orthodox Judaism, Zionist and Jewish Socialist thought, and Jewish thought in the 20th century, particularly in the context of the Holocaust. Readings of primary sources including Mendelsohn, Geiger, Hirsch, Herzl, Achad-ha-Am, Baeck, Buber, Kaplan, and others. No previous background is required.
Taught by: Ruderman
One-term course offered either term
Also Offered As: JWST 380, RELS 320
Activity: Lecture
1.0 Course Unit
HIST 385 Human-Animal Relationships in Historical Perspective
We live in a paradoxical moment in the history of people's relationships with animals. Certain species suffer today more than ever due to environmental degradation and modern food production practices. Yet other mammalian species are subject to a degree of sentimental attention (perhaps) unprecedented in history. This paradox is related to an unresolved tension in Western cultures: do the commonalities that bind humans to other animals unite them more or less than the differences that divide them? The course is organized around three main segments: animal domestication; modes of interaction (hunting, husbandry, pets, science) in early modern Europe; and contemporary science. We will conclude with a consideration of current philosophical and ethical perspectives of our treatment of non-human animals. By considering a variety of disciplinary approaches but with an emphasis on historians' methodologies, we will investigate these questions through careful reading of primary sources as well as secondary sources.
Taught by: Norton
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

HIST 390 China & USSR Compared
A comprehensive and multi-faceted survey of China and Russia, mostly in the twentieth century, through examining preludes and postludes, but focusing above all on their time as Communist states and sometimes quarreling Cold War allies. Of course we will cover the history, the geography, the economics, the leaders (Stalin, Mao), and the great events - not least the Second World War in each - always comparing, contrasting, and drawing linkages. We will also examine, however, daily life and work for ordinary people, developments in society, and not least their common attempts at revolution, at somehow creating new and unprecedented polities, having populations of radically transformed new people. This informative, fascinating quest will take us from folklore to literature and the arts to dissent and religion and ecology, among other topics. As far as possible we will let their people speak for themselves, by assigning mostly translations of original sources including novels and memoirs, even poetry. A comprehensive assessment of the strategically critical Asian heartland - which at over 14 million square miles is larger than Canada, the United States, and Western Europe combined. Lectures, readings, midterm, short paper, and in-class final.
Taught by: Waldron
Course usually offered in spring term
Also Offered As: REES 390
Activity: Lecture
1.0 Course Unit

HIST 391 The Vietnam War
A thorough historical, military, and social history of the Vietnam war, which lasted in one form or another from the end of WWII in 1945 to 1975, in which occurred the longest and most humiliating defeat in our history. Since that time the Vietnamese have published hundreds of documents, some in English, which provide an entirely new perspective on what we believed during the war. These, supplemented by other primary and secondary materials, as much as possible written by Vietnamese or by Americans having first-hand knowledge, will form the backbone of the course. The various American and Vietnamese strategies will be scrutinized carefully, and a good deal said about the home front in America. The actual fighting, that determined the outcome, will not be slighted. We expect at least some guest speakers having long diplomatic or military experience in Vietnam. The present will be our conclusion.
Lectures TTH 12:1-30; midterm in class, short paper, an regular final. If you want to understand the world you now live in, this course a good place to start.
Taught by: Waldron
One-term course offered either term
Also Offered As: EALC 196
Activity: Lecture
1.0 Course Unit

HIST 393 20th Century China: Ideas, Politics, States
Since 1900 four types of states have ruled China: dynastic, elective parliamentary, authoritarian nationalist, and communist. We will trace each from its intellectual origins to conclusion. By doing so we will present a solid and wide-ranging narrative of China's past century, introducing newly discovered material, some controversial. Above all we will dig into the issues raised by the century's mixture of regimes. Right now China is a dictatorship but once it was an imperfect democracy. Does this prove that Chinese are somehow incapable of creating democracy? That sadly it is just not in their DNA? Or only that the task is very difficult in a country nearly forty times the size of England and developing rapidly? That without dictatorship the Chinese almost inevitably collapse into chaos? Or only that blood and iron have been used regularly with harsh effectiveness? You will be given a solid grounding in events, and also in how they are interpreted, right up to the present. Readings will be mostly by Chinese authors (translated), everything from primary sources to narrative to fiction. We will also use wartime documentary films. Two lectures per week, regular mid-term and final exams, and a paper on a topic of your own choice. No prerequisites.
Taught by: Waldron
Course usually offered in fall term
Also Offered As: EALC 145
Activity: Lecture
1.0 Course Unit
Notes: Two lectures per week, regular mid-term and final exams, and a paper on a topic of your choice.
HIST 394 China and the World: Modern Times
History 394 is a comprehensive introduction to the last hundred years of China's relations with the world, with emphasis on American-Chinese relations, but within the necessary context of China's relations with other countries from Asia to Europe to Africa and elsewhere (as well as Washington's changing relations with Beijing). China's role in the world can be understood only when the full background and international context is made clear. This course has no prerequisites: freshmen and others lacking background will find it manageable and interesting. Students who have successfully completed this course will be well positioned to understand some of the most important of current events, and if they like, pursue the topics as careers (there will be no shortage, I assure you). Although much will be said about diplomacy, and Chinese diplomatic strategy in particular, the mile-posts of the course will be a series of wars: World War I and its effects on China; the heroic Chinese war of resistance against Japan (1937-1945) in which, effectively without allies, the Chinese avoided defeat; the bitter Civil War that followed almost immediately (1946-1949) and brought Mao Zedong and his Communists to power while the predecessor Nationalist government fled to the island of Taiwan; then the Korean War (1950-1953) and the close Chinese-Soviet alliance that followed; The Taiwan Straits Crises (1954-1955, 1958, 1996); the Chinese-Indian war (1962) the origin of a situation now heating up; the Sino-Soviet border conflicts (1969); the Vietnam War (1955-1975) which changed the United States profoundly while reorientating China internationally; the (at the time) little noticed Chinese invasion of Vietnam (1979) - and finally the increasingly tense situation today, between China and India, and China and her maritime neighbors from Japan to Indonesia, many U.S. allies.
Taught by: Waldron
Also Offered As: EALC 044
Activity: Lecture
1.0 Course Unit

HIST 395 East Asian Diplomacy
Home to four of the five most populous states and four of the five largest economies, the Asia/Pacific is arguably the most dynamic region in the twenty-first century. At the same time, Cold War remnants (a divided Korea and China) and major geopolitical shifts (the rise of China and India, decline of the US and Japan) contribute significantly to the volatility of our world. This course will examine the political, economic, and geopolitical dynamics of the region through a survey of relations among the great powers in Asia from the sixteenth century to the present. Special emphasis will be given to regional and global developments from the perspective of the three principal East Asian states--China, Japan and Korea. We will explore the many informal, as well as formal, means of intercourse that have made East Asia what it is today. Graduate students (EALC 505) should consult graduate syllabus for graduate reading list, special recitation time and graduate requirements.
Taught by: Dickinson
Course usually offered in fall term
Also Offered As: EALC 105, EALC 505
Activity: Recitation
1.0 Course Unit

HIST 398 Junior Honors in History
Open to junior honors candidates in history. Introduction to the study and analysis of historical phenomena. Emphasis on theoretical approaches to historical knowledge, problems of methodology, and introduction to research design and strategy. Objective of this seminar is the development of honors thesis proposal.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

HIST 400 Senior Honors in History I
Open to senior honors candidates in history who will begin writing their honors thesis during this seminar.
Two terms. student must enter first term.
Activity: Seminar
1.0 Course Unit

HIST 406 Existence in Black
Racial, colonial, and other political formations have encumbered Black existence since at least the fifteenth-century. Black experiences of and reflections on these matters have been the subject of existential writings and artistic expressions ranging from the blues to reggae, fiction and non-fiction. Reading some of these texts alongside canonical texts in European existential philosophy, this class will examine how issues of freedom, self, alienation, finitude, absurdity, race, and gender shape and are shaped by the global Black experience. Since Black aliveness is literally critical to Black existential philosophy, we shall also engage questions of Black flourishing amidst the potential for pessimism and nihilism.
Taught by: Amponsah
Course usually offered in spring term
Also Offered As: AFRC 406, AFRC 506, PHIL 555
Activity: Seminar
1.0 Course Unit

HIST 411 Introduction to Written Culture, 14th - 18th Centuries
Taught by: Chartier/Stallybrass
One-term course offered either term
Also Offered As: COML 411, ENGL 234
Activity: Seminar
1.0 Course Unit

HIST 412 Topics in World History
One-term course offered either term
Also Offered As: EALC 442
Activity: Seminar
1.0 Course Unit

HIST 414 Human Rights and History
The idea of universal, inalienable rights--once dismissed by the philosopher Jeremy Bentham as 'nonsense upon stilts'--has become the dominant moral language of our time, the self-evident truth par excellence of our age. Human rights have become a source of inspiration to oppressed individuals and groups across the world, the rallying cry for a global civil society, and not least, a controversial source of legitimation for American foreign policy. This seminar asks: how did all this come to be? We will investigate human rights not only as theories embodied in texts, but as practices embedded in specific historical contexts. Are human rights the product of a peculiarly European heritage, of the Enlightenment and protestantism? How did Americans reconcile inalienable rights with the reality of slavery? Did human rights serve as a 'civilizing' mask for colonialism? Can universal rights be reconciled with genuine cultural diversity? Through case studies and close readings, the seminar will work toward a genealogy of human rights.
Taught by: Nathans
One-term course offered either term
Activity: Seminar
1.0 Course Unit
HIST 418 European Intellectual History since 1945
This course concentrates on French intellectual history after 1945, with some excursions into Germany. We will explore changing conceptions of the intellectual, from Sartre's concept of the 'engagement' to Foucault's idea of the 'specific intellectual'; the rise and fall of existentialism; structuralism and poststructuralism; and the debate over 'postmodernity.'
Taught by: Breckman
Course usually offered in spring term
Also Offered As: COML 418
Activity: Seminar
1.0 Course Unit

HIST 420 European International Relations from the Age of Enlightenment to the Great War
This course will examine the international politics of Europe in the 18th and 19th centuries, up to the outbreak of World War I. During these centuries, the European great powers experienced significant internal transformations and also a revolution in their relations, both of which reinforced and accelerated each other. In the process, Europe asserted a dominant position in world politics, but also sowed the seed for the terrible cataclysms of the 20th Century. The course will address this transformation of European diplomacy with special attention to the rivalries between the great powers, the impact of nationalism and emerging mass politics, the interplay between military and economic power, and the relationship between the European powers and the rest of the world.
Taught by: McDougall
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

HIST 421 Europe and the World since 1914
This course looks at Europe's interactions with other world regions throughout the twentieth century. Over the course of roughly a hundred years, Europeans have shaped the fates of peoples living beyond the western world, for instance through the impact of two world wars, European colonialism, and the global Cold War. At the same time, European societies 'at home' were not left unaffected by these interactions. Even today, Europeans are facing the legacies of some of these histories in immigration and the politics of religion and secularism for example. The past century also saw a dramatic shift in Europe's position in the world - from dominance to a loss of influence in the shadow of the United States and more recently, China. The course spends significant time covering the histories of world regions other than Europe. It furthermore considers some interactions and exchanges between world regions from a social and cultural point of view. Because the class spans roughly a century, the content has to remain introductory and general, although a very basic familiarity with 20th-century international history is helpful.
Taught by: Ogle
Two terms. student may enter either term.
Activity: Lecture
1.0 Course Unit

HIST 425 World War I
This survey course examines the outbreak, conduct, and aftermath of the First World War. The First World War put an end to the world of the 19th century and laid the foundations of the 20th century, the age of destruction and devastation. This course will examine the war in three components: the long-term and immediate causes of the First World War; the war's catastrophic conduct, on the battlefield and on the home front; and the war's devastating aftermath. While we will discuss military operations and certain battles, this course is not a military history of the war; it covers the social, economic, political and diplomatic aspects that contributed to the war's outbreak and made possible its execution over four devastating years. No preliminary knowledge or coursework is required.
Taught by: Holquist
Two terms. student may enter either term.
Activity: Recitation
1.0 Course Unit

HIST 441 North American Colonial History
A survey of the development of American colonial society, 1607-1750, with emphasis on the regional differences between life in early New England, the Mid-Atlantic, and the South, as well as the relationships between British colonists, Native Americans, and African Americans.
Taught by: Brown
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

HIST 447 Histories of the Information Economy
This course provides a perspective on the role of information as a historical actor. Moving beyond common narratives of the progress of the information economy driven by technological factors, the course underscores the significance of what may be called the political economies of information. We will approach major works, dealing with the historical importance of information (Foucault, Cohn, Habermas) and simultaneously engages with the history of institutions to store and circulate information. We will emphasize the importance of value (social, political, economic) which is at the heart of information gathering and producing. In particular, we will discuss the rise and fall of institutions to store and circulate information. We will study the importance of information in historical processes such as imperialism and colonization, state building, propaganda, the Enlightenment, as well as the informational aspects of the rise of global NGOs and international organization, police and spying. Information may be accumulated or lost; it can be safeguarded or debased; it can confer power or undermine it. In the age of fake news, these are issues worthy of a closer interest.
Taught by: Flandreau
One-term course offered either term
Activity: Lecture
1.0 Course Unit
HIST 451 The U.S. and the World since 1898
This class examines the emergence of the U.S. as a world power since 1898, and considers both the international and domestic consequences of U.S. foreign relations. In one respect, the twentieth century was a strange time to become a global empire: it was the period when colonial systems centered in Europe, Russia, Japan, and Turkey collapsed, and new nations emerged throughout Africa and Asia. This class explores the changing strategies of military, economic, and political intervention that the U.S. pursued as colonization lost legitimacy. Within that framework, the class invites students to think about several questions: How did the idea and practice of empire change over the twentieth century? How did the United States relate to new visions of independence emerging in Africa, Asia, and Latin America? How did global interactions both inform and reflect racial ideology in the United States? Finally, how did international affairs transform U.S. politics and social movements?
Taught by: Offner
One-term course offered either term
Also Offered As: LALS 451
Activity: Lecture
1.0 Course Unit

HIST 463 History of American Education
This course will examine the growth and development of American schools, from the birth of the republic into the present. By 1850, the United States sent a greater fraction of its children to school than any other nation on earth. Why? What did young people learn there? And, most of all, how did these institutions both reflect and shape our evolving conceptions of ‘America’ itself? In an irreducibly diverse society, the answers were never simple. Americans have always defined their nation in a myriad of contrasting and often contradictory ways. So they have also clashed vehemently over their schools, which remain our central public vehicle for deliberating and disseminating the values that we wish to transmit to our young. Our course will pay close attention to these education-related debates, especially in the realms of race, class, and religion. When immigrants came here from other shores, would they have to relinquish their old cultures and languages? When African-Americans won their freedom from bondage, what status would they assume? And as different religious denominations fanned out across the country, how would they balance the uncompromising demands of faith with the pluralistic imperatives of democracy? All of these questions came into relief at school, where the answers changed dramatically over time. Early American teachers blithely assumed that newcomers would abandon their old-world habits and tongues; today, ‘multicultural education’ seeks to preserve or even to celebrate these distinctive patterns. Post-emancipation white philanthropists designed vocational curricula for freed African-Americans, imagining blacks as loyal serfs; but blacks themselves demanded a more academic education, which would set them on the road to equality. Protestants and Catholics both used the public schools to teach their faith systems until the early 1960s, when the courts barred them from doing so; but religious controversies continue to hound the schools, especially on matters like evolution and sex education. How should our public schools address such dilemmas? How can the schools provide a ‘common’ education, as Horace Mann called it, melding us into an integrated whole while still respecting our inevitable differences?
Taught by: Zimmerman
Course usually offered in spring term
Also Offered As: EDUC 599
Activity: Seminar
1.0 Course Unit
HIST 645 Graduate Research Seminar
SPRING 2019: This seminar is suitable for graduate students in any discipline in which historical research may be relevant. We will work with both secondary and primary sources, and students will have the opportunity to visit and undertake research in an archive. The principal interpretive questions will resolve around two clusters of issues. One cluster involves evidence and standards of verification; the other involves the ethics and rhetoric of cultural translation/representation.
Taught by: Williams
One-term course offered either term
Also Offered As: AFRC 645
Activity: Seminar
1.0 Course Unit

HIST 650 Topics in African History
Reading and discussion course on selected topics in African history
One-term course offered either term
Activity: Seminar
1.0 Course Unit

HIST 660 Topics in Latin American and Caribbean History
Reading and discussion course on selected topics in Latin American and Caribbean history
One-term course offered either term
Activity: Seminar
1.0 Course Unit

HIST 668 Colloquium in the History of Law and Social Policy
This is a course in the history of law and policy-making with respect to selected social problems. Discussion of assigned readings and papers will elaborate the role law, lawyers, judges, other public official and policy advocates have played in proposing solutions to specific problems. The course will permit the evaluation of the importance of historical perspective and legal expertise in policy debates.
Taught by: Berry
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

HIST 670 Topics in Trans Regional History
Reading and discussion course on selected topics in Transregional History
One-term course offered either term
Activity: Seminar
1.0 Course Unit

HIST 670 Proseminar in History
Weekly readings, discussions, and writing assignments to develop a global perspective within which to study human events in various regional/cultural milieus, c. 1400 to the present.
Two terms. student must enter first term.
Activity: Seminar
1.0 Course Unit

HIST 706 Introduction to Africa and African Diaspora Thought
This course examines the processes by which African peoples have established epistemological, cosmological, and religious systems both prior to and after the institution of Western slavery.
Taught by: Amponsah
One-term course offered either term
Also Offered As: AFRC 706
Activity: Seminar
1.0 Course Unit

Hungarian (HUNG)
HUNG 121 Elementary Hungarian I
The elementary Hungarian I course focuses on providing reading, writing, listening and reading-comprehension skills on basic level Hungarian. Interactive class activities and authentic Hungarian material will enable students to develop language skills so they could talk about themselves and their families, discuss every day and weekend routines, express likes and dislikes, converse about school and family activities, and get acquainted with Hungarian holidays and cultural traditions. Prerequisite: Offered through Penn Language Center.
For BA Students: Language Course
Taught by: Mizsei
Two terms. student may enter either term.
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center.

HUNG 122 Elementary Hungarian II
Continuation of EEUR121. The second semester of elementary Hungarian course continues on providing functional language competency in basic grammar, vocabulary, comprehension, reading, writing and speaking in Hungarian. Students will continue to learn communicating in everyday life situations as well as in organizing a trip to Hungary, staying in a hotel, ordering meals, buying goods, and participating in cultural activities by using authentic Hungarian online resources and interactive class activities. Prerequisite: Offered through Penn Language Center.
For BA Students: Language Course
Taught by: Mizsei
Two terms. student may enter either term.
Prerequisite: EEUR 121
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center.
HUNG 123 Intermediate Hungarian I
The Intermediate Hungarian I course builds on and continues the course material in Elementary Hungarian I-II. Course activities, authentic audio and video material along with Hungarian online resources will enable students to further develop their reading, writing, listening comprehension and conversational skills. Students will practice their skills by discussing and writing about their interests, student lives, travel and cultural experiences, life on campus as well as learning about Hungarian seasonal traditions, cultural events, and Hungarian student life. Prerequisite: Offered through the Penn Language Center.
For BA Students: Language Course
Taught by: Mizsei
Two terms. student may enter either term.
Prerequisite: EEUR 122
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center

HUNG 124 Intermediate Hungarian II
The intermediate Hungarian II course continues EEUR123. Class documents and activities enable students to develop functional intermediate Hungarian competency by exploring Hungary and its culture, reading authentic online news sources, practicing listening and comprehension skills via video and audio material, researching cultural events and traditions, and exploring Hungarians' everyday lives. At the end of the semester, students will be able to participate and pass their Oral Competency Exit Interview on intermediate level and discuss topics, such as student life, family, friends, academic and student life activities/interests, travel, shopping, and cultural events. Prerequisite: Offered through Penn Language Center.
For BA Students: Last Language Course
Taught by: Mizsei
Two terms. student may enter either term.
Prerequisite: EEUR 123
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center.

HUNG 299 Independent Study in Hungarian
This is an independent study course for students who select to do individual language and culture projects in Hungarian under the guidance of the Hungarian language instructor; students need to be done with the four semesters of Hungarian prior to requesting such course.
Taught by: Mizsei
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

Igbo (IGBO)

IGBO 490 Elementary Igbo I
The main objective of this course is to allow students to study an African language of their choice, depending on the availability of the instructor. The course will provide students with linguistics tools which will facilitate their research work in the target country. Cultural aspects of the speakers of the language will be introduced and reinforced. Prerequisite: Offered through Penn Language Center.
For BA Students: Language Course
One-term course offered either term
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center

IGBO 491 Elementary Igbo II
Continuation of AFST 490. Prerequisite: Offered through Penn Language Center.
For BA Students: Language Course
One-term course offered either term
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center

IGBO 492 Intermediate Igbo I
Intermediate level courses in a variety of African languages: Igbo, Shona, Wolof, Malagasy, Chichewa, Setswana, Manding, Afrikaans, Setswana. Focus on oral proficiency and productive language skills. All course are language specific and follow ACTFL proficiency guidelines. Prerequisite: Offered through Penn Language Center.
For BA Students: Language Course
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center

IGBO 493 Intermediate Igbo II
Continuation of AFST 492. Prerequisite: Offered through Penn Language Center.
For BA Students: Last Language Course
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center

IGBO 494 Advanced Igbo I
Language specific sections for students interested in doing country-specific research in a target language. Courses cover project-based skills for AFST research. Prerequisite: Offered through Penn Language Center.
For BA Students: Advanced Language Course
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center

IGBO 495 Advanced Igbo II
Continuation of AFST 494. Prerequisite: Language will be specified in each section.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
Notes: Languages will be specified in each section.

IGBO 496 Igbo Language and Culture
Aspects of the targeted language's history, language, and culture.
Prerequisite: Offered through Penn Language Center.
For BA Students: Language Course
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center
**Immunology (IMUN)**

**IMUN 506 Immune Mechanisms**
This is an introductory graduate course which surveys most areas of immunology. It is assumed that students have a background in biochemistry and molecular biology, and at least some familiarity with immunological concepts. Topics covered include the major histocompatibility complex, structure of antibodies and T cell receptors, antigen-antibody interactions, the generation of diversity of immunoglobulins and B cells, antigen presentation, and immunological tolerance. There will be two exams, both of which will require assessment and interpretation of experimental data and/or readings from the primary literature. Prerequisite: Permission of instructor.

Taught by: Michael May
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

**IMUN 507 Immunopathology**
The relationship between basic immunology and clinical immunologic diseases is emphasized. Course lecturers represent University faculty who are established investigators in immunological research and established clinical immunologists. Course topics include plasma protein systems; B cell, T cell, macrophage immunology; immunohematology; tumor immunology; benign and malignant, immunoproliferative disorders; neuro-immunology; pulmonary immunology; renal immunology; immune complex disease and immunoregulatory abnormalities. Prerequisite: Permission from instructor.

Taught by: Michael May and Erica Stone
Course usually offered in fall term
Prerequisite: IMUN 506
Activity: Lecture
1.0 Course Unit

**IMUN 520 Tutorials in Immunology**
This tutorial course is designed to provide students with an in-depth knowledge of a specific branch of Immunology. The tutorial can be used to enable students to become more deeply acquainted with the literature related to their thesis projects or to expand on a topic that the student found interesting in one of their basic courses. The course is currently the only immunology elective and is, therefore, required for all Immunology Graduate Group students. It is also open as an elective to BGS students who meet the prerequisite. The tutorial course will be examined by the program director and the tutorial leader and the grade will be based on a written paper on the subject studied (5 to 10 typewritten pages) and by an oral presentation of the paper (15 to 20 minutes). Prerequisite: A senior undergraduate, graduate or professional school course in Immunology.

Taught by: Randy Cron, M.D., Ph.D.
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

**IMUN 577 Advanced Epigenetics Technology**
Second year students in GCB, CAMB (G&E), or IGG programs using genomics methods to measure transcriptomics and epigenomics changes in their experimental systems. The goal is to familiarize students with the latest cutting-edge genomics tools and cover solutions to major experimental and computational challenges in the investigation of genome-wide epigenetic data sets. Students will develop competence in (i) variations of experimental techniques improving resolution and throughput, (ii) issues related to the computational analyses closely related to the various genome-wide assays used to probe epigenetic processes and signals, (iii) computational approaches useful to overcome pitfalls associated to the analysis of a given epigenetic data modality, (iv) methods, techniques and studies on the integration of multi-layer epigenetic data sets.

Taught by: Golnaz Vahedi
Course usually offered in spring term
Also Offered As: CAMB 577, GCB 577
Prerequisite: (BIOL 483 OR BIOL 493) AND GCB 534 AND (GCB 535 OR GCB 536)
Activity: Lecture
1.0 Course Unit

**IMUN 601 Molecular Immunology**
The purpose of this course is to provide examples in which the cell biology topics covered in BIOM 600 are studied in the context of immune cells or used to explain immune system function. This course will help students become proficient at reading and critically assessing the published literature and encourage students to actively participate in scientific discussion with their peers.

Taught by: Drs. Paula Oliver and Jan Burkhardt
Course not offered every year
Activity: Lecture
0.5 Course Units

**IMUN 607 Grant Writing**
This course will introduce the student to basic principles of grant writing. In this regard a primary objective of the course is to teach you how to describe your ideas and experimental objectives in a clear and concise manner within the standard NIH grant format. To accomplish this, you will be required to write an NIH, ‘RO1’ type grant proposal based on your current laboratory project. Prerequisite: Permission from instructor.

Taught by: Andrew Wells, Bruce Freedman, Michael Cancro
Course usually offered in spring term
Prerequisite: IMUN 506 AND IMUN 507
Activity: Seminar
1.0 Course Unit
IMUN 699 Vaccines and Immune Therapeutics
Vaccination is perhaps the most successful medical technological intervention. The goal of this course is to expand on students’ general understanding of the immune system and to focus this understanding towards the application of modern vaccines and immune therapies in the 21st century. The course will provide the student with a sense of how these principles are applied to a vaccine and immune therapeutic development. The course covers basic vaccine science and describes how this science is translated through clinical, regulatory, ethical, and political issues to result in a final vaccine product. The courses’ goal is to leave the student with an understanding of the implications of modern vaccines/immunotherapies and their impact on world health. Initial lectures review immune mechanisms believed to be responsible for vaccine-induced protection from disease. Subsequent lectures build on this background to explore the science of vaccines for diverse pathogens, including agents of bioterrorism, as well as vaccines and immunotherapies for cancer. An appreciation for the application of laboratory science to the clinical development and clinical trials of vaccines are provided. An important focus on the regulatory, safety, and ethical implications of vaccines in different world situations based on true world examples are presented. The financial implications of specific vaccines with these implications for global health is a focus of the course. The course is presented in a lecture-style consisting of multiple distinguished guest lecturers who are experts in their particular area of vaccine development. There are required readings to provide the student context and background for the diverse lectures. Students are graded on course participation and a final project/exam which the students will present. The project is to design a vaccine strategy for a current disease or pathogen of importance that does not as yet have an effective vaccine or immune therapy and present this to the class. Strategies used should build on the material presented in the class lectures. The course is intended for graduate students or medical students in various MS, Ph.D., or MD/Ph.D. programs on the campus, as well as local scientists and professionals in the community. As a prerequisite, students should have taken biology, biochemistry, or immunology courses at the advanced college level. This course is offered in the fall semester. Prerequisite: Biology, Biochemistry at the advanced college level, college-level immunology is recommended. Not limited to CAMB students, however first options are to CAMB students, the permission of the instructors via email.
Taught by: David Weiner, Paul Offit, Stanley Plotkin
Course usually offered in fall term
Also Offered As: CAMB 609
Activity: Lecture
1.0 Course Unit

IMUN 899 Pre-Dissertation Lab
Activity: Laboratory
1.0 Course Unit

IMUN 995 Dissertation
Activity: Dissertation
1.0 Course Unit

Indonesian (INDO)

INDO 150 Elementary Indonesian
Elementary Indonesian I course is designed for both beginners and those who may have some previous experience with the language. This course will focus on developing and using the four foundational language skills (speaking, listening, reading, and writing) in a communicative format. Students will develop not only their ability to use and understand contemporary Indonesian, but also their knowledge of Indonesian history and culture. By the end of the semester, students will be able to engage in simple conversations about familiar things such as family, friends and daily activities. They will know every day expressions, will be able to tell time, to negate sentences and to build questions. Students will develop reading strategies and learn about the practical life and the cultural practices in Indonesia and compare them with their own.
For BA Students: Language Course
One-term course offered either term
Activity: Lecture
1.0 Course Unit

INDO 151 Elementary Indonesian II
Elementary Indonesian II course is the second course in the first-year series. It is designed to strengthen and expand students Indonesian language competencies in listening, speaking, reading, writing and to deepen their understanding of Indonesian culture. By the end of the semester, students will be able to engage in more detail conversations about familiar things and topics pertinent to them. Students will know everyday expressions and will be able to describe their cities, to tell story about their friends, family, about celebration and family tradition. Furthermore, students will be able to talk about events that happened in the past and in the future, will be able to make comparisons, to express their preference, describe people, things, or an important experience in increasing detail. Furthermore, students will be able to make plan for a party or a trip, write and retell a story or fairy tale.
For BA Students: Language Course
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

INDO 250 Intermediate Indonesian I
This course is designed to improve students writing and speaking competencies, to increase their vocabulary, to deepen grammar usage, and to help them develop effective reading and listening strategies in Indonesian. The authentic Indonesian reading texts and videos provide cultural and historical background information. In class, students will practice grammar, interpret reading texts, analyze and discuss Indonesian cultural practices and compare them with their own.
For BA Students: Language Course
One-term course offered either term
Activity: Lecture
1.0 Course Unit

IMUN 699 Laboratory Rotation
Laboratory research conducted under a faculty advisor. Three different rotations covering usually the fall semester of the first year through the fall semester of the second year are required of all Immunology Ph.D. students. Students will defend the rotation research in their Preliminary Exams. Prerequisite: Permission of instructor and immunology chair.
Taught by: Immunology Graduate Group Faculty
One-term course offered either term
Activity: Laboratory
1.0 Course Unit

IMUN 799 Independent Study
Activity: Independent Study
1.0 Course Unit

INDO 250 Intermediate Indonesian II
This course is designed to improve students writing and speaking competencies, to increase their vocabulary, to deepen grammar usage, and to help them develop effective reading and listening strategies in Indonesian. The authentic Indonesian reading texts and videos provide cultural and historical background information. In class, students will practice grammar, interpret reading texts, analyze and discuss Indonesian cultural practices and compare them with their own.
For BA Students: Language Course
One-term course offered either term
Activity: Lecture
1.0 Course Unit

IMUN 150 Elementary Indonesian
Elementary Indonesian I course is designed for both beginners and those who may have some previous experience with the language. This course will focus on developing and using the four foundational language skills (speaking, listening, reading, and writing) in a communicative format. Students will develop not only their ability to use and understand contemporary Indonesian, but also their knowledge of Indonesian history and culture. By the end of the semester, students will be able to engage in simple conversations about familiar things such as family, friends and daily activities. They will know every day expressions, will be able to tell time, to negate sentences and to build questions. Students will develop reading strategies and learn about the practical life and the cultural practices in Indonesia and compare them with their own.
For BA Students: Language Course
One-term course offered either term
Activity: Lecture
1.0 Course Unit

INDO 151 Elementary Indonesian II
Elementary Indonesian II course is the second course in the first-year series. It is designed to strengthen and expand students Indonesian language competencies in listening, speaking, reading, writing and to deepen their understanding of Indonesian culture. By the end of the semester, students will be able to engage in more detail conversations about familiar things and topics pertinent to them. Students will know everyday expressions and will be able to describe their cities, to tell story about their friends, family, about celebration and family tradition. Furthermore, students will be able to talk about events that happened in the past and in the future, will be able to make comparisons, to express their preference, describe people, things, or an important experience in increasing detail. Furthermore, students will be able to make plan for a party or a trip, write and retell a story or fairy tale.
For BA Students: Language Course
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

IMUN 250 Intermediate Indonesian I
This course is designed to improve students writing and speaking competencies, to increase their vocabulary, to deepen grammar usage, and to help them develop effective reading and listening strategies in Indonesian. The authentic Indonesian reading texts and videos provide cultural and historical background information. In class, students will practice grammar, interpret reading texts, analyze and discuss Indonesian cultural practices and compare them with their own.
For BA Students: Language Course
One-term course offered either term
Activity: Lecture
1.0 Course Unit

IMUN 799 Independent Study
Activity: Independent Study
1.0 Course Unit
INDO 251 Intermediate Indonesian II  
This course is designed to expand students writing and speaking competencies, to increase their vocabulary and to deepen grammar usage. Students will practice effective reading and listening strategies in Indonesian. The authentic Indonesian reading texts and videos give students opportunities to deepen their knowledge about cultural practices and historical moments in Indonesia. In class, students will have ample opportunities to practice speaking on a daily basis through partner and group work, discussion forums and oral presentations. The variety of communicative activities exposes students to rich input of spoken Indonesian and leads them from structured practice to free expression.
For BA Students: Last Language Course  
Course usually offered in fall term  
Activity: Lecture  
1.0 Course Unit

INDO 350 Advanced Indonesian Conversation I  
This course will focus on the development of communicative skills and the ability to use Indonesian in extended discourse and abstract discussions at the advanced level. Student will give oral presentations, lead discussions on selected topics from authentic texts, short stories, and Indonesian video clips. Students will also write weekly journals and compositions. The course will provide students with tools to improve understanding of intercultural competence and communication with a focus on Indonesian culture.
One-term course offered either term  
Activity: Lecture  
1.0 Course Unit

INDO 351 Advanced Indonesian Conversation II  
This is continuation of Advanced Indonesian Conversation I, and builds on the student's communicative skills and the ability to use Indonesian in extended discourse and abstract discussions at the advanced level. Student will give oral presentations, lead discussions on selected topics from authentic texts, short stories, and Indonesian video clips. Students will also write weekly journals and compositions. The course will provide students with tools to improve understanding of intercultural competence and communication with a focus on Indonesian culture.
Course usually offered in fall term  
Activity: Lecture  
1.0 Course Unit

Integrated Product Design (IPD)  

IPD 500 Product Engineering Basics  
The course targets non-engineering majors interested in understanding engineering approaches to product fabrication. The course covers a broad variety of engineering topics including mechanical, electrical, computer and material science. Many of these topics would normally be full courses in themselves. This course intends to teach familiarity with a focus on hands-on practice as applied to products. Students will briefly use equipment such as MTS materials testing machines, mills, lathes, oscilloscopes, laser cutters, photodiodes, motors, servos, microcomputers as well as engineering software such as Solidworks, C compilers, Labview, Matlab, and Cambridge Engineering Selector. The class concludes with independent projects.  
Activity: Lecture  
1.0 Course Unit

IPD 501 Integrated Computer-Aided Design, Manufacturing and Analysis  
The majority of today's engineered products move through an advanced computer-aided workflow which greatly speeds design and process time. This course will explore the fundamental components of this workflow through a combination of lectures, hands-on exercises, and a semester design project. General course topics include: fundamental design principles, project definition and needfinding, advanced computer-aided design, rapid prototyping techniques, computer-controlled machining, and an in-depth exploration of the modern analysis and simulation tools that have revolutionized the way in which products are designed. Enrollment is limited.  
Course not offered every year  
Prerequisites: MEAM 101, MEAM 150, and MEAM 210, or graduate standing in the School of Engineering, Design, or Wharton with similar experience  
Activity: Studio  
1.0 Course Unit

IPD 503 Design Fundamentals  
The creation of a successful product requires the integration of design, engineering, and marketing. The purpose of this intensive studio course is to introduce basic concepts in the design of three-dimensional products. For purposes of the course, design is understood as a creative act of synthesis expressed through various modes of 2-dimensional and 3-dimensional representation. The course develops basic design skills ranging from hand sketching to the use of digital modeling software and rapid prototyping. Fulfills the requirement for a design background course in the interdisciplinary graduate program in Integrated Product Design (IPD).  
Taught by: Richard Wesley  
Course usually offered summer term only  
Also Offered As: ARCH 303  
Activity: Studio  
1.0 Course Unit

IPD 504 Rehab Engineering and Design  
Students will learn about problems faced by disabled persons and medical rehabilitation specialists, and how engineering design can be used to solve and ameliorate those problems. The course combines lectures, multiple design projects and exercises, and field trips to clinical rehabilitation facilities. Students will have substantial interaction with clinical faculty, as well as with patients. Prerequisite: Graduate students or permission of the instructor.  
Course usually offered in fall term  
Also Offered As: BE 514  
Activity: Lecture  
1.0 Course Unit
IPD 509 Needfinding
Needfinding is an approach that puts people and their needs at the center of product development and business strategy creation. Over 90% of new products introduced into the marketplace fail. A good portion of these failures are due to lack of understanding of end consumers and their needs. To develop truly successful new products, it’s not enough just to ask people what they need or want. Designers and engineers need tools and techniques to get beyond what people can explicitly state and determine their implicit needs. Needfinding is an approach for developing deep insights that provide strategic direction for corporations and opens new possibilities for product development. In this class students will gain a toolkit from which to develop their own approaches to conducting research for design: learning how to think about other people, about culture, and about new perspectives. They will also learn tactical skills: how to define research questions, how to conduct observations and interviews, how to interpret results, how to synthesize them into a design, and how to communicate their findings in a way that is compelling and actionable for designers, marketers, and business strategists. This class is designed for graduate students and upper level undergraduates with a specific interest in product design or design thinking.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

IPD 511 Creative Thinking and Design
This is a creative & iterative problem-solving course that uses a series of mechanical design challenge projects to move students into the broad realm of unpredictable, often incalculable, time-constrained problem solving. It explores a wide variety of problem definition, exploration, and solving ‘tools’, and a variety of surrounding ‘design thinking’ topics, such as ethics and the design of experience. Drawing and prototyping are used in the projects for ideation, iteration, speculation, and communication. Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: It is recommended that undergraduates take MEAM 101 prior to this course.

IPD 514 Design for Manufacturability
This course is aimed at providing current and future product design/development engineers, manufacturing engineers, and product development managers with an applied understanding of Design for Manufacturability (DFM) concepts and methods. The course content includes materials from multiple disciplines including: engineering design, manufacturing, marketing, finance, project management, and quality systems. Prerequisite: Senior or graduate standing in the School of Design, Engineering, or Business with completed product in development and/or design engineering core coursework or related experience.
Course usually offered in spring term
Also Offered As: MEAM 514
Prerequisites: MEAM 101, 210
Activity: Lecture
1.0 Course Unit

IPD 515 Product Design
This course provides tools and methods for creating new products. The course is intended for students with a strong career interest in new product development, entrepreneurship, and/or technology development. The course follows an overall product design methodology, including the identification of customer needs, generation of product concepts, prototyping, and design-for-manufacturing. Weekly student assignments are focused on the design of a new product and culminate in the creation of a prototype, which is launched at an end-of-semester public Design Fair. The course project is a physical good - but most of the tools and methods apply to services and software products. The course is open to any Penn sophomore, junior, senior, or graduate student.
Also Offered As: MEAM 415, OIDD 415, OIDD 515
Activity: Lecture
1.0 Course Unit

IPD 516 Advanced Mechatronic Reactive Spaces.
This course combines performance art and advanced mechatronics concepts that include the design and implementation of large-scale actuation, advanced sensing, actuation control and data. This course pairs design school and engineering students to form interdisciplinary teams that together design and build electro-mechanical reactive spaces and scenic/architectural elements in the context of the performing arts. The two disciplinary groups will be treated separately and receive credit for different courses (ARCH746 will be taught concurrently and in some cases co-located) as they will be learning different things. Engineering students gain design sensibilities and advanced mechatronics in the form of networked embedded processor and protocols for large scale actuation control and design. Design students learn elementary mechatronics and design reactive architectures and work with engineering students to build them. The class will culminate in a some artistic performance (typically with professional artists) such as a Shakespeare play, robotic ballet, a mechatronic opera.
Course not offered every year
Also Offered As: MEAM 516
Prerequisite: MEAM 510
Activity: Lecture
1.0 Course Unit

IPD 519 Real-Time Embedded Systems
The use of distributed wireless sensor networks has surged in popularity in recent years with applications ranging from environmental monitoring to people- and object-tracking in both cooperative and hostile environments. This course is targeted at understanding and obtaining hands-on experience with the state-of-the-art in such wireless sensor networks which are often composed using relatively inexpensive sensor nodes that have low power consumption, low processing power and bandwidth. The course will span a variety of topics ranging from radio communications, network stack, systems infrastructure including QoS support and energy management, programming paradigms, distributed algorithms and example applications. Some guest lectures may be given. Prerequisite: One course in computer networks and Senior or Graduate standing
Course usually offered in fall term
Also Offered As: ESE 519
Prerequisite: CIS 120 AND ESE 350
Activity: Lecture
1.0 Course Unit
IPD 521 Designing Smart Objects for Play and Learning
Today's children enjoy a wide array of play experiences, with stories, learning, characters and games that exist as physical stand-alone objects or toys enhanced with electronics or software. In this course, students will explore the domain of play and learning in order to develop original proposals for new product experiences that are at once tangible, immersive and dynamic. They will conduct research into education and psychology while also gaining hands-on exposure to new product manifestations in a variety of forms, both physical and digital. Students will be challenged to work in teams to explore concepts, share research and build prototypes of their experiences in the form of static objects that may have accompanying electronic devices or software. Final design proposals will consider future distribution models for product experiences such as 3D printing, virtual reality and software/hardware integration. Instruction will be part seminar and part workshop, providing research guidance and encouraging connections will subject matter experts throughout the Penn campus.
Course usually offered in fall term
Also Offered As: ARCH 721
Activity: Seminar
1.0 Course Unit

IPD 525 Ergonomics/Human Factors Based Product Design
Human Factors and Ergonomics knowledge is a critical component of a product designer or design engineer’s toolbox. This course teaches the direct application of existing human factors/ergonomic data to the creation of new product designs. Applying human factors knowledge to problem solving for product design happens throughout the design process. It is a useful input as initial ideas begin to take shape and as a way to verify completed concepts through directly documented user testing and design iteration. The course would be a mini-lecture/studio style course in which the students will work in class on assigned projects, finding, analyzing, extrapolating and applying data to design solutions and creating mockups, model and prototypes for user testing of their designs.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

IPD 527 Industrial Design I
This course provides an introduction to the ideas and techniques of Industrial Design, which operates between Engineering and Marketing as the design component of Integrated Product Development. The course is intended for students from engineering, design, or business with an interest in multi-disciplinary, needs-based product design methods. It will follow a workshop model, combining weekly lectures on design manufacturing, with a progressive set of design exercises.
Course usually offered in spring term
Also Offered As: ARCH 727
Activity: Lecture
1.0 Course Unit

IPD 528 Design of Contemporary Products: Mass Customization
Personalization is quickly becoming the norm for mass production in a variety of consumer-centric industries. From retail to food, the idea of designing and making custom-made products tailored to fit one’s lifestyle will be our exploration. Utilizing digital design innovations, we are able to incubate ideas, prototype, test and be entrepreneurial in design to create these individualized products. Cues from these industries will be used to shift both cultural and experiential product design from a regional discovery to a global focus. This course will embrace digital design and utilize its engagement with manufacturing solutions for a physical output. Through research and a series of design exercises, the approach will be built upon several strategies including adaptability, materiality, fabrication, modularity, and human-centric design. The final project will interpret the research and result in the creation of a design strategy for a mass customized product or system. This course will explore product design solutions through a combination of physical and digital design methods. Beginning with an examination of case studies, students will gain a sense of the breadth of product and interaction design practice as it applies to smart objects. Through a series of lectures and hands-on studio exercises, students will explore all aspects of smart object design including expressive behaviors (light, sound and movement), interaction systems, ergonomics, data networks and contexts of use. The course will culminate in a final project that considers all aspects of smart object design within the context of a larger theme.
Course usually offered in spring term
Also Offered As: ARCH 728
Activity: Seminar
1.0 Course Unit

IPD 529 Designing Connected Objects and Experiences
The objective of this course is to introduce students to a more conceptual, creative, and meaningful approach to creating interactive functional objects utilizing analog, digital, and electronic skillsets acquired through the core engineering curriculum. This course will cover basics of design as an art form, wearables design, electronic sensors, and creating connected devices. Students will be challenged to create 3 pieces of work both individually and in teams culminating in a gallery show of the students' work. Visit the course website at www.ipd529.com to view previous student work.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

IPD 544 Postdigital Craft
As we have entered a postdigital era, the dominance of a purely technological approach as a vehicle for design innovation has waned. Questions of substance and disciplinary autonomy have found their way back into the contemporary cultural discourse, enriching the way we examine and deploy advanced technologies towards novel expressions in architecture. This seminar will investigate, through the production of estranged objects, opportunities for design that are being generated at the intersection of machinic and human minds, and speculate on possible futures in which concepts of nature and technology have been inseparably intertwined.
Course usually offered in spring term
Also Offered As: ARCH 744
Activity: Seminar
1.0 Course Unit
IPD 545 Engineering Entrepreneurship I
Engineers and scientists create and lead great companies, hiring managers when and where needed to help execute their vision. Designed expressly for students having a keen interest in technological innovation, this course investigates the roles of inventors and founders in successful technology ventures. Through case studies and guest speakers, we introduce the knowledge and skills needed to recognize and seize a high-tech entrepreneurial opportunity - be it a product or service - and then successfully launch a startup or spin-off company. The course studies key areas of intellectual property, its protection and strategic value; opportunity analysis and concept testing; shaping technology driven inventions into customer-driven products; constructing defensible competitive strategies; acquiring resources in the form of capital, people and strategic partners; and the founder’s leadership role in an emerging high-tech company. Throughout the course emphasis is placed on decisions faced by founders, and on the sequential risks and determinants of success in the early growth phase of a technology venture. The course is designed for, but not restricted to, students of engineering and applied science and assumes no prior business education. Prerequisite: Third or Fourth year or Graduate standing
One-term course offered either term
Also Offered As: EAS 545
Activity: Lecture
1.0 Course Unit

IPD 551 Design Processes
This course is structured for IPD students as an intensive, interdisciplinary exploration of Design as purposeful for Integrated Product Design. The goal of the studio is to give students a firsthand experience of various processes involved in creating successful integrated product designs. This first semester of the four-semester studio sequence focuses on giving students experience developing designs based on a range of starting points: form, function, materiality and manufacturing process. Students will practice design through rigorous, consistent processes for thinking through the evolution of their ideas. In this course, they will go through an entire design process from conceptualization to design to producing prototypes. They will be taught to focus on the specifics of their designs, causing them to be conscious of what drives their choices as designers and providing them with a wider range of tools to design from in successive projects. Course work will involve readings, assignments, class participation, in-class exercises, a mid-term presentation and a final submission.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

IPD 552 Problem Framing
In the second semester of the four-semester studio sequence, we ask students to take a step back from what and how they are designing and ask the question of why they are designing it. We will teach them a rigorous process for understanding stakeholder needs and for translating those needs into implications for product design. They will begin to develop greater awareness of the personal, social, competitive and technological contexts that their products fit into, and to learn how to design for those contexts. They will develop the ability to dive into a topic and frame a design problem, and to understand the implications of how they frame the problem on what they design. Ideally, they will use this process to identify a problem or opportunity to work on for their final project. Course work will involve readings, assignments, class participation, in-class exercises, and a final submission.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

IPD 568 Integrative Design Studio: Biological Design
This course is a research-based design studio that introduces new materials, fabrication, and prototyping techniques to develop a series of design proposals in response to the theme: Biological Design. The studio introduces life sciences and biotechnologies to designers, artists, and non-specialists to develop creative and critical propositions that address the social, cultural, and environmental needs of the 21st century. The course will be a pilot study of the first biodesign challenge organized by CUT/PASTE/GROW. The final projects will be submitted to a competition and the winning entry will be featured at Biofabricate in Summer 2017.
One-term course offered either term
Also Offered As: FNAR 268, FNAR 568
Activity: Studio
1.0 Course Unit

IPD 572 Design Thinking
Creating new product concepts was once a specialized pursuit exclusively performed by design professionals in isolation from the rest of an organization. Today’s products are developed in a holistic process involving a collaboration among many disciplines. Design thinking - incorporating processes, approaches, and working methods from traditional designers’ toolkits - has become a way of generating innovative ideas to challenging problems and refining those ideas. Rapid prototyping techniques, affordable and accessible prototyping platforms, and an iterative mindset have enabled people to more reliably translate those ideas into implementable solutions. In this course, students will be exposed to these techniques and learn how to engage in a human-centered design process.
Course usually offered in fall term
Also Offered As: ARCH 725
Activity: Seminar
1.0 Course Unit

IPD 590 Special Topics in Integrated Product Design
This course will be offered when demand permits. The topics will change due to the interests and specialties of the instructor(s). Some topics could include: Advanced Manufacturing, Design of Interactive Objects, Medical Devices and Sustainable Products.
Course not offered every year
Activity: Lecture
0.5 Course Units

IPD 599 Master’s Independent Study
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

IPD 699 IPD Seminar.
One-term course offered either term
Activity: Seminar
1.0 Course Unit

IPD 799 IPD Final Project
One-term course offered either term
Activity: Lecture
1.0 Course Unit
**Integrated Studies (INTG)**

**INTG 261 Emerging Technologies and the Future of the World**
Technological change is always occurring, but the rate of change seems to be accelerating. Advances in robotics, artificial intelligence, cyber, biotechnology, and other areas generate promise as well as peril for humanity. Will these emerging technologies unleash the innovative capacity of the world, generating new opportunities that help people live meaningful lives? Alternatively, are automation and other technologies chipping away at the labor market in a way that could create severe generational dislocation at best, and national and international turmoil at worst? These questions are important, and have consequences for how we live our lives, how nations interact, and the future of the world writ large. Emerging technologies could shape public policy at the local, national, and international level, and raise questions of fairness, ethics, and transparency. This course takes a unique approach, combining insights from engineering, political science, and law in an interdisciplinary way that will expose students both to the key technologies that could shape the future and ways to think about their potential politics, and society.

Taught by: Horowitz
One-term course offered either term
Also Offered As: EAS 261, PSCI 261
Activity: Seminar
1.0 Course Unit

**INTG 344 Curiosity: Ancient and Modern Thinking about Thinking**
This course will examine two approach to the skill unanswered question of what happend when we humans come up with new knowledge. How should we describe the impulse, or set of impulses, that leads us to seek it? What is happening when we achieve it? And how do we describe the new state in which we find ourselves after we have it? We will study the work of contemporary physicists and cognitive scientists on these questions along side the approaches developed by the two most powerful thinkers from antiquity on the topic, Plato and Aristotle.

Course not offered every year
Also Offered As: CLST 344, EAS 244
Activity: Seminar
1.0 Course Unit

**Intercultural Communication (ICOM)**

The courses listed on this page are exclusive to the LPS BAAS degree (https://lpsonline.sas.upenn.edu/features/what-bachelor-applied-arts-and-sciences-degree/) and LPS Online certificates (https://lpsonline.sas.upenn.edu/academics/certificates/).

**ICOM 100 Intercultural Communication**
Language is a complex and multifaceted phenomenon, simultaneously communicative, creative, and cultural. An intercultural perspective is vital to learning a new language and engaging meaningfully with speakers of other languages and cultures. Focusing on the key ideas of intercultural practices, reflections, and strategies, this course offers students a foundation for understanding language, culture, and communication as well as the intricate relationship between them. Registration limited to BAAS degree candidates. Program fee of $175 for On Campus Learning Experience.

Activity: Online Course
1.0 Course Unit

**International Relations (INTR)**

**INTR 101 Transnational Issues in Global Politics**
This course is designed to provide students with an introduction to transnational issues and world politics and to acquaint them with some of the leading issues, theories, concepts and processes, and history that shape and define world events. It is suitable for students embarking on long-term study of international affairs as well as for students with other majors and intellectual interest who simply want to know more about how the world works and how the material covered in this class affects their lives. It is expected that students taking the course will gain an ability to analyze, understand objectively evaluate and appreciate the complex dynamics that affect ‘global politics’ writ large, including issues relating to trade, diplomacy, people-to-people and business transactions, and shifts in demography, borders, international institutions and global governance. In addition to issues of diplomacy, statecraft, and security we will assess some of the major international issues of our time (i.e. climate change, proliferation of weapons of mass destruction, genocide and human trafficking) and debate the prospects for bringing peace and prosperity to a world that is rife with conflict and poverty.

One-term course offered either term
Activity: Lecture
1.0 Course Unit

**INTR 199 Independent Study**
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

**INTR 250 Political Risk Analysis**
This course teaches students to apply social science theories and concepts together with futures methodologies (e.g. Delphi method; country risk assessments used by ratings agencies) to the challenges of addressing international political risks to the continuity, effectiveness and operations of business, government and other organizations in their international transactions.

Taught by: Frank Plantan
One-term course offered either term
Activity: Lecture
1.0 Course Unit

**INTR 290 Topics in International Relations**
Topics in International Relations focuses on specialized issues, practical or applied approaches, policy and other topics of contemporary relevance in modern study of international relations. These are experimental or occasionally offered classes. Past topics of included US Foreign Policy and the Arab Spring, the Iraq Wars, Secret Intelligence & American Democracy, Counterintelligence, Homeland Security, the US & South Asia Cold War and New Alignments, and Think Tanks and Global Governance.

One-term course offered either term
Activity: Lecture
1.0 Course Unit

Notes: An application is required to register this course. Please refer the syllabus or click on the link under additional course information above.
INTR 350 Research Methods/Practice in IR
International Relations is concerned with both theory and practice so we employ a range of analytical tools to examine actors and events in world politics. The purpose of this course is to introduce students to the various research methods utilized by students and scholars in the field of IR including: case studies, historical-comparative and archival research, survey research, interviewing techniques, simulations, quantitative and statistical analysis.
One-term course offered either term
Prerequisite: PSCI 150
Activity: Lecture
1.0 Course Unit
Notes: MAJORS ONLY

INTR 390 Senior Seminar for Thesis Research
Seminar in International Relations. A two semester sequence including review of advanced International Relations theory and research methods for the preparation of the senior thesis.
Course usually offered in fall term
Prerequisite: INTR 350 AND PSCI 150
Activity: Seminar
1.0 Course Unit
Notes: MAJORS ONLY

INTR 391 Senior Seminar For Thesis Research
Seminar in international relations. Second semester of a two semester sequence including review of advanced international relations theory and research methods for the preparation of the senior thesis.
Course usually offered in spring term
Prerequisite: INTR 390
Activity: Seminar
1.0 Course Unit
Notes: MAJORS ONLY

INTR 395 Senior Project I
This seminar will prepare students to plan, implement, and present their senior research project. Students will draw on the experience and insight they have gained in the course of their fieldwork or internship to develop defensible policy recommendations for their target audience. As such, the seminar will introduce students to the policy formation process as they develop the practical skills needed to formulate and produce actionable policy recommendations. Students will produce a formal report and will present their findings to relevant stakeholders at the conclusion of the Seminar. This class will ensure that students develop the skills necessary to undertake a substantive research project.
Course usually offered in fall term
Prerequisite: INTR 350 AND PSCI 150
Activity: Seminar
1.0 Course Unit
Notes: MAJORS ONLY

INTR 396 Senior Project II
This course is a continuation of INTR-395, culminating with the production of a policy research paper and presentation.
Course usually offered in spring term
Prerequisite: INTR 395
Activity: Seminar
1.0 Course Unit
Notes: MAJORS ONLY

INTR 399 Independent Study for Thesis Research
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Notes: MAJORS ONLY

Irish Gaelic (IRIS)

IRIS 081 Beginning Irish Gaelic I
Irish Gaelic, spoken primarily on the west coast of Ireland, is rich in oral traditions, song, poetry and literature. Knowledge of this language provides a foundation to understanding Celtic folklore and linguistics and also enhances the study of Anglo-Irish literature and history. The first-year course will include reading, conversation, listening and speaking.
Prerequisite: Offered through Penn Language Center.
For BA Students: Language Course
Taught by: Blyn-LaDrew
Two terms. student may enter either term.
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center

IRIS 082 Beginning Irish Gaelic II
This course is a continuation of Elementary Irish Gaelic with increasing emphasis on the native idiom and literary forms. Drama texts and poetry will be used to supplement the grammar component and encourage oral proficiency, while simultaneously providing an understanding of the challenges faced by contemporary authors writing in Irish. Prerequisite: Offered through the Penn Language Center.
For BA Students: Last Language Course
Taught by: Blyn-LaDrew
One-term course offered either term
Prerequisite: IRIS 081
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center

IRIS 083 Intermediate Irish Gaelic I
Prerequisite: Offered through the Penn Language Center.
For BA Students: Language Course
Taught by: Blyn-LaDrew
One-term course offered either term
Prerequisite: IRIS 082
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center

IRIS 084 Intermediate Irish Gaelic II
A continuation of Elementary Irish Gaelic with increasing emphasis on the native idiom and literary forms. Drama texts and poetry will be used to supplement the grammar component and encourage oral proficiency, while simultaneously providing an understanding of the challenges faced by contemporary authors writing in Irish. Prerequisite: Offered through the Penn Language Center.
For BA Students: Last Language Course
Taught by: Blyn-LaDrew
One-term course offered either term
Prerequisite: IRIS 083
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center
ITAL 084 Advanced Irish Gaelic I
Prerequisite: Offered through Penn Language Center.
For BA Students: Advanced Language Course
Taught by: Blyn-LaDrew
One-term course offered either term
Prerequisite: IRIS 084
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center

ITAL 085 Advanced Irish Gaelic II
This course will emphasize reading of literary texts, and advanced aspects of grammar, composition, and conversation. Offered through the Penn Language Center.
For BA Students: Advanced Language Course
Taught by: Blyn-LaDrew
One-term course offered either term
Prerequisite: IRIS 085
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center

Italian (ITAL)

ITAL 081 Film Music in Post 1950 Italy: Nino Rota and Ennio Morricone
An exploration of cinematic sound through the lens of specific composer/director collaborations in post-1950 Italy, examining scores, soundtracks, and the interaction of diegetic and non-diegetic music with larger soundscapes. Composers Nino Rota and Ennio Morricone serve as case studies, in partnership with directors Fellini, Visconti, Leone, Pontecorve, Pasolini, and Coppola. Highlights include several excerpts form the Fellini/Rota collaboration, including The White Sheik, I vitelloni, The Road, Nights of Cabiria, La dolce vita, 8 1/2, Juliet of the Spirits, Satyricon, The Clown, Roma, Amarcord, Casanova, and Orchestra Rehearsal. Rota's music for Visconti will be examined in Senso, the Leopard, and Rocco and his Brothers, along with his Transatlantic collaboration for The Godfather. Morricone's work with various directors will be discussed in The Good, the Bad, and the Ugly, The Battle of Algiers, and Teorema, as well as for American films such as Malick's Days of Heaven and Tarantino's The Hateful Eight. Weekly screenings required. Open to all: music majors, and non-majors; will count toward requirements for music minor.
Knowledge of music and Italian helpful but not required. All readings and lectures in English.
Taught by: Samuel
Also Offered As: CIMS 081, MUSC 081
Activity: Seminar
1.0 Course Unit

ITAL 101 Italian Survival Kit: The Language and Culture of getting around in Italy
This course provides content that is taught efficiently in order to be used practically. If you are going to Italy and questioning how you will survive your total immersion experience, this course will provide you with the linguistic and cultural skills you will need to effectively function in Italy and fully enjoy its wonders. In this course, you will learn and practice the language you need to talk about: yourself; others; travel; public transportation; housing; food; shopping; technology; health; money, etc. Students participate in conversations that replicate day-to-day life in Italy thereby developing the skills needed for face-to-face and online situations. This course does not count toward fulfillment of the language requirement. Students wishing to continue in Italian 120 should register for Italian 110 rather than Italian 101. This course is open to students who have never taken Italian and who don't intend to satisfy the language requirement by taking courses in Italian.
Taught by: Lillyrose Veneziano Broccia
Course usually offered in spring term
Activity: Seminar
0.5 Course Units

ITAL 105 Sicilian Language and Culture
Occupied over the centuries by the Greeks, Romans, Arabs, Normans, French, and Spaniards, Sicily is a region of many histories and many traditions. Birthplace and crossroad of cultures and artistic movements, the Sicilian land has shaped the imagination of its inhabitants and has never ceased to fascinate its visitors. Its language and culture have also been exported abroad, through the many Sicilians who left the island and settled all over the world. This course is an introduction to Sicilian Language and Culture. We will study spoken Sicilian and cultural artifacts ranging from film to literature, to music and food, in order to learn to recognize and understand the unique sounds and features of 'siciliano' and to converse in Sicilian with native speakers and with one another. Class sessions include lectures and interactive discussions. Between classes, the learning experience is extended through assignments, lectures and discussions.
Taught by: Lillyrose Veneziano Broccia
Course usually offered in fall term
Activity: Seminar
0.5 Course Units

ITAL 106 Elementary Italian I
A first-semester elementary language course for students who have never studied Italian or who have had very little exposure to the language. Students who have previously studied Italian are required to take the placement test. Class work emphasizes the development of spontaneous discourse skills and interactional competence. Out-of-class homework required.
For BA Students: Language Course
Taught by: Veneziano Broccia
One-term course offered either term
Activity: Seminar
1.0 Course Unit

ITAL 107 Topics: Freshman Seminar
Topics vary. See the Department’s website at https://www.sas.upenn.edu/italians/courses for a description of current offerings.
One-term course offered either term
Also Offered As: CIMS 014, COML 107
Activity: Seminar
1.0 Course Unit
ITAL 112 Accelerated Elementary Italian
An intensive two-credit course covering the first and second semester of the elementary year for students who have never studied Italian before but have already fulfilled the language requirement in another modern language, preferably a romance language. Students who have fulfilled the language requirement in a language other than a romance language will be considered on an individual basis. All students must have departmental permission to register. Prerequisite: Proficiency in another foreign language. Class work emphasizes the development of spontaneous discourse skills and interactional competence. Out-of-class homework required.
For BA Students: Language Course
One-term course offered either term
Activity: Seminar
2.0 Course Units

ITAL 120 Elementary Italian II
This course is the continuation of the elementary-level sequence designed to develop functional competence in the four skills. Class work emphasizes the further development of spontaneous discourse skills and interactional competence. Out-of-class homework required.
For BA Students: Language Course
Taught by: Veneziano Broccia
One-term course offered either term
Prerequisite: ITAL 110
Activity: Seminar
1.0 Course Unit

ITAL 130 Intermediate Italian I
Italian 130 is the first half of a two-semester intermediate sequence designed to help you attain a level of proficiency that will allow you to function comfortably in an Italian-speaking environment. The course will build on your existing skills in Italian, increase your confidence and your ability to read, write, speak and understand the language, and introduce you to more refined lexical items, more complex grammatical structures, and more challenging cultural material. You are expected to have already learned the most basic grammatical structures in elementary Italian and to review these. The course materials will allow you to explore culturally relevant topics and to develop cross-cultural skills through the exploration of similarities and differences between your native culture and the Italian world.
For BA Students: Language Course
One-term course offered either term
Prerequisite: ITAL 10
Activity: Seminar
1.0 Course Unit

ITAL 134 Accelerated Intermediate Italian
Italian 134 is the intensive and accelerated course that combines in one semester the intermediate sequence (130 and 140). It will build on your existing skills in Italian, increase your confidence and your ability to read, write, speak and understand the language, and introduce you to more refined lexical items, more complex grammatical structures, and more challenging cultural material. The course will allow you to explore culturally relevant topics and to develop cross-cultural skills through the exploration of similarities and differences between your native culture and the Italian world.
For BA Students: Last Language Course
One-term course offered either term
Prerequisite: ITAL 112
Activity: Seminar
2.0 Course Units

ITAL 140 Intermediate Italian II
Italian 140 is the second half of a two-semester intermediate sequence designed to help you attain a level of proficiency that will allow you to function comfortably in an Italian-speaking environment. The course will build on your existing skills in Italian, increase your confidence and your ability to read, write, speak and understand the language, and introduce you to more refined lexical items, more complex grammatical structures, and more challenging cultural material. The course will allow you to explore culturally relevant topics and to develop cross-cultural skills through the exploration of analogies and differences between your native culture and the Italian world. The course will move beyond stereotypical presentations of Italy and its people to concentrate on specific social issues together with cultural topics.
For BA Students: Last Language Course
One-term course offered either term
Prerequisite: ITAL 130
Activity: ITAL 130
1.0 Course Unit

ITAL 180 Italian Conversation
The course materials and nature of assignments and projects complement the Italian Studies curriculum by supporting the cultural content, linguistic functions, and types of assignments students may have already been exposed to in other Italian courses. This course will serve not only as a gateway to inspire students to take Italian Studies courses in the future, but will also accompany classes they may be taking simultaneously. The learning objectives of the works studied in this course will mirror and support the goals of the Italian Studies Curriculum while paying particular attention to oral expression, communication, and fostering a community of students of Italian both inside and outside the classroom. Knowledge of Italian Language at any level is prerequisite.
Taught by: Lillyrose Veneziano Broccia
Two terms. student may enter either term.
Activity: Seminar
0.5 Course Units

ITAL 201 Advanced Italian I
Italian 201 will focus on contemporary Italian culture following its development since the 1960s. Pertinent films, literary texts, articles, as well as material in other media will complement the analysis of films and allow in-depth discussion. The cultural material explored in the course will be also used as a basis for a review of linguistic structures and vocabulary. Prerequisite: Open to students who have satisfied the language requirement in Italian. ITAL 201 or equivalent is a prerequisite for all other courses taught in Italian at the 200/300 level. Audiovisual materials develop students' comprehension and production in Italian and enable them to function in an academic setting. Class work will center primarily on conversation to improve students' fluency, vocabulary, and accuracy in speaking. Homework will consist of research and writing assignments in written Italian. Additionally, students will be required to prepare presentations. Students will write a final essay.
For BA Students: Advanced Language Course
One-term course offered either term
Activity: Seminar
1.0 Course Unit
ITAL 202 Advanced Italian II
In Italian 202, students will strengthen their communication skills, while continuing to explore significant aspects of contemporary Italian culture and history. Students will take further steps towards being able to understand in depth and to contextualize authentic Italian documents. Films, songs, and a variety of readings, will be used as windows on particular historical periods, cultural movements, political issues, and social customs. They will serve as a tool to investigate the many facets of Italian identity and, at the same time, as a way to prepare those students who will continue their study of Italian literature and culture in higher-level courses. Prerequisite: Open to students who have completed ITAL 201. Please see the Undergraduate Chair if you have any questions. Students are expected to participate in conversations and all other class activities in order to improve their oral and written ability to narrate, express opinion, hypothesize, and discuss a variety of topics, using rich, appropriate vocabulary and grammar, and organizing well-structured discourses, be they oral presentations, weekly compositions or the final essay. To reach these goals, speaking, listening, reading and writing activities -- role plays, discussions, oral presentations, journals, grammar reviews -- will be based on audio-visual material and written texts and/or proposed by the students themselves, based on their independent explorations and research.
For BA Students: Advanced Language Course
One-term course offered either term
Activity: Seminar
1.0 Course Unit

ITAL 203 Masterpieces-Italian Literature
This course surveys the history of Italian literature through its major masterpieces. Beginning with Dante's Divine Comedy, Petrarch's love poems, and Boccaccio's Decameron, we will follow the development of Italian literary tradition through the Renaissance (Machiavelli's political theory and Ariosto's epic poem), and then through Romanticism (Leopardi's lyric poetry and Manzoni's historical novel), up to the 20th century (from D'annunzio's sensual poetry to Calvino's post-modern short stories). The course will provide students with the tools needed for analyzing the texts in terms of both form and content, and for framing them in their historical, cultural, and socio-political context. Classes and readings will be in Italian. ITAL 203 is mandatory for Minors in Italian Literature and Majors in Italian Literature. If necessary, ITAL 201 can be taken at the same time as ITAL 203. Prerequisite: Open to students who have completed ITAL 201 or equivalent.
For BA Students: Arts and Letters Sector
One-term course offered either term
Also Offered As: COML 203
Prerequisite: ITAL 201
Activity: Seminar
1.0 Course Unit

ITAL 204 Italian History on Screen: How Movies Tell the Story of Italy
How has our image of Italy arrived to us? Where does the story begin and who has recounted, rewritten, and rearranged it over the centuries? In this course, we will study Italy's rich and complex past and present. We will carefully read literary and historical texts and thoughtfully watch films in order to attain an understanding of Italy that is as varied and multifaceted as the country itself. Group work, discussions and readings will allow us to examine the problems and trends in the political, cultural and social history from ancient Rome to today. We will focus on: the Roman Empire, Middle Ages, Renaissance, Unification, Turn of the Century, Fascist era, World War II, post-war and contemporary Italy. Lectures and readings are in English.
For BA Students: Arts and Letters Sector
One-term course offered either term
Also Offered As: CIMS 206, COML 206
Activity: Seminar
1.0 Course Unit

ITAL 205 Sicily on Page and Screen
What images come to mind when we hear the words Sicily and Sicilians? Often our thoughts range from scenic vacation spots, delicious seafood and cannoli, and sweet grandmothers dressed in black, to mafia violence, vendettas, and the deep-rooted code of silence, omerta. But, how did these ideas get to us? Is there truth in them? Is there more to this island and its people? Through careful analysis of literary and cinematic representations of this Italian region, and those that do and have inhabited it, we will trace and analyze how Sicilians have represented themselves, how mainland Italians have interpreted Sicilian culture, how outsiders have understood these symbols, how our own perceptions shaped what we thought we knew about this place and, finally, how our own observations will have evolved throughout our studies. We will watch films such as Tornatore's Cinema paradiso and Coppola's The Godfather II, and read texts such as Lampedusa's The Leopard and Maraini's Bagheria. This course aims to increase students' understanding and knowledge of the Sicilian socio-cultural system. It will help students develop their ability to understand and interpret Sicilian culture through close analysis of its history, values, attitudes, and experiences, thereby allowing them to better recognize and examine the values and practices that define their own, as well as others', cultural frameworks.
Taught by: Broccia
Course usually offered summer term only
Also Offered As: CIMS 204, COML 208, ENGL 083
Activity: Seminar
1.0 Course Unit
Notes: Course taught in English. Course Materials in English. There are no prerequisites for this course.
ITAL 208 Business Italian
The course is conducted entirely in Italian and should be taken after completion of Italian 201 or equivalent. It is designed to enable students to acquire language proficiency in the current Italian business and labor world. Business terminology will be used in specific business situations such as banking, trade, communications, etc. The course will examine Italian business practices, cultural differences such as the attitude towards money, work, leisure and consumerism through websites, newspaper and magazine articles and video clips. Students will learn to read business publications, write and compose business texts, and participate in business-related conversations. Additionally, guest lecturers from the local business world with ties to Italy will provide students with information about internship and job opportunities and the knowledge necessary to navigate international and Italian commercial routes. All reading and lectures in Italian. Prerequisite: Open to students who have completed ITAL 201 or equivalent.
Course not offered every year
Prerequisite: ITAL 201
Activity: Seminar
1.0 Course Unit

ITAL 217 Survey of Italian Theater
Please check the website for a current course description at: http://www.sas.upenn.edu/italians/courses
Course not offered every year
Activity: Seminar
1.0 Course Unit

ITAL 218 Film Sound and Film Music
Please check the website for a current course description at: http://www.sas.upenn.edu/italians/courses
One-term course offered either term
Activity: Seminar
1.0 Course Unit

ITAL 220 Cultura E Letteratura
Please check the website for a current course description at: http://www.sas.upenn.edu/italians/courses
One-term course offered either term
Activity: Seminar
1.0 Course Unit

ITAL 222 Topics in Italian Cinema
Topics vary. Please check the department's website for a current course description at: http://www.sas.upenn.edu/italians/courses
One-term course offered either term
Activity: Seminar
1.0 Course Unit

ITAL 230 Topics in European History
Please check the website for a current course description at: http://www.sas.upenn.edu/italians/courses
One-term course offered either term
Also Offered As: CLST 230, COML 248, GRMN 232, HIST 230, JWST 230
Activity: Seminar
1.0 Course Unit

ITAL 257 Fascist Cinemas
Cinema played a crucial role in the cultural life of Nazi Germany and other fascist states. As cinema enthusiasts, Goebbels and Hitler were among the first to realize the important ideological potential of film as a mass medium and saw to it that Germany remained a cinema powerhouse producing more than 1000 films during the Nazi era. In Italy, Mussolini, too, declared cinema 'the strongest weapon.' This course explores the world of 'fascist' cinemas ranging from infamous propaganda pieces such as The Triumph of the Will to popular entertainments such as musicals and melodramas. It examines the strange and mutually defining kinship between fascism more broadly and film. We will consider what elements mobilize and connect the film industries of the Axis Powers: style, genre, the aestheticization of politics, the creation of racialized others. More than seventy years later, fascist cinemas challenge us to grapple with issues of more subtle ideological insinuation than we might think. Weekly screenings with subtitles. All readings and discussions in English.
For BA Students: Arts and Letters Sector
Course not offered every year
Also Offered As: CIMS 257, COML 269, GRMN 257
Activity: Lecture
1.0 Course Unit

ITAL 288 Modern Italian Culture: Italian American Experiences
Please check the website for a current course description at: http://www.sas.upenn.edu/italians/courses
Taught by: Veneziano Broccia
Course not offered every year
Also Offered As: CIMS 240
Activity: Seminar
1.0 Course Unit

ITAL 300 Topics in Italian History, Literature, and Culture
Topics vary. Please check the department's website for a course description at: http://www.sas.upenn.edu/italians/courses
Course not offered every year
Also Offered As: CIMS 300, COML 300, ENGL 231
Activity: Seminar
1.0 Course Unit

ITAL 308 Renaissance Europe
One-term course offered either term
Also Offered As: HIST 308
Activity: Lecture
1.0 Course Unit
ITAL 333 Dante's Divine Comedy
In this course we will read the Inferno, the Purgatorio and the Paradiso, focusing on a series of interrelated problems raised by the poem: authority, fiction, history, politics and language. Particular attention will be given to how the Commedia presents itself as Dante's autobiography, and to how the autobiographical narrative serves as a unifying thread for this supremely rich literary text. Supplementary readings will include Virgil's Aeneid and selections from Ovid's Metamorphoses. All readings and written work will be in English. Italian or Italian Studies credit will require reading Italian texts in their original language and writing about their themes in Italian. This course may be taken for graduate credit, but additional work and meetings with the instructor will be required. When crosslisted with ENGL 323, this is a Benjamin Franklin Seminar.
Course not offered every year
Also Offered As: COML 333, ENGL 323
Activity: Seminar
1.0 Course Unit
Notes: When crosslisted with ENGL 323, this is a Benjamin Franklin Seminar

ITAL 384 The Holocaust in Italian Literature and Film
Please check the website for a current course description at: http://www.sas.upenn.edu/italians/courses
Course not offered every year
Also Offered As: CIMS 387
Activity: Seminar
1.0 Course Unit

ITAL 398 Honors Thesis
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

ITAL 399 Independent Study
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

ITAL 499 Independent Study
Course usually offered in fall term
Activity: Independent Study
1.0 Course Unit

ITAL 511 A Black Seed (He) Sowed: An Introduction to Paleography & History of Books
Writing and reading are common actions we do every day. Nonetheless they have changed over the centuries, and a fourteenth century manuscript appears to us very different from a Penguin book. The impact of cultural movements such as Humanism, and of historical events, such as the Reformation, reshaped the making of books, and therefore the way of reading them. The course will provide students with an introduction to the history of the book, including elements of paleography, and through direct contact with the subjects of the class: manuscripts and books. Furthermore, a section of the course will focus on digital resources, in order to make students familiar with ongoing projects related to the history of book collections (including the 'Philosophical Libraries' and the 'Provenance' projects, based at the Scuola Normale Superiore in Pisa and at Penn). The course will be conducted in English; a basic knowledge of Latin is desirable but not required. The class will meet in Van Pelt.
Course not offered every year
Activity: Seminar
1.0 Course Unit

ITAL 512 A Black Seed (He) Sowed: An Introduction to Paleography & History of Books
Writing and reading are common actions we do every day. Nonetheless they have changed over the centuries, and a fourteenth century manuscript appears to us very different from a Penguin book. The impact of cultural movements such as Humanism, and of historical events, such as the Reformation, reshaped the making of books, and therefore the way of reading them. The course will provide students with an introduction to the history of the book, including elements of paleography, and through direct contact with the subjects of the class: manuscripts and books. Furthermore, a section of the course will focus on digital resources, in order to make students familiar with ongoing projects related to the history of book collections (including the 'Philosophical Libraries' and the 'Provenance' projects, based at the Scuola Normale Superiore in Pisa and at Penn). The course will be conducted in English; a basic knowledge of Latin is desirable but not required. The class will meet in Van Pelt.
Course not offered every year
Activity: Seminar
1.0 Course Unit

ITAL 530 Medieval Italian Literature
Medieval Italian society, art, intellectual and political history. Please check the department's website for the course description at: http://www.sas.upenn.edu/italians/graduate/courses
Course not offered every year
Activity: Seminar
1.0 Course Unit

ITAL 531 Dante's Commedia I
Please check the department's website for the course description at: http://www.sas.upenn.edu/italians/graduate/courses Dante Visualizing: Dante Visualizing and Dante Visualized. Dante's Commedia has inspired art, but at the same time art is present within the Comedy itself, through images, metaphors, descriptions and even more concrete examples. This course aims at discussing these aspects, taking into consideration also the philosophical, political and religious background of these motifs. While analyzing images in and from the Commedia, we will look at illustrations and artistic interpretations, spanning from medieval illuminations and Renaissance printed books (mainly from Van Pelt Library) to contemporary examples, and focusing on artists such as Giotto, Botticelli, Michelangelo, Blake, Dore, and Dali. The course will be taught in English.
Course not offered every year
Also Offered As: COML 533
Activity: Seminar
1.0 Course Unit

ITAL 535 Petrarch
Petrarch's life and work in the context of Italian and European culture and society.
Course not offered every year
Also Offered As: COML 524
Activity: Seminar
1.0 Course Unit

ITAL 537 Boccaccio
Boccaccio's life and work in the context of Italian and European culture and society.
Taught by: Brownlee
Course not offered every year
Activity: Seminar
1.0 Course Unit
ITAL 540 Plato and Aristotle in the Renaissance
In one of the most evocative frescoes of the Renaissance, Raphael juxtaposes Plato and Aristotle. The pairing would seem obvious, since the two thinkers had been for centuries symbols of philosophy and wisdom. But only the recent revival of Plato, begun in the mid-fifteenth century, had allowed Latin West to gain a better understanding of Platonic philosophy and therefore to compare Plato's doctrines directly to those of Aristotle. Were master and disciple in harmony? And if not, which of the two should be favored? Such questions were less innocent than one might think, and the answers to them had implications for philosophy, theology, speculation on the natural world, and even politics. The course will offer an overview of Renaissance philosophy and culture by focusing on the different ways in which Plato and Aristotle were read, interpreted and exploited between the fifteenth and seventeenth centuries. The course will be conducted in English; a basic knowledge of Latin is desirable but not required.
Taught by: Del Soldato
Course not offered every year
Also Offered As: CLST 540, COML 545, PHIL 545
Activity: Seminar
1.0 Course Unit

ITAL 541 Transalpine Tensions: Franco-Italian Rivalries in the Renaissance
In the Middle Ages and Early Modern period, France and the Italian States were bound together by linguistic, economic, political, and religious ties, and intellectual developments never flowed unilaterally from one country to the other. On the contrary, they were transnational phenomena, and French and Italian thinkers and writers conceived of themselves and their work both in relation to and in opposition to one another. This course will consider the most fundamental aspects of Franco-Italian cultural exchange in the medieval and early modern period, with an emphasis on humanism, philosophical and religious debates, political struggles, and the rise of vernacular languages in literary and learned discourse. Authors to be studied include Dante, Petrarch, Boccaccio, Ficino, Pico della Mirandola Castiglione, Bembo, Rabelais, Marguerite de Navarre, Du Bellay, Machiavelli, and Montaigne. In addition to learning the material covered in the course, students will gain expertise in producing professional presentations and research papers, and will also have the opportunity to consult original material from the Kislak Center. This course is open to undergraduates with permission of the instructors. It counts toward the bachelor’s minor in Global Medieval Studies and the graduate certificate in Global and Medieval Renaissance Studies. Undergraduates must obtain permission from instructor to enroll.
Taught by: Soldato
Course not offered every year
Also Offered As: COML 552, FREN 541
Activity: Seminar
1.0 Course Unit

ITAL 581 Modern/Contemporary Italian Culture
Please see department website for current description at: http://www.sas.upenn.edu/italians/graduate/courses
One-term course offered either term
Also Offered As: COML 593, JWST 581
Activity: Seminar
1.0 Course Unit

ITAL 583 Post-Human Landscapes
Please check the website for a current course description at: http://www.sas.upenn.edu/italians/graduate/courses
Course not offered every year
Activity: Seminar
1.0 Course Unit

ITAL 584 20th-Century Italian Fiction and Film
Please see department website for current description at: http://www.sas.upenn.edu/italians/graduate/courses
Course not offered every year
Also Offered As: CIMS 584
Activity: Seminar
1.0 Course Unit

ITAL 594 Theories of Nationalism
You cannot build a wall to stop the free flow of literary and creative ideas. But in constructing narratives of national identity, states have long adopted particular texts as ‘foundational.’ Very often these texts have been epics or romances designated ‘medieval,’ that is, associated with the period in which specific vernaculars or ‘mother tongues’ first emerged. France and Germany, for example, have long fought over who ‘owns’ the Strasbourg oaths, or the Chanson de Roland; new editions of this epic poem, written in French but telling of Frankish (Germanic) warriors, have been produced (on both sides) every time those two countries go to war. In this course we will thus study both a range of ‘medieval’ texts and the ways in which they have been claimed, edited, and disseminated to serve particular nationalist agendas. Particular attention will be paid to the early nineteenth century, and to the 1930s. Delicate issues arise as nations determine what their national epic needs to be. Russia, for example, needs the text known as The Song of Igor to be genuine, since it is the only Russian epic to predate the Mongol invasion. The text was discovered in 1797 and then promptly lost in Moscow’s great fire of 1812; suggestions that it might have been a fake have to be handled with care in Putin’s Russia. Similarly, discussing putative Mughal (Islamic) elements in so-called ‘Hindu epics’ can also be a delicate matter. Some ‘uses of the medieval’ have been exercised for reactionary and revisionist causes in the USA, but such use is much more extravagant east of Prague. And what, exactly, is the national epic of the USA? What, for that matter, of England? Beowulf has long been celebrated as an English Ur-text, but is set in Denmark; is full of Danes (and has been claimed for Ulster by Seamus Heaney). Malory’s Morte Darthur was chosen to provide scenes for the queen’s new robing room (following the fire that largely destroyed the Palace of Westminster in 1834), but Queen Victoria found the designs unacceptable: too much popery and adultery. Foundations of literary history still in force today are rooted in nineteenth-century historiography: thus we have The Cambridge History of Italian Literature and The Cambridge History of German Literature, each covering a millennium, even though political entities by the name of Italy and Germany did not exist until the later nineteenth century. What alternative ways of narrating literary history might be found? Itinerary models, which do not observe national boundaries, might be explored, and also the cultural history of watercourses, such as the Rhine, Danube, or Nile. The exact choice of texts to be studied will depend in part on the interests of those who choose to enroll. Faculty with particular regional expertise will be invited to visit specific classes.
Taught by: Wallace
Course not offered every year
Also Offered As: COML 591, ENGL 594
Activity: Seminar
1.0 Course Unit
ITAL 601 Italian Literary Theory
Please see department website for current description at: http://www.sas.upenn.edu/italians/graduate/courses
Course not offered every year
Also Offered As: COML 609
Activity: Seminar
1.0 Course Unit

ITAL 602 Tools of the Trade
Theoretical and practical aspects of academic research. Please check the department's website for the course description at: https://www.sas.upenn.edu/italians/courses
Course not offered every year
Also Offered As: COML 602, MUSC 604
Activity: Seminar
1.0 Course Unit

ITAL 641 Topics in Southern Renaissance Art
Topic varies from semester to semester. For the Fall 2020 semester, the topic will be 'Figure and Ground.' We owe the Renaissance picture more than the idealized human figure. For figure, depends on ground, here defined in at least three senses: 1) the ground as the material preparation of the support; 2) the plane where figures anchor their place in the pictorial world; and 3) the field in and against which figuration occurs, namely the background. In this graduate seminar, we will attempt to discuss, debate, and formulate ideas and methods to interpret the Renaissance picture according to these three semantic areas of ground. We will begin with gold grounds in the fourteenth century and conclude with the darkened grounds of tenebrist painters such as Caravaggio. In addition to reading current art historical scholarship grappling with several 'turns' (material, global, ecocritical) as well as Anne Cheng's notion of 'ornamentalism' that draws from critical race and gender theory, we will also focus our attention on those Renaissance writers who described and prescribed the look of the picture in ways not usually accommodated by standard art historical approaches. Rather than recuperating the ground as an integral category, we will instead consider the acute dilemma of the ground's theoretical exception.
Taught by: Kim
Course not offered every year
Also Offered As: ARTH 750
Activity: Seminar
1.0 Course Unit

ITAL 682 Topics: Literature and Film
Please see department website for a current course description at: http://www.sas.upenn.edu/italians/graduate/courses
Course not offered every year
Also Offered As: CIMS 682, COML 680, GSWS 682
Activity: Seminar
1.0 Course Unit

ITAL 685 20th Century Italian Culture
Please see department website for a current course description at: https://www.sas.upenn.edu/italians/courses
Course not offered every year
Also Offered As: ARTH 786, COML 786
Activity: Seminar
1.0 Course Unit

ITAL 687 Pasolini and Calvino
Please see department website for a current course description at: http://www.sas.upenn.edu/italians/graduate/courses
Course not offered every year
Activity: Seminar
1.0 Course Unit

ITAL 691 Italian Teaching & Learning
Two terms. student must enter first term.
Activity: Seminar
1.0 Course Unit

ITAL 800 Exam Preparation
PhD Exam Preparation
Course not offered every year
Activity: Seminar
1.0 Course Unit

ITAL 995 Dissertation
One-term course offered either term
Activity: Dissertation
1.0 Course Unit

ITAL 999 Independent Study
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

Kannada (KAND)

KAND 407 Beginning Kannada I
This is a systematic introduction to the Kannada language and culture for beginners. The course aims at developing listening and comprehension and a real life interactive speaking ability in a variety of everyday topics. The Kannada script is introduced from the beginning and the language is presented in its socio-cultural context for achieving a meaningful and operational control of the language. Students acquire basic rules for structural and socio-cultural appropriateness. Students learn vocabulary related to a variety of topics during the semester. Class activities include watching videos, role-playing, language games and group work. Evaluation is based on class participation, performance in quizzes and tests and completed assignments. Prerequisite: Offered through Penn Language Center.
For BA Students: Language Course
Taught by: Swaminathan
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center

KAND 408 Beginning Kannada II
This is a systematic introduction to the Kannada language and culture for beginners. The course aims at developing listening and comprehension and a real life interactive speaking ability in a variety of everyday topics. The Kannada script is introduced from the beginning and the language is presented in its socio-cultural context for achieving a meaningful and operational control of the language. Students acquire basic rules for structural and socio-cultural appropriateness. Students learn vocabulary related to a variety of topics during the semester. Class activities include watching videos, role-playing, language games and group work. Evaluation is based on class participation, performance in quizzes and tests and completed assignments. Prerequisite: Offered through Penn Language Center.
For BA Students: Language Course
Taught by: Swaminathan
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center
KAND 427 Intermediate Kannada I
This course continues the study of the Kannada language and culture from where the beginners II course ended. The course continues developing listening and comprehension and a real life interactive speaking ability in a variety of everyday topics. The Kannada script is learned in its socio-cultural context for achieving a meaningful and operational control of the language. Students acquire rules for structural and socio-cultural appropriateness. Students learn vocabulary related to a variety of topics during the semester. Class activities include watching videos, role-playing, language games and group work. Evaluation is based on class participation, performance in quizzes and tests and completed assignments. Prerequisite: Offered through the Penn Language Center.

For BA Students: Language Course
Taught by: Sundaram
Course usually offered in fall term
Prerequisite: KAND 408
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center

KAND 428 Intermediate Kannada II
Students continue their study of Intermediate Kannada I, both in language and culture. The course aims at honing listening and comprehension and a real life interactive speaking ability in a variety of everyday topics. The Kannada script is learned in its socio-cultural context for achieving a meaningful and operational control of the language. Students acquire basic rules for structural and socio-cultural appropriateness. Students learn vocabulary related to a variety of topics during the semester. Class activities include watching videos, role-playing, language games and group work. Evaluation is based on class participation, performance in quizzes and tests and completed assignments. Prerequisite: Offered through Penn Language Center.

For BA Students: Last Language Course
Taught by: Sundaram
Course usually offered in spring term
Prerequisite: KAND 427
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center

KAND 447 Advanced Kannada: Selected Topics
Directed topics vary by semester in advanced level Kannada. Taught by: Rajagopalan
One-term course offered either term
Activity: Lecture
1.0 Course Unit

Japanese (JPAN)

JPAN 001 Introduction to Spoken Japanese I
Intended for students who have no Japanese background. The major emphasis is on oral communication skills, although some reading and writing instructions are given. Japanese pop-culture will also be incorporated. Prerequisite: See LPS Course Guide. **This course does not fulfill the language requirement the College.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: See LPS Course Guide. **This course does not fulfill the language requirement in the College.

JPAN 002 Introduction to Spoken Japanese II
Although some reading/writing instruction is given, the major emphasis is on oral communication skill. Prerequisite: See LPS Course Guide. **This course does fulfill the language requirement the College.
Course usually offered in spring term
Prerequisite: JPAN 001
Activity: Lecture
1.0 Course Unit
Notes: See LPS Course Guide. **This course does not fulfill the language requirement in the College.

JPAN 011 Beginning Japanese I
Intended for students who have no Japanese background. All four skills, speaking/listening/writing/reading, are equally emphasized. Hiragana/Katakana (Two sets of Japanese syllabic letters) and some Chinese characters (Kanji) are introduced. Textbooks: Genki I (Lesson 1- Lesson 7), Kanji: reproduction-approx.70/recognition-approx.110
For BA Students: Language Course
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

JPAN 012 Beginning Japanese II
A continuation of Beginning Japanese I, this course continues the introduction of the Japanese language. All four skills, speaking/listening/writing/reading, are equally emphasized. Hiragana/Katakana (Two sets of Japanese syllabic letters) and some Chinese characters (Kanji) are introduced. Textbooks: Genki I (Lesson 8- Lesson 12) and Genki II (Lesson 13- Lesson 14) Kanji: reproduction-approx.170/recognition-approx.250
For BA Students: Language Course
Course usually offered in spring term
Prerequisite: JPAN 011
Activity: Lecture
1.0 Course Unit

JPAN 021 Intensive Beginning Japanese I
Intended for students who have little or no background in Japanese who wish to finish the language requirement in one year. This is equivalent to Beginning Japanese I & II in one semester, 2 CU. Textbooks: Genki I (Lesson 1-Lesson 12) and Genki II (Lesson 13-Lesson 14) Kanji: reproduction-approx.170/recognition-approx.250
For BA Students: Language Course
Course usually offered in fall term
Activity: Lecture
2.0 Course Units

JPAN 022 Intensive Beginning Japanese II
A continuation of Intensive Beginning Japanese I, this class is equivalent to Beginning Japanese III and Beginning Japanese IV in one semester, 2CU, and completes the College language requirement. Textbooks: Genki II (Lesson 13- Lesson 23) and Tobira: Gate way to Advanced Japanese (Unit 1-Unit 3) Kanji: Approximately 140 new Kanji will be introduced. Overall Kanji knowledge will be about approx. 400.
For BA Students: Last Language Course
Course usually offered in spring term
Prerequisite: JPAN 012 OR JPAN 021
Activity: Lecture
2.0 Course Units
JPAN 111 Beginning Japanese III
This course is a continuation of Beginning Japanese II and focuses on the development of the elementary grammatical structures of the Japanese language through aural-oral practices. The course also aims to develop the four basic skills: listening, speaking, reading, and writing. The course also introduces aspects of Japanese culture and customs, knowledge that is necessary for behaving in a socio-culturally appropriate manner. Students will learn and practice skills to communicate in situations they might face in real life. Example topics and functions are travel, part-time job, work, asking for favors, asking permission, stating your intension/opinion, reporting what you heard, and various speech styles including Keigo (respectful speech). Textbooks: Genki II (Lesson 15-Lesson 21) will be covered, and around 100 new Kanji will be introduced. Overall kanji knowledge will be 286.

For BA Students: Language Course
Course usually offered in fall term
Prerequisite: JPAN 012 OR JPAN 021
Activity: Lecture
1.0 Course Unit

JPAN 112 Beginning Japanese IV
Prerequisites: Completion of JPAN 111 or the equivalent This course completes the College language requirement. Textbooks: Genki II (Lesson 22-Lesson 23) and Tobira: Gate way to Advanced Japanese (Unit 1-Unit 3) Kanji: Approximately 140 new Kanji will be introduced. Overall Kanji knowledge will be about approx. 400.

For BA Students: Language Course
Course usually offered in spring term
Prerequisite: JPAN 111
Activity: Lecture
1.0 Course Unit

JPAN 211 Intermediate Japanese I
A continuation of Japanese language beyond the language requirement. Textbooks: Tobira: Gateway to Advanced Japanese (Unit 4-Unit 8) Kanji: reproduction-approx.400/recognition-approx.550

For BA Students: Advanced Language Course
Course usually offered in fall term
Prerequisite: JPAN 112 or JPAN 022
Activity: Lecture
1.0 Course Unit

JPAN 212 Intermediate Japanese II
A continuation of Japanese language at the intermediate level. Textbooks: Tobira: Gateway to Advanced Japanese (Unit 9-Unit 15) Kanji: reproduction-approx.470/recognition-approx.650

For BA Students: Advanced Language Course
Course usually offered in spring term
Prerequisite: JPAN 211
Activity: Lecture
1.0 Course Unit

JPAN 311 Intermediate Japanese III
This course is a continuation of Japanese language at the upper intermediate level, and authentic materials and video clips will be used. For BA Students: Advanced Language Course
Taught by: Takami
Course usually offered in fall term
Prerequisite: JPAN 212
Activity: Lecture
1.0 Course Unit

JPAN 312 Intermediate Japanese IV
PREREQUISITES Completion of JPAN 311 or the equivalent. Authentic materials and video clips will be used
For BA Students: Advanced Language Course
Taught by: Takami
Course usually offered in spring term
Prerequisite: JPAN 311
Activity: Lecture
1.0 Course Unit

JPAN 381 Japanese for the Professions

For BA Students: Advanced Language Course
Taught by: Takami
Course usually offered in spring term
Prerequisite: JPAN 212
Activity: Lecture
1.0 Course Unit

Notes: Offered through Penn Language Center.

JPAN 382 Japanese for the Professions II

For BA Students: Advanced Language Course
Taught by: Takami
Course usually offered in spring term
Prerequisite: JPAN 381
Activity: Lecture
1.0 Course Unit

Notes: Offered through the Penn Language Center

JPAN 411 Advanced Japanese I
Minimum 600 - 700 kanji knowledge is expected. A continuation of Japanese language beyond the intermediate level.

For BA Students: Advanced Language Course
Course usually offered in fall term
Prerequisite: JPAN 312 OR JPAN 382
Activity: Lecture
1.0 Course Unit

JPAN 412 Advanced Japanese II
A continuation of Japanese language at the advanced level. Authentic materials and video clips will be used.

For BA Students: Advanced Language Course
Course usually offered in spring term
Prerequisite: JPAN 411
Activity: Lecture
1.0 Course Unit
JPAN 481 Advanced Japanese for Proficiency I
This course is for students with an advanced background in Japanese, who are interested in taking at least the Level 2 Japanese Proficiency Test. Solid grammar, an extensive vocabulary, and the knowledge of at least 800-900 Chinese characters is required. This course is not continuous with any existing intermediate or advanced-level Japanese course; therefore, your grade from any of those courses does not qualify you to take this class. Eligibility will be determined through an interview and placement test taken in the first meeting. All students who take this course are required to take the Japanese Proficiency Test in December. Since the JLPT is administered in December every year, if you wish to fully prepare for the test, the instructor strongly recommends that you take Advanced Proficiency II in the same calendar year. For example, if you plan to take the test in December, take Advanced Proficiency II the prior spring and take Advanced Proficiency I in the fall. Different from other courses, this full-year course begins in the spring and ends in the fall, because the test is given in December. However, participation in 482 is optional.
For BA Students: Advanced Language Course
Course usually offered in fall term
Prerequisite: JPAN 312 OR JPAN 382
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center.

JPAN 482 Advanced Japanese for Proficiency II
This course is for students with an advanced-low or advanced-mid background in Japanese, aiming to strengthen the four language skills (speaking, reading, writing, and listening) and to deepen their understanding of Japanese culture. The class will use authentic Japanese through media, such as newspapers, television, and articles, regarding Japanese culture and society as well as current news. Students will narrate, describe, and express their opinions with details, examples, and strong reasoning, using sophisticated terms and phrases related such topics. Prerequisite: Japanese proficiency test and permission of instructor. Offered through the Penn Language Center.
For BA Students: Advanced Language Course
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

JPAN 491 Readings in Classical Japanese I
Readings in classical texts drawn from the Heian, Kamakura, Muromachi, and Edo periods. Introduction to the different styles of classical Japanese, and to classical Japanese as a whole.
For BA Students: Advanced Language Course
Taught by: Chance, L.
Course usually offered in fall term
Also Offered As: EALC 251, EALC 651
Prerequisite: JPAN 212
Activity: Lecture
1.0 Course Unit

JPAN 511 Readings in Advanced Japanese
Readings in advanced literary and journalistic texts written in modern Japanese.
For BA Students: Advanced Language Course
Course usually offered in fall term
Prerequisite: JPAN 412
Activity: Lecture
1.0 Course Unit

JPAN 512 Readings Advanced Japanese II
Readings in advanced literary and journalistic texts written in modern Japanese.
For BA Students: Advanced Language Course
Course usually offered in spring term
Prerequisite: JPAN 511
Activity: Lecture
1.0 Course Unit

JPAN 515 Japanese-English Translation
In this course, students learn basic techniques and skills in translation through hands-on practices. Depending on the interests of enrolled students, both literary and non-literary texts are drawn from a wide range of fields, including popular culture (e.g. manga, animation, film, game, music, and short story), religion, law, and medicine. As students read papers pertinent to principles and problems of translation from Japanese to English, they acquire practical experience in translation tasks and approaches, learn cultural and communicative differences between Japanese and English, and familiarize themselves with ethics and resources.
Taught by: Nishimura
Course usually offered in fall term
Prerequisite: JPAN 412
Activity: Lecture
1.0 Course Unit

Jewish Studies Program (JWST)

JWST 026 Jews and China: Views from Two Perspectives
Jews in China???? Who knew???? The history of the Jews in China, both modern and medieval, is an unexpected and fascinating case of cultural exchange. Even earlier than the 10th century, Jewish trader from India or Persia on the Silk Road, settled in Kaifeng, the capital of the Northern Song Dynasty, and established a Jewish community that lasted through the nineteenth century. In the mid-nineteenth century, Jewish merchants, mainly from Iraq, often via India, arrived in China and played a major role in the building of modern Shanghai. After 1898, Jews from Russia settled in the northern Chinese city of Harbin, first as traders and later as refugees from the Bolshevik Revolution and Russian Civil War. In the first decades of the twentieth century, a few Jews from Poland and Russia visited China as tourists, drawn by a combination of curiosity about the cultural exoticism of a truly foreign culture and an affinity that Polish Jewish socialists and communists felt as these political movements began to emerge in China. During World War II, Shanghai served as a port of refuge for Jews from Central Europe. In this freshman seminar, we will explore how these Jewish traders, travelers, and refugees responded to and represented China in their writings. We will also read works by their Chinese contemporaries and others to see the responses to and perceptions of these Jews. We will ask questions about cultural translation: How do exchanges between languages, religions, and cultures affect the identities of individuals and communities? What commonalities and differences between these people emerge?
Taught by: Hellerstein
Course not offered every year
Also Offered As: GRMN 026
Activity: Seminar
1.0 Course Unit
Notes: Benjamin Franklin Seminar
JWST 031 Beginning Yiddish I
Yiddish is a 1000-year-old language with a rich cultural heritage. YDSH 101, the first in the Beginning Yiddish language series, introduces the student who has no previous knowledge of the language to the skills of reading, writing, and speaking Yiddish. Starting with the alphabet, students study grammar, enriched by cultural materials such as song, literature, folklore, and film, as well as the course s on-line Blackboard site, to acquire basic competency. By the end of the first semester, students will be able to engage in simple conversations in the present tense, know common greetings and expressions, and read simple texts, including literature, newspapers, songs, and letters. Students are encouraged to continue with YDSH 102 / JWST 032 / YDSH 501 in the Spring. Four semesters of Yiddish fulfill the Penn Language Requirement. For BA Students: Language Course
Course usually offered in fall term
Also Offered As: YDSH 101, YDSH 501
Activity: Lecture
1.0 Course Unit

JWST 032 Beginning Yiddish II
In this course, you can continue to develop basic reading, writing and speaking skills. Discover treasures of Yiddish culture: songs, literature, folklore, and films.
For BA Students: Language Course
Course usually offered in spring term
Also Offered As: YDSH 102, YDSH 502
Prerequisite: JWST 031
Activity: Lecture
1.0 Course Unit

JWST 033 Intermediate Yiddish I
A continuation of JWST 032/ YDSH 102, Beginning Yiddish II, this course develops the skills of reading, writing, and speaking Yiddish on the intermediate level through the study of grammar and cultural materials, such as literature, newspapers, films, songs, radio programs.
For BA Students: Language Course
Taught by: Hellerstein
Course usually offered in fall term
Also Offered As: YDSH 103, YDSH 503
Prerequisite: GRMN 402
Activity: Lecture
1.0 Course Unit

JWST 034 Intermediate Yiddish II
Continuation of JWST 033; emphases in reading texts and conversation.
For BA Students: Last Language Course
Taught by: Hellerstein
Course usually offered in spring term
Also Offered As: YDSH 104, YDSH 504
Prerequisite: GRMN 403
Activity: Lecture
1.0 Course Unit

JWST 041 Israel in Middle East
Also Offered As: NELC 034
Activity: Seminar
1.0 Course Unit

JWST 051 Elementary Modern Hebrew I
An introduction to the skills of reading, writing, and conversing in modern Hebrew. This course assumes no previous knowledge of Hebrew. A grade of B- or higher is needed to continue in the language.
For BA Students: Language Course
One-term course offered either term
Also Offered As: HEBR 051, HEBR 651
Activity: Lecture
1.0 Course Unit

JWST 052 Elementary Modern Hebrew II
A continuation of first semester Elementary Modern Hebrew, which assumes basic skills of reading and speaking and the use of the present tense. Open to all students who have completed one semester of Hebrew at Penn with a grade of B- or above and new students with equivalent competency.
For BA Students: Language Course
One-term course offered either term
Also Offered As: HEBR 052, HEBR 652
Prerequisite: HEBR 051
Activity: Lecture
1.0 Course Unit

JWST 053 Intermediate Modern Hebrew III
Development of the skills of reading, writing, and conversing in modern Hebrew on an intermediate level. Open to all students who have completed two semesters of Hebrew at Penn with a grade of B- or above and new students with equivalent competency.
For BA Students: Language Course
One-term course offered either term
Also Offered As: HEBR 053, HEBR 653
Prerequisite: HEBR 052
Activity: Lecture
1.0 Course Unit

JWST 054 Intermediate Modern Hebrew IV
This course constitutes the final semester of Intermediate Modern Hebrew. Hence, one of the main goals of the course is to prepare the students for the proficiency exam in Hebrew. Emphasis will be placed on grammar skills and ability to read literary texts. Open to all students who have completed three semesters of Hebrew at Penn with a grade of B- or above and new students with equivalent competency.
For BA Students: Last Language Course
One-term course offered either term
Also Offered As: HEBR 054, HEBR 654
Prerequisite: HEBR 053
Activity: Lecture
1.0 Course Unit
JWST 059 Advanced Modern Hebrew: Conversation & Writing
In this course students are introduced to the vibrant world of contemporary Israeli culture by reading some of the best plays, poems, short stories and journalism published in Israel today. They also watch and analyze some of Israel’s most popular films, TV programs, and videos. Themes include Jewish-Arab relations, the founding of the State, family ties and inter generational conflict, war and society, and the recent dynamic changes in Israel society. Students must have taken four semesters of Hebrew at Penn or permission of instructor. Since the content of this course may change from year to year, students may take it more than once (but only once for credit).
For BA Students: Advanced Language Course
One-term course offered either term
Also Offered As: HEBR 059, HEBR 552
Prerequisite: HEBR 054
Activity: Lecture
1.0 Course Unit

JWST 100 Themes Jewish Tradition: Iberian Conversos: Jew-Christian?
Course topics will vary; they have included The Binding of Isaac, Responses to Catastrophes in Jewish History, Holy Men & Women (Ben-Amos); Rewriting the Bible (Dohrmann); Performing Judaism (Fishman); Jewish Political Thought (Fishman); Jewish Esotericism (Lorberbaum) Democratic culture assumes the democracy of knowledge - the accessibility of knowledge and its transparency. Should this always be the case? What of harmful knowledge? When are secrets necessary? In traditional Jewish thought, approaching the divine has often assumed an aura of danger. Theological knowledge was thought of as restricted. This seminar will explore the ‘open’ and ‘closed’ in theological knowledge, as presented in central texts of the rabbinic tradition: the Mishnah, Maimonides and the Kabbalah. Primary sources will be available in both Hebrew and English.
For BA Students: History and Tradition Sector
Taught by: Ben-Amos/Dohrmann/Fishman
Course not offered every year
Also Offered As: FOLK 252, NELC 252, NELC 552, RELS 129
Activity: Seminar
1.0 Course Unit

JWST 102 Jewish Humor
In modern American popular culture Jewish humor is considered by Jews and non-Jews as a recognizable and distinct form of humor. Focusing upon folk-humor, in this course we will examine the history of this perception, and study different manifestation of Jewish humor as a particular case study of ethnic in general. Specific topics for analysis will be: humor in the Hebrew Bible, humor in Europe and in America, JAP and JAM jokes, Jewish tricksters and pranksters, Jewish humor in the Holocaust and Jewish humor in Israel. The term paper will be a project of Jewish jokes. For BA Students: Advanced Language Course
One-term course offered either term
Also Offered As: HEBR 059, HEBR 552
Prerequisite: HEBR 054
Activity: Lecture
1.0 Course Unit

JWST 103 The Messianic Impulse in Jewish History
Taught by: Ruderman
One-term course offered either term
Also Offered As: HIST 101
Activity: Seminar
1.0 Course Unit

JWST 122 Religions of the West
This course surveys the intertwined histories of Judaism, Christianity, and Islam. We will focus on the shared stories which connect these three traditions, and the ways in which communities distinguished themselves in such shared spaces. We will mostly survey literature, but will also address material culture and ritual practice, to seek answers to the following questions: How do myths emerge? What do stories do? What is the relationship between religion and myth-making? What is scripture, and what is its function in creating religious communities? How do communities remember and forget the past? Through which lenses and with which tools do we define ‘the West’?
For BA Students: History and Tradition Sector
Taught by: Durmaz
One-term course offered either term
Also Offered As: RELS 002
Activity: Lecture
1.0 Course Unit

JWST 126 Jewish Mysticism
Survey of major periods of development of mystical speculation and experience within Judaism. Mystical symbolism as a basis for theosophical interpretations of Torah, immanentist theologies, mystical ethics. Types of experiences and practices which were cultivated by Jewish mystics in order to achieve intimate communion with the Divine and to facilitate a sacred transformation of themselves and the world. Includes ‘Riders of the Chariot’, The Zohar (Book of Splendor), Lurianic Kabbalah, Hasidism.
Course not offered every year
Also Offered As: NELC 186, RELS 126
Activity: Lecture
1.0 Course Unit

JWST 128 Spirituality in Contemporary Israel
This course maps out spiritual and religious life in Israel today, ranging from state-supported orthodox communities to groups that practice alternative forms of spirituality. What role do tradition, custom and ritual practice play in the construction of contemporary Israeli identity? How does the State shape religious and spiritual life? What forms of spiritual life are emerging beyond orthodoxy? The course will explore these and other questions through the examination of various media including newspapers, movies, and online conversations with Israeli religious leaders and important figures in popular culture.
Taught by: Ben Lulu
Course offered fall; even-numbered years
Also Offered As: RELS 128
Activity: Lecture
1.0 Course Unit

JWST 130 American Jewish Experience
This course offers a comprehensive survey of American Jewish history from the colonial period to the present. It will cover the different waves of Jewish immigration to the United States and examine the construction of Jewish political, cultural, and religious life in America. Topics will include: American Judaism, the Jewish labor movement, Jewish politics and popular culture, and the responses of American Jews to the Holocaust and the State of Israel.
Taught by: Wenger
Course usually offered in fall term
Also Offered As: HIST 150, RELS 124
Activity: Lecture
1.0 Course Unit
JWST 131 How to Read the Bible
The aim of this course is to explore what the Bible means, and why it means such different things to different people. Why do people find different kinds of meaning in the Bible. Who is right in the struggle over its meaning, and how does one go about deciphering that meaning in the first place? Focusing on the book of Genesis, this seminar seeks to help students answer these questions by introducing some of the many ways in which the Bible has been read over the ages. exploring its meaning as understood by ancient Jews and Christians, modern secular scholars, contemporary fiction writers, feminist activists, philosophers and other kinds of interpreter.
Taught by: WEITZMAN
Also Offered As: ANCH 133, RELS 130
Activity: Seminar
1.0 Course Unit

JWST 132 The History of God
This course introduces the history of God as understood by modern scholars of religion. Why do people believe in gods in the first place? How did so many people come to believe that there was only one god, and how is that god different from earlier gods? How is the God of Judaism different from that venerated by Christians and Muslims. And what is the future of God in a world shaped by secularism, capitalism, and climate-change? This course will address these and other questions in light of anthropology, psychology, intellectual history, and other approaches that scholars uses to illumine religion.
Taught by: Weitzman
Course not offered every year
Also Offered As: ANCH 133, RELS 132
Activity: Seminar
1.0 Course Unit

JWST 136 Death and the Afterlife in Ancient Judaism and Christianity
This course surveys the development of concepts about death and the afterlife in Judaism and Christianity, exploring the cultural and socio-historical contexts of the formation of beliefs about heaven and hell, the end of the world, martyrdom, immortality, resurrection, and the problem of evil. Readings cover a broad range of ancient sources, including selections from the Hebrew Bible and New Testament, as well as other Jewish and Christian writings (e.g., ‘apocrypha,’ ‘pseudepigrapha,’ Dead Sea Scrolls, classical rabbinic literature, Church Fathers, ‘gnostic’ and ‘magical’ materials). In the process, this course introduces students to formative eras and ideas in the history of Judaism, Christianity, and Western culture.
One-term course offered either term
Also Offered As: RELS 136
Activity: Lecture
1.0 Course Unit

JWST 141 The Israeli Soul: Religion and Psychology in Modern Israel
This course aims to introduce what it means to be an Israeli today by exploring how Israeli identity relates to politics, religion, violence and trauma. Taught by an anthropologist, the course is focused on being Israeli not as a national identity but as a psychological experience, and aims to illumine the religious, cultural, social and political forces that are shaping that experience.
Taught by: Friedman-Peleg
Course not offered every year
Also Offered As: RELS 141
Activity: Seminar
1.0 Course Unit

JWST 150 Introduction to the Bible (The ‘Old Testament’)
A survey of the major themes and ideas of the Bible, with special attention paid to the contributions of archaeology and modern Biblical scholarship, including Biblical criticism and the response to it in Judaism and Christianity.
For BA Students: Humanities and Social Science S
Taught by: Tigay
Course usually offered in fall term
Also Offered As: NELC 150, NELC 450, RELS 150
Activity: Lecture
1.0 Course Unit

JWST 151 Great Books of Judaism (Fall 2018: Lifecycle in the Talmud)
The Babylonian Talmud, known simply as the Bavli, is the foundational legal and ethical document of rabbinic Judaism. It is one of the best read works of world literature, and it is the most widely disseminated and revered rabbinic work. It not only contains legal discussions and rulings but rather it also presents the worldview of the rabbis. This course will analyze and contextualize the perspectives of the Talmud towards the important phases of life. We will examine in-depth several Talmudic passages relating to the various stages of the human lifecycle: birth and naming of the child; circumcision; bar/bat mitzva and adulthood; earning a livelihood and choosing a career; marriage and divorce; procreation and raising children; death, burial, mourning and the belief in the resurrection of the dead among others. We will evaluate these teachings in light of other traditions and in their broader late antiquity and contemporary contexts. All texts will be read in their English translation but originals will also be provided.
For BA Students: Arts and Letters Sector
Taught by: Bergmann
Course usually offered in fall term
Also Offered As: COML 057, NELC 156, NELC 456, RELS 027
Activity: Seminar
1.0 Course Unit

JWST 153 Jewish Literature in the Middle Ages in Translation
Course explores the cultural history of Jews in the lands of Islam from the time of Mohammed through the late 17th century (end of Ottoman expansion into Europe) –in Iraq, the Middle East, al-Andalus and the Ottoman Empire. Primary source documents (in English translation) illuminate minority-majority relations, internal Jewish tensions (e.g., Qaraism), and developments in scriptural exegesis, rabbinic law, philosophy, poetry, polemics, mysticism and liturgy. Graduate students have additional readings and meetings. Spring 2015
Taught by: Fishman
One-term course offered either term
Also Offered As: COML 257, NELC 158, NELC 458
Activity: Seminar
1.0 Course Unit
JWST 154 Modern Hebrew Literature and Film in Translation: Autobiography
This course examines cinematic and literary portrayals of childhood. While Israeli works constitute more than half of the course’s material, European film and fiction play comparative roles. Many of the works are placed, and therefore discussed, against a backdrop of national or historical conflicts. Nonetheless, private traumas (such as madness, abuse, or loss) or an adult’s longing for an idealized time are often the central foci of the stories. These issues and the nature of individual and collective memory will be discussed from a psychological point of view. Additionally, the course analyzes how film, poetry and prose use their respective languages to reconstruct the image of childhood; it discusses the authors and directors struggle to penetrate the psyche of a child and to retrieve fragments of past events.
For BA Students: Arts and Letters Sector
Taught by: Gold
One-term course offered either term
Also Offered As: CIMS 159, COML 282, NELC 159
Activity: Lecture
1.0 Course Unit

JWST 156 Jews and Judaism in Antiquity
A broad introduction to the history of Jewish civilization from its Biblical beginnings to the Middle Ages, with the main focus on the formative period of classical rabbinic Judaism and on the symbiotic relationship between Judaism, Christianity, and Islam.
For BA Students: History and Tradition Sector
Taught by: Dohrmann
Course usually offered in fall term
Also Offered As: HIST 139, NELC 451, RELS 120
Activity: Lecture
1.0 Course Unit

JWST 157 Medieval and Early Modern Jewry
Follow the journey of one global diaspora over a millennium of cultural, intellectual, social, and religious change. From the rise of Islam in the seventh century to the separation of church and state in the seventeenth, Jewish people were intimate parts of, and at the same time utterly othered by, the many societies in which they lived. This basic duality is at the heart of this course, exploring how Jewish religion and culture evolved in relationship with Muslim and Christian majorities. Students will develop an understanding of the rich dynamism of premodern Judaism and Jewish life, with an emphasis on global diversity and internal differentiation as well as change over time. We will look for threads of continuity and moments of transformation, decode illustrative texts, images, and documents (in English), and ask how the Judaism that faced modernity had been shaped by a staggering array of different cultural circumstances after antiquity. The course includes attention to anti-Jewish phenomena like expulsion and blood libel, but also at coexistence and creative cultural synthesis, avoiding any simplistic narrative and asking about their legacy in the present day. It will look at the Jewish past from the inside, including less familiar dimensions including philosophy, magic, messianism, and family life.
For BA Students: History and Tradition Sector
Taught by: Oravetz Albert
Course usually offered in fall term
Also Offered As: HIST 140, NELC 052, RELS 121
Activity: Lecture
1.0 Course Unit

JWST 158 Jews in the Modern World
This course offers an intensive survey of the major currents in Jewish culture and society from the late middle ages to the present. Focusing upon the different societies in which Jews have lived, the course explores Jewish responses to the political, socio-economic, and cultural challenges of modernity. Topics to be covered include the political emancipation of Jews, the creation of new religious movements within Judaism, Jewish socialism, Zionism, the Holocaust, and the emergence of new Jewish communities in Israel and the United States. No prior background in Jewish history is expected.
For BA Students: History and Tradition Sector
Taught by: Wenger
Course usually offered in spring term
Also Offered As: HIST 141, NELC 053, RELS 122
Activity: Lecture
1.0 Course Unit

JWST 160 The Making of Scripture: From Revelation to Canon
The Bible as we know it is the product of a lengthy process of development, elaboration, contest, and debate. Rather than a foregone conclusion, the process by which the texts and traditions within the bible, and the status ascribed to them, was turbulent and uncertain. This course examines that process, examining the Bible, traditions and communities from the Second Temple Period - such as the Dead Sea Scrolls and community - that rewrote, reconsidered, revised, or rejected now well-recognized figures and stories, and constructed distinct ideas of what was considered scripture and how it should be approached. Even as the bible began to resemble the corpus as we now know it, interpretive strategies rendered it entirely different, such as Hellenistic Allegorizers, working from the platonic tradition, rabbinic readers who had an entirely different set of hermeneutics, early Christians, who offered different strategies for reading the ‘Old’ and ‘New’ Testaments alongside one another (and employing categories like ‘Old’ and ‘New,’ themselves constituting a new attitude and relationship to and between these texts), and lastly early Muslim readers, who embraced many of the stories in the Bible, altered others, and debated the status of these corpuses under Islam.
Taught by: Gross
Also Offered As: NELC 160, RELS 165
Activity: Seminar
1.0 Course Unit
Notes: English Seminar taught by member of the standing faculty.
Freshman seminar.

JWST 171 Elementary Biblical Hebrew I
This course is an introduction to Biblical Hebrew. It assumes no prior knowledge, but students who can begin to acquire a reading knowledge of the Hebrew alphabet before class starts will find it extremely helpful. The course is the 1st of a 4-semester sequence whose purpose is to prepare students to take courses in Bible that demand a familiarity with the original language of the text.
For BA Students: Language Course
Taught by: Carasik
Course usually offered in fall term
Also Offered As: HEBR 151, HEBR 451, JWST 471
Activity: Lecture
1.0 Course Unit
JWST 172 Elementary Biblical Hebrew II
A continued introduction to the grammar of Biblical Hebrew, focusing on the verbal system, with an emphasis on developing language skills in handling Biblical texts. A suitable entry point for students who have had some modern Hebrew. Prerequisite: If course requirement not met, permission of instructor required. For BA Students: Language Course Taught by: Carasik Course usually offered in fall term Also Offered As: HEBR 152, HEBR 452, JWST 472 Prerequisite: HEBR 151 Activity: Lecture 1.0 Course Unit

JWST 173 Intermediate Biblical Hebrew I
This course will focus on using the grammar and vocabulary learned at the introductory level to enable students to read Biblical texts independently and take advanced Bible exegesis courses. We will also work on getting comfortable with the standard dictionaries, concordances, and grammars used by scholars of the Bible. We will concentrate on prose this semester, closely reading Ruth, Jonah, and other prose selections. We will begin to translate from English into Biblical Hebrew, and there will also be a unit on the punctuation marks used in the Bible. This is a suitable entry point for students who already have strong Hebrew skills. Prerequisite: If course requirement not met, permission of instructor required. Successful completion of HEBR 152 or permission of the instructor. This course is the prerequisite for HEBR 154 (no one is ‘permitted’ into that semester; you must take the previous semester course). For BA Students: Language Course Taught by: Carasik Course usually offered in fall term Also Offered As: HEBR 153, HEBR 453, JWST 473 Prerequisite: HEBR 152 Activity: Lecture 1.0 Course Unit

JWST 207 Jews, Race and Religion
Contemporary Jewish identity exists at an uneasy cross-section of race, religion and ethnicity. This course aims to expose students to the diversity of Jewish experience through the lenses of race and religion, examining the various ways these categories intersect and complicate each other. How can the study of race and religion help us to understand the present and future of Jewish life? How do Jews figure in the study of race and race relations in North America and Israel? Of what relevance is the category of whiteness for understanding Jewish identity, and what does their association in the U.S. mask about Jews and Jewish life today? And what are the roles of Jews in the continuing struggle for racial justice now underway in the world? This course aims to address these questions in light of a range of intellectual perspectives and disciplinary approaches. It will be built around a series of weekly guest lectures by leading scholars of Jews, race and/or religion, and will include among the questions and topics that it explores opportunities to explore connections among scholarship, personal experience and activism. Taught by: Weitzman Course not offered every year Also Offered As: RELS 207 Activity: Seminar 1.0 Course Unit

JWST 213 The Religious Other
Course explores attitudes toward monotheists of other faiths, and claims made about these ‘religious Others’ in real and imagined encounters between Jews, Christians and Muslims from antiquity to the present. Strategies of ‘othering’ will be analyzed through an exploration of claims about the Other’s body, habits and beliefs, as found in works of scripture, law, theology, polemics, art, literature and reportage. Attention will be paid to myths about the other, inter-group violence, converts, cases of cross-cultural influence, notions of toleration, and perceptions of Others in contemporary life. Primary sources will be provided in English. Taught by: Fishman Course not offered every year Also Offered As: NELC 383 Activity: Seminar 1.0 Course Unit

JWST 216 World Post-1800: Bf Sem
One-term course offered either term Also Offered As: AFRC 215, HIST 216, URBS 220 Activity: Seminar 1.0 Course Unit

JWST 244 Miracles to Mindfulness
In 1902, the most famous philosopher in America, William James, revolutionized the study of religion by analyzing religion as an experience rather than as a set of doctrines or scriptures. In this course, we will pick up the inquiry that James and scholars such as Sigmund Freud began by exploring new approaches to the science and philosophy of religious experience. We will invite a series of experts from a wide range of fields-neuroscience, psychoanalysis, phenomenology, psychology, anthropology, to name only a few—to present their cutting-edge research on the nature of religious experience. How can religious experience be studied? What does the research reveal about religious experience? And what can we learn from such experiences about the workings of the human mind and human society? The course has two components: 1) a discussion-centered mini-seminar from 3:30-5:00 will open consideration of the subject with help from relevant readings 2) a guest lecture series every Tuesday from 5:00-6:30. Many angles or in light featuring leading scholars who approach religious experience from different disciplinary angles or in light of different questions. Taught by: Steve Weitzman, Phil Webster Also Offered As: RELS 244 Activity: Lecture 1.0 Course Unit

JWST 248 Arab Israeli Relations
One-term course offered either term Also Offered As: PSCI 251 Activity: Recitation 1.0 Course Unit

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**JWST 249 Ultimate Meanings**

Does life have some ultimate meaning? In their search for an answer to this question, people tell stories—stories about the creation of the world, about great human beings confronted with the mysteries of existence, about what happens to people after death. To explore the role of stories in finding meaning in life, we will focus on some of the most meaningful stories ever composed: the biblical stories of Adam and Eve, Abraham and his family, the Exodus, Job and his friends, and the life and death of Jesus. One of our goals is to try to retrieve the original meaning of these narratives, what their authors intended, but we will also explore what they have come to mean for readers in our own day for believers and skeptics, scientists and artists, fundamentalists and feminists.

For BA Students: Arts and Letters Sector
Taught by: Weitzman
Also Offered As: RELS 259
Activity: Seminar
1.0 Course Unit

**JWST 255 The Bible in Translation**

This course introduces students to one specific Book of the Hebrew Bible. 'The Bible in Translation' involves an in-depth reading of a biblical source against the background of contemporary scholarship. Depending on the book under discussion, this may also involve a contextual reading with other biblical books and the textual sources of the ancient Near East. Although no prerequisites are required, this class is a perfect follow-up course to 'Intro to the Bible.'

Taught by: Crazn
One-term course offered either term
Also Offered As: COML 380, NELC 250, NELC 550, RELS 224
Activity: Seminar
1.0 Course Unit
Notes: May be repeated for credit.

**JWST 259 Introduction to Modern Hebrew Literature: Short Story Reinvented**

The objective of this course is to develop an artistic appreciation for literature through in-depth class discussions and text analysis. Readings are comprised of Israeli poetry and short stories. Students examine how literary language expresses psychological and cultural realms. The course covers topics such as: the short story reinvented, literature and identity, and others. Because the content of this course changes from year to year, students may take it for credit more than once. This course is conducted in Hebrew and all readings are in Hebrew. Grading is based primarily on participation and students' literary understanding.

For BA Students: Arts and Letters Sector
Taught by: Gold
Course usually offered in fall term
Also Offered As: COML 266, NELC 259, NELC 559
Prerequisite: HEBR 054
Activity: Seminar
1.0 Course Unit
Notes: Because the content of this course changes from year to year, students may take it more than once.

**JWST 260 Jewish Folklore**

The Jews are among the few nations and ethnic groups whose oral tradition occurs in literary and religious texts dating back more than two thousand years. This tradition changed and diversified over the years in terms of the migrations of Jews into different countries and the historical, social, and cultural changes that these countries underwent. The course attempts to capture the historical and ethnic diversity of Jewish folklore in a variety of oral literary forms.

Taught by: Ben-Amos
One-term course offered either term
Also Offered As: COML 283, FOLK 280, NELC 258
Activity: Lecture
1.0 Course Unit

**JWST 261 Topics in Jewish-American Literature**

From the 1922 silent film 'Hungry Hearts' through the first 'talkie,' 'The Jazz Singer,' produced in 1927, and beyond 'Schindler's List,' Jewish characters have confronted the problems of their Jewishness on the silver screen for a general American audience. Alongside this Hollywood tradition of Jewish film, Yiddish film blossomed from independent producers between 1911 and 1939, and interpreted literary masterpieces, from Shakespeare's 'King Lear' to Sholom Aleichem's 'Teyve the Dairyman,' primarily for an immigrant, urban Jewish audience. In this course, we will study a number of films and their literary sources (in fiction and drama), focusing on English language and Yiddish films within the framework of three dilemmas of interpretation: a) the different ways we 'read' literature and film, b) the various ways that the media of fiction, drama, and film 'translate' Jewish culture, and c) how these translations of Jewish culture affect and are affected by their implied audience.

For BA Students: Arts and Letters Sector
Taught by: Hellerstein
Course not offered every year
Activity: Seminar
1.0 Course Unit

**JWST 262 Jewish Literature in Translation**

The course explores an aspect of 20th-century literature intensively; specific course topics will vary from year to year. Fall 2016 - REPRESENTATION OF THE HOLOCAUST IN LITERATURE AND FILM: This discussion-centered course is about the enormous difficulties faced by those who felt the urgent need to describe their own or others' experiences during the genocide of the European Jews, 1933-1945. We will explore the complex options they have faced as narrators, witnesses, allegorists, memoirists, scholars, teachers, writers and image-makers. Some linguistically (or visually) face the difficulty head on; most evade, avoid, repress, stutter or go silent, and agonize. One purpose of the course is for us to learn how to sympathize with the struggle of those in the latter group. This is not a history course, although the vicissitudes of historiography will be a frequent topic of conversation. Students will write frequent short papers, called position papers, due before class, in order to provide a basis for discussion. Students need not know anything about the Holocaust, although enrollees should consider historical reading over the summer.

Taught by: Filreis
Course not offered every year
Also Offered As: CIMS 261, ENGL 261
Activity: Seminar
1.0 Course Unit
JWST 263 Jewish Films and Literature
From the 1922 silent film 'Hungry Hearts' through the first 'talkie,' 'The JazzSinger,' produced in 1927, and beyond 'Schindler's List,' Jewish characters have confronted the problems of their Jewishness on the silver screen for a general American audience. Alongside this Hollywood tradition of Jewish film, Yiddish film blossomed from independent producers between 1911 and 1939, and interpreted literary masterpieces, from Shakespeare's 'King Lear' to Sholom Aleichem's 'Teyve the Dairyman,' primarily for an immigrant, urban Jewish audience. In this course, we will study a number of films and their literary sources (in fiction and drama), focusing on English language and Yiddish films within the framework of three dilemmas of interpretation: a) the different ways we 'read' literature and film, b) the various ways that the media of fiction, drama, and film 'translate' Jewish culture, and c) how these translations of Jewish culture affect and are affected by their implied audience. All readings and lectures in English.
For BA Students: Arts and Letters Sector
Taught by: Hellerstein
Course not offered every year
Also Offered As: CIMS 279, COML 265, ENGL 279, GRMN 261
Activity: Lecture
1.0 Course Unit

JWST 266 Jewish Art
Jewish Art provides a survey of art made by and for Jews from antiquity to the present. It will begin with ancient synagogues and their decoration, followed by medieval manuscripts. After a discussion of early modern representation of Jews in Germany and Holland (esp. Rembrandt), it focuses most intently on the past two centuries in Europe, American, and finally Israel and on painting and sculpture as Jewish artists began to pursue artistic careers in the wider culture. No prerequisites or Jewish background assumed.
Taught by: Silver
Course not offered every year
Also Offered As: ARTH 260, ARTH 660
Activity: Lecture
1.0 Course Unit

JWST 268 Women in Jewish Literature
'Jewish woman, who knows your life? In darkness you have come, in darkness do you go.' J. L. Gordon (1890). This course will bring into the light the long tradition of women as readers, writers, and subjects in Jewish literature. All texts will be in translation from Yiddish and Hebrew, or in English. Through a variety of genres -- devotion literature, memoir, fiction, and poetry -- we will study women's roles and selves, the relations of women and men, and the interaction between Jewish texts and women's lives. The legacy of women in Yiddish devotion literature will serve as background for our reading of modern Jewish fiction and poetry from the past century. The course is divided into five segments. The first presents a case study of the Matriarchs Rachel and Leah, as they are portrayed in the Hebrew Bible, in rabbinc commentary, in pre-modern prayers, and in modern poems. We then examine a modern novel that recasts the story of Dinah, Leah's daughter. Next we turn to the seventeenth century Glikl of Hamel, the first Jewish woman memoirist. The third segment focuses on devotional literature for and by women. In the fourth segment, we read modern women poets in Yiddish, Hebrew, and English. The course concludes with a fifth segment on fiction written by women in Yiddish, Hebrew, and English. All readings and lectures in English.
For BA Students: Arts and Letters Sector
Taught by: Hellerstein
Course not offered every year
Also Offered As: GRMN 262, GSWS 162, NELC 154
Activity: Seminar
1.0 Course Unit
Notes: All readings and lectures in English.

JWST 270 Middle Eastern Jews in Israel
This undergraduate seminar offers an in-depth look at the history of Middle Eastern and North African Jews, focusing in particular on their place in Israeli society and culture. It will begin with a historical background on the Jewish communities in Ottoman Palestine, and in the larger Ottoman Empire, Iran, and Morocco. We will then proceed to consider the engagement of these Jewish communities with Zionism, and with other conflicting forces, such as European colonialism, Arab nationalism, and Cosmopolitanism. We will learn about Jewish immigration from the region to Palestine/Israel in the period between 1880 to 1948, and about their exodus/expulsion post-1948. We will then explore in depth their settlement in Israel: governmental policies towards Jewish immigrants from the Islamic World, especially between the 1950s and the 1970s; their integration in Israeli society; identity politics in Israel (or, the 'invention' of 'Mizrahim'); Mizrahi political action; Mizrahi music, film, literature, and food culture; and Mizrahi attitudes towards Arabs, both within and outside Israel. Students will leave the class with a firm grasp of the social and cultural history of Middle Eastern Jews in Israel, and the issues facing third-generation Mizrahim in Israel today. Students will also be introduced to basic methods of inquiry in history, sociology, anthropology, and cultural studies. Students will engage with a mix of scholarly research, readings in original documents, film, literature, music, and some material and visual artifacts.
Taught by: Alon Tam
Also Offered As: NELC 260
Activity: Seminar
1.0 Course Unit
**JWST 277 Jewish American Literature**
What makes Jewish American literature Jewish? What makes it American? This course will address these questions about ethnic literature through fiction, poetry, drama, and other writings by Jews in America, from their arrival in 1654 to the present. We will discuss how Jewish identity and ethnicity shape literature and will consider how form and language develop as Jewish writers 'immigrate' from Yiddish, Hebrew, and other languages to American English. Our readings, from Jewish American Literature: A Norton Anthology, will include a variety of stellar authors, both famous and less-known, including Isaac Mayer Wise, Emma Lazarus, Isaac Bashevis Singer, Celia Dropkin, Abraham Cahan, Anzia Yezierska, Saul Bellow, Philip Roth, Cynthia Ozick, and Allegra Goodman. Students will come away from this course having explored the ways that Jewish culture intertwines with American culture in literature. All readings and lectures in English.
For BA Students: Arts and Letters Sector
Taught by: Hellerstein
Course not offered every year
Also Offered As: COML 277, GRMN 263
Activity: Lecture
1.0 Course Unit
Notes: All readings and lectures in English.

**JWST 299 Independent Study**
An independent study course culminating in a final written project. Prior approval and sponsorship by a member of the Jewish Studies Program faculty is needed to take the course.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

**JWST 303 Power and Peril: The Paradox of Monarchy among Ancient Greeks, Romans, and Jews**
We imagine ancient Greece and Rome as the cradles of democracy and republicanism, early Judea as a pious theocracy, but monarchy was the most common and prevalent form of government in antiquity (and the premodern world in general). In this class, we will take a special look at kinship among the Jews, Greeks, and Romans to assess and discuss similarities, differences, and mutual influences. In all these cultures, the king was a polarizing figure in reality and in conception. On the one hand, some revered the monarch as ideal leader, and monarchy provided the language with which to describe and even imagine the very gods. On the other, monarchs were widely reviled in both theory and practice, from the Greek tyrants to biblical Saul. The Emperor Augustus loudly denied his own affinity to the office of king, even as he ruled alone and was revered as a god. In other words, kings stood both for the ideal and the worst form of government. This class confronts the paradox of monarchical rule and will, through the lens of the king, explore ideas of god, government, human frailty, and utopianism.
Taught by: Wilker and Dohrmann
Course not offered every year
Also Offered As: ANCH 303, CLST 338, RELS 303
Activity: Seminar
1.0 Course Unit

**JWST 305 Jewish Diaspora in the Roman Empire**
Under the Roman Empire, Jewish communities developed and flourished especially in the cities of the Eastern Mediterranean, in Egypt, Syria, Asia Minor, Greece, Northern Africa, and Italy proper. In many of these cities, the Jews formed a considerable part of the population; they influenced the cultural, social, and political communal life and developed an identity that was distinctively different from that in Judea. In this seminar, we will trace Jewish life in the Diaspora under Roman rule. How did Jews and non-Jews interact? What was the legal status of Jewish communities under the Roman Empire? What caused conflicts and how were they solved? What can the history of Jewish Diaspora communities tell us about minorities in the Roman Empire in general? We will use literary texts, inscriptions, papyri, and archaeological material to answer these questions and many more.
Taught by: Wilker
Also Offered As: ANCH 305
Activity: Seminar
1.0 Course Unit

**JWST 320 Spirit and Law**
While accepting 'the yoke of the commandments’, Jewish thinkers from antiquity onward have perennially sought to make the teachings of revelation more meaningful in their own lives. Additional impetus for this quest has come from overtly polemical challenges to the law, such as those leveled by Paul, medieval Aristotelians, Spinoza and Kant. This course explores both the critiques of Jewish Law, and Jewish reflections on the Law’s meaning and purpose, by examining a range of primary sources within their intellectual and historical contexts. Texts (in English translation) include selections from Midrash, Talmud, medieval Jewish philosophy and biblical exegesis, kabbalah, Hasidic homilies, Jewish responses to the Enlightenment, and contemporary attempts to re-value and invent Jewish rituals.
Taught by: Fishman
Course not offered every year
Also Offered As: JWST 520, NELC 454, RELS 520
Activity: Seminar
1.0 Course Unit

**JWST 337 Jewish Magic: Defense Against the Dark Arts**
The Hebrew Bible legislates against magic and witchcraft. But Jewish literature is replete with demons, witches, spells and incantations. This course will examine the phenomenon of Jewish magic in the longue duree. We will explore a wide array of sources describing ancient Jewish magical practices, and attempt to reconstruct the various aspects of ancient Jewish magic. We will start with demonology and exorcism in biblical and Second Temple literature. Then we will examine rabbinic attitudes towards magic and sorcery and rabbinic magical recipes. We then turn to material artifacts: late antique Jewish amulets and magic bowls. Finally we will survey the large corpus of magical texts from the Cairo Geniza and Hebrew manuscripts of magic from the middle ages. During the course we will consider broader questions such as the relationships between magic and religion, the identity of the Jewish magicians and their clients, relationship between Jewish and contemporary non-Jewish magic, and the role of women in magical practice.
Taught by: Gross
Also Offered As: NELC 337
Activity: Lecture
1.0 Course Unit
**JWST 359 Seminar in Modern Hebrew Literature**
This course introduces students to selections from the best literary works written in Hebrew over the last hundred years in a relaxed seminar environment. The goal of the course is to develop skills in critical reading of literature in general, and to examine how Hebrew authors grapple with crucial questions of human existence and national identity. Topics include: Hebrew classics and their modern ‘descendants,’ autobiography in poetry and fiction, the conflict between literary generations, and others. Because the content of this course changes from year to year, students may take it for credit more than once. This course is conducted in Hebrew and all readings are in Hebrew. Grading is based primarily on participation and students’ literary understanding.
For BA Students: Arts and Letters Sector
Taught by: Gold
Course usually offered in spring term
Also Offered As: COML 359, JWST 659, NELC 359, NELC 659
Prerequisite: HEBR 059
Activity: Seminar
1.0 Course Unit

**JWST 380 Modern Jewish Intellectual and Cultural History**
An overview of Jewish intellectual and cultural history from the late 18th century until the present. The course considers the Jewish enlightenment Reform, Conservative and Neo-Orthodox Judaism, Zionist and Jewish Socialism thought, and Jewish thought in the 20th century, particularly in the conte of the Holocaust. Readings of primary sources including Mendelsohn, Geige Hirsch, Herzl, Achad-ha-Am, Baeck, Buber, Kaplan, and others. No previous background is required.
Taught by: Ruderman
One-term course offered either term
Also Offered As: HIST 380, RELS 320
Activity: Lecture
1.0 Course Unit

**JWST 390 Senior Research Seminar**
JWST 390 is required of all students majoring in the Interdisciplinary Jewish Studies major, but all majors and minors in the various departmental programs are encouraged to take the seminar. Students will conduct independent research and complete a 20-30 page paper.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
Notes: Permit required

**JWST 399 Senior Honors Thesis**
Jewish Studies Honors majors must take JWST 399 in which they will design, with the guidance of an advisor, an individualized directed reading program culminating in the writing of an honors thesis.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

**JWST 438 Readings in Modern Yiddish Literature**
This course will survey modern Yiddish literature through readings of Yiddish prose and poetry from the end of the 19th century through the late 20th century. The class will be conducted in both Yiddish and English. Reading knowledge of Yiddish is required, although some texts will be available in English translation. Authors include I.L. Peretz, Isaac Bashevis Singer, Moyshe-Leyb Halpern, and Kadya Molodowsky.
Taught by: Hellerstein
Course not offered every year
Also Offered As: YDSH 108, YDSH 508
Prerequisites: Reading knowledge of Yiddish.
Activity: Lecture
1.0 Course Unit

**JWST 471 Elementary Biblical Hebrew I**
This course is an introduction to Biblical Hebrew. It assumes no prior knowledge, but students who can begin to acquire a reading knowledge of the Hebrew alphabet before class starts will find it extremely helpful. The course is the 1st of a 4-semester sequence whose purpose is to prepare students to take courses in Bible that demand a familiarity with the original language of the text.
For BA Students: Language Course
Taught by: Carasik
Course usually offered in fall term
Also Offered As: HEBR 151, HEBR 451, JWST 171
Prerequisite: For the second semester: Completion of the first semester or permission of the instructor
Activity: Lecture
1.0 Course Unit

**JWST 472 Elementary Biblical Hebrew II**
A continued introduction to the grammar of Biblical Hebrew, focusing on the verbal system, with an emphasis on developing language skills in handling Biblical texts. A suitable entry point for students who have had some modern Hebrew. Prerequisite: If course requirement not met, permission of instructor required.
For BA Students: Language Course
Taught by: Carasik
Course usually offered in spring term
Also Offered As: HEBR 152, HEBR 452, JWST 172
Prerequisite: HEBR 151
Activity: Lecture
1.0 Course Unit
JWST 473 Intermediate Biblical Hebrew I
This course will focus on using the grammar and vocabulary learned at the introductory level to enable students to read Biblical texts independently and take advanced Bible exegesis courses. We will also work on getting comfortable with the standard dictionaries, concordances, and grammars used by scholars of the Bible. We will concentrate on prose this semester, closely reading Ruth, Jonah, and other prose selections. We will begin to translate from English into Biblical Hebrew, and there will also be a unit on the punctuation marks used in the Bible. This is a suitable entry point for students who already have strong Hebrew skills. Prerequisite: If course requirement not met, permission of instructor required. Successful completion of HEBR 152 or permission of the instructor. This course is the prerequisite for HEBR 154 (no one is 'permitted' into that smester; you must take the previous semester course).
For BA Students: Language Course
Taught by: Carasik
Course usually offered in fall term
Also Offered As: HEBR 153, HEBR 453, JWST 173
Prerequisite: HEBR 152
Activity: Lecture
1.0 Course Unit

JWST 490 Topics in Jewish History
Reading and discussion course on selected topics in Jewish history.
One-term course offered either term
Activity: Seminar
1.0 Course Unit

JWST 509 Modernist Jewish Poetry
One version of this seminar considers works by Jewish women who wrote in Yiddish, Hebrew, English, and other languages in the late 19th through the 20th century. The texts, poetry and prose, will include both belles lettres and popular writings, such as journalism, as well as private works (letters and diaries) and devotional works. The course will attempt to define ‘Jewish writing,’ in terms of language and gender, and will consider each writer in the context of the aesthetic, religious, and national ideologies that prevailed in this period. Because students will come with proficiency in various languages, all primary texts and critical and theoretical materials will be taught in English translation. However, those students who can, will work on the original texts and share with the class their expertise to foster a comparative perspective. Because we will be discussing translated works, a secondary focus of the course will, in fact, be on literary translation’s process and products.
Course not offered every year
Also Offered As: COML 509, GRMN 509, GSWS 509, YDSH 509
Activity: Seminar
1.0 Course Unit

JWST 520 Spirit and Law
While accepting ‘the yoke of the commandments’, Jewish thinkers from antiquity onward have perennially sought to make the teachings of revelation more meaningful in their own lives. Additional impetus for this quest has come from overtly polemical challenges to the law, such as those leveled by Paul, medieval Aristotelians, Spinoza and Kant. This course explores both the critiques of Jewish Law, and Jewish reflections on the Law’s meaning and purpose, by examining a range of primary sources within their intellectual and historical contexts. Texts (in English translation) include selections from Midrash, Talmud, medieval Jewish philosophy and biblical exegesis, kabbalah, Hasidic homilies, Jewish responses to the Enlightenment, and contemporary attempts to re-value and invent Jewish rituals.
Taught by: Fishman
Course not offered every year
Also Offered As: JWST 320, NELC 454, RELS 520
Activity: Seminar
1.0 Course Unit

JWST 523 Studies in Medieval Jewish Culture
Through close reading of primary sources in the original Hebrew, participants in this seminar will explore historical circumstances that engaged and shaped medieval Jews in both Christian and Muslim lands, along with the enduring cultural projects that Jews themselves produced. Topics will include Geonica, Karaism, the encounter of Reason and Revelation; the Christian ‘Other’: the Muslim ‘Other’; legal codification; the Tosafist project; Rhineland Pietism; Minhag (custom); family life; the aesthetic dimension; Kabbalah; conversos; messianism. Students should be able to comfortably read unpointed Hebrew.
Taught by: Fishman
Course usually offered in fall term
Also Offered As: HEBR 583, RELS 523
Activity: Seminar
1.0 Course Unit

JWST 537 Translating Literature: Theory and Practice
Course not offered every year
Also Offered As: COML 519, GRMN 537
Activity: Seminar
1.0 Course Unit

JWST 553 Seminar in Rabbinic Literature
Most of the foundational writings of rabbinic Judaism corpora of Midrash, Mishna, and the two Talmuds were in existence by the end of the sixth century CE. Yet, for several centuries thereafter, there is little evidence attesting to the lived nature of rabbinic culture and society. Course will focus on writings by Jews and about Jews, produced between the 7th and 10th centuries, complemented by secondary sources. Texts will include selections from archaeological inscriptions; Midrash; liturgical poetry; Targum; Masora; geonic responsa, writings by Muslims and by Church Fathers. While students must be able to read Hebrew, much class time will be devoted to the improvement of reading and comprehension skills. Undergraduates should seek permission of the instructor. Prerequisite: Proficiency in Hebrew and/or Greek recommended. Undergraduates need permission to enroll. May be repeated for credit.
Course usually offered in spring term
Also Offered As: HEBR 557, NELC 557
Activity: Seminar
1.0 Course Unit
Notes: May be repeated for credit
JWST 565 Reading Benjamin Reading Kafka
Readings and discussions in English. Walter Benjamin's study of the works of Franz Kafka is as enlightening as it can be bewildering. Moving from philology to Marxism, metaphysics to messianism, Daoism to Talmud, this densely argued piece elliptically touches on almost all of Kafka's published works in just four short sections. This seminar proposes a line-by-line reading Benjamin's 1934 'Franz Kafka on the Tenth Anniversary of His Death' with an eye to its literary, philosophical and religious contexts as well as to the rich history of its intellectual reception. Reading Kafka's works as the essay evokes them, we will situate this piece with regard to Benjamin's other writings, the essay's interlocutors (Brod, Scholem, Lukacs, Brecht) and its most illustrious interpreters (Adorno, Arendt, Celan, Hamacher).
Taught by: Fleishman
Course not offered every year
Also Offered As: COML 565, GRMN 545
Activity: Seminar
1.0 Course Unit

JWST 582 Topics in Aesthetics
Topic title for Spring 2018: Walter Benjamin. Walter Benjamin (1892-1940) is a philosopher whose writings on art, literature, and politics have had tremendous influence on many disciplines in the Humanities and Social Studies. He has been variously described as one of the leading German-Jewish thinkers, and a secular Marxist theorist. With the publication of a four-volume collection of his works in English, many more of his writings have been made accessible to a wider public. Our seminar will undertake a survey of his work that begins with his studies on language and allegory, and continues with his autobiographical work, his writings on art and literature, and on the imaginary urban spaces of the nineteenth-century.
Taught by: Weissberg
Course not offered every year
Also Offered As: ARTH 560, COML 582, GRMN 580, PHIL 480
Activity: Seminar
1.0 Course Unit

JWST 612 Hannah Arendt
The seminar will consider Hannah Arendt's early Jewish writings. It will then center on Arendt's major work, The Origins of Totalitarianism (in particular, the sections on 'Antisemitism' and 'Imperialism'). Finally, we will discuss Arendt's controversial study on Eichmann in Jerusalem.
Course not offered every year
Also Offered As: COML 612, GRMN 612
Activity: Seminar
1.0 Course Unit

JWST 657 Becoming Modern
Course not offered every year
Also Offered As: COML 657, GRMN 657
Activity: Seminar
1.0 Course Unit

JWST 659 Seminar in Modern Hebrew Literature
This course introduces students to selections from the best literary works written in Hebrew over the last hundred years in a relaxed seminar environment. The goal of the course is to develop skills in critical reading of literature in general, and to examine how Hebrew authors grapple with crucial questions of human existence and national identity. Topics include: Hebrew classics and their modern 'descendants;' autobiography in poetry and fiction, the conflict between literary generations, and others. Because the content of this course changes from year to year, students may take it for credit more than once. This course is conducted in Hebrew and all readings are in Hebrew. Grading is based primarily on participation and students' literary understanding.
Taught by: Gold
Course usually offered in spring term
Also Offered As: COML 359, JWST 359, NELC 359, NELC 659
Prerequisite: HEBR 059
Activity: Seminar
1.0 Course Unit

Korean (KORN)

KORN 001 Spoken Korean I
This class is for those that have little to no knowledge of Korean. The main focus is the development of Korean communication skills by exploring a variety of everyday topics beyond school settings. Students will improve their Korean communication skills by engaging in a variety of interactive activities, role plays, and presentations. Class topics include, but are not limited to, introducing oneself, describing one's surroundings, discussing daily activities and past events, talking about common objects and people, etc. We will also introduce cultural topics in order to deepen students' understanding of Korea's culture and language. NOTE: This course does not count toward the language requirement or the EALC major or minor. Offered through the Penn Language Center.
Taught by: Lee
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
KORN 002 First-year Spoken Korean II
Offered through the Penn Language Center. A continuation of KORN 001, this course aims to further develop oral communication skills by exploring a variety of topics, such as shopping, hobbies, family, and future plans. Class activities include interactive tasks, role plays, and presentations. Cultural topics (including short & full-length movies) will also be incorporated in order to further deepen students’ understanding of Korea’s culture and language. Upon completion of the course, students will be able to comprehend and carry on basic conversations; exchange information on a variety of topics in the past, present, and future tenses; and achieve a proficiency level of Novice High based on the ACTFL (American Council on the Teaching of Foreign Languages) proficiency scale. NOTE: This course does not count toward the language requirement or the EALC major or minor.
Taught by: Lee
Course usually offered in spring term
Prerequisite: KORN 001
Activity: Lecture
1.0 Course Unit

KORN 011 Elementary Korean I
This course is designed for students who have little or no knowledge of Korean. This course aims to develop foundational reading, writing, listening, and speaking skills through meaningful communicative activities and tasks. Upon successful completion of this course, students should be able to comprehend and carry on simple daily conversations and create simple sentences in the past, present, and future tenses. Students will learn how to introduce themselves, describe their surroundings, talk about daily lives, friends and relatives, and talk about past and future events.
For BA Students: Language Course
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

KORN 012 Elementary Korean II
This is a continuation of KORN 011. This course aims to further develop the four language skills of students to the novice-high level by building on materials covered in KORN 011. Students will learn how to use three speech styles (polite formal, informal, and intimate) appropriately in a given context. Upon successful completion of this course, students should be able to handle simple and elementary needs of daily lives and talk (and write) about a variety of topics such as family, college life, birthday celebration, shopping, Korean food, etc.
For BA Students: Language Course
Course usually offered in spring term
Prerequisite: KORN 011
Activity: Lecture
1.0 Course Unit

KORN 021 Intensive Elementary Korean I & II
This is an intensive Korean course that covers the material from Elementary Korean I and Elementary Korean II in an intensive format, designed for novice learners who have little or no knowledge of Korean. This course aims to develop a solid foundation for reading, writing, listening, and speaking skills through meaningful communicative activities and tasks in cultural context. Upon completion of the course, students should be able to handle simple and elementary needs of daily lives and be able to talk and write about a variety of topics such as mood and personalities, clothing, weather, illness, Korean food, etc. Students will also learn how to use three speech styles (polite formal, informal, and intimate) appropriately in a given context. Students are also expected to obtain the Novice High level of proficiency based on the ACTFL (American Council on the Teaching of Foreign Languages) proficiency scale. During the summer, this course will be given in an online format that provides a communicative learning environment through Adobe Connect and Canvas. Students will be required to view PowerPoint slide shows and do homework questions in Canvas before each class, and class time will be mostly spent on communicative activities. After class, students will practice four language skills with the online exercises on Canvas, class blogs, and Voice Thread. This online course requires access to a reliable computer with high-speed internet and good quality headsets with a microphone. This course is offered through the Penn Language Center.
Course usually offered summer term only
Activity: Lecture
2.0 Course Units

KORN 111 Intermediate Korean I
This is a continuation of Elementary Korean II. This course is designed to develop students’ Korean language proficiency to the intermediate-low level of the ACTFL Proficiency Guidelines. Authentic materials, as well as various student-centered activities that are highly contextualized in everyday interactions will be used. Upon completion of the course, students will be able to present and exchange information on a variety of topics such as weather, fashion, travel, mailing, housing, public transportation, and shopping.
For BA Students: Language Course
Course usually offered in fall term
Prerequisite: KORN 012
Activity: Lecture
1.0 Course Unit

KORN 112 Intermediate Korean II
This is a continuation of Intermediate Korean I. This course is designed to develop students’ Korean language proficiency to the intermediate-mid level of the ACTFL Proficiency Guidelines. This course expands student’s competence by dealing with more functions in various contexts that students can frequently encounter in everyday interactions. In order to prepare students for social contexts, students are encouraged to engage in conversations by personalizing the topics, functions or contexts. Students will perform in an interpersonal way by providing and obtaining information, expressing feelings and emotions, and exchanging opinions on a variety of topics such as birthday parties, recreation and hobbies, Korean holidays, marriage, cultural differences, education and jobs. This course completes the College language requirement.
For BA Students: Last Language Course
Course usually offered in spring term
Prerequisite: KORN 111
Activity: Lecture
1.0 Course Unit
KORN 131 Korean for Heritage Speakers I
This course is designed for heritage speakers who have a strong background in everyday Korean. This course focuses on enhancing linguistic accuracy (spelling, grammar, vocabulary, pronunciation) and fluency (idiomatic and figurative expressions, narrative structure, discursive practice) in both spoken and written Korean, as well as gaining a deeper understanding of Korean culture. Upon completion of the course, students will be able to express themselves more accurately and participate in Korea-related communities more meaningfully. This course and its subsequent course KORN 132 complete the College language requirement. Prerequisite: Restricted to students who have previous knowledge in Korean. Students are required to take the Korean placement test.
Taught by: Jung
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

KORN 132 Korean for Heritage Speakers II
This course is a continuation of Korean for Heritage Speakers I, and aims to further develop students’ linguistic and cultural competence by building on materials covered in that class. In addition to gaining a deeper understanding of Korean culture, the course focuses on enhancing linguistic accuracy and fluency in both spoken and written Korean. Particular emphasis will be placed on building a meaningful Korean-speaking community, as well as consolidation of grammar structures, and expansion and enhancement of vocabulary. Topics include preparing for a trip to Korea, finding housing, college culture in Korea, entertainment and participating in various social events. Upon completion of this course, students will be able to express themselves more accurately and participate in Korea-related communities more meaningfully. This course completes the College language requirement.
For BA Students: Last Language Course
Course usually offered in spring term
Prerequisite: KORN 131
Activity: Lecture
1.0 Course Unit

KORN 211 Advanced Korean I
This course aims to develop functional proficiency in Korean at the intermediate-high level. Students will develop competence in fluency, grammatical accuracy and socio-linguistic/cultural appropriateness through a variety of activities and assignments. In addition, students will learn to communicate using more sophisticated grammatical structures and advanced vocabulary on various topics. The development of each of the four language skills (speaking, listening, reading and writing) is equally emphasized.
For BA Students: Advanced Language Course
Taught by: Cho
Course usually offered in fall term
Prerequisite: KORN 112 OR KORN 132
Activity: Lecture
1.0 Course Unit

KORN 212 Advanced Korean II
This is a continuation of Advanced Korean I. Students continue to develop functional proficiency in Korean at the advanced-low level. The topics include literature, culture, Korean customs, and social issues in contemporary Korea.
For BA Students: Advanced Language Course
Taught by: Cho
Course usually offered in spring term
Prerequisite: KORN 211
Activity: Lecture
1.0 Course Unit

KORN 281 Business Communication in Korean
Offered through the Penn Language Center. This course is designed to help students improve their Korean language proficiency by learning essential communication skills necessary to engage in business in Korea. Students will also develop their knowledge of and competence in Korean business culture and practice. The course objectives include: (1) to learn essential business terms, advanced grammar structures and communication strategies in business transactions; (2) to learn Korean business customs and culture, work norms, and business etiquette that students need to successfully communicate in a Korean business context. Topics include job application, business correspondence and reports, discussion and presentation in business meetings, communication styles and strategies in business contexts, current business culture, etc.
Taught by: Cho
Course usually offered in fall term
Prerequisite: KORN 112 AND KORN 132
Activity: Lecture
1.0 Course Unit

KORN 311 Topics in Advanced Korean
This course aims to develop an in-depth understanding of Korean culture and society through the analysis of spoken and written Korean discourse. Students will engage with key sociolinguistic concepts of politeness, hierarchy, solidarity, power, age, and gender, and enhance their advanced vocabulary and grammar. Students will also develop their abilities in conversation management, self-presentation, socialization, and sense of socio-cultural appropriateness, and gain a better understanding of how native speakers’ cultural practices are reflected in language use and how interpersonal relationships are built and maintained through language.
For BA Students: Advanced Language Course
Course usually offered in fall term
Prerequisite: KORN 212
Activity: Lecture
1.0 Course Unit
KORN 331 Current Korean Media I
Offered through the Penn Language Center. This course aims to develop a deeper understanding of the contemporary Korean society through critical analysis of language use and viewpoints expressed in various types of media including the internet, TV, films and newspapers. This course will provide students with rich opportunities to relate what they have learned in previous Korean language courses to the larger context of Korean culture and society. The course is conducted entirely in Korean and utilizes both written and audiovisual materials to develop students' reading/listening comprehension and critical thinking. The course also involves in-depth class discussion and writing short compositions to enhance conversation and writing skills.
One-term course offered either term
Prerequisite: KORN 212
Activity: Lecture
1.0 Course Unit

KORN 332 Current Korean Media II
Offered through the Penn Language Center. Current Korean Media II aims at a deeper understanding of the contemporary Korean society, through critical analysis of language use and viewpoints expressed in various types of media including the Internet, TV, films, magazines and newspapers. This course will focus on cultural products and practices such as popular culture, media culture, and entertainment. By catering to the needs and interests of individual learners of Korean, the course will provide them with a rich opportunity to relate what they have learned in previous Korean language courses to the larger context of Korean culture and society. In addition, students will have an in-depth discussion on topics related to Korean society as well as Penn news. This course is conducted entirely in Korean.
Course usually offered in fall term
Prerequisite: KORN 331
Activity: Lecture
1.0 Course Unit

KORN 381 Business Korean I
Offered through the Penn Language Center. Business Korean I is designed for students who want to sharpen their Korean language skills to the advanced-high level by focusing their study on Korean business and economy. Students will learn business/economy-related terminologies and concepts. They will also take an in-depth look at the issues related to business practices and environment in Korea. Students will improve and refine their language skills through actively participating in discussions, research, and presentations.
For BA Students: Advanced Language Course
Taught by: Cho
Course not offered every year
Prerequisite: KORN 212
Activity: Lecture
1.0 Course Unit

KORN 382 Business Korean II
Offered through the Penn Language Center. A continuation of the material offered in KORN 381. Business Korean I. Students further develop their Korean language proficiency at the advanced-high level by studying case studies, participating in discussions, and doing research and giving presentations on the topic of current Korean business and economy.
For BA Students: Advanced Language Course
Taught by: Cho
Course not offered every year
Prerequisite: KORN 212
Activity: Lecture
1.0 Course Unit

KORN 381 Advanced Readings in Modern Korean I
This course is designed for advanced level students. Based on literary pieces in the form of short stories, essays, and novels, students are to gain an in-depth, multi-faceted and critical understanding of Korean people, society, and culture. These objectives are achieved primarily through 1) close reading and discussion of original literary texts by 20th-century Korean writers; and 2) regular writing exercises. Some Korean films that are related to the topics of the reading text will be used.
For BA Students: Advanced Language Course
Taught by: Jung
Course not offered every year
Prerequisite: KORN 311
Activity: Lecture
1.0 Course Unit

KORN 382 Advanced Readings in Modern Korean II
This course allows development of creative and analytical thinking through introduction of more organized thematic topics such as family, human relationships, and the reflection of self-images, and individual's mental status while the society changes in time.
For BA Students: Advanced Language Course
Taught by: Jung
Course not offered every year
Prerequisite: KORN 311
Activity: Lecture
1.0 Course Unit

KORN 481 Advanced Business Korean I
Offered through the Penn Language Center. This course aims to further develop students' advanced language proficiency and simultaneously deepen their knowledge and understanding of specific areas related to Korean business and economy such as an expansion of business into Asian markets and globalization strategies. Through research, discussion and presentation on various case studies and other business-related materials, students will enhance their critical thinking skills and gain an in-depth perspective on issues related to contemporary Korean business operations and practices.
For BA Students: Advanced Language Course
Course usually offered in fall term
Prerequisite: KORN 311
Activity: Lecture
1.0 Course Unit

KORN 482 Advanced Business Korean II
Offered through the Penn Language Center. A continuation of the material offered in Advanced Business Korean I. Students continue to closely follow the current topics of business and financial markets of Korea by actively participating in discussions, research, and presentations.
For BA Students: Advanced Language Course
Course usually offered in spring term
Prerequisite: KORN 311
Activity: Lecture
1.0 Course Unit
KORN 511 Advanced Academic Korean I
This course aims to assist students who wish to improve their knowledge of the advanced Korean language skills required to conduct academic research. Students will critically read, analyze, and discuss academic and other relevant texts, written in either Korean or mixed scripts. Readings include, but are not limited to, academic journal articles and book chapters that are important in the field of each student’s research, as well as major primary sources, such as periodicals, government documents, and other authentic texts from the late nineteenth century to the present. Students will develop familiarity with these texts and a deeper understanding of academic writing styles in Korean. In addition, students will expand their proficiency in Sino-Korean vocabulary and Hanja (Chinese characters), both essential to developing their academic language skills in Korean. This course will be conducted in Korean.

Taught by: Lee
Course offered fall; even-numbered years
Prerequisite: KORN 432
Activity: Lecture
1.0 Course Unit

KORN 512 Adv Academic Korean II
This course aims to further develop and enhance the language and critical thinking skills required for conducting academic research in Korean studies or relevant disciplines. Through a historical lens, students will have the opportunity to explore a variety of topics, such as culture, gender, international relations, politics, the economy, and religion from early times to the nineteenth century. Students will continue to read critically, evaluate, analyze, and discuss these academic texts (both primary and secondary sources), written in Korean or mixed scripts, and will broaden and expand their repertoires of the Sino-Korean vocabulary and Hanja (Chinese characters) common in academic disciplines. Course materials will include academic journal articles, book chapters, and primary sources pertaining to the fields of each student’s research, as well as Korean historical movies and documentaries. This course will be conducted in Korean.

Taught by: Lee
Course offered fall; odd-numbered years
Prerequisite: KORN 432
Activity: Lecture
1.0 Course Unit

LARP 501 Studio I
The focus of this foundation studio is to explore ways of recording and representing landscape - with an emphasis on material, space, rhythm and measure - through a range of drawings and constructions. The studio attempts to create a sensibility toward landscape where the act of surveying a site is as much an imaginative endeavor as is the crafting of an artifact or the construction of a path in a landscape. Emphasis is placed on visual and manual skills in two-dimensional and three-dimensional constructions (drawing, fabrications, model-making, etc.), while developing ways to ‘see’ landscape.

Taught by: Faculty
Course usually offered in fall term
Activity: Studio
2.0 Course Units

LARP 502 Studio II
This foundation design studio explores the relationship among sites, drawings, models and the making of landscape architectural projects. Sites are fairly large in size and present a complex set of issues, including fragmentation, lack of access, and contamination. Through the design of a park, students test and refine the relationship among project concept, modes of visualization, and project formation (organizational and material). The objective for the studio is to develop an informed and imaginative response to the site in order to create new relationships among the site, its immediate edges and the larger neighborhood or region.

Taught by: M'Closkey/Faculty
Course usually offered in spring term
Prerequisite: LARP 501
Activity: Studio
2.0 Course Units

LARP 511 Workshop I: Ecology and Built Landscapes
This workshop explores a sequence of sites extending from the Atlantic Ocean to the Appalachian Mountains that illustrates the changing geology and topography of the regional physiographic provinces including the Atlantic Coastal Plain, Piedmont, and Valley and Ridge. In moving westward along the transect, field trips to natural areas and constructed sites will highlight the diversity of regional plant communities ranging from primary dune to salt marsh, serpentine Virginia pine-oak forest to seepage wetland, and more. Analysis of the inter-connections between the underlying geology, topography, hydrology, soils, vegetation, wildlife, and human interventions will reveal patterns reflecting process and demonstrate key ecological and cultural systems and processes through the production of field notebooks as well as large-scale measured drawings. Ultimately students will develop a vocabulary (recognition, identification and nomenclature) of the materials of landscape, its substance, its ecology, and its changing nature owing to place and time. NOTE: COURSE MEETS IN ASSIGNED CLASSROOM FROM 9-1PM. CLASS MEETING FROM 2-5PM IS DEDICATED TO FIELD WORK.

Taught by: Willig and Popowsky
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
LARP 512 Workshop II: Landform and Planting Design
Workshop II combines two of the most elemental tools in the practice of landscape architecture: landform and planting design. Grading - the shaping and sculpting of the landform - is both art and science, and thus Workshop II aims to provide an appreciation of landform as an evocative component in the design vocabulary as well as a critical tool in solving difficult design problems. The basic techniques and strategies of grading design (slopes, terraces, water management, grade change devices) will be introduced, practiced and reinforced, so that grading design becomes an integral part of the students' design approach. Lecture, field trips, modeling, in-class exercises, and group projects will be used. The Planting component provides students with a working overview of the principles and processes of planting design. Plants will be considered both as individual elements and as part of larger dynamic systems. The natural distribution of plants, concepts of plant community and successional patterns, and the relationship of planting an topography will be used as the initial framework for planting design. Planting design typologies will be examined as an outgrowth of these 'natural' patterns. The role of plants as a key element in the structural design of the landscape will be explored through a combination of modeling, plan and section drawing, temporal studies, writing, field trips and case studies. Emphasis will be placed on process and evolution: the temporality of planting (daily, seasonal and annual changes), establishment and maintenance of plantings, and the process of planting design. During the first week of May, a five-day field ecology course focuses on techniques of urban revitalization, sustainable land use, reclamation, and restoration. The field trips offer insight into the diversity of approaches to using plants to promote positive environmental change.
Taught by: Olgyay
Course usually offered in spring term
Prerequisite: LARP 533
Activity: Lecture
1.0 Course Unit

LARP 533 Media I: Drawing and Visualization
Drawing is the ability to experience deeply things we see and envision. It allows us, not only to represent things or images seen, but, to discover and construct space and depth on the two dimensions of drawing surface. Expanding the tools of drawing, this course presents inquiries into applied media providing a basis for envisioning the speculative and developing an economy of expression. Work will be closely related to work in Studio I. Students will be introduced to the formal syntax of drawing (line, contour, structure, texture, chiaroscuro), graphic grammar (orthographic, oblique, perspective projection drawings and free-hand sketching) alongside exercises in material expression (collage, assemblage).
Taught by: Faculty
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

LARP 535 Theory I: The Culture of Nature
Landscape architecture, architecture and visual art are all mediations between nature and culture. This course is designed to help students form their own view regarding our relationship with the 'natural' world around us in an age of ecological crisis. To achieve this, the course provides a stimulating historical and contemporary survey of ideas of nature. We explore ways 'nature' has been understood mythically, theoretically, ideologically, philosophically, scientifically, and artistically through the ages, with an emphasis on contemporary culture. We survey the way in which the polarity of culture and nature has been historically constructed and more recently, deconstructed. The pedagogical philosophy of this course is that an appreciation of the broad pattern of history and the ideas that have shaped it are foundational to living a critical and ethical life and central to the process of making contemporary art, architecture, and landscape architecture.
Taught by: Weller
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

LARP 540 Theory II: Landscape Architecture History and Theory
This course unfolds several contemporary issues that shape the profession, such as giving form to environmental values, balancing science and art, ecology and design, reconsidering the need for the beautiful vis-a-vis the many sites challenged by pollution and abuse. Among the topics of discussion, this course will also take into account how recent phenomena such as the late twentieth-century increase in world population, sprawl, and environmental pollution, and how these have changed the reality described by the very word 'nature' and have contributed to expand the domain of landscape architecture. The discussion of topics will integrate contemporary ideas and their roots in earlier theoretical formulation. The past will be presented as a way to illuminate, receive, and critique the present. Course objectives are to become familiar with the social and cultural processes that inform the landscape architectural discourse and to be able to discuss in an informed manner the impact of the latter upon design trends; to be able to trace the roots of contemporary ideas in earlier theoretical formulations; and to be able to think critically and to enhance synthesis and augmentation skills.
Taught by: Fabiani Giannetto
Course usually offered in spring term
Also Offered As: LARP 770
Activity: Lecture
1.0 Course Unit

LARP 542 Media II: Digital Visualization
Continuing the sequence of the Landscape Architecture media classes, this course will provide students with the techniques to explore and examine precision surface profiles and land forming strategies, in both physical and digital models. These models provide a basis to speculate on what processes and programs might be engendered or instigated. Rhino will be the primary modeling platform. Associated plug-ins of Grasshopper, Rhino Terrain, Sonic, and Bongo will help extend the toolset. GIS will facilitate the collection and analysis of extent data. The Adobe Creative Cloud will also be used for documenting and expressing modeling processes through static and time-based visualizations.
Taught by: VanDerSys
Course usually offered in spring term
Prerequisite: LARP 533
Activity: Lecture
1.0 Course Unit
LARP 543 Media III: Flows: Linear / Non-Linear
This course is the third in the media sequence and is required of all MLA students at the 600 level. This course engages the generative potential of the dynamic and temporal attributes of the landscape medium. Time-based visualizations are used to investigate landscape organizations shaped through the dynamic interplay of varying processes and their spatial consequences. Emphasis will parallel the LARP 601 on urban ecology and landscape systems. Taught by: VanDerSys/Faculty
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

LARP 544 Media IV: Futures: Trends and Trajectories
This course is the fourth in the media sequence and is required of all MLA students at the 600 level. This course exposes students to parametric tools as mechanisms for analyzing and generating both predictable and emergent terrain dependent urban morphologies. Rather than inert lines of shapes, space infrastructure are visualized as products of force and flow. Emphasis will parallel the LARP 602 studio on forms of urbanization. This course is open to Landscape Architecture students only. Students outside of Landscape Architecture will need instructor permission to enroll in this course. Taught by: Freese
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

LARP 601 Studio III
This studio brings together both two-year and three-year MLA students for a landscape studio problem that works at a regional scale, as well as multiple design scales. LARP 601 - the Green Stimuli studio - emphasizes rigorous site analysis, the strategic organization of living material, and the potential of design to produce a wide range of effects. Studio problems are 'live' - local leaders and experts are actively trying to solve them, there is an audience for student work outside the University, and projects have the potential to stimulate debate and new directions. The Green Stimuli studio takes on design problems where soil, terrain, geology, mineral resources, climate, water, plants, wildlife, and living systems interactions are major drivers. Studio projects explore one or more of these dimensions in depth to reach high levels of design exploration, strategic thinking, technical resolution and physical expression. The studio's topics intersect with a broader universe of practical concerns, including land use, local and regional economies, real estate development and public policy, as well as philosophical and artistic questions about nature and ecology. The intent is that designed Green Stimuli make new connections between the material of landscape and the economic, infrastructural, scientific, social, cultural and creative attributes of a region. Taught by: Faculty
Course usually offered in fall term
Activity: Studio
2.0 Course Units

LARP 602 Studio IV
This studio is the fourth and final studio in the core sequence and is designed to introduce students to essential competencies related to contemporary problems in urban design. The studio operates in what have been referred to as 'global cities' - contexts in which there are significant pressures on the physical form of a metropolis from substantial population and economic growth (both ongoing and projected). These pressures induce considerable demands for the development of new contexts. The studio is focused on managing and negotiating these pressures through landscape-driven strategies capable of guiding and organizing this urbanization. Students develop individual design strategies through a process of mapping, modeling, scenario building and fieldwork that lead to both conceptual and physical proposals for the development of new urban districts and metropolitan agendas. Taught by: Marcinkoski/Faculty
Course usually offered in spring term
Activity: Studio
2.0 Course Units

LARP 611 Workshop III: Site Engineering and Water Management
Building upon the skills and concepts developed in Workshops I and II, this intermediate workshop focuses on technical aspects of site design, with an emphasis on landscape performance. Functional considerations related to landscapes and their associated systems - including circulation, drainage and stormwater management, site stabilization and remediation - will be explored as vital and integral components of landscape design, from concept to execution. Lectures, case studies, field trips, and focused design exercises will enable students to develop facility in the tools, processes and metrics by which landscape systems are designed, evaluated, built and maintained. In concert with the concurrent design studio, students will consider the means by which functional parameters can give rise to the conceptual, formal, and material characteristics of designed landscapes. Taught by: Faculty
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

LARP 612 Workshop IV: Advanced Landscape Construction
Advanced Landscape Construction: The Art and Craft of Design Documentation and Detailing introduces students to the process of landscape documentation as means of strengthening design intent through careful material selection and articulation of form. The course builds upon Workshop III by expanding the concept of site systems to the full range of drawings, details, specifications, and contracts used by landscape designers in the creation of the man-made environment. The course features lectures, case studies and field walks, exploring documentation from initial concept through construction administration. Topics will include materials and their use in exterior environments, documentation phases and their role in a projects evolution and the art of detailing to ensure beautiful, durable landscapes that define cohesive design. Taught by: Burrell
Course usually offered in fall term
Prerequisite: LARP 611
Activity: Lecture
1.0 Course Unit
LARP 660 Fundamentals of Urban Design
This course is a requirement for students enrolled in Certificate in Urban Design and for Master of City Planning students enrolled in the Urban Design concentration. How should urban designers give shape to the city? What urban design methods could they apply? This course helps students acquire the principles that can inform urban design practice. It has three major pedagogical objectives. First, it helps students understand the contemporary city through a series urban design tools. Second, it covers both historical and modern urban design principles. Finally, it includes all the scales in which urban designers operate, ranging from the fundamentals of social interaction in public space, to the sustainability of the region.’ This course is open to other interested PennDesign students if there is space and with permission of the instructor.
Taught by: Lin, Zhongjie
Course usually offered in spring term
Also Offered As: CPLN 660
Activity: Studio
2.0 Course Units

LARP 685 Environmental Readings
In this seminar, we will explore this green thread and analyze its influence on how we shape our environments through design and planning. The course has three parts. Throughout, the influence of literature on design and planning theory will be explored. The first part will focus on three most important theorists in environmental planning and landscape architecture: Frederick Law Olmstead Sr., Charles Eliot and Ian McHarg. The second part of the course will critically explore current theories in environmental planning and landscape architecture. The topics include: frameworks for cultural landscape studies, the future of the vernacular, ecological design and planning, sustainable and regenerative design, the languages of landscapes, and evolving views of landscape aesthetics and ethics. In the third part of the course, students will build on the readings to develop their own theory for ecological planning or, alternatively, landscape architecture. While literacy and critical inquiry are addressed throughout the course, critical thinking is especially important for this final section.
Taught by: Dean Steiner
Course usually offered in fall term
Also Offered As: ARCH 685, CPLN 685
Activity: Seminar
1.0 Course Unit

LARP 701 Studio V
These advanced elective studios provide opportunities for focused exploration of particular themes in contemporary landscape architecture. Important emerging and accomplished designers, often from divergent points-of-view, interests and backgrounds, are invited to run these studios. Collaborative options (between Landscape and the Departments of Architecture or City Planning) are sometimes offered across the School. In addition to our own faculty who offer some of these studios (Fabiani Giannetto, Gouverneur, Marcinkoski, Mathur, M'Closkey, Neises, Olin, Pevzner, Sanders, Tomlin), visitors have included Paolo Burgi (Switzerland), Peter Latz (Munich), Bernard Lassus (Paris), Margie Ruddick (Philadelphia), Chris Reed (Boston), Peter Beard (London), Nicholas Quennell (New York), Ken Smith (New York), Raymond Gastil (New York), Alessandro Tagliolini (Italy), Ignacio Bunster (Philadelphia), Perry Kulper (Los Angeles), James Wines (New York), Lee Weintraub (New York), Charles Waldheim (Chicago), Stanislaus Fung (Australia), Dennis Wedlick (New York), Sandro Marpillero (New York), Peter Connolly (Australia), and former associate professor Anita Berrizbeitia. More recent visitors have been Claire Fellman (New York), Catherine Mosbach (Paris), Nanako Umemoto/Neil Cook (New York), Valerio Morabito (Italy), Carol and Colin Franklin (Philadelphia), Keith Kaseman (Philadelphia), Silvia Benedito (New York), Claudia Taborda (Lisbon), Mark Thomann (New York), Jerry Van Eyck (New York), and Martin Rein-Cano (Berlin).
Taught by: Faculty
Course usually offered in fall term
Activity: Studio
2.0 Course Units

LARP 702 Studio VI
These advanced elective studios provide opportunities for focused exploration of particular themes in contemporary landscape architecture. Important emerging and accomplished designers, often from divergent points-of-view, interests and backgrounds, are invited to run these studios. Collaborative options (between Landscape and the Departments of Architecture or City Planning) are sometimes offered across the School. In addition to our own faculty who offer some of these studios (Fabiani Giannetto, Gouverneur, Marcinkoski, Mathur, M'Closkey, Neises, Olin, Pevzner, Sanders, Tomlin), visitors have included Paolo Burgi (Switzerland), Peter Latz (Munich), Bernard Lassus (Paris), Margie Ruddick (Philadelphia), Chris Reed (Boston), Peter Beard (London), Nicholas Quennell (New York), Ken Smith (New York), Raymond Gastil (New York), Alessandro Tagliolini (Italy), Ignacio Bunster (Philadelphia), Perry Kulper (Los Angeles), James Wines (New York), Lee Weintraub (New York), Charles Waldheim (Chicago), Stanislaus Fung (Australia), Dennis Wedlick (New York), Sandro Marpillero (New York), Peter Connolly (Australia), and former associate professor Anita Berrizbeitia. More recent visitors have been Claire Fellman (New York), Catherine Mosbach (Paris), Nanako Umemoto/Neil Cook (New York), Valerio Morabito (Italy), Carol and Colin Franklin (Philadelphia), Keith Kaseman (Philadelphia), Silvia Benedito (New York), Claudia Taborda (Lisbon), Mark Thomann (New York), Jerry Van Eyck (New York), and Martin Rein-Cano (Berlin).
Taught by: Faculty
Course usually offered in spring term
Activity: Studio
2.0 Course Units
LARP 704 Urban Design Research Studio
This course is a requirement for students enrolled in the Certificate of Urban Design. The Urban Design Research Studio (UDRC) is a capstone educational experience open to students of architecture, planning, landscape architecture and historic preservation in PennDesign. The studio’s focus is how design intelligence can be applied to complex urban problems which are at once systemic and spatial. Reaching across scales and across disciplines the studio immerses students in the social, economic, political, ecological and aesthetic complexity of the contemporary city in a way that interweaves the speculative quality of the design process with the analytical and evidence-based empiricism of urban research. Interdisciplinary collaboration is the studio’s modus operandi and its purpose is to develop techniques and strategies by which contemporary cities can become not only metabolically more efficient but also more edifying of the human spirit in the 21st century. Acceptance into the studio is based on interview and portfolio with priority placements given to students enrolled in the Urban Design Certificate Program.
Taught by: Gouverneur
Course usually offered in spring term
Activity: Studio
2.0 Course Units

LARP 710 Implementation of Urban Design
This course is a requirement for students enrolled in the Certificate of Urban Design. With a focus on contemporary major cities this subject charts the various ways in which urban design is typically conceived, procured, administered and ultimately delivered. From the very conception of a project to its completion, the various methods and avenues through which contemporary cities are planned, designed, and constructed are examined from multiple perspectives so that students become familiar with the myriad issues and main actors involved in urban development. Though exemplary case studies the subject offers a comprehensive understanding of the complexities and contingencies of contemporary city making, placing a particular emphasis on the role of the urban designer as a practical, ethical and visionary agent of change.
This course may open to other interested PennDesign students if there is space and with permission of the instructor.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

LARP 720 Topics in Representation
In these advanced representation courses the work extends to new ways of documenting and seeing landscape. These courses are open to all interested School of Design students who have previous drawing experience or have taken foundation studios. Recent topics have been: Traces and Inscriptions (spring 2013), instructors: Anuradha Mathur, Matthew Neff; Landscape Representation (fall annually), instructors: Valerio Morabito; Landscape Drawing (spring annually), instructor: Laurie Olin; Landscape Drawing (spring 2008), instructors: David Gouverneur, Trevor Lee; Shifting Landscapes: A Workshop in Representation (spring 2005, 2004), instructor: Anuradha Mathur; and The Agile Pencil and Its Constructs (spring 2004) instructor: Mei Wu.
Taught by: Faculty
One-term course offered either term
Also Offered As: FNAR 720
Prerequisite: LARP 501 OR LARP 533 OR LARP 601 OR ARCH 501 OR ARCH 532 OR ARCH 601
Activity: Seminar
1.0 Course Unit

LARP 730 Topics in Professional Practice
These seminar courses explore ideas and methods in current landscape architectural practice. They include instruction in professional procedures, office management, project development, contracts, and collaborative ventures. They include visits to construction sites, professional offices and archives. Recent topics have been: Transformational Leadership (fall 2015), instructor: Lucinda Sanders, Office Practice (spring 2003-2015) instructor: Lucinda Sanders.
Taught by: Sanders
One-term course offered either term
Activity: Lecture
1.0 Course Unit
Notes: Fall 2016: course offering is limited to LARP majors or by permission of the instructor.

LARP 734 Designing a Green New Deal: From Concept to Program
This advanced social science and design seminar is about mobilizing expert knowledge to develop transformative policy ideas to make the Green New Deal come alive. We’ll look at cutting edge social science and design scholarship on the problems we’re trying to solve, and the successes and failures of past efforts at transformative policy. And we’ll focus in particular on the built environment. How might a Green New Deal make the physical changes to our infrastructures, homes, energy landscapes, transportation systems, public recreation amenities, care facilities, and more, in ways that slash carbon emissions, increase resiliency, and abolish inequalities of race, class, gender, and nation? That’s not a rhetorical question: in this class, we’ll assemble knowledge, get into teams, and come up with concrete proposals.
Taught by: Daniel Cohen and William Fleming
Also Offered As: SOCI 434
Activity: Seminar
1.0 Course Unit

LARP 738 Cultural Landscapes and Landscape Preservation
The course surveys and critically engages the field of cultural landscape studies. Over the semester, we will explore cultural landscape as a concept, theory and model of preservation and design practice; we will read cultural landscape historiography and creative non-fiction; we will examine a range of types (national parks, community gardens, designed landscapes, informal public spaces), and we will map the alternative preservation, planning and design methods that ground cultural landscape studies practically. Readings, class discussions, and projects will draw on cultural geography, environmental history, vernacular architecture, ecology, art, and writing.
Taught by: Randall Mason
Course not offered every year
Also Offered As: HSPV 538
Activity: Lecture
1.0 Course Unit
LARP 740 Topics in Digital Media
These courses offer advanced instruction in the uses and applications of various digital media, including Geographical Information Systems, 3D modeling, video, animation, and web-design. These courses are open to all interested School of Design students who already have a working knowledge of basic digital graphic techniques and with permission of the instructor. Recent topics have been: Simulated Natures (fall 2015, 2014), instructors Keith VanDerSys, Joshua Freese; Digital Fabrication (spring 2009-2013), instructor Keith VanDerSys; Non-Static Representation: Video, Animation, and Interactive Media (fall 2013, 2012), instructor: Todd Montgomery; Interoperable Terrains (fall 2008-2013), instructor: Keith Kaseman; Kino-Eye: Intro to Spatial Filmmaking (fall 2011, 2010), instructor: Richie Gelles; Geometry Clouds, Fluid Landscapes (fall 2002-2006), instructor: David Ruy; Tactical Surfaces / Topographic Modeling (fall 2002), instructor: Charles McGloughlin.
Taught by: Faculty
One-term course offered either term
Prerequisite: LARP 543
Activity: Lecture
1.0 Course Unit

LARP 741 Modeling Geographic Space
This course explores the nature and use of raster-oriented (i.e. image-based) Geographic Information Systems (GIS) for the analysis and synthesis of spatial patterns and processes. Previous experience in GIS is not required.
Taught by: Tomlin
Course usually offered in spring term
Also Offered As: CPLN 632
Activity: Lecture
1.0 Course Unit

LARP 743 Geospatial Software Design
The purpose of this course is to equip students with a selected set of advanced tools and techniques for the development and customization of geospatial data-processing capabilities. It is open to any student with experience equivalent to that of an entry-level class on GIS.
Taught by: Tomlin
Course usually offered in fall term
Also Offered As: CPLN 670
Activity: Seminar
1.0 Course Unit

LARP 745 Advanced Topics in GIS
This course offers students an opportunity to work closely with faculty, staff, local practitioners, and each other in conducting independent projects that involve the development and/or application of Geographic Information System (GIS) technology. The course is open to all students who can demonstrate sufficient experience, expertise, or initiative to pursue a successful term project.
Taught by: Tomlin
Course usually offered in spring term
Also Offered As: CPLN 680
Activity: Seminar
1.0 Course Unit

LARP 750 Topics in Construction, Horticulture and Planting Design
These courses explore relevant topics in construction, horticulture and planting design as they relate to contemporary landscape architecture. The aim is to supplement fundamental skills and ideas explored in the core curriculum workshops with more advanced, cutting-edge research, technology and case studies. The teaching faculty are leading practitioners and researchers in the field. These courses are open to all interested School of Design students. Recent topics have been: Urban Horticulture and Planting Design (fall annually since 2009), instructor: David Ostrich; Detailing New Urban Landscapes (spring 2012, 2011), instructor: Tom Ryan; Building New Urban Landscapes, Construction, and Planting Design (fall 2009, 2008), instructor: Tom Ryan; Urban Horticulture: Designing and Managing Landscape Plantings in Stressful Environments (1998-2003), instructor: Paul Meyer; Advanced Planting Design, instructors: Rodney Robinson (2003-2009), Dennis McGlade (fall 2006), Sheila Brady; and Sustainable Large Scale Planting of Trees, Shrubs, Perennials and Grasses (fall 2001), instructor: Wolfgang Oehme. Taught by: Faculty
One-term course offered either term
Activity: Lecture
1.0 Course Unit

LARP 755 Arboretum Management I: Understanding Plants
In this course, students will learn about plants from an oraganismal perspective, an applied/practical perspective, an aesthetic perspective, an environmental perspective, and an evolutionary perspective. Utilizing the plant collection of the Morris Arboretum as a living laboratory and the expertise of arboretum staff, this course will bring students, novices and experts alike, to a better understanding of plants. Session topics integrate both theoretical and hands-on practical work. Course assessment will be based on weekly practical assignments and two exams. Please note that this course takes place at the Morris Arboretum in the Chestnut Hill section of Philadelphia and students are responsible for transporting themselves to and from the arboretum on their own for class each week. For further information about the course, students may contact Cynthia Skema (cskema@upenn.edu).
Taught by: Skema
Course usually offered in fall term
Activity: Laboratory
1.0 Course Unit
LARP 756 Arboretum Management II: Evaluating Public Gardens
This interdisciplinary course looks at public gardens as a whole, studying these public institutions and their performance in the four major services they undertake: research, horticultural display, conservation and education/outreach. Students, of any level or discipline, begin the course by learning what arboreta and botanic gardens are, how they function, and what role they fill in our society through a series of lecture sessions at the Morris Arboretum. For the remainder of the semester, the students take that knowledge into the field to apply what they have learned and evaluate some of the many public gardens in 'America's Garden Capital', the Philadelphia region, with expert instructors from the Morris Arboretum as guides. Course assessment will be based on one exam, and a series of essays pertaining to their garden evaluations. Garden evaluations and the written work can be tailored to a particular subject of interest to a student, if pertinent within the public garden realm. Please note that this course takes place at the Morris Arboretum in the Chestnut Hill section of Philadelphia and students are responsible for transporting themselves to and from the arboretum on their own or to other Philadelphia area public gardens as required for class each week. For further information about the course, students may contact Cynthia Skema (cskema@upenn.edu).
Taught by: Skema
Course usually offered in spring term
Activity: Laboratory
1.0 Course Unit

LARP 760 Topics in Ecological Design
These elective courses explore relevant topics in ecological design and new technologies as they relate to contemporary landscape architecture. The courses explore topics such as ecology, sustainability, habitat restoration, hydrology, green roof and green architecture technology, soil technology, and other techniques pertinent to the construction of ecologically dynamic, functioning landscapes. The teaching faculty are leading practitioners and researchers in the field. These courses are open to all interested PennDesign students. Recent topics have been: Large-Scale Land Reclamation Projects (annually since 2005), instructor: William Young; Green Roof Systems (spring 2010-2014), instructor: Susan Weiler; Restoration Ecology (fall biennially since 2004), instructor: David Robertson; Sustainable Development: The Queen Elizabeth Olympic Park, London (fall 2012), instructor: John Hopkins; Ecological Economies and Infrastructure (spring 2012), instructor: John Hopkins; Contemporary Issues in Sustainability: The London 2012 Olympic Park and Other European Examples (fall 2011), instructor: John Hopkins; James Ludwig (spring 2004); Sustainable Landscape Design for Watershed Protection (fall 2008, 2006, 2005, 2004, 2003, 2002), instructor: Katrin Scholz-Barth; and Ecological Restoration in the Urban Context (spring 2002, 2001), instructor: Deborah Marton.
Taught by: Faculty
One-term course offered either term
Activity: Lecture
1.0 Course Unit

LARP 761 Urban Ecology
This course introduces students to the core concepts, processes, and vocabulary of contemporary urban ecology. It aims to provide a conceptual framework and grounding in an understanding of ecological processes, in order to empower students to develop and critique the function and performance of landscape interventions. Urban ecology describes the interaction of the built and natural environment, looking at both ecology in the city, as well as ecology of the city. Lectures, case studies, critical reading and design exercises will enable students to increase their ability to analyze and interpret ecological systems and processes. By analyzing the application of ecological concepts in the design management of urban landscapes, urban ecology will be explored as a dynamic, human-influenced system. Registration is limited to MLA students in the LARP 601 studio.
Taught by: Carlisle/Pevzner
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

LARP 770 Theory II: Landscape Architecture History and Theory
This course unfolds several contemporary issues that shape the profession, such as giving form to environmental values, balancing science and art, ecology and design, reconsidering the need for the beautiful vis-a-vis the many sites challenged by pollution and abuse. Among the topics of discussion, this course will also take into account how recent phenomena such as the late twentieth-century increase in world population, sprawl, and environmental pollution, and how these have changed the reality described by the very word 'nature' and have contributed to expand the domain of landscape architecture. The discussion of topics will integrate contemporary ideas and their roots in earlier theoretical formulation. The past will be presented as a way to illuminate, receive, and critique the present. Course objectives are to become familiar with the social and cultural processes that inform the landscape architectural discourse and to be able to discuss in an informed manner the impact of the latter upon design trends; to be able to trace the roots of contemporary ideas in earlier theoretical formulations; and to be able to think critically and to enhance synthesis and augmentation skills.
Taught by: Fabiani Giannetto
Course usually offered in spring term
Also Offered As: LARP 540
Activity: Lecture
1.0 Course Unit

LARP 771 Seminar in American Architecture
An examination of a specific topic related to the history of American architecture and planning. Following introductory lectures, students participate through detailed reports and informal discussion. The topic under investigation varies each semester the seminar is offered.
Taught by: Aaron Wunsch
Course usually offered in spring term
Also Offered As: HSPV 620
Activity: Seminar
1.0 Course Unit
LARP 780 Topics in Theory and Design
These advanced seminars explore advanced ideas in contemporary landscape architectural design and theory. A special link is made between the analysis of built work and text to design practice and the making of projects. Topics include the intersections of art, nature and creativity; practices of analysis and criticism; ideas of urbanism and infrastructure; collaborative ventures and cross-disciplinarity; vision and visuality; and representational structures, both verbal and visual. These courses fulfill the Landscape Architecture Theory III requirement and are open to all interested School of Design students. Spring 2017: Environmental Readings. In this seminar, we will explore this green thread and analyze its influence on how we shape our environments through design and planning. The course has three parts. Throughout, the influence of literature on design and planning theory will be explored. The first part will focus on three most important theorists in environmental planning and landscape architecture: Frederick Law Olmstead Sr., Charles Eliot and Ian McHarg. The second part of the course will critically explore current theories in environmental planning and landscape architecture. The topics include: frameworks for cultural landscape studies, the future of the vernacular, ecological design and planning, sustainable and regenerative design, the languages of landscapes, and evolving views of landscape aesthetics and ethics. In the third part of the course, students will build on the readings to develop their own theory for ecological planning or, alternatively, landscape architecture. While literacy and critical inquiry are addressed throughout the course, critical thinking is especially important for this final section. Recent topics have been: Classics Considered: The Craft and Criticism of Landscape Architecture (fall 2015), instructors: Laurie Olin, Raffaella Fabiani Giannetto; Designing with Risk (spring 2016, 2015), instructors: Matthijs Bouw, Ellen Neises (2015); WORK: Aspects and Topics in Landscape Architecture (spring 2016, 2015), instructor: Laurie Olin; Edge Operations (spring 2014), instructor: Meg Studer; Landscape Thinking Research Seminar (spring 2013), instructor: Richard Weller; Designed Ecologies (fall 2011-2013), instructor: Ellen Neises; Environment Regimes (spring 2013, fall 2011, 2010, 2009, spring 2007, 2006), instructor: Dilip da Cunha; Case Studies in Urbanism, Landscape and Design (spring 2004-2014) instructor: David Gouverneur; Landscape Production and Visual Culture (spring 2009), instructor: Claudia Taborda; Landscape and Globalization (spring 2010), instructor: Claudia Taborda; Concepts & Theories in Contemporary Landscape Architecture (fall 2008, 2007, 2006, 2004, 2003), instructor: Anita Berriozábal; Paradoxical Spaces (spring 2008), instructors: Linda Pollak and Sandro Marpillero; Contemporary European Landscape Architecture (fall 2007), instructor: Joseph Disponzio; Taught by: Faculty One-term course offered either term Activity: Seminar 1.0 Course Unit

LARP 781 Contemporary Urbanism
This course will expose students to a wide array of case studies in planning, urban design, and landscape architecture including notions of sustainable development, the interplay between open space and built form, the rehabilitation of existing areas as historic districts, commercial corridors, and the improvement of squatter settlements. Also, it will focus on city expansions and new towns, housing, mix-use developments, and areas of new centrality. The program will also address territorial planning, the improvement of open space systems, and site specific interventions of parks, plazas, streetscape and gardens. Cases will provide the proper ground for analysis and interpretation of issues related to the design and implementation of ‘good’ landscape and urban form. Class discussions will be complemented with short design exercises. We will also enjoy the presence of outstanding visiting lecturers who will share with us cutting-edge information, derived from their professional practice and research. Registration is limited to MLA students in the LARP 602 studio and to students in the Urban Design Certificate program. Taught by: Weller/Gouverneur Course usually offered in spring term Also Offered As: CPLN 673 Activity: Lecture 1.0 Course Unit

LARP 789 LARP Summer Institute: Intro to Design Languages (3-year students)
This one-week course is for entering three-year MLA students who do not have a background in architectural, or landscape architectural design or related design fields. The workshop introduces students to architectural terminology, concepts and conventions, as well as to basic analog and digital drawing techniques, in order to bring all students to a minimum level of proficiency, prior to the start of the more intensive Summer Institute coursework. Exemption from this requirement will be granted upon request, based on academic record, professional experience and admissions portfolio. Course enrollment is by permit only. Please contact Darcy Van Buskirk (LARP Dept.) at darcyv@design.upenn.edu. Taught by: Faculty Course usually offered summer term only Activity: Studio 0.0 Course Units Notes: Course fee: $500.00

LARP 790 LARP Summer Institute: Natural Systems (3-year Students)
This one-week session for entering three-year MLA students will provide an introduction to the varied physiographic provinces and associated plant communities of the greater Philadelphia region. Through a review of available mapping and on-site study we will characterize and consider the connections between climate, geology, topography, hydrology, soils, vegetation, wildlife, and disturbance, both natural and anthropogenic. With a focus on plants students will begin to develop a familiarity with the local flora (native and non-native) including plant species identification, preferred growing conditions, and potential for use. Field trips will include visits to the Inner Coastal Plain and Piedmont. Course enrollment is by permit only. Please contact Darcy Van Buskirk (LARP Dept.) at darcyv@design.upenn.edu. Taught by: Willig Course usually offered summer term only Activity: Studio 0.0 Course Units Notes: Course fee: $500.00
LARP 791 LARP Summer Institute: Landscape Operations (3-year Students)
This one-week course, for entering three-year MLA students, introduces concepts and techniques for analyzing, representing, and operating on landform, the fundamental medium of landscape architecture. Students will learn representational and model-making techniques for conveying topography, and will describe a series of landscape interventions on a topographic surface. Through models and drawings, students will develop an appreciation for the spatial implications of landform, for landscape narrative, for the movement of water and people across the landscape, and for the operation of reshaping the ground. An introduction to the Fine Arts Library will also be included. Course enrollment is by permit only. Please contact Darcy Van Buskirk (LARP Dept.) at darcyv@design.upenn.edu.
Taught by: Faculty
Course usually offered summer term only
Activity: Studio
0.0 Course Units
Notes: Course fee: $500.00

LARP 792 LARP Summer Institute: Introduction to Digital Media (3-year Students)
This four-day introductory course is intended to enable students to orient themselves to digital media facilities, programs, and workflows. The course is focused around daily projects building up to a final pinup. Each daily project illustrates a different set of work paths between digital programs, as well as teaches students how to use different software applications key to the practice of landscape architecture today. The focus of this course is to enable students to understand what each digital software application offers to the landscape process, and how to build change and iteration into digital workflows. Course enrollment is by permit only. Please contact Darcy Van Buskirk (LARP Dept.) at darcyv@design.upenn.edu.
Taught by: Faculty
Course usually offered summer term only
Activity: Studio
0.0 Course Units
Notes: Course fee: $500.00

LARP 793 LARP Summer Institute: Landform and Grading Workshop
The reading and shaping of landform is an elemental tool in the practice of landscape architecture. The act of grading design - the shaping and sculpting of landform - is both art and science. This four-day session for entering two-year MLA students aims to provide an appreciation of landform as both an evocative component in the design vocabulary and as a critical tool in resolving difficult design problems. Basic techniques and strategies of grading design are introduced and reinforced, so that grading design becomes an integral part of the student’s design approach. This session is intended to provide a concise overview of the principles and process of landform and grading design, and is designed to prepare the entering two-year students for Workshop III. Course enrollment is by permit only. Please contact Darcy Van Buskirk at darcyv@design.upenn.edu.
Taught by: Olgyay
Course usually offered summer term only
Activity: Lecture
0.0 Course Units
Notes: Course fee: $500.00

LARP 794 LARP Summer Institute: Natural Systems (2-year students)
This five-day session for entering two-year MLA students will provide an introduction to the varied physiographic provinces and associated plant communities of the greater Philadelphia region. Through a review of available mapping and on-site study we will characterize and consider the connections between climate, geology, topography, hydrology, soils, vegetation, wildlife, and disturbance, both natural and anthropogenic. With a focus on plants students will begin to develop a familiarity with the local flora (native and non-native) including plant species identification, preferred growing conditions and potential for use. Field trips will include visits to the Coastal Plan and Piedmont of New Jersey and Pennsylvania. Course enrollment is by permit only. Please contact Darcy Van Buskirk (LARP Dept.) at darcyv@design.upenn.edu.
Taught by: Willig
Course usually offered summer term only
Activity: Lecture
0.0 Course Units
Notes: Course fee: $500.00

LARP 795 LARP Summer Institute: Computing Introduction (2-year Students)
The Intro to Computing session introduces students to the facilities of digital media as the primary mode of design visual communication. The course provides a short, yet intensive, hands-on inquiry into the production and expression of digital media that is essential for all designers. Through a series of working labs, students learn various software applications and associated techniques to execute precise two-dimensional representations of three-dimensional concepts. Students also learn the PennDesign systems, network basics and computer lab procedures. In the Academic Writing session, students will also receive a basic introduction to research methods, research resources, academic writing, citation formats and standards expected by the School of Design. Course enrollment is by permit only. Please contact Darcy Van Buskirk at darcyv@design.upenn.edu.
Taught by: VanDerSys/Fleming
Course usually offered summer term only
Activity: Lecture
0.0 Course Units
Notes: Course fee: $500.00

LARP 796 Independent Studio
An independent studio may be undertaken in the final semester but is not required. The independent studio is intended to provide highly motivated students who have demonstrated their ability to work independently with the opportunity to pursue topics that extend the boundaries of the profession. For permission, students must prepare a written proposal in the preceding semester and apply for approval from the faculty. Details available in Landscape Architecture department office.
Taught by: Faculty
Course offered summer, fall and spring terms
Activity: Independent Study
1.0 Course Unit

LARP 999 Independent Study
An independent study may be taken for elective credit at any point during the degree program for a letter grade. For permission, students must prepare a written proposal in the preceding semester and obtain a Landscape Architecture faculty advisor to oversee their work. Details are available in the Landscape Architecture department office.
Taught by: Faculty
Course offered summer, fall and spring terms
Activity: Independent Study
1.0 Course Unit
Latin (LATN)

LATN 101 Elementary Latin I
An introduction to the Latin language for beginners. Students begin learning grammar and vocabulary, with practical exercises in reading in writing. By the end of the course students will be able to read and analyze simple Latin texts, including selected Roman inscriptions in the Penn Museum.
For BA Students: Language Course
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

LATN 102 Elementary Latin II
Prerequisite(s): LATN 101 or equivalent. Completes the introduction to the Latin language begun in 101. By the end of the course students will have a complete working knowledge of Latin grammar, a growing vocabulary, and experience in reading simple continuous texts.
For BA Students: Language Course
Course usually offered in spring term
Prerequisite: LATN 101
Activity: Seminar
1.0 Course Unit

LATN 112 Intensive Elementary Latin
An introduction to the Latin language for beginners, with explanation of basic grammatical concepts and intensive exercises in reading and writing. Ideal for undergraduates or graduate students from Penn or elsewhere with some background in learning other languages, or who need to learn Latin rapidly. The course covers the first year of college-level Latin, equivalent to LATN 101 + 102 at more than twice the normal pace. This is an online course. 2 c.u. Students are not required to be in Philadelphia. Course activities will involve a series of intensive online exercises completed each day according the students own schedule, plus one daily video-linked session 5.30-7.00pm EST (Monday thru Thursday). The textbook is Learn to Read Latin (Keller & Russell; textbook only, not workbook). The instructor for summer 2020 is Daniel Mackey, a Ph.D. student in Classical Studies. For further information about the course, please contact Prof. James Ker (jker@sas.upenn.edu).
For BA Students: Language Course
Course usually offered summer term only
Activity: Seminar
2.0 Course Units

LATN 203 Intermediate Latin Prose
Prerequisite(s): LATN 102 or equivalent (such as placement score of 550). Introduction to continuous reading of unadapted works by Latin authors in prose(e.g., Cornelius Nepos, Cicero, Pliny), in combination with a thorough review of Latin grammar. By the end of the course students will have thorough familiarity with the grammar, vocabulary, and style and style of the selected authors, will be able to tackle previously unseen passages by them, and will be able to discuss questions of language and interpretation.
For BA Students: Language Course
Course usually offered in fall term
Prerequisite: LATN 102
Activity: Seminar
1.0 Course Unit

LATN 204 Intermediate Latin Poetry
Prerequisite(s): LATN 203 or equivalent (such as placement score of 600). Continuous reading of several Latin authors in poetry (e.g., Ovid, Virgil, Horace) as well as some more complex prose, in combination with ongoing review of Latin grammar. By the end of the course students will have thorough familiarity with the grammar, vocabulary, and style and style of the selected authors, will be able to tackle previously unseen passages by them, and will be able to discuss language and interpretation. Note: Completion of Latin 204 with C- or higher fulfills Penn's Foreign Language Requirement.
For BA Students: Last Language Course
Course usually offered in spring term
Prerequisite: LATN 203
Activity: Seminar
1.0 Course Unit

LATN 212 Intensive Intermediate Latin
An introduction to the basic history and conventions of Latin prose and poetry, with continuous readings from classical authors accompanied by grammar review and exercises. Ideal for undergraduates or graduate students from Penn or elsewhere who have completed the equivalent of one year Latin (e.g., LATN 112). The course covers the second year of college-level Latin, equivalent to LATN 203 + 204 at more than twice the normal pace. This is an online course. 2 c.u. Students are not required to be in Philadelphia. Course activities will involve a series of intensive online exercises completed each day according the students own schedule, plus one daily video-linked session 5.30-7.00pm EST (Monday thru Thursday). The focus of the course will be Romans and Carthaginians, combining readings on Hannibal and the second Punic war (mostly in prose, focusing on Cornelius Nepos Life of Hannibal) with readings from the story of Dido (mostly in poetry, focusing on Ovids Heroides). The instructor for summer 2020 is Zachary Elliott, a Ph.D. student in Classical Studies. For further information about the course, please contact Prof. James Ker (jker@sas.upenn.edu).
For BA Students: Last Language Course
Course usually offered summer term only
Activity: Seminar
2.0 Course Units

LATN 298 Study Abroad
This course code is assigned to a course taken abroad that lacks an equivalent course on the Penn roster.
Activity: Seminar
1.0 Course Unit
LATN 301 Latin Prose Composition
For this introduction to Latin prose composition we will be using Bradley's Arnold, Latin Prose Composition, edited and revised by J. F. Mountford, which offers a thorough grammar review and challenging exercises. The exercises will give you an active command of Latin syntax: you'll be asking 'how do I say X?' rather than 'what does this author mean by X?' This is an important step towards awareness of the variety of possible expressions for any given X. And awareness of this variety is one of the things that will help you appreciate an author's style. What advantage does a participle have over a clause? or vice versa? Why use an abstract noun rather than an indirect question? or vice versa? Gerund vs. gerund-replacing gerundive? Repraesentatio? We will also read passages from a variety of Latin prose authors with an eye to their style. My aim in this course, which is open to undergraduate and graduate students alike, is that your ability to read and appreciate Latin prose improve substantially.
Taught by: Damon
Course not offered every year
Also Offered As: LATN 501
Activity: Seminar
1.0 Course Unit

LATN 308 Latin Love Letters
In this course we look at an intersection between emotion and rhetoric, reading ancient theorists and practitioners in the art of love-letter writing. Readings will include Cicero, Ovid, Propertius, Horace, Seneca, and Petronius. 'Love' will include the full breadth of affections from intellectual friendship to erotic desire, and 'letters' will include the whole spectrum of written communication, both formal and informal. A special goal of this course will be to gently develop our speaking and writing skills in Latin. Final projects will be flexible, ranging from a traditional term-paper to creative experiments in speaking and writing Latin.
Taught by: Ker
Course not offered every year
Activity: Seminar
1.0 Course Unit

LATN 309 Triangulating Augustanism: Livy, Horace, and Ovid
What is a Roman? How does the rise of Augustus Caesar change the meaning of Romaness? In this course, we will read selections from the historian Livy and the poets Horace and Ovid as they try (and sometimes fail) to navigate and accommodate the new regime. Livy's prose history of Rome, Ab Urbe Condita, looks to the past for moral guidance and attempts to draw lessons for the imperial future. Horace's Odes veer from ironic to patriotic (and back again) as he works out the new reality and his place in it. Ovid's Fasti, written during the poet's exile from Rome, report the origins of Rome's sacred festival calendar. Through close readings of these three texts, this course will consider Augustanism from several angles and distances, and attempt to construct a richer picture of a complicated and vibrant period. Prerequisite: Reading knowledge of Latin or permission of instructor.
Taught by: Mulhern
One-term course offered either term
Activity: Seminar
1.0 Course Unit

LATN 310 Seneca, On the Brevity of Life and other essays
Seneca was the most important writer of Latin in the early imperial period. In addition to poetry, satire, and natural philosophy, he wrote ethical philosophy in the form of letters, dialogues, and essays. His works 'On the Brevity of Life' and 'On Leisure' speak both the ethical issues of his own time and those of many others, including our own. In this course we will read both these essays with the goals of becoming familiar with Seneca's thought and style of expression, both as an individual and as a writer representative of his age. Students will have the opportunity to respond to Seneca in the form of critical essays, essayistic or epistolary responses, or other forms of their choosing.
Taught by: Farrell Jr.
Activity: Seminar
1.0 Course Unit

LATN 311 Plague and Pestilence in Latin Literature
Plagues and pestilences were a common feature of life in the ancient world. As such, they fueled the literary imagination. Historians, doctors, poets, and others have left many accounts of diseases, both endemic and epidemic. This literature can be considered a kind of literary genre with its own conventions, literal and metaphorical frames of reference, and intertextual relations. We will focus on a few representative examples in Latin literature to read in the original, and will read Greek and Roman accounts in translation to gain familiarity with the broader context. Students will gain experience in reading upper-level Latin while broadening their knowledge of Latin literature and literary history.
Taught by: Farrell
Course not offered every year
Prerequisite: Completion of 200-level Latin sequence or high school equivalent
Activity: Seminar
1.0 Course Unit

LATN 399 Supervised Study in Latin Literature
This course is taken by students doing independent work with a faculty advisor, such as students approved to work on a senior research paper in pursuit of honors in the major.
Activity: Independent Study
1.0 Course Unit

LATN 501 Latin Prose Composition
For this introduction to Latin prose composition we will be using Bradley's Arnold, Latin Prose Composition, edited and revised by J. F. Mountford, which offers a thorough grammar review and challenging exercises. The exercises will give you an active command of Latin syntax: you'll be asking 'how do I say X?' rather than 'what does this author mean by X?' This is an important step towards awareness of the variety of possible expressions for any given X. And awareness of this variety is one of the things that will help you appreciate an author's style. What advantage does a participle have over a clause? or vice versa? Why use an abstract noun rather than an indirect question? or vice versa? Gerund vs. gerund-replacing gerundive? Repraesentatio? We will also read passages from a variety of Latin prose authors with an eye to their style. My aim in this course, which is open to undergraduate and graduate students alike, is that your ability to read and appreciate Latin prose improve substantially.
Taught by: Damon
Course not offered every year
Also Offered As: LATN 301
Activity: Seminar
1.0 Course Unit
LATN 540 The Latin Text: Language and Style
What do we need to read texts in Latin? In these courses we read just one prose text and one poetic text, or a very limited number of texts and passages, with a focus on language and formal analysis (such as diction, grammar, stylistics, metrics, rhetoric, textual criticism). A range of exercises will be used to develop this, including composition, lexical studies, recitation, memorization, exegesis, written close-readings, and sight-translation.
Course not offered every year
Activity: Seminar
1.0 Course Unit

LATN 541 Latin Literary History
In this course we survey an extensive range of readings in a variety of authors in both prose and poetry, and consider the problems and opportunities involved in literary history.
Course not offered every year
Activity: Seminar
1.0 Course Unit

LATN 600 Tacitus' Annals
In this seminar we will read Tacitus' Annals, a work replete with stirring history presented in a style that eschews complacency. Through careful study of this work and selected passages of its predecessor, the Histories, we will develop a richly detailed understanding of Tacitus' historiographical method, principles, and practice. Consideration of surviving epigraphic parallels will allow us to see a particularly important element of his historiographical practice, namely, his awareness of but deviation from the official record of events. Each class session will involve close reading of the text and student-led discussion of important features of Tacitus work. As a group project we will produce a variorum edition of the Annals for on-line publication. Final projects will take the form of papers suitable for presentation at the SCS Annual Meeting.
Topics will vary.
Taught by: Damon
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: Topics will vary

LATN 603 Julio-Claudian Literature
The years between the principates of Augustus and Nero are commonly regarded as a 'fallow' period in Latin literary history. In fact, this is objectively untrue in terms of both the amount of literature produced during this time and in terms of its influence. If one considers the relationship between contemporary Latin and Greek literature or the evidence for increased institutional support of literature during this period, the sense of its importance increases. In this course we will study the formative aspects of literature culture during the regimes of Tiberius, Gaius, and Claudius and their decisive influence on the Latin and Greek literature of the subsequent Imperial Period.
Taught by: Farrell
Activity: Seminar
1.0 Course Unit

LATN 605 The Mostly Latin Epigram
In this seminar we will explore the themes and aesthetics of the Latin epigram, a genre (or is it?) best known for its brevity and wit but one whose precise nature is tantalizingly elusive. After orienting ourselves in the epigrams of Hellenistic Greek epigrammatists and late Republican authors like the so-called Neoterics (Catullus, Cinna, Calvus, Caesar), we will turn our attention to the poetry of Martial, whose accounts of Rome, its inhabitants, and their foibles exerted a profound influence on subsequent epigrammatists. Among the themes we will engage are: epigram as a genre; persona in tessellated textual collections; the interaction of refined and obscene language; and the artistic and intellectual implications of replication, anthology, and remix.
Taught by: Bret Mulligan
Activity: Seminar
1.0 Course Unit

LATN 607 Roman Humor and Invective
This seminar will explore Roman humor in epigram, iambic, oratory, and satire as a method of constructing and policing norms of sexuality, the body, and social identity. We will read from a wide range of authors including Catullus, Martial, Cicero, Quintilian, Petronius, and Juvenal, as well as texts that discuss or depict laughter and ridicule. Beyond focused analysis of the works at hand, we will evaluate modern theories of humor and laughter according to the ancient evidence and develop models for understanding Roman humor. In addition to weekly readings, students will be responsible for class presentations, contributing to works-in-progress workshops, and a final research paper.
Taught by: Brassel
Course not offered every year
Also Offered As: CLST 607
Activity: Seminar
1.0 Course Unit

LATN 999 Independent Study
For doctoral candidates.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

Latin American & Latino Studies (LALS)

LALS 016 Topics in Literature
An introduction to Writing about Literature, with emphasis on a particular theme, genre, or period. See the English Department’s website at www.english.upenn.edu for a description of current offerings.
One-term course offered either term
Also Offered As: CIMS 015, CLST 019, ENGL 015, GSWS 017
Activity: Seminar
1.0 Course Unit
Notes: Freshman Seminar
LALS 060 Latina/o Literature and Culture
This course offers a broad introduction to the study of Latina/o/x culture. We will examine literature, theater, visual art, and popular cultural forms, including murals, poster art, graffiti, guerrilla urban interventions, novels, poetry, short stories, and film. In each instance, we will study this work within its historical context and with close attention to the ways it illuminates class formation, racialization, and ideologies of gender and sexuality as they shape Latino/a/xs' experience in the U.S. Topics addressed in the course will include immigration and border policy, revolutionary nationalism and its critique, anti-imperialist thought, Latinx feminisms, queer Latinidades, ideology, identity formation, and social movements. While we will address key texts, historical events, and intellectual currents from the late 19th century and early 20th century, the course will focus primarily on literature and art from the 1960s to the present. All texts will be in English.
Taught by: Sternad Ponce de Leon
Course not offered every year
Also Offered As: ARTH 070, COML 070, ENGL 070, GSWS 060
Activity: Lecture
1.0 Course Unit

LALS 070 Colonial Latin America
The year 1492 was pivotal in the history of the world. It precipitated huge population movements within the Americas and across the Atlantic - a majority of them involuntary as in the case of indigenous and African people who were kidnapped and enslaved. It led to cataclysmic cultural upheavals, including the formation of new cultures in spaces inhabited by people of African, European and indigenous descent. This course explores the processes of destruction and creation in the region known today as Latin America in the period 1400 - 1800. Class readings are primary sources and provide opportunities to learn methods of source analysis in contexts marked by radically asymmetrical power relationships.
For BA Students: History and Tradition Sector
Taught by: Norton
Course usually offered in fall term
Also Offered As: AFRC 070, HIST 070
Activity: Recitation
1.0 Course Unit
Notes: Fulfills History & Tradition Distribution Requirement

LALS 071 Modern Latin America, 1808-Present
This course examines central themes of Latin American history, from independence to the present. It engages a hemispheric and global approach to understand the economic and social transformations of the region. We will explore the anti-imperial struggles, revolutions, social movements, and global economic crises that have given rise to new national projects for development, or have frustrated the realization of such goals. Taking a historical perspective, we ask: What triggers imperial breakdown? How did slaves navigate the boundary between freedom and bondage? Was the Mexican Revolution revolutionary? How did the Great Depression lead to the rise of state-led development? In what ways have citizens mobilized for equality, a decent standard of living, and cultural inclusion? And what future paths will the region take given uneasy export markets and current political uncertainty?
For BA Students: History and Tradition Sector
Taught by: Teixeira
Course usually offered in spring term
Also Offered As: HIST 071
Activity: Recitation
1.0 Course Unit

LALS 072 Introduction to Latin American and Latino Studies
Designed to introduce students to the interdisciplinary field of Latin American and Latino Studies, this is a seminar oriented toward first and second year students. Readings will range widely, from scholarly work on the colonial world that followed from and pushed back against the 'conquest'; to literary and artistic explorations of Latin American identities; to social scientists' explorations of how Latinos are changing the United States in the current generation.
Taught by: Dr. Ann Farnsworth-Alvear
Course usually offered in spring term
Also Offered As: HIST 072
Activity: Lecture
1.0 Course Unit

LALS 078 The African Diaspora: Global Dimensions
This class examines the cultural and social ramifications of the African diaspora on a global level. It is divided into two major sections. The first section provides the historical background to the African diaspora by focusing on the forced migration of Africans to Spanish and Portuguese colonies in the Americas. We will then delve into the black experience in French and British colonial spaces. In this section, we will also endeavor to move beyond the Atlantic-centric paradigm in studies of the African diaspora by examining free and unfree migrations of African people across the Indian Ocean to places as far away as India and the Philippines. The second half of the class devotes significant attention to the historical legacy of slavery and colonialism in places like Brazil, Cuba and the United States. In this section, we will discuss such issues as race relations, the struggle for civil rights for African-descent people as well as the emergence and the implementation of affirmative action policies in places like Brazil and the US.
Taught by: Ferreira
Course usually offered in spring term
Also Offered As: AFRC 073, HIST 078
Activity: Lecture
1.0 Course Unit

LALS 091 Sustainable Development and Culture in Latin America
This interdisciplinary course exposes students to the three dimensions of sustainable development -environmental, economic, and social- through an examination of three products -peyote, coca, and coffee- that are crucial in shaping modern identity in areas of Latin America. The course integrates this analysis of sustainable development in relation to cultural sustainability and cultural practices associated with peyote, coca, and coffee and their rich, traditional heritage and place in literature, film, and the arts.
Taught by: Gimenez
Course offered fall; even-numbered years
Also Offered As: ANTH 091, ENVS 091, SPAN 091
Activity: Seminar
1.0 Course Unit
LALS 092 Corona Capitalism: Crisis and Inequality Across the Americas
The coronavirus pandemic has exacerbated existing social inequalities. It has also accelerated the pace of history so sharply that the course of events has become nearly impossible to predict. This CWiC critical speaking seminar takes as its starting point our shared participation in the experience of uncertainty. At the same time, in looking to Latin America and the US, it articulates the fact that COVID-19 is anything but a ‘great equalizer’: its impact varies widely and decisively across race, class, and gender. As the world confronts multiple layers of wreckage, not only biological but also ecological and economic, how can we frame and communicate both uncertainty and truth in a thoughtful way? We will examine social problems that have been laid bare by the pandemic and have since become sites of ethical and political reevaluation, namely health disparities, ecological racism, the distribution of labor, and criminal justice. This seminar’s aim is to collaboratively assess one fundamental question: How can we understand COVID-19 not as an exceptional moment in history, but as a crisis of racial capitalism? By studying media, activism, policy, and scholarship produced during the pandemic alongside foundational critical theory, students will gain the analytical tools to contextualize its disproportionate global impact on poor communities and people of color, and to envision a just post-pandemic recovery. We will engage Marxist, feminist, and anti-racist theoretical approaches, and while familiarity with these methods is not necessary, an openness to them is. Self-examination is crucial to the success of the course, which requires students reflect on their own political, intellectual, and emotional investments in racialized inequality. This is a speaking intensive seminar intended to improve students’ oral communication and listening skills through class discussions, prepared presentations, and mixed-media communication projects. Conducted in English.
Taught by: Brownstone
One-term course offered either term
Also Offered As: SPAN 092
Activity: Seminar
1.0 Course Unit

LALS 107 Freshman Seminar: The World After 1800
Freshmen seminars are small, substantive courses taught by members of the faculty and open only to freshmen. These seminars offer an excellent opportunity to explore areas not represented in high school curricula and to establish relationships with faculty members around areas of mutual interest. See www.college.upenn.edu/admissions/freshmen.php
One-term course offered either term
Also Offered As: AFRC 012, PSCI 010
Activity: Seminar
1.0 Course Unit

LALS 116 Caribbean Culture and Politics
This course offers anthropological perspectives on the Caribbean as a geo-political and socio-cultural region, and on contemporary Caribbean diaspora cultures. We will examine how the region’s long and diverse colonial history has structured relationships between race, ethnicity, class, gender and power, as well as how people have challenged these structures. As a region in which there have been massive transplantations of peoples and their cultures from Africa, Asia, and Europe, and upon which the United States has exerted considerable influence, we will question the processes by which the meeting and mixing of peoples and cultures has occurred. Course readings include material on the political economy of slavery and the plantation system, family and community life, religious beliefs and practices, gender roles and ideologies, popular culture, and the differing ways national, ethnic, and racial identities are expressed on the islands and throughout the Caribbean diaspora.
Taught by: Thomas, D.
Course not offered every year
Also Offered As: AFRC 116, ANTH 116
Activity: Lecture
1.0 Course Unit

LALS 121 Silver and Gold in the Americas from pre-history to the present
Precious metals have shaped economies and socio-cultural processes in the Americas for thousands of years. Students will work with pre-Columbian gold objects held by the University Museum and be introduced to the long history of indigenous metallurgy. We will also analyze the way gold and silver sent from the ‘New World’ to the ‘Old World’ played a key role in changing economies around the globe. Locally, mining centers were places marked by forced labor, conspicuous consumption, and the destruction of ecosystems. Internationally, gold and silver prices had outsized effects on monetary and trade policies. This course uses case studies to delve into the fascinating history of precious metals and mining in North and South America. We will analyze documents describing the gold objects ransacked by Spanish conquistadors, examine 17th Century proto-industrial silver mining at Potosi, Bolivia, trace the impact and human cost of the huge gold strikes in Minas Gerais, in colonial Brazil, read new work on the California and Yukon moments of ‘rush’, and briefly discuss the role of precious metals in money laundering. An introductory unit focuses on the history of the gold standard in the United States and internationally.
Taught by: Farnsworth-Alvear
Course usually offered in spring term
Also Offered As: HIST 121
Activity: Lecture
1.0 Course Unit
LALS 157 Accordion of the New World
This course focuses on the musical genres and styles (both traditional and popular) that have grown up around the accordion in the New World. We will begin our explorations in Nova Scotia and move toward the Midwest, travelling though the polka belt. From there, our investigation turns toward Louisiana and Texas–toward zydeco, Cajun, and Tex-Mex music. We will then work our way through Central and South America, considering norteno, cumbia, vallenato, tango, chamame, and forro. Our journey will include in the Caribbean, where we will spend some time thinking about merengue and rake-n-scrape music. Throughout the semester, the musical case studies will be matched by readings and films that afford ample opportunity to think about the ways that music is bound up in ethnicity, identity, and class. We will also have occasion to think about the accordion as a multiply meaningful instrument that continues to be incorporated into debates over cultural politics and mobilized as part of strategies of representation through the New World.
Taught by: Rommen, T.
Course not offered every year
Also Offered As: AFRC 157, FOLK 157, MUSC 255
Activity: Lecture
1.0 Course Unit

LALS 158 Latin American Music
This survey course considers Latin American musics within a broad cultural and historical framework. Latin American musical practices are explored by illustrating the many ways that aesthetics, ritual, communication, religion, and social structure are embodied in and contested through performance. These initial inquiries open onto an investigation of a range of theoretical concepts that become particularly pertinent in Latin American contexts—concepts such as post-colonialism, migration, ethnicity, and globalization. Throughout the course, we will listen to many different styles and repertories of music and then work to understand them not only in relation to the readings that frame our discussions but also in relation to our own, North American contexts of music consumption and production. (Formerly Music 158).
Taught by: Rommen
Course not offered every year
Also Offered As: AFRC 258, MUSC 258
Activity: Lecture
1.0 Course Unit

LALS 174 Capitalism, Socialism and Crisis in the 20th Century Americas
From the crisis of the Great Depression through the 1970s, the United States and Latin America produced remarkable efforts to remake society and political economy. This course analyzes the Cuban and Guatemalan revolutions, as well as social movements that transformed the United States: the black freedom movement, the labor movement, and changing forms of Latino politics. In all three countries, Americans looked for ways to reform capitalism or build socialism; address entrenched patterns of racism; define and realize democracy; and achieve national independence. They conceived of these challenges in dramatically different ways. Together, we'll compare national histories and analyze the relationships between national upheavals. In studying the US and Latin America together, the class allows students to explore central questions in both regions' histories. What did capitalism, socialism, and communism amount to? What did democracy mean? What were the roots of racial inequality and how did Americans address it? Why were Americans so enticed by economic growth, and how did they pursue it? How did the Cold War shape social movements? What purposes did unions serve? How did Christianity inform movements for and against social change? Studying these regions together also allows us to explore international interactions. How did the black freedom movement in the US relate to the Cuban revolution? How did Latin American immigration shape the US labor movement? How did US Cold War policy influence Latin American revolutionary movements? The goal of this class is for you to interpret the readings and decide what you think. What you learn in this class, and the quality of our experience together, depends on your reading closely, coming to class with informed ideas and questions, and being prepared to help your classmates answer theirs. We will read approximately 100 pages per week. No background is required.
For BA Students: History and Tradition Sector
Taught by: Offner
Course usually offered in fall term
Also Offered As: HIST 174
Activity: Lecture
1.0 Course Unit

LALS 175 Society and Culture in Brazil
With its booming economy, the recent inauguration of its first female president, and its selection as host to the 2012 World Cup and Olympic games, Brazil is growing in global prestige. But amid all these exciting developments are devastating socioeconomic inequalities. Access to safe living conditions, livable wages, higher education, and overall social mobility remain painfully out of reach to many Brazilians, the majority of whom are the descendants of slaves. Why do these problems persist in a country that has had such an enduring and widespread reputation as a 'racial democracy'? What are the possibilities of closing the equality gap in Brazil?
Taught by: Walker, T.
Course not offered every year
Also Offered As: AFRC 175, HIST 175
Activity: Lecture
1.0 Course Unit
LALS 177 Colonial Pasts and Indigenous Futures: A History of Belize and Central America
The small country of Belize (formerly British Honduras) represents the past history and ongoing story of Central America and the region. Belize has a colonial past and present with strong ties to the UK and emerging connections to the US. At the same time, there is a growing post-colonial debate within the country about the role of indigenous Maya people in the past, present and future of the country. This course will be the first of two courses which will lead to active work in Belize during the summer of 2021 with the development and creation of a Community Museum within the Maya village of Indian Creek in southern Belize. This course will be taught by Richard M. Leventhal who has worked in Belize for the past 20 years. Leventhal will be joined by 3 Maya activists from Belize who will co-teach the class for 5-6 weeks out of the semester.

Taught by: Leventhal
Course not offered every year
Also Offered As: ANTH 177, HIST 073
Activity: Lecture
1.0 Course Unit

LALS 180 From Ayahuasca to Zoloft: Anthropological Approaches to Drugs and Drug Use
In this course we will consider the cultural, social, political, medical, and biological aspects of drugs (legal, illegal, pharmaceutical, botanical, and otherwise) through space and time. We will take a broad approach, thinking critically about what, who, and under what circumstances a given substance becomes a ‘drug.’ In doing so, we will be able to interrogate the linguistic dimensions of drugs, considering the way in which language creates social worlds and social meanings. We will explore different kinds of drugs, their origins, biochemical properties, and the biological pathways through which they affect us. We will also think about how drugs and drug use has changed over time, taking a cross-cultural and materialist perspective to investigate drug use past and present. Topics we will address include debates over the commercialization, criminalization, and decriminalization of hallucinogenic plants such as marijuana, the recent use of drugs ranging from LSD to magic mushrooms to treat depression and other mental illnesses, the legacies of colonialism and botanical migrations, the ethics of the pharmaceutical industry, and comparative explorations of the language about and approaches to addressing both the ‘crack epidemic’ of the early 80s and 90s and the current opioid crisis. We will read both classic anthropological texts including ethnographies as well as works from other disciplines including science studies, biology, history, ethnobotany, and sociology.

Taught by: Hoke
Course offered fall; even-numbered years
Also Offered As: ANTH 180
Activity: Lecture
1.0 Course Unit

LALS 187 Africa and the Transatlantic Slave Trade
This course focuses on the history of selected African societies from the sixteenth through the mid-nineteenth centuries. The primary goal is to study the political, economic, social, and cultural history of a number of peoples who participated in the Atlantic slave trade or were touched by it during the era of their involvement. The course is designed to serve as an introduction to the history and culture of African peoples who entered the diaspora during the era of the slave trade. Its audience is students interested in the history of Africa, the African diaspora, and the Atlantic world, as well as those who want to learn about the history of the slave trade. Case studies will include the Yoruba, Akan, and Fon, as well as Senegambian and West-central African peoples.

Taught by: Ferreira
One-term course offered either term
Also Offered As: AFRC 186, HIST 187
Activity: Lecture
1.0 Course Unit

LALS 208 International Organizations in Latin America
International Organizations (IOs) play a powerful role in mitigating conflict at the global level. What role do they play in solving problems related to global politics, economic development, corruption, inequality and civil society in Latin America? How much power, influence and control do they possess in the region? This course examines the role and impact international organizations have had on Latin America since the mid-20th century. After a review of theoretical and methodological perspectives on the significance of IOs in international relations, students will examine the workings, issues and often controversies surrounding IOs in Latin America, including the IMF, World Bank, UN, OAS and ICC as well as regional organizations such as the Inter-American Court of Human Rights and area trade blocs and agreements of Mercosur, NAFTA and others. There will be a special focus on the Organization of American States in preparation for the Washington Model OAS students will be invited to attend from April 6-10, 2020 in Washington, D.C. Students attending this simulation will represent the delegation of Dominican Republic. In addition, the course hosts policymakers and scholars as guest speakers throughout the semester.

Taught by: Bartch
Course usually offered in spring term
Also Offered As: PSCI 208
Activity: Seminar
1.0 Course Unit

LALS 209 Latino/as and the Law
Based in concepts and principles of Constitutional law, this course explores the interpretation and impact of seminal court cases in U.S. history as applied to Latino/as in the United States and abroad. With a particular focus on the 20th century, students will examine how court decisions have affected civil rights, immigration policies, welfare, political incorporation and identity and other important issues affecting Latino/as. Students will also explore additional themes including the status and treatment of Latinos in the criminal justice system, representation of Latino/as in the judiciary, and how Supreme Court decisions have also affected U.S. foreign policy with Latin America. Students will be introduced to a number of guest speakers who are academic experts and practitioners in the field.

Taught by: Bartch
Also Offered As: PSCI 202
Activity: Lecture
1.0 Course Unit
LALS 210 Indigenous Communities and Community Museums: Directions for the Future
Community museums are becoming more commonplace within indigenous communities throughout the Americas. These museums are created internally, by and for communities, as a way of framing self-identity and representation. The development of these museums is focused upon the need to define and highlight identity and differences between indigenous communities and the surrounding world. These community museums contrast dramatically with other cultural museums where the stories and histories of groups tend to be controlled by the nation-state and professional curators. This course will focus on the nature of indigenous communities, cultural representation, and identity with a focus upon the modern Maya communities of southern Belize. In addition, museums and community museums, world-wide, will be examined and analyzed. What are the different models of community museums and what is the process for the development of such museums? Is the only de-colonized museum one created and framed within and by the community? Seminar format with weekly discussions, readings, and a final research paper. There are no pre-requisites for this course and a background in anthropology is not required. This course will be connected to a community museum project in Indian Creek, Belize where travel and work will be initiated over the summer of 2021. This course is recommended but not required for participation in summer research program in Belize
Taught by: Leventhal
Course not offered every year
Also Offered As: ANTH 209
Activity: Seminar
1.0 Course Unit

LALS 213 Latin American Politics
This course examines the dynamics of political and economic change in twentieth century Latin America, with the goal of achieving an understanding of contemporary politics in the region. We will analyze topics such as the incorporation of the region to the international economy and the consolidation of oligarchic states (1880s to 1930s), corporatism, populism, and elict pacts (1930s and 1940s), social revolution, democratic breakdown, and military rule (1960s and 1970s), transitions to democracy and human rights advocacy (1980s) market-oriented reforms (1990s), and the turn to the left of current governments (2000s). The course will draw primarily from the experiences of Argentina, Brazil, Colombia, Chile and Mexico. No prior knowledge of the region is required.
Taught by: Falleti
One-term course offered either term
Also Offered As: PSCI 213
Activity: Recitation
1.0 Course Unit

LALS 215 The Ancient Maya: Integrating Material, Text, and Image
Ancient Maya studies is one of the most dynamic and innovative fields in world archaeology today. Emerging as a true historical archaeology only in the past three decades, the decipherment of Maya script now provides a powerful complement and counterpart to both traditional excavation data and new remote sensing technologies. Equally, the reading of images, and their interaction with texts and artifacts, forms a vital part of our interest in the broader humanistic concerns of worldview and the transcendent—where our primary interest lies in gaining access to past mentalities. This course will provide a comprehensive introduction into current knowledge of the Ancient Maya, with a recurring methodological focus on how different types of evidence are integrated to assemble a persuasive ‘portrait of the past.’ This scope of this process is unique in the ancient Americas, since only the Maya offer us the opportunity to read their own descriptions of the world two millennia or more in the past. Geographically, we will be looking at the greater Yucatan Peninsula, which today covers parts of southeastern Mexico, the whole of Guatemala and Belize, and the western extremities of Honduras and El Salvador. Since archaic times (before 1200 BCE) this has been occupied by speakers of the Mayan language group, and millions of people identified as Maya by that means continue to do so today (despite popular notions to the contrary, they have never ‘disappeared’). No prior knowledge of archaeology or art history is necessary. The course structure is one 3-hour session per week, consisting of a lecture followed by group discussion in seminar-style. Additionally, in Week 6 there will be a virtual tour of the new Mexico and Central American Gallery at Penn Museum. This will introduce the class to the issues of disseminating scholarship and building narratives that are accessible to the wider public.
Taught by: Martin
Course not offered every year
Also Offered As: ANTH 215, ARTH 220
Activity: Lecture
1.0 Course Unit

LALS 227 Educating for Democracy in Latin America and the U.S.
What does it mean to educate for a democracy, and for what type of democracy should we educate for? This course will examine these central questions and others pertaining to citizenship, democracy, and education as it relates to Latin America and Latino/as in the U.S. The course will first examine theories of education for democracy comparing and contrasting the works of persons including U.S. progressive-era writer John Dewey, Brazilian scholar Paolo Freire, and Penn President and political scientist Amy Gutmann. The course will delve into a civic and political education curriculum and pedagogies that have been carried out in institutions, inequality, and culture in the region. The latter part of the course will examine civic education practices of Latino/as here in the U.S. from primary schools to higher education. This course offers a service-learning component where students will be encouraged to volunteer with educational organizations in the Philadelphia community.
Taught by: Bartch
Also Offered As: PSCI 228
Activity: Seminar
1.0 Course Unit
LALS 231 Perspectives in Brazilian Culture
Topics vary. For current course description, please see department’s webpage: http://ccat.sas.upenn.edu/roml/portuguese/undergraduate/courses.html
Taught by: Mercia Flannery
Course not offered every year
Also Offered As: PRTG 221
Prerequisite: PRTG 202
Activity: Seminar
1.0 Course Unit

LALS 232 Race and Ethnic Politics
This course examines the role of race and ethnicity in the political discourse through a comparative survey of recent literature on the historical and contemporary political experiences of the four major minority groups (Blacks or African Americans, American Indians, Latinos or Hispanic Americans, and Asian Americans). A few of the key topics will include assimilation and acculturation seen in the Asian American community, understanding the political direction of Black America in a pre and post Civil Rights era, and assessing the emergence of Hispanics as the largest minority group and the political impact of this demographic change. Throughout the semester, the course will introduce students to significant minority legislation, political behavior, social movements, litigation/court rulings, media, and various forms of public opinion that have shaped the history of racial and ethnic minority relations in this country. Readings are drawn from books and articles written by contemporary political scientists.
Taught by: Gillion
Course not offered every year
Also Offered As: AFRC 232, PSCI 231
Activity: Recitation
1.0 Course Unit

LALS 233 World History: Latin America Topics vary.
Topics vary
Course usually offered in fall term
Also Offered As: AFRC 234, ARTH 369, EALC 141, GSWS 233, HIST 233
Activity: Seminar
1.0 Course Unit

LALS 235 Latinos in United States
This course presents a broad overview of the Latino population in the United States that focuses on the economic and sociological aspects of Latino immigration and assimilation. Topics to be covered include: construction of Latino identity, the history of U.S. Latino immigration, Latino family patterns and household structure, Latino educational attainment. Latino incorporation into the U.S. labor force, earnings and economic well-being among Latino-origin groups, assimilation and the second generation. The course will stress the importance of understanding Latinos within the overall system of race and ethnic relations in the U.S., as well as in comparison with previous immigration flows, particularly from Europe. We will pay particular attention to the economic impact of Latino immigration on both the U.S. receiving and Latin American sending communities, and the efficacy and future possibilities of U.S. immigration policy. Within all of these diverse topics, we will stress the heterogeneity of the Latino population according to national origin groups (i.e. Mexican, Puerto Rican, Cuban, and other Latinos), as well as generational differences between immigrants and the native born.
Taught by: Emilio Parrado
Course not offered every year
Also Offered As: SOCI 266
Activity: Lecture
1.0 Course Unit

LALS 238 Span Civil War & Postwr
Also Offered As: HIST 238
Activity: Seminar
1.0 Course Unit

LALS 248 The Haitian Revolution
One-term course offered either term
Also Offered As: AFRC 248, HIST 248
Activity: Seminar
1.0 Course Unit

LALS 250 U.S. Intervention in Latin America
Why has the United States government participated in regime change in Latin America? How have these interventions affected Latin American political and economic outcomes? How have they helped or hurt U.S. interests in the region? This lecture course provides an introduction to the history and politics of U.S. participation in regime change in Latin America since 1949. For each event, the course will help students understand (1) the goals of the U.S. government; (2) the historical and political context of the intervention; and (3) the outcomes and consequences, both in Latin America and for the United States. One set of short writing assignments will train students to identify the main argument of a reading and assess the quality of the evidence presented in support of that argument; a second set of short writing assignments will train students to make and defend their own argument (see draft syllabus for details).
Taught by: Kronick
Course offered spring; even-numbered years
Also Offered As: PSCI 250
Activity: Recitation
1.0 Course Unit
LALS 254 Archaeology of the Inca
The Incas created a vast and powerful South American empire in the high Andes Mountains that was finally conquered by Spain. Using Penn's impressive Museum collections and other archaeological, linguistic, and historical sources, this course will examine Inca religion and worldview, architecture, sacred temples, the capital of Cuzco, ritual calendar, ceque system, textiles, metalworking, economic policies and expansionist politics from the dual perspectives of Inca rulers and their subjects. Our task is to explain the rise, dominance, and fall of the Incas as a major South American civilization.
For BA Students: History and Tradition Sector
Taught by: Erickson
Course not offered every year
Also Offered As: ANTH 254
Activity: Seminar
1.0 Course Unit

LALS 258 Caribbean Music and Diaspora
This course considers Caribbean musics within a broad and historical framework. Caribbean musical practices are explored by illustrating the many ways that aesthetics, ritual, communication, religion, and social structure are embodied in and contested through performance. These initial inquiries open onto an investigation of a range of theoretical concepts that become particularly pertinent in Caribbean contexts—concepts such as post-colonialism, migration, ethnicity, hybridity, syncretism, and globalization. Each of these concepts, moreover, will be explored with a view toward understanding its connections to the central analytical paradigm of the course—diaspora. Throughout the course, we will listen to many different styles and repertories of music ranging from calypso to junkanoo, from rumba to merengue, and from dance hall to zouk. We will then work to understand them not only in relation to the readings that frame our discussions but also in relation to our own North-American contexts of music consumption and production. (Formerly Music 258).
Taught by: Rommen
Course not offered every year
Also Offered As: ANTH 256, MUSC 257
Activity: Lecture
1.0 Course Unit

LALS 273 The Immigrant City
This course focuses on immigrant communities in United States cities and suburbs. We survey migration and community experiences among a broad range of ethnic groups in different city and suburban neighborhoods. Class readings, discussions, and visits to Philadelphia neighborhoods explore themes including labor markets, commerce, housing, civil society, racial and ethnic relations, integration, refugee resettlement, and local, state, and national immigration policies. The class introduces students to a variety of social science approaches to studying social groups and neighborhoods, including readings in sociology, geography, anthropology, social history, and political science. Ultimately, the class aims to help students develop: 1) a broad knowledge of immigration and its impacts on U.S. cities and regions; 2) a comparative understanding of diverse migrant and receiving communities; and 3) familiarity with policies and institutions that seek to influence immigration and immigrant communities.
For BA Students: Society Sector
Taught by: Vitiello, Domenic
Course usually offered in spring term
Also Offered As: SOCI 270, URBS 270
Activity: Seminar
1.0 Course Unit

LALS 274 Facing America
This course explores the visual history of race in the United States as both self-fashioning and cultural mythology by examining the ways that conceptions of Native American, Latino, and Asian identity, alongside ideas of Blackness and Whiteness, have combined to create the various cultural ideologies of class, gender, and sexuality that remain evident in historical visual and material culture. We also investigate the ways that these creations have subsequently helped to launch new visual entertainments, including museum spectacles, blackface minstrelsy, and early film, from the colonial period through the 1940s.
Taught by: Shaw, Staff
Course not offered every year
Also Offered As: AFRC 294, ARTH 274, ARTH 674, ASAM 294, CIMS 293
Activity: Lecture
1.0 Course Unit

LALS 291 Latin American Literature
This course explores an aspect of Latina/o literature intensively; specific course topics will vary from year to year. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
Course not offered every year
Also Offered As: ENGL 270
Activity: Seminar
1.0 Course Unit
Notes: Spaces will be reserved for English Majors
LALS 310 Transdisciplinary Environmental Humanities
Emergent transdisciplinary fields, such as the environmental humanities, reflect a growing awareness that responses to contemporary environmental dilemmas require the collaborative work of not only diverse scientists, medical practitioners, and engineers, but also more expansive publics, including artists, urban and rural communities, social scientists, and legal fields. This course is inspired by the need to attend to environmental challenges, and their health, justice, and knowledge production implications, as inherently social concerns. The class is co-taught by faculty from the School of Arts and Sciences and the School of Medicine, and will address the challenges and possibilities of working across disciplinary boundaries, building collaborative affinities, and negotiating frictions between diverse methodologies and epistemological approaches. Dr. Kristina Lyons from the Department of Anthropology brings years of experience collaborating with soil scientists, small farmers, indigenous communities, lawyers, and judges in Colombia on watershed restoration projects, soil degradation, toxicity, and the implementation of socio-ecological justice. Dr. Marilyn Howarth is a medical doctor from the Center of Excellence in Environmental Toxicology of the School of Medicine and has experience engaging the public, legislators and regulators around environmental health issues affecting the quality of air, water, soil and consumer products. Through their different lenses, they will foster interdisciplinary environmental collaboration and scholarship by engaging students in discussions and research that bring together the arts and sciences regarding issues of urban air pollution, soil remediation, and water contamination, among other environmental health problems. This inaugural course seeks to explore environmental humanities on the global scale. Using Dr. Lyons' deep insight and valuable connections to communities in Colombia, we will explore the experience of environmental degradation, opportunities and challenges for mitigation, and socio-environmental health implications there while placing these issues in conversation with U.S. public health, regulatory and political frameworks and community experiences on similar issues. A comparative exploration of environmental justice in both Colombia and the U.S. will be infused into much of the discussion. This class offers a unique opportunity for students from engineering, natural and social sciences, humanities and the arts to learn to converse and collaborate around pressing socio-environmental and public health issues.
Taught by: Lyons
Course usually offered in spring term
Also Offered As: ANTH 310
Activity: Seminar
1.0 Course Unit

LALS 314 Transitions to Democracy
Taught by: Falleti
One-term course offered either term
Also Offered As: PSCI 314
Activity: Seminar
1.0 Course Unit

LALS 317 The Politics of Matter and the Matter of Politics
What is nature? What is culture? What kinds of practices and actors constitute what we call science? Who and what constitute the sphere we refer to as politics? A number of theoretical developments in cultural anthropology, political theory, critical geography, and feminist science studies have problematized the modernist ontological divide between Nature and Culture and a whole series of binary oppositions (such as objects/subjects, matter/form, bio/geo) that follow from it. Taking inspiration from this literature and placing it in conversation with Native and Indigenous scholarship and a series of contemporary socio-environmental struggles occurring in Latin America and beyond, this course will discuss the conceptual-methodological tools that a concern with politics of matter has generated. The epistemic and political implications of these tools go beyond their analytical usefulness as innovative devices to explore novel phenomena. They complicate well-established fields of inquiry, such as political ecology and economy, environmental studies, ethics, social justice, and modern politics; and, indeed, the singular ontology that these fields may inadvertently and explicitly sustain. We will explore how it is that things, stuff, matter, ‘nature’ came to fall outside modern politics as such, and the kinds of ethico-political repercussions that problematizing this division may produce.
Taught by: Kristina Lyons
One-term course offered either term
Also Offered As: ANTH 317
Activity: Seminar
1.0 Course Unit

LALS 328 Diplomacy in the Americas - The Penn Model OAS Program
'Diplomacy in the Americas’ an academically based community service course in which students work with Philadelphia and Norristown public school students to explore solutions to critical problems facing the Americas. Entrenched political, economic, and social inequality, combined with environmental degradation, weak institutions, pervasive health epidemics, weapon proliferation, and other issues pose formidable hurdles for strengthening democratic ideals and institutions. The Organization of the American States (OAS), the world’s oldest regional organization, is uniquely poised to confront these challenges. ‘Diplomacy in the Americas’ guides students through the process of writing policy resolutions as though the students were Organization of the American States (OAS) diplomats, basing their research and proposals on democracy, development, security, and human rights - the four pillars of the OAS. Students will also read literature about what it means to educate for a democracy and global citizenry, and they will have the opportunity to turn theory into practice by creating and executing curriculum to teach and mentor the high school students through interactive and experiential pedagogies.
Taught by: Bartch
Course usually offered in fall term
Also Offered As: PSCI 328
Activity: Seminar
1.0 Course Unit
LALS 350 Archaeology of Civilizations in South America
This course provides a basic survey of the archaeology of civilizations of South America (the Andean region of the central highland and coastal areas that today are Peru and Bolivia and parts of Ecuador, Chile, and Argentina). Topics include the history of South American archaeology, peopling of the continent, origins and evolution of agriculture, early village life, ceremonial and domestic architecture, prehistoric art and symbolism, Andean cosmology and astronomy, indigenous technology, the historical ecology of landscapes, outside contacts and relationships, economics and trade, social and political structure, state formation and urbanism, and early contacts with Europeans. The lectures and readings are based on recent archaeological investigations and interpretations combined with appropriate analogy from ethnohistory and ethnography. The prehistory of the Amazonian lowlands and northern South America will be covered in other courses.
Taught by: Erickson
Course not offered every year
Also Offered As: ANTH 359, URBS 359
Activity: Lecture
1.0 Course Unit

LALS 359 Nutritional Anthropology
The course is an introduction to nutritional anthropology, an area of anthropology concerned with human nutrition and food systems in social, cultural and historical contexts. On the one hand, nutritional anthropologists study the significance of the food quest in terms of survival and health. On the other hand, they also know that people eat food for a variety of reasons that may have little, if anything, to do with nutrition, health, or survival. While the availability of food is dependent upon the physical environment, food production systems, and economic resources, food choice and the strategies human groups employ to gain access to and distribute food are deeply embedded in specific cultural patterns, social relationships, and political and economic systems. Thus, nutritional anthropology represents the interface between anthropology and the nutritional sciences, and as such, can provide powerful insights into the interactions of social and biological factors in the context of the nutritional health of individuals and populations. Because food and nutrition are quintessential biocultural issues, the course takes a biocultural approach drawing on perspectives from biological, socio-cultural and political-economic anthropology. Course content will include: a discussion of approaches to nutritional anthropology; basics of human nutrition; food systems, food behaviors and ideas; methods of dietary and nutritional assessment; and a series of case studies addressing causes and consequences to nutritional problems across the world.
Taught by: Hoke
Course not offered every year
Also Offered As: ANTH 359, URBS 359
Activity: Lecture
1.0 Course Unit

LALS 384 Cuban Visual Culture
This course will focus on the urban history and cultural politics of contemporary Cuba with an emphasis on contemporary art and contemporary developments in the city of Havana. Students will learn about the Spanish influence on early colonial art, the development of formal academic art training and the changes to art instruction and the form and content of art created since the Revolution.
Taught by: Shaw, Schmenner
Course not offered every year
Also Offered As: AFRC 384, ARTH 384
Activity: Seminar
1.0 Course Unit

LALS 385 Rel & Pol in Latin Amer
This course offers an introductory examination of the political and social role that the Catholic Church has played in Latin America from the time of the Spanish and Portuguese conquests in the 16th century to the end of the 20th century. Throughout this five-century period, the Catholic Church has not acted as a monolithic institution. Some members of the church have been associated with governments and those in power in order to exert control and domination over the population. Others have been among the few individuals or institutions that have spoken up against the injustices and oppression both of colonial governments in the 16th to 18th centuries, and of authoritarian regimes of independent republics in the 19th and 20th centuries. In this latter period, our analysis will include the churches role in defending human, civil, political, and indigenous rights and in promoting the transition from the period of military or civilian dictatorships that ruled a good part of the region starting in the 1960s to civilian democratic regimes in the 1980s and 1990s. We will analyze six countries, three of which were under national security regimes: Brazil, Chile, and Argentina, and three others that experienced internal wars between guerrillas and military-backed civilian juntas: Guatemala, El Salvador, and Nicaragua.
Taught by: Lombera
One-term course offered either term
Activity: Seminar
1.0 Course Unit

LALS 386 Studies in Spanish Culture
This course covers topics in contemporary Spanish Culture, its specific emphasis varying with the instructor. Please see the Spanish Department’s website for the course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
One-term course offered either term
Also Offered As: CIMS 385, SPAN 386
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

LALS 387 Topics in Africana Studies
Topics vary: Black Feminist Approaches to History & Memory · The term black feminism emerged in public discourse amid the social, political, and cultural turbulence of the 1960s. The roots of black feminism, however, are much older, easily reaching back to the work of black women abolitionists and social critics of the nineteenth century. The concept continued to grow and evolve in the work of twentieth century black women writers, journalists, activists, and educators as they sought to document black women's lives. Collectively, their work established black feminism as a political practice dedicated to the equality of all people. More recently, black feminism has been deployed as a tool for theoretical and scholarly analysis that is characterized by an understanding that race, class, gender, and sexuality are inextricably interconnected.
Taught by: Osuji, Sanders-Johnson, Willis
One-term course offered either term
Also Offered As: AFRC 387, GWS 387, HIST 387
Prerequisite: Junior and Senior Seminar
Activity: Seminar
1.0 Course Unit
LALS 388 Topics in Spanish and Latin American Cinema
Topics vary. Please see the Spanish Department's website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
One-term course offered either term
Also Offered As: CIMS 388, SPAN 388
Prerequisite: SPAN 219 OR SPAN 233
Activity: Seminar
1.0 Course Unit

LALS 389 Topics in Modern and Contemporary Art
Topic varies from semester to semester. For the Spring 2021 semester, the topic will be: Postmodern, Postcolonial, Post-Black. The end of the last century saw a shift in the way contemporary artistic practice was conceived. This class will consider the work and writings of key artists and thinkers of the last 50 years who have tackled issues of race, class, consumption, marginality, nationality, and modernism.
Taught by: Shaw
Course not offered every year
Also Offered As: AFRC 388, ARTH 388
Activity: Seminar
1.0 Course Unit

LALS 391 Sustainable Development And Culture in Latin America
This interdisciplinary course exposes students to the three dimensions of sustainable development -environmental, economic, and social- through an examination of three products -peyote, coca, and coffee- that are crucial in shaping modern identity in areas of Latin America. The course integrates this analysis of sustainable development in relation to cultural sustainability and cultural practices associated with peyote, cocoa, and coffee and their rich, traditional heritage and place in literature, film, and the arts. This is an upper level seminar open to majors and minors of Spanish and those who have completed Pre-requisite SPAN 219 or SPAN 223 or permission of the Undergraduate Chair.
Taught by: Gimenez
Course offered fall; even-numbered years
Also Offered As: ENVS 391, SPAN 391
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

LALS 394 Spanish American Fiction
Topics vary. Please see the Spanish Department's website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Also Offered As: SPAN 394
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

LALS 395 Hispanic Theater
Topics vary. Please see the Spanish Department's website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Also Offered As: SPAN 395
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

LALS 396 Introduction to Spanish American Literature
Topics vary. Please see the Spanish Department's website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Also Offered As: CIMS 396, COML 390, GSWS 391, SPAN 390
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

LALS 397 Studies in Spanish American Culture
Topics vary. Please see the Spanish Department's website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Also Offered As: CIMS 397, GSWS 396, SPAN 396
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

LALS 398 History of Spanish American Culture
Topics vary. Please see the Spanish Department's website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Also Offered As: CIMS 398, GSWS 397, SPAN 397
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

LALS 399 Independent Study
Individual research to be taken under the direction of a faculty member. Students wishing to do an independent study should contact the Latin American and Latino Studies program.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

LALS 402 Us-Latin American Rel
Activity: Lecture
1.0 Course Unit

LALS 417 Comparative Racial Politics
This course combines scholarship on race and racism in plural societies with qualitative approaches to the study of political institutions, phenomena and actors. Germany, Brazil, France and Cuba will be examined as individual country cases and in comparative perspective. Conceptual and theoretical readings on race, racism and politics provide students with the analytic tool to draw more abstract lessons and generalizable conclusions about how racial and ethno-national hierarchy involves the role of the state and political economy, culture, norms and institutions. Students will also examine the impact of civil rights movements for political equality in response to legacies of racial and ethno-national hierarchy and inequality. Finally, students will become familiar with scholarship on nationalism and social movements as they relate to racial politics.
Taught by: Hanchard
One-term course offered either term
Also Offered As: AFRC 417, HIST 467, PSCI 412, SOCI 417
Activity: Lecture
1.0 Course Unit
LALS 420 Advanced Topics in Africana Studies
Topics vary. See the Africana Studies Department’s course list at https://africana.sas.upenn.edu for a description of the current offering. After an examination of the philosophical, legal, and political perspectives on Human Rights, this course will focus on US policies and practices relevant to Human Rights. Toward that end, emphasis will be placed on both the domestic and the international aspects of Human Rights as reflected in US policies and practices. Domestically, the course will discuss (1) the process of incorporating the International Bill of Human Rights into the American legal system and (2) the US position on and practices regarding the political, civil, economic, social, and cultural rights of minorities and various other groups within the US. Internationally, the course will examine US Human Rights policies toward Africa. Specific cases of Rwanda, Kenya, South Africa and Egypt, as well as other cases from the continent, will be presented in the assessment of US successes and failures in the pursuit of its Human Rights strategy in Africa. Readings will include research papers, reports, statutes, treaties, and cases.
Taught by: Charles, Hanchard, Fetni, Zuberi
One-term course offered either term
Also Offered As: AFRC 420, SOCI 460
Activity: Lecture
1.0 Course Unit

LALS 424 Latinx Communities and the Role of CBO's in Social Change
The purpose of this course to create a Latino Studies/Service Learning ABCS course that cultivates dialogue and knowledge about the social, political, cultural and historical complexities of the Latinx experience in the United States (Philadelphia in particular) and the roles Latinx CBO's play in meeting the needs of Latinx communities and in impacting social change.
Taught by: Irizarry
Course usually offered in fall term
Also Offered As: SOCI 424
Activity: Seminar
1.0 Course Unit

LALS 425 Latin@ Cultural History
This course takes a multi-disciplinary approach to the study of the resiliency and impact of Latin@ cultural and artistic contributions, esthetics, expressions and institution building int he United States from the Civil Rights Era to the present. We will explore how Latin@s are culturally defining being 'American', how their artistic expressions fit and influence the creativity and productivity of American and global Arts & Cultural expressions; and the Latin@ interactions of race, culture, society, economy and politics in the U.S.
Taught by: Irizarry
Also Offered As: SOCI 425
Activity: Seminar
1.0 Course Unit

LALS 433 Andean Archaeology
Consideration of the culture history of the native peoples of the Andean area, with emphasis on the pre-conquest archaeology of the Central-Andean region.
Taught by: Erickson
Course not offered every year
Also Offered As: ANTH 433
Activity: Lecture
1.0 Course Unit

LALS 437 Afrc Undergrad Seminar
Course usually offered in spring term
Also Offered As: AFRC 436, GSWS 436, HIST 436
Activity: Seminar
1.0 Course Unit

LALS 451 The U.S. and the World since 1898
This class examines the emergence of the U.S. as a world power since 1898, and considers both the international and domestic consequences of U.S. foreign relations. In one respect, the twentieth century was a strange time to become a global empire: it was the period when colonial systems centered in Europe, Russia, Japan, and Turkey collapsed, and new nations emerged throughout Africa and Asia. This class explores the changing strategies of military, economic, and political intervention that the U.S. pursued as colonization lost legitimacy. Within that framework, the class invites students to think about several questions: How did the idea and practice of empire change over the twentieth century? How did the United States relate to new visions of independence emerging in Africa, Asia, and Latin America? How did global interactions both inform and reflect racial ideology in the United States? Finally, how did international affairs transform U.S. politics and social movements?
Taught by: Offner
One-term course offered either term
Also Offered As: HIST 451
Activity: Lecture
1.0 Course Unit

LALS 465 Race and Racism in the Contemporary World
This undergraduate seminar is for advanced undergraduates seeking to make sense of the upsurge in racist activism, combined with authoritarian populism and neo-fascist mobilization in many parts of the world. Contemporary manifestations of the phenomena noted above will be examined in a comparative and historical perspective to identify patterns and anomalies across various multiple nation-states. France, The United States, Britain, and Italy will be the countries examined.
Taught by Hanchard
Course not offered every year
Also Offered As: AFRC 465, PSCI 410
Activity: Seminar
1.0 Course Unit

LALS 510 Inner Outer Space Travel Writing: A Creative Writing Workshop
Inner Outer Space Travel Writing is a creative writing workshop focused on writing work within the science fiction/speculative fiction/alternative futurities, science/land/travel writing, and creative-critical nonfiction traditions. Students will work within a variety of genres, with an emphasis on the essay, the short story, screen/tele-play, play, blog and performance. Students will read recommended texts from within their particular interests, and the course will culminate in both a public performance and dissemination/publication via another media platform (zine, website, podcast, etc). All levels of experience, from none/first-time writer to published writers, are encouraged to register for the course.
Taught by: Bracho
Course not offered every year
Also Offered As: ENGL 131, GSWS 510
Activity: Seminar
1.0 Course Unit
LALS 511 Ethics, Archaeology, and Cultural Heritage
This seminar will explore some of the most important issues that are now a central part of archaeological, anthropological and historical research throughout the world. The identification and control of cultural heritage is a central part of the framework for research within other communities. Issues for this course will also include cultural identity, human rights, repatriation, colonialism, working with communities and many other topics. Field research today must be based upon a new series of ethical standards that will be discussed and examined within this class. Major topics include: cultural heritage - definitions and constructs, cosmopolitanism and collecting, archaeology and looting, cultural heritage preservation, museums - universal and national, museum acquisition policies, cultural identity, international conventions (including underwater issues), national laws of ownership, community based development, cultural tourism, development models, and human rights.
Taught by: Leventhal
Course not offered every year
Also Offered As: ANTH 511
Activity: Seminar
1.0 Course Unit

LALS 512 Passion Projects: Radical Experiments in Writing Plays, Screenplays, and Pilots
This creative writing workshop will focus on writing for screen, stage and internet and is open to undergraduate and graduate students at every level of writing experience. The course will be writing intensive and also include the reading and analysis of feminist, trans, queer, working class and racially liberatory plays, films, television and performance as models of inspiration. Meditation, drawing, theater games, improv exercises, screenings and outings to see work on and off campus will round out this holistic and experimental approach to making work that illuminates and entertains audiences from across the US and global audience spectrum.
Taught by: Bracho
Also Offered As: ENGL 134, GSWS 512
Activity: Seminar
1.0 Course Unit

LALS 513 Latin American Politics
This graduate level course will be embedded in course PSCI/LALS 213, the same way that PSCI 517 (Russian Politics) is embedded in PSCI 217. In other words, graduate students taking this course will have to attend lectures twice a week, but instead of discussing materials in recitations will meet with Professor Falleti, either weekly (one hour) or biweekly (two hours), to discuss the main topics of the course and research questions and proposals related to the course.
Taught by: Falleti
Course usually offered in fall term
Also Offered As: PSCI 513
Activity: Lecture
1.0 Course Unit

LALS 526 Trans Just in Latin Amer
Activity: Online Course
1.0 Course Unit

LALS 527 Spring 2015: Race, Gender & Auto/Biography
SPRING 2017: Market Women, Madames, Mistresses & Mother Superior studies gender, labor, sexuality, and race in the Caribbean. In our historical examination of primary source documents alongside literature, and popular media, we will question some of the iconic representations of Caribbean and Latin American women in order to understand the meaning, purpose and uses of these women's bodies as objects of praise, possession, obsession and/or ridicule by communities, governments and religions within and outside of the region. Beginning in the late-18th century and ending with contemporary migration narratives, this course considers the relationship between slave society and colonial pasts on gender performance in the modern Caribbean, Latin America, and their diasporas.
Taught by: Sanders
One-term course offered either term
Also Offered As: AFRC 527, GSWS 527
Activity: Seminar
1.0 Course Unit

LALS 528 Latinxs and the Law
Based in concepts and principles of Constitutional law and critical race theory, this course explores the interpretation and impact of seminal court cases in U.S. history as applied to Latinxs in the United States and abroad. With a particular focus on the 20th century, students will examine how court decisions have affected civil rights, immigration policies, welfare, political incorporation, education, and other important issues affecting Latinxs. Students will also explore additional themes including the status and treatment of Latinxs in the criminal justice system, representation of Latinxs in the judiciary and how Supreme Court decisions have affected U.S. foreign policy with Latin America.
Taught by: Bartch
Course usually offered summer term only
Activity: Seminar
1.0 Course Unit

LALS 557 Seminar in Archaeological Theory and Method: Archaeology of Landscapes
Advanced seminar for potential professional archaeologists. Course will examine critically main past and present theoretical issues in archaeological research and interpretation, and consider various methodologies utilized towards these interpretive ends. Prerequisite: If course requirement not met, permission of instructor required.
Taught by: Erickson, C.
Course not offered every year
Also Offered As: AAMW 557, ANTH 557
Prerequisite: ANTH 241 OR ANTH 600
Activity: Seminar
1.0 Course Unit

LALS 590 Introduction to Francophone Literature
An introduction to major literary movements and authors from five areas of Francophonie: the Maghreb, West Africa, Central Africa, the Caribbean and Quebec.
Course not offered every year
Also Offered As: CIMS 580, COML 590, ENGL 590, GSWS 589
Activity: Seminar
1.0 Course Unit
LALS 655 Democratization
This graduate class focuses on issues of democratization (and de-democratization), as studied in the comparative politics literature. The course is structured in four parts. In the first part, we scrutinize conceptualizations and measurements of democracy. In the second part, we study competing political theories about the origins of democracy. The third part of the seminar is devoted to the study of democratic transition and consolidation processes. To finish, we tackle specific issues in democratization such as social capital and civic participation, as well as the resilience of (subnational) authoritarianism.
Taught by: Falleti
Course not offered every year
Also Offered As: PSCI 655
Activity: Seminar
1.0 Course Unit

LALS 656 Topics in Black Political Thought: Difference And Community
This course is designed to familiarize graduate students with some of the key texts and debates in Africana Studies concerning the relationship between racial slavery, modernity and politics. Beginning with the Haitian Revolution, much of black political thought (thinking and doing politics) has advocated group solidarity and cohesion in the face of often overwhelming conditions of servitude, enslavement and coercion within the political economy of slavery and the moral economy of white supremacy. Ideas and practices of freedom however, articulated by political actors and intellectuals alike, have been as varied as the routes to freedom itself. Thus, ideas and practices of liberty, citizenship and political community within many African and Afro-descendant communities have revealed multiple, often competing forms of political imagination. The multiple and varied forms of political imagination, represented in the writings of thinkers like Eric Williams, Richard Wright, Carole Boyce Davies and others, complicates any understanding of black political thought as having a single origin, genealogy or objective. Students will engage these and other authors in an effort to track black political thought's consonance and dissonance with Western feminisms, Marxism, nationalism and related phenomena and ideologies of the 20th and now 21st century.
Taught by: Hanchard
Also Offered As: AFRC 655, GSWS 655, PSCI 612
Activity: Seminar
1.0 Course Unit

LALS 661 Language Diversity and Education
Exploration of issues affecting educational policy and classroom practice in multilingual, multicultural settings, with an emphasis on ethnographic research. Selected U.S. and international cases illustrate concerns relating to learners' bilingual/bicultural/biliterate development in formal educational settings. Topics include policy contexts, program structures, teaching and learning in the multilingual classroom, discourses and identities in multilingual education policy and practice, and the role of teachers, researchers, and communities in implementing change in schools. Prerequisite: Permission needed from the department.
Taught by: Hornberger/Flores
Course usually offered in fall term
Also Offered As: EDUC 661
Activity: Lecture
1.0 Course Unit

LALS 683 Collective Violence, Trauma, and Representation
This seminar is organized as a laboratory space for graduate students and faculty working in a number of adjacent fields and problems. Seminar discussions will be led not only by the primary instructors, but also by a number of guests drawn from the Penn faculty. For the first weeks of the course, we will focus on seminal works in the interlinked areas of history and memory studies, cultural representations of collective violence, trauma studies, and other related topics. Beginning with the Xth week of the course, we will turn to case studies in a variety of geographic, cultural and historical contexts. Additionally, some later sessions of the course will be devoted to a presentation and discussion of a work in progress of a Penn graduate student, faculty member or a guest lecturer.
Taught by: Platt
Course not offered every year
Also Offered As: COML 683, ENGL 791, REES 666
Activity: Seminar
1.0 Course Unit

LALS 694 Spanish & Latin Am Cine
Topics vary. Please see the Romance Languages Department's website at http://ccat.sas.upenn.edu/roml/ for a description of the current offerings.
Course not offered every year
Also Offered As: CIML 694, SPAN 694
Activity: Seminar
1.0 Course Unit

LALS 697 Studies in Latin American Culture
Topics vary. Please see the Spanish Department's website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/courses.
Course not offered every year
Also Offered As: SPAN 697
Activity: Seminar
1.0 Course Unit

Law (LAW)
Browse Penn Law's courses by various criteria including instructor, subject area, and title using Penn Law's Course Finder (https://goat.law.upenn.edu/cf/coursefinder/).

Law - Master in Law (LAWM)

Leadership and Communication (LEAD)
The courses listed on this page are exclusive to the LPS BAAS degree (https://lpsonline.sas.upenn.edu/features/what-bachelor-applied-arts-and-sciences-degree/) and LPS Online certificates (https://lpsonline.sas.upenn.edu/academics/certificates/).
LEAD 101 Leadership Theory, Practice and Purpose
Using an innovative combination of academic theory, empirical research, and self-reflection, this course is an intensive introduction to multiple and competing concepts of leadership. Students will critically analyze texts and research related to effective leadership and leaders and, at the same time, develop their own, individualized leadership traits and skills profile. A culminating biographical analysis paper requires students to compare and contrast their own distinctive leadership traits and skills to those of an admired leader. The course concludes with each student crafting a 5-year leadership and communication career plan.
Activity: Online Course
1.0 Course Unit

LEAD 102 Leadership Theory and Practice
Using an innovative combination of academic theory, empirical research, and self-reflection, this course is an introduction to leadership as studied and applied in various scholarly disciplines in the social sciences. Academic texts will introduce students to several social science fields, while case studies will offer them the opportunity to consider the practical and organizational applications of the theories being studied. Students' papers will synthesize the material of the course in thoughtful ways, and apply it to to problems of leadership. You have the option to enroll in the individual course without committing to the entire Certificate in Leadership and Communication, enjoying the flexibility and expertise offered by Penn LPS Online to suit your schedule and interests.
Activity: Online Course
1.0 Course Unit

LEAD 202 Leadership Lessons from Social Sciences
Drawing on several social science fields and subfields, from economics to psychology and more, this course is an introduction to leadership as studied and applied in various scholarly disciplines in the social sciences. Academic texts will introduce students to several social science fields, while case studies will offer them the opportunity to consider the practical and organizational applications of the theories being studied. Students’ papers will synthesize the material of the course in thoughtful ways, and apply it to to problems of leadership. You have the option to enroll in the individual course without committing to the entire Certificate in Leadership and Communication, enjoying the flexibility and expertise offered by Penn LPS Online to suit your schedule and interests.
Activity: Online Course
1.0 Course Unit

LEAD 203 Leadership Lessons from Humanities
Using philosophy, literature, religious studies and biographies of famous public leaders, students conduct a searching examination of competing ideas and concepts regarding leadership, moral reasoning and ethical action. Students reflect on the complexities of problem-solving through an ethical lens and further define their individual interpretations and approaches to ethical decision-making. As an integral part of this simultaneously academic and practical exploration of leadership ethics, students co-author a mini-biography assessing the ethics of a famous (or infamous) public leader. Prerequisite: This course counts toward the Certificate in Leadership and Communication and degree concentration. Taught by: Rebecca Padot
Prerequisite: LEAD 101 OR LEAD 304
Activity: Online Course
1.0 Course Unit

LEAD 304 Professional Communication and Self-Development
This writing-intensive course is designed to enhance each student's ability to communicate effectively in the workplace and other professional settings. Students will learn how to edit their own writing, give persuasive oral presentations to different audiences, communicate effectively during conflicts or crises, and apply evidence-based lessons from positive psychology to personal development and professional success. Students who have taken LEAD 101 will complete the first draft of a plan.
Activity: Online Course
1.0 Course Unit

LEAD 305 Introduction to Data Analytics
In our digital world, data-driven decision-making is becoming more common and more expected. Effective leadership and communication, therefore, often hinges on the ability to acquire, manage, analyze, and display large, quantitative data sets. Even many entry-level jobs assume or require basic knowledge of data analytics. This course introduces students to important concepts in data analytics across a wide range of applications using the programming language R. Students complete the course with a clear understanding of how to utilize quantitative data in real-time problem identification, decision-making, and problem-solving. No prerequisites in statistics or math are required. This course will have required synchronous sessions and the instructor will offer a choice of times. Only open to Data Analytics certificate students in LPS Online Program. Please email lps@sas.upenn.edu to request a permit.
Taught by: Samantha Sangenito
Also Offered As: DATA 101
Activity: Online Course
1.0 Course Unit

LEAD 310 Leadership and Public Administration
In LEAD 310, Leadership and Public Administration, students are introduced to both classic and contemporary studies of how public laws and policies are translated into effective action, how and why government reform efforts succeed or fail, and complete an original case study on the ongoing revolution in public management theory and practice favoring public-private partnerships and collaborative governance.
Taught by: Rebecca Padot
Activity: Online Course
1.0 Course Unit

LEAD 320 Leadership and Business Organization
In LEAD 320, Leadership and Business Organization, students interactively and critically study five of the most influential books ever published regarding why for-profit enterprises succeed or fail; do an original 'management consulting' report on an actual business firm; and write a final paper on what, if any, particular individual styles or institutional structures predictably and reliably enable one to 'succeed in business.'
Activity: Online Course
1.0 Course Unit

LEAD 320 Leadership and Business Organization
In LEAD 320, Leadership and Business Organization, students interactively and critically study five of the most influential books ever published regarding why for-profit enterprises succeed or fail; do an original 'management consulting' report on an actual business firm; and write a final paper on what, if any, particular individual styles or institutional structures predictably and reliably enable one to 'succeed in business.'
Activity: Online Course
1.0 Course Unit
LEAD 330 Ldrshp Nonprofit Mgmt
In LEAD 330, Leadership and Nonprofit Management, students are immersed in research that profiles Americas vast and varied, large and growing independent sector, exploring what works (and what doesn't) when it comes to leadership and innovation in the non-governmental, not-for-profit organizations (charities, churches, private colleges, hospitals, and others) that, even if only counting the about 1.4 million registered with the IRS, now have more $2 trillion a year in annual revenues, more than $5 trillion in total assets, and more than 14 million full-time employees.
Activity: Online Course
1.0 Course Unit

LEAD 340 Introduction to Positive Psychology
In the 20th century, the field of psychology made enormous and important strides in addressing mental health challenges. Today research in the field has expanded, inspired, in part, by Martin E.P. Selignman's 1998 APA presidential address, to include the scientific study of optimal functioning and what helps people live full lives. This course focuses on the science of of thriving—what does it mean to be 'happy'; and how can one cultivate well-being at the individual and community level? Students explore the foundations of this science, understand a conceptual framework for well-being, and actively engage in activities that help to cultivate well-being. Drawing upon theory, empirical research, ancient and collective wisdom, we examine these topics critically and experientially and together build an engaged learning community. For those pursuing a Certificate in Applied Positive Psychology, this course is strongly recommended as a prerequisite for the other three courses.
Taught by: na
Also Offered As: APOP 100
Activity: Online Course
1.0 Course Unit

LEAD 350 Human Flourishing: Strengths and Resilience
What does it mean to flourish? What are we like when we are at our best? What helps us bounce back from challenges and adversity? Continuing the exploration of the science of positive psychology, students delve deeply into the study of character strengths as a framework for building positive character and well-being, and explore the concept of resilience, or the ability to overcome challenging situations. In this course, we explore how we can leverage our strengths to more effectively contribute to the greater world and enhance our own well-being. We also study the physical and psychological protective factors that constitute resilience, and how they are cultivated. Students learn about these topics from a scientific and experiential perspective, both as individuals and within our learning community. This course will have required synchronous sessions and the instructor will offer a choice of times. Students will have a more robust learning experience in this course if they first complete Introduction to Positive Psychology.
Also Offered As: APOP 120
Activity: Online Course
1.0 Course Unit

LEAD 360 Positive Psychology at Work
If flourishing is related to our lived daily experience, and approximately 50% of our waking hours are spent working, how do our workplaces contribute to, and diminish, our ability to thrive? Students are exposed to an array of research-informed strategies that have been applied in a variety of disciplines and workplaces, including business, education, health care, and nonprofit organizations. Exploration of case studies and salient research topics such as relationships at work, positive leadership, prosocial behavior, and our sense of meaning and purpose, guide our learning. Students gain an understanding of the variables that contribute to our ability to flourish at work and understand how we both experience and shape our work environments through our individual contributions. This course will have required synchronous sessions and the instructor will offer a choice of times.
Taught by: Meredith Myers
Also Offered As: APOP 200
Activity: Online Course
1.0 Course Unit

LEAD 400 Global Leadership and Problem-Solving
According to research sponsored by the Organization for Economic Cooperation and Development (OECD), over the last 200 years, human beings in virtually every corner of the globe have become ever more likely to live longer, healthier, wealthier, and more personally satisfying lives. But global progress in improving human well-being has been neither linear nor universal. For instance, measured at living on just $5.50 a day per person, nearly 3.5 billion people still live in extreme poverty. Moreover, humankind now faces several unprecedented existential threats to human life itself such as global warming and the persistence or spread of drug-resistant infectious diseases including ones once thought to be nearly eradicated. In this course, students are introduced to multiple and competing concepts and empirical theories on each of two interrelated questions regarding global leadership and problem-solving: (1) What, if any, particular approaches (for example, 'collaborative governance' or 'boundary-spanning leadership') might predictably and reliably increase the odds that the next century-long chapter in the annals of global human well-being—the chapter to be written between now and the decade that will begin in 2120—will be a tale of greater wealth, health, and happiness for all or most people worldwide? (2) Under what, if any, conditions can diverse institutions—families and social networks; neighborhood and community groups; nonprofit or social sector organizations; for-profit firms; and local, national, and transnational government institutions—act, either independently or in tandem with each other, to maintain or improve human well-being? Each student quasi-independently researches and writes a capstone research paper describing, analyzing, and assessing an existing policy or program pertaining to one of the following three challenges: elder care with a focus on China; education with a focus on Africa; or economic development with a focus on Latin America.
Activity: Online Course
1.0 Course Unit
LEAD 504 Professional Communication and Academic Writing
Writing effectively for a variety of audiences is a required skill for professional masters students, both inside the classroom and in the workplace. This graduate level online seminar introduces writing and communication strategies and skills for all graduate professional students who wish to pursue leadership opportunities in their chosen fields. Students will learn professional communication and academic writing practices and that will enable them to respond to a variety of workplace scenarios as well as influence and inspire others through effective written communication strategies. Through frequent writing assignments, hands-on exercises during class sessions, and a final analysis paper, students will learn how to write concise prose; summarize and evaluate documents and scenarios effectively; develop technical skills in writing clear instructions; and write persuasive proposals. The class will focus on strategies for effective critical thinking and writing, as well as how to write persuasively for multiple audiences, ranging from the general public to an academic audience. There will be special attention to analysis of genres and audiences, and effective writing and revision strategies. Most importantly, you will be able to use the skills developed in this class throughout your academic and professional careers.
Activity: Online Course
1.0 Course Unit
Notes: The course will meet virtually, via Zoom, on Wednesdays 8-9:30: May 29; June 5, 12, 19, and 26; and July 3, 10, and 17.

Legal Studies & Business Ethics (LGST)

LGST 100 Ethics and Social Responsibility
This course explores business responsibility from rival theoretical and managerial perspectives. Its focus includes theories of ethics and their application to case studies in business. Topics include moral issues in advertising and sales; hiring and promotion; financial management; corporate pollution; product safety; and decision-making across borders and cultures.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

LGST 101 Law and Social Values
This course presents law as an evolving social institution, with special emphasis on the legal regulation of business in the context of social values. It considers basic concepts of law and legal process, in the U.S. and other legal systems, and introduces the fundamentals of rigorous legal analysis. An in-depth examination of contract law is included.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

LGST 202 Law of Corporate Management and Finance
This course provides an introduction to the law of corporate management and finance, focusing on large publicly held corporations. It is presented from the perspective that before too long virtually all students will serve on one or more corporate boards of directors and that each should, therefore, know about the duties owed by directors and officers to those toward whom they bear a fiduciary duty. The course covers the basic obligations of corporate directors and managers under state corporate law and the federal securities laws. It also considers the rights and responsibilities of other major stake holders in the governance of public corporations, including shareholders, creditors/bondholders, employees (including corporate executives), investment bankers, corporate lawyers, and accountants. Particular attention is given to the law of mergers and acquisitions. Important issues of social policy concerning large business corporations are also discussed.
Taught by: Buccola, Orts
One-term course offered either term
Also Offered As: LGST 802
Activity: Lecture
1.0 Course Unit

LGST 204 Real Estate Law
This course examines the fundamentals of real estate finance and development from a legal and managerial perspective. The course serves as a foundation course for real estate majors and provides an introduction to real estate for other students. It attempts to develop skills in using legal concepts in a real estate transactional setting. The course will be of interest to students contemplating careers in accounting, real estate development, real estate finance, city planning, or banking. The main topics covered may include the following: land acquisition, finance; choice of entity; tax aspects; management (leasing, environmental); disposition of real property (sale of mortgaged property, foreclosures, wraparound mortgages, sale-leasebacks); and recent legal developments. Lectures and class discussion required.
One-term course offered either term
Also Offered As: LGST 804, REAL 204, REAL 804
Activity: Lecture
1.0 Course Unit

LGST 205 Innovation, Marketing Strategy, and Antitrust
This course considers business strategy and law, particularly the role of antitrust and intellectual property law in managing innovation. We will examine several highly innovative firms in technology rich areas, considering how they adapt their strategies to the competitive and legal environment, and asking whether antitrust law promotes or hinders innovation. The strategies of both current firms such as Uber, Google, Apple, and Microsoft and historical examples such as American Can Company, Standard Oil, Brown & Williamson Tobacco Co., and Kodak will provide context and source materials for the course. We will pay special attention to the role of intellectual property rights in fostering or hindering innovation. The legal focus is primarily on U.S. law, but the course will occasionally address foreign regimes as well. The course is useful to students interested in marketing or competitive business strategy, and, more broadly, to anyone desiring to understand the legal and public policy issues relating to competition and innovation.
Taught by: H. Hovenkamp
One-term course offered either term
Also Offered As: LGST 805, MKTG 260, MKTG 760
Activity: Lecture
1.0 Course Unit
LGST 206 Negotiations
This course examines the art and science of negotiation, with additional emphasis on conflict resolution. Students will engage in a number of simulated negotiations ranging from simple one-issue transactions to multi-party joint ventures. Through these exercises and associated readings, students explore the basic theoretical models of bargaining and have an opportunity to test and improve their negotiation skills.

One-term course offered either term
Also Offered As: MGMT 291, OIDD 291
Activity: Lecture
1.0 Course Unit

LGST 207 The Sports Industry: Business and Legal Aspects
This course examines various business disciplines as they apply to the sports industry. The course provides the student with an overview of the business of the intercollegiate, Olympic and professional sports enterprises. In addition, the course investigates the business related issues encountered by managers of sports organizations and covers how business principles can be applied to effectively address these issues.

Taught by: DiGisi
One-term course offered either term
Activity: Lecture
1.0 Course Unit

LGST 208 The Law at Work: Employment Law for Managers
This course is based on the principle that knowledge and understanding of employment law facilitate (1) promotion of a workforce with a high degree of commitment to reaching business goals, (2) the development of practical business solutions to problems arising in the workplace, (3) effective human resources policy and procedures that comply with applicable laws, and (4) justice for workers. The course provides students with an introduction to the law of the workforce and examines the balance between business goals and employment law compliance. The course examines the various employment laws with which businesses must comply and the legal rights and responsibilities of employees and employers. The emphasis is on laws concerning equal employment opportunity with respect to discrimination and harassment because of sex, race, national origin, religion, sexual orientation, age, disability and other characteristics protected by workforce laws; constitutional – and especially free speech – rights at work; work-related privacy including investigations, electronic communication and social media; classifying workers in the gig economy; diversity and affirmative action; and the legal and regulatory environment regarding immigration, wage and hour, leaves of absence, hiring, termination and afterwards; and labor/management relations and collective bargaining.

Taught by: Sepinwall
One-term course offered either term
Also Offered As: LGST 808
Activity: Lecture
1.0 Course Unit

LGST 212 Economic Analysis of Law
This course provides an introduction to the economic analysis of law and legal institutions. Our goal is develop intuitions about the ways law simultaneously shapes and responds to private behavioral incentives. In the first half of the course, we will survey the application of key economic concepts to basic features of the Anglo-American common law of property, contract, and tort. In the second half of the course, we will use the tools developed in our survey to focus in depth on the law of intellectual property.

Taught by: Buccola
One-term course offered either term
Also Offered As: BEPP 212
Activity: Lecture
1.0 Course Unit

LGST 213 Legal Aspect of Entrepreneurship
This practically oriented course examines the critical legal issues confronting start-ups with a focus on innovation and disruption. Cutting edge topics include blockchain, fintech, AI, digital and mobile based issues. Students will learn to use the law to manage risk, deploy resources and maximize value. The course covers the entire lifecycle of a business, including confidentiality, non-competition and invention assignment clauses, intellectual property (IP) including patent, trade secrets, copyrights and trademarks, tax advantages of limited liability companies (LLC) vs. corporations or partnerships, securities law strategy for raising angel financing, convertible debt and venture capital (covering SAFE and KISS), independent contractor vs. employee concerns, discrimination laws, merger and acquisition exit plans, as well as restructuring and bankruptcy. Students will emerge from the course with the skills and tools to draft term sheets and contracts, negotiate deals tailored to their business models, as well as mitigate liability via risk-protective policies, insurance and management of litigation. The course fulfills elective requirements for 5 Concentrations, Majors, or Minors: * Wharton Legal Studies and Business Ethics; * Wharton Entrepreneurship and Innovation/Management; * Wharton Social Impact and Responsibility; * SAS Legal Studies Minor; * SAS STSC Major (Science, Technology and Society) – with permission.

Taught by: Faculty
One-term course offered either term
Activity: Lecture
1.0 Course Unit

LGST 214 International Business Transactions
This course aims to familiarize students with and prepare students for the conduct of international transactions. Students will work their way through a series of hypothetical trade transactions, placed against a background of concepts and general theories. Students will take a hypothetical firm through a series of possible transnational investments, again after discussion of concepts and general theories. Throughout, the course will discuss issues of importance to emerging economies. Students should be able to make thoughtful choices rather than simply reciting bullet points about international business transactions.

Taught by: Nichols
Course not offered every year
Also Offered As: LGST 814
Activity: Lecture
1.0 Course Unit
LGST 215 Environmental Management: Law & Policy
This course provides an introduction to environmental management by focusing on foundational concepts of environmental law and policy and how they affect business decisions. The primary aim of the course is to give students a deeper practical sense of the important relationship between business and the natural environment, the existing legal and policy framework of environmental protection, and how business managers can think about managing their relationship with both the environment and the law.
Taught by: Light, Orts
One-term course offered either term
Also Offered As: LGST 815
Activity: Lecture
1.0 Course Unit

LGST 216 Emerging Economies
This course explores important issues in conducting business internationally in and with emerging economies. Much of the course attempts to define emerging economies and to understand the changes occurring in these countries. The course also examines the position of emerging economies in the global context, and how broad social issues affect the development of emerging economies and the ability to establish relationships or conduct business in emerging economies.
Taught by: Nichols
One-term course offered either term
Activity: Lecture
1.0 Course Unit

LGST 218 Diversity and the Law
The goal of this course is to study the role the law has played, and continues to play, in addressing the problems of racial discrimination in the United States. Contemporary issues such as racial profiling, affirmative action, and diversity will all be covered in their social and legal context. The basis for discussion will be assigned texts, articles, editorials and cases. In addition, interactive videos will also be used to aid class discussion. Course requirements will include a term paper and class case presentations.
Taught by: Anderson
One-term course offered either term
Also Offered As: AFRC 218
Activity: Lecture
1.0 Course Unit

LGST 219 Law and Policy in International Business
This course introduces students to the legal frameworks for regulating international business - national, regional, and international. Topics include mechanisms for dispute resolution, different standards on assigning nationality, jurisdictional and choice of law problems, controversies regarding the treatment of incoming foreign direct investment and expropriation of foreign-owned businesses, patterns in extraterritoriality, problems of clashing legal standards affecting areas like labor and the environment, and projects for creating more uniform rules governing the conduct of international business. Throughout students will be encouraged to evaluate the policy dimensions of laws and to develop their own critical perspectives regarding these.
Taught by: Zaring
One-term course offered either term
Activity: Lecture
1.0 Course Unit

LGST 220 International Business Ethics
This course is a multidisciplinary, interactive study of business ethics within a global economy. A central aim of the course is to enable students to develop a framework to address ethical challenges as they arise within and across different countries. Alternative theories about acting ethically in global environments are presented, and critical current issues are introduced and analyzed. Examples include bribery, global sourcing, environmental sustainability, social reports, intellectual property, e-commerce, and dealing with conflicting standards and values across cultures. As part of this study, the course considers non-Western ethical traditions and practices as they relate to business.
Taught by: Berkey, Laufer
One-term course offered either term
Also Offered As: LGST 820
Activity: Lecture
1.0 Course Unit

LGST 221 Constitutional Law and Free Enterprise
The course explores the foundations of U.S. constitutional doctrine and adjudication, with an emphasis on commercial and business issues and implications of constitutional law. The course starts by considering the Constitution and the structure and relationship of the governmental entities it establishes and upon which it depends. Special attention is given to the role of the federal courts, especially the Supreme Court, in interpreting and applying constitutional principles. From this foundation, the course moves on to examine in detail the major economic and business implications of constitutional law in different eras of the nation's history. A core theme is how historical events and changing notions of public policy have affected and been affected by the evolution of constitutional doctrine.
Taught by: Sepinwall
One-term course offered either term
Activity: Lecture
1.0 Course Unit

LGST 222 Internet Law, Privacy, and Cybersecurity
This course looks at how courts, legislatures, and regulators confront the major issues of the internet world. Billions of people are now active on social media, and firms such as Google, Facebook, Amazon, and Alibaba are among the worlds most valuable and influential. The legal interfaces between the physical world and the digital world are therefore increasingly important. In particular, exploitation of personal information online by governments, digital platforms, and bad actors is becoming a constant source of major controversies. The material in the course ranges from the foundations of cyberlaw, developed during the e-commerce bubble of the 1990s, to current leading-edge questions around the power and responsibility of digital intermediaries; data protection in the U.S. and Europe; cybercrime, blockchain; and network neutrality. No pre-existing legal or technical knowledge is required.
One-term course offered either term
Also Offered As: OIDD 222
Activity: Lecture
1.0 Course Unit
LGST 223 Securities Regulation
The course examines the federal securities laws and the operation of the Securities Exchange Commission. The legal responsibilities of corporate managers, accountants, underwriters, and broker-dealers, occasioned by the securities regulatory scheme, will be investigated. Students will be encouraged to evaluate, from a managerial perspective, the various aspects of securities regulation studied. The course will discuss the recent financial crisis and ask the question whether enhanced securities regulation will prevent such a crisis in the future. The material covered in the course will provide familiarity with the basic legal structure of securities regulation and will assist in understanding the current policy issues in securities law. The course should help students to develop the ability to read and learn further in the field and to improve their effectiveness of communication with attorneys. It will also suggest ways of detecting instances in which an attorney should be consulted. The course is particularly useful for those students pursuing careers in corporate finance, investment banking, mergers and acquisitions, sales and trading, venture capital, private equity, entrepreneurship, accounting, corporate management, and real estate.
One-term course offered either term
Also Offered As: LGST 807
Activity: Lecture
1.0 Course Unit

LGST 224 Human Rights and Globalization
The 2000 UN Global Compact has confirmed the role of TNCs as central actors in the UN system of international human rights law, but whether their role should be voluntary or legally mandated remains in dispute. This course introduces students to how globalization has led to projects for expanding international human rights law to capture the operations of TNCs and why this development is opposed in many quarters. Competing perspectives on the pros and cons of imposing human rights responsibilities on TNCs and on the respective roles that businesses and governments should play will be examined. The Positions of various governments, businesses, international institutions, academics, and NGOs will be considered, and a number of illustrative case studies will be analyzed.
One-term course offered either term
Also Offered As: LGST 524
Activity: Lecture
1.0 Course Unit

LGST 226 Markets, Morality & the Future of Capitalism
Markets play a central role in the life of a capitalist democracy. But is this a good thing? Should we let markets decide who is rich and who is poor? Who makes decisions and who follows them? Whose ideas get heard and whose ideas do not? The goal of this class will be to examine the market from the perspective of various social values to see whether we should want a market system and, if so, what kind of market system we should want. Among the issues we will examine are the following. Does the market contribute to the common good? If so, how? Does the market conflict with the idea that all human beings are of equal value? What is the relation between the market and freedom? Does the market liberate us or oppress us? Can we reconcile the market with our democratic ideals? What role should corporations play in a healthy democracy? What role should markets play in an increasingly globalized world? We will read several important philosophers, economists and political theorists writing on these issues, including Adam Smith, John Rawls, Amartya Sen, Friedrich Hayek, Karl Marx, Robert Nozick, Jurgen Habermas, and others. Grades will be based on three papers and class participation.
Taught by: Hughes
One-term course offered either term
Activity: Lecture
1.0 Course Unit

LGST 227 Literature of Success
This course explores the history, literature, and philosophy of two age-old questions: what does it mean to be successful and how does one achieve this elusive goal? It surveys some of the classics of the ‘success’ genre - from Benjamin Franklin’s Autobiography in the 18th century to Dale Carnegie’s How to Win Friends and Influence People and Marcus Buckingham’s Now, Discover Your Strengths in the 20th and 21st centuries. Case studies of remarkable achievements in business and society and Arthur Miller’s play Death of a Salesman provide additional contexts within which to reflect on the questions at the center of the course. Students will keep a personal journal and use web-based tools to examine their own character strengths, talents, and achievement orientations. Grading is based on class attendance and participation, reading response papers, personal journals on assigned topics involving self reflection, a mid-term paper on an assigned research subject related to success, and a final, longer paper exploring, based on course readings and original research, each students personal philosophy of success. No final exam.
Taught by: Shell
One-term course offered either term
Activity: Lecture
1.0 Course Unit
LGST 228 Sports Law
This course focuses on the areas of association, contract, constitutional, labor, antitrust, and agency law as they apply to the sports industry. This course exposes the student to many of the legal issues facing stakeholders in sport organizations. Special attention is given to the regulation of professional sports leagues promoting competitive balance, as well as antitrust law and labor-management relations dealing with the organization structure of sports leagues. The course also takes an inside look at previous and newly formed collective bargaining agreements and the use of Salary Cap or lack thereof in professional sports leagues. The development of effective communication skills will be emphasized through class presentations, written assignments, and quizzes; leadership and interpersonal communications will be cultivated through small group projects and meetings, and critical thinking and problem solving skills will be fostered through the careful study of case law impacting the sports industry in a variety of facets.
Taught by: Ashe, McAfee
One-term course offered either term
Activity: Lecture
1.0 Course Unit

LGST 230 Social Impact and Responsibility: Foundations
What role can business play in helping to meet global societal needs, whether it involves the environment, improving health, expanding education or eradicating poverty? Is there any responsibility on the part of business to help meet those needs? What are models of successful business engagement in this area? How should success be measured?
Are there limits to what businesses can and should do, and what institutional changes will enable businesses and entrepreneurs to better succeed? This survey course provides students the opportunity to engage in the critical analysis of these and other questions that lie at the foundation of social impact and responsibility as an area of study. The course involves case studies, conceptual issues, and talks by practitioners. The course is designed to help students develop a framework to address the question: How should business enterprises and business thinking be engaged to improve society in areas not always associated with business? The course is required for the secondary concentration in Social Impact and Responsibility.
Activity: Lecture
1.0 Course Unit

LGST 241 Theories of Business Enterprise
What is a business firm? How did various forms of business, including the corporation, arise historically? How do contemporary economic and financial theories explain how business firms evolve, grow, and die? What are the legal underpinnings of the forms of business enterprise, ranging from sole proprietorships to partnerships to family-owned enterprises to multinational corporate groups? How do business firms relate to politics and government, as well as religion? What about the environment? This interdisciplinary course offers an introduction to pursuing answers to these questions. Students will gain perspective on the nature of business enterprises from different points of view that will be useful in further research, as well as having practical application. Ubiquitous economic concepts such as agency costs, principal-agent relationships, transaction costs, and influence costs will be studied. Different legal structures of firms will also be introduced, including new hybrid organizations such as benefit corporations, which seek to meld non-profit and profit objectives.
In the course, we will read high-profile U.S. Supreme Court cases such as Citizens United and Hobby Lobby and debate appropriate boundaries (or not) between business and politics, as well as business and religion. Business ethics and the nature of any social responsibilities owed by business and business people will be topics too.
Taught by: Orts
One-term course offered either term
Also Offered As: LGST 641, LGST 941
Activity: Lecture
1.0 Course Unit

LGST 242 Big Data, Big Responsibilities: The Law and Ethics of Business Analytics
Significant technologies always have unintended consequences, and their effects are never neutral. A World of ubiquitous data, subject to ever more sophisticated collection, aggregation, and analysis, creates massive opportunities for both financial gain and social good. It also creates dangers in areas such as privacy, security, discrimination, exploitation, and inequality, as well as simple hubris about the effectiveness of management by algorithm. Firms that anticipate the risks of these new practices will be best positioned to avoid missteps. This course introduces students to the legal, policy, and ethical dimensions of big data, predictive analytics, and related techniques. It then examines responses—both private and governmental—that may be employed to address these concerns.
Taught by: Werbach
Activity: Lecture
0.5 Course Units
LGST 243 Other People’s Money: The Law, Politics, and History of Financial Institutions
We learn in introductory economics courses that money is fungible: that is, one dollar is as good as the next. Indeed, using money as a ‘medium of exchange’ is one of its defining characteristics. But what happens when we take a big pile of money and put it in different buckets. On one bucket we might write ‘hedge fund’; on another, ‘central bank’; on still another, ‘payday lender.’ Then money starts to change in ways defined by law, history, ethics, and politics. This course will take you on a tour of these different buckets—different kinds of financial institutions, broadly defined—throughout the modern financial system. We will look at hedge funds, insurance companies, investment banks, sovereign wealth funds, central banks, consumer banks, payday lenders, state-sponsored enterprises (like the Export-Import Bank in the United States and much of the financial system in China), and the cutting edge of fintech, including crowd-funded lending, digital currencies, and more. In each case, students will be exposed to a series of specialized questions: Where did this institution come from? What problem is it trying to solve that other alternatives could not resolve? What is the basic business (or, where relevant, regulatory) model for each institution? How is each institution regulated, and by whom? What are the ethical considerations in each context? What are the political considerations that each market participant faces?
Taught by: Conti-Brown, Skinner
One-term course offered either term
Also Offered As: LGST 643
Activity: Lecture
1.0 Course Unit

LGST 244 Blockchain & Cryptocurrencies: Business, Legal, and Regulatory Considerations
Blockchain technology is a form of decentralized database that allows for the secure exchange of value without reliance on trusted intermediaries. Blockchain is the foundation for cryptocurrencies such as Bitcoin, as well as for distributed ledger platforms used by enterprise consortia in various industries. Many believe that blockchain solutions have revolutionary potential. They promise to replace legal enforcement with technical mechanisms of cryptographic consensus as the means of generating trust. The technology has generated significant excitement, investment, and entrepreneurial activity in recent years. However, the business value of blockchain-based solutions is uncertain, cryptocurrency valuations are speculative, and there are serious legal, regulatory, and governance challenges to be addressed. This course is designed to give students the tools for critical assessment of ongoing developments in this evolving area.
Taught by: Werbach
Also Offered As: LGST 644
Activity: Lecture
1.0 Course Unit

LGST 245 Business, Law, and Democracy
What is the relationship between business and democracy? Do institutions of free enterprise depend on democratic government—and vice versa? Do more democratic decision-making structure enhance efficient outcomes? What principles inform shareholder democracy? What is the relationship of business, democracy, and the rule of law? This course explores various dimensions of the relationship between business and democracy. Particular attention is given to legal structures that govern the relationship, but ethical considerations are examined as well.
Taught by: Orts
One-term course offered either term
Also Offered As: LGST 645
Activity: Lecture
1.0 Course Unit

LGST 246 Corporate Distress and Reorganization Law
This course will introduce students to the law of corporate financial distress and its resolution. This course aims to do three things: (1) to acquaint students with the conceptual and historical foundations of American law’s response to financial distress; (2) to build knowledge of workout and bankruptcy law as they commonly apply in modern corporate settings, with special attention to how common patterns of resolution impact investors across the capital structure; and (3) to introduce cutting-edge legal issues at the forefront of distressed investing and restructuring today.
Taught by: V. Buccola
One-term course offered either term
Also Offered As: LGST 646
Activity: Lecture
1.0 Course Unit

LGST 247 Value of Values: Contemporary Ethical Issues in Business
This course explores the concepts of value and values in economic life. All strategic and many tactical decisions begin with a value proposition of some kind. Investors, customers, employees, suppliers, and community members are potential sources of value in the creation, exchange, distribution and sale of a good or service. This course examines different conceptions of ‘value/values’ in business life and the role they play in interpreting issues such as artificial intelligence, corporate governance, business and professional education, international business, value theory, and personal values. The class will utilize a combination of theoretical readings, class exercises, student presentations and case discussions.
Taught by: T. Donaldson
One-term course offered either term
Activity: Lecture
1.0 Course Unit
LGST 292 Advanced Negotiation
This course is designed to teach negotiation principles and to enable students to develop their negotiation skills. This course assumes familiarity with the basic negotiation concepts covered in the prerequisite for this course: Negotiations. In this course, we extend the study and practice of negotiations and we develop a deeper understanding for how specific aspects of the negotiation process (e.g., emotions, deadlines, trust violations) impact outcomes. Through course lectures, readings, and case exercises, students will develop a rich framework for thinking about the negotiation process and acquire tools for guiding the negotiation process.
Taught by: Schweitzer, Staff
One-term course offered either term
Also Offered As: MGMT 292, OIDD 292
Prerequisite: LGST 206 OR OIDD 291 OR MGMT 291
Activity: Lecture
1.0 Course Unit

LGST 299 Seminar in Law and Society
A study of the nature, functions, and limits of law as an agency of societal policy. Each semester an area of substantive law is studied for the purpose of examining the relationship between legal norms developed and developing in the area and societal problems and needs. Please see department for current offerings.
One-term course offered either term
Also Offered As: LGST 799
Activity: Seminar
1.0 Course Unit

LGST 401 Global Social Enterprise Consulting Project
This proposed undergraduate capstone course, sponsored by the Legal Studies and Business Ethics Department, is a 7-week, .5 cu class designed to give Wharton seniors the chance to connect academic theory with complex real-world issues arising within the context of award-winning social enterprise projects identified by the World Bank’s ‘Ideas for Action Initiative.’ The course is especially appropriate for sponsorship by the Legal Studies and Business Ethics Department because the Initiative is jointly sponsored by the World Bank and Wharton’s Zicklin Center for Business Ethics Research. The aim of the course is to integrate and strengthen students’ academic skills by applying them in cross-functional ways to the production of real-world consulting reports for project founders. The course will also require students to grapple with current ethical and legal challenges that business organizations face, such as defining the purpose of a business, determining how to incorporate global standards like the Sustainable Development Goals or other Environmental, Social, and Governance (ESG) standards into a business plan, and designing mechanisms to promote ethical behavior and combat such systemic challenges as corruption.
Taught by: Djordija Petkoski
One-term course offered either term
Activity: Lecture
0.5 Course Units

LGST 524 Human Rts & Globalization
The 2000 UN Global Compact has confirmed the role of TNCs as central actors in the UN system of international human rights law, but whether their role should be voluntary or legally mandated remains in dispute. This course introduces students to how globalization has led to projects for expanding international human rights law to capture the operations of TNCs and why this development is opposed in many quarters. Competing perspectives on the pros and cons of imposing human rights responsibilities on TNCs and on the respective roles that businesses and governments should play will be examined. The positions of various governments, businesses, international institutions, academics, and NGOs will be considered, and a number of illustrative case studies will be analyzed.
One-term course offered either term
Also Offered As: LGST 224
Activity: Lecture
1.0 Course Unit

LGST 611 Responsibility in Global Management
This course uses the global business context to introduce students to important legal, ethical and cultural challenges they will face as business leaders. Cases and materials will address how business leaders, constrained by law and motivated to act responsibly in a global context, should analyze relevant variables to make wise decisions. Topics will include an introduction to the basic theoretical frameworks used in the analysis of ethical issues, such as right-based, consequentialist-based, and virtue-based reasoning, and conflicting interpretations of corporate responsibility. The course will include materials that introduce students to basic legal (common law vs. civil law) and normative (human rights) regimes at work in the global economy as well as sensitize them to the role of local cultural traditions in global business activity. Topics may also include such issues as comparative forms of corporate governance, bribery and corruption in global markets, human rights issues, diverse legal compliance systems, corporate responses to global poverty, global environmental responsibilities, and challenges arising when companies face conflicting ethical demands between home and local, host country mores. The pedagogy emphasizes globalized cases, exercises, and theoretical materials from the fields of legal studies, business ethics and social responsibility. Format: class participation, midterm and final exams. Materials: coursepack.
One-term course offered either term
Activity: Lecture
0.5 Course Units
LGST 612 Responsibility in Business
This course introduces students to important ethical and legal challenges they will face as leaders in business. The course materials will be useful to students preparing for managerial positions that are likely to place them in advisory and/or agency roles owing duties to employers, clients, suppliers, and customers. Although coverage will vary depending on instructor, the focus of the course will be on developing skills in ethical and legal analyses that can assist managers as they make both individual-level and firm-level decisions about the responsible courses of action when duties, loyalties, rules, norms, and interests are in conflict. For example, the rules of insider trading may form the basis for lessons in some sections. Group assignments, role-plays, and case studies may, at the instructor’s discretion, be used to help illustrate the basic theoretical frameworks. Course materials will highlight industry codes and professional norms, as well as the importance of personal and/or religious values. Format: class participation, quiz, group report, and final paper or exam. Materials: coursepack. Prerequisites: none.
One-term course offered either term
Activity: Lecture
0.5 Course Units

LGST 613 Business, Social Responsibility, and the Environment
This course focuses on the social and environmental responsibilities of business that may extend beyond profit maximization. In 2019, the Business Roundtable composed of leading chief executive officers of U.S.-based companies released a statement that resurrected and reinforced interest in this view. This view contrasts with a traditional approach famously expressed by the economist Milton Friedman that ‘the social responsibility of business is to increase its profits.’ Although Friedman acknowledged normative side constraints to the profit motive—namely, a need to conform to the ‘basic rules of the society, both those embodied in law and those embodied in ethical custom’—he did not see business as playing a central role in the creation and sustenance of these ‘basic rules.’ As this course will explore in depth, Friedman’s view has been challenged by various competing views of business purpose, such as in normative stakeholder theory and the related idea of ‘shared value’—the view that business can be a force for good. The course will explore the various competing views of business purpose and the nature of business social responsibility. Business operations are surely ‘part of the problem’ in the sense of being the source of the production and release of large quantities of greenhouse gases every year. But can and should business also become ‘part of the solution’? If so, how? Do business firms have an ethical, if not a legal responsibility to minimize their own carbon footprints or other externally harmful actions? When social or environmental priorities collide directly with the profit motive, how should these competing mandates be properly reconciled? Similar questions may be asked (and touched on in this class) about other social challenges in the world today, including democratic values, poverty reduction, fresh water supplies, and global health issues affecting those less able to pay for life-saving drugs and medical services.
Taught by: Orts
One-term course offered either term
Activity: Lecture
0.5 Course Units

LGST 642 Big Data, Big Responsibilities: The Law and Ethics of Business Analytics
Significant technologies always have unintended consequences, and their effects are never neutral. A world of ubiquitous data, subject to ever more sophisticated collection, aggregation, and analysis, creates massive opportunities for both financial gain and social good. It also creates dangers in areas such as privacy, security, discrimination, exploitation, and inequality, as well as simple hubris about the effectiveness of management by algorithm. Firms that anticipate the risks of these new practices will be best positioned to avoid missteps. This course introduces students to the legal, policy, and ethical dimensions of big data, predictive analytics, and related techniques. It then examines responses—both private and governmental—that may be employed to address these concerns.
Taught by: Werbach
One-term course offered either term
Activity: Lecture
0.5 Course Units
LGST 643 Other People’s Money: The Law, Politics, and History of Financial Institutions
We learn in introductory economics courses that money is fungible: that is, one dollar is as good as the next. Indeed, using money as a ‘medium of exchange’ is one of its defining characteristics. But what happens when we take a big pile of money and put it in different buckets. On one bucket we might write ‘hedge fund’; on another, ‘central bank’; on still another, ‘payday lender.’ Then money starts to change in ways defined by law, history, ethics, and politics. This course will take you on a tour of these different buckets—different kinds of financial institutions, broadly defined—throughout the modern financial system. We will look at hedge funds, insurance companies, investment banks, sovereign wealth funds, central banks, consumer banks, payday lenders, state-sponsored enterprises (like the Export-Import Bank in the United States and much of the financial system in China), and the cutting edge of fintech, including crowd-funded lending, digital currencies, and more. In each case, students will be exposed to a series of specialized questions: Where did this institution come from? What problem is it trying to solve that other alternatives could not resolve? What is the basic business (or, where relevant, regulatory) model for each institution? How is each institution regulated, and by whom? What are the ethical considerations in each context? What are the political considerations that each market participant faces?
Taught by: Conti-Brown, Skinner
One-term course offered either term
Also Offered As: LGST 243
Activity: Lecture
1.0 Course Unit

LGST 644 Blockchain and Cryptocurrencies: Business, Legal and Regulatory Considerations
Blockchain technology is a form of decentralized database that allows for the secure exchange of value without reliance on trusted intermediaries. Blockchain is the foundation for cryptocurrencies such as Bitcoin, as well as for distributed ledger platforms used by enterprise consortia in various industries. Many believe that blockchain solutions have revolutionary potential. They promise to replace legal enforcement with technical mechanisms of cryptographic consensus as the means of generating trust. The technology has generated significant excitement, investment, and entrepreneurial activity in recent years. However, the business value of blockchain-based solutions is uncertain, cryptocurrency valuations are speculative, and there are serious legal, regulatory, and governance challenges to be addressed. This course is designed to give students the tools for critical assessment of ongoing developments in this evolving area.
Taught by: Werbach
Also Offered As: LGST 244
Activity: Lecture
1.0 Course Unit

LGST 645 Business, Law, and Democracy
What is the relationship between business and democracy? Do institutions of free enterprise depend on democratic government-and vice versa? Do more democratic decision-making structure enhance efficient outcomes? What principles inform shareholder democracy? What is the relationship of business, democracy, and the rule of law? This course explores various dimensions of the relationship between business and democracy. Particular attention is given to legal structures that govern the relationship, but ethical considerations are examined as well.
Taught by: Orts
One-term course offered either term
Also Offered As: LGST 245
Activity: Lecture
1.0 Course Unit

LGST 646 Corporate Distress and Reorganization Law
This course will introduce students to the law of corporate financial distress and its resolution. This course aims to do three things: (1) to acquaint students with the conceptual and historical foundations of American law’s response to financial distress; (2) to build knowledge of workout and bankruptcy law as they commonly apply in modern corporate settings, with special attention to how common patterns of resolution impact investors across the capital structure; and (3) to introduce cutting-edge legal issues at the forefront of distressed investing and restructuring today.
Taught by: V. Buccola
One-term course offered either term
Also Offered As: LGST 246
Activity: Lecture
1.0 Course Unit

LGST 692 Advanced Topics Negotiation
This is a course the builds on the basic Negotiation course. In this course, we explore a wide range of negotiation topics from crisis and hostage negotiations, to the role of emotions including anxiety, envy and anger in negotiations, to backlash effects for women in negotiations, and the role of alcohol in negotiations. We will survey many aspects of current negotiation research, discuss historic negotiation cases, and students will participate in role-play exercises. Many of the role play exercises will involve multi-party negotiations and afford opportunities to hone skills in team-based negotiations.
Taught by: Faculty
One-term course offered either term
Also Offered As: MGMT 692, OIDD 692
Activity: Lecture
1.0 Course Unit

LGST 693 Influence
Building, protecting and using influence is critical for achieving your goals. This requires good personal decision making as well as understanding others’ decision-making, proficiency at the negotiation table as well as with the tacit negotiations before and after sitting at the table. In this course, we focus on building your facility with a wide range of influence tools to help with these efforts. Topics include power and status, informal networks, coalitions and persuasion.
Taught by: Faculty
One-term course offered either term
Also Offered As: OIDD 693
Activity: Lecture
0.5 Course Units
LGST 729 Intellectual Property Strategy for the Innovation-Driven Enterprise
Announcing the first iPhone at Macworld 2007, Apple CEO Steve Jobs famously boasted: 'And boy, have we patented it!' How, and to what extent, do patents and intellectual property really provide competitive advantage for innovative technology companies? What makes an IP asset strategically powerful? How do patents impact, and even drive, major corporate decisions including M&A, venture funding and exits, and entry into new markets? In this course, students will learn to critically analyze and answer these questions, gaining insights they can leverage in their future roles as innovation industry executives, entrepreneurs, strategist and investors. The course includes three major units. In Unit 1, Patents and Innovation Value, we examine closely the relationship between competitive advantage, value proposition, and intellectual property (particularly patents). We will apply our understanding of that relationship to critique and sharpen patent strategy to protect examples of cutting-edge technologies. In Unit 2, Patent Leverage and the Corporate Playbook, we study theory and examples of how intellectual property leverage strategically informs corporate transactions and decisions, for established companies as well as for start-ups. In Unit 3, Limits and Alternatives to Patents, we confront the recent legal trend toward reigning in the power and scope of patents. We also consider the growing importance of data as a proprietary technology asset, and discuss options for adapting intellectual property strategy appropriately. Throughout, students will learn and practice applying the concepts we learn to decision-making in examples based on innovative real-world technologies and businesses.
Also Offered As: MGMT 229, MGMT 729
Activity: Lecture
0.5 Course Units

LGST 762 Environmental Sustainability and Value Creation
This course provides an overview of topics related to corporate sustainability with a focus on how environmentally sustainable approaches can create value for the firm. The course explores trends in corporate practices and students consider specific examples of such practices to examine the interactions between the firm and the environment. This course has three objectives: to increase students’ knowledge of sustainability practices and their impact on firm performance; to teach students to think strategically and act entrepreneurially on environmental issues; and to help students design business approaches to improve environmental outcomes, while simultaneously creating value.
Taught by: G. Survis
One-term course offered either term
Also Offered As: OIDD 762
Activity: Lecture
0.5 Course Units

LGST 785 Business Strategy & Corp
This course explores strategic, business and legal decision making in a fluid real world corporate context. Classes will cover a series of timely financial and legal subjects as well as case studies that deal with topical problems in corporate governance, investment strategy, finance, private equity, executive compensation, and potential corporate and criminal behavior. Press, public market reaction, and governmental/political considerations will be integrated into the discussion. All students will be required to participate in one major and two minor team projects. An equal number of graduate law and business students will be enrolled in this class. The instructor, a 30 year veteran and partner at a major private equity firm, is also an attorney and CPA. No prerequisites.
Taught by: Perry Golkin
Also Offered As: FNCE 785, LAW 542
Activity: Lecture
1.0 Course Unit

LGST 799 Seminar in Law & Society
A study of the nature, functions, and limits of law as an agency of societal policy. Each semester an area of substantive law is studied for the purpose of examining the relationship between legal norms developed and developing in the area and societal problems and needs.
One-term course offered either term
Also Offered As: LGST 299
Activity: Seminar
1.0 Course Unit

LGST 802 Corporate Law and Management in Global Perspective
This course provides an introduction to the law of corporate management and finance, focusing on large publicly held corporations. It is presented from the perspective that before too long virtually all students will serve on one or more corporate boards of directors and that each should, therefore, know about the duties owed by directors and officers to those toward whom they bear a fiduciary duty. The course covers the basic obligations of corporate directors and managers under state corporate law and the federal securities laws. It also considers the rights and responsibilities of other major stake holders in the governance of public corporations, including shareholders, creditors/bondholders, employees (including corporate executives), investment bankers, corporate lawyers, and accountants. Particular attention is given to the law of mergers and acquisitions. Important issues of social policy concerning large business corporations are also discussed. Format: Lecture and legal case discussion. Materials: To be determined.
Taught by: Buccola, Orts
One-term course offered either term
Also Offered As: LGST 202
Activity: Lecture
1.0 Course Unit
LGST 804 Real Estate Law
This course examines the fundamentals of real estate finance and development from a legal and managerial perspective. The course serves as a foundation course for real estate majors and provides an introduction to real estate for other students. It attempts to develop skills in using legal concepts in a real estate transactional setting. The course will be of interest to students contemplating careers in accounting, real estate development, real estate finance, city planning, or banking. The main topics covered may include the following: land acquisition, finance; choice of entity; tax aspects; management (leasing, environmental); disposition of real property (sale of mortgaged property, foreclosures, wraparound mortgages, sale-leasebacks); and recent legal developments. Lectures and class discussion required.
One-term course offered either term
Also Offered As: LGST 204, REAL 204, REAL 804
Activity: Lecture
1.0 Course Unit

LGST 805 Innovation, Marketing Strategy, and Antitrust
This course considers business strategy and law, particularly the role of antitrust and intellectual property law in managing innovation. We will examine several highly innovative firms in technology rich areas, considering how they adapt their strategies to the competitive and legal environment, and asking whether antitrust law promotes or hinders innovation. The strategies of both current firms such as Uber, Google, Apple, and Microsoft and historical examples such as American Can Company, Standard Oil, Brown & Williamson Tobacco Co., and Kodak will provide context and source materials for the course. We will pay special attention to the role of intellectual property rights in fostering or hindering innovation. The legal focus is primarily on U.S. law, but the course will occasionally address foreign regimes as well. The course is useful to students interested in marketing or competitive business strategy, and, more broadly, to anyone desiring to understand the legal and public policy issues relating to competition and innovation.
Taught by: H. Hovenkamp
One-term course offered either term
Also Offered As: LGST 205, MKTG 260, MKTG 760
Activity: Lecture
1.0 Course Unit

LGST 806 Negotiations
This course examines the art and science of negotiation, with additional emphasis on conflict resolution. Students will engage in a number of simulated negotiations ranging from simple one-issue transactions to multi-party joint ventures. Through these exercises and associated readings, students explore the basic theoretical models of bargaining and have an opportunity to test and improve their negotiation skills. Cross-listed with MGMT 691/OIDD 691/LGST 806. Format: Lecture, class discussion, simulation/role play, and video demonstrations. Materials: Textbook and course pack.
Taught by: Faculty
One-term course offered either term
Also Offered As: LAW 518, MGMT 691, OIDD 691
Activity: Lecture
1.0 Course Unit

LGST 807 Securities Regulation
The course examines the federal securities law and the operation of the Securities Exchange Commission. The legal responsibilities of corporate managers, accountants, underwriters, and broker-dealers, occasioned by the securities regulatory scheme, will be investigated. Students will be encouraged to evaluate, from a managerial perspective, the various aspects of securities regulation studied. The course will discuss the recent financial crisis and ask the question whether enhanced securities regulation will prevent such a crisis in the future. The material covered in the course will provide familiarity with the basic legal structure of securities regulation and will assist in understanding the current policy issues in securities law. The course should help students to develop the ability to read and learn further in the field and to improve their effectiveness of communication with attorneys. It will also suggest ways of detecting instances in which an attorney should be consulted. The course is particularly useful for those students pursuing careers in corporate finance, investment banking, mergers and acquisitions, sales and trading, venture capital, private equity, entrepreneurship, accounting, corporate management and real estate. Requirements: Midterm and final exam. Materials: Text, pamphlet of statutes and rules, and study guide.
One-term course offered either term
Also Offered As: LGST 223
Activity: Lecture
1.0 Course Unit

LGST 808 Employment Law
This course is based on the principle that knowledge and understanding of employment law facilitate (1) promotion of a workforce with a high degree of commitment to reaching business goals, (2) the development of practical business solutions to problems arising in the workplace, (3) effective human resources policy and procedures that comply with applicable laws, and (4) justice for workers. The course provides students with an introduction to the law of the workforce and examines the balance between business goals and employment law compliance. The course examines the various employment laws with which businesses must comply and the legal rights and responsibilities of employees and employers. The emphasis is on laws concerning equal employment opportunity with respect to discrimination and harassment because of sex, race, national origin, religion, sexual orientation, age, disability and other characteristics protected by workforce laws; constitutional – and especially free speech – rights at work; work-related privacy including investigations, electronic communication and social media; classifying workers in the gig economy; diversity and affirmative action; and the legal and regulatory environment regarding immigration, wage and hour, leaves of absence, hiring, termination and afterwards; and labor/management relations and collective bargaining.
Taught by Sepinwall
One-term course offered either term
Also Offered As: LGST 208
Activity: Lecture
1.0 Course Unit
LGST 809 Sports Business Management
This course examines various business disciplines as they apply to the sports industry. The course provides the student with an overview of the business of the intercollegiate, Olympic and professional sports enterprises. In addition, the course investigates the business related issues encountered by managers of sports organizations and covers how business principles can be applied to effectively address these issues. This course is crosslisted with MGMT815.
One-term course offered either term
Also Offered As: LGST 215
Activity: Lecture
1.0 Course Unit

LGST 813 Legal and Transactional Aspects of Entrepreneurship
Legal and Transactional Aspects of Entrepreneurship is a practical and intensive course that examines the critical legal and transactional issues confronting start-up and emerging growth companies. Although the context of the course is early stage companies, many of the concepts studied are equally applicable to more mature, established companies. The course provides perspective on how to use the law strategically to manage risk, deploy resources and maximize shareholder value. Topics include the enforceability of confidentiality, non-competition and other restrictive covenants in employment agreements; choice of business form including the legal, financial and tax advantages and disadvantages of general partnerships, limited partnerships, corporations and limited liability companies; tax and securities law; legal aspects of raising capital including structuring venture capital and private equity financing; entrepreneurial acquisition structures, employment law, and intellectual property law including trade secrets, copyrights, patents, and trademarks. Format: Lecture and discussion with coverage of legal cases and materials. Requirements: Class participation, midterm and final exam. Materials: Course pack.
Taught by: Borghese
One-term course offered either term
Activity: Lecture
1.0 Course Unit

LGST 815 Environmental Management: Law and Policy
This course provides an introduction to environmental management with a focus on law and policy as a basic framework. The primary aim of the course is to give students a deeper practical sense of the important relationship between business and the natural environment and to think critically about how best to manage this relationship.
Taught by: Light, Orts
One-term course offered either term
Also Offered As: LGST 215
Activity: Lecture
1.0 Course Unit

LGST 820 International Business Ethics
This course is a multidisciplinary, interactive study of business ethics within a global economy. A central aim of the course is to enable students to develop a framework to address ethical challenges as they arise within and across different countries. Alternative theories about acting ethically in global environments are presented, and critical current issues are introduced and analyzed. Examples include bribery, global sourcing, environmental sustainability, social reports, intellectual property, e-commerce, and dealing with conflicting standards and values across cultures. As part of this study, the course considers non-Western ethical traditions and practices as they relate to business.
Taught by: Berkey, Lauffer
One-term course offered either term
Also Offered As: LGST 220
Activity: Lecture
1.0 Course Unit

LGST 830 Social Impact and Responsibility: Foundations
What role can business play in helping to meet global societal needs, whether it involves the environment, improving health, expanding education or eradicating poverty? Is there any responsibility on the part of business to help meet those needs? What are models of successful business engagement in this area? How should success be measured? Are there limits to what businesses can and should do, and what institutional changes will enable businesses and entrepreneurs to better succeed? This survey course provides students the opportunity to engage in the critical analysis of these and other questions that lie at the foundation of social impact and responsibility as an area of study. The course involves case studies, conceptual issues, and talks by practitioners. The course is designed to help students develop a framework to address the question: ‘How should business enterprises and business thinking be engaged to improve society in areas not always associated with business?’ Format: Twelve-session discussion-based course with midterm exam and final project
Activity: Lecture
0.5 Course Units

LGST 920 Ethics in Business and Economics
The seminar explores the growing academic literature in business ethics. It also provides participants an opportunity to investigate an ethical issue of their choosing in some depth, using their field of specialty as context. The seminar assumes no previous exposure to business ethics. Different business ethics theories and frameworks for investigating issues will be discussed, including corporate social responsibility, corporate moral agency, theories of values, and corporate governance. In turn, these theories will be applied to a range of issues, both domestic and international. Such issues include: corruption in host countries, the management of values in modern corporations, the ethical status of the corporation, ethics in sophisticated financial transactions (such as leveraged derivative transactions), and gender discrimination in the context of cultural differences. Literature not only from business ethics, but from professional and applied ethics, law, and organizational behavior will be discussed. Often, guest speakers will address the seminar. At the discretion of the class, special topics of interest to the class will be examined. Students will be expected to write and present a major paper dealing with a current issue within their major field. The course is open to students across fields, and provides integration of ideas across multiple business disciplines.
Course not offered every year
Activity: Seminar
1.0 Course Unit
LING 051 Proto-Indo European Language and Society
Most of the languages now spoken in Europe, along with some languages of Iran, India and central Asia, are thought to be descended from a single language known as Proto-Indo-European, spoken at least six thousand years ago, probably in a region extending from north of the Black Sea in modern Ukraine east through southern Russia. Speakers of Proto-Indo-European eventually populated Europe in the Bronze Age, and their societies formed the basis of the classical civilizations of Greece and Rome, as well as of the Celtic, Germanic and Slavic speaking peoples. What were the Proto-Indo-Europeans like? What did they believe about the world and their gods? How do we know? Reconstruction of the Proto-Indo-European language, one of the triumphs of comparative and historical linguistics in the 19th and 20th centuries, allows us a glimpse into the society of this prehistoric people. In this seminar students will, through comparison of modern and ancient languages, learn the basis of this reconstruction -- the comparative method of historical linguistics -- as well as explore the culture and society of the Proto-Indo-Europeans and their immediate descendants. In addition, we will examine the pseudo-scientific basis of the myth of Aryan supremacy, and study the contributions of archaeological findings in determining the 'homeland' of the Indo-Europeans. No prior knowledge of any particular language is necessary. This seminar should be of interest to students considering a major in linguistics, anthropology and archaeology, ancient history or comparative religion. (Also fulfills Cross-Cultural Analysis.)
For BA Students: History and Tradition Sector
Taught by: Noyer
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Freshman Seminar

LING 054 Bilingualism in History
This course introduces the foundations of linguistics - the scientific study of language - through exploration of multilingualism in the USA and in different societies around the world. Contacts between groups of people speaking different languages are documented from earliest records, and around the world it remains the norm to find more than one language in regular use in a single community. In this course we will see that multilingualism is a catalyst for linguistic change: sometimes languages are lost; sometimes new languages are created; sometimes the structure of a language is radically altered. We will consider: Which parts of linguistic structure are most susceptible to change under conditions of bilingualism? Does language contact - whether a result of trade, education, migration, conquest, or intermarriage - influence language structure in predictable ways? How do individual speakers handle multiple languages? How have attitudes to speakers of multiple languages changed through history? How have socio-historical events shaped the linguistic situation in the USA?
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Freshman Seminar
LING 058 Language and Social Identity
Language is an important part of both human cognition as well as social organization. Our identities, our societies, and our cultures are all informed by and how we use language. Language interacts with the social, political and economic power structures in crucial ways. This course will focus on the ways in which language and the social facts of life are dependent upon each other. In this course, we will examine issues related to class, race, gender, culture and identity, as well as how language exists to both challenge and uphold systems of power.
Taught by: Holliday
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

LING 102 Introduction to Sociolinguistics
Human language viewed from a social and historical perspective. Students will acquire the tools of linguistic analysis through interactive computer programs, covering phonetics, phonology and morphology, in English and other languages. These techniques will then be used to trace social differences in the use of language, and changing patterns of social stratification. The course will focus on linguistic changes in progress in American society, in both mainstream and minority communities, and the social problems associated with them. Students will engage in field projects to search for the social correlates of linguistic behavior, and use quantitative methods to analyze the results.
For BA Students: Society Sector
Taught by: Tamminga
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
Notes: Satisfies Quantitative Data Analysis

LING 103 Introduction to Language: Language Structure and Verbal Art
The purpose of this course is to explore the relationship between linguistic structure and the use of language for artistic purposes. The syllabus is organized as a sequence of units, each built around a particular theme. These include the sound structure of poetry (meter, rhyme, and other linguistic patterns in Jabberwocky, the Odyssey, Shakespeare, the Troubadours, and others); how precise linguistic data can be used to solve an outstanding literary problem (determining the approximate date when Beowulf was composed); and the structure of folktales of various cultures and of narratives of everyday experience.
For BA Students: Arts and Letters Sector
Taught by: Ringe
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

LING 105 Introduction to Cognitive Science
How do minds work? This course surveys a wide range of answers to this question from disciplines ranging from philosophy to neuroscience. The course devotes special attention to the use of simple computational and mathematical models. Topics include perception, learning, memory, decision making, emotion and consciousness. The course shows how the different views from the parent disciplines interact and identifies some common themes among the theories that have been proposed. The course pays particular attention to the distinctive role of computation in such theories and provides an introduction to some of the main directions of current research in the field. It is a requirement for the BA in Cognitive Science, the BAS in Computer and Cognitive Science, and the minor in Cognitive Science, and it is recommended for students taking the dual degree in Computer and Cognitive Science.
Course usually offered in fall term
Also Offered As: CIS 140, COGS 001, PHIL 044, PSYC 207
Activity: Lecture
1.0 Course Unit
Notes: This counts as a Formal Reasoning course for College students.

LING 106 Introduction to Formal Linguistics
This course is an introduction to Information Theory, as originated by Claude Shannon, emphasizing its application to the study of language, including both modern structural linguistics and the quantitative study of language in use. The course will be of interest to linguistics students, cognitive science students, and students with an interest in ongoing developments in contemporary language technology.
Taught by Kroch
Activity: Lecture
1.0 Course Unit
Notes: This is a Formal Reasoning course.

LING 107 Language and Information
This course is an introduction to Information Theory, as originated by Claude Shannon, emphasizing its application to the study of language, including both modern structural linguistics and the quantitative study of language in use. The course will be of interest to linguistics students, cognitive science students, and students with an interest in ongoing developments in contemporary language technology.
Taught by Kroch
Activity: Lecture
1.0 Course Unit

LING 115 Writing Systems
The historical origin of writing in Sumer, Egypt, China, and Mesoamerica; the transmission of writing across languages and cultures, including the route from Phoenician to Greek to Etruscan to Latin to English; the development of individual writing systems over time; the traditional classification of written symbols (ideographic, logographic, syllabic, alphabetic); methods of decipherment; differences between spoken and written language; how linguistic structure influences writing, and is reflected by it; social and political aspects of writing; literacy and the acquisition of writing.
For BA Students: History and Tradition Sector
Taught by Buckley
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
LING 150 The Keys to Language Structure (and How to Use Them) 
The purpose of this course is to introduce students to the basic concepts of sentence structure in a pretheoretical framework, demonstrating that any natural human language must have certain structures and must choose the rest from a restricted universal set. The textbook, which was written for this course, discusses each set of structures with examples from six languages: English, Spanish, Latin, Biblical Hebrew, Mandarin, and Navajo. The instructor will add languages from among those with which the students are familiar, within the limits of his competence. This course will help students not only to learn foreign languages, but also to improve their own writing skills, by making the structures that they must use more explicit and intelligible.
Taught by: Ringe
Course offered fall; even-numbered years
Activity: Lecture
1.0 Course Unit

LING 151 Language and Thought
This course describes current theorizing on how the human mind achieves high-level cognitive processes such as using language, thinking, and reasoning. The course discusses issues such as whether the language ability is unique to humans, whether there is a critical period to the acquisition of a language, the nature of conceptual knowledge, how people perform deductive reasoning and induction, and how linguistic and conceptual knowledge interact.
Taught by: Trueswell
One-term course offered either term
Also Offered As: PSYC 151
Prerequisite: PSYC 001 OR PSYC 207 OR COGS 001 OR LING 105
Activity: Lecture
1.0 Course Unit

LING 170 Experimental Methods for Linguists
Controlled experiments are a key element of empirical research, and they play an increasingly important role in the study of language and communication. This course will be divided into two halves. In the first half, students will be introduced to the fundamentals of how to conduct an experiment, along with a basic introduction to statistical methods. The emphasis will be on understanding the basic logic of experimental design, but special lectures will focus on the application of particular methods to the study of language. In the second half, classes will become more like lab meetings as students develop their own experimental projects from the ground up. At the end of the semester they will write up these projects as papers.
Taught by: Roberts
Course not offered every year
Activity: Seminar
1.0 Course Unit

LING 175 Language, Cognition and Culture
This is a course on how language relates to other cognitive systems. We will discuss the question of whether and how the language one speaks affects the way one thinks, the relation between words and concepts, the link between language acquisition and conceptual development in children, and the potential role of language in shaping uniquely human concepts. The course incorporates cross-linguistic, cross-cultural and developmental perspectives and combines readings from linguistics, psychology, philosophy, neuroscience and other fields within cognitive science.
Taught by: Anna Papafragou
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

LING 210 Introduction to Language Change
This course covers the principles of language change and the methods of historical linguistics on an elementary level. The systematic regularity of change, the reasons for that regularity, and the exploitation of regularity in linguistic reconstruction are especially emphasized. Examples are drawn from a wide variety of languages, both familiar and unfamiliar. The prerequisite for the course is any course in phonetics or phonology, or LING 001, or permission of the instructor. Note that this course does not satisfy any sector requirement.
Taught by: Ringe
Course not offered every year
Prerequisite: LING 001
Activity: Lecture
1.0 Course Unit

LING 220 Phonetics I: Experimental
This course focuses on experimental investigations of speech sounds. General contents include: the fundamentals of speech production and perception; speech analysis tools and techniques; and topics in phonetic studies. The course consists of integrated lectures and laboratory sessions in which students learn computer techniques for analyzing digital recordings.
Taught by: Kuang
Course usually offered in fall term
Also Offered As: LING 520
Activity: Lecture
1.0 Course Unit

LING 230 Sound Structure of Language
An introduction to phonetics and phonology. Topics include articulatory phonetics (the anatomy of the vocal tract; how speech sounds are produced); transcription (conventions for representing the sounds of the world’s languages); classification (how speech sounds are classified and represented cognitively through distinctive features); phonology (the grammar of speech sounds in various languages: their patterning and interaction) and syllable structure and its role in phonology. Prerequisite: A prior course in linguistics or permission of instructor.
Taught by: Noyer
Course usually offered in spring term
Also Offered As: LING 503
Prerequisite: LING 001 OR LING 105 OR LING 220
Activity: Lecture
1.0 Course Unit

LING 241 Language in Native America
This course is an introduction to linguistic perspectives on the languages native to the Americas (their nature and distribution, typological similarities and differences), with an emphasis on North America. The diverse languages of this region will be examined from the point of view of particular linguistic phenomena, such as phonology, morphology, and syntax; and in addition we will study their historical development and their place in culture, society, and thought.
Taught by: Buckley
Course not offered every year
Activity: Lecture
1.0 Course Unit
LING 242 Construct a Language
In this course, students construct their own language, one that is compatible with what is known about possible human languages. To this end, the course investigates language typology through lectures and examination of grammars of unfamiliar languages. Topics include language universals, points of choice in a fixed decision space, and dependencies among choices. Prerequisite: Students who have taken LING 140: Construct a Language are not eligible to enroll in LING 242.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Students who have taken Ling 140: Construct a Language are not eligible to enroll in Ling 242.

LING 247 Structure of American Sign Language
This course covers the linguistic structure of American Sign Language (ASL), including its phonology (articulatory features, phonological constraints, nonmanuals), morphology (morphological constraints, compounds, incorporation, borrowing), and syntax (syntactic categories, basic phrase structure, common sentence types). Also discussed are the topics of classifiers and deixis. In keeping with the comparative perspective of linguistic theory, parallels and differences between ASL and other (primarily spoken) languages are pointed out where appropriate. Historical and sociolinguistic issues are addressed where they are relevant to elucidating linguistic structure. Though the course focuses on ASL, it necessarily touches on issues concerning sign languages more generally, notably the possible effects of modality (sign vs. speech) on linguistic structure and the implications of the signed modality for general linguistics. Although the course does not presuppose knowledge of ASL, it does require acquaintance with basic concepts of linguistics.
Taught by: Fisher/Santorini
Course not offered every year
Prerequisite: LING 001 OR LING 072
Activity: Lecture
1.0 Course Unit

LING 250 Introduction to Syntax
This course is an introduction to current syntactic theory, covering the principles that govern phrase structure (the composition of phrases and sentences), movement (dependencies between syntactic constituents), and binding (the interpretation of different types of noun phrases). Although much of the evidence discussed in the class will come from English, evidence from other languages will also play an important role, in keeping with the comparative and universalist perspective of modern syntactic theory.
Taught by: Santorini
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

LING 270 Language Acquisition
An introduction to language acquisition in children and the development of related cognitive and perceptual systems. Topics include the nature of speech perception and the specialization to the native language; the structure and acquisition of words; children's phonology; the development of grammar; bilingualism and second language acquisition; language learning impairments; the biological basis of language acquisition; the role in language learning in language change. Intended for any undergraduate interested in the psychology and development of language.
Taught by: Yang
Course not offered every year
Activity: Lecture
1.0 Course Unit

LING 295 Thinking with Models: Cultural Evolution
When a flu pandemic strikes, who should get vaccinated first? What's our best strategy for minimizing the damage of global climate change? Why is Philadelphia racially segregated? Why do most sexually reproducing species have two sexes, in roughly even proportions? These and many other scientific and practical problems require us to get a handle on complex systems. And an important part of deepening our understanding and sharpening our intuitions requires us to think with models, that is, to use models in our deliberations about what to believe and what to do. Modeling is the construction and analysis of idealized representations of real-world phenomena. This practice is ubiquitous across the sciences, and enters into many practical decisions from setting international policy to making everyday business decisions. The principal aim of this course is to acquaint students with the modeling process and, especially, to help students learn how to think critically about modeling results, as well as how to construct, analyze, and verify such models. Students who take this course will learn about the varied practices of modeling, and will learn how to construct, analyze, and validate models. Most importantly, students who take this course will learn how to critically evaluate the predictions and explanations generated by models, whatever the source of these results. While we will familiarize students with a variety of types of models, our primary focus will be on computer simulations, as they are increasingly relied upon for scientific research and practical deliberation. In addition to studying general methodological discussions about modeling, this will be a 'hands on,' laboratory-based course. Students will practice manipulating, modifying, and analyzing models, as well as constructing models from scratch. The conduct of the course will be heavily influenced by SAIL (structured active in-class learning) ideas. As such, in most class meetings there will be a short lecture and Q&A session, followed by individual and group exercises, which will be discussed later in the class. As an essential feature of learning about modeling we will actually design and build (program) models, which we then study. NetLogo will be the main programming environment. Students will learn to program in it and build agent-based models. NetLogo was designed to be easy to learn and we assume no prior programming experience. For approximately the first 2/3 of the course we will focus on learning NetLogo and building and analyzing models in it. During approximately the last 1/3 of the semester, students will work on their term projects and the course presentations will focus on modeling issues that transcend or extend the basics of modeling in NetLogo.
Taught by: Clark
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
LING 300 Tutorial in Linguistics
This tutorial allows students to deal in a concentrated manner with selected major topics in linguistics by means of extensive readings and research. Two topics are studied during the semester, exposing students to a range of sophisticated linguistic questions. Senior status or permission of the instructor to enroll. Majors only.
Taught by: Legate
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

LING 301 Conference
An independent study for majors in linguistics.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

LING 302 Linguistic Field Methods
Instruction and practice in primary linguistic research, producing a grammatical sketch and a lexicon through work with a native-speaker consultant and some reference materials. Consultant work is shared with LING 502.
Taught by: Buckley/Legate
Course not offered every year
Also Offered As: LING 502
Prerequisite: LING 230 AND LING 250
Activity: Seminar
1.0 Course Unit

LING 304 Neurolinguistics
This course is an upper level undergraduate/graduate seminar in neurolinguistics. We will explore language in the brain through readings and discussions.
Taught by: Schuler
Also Offered As: LING 504
Activity: Seminar
1.0 Course Unit

LING 310 History of the English Language
This course traces the linguistic history of English from its earliest reconstructable ancestor, Proto-Indo-European, to the present. We focus especially on significant large-scale changes, such as the restructuring of the verb system in Proto-Germanic, the intricate interaction of sound changes in the immediate prehistory of Old English, syntactic change in Middle English, and the diversification of English dialects since 1750.
Taught by: Ringe/Kroch
Course not offered every year
Activity: Lecture
1.0 Course Unit

LING 380 Introduction to Semantics
This course provides an introduction to formal semantics for natural language. The main aim is to develop a semantic system that provides a compositional interpretation of natural language sentences. We discuss various of the aspects central to meaning composition, including function application, modification, quantification, and binding, as well as issues in the syntax-semantics interface. The basic formal tools relevant for semantic analysis, including set theory, propositional logic, and predicate logic are also introduced.
Taught by: Schwarz
Course usually offered in fall term
Also Offered As: LING 580
Prerequisite: LING 250
Activity: Lecture
1.0 Course Unit

LING 398 Senior Thesis
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

LING 404 Morphological Theory II
This course takes a detailed look at a number of central topics in morphological theory. The material examined in the course consists of primary readings and reviews, covering a number of central topics in the field. These topics include (but are not restricted to) allomorphy, blocking, the interface of phonology and morphology, syncretism, affixation, the syntax-morphology interface, and compounding. The primary requirements for the class involve short assignments that are based on the readings, in the form of both problem sets and critical appraisals of core theoretical positions. In addition to this, students will write a short paper at the end of the semester.
Taught by: Embick
Course not offered every year
Prerequisite: LING 404
Activity: Lecture
1.0 Course Unit

LING 411 Old English
The main purpose of this course is to teach students to read Old English ('Anglo-Saxon'), chiefly but not exclusively for research in linguistics. Grammar will be heavily emphasized; there will also be lectures on the immediate prehistory of the language, since the morphology of Old English was made unusually complex by interacting sound changes. In the first eight weeks we will work through Moore and Knott's 'Elements of Grammar' and learn the grammar; the remainder of the term will be devoted to reading texts.
Taught by: Kroch
Course not offered every year
Activity: Lecture
1.0 Course Unit

LING 449 Language and Computation
The computational study of natural language and its implications for linguistic theories. Topics include finite state tools, computational morphology and phonology, grammar and parsing, computational models of language learning in children and machines.
Taught by: Yang
Course not offered every year
Activity: Seminar
1.0 Course Unit
LING 455 Experiments in the Study of Meaning
This course provides an introduction to the experimental study of meaning in natural language. We begin by introducing some basic notions of formal semantics and pragmatics and review relevant technical background. Next we discuss recent developments in studying meaning-related phenomena experimentally, which, in addition to theoretical questions, involve issues in the acquisition and processing of semantic information. In the course of this, we will also introduce the basics of experimental design and relevant psycholinguistic methodology. In addition to readings and homework assignments, students will embark on a small research project (individually or jointly), which will be presented in class at the end of the semester and written up as a term paper.

Taught by: Schwarz
Course not offered every year
Prerequisite: LING 106 OR LING 170 OR LING 250 OR LING 380 OR LING 580 OR LING 550
Activity: Seminar
1.0 Course Unit

LING 495 Games and Signals
Game Theory has provided a new way of looking at linguistic meaning, particularly pragmatics (the use of language). This course will survey the use of Game Theory in linguistics as well as develop the techniques for studying signaling behavior. We will look at the formal foundations of signaling with particular attention paid to games of incomplete information (games where even which game is being played is uncertain). This will allow us to extend pragmatics beyond Gricean conversational maxims to areas like deception and polite signaling.

Taught by: Robin Clark
Course not offered every year
Activity: Lecture
1.0 Course Unit

LING 496 Agents and Evolution
The course surveys Evolutionary Game Theory and Agent-Based Models with special reference to language. We will develop systems for modeling various types of language change as well as the dynamics of linguistic micro-variation. Topics include semantic/pragmatic cycles in signaling, the maintenance of conventional meaning, and testing for selection in language change.

Taught by: Clark
Course not offered every year
Activity: Lecture
1.0 Course Unit

LING 500 Research Workshop
This course is designed for advanced graduate students who are interested in developing a research paper. Each student will present his or her topic several times during the semester as the analysis develops, with feedback from the instructor and other students to improve the organization and content of the analysis. The goal is an end product appropriate for delivery at a national conference or submission to a journal.

Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

LING 502 Linguistic Field Methods
Instruction and practice in primary linguistic research, producing a grammatical sketch and a lexicon through work with a native-speaker consultant and some reference materials. Consultant work is shared with LING 302. Each student will write a final paper on some aspect of the language.

Taught by: Buckley/Legate
Course not offered every year
Also Offered As: LING 302
Activity: Seminar
1.0 Course Unit

LING 503 Sound Structure of Language
An introduction to articulatory and acoustic phonetics; phonetic transcription; basic concepts and methods of phonological analysis.

Taught by: Noyer
Course usually offered in spring term
Also Offered As: LING 230
Activity: Lecture
1.0 Course Unit

LING 504 Neurolinguistics
This course is a graduate seminar in neurolinguistics. We will explore language in the brain through readings and discussion.

Taught by: Schuler
Course usually offered in fall term
Also Offered As: LING 304
Activity: Seminar
1.0 Course Unit

LING 510 Historical and Comparative Linguistics

Taught by: Ringe
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

LING 511 Language Variation & Change
Speech communities as a focus for the understanding of language evolution and change: language variation in time and space. The relationship between language structure and language use; between language change and social change. Populations as differentiated by age, sex, social class, race, and ethnicity, and the relationship of these factors to linguistic differentiation.

Taught by: Tammenga
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

LING 515 Dynamics of Language
This course introduces the tools, techniques, as well as current research on the approach to language as a dynamical system, which seeks to fruitfully integrate linguistic theory, psycholinguistics, corpus linguistics, and historical linguistics through the means of mathematical modeling. Topics include: string processing, dynamical systems and stability, stochastic processes, mathematical models of population dynamics, and dynamical models of language learning, processing, and change.

Taught by: Yang
One-term course offered either term
Prerequisite: LING 510
Activity: Seminar
1.0 Course Unit
LING 520 Phonetics I
Speech: its linguistic transcription, its quantitative physical description, and its relationship to the categories and dimensions of language structure and use. The physical basis of speech: acoustics, vocal tract anatomy and physiology, hearing and speech perception, articulation and motor control. Phonetic variation and change. Prosody: stress, intonation, phrasing speech rate. Phonetic instrumentation, the design and interpretation of phonetic experiments, and the use of phonetic evidence in linguistic research, with emphasis on computer techniques. Introduction to speech signal processing. Speech technology: introduction to speech recognition, text-to-speech synthesis, speech coding. This course will emphasize the phonetics of natural speech, and its connections to issues in other areas of linguistics and cognitive science.
Taught by: Liberman/Kuang
Course usually offered in fall term
Also Offered As: LING 220
Prerequisite: LING 001
Activity: Lecture
1.0 Course Unit

LING 521 Phonetics II
This is a methodology course, which focuses on how to conduct phonetics research using very large speech corpora. Topics include scripting and statistical techniques, automatic phonetic analysis, integration of speech technology in phonetics studies, variation and invariability in large speech corpora, and revisiting classic phonetic and phonological problems from the perspective of corpus phonetics.
Taught by: Kuang/Liberman
Course usually offered in spring term
Prerequisite: LING 520
Activity: Lecture
1.0 Course Unit

LING 525 Computer Analysis and Modeling of Biological Signals and Systems
A hands-on signal and image processing course for non-EE graduate students needing these skills. We will go through all the fundamentals of signal and image processing using computer exercises developed in MATLAB. Examples will be drawn from speech analysis and synthesis, computer vision, and biological modeling.
Taught by: Liberman
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

LING 530 Phonology I
First half of a year-long introduction to the formal study of phonology. Basic concepts in articulatory phonetics; the distribution of sounds (phonemes and allophones); underlying and surface forms, and how to relate them using both ordered-rule and surface-constraint approaches. The survey of theoretical topics in this term includes distinctive features (context, organization, underspecification); the autosegmental representation of tone; and the theory of phonological domains and their interaction with morphological and syntactic constituency. Emphasizes hands-on analysis of a wide range of data.
Taught by: Noyer
Course usually offered in fall term
Prerequisite: LING 503
Activity: Lecture
1.0 Course Unit

LING 531 Phonology II
Second half of a year-long introduction, continues LING 530. Topics to be surveyed include syllable structure and moraic theory; the prosodic hierarchy; the properties and representation of geminates; templatic and prosodic morphology; reduplication and emergence of the unmarked; and metrical phonology (properties of stress, foot typology, and issues of constituency). Emphasizes hands-on analysis of a wide range of data.
Taught by: Buckley
Course usually offered in spring term
Prerequisite: LING 530
Activity: Lecture
1.0 Course Unit

LING 550 Syntax I
A general introduction at the graduate level to the analysis of sentence structure. The approach taken is that of contemporary generative-transformational grammar.
Taught by: Kroch
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

LING 551 Syntax II
The second half of a year-long introduction to the formal study of natural language syntax. Topics to be covered include grammatical architecture; derivational versus representational statement of syntactic principles; movement and locality; the interface of syntax and semantics; argument structure; and other topics. The emphasis is on reading primary literature and discussing theoretical approaches, along with detailed case-studies of specific syntactic phenomena in different languages.
Taught by: Legate
Course usually offered in spring term
Prerequisite: LING 550
Activity: Lecture
1.0 Course Unit

LING 555 Historical Syntax
Introduction to the study of the syntax of languages attested only in historical corpora. The course will cover methods and results in the grammatical description of such languages and in the diachronic study of syntactic change.
Taught by: Kroch
Course not offered every year
Prerequisite: LING 551
Activity: Seminar
1.0 Course Unit

LING 560 The Study of the Speech Community: Field Methods
For students who plan to carry out research in the speech community. Techniques and theory derived from sociolinguistic studies will be used to define neighborhoods, enter the community, analyze social networks, and obtain tape-recorded data from face-to-face interviews. Students will work in groups and study a single city block.
One-term course offered either term
Activity: Seminar
1.0 Course Unit
LING 562 Quantitative Study of Linguistic Variation
This course provides students with the opportunity to hone their statistical, computational, and organizational skillsets while conducting original linguistic research on data gathered in continuing fieldwork in the speech community. Topics include forced alignment and vowel extraction, auditory and automated variable coding, the application of linear and logistic regression, and techniques for effective data visualization.
Taught by: Tammenga
Course offered fall; odd-numbered years
Prerequisite: LING 560 OR STAT 500 OR STAT 501
Activity: Seminar
1.0 Course Unit

LING 570 Developmental Psycholinguistics
The generative literature on language acquisition has produced many accurate and insightful descriptions of child language, but relatively few explicit accounts of learning that incorporate the role of individual experience into the knowledge of specific languages. Likewise, the experimental approach to language development has identified processes that could provide the bridge between the data and the grammar, but questions remain whether laboratory findings can sufficiently generalize to the full range of linguistic complexity. This course is an overview of research in language acquisition with particular focus on the important connection between what children know and how they come to know it.
Taught by: Yang
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

LING 571 The Acquisition of Meaning
This is a seminar on the acquisition of a first language by children. We will discuss the acquisition of the meanings of words and sentences, and the pragmatic and social interpretation of sentences in context. We will also consider how language relates to other cognitive systems and to human social reasoning. Particular emphasis will be placed on discovering the mechanisms children possess that enable them to learn and use language.
Taught by: Papafragou
Course not offered every year
Activity: Seminar
1.0 Course Unit

LING 575 Mental Lexicon
An investigation of the psychological representations and processing of words. Topics include: the extraction of words from speech; lexical access and production; the induction of morphological and phonological regularities in word learning; decomposition of morphologically complex words; frequency effects in morphological processing; storage vs. computation in the lexicon; the past tense debate; morphological change. This course makes extensive use of linguistic corpora. Students will also be familiarized with experimental design issues in the psycholinguistic study of the lexicon.
Taught by: Yang
Course not offered every year
Activity: Lecture
1.0 Course Unit

LING 580 Semantics I
This course provides an introduction to formal semantics for natural language. The main aim is to develop a semantic system that provides a compositional interpretation of natural language sentences. We discuss various of the aspects central to meaning composition, including function application, modification, quantification, and binding, as well as issues in the syntax-semantics interface. The basic formal tools relevant for semantic analyses, including set theory, propositional logic, and predicate logic are also introduced.
Taught by: Schwarz
Course usually offered in fall term
Also Offered As: LING 380
Prerequisite: LING 550
Activity: Lecture
1.0 Course Unit

LING 581 Semantics II
The first part of the course expands the system from LING 580 to include intensional contexts. In particular, we discuss analyses of modals, attitude verbs, and conditionals, as well as the scope of noun phrases in modal environments. The second part of the course discusses a selection of topics from current work in semantics, such as the semantics of questions, tense and aspect, donkey anaphora, indefinites, genericity, degree constructions, events and situations, domain restriction, plurality and focus.
Taught by: Schwarz
Course usually offered in spring term
Prerequisite: LING 551
Activity: Lecture
1.0 Course Unit

LING 595 Game Theoretic Pragmatics
A great deal of linguistic meaning can be explained if we conceive of language as being a signaling system used by rational agents. Game theory provides an explicit mathematical account of rational, strategic interaction. This course will lay out the fundamentals of game theory, evolutionary game theory and multi-agent systems necessary to develop a theory of ‘radical pragmatics.’ We will discuss game theoretic models of implicature; presupposition and accommodation; reference tracking; scalar implicature as well as a number of other phenomena.
Taught by: Clark
Course not offered every year
Activity: Lecture
1.0 Course Unit

LING 596 Pragmatics Workshop
Pragmatics Workshop
Taught by: Clark
Course not offered every year
Activity: Seminar
1.0 Course Unit

LING 603 Topics in Phonology
Topics are chosen from such areas as featural representations; syllable theory; metrical structure; tonal phonology; prosodic morphology; interaction of phonology with syntax and morphology.
Taught by: Buckley/Noyer
Course not offered every year
Prerequisite: LING 530 OR LING 531
Activity: Seminar
1.0 Course Unit
LING 607 Topics in Psycholinguistics
Topics in Psycholinguistics
Taught by: Schuler
Activity: Seminar
1.0 Course Unit

LING 608 Topics in Semantics and Pragmatics
Topics in Semantics & Pragmatics
Taught by: Clark/Schwarz
Course not offered every year
Activity: Seminar
1.0 Course Unit

LING 610 Seminar in Historical and Comparative Linguistics
Selected topics either in Indo-European comparative linguistics or in historical and comparative method.
Taught by: Ringe
One-term course offered either term
Activity: Seminar
1.0 Course Unit

LING 615 Comparative Indo-European Grammar
A survey of phonology and grammar of major ancient Indo-European languages and the reconstruction of Proto-Indo-European. A knowledge of at least one ancient Indo-European language is required.
Taught by: Ringe
Two terms. student must enter first term.
Activity: Seminar
1.0 Course Unit

LING 616 Comparative Indo-European Grammar II
A survey of phonology and grammar of major ancient Indo-European languages and the reconstruction of Proto-Indo-European. A knowledge of at least one ancient Indo-European language is required.
Taught by: Ringe
One-term course offered either term
Activity: Seminar
1.0 Course Unit

LING 620 Topics in Phonetics
Topics in Phonetics
Taught by: Liberman/Kuang
Course not offered every year
Activity: Seminar
1.0 Course Unit

LING 630 Seminar in Morphology
Readings in modern morphological theory and evaluation of hypotheses in the light of synchronic and diachronic evidence from various languages.
Taught by: Noyer/Embick
Course not offered every year
Prerequisite: LING 530
Activity: Seminar
1.0 Course Unit

LING 650 Topics in Natural-Language Syntax
Detailed study of topics in syntax and semantics, e.g., pronominalization, negation, complementation. Topics vary from term to term.
Taught by: Kroch/Legate
One-term course offered either term
Prerequisite: LING 551
Activity: Seminar
1.0 Course Unit

LING 653 Topics in the Syntax-Semantics Interface
Topics in the Syntax-Semantics Interface
Taught by: Kroch
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

LING 660 Research Seminar in Sociolinguistics
Students approaching the dissertation level will explore with faculty frontier areas of research on linguistic change and variation. Topics addressed in recent years include: experimental investigation of the reliability of syntactic judgments; the development of TMA systems in creoles; transmission of linguistic change across generations. The course may be audited by those who have finished their course work or taken for credit in more than one year. This course will have different topics each term.
Course not offered every year
Activity: Seminar
1.0 Course Unit

LING 670 Topics in the Cultural Evolution of Language
Readings in the cultural evolution of language. This encompasses research on the contribution of processes of cultural change to the emergence of language in the human species, the emergence of new languages, and language change viewed as a cultural-evolutionary process. There will be an emphasis on research employing empirical methods, particularly experimentation. Otherwise focus varies from term to term.
Course not offered every year
Activity: Seminar
1.0 Course Unit

LING 675 Language and Cognition
This is a seminar on how language relates to perception and cognition. The seminar pays particular attention to the question of whether and how language might affect (and be affected by) other mental processes, how different languages represent the mental and physical world, and how children acquire language-general and language-specific ways of encoding human experience. The course incorporates cross-linguistic, cognitive and developmental perspectives on a new and rapidly changing research area.
Taught by: Papafragou, Trueswell
Course usually offered in spring term
Also Offered As: PSYC 675
Activity: Seminar
1.0 Course Unit

LING 999 Independent Study and Research
Prerequisite: Student must submit brief proposal for approval. May be repeated for credit.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

Notes: Student must submit brief proposal for approval. May be repeated for credit.
Logic, Information and Computation (LGIC)

LGIC 010 Formal Logic I
This course provides an introduction to some of the fundamental ideas of logic. Topics will include truth functional logic, quantificational logic, and logical decision problems.
Taught by: Singer
One-term course offered either term
Also Offered As: PHIL 005, PHIL 505
Activity: Lecture
1.0 Course Unit
Notes: This is a Formal Reasoning course.

LGIC 210 Discrete Mathematics I
Topics will be drawn from some subjects in combinatorial analysis with applications to many other branches of math and science: graphs and networks, generating functions, permutations, posets, asymptotics.
Course not offered every year
Also Offered As: MATH 340
Prerequisite: MATH 114 OR MATH 115 OR MATH 116
Activity: Lecture
1.0 Course Unit

LGIC 220 Discrete Mathematics II
Topics will be drawn from some subjects useful in the analysis of information and computation: logic, set theory, theory of computation, number theory, probability, and basic cryptography.
Also Offered As: MATH 341
Prerequisite: MATH 340 OR LGIC 210
Activity: Lecture
1.0 Course Unit

LGIC 310 Logic I
Taught by: Scedrov, Towsner, Weinstein
Course not offered every year
Also Offered As: MATH 371 OR PHIL 503
Prerequisite: MATH 340 OR LGIC 210
Activity: Lecture
1.0 Course Unit

LGIC 320 Logic II
The second semester of a two-semester course on the fundamental results and techniques of mathematical logic. Topics will be drawn from model theory, proof theory, recursion theory, and set theory. Connections between logic and algebra, analysis, combinatorics, computer science, and the foundations of mathematics will be emphasized.
Taught by: Scedrov, Towsner, Weinstein
Course not offered every year
Also Offered As: MATH 571, PHIL 410
Prerequisite: PHIL 410 OR MATH 570
Activity: Seminar
1.0 Course Unit

LGIC 496 Topics in Logic
The course focuses topics drawn from the central areas of mathematical logic: model theory, proof theory, set theory, and computability theory.
Taught by: Weinstein
Course not offered every year
Also Offered As: MATH 671, PHIL 412
Activity: Seminar
1.0 Course Unit

Malagasy (MALG)

MALG 490 Elementary Malagasy
The main objective of this course is to allow students to study an African language of their choice, depending on the availability of the instructor. The course will provide students with linguisics tools which will facilitate their research work in the target country. Cultural aspects of the speakers of the language will be introduced and reinforced. Prerequisite: Offered through Penn Language Center.
For BA Students: Language Course
One-term course offered either term
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center

MALG 491 Elementary Malagasy II
Continuation of AFST 490. Prerequisite: Offered through Penn Language Center.
For BA Students: Language Course
One-term course offered either term
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center

MALG 492 Intermediate Malagasy I
Intermediate level courses in a variety of African languages: Igbo, Shona, Wolof, Malagasy, Chichewa, Setswana, Manding, Afrikaans, Setswana. Focus on oral proficiency and productive language skills. All course are language specific and follow ACTFL proficiency guidelines. Prerequisite: Offered through Penn Language Center.
For BA Students: Language Course
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center

MALG 493 Intermediate Malagasy II
Continuation of AFST 492. Prerequisite: Offered through Penn Language Center.
For BA Students: Last Language Course
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center

MALG 494 Advanced Malagasy I
Language specific sections for students interested in doing country-specific research in a target language. Courses cover project-based skills for AFST research. Prerequisite: Offered through Penn Language Center.
For BA Students: Advanced Language Course
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center
MALG 495 Advanced Malagasy II
Continuation of AFST 494. Prerequisite: Language will be specified in each section.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
Notes: Languages will be specified in each section.

Malayalam (MLYM)

MLYM 408 Beginning Malayalam Part I
This course is designed to develop skills in reading, writing, and speaking. It will focus on the alphabet, basic vocabulary, nouns (cases, gender and number), verbs and their basic tenses, numerals, rules of joining words, adjectives, adverbs, and sentence structure. Guided conversation will be a part of every class. Students will receive considerable training in speaking and writing their own sentences and paragraphs.
For BA Students: Language Course
Taught by: Kurichi
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

MLYM 409 Beginning Malayalam Part II
This course is designed to develop skills in reading, writing, and speaking. It will focus on the alphabet, basic vocabulary, nouns (cases, gender and number), verbs and their basic tenses, numerals, rules of joining words, adjectives, adverbs, and sentence structure. Guided conversation will be a part of every class. Students will receive considerable training in speaking and writing their own sentences and paragraphs.
For BA Students: Language Course
Taught by: Kurichi
Course usually offered in spring term
Prerequisite: MLYM 408
Activity: Seminar
1.0 Course Unit

MLYM 428 Intermediate Malayalam Part I
This course is designed to further the language skills learned in Beginning Malayalam. Direct and indirect speech, passive voice, postpositions, and rules of joining words, will be included. Reading and discussion of texts from current Malayalam literature (essays, narration, short stories, and poems) will be a major portion of the course.
For BA Students: Language Course
Taught by: Kurichi
Two terms. student must enter first term.
Activity: Lecture
1.0 Course Unit

MLYM 429 Intermediate Malayalam Part II
This course is designed to further the language skills learned in Beginning Malayalam. Direct and indirect speech, passive voice, postpositions, and rules of joining words, will be included. Reading and discussion of texts from current Malayalam literature (essays, narration, short stories, and poems) will be a major portion of the course.
For BA Students: Last Language Course
Taught by: Kurichi
Course usually offered in spring term
Prerequisite: MLYM 428
Activity: Seminar
1.0 Course Unit

Management (MGMT)

MGMT 101 Introduction To Management
We all spend much of our lives in organizations. Most of us are born in organizations, educated in organizations, and work in organizations. Organizations emerge because individuals can't (or don't want to) accomplish their goals alone. Management is the art and science of helping individuals achieve their goals together. Managers in an organization determine where their organization is going and how it gets there. More formally, managers formulate strategies and implement those strategies. This course provides a framework for understanding the opportunities and challenges involved in formulating and implementing strategies by taking a 'system' view of organizations, which means that we examine multiple aspects of how managers address their environments, strategy, structure, culture, tasks, people, and outputs, and how managerial decisions made in these various domains interrelate. The course will help you to understand and analyze how managers can formulate and implement strategies effectively. It will be particularly valuable if you are interested in management consulting, investment analysis, or entrepreneurship - but it will help you to better understand and be a more effective contributor to any organizations you join, whether they are large, established firms or startups. This course must be taken for a grade.
One-term course offered either term
Activity: Recitation
1.0 Course Unit

MGMT 111 Multinational Management
Most successful firms go global in some way; why do they go global, and how do they navigate across international borders? This is the question at the core of multinational management. In this course, you will learn about topics such as how firms choose where and how to invest abroad, how shifts in the political economy landscape affect firm strategy, and how firms respond to restrictions on the movement of both physical and human capital across borders. The class utilizes economics and global strategy frameworks to provide students with an understanding of how to formulate multinational firm strategy. Fulfills the Global Economy, Business, and Society requirement. This course has a mandatory attendance policy.
Taught by: Britta Glennon
Prerequisite: WH 101 OR MGMT 101
Activity: Lecture
1.0 Course Unit

MGMT 198 SPECIAL TOPICS INDEPENDENT STUDY
Please check with the instructor for each section regarding the course content. Content is likely to vary across special topics sections. Feel free to contact the Management Department at: MGMT-Courseinfo@wharton.upenn.edu regarding course related inquiries.
Taught by: Weigelt, K.; Guillen, M.
Activity: Lecture
0.5 Course Units
Notes: Special Topic Independent Studies vary in the Management Department. Please contact the instructor for course content for each study.
MGMT 205 Multinational Corporate Strategies
This course focuses on the creation of competitive advantage in the multinational firm. It examines the nature of global competition by exploring the characteristics of global versus non-global industries and firms. We also explore different types of international strategy and structure and examine the specific challenges of managing in multiple countries and markets. Finally, we consider the strategic allocation of resources along the value chain and the role of strategic alliances as a crucial element of an effective global strategy.
Course usually offered in spring term
Prerequisite: MGMT 101 AND MGMT 111 AND WH 101
Activity: Lecture
1.0 Course Unit

MGMT 208 Globalization and International Political Economy
Managing Globalization and Anti-Globalization is an upper level undergraduate course that provides students with a solid foundation in the history of globalization and anti-globalization, the institutions that manage the global economy, and the current challenges these institutions must address. The course objectives are to help students develop their own worldview, to provide a basis for thinking about powerful forces now shaking the international political economy, and to build a solid foundation upon which new material can be added throughout the students' careers. In the first half of the course, students study the historical trajectory of globalization and the institutions that seek to manage it. In the second half, students study how these institutions manage present-day global governance challenges ranging from global migration, the rise of populist anti-globalization movements, the collapse of communism, and global inequality to disruptive technologies such as bitcoin. Format: Class discussions will be interactive and structured to encourage maximum student participation.
Requirements: midterm and final exam, a final course paper of 10-20 pages and short reaction papers dealing with the readings for the week.
Taught by: Mitchell Orenstein
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

MGMT 209 The Political Environment of the Multinational Firm
Managers, consultants, investors and creditors increasingly acknowledge the importance of stakeholder opinions of the acceptability of a company's operations for that company's ability to achieve its organizational mission and to deliver a financial return. The rhetoric that companies must manage their stakeholder relations as well as shareholder relations is rapidly shifting from a philosophical critique of the functioning of the capitalist system to a strategic, financial, operational and societal imperative. Managers, consultants and investors are increasingly drawing on new unstructured data on the identity and issues of concern of stakeholders to align corporate and investment strategy with stakeholder demands on issues ranging from environmental externalities (e.g., climate change) to human rights. This course provides students the latest tools to use this data for stakeholder and issue mapping as well as financial valuation. It also offers more behavioral skills critical for external stakeholder engagement including trust building and communications as well as internal stakeholder engagement. In short, it prepares students to engage in Corporate Diplomacy (i.e., to influence or assess external stakeholders' opinions of the acceptability of a company's operations at a moment in time and to convince internal stakeholders to adapt their behaviors, systems and outputs when necessary).
Taught by: Witold Henisz
Activity: Lecture
1.0 Course Unit

MGMT 211 Competitive Strategy
This is an advanced course in competitive strategy. The course will apply the tools of industrial organization economics and game theory to examine the strategic decisions that managers make. We will examine those decisions concerning pricing, capacity investment, advertising, new product introductions, and research and development. Emphasis will be placed on the strategic interaction among rival sellers. In particular we will look at the various methods of entry deterrence and strategic commitment. The course will attempt to integrate traditional economic models with case study materials. In addition to prerequisites, some knowledge of microeconomics is suggested. The course will be discussion oriented and based largely on case materials and mini-lectures.
Taught by: James Ostler
Course usually offered in fall term
Prerequisite: WH 101 AND MGMT 101
Activity: Lecture
1.0 Course Unit

MGMT 212 Social Entrepreneurship
This is a course on creating a business to attack a social problem and thereby accomplish both social impact and financial sustainability. For this course, social entrepreneurship is defined as entrepreneurship used to profitably confront social problems. This definition therefore views social entrepreneurship as a distinct alternative to public sector initiatives. The basic thesis is that many social problems, if looked at through an entrepreneurial lens, create opportunity for someone to launch a venture that generates profits by alleviating that social problem. This sets in motion a virtuous cycle - the entrepreneur is incented to generate more projects and in so doing, the more the profits made, the more the problem is alleviated. Even if it is not possible to eventually create a profit-making enterprise, the process of striving to do so can lead to a resource-lean not-for-profit entity. Creating a profitable social entrepreneurship venture is by no means a simple challenge. Cross-listed with MGMT 212.
Course usually offered in fall term
Also Offered As: MGMT 812
Activity: Lecture
0.5 Course Units

MGMT 213 Entrepreneurship through Acquisition
The objective of this course is to study the process of entrepreneurship through the acquisition of existing operating businesses. We will study this process through a series of lectures, assigned readings, case studies, and a final project which will follow the acquisition process. Freshmen require instructor's permission.
Taught by: Richard Perlman
Prerequisite: FNCE 100 AND ACCT 101
Activity: Lecture
0.5 Course Units
Notes: Lectures, case discussions, and student presentations. Class participation, homework and final project. You are expected to attend all course sessions. Failure to attend will result in being automatically dropped from the course with no further right to admission.
MGMT 214 Market Dynamics and Technical Change
The course is designed to meet the needs of future managers, entrepreneurs, consultants and investors who must analyze and develop business strategies in technology-based industries. The emphasis is on learning conceptual models and frameworks to help navigate the complexity and dynamism in such industries. This is not a course in new product development or in using information technology to improve business processes and offerings. We will take a perspective of both established and emerging firms competing through technological innovations, and study the key strategic drivers of value creation and appropriation in the context of business ecosystems. There is definitely an overlap in content with other courses in intermediate microeconomics, or managerial economics. Nevertheless, the treatment is sufficiently distinctive to make it complementary to those other treatments for a student who is particularly interested in economic change, or is otherwise interested in acquiring a broader view of economics. Students need to have taken a first college course in economics. Multivariate calculus is generally useful in economic theory at this level, but does not carry significant weight in this course. Similarly, an understanding of basic linear algebra enhances the value of the linear programming analysis of the firm, but is not a prerequisite. The course is reserved for Wharton juniors and seniors.
Taught by: Rahul Kapoor
Activity: Lecture
1.0 Course Unit

MGMT 223 Business Strategy
This course encourages students to analyze the problems of managing the total enterprise in the domestic and international setting. The focus is on the competitive strategy of the firm, examining issues central to its long- and short-term competitive position. Students act in the roles of key decision-makers or their advisors and solve problems related to the development or maintenance of the competitive advantage of the firm in a given market. The first module of the course develops an understanding of key strategic frameworks using theoretical readings and case-based discussions. Students will learn concepts and tools for analyzing the competitive environment, strategic position and firm-specific capabilities in order to understand the sources of a firm’s competitive advantage. In addition, students will address corporate strategy issues such as the economic logic and administrative challenges associated with diversification choices about horizontal and vertical integration. The second module will be conducted as a multi-session, computer-based simulation in which students will have the opportunity to apply the concepts and tools from module 1 to make strategic decisions. The goal of the course is for students to develop an analytical tool kit for understanding strategic issues and to enrich their appreciation for the thought processes essential to incisive strategic analysis. This course offers students the opportunity to develop a general management perspective by combining their knowledge of specific functional areas with an appreciation for the requirements posed by the need to integrate all functions into a coherent whole. Students will develop skills in structuring and solving complex business problems. In addition to prerequisites, enrollment is limited to seniors and juniors who have completed introductory courses in finance, marketing, and accounting.
Taught by: Saerom Lee
Prerequisite: WH 101 AND MGMT 101
Activity: Lecture
1.0 Course Unit

MGMT 224 Leading Diversity in Organizations
People in the workplace are constantly interacting with peers, managers, and customers with very different backgrounds and experiences. When harnessed effectively, these differences can be the catalyst for creative breakthroughs and the pathway to team and organizational learning and effectiveness; but when misunderstood, these differences can challenge employees’ values, performance, workplace relationships, and team effectiveness. This course is designed to help students navigate diverse organizational settings more effectively and improve their ability to work within and lead diverse teams and organizations. It also offers students the opportunity to develop their critical thinking on topics such as identity, relationships across difference, discrimination and bias, equality, and equity in organizations and society and how they relate to organizational issues of power, privilege, opportunity, inclusion, creativity and innovation and organizational effectiveness. Class sessions will be experiential and discussion-based. Readings, self-reflection, guest speakers from organizations, case studies and a final project will also be emphasized. By the end of this course, you should be able to: 1) Evaluate the aspects of your identity and personal experiences that shape how you interact and engage with others and how they interact and engage with you in organizations 2) Explain how issues of power, privilege, discrimination, bias, equality, and equity influence opportunity and effectiveness in organizations 3) Propose ways to make relationships across difference in organizations more effective 4) Describe current perspectives on the relationships among diversity, inclusion, creativity, and innovation in organizations 5) Analyze a company’s current approach to leading diversity and use content from this course to propose ways to enhance learning and effectiveness in that company.
Taught by: Stephanie Creary
One-term course offered either term
Activity: Lecture
0.5 Course Units
Notes: Class attendance is required. No more than 2 absences will be allowed to receive a passing grade in the course. Absences due to late enrollment will be counted towards the two max. No student will be allowed to enroll after the first day of class without instructor permission.
MGMT 225 Value Creation and Value Capture in American Business History
This course examines how the kind of firms in which most Wharton students will spend the next stage of their careers came to be as they are today. At a superficial level, the course's objectives are descriptive and narrative. But history, considered thoughtfully and critically, is never just description and a narrative: the course's deeper purpose is to give students some idea of how to think about the future evolution of firms and industries. In this the course is as much an applied strategy course as it is a historical survey. The course considers the development of the business enterprise as an economic institution. It also covers the evolution of competition and strategy, marketing institutions, some aspects of the history of operations management, and corporate finance. Issues arising in these different management disciplines are considered in part for the purpose of showing off their interrelationships. Questions of how value can be created and captured at the enterprise level form the core of the perspective. The course's focus is on American developments, since many of the innovations took place here, but there is scope for comparison with Japan and the leading European economies if there is student interest. Chronologically the course runs from Franklin's days through the early twenty-first century. It proceeds through discussion of actual business decisions and performance in a series of challenging and otherwise interesting moments in the evolution of the American business environment. The materials are unusual for the Wharton School—they are not just often case-like but wherever possible draw on documents contemporary to the decisions such as correspondence, internal memoranda, minutes of meetings, old newspaper and magazine stories, and eyewitness accounts. The objective in this is to give students as minimally mediated access as is feasible to what the embedded actors knew and thought. These materials require thoughtful preparation. Weekly short writing assignments during the first twelve weeks of the term develop students' skill in turning such preparation into crisp analytical prose. The course as a process is much more focused on the students than many and the most productive experience of it demands that the students both engage with the materials when they prepare and then take an active role in the class discussion. The largest single element in the grading is a substantial term paper on a topic agreeable to both the student and the instructor. For more information, please contact the instructor: raff@wharton.upenn.edu.
Taught by: Daniel Raff
Also Offered As: MGMT 714
Activity: Lecture
1.0 Course Unit

MGMT 229 Intellectual Property Strategy for the Innovation-Driven Enterprise
Announcing the first iPhone at Macworld 2007, Apple CEO Steve Jobs famously boasted: 'And boy, have we patented it!' How, and to what extent, do patents and intellectual property really provide competitive advantage for innovative technology companies? What makes an IP asset strategically powerful? How do patents impact, and even drive, major corporate decisions including M&A, venture funding and exits, and entry into new markets? In this course, students will learn to critically analyze and answer these questions, gaining insights they can leverage in their future roles as innovation industry executives, entrepreneurs, strategist and investors. The course includes three major units. In Unit 1, Patents and Innovation Value, we examine closely the relationship between competitive advantage, value proposition, and intellectual property (particularly patents). We will apply our understanding of that relationship to critique and sharpen patent strategy to protect examples of cutting-edge technologies. In Unit 2, Patent Leverage and the Corporate Playbook, we study theory and examples of how intellectual property leverage strategically informs corporate transactions and decisions, for established companies as well as for start-ups. In Unit 3, Limits and Alternatives to Patents, we confront the recent legal trend toward reigning in the power and scope of patents. We also consider the growing importance of data as a proprietary technology asset, and discuss options for adapting intellectual property strategy appropriately. Throughout, students will learn and practice applying the concepts we learn to decision-making in examples based on innovative real-world technologies and businesses.
Also Offered As: LGST 729, MGMT 729
Activity: Lecture
0.5 Course Units
Notes: See the description for MGMT 729. This is a cross-listed course.

MGMT 230 Entrepreneurship
MGMT 230 integrates the material introduced in business fundamental courses and applies it to the design and evaluation of new ventures. The purpose of this course is to explore the many dimensions of new venture creation and growth and to foster innovation and new business formations in independent and corporate settings. The course addresses both a theoretical perspective on venture initiation and the application of writing an actual business plan. In this course you are asked to get out of the habit of being a receiver of ideas, facts, concepts and techniques, and get into the habit of generating ideas, identifying problems, analyzing and evaluating alternatives, and formulating workable action plans, thus putting textbook knowledge into practice. Students will get this hands-on experience in the following ways: Through the formation and ongoing work of venture teams that will design a comprehensive business development plan for a particular start-up company. Teams are expected to utilize the tools and analytical approaches discussed in class to their venture, through simulations, labs, lectures and class discussions that are designed to familiarize students with the many dimensions of entrepreneurship and new venture initiation. Class format varies throughout the course. In some class sessions, there will be a lecture on specific topics. Other sessions will consist of live simulations, labs, in-class exercises, and discussions of a particular topic or venture ideas that students are developing. Guest speakers will also lead and participate in some class sessions.
Activity: Lecture
0.5 Course Units
MGMT 231 Entrepreneurial Implementation
This advanced course on entrepreneurship focuses on developing a validated opportunity or concept into a venture that is ready for seed financing and/or launching the product or service. Participants in this course must previously have developed a validated opportunity, either in a previous course or through independent efforts. Students may participate as a team of up to three people. Ideally, participants are committed to pursuing their opportunity commercially, or at least to seriously explore that possibility. The course provides a practical guidance for developing the product or service, forming the entity, raising capital building the team, establishing partnerships, and sourcing professional services. After completing the course, you will be 'pitch ready' - whether submitting to campus venture competitions or to outside investors. Most coursework is focused on applying concepts and frameworks to project tasks in developing the venture. Students must have successfully completed MGMT 801 before enrolling in this course. Students must have successfully completed MGMT801 before enrolling in this course. Format: Readings, discussion, and developing an implementation plan for a real venture.
Also Offered As: MGMT 806
Prerequisite: MGMT 801
Activity: Lecture
1.0 Course Unit

MGMT 233 Strategies and Practices of Family-Controlled Companies
This course is designed for those persons who desire to understand the distinct strategies and practices of family-controlled companies and family wealth creation. It will focus on stakeholder decision making; financial and resource driven options for long-run competitiveness, organizational structures, management team issues; strategic planning from a resource-based perspective; transition planning for the corporate entity, family dynamics and communication issues; and leadership empowerment. The course is intended for those who plan to consult or provide professional services to family-controlled companies and for those planning a career in a family firm. The class is structured around topical lectures with frequent utilization of case studies requiring active class participation, as well as on-site and off-site project work time. Submission of several written case studies, and a term project are required. Open to Wharton MBA and Penn graduate students. Format: The class is structured around topical lectures with frequent utilization of case studies. There will be in-class discussion, as well as on-site and off-site project work time.
Also Offered As: MGMT 833
Activity: Lecture
1.0 Course Unit

MGMT 237 Management of Technology
The course is designed to meet the needs of the future managers, entrepreneurs, consultants and investors who must analyze and develop business strategies in technology-based industries. The emphasis is on learning conceptual models and frameworks to help navigate the complexity and dynamism in such industries. This is not a course in new product development or in using information technology to improve business processes and offerings. We will take a perspective of both established and emerging firms competing through technological innovations, and study the key strategic drivers of value creation and appropriation in the context of business ecosystems. In addition to prerequisites, this course is exclusively reserved for Management and Technology students.
Taught by: Saikat Chaudhuri
Course usually offered in spring term
Prerequisite: WH 101 AND MGMT 101
Activity: Lecture
1.0 Course Unit

MGMT 238 Organizational Behavior
Management 238 is an organizational behavior course, examining individual, interpersonal, and group effectiveness at work. Topics range from decision-making, motivation, and personality to networks, influence, helping, leadership, teamwork, and organizational culture. The learning method is heavily experiential, with a focus on applying key principles to the human side of management in role-play exercises, simulations, a mini-TED talk, and group projects in local organizations. This course requires the instructor's permission. Registration is by application only; Penn InTouch requests will not be processed. The link to the application form will be available on the Management Department's website: https://mgmt.wharton.upenn.edu/programs/undergraduate. The deadline for applications is March 15, 2019 at 5 PM. Students will be notified by March 25, 2019 regarding the status of their application.
Activity: Lecture
1.0 Course Unit
Notes: This course is open to juniors and seniors across Penn. This course also has a first-day mandatory attendance policy.

MGMT 240 Group Dynamics
Open to all sophomores, juniors, and seniors. This course develops your knowledge and skills for designing, leading, and consulting with teams in organizations. The goals are to provide both the conceptual understanding and the behavioral skills required to improve team effectiveness. This course makes use of analytic and reflective writing, peer feedback and coaching, simulations, and an intensive field project with a real team in the Philadelphia area. There are four kinds of teams that are the focus of your study: teams of which you’ve been a member in the past; your 240 Team, with three or four other classmates; a team outside of 240 that your 240 Team will observe, analyze, and report on -- your Host Team; and a team you expect to be on in the future. The primary case material for applying course concepts (learned from readings and lectures) will be these teams you know from direct observation and experience. Expect to leave this course with new knowledge of how to diagnose and intervene -- as leader, member, or consultant -- to improve the performance sustainability, and impact on the members of any team. Prerequisite: Sophomore standing or above.
Activity: Lecture
1.0 Course Unit
MGMT 241 Knowledge for Social Impact: Analyzing Current Issues & Approaches
Recent technological changes have raised awareness of the magnitude and devastating long-term effects of poverty, food insecurity, limited and unequal access to education, and other social issues. Coupled with growing awareness of these issues is the emerging sense that traditional government programs and charities may be unable to solve these problems - at least, not alone. What may be needed are new strategies - strategies borne of (a) a deep understanding of the issues; (b) interdisciplinary collaboration; and (c) access to business knowledge, frameworks, and resources. This course is designed to provide the information, strategies, examples, and analytical mindset to help students more rigorously, insightfully, and effectively analyze social ills and craft potential solutions. Together, a cross-disciplinary group of undergraduate students, including students in Wharton, the College, and other Penn Schools, will examine the nature and extent of two pressing social problems - food insecurity and barriers to post-secondary education - and current approaches to solving these problems. After an introduction to the social impact landscape and review of frameworks and tools for social impact, we will meet with researchers, business leaders, and non-profit leaders to learn what's not working, what is working, and what might work even better.
Taught by: Klein, Katherine
Activity: Lecture
1.0 Course Unit

MGMT 242 Corporate Governance, Executive Compensation and the Board
This course examines the relationships between corporate managers, the boards of directors charged with overseeing them, and investors. We'll review the responsibilities of the board, including financial statement approval, CEO performance assessment, executive compensation, and succession planning. While boards are legally bound to represent the interests of equity investors, in the course of carrying out this role they are often called on to respond to the needs of numerous other stakeholders, including customers, employees, government and society at large. With global brands at risk and mistakes instantly transmitted via Internet and social media, the reputational stakes are very high. The course is a combination of lecture, guest lecture, discussion, case analysis, and in-class research workshops. We will review some of the theory underlying modern governance practice, drawing from theories and evidence provided by research across diverse fields, including finance, sociology, and organization and management theory. We'll study specific situations where boards and management teams face governance challenges, and assess the strategies used to deal with them. Finally, we'll examine the ways in which governance arrangements and external stakeholder involvement in governance affect corporate social behavior and global citizenship.
Prerequisite: WH 101 AND MGMT 101
Activity: Lecture
1.0 Course Unit
Notes: Classes will comprise of a combination of mini-lectures and case discussions. Students will be expected to participate fully in class discussions. Effective participation will require sufficient and informed preparation of cases and assigned readings in advance of each class. See instructor regarding course materials.

MGMT 243 Work and Technology: Choices and Outcomes
Technology is changing the workplace, as it has since the Industrial Revolution, but now in new ways that can both enhance human capabilities and threaten to replace them. In the first module 'Technology, Operations, and Strategy,' we will look at how firms utilize human labor under different strategies and production paradigms, plus past and current approaches to automation (replacing labor) and outsourcing (moving where work is done). In the second module 'Technology and Managing People,' we'll examine how traditional practices of managing people are being transformed by new technologies that give managers new ways to enact control and induce commitment, while also giving individuals with high levels of human capital ('talent') new sources of leverage in negotiating the employment contract and new opportunities to acquire skills and construct a career path across firms. Take this course if you are fascinated by the intersection of the social (individuals and organizations) and the technical (technology and operations) - and if you want a glimpse into the future of your own work life. Students will be evaluated on class participation, written work and a group assignment.
Taught by: Professor John Paul MacDuffie
Course usually offered in spring term
Activity: Lecture
0.5 Course Units
Notes: Students will be evaluated on class participation, written work and group assignment.

MGMT 248 How to be the Boss
Despite the press accounts about the 'gig' economy, the Bureau of Labor Statistics calculates that about 92 percent of the people working in the US are employees who are supervised by someone. That figure has remained roughly the same for decades. The term 'supervisor' is sometimes used for the first-level of supervision in an organization, but in fact that role - and indeed the title - goes all the way up to the very top of any employer organization. Even CEO's are the supervisor of their direct reports. When people talk about their 'boss,' they almost always are referring to the person who supervises them. Stepping into a supervisor position is challenging, exceptionally so the first time. That time comes relatively soon for Wharton grads. Undergrads pursuing consulting jobs typically find themselves supervising new hires by their third year, those working for corporations find themselves in those roles even sooner. Roughly three-quarters of our MBA students report that they had been required to supervise subordinates after college and before arriving here. In this class, we examine the role of the supervisor and the unique tasks associated with performing that role. We do special attention to the unique challenges of taking on that role for the first time.
Course not offered every year
Activity: Lecture
0.5 Course Units

MGMT 249 Mergers and Acquisitions
This course explores the role of mergers and acquisitions and alternative methods of corporate development in advancing the strategies of operating business. Emphasis is on the way companies use acquisitions to alter business mixes; seize opportunities in new products, technologies and markets; enhance competitive positioning; adjust to changing economics, and promote value-creating growth. Although the course will emphasize strategic acquisitions, it also will explore leveraged buy-outs and hostile financial acquisitions as well as their influence on corporate buyers. Please note that you must fulfill the prerequisites in order to enroll in this class.
Course usually offered in fall term
Prerequisite: WH 101 AND MGMT 101
Activity: Lecture
1.0 Course Unit
MGMT 251 Consulting to Growth Companies
This course offers students a unique opportunity to develop consulting skills and entrepreneurial expertise by working as consultants to thriving entrepreneurial ventures in the Philadelphia area. This capstone course combines both fieldwork and class work and allows students to apply knowledge and skills acquired through other course work to real world issues that must be addressed by operating companies. An understanding of characteristics producing rapid entrepreneurial growth and skills related to effective communications and management of a business relationship are emphasized. Team term consulting assignment, lectures, case analysis, and small group discussions. Junior or Senior standing recommended to enroll.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

MGMT 264 Venture Capital and Entrepreneurial Management
This course focuses on venture capital management issues in the context of a high-growth potential start-up company. The course is motivated by rapid increases in both the supply of and demand for private equity over the past two decades. The topic is addressed from two distinct perspectives: issues that relate to the demand for private equity and venture capital (the entrepreneur's perspective) on the one hand, and issues that relate to the supply of capital (the investor's perspective) on the other. As well, we will address management issues that relate to how the VC and the entrepreneur work together once an investment has been made, compensation issues, and governance issues in the privately held venture capital backed company. Format: Case/discussion format, supplemented by lectures and guest speakers. Requirements: Classroom participation, written case assignments, late midterm. Materials: Required Coursepack and supplemental recommended reading.
Course usually offered in fall term
Prerequisite: Junior or Senior Standing Recommended
Activity: Lecture
1.0 Course Unit

MGMT 265 Culture of Technology: Culture & Institutions of the Tech Sector--Bridging Research and Practice
Academics, students and practitioners alike are fascinated by the culture of tech sector - its people, practices, and organization. In this course we explore this sector using a combination of research papers, press coverage, and practitioner involvement. Each class session will be devoted to discussion of a single research article, during which we will be joined via state-of-the-art videoconferencing by a Wharton alum from the tech sector whose expertise is relevant to the paper topic. Therefore, the learning objectives half-credit course are to: 1) understand the managerial, organizational, and regional institutions that characterize the tech sector, with particular emphasis on the case of Silicon Valley 2) Bridge research and practice by critical analysis of academic research papers in conjunction with practitioner input 3) Forge connections with tech sector practitioners, particularly with our west coast alumni base.
Taught by: Vice Dean Lori Rosenkopf
Activity: Lecture
0.5 Course Units

MGMT 267 Entrepreneurship and Technological Innovation
This course will give you an overview of entrepreneurial development, especially within the realm of technical innovation. We will be concerned with content and process questions as well as with formulation and implementation issues that related to conceptualizing, developing and managing successful new ventures. The class serves as both a stand-alone one and as a preparatory course to a more in-depth venture implementation class (MGMT 231) as well as other classes in the domain of management and entrepreneurship. Management 267 will appeal to individuals who have a desire to become entrepreneurs at some stage of their career. Similarly, students who intend to work in the entrepreneurial ecosystem (such as in the venture capital industry) will benefit from the course.
Activity: Lecture
0.5 Course Units

MGMT 272 Power and Politics in Organizations
’If you want to test a (person’s) character, give (him/her) power.’ These famous words articulate one of the many tensions of exercising power. Regardless of whether you have an appetite for power or disdain it, power and politics are likely to play an important role in your career. The purpose of this course is to introduce you to concepts that are useful for understanding, analyzing, and developing your political skill. But beyond discovering ways to extend your own power in organizations, we will also uncover lessons about ways in which power and politics can blind you, and how to navigate situations in which you are up against powerful people. Using a range of scholarly articles, cases, exercises, assessments and simulations, we will extract a variety of lessons relevant to your role in organizations. Topics include diagnosing power in organizations, building coalitions, change management, understanding networks, coping with intolerable bosses and incivility, and downsizing. Students will be expected to engage in field research for their coursework and final paper, and the course requires that students submit assignments for almost every class session. Organizations are inherently political arenas that require social astuteness, and an understanding of the ‘rules of the game.’ This course is designed for students aiming to develop their leadership, general management and career skills through a better understanding of power and politics, and relates to other courses on these topics in the Management department.
Activity: Lecture
0.5 Course Units
MGMT 276 Cultivating Judgment Skills: Forecasting in Business Politics
This course will explore the diverse ways in which scholars and practitioners have defined ‘good judgment.’ It will introduce students to practical tools for assessing and improving judgment, with special emphasis on probabilistic reasoning. Students will have the opportunity both to fine-tune their personal judgment skills as well as to master and then weave together insights from several bodies of scientific knowledge, including frequentist and Bayesian statistics, psychological work on judgment and choice, group dynamics, organizational behavior and political science (key concepts discussed in Tetlock’s (2015) book ‘Superforecasting’). We will focus on bottom-line accuracy in sizing up real world problems. Class work will be primarily exercises, including working as an individual and in teams. You will have opportunities to forecast on a wide range of political, business, and macro-economic questions, which we will use as feedback tools to help you calibrate your judgment. Assessments include a weekly concept test and a final group presentation aimed to help you improve your judgment. The goal is to launch you on the lifelong process of learning how much trust you should place in your judgments of trustworthiness. Finally, note this has been approved by the Curriculum Committee effective 11/11/15.
Activity: Lecture
1.0 Course Unit

MGMT 288 Managing and Competing in China
The business environment in China is characterized by both uncertainty and complexity. On the one hand, it is changing fast; on the other hand, it is influenced by deep-rooted political, economic, and cultural forces that exhibit tremendous inertia. This course will help students–as potential managers, entrepreneurs, and investors–gain the knowledge and analytical skills necessary to compete effectively in China. We will discuss various types of firms in the Chinese economy–from large state-owned enterprises (SOEs) to newly minted Internet giants, from prominent multinational companies (MNCs) to virtually anonymous local suppliers–and the unique institutions in which these firms operate. Such discussions will also help managers whose firms compete or collaborate with Chinese firms on the global stage. We will use a combination of lectures, cases, debates, and role play in class. You will also have the opportunity to apply your learning to real business scenarios.
Also Offered As: MGMT 788
Activity: Lecture
1.0 Course Unit

MGMT 291 Negotiations
This course examines the art and science of negotiation, with additional emphasis on conflict resolution. Students will engage in a number of simulated negotiations ranging from simple one-issue transactions to multi-party joint ventures. Through these exercises and associated readings, students explore the basic theoretical models of bargaining and have an opportunity to test and improve their negotiation skills.
One-term course offered either term
Also Offered As: LGST 206, OIDD 291
Activity: Lecture
1.0 Course Unit

MGMT 292 Advanced Negotiation
This course is designed to teach negotiation principles and to enable students to develop their negotiation skills. This course assumes familiarity with the basic negotiation concepts covered in the prerequisite for this course: Negotiations. In this course, we extend the study and practice of negotiations and we develop a deeper understanding for how specific aspects of the negotiation process (e.g., emotions, deadlines, trust violations) impact outcomes. Through course lectures, readings, and case exercises, students will develop a rich framework for thinking about the negotiation process and acquire tools for guiding the negotiation process.
Taught by: Schweitzer, Staff
One-term course offered either term
Also Offered As: LGST 292, OIDD 292
Prerequisite: LGST 206 OR OIDD 291 OR MGMT 291
Activity: Lecture
1.0 Course Unit

MGMT 301 Teamwork and Interpersonal Influence
Organizations emerge because individuals cannot (or do not want to) accomplish their goals alone. Therefore, an organization is most often defined as a collective oriented toward a common goal. Collaboration—in relationships and in teams—is the building block of organizational effectiveness. That is, much of your work each day will occur in a social context, and will require you to wield influence (and be influenced). Moreover, over 80% of Fortune 1,000 companies now use teams. The ability to work effectively in teams is thus a critical skill. In this course we will use the latest evidence from the science of organizations to understand an array of tactics that can help you work with others (and manage them) as you strive to attain shared goals, especially in the context of teams. You will develop a portable toolkit of ideas related to managing team decision making, team conflict, team diversity, interpersonal influence and emotional intelligence. This is a cross-listed course. Students may enroll in either MGMT 301 or WH 301.
Taught by: Professors Carton, Lee, and Parke
Activity: Lecture
0.5 Course Units
Notes: This course is the third module of the four-module set that comprises the Leadership Journey.

MGMT 353 Wharton Field Challenge FLCP
Do you want to make a real difference in the lives of a student? Do you want to set kids on a path to becoming financially literate? Do you want to learn leadership skills in the classroom? Here at the Financial Literacy Community Project (FLCP) we are able to create an experience that achieves all three. We partner with various public schools around the West Philadelphia area and teach concepts integral to financial literacy. We teach a wide range of grades from middle school to high school, and work with students to help them learn how to be financially responsible. In addition to teaching in neighboring high schools, we also have group class meetings run by Professor Keith Weigelt on Mondays from 7:00 PM-8:30 PM. We learn about the disparity of wealth and how to best address it while also learning teaching techniques, classroom strategies, and overall basic financial literacy. A basic understanding of personal financial literacy is required.
Taught by: Weigelt and Staff.
Activity: Lecture
1.0 Course Unit
MGMT 391 Advanced Study-Smgt
One-term course offered either term
Also Offered As: MGMT 891
Activity: Independent Study
0.25 Course Units

MGMT 399 Serve Learn Client Proj
MGMT 399 builds on the foundation established by the pre-requisites in the Leadership Journey. As seniors, you will draw on the self-awareness you acquired in WH101, the speaking skills you practiced in WH201, and the teamwork and interpersonal skills you honed in MGMT/WH 301. Moreover, MGMT 399 serves as a capstone course by giving you the opportunity to work with a robust nonprofit and in order to frame the problems and address the challenges your host organization faces; in the process, you will use your creative and critical thinking skills, apply what you have learned, and reflect on your growth and development through iterative feedback and constructive coaching. As a highly experiential course, MGMT 399 is relatively unstructured, giving you ample opportunity to demonstrate leadership by providing direction and teamwork by pulling together to deliver results for your host. MGMT 399 will enable you to draw on your Wharton undergraduate education and apply what you have learned in a way that promises to provide real impact for your host organization and a meaningful and memorable experience for you. This course requires permission of your advisor. It is only open to Wharton seniors. In short, MGMT 399 gives Wharton seniors the opportunity to: - Engage in a service learning and experiential course - Demonstrate leadership and work as a team on a real, host engagement - Think creatively, critically, and practically for the benefit of your host - Refine your interpersonal communication and presentation skills - Heighten your self-awareness through feedback and reflection Taught by: Professor Anne Greenhalgh and Professor Keith Weigelt Prerequisite: WH 101 AND WH 201 AND (WH 301 OR MGMT 301)
Activity: Lecture
0.5 Course Units

MGMT 409 Huntsman Capstone Study
The objective of the capstone study is to provide participants with the opportunity to integrate the knowledge gained in various courses Huntsman students take in Wharton and the College in a focused application to a specific project. The project would have sufficient breadth and depth to require participants to draw upon multiple analytical perspectives, theoretical lenses, and stocks of empirical data to collaboratively develop distinctive insights in relation to a given problem. The end product is a paper summarizing the research/application journey of the students, as well as a group presentation highlighting key findings as well as their theoretical and practical implications. Prerequisite: This course is only open to students in the Huntsman Program.
Taught by: Professor Exequiel Hernandez
Activity: Lecture
0.5 Course Units

MGMT 418 The India Startup Ecosystem
The objective of OIDD/MGMT 418 and the Wharton India Fellows program is to introduce Penn juniors to the entrepreneurship and innovation ecosystem in India through a course covering topics in entrepreneurship, innovation, venture capital and technology in India and then matching students to a specific short-term project with a Bangalore-based early-stage startup or rapidly scaling company. Students will complete preliminary work on the project assignment during the course, and then travel as a group to Bangalore with the instructor for a two week immersion in the company to which they have been assigned for their entrepreneurship project. Penn Wharton Entrepreneurship will cover airfare and lodging expenses for students selected as Wharton India Fellows for the duration of the 2 week immersion in India. For more information: https://entrepreneurship.wharton.upenn.edu/wharton-india-fellows/
Also Offered As: OIDD 418
Activity: Lecture
0.5 Course Units

MGMT 610 Foundations of Teamwork and Leadership
MGMT 610 is the first core course in the MBA Program and it cannot be waived. The first week of the fall term (in August) is dedicated to this formative and foundational experience. This course focuses on developing students’ knowledge and skill set for teamwork and leadership. It is meant to be an intense immersion experience that draws strongly on the pedagogy of the Wharton Teamwork and Leadership Simulation, a team-based, highly interactive simulation that was custom-designed specifically to allow students to experience the core concepts they learn in this class. The three goals of this course are for students to learn: 1. Leadership behaviors: how to enact the skills that contribute to a team’s effective performance. 2. Team dynamics: how to be an effective team member, as well as how to best design work teams; 3. Organizational awareness: understanding organizational culture. Format: A custom-designed Wharton-only simulation is paired with course sessions to deliver a unique learning experience. Classes will include experiential learning combined with debriefings, lectures, readings, class discussion and personal and group performance feedback. This course reflects the realities that informal leadership occurs in teams on an ongoing basis, that being a good team player is a part of leadership, and that many of one’s early experiences with leadership will occur while working on teams. Because of the team-based nature of this course, and time intensive nature of this experience, attendance is mandatory for ALL five sessions of this class. NOTE: Credit-bearing, core coursework begins with the MGMT610: Foundations of Teamwork and Leadership course.
Activity: Lecture
0.5 Course Units

MGMT 611 Managing Established Enterprises
This course is about managing large enterprises that face the strategic challenge of being the incumbent in the market and the organizational challenge of needing to balance the forces of inertia and change. The firms of interest in this course tend to operate in a wide range of markets and segments, frequently on a global basis, and need to constantly deploy their resources to fend off challenges from new entrants and technologies that threaten their established positions. The class is organized around three distinct but related topics that managers of established firms must consider: strategy, human and social capital, and global strategy.
Taught by: John Paul MacDuffie
Also Offered As: LAW 516
Activity: Lecture
1.0 Course Unit
MGMT 612 Management of Emerging Enterprises
This course is about managing during the early stages of an enterprise, when the firm faces the strategic challenge of being a new entrant in the market and the organizational challenge of needing to scale rapidly. The enterprises of interest in this course have moved past the purely entrepreneurial phase and need to systematically formalize strategies and organizational processes to reach maturity and stability, but they still lack the resources of a mature firm. The class is organized around three distinct but related topics that managers of emerging firms must consider: strategy, human and social capital, and global strategy. Taught by: Exequiel Hernandez
Activity: Lecture
1.0 Course Unit

MGMT 613 Managing the Enterprise
One-term course offered either term
Activity: Lecture
1.0 Course Unit

MGMT 624 Leading Diversity in Organizations
People in the workplace are constantly interacting with peers, managers, and customers with very different backgrounds and experiences. When harnessed effectively, these differences can be the catalyst for creative breakthroughs and the pathway to team and organizational learning and effectiveness; but when misunderstood, these differences can challenge employees’ values, performance, workplace relationships, and team effectiveness. This course is designed to help students navigate diverse organizational settings more effectively and improve their ability to work within and lead diverse teams and organizations. It also offers students the opportunity to develop their critical thinking on topics such as identity, relationships across difference, discrimination and bias, equality, and equity in organizations and society and how they relate to organizational issues of power, privilege, opportunity, inclusion, creativity and innovation and organizational effectiveness. Class sessions will be experiential and discussion-based. Readings, self-reflection, guest speakers from organizations, case studies and a final project will also be emphasized. By the end of this course, you should be able to: 1) Evaluate the aspects of your identity and personal experiences that shape how you interact and engage with others and how you interact and engage with you in organizations 2) Explain how issues of power, privilege, discrimination, bias, equality, and equity influence opportunity and effectiveness in organizations 3) Propose ways to make relationships across difference in organizations more effective 4) Describe current perspectives on the relationships among diversity, inclusion, creativity, and innovation in organizations 5) Analyze a company’s current approach to leading diversity and use content from this course to propose ways to enhance learning and effectiveness in that company. Class attendance is required. No more than 2 absences will be allowed to receive a passing grade in the course. Absences due to late enrollment will be counted towards the two max. No student will be allowed to enroll after the first day of class without instructor permission. Taught by: Stephanie Creary
Course not offered every year
Activity: Lecture
0.5 Course Units

MGMT 625 Corporate Governance, Executive Compensation and the Board
This course examines the relationships between corporate managers, the boards of directors charged with overseeing them, and investors. We'll review the responsibilities of the board, including financial statement approval, CEO performance assessment, executive compensation, and succession planning. While boards are legally bound to represent the interests of equity investors, in the course of carrying out this role they are often called on to respond to the needs of numerous other stakeholders, including customers, employees, government and society at large. With global brands at risk and mistakes instantly transmitted via Internet and social media, the reputational stakes are very high. The course is a combination of lecture, guest lecture, discussion, case analysis and in-class research workshops. We will review some of the theory underlying modern governance practice, drawing from theories and evidence provided by research across diverse fields, including finance, sociology, and organization and management theory. We'll study specific situations where boards and management teams faced governance challenges, and assess the strategies used to deal with them. Finally, we'll examine the ways in which governance arrangements and external stakeholder involvement in governance affects corporate social behavior and global citizenship. Taught by: Mary-Hunter McDonnell
Activity: Lecture
0.5 Course Units

MGMT 653 Field Application Project
FAP is an experiential-based course where learning is done outside of the classroom. It is unique in its lack of a classroom setting all meetings take place in a professor's office in small teams of 4 to 6 students. Teams are faced with real-time issues of outside organizations and work with faculty and host managers to construct innovative solutions. Solutions are integrative and cross-functional in nature. We encourage creative thinking giving students wide access to what we call 'area of expertise' faculty. Depending on the project scope we help students arrange meetings with professors who are experts in their field. Host organizations range from large multinational firms to start-ups. A significant percentage of the projects are with non-profits and organizations focused on social causes. Format: Teams (4-6 members) meet with faculty on a weekly basis (30-45 minutes). There are also 3-5 meetings with host managers. In addition to meeting with a Faculty Head, students are given access to 'area of expertise' faculty. These faculty members are chosen based on their specific expertise. The final deliverable consists of an oral presentation and a written document. Requirements: Weekly team meetings with faculty project head and a final PowerPoint report and presentation. Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

MGMT 656 Global Immersion Program
The Global Immersion Program is a pass/fail, 0.5 credit course that is designed to provide students with an in-depth exposure to international business practices and first-hand insights into a foreign culture. In past years, programs were offered in India, the Middle East, China, South America, Southeast, Asia, and Africa. The program offers students the opportunity to learn about a foreign business environment by way of academic lectures and a multi-week study tour, allowing students to visit with corporate and government officials, network with alumni, and take cultural excursions. Taught by: Amy Miller
Course usually offered in spring term
Activity: Lecture
0.5 Course Units
**MGMT 671 Executive Leadership**

Leaders mobilize resources toward valued goals. In this course, the focus is on growing the student’s capacity as a leader in all parts of life. The purpose is to learn practical and customized lessons about how to improve performance and results at work, at home, in the community, and in the private self (mind, body, spirit) by finding mutual value among these four domains. The core idea is that leadership is about making a difference in all aspects of one’s life. This course offers students the opportunity to practice the skills needed to do so, now and in the future. Students learn and apply key leadership principles and actively explore what it means for them to be real (to act with authenticity by clarifying what's important), to be whole (to act with integrity by respecting the whole person), and to be innovative (to act with creativity by experimenting with how things get done). Please visit www.totalleadership.org to learn more. This course is only available to Wharton MBA students.

Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

**MGMT 690 Managerial Decision Making**

The course is built around lectures reviewing multiple empirical studies, class discussion, and a few cases. Depending on the instructor, grading is determined by some combination of short written assignments, tests, class participation and a final project (see each instructor’s syllabus for details).

One-term course offered either term
Also Offered As: OIDD 690
Activity: Lecture
1.0 Course Unit

**MGMT 691 Negotiations**

This course examines the art and science of negotiation, with additional emphasis on conflict resolution. Students will engage in a number of simulated negotiations ranging from simple one-issue transactions to multi-party joint ventures. Through these exercises and associated readings, students explore the basic theoretical models of bargaining and have an opportunity to test and improve their negotiation skills.


Taught by: Faculty
One-term course offered either term
Also Offered As: LAW 518, LGST 806, OIDD 691
Activity: Lecture
1.0 Course Unit

**MGMT 692 Advanced Topics Negotiation**

This is a course the builds on the basic Negotiation course. In this course, we explore a wide range of negotiation topics from crisis and hostage negotiations, to the role of emotions including anxiety, envy and anger in negotiations, to backlash effects for women in negotiations, and the role of alcohol in negotiations. We will survey many aspects of current negotiation research, discuss historic negotiation cases, and students will participate in role-play exercises. Many of the role play exercises will involve multi-party negotiations and afford opportunities to hone skills in team-based negotiations.

Taught by: Faculty
One-term course offered either term
Also Offered As: LGST 692, OIDD 692
Activity: Lecture
1.0 Course Unit

**MGMT 701 Strategy and Competitive Advantage**

This course is concerned with strategy issues at the business unit level. Its focus is on the question of how firms can create and sustain a competitive advantage. A central part of the course deals with concepts that have been developed around the notions of complementarities and fit. Other topics covered in the course include the creation of competitive advantage through commitment, competitor analysis, different organizational responses to environmental changes, modularity, and increasing returns. An important feature of the course is a term-length project in which groups of students work on firm analyses that require the application of the course concepts.

Prerequisite: MGMT 611 OR MGMT 612
Activity: Lecture
1.0 Course Unit

**MGMT 711 Competitive Strategy and Industrial Structure**

This is a course in analyzing competitive interactions. The course emphasizes a vision of strategy in which each competitor simultaneously chooses its strategy, taking into account the strategies of its opponents. Crucial to this vision is the anticipation of the moves of your opponent and, in particular, the expectation that your opponent is (almost) as smart as you are. Equal attention will be given to the development of techniques for analyzing competitive interactions and to the application of those techniques. Game theory and the economics of industrial organization provide the basis for the theoretical constructs developed in the course. Topics that will be explored include: market failures and profitability, competitive bidding, signaling, entry deterrence, agenda setting, regulations, and price wars.

Taught by: James Ostler
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
MGMT 712 Managing Strategic Partnerships
This course explores the management of strategic partnerships between firms, which have surged in recent years in response to globalization, technological evolution, deregulation, shortened product life cycles, and intensified competition. Today’s alliances drive corporate growth and change, and vary greatly in terms of partner type, commitment, equity investment, degree of control, between scale, and scope. They range from bilateral arrangements to ecosystems to outsourcing, often blurring traditional organizational boundaries and leading to the creation of globally distributed enterprises. In view of these contemporary developments, the objectives of the course are two-fold: (1) to arm you with a set of tools to facilitate the selection of an appropriate alliance strategy in a given situation; and, (2) to provide you with frameworks to help the initiate and implement different kinds of partnerships. The emphasis lies on strategic and organizational aspects in the formation and management of these transactions, rather than financial considerations. Alternative growth strategies to strategic alliances (e.g., acquisitions), the impact of these partnerships on competition within an industry, and regulatory constraints will also be discussed. In terms of its pedagogical approach, this is designed to be an interactive, applied, case-based course with accompanying conceptual readings to help structure your thinking. Given the nature of the course, we will also apply the lessons from the cases to understand the challenges and implications of relevant recent and on-going deals. In addition, guest speakers with experience in investment banking, consulting, and industry will be invited to share their perspectives. A group project is intended to give you the opportunity to apply your learning from the course to a context that is most interesting and relevant to you.
Course not offered every year
Prerequisite: MGMT 611 OR MGMT 612
Activity: Lecture
0.5 Course Units

MGMT 714 Value Creation and Value Capture in American Business History
This course examines how the kind of firms in which most Wharton students will spend the next stage of their careers came to be as they are today. At a superficial level, the course’s objectives are descriptive and narrative. But history, considered thoughtfully and critically, is never just description and a narrative: the course’s deeper purpose is to give students some idea of how to think about the future evolution of firms and industries. In this the course is as much an applied strategy course as it is a historical survey. The course considers the development of the business enterprise as an economic institution. It also covers the evolution of competition and strategy, marketing institutions, some aspects of the history of operations management, and corporate finance. Issues arising in these different management disciplines are considered in part for the purpose of showing off their interrelationships. Questions of how value can be created and captured at the enterprise level form the core of the perspective. The course’s focus is on American developments, since many of the innovations took place here, but there is scope for comparison with Japan and the leading European economies if there is student interest. Chronologically the course runs from Franklin’s days through the early twenty-first century. It proceeds through discussion of actual business decisions and performance in a series of challenging and otherwise interesting moments in the evolution of the American business environment. The materials are unusual for the Wharton School—they are not just often case-like but wherever possible draw on documents contemporary to the decisions such as correspondence, internal memoranda, minutes of meetings, old newspaper and magazine stories, and eyewitness accounts. The objective in this is to give students as minimally mediated access as is feasible to what the embedded actors knew and thought. These materials require thoughtful preparation. Weekly short writing assignments during the first twelve weeks of the term develop students’ skill in turning such preparation into crisp analytical prose. The course as a process is much more focused on the students than many and the most productive experience of it demands that the students both engage with the materials when they prepare and then take an active role in the class discussion. The largest single element in the grading is a substantial term paper on a topic agreeable to both the student and the instructor. For more information, please contact the instructor: raff@wharton.upenn.edu.
Taught by: Daniel Raff
Also Offered As: MGMT 225
Activity: Lecture
1.0 Course Unit

MGMT 715 Political Environment of the Multinational Firm
All successful firms go global. This course provides a broad introduction to international business. You will learn about who loses and who gains from trade, what are the effects of tariffs and non-tariff barriers, the World Trade Organization (WTO), regional trading blocs, and NAFTA. The core then turns to the international financial architecture, focusing on exchange rate risk. We then move to multinational firm strategies, including a discussion of the reasons for why firms choose to do business globally through trade or FDI, international tax strategy, joint ventures, technology transfer, different ways to be a multinational firm, and ethical dilemmas. The class is a mix of lectures and cases that allow students to synthesize the extensive materials on multinational management, international institutions, economic policies, and politics with a goal towards formulating multinational firm strategy.
Activity: Lecture
0.5 Course Units
MGMT 717 Deals: The Economic Structure of Transacting and Contracting
This course focuses on the role of professionals, including lawyers of all types (corporate, tax, securities, etc.), direct private equity investors, corporate business development officers, and investment bankers, in creating value through transaction engineering. The overall goal of the course is to explore how private parties could order their commercial interactions, to develop a theory of how they ought to do this, and to gain a thorough understanding of how business deals are actually done. The long first half of the course is devoted to analyzing impediments to transacting, including asymmetric information, difficulties intrinsic to contracting over time, enforceability, various forms of strategic behavior, exogenous risk, all with a view to understanding the logic of the variety of techniques used to ameliorate them and more broadly to create distributable value through transaction structuring. These Part I classes are accompanied by exercises of various sorts. In the second part of the course, student teams apply the conceptual tools and techniques developed in the first half to analyzing the fine detail of a series of recently completed and interestingly complex transactions. Each team is given access to the original documents implementing their deal. A week of class time is devoted to each transaction. In the first (Monday) session, the student teams present their deal to the class, laying out strategic motivations, analyzing key structuring moves, and exploring the advantages and disadvantages of proceeding in the way the participants did. In the second, on the Wednesday, one or (usually) more of the professionals who worked on it will present the deal from the participant perspective, address the always interesting process questions, and take questions from the class. The requirements for the class are regular attendance, active participation in class discussions, a series of homework assignments and a short individual paper in Part I, the group presentation project and a group memorandum from each deal team on what there was to be learned from the Wednesday presentation their week in Part II, and a six-hour take-home exam. The course meets jointly on what there was to be learned from the Wednesday presentation their week in Part II, and a six-hour take-home exam. The course meets jointly with an upper-class Law School and LLM course. Wharton enrollment will be restricted this year to 25 MBA students. In the event that the course is oversubscribed, students will be admitted from the waiting list only if other students drop the course. If this happens, it usually happens fairly early on. Priority for admission in these circumstances will go to students who have attended the class from the beginning. For more information, please contact the instructor: raff@wharton.upenn.edu.

Taught by: Daniel Raff
Activity: Lecture
1.0 Course Unit

MGMT 720 Corporate Diplomacy
Managers, consultants, investors and creditors increasingly acknowledge the importance of stakeholder opinions of the acceptability of a company’s operations for that company’s ability to achieve its organizational mission and to deliver a financial return. The rhetoric that companies must manage their stakeholder relations as well as shareholder relations is rapidly shifting from a philosophical critique of the functioning of the capitalist system to a strategic, financial, operational and societal imperative. Managers, consultants and investors are increasingly drawing on new unstructured data on the identity and issues of concern of stakeholders to align corporate and investment strategy with stakeholder demands on issues ranging from environmental externalities (e.g., climate change) to human rights. This course provides students the latest tools to use this data for stakeholder and issue mapping as well as financial valuation. It also offers more behavioral skills critical for external stakeholder engagement including trust building and communications as well as internal stakeholder engagement. In short, it prepares students to engage in Corporate Diplomacy (i.e., to influence or assess external stakeholders’ opinions of the acceptability of a company’s operations at a moment in time and to convince internal stakeholders to adapt their behaviors, systems and outputs’ when necessary). There are no formal prerequisites but participants should be able to contribute some individual expertise from previous coursework, training, and work experience and will, at other times, rely heavily on their peers to summarize and introduce key concepts and perspectives from other disciplines, industries or countries with which they may be less familiar.

Taught by: Witold Henisz
Activity: Lecture
1.0 Course Unit

MGMT 721 Corporate Development: Mergers and Acquisitions
This course explores the role of mergers and acquisitions and alternative methods of corporate development in advancing the strategies of operating business. Emphasis is on the way companies use acquisitions to alter business mixes; seize opportunities in new products, technologies and markets; enhance competitive positioning; adjust to changing economics, and promote value-creating growth. Although the course will emphasize strategic acquisitions, it also will explore leveraged buy-outs and hostile financial acquisitions as well as their influence on corporate buyers. Please note that you must fulfill the prerequisites in order to enroll in this class.

Prerequisite: MGMT 611 OR MGMT 612
Activity: Lecture
1.0 Course Unit
MGMT 729 Intellectual Property Strategy for the Innovation-Driven Enterprise
Announcing the first iPhone at Macworld 2007, Apple CEO Steve Jobs famously boasted: ‘And boy, have we patented it!’ How, and to what extent, do patents and intellectual property really provide competitive advantage for innovative technology companies? What makes an IP asset strategically powerful? How do patents impact, and even drive, major corporate decisions including M&A, venture funding and exits, and entry into new markets? In this course, students will learn to critically analyze and answer these questions, gaining insights they can leverage in their future roles as innovation industry executives, entrepreneurs, strategists, and investors. The course includes three major units. In Unit 1, Patents and Innovation Value, we examine closely the relationship between competitive advantage, value proposition, and intellectual property (particularly patents). We will apply our understanding of that relationship to critique and sharpen patent strategy to protect examples of cutting-edge technologies. In Unit 2, Patent Leverage and the Corporate Playbook, we study theory and examples of how intellectual property leverage strategically informs corporate transactions and decisions, for established companies as well as for start-ups. In Unit 3, Limits and Alternatives to Patents, we confront the recent legal trend toward reigning in the power and scope of patents. We also consider the growing importance of data as a proprietary technology asset, and discuss options for adapting intellectual property strategy appropriately. Throughout, students will learn and practice applying the concepts we learn to decision-making in examples based on innovative real-world technologies and businesses.

Also Offered As: LGST 729, MGMT 229

Activity: Lecture
0.5 Course Units

MGMT 731 Technology Strategy
The course is designed to meet the needs of future managers, entrepreneurs, consultants and investors who must analyze and develop business strategies in technology-based industries. The emphasis is on learning conceptual models and frameworks to help navigate the complexity and dynamism in such industries. This is not a course in new product development or in using information technology to improve business processes and offerings. We will take a perspective of both established and emerging firms competing through technological innovations, and study the key strategic drivers of value creation and appropriation in the context of business ecosystems. The course uses a combination of cases, simulation and readings. The cases are drawn primarily from technology-based industries. Note, however, that the case discussions are mainly based on strategic (not technical) issues. Hence, a technical background is not required for fruitful participation.

Taught by: Rahul Kapoor

Activity: Lecture
0.5 Course Units

MGMT 740 Leading Effective Teams
This course develops your knowledge and skills for designing, leading, and consulting with teams in organizations. The goals are to provide both the conceptual understanding and the behavioral skills required to improve effectiveness. This course emphasizes class participation, readings, analytic and reflective writing, assessments, peer feedback and coaching, lectures simulations and an intensive field project. with a real team in the Philadelphia area. Four kinds of teams are the focus of study: teams of which you’ve been a member in the past; your 740 team, with three or four classmates; a team outside of 740 that your 740 Team will observe, analyze, and report on--your Host Team; and a team that you expect to be on in the future. The case material for learning and applying course concepts will be these teams that you know from direct observation and experience. Expect to leave this course with new knowledge of how to diagnose and intervene - as leader, member, or consultant - to improve the performance, sustainability, and impact on the members of any team in any setting. The text is by J. Richard Hackman, Leading Teams (Harvard Business).

Prerequisite: MGMT 610

Activity: Lecture
0.5 Course Units
MGMT 751 Strategic Management of Human Assets
Successful firms often excel in the capability of employing and deploying human assets (resources) to achieve the effective implementation of business strategy. To understand this capability, this course will address two central themes: 1) How to think systematically and strategically about various aspects of managing the organization's human assets; and 2) What really needs to be done to implement these policies and achieve competitive advantage. In order to think 'systematically' about this topic for any particular organization, we will consider the bundles of work practices and human resources processes that make up the overall system for managing people and evaluate whether these are internally consistent and aligned ('internal fit'). To think 'strategically', we will then assess the relationship between practices/processes of managing people and the firm's strategy and strategic context, e.g., industry structure, competitive landscape, political, social, and economic environment -- for evidence of external fit. By paying attention to implementation, we will recognize that although many organizations recognize the importance of managing the workforce effectively (and even 'know' what approaches have been effective elsewhere), firms and managers very often fail to implement these approaches. The course is organized in four sections: 1) Setting out basic frameworks for viewing the strategic management of human assets as a source of competitive advantage for firms; 2) Comparing and contrasting four different approaches to organizing human assets: 'Control', 'Commitment' model, 'Talent' model, and 'Collaborative', 3) Addressing the 'make' vs. 'buy' decision for human assets, i.e., when to upgrade the internal skills of existing employees (including promotion from within) in order to boost capabilities and compete in new areas vs. when to hire people who already have the necessary skills, via external hires and/or hiring individuals on contract; and 4) Analyzing the relationships among culture, HR systems, and organization change when faced with strategic shifts; leadership crises; rapid growth; and global expansion. The strategic management of human assets is only one source of competitive advantage. Yet many managers recognize (and many successful organizations embody) the reality that the competitive edge gained from the newest technology, the latest marketing strategy, or the most creative product design may be relatively short-lived as competitors rush to imitate and follow. Aligning human resource systems with business strategy is not easy, but once achieved, it seems to offer a more sustainable - because more unique and difficult to imitate - source of competitive advantage.
Prerequisite: MGMT 611 OR MGMT 612
Activity: Lecture
0.5 Course Units

MGMT 765 Venture Capital and Entrepreneurial Management: Practices and Institutions of Silicon Valley
This elective half-semester course will highlight venture capital and entrepreneurship in general and will explore selected aspects of this industry, including: industry trends and dynamics in Silicon Valley and the South of Market area (SOMA) of San Francisco; the recent emergence of alternative sources of startup financing, including incubators/accelerators and crowdfunding platforms, angel groups and stage-agnostic institutional investors; business and operational aspects of early stage companies in transition to mezzanine-level stages of growth; and company 'exits,' including both initial public offerings and merger/sale transactions. MGMT765 and MGMT804 cover separate issues within the same general industry and are not redundant. This course addresses issues faced by later stage VC backed firms, while MGMT804 centers on early stage, pre-revenue startups. It is recommended students take MGMT 801 before enrolling in this course. The format of this course relies heavily on site visits and recognized leaders within the Bay Area to bring forth on-the-ground perspectives of a changing and important industry. While MGMT804 is not a prerequisite, the two courses are complementary.
Activity: Lecture
0.5 Course Units
Notes: Requirements: Individual participation in lectures, discussions, and company visits, student presentations, and final paper.

MGMT 772 Power and Politics in Organizations
'If you want to test a (person's) character, give (him/her) power.' These famous words articulate one of the many tensions of exercising power. Regardless of whether you have an appetite for power or disdain it, power and politics are likely to play an important role in your career. The purpose of this course is to introduce you to concepts that are useful for understanding, analyzing, and developing your political skill. But beyond discovering ways to extend your own power in organizations, we will also uncover lessons about ways in which power and politics can blind you, and how to navigate situations in which you are up against powerful people. Using a range of scholarly articles, cases, exercises, assessments and simulations, we will extract a variety of lessons relevant to your role in organizations. Topics include diagnosing power in organizations, building coalitions, change management, understanding networks, coping with intolerable bosses and incivility, and downsizing. Students will be expected to engage in field research for their coursework and final paper, and the course requires that students submit assignments for almost every class session. Thematically, this course highlights how your relationships with organizational stakeholders and an understanding of the organizational context are crucial to successfully navigating the political terrain of organizations. Organizations are inherently political arenas that require social astuteness, and an understanding of the 'rules of the game.' This course is designed for students aiming to develop their leadership, general management and career skills through a better understanding of power and politics, and relates to other courses on these topics in the Management department.
Activity: Lecture
0.5 Course Units
MGMT 773 Managing Organizational Change
During the last decade it has become clear that in the global economy, firms must constantly adapt to changing technological, competitive, demographic and other environmental conditions in order to survive and prosper. The importance of acquiring the knowledge and tools for changing organizations successfully cannot be overemphasized (particularly for students headed for consulting and general management careers, although not limited to them). This course focuses on specific concepts, theories and tools that can guide executives entrusted with the task of leading organizational change to successful execution. Among other topics, the course will focus on various change strategies such as leading change, managing cultural change, and mergers and acquisitions, corporate transformation, managing growth, building the customer-centric organization, business process outsourcing both from client and provider perspectives, and managing radical organizational change. The perspective of the course is integrative and the focus is on successful execution.
Taught by: Pottruck D
Prerequisite: MGMT 611 OR MGMT 612
Activity: Lecture
0.5 Course Units

MGMT 782 Strategic Implementation
Much more is known about strategy formulation than its implementation, yet valid, sensible strategies often fail because of problems on the implementation side. This course provides you with tools to turn good strategy into successful reality. It covers the choices, structure, and conditions that enable the successful attainment of strategic objectives. Students learn from rigorous academic research on successful implementation, as well as a series of seasoned business leaders who will visit to share their own experience from the front lines.
Taught by: Professor Claudine Gartenberg
Prerequisite: MGMT 611 OR MGMT 612
Activity: Lecture
1.0 Course Unit

MGMT 784 Managerial Economics and Game Theory
The purpose of this course is to develop students’ abilities to apply game theory to decision making. Development of the tools of game theory and the application of those tools is emphasized. Game theory has become an important tool for managers and consultants in analyzing and implementing tactical as well as strategic actions. This course will primarily focus on examples useful for developing competitive strategy in the private sector (pricing and product strategy, capacity choices, contracting and negotiating, signaling and bluffing, takeover strategy, etc.). Game theory can also be used to address problems relevant to a firm’s organizational strategy (e.g., internal incentives and information flow within a firm) and to a firm’s non-market environment (e.g., strategic trade policies, litigation and regulation strategy). Recommended background in intermediate microeconomics or equivalent. It is expected that the student has been introduced to some basic game theory. There will be a quick review of the basics and some recommended supplemental readings for those who have little or no background in game theory.
Prerequisite: MGEC 611
Activity: Lecture
0.5 Course Units

MGMT 788 Managing and Competing in China
The business environment in China is characterized by both uncertainty and complexity. On the one hand, it is changing fast; on the other hand, it is influenced by deep-rooted political, economic, and cultural forces that exhibit tremendous inertia. This course will help students—as potential managers, entrepreneurs, and investors—gain the knowledge and analytical skills necessary to compete effectively in China. We will discuss various types of firms in the Chinese economy—from large state-owned enterprises (SOEs) to newly minted Internet giants, from prominent multinational companies (MNCs) to virtually anonymous local suppliers—and the unique institutions in which these firms operate. Such discussions will also help managers whose firms compete or collaborate with Chinese firms on the global stage. We will use a combination of lectures, cases, debates, and role play in class. You will also have the opportunity to apply your learning to real business scenarios.
Also Offered As: MGMT 288
Activity: Lecture
1.0 Course Unit

MGMT 793 People Analytics
This course examines the use of data to improve how people are managed within organizations. Recent years have seen a growing movement to bring more science to how we manage people. In some cases, that means ensuring that whatever practices and approaches we adopt are backed up by solid evidence as to their effectiveness. Often, organizations will seek to go further, analyzing their own data to identify problems and learn what is working and what is not in their own context. This course applies the insights of the people analytics movement to help students become better managers and more critical analysts within their organizations. The course aims to develop students in three specific ways. First, it provides students with an up-to-the-minute grounding in current evidence about managing people, providing a knowledge base that can ensure that their future management is guided by best practices. Second, it develops the skills and understanding necessary to be thoughtful, critical consumers of evidence on people management, allowing them to make the most of the analysis available to them as they make people decisions. Third, it provides guidance and practice in conducting people analytics, preparing students to gather data of their own, and making them more skilled analysts. The course addresses these topics through a mixture of lecture, case discussion, and hands on exploration of a variety of data sets.
Taught by: Matthew Bidwell
Also Offered As: OIDD 793
Activity: Lecture
0.5 Course Units
MGMT 794 Understanding Careers and Executive Labor Markets
This course examines the structure of executive careers in order to help understand how those careers can be managed most effectively. By drawing on extensive economic, sociological and psychological research on careers, we will examine such questions as when executives should move on to the next job or even change fields altogether, and what are effective means of finding jobs, achieving promotions, managing networks, and achieving work-life balance. The first few sessions of the course explore the basic building blocks of the career, outlining our knowledge on the different orientations that individuals take to their careers, how approaches to the career change as people get older, and how different kinds of job moves within and across firms advance careers. The second part of the course explores in more detail the social resources that affect careers, notably social networks and relationships with mentors. The third section of the course then examines a number of the most important and difficult issues affecting modern careers, including making successful transitions, the effects of gender on careers, work-life balance, and international careers. Format: The course is structured around a combination of academic research, cases, guest speakers, and examples and exercises. A project encourages the students to compare their own plans for their careers with the careers that have been experienced by older executives.
Activity: Lecture
0.5 Course Units

MGMT 799 Epidemics, Natural Disasters & Geopolitics: Managing Global Bus/Fin Uncertainty
Epidemics and natural disasters are exogenous shocks that create many challenges for companies, financial markets, and political systems. This class draws on the expertise of 12 Wharton faculty members to provide a deep understanding of how global business and financial uncertainty can be managed in the wake of such dramatic events. The topics include: leading in uncertain times, the reaction of the financial markets to the coronavirus, disaster risk and asset returns, the significance of borders in an integrated world, emotional contagion and epidemics, the evolving U.S./China relationship in the context of trade wars and the pandemic, and the disruption of trade and global supply chains. Students may take this class in person or online. Requirements include participation (in the classroom or in a class blog), daily multiple-choice tests, and a short team paper to be peer-graded.
Taught by: Mauro F. Guillen
Activity: Lecture
0.5 Course Units

MGMT 801 Entrepreneurship
MGMT 801 is the foundation course in the Entrepreneurial Management program. The purpose of this course is to explore the many dimensions of new venture creation and growth. While most of the examples in class will be drawn from new venture formation, the principles also apply to entrepreneurship in corporate settings and to non-profit entrepreneurship. We will be concerned with content and process questions as well as with formulation and implementation issues that relate to conceptualizing, developing, and managing successful new ventures. The emphasis in this course is on applying and synthesizing concepts and techniques from functional areas of strategic management, finance, accounting, managerial economics, marketing, operations management, and organizational behavior in the context of new venture development. The class serves as both a stand alone class and as a preparatory course to those interested in writing and venture implementation (the subject of the semester-long course, MGMT 806). Format: Lectures and case discussions. Requirements: Class participation, interim assignments, final project. Enrollment limited to Wharton MBA students only.
Activity: Lecture
0.5 Course Units

MGMT 802 Change, Innovation & Entrepreneurship
Designed for students with a serious interest in entrepreneurship, this course will provide you with an advanced theoretical foundation and a set of practical tools for the management of startups and entrepreneurial teams in fast-changing and innovative environments. Building on the skills of MGMT 801, every class session is built around an experience where you have to put learning into practice, including the award-winning Looking Glass entrepreneurial simulation, role-playing exercises, and a variety of other games and simulations. The goal is to constantly challenge you to deal with entrepreneurial or innovative experiences, as you learn to navigate complex and changing environments on the fly, applying what you learned to a variety of scenarios. MGMT 802 is built to be challenging and will require a desire to deal with ambiguous and shifting circumstances. It is recommended students take MGMT 801 before enrolling in this course. Format: Lectures, discussion, interim reports, class participation, readings report, and presentations, and an innovation assessment in PowerPoint format.
Activity: Lecture
0.5 Course Units
MGMT 804 Venture Capital and Entrepreneurial Management
This elective half-semester course focuses on venture capital management issues in the context of the typical high-growth potential early stage start-up company. The course is fundamentally pragmatic in its outlook. It will cover seven principal areas relevant to the privately held high-growth start-up which include: commentary on the venture capital industry generally, as well as a discussion of the typical venture fund structure and related venture capital objectives and investment strategies; common organizational issues encountered in the formation of a venture backed start-up, including issues relating to initial capitalization, intellectual property and early stage equity arrangements; valuation methodologies that form the basis of the negotiation between the entrepreneur and the venture capitalist in anticipation of a venture investment; the challenges of fundraising, financing strategies and the importance of the business plan and the typical dynamics that play out between VC and entrepreneur. It is recommended students take MGMT 801 before enrolling in this course. Typical investment terms found in the term sheet and the dynamics of negotiation between the entrepreneur and the venture capitalist; compensation practices in a venture capital backed company; and corporate governance in the context of a privately-held, venture capital-backed start-up company and the typical dynamics that play out between VC and entrepreneur in an insider-led, ‘down round’ financing. Requirements: Classroom participation, weekly case assignments, and final exam Format: Lecture, case studies, class participation, weekly case assignments, and final exam.
Activity: Lecture
0.5 Course Units

MGMT 806 Venture Implementation
This advanced course on entrepreneurship focuses on developing a validated opportunity or concept into a venture that is ready for seed financing and/or launching the product or service. Participants in this course must previously have developed a validated opportunity, either in a previous course or through independent efforts. Students may participate as a team of up to three people. Ideally, participants are committed to pursuing their opportunity commercially, or at least to seriously explore that possibility. The course provides a practical guidance for developing the product or service, forming the entity, raising capital building the team, establishing partnerships, and sourcing professional services. After completing the course, you will be ‘pitch ready’ - whether submitting to campus venture competitions or to outside investors. Most coursework is focused on applying concepts and frameworks to project tasks in developing the venture. Students must have successfully completed MGMT 801 before enrolling in this course. Students must have successfully completed MGMT801 before enrolling in this course. Format: Highly interactive Requirements: Class participation, interim assignments.
Taught by: Patrick FitzGerald or Ethan Mollick
Also Offered As: MGMT 231
Prerequisite: MGMT 801
Activity: Lecture
1.0 Course Unit

MGMT 809 Private Equity in Emerging Markets
This course investigates the private equity industry in emerging markets. The goal of the course is to give students a realistic understanding of the roles, responsibilities and analytical skills required of market practitioners, as well as the tensions that arise between various stakeholders, including government officials, investors, entrepreneurs and the press. The underlying premise is that the basic rules for private equity in those countries are similar to the rules in more industrialized countries, but market participants face a broader range of issues in areas such as valuations, governance, legal structures, contract enforcement and regulatory transparency. To provide students with a practical grasp of the issues, classes will be a mix of lectures, expert guest speakers and business cases. Cases will highlight the challenges and tasks at each stage of the investment cycle, such as structuring and launching a new fund, originating new deals, conducting due diligence, creating value, monitoring the performance of portfolio companies and exiting. Each classes will focus on a specific topic, ranging from the basics of how and why private equity funds operate to complex issues such as fund governance and adding value to family firms.
Taught by: Peter Tropper
Prerequisite: FNCE 611
Activity: Lecture
0.5 Course Units

MGMT 811 Entrepreneurship Through Acquisition
MGMT 811 focuses on the theoretical, strategic, analytics, and practical issues of acquiring a business. Topics include: locating a business, due diligence, reviewing and analyzing data, valuation, raising capital/financing the deal, search funds, structuring the acquisition, letters of intent, contracts/asset purchase agreements, integrating the target, acquisition growth strategies, and transitioning/exiting the acquisition. Format: The class consists of lectures, in-class discussions of cases, assigned readings, homework problems, case studies, and a group or individual project. It is recommended students take MGMT 801 before enrolling in this course.
Taught by: Robert Chalfin
Activity: Lecture
0.5 Course Units

MGMT 812 Social Entrepreneurship
This is a course on creating a business to attack a social problem and thereby accomplish both social impact and financial sustainability. For this course, social entrepreneurship is defined as entrepreneurship used to profitably confront social problems. This definition therefore views social entrepreneurship as a distinct alternative to public sector initiatives. The basic thesis is that many social problems, if looked at through an entrepreneurial lens, create opportunity for someone to launch a venture that generates profits by alleviating that social problem. This sets in motion a virtuous cycle - the entrepreneur is incented to do so can lead to a resource-lean not-for-profit entity. Creating a profitable social entrepreneurship venture is by no means a simple challenge. Cross-listed with MGMT 212.
Course usually offered in fall term
Also Offered As: MGMT 212
Activity: Lecture
0.5 Course Units
MGMT 815 Sports Business Management
This course examines various business disciplines as they apply to the sports industry. The course provides the student with an overview of the business of the intercollegiate, Olympic and professional sports enterprises. In addition, the course investigates the business related issues encountered by managers of sports organizations and covers how business principles can be applied to effectively address these issues. This course is crosslisted with MGMT 815.
One-term course offered either term
Also Offered As: LGST 809
Activity: Lecture
1.0 Course Unit

MGMT 816 Building Human Assets in Entrepreneurial Ventures
The success of entrepreneurial endeavors depends, even more so than in larger more bureaucratic organizations, on the ability to locate and manage talent effectively. Specifically, on the need to find the right people and keep them engaged in working on the organization's goals. We focus in this course on leading, building, and maintaining human assets in start-up and small, growing operations. The course is designed with several key components, these are: conceptual and practical readings relevant to the topic; case studies illustrating key concepts and issues; lecture on practical application and examples; and lastly every class will also feature a presentation by and conversation with an outside expert whose work is relevant to guiding or advising start-ups and fast-growing small firms. We will focus on the following objectives: identifying the talent needed to initiate and sustain an entrepreneurial endeavor; structuring human resource policies and corporate culture to prepare for and facilitate firm growth; assessing the human aspects of valuing entrepreneurial companies; and responding to conflict and organizational threats within nascent firms. This course will apply recent research from strategic human resource management, personnel economics and organizational behavior to the practical issues of building and managing human assets in new ventures. Format: Case discussion, guest speakers and lectures, active class participation, final project Enrollment limited to MBA students only.
Activity: Lecture
0.5 Course Units

MGMT 833 Strategies and Practices of Family-controlled Companies
This course is designed for those persons who desire to understand the distinct strategies and practices of family-controlled companies and family wealth creation. It will focus on stakeholder decision making; financial and resource driven options for long-run competitiveness; organizational structures, management team issues; strategic planning from a resource-based perspective; transition planning for the corporate entity, family dynamics, communication issues; and leadership empowerment. The course is intended for those who plan to consult or provide professional services to family-controlled companies and for those planning a career in a family firm. The class is structured around topical lectures with frequent utilization of case studies requiring active class participation, as well as on-site and off-site project work time. Submission of several written case studies, and a term project are required. Open to Wharton MBA and Penn graduate students.
Also Offered As: MGMT 233
Activity: Lecture
1.0 Course Unit

MGMT 871 Advanced Global Strategy
This class is designed to develop world class, globally-minded managers. Many of the most important business issues of today are global in nature. Both 'macro' phenomena (e.g. nationalism, protectionism, demographic change) and 'micro' trends (e.g. competition within and from emerging markets, distributed talent and innovation, digitization and automation) are inherently international issues. They require firms and managers to think, innovate, and organize globally. This class offers a comprehensive set of tools to evaluate opportunities and challenges in global markets, to leverage cross-country differences to enhance innovation and performance, to manage the complexities of a business spread across multiple countries, and to win against foreign rivals. The course will focus on both the formulation and execution of global strategy, with a heavy emphasis on current events and hands on activities. Sample topics include: quantifying opportunities and risks of foreign investments; formulating and executing strategies that balance local responsiveness, global efficiency, and innovation; exploiting differences across countries to enhance innovation while protecting intellectual property; managing organizational structure, culture, and people in multinational organizations; structuring and managing cross-national and cross-cultural teams; developing a global mindset among managers and employees. This course builds on the global management portion of MGMT 611 or MGMT 612, but taking those classes is not a prerequisite for MGMT 871.
Taught by Exequiel Hernandez
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

MGMT 890 Advanced Study-Ind
One-term course offered either term
Activity: Lecture
0.5 Course Units

MGMT 891 Advanced Study Project - Strategic Management
One-term course offered either term
Also Offered As: MGMT 391
Activity: Independent Study
0.25 Course Units

MGMT 892 Advanced Study Project - Collaborative Innovation Program
Business success is increasingly driven by a firm's ability to create and capture value through innovation. Thus, the processes used by firms to develop innovations, the choices they make regarding how to commercialize their innovations, the changes they make to their business models to adapt to the dynamic environment, and the strategies they use to position and build a dominate competitive position are important issues facing firms. In MGMT. 892, you will learn to address these issues through an action learning approach. MGMT. 892 is a 1.0-credit course conducted in the spirit of an independent study. By working on consulting projects for leading global companies, you will develop and then apply your knowledge about innovation management and help these firms better understand the challenges and opportunities posed by emerging technologies and markets.
Activity: Independent Study
0.5 Course Units
Notes: Please note that this course requires permission. Please contact:MackInstitute@wharton.upenn.edu for permission. The subject line should say: MGMT. 892 Permission Request.

MGMT 893 Advanced Study Project for Entrepreneurial Management
Activity: Independent Study
1.0 Course Unit
MGMT 894 Advanced Study Project - Multinational Management
ASP topics can be individually selected by the student with the advice and consent of any instructor in the management Department. All ASP registrations require the written consent of the instructor and appropriate course and section number on the registration form. If the student has the instructor's written permission, he/she is not required to obtain written consent from the Department. Students, however, should send an email to MGMT-Courseinfo@wharton.upenn.edu to request the course and section numbers.
Activity: Independent Study
1.0 Course Unit

MGMT 896 Decision Making in the Leadership Chair
Contact the Management Department for additional information at: Courseinfo@wharton.upenn.edu. Decision making in the leadership chair is a complex task and one that is difficult to teach in a business school setting. To bridge this gap, Mr. William P. Lauder and invited executives will bring their experiences into the classroom, primarily addressing key decision they made, how they weighed their options, and what they learned from the outcomes. The framework for the class centers around two crucial aspects of decision making in the leadership chair: the need to manage many groups of stakeholders, and the need to play many roles when doing this. This course is by application only to second-year Wharton MBAs and a maximum of 48 students will be selected. A communication will be sent regarding the application details.
Activity: Independent Study
0.5 Course Units

MGMT 897 Global Modular Course A
Also Offered As: WH 212
Activity: Lecture
0.5 Course Units

MGMT 898 Global Modular Course B
Also Offered As: WH 213
Activity: Lecture
0.5 Course Units

MGMT 900 Economic Foundations of Management
This course examines some of the central questions in management with economic approaches as a starting point, but with an eye to links to behavioral perspectives on these same questions. It is not a substitute for a traditional microeconomics course. Economics concerns itself with goal directed behavior of individuals interacting in a competitive context. We adopt that general orientation but recognize that goal directed action need not take the form of maximizing behavior and that competitive processes do not typically equilibrate instantaneously. The substantive focus is on the firm as a productive entity. Among the sorts of questions we explore are the following: What underlies a firms capabilities? How does individual knowledge aggregate to form collective capabilities? What do these perspectives on firms say about the scope of a firms activities, both horizontally (diversification) and vertically (buy-sell-supply relationships)? We also explore what our understanding of firms says about market dynamics and industry evolution, particularly in the context of technological change. A central property of firms, as with any organization, is the interdependent nature of activity within them. Thus, understanding firms as ‘systems’ is quite important Among the issues we explore in this regard are the following. Organizational ‘systems’ have internal structure, in particular elements of hierarchy and modularity. Even putting aside the question of individual goals and objectives and how they may aggregate, the question of organizational goal is non-trivial. To say that a firms objective is to maximize profits is not terribly operational. How does such an overarching objective get decomposed to link to the actual operating activities of individual subunits, including individuals themselves. This issue of goals has links to some interesting recent work that links the valuation process of financial markets to firm behavior. Financial markets are not only a reflection of firm value, but may guide firms initiatives in systematic ways. Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

MGMT 918 Personnel Economics A
This is a half-semester PhD course in the Management Department that is also open to any current PhD students at Wharton. The canonical model in economics views an agent as a fully rational, atomistic individual making optimal choices under scarcity. This approach has been very powerful theoretically and empirically to explain and to predict behavior in the workplace. This model has also been enriched to accommodate other phenomena arguably affecting behavior in the workplace like the social context (e.g. peer effects, altruism, or social comparison), non-standard time preferences, loss aversion, and cognitive costs. Incorporating these ideas into the standard model can be accomplished in various ways but the real stress test for these theories is whether they predict behavior more generally (i.e. we don't just use theory to explain one choice but choices more generally) and to generate empirical predictions that can be tested using experiments. In this mini-course we start-off with a tour de force of the fundamental principal-agent model and the various behavioral extensions. The core of the course is, however, not theoretical but a practical course on how to design field experiments to test these ideas.
Activity: Seminar
0.5 Course Units
MGMT 919 Personnel Economics B
This is a half-semester PhD course in the Management Department that is also open to any current PhD students at Wharton. It is a continuation and builds on MGMT 918 - please see the course description for MGMT 918. As in MGMT 918 we expand on the canonical model in economics and introduce views from behavioral economics and introduce views from behavioral economics to derive novel theories with empirically testable implications on workplace behavior and individual performance in labor markets and health. In this mini-course the focus is on continuing our review of the literature but the primary aim is to work towards a project description and paper that can be developed into a PhD chapter or journal article.
Activity: Seminar
0.5 Course Units

MGMT 920 Seminar in Human Resources Research
This class is designed to give students an overview of the fundamental topics and arguments in the area of employment, how different social science paradigms consider employment topics, and some pf the new and emerging approaches to this topic.
Taught by: Professor Peter Cappelli
Activity: Seminar
0.5 Course Units

MGMT 925 Seminar in Corporate Strategy
This course explores current research on corporate strategy. Over the past two decades, research in the area of corporate strategy has evolved considerably. The fundamental focus of the field has been on sources of competitive advantage at the of the firm, and the process of building and maintaining competitive advantage. In this class, we explore current research articles that best represent the development of rent-generating resources at the level of the firm. Topics addressed include the concept of strategy, research on the evolution of firm capabilities, competitive interaction, top management teams and strategy formation, and changes in firm scope through acquisitions, divestitures and alliances.
Course usually offered in spring term
Activity: Seminar
0.5 Course Units

MGMT 926 Corporate Transactions & Strategy
This course explores current research on firm boundaries and scope. Issues of firm boundaries and scope have received much attention in the strategic management field over the past twenty years. Theoretical frameworks explaining firm boundaries have been proposed, and empirical research on key success factors within particular boundary choices has flourished. Firm scope is one of the long-standing domains of research in strategic management that is still drawing substantial attention. While certain core perspectives have academic and empirical support, there is much debate and many new research questions to examine, particularly in a global context. In this class, we explore current research articles that best represent the research. Topics addressed include corporate diversification, choices between modes of market entry, key success factors in acquisitions and alliances, and impact of diversification on innovation.
Activity: Seminar
0.5 Course Units

MGMT 927 Technology & Innovation Strategy
This quarter-length doctoral seminar deals with major streams of management research in technology strategy and innovation. We will focus on both classical topics such as incumbents’ management of technological change and industry evolution, and new emergent topics such as ecosystems and platforms. The emphasis will be on understanding the link between technologies and firms in terms of both strategy choices and performance outcomes.
Taught by: Rahul Kapoor
Activity: Seminar
0.5 Course Units

MGMT 932 Proseminar in Management in Qualitative Methods
This course is designed to provide students with an understanding of the methodological approaches we commonly think of as qualitative, with special emphasis on ethnography; semi-structured interviews, case studies, content analysis, and mixed-methods research. The course will cover the basic techniques for collecting, interpreting, and analyzing qualitative (i.e. non-numerical) data. In the spring quarter, the course will focus on data collection and analyzing qualitative data. In the fall semester, the course will focus on theoretical approaches and how to use techniques to analyze qualitative data and present findings.
Notes: Topics for pro-seminars vary. Please contact the instructor as course content may vary.

MGMT 933 Psychological and Sociological Foundations of Research in Management
This course, is required of all first-year doctoral students in Management and open to other Penn students with permission, provides an introduction to the psychological and sociological roots of management theory and research. The course is predicated on the belief that to be effective as a contemporary management scholar one needs a background in "the classics." Therefore, we will be reading classics from the fields of psychology and sociology in their original form during this semester.
Course usually offered in fall term
Activity: Seminar
0.5 Course Units
MGMT 935 Network Theory and Applications
This course explores network models and their applications to organizational phenomena. By examining the structure of relations among actors, network approaches seek to explain variations in beliefs, behaviors, and outcomes. The beauty of network analysis is its underlying mathematical nature - network ideas and measures, in some cases, apply equally well at micro and macro levels of analysis. Therefore, we read and discuss articles both at the micro level (where the network actors are individuals within organizations) and at the macro level (where the network actors are organizations within larger communities) that utilize antecedents or consequences of network constructs such as small worlds, cohesion, structural equivalence, centrality, and autonomy. We begin by examining the classic problem of contagion of information and behaviors across networks, and follow by considering the various underlying models of network structure that might underlie contagion and other processes. The next two sessions address a variety of mechanisms by which an actor's position in a network affects its behavior or performance. Then, the following two sessions address antecedents of network ties via the topics of network evolution and network activation. We close with a 'grab bag' session of articles chosen to match class interests.
Activity: Seminar
0.5 Course Units

MGMT 937 Entrepreneurship Research Seminar
The seminar seeks to expose students to theoretical and empirical perspectives on entrepreneurship research. We will focus on the main questions that define the field and attempt to critically examine how, using a range of methodologies, researchers have approached these questions. As we review the literature, we will seek to identify promising research areas, which may be of interest to you in the context of your dissertation research. In addition to addressing the content of the received literature, we will examine the process of crafting research papers and getting them published in top-tier journals. Towards that end, we will characterize the key elements of high-impact papers and review the development process of such studies. Students are expected to come fully prepared to discuss and critique the readings that are assigned to each class (see details below). Each class will center on discussing in depth 4-5 papers from the reading list assigned to that class. Before each class, I will let you know which papers to prepare. Each student will serve as the discussion leader for one or more of the class sessions. Discussion leaders are expected to critically review several articles, identify new insights in the research that is being reviewed and evaluate its contribution to the literature, position the articles within the literature on the subject matter, raise discussion questions, and act as the discussion moderator for the class session. Each discussion leader is asked to prepare a one or two page summary of the assigned papers which includes a statement of the main research question(s), the methodology, data set if any, summary of findings, a commentary with your thoughts on the reading, and proposed discussion questions. Prior to each class, the discussion leader will meet the instructor to help plan the class meeting. Towards the end of each class, each student will be asked to articulate a research question that emerged from the session and describe the research design used to investigate the issue.
Activity: Seminar
0.5 Course Units

MGMT 938 Family Business Research Seminar
Family firms differ in a number of ways from non-family firms. These differences may result in differential behavior by and performance of family firms versus non-family firms. Although family-controlled firms make up the vast majority of businesses around the world, academic research in this space is sparse. This seminar seeks to expose students to theoretical and empirical perspectives on family businesses. Throughout the course, we will focus on the ownership, control, and management issues that set family firms apart. We will focus on the main issues faced by family firms, and attempt to critically examine how, using a range of methodologies, researchers have approached these issues. As we review the literature, we will seek to identify promising research areas, which may be of interest to you in the context of your dissertation research. In addition to addressing the content of the received literature, we will examine the process of crafting research papers and getting them published in top-tier journals. Towards that end, we will characterize the key elements of high-impact papers and review the development process of such studies. Students are expected to come fully prepared to discuss and critique the readings that are assigned to each class (see details below). Each class will center on discussing in depth 4-5 papers from the reading list assigned to that class. Before each class, I will let you know which papers to prepare. Each student will serve as the discussion leader for one or more of the class sessions. Discussion leaders are expected to critically review several articles, identify new insights in the research that is being reviewed and evaluate its contribution to the literature, position the articles within the literature on the subject matter, raise discussion questions, and act as the discussion moderator for the class session. Each discussion leader is asked to prepare a one or two page summary of the assigned papers which includes a statement of the main research question(s), the methodology, data set if any, summary of findings, a commentary with your thoughts on the reading, and proposed discussion questions. Prior to each class, the discussion leader will meet the instructor to help plan the class meeting. Towards the end of each class, each student will be asked to articulate a research question that emerged from the session and describe the research design used to investigate the issue.
Activity: Seminar
0.5 Course Units

MGMT 939 Seminar in Entrepreneurial Innovation
This quarter-length course explores key topics at the intersection of entrepreneurship and innovation. While the course primarily draws from established theory and empirics from management and economics, it will also include discussions of emerging phenomena in this rapidly evolving field. We will begin by reviewing the basic properties of ideas that uniquely shape the sources and dynamics of entrepreneurship and innovation. Subsequently, we will explore innovation-related challenges and opportunities for startups. Special focus will be placed on research application in which students design and present their own research proposal broadly in the area of entrepreneurship and innovation. Students are highly encouraged to take this course in sequence with MGMT 937.
Taught by: Daniel Kim
Activity: Seminar
0.5 Course Units
MGMT 951 Seminar in Micro-Organizational Behavior
The purpose of this course is to examine and understand basics in the theory and empirical research in the field of micro-organizational behavior and to build an understanding of people’s behavior in organizations. The course covers a blend of classic and contemporary literature so that we can appreciate the prevailing theories and findings in various areas of micro-organizational behavior. We will cover topics such as influence/status, virtual teams, job design, organizational culture and socialization, identity in organizations and overall look on where the field of organizational behavior is going. This is a seminar based course, with active discussion and analysis. For a complete understanding of the basics of organizational behavior it is important for students to have taken Mgmt 933 - micro organizational behavior, which covers the remaining topics in basic organizational behavior. However, it is not mandatory to have taken Mgmt 933 before Mgmt 951 as they cover different sets of topics.

Taught by: Sigal Barsade
Activity: Seminar
0.5 Course Units

MGMT 952 Seminar in Macro-Organizational Behavior
Organizations are ubiquitous, and so is organization. This half-semester course explores organization theory (OT) from the 1960s through the end of the 20th century. We will examine the proliferation of organizational theories during this time period (such as contingency theory, resource dependence theory, ecological theory, and institutional theory) and understand how each theory attempts to relate structure and action over varying levels of analysis. We will determine one or two additional schools to add once we discuss your exposure in other management classes to other potential topics such as behavioral decision theory, sense-making and cognition, organizational economics, corporate governance, social networks, and the like.

Activity: Seminar
0.5 Course Units

MGMT 953 Seminar on Research Methods
This is an introductory doctoral seminar on research methods in management. We examine basic issues involved in conducting empirical research for publication in scholarly management journals. We start by discussing the framing of research questions, theory development, the initial choices involved in research design, and basic concerns in empirical testing. We then consider these issues in the context of different modes of empirical research (including experimental, survey, qualitative, archival, and simulation). We discuss readings that address the underlying fundamentals of these modes as well studies that illustrate how management scholars have used them in their work, separately and in combination.

Activity: Seminar
1.0 Course Unit

MGMT 955 Seminar in International Management
The goal of the course is to provide you with a foundation in some of the major research areas that underpin the study of Multinational Management. International Business (and the study of MNCs) is an interdisciplinary field. As such, our survey of the seminal articles in the field will span a number of different theoretical and empirical approaches (i.e., economic, managerial, organizational and institutional). Much of our seminar discussions will focus on identifying and developing interesting research questions raised by this interdisciplinary literature, which offers many opportunities for systematic empirical study.

Taught by: Kogut
Activity: Seminar
0.5 Course Units

MGMT 957 Emotions in Organizations
This is a one quarter class where we examine and understand basics in emotions theory and its application in organizational behavior. To do so, we will cover a blend of basic psychological theories and organizational behavior literature so that we can appreciate the prevailing theories and findings in various areas of emotions and organizations, and gain a deep understanding of the psychological basis necessary to fully understand organizational behavior research. Specifically, we will examine how affect (consisting of emotions, moods, and affective traits) influences perceptions, cognitions and behavior within organizations. We will critically examine the existing knowledge of emotions in organizational life and identify possible future venues of research. We will begin by examining the nature of emotions in general and then focus on the organizational context, examining specific types of emotions and content areas that have been investigated within organizational behavior research.

Activity: Lecture
0.5 Course Units

MGMT 960 Institutions and Multinational Management
This course builds on the foundational material presented in MGMT 955 with a deeper focus on current research examining institutional influences on multinational management. These include regulative supports (e.g., laws, regulations, contracts and their enforcement through litigation, arbitration of incentive compatible self-regulation) but also normative (e.g., socially shared expectations of appropriate behavior, and social exchange processes) and cognitive (e.g., creating shared identity to bridge differences in values, beliefs and framing) elements of the institutional environment. We will examine not only strategic responses in the market environment but also influence strategies of multinational and domestic firms that seek to alter the institutional environment in which they operate. We will draw not only upon the international business literature but also related literatures including political economy, law, finance, communications, institutional theory, strategic corporate social responsibility, tourist management, construction management, management of extractive industries, negotiations, social movements and network theory (really!).

Activity: Seminar
0.5 Course Units

MGMT 961 Advanced Topics in Micro-organizational Behavior
The purpose of this quarter course is to continue to explore key concepts and research programs in the field of micro-organizational behavior that we began to study in MGMT 951. To do so, we will cover a blend of classic and contemporary literature so that we can appreciate the prevailing theories and findings in various areas of micro-organizational behavior. In addition, for each topic we will then try to go beyond the existing literature. We will work to increase our understanding by re-framing the research variables, altering the perspective, bringing in new theory, and comparing levels of analysis. Building on the topics we examined in MGMT 951, we will explore further organizational behavior topics including identity, fit, extra role behaviors, job design, creativity, status, power and influence.

Activity: Seminar
0.5 Course Units
Management of Economics (MGEC)

MGEC 611 Microeconomics for Managers: Foundations
This course establishes the micro-economic foundations for understanding business decision-making. The course will cover consumer theory and market demand under full information, market equilibrium and government intervention, production theory and cost optimization, producing in perfectly competitive and monopoly markets, vertical relations, and game theory, including simultaneous, sequential, and infinitely repeated games. Finally, we will wrap up game theory with an application to auctions. Students are expected to have mastered these materials before enrolling in the second quarter course: Microeconomics for Managers: Advanced Applications.
Taught by: Selman, Featherstone, Toikka and Berkouwer
One-term course offered either term
Activity: Lecture
0.5 Course Units

MGEC 612 Microeconomics for Managers: Advanced Applications
This course will cover the economic foundations of business strategy and decision-making in market environments with other strategic actors and less than full information, as well as advanced pricing strategies. Topics include oligopoly models of market competition, creation, and protection, sophisticated pricing strategies for consumers with different valuations or consumers who buy multiple units (e.g. price discrimination, bundling, two-part tariffs), strategies for managing risk and making decisions under uncertainty, asymmetric information and its consequences for markets, and finally moral hazard and principle-agent theory with application to incentive contacts.
Taught by: Selman, Featherstone, Toikka and Lockwood
One-term course offered either term
Activity: Lecture
0.5 Course Units

Marathi (MRTI)

MRTI 410 Beginning Marathi I
The first year course in Marathi begins with learning the Devnagari script which is common for other important languages like Hindi and Nepali. With proper emphasis on grammar, vocabulary, and phonetics, the syllabus will see the student becoming able to speak conversational Marathi, read Marathi data from the Internet, and compose simple short essays on selected topics. Prerequisite: Offered through Penn Language Center.
For BA Students: Language Course
Taught by: Ranade
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center

MGMT 962 Multinational Firms Global Economy A
This is a graduate course focusing on the empirical aspects of multinational firms and international trade. The goal of the course is to familiarize graduate students with empirical work on multinational firms in the global economy, by reviewing the recent as well as older literature on this topic. Econometrics and statistical techniques for doing empirical work in international trade will also be discussed. We will focus on a variety of issues that are related to the multinational firm, beginning with trends in multinational activity, then moving to both horizontal and vertical theories of the multinational firm. Topics over the course of the semester will include patterns in the expansion of multinational firms, horizontal and vertical multinationals; the linkages between openness to trade and investment and growth; trade orientation and firm performance; technology transfer and spillovers; innovation and productivity; immigration; labor markets and multinational firms; and global value chains. This course has a mandatory attendance policy.
Taught by: Britta Glennon
Activity: Seminar
0.5 Course Units

MGMT 963 Multinational Firms Global Economy B
This is a graduate course focusing on the empirical aspects of multinational firms and international trade. The goal of the course is to familiarize graduate students with empirical work on multinational firms in the global economy, by reviewing the recent as well as older literature on this topic. Econometrics and statistical techniques for doing empirical work in international trade will also be discussed. We will focus on a variety of issues that are related to the multinational firm, beginning with trends in multinational activity, then moving to both horizontal and vertical theories of the multinational firm. Topics over the course of the semester will include patterns in the expansion of multinational firms, horizontal and vertical multinationals; the linkages between openness to trade and investment and growth; trade orientation and firm performance; technology transfer and spillovers; innovation and productivity; immigration; labor markets and multinational firms; and global value chains. This course has a mandatory attendance policy.
Taught by: Britta Glennon
Activity: Seminar
0.5 Course Units

MGMT 970 Applied Methods for Management Research
Students taking the course will be introduced to the seminal readings on a given method, have a hands-on discussion regarding their application often using a paper and dataset of the faculty member leading the discussion. The goal of the course is to make participants more informed users and reviewers of a wide variety of methodological approaches to Management research including Ordinary Least Squares, Discrete Choice, Count Models, Panel Data, Dealing with Endogeneity, Survival/failure/event history and event studies, experiments, factor analysis and structural equation modeling, hierarchical linear modeling, networks, comparative qualitative methods, coding of non-quantitative data, unstructured text and big data simulations.
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
MRTI 411 Beginning Marathi II
Simple sentences in the present tense, narration (spoken as well written) of day to day activities, expressing likes & dislikes, culturally appropriate greetings and addressing, ability to describe events happening in present and present incomplete tense, consolidation of reading and writing skill acquired in the previous semester as well as proper pronunciations of common usage words and phrases. Speaking practices based upon the My Marathi Text book created by University of Mumbai. Prerequisite: Offered through Penn Language Center.
For BA Students: Language Course
Taught by: Ranade
Course usually offered in spring term
Prerequisite: MRTI 410
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center

MRTI 412 Intermediate Marathi I
Intermediate Marathi builds up upon the Beginning Level of Marathi. Gaining ability to speak about past and future is the most important skill in the intermediate course. Students learn the grammar, vocabulary, sentence structures to narrate and write in simple language about their experiences, short anecdotes, their observations and opinions and future plans.
For BA Students: Language Course
Taught by: Ranade
Course usually offered in fall term
Prerequisite: MRTI 411
Activity: Lecture
1.0 Course Unit

MRTI 413 Intermediate Marathi Part II
In the syllabus for the fourth semester Marathi course gaining language inputs regarding Marathi culture and day to day daily life in Maharashtra becomes one important topic. Day to day communication skills necessary to survive in Maharashtra on the street like interaction with a grocery store clerk or a vegetable sales woman in the market, a rikshaw driver, a policeman, a commuter, asking and providing directions on the street and various day to day real life situations are improvised and practiced. Vocabulary, sentence structures and associated grammar is acquired during practice and real life situations based exercises.
For BA Students: Last Language Course
Taught by: Renade
Course usually offered in spring term
Prerequisite: MRTI 412
Activity: Lecture
1.0 Course Unit

MRTI 449 Advanced Marathi
Theater and Films, Literature and poetry, Folk Songs, Dance and Music; this one semester course will explore the rich Marathi culture as well as will work on increasing the spoken, listening, reading and written proficiency of the students. News stories from the Marathi print media as well as glimpses from Marathi Television, News as well as Serials and popular comedy shows become the authentic materials in this course. Students learn the linguistic as well as cultural aspect of the variety of material through discussions, presentations in which students acquire and use the language to describe, narrate, express their opinions, evaluate, critique and appreciate these aspects of Marathi urban and rural culture.
For BA Students: Advanced Language Course
Taught by: Ranade
Course not offered every year
Activity: Lecture
1.0 Course Unit

Marketing (MKTG)

MKTG 101 Introduction to Marketing
The objective of this course is to introduce students to the concepts, analyses, and activities that comprise marketing management, and to provide practice in assessing and solving marketing problems. The course is also a foundation for advanced electives in Marketing as well as other business/social disciplines. Topics include marketing strategy, customer behavior, segmentation, market research, product management, pricing, promotion, sales force management and competitive analysis.
Taught by: Lamberton
One-term course offered either term
Activity: Recitation
1.0 Course Unit
Notes: MKTG 101 will not be offered in Spring 2021A. You must be registered for a lecture section, (MKTG101001, MKTG101002, MKTG101003 OR MKTG101004) AND one of the corresponding recitation sections (MKTG1012XX) listed for that particular lecture to be fully enrolled in the course. Failure to sign up for both a lecture and corresponding recitation will result in you being dropped from whichever part of the course you have in your schedule. Summer Session sections do not have recitations; you only need to sign up for the lecture MKTG101920 in summer. PLEASE NOTE: Recitation Section MKTG101220 is reserved only for Joseph Wharton Scholars and Benjamin Franklin Scholars. Do not request a permit to take MKTG101220 if you are not in one of these scholars programs.

MKTG 211 Consumer Behavior
This course is concerned with how and why people behave as consumers. Its goals are to: (1) provide conceptual understanding of consumer behavior, (2) provide experience in the application of buyer behavior concepts to marketing management decisions and social policy decision-making; and (3) to develop analytical capability in using behavioral research.
Taught by: Melamud, Sharif
One-term course offered either term
Also Offered As: MKTG 711
Prerequisite: MKTG 101
Activity: Lecture
1.0 Course Unit
MKTG 212 Data and Analysis for Marketing Decisions
This course introduces students to the fundamentals of data-driven marketing, including topics from marketing research and analytics. It examines the many different sources of data available to marketers, including data from customer transactions, surveys, pricing, advertising, and A/B testing, and how to use those data to guide decision-making. Through real-world applications from various industries, including hands-on analyses using modern data analysis tools, students will learn how to formulate marketing problems as testable hypotheses, systematically gather data, and apply statistical tools to yield actionable marketing insights.
Taught by: Ryan Dew, Zhenling Jiang
One-term course offered either term
Also Offered As: MKTG 712
Prerequisite: MKTG 101 AND (STAT 101 OR STAT 111 OR STAT 430)
Activity: Lecture
1.0 Course Unit
Notes: (Former course title Marketing Research.)

MKTG 221 New Product Management
Examination of the marketing aspects of products or services exclusive of their promotion, pricing or distribution. Focuses on decisions regarding product introduction, positioning, improvements, and deletion, and the tools available for making these decisions.
One-term course offered either term
Also Offered As: MKTG 721
Prerequisite: MKTG 101
Activity: Lecture
0.5 Course Units
Notes: 0.5 c.u. One-half term. Check meeting dates. Students must register for this course before the end of the Course Selection period (September for fall, January for spring). The same deadline applies to all sections whether they are offered in the FIRST half or SECOND half of the semester.

MKTG 224 Advertising Management
Immersion in the advertising development process and examination of the practice of advertising. Focuses on decisions regarding advertising objectives, copy selection, budget setting and media selection.
One-term course offered either term
Also Offered As: MKTG 724
Prerequisite: MKTG 101
Activity: Lecture
0.5 Course Units
Notes: 0.5 c.u. One-half term. Check meeting dates. Students must register for this course before the end of the Course Selection period (September for fall, January for spring). The same deadline applies to all sections whether they are offered in the FIRST half or SECOND half of the semester.

MKTG 225 Principles of Retailing
This course explores the domain of retailing; marketing to the final consumer. Emphasis is placed on marketing aspects of retailing not covered in other courses: retail strategy, merchandising, vendor relations and location.
Course usually offered in spring term
Also Offered As: MKTG 725
Activity: Lecture
0.5 Course Units
Notes: 0.5 c.u. One-half term. Check meeting dates. Students must register for this course before the end of the Course Selection period (September for fall, January for spring). The same deadline applies to all sections whether they are offered in the FIRST half or SECOND half of the semester.

MKTG 227 Digital Marketing and Electronic Commerce
The effect of the Internet and related technologies on business and social institutions is more profound than that of any prior invention, including the printing press and the internal combustion engine. Furthermore, marketing is critical to the success of firms that will shape the consumption-led economies that are fueled by these technologies. MKTG 227 provides a research-based and framework-driven approach to succeeding in this environment, through a rigorous approach to understanding digital marketing and electronic commerce. The course is organized into two sections and utilizes relevant theory, empirical analysis, and practical examples, to develop the key learning points. Guest speakers will participate as well, as appropriate.
Taught by: Berman
One-term course offered either term
Also Offered As: MKTG 727
Activity: Lecture
0.5 Course Units
Notes: 0.5 c.u. One-half term. Check meeting dates. Students should register for this course before the end of the Course Selection period (September for fall, January for spring). The same deadline applies to all sections whether they are offered in the FIRST half or SECOND half of the semester. Students may not take both MKTG 227 and the full semester version of this course, MKTG 270 (formally MKTG 230 x) for credit.
MKTG 234 Idea Generation & the Systematic Approach for Creativity
The ability to solve problems creatively and generate change is a recognized standard of success and plays an important role in gaining a competitive advantage in many areas of business management. This course is designed to teach students several creative problem solving methodologies that complement other managerial tools acquired in undergraduate and graduate studies. The course offers students the opportunity to learn how to solve problems, identify opportunities, and generate those elusive ideas that potentially generate enormous benefits to organizations. The objectives of this course are to enhance the students’ (a) creativity, (b) ability to innovate and (c) ability to identify, recruit, develop, manage, retain, and collaborate with creative people. The course includes: 1. A review of the literature on creativity, creative people, innovation, and design as well as the leadership and management of creative people and innovation. 2. Hands on learning of approaches for generating creative ideas. Students will have the opportunity of implementing the techniques studied in class. 3. Applications of creativity to selected management domains - Approaches to the generation of creative options are not limited to the development of products and services or businesses, but can be applied to all areas of management, business, and life. The purpose of these sessions is to explore the applications of creative approaches to marketing, advertising, organizational design, negotiations, and other management challenges. 4. Integration - Both via individual assignments and a group project in which interdisciplinary teams of students generate a creative product/service/customer. Taught by: Rom Schrift
Course usually offered in fall term
Activity: Lecture
0.5 Course Units
Notes: 0.5 c.u. One-half term. Students may not take both MKTG 292 and MKTG 234 for credit. Check meeting dates. Student must register for this course before the end of the Course Selection period (September for fall, January for spring). The same deadline applies to all sections whether they are offered in the FIRST half or SECOND half of the semester.

MKTG 237 Introduction to Brain Science for Business
This course provides an overview of contemporary brain science and its applications to business. Students are first rapidly introduced to the basic anatomy and physiology of the brain and become familiar with important techniques for measuring and manipulating brain function. The course then surveys major findings in neuroscience with applications to business, including vision, attention and advertising; valuation and marketing; decision making; learning, innovation and creativity; social influence, team-building, and leadership; and discussion of the ethical, legal, and societal implications of applying neuroscience to business. Applications to business, education, sports, law, and policy are discussed throughout. Taught by: Platt
Course usually offered in spring term
Also Offered As: MKTG 737
Activity: Lecture
0.5 Course Units
Notes: 0.5 c.u. One-half term. Students must register for this course before the end of the Course Selection period (September for fall, January for spring). The same deadline applies to all sections whether they are offered in the First half or Second half of the semester. All freshman need a permit to register for this course. Students may not take both MKTG 351 (Special Topics version) and MGKTG 237 x for credit.

MKTG 239 Visual Marketing
As consumers, we are constantly exposed to advertisements and experience visual messages from product packages in stores, retail displays, and products already owned. In essence, visual marketing collateral is omnipresent and is an essential part of corporate visual identity, strategy, branding, and communication. Some of this falls to creative graphic design, but advertising, design, and marketing can also be significantly enhanced by knowledge of how visual information and its presentation context can be optimized to deliver desirable and advantageous messages and experiences. This course will emphasize how to measure, interpret, and optimize visual marketing. This course will use lectures, discussions, exercises and a group project, to help students understand the underlying processes that influence our visual perception and visual cognition. Students will learn about the theoretical processes and models that influence, attention and visual fluency. Students will also be exposed to eye-tracking instruments that help measure eye movement. Finally, we will explore how visual stimuli can influence consumer memory, persuasion, and choice. We will examine practical applications in marketing, advertising, packaging, retail, and design contexts.
Taught by: Kahn, Johnson
Course usually offered in spring term
Also Offered As: MKTG 739
Activity: Lecture
1.0 Course Unit
Notes: Students may not take both MKTG 354 (Special Topics version) and MKTG 239 x for credit.

MKTG 241 Entrepreneurial Marketing
This course focuses on the real life marketing challenges involved in launching an entrepreneurial venture. The primary goal of the course will be to provide a roadmap for students seeking to actively engage as entrepreneurs, investors or managers in the startup culture. Many of the entrepreneurial marketing principles studied in this course will be equally applicable to mid-size and larger companies seeking new approaches to drive top-line growth. The course will address how start-ups, early growth stage and more mature companies have used entrepreneurial marketing as an essential competitive weapon to grow their businesses by gaining customers, driving revenue, acquiring funding and recruiting A-level employees, advisors and directors. Students will form teams and select an idea/concept for an entrepreneurial venture, and by the conclusion of the course will have developed a fully fleshed out and testable marketing plan. Preferably, the selected venture will be one that one or more members of the team would consider implementing, should their plan prove feasible.
Taught by: Lodish, Lautman
Course usually offered in fall term
Also Offered As: MKTG 741
Prerequisite: MKTG 101 AND MKTG 212
Activity: Lecture
0.5 Course Units
Notes: 0.5 c.u. One-half term. Check meeting dates. Students must register for this course before the end of the Course Selection period (September for fall, January for spring). The same deadline applies to all sections whether they are offered in the FIRST half or SECOND half of the semester.
**MKTG 247 Marketing Strategy for Technology Platforms**
This course focuses on the unique aspects of creating effective marketing and management strategies for technology-intensive on-line and off-line businesses. It addresses the effective competitive marketing strategies for winning in markets which are powered by technology: specifically, how firms create value for customers and how they can integrate technology in delivering a better consumer experience. While competitive marketing strategy is important for all managers, this course will be particularly useful to students who are planning to accept a position in leading technology companies, and marketing firms in which technology is likely to play an important role. In addition, the course will provide value to those who expect to work in consulting or investing in technology industries, and must analyze firm strategies. Must be Sophomore standing.
Taught by: Pinar Yildirim
Course usually offered in spring term
Also Offered As: MKTG 747
Prerequisite: MKTG 101
Activity: Lecture
0.5 Course Units

**MKTG 254 Pricing Policy**
The pricing decision process including economic, marketing, and behavioral phenomena which constitute the environment for pricing decisions and the information and analytic tools useful to the decision maker.
One-term course offered either term
Also Offered As: MKTG 754
Prerequisite: MKTG 101
Activity: Lecture
0.5 Course Units
Notes: 0.5 c.u. One-half term. Check meeting dates. Students must register for this course before the end of the Course Selection period (September for fall, January for spring). The same deadline applies to all sections whether they are offered in the FIRST half or Second half of the semester. Students may not take both MKTG 254 and the full semester version of this course, MKTG 288, for credit

**MKTG 250 Innovation, Marketing Strategy, and Antitrust**
This course considers business strategy and law, particularly the role of antitrust and intellectual property law in managing innovation. We will examine several highly innovative firms in technology rich areas, considering how they adapt their strategies to the competitive and legal environment, and asking whether antitrust law promotes or hinders innovation. The strategies of both current firms such as Uber, Google, Apple, and Microsoft and historical examples such as American Can Company, Standard Oil, Brown & Williamson Tobacco Co., and Kodak will provide context and source materials for the course. We will pay special attention to the role of intellectual property rights in fostering or hindering innovation. The legal focus is primarily on U.S. law, but the course will occasionally address foreign regimes as well. The course is useful to students interested in marketing or competitive business strategy, and, more broadly, to anyone desiring to understand the legal and public policy issues relating to competition and innovation.
Taught by: H. Hovenkamp
One-term course offered either term
Also Offered As: LGST 205, LGST 805, MKTG 760
Activity: Lecture
1.0 Course Unit
Notes: (Former MKTG 236)

**MKTG 262 New Product Development**
In this hands-on experiential course, students will partner with a local start-up to apply design thinking steps taught throughout the course. Students will learn how to uncover deep consumer needs, effectively ideate, and create rapid prototypes to test their ideas with real customers. This class is well suited for those interested in careers in innovation or management consulting, marketing, product management, technology, or entrepreneurship. No prior experience or requirements are needed for this course.
Course not offered every year
Prerequisite: MKTG 101
Activity: Lecture
1.0 Course Unit
Notes: Students may not take both MKTG 262 and MKTG 221 for credit

**MKTG 265 Principles of Advertising**
This course focuses on advertising via all media - print, digital, video, TV, Internet, etc. Emphasis is placed on understanding the communication development process and consumer behavior (psychology), the measurement and evaluation of advertising effects, and developing appropriate media plans.
One-term course offered either term
Prerequisite: MKTG 101
Activity: Lecture
1.0 Course Unit
Notes: Students may not take both MKTG 265 and MKTG 224 for credit

**MKTG 266 Marketing for Social Impact**
Private and public sector firms increasingly use marketing strategies to engage their customers and stakeholders around social impact. To do so, managers need to understand how best to engage and influence customers to behave in ways that have positive social effects. This course focuses on the strategies for changing the behavior of a target segment of consumers on key issues in the public interest (e.g., health behaviors, energy efficiency, poverty reduction, fundraising for social causes). How managers partner with organizations (e.g., non-profits, government) to achieve social impact will also be explored.
Taught by: Deborah Small
Course usually offered in fall term
Prerequisite: MKTG 101
Activity: Lecture
1.0 Course Unit
Notes: Students may not take both MKTG 266 and MKTG 224 for credit.

**MKTG 262 New Product Development**
In this hands-on experiential course, students will partner with a local start-up to apply design thinking steps taught throughout the course. Students will learn how to uncover deep consumer needs, effectively ideate, and create rapid prototypes to test their ideas with real customers. This class is well suited for those interested in careers in innovation or management consulting, marketing, product management, technology, or entrepreneurship. No prior experience or requirements are needed for this course.
Course not offered every year
Prerequisite: MKTG 101
Activity: Lecture
1.0 Course Unit
Notes: Students may not take both MKTG 262 and MKTG 221 for credit

**MKTG 265 Principles of Advertising**
This course focuses on advertising via all media - print, digital, video, TV, Internet, etc. Emphasis is placed on understanding the communication development process and consumer behavior (psychology), the measurement and evaluation of advertising effects, and developing appropriate media plans.
One-term course offered either term
Prerequisite: MKTG 101
Activity: Lecture
1.0 Course Unit
Notes: Students may not take both MKTG 265 and MKTG 224 for credit

**MKTG 266 Marketing for Social Impact**
Private and public sector firms increasingly use marketing strategies to engage their customers and stakeholders around social impact. To do so, managers need to understand how best to engage and influence customers to behave in ways that have positive social effects. This course focuses on the strategies for changing the behavior of a target segment of consumers on key issues in the public interest (e.g., health behaviors, energy efficiency, poverty reduction, fundraising for social causes). How managers partner with organizations (e.g., non-profits, government) to achieve social impact will also be explored.
Taught by: Deborah Small
Course usually offered in fall term
Prerequisite: MKTG 101
Activity: Lecture
1.0 Course Unit
Notes: Students may not take both MKTG 266 and MKTG 224 for credit.

**MKTG 267 Marketing Management**
This course focuses on the management of the marketing function in a business. Emphasis is placed on the planning and implementation of marketing strategies. Students will learn how to develop marketing strategies that are consistent with the overall business strategy and objectives. Students will also learn how to measure and evaluate the effectiveness of marketing strategies. Students will be able to communicate the results of their analysis to senior management.
Course usually offered in spring term
Prerequisite: MKTG 101
Activity: Lecture
1.0 Course Unit
Notes: Students may not take both MKTG 267 and MKTG 281 for credit

**MKTG 280 Marketing Research**
This course introduces students to the field of marketing research. Students will learn how to design and conduct marketing research projects. They will learn how to analyze data and communicate the results of their analysis to senior management. This course is useful to students interested in careers in marketing research, marketing strategy, and management.
Course not offered every year
Prerequisite: MKTG 101
Activity: Lecture
1.0 Course Unit
Notes: Students may not take both MKTG 280 and MKTG 281 for credit

**MKTG 281 Marketing Strategy**
This course focuses on the management of the marketing function in a business. Emphasis is placed on the planning and implementation of marketing strategies. Students will learn how to develop marketing strategies that are consistent with the overall business strategy and objectives. Students will also learn how to measure and evaluate the effectiveness of marketing strategies. Students will be able to communicate the results of their analysis to senior management.
Course usually offered in spring term
Prerequisite: MKTG 101
Activity: Lecture
1.0 Course Unit
Notes: Students may not take both MKTG 280 and MKTG 281 for credit

**MKTG 282 Marketing Strategy for Technology Platforms**
This course focuses on the unique aspects of creating effective marketing and management strategies for technology-intensive on-line and off-line businesses. It addresses the effective competitive marketing strategies for winning in markets which are powered by technology: specifically, how firms create value for customers and how they can integrate technology in delivering a better consumer experience. While competitive marketing strategy is important for all managers, this course will be particularly useful to students who are planning to accept a position in leading technology companies, and marketing firms in which technology is likely to play an important role. In addition, the course will provide value to those who expect to work in consulting or investing in technology industries, and must analyze firm strategies. Must be Sophomore standing.
Taught by: Pinar Yildirim
Course usually offered in spring term
Also Offered As: MKTG 747
Prerequisite: MKTG 101
Activity: Lecture
0.5 Course Units

**MKTG 285 Pricing Policy**
The pricing decision process including economic, marketing, and behavioral phenomena which constitute the environment for pricing decisions and the information and analytic tools useful to the decision maker.
One-term course offered either term
Also Offered As: MKTG 754
Prerequisite: MKTG 101
Activity: Lecture
0.5 Course Units
Notes: 0.5 c.u. One-half term. Check meeting dates. Students must register for this course before the end of the Course Selection period (September for fall, January for spring). The same deadline applies to all sections whether they are offered in the FIRST half or Second half of the semester. Students may not take both MKTG 254 and the full semester version of this course, MKTG 288, for credit

**MKTG 286 Innovation, Marketing Strategy, and Antitrust**
This course considers business strategy and law, particularly the role of antitrust and intellectual property law in managing innovation. We will examine several highly innovative firms in technology rich areas, considering how they adapt their strategies to the competitive and legal environment, and asking whether antitrust law promotes or hinders innovation. The strategies of both current firms such as Uber, Google, Apple, and Microsoft and historical examples such as American Can Company, Standard Oil, Brown & Williamson Tobacco Co., and Kodak will provide context and source materials for the course. We will pay special attention to the role of intellectual property rights in fostering or hindering innovation. The legal focus is primarily on U.S. law, but the course will occasionally address foreign regimes as well. The course is useful to students interested in marketing or competitive business strategy, and, more broadly, to anyone desiring to understand the legal and public policy issues relating to competition and innovation.
Taught by: H. Hovenkamp
One-term course offered either term
Also Offered As: LGST 205, LGST 805, MKTG 760
Activity: Lecture
1.0 Course Unit
Notes: (Former MKTG 236)
MKTG 270 Digital Marketing, Social Media and E-Commerce

MKTG 270 explores the digital marketing environment from both a consumer and business perspective. The course provides an overview of various online business models and delves into digital advertising and social media marketing techniques and technologies. A mixture of case studies, guest speakers and assignments, including one that uses real advertising data, translates theory into practice. It is recommended that students enrolling in the course be comfortable using Excel and are knowledgeable in applying regression analysis techniques. Students who would prefer a less technical course may wish to take MKTG 227, Digital Marketing and Electronic Commerce, a half cu course offered by the department.

Taught by: Berman
One-term course offered either term
Also Offered As: MKTG 770
Prerequisite: MKTG 101
Activity: Lecture
1.0 Course Unit
Notes: Students may not take both MKTG 270 and MKTG 227 for credit. This course replaces experimental course MKTG 230 x.

MKTG 271 Models for Marketing Strategy

In today's business environment, marketing executives are involved in complex decision-making and they become responsible for return on their marketing investments. The first objective of this course is to help participants become better executives. By exposing students to various analytical and computer-based tools, developed for solving marketing problems, it will help to prepare them for careers in industries such as consumer packaged goods, hi-tech, financial services, media and entertainment, pharmaceutical, consulting, and venture capital.

The course's main focus is on various existing models, such as models that predict the consumer's dynamic adoption of an innovative product. However, at some point in their career, students may find themselves facing business problems for which a model can assist in making decisions, but no existing model is available. Hence, the second objective of the course is to provide participants with critical skills necessary to evaluate new models to which they may be exposed by attending presentations or reading the literature. The models to be discussed in the class have been implemented and proven useful in a wide range of industries (e.g., business-to-consumers and business-to-business).

The course is not only about models, however. It also covers modeling needs. Some industries such as the media and entertainment or the pharmaceutical industries present unique problems and modeling needs. The third objective of the course is to expose participants to the nature and essence of such idiosyncratic problems as well as modeling needs in such industries. Overall, the course will make participants understand better critical marketing problems by analyzing them rigorously and will enhance their skills in either designing or evaluating models-based strategies.

Taught by: Eliashberg
Course usually offered in fall term
Also Offered As: MKTG 777
Prerequisite: MKTG 101 AND STAT 101
Activity: Lecture
1.0 Course Unit

MKTG 277 Marketing Strategy

This course views marketing as both a general management responsibility and an orientation of an organization that helps one to create, capture and sustain customer value. The focus is on the business unit and its network of channels, customer relationships, and alliances. Specifically, the course attempts to help develop knowledge and skills in the application of advanced marketing frameworks, concepts, and methods for making strategic choices at the business level.

Taught by: Robertson, Yildirim
Course usually offered in fall term
Also Offered As: MKTG 777
Prerequisite: MKTG 101
Activity: Lecture
1.0 Course Unit
Notes: Lectures, discussions, cases

MKTG 278 Strategic Brand Management

Which brands make you happy? Apple? Amazon? Starbucks? Everlane? Soulcycle? Sweetgreen? What draws you into these brands? How do companies create compelling brand experiences? How could you cultivate a well-loved brand? This course explores such questions with the goal of identifying the ingredients for building an inspired brand.

The course is created for students interested in building a brand and/or immersing themselves in the enhancement of an existing brand, and it is comprised of lectures, cases, guest speakers, discussions, in and out of class exercises, and a final project. Broadly, the course will be divided into four parts: 1) Understanding Brand, 2) Crafting Brand, 3) Measuring Brand, and 4) Managing Brand. The course will provide students with an appreciation of the role of branding and (taking a consumer-centric approach) will augment students’ ability to think creatively and critically about the strategies and tactics involved in building, leveraging, defending, and sustaining inspired brands.

Taught by: Williams
Course usually offered in spring term
Also Offered As: MKTG 778
Prerequisite: MKTG 101
Activity: Lecture
1.0 Course Unit

MKTG 288 Pricing Strategies

This course is designed to equip students with the concepts, techniques, and latest thinking on pricing issues, with an emphasis on ways in which to help a firm improve its pricing. The orientation of the course is about practice of pricing, not theory. We will focus on how firms can improve profitability through pricing, look at how firms set their prices and how to improve current practices to increase profitability. The first part of the course focuses on how to analyze costs, customers, and competitors in order to formulate proactive pricing strategies. The second part focuses on price promotions, price bundling, price discrimination, versioning, nonlinear pricing, pricing through a distribution channel, dynamic pricing, etc.

Taught by: Zhang
Course usually offered in spring term
Prerequisite: MKTG 101
Activity: Lecture
1.0 Course Unit
Notes: Students may not take both MKTG 288 and MKTG 254 for credit.
MKTG 306 Special Topics: Retail Merchandising

RETAIL MERCHANDISING: This course introduces the role of merchandising at various retailers with an emphasis on apparel and soft-line businesses. Selected topics will include product development, line planning, sourcing, product lifecycle, forecasting, buying, planning and vendor relations. Special emphasis will be placed on current trends in retail merchandising through current articles and industry guest speakers. The objective of this course is to familiarize students with merchandising theory and strategies considered to be current best practices in retailing.

Course usually offered in fall term
Also Offered As: MKTG 806
Prerequisite: MKTG 101 OR MKTG 225
Activity: Lecture
0.5 Course Units
Notes: 0.5 c.u., One-half term. Check meeting dates. Students must register for this course before the end of the Course Selection period (September for fall, January for spring). The same deadline applies to all sections whether they are.

MKTG 309 Special Topics: Experiments for Business Decision Making

EXPERIMENTS FOR BUSINESS DECISION MAKING: In the past decade, massive shifts in how companies interact with their customers have suddenly made field experiments an economically feasible way to learn about a variety of business questions such as what types of promotions are most effective, what products should be stocked at a store, how e-mail promotions should be designed, how sales staff should be compensated, etc. Many marketers engaged in online retailing, direct-marketing, online advertising, media management, etc. are rapidly embracing a 'test and learn' philosophy and a number of platforms such as Google Website Optimizer, have been developed to facilitate rigorous field experiments in the online environment. Just as with the quality revolution in manufacturing during the 1980s and 1990s, the rapid rise of the 'test and learn' philosophy in marketing has created a huge demand for those who can design, field, and analyze marketing experiments. Through this course, you will learn and practice a wide range of critical skills, from the statistical methods used to design and analyze experiments to the management and strategy required to execute an experiment and act on the results. Although the cases and examples will focus on marketing problems, the material covered can be applied in a number of other domains particularly operations management and product design.

Course offered fall; even-numbered years
Also Offered As: MKTG 809
Prerequisite: MKTG 101 AND MKTG 212
Activity: Lecture
1.0 Course Unit

MKTG 350 Special Topics - Consumer Neuroscience

CONSUMER NEUROSCIENCE: How can studying the brain improve our understanding of consumer behavior? While neuroscience made tremendous strides throughout the 20th century, rarely were meaningful applications developed outside of medicine. Recently, however, breakthroughs in measurement and computation have accelerated brain science and created a dizzying array of opportunities in business and technology. Currently, applications to marketing research and product development are experiencing explosive growth that has been met with both excitement and skepticism. This mini-course provides an overview of the neuroscience behind and the potential for these developments. Topics will range from well-known and widely used applications, such as eye-tracking measures in the lab and field, to emerging methods and measures, such as mobile technologies, face-reading algorithms, and neural predictors of marketing response. The course will also discuss applications in branding and product development, including wearable physiological devices and apps, sensory branding for foods and fragrances, pharmaceuticals and medical devices, and neuroscience-based products designed to enhance cognitive functions. These applications stem from many subfields of cognitive neuroscience, including attention, emotion, memory, and decision making. This course is self-contained and has no prerequisites. However, students with some background in business, economics, psychology, and/or neuroscience are likely to find the material covered in this course complementary to their existing knowledge.

Taught by: Gideon Nave
Course usually offered in spring term
Also Offered As: MKTG 850
Activity: Lecture
0.5 Course Units
Notes: 0.5 c.u. One-half term. Check meeting dates. Students should register for this course before the end of the Course Selection period (September for fall, January for spring). The same deadline applies to all sections whether they are offered in the FIRST half or SECOND half of the semester. All freshman need a permit to register for this course.
MKTG 351 Special Topics: Introduction to Brain Science for Business
INTRODUCTION TO BRAIN SCIENCE FOR BUSINESS: Brain science offers the potential to unlock the future of business, by providing new insights that can enhance decision-making, improve precision in design and marketing team chemistry and cultivate leadership, fine-tune selection and human performance, drive creativity and innovation, create social value, and optimize digital interactions. New developments in biometrics, implantable and wearable devices, genomics, proteomics, metabolomics, nutrition, and human microbiome, offer the opportunity for enhanced precision and impact in marketing, finance, management, analytics, and education. This course will provide an overview of contemporary brain science and its applications to business. Students first will be introduced to the basic anatomy and physiology of the brain and become familiar with important techniques for measuring and manipulating brain function. The course will then survey major findings in neuroscience with applications to business, including selective attention and advertising; valuation and marketing; decision making; learning, innovation and creativity; and social influence, team-building, and leadership. The course will end with a discussion of ethics, brain-machine interactions, and artificial intelligence. Applications to business, education, sports, law and policy will be discussed throughout.
Course usually offered in spring term
Also Offered As: MKTG 851
Activity: Lecture
0.5 Course Units
Notes: 0.5 c.u. One-half term. This course has been replaced by MKTG 237 x.

MKTG 352 Special Topics - Marketing Analytics
MARKETING ANALYTICS: Companies are currently spending millions of dollars on data-gathering initiatives - but few are successfully capitalizing on all this data to generate revenue and increase profit. Moving from collecting data to analysis to profitable results requires the ability to forecast and develop a business rationale based on identified data patterns. Marketing Analytics will cover the three pillars of analytics - descriptive, predictive and prescriptive. Descriptive Analytics examines different types of data and how they can be visualized, ultimately helping you leverage your findings and strengthen your decision making. Predictive Analytics explores the potential uses of data once collected and interpreted. You will learn to utilize different tools, such as regression analysis, and estimate relationships among variables to predict future behavior. Prescriptive Analytics takes you through the final step - formulating concrete recommendations. These recommendations can be directed toward a variety of efforts including pricing and social-platform outreach.
Taught by: Iyengar
Course usually offered in fall term
Also Offered As: MKTG 852
Prerequisite: MKTG 101 AND STAT 101
Activity: Lecture
0.5 Course Units
Notes: 0.5 cu credit course. Check meeting dates. Students must register for this course before the end of the Course Selections period (September for fall, January for spring). The same deadline applies to all sections whether they are offered in the FIRST half or SECOND half of the semester.

MKTG 353 Special Topics
Course usually offered in spring term
Prerequisite: MKTG 101
Activity: Lecture
0.5 Course Units

MKTG 354 Special Topics: Visual Marketing
VISUAL MARKETING: As consumers, we are constantly exposed to advertisements and experience visual messages from product packages in stores, retail displays, and products already owned. In essence, visual marketing collateral is omnipresent and is an essential part of corporate visual identity, strategy, branding, and communication. Some of this falls to creative graphic design, but advertising, design, and marketing can also be significantly enhanced by knowledge of how visual information and its presentation context can be optimized to deliver desirable and advantageous messages and experiences. This course will emphasize how to measure, interpret, and optimize visual marketing. This course will use lectures, discussions, exercises and a group project, to help students understand the underlying processes that influence our visual perception and visual cognition. Students will learn about the theoretical processes and models that influence, attention and visual fluency. Students will also be exposed to eye-tracking instruments that help measure eye movement. Finally, we will explore how visual stimuli can influence consumer memory, persuasion, and choice. We will examine practical applications in marketing, advertising, packaging, retail, and design contexts.
Taught by: Johnson and Kahn
Course usually offered in spring term
Also Offered As: MKTG 854
Activity: Lecture
1.0 Course Unit
Notes: 1.0 c.u. This course has been replaced by MKTG 239 x.

MKTG 399 Independent Study
One-term course offered either term
Also Offered As: MKTG 899
Prerequisite: MKTG 212
Activity: Independent Study
1.0 Course Unit
Notes: Content arranged by student with project supervisor, 1.0 c.u

MKTG 401 Marketing Analytics Capstone: Learning by Doing
In this class students will (1) Apply knowledge to practice for an actual client, with a focus on the synthesis of knowledge acquired across curriculum (2) Practice analytical thinking skills (analyzing and framing business problems and problem-solving techniques), including consideration of ethical issues. (3) Practice written and oral communication skills, as well as working in an (assigned) team environment, by leveraging the experience developed in earlier years of the leadership Journey. (4) Reflect on their own social and intellectual development over their time at Wharton and Penn.
Taught by: Iyengar
Course usually offered in spring term
Activity: Lecture
0.5 Course Units
Notes: MKTG 401 x fulfills the Wharton Senior capstone requirement. Students should have proficient knowledge of R/Python and SQL. Online courses are available through WCAI (Wharton Customer Analytics Initiative) if needed.
MKTG 476 Applied Probability Models in Marketing
This course will expose students to the theoretical and empirical 'building blocks' that will allow them to construct, estimate, and interpret powerful models of consumer behavior. Over the years, researchers and practitioners have used these models for a wide variety of applications, such as new product sales, forecasting, analyses of media usage, and targeted marketing programs. Other disciplines have seen equally broad utilization of these techniques. The course will be entirely lecture-based with a strong emphasis on real-time problem solving. Most sessions will feature sophisticated numerical investigations using Microsoft Excel. Much of the material is highly technical.
Taught by: Fader
Course usually offered in spring term
Also Offered As: MKTG 776, STAT 476, STAT 776
Activity: Lecture
1.0 Course Unit

MKTG 611 Marketing Management
This course addresses how to design and implement the best combination of marketing efforts to carry out a firm's strategy in its target markets. Specifically, this course seeks to develop the student's (1) understanding of how the firm can benefit by creating and delivering value to its customers, and stakeholders, and (2) skills in applying the analytical concepts and tools of marketing to such decisions as segmentation and targeting, branding, pricing, distribution, and promotion. The course uses lectures and case discussions, case write-ups, student presentations, and a comprehensive final examination to achieve these objectives.
Taught by: Berger, Iyengar, McCoy
Course usually offered in fall term
Activity: Lecture
0.5 Course Units
Notes: One half term. 0.5 cu

MKTG 612 Dynamic Marketing Strategy
Building upon Marketing 611, the goal of this course is to develop skills in formulating and implementing marketing strategies for brands and businesses. The course will focus on issues such as the selection of which businesses and segments to compete in, how to allocate resources across businesses, segments, and elements of the marketing mix, as well as other significant strategic issues facing today's managers in a dynamic competitive environment. A central theme of the course is that the answer to these strategic problems varies over time depending on the stage of the product life cycle at which marketing decisions are being made. As such, the PLC serves as the central organizing vehicle of the course. We will explore such issues as how to design optimal strategies for the launch of new products and services that arise during the introductory phase, how to maximize the acceleration of revenue during the growth phase, how to sustain and extend profitability during the mature phase, and how to manage a business during the inevitable decline phase.
Taught by: Van den Bulte, Bradlow
One-term course offered either term
Prerequisite: MKTG 611
Activity: Lecture
0.5 Course Units
Notes: One half term. 0.5 cu, Check meeting dates.

MKTG 613 Strategic Marketing Simulation
Building upon Marketing 611, Marketing 613 is an intensive immersion course designed to develop skills in formulating and implementing marketing strategies for brands and businesses. The central activity will be participation in a realistic integrative product management simulation named SABRE. In SABRE, students will form management teams that oversee all critical aspects of modern product management: the design and marketing of new products, advertising budgeting and design, sales force sizing and allocation, and production planning. As in the real world, teams will compete for profitability, and the success that each team has in achieving this goal will be a major driver of the class assessment. The SABRE simulation is used to convey the two foci of learning in the course: the changing nature of strategic problems and their optimal solutions as industries progress through the product life cycle, and exposure to the latest analytic tools for solving these problems. Specifically, SABRE management teams will receive training in both how to make optimal use of marketing research information to reduce uncertainty in product design and positioning, as well as decision support models to guide resource allocation.
Taught by: Reibstein
Course usually offered in spring term
Prerequisite: MKTG 611
Activity: Lecture
0.5 Course Units
Notes: 0.5 cu. Typically offered on two consecutive weekends, or on 4 days pre-term in January. Check meeting dates.

MKTG 711 Consumer Behavior
Marketing begins and ends with the customer, from determining customers' needs and wants to providing customer satisfaction and maintaining customer relationships. This course examines the basic concepts and principles in customer behavior with the goal of understanding how these ideas can be used in marketing decision making. The class will consist of a mix of lectures, discussions, cases, assignments, project work and exams. Topics covered include customer psychological processes (e.g., motivation, perception, attitudes, decision-making) and their impact on marketing (e.g., segmentation, branding, and customer satisfaction). The goal is to provide you with a set of approaches and concepts to consider when faced with a decision involving understanding customer responses to marketing actions.
Taught by: Reed
One-term course offered either term
Also Offered As: MKTG 211
Prerequisite: MKTG 211
Activity: Lecture
1.0 Course Unit
Notes: Format: Lectures and discussion, case analyses, presentations.
MKTG 712 Data and Analysis for Marketing Decisions
This course introduces students to the fundamentals of data-driven marketing, including topics from marketing research and analytics. It examines the many different sources of data available to marketers, including data from customer transactions, surveys, pricing, advertising, and A/B testing, and how to use those data to guide decision-making. Through real-world applications from various industries, including hands-on analyses using modern data analysis tools, students will learn how to formulate marketing problems as testable hypotheses, systematically gather data, and apply statistical tools to yield actionable marketing insights.

Taught by: Iyengar, Dew, Nave
One-term course offered either term
Also Offered As: MKTG 212
Prerequisite: MKTG 611 AND STAT 613
Activity: Lecture
1.0 Course Unit
Notes: Format: Lecture, discussion, and cases.

MKTG 721 New Product Management
This course provides a total immersion in the new product development process - from sourcing ideas and innovation, through new product sales forecasting. The focus is on collective learning, what works, what doesn’t, and why. While the primary focus is the new product development process within a corporate structure, some coverage is given to key issues surrounding start-ups.

One-term course offered either term
Also Offered As: MKTG 221
Prerequisite: MKTG 611
Activity: Lecture
0.5 Course Units
Notes: One half term. 0.5, c.u, Check Meeting dates. Format: Lectures, cases, simulations, class discussions, and guest speakers.

MKTG 724 Advertising Management
The purpose of this course is to provide students with an opportunity to learn and apply the major frameworks, theories, current research findings, principles and practices of effective advertising management as part of an Integrated Marketing Communications (IMC) program. By the end of this course, students should not only be familiar with a large body of advertising knowledge, but should also be able to apply this information to create and evaluate effective advertising strategies and tactics. The emphasis will be on: 1) understanding the psychology of customer motivation and persuasion; 2) crafting effective and creative messages; 3) making efficient selections and use of media; and 4) understanding metrics, all within the broader Integrated Marketing Communications perspective.

One-term course offered either term
Also Offered As: MKTG 224
Prerequisite: MKTG 611 AND (MKTG 612 OR MKTG 613)
Activity: Lecture
0.5 Course Units
Notes: One half term. 0.5 cu, Check meeting dates. Format: Case discussions, in-class exercises, lectures, group projects, guest lectures by marketing professionals.

MKTG 725 Principles of Retailing
This course provides an interdisciplinary overview of the retailing industry. Primary focus will be on the customer facing activities of retailers, including assortment planning, private-label development and the management of in-store operations, and the back-door activities (forecasting and supply chain management) that support customer interaction. In addition, current issues facing retailers, such as customer relationship management, industry consolidation and supplier relations, will be explored. The course will also survey topics in finance, operations, information technology and real estate as they relate to retail.

Course usually offered in spring term
Also Offered As: MKTG 225
Prerequisite: MKTG 611 AND (MKTG 612 OR MKTG 613)
Activity: Lecture
0.5 Course Units

MKTG 727 Digital Marketing and Electronic Commerce
The effect of the Internet and related technologies on business and social institutions is more profound than that of any prior invention, including the printing press and the internal combustion engine. Furthermore, marketing plays a key role in shaping the modern consumption-led economies fueled by these technologies. MKTG 727 provides a research-based and framework-driven approach to understanding digital marketing and electronic commerce. The course is organized into two sections and utilizes relevant theory, empirical analysis, and practical examples, to develop the key learning points. Guest speakers will participate as well, as appropriate.

Taught by: Ron Berman
One-term course offered either term
Also Offered As: MKTG 227
Prerequisite: MKTG 611
Activity: Lecture
0.5 Course Units
Notes: One-half term. 0.5 cu, Check meeting dates. Students may not take both MKTG 727 and the full semester version of this course, MKTG 730 x or MKTG 770 for credit.

MKTG 733 Marketing for Social Impact
Private and public sector firms increasingly use marketing strategies to engage their customers and stakeholders around social impact. To do so, managers need to understand how best to engage and influence customers to behave in ways that have positive social effects. This course focuses on the strategies for changing the behavior of a target segment of consumers on key issues in the public interest (e.g., health behaviors, energy efficiency, poverty reduction, fund-raising for social causes). How managers partner with organizations (e.g., non-profits, government) to achieve social impact will also be explored.

Taught by: Deborah Small
Course usually offered in fall term
Prerequisite: MKTG 611
Activity: Lecture
0.5 Course Units
Notes: One half term. 0.5 cu, Check meeting dates. Format: Lecture, class discussion, simulations, cases and guest lecturers.
MKTG 734 Idea Generation and the Systematic Approach for Creativity
The ability to solve problems creatively and generate change is a recognized standard of success and plays an important role in gaining a competitive advantage in many areas of business management. This course is designed to teach students several creative problem solving methodologies that complement other managerial tools acquired in undergraduate and graduate studies. The course offers students the opportunity to learn how to solve problems, identify opportunities, and generate those elusive ideas that potentially generate enormous benefits to organizations. The objectives of this course are to enhance the students’ (a) creativity, (b) ability to innovate and (c) ability to identify, recruit, develop, manage, retain, and collaborate with creative people. The course includes: 1. A review of the literature on creativity, creative people, innovation, and design as well as the leadership and management of creative people and innovation. 2. Hands on learning of approaches for generating creative ideas. Students will have the opportunity of implementing the techniques studied in class. 3. Applications of creativity to selected management domains - Approaches to the generation of creative options are not limited to the development of products and services or businesses, but can be applied to all areas of management, business, and life. The purpose of these sessions is to explore the applications of creative approaches to marketing, advertising, organizational design, negotiations, and other management challenges. 4. Integration - Both via individual assignments and a group project in which interdisciplinary teams of students generate a creative product/service/customer
Taught by: Rom Schrift
Course usually offered in fall term
Activity: Lecture
0.5 Course Units
Notes: One half term. 0.5 cu, Check meeting dates. Students may not take both MKTG 792 and MKTG 734 for credit.

MKTG 737 Introduction to Brain Science for Business
This course provides an overview of contemporary brain science and its applications to business. Students are first rapidly introduced to the basic anatomy and physiology of the brain and become familiar with important techniques for measuring and manipulating brain function. The course then surveys major findings in neuroscience with applications to business, including vision, attention and advertising; valuation and marketing; decision making; learning, innovation and creativity; social influence, team-building, and leadership; and discussion of the ethical, legal, and societal implications of applying neuroscience to business. Applications to business, education, sports, law, and policy are discussed throughout.
Taught by: Platt
Course usually offered in spring term
Also Offered As: MKTG 237
Activity: Lecture
0.5 Course Units
Notes: One half term. 0.5 cu, Check meeting dates. Students may not take both MKTG 851 (Special Topics version) and MKTG 737 x for credit.

MKTG 739 Visual Marketing
As consumers, we are constantly exposed to advertisements and experience visual messages from product packages in stores, retail displays, and products already owned. In essence, visual marketing is omnipresent and is an essential part of corporate visual identity, strategy, branding, and communication. Some of this falls to creative graphic design, but advertising, design, and marketing can also be significantly enhanced by knowledge of how visual information and its presentation context can be optimized to deliver desirable and advantageous messages and experiences. This course will emphasize how to measure, interpret, and optimize visual marketing. This course will use lectures, discussions, exercises and a group project, to help students understand the underlying processes that influence our visual perception and visual cognition. Students will learn about the theoretical processes and models that influence, attention and visual fluency. Students will also be exposed to eye-tracking instruments that help measure eye movement. Finally, we will explore how visual stimuli can influence consumer memory, persuasion, and choice. We will examine practical applications in marketing, advertising, packaging, retail, and design contexts.
Taught by: Kahn, Johnson
Course usually offered in spring term
Also Offered As: MKTG 239
Activity: Lecture
1.0 Course Unit
Notes: Students may not take both MKTG 854 (Special Topics version) and MKTG 739 x for credit. Format: In-class exercises, team-based learning, discussions, and lectures.

MKTG 741 Entrepreneurial Marketing
This course focuses on the real life marketing challenges involved in launching an entrepreneurial venture. The primary goal of the course will be to provide a roadmap for students seeking to actively engage as entrepreneurs, investors or managers in the startup culture. Many of the entrepreneurial marketing principles studied in this course will be equally applicable to mid-size and larger companies seeking new approaches to drive top-line growth. The course will address how start-ups, early growth stage and more mature companies have used entrepreneurial marketing as an essential competitive weapon to grow their businesses by gaining customers, driving revenue, acquiring funding and recruiting A-level employees, advisors and directors. Students will form teams and select an idea/concept for an entrepreneurial venture, and by the conclusion of the course will have developed a fully fleshed out and testable marketing plan. Preferably, the selected venture will be one that one or more members of the team would consider implementing, should their plan prove feasible.
Taught by: Lodish, Lautman
Course usually offered in fall term
Also Offered As: MKTG 241
Prerequisite: MKTG 611 AND (MKTG 612 OR MKTG 613) AND MKTG 712
Activity: Lecture
0.5 Course Units
Notes: One half term. 0.5 cu, Check meeting dates. Format: Guest speakers, lecture, class discussions, team project
MKTG 747 Marketing Strategy for Technology Platforms
This course focuses on the unique aspects of creating effective marketing and management strategies for technology-intensive on-line and off-line businesses. It addresses the effective competitive marketing strategies for winning in markets which are powered by technology, specifically, how firms create value for customers and how they can integrate technology in delivering a better consumer experience. While competitive marketing strategy is important for all managers, this course will be particularly useful to students who are planning to accept a position in leading technology companies, and marketing firms in which technology is likely to play an important role. In addition, the course will provide value to those who expect to work in consulting or investing in technology industries, and must analyze firm strategies.
Taught by: Pinar Yildirim
Course usually offered in spring term
Also Offered As: MKTG 247
Prerequisite: MKTG 611
Activity: Lecture
0.5 Course Units

MKTG 754 Pricing Policy
The course provides a systematic presentation of the factors to be considered when setting price, and shows how pricing alternatives are developed. Analytical methods are developed and new approaches are explored for solving pricing decisions.
Taught by: Raju, Zhang
One-term course offered either term
Also Offered As: MKTG 254
Prerequisite: MKTG 611 AND (MKTG 612 OR MKTG 613)
Activity: Lecture
0.5 Course Units
Notes: Format: Lecture and discussion

MKTG 760 Innovation, Marketing Strategy, and Antitrust
This course considers business strategy and law, particularly the role of antitrust and intellectual property law in managing innovation. We will examine several highly innovative firms in technology rich areas, considering how they adapt their strategies to the competitive and legal environment, and asking whether antitrust law promotes or hinders innovation. The strategies of both current firms such as Uber, Google, Apple, and Microsoft and historical examples such as American Can Company, Standard Oil, Brown & Williamson Tobacco Co., and Kodak will provide context and source materials for the course. We will pay special attention to the role of intellectual property rights in fostering or hindering innovation. The legal focus is primarily on U.S. law, but the course will occasionally address foreign regimes as well. The course is useful to students interested in marketing or competitive business strategy, and, more broadly, to anyone desiring to understand the legal and public policy issues relating to competition and innovation.
Taught by: H. Hovenkamp
One-term course offered either term
Also Offered As: LGST 205, LGST 805, MKTG 260
Activity: Lecture
1.0 Course Unit
Notes: Students may not take both MKTG 770 and MKTG 727 for credit. This course replaces experimental course MKTG 730 x.

MKTG 768 Contagious: How Products, Ideas and Behaviors Catch On
Why do some products catch on and achieve huge popularity while others fail? Why do some behaviors spread like wildfire while others languish? How do certain ideas seem to stick in memory while others disappear the minute you hear them? More broadly, what factors lead to trends, social contagion, and social epidemics? Interactive media, word of mouth, and viral marketing are important issues for companies, brands, and organizations. This course looks at these and other topics as it examines how products, ideas, and behaviors catch on and become popular. Marketers want their product to be popular, organizations want their social change initiative to catch on and entrepreneurs want their ideas to stick. This course will touch on four main aspects: (1) Characteristics of products, ideas, and behaviors that lead them to be successful. (2) Aspects of individual psychology that influence what things are successful. (3) Interpersonal processes, or how interactions between individuals drive success. (4) Social networks, or how patterns of social ties influence success.
Taught by: Berger
One-term course offered either term
Activity: Lecture
1.0 Course Unit
Notes: Format: Lecture, class discussion, cases.

MKTG 770 Digital Marketing, Social Media and E-Commerce
MKTG 770 explores the digital marketing environment from both a consumer and business perspective. The course provides an overview of various online business models and delves into digital advertising and social media marketing techniques and technologies. A mixture of case studies, guest speakers and assignments, including one that uses real advertising data, translates theory into practice. It is recommended that students enrolling in the course be comfortable using Excel and are knowledgeable in applying regression analysis techniques. Students who would prefer a less technical course may wish to take MKTG 727, Digital Marketing and Electronic Commerce, a half cu course offered by the department.
Taught by: Berman
One-term course offered either term
Also Offered As: MKTG 270
Prerequisite: MKTG 611
Activity: Lecture
1.0 Course Unit
Notes: Students may not take both MKTG 770 and MKTG 727 for credit. This course replaces experimental course MKTG 730 x.
MKTG 771 Models for Marketing Strategy
In today's business environment, marketing executives are involved in complex decision-making and they become responsible for return on their marketing investments. The first objective of this course is to help participants become better executives. By exposing students to various analytical and computer-based tools, developed for solving marketing problems, it will help to prepare them for careers in industries such as consumer packaged goods, hi-tech, financial services, media and entertainment, pharmaceutical, consulting, and venture capital.

The course's main focus is on various existing models, such as models that predict the consumer's dynamic adoption of an innovative product. However, at some point in their career, students may find themselves facing business problems for which a model can assist in making decisions, but no existing model is available. Hence, the second objective of the course is to provide participants with critical skills necessary to evaluate new models to which they may be exposed by attending presentations or reading the literature. The models to be discussed in the class have been implemented and proven useful in a wide range of industries (e.g., business-to-consumers and business-to-business). The course is not only about models, however. It also covers modeling needs. Some industries such as the media and entertainment or the pharmaceutical industries present unique problems and modeling needs.

The third objective of the course is to expose participants to the nature and essence of such idiosyncratic problems as well as modeling needs in such industries. Overall, the course will make participants understand better critical marketing problems by analyzing them rigorously and will enhance their skills in either designing or evaluating models-based strategies.

Taught by: Eliashberg
Course usually offered in fall term
Also Offered As: MKTG 271
Prerequisite: MKTG 611 AND (MKTG 612 OR MKTG 613)
Activity: Lecture
1.0 Course Unit
Notes: Format: Evaluating marketing models; practicing with computer-based models and software; discussing case studies that describe modeling applications; group presentations of model-based marketing analysis and strategy.

MKTG 775 Managing Customer Value
As the concept of CRM becomes common parlance for every marketing executive, it is useful to take a step back to better understand the various different behaviors that underlie the development of successful CRM systems. These 'behaviors' include customer-level decisions, firm actions, and the delicate but complex interplay between the two. Accordingly this course is comprised of four main modules. We start with the discussion of customer profitability - focusing on the concepts of 'customer lifetime value' and 'customer equity'. We will examine how to measure long-run customer profitability in both business-to-customer and business-to-business environments, and the uses of these measures as major components assessing overall firm valuation. Second, we move to the value that the firm provides to its customers - better understanding the true nature of customer satisfaction and its non-trivial relationship with firm profitability. Third, we examine each of the three main components of the firm's management of its customer base: customer acquisition, development, and retention - and the complex resource allocation task that must be balanced across them. Finally, we conclude with a discussion of various tactical and organizational aspects of customer relationship management.

Taught by: Fader
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
Notes: Format: Lecture and discussion

MKTG 777 Applied Probability Models in Marketing
This course will expose students to the theoretical and empirical 'building blocks' that will allow them to construct, estimate, and interpret powerful models of consumer behavior. Over the years, researchers and practitioners have used these models for a wide variety of applications, such as new product sales, forecasting, analyses of media usage, and targeted marketing programs. Other disciplines have seen equally broad utilization of these techniques. The course will be entirely lecture-based with a strong emphasis on real-time problem solving. Most sessions will feature sophisticated numerical investigations using Microsoft Excel. Much of the material is highly technical.

Taught by: Fader
Course usually offered in spring term
Also Offered As: MKTG 476, STAT 476, STAT 776
Activity: Lecture
1.0 Course Unit
Notes: Format: Lecture, real-time problem solving

MKTG 777 Marketing Strategy
This course views marketing as both a general management responsibility and an orientation of an organization that helps one to create, capture and sustain customer value. The focus is on the business unit and its network of channels, customer relationships, and alliances. Specifically, the course attempts to help develop knowledge and skills in the application of advanced marketing frameworks, concepts, and methods for making strategic choices at the business level.

Taught by: Robertson, Yildirim
Course usually offered in fall term
Also Offered As: MKTG 277
Prerequisite: MKTG 611 AND (MKTG 612 OR MKTG 613)
Activity: Lecture
1.0 Course Unit
Notes: Format varies by instructor. Typically, case, lecture, group projects and class discussion. See syllabus.
MKTG 778 Strategic Brand Management
Which brands make you happy? Apple? Amazon? Starbucks? Everlane? SoulCycle? Sweetgreen? What draws you into these brands? How do companies create compelling brand experiences? How could you cultivate a well-loved brand? This course explores such questions with the goal of identifying the ingredients for building an inspired brand. The course is created for students interested in building a brand and/or immersing themselves in the enhancement of an existing brand, and it is comprised of lectures, cases, guest speakers, discussions, in and out of class exercises, and a final project. Broadly, the course will be divided into four parts: 1) Understanding Brand, 2) Crafting Brand, 3) Measuring Brand, and 4) Managing Brand. The course will provide students with an appreciation of the role of branding and (taking a consumer-centric approach) will augment students’ ability to think creatively and critically about the strategies and tactics involved in building, leveraging, defending, and sustaining inspired brands.
Taught by: Williams
Course usually offered in spring term
Also Offered As: MKTG 278
Prerequisite: MKTG 611 AND (MKTG 612 OR MKTG 613)
Activity: Lecture
1.0 Course Unit
Notes: Format: Lectures, cases, discussions, exercises, and a group project.

MKTG 806 Special Topics: Retail Merchandising
RETAIL MERCHANDISING; This course introduces the role of merchandising at various retailers with an emphasis on apparel and soft-line businesses. Selected topics will include product development, line planning, sourcing, product lifecycle, forecasting, buying, planning and vendor relations. Special emphasis will be placed on current trends in retail merchandising through current articles and industry guest speakers. The objective of this course is to familiarize students with merchandising theory and strategies considered to be current best practices in retailing.
Course usually offered in fall term
Also Offered As: MKTG 306
Prerequisite: MKTG 611 OR MKTG 725
Activity: Lecture
0.5 Course Units
Notes: One half term. 0.5 cu, Check meeting dates. Format: Lecture, discussion.

MKTG 809 Special Topics: Experiments for Business Decision Making
EXPERIMENTS FOR BUSINESS DECISION MAKING: In the past decade, massive shifts in how companies interact with their customers have suddenly made field experiments an economically feasible way to learn about a variety of business questions such as what types of promotions are most effective, what products should be stocked at a store, how e-mail promotions should be designed, how sales staff should be compensated, etc. Many marketers engaged in online retailing, direct-marketing, online advertising, media management, etc. are rapidly embracing a ‘test and learn’ philosophy and a number of platforms such as Google Website Optimizer, have been developed to facilitate rigorous field experiments in the online environment. Just as with the quality revolution in manufacturing during the 1980s and 1990s, the rapid rise of the ‘test and learn’ philosophy in marketing has created a huge demand for those who can design, field, and analyze marketing experiments. Through this course, you will learn and practice a wide range of critical skills, from the statistical methods used to design and analyze experiments to the management and strategy required to execute an experiment and act on the results. Although the cases and examples will focus on marketing problems, the material covered can be applied in a number of other domains particularly operations management and product design.
One-term course offered either term
Also Offered As: MKTG 309
Prerequisite: MKTG 611
Activity: Lecture
1.0 Course Unit

MKTG 850 Special Topics - Consumer Neuroscience
CONSUMER NEUROSCIENCE: How can studying the brain improve our understanding of consumer behavior? While neuroscience made tremendous strides throughout the 20th century, rarely were meaningful applications developed outside of medicine. Recently, however, breakthroughs in measurement and computation have accelerated brain science and created a dizzying array of opportunities in business and technology. Currently, applications to marketing research and product development are experiencing explosive growth that has been met with both excitement and skepticism. This mini-course provides an overview of the neuroscience behind and the potential for these developments. Topics will range from well-known and widely used applications, such as eye-tracking measures in the lab and field, to emerging methods and measures, such as mobile technologies, face-reading algorithms, and neural predictors of marketing response. The course will also discuss applications in branding and product development, including wearable physiological devices and apps, sensory branding for foods and fragrances, pharmaceuticals and medical devices, and neuroscience-based products designed to enhance cognitive functions. These applications stem from many subfields of cognitive neuroscience, including attention, emotion, memory, and decision making. This course is self-contained and has no prerequisites. However, students with some background in business, economics, psychology, and/or neuroscience are likely to find the material covered in this course complementary to their existing knowledge.
Taught by: Gideon Nave
Course usually offered in spring term
Also Offered As: MKTG 350
Activity: Lecture
0.5 Course Units
Notes: One half term. 0.5 cu, Check meeting dates. Students should register for this course before the end of the Course Selection period (September for fall, January for spring), for sections offered in the SECOND half of the term.
MKTG 851 Special Topics: Introduction to Brain Science for Business
INTRODUCTION TO BRAIN SCIENCE FOR BUSINESS: Brain science offers the potential to unlock the future of business, by providing new insights that can enhance decision-making, improve precision in design and marketing, team chemistry and cultivate leadership, fine-tune selection and human performance, drive creativity and innovation, create social value, and optimize digital interactions. New developments in biometrics, implantable and wearable devices, genomics, proteomics, metabolomics, nutrition, and human microbiome, offer the opportunity for enhanced precision and impact in marketing, finance, management, analytics, and education. This course will provide an overview of contemporary brain science and its applications to business. Students first will be introduced to the basic anatomy and physiology of the brain and become familiar with important techniques for measuring and manipulating brain function. The course will then survey major findings in neuroscience with applications to business, including selective attention and advertising; valuation and marketing; decision making; learning, innovation and creativity; and social influence, team-building, and leadership. The course will end with a discussion of ethics, brain-machine interactions, and artificial intelligence. Applications to business, education, sports, law and policy will be discussed throughout.
Taught by: Michael Platt
Course usually offered in spring term
Also Offered As: MKTG 351
Activity: Lecture
0.5 Course Units
Notes: One half term. 0.5 cu, Check meeting dates. This course is now offered as MKTG 737 x.

MKTG 852 Special Topics - Marketing Analytics
MARKETING ANALYTICS: Companies are currently spending millions of dollars on data-gathering initiatives - but few are successfully capitalizing on all this data to generate revenue and increase profit. Moving from collecting data to analysis to profitable results requires the ability to forecast and develop a business rationale based on identified data patterns. Marketing Analytics will cover the three pillars of analytics - descriptive, predictive and prescriptive. Descriptive Analytics examines different types of data and how they can be visualized, ultimately helping you leverage your findings and strengthen your decision making. Predictive Analytics explores the potential uses of data once collected and interpreted. You will learn to utilize different tools, such as regression analysis, and estimate relationships among variables to predict future behavior. Prescriptive Analytics takes you through the final step - formulating concrete recommendations. These recommendations can be directed toward a variety of efforts including pricing and social-platform outreach.
Taught by: Iyengar
Course usually offered in fall term
Also Offered As: MKTG 352
Prerequisite: MKTG 611 AND STAT 613
Activity: Lecture
0.5 Course Units
Notes: One half term. 0.5 cu, Check course meeting dates. Students should register for this course before the end of the Course Selection period (September for fall, January for spring) for sections offered in the SECOND half of the term.

MKTG 853 Special Topics: Design Thinking - A Human-Centered Approach to Innovation
DESIGN THINKING - A HUMAN-CENTERED APPROACH TO INNOVATION: In this hands-on experiential course, students will partner with a local start-up to apply design thinking steps taught throughout the course. Students will learn how to uncover deep consumer needs, effectively ideate, and create rapid prototypes to test their ideas with real customers. This class is well suited for those interested in careers in innovation or management consulting, marketing, product management, technology, or entrepreneurship. No prior experience or requirements are needed for this course.
Taught by: Caputo
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

MKTG 854 Special Topics: Visual Marketing
VISUAL MARKETING: As consumers, we are constantly exposed to advertisements and experience visual messages from product packages in stores, retail displays, and products already owned. In essence, visual marketing collateral is omnipresent and is an essential part of corporate visual identity, strategy, branding, and communication. Some of this falls to creative graphic design, but advertising, design, and marketing can also be significantly enhanced by knowledge of how visual information and its presentation context can be optimized to deliver desirable and advantageous messages and experiences. This course will emphasize how to measure, interpret, and optimize visual marketing. This course will use lectures, discussions, exercises and a group project, to help students understand the underlying processes that influence our visual perception and visual cognition. Students will learn about the theoretical processes and models that influence, attention and visual fluency. Students will also be exposed to eye-tracking instruments that help measure eye movement. Finally, we will explore how visual stimuli can influence consumer memory, persuasion, and choice. We will examine practical applications in marketing, advertising, packaging, retail, and design contexts.
Taught by: Johnson and Kahn
Course usually offered in spring term
Also Offered As: MKTG 354
Activity: Lecture
1.0 Course Unit
Notes: 1.0 cu. This course has been replaced by MKTG 739 x. Format: In-class exercises, team-based learning, discussions, and lectures.
MKTG 890 Advanced Study Project (ASP)
RETAIL ECOSYSTEM ACTION LEARNING PROJECTS: This course offers graduate students from Wharton and other Penn schools an opportunity to work on real-world projects for companies in the retail industry and in the wider retail ecosystem. It requires the exploration and analysis of actual business issues or opportunities identified by sponsoring/client companies, as well as the formulation of recommendations. It combines 1) academic principles, 2) application of prior business knowledge to the project at hand, and 3) a solutions-oriented mentality. In addition to supervised project work and regular updates to the corporate client/project sponsor, the course involves classroom meetings and discussions on topics pertaining to the projects. While this course focuses on ‘marketing’ topics, projects might also incorporate topics from related disciplines such as operations, management of innovation & technology, data analytics, international management, design, and real estate. Indeed, the goal will be to constitute interdisciplinary teams from Wharton and other relevant Penn graduate schools. ADVANCED STUDY PROJECT (GENERAL): The principal objectives of this course are to provide opportunities for undertaking an in-depth study of a marketing problem and to develop the students’ skills in evaluating research and designing marketing strategies for a variety of management situations. Selected projects can touch on any aspect of marketing as long as this entails the elements of problem structuring, data collection, data analysis, and report preparation. The course entails a considerable amount of independent work. (Strict library-type research is not appropriate) Class sessions are used to monitor progress on the project and provide suggestions for the research design and data analysis. The last portion of the course often includes an oral presentation by each group to the rest of the class and project sponsors. Along with marketing, the projects integrate other elements of management such as finance, production, research and development, and human resources.
Taught by: Tom Robertson
One-term course offered either term
Prerequisite: MKTG 611 AND MKTG 725
Activity: Seminar
1.0 Course Unit

MKTG 893 Advanced Study: MKTG in Emerging Economies: Understanding & MKTG to the Chinese and Indian Consumer
This course is a two part series. The first part concentrates on the Indian Consumer and the second part concentrates on the Chinese Consumer. India and China add up to half of the world’s population. Each presents its own challenges and opportunities. US and European MNCs have been in both countries for many years, but emerging market MNC’s are becoming stronger and in many cases overtaking US and European companies despite their strong brands and know-how. Marketing to the Indian Consumer will provide a careful understanding of: The opportunity and challenges in the Indian consumer market 2) Various segments within the Indian consumer market 3) Consumer psychology and decision making processes in each segment 4) Distribution channels in India and China: Mass, Local and non-traditional. 6) Bottom of the pyramid consumers and rural markets. 7) Product design and development decisions. The course will focus on the following industries: consumer packaged goods, mobile phones, financial services (insurance and banking), healthcare, sports and entertainment, and transportation. The course will involve case studies from local and international companies, guest lecturers, and visits to consumer homes to observe their tastes, habits, and preferences. Marketing to the Chinese Consumer will provide students with a critical understanding of the Chinese consumer, distribution channels, pricing environment, branding and competitive dynamics so as to enhance their ability to market to the Chinese consumer successfully. The course will consist of a combination of lectures, case studies, presentations by industry experts, and a short evening field trip.
Taught by: Raju and Zhang
Course not offered every year
Also Offered As: WH 216
Activity: Lecture
0.5 Course Units
Notes: Indian Consumer Section of the Course is taught in Mubai, India, The Chinese Consumer Section of the Course is taught in Bejing, China.
MKTG 895 Global Business Week
GLOBAL BUSINESS WEEK: MKTG 895 is one in an array of Global Business Week (GBW) study tour courses offered by various departments across Wharton. Each of the GBW courses offered in a term, will entail travel to a different part of the world and address a different element of economic driver for a country or industry. A faculty member will drive the topic and curriculum associated with a study tour to a region of the world where the study of a topic will provide insights and clarity available only by being in country. In country lectures from the lead faculty and area experts in industry, academia and government will form much of the basis of class time. In addition, students will experience relevant company and cultural settings where they will again hear from industry experts. Each course will require an individual student paper, a participation component, and a pre-travel or in-country set of assignments. See course syllabus for details. CUSTOMER CENTRICITY AT THE LEADING EDGE OF ANALYTICS AND TECHNOLOGY: LEARNING FROM SCANDINAVIA. Instructor: Peter Fader. The concept of ‘customer centricity’, i.e., that not all customers are created equal, is gaining credibility and traction. More and more firms are coming to the realization that understanding and leveraging the behavioral differences across customers can potentially be more sustainably profitable than more conventional product-centric thinking that continues to dominate today’s business landscape. At the heart of this transformation are three critical ingredients data, analytics, and technology. Using customer data at a granular level allows firms greater visibility into customer interactions, their use of social media, biometrics, and geolocation as tools to enhance business models and even create new ones. It allows a firm to be deliberate about which customers to go after and what kinds of services to provide them. For many, the key to profitable growth lies in successfully harnessing and developing the tools, organizational structures, and corporate cultures that can create and enhance these capabilities. Companies in Scandinavia are using these approaches in unique ways and more prevalently than in other regions of the world. Their unique ecosystem is a key to creating organizations that can flourish right out of the gate, and to help established ones adapt and change successfully. Ultimately the course will examine how customer centricity enables firms to change their interaction with consumers, vendors, government, and other ecosystem players in facilitating these changes.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units
Notes: Wharton Executive MBA Course. Course must be taken for a grade (no pass/fail option) and will be subject to the standard CMGPA and LT requirements for MBA courses.

MKTG 897 Advanced Study: Luxury Branding and Retailing in Italy and Beyond
New retail brands and opportunities for growth are emerging at an unprecedented rate, for online retailers and offline retailers alike. In this course we will: (1) articulate key principles for successful branding and for understanding consumer shopping behavior in retail environments, (2) demonstrate unique challenges and opportunities that luxury brands face, and (3) discuss concepts and empirical methods for analyzing consumer shopping behavior.
Taught by: David Bell, Barbara Kahn
Course usually offered in spring term
Also Offered As: WH 218
Activity: Lecture
0.5 Course Units

MKTG 899 Independent Study
A student contemplating an independent study project must first find a faculty member who agrees to supervise and approve the student’s written proposal as an independent study (MKTG 899). If a student wishes the proposed work to be used to meet the ASP requirement, he/she should then submit the approved proposal to the MBA adviser who will determine if it is an appropriate substitute. Such substitutions will only be approved prior to the beginning of the semester.
One-term course offered either term
Also Offered As: MKTG 399
Prerequisite: MKTG 611 AND (MKTG 612 OR MKTG 613)
Activity: Independent Study
0.5 Course Units

MKTG 940 Measurement and Data Analysis in Marketing - Part A
In this course we consider models for binary, count, and continuous data including contingency table models, logistic and probit regression, ANOVA, ANCOVA, conjoint analysis, and OLS. In addition we cover multidimensional techniques such as MDS, cluster analysis, principal components analysis, factor analysis, and discriminant analysis. We utilize the statistics package SPlus 2000, and also BUGS for implementing many of the techniques described in a Bayesian manner.
Course usually offered in spring term
Activity: Seminar
0.5 Course Units
Notes: PhD Course. 0.5 cu

MKTG 941 Measurement and Data Analysis in Marketing - Part B
In this course we consider models for binary, count, and continuous data including contingency table models, logistic and probit regression, ANOVA, ANCOVA, conjoint analysis, and OLS. In addition we cover multidimensional techniques such as MDS, cluster analysis, principal components analysis, factor analysis, and discriminant analysis. We utilize the statistics package SPlus 2000, and also BUGS for implementing many of the techniques described in a Bayesian manner.
Course usually offered in spring term
Activity: Seminar
0.5 Course Units
Notes: PhD Course. 0.5 cu

MKTG 942 Research Methods in Marketing - Part A
This course provides an introduction to the fundamental methodological issues that arise in experimental and quasi-experimental research. Illustrative examples are drawn from the behavioral sciences with a focus on the behavior of consumers and managers. Topics that are covered include: the development of research ideas; data collection and reliable measurement procedures; threats to validity; control procedures and experimental designs; and data analysis. Emphasis is placed on attaining a working knowledge of the use of regression methods for non-experimental and quasi-experimental data and analysis of variance methods for experimental data. The primary deliverable for this course is a meta-analysis of a research problem of the students choosing that investigates the effects of research methods on empirical results.
Course usually offered in fall term
Activity: Seminar
0.5 Course Units
Notes: PhD Course. 0.5 cu
MKTG 943 Research Methods in Marketing - Part B
This course provides an introduction to the fundamental methodological issues that arise in experimental and quasi-experimental research. Illustrative examples are drawn from the behavioral sciences with a focus on the behavior of consumers and managers. Topics that are covered include: the development of research ideas; data collection and reliable measurement procedures; threats to validity; control procedures and experimental designs; and data analysis. Emphasis is placed on attaining a working knowledge of the use of regression methods for non-experimental and quasi-experimental data and analysis of variance methods for experimental data. The primary deliverable for this course is a meta-analysis of a research problem of the students choosing that investigates the effects of research methods on empirical results.
Course usually offered in fall term
Activity: Seminar
0.5 Course Units
Notes: PhD Course. 0.5 cu

MKTG 950 Judgment and Decision Making Perspectives on Consumer Behavior - Part A
The purpose of this course is to provide a solid foundation for critical thinking and research on the judgment, decision-making and choice aspects of consumer behavior. There is a focus on how people process information when making judgments and choices and how the processes of judgment and choice might be improved. Topics of discussion include rationality, judgment under uncertainty, judgment heuristics and biases, risk taking, dealing with conflicting values, framing effects, prospect theory, inter-temporal choice, preference formation, and the psychology of utility. The focus will be on the individual decision-maker, although the topics will also have some applicability to group and organizational decision-making and behavioral research methodologies.
Course usually offered in fall term
Activity: Seminar
0.5 Course Units
Notes: PhD Course. 0.5 cu

MKTG 951 Judgment and Decision Making Perspectives on Consumer Behavior - Part B
The purpose of this course is to build off MKTG 950, 'Judgment and Decision Making Perspectives on Consumer Behavior - Part A' with a more specialized focus that will vary from year to year. This course is intended for those interested in deepening their study of Judgment and Decision Making beyond the basics.
Course usually offered in fall term
Activity: Seminar
0.5 Course Units
Notes: PhD Course. 0.5 cu

MKTG 952 Information Processing Perspectives on Consumer Behavior - Part A
The purpose of this course is to provide graduate students with a solid foundation for critical thinking and research in psychology and marketing on information processing related topics. Topics of discussion include consumer knowledge (learning, memory and categorization), attitude theory, persuasion, affect and social influence. The course draws from the literature in marketing, psychology and economics. The course will enable students to conceptualize, operationalize, and develop research ideas. Therefore, the focus is on understanding theoretical and methodological approaches to various aspects of consumer behavior, as well as advancing this knowledge by developing testable hypotheses and theoretical perspectives that build on the current knowledge base.
Course usually offered in spring term
Activity: Seminar
0.5 Course Units
Notes: PhD Course. 0.5 cu

MKTG 953 Information Processing Perspectives on Consumer Behavior - Part B
The purpose of this course is to provide graduate students with a solid foundation for critical thinking and research in psychology and marketing on information processing related topics. Topics of discussion include consumer knowledge (learning, memory and categorization), attitude theory, persuasion, affect and social influence. The course draws from the literature in marketing, psychology and economics. The course will enable students to conceptualize, operationalize, and develop research ideas. Therefore, the focus is on understanding theoretical and methodological approaches to various aspects of consumer behavior, as well as advancing this knowledge by developing testable hypotheses and theoretical perspectives that build on the current knowledge base.
Course usually offered in spring term
Activity: Seminar
0.5 Course Units
Notes: PhD Course. 0.5 cu

MKTG 954 Economic/OR Models of Marketing - Part A
This doctoral seminar reviews analytical models relevant to improving various aspects of marketing decisions such as new product launch, product line design, pricing strategy, advertising decisions, sales force organization and compensation, distribution channel design and promotion decisions. The primary focus will be on analytical models. The seminar will introduce the students to various types of analytical models used in research in marketing, including game theory models for competitive analysis, agency theory models for improving organization design and incentives within organizations, and optimization methods to improve decision making and resource allocation. The course will enable students to become familiar with applications of these techniques in the marketing literature and prepare the students to apply these and other analytical approaches to research problems that are of interest to the students.
Course usually offered in spring term
Activity: Seminar
0.5 Course Units
Notes: PhD Course. 0.5 cu
**MKTG 955 Economic/OR Models of Marketing - Part B**
This is a continuation of MKTG 954. This doctoral seminar reviews analytical models relevant to improving various aspects of marketing decisions such as new product launch, product line design, pricing strategy, advertising decisions, sales force organization and compensation, distribution channel design and promotion decisions. The primary focus will be on analytical models. The seminar will introduce the students to various types of analytical models used in research in marketing, including game theory models for competitive analysis, agency theory models for improving organization design and incentives within organizations, and optimization methods to improve decision making and resource allocation. The course will enable students to become familiar with applications of these techniques in the marketing literature and prepare the students to apply these and other analytical approaches to research problems that are of interest to the students.
Course usually offered in spring term
Activity: Seminar
0.5 Course Units
Notes: PhD Course. 0.5 cu

**MKTG 956 Empirical Models in Marketing - Part A**
This course is designed to generate awareness and appreciation of the way several substantive topics in marketing have been studied empirically using quantitative models. This seminar reviews empirical models of marketing phenomena including consumer choice, adoption of new products, sales response to marketing mix elements, and competitive interaction. Applies methods and concepts developed in econometrics and statistics but focuses on substantive issues of model structure and interpretation, rather than on estimation techniques. Ultimately, the goals are a) to prepare students to read and understand the literature and b) to stimulate new research interests. By the end of the course, students should be familiar with the key issues and approaches in empirical marketing modeling.
Course usually offered in spring term
Activity: Seminar
0.5 Course Units
Notes: PhD Course. 0.5 cu

**MKTG 957 Empirical Models in Marketing - Part B**
This course is designed to generate awareness and appreciation of the way several substantive topics in marketing have been studied empirically using quantitative models. This seminar reviews empirical models of marketing phenomena including consumer choice, adoption of new products, sales response to marketing mix elements, and competitive interaction. Applies methods and concepts developed in econometrics and statistics but focuses on substantive issues of model structure and interpretation, rather than on estimation techniques. Ultimately, the goals are a) to prepare students to read and understand the literature and b) to stimulate new research interests. By the end of the course, students should be familiar with the key issues and approaches in empirical marketing modeling.
Course usually offered in spring term
Activity: Seminar
0.5 Course Units
Notes: PhD Course. 0.5 cu

**MKTG 971 Advanced Topics in Marketing - Part A**
Taught collectively by the faculty members from the Marketing Department, this course investigates advanced topics in marketing. It is organized in a way that allows students to 1) gain depth in important areas of research identified by faculty; 2) gain exposure to various faculty in marketing and their research values and styles; and 3) develop and advance their own research interests.
Course usually offered in fall term
Activity: Seminar
0.5 Course Units
Notes: 0.5 cu. Course meets entire semester.

**MKTG 972 Advanced Topics in Marketing - Part B**
Taught collectively by the faculty members from the Marketing Department, this course investigates advanced topics in marketing. It is organized in a way that allows students to 1) gain depth in important areas of research identified by faculty; 2) gain exposure to various faculty in marketing and their research values and styles; and 3) develop and advance their own research interests.
Course usually offered in spring term
Activity: Seminar
0.5 Course Units
Notes: 0.5 cu. Course meets entire semester.

**MKTG 973 Research Seminar in Marketing - Part A**
This course is taught collectively by the faculty members from the Marketing Department. It is designed to expose Doctoral students to the cutting-edge research in marketing models in order to help them to define and advance their research interests. This course will offer in-depth discussions on some important topics in marketing by experts in respective areas; tools, and methodologies required for conducting research in those areas; broad exposure to our faculty members and their proven research styles.
Course usually offered in fall term
Activity: Seminar
0.5 Course Units
Notes: 0.5 cu. Course meets entire semester.

**MKTG 974 Research Seminar in Marketing - Part B**
This course is taught collectively by the faculty members from the Marketing Department, this course investigates advanced topics in marketing. It is organized in a way that allows students to 1) gain depth in important areas of research identified by faculty; 2) gain exposure to various faculty in marketing and their research values and styles; and 3) develop and advance their own research interests.
Course usually offered in spring term
Activity: Seminar
0.5 Course Units
Notes: 0.5 cu. Course meets entire semester.

**MKTG 975 Dissertation**
One-term course offered either term
Activity: Dissertation
1.0 Course Unit

**MKTG 999 Supervised Independent Study**
Requires written permission of instructor and the department graduate adviser.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Master of Liberal Arts (MLA)

MLA 499 Independent Study
Please be in touch with the department for further details
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

MLA 541 Academic Writing and Research Design in the Arts and Sciences
Have you ever noticed that scholars in different academic disciplines seem to speak different languages? Have you wondered how scholars put together a plan for their research, explain their findings, and organize and write their papers? The class is designed to introduce MLA students and other advanced students to the research and writing conventions used by scholars in the arts and sciences. With attention to disciplines in the humanities, social sciences, and sciences, we will identify and explore some of the theories, sources, language, and qualitative and quantitative methodologies that scholars use as they conduct original research in their fields. Throughout the class, we will also discuss writing conventions across the arts and sciences, with special attention to the structure of argument; the use of evidence; voice and style in both traditional academic writing and more innovative forms of writing; and documentation conventions. Students will develop an original research project through incremental writing assignments, and will write a formal research proposal (15-20 pages), which can be used as their Capstone proposal if they wish.

Taught by: Rabberman
Course not offered every year
Activity: Online Course
1.0 Course Unit

MLA 599 Independent Study
Please be in touch with the department for further details
Course not offered every year
Activity: Independent Study
1.0 Course Unit

MLA 699 Capstone
Please be in touch with the department for further details
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

MLA 990 Masters Thesis
Please be in touch with the department for further details
Activity: Masters Thesis
1.0 Course Unit

Master of Science in Social Policy (MSSP)

MSSP 601 The Power of Partnerships between Government, Non-profits, & the Private Sector
Everything from the Affordable Care Act to the Mayor’s Rebuild Initiative here in Philadelphia could not be implemented by government without strong and vital partnerships with non-profits and the private sector. These collaborations provide an opportunity to help people, impact and change policy, improve outcomes, and multiply the impact that non-profit and private sector organizations can have. The course will help graduate (and advanced undergraduate) students not only understand the theory, policy, and practice of these collaborations but also learn how they actually happen. Students will also learn the characteristics of these three sectors, their roles and contributions, and competitive forces that are often at work in the collaborative process. Topics for discussion will include attitudes and expectations in the public sector, the ingredients of effective partnerships, and effective communication strategies with elected and appointed officials. The course will be conducted on a seminar basis. Graduate students are expected to take an active part in shaping the discussion. Students will be expected to rotate leadership for the class discussions and to supplement course materials with independent study of relevant magazine and newspaper articles. Course grades are assigned as follows: 20 percent for class participation, 15 percent for an in-class written exam, 30 percent for a group presentation and write up of a case study, and 35 percent for a final project. High quality written work and accurate citations is an expectation in all assignments.

Taught by: Ezekiel Dixon-Roman
Activity: Seminar
1.0 Course Unit

MSSP 606 Data for Equitable Justice Lab
Data for Equitable Justice Lab is a non-credit research group that gives SP2 Masters students an opportunity to analyze some of today’s most important social issues through data and, with faculty support, create a product for audiences well beyond our classrooms and campus. With guidance from the lab faculty, students develop a project - either individually or as part of a team - to examine a contemporary social policy or political issue through or on data or digital technology. Through these projects students will produce an op-ed, blog post, podcast, academic article, short film, or other product of their choosing that creates or contributes to contemporary discourse.

Taught by: Dan Treglia
Course offered summer, fall and spring terms
Activity: Laboratory
0.0 Course Units
MSSP 607 Practical Programming for Data Science
This course familiarizes students with no prior programming experience with the core concepts of programming and the practice of software development for data-intensive applications in industry and government. After this course, students will be comfortable (1) writing code to save and load from files and spreadsheets into basic data structures like strings, lists, and maps; (2) manipulating data with code to perform tasks like generating aggregate statistics and filtering data into subsets; (3) effectively communicating findings from interactive, exploratory programming with others; and (4) working with technical teams, using best practices of software development when building line- of-business applications.
Taught by: Elijah Mayfield
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

MSSP 608 Practical Machine Learning Methods
This course prepares students with no background in machine learning or data science to use tools from those fields effectively in applied contexts. Using GUI-based software - or optionally, by programming with libraries - students will build skills including (1) feature representations of spreadsheet-based or text datasets; (2) training classification and regression models for prediction tasks; (3) evaluation of machine learning model accuracy and error analysis; and (4) reasoning about predictive models and making tradeoffs like bias vs. variance, granularity and annotation complexity in labeled training data, and the ethical application of predictive modeling to human-centered data.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

MSSP 609 Invisible Injustices: How Policy & Bureaucracy Create (& Hide) Diff. & Power
How does the design of everyday objects and systems in our social world - from the workplace to the civic sector - produce variation in our political participation to promote or stifle the collective project of social justice? Systemic injustice expresses itself in everything from software interface designs to paper passport applications. Using these objects and others, this course focuses on the ways in which power operates through and within aesthetics to create and enforce difference and produce the inequalities that demand a collective reimagining of our world. What might we learn from these 'aesthetic assemblages' of power and difference, and their manifestations in current social policy? In this course, we will work with case studies from a range of politically urgent topics - mass incarceration, immigration reform, healthcare inequity - through the lens of critical theories and pedagogies that center the lives of those communities most impacted by discriminatory social policy. Students will learn to apply the thinking of scholars such as Fred Moten & Stefano Harney, Dean Spade, and Mel Chen towards their own social justice-informed approaches to social policy and practice. Through independent study projects, students will explore their own unique areas of interest beyond the scope of this course to rethink how critical theory can shape and be shaped by on-the-ground, everyday practices.
Taught by: Nicole Sansone
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

MSSP 628 Policy: Analysis of Issues, Strategy and Process
Policy analysis requires an understanding of social problems/social issues and the processes by which policy is developed and implemented. Critical skills in many policy frameworks include: problem definition and analysis, review of relevant research, identification of possible actions, implementation and evaluation, and fiscal analysis. Competency in written and oral communication is also essential. To develop these related skills, this course utilizes as a base a dynamic social problem analysis framework that addresses issues of equity, equality and adequacy. It also examines multiple theoretical and analytical perspectives. Through the review of contemporary and historical social policy debates and provisions, selected case examples and policy briefs, this course provides students with an understanding of the policy roles of the legislative and executive branches of government, including goal setting, policy rulemaking and enactment, allocation of resources, financing, regulation, and implementation. The policy process at state and local levels of government will also be addressed. The primary focus is on U.S. policy although global policies will be discussed when relevant.
Taught by: Amy Baker
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

MSSP 629 Research and Evaluation Design
Research and Evaluation Design introduces social research methods in the context of social policy and program evaluation. The course provides a conceptual and practical understanding in the design of experimental, quasi-experimental, and non-experimental research and in the application of quantitative and qualitative methods. Students learn about the application of the research process and skills in all phases of assessing a social policy and developing a social program, including needs assessment, implementation analysis, and evaluation of policy or program effectiveness. Students learn to be critical and informed consumers of research and to apply guidelines of research ethics in social policy settings.
Taught by: Geraldine Summerville
One-term course offered either term
Activity: Lecture
1.0 Course Unit

MSSP 630 Quantitative Reasoning/Social Statistics
The primary goals of this course are (1) to provide students with a solid understanding of the logic of social science research as well as (2) to provide students with an introduction to a broad range of statistical methods commonly used in social science research. The first portion of the semester concentrates on defining research problems, research design (including sampling, measurement, and causal inference), and assessing research quality. The latter portion of the semester focuses upon data analysis including descriptive statistics, measures of association for categorical and continuous variables, introduction to t-tests, ANOVA and regression, and the language of data analysis. Students will learn how to choose and apply statistical tools to data sources, how to interpret quantitative studies, and will gain experience using SPSS - a statistical software package.
Taught by: Ioana Marinescu
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
MSSP 631 Law and Social Policy
This course introduces students to the basics of the American legal system, focusing on the interplay between litigation and social policy. Students will learn how law, and particularly case law, is made, how to read case law and evaluate precedent, legal reasoning and argument. This course will utilize various teaching methods including introduction to the 'Socratic' lecturing method which is frequently utilized in the study of law. Students will also study the structure of court systems at both state and federal levels as well as the litigation process and the role of law and courts in shaping and addressing social policy issues. Students will also learn the basics of several areas of substantive law, with an eye toward consideration of how that law has been, and can be, used to effect social change.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

MSSP 632 Capstone Seminar I: Policy Communications
The focus of the Capstone Seminar is three-fold: 1) to enhance student integration of the theory and practice of social policy analysis; 2) to enhance the student’s competencies in the written and oral communication processes and procedures necessary for the policy world; and 3) to ensure basic knowledge about federal budget processes, stakeholder roles, and inter-organizational collaboration. Registration restricted to majors only.
Course usually offered in spring term
Activity: Seminar
0.5 Course Units

MSSP 633 Capstone Seminar I: Policy Communications
This course consists of an intensive, multi-week policy internship that is selected through a consultative process involving the student, MSSP advisors, internship coordinator/advisor, and mentors/supervisors at potential sites. The internship provides an opportunity for the student to expand horizons beyond the academic. It serves as a medium to integrate classroom learning with experiences in policy making activity. Registration restricted to majors only.
Course usually offered in spring term
Activity: Seminar
0.5 Course Units

MSSP 634 MSSP/DA Capstone I: Telling Stories with Data
The volume and complexity of data continues to increase in the world around us, including science, business, medicine, social media and everyday human activity. This course aims to expose students to visual representation methods and techniques that increase the understanding of complex data. Good visualizations not only present a visual interpretation of data, but do so by improving comprehension, communication, and decision making. In this course, students will learn about the fundamentals of perception, the theory of visualization, and good design practices for visualization. The course will also provide hands-on experience on the process of data communication, from initial data analysis, to identifying appropriate visualization techniques, to crafting informative visualizations.
Course usually offered in fall term
Activity: Seminar
0.5 Course Units

MSSP 635 Capstone II: Policy Internship in Data Analytics
Capstone II consists of an intensive, multi-week internship that is selected through a consultative process involving the student, MSSP advisors, internship coordinator/advisor, and mentors/supervisors at potential sites. The internship provides an opportunity for the student to expand horizons beyond the academic. It serves as a medium to integrate classroom learning with experiences in policy making activity. Registration restricted to majors only.
Activity: Seminar
0.5 Course Units

MSSP 667 Critical Global Politics, Policy & Identity
What is identity? Why do we identify with categories such as 'Black', 'Latino', 'Queer', 'American' or 'Asian'? How do these categories play a role in current Global Politics, and how have Global Politics & Policies helped configure different identities throughout history? According to critical analyses, our identities and classifications are socially constructed through social, economic, and political processes.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
MSSP 668 Economics for Social Policy
Economics allows us to determine the costs and benefits of social policies like cash benefits, unemployment insurance, health insurance, pensions, education, etc. Policies typically affect the behavior of agents like individuals, families and firms, and we have to take these reactions into account when analyzing policy. Economics allows us to predict how policy is likely to affect behavior by understanding how the policy changes individuals’ decisions, and what collective outcomes these myriad individual decisions bring about. For example, a universal basic income allows individuals to sustain themselves and their families when they are not working. At the same time, such guaranteed income has the potential to discourage people from looking for a job. If enough people are discouraged from looking for a job, employment in the economy will decrease, leading to lower production and lower tax revenues for the government. Policy makers have to take these phenomena into account in order to design a good income support system.
Taught by: Ioana Marinescu
Course usually offered in fall term
Also Offered As: SWRK 668
Activity: Lecture
1.0 Course Unit

MSSP 701 Race, Technology, & the Body
The history of the relationship between race and technology has long been fraught. On the one hand, the sociopolitical formation of race constituted black and brown bodies in juxtaposition to the logics of reason that the instruments of post-Enlightenment technicity were built. On the other hand, as Wendy Chun argues, the discursive formation of race was a technology in and of itself that was designed to hierarchize and differentiate bodies as well as to make black and brown bodies extracted technologies for labor and Capital. This seminar will explore this deeply enmeshed history between race and technology by engaging text in the history of science and philosophy, critical theories of technology, cybernetics, and critical theories of difference. These text will range in topics from the transparent subject to surveillance studies to algorithmic bias to the speculative fiction of Afrofuturism. The text will include both scholarly written products as well as media and popular culture. Students will learn about the history of philosophy and technology in relation to race and the (em)body as well as how to examine for speculative futures.
Taught by: Ezekiel Dizon-Roman
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

MSSP 702 Aestheticizing Assemblages: Power, Policy, Bureaucracy, and Difference
While social mechanisms of power might be kept out of sight, their productive capacities are generative of volumes of material. This course focuses on the material traces of power to map how bureaucracy, at all scales and registers, creates and enforces difference as a power differential. Specifically, we will explore how power expresses itself aesthetically in bureaucractic processes as in, for example, the organization of spreadsheets, the distribution of administrative power via forms and chains of command, and software design. Course materials, assignments, and lectures will triangulate theory, evidence, and policy as a way of grounding parallel inquiries into the ethics of these assemblages and their manifestations. The final three weeks of term have been reserved for group reflection and synthesis. Students are able to introduce new areas of exploration at this time specific to their interests.
Taught by: Nicole Sansone
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

MSSP 703 Visual Techniques for the Contestation of an Unjust World
This course will observe alternate modes of contesting power asymmetries in society and culture. In particular we will observe how projects such as those organized by the Black Panther Party, Brown Berets, and the Farm Workers Movement reveal something to us about how policies are unjustly received on the ground, and how para-governmental projects can provide a pathway for understanding how to create more just societies, policies, and alliances. We will also explore more contemporary practices of social justice through art practices that have also specifically targeted policy, such as those carried out by the Carrot Workers Collective, Critical Art Ensemble, Natalie Jeremijenko, and others. The aim of the course will be to use these practices to try to develop an ethics divorced from norms that could then productively be applied to policy making.
Taught by: Nicole Sansone
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

MSSP 704 Critical Studies in Health Inequity and Policymaking
The relentless focus on the being of health inequity often overshadows the becoming of health inequity. Each drip of social injustice pools into a confrontation that disproportionately affects the health and healthcare of the socially disadvantaged groups. This course navigates health policymaking through a sociohistoric lens and grapples with contemporary perspectives in health equity. We explore the theoretical frameworks that best informs the existence of health inequity along with the practices that eliminate health inequity. Students will have the opportunity to learn how to effectively communicate evidence-based strategies in both policy and academic grant formats. While generally structured as a seminar, this course extends the walls of the classroom and encourages students to confront real-life health policy issues while engaging local, state, and federal health policy influencers. Students will spend time in the robust archives and cutting-edge medical facilities at Penn to best hone their policymaking voice.
Taught by: Kevin Jenkins
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
MSSP 710 Democratizing Data? Critical Data Studies in Algorithmic Governance
With the advent of digital technologies and the increasing power of computational analytics, the proliferation and ubiquity of data production has increased at exponential rates enabling new possibilities for social analysis. This course will examine the emergence of democratizing data – the movement to make government and other data more widely or publicly available and its potential enabling for democratic possibilities. The types of data being made available, through various analytic systems, and the ways in which their accessibility and inaccessibility is contributing to reconfigured power relations, will be described. The paradigmatic tensions and shifts that have emerged in the debates on 'Big Data,' such as deductive versus inductive reasoning and the challenges posed to statistical sampling theory, will be interrogated. The appropriation of machine learning and predictive analytic algorithms for social analysis will be critically explored. Issues related to the ethical and legal use of administrative data, particularly data related to patient, client, student, and taxpayer information will be considered, as well as from internet-based sources including social media. Potential solutions to data security challenges will be additionally considered. Methods for web-scraping of data, analysis of web traffic data, and the use of social networking data in the modeling of social phenomena and public opinion will be examined. Students will learn how to make results accessible to non-technical audiences via data visualization tools, such as web-based data dashboards and web-based maps. These topics will be discussed for the analysis of health, education, and social policy as well as their implications for questions pertaining to race, gender, class, sexuality, dis/abilities, age and youth culture. This course will develop students’ knowledge of computational and data analytics and its applications for social policy analysis.
Taught by: Ezekiel Dixon-Roman
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

MSSP 741 Gender & Social Policy
Gender and Social Policy develops an advanced understanding of social policies through a focus on social issues and conditions through the lens of gender, economic and critical theory. The specialized focus on gender and social policy provides students with the opportunity to develop more specialized knowledge about how market dynamics and government policies respond to the needs and risks faced by women. Specific emphasis is placed on utilizing theoretical frameworks to evaluate the intersection between social policy, history and social science in relationship to gender issues. Students are also expected to conduct a policy analysis that includes an evaluation of how current and former social movements surrounding gender issues shaped their policy of interest.
Taught by: Baker
Course usually offered in spring term
Also Offered As: SWRK 741
Activity: Lecture
1.0 Course Unit

MSSP 755 International Social Policy & Practice: Perspectives from the Global South
This interdisciplinary course will introduce students to social policy and practice perspectives from outside the U.S. and especially from communities in the Global South. The course will familiarize them with global professions and help prepare them for overseas/cross-cultural practice. Through the course students will identify numerous strategies and skills professionals have used to collaboratively build interventions within human rights, social policy, social welfare, education, healthcare and sustainable development arenas.
Taught by: Anastasia Shown
Course usually offered in fall term
Also Offered As: SWRK 755
Activity: Lecture
1.0 Course Unit

MSSP 768 Social Policy Through Literature
Also Offered As: SWRK 768
Activity: Lecture
1.0 Course Unit

MSSP 780 Policy and ‘Difference’ in Postmodernity
Social constructions of ‘difference’ permeate the institutions, spaces, and assumptions of our society. These social constructions include but are not limited to the racialized, gendered, sexed, classed, and dis/abled constructions of the body. By leaning on postmodern thinkers such as Iris Marion Young, Pierre Bourdieu, Judith Butler, Jacques Derrida, Ernesto Laclau, and Michel Foucault, this seminar course will begin by engaging the questions of what is ‘difference’ and how is ‘difference’ discursively constructed and reproduced in society. Using a postmodern lens, the remainder of the course will engage various social science texts that deal with the varieties of ‘difference’ (i.e. race, gender, class, sexuality) and the explicit and/or implicit policy implications of these works. Thus, we will critically engage policies such as welfare, affirmative action, economic policies of taxation, and same-gender marriage, among others. The underlying questions throughout the course will be to what extend does social policy enable the possibilities of freedom, justice, and democracy for the ‘Other’, the deviant, the object, the marginalized, those of assumed ‘difference’? And, to what extent does policy constrain those possibilities at the same time? This course does assume familiarity with social theory and is an introduction to postmodern thought on the law, the political, and policy.
Taught by: Dixon-Roman
Course usually offered in spring term
Also Offered As: SWRK 780
Activity: Seminar
1.0 Course Unit
MSSP 796 Family Economic Mobility: Problems and Policies
The experiences and voices of mothers, fathers, children, employers, children's teachers, human service workers, job training providers, policymakers and others in cities across America graphically show us the 'real life' challenges to economic mobility facing today's families and organizations. These voices particularly illustrate how economic, social, and cultural policies, practices, and beliefs intersect to perpetuate economic inequality for low-income and many middle-income working families alike. The labor market, welfare and workforce programs, public schools and government are some of the institutions implicated in this intersection. In the course we deconstruct concepts such as the 'work ethic,' 'family-friendly workplace,' and 'good jobs' in terms of economic, racial and cultural inequalities and, more broadly, in terms of their meaning, aims and rhetoric. At base, this course examines occupational mobility in America within the broad framework of capitalism, democracy, race, ethnicity and gender. Students from GSE, SAS, City Planning, and Communications often join SP2 students to read and critique classic and contemporary literature from multiple disciplines and explore generative roles for 'meso-oriented' social change professionals.
Taught by: Roberta Iversen
One-term course offered either term
Also Offered As: SWRK 796
Activity: Seminar
1.0 Course Unit

MSSP 797 Social Policy in Revolutionary Cuba (1959-2017)
Cuba represents one of the world's long-standing institutionalized revolutions whose narrative and policies have changed from a strong nationalism yearning for independence, to an alignment with communism's ideology and modus operandi, to a nostalgic, post-Soviet Union 'socialism' ruled by a binary, state-controlled capitalism. In addition to the myriad of social and political changes affecting the island, the transition of leadership from Fidel Castro to his brother, Raul, and the death of the former in 2016, has put into question the theoretical pillars of the Revolution, thus undermining its initial legitimacy. This course is designed to provide students with the critical and analytical tools to dissect Cuban revolutionary politics, policies, and identity mutations within the island's historical trajectory. We will begin by critically reviewing key points of diplomatic and historical relationships between the U.S and Cuba, followed by an analysis of the notion of independence - upon which Castro relied to gather massive support - in the context of the 60's debates on decolonization and underdevelopment. In addition, we will delve into the theoretical foundations of the Revolution focusing, among other texts, on the literature by Cuba's 'founding father' Jose Marti, who deeply influenced the Spanish-American war (1898)'s outcomes as well as Fidel Castro's vision for Cuba. Throughout the course, students will also have the opportunity to critically read and discuss main Cuban social policies such as its famous Literacy Campaign, and other Education, Housing, Cultural, Health, and Immigration policies, as well as the island's complex relationship with technological development and communications. Finally, we will study identity and race dynamics, which are inextricably embedded in Cuba's political landscape. This course will begin with six introductory sessions at the University of Pennsylvania, followed by six class meetings during a two-week stay in Havana, Cuba. Once on the island, students will visit key historical and cultural sites such as El Mueso de la Revolucion (The Museum of the Revolution), El Museo de la Alfabetizacion (The Literacy Museum), and La Escuela de Artes Plasticas (National Art School). Parallel to these endeavors, students will also engage in conversations with distinguished Cuban scholars and cultural critics. Lastly, students are required to develop a research project on a particular Cuban social policy and produce a final paper or writing/multimedia project.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

MSSP 799 Independent Study
Independent studies provide a flexible opportunity for standing faculty and students to work together in pursuing a topic of special interest that is not sufficiently covered by other courses in the curriculum. The content of independent studies is highly specialized and, as such, requires a plan of study developed jointly by the student(s) and the supervising standing faculty member. Part-time faculty members are not eligible to offer independent studies. Independent studies require the academic advisor's approval.
Activity: Independent Study
1.0 Course Unit
MSSP 806 Systematic Reviews: Meta-Analysis and Meta-Synthesis
Systematic reviews and the synthesis of their primary studies (meta-analysis for quantitative studies and meta-synthesis for qualitative studies) are proliferating, and emerging scholars need to be conversant in the methodology, so they can contribute this type of valuable evidence to their knowledge areas. Through this course, students will learn how to locate, understand, and critically appraise systematic reviews. They will also learn how to write a protocol for an original systematic review and carry one out within a small student group. At the completion of the course, students will have a finished systematic review.
Taught by: Jacqueline Corcoran
Course usually offered in spring term
Also Offered As: SWRK 806
Activity: Lecture
1.0 Course Unit

MSSP 897 Applied Linear Modeling
This course deals with the underlying assumptions and applications of the general linear model with social science, education, and social policy related questions/data. The first half of the course begins by covering simple linear regression and the assumptions of the general linear model, assumption diagnostics, consequences of violation, and how to correct for violated assumptions. This will also include methods of incomplete case analysis (i.e. missing data analysis). Then various aspects of regression analysis with multiple independent variables will be covered including categorical explanatory variables (e.g. to estimate group differences), interaction effects, mediating effects (e.g. to estimate the indirect effect of social processes), and non-linear effects. The course will then cover some of the applications of the generalized linear model including logistic regression, some elements of path modeling (structural equation modeling), multilevel analysis (hierarchical linear modeling), and longitudinal modeling (growth modeling). The course will be taught using SAS, but students are welcome to use any statistical package of comfort. Introductory Graduate Statistics is a prerequisite.
Taught by: Ezekiel Dixon-Roman
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

MSSP 999 Independent Study
Independent studies provide a flexible opportunity for standing faculty and students to work together in pursuing a topic of special interest that is not sufficiently covered by other courses in the curriculum. The content of independent studies is highly specialized and, as such, requires a plan of study developed jointly by the student(s) and the supervising standing faculty member. Part-time faculty members are not eligible to offer independent studies. Plans for an Independent Study should include: a statement of the issue(s) to be studied; a rationale for why the identified issue(s) should be pursued via an independent study; a statement of how the independent study fits into the student’s overall educational plan; a summary of the independent study’s major learning objectives; the methods to be used in carrying out the study; a workable plan; the educational ‘products’ that will result from the study (normally a written report or paper); and the expected date by which the independent study will be completed. The process for arranging an independent study requires approval of both the student’s academic advisor and a standing faculty member who has agreed to conduct the independent study. The procedures to be followed are: 1) the student discusses interest in doing an independent study with the academic advisor; 2) if the advisor concurs with the student’s submission, the advisor and student will discuss potential standing faculty sponsors; 3) if a standing faculty sponsor can be located, the student and standing faculty sponsor craft the specific plan, including learning objectives, content, and structure for the course; and 4) the academic advisor informs the registrar that an independent study for the student has been approved. On the rare occasions that a student is unable to schedule a regular School course, the academic advisor makes a recommendation to the Associate Dean for Academic Affairs who will try to identify a standing or adjunct faculty member able to supervise the course delivered as an independent study.
Taught by: MSSP Faculty
Course offered summer, fall and spring terms
Activity: Independent Study
1.0 Course Unit

Master of Science in Translational Research (MTR)

MTR 510 Introduction to Clinical and Translational Research
This introductory course lays the foundation for understanding practical aspects of conducting clinical research in an academic environment. The course is divided into two modules: Module 1: Research Methods & Protocol Development and Module 2: Regulatory Environment for Clinical Trials. The first module introduces clinical research, clinical protocols, study designs and biostatistics that underlie such studies. The second module covers ethical considerations in clinical research, study execution and oversight, and the regulatory environment for clinical research. Upon completion, students should have a strong foundation in the fundamentals of clinical research and should be able to apply contemporary research tools to clinically relevant areas of investigation.
Prerequisite: This course requires permission to register. Please contact Bethany Germany at (bgermany@upenn.edu) to register.
Taught by: Emma Meagher, MD
Course usually offered in fall term
Also Offered As: REG 510
Activity: Lecture
1.0 Course Unit
MTR 535 Introduction to Bioinformatics
This course provides overview of bioinformatics and computational biology as applied to biomedical research. A primary objective of the course is to enable students to integrate modern bioinformatics tools into their research activities. Course material is aimed to address biological questions using computational approaches and the analysis of data. A basic primer in programming and operating in a UNIX environment will be presented, and students will also be introduced to Python, R, and tools for reproducible research. This course emphasizes direct, hands-on experience with applications to current biological research problems. Areas include DNA sequence alignment, genetic variation and analysis, motif discovery, study design for high-throughput sequencing RNA, and gene expression, single gene and whole-genome analysis, machine learning, and topics in systems biology. The relevant principles underlying methods used for analysis in these areas will be introduced and discussed at a level appropriate for biologists without a background in computer science. The course is not intended for computer science students who want to learn about biologically motivated algorithmic problems; BIOL 437/GCB 536 and GCB/CIS/BIOL537 are more appropriate. Prerequisites: An advanced undergraduate course such as BIOL 421 or a graduate course in biology such as Biol 526 (Experimental Principles in Cell and Molecular Biology), BIOL 527 (Advanced Molecular Genetics), BIOL 540 (Genetic Systems), or equivalent, is a prerequisite.
Taught by: B Voight, C Greene
Course usually offered in spring term
Also Offered As: CIS 535, GCB 535, PHRM 535
Prerequisite: BIOL 421 OR BIOL 526 OR BIOL 527 OR BIOL 528 OR BIOL 540
Activity: Lecture
1.0 Course Unit

MTR 600 Introduction to Biostatistics
This course prepares students understand and apply the necessary statistical methods to their thesis project, critically assess the application of statistical methods in the literature, and collaborate with biostatisticians.
Taught by: Roger Vaughan, MS, DrPH
Course usually offered in fall term
Also Offered As: REG 600
Activity: Lecture
1.0 Course Unit
Notes: Only MTR degree and certificate students may enroll in this course.

MTR 601 Review Writing
This course will lead students through the process of writing a review article during their first summer in the MTR program. Review articles will be authored with the student’s primary mentor and will be used to accomplish the following goals: 1) attain rapid familiarity with background in their new area of study; 2) a mechanism for mentor and student to create a productive working/writing relationship; 3) help the student identify key gaps in the literature and/or areas of controversy that would benefit from pivotal experiments; 4) understand the factors that contribute to variability in research outcomes in their area and; 5) introduce the student to other scientists in their new area through an initial publication early in their career. Mentors will be asked to agree to participate in this process, or identify another senior individual in their group who would perform the function. The course director will provide guidance and critical reviews throughout the process.
Taught by: Rachel Locke, PhD
Course usually offered summer term only
Activity: Seminar
1.0 Course Unit
Notes: Only MTR degree students may take this course.

MTR 602 Proposal Development
Focuses on study design and proposal development as they relate to studies that probe the mechanism of disease. Discusses concepts such as writing a background section, asking a research question, designing a study, use of biomarkers, writing a research proposal, overview of study designs addressing feasibility issues. Development of thesis proposal starts during this course and concludes with each student submitting and presenting their proposal to the MTR faculty panel for critique and feedback.
Taught by: Anil Vachani, MD
Two terms. student must enter first term.
Also Offered As: REG 602
Activity: Seminar
1.0 Course Unit
Notes: Only MTR degree students may enroll in this course.

MTR 603 Disease Measurement
Students will acquire the knowledge to effectively incorporate disease measurements into the design of clinical and translational research protocols, gain a basic understanding of measurement methodologies used in clinical medicine, understand how ‘normal’ values are determined, and how to interpret test results in the context of patients/research subjects. Students will also approach disease measurements as a means of answering questions, and be able to choose appropriate tests to answer the question posed. The measurement aspects of the student’s research protocols are evaluated during this course. The course is separated into lab and imaging sections, with common introductory lectures.
Taught by: David Mankoff, MD, PhD, Yong Fan, PhD, Tracey Polsky, MD, PhD,
Charlene Bierl, MD, PhD
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
Notes: Only MTR degree students may enroll in this course.
MTR 604 Scientific & Ethical Conduct
In this course, students will learn the foundational principles of scientific and ethical conduct of research, complete directed experience in evaluating these principles through IRB membership and ultimately be able to apply them to their own work. By the end of the foundational class sessions, students will understand scientific conduct, ethical considerations including human subjects and animal protections, regulations governing the use of health information, drugs, and devices, good laboratory practices, conflict of interest, and ethics in challenging new research domains. The directed experience will include membership for six months on an Institutional Review Board (IRB) at either the University of Pennsylvania or the Children’s Hospital of Philadelphia. This membership experience will expose students to real issues, considerations, and solutions in human subjects research and study design.
Taught by: Emma Meagher, MD
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

MTR 605 Data Manuscript Writing
Students will write a primary data manuscript for publication with their primary lab mentor. Emphasis will be placed on identifying publishable data that was either generated by the student, or which is made available to the student for analysis from the mentor’s lab. The student will be expected to learn the role of first author including 1) coordination with the senior mentor to write the introduction, 2) organize data, analyses and figures, 3) obtain or write methods and results from collaborators, 4) writing a discussion and, 5) getting it out the door. Mentors will be asked to agree to participate in this process, or identify another senior individual in their group who would perform the function as a condition to have MTR students funded in their program. Course director and members of the curriculum committee will provide guidance and critical review of work throughout the process.
Taught by: Kachina Allen, PhD
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
Notes: Only MTR degree students may enroll in this course.

MTR 607 Thesis I
Candidates are expected to complete a thesis that involves designing a research project, writing a formal research proposal, performing the study described in it, preparing a comprehensive scholarly scientific paper reporting the results, and presenting and defending the thesis at a public seminar. At the time of application, each candidate specifies the project they will pursue, along with the lead mentor who will supervise the project.
Taught by: Emma Meagher, MD
Activity: Masters Thesis
1.0 Course Unit

MTR 608 Thesis II
Candidates are expected to complete a thesis that involves designing a research project, writing a formal research proposal, performing the study described in it, preparing a comprehensive scholarly scientific paper reporting the results, and presenting and defending the thesis at a public seminar. At the time of application, each candidate specifies the project they will pursue along with the lead mentor who will supervise the project.
Taught by: Emma Meagher, MD
Activity: Masters Thesis
1.0 Course Unit

MTR 620 Commercializing Translational Therapeutics
To provide an in-depth view of the process by which scientific discoveries are commercialized. This course covers discovery in the laboratory, technology transfer, regulatory, financial, and managerial issues involved in moving a technology from the lab into the market place. The course contents fall into three broad categories: (1) examples of scientific discoveries that are candidates for commercialization, (2) fundamental elements of technology transfer, such as intellectual property protection and licensing, and (3) aspects of commercialization, such as regulatory approval, financing, and startup formation. In using this structure, the course provides parallel coverage of both the science and the commercialization process, in such a way that the elements of one contribute to the student’s experience in learning the other. Prerequisite: Undergraduates and graduate students in other departments are welcome. Please contact mmmaxwell@upenn.edu to request permission to register.
Taught by: Nalaka Gooneratne, MD
Also Offered As: BE 608
Activity: Lecture
1.0 Course Unit

MTR 621 Cell and Gene Therapy
This course will provide students with a general overview of translational research in the area of gene and cell therapy. This includes technical considerations, translating preclinical investigation into therapeutics, the execution of gene and cell therapies clinical trials, and key regulatory issues. Entrepreneurial considerations will be discussed as well. By the end of this course, students will understand the basic technologies employed for gene and cell therapy along with approaches and pitfalls to translating these therapies into clinical applications including regulatory and commercial aspects of this emerging area. Prerequisite: At least one course in immunology.
Taught by: Michael C. Milone, MD, PhD, Elizabeth Hexner, MD, MSTR
Course usually offered in spring term
Also Offered As: CAMB 707, REG 621
Activity: Lecture
1.0 Course Unit

MTR 622 New Trends in Medicine and Vaccine Discovery
Modern drug discovery has evolved to include human genetic diagnosis and various biological approaches which has enabled progress in a variety of fields, including rare diseases, immuno-oncology, precision medicine, and biomarkers. The goal of this course is for students to understand newer treatment modalities and approaches beyond one size fits all small molecule drugs, as well as the technologies that empower them. Students will learn regulatory processes that govern medicine discovery and development and also consider business and societal aspects of medical progress. Students will be able to apply concepts directly to work in the healthcare industry. Students will be taught by experts in the field internal and external to Penn. Prerequisite: Permission required to register. Please contact Rachel McGarrigle (rmcg@upenn.edu) to request a permit.
Taught by: Claudine Bruck, PhD
Course usually offered in fall term
Also Offered As: REG 622
Activity: Lecture
1.0 Course Unit
MTR 623 Writing An NIH Grant
This course will provide a comprehensive overview of the grant writing process. Audience: Faculty who have not written an NIH grant before or need guidance.
Taught by: Ragini Verma, PhD
Activity: Lecture
1.0 Course Unit

MTR 999 Master of Science in Translational Research LAB
Activity: Independent Study
1.0 Course Unit

Master of Urban Spatial Analytics (MUSA)

MUSA 500 Spatial Statistics and Data Analysis
This hands-on course will provide an introduction to statistical methods and will serve as a prequel to ESE502. Topics covered will include exploratory univariate analysis, correlation and Chi-square analysis, t-tests and ANOVA. Non-parametric alternatives to the standard tests will be discussed. OLS regression, including assumptions and diagnostics, will be covered in detail. Heavy emphasis will be placed on the application of each method covered. The course will conclude with an introduction to spatial statistical methods and a brief overview of linear algebra and matrix notation for OLS and spatial regression. Students will learn to use JMP-IN, ArcGIS and GeoDa for data analysis.
Taught by: Eugene Brusilovsky
Course usually offered in fall term
Also Offered As: CPLN 671
Activity: Lecture
1.0 Course Unit

MUSA 503 Modeling Geographical Objects
This course offers a broad and practical introduction to the acquisition, storage, retrieval, maintenance, use, and presentation of digital cartographic data with vector-oriented (i.e. drawing-based) geographic information systems (GIS) for a variety of environmental science, planning, and management applications. Previous experience in GIS is not required.
Taught by: Tomlin or O’Neill
Course usually offered in fall term
Also Offered As: CPLN 503
Activity: Lecture
1.0 Course Unit

MUSA 508 Public Policy Analytics
Data scientists convert data into actionable intelligence. While most private sector data scientists optimize for profit, their public sector counterparts must address multiple complex bottom lines including economics, equity, politics, bureaucracy and social cohesion. This course teaches students how to wrangle government data; how to mine it for descriptive and predictive intelligence and how to communicate results to non-technical decision-makers. Broadly, coursework is focused on spatial analysis and geospatial machine learning and taught 70/30 in R and ArcGIS. Use cases include home price prediction, forecasting in criminal justice, land use modeling, transportation modeling and real estate site suitability. Prerequisites include vector and raster GIS and introductory statistics.
Taught by: Ken Steif
Course usually offered in fall term
Also Offered As: CPLN 592
Activity: Lecture
1.0 Course Unit

MUSA 509 Geospatial Cloud Computing & Visualization
This course teaches students how to collect, store, wrangle and display cartographic data in a cloud-based setting. Students will learn a reproducible approach for pulling spatial data from APIs with emphasis on PostGIS, Socrata and BigQuery; to wrangle these data in python; and visualize in various platforms including Seaborn and Carto. Students will build their own APIs and eventually develop their own introductory custom web applications. This course is the first in a progression and leads to the Spring course on Javascript Programming for Planning (a class on building comprehensive mapping applications.)
Taught by: Andy Eschbacher
Activity: Lecture
1.0 Course Unit

MUSA 550 Geospatial Data Science in Python
This course will provide students with the knowledge and tools to turn data into meaningful insights, with a focus on real-world case studies in the urban planning and public policy realm. Focusing on the latest Python software tools, the course will outline the ‘pipeline’ approach to data science. It will teach students the tools to gather, visualize, and analyze datasets, providing the skills to effectively explore large datasets and transform results into understandable and compelling narratives. The course is organized into five main sections: Exploratory Data Science; Introduction to Geospatial Data Science; Data Ingestion & Big Data; Geospatial Machine Learning; Data Visualization & Storytelling.
Taught by: Nick Hand
Course usually offered in fall term
Also Offered As: CPLN 672
Activity: Seminar
1.0 Course Unit

MUSA 551 Spatial Statistics and Data Analysis
This course will introduce City Planning, MUSA and design graduate students to Javascript. Students will learn the logic and syntax of the Java programming language for use in a simple web application (weeks 1 to 7); as well as how to program database and map-oriented web and desktop applications using Javascript (weeks 8 to 14). The ‘hands-on’ uses of Javascript in urban planning applications will be emphasized. Students will hone their programming and applications development skills through a series of bi-weekly assignments.
Taught by: Faculty
Course usually offered in fall term
Also Offered As: CPLN 692
Activity: Lecture
1.0 Course Unit
MUSA 650 Geospatial Machine Learning in Remote Sensing
Satellite remote sensing is the science of converting raw aerial imagery into actionable intelligence about the built and natural environment. This course will provide students the foundation necessary for the application of machine learning algorithms on satellite imagery. Use cases include building footprint detection, multi-class object detection in cities and land cover/land use classification. The students will learn basic concepts of machine learning, including unsupervised and supervised learning, model selection, feature elimination, cross-validation and performance evaluation. After learning traditional methods and algorithms, the course will focus on recent deep learning methods using convolutional neural networks and their application on semantic image segmentation. Prerequisites include MUSA 508, Geospatial Data Science in Python or equivalent.
Taught by: Dr. Guray Erus
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

MUSA 795 MUSA SUMMER: INTRODUCTION TO GIS & STATISTICS
The summer GIS Bootcamp prepare students for the intermediate GIS classes that begin in the fall semester. It begins with a discussion of GIS in planning and the social sciences and then moves on to topics related to spatial data, geocoding, projection, vector and raster-based geoprocessing, 3D visualization and more. Each class includes a brief lecture and a walk through involving actual planning related data. Course enrollment is by permit only. Please contact Roslynne Carter (CPLN Dept.) at roslynne@design.upenn.edu.
Taught by: Faculty
Course usually offered summer term only
Activity: Lecture
0.0 Course Units

MUSA 800 MUSA Capstone Project
One-term course offered either term
Activity: Seminar
1.0 Course Unit

MUSA 801 MUSA/Smart Cities Practicum
The purpose of this course is for students to work with city and non-profit clients on data science that convert government data into actionable public policy intelligence. Groups of 2-3 students will work with the client to understand the business process, wrangle data, develop spatial and aspatial analytics and serve these outputs to non-technical decision makers through the medium of data visualization. Students will be mentored by MUSA Faculty and advised by someone from the partnering agency. Prerequisites: students must have a working knowledge of R and experience building both spatial and statistical models including machine-learning models. Prerequisites include MUSA-507/CPLN-590 and either CPLN-505 or MUSA-500. Students must have taken or be enrolled concurrently in MUSA-601 or MUSA-800. Students without these specific prerequisites are asked to contact the instructor. Please contact the instructor for full admission details, no later than November 15, 2018. Interested students are asked to contact the instructor to learn about specific projects and how to apply for the course.
Taught by: Ken Steif
Course usually offered in spring term
Also Offered As: CPLN 790
Prerequisite: (MUSA 507 OR CPLN 590) AND (CPLN 505 OR MUSA 500)
Activity: Seminar
1.0 Course Unit

Materials Science and Engineering (MSE)

MSE 099 Undergraduate Research and/or Independent Study
An opportunity for the student to become closely associated with a professor (1) in a research effort to develop research skills and technique and/or (2) to develop a program of independent in-depth study in a subject area in which the professor and student have a common interest. The challenge of the task undertaken must be consistent with the student’s academic level. To register for this course, the student and professor jointly submit a detailed proposal to the undergraduate curriculum chairman no later than the end of the first week of the term. Note: a maximum of 2 c.u. of MSE 099 may be applied toward the B.A.S. or B.S.E. degree requirements. Open to all students.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Notes: Open to all students

MSE 201 Materials Lab I
This hands-on laboratory course covers mechanical testing, metal processing and various imaging methods.
Taught by: Karen I. Winey
Course usually offered in fall term
Prerequisite: ENGR 105 AND CHEM 101
Corequisite: MSE 220
Activity: Laboratory
0.5 Course Units

MSE 202 Materials Lab II
This hands-on laboratory course includes phase diagrams, thermal transitions and electronic and optical properties.
Taught by: Karen I. Winey
Course usually offered in spring term
Prerequisite: MSE 201
Corequisite: MSE 215 AND MSE 260
Activity: Laboratory
0.5 Course Units

MSE 215 Introduction to Functional Materials: From Macro to Nanoscale
The purpose of this course is: 1) to introduce key concepts underlying the design, properties and processing of functional materials and their applications, and 2) to apply these concepts in the rapidly growing field of nanomaterials and nanotechnology. Fundamental chemical and physical principles underlying electronic, dielectric, optical and magnetic properties will be developed in the context of metals, semiconductors, insulators, crystals, glasses, polymers and ceramics. Miniaturization and the nanotechnology revolution confronts materials science with challenges and opportunities. Examples in which nanoscale materials exhibit qualitatively different properties compared to bulk will be emphasized.
Course usually offered in spring term
Prerequisite: MSE 221
Activity: Lecture
1.0 Course Unit
MSE 220 Introduction to Materials Science and Engineering
The course is an introduction to the most important concepts in materials science and engineering. You will learn how the control of chemical bonding, synthesis, processing, structure and defects can be used to tailor the properties and performance of materials for applications that range from sustainable sources of energy, to construction, to consumer electronics. Case studies are also included to highlight environmental issues associated with materials degradation. This course includes lab demonstrations of key materials properties and a final project where students research an area of materials technology of their own interest.
Taught by: Dr. Peter Davies
Course usually offered in fall term
Also Offered As: MEAM 220
Prerequisite: CHEM 101 OR PHYS 140 OR MEAM 110
Activity: Lecture
1.0 Course Unit

MSE 221 Quantum Physics of Materials
This course develops the background in basic physics required to understand the behavior of electrons in atoms, molecules and solids. Beginning with experiments and ideas that led to the foundation and postulates of Quantum Mechanics, the behavior of an electron in simple potential wells is treated. The electron in a harmonic oscillator well and the Coulomb potential of a hydrogen atom are treated next. Pauli’s exclusion principle and generalization to multi-particle systems are introduced. The Fermi energy, density of states and free electron band structure will be introduced. Many state-of-the-art materials analysis techniques will also be demonstrated throughout the course.
One-term course offered either term
Prerequisites: PHYS 140, 141 concurrent and MATH 240
Activity: Lecture
1.0 Course Unit
Notes: Meets Natural Science Requirement

MSE 250 Nano-scale Materials Lab
In this class you will learn laboratory methods used to synthesize materials, to examine the structure of materials, to measure electrical, mechanical and thermal properties, and to investigate the relationships between processing, structure and properties. Emphasis is placed on laboratory skills, technical understanding, and technical communications (figures, writing). The laboratory exercises involve: 1) learning how to use state of the art equipment for studying the properties and internal structure of materials, 2) qualitative and quantitative interpretation of data and observations, and 3) the development of analytical skills necessary to form general and fundamental conclusions from observations and data. This course focuses on how materials’ structure and chemistry can be controlled to tailor properties and how properties of nanoscale materials can differ significantly from their bulk counterparts.
Course usually offered in spring term
Prerequisite: MSE 220
Activity: Lecture
1.0 Course Unit

MSE 260 Energetics of Macro and Nano-scale Materials
Basic principles of chemical thermodynamics as applied to macro and nano-sized materials. This course will cover the fundamentals of classical thermodynamics as applied to the calculation and prediction of phase stability, chemical reactivity and synthesis of materials systems. The size-dependent properties of nano-sized systems will be explored through the incorporation of the thermodynamic properties of surfaces. The prediction of the phase stability of two and three component systems will be illustrated through the calculation and interpretation of phase diagrams for metallic, semiconductor, inorganic systems.
Course usually offered in spring term
Prerequisite: CHEM 102
Activity: Lecture
1.0 Course Unit

MSE 296 Study Abroad
Activity: Lecture
1.0 Course Unit

MSE 301 Materials Lab III
This hands-on laboratory course covers X-ray diffraction, ceramic synthesis, nanoparticle synthesis, and thin film fabrication, as well as superconductivity and electro-optical properties of nanoparticles.
Taught by: Karen I. Winey
Course usually offered in fall term
Prerequisite: MSE 201 AND MSE 202
Corequisite: MSE 360
Activity: Laboratory
0.5 Course Units

MSE 330 Self-Assembly of Soft Materials
Soft matter is found in diverse applications including sports (helmets & cloths); food (chocolate, egg); consumer products (e.g., lotions and shampoo); and devices (displays, electronics). Whereas solids and liquids are typically hard and crystalline or soft and fluid, respectively, soft matter can exhibit both solid and liquid like behavior. In this class, we investigate the thermodynamic and dynamic principles common to soft matter as well as soft (weak) forces, self-assembly and phase behavior. Classes of matter include colloidal particles, polymers, liquid crystalline molecules, amphiphilic molecules, biomacromolecules/membranes, and food. Active learning activities will be included.
Course usually offered in fall term
Also Offered As: BE 330
Prerequisite: CHEM 102 OR MSE 220 OR BE 220
Activity: Lecture
1.0 Course Unit

MSE 360 Structure at the Nanoscale
To understand the atomic arrangements of crystalline matter, this class focuses on crystallography, symmetry, and diffraction techniques. The first half focuses on learning how to describe the structure of crystalline matter through the basics of crystallography and symmetry by introducing two-dimensional symmetry operations, point, and plane groups; this knowledge is then extended into three-dimensions to arrive at an understanding of space lattices and space groups. The second half is concerned with applying this information to understand structures through various diffraction and microscopy techniques.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
MSE 393 Materials Selection
Throughout mankind's history, materials have played a critical role in civilization and technology. The selection of materials has been based on availability and functionality. The rapid advances of materials technologies in the last 150 years, however, have made nearly all classes and forms of materials available, at a cost. These costs include the dollars and cents costs that typically accompany the use of stronger, lighter materials, but environmental costs are also important and significant. Therefore, in theory at least, materials selection can now proceed on a rational basis as an optimization process involving performance and costs - both financial and environmental. In this course, we will focus on structural applications where mechanical design is central. By the end of the course, the students can expect to acquire a level of engineering familiarity with a broad range of materials, and be prepared to undertake responsible material design projects in the future.
Prerequisite: Junior standing or approval of the instructor
Course usually offered in spring term
Prerequisite: MSE 220
Activity: Lecture
1.0 Course Unit

MSE 405 Mechanical Properties of Macro/Nanoscale Materials
The application of continuum and microstructural concepts to elasticity and plasticity and the mechanisms of plastic flow and fracture in metals, polymers and ceramics. Topics covered include elasticity, viscoelasticity, plasticity, crystal defects, strengthening, crystallographic effects, twinning, creep and fatigue. Emphasis will be on mathematical and physical understanding rather than problem solving.
Course usually offered in spring term
Also Offered As: MEAM 405, MEAM 505, MSE 505
Prerequisite: MSE 220 OR MEAM 210 OR MATH 240
Activity: Lecture
1.0 Course Unit

MSE 430 Introduction to Polymers
Polymers are one of the most widely used materials in our daily life, from the rubber tires to clothes, from photoresists in chip manufacturing to flexible electronics and smart sensors, from Scotch tapes to artificial tissues. This course teaches entry-level knowledge in polymer synthesis, characterization, thermodynamics, and structure-property relationship. Emphasis will be on understanding both chemical and physical aspects of polymers, polymer chain size and molecular interactions that drive the microscopic and macroscopic structures and the resulting physical properties. We will discuss how to apply polymer designs to advance nanotechnology, electronics, energy and biotechnology. Case studies include thermodynamics of block copolymer thin films and their applications in nanolithography, shape memory polymers, hydrogels, and elastomeric deformation and applications.
Course usually offered in fall term
Also Offered As: CBE 430, CBE 510, MSE 580
Prerequisites: MSE 260 or CBE 231, CHEM 221, MEAM 203
Activity: Lecture
1.0 Course Unit

MSE 440 Phase Transformations
The state of matter is dependent upon temperature, thermal history, and other variables. In this course the science of structural transitions is treated, with the purpose in mind of utilizing them for producing materials with superior properties. The subjects covered include the methods of structural analysis, solidification, solid state transformation, and order-disorder transition.
Course usually offered in spring term
Prerequisites: MSE 220, MSE 260, or equivalent or permission of the instructor
Activity: Lecture
1.0 Course Unit

MSE 455 Electrochemical Engineering of Materials
After introducing electrochemical concepts (redox reactions, electrolytic versus galvanic cells, standard oxidation potentials), this course will cover the broad impact of electrochemical phenomena on materials. Topics that will be discussed include: (1) Materials extraction from their ores to finished products by electrowinning, (2) Chemical refining (Mond process) and electrorefining of materials, (3) Materials degradation by destructive electrochemical corrosion, (4) Three-dimensional nanostructured materials by selective electrochemical corrosion, (5) Enhancing the electrochemical performance of materials via nanostructuring - e.g. lithium-ion battery electrodes; (6) Enhancing the electrochemical performance of materials via surface chemistry - e.g. oxygen evolution electrocatalysts; (7) Light-enhanced electrochemical performance of materials - e.g. solar water splitting photoelectrocatalysts. Students will be engaged in interactive classroom activities.
Course usually offered in fall term
Also Offered As: MSE 555
Activity: Lecture
1.0 Course Unit

MSE 460 Computational Materials Science
This course provides an introduction to modeling and simulation in materials science, covering continuum methods (e.g. finite element methods) and atomistic and molecular simulation (e.g. molecular dynamics). These tools play an increasingly important role in modern engineering. You will get hands-on training in both the fundamentals and applications of these methods to key engineering problems. The lectures will provide an exposure to areas of application, based on the scientific exploitation of the power of computation. We will use software packages (Comsol and LAMMPS) and thus extensive programming skills are not required. Matlab background needed for the course will be covered in a self-contained module. Junior or Senior Standing. Ability to write simple computer codes would be an advantage.
One-term course offered either term
Activity: Lecture
1.0 Course Unit
MSE 465 Fabrication and Characterization of Micro and Nanostructured Materials
This course surveys various processes that are used to produce materials structured at the micron and nanometer scales for electronic, optical and biological applications. Basic principles of materials chemistry, physics, thermodynamics and surface/interfacial science are applied to solid state, liquid, and colloidal approaches to making materials. A wide range of nano- and microfabrication techniques, including photolithography, soft lithography, nanoimprint lithography, 3D printing and self-assembly, are covered. The course is heavily lab based, with 30% of class time and 50% of the homework devoted to hands on experiences and lab report writing. Lab assignments are a series of structured individual/group projects. Evaluation is based on 3 lab reports, 4 problem sets with journal paper reading assignment, and a final project design.
Course usually offered in spring term
Also Offered As: MSE 565
Activity: Lecture
1.0 Course Unit

MSE 495 Senior Design
The senior design course is a two-semester capstone program that gives students the opportunity to design and execute an original experimental or theoretical project in materials science, engineering, or product/device development that is solving a real world problem. Students will work closely with a scientific advisor in their lab and meet once a week in the classroom to learn from an innovative curriculum that will build real-world skills in the context of their research and design project. These skills include project management, networking, teamwork, impactful written and verbal communications, upward management, self-reflection and feedback. Students will also learn how to design research in the context of having an impact on the world. This will be through weekly vignettes of innovative materials science solutions that solve problems in industries ranging from construction to healthcare to consumer products.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

MSE 496 Senior Design
The senior design course is a two-semester capstone program that gives students the opportunity to design and execute an original experimental or theoretical project in materials science, engineering, or product/device development that is solving a real world problem. Students will work closely with a scientific advisor in their lab and meet once a week in the classroom to learn from an innovative curriculum that will build real-world skills in the context of their research and design project. These skills include project management, networking, teamwork, impactful written and verbal communications, upward management, self-reflection and feedback. Students will also learn how to design research in the context of having an impact on the world. This will be through weekly vignettes of innovative materials science solutions that solve problems in industries ranging from construction to healthcare to consumer products.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

MSE 500 Experimental Methods in Materials Science
This laboratory course introduces students to a variety of experimental methods used in materials science and engineering. Hands-on training will be provided for atomic force microscopy, X-ray diffraction and scattering, mechanical testing with image capture, and dynamic light scattering. Students will use numerous software packages for data collection and analysis, as well as being introduced to LabVIEW as a method for customizing experiments. In addition, students will see demonstrations of scanning electron microscopy, transmission electron microscopy, and electron diffraction and analyze data from these methods. The format for the course will include a weekly lecture (1.5 hours), a weekly lab session (4 hours) and six assignments. Prerequisite: Permission of the Undergraduate Curriculum Chair and Instructor
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

MSE 505 Mechanical Properties of Macro/Nanoscale Materials
The application of continuum and microstructural concepts to elasticity and plasticity and the mechanisms of plastic flow and fracture in metals, polymers and ceramics. Topics covered include elasticity, viscoelasticity, plasticity, crystal defects, strengthening, crystallographic effects, twinning, creep and fatigue. Emphasis will be on mathematical and physical understanding rather than problem solving.
Course usually offered in spring term
Also Offered As: MEAM 405, MEAM 505, M5E 405
Prerequisite: MSE 220 OR MEAM 210 OR MATH 240
Activity: Lecture
1.0 Course Unit

MSE 506 Failure Analysis of Engineering Materials
This course will introduce students to the broad field of failure through hands-on real-life examples of specific failures. All engineering materials classes will be considered, including metals, polymers, elastomers, ceramics, and glasses. Emphasis will be placed on understanding how to actually analyze a failed component and understand the cause of failure. Several classes will be conducted by outside experts from places like the NTSB, FBI and OSHA.
Taught by: David Pope, Prof.
Course usually offered in fall term
Also Offered As: MEAM 506
Prerequisite: MSE 220 AND (MSE 393 OR MEAM 354)
Activity: Lecture
1.0 Course Unit

MSE 507 Fundamentals of Materials
This course will provide a graduate level introduction to the science and engineering of materials. It is designed specifically to meet the needs of students who will be doing research that involves materials but who do not have an extensive background in the field. The focus is on fundamental aspects of materials science and will emphasize phenomena and how to describe them. The course assumes an undergraduate background in any area of physical/chemical science and undergraduate mathematics appropriate to this. The course will also be accessible to students of applied mathematics.
Course usually offered in fall term
Also Offered As: MEAM 507
Activity: Lecture
1.0 Course Unit
MSE 515 Mathematics for Materials Science
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

MSE 520 Structure of Materials
Crystal structure and bonding. Symmetry, line, plane, point, and space groups. Symmetry considerations in structure-property relations. Physical optics, diffraction as Fourier transforms. Effects of size, shape, temperature and distortion on diffraction intensity. Diffraction of gas, liquid, fibers, and DNA. Diffuse scattering, order/disorder. Pair distribution function, inverse problem, small angle scattering. Radiation-matter interaction, scattering physics, atomic and electronic spectroscopy. Prerequisite: Permission of the Undergraduate Curriculum Chair and Instructor
Taught by: I-Wei Chen
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

MSE 525 Nanoscale Science and Engineering
Overview of existing device and manufacturing technologies in microelectronics, optoelectronics, magnetic storage, Microsystems, and biotechnology. Overview of near- and long-term challenges facing those fields. Near- and long-term prospects of nanoscience and related technologies for the evolutionary sustention of current approaches, and for the development of revolutionary designs and applications. Prerequisite: If course requirement not met, permission of instructor required.
Course usually offered in fall term
Also Offered As: ESE 525
Prerequisite: ESE 218 OR PHYS 240 OR MSE 220
Activity: Lecture
1.0 Course Unit

MSE 530 Thermodynamics and Phase Equilibria
Fundamental elements of engineering thermodynamics, statistical thermodynamics, chemical thermodynamics and defect thermodynamics. Thermodynamic functions, stability, phase transitions, mixtures (gases, condensed matter, polymer solution), defects and interfaces. Phase diagrams and predominance diagrams. Applications to energy problems (engines, efficiency, power, electrochemical cells) and properties (Curie’s law, rubber elasticity, specific heat, phonon/photon spectra, constitutive equations, equation of states). Prerequisite: Permission of the Undergraduate Curriculum Chair and instructor
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

MSE 536 Electronic Properties of Materials
This course will introduce the physical principles underlying broad spectrum of electronic properties in the solid state. Starting with the band structure of solids, the course will give an overview of electronic, dielectric, magnetic, thermal and optical properties of materials. The treatment will use quantum mechanical and statistical mechanical concepts familiar to students at the undergraduate level. Commonly used theories and models will be introduced and their predictions will be compared with observations. Students who have taken MSE 221/260 and/or MSE 570/MSE 575 will benefit from this advanced introduction to material properties.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

MSE 537 Nanotribology
Engineering is progressing to ever smaller scales, enabling new technologies, materials, devices, and applications. This course will provide an introduction to nano-scale tribology and the critical role it plays in the developing areas of nanoscience and nanotechnology. We will discuss how contact, adhesion, friction, lubrication, and wear at interfaces originate, using an integrated approach that combines concepts of mechanics, materials science, chemistry, and physics. We will cover a range of concepts and applications, drawing connections to both established and new approaches. We will discuss the limits of continuum mechanics and present newly developed theories and experiments tailored to describe micro- and nano-scale phenomena. We will emphasize specific applications throughout the course. Reading of scientific literature, critical peer discussion, individual and team problem assignments, and a peer-reviewed literature research project will be assigned as part of the course. Prerequisite: Freshman physics or consent of instructor.
Course not offered every year
Also Offered As: MEAM 537
Prerequisite: MEAM 354
Activity: Lecture
1.0 Course Unit

MSE 540 Phase Transformations
The phase of a material determines macroscopic properties such as strength, diffusivity, and permeability. Whereas thermodynamics provides an idealistic understanding of phase behavior, the real phase (composition) and morphology of a solid material depends on the rate of transformation from one state to another. Namely, kinetics is the study of the rates at which systems approach the ideal state predicted by thermodynamics. This course will introduce the physical principles underlying broad spectrum of electronic properties in the solid state. Starting with the band structure of solids, the course will give an overview of electronic, dielectric, magnetic, thermal and optical properties of materials. The treatment will use quantum mechanical and statistical mechanical concepts familiar to students at the undergraduate level. Commonly used theories and models will be introduced and their predictions will be compared with observations. Students who have taken MSE 221/260 and/or MSE 570/MSE 575 will benefit from this advanced introduction to material properties.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
MSE 545 Materials for Energy and Environmental Sustainability
This course will cover the fundamental materials science issues central to the design of sustainable energy technology. The goal of this course is to expose students to the emerging advances in materials science and materials chemistry that underpin technologies for energy conversion (fuel cells, thermoelectrics, photovoltaics, wind energy etc.), storage (biofuels, artificial photosynthesis, batteries etc) and distribution (smart grids and hydrogen and methane economy concepts etc.) and to place these in a real world context. This class will emphasize concepts in ‘green materials and green engineering practices’ that are emerging with a global focus on ‘Sustainable Technology.’ ‘Sustainability is defined as meeting the needs of the present without compromising the ability of future generations to meet their needs.’ Engineering materials and processes at all scales; molecular/nanometer, micro, and the macro-scale are critical to developing the tools society required to meet the growing needs for energy and sustainable materials for the built environment. This course is appropriate for graduate students and advanced undergraduates in Penn's Material Science Programs. Core MSE curriculum components in thermodynamics, structure, electronic & ionic transport, mechanics, polymers and optical materials will be expected, and exposure to the preparation in basic Chemistry and Physics will be advantageous in this highly interdisciplinary course.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

MSE 550 Elasticity and Micromechanics of Materials
This course is targeted to engineering students working in the areas on micro/nanomechanics of materials. The course will start with a quick review of the equations of linear elasticity and proceed to solutions of specific problems such as the Hertz contact problem, Eshelby's problem etc. Failure mechanisms such as fracture and the fundamentals of dislocations/plasticity will also be discussed. Prerequisite: graduate standing or permission of the instructor.
Taught by: Reina Romo
Course usually offered in fall term
Also Offered As: MEAM 519
Activity: Lecture
1.0 Course Unit

MSE 555 Electrochemical Engineering of Materials
After introducing electrochemical concepts (redox reactions, electrolytic versus galvanic cells, standard oxidation potentials), this course will cover the broad impact of electrochemical phenomena on materials. Topics that will be discussed include: (1) Materials extraction from their ores to finished products by electrowinning, (2) Chemical refining (Mond process) and electorefining of materials, (3) Materials degradation by destructive electrochemical corrosion, (4) Three-dimensional nanostructured materials by selective electrochemical corrosion, (5) Enhancing the electrochemical performance of materials via nanostructuring - e.g. lithium-ion battery electrodes; (6) Enhancing the electrochemical performance of materials via surface chemistry - e.g. oxygen evolution electrocatalysts; (7) Light-enhanced electrochemical performance of materials - e.g. solar water splitting photoelectrocatalysts. Students will be engaged in interactive classroom activities.
Course usually offered in fall term
Also Offered As: MSE 455
Activity: Lecture
1.0 Course Unit

MSE 561 Atomic Modeling in Materials Science
This course covers two major aspects of atomic level computer modeling in materials. 1. Methods: Molecular statics, Molecular dynamics, Monte Carlo, Kinetic Monte Carlo as well as methods of analysis of the results such as radial distribution function, thermodynamics deduced from the molecular dynamics, fluctuations, correlations and autocorrelations. 2. Semi-empirical descriptions of atomic interactions: pair potentials, embedded atom method, covalent bonding, ionic bonding. Basics of the density functional theory. Mechanics, condensed matter physics, thermodynamics and statistical mechanics needed in interpretations are briefly explained. Prerequisite: Ability to write a basic code in a computer language such as fortran, C, C++
Course usually offered in spring term
Also Offered As: MEAM 553
Activity: Lecture
1.0 Course Unit

MSE 565 Fabrication and Characterization of Micro and Nanostructured Materials
This course surveys various processes that are used to produce materials structured at the micron and nanometer scales for electronic, optical and biological applications. Basic principles of materials chemistry, physics, thermodynamics and surface/interfaces science are applied to solid state, liquid, and colloidal approaches to making materials. A wide range of nano- and microfabrication techniques, including photolithography, soft lithography, nanoimprint lithography, 3D printing and self-assembly, are covered. The course is heavily lab based, with 30% of class time and 50% of the homework devoted to hands on experiences and lab report writing. Lab assignments are a series of structured individual/group projects. Evaluation is based on 3 lab reports, 4 problem sets with journal paper reading assignment, and a final project design. Prerequisite: If course requirement not met, permission of instructor required.
Course usually offered in spring term
Also Offered As: MSE 465
Prerequisite: MSE 360
Activity: Lecture
1.0 Course Unit

MSE 570 Physics of Materials I
Failures of classical physics and the historical basis for quantum theory. Postulates of wave mechanics; uncertainty principle, wave packets and wave-particle duality. Schroedinger equation and operators; eigenvalue problems in 1 and 3 dimensions (barriers, wells, hydrogen, atom).
Perturbation theory; scattering of particles and light. Use of computer-aided self-study will be made. Undergraduate physics and math through modern physics and differential equations
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
MSE 570 Statistical Mechanics
Statistical Mechanics is a unique branch of physics that permeates our understanding of matter at all length scales, from nanometers to stellar dimensions, and ranging in temperatures from pico-Kelvin (or lower) to billions of degrees Kelvin. This course will provide an overview of select topics in equilibrium and non-equilibrium statistical mechanics. The course will introduce the basic postulates of classical and quantum equilibrium statistical mechanics, explain the methodology of calculating observables, and discuss several applications in diverse fields. The second part of the course will introduce the methodology of non-equilibrium processes and discussing important theorems and results in the linear response regime. Finally, a brief discussion of systems far from equilibrium will be presented. Select applications from condensed matter physics, chemistry, materials science, biology, astrophysics, economics and meteorology will be used to illustrate the fundamental principles. Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

MSE 575 Statistical Mechanics
This course provides an overview of the latest techniques for the characterization of materials with synchrotron x-rays and electron microscopy. Emphasis is placed on understanding of x-ray and electron interactions with matter, and how these may be exploited to characterize structure and chemistry at the nanometer to atomic scale. Prerequisite: Graduate students: Background in solid-state physics, x-ray crystallography and quantum mechanics is strongly recommended. Undergraduates: MSE 570.
Taught by: Eric Stach
Activity: Lecture
1.0 Course Unit

MSE 611 Advanced Synchrotron and Electron Characterization of Materials
This course discusses the optical properties of modern materials engineered for specific functionality and cover exciting new developments being made in this rapidly evolving field. Emphasis is placed on how modern nanotechnology reshapes the light-matter interaction and delivers novel optical properties that are not available in nature.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

MSE 640 Optical Materials
This course discusses the optical properties of modern materials engineered for specific functionality and cover exciting new developments being made in this rapidly evolving field. Emphasis is placed on how modern nanotechnology reshapes the light-matter interaction and delivers novel optical properties that are not available in nature.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

MSE 650 Mechanics of Soft and Biomaterials
This course is aimed to expose the students to a variety of topics in material mechanics a variety of biological and engineering materials. The emphasis will be on understanding both chemical and physical aspects of polymers, polymer chain size and molecular interactions that drive the microscopic and macroscopic structures and the resulting physical properties. We will discuss how to apply polymer designs to advance nanotechnology, electronics, energy and biotechnology. Case studies include thermodynamics of block copolymer thin films and their applications in nanolithography, shape memory polymers, hydrogels, and elastomeric deformation and applications.
Course usually offered in fall term
Also Offered As: CBE 430, CBE 510, MSE 430
Prerequisites: MSE 260 or CBE 231, CHEM 221, MEAM 203
Activity: Lecture
1.0 Course Unit

MSE 597 Master’s Thesis Research
One-term course offered either term
Activity: Masters Thesis
1.0 Course Unit

MSE 599 Master’s Indep Study
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

MSE 610 Transmission Electron Microscopy
Theory and application of transmission electron microscopy methods to problems in materials science and engineering, condensed matter physics, soft matter, polymeric materials, inorganic chemistry and chemical engineering. The principles of microscope operation, electron scattering, image formation and spectroscopy will be described, with an emphasis on both theory and experiment. With laboratory.
Taught by: Eric Stach
Course not offered every year
Activity: Lecture
1.0 Course Unit

MSE 640 Optical Materials
This course discusses the optical properties of modern materials engineered for specific functionality and cover exciting new developments being made in this rapidly evolving field. Emphasis is placed on how modern nanotechnology reshapes the light-matter interaction and delivers novel optical properties that are not available in nature.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

MSE 790 Selected Topics in Materials Science and Engineering
Students should check department office for special topics.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

MSE 895 Teaching Practicum.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

Mathematical Sciences (MTHS)
The courses listed on this page are exclusive to the LPS BAAS degree (https://lpsonline.sas.upenn.edu/features/what-bachelor-applied-arts-and-sciences-degree/) and LPS Online certificates (https://lpsonline.sas.upenn.edu/academics/certificates/).
MTHS 100 Mathematical Foundations for Data Analytics
This course provides an introduction to key topics that form the foundation for further study in mathematics, data analytics, and statistics. Topics covered include finite math, logic, algebra (including basics of matrix algebra) functions, probability, and a conceptual introduction to calculus. Through this course, students will develop both an understanding of the concept the ability to apply the concepts and techniques to analysis and problem-solving. Course format includes readings, lectures and demonstrations, and extensive hands-on practice with instructor and peer feedback.
Taught by: Dennis Deturck
Activity: Online Course
1.0 Course Unit

MTHS 200 Maths All Around
This course covers topics logic, sets, probability, history and philosophy of mathematics, graph theory, game theory, geometry, and their relevance to contemporary science and society.
Activity: Online Course
1.0 Course Unit

MATH 110 Calculus for Wharton Students
Differential calculus, integral calculus, series, differential equations and elements of multivariable calculus, with an emphasis on applications.
1.0 Course Unit

MATH 114 Calculus, Part II
Functions of several variables, vector-valued functions, partial derivatives and applications, double and triple integrals, conic sections, polar coordinates, vectors and vector calculus, first order ordinary differential equations. Applications to physical sciences. Use of symbolic manipulation and graphics software in calculus.
One-term course offered either term
Prerequisite: MATH 104
Activity: Recitation
1.0 Course Unit
Notes: Non-LPS recitation sections are listed as TBD because they will be meeting during one of the lecture periods. For more information please refer to: <a href='https://www.math.upenn.edu/undergraduate/calculus-penn'>https://www.math.upenn.edu/undergraduate/calculus-penn</a>

MATH 115 Calculus, Part II with Probability and Matrices
Functions of several variables, partial derivatives, multiple integrals, differential equations; introduction to linear algebra and matrices with applications to linear programming and Markov processes. Elements of probability and statistics. Applications to social and biological sciences. Use of symbolic manipulation and graphics software in calculus.
One-term course offered either term
Prerequisite: MATH 104
Activity: Recitation
1.0 Course Unit
Notes: This is a Formal Reasoning course.

MATH 116 Honors Calculus
Students who are interested in math or science might also want to consider a more challenging Honors version of Calculus II and III, Math 114 and Math 260 (the analogues of Math 114 and Math 240, respectively). These courses will cover essentially the same material as 114 and 240, but more in depth and involve discussion of the underlying theory as well as computations.
One-term course offered either term
Activity: Recitation
1.0 Course Unit
Notes: This is a Formal Reasoning course.

MATH 122 Community Algebra Initiative
Community Algebra Initiative
One-term course offered either term
Activity: Lecture
1.0 Course Unit

MATH 123 Community Math Teaching Project
This course allows Penn students to teach a series of hands-on activities to students in math classes at University City High School. The semester starts with an introduction to successful approaches for teaching math in urban high schools. The rest of the semester will be devoted to a series of weekly hands-on activities designed to teach fundamental aspects of geometry. The first class meeting of each week, Penn faculty teach Penn students the relevant mathematical background and techniques for a hands-on activity. During the second session of each week, Penn students will teach the hands-on activity to a small group of UCHS students. The Penn students will also have an opportunity to develop their own activity and to implement it with the UCHS students.
Course not offered every year
Activity: Lecture
1.0 Course Unit
MATH 170 Ideas in Mathematics
Topics from among the following: logic, sets, calculus, probability, history and philosophy of mathematics, game theory, geometry, and their relevance to contemporary science and society. Prerequisite: May also be counted toward the General Requirement in Natural Science & Mathematics.
For BA Students: Natural Science and Math Sector
One-term course offered either term
Activity: Lecture
1.0 Course Unit
Notes: May also be counted toward the General Requirement in Natural Science & Mathematics.

MATH 202 Proving Things: Analysis
This course focuses on the creative side of mathematics, with an emphasis on discovery, reasoning, proofs and effective communication, while at the same time studying real and complex numbers, sequences, series, continuity, differentiability and integrability: Small class sizes permit an informal, discussion-type atmosphere, and often the entire class works together on a given problem. Homework is intended to be thought-provoking, rather than skill-sharpening.
One-term course offered either term
Corequisite: MATH 104 OR MATH 114 OR MATH 240
Activity: Seminar
1.0 Course Unit

MATH 203 Proving things: Algebra
This course focuses on the creative side of mathematics, with an emphasis on discovery, reasoning, proofs and effective communication, while at the same time studying arithmetic, algebra, linear algebra, groups, rings and fields. Small class sizes permit an informal, discussion-type atmosphere, and often the entire class works together on a given problem. Homework is intended to be thought-provoking, rather than skill-sharpening.
One-term course offered either term
Corequisite: MATH 104 OR MATH 114 OR MATH 240
Activity: Lecture
1.0 Course Unit

MATH 210 Mathematics in the Age of Information
This course counts as a regular elective for both the Mathematics Major and Minor. This is a course about mathematical reasoning and the media. Embedded in many stories one finds in the media are mathematical questions as well as implicit mathematical models for how the world behaves. We will discuss ways to recognize such questions and models, and how to think about them from a mathematical perspective. A key part of the course will be about what constitutes a mathematical proof, and what passes for proof in various media contexts. The course will cover a variety of topics in logic, probability and statistics as well as how these subjects can be used and abused.
One-term course offered either term
Prerequisite: MATH 114 OR MATH 115
Activity: Lecture
1.0 Course Unit

MATH 240 Calculus, Part III
Linear algebra: vectors, matrices, systems of linear equations, vector spaces, subspaces, spans, bases, and dimension, eigenvalues, and eigenvectors, matrix exponentials. Ordinary differential equations: higher-order homogeneous and inhomogeneous ODEs and linear systems of ODEs, phase plane analysis, non-linear systems.
One-term course offered either term
Prerequisite: MATH 114
Activity: Recitation
1.0 Course Unit
Notes: Non-LPS recitation sections are listed as TBD because they will be meeting during one of the lecture periods. For more information please refer to: <a href='https://www.math.upenn.edu/undergraduate/calculus-penn'>https://www.math.upenn.edu/undergraduate/calculus-penn</a>

MATH 241 Calculus, Part IV
Partial differential equations and their solutions, including solutions of the wave, heat and Laplace equations, and Sturm-Liouville problems. Introduction to Fourier series and Fourier transforms. Computation of solutions, modeling using PDE’s, geometric intuition, and qualitative understanding of the evolution of systems according to the type of partial differential operator.
One-term course offered either term
Prerequisite: MATH 240 OR MATH 260
Activity: Recitation
1.0 Course Unit

MATH 260 Honors Calculus, Part II
This is an honors version of Math 240 which explores the same topics but with greater mathematical rigor.
Course not offered every year
Prerequisite: MATH 116
Activity: Recitation
1.0 Course Unit

MATH 280 Entropy Math Evolution
The essential idea is that life exists because if increases overall entropy quicker than other processes. The course will include an introduction to thermodynamics as well as to the information theory definition of entropy. Eventually I want to apply this to other systems. For instance, I think the theory explains why political candidates who create chaos, tweet and require more bits of information to describe each day are favored by the second law. Demetrius makes a distinction between robust high entropy environments and precarious low entropy environments which is a very interesting in many different systems.
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

MATH 290 Undergraduate Mathematics Research Course
This is a project-oriented mathematics research course that teaches students to solve real-world problems by constructing and analyzing mathematical models. Typically the problems considered will come from mathematics, chemistry, biology, and materials science but sometimes they will also come from economics, finance, and social sciences. The research problems in the course vary from year to year.
Activity: Lecture
1.0 Course Unit

MATH 299 Undergraduate Research in Mathematics
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
MATH 312 Linear Algebra
Linear transformations, Gauss Jordan elimination, eigenvalues and eigenvectors, theory and applications. Mathematics majors are advised that MATH 312 cannot be taken to satisfy the major requirements. Prerequisite: Students who have already received credit for either Math 370, 371, 502, or 503 cannot receive further credit for Math 312 or Math 313/513. Students can receive credit for at most one of Math 312 and 313/513.
Course not offered every year
Prerequisite: MATH 240
Activity: Lecture
1.0 Course Unit
Notes: Students who have already received credit for either Math 370, 371, 502 or 503 cannot receive further credit for Math 312 or MATH 313/513. Students can receive credit for at most one of MATH 312 and MATH 313/513.

MATH 313 Computational Linear Algebra
Many important problems in a wide range of disciplines within computer science and throughout science are solved using techniques from linear algebra. This course will introduce students to some of the most widely used algorithms and illustrate how they are actually used. Prerequisite: Students who have already received credit for either Math 370, 371, 502 or 503 cannot receive further credit for Math 313. Students can receive credit for at most one of Math 312 and Math 313. Some specific topics: the solution of systems of linear equations by Gaussian elimination, dimension of a linear space, inner product, cross product, change of basis, affine and rigid motions, eigenvalues and eigenvectors, diagonalization of both symmetric and non-symmetric matrices, quadratic polynomials, and least squares optimization. Applications will include the use of matrix computations to computer graphics, use of the discrete Fourier transform and related techniques in digital signal processing, the analysis of systems of linear differential equations, and singular value decompositions with application to a principal component analysis. The ideas and tools provided by this course will be useful to students who intend to tackle higher level courses in digital signal processing, computer vision, robotics, and computer graphics.
Also Offered As: MATH 513
Prerequisite: MATH 240 OR MATH 260
Activity: Lecture
1.0 Course Unit
Notes: Students who have already received credit for either Math 370, 371, 502 or 503 cannot receive further credit for Math 312 or Math 313. Students can receive credit for at most one of Math 312 and Math 313.

MATH 314 Advanced Linear Algebra
Topics will include: Vector spaces, Basis and dimension, quotients; Linear maps and matrices; Determinants, Dual spaces and maps; Invariant subspaces, Canonical forms; Scalar products: Euclidean, unitary and symplectic spaces; Orthogonal and Unitary operators; Tensor products and polynomials; Symmetric and skew-symmetric tensors and exterior algebra. Prerequisite: MATH 314/514 covers Linear Algebra at the advanced level with a theoretical approach. Students can receive credit for at most one of Math 312 or Math 314.
Taught by: Staff.
Also Offered As: AMCS 514, MATH 514
Prerequisite: MATH 240 OR MATH 260
Activity: Lecture
1.0 Course Unit
Notes: Math 314/514 covers Linear Algebra at the advanced level with a theoretical approach. Students can receive credit for at most one of MATH 312 and MATH 314.

MATH 320 Computer Methods in Mathematical Science I
Students will use symbolic manipulation software and write programs to solve problems in numerical quadrature, equation-solving, linear algebra and differential equations. Theoretical and computational aspects of the methods will be discussed along with error analysis and a critical comparison of methods.
Course usually offered in fall term
Prerequisite: MATH 240 OR MATH 260
Activity: Lecture
1.0 Course Unit

MATH 340 Discrete Mathematics I
Topics will be drawn from some subjects useful in the analysis of information and computation: logic, set theory, theory of computation, number theory, probability, and basic cryptography.
Also Offered As: LGIC 220
Prerequisite: MATH 340 OR LGIC 210
Activity: Lecture
1.0 Course Unit

MATH 341 Discrete Mathematics II
Topics will be drawn from some subjects in combinatorial analysis with applications to many other branches of math and science: graphs and networks, generating functions, permutations, posets, asymptotics.
Course not offered every year
Activity: Lecture
1.0 Course Unit

MATH 350 Number Theory
Congruences, Diophantine equations, continued fractions, nonlinear congruences, and quadratic residues.
Course not offered every year
Activity: Lecture
1.0 Course Unit

MATH 360 Advanced Calculus
Syllabus for MATH 360-361: a study of the foundations of the differential and integral calculus, including the real numbers and elementary topology, continuous and differentiable functions, uniform convergence of series of functions, and inverse and implicit function theorems.
MATH 508-509 is a masters level version of this course.
One-term course offered either term
Prerequisite: MATH 240 OR MATH 260
Activity: Lecture
1.0 Course Unit

MATH 361 Advanced Calculus
Continuation of MATH 360.
One-term course offered either term
Prerequisite: MATH 360 OR MATH 508
Activity: Lecture
1.0 Course Unit
MATH 370 Algebra
Syllabus for MATH 370-371: an introduction to the basic concepts of modern algebra. Linear algebra, eigenvalues and eigenvectors of matrices, groups, rings and fields. Prerequisite: MATH 502-503 is a masters level version of this course. Students who have already received credit for either Math 370, 371, 502, or 503 cannot receive further credit for Math 312 or Math 313/513. Students can receive credit for at most one of Math 312 and math 313/513.
One-term course offered either term
Prerequisite: MATH 240 OR MATH 260
Activity: Lecture
1.0 Course Unit
Notes: Students who have already received credit for either Math 370, 371, 502 or 503 cannot receive further credit for MATH 312 or MATH 313/513. Students can receive credit for at most one of MATH 312 and MATH 313/513.

MATH 371 Algebra
Prerequisite: Students who have already received credit for either Math 370, 371, 502 or 503 cannot receive further credit for Math 312 or Math 313/513. Students can receive credit for at most one of MATH 312 and MATH 313/513.
One-term course offered either term
Prerequisite: MATH 370 OR MATH 502
Activity: Lecture
1.0 Course Unit
Notes: Students who have already received credit for either Math 370, 371, 502 or 503 cannot receive further credit for MATH 312 or MATH 313/513. Students can receive credit for at most one of MATH 312 and MATH 313/513.

MATH 410 Complex Analysis
Complex numbers, DeMoivre’s theorem, complex valued functions of a complex variable, the derivative, analytic functions, the Cauchy-Riemann equations, complex integration, Cauchy’s integral theorem, residues, computation of definite integrals by residues, and elementary conformal mapping.
One-term course offered either term
Also Offered As: AMCS 510
Prerequisite: MATH 240 OR MATH 260
Activity: Lecture
1.0 Course Unit

MATH 420 Ordinary Differential Equations
After a rapid review of the basic techniques for solving equations, the course will discuss one or more of the following topics: stability of linear and nonlinear systems, boundary value problems and orthogonal functions, numerical techniques, Laplace transform methods.
One-term course offered either term
Also Offered As: AMCS 520
Prerequisite: MATH 240 OR MATH 260
Activity: Lecture
1.0 Course Unit

MATH 425 Partial Differential Equations
Method of separation of variables will be applied to solve the wave, heat, and Laplace equations. In addition, one or more of the following topics will be covered: qualitative properties of solutions of various equations (characteristics, maximum principles, uniqueness theorems), Laplace and Fourier transform methods, and approximation techniques.
Course usually offered in fall term
Also Offered As: AMCS 525
Prerequisite: MATH 240 OR MATH 260
Activity: Lecture
1.0 Course Unit

MATH 432 Game Theory
A mathematical approach to game theory, with an emphasis on examples of actual games. Topics will include mathematical models of games, combinatorial games, two person (zero sum and general sum) games, non-cooperating games and equilibria.
One-term course offered either term
Prerequisite: MATH 240 OR MATH 260
Activity: Lecture
1.0 Course Unit

MATH 460 Topology
Point set topology: metric spaces and topological spaces, compactness, connectedness, continuity, extension theorems, separation axioms, quotient spaces, topologies on function spaces, Tychonoff theorem. Fundamental groups and covering spaces, and related topics.
Course not offered every year
Also Offered As: MATH 500
Prerequisite: MATH 240
Activity: Lecture
1.0 Course Unit

MATH 465 Differential Geometry
Differential geometry of curves in the plane and in 3-space; n gauge theories Surfaces in 3-space; The geometry of the Gauss map; ons. The language of Intrinsic geometry of surfaces; Geodesics; Moving frames; of vector bundles, The Gauss-Bonnet Theorem; Assorted additional topics.
Course not offered every year
Also Offered As: MATH 501
Prerequisite: MATH 240 OR MATH 260 AND MATH 314 OR MATH 514
Activity: Lecture
1.0 Course Unit
MATH 480 Topics in Modern Math
Mathematics 480 will open with a review of the basics of real analysis (brief or extended background requires). The review will include: introduction of the real numbers through Dedekind cuts, continuity of real-valued functions on the real line; Cantor nested-interval principle, basic results for continuous functions, Maximum and Intermediate Value theorems, Heine-Borel Theorem, Uniform Continuity on closed intervals; metric spaces, convergence of sequences, Cauchy sequences, completeness, more general uniform continuity and intermediate value theorems; general topology, separation, compactness, product spaces, Tychonoff’s Theorem. Special topics in analysis: Weierstrass Polynomial Approximation Theorem, Bernstein polynomials and simultaneous approximations and derivatives, topics from divergent series, summation methods; r measure theory, the Lebesgue integral, Lp spaces, Holder, Minkowski, and and Cauchy-Schwarz inequalities; basics of Functional Analysis, normed spaces, Banach spaces and Hilbert space, with examples (Lp spaces, continuous-functions spaces), Banach spaces and spectral theory, groups and Fourier transforms, Tauberian theorems; approximation theory, again, through the prism of functional analysis; extension of the polynomial approximation theorem (Stone-Weierstrass theorem), Muntz approximation theorem (by polynomials with preassigned powers), compact operators, the Spectral theorem, Stone’s theorem (representations of the additive group of real numbers); Peter-Weyl theory (representations of compact groups). A selection from these topics as time and class preparation allow. Prerequisite: A year of analysis at the 300 level or above (for example, MATH 360 AND MATH 361 OR MATH 508 AND MATH 509; a semester of linear algebra at the 300 level or above (for example, MATH 314). Course not offered every year
Prerequisites: Prerequisite: A year of analysis at the 300 level or above (for example, Mathematics 360-361, 508-509); a semester of linear algebra at the 300 level or above (for example, Mathematics 370).
Activity: Lecture
1.0 Course Unit

MATH 499 Supervised Study
Study under the direction of a faculty member. Intended for a limited number of mathematics majors. Prerequisite: Hours and credit to be arranged.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Notes: Hours and credit to be arranged

MATH 500 Geometry-Topology, Differential Geometry
Point set topology: metric spaces and topological spaces, compactness, connectedness, continuity, extension theorems, separation axioms, quotient spaces, topologies on function spaces, Tychonoff theorem. Fundamental groups and covering spaces, and related topics.
Course not offered every year
Also Offered As: MATH 460
Prerequisite: MATH 240
Activity: Lecture
1.0 Course Unit

MATH 501 Geometry-Topology, Differential Geometry
The course moves from a study of extrinsic geometry (curves and surfaces in n-space) to the intrinsic geometry of manifolds. After a review of vector calculus and a section on tensor algebra, we study manifolds and their intrinsic geometry, including metrics, connections, geodesics, and the Riemann curvature tensor. Topics include Euclidian curvature and Euler’s theorems, the Gauss map and first/second fundamental forms, the Theorema Egregium, minimal surfaces in n-space; other topics as time permits.
Course not offered every year
Also Offered As: MATH 465
Prerequisite: MATH 240 OR MATH 260 AND MATH 314 OR MATH 514
Activity: Lecture
1.0 Course Unit

MATH 502 Abstract Algebra
An introduction to groups, rings, fields and other abstract algebraic systems, elementary Galois Theory, and linear algebra – a more theoretical course than Math 370. Prerequisite: If course requirement not met, permission of instructor required. Students who have already received credit for either Math 370, 371, 502 or 503 cannot receive further credit for Math 312 or Math 313/513. Students can receive credit for at most one of Math 312 and Math 313/513.
Course usually offered in fall term
Prerequisite: MATH 240 OR MATH 260 AND MATH 314 OR MATH 514
Activity: Lecture
1.0 Course Unit
Notes: Students who have already received credit for either Math 370, 371, 502 or 503 cannot receive further credit for MATH 312 or MATH 313/513. Students can receive credit for at most one of MATH 312 and MATH 313/513.

MATH 503 Abstract Algebra
Continuation of Math 502. Prerequisite: Students who have already received credit for either Math 370, 371, 502 or 503 cannot receive further credit for Math 312 or Math 313/513. Students can receive credit for at most one of Math 312 and Math 313/513.
Course usually offered in spring term
Prerequisite: MATH 502
Activity: Lecture
1.0 Course Unit
Notes: Students who have already received credit for either Math 370, 371, 502 or 503 cannot receive further credit for Math 312 or Math 313/513. Students can receive credit for at most one of MATH 312 and MATH 313/513.

MATH 504 Graduate Proseminar in Mathematics
This course focuses on problems from Algebra (especially linear algebra and multilinear algebra) and Analysis (especially multivariable calculus through vector fields, multiple integrals and Stokes theorem). The material is presented through student solving of problems. In addition there will be a selection of advanced topics which will be accessible via this material.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
MATH 505 Graduate Proseminar in Mathematics
This course focuses on problems from Algebra (especially linear algebra and multilinear algebra) and Analysis (especially multivariable calculus through vector fields, multiple integrals and Stokes theorem). The material is presented through student solving of problems. In addition there will be a selection of advanced topics which will be accessible via this material.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

MATH 508 Advanced Analysis
Construction of real numbers, the topology of the real line and the foundations of single variable calculus. Notions of convergence for sequences of functions. Basic approximation theorems for continuous functions and rigorous treatment of elementary transcendental functions. The course is intended to teach students how to read and construct rigorous formal proofs. A more theoretical course than Math 360.
Course usually offered in fall term
Prerequisite: MATH 240 OR MATH 260 AND MATH 241 OR MATH 425
Activity: Lecture
1.0 Course Unit

MATH 509 Advanced Analysis
Course usually offered in spring term
Prerequisite: MATH 508
Activity: Lecture
1.0 Course Unit

MATH 512 Advanced Linear Algebra
Topics will include: Vector spaces, Basis and dimension, quotients; Linear maps and matrices; Determinants, Dual spaces and maps; Invariant subspaces, Canonical forms; Scalar products; Euclidean, unitary and symplectic spaces; Orthogonal and Unitary operators; Tensor products and polylinear maps; Symmetric and skew-symmetric tensors and exterior algebra.
Prerequisite: Math 512 covers Linear Algebra at the advanced level with a theoretical approach. Students can receive credit for at most one of Math 312 and Math 512.
Activity: Lecture
1.0 Course Unit

MATH 513 Computational Linear Algebra
A number of important and interesting problems in a wide range of disciplines within computer science are solved by recourse to techniques from linear algebra. The goal of this course will be to introduce students to some of the most important and widely used algorithms in matrix computation and to illustrate how they are actually used in various settings. Motivating applications will include: the solution of systems of linear equations, applications matrix computations to modeling geometric transformations in graphics, applications of the Discrete Fourier Transform and related techniques in digital signal processing, the solution of linear least squares optimization problems and the analysis of systems of linear differential equations. The course will cover the theoretical underpinnings of these problems and the numerical algorithms that are used to perform important matrix computations such as Gaussian Elimination, LU Decomposition and Singular Value Decomposition.
Also Offered As: MATH 313
Prerequisite: MATH 240 OR MATH 260
Activity: Lecture
1.0 Course Unit

MATH 514 Advanced Linear Algebra
Topics will include: Vector spaces, Basis and dimension, quotients; Linear maps and matrices; Determinants, Dual spaces and maps; Invariant subspaces, Canonical forms; Scalar products; Euclidean, unitary and symplectic spaces; Orthogonal and Unitary operators; Tensor products and polylinear maps; Symmetric and skew-symmetric tensors and exterior algebra.
Also Offered As: AMCS 514, MATH 314
Prerequisite: MATH 240
Activity: Lecture
1.0 Course Unit

MATH 520 Selections from Algebra
Informal introduction to such subjects as homological algebra, number theory, and algebraic geometry.
Course not offered every year
Corequisite: MATH 502
Activity: Lecture
1.0 Course Unit

MATH 530 Mathematics of Finance
This course presents the basic mathematical tools to model financial markets and to make calculations about financial products, especially financial derivatives. Mathematical topics covered: stochastic processes, partial differential equations and their relationship. No background in finance is assumed.
Course not offered every year
Prerequisite: MATH 240 OR MATH 260 AND STAT 430
Activity: Lecture
1.0 Course Unit
MATH 546 Advanced Probability
The required background is (1) enough math background to understand proof techniques in real analysis (closed sets, uniform coverage, fourier series, etc.) and (2) some exposure to probability theory at an intuitive level (a course at the level of Ross's probability text or some exposure to probability in a statistics class). After a summary of the necessary results from measure theory, we will learn the probabilist's lexicon (random variables, independence, etc.). We will then develop the necessary techniques (Borel Cantelli lemmas, estimates on sums of independent random variables and truncation techniques) to prove the classical laws of large numbers. Next come Fourier techniques and the Central Limit Theorem, followed by combinatorial techniques and the study of random walks.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

MATH 547 Stochastic Processes
Course not offered every year
Also Offered As: MATH 649, STAT 931
Prerequisite: MATH 546 OR STAT 930
Activity: Lecture
1.0 Course Unit

MATH 550 Introduction to Logic and Computability
Continuation of Math 570. Prerequisite: Permission of instructor if course prerequisites not met
Course not offered every year
Also Offered As: LGIC 320, PHIL 413
Prerequisite: MATH 570
Activity: Seminar
1.0 Course Unit

MATH 551 Introduction to Logic and Computability
Generating functions, enumeration methods, Polya's theorem, combinatorial designs, discrete probability, extremal graphs, graph algorithms and spectral graph theory, combinatorial and computational geometry. Permission of the instructor required to enroll.
Course not offered every year
Activity: Lecture
1.0 Course Unit

MATH 552 Combinatorial Analysis and Graph Theory
Continuation of Math 580.
Course not offered every year
Prerequisite: MATH 580
Activity: Lecture
1.0 Course Unit

MATH 553 Combinatorial Analysis and Graph Theory
The last several decades have seen major revolutions in both medical and non-medical and imaging technologies. Underlying all of these advances are sophisticated mathematical tools to model the measurement process and reconstruct images. This course begins with an introduction of the mathematical models and then proceeds to discuss the integral transforms that underlie these models: the Fourier transform, the Radon transform and the Laplace transform. We discuss how each of these transforms is inverted, both in theory and in practice. Along the way we study interpolation, sampling, approximation theory, filtering and noise analysis. This course assumes a thorough knowledge of linear algebra and a knowledge of analysis at the undergraduate level (Math 314 and Math 360 and Math 361, or Math 508 and Math 509).
Taught by: Staff.
Course not offered every year
Also Offered As: AMCS 584, BE 584
Prerequisite: MATH 114 AND MATH 360 OR MATH 508 AND MATH 361 OR MATH 509
Activity: Lecture
1.0 Course Unit

MATH 554 The Mathematics of Medical Imaging and Measurement
This course will cover various mathematical models and tools that are used to study modern biological problems. The specific emphasis will vary from year to year, but typically will include an introduction to stochastic processes and computational methods that arise in evolutionary biology and population genetics. No prior knowledge of biology is needed to take this course, but a strong background in probability and familiarity with algorithms and combinatorics will be assumed. Prerequisite: MATH 24 and 340 are recommended
Course not offered every year
Also Offered As: BIOL 586
Prerequisite: MATH 430
Activity: Lecture
1.0 Course Unit

MATH 555 Topics in Mathematical Biology
The required background is (1) enough math background to understand proof techniques in real analysis (closed sets, uniform coverage, fourier series, etc.) and (2) some exposure to probability theory at an intuitive level (a course at the level of Ross's probability text or some exposure to probability in a statistics class). After a summary of the necessary results from measure theory, we will learn the probabilist's lexicon (random variables, independence, etc.). We will then develop the necessary techniques (Borel Cantelli lemmas, estimates on sums of independent random variables and truncation techniques) to prove the classical laws of large numbers. Next come Fourier techniques and the Central Limit Theorem, followed by combinatorial techniques and the study of random walks.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

MATH 556 Combinatorial Analysis and Graph Theory
Informal introduction to such subjects as homology and homotopy theory, classical differential geometry, dynamical systems, and knot theory.
Course not offered every year
Corequisite: MATH 500
Activity: Lecture
1.0 Course Unit

MATH 557 Combinatorial Analysis and Graph Theory
Informal introduction to such subjects as homology and homotopy theory, classical differential geometry, dynamical systems, and knot theory.
Course not offered every year
Corequisite: MATH 500
Activity: Lecture
1.0 Course Unit

MATH 558 Combinatorial Analysis and Graph Theory
Informal introduction to such subjects as homology and homotopy theory, classical differential geometry, dynamical systems, and knot theory.
Course not offered every year
Corequisite: MATH 500
Activity: Lecture
1.0 Course Unit

MATH 559 Combinatorial Analysis and Graph Theory
Informal introduction to such subjects as homology and homotopy theory, classical differential geometry, dynamical systems, and knot theory.
Course not offered every year
Corequisite: MATH 500
Activity: Lecture
1.0 Course Unit
MATH 594 Mathematical Methods of Physics
Introduction to mathematics used in physics and engineering, with the goal of developing facility in classical techniques. Vector spaces, linear algebra, computation of eigenvalues and eigenvectors, boundary value problems, spectral theory of second order equations, asymptotic expansions, partial differential equations, differential operators and Green's functions, orthogonal functions, generating functions, contour integration, Fourier and Laplace transforms and an introduction to representation theory of SU(2) and SO(3). The course will draw on examples in continuum mechanics, electrostatics and transport problems.
Course not offered every year
Also Offered As: PHYS 500
Activity: Lecture
1.0 Course Unit

MATH 599 Independent Study
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

MATH 600 Topology and Geometric Analysis
Course usually offered in fall term
Prerequisite: MATH 500 AND MATH 501
Activity: Lecture
1.0 Course Unit

MATH 601 Topology and Geometric Analysis
Covering spaces and fundamental groups, van Kampen's theorem and classification of surfaces. Basics of homology and cohomology, singular and cellular; isomorphism with de Rham cohomology. Brouwer fixed point theorem, CW complexes, cup and cap products, Poincare duality, Kunneth and universal coefficient theorems, Alexander duality, Lefschetz fixed point theorem.
Course usually offered in spring term
Prerequisite: MATH 600
Activity: Lecture
1.0 Course Unit

MATH 602 Algebra
Course usually offered in fall term
Prerequisite: MATH 370 AND MATH 371 OR MATH 502 AND MATH 503
Activity: Lecture
1.0 Course Unit

MATH 603 Algebra
Continuation of Math 602.
Course usually offered in spring term
Prerequisite: MATH 602
Activity: Lecture
1.0 Course Unit

MATH 604 First Year Seminar in Mathematics
This is a seminar for first year Mathematics graduate student, supervised by faculty. Students give talks on topics from all areas of mathematics at a level appropriate for first year graduate students. Attendance and preparation will be expected by all participants, and learning how to present mathematics effectively is an important part of the seminar. Open to first year Mathematics graduate students. Others need permission of the instructor.
Course usually offered in fall term
Prerequisites: Open to first year Mathematics graduate students. Others need permission of the instructor.
Activity: Seminar
1.0 Course Unit

MATH 605 Analysis
One-term course offered either term
Also Offered As: AMCS 608
Prerequisite: MATH 602
Activity: Lecture
1.0 Course Unit

MATH 606 Analysis
Complex analysis: analyticity, Cauchy theory, meromorphic functions, isolated singularities, analytic continuation, Runge's theorem, d-bar equation, Mittag-Leffler theorem, harmonic and sub-harmonic functions, Riemann mapping theorem, Fourier transform from the analytic perspective. Introduction to real analysis: Weierstrass approximation, Lebesgue measure in Euclidean spaces, Borel measures and convergence theorems, C0 and the Riesz-Markov theorem, Lp-spaces, Fubini Theorem.
One-term course offered either term
Also Offered As: AMCS 608
Prerequisite: MATH 602
Activity: Lecture
1.0 Course Unit

MATH 607 Analysis
Also Offered As: AMCS 610
Prerequisite: MATH 608 OR MATH 609
Activity: Lecture
1.0 Course Unit

MATH 608 Analysis
Continuation of Math 602.
Course usually offered in spring term
Prerequisite: MATH 602
Activity: Lecture
1.0 Course Unit

MATH 609 Analysis
Also Offered As: AMCS 610
Prerequisite: MATH 608 OR MATH 609
Activity: Lecture
1.0 Course Unit

MATH 610 Functional Analysis
Also Offered As: AMCS 610
Prerequisite: MATH 608 OR MATH 609
Activity: Lecture
1.0 Course Unit
MATH 612 Selections from Algebra
Informal introduction to such subjects as homological algebra, number theory, and algebraic geometry.
Course not offered every year
Corequisite: MATH 600 AND MATH 602
Activity: Lecture
1.0 Course Unit

MATH 618 Algebraic Topology, Part I
Course usually offered in fall term
Prerequisite: MATH 600 AND MATH 602
Activity: Lecture
1.0 Course Unit

MATH 619 Algebraic Topology, Part I
Rational homotopy theory, cobordism, K-theory, Morse theory and the h-cobordism theorem. Surgery theory.
Course usually offered in spring term
Prerequisite: MATH 618
Activity: Lecture
1.0 Course Unit

MATH 620 Algebraic Number Theory
Dedekind domains, local fields, basic ramification theory, product formula, Dirichlet unit theory, finiteness of class numbers, Hensel's Lemma, quadratic and cyclotomic fields, quadratic reciprocity, abelian extensions, zeta and L-functions, functional equations, introduction to local and global class field theory. Other topics may include: Diophantine equations, continued fractions, approximation of irrational numbers by rationals, Poisson summation, Hasse principle for binary quadratic forms, modular functions and forms, theta functions.
Course not offered every year
Prerequisite: MATH 602 AND MATH 603
Activity: Lecture
1.0 Course Unit

MATH 621 Algebraic Number Theory
Continuation of Math 620.
Course not offered every year
Prerequisite: MATH 620
Activity: Lecture
1.0 Course Unit

MATH 622 Complex Algebraic Geometry
Algebraic geometry over the complex numbers, using ideas from topology, complex variable theory, and differential geometry. Topics include: Complex algebraic varieties, cohomology theories, line bundles, vanishing theorems, Riemann surfaces, Abel's theorem, linear systems, complex tori and abelian varieties, Jacobian varieties, currents, algebraic surfaces, adjunction formula, rational surfaces, residues.
Course not offered every year
Prerequisite: MATH 602 AND MATH 603 AND MATH 609
Activity: Lecture
1.0 Course Unit

MATH 623 Complex Algebraic Geometry
Continuation of Math 622.
Course not offered every year
Prerequisite: MATH 622
Activity: Lecture
1.0 Course Unit

MATH 624 Algebraic Geometry
Algebraic geometry over algebraically closed fields, using ideas from commutative algebra. Topics include: Affine and projective algebraic varieties, morphisms and rational maps, singularities and blowing up, rings of functions, algebraic curves, Riemann Roch theorem, elliptic curves, Jacobian varieties, sheaves, schemes, divisors, line bundles, cohomology of varieties, classification of surfaces.
Course not offered every year
Prerequisite: MATH 602 AND MATH 603
Activity: Lecture
1.0 Course Unit

MATH 625 Algebraic Geometry
Continuation of Math 624.
Course not offered every year
Prerequisite: MATH 624
Activity: Lecture
1.0 Course Unit

MATH 626 Commutative Algebra
Topics in commutative algebra taken from the literature. Material will vary from year to year depending upon the instructor's interests.
Course not offered every year
Prerequisite: MATH 625
Activity: Lecture
1.0 Course Unit

MATH 627 Homological Algebra
Complexes and exact sequences, homology, categories, derived functors (especially Ext and Tor). Homology and cohomology arising from complexes in algebra and geometry, e.g. simplicial and singular theories, Cech cohomology, de Rham cohomology, group cohomology, Hochschild cohomology. Projective resolutions, cohomological dimension, derived categories, spectral sequences. Other topics may include: Lie algebra cohomology, Galois and etale cohomology, cyclic cohomology, l-adic cohomology. Algebraic deformation theory, quantum groups, Brauer groups, descent theory.
Course not offered every year
Prerequisite: MATH 626
Activity: Lecture
1.0 Course Unit

MATH 628 Homological Algebra
Continuation of Math 627.
Course not offered every year
Prerequisite: MATH 628
Activity: Lecture
1.0 Course Unit

MATH 629 Homological Algebra
Continuation of Math 628.
Course not offered every year
Prerequisite: MATH 629
Activity: Lecture
1.0 Course Unit

MATH 630 Arithmetic Geometry
Arithmetic Geometry
Activity: Lecture
1.0 Course Unit

MATH 632 Complex Algebraic Geometry
Continuation of Math 622.
Course not offered every year
Prerequisite: MATH 622
Activity: Lecture
1.0 Course Unit

MATH 634 Arithmetic Geometry
Arithmetic Geometry
Activity: Lecture
1.0 Course Unit

MATH 642 Topics in Partial Differential Equations
Problems in differential geometry, as well as those in physics and engineering, inevitable involve partial derivatives. This course will be an introduction to these problems and techniques. We will use P.D.E. as a tool. Some of the applications will be small, some large. The proof of the Hodge Theorem will be a small application. Discussion of the Yamabe problem and Ricci flow (used to prove the Poincare Conjecture) will be larger.
Prerequisite: MATH 608 AND MATH 609
Activity: Lecture
1.0 Course Unit
MATH 644 Partial Differential Equations
Subject matter varies from year to year. Some topics are: the classical theory of the wave and Laplace equations, general hyperbolic and elliptic equations, theory of equations with constant coefficients, pseudo-differential operators, and non-linear problems. Sobolev spaces and the theory of distributions will be developed as needed.
Course not offered every year
Prerequisite: MATH 608 AND MATH 609
Activity: Lecture
1.0 Course Unit

MATH 645 Partial Differential Equations
Subject matter varies from year to year. Some topics are: the classical theory of the wave and Laplace equations, general hyperbolic and elliptic equations, theory of equations with constant coefficients, pseudo-differential operators, and nonlinear problems. Sobolev spaces and the theory of distributions will be developed as needed.
Course not offered every year
Prerequisite: MATH 608 AND MATH 609
Activity: Lecture
1.0 Course Unit

MATH 648 Probability Theory
Taught by: Pemantle
Course usually offered in fall term
Also Offered As: STAT 930
Prerequisite: STAT 430 OR STAT 510 OR MATH 608
Activity: Lecture
1.0 Course Unit

MATH 649 Stochastic Processes
Course not offered every year
Also Offered As: MATH 547, STAT 931
Prerequisite: MATH 546 OR STAT 930
Activity: Lecture
1.0 Course Unit

MATH 652 Operator Theory
Subject matter may include spectral theory of operators in Hilbert space, C*-algebras, von Neumann algebras.
Course not offered every year
Activity: Lecture
1.0 Course Unit

MATH 654 Lie Groups
Connection of Lie groups with Lie algebras, Lie subgroups, exponential map. Algebraic Lie groups, compact and complex Lie groups, solvable and nilpotent groups. Other topics may include relations with symplectic geometry, the orbit method, moment map, symplectic reduction, geometric quantization, Poisson-Lie and quantum groups.
Course not offered every year
Prerequisite: MATH 600 AND MATH 601 AND MATH 602 AND MATH 603
Activity: Lecture
1.0 Course Unit

MATH 655 Lie Groups
Continuation of Math 654.
Course not offered every year
Prerequisite: MATH 654
Activity: Lecture
1.0 Course Unit

MATH 656 Representation of Continuous Groups
Possible topics: harmonic analysis on locally compact abelian groups; almost periodic functions; direct integral decomposition theory, Types I, II and III: induced representations, representation theory of semisimple groups.
Course not offered every year
Activity: Lecture
1.0 Course Unit

MATH 660 Differential Geometry
Riemannian metrics and connections, geodesics, completeness, Hopf-Rinow theorem, sectional curvature, Ricci curvature, scalar curvature, Jacobi fields, second fundamental form and Gauss equations, manifolds of constant curvature, first and second variation formulas, Bonnet-Myers theorem, comparison theorems, Morse index theorem, Hadamard theorem, Preissmann theorem, and further topics such as sphere theorems, critical points of distance functions, the soul theorem, Gromov-Hausdorff convergence.
Course not offered every year
Prerequisite: MATH 600 AND 601 AND 602 AND 603
Activity: Lecture
1.0 Course Unit

MATH 661 Differential Geometry
Continuation of Math 660.
Course not offered every year
Prerequisite: MATH 660
Activity: Lecture
1.0 Course Unit

MATH 671 Topics in Logic
Discusses advanced topics in logic.
Course not offered every year
Also Offered As: LGIC 496, PHIL 412
Prerequisite: MATH 570 AND MATH 571
Activity: Seminar
1.0 Course Unit

MATH 694 Mathematical Foundations of Theoretical Physics
Selected topics in mathematical physics, such as mathematical methods of classical mechanics, electrodynamics, relativity, quantum mechanics and quantum field theory.
Course not offered every year
Activity: Lecture
1.0 Course Unit
MATH 695 Mathematical Foundations of Theoretical Physics
Selected topics in mathematical physics, such as mathematical methods of classical mechanics, electrodynamics, relativity, quantum mechanics and quantum field theory.
Course not offered every year
Activity: Lecture
1.0 Course Unit

MATH 702 Topics in Algebra
Topics from the literature. The specific subjects will vary from year to year.
Course not offered every year
Activity: Lecture
1.0 Course Unit

MATH 720 Advanced Number Theory
Ramification theory, adeles and ideles, Tate's thesis, group cohomology and Galois cohomology, class field theory in terms of ideles and cohomology, Lubin-Tate formal groups, Artin and Swan conductors, central simple algebras over local and global fields, general Hasse principles. Other topics may include the following: zero-dimensional Arakelov theory, Tate duality, introduction to arithmetic of elliptic curves, local and global epsilon factors in functional equations, $p$-adic $L$-functions and Iwasawa theory, modular forms and functions and modular curves.
Course not offered every year
Prerequisite: MATH 620 AND MATH 621
Activity: Lecture
1.0 Course Unit

MATH 721 Advanced Number Theory
Continuation of Math 720.
Course not offered every year
Prerequisite: MATH 720
Activity: Lecture
1.0 Course Unit

MATH 724 Topics in Algebraic Geometry
Topics from the literature. The specific subjects will vary from year to year.
Course not offered every year
Prerequisite: MATH 622 AND MATH 623 OR MATH 624 AND MATH 625
Activity: Lecture
1.0 Course Unit

MATH 730 Topics in Algebraic and Differential Topology
Topics from the literature. The specific subjects will vary from year to year.
Course not offered every year
Prerequisite: MATH 618 AND MATH 619
Activity: Lecture
1.0 Course Unit

MATH 731 Topics in Algebraic and Differential Topology
Topics from the literature. The specific subjects will vary from year to year.
Course not offered every year
Prerequisite: MATH 618 AND MATH 619
Activity: Lecture
1.0 Course Unit

MATH 748 Topics in Classical Analysis
Harmonic analysis in Euclidean space, Riemann surfaces, Discontinuous groups and harmonic analysis in hyperbolic space, Pseudodifferential operators and index theorems, Variational methods in non-linear PDE, Hyperbolic equations and conservation laws, Probability and stochastic processes, Geometric measure theory, Applications of analysis to problems in differential geometry. The specific subjects will vary from year to year.
Course not offered every year
Prerequisite: MATH 608 AND MATH 609
Activity: Lecture
1.0 Course Unit

MATH 752 Topics in Operator Theory
Topics from the literature. The specific subjects will vary from year to year.
Course not offered every year
Prerequisite: MATH 608 AND MATH 609
Activity: Lecture
1.0 Course Unit

MATH 753 Topics in Operator Theory
Topics from the literature. The specific subjects will vary from year to year.
Course not offered every year
Prerequisite: MATH 608 AND MATH 609
Activity: Lecture
1.0 Course Unit

MATH 760 Topics in Differential Geometry
Topics from the literature. The specific subjects will vary from year to year.
Course not offered every year
Prerequisite: MATH 660 AND MATH 661
Activity: Lecture
1.0 Course Unit

MATH 761 Topics in Differential Geometry
Topics from the literature. The specific subjects will vary from year to year.
Course not offered every year
Prerequisite: MATH 660 AND MATH 661
Activity: Lecture
1.0 Course Unit

MATH 820 Algebra Seminar
Seminar on current and recent literature in algebra.
Course not offered every year
Activity: Seminar
1.0 Course Unit

MATH 830 Geometry-Topology Seminar
Seminar on current and recent literature in geometry-topology.
Course not offered every year
Activity: Seminar
1.0 Course Unit

MATH 831 Geometry-Topology Seminar
Seminar on current and recent literature in geometry-topology.
Course not offered every year
Activity: Seminar
1.0 Course Unit

MATH 871 Logic Seminar
Seminar on current and recent literature in logic.
Course not offered every year
Activity: Seminar
1.0 Course Unit
MATH 878 Probability and Algorithm Seminar
Seminar on current and recent literature in probability and algorithm.
Taught by: Staff.
Activity: Seminar
1.0 Course Unit

MATH 881 Combinatorics Seminar
Seminar on current and recent literature in combinatorics.
Course not offered every year
Activity: Seminar
1.0 Course Unit

Mechanical Engineering and Applied Mechanics (MEAM)

MEAM 099 Independent Study
An opportunity for the student to become closely associated with a professor in (1) a research effort to develop research skills and technique and/or (2) to develop a program of independent in-depth study in a subject area in which the professor and student have a common interest. The challenge of the task undertaken must be consistent with the student's academic level. To register for this course, the student and professor jointly submit a detailed proposal. Subject to the approval of the MEAM Undergraduate Curriculum Chair.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Notes: Open to all students. A maximum of 2 c.u. of MEAM 099 may be applied toward the B.A.S. or B.S.E. degree requirements

MEAM 101 Introduction to Mechanical Design
This hands-on, project-based course covers the fundamentals of the modern mechanical design process, from needfinding and brainstorming to the basics of computerized manufacturing and rapid prototyping. Topics include: product definition (needfinding, observation, sketching, and brainstorming); computer-aided design (part creation, assemblies, and animation using SolidWorks); fundamental engineering design practices (material selection, dimensioning, tolerances, etc.); basic computer simulation and analysis; and rapid prototyping (laser cutter, 3-D fused-deposition modeling, and an introduction to computer-controlled machining).
One-term course offered either term
Activity: Lecture
1.0 Course Unit
Notes: This course is available to all Engineering majors. Seniors are not permitted to register for this class.

MEAM 110 Introduction to Mechanics
This lecture course and a companion laboratory course (MEAM 147) build upon the concepts of Newtonian (classical) mechanics and their application to engineered systems. This course introduces students to mechanical principles that are the foundation of upper-level engineering courses including MEAM 210 and 211. The three major parts of this course are: I. Vector Mechanics; II. Statics and Structures; and III. Kinematics and Dynamics. Topics include: vector analysis, statics of rigid bodies, introduction to deformable bodies, friction, kinematics of motion, work and energy, and dynamics of particles. Case studies will be introduced, and the role of Newtonian mechanics in emerging applications including bio- and nano- technologies will be discussed.
Course usually offered in fall term
Corequisite: MATH 104 AND MEAM 147
Activity: Lecture
1.0 Course Unit

MEAM 147 Introduction to Mechanics Lab
This half-credit laboratory class is a companion to the Introduction to Mechanics lecture course (MEAM 110). It investigates the concepts of Newtonian (classical) mechanics through weekly hands-on experiments, emphasizing connections between theoretical principles and practical applications in engineering. In addition to furthering their understanding about the workings of the physical world, students will improve their skills at conducting experiments, obtaining reliable data, presenting numerical results, and extracting meaningful information from such numbers.
Course usually offered in fall term
Corequisite: MEAM 110
Activity: Laboratory
0.5 Course Units

MEAM 201 Machine Design and Manufacturing
Building upon the fundamentals of mechanical design taught in MEAM 101, this hands-on, project-based course provides students with the knowledge and skills necessary to design, analyze, manufacture, and test fully-functional mechanical systems. Topics covered include an introduction to machine elements, analysis of the mechanics of machining, manufacturing technology, precision fabrication (milling, turning, and computer-controlled machining), metrology, tolerances, cutting-tool fundamentals and engineering materials. Enrollment is limited.
Taught by: Graham Wabiszewski
One-term course offered either term
Prerequisite: MEAM 101
Activity: Lecture
1.0 Course Unit

MEAM 202 Introduction to Thermal and Fluids Engineering
This course introduces students to the main concepts and applications of thermodynamics, fluid mechanics, and heat transfer. Topics covered include the first law of thermodynamics, fluid statics, Bernoulli’s equation, drag, lift, streamlines, conduction, convection, radiation, thermal resistances, and lumped capacitance. Mass, momentum, and energy equations are developed using the Reynolds Transport Theorem.
Taught by: Paulo Campos Arratia
Prerequisite: MATH 104 AND (MEAM 110 OR PHYS 150)
Corequisite: MATH 114
Activity: Lecture
1.0 Course Unit

MEAM 203 Thermodynamics I
Thermodynamics studies the fundamental concepts related to energy conversion in such mechanical systems as internal and external combustion engines (including automobile and aircraft engines), compressors, pumps, refrigerators, and turbines. This course is intended for students in mechanical engineering, chemical engineering, materials science, physics and other fields. The topics include properties of pure substances, first-law analysis of closed systems and control volumes, reversibility and irreversibility, entropy, second-law analysis, exergy, power and refrigeration cycles, and their engineering applications.
Course usually offered in spring term
Prerequisites: MATH 104, 114
Activity: Lecture
1.0 Course Unit
MEAM 210 Statics and Strength of Materials
This course is primarily intended for students in mechanical engineering, but may also be of interest to students in materials science and other fields. It continues the treatment of statics of rigid bodies begun in MEAM 110/PHYS 150 and progresses to the treatment of deformable bodies and their response to loads. The concepts of stress, strain, and linearly elastic response are introduced and applied to the behavior of rods, shafts, beams and other mechanical components. The failure and design of mechanical components are discussed.
Course usually offered in fall term
Prerequisites: MEAM 110,147 or PHYS 150
Corequisite: MATH 240 AND MEAM 247
Activity: Lecture
1.0 Course Unit

MEAM 211 Engineering Mechanics: Dynamics
This course introduces the basic concepts in kinematics and dynamics that are necessary to understand, analyze and design mechanisms and machines. These concepts are also fundamental to the modeling and analysis of human movement, biomechanics, animation of synthetic human models and robotics. The topics covered include: Particle dynamics using energy and momentum methods of analysis; Dynamics of systems of particles; Impact; Systems of variable mass; Kinematics and dynamics of rigid bodies in plane motion; Computer-aided dynamic simulation and animation.
Taught by: Michael Posa
Course usually offered in spring term
Prerequisite: MEAM 210 AND MATH 240 AND ENGR 105
Corequisite: MATH 241 OR ENM 251
Activity: Lecture
1.0 Course Unit

MEAM 220 Introduction to Materials Science and Engineering
The course is an introduction to the most important concepts in materials science and engineering. You will learn how the control of chemical bonding, synthesis, processing, structure and defects can be used to tailor the properties and performance of materials for applications that range from sustainable sources of energy, to construction, to consumer electronics. Case studies are also included to highlight environmental issues associated with materials degradation. This course includes lab demonstrations of key materials properties and a final project where students research an area of materials technology of their own interest.
Taught by: Dr. Peter Davies
Course usually offered in fall term
Also Offered As: MSE 220
Prerequisite: CHEM 101 OR PHYS 140 OR MEAM 110
Activity: Lecture
1.0 Course Unit

MEAM 247 Mechanical Engineering Laboratory I
This is the first of a two semester sophomore level laboratory sequence that students complete over the fall and spring semesters. The course teaches the principles of experimentation and measurement as well as analysis and application to design. This fall semester course follows closely with MEAM 210, involving experiments to explore the principles of statics and strength of materials. Prerequisite: Sophomore standing in engineering
Course usually offered in fall term
Corequisite: MEAM 210
Activity: Laboratory
0.5 Course Units

MEAM 248 Mechanical Engineering Lab I
This is the second of a two-semester sophomore level laboratory sequence that students complete over the fall and spring semesters. The course teaches the principles of experimentation and measurement as well as analysis and application to design. The spring semester course follows closely with MEAM 203 and MEAM 211, expanding upon the principles of experimentation, measurement, analysis, and design of systems through hands-on laboratories and projects in thermodynamics and dynamics. Prerequisite: Sophomore standing in engineering
Course usually offered in spring term
Corequisite: MEAM 203 AND MEAM 211
Activity: Lecture
0.5 Course Units

MEAM 302 Fluid Mechanics
Physical properties; fluid statics; Bernoulli equation; fluid kinematics; conservation laws and finite control-volume analysis; conservation laws and differential analysis; inviscid flow; The Navier-Stokes equation and some exact solutions; similitude, dimensional analysis, and modeling; flow in pipes and channels; boundary layer theory; lift and drag.
Course usually offered in fall term
Prerequisites: MATH 241 or ENM 251 and PHYS 150 or MEAM 110, 147
Activity: Lecture
1.0 Course Unit

MEAM 320 Intro to Mechanical and Mechatronic Systems
This course introduces topics in the design and analysis of modern mechanical systems. The course will cover concepts in mechanism design, kinematics, electronic circuits, motors and electromechanical systems, and measurement and filtering. Specific topics include kinematics of linkages, operational amplifiers, and interfacing with mechanical systems by programming microcontrollers.
Prerequisite: MEAM 211
Corequisite: MEAM 347
Activity: Lecture
1.0 Course Unit

MEAM 321 Dynamic Systems and Control
This course teaches the fundamental concepts underlying the dynamics of vibrations for single-degree of freedom, multi-degree and infinite-degree of freedom mechanical systems. The course will focus on Newton's Force Methods, Virtual-Work Methods, and Lagrange's Variation Methods for analyzing problems in vibrations. Students will learn how to analyze transient, steady state and forced motion of single and multi-degree of freedom linear and non-linear systems. The course teaches analytical solution techniques for linear systems and practical numerical and simulation methods for analysis and design of nonlinear systems.
Course usually offered in spring term
Prerequisites: MATH 241, ENM 251 MEAM 211
Activity: Lecture
1.0 Course Unit
MEAM 333 Heat and Mass Transfer
This course covers fundamentals of heat and mass transfer and applications to practical problems in energy conversion and conservation. Emphasis will be on developing a physical and analytical understanding of conductive, convective, and radiative heat transfer, as well as design of heat exchangers and heat transfer with phase change. Topics covered will include: types of heat transfer processes, their relative importance, and the interactions between them, solutions of steady state and transient state conduction, emission and absorption of radiation by real surfaces and radiative transfer between surfaces, heat transfer by forced and natural convection owing to flow around bodies and through ducts, analytical solutions for some sample cases and applications of correlations for engineering problems. Students will develop an ability to apply governing principles and physical intuition to solve problems.
Course usually offered in spring term
Prerequisites: MEAM 210, BE 200
Activity: Lecture
1.0 Course Unit

MEAM 347 Mechanical Engineering Design Laboratory
This is the first of a two-semester junior level laboratory sequence that students complete over the fall and spring semesters. The course is project-based, with problems whose solution requires experimental data and quantitative analysis, as well as creative mechanical design. The technical content is connected to MEAM 302 and MEAM 354, including aerodynamics, applied fluid systems and structural analysis. The course also includes electromechanical systems and application s of finite element analysis. Prerequisite: Junior standing in engineering
Course usually offered in fall term
Activity: Laboratory
1.0 Course Unit

MEAM 348 Mechanical Engineering Design Laboratory
This is the second of a two-semester junior level laboratory sequence that students complete over the fall and spring semesters. The course is project-based, with open-ended design problems that challenge students to develop original experiments and choose appropriate analyses, with an increasing emphasis on teamwork and project planning. The technical content is connected to MEAM 321 and MEAM 333, including multimodal transient heat transfer and dynamic systems modeling. Prerequisite: Junior standing in engineering
Course usually offered in spring term
Activity: Laboratory
1.0 Course Unit

MEAM 354 Mechanics of Solids
This course builds on the fundamentals of solid mechanics taught in MEAM 210 and addresses more advanced problems in strength of materials. The students will be exposed to a wide array of applications from traditional engineering disciplines as well as emerging areas such as biotechnology and nanotechnology. The methods of analysis developed in this course will form the cornerstone of machine design and also more advanced topics in the mechanics of materials. Prerequisite: If course requirements not met, permission of instructor required.
Course usually offered in fall term
Prerequisites: MEAM 210, BE 200
Activity: Lecture
1.0 Course Unit

MEAM 405 Mechanical Properties of Macro/Nanoscale Materials
The application of continuum and microstructural concepts to elasticity and plasticity and the mechanisms of plastic flow and fracture in metals, polymers and ceramics. Topics covered include elasticity, viscoelasticity, plasticity, crystal defects, strengthening, crystallographic effects, twinning, creep and fatigue. Emphasis will be on mathematical and physical understanding rather than problem solving.
Course usually offered in spring term
Also Offered As: MEAM 505, MSE 405, MSE 505
Prerequisite: MSE 220 OR MEAM 210 OR MATH 240
Activity: Lecture
1.0 Course Unit

MEAM 415 Product Design
This course provides tools and methods for creating new products. The course is intended for students with a strong career interest in new product, development, entrepreneurship, and/or technology development. The course follows an overall product design methodology, including the identification of customer needs, generation of product concepts, prototyping, and design-for-manufacturing. Weekly student assignments are focused on the design of a new product and culminate in the creation of a prototype, which is launched at an end-of-semester public Design Fair. The course project is a physical good - but most of the tools and methods apply to services and software products. The course is open to any Penn sophomore, junior, senior or graduate student.
Taught by: Faculty
Also Offered As: IPD 515, OIDD 415, OIDD 515
Activity: Lecture
1.0 Course Unit

MEAM 421 Control For Autonomous Robots
This course introduces the hardware, software and control technology used in autonomous ground vehicles, commonly called 'self-driving cars.' The weekly laboratory sessions focus on development of a small-scale autonomous car, incrementally enhancing the sensors, software, and control algorithms to culminate in a demonstration in a realistic outdoor operating environment. Students will learn basic physics and modeling; controls design and analysis in Matlab and Simulink; software implementation in C and Python; sensor systems and filtering methods for IMUs, GPS, and computer vision systems; and path planning from fixed map data. Prerequisite: If course requirement not met, permission of instructor required.
Course usually offered in fall term
Also Offered As: ESE 421
Prerequisite: (CIS 110 OR CIS 120 OR ENGR 105) AND (ESE 210 OR ESE 215 OR MEAM 211)
Activity: Lecture
1.5 Course Unit

MEAM 445 Mechanical Engineering Design Projects
This capstone design project course is required of all mechanical engineering students. Student teams will design and test complex mechanical systems that address a societal or consumer need. Projects are devised by the team, sponsored by industry, or formulated by Penn professors. Each project is approved by the instructor and a faculty advisor. Topics treated in the course include project planning, prototyping, patent and library searches, intellectual property, ethics, and technical writing and presentations. The work is spread over MEAM 445 and MEAM 446. Prerequisite: Junior standing
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
MEAM 446 Mechanical Engineering Design Projects
This is the second course in the two course sequence involving the capstone design project. See MEAM 445 for course description. Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

MEAM 502 Energy Engineering in Power Plants and Transportation Systems
Most energy consumed in the U.S. and in the world is produced using thermal-to-mechanical energy conversion. In this course, students will learn the engineering principles that govern how heat is converted to mechanical power in electric power plants, jet aircraft, and internal combustion engines. Topics covered include a review of thermodynamics and basic power cycles, supercritical, combined, and hybrid cycles, cogeneration, jet propulsion, and reciprocating internal combustion engines. A brief introduction to desalination and combustion is also included. The material in this course will provide students a foundation important for industrial and research employment in energy engineering. Course usually offered in fall term
Prerequisites: MEAM 203, 333
Activity: Lecture
1.0 Course Unit

MEAM 503 Direct Energy Conversion: from Macro to Nano
The course focuses on devices that convert thermal, solar, or chemical energy directly to electricity, i.e., without intermediate mechanical machinery such as a turbine or a reciprocating piston engine. A variety of converters with sizes ranging from macro to nano scale will be discussed, with the advantages offered by nanoscale components specifically highlighted. Topics will include thermoelectric energy converters and radioisotope thermoelectric generators (RTGs), thermonuclear energy converters (TEC), photovoltaic (PV) and thermophotovoltaic (TPV) cells, as well as piezoelectric harvesters. Additional topics may include magnetohydrodynamic (MHD) generators, alkali metal thermal-to-electric converters (AMTEC), and fuel cells. Course usually offered in fall term
Prerequisites: MEAM 203, 333
Activity: Lecture
1.0 Course Unit

MEAM 504 Tribology
The course will comprehensively cover both theoretical and practical tribology, the science and technology of interacting surfaces in relative motion. The various modes of lubrication, hydrodynamic, elastohydrodynamic, hydrostatic, mixed, solid and dry, will be studied in detail. The contact between solid surfaces will be covered, leading to an understanding of friction and various modes of wear. At each stage, it will be shown how the tribological principles learned can be applied in practice to improve the efficiency and durability of mechanical equipment and thereby enhance sustainability through energy and materials conservation. Prerequisite: Senior standing in Mechanical Engineering or Material Science of permission of the instructor Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

MEAM 505 Mechanical Properties of Macro/Nanoscale Materials
The application of continuum and microstructural concepts to elasticity and plasticity and the mechanisms of plastic flow and fracture in metals, polymers and ceramics. Topics covered include elasticity, viscoelasticity, plasticity, crystal defects, strengthening, crystallographic effects, twinning, creep and fatigue. Emphasis will be on mathematical and physical understanding rather than problem solving. Course usually offered in spring term
Also Offered As: MEAM 405, MSE 405, MSE 505
Prerequisite: MSE 220 OR MEAM 210 OR MATH 240
Activity: Lecture
1.0 Course Unit

MEAM 506 Failure Analysis of Engineering Materials
This course will introduce students to the broad field of failure through hands-on real-life examples of specific failures. All engineering materials classes will be considered, including metals, polymers, elastomers, ceramics, and glasses. Emphasis will be placed on understanding how to actually analyze a failed component and understand the cause of failure. Several classes will be conducted by outside experts from places like the NTSB, FBI and OSHA.
Taught by: David Pope, Prof.
Course usually offered in fall term
Also Offered As: MSE 506
Prerequisite: MSE 220 AND (MSE 393 OR MEAM 354)
Activity: Lecture
1.0 Course Unit

MEAM 507 Fundamentals of Materials
This course will provide a graduate level introduction to the science and engineering of materials. It is designed specifically to meet the needs of students who will be doing research that involves materials but who do not have an extensive background in the field. The focus is on fundamental aspects of materials science and will emphasize phenomena and how to describe them. The course assumes an undergraduate background in any area of physical/chemical science and undergraduate mathematics appropriate to this. The course will also be accessible to students of applied mathematics. Course usually offered in fall term
Also Offered As: MSE 507
Activity: Lecture
1.0 Course Unit

MEAM 508 Materials and Manufacturing for Mechanical Design
The selection of materials and manufacturing processes are critical in the design of mechanical systems. Material properties and manufacturing processes are often tightly linked, thus this course covers both topics in an integrated manner. The properties and manufacturing processes for a wide range of materials (i.e., metals, ceramics, polymers, composites) are examined from both a fundamental and practical perspective. From a materials standpoint, the course focuses on mechanical properties, including modulus, strength, fracture, fatigue, wear, and creep. Established and emerging manufacturing processes will be discussed. Design-based case studies are used to illustrate the selection of materials and processes. Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
MEAM 510 Design of Mechatronic Systems
In many modern systems, mechanical elements are tightly coupled with electronic components and embedded computers. Mechatronics is the study of how these domains are interconnected, and this hands-on, project-based course provides an integrated introduction to the fundamental components within each of the three domains, including: mechanical elements (prototyping, materials, actuators and sensors, transmissions, and fundamental kinematics), electronics (basic circuits, filters, op amps, discrete logic, and interfacing with mechanical elements), and computing (interfacing with the analog world, microprocessor technology, basic control theory, and programming). Prerequisite: Graduate standing in engineering or permission of the instructor
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

MEAM 513 Feedback Control Design and Analysis
Basic methods for analysis and design of feedback control in systems. Applications to practical systems. Methods presented include time response analysis, frequency response analysis, root locus, Nyquist and Bode plots, and the state-space approach. Course usually offered in spring term
Also Offered As: ESE 505
Prerequisite: MEAM 321 OR ESE 210
Activity: Lecture
1.0 Course Unit

MEAM 514 Design for Manufacturability
This course is aimed at providing current and future product design/development engineers, manufacturing engineers, and product development managers with an applied understanding of Design for Manufacturability (DFM) concepts and methods. The course content includes materials from multiple disciplines including: engineering design, manufacturing, marketing, finance, project management, and quality systems. Prerequisite: Senior or graduate standing in the School of Design, Engineering, or Business with completed product in development and/or design engineering core coursework or related experience.
Course usually offered in spring term
Also Offered As: IPD 514
Prerequisites: MEAM 101, 210
Activity: Lecture
1.0 Course Unit

MEAM 516 Advanced Mechatronic Reactive Spaces.
This course combines performance art and advanced mechatronics concepts that include the design and implementation of large-scale actuation, advanced sensing, actuation and control. This course pairs design school and engineering students to form interdisciplinary teams that together design and build electro-mechanical reactive spaces and scenic/architectural elements in the context of the performing arts. The two disciplinary groups will be treated separately and receive credit for different courses (ARCH746 will be taught concurrently and in some cases co-located) as they will be learning different things. Engineering students gain design sensibilities and advanced mechatronics in the form of networked embedded processing and protocols for large scale actuation and sensing. Design students learn elementary mechatronics and design reactive architectures and work with engineering students to build them. The class will culminate in a some artistic performance (typically with professional artists) such as a Shakespeare play, robotic ballet, a mechatronic opera. Course not offered every year
Also Offered As: IPD 516
Prerequisite: MEAM 510
Activity: Lecture
1.0 Course Unit

MEAM 517 Control and Optimization with Applications in Robotics
This course covers a variety of advanced topics in model-based nonlinear control, primarily focused on computational techniques and dynamic robotic applications. Students will learn both the theoretical basics of nonlinear and optimal control along with computational algorithms. Topics include dynamic programming, trajectory optimization, canonical underactuated systems, control of limit cycles, stability analysis, nonsmooth mechanics, and model predictive control. Applications include walking and running robots, manipulation, and flying machines. As the course will cover state of the art techniques, we will review relevant research papers. At the end of the semester, students will prepare and present a final project on a related topic of their choosing. Prerequisite: If course requirement not met, permission of instructor required. Course not offered every year
Prerequisites: MATH 312, MEAM 513 or ESE 500, 505, MEAM 211, 520
Activity: Lecture
1.0 Course Unit

MEAM 519 Elasticity and Micromechanics of Materials
This course is targeted to engineering students working in the areas on micro/nanomechanics of materials. The course will start with a quick review of the equations of linear elasticity and proceed to solutions of specific problems such as the Hertz contact problem, Eshelby’s problem etc. Failure mechanisms such as fracture and the fundamentals of dislocations/plasticity will also be discussed. Prerequisite: graduate standing or permission of the instructor.
Taught by: Reina Romo
Course usually offered in fall term
Also Offered As: MSE 550
Activity: Lecture
1.0 Course Unit
MEAM 520 Introduction to Robotics
The rapidly evolving field of robotics includes systems designed to replace, assist, or even entertain humans in a wide variety of tasks. Recent examples include human-friendly robot arms for manufacturing, interactive robotic pets, medical and surgical assistive robots, and semi-autonomous search-and-rescue vehicles. This course presents the fundamental kinematic, dynamic, and computational principles underlying most modern robotic systems. The main topics of the course include: rotation matrices, homogeneous transformations, manipulator forward kinematics, manipulator inverse kinematics, Jacobians, path and trajectory planning, sensing and actuation, and feedback control. The material is reinforced with hands-on lab exercises involving a robotic arm. Taught by: Cynthia Sung
Course usually offered in fall term
Prerequisite: MEAM 211 AND MATH 240 AND ENGR 105
Activity: Lecture
1.0 Course Unit

MEAM 523 Control Systems for Robotics
In this course, we present approaches for designing controllers for a varied class of robotic systems. We focus on mathematical concepts of linear and nonlinear control theory and how the theory translates to practical robotic applications with emphasis on manipulators, ground, and aerial robots. Topics include inverse kinematics based controllers, trajectory following controllers, non-holonomic robot controllers, artificial potential functions, and model predictive control. Coursework consists of problem sets, programming assignments, critical reading of research papers, and a final project. Prerequisite: If course requirement not met, permission of instructor required.
Course not offered every year
Prerequisites: MEAM 513, 520, ESE, 500
Activity: Lecture
1.0 Course Unit

MEAM 527 Finite Element Analysis
The objective of this course is to equip students with the background needed to carry out finite elements-based simulations of various engineering problems. The first part of the course will outline the theory of finite elements. The second part of the course will address the solution of classical equations of mathematical physics such as Laplace, Poisson, Helmholtz, the wave and the Heat equations. The third part of the course will consist of case studies taken from various areas of engineering and the sciences on topics that require or can benefit from finite element modeling. The students will gain hands-on experience with the multi-physics, finite element package FemLab. Course usually offered in fall term
Prerequisite: MATH 241 OR ENM 251 AND PHYS 151
Activity: Lecture
1.0 Course Unit

MEAM 529 Introduction to Micro- and Nano-electromechanical Technologies
Course usually offered in spring term
Also Offered As: ESE 529
Activity: Lecture
1.0 Course Unit

MEAM 530 Continuum Mechanics
This course serves as a basic introduction to the Mechanics of continuous media, and it will prepare the student for more advanced courses in solid and fluid mechanics. The topics to be covered include: Tensor algebra and calculus, Lagrangian and Eulerian kinematics, Cauchy and Piola-Kirchhoff stresses, General principles: conservation of mass, conservation of linear and angular momentum, energy and the first law of thermodynamics, entropy and the second law of thermodynamics; constitutive theory, ideal fluids, Newtonian and non-Newtonian fluids, finite elasticity, linear elasticity, materials with microstructure. Multivariable Calculus, Linear Algebra, Partial Differential Equations. Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

MEAM 535 Advanced Dynamics
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
MEAM 536 Viscous Fluid Flow and Modern Applications
This is an intermediate course that builds on the basic principles of Fluid Mechanics. The course provides a more in depth and unified framework to understand fluid flow at different time and length scales, in particular viscous flows. Topics include review of basic concepts, conservation laws (momentum, mass, and heat), fluid kinematics, tensor analysis, Stokes' approximations, non-Newtonian fluid mechanics, and turbulence. The course will explore important modern topics such as microfluidics, swimming of micro-organisms, wind turbines, rheology, biofluid mechanics, and boundary layers. This course is intended for juniors, seniors, and graduate students from the Schools of Engineering and/or Arts and Sciences that have a general interest in fluid dynamics and its modern applications. Students should have an understanding of basic concepts in fluid mechanics and a good grasp on differential equations.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
Notes: This course is intended for juniors, seniors and graduate students from the Schools of Engineering and/or Arts and Sciences that have a general interest in fluid dynamics and its modern applications. Students should have an understanding of basic concepts in fluid mechanics and a good grasp on differential equations.

MEAM 537 Nanotribology
Engineering is progressing to ever smaller scales, enabling new technologies, materials, devices, and applications. This course will provide an introduction to nano-scale tribology and the critical role it plays in the developing areas of nanoscience and nanotechnology. We will discuss how contact, adhesion, friction, lubrication, and wear at interfaces originate, using an integrated approach that combines concepts of mechanics, materials science, chemistry, and physics. We will cover a range of concepts and applications, drawing connections to both established and new approaches. We will discuss the limits of continuum mechanics and present newly developed theories and experiments tailored to describe micro- and nano-scale phenomena. We will emphasize specific applications throughout the course. Reading of scientific literature, critical peer discussion, individual and team problem assignments, and a peer-reviewed literature research project will be assigned as part of the course. Prerequisite: Freshman physics or consent of instructor.
Course not offered every year
Also Offered As: MSE 537
Prerequisite: MEAM 354
Activity: Lecture
1.0 Course Unit

MEAM 538 Turbulence
This course is an introductory course on turbulent flows. The course provides physical and mathematical framework for quantitative and qualitative descriptions of fundamental processes involved in turbulent flows. Topics include the Navier-Stokes equations, the statistical description of turbulence, equations for mean and fluctuations, energy cascade, turbulence spectra, Kolmogorov hypotheses, behavior of shear flows, and isotropic turbulence. The course will also explore modern topics such as computational modeling of turbulence. Prerequisite: Instructor permission required for undergraduates
Course usually offered in spring term
Prerequisites: MEAM 570, 536
Activity: Lecture
1.0 Course Unit
Notes: Instructor Permission required for undergraduates

MEAM 543 Performance, Stability and Control of UAVs
This course covers the application of classical aircraft performance and design concepts to fixed-wing and rotary-wing Unmanned Aerial Vehicles (UAVs). A survey of the latest developments in UAV technology will be used to motivate the development of quantitative mission requirements, such as payload, range, endurance, field length, and detectability. The implications of these requirements on vehicle configuration and sizing will be revealed through application of the fundamentals of aerodynamics and propulsion systems. The course will also cover basic flight dynamics and control, including typical inner-loop feedback applications.
Course usually offered in fall term
Prerequisites: MEAM 210, 211, MATH 240
Activity: Lecture
1.0 Course Unit

MEAM 545 Aerodynamics
Review of fluid kinematics and conservation laws; vorticity theorems; two-dimensional potential flow; airfoil theory; finite wings; oblique shocks; supersonic wing theory; laminar and turbulent boundary layers.
Course usually offered in spring term
Prerequisite: MEAM 302
Activity: Lecture
1.0 Course Unit

MEAM 550 Design of Microelectromechanical Systems
A course that covers the design and fabrication of micro- and nanoelectromechanical systems. Topics in the course include micro- and nano-fabrication techniques, mechanics of flexures, thin film mechanics, sensing and actuation approaches (e.g., electrostatic, piezoelectric, and piezoresistive), as well as materials and reliability issues. The fundamentals of these topics will be augmented with device-based case studies.
Course not offered every year
Prerequisite: MEAM 354
Activity: Lecture
1.0 Course Unit

MEAM 553 Atomic Modeling in Materials Science
This course covers two major aspects of atomic level computer modeling in materials. 1. Methods: Molecular statics, Molecular dynamics, Monte Carlo, Kinetic Monte Carlo as well as methods of analysis of the results such as radial distribution function, thermodynamics deduced from the molecular dynamics, fluctuations, correlations and autocorrelations. 2. Semi-empirical descriptions of atomic interactions: pair potentials, embedded atom method, covalent bonding, ionic bonding. Basics of the density functional theory. Mechanics, condensed matter physics, thermodynamics and statistical mechanics needed in interpretations are briefly explained. Prerequisite: Ability to write a basic code in a computer language such as fortran, C, C++
Course usually offered in spring term
Also Offered As: MSE 561
Activity: Lecture
1.0 Course Unit
MEAM 555 Nanoscale Systems Biology
Nano-science and engineering approaches to systems in biology are of growing importance. They extend from novel methods, especially microscopies that invoke innovation to mathematical and/or computational modeling which incorporates the physics and chemistry of small-scale biology. Proteins and DNA, for example, are highly specialized polymers that interact, catalyze, stretch and bend, move, and/or store information. Membranes are also used extensively by cells to isolate, adhere, deform, and regulate reactions. In this course, students will become familiar with cell & molecular biology and nanobiotechnology through an emphasis on nano-methods, membranes, molecular machines, and ‘polymers’ - from the quantitative perspectives of thermodynamics, statistical physics, and mechanics. We specifically elaborate ideas of energetics, fluctuations and noise, force, kinetics, diffusion, etc. on the nano-thru micro-scale, drawing from very recent examples in the literature. Laboratory experiments will provide hands-on exposure to microscopies in a biological context (e.g., fluorescence down to nano-scale, AFM), physical methods (e.g. micromanipulation, tracking virus-scale particles or quantum dots), and numerical problems in applied biophysics, chemistry, and engineering. A key goal of the course is to familiarize students with the concepts and technology (plus their limitations) as being employed in current research problems in nanoscale systems biology, extending to nanobiotechnology. Prerequisite: Background in Biology, Physics, Chemistry or Engineering with coursework in Thermodynamics or permission of the instructor. Taught by: Discher Course usually offered in fall term
Also Offered As: BE 555, CBE 555
Activity: Lecture
1.0 Course Unit

MEAM 561 Thermodynamics: Foundations, Energy, Materials
To introduce students to advanced classical equilibrium thermodynamics based on Callen’s postulatory approach, to exergy (Second-Law) analysis, and to fundamentals of nonequilibrium thermodynamics. Applications to be treated include the thermodynamic foundations of energy processes and systems including advanced power generation and aerospace propulsion cycles, batteries and fuel cells, combustion, diffusion, transport in membranes, materials properties and elasticity, superconductivity, biological processes. Undergraduate thermodynamics. Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

MEAM 564 The Principles and Practice of Microfabrication Technology
A laboratory-based course on fabricating microelectronic and micromechanical devices using photolithographic processing and related fabrication technologies. Lectures discuss: clean room procedures; microelectronic and microstructural materials; photolithography; diffusion, oxidation; materials deposition; etching and plasma processes. Basic laboratory processes are covered for the first two thirds of the course with students completing structures appropriate to their major in the final third. Students registering for ESE 574 will be expected to do extra work (including term paper and additional project). Course not offered every year
Also Offered As: ESE 460, ESE 574
Prerequisites: ESE 218, MSE 321, MEAM 333, CBE 351, PHYS 250
Activity: Lecture
1.0 Course Unit

MEAM 567 Transport Processes I
The course provides a unified introduction to momentum, energy (heat), and mass transport processes. The basic mechanisms and the constitutive laws for the various transport processes will be delineated, and the conservation equations will be derived and applied to internal and external flows featuring a few examples from mechanical, chemical, and biological systems. Reactive flows will also be considered. Prerequisite: graduate standing or permission of the instructor. Taught by: Campos Arratia Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

MEAM 570 Transport Processes II
MEAM 571 Advanced Topics in Transport Phenomena
The course deals with advanced topics in transport phenomena and is suitable for graduate students in mechanical, chemical and bioengineering who plan to pursue research in areas related to transport phenomena or work in an industrial setting that deals with transport issues. Topics include: Transport processes with drops, Bubbles and particles; Phase change Phenomena: condensation, evaporation, and combustion; Radiation heat transfer: non-participating media; participating media, equation of radiative transfer, optically thin and thick limits; Introduction to Hydrodynamic and Thermal Instability; Microscale energy transport; Nano-particle motion in fluids and transport. Prerequisite: If course requirements not met, permission of instructor required. Course not offered every year
Prerequisite: MEAM 570 OR MEAM 642 OR CBE 640
Activity: Lecture
1.0 Course Unit

MEAM 575 Micro and Nano Fluidics
The course focuses on topics relevant for micro-fluidics, lab on chip technology, point of care diagnostics, nano-technology, biosensing, and interfacial phenomena. Although we will discuss briefly the fabrication of micro and nano fluidic devices, the course will mostly focus on physical phenomena from the continuum point of view. The mathematical complexity will be kept to a minimum. The course will be reasonably self-contained, and any necessary background material will be provided, consistent with the students’ background and level of preparation. Specifically, we will examine fluid and nanoparticle transport under the action of pressure, electric, magnetic, and capillary forces; the structure and role of superhydrophobic surfaces; how the solid/liquid interface acquires electric charge; ion transport in electrolytes (Poisson-Nernst-Planck equations); colloid stability; electroosmosis, electrophoresis, and particle polarization; electrowetting and digital microfluidics; particle and cell sorting; immunoassays; and enzymatic amplification of nucleic acids. Course not offered every year
Activity: Lecture
1.0 Course Unit
MEAM 580 Electrochemistry for Energy, Nanofabrication and Sensing
Principles and mathematical models of electrochemical processes in energy conversion and storage, water desalination, nanofabrication, electroplating, and sensing for engineering and science graduate students and advanced undergraduates, lacking prior background in electrochemistry. The course covers equivalent circuits, electrode kinetics, electrokinetic and transport phenomena, and electrostatics. The course will introduce and use the finite element program COMSOLTM. We will discuss, among other things, applications to stationary and flow batteries, supercapacitors, integrated circuit fabrication, electrokinetics, and biosensing. In contrast to CBE 545 Electrochemical Energy Conversion that focuses on solid state electrochemistry, this course emphasizes liquid-based electrochemistry.
Course usually offered in spring term
Prerequisites: MEAM 302, 333
Activity: Lecture
1.0 Course Unit

MEAM 597 Master's Thesis Research
One-term course offered either term
Activity: Masters Thesis
1.0 Course Unit

MEAM 599 Master's Independent Study
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

MEAM 613 Non-Linear Control Theory
The course studies issues in nonlinear control theory, with a particular emphasis on the use of geometric principles. Topics include: controllability, accessibility, and observability, for nonlinear systems; Forbenius’ theorem; feedback and input/output linearization for SISO and MIMO systems; dynamic extension; zero dynamics; output tracking and regulation; model matching disturbance decoupling; examples will be taken from mechanical systems, robotic systems, including those involving nonholonomic constraints, and active control of vibrations.
Course not offered every year
Also Offered As: ESE 617
Prerequisite: ESE 500
Activity: Lecture
1.0 Course Unit

MEAM 620 Advanced Robotics
This course covers advanced topics in robotics and includes such topics as multi-body dynamics, nonlinear control theory and planning algorithms with application to robots and systems of multiple robots. Prerequisite: Graduate standing in engineering
Course usually offered in spring term
Prerequisite: MEAM 520 OR MEAM 535 OR ESE 500 OR CIS 580
Activity: Lecture
1.0 Course Unit

MEAM 630 Advanced Continuum Mechanics
This course is a more advanced version of MEAM 530. The topics to be covered include: tensor algebra and calculus, Lagrangian and Eulerian kinematics; Cauchy and Piola-Kirchhoff stresses. General principles: conservation of mass, conservation of linear and angular momentum, energy and the first law of thermodynamics, entropy and the second law of thermodynamics. Constitutive theory, ideal fluids, Newtonian and non-Newtonian fluids, finite elasticity, linear elasticity, materials with microstructure. One graduate level course in applied mathematics and one in either fluid or Solid Mechanics.
Course not offered every year
Activity: Lecture
1.0 Course Unit

MEAM 632 Plasticity
This course develops the mathematical theory of plastic deformation for both crystalline and disordered materials. Phenomenological models for strain-hardening, creep and size-dependent plastic flow as well as physically-based theories for single crystals are discussed. Applications are drawn from problems in structural mechanics, deformation processing, friction and contact, and fracture. Large strain deformations and problems involving strain localization are considered. Prerequisite: If course requirement not met, permission of instructor required.
Course not offered every year
Prerequisites: MEAM 519, ENM 510
Activity: Lecture
1.0 Course Unit

MEAM 633 Mechanics of Adhesion and Fracture
This course focuses on mechanics aspects of adhesion and fracture of solids. The topics are intimately related, as fracture involves decohesion. Topics include forces of interaction between surfaces of solids, perfect versus imperfect adhesion, aspects of contact mechanics, linear analysis of cracks in elastic materials, non-linear analysis of cracks in elastic-plastic materials, J-integral methods, phenomenological theories, crack growth and heeling, and stability. Micro-mechanical models of fracture are analyzed using non-linear elasticity and energy methods. Applications to various material systems and processes, including structural materials, layered materials, friction and wear.
Course not offered every year
Prerequisite: MEAM 519 AND ENM 510
Activity: Lecture
1.0 Course Unit

MEAM 634 Rods and Shells
This course is intended for 2nd year graduate students and introduces continuum mechanics theory of rods and shells with applications to structures and to biological systems as well as stability and buckling. The course begins with topics from differential geometry of curves and surfaces and the associated tensor analysis on Riemannian spaces. A brief introduction to variational calculus is included since variational methods are a powerful tool for formulating approximate structural mechanics theories and for numerical analysis. The structural mechanics theories of rods, plates and shells are introduced including both linear and nonlinear theories. First-year graduate-level applied mathematics for engineers (ENM 510 and 511) and a first course in continuum mechanics or elasticity or permission of instructor.
Course not offered every year
Activity: Lecture
1.0 Course Unit
MEAM 635 Composite Materials
This course deals with the prediction of the average, or effective properties of composite materials. The emphasis will be on methods for determining effective behavior. The course will be concerned mostly with linear mechanical and physical properties, with particular emphasis on the effective conductivity and elastic moduli of multi-phase composites and polycrystals. However, time-dependent and non-linear properties will also be discussed.
Course not offered every year
Prerequisite: ENM 510
Corequisite: ENM 511
Activity: Lecture
1.0 Course Unit

MEAM 642 Advanced Fluid Mechanics
Fluid mechanics as a vector field theory; basic conservation laws, constitutive relations, boundary conditions, Bernoulli theorems, vorticity theorems, potential flow. Viscous flow; large Reynolds number limit; boundary layers.
Course not offered every year
Activity: Lecture
1.0 Course Unit

MEAM 646 Computational Mechanics
The course is divided into two parts. The course first introduces general numerical techniques for elliptical partial differential equations - finite difference method, finite element method and spectral method. The second part of the course introduces finite volume method. SIMPLER formulation for the Navier-Stokes equations will be fully described in the class. Students will be given chances to modify a program specially written for this course to solve some practical problems in heat transfer and fluid flows.
Course not offered every year
Prerequisites: ENM 510, ENM 511, and one graduate level introductory course in mechanics. FORTRAN or C programming experience is necessary.
Activity: Lecture
1.0 Course Unit

MEAM 650 Mechanics of Soft and Biomaterials
This course is aimed to expose the students to a variety of topics in mechanic materials via discussion of 'classic' problems that have had the widest impact long period of time and have been applied to analyze the mechanical behavior a variety of biological and engineering materials.
Course not offered every year
Also Offered As: MSE 650
Activity: Lecture
1.0 Course Unit

MEAM 662 Advanced Molecular Thermodynamics
This course begins with a brief review of classical thermodynamics, including the development of Maxwell relationships and stability analysis. The remainder of the course develops the fundamental framework of statistical mechanics, then reviews various related topics including ideal and interacting gases, Einstein and Debye models of crystals, lattice models of liquids, and the basis of distribution function theory.
The course usually offered in fall term
Also Offered As: BE 662, CBE 618
Activity: Lecture
1.0 Course Unit

MEAM 663 Mechanics of Macromolecules
This course is targeted for engineering/physics students working in the areas of nano/bio technology. The course will start with a quick review of statistical mechanics and proceed to topics such as Langevin dynamics, solution biochemistry (Poisson-Boltzmann and Debye-Huckel theory), entropic elasticity of bio-polymers and networks, reaction rate kinetics, solid state physics and other areas of current technological relevance. Students will be expected to have knowledge of undergraduate mechanics, physics and thermodynamics.
Course not offered every year
Activity: Lecture
1.0 Course Unit

MEAM 690 Advanced Topics in Thermal Fluid Science or Energy
This course will be offered when demand permits. The topics will change due to the interest and specialties of the instructor(s). Some topics could include: Computational Fluid Mechanics, Visualization of Computational Results, Free Surface Flows, Fluid Mechanics of the Respiratory System, and transport in Reacting Systems.
Course not offered every year
Activity: Lecture
1.0 Course Unit

MEAM 691 Special Topics in Mechanics of Materials
This course will be offered when demand permits. The topics will change due to the interests and specialties of the instructor(s). Some topics could include: Compliant Mechanisms, Optimal Control, and Fluid-Structure interaction.
Course not offered every year
Activity: Lecture
1.0 Course Unit

MEAM 692 Topics in Mechanical Systems
This course will be offered when demand permits. The topics will change due to the interests and specialties of the instructor(s). Some topics could include: Electromagnetics, Control Theory, and Micro-Electro-Mechanical Systems.
Course not offered every year
Activity: Lecture
1.0 Course Unit

MEAM 699 MEAM Seminar
The seminar course has been established so that students get recognition for their seminar attendance as well as to encourage students to attend. Students registered for this course are required to attend weekly departmental seminars given by distinguished speakers from around the world. In order to obtain a satisfactory (S) grade, the student must not only attend more than 70% of the departmental seminars but also provide satisfactory answers to the mini-essay assignments (shown as quizzes on Canvas) about three of those seminars. It is recommended that the student pick the seminars closest to their research interests, but they may choose any seminar they wish. There will be three such quizzes distributed through the semester, graded pass/fail. Participation in the seminar course will be documented and recorded on the students transcript.
In order to obtain their degree, doctoral students will be required to accumulate six seminar courses and MS candidates two courses. Under special circumstances, i.e. in case of conflict with a course, the student may waive the seminar requirement for a particular semester by petition to the Graduate Group Chair.
One-term course offered either term
Activity: Seminar
1.0 Course Unit
MEAM 891 Shop Training: Special Topics
Intended for graduate students conducting research. Building upon the fundamentals of mechanical design, this hands-on, project-based course provides participants with the knowledge and skills necessary to design, analyze, manufacture, and test fully functional subtractive manufacturing processes and part components. Topics covered include an introduction to machine elements, analysis of the mechanics of machining, manufacturing technology, precision fabrication (milling, turning and computer-controlled machining), metrology, tolerances, cutting-tool fundamentals and engineering materials. Graduate standing in engineering or permission of the instructor. Completion of MEAM 101 or suitable computer aided design experience; this prerequisite may be waived at the discretion of the instructor if a CAD portfolio which includes technical drawings and assemblies is demonstrated. One-term course offered either term
Activity: Lecture
0.25 Course Units

MEAM 892 Shop Training: Additive Fundamentals
Intended for graduate students conducting research. This course introduces students to the methods, techniques, and machines utilized in additive manufacturing spaces at Penn. The focus will be on iterative design using Fused Deposition Modeling, Stereolithography, and Polyjetting. These methods will be compared with alternatives such as Digital Light Processing, Selective Laser Sintering, Subtractive Manufacturing, and other fabrication techniques. Students will use computer-aided design tools and additive machines to solve problems of physical device and item manufacture. Graduate standing in engineering or permission of the instructor. MEAM 101 or a suitable 3D computer aided design experience to be determined by the instructor. One-term course offered either term
Activity: Lecture
0.25 Course Units

MEAM 895 Teaching Practicum
This course provides training in the practical aspects of teaching. The students will work with a faculty member to learn and develop teaching and communication skills. As part of the course, students will participate in a range of activities that may include: giving demonstration lectures, leading recitations, supervising laboratory experiments, developing instructional laboratories, developing instructional material, preparing homework assignments, and preparing examinations. Some of the recitations will be supervised and feedback and comments will be provided to the student by the faculty responsible for the course. At the completion of the 0.5 c.u. of teaching practicum, the student will receive a Satisfactory/Unsatisfactory grade and a written evaluation from the faculty member responsible for the course. The evaluation will be based on comments of the students taking the course and the impressions of the faculty. One-term course offered either term
Activity: Lecture
0.5 Course Units

MEAM 899 Independent Study
For students who are studying specific advanced subject areas in mechanical engineering and applied mechanics. Before the beginning of the term, the student must submit a proposal outlining and detailing the study area, along with the faculty supervisor’s consent, to the graduate group chair for approval. At the conclusion of the independent study, the student should prepare a brief report. One-term course offered either term
Activity: Independent Study
1.0 Course Unit

MEAM 900 Masters Thesis
Master’s Thesis
Activity: Masters Thesis
1.0 Course Unit

MEAM 995 Dissertation
Activity: Dissertation
1.0 Course Unit

MEAM 999 Thesis/Dissertation Research
For students working on an advanced research program leading to the completion of master’s thesis or Ph.D. dissertation requirements. One-term course offered either term
Activity: Independent Study
1.0 Course Unit

Medical Physics (MPHY)

MPHY 600 Professional Development
Introduction of subspecialties of medical physics (radiation oncology, diagnostic imaging, nuclear medicine and medical health physics), and professional competencies and skills needed for success in a medical physics career. Focus on career placement after graduation with an emphasis on preparation for the medical physics residency application, match, and interview process. Two terms. student may enter either term.
Activity: Lecture
0.0 Course Units

MPHY 601 Introduction to Radiation Protection
Introduction to applied nuclear and atomic physics; radioactive decay; radiation interactions; biological effects and safety guidelines; radiation detection, instrumentation and protection.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units
Notes: CAMPEP core course.

MPHY 602 Physics of Medical / Molecular Imaging
Physical principles of diagnostic radiology, fluoroscopy, computed tomography; principles of ultrasound and magnetic resonance imaging; radioisotope production, gamma cameras, SPECT systems, PET systems; diagnostic and nuclear medicine facilities and regulations. The course includes a component emphasizing the emerging field of molecular imaging.
Course usually offered in fall term
Also Offered As: BE 483, BE 583
Prerequisite: MATH 241 AND BIOL 215 AND BE 305
Activity: Lecture
1.0 Course Unit
Notes: CAMPEP core course.

MPHY 603 Image-Based Anatomy
Taught by a radiation oncologist, this course covers major organ systems and disease areas and is presented from a radiologic or imaging (including cross-sectional) viewpoint in addition to a standard anatomy and physiology presentation.
Course not offered every year
Activity: Lecture
1.0 Course Unit
Notes: This course is required by the ABR. CAMPEP core course.
MPHY 604 Radiological Physics
Fundamental concepts underlying radiological physics and radiation dosimetry. Covers photon and neutron attenuation; radiation and charged particle equilibrium; and interactions of photons and charged particles with matter and radiotherapy dosimetry including photographic, calorimetric, chemical and thermoluminescence dosimetry (formerly Medical Radiation Engineering).
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: CAMPEP core course.

MPHY 605 Medical Ethics / Governmental Regulation
Fundamentals of professional ethics for medical physicists through exploration of Code of Ethics (published by the American Association of Physicists in Medicine); case studies; survey of governmental regulations pertinent to medical physics.
Activity: Lecture
0.5 Course Units
Notes: CAMPEP core course.

MPHY 606 Physics of Radiation Therapy
Clinical radiation oncology physics; principles of radiation-producing equipment; photon and electron beams; ionization chambers and calibration protocols; brachytherapy, dose modeling and calculations; treatment planning.
Activity: Lecture
1.0 Course Unit
Notes: CAMPEP core course.

MPHY 607 Radiation Biology
Fundamental knowledge of mechanisms and biological responses of human beings to ionizing and non-ionizing radiation through the study of effects of radiation on molecules, cells and humans; radiation lesions and repair; mechanisms of cell death; cell cycle effect, radiation sensitizers and protectors; tumor radiobiology; relative sensitivities of human tissue and radiation carcinogenesis. This course is required by the American Board of Radiology (ABR).
Activity: Lecture
1.0 Course Unit
Notes: CAMPEP core course.

MPHY 608 Radiation Detection and Measurement
Fundamentals of detection and measurement of ionizing radiation; working principles of many detectors used currently in the field including their application in radiotherapy, nuclear medicine, and diagnostic radiology.
Activity: Lecture
1.0 Course Unit

MPHY 610 Computational Medical Physics
Fundamentals of computational calculations with MATLAB on common problems in radiation therapy physics: Compton scattering cross-section and its applications; bremsstrahlung scattering cross-sections and its applications; 3D photon dose calculation algorithms; 3D electron dose calculation algorithms; CT reconstruction; DICOM format.
Activity: Lecture
1.0 Course Unit

MPHY 611 Medical Physics Laboratory
Lab course offering hands-on experience with a range of measurements commonly encountered in the practice of clinical medical physics. Project offerings may include: Task Group 51 calibration of linear accelerators; 4-Dimensional Computed Tomography (4DCT) imaging and image analysis; Deformable image registration and dose sum reconstruction; Monthly linear accelerator Quality Assurance (QA) procedures; Brachytherapy source calibration and High Dose Rate (HDR) machine QA; Positron emission tomography (PET) imaging and image analysis; MRI imaging and image analysis; Linear accelerator shielding calculations and radiation survey.
Activity: Laboratory
1.0 Course Unit

MPHY 699 Independent Study
Activity: Independent Study
1.0 Course Unit

MPHY 700 Clinical Practicum
Practical experience in a subspecialty of medical physics including radiation therapy, diagnostic imaging, radiation safety, and nuclear medicine. Taking place in a clinical setting and supervised by a qualified medical physicist, the 256 hour practicum provides an understanding of instrumentation methodology, calibration, treatment planning, and quality assurance; and may include patient interaction, clinical conference attendance, and a review of new techniques in radiation oncology.
Activity: Laboratory
1.0 Course Unit

MPHY 990 THESIS I
Faculty-mentored research project (extended research paper or original research) resulting in a final paper and short oral presentation that is the culmination of a master student's graduate study.
Activity: Masters Thesis
1.0 Course Unit

MPHY 991 THESIS II
Faculty-mentored research project (extended research paper or original research) resulting in a final paper and short oral presentation that is the culmination of a master student's graduate study.
Activity: Masters Thesis
1.0 Course Unit

Military Science (MSCI)

MSCI 101 Basic Leadership I Laboratory/Practicum
Provides hands-on experience to reinforce leadership fundamentals, while emphasizing increased awareness of and proficiency in military skills. No credit, or as awarded by cross-enrolled schools.
Course usually offered in fall term
Corequisite: MSCI 110
Activity: Laboratory
1.0 Course Unit

MSCI 102 Basic Leadership I Laboratory/Practicum
Provides hands-on experience to reinforce leadership fundamentals, while emphasizing increased awareness of and proficiency in military skills. No credit, or as awarded by cross-enrolled schools.
Course usually offered in spring term
Corequisite: MSCI 120
Activity: Laboratory
1.0 Course Unit
MSCI 110 Leadership and Personal Development
Introduces students/cadets to the personal challenges and competencies that are critical for effective leadership. Focus is placed on developing basic knowledge and comprehension of the U.S. Army's Leadership Dimensions while gaining a 'big picture' understanding of the Army ROTC program, its purpose in the U.S. Army and our nation, and its advantages for the student. Classes are conducted for one hour once each week. Credit excluded from full-time calculation.
Course usually offered in fall term
Corequisite: MSCI 101
Activity: Lecture
1.0 Course Unit

MSCI 120 Foundations In Leadership
Reviews leadership fundamentals such as setting direction, problem solving, listening, presenting briefs, providing feedback and using effective writing skills. Students/cadets are also exposed to key fundamentals of skills required to be successful as an MS II cadet; namely military map reading and land navigation, and small unit operations/leadership drills. Credit excluded from full-time calculation.
Course usually offered in spring term
Corequisite: MSCI 102
Activity: Lecture
1.0 Course Unit

MSCI 201 Basic Leadership 2 Laboratory/Practicum
Provides hands-on experience to reinforce leadership fundamentals, while emphasizing increased awareness of and proficiency in military skills. No credit, or as awarded by cross-enrolled schools.
Course usually offered in fall term
Corequisite: MSCI 210
Activity: Laboratory
1.0 Course Unit

MSCI 202 Basic Leadership Laboratory/Practicum
Provides hands-on experience to reinforce leadership fundamentals, while emphasizing increased awareness of and proficiency in military skills. Basic Course Leadership Laboratory. 2h. Open only to (and required of) students in the associated Military Science course. Series, with different roles for students at different levels in the program. Learn and practice basic skills. Gain insight into Advanced Course in order to make an informed decision whether to apply for it. Build self-confidence and team-building leadership skills that can be applied throughout life. Basic Course Physical Fitness. Only open to students in MSCI 101, MSCI 102, MSCI 201 and MSCI 202. Series, with different roles for students at different levels in the program. Participate in and learn to lead a physical fitness program. Emphasis on the development of an individual fitness program and the role of exercise and fitness is one's life. Students who continue in the advanced course as juniors and seniors become obligated to serve either on active duty or in the reserve component. The Advanced Course consists of the courses MSCI 301, MSCI 302, MSCI 401 and MSCI 402. It is open only to students who have completed the Basic Course or earned placement credit for the basic course (various methods). The Advanced Course is designed to qualify a student for a commission as an officer of the United States Army. Students must complete all courses numbered greater than 300, to include a six-week Advanced Camp during the summer, usually between the junior and senior years. The courses must be taken in sequence unless otherwise approved by the Professor of Military Science. All contracted students receive $150 per month stipend during the school year. No credit, or as awarded by cross-enrolled schools.
Course usually offered in spring term
Corequisite: MSCI 220
Activity: Laboratory
1.0 Course Unit

MSCI 210 Innovative Tactical Leadership
Explores the dimensions of creative and innovative tactical leadership strategies and styles by studying historical case studies and engaging in interactive student exercises. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of rank, uniform, customs and courtesies. Credit excluded from full-time calculation.
Course usually offered in fall term
Corequisite: MSCI 201
Activity: Lecture
1.0 Course Unit

MSCI 220 Leadership In Changing Environments
Examines the challenges of leading in complex contemporary operational environments. Students/cadets are exposed to more complex land navigation/map reading tasks, as well as more advanced small unit operations/leadership drills. Cadets develop greater self awareness as they practice communication and team building skills. Credit excluded from full-time calculation.
Corequisite: MSCI 202
Activity: Lecture
1.0 Course Unit

MSCI 230 Adaptive Team Leadership
Provides hands-on experience to reinforce leadership fundamentals, while emphasizing increased awareness of and proficiency in military skills. Taught by: Kushner
Activity: Laboratory
1.0 Course Unit
**MSCI 301 Leadership Laboratory/Practicum 3**
Provides hands-on experience to reinforce leadership fundamentals, while emphasizing increased awareness of and proficiency in military skills. No credit, or as awarded by cross-enrolled schools.
Course usually offered in fall term
Prerequisite: MSCI 101 AND MSCI 102 AND MSCI 110 AND MSCI 120 AND MSCI 201 AND MSCI 202 AND MSCI 210 AND MSCI 220
Corequisite: MSCI 310
Activity: Laboratory
1.0 Course Unit

**MSCI 302 Leadership Laboratory/Practicum**
Provides hands-on experience to reinforce leadership fundamentals, while emphasizing increased awareness of and proficiency in military skills. ROTC Advanced Camp. A six-week camp conducted at an Army post. Only open to (and required of) students who have completed MSCI 301 and MSCI 302. The student receives pay. Travel, lodging and most meal cost are defrayed by the US Army. The Advanced Camp environment is highly structured and demanding, stressing leadership at small unit levels under varying, challenging conditions. Individual leadership and basic skills performance are evaluated throughout the camp. The leaders and skills evaluations at the camp weigh heavily in the subsequent selection process that determines the type commission and job opportunities given to the student upon graduation from ROTC and the university Nurse Summer Training Program. Consist of three weeks at an Advanced Camp (see above) and up to five weeks serving as a nurse in a military medical treatment facility. Only open to (and required of) nursing students who have completed MSCI 301 and MSCI 302. Replaces normal advanced. The student receives pay. Travel, lodging and most meal costs are defrayed by the US Army. The camp and clinical environments are demanding, stressing leadership and basic skills performance are evaluated throughout. The leadership and skills evaluations weigh heavily on the subsequent selection process that determines the job opportunities offered to the nurse upon graduation. No credit, or awarded by cross-enrolled schools.
Course usually offered in spring term
Prerequisite: MSCI 101 AND MSCI 102 AND MSCI 110 AND MSCI 120 AND MSCI 201 AND MSCI 202 AND MSCI 210 AND MSCI 220
Corequisite: MSCI 301
Activity: Laboratory
1.0 Course Unit

**MSCI 310 Leadership in Contact**
Uses increasingly intense situational leadership challenges to build cadet awareness and skills in leading small units. Skills in decision-making, persuading, and motivating team members when ‘in combat’ are explored, evaluated, and developed. Credit excluded from full-time calculation.
Prerequisite: MSCI 101 AND MSCI 102 AND MSCI 110 AND MSCI 120 AND MSCI 201 AND MSCI 202 AND MSCI 210 AND MSCI 220
Corequisite: MSCI 301
Activity: Lecture
2.0 Course Units

**MSCI 320 Complex Team Leadership Issues**
Challenges cadets with more complex leadership issues to further develop, practice, and evaluate adaptive leadership. Cadets continue to analyze and evaluate their own leadership values, attributes, skills and actions in preparation for the Leadership Development and Assessment Course (LDAC). Primary attention is given to preparation for LDAC and the development of both tactical skills and leadership qualities. Credit excluded from full-time calculation.
Course usually offered in spring term
Corequisite: MSCI 302
Activity: Lecture
1.0 Course Unit

**MSCI 330 Military Leadership**
Provides hands-on experience to reinforce leadership fundamentals, while emphasizing increased awareness of and proficiency in military skills. Taught by: Kushner
Prerequisite: MSCI 101 AND MSCI 102 AND MSCI 110 AND MSCI 120 AND MSCI 201 AND MSCI 202 AND MSCI 210 AND MSCI 220
Activity: Laboratory
1.0 Course Unit

**MSCI 401 Leadership Laboratory/Practicum 4**
Provides hands-on experience to reinforce leadership fundamentals, while emphasizing increased awareness of and proficiency in military skills. Credit excluded from full-time calculation.
Course usually offered in fall term
Prerequisite: MSCI 101 AND MSCI 102 AND MSCI 110 AND MSCI 120 AND MSCI 201 AND MSCI 202 AND MSCI 210 AND MSCI 220
Corequisite: MSCI 410
Activity: Laboratory
1.0 Course Unit

**MSCI 402 Leadership Laboratory/Practicum**
Provides hands-on experience to reinforce leadership fundamentals, while emphasizing increased awareness of and proficiency in military skills. Advance Course Leadership Laboratories. 2h. Open only to students in the associated Military Science course. Series, with different roles for students at different levels in the program. Involves leadership responsibilities for the planning, coordination, execution and evaluation of various training and activities with Basic Course students and for the ROTC program as a whole. Students develop, practice and refine leadership skills by serving and being evaluated in a variety of resposible positions. Advanced Course Physical Fitness. Only offered to (and required of) students in MSCI 301, MSCI 302, MSCI 401 and MSCI 402, of which this program is an integral part. Series, with different roles for students at different levels in the program. Participate in and learn to plan and lead physical fitness programs. Develops the physical fitness required of an officer in the Army. Emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life. No credit, or as awarded by cross-enrolled schools.
Course usually offered in spring term
Prerequisite: MSCI 101 AND MSCI 102 AND MSCI 110 AND MSCI 120 AND MSCI 201 AND MSCI 202 AND MSCI 210 AND MSCI 220 AND MSCI 301 AND MSCI 302 AND MSCI 310 AND MSCI 320
Corequisite: MSCI 420
Activity: Laboratory
1.0 Course Unit
MSCI 410 Developing Adaptive Leaders
Develops cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing leadership performance feedback to subordinates. Cadets are given situational opportunities to assess risk, make ethical decisions, and provide coaching to fellow ROTC cadets. Credit excluded from full-time calculation.
Course usually offered in fall term
Prerequisite: MSCI 101 AND MSCI 102 AND MSCI 110 AND MSCI 120 AND MSCI 201 AND MSCI 202 AND MSCI 210 AND MSCI 220 AND MSCI 301 AND MSCI 302 AND MSCI 310 AND MSCI 320
Corequisite: MSCI 401
Activity: Lecture
1.0 Course Unit

MSCI 420 Leadership in the Contemporary Operating Environment of the 21st Century
Explores the dynamics of leading in the complex situations of current military operations. Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support are examined and evaluated. Credit excluded from full-time calculation.
Prerequisite: MSCI 101 AND MSCI 102 AND MSCI 110 AND MSCI 120 AND MSCI 201 AND MSCI 202 AND MSCI 210 AND MSCI 220 AND MSCI 301 AND MSCI 302 AND MSCI 310 AND MSCI 320
Corequisite: MSCI 402
Activity: Lecture
2.0 Course Units

Modern Middle East Studies (MODM)
The courses listed on this page are exclusive to the LPS BAAS degree (https://lpsonline.sas.upenn.edu/features/what-bachelor-applied-arts-and-sciences-degree/) and LPS Online certificates (https://lpsonline.sas.upenn.edu/academics/certificates/).

MODM 100 The Middle East and the West
This course provides an overview of themes and issues in Middle Eastern history from the medieval era to the present, with an emphasis on encounters and exchanges between the 'Middle East' (defined as Southwest Asia and North Africa) and the 'West' (chiefly Europe and the United States). Key topics include perceptions of Islam since its inception, conflicts between predominantly Christian Europe and the Islamic world during the Crusades, East-West encounters during the age of exploration, European colonial domination of the Middle East from the 19th century, independence movements and the rise of nationalism in the 20th century, the Middle East and the Cold War, and the challenge of Islamist radicalism and anti-Western sentiment in recent times.
Activity: Online Course
1.0 Course Unit

MODM 200 Women and Gender in the Middle East
Depictions of Middle Eastern women frequently present them as voiceless, oppressed, and disadvantaged, and often cite Islam as the cause. This course explores the many complexities of gender and the position of women in the predominantly Islamic Middle East, surveying the major developments, themes, and problems in women's history from the medieval era to the contemporary period. Special emphasis will be placed on the role of women in foundational Islamic texts and the many interpretations of those texts regarding questions of gender. The course will also challenge the idea that gender divisions and the role assigned to women have been static throughout history, by tracing women's legal status, sexual morality, family life, and economic and political participation over time. Themes discussed include the importance of the harem and the influence of women in political life, the challenges posed by the impact of the West, women's reactions to these challenges, the return of Islam and Islamism, and the repercussions for women in dress, employment, and moral life. The course will also consider gender norms and homoerotic relations. In addition, the course will also look at Western representations of the Oriental woman, the effects of colonialism and nationalism on Middle Eastern women, and the rise of Muslim women activist movements. We will also address the highly contested subject of veiling and consider the effects of modern US wars on Middle Eastern women. Seeking to go beyond just scholarly studies, this course will make use of art, documentaries, and literature in order to demonstrate how, in the modern period, women have defined themselves amid great political, social and economic turmoil.
Activity: Online Course
1.0 Course Unit

MODM 260 Oil, Poli in Mid East
Few issues have dominated the economic and political landscape of the Middle East over the past hundred years more visibly than oil. This course examines the historical, economic, political and social dimensions of petroleum exploration in the region, from the first major oil discoveries in Iran in 1908 to more recent attempts to diversify the regions economic and energy practices. Topics discussed include oil and economic development, colonialism and foreign oil exploration, petro-nationalism and the rise of OPEC, the Arab oil embargo of 1973, the significance of oil in the US-Saudi relationship, and the role of climate change and sustainability priorities in the Middle East.
Activity: Online Course
1.0 Course Unit
MODM 300 Rigs Trads Mid East
Understanding the modern Middle East is almost impossible without first developing an appreciation for the importance of its diverse religious traditions, and the role that religion has played in the development of the region since antiquity. This course examines the many ways that religion has functioned in Middle Eastern societies, beginning with ancient, pre-Islamic practices, such as the Zoroastrian religion of the Persian Empire, the development of Judaism among the ancient Israelites, and the spread of Christianity in the eastern Roman Empire. Of special interest will be the rise of Islam in the seventh century, and the development of unique and localized Islamic traditions in the rapidly expanding Arab empires of the medieval period. The class will focus on such themes as the differences between Sunni and Shia Islam, the position of non-Muslim minorities in Islamic history and the different responses offered by Muslims to the challenge of west ern hegemony in predominantly Muslim lands. The class will conclude by looking closely at the many ways religion is practiced in the Middle East today, from the official secularism of states like Turkey, to the post-revolutionary religious politics of the Islamic Republic of Iran, to the complex relationship between Judaism and Zionism in Israel, to the special challenges faced by Christian and other minorities in places like Egypt or Lebanon.

Activity: Online Course
1.0 Course Unit

Music (MUSC)

MUSC 005 College Music Program
Private study in voice, keyboard, strings, woodwind, brass, percussion, and non-western instruments. Such study is designed to meet the artistic, technical, and/or professional needs of the student. Note: This is not a syllabus. Course requirements and assessment will be determined by the private instructor. Private lessons in the College House Music cannot be taken Pass/Fail. Please visit http://www.sas.upenn.edu/music/performance. Students cannot register through Penn In Touch. Registration will be maintained by the music department upon receipt of application and instructor permission. Prerequisite: Permits will be entred after student completes College Music House. Forms available in Music department.

Activity: Studio
0.5 Course Units
Notes: Permits will be entered after student completes College Music House form. Forms available in Music department.

MUSC 007 Ensemble Performance
Successful participation in a music department sponsored group. Ensemble groups: University Orchestra, University Wind Ensemble, Choral Society, University Choir, Ancient Voices, Baroque and Recorder Ensemble, Chamber Music Society, Arab Music Ensemble, Samba and Jazz Combo. This course must be taken for a letter grade (Pass/Fail registration option may not be utilized for this course). Prerequisite: Please contact Ensemble Director if you are interested in taking Music 007 for credit.

Activity: Studio
0.5 Course Units
Notes: Please contact Ensemble Director if you are interested in taking Music 007 for credit.

MUSC 010 Marian Anderson Performance Program
Special instruction in vocal and instrumental performance for music majors and minors only. Students must demonstrate in an audition that they have already attained an intermediate level of musical performance. They also must participate in a Music Department ensemble throughout the academic year, perform in public as a soloist at least once during the year (recital), perform a jury at the end of the spring semester, and attend and participate in masterclasses. Prerequisite: Must be a music major or minor.

Two terms. student must enter first term.
Activity: Lecture
0.5 Course Units

MUSC 016 Freshman Seminar
The primary goal of the freshman seminar program is to provide every freshman the opportunity for a direct personal encounter with a faculty member in a small setting devoted to a significant intellectual endeavor. Specific topics will be posted at the beginning of each academic year. Please see the College Freshman seminar website for information on current course offerings http://www .college.upenn.edu/courses/seminars/freshman.php. Fulfills Arts and Letters sector requirement.
Course not offered every year
Activity: Seminar
1.0 Course Unit

MUSC 018 Freshman Seminar
The primary goal of the freshman seminar program is to provide every freshman the opportunity for a direct personal encounter with a faculty member in a small setting devoted to a significant intellectual endeavor. Specific topics will be posted at the beginning of each academic year. Please see the College Freshman seminar website for information on current course offerings http://www .college.upenn.edu/courses/seminars/freshman.php.
Course not offered every year
Also Offered As: URBS 018
Activity: Seminar
1.0 Course Unit

MUSC 030 1000 Years of Musical Listening
We know that we like music and that it moves us, yet it is often difficult to pinpoint exactly why, and harder still to explain what it is we are hearing. This course takes on those issues. It aims to introduce you to a variety of music, and a range of ways of thinking, talking and writing about music. The majority of music dealt with will be drawn from the so-called ‘Classical’ repertoire, from the medieval period to the present day, including some of the ‘greats’ such as Handel, Beethoven, Mozart, Berlioz, and Verdi, but will also introduce you to music you will most likely never have encountered before. This course will explore the technical workings of music and the vocabularies for analyzing music and articulating a response to it; it also examines music as a cultural phenomenon, considering what music has meant for different people, from different societies across the ages and across geographical boundaries. As well as learning to listen ourselves, we will also engage with a history of listening. No prior musical knowledge is required. (Formerly Music 021).
Fulfils College Cross Cultural Foundational Requirement.
For BA Student: Arts and Letters Sector
Taught by: Calcagno, Caldwell, Goodman
One-term course offered either term
Activity: Lecture
1.0 Course Unit
Notes: Open to all students
MUSC 032 Composers
This course will center on the biography, works, and cultural context of a specific composer or group of composers. As well as introducing students to the musical works of the composer(s), the course will examine issues such as reception history, the canon, mechanisms of cult formation, authorship and attribution, identity, historical and social contexts, and nationalism and patriotism.
For BA Students: Arts and Letters Sector
Taught by: Calcagno, Caldwell, Goodman, Kallberg
Course not offered every year
Activity: Lecture
1.0 Course Unit

MUSC 033 History of Opera
An investigation, through a series of representative works, of the central problem of opera: how does the combination of music, text, and visual spectacle create an art form in which the whole is more powerful than its parts. Today this issue can be examined not only in live performances but also through media such as film, DVD, streaming video-- media to which this four-centuries-old multimedia form has adapted, evolving in still compelling ways. The works chosen for the course provide a chronological survey but also represent the variety of sources on which opera has drawn for it subject matter: myth and legend, the epic, the novel, and the play.
For BA Students: Arts and Letters Sector
Taught by: Calcagno, Goodman
Course not offered every year
Activity: Lecture
1.0 Course Unit

MUSC 034 Music Makers
Courses under this number will treat composer performers and performance. Courses will include a class on Haydn and Mozart (formerly 027); Beethoven (Formerly 028; and Mahler (formerly 025).
Taught by: Caldwell, Goodman, Kallberg
Course not offered every year
Activity: Lecture
1.0 Course Unit

MUSC 035 Jazz Style and History
This course is an exploration of the family of musical idioms called jazz. Attention will be given to issues of style development, selective musicians, and to the social and cultural conditions and the scholarly discourses that have informed the creation, dissemination and reception of this dynamic set of styles from the beginning of the 20th century to the present. Fulfills Cultural Diversity in the U.S.
Taught by: Ramsey
Course not offered every year
Also Offered As: AFRC 077
Activity: Lecture
1.0 Course Unit
Notes: This course is an exploration of the family of musical idioms called jazz. Attention will be given to issues of style development, selective musicians, and to the social and cultural conditions and the scholarly discourses that have informed the creation, dissemination and reception of this dynamic set of styles from the beginning of the 20th century to the present. Fulfills Cultural Diversity in the U.S.

MUSC 044 Thinking About Popular Music
Catchy and controversial, fluffy and hard-hitting: by definition popular music snags our attention and entertains. This course digs into the experiences of musicians and fans, unpacking how popular music manifests the hopes, contradictions, ingenuity, and challenges of life in the United States. Music 44 is organized around three core questions: first, what counts as good music and who gets credit for being creative; second, why has popular music, at various points in history, been perceived as socially dangerous (and musicians as deviant); third, what is the history of borrowing and appropriation, and how do these habits, which overwhelmingly affect musicians of color, continue to play out today? We delve into these questions and more by analyzing the musical traits of specific repertoire, profiling artists’ lives, investigating changes in the music industry, and situating popular music in U.S. cultural history from the mid-nineteenth century to today. Lectures introduce the social and cultural history of popular music. Through close listening exercises and out of class students will learn how to hear and respond to music critically. Selected readings demonstrate for students how to form an argument using musical sources. Discussions in class, presentations and debates, exams, and writing assignments provide students the chance to build, exercise, and improve these skills.
Taught by: Goodman
Course not offered every year
Activity: Lecture
1.0 Course Unit

MUSC 047 That's My Song!: Musical Genre as Social Contract
Music in American history has been fundamental to identity formation because, as one scholar notes, it comprises 'the deepest feelings and qualities that make a group unique. Through moving and sounding together in synchrony, people can experience a feeling of oneness with others.' This course examines how various musical genres have served as ‘social contracts’ among audiences throughout the process of this country’s nation building process. Within America’s melting pot ideal, communities of listeners have asserted their powerful convictions about social identity through musical praxis and its ‘rules of engagement.’ The discourses surrounding the notion of ‘genre’ have often made these meanings legible, audible and powerful for many. From Protestant church performance practices, to minstrelsy, to Tin Pan Alley to rock and hip-hop, the social agreements of musical genres help us understand the dynamism of American identities.
Taught by: Ramsey
Course not offered every year
Also Offered As: AFRC 047
Activity: Lecture
1.0 Course Unit
MUSC 049 Listening to Nostalgia from the Phonograph to YouTube.
In revising the past, nostalgia invites us to also rethink the present, its ideals and its utopias. This CWIC course covers a century of nostalgia's aural technological mediation, from the invention of the phonograph to today's digital media such as YouTube. We will explore how conflicting forms of aural nostalgia (the longing for the sounds of other times or other places) are seen either as a suspicious refuge or an empowering cultural resource, and how they affect personal and collective identities, such as enhancing self-esteem or providing interpersonal bonds. The objective is to develop the students public speaking skills by voicing their own experiences of nostalgia while trying to understand the broader social, cultural, and communal issues at stake in nostalgic sounds. Through the examination of readings, analyses of recent and archival recordings, exhibits, and discussions, we will examine the intricate roles nostalgia has played at the intersections of aesthetics, technology, politics, marketing, the environment, and various audiovisual media, and how they affect us as individuals and communities. In order to develop their oral communication skills, students will be required to give presentations on topics chosen by the instructors in formats that employ different research, organization, and presentation competencies. Every week a small group of students will report on an example of sonic nostalgia found in Philadelphia in the style of a nostalgic radio program (or podcast). Each student will give a more formal oral critique of a nostalgic artifact of their choice, engaging with the plurality of oral (and aural) forms of nostalgia. Prerequisite: Communication within the Curriculum.
Taught by: Pare-Morin
Course not offered every year
Activity: Lecture
1.0 Course Unit
Notes: Communication within the Curriculum.

MUSC 050 World Musics and Cultures
This course examines how we as consumers in the 'Western' world engage with musical difference largely through the products of the global entertainment industry. We examine music cultures in contact in a variety of ways—particularly as traditions in transformation. Students gain an understanding of traditional music as live, meaningful person-to-person music making, by examining the music in its original site of production, and then considering its transformation once it is removed, and recontextualized in a variety of ways. The purpose of the course is to enable students to become informed and critical consumers of 'World Music' by telling a series of stories about particular recordings made with, or using the music of, peoples culturally and geographically distant from the US. Students come to understand that not all music downloads containing music from unfamiliar places are the same, and that particular recordings may be embedded in intriguing and controversial narratives of production and consumption. At the very least, students should emerge from the class with a clear understanding that the production, distribution, and consumption of world music is rarely a neutral process. Fulfills College Cross Cultural Foundational Requirement.
For BA Students: Arts and Letters Sector
Taught by: Muller, Rommen, Sykes
One-term course offered either term
Also Offered As: AFRC 050, ANTH 022, FOLK 022
Activity: Lecture
1.0 Course Unit

MUSC 051 Music of Africa
African Contemporary Music: North, South, East, and West. Come to know contemporary Africa through the sounds of its music: from South African kwela, jazz, marabi, and kwai to Zimbabwean chimurenga; Central African soukous and pygmy pop; West African Fuji, and North African rai and hophop. Through reading and listening to live performance, audio and video recordings, we will examine the music of Africa and its intersections with politics, history, gender, and religion in the colonial and post colonial era. (Formerly Music 053). Fulfills College Cross Cultural Foundational Requirement.
For BA Students: Arts and Letters Sector
Taught by: Muller
Course not offered every year
Also Offered As: AFRC 053, COML 053
Activity: Lecture
1.0 Course Unit

MUSC 053 Music in Troubled Places
In this class, we go beyond the headlines to discuss the history and cultures of peoples who have had to endure terrible suffering, particularly through ethnic conflict and civil war. We will focus on a curious phenomenon: populations typically defined as separate from one another (e.g., Israelis and Palestinians) often have a history of shared or related cultural practices, of which music is a prime example. We will survey a number of current and recent conflict zones and use music as a way to deepen our understanding of the identities and relationships between the peoples involved including through a consideration of my own fieldwork in Sri Lanka. Querying the very definitions of music, trouble, and place, the course then broadens out to consider how musicians have been affected by and/or responded to important global problems like slavery, sexual violence, climate change and other ecological disasters, like Hurricane Katrina. Regions to be considered in our lectures and/or readings include: Afghanistan, Iraq, Syria (including Kurdish musics), Israel-Palestine, Sri Lanka, the Maldives, Myanmar/Burma, Uganda, Sierra Leone, North and South Korea, the Marshall Islands, Cambodia, Mexico, and the United States.
Taught by: Sykes
Course not offered every year
Also Offered As: ANTH 053, NELC 054
Activity: Lecture
1.0 Course Unit

MUSC 056 Seeing/Hearing Globally: Knowing People, Culture, and Places through Travel
Students are provided a general introduction to a country's history, politics, environment, and performance through a range of resources: scholarly literature, film, music, and online resources; with particular focus on sites, communities, and events included in the 12 day intensive travel to that country (either Fall semester Intro with winter break travel; or spring semester Intro with late spring intensive travel). Students are given guidelines for writing about and representing live performances and experiences of exhibits and heritage sites for journaling and are expected to produce a written/creative project at the end of the travel. The itinerary and specific course content will vary according to the travel site and focus of each class.
Taught by: Muller
Course not offered every year
Also Offered As: AFRC 056, ANTH 056, COML 056
Activity: Seminar
1.0 Course Unit
Notes: Application required through Penn Global: <a href='https://global.upenn.edu/pennabroad/pgs'>https://global.upenn.edu/pennabroad/pgs</a>
**MUSC 070 Introduction to Theory and Musicianship: Making Sense of Music.**
This course will cover basic skills and vocabulary for reading, hearing, performing, analyzing, and writing music. Students will gain command of musical rudiments, including notation, reading and writing in treble and bass clefs, intervals, keys, scales, triads and seventh chords, and competence in basic melodic and formal analysis. The course will include an overview of basic diatonic harmony, introduction to harmonic function and tonization. Musicianship skills will include interval and chord recognition, rhythmic and melodic dictation and familiarity with the keyboard. There will be in-depth study of selected compositions from the ‘common practice’ Western tradition, including classical, jazz, blues and other popular examples. Listening skills—both with scores (including lead sheets, figured bass and standard notation), and without—will be emphasized. There is no prerequisite. Fulfills College Formal Reasoning and Analysis Foundational Requirement.
Taught by: Waltham-Smith, Weesner
One-term course offered either term
Activity: Lecture
1.0 Course Unit

**MUSC 075 Musical Interfaces and Robotics**
Musical Interfaces and Robotics is a skills and discussion-based class for students interested in learning the basics of electricity and physical computing specifically for musical purposes. Discussions will be organized around readings related to art and technology with a focus on sound-based works. Students will learn to program Arduinos that control DC motors and respond to physical buttons or sensors. We will learn how to integrate these tools with music applications that communicate with MIDI such as Reaper, Logic Pro, and/or Max/MSP. As a final project students will present a working prototype for a new instrument they’ve created or plans for an art installation featuring a kinetic sculptural element.
Taught by: Jacobs
Activity: Seminar
1.0 Course Unit

**MUSC 077 Introduction to Electronic Musicmaking**
An exploration of composition, style, and technique in a variety of popular and experimental electronic music genres. We'll study and practice making works in genres including acousmatic music, beat-driven music such as hip-hop and techno, pop songwriting, and sound art. As we proceed, we'll investigate techniques including field recording, sampling, sound synthesis, and generative music. Within each genre, we'll begin from the analysis and technique of exemplary music, then work towards presentation and group discussion of student composition projects.
Taught by: Burns
Course not offered every year
Activity: Lecture
1.0 Course Unit

**MUSC 080 Introduction to Electronic Musicmaking**
An exploration of composition, style, and technique in a variety of popular and experimental electronic music genres. We'll study and practice making works in genres including acousmatic music, beat-driven music such as hip-hop and techno, pop songwriting, and sound art. As we proceed, we'll investigate techniques including field recording, sampling, sound synthesis, and generative music. Within each genre, we'll begin from the analysis and technique of exemplary music, then work towards presentation and group discussion of student composition projects.
Taught by: Burns
Course not offered every year
Activity: Lecture
1.0 Course Unit

**MUSC 081 Film Music in Post 1950 Italy: Nino Rota and Ennio Morricone**
An exploration of cinematic sound through the lens of specific composer/director collaborations in post-1950 Italy, examining scores, soundtracks, and the interaction of diegetic and non-diegetic music with larger soundscapes. Composers Nino Rota and Ennio Morricone serve as case studies, in partnership with directors Fellini, Visconti, Leone, Pontecorve, Pasolini, and Coppola. Highlights include several excerpts from the Fellini/Rota collaboration, including The White Sheik, I vitelloni, The Road, Nights of Cabiria, La dolce vita, 8 1/2, Juliet of the Spirits, Satyricon, The Clowns, Roma, Amarcord, Casanova, and Orchestra Rehearsal. Rota's music for Visconti will be examined in Senso, the Leopard, and Rocco and his Brothers, along with his Transatlantic collaboration for The Godfather. Morricone's work with various directors will be discussed in The Good, the Bad, and the Ugly, The Battle of Algiers, and Teorema, as well as for American films such as Malick’s Days of Heaven and Tarantino’s The Hateful Eight. Weekly screenings required. Open to all: music majors, minors, and non-majors; will count toward requirements for music minor. Knowledge of music and Italian helpful but not required. All readings and lectures in English.
Taught by: Samuel
Also Offered As: CIMS 081, ITAL 081
Activity: Seminar
1.0 Course Unit

**MUSC 099 Guided Research**
Individual research under the supervision of a member of the faculty. One-term course offered either term
Activity: Independent Study
1.0 Course Unit

**MUSC 130 Introduction to European Art Music**
This course aims to introduce students to what it means to study the European musical tradition. Students will approach the diverse music for Visconti will be examined in Senso, the Leopard, and Rocco and his Brothers, along with his Transatlantic collaboration for The Godfather. Morricone's work with various directors will be discussed in The Good, the Bad, and the Ugly, The Battle of Algiers, and Teorema, as well as for American films such as Malick’s Days of Heaven and Tarantino’s The Hateful Eight. Weekly screenings required. Open to all: music majors, minors, and non-majors; will count toward requirements for music minor. Knowledge of music and Italian helpful but not required. All readings and lectures in English.
Taught by: Samuel
Also Offered As: CIMS 081, ITAL 081
Activity: Seminar
1.0 Course Unit

**MUSC 130 Introduction to European Art Music**
This course aims to introduce students to what it means to study the European musical tradition. Students will approach the diverse music that constitute the classical tradition from a variety of scholarly perspectives. The goal of this class is to listen deeply and think broadly. Students will consider questions such as: what sort of object is music? Where is it located? What does it mean to say a work is ‘canonic’? What is left out of the story? This class will be in dialog with other tier-one classes, and will consider what the historian can bring to the study and understanding of music. Fulfills the requirements of the Music major.
For BA Students: Arts and Letters Sector
Taught by: Calcagno, Caldwell, Goodman, and Kallberg
Course not offered every year
Prerequisite: MUSC 070
Activity: Lecture
1.0 Course Unit
Notes: Fulfills the requirements of the Music Major. Music 070 prerequisite.
MUSC 135 Introduction to the Music Life in America
This course surveys American musical life from the colonial period to the present. Beginning with the music of Native Americans, the European legacy, and the African Diaspora, the course treats the singular social and political milieu that forged the profile of America’s musical landscape. Attention will be given to the establishment of the culture industry and to various activities such as sacred music, parlor music, concert and theater music, the cultivation of oral traditions, the appearance of jazz, the trajectory of western art music in the United States, and the eventual global dominance of American popular music. Music 070 prerequisite. Preference given to music Majors and Minors. Fulfills the Cultural Diversity in the U.S. College Requirement.
Taught by: Ramsey, Goodman
Course not offered every year
Activity: Lecture
1.0 Course Unit

MUSC 150 Introduction to Ethnomusicology
This course introduces students to the field of ethnomusicology through a series of case studies that explore a range of traditional, popular, and art musics from around the world. The course takes as a point of departure several works of musical ethnography, musical fiction, and musical autobiography and, through in-depth reading of these texts, close listening to assigned sound recordings, and in-class case studies, generates a context within which to think and write about music. Prerequisite: Fulfills the requirements of the Music major.
Taught by: Muller, Rommen, Sykes
Course not offered every year
Activity: Lecture
1.0 Course Unit
Notes: Fulfills the requirements of the Music Major.

MUSC 170 Theory and Musicianship I
Introduction to and development of principles of tonal voice-leading, harmonic function, counterpoint, and form through written analysis, composition, improvisation, and written work. Course covers diatonic harmony and introduction to chromaticism. Repertoires will focus on Western classical music. Musicianship component will include sight-singing, dictation keyboard harmony. Fulfills College Formal Reasoning and Analysis Foundational Requirement. Required of music majors.
Taught by: Moreno, Primosch, Weesner
Course usually offered in fall term
Prerequisite: MUSC 070
Activity: Lecture
1.5 Course Unit
Notes: Required of music majors.

MUSC 171 Theory and Musicianship II
Continuation of techniques established in Theory and Musicianship I. Explores chromatic harmony. Concepts will be developed through analysis and model composition. Musicianship component will include sight singing, clef reading, harmonic dictation and keyboard harmony. Required of music majors.
Taught by: Moreno, Weesner
Course usually offered in spring term
Prerequisite: MUSC 170
Activity: Lecture
1.5 Course Unit
Notes: Required of music majors.

MUSC 230 Historical Eras and Topics: Earlier Periods
This course offers an in-depth look at topics and repertoires of the ‘earlier’ periods, namely one (or more) of three historical epochs: Medieval, Renaissance, or Baroque. The purpose of this course is to give students the opportunity to engage deeply with musical works historically, analytically, and contextually, in addition to introducing a range of methodologies within the historical study of Music. (Formerly Music 120, 121,122).
Taught by: Calcagno, Caldwell, Goodman
Course not offered every year
Activity: Seminar
1.0 Course Unit

MUSC 231 Historical Eras and Topics: Later Periods
This course offers an in-depth look at topics and repertoires of the eighteenth century to today. Classes focus on one (or more) of four historical epochs: Enlightenment, Romantic, Modern, and Postmodern. The purpose of this course is to give students the opportunity to engage deeply with musical works historically, analytically and contextually, in addition to introducing a range of methodologies within the historical study of music. (Formerly 123, 124).
Taught by: Goodman, Kallberg, Ramsey
Activity: Lecture
1.0 Course Unit

MUSC 232 Themes in Music History
In this course, students will have the opportunity to explore music history from a thematic or conceptual perspective, frequently through several eras. Past themes organizing the course include the Voice, the Sacred, Uncanny, Technology, Instruments, Orality and Literacy, and Machines. Taught by: Calcagno, Caldwell, Goodman, Kallberg, Ramsey
Course not offered every year
Activity: Lecture
1.0 Course Unit

MUSC 234 Music Makers
Courses under this number will treat composer, performers, and performance. This class may also on occasion have a performance component, including collaborations with local performance venues, artists in residence. Courses will include a class on Haydn and Mozart (formerly 027); Beethoven (formerly 28); Mahler (formerly 25); Monks and Nuns; String Quartets.
Taught by: Calcagno, Caldwell, Goodman, Kallberg, Ramsey
Course not offered every year
Activity: Lecture
1.0 Course Unit
MUSC 235 Studies in African-American Music
This course explores aspects of the origins, style development, aesthetic philosophies, historiography, and contemporary conventions of African-American musical traditions. Topics covered include: the music of West and Central Africa, the music of colonial America, 19th century church and dance music, minstrelsy, music of the Harlem Renaissance, jazz, blues, gospel, hip-hop, and film music. Special attention is given to the ways that black music produces 'meaning' and to how the social energy circulating within black music articulates myriad issues about American identity at specific historical moments. The course will also engage other expressive art forms from visual and literary sources in order to better position music making into the larger framework of African American aesthetics. (Formerly Music 146).
Taught by: Ramsey
Course not offered every year
Also Offered As: AFRC 147
Activity: Lecture
1.0 Course Unit

MUSC 236 Performance, Analysis, History
Participation in the course is contingent upon a successful audition. This course must be taken for a letter grade (pass/fail option may not be utilized for this course). This weekly seminar will explore music from the past and present through class discussions of performance, historical context, and analytical aspects of the music led by a professor and/or performer. One example of a class in this number will be an indepth study of chamber music repertoire led by the Daedalus Quartet. Students will prepare for a final performance at the end of the semester as well as a paper/presentation. Students interested in this applied approach to music may also wish to take 256 and/or 276. Prerequisite: Students must successfully audition to be in the course; previous private study in an instrument is required. Basic fluency in rudiments of music theory is also required.
Taught by: Weesner
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

MUSC 239 Honors Thesis in Music I
Individual research under the supervision of a member of the faculty. Prerequisite: either 130 or 135 or 150; and 170. The objective is the development of honors thesis proposal. Students must complete Honors Thesis I and II (each counting for half a credit) in order to be eligible for departmental honors.
Course usually offered in fall term
Prerequisite: (MUSC 130 OR MUSC 135 OR MUSC 150) AND MUSC 170
Activity: Independent Study
0.5 Course Units

MUSC 252 Music, Religion, Ritual in South and Southeast Asia.
What role does music play in articulating religious identities and spaces? What is the importance of ritual musics as they persist and change in the modern world? How does music reflect and articulate religious ways of thinking and acting? In this course, we explore these and other questions about the interrelations between music, religion, and ritual in South and Southeast Asia. Focusing on India, Sri Lanka, Malaysia, and Indonesia, the course emphasizes musics from Hindu, Buddhist, Muslim and Christian traditions; nevertheless, it draws widely to touch upon sacred musics in Pakistan, Nepal, Burma, Thailand, Vietnam, and among some indigenous peoples in the region. Throughout, we explore ontologies of sound; sonic occurrences in religious structures, public processions, and pilgrimage sites; the construction of religion and ritual as ideas forged through colonial encounter and modern scholarship on religion; the politics of sacred sounds in today's public spaces and contemporary media, such as television and online; and the surprising fluidity between popular and sacred musical genres.
Taught by: Sykes
Course not offered every year
Also Offered As: ANTH 242, SAST 252
Activity: Lecture
1.0 Course Unit

MUSC 255 Accordions of the New World
This course focuses on the musical genres and styles (both traditional and popular) that have grown up around the accordion in the New World. We will begin our explorations in Nova Scotia and move toward the Midwest, travelling through the polka belt. From there, our investigation turns toward Louisiana and Texas--toward zydeco, Cajun, and Tex-Mex music. We will then work our way through Central and South America, considering norteno, cumbia, vallenato, tango, chamame, and forro. Our journey will conclude in the Caribbean, where we will spend some time thinking about merengue and rake-n-scrape music. Throughout the semester, the musical case studies will be matched by readings and film that afford ample opportunity to think about the ways that music is bound up in ethnicity, identity, and class. We will also have occasion to think about the accordion as a multiply meaningful instrument that continues to be incorporated into debates over cultural politics and mobilized as part of strategies of representation through the New World. (Formerly Music 157).
Taught by: Rommen
Course not offered every year
Also Offered As: AFRC 157, FOLK 157, LALS 157
Activity: Lecture
1.0 Course Unit

MUSC 256 Music and Performance of Africa
This class provides an overview of the most popular musical styles and discussion of the cultural and political contexts in which they emerged in contemporary Africa. Learning to perform a limited range of African music/dance will be part of this course. No prior performance experience required.
Taught by: Muller
Course not offered every year
Also Offered As: AFRC 253, ANTH 263
Activity: Lecture
1.0 Course Unit
MUSC 257 Caribbean Music and Diaspora
This course considers Caribbean musics within a broad and historical framework. Caribbean musical practices are explored by illustrating the many ways that aesthetics, ritual, communication, religion, and social structure are embodied in and contested through performance. These initial inquiries open onto an investigation of a range of theoretical concepts that become particularly pertinent in Caribbean contexts—concepts such as post-colonialism, migration, ethnicity, hybridity, syncretism, and globalization. Each of these concepts, moreover, will be explored with a view toward understanding its connections to the central analytical paradigm of the course—diaspora. Throughout the course, we will listen to many different styles and repertories of music ranging from calypso to junkanoo, from rumba to merengue, and from dance hall to zouk. We will then work to understand them not only in relation to the readings that frame our discussions but also in relation to our own North-American contexts of music consumption and production. (Formerly Music 258).
Taught by: Rommen
Course not offered every year
Also Offered As: ANTH 256, LALS 258
Activity: Lecture
1.0 Course Unit

MUSC 258 Latin American Music
This survey course considers Latin American musics within a broad cultural and historical framework. Latin American musical practices are explored by illustrating the many ways that aesthetics, ritual, communication, religion, and social structure are embodied in and contested through performance. These initial inquiries open onto an investigation of a range of theoretical concepts that become particularly pertinent in Latin American contexts—concepts such as post-colonialism, migration, ethnicity, and globalization. Throughout the course, we will listen to many different styles and repertories of music and then work to understand them not only in relation to the readings that frame our discussions but also in relation to our own, North American contexts of music consumption and production. (Formerly Music 158).
Taught by: Rommen
Course not offered every year
Also Offered As: AFRC 258, LALS 158
Activity: Lecture
1.0 Course Unit

MUSC 259 Honors Thesis in Music II
Individual research under the supervision of a member of the faculty. Prerequisite: either 130 or 135 or 150; 170; 239. The objective is the writing and completion of Honors Thesis. Students must complete Honors Thesis I and II (each counting for half a credit) in order to be eligible for departmental honors.
Course usually offered in fall term
Prerequisite: (MUSC 130 OR MUSC 135 OR MUSC 150) AND MUSC 170
Activity: Independent Study
0.5 Course Units

MUSC 270 Theory and Musicianship III
Continuation of techniques established in Theory and Musicianship I and II. Concepts will be developed through analysis and model composition. Musicianship component will include advanced sight singing, clef reading, harmonic dictation and keyboard harmony.
Taught by: Moreno, Primosch, Weesner
Course usually offered in fall term
Prerequisite: MUSC 170 AND MUSC 171
Activity: Lecture
1.5 Course Unit
Notes: Required of music majors.

MUSC 271 Composition I: Historical Practices
Studies in selected 16th through 19th century compositional practices. Possible topics may include 16th century modal counterpoint; sonata forms in Viennese classicism; advanced chromatic harmony. Course includes analysis of relevant pieces and student compositional projects reflecting course topic.
Taught by: Primosch
Course not offered every year
Prerequisite: MUSC 170 AND MUSC 171
Activity: Lecture
1.0 Course Unit

MUSC 272 Composition II: Contemporary Practices
Studies in selected 20th and 21st century compositional practices. Possible topics may include symmetry in post-tonal harmony; composing for piano; the sonata in the 20th century. Course includes analysis of relevant pieces and student compositional projects reflecting course topic.
Course not offered every year
Prerequisite: MUSC 170 AND MUSC 171
Activity: Lecture
1.0 Course Unit

MUSC 273 Orchestration
An introduction to writing for the instruments of the orchestra. Course will include study of individual instruments and various instrumental combinations, including full orchestra. Representative scores from the 18th century to the present day will be analyzed. Students will be responsible for several scoring projects and will have opportunities to hear readings of their projects. Prerequisite: at least two semesters of music theory or permission of instructor. (Formerly 285).
Taught by: Primosch
Course not offered every year
Prerequisite: MUSC 070 OR MUSC 170
Activity: Lecture
1.0 Course Unit

MUSC 275 Electronic Music
MUSC275 offers an introduction to electronic music/sound production with a focus on analogue systems and performance. Guest artists will join us for in-class visits and performances during the semester. Meetings will take place in the classroom, in concert spaces and in the studio. Preference given to Music majors and minors for registration.
Taught by: Lew
Course not offered every year
Prerequisite: MUSC 070 OR MUSC 170
Activity: Lecture
1.0 Course Unit
MUSC 277 Recording Music
An introduction to music and sound recording with a focus on concerts and live performances. The entire process will be examined from start to finish, including the roles played by composers, musicians, listeners, performance spaces, and recording technology. Meetings will take place in the classroom, in concert spaces and in the studio. Music majors and minors will be given preference for registration.
Taught by: Lew
Course usually offered in fall term
Prerequisite: MUSC 070 OR MUSC 170
Activity: Seminar
1.0 Course Unit
Notes: This course is for Music Majors and minors.

MUSC 278 Composition for Musicians
Music 278 is a Composition Seminar that treats composing as both an end in itself and a means for thinking broadly and speculatively about music. We will work on various compositional techniques through exercises as well as 'free' composition, giving attention to skills as well as to personal voice. We will survey the current musical landscape through listening, analysis and discussion. The question of musical style itself will be pursued, and while we will be oriented to western art music, we will consider a wide range of styles, including popular music. It is assumed that students will have fluency with musical notation. Prerequisite: If course requirement not met, permission of the instructor.
Taught by: Weesner
Prerequisite: MUSC 171
Activity: Seminar
1.0 Course Unit
Notes: Music 171 prerequisite

MUSC 330 Seminar in Music History
This is an advanced seminar, primarily for juniors and seniors who are prepared to engage deeply and critically with a specialized research topic. The topic of the seminar is determined by the instructor, and can focus on a particular genre or body of repertoire, music-maker or composer, the cultural and social dynamics of a period in music history. Prerequisites: MUSC 170 or other demonstration of familiarity with music notation and music theory. It is recommended that students also have taken MUSC 130 and at least one 200-level course. However, students who have not taken these courses may be admitted at the discretion of the instructor.
Taught by: Calcagno, Caldwell, Goodman, Kallberg, Ramsey
Course not offered every year
Prerequisite: MUSC 170
Activity: Seminar
1.0 Course Unit

MUSC 350 Seminar in Ethnomusicology
Advanced study in a selected topic in Ethnomusicology.
Taught by: Muller, Rommen, Sykes
One-term course offered either term
Activity: Seminar
1.0 Course Unit

MUSC 370 Seminar in Theory and Composition
This is an advanced seminar, primarily for juniors and seniors who are prepared to engage deeply with study of Composition and Theory. Possible course content includes: compositional practice in the first half of the 20th century (Anna Weesner), study of compositional practices of the past fifty years (including a range of musical styles-James Primosch) and seminar in Theory (Popular Music-Jairo Moreno). Please check department website for specific course term descriptions. https://music.sas.upenn.edu/
Taught by: Moreno
Course not offered every year
Prerequisite: MUSC 170 AND MUSC 171
Activity: Seminar
1.0 Course Unit

MUSC 508 Advanced Musicianship
Advanced techniques of score reading and general musicianship at the keyboard. Goals of the course include increasing proficiency in sight singing (including C clefs). Taking harmonic, melodic, and rhythmic dictations. Accurate performance of rhythms. Prerequisite: Reasonable keyboard and sight-reading facility.
Two terms. student must enter first term.
Activity: Lecture
1.0 Course Unit

MUSC 520 Composing with Instruments
Students will study the capabilities of instruments, singly and in combination. Historical and contemporary practices will be analyzed. Creative projects will be completed. Please see department website https://music.sas.upenn.edu/courses for current term course descriptions.
Taught by: Diels, Primosch, Sorey, Weesner
Course not offered every year
Activity: Seminar
1.0 Course Unit

MUSC 530 Composing with Electronics
Students will study a variety of hardware and software used in making electronic music. Historical and contemporary practices will be analyzed. Creative projects will be completed. Please see department website https://music.sas.upenn.edu/courses for current term course descriptions.
Taught by: Diels, Primosch
Course not offered every year
Activity: Seminar
1.0 Course Unit
MUSC 540 Composing with Performers
The goal of this course is to explore and mine for possibilities the space between a score and the performance of a score. What do performers bring to a piece of music and how do composers best anticipate these possibilities? How much ‘room’ for interpretation exists and how do composers capitalize on it? What is performance practice? The course will engage compositional techniques in connection with a wide range of performance practices. In order to highlight and pursue elements of interpretation in music performance, students will coach performers in both old and new repertoire. The course will involve interactions with live performers, often Penn’s string quartet-in-residence, The Daedalus Quartet. Other topics may include notational solutions, the role of improvisation, aleatoric techniques, and music analysis. Please see department website https://music.sas.upenn.edu/courses for current term course descriptions.
Taught by: Diels, Primosch, Sorey, Weesner
Course not offered every year
Activity: Seminar
1.0 Course Unit

MUSC 542 Archiving Jazz: Visuality And Materiality In The Phila Jazz Community 1945-2019
This seminar will be organized around three distinct pathways. First, it will serve as an introduction to Jazz Studies and thus be attentive to the ways that jazz music has sparked an interdisciplinary conversation that is wide-ranging and ongoing. Second, we will be partnering with the African American Museum of Philadelphia to consider jazz within the realm of visual art. In light of efforts to map the ‘black interior’, how have visual artists (e.g. painters, sculptors, filmmakers, and photographers) sought to represent jazz? Third, we will endeavor to develop partnerships with the Philadelphia (and beyond) jazz community, especially as it pertains to creating and sustaining an archive that serves as way to understand jazz as an instrument of placemaking and also as a vehicle for jazz musicians to take ownership of their narratives. The seminar will meet at the African American Museum of Philadelphia and be team taught with members of the Museum staff. The course will culminate with a virtual exhibit of visual works and archival materials centering on Philadelphia’s jazz community and (if funding is available) a free concert to be held at AAMP. Undergraduates are welcome to register for the course with permission of the instructor.
Taught by: Beavers
Course not offered every year
Also Offered As: AFRC 542, ARTH 519, ENGL 541, URBS 542
Activity: Seminar
1.0 Course Unit

MUSC 549 Audio Ethnography
This is an intensive, graduate-level, practice-based course in which students will record, edit, and produce anthropologically informed audio works that record and interpret culture and lived experience. Projects in this class will look beyond conventional linguistic or musical codes to sounds whose semiotic or affective value may be less immediately evident. Through the process of making location recordings, analyzing those recordings, composing them into autonomous works, and critiquing every step of the way, this course will engage with questions of ethnographic representation through the medium of sound. In parallel with contextualizing readings and sound projections, throughout the semester students will work intensively on audio projects, receiving training on recording techniques, audio editing, and basic post-production techniques. The course is an opportunity to open up the question of what might constitute ‘audio documentary’ or ‘ethnographic audio’.
Presentation strategies for final projects will be discussed and decided on individual bases. Projects will be situated in relationship to cognate fields, including the anthropology of the senses, interdisciplinary sound studies, ethnomusicology, ethnographic cinema, sound art, sound mapping, soundscape composition, and experimental nonfiction media practices which involve location recording. Through weekly sound projections and home listening, students will also gain a familiarity with existing genres and uses of nonfiction audio in anthropology and related fields.
Taught by: Karel
Course not offered every year
Also Offered As: ANTH 559
Activity: Seminar
1.0 Course Unit

MUSC 576 Anthromedialities: Experimental Theory and Practice
In recent years much has been made of the ‘beyond text’ turn in anthropology, specifically the need to re-evaluate the singular authority of ‘writing culture.’ Several new approaches advocate for non-textual medialities, with representations originating in both sonovisual media and performance. Less, however, has been theorized and advocated about intermediality and the multicompositional practices of transmediality and plurimediality, specifically their more transgressive multisensory epistemology. This course will examine these radical approaches to interacting textual, visual, sonic and performative mediations, theorizing their epistemic and ethical implications, collaborative potentials, affordances in narrative and non-narrative representation, and political and aesthetic investments. Students will both critically engage histories of transmedial anthropology, and produce projects that are multicompositional.
Taught by: Feld
Course not offered every year
Also Offered As: ANTH 576, COMM 877
Activity: Seminar
1.0 Course Unit

MUSC 601 Texts and Material Culture
Topics may include book, manuscript, and print culture; history of the book; history of music notation; codicology and paleography; textual criticism, philology, and editing; encoding and textual technologies; musical bibliographies.
Taught by: Caldwell
Course not offered every year
Activity: Seminar
1.0 Course Unit
MUSC 603 Topics in Musicology
This seminar investigates topics unfolding across different historical periods. See department website (under course tab) for current term course description: https://music.sas.upenn.edu
Taught by: Calcagno, Caldwell, Goodman, Kallberg
Course not offered every year
Activity: Seminar
1.0 Course Unit

MUSC 604 Historical and Historiographic Approaches
This course focuses on theories and models of historical investigation. It explores, among others, methodologies and conceptions of archival research, textual criticism and editing, codicology and paleography, philology and bibliography, encoding and textual technologies, and digital humanities; critical frameworks such as performance, gender/sexuality, critical race, transnational, environmental/landscape, materiality, and ritual and religious studies; and topics concerning oral histories, notational systems, and book, manuscript, and print cultures.
Taught by: Calcagno, Caldwell, Goodman, Kallberg, Ramsey
Course not offered every year
Activity: Seminar
1.0 Course Unit

MUSC 605 Intellectual History of Ethnomusicology
Topics may include the intellectual history of ethnomusicology, current readings in ethnomusicology, a consideration of theoretical principles based upon the reading and interpretation of selected monographs, and area studies. Please see department website https://music.sas.upenn.edu/ for current term course descriptions. Prerequisite: Open to graduate students from all departments.
Taught by: Muller, Rommen, Sykes
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Open to graduate students from all departments

MUSC 606 The Interpretation of Oral Traditions
Topics may draw on methodologies derived from jazz studies, chant studies, and ethnomusicology. See department website (under course tab) for current term course description: https://music.sas.upenn.edu
Taught by: Ramsey
Course not offered every year
Also Offered As: AFRC 606
Activity: Seminar
1.0 Course Unit

MUSC 620 Creative and Compositional Approaches
This course focuses on methods for thinking and engaging creatively through sound, whether compositionally or through other kinds of sound objects. Topics may include: compositional strategies; recording and producing; film; sound installations; experimental ethnography; sound art; and performance practice. Students will begin to put these methodological ideas into practice by developing semester-long projects. These projects can be individual or collaborative.
Taught by: Diels, Primosch, Sorey; Weesner
Course not offered every year
Activity: Seminar
1.0 Course Unit

MUSC 621 Theory-Critical Perspectives
Study of the relation of theory and criticism to analytic, ethnographic, and historical methods. Topics may include anthropology of nature and culture; archaeology and genealogy; actor-network and assemblage theories; critical race theory; deconstruction; feminist theories; gender and sexuality; materialisms and new materialisms; media archaeology and cultural techniques; phenomenology; technics.
Taught by: Moreno
Course not offered every year
Activity: Seminar
1.0 Course Unit

MUSC 622 Analytical and Theoretical Approaches
This course focuses on the analytical methods and theoretical approaches. Topics may include: the politics of listening; score-based analysis; social and critical theories; issues and politics of translation, inscription, and transcription; questions of form; the history of theory; performance studies; the history of musical notation; voice and vocality; and sound studies. Students will typically begin to put these methodological ideas into practice through a series of hands-on assignments which could be either individual or collaborative in nature.
Taught by: Moreno
Course not offered every year
Activity: Seminar
1.0 Course Unit

MUSC 630 Perspectives on the String Quartet
Course not offered every year
Activity: Seminar
1.0 Course Unit

MUSC 650 Ethnographic and Anthropological Approaches
This course focuses on the ethics, politics, and practice of ethnography. Topics may include: fieldwork methods; collaborative practice; ethnography and the archive; power and subjectivity; multimodal approaches; reciprocity and questions of accessibility; oral histories; experimental ethnography; and the politics of transcription, inscription, and translation. Students will begin to put these methodological ideas into practice by developing semester-long ethnographic projects. These projects can be individual or collaborative partnerships, and might also connect students to ongoing community-based research.
Taught by: Muller, Rommen, Sykes
Course not offered every year
Activity: Seminar
1.0 Course Unit

MUSC 655 Seminar in Ethnomusicology
Open to graduate students from all departments. See department website (under course tab) for current term course description: https://music.sas.upenn.edu
Taught by: Diels, Primosch, Sorey, Weesner
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Open to graduate students from all departments

MUSC 700 Seminar in Composition
Seminar in selected compositional problems, with emphasis on written projects. See department website (under course tab) for current term course description: https://music.sas.upenn.edu
Taught by: Diels, Primosch, Sorey, Weesner
Course not offered every year
Activity: Seminar
1.0 Course Unit

MUSC 705 Seminar in Ethnomusicology
Topics in Ethnomusicology. Open to graduate students from all departments. See department website (under course tab) for current term course description: https://music.sas.upenn.edu
Taught by: Muller, Rommen, Sykes
Course not usually offered in fall term
Activity: Seminar
1.0 Course Unit
Notes: Open to graduate students from all departments
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Taught by</th>
<th>Course not offered every year</th>
<th>Activity</th>
<th>Course Unit</th>
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<tr>
<td>MUSC 710</td>
<td>Studies in Medieval Music</td>
<td>Seminar on selected topics in the music of the Middle Ages. See department website (under course tab) for current term course description: <a href="https://music.sas.upenn.edu">https://music.sas.upenn.edu</a>. Taught by: Caldwell</td>
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<tr>
<td>MUSC 720</td>
<td>Studies in Renaissance Music</td>
<td>Seminar on selected topics in the music of the Renaissance.</td>
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<tr>
<td>MUSC 730</td>
<td>Studies in Baroque Music</td>
<td>Seminar on selected topics in the music of the Baroque period. See department website (under course tab) for current term course description: <a href="https://music.sas.upenn.edu">https://music.sas.upenn.edu</a> Taught by: Calcagno</td>
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<tr>
<td>MUSC 740</td>
<td>Studies in Classical Music</td>
<td>Seminar on selected topics in the music of the Classical period. Please see department website <a href="https://www.sas.upenn.edu/music/courses">https://www.sas.upenn.edu/music/courses</a> for current term course descriptions. Taught by: Goodman, Kallberg</td>
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<tr>
<td>MUSC 750</td>
<td>Studies in 19th Century Music</td>
<td>Advanced research topics in the music of the 19th century. See department website (under course tab) for current term course description: <a href="https://music.sas.upenn.edu">https://music.sas.upenn.edu</a> Taught by: Kallberg</td>
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<td>MUSC 760</td>
<td>Studies in 20 and 21st Century Music</td>
<td>Seminar on selected topics in the music of the twentieth and twenty-first century. See department website (under course tab) for current term course description: <a href="https://music.sas.upenn.edu">https://music.sas.upenn.edu</a> Taught by: Kallberg</td>
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<td>MUSC 770</td>
<td>Seminar in African-American Music</td>
<td>Seminar on selected topics in African American Music. See department website (under course tab) for current term course description: <a href="https://music.sas.upenn.edu">https://music.sas.upenn.edu</a> Taught by: Ramsey</td>
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<tr>
<td>MUSC 780</td>
<td>Studies in Music Theory and Analysis</td>
<td>Seminar on selected topics in music theory and analysis. Please see department website <a href="https://www.sas.upenn.edu/music/courses">https://www.sas.upenn.edu/music/courses</a> for current term course descriptions. Taught by: Moreno, Waltham-Smith</td>
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<td>MUSC 781</td>
<td>Writing Sound—Sounding Literature</td>
<td>Seminar on selected topics in sound studies. Please see department website <a href="https://www.sas.upenn.edu/music/courses">https://www.sas.upenn.edu/music/courses</a> for current term course description. Taught by: Waltham-Smith</td>
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<tr>
<td>MUSC 799</td>
<td>Guided Reading in Musical Scholarship</td>
<td>Guidance in preparation for the A.M. comprehensive examination in the history and theory of music. One-term course offered either term Activity: Independent Study</td>
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<td>MUSC 800</td>
<td>Teaching Music History</td>
<td>The teaching of music history courses to undergraduates. Course not offered every year Activity: Independent Study</td>
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<td>MUSC 801</td>
<td>Teaching Music Theory</td>
<td>The teaching of music theory courses to undergraduates. Course not offered every year Activity: Independent Study</td>
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<tr>
<td>MUSC 802</td>
<td>Teaching World Musics</td>
<td>The teaching of world music courses to undergraduates. Taught by: Muller, Rommen. Course not offered every year Activity: Independent Study</td>
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<tr>
<td>MUSC 994</td>
<td>Preparation of Ph.D. Proposal</td>
<td>Preparation of Ph.D. essay. Completion of Course and submission of Ph.d. essay marks official entry to Ph.D. program. One-term course offered either term Activity: Independent Study</td>
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<tr>
<td>MUSC 998</td>
<td>Composers' Forum</td>
<td>Composer's Forum is a regular meeting of graduate composers, often along with other members of the Penn composing community, in which recent performances are discussed, musical issues taken up, and visitors occasionally welcomed to present their work or offer master classes. In addition to weekly Forum meetings, students will be paired with a composer for individual lessons in composition. Ph.d. Candidates in Composition in their third year in the program will continue non-credit participation in both forum and lessons. Taught by: Diels, Primosch, Sorey, Weesner One-term course offered either term Activity: Lecture</td>
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MUSC 999 Independent Study and Research
Individual study and research under the supervision of a member of the faculty. May be taken for multiple course-unit credit.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Notes: May be taken for multiple course-unit credit

Nanotechnology (NANO)

NANO 597 Master's Thesis Research
One-term course offered either term
Activity: Masters Thesis
1.0 Course Unit

NANO 599 Master's Independent Study
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

NANO 990 Masters Reg
One-term course offered either term
Activity: Masters Thesis
1.0 Course Unit

Naval Science (NSCI)

NSCI 100 Naval Science Drill
A professional laboratory covering various aspects of naval leadership and professional development. While emphasis is given to military marching, formation, and parade, the course also includes lectures from sources in and out of the Navy. Guest speakers cover topics such as leadership, Navy career paths, equal opportunity, rights and responsibilities, AIDS awareness, terrorism/counterterrorism, naval warfare doctrine, employment of naval forces, ethics and values, operations security, and safety. Must be taken concurrently with NSCI 101 (fall) NSCI 102 (spring).
One-term course offered either term
Activity: Lecture
1.0 Course Unit

NSCI 101 Naval Orientation
A course designed to familiarize the student with the history, characteristics and present employment of sea power. Particular emphasis is placed upon our naval forces and their capability in achieving and maintaining our national objectives. Naval organization and operational functions are discussed in conjunction with sea power concepts. Additionally, the student is given an insight into the Naval Service, shipboard organization and safety, time management skills and study techniques.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

NSCI 102 Seapower and Maritime Affairs
A broad survey of naval history designed to add historical perspective to current defense problems. Topics covered include: naval power as an aspect of national defense policy, navies as an instrument of foreign policy, strategy selection, resource control, technology, and manning.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
Notes: Only Engineering and Nursing students receive credit.

NSCI 201 Leadership & Management
This course emphasizes principles of leadership, personnel and material management, and subordinate development in the context of the naval organization. Practical applications are explored through experiential exercises and case studies.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: Only Engineering, Nursing, and Wharton students receive credit.

NSCI 202 Navigation I
A comprehensive study of the theory and practice of terrestrial, and electronic navigation and the laws of vessel operations. Topics include fundamentals of coastal and harbor piloting, electronic navigation and mean of navigating without reference to land. An in-depth study of the international and inland nautical Rules of the Road is also included. Case studies and practical exercises are used to reinforce the fundamentals of marine navigation.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
Notes: Only Engineering students receive credit.

NSCI 301 Engineering
This course provides an overview of how propulsion and electricity are provided to our Navy's fighting ships. The basic engineering principles relating to thermodynamics, steam propulsion (conventional and nuclear), gas turbine propulsion, internal combustion engines, electricity generation and distribution, and various support systems will be taught. Ship design, stability, damage control, and some engineering-related ethical issues will also be discussed.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: Only Engineering students receive credit.

NSCI 302 Weapons
This course provides an overview of the theory and concepts underlying modern weapons systems. The principles behind sensors and detection systems, tracking systems, computational systems, weapon delivery systems, and the fire control problem will be examined, with a consistent emphasis on the integration of these components into a 'weapons system'. Case studies will be used to illustrate and reinforce concepts introduced in the course.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
Notes: Only Engineering students receive credit.

NSCI 310 Evolution of Warfare
This course is designed to add broad historical perspective to understanding military power. Treating war and the military as an integral part of society, the course deals with such topics as: war as an instrument of foreign policy, military influences on foreign policy, the military as a reflection of society, Manning and strategy selection.
Course offered fall; even-numbered years
Activity: Lecture
1.0 Course Unit
NSCI 401 Navigation II
Insight into modern naval operations is gained through analysis of relative motion pertaining to ships at sea, underway replenishment, shiphandling, and tactical communications. The process of command and control and leadership is examined through case studies of actual incidents at sea.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

NSCI 402 Leadership and Ethics
The capstone course of the NROTC curriculum, this course is intended to provide the midshipman with the ethical foundation and basic leadership tools to be effective junior officers. Topics such as responsibility, accountability, ethics, the law of armed conflict, military law, division organization and training, and discipline are introduced through practical exercises, group discussion, and case studies.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
Notes: Only Wharton students receive credit.

NSCI 410 Fundamentals of Maneuver Warfare
This course prepares future military officers and other leaders for service by studying modern tactical principles, current military developments, and other aspects of warfare and their interactions with the influences on maneuver warfare doctrine. There is a specific focus on the United States Marine Corps as the premier maneuver warfighting organization. Study also includes historical influences on tactical, operational, and strategic levels of maneuver warfare practices in the current and future operating environments.
Course offered fall; odd-numbered years
Activity: Lecture
1.0 Course Unit

Near Eastern Languages & Civilization (NELC)

NELC 010 Archaeology & Technology
Spring 2018: This seminar explores how humans apply and modify technologies in contexts as diverse as everyday life, major politico-economic undertakings, or scholarly research. We investigate this through a comparison of technologies of the past with technologies of the present used to study the past. We will dig into the details of topics like building pyramids and tombs, the function of ancient astronomical devices, pre-telegraph long-distance communication, tools for cutting and carving stone, and kilns for firing pottery. Archaeologists study these issues by examining the material remains of past societies: the cut-marks on stone blocks, extant tomb structures, the debris of manufacturing activities, and much more. Today's technologies enable the detailed scientific examination of the evidence, improving our understanding of the past. Thus, in parallel with our investigation of past technologies, we will also study the history of the application of present technologies to research on the archaeological record. We will dig into topics like the first uses of computers and databases, the development of statistical methods, early digital 3d modeling of objects and architecture, the adoption of geophysical prospection and geographic information systems, and the emerging uses of machine learning. In some cases, we can even compare old and new technologies directly, such as with land measurement and surveying techniques. Throughout the class we will engage in readings and discussions on the theory of humans and technology, to gain a better understanding of how processes such as innovation function in all time periods.
Taught by: Cobb, Peter
Also Offered As: ANTH 010, ARTH 010, CLST 010
Activity: Seminar
1.0 Course Unit

NELC 031 History of the Middle East Since 1800
A survey of the modern Middle East with special emphasis on the experiences of ordinary men and women as articulated in biographies, novels, and regional case studies. Issues covered include the collapse of empires and the rise of a new state system following WWI, and the roots and consequences of the Palestinian-Israeli conflict, the Iranian revolution and the U.S.-Iraq War. Themes include: the colonial encounter with Europe and the emergence of nationalist movements, the relationship between state and society, economic development and international relations, and religion and cultural identity.
For BA Students: History and Tradition Sector
Taught by: Kashani-Sabet/Troutt-Powell
Course usually offered in fall term
Also Offered As: HIST 081
Activity: Lecture
0.0 Course Units
NELC 034 Israel in the Middle East
This introductory level course will offer an in-depth look at Israeli history and society, and how it relates to the Middle East through varying lenses. We will consider such topics as the rise of Jewish, Palestinian, and Arab nationalism in the context of changing imperial control over Palestine/Israel (from Ottoman to British), and the emergence of the Middle East in its current borders; Conflict and conflict-resolution in Israel, Palestine, and the Middle East; Israel's Palestinian minority, Jewish immigrants to Israel from the Middle East, food and music culture in Israel, and their connection to the Middle East; or the place of the Middle East in Israeli literature and film. We will use cutting edge research from several disciplines, as well as literature, film, audio, and photographic evidence. Students will leave the class with a firm grasp of Israeli history and society, and will be widely familiar with the different narratives, viewpoints, and complexities concerning Israel and its position in the Middle East. Prior knowledge of Israeli or Middle Eastern history is not required.
Taught by: Tam
Also Offered As: JWST 041
Activity: Seminar
1.0 Course Unit

NELC 036 The Middle East through Many Lenses
This freshman seminar introduces the contemporary Middle East by drawing upon cutting-edge studies written from a variety of disciplinary perspectives. These include history, political science, and anthropology, as well as studies of mass media, sexuality, religion, urban life, and the environment. We will spend the first few weeks of the semester surveying major trends in modern Middle Eastern history. We will spend subsequent weeks intensively discussing assigned readings along with documentary films that we will watch in class. The semester will leave students with both a foundation in Middle Eastern studies and a sense of current directions in the field.
Taught by: Sharkey H
Course usually offered in fall term
Also Offered As: CIMS 036
Activity: Seminar
1.0 Course Unit

NELC 046 Myths and Religions of the Ancient World
This course will survey the religions of the ancient Middle East, situating each in its historical and socio-cultural context and focusing on the key issues of concern to humanity: creation, birth, the place of humans in the order of the universe, death, and destruction. The course will cover not only the better-known cultures from the area, such as Egypt and Mesopotamia, but also some lesser-known traditions, such as those of the Hittites, or of the ancient Mediterranean town of Ugarit. Religion will not be viewed merely as a separate, sealed-off element of the ancient societies, but rather as an element in various cultural contexts, for example, the relationship between religion and magic and the role of religion in politics will be recurring topics in the survey. Background readings for the lectures will be drawn not only from the modern scholarly literature, but also from the words of the ancients themselves in the form of their myths, rituals, and liturgies.
For BA Students: History and Tradition Sector
Taught by: Frame
Course usually offered in spring term
Also Offered As: ANCH 046, RELS 014
Activity: Lecture
1.0 Course Unit

NELC 051 Jews and Judaism in Antiquity
A broad introduction to the history of Jewish civilization from its Biblical beginnings to the Middle Ages, with the main focus on the formative period of classical rabbinic Judaism and on the symbiotic relationship between Judaism, Christianity, and Islam.
For BA Students: History and Tradition Sector
Taught by: Dohrmann
Course usually offered in fall term
Also Offered As: HIST 139, JWST 156, NELC 451, RELS 120
Activity: Lecture
1.0 Course Unit

NELC 052 Medieval and Early Modern Jewry
Follow the journey of one global diaspora over a millennium of cultural, intellectual, social, and religious change. From the rise of Islam in the seventh century to the separation of church and state in the seventeenth, Jewish people were intimate parts of, and at the same time utterly othered by the many societies in which they lived. This basic duality is at the heart of this course, exploring how Jewish religion and culture evolved in relationship with Muslim and Christian majorities. Students will develop an understanding of the rich dynamism of premodern Judaism and Jewish life, with an emphasis on global diversity and internal differentiation as well as change over time. We will look for threads of continuity and moments of transformation, decode illustrative texts, images, and documents (in English), and ask how the Judaism that faced modernity had been shaped by a staggering array of different cultural circumstances after antiquity. The course includes attention to anti-Jewish phenomena like expulsion and blood libel, but also at coexistence and creative cultural synthesis, avoiding any simplistic narrative and asking about their legacy in the present day. It will look at the Jewish past from the inside, including less familiar dimensions including philosophy, magic, messianism, and family life.
For BA Students: History and Tradition Sector
Taught by: Oravetz Albert
Course usually offered in fall term
Also Offered As: HIST 140, JWST 157, RELS 121
Activity: Lecture
1.0 Course Unit

NELC 053 Jews in the Modern World
This course offers an intensive survey of the major currents in Jewish culture and society from the late middle ages to the present. Focusing upon the different societies in which Jews have lived, the course explores Jewish responses to the political, socio-economic, and cultural challenges of modernity. Topics to be covered include the political emancipation of Jews, the creation of new religious movements within Judaism, Jewish socialism, Zionism, the Holocaust, and the emergence of new Jewish communities in Israel and the United States. No prior background in Jewish history is expected.
For BA Students: History and Tradition Sector
Taught by: Ruderman
Course usually offered in spring term
Also Offered As: HIST 141, JWST 158, RELS 122
Activity: Lecture
1.0 Course Unit

NELC 054 Jews in the Modern World
This introductory level course will offer an in-depth look at Israeli history and society, and how it relates to the Middle East through varying lenses. We will consider such topics as the rise of Jewish, Palestinian, and Arab nationalism in the context of changing imperial control over Palestine/Israel (from Ottoman to British), and the emergence of the Middle East in its current borders; Conflict and conflict-resolution in Israel, Palestine, and the Middle East; Israel's Palestinian minority, Jewish immigrants to Israel from the Middle East, food and music culture in Israel, and their connection to the Middle East; or the place of the Middle East in Israeli literature and film. We will use cutting edge research from several disciplines, as well as literature, film, audio, and photographic evidence. Students will leave the class with a firm grasp of Israeli history and society, and will be widely familiar with the different narratives, viewpoints, and complexities concerning Israel and its position in the Middle East. Prior knowledge of Israeli or Middle Eastern history is not required.
Taught by: Tam
Also Offered As: JWST 041
Activity: Seminar
1.0 Course Unit
NELC 054 Music in Troubled Places
In this class, we go beyond the headlines to discuss the history and cultures of peoples who have had to endure terrible suffering, particularly through ethnic conflict and civil war. We will focus on a curious phenomenon: populations typically defined as separate from one another (e.g., Israelis and Palestinians) often have a history of shared or related cultural practices, of which music is a prime example. We will survey a number of current and recent conflict zones and use music as a way to deepen our understanding of the identities and relationships between the peoples involved including through a consideration of my own fieldwork in Sri Lanka. Querying the very definitions of music, trouble, and place, the course then broadens out to consider how musicians have been affected by and/or responded to important global problems like slavery, sexual violence, climate change and other ecological disasters, like Hurricane Katrina. Regions to be considered in our lectures and/or readings include: Afghanistan, Iraq, Syria (including Kurdish musics), Israel-Palestine, Sri Lanka, the Maldives, Myanmar/Burma, Uganda, Sierra Leone, North and South Korea, the Marshall Islands, Cambodia, Mexico, and the United States.
Taught by: Sykes
Course not offered every year
Also Offered As: ANTH 053, MUSC 053
Activity: Lecture
1.0 Course Unit

NELC 061 Literary Legacy of Ancient Egypt
This course surveys the literature of Ancient Egypt from the Old Kingdom through the Greco-Roman period, focusing upon theme, structure, and style, as well as historical and social context. A wide range of literary genres are treated, including epics; tales, such as the 'world's oldest fairy tale'; poetry, including love poems, songs, and hymns; religious texts, including the 'Cannibal Hymn'; magical spells; biographies; didactic literature; drama; royal and other monumental inscriptions; and letters, including personal letters, model letters, and letters to the dead. Issues such as literacy, oral tradition, and the question poetry vs. prose are also discussed. No prior knowledge of Egyptian is required.
Taught by: Houser Wegner
Course not offered every year
Also Offered As: ANTH 053, MUSC 053
Activity: Lecture
1.0 Course Unit

NELC 064 The World of Cleopatra
The figure of Cleopatra is familiar from modern stories, legends, and film. Was this famous woman a brazen seductress or a brilliant political mind? How many of these presentations are historically accurate? This class will examine the Ptolemaic period in Egypt (305-30 BCE), the time period during which Cleopatra lived, in an attempt to separate myth from reality. The Ptolemaic period is filled with political and personal intrigue. It was also a time of dynamic multiculturalism. Arguably one of the most violent and fascinating eras in ancient Egyptian history, the Ptolemaic period is largely unknown and often misunderstood. This course will examine the history, art, and literature of Egypt's Ptolemaic period which culminated in the reign of Cleopatra VII.
Taught by: Houser Wegner
Course not offered every year
Also Offered As: NELC 664
Activity: Lecture
1.0 Course Unit

NELC 068 Art and Architecture in Ancient Egypt
This course will be an introduction to the art, architecture and minor arts that were produced during the three thousand years of ancient Egyptian history. This material will be presented in its cultural and historical contexts through illustrated lectures and will include visits to the collection of the University Museum.
Taught by: Silverman
Course not offered every year
Also Offered As: AAMW 618, ANCH 068, ARTH 218, ARTH 618, NELC 668
Activity: Lecture
1.0 Course Unit

NELC 069 From Oil Fields to Soccer Fields: The Middle East in the 20th Century
How did the Middle East become modern? This seemingly simple question requires a complex appraisal of civic society. Life changed in spectacular ways for the denizens of the Middle East in the span of a century. Oil – once considered a scarce natural commodity – was discovered and exported in substantial quantities that altered the economic landscape of the region and the world. Movie theaters, sewage systems, and public housing projects changed the urban backdrop of Middle Eastern cities and towns. Soccer, swimming, and volleyball became some of the new-fangled sports embraced by Middle Eastern communities. This course will traverse these fascinating and fraught cultural transformations of the Middle East in the twentieth century.
Although inclusive of the military battles and conflicts that have affected the region, this class will move beyond the cliches of war to show the range of issues and ideas with which intellectuals and communities grappled. The cultural politics and economic value of oil as well as the formation of a vibrant literary life will be among the topics covered. By considering illustrative cultural moments that shed light on the political history of the period, this course will develop a nuanced framework to approach the history of the U.S. involvement in the region, the Iran-Iraq war, the Arab/Israeli conflict, and the current crises in the Persian Gulf.
Taught by: Kashani-Sabet
Also Offered As: HIST 088
Activity: Lecture
1.0 Course Unit
NELC 101 Introduction to the Ancient Near East
The great pyramids and mysterious mummies of Egypt, the fabled Tower of Babel, and the laws of the Babylonian king Hammurabi are some of the things that might come to mind when you think of the ancient Near East. Yet these are only a very few of the many fascinating – and at times perplexing – aspects of the civilizations that flourished there c. 3300-300 BCE. This is where writing first developed, where people thought that the gods wrote down what would happen in the future on the lungs and livers of sacrificed sheep, and where people knew how to determine the length of hypotenuse a thousand years before the Greek Pythagoras was born. During this course, we will learn more about these other matters and discover their place in the cultures and civilizations of that area. This is an interdisciplinary survey of the history, society and culture of the ancient Near East, in particular Egypt and Mesopotamia, utilizing extensive readings from ancient texts in translation (including the Epic of Gilgamesh, ‘one of the great masterpieces of world literature’), but also making use of archaeological and art historical materials. The goal of the course is to gain an appreciation of the various societies of the time, to understand some of their great achievements, to become acquainted with some of the fascinating individuals of the time (such as Hatshepsut, ‘the women pharaoh,’ and Akhenaten, ‘the heretic king’), and to appreciate the rich heritage that they have left us.
For BA Students: History and Tradition Sector
Taught by: Frame
Course usually offered in fall term
Also Offered As: ANCH 025, HIST 024
Activity: Lecture
1.0 Course Unit

NELC 102 Introduction to the Middle East
This is the second half of the Near East sequence. This course surveys Islamic civilization from circa 600 (the rise of Islam) to the start of the modern era and concentrates on political, social, and cultural trends. Although the emphasis will be on Middle Eastern societies, we will occasionally consider developments in other parts of the world, such as sub-Saharan Africa, Central Asia, and Spain, where Islamic civilization was or has been influential. Our goal is to understand the shared features that have distinguished Islamic civilization as well as the varieties of experience that have endowed it with so much diversity.
For BA Students: History and Tradition Sector
Taught by: Cobb, Sharkey
Course usually offered in spring term
Also Offered As: HIST 023
Activity: Lecture
1.0 Course Unit
Notes: Fulfills Cross-Cultural Analysis

NELC 103 Origin and Culture of Cities
The UN estimates that 2.9 of the world’s 6.1 billion people live in cities and that this percentage is rapidly increasing in many parts of the world. This course examines urban life and urban problems by providing anthropological perspectives on this distinctive form of human association and land use. First we will examine the ‘origin’ of cities, focusing on several of the places where cities first developed, including Mesopotamia and the Valley of Mexico. We will then investigate the internal structure of non-industrial cities by looking at case studies from around the world and from connections between the cities of the past and the city in which we live and work today.
For BA Students: History and Tradition Sector
Taught by: Zettler
Course usually offered in fall term
Also Offered As: ANTH 121, URBS 121
Activity: Lecture
1.0 Course Unit
Notes: Fulfills Cross-Cultural Analysis

NELC 106 Pastoral Nomadism in the Past and Present
Pastoral nomadism is a ‘third way’ of human subsistence separate from farming and foraging. It is a sustainable human adaptation to grassland and arid environments practiced through particular technologies and domesticated animals. This course begins by examining the human ecology and social organization that emerge from mobile ways of life, drawing on modern, ethnographic, and archaeological examples of pastoral nomadic groups in the Middle East and Central Asia. Academic readings and ethnographic films will form the basis of discussions about several larger themes, including: the origins of pastoral nomadism and horse riding; the development of dairy-based foods and human adaptations allowing the digestion of lactose; the historical relationship between mobile groups of pastoralists and territorial states; popular perceptions of nomads in various forms of historical and modern media; and the influence of ideas about nomads on modern senses of heritage and nationalism in the Middle East and Central Asia.
Taught by: Hammer
Also Offered As: AAMW 606, ANTH 108, NELC 606
Activity: Seminar
1.0 Course Unit
NELC 111 Water in the Middle East Throughout History
Water scarcity is one of the most important problems facing the Middle East and North Africa today. These are arid regions, but human and natural systems have interacted to determine relative water scarcity and abundance at different times and places. This course examines the distribution of water resources throughout the Middle East and the archaeology and anthropology of water exploitation and management over the last 9000 years, looking at continuities and changes through time. Students will learn to make basic digital maps representing Middle Eastern hydro-geography and arguments about modern and historic water resources in the region. The class will cooperatively play an ‘irrigation management game’ designed to familiarize personnel involved in the operation of irrigation schemes with the logistical and social issues involved in water management. We will engage with a variety of media, including academic readings, popular journalism, films, satellite imagery, and digital maps, in our quest to explore whether or not the past can inform present efforts to better manage modern water resources. The course is structured in units focused on each of the major hydro-environmental zones of the Middle East: the river valleys of Mesopotamia, Egypt, and the Levant, the internal basins of western Central Asia and the Levant, the deserts of Arabia and North Africa, highland zones in Yemen and Iran, and coastal marsh areas along the Persian Gulf. We will examine irrigation systems, water supply systems, and ways of life surrounding water sources known from ethnographic studies, history, and archaeological excavations. These data will allow us to engage with debates in Middle Eastern anthropology, including those concerning the relationship between water and political power, the environment in which the world’s earliest cities arose, and the relevance of ‘lessons of the past’ for present and potential future water crises and ‘water wars.’ In our final weeks, we will discuss archaeology and historical anthropology’s contribution to conceptions of water ‘sustainability’ and examine attempts to revive traditional/ancient technologies and attitudes about water.
For BA Students: Humanities and Social Science S
Taught by: Hammer
Course usually offered in fall term
Also Offered As: ANTH 110
Activity: Lecture
1.0 Course Unit

NELC 118 Iranian Cinema: Gender, Politics and Religion
This seminar explores Iranian culture, society, history and politics through the medium of film. We will examine a variety of cinematic works that represent the social, political, economic circumstances of contemporary Iran, as well as the diaspora. Along the way, we will discuss issues pertaining to gender, religion, nationalism, ethnicity, and the role of cinema in Iranian society and beyond. Discussion topics will also include the place of the Iranian diaspora in cinema, as well as the transnational production, distribution, and consumption of Iranian cinema. Films will include those by internationally acclaimed filmmakers, such as Rakhshan Bani-Etemad, Asghar Farhadi, Bahman Ghobadi, Abbas Kiarostami, Mohsen Makhmalbaf, Dariush Mehrjui, Tahmineh Milani, Jafar Panahi, Marjane Satrapi and others. All films will be subtitled in English. No prior knowledge is required.
Taught by: Entezari
Course usually offered in fall term
Also Offered As: CIMS 118, COML 120, GSWS 118, NELC 618
Activity: Seminar
1.0 Course Unit

NELC 130 Introduction to the Qur’an
The goal of this course is to provide students with a general introduction to the holy scripture of the religion of Islam, the Qur’an. In particular, students will become familiar with various aspects of Qur’anic content and style, the significance of the Qur’an in Islamic tradition and religious practice, scholarly debates about the history of its text, and contemporary interpretations of it. Through close readings of a wide range of passages and short research assignments, students will gain first-hand knowledge of the Qur’an’s treatment of prophecy, law, the Biblical tradition, and many other topics. No previous background in Islamic studies or Arabic language is required for this course.
For BA Students: Humanities and Social Science S
Taught by: Lowry
Course offered fall; odd-numbered years
Also Offered As: RELS 140
Activity: Lecture
1.0 Course Unit

NELC 133 Penn/Philadelphia and the Middle East
This seminar explores the historic engagement of the University of Pennsylvania and its faculty, students, and graduates in the Near and Middle East. It does so while drawing on archives, rare books and manuscripts, and artifacts that are now preserved in the University Archives, the Penn Museum, and the Penn Libraries. Together we will consider how, beginning in the late nineteenth century, Penn scholars engaged in archaeological expeditions to celebrated sites like Ur (in what is now Iraq) and Memphis (in Egypt) and how some of these efforts influenced the late Ottoman Empire’s policies towards antiquities and museums. We will examine how Penn’s curriculum changed over time to accommodate Semitics, including the study of languages and biblical traditions, in light of or in spite of historic tensions at the university between secular and religious learning. We will assess how Penn responded to changing American popular attitudes and U.S. foreign policy concerns relative to the Middle East, including during the Cold War and post-2001 (post-9/11) eras. Finally, we will trace the stories or biographies of some individual objects in Penn collections in order to appreciate the university’s roles in collecting, preserving, analyzing, and disseminating knowledge about the region’s deep cultural heritage. Ultimately, by investigating and writing.
Taught by: Sharkey, H
One-term course offered either term
Activity: Seminar
1.0 Course Unit

NELC 134 Getting Crusaded
What did it feel like to get crusaded? In this course, we will examine the roughly two-century period from the call of the First Crusade in 1095 to the final expulsion of Latin Crusaders from the Middle East in 1291. Our examination will be primarily from the perspective of the invaded, rather than the invaders, as is usually done. How did the Muslims, Jews, and Eastern Christians of the medieval Middle East respond to the presence of Frankish invaders from Europe?
For BA Students: History and Tradition Sector
Taught by: Cobb
Course offered fall; even-numbered years
Activity: Lecture
1.0 Course Unit
NELC 136 Introduction to Islam
This course is an introduction to Islam as a religion as it exists in societies of the past as well as the present. It explores the many ways in which Muslims have interpreted and put into practice the prophetic message of Muhammad through historical and social analyses of varying theological, philosophical, legal, political, mystical and literary writings, as well as through visual art and music. The aim of the course is to develop a framework for explaining the sources and symbols through which specific experiences and understandings have been signified as Islamic, both by Muslims and by other peoples with whom they have come into contact, with particular emphasis given to issues of gender, religious violence and changes in beliefs and behaviors which have special relevance for contemporary society.

Taught by: Elias
Course usually offered in fall term
Also Offered As: RELS 143, SAST 139
Activity: Lecture
1.0 Course Unit

NELC 137 Arab/Israeli Conflict in Literature and Film
This course will explore the origins, the history and, most importantly, the literary and cinematic art of the struggle that has endured for a century over the region that some call the Holy Land, some call Eretz Israel and others call Palestine. We will also consider religious motivations and interpretations that have inspired many involved in this conflict as well as the political consequences of world wars that contributed so greatly to the reconfiguration of the Middle East after the fall of the Ottoman Empire, and after the revelations of the Holocaust in Western Europe. While we will rely on a textbook for historical grounding, the most significant material we will use to learn this history will be films, novels, and short stories. Can the arts lead us to a different understanding of the lives lived through what seems like unending crisis?

Taught by: Troutt-Powell
One-term course offered either term
Also Offered As: CIMS 166, HIST 166
Activity: Lecture
1.0 Course Unit

NELC 145 Near Eastern Topics
Course topics will vary
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Sometimes offered as a Benjamin Franklin Seminar.

NELC 148 Warriors, Concubines & Converts: the Ottoman Empire in the Middle East & Europe
For almost six hundred years, the Ottomans ruled most of the Balkans and the Middle East. From their bases in Anatolia, Ottoman armies advanced into the Balkans, Syria, Egypt, and Iraq, constantly challenging the borders of neighboring European and Islamicate empires. By the end of the seventeenth century, Constantinople, Jerusalem, Cairo, Baghdad, Sarajevo, Budapest, and nearly Vienna came under Ottoman rule. As the empire expanded into Europe and the Middle East, the balance of imperial power shifted from warriors to converts, concubines, and intellectuals. This course examines the expansion of the Ottoman sultanate from a local principality into a sprawling empire with a sophisticated bureaucracy; it also investigates the social, cultural, and intellectual developments that accompanied the long arc of the empire’s rise and fall. By the end of the course, students will be able to identify and discuss major currents of change in the Ottoman Empire and the Middle East. The student will have a better understanding of the roles of power, ideology, diplomacy, and gender in the construction of empire and a refined appreciation for diverse techniques of historical analysis.

For BA Students: History and Tradition Sector
Taught by: Aguirre-Mandujano
Course usually offered in fall term
Also Offered As: HIST 148
Activity: Lecture
1.0 Course Unit

NELC 150 Introduction to the Bible (The 'Old Testament')
An introduction to the major themes and ideas of the Hebrew Bible (the Old Testament), with attention to the contributions of archaeology and modern Biblical scholarship, including Biblical criticism and the response to it in Judaism and Christianity. All readings are in English.
For BA Students: Humanities and Social Science S
Course usually offered in fall term
Also Offered As: JWST 150, NELC 450, RELS 150
Activity: Lecture
1.0 Course Unit

NELC 153 How to Read the Bible
The aim of this course is to explore what the Bible means, and why it means such different things to different people. Why do people find different kinds of meaning in the Bible. Who is right in the struggle over its meaning, and how does one go about deciphering that meaning in the first place? Focusing on the book of Genesis, this seminar seeks to help students answer these questions by introducing some of the many ways in which the Bible has been read over the ages. exploring its meaning as understood by ancient Jews and Christians, modern secular scholars, contemporary fiction writers, feminist activists, philosophers and other kinds of interpreter.

Taught by: WEITZMAN
Also Offered As: JWST 131, RELS 130
Activity: Seminar
1.0 Course Unit
NELC 154 Women in Jewish Literature
‘Jewish woman, who knows your life? In darkness you have come, in darkness do you go.’ J. L. Gordon (1890). This course will bring into the light the long tradition of women as readers, writers, and subjects in Jewish literature. All texts will be in translation from Yiddish and Hebrew, or in English. Through a variety of genres – devotional literature, memoir, fiction, and poetry -- we will study women’s roles and selves, the relations of women and men, and the interaction between Jewish texts and women’s lives. The legacy of women in Yiddish devotional literature will serve as background for our reading of modern Jewish fiction and poetry from the past century. The course is divided into five segments. The first presents a case study of the Matriarchs Rachel and Leah, as they are portrayed in the Hebrew Bible, in rabbinic commentary, in pre-modern prayers, and in modern poems. We then examine a modern novel that recasts the story of Dinah, Leah’s daughter. Next we turn to the seventeenth century Glikl of Hamel, the first Jewish woman memoirist. The third segment focuses on devotional literature for and by women. In the fourth segment, we read modern women poets in Yiddish, Hebrew, and English. The course concludes with a fifth segment on fiction written by women in Yiddish, Hebrew, and English. All readings and lectures in English.
For BA Students: Arts and Letters Sector
Taught by: Hellerstein
Course not offered every year
Also Offered As: GRMN 262, GSWS 162, JWST 268
Activity: Seminar
1.0 Course Unit

NELC 155 Archaeology & The Bible
Archaeology and the Bible is a chronological survey of the long span of human occupation in the Land of the Bible, known by the names of the modern nation-states and political entities that occupy the area, as well as various short hands such as Levant and Syria-Palestine, from ca. 10,000 BCE, when humans first began to farm and herd animals through the time of the Divided Monarchy of Israel and Judah. While archaeology has moved beyond a primary concern with illuminating the Bible, NELC 155 will investigate the broader import of archaeological discoveries for our understanding of ancient Israel and its neighbors.
Taught by: Zettler
Course not offered every year
Also Offered As: ANTH 124
Activity: Lecture
1.0 Course Unit

NELC 156 Great Books of Judaism (Fall 2018: Lifecycle in the Talmud)
The Babylonian Talmud, known simply as the Bavli, is the foundational legal and ethical document of rabbinic Judaism. It is one of the best read works of world literature, and it is the most widely disseminated and revered rabbinic work. It not only contains legal discussions and rulings but rather it also presents the worldview of the rabbis. This course will analyze and contextualize the perspectives of the Talmud towards the important phases of life. We will examine in-depth several Talmudic passages relating to the various stages of the human lifecycle: birth and naming of the child; circumcision; bar/bat mitzva and adulthood; earning a livelihood and choosing a career; marriage and divorce; procreation and raising children; death, burial, mourning and the belief in the resurrection of the dead among others. We will evaluate these teachings in light of other traditions and in their broader late antiquity and contemporary contexts. All texts will be read in their English translation but originals will also be provided.
For BA Students: Arts and Letters Sector
Course usually offered in fall term
Also Offered As: COML 057, JWST 151, NELC 456, RELS 027
Activity: Seminar
1.0 Course Unit

NELC 158 Jewish Literature in the Middle Ages in Translation
Course explores the cultural history of Jews in the lands of Islam from the time of Mohammed through the late 17th century (end of Ottoman expansion into Europe) –in Iraq, the Middle East, al-Andalus and the Ottoman Empire. Primary source documents (in English translation) illuminate minority-majority relations, internal Jewish tensions (e.g., Qaraism), and developments in scriptural exegesis, rabbinic law, philosophy, poetry, polemics, mysticism and liturgy. Graduate students have additional readings and meetings. Spring 2015
Taught by: Fishman
One-term course offered either term
Also Offered As: COML 257, JWST 153, NELC 458
Activity: Seminar
1.0 Course Unit

NELC 159 Modern Hebrew Literature and Film in Translation: Autobiography
This course examines cinematic and literary portrayals of childhood. While Israeli works constitute more than half of the course’s material, European film and fiction play comparative roles. Many of the works are placed, and therefore discussed, against a backdrop of national or historical conflicts. Nonetheless, private traumas (such as madness, abuse, or loss) or an adult’s longing for an idealized time are often the central foci of the stories. These issues and the nature of individual and collective memory will be discussed from a psychological point of view. Additionally, the course analyzes how film, poetry and prose use their respective languages to reconstruct the image of childhood; it discusses the authors and directors struggle to penetrate the psyche of a child and to retrieve fragments of past events.
For BA Students: Arts and Letters Sector
Taught by: Gold
One-term course offered either term
Also Offered As: CIMS 159, COML 282, JWST 154
Activity: Lecture
1.0 Course Unit
**NELC 160 The Making of Scripture: From Revelation to Canon**
The Bible as we know it is the product of a lengthy process of development, elaboration, contest, and debate. Rather than a foregone conclusion, the process by which the texts and traditions within the bible, and the status ascribed to them, was turbulent and uncertain. This course examines that process, examining the Bible, traditions and communities from the Second Temple Period - such as the Dead Sea Scrolls and Community - that rewrote, reconsidered, revised, or rejected now well-recognized figures and stories, and constructed distinct ideas of what was considered scripture and how it should be approached. Even as the bible began to resemble the corpus as we now know it, interpretive strategies rendered it entirely different, such as Hellenistic Allegorizers, working from the platonic tradition, rabbincic readers who had an entirely different set of hermeneutics, early Christians, who offered different strategies for reading the ‘Old’ and ‘New’ Testaments alongside one another (and employing categories like ‘Old’ and ‘New,’ themselves constituting a new attitude and relationship to and between these texts), and lastly early Muslim readers, who embraced many of the stories in the Bible, altered others, and debated the status of these corpuses under Islam.

Taught by: Gross
Also Offered As: JWST 160, RELS 165
Activity: Seminar
1.0 Course Unit

**NELC 166 The Religion of Ancient Egypt**
Weekly lectures (some of which will be illustrated) and a field trip to the University Museum's Egyptian Section. The multifaceted approach to the subject matter covers such topics as funerary literature and religion, cults, magic religious art and architecture, and the religion of daily life.

Taught by: Silverman/Wegner
Course not offered every year
Also Offered As: NELC 468, RELS 114
Activity: Lecture
1.0 Course Unit

**NELC 168 Women in Ancient Egypt**
This class will examine the many roles played by women in ancient Egypt. From goddesses and queens, to wives and mothers, women were a visible presence in ancient Egypt. We will study the lives of famous ancient Egyptian women such as Hatshepsut, Nefertiti and Cleopatra. More independent than many of their contemporaries in neighboring areas, Egyptian women enjoyed greater freedoms in matters of economy and law. By examining the evidence left to us in the literature (including literary texts and non-literary texts such as legal documents, administrative texts and letters), the art, and the archaeological record, we will come away with a better understanding of the position of women in this ancient culture.

Taught by: Houser Wegner
Course not offered every year
Also Offered As: NELC 568
Activity: Lecture
1.0 Course Unit

**NELC 180 Narrative Across Cultures**
The purpose of this course is to present a variety of narrative genres and to discuss and illustrate the modes whereby they can be analyzed. We will be looking at shorter types of narrative: short stories, novellas, and fables, and also some extracts from longer works such as autobiographies. While some works will come from the Anglo-American tradition, a larger number will be selected from European and non-Western cultural traditions and from earlier time-periods. The course will thus offer ample opportunity for the exploration of the translation of cultural values in a comparative perspective.

Taught by: Loomba
One-term course offered either term
Also Offered As: COML 125, ENGL 103, SAST 124, THAR 105
Activity: Lecture
1.0 Course Unit

**NELC 182 Ancient Civilizations of the World**
This course explores the archaeology (material culture) of early complex societies or civilizations in Egypt, Mesopotamia, and the Aegean. According to the traditional paradigm, civilization first emerged during the fourth millennium BCE in Egypt and Mesopotamia. In the Mediterranean, state-level societies first appeared in Crete and mainland Greece in the early second millennium BCE. This course investigates how and why these civilizations developed, as well as their appearance and structure in the early historic (or literate) phases of their existence. A comparative perspective will illustrate what these early civilizations have in common and the ways in which they are unique. This course will consist largely of lectures which will outline classic archaeological and anthropological theories on state formation, before turning to examine the available archaeological (and textual) data on emerging complexity in Egypt, Mesopotamia, and the Aegean. This course does not presuppose any knowledge of archaeology or ancient languages; the instructor will provide any background necessary. Because this is a course on material culture, some of the class periods will be spent at the Penn Museum of Archaeology and Anthropology. These will consist of a guided tour of a relevant gallery, as well as a hands-on object-based lab with archaeological materials selected by the instructor. This course meets the General Education Curriculums Cross Cultural Analysis foundational approach, whose aim is to help students understand and interpret the cultures of peoples (even long-dead peoples) with histories different from their own; it also fulfills the History and Tradition Sector breadth requirement.

For BA Students: History and Tradition Sector
Taught by: Burge
Course offered spring; even-numbered years
Also Offered As: ANTH 139, URBS 139
Activity: Lecture
1.0 Course Unit
NELC 186 Jewish Mysticism
Survey of expressions of Jewish mysticism from Hebrew Scripture through the 21st century. Topics include rabbinic concerns about mystical speculation, the ascent through the celestial chambers - hekhalot, the Book of Creation, the relationship of Jewish philosophy and mysticism, techniques of letter permutation, schematization of the Divine Body, the prominence of gender and sexuality in kabalistic thought, the relationship of kabbalah to the practice of the commandments, Zohar, Lurianic kabbalah, Hasidism, New-Age Jewish spirituality and the resurgence of Jewish mysticism in the 20th century. All readings will be in English translation.
For BA Students: Arts and Letters Sector
Taught by: Fishman
Course not offered every year
Also Offered As: JWST 126, RELS 126
Activity: Lecture
1.0 Course Unit

NELC 187 The Material Past in a Digital World
The material remains of the human past -objects and spaces- provide tangible evidence of past people's lives. Today's information technologies improve our ability to document, study, and present these materials. But what does it mean to deal with material evidence in a virtual context? In this class, students will learn basic digital methods for studying the past while working with objects, including those in the collections of the Penn Museum. This class will teach relational database design and 3D object modeling. As we learn about acquiring and managing data, we will gain valuable experience in the evaluation and use of digital tools. The digital humanities are a platform both for learning the basic digital literacy students need to succeed in today's world and for discussing the human consequences of these new technologies and data. We will discuss information technology's impact on the study and presentation of the past, including topics such as public participation in archaeological projects, educational technologies in museum galleries, and the issues raised by digitizing and disseminating historic texts and objects. Finally, we will touch on technology's role in the preservation of the past in today's turbulent world. No prior technical experience is required, but we hope students will share an enthusiasm for the past.
Also Offered As: ANTH 127, ARTH 127, CLST 127, HIST 127
Activity: Lecture
1.0 Course Unit

NELC 201 Modern Middle Eastern Literature in Translation
The Middle East boasts a rich tapestry of cultures that have developed a vibrant body of modern literature that is often overlooked in media coverage of the region. While each of the modern literary traditions that will be surveyed in this introductory course-Arabic, Hebrew, Persian and Turkish-will be analyzed with an appreciation of the cultural context unique to each body of literature, this course will also attempt to bridge these diverse traditions by analyzing common themes such as modernity, social values, the individual and national identity-as reflected in the genres of poetry, the novel and the short story. This course is in seminar format to encourage lively discussion and is team-taught by four professors whose expertise in modern Middle Eastern literature serves to create a deeper understanding and aesthetic appreciation of each literary tradition. In addition to honing students' literary analysis skills, the course will enable students to become more adept at discussing the social and political forces that are reflected in Middle Eastern literature, explore important themes and actively engage in reading new Middle Eastern works on their own in translation. All readings are in English.
For BA Students: Arts and Letters Sector
Taught by: Allen/Gold
Course usually offered in spring term
Also Offered As: COML 212
Activity: Lecture
1.0 Course Unit
Notes: Fulfills Cross-Cultural Analysis

NELC 216 Introduction to Persian Poetic Tradition
This course introduces some of the major genres and themes of the millennium-old Persian poetic tradition from ancient to modern Iran. Epic and romance, love and mysticism, wine and drunkenness, wisdom and madness, body and mind, sin and temptation are some of the key themes that will be explored through a close reading of poems in this course. The course suits undergraduate students of all disciplines, as it requires no prior knowledge of or familiarity with the Persian language or the canon of Persian literature. All teaching materials are available in English translation. Students are expected to attend seminars and take part in discussions.
For BA Students: Arts and Letters Sector
Taught by: Shams
Course usually offered in spring term
Also Offered As: COML 215, GSWS 214, HIST 226, NELC 516
Activity: Seminar
1.0 Course Unit

NELC 218 Media and Culture in Contemporary Iran
This course offers a comprehensive introduction to the culture and media of modern Iran, with a critical perspective on issues such as identity formation, ethnicity, race, and nation-building. It focuses on how these issues relate to various aspects of modern Iranian culture - such as religion, gender, sexuality, war, and migration - through the lens of media, cinema, and literature.
Taught by: Esmaeili
One-term course offered either term
Also Offered As: CIMS 218, GSWS 218, NELC 518, RELS 219
Activity: Seminar
1.0 Course Unit
NELC 222 Art of Ancient Iran
This course offers a survey of ancient Iranian art and culture from the painted pottery cultures of the Neolithic era to the monuments of the Persian Empire. Particular emphasis is placed on the Early Bronze Age. Taught by: Pittman
Course not offered every year
Also Offered As: AAMW 622, ARTH 222, ARTH 622, NELC 622
Activity: Lecture
1.0 Course Unit

NELC 224 Art of Mesopotamia
The class presents a survey of the art and archaeology of Mesopotamia beginning with the appearance of the first cities and ending with the fall of the Assyrian Empire in the seventh century BCE. It presents the major artistic monuments of Mesopotamian culture, embedding them in their historical context. Focus is placed in particular on the interactions with surrounding cultures of Iran, Central Asia, the Caucasus, the Persian Gulf and Anatolia in order to decenter the discourse from a strictly Mesopotamian perspective. The format is lecture; assignments involve reading response papers; there are in class midterm and final exams. Taught by: Pittman
Course not offered every year
Also Offered As: AAMW 624, ARTH 224, ARTH 624, NELC 624
Activity: Lecture
1.0 Course Unit

NELC 231 Modern Arabic Literature
This course is a study of modern Arabic literary forms in the context of the major political and social changes which shaped Arab history in the first half of the twentieth century. The aim of the course is to introduce students to key samples of modern Arabic literature which trace major social and political developments in Arab society. Each time the class will be offered with a focus on one of the literary genres which emerged or flourished in the twentieth century: the free verse poem, the prose-poem, drama, the novel, and the short story. We will study each of these emergent genres against the socio-political backdrop which informed it. All readings will be in English translations. The class will also draw attention to the politics of translation as a reading and representational lens.
For BA Students: Arts and Letters Sector
Taught by: Fakhreddine
Course usually offered in spring term
Also Offered As: COML 246, NELC 631
Activity: Lecture
1.0 Course Unit

NELC 235 Food in the Islamic Middle East: History, Memory, Identity
In the tenth century, a scholar named Ibn Sayyar al-Warraq produced an Arabic manuscript called Kitab al-Tabikh (The Book of Cooking). This volume, which compiled and discussed the recipes of eighth- and ninth-century Islamic rulers (caliphs) and their courts in Iraq, represents the oldest known surviving cookbook of the Arab-Islamic world. Many more such cookbooks followed; in their day they represented an important literary genre among cultured elites. As one food historian recently noted, there are more cookbooks in Arabic from before 1400 than in the rest of the worlds languages put together. Ibn Sayyars cookbook can help us to think about the historical and cultural dynamics of food. In this class, we will focus on the Middle East across the sweep of the Islamic era, into the modern period, and until the present day, although many of the readings will consider the study of food in other places (including the contemporary United States) for comparative insights. The class will use the historical study of food and foodways as a lens for examining subjects that relate to a wide array of fields and interests. These subjects include economics, agricultural and environmental studies, anthropology, literature, religion, and public health. With regard to the modern era, the course will pay close attention to the consequences of food for shaping memories and identities including religious, ethnic, national, and gender-as identities particularly among people who have dispersed or otherwise migrated. It will also focus considerably on the politics of food, that is, on the place of food in power relations. Among the questions we will debate are these: How does food reflect, shape, or inform history? By approaching the study of Middle Eastern cultures through food, what new or different things can we see? What is the field of food studies, and what can it offer to scholars? What is food writing as a literary form, and what methodological and conceptual challenges face those who undertake it?
Taught by: Sharkey
Course not offered every year
Activity: Seminar
1.0 Course Unit

NELC 238 Introduction to Islamic Law
This course will introduce students to classical Islamic law, the all-embracing sacred law of Islam. Among the world's various legal systems, Islamic law may be the most widely misunderstood and even misrepresented; certainly, misconceptions about it abound. Islamic law is, however, the amazing product of a rich, fascinating and diverse cultural and intellectual tradition. Most of the readings in this course will be taken from primary sources in translation. Areas covered will include criminal law, family law, law in the Quran, gender and sexuality, the modern application of Islamic law, Islamic government and other selected topics.
Taught by: Lowry
Course offered fall; even-numbered years
Also Offered As: RELS 248
Activity: Lecture
1.0 Course Unit
NELC 239 Migration and the Middle East
This reading-and discussion-intensive seminar examines the phenomenon of migration into, out of, within, and across the Middle East and North Africa. We will focus on the period from the late nineteenth century to the present, and will emphasize the cultural (rather than economic) consequences of migration. Along the way we will trace connections between the Middle East and other regions—notably the Americas, sub-Saharan Africa, South Asia, the Caucasus, and Western Europe. Readings are interdisciplinary and include works of history, anthropology, sociology, medical research, literature, political science, geography, and human rights advocacy. As students develop final projects on topics of their choice, we will spend time throughout the semester discussing tactics for research and writing.
Taught by: Sharkey
Course not offered every year
Also Offered As: ASAM 239, NELC 539, SAST 269
Activity: Seminar
1.0 Course Unit

NELC 244 Reading Ancient Mesopotamia
An introduction to the literature of Ancient Mesopotamia. The literature of ancient Mesopotamia flourished thousands of years ago in a culture all of its own, yet the survival of hundreds of thousands of written records challenges us to read it and make sense of it without simply approximating it to the realm of our own understanding. How can we learn to do this? Situating our understanding of how we read and how we understand culture within an interdisciplinary range of literary-critical and analytic approaches, we will approach this question by immersing ourselves in the myths tales and mentalities that made Mesopotamian literature meaningful. To give us a measure of our progress we will bracket the semester by reading Gilgamesh which is never less than a great story, but which will take on new layers of meaning as the semester develops and we learn to read the text in more and more Mesopotamian ways. As we journey through these mysterious realms we will reflect not only Mesopotamia and its immortal literature but on what it means to read and understand any cultures other than our own.
Taught by: Tinney
One-term course offered either term
Also Offered As: NELC 544
Activity: Seminar
1.0 Course Unit

NELC 249 Myth in Society
In this course we will explore the mythologies of selected peoples in the Ancient Near East, Africa, Asia, and Native North and South America and examine how the gods function in the life and belief of each society. The study of mythological texts will be accompanied, as much as possible, by illustrative slides that will show the images of these deities in art and ritual.
Taught by: Ben-Amos
Course not offered every year
Also Offered As: COML 357, FOLK 229
Activity: Lecture
1.0 Course Unit

NELC 250 The Bible in Translation
This course introduces students to one specific Book of the Hebrew Bible. ‘The Bible in Translation’ involves an in-depth reading of a biblical source against the background of contemporary scholarship. Depending on the book under discussion, this may also involve a contextual reading with other biblical books and the textual sources of the ancient Near East. Although no prerequisites are required, this class is a perfect follow-up course to ‘Intro to the Bible.’
Taught by: Cranz
One-term course offered either term
Also Offered As: COML 380, JWST 255, NELC 550, RELS 224
Activity: Seminar
1.0 Course Unit

NELC 252 Themes Jewish Tradition: Iberian Conversos: Jew-Christian?
Course topics will vary; they have included The Binding of Isaac, Responses to Catastrophes in Jewish History, Holy Men & Women (Ben-Amos); Rewriting the Bible (Dohrmann); Performing Judaism (Fishman); Jewish Political Thought (Fishman); Jewish Esotericism (Lorberbaum) Democratic culture assumes the democracy of knowledge - the accessibility of knowledge and its transparency. Should this always be the case? What of harmful knowledge? When are secrets necessary? In traditional Jewish thought, approaching the divine has often assumed an aura of danger. Theological knowledge was thought of as restricted. This seminar will explore the ‘open’ and ‘closed’ in theological knowledge, as presented in central texts of the rabbinic tradition: the Mishnah, Maimonides and the Kabbalah. Primary sources will be available in both Hebrew and English.
For BA Students: History and Tradition Sector
Taught by: Ben-Amos/ Dohrmann/Fishman
One-term course offered either term
Also Offered As: FOLK 252, JWST 100, NELC 552, RELS 129
Activity: Seminar
1.0 Course Unit
NELC 254 Jewish Humor
In modern American popular culture Jewish humor is considered by Jews and non-Jews as a recognizable and distinct form of humor. Focusing upon folk-humor, in this course we will examine the history of this perception, and study different manifestation of Jewish humor as a particular case study of ethnic in general. Specific topics for analysis will be: humor in the Hebrew Bible, Jewish humor in Europe and in America, JAP and JAM jokes, Jewish tricksters and pranksters, Jewish humor in the Holocaust and Jewish humor in Israel. The term paper will be collecting project of Jewish jokes.
For BA Students: Arts and Letters Sector
Taught by: Ben-Amos
Course not offered every year
Also Offered As: COML 259, FOLK 296, JWST 102
Activity: Lecture
1.0 Course Unit

NELC 258 Jewish Folklore
The Jews are among the few nations and ethnic groups whose oral tradition occurs in literary and religious texts dating back more than two thousand years. This tradition changed and diversified over the years in terms of the migrations of Jews into different countries and the historical, social, and cultural changes that these countries underwent. The course attempts to capture the historical and ethnic diversity of Jewish Folklore in a variety of oral literary forms.
Taught by: Ben-Amos
Course usually offered in fall term
Also Offered As: COML 283, FOLK 280, JWST 260
Activity: Lecture
1.0 Course Unit

NELC 259 Introduction to Modern Hebrew Literature: Short Story Reinvented
The objective of this course is to develop an artistic appreciation for literature through in-depth class discussions and text analysis. Readings are comprised of Israeli poetry and short stories. Students examine how literary language expresses psychological and cultural realms. The course covers topics such as: the short story reinvented, literature and identity, and others. Because the content of this course changes from year to year, students may take it for credit more than once. This course is conducted in Hebrew and all readings are in Hebrew. Grading is based primarily on participation and students' literary understanding.
For BA Students: Arts and Letters Sector
Taught by: Gold
Course usually offered in fall term
Also Offered As: COML 266, JWST 259, NELC 559
Prerequisite: HEBR 054
Activity: Seminar
1.0 Course Unit

NELC 260 Middle Eastern Jews in Israel
This undergraduate seminar offers an in-depth look at the history of Middle Eastern and North African Jews, focusing in particular on their place in Israeli society and culture. It will begin with a historical background on the Jewish communities in Ottoman Palestine, and in the larger Ottoman Empire, Iran, and Morocco. We will then proceed to consider the engagement of these Jewish communities with Zionism, and with other conflicting forces, such as European colonialism, Arab nationalism, and Cosmopolitanism. We will learn about Jewish immigration from the region to Palestine/Israel in the period between 1880 to 1948, and about their exodus/expulsion post-1948. We will then explore in depth their settlement in Israel: governmental policies towards Jewish immigrants from the Islamic World, especially between the 1950s and the 1970s; their integration in Israeli society; identity politics in Israel (or: the 'invention' of 'Mizrahim'); Mizrahi political action; Mizrahi music, film, literature, and food culture; and Mizrahi attitudes towards Arabs, both within and outside Israel. Students will leave the class with a firm grasp of the social and cultural history of Middle Eastern Jews in Israel, and the issues facing third-generation Mizrahim in Israel today. Students will also be introduced to basic methods of inquiry in history, sociology, anthropology, and cultural studies. Students will engage with a mix of scholarly research, readings in original documents, film, literature, music, and some material and visual artifacts.
Taught by Alon Tam
Also Offered As: JWST 270
Activity: Seminar
1.0 Course Unit

NELC 261 Ancient Iranian Empires
Iran - as a landmass and a political entity - was central to the ancient world in a variety of ways. Ancient Iranian Empires were of central importance to - and centrally located in - the ancient world. It was the successor kingdom to the Assyrians and Babylonians; the power against which Greece and Rome defined themselves; and the crucible in which various communities and models of rule developed. This course offers a survey of the history of the ancient Persianate world, focusing in particular on the political and imperial entities that rose to power, the cultural, political, mercantile, and other contacts they shared with their neighbors to the East and West, and the communities and religious groups that arose and flourished within their lands. Ancient Iranian empires rivaled the Greek and Roman Empires to their West, and the central and eastern Asian Empires to their east, and the ongoing history of diplomacy, cultural contact, and war between these regions was formative to each and to the ancient world as a whole. Iran was home to and similarly formative for a variety of religions, including Zoroastrianism, Judaism, Christianity, Manichaeanism, and Islam, and a central question Ancient Iranian political powers sought to address was how to negotiate and address the variety of populations under their control. The course will conclude by studying how, rather than a simplistic story of decline, the strategies, policies, institutions, and memory of the Iranian Empires continued to shape early Islam, medieval imagination, and modern political regimes.
Taught by: Gross
Also Offered As: ANCH 261, NELC 561, RELS 261
Activity: Lecture
1.0 Course Unit
NELC 266 History of Ancient Egypt
Review and discussion of the principal aspects of ancient Egyptian history, 3000-500 BC.
Taught by: Wegner
Course usually offered in fall term
Also Offered As: NELC 666
Activity: Lecture
1.0 Course Unit

NELC 275 History and Society of Early Mesopotamia
The fourth millennium BCE saw the rise of cities and the birth of writing in ancient Mesopotamia (modern Iraq). This class traces the history of Mesopotamia from about 3000 BCE to about 1600 BCE (the end of the Old Babylonian Period), examining political history and changes in social organization as well as developments in religion, literature and art.
Taught by: Tinney
Course offered spring; odd-numbered years
Also Offered As: NELC 575
Activity: Seminar
1.0 Course Unit

NELC 281 Topics In Anthropology and the Modern World
This course relates anthropological models and methods to current problems in the Modern World. The overall objective is to show how the research findings and analytical concepts of anthropology may be used to illuminate and explain events as they have unfolded in the recent news and in the course of the semester. Each edition of the course will focus on a particular country or region that has been in the news.
Taught by: Spooner
Course usually offered in spring term
Also Offered As: ANTH 100, ANTH 654, NELC 681, SAST 161
Activity: Lecture
1.0 Course Unit

NELC 285 Introduction to Visual Culture of the Islamic World
A one-semester survey of Islamic art and architecture which examines visual culture as it functions within the larger sphere of Islamic culture in general. Particular attention will be given to relationships between visual culture and literature, using specific case studies, sites or objects which may be related to various branches of Islamic literature, including historical, didactic, philosophical writings, poetry and religious texts. All primary sources are available in English translation.
For BA Students: Humanities and Social Science S
Course not offered every year
Also Offered As: AAMW 635, ARTH 235, ARTH 635, NELC 685, VLST 235
Activity: Lecture
1.0 Course Unit

NELC 290 Faces of Love: Gender, Sexuality and the Erotic in Persian Literature
Beloved, Lover and Love are three concepts that dominate the semantic field of eroticism in Persian literature and mysticism. The interrelation among these concepts makes it almost impossible to treat any one of the concepts separately. Moreover, there exists various faces and shades of love in the works of classical and modern Persian literature that challenges the conventional heteronormative assumptions about the sexual and romantic relationships between the lover and the beloved. A sharp contrast exists between the treatment of homosexuality and 'queerness' in Islamic law, on the one hand and its reflection in Persian literature, particularly poetry (the chief vehicle of Persian literary expression), on the other. This course introduces and explores different faces of love, eroticism and homoeroticism in the Persian literary tradition from the dawn of dawn of the Persian poetry in the ninth century all through to the twenty-first century. It offers a comprehensive study of representations and productions of heteronormativity, sexual orientation and gender roles with particular reference to the notion of love, lover and beloved in Persian literature. Prerequisite: No prior knowledge of Persian is required as all literary works will be available in English translation. Students are expected to attend seminars and take part in discussions.
Please note that this syllabus is subject to change.
Taught by: Shams
Course usually offered in fall term
Also Offered As: COML 275, COML 574, GSWS 275, GSWS 575, NELC 574
Activity: Lecture
1.0 Course Unit
Notes: No prior knowledge of Persian is required as all literary works will be available in English translation. Students are expected to attend seminars and take part in discussions. Please note that this syllabus is subject to change.

NELC 306 Gunpowder, Art and Diplomacy: Islamic Empires in the Early Modern World
In the sixteenth century, the political landscape of the Middle East, Central Asia, and India changed with the expansion and consolidation of new Islamic empires. Gunpowder had transformed the modes of warfare. Diplomacy followed new rules and forms of legitimation. The widespread use of Persian, Arabic and Turkish languages across the region allowed for an interconnected world of scholars, merchants, and diplomats. And each imperial court, those of the Ottomans, the Safavids, and the Mughals, found innovative and original forms of expression in art and literature. The expansion of these Islamic empires, each of them military giants and behemoths of bureaucracy, marked a new phase in world history. The course is divided in four sections. The first section introduces the student to major debates about the so-called gunpowder empires of the Islamic world as well as to comparative approaches to study them. The second section focuses on the transformations of modes of warfare and military organization. The third section considers the cultural history and artistic production of the imperial courts of the Ottomans, the Mughals, and the Safavids. The fourth and final section investigates the social histories of these empires, their subjects, and the configuration of a world both connected and divided by commerce, expansion, and diplomacy.
Taught by: Mandujano
Course usually offered in spring term
Also Offered As: HIST 306
Activity: Lecture
1.0 Course Unit
NELC 320 Digital Exploration of the Past: Archives, Databases, Maps, and Museums
This course exposes students to digital methods for investigating past environments and societies, including digitization of analog records, the construction and querying of databases, and the creation of digital maps. The ultimate goal of the course will be to carry out a final project that benefits the Penn Museum and the public. In fall 2018, our exploration of digital methods will center around the archaeological site of Ur (Tell el-Muqayyar), located in southern Iraq. Ur was one of the earliest cities in the world, and, thanks to campaigns partly funded by Penn in the 1920s and 1930s, is one of the best-excavated sites in southern Mesopotamia. Here at Penn, we have unparalleled access to archival documentation and artifacts from the site. We will draw upon this access to contribute to an on-going digital humanities project in the Penn Museum (the public 'Ur Online' database). In the process, students will re-assess data that has the potential to change anthropological ideas about issues such as the environmental setting of the earliest cities and archaeological ideas about demographic and urban structure within the city of Ur itself. There are no prerequisites, but students must bring an interest in Mesopotamian archaeology and/or the origins of urbanism and be motivated to carry out individual and group research guided by the instructor & classmates.
Taught by: Hammer
Also Offered As: AAMW 619, NELC 620
Activity: Seminar
1.0 Course Unit

NELC 325 Who Owns the Past? Archaeology and Politics in the Middle East
This course explores the role of cultural heritage and archaeological discoveries in the politics of the Middle East from the nineteenth century to the recent aftermath of the Arab Spring. We will explore how modern Middle East populations relate to their pasts and how archaeology and cultural heritage have been employed to support particular political and social agendas, including colonialism, nationalism, imperialism, and the construction of ethnic-religious identities. Although it was first introduced to the Middle East as a colonial enterprise by European powers, archaeology became a pivotal tool for local populations of the Middle East to construct new histories and identities during the post-World War I period of intensive nation-building after the dissolution of the Ottoman Empire. To understand this process, we will first look at the nineteenth-century establishment of archaeology by institutions like the Penn Museum. Then we will move on to individual case studies in Turkey, Iraq, Egypt, Israel/Palestine, Iran, and the republics of former Soviet Transcaucasia to look at the role of archaeology and cultural heritage in the formation of these countries as modern nation-states with a shared identity among citizens. We will conclude with an examination of the recent impact of the Islamic State on material heritage in Syria and Iraq, the changing attitudes of Middle Eastern countries toward foreign museums, and the role of UNESCO in defining Middle Eastern sites of world heritage. The course will also include field trips to the Penn Museum.
For BA Students: History and Tradition Sector
Taught by: Hammer
One-term course offered either term
Also Offered As: ANTH 325
Activity: Seminar
1.0 Course Unit
NELC 330 The University, the Museum, and the Middle East
This seminar explores how two kinds of institutions - the research university and the museum - developed in the United States as American scholars and philanthropists and the U.S. government engaged with the wider world. We will take the involvement of the University of Pennsylvania and the Penn Museum in the Middle East as a test case for this history, while focusing on the period from the late nineteenth century to the present. We will approach questions in transnational intellectual, cultural, and political history through the lens of Penn's Middle Eastern engagements. For example, how did the university and its museum contribute to the construction of the Middle East as a zone of U.S. diplomatic intervention? How have American scholarly traditions shaped academic fields of inquiry including 'Semitics' (a term used a century ago to suggest the study of biblical languages and traditions), 'Oriental Studies' (a now passé and politically loaded term suggesting connections to American traditions of Orientalist thought), 'Islamic Studies', and 'Egyptology'? How did Penn's archaeological expeditions to celebrated sites like Ur in the late nineteenth century influence the late Ottoman Empire's policies towards antiquities and museums? How did Penn's broader expeditions in the twentieth century, to Egypt, Iran, and elsewhere, shape nationalist imaginations in the United States and in Middle Eastern countries, while also informing international antiquities policies? Finally, how have institutions like Penn and the Penn Museum responded to changing American popular attitudes and U.S. foreign policy concerns relative to the Middle East, during the Cold War and post-2001 ('post-9/11') eras, and most recently, amid civil strife in Syria and Iraq? This seminar offers students an opportunity to consult Penn's phenomenal collections of Middle East-related materials as they pursue end-of-semester research. These collections include artifacts (museum objects), archival records (such as documents, drawings, and photographs), and rare books and manuscripts from the Penn Museum and Penn Libraries. Prerequisite: Middle Eastern history survey
Taught by: Sharkey
Course offered: spring; odd-numbered years
Also Offered As: NELC 530
Activity: Seminar
1.0 Course Unit

NELC 331 Women Making History: The Penn Museum and the Centennial 2020
The year 2020 marks the 100th anniversary of the 19th Amendment to the U.S. Constitution, which declared that the right of citizens to vote ‘shall not be denied or abridged by the United States or by any State on account of sex’. To mark this centennial - to both celebrate it and critically assess its impact on American society - we will investigate the history of women at the Penn Museum as archaeologists, ethnographers, epigraphers, philanthropists, and more. At the same time, we will examine material in the Penn Museum that women collected, donated, or studied. Our goal will be to produce original research that may contribute to future exhibits and publications as well as to broader public forums. Sponsored by the Department of Near Eastern Languages and Civilizations, our seminar will focus heavily on western Asia, southeastern Europe, and North Africa - all zones that scholars have variously associated with the Near East or Middle East, and where the Penn Museum has been active since its foundation in 1887. To situate the Penn Museum and its collections within a global and comparative frame, we will also study select women who made major scholarly contributions to other parts of the world such as the Americas and Oceania. Among the figures we will study are Sarah Yorke Stevenson (Egypt), Katharine Woolley (Mesopotamia/Iraq), Harriet Boyd Hawes (Ottoman Crete and Greece), Florence Shotridge (Alaska), Zelia Nuttall (Mexico and Russia), and Tatiana Proskouriakoff (Guatemala). We will venture into many different kinds of history. In regional terms, our scope will be transnational and international: we will cover the United States and the Middle East in the wider world. In thematic and methodological terms, we will approach our subject through biography, oral history, and microhistory; material history and museum studies; cultural and intellectual history; women's and gender studies; and the history of academic disciplines, especially archaeology and anthropology. Some background in Middle Eastern history; or Anthropology; or Women's History; or Museum Studies recommended.
Taught by: Sharkey
Course offered: spring; even-numbered years
Also Offered As: ANTH 351, ANTH 531, GSWS 331, GSWS 533, NELC 531
Activity: Seminar
1.0 Course Unit

NELC 332 North Africa: History, Culture, Society
This interdisciplinary seminar aims to introduce students to the countries of North Africa, with a focus on the Maghreb and Libya (1830-present). It does so while examining the region’s close economic and cultural connections to sub-Saharan Africa, Europe, and the Middle East. Readings will include histories, political analyses, anthropological studies, and novels, and will cover a wide range of topics such as colonial and postcolonial experiences, developments in Islamic thought and practice, and labor migration. This class is intended for juniors, seniors, and graduate students. Prerequisite: A university-level course in Middle Eastern, African, or Mediterranean history.
Taught by: Sharkey
Course not offered every year
Also Offered As: AFRC 332, AFRC 632, HIST 370, NELC 632
Activity: Seminar
1.0 Course Unit
**NELC 333 Urban Life in the Middle East and North Africa**

With rapid urbanization, most people in the Middle East and North Africa are living now in cities and towns, rather than in rural areas. This seminar introduces the complex realities of living in the major cities of the region, in terms of globalization, social class, politics, gender and sexuality, culture, religion, communal identities, communal networks, and more. Through intensive engagement with the various readings and films, both documentaries and feature films, we will explore how those realities and processes shape the urban space, or express themselves in it. In addition, we will explore the basic premises of such disciplines as anthropology, cultural studies, history, or sociology, and learn how they can help us research and understand the realities of urban life in the modern and contemporary Middle East and North Africa. We will use Cairo, Egypt, as our main case study, while looking at a range of other cities, such as Istanbul, Turkey, and Marrakesh, Morocco, for further insights.

Taught by: Tam
Also Offered As: URBS 333
Activity: Seminar
1.0 Course Unit

**NELC 334 Africa and the Mid-East**

Taught by: Troutt Powell
One-term course offered either term
Also Offered As: AFRC 372, HIST 371
Activity: Seminar
1.0 Course Unit

**NELC 335 Muslims, Christians, and Jews in the Middle East: Historical Perspectives**

A reading- and discussion-intensive seminar that addresses several recurring questions with regard to the Middle East and North Africa. How have Islam, Judaism, and Christianity influenced each other in these regions historically? How have Jews, Christians, and Muslims fared as religious minorities? To what extent have communal relations been characterized by harmony and cooperation, or by strife and discord, and how have these relations changed in different contexts over time? To what extent and under what circumstances have members of these communities converted, intermarried, formed business alliances, and adopted or developed similar customs? How has the emergence of the modern nation-state system affected communal relations as well as the legal or social status of religious minorities in particular countries? How important has religion been as one variable in social identity (along with sect, ethnicity, class, gender, etc.), and to what extent has religious identity figured into regional conflicts and wars? The focus of the class will be on the modern period (c. 1800-present) although we will read about some relevant trends in the early and middle Islamic periods as well. Students will also pursue individually tailored research to produce final papers. Prior background in Islamic studies and Middle Eastern history is required. Middle Eastern history is required. This class is intended for juniors, seniors, and graduate students.

Taught by: Sharkey
One-term course offered either term
Also Offered As: HIST 479, JWST 335, NELC 535, RELS 311
Activity: Seminar
1.0 Course Unit

**NELC 336 Nationalism and Communal Identity in the Middle East**

This seminar views the phenomenon of nationalism as it affected the modern Middle East in the nineteenth and twentieth centuries. Together we will consider the diverse components of nationalism, including religion, language, territorial loyalty, and ethnicity, and test the thesis that nations are ‘imagined communities’ built on ‘invented traditions’.

At the same time, we will examine other forms of communal identity that transcend national borders or flourish on more localized scales. This class approaches nationalism and communal identity as complex products of cultural, political, and social forces, and places Middle Eastern experiences within a global context. Students must take a survey of modern Middle Eastern history or politics before enrolling in this class.

This class is intended for juniors, seniors, and graduate students.

Taught by: Sharkey
Course usually offered in fall term
Also Offered As: NELC 536
Prerequisite: NELC 102
Activity: Seminar
1.0 Course Unit

**NELC 337 Jewish Magic: Defense Against the Dark Arts**

The Hebrew Bible legislates against magic and witchcraft. But Jewish literature is replete with demons, witches, spells and incantations. This course will examine the phenomenon of Jewish magic in the longue duree. We will explore a wide array of sources describing ancient Jewish magical practices, and attempt to reconstruct the various aspects of ancient Jewish magic. We will start with demonology and exorcism in biblical and Second Temple literature. Then we will examine rabbinic attitudes towards magic and sorcery and rabbinic magical recipes. We then turn to material artifacts: late antique Jewish amulets and magic bowls. Finally we will survey the large corpus of magical texts from the Cairo Geniza and Hebrew manuscripts of magic from the middle ages. During the course we will consider broader questions such as the relationships between magic and religion, the identity of the Jewish magicians and their clients, relationship between Jewish and contemporary non-Jewish magic, and the role of women in magical practice.

Taught by: Gross
Also Offered As: JWST 337
Activity: Lecture
1.0 Course Unit

**NELC 342 Egypt in Four Revolutions**

This seminar offers an in-depth look at the political and social history of revolution and protest in modern Egypt. We will examine four such seminal events, through different lenses: The Urabi Revolution (1879-1882), The 1919 Revolution, The 1952 Revolution, and The 2011 Revolution. We will discuss their political, social, and economic causes and effects; popular participation and the use of public space; the roles of the army, women, youth, and social organizations in those events; their ideological and international aspects; their colonial and post-colonial contexts; and more. We will use cutting edge research from several disciplines, as well as literature, film, music, photography, and social media as sources. Students will leave the class with a firm grasp of the social and political history of modern Egypt, as well as of current scholarly discussions about the nature of revolution and protest.

Taught by: Tam
Also Offered As: NELC 642
Activity: Seminar
1.0 Course Unit
NELC 346 GIS for the Digital Humanities and Social Sciences
This course introduces students to theory and methodology of the geospatial humanities and social sciences, understood broadly as the application of Geographical Information Systems (GIS) and spatial analysis techniques to the study of social and cultural patterns in the past and present. By engaging with spatial theory, spatial analysis case studies, and technical methodologies, students will develop an understanding of the questions driving, and tools available for, humanistic and social science research projects that explore change over space and time. We will use ESRI's ArcGIS software to visualize, analyze, and integrate historical, anthropological, and environmental data. Techniques will be introduced through the discussion of case studies and through demonstration of software skills. During supervised laboratory sessions, the various techniques and analyses covered will be applied to sample data and also to data from a region/topic chosen by the student.
Taught by: Hammer
Course usually offered in fall term
Also Offered As: AAMW 646, ANTH 346, NELC 646
Activity: Lecture
1.0 Course Unit

NELC 359 Seminar in Modern Hebrew Literature
This course introduces students to selections from the best literary works written in Hebrew over the last hundred years in a relaxed seminar environment. The goal of the course is to develop skills in critical reading of literature in general, and to examine how Hebrew authors grapple with crucial questions of human existence and national identity. Topics include: Hebrew classics and their modern 'descendents,' autobiography in poetry and fiction, the conflict between literary generations, and others. Because the content of this course changes from year to year, students may take it for credit more than once. This course is conducted in Hebrew and all readings are in Hebrew. Grading is based primarily on participation and students' literary understanding.
For BA Students: Arts and Letters Sector
Taught by: Gold
Course usually offered in spring term
Also Offered As: COML 359, JWST 359, JWST 659, NELC 659
Prerequisite: HEBR 059
Activity: Seminar
1.0 Course Unit

NELC 362 Intro to Digital Archaeology
Digital methodologies are now an integral part of archaeological practice and archaeologists are now expected to possess basic computing skills and be familiar with a range of data collection, analysis and visualization techniques. This course will use case studies and applied learning opportunities centered on a course project to explore a broad array of digital approaches in archaeology. The technological underpinnings, professional procedures, and influences on archaeological practice and theory will be discussed for each method covered in the course. Applied learning opportunities in digital data collection methods will include aerial and satellite image analysis, global navigation satellite system (GNSS) survey, 3D scanning methods, close-range photogrammetry, and near-surface geophysical prospection. Students will also have opportunities for practical experience in digital database design and management, geographic information science (GIS) and 3D visualization. Students will communicate the results of the course project in a digital story that will be presented at the end of the term. Prior archaeological classwork and/or experience preferred.
Taught by: Herrmann
Also Offered As: AAMW 562, ANTH 562, CLST 362, CLST 562
Activity: Lecture
1.0 Course Unit

NELC 383 The Religious Other
Course explores attitudes toward monotheists of other faiths, and claims made about these 'religious Others' in real and imagined encounters between Jews, Christians and Muslims from antiquity to the present. Strategies of 'othering' will be analyzed through an exploration of claims about the Other's body, habits and beliefs, as found in works of scripture, law, theology, polemics, art, literature and reportage. Attention will be paid to myths about the other, inter-group violence, converts, cases of cross-cultural influence, notions of toleration, and perceptions of Others in contemporary life. Primary sources will be provided in English.
Taught by: Fishman
Course not offered every year
Also Offered As: JWST 213
Activity: Seminar
1.0 Course Unit

NELC 385 Eastern Christianities
The history of Christianity is often told from the perspective of its spread westward from Israel to Rome. Yet, in the first millennium, there were more Christians living in the East, in places as far away as Persia, Yemen, India, China, and Mongolia, than in the West. Spread across the Asian continent, these Christians were actively involved in local and imperial politics, composed theological literature, and were deeply embedded in the cultural fabric of their host societies. This course traces the spread of Christianity eastward, paying particular attention to its regional developments, its negotiations with local political powers, and its contact with other religions, including Buddhism, Manichaeism, and Islam.
Readings will cover a broad range of sources, including selections from classical Syriac literature, Mesopotamian magic bowls, the so-called 'Jesus Sutras,' and the Quran.
Taught by: Durmaz
Course not offered every year
Also Offered As: RELS 235, SAST 245
Activity: Lecture
1.0 Course Unit
NELC 395 Senior Conference
Directed study for seniors.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

NELC 399 Independent Study
Supervised reading and research
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

NELC 419 Mining Archaeology
In ancient times, materials such as stone and metals were used to produce artifacts including pigments, jewelry, tools, and weapons. This course is designed to introduce students to research on the early exploitation of mineral resources. Which techniques were used to access and process raw materials in antiquity? Which archaeological methods can be used to investigate these features and artifacts? The course will provide worldwide examples through time, ranging from Stone Age flint mining, Iron Age rock salt mining to Medieval silver mining. Ethnographic studies and hands-on activities will contribute to our understanding of mining in archaeology, and artifacts from the Museum’s collections will undergo scientific analysis in the Center for the Analysis of Archaeological Materials. Prerequisite: Desired but not mandatory: ANTH 221/521 Material World in Archaeological Science
Taught by: Jansen
Course usually offered in spring term
Also Offered As: ANTH 419, CLST 419
Activity: Seminar
1.0 Course Unit

NELC 422 Intermediate Urdu Part II
This continuing second-year course allows students to continue improving their Urdu proficiency while also gaining a broad foundational understanding of Urdu society and culture throughout South Asia. The course provides students the tools needed to handle a variety of authentic written and spoken Urdu sources including film, music, media reports, folk tales, and simple literature. Students will also continue to increase their speaking and writing proficiency to be able to discuss a broad range of concrete, real-world topics. The course is designed for students with one year of previous Urdu or Hindi study or the equivalent proficiency.
For BA Students: Last Language Course
Taught by: Pien
Also Offered As: URDU 422
Activity: Seminar
1.0 Course Unit

NELC 434 Arabic Literature and Literary Theory
This course will explore different critical approaches to the interpretation and analysis of Arabic literature from pre-Islamic poetry to the modern novel and prose-poem. The course will draw on western and Arabic literary criticism to explore the role of critical theory not only in understanding and contextualizing literature but also in forming literary genres and attitudes. Among these approaches are: Meta-poetry and inter-Arts theory, Genre theory, Myth and Archetype, Poetics and Rhetoric, and Performance theory. This course in taught in translation.
Taught by: Fakhreddine
One-term course offered either term
Also Offered As: COML 353, COML 505
Activity: Lecture
1.0 Course Unit

NELC 437 Islamic Intellectual Tradition
This comprehensive survey of the traditions of rational thought in classical Islamic culture is distinguished by its attempt to contextualize and localize the history of what is best described as philosophy in Islam, including not only the Islamic products of the Hellenistic mode of thought but also religious and linguistic sciences whose methodology is philosophical. The course examines the influence of these different disciplines upon each other, and the process of the Islamic ‘aspecting’ of the Greek intellectual legacy. The readings thus include not only the works of Hellenized philosophers (falasifa) of Islam, but also those of theologians (mutakallimun), legists (fiqh scholars), and grammarians (nahw/lughha scholars). No prerequisites. Additional advanced-level assignments can be given for graduate credit.
Taught by: Lowry
Course not offered every year
Activity: Seminar
1.0 Course Unit

NELC 450 Introduction to the Bible (The ‘Old Testament’)
An introduction to the major themes and ideas of the Hebrew Bible (the Old Testament), with attention to the contributions of archaeology and modern Biblical scholarship, including Biblical criticism and the response to it in Judaism and Christianity. All readings are in English.
For BA Students: Humanities and Social Science S
Course usually offered in fall term
Also Offered As: JWST 150, NELC 150, RELS 150
Activity: Lecture
1.0 Course Unit

NELC 451 Jews and Judaism in Antiquity
A broad introduction to the history of Jewish civilization from its Biblical beginnings to the Middle Ages, with the main focus on the formative period of classical rabbinic Judaism and on the symbiotic relationship between Judaism, Christianity, and Islam.
Taught by: Dohrmann
Course usually offered in fall term
Also Offered As: HIST 139, JWST 156, NELC 051, RELS 120
Activity: Lecture
1.0 Course Unit

NELC 454 Spirit and Law
While accepting ‘the yoke of the commandments’, Jewish thinkers from antiquity onward have perennially sought to make the teachings of revelation more meaningful in their own lives. Additional impetus for this quest has come from overtly polemical challenges to the law, such as those leveled by Paul, medieval Aristotelians, Spinoza and Kant. This course explores both the critiques of Jewish Law, and Jewish reflections on the Law’s meaning and purpose, by examining a range of primary sources within their intellectual and historical contexts. Texts (in English translation) include selections from Midrash, Talmud, medieval Jewish philosophy and biblical exegesis, kabbalah, Hasidic homilies, Jewish responses to the Enlightenment, and contemporary attempts to re-value and invent Jewish rituals.
Taught by: Fishman
Course not offered every year
Also Offered As: JWST 320, JWST 520, RELS 520
Activity: Seminar
1.0 Course Unit
NELC 456 Great Books of Judaism (Fall 2018: Lifecycle in the Talmud)
The Babylonian Talmud, known simply as the Bavli, is the foundational legal and ethical document of rabbinic Judaism. It is one of the best read works of world literature, and it is the most widely disseminated and revered rabbinic work. It not only contains legal discussions and rulings but rather it also presents the worldview of the rabbis. This course will analyze and contextualize the perspectives of the Talmud towards the important phases of life. We will examine in-depth several Talmudic passages relating to the various stages of the human lifecycle: birth and naming of the child; circumcision; bar/bat mitzva and adulthood; earning a livelihood and choosing a career; marriage and divorce; procreation and raising children; death, burial, mourning and the belief in the resurrection of the dead among others. We will evaluate these teachings in light of other traditions and in their broader late antiquity and contemporary contexts. All texts will be read in their English translation but originals will also be provided.
For BA Students: Arts and Letters Sector
Course usually offered in fall term
Also Offered As: COML 057, JWST 151, NELC 156, RELS 027
Activity: Seminar
1.0 Course Unit

NELC 458 Jewish Literature in the Middle Ages in Translation
Course explores the cultural history of Jews in the lands of Islam from the time of Mohammed through the late 17th century (end of Ottoman expansion into Europe) –in Iraq, the Middle East, al-Andalus and the Ottoman Empire. Primary source documents (in English translation) illuminate minority-majority relations, internal Jewish tensions (e.g., Qaraism), and developments in scriptural exegesis, rabbinic law, philosophy, poetry, polemics, mysticism and liturgy. Graduate students have additional readings and meetings. Spring 2015
Taught by: Fishman
One-term course offered either term
Also Offered As: COML 257, JWST 153, NELC 158
Activity: Seminar
1.0 Course Unit

NELC 459 Prose Narrative
Historical, literary, comparative, and ethnographic methods contribute to study of prose narratives which were told in oral societies in antiquity and in modern times and were documented in literary societies for different purposes. Oral storytellers, both professional and amateurs, performed them in private and public spaces. Their recording from antiquity to modern times became an integral element of modern life in general and in education and arts in particular. The storytellers, their performances in oral and literary cultures, their genres, and their symbolic meanings are the subjects of the course, together with the analytical methods that help mapping their distribution worldwide.
Taught by: Ben-Amos
Course not offered every year
Also Offered As: FOLK 459
Activity: Seminar
1.0 Course Unit

NELC 463 Literary Legacy of Ancient Egypt
This course surveys the literature of Ancient Egypt from the Old Kingdom through the Graeco-Roman period, focusing upon theme, structure, and style, as well as historical and social context. A wide range of literary genres are treated, including epics; tales, such as the ‘world’s oldest fairy tale,’ poetry, including love poems, songs, and hymns; religious texts, including the ‘Cannibal Hymn’; magical spells; biographies; didactic literature; drama; royal and other monumental inscriptions; and letters, including personal letters, model letters, and letters to the dead. Issues such as literacy, oral tradition, and the question poetry vs. prose are also discussed. No prior knowledge of Egyptian is required.
Taught by: Silverman
Course not offered every year
Also Offered As: NELC 061
Activity: Lecture
1.0 Course Unit

NELC 467 History of Egypt - New Kingdom
Covers principal aspects of ancient Egyptian culture (environment, urbanism, religion, technology, etc.) with special focus on archaeological data; includes study of University Museum artifacts. Follows NELC 266/466 - History of Egypt taught in the fall semester.
Taught by: Wegner
Course not offered every year
Activity: Lecture
1.0 Course Unit

NELC 468 The Religion of Ancient Egypt
Weekly lectures (some of which will be illustrated) and a field trip to the University Museum’s Egyptian Section. The multifaceted approach to the subject matter covers such topics as funerary literature and religion, cults, magic religious art and architecture, and the religion of daily life.
Taught by: Silverman/Wegner
Course not offered every year
Also Offered As: NELC 166, RELS 114
Activity: Lecture
1.0 Course Unit

NELC 469 The Archaeology of Nubia
The course will examine the archaeology of Ancient Nubia from Prehistory through the Bronze and Iron Ages, ca. 5000 BCE to 300 AD. The course will focus on the various Nubian cultures of the Middle Nile, and social and cultural development, along with a detailed examination of the major archaeological sites and central issues of Nubian archaeology.
Taught by: Wegner
Course not offered every year
Activity: Lecture
1.0 Course Unit

NELC 479 Medieval Islamic Art & Architecture
An introduction to the major architectural monuments and trends, as well as to the best-known objects of the medieval (seventh-to-fourteenth-century) Islamic world. Attention is paid to such themes as the continuity of late antique themes, architecture as symbol of community and power, the importance of textiles and primacy of writing. Suitable for students of literature, history, anthropology as well as art history.
Taught by: Holod
Course not offered every year
Also Offered As: AAMW 435, ARTH 435
Activity: Lecture
1.0 Course Unit
NELC 501 Curatorial Seminar
Curatorial seminars expose students to the complexity of studying and working with objects in the context of public display. With the guidance of faculty and museum professionals, students learn what it means to curate an exhibition, create catalogues and gallery text, and/or develop programming for exhibitions of art and visual/material culture. Students in this curatorial seminar will participate in planning the exhibition of Japanese illustrated books from the Tress collection to be held in the Kislak Center in spring 2021. Japanese illustrated books are celebrated for their high technical and aesthetic achievements and the collection spans all genres and formats over more than three hundred years. In this course, students will be thinking through how we can tell the story of the illustrated book in Japan in the space of the exhibition. We will think through how these materials related to their broad and largely literate audiences, and we’ll pay close attention to artists, genres, technologies, and subjects. Students will conduct research, prepare didactic labels, write entries for the catalogue, and develop the website and symposium as part of their curatorial practice. There will be extensive hands-on engagement with examples from the Kislak collections as well as practical training in papermaking, materials, and binding. By permission only.
Course not offered every year
Also Offered As: AAMW 509, ARTH 501
Activity: Seminar
1.0 Course Unit

NELC 518 Media and Culture in Contemporary Iran
This course offers a comprehensive introduction to the culture and media of modern Iran, with a critical perspective on issues such as identity formation, ethnicity, race, and nation-building. It focuses on how these issues relate to various aspects of modern Iranian culture - such as religion, gender, sexuality, war, and migration - through the lens of media, cinema, and literature.
Taught by: Esmaeili
One-term course offered either term
Also Offered As: CIMS 218, NELC 218
Activity: Seminar
1.0 Course Unit

NELC 523 Narrative in Ancient Art
Art history, and its cousins in religious, social, political and literary studies, have long been fascinated with the question of narrative: how do images engage time, tell stories? These are fundamental questions for ancient Near Eastern, Egyptian and Mediterranean art history and archaeology, whose rich corpus of narrative images is rarely considered in the context of ‘Western’ art. Relations between words and things, texts and images, were as fundamental to the ancient cultures we examine as they are to modern studies. As we weigh classic modern descriptions of narrative and narratology, we will bring to bear recent debates about how (ancient) images, things, monuments, and designed spaces engage with time, space, and event, and interact with cultural memory. We will ask 'who is the story for, and why?' for public and private narratives ranging from political histories to mythological encounters. Our case studies will be drawn from the instructors’ expertise in Mesopotamian visual culture, and in the visual cultures of the larger Mediterranean world from early Greek antiquity to the Hellenistic, Roman, and Late Antique periods. One central and comparative question, for instance, is the nature of recording history in pictures and texts in the imperial projects of Assyria, Achaemenid Persia, the Hellenistic kingdoms, and Rome.
Taught by: Kuttner/Pittman
Also Offered As: AAMW 523, ARTH 523, CLST 523
Activity: Seminar
1.0 Course Unit

NELC 530 The University, the Museum, and the Middle East
This seminar explores how two kinds of institutions - the research university and the museum - developed in the United States as American scholars and philanthropists and the U.S. government engaged with the wider world. We will take the involvement of the University of Pennsylvania and the Penn Museum in the Middle East as a test case for this history, while focusing on the period from the late nineteenth century to the present. We will approach questions in transnational intellectual, cultural, and political history through the lens of Penn’s Middle Eastern engagements. For example, how did the university and its museum contribute to the construction of the Middle East as a zone of U.S. diplomatic intervention? How have American scholarly traditions shaped academic fields of inquiry including ‘Semitics’ (a term used a century ago to suggest the study of biblical languages and traditions), ‘Oriental Studies’ (a now passé and politically loaded term suggesting connections to American traditions of Orientalist thought), ‘Islamic Studies’, and ‘Egyptology? How did Penn’s archaeological expeditions to celebrated sites like Ur in the late nineteenth century influence the late Ottoman Empire’s policies towards antiquities and museums? How did Penn’s broader expeditions in the twentieth century, to Egypt, Iran, and elsewhere, shape nationalist imaginations in the United States and in Middle Eastern countries, while also informing international antiquities policies? Finally, how have institutions like Penn and the Penn Museum responded to changing American popular attitudes and U.S. foreign policy concerns relative to the Middle East, during the Cold War and post-2001 (‘post-9/11’) eras, and most recently, amid civil strife in Syria and Iraq? This seminar offers students an opportunity to consult Penn’s phenomenal collections of Middle East-related materials as they pursue end-of-semester research. These collections include artifacts (museum objects), archival records (such as documents, drawings, and photographs), and rare books and manuscripts from the Penn Museum and Penn Libraries.
Taught by: Sharkey
Course offered spring; odd-numbered years
Also Offered As: NELC 330
Activity: Seminar
1.0 Course Unit
NELC 531 Women Making History: The Penn Museum and the Centennial 2020
The year 2020 marks the 100th anniversary of the 19th Amendment to the U.S. Constitution, which declared that the right of citizens to vote ‘shall not be denied or abridged by the United States or by any State on account of sex’. To mark this centennial - to both celebrate it and critically assess its impact on American society - we will investigate the history of women at the Penn Museum as archaeologists, ethnographers, epigraphers, philanthropists, and more. At the same time, we will examine material in the Penn Museum that women collected, donated, or studied. Our goal will be to produce original research that may contribute to future exhibits and publications as well as to broader public forums. Sponsored by the Department of Near Eastern Languages and Civilizations, our seminar will focus heavily on western Asia, southeastern Europe, and North Africa - all zones that scholars have variously associated with the Near East or Middle East, and where the Penn Museum has been active since its foundation in 1887. To situate the Penn Museum and its collections within a global and comparative frame, we will also study select women who made major scholarly contributions to other parts of the world such as the Americas and Oceania. Among the figures we will study are Sarah Yorke Stevenson (Egypt), Katharine Woolley (Mesopotamia/Iraq), Harriet Boyd Hawes (Ottoman Crete and Greece), Florence Shotridge (Alaska), Zelia Nuttall (Mexico and Russia), and Tatiana Proskouriakoff (Guatemala). We will venture into many different kinds of history. In regional terms, our scope will be transnational and international: we will cover the United States and the Middle East in the wider world. In thematic and methodological terms, we will approach our subject through biography, oral history, and microhistory; material history and museum studies; cultural and intellectual history; women’s and gender studies; and the history of academic disciplines, especially archaeology and anthropology. Some background in Near Eastern history; or Anthropology; or Women’s History; or Museum Studies recommended.
Taught by: Sharkey
Also Offered As: ANTH 351, ANTH 531, GSWS 331, GSWS 533, NELC 331
Activity: Seminar
1.0 Course Unit

NELC 535 Muslims, Christians, and Jews in the Middle East: Historical Perspectives
This class is a reading- and discussion-intensive seminar that addresses several recurring questions with regard to the Middle East and North Africa. How have Islam, Judaism, and Christianity influenced each other in these regions historically? How have Jews, Christians, and Muslims fared as religious minorities? To what extent have communal relations been characterized by harmony and cooperation, or by strife and discord, and how have these relations changed in different contexts over time? To what extent and under what circumstances have members of these communities converted, intermarried, formed business alliances, and adopted or developed similar customs? How has the emergence of the modern nation-state system affected communal relations as well as the legal or social status of religious minorities in particular countries? How important has religion been as one variable in social identity (along with sect, ethnicity, class, gender, etc.), and to what extent has religious identity figured into regional conflicts and wars? The focus of the class will be on the modern period (c. 1800-present) although we will read about some relevant trends in the early and middle Islamic periods as well. Students will also pursue individually tailored research to produce final papers. Prior background in Islamic studies useful.
Taught by: Sharkey
Course not offered every year
Also Offered As: HIST 479, JWST 335, NELC 335, RELS 311
Activity: Seminar
1.0 Course Unit

NELC 536 Nationalism and Communal Identity in the Middle East
This seminar views the phenomenon of nationalism as it affected the modern Middle East in the nineteenth and twentieth centuries. Together we will consider the diverse components of nationalism, including religion, language, territorial loyalty, and ethnicity, and test the thesis that nations are ‘imagined communities’ built on ‘invented traditions.’ At the same time, we will examine other forms of communal identity that transcend national borders or flourish on more localized scales. This class approaches nationalism and communal identity as complex products of cultural, political, and social forces, and places Middle Eastern experiences within a global context.
Taught by: Sharkey
Course usually offered in fall term
Also Offered As: NELC 336
Prerequisite: NELC 102
Activity: Seminar
1.0 Course Unit

NELC 544 Reading Ancient Mesopotamia
An introduction to the literature of Ancient Mesopotamia.
Taught by: Tinney
One-term course offered either term
Also Offered As: NELC 244
Activity: Seminar
1.0 Course Unit
NELC 550 The Bible in Translation
This course introduces undergraduates and graduate students to one specific Book of the Hebrew Bible. 'The Bible in Translation' involves an in-depth reading of a biblical source against the background of contemporary scholarship. Depending on the book under discussion, this may also involve a contextual reading with other biblical books and the textual sources of the ancient Near East. Although no prerequisites are required, NELC 250 is a perfect follow-up course for NELC 150 'Intro to the Bible.'

One-term course offered either term
Also Offered As: COML 380, JWST 255, NELC 250, RELS 224
Activity: Seminar
1.0 Course Unit
Notes: May be repeated for credit.

NELC 552 Themes Jewish Tradition: Iberian Conversos: Jew-Christian?
Course topics will vary; they have included: Holy Men & Women (Ben-Amos); Rewriting the Bible (Dohrmann); Jewish Political Thought & Action (Fishman) When did the Bible become the Bible? What was the nature of canon and authority in early Israel and Judaism, and how did biblical communities think about their sacred texts? How and what did the Bible mean to ancient readers? The answers to these questions are varied and surprising. This course looks at early biblical and Jewish texts that both write and re-write the tradition's own central texts. We will think widely and creatively about ancient textuality, orality, interpretation, composition, and authority. Drawing on literary theory, the course will examine the ways that biblical and post-biblical literature from the Second Temple to the rabbinic period (with some forays into contemporary literature) manifest complex ideas about power, meaning, and religiously in early Judaism.

Taught by: Ben-Amos/Dohrmann/Fishman
One-term course offered either term
Also Offered As: FOLK 252, JWST 100, NELC 252, RELS 129
Activity: Seminar
1.0 Course Unit

NELC 555 Seminar in Rabbinic Literature
Most of the foundational writings of rabbinic Judaism corpora of Midrash, Mishna, and the two Talmuds were in existence by the end of the sixth century CE. Yet, for several centuries thereafter, there is little evidence attesting to the lived nature of rabbinic culture and society. Course will focus on writings by Jews and about Jews, produced between the 7th and 10th centuries, complemented by secondary sources. Texts will include selections from archaeological inscriptions; Midrash; liturgical poetry; Targum; Masora; geonic responsa, writings by Muslims and by Church Fathers. While students must be able to read Hebrew, much class time will be devoted to the improvement of reading and comprehension skills. Undergraduates should seek permission of the instructor. Prerequisite: Proficiency in Hebrew and/or Greek recommended. Undergraduates need permission to enroll. May be repeated for credit.

Course usually offered in spring term
Also Offered As: HEBR 557, JWST 553
Activity: Seminar
1.0 Course Unit
Notes: May be repeated for credit

NELC 559 Introduction to Modern Hebrew Literature: Short Story Reinvented
The objective of this course is to develop an artistic appreciation for literature through in-depth class discussions and text analysis. Readings are comprised of Israeli poetry and short stories. Students examine how literary language expresses psychological and cultural realms. The course covers topics such as: the short story reinvented, literature and identity, and others. Because the content of this course changes from year to year, students may take it for credit more than once. This course is conducted in Hebrew and all readings are in Hebrew. Grading is based primarily on participation and students' literary understanding.

For BA Students: Arts and Letters Sector
Taught by: Gold
Course usually offered in fall term
Also Offered As: COML 266, JWST 259, NELC 259
Prerequisite: HEBR 054
Activity: Seminar
1.0 Course Unit

NELC 561 Ancient Iranian Empires
Iran - as a landmass and a political entity - was central to the ancient world in a variety of ways. Ancient Iranian Empires were of central importance to - and centrally located in - the ancient world. It was the successor kingdom to the Assyrians and Babylonians; the power against which Greece and Rome defined themselves; and the crucible in which various communities and models of rule developed. This course offers a survey of the history of the ancient Persianate world, focusing in particular on the political and imperial entities that rose to power, the cultural, political, mercantile, and other contacts they shared with their neighbors to the East and West, and the communities and religious groups that arose and flourished within their lands. Ancient Iranian empires rivaled the Greek and Roman Empires to their West, and the central and eastern Asian Empires to their east, and the ongoing history of diplomacy, cultural contact, and war between these regions was formative to each and to the ancient world as a whole. Iran was home to and similarly formative for a variety of religions, including Zoroastrianism, Judaism, Christianity, Manichaeism, and Islam, and a central question Ancient Iranian political powers sought to address was how to negotiate and address the variety of populations under their control. The course will conclude by studying how, rather than a simplistic story of decline, the strategies, policies, institutions, and memory of the Iranian Empires continued to shape early Islam, medieval imagination, and modern political regimes.

Taught by: Gross
Also Offered As: ANCH 261, NELC 261, RELS 261
Activity: Lecture
1.0 Course Unit
NELC 562 Intro to Digital Archaeology
Digital methods allow archaeologists to approach research questions about the human past with increasing accuracies on larger datasets and at multiple scales. This class introduces students to the three main steps of digital archaeology: data management, analysis, and sharing. Data management involves the design, creation, and curation of digital objects that capture the archaeological process and evidence. Students will gain deep familiarity in working with the main types of digital archaeological data: structured data (relational databases), 3D models/spatial data, and raster images. The class will provide abundant hands-on experience with the latest equipment and software for working with many different kinds of data. We will learn about data analysis techniques through a close examination of a variety of case studies in the literature that demonstrate how other archaeologists have applied digital methods to their archaeological questions. Finally, we will discuss the importance of sharing data through open access data publication and we will apply our skills with structured data to existing online archaeological datasets. The goal of this class is to prepare students to make methodological decisions during future research endeavors, both in the field and in the archaeological lab. Prerequisite: Prior archaeological classwork and/or experience preferred.
Taught by: Peter Cobb
Activity: Lecture
1.0 Course Unit

NELC 567 Seminar on Egyptian Archaeology and History
Specific topics will vary from year to year.
Taught by: Wegner
Course not offered every year
Activity: Seminar
1.0 Course Unit

NELC 568 Women in Ancient Egypt
This class will examine the many roles played by women in ancient Egypt. From goddesses and queens, to wives and mothers, women were a visible presence in ancient Egypt. We will study the lives of famous ancient Egyptian women such as Hatshepsut, Nefertiti and Cleopatra. More independent than many of their contemporaries in neighboring areas, Egyptian women enjoyed greater freedoms in matters of economy and law. By examining the evidence left to us in the literature (including literary texts and non-literary texts such as legal documents, administrative texts and letters), the art, and the archaeological record, we will come away with a better understanding of the position of women in this ancient culture.
Course usually offered in spring term
Also Offered As: NELC 168
Activity: Lecture
1.0 Course Unit

NELC 572 Geophysical Prospection for Archaeology
Near-surface geophysical prospection methods are now widely used in archaeology as they allow archaeologists to rapidly map broad areas, minimize or avoid destructive excavation, and perceive physical dimensions of archaeological features that are outside of the range of human perception. This course will cover the theory of geophysical sensors commonly used in archaeological investigations and the methods for collecting, processing, and interpreting geophysical data from archaeological contexts. We will review the physical properties of common archaeological and paleoenvironmental targets, the processes that led to their deposition and formation, and how human activity is reflected in anomalies recorded through geophysical survey through lectures, readings, and discussion. Students will gain experience collecting data in the field with various sensors at archaeological sites in the region. A large proportion of the course will be computer-based as students work with data from geophysical sensors, focusing on the fundamentals of data processing, data fusion, and interpretation. Some familiarity with GIS is recommended.
Taught by: Herrmann
Course offered spring; even-numbered years
Also Offered As: AAMW 572, ANTH 572, CLST 572
Activity: Laboratory
1.0 Course Unit

NELC 574 Faces of Love: Gender, Sexuality, and the Erotic in Persian Literature
Beloved, Lover and Love are three concepts that dominate the semantic field of eroticism in Persian literature and mysticism. The interrelation among these concepts makes it almost impossible to treat any one of the concepts separately. Moreover, there exists various faces and shades of love in the works of classical and modern Persian literature that challenges the conventional heteronormative assumptions about the sexual and romantic relationships between the lover and the beloved. A sharp contrast exists between the treatment of homosexuality and queerness in Islamic law, on the one hand and its reflection in Persian literature, particularly poetry (the chief vehicle of Persian literary expression), on the other. This course introduces and explores different dimensions of eroticism in Persian literature and mysticism. The interrelation between the Beloved, Lover and Love are three concepts that dominate the semantic field of eroticism in Persian literature.
Course usually offered in fall term
Also Offered As: COML 275, COML 574, GSWS 275, GSWS 575, NELC 290
Activity: Lecture
1.0 Course Unit
Notes: No prior knowledge of Persian is required as all literary works will be available in English translation. Students are expected to attend seminars and take part in discussions. Please note that this syllabus is subject to change.
NELC 575 History and Society of Early Mesopotamia
The fourth millennium BCE saw the rise of cities and the birth of writing in ancient Mesopotamia (modern Iraq). This class traces the history of Mesopotamia from about 3000 BCE to about 1600 BCE (the end of the Old Babylonian Period), examining political history and changes in social organization as well as developments in religion, literature and art.
Taught by: Tinney
Course offered spring; odd-numbered years
Also Offered As: NELC 275
Activity: Seminar
1.0 Course Unit

NELC 585 Archaeobotany Seminar
In this course we will approach the relationship between plants and people from archaeobotanical and anthropological perspectives in order to investigate diverse plant consumption, use, and management strategies. Topics will include: archaeological formation processes, archaeobotanical sampling and recovery, lab sorting and identification, quantification methods, and archaeobotany as a means of preserving cultural heritage. Students will learn both field procedures and laboratory methods of archaeobotany through a series of hands-on activities and lab-based experiments. The final research project will involve an original in-depth analysis and interpretation of archaeobotanical specimens. By the end of the course, students will feel comfortable reading and evaluating archaeobotanical literature and will have a solid understanding of how archaeobotanists interpret human activities of the past.
Taught by: Chantel White
Course not offered every year
Also Offered As: AAMW 539, ANTH 533, CLST 543
Activity: Seminar
1.0 Course Unit

NELC 606 Pastoral Nomadism in the Past and Present
Pastoral nomadism is a ‘third way’ of human subsistence separate from farming and foraging. It is a sustainable human adaptation to grassland and arid environments practiced through particular technologies and dominated animals. This course begins by examining the human ecology and social organization that emerge from mobile ways of life, drawing on modern, ethnographic, and archaeological examples of pastoral nomadic groups in the Middle East and Central Asia. Academic readings and ethnographic films will form the basis of discussions about several larger themes, including: the origins of pastoral nomadism and horse riding; the development of dairy-based foods and human adaptations allowing the digestion of lactose; the historical relationship between mobile groups of pastoralists and territorial states; popular perceptions of nomads in various forms of historical and modern media; and the influence of ideas about nomads on modern senses of heritage and nationalism in the Middle East and Central Asia.
Taught by: Hammer
Also Offered As: AAMW 606, ANTH 108, NELC 106
Activity: Seminar
1.0 Course Unit

NELC 618 Iranian Cinema: Gender, Politics and Religion
This seminar explores Iranian culture, art, history and politics through film in the contemporary era. We will examine a variety of works that represent the social, political, economic and cultural circumstances of post-revolutionary Iran. Along the way, we will discuss issues pertaining to gender, religion, nationalism, ethnicity, and the function of cinema in present day Iranian society. Films to be discussed will be by internationally acclaimed filmmakers, such as Abbas Kiarostami, Mohsen Makhmalbaf, Rakhshan Bani-Etemad, Tahmineh Milani, Jafar Panahi, Bahman Gobadi, among others.
One-term course offered either term
Also Offered As: AAMW 619, COML 120, GSWS 118, NELC 118
Activity: Seminar
1.0 Course Unit

NELC 620 Digital Exploration of the Past: Archives, Databases, Maps, and Museums
This course exposes students to digital methods for investigating past environments and societies, including digitization of analog records, the construction and querying of databases, and the creation of digital maps. The ultimate goal of the course will be to carry out a final project that benefits the Penn Museum and the public. In fall 2018, our exploration of digital methods will center around the archaeological site of Ur (Tell el-Muqayyar), located in southern Iraq. Ur was one of the earliest cities in the world, and, thanks to campaigns partly funded by Penn in the 1920s and 1930s, is one of the best-excavated sites in southern Mesopotamia. Here at Penn, we have unparalleled access to archival documentation and artifacts from the site. We will draw upon this access to contribute to an on-going digital humanities project in the Penn Museum (the public ‘Ur Online’ database). In the process, students will re-assess data that has the potential to change anthropological ideas about issues such as the environmental setting of the earliest cities and archaeological ideas about demographic and urban structure within the city of Ur itself. There are no prerequisites, but students must bring an interest in Mesopotamian archaeology and/or the origins of urbanism and be motivated to carry out individual and group research guided by the instructor & classmates.
Taught by: Hammer
Also Offered As: AAMW 619, NELC 320
Activity: Seminar
1.0 Course Unit

NELC 622 Art of Ancient Iran
This course offers a survey of ancient Iranian art and culture from the painted pottery cultures of the Neolithic era to the monuments of the Persian Empire. Particular emphasis is placed on the Early Bronze Age.
Taught by: Pittman
Course not offered every year
Also Offered As: AAMW 622, ARTH 222, ARTH 622, NELC 222
Activity: Lecture
1.0 Course Unit
NELC 624 Art of Mesopotamia
The class presents a survey of the art and archaeology of Mesopotamia beginning with the appearance of the first cities and ending with the fall of the Assyrian Empire in the seventh century BCE. It presents the major artistic monuments of Mesopotamian culture, embedding them in their historical context. Focus is placed in particular on the interactions with surrounding cultures of Iran, Central Asia, the Caucasus, the Persian Gulf and Anatolia in order to decenter the discourse from a strictly Mesopotamian perspective. The format is lecture; assignments involve reading response papers; there are in class midterm and final exams. Taught by: Pittman
Activity: Lecture
Course not offered every year
Also Offered As: AAMW 624, ARTH 224, ARTH 624, NELC 224
1.0 Course Unit

NELC 632 North Africa: History, Culture, Society
This interdisciplinary seminar aims to introduce students to the countries of North Africa, with a focus on the Maghreb and Libya (1830-present). It does so while examining the region’s close economic and cultural connections to sub-Saharan Africa, Europe, and the Middle East. Readings will include histories, political analyses, anthropological studies, and novels, and will cover a wide range of topics such as colonial and postcolonial experiences, developments in Islamic thought and practice, and labor migration. This class is intended for juniors, seniors, and graduate students. Taught by: Sharkey
Activity: Seminar
Course not offered every year
Also Offered As: AFRC 332, AFRC 632, HIST 370, NELC 332
1.0 Course Unit

NELC 633 Seminar in Selected Topics in Arabic Literature
This is the graduate seminar course in which a variety of aspects of Arabic literature studies are covered at the advanced graduate level. Students in this course are expected to be able to read large amounts of literature in Arabic on a weekly basis and to be able to discuss them critically during the class itself. Topics are chosen to reflect student interest. Recent topics have included: 1001 NIGHTS; the short story; the novel; MAQAMAT; classical ADAB prose; the drama; the novella; modern Arabic poetry. Taught by: Allen
Activity: Seminar
Course usually offered in spring term
1.0 Course Unit

NELC 638 Approaches to Islamic Law
This course aims to introduce students to the study of Islamic law, the all-embracing sacred law of Islam. In this course we will attempt to consider many different facets of the historical, doctrinal, institutional and social complexity of Islamic law. In addition, the various approaches that have been taken to the study of these aspects of Islamic law will be analyzed. The focus will be mostly, though not exclusively, on classical Islamic law. Specific topics covered include the beginnings of legal thought in Islam, various areas of Islamic positive law (substantive law), public and private legal institutions, Islamic legal theory, and issues in the contemporary development and application of Islamic law. Prerequisite: Some background knowledge about Islam is an asset. Taught by: Lowry
Activity: Seminar
Course not offered every year
Also Offered As: LAW 737, RELS 648
1.0 Course Unit

NELC 641 Iraq: Ancient Cities and Empires
This course consists of an analytical survey of civilization in the ancient Mesopotamia from prehistoric periods to the middle centuries of the first millennium B.C. A strong focus is placed on Mesopotamia (Iraq, eastern Syria) proper, but it occasionally covers its adjacent regions, including Anatolia (Turkey), north-central Syria, and the Levantine coast. As we chronologically examine the origin and development of civilization in the region, various social, political, economic, and ideological topics will be explored, including subsistence, cosmology, writing, trade, technology, war, private life, burial custom, and empire. Based on both archaeological and historical evidence, these topics will be examined from archaeological, anthropological, historical and art historical perspectives. Students will be exposed to a variety of theoretical approaches and types of relevant evidence, including settlement survey data, excavated architectural remains and artifacts, and written documents. The course aims to provide students with a strong foundation for further study in Near Eastern civilization. Taught by: Zettler
Activity: Lecture
Course not offered every year
Also Offered As: ANTH 236, ANTH 636, NELC 241, URBS 236
1.0 Course Unit

NELC 642 Egypt in Four Revolutions
This seminar offers an in-depth look at the political and social history of revolution and protest in modern Egypt. We will examine four such seminal events, through different lenses: The Urabi Revolution (1879-1882), The 1919 Revolution, The 1952 Revolution, and The 2011 Revolution. We will discuss their political, social, and economic causes and effects; popular participation and the use of public space; the roles of the army, women, youth, and social organizations in those events; their ideological and international aspects; their colonial and post-colonial contexts; and more. We will use cutting edge research from several disciplines, as well as literature, film, music, photography, and social media as sources. Students will leave the class with a firm grasp of the social and political history of modern Egypt, as well as of current scholarly discussions about the nature of revolution and protest. Taught by: Tam
Activity: Seminar
1.0 Course Unit
NELC 645 Archaeological Fieldwork in Southern Iraq
After several decades of closure to foreign researchers, the heartland of the world’s earliest cities (southern Iraq) has reopened for archaeological expeditions. This course is a seminar for graduate students who will conduct fieldwork in Spring 2019 at two major Mesopotamian cities, Ur (Tell al-Muqayyar) and Lagash (Tell al-Hiba), as part of Penn-led teams. Leading up to fieldwork, we will conduct a critical review of past investigations at these and other contemporary Mesopotamian sites of the fifth-second millennium BC. We will discuss how recent work in northern Mesopotamia (Syria, SE Turkey, Kurdistan), Anatolia, and South Caucasus provides new archaeological approaches to be applied, new questions to be answered, and new models to be tested in southern Iraq. In the field, students will work alongside the instructor and other archaeological project staff to learn and hone excavation and survey techniques. During and following fieldwork, each student will conduct an independent project on material excavated and surveyed in the field at Ur and/or Lagash. This project should align with the student’s interests and will further the research program of the archaeological teams at Ur and Lagash. Taught by: Hammer
Course offered spring; odd-numbered years
Also Offered As: AAMW 647
Activity: Seminar
1.0 Course Unit

NELC 646 GIS for the Digital Humanities and Social Sciences
This course introduces students to theory and methodology of the geospatial humanities and social sciences, understood broadly as the application of Geographical Information Systems (GIS) and spatial analysis techniques to the study of social and cultural patterns in the past and present. By engaging with spatial theory, spatial analysis case studies, and technical methodologies, students will develop an understanding of the questions driving, and tools available for, humanistic and social science research projects that explore change over space and time. We will use ESRI’s ArcGIS software to visualize, analyze, and integrate historical, anthropological, and environmental data. Techniques will be introduced through the discussion of case studies and through demonstration of software skills. During supervised laboratory sessions, the various techniques and analyses covered will be applied to sample data and also to data from a region/topic chosen by the student. Taught by: Hammer
Course usually offered in fall term
Also Offered As: AAMW 646, ANTH 346, NELC 346
Activity: Lecture
1.0 Course Unit

NELC 659 Seminar in Modern Hebrew Literature
This course introduces students to selections from the best literary works written in Hebrew over the last hundred years in a relaxed seminar environment. The goal of the course is to develop skills in critical reading of literature in general, and to examine how Hebrew authors grapple with crucial questions of human existence and national identity. Topics include: Hebrew classics and their modern ‘descendents;’ autobiography in poetry and fiction, the conflict between literary generations, and others. Because the content of this course changes from year to year, students may take it for credit more than once. This course is conducted in Hebrew and all readings are in Hebrew. Grading is based primarily on participation and students’ literary understanding. Taught by: Gold
Course usually offered in spring term
Also Offered As: COML 359, JWST 359, JWST 659, NELC 359
Prerequisite: HEBR 059
Activity: Seminar
1.0 Course Unit

NELC 664 The World of Cleopatra
The figure of Cleopatra is familiar from modern stories, legends, and film. Was this famous woman a brazen seductress or a brilliant political mind? How many of these presentations are historically accurate? This class will examine the Ptolemaic period in Egypt (305-30 BCE), the time period during which Cleopatra lived, in an attempt to separate myth from reality. The Ptolemaic period is filled with political and personal intrigue. It was also a time of dynamic multiculturalism. Arguably one of the most violent and fascinating eras in ancient Egyptian history, the Ptolemaic period is largely unknown and often misunderstood. This course will examine the history, art, religion and literature of Egypt’s Ptolemaic period which culminated in the reign of Cleopatra VII. Taught by: Houser Wegner
Course not offered every year
Also Offered As: NELC 064
Activity: Lecture
1.0 Course Unit

NELC 666 History of Ancient Egypt
Review and discussion of the principal aspects of ancient Egyptian history, 3000-500 BC. Taught by: Wegner
Course usually offered in fall term
Also Offered As: NELC 266
Activity: Lecture
1.0 Course Unit

NELC 668 Art and Architecture in Ancient Egypt
This course will be an introduction to the art, architecture and minor arts that were produced during the three thousand years of ancient Egyptian history. This material will be presented in its cultural and historical contexts through illustrated lectures and will include visits to the collection of the University Museum. Taught by: Silverman
Course not offered every year
Also Offered As: AAMW 618, ANCH 068, ARTH 218, ARTH 618, NELC 068
Activity: Lecture
1.0 Course Unit
NELC 672 Key Concepts in Modern Persian Poetry
This graduate seminar which is tailored for graduate students with higher intermediate and advanced command of Persian language focuses on a variety of recurrent concepts in Modern Persian poetry. The seminar will run as a workshop and students are expected to embark on a project in which they explore large amounts of literary materials in Persian. Students must feel confident to read and discuss large amounts of literature in Persian on a weekly basis. Concepts such as exile, home, belonging, body, borders, nationalism and selfhood will be explored.
Taught by: Shams
Course usually offered in spring term
Prerequisites: PERS 015, PERS 016
Activity: Seminar
1.0 Course Unit

NELC 681 Topics In Anthropology and the Modern World
This course relates anthropological models and methods to current problems in the Modern World. The overall objective is to show how the research findings and analytical concepts of anthropology may be used to illuminate and explain events as they have unfolded in the recent news and in the course of the semester. Each edition of the course will focus on a particular country or region that has been in the news.
Taught by: Spooner
Course usually offered in spring term
Also Offered As: ANTH 100, ANTH 654, NELC 281, SAST 161
Activity: Lecture
1.0 Course Unit

NELC 731 Topics in Islamic Archaeology
Topic varies. Fall 2019’s seminar will address the problems of studying architecture in the Islamic world. Considered will be issues of architectural design, regional and trans-regional constructional traditions, structural know-how and innovation, patronage and use. The examples discussed will be mainly religious and social service complexes. Attention will be paid to the manner of transmission of architectural design knowledge and constructional skill.
Taught by: Holod
Course not offered every year
Also Offered As: AAMW 738, ARTH 738
Activity: Seminar
1.0 Course Unit

NELC 740 Topics in the Art of the Ancient Near East
Topic varies. Fall 2019: During the short period of the Neo Sumerian Empire at the end of the third millennium BCE, Mesopotamian concepts of kingship were crystallized through images, buildings, and textual creations. This seminar will examine this central institution from many points of view that invite cross-historical and cross-cultural consideration.
Taught by: Pittman
Course not offered every year
Also Offered As: AAMW 723, ARTH 723
Activity: Seminar
1.0 Course Unit

NELC 999 Independent Study
Directed research or candidacy exam and proposal preparation. One-term course offered either term
Activity: Independent Study
1.0 Course Unit

Network and Social Systems Engineering (NETS)

NETS 112 Networked Life
What kind of science is appropriate for understanding the Facebook? How does Google find what you’re looking for... and exactly how do they make money doing so? What properties might we expect any social network to reliably have, and are there simple explanations for them? How does your position in an economic network (dis)advantage you? How are individual and collective behavior related in complex networks? What might we mean by the economics of spam? What do game theory and the Paris subway have to do with Internet routing? Networked Life looks at how our world is connected -- socially, economically, strategically and technologically -- and why it matters.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

NETS 150 Market and Social Systems on the Internet
Want to understand the sociological and algorithmic aspects of friend recommendation? Want to know how Google decides what 10 answers to return, out of the 10 million matching results? Want to understand how search engines have revolutionized advertising? Then this is the course for you! NETS 150 provides an overview of the issues, theoretical foundations, and existing techniques in networks (social, information, communication) and markets on the Internet. Subsequent NETS courses are available for students wishing to explore any of these topics in greater detail.
Prerequisite: CIS 110
Activity: Lecture
1.0 Course Unit

NETS 212 Scalable and Cloud Computing
What is the ‘cloud’? How do we build software systems and components that scale to millions of users and petabytes of data, and are ‘always available’? In the modern Internet, virtually all large Web services run atop multiple geographically distributed data centers: Google, Yahoo, Facebook, iTunes, Amazon, EBAY, Bing, etc. Services must scale across thousands of machines, tolerate failures, and support thousands of concurrent requests. Increasingly, the major providers (including Amazon, Google, Microsoft, HP, and IBM) are looking at ‘hosting’ third-party applications in their data centers - forming so-called ‘cloud computing’ services. This course, aimed at a sophomore with exposure to basic programming within the context of a single machine, focuses on the issues and programming models related to such cloud and distributed data processing technologies: how to think about dividing both data and work across large clusters of machines, both within and across data centers, how to design algorithms that do this parallel computation, and how to implement the algorithms in new frameworks such as MapReduce.
Course usually offered in fall term
Prerequisites: CIS 120, 160
Corequisite: CIS 121
Activity: Lecture
1.0 Course Unit
NETS 213 Crowdsourcing and Human Computation
Crowdsourcing and human computation are emerging fields that sit squarely at the intersection of economics and computer science. They examine how people can be used to solve complex tasks that are currently beyond the capabilities of artificial intelligence algorithms. Online marketplaces like Mechanical Turk and CrowdFlower provide an infrastructure that allows micropayments to be given to people in return for completing human intelligence tasks. This opens up previously unthinkable possibilities like people being used as function calls in software. We will investigate how crowdsourcing can be used for computer science applications like machine learning, next-generation interfaces, and data mining. Beyond these computer science aspects, we will also delve into topics like prediction markets, how businesses can capitalize on collective intelligence, and the fundamental principles that underlie democracy and other group decision-making processes.

One-term course offered either term
Prerequisite: CIS 120
Activity: Lecture
1.0 Course Unit

NETS 312 Theory of Networks
Want to understand how memes spread across the Internet? How organisms exhibit flocking behavior? How the structure of a network can help predict behavior among the nodes? This course is a rigorous study of the structure and function of complex networks. From World Wide Web to networks of banks and lenders that form the financial sector, to friendship networks that influence our opinion and everyday decision-making, networks have become an integral part of our daily lives.

One-term course offered either term
Prerequisites: CIS 110 and 160 and ESE 205, 301 and MATH 312
Activity: Lecture
1.0 Course Unit

NETS 412 Algorithmic Game Theory
How should an auction for scarce goods be structured if the sellers wish to maximize their revenue? How badly will traffic be snarled if drivers each selfishly try to minimize their commute time, compared to if a benevolent dictator directed traffic? How can couples be paired so that no two couples wish to swap partners in hindsight? How can you be as successful as the best horse-racing expert at betting on horse races, without knowing anything about horse racing? In this course, we will take an algorithmic perspective on problems in game theory, to solve problems such as the ones listed above. Game theory has applications in a wide variety of settings in which multiple participants with different incentives are placed in the same environment, must interact, and each ‘player’s actions affect the others.

One-term course offered either term
Activity: Lecture
1.0 Course Unit

Neuroscience (NEUR)
The courses listed on this page are exclusive to the LPS BAAS degree (https://lpsonline.sas.upenn.edu/features/what-bachelor-applied-arts-and-sciences-degree/) and LPS Online certificates (https://lpsonline.sas.upenn.edu/academics/certificates/).

NEUR 100 Introduction to Neuroscience
This course serves as an introduction to the structure and function of the vertebrate nervous system. We begin the course with the study of nerve cells: their basic structure, how they establish and maintain the resting membrane potential, how they propagate an action potential, and how they transfer information via the process of neurotransmission. We next move into an investigation of the anatomy of the central nervous system (brain and spinal cord) with an emphasis on neurodevelopment. With the above knowledge in hand, we move into the sensory systems and investigate smell, hearing, vision, and pain sensation by focusing on how physical stimuli (such as sound waves) are converted into neural signals, where these signals travel in the brain, and how they are processed. We finish the course with an investigation into the function of the various motor systems and the autonomic nervous system.

Activity: Online Course
1.0 Course Unit

NEUR 160 The Neuroscience of Music
Music is a biological mystery: a ubiquitous human behavior with no obvious value for survival. Why do all human cultures have music? What accounts for the common threads running through the world’s music? We look for answers by looking at the auditory system: the ear and especially the brain, in humans and in animals. Topics like musical universals, consonance and dissonance, scale structure, music, and emotion, music theory, talent, and improvisation are greatly illuminated by thinking about their neurobiological foundations. You have the option to enroll in this individual course without committing to the entire Certificate in Neuroscience, enjoying the flexibility and expertise offered by Penn LPS Online to suit your schedule and interests. BAAS students, certificate students, and those taking individual courses must first complete NEUR 100 before enrolling in this course.

Taught by: Michael Kaplan
Activity: Online Course
1.0 Course Unit

NEUR 200 Bhvl Neuroscience
An introduction to the experimental analysis of natural animal behavior and its neurobiological basis. Behavior is examined in an evolutionary and ecological context, and questions are focused on the neural processes that allow animals to carry out critical activities such as locating prey and finding mates. The course is comparative and strives to identify common principles in sensory and motor processing and brain function.

Activity: Online Course
1.0 Course Unit

NEUR 260 Hormones, Brain, Behavior
This course aims to introduce students to important interactions between the brain, behavior, and endocrine systems. Students learn about diverse vertebrate species, a variety of physiological systems, and the molecular mechanisms of hormone action. The specific neuroendocrine systems to be studied include reproduction, social bonding, fluid and energy balance, and emotional regulation. In addition, students develop skills required for critical reading of primary neuroscience literature and scientific communication.

Activity: Online Course
1.0 Course Unit
**NEUR 280 Autonomic Pharmacology**
In this course, students learn how the central nervous system regulates the activity of peripheral tissues to maintain homeostasis in the body. Output from the autonomic nervous system affects a variety of physiological parameters, including blood glucose levels, blood pressure, and ingestive behaviors. Students then apply the knowledge of the autonomic outflow to understand the actions of a variety of classes of drugs, including those prescribed for diabetes, hypertension, and other conditions.

Taught by: n/a
Activity: Online Course
1.0 Course Unit

**NEUR 400 Psychopharmacology**
Students examine drugs used in the treatment of central nervous system (CNS) dysfunction, including psychiatric diagnoses and neurodegenerative diseases. Explore the strategies, techniques, and challenges of psychopharmacological research and the use of drugs to probe neural substrates of behavior. Introductory material will be followed by advanced discussion of specific topics through the reading and discussion of primary journal articles.

Taught by: Jennifer Heerding
Activity: Online Course
1.0 Course Unit

**Neuroscience (NGG)**

**NGG 510 Neurotransmitter Signaling & Neuropsychopharmacology**
The goals of this course are three-fold: 1) Provide an overview of major psychiatric disorders. 2) Provide in-depth information on neurotransmitters, emphasizing the wealth of new molecular information on how neurons function and communicate, as well as the basis for psychotherapeutics (one class per week). 3) Develop skills to appreciate, present and critically evaluate the current literature in neurotransmitter signaling and neuropsychopharmacology (one class per week). Prerequisite: Permission of course director.

Taught by: Staff Dr. Steve Thomas; Dr. Chris Pierce; Dr. Wade Berrettini; Dr. Liz Heller
Course offered spring; even-numbered years
Also Offered As: PHRM 510
Activity: Lecture
1.0 Course Unit

**NGG 521 Brain-Computer Interfaces**
The course is geared to advanced undergraduate and graduate students interested in understanding the basics of implantable neuro-devices, their design, practical implementation, approval, and use. Reading will cover the basics of neuro signals, recording, analysis, classification, modulation, and fundamental principles of Brain-Machine Interfaces. The course will be based upon twice weekly lectures and ‘hands-on’ weekly assignments that teach basic signal recording, feature extraction, classification and practical implementation in clinical systems. Assignments will build incrementally toward constructing a complete, functional BMI system. Fundamental concepts in neurosignals, hardware and software will be reinforced by practical examples and in-depth study. Guest lecturers and demonstrations will supplement regular lectures. Recommended coursework includes BE 301 (Signals and Systems) or equivalent, computer programming experience, preferably MATLAB (e.g., as used the BE labs, BE 310). Some basic neuroscience background (e.g. BIOL 215, BE 305, INSC core course), or independent study in neuroscience, is required. This requirement may be waived based upon practical experience on a case by case basis by the instructor.

Course usually offered in spring term
Also Offered As: BE 521
Activity: Lecture
1.0 Course Unit

**NGG 534 Seminar on current genetic research: Human Disease Modeling in Experimental Sys**
An advanced seminar course emphasizing genetic research in model organisms and how it informs modern medicine. Each week a student will present background on a specific human disease. This is followed by an intense discussion by the entire class of 2 recent papers in which model organisms have been used to address the disease mechanism and/or treatment. As a final assignment, students will have the opportunity to write, edit, and publish a ‘News & Views’ style article in the journal ‘Disease Models and Mechanisms’. Offered spring semester. Prerequisite: If course requirements not met, permission of instructor required.

Taught by: T. Jongens
Course usually offered in spring term
Also Offered As: CAMB 534
Prerequisite: CAMB 542 OR CAMB 605
Activity: Seminar
1.0 Course Unit

**NGG 572 Electrical Language of Cells**
This course introduces students to high-speed electro-chemical signaling mechanisms that occur in nerve and other excitable cells during normal activity. Topics considered in substantial detail include: a) a basic description of the passive and active membrane electrical properties; b) the molecular architecture and functional role of ion channels in cell signaling; c) the role of the calcium ion as an ubiquitous chemical messenger, with applications to neuro-secretion; d) excitatory and inhibitory transmission in the central nervous system; e) sensory transduction, as illustrated by the visual, olfactory, and auditory pathways. The course assumes a standard background in cell biology, as well as basic concepts from college physics and college calculus.

Taught by: Toshinori Hoshi, Doug Coulter
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
NGG 573 Systems Neuroscience
This course provides an introduction to what is known about how neuronal circuits solve problems for the organism and to current research approaches to this question. Topics include: vision, audition, olfaction, motor systems, plasticity, and oscillations. In addition, the course aims to provide an overview of the structure of the central nervous system. A number of fundamental concepts are also discussed across topics, such as: lateral inhibition, integration, filtering, frames of reference, error signals, adaptation. The course format consists of lectures, discussions, readings of primary literature, supplemented by textbook chapters and review articles.

Taught by: Yale Cohen, Christopher Pierce
Course offered fall; odd-numbered years
Also Offered As: PSYC 609
Activity: Lecture
1.0 Course Unit

NGG 575 Neurobiology of Learning and Memory
This course focuses on the current state of our knowledge about the neurological basis of learning and memory. A combination of lectures and discussions will explore the molecular and cellular basis of learning in invertebrates and vertebrates from a behavioral and neural perspective. This course is intended for upper level undergraduate and graduate students.

Taught by: Hilary Gerstein
Course offered fall; odd-numbered years
Also Offered As: BIBB 442, BIOL 442, PSYC 421
Activity: Seminar
1.0 Course Unit

NGG 584 Neurobiology of Sleep and Arousal
The objectives of this course are to discuss mechanisms controlling sleep and arousal; to survey novel approaches to investigations in these areas; indicate the clinical relevance of these ideas where possible. The course is run in the style of a journal club where in each weekly session, students review and discuss influential papers in the field.

Taught by: David Raizen, Max Kelz
Course offered fall; even-numbered years
Activity: Lecture
1.0 Course Unit

NGG 588 Topics in Translational Neuroscience
This course will introduce graduate students in neuroscience and related disciplines to basic mechanisms and clinical features of major categories of nervous system disease. Each two-hour class will consist of two parts; a formal lecture followed by a seminar on the same topic. The formal basic science lectures will discuss genetic, molecular, and cellular mechanisms relevant to the disease examined while the seminar will illustrate how that information can be used in the clinical setting to promote further discovery and inform treatment. Some of the seminar will be associated with the Clinical Neuroscience Training Program (CNST) to provide the opportunity to interact with medical students and clinicians. The course will rely on assigned readings of primary research papers and discussions during class.

Taught by: Mariella De Biasi
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

NGG 589 Neuroendocrinology
Goals: This course aims to familiarize students with recent discoveries in neuroendocrine research with a focus on puberty. Students have an opportunity to consider how neuroendocrine hypotheses are generated and learn how to analyze data for themselves. Students will master this emerging topic and develop writing and presenting skills as they develop their own research ideas. Format: We will spend three class meetings dissecting each of four journal articles from a single lab in chronological order. These three meetings will involve fully understanding the key concepts, methods, results and future directions. The professor will provide background information in short (20-30 min) lectures. Students will be expected to participate in discussions and work collaboratively with other students. At the end of the course, each student will present a proposal of 'future directions' based on the papers we have discussed.

Student Evaluation: Eighty percent of the final grade will be based on participation in these in-depth journal club discussions. The final twenty percent of the grade will be based on the presentation of Future Directions to the class. Prerequisite: Permission of course director.

Taught by: Lori Flanagan-Cato
Course offered spring; odd-numbered years
Activity: Seminar
0.5 Course Units

NGG 591 Digital Signal Processing
The course is designed for an audience that does digital signal processing (e.g., people who do neuroscience) but that do not have a strong math or engineering background. The goal of the course is that after you have completed it you’ll have a fairly sophisticated understanding of how to apply several digital signal processing techniques, including better understanding to what is really happening when you push certain buttons in packaged neuroimaging software (e.g., filter settings). After completing the course you’ll also better understand how to collect neuroimaging data (e.g., data sampling rate). Digital Signal Processing contains four sections: Basics, Tutorial, Try It, and Literacy. Part 1: Introduction to sine/cosine functions, discussion of time series and spatial data, discussion of amplitude, frequency, and phase, and a section on adding sine waves. There’s also a brief introduction to complex numbers and the Euler identities. Students also read in time and spatial data (grayscale images). Part 2: Detailed discussion of the Nyquist Theorem and aliasing (time and spatial domain), a section on multiplying sine waves, and a brief discussion of plotting complex numbers and determining the magnitude and phase of complex numbers. Part 3: Convolution, and via convolution, filtering. Ideas are explored in the time domain. In this process, students are introduced to high- and low-pass filters and gain functions. Students use convolution to filter several time domain datasets. Part 4: Generally the same as Chapter 3, but now examining spatial data. Students use convolution methods to filter grayscale and color images. Normal distributions and random noise are also discussed. Part 5: Using sine and cosine to compute the magnitude and phase of activity at different frequencies: time and spatial data. Students also see that magnitude and phase information can be obtained more easily using complex exponentials. Part 6: The Fourier transform is finally introduced and some of the limitations (and ways to overcome some of these limitations) of time-frequency transforms examined. Students are also introduced to the idea of filtering using forward and inverse Fourier transforms. Prerequisite: Graduate-level students must have a laptop with Mathematica v12.

Taught by: J. Christopher Edgar
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
NGG 594 Theoretical and Computational Neuroscience
This course surveys recent theoretical models of neural function. Students will be introduced to the basic techniques of modelling and computer simulation. Topics include models of synaptic plasticity, neuronal processing and oscillations, and models of various brain regions including cortex, thalamus, cerebellum, and hippocampus. Particular emphasis will be placed on models of the visual system from development to perceptual phenomena such as structure-from-motion, shape-from-shading, and stereopsis. Higher level processes including cortical integration will be considered. Applied neural network models of Hopfield, Sejnowski, and parallel distributed processing will also be presented. Previous coursework in physiology and in differential equations and some familiarity with computers or instructor permission required.
Taught by: Vijay Balasubramanian
Course usually offered in spring term
Also Offered As: BE 530, BIBB 585, PHYS 585, PSYC 539
Activity: Lecture
1.0 Course Unit

NGG 597 Neural Development, Regeneration and Repair
General Description: The goals of this course are to examine the principles underlying the nervous system development and to learn how understanding developmental mechanisms can inform strategies to promote regeneration and repair. This is not a survey course. Rather, the course will focus on selected topics, for which we will discuss the genetic, molecular and cellular strategies employed to study these problems in different model organisms. Emphasis is on how to interpret and critically evaluate experimental data. Students who are not in one of the BGS graduate programs need instructor permission to enroll.
Taught by: Wenqin Luo, Jonathan Raper
Course usually offered in fall term
Also Offered As: CAMB 597
Prerequisite: BIOM 600
Activity: Lecture
1.0 Course Unit

NGG 605 NeuroCore: Quantitative Rigor and Reproducibility in Neuroscience
The quantitative neuroscience core course is designed to be an overview of quantitative approaches used for rigorous and reproducible neuroscience research. This course does not cover statistics in a traditional way, in the sense that it does not provide a comprehensive survey of statistical tests, nor does it dive very deeply into formal mathematical derivations of those tests (information about such things can be found in textbooks and all over the web). Instead, the course focused on teaching students how to apply quantitative approaches to now they think about neuroscience research from beginning to end, including defining clear hypotheses; designing experiments to test those hypotheses; collecting, visualizing, analyzing, and interpreting data in reference to those hypotheses; and keeping effective and transparent records at each stage to ensure rigor and reproducibility. There are two main components to the course. The first component consists of a series of four modules, each of which is designed to use a specific example from neuroscience to illustrate a set of quantitative approaches and tools. The second component consists of group projects that focus on designing and implementing quantitative analyses for existing data sets (e.g., from rotation projects).
Taught by: Josh Gold
Activity: Lecture
1.0 Course Unit

NGG 615 Protein Conformation Diseases
Protein misfolding and aggregation has been associated with over 40 human diseases, including Alzheimer’s disease, Parkinson’s disease, amyotrophic lateral sclerosis, prion diseases, alpha (1)-antitrypsin deficiency, inclusion body myopathy, and systemic amyloidoses. This course will include lectures, directed readings and student presentations to cover seminal and current papers on the cell biology of protein conformational diseases including topics such as protein folding and misfolding, protein degradation pathways, effects of protein aggregation on cell function, model systems to study protein aggregation and novel approaches to prevent protein aggregation. Target audience is primarily 1st year CAMB, other BGS graduate students, or students interested in acquiring a cell biological perspective on the topic. MD/PhDs and Postdocs are welcome. MS and undergraduate students must obtain permission from course directors. Class size is limited to 14 students.
Taught by: Yair Argon
Course usually offered in fall term
Also Offered As: BMB 518, CAMB 615
Prerequisite: BIOM 600
Activity: Lecture
1.0 Course Unit

NGG 618 Recovery After Neural Injury
The human nervous system is subject to several types of injury, (traumatic, ischemic, epileptic, demyelinating and/or inflammatory) that cause serious functional deficits. The mechanisms used by the central and peripheral nervous systems for functional recovery from these injuries will be described in this course. The molecular and cellular pathobiology of CNS injury will be reviewed and methods to enhance functional recovery will be discussed in detail. These include the limitation of secondary neuronal damage by pharmacological manipulations (neuroprotection), the promotion of regeneration and plasticity, the application of bioengineering strategies, and the use of behavioral rehabilitative approaches. Course Format: a combination of lecture, journal club style student presentations and classroom discussion.
Taught by: Akiva Cohen, D Kacy Cullen
Course offered spring; odd-numbered years
Activity: Lecture
1.0 Course Unit

NGG 620 Special Topics in Neuroscience 1
Special Topics in Neuroscience 1 - more to come, placeholder course for now
Taught by: TBD
Activity: Seminar
1.0 Course Unit

NGG 621 Special Topics in Neuroscience 2
TBD - placeholder course for now
Taught by: TBD
Activity: Seminar
1.0 Course Unit
NGG 695 Scientific Writing
This 7-class course is designed to introduce students to basic scientific writing skills and is timed for second year graduate students preparing for qualifying examinations. Participants will review the general principles of clear, persuasive writing, and will apply these principles to writing for a scientific audience. Particular emphasis will be placed on conveying the significance of your research, outlining the aims, and discussing the results for scientific papers and grant proposals. The course will also provide an overview of the structure and style of research grant proposals and scientific manuscripts. Classes are highly interactive, and the majority of class time will be spent discussing student scientific writing. The goal of the course is to encourage active and open interaction among students. Ideal endpoints include improved self-editing, and development of effective strategies for offering and receiving editorial recommendations among peers. Prerequisite: NGG pre-candidacy exam students only.
Taught by: Harry Ischiropoulis, Joshua Ian Gold
Course usually offered in spring term
Activity: Seminar
0.5 Course Units

NGG 699 Lab Rotation
Activity: Laboratory
3.0 Course Units

NGG 706 Neuroeconomics
This seminar will review recent research that combines psychological, economic and neuroscientific approaches to study human and animal decision-making. This course will focus on our current state of knowledge regarding the neuroscience of decision-making, and how evidence concerning the neural processes associated with choices might be used to constrain or advance economic and psychological theories of decision-making. Topics covered will include decisions involving risk and uncertainty, decisions that involve learning from experience, decisions in strategic interactions and games, and social preferences.
Taught by: Joseph Kable
One-term course offered either term
Also Offered As: BIBB 473, PSYC 473
Prerequisite: PSYC 149 AND PSYC 253 AND PSYC 265
Activity: Seminar
1.0 Course Unit

NGG 713 Neuroepigenetics
This is a course intended to bring students up to date concerning our understanding of Neural Epigenetics. It is based on assigned topics and readings covering a variety of experimental systems and concepts in the field of Neuroepigenetics, formal presentations by individual students, critical evaluation of primary data, and in-depth discussion of potential issues and future directions, with goals to: 1) Review basic concepts of epigenetics in the context of neuroscience, 2) Learn to critically evaluate a topic (not a single paper) and set the premise, 3) Improve experimental design and enhance rigor and reproducibility, 4) Catch up with the most recent development in neuroepigenetics, 5) Develop professional presentation skills - be a story teller. Each week will focus on a specific topic of Neuroepigenetics via a ‘seminar’ style presentation by a class member. Prerequisite: If course requirement not met, permission of instructor is required.
Taught by: Zhaolan Zhou, Elizabeth Heller, and Hao Wu
Course usually offered in fall term
Also Offered As: CAMB 713
Prerequisite: BIOM 555
Activity: Lecture
1.0 Course Unit

NGG 899 Pre-Dissertation Lab Rotation
One-term course offered either term
Activity: Laboratory
0.5 Course Units

NGG 990 Master’s Thesis
Course not offered every year
Activity: Masters Thesis
1.0 Course Unit

NGG 995 Dissertation
Activity: Dissertation
1.0 Course Unit

Nonprofit Leadership (NPLD)

NPLD 510 Social Innovation
This is a class focused on understanding how innovation plays a central role in public problem solving. We will explore how social entrepreneurs develop their ideas, define intended impact, market their solutions, understand competition, and collaborate with other actors. At the end of the course, students will have mastered a set of conceptual tools that will allow them to be effective problem solvers in diverse settings throughout their careers. The course has five core objectives: 1)To introduce students to the concepts and practices of social entrepreneurship; 2)To introduce students to the components of a successful social enterprise; 3)To equip students with the tools to be able to accurately identify and assess innovation and impact in social enterprises; 4)To train students to view the world from a perspective of social innovation; and 5)To empower students to develop their own innovative solutions to difficult social problems around the world.
Taught by: Frumkin
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

NPLD 511 Social Innovation Asia
Development challenges in Asia are varied and often seem daunting. Even though considerable progress has been made, gaps remain. This is despite the efforts of many Government agencies and non-governmental organisations (NGOs). Using insights from research through field experiments and randomized control trials, some recent innovations have successfully addressed long existing gaps. A social innovation is a new way of addressing a social problem that is superior to prior solutions in terms of cost, efficacy, sustainability, or equity. This course explores the concept of social innovation in the context of Asia. The course consists of ten sessions. In the first session definitions of social innovation and the related term, social entrepreneurship will be discussed. A model to map out social innovation will also be discussed. The seven subsequent sessions will relate to seven major development challenges: hunger, health care, education, credit provision, risk management, provision of savings avenues and livelihood creation. The prevailing scenario, the progress made and the gaps that remain will be discussed. In each case, recent innovative solutions based on field experiments and research studies will be highlighted after which one or two innovation cases will be discussed in detail.
Taught by: Savita Shankar
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
NPLD 561 Nonprofit Branding
This half credit course will provide the tools and framework for helping to understand the role that marketing and brand building can play in the non-profit sector. As such, we will create a shared understanding of the key concepts that help define branding and the classic elements of marketing that will serve as a foundation for discussion and analysis throughout the semester. We will identify the fundamental differences that non-profit organizations face in building their brands and how those challenges differ from traditional/for profit brand building. We will identify tools and frameworks that brands/organizations can use to help design and implement marketing strategy. We will utilize current and relevant case studies that help demonstrate the core concepts of this course. For term specific details please consult our website: https://www.sp2.upenn.edu/academics/ms-in-nonprofit-leadership
Taught by: James A Rosenberg
Course usually offered in fall term
Activity: Seminar
0.5 Course Units

NPLD 562 (Almost) Everything You Need to Know About Nonprofit Law
This half credit course will provide a basic understanding of the law that applies to nonprofit organizations, with an emphasis on the law affecting 501(c)(3) public charities. It will focus on ways to obtain and maintain federal tax exempt status, including issues of private inurements and private benefit, limits on advocacy, lobbying and electioneering, unrelated business income tax, and excess benefits taxes. It will show how legal structure and governance procedures affect the answer to the question ‘Whose Organization Is It?’ Students will review bylaws of multiple organizations to see how differences in structure reflect the great diversity of nonprofits and why ‘one size does not fit all’ within the sector. They will learn how to avoid bad legal drafting that can create problems for dysfunctional organizations. The course will explain the fiduciary duty of officers and directors, explore the extent of potential personal liability, and review necessary insurance and indemnification. It will review Form 990 publicly available tax returns of multiple nonprofits to see why a tax return may be a nonprofit’s most important public relations document. It will also review the basics of charitable giving through a mock meeting of university development officers, outline the concepts of planned giving, and discuss the requirements for charitable solicitation registration at the state level. It will explain the legal requirements for maintaining endowments and discuss a series of ethical issues that can face nonprofit executives and their lawyers. Students will receive one year of free access to Don Kramer’s Nonprofit Issues website, and will emerge with a better understanding of key legal issues facing the nonprofit sector that regularly make the news.
Taught by: Donald W Kramer
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

NPLD 563 Raising Philanthropic Capital
Americans gave more than $350 billion to nonprofit organizations last year, the highest total ever recorded. Now, more than ever, it is crucial that nonprofit leaders master the art and science of raising philanthropic capital. Participants in this innovative class will: 1) acquire an understanding of the nonprofit funding landscape; 2) learn proven and creative strategies to secure investments; 3) gain the experience of giving and motivating charitable commitments; and 4) receive peer evaluation and professional consulting feedback. This experiential and interactive learning course will provide students an opportunity to evaluate a nonprofit organization endeavoring to attract voluntary support, and coach students to think through and develop the ideas, skills, and tools required to participate personally in today’s philanthropic market.
Taught by: Hagin
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

NPLD 564 Social Impact and International Development
Social Impact and International Development will explore impact creation in resource-constrained settings, especially outside of one’s home community. We will meet online on 5 consecutive Thursday evenings starting October 24th. The class will cover 1) adapting solutions as a way of generating ideas, 2) careful stakeholder segmentation, 3) challenges of deliverability and distribution, 4) revenue and developing a unit of transaction, and 5) identifying and reducing uncertainty and risk. Students will produce written and verbal reflections on the tensions of working in a developing context; insider-outsider identities and tradeoffs; and ethics, tensions, and opportunities of working in and out of one’s home community. Fall 2019 course meeting pattern: Thursday evenings: October 21st-November 22nd 6-7:30pm lesson 7:30-8pm office hours.
Taught by: Ariel Schwartz
Course usually offered in spring term
Activity: Online Course
0.5 Course Units

NPLD 565 Financial Management of Nonprofits
The half credit class will provide students with the ability to use the financial tools of cash flow, budgeting and forecasting models to assist in strategic thinking as it relates to a nonprofit organization. In addition, the class will provide tools that can be used to follow implementation of such strategies including: personal cash flow; basic financial statements; supplemental schedules; and cash flow, budgeting, and forecasting.
Taught by: Boylston
Course usually offered in spring term
Activity: Lecture
0.5 Course Units
NPLD 566 Social Media Strategies
This course is intended as an introduction to strategic use of social media for social ventures. Many of you already use social media platforms in your personal lives, and have developed an intuitive understanding of how they work, and use them reflexively. If you’re unfamiliar with various social media venues, that’s ok! Many social media platforms will be described briefly in the lectures, but the course is not intended as a how-to for using them. We suggest that if you’re new to the various social media platforms mentioned, that you jump in and try them out! These platforms are designed for individuals with all levels of technical proficiency, and they’re designed to be inviting. You might find that with only a bit of effort that you become comfortable with them quickly. We expect that, regardless of your skill level, comfort, and current personal use of social media, you will gain real value from this course. Much of this value relates to conveying an understanding of how to use these tools strategically, and on behalf of a social venture or a social cause you care about. This sort of use of social media is significantly different than the way you would use it in your personal life. We hope, as you move through this course, you will wonder: 1) What does it mean to craft the voice of an institution? 2) What is it like to speak in the voice of an institution instead of my own? 3) How could one possibly develop a strategic plan to organically and authentically engage a community? 4) How do you define, find, and build community? 5) More than retweets and likes, what is engagement, how do you measure it, and how do you create engagement to spark social change?
Course usually offered in fall term
Activity: Online Course
0.5 Course Units

NPLD 567 Unleashing Large Scale Social Movements
There is no shortage of compelling ideas and effective interventions for making the world better, however, very few of these great ideas spread. Aspiring leaders of big social change rarely succeed in engaging others in a meaningful or comprehensive way, their passion and their knowledge reaching hundreds or thousands when millions more could benefit. There are exceptions to this pattern, however, and this course seeks to explain what sets apart the initiatives that become successful large-scale movements. These efforts reliably address three questions in order to have a big impact: 1) How can we secure a genuine commitment from others to join us in the hard work ahead? 2) How can we set a strategy that gives us leverage and reach, making the most of our finite resources? 3) How can we take action, day in and day out, in such a way that we meet our aims for growth and impact, optimizing rapid learning and improvement by everyone in our movement? Drawing on examples from around the world and across the social sector, this course will walk you through these questions and provide you with a blueprint for spreading ideas, innovations, and programs that work, allowing you to engage the most people possible to change behavior and social outcomes at scale.
Taught by: Joe McCannon
One-term course offered either term
Activity: Online Course
0.5 Course Units

NPLD 570 Philanthropy: Society's Passing Gear
The United States has a vast nonprofit sector that features 1.3 million organizations. (And that doesn’t include 250,000 religious institutions). Approximately $1.5 trillion of earned and contributed revenue flows through the so-called third sector. In 2018, Giving USA reported that $427 billion of those funds came from philanthropy -- given by a mix of individuals, foundations and corporations. The use of philanthropic dollars is as diverse as the donors who give those dollars. But what is the best use of those dollars? Sustaining high performing nonprofits? Supporting catalytic action? Nurturing individual excellence in the arts or sciences? This course will explore field of Philanthropy -- what it is, how it works, who participates, and its intersection with public policy and government.
Taught by: Greg Goldman and Doug Bauer
Course usually offered summer term only
Activity: Online Course
0.5 Course Units
Notes: For term-specific details, please consult our website: <a href='https://www.sp2.upenn.edu/academics/ms-in-nonprofit-leadership/curriculum/courses'>https://www.sp2.upenn.edu/academics/ms-in-nonprofit-leadership/curriculum/courses</a> e-descriptions-online/

NPLD 571 Major Gifts: Strategies in Practice
There has never been a more important time for nonprofits to contribute to the common good. But nonprofits face a major challenge: With 1% of donors accounting for 49% of donations, in a $420 billion market, the philanthropic pyramid is looking more like the Eiffel Tower. The answers lie in major gift strategy and tactics. This course will provide a framework for conceptualizing a major gift strategy as well as tools for designing and making a major gift solicitation. This course’s goal is to ensure that each student has a case for support and a pitch for use in the immediate future.
Taught by: Greg Hagin and Christian Talbot
Course usually offered summer term only
Activity: Online Course
0.5 Course Units
Notes: For term-specific details, please consult our website: <a href='https://www.sp2.upenn.edu/academics/ms-in-nonprofit-leadership/curriculum/courses'>https://www.sp2.upenn.edu/academics/ms-in-nonprofit-leadership/curriculum/courses</a> e-descriptions-online/

NPLD 580 Effective Governance Practices for Nonprofits
Effective governance relies upon consistent and ethical board leadership, yet nonprofit organizations that exemplify truly model governance are few and far between. This course introduces students to broad frameworks of governance, but will focus most deeply on the human dimensions of board leadership. In particular, we will examine real examples and cases of moral and ethical dilemmas faced by nonprofit boards and executive leaders, and the nuanced practices required to achieve effective board governance. This will involve a careful look at several real cases, as well as guest lectures from 3-4 different nonprofit board and CEO leaders. The invited leaders will use their own experiences to guide students through some of the most challenging ethical and managerial situations that can be encountered, with the goal of providing a practical grounding for students who expect to contribute to nonprofit leadership in their careers - either as executive staff or as board members.
Taught by: Shmavonian
One-term course offered either term
Activity: Lecture
0.0 Course Units
NPLD 582 NGOs and International Development
The first part of the course will offer a broad perspective on development, aid, and the role of NGOs. The latter half of the course will focus on issues in NGO management: problem analysis, solution design, fundraising, staffing (expatriate and local), monitoring and evaluation (including randomized controlled trials). The course is aimed at students with none to moderate experience in international development, but students with extensive work experience with NGOs or development work are encouraged to join.

Taught by: James Thompson
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

NPLD 585 Social Impact Lab
NPLD 585 is a 5-day, off-site, intensive service-learning course in social innovation. Students will learn how innovation and entrepreneurship play a central role in public problem solving. The course will explore how social entrepreneurs co-develop new ideas with key stakeholders, articulate problems and solutions, define intended impact, understand competition, and collaborate with other actors. At the end of the course, students will have mastered a set of conceptual tools and strategies that will allow them to be effective problem solvers in diverse settings throughout their careers. The course has five core objectives: 1) To introduce students to the concepts and practices of social entrepreneurship; 2) To introduce students to the components of a successful social enterprise; 3) To train students to view the world from a perspective of social innovation; 4) To encourage and empower students to develop their own innovative solutions to different social problems around the world. 5) To introduce students to real social issues and social innovations in a real-world setting.

Activity: Lecture
1.0 Course Unit

NPLD 586 Empowering Nonprofit Leaders to Thrive
This course is designed for interdisciplinary students interested in cultivating flourishing organizations, engaged stakeholders, and inspiring leaders across sectors and especially within nonprofits. Over the past several years, the field of Positive Organizational Scholarship (POS) has proliferated, yielding a compelling body of knowledge on how and when people thrive at work. This course focuses on both the theoretical and practical insights that can be gained from cutting-edge POS research and applied to help practitioners enrich people's experiences at work and beyond. Special attention is placed on how this wisdom applies not only across sectors but also specifically to the nonprofit organizational context. In particular, the learning objectives of the course provide students with: 1) Techniques and real-world experience in using positive leadership concepts to enrich one's own career, relationships, and life; 2) Ability to identify opportunities to use positive leadership practices in the workplace to enhance stakeholder engagement, individual and organizational performance, and collective impact; 3) Tools for applying positive leadership concepts in nonprofits, as well as all other organizational domains (e.g., business, government, coaching, the family, etc.). Additionally, the course is built upon a foundation of experiential learning, such that students can expect to experiment and apply course concepts in their own lives throughout the semester. In other words, students will start with themselves as the first site of learning and development. The experiential community is enhanced further with small group peer coaching throughout the course, as well as with highly interactive live class sessions. At the end of the course, students will feel a strong grounding in: their own positive core of strengths and values, their authentic leadership, their ability to connect with others in meaningful, supportive ways, and their capacity to surface opportunities that inspire constructive change at any level of interaction or organizing. The final paper will help students to crystallize their unique vision for a successful future and design clear action steps to pursue after the course ends.

Taught by: Meredith Myers
Course usually offered in fall term
Activity: Online Course
1.0 Course Unit
NPLD 587 Interpersonal Dynamics In Nonprofits That Thrive
This course is designed for interdisciplinary students with an enthusiastic interest in cultivating flourishing organizations, engaged stakeholders, and inspiring leaders across sectors and especially within nonprofits. Over the past several years, the field of Positive Organizational Scholarship (POS) has proliferated, yielding a compelling body of knowledge on how and when people thrive at work. This course focuses on both the theoretical and practical insights that can be gained from cutting-edge POS research and applied to help practitioners enrich people's experiences at work. Special attention is placed on how this wisdom applies not only across sectors but also specifically to the nonprofit organizational context. The course is built upon a foundation of experiential learning, such that students can expect to experiment and apply course concepts in their own lives throughout the semester. In other words, students will start with themselves as the first site of learning and development. The experiential community is enhanced further with team projects where students assess and consult with local nonprofit organizations. These team projects culminate in students presenting to their actual nonprofit organizations their recommendations for enhanced strategy and practices. In particular, the learning objectives of the course provide students with: 1) Techniques and real-world experience in using positive leadership concepts to enrich one's own career, relationships, and life; 2) Ability to identify opportunities to use positive leadership practices in the workplace to enhance stakeholder engagement, individual and organizational performance, and collective impact; 3) Tools for applying positive leadership concepts in nonprofits, as well as all other organizational domains (e.g. business, government, coaching, the family etc.); 4) Research and consulting experience with a local non-profit organization.

Taught by: Myers
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

NPLD 589 Ethics and The Pursuit of Social Impact
Leaders of organizations must often make difficult decisions that pit the rights of one set of stakeholders against another. Having multiple stakeholders or bottom-lines brings with it challenges when conflicts arise, with the perennial question of whose rights/benefits prevail? What trade-offs need to be made between multiple bottom lines? Does the mission of the organization prevail over the privileges of employees/clients? To what extent can large donors influence the mission of the organization? What is an appropriate social return on investment? This course will introduce the factors that influence moral conduct, the ethical issues that arise when pursuing social goals, and discuss the best ways to promote ethical conduct within such organizations. The course will use specific case studies, real and hypothetical, to analyze a variety of ethical issues that arise [including finance, governance, accountability, fundraising, labor (paid and unpaid), client groups, and service provision] among the multiple stakeholders and balancing multiple bottom-lines. This course is offered in the fall semester and will conclude by discussing ways that organizations can prevent and correct misconduct, develop a spirit of ethical behavior, and institutionalize ethical values in the organization's culture. For term specific details please consult our website: https://www.sp2.upenn.edu/academics/ms-in-nonprofit-leadership

Taught by: Femida Handy
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

NPLD 590 Social Finance
‘Economic analysis and financial accounting are like languages: fluency comes with practice. In-class review of case studies (including, on occasion, in-person discussions with the representatives of diverse agencies and organizations featured in the case studies) will enable students to test and develop their capacity for applying conceptual tools and analytical methods to sometimes messy and always complicated, real-life situations. The course objective is to develop theoretical understanding, critical judgment, and practical skills for sensitive and effective engagement with financial and economic matters of significance.’

Taught by: Andrew Lamas
Course usually offered in fall term
Also Offered As: NPLD 790
Activity: Lecture
1.0 Course Unit

NPLD 591 Change Making: Personal Traits and Professional Skills
Over the past decade, researchers have identified some of the key skills that people need to succeed in their work and in their lives. These are skills that anyone can develop with practice. In this class, we will teach three of the key skills: resilience (the ability to thrive in difficult times); creativity (the ability to come up with innovative solutions to problems); and productivity (the ability to make the best use of your time and find life balance). This summer session will take place through dynamic, interactive workshops. During the first session we will learn the key skills. Over the course of the next three weeks, we will practice these skills to see significant improvement in important areas of our daily lives. By the final day of class, we will talk about how to sustain these gains in our personal and professional lives long after the course has ended. This course is not a traditional lecture course. While we will review the best scientific research on the skills for effective change makers, the main part of the course is devoted to practicing these skills. In other words, this is a highly experiential, interactive, and dynamic course!

Taught by: Sherman
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit

NPLD 593 Design Thinking for Social Impact
Thinking like a designer can transform the way people and organizations develop products, services, processes, and strategy. This approach, called design thinking, brings together what is desirable from a human point of view with what is technologically feasible and economically viable. It also allows people who aren’t trained as designers to use creative tools to address a vast range of challenges. Design thinking is a deeply intuitive, to recognize patterns, to construct ideas that are emotionally meaningful as well as functional, and to express ourselves through means beyond words or symbols. Design thinking is something you can learn only by doing, so we’ll get out into the world and tackle a design challenge of our own together. We’ll learn how to research by researching, learn how to prototype by prototyping and learn how to communicate our ideas by pitching to a group of experts. At the end of the class you should feel confident in your abilities to apply design thinking to any challenges you’re facing and to come up with new ideas and solutions as a result.

Taught by: J Charu
Course usually offered summer term only
Activity: Seminar
1.0 Course Unit
NPLD 594 Technology and Social Impact
As mobile computing technologies become increasingly functional and affordable, donor and grassroots organizations find ways to justify and massively fund their use in social sector work. This reading- and discussion-based class will be driven by concern that technological resources be used maximally to promote social initiatives’ efficiency, effectiveness, cultural appropriateness, and sustainability. We will use organizational and sociotechnical frameworks to understand how resource-constrained social organizations translate potentially performance-improving technologies into actual performance improvements for stronger mission achievement. No technology influences social outcomes in a vacuum - we will study how implementation environments, and distribution and adoption strategies, influence technologies’ uptake and mission-advancement.
Taught by: Ariel Schwartz
Course usually offered summer term only
Activity: Lecture
0.5 Course Units

NPLD 595 Effective Communication and Storytelling
Great leaders are storytellers. They are able to engage and entertain their communities, and tell a compelling narrative about how the world works. They use language powerfully and communicate in ways that uplift and inspire others. In this class, we will explore the power of telling great stories, and learn how to do it most effectively when promoting your campaigns to make the world a better place. We will also look at the skills of framing language in ways that will win over an audience. Finally, we will look at other key skills of effective communication, including the best strategies for persuasion, negotiation, and conflict resolution.
Taught by: Sherman
Course usually offered summer term only
Also Offered As: SWRK 595
Activity: Lecture
1.0 Course Unit

NPLD 596 Design and Incorporation of High Impact Nonprofits
Design and Incorporation of High Impact Not-For-Profits is designed for those who have a practitioner’s interest in the design, governance, leadership, and management of high impact not-for-profit organizations. This course is taught through learning best practice theory, applying this theory to a simulation experience, and providing students the opportunity to apply their new knowledge and experience in an interview with a current not-for-profit leader. Students, through the combination of theory and practice, are provided with the essential competencies and tools to design and incorporate a not-for-profit, conduct in-depth analysis of a not-for-profit’s effectiveness including, but not limited to, governance, leadership, social impact, financial sustainability, and systems and policy influence. Through the mock simulation process of designing, incorporating, and governing, students will leave with a ‘best practice’ for not-for-profit manual that includes articles of incorporation, bylaws, governance deliverables, strategic business plan, organizational scorecard, 3-5 year budget, development plan and public policy strategy. The knowledge and tools gained through readings and the mock simulation experience, will be applied, in the form of a thorough analysis, to the governance, leadership, strategic and/or business model, financial sustainability, social impact, marketing and communication, and public policy influence of an existing organization.
Course usually offered summer term only
Also Offered As: SWRK 596
Activity: Lecture
1.0 Course Unit

NPLD 597 Social, Public, and Law Policy for Nonprofits
'SOCIAL, PUBLIC and LAW POLICY is designed for students to strengthen and develop their skills to formulate, shape, and influence public policy.
Students will strengthen and develop their skills in policy formulation and implementation. The social, economic, legal, ethical, and political environments, which influence public policy, planning, evaluation, and funding will be explored. Participants will (a) analyze the structural, social, and policy issues that have galvanized advocacy efforts and (b) explore the roles that the government, private sector, and consumers and advocacy groups play in setting policy agendas and examine the intended and unintended effects of these policies. With an increasing competitive market, the overall social sector is changing the landscape for private, nonprofit and government organizations nationally and globally. The public, as well as leaders in government, social investors and philanthropists are demanding new social models that are cost effective, financially self-sustainable, adaptive to feedback and metrics, with clear outcome accountability measures, and the potential for large-scale impact, policy influence, and systems change.'
Taught by: Nicholas Torres and Tine Hansen-Turton
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit

NPLD 598 Social Norms for Social Change
Social practices, pressures, and paradigms exert enormous influence on our lives, from how we spend our money to how we treat each other. Social norms, in particular, can be a powerful tool for social change, but in order to use them, change agents need to know what they are and how they influence behavior and decisions. In this course, students will learn what social norms are, how to measure them, and how to use them in pursuit of lasting social change. Applications of social norms theory in the nonprofit sector include programmatic efforts to change harmful behaviors, policies that promote behavior change at scale, strengthening effectiveness within an organization, and engaging with donors and other stakeholders. Students will learn from readings, case studies, and guest speakers working on social norms change in many different contexts. Throughout the course, students will plan their own social norms-based intervention or program to apply to their own work.
Taught by: Thomas Noah and Molly Sinderbrand
One-term course offered either term
Activity: Online Course
0.5 Course Units

NPLD 599 Independent Study
Independent studies provide a flexible opportunity for students and NPL faculty or part-time instructors to work together in pursuing a topic of special interest that is not sufficiently covered by other courses in the curriculum. The content of independent studies is highly specialized and, as such, requires a plan of study developed jointly by the student(s) and the supervising professor. Independent studies require the academic advisor’s approval.
Taught by: Chao Guo
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
NPLD 720 Data Analysis for Social Impact
Practitioners, leaders, and researchers need to engage with the latest cutting-edge research findings in their field. In this class you will develop an understanding of the quantitative methods that underpin social impact research, in an applied lab-based context. Theoretically, we will focus on developing your working statistical knowledge, and practically we will develop your data analysis skills by introducing you to a range of approaches for analyzing and handling large-scale secondary quantitative data that capture social impact. The substantive focus of the course will be on individual-level participation in the Non-Profit Sector in activities such as volunteering and charitable giving. This applied course covers the fundamental elements and approaches to handling and analyzing quantitative survey data. The emphasis is on developing an adequate understanding of basic theoretical statistical principles, descriptive and exploratory methods of analysis, graphical representation, operational procedures and interpretation of statistical results using STATA. The course will cover a wide range of statistical techniques from basic descriptive statistics to more advanced multivariate statistical techniques, such as OLS regression and logistic regression. You will also be introduced to a number of important topics, including theory testing and development; philosophy of science and research judgement; and replication in social impact research. This course is an introduction to applied social impact research and is designed for those who want to engage with quantitative social impact research, but also those who wish to make their own original research contributions. No prior statistical knowledge or programming skills are required to enroll in the course.

Taught by: Matthew Bennett
One-term course offered either term
Activity: Online Course
1.0 Course Unit

NPLD 725 Managing Volunteers C
Activity: Lecture
1.0 Course Unit

NPLD 730 Difficult Art of Listening
The art of listening ethnographically has many benefits. Using a generally anthropological framework to organize sessions, this course attempts to make a case for the productive force (for scholars, policy makers, nonprofit leaders and others) of hearing in proactive and nuanced ways. Highlighting the value of acoustemological ways of understanding the world (knowing through hearing), the course asks students to listen in newfangled ways to many of the things they’ve heard before - while also listening out for things that they’ve never previously taken note of. Thinking about how listening carefully greases the wheels for successful interpersonal communication and overall cultural understanding, students will be asked to observe themselves listening in ways that might allow for innovative translations of observable/empirical data into knowledge that can be deployed in service to personal, institutional, and structural change.

Course usually offered in fall term
Activity: Online Course
0.5 Course Units

NPLD 750 Corporate Social Responsibility (CSR): Partnerships and Practices
Businesses performing philanthropic activity often use their platform of CSR activities to engage with society, directly, via a corporate foundation, or through partnerships with nonprofit organizations. Although such philanthropic activities are not directly related to profit-making ventures, they may boost their reputation, be used in marketing their products, talent recruitment, increase employee engagement and commitment, and thus contribute to the profit indirectly. Many businesses undertake their CSR related philanthropic activities using strategic partnerships with nonprofits or public sector organizations to meet their goals. This provides opportunities to nonprofit and public sector leaders in achieving social and sustainable change.

Taught by: Handy
Activity: Lecture
1.0 Course Unit

NPLD 751 Widening the Aperture: Assessing Global Social Impact Interventions
Part of being a working professional in social impact is assessing the effectiveness of intervention models. This is true whether you work in service delivery, consulting, evaluation or philanthropy. This course offers students a unique, experience-based opportunity to assess an organization’s work from afar, then on the ground in Malawi. The expectation is that several assumptions established in the beginning of the course will hold through to the end. Importantly, others will not. Students will understand how we build a knowledge base about an organization’s work, what assertions we come to, and then how we test those assumptions. This process represents a vital skill set including research, perspective-taking, and direct engagement with the communities served and the people doing the work. The course will provide students with a practical framework for analyzing social impact interventions through three important and complementary lenses: sector practice, environmental factors and organizational implementation. Students will use the immersive, travel experience in Malawi to engage directly with one of three service organizations to apply the framework. They will also use data collected about these organizations through the Lipman Family Prize selection process, a University of Pennsylvania-based social impact prize, combined with their own research, both primary and secondary, to better understand the organizations, staff, and forces influencing the intervention. Students will use ethnographic tools to collect and analyze primary data regarding staff attitudes and perceptions at these organizations. Students will present their findings to the organizational leadership while still in the country. The course will include significant team-based project work.

Course usually offered summer term only
Activity: Lecture
1.0 Course Unit

NPLD 752 Business Methods Solving Social Problems
Activity: Lecture
1.0 Course Unit

NPLD 760 Npfrt Fundrsng Phil Cap
Activity: Lecture
1.0 Course Unit
NPLD 781 Understanding and Managing Volunteers for Impact
In chemistry, an atom is the smallest unit of matter that has the properties of an element. In the same vein, volunteers are the atoms of voluntary action. Volunteers are the backbone of many human service organizations, environmental organizations, and other nonprofit organizations. Volunteers serve almost every function from stuffing envelopes to sitting on boards of nonprofit organizations. They make many programs such as education, and environmental protection possible and fill the void created by the fiscally retreating governments as well as newly arising social problems and human needs. Without volunteer participation, the services that are offered by many nonprofit organizations would be unavailable or provided at a higher cost to government, clients, and donors. The literature as to what constitutes volunteering and what produces committed and effective volunteers is confusing and full of contradictions. Furthermore, only few organizations know how to face the challenges of managing unpaid staff and how to motivate volunteers without offering material benefits. Volunteers are simultaneously non-remunerated employees and independent support with a different agency than paid employees. This course will combine presentations, group work, discussions, case studies, video clips, and readings to delve into the challenges of volunteering.
Taught by: Ram A Cnaan
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

NPLD 782 Small Group Processes
Studying the behavior of groups and the actions/inactions of people within groups provides a doorway to deeper understanding of our selves, our families, our friends, our colleagues, our organizations, and our communities. This half credit course is designed for Penn Graduate students eager to generate constructive group processes when chairing a committee, managing a work group, teaching in a classroom, conducting a support/therapy group or facilitating strategy formulation. It is easy to look back and see what went right or wrong in a group or when observing what others are doing. But tuning into and gaining a comprehensive grasp of these processes when they are happening and learning how to take constructive actions in the here and now when it can have a meaningful impact requires a high level of cognitive capability combined with a special form of relational artistry. This weekend course is an amalgam of experiential activities and energizing ways to internalize the rich concepts developed during a hundred years of research. Participants are required to be fully present and fully engaged for the whole weekend, read the equivalent of a book’s worth of material, and write an 8-page (double spaced) paper. For term specific details please consult our website: https://www.sp2.upenn.edu/academics/ms-in-nonprofit-leadership. Prerequisite: Attendance at Course Primer.
Taught by: Kenwyn Smith
One-term course offered either term
Activity: Seminar
0.5 Course Units

NPLD 783 Field Exercise in Social Impact Measurement
The twofold purpose of social impact measurement is to assess and improve the impact of nonprofit programs, and to offer actionable information for ongoing improvement. Social impact measurement is an essential learning opportunity for grantmaker and grantee. However, developing an evaluation plan, instruments, and process that is culturally responsive with an equity lens and also aligned with a nonprofit’s capacity is crucial. This course will offer an overview of leading social impact measurement methodologies and tools and field exercise experience. During the field exercise, student teams will develop an evaluation plan and associated instruments for a nonprofit using one or more of the methodologies. Teams will present their evaluation plans and offer recommendations for implementation. Lectures will be complemented by class time devoted to field exercise team meetings and off-site work.
Taught by: Hargro
One-term course offered either term
Activity: Lecture
1.0 Course Unit

NPLD 784 The Nonprofit Sector: Concepts and Theories
Can you imagine a world without the vitality and diversity of the nonprofit sector? What would it be like? Everything from health care to education, from serving the disadvantaged to protecting and restoring the environment, nonprofit organizations seem to have become an inseparable part of every aspect of our lives. So often they are taken for granted that we seldom pause and reflect on the roles and functions of these vital organizations in our community. This course will introduce you to the various roles that voluntary, philanthropic and nonprofit organizations play in American society. It will cover the theory, size, scope and functions of the sector from multiple disciplinary perspectives including historical, political, economic, and social views. The course also has a ‘hidden agenda.’ Take this class to see and discover what this agenda is!
Taught by: Allison Russell
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
NPLD 785 Group Dynamics and Organizational Politics
This is one of the courses referred to as ‘The Power Lab at Penn.’ This intensely experiential course is designed for those providing group and institutional leadership at any level of a human enterprise, managing work groups, chairing committees, serving on special task forces, conducting support groups, offering legal services, teaching in classrooms, facilitating groups in clinical settings, etc. Participants will focus on two topics: (1) an in-depth understanding of group dynamics while they are in action, and (2) the organizational relationships between groups that are in a powerful position, groups locked in a powerless state and those caught in the middle between the powerful and the powerless. Prerequisite: Permit required; all potential participants are required to attend a Primer class which consists of one evening session AND an all day session. Permits are granted only after students have completed the primer classes. Course Structure: This course has six components: (1) A pre-course discerning process, which consists of a one evening plus one full day Primer workshop; (2) Module 1 which is focused on group dynamics; (3) reading an assigned book and writing a paper based on Module 1 experiences; (4) Module 2 which addresses power relationships among groups with differential resources; (5) reading two assigned books and writing a paper based on Module 2 experiences; and (6) a post-course debriefing. The Primer provides all potential participants with a common conceptual base for engaging in the essential learning and lays out the intellectual foundations of the course.
Taught by: Kenwyn Smith
Course usually offered in fall term
Also Offered As: SWRK 766
Activity: Lecture
1.0 Course Unit

NPLD 786 Strategic Management and Leadership of Nonprofits
This course is about doing good and doing well. It is designed to introduce you to the fundamental issues in accountability and governance and the administration and management in nonprofit organizations. Through research and analysis, you will understand multiple structures of accountability and the various stakeholders in nonprofits, understand the duties and dynamics of boards of directors in conjunction with other mechanisms of governance (e.g. chief executive officers, advisory boards, etc.), and develop an understanding of management techniques and leadership skills for enhancing the effectiveness of nonprofit organizations. You will be asked to think about the challenges of running nonprofit organizations in a comparative context, with cases drawn from both the U.S. and abroad. The emphasis of this course is on acquiring operational skills. The course is designed for those who may have had years of experience managing other people and programs in the nonprofit sector but who want to develop a more systematic mastery of this challenge, as well as students from other sectors who aspire to a nonprofit leadership role.
Taught by: Guo
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

NPLD 787 Leadership Designing the Future
‘This experiential, highly interactive course is for those preparing to serve in managerial/leadership positions, charged with creating/maintaining the organizational and fiscal viability of public, non-profit or private enterprises. Candidates in all graduate programs are welcome. The educational methodology of NPLD 787 is based on discovery-learning processes about the critical inter-dependencies among phenomena such as: strategy formulation-execution and organizational practices that unleash latent possibilities wealth creation and the dynamics of competition/collaboration within and among groups robust economic metrics and intra/inter-group decision-making sophistication leadership of market-financial-political ecosystems and quality group-based followership the efficacy of work-based activities and system conflict management capabilities building new forms of private, public, non-profit ventures and developing human capital dealing with being in positions of power, powerlessness and middleness. This course combines intellectual, experiential, and emotional learning about the business of organizing and the organizing of productive enterprises. It is based on cutting-edge sociological, economic, psychological, managerial, and anthropological thinking about wealth-creation/circulation, the power of combining left-brain and right-brain reasoning, the harnessing of energies trapped by classic organizational conflicts, and accessing the abundance located in contexts of seeming scarcity. For term specific details please consult our website: https://www.sp2.upenn.edu/academics/ms-in-nonprofit-leadership’
Taught by: Kenwyn Smith
One-term course offered either term
Prerequisite: NPLD 782
Activity: Lecture
1.0 Course Unit

NPLD 790 Social Finance
‘Economic analysis and financial accounting are like languages: fluency comes with practice. In-class review of case studies (including, on occasion, in-person discussions with the representatives of diverse agencies and organizations featured in the case studies) will enable students to test and develop their capacity for applying conceptual tools and analytical methods to sometimes messy and always complicated, real-life situations. The course objective is to develop theoretical understanding, critical judgment, and practical skills for sensitive and effective engagement with financial and economic matters of significance.’
Taught by: Andrew Lamas
Course usually offered in fall term
Also Offered As: NPLD 590
Activity: Lecture
1.0 Course Unit
NPLD 791 Leadership: Designing the Future
This is one of the two courses referred to as The Power Lab at Penn. The other is NPLD 785/SWRK 766. This experiential, highly interactive seminar is for those eager to serve in managerial/leadership positions of human systems that create/maintain the organizational and fiscal viability of public, non-profit or private enterprises, including their partnerships. Candidates in all Penn graduate programs are welcome, whether one's ambition is to generate sustainable livelihoods, renewable energy, wealth, clean water, viable environments, robotics, or quality services in fields such as education, health care, AI, communication, the arts, or criminal justice, or security. Course participants are members of decision-making groups that run a computer-based, data-driven, future-creating, socio-economic simulation while synchronously studying the intra and inter-group dynamics inherent in all leadership actions. The educational methodology of this course is based on discovery-learning processes about the critical inter-dependencies among several phenomena, such as: strategy formulation-execution and organizational practices that unleash latent possibilities; wealth creation and the dynamics of competition/collaboration within and among groups; robust economic metrics and intra/inter-group decision-making and sophistication; leadership of market-financial-political ecosystems and quality group-based followership; the efficacy of work-based activities and system conflict management capabilities; building new forms of private, public, non-profit ventures and developing human capital. This course combines intellectual and experiential learning about the business of organizing and an organization's businesses. It is based on cutting-edge sociological, economic, psychological, managerial and anthropological thinking about wealth-creation/circulation, the power of combining left-brain and right-brain reasoning, the harnessing of energies trapped by classic organizational conflicts and accessing the abundance located in contexts of seeming scarcity. The Faculty - provides the intellectual architecture for this learning adventure; builds and manages the structures for all the experiential events; facilitates the discovery processes of participants; links the lessons of scholarship to challenges experienced in everyday work-places; offers group and system-wide feedback about the universal lessons located in the unique dynamics, co-manufactured by course participants in their simulated world. This course meets on two Wednesday evenings and two consecutive weekends. It is a distinct advantage to have previously taken NPLD 782; those who have done this course will be given first access to NPLD 791. Permit required; all potential participants are required to attend a Primer class which consists of one evening session AND an all day session. Permits are granted only after students have completed the primer classes.
Taught by: Smith
One-term course offered either term
Activity: Lecture
1.0 Course Unit

NPLD 792 Social Entrepreneurship
Social entrepreneurs are individuals with innovative vision seeking to accomplish important public purposes through the creative and aggressive mobilization of people and resources. Using academic theory and research on social entrepreneurship as a framework, student innovators learn to design, develop, and lead social change organizations of their own invention. Students turn their passion for changing the world into concrete plans for launching a venture. Over the course of the semester, we will cover a broad array of topics associated with social innovation and entrepreneurship, including defining the problem/opportunity, refining the mission/vision, developing market research and industry analysis, defining a financial and operating structure, assessing results and progress, and scaling an enterprise. This course is neutral on sector. Graduate students in any of Penn's graduate and professional schools who want to create social value through either nonprofit or for-profit ventures are invited to take the class and develop their ideas. The class will expose students to the process of getting an organization - regardless of sector - off the ground and running. While this is a class on innovation and entrepreneurship, students do not need to be committed to starting a venture upon graduation. The skills and tools contained in the course have wide applicability in the workplace. Being able to develop a coherent venture plan is great training for anyone who wants to work in government, philanthropy, or the business sector funding or managing existing organizations. The course attempts to convey a picture of what a well-considered and well-executed venture plan looks like with the goal of developing in students an appreciation for clear thinking in the pursuit of the creation of public value. Students will work throughout the term on a plan for an organization that they devise, with assignments spread out throughout the term. Elements of a venture plan will be drafted through multiple class assignments, and students present formally and informally several times throughout the semester, receiving feedback from faculty, peers, social entrepreneurs, and invited guests. At the end of the term, students will assemble all the pieces they have worked on in the class, revise and hone these elements, and then put them into a coherent venture plan for their organization. This class is ideal preparation for the Dell Social Innovation Challenge (www.dellchallenge.org), which the instructor founded and which awards funds to launch new student social ventures. Entry into the Challenge is not required.
Taught by: Frumkin
One-term course offered either term
Activity: Online Course
1.0 Course Unit
NPLD 796 Philanthropy and Fundraising Tools for Managers of Nonprofit Organizations
This fall semester course will review the everyday tools that nonprofit managers and development officers need to raise funds from individuals and other sources of private philanthropy. Last year, Americans gave approximately $300 million to charitable organizations and 83% of it was from individual giving. The fundraising profession has created a body of knowledge in the past twenty years that can guide effective fundraising programs so that charitable organizations can support their mission. The class sessions will review the theory and practical techniques that development professionals use everyday in large and small organizations, including annual giving, major gifts, planned giving, cultivation of donors, making your case for support, the Seven Faces of Philanthropy, special events, and prospect research. There will also be discussions of philanthropic trends and current giving patterns. For those who are interested in nonprofit leadership and positions of influence, these will be critical tools to understand.

Taught by: Eileen Heisman Tuzman
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

NPLD 797 Philanthropy and the City
This course will focus on how urban communities are shaped by the nonprofit sector and the billions of philanthropic dollars that fuel their work. By bridging theory and practice, the class explores what dynamics are at play to deliver vital services or programs in healthcare, education, the arts, community development, and other issues. The course will also focus on these important questions: (1) Whose responsibility is the public good? How is that responsibility shared by the public, private, and nonprofit sectors? and (2) Given that responsibility for the public good, which individuals and groups make the decisions about how to serve the public good? How are these decisions made, and who benefits from these decisions? Students will consider these questions in an interdisciplinary context that will bring a historical and philosophical perspective to the examination of the values and institutions that characterize the contemporary philanthropy and the nonprofit sector.

Taught by: Bauer/Goldman
Course usually offered in spring term
Also Offered As: URBS 404
Activity: Seminar
1.0 Course Unit

NPLD 799 Independent Study
Independent studies provide a flexible opportunity for students and NPL faculty or part-time instructors to work together in pursuing a topic of special interest that is not sufficiently covered by other courses in the curriculum. The content of independent studies is highly specialized and, as such, requires a plan of study developed jointly by the student(s) and the supervising professor. Independent studies require the academic advisor’s approval.

Activity: Independent Study
1.0 Course Unit

Nursing (NURS)

NURS 061 Biologically-Based Chemistry
A contextual approach will be used in studying the concepts in General, Organic and Biological Chemistry that are foundational to an understanding of normal cellular processes. Topics that will be covered include measurements, atomic structure, bonding, chemical reactions, properties of gases and liquids, solutions, equilibrium, acids and bases, pH, buffers, nuclear chemistry, nomenclature and properties of the main organic functional groups, and the structures and function of carbohydrates, proteins and lipids.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

NURS 065 Fundamentals of Nutrition
Essentials of normal nutrition and their relationships to the health of individuals and families. These concepts serve as a basis for the development of an understanding of the therapeutic application of dietary principles and the nurse’s role and responsibility in this facet of patient care. Prerequisite: Equivalent Science Sequence Course if course prerequisites not met
Course usually offered in spring term
Prerequisite: NURS 061 OR NURS 068
Activity: Lecture
1.0 Course Unit

NURS 068 Integrated Cell Biology and Microbiology
This course will include the major topics of cell biology and microbiology that are foundational for an understanding of normal and pathological cellular processes. Topics will include the brief study of prokaryotic and eukaryotic cell structures and functions; the main biological molecules; membrane transport; cellular communications; the flow of genetic information; cell division; and cellular metabolism. The course will also examine the role of cells and microbes in human health and infectious diseases. It will include a description of the main types of microbes, how they are identified, their growth requirements, and the role of the immune system in controlling infections, the control of microbes, host-microbe interactions. The context for this course will be the application of cell biology and microbiology for understanding the cellular basis of cancer and infectious human infection disease processes. This course will include special sessions from a clinical perspective in the various fields of medicine, microbiology, and immunology.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

NURS 101 The Nature of Nursing Practice
This course facilitates students’ ability to conceptualize the experiences of individuals, families, communities, and populations living with health and illness. It emphasizes the integration of knowledge from other disciplines and of nursing science as the basis for practice. The course introduces the four core themes of the undergraduate nursing program: engagement, inquiry, judgment, and voice and examines how the themes are used to characterize the nature of nursing practice.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units
NURS 102 Situating the Practice of Nursing
This course emphasizes not only how nursing is practiced, but also where it is practiced. The course further explores the four core themes of engagement, inquiry, judgment, and voice as it provides guided observational experiences in a wide variety of settings. These experiences help the student to discover what is not known and what is subsequently necessary to know. These experiences also explore the place of the natural and social sciences and the arts and humanities in nursing practice. This course also will highlight the relationships between and among members of the interprofessional team and families and patients. NURS 102 fosters development of the professional role and sets the stage for life-long learning. Course usually offered in spring term
Prerequisite: NURS 101
Activity: Lecture
0.5 Course Unit

NURS 103 Psychological and Social Diversity in Health and Wellness
This course explores and integrates the intersection of psychological, cognitive, and social development with the lived experiences of individuals, families, and communities across the lifespan in order to conduct socially contextualized health assessments and health teaching. Extant theories will be critically analyzed and examined with respect to issues of health care access, health history, health promotion, and issues of equity and diversity from a life-course perspective. This knowledge will be synthesized and integrated with the development of the student’s communication skills and interviewing processes necessary to develop socially attuned health history and teaching that promote psychological well being and healthy lifestyles. Simulated and observational experiences provide students with opportunities to acquire and apply knowledge necessary for conducting a comprehensive health history of an individual situated within a diverse community. They also provide opportunities to develop prioritized health teaching plans in partnership with that individual. Offered in Summer for Accelerated BSN Program
Course usually offered in fall term
Prerequisite: NURS 101 AND NURS 102
Activity: Lecture
1.0 Course Unit

NURS 112 Nutrition: Science & Applications
An overview of the scientific foundations of nutrition. The focus is on the functions, food sources and metabolism of carbohydrate, fat, protein, vitamins and minerals. Effects of deficiency and excess are discussed and dietary recommendations for disease prevention are emphasized. Current issues and controversies are highlighted. Students will analyze their own dietary intakes and develop plans for future actions. Prerequisite: For Non-nursing Students
Taught by: DeJonghe; Hayes
One-term course offered either term
Activity: Lecture
1.0 Course Unit
Notes: For Non-Nursing Majors

NURS 131 Human Anatomy and Physiology - Part A
The structural and functional organization of the human organism is presented, along with the fundamentals of developmental anatomy and embryology. Histologic and gross anatomical features of selected organ systems are related to the physiologic and biochemical mechanisms which enable the human body to maintain homeostasis in an ever-changing environment. Prerequisite: Equivalent College Level Chemistry and Biology if course prerequisites not met
Taught by: Scanga
Course usually offered in spring term
Prerequisite: NURS 061 OR NURS 068 OR CHEM 101 OR BIOL 101
Activity: Lecture
1.5 Course Unit

NURS 132 Human Anatomy and Physiology - Part B
The structural and functional organization of the human organism is presented, along with the fundamentals of developmental anatomy and embryology. Histologic and gross anatomical features of each organ system are related to the physiologic and biochemical mechanisms which enable the human body to maintain homeostasis in an ever-changing environment. Basic concepts of pathophysiology are introduced and applied to certain clinical disorders.
Taught by: Scanga
Course usually offered in fall term
Activity: Lecture
1.5 Course Unit

NURS 159 Pathways to Practice
This course builds on the accelerated student’s background and experience and uses them as building blocks to garner the intellectual capital needed to integrate his/her identity as a professional nurse. The course links the Penn Compact 2020 to the four core themes of Penn’s BSN nursing program: engagement, inquiry, judgment, and voice. It introduces phenomena of concern to nursing, contextualizes societal meanings of nursing practice and health care delivery across time and place, and stresses the importance of nursing science as the basis for practice. Emphasis is placed on debate, critical analysis, and constructing a logical and lucid oral and written argument regarding issues related to professional nursing practice and health care delivery.
Activity: Lecture
1.0 Course Unit
Notes: For students in the Accelerated BSN program

NURS 160 Physical Assessment
This is a laboratory course designed to help beginning nursing students to develop competence in the process of physical assessment. Students engage in actual practice of physical assessment with fellow students as their ‘patient’ subject. A blending of instructor demonstration and supervision of physical examination practice sessions is used in the learning laboratory setting. Students prepare via self-learning activities with a variety of supplied resources (readings, videotapes, computer programs) and have the opportunity to refine their skill through faculty-supervised practice sessions. Procedural skills that correlate with the presentations of physiologic system assessment are included.
Prerequisite: For students in Accelerated BSN Nursing Program Only
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit
NURS 163 Integrated Anatomy, Physiology, and Physical Assessment I
This is the first part of a two-semester course designed to provide a comprehensive study of the structure and function of the human body along with essential embryology and maturational physiology. Histological and gross anatomical features of selected organ systems are related to the physiologic and biochemical mechanisms that enable the human body to maintain homeostasis. Within each system, deviations from normal are considered to situate the student’s understanding of health problems and to foster an appreciation for the complexity of the human organism. Integrated into each topic are the correlated physical assessment parameters and related procedural skills. Laboratories exercises and case study analysis provide a contextual base to acquire and use domain-specific knowledge of concern to the practice of nursing. Prerequisite: Equivalent Science Sequence Course if course prerequisites not met.
Taught by: Scanga; Quigley
Course usually offered in spring term
Activity: Lecture
2.0 Course Units

NURS 164 Integrated Human Anatomy, Physiology & Physical Assessment II
This is the second part of a two semester course designed to provide a comprehensive study of the structure and function of the human body along with essential embryology and maturational physiology. Histological and gross anatomical features of selected organ systems are related to the physiologic and biochemical mechanisms that enable the human body to maintain homeostasis. Within each system, deviations from normal are considered to situate the student’s understanding of health problems and to foster an appreciation for the complexity of the human organism. Integrated laboratories and case studies provide a contextual base to acquire and use domain-specific knowledge that includes physical assessment, and procedural.
Taught by: Scanga; Quigley
Course usually offered in fall term
Prerequisite: NURS 163
Activity: Lecture
2.0 Course Units

NURS 165 Integrated Pathophysiology, Pharmacology, and Therapeutics
Pathophysiologic concepts and processes are introduced with major emphasis on commonly occurring acute and chronic illnesses and their therapeutic interventions. Major classes of drugs that are used to support organ function are explored. The physiological and pathophysiologic rationale for each drug indication, mechanisms of drug action, individualized dosing implications, and adverse drug events will be explored for prototypical agents used in the selected cases. The course will enhance the student’s comprehension of the scientific complexity of therapeutic interventions in various conditions and will build upon the foundational sciences. Additionally the course will provide the student with sufficient scientific knowledge and skills to prepare administer and monitor drugs and therapies in a safe and effective manner.
Course usually offered in spring term
Prerequisite: NURS 164
Activity: Lecture
2.0 Course Units

NURS 215 Nursing of Women and Infants
This course emphasizes the child-bearing cycle, and the related issues of maternal and infant mortality and morbidity. It also explores women and infant’s health care and health promotion needs across the lifespan. It provides a global perspective, and uses the United Nations’ Pillars of Safe Motherhood and World Health Organization’s Millennium Development Goals as the vehicles to enable students to understand the interrelationships among issues of health and health promotion; social, economic, political and environmental contexts; and the care of women across the lifespan. Clinical experiences provide opportunities for students to understand the connections between the local and the global; to use their developing knowledge base to affect the health of women and their infants. Students will have opportunities for hospital-based care of child-bearing women and their infants. In addition, community-based experiences with individual women and with groups of women across the life cycle will be provided in order to enhance teaching, interviewing and assessment skills.
Course usually offered in spring term
Prerequisite: NURS 101 AND NURS 102 AND NURS 103 AND NURS 160 AND NURS 164
Activity: Lecture
1.5 Course Unit

NURS 225 Pediatric Nursing
This course considers how nursing influences the health and healing capacities of infants, children, adolescents and their families. It focuses on the knowledge and skill acquisition needed to care for these patients at particular moments, across the continuum of care, and through transitions in an illness experience. It addresses pediatric nursing phenomena of concern and major final common pathways of pediatric illness from infancy through adolescence using a using a developmental and systems approach. Emphasis is placed on family-centered care through transitions in the illness and recovery phases. The course emphasizes clinical reasoning; family centered strategies for optimizing health and maintaining individuality; promoting optimal developmental, physiological, and psychological functioning; and enhancing strengths within the context of family. Clinical experiences at various children’s hospitals and simulation experiences provide sufficient opportunities for clinical reasoning, clinical care and knowledge integration. Additional Prerequisite: Clinical 12 hours weekly and 2 hours Simulated Laboratory Weekly
One-term course offered either term
Prerequisite: NURS 215
Activity: Lecture
1.5 Course Unit
NURS 230 Statistics for Research and Measurement
This course examines statistical methods used by scientists in the analysis of research data. The fundamental theorem for this course is the 'square root law' (central limit theorem). Students become literate in statistical terminology and symbols and knowledgeable of assumptions for statistical tests. Fundamental statistics include basic theorems and principles, sample, population and data distributions, measures of central tendency, correlational techniques, and commonly used parametric and nonparametric statistical tests. Parameters for inferential and descriptive statistics are examined as the basis for explaining the results from research studies. Students apply chance models in estimating confidence intervals of percentages and means, and in hypothesis testing. This content is taught in the context of nursing research and measurement of nursing phenomena. Examination of research publications enable students to apply their knowledge to reading and understanding data analyses used in studies. Students evaluate tables and graphs as ways to summarize research findings. Course content prepares students to examine statistical and clinical significance of research findings.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

NURS 235 Psychiatric Nursing
This course examines how nursing influences the health and healing capacities of individuals and families experiencing severe psychiatric distress. It focuses on the knowledge and skill acquisition needed to care for these patients at particular moments, across the continuum of care, and through transitions in an illness experience. The course addresses nursing phenomena of concern related the meanings of an illness experience, the development of healing relationships with or within individuals, families, and groups, and on the advanced communication strategies needed to engage individual and families in mental health promotion strategies. It also provides the tools to enable students to construct effective treatment groups with patients; work groups with disciplinary and inter-professional colleagues; and to understand the healing dimensions of environments. Clinical and simulation experiences provide sufficient opportunities for clinical reasoning, clinical care and clinically situated knowledge integration. Additional Prerequisite: Clinical
One-term course offered either term
Prerequisite: NURS 215
Activity: Lecture
1.5 Course Unit

NURS 245 Nursing of Young and Middle Aged Adults
This course considers how nursing influences the health and healing capacities of young and middle aged adults who experience functional status impairments as a result of serious illness or injury. It focuses on the knowledge and skill acquisition needed to care for these patients at particular moments, across the continuum of care, and through transitions in an illness experience. It addresses nursing phenomena of concern, including risk factors for illness or injury, strategies to overcome barriers and support personal health resources, alleviate suffering and reduce the impact of illness or injury on the functioning of the person. Content and clinical experiences integrate developmental and role issues; policy, cultural and ethical considerations. Clinical experiences in acute care hospital units and simulation experiences provide opportunities for clinical reasoning, clinical care, and knowledge integration. Additional Prerequisite: Clinical 12 hours weekly and 2 hours Simulated Laboratory Weekly
One-term course offered either term
Prerequisite: NURS 215
Activity: Lecture
1.5 Course Unit

NURS 255 Nursing of Older Adults
This course considers how nursing influences the health and healing capacities of older adults. It focuses on the knowledge and skill acquisition needed to care for these patients at particular moments, across the continuum of care, and through transitions in an illness experience. It addresses nursing phenomena of concern including the unique set of principles and body of knowledge and skills necessary to the practice of nursing with older adults. Students are provided with the theoretical background necessary to understand health system issues affecting older adults. Students will attain the knowledge necessary to complete a comprehensive assessment of the older adult’s physical, functional, psychosocial, and cognitive capacities. Common problems associated with cardiovascular, respiratory, neurological, musculoskeletal, sensory, and genitourinary systems that affect older adults will be discussed. In addition, principles of continuity of care, rehabilitation, nutritional and pharmacodynamic changes, cultural diversity and ethics will be integrated throughout the course. Clinical experiences in acute care hospitals and simulation experiences provide sufficient opportunities for clinical reasoning, clinical care, and knowledge integration. Special emphasis is placed on transitional care for older adults across the health care continuum. Additional Prerequisite: Clinical 12 hours weekly and 2 hours Simulated Laboratory Weekly
One-term course offered either term
Prerequisite: NURS 215
Activity: Lecture
1.5 Course Unit

NURS 299 Independent Study in Nursing
An opportunity to develop and implement an individual plan of study under faculty guidance. Additional Prerequisite: Permission of Instructor
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
NURS 303 Contemporary Issues in Human Sexuality and Health
Course content emphasizes theories of sexual development and factors influencing sexual behavior within the continuum of health and illness. Common sexual practices of people are studied within the context of lifestyle and situational life crises. Concepts of normal sexual function and dysfunction are examined. Contemporary sexual issues are explored. Course usually offered in spring term
Also Offered As: NURS 503
Activity: Lecture
1.0 Course Unit

NURS 305 Narrative Matters in Health and Illness Experiences
This course emphasizes the uses of narrative and memoir to consider major themes and events related to the experience of health and illness in the United States as well as the carative role, as either family member or health professional and crafting policy.
Taught by: Alicia Kachmar
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

NURS 306 Opioids: From Receptors to Epidemics
This survey course reviews the neuropharmacology of opioids including central and peripheral sites of opioid actions. Opioid receptor pharmacology as well as cellular and molecular neuroadaptations to opioids are discussed in relation to addiction, physical dependence, tolerance, hyperalgesia and withdrawal. Genetic and pharmacogenomic effects on variation of opioid response are also presented. Opioid addiction and the actions of opioids on pain systems are reviewed with an emphasis on their pre-clinical and clinical expression. The effects of regulatory, pharmaceutical and criminal justice justice forces on opioid prescription in the US are considered vis-a-vis pain management and opioid addiction. Finally, the causes and consequences of the current 'opioid epidemic' are reviewed, as well as federal, healthcare and community efforts to address it. Prerequisite: Permission of instructors. For BSNs: NURS 165
Taught by: Compton; Schmidt
Course usually offered in fall term
Also Offered As: NURS 506
Prerequisite: NURS 165 OR BIOL 101 OR BIOL 121
Activity: Lecture
1.0 Course Unit

NURS 312 Nutritional Aspects of Disease
This course provides an advanced understanding of the role of nutrition in integrated biological systems. Students will develop a rigorous comprehension of major clinical disorders, including the underlying pathophysiology and conditions that are affected by nutrition and how optimization of nutritional variables may modulate these processes. A critical overview of the role of nutrition in disease prevention, management and treatment, and in health maintenance will be emphasized throughout the course.
Course usually offered in spring term
Also Offered As: NURS 512
Prerequisite: NURS 065 OR NURS 112
Activity: Lecture
1.0 Course Unit

NURS 313 Obesity and Society
This course will examine obesity from scientific, cultural, psychological, and economic perspectives. The complex matrix of factors that contribute to obesity and established treatment options will be explored. This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and Beyond.
Taught by: Compher
Course usually offered in fall term
Also Offered As: NURS 513
Activity: Lecture
1.0 Course Unit
Notes: This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and Beyond.

NURS 315 Sociocultural Influences on Health
This course is intended for students interested in U.S./Global Healthcare. It includes lectures, discussions, readings, and written assignments focused on various social, cultural, and economic factors that impact the health and illness perceptions and behaviors of various ethnic and minority groups. In particular, it focuses on how culture affects health and disease, and how health and disease affect culture. This course takes a critical approach to knowledge development by scrutinizing values, theories, assumptions, and practices cross culturally. It relies upon a range of interdisciplinary approaches to analyze how disease is diagnosed, treated, and experienced differently in various cultural contexts. At the same time, students will have the opportunity to examine and critique cultural assumptions and theories, the shifting nature of cultures, the situational use of cultural traditions, and the ethnocentrism of contemporary Western health care. Special attention is given to the influence of race, class, gender, religious, and spiritual ideas about health and illness.
Taught by: Jacoby
Course usually offered in spring term
Also Offered As: NURS 515
Activity: Lecture
1.0 Course Unit
Notes: Foundational Course for Minor in Multicultural/Global Health Care

NURS 316 International Nutrition: Political Economy of World Hunger
A detailed consideration of the nature, consequences, and causes of hunger and undernutrition internationally. Approaches are explored to bringing about change, and to formulating and implementing policies and programs at international, national, and local levels, designed to alleviate hunger and undernutrition.
Course usually offered in spring term
Also Offered As: NURS 516
Activity: Lecture
1.0 Course Unit
NURS 324 Children's Health in the United States, 1800-2000
This course explores the impact of historical ideas, events, and actors pertaining to the history of children’s health care in the United States. Emphasis is placed on tracing the origins and evolution of issues that have salience for twenty-first century children’s health care policy and the delivery of care. Prerequisite: For Benjamin Franklin Scholars & Nursing Honors Students This course satisfies the History & Traditions Sector for Nursing Class of 2012 and Beyond.
Course usually offered in fall term
Also Offered As: GSWS 324
Activity: Seminar
1.0 Course Unit
Notes: For Benjamin Franklin Scholars & Nursing Honors Students. This course satisfies the History & Traditions Sector for Nursing Class of 2012 and beyond.

NURS 327 Foundations of Global Health
This interdisciplinary course covers fundamental concepts of global and population health. Epidemiology and methodology, historical and contemporary contexts, physical (water, air, climate change, and food/nutrition) and social (health inequities, sex/reproduction, injury/violence) determinants of health, and interventions for health improvement are addressed. Health problems such as infectious and chronic diseases cannot be understood apart from history, economics, environment, and inequalities - they are not simply medical issues. Global Health refers not only to the health problems of ‘others’ living in far corners of the world (low- and middle-income countries), but also to our own health problems as citizens of a very rich, but very unequal and multicultural nation. The aim of the course is to help students become more informed and active global citizens. Learning methods include faculty presentations, student presentations, and small group discussions. Although this course has a health focus, it is aimed at all students interested in global issues.
Taught by: Jianghong Liu
Course usually offered in fall term
Also Offered As: NURS 527
Activity: Lecture
1.0 Course Unit

NURS 330 Theoretical Foundations of Health Care Ethics
The theoretical foundations of health care ethics including definitions of ethics, history of bioethics and nursing ethics, and the influence of religion,psychology of moral development and philosophy in the development of ethical theory. Nursing code of ethics, changing ideas in ethics, and discussion of the developing profession of nursing are included.
Taught by: Perlman; Ulrich
One-term course offered either term
Activity: Lecture
1.0 Course Unit

NURS 334 Public Policy and the Nation's Health
This course examines health care and social policy from domestic and international perspectives. It is designed to engage undergraduate students in critical thinking about health policy issues as they affect our health care, employment, taxes, and social investments. The current national debate on health care reform is used as a frame of reference for examining the strengths and weaknesses of health care services in the U.S. from the perspectives of patients/families, health professionals, health services providers, insurers, employers, and public policy makers, and the pros and cons of a range of prescriptions for system improvement from across the political spectrum. About a third of the course focuses more specifically on global public health challenges and the policy strategies for reducing health disparities worldwide. Please note, the online version of this course has a synchronous component (live online class sessions). The day/time will be listed in the course register.
Course usually offered in spring term
Also Offered As: NURS 540
Activity: Lecture
1.0 Course Unit

NURS 343 Global Engagement Seminar
This course is a Global Seminar which includes a travel component; topics vary. Topics and locations may include Chile, Ghana, or China. For more information and to apply: https://global.upenn.edu/pennabroad/pgs.
Also Offered As: NURS 543
Activity: Seminar
1.0 Course Unit

NURS 351 Case Study: Sleep through the Life Span
Sleep is a fundamental behavior related to the pathophysiology of various diseases and to responses/outcomes of diseases and treatments. This case study introduces foundational theories on sleep, diagnosis, measurements, and treatments of various sleep disorders, and the impacts of sleep/sleep disorders in health promotion and the care of illness across the life span. This course aims to prepare nursing students to play a vital role in comprehensive patient care and education in sleep in the community and in various clinical settings. This course also includes 14-hour field work/shadowing at sleep clinics to provide an opportunity to observe and work with individuals who suffer from sleep problems.
Prerequisite: NURS 163 AND NURS 164
Activity: Lecture
1.0 Course Unit

NURS 353 Health Communication in the Digital Age
Health communication spans activities from in-person communication to technology based interventions and mass media campaigns. Health communication interventions are applied across a variety of health promotion and disease prevention activities. In this course, we will explore a variety of approaches using communication strategies to improve individual and population health. The course will provide an introduction to the theory, design, and evaluation of health communication programs. We will review and critique several health communication interventions. The course will also include a special emphasis on new media and technology, as well as developing practical skills for developing health communication programs.
Also Offered As: NURS 565, PUBH 565
Activity: Lecture
1.0 Course Unit
NURS 354 Case Study - Addressing the Social Determinants of Health: Community Engagement Immersion
This case study offers students experiential learning to develop an in depth understanding of social determinants of health in vulnerable, underserved populations and to collaboratively design and refine existing health promotion programs based on the needs of the community site. Grounded on an approach that builds upon the strengths of communities, this course emphasizes the development of techniques to lead effective, collaborative, health-focused interventions for underserved populations. Students are required to draw on skills and knowledge obtained from previous classes related to social determinants of health and community engagement and will engage in specific creative, innovative community based programs developed for populations across the life span. These culturally relevant programs, which have been shown to positively impact communities, create opportunities for students to address the social determinants of health, build engagement and leadership skills and increase program success and sustainability. Prerequisite: Completion of sophomore year nursing requirements
Activity: Lecture
1.0 Course Unit
Notes: This case study offers students experiential learning to develop an in depth understanding of social determinants of health in vulnerable, underserved populations and to collaboratively design and refine existing health promotion programs based on the needs of the community site. Grounded on an approach that builds upon the strengths of communities, this course emphasizes the development of techniques to lead effective, collaborative, health-focused interventions for underserved populations. Students are required to draw on skills and knowledge obtained from previous classes related to social determinants of health and community engagement and will engage in specific creative, innovative community based programs developed for populations across the life span. These culturally relevant programs, which have been shown to positively impact communities, create opportunities for students to address the social determinants of health, build engagement and leadership skills and increase program success and sustainability. Additional Prerequisite: Completion of sophomore year nursing requirements
NURS 355 Case Study: Self-Care of Chronic Illness
Self-care is done by lay people to prevent or manage chronic illness. In this case study, we will discuss the history, definitions, predictors, and outcomes of self-care in various chronically ill populations. A focus of discussion will be an in depth exploration of the factors that influence self-care. Understanding these factors will prepare nurses for their role in promoting self-care. Fieldwork experiences are designed to provide practical experience in engaging well individuals in preventing illness and helping chronically ill perform self-care.
Course usually offered in spring term
Prerequisite: NURS 163 AND NURS 164
Activity: Lecture
1.0 Course Unit
Notes: 2 hour seminar; 1 hour fieldwork / week
NURS 356 Case Study: Culture of Birth
This course will explore the cultural context of birth, the practices and paradigms and the activities of birthing people and professionals and/or attendants. The history of caring for people at birth, international health care, cultural mores/societal values, place of birth, psychosocial factors, ethical decision-making and the role of technology are content areas that will be discussed. Prerequisite: If course requirement not met, permission of instructor required. Open to Nursing and non-Nursing majors. Traditionally, this course includes a weekend long Doula training; after completion, students may serve as Doulas. 2020-2021 Academic year, this course will be offered in both the Fall and Spring semesters. Taught by: M Guidera, MSN, CNM, FACNM
Course usually offered in spring term
Prerequisite: NURS 215 OR NURS 225
Activity: Lecture
1.0 Course Unit
NURS 357 Case Study: Innovation in Health: Foundations of Design Thinking
Innovation, defined as a hypothesis-driven, testable, and disciplined strategy, is important to improve health & healthcare. Employing new ways of thinking, such as with design thinking, will help open up possibilities of ways to improve health & the process of healthcare. Incorporating current & emerging social & digital technologies such as mobile apps, wearables, remote sensing, and 3D printing, affords new opportunities for innovation. This course provides foundational content & a disciplined approach to innovation as it applies to health & healthcare. A flipped classroom approach has the in-class component focusing on group learning through design thinking activities. The course is open to undergraduate nursing students as a case study & upper-level undergraduates and graduate students from across the Penn campus. The course provides a theoretical foundation in design thinking & may provide an overview of innovation technology & digital strategies as well as social & process change strategies. To enhance the didactic component, students will actively participate in a design case study. Students will be matched by interest and skill level with teams & will work with community-based organizations, healthcare providers and/or innovation partners. Student teams will meet their partners to identify & refine a health or healthcare problem to tackle. Students will work throughout the semester to create an innovative solution that will be pitched to their community-based organization, healthcare provider, and/or innovation partner at the end of the semester. Prerequisite: Completion of freshman & sophomore level courses
Taught by: Leary
One-term course offered either term
Also Offered As: NURS 573
Activity: Lecture
1.0 Course Unit
NURS 358 Case Study: Nurses and the Child Welfare System
Building on knowledge and skill acquired through undergraduate nursing courses, this case study offers nursing majors an in depth and interprofessional opportunity to study research, policy, and practice based issues in children and families involved with the child welfare system. Special emphasis is placed on the role of the nurse in the child welfare system. Fieldwork experiences will enable students to gain practical experience regarding the needs of children and families with an emphasis on a consideration of how to achieve partnership and create alliances with parents and youngsters.
Course usually offered in fall term
Prerequisite: NURS 163 AND NURS 164
Activity: Lecture
1.0 Course Unit
NURS 359 Case Study: Healthcare Quality and Patient Safety
The 1999 Institute of Medicine Report 'To Err is Human: Building a Safer Health System' called national attention to the shocking crisis of patient injury and death in the United States health care systems. This case study examines errors in health care and how nurses, working inter and intra-professionally, contribute to and/or lead quality improvement efforts in health care settings to make care safer. Through classroom discussion, clinical observations and special quality improvement project experience, the student will become familiar with the Science of Improvement grounded in W. Edwards Deming's body of knowledge called a 'System of Profound Knowledge.' The student will also learn patient safety strategies, behaviors and practices that reduce or eliminate the risk of patient harm and develop an appreciation for attributes of an organization that contribute to a strong patient safety culture. 
Prerequisite: Completion of sophomore year nursing requirements
Taught by: Pinola; Sparrow
Course usually offered in spring term
Prerequisite: NURS 163 AND NURS 164
Activity: Lecture
1.0 Course Unit

NURS 360 Case Study: Nursing Practice with HIV+ Patients
This course is directed at the need to increase nursing majors knowledge and clinical expertise in the care of persons with HIV/AIDS. Hands on clinical practice with nurses who are AIDS experts will be combined with seminars that provide epidemiologic, clinical assessment, infection control, symptom management, patient teaching, psychosocial, ethical, cultural, political, and policy information. 
Course usually offered in fall term
Prerequisite: NURS 163 AND NURS 164
Activity: Lecture
1.0 Course Unit

NURS 361 Case Study: Breast Feeding & Human Lactation
Human milk is recognized universally as the optimal diet for newborn infants. The health benefits of breastfeeding are so significant that a National Health Objective set forth by the Surgeon General of the United States for the year 2010 is to increase the proportion of mothers who breastfeed their babies in the postpartum period. Through classroom and clinical experiences, this course will provide an in depth examination of the anatomy and physiology of lactation, essential aspects of establishing and maintaining lactation, and the nurses’ role in counseling the breastfeeding family. Emphasis will be placed on current research findings in the content area. 
Course usually offered in fall term
Prerequisite: NURS 163 AND NURS 164
Activity: Lecture
1.0 Course Unit

NURS 362 Case Study: Aggressive Behavior in Healthcare: Assessment, Prevention and Treatment
The escalating incidence and prevalence of aggression in the health care setting requires that providers acquire a new set of pragmatic competencies for managing its complex sequelae. This course presents theoretical frameworks for understanding, predicting, preventing and responding to aggressive behaviors across the life span. Historical, bio-behavioral, social, and cultural explanations for aggression will be synthesized and analyzed within the context of multiple points of entry into the health care system across clinical settings. Personal self-awareness, debriefing, and stress management techniques exemplify techniques to prevent untoward consequences in providers. This course also uses exemplars and a range of experiential learning strategies, including skill development, situation analysis, concept mapping, unfolding case studies and cooperative learning, to examine the assessment, prevention, treatment, and response to aggressive behavior in patients and management of its consequences in self and others. 
Course usually offered in spring term
Prerequisite: NURS 163 AND NURS 164
Activity: Lecture
1.0 Course Unit

NURS 363 Case Study: Cancer
This elective case study offers students the opportunity to learn about the etiology, diagnosis, and management of cancer across the lifespan. Building on existing clinical knowledge and skills, students will explore cancer care from the perspectives of prevention, early detection, treatment, survivorship, and death. Observational clinical experiences and selected case studies will enhance students’ understanding of patients’ and families’ cancer experience. Class instruction includes small group discussion, case studies, and some lectures. Students will complete 12 clinical hours, to include observation, panels and tours of treatment areas. Permission of instructor required. 
Course usually offered in spring term
Prerequisite: NURS 163 AND NURS 164
Activity: Lecture
1.0 Course Unit

NURS 364 Case Study: Case Analysis in Clinical Nutrition
This course is designed for present and future nurse professionals who wish to increase their knowledge of nutrition and expertise and application of knowledge to achieve optimal health of clients and themselves. Principles of medical nutrition therapy in health care delivery are emphasized in periods of physiologic stress and metabolic alterations. Individual nutrient requirements are considered from pathophysiologic and iatrogenic influences on nutritional status. Nutritional considerations for disease states will be explored through epidemiological, prevalence, incidence, treatment and research data. Understanding application of medical nutrition therapy are included through case analysis and field experiences
Taught by: Dolan
Course usually offered in spring term
Prerequisite: NURS 163 AND NURS 164
Activity: Lecture
1.0 Course Unit

NURS 365 Case Study: Case Analysis in Clinical Nutrition
This course is designed for present and future nurse professionals who wish to increase their knowledge of nutrition and expertise and application of knowledge to achieve optimal health of clients and themselves. Principles of medical nutrition therapy in health care delivery are emphasized in periods of physiologic stress and metabolic alterations. Individual nutrient requirements are considered from pathophysiologic and iatrogenic influences on nutritional status. Nutritional considerations for disease states will be explored through epidemiological, prevalence, incidence, treatment and research data. Understanding application of medical nutrition therapy are included through case analysis and field experiences
Taught by: Dolan
Course usually offered in spring term
Prerequisite: NURS 163 AND NURS 164
Activity: Lecture
1.0 Course Unit
NURS 367 Case Study: Principles of Palliative Care
This course prepares students to collaborate effectively with an interdisciplinary team in assessing patients and families, and planning and evaluating palliative and end of life care for diverse populations with progressive illness in multiple health care settings. Course content and assignments focus on the nurse's role in addressing the complex assessment and responses to the psychosocial and spiritual concerns of patients and caregivers across the trajectory of advanced illness. Course usually offered in fall term
Also Offered As: NURS 557
Prerequisite: NURS 163 AND NURS 164
Activity: Lecture
1.0 Course Unit

NURS 368 Case Study: Home Health Care
This course examines the major aspects of home-based care across patients' life spans from acute to long term care. New trends, advances, and issues in home management of complex conditions, innovative delivery systems and legal, ethical and policy consideration will be explored. Course usually offered in fall term
Prerequisite: NURS 163 AND NURS 164
Activity: Lecture
1.0 Course Unit

NURS 375 Nutrition Throughout The Life Cycle
Understanding and meeting nutritional needs from conception through adulthood will be addressed. Nutrition-related concerns at each stage of the lifecycle, including impact of lifestyle, education, economics and food behavior will be explored. Taught by: Berman-Levine
Course offered fall; odd-numbered years
Activity: Lecture
1.0 Course Unit

NURS 376 Issues in Nutrition, Exercise, and Fitness
An examination of the scientific basis for the relationship between nutrition, exercise and fitness. The principles of exercise science and their interaction with nutrition are explored in depth. The physiological and biochemical effects of training are examined in relation to sports performance and prevention of the chronic diseases prevalent in developed countries. Taught by: Compher; Dougherty
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

NURS 377 Weight Management: Principles and Practices of Obesity Treatment
This course focuses on the principles and theories guiding the clinical care and treatment of people with obesity across the lifespan. We will discuss the effectiveness and evidence-base supporting a variety of obesity treatments diet, physical activity, behavioral therapy, pharmacological, surgical, and combined approaches. Emphasis will be placed on the practical aspects of providing obesity education and counseling to assist individuals and families in attaining and maintaining a healthy weight. Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

NURS 380 Nursing in the Community
This course considers how nursing influences the health and healing capacities of both communities as a whole (populations) and of groups, families, and individuals living within particular communities locally and globally. It addresses the complexity of nursing practice using a public health paradigm. It requires students to draw from prior class and clinical knowledge and skills and apply this practice base to communities across care settings, ages, and cultures with different experiences of equity and access to care. It provides the tools needed to engage in collaborative community work and to give voice to the community's strengths, needs, and goals. It also moves students from an individual and family focus to a population focus for health assessment and intervention. Students consider the science, policies, and resources that support public health, and community based and community-oriented care. Clinical and simulated experiences in community settings provide sufficient opportunities for clinical reasoning, clinical care and knowledge integration in community settings. Students will have opportunities to care for patients and populations within selected communities. Course usually offered in fall term
Prerequisite: NURS 225 AND NURS 235 AND NURS 245 AND NURS 255
Activity: Lecture
2.0 Course Units

NURS 386 Benjamin Franklin Scholars in Nursing Capstone Honors Research Project
This course is an advanced seminar for research and scholarship to be taken by Benjamin Franklin Scholars in Nursing. Enrollment is concurrent with student's final year of studies and entails undertaking a capstone project for Benjamin Franklin Scholars in Nursing. Practical considerations in carrying out such a project, including scholarly approach and scientific integrity as well as scholarly writing and dissemination will be discussed and illustrated, using exemplars and student projects. The various phases of students' projects will be used as launching points for discussions and to complement students' work with their faculty supervisor. Paths and planning for careers in nursing and related disciplines and the idea of scholarly trajectories will be developed throughout the course. Taught by: Kagan
Prerequisite: NURS 547
Activity: Seminar
0.5 Course Units
Notes: Enrollment in Nursing Undergraduate Honors Program Required

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NURS 389 Research/Inquiry-Based Service Residency
This course is designed to facilitate students’ intellectual curiosity and independence in exploring the research process in an area of interest. Similar to clinical practica, NURS389 serves as the research practicum for NURS230 and NURS547. In this applied course, students will engage in a structured, hands-on faculty-mentored experience. Students will be contacted approximately 6-10 weeks prior to the start of the semester of enrollment to either: 1) submit a proposal to work on an existing project with an established mentor, or 2) identify their key areas of interest and select from an existing list of projects/preceptors that varies by semester. Students will be matched with a research preceptor based on their selections and, in collaboration with their preceptor, they will define learning objectives to guide their individualized plan of study. Students have opportunities to experience systematic methods for research, service-based clinical inquiry, or quality improvement. This mentored residency can be fulfilled by completing one of the following options: * Research-based practicum in basic or social science, clinical research, nursing history, healthcare policy, ethics, or informatics. * Inquiry-based Service practicum such as conducting quality improvement procedures or program evaluations in an affiliated healthcare institution. Students must register for both the lecture and recitation sections. For the recitation section students are expected, with the assistance of their advisor, to allocate 2 hours of work outside of class each week towards their project. Students can schedule this work based on their own schedule but must be prepared to complete the work each week. The course is taken in the final semester of the senior year.
Taught by: Bridgette Brawner
One-term course offered either term
Prerequisite: NURS 547
Activity: Lecture
0.5 Course Units
Notes: Recitation/practicum hours individually scheduled with project mentors

NURS 390 Leadership in the Complex Healthcare System
This two-part course provides the didactic and clinical experiences in increasingly complex nursing care situations and environments which facilitate the students’ transition to independent practice. In the lecture component, the focus is on the integration of knowledge and skill for nursing practice and develops the ability of students to see nursing practice as part of a complex system. It examines systems thinking and complexity, development of a leadership role and skills, inter-professional communication and teamwork, and leading change in healthcare organizations. This course also examines the nurse’s role in improvement science and patient care delivery, focusing on quality improvement processes, patient safety, nurse sensitive process and outcome metrics with micro-systems. This course also allows students to develop the capacity for clinical expertise, leadership, and for translating the science of the profession into practice. Students also are assigned to a seminar component that is correlated with their selected site for the specialty clinical practicum. This aspect of the course allows the student to further develop leadership concepts learned in lecture while developing additional expertise in a specialty area of practice. These seminar components are adult health and illness, adult critical care, obstetrics/labor & delivery, and pediatrics. Advanced simulation experiences and extensive clinical practice in an area of the students’ choice provide multiple opportunities to synthesize the multidimensional aspects of nursing and provide the environment which facilitates transition to professional nursing practice. Students select from a variety of settings in which to refine their practice skills. Principles of leadership, accountability and change will be applied to clinical practice as the student begins to operationalize the professional nursing role. Emphasis is placed on the nurse as a knowledgeable provider of health care who is both a change agent and advocate.
One-term course offered either term
Prerequisite: NURS 380
Activity: Lecture
3.0 Course Units

NURS 400 Advances In Health Systems Research And Analysis
Capstone Course for NURS/WH Joint Degree Students. Prerequisite: By Permission Only
Taught by: McHugh, M
Course offered spring; odd-numbered years
Activity: Seminar
1.0 Course Unit
Notes: by Permission Only

NURS 500 Introduction to Principles and Methods of Epidemiology
This course provides an introduction to epidemiologic methods and overview of the role of epidemiology in studies of disease etiology and in the planning, delivery and evaluation of health services. The population-based approach to the collection and analysis of health data will be emphasized throughout the course. Through textbook reading, problems sets, class discussion and review of the recent literature, students will become acquainted with the basic designs of epidemiologic studies in theory and in practice. Students will develop the basic skills necessary to use epidemiologic knowledge and methods as the basis for scientific public health practice. Background in elementary statistics is a prerequisite for this course.
Taught by: Jill Johnson; Jennifer Pinto-Martin
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
NURS 503 Contemporary Issues in Human Sexuality and Health
Emphasizes the theories of sexual development and sexual behavior within the continuum of health and disease. Common sexual practices of people are studied in relation to life-style and/or situational life crisis. Contemporary issues in sexuality and health will be examined. Prerequisite: Junior and Senior Undergraduates. Open to all graduate students. This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and Beyond.
Course usually offered in spring term
Also Offered As: NURS 303
Activity: Lecture
1.0 Course Unit
Notes: Junior and Senior undergraduates. Open to all graduate students. This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and beyond.

NURS 506 Opioids: From Receptors to Epidemics
This survey course reviews the neuropharmacology of opioids including central and peripheral sites of opioid actions. Opioid receptor pharmacology as well as cellular and molecular neuroadaptations to opioids are discussed in relation to addiction, physical dependence, tolerance, hyperalgesia and withdrawal. Genetic and pharmacogenomic effects on variation of opioid response are also presented. Opioid addiction and the actions of opioids on pain systems are reviewed with an emphasis on their pre-clinical and clinical expression. The effects of regulatory, pharmaceutical and criminal justice forces on opioid prescription in the US are considered vis-a-vis pain management and opioid addiction. Finally, the causes and consequences of the current 'opioid epidemic' are reviewed, as well as federal, healthcare and community efforts to address it. Permission of Instructor required.
Taught by: Compton; Schmidt
Course usually offered in fall term
Also Offered As: NURS 306
Activity: Lecture
1.0 Course Unit

NURS 509 The Child with Special Healthcare Needs
This course is designed to assist prospective practitioners develop advanced skills in identifying the needs and interventions for medically fragile neonates, children and their families.
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit
Notes: Summer Session II

NURS 511 Loss, Grief and Bereavement
Loss, grief and bereavement are pervasive aspects of the human experience. The content of this course provides a basis both for personal development and professional growth. Through a series of seminars, key issues surrounding loss, death, dying, grief and bereavement will be examined.
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit
Notes: Summer Session II

NURS 512 Nutritional Aspects of Disease
This course provides an advanced understanding of the role of nutrition in integrated biological systems. Students will develop a rigorous comprehension of major clinical disorders, including the underlying pathophysiology and conditions that are affected by nutrition and how optimization of nutritional variables may modulate these processes. A critical overview of the role of nutrition in disease prevention, management and treatment, and in health maintenance will be emphasized throughout the course.
Taught by: Matt Hayes
Course usually offered in spring term
Also Offered As: NURS 312
Activity: Lecture
1.0 Course Unit

NURS 513 Obesity and Society
This course will examine obesity from scientific, cultural, psychological, and economic perspectives. The complex matrix of factors that contribute to obesity and established treatment options will be explored.
Prerequisite: Undergraduate by permission of instructor
This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and Beyond.
Taught by: Compher
Course usually offered in fall term
Also Offered As: NURS 313
Activity: Lecture
1.0 Course Unit
Notes: This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and Beyond. Undergraduates by permission of instructor

NURS 515 Sociocultural Influences on Health
This course is intended for students interested in U.S/Global Healthcare. It includes lectures, discussions, readings, and written assignments focused on various social, cultural, and economic factors that impact the health and illness perceptions and behaviors of various ethnic and minority groups. In particular, it focuses on how culture affects health and disease, and how health and disease affect culture. This course takes a critical approach to knowledge development by scrutinizing values, theories, assumptions, and practices cross culturally. It relies upon a range of interdisciplinary approaches to analyze how disease is diagnosed, treated, and experienced differently in various cultural contexts. At the same time, students will have the opportunity to examine and critique cultural assumptions and theories, the shifting nature of cultures, the situational use of cultural traditions, and the ethnocentrism of contemporary Western health care. Special attention is given to the influence of race, class, gender, religious, and spiritual ideas about health and illness.
Course usually offered in spring term
Also Offered As: NURS 315
Activity: Lecture
1.0 Course Unit
NURS 516 International Nutrition: Political Economy of World Hunger
A detailed consideration of the nature, consequences, and causes of hunger and undernutrition internationally. Approaches are explored to bringing about change, and to formulating and implementing policies and programs at international, national, and local levels, designed to alleviate hunger and under-nutrition. Prerequisite: Graduate Students Only This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and Beyond.
Course usually offered in spring term
Also Offered As: NURS 316
Activity: Lecture
1.0 Course Unit
Notes: Prerequisite: Graduate Students Only

NURS 518 Nursing and the Gendering of Health Care in the United States and Internationally, 1860-2000
This course examines changing ideas about the nature of health and illness; changing forms of health care delivery; changing experiences of women as providers and patients; changing role expectations and realities for nurses; changing midwifery practice; and changing segmentation of the health care labor market by gender, class and race. It takes a gender perspective on all topics considered in the course. A comparative approach is used as national and international literature is considered. This focus is presented as one way of understanding the complex interrelationships among gender, class, and race in health care systems of the United States and countries abroad.
Course usually offered in spring term
Also Offered As: GSWS 518
Activity: Lecture
1.0 Course Unit

NURS 521 Current Topics in Nutrition
The objective of the course is to integrate the nutrition knowledge obtained from previous course work in nutrition and provide the student the opportunity to explore, analyze and formulate implications of the research and related literature on a self-selected topic under the guidance of the faculty coordinator. Current topics and controversies in nutrition will be discussed weekly. Readings will be assigned in coordination with each discussion topic and students will be required to seek out other sources of information to add to the class discussion. Topics will change from year to year to reflect the most recent interests and issues. Course not offered every year
Activity: Seminar
0.5 Course Units

NURS 523 Advanced Nutrition: Molecular Basis of Nutrition
Essentials of nutritional biochemistry of macronutrient (protein, carbohydrate, lipid) metabolism from the molecular level to the level of the whole human organism. Linkages between energy and nitrogen balance and states of health and disease are examined. Topics include energy metabolic pathways, nutrient transportation, nutrient catabolism, nutrient anabolism, body composition, and biomarkers.
Activity: Lecture
1.0 Course Unit

NURS 524 Advanced Human Nutrition and Micronutrient Metabolism
Essentials of vitamin and mineral digestion, absorption, metabolism, and function in humans during states of health and disease are examined. Linkages between key vitamins and their function in biological systems, such as bone health, energy metabolism, hematopoietic function, and immune function, are explored in depth. Topics include pertinent research methodologies, biomarkers, deficiency and toxicity states, and requirements across the life cycle. Prerequisite: Special permission
Activity: Lecture
1.0 Course Unit

NURS 525 Ethical Aspects of Health and Technology
Interdisciplinary approach to the study of the interface between ethics and law in the provision of health and illness care. This course draws upon the disciplines of philosophy, law, biomedical engineering and nursing in examining such concepts as the use/nonuse of biomedical technology, who and how one decides what shall be done for a given ‘patient; and the ‘rights’ and responsibilities (accountability) of all persons involved in health/illness care decisions. The interplay of ethical theory, personal value systems, law and technology will be stressed throughout. Lectures, seminars and case studies will be used. Special permission This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and Beyond.
Taught by: Ulrich
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
Notes: This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and Beyond.

NURS 526 Child and Adolescent Mental Health
This course is designed to prepare advanced practice registered nurses to address mental health concerns of children, adolescents and their families from a bio-psycho-socio-cultural perspective. Prevention, assessment, and treatment of psychiatric disorders affecting children and adolescents in a variety of settings will be presented in the context of mental health, school and primary health care delivery systems. Students will explore both pharmacologic and nonpharmacologic treatment strategies, as well as methods to identify and implement evidence-based practice in child and adolescent populations. Mental health policy, as well as the unique needs of special populations (e.g., youth in the juvenile justice system) will also be discussed. Prerequisite: Matriculation in a MSN Program or permission of instructors. Priority will be given to Psychiatric Mental Health NP students
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: Priority will be given to Psychiatric Mental Health NP students
NURS 527 Foundations of Global Health
This interdisciplinary course covers fundamental concepts of global and population health. Epidemiology and methodology, historical and contemporary contexts, physical (water, air, climate change, and food/nutrition) and social (health inequities, sex/reproduction, injury/violence) determinants of health, and interventions for health improvement are addressed. Health problems such as infectious and chronic diseases cannot be understood apart from history, economics, environment, and inequalities - they are not simply medical issues. Global Health refers not only to the health problems of others' living in far corners of the world (low- and middle-income countries), but also to our own health problems as citizens of a very rich, but very unequal and multicultural nation. The aim of the course is to help students become more informed and active global citizens. Learning methods include faculty presentations, student presentations, and small group discussions. Although this course has a health focus, it is aimed at all students interested in global issues.

Taught by: Liu, Jianghong
Course usually offered in fall term
Also Offered As: NURS 327
Activity: Lecture
1.0 Course Unit

NURS 529 Telehealth and mHealth Systems and Applications
This course is designed to develop intelligent consumers, managers, and researchers of telehealth and mHealth systems through guided exploration into the components of such systems. The course is designed to introduce many of the challenges facing designers and managers of telehealth/ mHealth and remote health care delivery networks. The spectrum of activity ranging from research into implications of system design for applications that bridge geographic distance to the development of practical applications is considered in both historical context and in case studies. The current status and future trends of this emerging domain are reviewed.

Taught by: Demiris, George
Also Offered As: BMIN 509
Activity: Lecture
1.0 Course Unit

NURS 532 Cognitive Behavior Strategies in Health Care
Cognitive therapy will be studied as it has been adapted to treat a broad spectrum of clinical disorders including depression, anxiety, phobias, substance, obesity, marital problems, sexual dysfunction, and psychosomatic disorders. Students will have an opportunity to study and observe the crucial link between thoughts and emotions and the sense of competency patients can develop through self-help techniques. The course utilizes didactic, experiential and observational techniques.

Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

NURS 535 Comparing Health Care Systems in an Intercultural Context: Study Abroad
This course offers students an opportunity to: 1) expand their knowledge base in health care systems; 2) develop intercultural competency skills and 3) shape a conceptual framework for improving the quality of health care for the individual, the family, the community and society at large. Emphasizes the relational, contextual nature of health care and the inseparability of the notions of the health of individuals and the health of family, society, and culture. Includes field experience. Prerequisite: Permission of instructor Seminar held in Spring, study abroad field experience held in-sessio
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
Notes: Seminar held in Spring, study abroad field experience held intra-session Permission of instructor

NURS 540 Current Issues In Health and Social Policy
Analysis of key contemporary issues in health and social policy that will provide students with a deeper understanding of the design and structure of the U.S. health care system, the policy initiatives that have shaped it, and the roles of the government, the private sector, and consumers and advocacy groups in setting the policy agenda. Seminars will examine the origins of each issue, the policies enacted and their effects, both intended and unintended, and will propose and debate the merits of alternative policy solutions. The role of health services and policy research in informing the policy debate and directions will be highlighted. Please note, the online version of this course has a synchronous component (live online class sessions). The day/time will be listed in the course register. This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and Beyond.
Course offered summer, fall and spring terms
Also Offered As: NURS 334
Activity: Online Course
1.0 Course Unit
Notes: This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and beyond.

NURS 543 Global Health Seminar
Global course topics vary by section. Please contact the program for additional details.
Also Offered As: AFRC 343, NURS 343
Activity: Seminar
1.0 Course Unit

NURS 545 Maternal and Infant Care in the Americas
This clinical elective will provide an intensive historical, sociopolitical, and cultural perspective of health and health care delivery in the Americas with a special emphasis on Latin America and the Caribbean. Classroom, direct clinical care and field experiences are designed to provide students with a broad view of the history and culture system of the country of focus. The delivery of health care to women and children will be explored from a sociopolitical, cultural and historical context. Service learning experiences are an integral component of this course. The course includes 5 seminars on campus and 10-14 days on site in the country of focus. The country of focus may vary each semester. Prerequisite: Permission of instructor Seminar held in Spring, study abroad field experience held in-sessio
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
Notes: Registration By Permission of Instructor
NURS 547 Scientific Inquiry for Evidence-based Practice
This course is designed to advance students' understanding of the research process, methods of scientific inquiry, and analytical techniques. Students acquire knowledge of systematic approaches used by scientists to design and conduct studies. Course content prepares students to appraise quantitative and qualitative research, and evaluate the scientific merit and clinical significance of research for translation into practice. Evidence-based guidelines are examined and rated for strength of evidence and expert consensus using evidence grading systems and defined criteria. Students engage in variety of creative learning experiences to facilitate appreciative inquiry, clinical reasoning, and evidence-based practice. Quality improvement, comparative effectiveness analyses, information science, and electronic health systems technology demonstrate the capacity for measurement and surveillance of nursing-sensitive and other outcomes used to evaluate quality nursing care and test interventions. Ethical, legal and health policy implications for research are explored. This course serves as the basis for scientific inquiry about human experiences to address important problems that require solutions and to expand the research and the evidence base for professional nursing practice.
One-term course offered either term
Prerequisite: NURS 230 OR STAT 101 OR STAT 111
Activity: Lecture
1.0 Course Unit

NURS 548 Negotiations in Healthcare
This course examines the process that leads to change in health care settings and situations. Students will develop skills that lead to effective negotiations in interpersonal and organizational settings. Included in the discussion are: concepts of organizational structure and power, negotiating in difficult situations, and the role of the health care professional in negotiation and change. The course also examines techniques leading to successful implementation of negotiated change in the practice setting. Prerequisite: Undergraduates must have permission of instructor This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and Beyond.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and beyond.

NURS 549 Human Resources Management in Healthcare
Today's healthcare industry continues to be highly turbulent in nature presenting many challenges for leaders in the workplace. Competency in workforce planning and recruitment, selection and retention of top talent for organizational innovation and growth are essential for nursing leaders. Utilizing the American Organization of Nurse Executives (AONE) Competencies (2006) as a curricular guide, this course emphasizes human resources management skills essential for any nurse leader to address employee relations challenges and provide for an enriching work environment.
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit
Notes: Summer Course

NURS 553 Innovation & Applied Technology in Health Care
This course is offered to undergraduate and graduate students from across the Penn campus who want to join interdisciplinary teams that tackle health care challenges using technology in the form of games, apps, websites, or other technology. Students from nursing, engineering, computer science, design, marketing, or communication, or other schools or departments will be matched by interest and skill to multidisciplinary teams. Types of technology, theory of gaming, motivation, and incentives to change health behaviors are a few of the topics that may be identified as a project. The course provides a forum for germinating and developing conceptual models, programming, using game theory for therapeutic interventions, and entrepreneurship. Examples of such applications are medication management tools, health risk detectors, games that teach health skills and behaviors, e-prescribing applications, recruitment tools for greater diversity in nursing, applications that improve the workflow in health care settings, and applications that promote patient-centered care.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

NURS 555 Health Education for Incarcerated Women
This elective course will afford students the opportunity to develop and implement health education workshops for incarcerated women in the Philadelphia jail system. Students will explore the social and historical framework and trends in the incarceration of women, as well as the needs of this population, and will identify specific areas that need to be addressed by particular disciplines or professions. Students will have direct contact with the jail system, its staff, and female inmates. Taught by: Brown, K.
Course usually offered in fall term
Also Offered As: GSWS 555
Activity: Lecture
1.0 Course Unit

NURS 556 Men and Incarceration
Students in this course will develop and implement health and wellbeing education programming for incarcerated men in the Philadelphia Department of Prisons. Most of the classroom time is in the Philadelphia Prison interacting with male inmates. Evidence suggests improved self-regulation may enhance other therapeutic methodologies consequently reducing the frequency of reoffending. Students will explore the social and legal trends driving the incarceration of urban men and the resulting health and wellbeing needs of this population. Students will have direct contact with the jail system, its staff, and male inmates.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
NURS 557 Principles of Palliative Care
This course examines national and global perspectives and clinical issues in the delivery of palliative care with diverse populations in multiple health care settings. Students focus on the care of persons with life-threatening, progressive illness, emphasizing respect for patients' and families' beliefs, values, and choices. Students also explore psychosocial and spiritual dimensions of palliative care. Historical, sociocultural, economic, legal, and ethical trends in palliative care are discussed. Factors affecting health care systems and societal attitudes are considered in evaluating the delivery of care during advanced illness and at the end of life. Students engage in the critical analysis of literature, research, and observational experiences concerning biopsychosocial needs of patients and families. Students acquire competencies in patient/family assessment, communication, decision-making, and interdisciplinary collaboration in palliative care. Prerequisite: Undergraduate Students need permission This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and Beyond. Course usually offered in fall term Also Offered As: NURS 367 Activity: Lecture 1.0 Course Unit Notes: Undergraduate Nursing students need faculty permission

NURS 565 Health Communication in the Digital Age
Health communication spans activities from in-person communication to technology based interventions and mass media campaigns. Health communication interventions are applied across a variety of health promotion and disease prevention activities. In this course, we will explore a variety of approaches to using communication strategies to improve individual and population health. The course will provide an introduction to the theory, design, and evaluation of health communication programs. We will review and critique several health communication interventions. The course will also include a special emphasis on new media and technology, as well as developing practical skills for developing health communication programs.

Also Offered As: NURS 353, PUBH 565 Activity: Lecture 1.0 Course Unit

NURS 567 An Evidence-based Approach to Managing Symptoms in Advanced Illness
This course uses an evidence-based approach towards systematic assessment and management of common symptoms and symptom clusters accompanying progressive, life-limiting illnesses within a framework of nationally recognized standards and guidelines for palliative and end-of-life care. Students are prepared to apply principles of palliative management to diverse patient populations across clinical settings including acute, primary, long-term, and community care. Refer to course syllabus or email course faculty for respective requirements. Prerequisite: Junior and senior undergraduates may be admitted with course faculty permission

Course usually offered in spring term Activity: Lecture 1.0 Course Unit

NURS 570 Foundations of Public Health
This course will provide a topical overview of the inter-disciplinary field of public health and provides grounding in the public health paradigm. Through a series of lectures and recitation sessions, students will learn about the history of public health and the core public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental health, and policy and management. Other topics include ethics in public health, context analyses (specifically sociographic mapping and urban health), community participation in research, public health promotion, and the prevention of chronic and infectious diseases. Course usually offered in fall term Also Offered As: PUBH 500 Activity: Lecture 1.0 Course Unit

NURS 573 Innovation in Health: Foundations of Design Thinking
Innovation, defined as a hypothesis-driven, testable, and disciplined strategy, is important to improve health & healthcare. Employing new ways of thinking, such as with design thinking, will help open up possibilities of ways to improve health & the process of healthcare. Incorporating current & emerging social & digital technologies such as mobile apps, wearables, remote sensing, and 3D printing, affords new opportunities for innovation. This course provides foundational content & a disciplined approach to innovation as it applies to health & healthcare. A flipped classroom approach with the in-class component focusing on group learning through design thinking activities. The course is open to undergraduate nursing students as a case study & upper-level undergraduates and graduate students from across the Penn campus. The course provides a theoretical foundation in design thinking & may provide an overview of innovation technology & digital strategies as well as social & process change strategies. To enhance the didactic component, students will actively participate in a design case study. Students will be matched by interest and skill level with teams & will work with community-based organizations, healthcare providers and/or innovation partners. Student teams will meet their partners to identify & refine a health or healthcare problem to tackle. Students will work throughout the semester to create an innovative solution that will be pitched to their community-based organization, healthcare provider, and/or innovation partner at the end of the semester.

Taught by: Leary One-term course offered either term Also Offered As: NURS 357 Activity: Lecture 1.0 Course Unit

NURS 575 Health, Sustainability, Built Environment Design
Placemaking is a powerful tool for healthy communities. This course is open to students in nursing, public health, medicine, environmental policy, planning and design for intersectoral professional work. Through the design of place, including housing, schools, healthcare facilities, and the workplace, the class will investigate the impact of Social Determinants of Health and build a Culture of Health. Course work covers design and planning theory that intersects with diseases, sustainability, climate action and interconnectivity. Case studies, seminars, and tours will help students synthesize how to promote health through the design and development process and to make effective communication to enhance health equity.

Taught by: Joyce Lee
Course not offered every year Activity: Lecture 1.0 Course Unit

Notes: Spring 2020 class dates: January 2,3,6,7,9,10 & 13, 2020 (9am-4pm)
NURS 580 Pharmacology of Anesthesia and Accessory Drugs I
This course explores the various routes of anesthetic administration addressing the potential benefits and risk of each. Special emphasis is placed on specific anesthetic agents and their appropriate use. The responses and common complications associated with these agents are discussed.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

NURS 587 Advanced Leadership Skills in Community Health
Grounded in a social justice perspective, this course aims to provide the student with a foundational overview of the field of community health and leadership skills in public health advocacy. The course encourages critical thinking about health outcomes framed by the broad context of the political and social environment. This course analyzes the range of roles and functions carried out by leaders in healthcare advocacy for marginalized communities. Integrates knowledge of health policy and the key influence of government and financing on health outcomes; explores community-based participatory research and interventions as tools for change; and discusses ways to develop respectful partnerships with community organizations. An assets-based approach that draws upon the strengths of communities and their leaders provides a foundation for community-engagement skill building. The course emphasizes the development of skills and techniques to lead effective, collaborative, health-focused interventions for disenfranchised groups, including residents of urban neighborhoods. Prerequisite: Undergraduates with permission of the instructor
Taught by: Klurasitz
Course usually offered in spring term
Also Offered As: HPR 588, PUBH 588
Activity: Lecture
1.0 Course Unit
Notes: Undergraduates need permission of the instructor

NURS 588 The Politics of Women's Health Care
This course will utilize a multidisciplinary approach to address the field of women's health care. The constructs of women's health care will be examined from a clinical, as well as sociological, anthropological and political point of view. Topics will reflect the historical movement of women's health care from an obstetrical/gynecological view to one that encompasses the entire life span and life needs of women. The emphasis of the course will be to undertake a critical exploration of the diversity and current approaches to this care. Issues will be addressed from both a national and global perspective, with a particular focus on the relationship between women's equality/inequality status and state of health. This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and Beyond.
Taught by: Lessner
Course usually offered in fall term
Also Offered As: GSWS 588
Activity: Lecture
1.0 Course Unit
Notes: This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and beyond.

NURS 600 Principles and Practice of Transformative Nursing Education
This course is designed to provide expert nurses with a theoretical foundation to promote excellence in teaching in both faculty and professional development roles. Principles of adult learning theory, learning styles and preferences are explored with a focus on impact for educational design. Students will review various learning domains and approaches for curriculum development including writing measurable learning objectives. Content also includes an examination of numerous didactic teaching strategies, general tactics for the use of simulation, approaches for inter-professional collaboration, and methods for evaluating learner competence. Prerequisite: permission of instructor
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: Hybrid format - online content; on-campus fall 2019 meetings are October 17-18, and December 5-6, 9am-4pm

NURS 601 Teaching Nursing in an Academic Environment
This course provides students with the fundamental knowledge and skills in preparation for teaching in a faculty role in an academic environment. Specific focus will be placed on program design, development of teaching skills in the didactic, simulation, clinical, and online learning environments, management of didactic and clinical course offerings including effective use of learning management systems, and methods for evaluation of student performance including various test constructions and paper grading rubrics. This course also reviews approaches and resources for working with students who have learning challenges or performance issues.
Taught by: Deborah Becker
Course usually offered in spring term
Prerequisite: NURS 600
Activity: Hybrid Course
1.0 Course Unit

NURS 602 Teaching Professional Nurses in the Practice Environment
This blended online/in-class graduate level course prepares expert nurses who are considering work in nursing professional development in a variety of practice settings. This course is taken after completing the prerequisite NURS 600 Principles and Practice of Transformative Nursing Education offering, and will utilize the most current American Nurses Association Nursing Professional Development Scope & Standards of Practice as a foundation for examining roles and responsibilities of nursing professional development (NPD) practitioners. Content will address the when, who, where, how, what and why of nursing professional development including but not limited to principles related to onboarding/orientation, education and role development, competency management, developing collaborative partnerships, translating evidence-to-practice, facilitating quality improvement, and measuring the value of NPD. Prerequisite: Basic course in research design, statistics and/or reseach utilization or by permission of the instructor Highly recommended for BSN-PhD students and MSN students exploring the possibility of returning for a research doctorate. A version of this seminar will be offered to students in the honors BSN program.
Course usually offered in spring term
Prerequisite: NURS 600
Activity: Lecture
1.0 Course Unit
Notes: Most sessions online; contact program for in-class meeting dates and times
NURS 603 Basic Principles of Nurse Anesthesia Practice II
This course provides students the opportunity to integrate theory and principles into practice within the clinical setting. Scope of practice, role development, ethical and cultural considerations and anesthetic interventions will be introduced and explored in the classroom and simulation suite. The student will transition to the surgical suite to begin clinical fieldwork, where they will progress from the care of healthy patients undergoing minimally invasive surgical procedures to the more complex patients with multiple health issues.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

This course focuses on theory and research from the behavioral and nursing sciences on the psychological and social consequences of on-going illness. In addition, the health policy issues engendered by these problems will be addressed. Prerequisite: Primary Care Majors or instructor permission
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

NURS 605 Advanced Principles of Nurse Anesthesia Practice: Cardiac, Vascular, and Thoracic Surgery
The basic principles of anesthesia practice will be expanded upon, focusing on specific populations, including the incidence and prevalence of various disease states. This course explores the special considerations required for the care of cardiac, vascular and thoracic patients undergoing anesthesia. An in-depth analysis of the pre-anesthesia assessment, perioperative considerations and post anesthesia monitoring necessary to facilitate optimal patient outcomes are summarized. Further, evidence-based case studies will be discussed highlighting the epidemiologic considerations for various disease states.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

NURS 606 Adv Principles of Nurse Anesthesia Practice: Neurosurgery, Orthopedics, Pain Management & Trauma
The basic principles of anesthesia practice will be expanded upon, focusing on specific populations, including the incidence and prevalence of various disease states. This course explores the special considerations required for the care of the neurosurgical, orthopedic and traumatically injured patients undergoing anesthesia. An additional focus will be directed towards pain management in the surgical population. An in-depth analysis of the pre-anesthesia assessment, perioperative considerations and post-anesthesia monitoring necessary to facilitate optimal patient outcomes are summarized. Further, evidence based case studies will be discussed, highlighting the epidemiologic considerations for various disease states.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

NURS 607 Advanced Physiology and Pathophysiology
This course will integrate advanced physiology with pathophysiology and clinical implications across the lifespan for advanced nursing practice. Organ systems function and dysfunction from the level of the cell through integrated organ levels will be presented, and the genetic basis of disease will be discussed. Recent scientific advances will be discussed with application to new approaches to disease and symptom management. The interrelationships between basic physiology, clinical pathophysiology, and genetics are emphasized through lecture and case studies. Prerequisite: Enrollment in MSN or DNP program or permission of instructor
Taught by: Libonati
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

NURS 608 Advanced Pharmacology and Therapeutics for Nursing Practice
Advanced principles of clinical pharmacology and therapeutics are applied to the nursing care of individuals across the life-stage spectrum. It focuses on the content and knowledge employed by the advanced practice registered nurse in the management of various conditions and disease states. The course builds on the pharmacology knowledge base acquired in the baccalaureate nursing program. The advanced pharmacology and therapeutics of several common diseases or conditions found in the acute care and primary care setting is presented. This is supplemented with pharmacotherapy modules to meet program specific needs.
One-term course offered either term
Prerequisite: NURS 607 OR NURS 685
Activity: Lecture
1.0 Course Unit

NURS 609 Advanced Principles of Nurse Anesthesia Practice: Special Surgery
This course explores the perioperative evaluation and advanced anesthetic principles related to patient populations undergoing a broad range of surgical procedures. Emphasis is placed on selection and administration of anesthesia to these populations to ensure optimal patient care, safety, monitoring and implementing interventions to prevent and treat common perioperative emergencies. Prerequisite: Enrollment in NANS program - year 2
Taught by: Dawn Bent
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

NURS 610 Concepts in Healthcare Economics
This course examines health care from an economic perspective tailored for the nurse manager and executive. Emphasis is on the allocation of health care resource policies in the United States with examination of different health care programs. Within the health care industry, focus is on public and private health care funding in addition to the role of managed care systems with relation to financing and delivery of health services. This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and Beyond.
Course usually offered summer term only
Activity: Lecture
0.5 Course Units
NURS 611 Advanced Principles of Nurse Anesthesia Practice: Problem-Based Learning
Exploration of the conceptual-theoretical basis of nursing. Analysis and evaluation of conceptual models of nursing and nursing theories with emphasis on implications for nursing practice. Prerequisite: Enrollment in CRNA program; year 3
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

NURS 612 Principles and Practice of Healthcare Quality Improvement
Healthcare delivery is complex and constantly changing. A primary mission of leading healthcare organizations is to advance the quality of patient care by striving to deliver care that is safe, effective, efficient, timely, cost effective, and patient-centered. The goal of this interprofessional course is to provide students with a broad overview of the principles and tools of quality improvement and patient safety in health care while also guiding them through the steps of developing a quality improvement project. It will provide a foundation for students or practicing clinicians who are interested in quality improvement and patient safety research, administration, or clinical applications. As part of this course, students will design and plan for a real quality improvement project in their area of interest within healthcare using the methods and tools taught in the course.
Taught by: Myers, Greysen
Course usually offered in fall term
Also Offered As: HQS 612
Activity: Lecture
1.0 Course Unit

NURS 613 Behavioral Economics and Health
This course will explore answers to pressing public health questions through the lens of behavioral economics. Behavioral economics, a field at the intersection of psychology and economics, suggests that humans rarely behave rationally when making health-related decisions. The course will take a very pragmatic, hands-on orientation to behavioral economics and health research and practice. It will also leverage the deep and rich expertise of Penn’s Center for Health Incentives and Behavioral Economics, a leading research organization in the field.
Also Offered As: PUBH 608
Activity: Lecture
1.0 Course Unit

NURS 614 Advanced Principles of Nurse Anesthesia Practice-Professional Practice
Population specific topics of concern to nurse anesthetists are reviewed and discussed. Seminal works in the field of anesthesia are reviewed and discussed to facilitate a comprehensive review of contemporary anesthesia practice. The gaps between research and its implementation in practice will be considered. Students will focus on completing a comprehensive review of 1) Basic sciences; 2) Equipment, Instrumentation and Technology; 3) Basic Principles of Anesthesia Practice; and 4) Advanced Principles of Anesthesia Practice as described by National Council on Certification and Recertification of Nurse Anesthetists. Prerequisite: Must be enrolled in the Nurse Anesthesia program
Taught by: Dawn Bent
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

NURS 616 Interpreting Epi Literature to Inform and Influence
This course is designed for students interested in further exploration of epidemiologic methods and the challenge of establishing a causal relationship between exposure and outcome using an observational science. We will utilize case studies to address the application of epidemiologic data to specific issues of relevance to public health. The nature of observational data will be explored through these case studies and specific methodological challenges will be highlighted and examined.
Taught by: Amanda Bennett Palladino; Kate Wallis
Also Offered As: PUBH 606
Activity: Lecture
1.0 Course Unit

NURS 623 Nutrition Counseling
This 8-week online course introduces the future healthcare professional to the foundations of nutrition counseling. Each asynchronous session focuses on theory and application for promoting effective behavior change.
Taught by: Monique Dowd
One-term course offered either term
Activity: Online Course
0.5 Course Units

NURS 624 Pathogenesis of Mental Disorders and Psychopharmacology Across the Lifespan
The conceptual and practice application of brain-behavior relationships for individuals with psychiatric conditions is developed in this course. Specific biological theories of diagnostic classifications found in the Diagnostic and Statistical Manual of Mental Disorders Fifth Edition (DSM-5). This provides the basis for the development of a fund of psychopharmacology knowledge, critical thinking, and clinical judgment in the application of psychopharmacology agents in the treatment of psychiatric conditions for advanced practice psychiatric mental health nursing practice. Using case study methods to encourage the application of knowledge to clinical practice, the course pragmatically addresses culturally diverse client populations across the lifespan who present with a range of symptom manifestations, at all levels of severity. The course emphasizes evidence-based practice, research based clinical decision making and a holistic approach to integrating the science and biology of the mind with social and behavioral interventions.
Course usually offered in fall term
Prerequisite: NURS 607
Activity: Lecture
1.0 Course Unit

NURS 625 Clinical Modalities Across the Life Cycle in Advanced Practice: Psychiatric Mental Health Nursing
Crisis intervention, brief psycho-therapy, group processes and practices, milieu therapy, and intervention with families are examined as they relate to nursing practice in mental health.
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit
NURS 626 Family and Organizational Systems Across the Life Span
This course presents Bowen Family Systems Theory as it applies to families over the life and organizations over time. This is a theoretical course whose purpose is to provide the student with a broad, systemic perspective on human functioning. The course begins with a detailed presentation of Systems Theory, from both a family and organizational perspective. As presented there is a continual compare and contrast to other dominant theories of human functioning. It then applies the concepts of Systems Theory to the understanding and assessment of the stages of the normal family life cycle from a multi-generational, multi-cultural perspective. This is followed by discussions of the theory’s application to the emotional problems of children, adolescents, adults and their families. Likewise, application to organizational behavior is made, including health care organizations. Relevant research is discussed throughout.
Taught by: Pollack, F.
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit
Notes: Summer Session I

NURS 628 Mental Health and Aging
An examination of the psycho-socio-cultural processes which influence the behavior patterns, coping, and adaptation of older adults. The course emphasizes strategies to promote mental health as well as assessment, presentation, and intervention in the major acute and chronic psychiatric disorders affecting the older adult.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

NURS 629 Basic Principles of Nurse Anesthesia Practice
The fundamental concepts learned in Advanced Physical Assessment and Clinical Decision Making will be used as a foundation to inform the basics of anesthesia practice. Assessment of the patient is reviewed with a specific focus on the anatomic and physiologic issues involved in the administration, maintenance and recovery from anesthesia. In addition, the course will encompass an overview of anesthesia history, nurse anesthesia practice and the perioperative environment. The student will transition to the surgical suite to begin clinical fieldwork at the conclusion of the course. Prerequisite: enrollment in NANS program, year 1
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

NURS 636 Pain Science and Practice
This interprofessional course focuses on the biopsychosocial aspects of pain and pain management from the perspectives of individualized care, scientific discoveries, evidence-based practice and interdisciplinary learning. Content includes an integrated overview of the neurobiology of pain, psychosocial aspects of the pain experience, pain assessment and outcomes measurement, pharmacological and nonpharmacological approaches to the treatment of acute and chronic pain syndromes, national health policies for pain, evidence-based guidelines and best practices, and interprofessional care delivery models. Peripheral and central modulation of pain, neuroanatomical pathways, neurochemical mediators, and genetics are examined as the basis for explaining pain perception, behaviors and responses to treatments. Pain assessment and management for vulnerable populations are addressed along with strategies to reduce pain treatment disparities. Several acute and chronic (persistent) pain syndromes are discussed across the continuum of care (e.g., primary care, hospital, outpatient pain centers, and home care). Current research findings and evidence-based guidelines are applied to interprofessional collaboration and clinical decision-making to promote optimal care and outcomes for persons experiencing pain. Through case-based and directed learning, classroom simulation, and interactive discussions with national leaders spanning multiple disciplines, students acquire a strong scientific and practice foundation in the clinical care of persons with acute and chronic pain.
Course usually offered in spring term
Also Offered As: MED 536
Activity: Lecture
1.0 Course Unit
Notes: See department for class meeting dates and times

NURS 637 Introduction to Research Methods and Design
The relationships among nursing theory, research and practice will be examined. An emphasis will be placed on research competencies for advanced practice nurses (APNs), including understanding nursing research methods and strategies in order to evaluate research results for applicability to practice and to design projects for evaluating outcomes of practice. An understanding of statistical techniques will be integrated into the course and build on the required undergraduate statistics course. Published nursing research studies will be evaluated for scientific merit and clinical feasibility, with a focus on evidence-based practice. Please note, the online version of this course has a synchronous component (live online class sessions). See department for meeting days/times.
Prerequisite: Undergraduate Statistics Class, Must hold an RN license
Course offered summer, fall and spring terms
Activity: Lecture
1.0 Course Unit
NURS 640 Global Health Policy and Delivery
This participatory interdisciplinary seminar course examines contemporary issues in global health policy and delivery. The overall organizing framework for the class is the social determinants of health. The class will consider evidence that inequalities in education, income, and occupation influence health status. Students will develop skills in policy analysis, policy brief development, and policy impact monitoring. The public policy process will be explored using a variety of contemporary global health case studies which focus on content areas such as maternal health, HIV policy, refugee health, and global healthcare delivery. Finally, we will examine the global health workforce and the impact of widespread global migration of health professionals on receiving and sending countries.
Course usually offered in spring term
Also Offered As: PUBH 551, SWRK 793
Activity: Lecture
1.0 Course Unit
Notes: There are no prerequisites. The course is designed for graduate students in the social and behavioral sciences, health professions, public health, business, and law. Advanced undergraduate students will be admitted with permission.

NURS 641 Autism Spectrum Disorder: Prevalence, Etiology, Screening and Assessment
Through classroom and clinical experiences, this course provides an overview of the public health problem of autism spectrum disorder (ASD). Content addresses the natural history, etiology, rising prevalence, risk factors, and core features. Changes in prevalence statistics and possible causes are outlined. These subjects are described in general terms for an overall picture of the disorder. Taking a developmental approach, students begin case management and follow a family through screening, diagnosis, and treatment planning. Key information is elaborated through case studies. The course highlights the important and evolving role of nurses in the care of people with ASD. Content is supported by the scientific literature. Students' clinical experiences start the identification of collaborative work with a family that has a young child with ASD. The student follows that family and the child through diagnosis, treatments, and long-term planning. This case approach allows the student to work with the same family over the entire post-masters program to learn the value of interdisciplinary, contiguous care. Prerequisite: Junior and senior undergraduate students may be admitted with course faculty permission.
Post-BSN students only
Taught by: Pinto-Martin, Souders
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: Junior and senior undergraduate students may be admitted with course faculty permission.

NURS 642 Health and Behavioral Care Planning and Intervention for Autism Spectrum Disorder
Through classroom and clinical experiences, this course focuses on the application of various treatment approaches to the management of acute and chronic problems of autism spectrum disorder. Approaches to behavioral, psychological, and medical co-morbidities are explored, practiced, and evaluated. Students' clinical experiences build on the previous semester and continue with the application of class instruction to patient and family care. The student works closely with behaviorists, psychologists, and occupational therapists to integrate nursing care planning with other services. This case approach continues, and exposure to a second family is added to expand learning opportunities and develop nursing services.
Taught by: Pinto-Martin, Souders
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

NURS 643 Leadership, Advocacy, and the Practice of Integrated Nursing Care of ASD
Emphasis is on the synthesis of course content practice. Through classroom and clinical experiences, students critically examine the role of nursing in the life-long care of people with ASD, and identify ways to expand the scope of nursing care for this vulnerable population. Students explore the availability of services in the community and discuss approaches to patient advocacy. Students have opportunities to select an area of specialization to develop specific practice expertise. Such areas are Diagnosis and Referral Practices (e.g., ADOS Training), Behavioral Therapy Training (e.g., Applied Behavioral Analysis), and clinical research. Practical issues of collaboration and reimbursement for services are explored. Students' clinical experiences are designed to facilitate scholarship, independence, and advanced specialization in a chosen component of ASD care, for example, behavioral analysis, screening, and/or diagnosis, or an agenda for research. Students identify and implement an independent project.
Taught by: Pinto-Martin, Souders
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit

NURS 644 Health Care in an Aging Society
Individual and societal influences on the care of older adults are examined in detail within the context of an emerging health care system. Normal changes in physical and psychological health are explored in depth. Significant issues affecting care of older adults and their families at the global and national level are discussed.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
NURS 646 Primary Care: Diagnosis and Management of Adults Across the Lifespan
This course focuses on development of critical thinking skills to address health care problems of adults across the lifespan, with an emphasis on middle-aged and older adults, develop differential problem solving skills and determine appropriate management interventions. The management of common acute and chronic health conditions will include evidence based primary preventions, drug and treatment therapeutics, and referral to other health care providers. Students have the opportunity to build on previously acquired skills and to apply concepts of primary care to manage the health problems of adults across the lifespan.
Course usually offered in fall term
Prerequisite: NURS 657
Corequisite: NURS 647
Activity: Lecture
1.0 Course Unit

NURS 647 Primary Care Clncl Practicum: Diagnosis & Mgmt of Adults across the Lifespan
Management and evaluation of primary care problems of middle-aged and older adults in a variety of ambulatory and occupational settings. Opportunity to implement the role of the nurse practitioner with middle-aged and older adults and their families in the community. Interdisciplinary experiences will be pursued & collaborative practice emphasized. Students are expected to assess and begin to manage common chronic health problems in consultation with the appropriate provider of care. The initiation of health promotion & health maintenance activities with individuals and groups is stressed. Includes 16 hours a week of clinical experience with a preceptor.
Taught by: Kathleen DeMutis
Course usually offered in fall term
Prerequisite: NURS 657
Corequisite: NURS 646
Activity: Clinic
1.0 Course Unit

NURS 648 Primary Care: Complex Diagnosis and Management of Adults across the Lifespan
This course will build on concepts presented in the Diagnosis and Management of Adults across the Lifespan (NURS 646) course. The focus is on refining health assessment skills, interpreting findings, developing and implementing appropriate plans of care to meet common health maintenance needs of adults and to promote the health of adults with more complex health problems with an emphasis on the frail adult. The student will gain increased expertise in communication skills, health assessment skills, interpreting findings, epidemiological concepts and developing and implementing plans of care. The emphasis will be placed upon managing an aging population with complex, chronic healthcare needs and promoting healthy behaviors across the lifespan.
Course usually offered in spring term
Prerequisite: NURS 646 AND NURS 647
Corequisite: NURS 649
Activity: Lecture
1.0 Course Unit

NURS 649 Primary Care Clinical Practicum: Complex Diagnosis and Management of Adults across the Lifespan
The focus of this course is the application of concepts presented in the Complex Diagnosis and Management of Adults Across the Lifespan (NURS 648) including initial workups of new patients, and the evaluation and management of patients with self-limiting acute problems, or stable chronic illnesses. Students will gain increased clinical expertise in a variety of community-based clinical settings including but not limited to health maintenance organizations, community clinics, long term care, assisted living, continuing care retirement communities, occupational health settings, and private practice. The student will gain increased expertise in communication skills, health assessment skills, interpreting findings, applying epidemiological concepts and developing and implementing plans of care for adults across the lifespan with health maintenance needs, and/or common acute and chronic health problems.
Taught by: Cotter; Taylor
Course usually offered in spring term
Prerequisite: NURS 646 AND NURS 647
Corequisite: NURS 648
Activity: Clinic
1.0 Course Unit

NURS 650 Systems Thinking in Patient Safety
This blended online/in-classroom graduate level course integrates principles of systems thinking with foundational concepts in patient safety. Utilizing complexity theories, students assess healthcare practices and identify factors that contribute to medical errors and impact patient safety. Using a clinical microsystem framework, learners assess a potential patient safety issue and create preventive systems. Lessons learned from the science of safety are utilized in developing strategies to enhance safe system redesign. Core competencies for all healthcare professionals are emphasized, content is applicable for all healthcare providers including, but not limited to, nurses, pharmacists, physicians, social workers and healthcare administrators, and may be taken as an elective by non-majors.
Taught by: Keim, Shaw
Course usually offered in spring term
Also Offered As: HQS 650
Activity: Lecture
1.0 Course Unit

NURS 651 Healthcare Informatics
Healthcare systems and consumers today are becoming increasingly reliant on information technology. The objective of this course is to provide a foundation for knowledge about health information technology and to expose students, clinicians, and administrators to the breadth of tools and systems currently used in practice. We will explore topics such as mobile health applications/telehealth and their implications for clinical practice and impact on patient outcomes; electronic health records, data analytics, and visualization tools and how these can effectively be used to support decision making and patient care.
Course usually offered summer term only
Activity: Online Course
1.0 Course Unit
NURS 652 Applied Healthcare Accounting and Business Planning
This course focuses on the management of financial resources in the healthcare industry particularly in inpatient and ambulatory care settings. Specific emphasis is on applied accounting, budgeting, capital planning, nursing staffing/scheduling and variance analysis. Additionally, students will apply concepts in developing a business/program plan including completion of an environmental scan, cost-benefit analysis and marketing plan. Students will engage in strategic planning, stakeholder analysis and benchmarking efforts.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

NURS 655 Nursing Administration Practicum
This administrative practicum will be individually tailored to meet each student’s career goals. Students will be placed with an expert role model who in most instances will be a practicing nurse executive. The setting may vary according to the student’s interests and objectives. Examples include acute care, home care, long term care, occupational health, community based clinics, consulting groups and political/legislative experiences.
One-term course offered either term
Activity: Clinic
1.0 Course Unit

NURS 656 Professional Role Issues for Nurse Practitioners
This course is intended for students planning a career that involves primary health care delivery. It includes lectures, discussions, readings, and projects focused on health, social, economic and professional factors influencing health care delivery in the community.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

NURS 657 Advanced Physical Assessment and Clinical Decision Making
This laboratory/clinical course is designed to help future advanced practice nurses develop advanced clinical assessment skills. Provider-patient interaction, data collection, and hypothesis formulation are emphasized. All participants engage in actual practice with fellow students, and/or models, and consenting patients. This course is to be taken the semester before clinical begins.
Taught by: Bischof; Reger
One-term course offered either term
Activity: Lecture
1.0 Course Unit

NURS 658 Clinical Management of Primary Care with Young Families
Assessment and treatment of the young child in ambulatory care settings is the focus of this developmentally organized course. This course provides the nurse practitioner student with the necessary knowledge and experience to assist individuals with the most common health problems, including acute episodic illness as well as stable chronic disease. The concepts of health promotion and health maintenance are integrated throughout the curriculum. Using a developmental framework, the maturational tasks and problems of children and their families in relation to illness and health are explored.
One-term course offered either term
Prerequisite: NURS 656 AND NURS 657
Corequisite: NURS 659
Activity: Lecture
1.0 Course Unit

NURS 659 Clinical Practicum: Primary Care with Young Families
Management and evaluation of primary care problems of children in a variety of ambulatory settings. Opportunity to implement the role of nurse practitioner with children and their families in the community occurs under the guidance of faculty and experienced preceptors. The initiation of health promotion and health maintenance activities with individuals and groups is stressed. Collaborative, interdisciplinary practice is emphasized as students assess and manage common problems in consultation with an appropriate provider of care. 20 hours a week of clinical experience with a preceptor is arranged.
One-term course offered either term
Prerequisite: NURS 656 AND NURS 657
Corequisite: NURS 658
Activity: Clinic
1.0 Course Unit

NURS 660 Clinical Practice with Select Populations: Adolescents
Focus on assessment and treatment of adolescents in a variety of settings. Didactic emphasis is on the special needs encountered among adolescents. This course adds to the student’s previous knowledge and skill in the delivery of primary care. Working with this specific population the student gains necessary knowledge and experience in assisting individuals with most common health problems, including acute episodic illness and stable chronic disease, as well as health promotion needs.
Course usually offered summer term only
Activity: Clinic
1.0 Course Unit
Notes: Summer Session I

NURS 661 Clinical Management of Primary Care with Adults
Assessment and treatment of younger adults in ambulatory care settings is the focus of this clinical course. The course provides the nurse practitioner student with the necessary knowledge and experience to assist individuals with most common health problems, including acute episodic illness. The concepts of health promotion and health maintenance are integrated throughout the curriculum. Using a developmental framework, maturational tasks and problems of the adult and family in relation to illness and health are explored.
Course usually offered summer term only
Prerequisite: (NURS 646 AND NURS 647) OR (NURS 690 AND NURS 691)
Activity: Clinic
1.0 Course Unit
Notes: Summer Session I

NURS 663 Advanced Concepts in Primary Care
In conjunction with the development of advanced clinical skills, students focus on advanced practice role development and the study of issues in health service delivery related to the practice of primary health care. Economics, case management and cultural/ethical aspects of care are discussed.
Course usually offered summer term only
Activity: Clinic
1.0 Course Unit
**NURS 664 Advanced Practice Nursing for Oncology Care**

Students are introduced to cancer epidemiology and pathophysiology, cancer genetics, prevention, risk assessment and reduction for specific cancers, screening techniques, diagnostic procedures and criteria, and local and systemic therapies used to treat cancer. The influence of individual characteristics on health promotion, health behaviors, population cancer risk, and cancer detection are explored in the context of biological, psychological, socioeconomic and sociocultural factors across age groups from adolescents to older adults. Evidence-based practice guidelines and research are applied to promote healthy lifestyles, monitor cancer risk, address psychosocial issues, facilitate access to care, and reduce health care disparities for populations at risk and diagnosed with cancer, and cancer survivors. Online course with both synchronous and asynchronous components. Students are also required to attend two days of on-campus instruction in the fall semester. Permission to take this course as an elective must be approved by the course faculty.

Course usually offered in fall term
Activity: Online Course
1.0 Course Unit

**NURS 666 Effects of Cancer and Cancer Therapy**

Principles of cancer treatment, associated responses and symptom management are presented. Emphasis is on the development of advanced clinical decision making skills in identifying multiple alterations resulting from cancer and cancer therapy. Online course with both synchronous and asynchronous components Students are also required to attend two days of on-campus instruction in the spring semester. Permission to take this course as an elective must be approved by the course faculty.

Course usually offered in spring term
Prerequisite: NURS 664
Activity: Online Course
1.0 Course Unit

**NURS 667 Oncology Nursing: Assessment, Diagnosis, & Cancer Management**

Emphasis is on the application of critical thinking and diagnostic reasoning skills in advanced clinical decision making. Students access, diagnose, and manage the care of oncology patients with a variety of cancers. The delivery of care and evaluation of role effectiveness within the health care system are examined. Online course with both synchronous and asynchronous components. Course includes 240 clinical hours in an oncology setting

Course usually offered summer term only
Prerequisite: NURS 666
Activity: Online Course
1.0 Course Unit

**NURS 670 Principles of Adult Gerontology Acute Care I**

This didactic course examines the epidemiologic, assessment, diagnostic, management and evaluation of acutely or critically ill adults across the adult-older adult age spectrum. Students explore the dynamic interplay between the pathophysiologic basis of disease and the psychosocial and socio-cultural responses to acute and critical illness and injury as they develop clinical decision-making skills. An evidence-based approach to nursing and medical management including pharmacologic and non-pharmacologic modalities is emphasized.

Cardiovascular and pulmonary systems, infectious and prevention issues commonly encountered by adults are covered. Particular focus is placed on specific issues related to the older adult such as frailty, dehydration, loss of functional mobility, falls, and other geriatric syndromes.

Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

**NURS 671 Principles of Adult Gerontology Acute Care II**

In this didactic course, students learn to integrate their advanced pharmacology and pathophysiology background with their understanding of acute illness and injury. The focus is on the evidence-based management of patients with neurologic, gastrointestinal, renal, oncologic, and metabolic health problems. Students develop skills to create a differential diagnosis when an adult/older-adult presents with a constellation of symptoms. Common and atypical presentations of illness and disease are explored. Focus is placed on holistic care including the psychosocial, cultural, and spiritual aspects of patients' response to their illness or injury. Epidemiology, assessment, diagnosis, management, and advanced clinical decision making based on current clinical research are emphasized.

Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

**NURS 672 Principles of Adult Gerontology Acute Care III**

This didactic course examines issues related to the epidemiology, assessment, diagnosis, management and evaluation of acute, critical and complex chronically ill adults across the adult-older adult age continuum. Students explore the dynamic interplay between the pathophysiologic basis of disease and the psychosocial and socio-cultural responses to illness and injury across the adult age continuum as they develop clinical decision-making skills. An evidence-based approach to nursing and medical management including pharmacologic and non-pharmacologic modalities is emphasized. Content focuses on special adult and older adult patient populations with commonly encountered health problems.

Course usually offered summer term only
Activity: Lecture
1.0 Course Unit
NURS 673 Advanced Clinical Decisions in Adult Gerontology Acute Care
This didactic and fieldwork course focuses on development of a systematic approach to advanced physical assessment, the use and interpretation of diagnostic technologies and development of diagnostic reasoning as it applies to patient management of the adult-older adult acutely ill or injured patient. Emphasis is placed on development of competence to perform a comprehensive history and physical examination, incorporating the analysis of biotechnological data trends. Building fundamental skills in developing differential diagnoses and clinical decision making for acutely ill patients across the adult age continuum is a focus of this course.
Course usually offered in fall term
Prerequisite: NURS 607 AND NURS 657
Activity: Seminar
1.0 Course Unit

NURS 674 Adult Gerontology Acute Care NP: Professional Role and Clinical Practicum I
This didactic and clinical fieldwork course explores issues relevant to the role of the Adult Gerontology Acute Care Nurse Practitioner within the complex U.S. health care system. Role development, reimbursement issues, provision of quality and ethical care and evidence-based nursing and medical interventions are introduced and discussed in the classroom. Clinical fieldwork focuses on assessment of complex acute, critical and chronically-ill patients for urgent and emergent conditions, using both physiologically and technologically derived data, to evaluate for physiologic instability and potential life-threatening conditions, development of differential diagnoses, application of diagnostic reasoning and formulation, implementation, evaluation and modification of individualized plans of care including pharmacological and non-pharmacological modalities. Development of advanced clinical competencies and clinical decision making abilities about adults across the age continuum is emphasized. Prerequisite: Clinical field component requires two 10-hour clinical days, to be scheduled with the student’s individual preceptor.
Course usually offered in spring term
Prerequisite: NURS 673
Activity: Lecture
1.0 Course Unit

NURS 675 Adult Gerontology Acute Care NP: Professional Role and Clinical Practicum II
This didactic and fieldwork course focuses on the role of the Adult Gerontology Acute Care Nurse Practitioner and the expansion of advanced clinical competencies and clinical decision making abilities. Clinical experiences in acute care settings provide the student with opportunities to refine history and physical examination techniques, diagnostic reasoning, formulation, implementation, evaluation and modification of individualized management plans. Specific attention is given to the unique presentation of syndromes and constellation of symptoms that may be typical or atypical presentation of complex acute, critical and chronic illness in adults and older adults. Facilitating transition of patients at varying life stages through the complex health care system is encouraged exploring the multiple governmental, social and personal resources available to acutely ill adults across the age continuum. The application of advanced nursing, medical and biopsychosocial knowledge in the management of patients and the collaboration between the nurse practitioner and the patient, family and interprofessional healthcare team are emphasized.
Course usually offered summer term only
Prerequisite: NURS 674
Activity: Lecture
1.0 Course Unit

NURS 676 Obesity and Health
This 7-week online course introduces the learner to the etiology, prevalence, and pathophysiology of obesity in children and adults. This series of asynchronous sessions focuses on the biological, genetic and environmental causes of obesity and highlights the impact of obesity on chronic disease.
Taught by: Tanja Kral
Course usually offered in spring term
Activity: Online Course
0.5 Course Units

NURS 677 Environmental Toxicology: Risk Assessment and Health Effects
This course presents general principals of toxicology and the disposition of toxins in the body. Case studies of the effects of environmental and occupational toxins on individuals will be analyzed. This course is designed for students who desire a strong foundation in toxicological concepts and principals and provides an overview of major toxins in our environment and their association with human health. Prerequisite: Undergraduates needs permission
Taught by: Liu
Course not offered every year
Also Offered As: PUBH 530
Activity: Lecture
1.0 Course Unit
NURS 681 Applied Physiology for Nurse Anesthesia I
This course provides an in-depth analysis of the anatomy, physiology and pathoph-ysiology of the respiratory and cardiovascular systems and related anesthesia implications. The concepts of ventilation and perfusion as they relate to oxygen and anesthetic delivery and metabolism are examined. The effects of compromised cardiac and pulmonary function and their implications for the patient and anesthesia plan are reviewed. The impact of anesthesia on the structure and function of the heart as a pump as well as the characteristics of systemic circulation will be explored. The effect of surgery and anesthesia on the respiratory and cardiovascular systems will be emphasized.
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit

NURS 682 Applied Physiology for Nurse Anesthesia II
This course provides an in-depth analysis of the anatomy, physiology and pathoph-ysiology of the hepatic, renal, nervous, hormonal, immunologic and hematological systems and related anesthesia implications. The focus of discussion will be on the special considerations when delivering anesthetic agents to patients. Emphasis will be placed on the assessment of the patient with common disorders of these systems. Nurse anesthesia care related to patients undergoing surgeries involving each system will be discussed.
Course usually offered in fall term
Prerequisite: NURS 681
Corequisite: NURS 607
Activity: Lecture
1.0 Course Unit

NURS 683 Applied Physiology for Nurse Anesthesia III
This course is an in-depth analysis of the chemical and physical principles as they apply to nurse anesthesia practice. Aspects of organic and biochemistry including the chemical structures of compounds and its significance in pharmacology will be explored. Applications of the laws of physics as they pertain to nurse anesthesia practice will be reviewed with specific examples. Emphasis on the dynamics of the anesthesia delivery system and related equipment will be presented.
Taught by: Magro; Lynn; Scanga
Course usually offered in spring term
Prerequisite: NURS 682
Activity: Lecture
1.0 Course Unit

NURS 685 Advanced Developmental Physiology and Pathophysiology
This course will address advanced human embryology, physiology and pathophysiology. Biochemical genetics and the genetic basis of disease will be discussed. Normal fetal development and physiology of organ systems will be used as the foundation for understanding the pathophysiology of disease across the lifespan. Prerequisite: Undergraduate course in Anatomy & Physiology
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

NURS 686 Well Women Health Care, Theory
This course focuses on the management and evaluation of physical, emotional, socio-cultural and educational needs of gynecologic primary health care of women from adolescence through post-menopausal years. The content is directed at expanding the expertise of the student in meeting the primary women's health care needs in contemporary society. Social influences that have an impact on women's lives are also explored.
Course usually offered in fall term
Also Offered As: NURS 781
Prerequisite: NURS 607 AND NURS 657 AND NURS 780
Activity: Lecture
1.0 Course Unit

NURS 688 Complementary/Alternative Therapies in Women's Health
The dramatic rise in the use of complementary and alternative medicine (CAM) by the American public requires that the contemporary health care practitioner have an awareness of CAM therapies and modalities currently available. The end result of this is course will not be proficiency in the practice of any of these modalities in particular, but rather a basic understanding of each approach to common conditions and their potential contribution to health and well-being. The focus of the CAM modalities discussed in this course will center on their use in women's health care provision.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

NURS 690 Family Focused Primary Care of the Middle-Aged and Older Adult
This course focuses on primary care problems encountered by middle-aged and older adults and their families. Students have the opportunity to build on previously acquired skills and to apply concepts of primary care to manage the complex health problems of middle-aged and older adults.
Course usually offered in spring term
Prerequisite: NURS 656 AND NURS 657
Corequisite: NURS 691
Activity: Lecture
1.0 Course Unit

NURS 691 Clinical Practicum: Family Focused Primary Care of the Middle Aged and Older Ad
The focus of this course is the evaluation and management of primary care problems in middle-aged and older adults. Students will have an opportunity to implement the role of the nurse practitioner in the clinical setting. Interdisciplinary collaborative experiences will be essential to the clinical practicum. The initiation of health promotion and health maintenance activities with individuals, groups and families is stressed. Students are expected to assess and manage common chronic health problems in the clinical setting.
Course usually offered in spring term
Prerequisite: NURS 656 AND NURS 657
Corequisite: NURS 690
Activity: Clinic
1.0 Course Unit

NURS 696 Family Focused Primary Care of the Middle-aged and Older Adults
NURS 693 Professional Issues in Midwifery
In-depth discussion of current issues facing the profession of nurse-midwifery which impact on professional education, certification, and practice. Includes ethical, legal, and political aspects of nurse-midwifery practice.
Course usually offered in fall term
Prerequisite: NURS 787 AND NURS 788
Corequisite: NURS 650
Activity: Lecture
1.0 Course Unit

NURS 696 Quality Improvement in Healthcare Capstone: MHQS Program
The purpose of the quality improvement capstone is to provide a culminating experience in the master’s program that requires the integration and application of knowledge attained in pre- and co-requisite coursework. Students will apply this knowledge through completion of a mentored quality improvement project in a healthcare organization. In collaboration with faculty and health organization advisors, students will identify a quality improvement opportunity and use improvement methodology to describe the extent of the problem, analyze the current system, design tests of change (countermeasures), implement at least two plan-do-study-act cycles, and measure results. Students will also reflect on lessons learned and process of change.
Taught by: Myers; Keim
Course usually offered in spring term
Prerequisite: NURS 612
Corequisite: NURS 650
Activity: Field Work
1.0 Course Unit

NURS 697 Leadership in Advanced Oncology Nursing Practice
Students explore the diagnosis and treatment of common cancers in a multidisciplinary approach. The broad array of bio-medical and psychosocial issues that result from the disease itself across the illness continuum are studied. Quality of life, rehabilitation and palliative care issues related to cancer care are addressed. Additionally, students complete an administrative practicum with a nursing leader in an oncology specialty area within a healthcare organization.
Course usually offered summer term only
Activity: Field Work
1.0 Course Unit

NURS 698 Quality Improvement in Healthcare Capstone: Certificate and Graduate Minors
The purpose of the quality improvement capstone is to provide a culminating experience in the minor or certificate program that requires the integration and application of knowledge attained in pre- and co-requisite coursework. Students will apply this knowledge through completion of a mentored quality improvement project in a healthcare organization. In collaboration with faculty and health organization advisors, students will identify a quality improvement opportunity and use improvement methodology to describe the extent of the problem, analyze the current system, design tests of change (countermeasures), implement at least two plan-do-study-act cycles, and measure results. Students will also reflect on lessons learned and process of change.
Taught by: Hart
Course usually offered in spring term
Activity: Field Work
1.0 Course Unit

NURS 699 Advanced Roles in Administrative Nursing Practice
Offered at the end of the Nursing and Health Care Administration or Health Care Leadership programs, this course prepares the graduate for entry into a myriad of administrative or leadership roles. Students will explore role responsibilities for various levels of management positions; health care consultants; health policy advocates; global health leaders; staff development directors; and administrators in non-traditional settings i.e., journal editors, professional associations etc. Prerequisite: For Students of the Nursing Administration and Healthcare Leadership Only
Taught by: Keim/Fitzpatrick
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit
Notes: see department for class dates

NURS 705 Advanced Practice Nursing Practice: Psychiatric Mental Health NP I
Supervised advanced psychiatric mental health nursing practice with children, adolescents and their families, or adults and/or older adults and their families in a variety of settings, depending on the subspecialty option selected. Focus is on clinical assessment/diagnosis and decision-making. A minimum of 16 hours of practice and 3 hours of small group supervision is required.
Course usually offered in fall term
Activity: Clinic
1.0 Course Unit

NURS 706 Advanced Practice Nursing Practice: Psychiatric Mental Health NP II
Supervised advanced psychiatric mental health nursing practice with children, adolescents and their families, or adults and/or older adults and their families in a variety of settings, depending on the subspecialty option selected. Refinement and development of clinical intervention with an increasingly diverse caseload. A minimum of 16 hours of practice and 3 hours of small group supervision is required.
Course usually offered in spring term
Activity: Clinic
1.0 Course Unit

NURS 707 Advanced Practice Nursing Practice: Psychiatric Mental Health NP III
Supervised advanced psychiatric mental health nursing practice with children, adolescents and their families, or adults and/or older adults and their families in a variety of settings, depending on the subspecialty option selected. Outcome evaluation, termination and professional role development. A minimum of 16 hours of practice and 3 hours of small group supervision is required.
Course usually offered summer term only
Activity: Clinic
1.0 Course Unit
NURS 708 Public Policy Leadership in the American Public/Private System of Health Care
This course will explore the philosophy and growth of public policy that has directed the American Health Care System in its ever expanding movement toward universal health care for all citizens. Analysis of health policy and systems context will assist the students to identify the knowledge and skills needed for the health or human service provider to assume leadership roles in the formulation of public policy for change; this includes system restructuring, service delivery and funding of health care. Emphasis will be on the effect of policy on the individual/family user of health care services rather than the effect on professional health care providers or health care delivery systems. Special attention will be given to the effect of policy on populations, both urban and rural, living near and below the poverty level.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

NURS 714 Management of Critically Ill Children with Acute and Chronic Conditions: Advanced
This clinical course is designed with emphasis on continued development of advanced clinical decision-making skills in the care of critically ill children. Emphasis is placed on knowledge and skills that allow the advanced practitioner to efficiently and effectively manage children who are dependent upon or assisted by technological devices to carry out life processes.
Course usually offered summer term only
Prerequisite: NURS 736
Activity: Lecture
1.0 Course Unit

NURS 715 Common Management Issues of Children with Acute and Chronic Conditions: Pediatric Oncology
This course examines the unique contribution made by nurses with advanced clinical skills in the care of children with oncologic and hematologic disorders, and their families, from the time of diagnosis throughout the treatment period and beyond. The course provides the student with the most recent advances in knowledge about cancer in childhood. While the focus is on oncology, hematologic disorders as well as AIDS will be discussed. Recent methods of treatment and the nursing management of children and their families will be addressed.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

NURS 720 Nursing of Children Theory I: Child and Family Development
This course focuses on developmental theories and concepts that form the basis for nursing assessment and intervention with children and families. Emphasis is given to current research and issues in child and family development and functioning.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

NURS 721 Advanced Physical Assessment and Clinical Decision Making: Nursing of Children Clinical I
This clinical course is designed to help prospective advanced practice nurses develop advanced skills in physical and developmental assessment of children in a variety of well-child, clinic and hospital settings. Data collection, data interpretation, and hypothesis formulations are emphasized for the purpose of clinical decision making. The role of the advanced practice nurse in assessment of primary health care issues and health promotion is incorporated throughout the course. Collaboration as an integral part of assessment will be an ongoing focus.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

NURS 731 High-Risk Neonate, Theory
This course focuses on the care of high-risk neonates within the context of the family unit. The biological and psychosocial aspects are studied as a basis for nursing practice. Emphasis is placed on the role of the Advanced Practice nurse in improving services to high-risk neonates with the purpose of decreasing mortality and morbidity rates and improving the quality of life of high-risk newborns and infants.
Course usually offered in spring term
Prerequisite: NURS 721
Corequisite: NURS 733
Activity: Lecture
1.0 Course Unit

NURS 733 Clinical Practicum for the High Risk Neonate
This clinical course focuses on the care of the high risk infant within the context of the family unit. Clinical experiences provide students with opportunities to expand their skills in managing the care of infants, both acutely ill and growing neonates. Students continue their experiences with neonatal nurse practitioners to examine role issues of these individuals.
Course usually offered in spring term
Prerequisite: NURS 721
Corequisite: NURS 731
Activity: Lecture
1.0 Course Unit

NURS 734 Intermediate Principles of Pediatric Acute Care
This course focuses on evidenced based care for infants, children, and adolescents with complex acute and chronic health conditions. Emphasis is placed on developing a framework for practice based on a synthesis of knowledge from biological, behavioral, and nursing sciences through the process of advanced clinical decision making. The student gains the necessary clinical management skills to provide specialized patient centered care across the entire pediatric age spectrum from complex chronic illness to physiologic deterioration and life threatening instability with emphasis on the patient and family as a full partner in decision making.
Course usually offered in spring term
Prerequisite: NURS 720 AND NURS 721 AND (NURS 607 OR NURS 685)
Corequisite: NURS 735
Activity: Lecture
1.0 Course Unit
NURS 735 Pediatric Acute Care NP. Professional Role and Intermediate Clinical Practice
This course focuses on the implementation of the professional role of the Pediatric Acute Care Nurse Practitioner (PNP-AC). Particular emphasis is placed on the role components of the nurse practitioner in pediatric acute care. Applications of nursing, biological and behavioral science are emphasized in the advanced clinical assessment, clinical decision making and management skills needed to care for complex, unstable acutely and chronically ill children and their families. The role of the advanced practice nurse in promoting optimal child/family outcomes is emphasized.
Taught by: Jessica Strohm-Farber
Course usually offered in spring term
Prerequisite: NURS 720 AND NURS 721 AND (NURS 607 OR NURS 685)
Corequisite: NURS 734
Activity: Lecture
1.0 Course Unit

NURS 736 Advanced Principles of Pediatric Acute Care
This course expands the student’s understanding evidenced based care for infants, children, and adolescents with complex acute and chronic health conditions. Emphasis is placed on advancing a framework for practice based on a synthesis of knowledge from biological, behavioral, and nursing sciences through clinical decision making. The student continues to gain the necessary clinical management skills to provide specialized patient centered care across the entire pediatric age spectrum from complex chronic illness to physiologic deterioration and life threatening instability with emphasis on the patient and family as a full partner in decision making.
Course usually offered summer term only
Prerequisite: NURS 734 AND NURS 735
Corequisite: NURS 737
Activity: Lecture
1.0 Course Unit

NURS 737 Pediatric Acute Care Nurse Practitioner: Professional Role and Advanced Clinical Practice
This course focuses on the implementation of the professional role of the Pediatric Acute Care Nurse Practitioner (PNP-AC). This course adds to the students’ previous knowledge and skills and prepares them to deliver care to children of any age who require frequent monitoring and intervention. Applications of nursing, biological and behavioral science are emphasized in the advanced clinical assessment, clinical decision making and management skills needed to care for complex, unstable acutely and chronically ill children and their families.
Course usually offered summer term only
Prerequisite: NURS 734 AND NURS 735
Corequisite: NURS 736
Activity: Lecture
1.0 Course Unit

NURS 740 Advanced Practice Concepts for the Childbearing Family
The seminar will provide students with the skills necessary to provide primary health care to high risk infants in ambulatory settings. Course material will include detailed physical assessment skills of the infant through the first year of life. The clinical component will include home visits and experience in the ambulatory and long term care settings.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

NURS 741 Mgmt of Chldrn with Acute and Chronic Conditions: Nursing of Children in the Community Adv Clinical
This clinical course focuses on the implementation of the role of the advanced practice nurse with particular emphasis on providing continuity of care for children with specialized health needs across their transitions in sites of care delivery and throughout phases in the cycle of their illnesses. Application of nursing, biological and behavioral science is emphasized in the community aspects of clinical assessment and management of children with health care needs and their families.
Course usually offered summer term only
Prerequisite: NURS 736
Activity: Lecture
1.0 Course Unit

NURS 743 Fetal Evaluation
This course focuses on identifying at risk and high risk maternal fetal dyads, developing knowledge relating to assessment of fetal well being, and understanding the implications of obstetric, non obstetric, and fetal complications on the management of the high risk pregnancy. Additionally the course provides an understanding of the scientific basis for new technologies used to evaluate at risk and high risk populations. Information about the physics of ultrasound, pulse echo imaging, and doppler techniques will be provided. Students must be able to practice ultrasound skills while in this course.
Taught by: Hanne Harbison
Course usually offered in spring term
Prerequisite: NURS 607
Activity: Lecture
1.0 Course Unit

NURS 745 Data Analytics
This course approaches statistics from both applied and theoretical perspectives in order to develop an understanding of the ways that data are analyzed and reported. The course is situated in healthcare data analytics and the varied ways existing/new data is analyzed and results communicated. Focus is given to learning the appropriate application, including decision-making for analysis plan, and interpretation of statistical analyses. The course addresses data transformation, effect size and power analysis, clinical significance, parametric and non-parametric statistical tests including t-tests, analysis of variance, chi square, correlation, linear and logistic regression and other methods of analyses for continuous and categorical data. Emphasis is placed on understanding why statistical methods are chosen, developing a cohesive analysis plan, applying best practices for data preparation and management, executing an analysis and using statistical software programs, including conduct of analyses, review of output and interpretation using existing software programs.
Taught by: Sawyer/Fleck
Course usually offered in fall term
Activity: Online Course
1.0 Course Unit

NURS 748 Leadership Development in Healthcare
This course will provide the conceptual and theoretical framework for examining the concept of leadership within the contexts of health systems, health professionals and health policy. It will focus on characteristics of personal and professional leadership, change theory, and the application of critical thinking to the analysis of work environments, systems and the politics of health.
Course usually offered in fall term
Activity: Online Course
1.0 Course Unit
Notes: Spring class is asynchronous online content
NURS 749 History, Health and Social Policy
This course explores the impact of historical ideas, events, and actors on current issues in health and illness care. Topics include the movement from hospitals to health care systems; the changing definitions of professionalism and professional practice patterns; and the ways historical context shapes definitions of leadership roles and theoretical knowledge.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

NURS 750 Inquiry and Nursing
This course introduces students to the process of intellectual inquiry. It explores the intellectual foundations of scholarly disciplines in general and the discipline of nursing in particular. Emphasis is placed on the process of knowledge development, with particular emphasis on historical, philosophical, positivist, and gendered and phenomenological ways of knowing. Emphasis is also placed on having students develop their particular intellectual approach to disciplinary inquiry and on formulating ideas for publications and presentations. Prerequisite: PhD Student
Taught by: Kagan, Jacoby
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: For doctoral students in Nursing

NURS 751 Clinical Fieldwork for Nurse Anesthesia Practice I
This course provides students the opportunity to integrate theory into practice within the clinical setting. The focus is on the development of diagnostic, therapeutic, ethical, and cultural judgments with the perioperative patient. Students' progress from the care of healthy patients undergoing minimally invasive surgical procedures to the more complex patient with multiple health issues. Clinical preceptors are experienced CRNAs or anesthesiologists who act as mentors to facilitate the learning process. Students' progress along the learning continuum as they integrate theory into practice and assume the role of the advanced practice nurse. The student begins to develop an advanced practice nursing role that integrates role theory, nursing theory, and research knowledge through clinical practice.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: For doctoral students in Nursing

NURS 752 Clinical Fieldwork for Nurse Anesthesia Practice II
This course provides the opportunity for students to integrate theoretical knowledge and research findings into practice within the clinical setting. The clinical progression allows students to provide anesthesia care to patient with complex, multisystem problems. Selected surgical specialty rotations begin, introducing the student to the particular requirements for these special situations. Techniques for managing the acute pain of clients are also emphasized. The student grows in the ability to individualize a plan of care specific to the patients' needs and surgical requirements. The student also now possesses the ability to combine theories and skills in selected clinical situations. The guidance of CRNA faculty preceptors contributes to the development of the students critical thinking.
Taught by: TBD
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

NURS 753 Evolving Nursing Science
We will examine concepts, propositions, and theories from specific areas of nursing science, investigating the adequacy of existing knowledge in specific areas of nursing science and the beliefs and assumptions that underlie that knowledge. Generalizability or transferability of the knowledge will be addressed. The impact of knowledge on nursing practice and health policy will be evaluated. Prerequisite: PhD Students and faculty permission required.
Taught by: Riegel
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
Notes: For Nursing Doctoral students

NURS 754 Quantitative Research Design and Methods
This one semester survey course provides an overview of quantitative clinical research design and methods. Ethical and legal considerations in human subjects research, access to patient populations, sampling designs and power analysis, experimental and non-experimental designs, measurement of variables, data collection techniques, and data management are included. This course is intended for doctoral students in the health sciences. Prerequisite: Students must have completed at least one doctoral-level statistics course. PhD Students
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
Notes: For doctoral students in Nursing

NURS 755 Clinical Fieldwork for Nurse Anesthesia Practice III
Integration of non-experimental quantitative research designs and methodologies, including common statistical techniques for analyzing resulting data. Statistical techniques examined include: factor analysis, multiple regression, canonical correlation, causal modeling, and logistic regression. Power analysis of statistical tests to estimate sample size discussed. Data analysis practice using computer software integrated throughout course.
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit

NURS 756 Nurse Anesthesia Residency I
This course is the first and second of four residencies that provide the nurse anesthetist student the opportunity to attain competencies within the Certified Registered Nurse Anesthesia (CRNA) scope of practice. Throughout the residency, the nurse anesthesia resident will utilize appropriate clinical judgment to manage the complex medical, physical and psychosocial needs of clients in the perioperative phases. Further refinement of the patient assessment, anesthesia administration, and critical thinking skills will be emphasized. Students' progress by providing anesthesia care for patients throughout the continuum of health care services. The guidance of CRNA faculty preceptors contributes to the development of the independence of the CRNA student. Collaborative practice within a care team model is emphasized and the student assumes more overall responsibility for the quality of care for the patients throughout the perioperative experience, with clinical support as required. Prerequisite: Enrollment in NANS program, year 2
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
NURS 757 Nurse Anesthesia Residence II
This course is the second of four residencies that provide the nurse anesthetist student the opportunity to attain competencies within the Certified Registered Nurse Anesthesia (CRNA) scope of practice. Throughout the residency, the nurse anesthesia resident will utilize appropriate clinical judgment to manage the complex medical, physical and psychosocial needs of clients in the perioperative phases. Further refinement of the patient assessment, anesthesia administration, and critical thinking skills is emphasized. Students progress by providing anesthesia care for patients throughout the continuum of health care services. The guidance of CRNA faculty preceptors contributes to the development of the independence of the CRNA student. Collaborative practice within a care team model is emphasized and the student assumes more overall responsibility for the quality of care for the patients throughout the perioperative experience, with clinical support as required. Prerequisite: Enrollment in NANS program, year 2
Taught by: Lorriann Winner
Course usually offered in spring term
Prerequisite: NURS 756
Activity: Lecture
1.0 Course Unit

NURS 758 Nurse Anesthesia Residence III
This course is the third of four residencies that provide the nurse anesthetist student the opportunity to attain competencies within the Certified Registered Nurse Anesthesia (CRNA) scope of practice. Throughout the residency, the nurse anesthesia resident will utilize appropriate clinical judgment to manage the complex medical, physical and psychosocial needs of clients in the perioperative phases. Further refinement of the patient assessment, anesthesia administration, and critical thinking skills will be emphasized. Students’ progress by providing anesthesia care for patients throughout the continuum of health care services. The guidance of CRNA faculty preceptors contributes to the development of the independence of the CRNA student. Collaborative practice within a care team model is emphasized and the student assumes more overall responsibility for the quality of care for the patients throughout the perioperative experience, with clinical support as required.
Course usually offered summer term only
Prerequisite: NURS 757
Activity: Lecture
1.0 Course Unit

NURS 759 Nurse Anesthesia Residence IV
This course is the fourth of four residencies that provide the nurse anesthetist student the opportunity to attain competencies within the Certified Registered Nurse Anesthesia (CRNA) scope of practice. Throughout the residency, the nurse anesthesia resident will utilize appropriate clinical judgment to manage the complex medical, physical and psychosocial needs of clients in the perioperative phases. Further refinement of the patient assessment, anesthesia administration, and critical thinking skills is emphasized. Students progress by providing anesthesia care for patients throughout the continuum of health care services. The guidance of CRNA faculty preceptors contributes to the development of the independence of the CRNA student. Collaborative practice within a care team model is emphasized and the student assumes more overall responsibility for the quality of care for the patients throughout the perioperative experience, with clinical support as required. Prerequisite: Enrollment in NANS program, year 3
Course usually offered in fall term
Prerequisite: NURS 757
Activity: Lecture
1.0 Course Unit

NURS 760 Nurse Anesthesia Residency V
This course is the fourth and final residency that will provide the nurse anesthetist student the opportunity to attain competencies within the Certified Registered Nurse Anesthesia (CRNA) scope of practice. Throughout the residency, the nurse anesthesia resident will utilize appropriate clinical judgment to manage the complex medical, physical and psychosocial needs of clients in the perioperative phases. Further refinement of the patient assessment, anesthesia administration, and critical thinking skills is emphasized. Students’ progress by providing anesthesia care for patients throughout the continuum of health care services. The guidance of CRNA faculty preceptors contributes to the development of the independence of the CRNA student. Collaborative practice within a care team model is emphasized and the student assumes more overall responsibility for the quality of care for the patients throughout the perioperative experience, with clinical support as required.
Activity: Lecture
2.0 Course Units

NURS 764 Advanced Technologies & Clinical Decisions in Acute Care
This fieldwork course focuses on development of a systematic approach to advanced physical assessment, the use of diagnostic technologies and the development of a diagnostic reasoning as it applies to patient management of the acutely ill and injured. Emphasis is placed on development of competence to perform a comprehensive history and decision making for the management of acutely ill patients.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

NURS 768 Role of the Clinical Nurse Specialist
This clinical course provides students the opportunity to apply CNS theory to practice and enables students to develop strategies to overcome barriers to safe, quality healthcare delivery. Students acquire knowledge and skills characteristic of CNS practice particularly as it relates to clinical judgment, facilitation of learning, advocacy and moral agency, caring practice and response to diversity.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

NURS 769 Clinical Nurse Specialist Clinical I
This clinical course provides students the opportunity to apply CNS theory to practice and enables students to develop strategies to overcome barriers to safe, quality healthcare delivery. Students acquire knowledge and skills characteristic of CNS practice particularly as it relates to clinical judgment, facilitation of learning, advocacy and moral agency, caring practice and response to diversity.
Course usually offered in spring term
Prerequisite: NURS 657
Activity: Lecture
1.0 Course Unit
NURS 770 Clinical Nurse Specialist Clinical II
This clinical course focuses on the application of CNS theory to practice. Students focus on furthering the development of the knowledge and skills related to the core competencies of the CNS. Strategies to improve provider and system issues related to the provision of care to the population of interest are developed, implemented and evaluated. Developing leadership in the development of system-wide or healthcare policy is promoted. Advocating for the individual, family, caregiver and population of interest needs within the context of clinical practice and policy making is encouraged.
Taught by: Becker; Dubendorf; Muller
Course usually offered summer term only
Prerequisite: NURS 657
Activity: Lecture
1.0 Course Unit

NURS 776 High Risk Neonate Theory II
This course examines specific pathophysiological mechanisms which may result in body system failure. Strategies for clinical management are examined based on a synthesis of biological, behavioral, medical, pharmacological, and nursing knowledge. Theoretical analysis of the roles of the advanced practitioner with critically ill patients is emphasized.
Course usually offered summer term only
Prerequisite: NURS 731 AND NURS 733
Corequisite: NURS 777
Activity: Hybrid Course
1.0 Course Unit

NURS 777 High Risk Neonatal Clinical II
This clinical course is designed with emphasis on continued development of advanced clinical skills in the care of critically ill children. Emphasis is placed on integration of the roles of the advanced practitioner. This course adds to the student's previous knowledge and skills in advanced practice and prepares them to manage care of critically ill children.
Course usually offered summer term only
Prerequisite: NURS 731 AND NURS 733
Corequisite: NURS 776
Activity: Lecture
1.0 Course Unit

NURS 778 High Risk Neonatal Clinical III
This clinical course is designed with emphasis on continued development of advanced clinical decision-making skills in the care of critically ill children. Emphasis is placed on knowledge and skills that allow the advanced practitioner to efficiently and effectively manage children who are dependent upon or assisted by technological devices to carry out life processes.
Course usually offered summer term only
Prerequisite: NURS 776 OR NURS 777
Activity: Hybrid Course
1.0 Course Unit

NURS 780 Health Care of Women and Primary Care
The focus of this course is a clinical approach to primary care problems commonly encountered by women in an ambulatory setting. This course provides the women's health care nurse practitioner and midwifery student student with the knowledge and problem solving approach to assist individuals with the most common health problems, including acute episodic illness as well as stable chronic disease. The concepts of health promotion and health maintenance are integrated throughout the curriculum.
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit

NURS 781 Well Women Health Care, Theory
This course focuses on the management and evaluation of physical, emotional, socio-cultural and educational needs of gynecologic primary health care of women from adolescence through post-menopausal years. The content is directed at expanding the expertise of the student in meeting the primary women's health care needs in contemporary society. Social influences that have an impact on women's lives are also explored.
Course usually offered in fall term
Also Offered As: NURS 686
Prerequisite: NURS 607 AND NURS 657 AND NURS 780
Activity: Lecture
1.0 Course Unit

NURS 782 Well Women Health Care, Clinical
This clinical course further prepares students in understanding and developing the Women's Health Care Nurse Practitioner and Nurse-Midwifery roles. This clinical course focuses on the management and evaluation of physical, emotional, socio-cultural and educational needs of gynecologic primary health care needs of women from adolescence through post-menopausal years. Emphasis is placed on promoting and maintaining wellness, clinical decision making, systematic health interview, physical assessment, interpretation of laboratory findings, and diagnosis and treatment of gynecological problems.
Course usually offered in fall term
Prerequisite: NURS 607 AND NURS 657 AND NURS 780
Corequisite: NURS 781
Activity: Lecture
1.0 Course Unit

NURS 783 Health Care of Childbearing Women, Theory
The antepartum course builds upon the well-woman health care course. The focus is management of prenatal care for the childbearing family. Conceptual threads of public policy and ethics are integrated within the content to help students to identify broader implications for prenatal care. Content includes theory and practice related to nurse-midwifery/nurse practitioner management of the normal pregnant woman, and nurse-midwifery/nurse practitioner management and strategies to reduce selected obstetric complications.
Taught by: Candice Carbone
Course usually offered in spring term
Prerequisite: NURS 781 AND NURS 782
Corequisite: NURS 743 AND NURS 784
Activity: Lecture
1.0 Course Unit
NURS 784 Health Care of Childbearing Women, Clinical
This course focuses on the management and evaluation of the childbearing women and their families in primary care settings. The course presents the opportunity to implement the role of the Nurse Practitioner with the childbearing woman and her family. The focus is on comprehensive physical, psychosocial and educational management of women and their families during pregnancy and postpartum.
Taught by: Mary Guidera
Course usually offered in spring term
Prerequisite: NURS 781 AND NURS 782
Corequisite: NURS 743 AND NURS 783
Activity: Lecture
1.0 Course Unit

NURS 785 Integration I
Intensive integration of theory and clinical practice in women's health care with emphasis on ambulatory care. Clinical practice in all areas of ambulatory women's health care, teaching rounds, case presentations, and seminars with professional colleagues.
Course usually offered summer term only
Prerequisite: NURS 783 AND NURS 784
Activity: Clinic
1.0 Course Unit

NURS 786 Integration II: Midwifery Integration
Intensive integration of theory and clinical practice in women's health care with emphasis on intrapartum, postpartum, and newborn care. Clinical practice during the intrapartum and postpartum, teaching rounds, case presentations, and seminars with professional colleagues.
Course usually offered in fall term
Prerequisite: NURS 783 AND NURS 784
Activity: Clinic
1.0 Course Unit

NURS 787 Intrapartum / Postpartum / Newborn Care, Theory
Anatomy and physiology relevant to the care of the women and their families during the intrapartum, postpartum and newborn periods. Includes management of selected obstetrical emergencies and medical complications.
Course usually offered summer term only
Prerequisite: NURS 783 AND NURS 784
Corequisite: NURS 788
Activity: Lecture
1.0 Course Unit

NURS 788 Intrapartum / Postpartum / Newborn Care, Clinical
Clinical care and management of women, newborns and their families during the intrapartum, postpartum and newborn periods. Includes management of selected obstetrical emergencies and medical complications. Clinical assignments related to module objectives.
Course usually offered summer term only
Corequisite: NURS 787
Activity: Lecture
1.0 Course Unit

NURS 789 Principles of Patient Safety & Quality Improvement in Healthcare
The course integrates the principles and methodologies of both quality and patient safety, which transforms and sustains high reliability organizations. Knowledge of the elements to complete a framework for safe and reliable healthcare will be described, as well as used by the students to apply the framework to a patient safety clinical situation. In addition, critical components of the current status of health care quality will be discussed, with emphasis on the role of patients, leadership, microsystems, and policy leaders. Organizational excellence will be examined in case reviews and discussions on strategies to develop and sustain quality and safety in the delivery of safe, effective, patient centered, timely, efficient, and equitable care.
Course usually offered in fall term
Activity: Online Course
1.0 Course Unit
Notes: Asynchronous, online course

NURS 790 Health Care Economics and Business Planning
This course integrates principles of health care economics and business planning. The course will be designed to facilitate the student knowledge and application of financial principles. Content to include: overview of health care landscape, health insurers, introduction to statistical modeling, ratios and forecasting, prediction models, earnings management, financial planning cycle, business case development and management of Big Data. Prerequisite: Asynchronous, online course
Course usually offered in fall term
Activity: Online Course
1.0 Course Unit

NURS 795 Nurse Anesthesia Residency II
This course is the second of two residencies that provide the nurse anesthetist student the opportunity to attain competencies within the Certified Registered Nurse Anesthesia (CRNA) scope of practice. Throughout the residency, the nurse anesthesia resident will utilize appropriate clinical judgment to manage the complex medical, physical and psychosocial needs of clients in the perioperative phases. Further refinement of the patient assessment, anesthesia administration, and critical thinking skills is emphasized. Students progress by providing anesthesia care for patients throughout the continuum of health care services. The guidance of CRNA faculty preceptors contributes to the development of the independence of the CRNA student. Collaborative practice within a care team model is emphasized and the student assumes more overall responsibility for the quality of care for the patients throughout the perioperative experience, with clinical support as required.
Course usually offered in spring term
Activity: Seminar
2.0 Course Units
NURS 796 Diagnosis and Management of Adult Gerontology Acute Care Patients I
This on-line, didactic course is designed for the practicing nurse practitioner or clinical nurse specialist who seeks to gain additional knowledge and skills related to the care of adult gerontology acutely ill patients with a specific focus on cardiovascular and pulmonary systems, thoracic issues, infectious processes, wound healing and diabetes. Particular focus is placed on specific issues related to the older adult such as frailty, dehydration, loss of functional mobility, falls, and other geriatric syndromes. The basics of ECG, CXR and PFT interpretation, ABG analysis and ventilator modes are highlighted. This course examines the epidemiologic, assessment, diagnostic, management and evaluation of acutely or critically ill adults across the adult-older adult age spectrum. An evidence-based approach to nursing and medical management including pharmacologic and non-pharmacologic modalities is emphasized. Prerequisite: For Streamlined Adult Gero Program Students Only
Course offered summer, fall and spring terms
Activity: Online Course
1.0 Course Unit
Notes: For Streamlined Adult Gero Program Students Only

NURS 797 Diagnosis and Management of Adult Gerontology Acute Care Patients II
This online didactic course, designed for the practicing nurse practitioners or clinical nurse specialists seeking to gain knowledge and skills relative to care of adult gerontology acute care patients, focuses on the medical and surgical issues of the neurological, renal, gastrointestinal, hematological, oncologic and orthopedic systems. This course examines the epidemiology, assessment, diagnosis, management and evaluation of acutely or critically ill adults across the adult-older adult age spectrum. An evidence-based, interprofessional team approach to the nursing and medical management of patients is emphasized. Prerequisite: For Streamlined Adult Gero Program Students Only
Taught by: Morelli
Course offered summer, fall and spring terms
Prerequisite: NURS 796
Activity: Online Course
1.0 Course Unit
Notes: For Streamlined Adult Gero Program Students Only

NURS 798 Adult Gero Acute Care NP. Prof Role & Clinical Practicum for Primary Care Prepa
This online didactic course and accompanying clinical fieldwork focuses on issues essential to the implementation of the role of the Adult Gerontology Acute Care Nurse Practitioner. Clinical fieldwork focuses on the unique assessment, diagnosis, management and evaluation of acutely, critically and complex chronically-ill adults, across the adult age continuum, experiencing acute, urgent and emergent conditions, using both physiologically and technologically derived data. Evaluating for physiologic instability and potential life-threatening conditions is emphasized. Attention is given to the typical and atypical presentation of syndromes and constellation of symptoms exhibited by adults and older adults experiencing complex acute, critical and complex chronic illness. Issues related to the transition of patients through the health care system are explored. Collaboration between the nurse practitioner, patient, family and interprofessional healthcare team are encouraged. Prerequisite: For Streamlined Adult Gero Program Students Only
Course offered summer, fall and spring terms
Prerequisite: NURS 796
Activity: Online Course
1.0 Course Unit
Notes: For Streamlined Adult Gero Program Students Only

NURS 799 MSN Clinical Remediation
Students whose clinical performance would benefit from additional clinical exposure in order to demonstrate the expected competencies are, with course faculty and faculty advisor approval, eligible to register for NURS 799. This experience will be allotted no more than one credit unit and must be completed in a time frame not to exceed one academic semester. A course may be remediated only one time.
Course not offered every year
Activity: Clinic
1.0 Course Unit

NURS 800 Dissertation Seminar I
Advanced study and research in nursing leading to the completion of the dissertation proposal. Prerequisite: PhD Students
Course usually offered in fall term
Activity Seminar
1.0 Course Unit
Notes: For doctoral students in Nursing

NURS 809 Hillman Scholar Seminar in Nursing Innovation
This course is designed to provide an exploration of innovation in society, health care, and nursing. It will provide a broad overview of innovation from historical to current times and from a variety of disciplines. It will focus on promoting innovation and discovery and its translation to policy, the health care system and nursing practice. Emphasis is placed on having scholars develop their individual approach to innovation and strategize implementation and evaluation strategies for innovation. Prerequisite: Selection as a Hillman Scholar in Nursing Innovation; 1.5 hour seminar every other week until completion of PhD courses with Hillman Scholar.
Taught by: Hodgson
One-term course offered either term
Activity Seminar
1.0 Course Unit

NURS 813 Qualitative Paradigm Empirical Nursing Research
Study of selected qualitative paradigm empirical research approaches, including design and methodology. Critique of selected qualitative research reports from the literature of nursing and related disciplines. Fieldwork exercise and research proposal required. Prerequisite: PhD Students
Taught by: Bradway, Kagan
Course usually offered in fall term
Activity Seminar
1.0 Course Unit
Notes: For doctoral students in Nursing

NURS 814 Doctoral Seminar: Ethics and Nursing
A critical review of the theoretical and empirical literature dealing with bioethics, nursing ethics, moral development, women's ethics and specific ethical concerns in health and illness care. Students will study topics related to their own interests/needs, guided by the instructor in relation to the discipline of ethics. Prerequisite: PhD Students
Course offered spring; odd-numbered years
Activity: Seminar
1.0 Course Unit
Notes: For doctoral students in Nursing
NURS 818 Families and Research
This seminar will explore issues related to research of families. Included in the ongoing discussion will be an analysis of nursing and other theories in relationship to research of families. Methodological issues related to research of families will be discussed, as will the analysis of family data and measurement issues common to research of families. The seminar will conclude with an agenda for future directions to research of families. Prerequisite: PhD Students
Course offered spring; even-numbered years
Activity: Seminar
1.0 Course Unit
Notes: For doctoral students in nursing

NURS 819 Seminar on the Social History of Nursing
This course will involve a guided review of the pertinent literature relating to the history of technology in 20th century America. The focus will include a critical examination and review of the social origins and implications of technological development and diffusion in healthcare. Various theoretical frameworks in the history of technology will be closely examined in attempt to assist the student in the development of their own framework. Prerequisite: PhD Students
Activity: Seminar
1.0 Course Unit
Notes: For doctoral students in Nursing

NURS 823 Designing Interventions to Promote Health and Reduce Health Disparities
Advanced analysis, design and evaluation of interventions to promote health and reduce health disparities with a focus on underserved vulnerable minority or ethnic populations, through culturally competent research, education and clinical practice. Areas to be evaluated include:
- Health disparities as it relates to health promotion and disease prevention behavioral intervention research in vulnerable communities
- Concepts of marginalization, race, ethnicity, class, gender and culture as it relates to health disparities
- Social-psychological theoretical and research approaches related to developing culturally congruent health promotion interventions to reduce health disparities for vulnerable populations
- The use of elicitation, focus groups and ethnographic techniques to tailor health behavior theory to meet the needs of the population
- Culturally competent research methodologies, involving education and/or clinical practice, e.g. culturally competent measures, recruitment, retention, and informed consent in hard to reach populations
- Community participatory research as a strategy for working with the community to build research partnership and build capacity for sustained health promotion initiatives
- Health promotion intervention strategies for reducing health disparities in vulnerable communities
- Strategies to evaluate the effectiveness of interventions using randomized controlled trials (RCTs) in community and clinical settings
- Strategies for tailoring successful evidenced-based health promotion interventions to a variety of different populations for use in clinical trials and community settings
- Examine approaches for the translating and disseminating evidenced-based intervention research
Prerequisite: PhD Students
Course offered spring; odd-numbered years
Also Offered As: PUBH 539
Activity: Seminar
1.0 Course Unit

NURS 824 Health Equity: Conceptual, Linguistic, Methodological, and Ethical Issues
The course focuses on advanced analysis and evaluation of theories, concepts, and methods related to health equity. Topic areas include models and frameworks of health equity, linguistic choices related to equity, disparity, and vulnerability; role of economics, class, gender, sex, sexuality, race, and ethnicity; health equity in special populations; and issues in health policy, research ethics, and research methods. Emphasis is on advanced discourse and analysis of health equity theory and research. Prerequisites: PhD Students
Course offered fall; odd-numbered years
Activity: Seminar
1.0 Course Unit
Notes: For Doctoral Students Only

NURS 825 Seminar on Integrative Science in Aging
This fall semester interprofessional seminar will prepare students and fellows to identify appropriate measurement tools for use in aging research. We will specifically focus on analysis of selected concepts, models, and measures central to the integrative science in aging. Topics include measurement of geriatric syndromes, models commonly used in integrative science of aging, outcomes of evidence-based care in older adults, regulatory and ethical issues specific to the conduct of research with older adults. Prerequisites: PhD Students
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
Notes: For Doctoral Students Only

NURS 826 Advanced Qualitative Research Methods
The course extends beginning qualitative research methods skills to a more advanced level. Students planning a dissertation or career focus in qualitative or mixed methods may use the course to refine interest and skill. The focus of the course centers on interactionist perspectives and comparative, narrative, and text analysis; development and management of coding schemas; abstraction and development of situation specific theory; and dissemination and diffusion of findings, theories, and relevance to similar phenomena and use in practice. Prerequisite: PhD Students
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
Notes: For Doctoral Students Only
NURS 828 Response to Chronic Illness: Theory and Research
Millions of people of all ages live with chronic illnesses. A diagnosis of a chronic illness is a life-changing event, causing disruption and a sense of loss for many. Common early responses are stress, anxiety, depression, fear, and anger. Over time, with support and experience with the illness, many adjust. But, others report persistent feelings of loss due to physical, emotional, spiritual/existential, social, occupational, and/or financial influences of chronic illness. Those who adjust the best typically find a way to return a sense of normalcy to their lives. Loved ones and caregivers are equally affected by chronic illness and much has been written in recent years about caregiver burden. However, some individuals (caregivers and patients) report positive responses to illness, including a deepened purpose for living and a reordering of life priorities. The focus of this course is on individual responses to chronic illness—the person diagnosed and his/her loved ones. This course is intended to complement N818, which focuses on families and dyads dealing with chronic illness. In this course we will explore the major theoretical perspectives that underlie this field. The literature describing common responses of both those diagnosed and their loved ones as well as the social and cultural context that helps explain the responses of individuals facing chronic illness will be examined. Methods used to study chronic illness will be explored in depth.
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

NURS 830 Conducting Research in Global Women’s Health
An introduction to theoretical and methodological issues as they relate to conducting research in global women’s health. Advanced analysis of historical, social, cultural, economic, political, technological and geographical contexts as they influence the health of girls and women across the lifespan and their relation to health care systems as both clients and providers. This includes contextual issues that constrain the provision & receipt of adequate healthcare. Prerequisites: Completion of course in Global Health (this may include a reputable online course eg: Coursera), or equivalent background (eg. global health field experience). Permission of Instructor. For graduate and professional students from any field with an interest in global women’s health; Master students by permission of instructor. A critical examination of theoretical and methodological issues pertaining to research on women and girls conducted around the world across disciplines. A focused and intensive exploration of place as it pertains to women and girls formal and informal structures of health care delivery as those needing and/or seeking health care, and as those providing health care to others. Students will examine the multiple dimensions and qualities of these endeavors (e.g. activity, power, control, visibility, value, and remuneration) and the intersection of gender and health - locally, globally and across borders. Students will focus their examination on the implications of seeking and providing health care for women’s and girls’ health and well-being. By examining issues in local and global contexts and across geographical boundaries, students will have the opportunity to challenge gendered, class, political, and cultural assumptions related to women’s health.
Course usually offered in fall term
Also Offered As: GSW 830
Activity: Seminar
1.0 Course Unit

NURS 833 Measurement of Health-Related Behavior and Determinants
This one semester seminar will provide a detailed overview of measurement of health-related behaviors and determinants of behavior. The course will cover characteristics of measures, data collection, and how to apply the science of measurement to specific health research questions. The course will emphasize This one semester seminar will provide a detailed overview of measurement of the intersection of self-report measures with biological and physical measures, and the use of newer technologies to collect data and improve data quality. Students will integrate concepts and topics covered in the course as they work on a measurement project in their specific area(s) of interest and engage in problem-solving with their peers. This course is intended for doctoral student and advanced masters-level students in the health sciences.
Activity: Seminar
1.0 Course Unit
Notes: This one semester seminar will provide a detailed overview of measurement of health-related behaviors and determinants of behavior. The course will cover characteristics of measures, data collection, and how to apply the science of measurement to specific health research questions. The course will emphasize This one semester seminar will provide a detailed overview of measurement of the intersection of self-report measures with biological and physical measures, and the use of newer technologies to collect data and improve data quality. Students will integrate concepts and topics covered in the course as they work on a measurement project in their specific area(s) of interest and engage in problem-solving with their peers. This course is intended for doctoral student and advanced masters-level students in the health sciences.
Activity: Seminar
1.0 Course Unit

NURS 837 Web-based Research Methodology
This doctoral elective course will provide an introduction to Web-based research methods in health-related disciplines. This course will examine research methods that have been adapted to the study of human subjects through the Web. This course will have particular emphasis on quantitative and qualitative empirical methods using the Web as a data collection medium. Another important feature of this course will be intensive analysis of ethical and methodological issues conducting research through the Web. Areas to be analyzed include: types of Web-based research; advantages and disadvantages of Web-based research; vehicles (e.g. funding, mentoring) that have supported Web-based research; human subject protection issues; issues/concerns in recruitment and data collection in Web-based research; and professional vehicles (e.g. scholarly publication, lay publications, speaking forums) that have helped disseminate the knowledge derived from Web-based research. Prerequisites: PhD Student
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

NURS 839 Mixed Methods Research
This course will focus on mixed methods research techniques including mixed methods designs, developing mixed methods research questions, data collection, analyses focusing on data integration of qualitative and quantitative data, interpretation, and presentation of results. Skill building will center on sampling, collection, and management of data; data integration techniques; data visualization, methodological rigor and reporting data including dissemination of findings. Students will complete a mixed methods ‘mini’ proposal.
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
NURS 849 Exploring Data Science Methods with Health Care Data
The growth and development of electronic health records, genetic information, sensor technologies and computing power propelled health care into the big data era. This course will emphasize data science strategies and techniques for extracting knowledge from structured and unstructured data sources. The course will follow the data science process from obtaining raw data, processing and cleaning, conducting exploratory data analysis, building models and algorithms, communication and visualization, to producing data products. Students will participate in hands-on exercises whenever possible using a clinical dataset.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

NURS 851 Translating Evidence into Practice (DNP Project #1)
This course focuses on the translation of research into practice to achieve sustainable improvements in clinical, patient and systems outcomes. Course content builds on the foundational principles of evidence-based practice and the critical scientific appraisal of evidence to guide advanced evidence-based reasoning and decision-making for translation and application to practice.
Taught by: Rosemary Polomano
Activity: Online Course
1.0 Course Unit

NURS 852 DNP Project Planning II (DNP Project #2)
This course provides an overview of the concepts, procedures, and fundamental processes of project management for Doctor of Nursing Practice students. Principles, tools and techniques of project management within an integrative framework are reviewed and applied to the development of the practice change/quality improvement project proposal. Students will develop a proposal for an evidence-based project that addresses a health problem, health promotion opportunity, healthcare system issue, community health concern, clinical problem, integration of technology/informatics in care or a policy-related issue. Students will finalize the project plan by the conclusion of the course. Students will develop a partnership with key stakeholders relative to their intended project and meet with key stakeholders and members within a healthcare agency and/or communities of interest where the project is to be implemented. Students are expected to develop collaborative working relationships and team leadership skills throughout the course of the semester through regularly scheduled team meetings that engage project site stakeholders and project mentors, including both site and faculty project mentors.
Taught by: Amy M. Sawyer, PhD, RN
Course usually offered in fall term
Prerequisite: NURS 851
Activity: Online Course
0.5 Course Units
Notes: .5 credit unit

NURS 853 DNP Project Implementation (DNP Project #3)
This course requires DNP students to implement their project and determine how the results can be used to improve processes and procedures within the healthcare agency or community of interest. Students are expected to integrate evidence-based practice paradigms and process principles into the development of a final report and present the findings to each other for peer critique. Barriers from people, places and policies will be addressed and strategies developed to negotiate solutions. Principles of sustainable evidence-based practice change across disciplines and within various healthcare settings will be discussed. Students will assume the role of leader in the interprofessional collaboration, consultation, and partnership with the healthcare organization or communities of interest.
One-term course offered either term
Prerequisite: NURS 852
Activity: Lecture
0.5 Course Units
Notes: .5 credit unit

NURS 854 DNP Project Evaluation and Dissemination (DNP Project #4)
The Doctor of Nursing Practice (DNP) project is the terminal project for fulfillment of the DNP Degree requirements. The DNP Project prepares students to lead and conduct a scientific clinical inquiry project that integrates and applies learning from coursework and clinical practicums. The DNP project is a logical extension of the practice emersion experience, and uses evidence and the literature-related information to guide improvements in either practice or patient outcomes. The DNP Project will culminate in the development of an evidence-based, practice manuscript.
Taught by: Ann O'Sullivan
Course usually offered in fall term
Prerequisite: NURS 853
Activity: Lecture
1.0 Course Unit

NURS 858 Professional Aspects & Leadership for Nurse Anesthesia Practice
This course will provide students with an opportunity to explore professional issues which affect the practice of nurse anesthesia and the healthcare delivery system. Discussion of professional issues which impact nurse anesthetist practice will include professionalism, scope of practice, patient safety from a systems perspective, medical legal concerns, ethical decision making, reimbursement and other financial issues which impact healthcare delivery. Students will be afforded the opportunity to develop their own sense of professionalism as they explore these issues and develop a professional presentation.
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit
NURS 890 Nursing Doctoral Teaching Residency
The purpose of this required one semester teaching residency is to enhance the expertise of students in the role of educator. The residency will be tailored to the student’s individual learning needs. At the minimum, students with no or minimal prior teaching experience will gain a beginning level of expertise in course planning, course evaluation, dealing with difficult student situations, test construction, paper assignment construction and grading, content delivery methods, as well as other aspects of the faculty teaching role. Students with more extensive teaching experience will tailor their residencies with their residency supervisor to enhance their expertise in these various areas. Prerequisites: PhD Student
Taught by: Designated Member of the School of Nursing Grad Group
Activity: Independent Study
1.0 Course Unit
Notes: For Nursing Doctoral Students Only

NURS 897 Nursing Doctoral Research Residency
The purpose of this required one semester research residency is to enhance student research training early in the doctoral program by providing a mentored research experience. The residency is designed to be a tailored hands-on experience to provide students with exposure and the opportunity to participate in one or more aspects of an ongoing research project. Research residencies are experiential activities designed to meet the student’s individual learning needs. At the minimum, students with no or minimal prior research experience will gain a beginning level of experience on a variety of components of an ongoing research project. Students with more extensive research experience will tailor their residencies with their residency supervisor to enhance their expertise in these various areas. Prerequisites: PhD Student
Taught by: Designated Member of the School of Nursing Grad Group
Course usually offered in fall term
Activity: Independent Study
1.0 Course Unit
Notes: For Nursing Doctoral Students Only

NURS 900 Directed Study
Must be arranged with the written permission of the sponsoring faculty member prior to registration.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

NURS 995 Dissertation
Dissertation General Tuition
One-term course offered either term
Activity: Dissertation
1.0 Course Unit

Operations, Information and Decisions (OIDD)

OIDD 005 Grit Lab: The Science and Practice of Passion and Perseverance
The aims of Grit Lab are two-fold: (1) equip you with generalizable knowledge about the science of passion and perseverance (2) to help you apply these insights to your own life. The heart of this course are cutting-edge scientific discoveries about how to foster passion and perseverance for long-term goals. As in any undergraduate course, you will have an opportunity to learn from current research. But unlike most courses, Grit Lab encourages you to apply these ideas to your own life and reflect on your experience.
Taught by: Duckworth
Course usually offered in fall term
Also Offered As: PSYC 005
Activity: Lecture
1.0 Course Unit
Notes: There are no prerequisites to Grit Lab, and it is open to all enrolled undergraduate students. However, admittance does require completing an online, written application. Since enrollment is by application only, accepted applicants will be administratively registered. No need to submit an advance registration request. Course grade mode is Pass/Fail only.

OIDD 101 An Introduction to Operations, Information and Decisions
OIDD 101 explores a variety of common quantitative modeling problems that arise frequently in business settings, and discusses how they can be formally modeled and solved with a combination of business insight and computer-based tools. The key topics covered include capacity management, service operations, inventory control, structured decision making, constrained optimization and simulation. This course teaches how to model complex business situations and how to master tools to improve business performance. The goal is to provide a set of foundational skills useful for future coursework at Wharton as well as providing an overview of problems and techniques that characterize disciplines that comprise Operations and Information Management.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

OIDD 105 Developing Tools for Data Access and Analysis (VBA and SQL Programming)
This course provides an introduction to the construction of data analysis tools that are commonly used for business applications, especially in consulting and finance. The course builds on the spreadsheet and analytical skills developed in OPIM101, providing a much more extensive treatment of spreadsheet application development and database management. The first portion of the course will focus on programming in VBA, the embedded programming language in the Microsoft Office suite of applications. This will be supplemented with discussion of industry best practice in software development, such as specification development, interface design, documentation, and testing. The second portion of the class will emphasize data access and analysis utilizing SQL, the industry standard language for interacting with database software.
Activity: Lecture
1.0 Course Unit
OIDD 201 Technology Management, Information and the Digital Economy
OIDD 201 introduces students to two critically important and tightly linked concepts. The first is online business model innovation, including key opportunities to exploit information-based strategies in businesses as diverse as Capital One and Uber (newly vulnerable markets) and Amazon and Airbnb (online channel conflict). The second is computer-based simulation modeling to assess the viability of an online innovation, the strategies for its launch, and its economic value.

Activity: Lecture
1.0 Course Unit

OIDD 210 Online Business Models and the Information-Based Firm
This course provides a broad-based introduction to the management of information technology focusing on three interrelated themes: technology, organization, and strategy. The goal of this course is to equip students with the knowledge and tools to utilize information systems to pursue a firm’s strategic and organizational goals. The course has no prerequisites other than a general interest in the applications of information technology.

One-term course offered either term
Activity: Lecture
1.0 Course Unit

OIDD 215 Intro to Analytics and the Digital Economy

Over the past decade, there has been a dramatic rise in the use of technology skills and data analytic thinking to solve business problems in many domains, including finance, HR, policy, transport, and strategy. As a result, the modern ‘analytic leader’ increasingly requires the use of technology, statistics, and data skills to facilitate business analysis. This includes knowing how to effectively frame data-driven questions and use a new generation of technology tools that are becoming available to acquire, analyze, interpret, and communicate insights derived from data. Students in this hands-on course will engage with weekly labs that introduce them to new technologies, techniques, and data-driven business challenges.

Activity: Lecture
0.5 Course Units

OIDD 220 Introduction to Operations Management
This course introduces basic concepts of operations management and application of the same in business practice today. We will examine the theoretical foundations of operations management and how these principles or models can be employed in both tactical and strategic decision making. Topics covered in detail are forecasting techniques, principles or models can be employed in both tactical and strategic decision making. No pre-existing legal or technical knowledge is required.

One-term course offered either term
Activity: Lecture
1.0 Course Unit

OIDD 222 Internet Law, Privacy, and Cybersecurity
This course looks at how courts, legislatures, and regulators confront the major issues of the internet world. Billions of people are now active on social media, and firms such as Google, Facebook, Amazon, and Alibaba are among the worlds most valuable and influential. The legal interfaces between the physical world and the digital world are therefore increasingly important. In particular, exploitation of personal information online by governments, digital platforms, and bad actors is becoming a constant source of major controversies. The material in the course ranges from the foundations of cyberlaw, developed during the e-commerce bubble of the 1990s, to current leading-edge questions around the power and responsibility of digital intermediaries; data protection in the U.S. and Europe; cybercrime, blockchain; and network neutrality. No pre-existing legal or technical knowledge is required.

One-term course offered either term
Also Offered As: LGST 222
Activity: Lecture
1.0 Course Unit

OIDD 224 Analytics for Service Operations
This course considers tools and concepts that can generate operational excellence for the production and delivery of services in industries such as banking, transportation, health care, and communications. Since services typically are intangible, not storable or transportable, and often highly variable, the management of their operations is complex and involves distributed operations with a significant amount of customer contact. Therefore, the understanding and effective management of service operations requires specialized analytical tools and customer-centric focus. This course covers a mix of topics with the emphasis on quantitative methods, application of analytics and strategic frameworks. The class will introduce simple models and basic concepts that support analysis of tradeoffs in a variety of common service processes. Students will have the opportunity to apply the ideas and analytical models developed in the course to a particular service industry. They will do so by conducting a guided, application group project which includes opportunities for in-depth analysis of a particular service process and field work.

Taught by: Faculty
Activity: Lecture
1.0 Course Unit

OIDD 236 Scaling Operations in Technology Ventures: Linking Strategy and Execution
This course helps students learn to make strategic scaling decisions that are grounded in operational reality. Students will study how to build and evaluate the ‘operation systems’ of the firm to maximize value with the focus on scaling the firm’s operations. This involves tailoring the firm’s operational competencies, assets, and processes to a specific business strategy. The course will approach the challenge of scaling operations and operations strategy by taking a holistic view that incorporates competitive strategy, financial evaluation, and the customer experience.

Activity: Lecture
1.0 Course Unit
OIDD 245 Analytics and the Digital Economy
Students who take this course will engage with the world of data science using tools such as Tableau and R that are becoming increasingly popular in industry. The first half of the course is designed for students with limited experience with data projects, and while familiarity with R, via courses such as STAT 405 or STAT 470, will be ideal preparation, students with other programming exposure can pick up the required skills via review sessions and self-instruction. The second half of the course extends students’ experience to industry applications of text mining and machine learning and requires students to work with more unstructured data. Each week of the course will be devoted to analysis of a data set from a particular industry (e.g. HR, sports, fashion, real estate, music, education, politics, restaurants, non-profit work), which we will use to answer business questions by applying analytic techniques. The course is very hands-on, and students will be expected to become proficient at applying data to business decisions and at effectively analyzing large data sets to inform decisions about business problems.
Activity: Lecture
1.0 Course Unit

OIDD 255 Artificial Intelligence, Data and Society
The progression of AI-based technologies promises to transform many aspects of business, labor, and even society. The goal of this course is to provide students with an understanding of the capabilities of modern AI technologies, with an emphasis on being able to critically assess where they can provide societal value, and where they may create new challenges. The course is not intended to provide a deep-dive into the workings of these technologies in the same way as a computer science course might. Rather, business and policy decision-makers will be confronted with a number of important issues as AI becomes integrated into the social decision-making fabric. This course is intended to provide a framework for people who may have to confront these legal, ethical, and economic challenges. In doing so, an objective is to ensure that students who complete the course are comfortable enough in the inner-workings of these technologies to think critically across many AI contexts as well as different domains ranging from public policy, to criminal justice, to health inspections, HR, and marketing. The 0.5 CU course is oriented around hands-on critical written assessments, labs, exams, and a presentation. Broadly, data rich firms in finance, tech, management, marketing, and other industries are increasingly adopting AI as a tool to accelerate and improve decision-making. It is important for modern managers to understand the opportunities and challenges introduced by data and AI so that they can credibly communicate about these issues with others. We will cover many of these issues, so that you will be able to think about the opportunities and challenges that arise when firms try to use AI to solve business problems. Labs will reinforce your learning of how AI works, and how it is being used to solve business problems. During labs, we will focus on gaining experience with introductory machine learning concepts. Students will spend time inside and outside of the classroom combining data and code to provide a foundation for understanding the deep challenges that this will bring to organizations.
Taught by: Prasanna Tambe
Activity: Lecture
0.5 Course Units

OIDD 261 Risk Analysis and Environmental Management
This course is designed to introduce students to the role of risk assessment, risk perception and risk management in dealing with uncertain health, safety and environmental risks including the threat of terrorism. It explores the role of decision analysis as well as the use of scenarios for dealing with these problems. The course will evaluate the role of policy tools such as risk communication, economic incentives, insurance, regulation and private-public partnerships in developing strategies for managing these risks. A project will enable students to apply the concepts discussed in the course to a concrete problem.
Taught by: Kunreuther
One-term course offered either term
Also Offered As: BEPP 261, BEPP 761, BEPP 961, ESE 567, OIDD 761
Activity: Lecture
1.0 Course Unit
Notes: Crosslisted with OIDD 761, BEPP 261, 761, 961, and ESE 567. See description under OIDD 761.

OIDD 263 Environmental & Energy Economics and Policy
This course examines environmental and energy issues from an economist’s perspective. Over the last several decades, energy markets have become some of the most dynamic markets of the world economy, as they experienced a shift from heavy regulation to market-driven incentives. First, we look at scarcity pricing and market power in electricity and gasoline markets. We then study oil and gas markets, with an emphasis on optimal extraction and pricing, and geopolitical risks that investors in hydrocarbon resources face. We then shift gears to the sources of environmental problems, and how policy makers can intervene to solve some of these problems. We talk about the economic rationale for a broad range of possible policies: environmental taxes, subsidies, performance standards and cap-and-trade. In doing so, we discuss fundamental concepts in environmental economics, such as externalities, valuation of the environment and the challenge of designing international agreements. At the end of the course, there will be special attention for the economics and finance of renewable energy and policies to foster its growth. Finally, we discuss the transportation sector, and analyze heavily debated policies such as fuel-economy standards and subsidies for green vehicles. Prerequisites: An introductory microeconomics course (ECON1, or another course approved by the instructor) will be sufficient in most cases; BEPP 250 or an equivalent intermediate microeconomics course is recommended.
Taught by: Arthur van Benthem
Also Offered As: BEPP 263
Activity: Lecture
1.0 Course Unit

OIDD 290 Decision Processes
This course is an intensive introduction to various scientific perspectives on the processes through which people make decisions. Perspectives covered include cognitive psychology of human problem-solving, judgment and choice, theories of rational judgment and decision, and the mathematical theory of games. Much of the material is technically rigorous. Prior or current enrollment in STAT 101 or the equivalent, although not required, is strongly recommended.
Prerequisite: STAT 101
Activity: Lecture
1.0 Course Unit
OIDD 291 Negotiations
This course examines the art and science of negotiation, with additional emphasis on conflict resolution. Students will engage in a number of simulated negotiations ranging from simple one-issue transactions to multi-party joint ventures. Through these exercises and associated readings, students explore the basic theoretical models of bargaining and have an opportunity to test and improve their negotiation skills.
One-term course offered either term
Also Offered As: LGST 206, MGMT 291, OIDD 691
Activity: Lecture
1.0 Course Unit

OIDD 292 Advanced Negotiation
This course is designed to teach negotiation principles and to enable students to develop their negotiation skills. This course assumes familiarity with the basic negotiation concepts covered in the prerequisite for this course: Negotiations. In this course, we extend the study and practice of negotiations and we develop a deeper understanding for how specific aspects of the negotiation process (e.g., emotions, deadlines, trust violations) impact outcomes. Through course lectures, readings, and case exercises, students will develop a rich framework for thinking about the negotiation process and acquire tools for guiding the negotiation process.
Taught by: Schweitzer, Staff
One-term course offered either term
Also Offered As: LGST 292, MGMT 292
Prerequisite: LGST 206 OR OIDD 291 OR MGMT 291
Activity: Lecture
1.0 Course Unit

OIDD 299 Judgment & Decision Making Research Immersion
This class provides a high-level introduction to the field of judgment and decision making (JDM) and in-depth exposure to the process of doing research in this area. Throughout the semester you will gain hands-on experience with several different JDM research projects. You will be paired with a PhD student or faculty mentor who is working on a variety of different research studies. Each week you will be given assignments that are central to one or more of these studies, and you will be given detailed descriptions of the research projects you are contributing to and how your assignments relate to the successful completion of these projects. To complement your hands-on research experience, throughout the semester you will be assigned readings from the book Nudge by Thaler and Sunstein, which summarizes key recent ideas in the JDM literature. You will also meet as a group for an hour once every three weeks with the class’s faculty supervisor and all of his or her PhD students to discuss the projects you are working on, to discuss the class readings, and to discuss your own research ideas stimulated by getting involved in various projects. Date and time to be mutually agreed upon by supervising faculty and students. The 1CU version of this course will involve approx. 10 hours of research immersion per week and a 10-page paper. The 0.5 CU version of this course will involve approx. 5 hours of research immersion per week and a 5-page final paper. Please contact Maurice Schweitzer if you are interested in enrolling in the course: schwitzer@wharton.upenn.edu
Course usually offered in fall term
Activity: Lecture
0.5 Course Units
Notes: Instructor permission required to enroll.

OIDD 311 Business Computer Languages
This course is taught with the more descriptive title of ’Scripting for Business Analytics.’ ‘Business Analytics’ refers to modeling and analysis undertaken for purposes of management and supporting decision making. The varieties of techniques and methods are numerous and growing, including simple equation-based models, constrained optimization models, probabilistic models, visualization, data analysis, and much more. Elementary modeling of this sort can be undertaken in Excel and other spreadsheet programs, but ’industrial strength’ applications typically use more sophisticated tools, based on scripting languages. Scripting languages are programming languages that are designed to be learned easily and to be used for special purposes, rather than for large-scale application programming. This course focuses on the special purposes associated with business analytics and teaches MATLAB and Python in this context. MATLAB and Python are widely used in practice (both in management and in engineering), as are the business analytic methods covered in the course. Prior programming experience is useful, but not required or presumed for this course.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

OIDD 314 Enabling Technologies
Conducting business in a networked economy invariably involves interplay with technology. The purpose of this course is to improve understanding of technology (what it can or cannot enable), the business drivers of technology-related decisions in firms, and to stimulate thought on new applications for commerce (including disruptive technologies). The class provides a comprehensive overview of various emerging technology enablers and culminates in discussion of potential business impact of these technologies in the near future. No prior technical background is assumed and hence every effort is made to build most of the lectures from the basics. However, the Fall semester class will assume basic understanding of statistics and will focus more on big data analytics. Some assignments in the fall will involve data analytics using Python or R.
One-term course offered either term
Also Offered As: OIDD 662
Activity: Lecture
1.0 Course Unit

OIDD 319 Advanced Decision Systems: Evolutionary Computation
This course is taught with the more descriptive title of ‘Agents, Games, and Evolution.’ It explores applications and fundamentals of strategic behavior. Strategic, or game-theoretic, topics arise throughout the social sciences. The topics include—and we discuss—trust, cooperation, market-related phenomena (including price equilibria and distribution of wealth), norms, conventions, commitment, coalition formation, and negotiation. They also include such applied matters as design of logistics systems, auctions, and markets generally (for example, markets for electric power generation). In addressing these topics we focus on the practical problem of finding effective strategies for agents in strategic situations (or games). Our method of exploration will be experimental: we review and discuss experiments, principally computational experiments, on the behavior of boundedly rational agents in strategic (or game-theoretic) situations. Course work includes readings, discussions in class (organized as a seminar), examinations, and a course project on a topic chosen by the participants.
One-term course offered either term
Activity: Seminar
1.0 Course Unit
OIDD 321 Introduction to Management Science
Understanding how to use data and business analytics can be the key
differential for a company's success or failure. This course is designed
to introduce fundamental quantitative decision-making tools for a
broad range of managerial decision problems. Topics covered include
linear, nonlinear, and discrete optimization, dynamic programming,
and simulation. Students will apply these quantitative models in
applications of portfolio management, electricity auctions, revenue
management for airlines, manufacturing, advertising budget allocation,
and healthcare scheduling operations. Emphasis in this course is placed
on mathematical modeling of real world problems and implementation of
decision making tools.
Taught by: Faculty
One-term course offered either term
Activity: Lecture
1.0 Course Unit

OIDD 325 Computer Simulation Models
This course focuses on agent-based computational models in the social
sciences, especially in economic, in commercial and in strategic (game-
theoretic) contexts. This relatively recent and now rapidly-developing
form of computer simulation seeks to explain and predict complex social
phenomena 'from the ground up', through interactions of comparatively
simple agents. The course reviews experimental and theoretical results,
and exposes the students to modern development environments for
this form of simulation. Students have the opportunity to design and
implement agent-based simulations. Programming, however, is not
required. This course aims to integrate various topics in agent-based
simulation, while developing an appreciation of the problems that are
particularly characteristic of this form of simulation so that students will
understand its promise and potential.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

OIDD 353 Mathematical Modeling and its Application in Finance
Quantitative methods have become fundamental tools in the analysis
and planning of financial operations. There are many reasons for this
development: the emergence of a whole range of new complex financial
instruments, innovations in securitization, the increased globalization
of the financial markets, the proliferation of information technology and
the rise of high-frequency traders, etc. In this course, models for hedging,
asset allocation, and multi-period portfolio planning are developed,
implemented, and tested. In addition, pricing models for options, bonds,
mortgage-backed securities, and other derivatives are studied. The
models typically require the tools of statistics, optimization, and/or
simulation, and they are implemented in spreadsheets or a high-level
modeling environment, MATLAB. This course is quantitative and will
require extensive computer use. The course is intended for students who
have strong interest in finance. The objective is to provide students the
necessary practical tools they will require should they choose to join
the financial services industry, particularly in roles such as: derivatives,
quantitative trading, portfolio management, structuring, financial
engineering, risk management, etc. Prospective students should be
comfortable with quantitative methods such as basic statistics and the
methodologies (mathematical programming and simulation) in OIDD612
Business Analytics and OIDD321 Management Science (or equivalent).
Students should seek permission from the instructor if the background
requirements are not met.
Taught by: Faculty
One-term course offered either term
Also Offered As: OIDD 653
Prerequisite: OIDD 321
Activity: Lecture
1.0 Course Unit

OIDD 380 Operations Strategy Practicum
This course focuses on the management of operations at manufacturing
and service facilities located in Israel that are used either by domestic
 corporations or by multinational companies. The emphasis is on the
evolving patterns of operations strategies adopted by firms for producing
products, sourcing manufacturing, distributing products, delivering
services and managing product design as well as on programs for
enhancing quality, productivity and flexibility and managing technology.
We will focus on formulation and execution of such strategies for
established Israeli multinationals with world class operations and
innovative strategies as well as start-ups and smaller companies
that are scaling their global supply chain infrastructure to support
growth. The course will consist of a set of site visits in Israel during
Winter Break that will provide the opportunity to observe company
processes directly and in-class sessions which include lectures,
case discussions and management speakers who will describe their
companies' current strategy. NOTE: THIS COURSE REQUIRES YOU TO
SUBMIT AN APPLICATION FOR ADMISSION. Enrollment will be limited.
Please contact Ramon Jones at ramjones@wharton.upenn.edu for
more information. Application available at https://global.upenn.edu/
pennabroad/pgs OIDD 101 is recommended but not required.
Activity: Lecture
1.0 Course Unit
OIDD 397 Retail Supply Chain Management
This course is highly recommended for students with an interest in pursuing careers in: (1) retailing and retail supply chains; (2) businesses like banking, consulting, information technology, that provides services to retail firms; (3) manufacturing companies (e.g. P&G) that sell their products through retail firms. Retailing is a huge industry that has consistently been an incubator for new business concepts. This course will examine how retailers understand their customers’ preferences and respond with appropriate products through effective supply chain management. Supply chain management is vitally important for retailers and has been noted as the source of success for many retailers such as Wal-mart and Home Depot, and as an inhibitor of success for e-tailers as they struggle with delivery reliability. See M. L. Fisher, A. Raman and A. McClelland, ‘Rocket Science Retailing is Coming - Are You Ready?’, Harvard Business Review, July/August 2000 for related research.
Taught by: Faculty
Also Offered As: OIDD 697
Activity: Lecture
0.5 Course Units
Notes: See description under OIDD 697

OIDD 399 Supervised Study
This course number is currently used for several course types including independent studies, experimental courses and Management & Technology Freshman Seminar. Instructor permission required to enroll in any independent study. Wharton Undergraduate students must also receive approval from the Undergraduate Division to register for independent studies. Section 002 is the Management and Technology Freshman Seminar; instructor permission is not required for this section and is only open to M&T students. For Fall 2020, Section 004 is a new course titled AI, Business, and Society. The course provides a overview of AI and its role in business transformation. The purpose of this course is to improve understanding of AI, discuss the many ways in which AI is being used in the industry, and provide a strategic framework for how to bring AI to the center of digital transformation efforts. In terms of AI overview, we will go over a brief technical overview for students who are not actively immersed in AI (topic covered include Big Data, data warehousing, data-mining, different forms of machine learning, etc). In terms of business applications, we will consider applications of AI in media, Finance, retail, and other industries. Finally, we will consider how AI can be used as a source of competitive advantage. We will conclude with a discussion of ethical challenges and a governance framework for AI. No prior technical background is assumed but some interest in (and exposure to) technology is helpful. Every effort is made to build most of the lectures from the basics.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

OIDD 410 Decision Support Systems
The past few years have seen an explosion in the amount of data collected by businesses and have witnessed enabling technologies such as database systems, client-server computing and artificial intelligence reach industrial strength. These trends have spawned a new breed of systems that can support the extraction of useful information from large quantities of data. Understanding the power and limitations of these emerging technologies can provide managers and information systems professionals new approaches to support the task of solving hard business problems. This course will provide an overview of these techniques (such as genetic algorithms, neural networks, and decision trees) and discuss applications such as fraud detection, customer segmentation, trading, marketing strategies and customer support via cases and real datasets.
Taught by: Faculty
One-term course offered either term
Also Offered As: OIDD 672
Activity: Lecture
1.0 Course Unit
Notes: Crosslisted with OIDD 672. See description under OIDD 672.

OIDD 415 Product Design
This course provides tools and methods for creating new products. The course is intended for students with a strong career interest in new product, development, entrepreneurship, and/or technology development. The course follows an overall product design methodology, including the identification of customer needs, generation of product concepts, prototyping, and design-for-manufacturing. Weekly student assignments are focused on the design of a new product and culminate in the creation of a prototype, which is launched at an end-of-semester public Design Fair. The course project is a physical good - but most of the tools and methods apply to services and software products. The course is open to any Penn sophomore, junior, senior or graduate student.
Taught by: Faculty
Also Offered As: IPD 515, MEAM 415, OIDD 515
Activity: Lecture
1.0 Course Unit

OIDD 418 The India Startup Ecosystem
The objective of OIDD/MGMT 418 and the Wharton India Fellows program is to introduce Penn juniors to the entrepreneurship and innovation ecosystem in India through a course covering topics in entrepreneurship, innovation, venture capital and technology in India and then matching students to a specific short-term project with a Bangalore-based early-stage startup or rapidly scaling company. Students will complete preliminary work on the project assignment during the course, and then travel as a group to Bangalore with the instructor for a two week immersion in the company to which they have been assigned for their entrepreneurship project. Penn Wharton Entrepreneurship will cover airfare and lodging expenses for students selected as Wharton India Fellows for the duration of the 2 week immersion in India. For more information: https://entrepreneurship.wharton.upenn.edu/wharton-india-fellows/
Also Offered As: MGMT 418
Activity: Lecture
0.5 Course Units
OIDD 469 Information Strategy and Economics
The course is devoted to the study of the strategic use of information and the related role of information technology. The topics of the course vary year to year, but generally include current issues in selling digital products, intermediation, and disintermediation, designing and competing in electronic markets, outsourcing, and technology project management. Heavy emphasis is placed on utilizing information economics to analyze new and existing businesses in information-intensive industries. Technology skills are not required, although a background in information technology management (equivalent to OIDD 210), strategic management or managerial economics is helpful.
Taught by: Faculty
One-term course offered either term
Activity: Lecture
1.0 Course Unit

OIDD 477 Introduction to Python for Data Science
The goal of this course is to introduce the Python programming language within the context of the closely related areas of statistics and data science. Students will develop a solid grasp of Python programming basics, as they are exposed to the entire data science workflow, starting from interacting with SQL databases to query and retrieve data, through data wrangling, reshaping, summarizing, analyzing and ultimately reporting their results. Competency in Python is a critical skill for students interested in data science. Prerequisites: No prior programming experience is expected, but statistics, through the level of multiple regression is required. This requirement may be fulfilled with Undergraduate courses such as Stat 102, Stat 112.
Taught by: Richard Waterman
Also Offered As: OIDD 777, STAT 477, STAT 777
Activity: Lecture
0.5 Course Units

OIDD 490 The Science of Behavior Change
The objective of this 14-week discussion-based seminar for advanced undergraduates is to expose students to cutting-edge research from psychology and economics on the most effective strategies for changing behavior sustainably and for the better (e.g., promoting healthier eating and exercise, encouraging better study habits, and increasing savings rates). The weekly readings cover classic and current research in this area. The target audience for this course is advanced undergraduate students interested in behavioral science research and particularly those hoping to learn about using social science to change behavior for good. Although there are no pre-requisites for this class, it is well-suited to students who have taken (and enjoyed) courses like OIDD 290: Decision Processes, PPE 203/PSYC 265: Behavioral Economics and Psychology, and MKTG 266: Marketing for Social Impact and are interested in taking a deeper dive into the academic research related to promoting behavior change for good. Instructor permission is required to enroll in this course. Please complete the application if interested in registering for this seminar: http://bit.ly/bcfg-class-2020. The application deadline is July 31, 2020. Prerequisite: Permission of instructor required.
Taught by: Katherine Milkman and Angela Duckworth
One-term course offered either term
Also Offered As: PSYC 490
Activity: Seminar
1.0 Course Unit

OIDD 515 Product Design
This course provides tools and methods for creating new products. The course is intended for students with a strong career interest in new product development, entrepreneurship, and/or technology development. The course follows an overall product design methodology, including the identification of customer needs, generation of product concepts, prototyping, and design-for-manufacturing. Weekly student assignments are focused on the design of a new product and culminate in the creation of a prototype, which is launched at an end-of-semester public Design Fair. The course project is a physical good - but most of the tools and methods apply to services and software products. The course is open to any Penn sophomore, junior, senior or graduate student.
Also Offered As: IPD 515, MEAM 415, OIDD 415
Activity: Lecture
1.0 Course Unit
Notes: Only Wharton MBA candidates are allowed to register for OIDD 515. Non-MBA students must register for the OIDD 415, MEAM 415 or IPD 515 cross-listing for the course.

OIDD 525 Thinking with Models: Business Analytics for Energy and Sustainability
Models are lenses. They are instruments with which we view, interpret, and give meaning to data. In this course, students will be exposed to and do work in all phases of the modeling life-cycle, including model design and specification, model construction (including data gathering and testing), extraction of information from models during post-solution analysis, and creation of studies that use modeling results to support conclusions for scientific or decision making purposes. In addition, the course will cover critical assessments of fielded models and studies using them. The course will focus broadly on models pertaining to energy and sustainability. This is not only an inherently interesting and important area, but it is very much a public one. In consequence, models, data, and studies using them are publicly and profusely available, as is excellent journalism, which facilitates introductions to specific topics. The course covers selected topics in energy and sustainability. Essential background will be presented as needed, but the course is not a comprehensive overview of energy and sustainability. Modeling in the area of energy and sustainability analytics is rife with uncertainty, and yet decisions must be made. Uncertainty, and how to deal with it in model-based decision making, is an overarching theme of the course. We will focus on energy and sustainability, but that area is hardly unique in being beset with deep and vexing uncertainties. The lessons we learn will generalize. The overall aim of the course is to teach facility with modeling and to use real-world data, models, and studies in doing so. In addition, students with interests in investment or policy analysis in the energy sphere will find the course's subject area focus useful. OIDD 325 is not a prerequisite for this course, but it's helpful if you have already taken it.
Taught by: Steve O Kimbrough
Activity: Lecture
1.0 Course Unit
OIDD 611 Quality and Productivity
Matching supply with demand is an enormous challenge for firms: excess supply is too costly, inadequate supply irritates customers. In the course, we will explore how firms can better organize their operations so that they more effectively align their supply with the demand for their products and services. Throughout the course, we illustrate mathematical analysis applied to real operational challenges—we seek rigor and relevance. Our aim is to provide both tactical knowledge and high-level insights needed by general managers and management consultants. We will demonstrate that companies can use (and have used) the principles from this course to significantly enhance their competitiveness.
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

OIDD 612 Business Analytics
'Managing the Productive Core: Business Analytics’ is a course on business analytics tools and their application to management problems. Its main topics are optimization, decision making under uncertainty, and simulation. The emphasis is on business analytics tools that are widely used in diverse industries and functional areas, including operations, finance, accounting, and marketing.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

OIDD 613 Online Business Models and the Information-Based Firm
Information technology has transformed many industries, including media, financial services, and retailing, among others. These technologies have changed not only how we produce services (e.g., outsourcing and offshoring, and their newest extension, cloud computing) but what services we offer (virtual experiences, online advertising, long tail products and services, and social networking). The purpose of this course is to improve understanding of how information technologies enable transformation of business models within existing organizations as well as the development of completely new business models and new organizational forms. The course will serve as an introductory course on information technologies and will serve as a foundation on which students can explore more advanced technology concepts.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

OIDD 614 Innovation
The course is first and foremost an intensive, integrative, project course in which student teams create one or more real businesses. Some businesses spun out of the course and now managed by alumni include Terrapass Inc. and Smatchy Inc. The project experience is an exciting context in which to learn key tools and fundamentals useful in innovation, problem solving, and design. Examples of these tools and fundamentals are: problem definition, identification of opportunities, generating alternatives, selecting among alternatives, principles of data graphics, and managing innovation pipelines. The course requires a commitment of at least 10 hours of work outside of class and comfort working on unstructured, interdisciplinary problems. Students with a strong interest in innovation and entrepreneurship are particularly encouraged to enroll. Please read carefully the syllabus posted on-line before registering for this course.
Taught by: Faculty
Course usually offered in fall term
Activity: Lecture
0.5 Course Units

OIDD 615 Operations Strategy
Operations strategy is about organizing people and resources to gain a competitive advantage in the delivery of products (both goods and services) to customers. This course approaches this challenge primarily from two perspectives: 1) how should a firm design their products so that they can be profitably offered; 2) how can a firm best organize and acquire resources to deliver its portfolio of products to customers. To be able to make intelligent decisions regarding these high-level choices, this course also provides a foundation of analytical methods. These methods give students a conceptual framework for understanding the linkage between how a firm manages its supply and how well that supply matches the firm's resulting demand. Specific course topics include designing service systems, managing inventory and product variety, capacity planning, approaches to sourcing and supplier management, constructing global supply chains, managing sustainability initiatives, and revenue management. This course emphasizes both quantitative tools and qualitative frameworks. Neither is more important than the other.
Taught by: Faculty
Course usually offered in spring term
Activity: Lecture
0.5 Course Units

OIDD 636 Scaling Operations: Linking Strategy and Execution
The goal of this course is to make strategic scaling decisions that are grounded in operational reality. We study how to build and evaluate the operational business model of the firm to maximize value with the focus on scaling the firm’s operations. We will approach the challenge of scaling by taking a holistic view that incorporates competitive strategy, financial evaluation, and the customer experience. We focus on decisions and challenges that many firms that try to scale their operations face with the focus on assessing the readiness of the firm to scale, and the required steps to scale. In particular, we will discuss whether the firm should build competencies in-house (i.e., investing in a portfolio of assets) or buy them (i.e., developing and implementing a global sourcing strategy and integrating external partners) and the risks associated with scaling these. We will also discuss the organizational implications of scaling. There are no formal pre-requisites to the class. Students who have already taken OIDD 611, OIDD 615, and STAT 613 should be equipped for the class. Other students should have a solid understanding of elementary probability and statistics. For questions regarding the specific of your background, please contact the instructor.
Activity: Lecture
0.5 Course Units

OIDD 642 Analytics for Services
This course covers a range of analytical methods that are useful tools for capacity management in services, and it will provide you with insights into the economics of a range of services businesses including (i) High-level planning models that account for multiple dimensions of service capacity, (ii) Low-level models of system congestion that capture the relationship between capacity choices, quality of service and, in some cases, system revenue, (iii) Statistical estimation and forecasting models to characterize key measures of future supply and demand. Students who have already taken OIDD 611, OIDD 612, and STAT 613 should be well-equipped for the class. Other students should have a solid understanding of elementary probability, statistics and linear programming. For questions regarding the specifics of your background, please contact the instructor.
Activity: Lecture
0.5 Course Units
Notes: Class participation, case write-ups, online quizzes, self-study exercises and a final exam.
OIDD 643 Analytics for Revenue Management
This course introduces you to the essential concepts and techniques required to understand and implement revenue management (RM). The need for repeated, rapid cycles of estimation and optimization has driven the development of a set of analytical tools that are particularly well suited for RM. This course focuses on those tools. Prerequisites: Students who have already taken OIDD 612 and STAT 613 should be well equipped for this class. Other students should have a solid understanding of elementary probability, statistics and constrained optimization. For questions regarding the specifics of your background, please contact the instructor.
Taught by: Faculty
Activity: Lecture
0.5 Course Units
Notes: Class participation, case write-ups, online quizzes, self-study exercises and a final exam.

OIDD 652 Design and Development of Web-Based Products and Services
This course is designed as an introduction to the process of product design with a focus on Web-based desktop and mobile consumer products and services. This is a course on designing products as distinct from (and complementary to) building a business. The course is implemented as a team-based experiential learning exercise; students learn the design process by developing multiple prototypes of a Web/mobile-based product or service. Teams will apply different prototyping techniques (paper, wireframes, landing pages) over multiple iterations of their project. This is not a course on Web engineering. Technical skills are not a prerequisite. Neither should students expect to learn specific programming tools or techniques. This is not an entrepreneurship course. Students do not analyze business models, market size, pricing, costs, etc. This class introduces an iterative, data-driven, experiment-based design process. Through their project, students will practice multiple design iterations and gain exposure to tools for designing digital products and services.
Taught by: Faculty
Course not offered every year
Prerequisite: OIDD 614
Activity: Lecture
0.5 Course Units

OIDD 653 Mathematical Modeling and its Application in Finance
Quantitative methods have become fundamental tools in the analysis and planning of financial operations. There are many reasons for this development: the emergence of a whole range of new complex financial instruments, innovations in securitization, the increased globalization of the financial markets, the proliferation of information technology and the rise of high-frequency traders, etc. In this course, models for hedging, asset allocation, and multi-period portfolio planning are developed, implemented, and tested. In addition, pricing models for options, bonds, mortgage-backed securities, and other derivatives are studied. The models typically require the tools of statistics, optimization, and/or simulation, and they are implemented in spreadsheets or a high-level modeling environment, MATLAB. This course is quantitative and will require extensive computer use. The course is intended for students who have strong interest in finance. The objective is to provide students the necessary practical tools they will require should they choose to join the financial services industry, particularly in roles such as: derivatives, quantitative trading, portfolio management, structuring, financial engineering, risk management, etc. Prospective students should be comfortable with quantitative methods, such as basic statistics and the methodologies (mathematical programming and simulation) taught in OIDD 612 Business Analytics or OIDD 321 Management Science (or equivalent). Students should seek permission from the instructor if the background requirements are not met.
Taught by: Tsoukalas
One-term course offered either term
Also Offered As: OIDD 353
Prerequisite: OIDD 321 OR OIDD 612
Activity: Lecture
1.0 Course Unit

OIDD 654 Product Management
The course provides the student with a number of tools and concepts necessary for creating and managing product development processes. The course consists of two interwoven parts. First, it presents the basic steps that are necessary for moving from a ‘cool idea’ to a product sufficiently mature to launch an entrepreneurial start-up. This includes cases, lectures, and exercises on topics like identifying customer needs, developing a product concept as well as effective prototyping strategies. The capstone of this first part is a real project in which student teams conceptualize and develop a new product or service up to the completion of a fully functional prototype. Second, the course discusses a number of challenges related to product development as encountered by management consultants, members of cross-functional development teams as well as general managers. We will analyze several cases related to, among others, resource allocation in R&D organizations, organizational forms of product development teams, as well as managing development projects across large geographic distances.
Course usually offered in spring term
Activity: Lecture
0.5 Course Units
Notes: Lectures, case and problem analyses, group presentations, the development of a new product to the prototype stage.
OIDD 658 Service Operations Management
The service sector represents the largest segment of most industrial economies. In the U.S., for example, it accounts for approximately 70% of GDP and 70% of employment. In addition to this 'pure' service sector, the operations and competitive positions of many manufacturing firms are becoming increasingly service-oriented. While operational excellence is critical for success in most industries today, in a wide range of service industries this is particularly true. For example, recent, significant deregulation in banking, health care, and communications has led to intensified competition and pressure on operations. At the same time, the rapid evolution of technology has enabled firms to operate in a fashion - and offer a level of service - that has not been previously possible. Elements common to most services make the management of their operations complex, however. In particular, services are intangible, not storable or transportable, and often highly variable. Frequently their delivery involves distributed operations with a significant amount of customer contact. All of these factors make service operations end up looking quite a bit different than manufacturing operations, and the task of achieving excellence in them requires specialized analysis frameworks and tools. This course covers a mix of qualitative and quantitative models that provide the necessary tools. The class will focus on simple models that should help you to better understand both the difficulty of managing and the underlying economics of the service operations being considered. You will have the opportunity to apply these course tools in a group service assessment field project. Prerequisite: Courses in operations management, linear programming, probability and statistics  
One-term course offered either term  
Activity: Lecture  
0.5 Course Units  

OIDD 659 Advanced Topics
The specific content of this course varies from semester to semester, depending on student and faculty interest. Recent topics have included global operations, product design and development, quality management, and logistics strategy. See department for course description.  
Prerequisites for the course change semester to semester depending on the course content.  
One-term course offered either term  
Activity: Lecture  
1.0 Course Unit  

OIDD 662 Enabling Technologies
This course is about understanding emerging technology enablers with a goal of stimulating thinking on new applications for commerce. The class is self-contained (mainly lecture-based) and will culminate in a class-driven identification of novel businesses that exploit these enablers. No prerequisite or technical background is assumed. Students with little prior technical background can use the course to become more technologically informed. Those with moderate to advanced technical background may find the course a useful survey of emerging technologies. The course is recommended for students interested in careers in consulting, investment banking and venture capital in the tech sector.  
Taught by: Faculty  
Also Offered As: OIDD 314  
Activity: Lecture  
1.0 Course Unit  
Notes: Lectures, discussions, assignments and class participation.  

OIDD 663 Global Supply Chain Mgmt.
Several forces, ranging from technology that has dramatically reduced the cost of communication, to political developments such as the opening up of China, Vietnam, and Eastern Europe, have created an avalanche of outsourcing and offshoring and lead to supply chains that stretch halfway around the world. This course will study the many questions that arise in the management of such global supply chains, including: Which design and production activities to do in-house and which to outsource? Where to locate various activities around the world? How to forecast the many factors that influence these decisions, including inflation in cost factors such as labor and freight, and the likelihood of future government regulation or political instability? How to keep the supply chain flexible so as to adapt to change? How to manage a geographically dispersed supply chain, including what relationships to have with vendors to ensure low cost, high quality, flexibility, safety, humane labor practices and respect for sustainability of the environment? The course is highly interactive, using case discussions in most classes and senior supply chain executives in many sessions. Grades are based one-third each on class participation, individual write-ups of the discussion questions for 3 of the class sessions, and a course paper.  
Taught by: Faculty  
Activity: Lecture  
0.5 Course Units  

OIDD 680 Operations Strategy Practicum
This course will focus on the management of operations at manufacturing and service facilities of domestic corporations and foreign multinational companies. Our emphasis will be on the evolving patterns of operations strategies adopted by firms for producing products, sourcing manufacturing, distributing products, delivering services and managing product design as well as on programs for enhancing quality, productivity and flexibility. The course will focus on the formulation and execution of such strategies for a collection of firms in the context of the current dynamics of global competition. The course consists of a set of site visits and in-class sessions which include lectures, case discussions and management speakers who will describe their company's current strategy.  
Taught by: Morris Cohen  
Activity: Lecture  
1.0 Course Unit  

OIDD 690 Managerial Decision Making
The course is built around lectures reviewing multiple empirical studies, class discussion, and a few cases. Depending on the instructor, grading is determined by some combination of short written assignments, tests, class participation and a final project (see each instructor's syllabus for details).  
One-term course offered either term  
Also Offered As: MGMT 690  
Activity: Lecture  
1.0 Course Unit  
Notes: Crosslisted with MGMT 690.
OID 691 Negotiations
This course examines the art and science of negotiation, with additional emphasis on conflict resolution. Students will engage in a number of simulated negotiations ranging from simple one-issue transactions to multi-party joint ventures. Through these exercises and associated readings, students explore the basic theoretical models of bargaining and have an opportunity to test and improve their negotiation skills. Cross-listed with MGMT 691/OIDD 691/LGST 806. Format: Lecture, class discussion, simulation/role play, and video demonstrations. Materials: Textbook and course pack.
Taught by: Faculty
One-term course offered either term
Also Offered As: LAW 518, LGST 806, MGMT 691, OIDD 291
Activity: Lecture
1.0 Course Unit
Notes: Crosslisted with LGST 806, MGMT 691. Lectures, cases, presentations, and written assignments.

OID 692 Advanced Topics Negotiation
This is a course the builds on the basic Negotiation course. In this course, we explore a wide range of negotiation topics from crisis and hostage negotiations, to the role of emotions including anxiety, envy and anger in negotiations, to backlash effects for women in negotiations, and the role of alcohol in negotiations. We will survey many aspects of current negotiation research, discuss historic negotiation cases, and students will participate in role-play exercises. Many of the role play exercises will involve multi-party negotiations and afford opportunities to hone skills in team-based negotiations.
Taught by: Faculty
One-term course offered either term
Also Offered As: LGST 692, MGMT 692
Activity: Lecture
1.0 Course Unit
Notes: Cases, presentations, lecture and discussion.

OID 693 Influence
Building, protecting and using influence is critical for achieving your goals. This requires good personal decision making as well as understanding others' decision-making, proficiency at the negotiation table as well as with the tacit negotiations before and after sitting at the table. In this course, we focus on building your facility with a wide range of influence tools to help with these efforts. Topics include power and status, informal networks, coalitions and persuasion.
Taught by: Faculty
One-term course offered either term
Also Offered As: LGST 693
Activity: Lecture
0.5 Course Units

OID 695 Semester in San Francisco Regional Seminar
As part of the Wharton Semester in San Francisco (SSF) program, this course is designed to (i) provide integrative material that emphasizes links between finance, marketing, product design, negotiations, and other themes in the SSF academic curriculum; (ii) link classroom theories and principles to actual practice by reflecting on the academic literature and (iii) highlight the unique characteristics of, and the programs proximity to, the Bay Area economy. All students participating in the SSF are required to register for this Regional Seminar. One-term course offered either term
Activity: Lecture
0.5 Course Units

OID 697 Retail Supply Chain Management
This course is highly recommended for students with an interest in pursuing careers in: (1) retailing and retail supply chains; (2) businesses like banking, consulting, information technology, that provides services to retail firms; (3) manufacturing companies (e.g. P&G) that sell their products through retail firms. Retailing is a huge industry that has consistently been an incubator for new business concepts. This course will examine how retailers understand their customers’ preferences and respond with appropriate products through effective supply chain management. Supply chain management is vitally important for retailers and has been noted as the source of success for many retailers such as Wal-mart and Home Depot, and as an inhibitor of success for e-tailers as they struggle with delivery reliability. See M. L. Fisher, A. Raman and A. McClelland, ‘Rocket Science Retailing is Coming - Are You Ready?’, Harvard Business Review, July/August 2000 for related research.
One-term course offered either term
Also Offered As: OIDD 397
Activity: Lecture
0.5 Course Units
Notes: Lectures, case discussion, guest speakers. Class participation, papers, and a team report.

OID 761 Risk Analysis and Environmental Management
This course will introduce students to concepts in risk governance. We will delve into the three pillars of risk analysis: risk assessment, risk management, and risk communication. The course will spend time on risk financing, including insurance markets. There will be particular emphasis on climate risk management, including both physical impact risk and transition risk, although the course will also discuss several other examples, including management of environmental risks, terrorism, and cyber-security, among other examples. The course will cover how people perceive risks and the impact this has on risk management. We will explore public policy surrounding risk management and how the public and private sector can successfully work together to build resilience, particularly to changing risks.
One-term course offered either term
Also Offered As: BEPP 261, BEPP 761, BEPP 961, ESE 567, OIDD 261
Activity: Lecture
1.0 Course Unit
Notes: Cross-listed with OIDD 261, BEPP 261, 761, 961, and ESE 567

OID 762 Environmental Sustainability and Value Creation
This course provides an overview of topics related to corporate sustainability with a focus on how environmentally sustainable approaches can create value for the firm. The course explores trends in corporate practices and students consider specific examples of such practices to examine the interactions between the firm and the environment. This course has three objectives: to increase students' knowledge of sustainability practices and their impact on firm performance; to teach students to think strategically and act entrepreneurially on environmental issues; and to help students design business approaches to improve environmental outcomes, while simultaneously creating value.
Taught by: G. Surviv
One-term course offered either term
Also Offered As: LGST 762
Activity: Lecture
0.5 Course Units
OIDD 763 Energy Markets & Policy
Over the last several decades, energy markets have become some of the most dynamic markets of the world economy. Traditional fossil fuel and electricity markets have been seen a partial shift from heavy regulation to market-driven incentives, while rising environmental concerns have led to a wide array of new regulations and ‘environmental markets’. The growth of renewable energy could be another source of rapid change, but brings with it a whole new set of technological and policy challenges. This changing energy landscape requires quick adaptation from energy companies, but also offers opportunities to turn regulations into new business. The objective of this course is to provide students with the economist’s perspective on a broad range of topics that professionals in the energy industry will encounter. Topics include the effect of competition, market power and scarcity on energy prices, the impact of deregulation on electricity and fossil fuel markets, extraction and pricing of oil and gas, geopolitical uncertainty and risk in hydrocarbon investments, the environmental impact and policies related to the energy sector, environmental cap-and-trade markets, energy efficiency, the economics and finance of renewable energy, and recent developments in the transportation sector.
Taught by: Arthur Van Benthem
Also Offered As: BEPP 763
Activity: Lecture
1.0 Course Unit

OIDD 777 Introduction to Python for Data Science
The goal of this course is to introduce the Python programming language within the context of the closely related areas of statistics and data science. Students will develop a solid grasp of Python programming basics, as they are exposed to the entire data science workflow, starting from interacting with SQL databases to query and retrieve data, through data wrangling, reshaping, summarizing, analyzing and ultimately reporting their results. Competency in Python is a critical skill for students interested in data science. Prerequisites: No prior programming experience is expected, but statistics, through the level of multiple regression is required. This requirement may be fulfilled with MBA courses such as STAT 613/621; or by waiving MBA statistics.
Taught by: Richard Waterman
Also Offered As: OIDD 477, STAT 477, STAT 777
Activity: Lecture
0.5 Course Units

OIDD 793 People Analytics
This course examines the use of data to improve how people are managed within organizations. Recent years have seen a growing movement to bring more science to how we manage people. In some cases, that means ensuring that whatever practices and approaches we adopt are backed up by solid evidence as to their effectiveness. Often, organizations will seek to go further, analyzing their own data to identify problems and learn what is working and what is not in their own context. This course applies the insights of the people analytics movement to help students become better managers and more critical analysts within their organizations. The course aims to develop students in three specific ways. First, it provides students with an up-to-date grounding in current evidence about managing people, providing a knowledge base that can ensure that their future management is guided by best practices. Second, it develops the skills and understanding necessary to be thoughtful, critical consumers of evidence on people management, allowing them to make the most of the analysis available to them as they make people decisions. Third, it provides guidance and practice in conducting people analytics, preparing students to gather data of their own, and making them more skilled analysts. The course addresses these topics through a mixture of lecture, case discussion, and hands on exploration of a variety of data sets.
Taught by: Matthew Bidwell
Also Offered As: MGMT 793
Activity: Lecture
0.5 Course Units

OIDD 895 Global Business Week
Activity: Lecture
0.5 Course Units

OIDD 898 Advanced Topics
The specific content of this course varies from semester to semester, depending on student and faculty interest.
Taught by: Faculty
Course not offered every year
Activity: Lecture
1.0 Course Unit

OIDD 900 Foundations of Decision Processes
The course is an introduction to research on normative, descriptive and prescriptive models of judgement and choice under uncertainty. We will be studying the underlying theory of decision processes as well as applications in individual group and organizational choice. Guest speakers will relate the concepts of decision processes and behavioral economics to applied problems in their area of expertise. As part of the course there will be a theoretical or empirical term paper on the application of decision processes to each student’s particular area of interest.
One-term course offered either term
Activity: Lecture
1.0 Course Unit
Notes: Non-PhD students must contact instructor for permission to enroll.
**OIDD 904 Experimental Economics**
This course will help prepare you to run your own economics laboratory and field experiments. Experimental methods have been widely adopted by economists to develop new insights, and some economic theories and hypotheses are uniquely well-suited for testing with experimental tools and data. Achieving high internal and external validity requires careful experimental design. Substantive areas of application in the course will include market equilibrium, asset bubbles, learning in games, public good provision, and labor market relationships. Additional topics may include biases in individual decision-making; field experiments in development economics; and happiness, neuroeconomics, and behavioral/experimental welfare economics. Economists' typical interests in strategic and market-based interactions raise particular methodological challenges and opportunities.

Course not offered every year
Also Offered As: BEPP 904
Activity: Lecture
1.0 Course Unit

**OIDD 906 Proseminar in Operations and Information Management**
Advanced seminar focusing on topics in Operations, Information and Decisions research
Course not offered every year
Activity: Seminar
1.0 Course Unit

**OIDD 910 Intro to Linear, Nonlinear and Integer Optimization**
Introduction to mathematical optimization for graduate students who would like to be intelligent and sophisticated users of mathematical programming but do not necessarily plan to specialize in this area. Linear, integer and nonlinear programming are covered, including the fundamentals of each topic together with a sense of the state-of-the-art and expected directions of future progress. Homework and projects emphasize modeling and solution analysis, and introduce the students to a large variety of application areas.
Course usually offered in fall term
Also Offered As: ESE 504
Activity: Lecture
1.0 Course Unit
Notes: Crosslisted w/ ESE 504.

**OIDD 912 Introduction to Optimization**
This course constitutes the second part of a two-part sequence and serves as a continuation of the summer math camp. Mathematical optimization provides a unifying framework for studying issues of rational decision-making, optimal design, effective resource allocation and economic efficiency. It is a central methodology of many business-related disciplines, including operations research, marketing, accounting, economics, game theory and finance. In many of the disciplines, a solid background in optimization theory is essential for doing research. This course provides a rigorous introduction to the fundamental theory of optimization. It examines optimization theory in two primary settings: static optimization and optimization over time (dynamic programming). Applications from problem areas in which optimization plays a key role are also introduced. The goal of the course is to provide students with a foundation sufficient to use basic optimization in their own research work and/or to pursue more specialized studies involving optimization theory. The course is designed for entering doctoral students. The prerequisites are calculus, linear algebra and some familiarity with real analysis, as covered in summer math camp. Other concepts are developed as needed throughout the course.
Prerequisite: OIDD 910
Activity: Lecture
0.5 Course Units

**OIDD 913 Advanced Linear Programming**
Course not offered every year
Prerequisite: OIDD 910 OR ESE 504
Activity: Lecture
1.0 Course Unit

**OIDD 914 Advanced Non-Linear Programming**
Course not offered every year
Prerequisite: OIDD 910
Activity: Lecture
1.0 Course Unit

**OIDD 915 Advanced Graph Theory**
Deals mainly with algorithmic and computational aspects of graph theory. Topics and problems include reachability and connectivity, setcovering, graph coloring, location of centers, location of medians, trees, shortest path, circuits, traveling salesman problem, network flows, matching, transportation, and assignment problems.
Course not offered every year
Activity: Lecture
1.0 Course Unit
OIDD 916 Advanced Integer Programming
In-depth review of solution methods: Lagrangean relaxation and column generation, Benders partitioning, cross-decomposition, surrogate relaxation, cutting planes and valid inequalities, logical processing, probing, branch-and-bound, branch-and-price. Study of special problems and applications: matching, location, generalized assignment, traveling salesman, forest planning, production scheduling. Prerequisite: OIDD 910/ESE 504 or equivalent. Please email the instructor for any questions regarding the prerequisite.
Course not offered every year
Prerequisite: OIDD 910 OR ESE 504
Activity: Lecture
1.0 Course Unit

OIDD 920 Empirical Research in Operations Management
Empirical research in Operations Management has been repeatedly called for over the last 10-15 years, including calls made from the academic thought leaders in the field as well as by many of the editors of the top academic journals. Remarkably though, most researchers in the field would be pressed to name even three empirical papers published in such journals like Management Science or Operations Research. But, has there really been so little published related to empirical Operations Management (you might be surprised to learn that all five bullets listed above has been addressed by Management Science papers)? What types of problems in operations are interesting and worthwhile studying from an empirical viewpoint? How can one get started with an empirical research project in Operations Management? These are the questions that are at the heart of this course. Specifically, the objective of this course is to (a) expose doctoral students to the existing empirical literature and (b) to provide them with the training required to engage in an empirical study themselves.
Activity: Lecture
0.5 Course Units

OIDD 930 Stochastic Models
This course introduces mathematical models describing and analyzing the behavior of processes that exhibit random components. The theory of stochastic processes will be developed based on elementary probability theory and calculus. Topics include random walks, Poisson processes, Markov chains in discrete and continuous time, renewal theory, and martingales. Applications from the areas of inventory, production, finance, queueing and communication systems will be presented throughout the course.
Course usually offered in fall term
Prerequisite: STAT 510 OR STAT 550
Activity: Lecture
0.5 Course Units

OIDD 931 Stochastic Processes II
Extension of the material presented in OIDD930 to include renewal theory, martingales, and Brownian motion.
Course usually offered in spring term
Prerequisite: OIDD 930
Activity: Lecture
0.5 Course Units

OIDD 932 Queuing Theory
This course presents the mathematical foundations for the analysis of queueing systems. We will study general results like Little’s law and the PASTA property. We will analyze standard queueing systems (Markovian systems and variations thereof) and simple queueing networks, investigate infinite server models and many server approximations, study GI/G/1 queues through random walk approximations, and read papers on applied queueing models.
Course offered spring; even-numbered years
Prerequisite: OIDD 930
Activity: Lecture
0.5 Course Units

OIDD 934 Dynamic Programming and Stochastic Models
The course goal is to provide a brief but fairly rigorous introduction to the formulation and solution of dynamic programs. Its focus is primarily methodological. We will cover discrete state space problems, over finite or infinite time horizon, with and without discounting. Structured policies and their theoretical foundation will be of particular interest. Computational methods and approximation methods will be addressed. Applications are presented throughout the course, such as inventory policies, production control, financial decisions, and scheduling.
Course usually offered in spring term
Prerequisite: OIDD 930
Activity: Lecture
0.5 Course Units

OIDD 937 Methods Stumblers: Pragmatic Solutions to Everyday Challenges in Behavioral Research
This PhD-level course is for students who have already completed at least a year of basic stats/methods training. It assumes students already received a solid theoretical foundation and seeks to pragmatically bridge the gap between standard textbook coverage of methodological and statistical issues and the complexities of everyday behavioral science research. This course focuses on issues that (i) behavioral researchers are likely to encounter as they conduct research, but (ii) may struggle to figure out independently by consulting a textbook or published article.
One-term course offered either term
Activity: Lecture
0.5 Course Units

OIDD 940 Operations Management
Concepts, models, and theories relevant to the management of the processes required to provide goods or services to consumers in both the public and private sectors. Includes production, inventory and distribution functions, scheduling of service or manufacturing activities, facility capacity planning and design, location analysis, product design and choice of technology. The methodological basis for the course includes management science, economic theory, organization theory, and management information system theory.
One-term course offered either term
Activity: Lecture
1.0 Course Unit
Notes: Crosslisted with ESE 620

OIDD 941 Distribution Systems Seminar
Seminar on distribution systems models and theory. Reviews current research in the development and solution of models of distribution systems. Emphasizes multi-echelon inventory control, logistics management, network design, and competitive models.
Course usually offered in spring term
Prerequisite: OIDD 940
Activity: Lecture
0.5 Course Units
1.0 Course Unit
Activity: Lecture
Course usually offered in fall term

OIDD 950 Perspectives on Information Systems
Provides doctoral students in Operations and Information Management and other related fields with a perspective on modern information system methodologies, technologies, and practices. State-of-the-art research on frameworks for analysis, design, and implementation of various types of information systems is presented. Students successfully completing the course should have the skills necessary to specify and implement an information system to support a decision process.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

OIDD 951 Seminar on Logic Modeling
Seminar on the elements of formal logic necessary to read and contribute to the Logic modeling literature, as well as the implementation principles for logic models. The primary topics include elements of sentence and predicate logic, elements of modal logics, elements of semantics, mechanical theorem proving, logic and database, nonmonotonic reasoning, planning and the frame problem, logic programming, and metainterpreters. Permission of the instructor and some prior knowledge of logic or Prolog.
Course not offered every year
Activity: Seminar
1.0 Course Unit

OIDD 952 Computational Game Theory
Seminar on principles of knowledge-based systems including expert systems. Topics include basics of expert systems, knowledge representation, meta-level reasoning, causal reasoning, truth maintenance systems, model management, planning systems and other applications. Permission of instructor and knowledge of logic and Prolog or Lisp.
Course not offered every year
Activity: Seminar
1.0 Course Unit

OIDD 955 Research Seminar in Information Systems
This course provides an overview of some of the key Information Systems literature from the perspective of Insomration Strategy and Economics (ISE) and Information Decision Technologies (IDT). This course is intended to provide an introduction for first year OIDD doctoral students, as well as other Wharton doctoral students, to important core research topics and methods in ISE and IDT in order for students to do research in the field of Information Systems. While it is intended as a ‘first course’ for OPIM doctoral students in ISE and IDT, it may also be useful for students who are engaged in research or plan to perform information technology related research in other disciplines.
Activity: Lecture
1.0 Course Unit

OIDD 960 Research Seminar in Information Technology - Economic Perspectives
Explores economic issues related to information technology, with emphasis on research in organizational or strategic settings. The course will follow a seminar format, with dynamically assigned readings and strong student contribution during class sessions (both as participant and, for one class, as moderator.)
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

OIDD 961 Research Seminar in Information: Strategy, Systems and Economics
This is the advanced doctoral-level research research in information strategy and economics that builds on the foundations developed in OPIM960. Much of the content will be focused on current research areas in information strategy such as the information and organizational economics, information technology and firm performance, search cost and pricing, information and incentives, coordination costs and the boundary of the firm, and the economics of information goods (including pricing and intellectual property protection). In addition, promising empirical approaches such as the use of intelligent agents for data collection or clickstream data analysis will be discussed.
Activity: Lecture
1.0 Course Unit

OIDD 989 Topics in Operations and Information Management
The specific content of this course varies form semester to semester, depending on student and faculty interests.
Course not offered every year
Activity: Lecture
0.5 Course Units

OIDD 992 Conflict Mgmt Seminar
This seminar exposes students to the central issues in conflict management research. This course covers both analytic and behavioral perspectives of conflict management, and describes how the field has developed. Through discussions of theory and empirical research, the course aims to develop a foundation for understanding the extant literature and how common methodological tools have shaped the types of questions conflict management scholars have investigated - and neglected.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

Organizational Anthropology (ORGC)
The courses listed on this page are exclusive to the LPS BAAS degree (https://lpsonline.sas.upenn.edu/features/what-bachelor-applied-arts-and-sciences-degree/) and LPS Online certificates (https://lpsonline.sas.upenn.edu/academics/certificates/).

ORGC 160 Introduction to Team Culture
In this course, students learn about the basics of team dynamics. Students explore the foundations of effective teams, and understand why they inevitably become misaligned. Students then step through a process for generating passion and high-performance in any group that has to work together toward a common goal. Through engaging case studies and role plays, students get practice diagnosing and managing interpersonal issues that can derail teams.
Activity: Online Course
1.0 Course Unit

ORGC 201 Virtual Collaboration
Virtual Collaboration looks at interconnections and synergies that can be intentionally created in the virtual space of workby following frameworks and techniques that allow greater and more frequent exchange of views, freedom to express divergent views and harness the richness of variety of people, thoughts geographies, cultures and social norms, intelligence and above all experience. Students practice course tools and techniques by collaborating and providing peer feedback in the virtual classroom environment.
Activity: Online Course
1.0 Course Unit
ORGC 301 Anthropology of Corporations
In this course, students learn what organizational culture is and how it affects performance. Students step through foundational theories that explain how and why culture moves through organizations and changes. Students also learn to identify the drivers of cultural conflict that can hinder strategies and reduce collaboration. Drawing on anthropological frameworks and theories, students develop skills for understanding an organization's particular cultural characteristics and creating sustainable change.
Activity: Online Course
1.0 Course Unit

ORGC 330 Building Influence Across Cultural Boundaries in Organizations
Every organization has subcultures defined by different divisions, departments, and teams that make it difficult to collaborate and get things done. In this course, students develop the ability to communicate across these cultural boundaries to build influence and effectiveness. Drawing on current insights from psychology, anthropology, and behavioral economics, students learn to use practical, field-tested frameworks for connecting with people who have different perspectives and winning support for their ideas. Through interactive discussions and exercises, students master the similarities and differences among influencing, persuading, and negotiating.
Activity: Online Course
1.0 Course Unit

Organizational Dynamics (DYNM)

DYNM 501 Perspectives on Organizational Dynamics
'Perspectives' is both a fundamental and integrating course intended for MSOD students at any point in the program who wish to understand and deploy a multiplicity of dynamics operative in organizations and in the minds that create and inhabit them. It is particularly useful for those in their first year and for non-MSOD students. One key focus is on understanding the implicit mental and emotional frameworks or metaphors that 'inform' organizing so that we can virtually see more robust and complex approaches to effectiveness and to leadership within them. Several faculty members highlight their specialties. One special theme examines new management models and thinking frameworks designed to prevail in a 21st century context. Lectures, discussion, and experiential learning are used to build an informed grounding in the history, philosophy, theory and practice of Organizational Dynamics. The course requirements are active class participation, potential application projects/weekly journal, a midterm paper and a final paper. Permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit
Taught by: Greco
Course usually offered summer term only
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: A; DYNM Concentration: LMC.

DYNM 542 Theories, Models, and Practices that Inform Coaching
This course will examine how theory guides the effective practice of coaching. Students will be introduced to a theory and model that encompasses a multi-disciplinary approach to coaching in an organizational setting. With this framework as a basis, students will select, research, and present a theoretical model of their own choosing and design a coaching application that demonstrates theory in action. Students will leave the course with an array of theoretical frameworks and practical techniques that will enhance their own coaching capabilities as managers and consultants. Undergraduates may enroll in 500-level courses only with permission of the instructor. Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit.
Taught by: Orenstein
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: DYNM Course Category: F; DYNM Course Concentrations: LMC, OC. Course Schedule: 9/8 & 9; 22 & 23, & 29.

DYNM 551 Devil's Advocate: Power of Divergent Thinking
This course meets synchronously on Wednesdays between May 13th and July 1st. There will be 6 asynchronous sessions. Short-term or long-term? Us or them? Build or buy? Margin or volume? My way or the highway? Ad infinitum, apparent forced choices—or no choice—and limited perspectives can create costly tugs of war or constricted judgment without our minds (and hearts) and in organization dynamics, persuasive, and often hidden, divergence in thinking offers great opportunity for learning, creativity, and sound decision-making. This course offers several robust, practical techniques for bringing the value of diverse perspectives in politically productive ways to leadership thinking, communications, and organization dynamics. Prerequisite: Permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit
Taught by: Greco
Course usually offered summer term only
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: A; DYNM Concentration: LMC.
DYNM 555 The Idea of Nationalism
Nationalism has been the most important geo-political phenomenon of the past two hundred years. Its continuing power has been amply demonstrated by recent events in many parts of the world. The principle of national self-determination and closely related notions of individualism and human rights shape the global context in which businesses, governments, organizations, and individuals must operate in the 21st century. This seminar course will explore the ideology of nationalism through the lens of institutions and organizations, corporations, nonprofits, government, NGOs, unions, religious communities, etc. Starting with concrete examples from students own experiences and the contemporary conflicts confronting governments, organizations, and businesses, we will examine the ideology of nationalism, its meaning and content, its philosophical foundations, its underlying assumptions about the nature of human identity, and its contemporary expressions in nationalist movements and ethno-political conflicts around the world. In the process, we will explore such questions as: What is a nation? Does every identifiable ethnic or national group have a valid claim to a nation-state of its own? How are claims to national self-determination justified? Why do nationalist movements seem so often to engender political extremism and violent ethno-political conflicts? Is national self-determination compatible with our commitments to individualism, rationality, and universal human rights? What are the best strategies to cope with the persistence of nationalism in the 21st century? Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit.

Taught by: Steinberg
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: A; DYNM Concentration: GL

DYNM 558 Social Media and the Organization
With each passing day, the 24-7 cycle of social media continues to wildly evolve. Facebook. Twitter. YouTube. LinkedIn. Instagram. Over the last 15 years since many of these social media services have launched, they've transformed society in many significant ways. Social Media and the Organization will deepen your understanding of and offer real time practical experience with social media. The course will examine the current trends and use of social media in marketing, product development, customer service, networking and other facets of organizational policy and practice. Students will have hands-on participation online with the class blog, http://upennsocialbook.wordpress.com, sharing relevant case studies, analyzing social media campaigns and critiquing their own organization's culture and values surrounding social media including social media policy, staff challenges, and evaluation of challenges and opportunities in its use. Prerequisite: Non-DYNM students must complete a course permit request: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit.

Taught by: Warren
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
Notes: DYNM Category: A; DYNM Concentration: LMC

DYNM 601 Gender, Power, and Leadership in Organizations
For the last seven years, issues related to gender in organizations and organizational leadership have not been hot topics of discussion in the popular media, in organizations themselves, or in academia. That is no longer true. The advent of #metoo and the revelation of sexual harassment in corporations, government sector organizations, and nonprofits has highlighted the ways in which those with more power have been using their power to both harass and silence their victims, many of whom are women—although this dynamic is true for others belonging to groups with less power. Addressing these issues effectively will require more than lawsuits and more than sexual harassment and bystander training. This seminar will explore what will be required if we are to have organizations that effectively leverage the skills and talents of both men and women. Although in the last 30 years there has been some significant progress made in placing women in leadership roles in organizations, we will take a deep look at the data about where and how gender differences continue to exist in organizations including differences in both professional and outcomes. This class will examine the social, cultural, and structural dynamics within organizations that unintentionally, but differentially, affect women and men. In particular, we will consider how men and women are viewed, how their contributions are evaluated, and the opportunities that are available to them. Specific topics that will be addressed include exploration of theories explaining the development of gender identity and related behaviors that appear to be gender-based; the social construction of gender; the intersectionality of gender, race, and class in terms of power and organizational dynamics; the various explanations for gender differences in organizational life; the theories that connect gender and leadership; policies and practices that reinforce gendered dynamics; how sexual harassment, long illegal, has quietly persisted in organizations and why now new instances of harassment are being revealed nearly every day; methods for understanding the multiple sources of gender inequalities in organizations; and methods for changing organizations to create equity in terms of the roles and treatment of women and men. The seminar will involve a substantial amount of reading from required books and articles. Assignments will focus on students’ examination and assessment of gender-linked dynamics in their own workplaces. Classroom time will be structured in a seminar format, including presentation of material by the instructor, group discussions of readings, experiential learning activities, student presentations, and group discussions, and examination of students’ own organizational experiences as they relate to the course material. A significant portion of the learning will result from discussions in class, so attendance is important. The course is structured to first address the development of a theoretical framework for understanding gender issues in the workplace from personal, interpersonal, group, and organizational perspectives. During the second section of the course, we will explore more specific ways in which policies and practices have differential effects on employees and managers by virtue of gender. In the last section, we will focus on alternative conceptualizations, structures, policies, and practices that could enable both men and women to be successful in the workplace and to avoid gender-based inequities. In this last section we will specifically discuss interventions and strategies for enhancing gender equity. Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit.

Taught by: Vanderslice
One-term course offered either term
Activity: Seminar
1.0 Course Unit
DYNM 602 Leader-Manager as Coach
Course Schedule: 9/26, 10/17, 31; 11/14, 21. New work technologies, increased competition, and employees’ desire for more involvement in their work are changing the traditional role of the manager. Rather than directing, planning, and controlling the work, managers and leaders are facilitating processes and coaching and developing their employees. Team-based organizations are built on coaching as a core requirement of the team leader role. This course explores the theory and practices of individual coaching as leadership behavior. The focus is on helping managers develop their skills and improve their performances as coaches. We will examine the need to provide others with successful performance strategies, timely feedback on strengths and on development needs, and growth opportunities in order to challenge others to reach their potential. We will explore workplace environments that foster the growth and achievement of those we lead.

Course permits for Non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit
Taught by: Russo
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: A; DYNM Concentrations: LMC, OC. Course Schedule: 9/14; 10/5, 26; 11/9, 16

DYNM 603 Leading Emergence: Creating Adaptive Space in Response to Complex Challenges
This course will meet in-person over two weekends (February 14-16 & April 17-19) and have three 1.5 hour virtual meetings (February 3; March 16; April 20) This seminar is designed to be highly experiential so that participants can engage in the practices necessary to enable innovation and adaptation. Participants will examine emergent innovation theory by addressing the dynamics and conditions in which ideas emerge in an informal manner, garner organizational attention, and gain momentum towards becoming successful innovations or bold changes within complex organizations. This will include examining the need for adaptive space in generating value that drives growth by enabling an environment of idea generation, entrepreneurship and innovation while leveraging the benefits of existing, formal systems to scale these ideas. Participants will explore and engage in such topics as creative experimentation, idea emergence, organizational network analysis, social capital, design thinking, organizational analytics and complexity leadership. Prerequisite:
Permit request for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamic/course-permit
Taught by: Arena
One-term course offered either term
Activity: Hybrid Course
1.0 Course Unit
Notes: DYNM Categories: F, A; DYNM Concentration: LMC. In-Person Course Meeting Schedule: 3 weekends, TBA. Virtual Meetings: 2 meetings, TBA.

DYNM 605 Organizational Project Risk and Uncertainty
This course will meet on the following dates: 9/12, 26; 10/3, 10, 17; 11/7, 21; 12/5, 12. The syllabus and calendar outline which of those dates are synchronous and which are asynchronous. DYMN 605 is a uniquely blended content of thought leadership vetted by subject matter experts worldwide adapted to today’s constraints and challenges of virtual communications. This participant-centered set of seminars is an opportunity to increase both awareness and knowledge of risk and uncertainty by examining causes of unexpected events in predictive (classic) and adaptive (agile) project frameworks. Successful applications of non-deterministic approaches are explored as antidotes to constrained command and control project environments. Course content is valuable in roles, organizations, and sectors of all types. Prominent project/operational risk management methodologies are included in this seminar. Processes advanced by the Project Management Institute, AACE International, U.K. Association for Project Management, International Council on Systems Engineering, and the International Organization for Standardization are contrasted with industry specific practices, including the U.S. Food and Drug Administration, NASA, and the Departments of Defense and Energy. Case examples are based on relevant experience. Participants perform hands-on implementation of processes in realistic team working sessions and facilitated dialogue. Spreadsheet/network analysis using Monte Carlo Simulation tools will be included in the course and clinics (see syllabus). Permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit
Taught by: Keith Hornbacher
Course usually offered in fall term
Activity: Hybrid Course
1.0 Course Unit
DYNM 606 Leading from the Center: Unleashing Your Leadership Potential
This course has two in-person weekends: July 17-19 and August 14-16. There will also be virtual connects, schedule TBA. This seminar is designed to support existing and emerging leaders who recognize their need for more adaptive leadership skills to effectively respond to rapidly changing environments. We will weave leadership theory and practice in a highly experiential seminar so that participants can actively engage in a leadership lab including deep reflective thinking, rapid prototyping and experimenting with new behaviors and practices. The purpose of the seminar is to evoke personal leadership at more impactful levels and improve organizational performance and personal satisfaction. Participants will examine their own, and others', leadership theories by identifying assumptions about leading, creating a preferred model for individual leadership, and field testing actual shifts in behavior. Participants will engage in a three-part exploration over the course of the seminar: first, we will have an opportunity to examine our own models and those of the leading theorists in the field; second, participants will be asked to articulate and improve their own model; and finally, participants will be asked to activate and test their model and report back on the experience. This course is designed to create an 'action-learning' community in which you will integrate your professional experience, this class, and other graduate course work with a final exploration of leadership concepts, theory, and applied practice. This course is also designed to strengthen your ability to lead, including as a colleague who can support leadership behavior in peers and as one who can promote leadership behavior in supervisors and subordinates. Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit.
Taught by: Arena and Benjamin
Course not offered every year
Activity: Hybrid Course
1.0 Course Unit
Notes: DYNM Category: F, A; Concentration: LMC. Course Meetings: In-person: 7/26-27; 8/9-11. 7/26: 1-7 pm, 7/27: 8-6; 8/9 5-8 pm, 8/10: 8-6, 8/11: 8:30-12 pm.

DYNM 607 Psychodynamics of Organizations
As an area of study, the psychodynamics of organizations draws out attention to the tacit, implicit, and unconscious dimensions of organizational life. It presumes that a person takes up his or her role at work by drawing on both individual history and the organizational context that helps define a role, its boundary, and the resources available to take it up. In both these aspects, the organizational context, and one’s individual biography, people are often unaware of the thoughts and feelings that animate their behavior. This course will introduce students to some basic concepts of psychoanalysis, which focuses on individual motivation, and systems psychodynamics, which focuses on group dynamics and group psychology. System psychodynamics also emphasizes how an organization’s primary task, or its ‘reason for being,’ influences individual experience. Readings include case studies as well as expositions of theory. The instructor will also draw on his own consulting cases. Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit.
Taught by: Hirschhorn
One-term course offered either term
Activity: Seminar
1.0 Course Unit

DYNM 610 Knowing Yourself: The Coach as an Instrument of Change
Note: This class is predicated on the assumption that prior to offering coaching assistance, a coach should have a deep understanding of his or her own behavior and its impact on a client. Utilizing validated tools and strategies available for coaches, the students practice sets of coaching skills on each other. This includes practice in interviewing and observational skills. In addition, students will have the opportunity to give and analyze 360 degree feedback data, as well as use a variety of other instruments that can be foundational for a useful coaching experience. Premise: Coaching others is very serious business. Intrepid individuals willing to take on this responsibility should be willing to answer the following questions: Who am I as a leader and helper? What are the assets I bring to the coaching relationship? What are my deficits, overused strengths, or underutilized skills and behaviors? What historical influences from my family of origin influence my capacity to build a positive relationship with my coaching client? Are there discrepancies in relation to my self-perceptions and those who know me well—family members, peers, colleagues, friends, boss, and direct reports? As a result, are these specific areas of personal development that I need to address as I move? Similar to most traditional programs where the focus is on the management of change, the course is organized to: 1) A diagnostic phase in which the values, history, assumptions, and behaviors of the client will be assessed. In this case the client will be the student/coach. 2) The applied phase in which analysis, interpretation, and formal learning will be the central focus. The end result will be individuals with a deep and abiding understanding of their own psychodynamics and their personal impact. Finally, by modeling many of the tools and strategies useful in any effective coaching effort and practicing them on themselves and their student peers, it is hoped that the experiential nature of the course will allow maximum transference to the real work of coaching. Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit.
Taught by: Napier
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: A; DYNM Concentration: LMC, OC. Course schedule: January 20 & 21; February 17 & 18; March 10
DYNM 611 Effective Collaboration for a Changing Global Workplace
Effective collaboration requires a combination of strong self-awareness and an ability to make adjustments at the individual and group level. This course provides tools for building teams that leverage individual strengths and a mutual learning process of continuously addressing collaboration barriers to improve team performance. This seminar/lab is designed to extend each participant's analytical skills and gain practice implementing high performance practices through a team-based simulation. Specific learning objectives are to: 1. Understand leading-edge frameworks for building effective teams. 2. Learn and apply tools for diagnosing barriers to collaboration. 3. Develop implementation plans for teams and organizations consistent with best practices. 4. Provide tools for self-assessment of participants to leverage their strengths for teamwork success. 5. Apply learning from classroom-based teamwork simulation to participants' real life experiences. The course will be conducted in a university classroom and use several breakout rooms for teamwork among participants. Case study teams will use web-based communication software (TBD) for inter-session collaboration on projects. Weekly facilitated discussions by course instructors will be conducted at each weekend session. Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit.
Taught by: Hirshon, Legatt, and Newberry
Course not offered every year
Activity: Seminar
1.0 Course Unit

DYNM 612 Mastering Organizational Politics and Power
The purpose of this course is to explore, enhance, and expand the participants' competence in organizational politics. Students will observe political dynamics as they occur in their own organizations and will interview senior managers in other organizations to learn how political realities vary from one organization to another. Theoretical ideas about a dimension of organizational politics of particular interest to each individual participant will be analyzed in a term paper. In addition, each participant will keep a personal diary of political dynamics in his or her own workplace. The course will also explore ways to master the political skills of networking, negotiating, influencing, leading, and following, as well as developing a political strategy. Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit.
Taught by: Eldred
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: A; DYNM Concentration: LMC

DYNM 613 Is Bigger - Inevitable, Better or Worse in Organizations?
Is the modern large corporation alienating, inflexible, unproductive? Is the small organization or work team engaging, innovative or creative, productive? Has it always been this way in the U.S.? Is change possible? In this unique, informal, 'turbo' seminar, we will examine the large corporation in terms of history, governance and control, and delivery of (office) work. We will consider whether 'bigness' and bureaucracy are inevitable, and how organizations of the present, and probably the future, are affected by those of the past. This seminar has been structured to cover a good deal of ground in a short time. The seminar will meet on six Saturdays. The subject matter of the seminar is the large-scale organization. Questions to be raised include: 1) Is the modern large corporation alienating, inflexible, and unproductive? 2) Are bigness and bureaucracy inevitable? 3) Is the small organization or work team engaging, innovation, creative, and productive? 4) What does the historical record for the United States reveal? 5) Are organizational alternatives and change possible? Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit.
Taught by: Licht
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: F; DYNM Concentration: LMC. Course Schedule: 1/16, 23, 30; 2/6, 20 & 27. 1/16 is 9 to 12; all other meetings are 9 to 5.

DYNM 614 Consulting/Coaching Tools and Techniques
This course will offer a conceptual comprehension of the tools and techniques used in effective internal and external organizational consulting engagements. By contrasting the theory and practice of alternative coaching models, we will build tools and techniques for effective coaching as a leadership competency. Through an analysis of the coaching relationships in your organization, you will learn to develop a personalized approach to coaching and expand upon and within organizational settings. Participants learn the 'how and why' as well as consulting frameworks. Additionally, the relevant and often symbiotic connection between consulting and coaching will be studied. What process tools are most useful to today's executive coach in a consultative environment? How do approaches to consulting and coaching differ? How are they similar? How can a confluence of coaching and consulting lead to more effective decision-making and wide-scale organizational performance? This course will be presented over five class meetings. The class sessions will be taught utilizing lectures, case studies, structured small group discussions, individual and team presentations, faculty and participant experience, and guest speakers. In addition to textbooks for this course, students will also need to purchase an assessment. Details on this process will be provided to students before the course start. Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit.
Taught by: Russo
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: DE; DYNM Concentrations: OC. Course Schedule: 5 Saturdays, dates TBA.
DYNM 615 Global PENNovation: Making Tomorrow’s Cities Sustainable Cities
This class will operate in a hybrid format. We will have four 90-minute virtual class sessions (via Zoom) on four Thursdays (6 PM to 7:30 PM) – January 23, February 13, March 5th, and March 26th. These sessions will cover key material on sustainable cities and will help guide students in their thinking for course deliverables. The course also has an independent study element similar to a capstone course - as students will have considerable independent time to complete course material and conduct research for their projects throughout the term. Environmentalist Paul Hawken challenged a class of 2009 college graduates that they would have to ‘figure out what it means to be a human being on earth at a time when every living system is declining, and the rate of decline is accelerating.’ That theme is at the heart of this course. While we have seen the notion of sustainability gaining traction in recent years, our quality of life in the near future hinges on the development and implementation of sustainable solutions to enormously complex global environmental and social problems. This course is designed to foster the thinking that is needed to address those enormous problems. It involves focusing on a critical global problem with sustainability and social dimensions - in this case, the rapid shift of an increasing global population to cities - and providing the framework for students to take a deep dive into evaluating and recommending solutions to meet that challenge. The World Health Organization (WHO) estimates that in 1990, less than 40% of the global population lived in cities, and that figure is expected to grow to 60% by 2030 and 70% by 2050. Such growth brings tremendous sustainability and design challenges in both developed and developing countries in terms of resource consumption, food security, water security, energy security, air quality, transportation, infrastructure, waste processing, recycling, and public health. It also brings opportunity. In 2020, students will conduct research on the infrastructure, waste processing, recycling, and public health. It also brings opportunity. In 2020, students will conduct research on the infrastructure, waste processing, recycling, and public health. It also brings opportunity. In 2020, students will conduct research on the infrastructure, waste processing, recycling, and public health. It also brings opportunity. In 2020, students will conduct research on the infrastructure, waste processing, recycling, and public health.

DYNM 616 Myths to Media: Stories on a Mission
What determines our behavior? How do we come to understand? Who determines our purpose? Is now the only time? When asked ‘What if there were nothing in the universe,’ one professor replied, ‘How do we know there isn’t?’ The more our world seems to dis-integrate into discrete and unpredictable units and actors, the more we crave guidance from robust human models and conceptual frameworks of intellect, emotion, psyche, and action. Fortunately, our 100,000-year-old brains retain mechanisms enabling us even now to enhance our choice using the ‘stories beneath the stories’ that—in form and content—have driven our purposes and actions since sentient beings could communicate. Yoda you should ask. This course offers several means of deploying these powerful ancient sense-making tools—myths and stories—to purposefully communicate and foment action with individuals, groups, and organizations, particularly in our global social media milieu. We will learn many practical story-based ways to apply this power to several ‘missions’: engaging others in individual and collective action, increasing understanding of patterns in human behavior, and harnessing the driver of purpose for business and social enterprise. Seek help from Prometheus. Prerequisite: Course permits for non-DYNM students: https://sas.upenn.edu/lps/graduate/dynamics/course-permit

DYNM 617 Economics of Human Behavior and Organizational Life
As a society, we choose many different ways to organize different aspects of our lives. The institutions and organization we choose to provide us with the necessities and comforts of life range from the fundamental institutions of family and religious organizations, to firms in the capitalistic market and democratically elected governments. We respond to this environment in unique ways: we marry, we worship, we buy and sell goods and services, and we vote. The primary goal of this course is an examination of the various aspects of human behavior in the context of organizational and institutional life from an economic perspective. We recognize that the choices we make are sensitive to the costs and benefits of different actions and use this economic perspective to gain insights into social, economic and political behavior in our daily lives. We start the course with an examination of how micro economists view the world and examine their favorite toolkit. We discuss concepts such as: efficiency, opportunity cost, marginal analysis, externalities, incentives, free-riding, rent-seeking, and transaction costs. These concepts are fundamental if an economic perspective and they will be presented using every day examples. Before concluding the course, we will look at several topics such as: Human capital and investment in education (Should you invest in an Ivy League school education?); Law and enforcement (When is it profitable to break the law?); Bribes and gifts (Quid pro quo?); Economics of information (Used cars and the market for ‘lemons’); Why we discriminate against minorities?; Property rights and externalities (The tragedy of the commons: Should we have smoke-free environments?); and Free-riding (Should I vote in the next election? Should I volunteer to clean up?) Prerequisite: Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit

Notes: DYNM Category: F; DYNM Concentrations: LMC, SD
DYNM 619 Organizational Project Management
Fall 2020 meeting dates: 9/26; 10/3, 10, 24; 11/7, 14, 21; 12/5. The course provides an overview of the concepts, procedures, and fundamental processes of project management for working professionals. Participants are introduced to the principles, tools, and techniques of project management within an integrative framework. The course emphasizes that, for most organizations, projects are the primary means for implementing strategic initiatives. Course Objectives: 1) Understand and critically evaluate expectations, procedures and processes of program management as currently practiced in large for-profit enterprises; 2) Understand the content and processes and standards of practice as defined by the Program Management Institute (PMI); 3) Understand how to build and manage effective project teams; 4) Become familiar with the critical components of effective project plans. In addition to the scheduled meeting dates, additional class activities will be planned between faculty and students. Prerequisite: Non-DYNM students must complete a course permit request form: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit
Taught by: Choukroun
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: DYNM Categories: F, A; DYNM Concentration: LMC. Course schedule: 9/28; 10/5, 12, 26; 11/2, 9, 16, 23; 12/7.

DYNM 620 The Art and Science of Understanding Paradox in Organizations
This course introduces multiple approaches to understand and interpret the paradoxes that baffle us, such as: 1) Why is it that hospitals to be healed and get well, but we leave sick and infected? 2) How is it that we come together to do purposeful work and end up doing mundane, boring tasks? 3) Why is it that banks were created to protect and ensure financial security, but banks have caused a global recession? 4) Why do we not learn from history? Why do we repeat the mistakes we have made before? 5) Why is it that the 'Developed and Advanced' countries of the world are destroying the planet? This highly interactive, flexible, and remarkably diverse online course will offer frames to observe the paradox in ourselves, our families, our friendships, our workplace, and our relationships with individuals, teams, and systems—the three units of analysis that constitute every paradoxical situation. Paradox appears in our organizations, our relationships, and our experience as contributing members and leaders of our society. The value proposition of this course is for managers, leaders, and strategic thinkers who wish to understand the art and science behind the paradoxes in the systems within which we live and operate—the visible and the invisible and the rational and irrational. Understanding the unconscious forces that lead to inconsistencies and contradictions will help us to be resilient in the face of paradox. This online course will have weekly synchronous and asynchronous sessions of 2-3 hours in length. Through guest speakers and multiple interdisciplinary discussions, we will explore many angles of our understanding of paradoxes. Course grading will be based on class participation, contribution to the collective wisdom, and academic excellence in written assignments. Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit
Taught by: Barstow and Subramanian
One-term course offered either term
Activity: Hybrid Course
1.0 Course Unit
Notes: DYNM Category: A. DYNM Concentration: LMC. This hybrid course will have its first meeting on a Sunday, TBA. The remainder of the meetings will be weekly on Wednesdays.

DYNM 622 Diversity and Inclusion: Strategies to Confront Bias and Enhance Collaboration
This hybrid course meets on the following schedule: In-person Saturdays: May 30; June 13 & 27. Tuesdays via Zoom: June 2, 9, & 16. In the workplace it is inevitable that difference between individuals will cause conflict—whether explicit or beneath the surface. Denial and unconscious bias will prevent issues from being addressed. This course will expand participant perspectives about strategies for addressing bias and for creating effective collaborations that bridge difference. The approach of the course is based heavily in experiential learning, structured reflection, and practical application. Through a self-assessment and group reflection, participants will create, implement, and adjust action plans for addressing unconscious bias and for enhancing communication that drive inclusive goal and norm setting. A live, building case provides an opportunity to apply the course concepts in a dynamic team setting. One additional facilitator per weekend will be brought in for short guest lectures and team observation/debriefing to provide an appropriate and relevant source of challenge to work through difficult issues raised through course concepts. The overall course structure will combine three intensive on-site Saturday meetings with opportunities for remote collaboration to create a seamless and continuous learning community. To maximize collaboration and networking opportunities, students will participate in two teams: one in which they will be tasked to solve a business challenge related to diversity and inclusion and the other for discussing strategies to implement course learning within their workplace or organization. Permits for Non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit
Taught by: Floyd and Legatt
Course usually offered summer term only
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: A DYNM Concentrations: LMC. In-person meeting schedule: 5/18, 6/1, 22.
DYNM 623 Building Intercultural Competence in A Global Work Environment
This engaging course will promote intercultural competence and heighten cross-cultural awareness. You will engage in activities, simulations, and discussion about culture, values, perceptions, communication styles, and cultural patterns of thought and behavior that will help you understand the basic concepts, theories, and issues of intercultural communication related to intercultural relationships and how these concepts apply to your personal and professional lives. This fun and stimulating course will also explore ways to create an interculturally-competent work environment. Learning opportunities will examine tools to interact more positively with each other. As we build intercultural competence, we will sometimes encounter barriers as we interact with people whose cultural backgrounds may vary from our own. As learners of intercultural communication, we will be bringing different cultural experiences and perspectives. As we interact and learn together, you will be exposed to different viewpoints and cultural lenses. We will all realize that as we unravel differences, you will find that what is acceptable and appropriate in one culture may be disrespectful from another cultural vantage point. As we cultivate, learn, and shape our intercultural competences, we may need to have an open mindset to learn new things and unlearned misinformation. The cultural competency of learning and unlearning, shaping and reshaping is a life skill that will be useful and extended well beyond the course to our work settings and personal lives. Finally, this real-life application course will help you develop a greater understanding of the behaviors and practices other individuals from your workplace may bring with them from their cultural backgrounds. Areas that will be tackled will include: 1) practical tips for working with diverse cultures and individuals, 2) how values, perceptions, and expectations differ between cultures, 3) how to manage conflicts and problems with other individuals, and 4) what you need to know about the workplace dynamics, behaviors, and practices in international cultures. Course permits for non-DYNM students: [https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit.](https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit)

Taught by: Altamirano
Course not offered every year
Activity: Hybrid Course
1.0 Course Unit
Notes: DYNM Category: A; DYNM Concentrations: LMC, GL. In-person meetings: 6/12 & 19. All other meetings are online.

DYNM 625 Ethnography of Everyday Life: A Master Class
Ethnography is a fundamental method within the social sciences that concerns the systematic study of culture. It involves a ‘thick description’ of how people actually live their everyday lives, personal or professional. Ethnographers study how human groups form institutions and how these structures grow, function, maintain themselves, and persist. Also at issue is how people share their understandings and develop ideologies pertaining to these processes. Social negotiation and the development of ‘local knowledge’ in the culture of interpersonal affairs will be emphasized, particularly as it is transmitted from one generation to the next. Through direct observation and discussion, students will treat Philadelphia as an ‘urban laboratory’ and seek to identify, to study, and to learn about local people and places. In this vein, the class will visit communities and organizational settings to gain exposure to ordinary people but, particularly, to apply ethnographic methods to the complexities of the modern workplace as well as to everyday life of the city. The final paper will be a synthesis of ethnographic literature and observations of local urban life and culture, particularly as these issues apply to understanding and organization or a local community. Course permits for non-DYNM students: [https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit](https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit).

Course usually offered summer term only
Activity: Seminar
0.5 Course Units

DYNM 626 Navigating the Post-Professional World
This course will explore the emerging space between virtual reality and augmented reality as they manifest themselves in the marketplace shifts in both startups and large corporations. The goal of this course is to design, from the future back to the present, a graduate curriculum that supports the evolution and transformation of traditional professional training and development. Leaders of professional services from disparate fields, including health/medicine, law, architecture/design, information technology, and spirituality/religion will be engaged to participate in identifying trends for future professional enhancement. These representatives would be asked to be both resources to the class and recruiters within their own organizations so we can obtain participants for a Delphi study for the future of that profession. Course work will include the literature on the post-professional world as well as the use of both virtual reality and augmented reality. A capstone quality paper will be supported as a group project and could serve as a pre-capstone individual project. A particular focus will be on the trend of white-collar automation and its impact on the professions. Students interested in engaging with colleagues around the future and its consequences and opportunities are encourage to participate. Special attention will be developed on the role of building trust between post professionals and their stakeholders. Course permits for non-DYNM students: [https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit](https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit).

Taught by: Eldred
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: A. DYNM Concentration: LMC
DYNM 628 Organizational Diagnosis: Diagnostic Strengths for Effectiveness

This seminar is designed to help participants learn multiple approaches to diagnosing the complex ways in which issues and/or problems manifest themselves in organizations. Frequently, when organizations find themselves in trouble, i.e., there are rumbles in the system about such things as lack of leadership, poor communication, diminished productivity, low morale, etc., there is a tendency to frame the problem(s) simplistically and/or locate blame in a few difficult individuals or groups. However, upon closer examination, problematic issues are often found to be symptomatic and/or symbolic of multiple issues within the organization. This course will help students understand how problems which appear at one level of the system (for example, at the personal or interpersonal level) often represent problems at other levels of the system (e.g., at the group and/or institutional level) or signify a range of inter-related issues. It will provide students with the theoretical constructs and application skills necessary for identifying and framing problem areas, collecting data, and organizing feedback to client systems. Real-time examples will inform our discussions as we consider the relationships between diagnosis, organizational reflection and appropriate action.

Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit

Taught by: Kaminstein & Dornfeld

Course usually offered in fall term

Activity: Seminar

1.0 Course Unit

Notes: DYNM Categories: DE, A; DYNM Concentration: LMC. First class meeting is 11 September.

DYNM 629 Strategic Approaches to Human Capital Management & Its Implications for Leaders

In this course we look at how human capital strategy is changing in response to increasing demands for results and more purposeful practice. We look first at the broader landscape of human capital management and see what’s new in the way an organization should approach its human capital practice. Then, we look more closely at the specific challenges—demographically, structurally, and organizationally—facing managers and Human Capital professionals in an age of uncertainty, and learn what they can do to remain adaptive and competitive. By the end of the course, through meetings and discussions, assignments, presentations, case studies, research, and required reading, participants will: 1) Learn how to assess and adjust Human Capital Development (HCD) policies, processes, and practices; 2) Think strategically about the critical human capital concerns in their own organization; 3) Connect and align individual and organizational learning imperatives; 4) Learn how to reshape human capital goals to meet continuously changing global, political, and economic environments; 5) Inspire leadership of human capital that is results-oriented and ethical; 6) Identify and explore a specific human capital issue relevant and important to their organization and develop a strategic approach for addressing it. Prerequisite: Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit

Taught by: Hart

One-term course offered either term

Activity: Seminar

1.0 Course Unit

Notes: DYNM Categories: F, DE; DYNM Concentration: LMC

DYNM 630 Digital Business Transformation: A Process Approach to Results at Minimum Risk

According to newest research, over 70% of organizations worldwide have started digital transformation initiatives or at least plan for them. New digital tools are available almost daily - and many of them have the potential of a major business impact. They enable high performance practices and often even new business models. The resulting transformation of business processes leads to superior customer or supplier experience and organizations become more efficient, agile, meet compliance requirements, or improve the quality of products and services. They help achieving a level of process performance you would never have thought of before. Robotic Process Automation (RPA), Blockchain, Artificial Intelligence, the Internet of Things and Cloud-based software architectures with next generation automation approaches are some examples. However, many organizations underestimate the challenges of digital business transformation resulting in initiatives delivering little or no business value. A major financial organization, for example, stopped the use of over 1000 robots since that digital workforce had created severe issues: processes changed more frequently than expected - the robots didn't which led to numerous exception cases that had to be handled manually. The elimination of bottlenecks created more severe issues downstream. Value-driven Digital Business Transformation addresses those challenges. It proposes approaches, methods and tools that help to focus on the right sub-processes to transform and improve those areas considering the end-to-end business context as well as sustain the results through appropriate governance. The systematic use of digital technologies requires a hybrid workforce management aligning people, robots and other technologies through appropriate business processes management practices. A value-driven digital transformation prepares for this situation. The course discusses design and execution principles as well as related methods and tools to realize the full business value of digital business transformations, delivering results fast and at minimal risk. It combines newest case studies with current research findings to master business impacts of digitalization. Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit.

Taught by: Kirchmer and Naidoo

Course usually offered in fall term

Activity: Seminar

1.0 Course Unit

Notes: DYNM Category: A; DYNM Concentration: LMC
DYNM 631 Everyday Intergenerational Conversations: Baby Boomers and Millennials

This hybrid course delves into three big questions around the burning theme of everyday intergenerational conversations. The class experience will be a living such conversation with Dr. Barstow, a Baby Boomer, and Amrita Subramanian, a millennial. The course format is 20% in person and 80% on a virtual platform. It’s a learner-centric and a learner-driven course. It is created to mine the practical know-how and life experiences of all participants, so all generations within the class can have a revealing experience that they can immediately apply at work and their personal relationships in life. At this exact point in time there are 300+ million people in the workforce and four generations at play. We begin to see the tiers of own understanding falling apart. It’s no longer about stereotyping or simply managing by default or banking on quick-recall labels—and here’s why—workplace performance or productivity or engagement or intergenerational respect and trust cannot be left to chance or opinions. We have to pause and consider the following questions: 1) What: What are the generation names and labels we use? What purpose do they serve? How do they help and how do they hurt? What do they help us see? What do they hide, obstruct or make us miss? 2) So what: Intergenerational communication is poor and we can do better. Understand it and skills (strategies and tactics) to prosper and cope. How to use agency and brokerage? What of cognitive dissonance? Responding versus reacting to Fake News? 3) What’s next: What have we learned from this whole century about the 4 generations at work? At home? At meetings or webinars or potluck parties? What of families at Thanksgiving? How can we expect to have valuable and meaningful conversations and relationships with all generations—current and future? The primary goal is not to make up our minds just yet or have cookie-cutter retorts. It’s not just what to think but how to think about this very pertinent issue at hand for all practitioners, leaders, managers, and folks from all walks of life. There are bound to be far more questions than answers as we begin, and by the time we close, we would have configured our own responses to these questions that appreciate the context of our own unique lives. Prerequisite: Course permit for Non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit Taught by: Barstow and Subramanian

One-term course offered either term
Activity: Hybrid Course

1.0 Course Unit
Notes: DYNM Category: A; DYNM Concentration: LMC, GS. Course schedule: In person session 9/8 from 10-2 pm. Synchronous and asynchronous session schedules are listed on the syllabus.

DYNM 632 Developing Agile Leaders and Organizations

Who amongst us hasn’t been overwhelmed by the constantly changing business environment and industry evolution that places a premium on speed and agility? Because our organizations were never designed for speed and agility, there is increasing pressure on leaders to help their organizations develop and implement a better strategy for the future. The goal of this course is to provide you, as that leader, with the necessary tools, strategies, and insights to help lead these initiatives in your organization. We’ll explore how Agile is a new way of working. Agile is a series of practices used in functions like HR, Finance, Marketing, Supply Chain, and others to improve organizational agility, responsiveness, and performance. Students will learn from case studies by HR leaders at IBM, DuPont, Philips, and ING who have transformed their organizations through the adoption of agile practices. The course is based on 5 building blocks: 1. The new world of work: the gig economy, alternative work arrangements, and adaptive organizational design models 2. 2025: what could be the new roles, capabilities, and organizational structures in the future based upon research by the Chreate consortium 3. Developing and executing a business strategy case: making the business case, leading change management, and gaining leadership buy-in 4. Deconstructing work: how to break down work and organizational models to incorporate the growing role of automation, AI, robots, and chat bots 5. Building organizational agile practices: how to leverage agile practices to improve project throughput and agility By combining lessons learned with research on the future of HR and crowdsourced templates and resources, this interactive course will provide you with a strong theoretical framework and practical applications to create your enterprise-level transformation project and roadmap. The final project will be a comprehensive 2025 transformation plan that students could present to a live panel of business leaders who will serve as judges and mentors for students’ transformation plans.

Taught by: Hart and Tarken

Course usually offered in spring term
Activity: Seminar

1.0 Course Unit
Notes: For additional information, please see our website at: <a href='http://www.organizationaldynamics@upenn.edu'>http://www.organizationaldynamics@upenn.edu</a>
DYNM 634 Process Improvement Tools and Strategies
Process improvement as taught in this course often provides high-leverage, high visibility opportunities for showcasing coaching and leadership skills as a member, coach, or leader of cross-functional process improvement teams. Cross-functional process improvement teams (running lean and six sigma projects) have evolved into a major pathway for developing leadership and coaching talent in such organizations as Baptist Healthcare, Federal Express, Ritz Carlton, Toyota Motor Co., and General Electric. Process improvement project leaders and team members use specific tools and capabilities to analyze as-is processes and to define and deploy new or improved processes that deliver better outcomes and customer satisfaction with less non-value added effort. Leading or serving on cross-functional process improvement teams creates opportunities to work and network with people from other parts of your organization and creates opportunities for visibility to executives and managers sponsoring strategic improvements. Participating in or leading process improvement is also a great leadership, coaching and professional development activity. Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit.
Taught by: Stankard
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: DYNM Categories: DE, A; DYNM Concentration: LMC. Course Schedule: 9/9 & 23; 10/7, 21; 11/4, 18. (Back up date in case of cancellation: 12/2)

DYNM 635 Organizational Essentials for Leadership
This course will meet both synchronously and asynchronously. Synchronous meeting days are Tuesday evenings from May 26th to June 30th. Through presentations by expert speakers, case discussions, and participation in team projects, students will review and evaluate critical issues from across the frames of business, including general; human resource; marketing; information and stakeholder management; leadership; corporate culture; communications; organizational behavior; sales, marketing and public relations; finance and financial reporting; ethics and social responsibility; unions and government relations; and business law. Each of these elements will be studied in light of changing environmental conditions, including the economy; society; consumer behavior; market trends; regulation; politics; unpredictable events such as 9/11; organizational change; history; and internationalism. Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit
Taught by: Choukroun
Course usually offered summer term only
Activity: Seminar
1.0 Course Unit
Notes: DYNM Course Category: F; DYNM Course Concentration: LMC.

DYNM 636 Frontiers of Leadership Development
The best organizations for leadership development use a blend of internal and external coaching to a.) Support leadership performance; b.) Develop high-potential talent capabilities; c.) Accelerate individual, team, and organizational agility; and d.) Support strategy execution. Leaders must navigate increasingly complex and volatile global environments and rapid technological developments that are accelerating the pace of change in the nature of work, organizational arrangements, and workforce compositions. This context demands agility, resilience, proactive, continuous learning, and the ability to cultivate diverse relational networks. Coaching must support these capabilities. This course is intended for students with an interest in culturally complex leadership development and organizational change. Existing coaching models focus on a variety of ‘soft’ skills, but few focus directly on culture learning and the ability to lead in a variety of cultural environments. The course is based on the premise that our current workplaces require an ability to function effectively in a variety of cultural environments and that leadership requires an ability to recognize and leverage ‘cultural diversity’ in teamwork, communication, collaboration, conflict, and change. Coaching, as a leadership development practice, must help leaders grow in their ability to recognize and leverage the national, professional, functional, and organizational cultures that influence workforce engagement, productivity, satisfaction, and innovation. The purpose of this course is to enhance student understanding of coaching models, methods, and cases informed by cross-cultural psychology, intercultural communication, anthropology, and international business disciplines. Through reading, class discussion, written reflection, and guided practice, students will develop their skills in coaching across cultural differences. Students will co-facilitate organization development exercises designed to illustrate how to leverage cultural differences. Using Rosinsky’s global coaching process as an illustrative example of this kind of coaching, students will coach one another through a self-assessment, development planning process, and initial movement toward their objectives using a global scorecard. Students will then apply what they learned in a final coaching project. Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit
Taught by: Reyes
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: DYNM Course Category: A; DYNM Course Concentrations: LMC, GL, OC. Meeting Schedule: 5/19 & 7/28 from 9-12; 6/15-16; 7/13-14 from 9-5.
DYNM 637 Creating High-Performing Groups and Teams: A Course in Real-Time Experiential Learning
This course will be offered in Pennsylvania, August 4th through 9th, 2017. This course will have an additional course fee to cover lodging and other program logistics. Registration permits will be issued upon signed Travel Agreement being returned to the Organizational Dynamics program office. This course is limited to 12 students. This five-day, offsite program is about more than ‘how’ to develop high performing teams than the intellectual ‘what’ of such teams. For five days the twelve members will immerse themselves into what differentiates a high performing team from the dysfunctional teams with which we are familiar. We will take a deep dive into the fundamentals of any group or team in our efforts to become such a team. We will, along the way, learn about the art of design – internalizing the skills and tools essential for building strategic interventions into a team in real time. Not only will we design them, but allow will be critiqued in relation to the quality of our efforts as well as to the facilitation skills we used during the process. This course is not for the faint of heart, with participants leaving their names and histories at the door. We will learn by doing and relate what we learn to both theory and research. Everything done during the five days will be ‘intentional’, with a keen eye toward the consequences of our behaviors and their impact on the evolving team. That will mean long days and an occasional long evening. While not a walk in the park, it will be full of laughter and personal insights that should have a lasting impact on the student as leader, far after the program ends. The course is limited to twelve students, and each must be interviewed to make certain that this experience is what they are ready for. After all, the course involves dealing with challenging group dynamics and accompanying issues of power and authority, with dominating personalities; managing differences; building trust; and dealing with the myriad issues that often drive groups, teams, and meetings into dysfunction.
Taught by: Rodney Napier
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: DYNM Course Category: A; DYNM Course Concentrations: LMC, OC. Residential course: 8/4 to 8/9.

DYNM 638 Organizing for Entrepreneurial Effectiveness
This course is a mix of in-person and virtual sessions. In-person meeting dates are 9/5; 10/3; 11/14; 12/12. Entrepreneurship has become a popular aspiration for many individuals in the United States and around the world. In fact, a recent survey by UK Trade & Investment confirmed that roughly 1 in 3 individuals under the age of 34 have expressed a desire to form their own new venture within the next five years. This represents a marked increase in aspirational levels over the past two decades. Although not all new ventures are entrepreneurial in nature, the motivation for starting a new venture is ultimately rooted in a desire to change one’s professional and/or personal circumstances. Most individuals never achieve this objective because they fail to take the first step in organizing their entrepreneurial aspirations into an effective planning process. This course is designed for mid-career professionals who aspire to either form an independent new venture (i.e., entrepreneurial venture) or lead the creation of a new venture within their existing organization (i.e., intrapreneurial venture). Participants in this course will: 1) learn the internal and external motivational forces that drive individuals in general and themselves in particular; 2) become familiar with the general competencies and skills needed for a new venture to be effective; 3) understand the unique needs associated with creating a balance team for the new venture; 4) cover the practical aspects of developing an effective new venture; and 5) prepare a formal plan designed to marshal the necessary resources and support the new venture. The course will culminate with each student preparing a formal executive summary and professional presentation to support the creation of a new venture in a new or existing organization.
Taught by: Knorr
Course not offered every year
Activity: Hybrid Course
1.0 Course Unit
Notes: DYNM Category: A. DYNM Concentration: LMC, SD. In-person meeting dates: 9/28; 11/9; 12/7. This course also has synchronous and asynchronous online sessions.
DYNM 639 Sustainable Change: Managing Organizational Culture to Achieve Leadership Goals

'Culture eats strategy for breakfast,' as management guru Peter Drucker famously said. We know that leaders who can effectively manage their organization's culture are better at adapting to market trends, retaining employees, and engaging external stakeholders who demand more corporate transparency and social responsibility. Yet most of us find it difficult to understand what culture really is, let alone manage it successfully. This challenge is magnified at a time when technological and demographic trends have made organizational boundaries more porous and ambiguous than ever, threatening to make traditional models of top-down change management ineffective. This course will therefore take a bottom-up, contextual approach to helping students understand and manage organizational culture in order to achieve their strategic and career goals. We will start with the individual, learning how culture works to shape organizational politics. We will discuss ways in which students can develop strategies for navigating organizational culture to achieve their career goals. We will then move to the group level, examining how cultural barriers form between teams, functions, and divisions, harming communication and coordination. The final section of the course will build to the organization level and provide students with a toolkit for creating strategies to achieve sustainable cultural change. The course will be heavily focused on practical application: students will conduct semester-long cultural research/consulting projects with organizations located in Philadelphia. We will also apply course frameworks and tools to case studies of leaders attempting to create sustainability-oriented cultures in their organizations. Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit.

Taught by: Newberry
One-term course offered either term
Activity: Seminar
1.0 Course Unit

DYNM 640 Virtual Collaboration

NOTE: Logitech ClearChat Headphones and Logitech QuickCam Pro9000 are required for this course. Please see the syllabus for other requirements. Across the globe companies, both large and small, are increasingly conducting culturally complex work through technology channels and virtual personnel transfers, making multicultural organization and virtual work inextirpicately intertwined. In this context electronically mediated collaboration and communication capabilities across time, distance, organization, culture, and other knowledge boundaries have become necessary for the everyday work of telecommuters, virtual teams, remote managers, professional knowledge communities, and electronic marketplaces. This course is primarily intended for students with an interest in globally distributed work and collaborative virtual organizations. The purpose of this elective is to enhance student understandings of virtual forms of human collaboration and to develop student abilities to work jointly with others via electronic tools. This course design makes typical social patterns encountered in virtual organizations visible so that students can learn from participating and collectively reflecting on their course experiences. This course has an online course fee of $150. Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit.

Taught by: Reyes
One-term course offered either term
Activity: Online Course
1.0 Course Unit
Notes: DYNM Course Category: A; DYNM Course Concentrations: LMC, GL

DYNM 641 The Art and Science of Organizational Coaching

Coaching has become a primary tool for consultants, human resources professionals and administrators interested in promoting and sustaining leadership and executive development, behavioral change, and role transition. This course explores the theory and practices associated with organizational coaching. We examine and practice the steps of the normative coaching process, the issues and boundaries that effect coaching, and pitfalls to avoid. This is an introductory course that follows a hybrid model of instruction, learning and application in class and in virtual class. The first class will be a weekend face-to-face experience followed by consecutive virtual classroom sessions with a variety of different applications. Students will practice phone coaching and virtual coaching as well as virtual group written discussion. Throughout the course we will contrast theory and practice through our own experience and observation via assignments and behavioral experimentation. Prerequisite: Permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit

Taught by: Kacmarsky, Pennington, and Subramanian
One-term course offered either term
Activity: Hybrid Course
1.0 Course Unit
Notes: DYNM Categories: F, DE; DYNM Concentration: OC In-person meeting: 10/5 & 6. In person meeting times: 8:00 am to 5:00 pm. Virtual sessions will be scheduled between faculty and students.

DYNM 642 A Cognitive Playbook: Out-Think, Out-Perform

Strategy and organization are of a piece. Bain & Company's Chris Zook put the matter ironically: 'I don't know whether organization is the new strategy, or strategy is the new organization, but it's something like that.' Too often, however, these realms are treated as discrete. This course not only integrates strategy and organization; it adds metacognition (thinking about thinking) to the mix. A Cognitive Playbook enables students to understand the three perspectives—strategy creation, organizational design, and critical thinking—in light of each other. Students gain both big-picture scope and nitty-gritty tools for organizational analysis, planning and change. They also learn how to speed-read the literature on strategy, organization, leadership, management, and the like—because so much of it is derivative and redundant. Old wine in new bottles. This course is highly graphic. At its core are six 'cognitive plays,' or geometries of thinking: point, linear, curvilinear, angular, triangular, and cubic. Each play has its time and place. The challenge is to mix and match appropriately. Playbook shows how. The course is grounded in my two most recent books, The Geometry of Strategy and Seeing Organizational Patterns, and incorporates material from a book about metacognition that I am writing. Throughout the semester, students will assemble cognitive playbooks (personal journals of thinking styles based on their work, educational, and other life experience/observations). They also will create narratives (analysis of past and present, plan for the future) about their current or most recent organization, using the strategic scaffolding framework presented in Geometry. Prerequisite: Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit

Taught by: Keidel
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: DE, A. DYNM Concentration: LMC
DYNM 643 Trappings, Substance, and Memories: Effective Public Presentations in Organizations
In spite of the technological advances that have transformed organizational communication, the ability to articulate and present ideas, arguments, and positions in a face-to-face context remains a vital skill. At the same time, the opportunities to develop fundamentally sound presentation skills are rather limited, and, in many cases, organizations don’t train their employees to do so. In this very hands-on course, we will resurrect this age-old practice by exploring the tried and true presentation methods and approaches while simultaneously making direct connections to how technology has transformed presentation speaking in organizations. We will initially explore the fundamentals of public presentations: what makes an effective presentation, the arguments for developing strong presentation skills, and specific analysis of business speech. How does one establish proper credibility and build the trust necessary for success? Where does structure play a role and how can certain elements from theater, storytelling, and narrative help create highly impactful organizational presentations. We’ll explore what determines ethical presentations, where charisma (or lack thereof) plays a role, and how to most effectively incorporate visual accompaniments such as PowerPoint into presentations. We will dig much deeper into the development of strong persuasive arguments with emphasis on how social media has impacted credibility in novel ways. Finally, we will use improvisational techniques as a way to prepare for those sudden moments when one is called upon to make a quick presentation. Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit.

Taught by: Shapiro
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: A. DYNM Concentration: LMC

DYNM 644 Applied Organizational Change: Methods Dojo
This course will meeting synchronously on Thursdays from 6:00 pm to 7:30 pm. There will be two Saturday afternoon sessions toward the end of the semester, dates TBA. This seminar is designed to support existing and emerging leaders who recognize their need for more adaptive practices to effect organizational and individual change in complex and rapidly changing environments. Building on a strong base of theory, this seminar is largely experiential. Students are expected to identify a real need in a system (work, internship, or volunteer), which, if improved, would have a substantial improvement on overall organizational performance and satisfaction. Beginning with this problem or dilemma, the seminar is designed as a ‘dojo’ or practice space, where students can clarify their own assumptions about how and why change occurs and practice new techniques and approaches for eliciting change. Theory provides the foundation for our work and students will be expected to recognize and be able to articulate how they are operationalizing theory in their setting. The purpose of the seminar is to evoke change at more impactful levels and improve organizational performance and personal satisfaction. Participants will examine their own and others’ change theories by identifying assumptions about change, testing methods that evoke change, and field-testing actual shifts in behavior. Participants will engage in a four-phase exploration over the course of the seminar: first, participants will have an opportunity to articulate their mental models about how change occurs and examine those of a few cutting-edge theorists; second, participants will be asked to learn and practice a minimum of 16, and possibly up to 25, organizational change micro-methods in class; third, participants will be asked to activate and test their change model using some selection of these methods learned in class on the problem they identified at the beginning of class real-time; and finally, participants will be asked to report on their experiences and re-examine their own models for possible revisions.

This course is designed to create an ‘action-learning’ community in which participants will gain new knowledge and applied skills and give and receive feedback while weaving their professional experience, this class, and other graduate course work into a new, more robust toolkit of change methodology. This course is also designed to strengthen students’ ability to lead change from wherever they find themselves in a system. Prerequisite: Permits for Non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit.

Taught by: Benjamin
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: DE. DYNM Concentration: LMC. Course Schedule:
In-person: 9/20-22 and 10/25-27. Virtual sessions: 9/9; 10/14; 11/4, all beginning at 6:30 pm.

DYNM 645 Project Based Laboratory
Course not offered every year
Activity: Independent Study
1.0 Course Unit
DYNM 646 Race, Ethnicity, and the American Workplace

The U.S. workplace has long been one of the foremost spheres in which racial and ethnic inequality is created and perpetuated. This course investigates how racial and ethnic inequality affect our experiences in the workplace as well as how we as employees, managers, and the like, can positively impact upon our work environments against bias to promote equality and inclusion. Although most Americans largely perceive the employment relationship as one’s personal relationship with his/her ‘boss,’ one’s occupation and/or ‘job’ encompasses much more than that. How we come to work at the jobs that we do is about our access to larger institutional structures within society including education, family background, and, importantly our ascribed location within the social hierarchy. In the first part of the course, we focus on understanding history and evolution of diversity and inclusion practices in the workplace as they relate to addressing racial and ethnic inequality. How have diversity and inclusion practices in the private and public sector evolved over time? How do these practices reflect broader historical and societal trends concerning social inequality? What does it mean to go from compliance to commitment? Have we moved from ‘diversity for its own sake’ to true and meaningful inclusion? Here, we will also spend time studying race and ethnicity as dynamic social and political constructs that evolve through time and space. We will examine how these constructs relate to social stratification, intergroup and intragroup relations, and economic and political hierarchies within U.S. society. The objective here is to provide you with a better understanding of how and why race continues to be such a powerful stratifying agent in all part of contemporary America. For the rest of the semester, we will examine how workplace inequality gets produced and reproduced along racial and ethnic fault lines. Do D & I programs tailored to distinct groups alleviate issues of marginalization for employees? Why are successful D & I programs profitable for big business? We will also look at the intersections of race, gender, and class in the workplace; how do these intersections impact how we address inequality in hiring, promotions, and recidivism? We will study in-depth how and why personal and organizational biases remain mechanisms of inequity as well as how social class and gender intersect with race/ethnicity to contribute to workplace discrimination. We will host several guest lecturers throughout the semester. Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit. Taught by: Torres
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: F. DYNM Concentrations: LMC, GL

DYNM 647 Influence and Persuasion

Course meeting schedule: 3/20-22 & 4/3-5 Former Chrysler chairman Lee Iacocca once noted, ‘You can have brilliant ideas; but if you can’t get them across, your ideas won’t get you anywhere.’ This course builds on Iacocca’s insight, helping students develop the ability to win support for their perspectives, proposals, and projects from key people in the workplace. Everyone needs to know how to sell ideas. Sales people obviously need this skill and so do managers of all kinds. Even CEOs need it to gain buy-in for a vision. Influence and persuasion help you work with and through others-customers, teammates, colleagues, direct reports, and stakeholders—who have different professional backgrounds, roles, opinions, and agendas. In highly interactive discussions and exercises, students will learn about practical field-tested frameworks that draw on current insights from psychology, anthropology, and behavioral economics. When the course is completed, students will have mastered the latest thinking about: 1) Persuasion styles and how they can adapt them to achieve desired outcomes. 2) The five barriers to communication and collaboration and methods for overcoming the barriers. 3) The systematic steps in the process of selling ideas and negotiating when you need to. 4) The similarities and differences among influencing, persuading, and negotiating. 5) Ways to build momentum for ideas. 6) Techniques for motivating others to take action. 7) Winning support for culture change. These insights will enable students to work across the boundaries that create warring workplace tribes. Nearly every organization contends with this tribal warfare and leaders need to know how to counter-act the natural human tendency to square off against co-workers who have different professional backgrounds or roles. Prerequisites: Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit. Taught by: Moussa
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: F. DYNM Concentration: LMC. Course Schedule: Two weekends Friday, Saturday, and Sunday. Dates TBA.
DYNM 650 Outdoor Dynamics
This course will have a course fee to support the travel logistics. This course explores the implications of past and future changes in land use and population changes over time in one of the least densely populated areas of the country, but which serves as both a winter and summer playground for millions of urban residents each year. Set in the White Mountains of New Hampshire, only a day's drive for over 10 million Americans, the area boasts some of the most pristine and exotic microenvironments in the world, left from the last Ice Age. Over 250,000 people visit the summit of Mt. Washington, the region's highest peak, every year, driving, hiking or riding the cog railway to the top. The focus of this course is the growing interest in promoting 'sustainable development,' which most people envision as protecting the environment and wild species from human encroachment and pollution. The course will examine the human sphere and the natural sphere as common ground in the analysis of competing issues; areas of compatibility; and future plans to promote a sustainable environment in this region. The course will focus on three themes: 1) how the people and institutions tasked with being the environment's guardians go about their jobs; 2) how the area is used by visitors; and 3) how industry and its stakeholders have worked with local regulators and politicians to create jobs and promote growth. The course will ask students to overlay the principles of sustainability and issues management, in managing the increasing concern that the trajectory of land use and industrial growth will compromise the region's native ecology and wilderness and backcountry attractiveness. Left to its own momentum, how will the future of the area fare versus promoting and implementing more sustainable goals? Changes in behavior will be needed to bring the two into line, and that leads to organizational dynamics. How will stakeholders resolve the natural tensions of the institutions' (primarily those that operate in the region) mission and development goals with outsiders' desires? What leverage do they do and others have in the debate over the future of the region? In addition to an active outdoor week in the White Mountains, participants will meet with key players and leaders from the area and come away with a deeper understanding of the major issues in the tensions between 'the place no one knew and the place that got loved to death.' Interested students must: 1. complete a course application: https://sasupenn.qualtrics.com/jfe/form/SV_3sFXMSKuCxt77Ex; 2. sign and return a travel agreement, which can be found under course syllabus in this listing.

DYNM 651 Group and Team Dynamics
Although groups and teams are often lauded as the mechanisms that provide the competitive edge for organizations in today's challenging economic environment, there is often little attention paid to the deeper social and psychological currents influencing group and team dynamics. Organizational leaders and facilitators frequently lack an in-depth understanding of how work groups, multifunctional teams, and cross-national executive groups develop, operate, accomplish their goals—or not—and end. Team members often struggle to make meaning of the myriad spoken, as well as unexpressed, factors influencing the process and outcomes of the groups of which they are a part. This course, by emphasizing both theory and practice, provides students with a thorough grounding in the ways groups and teams develop and learn. The class will also examine approaches to building group and team competencies related to effective communication, conflict-resolution, and solving complex strategic problems as well as ways to manage the range of intentional and more hidden dynamics that both support and challenge high performance. The course is designed to include seven 3-hour classroom meetings across the semester and two extended sessions that will afford students the opportunity to explore various theoretical frameworks. In addition to drawing on the extensive literature and research in group dynamics and team building, the class will rely on experiential methods to help students develop keener understanding and insight into the ways in which their own leadership and followership dynamics, as well as the dynamics of the group-as-a-whole, influence their team's ability to accomplish its tasks. Prerequisite: Non-DYNM students must complete a course permit request: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit

Notes: DYNM Categories: DE, A; DYNM Concentrations: LMC, SD. Travel Course Dates: 8/3 to 8/11.
DYNM 653 Coaching Others to Manage Conflict
Not a day goes by when you or I, or a person we are coaching, is not faced with some tantamount, challenging conflict. It may be with someone we love, a conflict in a team, a struggle between two direct reports, a difference with our boss, or the challenge of a difficult, perhaps aggressive persona in a meeting we facilitate. The problem is not that there is a conflict. The problem is that most of us have a very thin, often inadequate repertoire of responses to the conflicts that engage us on a daily basis. The result is that all too often we are predictable in our responses. Thus, if we take these same limited skills and attempt to provide them to a client in our role as a coach, the consequences will more than likely be similar. This course is about expanding your repertoire of responses to a wide array of conflict situations. In the process, you will increase your understanding of the theoretical constructs that underlie successful conflict management. Not only will your strategies for managing a variety of conflicts expand, but you will be better able to design unique responses that relate to the particular situation with which your client is faced. How you translate these ideas to your clients and, in the process, provide them the confidence to use them, will be a central theme throughout the course. This course provides a balance between intellectual theory, skills, and applied strategies along with the time to practice them. Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit.

Taught by: Napier
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: A; DYNM Concentration: OC. Meeting Schedule: 9/8-9; 10/13-14, 27.

DYNM 654 Crisis Communications and Reputation Risk
Chemical plant explosions, defective products, financial impropriety, cover-ups, corrupt practices, reckless behavior, and other corporate failings are ruining reputations, toppling corporations, and sending responsible parties to prison for failing to obey the law or act ethically. Worse, these behaviors are harming the public and the institutional trust with which our society must have in order to function. Whereas improper, illegal, and even immoral behavior on the part of business owners and operators is not new, the Internet and social media are bringing such acts into public scrutiny with both 24/7 coverage and worldwide attention. Reputations that took sometimes a century to build are lost in minutes, either never to be rebuilt or permanently damaged, harming customers, shareholders, employees, and suppliers in their wake. Individuals as well are subject to the same forces and dynamics of reputation and ethical behavioral lapses. Yet why do some companies and individuals rebound while others do not? Are common factors at work? Do they have a predictive quality in terms of other or all organizations? Crises are often blamed on bad PR, a poor crisis communications plan, or a less-than-credible spokesperson. If so, the company could just hire a slick PR firm, media-savvy advisor, or say a few mea culpas and move on. Often what is at stake is a core failing—a breakdown in ethical behavior or problem-solving systems—that can’t catch problems before they happen or when they do, tap into a network and a reservoir of employee goodwill, customer credibility, supplier loyalty, and stakeholder confidence. Still, even an ethically-guided, resilient organization that has all these assets will need help when a crisis hits. That’s when solid and real-world based crisis communications take front and center stage. The course will both tease out how dysfunctional organizational dynamics can lead a company or organization down such a path and what options it took or should have taken to restore its reputation and what an ethical company can do when an event threatens to derail its reputation. It will examine the variables involved in crisis formation, communication once a crisis occurs, and management as it unfolds. In doing so we will consider the organization’s vulnerabilities, the environment in which it thrives, the stakeholders who can influence its operation, and the strategies best suited to maintaining or enhancing its reputation. We will also examine the role of media in a crisis, as both a catalyst and intermediary in a communication strategy, and what to say and not say. This will include a real-life ‘hot box’ session that will be video-taped in which students will prepare and read a crisis statement and then be grilled by both students, the professor, and outside guest experts about their organization’s crisis and response. By course end, students should have developed a deeper understanding of the range of crises facing organizations, an enhanced appreciation of communication tactics and strategies that can be brought to bear in such situations, and a greater understanding and ability to diagnose and formulate viable outcomes.

Prerequisite: Non-DYNM students must complete a permit request: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit
Taught by: Havely
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: DE. DYNM Concentration: LMC, GL, SD.
At one time or another, each of us has said something like, 'I know what to do to make some really effective—and possibly even profitable—changes in this organization, but the politics make it almost impossible to get anything done.' The sense is that, although there are changes that should be made to improve organizational performance, politics (internal, external, governmental) simply obstructs our ability to make a difference. Frustrations notwithstanding, depending on how it is employed, politics can be either an impediment or, more importantly, a source of opportunities for improving organizations. Politics is the art and science of coordinating individuals, departments, management, markets—the entire organizational environment—to effect a balance between the organization’s objectives and the methods used to achieve them. As with the other factors that are employed to affect organizational performance—the methods used to improve manufacturing, marketing, sales, finance, and so on—politics is a means that organizations can use to initiate and maintain critical personal and institutional relationships.

One of the seminar readings—Latimer’s ‘Why Do They Call It Business If It’s Mostly Politics?’ is used to provide illustrations of the ambiguous nature of much of what is regarded as organizational politics. What is critical to understand and appreciate from the outset, however, is that politics is not an external factor that is imposed on organizations; politics is not only a means for achieving personal or institutional power; it is also a method for developing and maintaining personal and institutional relationships within and among individuals and organizations of all types. This seminar will discuss organizational politics and the ways that it is used to identify, characterize, and effect change—both within and among organizations. After reviewing several perspectives on organizations and the roles that political processes play in decision-making, a series of cases is presented that illustrate the contexts and conditions for effective political communication and coordination. Prerequisite: Course Permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit

Taught by: Gale and Brady
One-term course offered either term
Also Offered As: GAFL 555
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: A; DYNM Concentration: LMC

This course examines the social construction of race and ethnicity, including relations within and across groups, with a particular focus on their implications for organizational culture and management. In a very real sense, the workplace is a microcosm of the larger society; a place where our individual experiences, beliefs, and biases related to race and ethnicity intersect, creating both opportunities and challenges. Our capacity to understand the different backgrounds and experiences that individuals and groups bring to the organization, as well as recognizing our own biases and the biases of others are directly implicated in our ability to both manage and be managed in the organizations that we are a part of. A primary objective in this course is to increase our capacity to first understand the contours of racial and ethnic diversity in twenty-first century America by investigating (1) the historical context that influences present-day understandings of racial/ethnic diversity (2) how and why individuals from different racial/ethnic backgrounds can ‘see’ the same thing but interpret it very differently, depending on experience, culture, and social position relative to race/ethnicity (3) the meaning and importance of dominant and minority groups, the degree to which a racial hierarchy exists, and the implications of that hierarchy for important outcomes (4) the degree to which the workplace is, indeed, a microcosm of the larger society (5) the pitfalls of ‘colorblindness’ (6) the nature of stigma and its workplace implications and (7) the benefits and drawbacks of affirmative action policy in the workplace.

Taught by: Charles
Course usually offered summer term only
Activity: Seminar
1.0 Course Unit
Notes: For additional information, please see our website at: <a href='http://www.organizationaldynamics.upenn.edu'>http://www.organizationaldynamics.upenn.edu</a>
DYNM 657 Strategic Engagement with Government
June 6 to July 25 (8 weeks) Synchronous sessions: Saturdays 8:30 to 11:00 am, with one 30-minute break (except as noted) Wednesdays 6:00 to 8:30 pm, with one 30-minute break (except as noted) Government actions play a major role in business, shaping the environment in which companies operate and making direct purchasing and investment decisions. Most organizations, however, do little to consider, respond to and shape government decisions that impact them. This course will explore ways in which the private and public sectors interact and will equip organization leaders to engage strategically with governments around the world. Students will study how government actions influence business results and will learn proven methods for optimizing growth and reducing risk from interaction with governments. The instructor will draw on his 40 years of professional experience as international government affairs leader for General Electric, as a consultant, and as a trade negotiator in the Office of the United States Trade Representative. The course will use case studies and small group exercises to illustrate and emphasize key points. Students will also engage with business and government leaders, who will discuss challenges they face and successful approaches to addressing those challenges. Students will work in small groups on exercises and simulations between some class sessions and will then present their results during the subsequent class period. Reading assignments will also take place between class sessions. There will be at least one written assignment during the course. Each student will hold at least one 20 minute 1-1 discussion of the course material with the instructor during the course period. The course schedule provides two periods for these discussions, and students can arrange an alternative time with the instructor. Students are responsible for scheduling their sessions.
Taught by: Richards
Course usually offered summer term only
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: A; DYNM Concentration: LMC. This course meets 6/7-11 in Philadelphia on campus and meets 6/11-13 in Washington, DC.

DYNM 658 Fundamentals of Sustainability
This course is designed to provide an introduction to sustainability concepts and challenges through the lens of the world’s most significant framework to address them: the United Nations’ Sustainable Development Goals (UN-SDGs). The UN-SDGs serve as a blueprint for addressing the world’s most critical social and environmental challenges, calling for urgent collaboration and change to reset the world on a path that operates within planetary boundaries and promotes global prosperity and security. This course will explore extraordinarily significant threats to the way of life of future generations—such as climate change, ecosystem degradation, health and nutrition, pollution, and resource depletion—with specific attention to sustainability challenges and solutions involving food, water, energy, oceans, waste, plastics, biodiversity loss, and urbanization. Further, the course will include focus on the importance of transitioning from linear to circular systems and maximizing life cycle resource utilization. Case studies of scalable sustainability practices and organizational leadership for sustainability will be reviewed with additional input from global thought leaders. Course permits for students outside of the DYNM, MES, or MSAG programs: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit.
Taught by: Finn and Hegde
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: F; DYNM Concentration: SD.

DYNM 659 Art and Relational Skills
This course will meet on the following schedule: Tuesdays: 9/8, 22; 10/13, 27; 11/10, 17 Saturdays: 9/12, 19; 10/3, 10; 11/7; 12/5 Art and creativity offer a rich experiential learning opportunity to develop personal and interpersonal skills. This understanding builds on existing research and literature as well as in the experience of the instructors implementing art and creativity. This course offers an opportunity to create a safe environment to learn, practice and develop key relational skills using art and creativity, shared learning experiences and reflection, modeling newly acquired skills for the participants’ professional and personal practice. This experiential course will support the development of relational skills, such as interpersonal connection, presence, and empathy using art and creativity. It is a 100% hands-on course that requires personal commitment, an open mind, and a desire to learn and grow in new, non-traditional and effective ways. Throughout the course, participants will assess their own relational skills, choose areas for development, and work on enhancing their continuing growth and development using the means provided. Participants will be able to use the tools and models to continue their development after the course as well as for implementing them in their coaching practice or leadership roles. Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit
Taught by: Tordini & Russo
Course usually offered summer term only
Activity: Hybrid Course
1.0 Course Unit

DYNM 660 Theory and Practice of Organizational Leadership
This is a practical course designed to help participants engage in reflective practice regarding their own leadership and their relationship to leadership by others. Students will present case material from their workplaces or other settings, which the class will work live with the aim of creating new insights and actions students can implement and report back on. Foundational readings will provide a shared language and conceptual framework. Likely outcomes for students are an increased experience of choice, responsibility, and personal power in work and other relationships. For additional information, please see our website at: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit
Taught by: Wing
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
Notes: For additional information, please see our website at: <a href='http://www.organizationaldynamics@upenn.edu'>http://www.organizationaldynamics@upenn.edu</a>
DYNM 661 Organizational Culture Change: Theory and Practice
The importance of organizational culture as a factor that can influence organizational performance either positively or negatively gained renewed attention beginning in the mid-1990s. The success of high-profile firms with ‘quirky cultures’ such as Southwest Airlines and the entrepreneurial cultures of high tech firms that, along with the emergence of culture-based assessment programs such as Great Places to Work, Best Place to Work, and B-Corps have generated recognition that organizational culture can be an important factor contributing to organizational success. The related emergence of ‘high performance organisations’, acknowledgment that organization culture can trump the implementation of organizational strategy, competition among companies to attract the best employees, and the failure of many financially promising mergers and acquisitions all point to the importance of understanding and intentionally managing organizational culture. This course will address many of the major debates about organizational culture as well as provide students with tools for better assessing and understanding organizational culture, and leading and managing culture change. Course material and discussions will consistently address issues related to both theory and practice. The course will begin by engaging the debate about how to define organizational culture and what key factors determine culture as well as asking: ‘What evidence is there that culture really matters?’ We will explore different models of categorizing cultures, examine the implications of different conceptual models for diagnosing culture, and consider the usefulness of a variety of diagnostic tools. We will discuss the extent to which there is any solid evidence that culture is really related to performance as well as explore factors that may modify any culture/performance relationship. During this section of the course we will describe, compare, and contrast the cultures of different organizations–both those of the class participants and those of other organizations. We will begin the second section of the course by examining both the theoretical and applied literature on organizational culture change. One of the central questions in the organizational culture debate is whether a culture, particularly of a large organization, really can be changed significantly. After developing a generic framework for the culture change process, we will read cases describing culture change efforts and hear from guest speakers who will discuss specific culture change efforts, successful and not. From this base, students will derive and articulate models of culture change. In addition, this section of the course will introduce students to specific organizational intervention strategies that can be used to facilitate culture change. In particular, we will discuss traditional top-down change strategies, Real Time Strategic Change, Appreciative Inquiry, and other approaches to culture change. During the last section of the course, the class will discuss individual, personal change management as a major factor in successful organizational change; other factors that are essential in most successful culture change efforts; barriers that can be expected; predictable but unintended side-effects of culture change efforts; and strategies for overcoming barriers and managing potential side-effects. Finally, students in this class will apply what they have learned about organizational culture change to their own organizations. This course meets on the following schedule: Wednesday from 6-9: 1/15 Saturdays from 9-5: 1/25; 2/15; 3/7; 4/4 Mondays from 6-9: 2/3; 24; 3/16, 23* *Indicates meeting via Zoom Prerequisite: Non-DYNM students must complete a course permit request: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit Taught by: Vanderslice
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: A; DYNM Concentration: LMC, SD

DYNM 662 Entrepreneurship and Leadership: Creating Winners
Peter Drucker once famously said that ‘entrepreneurs innovate.’ The course looks at how innovation drives the entrepreneurial process in both large organizations and in startup ventures. It stresses the importance of bringing entrepreneurial vision and energy to all organizations: profit and non-profit, as well as government and institutional. The course examines the characteristics of successful entrepreneurs. Participants will learn how to develop their own entrepreneurial instincts and how to encourage an entrepreneurial culture in their organizations. The course examines the challenges of startup ventures and provides practical information to participants who are considering an entrepreneurial venture. It explores strategies for identifying opportunities, creating successful business models, valuing a business, raising capital and managing the business. The course builds understanding of how a culture of entrepreneurship and innovation are critical to any organization that wants to survive and prosper in the future. The course discusses how sustainability is becoming a global force for change, creating exceptional entrepreneurial opportunities. The course looks closely at the leadership roles of both the CEO in a large organization and the entrepreneur in a venture. The course examines how leaders in all kinds of organizations set priorities, identify game-changing opportunities, shape the organizational culture and motivate their teams to achieve outstanding performance or, sometimes, fail. The course stresses the leadership responsibilities of the board of directors in providing governance and oversight in both for-profit and non-profit organizations. Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit Taught by: Keech
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: A; DYNM Concentrations: LMC, SD
DYNM 663 Green Skepticism: Communicating and Implementing Sustainable Business
Green initiatives are creating competitive advantage for businesses. Smart companies are integrating environmental stewardship into their strategies, operations, marketing, and product innovation. Companies that successfully embed sustainability in their core business strategy and culture—rather than 'bolting it on' as a peripheral activity—are gaining the most value added. Embedding sustainability requires the active engagement of all organizational stakeholders, many of whom may be green skeptics, dubious of the need to change. Many people who feel passionately about sustainability cannot relate to those who have a harder time understanding the need for a change... Corporate associate & MBA candidate. The business case for sustainability has been made many times, yet skepticism about the need for change remains widespread. While adopting sustainable business practices must make sense financially, an economic argument alone may not be enough to convince people to purchase green business products and services or to implement sustainability practices. The course is based on the assumption that 'task significance' is an important factor for implementing sustainable business practices. This means helping people see the connection between small tasks they are being asked to do and the big picture of global sustainable business. The first part of the course focuses on understanding sustainability driven changes in the global business landscape through a coherent framework. The second part of the course focuses on what those changes mean for business fundamentals: consumption, production systems, innovation, and emerging economies. The third part of the course focuses on communicating and implementing sustainable business strategies and initiatives. Students will have the opportunity, with a team, to design a communication and implementation program for an organization. Throughout the course, strategies and tactics that work to engage skeptics who do not understand the need for change, as well as tactics that don’t work, will be studied. The course is based on the instructor’s experience leading hundreds of business and environmental professionals from skepticism to enthusiasm for sustainable business over the past decade. This course is designed for everyone tasked with engaging others in implementing sustainable business practices and for entrepreneurs selling green business products and services. It will provide strategies for enhancing a technical and economic sales pitch. The course is also for those who may be skeptical themselves, and want to reconsider their skepticism. Categories: A Concentrations LMC, SD Taught by: Heller
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: For additional information, please see our website at: http://www.organizationaldynamics.upenn.edu

DYNM 664 Organizational Culture and Learning
What is organizational culture? What is organizational learning? How do organizations learn effectively and change their culture? A learning organization is skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge (Garvin, 1993). According to Ray Stata, Chairman of Analog Devices, 'The rate at which individuals and organizations learn may become the only sustainable competitive advantage.’ However we define and prioritize organizational learning, we must still struggle with how to do it. This is a tougher question. The thesis of this seminar is that an enriched understanding of culture can enhance organizational learning. Participants will explore the concept of culture, study the work of Chris Argyris, and discover practices and behaviors that promote organizational learning and culture change. The objective of this seminar is to help participants get beyond highly abstract philosophy and develop a deeper understanding and useful skills based on these concepts. This course will meet on the following Wednesdays: May 27th, June 3rd, 10th, and 17th; July 22nd and 29th. Taught by: Barstow
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: For additional information, please see our website at: http://www.organizationaldynamics.upenn.edu

DYNM 666 Systems and Design Thinking
This course is designed to challenge the traditional thinking of basic management strategy and practice and to show why organizations must learn to think differently. This course takes a multidisciplinary approach to challenge participants to rethink their assumptions and move beyond the traditional practice of complex problem and management strategy formulation and execution. The course will look at the challenges and opportunities that come from integrating Systems and Design Thinking to create more sustainable solutions. The prevailing pattern of thought employed by management is analytical. A new pattern of thought is required: synthetic. Systems thinking involve both analysis - to produce knowledge of organizations (systems) - and synthesis to provide understanding. Without both, effective solutions to problems cannot be obtained. To go beyond understanding to wisdom requires awareness of the difference between doing things right (efficiency) and doing the right thing (effectiveness). The better we do the wrong thing, the more wrong we become. Today a great deal of energy is expended by organizations in an effort to increase the efficiency with which wrong things are done. This course looks at how systems and design thinking can increase the chances of making the right decisions; doing the right thing.
Taught by: McAdam
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
Notes: DYDM Category: F; DYNM Concentrations: LMC, SD
DYNM 669 The Power of Confusion
Confusion is a lack of clarity about some situation that matters to you, which causes you to feel so uncertain or uncomfortable that you have a hard time making decisions. You may be confused about whether you fit into an organization; or about what work makes you feel great versus work that you are good at; or about the right thing to do when you are frightened. The power of confusion is that it forces you to stop and seek clarity in your life and career. This seminar addresses seven types of personal and organizational confusion encountered in organizational life during a professional career: 1) confusion over which personal ethics, skills, and talents you find most meaningful; 2) confusion over discovering what is really going on in an organization; 3) confusion of who is in charge—leadership and which direction ‘we’ are moving toward? 4) confusion over ‘what’s in it for me?’ How motivation and satisfaction relate to incentives and pay schemes; 5) confusion caused by blaming, rather than developing skills needed to make lasting changes and improvements; 6) confusion about how teams pull together 7) confusion caused by committing random acts of improvement instead of building a system for making customer-oriented organizational innovations and improvements. You were not born with any inherited knowledge or wisdom, yet you are certain to face fear and confusion during your lifetime. You were born with curiosity and the ability to ask ‘why?’ when you face a confusing situation. You were also born with the ability to think for yourself, listen to others, and learn from experience. Confusion spurs you to use these abilities to gain the clarity that leads to understanding and wisdom; you will need tools to guide your learning. This seminar will show you how to use simple tools to achieve that clarity. Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit.

Taught by: Stankard
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: A; DYNM Concentrations: LMC, OC. Course Schedule: 1/14, 28; 2/11, 25; 3/11; 4/1. Snow make up day: 4/8

DYNM 671 Workplace Ethics: Ownership, Participation, Productivity
In this course, you will have the opportunity to: 1) examine ethical, religious, legal, technological, and economic bases for different ownership systems from early human history through the 20th century; 2) develop a theoretical framework for understanding ownership issues in the contemporary workplace; 3) review social science concerning ownership and the related organizational issues of motivation, performance, productivity, profitability, culture, diversity, and equity; 4) analyze a variety of cases to measure ownership's effects across many industries and business situations; 5) learn about various forms of ownership and compensation in use today in small and large organizations, both public and private; 6) utilize a diagnostic tool for assessing the ways in which your own organization's culture and business outcomes are impacted by the firm's ownership system; 7) describe your own experiences of the different ownership systems with which you may have engaged, including: family, schools, little leagues and professional sports, volunteer service organizations, charities, religious institutions, professional service providers (e.g., doctors, lawyers, veterinarians), the places where you shop (e.g., think about Genuardi’s before and after it was sold to Safeway), and the different places you have worked...as a way of systems; 8) assess and refine your views regarding ownership in light of your own social, political, religious, and ethical commitments. Who is going to own what we all have a part in creating? The history of American business is an evolving answer to the question of ownership. Of all the issues relevant to organizational dynamics, ownership is arguably the most important and least understood. Matters of ownership have also been and remain of intimate concern to ordinary Americans—the slave yearning to be free, the young couple with a dream of home ownership, the entrepreneur who wants to be his own boss, the consultant who wants to form a partnership with her best friends, and the indebted, mid-level manager reviewing last year’s 401(k) statement. Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit.

Taught by: Lamas
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: F; DYNM Concentration: LMC. Course meeting schedule: 1/20, 27; 2/3, 17, 24; 3/17, 31. This course is scheduled for 7 Sunday meetings. At the first class meeting, the and students will discuss modifying the schedule by reducing the number of meetings or the hours of Sunday meeting by having some of the course hours via Zoom.
DYNM 673 Stories in Organizations: Tools for Executive Development
As we all know, living in--and out--of organizations is getting exponentially harder. Things seem to be multiplying, splintering, and coalescing kaleidoscopically, and each of us is increasingly taxed to make sense of it all, let alone create meaning for ourselves and those we manage and care about. Remarkably, a powerful tool for helping us is one we have already mastered: stories. As humans we think, feel, speak, listen, explain, and believe in narrative form. Yet this capability is dramatically under-exploited at work. This course examines a variety of ways to bring the power of stories to organizational life. We will look at how stories enhance communication, support change, and intensify learning and development in individuals and organizations, thus informing your leadership style and effectiveness. We will have many opportunities in class to apply 'story-based technologies' to issues you face in personal or professional life. Readings come from the literatures of human development, narrative psychology, organizational change, executive learning, and, of course, from literature itself. Prerequisite: Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit
Taught by: Greco
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: A; DYNM Concentration: LMC

DYNM 674 How to Speak, Think, and Act Like a CEO
DYNM Category: A; DYNM Concentration: LMC In this course we look at how great CEOs communicate, engage, build credibility, and lead. The purpose of the study is to guide potential future senior leaders to recognize and develop the necessary habits and perform effective leadership practices that helps them to build their credibility and create a lasting legacy of great leadership. We take the position that most accomplished CEOs do three things brilliantly: 1) Make good strategic decisions based on how they see their environment; 2) Behave in a way that sincerely honors those they lead, and 3) Create meaning and purpose by having and communicating a compelling vision of the future. These are the three agendas. How does the effective leader make this real? How do they develop the capacities that enable emotional intelligence, futurist thinking, and being a respected leader who others want to follow? Creating the conducive environment is a two-way street - building your own capabilities that create a culture that others want to work in. These are skills that can be learned. It begins with self-awareness of your strengths and blind spots and how to build high performing teams. By the end of the course, through self-assessments, individual and peer coaching, class meetings, discussions, assignments, presentations, case studies, research, and required readings, participants will: 1) Define and communicate their own strengths and blind spots; 2) Engage with models for learning how to people read and collaborate effectively to engage in learning with others; 3) Receive feedback and coaching from peers and faculty; 4) Describe the leadership and team dynamics that enable organizations to thrive; 5) Explore models and frameworks for strategic application and presentation delivery; 6) Present effectively to various group sizes and audiences; 7) Learn how to assess personal effectiveness in the execution of executive communication and engagement; 8) Work with a model for effective decision making to guide their own actions. Permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit.
Taught by: Hart and Hayashi
Course usually offered summer term only
Activity: Seminar
1.0 Course Unit

DYNM 675 Advanced Seminar in Organizational Politics
This course will meet both synchronously and asynchronously. The synchronous sessions will be Tuesday evenings from May 19th to July 7th. The goal of this course is to assess/advance the participant’s competence in applying the ‘eighth habit’-that of organizational politics and power, in a variety of organizational settings, system levels and contexts. Course requirements are: 1) a detailed learning log (to be supplied and reviewed weekly); 2) A political autobiography (guide to be supplied); 3) Active participation in all sessions; 4) Three interviews of senior managers on the topic of politics (interview guide to be supplied); Note: Additional interviews may be done for extra credit; 5) An assessment of the political map of a complex organization (map to be developed in class); 6) A peer completed assessment using the ‘political skills inventory’ (see Ferris). Course permits for non-DYNM students: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit.
Taught by: Eldred
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: DYNM Course Category: A; DYNM Course Concentrations: LMC.

DYNM 676 Communication Competence: Extracting Value in Key Organizational Interactions
Often an organization can facilitate its own success by employing fundamental communication practices during value-latent interpersonal interactions. In this course we explore the direct relationship between competent communication and the ability to extract maximum value in most Key Organizational Interactions. Starting off on a personal development note and building off time-tested principles, participants will conduct their own communication skills assessment to determine their own communication strengths and identify specific areas for improvement. Qualities such as effective empathy and active listening are also explored. Moving into the organizational realm, together we define then locate those Key Organizational Interactions, both within and external to the organization, that significantly impact how that organization is perceived. We explore all the possible value points within these Key Organizational Interactions, how they tie into the organization's strategic objectives, and how to best approach them interpersonally. Non-DYNM students must complete a course permit request: https://www.sas.upenn.edu/lps/graduate/dynamics/course-permit
Taught by: Brian Shapiro
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
Notes: DYNM Course Category: A; DYNM Course Concentrations: LMC
DYNM 693 The Global Leader
The 'Global Leader' is a co-listed INTS/DYNM course, developed as part of the Lauder Institute's new Global Program that will prepare students for leadership roles in international and culturally diverse environments. The course will focus on developing skills through a hands-on approach that includes using case students, in-class exercises, movie clips, and class discussion, with readings that emphasize theory and application. The course is comprised of two modules. The first module - Globally Capable Leadership - will introduce students to the core qualities of leadership that transcend cultures, as well as examine how cultural context influences leadership efficacy. The second module - Managing Across Borders - will teach students how to negotiate effectively in a variety of contexts, including conflict resolution, transactional settings, conflict resolution, and across borders, such as those of gender, ethnic identity, national culture, and differences in values and beliefs.
Taught by: Taheripour
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: For additional information, please see our website at: <a href='http://www.organizationaldynamics.upenn.edu'>http://www.organizationaldynamics.upenn.edu</a>

DYNM 705 Capstone Course
In Summer 2020, the capstone course will meet completely online during the 11-week session. The course will meet synchronously on Monday evenings and also have some asynchronous sessions. This course requires the student to study a topic of their own choice, discuss their progress with the class in regular meetings and to deliver a final paper that meets the following criteria: 1. Makes an argument, describes or summarizes a position that is unique, original, or which directly applies to the student; 2. Uses primary sources or applies to a primary organization as much as possible; 3. Conforms to the style and format of good academic writing and the MSOD Capstone Presentation Guidelines; 4. Allows a student to demonstrate competencies gained from the courses completed in the Organizational Dynamics program. The role of the capstone professors is to coordinate the development of each student’s capstone committee, to offer facilitation during peer-review discussion, to discuss the student’s work as the capstone is written. A course professor may also be the student’s primary advisor or a reader. For details about the capstone course, including delivery dates, please see the DYNM Canvas community site.
Taught by: Barstow and Russo
One-term course offered either term
Activity: Hybrid Course
1.0 Course Unit
Notes: DYNM Category: Capstone. This course is an online and in-person course.

DYNM 720 Foundations of Organizational Consulting and Executive Coaching
This 5.5 day intensive course is the first in a six-course cohort program in Organizational Consulting and Executive Coaching. During this course students will experience the formation of a group (their cohort) and learn the dynamics that commonly affect groups. Students will be taught a variety of theoretical constructs which influence the helping professional role and also start to practice as helping professionals through live coaching and case studies. In addition to textbooks for this course, students will also need to purchase an assessment. Details on this process will be provided to students before the course start. All OCEC courses are registration by permit only. The program office will issue registration permits prior to the semester start so that students can register. Prerequisite: This course is for OCEC Cohort members only.
Taught by: Ostrowsky, Pennington, Subramanian
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: F; DYNM Concentration: OCEC. Course Schedule: TBA

DYNM 722 Making Meaning from Org Exp & Establishing Frameworks for Consulting & Coaching
This course is designed to immediately follow the five-day DYNM 720 intensive in order to build on cohort member experiences by introducing a broad range of coaching and consulting theories. Using newly introduced theories and your own experiences and observations, you will begin applying them to assess, interpret, and make meaning of behavior at three levels: individual, group, and organizational. Using your knowledge and research, you will begin narrowing and deepening theories you are drawn toward to begin laying a foundation for your further work in DYNM 723 and 724. DYNM 722 culminates with each cohort member researching and executing a high-level presentation based on one theoretical approach. You will continue your cohort-based learning with your deeper appreciation of one approach, as well as benefiting from each of your cohort member’s presentations. Prerequisite: This course is for OCEC Cohort members only.
Taught by: Ostrowsky
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: F; DYNM Concentration: OCEC. Course Schedule: TBA

DYNM 723 Consulting and Coaching Process: Knowing Yourself
Participants learn to be coaches by being coaches to one another. Over a two-month period, cohort members expand their repertoire of skills and tools, share their experiences, and together scrutinize the client/coach relationship.
Taught by: Pennington
One-term course offered either term
Activity: Seminar
1.0 Course Unit
DYNM 724 Beyond the Dyad: Group Coaching Theory and Practice
This course explores the application of coaching principles, models, and techniques in the context of groups and teams. While most coaching is dyadic in nature, coaching in group or team settings requires an understanding of the complex social dynamics that shape learning and change in groups, as well as the levers and mechanisms that enable collective action toward common goals. The course is designed to build on and complement your growing base of scholarship and practice from 720, 722, and 723.
Taught by: Ostrowski
Course usually offered in spring term
Activity: Hybrid Course
1.0 Course Unit

DYNM 727 Practicum Experience in Consulting and Coaching
Participants integrate everything they have learned by contracting with a client to provide consulting/coaching services. Individual supervision is provided on a weekly basis by a core faculty member and peer supervision is provided in two clinics, where cohort members share their experiences and learning with one another and, at the conclusion of the second clinic, bid the cohort farewell as members are now ready for their internship experiences. This course is open to OCEC students only. This course fills the following Organizational Dynamics requirements:
Categories: A Concentrations: OCEC
Notes: For additional information, please see our website at: <a href='http://www.organizationaldynamics.upenn.edu'>http://www.organizationaldynamics.upenn.edu</a>

DYNM 729 Executive Coaching Internship
In this course, each participant is exposed to a variety of executive coaching opportunities designed to enable them to utilize their skills in multiple situations and contexts. Access to an advisor/coach during this period ensures that each participant's advanced learning will be provided in a timely and individualized manner.
Taught by: Bergey/Pennington/Russo
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: A; DYNM Concentration: OCEC

DYNM 758 Sweden: Strategies for Thriving in the 21st Century
Neutral during WWII, and claiming a 'Middle Way' between east and west in the post-war twentieth century, Sweden - its people, institutions, and culture - has left its mark on our global society. In today's world, the influence of Swedish ideas and innovations can be seen in government structures, health and social policies, business organizations, working life, education, science, art, literature, and, of course, the design and style of many products and services which enjoy high demand. These are impressive impacts from a nation-state of only eight million people. What lessons are there for Americans and our institutions as we enter the twenty-first century where our leadership position, ability to determine the rules and control the agenda of world economic and political affairs are diminished? In this course, we focus on 'the people philosophy' of Sweden, its government, businesses and organizations. We cover healthcare issues and policy, sustainable development, the European Community and the human relations issues in organizations. This course will include meetings with academics and leaders from industry, government, health care, science, media, arts and culture. Students will meet with and learn from these representatives in order to explore Swedish organizational dynamics, both in terms of its economic prosperity and the problems Swedish society faces today.
Taught by: Barstow
Course usually offered summer term only
Activity: Seminar
1.0 Course Unit

DYNM 770 Process Excellence in South America: Chile on Its Journey to Productivity and Performance
This course will travel to Chile July 21st through 29th. The class will meet on campus before and after departure on dates to be determined. This course will have an additional course fee to cover lodging and other program logistics. Registration permits will be issued upon a signed Travel Agreement being returned to the Organizational Dynamics program office. Chile is a long and narrow strip of land along the pacific coast of South America. It is the longest country in the world, 2,700 miles in length, which is about the distance from San Francisco to New York. In 1973 the military imposed a dictatorship, led by Augusto Pinochet, who ruled the country until 1990. The Chilean strategy to be part of the world economy has been based on open markets and the development of Free Trade Agreements. A report by The Economist Intelligence Unit shows Chile has the best environment in the region for business and is among the top 20 countries worldwide. Chile stands out for the effectiveness of its policies, labor, and infrastructure. The strength and stability of its banking and financial systems have generated high credibility indexes in foreign markets, which has meant that big companies want to invest in the country, improving access to goods and services. Chilean companies have started improving the way they organize themselves. Business Process Management and Digitalization have become important topics in many organizations. The Universidad de Chile offers numerous courses and certificates in that field. Chile is making good progress on its journey to productivity and performance. Students will meet with academics and business leaders and observe the organizational dynamics of Students will also learn Chile’s journey to high performance and what it means to do business with organizations in this emerging market.
Taught by: Kirchmer and Oliivos
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: A; DYNM Concentrations: LMC, GL, SD. Travel Dates: 7/21-29. Pre-departure class is 7/5 from 1-4 pm.
DYNM 781 Dynamic Hub of the Americas: Entrepreneurship & Sustainable Development on the Americas

What a difference a century makes! This Penn Organizational Dynamics course offered in Panama will provide the opportunity to examine and assess the Panama Canal huge project with global impact undertaken in the early 1900s, completed in 1914, and recently expanded alongside innovative, entrepreneurial, and paradigm-shifting sustainable development projects underway in early 21st Century Panama. Central America's largest and fastest growing economy, Panama is developing rapidly. This course will explore avenues by which the nation is tackling sustainability challenges while balancing economic growth, cultural value, conservation of biodiversity, and exploitation of natural resources. The early 1900s were about Imperialism and political and financial dominance invoked to make something happen that was colossal in scale and macro in scope. Today Panama is about bright spots, positive deviance, and emergence of new economic initiatives and development based on a different world view, but these micro scale projects also have the potential to change world order. We will spend the first half of the trip in Panama City, during which we will visit the Canal and take a day trip to Colon and the Free Trade Zone. We will travel to the islands of Bocas del Toro for the second half of the week to broaden our perspective on Panama's historical and contemporary approaches to sustainable development. The learning objective of this course is to examine a paradigm shift in economic development over the past 100 years using Panama as a critical case study. This course will have an additional fee to cover logistical costs. This course requires interested students to submit a course application. The application can be found here: https://sasupenn.qualtrics.com/jfe/form/SV_bIOOn90FjV区UDZQN. Registration permits will be issued upon receipt of a signed travel agreement.

Taught by: Barstow and Cronin
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: DYNM Course Category: A; DYNM Course Concentrations: LMC, GL, SD. Travel Dates: 3/1-11.

DYNM 786 European Approaches to Multi-Stakeholder Project Management

In the interconnected world of global corporations, studying Project Management from the standpoint of U.S. firms is not enough. Broadening perspectives is the goal of the seminar in Paris, France. Dr. Jean-Marc Choukroun will lead Organizational Dynamics students in a study of European approaches to the challenges of large project management, particularly those involved in public-private and other multi-group projects. Dr. Choukroun notes that 'In today's global economy, managing multi-national, multi-cultural teams, devising innovative financing arrangements and securing public-private cooperation are increasingly becoming standard requirements for complex projects. European integration has made dealing with these issues a priority with many European organizations. Students will be exposed to new ideas, and new ways of applying time-tested methods and techniques that European organizations in general, and more specifically French organizations, have developed to address these issues. Properly adapted, some of these ideas should prove to be readily applicable in the US context. In addition, students will discover how French managers in the public and private sectors frame issues, approach problems and implement solutions.'

Taught by: Choukroun
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: DYNM Category: A; DYNM Concentrations: LMC, GL. Travel Course Dates: 5/25 to 6/2.

DYNM 899 MPhil Capstone Registration

Activity: Masters Thesis
1.0 Course Unit
Notes: DYNM 899 is a required registration for MPhil candidates.

Pashto (PASH)

PASH 405 Elementary Pashto I

The first semester is focused on mastering the writing system, basic structures, and simple conversation using texts, writing samples, and numerous structure and dialogue drills. We remain within the present and future tenses only, developing vocabulary with lessons and discussions centered around greetings, family, weather, foods, and directions. Students use authentic online and textbook materials. Prerequisite: Offered through Penn Language Center.

For BA Students: Language Course
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

PASH 406 Elementary Pashto II

The second semester covers more advanced structures with reinforcing drills, and begin reading longer texts of an assorted variety, mostly short stories and some news articles. The past tense is introduced, as well as longer more complex texts. Topics within simple simulated contexts (taxi, hotel, restaurant, food shopping, time, family). Short writing exercises and dictations are expected at this time, as well as simultaneous translations to and from Pashto. Prerequisite: Offered through Penn Language Center.

For BA Students: Language Course
Course usually offered in spring term
Prerequisite: PASH 405
Activity: Lecture
1.0 Course Unit

PASH 425 Intermediate Pashto I

A more in-depth study of the Pashto language. Reading, writing, speaking, and listening comprehension are all stressed in this more advanced course which also builds on the grammar of beginning level. Prerequisite: Offered through Penn Language Center.

For BA Students: Language Course
Course usually offered in fall term
Prerequisite: PASH 406
Activity: Lecture
1.0 Course Unit

PASH 426 Intermediate Pashto II

The second semester of intermediate study and a more in-depth study of the Pashto language. Reading, writing, speaking, and listening comprehension are all stressed in this more advanced course which also continues to build on grammar skills. Prerequisite: Offered through Penn Language Center.

For BA Students: Last Language Course
Two terms. student must enter first term.
Prerequisite: PASH 425
Activity: Lecture
1.0 Course Unit

Notes: Offered through Penn Language Center

PASH 446 Advanced Pashto Readings

One-term course offered either term
Activity: Seminar
1.0 Course Unit
Persian (PERS)

PERS 011 Elementary Persian I
This course is designed to help you start learning Persian and to give you the necessary tools to continue your study of Persian. This course introduces the Persian alphabet alongside grammar and vocabulary. Emphasis is placed on actively using the language for interpersonal, interpretive, and presentational modes of communication. The four language skills (i.e., listening, speaking, reading and writing) as well as pronunciation and culture are integrated into the curriculum. There is no prerequisite.
For BA Students: Language Course
Taught by: Entezari
Course usually offered in fall term
Also Offered As: PERS 611
Activity: Lecture
1.0 Course Unit

PERS 012 Elementary Persian II
This course is designed to help you build upon what you have learned in Elementary Persian I. Emphasis is placed on using the language for interpersonal, interpretive, and presentational modes of communication. Therefore use of English is restricted. Listening, speaking, reading, and writing-as well as culture, vocabulary, grammar, and pronunciation-are integrated into the course. Students must either have successfully completed PERS 011, or take the departmental exam.
For BA Students: Language Course
Taught by: Entezari
Course usually offered in spring term
Also Offered As: PERS 612
Prerequisite: PERS 011
Activity: Lecture
1.0 Course Unit

PERS 013 Intermediate Persian I
This course is conducted in Persian and designed to help you continue expanding upon what you have learned in Elementary Persian II (PERS-012). In this course, we will begin to address a broader variety of cultural topics in order to increase your proficiency in linguistic as well as cultural terms. Emphasis is placed on actively using the language for interpersonal, interpretive and presentational modes of communication. Therefore use of English is restricted. Listening, speaking, reading, and writing are integrated into the course, as are culture, grammar, vocabulary, and pronunciation. Students must either have successfully completed PERS 012 or take the departmental placement exam.
For BA Students: Language Course
Taught by: Entezari
Course usually offered in fall term
Also Offered As: PERS 613
Prerequisite: PERS 012
Activity: Lecture
1.0 Course Unit

PERS 014 Intermediate Persian II
In this course, we will continue to address a broader variety of cultural topics in order to increase your proficiency in linguistic as well as cultural terms. Emphasis is placed on actively using Persian for interpersonal, interpretive and presentational modes of communication. Therefore use of English is restricted. Listening, speaking, reading, and writing are integrated into the course, as are culture, grammar, vocabulary, and pronunciation. Students must either have successfully completed PERS 013 or PERS 017, or take the departmental placement exam.
For BA Students: Last Language Course
Taught by: Entezari
Course usually offered in spring term
Also Offered As: PERS 614
Prerequisite: PERS 013 or PERS 017
Activity: Lecture
1.0 Course Unit

PERS 015 Advanced Persian I
For BA Students: Advanced Language Course
Course usually offered in fall term
Also Offered As: PERS 615
Prerequisite: PERS 014 OR PERS 018
Activity: Lecture
1.0 Course Unit

PERS 016 Advanced Persian II
For BA Students: Advanced Language Course
Taught by: Assefi-Shirazi
Course usually offered in spring term
Also Offered As: PERS 616
Prerequisite: PERS 015
Activity: Lecture
1.0 Course Unit

PERS 017 Persian for Heritage Speakers
This course is designed to help you strengthen your skills by learning not only to read and write, but also to engage in more complex forms of discourse in Persian. In this course, we will begin to address a variety of topics in order to increase your proficiency in linguistic as well as cultural terms. Emphasis is placed on actively using the language for interpersonal, interpretive and presentational modes of communication. Therefore, English is restricted. Listening, speaking, reading, and writing are integrated into the course, as are culture, grammar, vocabulary, and pronunciation. Students must be proficient in spoken Persian (whether Farsi or Dari), and lack reading and writing skills.
Taught by: Entezari
Course usually offered in fall term
Also Offered As: PERS 617
Activity: Lecture
1.0 Course Unit

PERS 018 Persian for Heritage Speakers II
A course designed to develop greater skills in reading and writing standard modern Persian for those with a competency in spoken Persian. The course will focus on the lexical and syntactic differences between written and spoken Persian, and the problems of Persian spelling. Prerequisite: Offered through the Penn Language Center.
One-term course offered either term
Prerequisite: PERS 017
Activity: Lecture
1.0 Course Unit
PERS 019 Advanced Persian in the Media
This course is designed for advanced students of Persian interested in contemporary Persian media from Iran as well as Afghanistan and abroad, who wish to gain a deeper understanding of contemporary Persian-speaking societies and politics. Students will advance their skills in reading and listening, as well as in writing and speaking. Prerequisite: Offered through the Penn Language Center.
Taught by: Assefi-Shirazi
Course usually offered in spring term
Prerequisite: PERS 016
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center.

PERS 040 Introduction to Sorani Kurdish
Introduction to Sorani Kurdish is an introductory-level course designed to help you start learning Sorani Kurdish and to give you the necessary tools to continue your study of Kurdish language. This course introduces the Kurdish alphabet (Arabic script) alongside grammar and vocabulary. Toward the end of the semester, the course will also involve some Kurdish classical and modern poetry. Emphasis is placed on actively using the language for interpersonal, interpretive, and presentational modes of communication. The four language skills (i.e., listening, speaking, reading, and writing) as well as pronunciation and culture are integrated into the curriculum. There is no prerequisite.
Taught by: Salih
Also Offered As: PERS 640
Activity: Lecture
1.0 Course Unit

PERS 320 Persian Culture, Literature and Film for Advanced Learners I
Taught by: Shams Esmaeili
Also Offered As: PERS 620
Activity: Lecture
1.0 Course Unit

PERS 611 Elementary Persian I
This course is designed to help you start learning Persian and to give you the necessary tools to continue your study of Persian. This course introduces the Persian alphabet alongside grammar and vocabulary. Emphasis is placed on actively using the language for interpersonal, interpretive, and presentational modes of communication. The four language skills (i.e., listening, speaking, reading, and writing) as well as pronunciation and culture are integrated into the curriculum. There is no prerequisite.
For BA Students: Language Course
Taught by: Entezari
Course usually offered in fall term
Also Offered As: PERS 011
Activity: Lecture
1.0 Course Unit

PERS 612 Elementary Persian II
This course is designed to help you build upon what you have learned in Elementary Persian I. Emphasis is placed on using the language for interpersonal, interpretive, and presentational modes of communication. Therefore use of English is restricted. Listening, speaking, reading, and writing-as well as culture, vocabulary, grammar, and pronunciation-are integrated into the course. Students must either have successfully completed PERS 611, or take the departmental exam.
For BA Students: Language Course
Taught by: Entezari
Course usually offered in spring term
Also Offered As: PERS 012
Prerequisite: PERS 011
Activity: Lecture
1.0 Course Unit

PERS 613 Intermediate Persian I
This course is conducted in Persian and designed to help you continue expanding upon what you have learned in Elementary Persian II (PERS 012). In this course, we will begin to address a broader variety of cultural topics in order to increase your proficiency in linguistic as well as cultural terms. Emphasis is placed on actively using the language for interpersonal, interpretive and presentational modes of communication. Therefore use of English is restricted. Listening, speaking, reading, and writing are integrated into the course, as are culture, grammar, vocabulary, and pronunciation. Students must either have successfully completed PERS 612 or take the departmental placement exam.
For BA Students: Language Course
Taught by: Entezari
Course usually offered in fall term
Also Offered As: PERS 013
Prerequisite: PERS 012
Activity: Lecture
1.0 Course Unit

PERS 614 Intermediate Persian II
In this course, we will continue to address a broader variety of cultural topics in order to increase your proficiency in linguistic as well as cultural terms. Emphasis is place on actively using Persian for interpersonal, interpretive and presentational modes of communication. Therefore use of English is restricted. Listening, speaking, reading, and writing are integrated into the course, as are culture, grammar, vocabulary, and pronunciation. Students must either have successfully completed PERS 613 or PERS 617, or take the departmental placement exam.
For BA Students: Last Language Course
Taught by: Entezari
Course usually offered in spring term
Also Offered As: PERS 014
Prerequisite: PERS 013 or PERS 017
Activity: Lecture
1.0 Course Unit

PERS 615 Advanced Persian I
For BA Students: Advanced Language Course
Course usually offered in fall term
Also Offered As: PERS 015
Prerequisite: PERS 614 OR PERS 018
Activity: Lecture
1.0 Course Unit
Pharmacology (PHRM)

PHRM 495 High Throughput discovery: A multidisciplinary approach to cancer

The newly developed massively parallel technologies have enabled the simultaneous analysis of many pathways. There are several large scale international efforts to probe the genetics and drug sensitivity of cancer cell lines. However, there are some rare cancers that have not been analyzed in depth. One of these rare cancers is malignant peripheral nerve sheet tumors (MPNST). MPNST, although a rare cancer, are common in patients with neurofibromatosis type. In the course, students will take part in a high throughput discovery effort in two phases. Phase 1 is a training phase, which will consist of quantitative profiling the sensitivity of MPNST cell lines to a library of >120 common and experimental cancer drugs. These will be conducted in the UPenn High Throughput Screening Core. (http://www.med.upenn.edu/cores/HighThroughputScreeningCore.shtml). While we call this a training phase, the data from this will be subject to rigorous quality control for eventual publication and development of a public database for rare tumors. Phase 2 is an independent research project. Examples of projects include, but are not limited to: Combinatorial screens (synthetic lethal); siRNA screens; novel compound screens; determining mechanisms of cell death; developing tools for data analysis and database development. During phase 2, students will also modify compounds of interest using the Penn Chemistry: Upenn/Merck High Throughput Experimentation Laboratory (https://www.chem.upenn.edu/content/penn-chemistry-upennmerck-high-throughput-experimentation-laboratory), and then retest them for activity to determine structure activity relationships. We will sponsor phase 2 projects relevant to neurofibromatosis. However, in phase two students can also research other areas if they develop sponsorships from professors. We expect the course to be a hypothesis engine that generates ideas for further research. Prerequisites include a strong foundation in biology and chemistry. Students will prepare an abstract proposal by week four on their phase 2 projects, and a report in scientific paper style, due on the last day of the semester. In addition to attending the class lecture, an estimated 10 hours a week Independent Laboratory Research is expected.

Taught by: Dr.’s Jeffrey Field, David Schultz, and Simon Berrett
Course usually offered in spring term
Also Offered As: CHEM 495
Activity: Laboratory
1.0 Course Unit

PHRM 510 Neurotransmitter Signaling & Neuropsychopharmacology

The goals of this course are three-fold: 1) Provide an overview of major psychiatric disorders. 2) Provide in-depth information on neurotransmitters, emphasizing the wealth of new molecular information on how neurons function and communicate, in as well as the basis for psychotherapeutics (one class per week). 3) Develop skills to appreciate, present and critically evaluate the the current literature in neurotransmitter signaling and neuropsychopharmacology (one class per week). Prerequisite: Permission of course director

Taught by: Staff Dr. Steve Thomas; Dr. Chris Pierce; Dr. Wade Berrettini; Dr. Liz Heller
Course offered spring; even-numbered years
Also Offered As: NGG 510
Activity: Lecture
1.0 Course Unit
PHRM 532 Human Physiology
This course will present a survey of the physiology of most of the major organ systems. It will integrate knowledge of cellular and molecular mechanisms into an understanding of function at the tissue, organ, and organism levels. It will begin with a brief review of membrane physiology, followed by electrophysiology and signaling in nerve. Then, after a brief outline of neural control systems and their role in homeostasis, it will present motility and muscle, the cardiovascular system, respiration, the renal and gastrointestinal systems, and selected topics from the endocrine system, the reproductive systems, environmental and exercise physiology. As well as providing a basis of integrative physiology for students in fields such as physiology, bioengineering and pharmacology, it should be of interest to students of cellular and molecular biology and genetic engineering who will need to appreciate the roles of specific systems and molecules at higher levels of organization. Prerequisite: Although not a formal prerequisite, a good foundation in cell bio level of BIOM/CAMB 600 (or an equivalent upper level undergraduate strongly recommended. A general understanding of the chemistry a biochemistry of macromolecules, and of basic molecular biology wi assumed. This course is primarily designed for 2nd year BGS students in BGS or other programs will require the permissio instructor. This course is not open to undergraduates.
Taught by: Tejvir Khurana, Ben Prosser, and Paul Titchenell
Course usually offered in fall term
Also Offered As: CAMB 532
Activity: Lecture
1.0 Course Unit

PHRM 534 Experimental Genome Science
This course will survey methods and questions in experimental genomics, including next generation sequencing methods, genomic sequencing in humans and model organisms, functional genomics, proteomics, and applications of genomics methods. Students will be expected to review and discuss current literature and to propose new experiments based on material learned in the course. Prerequisite: Undergraduates and Masters students need BIOL 431.
Taught by: C. Brown, J. Murray
Also Offered As: GCB 534
Prerequisite: BIOL 431
Activity: Lecture
1.0 Course Unit

PHRM 535 Introduction to Bioinformatics
This course provides overview of bioinformatics and computational biology as applied to biomedical research. A primary objective of the course is to enable students to integrate modern bioinformatics tools into their research activities. Course material is aimed to address biological questions using computational approaches and the analysis of data. A basic primer in programming and operating in a UNIX environment will be presented, and students will also be introduced to Python, R, and tools for reproducible research. This course emphasizes direct, hands-on experience with applications to current biological research problems. Areas include DNA sequence alignment, genetic variation and analysis, motif discovery, study design for high-throughput sequencing RNA, and gene expression, single gene and whole-genome analysis, machine learning, and topics in systems biology. The relevant principles underlying methods used for analysis in these areas will be introduced and discussed at a level appropriate for biologists without a background in computer science. The course is not intended for computer science students who want to learn about biologically motivated algorithmic problems: BIOL 437/GCB 536 and GCB/CIS/ BIO537 are more appropriate. Prerequisites: An advanced undergraduate course such as BIOL 421 or a graduate course in biology such as Biol 526 (Experimental Principles in Cell and Molecular Biology), BIOL 527 (Advanced Molecular Genetics), BIOL 540 (Genetic Systems), or equivalent, is a prerequisite.
Taught by: B Voight, C Greene
Course usually offered in spring term
Also Offered As: CIS 535, GCB 535, MTR 535
Prerequisite: BIOL 421 OR BIOL 526 OR BIOL 527 OR BIOL 528 OR BIOL 540
Activity: Lecture
1.0 Course Unit

PHRM 542 Topics in Molecular Medicine
TiMM is planned as a once-weekly seminar course whose goal is to introduce students to the ways in which biomedical research can provide new insights into clinical medicine and, conversely, how knowledge of clinical disease impacts scientific discovery. There are two sections for the course – 401 and 402. Section 401 is for first year MD/PhD students only and section 402 is for VMD/PhD and PhD students.
Taught by: Section 401: Johnson, Kohli Section 402: Atchison, Mason
Course usually offered in fall term
Also Offered As: CAMB 542
Activity: Seminar
1.0 Course Unit

PHRM 564 Drug Delivery
The topics include drug transport, distribution and interactions in the body, specific challenges for biotherapeutics, pharmacokinetics, drug delivery systems and nanocarriers, gene delivery systems, targeted drug delivery, and translational aspects of new drug delivery systems. Faculty from engineering and medicine will give lectures related to their research interests. The students read current journal articles on drug delivery systems. The major group assignment for the course is a written and oral group proposal on a new drug delivery system.
One-term course offered either term
Also Offered As: CBE 564
Activity: Lecture
1.0 Course Unit
PHRM 570 Principles of Cardiovascular Biology: Vascular biology, medicine and engineering
Lectures to be presented by various Medical School faculty members. Topics covered include: general principles of vascular biology and hemodynamics, endothelial cells and integral vascular functions, signaling in the cardiovascular system, angiogenesis, hemostasis and thrombosis, platelets, platelet/vascular interactions, vascular integrins and adhesion molecules, vascular inflammation and oxidative stress, white blood cells, vasoactive compounds and drugs, mechanisms of atherosclerosis, cholesterol and lipid metabolism, hypertension, novel vascular directed gene and enzyme therapies. Permission of course director required to enroll.
Taught by: Drs. Vladimir Muzykantov and Tilo Grosser
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

PHRM 580 Pharmacogenetics
This is a 'literature-based' course (i.e. a seminar course/literature survey). It will survey the emerging technologies and computational advances that have permitted the field of Pharmacogenomics to mature into a major biomedical discipline over the past few years. It will consider the likely impact on disease target identification; that development of new drugs for established and 'niche' markets; the advent of 'personalized medicine' including the selection of therapies that have maximum efficacy and minimum side-effect profiles. This course will also touch on some of the ethical issues associated with the routine genetic testing of patients to facilitate treatment choices and clinical monitoring.
Taught by: Steve Whitehead
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

PHRM 590 Molecular Toxicology: Chemical and Biological Mechanisms
Course Goals: Exposures to foreign compounds (drugs, carcinogens, and pollutants) can disrupt normal cellular processes leading to toxicity. This course will focus on the molecular mechanisms by which environmental exposures lead to end-organ injury and to diseases of environmental etiology (neurodegenerative and lung diseases, reproduction disruption and cardiovascular injury). Students will learn the difficulties in modeling response to low-dose chronic exposures, how these exposures are influenced by metabolism and disposition, and how reactive intermediates alter the function of biomolecules. Mechanisms responsible for cellular damage, aberrant repair, and end-organ injury will be discussed. Students will learn about modern predictive molecular toxicology to classify toxicants, predict individual susceptibility and response to environmental triggers, and how to develop and validate biomarkers for diseases of environmental etiology. Students are expected to write a term paper on risk assessment on an environmental exposure using available TOXNET information. Pre-requisites: Must have taken or will take Fundamentals of Pharmacology concurrently. Undergraduate course work in biochemistry and chemistry essential. Exceptions allowed based on past course work. Please consult with students with required prerequisites; residents in in Environmental and Occupational Health, and professional masters students (MPH and MTR).
Taught by: Dr. Trevor M. Penning
Course usually offered in spring term
Also Offered As: REG 590
Activity: Lecture
1.0 Course Unit

PHRM 605 Drug Discovery and Development
This course will expose graduate-level students to the process of drug discovery and development. The course will be structured to cover topics from the identification of a disease-relevant target through to Phase III Clinical Trials. The course will be lecture based and there will also be student-led journal club presentations as part of the course. There will also be a writing project consisting of a 3 page proposal of how to advance one of the areas of Drug Discovery & Development covered in the course.
Taught by: Dr. Ben E. Black, UPenn and Dr. Craig A. Leach, GlaxoSmithKline
Course usually offered in spring term
Also Offered As: BMB 605, CAMB 710
Activity: Lecture
1.0 Course Unit

PHRM 623 Fundamentals of Pharmacology
This course is designed to introduce students to basic pharmacological concepts with special emphasis on the molecular actions of drugs. Subject matter includes use of microcomputers to analyze pharmacological data. Prerequisite: Permission of course director
Taught by: Dr. Jeffrey Field and staff
Course usually offered in fall term
Also Offered As: REG 623
Activity: Lecture
1.0 Course Unit

PHRM 624 Medical Pharmacology
This course surveys the major classes of drugs used to treat human conditions, and focuses in the detail on their molecular mechanisms of action. It consists of two 2-hour lectures per week and problem sets. Student evaluation is based 50% on exams and 50% on problem sets. PHRM 624 is required of all 2nd year PGG students. PGG students must co-enroll in PHRM 532/CAMB 532 (Human Physiology). Prerequisite: Non-PGG students must have permission from course director to enroll.
Taught by: Course Directors: Paul H. Axelsen, Park Cho Park, Akiva Cohen, Steve Whitehead
Prerequisite: PHRM 623 AND BIOM 600
Activity: Lecture
2.0 Course Units
PHRM 632 Cell Control by Signal Transduction Pathways
This course, 'Targeting the cancer cell: from mechanism to precision medicine', will examine how various signal transduction mechanisms influence cell functions including replication, growth, transcription, translation and intracellular trafficking. We will also consider how non-cell autonomous mechanisms, such as the tumor microenvironment and the immune system influence cancer cell signaling. We will consider how important signaling pathways, such as Ras, Raf, Notch, Wnt, TGF beta, and various kinases/phosphatases become dysregulated in cancer, as well as delve into how the DNA damage response, immune system, and tumor microenvironment exert important influences on oncogenic signaling. In the first half of the course, invited faculty members will pick 2 relatively recent papers from their field that highlight important areas. Each paper will be assigned to a student, who will meet with the faculty mentor prior to the class to discuss the paper and their presentation. During the class, students will present each paper for approximately 45 minutes with time for discussion. Students will present the important background, break down the paper, look for strengths and weakness and come up with a plan of what the next set of experiments could or should be. In the second half of the course, students will independently pick a relevant paper for in class presentation and will also write a short 'News and Views' style article based on the paper they have chosen. The goal of the course is to provide students with a view of the cancer cell that integrates both cell autonomous and non-cell autonomous signals and to use this information to consider how to successfully treat cancer. Taught by: X. Hua, J. Field, A. Resnick, and W. Pear
Course usually offered in spring term
Also Offered As: CAMB 632
Prerequisite: BIOM 600
Activity: Seminar
1.0 Course Unit

PHRM 650 Current Biochemical Topics
Participation in the 'Dr. George W. Raiziss Biochemical Rounds', a weekly seminar program sponsored by the Department of Biochemistry and Biophysics. Program deals with a wide range of modern biochemical and biophysical topics presented by established investigators selected from our faculty, and by leading scientists from other institutions. Prerequisite: Permission needed from Department Taught by: Black and Shorter
Course offered summer, fall and spring terms
Also Offered As: BMB 650, CAMB 702
Activity: Seminar
1.0 Course Unit

PHRM 657 Introduction to Superfund Sites and Health Effects of Hazardous Waste
Superfund hazardous waste sites are prevalent in our nation and the exposures to toxicants from these sites raise immediate health concerns. The aims of this course are to educate students about such sites and provide a scientific basis for hazard identification, hazard characterization, risk communication and risk management. The course will describe the effect of these hazardous chemicals on the ecosystem and vice-versa, and remediation and mitigation approaches. These environmental science issues will lead into the environmental health aspects of exposures including: biomonitoring (external and internal dose, biomarkers and the exposome), toxicological properties of contaminants and mode-of-action. The course will be complemented with visits to two Superfund sites in the region: Ambler (asbestos) and Palmerton (heavy metals). Prerequisite: 400 level course in Biology/Chemistry and Biochemistry Taught by: Jane Willenbring, Richard Pepino, Trevor Penning
Also Offered As: ENVS 657
Activity: Lecture
1.0 Course Unit

PHRM 699 Laboratory Rotation
Activity: Laboratory
1.0 Course Unit

PHRM 799 Independent Study
One-term course offered either term
Activity: Independent Study
0.5 Course Units

PHRM 899 Pre-Dissertation Lab Rotation
Activity: Laboratory
2.0 Course Units

PHRM 970 Candidacy Examination
One-term course offered either term
Activity: Lecture
2.0 Course Units

PHRM 995 Dissertation
Activity: Dissertation
1.0 Course Unit

Philosophy (PHIL)

PHIL 001 Introduction to Philosophy
Philosophers ask difficult questions about the most basic issues in human life. Does God exist? What can we know about the world? What does it mean to have a mind? How should I treat non-human animals? Do I have free will? This course is an introduction to some of these questions and to the methods philosophers have developed for thinking clearly about them. For BA Students: Humanities and Social Science S Taught by: Forbes
One-term course offered either term
Activity: Lecture
1.0 Course Unit
Notes: Also fulfills General Requirement in History & Tradition for Class of 2009 and prior. Freshman Seminar sections offered.
PHIL 002 Ethics
Ethics is the study of right and wrong behavior. This introductory course will introduce students to major ethical theories, the possible sources of normativity, and specific ethical problems and questions. Topics may include euthanasia, abortion, animal rights, the family, sexuality, bioethics, crime and punishment and war.
For BA Students: Society Sector
Taught by: S.Meyer, Tan, Lord, M.Meyer
One-term course offered either term
Activity: Lecture
1.0 Course Unit

PHIL 003 History of Ancient Philosophy
'What is philosophy? How does it differ from science, religion, literature, and other modes of human discourse? This course traces the origins of philosophy as a discipline in the Western tradition, looking to thinkers of Ancient Greece and Rome. We will examine how natural philosophers such as Thales, Anaximander, and Heraclitus distinguished their inquiries from the teachings of poets such as Homer and Hesiod; how ancient atomism had its origins in a response to Parmenides' challenge to the assumption that things change in the world; how Socrates reoriented the focus of philosophy away from the natural world and toward the fundamental ethical question, how shall I live? We will also examine how his pupil, Plato, and subsequently Aristotle, developed elaborate philosophical systems that address the nature of reality, knowledge, and human happiness. Finally, we will examine the ways in which later thinkers such as the Epicureans and Stoics transformed and extended the earlier tradition.'
For BA Students: History and Tradition Sector
Taught by: S.Meyer
Course usually offered in fall term
Also Offered As: CLST 103
Activity: Lecture
1.0 Course Unit

PHIL 004 History of Modern Philosophy
This course is an introduction to a few central themes in philosophy in the 17th and 18th centuries, and to some of the crucial thinkers who addressed those themes. Topics to be covered may include, among others, the nature of the human being (including the human mind), the relationship between God and the created world, the nature of freedom, and the relations among natural sciences, philosophy and theology in this rich period of human history.
For BA Students: History and Tradition Sector
Taught by: Hatfield, Detlefsen, Chignell
Course usually offered in spring term
Also Offered As: GSWS 006
Activity: Lecture
1.0 Course Unit

PHIL 005 Formal Logic I
This course provides an introduction to some of the fundamental ideas of logic. Topics will include truth functional logic, quantificational logic, and logical decision problems.
Taught by: Singer
One-term course offered either term
Also Offered As: LGIC 010, PHIL 505
Activity: Lecture
1.0 Course Unit
Notes: This is a Formal Reasoning course.

PHIL 006 Formal Logic II
An introduction to first-order logic including the completeness, compactness, and Lowenheim-Skolem theorems, and Godel's incompleteness theorems.
Taught by: Weinstein
Course usually offered in spring term
Also Offered As: PHIL 506
Activity: Lecture
1.0 Course Unit

PHIL 008 The Social Contract
This is a critical survey of the history of western modern political philosophy, beginning from the Early Modern period and concluding with the 19th or 20th Century. Our study typically begins with Hobbes and ends with Mill or Rawls. The organizing theme of our investigation will be the idea of the Social Contract. We will examine different contract theories as well as criticisms and proposed alternatives to the contract idea, such as utilitarianism. Besides the above, examples of authors we will read are Locke, Rousseau, Hume, Mill and Marx.
For BA Students: Society Sector
Taught by: Tan
Course usually offered in spring term
Also Offered As: PPE 008
Activity: Lecture
1.0 Course Unit

PHIL 010 Topics in Philosophy I
The emergence of animal life marks a pivotal moment in our planet's natural history. Animal consciousness also raises complex and perplexing questions for scientists and philosophers alike. This course sets out to address some of these questions in a systematic fashion, placing the interdependent disciplines of science and philosophy into close dialogue with one another. The central theme of the course will address the question, 'What is life?': in particular, how to understand its particular expression in 'animacy', or what it is to be an animal, and the emergence and concept of humanity within the context of that natural history. In the background of diverse world cultures and faith traditions, seminar participants will also consider the possible role of creative deity within the evolution of creaturely life. The scientific component of this course will therefore focus on theories of evolution, life, language, and death. The philosophical component of the course will begin with ancient approaches to questions about nature and the structure of reality, change and motion, causation, and the idea of 'essential kinds', while also considering modern and contemporary sources for understanding the relationship between life sciences and philosophical thought. No prior knowledge is required. Students will evaluate the topics and arguments of this course through close examination of primary texts, material artifacts, audio-visual sources, and contemporary philosophical and scientific scholarship.
Taught by: Tan
Course not offered every year
Activity: Seminar
1.0 Course Unit
PHIL 011 Knowledge, Religion and Values
This First Year Undergraduate Seminar is an introduction to Philosophy organized around the topics of knowledge (epistemology), religion (metaphysics) and values (ethics). We will examine questions such as what is the difference between true knowledge and mere beliefs, the challenge of skepticism, the nature of the human mind, the nature of God and arguments for and against the existence of God, and ethical questions such as how should I live and what do I owe to others. We will draw on a range of philosophical writings, historical and contemporary, from different philosophical traditions. Examples of authors we will read include Plato, Descartes, Hume, Zhuangzi and Mengzi.
Taught by: Tan
Course not offered every year
Activity: Seminar
1.0 Course Unit

PHIL 012 Introduction to Moral Philosophy
Four sorts of questions belong to the study of moral philosophy in the analytic tradition: (1) Practical ethics discusses specific moral problems, often those we find most contested (e.g. abortion, euthanasia, killing noncombatants in war). (2) Ethical theory tries to develop systematic answers to moral problems, often by looking for general principles that explain moral judgments and rules (e.g. consequentialism, contractarianism). (3) Meta-ethics investigates questions about the nature of moral theories and their subject matter (e.g. are they subjective or objective, relative or non-relative, related to a deity or not?). (4) Finally, there are questions about why any of this does, or should, matter to us (e.g. what kind of reason for acting is a moral reason and how is it related to a prudential reason?). We will investigate all four of these types of questions. A large part of the course will be focused on two highly contentious moral problems, abortion and killing noncombatants in war. The central aims of the required readings and discussion are: a) to develop each question deeply and sharply enough for us to understand why it has been contentious; b) to see what new evidence could change the nature of the problem; and c) to suggest how to seek that further evidence. We will focus on how to read complex contemporary philosophical prose in order to outline and evaluate the arguments embedded within it. This will provide the basis for writing papers in which you defend a position with evidence and arguments. These skills are central to the practice of Philosophy. This course does not presuppose that students already have these skills. It is intended to teach them and presupposes a willingness on the part of students to do what is necessary to learn them. What this involves is detailed in 'Success in this Course'. You should read this note to understand the commitment this course involves.
Taught by: Meyer
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

PHIL 015 Logic and Formal Reasoning
This course offers an introduction to three major types of formal reasoning: deductive, inductive (probabilistic and statistical), and practical (decision-making). The course will begin with the study of classical sentential and predicate logics. It will move on to elementary probability theory, contemporary statistics, decision theory and game theory.
For BA Students: Formal Reasoning and Analysis
Taught by: Domotor
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

PHIL 021 First Year Seminar: Philosophy and Autobiography
In this course, we will study the interaction of autobiography and philosophy. We will read some autobiographies written by philosophers to understand how their philosophical thinking and commitments arose and how these commitments shaped their lives. We will also read texts that examine philosophical issues related to the phenomenon of writing autobiographies, including the nature of the self, questions surrounding interpretation and understanding, the paradoxes of self-deception, and the meaning and narrative structure of human life.
Taught by: Detlefsen
Activity: Seminar
1.0 Course Unit

PHIL 025 Philosophy of Science
What counts as a scientific theory? What counts as evidence for a scientific theory? Are scientific inferences justified? Does science give us truths or approximate truths about a world that exists independently of us? How can we know? Does it matter? These are all perennial questions in the philosophy of science, and the goal of this course is to look at how philosophers have answered these questions since the scientific revolution. In addition to reading classic work by philosophers of science, we will read material from living and dead scientists in order to gain a deeper appreciation of the philosophical questions that have troubled the most brilliant scientists in Western science.
For BA Students: Natural Science and Math Sector
Taught by: Weisberg, Spencer
One-term course offered either term
Activity: Lecture
1.0 Course Unit

PHIL 026 Philosophy of Space and Time
This course provides an introduction to the philosophy and intellectual history of space-time and cosmological models from ancient to modern times with special emphasis on paradigm shifts, leading to Einstein's theories of special and general relativity and cosmology. Other topics include Big Bang, black holes stellar structure, the metaphysics of substance, particles, fields, and superstrings, unification and grand unification of modern physical theories. No philosophy of physics background is presupposed.
For BA Students: Natural Science and Math Sector
Taught by: Skillings
One-term course offered either term
Also Offered As: STSC 026
Activity: Lecture
1.0 Course Unit

PHIL 028 Introduction to Feminist Philosophy
This course is an introduction to feminist thought, both in theory and in practice. We will consider how feminist thought emerged and evolved, as well as how feminist theories respond to various intellectual, social and political challenges. Questions we will address include: What exactly is feminism? How does one's gender identity impact one's lived experiences? How should we revise, reframe, or rethink traditional answers to political and ethical issues in light of feminist theories? How can feminist analyses contribute to the development of better science, and our conceptions of knowledge? Prerequisite: Offered through the College of General Studies.
Taught by: M. Meyer
Course not offered every year
Also Offered As: GSWS 028
Activity: Seminar
1.0 Course Unit
PHIL 029 Philosophy of Sport
This is an introductory philosophy course that uses philosophical tools to understand and answer questions that arise in and about sports. Is there a principled basis for determining which methods of performance enhancement are acceptable? Developing a framework to answer this question will take us through: 1) questions about rules: what is their point in sports and what are appropriate reasons to change them; 2) questions about the point of participation in a sport; 3) questions about the kinds of virtues sports participants can demonstrate; and 4) questions about integrity of participants and a sport itself. A related set of questions concerns the appropriate competitors in sporting events: Should competition be restricted to single sex categories; Should competition be divided into disabled and non-disabled categories?
Taught by: M. Meyer
Course not offered every year
Activity: Seminar
1.0 Course Unit

PHIL 030 Ethics and Contemporary Policy Debates
A central value of liberal democracy is the free and robust exchange of ideas. However, the polarized nature of contemporary public discourse threatens to undermine our democracy. On a variety of pressing moral issues, we disagree more and do so more strongly. How can we better engage with each other on the problems that affect us as democratic citizens? In this CWiC seminar, we will examine the most pertinent policy problems we face today that generate deep ethical disagreement. Topics include: immigration policy, climate change, eating meat, taxation, reparations, racial and gender injustice, access to healthcare, gun control, social media's effect on democracy and artificial intelligence. Students will read philosophical writings on these topics. They will then engage in a group-based class debate with their peers on a chosen topic. The debate will likely be supplemented by other oral assignments, such as an individual presentation, audience participation during the debate, and general class participation. By having students debate with their peers and uncover the underlying ethical complexities of these problems, this CWiC critical speaking seminar aims to highlight the importance of practicing toleration and civility if we are to overcome deep ethical disagreement.
Taught by: Cetty
Course not offered every year
Activity: Seminar
1.0 Course Unit

PHIL 034 Philosophy of Religion
An introductory philosophical examination of questions regarding the nature of religious experiences and beliefs; arguments for and against the existence of God; the problem of evil; the relationships of faith, reason and science, the possibility of religious knowledge, the role of religious communities, etc. Readings from the history of philosophy, 20th century and contemporary philosophy.
Taught by: Steinberg
Course not offered every year
Activity: Lecture
1.0 Course Unit

PHIL 040 Machine Fairness: the Ethics of Algorithms
Artificial intelligence is causing unprecedented disruptions in many sectors of society, raising fundamental ethical and philosophical questions. Researchers across a variety of disciplines are currently studying how tasks can be automated efficiently to produce the best outcomes for society. This course offers a non-technical introduction to an emerging area of research at the intersection of philosophy, machine learning, computer science, statistics, and psychology. It focuses on a number of applications, including criminal sentencing, predictive policing, self-driving vehicles, autonomous weapons, and healthcare. Although these areas of application are different, they all involve handing over decisions formerly made by humans to machines. This presents the possibility of improving on human decision making, leading to a fairer society, but also threatens to undermine longstanding traditions and raises new ethical questions. What biases might enter into algorithms, and what are their origins? How should we evaluate whether the outcomes of an algorithmic process are fair? When things go wrong, who should be held accountable? And what standards of transparency, if any, can be demanded of the algorithms that shape our lives? The course addresses these questions by developing and applying methods and theories from philosophical ethics.
Taught by: Humphreys
One-term course offered either term
Activity: Lecture
1.0 Course Unit

PHIL 044 Introduction to Cognitive Science
How do minds work? This course surveys a wide range of answers to this question from disciplines ranging from philosophy to neuroscience. The course devotes special attention to the use of simple computational and mathematical models. Topics include perception, learning, memory, decision making, emotion and consciousness. The course shows how the different views from the parent disciplines interact and identifies some common themes among the theories that have been proposed. The course pays particular attention to the distinctive role of computation in such theories and provides an introduction to some of the main directions of current research in the field. It is a requirement for the BA in Cognitive Science, the BAS in Computer and Cognitive Science, and the minor in Cognitive Science, and it is recommended for students taking the dual degree in Computer and Cognitive Science.
Course usually offered in fall term
Also Offered As: CIS 140, COGS 001, LING 105, PSYC 207
Activity: Lecture
1.0 Course Unit
Notes: This counts as a Formal Reasoning course for College students.

PHIL 050 Introduction to Indian Philosophy
This course will take the student thorough the major topics of Indian philosophy by first introducing the fundamental concepts and terms that are necessary for a deeper understanding of the concepts that pervade the philosophical literature of India—arguments for and against the existence of God, for example the ontological status of external objects, the means of valid knowledge, standards of proof, the discourse on the aims of life. The readings will emphasize classical Hindu, Buddhist, and Jain philosophical articulations (from 700 B.E. E. to 16th century CE) but we will also supplement our study of these materials with contemporary or relatively recent philosophical writings to modern India.
For BA Students: History and Tradition Sector
One-term course offered either term
Also Offered As: RELS 155, SAST 050, SAST 603
Activity: Lecture
1.0 Course Unit
PHIL 051 Yoga and Philosophy

‘Yoga’ means to yoke in Sanskrit. Metaphorically, this is often interpreted as union, or integration. This course will explore central aspects of yogic philosophy and practice, and how they relate to, and might be integrated with, contemporary analytic philosophy, college life, and beyond. We will focus on three key issues: (1) What is yogic philosophy? How does it relate to the western philosophical tradition more commonly taught in philosophy departments in the U.S.? (2) What does the practice of yoga have to do with theoretical understanding? (3) Is it possible to integrate a yogic worldview and a scientific worldview? Is there scientific evidence that yoga ‘works’? What does that even mean? This course will contain both a theoretical component and a practice component. In addition to writing analytical essays on these topics, students will maintain a yoga practice and a reflective journal throughout the course. No prior experience with yoga is required.

Taught by: Miracchi
Activity: Seminar
1.0 Course Unit

PHIL 067 19th Century Philosophy

Selected topics in nineteenth century European Philosophy. Works of philosophers such as Schopenhauer, Nietzsche, and Kierkegaard.

Taught by: Jarosinski
Course not offered every year
Also Offered As: COML 268, GRMN 248
Activity: Lecture
1.0 Course Unit

PHIL 072 Biomedical Ethics

This course is an introduction to bioethics, focusing on ethical questions arising at the beginning and end of life. Topics will include procreative responsibilities, the question of wrongful life, and prenatal moral status as well as questions of justice related to markets for sperm, eggs and gestation. We will also attend to dilemmas at the end of life, including the authority of advance directives, euthanasia and the allocation of life-saving therapies.

For BA Students: Society Sector
Course not offered every year
Also Offered As: PPE 072
Activity: Lecture
1.0 Course Unit

PHIL 074 Business Ethics

We will examine practical ethical issues facing businesses, and the philosophical tools for addressing them. Topics may include corporate responsibility, shareholders vs. stakeholders, whistle blowing, raiding and restructuring, the morality of markets, fair hiring practices, workers rights, sexual harassment, environmental impact.

Course not offered every year
Activity: Seminar
1.0 Course Unit

PHIL 076 Political Philosophy

An introduction to some central issues in social and political philosophy: liberty, equality, property, authority, distributive justice. Readings may be from Hobbes, Locke, Mill, Marx, and more recent theorists such as Rawls and Nozick.

Taught by: Freeman
Course not offered every year
Activity: Lecture
1.0 Course Unit

PHIL 077 Philosophy of Law

This course is an introduction to some of the central philosophical problems of law: What is law? What makes law? What is the relationship between law and morality? Can laws be unjust? Is there a moral obligation to obey the law? We will look at different theories of law, such as positivism and natural law theory, and discuss topics like civil disobedience, liberty and the law, and punishment and the law. The third and final section of the course will consider an unusual and particularly significant kind of law: constitutional law. We will consider the purpose(s) of constitutions, how constitutionalism relates to democracy, and how constitutions ought to be understood and interpreted, in light of our answers to these first two questions. Throughout the course, we will engage with both classic and contemporary work, reading work by Michelle Alexander, Jeremy Bentham, Angela Davis, Ronald Dworkin, John Hart Ely, H.L.A. Hart, Thomas Hobbes, John Locke, John Stuart Mill, Robert Nozick, Martha Nussbaum, Richard Posner, Jeremy Waldron, and others.

For BA Students: Society Sector
Course not offered every year
Activity: Lecture
1.0 Course Unit

PHIL 079 Environmental Ethics

In this course we will investigate some of the ethical issues that arise from our relationship with the environment. Topics may include: What are our responsibilities toward the environment, as individuals and as members of institutions? How do our responsibilities toward the environment relate to other ethical considerations? Do non-human animals/species/ecosystems have intrinsic value? What should conservationists conserve?

Course not offered every year
Activity: Seminar
1.0 Course Unit

PHIL 080 Aesthetics

This course examines philosophical issues centering on the nature and value of the arts. Some questions we’ll consider are: What is art? What does it mean to have an aesthetic experience? How are aesthetic experiences different from non-aesthetic ones? What is the relation between art and truth? How do the moral qualities in a work of art affect its aesthetic qualities? Why are emotions important in our interpretations of artworks? What is the relation between art and expression? Do forgeries necessarily have less aesthetic value than original artworks? What are aesthetic judgments, and are they merely expressions of taste?

Lecture and discussion will center on both classical and contemporary works in aesthetics.

For BA Students: Arts and Letters Sector
Course not offered every year
Activity: Seminar
1.0 Course Unit
PHIL 118 Benjamin Franklin and His World
Benjamin Franklin was a preternaturally talented Renaissance man. He was a world-famous scientist whose insights into electricity are still relevant today; a leading citizen and civic leader; a first-class printer who helped define and expand the world of letters; a preeminent journalist, essayist, and aphorist; a skilled politician and diplomat. His tremendous legacy of political, cultural, scientific and civic organizations continues to influence his city and his country. His Autobiography is an essential feature of the American literary canon. But Benjamin Franklin's life also raises deep and disturbing questions for students. He owned slaves and profited from the sale of enslaved persons. He copied and reworked many of his most famous phrases. His sexual habits and behavior are incompatible with the character of the 'Me Too' era. He broke promises, circulating - knowing they would become public- personal letters of great political import, which he had pledged to keep private. Through examining Franklin's life, we will consider weighty questions in history, citizenship, ethics, and science. This course will explore the life and ethos of Benjamin Franklin. We will study the history of the 18th century, including the American Revolution, the details of Franklin's life and accomplishments, and six major ethical issues he confronted. Over the course, students will follow Franklin's own advice for establishing order in life. Students will keep a detailed moral diary modeled on Franklin's. For a 5-day period, students will emulate the diet he had as a young and low-paid-adult. The course will encourage students to critically examine the 18th Century, the 'great man' theory, and the ability to make moral evaluation of people living in other times. They will critically examine the relevance of the life of a world historical figure for how to lead their own civically engaged, ethical life.
Taught by: Emanuel
Activity: Seminar
0.0 Course Units

PHIL 148 Public Philosophy & Civic Engagement
In recent years professional philosophy has witnessed numerous efforts to break down the barriers that stand between the academy and its neighboring communities. Such work has invited a lively debate across the discipline about the role philosophy can and should play outside the classroom. This course gives students the opportunity to make a substantive contribution to this timely issue both by reflecting upon and by engaging in 'public philosophy.' Undergraduates will have the opportunity to read, discuss, and distill philosophical texts on a range of topics in moral and political philosophy, especially topics that pertain to civic life in democratic society. Topics include duties and obligations (e.g., the duty to vote), oppression and injustice, cosmopolitanism, patriotism, civil disobedience, propaganda, and political liberalism. Students will also engage with public-facing work done by philosophers on these topics, with the aim of preparing students from a West Philadelphia high school (details TBA) to produce a written piece of public philosophy of their own at the end of the semester. Guest speakers will on occasion visit the seminar to discuss public philosophy or pre-college pedagogy. This course is an Academically Based Community Service course.
Taught by: Vazquez
Activity: Seminar
1.0 Course Unit

Notes: This course is an Academically Based Community Service course. Students are encouraged to reach out to the instructor, Michael Vazquez (vazm@sas.upenn.edu), with any questions.

PHIL 155 Continental Philosophy
This course is an introduction to 20th-century continental European philosophy, focusing on the origins and development of phenomenology, existentialism, hermeneutics, and deconstruction. The centrality of phenomenology to an understanding of these movements and other contemporary trends in European thought will be emphasized throughout. No previous background in philosophy is required.
Taught by: Steinberg
Course not offered every year
Activity: Seminar
1.0 Course Unit

PHIL 205 What is Meaning?
This course will survey several central topics in philosophy of mind and language, as well as investigate how these areas of philosophy interact with the scientific study of the mind. Questions addressed may include: What is it to have a mind? What is consciousness? What is it to think, to perceive, to act, to communicate, to feel emotions? What is the relationship between the mind and the brain? Can there be a science of the mind? Of language? What can it tell us? What can philosophy contribute to cognitive science? We will look for more precise ways of asking these questions, and we will study some canonical answers to them.
Course not offered every year
Activity: Lecture
1.0 Course Unit

PHIL 209 Introduction to Plato
A survey of selected dialogues of Plato, an Athenian philosopher of the fourth century BCE. Works read may include the Euthyphro, Crito, Gorgias, Laches, Charmides, Phaedo, Philebus, Statesman, and Plato's last dialogue, the Laws. The course will be run as a seminar. All works will be read in English translation. Topics to be discussed may include metaphysics, epistemology, psychology, ethics, and political theory.
Taught by: S.Meyer
Course not offered every year
Activity: Seminar
1.0 Course Unit

PHIL 210 Introduction to Aristotle
Aristotle (384-323 BCE) was one of the most important philosophers in Classical Greece, and his legacy had unparalleled influence on the development of the Western philosophical thought through the medieval period. We will study a selection of his works in natural philosophy, metaphysics, epistemology, psychology, ethics and politics. All texts will be read in English translation. No background in Greek philosophy or knowledge of Greek is required.
Taught by: S.Meyer
Course not offered every year
Activity: Lecture
1.0 Course Unit

PHIL 211 Ancient Moral Philosophy
A survey of ethical philosophy in the Ancient Greek tradition. We will study the work of Plato, Aristotle, Epicurus, and the Stoics, including writings of later Roman authors such as Cicero, Seneca, Epictetus, and Marcus Aurelius. The class will be run as a seminar. All works will be read in English translation.
For BA Students: Society Sector
Taught by: S.Meyer
Course not offered every year
Also Offered As: CLST 211
Activity: Seminar
1.0 Course Unit
PHIL 221 Philosophy East and West
Our goal in this course is to bring Western Philosophy and Eastern Philosophy into dialogue. Topics we will cover include skepticism and knowledge, ethics and the good life, moral responsibility and personal relationships, and political obligations and justice. Do the Western and Eastern philosophical traditions approach these topics in the same way? Do they even share an understanding of what the problems and issues at stake are? And what can we learn from comparative philosophy? This seminar does not presuppose prior knowledge of philosophy. Examples of authors we will study include Descartes, Aristotle, Mencius, and Confucius.
Taught by: Tan
Course not offered every year
Activity: Seminar
1.0 Course Unit

PHIL 223 Philosophy and Visual Perception
In this course, we'll use the biology, psychology and phenomenology of vision to explore philosophical questions about color, such as these: Color vision helps us get around in our environments, but in what sense is it a window onto reality, if it is? Are colors properties of objects, or are they inherently private, subjective properties of minds? What can non-human forms of color vision teach us about the nature of color, and how should we empirically study color vision? Do we need to see in color to understand it? How do our ordinary ways of talking and thinking about colors relate to the experiences we have in color? How does color vision figure in aesthetic judgment? And to what degree can it be influenced by learning, or by social biases like sexist or racist prejudices?
Taught by: Hatfield, Connolly
Also Offered As: VLST 223
Activity: Seminar
1.0 Course Unit

PHIL 226 Philosophy of Biology
This course consists of a detailed examination of evolutionary theory and its philosophical foundations. The course begins with a consideration of Darwin's formulation of evolutionary theory and the main influences on Darwin. We will then consider two contemporary presentations of the theory: Richard Dawkins' and Richard Lewontin's. The remainder of the course will deal with a number of foundational issues including adaptation, the units of selection, the evolution of altruism, and the possibility of grounding ethics in evolutionary theory. Prerequisite: Application required through Penn Global: https://global.upenn.edu/pennabroad/pgs
For BA Students: Natural Science and Math Sector
Taught by: Weisberg
Course not offered every year
Also Offered As: PHIL 521, PPE 225
Activity: Seminar
1.0 Course Unit

PHIL 228 Philosophy of Social Science
This course is about the foundations of contemporary social science. It focuses on the nature of social systems, the similarities and differences between social and natural sciences, the construction, analysis, and confirmation of social theories, and the nature of social explanations. Specific topics may include: What are social norms and conventions? What does it mean to have one gender rather than another, or one sexual orientation rather than another? Should social systems be studied quantitatively or qualitatively?
Taught by: Weisberg, Bicchieri
Course not offered every year
Also Offered As: PPE 314
Prerequisite: PHIL 008 OR PHIL 025 OR PPE 153 OR ECON 001 OR ECON 002
Activity: Lecture
1.0 Course Unit

PHIL 231 Epistemology
Two basic assumptions of academic research are that there are truths and we can know them. Epistemology is the study how knowledge, what it is, how it is produced, and how we can have it. Metaphysics, the study of the basic constituents of reality, the study of being as such. In this introduction to metaphysics and epistemology, we will ask hard questions about the nature of reality and knowledge. No philosophy background is required for this course.
Taught by: Singer
Course not offered every year
Activity: Lecture
1.0 Course Unit

PHIL 233 Philosophy of Economics
In this course, general philosophy of science issues are applied to economics, and some problems specific to economics are tackled. While analytical questions like 'What is economics?' or 'What is an economic explanation' must be pursued, the ultimate goal is practical: What is good economics? How can economists contribute to a better understanding of society, and a better society? How can we make economics better? Topics to be discussed include the following: specific object and method of economics as a social science; its relation with other disciplines (physics, psychology and evolutionary theory); values in economics (welfare, freedom, equality and neutrality); the role of understanding and possible limits of a quantitative approach to human behavior (purposefulness, freedom, creativity, innovation); prediction, unpredictability and the pretension of prediction; causation in econometrics and in economic theory (equilibrium); selfishness and utility maximization (cognitive and behaviorist interpretations); economic models and unrealistic assumptions (realism and instrumentalism); empirical basis of economics (observation and experiment); microeconomics and macroeconomics (reductionism and autonomy); pluralism in economics (mainstream economics and heterodox schools).
Taught by: Pereira Di Salvo, Carlos
Course not offered every year
Also Offered As: PPE 233
Activity: Lecture
1.0 Course Unit
PHIL 243 Topics In Metaphysics
In this class we employ science fiction thought experiments as a means of reflecting on questions like: What is reality? What is the nature of the self and mind? Might you be in a computer simulation (e.g., as in The Matrix)? Is time travel possible? Can your mind survive the death of your brain by uploading? Is time real or is it merely an illusion?
Taught by: Domotor
Course not offered every year
Activity: Seminar
1.0 Course Unit

PHIL 244 Introduction to Philosophy of Mind
This course will survey several central topics in philosophy of mind, as well as investigating how philosophy of the mind interacts with scientific study of the mind. Among the questions we’ll be asking are: What is it to have a mind? What is the relationship between the mind and the brain? Can there be a science of the mind? What can it tell us? What can philosophy contribute to a science of the mind? What is consciousness? What is it to think, to perceive, to act? How are perception, thought, and action related to one another?
Taught by: Domotor, Miracchi
One-term course offered either term
Also Offered As: PPE 244, VLST 221
Activity: Lecture
1.0 Course Unit

PHIL 247 Free Radicals: Marx, Marxism, and the Culture of Revolution
‘A spectre is haunting Europe—the spectre of Communism’: This, the famous opening line of The Communist Manifesto, will guide this course’s exploration of the history, legacy, and potential future of Karl Marx’s most important texts and ideas, even long after Communism has been pronounced dead. Contextualizing Marx within a tradition of radical thought regarding politics, religion, and sexuality, we will focus on the philosophical, political, and cultural origins and implications of his ideas. Our work will center on the question of how his writings seek to counter or exploit various tendencies of the time; how they align with the work of Nietzsche, Freud, and other radical thinkers to follow; and how they might continue to haunt us today. We will begin by discussing key works by Marx himself, examining ways in which he is both influenced by and appeals to many of the same fantasies, desires, and anxieties encoded in the literature, arts and intellectual currents of the time. In examining his legacy, we will focus on elaborations or challenges to his ideas, particularly within cultural criticism, postwar protest movements, and the cultural politics of the Cold War. In conclusion, we will turn to the question of Marxism or Post-Marxism today, asking what promise Marx’s ideas might still hold in a world vastly different from his own. All readings and lectures in English.
For BA Students: Humanities and Social Science S
Taught by: Jarosinski
Course not offered every year
Also Offered As: COML 247, GRMN 247
Activity: Lecture
1.0 Course Unit

PHIL 248 High School Ethics Bowl
In this course, teams of undergraduate students, each joined by a graduate student in philosophy, will coach teams of high school students for participation in the National High School Ethics Bowl, an annual competitive yet collaborative event in which teams analyze and discuss complex ethical dilemmas. Cases for the 2019-20 Ethics Bowl will be released in September 2019, and these will serve as a foundational starting point for the undergraduate students’ investigations into ethical theory and the study of the ethics bowl itself, to develop the capacities to provide coaching and mentorship to the teams of high school students from schools in West Philadelphia and across the city. Undergraduates will travel to these school as part of the course, and there will be one or two Saturday sessions when all high school convene on Penn’s campus for practice scrimmages. This course will introduce the ethics bowl to many new Philadelphia School District schools and students, and it will provide Penn students with the opportunity to develop their teaching and communication skills, build collaborative relationships with community schools, and solidify their knowledge of ethical theory through coaching.
Taught by: Detlefsen
Also Offered As: GSWS 248
Activity: Lecture
1.0 Course Unit
Notes: This is an Academically-Based Community Service course. Enrollment in the course is by permit only following an interview with the instructor. Please be in touch with Professor Detlefsen <detlefse@sas.upenn.edu> to schedule an interview.

PHIL 249 Philosophy of Education
We sometimes see philosophy as an inaccessible subject and the philosopher a solitary academic musing about abstract concepts from her office chair. However, philosophical thinking lies at the heart of many aspects of human life. Anyone who has pondered over questions regarding goodness, value, personal identity, justice, how to live well, or how to determine the right course of action has thought philosophically. These issues are of great interest and importance not just to adults, but also to children and teenagers. Introducing younger students to philosophical thought consists, in part, of showing them the ways in which they are already thinking philosophically. In this course, we will study a variety of topics in philosophy with the aim of developing curricula and lesson plans for delivery in middle school (6th through 8th grades). Course participants will work with the instructor and with help from a curricular planner from Penn’s Graduate School of Education to develop a series of one-hour lessons in philosophy, which participants will then teach to the middle school students in a local school. Part of the course will be held on Penn’s campus, and part of the course will be held on-site with one of our partner schools. This course is an Academically Based Community Service course. Registration in this class requires a permit, following an interview with the instructor.
For BA Students: Humanities and Social Science S
Taught by: Detlefsen
Course not offered every year
Also Offered As: EDUC 576, GSWS 249
Activity: Seminar
1.0 Course Unit
PHIL 260 World Philosophies
In this course, we will study philosophies or thought systems from around the world. Placing these philosophies within historical, cultural and political contexts, we will study the theoretical bases (including questions regarding the nature of reality, human nature, claims about knowledge and memory) of practical engagement with the world (including concerns with individual human interactions, social-political structures, educational theory, the nature of history, the nature of the arts and the like). Philosophies or thought systems we will study will come from across Africa, across Asia, and from native peoples of the Americas, the South Pacific, New Zealand and Australia.
For BA Students: Humanities and Social Science S
Taught by: Detlefsen
Course not offered every year
Activity: Seminar
1.0 Course Unit

PHIL 271 Global Justice
This course is an introduction to some of the central problems in global justice. Samples of these topics include: What are our duties to respond to world poverty and what is the basis of this duty? Is global inequality in itself a matter of justice? How universal are human rights? Should human rights defer to cultural claims at all? Is there a right to intervene in another country to protect human rights there? Indeed can intervention to protect human rights ever be a duty? Who is responsible for the environment? We will read some influential contemporary essays by philosophers on these topics with the goal of using the ideas in these papers as a springboard for our own further discussion and analysis.
Taught by: Tan
Course not offered every year
Activity: Seminar
1.0 Course Unit

PHIL 277 Justice, Law and Morality
The course will focus on the philosophical background to the individual rights protected by the U.S. Constitution, including 1st Amendment freedoms of religion, expression, and association; the 14th amendment guarantee of Due Process and the rights of privacy, abortion, assisted suicide, and marriage; the Equal Protection clause and equal political rights and the legitimacy of affirmative action; and the Takings and Contract clauses and their bearing on rights of private property and economic freedoms. In addition to Supreme Court decisions on these issues, we will read works by political philosophers and constitutional theorists, including J.S. Mill, Ronald Dworkin, Cass Sunstein, Martha Nussbaum, Katherine MacKinnon and others.
Taught by: Freeman, Allen
Course not offered every year
Also Offered As: PPE 277
Activity: Lecture
1.0 Course Unit

PHIL 281 Philosophical Issues around Love and Sex
This is a course on philosophical topics surrounding love and sex. We will touch on issues in all areas of philosophy including ethics, political philosophy, metaphysics, philosophy of language, and epistemology. You will develop the sorts of skills fundamental to philosophy: understanding and reconstructing arguments, evaluating arguments, and developing your own argumentative abilities. You will also acquire theoretical tools that might be useful for thinking about your own love and sex lives, and the lives of those around you.
Taught by: Hirji
Course offered spring; even-numbered years
Activity: Seminar
1.0 Course Unit

PHIL 291 Philosophy of Race
Historically, philosophical questions about race have been about the nature and reality of race, the nature of racism, and social or political questions related to race or racism. In fitting with that history, the first part of the course will focus on the nature and reality of race, as understood in biology and as understood by ordinary people. We will begin by looking at biological race theories from Francois Bernier in 1684 to Pigliucci and Kaplan in 2003. Next, we will look at the philosophical work that has been done on the nature and reality of race as ordinarily understood in the contemporary United States. We will discuss racial anti-realism, social constructionism about race, and biological racial realism from well-known philosophers of race like Anthony Appiah, Sally Haslanger, and Joshua Glasgow. The second part of the course will focus on the nature of racism and social or political questions related to race or racism. In our discussion of racism, we will cover, at least, intrinsic racism, extrinsic racism, and institutional racism. In our discussion of social or political issues related to race or racism, we will look at whether any US racial groups should be used to diagnose, study, or treat genetic disorders.
Taught by: Spencer
Course not offered every year
Activity: Seminar
1.0 Course Unit

PHIL 292 Racial Justice
This course will focus on contemporary philosophical debates around racial justice. Some of the themes for this course are quite obvious: the nature of racism and discrimination, for example, will recur. But the main focus of the course will be on debates about politically pertinent policy issues, such as racial segregation, reparations, and mass incarceration. A guiding question in the course will be whether in these areas we should think that certain moral duties are owed to racial groups, or only to particular individuals.
Taught by: Wodak
Course not offered every year
Activity: Lecture
1.0 Course Unit

PHIL 299 Independent Study
Student arranges with a faculty member to pursue a program of reading and writing on a suitable topic.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
**PHIL 301 Directed Honors Research**  
Open only to senior majors in philosophy. Student arranges with a faculty member to do an honors thesis on a suitable topic.  
One-term course offered either term  
Activity: Independent Study  
1.0 Course Unit

**PHIL 325 Topics in Philosophy of Science**  
A seminar for philosophy majors on selected topics in the Philosophy of Science. In Spring 2019, the course will explore some of the relationships between philosophy and computer science, with a focus on connections with computational complexity theory. Topics will include the bearing of computational learning theory on the problem of induction and the philosophical explication of the notion of randomness. The readings will come from articles in journals made available via Canvas.  
PREREQUISITES: The course is entirely self-contained: All topics in computational complexity theory that are necessary for understanding the pertinent philosophical problems will be reviewed in class.  
Taught by: Weinstein  
One-term course offered either term  
Activity: Seminar  
1.0 Course Unit  
Notes: Department Majors Only

**PHIL 330 Philosophy of Perception**  
Taking our perceptual experience as a given, what causes it? In a realistic mood, we accept that objects in the environment, or in the 'external world,' cause us to have the perceptual experiences that we do (as of a table with food, or as of a garden with flowers in it). Yet on this realistic view, our perception is the result of a causal chain that leads from object to eye to brain to experiences, and we are only given the last element: the experience. So how do we really know how our experiences are caused, and where do we get the idea that they are caused by an external world of physical objects? The seminar will focus on the problem of the external world as examined by David Hume, Thomas Reid, G. E. Moore, and Bertrand Russell, along with recent authors.  
Taught by: Hatfield  
Course not offered every year  
Activity: Seminar  
1.0 Course Unit  
Notes: Department Majors Only

**PHIL 343 Philosophy of Mind**  
This majors seminar will focus on selected topics in Philosophy of Mind.  
Taught by: Miracchi  
Course not offered every year  
Activity: Seminar  
1.0 Course Unit  
Notes: Department Majors Only

**PHIL 359 Topics in Theoretical Philosophy**  
This majors seminar will cover selected topics in metaphysics, epistemology, philosophy of mind, philosophy of science, or philosophy of language. Topics will vary from term to term.  
Taught by: Spencer  
Activity: Seminar  
1.0 Course Unit  
Notes: Department Majors Only

**PHIL 361 Ancient Philosophical Figures**  
A study of selected topics, texts, and figures from classical Greek philosophy. Topics will vary from term to term.  
Taught by: S.Meyer  
Course not offered every year  
Activity: Seminar  
1.0 Course Unit  
Notes: Department Majors Only

**PHIL 362 Modern Philosophical Figures**  
A study of selected topics, texts, and figures from 17th and 18th century European philosophy. Figures studied may include Descartes, Leibniz, Locke, Berkleys, Hume, or Kant. Topics will vary from term to term.  
Taught by: Hatfield, Detlefsen  
Course not offered every year  
Also Offered As: GRMN 363, PHIL 565  
Activity: Seminar  
1.0 Course Unit  
Notes: Department Majors Only

**PHIL 372 Topics in Ethics**  
This majors seminar will cover selected topics in ethics. The content will vary from semester to semester.  
Taught by: Freeman.  
Course not offered every year  
Activity: Seminar  
1.0 Course Unit  
Notes: Department Majors Only

**PHIL 376 Justice**  
This majors seminar will focus on contemporary works on liberalism, democracy, capitalism, and distributive justice. Questions to be discussed may include: Which rights and liberties are fundamental in a constitutional democracy? What is equality and what requirements does it impose? Are economic rights of property and freedom of contract equally important as personal liberties of speech, religion, and association? Does capitalism realize a just distribution of income and wealth? What is socialism and is it potentially just, or necessarily unjust? Readings from works by John Rawls, Robert Nozick, Milton Friedman, and others.  
Taught by: Freeman  
Course not offered every year  
Activity: Seminar  
1.0 Course Unit

**PHIL 379 Topics in Political Philosophy**  
This majors seminar will focus on various topics in political philosophy. Topics will vary from term to term.  
Taught by: Pereira Di Salvo  
Course not offered every year  
Activity: Seminar  
1.0 Course Unit  
Notes: Department Majors Only
PHIL 380 Marx's Moral, Social, and Political Philosophy
A majors seminar in Philosophy. Karl Marx is one of the most politically and intellectually influential philosophers of the modern period. Even today, in the aftermath of Soviet Communism, but also in the aftermath of the Great Recession, his ideas continue to be debated in academic circles, in the financial press, and among pundits, activists, and politicians. This seminar will survey his canonical writings roughly in chronological order. We will focus thematically on: Marx's views on morality and ideology; his theories of history, the modern capitalist economy, and the modern state; his views on political change and political agency; and on the few but suggestive passages in which he imagined what a post-capitalist society might look like. Readings will span from the Economic and Philosophic Manuscripts of his youth to the Ethnological Notebooks written during the last decade of his life.
Taught by: Pereira Di Salvo
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Department Majors Only

PHIL 405 Philosophy of Language
This course provides an overview of 20th century analytic philosophy of language. Questions we will ask may include: How do words refer? How do they combine to express thoughts? How do words relate to concepts or to thoughts more generally? What do words and sentences mean? How do we use them to communicate with each other? How does word and sentence meaning depend on the contexts in which they are spoken or heard, or on stable features of environments of linguistic speakers? Must have taken at least one philosophy course before enrolling.
Taught by: Miracchi
Course not offered every year
Prerequisite: PHIL 005 OR PHIL 505
Activity: Seminar
1.0 Course Unit

PHIL 407 Aristotle
A study of Aristotle's main writings on language, reality, knowledge, nature and psychology. All texts will be read in English translation. No background in Greek philosophy or knowledge of Greek is required, although previous work in philosophy is strongly recommended.
Taught by: S.Meyer
Course not offered every year
Activity: Seminar
1.0 Course Unit

PHIL 409 Plato's Selected Dialogues
A study of selected dialogues of Plato. All texts will be read in translation. No prior experience in Plato is required, but students should have some background in philosophy. Dialogues studied will vary from term to term.
Taught by: S.Meyer
Course not offered every year
Activity: Seminar
1.0 Course Unit

PHIL 410 Introduction to Logic and Computability
Taught by: Weinstein
Course not offered every year
Also Offered As: LGIC 310, MATH 570
Prerequisite: MATH 371 OR MATH 503
Activity: Lecture
1.0 Course Unit

PHIL 412 Topics in Logic
The course focuses topics drawn from the central areas of mathematical logic: model theory, proof theory, set theory, and computability theory.
Taught by: Weinstein
Course not offered every year
Also Offered As: LGIC 496, MATH 671
Activity: Seminar
1.0 Course Unit

PHIL 413 Logic II
The second semester of a two-semester course on the fundamental results and techniques of mathematical logic. Topics will be drawn from model theory, proof theory, recursion theory, and set theory. Connections between logic and algebra, analysis, combinatorics, computer science, and the foundations of mathematics will be emphasized.
Taught by: Scedrov, Towsner, Weinstein
Course not offered every year
Also Offered As: LGIC 320, MATH 571
Prerequisite: PHIL 410 OR MATH 570
Activity: Seminar
1.0 Course Unit

PHIL 414 Philosophy of Mathematics
The course will focus on the development of the foundations and philosophy of mathematics from the late nineteenth-century through the present day. Topics may include logicism, formalism, intuitionism, and the foundations of set theory. Ample consideration will be given to some of the fundamental results of mathematical logic, such as the Godel incompleteness theorems and the independence of the Continuum Hypothesis from Zermelo-Fraenkel set theory, that have had a profound impact on contemporary approaches to the philosophy of mathematics.
Taught by: Weinstein, Ewald
Course not offered every year
Activity: Seminar
1.0 Course Unit
PHIL 423 Philosophy and Visual Perception
Central issues in the philosophy of perception from the modern period, including: what we perceive, the meaningful content of perception, and its relation to a mind-independent external world. Additional topics may include: (1) color perception and color metaphysics; (2) object perception in its interplay between Gestalt organizational factors and background knowledge; (3) the role of ecological regularities in the formation of our visual system and in the ongoing tuning of the system to the environment; (4) the geometry of visual space and the phenomenology of visual appearances of size and shape; (5) the problem of how visual scenes are experienced by means of images. Readings from authors such as Bertrand Russell, R. W. Sellars, Tim Crane, Evan Thompson, Robert Swartz, Wolfgang Metzger, Nelson Goodman, Richard Wollheim, and William Hopp, among others.
Taught by: Hatfield
One-term course offered either term
Activity: Seminar
1.0 Course Unit

PHIL 425 Philosophy of Science.
An advanced introduction to the central philosophical questions concerning the nature of scientific knowledge and its relation to experience, and the metaphysical assumptions underlying the natural sciences. Topics to be covered include: science versus pseudoscience, laws of nature, causation, determinism and randomness, theories and models in science, scientific explanation, underdetermination of theories by observation and measurement, realism and antirealism, reductionism and intertheory relations, objectivity and value judgments in science, hypothesis testing and confirmation of scientific theories, and classical paradoxes in scientific methodology. Prerequisite: Backround in elementary logic and some rudiments of science.
Taught by: Domotor
One-term course offered either term
Activity: Seminar
1.0 Course Unit

PHIL 426 Philosophy of Psychology
An examination of major trends of thought in experimental psychology in relation to philosophy and the philosophy of science. What is the subject matter and object of explanation of experimental psychology? What is the relation between psychology and neuroscience? How is scientific psychology related to traditional philosophical investigations of the mental? The course covers the classical systems and schools of psychology (Wundt, James, behaviorism, Gestalt psychology, cognitive and perceptual psychology, and cognitive science) and such contemporary problems as consciousness, philosophical foundations of cognitive science; theories of the extended and embodied mind; and the relation between neuroscience and psychology.
Taught by: Hatfield
Course not offered every year
Activity: Seminar
1.0 Course Unit

PHIL 428 Norms and Nudges
Social norms are the rules we live by, and we encounter them in any area of our life. Social norms often guarantee the smooth functioning of a group or organization. Sometimes, however, these norms are inefficient or do not benefit society at large. What can we do to change these harmful collective behaviors? Social psychology, philosophy, sociology, rational-choice, legal theory, and even economics, are investigating and theorizing pro-social behavior, justice motivation, and moral and social norms. In this course, we will examine the latest and best in this emerging multidisciplinary field. Students will be encouraged to apply its findings and methods to their area of interest.
Taught by: Bicchieri
Also Offered As: BDS 502
Prerequisite: ECON 212 OR MATH 432 OR PSCI 552 OR PSYC 253 OR PSYC 170
Activity: Lecture
1.0 Course Unit

PHIL 429 Sports as Legal Systems: An Investigation into Law and Legal Thinking
Formal organized sports - from the NFL to NASCAR to the LPGA - are either genuine legal systems of a specialized kind or close analogues to legal systems. Like ordinary legal systems, they use general rules, promulgated by rule-making bodies and enforced by impartial adjudicators, to facilitate or incentivize desired behaviors and to prevent or deter undesired behaviors. As such, sports are proper subjects of study by legal scholars and philosophers. A standard course on ‘sports law’ examines the regulation of sports by law. This course, in contrast, examines sports as legal systems in their own right. A small sample of the topics to be addressed includes: (1) What are sports, and what is their relationship to games? (The IOC has determined that bridge and chess are sports. Is this correct? Does it matter?) (2) What form should the rules take? (For example, should sports rules contain ‘mens rea’ terms? Should they be more ‘rule-like’ or more ‘standard-like’?) (3) How much discretion do and should officials have? (Chief Justice Roberts said that ‘judges are like umpires.’ Is this true? In what ways?) (4) Should on-field decisions be appealable and, if so, what should the procedures and standards of appellate review be? (For example, is the ‘indisputable visual evidence standard’ of review in the NFL and NCAA football justified?) (5) What is cheating? (Did the badminton players at the London Olympics who tried to lose ‘cheat’? Do baseball players cheat when they falsely claim to be hit by a pitch?) (6) What should the rules of eligibility be? (Should women be allowed to compete against men? Should MTF transgender athletes be allowed to compete against cisgender women? Should double amputees like the South African Oscar Pistorius be allowed to compete against non-disabled runners?) In exploring questions like these, the course will, where appropriate, draw upon, and examine possible lessons for, ordinary law. The course is therefore both an in-depth and rigorous investigation into sports and a vehicle for deepening one’s understanding of law. It is appropriate for law students and for non-law students seeking an engaging and accessible introduction to legal systems and legal analysis.
Taught by: Berman
Also Offered As: LAW 715
Activity: Lecture
1.0 Course Unit
PHIL 430 Philosophy of Mind
This course studies particular topics in contemporary philosophy of mind and cognitive science. Examples include: the nature of consciousness, naturalistic accounts of intentionality, the nature scope of scientific explanation in studying the mind, the intersection of philosophy of mind and epistemology, and theories of agency. Typically, readings include both philosophy and empirical work from relevant sciences.
Taught by: Miracchi
Course not offered every year
Activity: Seminar
1.0 Course Unit

PHIL 431 Theory of Knowledge
Selected topics in Epistemology such as: bridging the gap between mainstream and formal epistemology, the familiar tripartite definition of knowledge (knowledge as justified true belief), basic logical and probabilistic models of knowledge (Hintikka, Aumann, and Bayesian) and their multi-agent variants, logical omniscience and other problems (including the epistemic closure principle), attempts at formalizing joint and common knowledge, resource-bounded knowledge, knowledge under limited logical powers, and empirical knowledge obstructed by system complexity.
Taught by: Domotor
Course not offered every year
Activity: Seminar
1.0 Course Unit

PHIL 455 Existence in Black
Racial, colonial, and other political formations have encumbered Black existence since at least the fifteenth-century. Black experiences of and reflections on these matters have been the subject of existential writings and artistic expressions ranging from the blues to reggae, fiction and non-fiction. Reading some of these texts alongside canonical texts in European existential philosophy, this class will examine how issues of freedom, self, alienation, finitude, absurdity, race, and gender shape and are shaped by the global Black experience. Since Black aliveness is literally critical to Black existential philosophy, we shall also engage questions of Black flourishing amidst the potential for pessimism and nihilism.
Taught by: Amponsah
Course usually offered in spring term
Also Offered As: AFRC 406, HIST 406, PHIL 555
Activity: Seminar
1.0 Course Unit

PHIL 465 Kant I
The course will concentrate on the Critique of Pure Reason and discuss in detail Kant’s conception of knowledge and experience, his criticism of traditional metaphysics and the resulting project of a system of transcendental philosophy.
Taught by: Horstmann
Course not offered every year
Also Offered As: GRMN 551
Activity: Seminar
1.0 Course Unit

PHIL 466 Kant II
This course is a study of Kant’s moral and political philosophy. Texts may include Kant’s Lectures on Ethics, Groundwork for the Metaphysics of Morals, Critique of Practical Reason, Religion within the Boundaries of Mere Reason, and Metaphysics of Morals.
Course not offered every year
Also Offered As: GRMN 552
Activity: Seminar
1.0 Course Unit

PHIL 468 Hegel
A study of Hegel’s philosophy, focusing primarily on his Phenomenology of Spirit, with attention to relevant passages in other works such as Hegel’s Logic and Philosophy of Right. Topics may include: (1) Hegel’s conception of philosophy, (2) the development of his system, (3) the problem of an introduction to his system (Phenomenology of Spirit), (4) Hegel’s criticism of traditional metaphysics, (5) his notion of a ‘concept’ (Begriff), his theory of the Idea. The seminar will focus primarily on some of Hegel’s early Jena writings, his Phenomenology of Spirit, on passages from different versions of Hegel’s Logic and (maybe) on aspects of his Philosophy of Right. Topics that are dealt with include: (1) Hegel’s conception of philosophy, (2) the development of his system, (3) the problem of an introduction to his system (Phenomenology of Spirit), (4) Hegel’s criticism of traditional metaphysics, (5) his notion of a ‘concept’ (Begriff), his theory of the Idea. Other topics might become of interest as well.
Taught by: Horstmann
Course not offered every year
Also Offered As: GRMN 583
Activity: Seminar
1.0 Course Unit

PHIL 472 Survey of Ethical Theory
This course is an investigation of the main questions and problems in metaethics since the turn of the 20th century. We will investigate questions about the metaphysics of morality, the philosophy of language of moral talk, the philosophy of mind of moral thought, the epistemology of morality and the objectivity of morality.
Taught by: Lord
Course not offered every year
Activity: Seminar
1.0 Course Unit
PHIL 474 Normative Ethics
Some particular acts are morally right; other acts are morally wrong. The task of normative ethics is to provide a general account of which acts are morally right or wrong and why they are morally right or wrong. The primary goal of this course is to provide an advanced survey of two theories that dominate contemporary ethics: consequentialism and deontology. Consequentialists - such as, most famously, the British utilitarians: Bentham, Mill and Sidgwick - hold that acts are right or wrong because of their good or bad consequences. Consequentialism faces numerous objections: that it is wrong to make trade-offs between benefits and harms to different individuals; that it requires us to violate rights; that it is too demanding; and that it does not respect our special obligations to our friends and family. These objections are used to motivate deontology. We will explore Immanuel Kant’s influential version deontology, and the challenges that it faces in relation to the prohibition on lying, on how we should treat the risk of wrong-doing, and on the moral status of animals. The secondary goal of this course is to develop the philosophical skills that we use to understand, evaluate, and defend moral theories.
Taught by: Wodak
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

PHIL 479 Modern Political Philosophy
A survey of several works in modern political philosophy, including Thomas Hobbes’s, Leviathan; John Locke’s, Second Treatise on Government and Letter Concerning Toleration; David Hume’s ‘Of the Original Contract’ and ‘On Justice’. John Stuart Mill’s Utilitarianism, On Liberty, and The Subjection of Women; excerpts from Karl Marx’s Capital and other writings; and John Rawls’s A Theory of Justice.
Taught by: Freeman
Course not offered every year
Activity: Seminar
1.0 Course Unit

PHIL 480 Topics in Aesthetics
Topic title for Spring 2018: Walter Benjamin. Walter Benjamin (1892-1940) is a philosopher whose writings on art, literature, and politics have had tremendous influence on many disciplines in the Humanities and Social Studies. He has been variously described as one of the leading German-Jewish thinkers, and a secular Marxist theorist. With the publication of a four-volume collection of this works in English, many more of his writings have been made accessible to a wider public. Our seminar will undertake a survey of his work that begins with his studies on language and allegory, and continues with his autobiographical work, his writings on art and literature, and on the imaginary urban spaces of the nineteenth-century.
Course not offered every year
Also Offered As: ARTH 560, COML 582, GRMN 580, JWST 582
Activity: Seminar
1.0 Course Unit

PHIL 489 Ethnicity, Identity and Nationhood
This MLA seminar will deepen our understanding of the role that political and cultural ideologies – such as liberalism, conservatism, nationalism, totalitarianism, fundamentalism, etc. – play in contemporary public discourse and the psychology of ideological thinking that makes political conflicts so difficult to resolve. Drawing on a series of case studies in contemporary political, social and cultural conflict such as recent political campaigns and nationalist movements around the globe, we will identify and examine the ideologies driving such conflicts, and from these we will draw out the common philosophical characteristics and psychological features of ideological thinking. We will begin by considering a series of case studies in contemporary political, social and cultural conflict, drawn from contemporary events such as the 2012 political campaigns, the 2011 debt ceiling debate in Congress, nationalist movements around the globe, etc. We will identify and examine the ideologies driving such conflicts, and from these we will draw out the common philosophical characteristics and psychological features of ideological thinking. Throughout, we will seek to understand the deep attraction of ideological commitments and why they tend to push public discourse and behavior to extremes and even violence. Finally, we will consider efforts to reduce or resolve ideological conflicts through strategies of political compromise, dialogue, toleration, and democratic deliberation.
Course not offered every year
Activity: Seminar
1.0 Course Unit

PHIL 505 Formal Logic I
This course provides an introduction to some of the fundamental ideas of logic. Topics will include truth functional logic, quantificational logic, and logical decision problems.
Taught by: Singer
One-term course offered either term
Also Offered As: LGIC 010, PHIL 005
Activity: Lecture
1.0 Course Unit
Notes: Undergraduates Need Permission

PHIL 506 Formal Logic II
An introduction to first-order logic including the completeness, compactness, and Lowenheim-Skolem theorems, and Godel's incompleteness theorems. UNDERGRADUATES NEED PERMISSION
Taught by: Weinstein
Course usually offered in spring term
Also Offered As: PHIL 006
Activity: Lecture
1.0 Course Unit
Notes: Undergraduates Need Permission.

PHIL 511 Aristotle's Ethics
A study of Aristotle's ethical works, with emphasis on the NICOMACHEAN ETHICS. Topics may include moral psychology, practical reasoning, the nature of the good, emotion and reason, responsibility, and friendship.
Taught by: Meyer
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Undergraduates Need Permission
PHIL 512 A Survey of Aristotle’s Teleology
The course examines the role teleology plays in Aristotle’s metaphysics, his natural science, and his ethical theory, and investigates the relationship between being and goodness.
Taught by: Hirji
Activity: Seminar
1.0 Course Unit

PHIL 521 Philosophy of Biology
This course consists of a detailed examination of evolutionary theory and its philosophical foundations. The course begins with a consideration of Darwin’s formulation of evolutionary theory and the main influences on Darwin. We will then consider two contemporary presentations of the theory, Richard Dawkins’ and Richard Lewontin’s. The remainder of the course will deal with a number of foundational issues including adaption, the units of selection, the evolution of altruism, and the possibility of grounding ethics in evolutionary theory. UNDERGRADUATES NEED PERMISSION
Taught by: Weisberg, Bicchieri
One-term course offered either term
Also Offered As: PHIL 226, PPE 225
Activity: Lecture
1.0 Course Unit
Notes: Undergraduates Need Permission

PHIL 525 Topics in the Philosophy of Science
For the last four centuries, scientific research has provided us most reliable understanding of the world. Although the scientific revolution started modestly with attempts to understand stellar movement, we now know the age and constitution of the universe, the basis of heredity, and we can make and break chemical bonds at will. By all appearances, science seems to have made substantial progress from the scientific revolution to the global scientific enterprise of the 21st century. This course is about how science has generated this knowledge, and whether it has been as progressive and reliable as it seems. We will consider methodological issues such as the sources of scientific knowledge, objectivity, the growing importance of computation in the natural sciences, and the nature of modeling. We will examine products of scientific research: explanations, models, theories, and laws of nature. And we will discuss questions about science and values, including whether non-scientific values can and should enter scientific research, the relationship between science and religion, and the role of the public in guiding the scientific enterprise.
Taught by: Weisberg, Bicchieri
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Undergraduates Need Permission

PHIL 526 Philosophy of Psychology
An investigation of issues that arise from scientific psychology and are investigated philosophically or have implications for philosophy. Specific topics vary by semester. In Spring 2019 the seminar will examine various instances of appealing to appearances in analyzing perception and its relation to an external world. Authors to be studied include Descartes, Hume, Russell, Sellars, and Chisholm.
Taught by: Hatfield
Course not offered every year
Also Offered As: GRMN 527
Activity: Seminar
1.0 Course Unit
Notes: Undergraduates Need Permission

PHIL 530 Philosophy of Mind
This course explores core issues in philosophy of mind, such as: the nature of mental states and events, the mind-body problem, and the relationship between philosophy of mind and related disciplines, such as cognitive science. We approach these issues through more specific topics, depending on the interests of the instructor. Topics may include: identity theories, grounding physicalism, functionalism, computationalism, disjunctivism and knowledge-first theories, internalism and externalism, consciousness, self-knowledge, perception, emotion, action, representationalism, mental causation, and intersections with psychology, artificial intelligence, linguistics, and neuroscience. For details in a specific year, consult with the instructor and/or department.
UNDERGRADUATES NEED PERMISSION.
Taught by: Hatfield, Miracchi
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Undergraduates Need Permission

PHIL 531 Social Norms
This is a graduate research seminar covering interdisciplinary research in psychology, philosophy, sociology and behavioral economics related to social norms. Social norms are informal institutions that regulate social life. We will devote particular attention to the following questions: 1. What is a good, operational definition of social norms? 2. Is there a difference between social and moral norms? 3. How can we measure whether a norm exits, and the conditions under which individuals are likely to comply with it? 4. Are behavioral experiments a good tool to answer questions? 5. How do norms emerge? 6. How are norms abandoned? 7. What is the role of trendsetters in norm dynamics?
Taught by: Bicchieri
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Undergraduates Need Permission

PHIL 532 Topics in Epistemology
This seminar will cover topics of interest to contemporary epistemologists. Possible topics may include skepticism, accounts of knowledge and justification, virtue epistemology, formal epistemology, social epistemology, feminist epistemology, meta-epistemology and epistemic normativity.
Taught by: Lord,Errol
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Undergraduates Need Permission

PHIL 536 Stoicism
A study of some major texts in Ancient Greek Stoicism, the school founded by Zeno of Citium in the post-Aristotelian period. Topics may include: ethics, natural philosophy, epistemology, and metaphysics. Authors may include: Cicero, Seneca, Epictetus, and Marcus Aurelius. Against the Ethicists will be the other major texts studied in this course. All readings will be in English translation. No knowledge of Greek or Latin is required.
Taught by: S.Meyer
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Undergraduates Need Permission
PHIL 537 MLA Seminar Philosophy & Psychoanalysis: Freud & the Interpretation of Culture
MLA proseminar. More than a century after Sigmund Freud transformed - for better or worse - our understanding of what it means to be human, Freudian psychoanalysis still exerts a profound influence in our culture. This seminar course is an exploration of the philosophical issues raised by Freudian psychoanalysis as a theory of mind and culture. After a close reading of Freud’s theoretical writings on the nature of the mind and human behavior, we will explore why Freud's theories - despite more than a century of criticism - remain highly influential as a framework for the interpretation of art, literature, religion, society, politics, and history. Readings from Freud’s 'meta-psychological', cultural, and social writings, Paul Ricoeur’s Freud and Philosophy, and other contemporary authors in philosophy, psychoanalysis, and other fields. No previous knowledge of psychoanalysis, psychology, or philosophy required.
Taught by: Steinberg
Activity: Seminar
1.0 Course Unit
Notes: Undergraduates Need Permission.

PHIL 540 Topics in Philosophy of Language
This course explores core issues in philosophy of language, such as: meaning, reference, truth, communication, speech acts, the norms governing language use, and the relationship between philosophy of language and related disciplines, such as linguistics. We approach these issues through more specific topics, depending on the interests of the instructor. Topics may include: the nature of propositions, truth, context-sensitive expressions, the relationship between logical structure and linguistic structure, the relationship between mental and linguistic meaning, the mechanisms of communication, the semantic/pragmatic distinction, the norms of assertion, relativism, expressivism, injustice in linguistic communication. For details in a specific year, consult with the instructor and
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Undergraduates Need Permission.

PHIL 545 Plato and Aristotle in the Renaissance
In one of the most evocative frescoes of the Renaissance, Raphael juxtaposes Plato and Aristotle. The pairing would seem obvious, since the two thinkers had been for centuries symbols of philosophy and wisdom. But only the recent revival of Plato, begun in the mid-fifteenth century, had allowed Latin West to gain a better understanding of Platonic philosophy and therefore to compar Platon’s doctrines directly to those of Aristotle. Were master and disciple in harmony? And if not, which of the two should be favored? Such questions were less innocent than one might think, and the answers to them had implications for philosophy, theology, speculation on the natural world, and even politics. The course will offer an overview of Renaissance philosophy and culture by focusing on the different ways in which Plato and Aristotle were read, interpreted and exploited between the fifteenth and seventeenth centuries. The course will be conducted in English; a basic knowledge of Latin is desirable but not required.
Taught by: Del Soldato
Course not offered every year
Also Offered As: CLST 540, COML 545, ITAL 540
Activity: Seminar
1.0 Course Unit
Notes: Undergraduates Need Permission.

PHIL 550 Topics in Philosophy of Education
In this course, we will examine problems in contemporary philosophy of education, including: how much control over a child's education ought to be allocated to parents and how much to the state; what role, if any, ought religion to play in education; how do race and gender impact individuals' educational experiences and how should such issues should be addressed in the classroom; what sort of (if any) civic education ought to be taught in schools (especially in wartime such as in the post 9-11 USA); and how should schools be funded? We will deal with a number of case studies, mostly recent, but some crucial historical cases as well. Our readings will be primarily philosophical texts, supplemented with those from other fields, such as psychology, history and sociology, in order to provide empirical context to the theoretical problems facing education today.
Taught by: Detlefsen
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Undergraduates Need Permission.

PHIL 551 Topics in Early Modern Philosophy
125 A seminar in philosophy of the early modern period (roughly 1600-1800), covering specific figures and/or topics. Examples of figures studied include (but are not limited to) Descartes Cavendish, Astell, Locke, Hume, Du Chatelet,or Kant. Examples of topics studied include (but again are not limited to) substance, causation, freedom, natural philosophy, education, the human being, the private and the public, or political authority.
Taught by: Detlefsen, Chignell
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Undergraduates Need Permission.

PHIL 552 MLA Seminar in Philosophy of Education
In this MLA proseminar course, we will examine some of the most pressing problems in contemporary philosophy of education. These problems include: how much control over a child’s education ought to be allocated to parents and how much to the state; what role, if any, ought religion to play in education; how do race and gender impact individuals’ educational experiences and how should such issues should be addressed in the classroom; what sort of (if any) civic education ought to be taught in schools (especially in wartime such as in the post 9-11 USA); and how should schools be funded? We will deal with a number of case studies, mostly recent, but some crucial historical cases as well. Our readings will be primarily philosophical texts, supplemented with those from other fields, such as psychology, history and sociology, in order to provide empirical context to the theoretical problems facing education today. As a seminar, the instructor welcomes student participation, including students bringing their own interests in educational theory to the classroom. At the same time, the instructor will lecture to the extent necessary to make classroom discussion especially rich.
Taught by: Detlefsen
Activity: Seminar
1.0 Course Unit
PHIL 554 Contemporary Continental Philosophy
This MLA seminar is an introduction to 20th-century continental European philosophy, focusing on the origins and development of phenomenology, existentialism, hermeneutics, and deconstruction. No previous background in philosophy is required. We will begin with an introduction to the phenomenology of Edmund Husserl and the contemporary debate over its proper interpretation. Then we will examine three existentialist critics of Husserl, whose philosophies have influenced much of recent continental thought: Martin Heidegger, Jean-Paul Sartre, and Maurice Merleau-Ponty. Finally, we will examine the important influence of phenomenology and existentialism on contemporary trends in continental philosophy as exhibited in works by Paul Ricoeur, Hans Georg Gadamer, Jacques Derrida, Hannah Arendt, and Emmanuel Levinas. Finally, we will examine the important influence of phenomenology and existentialism on contemporary trends in continental philosophy as exhibited in works by Paul Ricoeur, Hans Georg Gadamer, Jacques Derrida, Hannah Arendt, and Emmanuel Levinas.
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Undergraduates Need Permission

PHIL 555 Existence in Black
Racial, colonial, and other political formations have encumbered Black existence since at least the fifteenth-century. Black experiences of and reflections on these matters have been the subject of existential writings and artistic expressions ranging from the blues to reggae, fiction and non-fiction. Reading some of these texts alongside canonical texts in European existential philosophy, this class will examine how issues of freedom, self, alienation, finitude, absurdity, race, and gender shape and are shaped by the global Black experience. Since Black aliveness is literally critical to Black existential philosophy, we shall also engage questions of Black flourishing amidst the potential for pessimism and nihilism.
Taught by: Amponsah
Course usually offered in spring term
Also Offered As: AFRC 406, AFRC 506, HIST 406
Activity: Seminar
1.0 Course Unit

PHIL 556 Constitutional Inte
Course not offered every year
Also Offered As: LAW 946
Activity: Seminar
1.0 Course Unit

PHIL 559 Topics in Political Philosophy
This seminar will examine leading academic theories of constitutional interpretation, starting with classic texts by (for illustration) Thayer, Wechsler, Ely, Bobbitt, Dworkin, and Scalia, and emphasizing current debates within originalism and between originalists and their critics. While the focus will be on American constitutional interpretation, we will also see how that literature is currently running up against, and possibly contributing to, more ‘philosophical’ or ‘jurisprudential’ accounts of the contents of law. Consistent with the nature of the material, the reading load is likely to be somewhat heavier and more demanding than in the average seminar. Students will be expected to read the assigned material carefully and to participate actively in class discussions; they will have the option of submitting either a single research paper or several shorter papers.
Taught by: Perry, Berman, Finkelstein
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Undergraduates Need Permission

PHIL 572 Contemporary Ethics
A venerable idea throughout the history of ethics is that rationality is a fundamental or foundational part of the metaphysics of the normative. The course will be an investigation of several different strains of this rationalist idea. We’ll discuss four rationalist views of the nature of normative reasons (Kantian, Humean, Aristotelian, and new-fangled constructivism). Our aim will be to investigate the plausibility of these rationalist views against the backdrop of a more recent hypothesis about the metaphysics of the normative—viz., the claim that normative reasons themselves are the fundamental constituents of the normative.
Taught by: Freeman, Meyer
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Undergraduates Need Permission

PHIL 576 Rationality, Morality and Law
This class will be dedicated to investigating topics related to rationality in its many forms. Potential areas of study are metaethics, epistemology, moral psychology, and the philosophies of mind, language and action. UNDERGRADUATES NEED PERMISSION.
Taught by: Freeman, Lord
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Undergraduates Need Permission.

PHIL 577 Topics in Philosophy of Law
This seminar will examine leading academic theories of constitutional interpretation, starting with classic texts by (for illustration) Thayer, Wechsler, Ely, Bobbitt, Dworkin, and Scalia, and emphasizing current debates within originalism and between originalists and their critics. While the focus will be on American constitutional interpretation, we will also see how that literature is currently running up against, and possibly contributing to, more ‘philosophical’ or ‘jurisprudential’ accounts of the contents of law. Consistent with the nature of the material, the reading load is likely to be somewhat heavier and more demanding than in the average seminar. Students will be expected to read the assigned material carefully and to participate actively in class discussions; they will have the option of submitting either a single research paper or several shorter papers.
Taught by: Perry, Berman, Finkelstein
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Undergraduates Need Permission
PHIL 587 MLA Seminar in Political Philosophy
This is a topics-based MLA proseminar in political philosophy. Examples of topics we can examine in this course include distributive justice, liberty, equality, and global justice. Course readings will be drawn from a combination of seminal and more recent works on the selected topics.
Taught by: Tan
Activity: Seminar
1.0 Course Unit

PHIL 588 MLA Seminar: The Idea of Nationalism
Nationalism has been the most important geo-political phenomenon of the past two hundred years. This MLA proseminar course will explore the ideology of nationalism, what it means, its philosophical foundations, underlying assumptions about the nature of human identity, moral implications, and political consequences. What is a nation? Does every identifiable ethnic or national group have a valid claim to a nation-state of its own? How are claims to national self-determination justified? How do nations differ from states, peoples, groups, communities, and citizenries? How does nationalism relate to notions of ‘chosenness’ or ethnic and cultural superiority? Why do nationalist movements seem to so often engender political extremism and violent ethno-political conflicts? Is national self-determination compatible with our commitments to individualism, rationality, and universal human rights?
Taught by: Steinberg
Activity: Seminar
1.0 Course Unit

PHIL 600 Proseminar
An intensive seminar for first-year doctoral students, with readings drawn from recent and contemporary eistemology and metaphysics, broadly construed. Students will develop their abilities to present and discuss philosophical texts, and to write and revise their own papers.
Taught by: Singer,Daniel
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
Notes: Graduate Students Only

PHIL 601 Consortium Course
For graduate students taking courses at other institutions belonging to the Philadelphia area Philosophical Consortium.
One-term course offered either term
Activity: Lecture
1.0 Course Unit
Notes: Graduate Students Only

PHIL 611 Plato and Aristotle on Human Nature
The place of humans in the order of things was a perennial question for ancient philosophers. The puzzle typically begins with questions of humans’ place within a hierarchy, setting them between inanimate things and non-human living things on the one side, and the divine on other. These categories, along with others like metabolism, growth and decay, death, sentience, cognition, and knowledge, will form the background against which we look closely at Plato’s and Aristotle’s views. We will read sections of Phaedo, Republic, and Timaeus, along with On the Soul, On the Motion of Animals, and On Divination During Sleep. The course will invite both broad synthetic thinking, and focused textual analysis. Students will be responsible for a class presentation, a stint as lead questioner, a presentation of work toward a research paper, and a final research paper.
Taught by: Struck
Course not offered every year
Also Offered As: GREK 601
Activity: Seminar
1.0 Course Unit

PHIL 612 Topics in Hellenistic Philosophy
The ancient Stoics famously rejected the tripartite psychology of Plato and the Aristotelian division of the psyche into rational and non-rational parts. Everything we think, say, feel, and do is an exercise of reason, specifically, an assent to an impression. This includes the pathe—emotions such as fear, anger, and pity and love. According to the Stoic doctrine of apatheia, we should eradicate the pathe from our lives. But there are some emotions of which the Stoics approve: the so-called ‘good feelings’ (eupatheiai) which include joy, reverence, and goodwill. We will examine the difference between the pathe and the eupatheiai in the context of their Stoic doctrine of apatheia, and of their ethical theory more generally. All texts will be read in translation, and will include selections from: Cicero: Tusculan Disputations, On Ends, On Duties, Epictetus: Discourses, Seneca: Letters, Stobaeus: Eclogues, Galen: On the Doctrines of Hippocrates and Plato.
Taught by: S.Meyer
Course not offered every year
Activity: Seminar
1.0 Course Unit

PHIL 699 Independent Study
Directed readings in consultation with individual faculty members.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

PHIL 700 Dissertation Workshop
Registration required for all third-year doctoral students. Third-year students and beyond attend and present their dissertation work or their preliminary exam prospectus. From time to time, topics pertaining to professional development and dissertation writing will be discussed.
Taught by: Weinstein,Scott
Two terms. student must enter first term.
Activity: Seminar
1.0 Course Unit

PHIL 990 Masters Thesis
Taught by: Staff.
One-term course offered either term
Activity: Masters Thesis
1.0 Course Unit
PHIL 995 Dissertation
Ph.D. candidates, who have completed all course requirements and have an approved dissertation proposal, work on their dissertation under the guidance of their dissertation supervisor and other members of their dissertation committee.
One-term course offered either term
Activity: Dissertation
1.0 Course Unit

PHIL 998 Teaching Practicum (Independent Study)
Supervised teaching experience. Four semesters are required of all Doctoral students in philosophy.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

PHIL 999 Independent Study
Directed readings in consultation with individual faculty members.
Prerequisite: May be repeated for credit.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Notes: May be repeated for credit

Philosophy, Politics, Economics (PPE)

PPE 008 The Social Contract
This is a critical survey of the history of western modern political philosophy, beginning from the Early Modern period and concluding with the 19th or 20th Century. Our study typically begins with Hobbes and ends with Mill or Rawls. The organizing theme of our investigation will be the idea of the Social Contract. We will examine different contract theories as well as criticisms and proposed alternatives to the contract idea, such as utilitarianism. Besides the above, examples of authors we will read are Locke, Rousseau, Hume, Mill and Marx.
For BA Students: Society Sector
Taught by: Tan
Course usually offered in spring term
Also Offered As: PHIL 008
Activity: Lecture
1.0 Course Unit

PPE 036 Law and Economics
The relationship of economic principles to law and the use of economic analysis to study legal problems. Topics will include: property rights and intellectual property; analysis of antitrust and economic analysis of legal decision making. Credit cannot be received for both ECON 036 and 234.
One-term course offered either term
Also Offered As: ECON 036
Prerequisite: ECON 001 OR ECON 010
Activity: Lecture
1.0 Course Unit
Notes: Credit cannot be received for both ECON 036 and 234.

PPE 072 Biomedical Ethics
This course is an introduction to bioethics, focusing on ethical questions arising at the beginning and end of life. Topics will include procreative responsibilities, the question of wrongful life, and prenatal moral status as well as questions of justice related to markets for sperm, eggs and gestation. We will also attend to dilemmas at the end of life, including the authority of advance directives, euthanasia and the allocation of life-saving therapies.
For BA Students: Society Sector
Course not offered every year
Also Offered As: PHIL 072
Activity: Lecture
1.0 Course Unit

PPE 101 Introduction to PPE: Ethics and Economics of Wealth Creation
This interdisciplinary course provides an overview of how markets work, and under what conditions they create wealth and prosperity. We will also consider when markets fail to create wealth or function well. Along the way, we will think about the role of political institutions in structuring market exchange and allocating resources. (For Penn PPE majors, this class will satisfy the philosophy foundation, or a thematic concentration class for Choice and Behavior or Distributive Justice).
Taught by: Anomaly
Course not offered every year
Activity: Seminar
1.0 Course Unit

PPE 153 Judgment and Decisions
Thinking, judgment, and personal and societal decision making, with emphasis on fallacies and biases. Prerequisite: One semester of Statistics or Microeconomics.
One-term course offered either term
Also Offered As: PSYC 253
Activity: Lecture
1.0 Course Unit

PPE 225 Philosophy of Biology
This course consists of a detailed examination of evolutionary theory and its philosophical foundations. The course begins with a consideration of Darwin’s formulation of evolutionary theory and the main influences on Darwin. We will then consider two contemporary presentations of the theory: Richard Dawkins’ and Richard Lewontin’s. The remainder of the course will deal with a number of foundational issues including adaptation, the units of selections, the evolution of altruism, and the possibility of grounding ethics in evolutionary theory. Prerequisite: Application requires through Penn Global: https://global.upenn.edu/pennabroad/pgs
For BA Students: Natural Science and Math Sector
Taught by: Weisberg
Course not offered every year
Also Offered As: PHIL 226, PHIL 521
Activity: Lecture
0.0 Course Units
Notes: Application required through Penn Global: <a href='https://global.upenn.edu/pennabroad/pgs'>https://global.upenn.edu/pennabroad/pgs</a>
**PPE 233 Philosophy of Economics**
In this course, general philosophy of science issues are applied to economics, and some problems specific to economics are tackled. While analytical questions like ‘What is economics?’ or ‘What is an economic explanation’ must be pursued, the ultimate goal is practical: What is good economics? How can economists contribute to a better understanding of society, and a better society? How can we make economics better? Topics to be discussed include the following: specific object and method of economics as a social science; its relation with other disciplines (physics, psychology and evolutionary theory); values in economics (welfare, freedom, equality and neutrality); the role of understanding and possible limits of a quantitative approach to human behavior (purposefulness, freedom, creativity, innovation); prediction, unpredictability and the pretension of prediction; causation in econometrics and in economic theory (equilibrium); selfishness and utility maximization (cognitive and behaviorist interpretations); economic models and unrealistic assumptions (realism and instrumentalism); empirical basis of economics (observation and experiment); microeconomics and macroeconomics (reductionism and autonomy); pluralism in economics (mainstream economics and heterodox schools).
Course usually offered in fall term
Also Offered As: PHIL 233
Activity: Lecture
1.0 Course Unit

**PPE 244 Introduction to Philosophy of Mind**
This course will survey several central topics in philosophy of mind, as well as investigating how philosophy of the mind interacts with scientific study of the mind. Among the questions we’ll be asking are: What is it to have a mind? What is the relationship between the mind and the brain? Can there be a science of the mind? What can it tell us? What can philosophy contribute to a science of the mind? What is consciousness? What is it to think, to perceive, to act? How are perception, thought, and action related to one another?
Taught by: Domotor, Miracchi
Course not offered every year
Also Offered As: PHIL 244, VLST 221
Activity: Lecture
1.0 Course Unit

**PPE 275 Introduction to Political Psychology**
This course will explore psychological approaches to understanding political beliefs, attitudes, and actions at the levels of both individual citizens and national leaders. It will also explore the possibility that psychological science itself is not immune to the political debates swirling around it. Specific topics will include: the workings of belief systems (and their power to shape what we ‘see’), cognitive biases (and their power to cause miscalculations), sacred values and their role in stabilizing belief systems and social interaction, personality and ideology (the linkages between the personal and the political), and clashing conceptions of morality and distributive and corrective justice (striking variations among people in what they consider to be fair). We shall also explore some topics that have sparked controversy in the psychological research literature and that tend to polarize opinion along political lines, including work on intelligence and unconscious bias. Prerequisite: Note: Students who are more interested in business-related issues may want Wharton 276x which is a modified version of this course specifically for Wharton undergraduates.
Taught by: Tetlock
One-term course offered either term
Also Offered As: PSYC 275
Prerequisite: PSYC 001 OR COGS 001
Activity: Lecture
1.0 Course Unit
Notes: NOTE: Students who are more interested in business-related issues may want Wharton 276x which is a modified version of this course specifically for Wharton undergraduates.

**PPE 277 Justice, Law and Morality**
The course will focus on the philosophical background to the individual rights protected by the U.S. Constitution, including 1st Amendment freedoms of religion, expression, and association; the 14th amendment guarantee of Due Process and the rights of privacy, abortion, assisted suicide, and marriage; the Equal Protection clause and equal political rights and the legitimacy of affirmative action; and the Takings and Contract clauses and their bearing on rights of private property and economic freedoms. In addition to Supreme Court decisions on these issues, we will read works by political philosophers and constitutional theorists, including J.S. Mill, Ronald Dworkin, Cass Sunstein, Martha Nussbaum, Katherine MacKinnon and others.
Taught by: Freeman, Allen
Course not offered every year
Also Offered As: PHIL 277
Activity: Lecture
1.0 Course Unit
PPE 311 Strategic Reasoning
This course is about strategically interdependent decisions. In such situations, the outcome of your actions depends also on the actions of others. When making your choice, you have to think what the others will choose, who in turn are thinking what you will be choosing, and so on. Game Theory offers several concepts and insights for understanding such situations, and for making better strategic choices. This course will introduce and develop some basic ideas from game theory, using illustrations, applications, and cases drawn from business, economics, politics, sports, and even fiction and movies. Some interactive games will be played in class. There will be little formal theory, and the only pre-requisites are some high-school algebra and having taken Econ 1.
However, general numeracy (facility interpreting and doing numerical graphs, tables, and arithmetic calculations) is very important. This course will also be accepted by the Economics department as an Econ course, to be counted toward the minor in Economics (or as an Econ elective).
Prerequisite: This course may not be taken concurrently with or after ECON 212.
Taught by: Dillenberger
Course usually offered in fall term
Also Offered As: ECON 013
Prerequisite: ECON 001
Activity: Lecture
1.0 Course Unit
Notes: This course may NOT be taken concurrently with or after Econ 212.

PPE 312 Public Policy Process
This course introduces students to the theories and practice of the policy-making process. There are four primary learning objectives. First, understanding how the structure of political institutions matter for the policies that they produce. Second, recognizing the constraints that policy makers face when making decisions on behalf of the public. Third, identifying the strategies that can be used to overcome these constraints. Fourth, knowing the toolbox that is available to participants in the policy-making process to help get their preferred strategies implemented. While our focus will primarily be on American political institutions, many of the ideas and topics discussed in the class apply broadly to other democratic systems of government.
Taught by: Levendusky, Meredith
Course usually offered in spring term
Also Offered As: PSCI 236
Activity: Recitation
1.0 Course Unit

PPE 313 Behavioral Economics and Psychology
Our understanding of markets, governments, and societies rests on our understanding of choice behavior, and the psychological forces that govern it. This course will introduce you to the study of choice, and will examine in detail what we know about how people make choices, and how we can influence these choices. It will utilize insights from psychology and economics, and will apply these insights to domains including risky decision making, intertemporal decision making, and social decision making.
Taught by: Bhatia
Course usually offered in fall term
Also Offered As: PSYC 265
Prerequisite: ECON 001
Activity: Lecture
1.0 Course Unit

PPE 314 Philosophy of Social Science
This course is about the foundations of contemporary social science. It focuses on the nature of social systems, the similarities and differences between social and natural sciences, the construction, analysis, and confirmation of social theories, and the nature of social explanations.
Specific topics may include: What are social norms and conventions? What does it mean to have one gender rather than another, or one sexual orientation rather than another? Should social systems be studied quantitatively or qualitatively?
Taught by: Weisberg, Bicchieri
Course not offered every year
Also Offered As: PHIL 228
Prerequisite: PHIL 008 OR PHIL 025 OR PPE 153 OR ECON 001 OR ECON 002
Activity: Lecture
1.0 Course Unit

PPE 401 Independent Study
Student arranges with a faculty member to pursue a research project on a suitable topic. For more information about research and setting up independent studies, visit: https://ppe.sas.upenn.edu/study/curriculum/independent-studies
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

PPE 402 Research in Philosophy, Politics & Economics
Led by fellows in the Philosophy, Politics and Economics program, this course teaches students how to conduct research in PPE with an emphasis on creating a well-formed research question, determining what kinds of data or scholarly research bears on that question, and how to carry out an interdisciplinary, research-driven project on that question.
One-term course offered either term
Activity: Seminar
1.0 Course Unit

PPE 460 Experiments in Behavioral Ethics
In reality, our understanding of different mechanisms and (economic) relationships is hampered by the lack of data. More often than not, either the observation itself is difficult or the data is not reliable. Over the last decades, economic experiments have become a vital part of the scientific discourse, facilitating our understanding of the world we live in (much like in Biology, Chemistry, Physics or the like). Economic experiments allow exploring economic behavior under controlled conditions by generating observations under different experimental designs and controlled conditions. Pioneering this field of research, Daniel Kahneman and Vernon Smith were awarded the Nobel memorial prize in recognition of their work on behavioral and experimental economics. In this course, we provide you with the methodology of how to develop a research idea and a proper experimental design that allows to explore this idea. Essentially, you will learn how to think about ideas, generate predictions, and how to use economic experiments to test them.
Taught by: Bicchieri, Dimant
Activity: Seminar
1.0 Course Unit
PPE 470 Capstone: Social Policy
Social policy is the study of human wellbeing and is concerned with the effects in areas of health care, criminal justice, inequality, and education, among others. As a PPE Capstone, this is an integrative senior seminar (open to others by departmental permission). For more see: https://ppe.sas.upenn.edu/study/curriculum/advanced-interdisciplinary-courses
Taught by: Dimant
Course not offered every year
Activity: Seminar
1.0 Course Unit

PPE 471 Capstone: Political Economy
Political Economy studies the relationships between individuals and society and between markets and the state. As a PPE Capstone, this is an integrative senior seminar (open to others by departmental permission). For more see: https://ppe.sas.upenn.edu/study/curriculum/advanced-interdisciplinary-courses
Taught by: Danese
Course not offered every year
Activity: Seminar
1.0 Course Unit

PPE 472 Capstone: Networks
Network Theory studies graphs as a representation of the structure of relationships between social entities. It can be used to examine how the behavior of individuals in a socio-economic system affects - and is affected by - the structure of connections of the system. As a PPE Capstone, this is an integrative senior seminar (open to others by departmental permission). For more see: https://ppe.sas.upenn.edu/study/curriculum/advanced-interdisciplinary-courses
Taught by: Sontuoso
Course not offered every year
Activity: Seminar
1.0 Course Unit

PPE 473 Capstone: Modeling
Modeling provides a way to identify and analyze the salient features of complex problems or dynamic social situations. Using models can further provide a way to see what strategies may be rational over time. As a PPE Capstone, this is an integrative senior seminar (open to others by departmental permission). For more see: https://ppe.sas.upenn.edu/study/curriculum/advanced-interdisciplinary-courses
Taught by: Funcke
Course not offered every year
Activity: Seminar
1.0 Course Unit

PPE 474 Capstone: Judgment and Decision Making
The interdisciplinary study of individual's and groups' judgments and decisions, including normative, descriptive, and prescriptive theories. As a PPE Capstone, this is an integrative senior seminar (open to others by departmental permission). For more see: https://ppe.sas.upenn.edu/study/curriculum/advanced-interdisciplinary-courses
Taught by: Hart
Course not offered every year
Activity: Seminar
1.0 Course Unit

PPE 477 Capstone: Social Psychology
Social psychology explores how an individual's judgments and behaviors can be influenced or determined by others and their social context. Prerequisite: As a PPE Capstone, this is an integrative senior seminar (open to others by departmental permission).
Taught by: Royzman
Course not offered every year
Also Offered As: PSYC 478
Activity: Seminar
1.0 Course Unit

PPE 478 Inequality: An interdisciplinary perspective
In this advanced undergraduate seminar we will study the economic, political, and psychological consequences of inequality. In particular, one of the main aims of the course will be to understand the mechanisms through which people demand more or less redistribution. In doing so we will pay close attention to distinguish between actual inequality and people's perceptions of it. Using both classic and recent scholarly literature from these three fields, we will analyze what shapes perceptions of inequality and how these, in turn, shape policy preferences.
Taught by: Aldama Navarrete
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

PPE 481 Capstone: Political Science
A PPE capstone offered by faculty in Political Science. As a PPE Capstone, this is an integrative senior seminar (open to others by departmental permission). For more see: https://ppe.sas.upenn.edu/study/curriculum/advanced-interdisciplinary-courses
Taught by: Berger
Course not offered every year
Activity: Seminar
1.0 Course Unit

PPE 482 Capstone: Psychology
A PPE Capstone offered by faculty in Psychology. As a PPE Capstone, this is an integrative senior seminar (open to others by departmental permission). For more see: https://ppe.sas.upenn.edu/study/curriculum/advanced-interdisciplinary-courses
Taught by: Bhatia
Course not offered every year
Activity: Seminar
1.0 Course Unit

PPE 483 Capstone: Economics
A PPE Capstone seminar offered by faculty in Economics. As a PPE Capstone, this is an integrative senior seminar (open to others by departmental permission). For more see: https://ppe.sas.upenn.edu/study/curriculum/advanced-interdisciplinary-courses
Taught by: Dillenberger
Course not offered every year
Activity: Seminar
1.0 Course Unit

PPE 484 Capstone: Philosophy
A PPE Capstone seminar offered by faculty in Philosophy. As a PPE Capstone, this is an integrative senior seminar (open to others by departmental permission). For more see: https://ppe.sas.upenn.edu/study/curriculum/advanced-interdisciplinary-courses
Taught by: Bicchieri
Course not offered every year
Activity: Seminar
1.0 Course Unit
PPE 498 Directed Honors Research
Student arranges with a faculty member to do research and write a thesis on a suitable topic. For more information on honors visit: https://ppe.sas.upenn.edu/study/curriculum/honors-theses
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

PPE 499 Advanced Research
This course may be taken by a PPE student for advanced research. Enrollment by permit only.
Course not offered every year
Activity: Independent Study
1.0 Course Unit

Physics (PHYS)

PHYS 008 Physics for Architects I
An introduction to the classical laws of mechanics, including static equilibrium, elasticity, and oscillations, with emphasis on topics most relevant to students in architecture. Students first learn and practice the use of mechanics concepts such as momentum, energy, force, and torque, then apply these ideas to analyze basic structural elements such as cables, trusses, and beams. Students considering the ARCH major will find that PHYS 008 provides a solid foundation for later study of architectural structures (e.g. ARCH 435). Students who have previously taken PHYS 101, PHYS 150, or PHYS 170 cannot subsequently take PHYS 008 for credit. Students with AP or Transfer Credit for PHYS 091 or 093 who complete PHYS008 will thereby surrender the AP or Transfer Credit. Prerequisite: Entrance credit in Algebra and Trigonometry. Also, credit is awarded for only one of the following courses: PHYS 008, 101, 170. Students with AP or Transfer Credit for PHYS 091 or 093 who complete PHYS 006 will thereby surrender the AP or Transfer Credit. For BA Students: Physical World Sector
Taught by: Ashmanskas
Course offered fall; odd-numbered years
Activity: Lecture
1.0 Course Unit

PHYS 009 Physics for Architects II
Briefly reviews Newton’s laws, then introduces waves, sound, light, fluids, heat, electricity, magnetism, and circuits, with emphasis on topics most relevant to students in architecture. Illustrates physics principles using examples drawn from architecture. Students with a strong high-school physics background may take PHYS 008 and PHYS 009 in either order. Prerequisite: Credit is awarded for only one of the following courses: PHYS 009, 102, 151, 171. Students with AP or Transfer Credit for PHYS 092 or 094 who complete PHYS 008 will thereby surrender the AP or Transfer Credit. For BA Students: Physical World Sector
Course offered fall; even-numbered years
Activity: Lecture
1.0 Course Unit

PHYS 016 Energy, Oil, and Global Warming
The developed world’s dependence on fossil fuels for energy production has extremely undesirable economic, environmental, and political consequences, and is likely to be mankind’s greatest challenge in the 21st century. We describe the physical principles of energy, its production and consumption, and environmental consequences, including the greenhouse effect. We will examine a number of alternative modes of energy generation - fossil fuels, biomass, wind, solar, hydro, and nuclear - and study the physical and technological aspects of each, and their societal, environmental and economic impacts over the construction and operational lifetimes. No previous study of physics is assumed. Prerequisites: Algebra and Trigonometry. May be counted as Science Studies for students in Class of 2009 and prior. Target audience: Non-science majors (although science/engineering students are welcome).
For BA Students: Natural Science and Math Sector
One-term course offered either term
Activity: Lecture
1.0 Course Unit
Notes: May be counted as Science Studies for students in Class of 2009 and prior. Target audience: Non-science majors (although science/engineering students are welcome).

PHYS 050 Physics Laboratory I
Experiments in classical mechanics. Prerequisite: AP score of 5 on the Physics B or Physics C - Mechanics exam, or transfer credit for PHYS 91 or PHYS 93. Only for students with above prerequisite. Prerequisite: Course carries .5 course unit and student received grade. Permit required. One-term course offered either term
Activity: Laboratory
0.5 Course Units

PHYS 051 Physics Laboratory II
Experiments in electromagnetism and optics. Prerequisite: AP score of 5 on the Physics B or Physics C - Electricity and Magnetism exam, or transfer credit for PHYS 92 or PHYS 94. PHYS 050. Only for students with above prerequisite. Also, Course carries .5 course unit and student received grade. Permit required. One-term course offered either term
Activity: Laboratory
0.5 Course Units
**PHYS 080 Physics and Consciousness**

We will explore the basic classical and quantum physics concepts, and link them to newly observed physical phenomena and technologies, as well as to brain research, in the context of tools that physicists helped bring about like the seminal magnetic resonance imaging. The course content is mostly physics, although we link it to cognitive sciences, but the main focus is on motivating and explaining the basic physical laws behind new phenomena and related technologies. Examples include wave-particle duality and its relevance for technological applications, behavior of spin particles in a magnetic field to explain magnetic resonance imaging, ion flow through ion channels and ohm’s law to explain electrical signal flow in our body, and other examples within the core of physics and bridging to interdisciplinary areas of material science and devices, biology and neuroscience. As we learn about particle spins, we will talk about brain imaging studies enabled by Nobel winning physics research. We will then discuss consciousness and free will, and read original texts by Schrodinger, Einstein and other physicists, and our course discussion will be uniquely motivated by related physical phenomena and experiments, including quantum entanglement and relativity of space and time. I will explain the basic ideas behind quantum computing and information processing, and we will learn about basic quantum logigcates and Dirac’s matrix formalism in quantum mechanics. Prerequisite: This is an intro level physics course. Students do not have to have prior course in physics. Familiarity with albegra is a plus, although I will teach students the math required such as how to multiply matrices in case they have forgotten. An ideal student taking this course is a beginning student interested in a general STEM course. This course should not be taken by physics senior majors. It should be for non-science majors or science majors interested in learning about modern phenomena and technologies and the basic physics behind it, rather than for students with advanced knowledge, as they may want more, and I will not be able to provide more because I have to satisfy the beginner students too and talk about basics required.

For BA Students: Natural Science and Math Sector
Taught by: Ashmanskas
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

**PHYS 101 General Physics: Mechanics, Heat and Sound**

An introduction to the classical laws of motion, including kinematics, forces in nature, Newton’s laws of motion, conservation of energy and momentum, fluid statics and dynamics, oscillations, and waves. Suggested for students in a pre-health program. Credit is awarded for only one of the following courses: PHYS 008, PHYS 101, PHYS 150, or PHYS 170. Students with AP or Transfer Credit for PHYS 91 or PHYS 93 who complete PHYS 101 will thereby surrender the AP or Transfer Credit.

For BA Students: Natural Science and Math Sector
Course offered summer, fall and spring terms
Activity: Lecture
1.5 Course Unit

Notes: Credit is awarded for only one of the following courses: PHYS 008, PHYS 101, PHYS 150, PHYS 170. Students with AP or Transfer Credit for PHYS 91 or PHYS 93 who complete PHYS 101 will thereby surrender the AP or Transfer Credit.

**PHYS 102 General Physics: Electromagnetism, Optics, and Modern Physics**

A continuation of PHYS 101 emphasizing an introduction to classical electricity and magnetism, light and optics, special relativity, the quantum theory of matter, and nuclear physics. Suggested for students in a pre-health program. Credit is awarded for only one of the following courses: PHYS 009, 102, 151, 171. Students with AP or Transfer Credit for PHYS 92 or PHYS 94 who complete PHYS 102 will thereby surrender the AP or Transfer Credit.

For BA Students: Physical World Sector
Course offered summer, fall and spring terms
Prerequisite: PHYS 101 OR PHYS 150 OR PHYS 170
Activity: Lecture
1.5 Course Unit

Notes: Credit is awarded for only one of the following courses: PHYS 008, PHYS 102, PHYS 151, PHYS 171. Students with AP or Transfer Credit for PHYS 92 or PHYS 94 who complete PHYS 101 will thereby surrender the AP or Transfer Credit.

**PHYS 137 Community Physics Initiative**

This is an Academically Based Community Service Course (ABCS). It will be aligned to the Philadelphia School District curriculum in introductory physics at University City High School (UCHS). The UCHS curriculum roughly parallels the contents of first semester introductory physics (non-calculus) at Penn.

Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

**PHYS 140 Principles of Physics I (without laboratory)**

The topics of this calculus-based course are: Classical laws of motions; interactions between particles; conservation laws and symmetry principles; particle and rigid body motion; gravitation, harmonic motion, and applications of mechanics to real-world problems. Engineering students only. Prerequisite: For Engineering students whose course of study does not require a physics laboratory course. Those who are enrolled in a dual degree program with the college must register for the lab-based version of this course, PHYS 150.

One-term course offered either term
Corequisite: MATH 104
Activity: Lecture
1.0 Course Unit

**PHYS 141 Principles of Physics II (without laboratory)**

The topics of this calculus-based course are electric and magnetic fields; Coulomb’s, Gauss’s, Ampere’s, and Faraday’s laws; DC and AC circuits; Maxwell’s equations and electromagnetic radiation. Engineering students only. Prerequisite: For engineering students whose course of study does not require a physics laboratory course. Those who are enrolled in a dual degree program with the college must register for the lab-based version of this course, PHYS 151.

Course offered summer, fall and spring terms
Prerequisite: PHYS 140
Corequisite: MATH 114
Activity: Lecture
1.0 Course Unit
PHYS 150 Principles of Physics I: Mechanics and Wave Motion
This calculus-based course is recommended for science majors and engineering students. Classical laws of motion; interactions between particles; conservation laws and symmetry principles; particle and rigid body motion; gravitation, harmonic motion, and applications of mechanics to real-world problems. Credit is awarded for only one of the following courses: PHYS 008, PHYS 101, 150, 170. Students with AP or Transfer Credit for PHYS 91 or 93 who complete PHYS 150 will thereby surrender the AP or Transfer Credit. Prerequisite: Students in PHYS 150 should already have taken MATH 104 or the equivalent, or be taking it simultaneously with PHYS 150.
For BA Students: Physical World Sector
One-term course offered either term
Activity: Lecture
1.5 Course Unit
Notes: Credit is awarded for only one of the following courses: PHYS 008, PHYS 101, PHYS 150, PHYS 170. Students with AP or Transfer Credit for PHYS 91 or PHYS 93 who complete PHYS 101 will thereby surrender the AP or Transfer Credit.

PHYS 151 Principles of Physics II: Electromagnetism and Radiation
The topics of this calculus-based course are electric and magnetic fields; Coulomb’s, Gauss’s, Ampere’s, and Faraday’s laws; DC and AC circuits; Maxwell’s equations and electromagnetic radiation. Credit is awarded for only one of the following courses. PHYS 009, 102, 151, 171. Students with AP or Transfer Credit for PHYS 92 or 94 who complete PHYS 151 will thereby surrender the AP or Transfer Credit. Prerequisite: Students in PHYS 151 should already have taken MATH 114 or the equivalent, or be taking it simultaneously with PHYS 151.
For BA Students: Physical World Sector
Course offered summer, fall and spring terms
Prerequisite: PHYS 150
Activity: Lecture
1.5 Course Unit

PHYS 170 Honors Physics I: Mechanics and Wave Motion
This course parallels and extends the content of PHYS 150, at a significantly higher mathematical level. Recommended for well-prepared students in engineering and the physical sciences, and particularly for those planning to major in physics. Classical laws of motion: interaction between particles; conservation laws and symmetry principles; rigid body motion; non-inertial reference frames; oscillations. Prerequisite: Benjamin Franklin Seminar. Credit is awarded for only one of the following courses: PHYS 008, 101, 150, 170. Students with AP or Transfer Credit for PHYS 91 or 93 who complete PHYS 170 will thereby surrender the AP or Transfer Credit.
For BA Students: Physical World Sector
Course usually offered in fall term
Prerequisite: MATH 104
Corequisite: MATH 114 OR MATH 116 OR PHYS 170
Activity: Seminar
1.5 Course Unit

PHYS 171 Honors Physics II: Electromagnetism and Radiation
This course parallels and extends the content of PHYS 151, at a somewhat higher mathematical level. Recommended for well-prepared students in engineering and the physical sciences, and particularly for those planning to major in physics. Electric and magnetic fields; Coulomb’s, Ampere’s, and Faraday’s laws; special relativity; Maxwell’s equations, electromagnetic radiation.
For BA Students: Physical World Sector
Course usually offered in spring term
Prerequisite: (MATH 114 OR MATH 116) AND (PHYS 150 OR PHYS 170)
Corequisite: MATH 240 OR MATH 260
Activity: Seminar
1.5 Course Unit
Notes: Benjamin Franklin Seminar. Credit is awarded for only one of the following courses: PHYS 009, PHYS 102, PHYS 151, or PHYS 171. Students with AP or Transfer Credit for PHYS 092 or PHYS 094 who complete PHYS 171 will thereby surrender the AP or Transfer Credit.

PHYS 230 Principles of Physics III: Thermal Physics and Waves
Laws of thermodynamics, gas laws and heat engines. Waves on a string, electromagnetic waves including optical phenomena such as refraction, interference and diffraction. Introduction to special relativity including time dilation, length contraction, simultaneity, Lorentz transforms and relativistic energy and momentum. Students are encouraged but not required to take Math 240 concurrently or in advance.
Course usually offered in fall term
Prerequisite: (PHYS 150 OR PHYS 151 OR PHYS 170 OR PHYS 171) AND (MATH 104 OR MATH 114 OR MATH 116)
Corequisite: MATH 240
Activity: Lecture
1.0 Course Unit

PHYS 240 Principles of Physics IV: Modern Physics (without laboratory)
An introduction to the experimental basis for and principles of quantum mechanics, properties of electrons, protons, neutrons, and the elements of atomic structure and nuclear structure. Electromagnetic radiation and photons; interaction of photons with electrons, atoms, and nuclei. Students are encouraged but not required to take Math 241 concurrently or in advance.
Course usually offered in spring term
Prerequisite: (PHYS 150 OR PHYS 151 OR PHYS 170 OR PHYS 171) AND MATH 240
Corequisite: MATH 240
Activity: Lecture
1.0 Course Unit

PHYS 250 Principles of Physics IV: Modern Physics
An introduction to the experimental basis for and principles of quantum mechanics, properties of electrons, protons, neutrons, and the elements of atomic structure and nuclear structure. Electromagnetic radiation and photons; interaction of photons with electrons, atoms, and nuclei. Students are encouraged but not required to take Math 241 concurrently or in advance.
Course usually offered in spring term
Prerequisite: (PHYS 150 OR PHYS 151 OR PHYS 170 OR PHYS 171) AND MATH 240
Corequisite: MATH 240
Activity: Lecture
1.5 Course Unit
Notes: PHYS 250 students take a two-hour lab
PHYS 280 Physical Models of Biological Systems
Classic case studies of successful reductionistic models of complex phenomena, emphasizing the key steps of making estimates, using them to figure out which physical variables and phenomena will be most relevant to a given system, finding analogies to purely physical systems whose behavior is already known, and embodying those in a mathematical model, which is often implemented in computer code. Topics may include bacterial genetics, genetic switches and oscillators; systems that sense or utilize light; superresolution and other new microscopy methods; and vision and other modes of sensory transduction.
Course usually offered in fall term
Also Offered As: BCHE 280
Prerequisite: (PHYS 101 OR MATH 104) AND (MATH 114 OR MATH 104) AND (MATH 115 OR MATH 116)
Activity: Lecture
1.0 Course Unit

PHYS 299 Independent Study
Special projects and independent study under the direction of faculty member. Prerequisite: Repetitive Credit
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Notes: Repetitive credit

PHYS 314 Ocean-Atmosphere Dynamics and Implications for Future Climate Change
This course covers the fundamentals of atmosphere and ocean dynamics, and aims to put these in the context of climate change in the 21st century. Large-scale atmospheric and oceanic circulation, the global energy balance, and the global hydrological cycle. We will introduce concepts of fluid dynamics and we will apply these to the vertical and horizontal motions in the atmosphere and ocean. Concepts covered include: hydrostatic law, buoyancy and convection, basic equations of fluid motions, Hadley and Ferrel cells in the atmosphere, thermohaline circulation, Sverdrup ocean flow, modes of climate variability (El-Nino, North Atlantic Oscillation, Southern Annual Mode). The course will incorporate student led discussions based on readings of the 2007 Intergovernmental Panel on Climate Change (IPCC) report and recent literature on climate change. Aimed at undergraduate or graduate students who have no prior knowledge of meteorology or oceanography or training in fluid mechanics. Previous background in calculus and/or introductory physics is helpful. This is a general course which spans many subdisciplines (fluid mechanics, atmospheric science, oceanography, hydrology).
Taught by: Marinov
Course usually offered in spring term
Also Offered As: ENVS 312, ENVS 640
Prerequisite: MATH 114
Activity: Lecture
1.0 Course Unit

PHYS 351 Analytical Mechanics
An intermediate course in the statics and dynamics of particles and rigid bodies. Lagrangian dynamics, central forces, non-inertial reference frames, and rigid bodies.
Course usually offered in spring term
Prerequisite: (PHYS 150 AND PHYS 151) OR (PHYS 170 AND PHYS 171) AND (MATH 104 OR MATH 114) AND MATH 240
Activity: Lecture
1.0 Course Unit

PHYS 358 Data Analysis for the Natural Sciences
This is a course on the fundamentals of data analysis and statistical inference for the natural sciences. Topics include probability distributions, linear and non-linear regression, Monte Carlo methods, frequentist and Bayesian data analysis, parameter and error estimation, Fourier analysis, power spectra, and signal and image analysis techniques. Students will obtain both the theoretical background in data analysis and also get hands-on experience analyzing real scientific data.
Prerequisite: Prior programming experience.
Taught by: Sako
Course offered fall; even-numbered years
Prerequisite: MATH 240 AND PHYS 260
Activity: Lecture
1.0 Course Unit

PHYS 360 Statistics, Data Mining, and Machine Learning
This is a practical course on computing, numerical methods, statistics, and data analysis techniques with particular emphasis on data mining and machine learning applied to large datasets. Topics include basic numerical methods and algorithms, probability theory, classical and Bayesian statistical inference, model fitting, Monte Carlo methods, and classification. We will be using Python for the exercises. Prior experience in programming (in any language) is required.
Taught by: Sako
Course usually offered in spring term
Prerequisite: MATH 240 AND CIS 110
Activity: Lecture
1.0 Course Unit

PHYS 361 Electromagnetism I: Electricity and Potential Theory
First term course in intermediate electromagnetism. Topics include electrostatics, static potential theory, multipole expansions, Laplace equation, image solutions, fields in polarized matter.
Course usually offered in fall term
Also Offered As: PHYS 561
Prerequisite: (PHYS 151 OR PHYS 171) AND MATH 241
Activity: Lecture
1.0 Course Unit

PHYS 362 Electromagnetism II: Magnetism, Maxwell’s Equations, and Electromagnetic Waves
Second term course in intermediate electromagnetism. Topics include magnetostatic forces and fields, magnetized media, Maxwell’s equations, Poynting and stress theorems, free field solutions to Maxwell’s equations, and radiation from separable and nonseparable time dependent charge and current distributions.
Course usually offered in spring term
Also Offered As: PHYS 562
Prerequisite: PHYS 361
Activity: Lecture
1.0 Course Unit
PHYS 364 Laboratory Electronics
A laboratory-intensive survey of analog and digital electronics, intended
to teach students of physics or related fields enough electronics to
be effective in experimental research and to be comfortable learning
additional topics from reference textbooks. Analog topics include voltage
dividers, impedance, filters, operational amplifier circuits, and transistor
circuits. Digital topics may include logic gates, finite-state machines,
programmable logic devices, digital-to-analog and analog-to-digital
conversion, and microcomputer concepts. Recommended for students
planning to do experimental work in physical science. Prerequisite:
Familiarity with electricity and magnetism at the level of PHYS 102, 141,
151, 171.
One-term course offered either term
Also Offered As: PHYS 564
Activity: Lecture
1.0 Course Unit

PHYS 401 Thermodynamics and the Introduction to Statistical
Mechanics and Kinetic Theory
Entropy, temperature, and introduction to ensemble theory, distribution
functions, and phase transitions.
Course usually offered in fall term
Also Offered As: PHYS 240 OR PHYS 250
Prerequisite: PHYS 240 OR PHYS 250
Activity: Lecture
1.0 Course Unit

PHYS 411 Introduction to Quantum Mechanics I
An introduction to the principles of quantum mechanics designed for
physics majors and graduate students in physics-related disciplines. The
Schrödinger equation operator formalism, central field problem, angular
momentum, and spin. Application to one-dimensional and central field
problems.
Course usually offered in fall term
Also Offered As: PHYS 511
Prerequisite: PHYS 150 OR PHYS 170 AND (PHYS 240 OR PHYS 250)
AND (MATH 240 OR MATH 260)
Activity: Lecture
1.0 Course Unit

PHYS 412 Introduction to Quantum Mechanics II
Perturbation theory, variational principle, application of the quantum
theory to atomic, molecular, and nuclear systems, and their interaction
with radiation.
Course usually offered in spring term
Also Offered As: PHYS 512
Prerequisite: PHYS 411
Activity: Lecture
1.0 Course Unit

PHYS 414 Laboratory in Modern Physics
In this course you will have the opportunity to do a variety of experiments,
ranging from ‘classic experiments’ such as measuring G with a torsion
balance, determining the relativistic mass of the electron, and muon
lifetime, to experiments studying atomic spectroscopy, NMR, Optical
pumping, Mossbauer effect, nuclear energy levels, interaction of gamma
rays with matter, single photon interference, and magnetic susceptibility.
There are also experiments using a High-Tc superconducting tunnel
junction and a PET scanner. You will learn basic statistics, become
proficient in analysis using Python, acquire an understanding of
systematic errors, and learn how to write a professional report. Many of
the laboratories provide excellent opportunities to exercise, and expand
upon, the knowledge you have gained in your physics courses.
Taught by: Williams
Course usually offered in spring term
Also Offered As: PHYS 521
Prerequisite: PHYS 250 OR PHYS 411
Activity: Lecture
1.0 Course Unit

PHYS 421 Modern Optics
Interaction of light with matter. Traditional imaging and polarization
optics. Interference, diffraction, coherence, absorption, dispersion,
spectroscopy, stimulated emission, introduction to lasers and non-linear
processes.
Course not offered every year
Also Offered As: PHYS 529
Prerequisite: (PHYS 240 OR PHYS 250) AND PHYS 362
Activity: Lecture
1.0 Course Unit

PHYS 433 Order of Magnitude Physics
This course focuses on the art of estimating physical quantities to
within the nearest factor of ten. Problem solving techniques such as
dimensional analysis and scaling relations will be covered and applied
to a wide range of topics including fluid mechanics, waves and sound,
atomic physics, material properties, astrophysics, everyday life, and more.
The course is intended for advanced undergraduate students.
One-term course offered either term
Prerequisite: PHYS 411
Activity: Lecture
1.0 Course Unit

PHYS 499 Senior Honor Thesis
Experimental and theoretical research projects in various areas of
physics planned by student in consultation with a member of faculty. A
written thesis and an oral presentation and defense are required.
One-term course offered either term
Prerequisite: PHYS 412 AND PHYS 414
Activity: Independent Study
1.0 Course Unit

PHYS 500 Mathematical Methods of Physics
A discussion of those concepts and techniques of classical analysis
employed in physical theories. Topics include complex analysis. Fourier
series and transforms, ordinary and partial equations, Hilbert spaces,
among others.
Course usually offered in fall term
Also Offered As: MATH 594
Activity: Lecture
1.0 Course Unit
PHYS 501 Introduction to Research
Introduction to research in particle, nuclear, condensed matter and astrophysics. Selected current topics from journals. Prerequisite: Taken by all first-year graduate students. This is a required seminar that does not carry or a grade.
One-term course offered either term
Activity: Lecture
0.0 Course Units

PHYS 503 General Relativity
This is a graduate level, introductory course in general relativity. The basics of general relativity will be covered with a view to understanding the mathematical background, the construction of the theory, and applications to the solar system, black holes, gravitational waves and cosmology. The latter part of the course will cover some of the basic modern topics in modern cosmology, including the current cosmological model, the accelerating universe, and open questions driving current research.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

PHYS 505 Introduction to Cosmology
Introduction to physical cosmology emphasizing recent ideas on the very early evolution of the universe. The course will introduce standard big bang cosmology, new theories of the very early universe, and the key observations that have tested and will be testing these ideas. No prior knowledge of astrophysics, cosmology, general relativity, or particle physics will be assumed, although aspects of each will be introduced as part of the course. The course is intended for graduate students and advanced undergraduates.
Course offered spring; odd-numbered years
Activity: Lecture
1.0 Course Unit

PHYS 516 Electromagnetic Phenomena
Survey of electrodynamics, focusing on applications to research done in the Department. Topics include mathematical structure and relativistic invariance properties of Maxwell equations, tensor methods, and the generation and scattering of radiation, in vacuum and in materials. Applications vary from year to year but include optical manipulation, astrophysical phenomena, and the generalizations from Maxwell's theory to those of other fundamental interactions (strong, electroweak, and gravitational forces).
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

PHYS 517 Particle Cosmology
This introduction to cosmology will cover standard big bang cosmology, formation of large-scale structure, theories of the early universe and their observational predictions, and models of dark energy. It is intended for graduate students or advanced undergraduates. No prior knowledge of general relativity or field theory will be assumed, although aspects of each will be introduced as part of the course.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

PHYS 518 Introduction to Condensed Matter Physics
An introduction to condensed matter physics designed primarily for advanced undergraduate and graduate students desiring a compact survey of the field. Band theory of solids, phonons, electrical magnetic and optical properties of matter, and superconductivity. Prerequisite: Undergraduate training in Quantum mechanics and Statistical Thermodynamics.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

PHYS 521 Advanced Laboratory
In this course you will have the opportunity to do a variety of experiments, ranging from 'classic experiments' such as measuring G with a torsion balance, determining the relativistic mass of the electron, and muon lifetime, to experiments studying atomic spectroscopy, NMR, Optical pumping, Mossbauer effect, nuclear energy levels, interaction of gamma rays with matter, single photon interference, and magnetic susceptibility. There are also experiments using a High-Tc superconducting tunnel junction and a PET scanner. You will learn basic statistics, become proficient in analysis using Python, acquire an understanding of systematic errors, and learn how to write a professional report. Many of the laboratories provide excellent opportunities to exercise, and expand upon, the knowledge you have gained in your physics courses.
Course usually offered in spring term
Also Offered As: PHYS 414
Prerequisite: PHYS 250 OR PHYS 411
Activity: Lecture
1.0 Course Unit

PHYS 522 Introduction to Elementary Particle Physics
An introduction to elementary particles (photons, leptons, hadrons, quarks), their interactions, and the unification of the fundamental forces.
Course not offered every year
Activity: Lecture
1.0 Course Unit

PHYS 526 Astrophysical Radiation
This is a course on the theory of the interaction of light and matter designed primarily for graduate and advanced undergraduate students to build the basic tools required to do research in astrophysics. Topics to be discussed include structure of single- and multi-electron atoms, radiative and collisional processes, spectral line formation, opacity, radiation transfer, analytical and numerical methods, and a selection of applications in astrophysics based on student research interest.
Course offered fall; even-numbered years
Activity: Lecture
1.0 Course Unit

PHYS 528 Introduction to Liquid Crystals
Overview of liquid crystalline phases, their elasticity, topology, and dynamics.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

PHYS 529 Modern Optics
Course offered spring; even-numbered years
Also Offered As: PHYS 421
Prerequisite: (PHYS 240 OR PHYS 250) AND PHYS 362
Activity: Lecture
1.0 Course Unit
PHYS 530 Modern Optical Physics and Spectroscopy
Introduction to contemporary optics. Topics include propagation and guiding of light waves, interaction of electromagnetic radiation with matter, lasers, non-linear optics, coherent transient phenomena, photon correlation spectroscopies and photon diffusion. Prerequisite: Graduate level course for beginning or intermediate graduate students in Physics, but is likely to be of use to a broader community including beginning graduate students whose research involves light scattering in Electrical Engineering, Chemistry, and Biophysics, and advanced undergraduates. Prerequisite: Working knowledge of electricity and magnetism and quantum mechanics. For example, at least at the level of Physics 362, PHYS 411.
Course not offered every year
Activity: Lecture
1.0 Course Unit

PHYS 531 Quantum Mechanics I
Graduate-level introduction to quantum theory. Topics covered include the postulates of quantum mechanics, unitary operators, time evolution and Schrodinger's equation, theory of angular momentum, density matrices, and Bell's inequalities. Other topics may include semi-classical (WKB) approximation, bound state techniques, periodic potentials and resonance phenomena. Prerequisite: A minimum of one semester of Quantum Mechanics at the advanced undergraduate level.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

PHYS 532 Quantum Mechanics II
Continuation of PHYS 531. Topics covered include the path integral formulation, symmetries in quantum mechanics, scattering theory, and decoherence. Other topics may include time independent and time dependent perturbation theory, and atomic and molecular systems.
Course usually offered in spring term
Prerequisite: PHYS 531
Activity: Lecture
1.0 Course Unit

PHYS 533 Topics in Cosmology
This course aims to survey three or four topics of current research interest in cosmology, mostly at the level of review articles. The topics will be covered in greater depth and with more connections to ongoing research than the introductory cosmology course, ASTR 525. The course will be largely accessible to first and second year graduate students. Some exposure to cosmology and general relativity will be helpful but the first two weeks will attempt to bridge that gap. The topic selection will be done in part with input from the students.
Course not offered every year
Activity: Lecture
1.0 Course Unit

PHYS 534 Electromagnetism I
First term course in intermediate electromagnetism. Topics include electrostatics, static potential theory, multipole expansions, Laplace equation, image solutions, fields in polarized matter.
Course usually offered in fall term
Also Offered As: PHYS 361
Prerequisite: (PHYS 151 OR PHYS 171) AND MATH 241
Activity: Lecture
1.0 Course Unit

PHYS 535 Electromagnetism II: Magnetism, Maxwell's Equations, and Electromagnetic Waves
Second term course in intermediate electromagnetism. Topics include magnetostatic forces and fields, magnetized media, Maxwell's equations, Poynting and stress theorems, free field solutions to Maxwell's equations, and radiation from separable and nonseparable time dependent charge and current distributions.
Course usually offered in spring term
Also Offered As: PHYS 362
Prerequisite: PHYS 361
Activity: Lecture
1.0 Course Unit

PHYS 536 Laboratory Electronics
A laboratory-intensive survey of analog and digital electronics, intended to teach students of physics or related fields enough electronics to be comfortable learning additional topics on their own from a reference such as Horowitz and Hill. Specific topics will vary from year to year from the selection of topics listed below. Analog topics may include voltage dividers, impedance, filters, operational amplifier circuits, and transistor circuits. Digital topics may include logic gates, finite-state machines, programmable logic devices, digital-to-analog and analog-to-digital conversion, and microcomputer concepts. Recommended for students planning to do experimental work in physical science. Prerequisite: Familiarity with electricity and magnetism at the level of PHYS 102, 141, 151, 171.
One-term course offered either term
Also Offered As: PHYS 364
Activity: Lecture
1.0 Course Unit

PHYS 538 Biological Physics
The course will explore the basic physical principles behind the structure and function of life across many length and time scales (molecule, cell, organism, population). Emphasis will be given on overarching physical themes such as entropy and biological noise, and how they affect the organization of living matter and its emergent properties. Topics may include biopolymers and single molecule biophysics, molecular motors, gene and transcription networks, pattern formation in biological systems, phyllotaxis, neural computing and evolution. Prerequisite: Recommended: Basic background in biology.
Course not offered every year
Also Offered As: BCH 580
Prerequisite: MATH 240 AND MATH 241 AND PHYS 401
Activity: Lecture
1.0 Course Unit
Notes: Recommended: Basic background in biology.

PHYS 539 Thermodynamics
Course usually offered in fall term
Also Offered As: PHYS 401
Prerequisite: PHYS 240 OR PHYS 250
Activity: Lecture
1.0 Course Unit
PHYS 585 Theoretical and Computational Neuroscience
This course will develop theoretical and computational approaches to structural and functional organization in the brain. The course will cover: (i) the basic biophysics of neural responses, (ii) neural coding and decoding with an emphasis on sensory systems, (iii) approaches to the study of networks of neurons, (iv) models of adaptation, learning and memory, (v) models of decision making, and (vi) ideas that address why the brain is organized the way that it is. The course will be appropriate for advanced undergraduates and beginning graduate students. A knowledge of multi-variable calculus, linear algebra and differential equations is required (except by permission of the instructor). Prior exposure to neuroscience and/or Matlab programming will be helpful. Taught by: Vijay Balasubramanian
Course usually offered in spring term
Also Offered As: BE 530, BIBB 585, NGG 594, PSYC 539
Activity: Lecture
1.0 Course Unit

PHYS 601 Introduction to Field Theory
Elementary relativistic quantum field theory of scalar, fermion, and Abelian gauge fields. Feynman Diagrams. Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

PHYS 611 Statistical Mechanics
Introduction to the canonical structure and formulation of modern statistical mechanics. The thermodynamic limit. Entropic and depletion forces. Gas and liquid theory. Phase transitions and critical phenomena. The virial expansion. Quantum statistics. Path integrals, the Fokker-Planck equation and stochastic processes. Course usually offered in fall term
Prerequisite: PHYS 401 AND PHYS 531
Activity: Lecture
1.0 Course Unit

PHYS 612 Advanced Statistical Mechanics
In depth study of classical and quantum lattice spin models, perturbation techniques, and the renormalization group. Course not offered every year
Prerequisite: PHYS 611
Activity: Lecture
1.0 Course Unit

PHYS 622 Introduction to Elementary Particle Physics
Introduction to the phenomenology of elementary particles, strong and weak interactions, symmetries. Course not offered every year
Prerequisite: PHYS 601
Activity: Lecture
1.0 Course Unit

PHYS 632 Relativistic Quantum Field Theory
Advanced topics in field theory, including renormalization theory. Course not offered every year
Prerequisite: PHYS 601
Activity: Lecture
1.0 Course Unit

PHYS 633 Relativistic Quantum Field Theory
A continuation of PHYS 632, dealing with non-Abelian gauge theories. Course not offered every year
Prerequisite: PHYS 632
Activity: Lecture
1.0 Course Unit

PHYS 661 Solid State Theory I
This course is intended to be an introductory graduate course on the physics of solids, crystals and liquid crystals. There will be a strong emphasis on the use and application of broken and unbroken symmetries in condensed matter physics. Topics covered include superconductivity and superfluidity. Course not offered every year
Activity: Lecture
1.0 Course Unit

PHYS 662 Solid State Theory II
A continuation of PHYS 661. Course not offered every year
Activity: Lecture
1.0 Course Unit

PHYS 696 Advanced Topics in Theoretical Physics
Course not offered every year
Activity: Lecture
1.0 Course Unit

PHYS 990 Masters Thesis
One-term course offered either term
Activity: Masters Thesis
1.0 Course Unit

PHYS 995 Dissertation
One-term course offered either term
Activity: Dissertation
1.0 Course Unit

PHYS 999 Independent Study
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

Polish (PLSH)

PLSH 501 Elementary Polish I
This course is for students who want to acquire the linguistic skills necessary for communication in everyday situations and that would constitute a solid base for further study of the Polish language. In addition students will become acquainted with various aspects of Polish culture (including Polish films), history and contemporary affairs. Students will learn through classroom exercises based on a modern textbook, completion of individual and group assignments and work with various audio and video materials. The textbook Hurra • Po Polsku 1 is written in the spirit of the communicative approach, which makes it possible to communicate from the very beginning of the learning process. The special attention, however, will be paid on systematic development of all language skills: listening, reading, speaking and writing. Prerequisite: Offered through the Penn Language Center.
For BA Students: Language Course
Taught by: Dziedzic
Two terms. student may enter either term.
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center
PLSH 502 Elementary Polish II
This course is a continuation of the PLSH 501. This is for students who want to acquire the linguistic skills necessary for communication in everyday situations and that would constitute a solid base for further study of the Polish language. In addition, students will become acquainted with various aspects of Polish culture (including Polish films), history and contemporary affairs. Students will learn through classroom exercises based on a modern textbook, completion of individual and group assignments and work with various audio and video materials. The textbook Hurra - Po Polsku 1 is written in the spirit of the communicative approach, which makes it possible to communicate from the very beginning of the learning process. The special attention, however, will be paid on systematic development of all language skills: listening, reading, speaking and writing. Prerequisite: Offered through the Penn Language Center.
For BA Students: Language Course
Taught by: Wolski-Moskoff
Two terms. student may enter either term.
Prerequisite: PLSH 501
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center

PLSH 503 Intermediate Polish I
This is a first-semester intermediate level language course that emphasizes the development of the four basic skills (reading, writing, listening, and speaking) within a culturally based context. Class time will focus on communicative activities that combine grammatical concepts, relevant vocabulary, and cultural themes. Students will learn through classroom exercises based on a modern textbook: Hurra Po Polsku 2, completion of individual and group assignments and work with various audio and video materials. Major course goals include: the acquisition of intermediate-level vocabulary, the controlled use of the Polish cases; the aspect of the verbs, the development of writing skills. Prerequisite: Offered through the Penn Language Center.
For BA Students: Language Course
Taught by: Wolski-Moskoff
Two terms. student may enter either term.
Prerequisite: SLAV 502
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center

PLSH 504 Intermediate Polish II
This course is a continuation of the PLSH 503. This is a second-semester intermediate -level language course that emphasizes the development of the four basic skills (reading, writing, listening, and speaking) within a culturally based context. Class time will focus on communicative activities that combine grammatical concepts, relevant vocabulary, and cultural themes. Students will learn through classroom exercises based on a modern textbook: Hurra Po Polsku 2, completion of individual and group assignments and work with various audio and video materials. Major course goals include: the acquisition of intermediate-level vocabulary, the controlled use of the Polish cases; the aspect of the verbs, the development of writing skills. Prerequisite: Offered through the Penn Language Center.
For BA Students: Last Language Course
Taught by: Wolski-Moskoff
Two terms. student may enter either term.
Prerequisite: PLSH 503
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center

PLSH 505 Polish for Heritage Speakers I
The course is addressed to students who have spoken Polish at home and seek to achieve proficiency in the language. The main goal of this course is to provide instruction directed at students continued development of existing competencies in the Polish language. Students will acquire skills that range from learning grammar and spelling, and developing vocabulary, to interpretation and analysis of different literary genres. Students will explore a broad variety of cultural themes. Topics will include: Polish. Upon completion of the Polish for Heritage Speakers course, students are expected to confidently understand, read, write and speak Polish with an increased vocabulary and a better command of Polish grammar. They will increase their reading skills through interpretation and analysis of different Polish literary genres. Students will be able to organize their thoughts and write in a coherent manner. They will increase their writing skills by writing personal essays, compositions and others. Students will further their knowledge of the Polish language and will engage in class discussion on various topics. Students will gain a better understanding of the Polish culture. Instructor permission required to enroll.
For BA Students: Last Language Course
Taught by: Dziedzic
Course not offered every year
Activity: Lecture
1.0 Course Unit

PLSH 506 Polish for Heritage Speakers II
Continuation of PLSH 505. The course is addressed to students who have spoken Polish at home and seek to achieve proficiency in the language. The main goal of this course is to provide instruction directed at students continued development of existing competencies in the Polish language. Students will acquire skills that range from learning grammar and spelling, and developing vocabulary, to interpretation and analysis of different literary genres. Students will explore a broad variety of cultural themes. Topics will include: Polish literature - classic and modern, social life, contemporary affairs and films. For BA Students: Last Language Course
Taught by: Dziedzic
Course not offered every year
Prerequisite: PLSH 505
Activity: Lecture
1.0 Course Unit

Political Science (PSCI)
PSCI 010 Freshman Seminar: The World After 1800
Freshmen seminars are small, substantive courses taught by members of the faculty and open only to freshmen. These seminars offer an excellent opportunity to explore areas not represented in high school curricula and to establish relationships with faculty members around areas of mutual interest. See www.college.upenn.edu/admissions/freshmen.php
One-term course offered either term
Also Offered As: AFRC 012, LALS 107
Activity: Seminar
1.0 Course Unit
PSCI 102 Information Communication Technologies for Development
The seminar will focus on the role that innovations in information Communication Technologies can play in improving development outcomes in low-income countries. The seminar will focus especially on the promises and perils for utilizing mobile technologies and GIS for better governance: to improve citizen voice and government accountability. This is an exciting area of research that brings together tech gigs, policy makers, Non-government organizations and researchers. The seminar will be of interest to undergraduates from diverse backgrounds, such as political science, engineering, communication, sociology and business administration. The idea will be to highlight not only the promise of ICT4D but also the challenges (e.g., that it widen participation, since it tends to exclude marginalized populations). The course will survey innovative applications in agriculture, financial services, health services, but also governance. The trip to Uganda during spring semester will allow students to meet with NGOs and local governments that are experimenting with new products and applications; hear their challenges and participate in meetings to brainstorm new apps. Permission needed from instructor to enroll.
Taught by: Grossman
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

PSCI 107 Introduction to Data Science
Understanding and interpreting large, quantitative data sets is increasingly central in political and social science. Whether one seeks to understand political communication, international trade, inter-group conflict, or other issues, the availability of large quantities of digital data has revolutionized the study of politics. Nonetheless, most data-related courses focus on statistical estimation, rather than on the related but distinctive problems of data acquisition, management and visualization--a term, data science. This course addresses that imbalance by focusing squarely on data science. Leaving this course, students will be able to acquire, format, analyze, and visualize various types of political data using the statistical programming language R. This course is not a statistics class, but it will increase the capacity of students to thrive in future statistics classes. While no background in statistics or political science is required, students are expected to be generally familiar with contemporary computing environments (e.g. know how to use a computer) and have a willingness to learn a variety of data science tools. You are encouraged (but certainly not required) to register for both this course and PSCI 338 at the same time, as the courses cover distinct, but complimentary material.
Taught by: Hopkins
Course not offered every year
Activity: Recitation
1.0 Course Unit

PSCI 110 Introduction to Comparative Politics
This course is designed to introduce students to comparative political analysis. How can the political behavior, circumstances, institutions, and dynamic patterns of change that people experience in very different societies be analyzed using the same set of concepts and theories? Key themes include nationalism, political culture, democratization, authoritarianism, and the nature of protracted conflict.
For BA Students: Society Sector
One-term course offered either term
Activity: Recitation
1.0 Course Unit

PSCI 111 Gender and Elections in America and Beyond
This course tackles four theoretical and empirical challenges related to gender and political equality: the extension of citizenship rights and voting rights to women; the problem of women’s persistent under-representation in politics; the nature of the gender gap in preferences across time and space; and the possibilities for substantive representation. We will focus about half the class on the US (contrasting the experiences of white and black women and men in politics) and the other half on other countries, detailing how different party systems, variation in electoral rules (like proportional representation), and institutional innovations such as gender quotas, enable or constrain gender equality in politics.
Taught by: Teele
One-term course offered either term
Also Offered As: GSWS 111
Activity: Lecture
1.0 Course Unit

PSCI 112 Socialism
Socialism has become a hot topic in US politics. Some advocate it as an ideology that supports economic equality; others decry it as a path towards excessive state control. But what does the word socialism really mean? Why does it seem to mean different things to different people? What is the historical background of socialism? Are there meaningful differences between different forms of socialism or are they more or less the same thing? Which societies are socialist in practice, both past and present? What about the US? What are the different proposals US and other Socialists make today? What is their logic? How socialist are they? Are their policy ideas or bad? What effects would they have? This course will introduce students to socialism in theory and practice, with an emphasis on different models of Western social democracy and how they are impacting political discourse right now.
Taught by: Orenstein
One-term course offered either term
Also Offered As: REES 133
Activity: Lecture
1.0 Course Unit
PSCI 116 Comparative Politics of Developing Areas
This is a comparative politics course that examines patterns of political and socio-economic change across the developing post-colonial areas Asia, Africa and Latin America. The course is not as concerned with keeping up with current events as with analyzing the relationships between colonial legacies, the initial challenges of post-colonial political and socioeconomic development, and how these interact with contemporary problems and global trends. Although chiefly concerned with 'political change' within countries, it will also devote substantial attention to economic, socio-cultural and international factors. The course is divided into three parts. The first examines the common and distinctive features of colonial rule in different regions as well as the varying challenges of political and economic development in diverse post-colonial settings. The second part focuses on elaborating on the themes developed in the first by looking more closely at the developmental experiences of Brazil, India, Algeria, Iran, Nigeria, and South Korea (with passing references to other countries as comparative referents). The third part focuses on trends and challenges that have emerged over the last two decades - including market reforms, democratization, and problems related to gender and the environment. The concluding lecture considers the implications of the distinctive perspectives offered above for revising some of the assumptions behind U.S. foreign policy and the organization of global institutions.
For BA Students: Society Sector
Taught by: Sil
Course offered fall; odd-numbered years
Activity: Recitation
1.0 Course Unit

PSCI 130 Introduction to American Politics
This course is intended to introduce students to the national institutions and political processes of American government. What are the historical and philosophical foundations of the American Republic? How does American public policy get made, who makes it, and who benefits? Is a constitutional fabric woven in 1787 good enough for today? How, if at all, should American government be changed, and why? What is politics and why bother to study it? If these sorts of questions interest you, then this course will be a congenial home. It is designed to explore such questions while teaching students the basics of American politics and government.
For BA Students: Society Sector
One-term course offered either term
Activity: Recitation
1.0 Course Unit

PSCI 131 American Foreign Policy
This course analyzes the formation and conduct of foreign policy in the United State. The course combines three elements: a study of the history of American foreign relations; an analysis of the causes of American foreign policy such as the international system, public opinion, and the media; and a discussion of the major policy issues in contemporary U.S. foreign policy, including terrorism, civil wars, and economic policy.
Taught by: Horowitz, Vitalis
One-term course offered either term
Activity: Recitation
1.0 Course Unit

PSCI 135 The Politics of Food and Agriculture
Students will use course readings and their community service to analyze the institutions, ideas, interests, social movements, and leadership that shape the ‘politics of food’ in different arenas. Service opportunities include work with the Urban Nutrition Initiative, Community School Student Partnerships, and the possibility of other placements as approved by the professors.
Taught by: Summers
Course not offered every year
Also Offered As: HSOC 135
Activity: Lecture
1.0 Course Unit

PSCI 136 Urban Politics in the United States
This course explores the political character of contemporary urban American life. Particular attention is given to the relationship between urban politics and policymaking – including the structural and ideological factors (e.g., dynamics of political economy, race, ethnicity, pluralism and gender) that constrain the policy context and shape the urban environment as a terrain for commingling, competition and conflict over uses of space. It makes considerable use of case studies to throw into relief the complex and sometimes subtle processes that shape urban life.
For BA Students: Society Sector
Taught by: Reed
Course usually offered in spring term
Also Offered As: AFRC 136, URBS 136
Activity: Lecture
1.0 Course Unit

PSCI 139 Politics Of Poverty & Development
This academically based community service seminar will explore the ideas and theories, alliances and opposition that have shaped the ‘politics of food’ in different arenas. It makes considerable use of case studies to throw into relief the complex and sometimes subtle processes that shape urban life. For BA Students: Humanities and Social Science S
Taught by: Summers
Course not offered every year
Activity: Seminar
1.0 Course Unit
PSCI 144 Communism
The rise and fall of Communism dominated the history of the short twentieth century from the Russian revolution of 1917 to the collapse of the Soviet Union in 1991. As a system of government, Communism is more or less dead, but its utopian ideals of liberation from exploitation and want live on. Communism remains the one political-economic system that presented, for a time, an alternative to global capitalism. In this course, students will gain an introduction to socialist and Communist political thought and explore Communist political and economic regimes - their successes and failures, critics and dissidents, efforts at reform, and causes of collapse. We will learn about the remnants of Communism in China, North Korea, and Cuba and efforts of contemporary theorists to imagine a future for Communism.

For BA Students: Society Sector
Taught by: Orenstein
Course not offered every year
Also Offered As: REES 134
Activity: Lecture
1.0 Course Unit

PSCI 150 Introduction to International Relations
This course is an introduction to the major theories and issues in international politics. The goals of the course are to give students a broad familiarity with the field of international relations, and to help them develop the analytical skills necessary to think critically about international politics. The course is divided into four parts: 1) Concepts and Theories of International Relations; 2) War and Security; 3) The Global Economy; and 4) Emerging Issues in International Relations.

For BA Students: Society Sector
Taught by: Mansfield
One-term course offered either term
Activity: Recitation
1.0 Course Unit

PSCI 151 International Security
This lecture course introduces students to the subfield of international security or strategic studies. In order to grasp the usefulness of the theoretical ideas presented in readings and lectures, abstract concepts are linked with a study of the national security policies states have adopted in the decades following World War II. Topics include current debates about nuclear proliferation, terrorism, the Iraq war, Europe’s changing international role, the rise of China, Asian ‘flashpoints’ (Korea, the Taiwan Strait), and US security policy for the 21st century - considering some of the main strategic alternatives to the US as well as their implications for the types of forces deployed (the impact of the ‘revolution in military affairs,’ the future of missile defense, and the economic burden to be shouldered).

Taught by: Goldstein
One-term course offered either term
Activity: Recitation
1.0 Course Unit

PSCI 152 International Political Economy
This course examines the politics of international economic relations. The course will analyze the interplay between politics and economics in three broad areas: international trade, international finance, and economic development. In each section, we will first discuss economic theories that explain the causes and consequences of international commerce, capital flows, and economic growth. We will then explore how political interests, institutions, and ideas alter these predictions, examining both historical examples and current policy debates.

Taught by: Gray, Brutger
Course not offered every year
Activity: Recitation
1.0 Course Unit

PSCI 153 International Law & Institutions
This lecture course examines the role that international law and institutions play in international relations. The course begins by exploring broad theoretical questions - questions about why states create international law and international institutions; how states design institutions; the impact that institutional design may have on the effectiveness of international institutions; and the conditions under which states are likely to comply with the rules set out by international institutions and the dictates of international law. Specific topics include collective security institutions such as the League of Nations, the United Nations, and NATO; human rights law; the laws of war; international intervention and peacekeeping; international justice and the International Criminal Court; environmental law; international trade law and the World Trade Organization; economic development and the World Bank; and international finance and the role of the International Monetary Fund.

One-term course offered either term
Activity: Recitation
1.0 Course Unit

PSCI 180 Ancient Political Thought
Through reading texts of Plato (Socrates), Aristotle, Augustine and Aquinas, the student encounters a range of political ideas deeply challenging to—and possibly corrosive of—today’s dominant democratic liberalism. Can classical and medieval thinking offer insight into modern impasses in political morality? Is such ancient thinking plausible, useful, or dangerous?

For BA Students: History and Tradition Sector
Taught by: Norton, Green
Course not offered every year
Also Offered As: CLST 185
Activity: Recitation
0.0 Course Units
PSCI 181 Modern Political Thought
This course will provide an overview of major figures and themes of modern political thought. We will focus on themes and questions pertinent to political theory in the modern era, particularly focusing on the relationship of the individual to community, society, and state. Although the emergence of the individual as a central moral, political, and conceptual category arguably began in earlier eras, it is in the seventeenth century that it takes firm hold in defining the state, political institutions, moral thinking, and social relations. The centrality of ‘the individual’ has created difficulties, even paradoxes, for community and social relations, and political theorists have struggled to reconcile those throughout the modern era. We will consider the political forms that emerged out of those struggles, as well as the changed and distinctly ‘modern’ conceptualizations of political theory such as freedom, responsibility, justice, rights and obligations, as central categories for organizing moral and political life.
For BA Students: History and Tradition Sector
Taught by: Hirschmann, Norton, Goldman
Course not offered every year
Activity: Recitation
1.0 Course Unit

PSCI 182 Contemporary Political Thought
This course is intended as a general introduction to political theory since 1900, examining prominent theorists of politics including Max Weber, Hannah Arendt, Carl Schmitt, Isaiah Berlin, Jurgen Habermas, John Rawls, Michel Foucault, and Jacques Derrida. Our theme for the Fall 2012 course will be: The Disenchantment of the World? Topics include: the nature of the the political and the concern, particular to the last century, that politics is itself under attack; the spread of liberal democracy across the globe and a critical appraisal of the moral meaning of this regime; contemporary theories of social justice; and an exploration of various issues pertaining to violence and the politics of security.
Taught by: Green, Hirschmann
Course usually offered in fall term
Activity: Recitation
1.0 Course Unit

PSCI 183 American Political Thought
Whether America begins with the Puritans and the Mayflower Compact, or with the Declaration of Independence and the Revolution, it is founded in resistance to empire. In the generations between, Americans have desired, dreaded and debated empire. This course will focus on empire and imperialism in American political thought. We will read primary texts addressing empire: from the departure and dissent of the Puritans, and Burke's Speech on Conciliation with the Colonies, to twentieth and twenty-first century debates over America's role in the world. These texts will include political pamphlets and speeches, poetry, novels, policy papers and film.
For BA Students: Humanities and Social Science S
Taught by: Norton, Hirschmann
Course not offered every year
Activity: Recitation
1.0 Course Unit

PSCI 198 Selected Topics in Political Science
Consult department for detailed descriptions. More than one course may be taken in a given semester. Recent titles have included: The Analysis of Presidential Elections, Conservative Political Economy, and Political Geography.
One-term course offered either term
Activity: Seminar
1.0 Course Unit

PSCI 207 Applied Data Science
Jobs in data science are quickly proliferating throughout nearly every industry in the American economy. The purpose of this class is to build the statistics, programming, and qualitative skills that are required to excel in data science. The substantive focus of the class will largely be on topics related to politics and elections, although the technical skills can be applied to any subject matter.
Taught by: Lapinski
Course not offered every year
Prerequisite: PSCI 107 OR PSCI 338
Activity: Lecture
1.0 Course Unit

PSCI 208 International Organizations in Latin America
International Organizations (IOs) play a powerful role in mitigating conflict at the global level. What role do they play in solving problems related to global politics, economic development, corruption, inequality and civil society in Latin America? How much power, influence and control do they possess in the region? This course examines the role and impact international organizations have had on Latin America since the mid-20th century. After a review of theoretical and methodological perspectives on the significance of IOs in international relations, students will examine the workings, issues and often controversies surrounding IOs in Latin America, including the IMF, World Bank, UN, OAS and ICC as well as regional organizations such as the Inter-American Court of Human Rights and area trade blocs and agreements of Mercosur, NAFTA and others. There will be a special focus on the Organization of American States in preparation for the Washington Model OAS students will be invited to attend from April 6-10, 2020 in Washington, D.C. Students attending this simulation will represent the delegation of Dominican Republic. In addition, the course hosts policymakers and scholars as guest speakers throughout the semester.
Taught by: Bartch
Course usually offered in spring term
Also Offered As: LALS 208
Activity: Seminar
1.0 Course Unit

PSCI 210 Contemporary African Politics
This class provides an introduction to contemporary African politics. The core questions that motivate the course are (i) to what extent are political outcomes in contemporary Africa a consequence of its history, culture and geography? (ii) Why are state structures and institutions weaker in Africa than elsewhere? (iii.) What accounts for Africa's relatively slow economic growth? (iv) Why have some African countries been plagued by high levels of political violence while others have not? (v.) What explains the behavior of key African actors: parties or politicians?
Taught by: Grossman
One-term course offered either term
Activity: Lecture
1.0 Course Unit
PSCI 211 Politics in the Contemporary Middle East
This course is an introduction to the most prominent historical, cultural, institutional, and ideological features of Middle Eastern politics. Typical of the questions we shall address are why processes of modernization and economic change have not produced liberal democracies, why Islamic movements have gained enormous strength in some countries and not others, why conflicts in the region—between Israel and the Arabs, Iran and Iraq, or inside of Lebanon—have been so bitter and protracted; why the era of military coups was brought to an end but transitions to democracy have been difficult to achieve; why Arab unity has been so elusive and yet so insistent a theme; and why oil wealth in the Gulf, in the Arabian Peninsula, and in North Africa, has not produced industrialized or self-sustaining economic growth.
Taught by: Vitalis or Lustick
One-term course offered either term
Activity: Recitation
1.0 Course Unit

PSCI 213 Latin American Politics
This course examines the dynamics of political and economic change in twentieth century Latin America, with the goal of achieving an understanding of contemporary politics in the region. We will analyze topics such as the incorporation of the region to the international economy and the consolidation of oligarchic states (1880s to 1930s), corporatism, populism, and elicit pacts (1930s and 1940s), social revolution, democratic breakdown, and military rule (1960s and 1970s), transitions to democracy and human rights advocacy (1980s), market-oriented reforms (1990s), and the turn to the left of current governments (2000s). The course will draw primarily from the experiences of Argentina, Brazil, Colombia, Chile and Mexico. No prior knowledge of the region is required.
Taught by: Falleti
One-term course offered either term
Also Offered As: LALS 213
Activity: Recitation
1.0 Course Unit

PSCI 215 The European Union
This lecture course, after introductory sessions which outline the EU’s core institutions, is built on an exposition of the works of major thinkers who have reflected on the European Union’s origins, outcomes and significance. It critically reviews their arguments, especially their relevance to major recent crises, notably: the failure of the European Constitution, the current crisis of credibility facing the Euro. Whether the European Union is a confederation, a federation, an empire, or a novel Constitution, the current crisis of credibility facing the Euro. Whether its recent major widening transitions to democracy and human rights advocacy (1980s), market-oriented reforms (1990s), and the turn to the left of current governments (2000s). The course will draw primarily from the experiences of Argentina, Brazil, Colombia, Chile and Mexico. No prior knowledge of the region is required.
Taught by: O’Leary
One-term course not offered every year
Activity: Recitation
1.0 Course Unit

PSCI 217 Russian Politics
This course will present an in-depth examination of political, economic and social change in post-Soviet Russia within a historical context. After a brief discussion of contemporary problems in Russia, the first half of the course will delve into the rise of communism in 1917, the evolution of the Soviet regime, and the tensions between ideology and practice over the seventy years of communist rule up until 1985. The second part of the course will begin with an examination of the Gorbachev period and the competing interpretations of how the events between 1985 and 1991 may have contributed to the collapse of the Soviet Union.
We will then proceed to make sense of the continuities and changes in politics, economics and society in contemporary Russia. Important topics will include the confrontations accompanying the adoption of a new constitution, the emergence of competing ideologies and parties, the struggle over economic privatization, the question of federalism and nationalism, social and political implicatons of economic reform, and prospects for Russia’s future in the Putin and post-Putin era.
Taught by: Sil
Course usually offered in spring term
Also Offered As: PSCI 517, REES 217
Activity: Recitation
1.0 Course Unit

PSCI 218 Politics of Post War Western Europe
This course examines political institutions, processes and events in postwar Western Europe. The focus will be a comparative analysis of such topics as political parties and systems, electoral behavior, as well as social and economic policy. We will also examine the way in which domestic processes and policies interact with membership in the European Union.
Taught by: Lynch
Course not offered every year
Activity: Recitation
1.0 Course Unit

PSCI 219 Contemporary Chinese Politics
This lecture course introduces students to the politics of the Peoples Republic of China. Complementing offerings in other departments, this course emphasizes events in the period since the Chinese Communist Party established its regime in 1949. In addition to surveying the political history of contemporary China, we will assess the meaning of these events by drawing upon theories about the nature and significance of ideology and organization in communist regimes, factionalism and its relationship to policy formulation and implementation, and general issues of political and economic development. Although the principal focus is on the domestic politics of the PRC, the course includes several lectures examining China’s international relations.
Taught by: Goldstein
One-term course offered either term
Activity: Recitation
1.0 Course Unit
PSCI 220 The Politics of Slow Moving Crises
Slow-moving policy crises like climate change, population growth/change (aging, immigration, pensions), and water availability involve policy areas with a seemingly high probability of negative consequences, where the need for policy coordination seems clear but the pressures for coordination are often somewhat removed, since the consequences of policy action or inaction may be felt only years down the road. The questions underlying these cases are: how does a democratic political system, which operates on the short time horizon of elections, complicate policy decisions regarding social and natural processes with much longer time horizons (say decades rather than years), and for which the policy consequences may be quite serious, not to say catastrophic, but far removed from the political timeframe. How do politicians and policy makers evaluate the appropriate response to the problems posed by these processes? If the usual policy making framework is inadequate to responding to these kinds of processes and the problems they pose, then how can the institutions and processes of policy-making be amended to allow for improvement? What lessons can be drawn from other fields (psychology, economics, political science, sociology, etc.) and other decision-making arenas? On one level the goal of this course is to introduce students to key concepts of rational choice, externalities, risk assessment, time horizons, event probabilities, path dependency and unintended consequences through readings in political science, economics and sociology; and on another level to give students the tools to evaluate failures (and successes) of policy responses in areas in which policy consequences are often far removed, temporally and otherwise, from those making decisions.

Taught by: Jones-Correa
Course offered spring; odd-numbered years
Activity: Lecture
1.0 Course Unit

PSCI 221 Comparative Health Politics
This course examines the relationship between politics and the health of populations in the world's rich democracies, including the United States. The key questions the course addresses are: how and why countries differ in their health care policies, public health policies, and policies that affect the social determinants of health. There are no prerequisites, but prior coursework in comparative politics at the 100 or 200 level will be helpful.

Taught by: Lynch
Course not offered every year
Activity: Lecture
1.0 Course Unit

PSCI 222 The Politics of Slow Moving Crises
Slow-moving policy crises like climate change, population growth/change (aging, immigration, pensions), and water availability involve policy areas with a seemingly high probability of negative consequences, where the need for policy coordination seems clear but the pressures for coordination are often somewhat removed, since the consequences of policy action or inaction may be felt only years down the road. The questions underlying these cases are: how does a democratic political system, which operates on the short time horizon of elections, complicate policy decisions regarding social and natural processes with much longer time horizons (say decades rather than years), and for which the policy consequences may be quite serious, not to say catastrophic, but far removed from the political timeframe. How do politicians and policy makers evaluate the appropriate response to the problems posed by these processes? If the usual policy making framework is inadequate to responding to these kinds of processes and the problems they pose, then how can the institutions and processes of policy-making be amended to allow for improvement? What lessons can be drawn from other fields (psychology, economics, political science, sociology, etc.) and other decision-making arenas? On one level the goal of this course is to introduce students to key concepts of rational choice, externalities, risk assessment, time horizons, event probabilities, path dependency and unintended consequences through readings in political science, economics and sociology; and on another level to give students the tools to evaluate failures (and successes) of policy responses in areas in which policy consequences are often far removed, temporally and otherwise, from those making decisions.

Taught by: Jones-Correa
Course offered spring; odd-numbered years
Activity: Lecture
1.0 Course Unit

PSCI 223 Issues Comp Pol/Gender
Struggles over gender roles and rights have been prominent in the Middle East and North Africa since the 19th century and continue to mark contemporary political and social discourses. Since the colonial period, gender categories and sexualities have been critiqued and negotiated on behalf of empire, the nation, modernity, personal freedom; today debates and struggles over global rights, Islamic law, and modernity continue to mark politics. Despite the particularity of ideas and events in the region, a comparative framework helps to overcome exoticization of the region and develop a more acute understanding. The topics of the course include engagement with the discourse of the Exotic Other, the effects of modernity, the role of nationalism and the state, state-society negotiation, Islamic formulations, and continuously, the question: where does change come from? Issues of the veil and Islamic dress the expansion of anti-gay laws, the disciplining of bodies in state and social settings - these issues of gender and sexuality extend the realm of the political into intimate spaces. Assignments include a midterm and a short paper that develops research and analytical skills. The course is 200 level. While background in the study of the Middle East or gender is not necessary, an introductory political science or social science course is required.

Taught by: Harrold
Course not offered every year
Also Offered As: GSWS 225
Activity: Seminar
1.0 Course Unit

PSCI 224 Political Economy of Development
The course surveys some of the principal themes in the political economies of lower income countries. The questions we shall seek to address cover a broad terrain. Who are the key actors? What are their beliefs, interests and motivations? What are their constraints? How are these being affected by closer economic linkages between national economies? While there is no single integrative framework or paradigm into which these themes neatly fit, a common thread is the changing dynamics and interplay between the local, the national, and the global. A familiarity with basic economic concepts will be helpful, but is not necessary.

Taught by: Kapur
Course not offered every year
Activity: Recitation
1.0 Course Unit
PSCI 225 Sex and Power
Gender has been a primary way of organizing power relations throughout history. This class asks how transformations in the global economy, technological change, new patterns of household formation, and social movements, have influenced women’s access to economic and political positions over the past two centuries. We will examine how women’s mobilization contributed to the abolition of slavery, reform of property and franchise laws, and to the formation of the welfare state. Next, we turn to thinking about how women’s increasing labor force participation was hindered by institutions like marriage bars and union policy. Third, we look at cross-national patterns of women’s political participation and descriptive representation including whether and how the adoption of electoral quotas influences gender equality more generally. Finally we study how institutional norms and gender stereotypes affect political representation. This class will draw on examples from around the world, and will look a experiences of women from all economic, social, and aspirative backgrounds.
Taught by: Teele
Course not offered every year
Also Offered As: GSWS 227
Activity: Lecture
1.0 Course Unit

PSCI 226 Ethnic Conflict
This course explains ethnic conflict, focusing on its most violent form, civil war. There have been more than 170 civil wars and many more episodes of lower-level armed conflict around the world since 1945. Most of these conflicts have been fought along ethnic lines. Antipathies and competition between ethnic groups are a constant feature of human history. Across societies, there is evidence of in-group bias and out-group prejudice in human behavior. Some theorists argue that people are hard-wired to dislike, and even fight against, members of ethnic out-groups. But large-scale ethnic violence is relatively rare. Under what conditions does ethnic conflict become violent and when does that violence rise to the level of civil war? What interventions are effective in ending these wars and returning countries to peace? Is ethnic conflict rooted in economic factors, such as poverty, growth decline, commodity price shocks, or dependence on mineral wealth? Or is it due to political reasons, such as repression, authoritarianism, or political exclusion of minority groups? This course addresses these questions from an interdisciplinary perspective, drawing on quantitative political science, history, social psychology, and behavioral economics. By the end of the course, students should be able to discuss these questions with reference to ongoing cases of civil war in Iraq, Afghanistan, and Syria as well as historical cases such as Bosnia and Rwanda. Prerequisite: Introductory courses in Comparative Politics, International Relations, and Economics. At least one course in Quantitative Methods will be helpful.
Taught by: Sambanis
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

PSCI 227 China: Institution & the Economy
The rise of China since its economic reform starting from 1978 is one of the most important developments the world witnessed in the twenty-first century. In this seminar course, we explore topics including the political logic of China’s economic reform, the institutional foundations of the Chinese economic growth miracle, as well as detailed analysis of Chinese financial markets, housing markets, fiscal reform, corruption/anti-corruption, labor market transitions, China’s integration into the world economy, village democracy and its impact on resource allocation, the impact of population ageing, the impact of China on US economy and politics, among others. The discussions will focus on China, but will relate broadly to emerging and developed economies. The course will be based on reading and discussing research articles and books selected by the instructors.
Also Offered As: ECON 272
Prerequisite: ECON 101 AND MATH 104 AND (MATH 114 OR MATH 115)
Activity: Lecture
1.0 Course Unit

PSCI 228 Education for Democracy in Latin America and the U.S.
Taught by: Bartch
Course not offered every year
Also Offered As: LALS 227
Activity: Seminar
1.0 Course Unit

PSCI 229 China’s Political Economy
This is an advanced course on the main issues of contemporary China’s political economy. There is a strong focus on the reform period (post 1978). We will spend considerable time and energy on understanding the major themes and challenges of China’s reforms, including the political system, the legal system, the inequality, foreign direct investment, village elections, lawmaking, environmental degradation, social opposition, corruption, and religion. We also investigate the many political and social consequences of reform and changing landscape of Chinese politics. A prior course on Chinese politics (for example, PSCI 219) is highly recommended.
Taught by: Hou
Course not offered every year
Activity: Seminar
1.0 Course Unit

PSCI 231 Race and Ethnic Politics
This course examines the role of race and ethnicity in the political discourse through a comparative survey of recent literature on the historical and contemporary political experiences of the four major minority groups (Blacks or African Americans, American Indians, Latinos or Hispanic Americans, and Asian Americans). A few of the key topics will include assimilation and acculturation seen in the Asian American community, understanding the political direction of Black America in a pre and post Civil Rights era, and assessing the emergence of Hispanics as the largest minority group and the political impact of this demographic change. Throughout the semester, the course will introduce students to significant minority legislation, political behavior, social movements, litigation/court rulings, media, and various forms of public opinion that have shaped the history of racial and ethnic minority relations in this country. Readings are drawn from books and articles written by contemporary political scientists.
Taught by: Gillion
Course not offered every year
Also Offered As: AFRC 232, LALS 232
Activity: Recitation
1.0 Course Unit
PSCI 232 Introduction to Political Communication
This course is an introduction to the field of political communication and conceptual approaches to analyzing communication in various forms, including advertising, speech making, campaign debates, and candidates’ and office-holders’ uses of social media and efforts to frame news. The focus of this course is on the interplay in the U.S. between media and politics. The course includes a history of campaign practices from the 1952 presidential contest through the election of 2020.
Taught by: Jamieson
Course usually offered in fall term
Also Offered As: COMM 226
Activity: Lecture
1.0 Course Unit

PSCI 233 Introduction to African American Politics
This course is an historical survey of the main bases and substances of politics among black Americans and the relation of black politics to the American political order. Its two main objectives are: 1) to provide a general sense of pertinent historical issues and relations as a way of helping to make sense of the present and 2) to develop criteria for evaluating political scientists’ and others’ claims regarding the status and characteristics of black American political activity.
Taught by: Reed
Course not offered every year
Activity: Lecture
1.0 Course Unit

PSCI 234 Changing American Electorate
In 1960, a Democratic candidate won a very narrow Presidential victory with just 100,000 votes; in 2000, the Democratic candidate lost but received 500,000 more votes than his opponent. Still, contemporary scholars and journalists have made a variety of arguments about just how much the American political landscape changed in the intervening 40 years, often calling recent decades a transformation. This course explores and critically evaluates those arguments. Key questions include: how, if at all, have Americans political attitudes and ideologies changed? How have their connections to politics changed? What has this meant for the fortunes and strategies of the two parties? How have the parties base voters and swing voters changed? What changes in American society have advantaged some political messages and parties at the expense of others? Focusing primarily on mass-level politics, we consider a wide range of potential causes, including the role of race in American politics, suburbanization, economic transformations, the evolving constellation and structure of interest groups, declining social capital, the changing role of religion, immigration, and the actions of parties and political elites. For three weeks in the semester, we will take a break from considering broader trends to look at specific elections in some depth.
Taught by: Hopkins
Course not offered every year
Activity: Recitation
1.0 Course Unit

PSCI 236 Public Policy Process
This course introduces students to the theories and practice of the policy-making process. There are four primary learning objectives. First, understanding how the structure of political institutions matter for the policies that they produce. Second, recognizing the constraints that policy makers face when making decisions on behalf of the public. Third, identifying the strategies that can be used to overcome these constraints. Fourth, knowing the toolbox that is available to ticipants in the policy-making process to help get their preferred strategies implemented. While our focus will primarily be on American political institutions, many of the ideas and topics discussed in the class apply broadly to other democratic systems of government.
Taught by: Levendusky, Meredith
Course usually offered in fall term
Also Offered As: PPE 312
Activity: Recitation
1.0 Course Unit

PSCI 237 The American Presidency
This course surveys the institutional development of the American presidency from the Constitutional convention through the current administration. It examines the politics of presidential leadership, and how the executive branch functions. An underlying theme of the course is the tensions between the presidency, leadership, and democracy.
Taught by: Gottschalk
Course usually offered in fall term
Activity: Recitation
1.0 Course Unit

PSCI 241 Polarization
Are ordinary Americans polarized? What about political elites? Is there any connection between mass and elite polarization? What do we even mean when we say some group is ‘polarized’? This class will explore these questions in some detail, and try to sort out all of the discussions about polarizations, red states and blue states, and the like.
Taught by: Levendusky
Course not offered every year
Activity: Seminar
1.0 Course Unit

PSCI 243 Dilemmas of Immigration
Beneath the daily headlines about refugees blocked entry, and undocumented migrants deported there is a set of hard questions which deserve closer attention: Should countries have borders? If countries have borders, how should they decide who is kept out and who is allowed in? How many immigrants is ‘enough’? Are immigrants equally desirable? What kinds of obligations do immigrants have to their receiving society? What kinds of obligations do host societies have to immigrants? Should there be ‘pathways’ to citizenship? Should citizenship be automatic? Can citizenship be earned? This course explores these and other dilemmas raised by immigration.
Taught by: Jones-Correa
Course offered spring; even-numbered years
Activity: Lecture
1.0 Course Unit
PSCI 247 American Campaigns and Elections
This lecture course will teach students about American campaigns and elections, from the local level to the presidential level. We will cover as many topics as possible including: the nominating process, the general campaign, campaign strategy, turnout, campaign finance, the role of issues, the importance of the economy, the power of party identification, and the role of data analysis used by campaign professionals. We will also consider how these factors matter in terms of who wins the election. In addition to the literature on campaigns and election, this lecture will put minor focus on the most recent 2016 presidential election relative to what the literature would have predicted. After the first part of the course about presidential elections, the second part will focus on Congressional elections (and a bit about state and local elections). Lastly, the third part of the course will examine how data analytics that originated in political science are now being used by campaign practitioners to win elections.
Taught by: Gooch
Course not offered every year
Activity: Lecture
1.0 Course Unit

PSCI 250 U.S. Intervention in Latin America
Why has the United States government participated in regime change in Latin America? How have these interventions affected Latin American political and economic outcomes? How have they helped or hurt U.S. interests in the region? This lecture course provides an introduction to the history and politics of U.S. participation in regime change in Latin America since 1949. For each event, the course will help students understand (1) the goals of the U.S. government; (2) the historical and political context of the intervention; and (3) the outcomes and consequences, both in Latin America and for the United States. One set of short writing assignments will train students to identify the main argument of a reading and assess the quality of the evidence presented in support of that argument; a second set of short writing assignments will train students to make and defend their own argument (see draft syllabus for details).
Taught by: Kronick
Course offered spring; even-numbered years
Also Offered As: LALS 250
Activity: Recitation
1.0 Course Unit

PSCI 251 Arab Israeli Relations
In this course the Arab-Israeli dispute from 1948 to the present will serve as a vehicle for understanding how domestic and global political processes interact to shape, contain, or aggravate Middle Eastern wars between states and non-state actors. Particular stress will be placed on understanding how wars affect international politics in states and political organizations and how ideological and structural features of states and organizations find expression in wars and complicate or enable the search for peace. In addition, the key features of the conflict will be interpreted as both a clash between the political interests of national and/or religious groups and as a reflection of global political power struggles. Attention will be given toward the end of the course to alternative ideas about possible resolution of the conflict as well as to the increasingly prominent argument that, in this case, there is no solution.
Taught by: Lustick
One-term course offered either term
Also Offered As: JWST 248
Activity: Recitation
1.0 Course Unit

PSCI 252 War, Strategy and Politics
This class examines the strategy and politics of warfare, focusing on the way actors plan military campaigns and the factors that are likely to lead to victory and defeat. The course readings center in particular on the factors driving changes in warfare and civil-military relations. The course will cover a wide range of topics from theories of war-fighting to historical military campaigns to insurgency warfare, terrorism, and the future of war.
Taught by: Horowitz
One-term course offered either term
Activity: Recitation
1.0 Course Unit

PSCI 253 International Politics of the Middle East
This course will focus primarily on episodes of external intervention by Great Powers in the politics of Middle Eastern states. We shall begin by examining the emergence of the Middle Eastern state system after the disappearance of the Ottoman Empire in the early part of the 20th century. This discussion will provide opportunities to develop key concepts in the study of international politics and will serve as crucial historical background. We shall then turn our attention to the primary concern of the course - a systematic consideration of the motives, operational results, and long-term implications of a number of important examples of intervention by Great Powers in the Middle East. Among the episodes to be considered will be British policies toward the end of World War I, in Palestine in the 1930s, and, along with the French, in Suez in 1956. Soviet intervention in the first Arab-Israeli war, in 1948, will be analyzed along with Soviet policies toward Egypt in the early 1970s. American intervention in Iran in 1953 and in the Gulf War in 1991 will also be examined.
Taught by: Lustick
Course usually offered in spring term
Also Offered As: JWST 253
Activity: Recitation
1.0 Course Unit

PSCI 255 The Causes of War & Peace
The existence and endurance of war provides one of the most important puzzles of politics: why is it that people keep making use of such a destructive and painful way of resolving their disputes? This course addresses this question and the related question of what factors contribute to peace, focusing on both academic and popular explanations for conflict, including among others anarchy, over-optimism, shifting power, diversionary war, the malevolent influence of war profiteers, and a variety of explanations grounded in culture, religion and other ideological variables. In this discussion, we will focus on both interstate and civil wars, and on both the onset and the eventual termination of war. At various points in the course we will discuss a wide range of historical and contemporary cases, including the World Wars, Vietnam, the Gulf War, the Iraq War, the various Arab-Israeli wars, the India-Pakistan rivalry, and a number of recent civil conflicts such as the wars in Yugoslavia, Congo, and Sudan. The course concludes with a discussion of strategies for managing ongoing conflicts and for securing peace in post war settings.
Taught by: Weisiger
One-term course offered either term
Activity: Recitation
1.0 Course Unit
PSCI 258 International Human Rights
What exactly should be considered a fundamental ‘human right?’ What is the basis for something is a fundamental human right? This course will examine not only broad conceptual debates, but will also focus on specific issue areas (e.g., civil rights, economic rights, women’s rights), as well as the question of how new rights norms emerge in international relations.
Taught by: Doherty-Sil
One-term course offered either term
Also Offered As: PSCI 219
Activity: Recitation
1.0 Course Unit

PSCI 259 Chinese Foreign Policy
This seminar examines the influences on and patterns of China’s international relations. Topics to be covered include the following: theoretical approaches to analyzing foreign policy; the historical legacy and evolution of China’s foreign policy; contemporary China’s foreign policy on traditional national security concerns as well as economic, environmental, and humanitarian issues; China’s military modernization; China’s foreign policy in Asia, Africa, Europe, and Latin America; China’s rise and its implications for relations with the United States. The class is a seminar in which student preparation and participation will be essential. Students planning to enroll in the course must have taken PSCI 219 (or, with the instructor’s permission, its equivalent). You are expected to complete all required readings each week and come to seminar meetings prepared to discuss them.
Taught by: Goldstein
Course not offered every year
Prerequisite: PSCI 219
Activity: Seminar
1.0 Course Unit

PSCI 260 Ethics & Ir
Course not offered every year
Activity: Recitation
1.0 Course Unit

PSCI 261 Emerging Technologies and the Future of the World
Technological change is always occurring, but the rate of change seems to be accelerating. Advances in robotics, artificial intelligence, cyber, biotechnology, and other arenas generate promise as well as peril for humanity. Will these emerging technologies unleash the innovative capacity of the world, generating new opportunities that help people live meaningful lives? Alternatively, are automation and other technologies chipping away at the labor market in a way that could create severe generational dislocation at best, and national and international turmoil at worst? These questions are important, and have consequences for how we live our lives, how nations interact, and the future of the world writ large. Emerging technologies could shape public policy at the local, national, and international level, and raise questions of fairness, ethics, and transparency. This course takes a unique approach, combining insights from engineering, political science, and law in an interdisciplinary way that will expose students both to the key technologies that could shape the future and ways to think about their potential politics, and society.
Taught by: Horowitz
One-term course offered either term
Also Offered As: EAS 261, INTG 261
Activity: Seminar
1.0 Course Unit

PSCI 267 Russia and Eastern Europe in International Affairs
Russia and the European Union (EU) are engaged in a battle for influence in Eastern Europe. EU foreign policy towards its Eastern neighbors is based on economic integration and the carrot of membership. With the application of this powerful incentive, Central and Southeastern European countries such as Poland, Hungary, the Czech Republic, and Croatia have progressed rapidly towards integration with the EU (and NATO). Yet, given Russia’s opposition to the further enlargement, membership is off the table for the large semi-Western powers such as Russia itself and Turkey and the smaller countries inhabiting an emerging buffer zone between Russia and the EU, such as Georgia, Ukraine, Azerbaijan, Moldova, and Belarus. These in-between countries find themselves subject to intense competition for influence between Eastern and Western powers. In this context, EU countries must balance their energy dependence on Russia and need for new markets and geopolitical stability with concern for human rights, democratic governance, and self-determination. What are the trade-offs implicit in the foreign policies of Russia, EU member states, and Eastern Europe? What are the best policy approaches? What are the main opportunities and obstacles?
For BA Students: Society Sector
Taught by: Orenstein
Course not offered every year
Also Offered As: REES 123
Activity: Lecture
1.0 Course Unit

PSCI 271 Constitutional Law: Public Power & Civil Rights to 1912
This course explores the creation and transformations of the American constitutional system’s structures and goals from the nation’s founding through the period of Progressive reforms, the rise of the Jim Crow system, and the Spanish American War. Issues include the division of powers between state and national governments, and the branches of the federal government; economic powers of private actors and government regulators; the authority of governments to enforce or transform racial and gender hierarchies; and the extent of religious and expressive freedoms and rights of persons accused of crimes. We will pay special attention to the changing role of the Supreme Court and its decisions in interpreting and shaping American constitutionalism, and we will also read legislative and executive constitutional arguments, party platforms, and other influential statements of American constitutional thought.
Taught by: Smith
One-term course offered either term
Also Offered As: AFRC 269
Activity: Recitation
1.0 Course Unit

PSCI 272 American Constitutional Law II
This course examines American constitutional development from the eve of WWI through the second Obama administration. Topics include the growth of the New Deal and a Great Society regulatory and redistributive state, struggles for equal rights for racial and ethnic minorities, women and GLBT Americans, contests over freedoms of religion and expression, criminal justice issues, the Reagan Revolution and the revival of federalism and property rights, and issues of national security powers after September 11, 2001.
Taught by: Smith
Activity: Recitation
1.0 Course Unit
PSCI 280 Feminist Political Thought

This course is designed to provide an overview of the variety of ideas, approaches, and subfields within feminist political thought. Readings and divided into three sections: contemporary theorizing about the meaning of "feminism"; women in the history of Western political thought; and feminist theoretical approaches to practical political problems and issues, such as abortion and sexual assault.

For BA Students: Society Sector
Taught by: Hirschmann
Course not offered every year
Also Offered As: GSWS 280
Activity: Lecture
1.0 Course Unit

PSCI 282 Lying, Cheating, Stealing, and Killing: How to Think About Professional Ethic

Professionals - in business, medicine, law, and politics - face myriad ethical dilemmas in their daily work that challenge, and sometimes conflict with, the moral commitments that guide their everyday life. This course systematically examines the ethical dimensions of these four professional roles, asking questions such as: Are there limits to what we should sell? How far should competitors go to 'win'? Who should get ventilators in a flu pandemic? Is it morally permissible for physicians to assist in suicide? Should lawyers represent terrorists or child killers? How far does attorney-client privilege go? Is it morally justifiable to torture enemy combatants? Should politicians lie?

Taught by: Allen/Emanuel/Hirschmann/Strudler
Also Offered As: BIOE 282
Activity: Lecture
1.0 Course Unit

PSCI 285 Islamist Political Theory: From al-Banna to bin Laden

This course focuses on one of the most important but least understood strands of Muslim political theory. Islamist political thought. We begin by defining such politically-laden terms as Islam, Islamism, the West, terrorism, jihadism, etc. We then systematically analyze the arguments of a range of Islamist thinkers and organizations, including al-Banna, Qutb, Mawdudi, al-Ghazali, Khomeini, al-Qaradawi, bin Laden, Hamas and ISIS. Among the questions central to the course are: what is the relationship, if any, between Islamism and democracy? How do Islamists seek to remake the modern state? What explicit claims about women, and implicit assumptions about gender, characterize the work of many Islamist thinkers, and why does this matter? What does jihad mean, and does it necessarily legitimate violence? Relatedly, is violence ever justifiable, and under what conditions? What are the arguments for globalizing jihad? And importantly: why ask these questions rather than others; what assumptions are built into them; and what kinds of political dangers do they court? Prior coursework in political theory, philosophy or on Islam is strongly recommended. Open to first years with permission of the instructor.

Taught by: Euben
Activity: Lecture
1.0 Course Unit

PSCI 286 Selected Topics in Political Science

Consult department for detailed descriptions. More than one course may be taken in a given semester. Recent titles have included: Leadership & Democracy; Conservative Regimes.

One-term course offered either term
Activity: Seminar
1.0 Course Unit

PSCI 313 People of the Land: Indigeneity and Politics in Argentina and Chile

This undergraduate seminar compares the evolution of relations between settler colonial nation-states and indigenous peoples and movements throughout the Americas, with a particular focus on the Mapuche people of the Patagonia region, in the south of nowadays Argentina and Chile. The main goal of the course is to comparatively study the organization of indigenous communities and analyze their political demands regarding plurinationality, self-determination, territory, prior consultation, living well, and intercultural education and health care, as well as the different ways in which settler colonial nation-states accommodate or respond to such demands. The course is organized in three parts. The first part of the course studies indigenous rights in international law and in global affairs, particularly in the United Nations, the Organization of American States, and the International Labor Organization. The second part of the course studies indigenous organization, movements, parties, and political representation, in Latin America since the 1990s, when indigenous demands acquired national and international notoriety throughout Latin America. The third part of the course zooms in a comparative analysis of the relationship between the Mapuche (Mapu: land; -che: people) and the formation and evolution of the settler colonial nation-states in Argentina and Chile. Once international travel resumes, the course will have an eight-day travel component. Students will travel to the south of Argentina to visit indigenous Mapuche communities to experience and learn first-hand about their culture, intercultural education and health, recuperation of identity and language practices, different models of economic sustainability, and of territorial claims and arrangements - including co-management between indigenous communities and the National Parks system.

Taught by: Falletti
Course offered spring; odd-numbered years
Prerequisite: SPAN 202
Activity: Seminar
1.0 Course Unit

PSCI 314 Democracy in Latin America

Since the inception of the twenty first century, Latin America has undergone major economic, social, and political transformations. Many of the neoliberal policies of the last quarter of the twentieth century were reversed or revisited, economic inequality decreased significantly across the region, and anumber of governments turned to the left of the political spectrum, often instituting major public policy and constitutional reforms. How have those changes affected citizenship and democracy in the region? In particular, have citizens’ channels for representation and participation changed in the recent past? What has happened to local participatory institutions since the return to the right in some countries of the region? The course will explore these and related questions. Students will develop their own research projects throughout the semester. While not a requirement, the ability to read Spanish or Portuguese will significantly enhance students’ learning experience.

Taught by: Falletti
One-term course offered either term
Also Offered As: LALS 314
Activity: Seminar
1.0 Course Unit
PSCI 320 Who Gets Elected and Why? The Science of Politics
What does it take to get elected to office? What are the key elements of a successful political campaign? What are the crucial issues guiding campaigns and elections in the U.S. at the beginning of the 21st century? This class will address the process and results of electoral politics at the local, state, and federal levels. Course participants will study the stages and strategies of running for public office and will discuss the various influences on getting elected, including: Campaign finance and fundraising, demographics, polling, the media, staffing, economics, and party organization. Each week we will be joined by guest speakers who are nationally recognized professionals, with expertise in different areas of the campaign and election process. Students will also analyze campaign case studies and the career of the instructor himself. Edward G. Rendell is the former Mayor of Philadelphia, former Chair of the Democratic National Committee, and former Governor of Pennsylvania. A note if you are not able to gain a seat in this course: Please write to urbs@sas.upenn.edu to be added to a waitlist. Waitlisted students are encouraged not to miss the first class. The professors will be able to register many waitlisted students in the first week of the semester, but only after the first class session on Monday, Sept. 14th, 6-9pm.
Taught by: Rendell
Course usually offered in fall term
Also Offered As: GAFL 509, URBS 320
Activity: Lecture
1.0 Course Unit

PSCI 327 Modern India
This course attempts to examine the experience of representative democracy in India and the country's development record in a historical framework. It will ask questions such as: How did representative democracy emerge in India and what explains its persistence? What are the sources of its vulnerability? What kind of a sense of nationhood does this democratic experience rest upon? What are the exclusions built into this conception of nationhood? What is the relationship between India's development experience and its democratic experiment? How have India's 'traditional' institutions adapted or failed to adapt to modern circumstances? Why has India performed well in certain economic sectors such as IT even while its record in providing basic social services has been poor? How has India's self-perception about its place in the world changed in recent years and what are its implications?
Taught by: Kapur
Course not offered every year
Activity: Seminar
1.0 Course Unit

PSCI 328 Diplomacy in the Americas - The Penn Model OAS Program
'Diplomacy in the Americas' an academically based community service course in which students work with Philadelphia and Norristown public school students to explore solutions to critical problems facing the Americas. Entrenched political, economic, and social inequality, combined with environmental degradation, weak institutions, pervasive health epidemics, weapon proliferation, and other issues pose formidable hurdles for strengthening democratic ideals and institutions. The Organization of the American States (OAS), the world's oldest regional organization, is uniquely poised to confront these challenges. 'Diplomacy in the Americas' guides students through the process of writing policy resolutions as though the students were Organization of the American States (OAS) diplomats, basing their research and proposals on democracy, development, security, and human rights - the four pillars of the OAS. Students will also read literature about what it means to educate for a democracy and global citizenry, and they will have the opportunity to turn theory into practice by creating and executing curriculum to teach and mentor the high school students through interactive and experiential pedagogies.
Taught by: Bartch
Course usually offered in fall term
Also Offered As: LALS 328
Activity: Seminar
1.0 Course Unit

PSCI 330 PIW Semester Core Seminar: Conducting Public Policy Research in Washington DC
This seminar is taught in Washington D.C. for students enrolled in the Washington Semester Program. It includes an orientation to observation and research in the Washington Community and a major independent research project on the politics of governance.
Taught by: Martinez
One-term course offered either term
Activity: Seminar
2.0 Course Units

PSCI 332 Survey Research & Design
Survey research is a small but rich academic field and discipline, drawing on theory and practice from many diverse fields including political science and communication. This course canvasses the science and practice of survey methods, sampling theory, instrument development and operationalization, and the analysis and reporting of survey data. Major areas of focus include measurement and research on survey errors, application to election polling, new frontiers in data collection, overall development of data management and introductory statistics.
Taught by: Dutwin
Course not offered every year
Also Offered As: COMM 332
Activity: Seminar
1.0 Course Unit
PSCI 333 Political Polling
Political polls are a central feature of elections and are ubiquitously employed to understand and explain voter intentions and public opinion. This course will examine political polling by focusing on four main areas of consideration. First, what is the role of political polls in a functioning democracy? This area will explore the theoretical justifications for polling as a representation of public opinion. Second, the course will explore the business and use of political polling, including media coverage of polls, use by politicians for political strategy and messaging, and the impact polls have on elections specifically and politics more broadly. The third area will focus on the nuts and bolts of election and political polls, specifically with regard to exploring traditional questions and scales used for political measurement; the construction and considerations of likely voter models; measurement of the horserace; and samples and modes used for election polls. The course will additionally cover a fourth area of special topics, which will include exit polling, prediction markets, polling aggregation, and other topics. It is not necessary for students to have any specialized mathematical or statistical background for this course. Equivalent R based course if prerequisite not met.
Taught by: Dutwin
Course not offered every year
Also Offered As: COMM 393
Prerequisite: PSCI 107
Activity: Seminar
1.0 Course Unit

PSCI 335 Healthy Schools
This Fox Leadership and academically based community service seminar will use course readings and students’ own observations and interviews in their service learning projects in West Philadelphia schools to analyze the causes and impact of school health and educational inequalities and efforts to address them. Course readings will include works by Jonathan Kozol, studies of health inequalities and their causes, and studies of No Child Left Behind, the CDC’s School Health Index, recess, school meal, and nutrition education programs. Course speakers will help us examine the history, theories, politics and leadership behind different strategies for addressing school-based inequalities and their outcomes. Service options will focus especially on the West Philadelphia Recess Initiative. Other service options will include work with Community School Student Partnerships and the Urban Nutrition Initiative.
Taught by: Summers
Course not offered every year
Also Offered As: HSOC 335
Activity: Seminar
1.0 Course Unit

PSCI 336 Congress, Elections and American Democracy
Taught by: Lapinski
Activity: Seminar
1.0 Course Unit

PSCI 338 Statistical Methods PSCI
The goal of this class is to expose students to the process by which quantitative political science research is conducted. The class will take us down three separate, but related tracks. Track one will teach some basic tools necessary to conduct quantitative political science research. Topics covered will include descriptive statistics, sampling, probability and statistical theory, and regression analysis. However, conducting empirical research requires that we actually be able to apply these tools. Thus, track two will teach us how to implement some of these basic tools using the computer program R. However, if we want to implement these tools, we also need to be able to develop hypotheses that we want to test. Thus, track three will teach some basics in research design. Topics will include independent and dependent variables, generating testable hypotheses, and issues in causality. You are encouraged to register for both this course an PSCI 107 at the same time, as the courses cover distinct but complementary, material. But there are no prerequisites nor is registering for PSCI 107 necessary, in order to take this course. The class satisfies the College of Arts and Sciences Quantitative Data Analysis (QDA) requirement.
Taught by: Meredith
Course not offered every year
Activity: Recitation
1.0 Course Unit
PSCI 353 Security & Anxiety at International Borders: Turkey & USA in Global Perspective
Borders are increasingly contested in global order, yet function as distinct markers of statehood and sovereignty. How states control their borders physically is an important manifestation of their sovereign rights. In this course, we explore the meaning attached to international borders for two allies in very different regions of the world, Turkey and the United States. We inquire into the role that national territorial and international borders have come to play in their national identities. We will place these two countries in the context of their ‘neighborhoods’ to understand the threats and opportunities seem to attend border spaces. With their extensive coastlines and land boundaries, these states are subject in different ways to external influences. Both have extensive trade relations with the rest of the world, as well as extensive illicit economies along their borders. The United States is ‘a nation of immigrants’ currently questioning the value of immigration. Turkey is host to the largest number of refugees in the world. Each state faces its own version of an ontological crisis, as they decide how to engage, filter or deflect extraterritorial flows and influences. These developments raise intense issues of identities and boundaries - in particular the question of how different societies engage in border protection. This seminar focuses on the comparative experiences of Turkey and the USA in their methods of maintaining borders and dealing with anxiety about uncontrolled transnational flows of products and people across their borders. The seminar explores how security and insecurity are understood, produced, and implemented in the form of border security policies. The comparative study of American and Turkish border control will uncover both similarities in the framing of border policies, but also distinct differences on how these two countries deal with border security. The international focus will enable students to appreciate the global aspect of border security issues, and research multiple questions on the extent to which what is facing the USA in terms of border security is not unique on its own. This course will be co-taught with a professor and students at Sabanci University. We will overlap with their classroom for roughly half of our three hour seminar meeting, and the professors will co-teach the course. Common readings will be discussed each week, but each Professor will assign additional readings of her choice to complement the common discussions. In the Penn seminar, we will aim to produce a research paper, so in addition to discussing the substantive readings, we will concentrate on formulating interesting research questions, think carefully about how to bring data to bear on specific questions or hypotheses, become familiar with data sources, and discuss research design. Instructor permission (students must apply).
Taught by: Simmons
Course not offered every year
Activity: Seminar
1.0 Course Unit

PSCI 355 Topics in Race and International Relations
This seminar focuses on issues of race in international relations. The specific focus of the course will vary by semester.
Taught by: Vitalis
Course not offered every year
Activity: Seminar
1.0 Course Unit

PSCI 358 International Law
Do legal rules really affect international politics? This course explores why international law has the form and content it does, and its role in shaping how states and other actors behave. It combines law and social science to examine important issues of the day, including security policies, human rights, and economic relationships.
Taught by: Beth Simmons
Course not offered every year
Also Offered As: LAW 708
Activity: Lecture
1.0 Course Unit

PSCI 395 Power Sharing in Deeply Divided Places - BFS
This course examines conceptual, explanatory and normative debates over power-sharing systems. We explore the circumstances in which federal, consociational and other power-sharing institutions and practices are proposed and implemented to regulate deep national, ethnic, religious or linguistic divisions. We evaluate these systems, seeking to explain why they are formed or attempted, and why they may endure or fail, paying special attention to bin- and multi-national, multi-ethnic, multi-religious and multi-lingual environments. Restricted to Benjamin Franklin Scholars, seniors and juniors in Political Science, seniors in PPE; others by permission.
Taught by: O'Leary
Course not offered every year
Activity: Seminar
1.0 Course Unit

PSCI 398 Selected Topics in Political Science
Consult department for detailed descriptions. More than one course may be taken in a given semester. Recent titles have included: Sustainable Environmental Policy & Global Politics; Shakespeare and Political Theory.
Taught by: Gans
One-term course offered either term
Activity: Seminar
1.0 Course Unit

PSCI 404 Media and Politics
Media and Politics will examine multiple issues specific to the past and present political media environment in the United States. Focus will be primarily, though not exclusively, on the contemporary news media. Topics covered will include political primaries, how elections have been influenced by the rise of partisan media, selective exposure, freedom of political speech as it relates to elections, the theoretical purpose of elections, money and media, political targeting, etc. We will also explore the quantitative and qualitative methods underlying what is and is not known about how elections work. Reading expectations will be relatively heavy, and under the supervision of the professor, students will write an original research paper examining a specific topic in greater depth.
Taught by: Mutz
Course not offered every year
Also Offered As: COMM 404
Activity: Seminar
1.0 Course Unit
PSCI 410 Race and Racism in the Contemporary World
This undergraduate seminar is for advanced undergraduates seeking to make sense of the upsurge in racist activism, combined with authoritarian populism and neo-fascist mobilization in many parts of the world. Contemporary manifestations of the phenomena noted above will be examined in a comparative and historical perspective to identify patterns and anomalies across various multiple nation-states. France, The United States, Britain, and Italy will be the countries examined.
Taught by: Hanchard
Course not offered every year
Also Offered As: AFRC 465, LALS 465
Activity: Seminar
1.0 Course Unit

PSCI 412 Comparative Politics
This seminar focuses on comparative political systems. Themes include political participants, leadership, institutions, instability, and system transformation in developed and less developed countries.
Course not offered every year
Also Offered As: AFRC 417, HIST 467, LALS 417, SOCI 417
Activity: Lecture
1.0 Course Unit

PSCI 413 Evidence Based Policies of Economic and Political Development
This class provides a ‘hands-on’ introduction to the promises and limitations of using Randomized Control Trials (RCTs) to inform policy makers, practitioners, and academics of the conditions under which policies likely would have a positive effect on economic and political outcomes, in the context of international development. This course has three parts: the first is devoted to understanding the ‘nuts and bolts’ of running field experiments / RCTs in developing countries. In part, we will be reading Glennester and Takavarasha’s Running Randomized Evaluations: A Practical Guide. In addition, we will discuss core behavioral concepts from both behavioral economics and social psychology (prospect theory). The second part of the course will be devoted to demonstrating how schools have used RCTs to inform core policy debates (e.g. What are some effective ways to reduce corruption? How can we improve the performance of frontline service providers? How can politicians be more responsive to their constituents?) In the third part, students will be presenting their own research proposals, explicitly designed to address either a core policy question in the developing world or—for those interested—in the USA. Here students will have an opportunity to partner with the Social and Behavioral Sciences Team (https://sbst.gov), which is under the National Science and Technology Council.
Taught by: Grossman
One-term course offered either term
Also Offered As: GAFL 530
Activity: Seminar
1.0 Course Unit

PSCI 418 Evolution, Politics and Computer Simulation
In this course we shall explore how recent developments in evolutionary theory relate to larger questions raised by students of complexity and complex adaptive systems. We shall study how they together provide a basis for important critiques of standard approaches in political science and enable fascinating and powerful understandings of politics and political phenomena — including national identity and identity change, state formation, revolution, globalization, and leadership. An important vehicle for the application of these insights for understanding politics is computer simulations featuring agent-based modeling. Students will use ‘PS-I’ an agent based computer simulation platform, to develop their own models, conduct experiments, test hypotheses, or produce existence proofs in relation to popular theoretical positions in contemporary political science. No knowledge of computer programming is required.
Taught by: Lustick
One-term course offered either term
Activity: Seminar
1.0 Course Unit

PSCI 433 Social Movements
Social movements and political protest have become some of the most effective tools for citizens and non-citizens to influence the political system. This course is designed to introduce students to the theoretical and methodological approaches taken in understanding these behaviors. Analyzing social movements that range from civil discontent to contentious political protest, the course will address a variety of questions: What is the origin of movement behavior and why do individuals turn to these actions in lieu of simply engaging in institutional modes of political action such as voting? What were the strategies of these movements? What are the political conditions that allow social movements to resonate with the American public? In addition to addressing these topics, this course explores the policy successes of major social and political movements. From the Civil Rights and Women’s Right Movement to the recent Tea Party movement and Hong Kong demonstrations over democracy, this course explores the various public policies that have resulted from citizens’ protest actions. While state level and local level government responsiveness will be addressed, special attention will be given to how political protest influences public policy in all three branches of the federal government.
Taught by: Gillion
Course not offered every year
Also Offered As: AFRC 433
Activity: Seminar
1.0 Course Unit

PSCI 434 Advanced Topics in American Politics
This seminar is designed to serve as a ‘capstone’ experience for advanced undergraduates interested in American politics. It exposes students to some of the issues currently being studied and debated by the leading scholars in the field. For each topic we will read works that take competing or opposing positions on an issue; for example we will examine the current controversy over the causes and and consequences of divided government. Students will write a research paper analyzing one of the debates.
Taught by: Gillion
Course not offered every year
Also Offered As: AFRC 435
Activity: Seminar
1.0 Course Unit
PSCI 436 Political Psychology
How do campaign advertisements influence voters' perceptions and behavior? What roles do emotions play in politics? Do we all harbor some measure of racism, sexism, or homophobia, and what role do these stereotypes play in political behavior? How and why do ideologies form, and how does partisanship influence the way that voters understand the political world? How do people perceive threat, and what are the psychological consequences of terrorism? These questions, and many others, are the province of political psychology, an interdisciplinary field that uses experimental methods and theoretical ideas from psychology as tools to examine the world of politics. In this course, we will explore the role of human thought, emotion, and behavior in politics and examine the psychological origins of citizens' political beliefs and actions from a variety of perspectives. Most of the readings emphasize politics in the United States, though the field itself speaks to every aspect of political science.
Taught by: Margolis
Course not offered every year
Activity: Seminar
1.0 Course Unit

PSCI 437 Race & Criminal Justice
Why are African Americans and some other minority groups disproportionately incarcerated and subjected to penal sanctions? What are the political, social and economic consequences for individuals, communities, and the wider society of mass incarceration in the United States? What types of reforms of the criminal justice system are desirable and possible? This advanced seminar analyzes the connection between race, crime, punishment, and politics in the United States. The primary focus is on the role of race in explaining why the country's prison population increased six-fold since the early 1970s and why the United States today has the highest incarceration rate in the world. The class will likely take field trips to a maximum-security jail in Philadelphia and to a state prison in the Philadelphia suburbs.
Taught by: Gottschalk
Also Offered As: AFRC 437, AFRC 638, PSCI 638
Course not offered every year
Activity: Seminar
1.0 Course Unit

PSCI 484 Meaning of Democracy
This course provides a broad, humanistic survey to some of the most important ideas, debates, and problems connected to the study of democracy. The course is divided into three segments: the democratic citizen (in which we explore ethical issues pertaining to the experience of democracy as a way of life); the democratic People (in which we investigate some of the best and most recent attempts to come to grips with the difficult, yet fundamental, notion of the People); and the democratic world (in which we examine issues pertaining to democratization and development, including the tension between democracy and individual liberty and the relationship between democracy and global capitalism).
Taught by: Green
Course not offered every year
Activity: Seminar
1.0 Course Unit

PSCI 496 Andrea Mitchell Center Undergraduate Research Seminar
The course is intended for Andrea Mitchell Center Undergraduate Fellows to present their research ideas, share with the class progress on their ongoing projects, and receive constructive feedback from fellow students and the course instructor. Students who take the seminar are obligated to present their research in a conference in the following spring, as well as attend monthly meetings in the spring semester in preparation for that conference. Class is limited to undergraduates who have been accepted as Andrea Mitchell Center research fellows. Undergraduates apply in the spring for seminar in the following fall.
Taught by: Green
Course not offered every year
Activity: Seminar
0.5 Course Units

PSCI 497 Political Science Honors
This is a mandatory seminar for all students planning to submit an honors thesis for the purpose of possibly earning distinction in Political Science upon graduation. The course is aimed at helping students identify a useful and feasible research question, become familiar with the relevant literatures and debates pertaining to that question, develop a basic understanding of what might constitute 'good' and 'original' research in different subfields, and set up a plan for conducting and presenting the research. The course is also aimed at building a community of like-minded student researchers, which can complement and enrich the honor student's individual experience of working one-on-one with a dedicated faculty thesis advisor. Students apply in the spring of their junior year for admissions to the honors program and enrollment in PSCI497.
Taught by: Doherty-Sil
Course not offered every year
Activity: Seminar
1.0 Course Unit

PSCI 498 Selected Topics in Political Science
Consult department for detailed descriptions. Recent topics include: Globalization; Race & Criminal Justice; Democracy & Markets in Postcommunist Europe.
Course not offered every year
Activity: Seminar
1.0 Course Unit

PSCI 499 Independent Study - Honors
Individual research to be taken under direction of faculty member. Students wishing to complete work on an honors paper should contact the Political Science Department.
Course not offered every year
Activity: Independent Study
1.0 Course Unit
PSCI 511 Society and Politics in India
This course examines the experience of representative democracy in India and the country's development record in a historical framework. It will ask questions such as: How did representative democracy emerge in India, and what explains its persistence? What are the sources of its vulnerability? What kind of a sense of nationhood does this democratic experience rest upon? What are the exclusions built into this conception of nationhood? What is the relationship between India's development experience and its democratic experiment? How have India's 'traditional' institutions adapted or failed to adapt to modern circumstances? Why has India performed well in certain economic sectors even while its record in providing basic social services has been dismal? How have the Indian State and its public institutions managed and coped with these changes? And how has India's self-perception about its place in the world changed in recent years, and what are its implicatons?
Taught by: Kapur, Frankel
Course not offered every year
Activity: Seminar
1.0 Course Unit

PSCI 513 Latin American Politics
This graduate level course will be embedded in course PSCI/LALS 213, the same way that PSCI 517 (Russian Politics) is embedded in PSCI 217. In other words, graduate students taking this course will have to attend lectures twice a week, but instead of discussing materials in recitations will meet with Professor Falleti, either weekly (one hour) or biweekly (two hours), to discuss the main topics of the course and research questions and proposals related to the course.
Taught by: Falleti
Course usually offered in fall term
Also Offered As: LALS 513
Activity: Lecture
1.0 Course Unit

PSCI 517 Russian Politics
This course will present an in-depth examination of political, economic and social change in post-Soviet Russia within a historical context. After a brief discussion of contemporary problems in Russia, the first half of the course will delve into the rise of communism in 1917, the evolution of the Soviet regime, and the tensions between ideology and practice over the seventy years of communist rule up until 1985. The second part of the course will begin with an examination of the Gorbachev period and the competing interpretations of how the events between 1985 and 1991 may have contributed to the collapse of the Soviet Union. We will then proceed to make sense of the continuities and changes in politics, economics and society in contemporary Russia. Important topics will include the confrontations accompanying the adoption of a new constitution, the emergence of competing ideologies and parties, the struggle over economic privatization, the question of federalism and nationalism, social and political implicatons of economic reform, and prospects for Russia's future in the post-Yeltsin era. This course may also be taken as a graduate seminar (PSCI 517) with the permission of the instructor and the completion of additional requirements.
Taught by: Sil
Course usually offered in spring term
Also Offered As: PSCI 217, REES 217
Activity: Recitation
1.0 Course Unit

PSCI 530 The Political Economy of Gender
Over the past two hundred years, with the rise industrial production, growing educational attainment, and availability of contraception, women have entered the formal labor market in vast numbers. Yet despite advances, there are still important disparities between the sexes, often exacerbated by class and racial politics. This course unpacks the elements of the transition in the political economy of gender and examines its limits. We set out to understand women's labor in emerging industrial and post-industrial economies; the causes and consequences of women's political inclusion; gendered opportunities in the labor force including the persistence of pay gaps; and the formation of economic and political preferences across the genders. Theoretically, we will engage with Marxian political economy, and new institutionalist approaches to understand how political and economic institutions reproduce or remedy contemporary problems including the gender gap in wages, in political representation, and in women's economic opportunities. Throughout the course we will pay special attention to challenges faced by minority groups and by women in developing countries.
Taught by: Teele
Course usually offered in fall term
Also Offered As: GSWS 598
Activity: Seminar
1.0 Course Unit

PSCI 531 Public Opinion & Elections
This course is designed to give advanced undergraduates and graduate students exposure to the literature on political behavior in American politics (the course is part of the departments 3-course graduate sequence in American politics). The course will cover both the classics of public opinion and political behavior from the Columbia, Michigan, and Rochester schools, as well as more current topics and debates in the literature. Topics include (but are not limited to) the early voting studies, the role of partisanship, the nature and origins of ideology, mass-elite interactions, heuristics and low information rationality, the nature of the survey response, campaign and media effects, framing effects, and the role of institutions in structuring behavior. Undergraduates are welcome in the class, but they should know that the class assumes familiarity with quantitative approaches to studying politics.
Taught by: Levendusky
One-term course offered either term
Activity: Seminar
1.0 Course Unit

PSCI 534 Political Culture and American Cities
Course not offered every year
Also Offered As: AFRC 532
Activity: Seminar
1.0 Course Unit

PSCI 535 Inequality & Race Policy
Course not offered every year
Also Offered As: AFRC 524
Activity: Seminar
1.0 Course Unit
PSCI 545 Politics and Education
How is education a form of political action? In this course we look at
the governance of schools, the trust in them and their relations to socio-
economic conditions in society, among other topics, using research in
education, political science, and political theory.
Taught by: BEN-PORATH
Course usually offered in fall term
Also Offered As: EDUC 595
Activity: Seminar
1.0 Course Unit

PSCI 550 Borders & Boundaries in International Relations
This research seminar explores the meanings, rules and consequences of
borders and boundaries in international relations. How was a political
world based on territorial sovereignty created, how are international
borders determined, and how are they adjudicated and maintained?
How do international borders influence war and peace between
states? How do borders, border regions, and border activities speak to
national encounters with neighbors and the rest of the world? How do
they affect international trade and development? When and how are
international borders ‘securitized,’ and how does this affect the flow of
goods, people, and illicit activities around and across the border? How
do states ‘cooperate’ across international borders? We will examine
the meaning and function of boundary-making between states from
multiple disciplines and perspectives: political science, international law,
international relations, history, geography, sociology, and economics.
Borders, border regions and border crossings have multiple significance
designations of state authority, security buffers, expressions of social
meaning and opportunities for economic integration. We explore their
creation, challenges, and reinforcement over time and around the world.
As a seminar designed primarily to stimulate research, this course will be
concerned with historical and current problems relating to international
borders around the world. We will concentrate on formulating interesting
research questions, think carefully about how to bring data to bear on
specific questions or hypotheses, become familiar with data sources,
and design our own research. All assignments are related to developing
research skills; there are no in-class exams.
Taught by: Simmons
Course not offered every year
Also Offered As: LAW 989
Activity: Seminar
1.0 Course Unit

PSCI 552 Game Theory
This course provides an introduction to non-cooperative game theory
and its applications to political science. The goal of the course is to
provide students with the background and understanding necessary
to read published game-theoretic work in political science journals.
To that end, the course covers the basic concepts of game theory,
including Nash equilibrium and its main refinements, simultaneous and
sequential games, repeated games, evolutionary game theory, and games
of incomplete and private information. In addition, we will cover some
of the central models used in political science, notably models of public
choice (such as the median voter theorem) and models of bargaining.
Taught by: Weisiger
Course not offered every year
Activity: Seminar
1.0 Course Unit

PSCI 558 Human Rights
This course will examine the theoretical, historical and political
foundations of contemporary human rights debates. The course will
cover not only broad conceptual issues, but also specific issue areas
(e.g., civil rights, economic rights, women’s rights, business and human
rights), as well as the question of how new rights norms emerge and
diffuse in the international arena. The course is open to students in the
Master of Liberal Arts Program, as well as students who are actively
pursuing the Graduate Certificate in Interdisciplinary Studies in Global
Human Rights.
Taught by: Doherty-Sil
Also Offered As: PSCI 258
Activity: Recitation
1.0 Course Unit

PSCI 582 Gender, Power & Fem Theory
This seminar will examine the theme of power as it engages questions
of sex and gender. Subsidiary themes that will be developed over the
course of the semester include: the modernism/postmodernism debate
as it particularly relates to feminism; the intersectionality of race, gender,
sexuality and class and how feminists can and do talk about ‘women’;
the relevance of feminist theory to policy issues, and which theoretical
approaches are the most appropriate or have the most powerful potential.
The readings will start with ‘foundational’ texts in feminist theory—
texts that anyone who wants to work in or teach feminist theory needs
to have in their repertoire, they set out the background and history
of contemporary feminist theory, and they operate from a variety of
disciplinary frameworks. We then will move onto some newer scholarship
and some more specific political issues and topics, depending on what
students in the course are interested in studying. This course is open to
undergraduates who have had some prior course work in feminist theory,
gender and sexuality studies, and/or political theory, in consultation with
the professor.
Taught by: Hirschmann
Course not offered every year
Also Offered As: GSWS 582
Activity: Seminar
1.0 Course Unit

PSCI 584 Political Philosophy
An examination of basic theoretical problems of political science
divided into three parts. First, specific features of social sciences will
be examined and three most important general orientations of social
sciences (analytical, interpretative and critical) will be compared and
analyzed. Second, basic concepts of social and political sciences will
be studied: social determination, rationality, social change, politics,
power, state, democracy. Third, the problem of value judgments will be
considered: Is there a rational, objective method for the resolution of
conflicts in value judgments? Is morality compatible with politics?
Course not offered every year
Also Offered As: GSWS 584
Activity: Seminar
1.0 Course Unit

PSCI 598 Selected Topics
Consult department for detailed descriptions. More than one course
may be taken in a given semester. Recent titles have included: Race
Development and American International Relations, Hegel and Marx, and
Logic of the West.
One-term course offered either term
Activity: Seminar
1.0 Course Unit
PSCI 600 International Relations Theory
This purpose of this course is two-fold. First, the survey course is designed to introduce students to a wide range of theories of international politics. During the course of the semester we will examine neo-realism, power transition theory, hegemonic stability theory, the modern world system, international regimes and interdependence, the democratic peace, bureaucratic politics, organizational theory, constructivism, and decision making theory. Second, the course will sharpen students' research design skills. The written assignments require students to take the often abstract theories presented in the readings and develop practical research designs for testing hypotheses derived from the theories. The papers will not include data collection or the execution of actual tests. Rather, they will focus on the conceptual problems of designing tests which eliminate competing hypotheses, operationalizing variables, and identifying potential sources of data. Student's grades will be based on five short research designs and discussion leadership.
Course not offered every year
Activity: Seminar
1.0 Course Unit

PSCI 605 Great Books Comp Pol
Activity: Seminar
1.0 Course Unit

PSCI 610 Comparative Political Analysis
This seminar is aimed primarily at graduate students planning to take doctoral exams in comparative politics. It provides a critical survey of the field of comparative politics, tracing the intellectual history of the field, examining shifts in conceptual frameworks and research traditions, and comparing alternative methodological approaches. The first half of the course generally examines how processes of political, economic, and social change have been theorized in the social sciences from the mid-19th century to the present. In this process, particular attention is paid to the bifurcation between theories that emphasize the 'universal' (e.g. the homogenizing effects of specific processes or variables) and the 'particular' (e.g. the persistence of distinctive historical legacies and trajectories). Since this bifurcation is reinforced by distinct styles and methods of research, the seminar also probes the recent battles between rational-choice, cultural, and structuralist scholars, while considering the trade-offs between varieties of formal, quantitative, and qualitative methods. In the second half, the focus shifts to the range of substantive problems investigated by scholars in the field of comparative politics. These topics cover the complex relations among nations, states and societies; the origins, consolidation, and patterns of democratic governance; political economy in relation to development processes and social policies; the intersection of international/global economy and domestic politics; the dynamics of revolutions and social movements; and alternative problematics constructed from the point of view of real actors such as workers, women, and local communities. In all cases, As a whole, the course is designed to provide an introduction to important issues and debates that comparativists have regularly engaged in; to help you understand the assumptions behind, and differences between, particular approaches, methods, and styles of research; to examine whether current debates are spurring new or better research in a given field in light of past approaches; and to gauge whether there has been progress, fragmentation, or stagnation in the field of comparative politics as a whole.
Taught by: Sil
Course not offered every year
Activity: Seminar
1.0 Course Unit

PSCI 612 Topics in Black Political Thought: Difference And Community
This course is designed to familiarize graduate students with some of the key texts and debates in Africana Studies concerning the relationship between racial slavery, modernity and politics. Beginning with the Haitian Revolution, much of black political thought (thinking and doing politics) has advocated group solidarity and cohesion in the face of often overwhelming conditions of servitude, enslavement and coercion within the political economy of slavery and the moral economy of white supremacy. Ideas and practices of freedom however, articulated by political actors and intellectuals alike, have been as varied as the routes to freedom itself. Thus, ideas and practices of liberty, citizenship and political community within many African and Afro-descendant communities have revealed multiple, often competing forms of political imagination. The multiple and varied forms of political imagination, represented in the writings of thinkers like Eric Williams, Richard Wright, Carole Boyce Davies and others, complicates any understanding of black political thought as having a single origin, genealogy or objective. Students will engage these and other authors in an effort to track black political thought's consonance and dissonance with Western feminisms, Marxism, nationalism and related phenomena and ideologies of the 20th and now 21st century.
Taught by: Hanchard
Also Offered As: AFRC 655, GSWS 655, LALS 656
Activity: Seminar
1.0 Course Unit

PSCI 614 Political Identity & Political Institution
Course not offered every year
Activity: Seminar
1.0 Course Unit

PSCI 615 Political Economy of Development
This course examines the debate in development studies arising from recognition that economic models, theories, methods, and strategies abstracted from the specific experience of western societies and cultures do not have general applicability. A broader social science approach is adopted, one which emphasizes the need to understand the social structures and cultures of the developing countries, the capabilities of weak versus strong states, and the links with the international system that influence transformative processes to which industrializing economies are subjected. The readings offer an overview of the most influential theories of development and underdevelopment that structured debate from the 1960's through the 1990's, and focus on the elements of these approaches that advance understanding of development and stagnation in several key countries, including Brazil, Mexico, India and selected countries in East and Southeast Asia.
Taught by: Grossman
Course not offered every year
Activity: Seminar
1.0 Course Unit

PSCI 618 International Political Economy
Examination of the relationship between the international, political, and economic systems from a variety of theoretical perspectives that have emerged in the postwar period, including liberalism, transnationalism, statism, Marxism, and dependency.
Taught by: Mansfield
Course not offered every year
Activity: Seminar
1.0 Course Unit
PSCI 619 Strategic Studies Seminar
This seminar offers graduate students an introduction to the subfield of international relations labeled strategic studies (or security studies). In addition to exploring key theoretical issues, we consider their usefulness for understanding relevant events in international politics since World War II. Although the course emphasizes the distinctive features of great power strategy in the nuclear age, we also look at the continuing role of conventional forces, the strategic choices of lesser powers, and selected security problems in the post-Cold War world (e.g., proliferation, terrorism).
Taught by: Goldstein
Course not offered every year
Activity: Seminar
1.0 Course Unit

PSCI 631 American Political Development
Analyzes important patterns of continuity and change in American politics by examining the development of the American State from a comparative and historical perspective. Covers issues and debates central to not only the subfield of American politics, but also the discipline of political science more broadly. These include the role of the state, political culture, interests, ideas, and institutions in political development, and the role of history in political analysis. Open to advanced undergraduates with the permission of the instructor.
Taught by: Lustick
One-term course offered either term
Activity: Seminar
1.0 Course Unit

PSCI 633 Hegemonic Analysis: Theories and Applications
An important strain within contemporary political science has been the attempt to explain how power is exercised through the manipulation or exploitation of consciousness, habits, and cultural predispositions. One of the key concepts in the study of these issues is that of 'hegemony' -- the establishment of particular beliefs as commonsensical presumptions of political life. In this course that notion will be systematically explored. Of particular interest will be how authors who conduct hegemonic analysis cope with the problem of analyzing the effect of what the objects of their analysis, by definition, do not and, in some sense, cannot, think about. Illustrations of hegemonic phenomena and attempts to analyze them will be drawn from a variety of fields, such as political theory, historiography, comparative politics, American politics, rational choice theory, agent based modeling, and epistemology.
Taught by: Lustick
Course not offered every year
Activity: Seminar
1.0 Course Unit

PSCI 635 Experimental Design and Issues in Causality
The main goal of this course is to familiarize students with experiments, quasi-experiments, survey experiments and field experiments as they are widely used in the social sciences. Some introductory level statistics background will be assumed, though this is a research design course, not a statistics course. By the end of the course, students will be expected to develop their own original experimental design that makes some original contribution to knowledge. Throughout the course of the semester, we will also consider how to deal with the issue of causality as it occurs in observational studies, and draw parallels to experimental research.
Taught by: Mutz
One-term course offered either term
Also Offered As: COMM 498, COMM 615, PSCI 439
Activity: Seminar
1.0 Course Unit

PSCI 637 Survey American Institut
Course not offered every year
Activity: Seminar
1.0 Course Unit

PSCI 638 Race & Criminal Justice
Taught by: Gottschalk
Course not offered every year
Also Offered As: AFRC 437, AFRC 638, PSCI 437
Activity: Seminar
1.0 Course Unit

PSCI 655 Democracy in Comparative Perspective
Course not offered every year
Also Offered As: LALS 655
Activity: Seminar
1.0 Course Unit

PSCI 692 Advanced Statistical Analysis
Course not offered every year
Activity: Seminar
1.0 Course Unit

PSCI 696 Qualitative Methods
Course not offered every year
Activity: Seminar
1.0 Course Unit

PSCI 711 Political Economy and Social History of Africa and the African Diaspora
Course not offered every year
Also Offered As: AFRC 710, COML 710, LALS 710
Activity: Seminar
1.0 Course Unit

PSCI 798 Selected Topics in Political Science
Consult department for detailed descriptions. More than one section may be given in a semester. Recent titles have included: Interpreting the Canon; State, Self, & Society; U.S. Policy in Europe; and Dissertation Writing.
One-term course offered either term
Activity: Seminar
1.0 Course Unit

PSCI 805 Analysis of Election Data
This course is intended to serve as a workshop for students interested in the empirical analysis of elections, public opinion and political communication more generally. The centerpiece of the course will be an original research paper produced by each student on a topic of his or her own choosing. The requirements for these papers are fairly open, but demanding: the research papers must a) involve empirical analysis of a major election data set, b) be oriented toward answering an original research question selected with the guidance of the instructor, and c) aim to be of publishable quality. There are no formal prerequisites for the course. However, if you have less than two semesters of statistical training, and/or no formal background in the study of elections, public opinion or political communication, then this is probably not the right course for you. In order to be able to formulate an original research question, you need some background in the literature, which is provided by other courses, but is not a formal part of this course.
Taught by: Mutz
One-term course offered either term
Also Offered As: COMM 706
Activity: Seminar
1.0 Course Unit
Portuguese (PRTG)

PRTG 110 Elementary Portuguese I
Portuguese 110 is a first-semester introductory language course for students who have not studied Portuguese before, or who have had little exposure to the language. The course will emphasize the development of foundational reading, writing, listening and speaking abilities within a cultural context. Students will participate in paired and group activities designed to elicit meaningful and accurate exchanges of information. The course will introduce students to Portuguese and Lusophone culture through a variety of authentic materials, including texts, songs, films and other audio and video material. Classes will be conducted in Portuguese.

For BA Students: Language Course
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

PRTG 114 Portuguese for Spanish Speakers I
Portuguese 114 is designed for students who have studied Spanish. The course begins with exposure to basic vocabulary and structures, advancing at an accelerated pace. Classroom activities will emphasize pronunciation, spoken production as well as language structures and vocabulary. Students will participate in pairs, small-groups and whole-class activities that focus on the meaningful and accurate exchange of information. The class will be conducted in Portuguese.

One-term course offered either term
Activity: Seminar
1.0 Course Unit

PRTG 120 Elementary Portuguese II
This class continues the development of a basic proficiency that will help reinforce the student’s abilities and confidence. A broad range of lively, high-interest readings such as newspaper and magazine articles in current events on Brazilian culture will allow the student to gain a genuine sense of current usage. A Brazilian movie is presented and discussed in groups. Daily homework assignments involve writing exercises, short compositions and group projects.

For BA Students: Language Course
Course usually offered in spring term
Prerequisite: PRTG 110
Activity: Seminar
1.0 Course Unit

PRTG 130 Intermediate Portuguese I
This is a third-semester intermediate course, in a four-course strand, designed for students who have taken at least two semesters of Portuguese. Classroom activities will emphasize pronunciation, spoken production, language structures and vocabulary, as students explore movies, music and other authentic media to further develop their ability to communicate in Portuguese. The course will be conducted in Portuguese.

For BA Students: Language Course
Course usually offered in fall term
Prerequisite: PRTG 120
Activity: Seminar
1.0 Course Unit

PRTG 134 Portuguese for Spanish Speakers II
Portuguese 134 is an accelerated intermediate course designed for students who have taken Portuguese for Spanish Speakers I, or its equivalent. Classroom activities will emphasize the development of pronunciation and spoken production, the use of language structures and vocabulary at the intermediate level. In addition, students will explore movies, music, short stories, and other media as they further develop reading, speaking and interpretive skills in Portuguese. The course will be conducted in Portuguese.

One-term course offered either term
Prerequisite: PRTG 114
Activity: Seminar
1.0 Course Unit

PRTG 140 Intermediate Portuguese II
This is a fourth-semester intermediate course, in a four-course strand, designed for students who have taken at least three semesters of Portuguese. Classroom activities will emphasize pronunciation, spoken production, grammar and language structures, and vocabulary at the advanced intermediate level. Students will explore movies, readings, news, music and other media as they further develop speaking, writing, reading and interpretive skills in Portuguese. The course will be conducted in Portuguese.

For BA Students: Last Language Course
Course usually offered in spring term
Prerequisite: PRTG 130
Activity: Seminar
1.0 Course Unit

PRTG 202 Advanced Portuguese
This course is designed for students who have already taken basic and intermediate levels of Portuguese. It complements students’ knowledge of Portuguese by emphasizing the use of advanced grammatical structures and vocabulary. Classes will focus on practicing such advanced language structures by reading a diverse range of texts, including short stories by different authors of the Lusophone countries, and one novel; speaking and writing about a variety of contemporary texts; watching movies and documentaries; and listening to news, songs and other authentic audio material. The emphasis will be on language usage and culture. This course will be conducted in Portuguese.

For BA Students: Advanced Language Course
One-term course offered either term
Prerequisite: PRTG 134 OR PRTG 140
Activity: Seminar
1.0 Course Unit

PRTG 215 Portuguese for the Professions
Portuguese for the Professions is designed for advanced-level students to develop their ability to use a wide technical vocabulary. The course will cover an array of topics in the areas of Economy, Politics, Science, Technology, Law and others as they pertain to the societies and cultures of the Lusophone countries, with particular emphasis placed on Brazil. Through readings, movies, discussions, essays and presentations, students will enhance their ability to write about and discuss these topics while employing the appropriate technical vocabulary.

One-term course offered either term
Prerequisite: PRTG 202
Activity: Seminar
1.0 Course Unit
PRTG 217 Portuguese for the Professions II
Portuguese for the Professions II is a second-semester course designed to provide advanced-level students with exposure to, and practice in, a wide variety of technical vocabulary, and to develop their communicative skills on topics related to Brazil's economic, social and historical context. Classroom activities will be based on the readings and discussions of articles, papers, the viewing of documentaries and other visual media, covering an array of topics within the proposed themes. The course will be conducted in Portuguese.
For BA Students: Advanced Language Course
Course usually offered in fall term
Prerequisite: PRTG 202
Activity: Seminar
1.0 Course Unit

PRTG 221 Perspectives in Brazilian Culture
Topics vary. For current course description, please see department's webpage: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Taught by: Mercia Flannery
Course not offered every year
Also Offered As: LALS 231
Prerequisite: PRTG 202
Activity: Seminar
1.0 Course Unit

PRTG 240 Topics in Brazilian Culture
Topics vary. For current course description, please see department's webpage: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
One-term course offered either term
Also Offered As: CIMS 232, LALS 240
Activity: Seminar
1.0 Course Unit

Professional Writing (PROW)
The courses listed on this page are exclusive to the LPS BAAS degree (https://lpsonline.sas.upenn.edu/features/what-bachelor-applied-arts-and-sciences-degree/) and LPS Online certificates (https://lpsonline.sas.upenn.edu/academics/certificates/).

PROW 100 Fundamentals of Professional Writing
Using an immersive, scenario-based teaching style, this course is an introduction to critically analyzing any writing situation and making your writing a purposeful act of communication. You engage in a series of authentic writing scenarios and a range of activities that provide hands-on practice and instructor coaching and feedback. Coursework includes targeted exercises for improving grammar, mechanics, clarity, precision, and persuasiveness. This collaborative, problem-based learning approach provides you with the strategies and flexibility you need to adapt to an ever-changing multimedia communication environment.
Taught by: Michael Chiappini
Activity: Online Course
1.0 Course Unit
Notes: Program fee of $175 for On Campus Learning Experience for those enrolled in the HYBRID sections of the course. The HYBRID sections of PROW 100 are open to admitted BAAS students only. Those sections which are NOT HYBRID are open to PENN LPS Online certificate students, BAAS students, Gateway students, and other coursetakers. Please check with your advisor if you have questions.

PROW 101 Fundamentals of Academic Reading and Writing
This course focuses on the fundamentals of academic writing and is designed to accommodate differing levels of expertise, from undergraduates who are new to academic writing, to those who are returning to college to complete their degrees and need a refresher, and to those who work with academic writers or are engaged in professional academic writing and seek individualized guidance and feedback. The course will introduce participants to the key knowledge domains in academic writing, including a review of academic genres. We will explore planning, reading, and research writing strategies, modes of academic reasoning and rhetoric; writing in the disciplines; context-specific writing processes; collaborative writing, and giving, receiving, and revising in response to professional-style peer review. All students will receive individualized feedback from the instructor as well as peer reviews from colleagues as a means of applying and accelerating skills by working with diverse readers and writers. Assignments will include readings drawn from different genres across the disciplines; writing assignments will be a mix of short, targeted pieces along with some source-based work.
Activity: Online Course
1.0 Course Unit

PROW 200 Writing with Data
TBA
Taught by: Dana Walker
Activity: Online Course
1.0 Course Unit

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PROW 201 Presentation Design
This class focuses on how to build powerful, persuasive presentations as well as to provide advanced insight and practice in the fundamentals of professional writing. We study the genre of presentations to familiarize you with major applications—PowerPoint, Keynote, and Google Slides—as well as basic presentation formats, including live group delivery; pre-recorded narration (for asynchronous presentations); and the recent trend of slides used on corporate and other websites to provide more detailed information about the organization or its products. We also explore different presentation subgenres, such as the Ted Talk, lightning talks, and Pecha Kucha (20 slides, 20 seconds each, auto-advance). Throughout, we focus on tailoring your presentation to target audiences and purposes as we explore and practice the design elements of building presentation: space, grids, choice of fonts, images, and animation. Finally and most importantly, we work on building a powerful message, teaching you how to develop ideas and translate content into a deck that exemplifies your understanding of information hierarchies and human cognition with the goal of engaging, informing, and persuading your audience.
Taught by: n/a
Activity: Online Course
1.0 Course Unit

PROW 301 The Power of Storytelling
From business and science to medicine and nonprofit organizations, storytelling is increasingly recognized as one of the strongest tools of communication and persuasion. This course introduces students to the use and art of storytelling, also known as narrative studies. Students review storytelling in academic and professional communities as both a research tool for gathering information about particular communities or types of individuals, and as an effective rhetorical strategy for generating emotional appeal and action, and brand identity. They also explore storytelling as a compelling means of conveying complex and memorable information. This course explores how storytelling may be variously used for inquiry, evidence gathering and persuasion. Lessons are reinforced through the examination of business anecdotes, case studies, narrative medicine, biographical notes, personal statements, and cover letters.
Activity: Online Course
1.0 Course Unit

PROW 400 Writing for Social Media
This course explores the use of social media campaigns for building organizational or brand identities for audiences including customers, interest groups and followers on Facebook, Twitter, and Instagram. We look at how to use social media to create coherent messaging, build a reputation and cultivate reader loyalty. We also explore how readers and designers approach multimedia texts as complex entities that bring together language, image, sound, and gesture to produce a coherent message. With its multiple modalities—visual, aural, and somatic—social media makes different types of demands of its creators and its audiences than those imposed by conventional top-down, left-to-right texts that one encounters in books, essays or letters, requiring an expanded understanding of rhetorical strategies and contexts. By the end of the course, students will have multipurpose portfolio of social content to show employers, colleagues, or clients.
Taught by: Matthew Osborn
Activity: Online Course
1.0 Course Unit

PROW 401 Composing a Professional Identity
This course is intended for those who would like to focus on building their individual professional identity for job searches as well as professional recognition and advancement. The course will examine how professional identities are constructed and networked across different media within professional communities of practice. Our particular focus will be on the primary discourse communities, genres, and media involved in professional identity construction, including cover letters, resumes, LinkedIn profiles, and web-portfolios; we will also touch upon the role of other social media in creating a professional identity. The course will support students in developing rhetorical fluency with regard to job searches and career advancement, including identifying and researching potential employers, networking, and cultivating mentors. This writing-intensive course will be a combination of theory, acquired through a series of readings and analysis, and practice, implemented through hands-on guided writing exercises, peer and professor feedback, and reflection. By the end of the course, students will have developed a professional profile, including a foundational cover letter and resume, a LinkedIn profile, and a web-portfolio (whether published or not will be up to the individual student).
Taught by: Stacy Kastner
Activity: Online Course
1.0 Course Unit

Psychology (PSYC)

PSYC 001 Introduction to Experimental Psychology
This course provides an introduction to the basic topics of psychology including our three major areas of distribution: the biological basis of behavior, the cognitive basis of behavior, and individual and group bases of behavior. Topics include, but are not limited to, neuropsychology, learning, cognition, development, disorder, personality, and social psychology.
For BA Students: Living World Sector
One-term course offered either term
Activity: Lecture
1.0 Course Unit

PSYC 005 Grit Lab: The Science and Practice of Passion and Perseverance
The aims of Grit Lab are two-fold: (1) equip you with generalizable knowledge about the science of passion and perseverance (2) to help you apply these insights to your own life. At the heart of this course are cutting-edge scientific discoveries about how to foster passion and perseverance for long-term goals. As in any undergraduate course, you will have an opportunity to learn from current research. But unlike most courses, Grit Lab encourages you to apply these ideas to your own life and reflect on your experience.
Taught by: Duckworth
Course usually offered in fall term
Also Offered As: OIDD 005
Activity: Lecture
1.0 Course Unit

Notes: There are no prerequisites to Grit Lab, and it is open to all enrolled undergraduate students. However, admittance does require completing an online, written application, which must be completed by the end of the day on April 22, 2020. Use the link after ‘Additional Course Information,’ above. Since enrollment is by application only, accepted applicants will be administratively registered. No need to submit and advance registration request.
PSYC 006 The Pursuit of Happiness
What is happiness? Can it be successfully pursued? If so, what are the best ways of doing so? This interactive course will consider various ways of answering these questions by exploring theoretical, scientific, and practical perspectives on flourishing, thriving, and wellness. We will discuss approaches to happiness from the humanities and the sciences and then try them out to see how they might help us increase our own well-being and that of the communities in which we live.
Taught by: Pawelski
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

PSYC 097 Psych Abroad
Psych Abroad
Taught by: TBD
One-term course offered either term
Activity: Lecture
1.0 Course Unit

PSYC 109 Introduction to Brain and Behavior
Introduction to the structure and function of the vertebrate nervous system, including the physiological bases of sensory activity, perception, drive, motor control and higher mental processes. The course is intended for students interested in the neurobiology of behavior. Familiarity with elementary physics and chemistry will be helpful.
For BA Students: Living World Sector
One-term course offered either term
Also Offered As: BIBB 109, BIOL 109
Activity: Lecture
1.0 Course Unit

PSYC 111 Perception
How the individual acquires and is guided by knowledge about objects and events in their environment.
One-term course offered either term
Also Offered As: VLST 211
Prerequisite: PSYC 001 OR COGS 001
Activity: Lecture
1.0 Course Unit

PSYC 127 Physiology of Motivated Behaviors
This course focuses on evaluating the experiments that have sought to establish links between brain structure (the activity of specific brain circuits) and behavioral function (the control of particular motivated and emotional behaviors). Students are exposed to concepts from regulatory physiology, systems neuroscience, pharmacology, and endocrinology and read textbook as well as original source materials. The course focuses on the following behaviors: feeding, sex, fear, anxiety, the appetite for salt, and food aversion. The course also considers the neurochemical control of responses with an eye towards evaluating the development of drug treatments for: obesity, anorexia/cachexia, vomiting, sexual dysfunction, anxiety disorders, and depression.
Taught by: Grill
One-term course offered either term
Also Offered As: BIBB 227
Prerequisite: PSYC 001
Activity: Lecture
1.0 Course Unit

PSYC 149 Cognitive Neuroscience
The study of the neural systems that underlie human perception, memory and language; and of the pathological syndromes that result from damage to these systems.
Taught by: Epstein or Mackey
One-term course offered either term
Also Offered As: BIBB 249
Prerequisite: PSYC 001 OR COGS 001
Activity: Lecture
1.0 Course Unit

PSYC 151 Language and Thought
This course describes current theorizing on how the human mind achieves high-level cognitive processes such as using language, thinking, and reasoning. The course discusses issues such as whether the language ability is unique to humans, whether there is a critical period to the acquisition of a language, the nature of conceptual knowledge, how people perform deductive reasoning and induction, and how linguistic and conceptual knowledge interact.
Taught by: Trueswell
One-term course offered either term
Also Offered As: LING 151
Prerequisite: PSYC 001 OR PSYC 207 OR COGS 001 OR LING 105
Activity: Lecture
1.0 Course Unit

PSYC 159 Memory
This course presents an integrative treatment of the cognitive and neural processes involved in learning and memory, primarily in humans. We will survey the major findings and theories on how the brain gives rise to different kinds of memory, considering evidence from behavioral experiments, neuroscientific experiments, and computational models.
Taught by: Schapiro
Also Offered As: BIBB 159
Activity: Lecture
1.0 Course Unit

PSYC 160 Personality and Individual Differences
This course provides an introduction to the psychology of personality and individual differences. Many psychology courses focus on the mind or brain; in contrast to those approaches of studying people in general, the focus in this course is on the question ‘How are people different from each other?’ It will highlight research that take a multidimensional approach to individual differences and attempts to integrate across the biological, cognitive-experimental, and social-cultural influences on personality.
One-term course offered either term
Prerequisite: PSYC 001
Activity: Lecture
1.0 Course Unit

PSYC 162 Abnormal Psychology
The concepts of normality, abnormality, and psychopathology; symptom syndromes; theory and research in psychopathology and psychotherapy.
Taught by: Ruscio
One-term course offered either term
Prerequisite: PSYC 001
Activity: Lecture
1.0 Course Unit
PSYC 170 Social Psychology
An overview of theories and research across the range of social behavior from intra-individual to the group level including the effects of culture, social environment, and groups on social interaction.
For BA Students: Society Sector
One-term course offered either term
Prerequisite: PSYC 001
Activity: Lecture
1.0 Course Unit

PSYC 181 Intro to Developmental Psychology
The goal of this course is to introduce both Psychology majors and non-majors majors to the field of Developmental Psychology. Developmental Psychology is a diverse field that studies the changes that occur with age and experience and how we can explain these changes. The field encompasses changes in physical growth, perceptual systems, cognitive systems, social interactions and and much more. We will study the development of perception, cognition, language, academic achievement, emotion regulation, personality, moral reasoning, and attachment. We will review theories of development and ask how these theories explain experimental findings. While the focus is on human development, when relevant, research with animals will be used as a basis for comparison.
Taught by: Brannon
One-term course offered either term
Prerequisite: PSYC 001
Activity: Lecture
1.0 Course Unit

PSYC 207 Introduction to Cognitive Science
How do minds work? This course surveys a wide range of answers to this question from disciplines ranging from philosophy to neuroscience. The course devotes special attention to the use of simple computational and mathematical models. Topics include perception, learning, memory, decision making, emotion and consciousness. The course shows how the different views from the parent disciplines interact and identifies some common themes among the theories that have been proposed. The course pays particular attention to the distinctive role of computation in such theories and provides an introduction to some of the main directions of current research in the field. It is a requirement for the BA in Cognitive Science, the BAS in Computer and Cognitive Science, and the minor in Cognitive Science, and it is recommended for students taking the dual degree in Computer and Cognitive Science.
Course usually offered in fall term
Also Offered As: CIS 140, COGS 001, LING 105, PHIL 044
Activity: Lecture
1.0 Course Unit
Notes: This counts as a Formal Reasoning course for College students.

PSYC 210 Functional Neuroanatomy Laboratory
A laboratory course designed to familiarize the student with the fundamental gross and histological organization of the brain. The mammalian brain will be dissected and its microscopic anatomy examined using standard slide sets. Comparative brain material will be introduced, where appropriate, to demonstrate basic structural-functional correlations.
Taught by: McLean
One-term course offered either term
Also Offered As: BIBB 310
Prerequisite: BIBB 109
Activity: Laboratory
1.0 Course Unit

PSYC 217 Visual Neuroscience
An introduction to the scientific study of vision, with an emphasis on the biological substrate and its relation to behavior. Topics will typically include physiological optics, transduction of light, visual thresholds, color vision, anatomy and physiology of the visual pathways, and the cognitive neuroscience of vision.
Taught by: Stocker
Course usually offered in spring term
Also Offered As: BIBB 217, VLST 217
Prerequisite: PSYC 109
Activity: Lecture
1.0 Course Unit

PSYC 225 Drugs, Brain, and Mind
The course will begin with a review of basic concepts in pharmacology including: routes of drug administration, drug metabolism, the dose response curve, tolerance and sensitization. Following a brief overview of cellular foundations of neuropharmacology (neuronal biology, synaptic and receptor function), the course will focus on several neurotransmitter systems and the molecular and behavioral mechanisms mediating the mind-altering, addictive and neuropsychiatric disorders, including depression, schizophrenia, and anxiety with an emphasis on their underlying neurobiological causes, as well as the pharmacological approaches for treatment.
Taught by: Kane
Course usually offered in fall term
Also Offered As: BIBB 270
Prerequisite: BIBB 109 OR PSYC 109
Activity: Lecture
1.0 Course Unit

PSYC 231 Evolution of Behavior: Animal Behavior
The evolution of social behavior in animals, with special emphasis on group formation, cooperation among kin, mating systems, territoriality and communication.
Course not offered every year
Also Offered As: BIBB 231, BIOL 231
Prerequisite: BIOL 102 OR BIOL 121 OR PSYC 001
Activity: Lecture
1.0 Course Unit

PSYC 233 Neuroethology
In course, students will learn how neurobiologists study the relationship between neural circuitry and behavior. Behaviors such as bat echolocation, birdsong, insect olfaction, spatial navigation, eye movement and others will be used to explore fundamental principles of brain function that include brain oscillations, population codes, efference copy, sensorimotor maps and sleep replay. The course will also discuss the various methodologies that are used to address these questions. The reading material will be derived mostly from the primary literature.
Taught by: McLean
Course usually offered in spring term
Also Offered As: BIBB 233
Prerequisite: BIBB 109
Activity: Lecture
1.0 Course Unit

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**PSYC 235 Psychology of Language**
This course describes the nature of human language, how it is used to speak and comprehend, and how it is learned. The course raises and discusses issues such as whether language ability is innate and unique to humans, whether there is a critical period for the acquisition of a language, and how linguistic and conceptual knowledge interact.
Taught by: Dahan
One-term course offered either term
Prerequisite: PSYC 151 OR LING 001
Activity: Lecture
1.0 Course Unit

**PSYC 239 Neuroendocrinology**
This course is designed to examine the various roles played by the nervous and endocrine systems in controlling both physiological processes and behavior. First, the course will build a foundation in the concepts of neural and endocrine system function. Then, we will discuss how these mechanisms form the biological underpinnings of various behaviors and their relevant physiological correlates. We will focus on sexual and parental behaviors, stress, metabolism, neuroendocrine-immune interactions, and mental health.
Taught by: Flanagan-Cato
One-term course offered either term
Also Offered As: BIBB 260
Prerequisite: BIBB 109
Activity: Lecture
1.0 Course Unit

**PSYC 247 Neuroscience and Society**
Cognitive, social, and affective neuroscience have made tremendous progress in the last two decades. As this progress continues, neuroscience is becoming increasingly relevant to all of the real-world endeavors that require understanding, predicting, and changing human behavior. In this course we will examine the ways in which neuroscience is being applied in law, criminal justice, national defense, education, economics, business, and other sectors of society. For each application area we will briefly review those aspects of neuroscience that are most relevant, and then study the application in more detail.
Taught by: Gerstein
One-term course offered either term
Prerequisite: PSYC 109 OR PSYC 149
Activity: Lecture
1.0 Course Unit

**PSYC 253 Judgment and Decisions**
Thinking, judgment, and personal and societal decision making, with emphasis on fallacies and biases. Prerequisite: One semester of Statistics or Microeconomics.
One-term course offered either term
Also Offered As: PPE 153
Activity: Lecture
1.0 Course Unit

**PSYC 255 Behavioral Economics and Psychology**
Our understanding of markets, governments, and societies rests on our understanding of choice behavior, and the psychological forces that govern it. This course will introduce you to the study of choice, and will examine in detail what we know about how people make choices, and how we can influence these choices. It will utilize insights from psychology and economics, and will apply these insights to domains including risky decision making, intertemporal decision making, and social decision making.
Taught by: Bhatia
Course usually offered in fall term
Also Offered As: PPE 313
Prerequisite: ECON 001
Activity: Lecture
1.0 Course Unit

**PSYC 266 Introduction to Positive Psychology**
An introduction to the study of positive emotions, positive character traits, and positive institutions. The positive emotions consist of emotions about the past (e.g., serenity, satisfaction, pride), about the future (e.g., hope, optimism, faith), and emotions about the present (pleasure and gratification). The distinction among the pleasant life, the good life, and the meaningful life is drawn. The positive traits include wisdom, courage, humanity, justice, temperance, and spirituality, and the classification of these virtues is explored. The positive institutions are exemplified by extended families, free press, humane leadership, and representative government.
Course usually offered in spring term
Prerequisite: PSYC 001
Activity: Lecture
1.0 Course Unit

**PSYC 272 Evolutionary Psychology**
This course introduces the field of evolutionary psychology, which is an approach to the study of human behavior. We will consider the theoretical underpinnings of the field, including evolutionary theory, development, kinship, and adaptations for social life, and will sample some of the recent empirical contributions to this growing area.
One-term course offered either term
Prerequisite: PSYC 001
Activity: Lecture
1.0 Course Unit

**PSYC 273 Neuroeconomics**
This course will introduce students to neuroeconomics, a field of research that combines economic, psychological, and neuroscientific approaches to study decision-making. The course will focus on our current understanding of how our brains give rise to decisions, and how this knowledge might be used to constrain or advance economic and psychological theories of decision-making. Topics covered will include how individuals make decisions under conditions of uncertainty, how groups of individuals decide to cooperate or compete, and how decisions are shaped by social context, memories, and past experience.
Taught by: Kable
Course not offered every year
Also Offered As: BIBB 273
Activity: Lecture
1.0 Course Unit
PSYC 275 Introduction to Political Psychology
This course will explore psychological approaches to understanding political beliefs, attitudes, and actions at the levels of both individual citizens and national leaders. It will also explore the possibility that psychological science itself is not immune to the political debates swirling around it. Specific topics will include: the workings of belief systems (and their power to shape what we 'see'), cognitive biases (and their power to cause miscalculations), sacred values and their role in stabilizing belief systems and social interaction, personality and ideology (the linkages between the personal and the political), and clashing conceptions of morality and distributive and corrective justice (striking variations among people in what they consider to be fair). We shall also explore some topics that have sparked controversy in the psychological research literature and that tend to polarize opinion along political lines, including work on intelligence and unconscious bias. Prerequisite: Note: Students who are more interested in business-related issues may want Wharton 276x which is a modified version of this course specifically for Wharton undergraduates.
Taught by: Tetlock
One-term course offered either term
Also Offered As: PPE 275
Prerequisite: PSYC 001 OR COGS 001
Activity: Lecture
1.0 Course Unit
Notes: NOTE: Students who are more interested in business-related issues may want Wharton 276x which is a modified version of this course specifically for Wharton undergraduates.

PSYC 280 Developmental Psychology: Social and Emotional Development
This course will cover theory and research related to the development of attachment, emotional regulation, peer and intimate relationships, personality, moral reasoning, and emotional and behavioral disorders. The course will emphasize the degree to which family, peer, and community contexts influence development from infancy into adulthood. Efforts will be made to integrate biological and environmental accounts of development across the lifespan.
One-term course offered either term
Prerequisite: PSYC 001
Activity: Lecture
1.0 Course Unit

PSYC 281 Cognitive Development
What infants and young children come to know about the world, and how they learn it. Topics will include changes in children's thinking, perceptual development, language acquisition, and current theories of cognitive development.
Taught by: Swingley
One-term course offered either term
Prerequisite: PSYC 001 OR COGS 001
Activity: Lecture
1.0 Course Unit

PSYC 311 Research Experience in Perception
In this research course, students will begin by first replicating earlier experiments to measure human visual memory capacity. After several class discussions to discuss ideas, each student will design and conduct their own experiment to further investigate visual and/or familiarity memory. Prerequisite: One semester of Statistics, and one of the following: PSYC 111 or 149 or 151 or 217, or permission of instructor.
Taught by: Rust
One-term course offered either term
Also Offered As: VLST 212
Activity: Seminar
1.0 Course Unit
Notes: Dept permission required. Undergraduates only.

PSYC 351 Research Experience in Cognitive Psychology
Students will work in small groups to develop, empirically test, and report on a research question in the field of cognitive psychology. Through this process, students will learn how to conduct and report a psychological study, including the appropriate statistical tests. Class discussions will help students craft their projects, and in-class presentations will provide the opportunity to develop and refine presentation skills. Psychology majors only. Class size is limited to 16 students. Prerequisite: One semester of statistics.
Taught by: Weisberg
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: Dept permission required. Psych majors only.

PSYC 362 Research Experience in Abnormal Psychology
Prerequisite: PSYC 362, 301 is a two-semester course starting in the Fall. Class size limited to 8 students.
Taught by: Dr. Melissa Hunt
Activity: Seminar
1.0 Course Unit

PSYC 370 Research Experience in Social Psychology
In this course students will work in small groups to develop, empirically test, and report on a research question within one of the domains of social psychology. Depending on the nature of the project, students will employ survey, experimental, or observational research methodology, and learn how to conduct and report the appropriate statistical tests with Excel and/or SPSS (typically, correlations, t-tests, ANOVA and ANCOVA, multiple regression, factor analysis, and measures of reliability). Class discussions will help students craft their projects, and in-class presentations will provide the opportunity to develop and refine presentation skills. Psychology majors only. Class size is limited to 12 students. Prerequisite: PSYC 170 and one semester of statistics is required.
Taught by: Royzman
Activity: Seminar
1.0 Course Unit
Notes: Dept permission required. Psychology majors only.

PSYC 380 Research Exp Develop Psy
Activity: Seminar
1.0 Course Unit
PSYC 399 Individual Empirical Research
Individual research involving data collection. Students do independent empirical work under the supervision of a faculty member, leading to a written paper. Normally taken in the junior or senior year.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
Notes: Dept permission required

PSYC 400 Senior Honors Seminar in Psychology
Open to senior honors candidates in psychology. A two-semester sequence supporting the preparation of an honors thesis in psychology. Students will present their work in progress and develop skills in written and oral communication of scientific ideas. Prerequisite: Acceptance into the Honors Program in Psychology.
Taught by: Thompson-Schill
Activity: Seminar
0.5 Course Units
Notes: Dept permission required

PSYC 421 Neurobiology of Learning and Memory
This course focuses on the current state of our knowledge about the neurobiological basis of learning and memory. A combination of lectures and students seminars will explore the molecular and cellular basis of learning invertebrates and vertebrates from a behavioral and neural perspective.
Taught by: Gerstein
Course usually offered in fall term
Also Offered As: BIBB 442, BIOL 442, NGG 575
Prerequisite: BIBB 251 OR BIOL 251
Activity: Seminar
1.0 Course Unit

PSYC 429 Big Data, Memory, and the Human Brain
Advances in brain recording methods over the last decade have generated vastly more brain data than had been collected by neuroscientists during the previous century. To understand the human brain, scientists must now use computational methods that exploit the power of these huge data sets. This course will introduce you to the use of big data analytics in the study of human memory and its neural basis. Through hands-on programming projects, we will analyze multi-terabyte data sets both to replicate existing phenomena and to make new discoveries. Although the course has no formal neuroscience or psychology prerequisites it does require CIS 121 and Python experience. Because of the heavy computing resources required to perform the assignments enrollment is limited to 15 students and there is a required course application. https://forms.gle/CfeogYQm5mwUBk3x7
Taught by: Kahana
Also Offered As: BIBB 429
Prerequisite: CIS 121
Activity: Seminar
1.0 Course Unit
Notes: Instructor permission required. Application form can be found here: <a href="https://forms.gle/CfeogYQm5mwUBk3x7">https://forms.gle/CfeogYQm5mwUBk3x7</a>

PSYC 434 Computational Neuroscience Lab
This course will focus on computational neuroscience from the combined perspective of data collection, data analysis, and computational modeling. These issues will be explored through lectures as well as Matlab-based tutorials and exercises. The course requires no prior knowledge of computer programming and a limited math background, but familiarity with some basic statistical concepts will be assumed. The course is an ideal preparation for students interested in participating in a more independent research experience in one of the labs on campus. For the Spring 2019 semester, the course will focus on the topic of visual memory.
Taught by: Nicole Rust
Course usually offered in spring term
Also Offered As: BIBB 334
Prerequisite: BIBB 109
Activity: Laboratory
1.0 Course Unit

PSYC 435 Psycholinguistics
Taught by: Dahan
Prerequisite: PSYC 151 OR PSYC 235 OR LING 001
Activity: Seminar
1.0 Course Unit

PSYC 439 Neuroendocrinology Seminar
This course is designed to examine the various roles played by the nervous and endocrine systems in controlling both physiological processes and behavior. First, the course will build a foundation in the concepts of neural and endocrine system function. Then, we will discuss how these mechanisms form the biological underpinnings of various behaviors and their relevant physiological correlates. We will focus on sexual and parental behaviors, stress, metabolism, neuroendocrine-immune interactions, and mental health.
Taught by: Flanagan-Cato
One-term course offered either term
Also Offered As: BIBB 460
Prerequisite: PSYC 109
Activity: Seminar
1.0 Course Unit

PSYC 440 Sleep and Sleep Disorders
This class will provide an introduction to sleep and sleep disorders, focusing on current research in the field. Students will learn about the neurobiology of sleep/wake regulation, the relationship between sleep and memory and how sleep is related to physical and mental health. Sleep disorders, including sleep apnea, insomnia, and narcolepsy will be covered in terms of pathophysiology, assessment and treatment.
Taught by: Gehrmann
Course usually offered summer term only
Prerequisite: PSYC 001
Activity: Online Course
1.0 Course Unit
PSYC 447 Neurological Insights into Cognition and Behavior
Our modern understanding of the brain began with very humble foundations. Long before transgenic mice, MRI scans, and neuronal recordings, most knowledge about brain function was based on clinical observations of human patients with neurological lesions. This advanced seminar will focus on the cognitive neuroscience of perception, emotion, language, and behavior – through the unique perspective of real-life patients – to illustrate fundamental concepts of brain function. Tuesday classes will explore different cognitive neuroscience topics through student presentations and discussion. Thursday classes will involve observing medical history taking and examination of a patient with cognitive deficits pertinent to the Tuesday topic, with opportunity for students to interact with the patient. Pre-requisites: Instructor permission required and PSYC 109/BIBB 109.

Taught by: Gottfried
One-term course offered either term
Prerequisite: PSYC 109
Activity: Seminar
1.0 Course Unit
Notes: Juniors and Seniors only. Permission of instructor required. Must submit a statement (up to 300 words) describing your interest in taking this seminar.

PSYC 449 Seminar in Cognitive Neuroscience
Topics vary each semester. PSYC 449 (Gerstein) Neuroscience for Policymakers: This seminar will provide an overview of the neuroscience behind some of the most relevant issues in public health policy today. We will examine the primary scientific literature as well as delve into lay articles about the science and policy surrounding each issue. /PSYC 449 (Epstein) Consciousness: Consciousness is our subjective experience of the world, including both perceptions and felt internal states. In this seminar, we will explore the the burgeoning scientific literature on the neural basis of consciousness. We will focus in particular on three topics: What are the neural systems underlying visual awareness? What are the mechanisms that control the progression of conscious contents to create our stream of thought? What is the relationship between consciousness and behavior? /PSYC 449 (Jenkins) The Social Brain: This seminar examines the cognitive and neural mechanisms that enable humans to predict and understand people’s behavior. We will be propelled throughout the course by fundamental questions about the human social brain. For example, why are humans so social? Does the human brain have specialized processes for social thought? Consideration of these questions will involve advanced treatment of a range of topics. Pre-requisite: PSYC 449, 601 are LPS courses. PSYC 449, 301, 303 are Psych Department courses.

Prerequisite: PSYC 149
Activity: Seminar
1.0 Course Unit
Notes: PSYC 449-601 is an LPS course. PSYC 449-301, 302 and -303 are Psych Dept. cour

PSYC 453 Seminar in Decision Making: Judgment and Decisions
This seminar will be a series of engaging discussions on a variety of topics that are important to the field of behavioral decision theory. We’ll cover issues such as constructed preferences, loss aversion, nudging, emotions, well-being, other-oriented decisions, intuitive predictions, unethical choices, and more. Students will be asked to present papers and generate ideas for potential research projects each week. Grades will be based on class contributions and a paper that is either a literature review or a careful and detailed proposal for a research project.

Taught by: Mellors
One-term course offered either term
Prerequisite: PSYC 253 OR PSYC 265
Activity: Seminar
1.0 Course Unit
Notes: Undergraduates only.

PSYC 462 Seminar in Abnormal Psychology
Topics vary each semester.
Prerequisite: PSYC 162
Activity: Seminar
1.0 Course Unit
Notes: Undergraduates only. 462-601 is an LPS course.

PSYC 466 Seminar in Positive Psychology
This intensive, discussion-based seminar focuses on the key research that has shaped Positive Psychology. This seminar will equip students with useful insight and critical analysis about Positive Psychology by emphasizing scientific literacy. The workload for this seminar requires intensive reading. To excel in this seminar, students must be willing to enthusiastically read, dissect, and critique ideas within Positive Psychology. This requires students to articulate various ideas in verbal and written form.

Taught by: Connolly
Course not offered every year
Activity: Seminar
1.0 Course Unit

PSYC 470 Seminar in Social Psychology
Topics vary each semester.
One-term course offered either term
Prerequisite: PSYC 170
Activity: Seminar
1.0 Course Unit
Notes: Undergraduates only.

PSYC 472 Behavioral Biology of Women
A course that explores female behavior focusing on evolutionary, physiological, and biosocial aspects of women’s lives from puberty, through reproductive processes such as pregnancy, birth, lactation to menopause and old age. Examples are drawn from traditional and modern societies and data from nonhuman primates are also considered.

Taught by: Apicella
One-term course offered either term
Prerequisite: PSYC 272 OR BIOL 102 OR ANTH 104 OR ANTH 143
Activity: Seminar
1.0 Course Unit
PSYC 473 Neuroeconomics
This course will review recent research that combines psychological, economic and neuroscientific approaches to study human and animal decision-making. A particular focus will be on how evidence about the neural processes associated with choices might be used to constrain economic and psychological theories of decision-making. Topics covered will include decisions involving risk and uncertainty, reinforcement learning, strategic interactions and games, and social preferences.
Taught by: Joseph Kable
One-term course offered either term
Also Offered As: BIBB 473, NGG 706
Prerequisite: PSYC 149 OR PSYC 253 OR PSYC 265
Activity: Seminar
1.0 Course Unit

PSYC 474 PSYC 474-301: Being Human; PSYC 474-601: Cultural Psychology
Prerequisite: Undergraduates only. PSYC 474 and 601 are LPS courses.
Taught by: Platt (PSYC 474-301); Abiola (PSYC 474-601)
Prerequisite: PSYC 001
Activity: Seminar
1.0 Course Unit

PSYC 478 Capstone: Social Psychology
Social psychology explores how an individual's judgements and behaviors can be influences or determined by others and their social context. Prerequisite: As a PPE Capstone, this is an integrative senior seminar (open to others by departmental permission).
Taught by: Royzman
Course not offered every year
Also Offered As: PPE 477
Activity: Seminar
1.0 Course Unit

PSYC 479 Neural Systems and Behavior
This advanced course will investigate neural processing at the systems level. Principles of how brains encode information will be explored in both sensory (e.g. visual, auditory, olfactory, etc.) and motor systems. Neural encoding strategies will be discussed in relation to the specific behavioral needs of the animal. Examples will be drawn from a variety of different model systems.
Taught by: Medina/Schmidt
Course usually offered in spring term
Also Offered As: BIBB 479, BIOL 451
Prerequisite: BIOL 251 OR BIBB 251
Activity: Lecture
1.0 Course Unit

PSYC 480 Seminar in Developmental Psychology
PSYC 480-301 (Brannon): The field of educational neuroscience is an emerging field with the goal of joining knowledge gained from the disciplines of neuroscience, cognitive science, developmental psychology, and education. This interdisciplinary course will focus on how scientific exploration of the mind and brain can inform educational practices. PSYC 480-302 (Connolly): This advanced discussion-based seminar will focus on approaches to success in domains of modern life such as social living and academia. The first portion of this seminar will be a psychology book club where we read various books written by psychology researchers. This will contribute to an ongoing discussion about scientific communication, and the presentation of psychological research to various audiences. From there, students will focus on a specific area of interest, and write a literature review based on contemporary empirical research critiquing their given topic. Students must understand the workload for this seminar requires intensive reading culminating in a large written assignment.
Taught by: Weisberg, Brannon, or Connolly
Prerequisite: PSYC 001
Activity: Seminar
1.0 Course Unit
Notes: Undergraduates only.

PSYC 482 Inside the Criminal Mind
This seminar explores the development of antisocial behavior including psychopathy, aggression, and violence. At its core, this course examines what increases the risk that children will develop behavior problems and go onto more chronic and extreme forms of violence and psychopathic personality that results in harm to others. We will examine psychiatric diagnoses associated with these antisocial behaviors in both childhood and adulthood and how they link to other relevant forms of psychopathology (e.g., substance use, ADHD). We will explore research elucidating the neural correlates of these behaviors, potential genetic mechanisms underlying these behaviors, and the environments that increase risk for these behaviors. Thus, there will be a focus on neurobiology and genetics approaches to psychiatric outcomes, as well as a social science approach to understanding these harmful behaviors, all while considering development across time. We will also consider ethical and moral implications of this research.
Taught by: Waller
Prerequisite: PSYC 162 AND PSYC 181
Activity: Seminar
1.0 Course Unit
Notes: Undergraduates only.
PSYC 490 The Science of Behavior Change
The objective of this 14-week discussion-based seminar for advanced undergraduates is to expose students to cutting-edge research from psychology and economics on the most effective strategies for changing behavior sustainably and for the better (e.g., promoting healthier eating and exercise, encouraging better study habits, and increasing savings rates). The weekly readings cover classic and current research in this area. The target audience for this course is advanced undergraduate students interested in behavioral science research and particularly those hoping to learn about using social science to change behavior for good. Although there are no pre-requisites for this class, it is well-suited to students who have taken (and enjoyed) courses like OIDD 290: Decision Processes, PPE 203/PSYC 265: Behavioral Economics and Psychology, and MKTG 266: Marketing for Social Impact and are interested in taking a deeper dive into the academic research related to promoting behavior change for good. Instructor permission is required to enroll in this course. Please complete the application if interested in registering for this seminar: http://bit.ly/bcfg-class-2020. The application deadline is July 31, 2020. Prerequisite: Permission of instructor required.
Taught by: Katherine Milkman and Angela Duckworth
One-term course offered either term
Also Offered As: OIDD 490
Activity: Seminar
1.0 Course Unit
Notes: Undergraduates only. Please complete the application form via the link in the 'Additional Course Information' above to be considered for admission.

PSYC 492 Social Cognition
Activity: Seminar
1.0 Course Unit

PSYC 511 Prob Models of Perception
Activity: Lecture
1.0 Course Unit

PSYC 521 Judgment & Decisions
Activity: Seminar
1.0 Course Unit

PSYC 525 Controversies in Psychology and Neuroscience
In this seminar, we will discuss several recent controversies in psychology and neuroscience, for example: ‘p-hacking,’ replicability, methodological terrorists, neural activity in dead salmon and failures to control the false positive rate in neuroimaging, ‘voodoo correlations’ and double dipping, whether Tic-Tacs can improve self-control and whether reading ‘old’ makes you walk slower. Our goal is not just to engender ennui and/or schadenfreude, but also to ask what we can learn from these discussions about how to do science in the most rigorous, reproducible manner possible.
Activity: Seminar
1.0 Course Unit

PSYC 539 Theoretical and Computational Neuroscience
This course will develop theoretical and computational approaches to structural and functional organization in the brain. The course will cover: (i) the basic biophysics of neural responses, (ii) neural coding and decoding with an emphasis on sensory systems, (iii) approaches to the study of networks of neurons, (iv) models of adaptation, learning and memory, (v) models of decision making, and (vi) ideas that address why the brain is organized the way that it is. The course will be appropriate for advanced undergraduates and beginning graduate students. A knowledge of multi-variable calculus, linear algebra and differential equations is required (except by permission of the instructor). Prior exposure to neuroscience and/or Matlab programming will be helpful.
Taught by: Vijay Balasubramanian
Course usually offered in spring term
Also Offered As: BE 530, BIBB 585, NGG 594, PHYS 585
Activity: Lecture
1.0 Course Unit

PSYC 541 Sleep and Memory
Why do we sleep? This question has puzzled scientists for centuries, but one reason emerging from research in the area is that sleep is critical for forming, retaining, and transforming our memories over time. This seminar explores human and animal research in psychology and neuroscience that has shed light on how sleep carries out these functions. Topics will include the different stages of sleep and their roles in memory consolidation, the neural systems involved in representing memory at different timescales, and the role of dreams in processing memories.
Activity: Seminar
1.0 Course Unit

PSYC 547 Foundations of Social, Cognitive, and Affective Neuroscience
Activity: Lecture
1.0 Course Unit
PSYC 549 A Neuroscience Perspective of Artificial Intelligence
This seminar course asks what would be required to achieve Strong Artificial Intelligence, also referred to as Artificial General Intelligence (AGI), in light of what we know about the emergence of life and mind in the universe. Specifically, we will consider the question whether it is possible for machines to become self-aware by asking what Natural Intelligence is, and considering what it implies about whether and how AGI can be achieved. To grapple with this question, in Part I of the course we will examine what is known about the emergence of Natural Intelligence in the universe. This study includes the phenomena of: (1a) Abiogenesis, (1b) The Universal Role of Entropy and Information Evolution, (1c) Signal Transduction, intracellular signaling, and Mechanism of Stimulus-Response Coupling in Unicellular Organisms; (2a) The Evolution of the Metazoa during the Cambrian Explosion, (2b) The Consequences of Motility and Predator - Prey Dynamics in the Metazoa for the Evolution of Complex Nervous Systems and Behaviors; (3a) The Implications of Invertebrate Navigation by Dead Reckoning for Understanding Insect Behavior, (3b) Insect Behavior in Relation to Robotics; (4a) Origin of the Vertebrates and the Evolution of the Vertebrate Nervous System, (4b) The Mammalian Neocortex; (5) Molecular Mechanisms of Synaptic Plasticity, (6) The Evolution of the Hominins and the Hominin Brain; (7) Higher-Order Thinking and Epistemology, (8a) Meta-awareness as the Foundation of Human Consciousness, (8b) The Fluidity of Mind Embodiment, (8c) Theories and Philosophy of Human Consciousness. (9a) Other Minds: The Atypical Nervous System of the Ctenophore and The Nervous System and Mind of the Octopus, (9b) Animal intelligence. (10a) The History and Trajectory of AI, (10b) Superintelligence, Human Cognitive Fluidity and the Existence of a Global Network of Human Superintelligence.
Taught by: Di Rocco
Prerequisite: PSYC 109 OR PSYC 149
Activity: Seminar
1.0 Course Unit

PSYC 551 Eye Movements in Perception, Language and Cognition
In this course, we examine how the recording of eye movements can provide a moment-by-moment record of perceptual, cognitive and linguistic processes. Four areas of research will be discussed: (1) task-based scene perception; (2) language processing (in both reading and spoken language); (3) category learning, and (4) decision making. In all of these domains, eyetracking research has led to a greater understanding of how attention and information selection supports real-time cognitive processes. Students will have access to eyetracking systems, giving them hands-on experience in designing, running, and analyzing eyetracking experiments. By the end of the semester, students will have collected pilot eyetracking data. Projects will be done individually or within small research teams. Requirements: Weekly readings; class presentations and discussion; and a paper.
Taught by: Trueswell
Course usually offered in fall term
Activity: Hybrid Course
1.0 Course Unit

PSYC 557 Neuroscience, Ethics & Law
How does the neuroscience of human decision-making and emotion impact our understanding of ethics and law? What can neuroscience tell us about why people find actions moral or immoral, worthy of praise or punishment? What, if anything, can it tell us normatively about morality, agency and responsibility? And what other insights might neuroscience offer regarding other morally and legally relevant phenomena such as stereotyping and bias, the causes of antisocial behavior and the detection of deception?
Taught by: Farah
Also Offered As: LAW 557
Activity: Seminar
1.0 Course Unit

PSYC 562 Anxiety Disorders, OCD, and PTSD: Theory, Diagnosis, and Evide
Anxiety disorders are among the most commonly occurring disorders in the United States. This course will provide a theoretical and empirical review of anxiety, obsessive compulsive, and trauma-related disorders. Theoretical approaches will be presented to conceptualize and understand the etiology and development of these disorders. After reviewing diagnosis and relevant theories, the course will review the concept of evidence based practice and how it applies to the treatment of anxiety, obsessive compulsive, and trauma-related disorders. We will then review the general concepts of cognitive behavior therapies with an emphasis on exposure-based therapies. Specifically, the following disorders will be covered: Obsessive Compulsive Disorder, Posttraumatic Stress Disorder, Generalized Anxiety Disorder, Social Anxiety Disorder, Specific Phobias, Panic Disorder.
Taught by: Tyler
Activity: Seminar
1.0 Course Unit

PSYC 573 Seminar in Neuroeconomics
This seminar will review recent research that combines economic, psychological, and neuroscientific approaches to study decision-making. The course will focus on our current state of knowledge regarding the neuroscience of decision-making, and how evidence concerning the neural processes associated with choices might be used to constrain or advance economic and psychological theories of decision-making. Topics covered will include decisions involving risk and uncertainty, decisions that involve learning from experience, decisions in strategic interactions and games, and social preferences.
Taught by: Kable
Course not offered every year
Activity: Seminar
1.0 Course Unit

PSYC 579 Exp Methods Perception
Activity: Lecture
1.0 Course Unit

PSYC 600 Proseminar in General Psychology
Choice of half or full course units each sem. covering a range of subjects and approaches in academic psychology.
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: Dept permission required
PSYC 609 Systems Neuroscience
This course provides an introduction to what is known about how neuronal circuits solve problems for the organism and to current research approaches to this question. Topics include: vision, audition, olfaction, motor systems, plasticity, and oscillations. In addition, the course aims to provide an overview of the structure of the central nervous system. A number of fundamental concepts are also discussed across topics, such as: lateral inhibition, integration, filtering, frames of reference, error signals, adaptation. The course format consists of lectures, discussions, readings of primary literature, supplemented by textbook chapters and review articles.
Taught by: Yale Cohen, Christopher Pierce
Course usually offered in spring term
Also Offered As: NGG 573
Activity: Lecture
1.0 Course Unit
Notes: Fulfills the Brain requirement

PSYC 611 Applied Regression and Analysis of Variance
An applied graduate level course in multiple regression and analysis of variance for students who have completed an undergraduate course in basic statistical methods. Emphasis is on practical methods of data analysis and their interpretation. Covers model building, general linear hypothesis, residual analysis, leverage and influence, one-way anova, two-way anova, factorial anova. Primarily for doctoral students in the managerial, behavioral, social and health sciences. Permission of instructor required to enroll.
Taught by: Rosenbaum
Course usually offered in fall term
Also Offered As: BSTA 550, STAT 500
Activity: Lecture
1.0 Course Unit

PSYC 612 Introduction to Nonparametric Methods and Log-linear Models
An applied graduate level course for students who have completed an undergraduate course in basic statistical methods. Covers two unrelated topics: loglinear and logit models for discrete data and nonparametric methods for nonnormal data. Emphasis is on practical methods of data analysis and their interpretation. Primarily for doctoral students in the managerial, behavioral, social and health sciences. Permission of instructor required to enroll.
Taught by: Rosenbaum
Course usually offered in spring term
Also Offered As: STAT 501
Activity: Lecture
1.0 Course Unit

PSYC 671 Violence: A Clinical Neuroscience Approach
Developed for both Psychology and Criminology graduate students, this interdisciplinary course outlines a clinical neuroscience approach to understanding violence in which the tools of neuroscience-neuroanatomy, neurophysiology, neurocognition, neuroendocrinology, neuropharmacology, molecular and behavioral genetics-are used to help inform the etiology and treatment of violence. Clinical components include psychopathy, proactive and reactive aggression, homicide domestic violence, conduct disorder, oppositional defiant disorder, antisocial personality disorder, crime, and delinquency as well as their comorbid conditions (schizophrenia, drug abuse, hyperactivity). The interaction between social, psychological, and neurobiological processes in predisposing to violence will be highlighted, together with neurodevelopmental perspectives on violence focusing on prospective longitudinal and brain imaging research. Key implications for the criminal justice system, neuroethics, forensics psychology, and intervention will also be outlined.
Taught by: Raine
Course usually offered in fall term
Also Offered As: CRIM 671
Activity: Lecture
1.0 Course Unit
Notes: Graduate students only.

PSYC 675 Language and Cognition
This is a seminar on how language relates to perception and cognition. The seminar pays particular attention to the question of whether and how language might affect (and be affected by) other mental processes, how different languages represent the mental and physical world, and how children acquire language-general and language-specific ways of encoding human experience. The course incorporates cross-linguistic, cognitive and developmental perspectives on a new and rapidly changing research area.
Taught by: Papafragou, Trueswell
Course usually offered in spring term
Also Offered As: LING 675
Activity: Seminar
1.0 Course Unit

PSYC 698 Laboratory Rotation
Lab rotation for psychology grad students.
One-term course offered either term
Activity: Lecture
3.0 Course Units
Notes: Dept permission required. Open only to psychology dept graduate students.

PSYC 699 Individual Research for First-Year Graduate Students
Two terms. student must enter first term.
Activity: Independent Study
3.0 Course Units

PSYC 703 Special Topics in Psychology
One-term course offered either term
Activity: Seminar
1.0 Course Unit
PSYC 704 Research Methods and Statistical Procedures for Social and Clinical Sciences
This course has three primary objectives: 1) developing criteria and strategies for strong inference of causal relationships in social and clinical psychology research; 2) examining the array of research designs employed in the social/clinical sciences together with the threats to internal and external validity associated with each; 3) learning and applying statistical analytical methods appropriate for questions in the social/clinical sciences. The course will employ a seminar format and a project-oriented approach to learning. Students will be encouraged to utilize examples from their own research programs in applying the design and analysis concepts covered in the course.
One-term course offered either term
Activity: Seminar
1.0 Course Unit

PSYC 705 Neuroethics
Neuroscience is increasingly affecting all aspects of human life, from the relatively familiar medical applications in neurology and psychiatry, to new applications in education, business, law, and the military. Today's neuroscience graduate students will be among the scientists, citizens, and policymakers who will lead society through the maze of decisions regarding the appropriate uses of neuroscience. This course provides a survey of the key ethical, legal, and social issues at the intersection of neuroscience and society. It will include a combination of traditional classroom lectures, discussion and debates, as well as an online component coordinated with a course at Wisconsin's Neuroscience and Public Policy program.
Taught by: Farah
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: Dept permission required.

PSYC 709 Special Topics in Clinical Psychology
A developmental approach to the study of psychopathology focuses on how psychological processes from normal to abnormal developmental trajectories. In this seminar we will cover theory, methods, and key constructs in the study of developmental psychopathology. Readings will include seminal empirical papers and chapters.
One-term course offered either term
Activity: Seminar
1.0 Course Unit

PSYC 711 Basic Problems in Developmental II
One-term course offered either term
Activity: Seminar
1.0 Course Unit

PSYC 712 Regression & Anova II
One-term course offered either term
Activity: Seminar
1.0 Course Unit

PSYC 744 Brain Development & Society
Activity: Seminar
1.0 Course Unit

PSYC 745 Special Topics in Cognitive Neuroscience
One-term course offered either term
Activity: Seminar
1.0 Course Unit

PSYC 747 Contemporary Research Issues in Social, Cognitive and Affective Neuroscience
Activity: Seminar
1.0 Course Unit

PSYC 810 Psychodiagnostic Testing
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

PSYC 811 Psychodiagnostic Interviewing
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

PSYC 815 Introductory Practicum
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

PSYC 820 Advanced Practicum
Intensive studies of single individuals including interviews, tests, and experiments; also clinical experience at appropriate community agencies.
One-term course offered either term
Activity: Seminar
1.0 Course Unit

PSYC 999 Individual Study and Research
One-term course offered either term
Activity: Independent Study
0.5 Course Units

Public Health Studies (PUBH)

PUBH 500 Foundations of Public Health
This course will provide a topical overview of the inter-disciplinary field of public health and provides grounding in the public health paradigm. Through a series of lectures and recitation sessions, students will learn about the history of public health and the core public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental health, and policy and management. Other topics include ethics in public health, context analyses (specifically sociographic mapping and urban health), community participation in research, public health promotion, and the prevention of chronic and infectious diseases.
Course usually offered in fall term
Also Offered As: NURS 570
Activity: Lecture
1.0 Course Unit

PUBH 501 Introduction to Biostatistics
Introduction to Biostatistics This course is designed to provide a broad overview of biostatistics methods as well as applications commonly used for public health research. Topics covered include measurement and categorizing variables, use and misuse of descriptive statistics, testing hypotheses, and applying commonly used statistical tests. An emphasis will be placed on the practical application of data to address public health issues, rather than theoretical and mathematical development. Students will learn how to choose and apply statistical tools to data sources, when and how statistical tools can be used to analyze data, and how to interpret others’ quantitative studies. Students will gain experience using online datasets and the STATA statistical software package.
One-term course offered either term
Activity: Lecture
1.0 Course Unit
PUBH 502 Introduction to the Principles and Methods of Epidemiology
This course will provide an introduction to the principles and methods of epidemiology as a research science. The course introduces the student designs applied to human populations, including randomized trials and observational studies (cohort, case-control, cross-sectional, ecological). Homework and in-class assignments focus on building skills in locating, assessing, and synthesizing evidence from the epidemiologic literature, with an emphasis on critical thinking, causal inference, and understanding bias and confounding.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

PUBH 503 Environmental and Occupational Health
This course will provide a broad introduction to the scientific basis of occupational and environmental health. Content will address issues in the ambient, occupational and global environments as well as the tools, concepts and methods used in environmental health.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

PUBH 504 Public Health Theories & Frameworks
This course provides students with a solid foundation in behavioral and social science theory, research, and interventions as they pertain to public health. Content will provide exposure to a broad range of theories, including the theoretical foundations of social science applications for help-seeking, gender, race, ethnicity and social class. These theories will be discussed using examples of their applications to numerous public health problems including HIV/AIDS, violence, cancer, cardiovascular diseases, obesity, and diabetes.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

PUBH 505 Public Health Policy and Administration
This course examines both the historical and current state of health policy in America and integrates these concepts within the context of public health practice. We will examine key concepts in understanding US health care organization, financing and delivery, our current political and economic debate on health care reform, examining the role and management issues of public health departments, and case studies in public health policy and management.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

PUBH 506 Methods for Public Health Practice
This is a course designed around modules whose objective is to provide students with greater familiarity in a range of methods essential to public health practice. The course will be framed around an in-depth capacity and needs assessment and community public health planning in Philadelphia. Topics covered will include data collection and evaluation, both quantitative and qualitative, uses of informatics in public health, analysis of vital statistics, working with communities, methods for developing and facilitating solutions to public health problems, including concepts of advocacy and policy formation and development of interventions. The course demonstrates how core public health competency areas in data analysis and communication provide foundations for applications for both practice and practice-based research.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

PUBH 507 Public Health Law & Ethics
What is best - or, at least, seems best -- for the public’s health is not always consistent with society's view of what is legal, ethical, or good policy. This course introduces key concepts of legal, ethical, and policy analysis and attempts to demonstrate with current examples how these forces empower, guide, and constrain public health decision-making and actions. The course will combine lecture, Socratic dialogue, and group discussion in an informal setting. The course will feature guest lectures by several distinguished experts from Penn and from other universities.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

PUBH 508 Capstone Seminar I
The Capstone is a culminating experience required for graduation in the Master of Public Health Program. In two Capstone seminars, students will have an opportunity to synthesize the knowledge and public health competencies they have developed through their coursework. Capstone students will apply their knowledge and skills to public health problems in a chosen area of interest. They will engage their peers in scholarly discussion, drawing from relevant scientific literature and public health experience in order to begin to develop a common grounding and identity as public health professionals. The Capstone incorporates two semester-long seminars and a research project over the course of the Capstone students will develop, propose, revise, implement, and present their projects. As their projects successfully come to fruition they will also advise their junior colleagues still in the proposal stage.
Two terms. student may enter either term.
Activity: Lecture
1.0 Course Unit

PUBH 509 Capstone Seminar II
This course is the second of two Capstone courses related to the culminating project required for graduation in the Master of Public Health Program. MPH students apply their knowledge and skills to public health problems in a chosen area of interest under the guidance of a Capstone Mentor.
Two terms. student may enter either term.
Activity: Lecture
1.0 Course Unit
PUBH 514 Environmental and Occupational Health Experiences
This course seeks to develop students' ability to analyze and understand environmental and occupational health concepts, and identify and synthesize policy and practice solutions to the world's most pressing environmental and occupational health issues. This course provides an introduction to environmental and occupational health concepts, with a focus on public health policy and practice at the local, state, and federal levels. In-class lecture content includes tools, concepts, and research methods to examine categories of environmental and occupational risks and associated health conditions, and identify and develop solutions. Out-of-class experiences provide the opportunity to learn directly from experts in a variety of related fields, and gain first-hand experience in environmental and occupational health practice.
Activity: Lecture
1.0 Course Unit

PUBH 517 Geography & Public Health
This course will provide an introduction to GIS in public health research and practice. Through a series of lectures and labs students will explore theories linking health and the environment, spatial analysis and spatial epidemiology, and applications of GIS-related data collection and analysis.
Course usually offered in fall term
Also Offered As: EPID 518
Activity: Lecture
1.0 Course Unit

PUBH 519 Issues in Global Health
This course presents an overview of issues in global health from the viewpoint of many different disciplines, with emphasis on economically less developed countries. Subjects include: millennium goals; measures of disease burden; population projections and control; environmental health and safe water; demography of disease and mortality; zoonotic infectious diseases; AIDS and HIV prevention; vaccine utilization and impact; eradication of polio virus; chronic diseases; tobacco-associated disease and its control; nutritional challenges; social determinants of global health; harm reduction and behavioral modifications; women's reproductive rights; health economics and cost-effective interventions; health manpower and capacity development; bioethical issues in a global context. Undergraduates interested in taking this course should contact the program to request a permit; permits are only granted to students who have previously taken HSOC 010-401, and preference is given to juniors and seniors.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

PUBH 521 Program Evaluation in Public Health
There are many public health programs developed to promote change and improve individual and community health. The question most funders and organizations have for public health programs is: Did it work? And how do we know? This course is designed to review the practices of evaluation planning and methods of measurement. Students learn how evaluation can provide practical tools for identifying public health problems, program development, program implementation, including taking a reflective practice approach, ensuring equity and fairness in program delivery (i.e., combating disparities), and generally promoting public health through effective and efficient programmatic efforts. This course builds upon Methods for Public Health Practice and students will be allowed to design an evaluation of the program designed in this course or to choose another program. Note: This course satisfies the RTE requirement for the Generalist Track.
Taught by: Samantha Matlin
Course offered spring; odd-numbered years
Prerequisite: PUBH 506
Activity: Lecture
1.0 Course Unit

PUBH 523 Epidemics: Social causes and consequences of outbreaks, emergencies, threats
Public health demands both critical thinking and quick decision-making—often without the benefit of all the data we desire. Take this course to learn how other public health professionals (and lawyers/doctors/activists/educators/policymakers) have responded, both successfully and disastrously, to evolving health threats. Using a case-based method, the course will probe true public health emergencies, considering the (limits of) information available to scientists; the public response; political/economic considerations; media coverage; policy/programmatic response; and health/social outcomes. The course will tackle cases from infectious disease and social epidemiology, and will cover: outbreak investigation, lay epidemiology, surveillance and rapid response, and strategies to address the social determinants of health, including poverty/SES and racism. Students in the class will develop key skills in critical epidemiological reasoning and public health action. Note: This course satisfies the RTE requirement for the Environmental Health track.
Taught by: Carolyn Cannuscio
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

PUBH 525 Health & Human Rights
This course will explore the interplay between health and human rights and enable students to critically apply human rights to public health practice. We will explore the development of health as a human right and how public health research and policy can affect human rights. Students will learn about core human rights principles and mechanisms and the international development agenda. The class will examine topics at the intersection of global health and human rights including HIV/AIDS, harm reduction, migration, sexual and reproductive health, and climate change. Class material will primarily focus on public health challenges in the global south; however, we will also discuss health and human rights issues faced by vulnerable populations in the United States.
Activity: Lecture
1.0 Course Unit
PUBH 529 Public Health Perspectives on Sexual & Reproductive Health
This course will survey a range of key current and historic topics in reproductive and sexual health nationally and internationally with a particular emphasis on implications for public health. Policy, epidemiology, clinical practice, advocacy, and service delivery topics will be covered through presentations and conversations with leaders in the fields of reproductive and sexual health. The course will provide students with a broad general introduction to these topics which is appropriate for those interested in either public health or clinical aspects of the field. For students who wish to pursue a focused career in this area, this course is a necessary introduction. Students who will be working in related areas of public health will have exposure to a broad general understanding of reproductive and sexual health.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

PUBH 530 Environmental Toxicology: Risk Assessment and Health Effects
This course presents general principals of toxicology and the disposition of toxins in the body. Case studies of the effects of environmental and occupational toxins on individuals will be analyzed. This course is designed for students who desire a strong foundation in toxicological concepts and principals and provides an overview of major toxins in our environment and their association with human health. Prerequisite: Undergraduates needs permission
Taught by: Liu
Course not offered every year
Also Offered As: NURS 677
Activity: Lecture
1.0 Course Unit

PUBH 531 Public Health Nutrition
The course is designed to introduce students to the core concepts, policies and practice of public health nutrition. The course will draw upon real world examples of local, national, and global initiatives to decrease risk of chronic diseases related to the World Health Organization’s (WHO) major nutrition-related chronic diseases.
Activity: Lecture
1.0 Course Unit

PUBH 538 Qualitative Methods in Health Research
The purpose of this course is to expose students to a variety of qualitative approaches/methodologies that may be used in health services/policy research. In didactics we will discuss the pros and cons of a range of qualitative Methods, how the method is actually implemented (with multiple experts presenting approaches), and pair the presentation with a broader discussion in which students compare and contrast health oriented articles in which the method was used. Students will have the opportunity to apply the theoretical approaches to their own research interests with direct input from the faculty and their peers. Prerequisite: Permission needed from instructor.
Taught by: Drs. Frances barg and Judy Shea
Course usually offered summer term only
Also Offered As: HPR 503
Activity: Lecture
1.0 Course Unit

PUBH 539 Designing Interventions to Promote Health and Reduce Health Disparities
Advanced analysis, design and evaluation of interventions to promote health and reduce health disparities with a focus on underserved vulnerable minority or ethnic populations, through culturally competent research, education and clinical practice. Areas to be evaluated include:
- Health disparities as it relates to health promotion and disease prevention behavioral intervention research in vulnerable communities
- Concepts of marginalization, race, ethnicity, class, gender and culture as it relates to health disparities
- Social-psychological theoretical and research approaches related to developing culturally congruent health promotion interventions to reduce health disparities for vulnerable populations
- Health disparities as it relates to public health - Communities that design cultural competence research methodologies, involving education and/or clinical practice, e.g. culturally competent measures, recruitment, retention, and informed consent in hard to reach populations
- Community participatory research as a strategy for working with the community to build research partnership and build capacity for sustained health promotion initiatives
- Health promotion intervention strategies for reducing health disparities in vulnerable communities
- Strategies to evaluate the effectiveness of interventions using randomized controlled trials (RCTs) in community and clinical settings
- Strategies for tailoring successful evidenced-based health promotion interventions to a variety of different populations for use in clinical trials and community settings
- Examine approaches for the translating and disseminating evidenced-based intervention research Prerequisite: PhD Students
Course offered spring; odd-numbered years
Also Offered As: NURS 823
Activity: Seminar
1.0 Course Unit

PUBH 540 Go Global
This course is designed to house a country-specific course with time in country to build partnerships and work through public health challenges. The country of focus rotates based on the year and current events.
Activity: Lecture
1.0 Course Unit

PUBH 541 Social Epidemiology
This class is designed to expand student knowledge about social factors that are known or suspected to influence population health. These factors include, among others, race, gender, socioeconomic status, and social support. Understanding how to talk and think about these social factors is essential to effective participation in public health research and practice. The course will focus on conceptual and theoretical basis of these social factors, exploring both their measurement in epidemiologic research, and the mechanisms by which they are thought to affect health. Potential strategies for ameliorating social determinants of disease and disability - and particularly those relying on legal and policy reform - will be discussed along with their associated political impediments. HIV/AIDS and aggressive policing will provide recurring topical examples.
Activity: Lecture
1.0 Course Unit
PUBH 547 Public Health & the Criminal Justice System
This class is designed to introduce students to the myriad ways that the criminal justice system influences individual and community health. The class begins by providing foundational knowledge about criminal justice processes. Deploying an epidemiological lens, the course introduces four criminal justice system exposures: policing and arrest, adjudication, incarceration, and community supervision (e.g., probation). For each exposure, class will explore (1) its legalstatuswithinthecriminaljustice process, (2) its incidence and distribution within one or more populations, and (3) its relationship to one or more health outcomes. The exploration of the incidence and distribution of the exposures will also consider measurement challenges. In exploring health effects, we will strive for depth and diversity of mechanism. Throughout the course, the instructors will refer to recent innovations in domestic criminal justice policies or alternate regulatory and enforcement approaches from other countries. Broadly speaking, this course aims to encourage and empower students to bring their public health training to bear on ongoing efforts to create a healthier criminal justice system through research, advocacy or practice.
Taught by: Evan Anderson
Activity: Lecture
1.0 Course Unit

PUBH 551 Global Health Policy and Delivery
This participatory interdisciplinary seminar course examines contemporary issues in global health policy and delivery. The overall organizing framework for the class is the social determinants of health. The class will consider evidence that inequalities in education, income, and occupation influence health status. Students will develop skills in policy analysis, policy brief development, and policy impact monitoring. The public policy process will be explored using a variety of contemporary global health case studies which focus on content areas such as maternal health, HIV policy, refugee health an global healthcare delivery. Finally, we will examine the global health workforce and the impact of widespread global migration of health professionals on receiving and sending countries.
Course usually offered in spring term
Also Offered As: NURS 640, SWRK 793
Activity: Lecture
1.0 Course Unit

PUBH 553 Science and Politics of Food
This course provides an introduction to the many forces that shape what we eat. These include psychological, political, biological, legal, economic, and social influences. We will discuss and critically evaluate scientific research on food policies designed to improve the world’s diet. This course will have strong focus on the communication of health information and issues of health disparities as they relate to food environments and food policies. In addition, course assignments, activities, and lectures are designed to develop skills related to critiquing research and communicating evidence-based opinions in a clear and compelling manner.
Activity: Lecture
1.0 Course Unit

PUBH 554 Impact Evaluation of Global Health Programs
This course will provide an introduction to impact evaluation, an important methodology for evidence-based health policies and programs. Impact evaluation comprises a set of approaches to generating robust evidence of program performance against desired objectives. A distinct type of broader monitoring and evaluation approaches, impact evaluation focuses on identifying a credible counterfactual (what would have happened in the absence of the program of interest?) to permit attribution of observed outcomes to interventions. In this course, we will cover the why, when, and how of impact evaluation, including basic econometric methods for study design, data collection, and analysis. Both experimental and quasi-experimental designs will be discussed. Case studies and exercises will draw on classic studies and the contemporary evaluation literature, and will allow students to ‘get their hands dirty’ with data manipulation and analysis.
Activity: Lecture
1.0 Course Unit

PUBH 555 A Public Health Approach to Behavioral Health
This course is designed to focus on the public health issue of behavioral health, with a focus on mental health and its relation to substance use. The course will apply public health approaches beyond individual clinical treatment to take a population level approach to behavioral health. In addition to learning the prevalence and impact of behavioral health conditions, this course will also look at: the historical impact of mental health policy, including the Community Mental Health Services Act of 1963, on behavioral health services and public health issues like homelessness; strategies to address behavioral health taking a public health approach, e.g., widespread universal screening, community activation, community level interventions, and health promotion in addition to prevention; and local examples of community level interventions to address behavioral health including Mural Arts’ Porch Light Program, a partnership with the City of Philadelphia Department of Behavioral Health.
Taught by: Samantha Matlin
Activity: Lecture
1.0 Course Unit

PUBH 565 Health Communication in the Digital Age
Health communication spans activities from in-person communication to technology based interventions and mass media campaigns. Health communication interventions are applied across a variety of health promotion and disease prevention activities. In this course, we will explore a variety of approaches using communication strategies to improve individual and population health. The course will provide an introduction to the theory, design, and evaluation of health communication programs. We will review and critique several health communication interventions. The course will also include a special emphasis on new media and technology, as well as developing practical skills for developing health communication programs.
Also Offered As: NURS 353, NURS 565
Activity: Lecture
1.0 Course Unit
PUBH 570 Evidence-Based Strategies to Improve Adolescent and Young Adult Health
This course examines the health and well-being of young people between 10 and 26 years of age in the United States, and the influence of evidence-based practice, programs, and policy on the health of this important age group. The course includes an examination of adolescent and young adult (AYA) health and well-being within a life-course framework; biological, psychological, gender and sexual development between 10 and 26 years of age including issues specific to sexual minority youth; nutritional health and health policy; and reproductive health and health policy. We will examine the influence of systems and policy on key AYA health issues using case studies in injury prevention, obesity prevention, HIV testing and care, and access to routine health care and reproductive health services. The impact of MCH/Title V, Title X, the ACA, and legislation related to child nutrition and school food programs on AYA health will be integrated throughout the course.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

PUBH 573 Substance Use as a Public Health Issue
Over 70,000 people died from drug overdoses in the US in 2017 alone, exceeding the number of US soldiers who died in the twenty years of the Vietnam War. This course will provide an overview of the contemporary challenges in addressing substance use as a public health problem. Students will learn about the personal and environmental factors that often contribute to substance use, as well as the downstream consequences, including HIV and hepatitis C. Students will also learn public health strategies to address substance use, including primary prevention and harm reduction. Finally, issues around drug policy at the local, state, and federal level will be discussed. While this course will use opioids and the crisis in Philadelphia as the primary case study, other drugs will be touched upon as well. The course combines lecture, interactive class exercise, and group discussion.
Activity: Lecture
1.0 Course Unit

PUBH 575 Intimate Partner Violence
Intimate partner violence (IPV), defined as physical, sexual or psychological harm imposed by a current or former intimate partner, is a public health problem leading to increased morbidity and mortality worldwide. The purpose of this course is to familiarize students with the definition, theories, dynamics, scope, consequences of, and interventions to prevent and address, violence among intimate partners. Through this course, students will gain insight into the epidemiology of IPV across the life course, including risk and protective factors and examine unique considerations for vulnerable populations. The course will highlight current measurement issues in the field of IPV assessment and address IPV-related policies to address screening, prevention, and response to IPV. Using a social-ecological framework, we will examine the issue of IPV prevention and intervention from the individual, relationship, community, and society perspectives, and explore approaches to and need for screening, as well as primary, secondary, and tertiary levels of prevention.
Taught by: Rachel Myers
Also Offered As: SWRK 775
Activity: Lecture
1.0 Course Unit

PUBH 578 Housing Quality, Equity and Public Health
This course examines housing as a social determinant of health through the lens of environmental justice and health equity. The course examines the direct mental and physical impacts of housing quality and access, specifically for urban, low-income children and adults; the policies, social and economic factors that create inequities; and solutions to address these issues. Key concepts include: the public health impact of housing environmental quality and affordability; environmental justice; racial equity in housing policy.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

PUBH 584 Health Messaging in Africa: Public Performance and Community Health Education
Health Messaging in Africa: Public Performance as Participatory Action Research’. This course asks, What about performance offers a unique opportunity to learn from and with communities? How might dramatic performance be used to share information while learning from an audience? This course examines the work and research of young artists from Liberia, West Africa who used street theatre to teach best practices for prevention during the Ebola crisis and considers how their use of dialogical performance contributed to critical knowledge which iteratively informed interventions throughout their awareness campaign. The visiting artists will share their firsthand experiences and guide the class through use of their playwriting model for community change. Students will design public performance projects around local-global community-based concerns using the tools they have learned. Students may choose from a variety of local organizations dedicated to serving immigrant communities and local communities of color in Philadelphia to develop performance-based public health messaging informed by a communications for development approach. Public health researchers who are looking for innovative ways to share their data will gain insights into this experimental ethnographic method and practitioners who want to offer their communities ways to connect best practices to lived experience will develop new pedagogical tools.
Taught by: Jasmine Blanks
Course not offered every year
Activity: Lecture
1.0 Course Unit
**PUBH 588 Advanced Leadership Skills in Community Health**
Grounded in a social justice perspective, this course aims to provide the student with a foundational overview of the field of community health and leadership skills in public health advocacy. The course encourages critical thinking about health outcomes framed by the broad context of the political and social environment. This course analyzes the range of roles and functions carried out by leaders in healthcare advocacy for marginalized communities; integrates knowledge of health policy and the key influence of government and financing on health outcomes; explores community-based participatory research and interventions as tools for change; and discusses ways to develop respectful partnerships with community organizations. An assets-based approach that draws upon the strengths of communities and their leaders provides a foundation for community-engagement skill building. The course emphasizes the development of skills and techniques to lead effective, collaborative, health-focused interventions for disenfranchised groups, including residents of urban neighborhoods. Prerequisite: Undergraduates with permission of the instructor
Taught by: Klurasitz  
Course usually offered in spring term  
Also Offered As: HPR 588, NURS 587  
Activity: Lecture  
1.0 Course Unit

**PUBH 589 The Public Health Challenges of Alzheimer's Disease and Cognitive Aging**
Once upon a time, Alzheimer's disease was a rare disease, and then it became common, but soon thereafter, it turned into a crisis. What happened, and what do we need to do? This course will lead students to find the answers to this question, answers that are at the intersections of medicine, ethics, public policy, culture and health care. Topics covered include the histories of Alzheimer's disease and cognitive aging and their changing definitions, the concepts of cognition and function and how they are assessed, the contested science and practice of measuring the disease's prevalence and mortality, autonomy and capacity, risk and preventative factors for cognitive decline, the demography and economics of caregiving, and the creative public health initiatives and models of care that could reduce stigma, enhance cognition and maintain independence. Students will apply biostatistical and epidemiological methods to critique papers, close textual analysis to understand concepts and their shifting meanings, and writing to clearly and succinctly frame a problem, its costs and solutions. The course will include lectures, readings from the literature, group discussions and in-class exercises, and interviews with guest experts. Evaluation will be based on participation, presentations, written assignments, and exam results.  
Taught by: Jason Karlawish  
Activity: Lecture  
1.0 Course Unit

**PUBH 590 BGS Public Health Certificate Students' Seminar Series.**
For BGS Public Health Certificate students only.  
Taught by: H. Nelson  
One-term course offered either term  
Activity: Seminar  
1.0 Course Unit

**PUBH 604 Qualitative Research in Social Sciences**
This course explores the theory, methods, ethics, and practicalities of qualitative research. Its central goal is to leave students prepared to lead their own qualitative projects, whether MPH capstones, other theses, or future research pursued after graduate education. Qualitative analysis has broad utility for the examination of experience, cognition, culture, language, and social interaction. Accordingly, we will progress through readings conveying insights of qualitative researchers from numerous disciplines. We will begin by clarifying the kinds of knowledge that qualitative methods generate. We will then seek to demystify the role of theory in qualitative research. Next, we will cover the major aspects of preparing a qualitative study: identifying appropriate sites and samples, communicating with stakeholders and facilitators, and cultivating a reflexive mindset attuned to ethical issues. We will subsequently examine the various methods for creating qualitative data (observation, interviewing, and their variants) before turning to the analysis of this data using an iterative coding process managed via software. Finally, we will work on developing explanatory theory from this analysis.  
Taught by: Justin Clapp  
Course usually offered in fall term  
Activity: Lecture  
1.0 Course Unit

**PUBH 605 Epidemiology and Control of Infectious Diseases**
This course will focus on the application of epidemiological methods to the discovery, detection, and evaluation of infectious disease threats together with an evidence based assessment of the value of public health interventions intended to reduce prevalence and severity of disease in people. In-class assignments are intended to build skills in location, interpreting, assessing, and synthesizing evidence from the epidemiologic literature, with an emphasis on critical thinking, causal inference, and understanding bias and confounding.  
Activity: Lecture  
1.0 Course Unit

**PUBH 606 Interpreting Epi Literature to Inform and Influence**
This course is designed for students interested in further exploration of epidemiologic methods and the challenge of establishing a causal relationship between exposure and outcome using an observational science. We will utilize case studies to address the application of epidemiologic data to specific issues of relevance to public health. The nature of observational data will be explored through these case studies and specific methodological challenges will be highlighted and examined.  
Taught by: Amanda Bennett Palladino; Kate Wallis  
Also Offered As: NURS 616  
Activity: Lecture  
1.0 Course Unit

**PUBH 607 Adv Local Policymaking**
This course is designed to provide the foundational context and practical skills necessary to effectively advocate for evidence-based policy change in furtherance of public health objectives. The class will be interactive in nature and will require participation in public health advocacy exercises in order to hone advocacy skills. There will also be a focus on persuasive communication, both oral and written. We will explore the entire advocacy process from the identification of a problem and evaluation of possible policy solutions to utilizing the full range of advocacy tools to promote policy change. We will be using real-time examples of public health challenges affecting the health, safety and well-being of children and families here in Philadelphia and in communities across the country.  
Activity: Lecture  
1.0 Course Unit
PUBH 608 Behavioral Economics and Health
This course will explore answers to pressing public health questions through the lens of behavioral economics. Behavioral economics, a field at the intersection of psychology and economics, suggests that humans rarely behave rationally when making health-related decisions. The course will take a very pragmatic, hands-on orientation to behavioral economics and health research and practice. It will also leverage the deep and rich expertise of Penn's Center for Health Incentives and Behavioral Economics, a leading research organization in the field.
Also Offered As: NURS 613
Activity: Lecture
1.0 Course Unit

PUBH 609 Management & Leadership in Public Health
The goal of this course is to build upon management and leadership skills, and learn and apply public health management and leadership tools (mhts) to effectively use in practice. This course uses pubh 506 to build a foundation, with increased emphasis on financial, administrative, operational, and human resource management and leadership in public health. Students will have the ability to apply key concepts and further develop their leadership and management skills and apply specific mht tools. The course uses a case-based framework an paypal s real life examples. The course is ideally designed for the student who will use the mhts to advance in careers leading and managing public health initiatives across a variety of sectors.
Activity: Lecture
1.0 Course Unit

PUBH 610 Mathematical Models for the Control of Infectious Diseases
As infectious diseases are transmitted from one host to another, the dynamics of transmission in the population of hosts follow certain basic rules. If one knows and understands these rules, one can plan rational strategies to prevent or control infections. One of the principal tools of those interested in public health interventions to control or ameliorate infectious diseases is the mathematical model. A model is just a means of representing and manipulating something that would not otherwise be accessible. This course provides students with the opportunity to construct models of the transmission of infectious diseases and to use these models to plan or compare disease control strategies. The course is predicated upon the notion that the act of building a mathematical model of disease transmission is often the very best way of understanding what is going on. This understanding will be further refined by the examination of more complicated and sophisticated model structures as they appear in the recent published literature. Prerequisite: Permission of instructor A disproportionate number of emerging infectious diseases and recent disease outbreaks in the United States and elsewhere have shared a common characteristic-they affect veterinary as well as human populations. Many are also vector-borne, passing between different species of hosts through insects and other invertebrates. In some cases humans are only 'spillover hosts' whose infection is incidental to the transmission cycle. Interdisciplinary approaches are especially important to control such diseases. As a particular focus of the course, students will learn the tools needed for successful collaborations to address the growing problem of zoonotic and vector-borne diseases.
Taught by: Levy, Smith
Course usually offered in fall term
Also Offered As: EPID 516
Activity: Lecture
1.0 Course Unit

PUBH 617 Glocalizing Health Security: The Local to Global Role of PH in Preparedness
This course provides an introduction to health security issues and its challenges. The course will introduce students to the historical development, structure, operation, and current and future directions of the major components of global, regional, national, and local health security systems. It examines the ways in which health security programs are organized and delivered, with attention to risks and vulnerabilities of special populations; roles of private- and public-sector actors, civil society organizations, and philanthropy in health security; the influences that impact health security policy decisions; factors that determine the allocation of health security resources and the establishment of priorities; and the relationship of costs to benefits (and how those are measured).
Taught by: Lydia Ogden
Prerequisite: PUBH 505
Activity: Lecture
1.0 Course Unit

PUBH 637 Advocacy & Public Health
This course is designed to provide the foundational context and practical skills necessary to effectively advocate for evidence-based policy change in furtherance of public health objectives. The class will be interactive in nature and will require participation in public health advocacy exercises in order to hone advocacy skills. There will also be a focus on persuasive communication, both oral and written. We will explore the entire advocacy process from the identification of a problem and evaluation of possible policy solutions to utilizing the full range of advocacy tools to promote policy change.
Course usually offered in spring term
Also Offered As: HPR 637
Prerequisite: PUBH 505 OR PUBH 507
Activity: Lecture
1.0 Course Unit

Punjabi (PUNJ)

PUNJ 404 Beginning Punjabi Part I
This course emphasizes speaking and reading skills in Punjabi. Upon completion of this course, students should be able to interact meaningfully and in a socially acceptable manner in a variety of simple situations involving everyday conversational topics. Further, students should be able to read and understand the main idea and most details of simple connected texts. This course will utilize authentic printed, audio, and video materials and will provide opportunities for natural communication both within and outside the classroom.
For BA Students: Language Course
Taught by: Gahunia
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
PUNJ 405 Beginning Punjabi Part II
This course emphasizes speaking and reading skills in Punjabi. Upon completion of this course, students should be able to interact meaningfully and in a socially acceptable manner in a variety of simple situations involving everyday conversational topics. Further, students should be able to read and understand the main idea and most details of simple connected texts. This course will utilize authentic printed, audio, and video materials and will provide opportunities for natural communication both within and outside the classroom.
For BA Students: Language Course
Taught by: Gahunia
Course usually offered in spring term
Prerequisite: PUNJ 404
Activity: Seminar
1.0 Course Unit

PUNJ 424 Intermediate Punjabi Part I
This course is designed as a continuation of Beginning Punjabi, but can also be taken by anyone who can demonstrate a similar level in proficiency of the language. The course objectives are to expand the mastery of sentence patterns and augment vocabulary and its usage through intensive grammar review and comprehension exercises. A special emphasis will also be placed on greater cultural awareness. Upon completion of this course students should be able to interact socially with added confidence and greater expressiveness. Students should also experience a great improvement in their comprehension of the spoken and written language.
For BA Students: Language Course
Taught by: Gahunia
Two terms. student must enter first term.
Activity: Lecture
1.0 Course Unit

PUNJ 425 Intermediate Punjabi Part II
This course is designed as a continuation of Beginning Punjabi, but can also be taken by anyone who can demonstrate a similar level in proficiency of the language. The course objectives are to expand the mastery of sentence patterns and augment vocabulary and its usage through intensive grammar review and comprehension exercises. A special emphasis will also be placed on greater cultural awareness. Upon completion of this course students should be able to interact socially with added confidence and greater expressiveness. Students should also experience a great improvement in their comprehension of the spoken and written language.
For BA Students: Last Language Course
Taught by: Gahunia
Course usually offered in spring term
Prerequisite: PUNJ 424
Activity: Seminar
1.0 Course Unit

PUNJ 434 Advanced Punjabi
The objective of the course is to improve proficiency in speaking, listening, reading and writing. Fall semester: Readings in Punjabi Literature - This course addresses the individual needs of learners. This is a one semester course. The focus of the course will be to study the interpretation of written and oral materials on social, political and contemporary cultural topics from modern literature, literary criticism, poetry and drama. Weekly written compositions and oral presentations will be assigned. Grading will be based on this. Spring semester: Punjabi Popular Culture - This course focuses on different aspects of popular Punjabi culture as they are represented in media - television, internet, magazines, newspapers, film, and music. This course aims at making the best use of class participation to improve all four language skills. This is also a one semester course. Prerequisite: This course is offered through the Penn Language Center.
For BA Students: Advanced Language Course
Taught by: Gahunia
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

Quechua (QUEC)
QUEC 110 Elementary Quechua I
Quechua, the language of the Inca Empire and still spoken by approximately 6 million people throughout the Andes, is the most popular indigenous language of South America. The program focuses on the development of written and oral communicative abilities in Quechua through an interactive activity-based approach. Course includes an introduction to Quechua and Andean culture. Students will participate in pair, small-group and whole-class activities. Assessment is based on both students’ ability to use the language in written and oral tasks and understanding the language and culture. This beginning level Quechua course is designed for students who have little or no previous knowledge of the language. Lectures will be delivered in English and Quechua.
For BA Students: Language Course
Taught by: Mendoza-Mori, Americo
One-term course offered either term
Activity: Seminar
1.0 Course Unit

QUEC 120 Elementary Quechua II
Quechua, the language of the Inca Empire and still spoken by approximately 6 million people throughout the Andes, is the most popular indigenous language of South America. The program focuses on the development of written and oral communicative abilities in Quechua through an interactive activity-based approach. Course includes an introduction to Quechua and Andean culture. Students will participate in pair, small-group and whole-class activities. Assessment is based on both students’ ability to use the language in written and oral tasks and understanding the language and culture. This beginning level Quechua course is designed for students who have little or no previous knowledge of the language. Lectures will be delivered in English and Quechua.
For BA Students: Language Course
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Real Estate (REAL)

REAL 204 Real Estate Law
This course examines the fundamentals of real estate finance and development from a legal and managerial perspective. The course will be of interest to students contemplating careers in accounting, real estate development, real estate finance, city planning, or banking. The main topics covered may include the following: land acquisition, finance; choice of entity; tax aspects; management (leasing, environmental); disposition of real property (sale of mortgaged property, foreclosures, wraparound mortgages, sale-leasebacks); and recent legal developments. Lectures and class discussion required.

One-term course offered either term
Also Offered As: LGST 204, LGST 804, REAL 804
Activity: Lecture
1.0 Course Unit

REAL 205 Global Real Estate: Risk, Politics and Culture
This is an introductory course to global real estate markets, with a focus on income-producing real estate assets. Globally, estimates suggest the value of investable real estate assets in the world exceeds $60 trillion. We will discuss the basics of valuation and risk management, emphasizing concepts that are salient in the global context, including political risk, currency risk, property rights and culture. The course will cover markets outside the United States, except for one special topic on international investors in the United States. We will focus more on the qualitative aspects of real estate investment analysis and less on quantitative aspects. As firms expand their ventures across borders, there is a growing emphasis on the ability to assess and manage risk in a global business environment. Many of these decisions have implications on real estate assets. In this class, we will discuss the real estate business decisions of global firms, such as Blackstone, Hilton, AirBNB, WeWork, Prologis, Walmart and Amazon. This is a full semester course, open to undergraduates and MBA's. Lecture with discussion required.

Taught by: Maisy Wong
Course usually offered in fall term
Also Offered As: REAL 705
Activity: Lecture
1.0 Course Unit

REAL 208 Housing Markets
This course is designed for students interested in the economics and operations of housing markets. It is primarily a U.S. focused course, but does include a limited amount of international material for comparative purposes. The class is divided into four sections: (1) supply and demand for housing, including the operations of homebuilders and rental landlords; (2) house prices, including cycles and price dynamics; (3) international comparisons; and (4) public policy analysis applied to a current housing markets-related issue. This course assumes knowledge of intermediate economics, as we will apply that knowledge throughout the semester. For Wharton students, this means you must have passed BEPP 250 (undergrads) or MGE 611 and 612 for MBA's. Non-Wharton students should have taken the equivalent course in the College. Lecture with discussion required.

Taught by: Gyourko
Course usually offered in spring term
Also Offered As: BEPP 208, BEPP 708, REAL 708
Prerequisite: BEPP 250
Activity: Lecture
1.0 Course Unit

REAL 209 Real Estate Investment: Analysis and Financing
This course provides an introduction to real estate with a focus on investment and financing issues. Project evaluation, financing strategies, investment decision making and real estate capital markets are covered. No prior knowledge of the industry is required, but students are expected to rapidly acquire a working knowledge of real estate markets. Classes are conducted in a standard lecture format with discussion required. The course contains cases that help students evaluate the impact of more complex financing and capital markets tools used in real estate. There are case studies and two midterms, (depending on instructor).

Taught by: Ferreira, Handbury, Harari, Keys, Sinai, Wong
One-term course offered either term
Also Offered As: FNCE 209
Prerequisite: FNCE 100
Activity: Lecture
1.0 Course Unit

REAL 215 Urban Real Estate Economics
Urban Real Estate Economics uses economic concepts to analyze real estate markets, values, and trends. The course focuses on market dynamics in the U.S. and internationally, with an emphasis on how urban growth and local and federal government policies impact urban development and real estate pricing. A group development project gives hands on experience, and invited guest speakers bring industry knowledge. Besides the group project and presentation, problem sets are required along with a midterm and optional second exam. Lecture with discussion required.

Taught by: Wachter
One-term course offered either term
Also Offered As: REAL 724, REAL 945
Activity: Lecture
1.0 Course Unit
REAL 230 Urban Fiscal Policy
This course will examine the provision of public services for firms and people through cities. Why cities exist, when fiscal policy fails, investments in infrastructure, realities of local governments such as inequality, crime, corruption, high cost of living, congestion, and unfunded pensions and debt, will be covered. We will pay special attention to recent topics, such as partnerships with the private sector, enterprise zones, the role of technology, environmental challenges, and real estate policies that promote housing affordability, such as rent control and inclusionary zoning.
Taught by: Fernando Ferreira
Course usually offered in spring term
Also Offered As: BEPP 230, FNCE 230
Activity: Lecture
1.0 Course Unit

REAL 236 International Housing Comparisons
This course analyzes housing finance systems and housing market outcomes across the globe. In the US, the course focuses on the development of securitization markets and addresses the current challenges of housing finance reform, including the future of Fannie Mae and Freddie Mac. Internationally, the course covers issues of access to housing and housing informality in developing countries, financial crises arising out of the housing sector, and market-oriented and public policy solutions. The course features a wide array of speakers in finance, government and academia who contribute their perspectives to pressing issues of mortgage market design.
Taught by: Wachter
Course usually offered in spring term
Also Offered As: BEPP 236, BEPP 836, REAL 836
Activity: Lecture
1.0 Course Unit

REAL 240 Advanced Real Estate Investment and Analysis
This course is designed for majors in Real Estate, but is also open to finance-oriented students who wish a deeper analysis of real estate investment and investment analysis issues than that offered in REAL 209. The class will contain a mixture of lectures, guest speakers and case discussions. Academic research is paired with recent industry analysis of key issues in order to marry sound theory and empirical results with current events and practices. Several classes will include lectures outlining what economics and finance tell us about a number of topics. Generally, these will be followed by guest lectures from industry professionals who will focus on a specific application of the principles introduced in the lectures.
Taught by: Sinai
Course usually offered in spring term
Also Offered As: REAL 840
Prerequisite: REAL 209 OR FNCE 209
Activity: Lecture
1.0 Course Unit

REAL 241 Real Estate Development
This course evaluates ‘ground-up’ development as well as re-hab, re-development, and acquisition investments. We examine raw and developed land and the similarities and differences of traditional real estate product types including office, R & D, retail, warehouses, single family and multi-family residential, mixed use, and land as well as ‘specialty’ uses like golf courses, assisted living, and fractional share ownership. Emphasis is on concise analysis and decision making. We discuss the development process with topics including market analysis, site acquisition, due diligence, zoning, entitlements, approvals, site planning, building design, construction, financing, leasing, and ongoing management and disposition. Special topics like workouts and running a development company are also discussed. Course lessons apply to all markets but the class discusses U.S. markets only. Throughout the course, we focus on risk management and leadership issues. Numerous guest lecturers who are leaders in the real estate industry participate in the learning process. Format: predominately case analysis and discussion, some lectures, project visits.
Taught by: Alan Feldman
One-term course offered either term
Also Offered As: ARCH 768, REAL 821
Prerequisite: REAL 209 OR FNCE 209
Activity: Lecture
1.0 Course Unit

REAL 321 Real Estate Disruptions
Real Estate is changing dramatically for the first time in perhaps one hundred years. This class will examine how technology is changing in many facets (all) of the industry. This course will address how technology has already changed the demand for real estate, how it will likely change in the future the way real estate is used, designed, developed, constructed, managed, leased, maintained and financed. Among many questions to be considered: Can you crowd fund real estate development? Will the office business become a part of hospitality? Can we build new buildings like we assemble legos? How will autonomous vehicles affect the demand for space and property values? What is the future of new data analytics services? This is a team taught mini, half-credit course that will bring together a recognized industry leader and Wharton faculty. Includes a broad set of guest lecturers (Start-up entrepreneurs, incumbents, non RE technology specialists, etc). We believe there is no one single approach to gain insight into disruptions and change under uncertainty so we will propose a mix of approaches including, in-depth case-studies, interactions with guest lecturers who handle those issues daily, learning from economic history and other industries, and drawing from core economic concepts.
Taught by: Duranton/Mack
Course usually offered in fall term
Also Offered As: REAL 875
Activity: Lecture
0.5 Course Units
REAL 390 International Real Estate Comparisons
As a truly non-U.S. focused course, we explore the world of cross-border real estate development, with a focus on fast growing emerging market economies. Topics will emphasize the importance of strategy and implementation in cross-border real estate investment and include: the rationale, opportunities and risks of international real estate investing; the macro factors that influence the performance of real estate markets across countries; market specific factors that impact RE investment performance (property rights, taxes, transparency, planning procedures); the qualitative aspects of identifying and achieving successful projects; and the growing market for international RE securities and strategies for portfolio management. Classes will combine a lecture on specific aspects of global cross-border RE in the first half of the class and international case presentations in the second half. Cases will be presented by leading executives in charge of major international RE projects or funds. Cases have been selected to cover different types of RE development-residential, office, retail, hospitality and logistics-important emerging market countries/continents (East/South Asia, Latin America, Sub-Saharan Africa, the Middle East) and different development and investment strategies. This class is offered in the second half of the semester.
Course usually offered in fall term
Also Offered As: REAL 890
Prerequisite: REAL 209 OR FNCE 209
Activity: Seminar
0.5 Course Units

REAL 396 Real Estate Entrepreneurship
This half-semester course will focus on entrepreneurial aspects of the real estate investment business. The course structure is designed to track the life cycle of real estate investing with different units focusing on discrete stages of the deal process from sourcing and capital raising through asset management and property disposition. At each juncture, granular attention will be paid to real-life deal making skills, all from the perspective of an entrepreneur operating with limited resources in different economic environments. As part of the class, you will analyze deals, models and investment documentation that, once assembled, will arm you with a 'deal tool kit' that you can reference as you engage in real estate transactions throughout your career. At the end of the course, time will be allocated to discuss the trajectory of entrepreneurship and how it corresponds to careers in the real estate business.
Taught by: Ari Shalam
One-term course offered either term
Also Offered As: REAL 891
Activity: Lecture
0.5 Course Units

REAL 399 Independent Study
All independent studies must be arranged and approved by a Real Estate department faculty member.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

REAL 705 Global Real Estate: Risk, Politics and Culture
This is an introductory course to global real estate markets, with a focus on income-producing real estate assets. Globally, estimates suggest the value of investable real estate assets in the world exceeds $60 trillion. We will discuss the basics of valuation and risk management, emphasizing concepts that are salient in the global context, including political risk, currency risk, property rights, and culture. The course will cover markets outside the United States, except for one special topic on international investors in the United States. We will focus more on the qualitative aspects of real estate investment analysis and less on the quantitative aspects. As firms expand their ventures across borders, there is a growing emphasis on the ability to assess and manage risk in a global business environment. Many of these decisions have implications on real estate assets. In this class, we will discuss the real estate business decisions of global firms, such as Blackstone, Hilton, AirBNB, WeWork, Prologis, Walmart and Amazon. This is a full semester course, open to undergraduates and MBA’s. Lecture with discussion required.
Taught by: Maisy Wong
Course usually offered in full term
Also Offered As: REAL 205
Activity: Lecture
1.0 Course Unit

REAL 708 Housing Markets
This course is designed for students interested in the economics and operations of housing markets. It is primarily a U.S. focused course, but does include a limited amount of international material for comparative purposes. The class is divided into four sections: (1) supply and demand for housing, including the operations of homebuilders and rental landlords; (2) house prices, including cycles and price dynamics; (3) international comparisons; and (4) public policy analysis applied to a current housing markets-related issue. This course presumes knowledge of intermediate economics, as we will apply that knowledge throughout the semester. For Wharton students, this means you must have passed BEPP 250 (undergrads) or MGEC 611 and 612 for MBA’s. Non-Wharton students should have taken the equivalent course in the College. Lecture with discussion required.
Taught by: Gyourko
Course usually offered in spring term
Also Offered As: BEPP 208, BEPP 708, REAL 208
Prerequisite: MGEC 611 AND MGEC 612
Activity: Lecture
1.0 Course Unit

REAL 721 Real Estate Investment: Analysis and Financing
This course provides an introduction to real estate with a focus on investment and financing issues. Project evaluation, financing strategies, investment decision making and capital markets are covered. No prior knowledge of the industry is required, but students are expected to rapidly acquire a working knowledge of real estate markets. Classes are conducted in a standard lecture format with discussion required. The course contains cases that help students evaluate the impact of more complex financing and capital markets tools used in real estate. Lecture with discussion required.
Taught by: Ferreira, Handbury, Harari, Keys, Sinai, Wong
One-term course offered either term
Also Offered As: FNCE 721
Prerequisite: FNCE 611
Activity: Lecture
0.5 Course Units
REAL 723 Introduction to Real Estate
The goal of this class is to help students become informed consumers of real estate advice. The class material breaks down into four major sections: 1) The financial risk and return of property level real estate investments. Be able to interpret, understand and evaluate a real estate property investment pro forma. 2) The legal landscape for investing in real estate and using legal structures to manage risk. 3) The economics of commercial real estate markets. Understanding the forces that will determine the value and income-producing potential of a real estate investment. 4) Important real estate issues of the day.
Taught by: Fernando Ferreira
One-term course offered either term
Activity: Lecture
0.5 Course Units

REAL 724 Urban Real Estate Economics
Urban Real Estate Economics uses economic concepts to analyze real estate markets, values, and trends. The course focuses on market dynamics in the U.S. and internationally, with an emphasis on how urban growth and local and federal government policies impact urban development and real estate pricing. A group development project gives hands on experience, and invited guest speakers bring industry knowledge. Besides the group project and presentation, problem sets are required along with a midterm and optional second exam. Lecture with discussion required.
Taught by: Wachter
One-term course offered either term
Also Offered As: REAL 215, REAL 945
Prerequisite: MGEC 611 AND MGEC 612
Activity: Lecture
1.0 Course Unit

REAL 730 Urban Fiscal Policy
This course will examine the provision of public services for firms and people through cities. Why cities exist, when fiscal policy fails, investments in infrastructure, realities of local governments such as inequality, crime, corruption, high cost of living, congestion, and unfunded pensions and debt, will be covered. We will pay special attention to recent topics, such as partnerships with the private sector, enterprise zones, the role of technology, environmental challenges, and real estate policies that promote housing affordability, such as rent control and inclusionary zoning.
Taught by: Fernando Ferreira
Course usually offered in fall term
Also Offered As: BEPP 773, FNCE 730
Activity: Lecture
1.0 Course Unit

REAL 804 Real Estate Law
This course examines the fundamentals of real estate finance and development from a legal and managerial perspective. The course serves as a foundation course for real estate majors and provides an introduction to real estate for other students. It attempts to develop skills in using legal concepts in a real estate transactional setting. The course will be of interest to students contemplating careers in accounting, real estate development, real estate finance, city planning, or banking. The main topics covered may include the following: land acquisition, finance; choice of entity; tax aspects; management (leasing, environmental); disposition of real property (sale of mortgaged property, foreclosures, wraparound mortgages, sale-leasebacks); and recent legal developments. Lectures and class discussion required.
One-term course offered either term
Also Offered As: LGST 204, LGST 804, REAL 204
Activity: Lecture
1.0 Course Unit

REAL 821 Real Estate Development
This course evaluates 'ground-up' development as well as re-hab, re-development, and acquisition investments. We examine raw and developed land and the similarities and differences of traditional real estate product types including office, R & D, retail, warehouses, single family and multi-family residential, mixed use, and land as well as 'specialty' uses like golf courses, assisted living, and fractional share ownership. Emphasis is on concise analysis and decision making. We discuss the development process with topics including market analysis, site acquisition, due diligence, zoning, entitlements, approvals, site planning, building design, construction, financing, leasing, and ongoing management and disposition. Special topics like workouts and running a development company are also discussed. Course lessons apply to all markets but the class discusses U.S. markets only. Throughout the course, we focus on risk management and leadership issues. Numerous guest lecturers who are leaders in the real estate industry participate in the learning process. Format: predominately case analysis and discussion, some lectures, project visits.
Taught by: Alan Feldman
One-term course offered either term
Also Offered As: ARCH 768, REAL 321
Prerequisite: REAL 721 OR FNCE 721
Activity: Lecture
1.0 Course Unit

REAL 836 International Housing Comparisons
This course analyzes housing finance systems and housing market outcomes across the globe. In the US, the course focuses on the development of securitization markets and addresses the current challenges of housing finance reform, including the future of Fannie Mae and Freddie Mac. Internationally, the course covers issues of access to housing and housing informality in developing countries, financial crises arising out of the housing sector, and market-oriented and public policy solutions. The course features a wide array of speakers in finance, government and academia who contribute their perspectives to pressing issues of mortgage market design.
Taught by: Susan Wachter
Course usually offered in spring term
Also Offered As: BEPP 236, BEPP 836, REAL 236
Prerequisite: FNCE 613
Activity: Lecture
1.0 Course Unit
REAL 840 Advanced Real Estate Investment and Analysis
This course, designed for majors in Real Estate, is also open to finance-oriented students who wish a deeper analysis of real estate investment and investment analysis issues than that offered in REAL/FNCE 721. The class will contain a mixture of lectures, guest speakers, and case discussions. Academic research is paired with recent industry analysis of key issues in order to marry sound theory and empirical results with current events and practices. Several classes will include lectures outlining what economics and finance tell us about a number of topics. Generally, these will be followed by guest lectures from industry professionals who will focus on a specific application of the principles introduced in the lectures. Format: Lecture, industry speakers. Taught by: Duranton/Mack
Course usually offered in spring term
Also Offered As: REAL 240
Prerequisite: REAL 721 OR FNCE 721
Activity: Lecture
1.0 Course Unit

REAL 875 Real Estate Disruptions
Real Estate is changing dramatically for the first time in perhaps one hundred years. This class will examine how technology is changing in many facets (all) of the industry. This course will address how technology has already changed the demand for real estate, how it will likely change in the future, the way real estate is used, designed, developed, constructed, managed, leased, maintained, and financed. Among many questions to be considered: Can you crowd fund real estate development? Will the office business become a part of hospitality? Can we build new buildings like we assemble legos? How will autonomous vehicles affect the demand for space and property values? What is the future of new data analytics services? This is a team taught mini, half-credit course that will bring together a recognized industry leader and Wharton faculty. Included will be a broad set of guest lecturers (Start-up entrepreneurs, incumbents, VC’s, non RE technology specialists, etc.) We believe there is no one single approach to gain insight into disruptions and change under uncertainty so we will propose a mix of approaches including, in-depth case studies, interactions with guest lecturers who handle those issues daily, learning from economic history and other industries, and drawing from core economic concepts. Taught by: Duranton/Mack
Course usually offered in fall term
Also Offered As: REAL 375
Activity: Lecture
0.5 Course Units

REAL 890 International Real Estate Comparisons
As a truly non-U.S. focused course, we explore the world of cross-border real estate development, with a focus on fast-growing emerging market economies. Topics will emphasize the importance of strategy and implementation in cross-border real estate investment and include: the rationale, opportunities and risks of international real estate investing; the macro factors that influence the performance of real estate markets across countries; market-specific factors that impact RE investment performance (property rights, taxes, transparency, planning procedures); the qualitative aspects of identifying and achieving successful projects; and the growing market for international RE securities and strategies for portfolio management. Classes will combine a lecture on specific aspects of global cross-border RE in the first half of the class and international case presentations in the second half. Cases will be presented by leading executives in charge of major international RE projects or funds. Cases have been selected to cover different types of RE development—residential, office, retail, hospitality and logistics—important emerging market countries/continents (East/South Asia, Latin America, Sub-Saharan Africa, the Middle East) and different development and investment strategies. Prerequisite: This class is offered in the second half of the semester.
Course usually offered in fall term
Also Offered As: REAL 390
Prerequisite: REAL 721 OR FNCE 721
Activity: Seminar
0.5 Course Units

REAL 891 Real Estate Entrepreneurship
This half-semester course will focus on entrepreneurial aspects of the real estate investment business. The course structure is designed to track the life cycle of real estate investing with different units focusing on discrete stages of the deal process from sourcing and capital raising through asset management and property disposition. At each juncture, granular attention will be paid to real-life deal making skills, all from the perspective of an entrepreneur operating with limited resources in different economic environments. As part of the class, you will analyze deals, models, and investment documentation that, once assembled, will arm you with a ‘deal tool kit’ that you can reference as you engage in real estate transactions throughout your career. At the end of the course, time will be allocated to discuss the trajectory of entrepreneurship and how it corresponds to careers in the real estate business.
Taught by: Ari Shalam
Course usually offered in fall term
Also Offered As: REAL 396
Activity: Lecture
0.5 Course Units

REAL 899 Independent Study
All independent studies must be arranged and approved by a Real Estate Department faculty member.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
REAL 945 Urban Real Estate Economics
Urban Real Estate Economics uses economic concepts to analyze real estate markets, values, and trends. The course focuses on market dynamics in the U.S. and internationally, with an emphasis on how urban growth and local and federal government policies impact urban development and real estate pricing. A group development project gives hands on experience, and invited guest speakers bring industry knowledge. Besides the group project and presentation, problem sets are required along with a midterm and optional second exam. Lecture with discussion required. All PhD students will be expected to complete a research paper in addition to the successful completion of the course examination requirements.
Taught by: WACHTER
One-term course offered either term
Also Offered As: REAL 215, REAL 724
Prerequisite: MGEC 611 AND MGEC 612
Activity: Lecture
1.0 Course Unit

REAL 946 Advanced Topics in Urban Economics
This course addresses advanced topics in urban and real estate economics. The course will mix theory and empirics and will cover a broad range of topics including the modeling and estimation of agglomeration economies, land use and urban costs, transportation in cities, urban growth, migration between cities etc. The classes will mix formal presentations made by the instructor and student-led discussions of recent academic papers. In addition to presentations, students will be expected to complete a series of assignments including a short original research paper. PhD students will be expected to complete a research paper in addition to the successful completion of the course examination requirements. Prerequisites: The course assumes that students have familiarity with standard first year econometrics and microeconomics.
Taught by: FERREIRA,DURANTON
One-term course offered either term
Activity: Lecture
1.0 Course Unit

REAL 947 Advanced Real Estate and Urban Economics
This course covers fundamental and cutting-edge topics in urban economics and real estate as well as the most important econometric issues that arise in the estimation of urban economics and real estate models. The first part of the course focuses on the application of modern econometric methods to analyze empirical questions in the broad urban economics field, which includes topics from public economics and local finances, such as household sorting and valuation of public goods. This part of the course is especially concerned about dealing with non-experimental data, and also provides a guide for tools that are useful for applied research. The second and third parts of the course examine the economic modeling and intuition of a range of topics in urban economics and real estate, such as spacial equilibrium, supply and demand of space, housing prices and cycles. In addition, special emphasis is given to how the understanding of economic theory and institutions can help any empirical analysis. At the end of the course students should have a firm grasp of theory and econometric tools that lead to convincing empirical applications. Prerequisite: All Ph.D. students will be expected to complete a research paper in addition to the successful completion of the course examination requirements.
Taught by: Ferreira
One-term course offered either term
Activity: Lecture
1.0 Course Unit

REAL 948 Advanced Real Estate and Urban Economics
This course covers fundamental and cutting-edge topics in urban economics and real estate as well as the most important econometric issues that arise in the estimation of urban economics and real estate models. The first part of the course focuses on the application of modern econometric methods to analyze empirical questions in the broad urban economics field, which includes topics from public economics and local finances, such as household sorting and valuation of public goods. This part of the course is especially concerned about dealing with non-experimental data, and also provides a guide for tools that are useful for applied research. The second and third parts of the course examine the economic modeling and intuition of a range of topics in urban economics and real estate, such as spacial equilibrium, supply and demand of space, housing prices and cycles. In addition, special emphasis is given to how the understanding of economic theory and institutions can help any empirical analysis. At the end of the course students should have a firm grasp of theory and econometric tools that lead to convincing empirical applications. Prerequisite: All Ph.D. students will be expected to complete a research paper in addition to the successful completion of the course examination requirements.
Taught by: Ferreira
One-term course offered either term
Activity: Lecture
1.0 Course Unit

REAL 949 Introduction to Clinical and Translational Research
This introductory course lays the foundation for understanding practical aspects of conducting clinical research in an academic environment. The course is divided into two modules: Module 1: Research Methods & Protocol Development and Module 2: Regulatory Environment for Clinical Trials. The first module introduces clinical research, clinical protocols, study designs and biostatistics that underlie such studies. The second module covers ethical considerations in clinical research, study execution and oversight, and the regulatory environment for clinical research. Upon completion, students should have a strong foundation in the fundamentals of clinical research and should be able to apply contemporary research tools to clinically relevant areas of investigation. Prerequisite: This course requires permission to register. Please contact Bethany Germany at (bgermany@upenn.edu) to register.
Taught by: Emma Meagher, MD
Course usually offered in fall term
Also Offered As: MTR 510
Activity: Lecture
1.0 Course Unit

REAL 950 Independent Study
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

REAL 955 Introduction to Clinical and Translational Research
This introductory course lays the foundation for understanding practical aspects of conducting clinical research in an academic environment. The course is divided into two modules: Module 1: Research Methods & Protocol Development and Module 2: Regulatory Environment for Clinical Trials. The first module introduces clinical research, clinical protocols, study designs and biostatistics that underlie such studies. The second module covers ethical considerations in clinical research, study execution and oversight, and the regulatory environment for clinical research. Upon completion, students should have a strong foundation in the fundamentals of clinical research and should be able to apply contemporary research tools to clinically relevant areas of investigation. Prerequisite: This course requires permission to register. Please contact Bethany Germany at (bgermany@upenn.edu) to register.
Taught by: Emma Meagher, MD
Course usually offered in fall term
Also Offered As: MTR 510
Activity: Lecture
1.0 Course Unit

REAL 956 Independent Study
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

REAL 957 Independent Study
One-term course offered either term
Activity: Independent Study
0.5 Course Units

REAL 958 Independent Study
One-term course offered either term
Activity: Independent Study
0.5 Course Units

REAL 959 Independent Study
One-term course offered either term
Activity: Independent Study
0.5 Course Units

REAL 960 Independent Study
One-term course offered either term
Activity: Independent Study
0.5 Course Units

REAL 961 Independent Study
One-term course offered either term
Activity: Independent Study
0.5 Course Units

REAL 962 Applied Economics Seminar
The goal of this course is to help doctoral students develop critical thinking skills through both seminar participation and writing of referee reports. To this end students will attend the Wharton Applied Economics each Wednesday at noon seminar when it meets; prepare two written referee reports on WAE papers per semester, due before the seminar is presented. After attending the seminar and the ensuing discussion of the paper, students will prepare follow-up evaluations of their referee report reports, due one week after the seminar.
Taught by: Gilles Duranton
Two terms. student may enter either term.
Also Offered As: BEPP 962
Activity: Seminar
0.5 Course Units

REAL 995 Dissertation
One-term course offered either term
Activity: Dissertation
1.0 Course Unit

REAL 996 Dissertation
One-term course offered either term
Activity: Dissertation
1.0 Course Unit

REAL 997 Independent Study
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

REAL 998 Independent Study
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

REAL 999 Independent Study
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

Regulation (REG)

REG 510 Introduction to Clinical and Translational Research
This introductory course lays the foundation for understanding practical aspects of conducting clinical research in an academic environment. The course is divided into two modules: Module 1: Research Methods & Protocol Development and Module 2: Regulatory Environment for Clinical Trials. The first module introduces clinical research, clinical protocols, study designs and biostatistics that underlie such studies. The second module covers ethical considerations in clinical research, study execution and oversight, and the regulatory environment for clinical research. Upon completion, students should have a strong foundation in the fundamentals of clinical research and should be able to apply contemporary research tools to clinically relevant areas of investigation. Prerequisite: This course requires permission to register. Please contact Bethany Germany at (bgermany@upenn.edu) to register.
Taught by: Emma Meagher, MD
Course usually offered in fall term
Also Offered As: MTR 510
Activity: Lecture
1.0 Course Unit
REG 590 Molecular Toxicology: Chemical and Biological Mechanisms
Course Goals: Exposures to foreign compounds (drugs, carcinogens, and pollutants) can disrupt normal cellular processes leading to toxicity. This course will focus on the molecular mechanisms by which environmental exposures lead to end-organ injury and to diseases of environmental etiology (neurodegenerative and lung diseases, reproduction disruption and cardiovascular injury). Students will learn the difficulties in modeling response to low-dose chronic exposures, how these exposures are influenced by metabolism and disposition, and how reactive intermediates alter the function of biomolecules. Mechanisms responsible for cellular damage, aberrant repair, and end-organ injury will be discussed. Students will learn about modern predictive molecular toxicology to classify toxicants, predict individual susceptibility and response to environmental triggers, and how to develop and validate biomarkers for diseases of environmental etiology. Students are expected to write a term paper on risk assessment on an environmental exposure using available TOXNET information. Pre-requisites: Must have taken or will take Fundamentals of Pharmacology concurrently. Undergraduate course work in biochemistry and chemistry essential. Exceptions allowed based on past course work. Please consult with students with required prerequisites; residents in in Environmental and Occupational Health, and professional masters students (MPH and MTR).
Taught by: Dr. Trevor M. Penning
Course usually offered in spring term
Also Offered As: PHRM 590
Activity: Lecture
1.0 Course Unit

REG 600 Introduction to Biostatistics
This course prepares students understand and apply the necessary statistical methods to their thesis project, critically assess the application of statistical methods in the literature, and collaborate with biostatisticians.
Taught by: Roger Vaughan, MS, DrPH
Course usually offered in fall term
Also Offered As: MTR 600
Activity: Lecture
1.0 Course Unit

REG 602 Proposal Development
Focuses on study design and proposal development as they relate to studies that probe the mechanism of disease. Discusses concepts such as writing a background section, asking a research question, designing a study, use of biomarkers, writing a research proposal, overview of study designs addressing feasibility issues. Development of thesis proposal starts during this course and concludes with each student submitting and presenting their proposal to the MTR faculty panel for critique and feedback.
Taught by: Anil Vachani, MD
Two terms. student must enter first term.
Also Offered As: MTR 602
Activity: Seminar
1.0 Course Unit

REG 610 Fundamentals of FDA Regulation
This introductory course provides an overview of Regulatory Affairs in relation to three key areas of development: Drugs, Biologics, and Medical Devices. The course will look at the rules governing prescription and over-the-counter drugs as well as the changes introduced by the influence of genetic engineering and biological product development. Throughout the course, practical issues facing regulatory specialists as they work with the FDA and other international regulatory bodies to secure and keep product approval will be addressed. Prerequisite: Permission is needed to register. Contact Bethany Germany at (bgermany@upenn.edu) to register. Taught by: Monica Ferrante
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit

REG 611 Clinical Study Management
This course will focus on the practical aspects of conducting clinical research in an academic environment. Upon course completion students will be able to apply scientific principles of research to the implementation and management of both investigator-initiated and industry-sponsored clinical research studies. Students will be guided through the operational aspects and regulatory processes for the three stages of study management: pre study start-up, ongoing study management and study close out. Students will learn strategies for navigating the complex regulatory/operational clinical research environment and for successful protocol development and approval, subject recruitment, data management and IRB clinical practices guiding research in humans is a critical concept that will be integrated throughout each of the lectures. Prerequisite: Permission is needed to register. Contact Bethany Germany (bgermany@upenn.edu) to register. Taught by: Megan Kasimatis Singleton, JD
Activity: Lecture
1.0 Course Unit

REG 612 Introduction to Drug Development
This introductory course lays the foundation for conducting pharmaceutical research in many ways. It begins with a brief review of the history of drug development and explains the phases of drug development in detail. The decision making process, drug development milestones and compound progression metrics are defined and explained with examples. At the conclusion of this course, students should have a working knowledge of the drug development process, understand the regulatory basis by which new chemical entities are evaluated and ultimately approved, and appreciate the time and expense of drug development. Undergraduates and graduate students from other departments are welcome. Please contact Bethany Germany (bgermany@upenn.edu) to request permission to register. Taught by: Eileen Doyle
One-term course offered either term
Activity: Lecture
1.0 Course Unit
REG 614 Biopharmaceutical Product Development, Manufacturing and Regulatory Affairs
Biopharmaceutical protein products have been successfully used to treat a number of diseases and currently represent a large segment of the product pipeline in most major pharmaceutical companies. More than half of the current top 20 blockbuster drugs are biopharmaceuticals. Drugs like Activase, Humira, and Avastin have revolutionized the drug industry in treating the unmet medical needs of many patients. With innovation at the heart of the biopharmaceutical industry, this course is aimed at developing the student's understanding of the application of basic research in molecular biology and genetics to the development of novel drugs for treating diseases. The course is designed to provide an overview of biopharmaceutical protein drug development and manufacturing processes with an emphasis on regulatory affairs activities. The class has been developed and is taught by a former VP of biopharmaceutical product development with over 30 years of experience in biotechnology and the biopharmaceutical industry. The course director will provide insights into the unique challenges and opportunities facing the biopharmaceutical industry and how they relate to regulatory affairs. Subject area experts from industry will also participate as guest lecturers. Prerequisite: Permission required to register. Please contact Bethany Germany (bgermany@upenn.edu) to request a permit.
Taught by: Marcia Federici, PhD
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

REG 615 Post-Approval Maintenance of Drugs, Biologics, and Devices.
The FDA regulates prescription drugs, biologics and medical devices for utilization in the United States. The approval of a marketing application is a major accomplishment; however, it comes with significant responsibilities for a sponsor including numerous reporting requirements and activities to maintain a license as well as a need for lifecycle maintenance activities to stay competitive. The purpose of this course is to provide an overview of post-approval activities required for drugs, biologics and devices. Prerequisite: Contact Bethany Germany (bgermany@upenn.edu) to request a permit for registration.
Taught by: Ajay Parashar, BPharm, MS, MDD, RAC
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

REG 616 Quality Assurance
Quality assurance (QA) plays a critical role in the reliability and reproducibility of product development and, manufacturing. As a component of the Quality Management System, quality assurance includes all activities performed by an organization for the prevention of errors and defects. This course intends to focus on QA principles, standards and requirements, with regard to the FDA-regulated product development lifecycle. Further, the course aims to offer examples of QA and quality control measures through auditing monitoring and risk management. Application of quality assurance and the interfaces between GLP, GTPGMP and Pharmacovigilance regulatory regulated activities during product development and manufacturing will also be addressed.
Taught by: Dawn Lundin
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

REG 618 Introduction to Vaccine Development
Vaccine development is the process by which new vaccines are discovered, studied in laboratory and preclinical models and investigated clinically in patients to determine if they are safe and efficacious. Assuming the vaccine under investigation passes systematically defined milestones, submission of all documentation to regulatory authorities (e.g., US FDA and equivalent global regulatory authorities) can ensue and, pending a favorable review, market access can be granted. The process is highly regulated and there is significant cost involved for pharmaceutical sponsors to research and develop vaccines with the entire process averaging around 12 years once a product is discovered. This introductory course lays the foundation for conducting vaccine research in many ways. It begins with a brief review of the history of vaccine discovery and development and explains the phases of vaccine development in detail. Global Health history and impact of vaccines is described as well as the various stakeholders (e.g. WHO and World Bank) involved which distinguish vaccine from drug development. The decision-making process, vaccine development milestones and compound progression metrics are defined and explained with examples. At the conclusion of this course, students should have a working knowledge of the vaccine development process, understand the regulatory basis by which new vaccines are evaluated, ultimately approved and distributed around the world.
Taught by: Jeff Barrett
Activity: Lecture
1.0 Course Unit

REG 621 Cell and Gene Therapy
This course will provide students with a general overview of translational research in the area of gene and cell therapy. This includes technical considerations, translating preclinical investigation into therapeutics, the execution of gene and cell therapies clinical trials, and key regulatory issues. Entrepreneurial considerations will be discussed as well. By the end of this course, students will understand the basic technologies employed for gene and cell therapy along with approaches and pitfalls to translating these therapies into clinical applications including regulatory and commercial aspects of this emerging area. Prerequisite: At least one course in immunology.
Taught by: Michael C. Milone, MD, PhD, Elizabeth Hexner, MD, MSTR
Course usually offered in spring term
Also Offered As: CAMB 707, MTR 621
Activity: Lecture
1.0 Course Unit

REG 622 New Trends in Medicine and Vaccine Discovery
Modern drug discovery has evolved to include human genetic diagnosis and various biological approaches which has enabled progress in a variety of fields, including rare diseases, immuno-oncology, precision medicine, and biomarkers. The goal of this course is for students to understand newer treatment modalities and approaches beyond one size fits all small molecule drugs, as well as the technologies that empower them. Students will learn regulatory processes that govern medicine discovery and development and also consider business and societal aspects of medical progress. Students will be able to apply concepts directly to work in the healthcare industry. Students will be taught by experts in the field internal and external to Penn. Prerequisite: Permission required to register. Please contact Rachel McGarrigle (rmcg@upenn.edu) to request a permit.
Taught by: Claudine Bruck, PhD
Course usually offered in fall term
Also Offered As: MTR 622
Activity: Lecture
1.0 Course Unit
REG 623 Fundamentals of Pharmacology
This course is designed to introduce students to basic pharmacological concepts with special emphasis on the molecular actions of drugs. Subject matter includes use of microcomputers to analyze pharmacological data. Prerequisite: Permission of course director
Taught by: Dr. Jeffrey Field and staff
Course usually offered in fall term
Also Offered As: PHRM 623
Activity: Lecture
1.0 Course Unit

REG 630 Clinical Trials
This course is to serve as a general introduction to clinical trials, with emphasis on trial design issues. This is not a course on the biostatistics of clinical trials. It is expected that at the conclusion of the course, a student will be able to plan a clinical trial. Each class will consist of a two-hour lecture followed by a one hour discussion. Prerequisite: Permission of instructor.
Taught by: Farrar
Course usually offered in spring term
Also Offered As: EPID 630
Prerequisite: EPID 510 AND EPID 526
Activity: Lecture
1.0 Course Unit

REG 640 Capstone I
Activity: Masters Thesis
1.0 Course Unit

REG 641 Capstone II
Activity: Masters Thesis
1.0 Course Unit

REG 990 Thesis I
Activity: Lecture
1.0 Course Unit

REG 991 Thesis II
Activity: Lecture
1.0 Course Unit

Religion and Culture (RELC)
The courses listed on this page are exclusive to the LPS BAAS degree (https://lpsonline.sas.upenn.edu/features/what-bachelor-applied-arts-and-sciences-degree/) and LPS Online certificates (https://lpsonline.sas.upenn.edu/academics/certificates/).

RELC 101 Greek and Roman Mythology
Myths are traditional stories that have endured many years. Some of them have to do with events of great importance, such as the founding of a nation. Others tell the stories of great heroes and heroines and their exploits and courage in the face of adversity. Still others are simple tales about otherwise unremarkable people who get into trouble or do some great deed. What are we to make of all these tales, and why do people seem to like to hear them? This course will focus on the myths of ancient Greece and Rome, as well as a few contemporary American ones, as a way of exploring the nature of myth and the function it plays for individuals, societies, and nations. We will also pay some attention to the way the Greeks and Romans themselves understood their own myths. Are myths subtle codes that contain some universal truth? Are they a window on the deep recesses of a particular culture? Are they entertaining stories that people like to tell over and over? Are they a set of blinders that all of us wear, though we do not realize it? We investigate these questions through a variety of topics creation of the universe between gods and mortals, religion and family, sex, love, madness, and death.
Taught by: Peter Struck
Also Offered As: CLSC 100
Activity Online Course
1.0 Course Unit

RELC 200 Gods, Ghosts, Monsters
This course seeks to be a broad introduction. It introduces students to the diversity of doctrines held and practices performed, and art produced about ‘the fantastic’ from the earliest times to the present. The fantastic (the uncanny or supernatural) is a fundamental category in the scholarly study of religion, art, anthropology, and literature. This course focuses on both theoretical approaches to studying supernatural beings from a religious studies perspective while drawing examples from Buddhist, Shinto, Christian, Hindu, Jain, Zoroastrian, Egyptian, Central Asian, Native American, and Afro-Caribbean sources from earliest examples to the present—including mural, image, manuscript, film, codex, and even comic books. It also introduces students to related humanistic categories of study: material and visual culture, theodicy, cosmology, shamanism, transcendentalism, soteriology, eschatology, phantasmagoria, spiritualism, mysticism, theophany, and the historical power of rumor.
Taught by: McDaniel
Activity Online Course
1.0 Course Unit

RELC 201 Monsters of Japan
Also Offered As: CINM 201
Activity: Online Course
1.0 Course Unit
Religious Studies (RELS)

RELS 002 Religions of the West
This course surveys the intertwined histories of Judaism, Christianity, and Islam. We will focus on the shared stories which connect these three traditions, and the ways in which communities distinguished themselves in such shared spaces. We will mostly survey literature, but will also address material culture and ritual practice, to seek answers to the following questions: How do myths emerge? What do stories do? What is the relationship between religion and myth-making? What is scripture, and what is its function in creating religious communities? How do communities remember and forget the past? Through which lenses and with which tools do we define 'the West'? For BA Students: History and Tradition Sector Taught by: Durmaz One-term course offered either term Also Offered As: JWST 122 Activity: Lecture 1.0 Course Unit

RELS 004 Art and Religion
What is religious art and what makes art religious? This course will survey a wide variety of artistic expressions from a number of religious traditions which draw on spiritual themes, are inspired by religious experiences or texts, and which serve an important role in religious practice and belief. Some of the themes which this course will explore are: visualization and action within the cosmos, passion and religious ecstasy, the material culture of personal devotion, icons and iconoclasm, depictions of the miraculous, and the relationship between word and image. Objects and images from Christianity, Islam, Judaism, and Buddhism will be explored along with examples from other traditions. Taught by: Muravchick One-term course offered either term Activity: Lecture 1.0 Course Unit

RELS 005 Gender, Sexuality, & Religion
What does it mean to be a gendered individual in a Muslim, Hindu, Jewish, Christian, Buddhist, or Sikh religious tradition? How important are gender differences in deciding social roles, ritual activities, and spiritual vocations? This course tackles these questions, showing how gender - how it is taught, performed, and regulated - is central to understanding religion. In this course we will learn about gendered rituals, social roles, and mythologies in a range of religious traditions. We will also look at the central significance of gender to the field of religious studies generally. The first part of the course will be focused on building a foundation of knowledge about a range of religious traditions and the role of gender in those traditions. This course emphasizes religious traditions outside the West. Although it is beyond the scope of this class to offer comprehensive discussions of any one religious tradition, the aim is to provide entry points into the study of religious traditions through the lens of gender. This course will emphasize both historical perspectives and contemporary contexts. We will also read religion through feminist and queer lenses - we will explore the key characteristics of diverse feminist and queer studies approaches to religion, as well as limits of those approaches. For BA Students: Humanities and Social Science S Taught by: Robb Course usually offered in fall term Also Offered As: FOLK 029, GSWS 109 Activity: Lecture 1.0 Course Unit

RELS 013 Gods, Ghosts, and Monsters
This course seeks to be a broad introduction. It introduces students to the diversity of doctrines held and practices performed, and art produced about 'the fantastic' from earliest times to the present. The fantastic (the uncanny or supernatural) is a fundamental category in the scholarly study of religion, art, anthropology, and literature. This course will focus both theoretical approaches to studying supernatural beings from a Religious Studies perspective while drawing examples from Buddhist, Shinto, Christian, Hindu, Jain, Zoroastrian, Egyptian, Central Asian, Native American, and Afro-Caribbean sources from earliest examples to the present including mural, image, manuscript, film, codex, and even comic books. It will also introduce students to related humanistic categories of study: material and visual culture, theology, cosmology, shamanism, transcendentalism, soteriology, eschatology, phantasmasgoria, spiritualism, mysticism, theophany, and the historical power of rumor. It will serve as a gateway course into the study of Religion among numerous Asian, and East Asian Studies, as well as Visual Culture and Film Studies. It will include guest lectures from professors from several departments, as well as an extensive hands-on use of the collections of the Penn Museum of Archaeology and Anthropology and the manuscripts held in the Schoenberg Collection of Van Pelt Library. It aims to not only introduce students to major approaches, and terms in the study of religion and the supernatural, but inspire them to take more advanced courses by Ilya Vinitsky, Liliane Weissberg, Projit Mukharji, Talya Fishman, Annette Reed, David Barnes, David Spafford, Frank Chance, Michael Meister, Paul Goldin, Renata Holod, Paul Rozin, among several others. For BA Students: Humanities and Social Science S Taught by: McDaniel Course usually offered in fall term Also Offered As: EALC 022 Activity: Lecture 1.0 Course Unit

RELS 014 Myths and Religions of the Ancient World
This course will survey the religions of the ancient Middle East, situating each in its historical and socio-cultural context and focussing on the key issues of concern to humanity: creation, birth, the place of humans in the order of the universe, death and destruction. The course will cover not only the better known cultures from the area, such as Egypt and Mesopotamia, but also some lesser known traditions, such as those of the Hurrians, or of the ancient Mediterranean town of Ugarit. Religion will not be viewed merely as a separate, sealed-off element of the ancient societies, but rather as an element in various cultural contexts, for example the relationship between religion and magic, and the role of religion in politics will be recurring topics in the survey. Background readings for the lectures will be drawn not only from the modern scholarly literature, but also from the words of the ancients themselves in the form of their myths, rituals and liturgies. For BA Students: History and Tradition Sector Taught by: Frame Course usually offered in spring term Also Offered As: ANCH 046, NELC 046 Activity: Lecture 1.0 Course Unit
1.0 Course Unit

RELS 027 Great Books of Judaism

The Babylonian Talmud, known simply as the Bavli, is the foundational legal and ethical document of rabbinic Judaism. It is one of the best read works of world literature, and it is the most widely disseminated and revered rabbinic work. It not only contains legal discussions and rulings but rather it also presents the worldview of the rabbis. This course will analyze and contextualize the perspectives of the Talmud towards the important phases of life. We will examine in-depth several Talmudic passages relating to the various stages of the human lifecycle: birth and naming of the child; circumcision, bar/bat mitzva and adulthood; earning a livelihood and choosing a career; marriage and divorce; procreation and raising children; death, burial, mourning and the belief in the resurrection of the dead among others. We will evaluate these teachings in light of other traditions and in their broader late antiquity and contemporary contexts. All texts will be read in their English translation but originals will be provided.

For BA Students: Arts and Letters Sector
Course usually offered in fall term
Also Offered As: COML 057, JWST 151, NELC 156, NELC 456
Activity: Lecture
1.0 Course Unit

RELS 030 Gurus, Prophets & Aliens: Understanding New Religious Movements

This course offers a thematic introduction to the history of New Religious Movements (NRM) from the mid-19th century to the present day. Often labeled as 'cults' by the state and established religious institutions, new religions offer modern believers alternative spiritual and ideological solutions to age-old problems. In this class, students will be introduced to the teachings and practices of prominent NRMs in North America, Europe, Asia, and Australia, from wide-spread movements such as Scientology, Mormonism, and the Unification Church to lesser known groups such as the Church of the Almighty God, Neo-Paganism, and Raelism. We will explore the emergence of the anti-cult campaign in the second half of the 20th century, the relationship between apocalyptic sects such as the Peoples Temple and the Branch Davidians and political and social protest, and the role of Asian religions such as the Maharishi Mahesh Yogi's Transcendental Meditation in the development of New Age religiosity. In addition, we will learn how new religious movements such as Wicca and the Children of God helped reshape gender roles and changed mainstream views about sexuality, and how developments in mass media and popular culture contributed to the creation of new groups such as the Star Wars inspired Temple of the Jedi Order (Jedism), the Church of the Latter-Day Dude (Dudeism), as well as UFO religions such as Heaven's Gate. Throughout the semester, students will be exposed to a wide variety of primary and secondary sources, from academic articles and scholarly essays to documentaries, feature films, and TV shows. No previous knowledge in Religious Studies is required.

Taught by: Tavor
Activity: Seminar
1.0 Course Unit

RELS 031 Religion and Violence

Perhaps nothing haunts modern politics more than religious violence. Killing sprees done in the name of God reveal the limits of political power. What spaces left for the rule of law when appeals to dogma and the divine supersede reason? The causes and nature of divinely motivated violence are so mystifying that they are a constant topic of debate among academics, political parties, and news commentators. What really motivates religious violence? Is it just economic of class grievances in disguise? Are all religions prone to violence? Are some religions more violent than others? Or, are religions only violent when they go awry, denying their true messages? And does religion need to be quarantined and privatized, to keep us all safe? In this course, we'll probe the dividing line separating religion from politics in an effort to better understand the causes and nature of religious violence. How do we know the difference between religious violence and political violence? What makes religion violent, and what makes violence religious?

Activity: Seminar
1.0 Course Unit

RELS 033 Modern Catholic Christianity

At the turn of the twentieth century, Sigmund Freud hypothesized that religion was a dead duck. Many other thinkers of 'modernity' have agreed with his thesis; and yet, over a century later, it is clear that religion is still a forceful presence in human culture. One religious tradition that has survived to the surprise (and even consternation) of some critics, is Roman Catholic Christianity. This Freshman Seminar will look closely at the Catholic Church in the twenty-first century, to explore the ways in which Catholicism has (and has not) adapted to modernity. We will begin with an investigation into the history of Roman Catholicism; how it is defined, and how it developed in relation to politics and culture in the Roman Empire, medieval and early modern Europe, and in the Americas; but most of the semester will focus on the Catholic Church of the past 200 years, especially as it appears in the United States. We will consider the relationship of Catholicism to many aspects of modern life, including science and technology, political systems and leaders, aesthetics (visual arts, music, literature and film), and understandings of gender and sexuality. There will be a mid-term examination and a final paper of 6 to 10 pages.

Taught by: Matter
Activity: Seminar
1.0 Course Unit

RELS 066 Hindu Mythology

Premodern India produced some of the world's greatest myths and stories: tales of gods, goddesses, heroes, princesses, kings and lovers that continue to capture the imaginations of millions of readers and hearers. In this course, we will look closely at some of these stories especially as found in Purana-s, great compendia composed in Sanskrit, including the chief stories of the central gods of Hinduism: Visnu, Siva, and the Goddess. We will also consider the relationship between these texts and the earlier myths of the Vedas and the Indian Epics, the diversity of the narrative and mythic materials within and across different texts, and the re-imagining of these stories in the modern world.

For BA Students: Arts and Letters Sector
Taught by: Patel
One-term course offered either term
Also Offered As: COML 006, SAST 006
Activity: Lecture
1.0 Course Unit
RELS 068 India: Culture and Society
What makes India INDIA? Religion and Philosophy? Architectural splendor? Kingdoms? Caste? The position of women? This course will introduce students to India by studying a range of social and cultural institutions that have historically assumed to be definitive India. Through primary texts, novels and historical sociological analysis, we will ask how these institutions have been reproduced and transformed, and assess their significance for contemporary Indian society.
For BA Students: Humanities and Social Science S
Taught by: Sreenivasan
Course not offered every year
Also Offered As: HIST 085, SAST 008
Activity: Lecture
0.0 Course Units

RELS 069 Love Sex and Death
This course focuses on important constants of human life as they are grappled with across religious traditions. Drawing on data across a range of religious traditions (such as Christianity, Hinduism, Judaism, Islam, Buddhism and Mesoamerican Religion), we will explore topics such as sexual identity, politics, religion and the individual in contemporary life; and eroticism, sex and love as they are reflected in religious literature, art and history. Divine love and religious devotion will be examined in relation to acts of violence, including human sacrifice and self-sacrifice in the past as well as the present. Other important questions considered in this course include: how does the body function as the locus in which religion is enacted? What is the conflict between our agency over our bodies and socioreligious claims over individual autonomy? Is violence an integral part of religion? What are religious understandings of the relationship between our agency over our bodies and socioreligious claims over individual autonomy? Is violence an integral part of religion? What are religious understandings of the relationship between love and sex? What does it mean for human beings to love God?
Taught by: Jamal Elias
Course usually offered in spring term
Also Offered As: SAST 147
Activity: Lecture
1.0 Course Unit

RELS 070 The Religion of Anime
Be it shrine maidens, gods of death, and bodhisattvas fighting for justice; apocalypse, the afterlife, and apotheosis... the popular Japanese illustrated media of manga and anime are replete with religious characters and religious ideas. This course uses popular illustrated media as a tool for tracing the long history of how media and religion have been deeply intertwined in Japan.
Taught by: Thomas
Course usually offered in fall term
Also Offered As: EALC 079
Activity: Lecture
1.0 Course Unit

RELS 100 Meditation and Text
Meditation, so it seems, is everywhere. Walking across Locust Walk, numerous posters jump to the eye calling for engagement with all sorts of mindfulness and spiritual contemplations. We often associate with it: quiet, detachment, calm. Yet before meditation acquired this silent character, it was in fact rather ecstatic and voluble. Meditators used to employ text to tease an introspection and put their experience into extensive writing that documents their reaction to the text, allowing the meditator to construct and reveal his or her self through the engagement with the written word. To study the history of meditation is thus to great extent to study the history of reading, and maybe more importantly, the history of the self. The course offers a survey of the history of meditation in the West: Starting with the self-examination of the Roman emperor Marcus Aurelius and the medieval monastic traditions, going through some salient meditators of the early modern period (Montaigne, Ignacio of Loyola, Descartes), all the way to the invasion of Buddhist trends to the West in the 19th and 20th century. It also provides a window to major intellectual trends in the West, and to some key texts of various religions. Given the nature of the material, we will be interested in the ways in which texts affect us, considering the impact of timing, location, reading out loud vs. silently etc. The course involves weekly reading of primary and secondary sources, active in-class discussions and brief individual presentations by the students. Students will be encouraged to bring from their own national/religious/cultural background and to develop a personal project that will culminate in a final conference-like presentation. This is proposed as a Critical Speaking Seminar.
Taught by: Blumenzweig
Also Offered As: COML 110
Activity: Seminar
1.0 Course Unit

RELS 101 Religion and Evolution
This class will explore encounters between religion and evolutionary sciences, from the 19th century to the present. We will consider the history of evolutionary biology’s entanglements with faith, from the initial explosion of interest in the wake of Darwin’s Origin of the Species in 1859 to contemporary debates about creationism and intelligent design here in Pennsylvania in the 21st century. In the first half of the class, we will look at how writers, philosophers, and theologians from around the world and a range of religious traditions have assessed the evolution-religion relationship — some seeing conflict, others concord. In the second half, we will consider evolutionary approaches to the origins of religion, from late-19th century accounts to modern cognitive science and group selection theories. Topics covered will include scientific racism, sociobiology and the evolutionary origins of morality, primate religion, and the relationship between science, religion, and politics.
Taught by: Schaefer
One-term course offered either term
Activity: Lecture
1.0 Course Unit
RELS 102 Sacred Stuff: Religious Bodies, Places, and Objects
Does religion start with what’s in our heads? Or are religious commitments made, shaped and strengthened by the people, places, and things around us? This course will explore how religion happens in the material world. We’ll start with classical and contemporary theories on the relationship of religion to stuff. We’ll then consider examples of how religion is animated not just by texts, but through interactions with objects, spaces, bodies, monuments, color, design, architecture, and film. We’ll ask how these material expressions of religion move beyond private faith and connect religion to politics and identity.
Taught by: Schaefer
One-term course offered either term
Also Offered As: ANTH 112, ARTH 339
Activity: Seminar
1.0 Course Unit

RELS 105 Virtual Religion: Religion in the Digital Age
How has religion responded and adapted to modern technology? How has the internet impacted our understanding of community, religion, morality, and embodiment? Can piety be digitized? Can artificial intelligence be religious? In the new world in which we are discussing the advantages and perils of automation, humans vs. robots, advanced medical practices, and the like, where does religion fit in? How to understand the discussions around virtual religious gatherings during the global pandemic? This course explores the ways in which religion is expressed and experienced through digital media around the globe. We will read literature on philosophy of technology, environment, and material aspects of religion. In light of such theoretical frameworks, we will analyze media that have been changing the paradigms of religious practice, such as the internet, digitization of texts and objects, 3-d printing, virtual reality experiments, artificial intelligence, and the recent global health crisis. The course will draw examples from a variety of religious traditions and will study various conversations taking place between religion and technology. We will give special attention to the on-going debates about virtual religion in connection to the Covid-19 pandemic, and will speak about the future of religious communities and practice.
Taught by: Durmaz
Course not offered every year
Activity: Lecture
1.0 Course Unit

RELS 109 Witchcraft and Possession
This course explores world witchcraft and possession from the persecutions of the early seventeenth century through the rise of Wicca in the twentieth century. The mere mention of these terms, or of such close cousins as demonology, sorcery, exorcism, magic, and the witches Sabbath, raises clear ethnographic and historical challenges. How can the analysis of witchcraft—including beliefs, patterns of accusation, the general social position of victims, the intensity and timing of witch hunts, and its relation to religious practice, law, language, gender, social marginalization, and property—lead us to a more humane understanding of belief and action? Films such as The Exorcist, The Blair Witch Project, The Crucible, and Three Sovereigns for Sarah will focus discussion.
For BA Students: Humanities and Social Science S
Taught by: St.George
One-term course offered either term
Also Offered As: ANTH 118, GSWS 119, HIST 118
Activity: Recitation
1.0 Course Unit

RELS 110 American Jesus
Images and beliefs about Jesus have always been a compelling part of American life. This course seeks to examine the social, political, religious and artistic ways that Jesus has been appropriated and used in American life, making him a unique figure for exploring American religious life. Special attention will be given to how Jesus is used to shape social and political concerns, including race, gender, sexuality and culture.
Taught by: Butler
Course not offered every year
Also Offered As: AFRC 109
Activity: Seminar
1.0 Course Unit

RELS 111 God & Money
The relationship between how people understand god(s) and money has always been a complicated one. Many religions have a relationship to money, whether in offerings, asking for blessings, or to build and create places worship. God and Money explores the relationship between how religions view money, capitalism, and religion, and how movements like the prosperity gospel have expanded and complicated the interplay between religion, money and capitalism around the world.
Taught by: Butler
One-term course offered either term
Activity: Lecture
1.0 Course Unit

RELS 112 Religious Ethics and Modern Society
Religious beliefs of Malcolm X and MLK formed their social action during the Civil Rights for African Americans. This seminar will explore the religious biographies of each leader, how religion shaped their public and private personas, and the transformative and transgressive role that religion played in the history of the Civil Rights movement in the United States and abroad. Students in this course will leave with a clearer understanding of religious beliefs of Christianity, The Nation of Islam, and Islam, as well as religiously based social activism. Other course emphases include the public and private roles of religion within the context of the shaping of ideas of freedom, democracy, and equality in the United States, the role of the ‘Black church’ in depicting messages of democracy and freedom, and religious oratory as exemplified through MLK and Malcolm X.
Taught by: Butler
One-term course offered either term
Also Offered As: AFRC 115
Activity: Lecture
1.0 Course Unit

RELS 114 The Religion of Ancient Egypt
Weekly lectures (some of which will be illustrated) and a field trip to the University Museum’s Egyptian Section. The multifaceted approach to the subject matter covers such topics as funerary literature and religion, cults, magic religious art and architecture, and the religion of daily life.
Taught by: Silverman/Wegner
Course not offered every year
Also Offered As: NELC 166, NELC 468
Activity: Lecture
1.0 Course Unit
REL 117 African American Religion
The unique history and experiences of African Americans can be traced through religion and belief. Through the mediums of literature, politics, music, and film, students will explore the religious experience of people of the African Diaspora within the context of the complex history of race in American history. The course will cover a broad spectrum of African American religious experience including Black Nationalism, urban religions, the ‘black church’ and African religious traditions such as Santeria and Rastafarianism. Special attention will be paid to the role of race, gender, sexuality, and popular culture in the African American religious experience.
Taught by: Butler
One-term course offered either term
Activity: Lecture
1.0 Course Unit

REL 118 Religion and Cinema in India
This seminar examines key themes in the study of religion and Indian cinema. The aim of the seminar is to foreground discussions of performativity, visual culture, representation, and politics in the study of modern South Asian religions. Themes include mythological cinema, gender and sexuality, censorship and the state, and communalism and secularism. The films we will be deploying as case studies will be limited to those produced in Hindi, Telugu and Tamil (the three largest cinema cultures of India). No knowledge of South Asian language is needed for this course however.
Taught by: Soneji
Course not offered every year
Also Offered As: CIMS 113, SAST 112
Activity: Lecture
1.0 Course Unit

REL 120 Jews and Judaism in Antiquity
A broad introduction to the history of Jewish civilization from its Biblical beginnings to the Middle Ages, with the main focus on the formative period of classical rabbinic Judaism and on the symbiotic relationship between Judaism, Christianity, and Islam.
For BA Students: History and Tradition Sector
Taught by: Dohrmann
Course usually offered in spring term
Also Offered As: HIST 139, JWST 156, NELC 051, NELC 451
Activity: Lecture
1.0 Course Unit

REL 121 Medieval and Early Modern Jewry
Follow the journey of one global diaspora over a millennium of cultural, intellectual, social, and religious change. From the rise of Islam in the seventh century to the separation of church and state in the seventeenth, Jewish people were intimate parts of, and at the same time utterly othered by, the many societies in which they lived. This basic duality is at the heart of this course, exploring how Jewish religion and culture evolved in relationship with Muslim and Christian majorities. Students will develop an understanding of the rich dynamism of premodern Judaism and Jewish life, with an emphasis on global diversity and internal differentiation as well as change over time. We will look for threads of continuity and moments of transformation, decode illustrative texts, images, and documents (in English), and ask how the Judaism that faced modernity had been shaped by a staggering array of different cultural circumstances after antiquity. The course includes attention to anti-Jewish phenomena like expulsion and blood libel, but also at coexistence and creative cultural synthesis, avoiding any simplistic narrative and asking about their legacy in the present day. It will look at the Jewish past from the inside, including less familiar dimensions including philosophy, magic, messianism, and family life.
For BA Students: History and Tradition Sector
Taught by: Oravetz Albert
Course usually offered in fall term
Also Offered As: HIST 140, JWST 157, NELC 052
Activity: Lecture
1.0 Course Unit

REL 122 Jews in the Modern World
This course offers an intensive survey of the major currents in Jewish culture and society from the late middle ages to the present. Focusing upon the different societies in which Jews have lived, the course explores Jewish responses to the political, socio-economic, and cultural challenges of modernity. Topics to be covered include the political emancipation of Jews, the creation of new religious movements within Judaism, Jewish socialism, Zionism, the Holocaust, and the emergence of new Jewish communities in Israel and the United States. No prior background in Jewish history is expected.
For BA Students: History and Tradition Sector
Taught by: Wenger
Course usually offered in spring term
Also Offered As: HIST 141, JWST 158, NELC 053
Activity: Lecture
1.0 Course Unit

REL 124 American Jewish Experience
This course offers a comprehensive survey of American Jewish history from the colonial period to the present. It will cover the different waves of Jewish immigration to the United States and examine the construction of Jewish political, cultural, and religious life in America. Topics will include: American Judaism, the Jewish labor movement, Jewish politics and popular culture, and the responses of American Jews to the Holocaust and the State of Israel.
Taught by: Wenger
One-term course offered either term
Also Offered As: HIST 150, JWST 130
Activity: Lecture
1.0 Course Unit
RELS 126 Jewish Mysticism
Survey of expressions of Jewish mysticism from Hebrew Scripture through the 21st century. Topics include rabbinic concerns about mystical speculation, the ascent through the celestial chambers - hekhhalot, the Book of Creation, the relationship of Jewish philosophy and mysticism, techniques of letter permutation, schematization of the Divine Body, the prominence of gender and sexuality in kabbalistic thought, the relationship of kabbalah to the practice of the commandments, Zohar, Lurianic kabbalah, Hasidism, New-Age Jewish spirituality and the resurgence of Jewish mysticism in the 20th century. All readings will be in English translation. For BA Students: Arts and Letters Sector Taught by: Fishman Course not offered every year Also Offered As: JWST 126, NELC 186 Activity: Lecture 1.0 Course Unit

RELS 128 Spirituality in Contemporary Israel
This course maps out spiritual and religious life in Israel today, ranging from state-supported orthodox communities to groups that practice alternative forms of spirituality. What role do tradition, custom and ritual practice play in the construction of contemporary Israeli identity? How does the State shape religious and spiritual life? What forms of spiritual life are emerging beyond orthodoxy? The course will explore these and other questions through the examination of various media including newspapers, movies, and online conversations with Israeli religious leaders and important figures in popular culture. Taught by: Ben Lulu Course offered fall; even-numbered years Also Offered As: JWST 128 Activity: Lecture 1.0 Course Unit

RELS 129 Themes Jewish Tradition
Course topics will vary; have included The Binding of Isaac, Responses to Catastrophies in Jewish History, Holy Men & Women (Ben-Amos); Rewriting the Bible (Dohrmann); Performing Judaism (Fishman); Jewish Political Thought (Fishman); Jewish Esotericism (Lorberbaum). Democratic culture assumes the democracy of knowledge - the accessibility of knowledge and its transparency. Should this always be the case? What of harmful knowledge? When are secrets necessary? In traditional Jewish thought, approaching the divine has often assumed an aura of danger. Theological knowledge was thought of as restricted. This seminar will explore the 'open' and 'closed' in theological knowledge, as presented in central texts of the rabbinic tradition: the Mishnah, Maimonides and the Kabbalah. Primary sources will be available in both Hebrew and English. For BA Students: History and Tradition Sector Taught by: Ben-Amos/Stern/Dohrmann/Fishman One-term course offered either term Also Offered As: FOLK 252, JWST 100, NELC 252, NELC 552 Activity: Seminar 1.0 Course Unit

RELS 130 How to Read the Bible
The aim of this course is to explore what the Bible means, and why it means such different things to different people. Why do people find different kinds of meaning in the Bible? Who is right in the struggle over its meaning, and how does one go about deciphering that meaning in the first place? Focusing on the book of Genesis, this seminar seeks to help students answer these questions by introducing some of the many ways in which the Bible has been read over the ages. exploring its meaning as understood by ancient Jews and Christians, modern secular scholars, contemporary fiction writers, feminist activists, philosophers and other kinds of interpreter. Taught by: WEITZMAN Also Offered As: JWST 131, NELC 153 Activity: Seminar 1.0 Course Unit

RELS 132 The History of God
This course introduces the history of God as understood by modern scholars of religion. Why do people believe in gods in the first place? How did so many people come to believe that there was only one god, and how is that god different from earlier gods? How is the God of Judaism different from that venerated by Christians and Muslims. And what is the future of God in a world shaped by secularism, capitalism, and climate-change? This course will address these and other questions in light of anthropology, psychology, intellectual history, and other approaches that scholars uses to illumine religion. Taught by: Weitzman Course not offered every year Also Offered As: ANCH 133, JWST 132 Activity: Seminar 1.0 Course Unit

RELS 135 Introduction to the New Testament
What can be known - from historical perspectives - about the life and teachings of Jesus and his earliest followers? Did Jesus see himself as a teacher and/or a revolutionary and/or the messiah? If Jesus and the apostles were all Jews, how did Christianity emerge as a distinct 'religion'? distinct from Judaism? And how is that this small Galilean and Judean movement came to shape world history and Western culture even to this day? This course explores these questions through a focus on the formation of the New Testament - from the letters of Paul in the early first century CE, to the collection and closure of the canon of Christian Scriptures in the fourth century CE. In the process, we will explore the lived worlds of the first followers of Jesus through readings of texts within and outside the New Testament but also through art, artifacts, and manuscripts at Penn and in Philadelphia. For BA Students: History and Tradition Sector Taught by: Reed One-term course offered either term Activity: Lecture 1.0 Course Unit
RLS 136 Death and the Afterlife in Ancient Judaism and Christianity
This course surveys the development of concepts about death and the afterlife in Judaism and Christianity, exploring the cultural and socio-historical contexts of the formation of beliefs about heaven and hell, the end of the world, martyrdom, immortality, resurrection, and the problem of evil. Readings cover a broad range of ancient sources, including selections from the Hebrew Bible and New Testament, as well as other Jewish and Christian writings (e.g., 'apocrypha,' pseudopigrapha, Dead Sea Scrolls, classical rabbinc literature, Church Fathers, 'gnostic' and 'magical' materials). In the process, this course introduces students to formative eras and ideas in the history of Judaism, Christianity, and Western culture.
One-term course offered either term
Also Offered As: JWST 136
Activity: Lecture
1.0 Course Unit

RLS 137 Religion and the Global Future
What role is religion playing in shaping the future of the globe? Has it made the world more or less dangerous? Can it help humanity address challenges like international conflict, climate change and poverty, or is it making those problems worse? The goal of this course is to help students think through these questions in light of the scholarship on religion and its intersections with international relations and public policy.
Taught by: Weitzman, Harf
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

RLS 141 The Israeli Soul: Religion and Psychology in Modern Israel
This course aims to introduce what it means to be an Israeli today by exploring how Israeli identity relates to politics, religion, violence and trauma. Taught by an anthropologist, the course is focused on being Israeli not as a national identity but as a psychological experience, and aims to illumine the religious, cultural, social and political forces that are shaping that experience.
Taught by: Friedman-Peleg
Course not offered every year
Also Offered As: JWST 141
Activity: Seminar
1.0 Course Unit

RLS 143 Introduction to Islam
This course is an introduction to Islam as a religion as it exists in societies of the past as well as the present. It explores the many ways in which Muslims have interpreted and put into practice the prophetic message of Muhammad through historical and social analyses of varying theological, philosophical, legal, political, mystical and literary writings, as well as through visual art and music. The aim of the course is to develop a framework for explaining the sources and symbols through which specific experiences and understandings have been signified as Islamic, both by Muslims and by other peoples with whom they have come into contact, with particular emphasis given to issues of gender, religious violence and changes in beliefs and behaviors which have special relevance for contemporary society.
Taught by: Elias
One-term course offered either term
Also Offered As: NELC 136, SAST 139
Activity: Lecture
1.0 Course Unit

RLS 144 From Jesus to Muhammad: History of Early Christianity
'Jesus and Muhammad walk into a bar...’ We can think about multiple ways to complete the joke. They could talk about prophecy and prophetic succession, God’s word, women, pagans and Jews, state authority, among others. This course traces the long arc of religious history, from the Jesus movement to the rise of Islam. Through texts, objects, buildings, and artistic representations we will study the time period that connects these two significant developments that majorly changed world history. Lectures and discussions will consist of close reading, analysis, and discussion of primary sources, analysis of non-literary media, and engagement with modern scholarship. We will raise questions about ancient and modern perspectives on religious practice, representation, authority, gender, race/ethnicity, memory, and interreligious encounters.
Taught by: Durmaz
Course not offered every year
Activity: Lecture
1.0 Course Unit

RLS 150 Introduction to the Bible (The 'Old Testament')
An introduction to the major themes and ideas of the Hebrew Bible (the Old Testament), with attention to the contributions of archaeology and modern Biblical scholarship, including Biblical criticism and the response to it in Judaism and Christianity. All readings are in English.
For BA Students: Humanities and Social Science S
Taught by: Crazn
Course usually offered in fall term
Also Offered As: JWST 150, NELC 150, NELC 450
Activity: Lecture
1.0 Course Unit

RLS 155 Introduction to Indian Philosophy
This course will take the student through the major topics of Indian philosophy by first introducing the fundamental concepts and terms that are necessary for a deeper understanding of themes that pervade the philosophical literature of India – arguments for against the existence of God, for example, the ontological status of external objects, the means of valid knowledge, standards of proof, the discourse on the aims of life. The readings will emphasize classical Hindu, Buddhist, and Jain philosophical articulations (from 700 B.C.E. to 16th century C.E.) but we will also supplement our study of these materials with contemporary or relatively recent philosophical writings in modern India.
For BA Students: History and Tradition Sector
Taught by: Patel
One-term course offered either term
Also Offered As: PHIL 050, SAST 050, SAST 603
Activity: Lecture
1.0 Course Unit
RELS 163 Introduction to Hinduism
This course introduces students to the history, texts, philosophies and rituals of South Asia's oldest living religious traditions, represented today by the term 'Hinduism.' At the same time, it problematizes the idea of a monolithic 'Hindu Tradition,' in favor of an approach that recognizes several distinct, dynamic, yet symbiotic Hindu religious cultures. The course also places emphasis on the vitality of today's Hinduism(s), and the various historical, ritual, cultural, and social contexts that they represent and constitute. The course is organized around six modules: (1) Issues in the Academic Study of Hinduism; (2) Sanskrit (textual) tradition; (3) Philosophy; (4) Theology; (5) Ritual; (6) Modernity and Contemporary Politics.
Taught by: Soneji
One-term course offered either term
Also Offered As: SAST 009
Activity: Lecture
1.0 Course Unit

RELS 164 History, Culture, and Religion in Early India
This course surveys the culture, religion and history of India from 2500 BCE to 1200 CE. The course examines the major cultural, religious and social factors that shaped the course of early Indian history. The following themes will be covered: the rise and fall of Harappan civilization, the 'Aryan Invasion' and Vedic India, the rise of cities, states and the religions of Buddhism and Jainism, the historical context of the growth of classical Hinduism, including the Mahabharata, Ramayana and the development of the theistic temple cults of Saivism and Vaisnavism, processes of medieval agrarian expansion and cultic incorporation as well as the spread of early Indian cultural ideas in Southeast Asia. In addition to assigned secondary readings students will read select primary sources on the history of religion and culture of early India, including Vedic and Buddhist texts, Puranas and medieval temple inscriptions. Major objectives of the course will be to draw attention to India’s early cultural and religious past and to assess contemporary concerns and ideologies in influencing our understanding and representation of that past.
For BA Students: History and Tradition Sector
Taught by: Ali
One-term course offered either term
Also Offered As: HIST 086, SAST 003
Activity: Lecture
1.0 Course Unit

RELS 165 The Making of Scripture: From Revelation to Canon
The Bible as we know it is the product of a lengthy process of development, elaboration, contest, and debate. Rather than a foregone conclusion, the process by which the texts and traditions within the bible, and the status ascribed to them, was turbulent and uncertain. This course examines that process, examining the Bible, traditions and communities from the Second Temple Period - such as the Dead Sea Scrolls and Community - that rewrote, reconsidered, revised, or rejected now well-recognized figures and stories, and constructed distinct ideas of what was considered scripture and how it should be approached. Even as the bible began to resemble the corpus as we now know it, interpretive strategies rendered it entirely different, such as Hellenistic Allegorizers, working from the platonic tradition, rabbinic readers who had an entirely different set of hermeneutics, early Christians, who offered different strategies for reading the 'Old' and 'New' Testaments alongside one another (and employing categories like 'Old' and 'New,' themselves constituting a new attitude and relationship to and between these texts), and lastly early Muslim readers, who embraced many of the stories in the Bible, altered others, and debated the status of these corpuses under Islam.
Taught by: Gross
Also Offered As: JWST 160, NELC 160
Activity: Seminar
1.0 Course Unit

RELS 172 East Asian Religions
This course will introduce students to the diverse beliefs, ideas, and practices of East Asia’s major religious traditions: Buddhism, Confucianism, Daoism, Shinto, Popular Religion, as well as Asian forms of Islam and Christianity. As religious identity in East Asia is often fluid and non-sectarian in nature, there religious traditions will not be investigated in isolation. Instead, the course will adopt a chronological and geographical approach, examining the spread of religious ideas and practices across East Asia and the ensuing results of these encounters. The course will be divided into three units. Unit one will cover the religions of China. We will begin by discussing early Chinese religion and its role in shaping the imperial state before turning to the arrival of Buddhism and its impact in the development of organized Daoism, as well as local religion. In the second unit, we will turn eastward into Korea and Japan. After examining the impact of Confucianism and Buddhism on the religious histories of these two regions, we will proceed to learn about the formation of new schools of Buddhism, as well as the rituals and beliefs associated with Japanese Shinto and Korean Shamanism. The third and final unit will focus on the modern and contemporary periods through an analysis of key themes such as religion and modernity, the global reception and interpretation of East Asian religions, and the relationship between religion and popular culture. The class will be conducted mainly in the form of a lecture, but some sessions will be partially devoted to a discussion of primary sources in translation. The course assignments are designed to evaluate the development of both of these areas. No previous knowledge of East Asian languages is necessary, and all readings will be available in English on the Canvas site in PDF form.
Taught by: Tavor
Course usually offered in fall term
Also Offered As: EALC 008
Activity: Lecture
1.0 Course Unit
RELS 173 Introduction to Buddhism
This course seeks to introduce students to the diversity of doctrines held and practices performed by Buddhists in Asia. By focusing on how specific beliefs and practices are tied to particular locations and particular times, we will be able to explore in detail the religious institutions, artistic, architectural, and musical traditions, textual production and legal and doctrinal developments of Buddhism over time and within its socio-historical context. Religion is never divorced from its place and its time. Furthermore, by geographically and historically grounding the study of these religions we will be able to examine how their individual ethic, cosmological and soteriological systems effect local history, economics, politics, and material culture. We will concentrate first on the person of the Buddha, his many biographies and how he has been followed and worshipped in a variety of ways from Lhasa, Tibet to Phrae, Thailand. From there we touch on the foundational teachings of the Buddha with an eye to how they have evolved and transformed over time. Finally, we focus on the practice of Buddhist ritual, magic and ethics in monasteries and among lay communities in Asia and even in the West. This section will contrast the way Buddhists have thought of issues such as 'Just-War,' Women's Rights and Abortion. While no one quarter course could provide a detailed presentation of the beliefs and practices of Buddhism, my hope is that we will be able to look closely at certain aspects of these religions by focusing on how they are practiced in places like Nara, Japan or Vietnam, Laos.
Taught by: McDaniel
One-term course offered either term
Also Offered As: EALC 015, SAST 142
Activity: Lecture
1.0 Course Unit

RELS 184 What is Daoism?
This course introduces a wide variety of ideas and practices that have at one time or another been labeled as Daoist (or 'Taoist' in the Wade-Giles Romanization), in order to sort out the different senses of the term, and consider whether these ideas and practices have had any common features. We will begin with the two most famous Daoist works—the Zhuangzi and the Daodejing (or Laozi). We will also survey other bio-spiritual practices, such as the meditational techniques of Inner Alchemy and the self-cultivation regimes known today as Qigong and Tai-chi, as well as the theological and ritual foundations of organized Daoist lineages, many of which are still alive across East Asia. We will conclude with a critical review of the twentieth-century reinvention of 'Daoism,' the scientization of Inner Alchemy, and the new classification of 'religious' versus 'philosophical Daoism.' While familiarizing ourselves with the key concepts, practices, and organizations developed in the history of Daoism, this course emphasizes the specific socio-political context of each of them. Throughout the course, we will think critically about the label of 'Daoist' (as well as 'Confucian' and 'Buddhist') in Chinese history and in modern scholarship. We will also question modern demarcations between the fields of philosophy, religion, and science.
Taught by: Cheng
Course not offered every year
Also Offered As: EALC 034
Activity: Lecture
1.0 Course Unit

RELS 189 Islam and the West
How did Muslims and modern South Asia interact with the West? What Islamic idioms, orientations and movements emerged in the nineteenth and twentieth centuries? Was South Asia a prominent global center of Islam? What kinds of Islamic educational institutions developed in modern South Asia? How did Muslims appropriate technologies? What materials were printed by Muslims? Were Muslims part of the British army? What was jihad in modernity? How did Muslim 'modernists' and 'traditionalists' respond to the challenges of colonialism and modernity? What was the nature of Sufism in modern South Asia? What was the nature of political Islam in South Asia? How did some Muslims demand a Muslim State? What was the Partition? How has Muslim history been remembered in Bangladesh, India and Pakistan? This is an introductory course, and aims to introduce students to a facet of the long history of Islam, Muslims, and the West.
Taught by: Sevea
Course not offered every year
Also Offered As: SAST 189, SAST 589
Activity: Seminar
1.0 Course Unit

RELS 199 Independent Study
Students arrange with a faculty member to pursue a program of reading and writing on a suitable topic.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

RELS 207 Jews, Race and Religion
Contemporary Jewish identity exists at an uneasy cross-section of race, religion and ethnicity. This course aims to expose students to the diversity of Jewish experience through the lenses of race and religion, examining the various ways these categories intersect and complicate each other. How can the study of race and religion help us to understand the present and future of Jewish life? How do Jews figure in the study of race and race relations in North America and Israel? Of what relevance is the category of whiteness for understanding Jewish identity, and what does their association in the U.S. mask about Jews and Jewish life today? And what are the roles of Jews in the continuing struggle for racial justice now underway in the world? This course aims to address these questions in light of a range of intellectual perspectives and disciplinary approaches. It will be built around a series of weekly guest lectures by leading scholars of Jews, race and/or religion, and will include among the questions and topics that it explores opportunities to explore connections among scholarship, personal experience and activism.
Taught by: Weitzman
Course not offered every year
Also Offered As: JWST 207
Activity: Seminar
1.0 Course Unit
RELS 212 Animals & Religion
This class will introduce the overlaps between religion and ecology. Rather than assuming that there is a necessary positive or negative relationship between religion and ecology, we will look at how these relationships have materialized in complicated ways at different moments in history. We’ll consider perspectives and case studies from a range of different moments in history. We’ll consider perspectives and case studies from a range of different traditions, with a special attention paid to the genesis of the field of Religion and Ecology in critiques of Christian attitudes toward the environment in the 1960s and 1970s.
Taught by: Covey
Course not offered every year
Also Offered As: ANTH 212, ENVS 212
Activity: Lecture
1.0 Course Unit

RELS 211 Religion and Ecology
Religion is full of animals—lions and lambs, monkeys and elephants, buffalo and snakes, even mythical beasts. The identity of the human being is explained, in many traditions, by contrast with the identity of other species. We know who we are because we know who they are, or do we? This course interrogates—through an exploration of sacred texts, art, film, and museum artifacts—the tension present in many traditions between an anthropocentric prioritization of the human being and religious resources that encourage a valuing of other animal species. We’ll explore the way animals function both as religious objects and as religious subjects across diverse traditions, asking how human-animal relationships have shaped religion and how religion has shaped the way we think about and interact with other animals. We’ll ask how religion has engaged with animals over time and across global cultures, understanding them as symbols, messengers, and manifestations of the divine; as material for ritual and sacrifice; as kin and subordinates; as food and as filth; as helpmeets and as tempters. How have these perspectives shaped animal ethics, influencing the treatment, use, and consumption of animals and their bodies? Finally, we’ll ask what it means that we ourselves are evolved animals. How does our own animality factor into the practice of human religion? Is our religious capacity part of what sets us apart from other animals or is religiosity a trait we might expect to find in other species? To what extent is religion a function of the animal?
Taught by: Covey
Course not offered every year
Also Offered As: ANTH 211, ENVS 211
Activity: Seminar
1.0 Course Unit

RELS 215 Satan: History, Poetics, and Politics of the Archenemy
This course explores the oldest and the most powerful antagonist of human history. Satan, the Devil, referred with many other names in different religious traditions, has a rich history from ancient dualist cosmologies, through the monotheistic traditions, up to the modern day. In this course, we will survey the many expressions of human creativity that underlies the emergence and development of this character. We will study mythology, scripture, philosophy, medicine, material culture, ritual practice, and iconographic representations to discover the many dimensions of the archenemy over the course of two millennia. Through an extensive study of Satan, we will see the ways in which people answered some perennial questions, such as: What is a human? How do we relate to the cosmos and nature? How do we make meaning of suffering? What is morality?
Taught by: Durmaz
One-term course offered either term
Activity: Lecture
1.0 Course Unit

RELS 218 Saints and Devils in Russian Literature and Tradition
This course is about Russian literature, which is populated with saints and devils, believers and religious rebels, holy men and sinners. In Russia, where peoples frame of mind had been formed by a mix of Eastern Orthodox Christianity and earlier pagan beliefs, the quest for faith, spirituality and the meaning of life has invariably been connected with religious matters. How can one find the right path in life? Is humility the way to salvation? Should one live for God or for the people? Does God even exist? In Saints and Devils, we will examine Russian literature concerning the holy and the demonic as representations of good and evil, and we will learn about the historic trends that have filled Russias national character with religious and supernatural spirit. In the course of this semester we will talk about ancient cultural traditions, remarkable works of art and the great artists who created them. All readings and films are in English. Our primary focus will be on works by Pushkin, Gogol, Lermontov, Dostoevsky, Chekhov, Tolstoy, and Bulgakov.
For BA Students: Arts and Letters Sector
Taught by: Verkholantsiev
Course not offered every year
Also Offered As: COML 213, REES 213
Activity: Seminar
1.0 Course Unit

RELS 219 Media and Culture in Contemporary Iran
This course offers a comprehensive introduction to the culture and media of modern Iran, with a critical perspective on issues such as identity formation, ethnicity, race, and nation-building. It focuses on how these issues relate to various aspects of modern Iranian culture — such as religion, gender, sexuality, war, and migration — through the lens of media, cinema, and literature.
Taught by: Esmaeili
One-term course offered either term
Also Offered As: CIMS 218, GSW 218, NELC 218, NELC 518
Activity: Seminar
1.0 Course Unit
**RELS 224 The Bible in Translation**
This course introduces students to one specific Book of the Hebrew Bible. 'The Bible in Translation' involves an in-depth reading of a biblical source against the background of contemporary scholarship. Depending on the book under discussion, this may also involve a contextual reading with other biblical books and the textual sources of the ancient Near East. Although no prerequisites are required, this class is a perfect follow-up course to 'Intro to the Bible.'

Taught by: Cranz
One-term course offered either term
Also Offered As: COML 380, JWST 255, NELC 250, NELC 550
Activity: Seminar
1.0 Course Unit

**RELS 227 Queer and Religious in Israel**
This course explores intersections of gender and religion among Jewish LGBTQ+ people in contemporary Israel. Using case studies, the course investigates the struggle for recognition, the creation of new ritual practices, and other dimensions of religious LGBTQ+ experience, both within Israel and in comparison to the United States. The course is offered at an introductory level and is meant for all students interested in the way gender and religion combine in the formation of identity.

Taught by: Ben Lulu
Course not offered every year
Activity: Lecture
1.0 Course Unit

**RELS 233 Daoist Traditions**
This course examines the history of various intellectual and religious traditions that came to be known as Daoist (or Taoist in the Wade-Giles romanization). We will begin with a critical review of the twentieth-century reinvention of Daoism and the new classification of religious versus philosophical Daoism, before tracing chronologically the textual, institutional, and social history of Daoist traditions from the fourth century B.C.E. While familiarizing students with the key concepts, practices, and organizations developed in the history of Daoism, this class emphasizes the specific socio-political context of each of them. Throughout the course, we will think critically about the labeling of Daoist (as well as Confucian and Buddhist) in Chinese history and in modern scholarship. We will also question modern demarcations between philosophy, religion, and science, as well as that between the spiritual and the physical.

Taught by: Cheng
Course not offered every year
Also Offered As: EALC 230, EALC 630, GSWS 234, GSWS 630, RELS 630
Activity: Seminar
1.0 Course Unit

**RELS 235 Eastern Christianities**
The history of Christianity is often told from the perspective of its spread westward from Israel to Rome. Yet, in the first millennium, there were more Christians living in the East, in places as far away as Persia, Yemen, India, China, and Mongolia, than in the West. Spread across the Asian continent, these Christians were actively involved in local and imperial politics, composed theological literature, and were deeply embedded in the cultural fabric of their host societies. This course traces the spread of Christianity eastward, paying particular attention to its regional developments, its negotiations with local political powers, and its contact with other religions, including Buddhism, Manichaeism, and Islam. Readings will cover a broad range of sources, including selections from classical Syriac literature, Mesopotamian magic bowls, the so-called ‘Jesus Sutras,’ and the Quran.

Taught by: Durmaz
Course not offered every year
Also Offered As: NELC 385, SAST 245
Activity: Lecture
1.0 Course Unit

**RELS 237 Gender, Religion, and China**
This course examines the interrelationship among 'gender,' 'religion,' and 'China' as conceptual and historical categories. We ask, for example, how gender plays critical and constitutive roles in Chinese religious traditions, how religion can be used both to reinforce and to challenge gender norms, how religious women impact Chinese society and culture, and what the construction of 'China' as a cultural identity and as a nation-state has to do with women, gender, and religion. We will also think about what assumptions we have when speaking of gender, religion, and China, and the infinite possibilities when we strive to think beyond. We will read three kinds of materials: (1) scholarship on gender and religion in historical and contemporary China as well as the Chinese-speaking world, (2) scholarship concerning theories and methodology of gender and religious studies not necessarily focused on China, and (3) historical record of religious women in English translation.

Taught by: Cheng
Course usually offered in spring term
Also Offered As: EALC 230, EALC 630, GSWS 234, GSWS 630, RELS 630
Activity: Seminar
1.0 Course Unit
RELS 239 Death, Disease & Demons in the Medieval World
How did life end for people in the medieval world? For most, death was not considered an end point because the soul journeyed on after the end of the body. But to where did it journey? And how would it be re-united with the body in the future? Between the classical period and the High Middle Ages, death shifted from a moment of quiet release to a frightening struggle in which angels and demons lay in wait for a soul as soon as it exited the body. This course will examine these changing beliefs about dying, focusing primarily on Christian medieval Europe but drawing comparative examples from Judaism, the Roman world, and Byzantine Christianity. Other topics we’ll consider include martyrdom and fears of bodily dismemberment; the emergence of purgatory and depictions of the afterworld; and the development of Christian rites for the dead. We’ll also investigate beliefs about the invisible powers of demons and the apocalyptic end of times. The course will also explore not only the process by which people entered the afterlife in the Middle Ages but also the causes of their deaths—what kinds of disease primarily afflicted medieval society, and how did age, class and gender intersect with disease to affect certain populations? We will end the semester by examining that most apocalyptic of Medieval events—the Black Death—in light of recent scientific discoveries, medieval medical explanations, and social changes brought on by this demographic catastrophe. Students will be exposed to a range of primary sources as well as evidence from tombstone inscriptions, architecture and manuscript illuminations, and archaeology. No prior knowledge of Medieval history is necessary.
Taught by: Leja
Course not offered every year
Activity: Seminar
1.0 Course Unit

RELS 244 From Miracles to Mindfulness
In 1902, the most famous philosopher in America, William James, revolutionized the study of religion by analyzing religion as an experience rather than as a set of doctrines or scriptures. In this course, we will pick up the inquiry that James and scholars such as Sigmund Freud began by exploring new approaches to the science and philosophy of religious experience. We will invite a series of experts from a wide range of fields—neuroscience, psychoanalysis, phenomenology, psychology, anthropology, to name only a few—to present their cutting-edge research on the nature of religious experience. How can religious experience be studied? What does the research reveal about religious experience? And what can we learn from such experiences about the workings of the human mind and human society? The course has two components: 1) a discussion-centered mini-seminar from 3:30-5:00 will open consideration of the subject with help from relevant readings 2) a guest lecture series every Tuesday from 5:00-6:30, featuring leading scholars who approach religious experience from different disciplinary angles or in light of different questions.
Taught by: Steve Weitzman
Also Offered As: JWST 244
Activity: Lecture
1.0 Course Unit

RELS 245 Sufism
This course is a survey of the large complex of Islamic intellectual and social perspectives subsumed under the term Sufism. Sufi philosophies, beliefs, practices, and social organizations have been a major part of the Islamic tradition in all historical periods and Sufism has also served as a primary muse behind Islamic aesthetic expression in poetry, music, and the visual arts. In this course, we will attempt to understand the nature and importance of Sufism by addressing both the world of ideas and socio-cultural practices. We will trace the development of Sufism as a form of Muslim piety linked to key notions in the Quran as well as living practices of venerating the Prophet Muhammad. We will then immerse ourselves in Sufi theoretical writings through a select list of primary sources introducing foundational Sufi concepts concerning the annihilation of oneself in God, and the various stages of the Sufi quest for spiritual union. From there, we will shift to a discussion of the interactions between Sufism and philosophy by looking at the writings of two of the most influential Sufi thinkers, Al-Ghazali and Ibn al-Alawi. We will also study the important role of Sufi poetry through a close reading of a selection of Rumi’s works. In our discussion of the social and political dimensions of Sufism, we will explore the relations between Sufi movements and religious and political authority, focusing on antinomianism and patronage in the Ottoman Empire, and on Sufi responses to colonial rule. The last part of the course will look at the roles of Sufis and Sufism in contemporary societies from South Asia to North America.
Taught by: Harris
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

RELS 246 Spirituality in the Age of Global Warming: Designing a Digital Mapping Project in Scalar
We are living in the midst of one of the most severe crises in the Earth’s history. Science confirms the glaciers are melting, hurricanes are growing more intense, and the oceans are rising. But there is also a deeply spiritual dimension to global warming that does not factor into the scientific explanations of the Anthropocene. ‘Spirituality’ will be defined not in terms of one particular religion, but in relationship to a passionate study of the environment and nature. Readings will include materials from both the sciences and the humanities such as Donella Meadows’s Thinking in Systems, Elizabeth Kolbert’s The Sixth Extinction, Barbara Kingsolver’s Flight Behavior, and films such as Black Fish and Wale Rider. The theoretical focus of the course will be how ‘multispecies partnerships’ can help us better understand and mitigate the effects of Climate Change. This class will work collaboratively on a digital archive with an interactive mapping interface designed in Scalar. This newly developed platform allows for the creation of multimedia exhibits that will document how Global Warming is affecting coral reefs in the tropics, glaciers in the Arctic and Antarctic, rainforests in the Amazon and rivers of Philadelphia. Students will also work individually to design interactive maps on the Scalar platform documenting their own more personal interactions with the environment.
Taught by: Timothy Powell
Course not offered every year
Also Offered As: ENGL 246, ENVS 246
Activity: Seminar
1.0 Course Unit
**RELS 248 Introduction to Islamic Law**
This course will introduce students to classical Islamic law, the all-embracing sacred law of Islam. Among the world's various legal systems, Islamic law may be the most widely misunderstood and even misrepresented; certainly, misconceptions about it abound. Islamic law is, however, the amazing product of a rich, fascinating and diverse cultural and intellectual tradition. Most of the readings in this course will be taken from primary sources in translation. Areas covered will include criminal law, family law, law in the Quran, gender and sexuality, the modern application of Islamic law, Islamic government and other selected topics.
Taught by: Lowry
Course usually offered in fall term
Also Offered As: NELC 238
Activity: Lecture
1.0 Course Unit

**RELS 249 Re-enchanting Modernity: A Guide to Sufism in South Asia**
This undergraduate level course introduces students to Sufism in modern South Asia, with a particular focus on how Muslim 'mystics' and their 'mystical' methods interacted with modernity, colonialism, technological developments and globalization. This course is divided into three parts. In the first part of this course, students are provided with an overview of the theological and historical background of the dominant expression of Islam that came to be identified as 'Sufism' of 'Islamic mysticism', the historical development of Sufi institutions and spaces in South Asia, and the historical emergence of South Asia as a prominent global center of Sufism. The second main part of this course introduces students to a range of anthropological and historical works that are revelatory about how Sufi in modern South Asia were and remain intimately connected to modern political and technological developments. Providing students with an overview of Sufi re-enchantments of modernity from the 19th to 21st century, this section of the course focuses upon Sufi movements and masters who perpetuated or defended customary Islam through sophisticated appropriations of technologies and print networks, and negotiations with non-Muslim rulers and societies. Moreover, students will be introduced to anthropological and historical scholarship on religious worlds in modern South Asia that were and remain steeped in 'customary Islam' and Sufi performances and interpretations of Islam. These sources reveal how 'mystical' methods of performing Islam through ecstasy and spiritual restoration, and interpretations of dreams and visions, have regularly interacted with contemporaneous technologies. The third part of this course introduces students to the globalization of South Asian Sufism in North America, Europe and Southeast Asia. Herein, students will be encouraged to engage with anthropological and literary works pertaining to itinerant South Asian Sufi masters and their devotional cults, and introduced to active South Asian Sufi centers in Philadelphia.
Taught by: Sevea
One-term course offered either term
Also Offered As: SAST 249
Activity: Seminar
1.0 Course Unit

**RELS 250 Violence, Tolerance, Freedom**
This course will explore the history of the religion(s) designated by the term 'Hinduism' from their earliest articulations down to the rise of modern reforms in the nineteenth century. The study of Hinduism is perhaps unique among the scholarly traditions on world religions in that it has to date had no serious connected account of its historical development, as scholars have preferred to take structural, sociological, phenomenological, and doctrinal approaches to the religion. The course, after a brief review of scholarly approaches to Hinduism and their interpretive legacies, will seek to develop a historical sense of the religion through attention to shifts in liturgy, ritual, theology, doctrine, sacraments, and soteriology. The course will include the reading of primary sources relevant to understanding these changes as well as highlight both modern and premodern traditions of their interpretation. It will also consider and assess some of the key interpretive ideas in the study of Hinduism, including, Sanskritization, Great and Little Traditions, cult formation, regional and popular religious movements, and canon formation. There will also be sustained consideration of the question of religion and socio-political power as well as relations between Hinduism and other religions like Buddhism and Islam.
Taught by: Sreenivasan
Also Offered As: SAST 250
Activity: Lecture
1.0 Course Unit

**RELS 251 History of Hinduism**
This course will introduce students to classical Hinduism, the all-embracing sacred law of Hinduism. Among the world's various legal systems, Hinduism may be the most widely misunderstood and even misrepresented; certainly, misconceptions about it abound. Hinduism is, however, the amazing product of a rich, fascinating and diverse cultural and intellectual tradition. Most of the readings in this course will be taken from primary sources in translation. Areas covered will include criminal law, family law, law in the Quran, gender and sexuality, the modern application of Islamic law, Islamic government and other selected topics.
Taught by: McDaniel
Activity: Seminar
1.0 Course Unit
**RELS 259 Ultimate Meanings**

Does life have some ultimate meaning? In their search for an answer to this question, people tell stories—stories about the creation of the world, about great human beings confronted with the mysteries of existence, about what happens to people after death. To explore the role of stories in finding meaning in life, we will focus on some of the most meaningful stories ever composed: biblical stories of Adam and Eve, Abraham and his family, the Exodus, Job and his friends, and the life and death of Jesus. One of our goals is to try to retrieve the original meaning of these narratives, what their authors intended, but we will also explore what they have come to mean for readers in our own day for believers and skeptics, scientists and artists, fundamentalists and feminists.

For BA Students: Arts and Letters Sector
Taught by: Weitzman
Also Offered As: JWST 249
Activity: Seminar
1.0 Course Unit

**RELS 261 Ancient Iranian Empires**

Iran— as a landmass and a political entity— was central to the ancient world in a variety of ways. Ancient Iranian Empires were of central importance to—and centrally located in—the ancient world. It was the successor kingdom to the Assyrians and Babylonians; the power against which Greece and Rome defined themselves; and the crucible in which various communities and models of rule developed. This course offers a survey of the history of the ancient Persianate world, focusing in particular on the political and imperial entities that rose to power, the cultural, political, mercantile, and other contacts they shared with their neighbors to the East and West, and the communities and religious groups that arose and flourished within their lands. Ancient Iranian empires rivaled the Greek and Roman Empires to their West, and the central and eastern Asian Empires to their east, and the ongoing history of diplomacy, cultural contact, and war between these regions was formative to each and to the ancient world as a whole. Iran was home to and similarly formative for a variety of religions, including Zoroastrianism, Judaism, Christianity, Manichaeanism, and Islam, and a central question of the course is how to negotiate and address the variety of processes and under their control. The course will conclude by studying how, rather than a simplistic story of decline, the strategies, policies, institutions, and memory of the Iranian Empires continued to shape early Islam, medieval imagination, and modern political regimes.

Taught by: Gross
Also Offered As: ANCH 261, NELC 261, NELC 561
Activity: Lecture
1.0 Course Unit

**RELS 270 Topics in East Asian Religions**

This course examines the relationship between religious institutions and the state in East Asia. Focusing on China and Japan, we will learn about the impact of religious ideas, practices, and organizations on social, political and economic processes and inspect the role of religion in the consolidation of individual, communal, and national identity. Adopting a comparative and transnational approach, we will examine the impact of Asian religious traditions: Confucianism, Daoism, Buddhism, and Shinto, as well as global religions such as Islam and Christianity, on the states and their role in shaping power relations on the international level.

Taught by: Tavor
Course not offered every year
Also Offered As: EALC 038
Activity: Lecture
1.0 Course Unit

**RELS 271 The Politics of Shinto**

Shinto-derived images and ideas frequently appear in Japanese anime and film, and journalists and academics frequently mobilize the term Shinto as a way of explaining Japan's past or envisioning its future. The environmentalist left champions a green Shinto while Shinto-derived ideas serve as red meat for politicians pandering to Japan's nationalist right. While the influential position Shinto occupies in Japanese sociopolitical life is therefore clear, the term Shinto itself is actually not. Depending on who one asks, Shinto is either the venerable indigenous religion of the Japanese archipelago, the irreducible core of Japanese culture, a tiny subset of Japanese Buddhism, an environmentalist ethic, or some combination of these. This course investigates the multifarious types of Shinto envisioned by these competing interest groups.

Taught by: Jolyon Thomas
Course usually offered in spring term
Also Offered As: EALC 253, EALC 653, RELS 671
Activity: Seminar
1.0 Course Unit

**RELS 273 Buddhist Literature**

This course seeks to introduce students to the diversity of texts, textual practices, and textual communities in Buddhist Asia. We will look at cosmological, historical, narrative, psychological, grammatical, magical, didactic, and astrological genres to gain an understanding of how Buddhist writers from various places and times have expressed their views on the inner workings of the mind, the nature of action, the illusion of phenomena, the role of the ethical agent, the origin of chaos, the persistence of violence, the contours of the universe, and the way to Enlightenment.

Taught by: McDaniel
Also Offered As: EALC 036
Activity: Seminar
1.0 Course Unit

**RELS 288 Religion and Society in Africa**

In recent decades, many African countries have perennially ranked very high among the most religious. This course serves as an introduction to major forms of religiosity in sub-Saharan Africa. Emphasis will be devoted to the indigenous religious traditions, Christianity and Islam, as they are practiced on the continent. We will examine how these religious traditions intersect with various aspects of life on the continent. The aim of this class is to help students to better understand various aspects of African cultures by dismantling stereotypes and assumptions that have long characterized the study of religions in Africa. The readings and lectures will be drawn from historical and a few anthropological, and literary sources.

For BA Students: History and Tradition Sector
Taught by: Amponsah
Also Offered As: AFRC 287, HIST 287
Activity: Lecture
1.0 Course Unit
RELS 303 Power and Peril: The Paradox of Monarchy among Ancient Greeks, Romans, and Jews
We imagine ancient Greece and Rome as the cradles of democracy and republicanism, early Judea as a pious theocracy, but monarchy was the most common and prevalent form of government in antiquity (and the premodern world in general). In this class, we will take a special look at kinship among the Jews, Greeks, and Romans to assess and discuss similarities, differences, and mutual influences. In all these cultures, the king was a polarizing figure in reality and in conception. On the one hand, some revered the monarch as ideal leader, and monarchy provided the language with which to describe and even imagine the very gods. On the other, monarchs were widely reviled in both theory and practice, from the Greek tyrants to biblical Saul. The Emperor Augustus loudly denied his own affinity to the office of king, even as he ruled alone and was revered as a god. In other words, kings stood both for the ideal and the worst form of government. This class confronts the paradox of monarchical rule and will, through the lens of the king, explore ideas of god, government, human frailty, and utopianism.
Taught by: Wilker and Dohrmann
Course not offered every year
Also Offered As: ANCH 303, CLST 338, JWST 303
Activity: Seminar
1.0 Course Unit

RELS 309 Honors Thesis Seminar
Required of honors majors who choose the research option.
Course usually offered in spring term
Activity: Independent Study
1.0 Course Unit

RELS 311 Muslims, Christians, and Jews in the Middle East: Historical Perspectives
A reading- and discussion-intensive seminar that addresses several recurring questions with regard to the Middle East and North Africa. How have Islam, Judaism, and Christianity influenced each other in these regions historically? How have Jews, Christians, and Muslims fared as religious minorities? To what extent have communal relations been characterized by harmony and cooperation, or by strife and discord, and how have these relations changed in different contexts over time? To what extent and under what circumstances have members of these communities converted, intermarried, formed business alliances, and adopted or developed similar customs? How has the emergence of the modern nation-state system affected communal relations as well as the legal or social status of religious minorities in particular countries? How important has religion been as one variable in social identity (along with sect, ethnicity, class, gender, etc.), and to what extent has religious identity figured into regional conflicts and wars? The focus of the class will be on the modern period (c. 1800-present) although we will read about some relevant trends in the early and middle Islamic periods as well. Students will also pursue individually tailored research to produce final papers. Prior background in Islamic studies and Middle Eastern History is required. This class is intended for juniors, seniors, and graduate students.
Taught by: Sharkey
Course not offered every year
Also Offered As: HIST 479, JWST 335, NELC 335, NELC 535
Activity: Seminar
1.0 Course Unit

RELS 320 Modern Jewish Intellectual and Cultural History
An overview of Jewish intellectual and cultural history from the late 18th century until the present. The course considers the Jewish enlightenment Reform, Conservative and Neo-Orthodox Judaism, Zionist and Jewish Socialist thought, and Jewish thought in the 20th century, particularly in the context of the Holocaust. Readings of primary sources including Mendelsohn, Geiger, Hirsch, Herzl, Achad-ha-Am, Baeck, Buber, Kaplan, and others. No previous background is required.
Taught by: Ruderman
One-term course offered either term
Also Offered As: HIST 380, JWST 380
Activity: Lecture
3.0 Course Units

RELS 356 Living Deliberately: Monks, Saints, and the Contemplative Life
Students who are not Religious Studies Majors and are not honors students must gain permission from instructor to enroll in this course.
Prerequisite: Students must complete an interview with instructor before acquiring a permit. This is an experimental course in which students will experience monastic and ascetic ways of living. There will be no examinations, no formal papers, and very little required reading. However, each participant will need to be fully committed intellectually and participate in the monastic rules in the course involving restrictions on dress, technology, verbal communication, and food. The course subject matter is about ways in which monks, monks, shamans, and swamis in various religious traditions (Buddhist, Muslim, Catholic, Jain, Taoist, Hindu, Animist, among others) have used poetry, meditation, mind-altering chemicals, exercise, magic, and self-torture to cope with pain and suffering, as well as struggle with spiritual, ethical, and metaphysical questions concerning the nature of the soul, the afterlife, and reality. Through monastic and spiritual practice, this course hopes to provide students with an opportunity to struggle with these questions themselves.
Taught by: McDaniel
Course not offered every year
Activity: Seminar
1.0 Course Unit

RELS 399 Directed Reading
Students arrange with a faculty member to pursue a program of reading and writing on a suitable topic.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
RELS 401 Sacred Stuff in Medieval & Early Modern Europe
During devotional activities people engage with various objects and believe that they are imbued with religious significance. In this seminar, we will explore the material culture of religion across medieval and early modern Europe. From rosary beads and crucifixes to devotional books, prints, and paintings, a range of 'sacred stuff' populated the lives of medieval and early modern Europeans. We will consider objects associated with daily life as well as rites of passage. We will study objects of Christian devotion and will consider how the advent of Protestantism and the Catholic Reformation influenced the types of objects devotees used for their devotion. In this seminar, we will discuss the material culture of Judaism and Islam, religions also practiced in medieval and early modern Europe. We will engage with 'sacred stuff' from a variety of disciplinary perspectives, including art history, literature, archaeology, social history, and cultural history. We will then hone these skills with visits to local museums and libraries where we will view medieval and early modern books, objects and images. Course assignments will include an in-depth analysis of a devotional object from medieval or early modern Europe chosen by the student.
Taught by: Tycz
Course not offered every year
Also Offered As: ARTH 410
Activity: Seminar
1.0 Course Unit

RELS 434 Christian Thought From 1000-1800
This course will trace the development of Christian thought (including philosophy, theology, spirituality and mysticism) from the early Scholastic period to early Methodism. Readings will be from both primary and secondary sources. A research paper will be required of each student. Spring 2014: This course will give an overview of the main currents of Western Christian thought from the first age of reform (that is, the Central Middle Ages) through the Reformations of the sixteenth century, to the eve of the Enlightenment. In these centuries, 'Christendom' underwent an almost constant process of internal and external self-definition. The most striking results of this process were the definitive separation of eastern and western Christianity and the division of the western church into what became known as Protestant and Catholic Christianity. Our focus will be on the changing definitions of Christian culture, including theological formulations (definitions of orthodoxy and heterodoxy), trends of spirituality and mysticism, forms of worship, and gender roles and definitions. Attention will also be given to institutional questions such as ecclesiastical hierarchy, monasticism, scholasticism and the rise of universities, and the changing relationship between the secular and religious worlds. Readings will be from both original and secondary sources. Additional primary sources will be available online, attached to the course Blackboard page. I will supply copies of other readings. Students will write two papers. The first (due Feb. 8) is a 5-7 pp. analysis of a primary source from the class, for which another text may be substituted by permission of the instructor. The second paper, due at the end of the course, should be a more ambitious research paper (at least 10 pp. for undergraduates, longer for graduate students) that includes some aspect of this history we did not directly study in class. Prerequisite: Some background in European history is helpful.
Taught by: Matter
Course not offered every year
Activity: Seminar
1.0 Course Unit

RELS 438 Topics in Medieval History
This course introduces students to the development of Christian biblical interpretation by focusing on ancient, medieval, and modern interpretations of the Sermon on the Mount. Students will encounter a variety of important interpreters (including Origen, Tertullian, Gregory of Nyssa, John Chrysostom, Augustine, Thomas Aquinas, Luther, Leo Tolstoy, Albert Schweitzer, Dietrich Bonhoeffer, and Hans Dieter Betz), guided by appropriate secondary materials. The Sermon on the Mount is part of the Gospel of Matthew and is often considered to summarize the essential teachings of Jesus of Nazareth. This course has no prerequisites. Readings will be made available in English. Students will be encouraged to do original research in the primary sources.
Taught by: Treat
One-term course offered either term
Activity: Seminar
1.0 Course Unit

RELS 439 Religion, Social Justice & Urban Development
Urban development has been influenced by religious conceptions of social and economic justice. Progressive traditions within Judaism, Christianity, Islam, Buddhism, Hinduism, Jainism, Bahá'í, Humanism and other religions and systems of moral thought have yielded powerful critiques of oppression and hierarchy as well as alternative economic frameworks for ownership, governance, production, labor, and community. Historical and contemporary case studies from the Americas, Europe, Africa, Asia, and the Middle East will be considered, as we examine the ways in which religious responses to poverty, inequality, and ecological destruction have generated new forms of resistance and development.
Taught by: Lamas
Course usually offered in spring term
Also Offered As: AFRC 405, URBS 405
Activity: Seminar
1.0 Course Unit

RELS 471 Religion in Eleven Objects
This advanced course for Religious Studies majors and minors approaches the study of religion through material objects. By looking at both sacred and everyday objects like rosaries melted in atomic blasts, magical amulets used in healing rituals, temple murals defaced by invading armies, manuscript stained by hold water, we will explore the many ways people express their spiritual aspirations and existential fears through objects. Not only will a different object from a variety of religious traditions be examined each week (eleven in total), but we will also explore different methodological and theoretical approaches to the study of religion. Psychological, phenomenological, bio-genetic, sociological, art historical, discursive, post-modern, and narrative approaches will be discussed.
Taught by: Justin McDaniel
Activity: Seminar
1.0 Course Unit

RELS 498 Advanced Research Project
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

RELS 499 Culminating Experience
Required of majors who do not choose the honors thesis option.
Activity: Independent Study
1.0 Course Unit
RELS 500 Theory and Method in the Study of Religion
This graduate seminar will map the theories and methods underpinning the contemporary study of religion. To draw this map, we will consider the history of the field. We'll proceed by examining how problems within religious studies have been resolved in different ways at different times, constructing a web of dialogs and debates between different figures across history. Specific topics to be considered will include experience, discourse, embodiment, feminism, postcolonialism, science, and materiality.

Taught by: Schaefer
Course not offered every year
Activity: Seminar
1.0 Course Unit

RELS 501 Topics in the Study of Religion
This course deals with various religious topics, such as Mass Religious Conversion.

Taught by: Butler
Course not offered every year
Also Offered As: AFRC 547
Activity: Seminar
1.0 Course Unit

RELS 505 Religion & Cinema
This course looks at religion in film. As we will see, this is not just a question of how religion is represented onscreen, but how cinematic objects make religious subjects. We'll explore the ways films are crafted through technique, performance, and distribution, then consider how these components shape religious bodies and religious traditions in turn.

Taught by: Schaefer
Course usually offered in spring term
Also Offered As: CIMS 506
Activity: Seminar
1.0 Course Unit

RELS 509 Teaching Religion
The aim of this course is to help graduate students from within and beyond the field of Religious Studies develop their ability to teach about religion in a secular academic setting. The course has a practical dimension as a chance to develop one's teaching skills but it also aims to explore theoretical questions in the study of religion that come into focus when one has to help others learn about it.

Taught by: Weitzman
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

RELS 510 Civil Religion
In the first half of the course, we will examine the theoretical question of whether modern liberal societies need a civil religion - an idea first proposed in the late eighteenth century by writer who feared that without some unifying ideal or principle the centrifugal forces at work in modern societies would lead them to disintegrate. We will examine various authors who have defended the idea of civil religion in these terms (including J.J. Rousseau, J.G. Herder, and G.W.F. Hegel) as well as several who (implicitly or explicitly) have rejected the argument (Max Weber, Michael Oakeshott, Daniel Bell, and Niklas Luhmann). In the second half of the class, we will turn to the American context and explore the way these arguments have played themselves out from the time of the constitutional frames to today. In this part of the class, we will read and discuss excerpts from the Federalist Papers and Tocqueville's Democracy in America, selected presidential speeches, nineteenth- and twentieth-century debates surrounding Manifest Destiny and American Exceptionalism, John Dewey/Richard Rorty's proposal for a religion of democratic 'common faith,' and the neocronervative case for a civil religion of 'national greatness.' Along the way we will also have occasion to examine sociological treatments of civil religion by such authors as Emile Durkheim, Robert Bellah, and Seymour Martin Lipset.

Taught by: Butler
Course not offered every year
Activity: Seminar
1.0 Course Unit

RELS 515 Syriac Christianity Past and Present
This course surveys the long and diverse history of Syriac-speaking Christianity, from the 4th century CE to the modern era. Syriac Christianity refers to the individuals and groups that identify with the linguistic, liturgical, and cultural traditions of the Syriac language, a dialect of Aramaic that has been spoken in Mesopotamia, Syria and beyond in late antiquity, through the Middle Ages until today. We will study the literature, material culture, ritual practice, theology, and other aspects of the Syriac Church, as well as its encounters with other religious communities. While we will explore the key figures and formative events that are remembered as foundational, we will incorporate the understudied elements of Syriac Christianity, such as gender, non-elite forms of piety and devotion, and music and aesthetics. Through the lens of Syriac Christianity, we will analyze the relationships between religion and language, scripture, myth-making, human body, race, state, geography, and movement. Knowledge of the Syriac language is not required for this course.

Taught by: Durmaz
One-term course offered either term
Activity: Seminar
1.0 Course Unit
RELS 517 Topics in American Religion
From Marvin Gaye, to Tammy Faye Baker, to Sarah Palin and James Baldwin, Pentecostalism has influenced many, including politicians, preachers, writers, and the media. One of the fastest growing religious movements in the world, Pentecostalism continues to have a profound effect on the religious landscape. Pentecostalism's unique blend of charismatic worship, religious practices, and flamboyant, media-savvy leadership, has drawn millions into this understudies and often controversial religious movement. This course will chronicle the inception and growth of Pentecostalism in the United States, giving particular attention to beliefs, practices, gender, ethnicity, and Global Pentecostalism.

Taught by: Butler
Course not offered every year
Also Offered As: AFRC 518
Activity: Seminar
1.0 Course Unit

RELS 520 Spirit and Law
While accepting 'the yoke of the commandments', Jewish thinkers from antiquity onward have perennially sought to make the teachings of revelation more meaningful in their own lives. Additional impetus for this quest has come from overtly polemical challenges to the law, such as those leveled by Paul, medieval Aristotelians, Spinoza and Kant. This course explores both the critiques of Jewish Law, and Jewish reflections on the Law's meaning and purpose, by examining a range of primary sources within their intellectual and historical contexts. Texts (in English translation) include selections from Midrash, Talmud, medieval Jewish philosophy and biblical exegesis, kabbalah, Hasidic homilies, Jewish responses to the Enlightenment, and contemporary attempts to re-value and invent Jewish rituals.

Taught by: Fishman
Course not offered every year
Also Offered As: JWST 320, JWST 520, NELC 454
Activity: Seminar
1.0 Course Unit

RELS 523 Studies in Medieval Jewish Culture
Through close reading of primary sources in the original Hebrew, participants in this seminar will explore historical circumstances that engaged and shaped medieval Jews in both Christian and Muslim lands, along with the enduring cultural projects that Jews themselves produced. Topics will include Geonica, Karaism, the encounter of Reason and Revelation; the Christian 'Other': the Muslim 'Other'; legal codification; the Tosafist project; Rhineland Pietism; Minhag (custom); family life; the aesthetic dimension; Kabbalah; conversos; messianism. Students should be able to comfortably read unpointed Hebrew.

Taught by: Fishman
Course usually offered in fall term
Also Offered As: HEBR 583, JWST 523
Activity: Seminar
1.0 Course Unit

RELS 541 Religion and the Visual Image: Seeing is Believing
Seeing is Believing engages in a historical, theoretical, and cross-cultural analysis of the place of visuality in religion and of religion in visual culture. We will examine images, buildings, places, objects, performances and events. The geographical, cultural and historical scope of the material is broad, including subjects from Europe, the Islamic World, non-Muslim South Asia, the US and Latin America from the medieval period until the present. Theoretical works will be read in conjunction with representative examples to invite intellectual engagement in a socially and historically grounded way. Important issues to be covered include the relationship of visual to material culture; visual theories versus theories of vision; locating religion in human sensory experience; perception at individual and collective levels; authentics, fakes and simulacra; iconoclasm and image veneration; aesthetics, use and utility; and things.

Taught by: Jamal Elias
Course not offered every year
Also Offered As: NELC 589, SAST 541
Activity: Seminar
1.0 Course Unit

RELS 545 Sufi Thought & Literature
This course is an intensive survey of the rich variety of Islamic intellectual, literary and cultural phenomena subsumed under the term Sufism. Sufi philosophies, liturgical practices, and social organizations have been a major part of the Islamic tradition in all historical periods, and Sufism has also served as a primary muse behind Islamic aesthetic expression in poetry, music, and the visual arts. In this course, we will explore the various significations of Sufism by addressing both the world of ideas and socio-cultural practices. The course is divided into three broad sections: central themes and concepts going back to the earliest individuals who identified themselves as Sufis; Sufi metaphysics and epistemology as exemplified in the work of Ibn al-'Arabi and his school, and literary expressions as exemplified in the epic poem Layla and Majnun by Nizami, The Conference of the Birds by Attar, and in the life and poetry of Mawlana Jalaluddin Rumi. In studying this material, we will be concerned equally with establishing common patterns and seeing how being a Sufi has meant different things to various people over the course of history.

Taught by: Elias
Course not offered every year
Activity: Seminar
1.0 Course Unit
RELS 551 History of Hinduism
This course will explore the history of the religion(s) designated by the term 'Hinduism' from their earliest articulations down to the rise of modern reforms in the nineteenth century. The study of Hinduism is perhaps unique among the scholarly traditions on world religions in that it has to date had no serious connected account of its historical development, as scholars have preferred to take structural, sociological, phenomenological, and doctrinal approaches to the religion. The course, after a brief review of scholarly approaches to Hinduism and their interpretive legacies, will seek to develop a historical sense of the religion through attention to shifts in liturgy, ritual, theology, doctrine, sacral kingship, and soteriology. The course will include the reading of primary sources relevant to understanding these changes as well as highlight both modern and premodern traditions of their interpretation. It will also consider and assess some of the key interpretable ideas in the study of Hinduism, including, Sanskritization, Great and Little Traditions, cult formation, regional and popular religious movements, and canon formation. There will also be sustained consideration of the question of religion and socio-political power as well as relations between Hinduism and other religions like Buddhism and Islam.

Taught by: Ali
Also Offered As: SAST 550
Activity: Seminar
1.0 Course Unit

RELS 552 Affect Theory and Power
This seminar will examine contemporary affect theory and its relationship with Michel Foucault's theory of power. We will begin by mapping out Foucault's 'analytics of power,' from his early work on power knowledge to his late work on embodiment, desire, and the care of the self. We will then turn to affect theory, an approach which centralizes the non-rational, emotive force of power. No previous knowledge of theory is required.

Taught by: Schaefer
Also Offered As: COML 555, GSWS 554
Activity: Seminar
1.0 Course Unit

RELS 571 Advanced Topics in Buddhism
This is an advanced course for upper level undergraduates and graduate students on various issues in the study of Buddhist texts, art, and history. Each semester the theme of the course changes. In recent years themes have included: Magic and Ritual, Art and Material Culture, Texts and Contexts, Manuscript Studies. Fall 2013 Topic: Buddhist repertoires (idiosyncratic and personal assemblages of beliefs, reflections, wondering, possessions, and practices) for a large part, material and sensual. Buddhists are often sustained by their collection, production, and trading of stuff amulets, images, posters, protective drawings, CDs, calendars, films, comic books, and even Buddhist-themed pillow cases, umbrellas, and coffee mugs. Aspirations are interconnected with objects. Beliefs are articulated through objects. Objects are not empty signifiers onto which meaning is placed. The followers and the objects, the collectors and their stuff, are overlooked in the study of religion, even in many studies in the growing field of material culture and religion. What is striking is that these objects of everyday religiosity are often overlooked by art historians as well. Art historians often remove (through photography or physical movement to museums or shops) images and ritual implements from their ritual context and are seen as objets d’art. While art historians influenced by Alfred Gell, Arjun Appadurai, and Daniel Miller have brought the study of ritual objects into the forefront of art historical studies, in terms of methodologies of studying Buddhist art, art historians have generally relegated themselves to the study of either the old and valuable or the static and the curated. This course aims to 1) bring a discussion of art into the study of living Buddhism. Art historians have primarily concentrated on the study of images, stupas, manuscripts, and murals produced by the elite, and primarily made before the twentieth century; 2) study art as it exists and operates in dynamic ritual activities and highly complex synchronic and diachronic relationships; 3) focus on the historical and material turn in the study of images, amulets, and murals in Buddhist monasteries and shrines.

Taught by: McDaniel
Course not offered every year
Also Offered As: ARTH 510, EALC 718
Activity: Seminar
1.0 Course Unit

RELS 586 History of Islam in Asia
This course is designed to structure reflection on Islam and Islamic culture in South Asia—Indonesia, Pakistan, India, and Bangladesh. Contrary to the popular perception that the Middle East defines Islam, Asian countries not only host the most Muslims in the world but have been the source of some of Islam's most important social and reform movements in the last three hundred years. This class looks at the history of Muslim societies across Asia not just as a religious community but also as a social and cultural bloc (a distinctive part of what Marshall Hodgson called the 'Islamicate' world, but also an area that challenges some of Hodgson's assumptions about the Islamicate world). This course allows for the study of the Muslim world between the years 1700 to present. The class will allow students to compare and contrast Muslim societies over the last three centuries, examine points of confluence for geographically- or culturally-distinct Muslim peoples in the last three centuries, and in their writing assignments focus on the history of one society in a wider Islamicate context. In the process students will gain a more nuanced awareness of how Islam has made an impact in Asian countries, and how Asian countries have in turn impacted Islam.

Taught by: Robb
One-term course offered either term
Also Offered As: SAST 686
Activity: Seminar
1.0 Course Unit
RELS 630 Gender, Religion, and China
This course examines gender in Chinese religious culture from ancient to contemporary times. We will explore topics including the Buddhist accommodation of Chinese family system, Chinese transformation of the bodhisattva Guanyin, female deities in Daoist and popular religious pantheons, writings about religious women, female ghosts and fox spirits in literary imagination and folk tales, and the significance of yin force in Chinese medicine and Daoist alchemy. Through the case of China, we will look at how gender plays critical and constitutive roles in religious traditions, and how religion can be used both to reinforce and to challenge gender norms.
Taught by: Cheng, H
Course not offered every year
Also Offered As: EALC 230, EALC 630, GSWS 234, GSWS 630, RELS 237
Activity: Seminar
1.0 Course Unit

RELS 632 Hinduism & Colonial Modernity
This seminar deals with the question of modernity in South Asia, with a specific focus on the construction, dissemination, and politicization of Hinduism in nineteenth and twentieth century India. It focuses on three central heuristic lenses—namely those of European imperialism, Orientalism, and nationalism—to study modernity and its discontents. What was at stake in the encounter between colonial modernity and India’s religions in nineteenth and early twentieth centuries? How did colonial and native discourses on ‘reform’ and ‘revival’ shape Indian religions as we understand them today? How is modern ‘Hinduism’ inextricably hinged to early forms of cultural transnationalism, Orientalism, and incipient forms of nationalism? This seminar approaches questions such as these and others, with an eye to understanding how nineteenth and early twentieth century discourses continue to shape contemporary understandings of Hinduism in deep and highly politicized ways.
One-term course offered either term
Also Offered As: SAST 632
Activity: Seminar
1.0 Course Unit

RELS 644 Religion in Modern South Asia
Taught by: Soneji
Course not offered every year
Also Offered As: SAST 645
Activity: Seminar
1.0 Course Unit

RELS 658 Asian Religions in the Global Imagination
This seminar critically examines the missionary impulses, colonial exploits, and translation endeavors that contributed to the rise of Asian studies and the emergence of the scholarly notion of Asian religions. It shows the crucial roles played by Asian agents and their European counterparts in the formation of modern conceptions of ‘religion’; it also engages reflexive questions regarding theory, method, and the geopolitical underpinnings of both Asian studies and the non-confessional academic study of religion. Students will conduct sustained research projects on the country or region of their choice.
Course not offered every year
Also Offered As: EALC 257, EALC 657, RELS 258
Activity: Seminar
1.0 Course Unit

RELS 671 The Politics of Shinto
Shinto-derived images and ideas frequently appear in Japanese anime and film, and journalists and academics frequently mobilize the term Shinto as a way of explaining Japan’s past or envisioning its future. The environmentalist left champions a green Shinto while Shinto-derived ideas serve as red meat for politicians pandering to Japan’s nationalist right. While the influential position Shinto occupies in Japanese sociopolitical life is therefore clear, the term Shinto itself is actually not. Depending on who one asks, Shinto is either the venerable indigenous religion of the Japanese archipelago, the irreducible core of Japanese culture, a tiny subset of Japanese Buddhism, an oppressive political ideology linked to the emperor system, an environmentalist ethic, or some combination of these. This course investigates the multifarious types of Shinto envisioned by these competing interest groups.
Taught by: Thomas, J.
Course usually offered in spring term
Also Offered As: EALC 253, EALC 653, RELS 271
Activity: Seminar
1.0 Course Unit

RELS 701 Readings in African American Religion History
Traditional narratives of African American Religion go from slavery to civil rights to ‘freedom’ without taking into account the complex religious lives and intellectual production of people of African descent in the Americas. This course will focus on African American Religion and the historical and theoretical frameworks that have shaped the study of this field. Readings will cover religious studies, anthropology, history, and African American studies in order to provide an understanding of the varieties of religion and religious experiences with this particular segment of the African Diaspora.
Taught by: Butler
Course not offered every year
Also Offered As: AFRC 701
Activity: Seminar
1.0 Course Unit

RELS 702 Topics in Medieval Art
Spring 2017: For the Christians of Medieval Europe, pilgrimages were one of the key embodied experiences of faith. Reliquaries, churches with their welcoming portals, manuscripts and music: all were crafted to augment the corporeal experience of the divine. This seminar will take the material culture surrounding the relic and its veneration as a lens for exploring the Middle Ages, from the Early Christian to the High Gothic. Cross-disciplinary methodologies and cross-cultural examples will be considered to advance our understanding of these phenomena. While proceeding chronologically, each week will focus on a distinct strategy for shaping the interaction between faith and matter.
Taught by: Guerin
Course not offered every year
Also Offered As: AAMW 740, ARTH 740
Activity: Seminar
1.0 Course Unit
RELS 742 Qur'anic Studies
This seminar explores the nature and uses of the Qur'an. It focuses on the practice and theory of Qur'an commentary and interpretation (safsir and ta'wil). A major portion of the course will involve a close examination of manuscripts of the Qur'an at the Philadelphia Museum of Art and the Kislak Center at the University of Pennsylvania, concentrating on the relationship between the text and marginalia as well as on the peculiarities of individual manuscripts. The rest of the course will center on reading commentaries on the Qur'an in manuscript as well as print. In addition, we will read and discuss theoretical works on the history and nature of Qur'an commentary, literary criticism and textual analysis, and spend some of the later section of the course discussing issues of translation and editorial processes involved in popularizing Qur'an commentaries on the internet. Prerequisite: A reading knowledge of Arabic required.
Taught by: Elias
Course not offered every year
Also Offered As: NELC 782
Activity: Seminar
1.0 Course Unit

RELS 771 Readings Pali Buddhism
This course is an intensive reading course in Pali literature from South and Southeast Asia. Students who wish to take the course must have at least 3 years of Sanskrit and a knowledge of at least one Southeast Asian language. Reading will be in philosophical, narrative, magical, medical, historical, and ritual texts.
Taught by: Justin McDaniel
Activity: Seminar
1.0 Course Unit

RELS 773 Southeast Asian Manuscript Traditions
This course is an advanced PhD seminar in which the students will need advanced proficiency in Pali and at least one Southeast Asian Language (Burmese, Thai, Khmer, Lao, Leu, Khoen, Shan, and/or Lanna). Original manuscripts from Penn's collection of Southeast Asian religious, medical, botanical, historical, art, and literary archives will be examined and discussed.
Taught by: McDaniel
Course not offered every year
Also Offered As: EALC 705, SAST 674
Activity: Seminar
1.0 Course Unit

RELS 999 Independent Study
Students arrange with a faculty member to pursue a program of reading and writing on a suitable topic.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

Robotics (ROBO)

ROBO 597 Master's Thesis Research
One-term course offered either term
Activity: Masters Thesis
1.0 Course Unit

ROBO 599 Masters Independ Study
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

ROML 113 Beginning Haitian Creole
This course is intended for students with no past exposure to Haitian Creole and draws on a variety of methods and media utilizing the Penn Language Center's innovative online learning platform. Using these tools, students will develop their abilities in oral and written communication throughout the semester, establishing a firm foundation for further study of the language. Students with research, professional, or personal interests in Haiti or the Haitian Diaspora are encouraged to enroll. Haitian Creole is spoken by over 12 million people around the world (including many in cities across the Eastern seaboard) and serves as a wholly developed language with a complete orthography capable of fulfilling the full range of expressive and communicative needs of its speakers. It is also a language with a relatively recent history, dating back to the French colonization of Haiti (then called 'Saint-Domingue') in 1697, and has thus been shaped by the same cultural and social forces that define Haiti's situation today. Students should, therefore, expect our immersive study of Haitian Creole to extend to historical examination of the economic, political, sociological, and spiritual spheres within which the language was borne. This course is intended for students with no past exposure to Haitian Creole. While prior experience with French, the language from which Haitian Creole derives most of its lexicon, may be advantageous, it is neither assumed nor preferred.
Taught by: Cuneo
Course not offered every year
Activity: Lecture
1.0 Course Unit

ROML 250 The Rise and Fall of the Spanish Empire 1450-1700
This course will provide students with a solid knowledge of the history of early modern Spain (1450-1700). Through readings of primary and secondary texts that offer a complex vision of the cultural, religious, intellectual, and economic contexts and processes, students will be able to appreciate the intricacies of Spain's historical evolution. The course focuses on the rise and decline of the Spanish monarchy: the conditions that enabled Spain to become the most powerful monarchy in early modern times, and the conditions that led to its decline. This course also touches upon other important aspects critical to understanding early modern Spain: relationships among Christians, Muslims, and Jews in the Iberian Peninsula; the conquest and colonization of the New World; and early modern debates about Spain's rights to occupy America and the so-called 'destruction of the Indies.'
For BA Students: History and Tradition Sector
Taught by: Feros
One-term course offered either term
Also Offered As: HIST 179, LALS 179
Activity: Lecture
1.0 Course Unit

ROML 616 Approaches to Literary Texts
Course not offered every year
Also Offered As: CLST 636, COML 616, EALC 715, ENGL 616, REES 616
Activity: Seminar
1.0 Course Unit
**ROML 690 Language Teaching and Learning**
This is a year-long course required of all first-year Teaching Assistants in French and Italian. It is designed to provide new instructors with the necessary practical support to carry out their teaching responsibilities effectively. It will also introduce students to various approaches to foreign language teaching as well as to current issues in second language acquisition.
Course not offered every year
Also Offered As: FREN 601
Activity: Seminar
1.0 Course Unit

**Russian (RUSS)**

**RUSS 001 Elementary Russian I**
This course develops elementary skills in reading, speaking, understanding and writing the Russian language. We will work with an exciting range of authentic written materials, the Internet, videos and recordings relating to the dynamic scene of Russia today. At the end of the course students will be comfortable with the Russian alphabet and will be able to read simplified literary, commercial, and other types of texts (signs, menus, short news articles, short stories) and participate in elementary conversations about daily life (who you are, what you do every day, where you are from, likes and dislikes).
For BA Students: Language Course
Course usually offered in fall term
Also Offered As: RUSS 501
Activity: Lecture
1.0 Course Unit

**RUSS 002 Elementary Russian II**
Continuation of RUSS001. Further work developing basic language skills using exciting authentic materials about life in present-day Russia. At the conclusion of the course, students will be prepared to negotiate most basic communication needs in Russia (getting around town, ordering a meal, buying goods and services, polite conversation about topics of interest) and to comprehend most texts and spoken material at a basic level.
For BA Students: Language Course
Taught by: Peeney/Alley
Course usually offered in spring term
Also Offered As: RUSS 502
Prerequisite: RUSS 001
Activity: Lecture
1.0 Course Unit

**RUSS 003 Intermediate Russian I**
This course will develop your ability to use the Russian language in the context of typical everyday situations, including university life, family, shopping, entertainment, etc. Role-playing, skits, short readings from literature and the current press, and video clips will be used to help students improve their language skills and their understanding of Russian culture. At the end of the semester you will be able to read and write short texts about your daily schedule and interests, to understand brief newspaper articles, films and short literary texts, and to express your opinions in Russian. In combination with RUSS 004, this course prepares students to satisfy the language competency requirement.
For BA Students: Language Course
Taught by: Peeney/Alley
Course usually offered in fall term
Also Offered As: RUSS 503
Prerequisite: RUSS 002 OR RUSS 502 OR RUSS 105
Activity: Lecture
1.0 Course Unit

**RUSS 004 Intermediate Russian II**
A continuation of RUSS003. This course will further develop your ability to use the Russian language in the context of everyday situations (including relationships, travel and geography, leisure activities) and also through reading and discussion of elementary facts about Russian history, excerpts from classic literature and the contemporary press and film excerpts. At the end of the course you will be able to negotiate most daily situations, to comprehend most spoken and written Russian, to state and defend your point of view. Successful completion of the course prepares students to satisfy the language competency requirement.
For BA Students: Last Language Course
Taught by: Peeney/Alley
Course usually offered in spring term
Also Offered As: RUSS 504
Prerequisite: RUSS 003
Activity: Lecture
1.0 Course Unit

**RUSS 105 Accelerated Elementary Russian**
TWO IN ONE: This is an intensive two-credit course covering two semesters of the first-year sequence (RUSS001 and 002). The course is designed for students with no background in Russian and develops language competence in speaking, reading, writing and understanding contemporary Russian. Class work emphasizes development of communication skills and cultural awareness. Together with RUSS003 and 004 fulfills Penn Language Requirement.
For BA Students: Language Course
Course not offered every year
Activity: Lecture
2.0 Course Units
RUSS 311 Advanced Russian Conversation and Composition I
This course develops students’ skills in speaking and writing about topics in Russian literature, contemporary society, politics, and everyday life. Topics include women, work and family; sexuality; the economic situation; environmental problems; and life values. Materials include selected short stories by 19th and 20th century Russian authors, video-clips of interviews, excerpts from films, and articles from the Russian media. Continued work on grammar and vocabulary building.
For BA Students: Advanced Language Course
Course usually offered in fall term
Also Offered As: RUSS 511
Prerequisite: RUSS 004 OR RUSS 504
Activity: Lecture
1.0 Course Unit

RUSS 312 Advanced Russian Conversation and Composition II
Primary emphasis on speaking, writing, and listening. Development of advanced conversational skills needed to carry a discussion or to deliver a complex narrative. This course will be based on a wide variety of topics from everyday life to the discussion of political and cultural events. Russian culture and history surveyed briefly. Materials include Russian TV broadcast, newspapers, Internet, selected short stories by contemporary Russian writers. Offered each spring.
For BA Students: Advanced Language Course
Course usually offered in spring term
Also Offered As: RUSS 512
Prerequisite: RUSS 311
Activity: Lecture
1.0 Course Unit

RUSS 360 Russian for Heritage Speakers I
This course is intended for students who have spoken Russian at home and seek to achieve proficiency in the language. Topics will include an intensive introduction to the Russian writing system and grammar, focusing on exciting materials and examples drawn from classic and contemporary Russian culture and social life. Students who complete this course in combination with RUSS361 satisfy the Penn Language Requirement. Prerequisite: Previous language experience required.
For BA Students: Advanced Language Course
Taught by: Nazyrova
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: Previous language experience required

RUSS 361 Russian for Heritage Speakers II
This course is a continuation of RUSS360. In some cases, students who did not take RUSS360 but have basic reading and writing skills may be permitted to enroll with the instructor’s permission. Students who complete RUSS361 with a passing grade will satisfy the Penn Language Requirement.
For BA Students: Last Language Course
Taught by: Nazyrova
Course usually offered in spring term
Prerequisite: RUSS 360
Activity: Lecture
1.0 Course Unit

RUSS 508 Advanced Russian for Business
This advanced language course focuses on developing effective oral and written communication skills for working in a Russian-speaking business environment. Students will discuss major aspects of Russian business today and learn about various Russian companies using material from the current Russian business press. In addition, students will be engaged in a number of creative projects, such as business negotiation simulations, and simulation of creating a company in Russia. Prerequisite: At least one RUSS 400-level course or comparable language competence.
For BA Students: Advanced Language Course
Taught by: Bourlatskaya
Course not offered every year
Activity: Seminar
1.0 Course Unit

Sanskrit (SKRT)

SKRT 460 Sanskrit 1st Year, Part I
During the first semester of beginning Sanskrit, students will be introduced to the script, phonetics, and grammar of the Sanskrit language. By the end of the semester they will be able to begin to read Sanskrit texts and compose Sanskrit sentences in addition to carrying out simple conversation. They will build the requisite skills to read, by the second semester, simple inscriptions and sections from texts like the Ramayana, the Mahabharata, the Bhagavad Gita, Pancatantra, and Yoga Sutra. Students will also be introduced to many features of Sanskrit culture.
For BA Students: Language Course
Taught by: Obrock
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: Contact professor to discuss actual class times that work for all students.

SKRT 461 Sanskrit 1st Year Part II
During the first semester of beginning Sanskrit, students will be introduced to the script, phonetics, and grammar of the Sanskrit language. By the end of the semester they will be able to begin to read Sanskrit texts and compose Sanskrit sentences in addition to carrying out simple conversation. They will build the requisite skills to read, by the second semester, simple inscriptions and sections from texts like the Ramayana, the Mahabharata, the Bhagavad Gita, Pancatantra, and Yoga Sutra. Students will also be introduced to many features of Sanskrit culture.
Taught by: Obrock
Course usually offered in spring term
Prerequisite: SKRT 460
Activity: Seminar
1.0 Course Unit
SKRT 470 Sanskrit 2nd Year Part I
This course will lead students to consolidate their knowledge of Sanskrit grammar and increase their familiarity with Sanskrit literature of all kinds, including epic, literary, philosophical, and narrative genres of texts. It will also introduce students to the study and reading of inscriptive materials.
Taught by: Obrock
Two terms. student must enter first term.
Activity: Lecture
1.0 Course Unit
Notes: Contact professor to discuss actual class times that work for all students.

SKRT 471 Intermediate Sanskrit Part II
This course will lead students to consolidate their knowledge of Sanskrit grammar and increase their familiarity with Sanskrit literature of all kinds, including epic, literary, philosophical, and narrative genres of texts. It will also introduce students to the study and reading of inscriptive materials.
For BA Students: Last Language Course
Two terms. student must enter first term.
Prerequisite: SKRT 470
Activity: Seminar
1.0 Course Unit

SKRT 480 Readings in Sanskrit Literature
This course is for advanced students of Sanskrit. Designed as a seminar, the course aims to take students through the primary and secondary sources of Sanskrit literary and philosophical production. Each semester will focus on a different genre: epic, belles-lettres, lyric poetry, drama, philosophy, shastra, advanced grammar, history, poetics, and epigraphy. We will focus on original sources, secondary scholarship, and theoretical approaches toward the translation and study of Sanskrit texts.
One-term course offered either term
Prerequisite: SKRT 470 AND SKRT 471
Activity: Seminar
1.0 Course Unit

Scandinavian (SCND)

SCND 000 Study Abroad
Activity: Lecture
1.0 Course Unit

Science, Technology & Society (STSC)

STSC 001 Emergence of Modern Science
During the last 500 years, science has emerged as a central and transformative force that continues to reshape everyday life in countless ways. This introductory course will survey the emergence of the scientific world view from the Renaissance through the end of the 20th century. By focusing on the life, work, and cultural contexts of those who created modern science, we will explore their core ideas and techniques, where they came from, what problems they solved, what made them controversial and exciting and how they relate to contemporary religious beliefs, politics, art, literature, and music. The course is organized chronologically and thematically. In short, this is a 'Western Civ' course with a difference, open to students at all levels.
For BA Students: Hum/Soc Sci or Nat Sci/Math Sector
Taught by: Kucuk
Course usually offered in fall term
Also Offered As: HSOC 001
Activity: Lecture
1.0 Course Unit

STSC 002 Medicine in History
This course surveys the history of medical knowledge and practice from antiquity to the present. No prior background in the history of science or medicine is required. The course has two principal goals: (1) to give students a practical introduction to the fundamental questions and methods of the history of medicine, and (2) to foster a nuanced, critical understanding of medicine's complex role in contemporary society. The course takes a broadly chronological approach, blending the perspectives of the patient, the physician, and society as a whole—recognizing that medicine has always aspired to 'treat' healthy people as well as the sick and infirm. Rather than history 'from the top down' or 'from the bottom up,' this course sets its sights on history from the inside out. This means, first, that medical knowledge and practice is understood through the personal experiences of patients and caregivers. It also means that lectures and discussions will take the long-discredited knowledge and treatments of the past seriously, on their own terms, rather than judging them by today's standards. Required readings consist largely of primary sources, from elite medical texts to patient diaries. Short research assignments will encourage students to adopt the perspectives of a range of actors in various historical eras.
For BA Students: History and Tradition Sector
Taught by: Barnes
Course usually offered in fall term
Also Offered As: HIST 036, HSOC 002
Activity: Lecture
1.0 Course Unit
STSC 003 Technology & Society
Technology plays an increasing role in our understandings of ourselves, our communities, and our societies, in how we think about politics and war, science and religion, work and play. Humans have made and used technologies, though, for thousands if not millions of years. In this course, we will use this history as a resource to understand how technologies affect social relations, and conversely how the culture of a society shapes the technologies it produces. Do different technologies produce or result from different economic systems like feudalism, capitalism and communism? Can specific technologies promote democratic or authoritarian politics? Do they suggest or enforce different patterns of race, class or gender relations? Among the technologies we'll consider will be large objects like cathedrals, bridges, and airplanes; small ones like guns, clocks and birth control pills; and networks like the electrical grid, the highway system and the internet.
For BA Students: Society Sector
Taught by: Benson
Course usually offered in spring term
Also Offered As: HSOC 003, SOCI 033
Activity: Lecture
1.0 Course Unit

STSC 026 Philosophy of Space and Time
This course provides an introduction to the philosophy and intellectual history of space-time and cosmological models from ancient to modern times with special emphasis on paradigm shifts, leading to Einstein's theories of special and general relativity and cosmology. Other topics include Big Bang, black holes stellar structure, the metaphysics of substance, particles, fields, and superstrings, unification and grand unification of modern physical theories. No philosophy of physics background is presupposed.
For BA Students: Natural Science and Math Sector
Taught by: Skillings
One-term course offered either term
Also Offered As: PHIL 026
Activity: Lecture
1.0 Course Unit

STSC 028 Medicine, Magic and Miracles
This course explores the nature of disease and the history of medical practice and healing in the medieval period, using methods from intellectual, cultural, and social history, as well as the life sciences, and incorporating material from Indonesia to England. The themes of this course include: 1) the diversity of healing practices and beliefs in this period; 2) specific rationalities of different methods of healing; 3) views of the human body and disease; 4) the wide array of practitioners that people turned to for medical care, including physicians, midwives, family members, herbalists, snake handlers, saints, and surgeons; 5) institutions of medicine, such as the hospital. Students will have their minds blown as they learn to question everything they thought they knew about how science and medicine work.
Taught by: Truitt
Course usually offered in fall term
Also Offered As: HSOC 028
Activity: Seminar
1.0 Course Unit

STSC 041 Cane and Able: Disability in America
Disability is a near universal experience, and yet it remains on the margins of most discussions concerning identity, politics, and popular culture. Using the latest works in historical scholarship, this seminar focuses on how disability has been experienced and defined in the past. We will explore various disabilities including those acquired at birth and those sustained by war, those visible to others and those that are invisible. For our purposes, disability will be treated as a cultural and historical phenomenon that has shaped American constructions of race, class, and gender, attitudes toward reproduction and immigration, ideals of technological progress, and notions of the natural and the normal.
Taught by: Linker
Course usually offered in fall term
Also Offered As: HSOC 041
Activity: Seminar
1.0 Course Unit

STSC 048 Epidemics in History
The twenty-first century has seen a proliferation of new pandemic threats, including SARS, MERS, Ebola, Zika, and most recently the novel coronavirus called COVID-19. Our responses to these diseases are conditioned by historical experience. From the Black Death to cholera to AIDS, epidemics have wrought profound demographic, social, political, and cultural change all over the world. Through a detailed analysis of selected historical outbreaks, this seminar examines the ways in which different societies in different eras have responded in times of crisis. The class also analyzes present-day pandemic preparedness policy and responses to health threats ranging from influenza to bioterrorism.
Taught by: Barnes
Course usually offered in fall term
Also Offered As: HSOC 048
Activity: Seminar
1.0 Course Unit

STSC 082 Sport Science in the World
This seminar is designed for first-year students who are interested in some big questions related to the topic of 'sport science.' Sport science may seem to be just a niche field where teams of physiologists, psychologists, geneticists, engineers and others work to make already very athletic people go ‘faster, higher, stronger.’ On the other hand, the work of sport scientists intersects everyday with far-reaching questions about how categories of sex, age, race, disability, and nationality are defined, measured, challenged, or maintained. Sport scientists weigh in on debates over what kinds of physical activity or bodies are ‘clean,’ what kinds of performance are ‘natural’ or even human, and what kinds of sporting spaces or equipment are fair. In this class we'll read and discuss historical and contemporary accounts of sport science in the world. My hope is that students will enter the class interested in sports and leave interested in sports and in gendered science, objectivity and standardization, the politics of big data and more.
Taught by: Johnson
Course usually offered in fall term
Also Offered As: HSOC 082
Activity: Seminar
1.0 Course Unit
STSC 118 Advanced Journalistic Writing
A workshop in creative writing devoted to original student work in journalism. See the English Department's website at www.english.upenn.edu for a description of the current offerings.
One-term course offered either term
Also Offered As: ENGL 158
Activity: Seminar
1.0 Course Unit

STSC 123 Darwin's Legacy: The Evolution of Evolution
Darwin's conceptions of evolution have become a central organizing principle of modern biology. This lecture course will explore the origins and emergence of his ideas, the scientific work they provoked, and their subsequent re-emergence into modern evolutionary theory. In order to understand the living world, students will have the opportunity to read and engage with various classic primary sources by Darwin, Mendel, and others. The course will conclude with guest lectures on evolutionary biology today, emphasizing current issues, new methods, and recent discoveries. In short, this is a lecture course on the emergence of modern evolutionary biology--its central ideas, their historical development and their implications for the human future.
For BA Students: Living World Sector
Taught by: Gil-Riano
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

STSC 135 Modern Biology and Social Implications
This course covers the history of biology in the 19th and 20th centuries, giving equal consideration to three dominant themes: evolutionary biology, classical genetics, and molecular biology. The course is intended for students with some background in the history of science as well as in biology, although no specific knowledge of either subject is required. We will have three main goals: first, to delineate the content of the leading biological theories and experimental practices of the past two centuries; second, to situate these theories and practices in their historical context, noting the complex interplay between them and the dominant social, political, and economic trends; and, third, to critically evaluate various methodological approaches to the history of science.
For BA Students: Natural Science and Math Sector
Taught by: Ceccatti
One-term course offered either term
Also Offered As: HIST 035
Activity: Seminar
1.0 Course Unit

STSC 140 Histories of Race and Science in Philadelphia
The history of race and science has its American epicenter in Philadelphia. Throughout this Academically-Based Community Service (ABCS) course, we will interrogate the past and legacy of racial science in the United States; the broad themes we broach will be met concretely in direct engagement with Penn and the Philadelphia community. As an extended case study, students will undertake independent research projects using primary source documents from local archives, tracing the global history of hundreds of human skulls in the 19th century Samuel G. Morton cranial collection at the Penn Museum, a foundational and controversial anthropological collection in the scientific study of race. These projects will be formed through an ongoing partnership with a Philadelphia high school in which Penn students will collaborate with high school students on the research and design of a public-facing website on the Morton collection and the legacy of race and science in America. In our seminar, we will read foundational texts on the study of racial difference and discuss anti-racist responses and resistance to racial science from the 19th century to the present. Throughout, we will work directly with both primary and secondary sources, critically interrogating how both science and histories of science and its impacts on society are constructed. Throughout this course, we will explore interrelated questions about Penn and Philadelphia's outsized role in the history of racial science, about decolonization and ethics in scholarly and scientific practice, about the politics of knowledge and public-facing scholarship, and about enduring legacies of racial science and racial ideologies. All students are welcome and there are no prerequisites, save for intellectual curiosity and commitment to the course. This course will be of particular interest to those interested in race, American history and the history of science, anthropology, museum studies, education, and social justice.
Taught by: Mitchell
Also Offered As: AFRC 141, ANTH 140, HIST 154
Activity: Seminar
1.0 Course Unit

STSC 145 Comparative Medicine
This course explores the medical consequences of the interaction between Europe and the ‘non-West’. It focuses on three parts of the world Europeans colonized: Africa, South Asia, and Latin America. Today’s healing practices in these regions grew out of the interaction between the medical traditions of the colonized and those of the European colonizers. We therefore explore the nature of the interactions. What was the history of therapeutic practices that originated in Africa or South Asia? How did European medical practices change in the colonies? What were the effects of colonial racial and gender hierarchies on medical practice? How did practitioners of ‘non-Western’ medicine carve out places for themselves? How did they redefine ancient traditions? How did patients find their way among multiple therapeutic traditions? How does biomedicine take a different shape when it is practiced under conditions of poverty, or of inequalities in power? How do today’s medical problems grow out of this history? This is a fascinating history of race and gender, of pathogens and conquerors, of science and the body. It tells about the historical and regional roots of today’s problems in international medicine.
For BA Students: History and Tradition Sector
Taught by: Mukharji
Course usually offered in fall term
Also Offered As: HIST 146, HSOC 145
Activity: Lecture
1.0 Course Unit
STSC 160 The History of the Information Age
Certain new technologies are greeted with claims that, for good or ill, they must transform our society. The two most recent: the computer and the Internet. But the series of social, economic and technological developments that underlie what is often called the Information Revolution include much more than just the computer. In this course, we explore the history of information technology and its role in contemporary society. We will explore both the technologies themselves—calculating machines, punched card tabulators, telegraph and telephone networks, differential analyzers, digital computers, and many others—and their larger social, economic and political contexts. To understand the roots of these ideas we look at the prehistory of the computer, at the idea of the post-industrial or information society, at parallels with earlier technologies and at broad historical currents in the United States and the world.
For BA Students: Humanities and Social Science S
Taught by: Dick
One-term course offered either term
Also Offered As: SOCI 161
Activity: Lecture
1.0 Course Unit

STSC 162 Technology and Medicine in Modern America
Medicine as it exists in contemporary America is profoundly technological; we regard it as perfectly normal to be examined with instruments, to expose our bodies to many different machines; and to have knowledge produced by those machines mechanically/electronically processed, interpreted and stored. We are billed technologically, prompted to attend appointments technologically, and often buy technologies to protect, diagnose, or improve our health: consider, for example, HEPA-filtering vacuum cleaners; air-purifiers; fat-reducing grills; bathroom scales; blood pressure cuffs; pregnancy testing kits; blood-sugar monitoring tests; and thermometers. Yet even at the beginning to the twentieth century, medical technologies were scarce and infrequently used by physicians and medical consumers alike. Over the course of this semester, we will examine how technology came to medicine’s center-stage, and what impact this change has had on medical practice, medical institutions and medical consumers - on all of us!
Taught by: Johnson
Course usually offered summer term only
Also Offered As: HSOC 152
Activity: Seminar
1.0 Course Unit

STSC 168 Environment and Society
This course examines contemporary environmental issues such as energy, waste, pollution, health, population, biodiversity and climate through a historical and critical lens. All of these issues have important material, natural and technical aspects; they are also inextricably entangled with human history and culture. To understand the nature of this entanglement, the course will introduce key concepts and theoretical frameworks from science and technology studies and the environmental humanities and social sciences.
For BA Students: Humanities and Social Science S
Taught by: Benson
Course not offered every year
Activity: Lecture
1.0 Course Unit

STSC 178 Everyday Technologies and the Making of the Modern World
Long before iPhones and Fitbits, personal technologies - small(ish), portable, purchasable - had a tremendous impact on the lives of people around the globe. Items such as wristwatches, bicycles, sewing machines, cars and radios could empower their users (or sometimes constrain them), creating economic, educational or recreational opportunities while also being associated with grander ideas and ideologies. This course will explore such everyday technologies across the nineteenth and twentieth centuries, in locations spanning the Americas, Europe, Africa and Asia. We will consider how the use and significance of particular technologies varied according to time and place; how these everyday items contributed to imperial and national identities and ‘self-fashioning’ for individuals; and how, through use and modification, consumers themselves could become part of the story of technological change. In addition to reading a variety of classic and recent scholarship, students will work with a wide array of primary sources (newspapers, photographs, patent records, trade cards) and use digital tools to present their own research projects.
Taught by: Petrie
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

STSC 179 Environmental History
This course provides an introduction to environmental history—the history of the interrelationship between humans and the rest of nature. In the words of historian J.R. McNeill, ‘Human history has always and will always unfold within a larger biological and physical context, and that context evolves in its own right. Especially in recent millennia, that context has co-evolved with humankind.’ In this course we will study this co-evolution between human actors and non-human actors in global history, analyzing political, social, cultural and economic factors that affect ideas about nature and material effects on nature. We will consider the concept of the Anthropocene and study current environmental changes and challenges.
Taught by: Greene, A
Course not offered every year
Also Offered As: HSOC 179
Activity: Lecture
1.0 Course Unit

STSC 207 Agriculture and Science in the Pacific World
This course examines how agricultural science has shaped the modern world. It focuses on the lands touching the Pacific Ocean during the industrial era—from the late eighteenth century to the late twentieth century—to highlight how scientific knowledge of the natural world and regimes of agricultural production interacted to change spatial relations of power between distant places. We will explore the history of botany, chemistry, and entomology in the context of European and Euro-American exploration incursions into the Pacific. We will also explore the history of once-exotic but now commonplace things that sustain our existence, from sugar, rice, and palm oil to guano. In short, this course examines how ideas about nature, methods of converting nature into commodities, and nature itself all influence each other. Students will work throughout the semester to gain knowledge about the intersection of agriculture, science, and empire in the Pacific, while also developing and strengthening their ability to conduct historical research and produce original arguments.
Taught by: Kessler
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
STSC 208 Science and Religion: Global Perspectives
This course provides a thematic overview of science and religion from antiquity to the present. We will treat well-known historical episodes, such as the emergence of Muslim theology, the Galileo Affair and Darwinism, but also look beyond them. This course is designed to cover all major faith traditions across the globe as well as non-traditional belief systems such as the New Age movement and modern Atheism. Taught by: Dorsch
Course not offered every year
Activity: Seminar
1.0 Course Unit

STSC 209 Race and Gender in Global Science
This course critically examines the creation of scientific concepts of ‘race’ and ‘sex’ in the modern era and their global impact. How did ‘race’ and ‘sex’ come to be the primary categories through which human variation has been classified in the modern West? What concepts of ‘race’ and ‘sex’ did colonial scientists, doctors, naturalists, and other experts invent, and how and why did they do this? How have scientific conceptions of ‘race’ and ‘sex’ been adapted to fit the sociopolitical projects of formerly colonized regions? And how have recent developments in genomic science sought to re-invent these categories? With these questions in mind, this course challenges us to think critically about the political contexts in which conceptions of ‘race’ and ‘sex’ have been crafted as well as how they have been contested and re-defined.
Taught by: Gil-Riano
Course usually offered in spring term
Also Offered As: HSOC 209
Activity: Seminar
1.0 Course Unit

STSC 210 Science Technology and War
In this survey we explore the relationships between technical knowledge and war in the nineteenth and twentieth centuries. We attend particularly to the centrality of bodily injury in the history of war. Topics include changing interpretations of the machine gun as inhumane or acceptable; the cult of the battleship; banned weaponry; submarines and masculinity; industrialized war and total war; trench warfare and mental breakdown; the atomic bomb and Cold War; chemical warfare in Viet Nam; and television war’ in the 1990s.
For BA Students: Humanities and Social Science S
Taught by: Lindee
Course not offered every year
Also Offered As: HSOC 212
Activity: Lecture
1.0 Course Unit

STSC 218 Climate Change: Science, Technology and Society
Climate change is a sign that humans have become a force with planet-altering power. We need to understand how human societies work if we hope to respond to its dangers effectively. This course will use history to help students see climate change’s social and political aspects. We’ll examine how previous societies have responded to episodes of non-anthropogenic climate change, exploring market-based policies, power imbalances, and vulnerability. Through the history of science, we will investigate and critique how the growth of scientific knowledge often led climate change to be framed as a techno-scientific problem, best addressed through research and technological innovation. Students will learn how climate politics have been pushed by environmental and social justice activists, as well as by anti-communist scientists and corporate-sponsored cultivation of public doubt. Assignments will help students learn how to translate scholarly insights into engaging media that can reach various publics.
Taught by: Turner
One-term course offered either term
Activity: Seminar
1.0 Course Unit

STSC 219 Race, Science, and Globalization
This course examines how the practice of sorting humans into distinct races is connected to the rise of modern science and to the economic globalization sparked by Columbus’ arrival in the Americas in 1492. By examining the trajectory of race in science from the Iberian conquest of the Americas until the present, we will examine the ways in which colonial logics and structures persist into the present and the ways they’ve been disrupted by various revolutionary, anti-colonial, and anti-racist movements. Along the way, we will observe how cultural ideas about race have been woven into the conceptual fabric of modern scientific disciplines such as anthropology, biology, psychology, and sociology and how these disciplines have sought to redeem themselves from their racist pasts.
For BA Students: Humanities and Social Science S
Taught by: Gil-Riano
One-term course offered either term
Also Offered As: HSOC 219
Activity: Seminar
1.0 Course Unit

STSC 231 Insect Epidemiology Pests, Pollinators and Disease Vectors
Malaria, Chagas disease, the Plague—some of the most deadly and widespread infectious diseases are carried by insects. The insects are also pernicious pests; bed bugs have returned from obscurity to wreak havoc on communities, invasive species decimate agricultural production and threaten forests across the United States. At the same time declines among the insects on which we depend—the honeybees and other pollinators—threaten our food security, while general declines of insects threaten ecosystems. We will study the areas where the insects and humans cross paths and explore how our interactions with insects can be cause, consequence or symptom of much broader issues. This course is not an entomology course but will cover a lot about insects. It is not a traditional epidemiology course but will explore the approaches and study designs that epidemiologists use to uncover associations and evaluate interventions. It is not a history course but will cover past epidemics and infestations that have changed the course of the history and reversed advancing armies.
Taught by: Levy
Course usually offered in spring term
Also Offered As: HSOC 231
Activity: Seminar
1.0 Course Unit
STSC 252 Data and Death
Digital tools and data-driven technologies increasingly permeate twenty-first century life. But how have they affected death? Do we conceive of death differently in a digitally mediated world? How do we mourn in the age of Facebook? How is ‘big data’ put to work in the medical world that seeks to diagnose and treat fatal illness? What new forms of death and violence have been imagined or developed with digital technologies in hand? And what of those who believe that they could live forever, defying death, by uploading ‘themselves’ into some new digital form? This course offers a historical exploration of these questions, looking at different intersections between data and death. We will work with a range of different sources ranging from science fiction to medical journals to the often-controversial death counts that follow natural and political disasters. Our goal will be to map the many contours of death in a digital world, but also to recognize the longer histories of counting, mourning, diagnosing, dreaming, and dying that have shaped them.
Taught by: Dick
Course usually offered in fall term
Also Offered As: HSOC 252
Activity: Seminar
1.0 Course Unit

STSC 260 Cyberculture
Computers and the internet have become critical parts of our lives and culture. In this course, we will explore how people use these new technologies to develop new conceptions of identity, build virtual communities and affect political change. Each week we’ll see what we can learn by thinking about the internet in a different way, focusing successively on hackers, virtuality, community, sovereignty, interfaces, algorithms and infrastructure. We’ll read books, articles, and blogs about historical and contemporary cultures of computing, from Spacewar players and phone phreaks in the 1970s to Google, Facebook, World of Warcraft, WikiLeaks, and Anonymous today. In addition, we’ll explore some of these online communities and projects ourselves and develop our own analyses of them.
Taught by: Dick
One-term course offered either term
Activity: Seminar
1.0 Course Unit

STSC 270 Digital Democracy
Technological infrastructure shapes what forms of political life are possible within a society. Political campaigns, investigative journalism, public engagement, protest, government - all unfold on different time scales, in different forms, and with different consequences depending on what machines mediate them. This course explores the forms of American political life that have taken shape in and through modern digital computing. We will investigate especially a perceived tension at the heart of computing technologies - from artificial intelligence to social media - as they have been introduced to so many corners of American political life: Are computing technologies agents of liberation, or of control? The internet, for example, was embraced by some as an inherently democratizing and liberating force, giving users equal access to voice and information. On the other hand, many feared the internet as an unprecedented platform for corporate and government surveillance and manipulation. This course will analyze and historicize this tension, looking to unpack the complex and controversial role of computers in American political life from the Cold War to @POTUS.
Taught by: Dick
One-term course offered either term
Activity: Seminar
1.0 Course Unit

STSC 279 Nature’s Nation: Americans and Their Environment
The United States is ‘nature’s nation.’ Blessed with an enormous, resource-rich geographically diverse and sparsely settled territory, Americans have long seen ‘nature’ as central to their identity, prosperity, politics and power, and have transformed their natural environment accordingly. But what does it mean to be ‘nature’s nation?’ This course describes and explores how American ‘nature’ has changed over time. How and why has American nature changed over the last four centuries? What have Americans believed about the nation’s nature, what have they known about the environment, how did they know it and how have they acted on beliefs and knowledge? What didn’t or don’t they know? How have political institutions, economic arrangements, social groups and cultural values shaped attitudes and policies? How have natural actors (such landscape features, weather events, plants, animals, microorganisms) played roles in national history? In addition to exploring the history of American nature, we will look for the nature in American history. Where is ‘nature’ in some of the key events of American history that may not, on the surface, appear to be ‘environmental?’
Taught by: Greene, A
Course not offered every year
Also Offered As: ENVS 279, HIST 320, HSOC 279
Activity: Seminar
1.0 Course Unit

STSC 278 Prove It: Mathematics and Certainty
Mathematical knowledge is often held up as our most reliable and certain knowledge. The truths of mathematics serve as exemplars of certainty that are not tied to any specific time and place. Yet, throughout history, mathematics has been understood and practiced in quite different ways, for quite different reasons, and by quite different people. Mathematical certainty has been shaped by different beliefs and practices. Mathematicians and their work have been shaped by rich interactions with different dimensions of social life from religion and politics to architecture and war. Mathematics is not simply surrounded by a society external to it, it is an integral and complex part of it. What concerns have motivated mathematical research through history? How has mathematics been put to work in different domains of culture? What does it mean to be a mathematician in different times and places? Does mathematical knowledge bear traces of the conditions in which it was produced? What counts as proof and to whom? How do we reconcile the changing character of mathematical research with the traditional understanding of mathematical knowledge as time and place independent? This course takes up these questions by looking to different worlds in which mathematics and mathematical certainty have taken shape.
Taught by: Dick
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
STSC 289 Technologies of Self and Society
As European empires expanded in the late eighteenth century, ‘social science’ began to emerge in the lexicons of Western societies. Since these early beginnings in European imperialism, the social sciences have sought to represent, alter, and govern human existence while struggling to define ‘society’ as something separate from ‘nature’. This course examines how questions concerning the proper management of self and society are central to the ambitions and dilemmas of modern social sciences. We begin by tracing the origins of social science in late-eighteenth century thought and their professionalization in the nineteenth century. Continuing through to the twentieth century, we will observe how core social science disciplines like sociology, anthropology, and psychology attempted - in the name of anti-racism - to carve out distinct niches in opposition to biology and genetics. The course also examines the dramatic growth of the social sciences during the cold war period thanks to military funds. Our examination of cold war social science will focus on how social scientists began carving up the world into different ‘areas’ of study and how they became increasingly oriented towards re-making individual psyches and societies in the ‘third world’ to fit the image of an industrialized ‘West’. The course will conclude by examining calls from indigenous scholars and scholars in the global South to decolonize social science.
Taught by: Gil-Riano
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

STSC 299 Independent Study
Approved independent study under faculty supervision.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

STSC 308 Science and Spectacle: Seeing is Believing
In the 10th century, the Byzantine emperor received visitors on a levitating throne, surrounded by robotic animals. In the 17th century, Galileo gave public demonstrations to prove the existence of the moons of Jupiter (and the power of the telescope). In the 20th century, an estimated 650 million people watched the Apollo 11 moon landing. These are only a few examples of the ways that scientific and technological knowledge have been displayed for large numbers of people who are not themselves also involved in making scientific or technological knowledge. If seeing is believing, what do performances of scientific or technological virtuosity or discovery depict, and to what ends? This course explores the relationship between scientific and technological knowledge and public display, using examples taken from the medieval period to the 20th century.
Taught by: Truitt
One-term course offered either term
Activity: Seminar
1.0 Course Unit

STSC 309 Rifle and Compass
This course looks at the scientific and technological aspects of warfare during what is often called the Military Revolution. The main focus will be navigation and gunpowder warfare. The first part of this course will focus on magnetism, military drilling, architecture, geography and physics. The second part of the course will turn to case studies: the fall of Constantinople in 1453, the Ottoman-Austrian War of 1663-4 and the expansion of Russia in the early eighteenth century. Our goal generally is to interrogate the widespread belief that science and warfare are inextricably linked.
Taught by: Kucuk
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

STSC 313 The Universe: Historical Inquiries in Physics, Philosophy and Religious Belief
The National Science Foundation’s decadal review states that ‘Today, astronomy expands knowledge and understanding, inspiring new generations to ask, How did the universe form and the stars first come into being? Is there life beyond Earth? What natural forces control our universal destiny? Because of the remarkable scientific progress in recent decades, in particular the explosion over the last decade of interest in and urgency to understand several key areas in astronomy and astrophysics, scientists are now poised to address these and many other equally profound questions in substantive ways. The opportunities for the future fill us with awe, enrich our culture, and frame our view of the human condition.’ Undergraduates today encounter some of the most profound discoveries about the physical universe -- discoveries of dark energy, quantum theory, exoplanets. These discoveries also prompt some of the most profound philosophical and theological questions. This course interrogates the astrophysical sciences and traditions of philosophy and religious belief in order to explore the universe, its nature, origins and destiny. It serves as an introductory course for undergraduates who are seeking a historical and philosophical context to scientific studies, especially in physics, and/or to develop their interdisciplinary skills of global thinking. This course does not attempt to resolve perennial questions about the universe, but rather to expose historical and scientific ways of reflecting on them.
Taught by: Cheely
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

STSC 316 The Atomic Bomb: Science, Art, History
In this Penn Global Seminar students will learn about the culture and religion of Japan, read novels and poetry engaging with the atomic bombings, meet survivors and scientists, and come to understand the impact of the bombs in world history, the global arms race, the rise of nuclear energy, and the continuing legacies of radiation exposure today. Our work will explore the development and use of the atomic bomb in 1945, engaging with Japan as a site of nuclear disasters, at Hiroshima and Nagasaki in 1945, and also in Fukushima Prefecture in 2011 (the so-called ‘third atomic bombing of Japan’). It will end with a trip to Japan to visit Hiroshima, Nagasaki, and sites in Tokyo, in May 2021.
Taught by: Lindee
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
STSC 317 Images in Science
Pictures, diagrams, graphs, and (more recently) computer images are ubiquitous in modern science. Visualizations are crucial in the process of research, for communicating evidence, theories, and experiments to other scientists; and for transmitting scientific ideas to the public. But serious questions about the validity of using images to convey knowledge about nature have been raised from the earliest natural philosophers onwards, and understanding precisely what any particular scientific image does can be surprisingly difficult. In this class we will investigate, as historical and cultural artifacts, images related to the generation or transmission of knowledge about nature, knowledge that has claims to a privileged epistemological status. The focus will be on three kinds of visual depictions: images of the macrocosm (the universe as a whole), images of the microcosm (the body and its parts), and the visualization of theories and data. What are the material and technological conditions underlying these images? What can the images we examine tell us about the communities and societies, including our own, in which they were created? What do they reveal about the nature of the scientific enterprise, about the relationship between the sensible world and the mind, and about ideals concerning truth, objectivity, and morality?
Taught by: Baker
Course usually offered in spring term
Also Offered As: VLST 213
Activity: Seminar
1.0 Course Unit

STSC 318 Profit and Knowledge
The goal of capitalism is profit; the goal of science is knowledge. These pursuits may seem different on the surface, but they often overlap in surprising ways. This course uses the tools of science and technology studies to explore the relationship between capitalism and science. By examining how people have pursued both profit and knowledge in different times and places, we’ll look at how financial interests have shaped the practice of science and how science has shaped the pursuit of wealth. We’ll also consider efforts to imagine new possibilities for economic and knowledge systems that have generated both rewards and risks, both pleasures and pains. Topics include the public goals and values of capitalism and science; case studies such as global trade and logistics, biotechnology, and the service economy; and challenges such as white supremacy, violence, and climate change.
Taught by: Smith
One-term course offered either term
Activity: Seminar
1.0 Course Unit

STSC 321 Weird Science
What do we mean by ‘science’? How did we come to agree on a common definition? Do we agree on a common definition? What about when we don’t? This course explores histories of heterodox science and the construction of sciences and pseudosciences. In doing so, we will focus on expertise, authority, and legitimacy in science, as well as public consumption of science. This course will also introduce students to fundamental questions in the philosophy of science, as well as offering instruction in reading and methods of historiography. Topics include: phrenology, parapsychology, cryptozoology, UFOs, climate change denial.
Taught by: Dorsch
Activity: Seminar
1.0 Course Unit

STSC 328 What is Prediction?
This course is an investigation into the notion of prediction from antiquity to the present. By looking closely at key practices from Homeric divination to modern acturial science and from early modern astrology to contemporary climate models, the course seeks to historicize the way we engage with the future. As part of the course, students also explore the role that methodology, models, causation and big data have played in predictive practices. The readings include a mixture of primary sources, modern scholarship and journalism.
Taught by: Kucuk
Course not offered every year
Activity: Seminar
1.0 Course Unit

STSC 329 CSI Global: History of Forensic Science
Genetics may have transformed criminal detection, but it has built upon a long history of many different types of forensic science. The use of science in the pursuit of criminals has a long, complex and global history, involving diverse forms of knowledge and types of professionals. A range of skills and techniques ranging from trackers who followed traces in the mud to recover stolen cattle to criminal physiognomists who sought to read bodily signs of criminals, from Sherlock Holmes’ analysis of types of cigar ash in Victorian Britain to Charles Hardless’ chemical analysis of different types of ink in colonial India, have informed and influenced the development of our contemporary forensic modernity. This course will explore a range of different forensic techniques and their histories along with the rich cultural history, in the form of detective fiction and films from across the world.
Taught by: Mukharji
Course usually offered in fall term
Also Offered As: HSOC 329
Activity: Seminar
1.0 Course Unit

STSC 338 Hybrid Science: Nature, health, and society in Latin America
What role did science and medicine play in the creation and growth of the Spanish and Portuguese empires? And why was the creation of science and health institutions crucial to the revolutionary movements for independence in Latin America? This course examines science and medicine in Latin America by attending to the ways that knowledge of nature and health has been central to the political struggles of the countries in this region. A crucial dynamic shaping the history and culture of this region is the interplay between the healing practices and cosmologies of European settlers, indigenous Americans, and the descendants of African slaves. Bearing this interplay in mind, this course explores how Latin America has been a fertile site of scientific creativity. It also examines the ways in which Latin American scientists and medical experts have refashioned concepts and practices from Europe and North America to fit local circumstances.
Taught by: Gil-Riano
Course usually offered in spring term
Also Offered As: HSOC 338
Activity: Seminar
1.0 Course Unit
STSC 360 Data Dreams
The idea of solving problems by collecting as much data as possible about them is an old dream that has recently been revitalized. This course examines the hunger for data from a historical and social perspective, seeking to understand when, why, and how the collection of vast amounts of data has come to seem valuable and desirable, sometimes in ways that exceed any reasonable expectation of utility or feasibility. Topics include state surveillance, online tracking, the quantified self, citizen science, civic hacking, human genomics, bioinformatics, and climate science.
Taught by: Benson
One-term course offered either term
Activity: Seminar
1.0 Course Unit

STSC 362 Waters, Roads and Wires
This course studies infrastructures: how and why they develop, how they are maintained, how they reshape environments, and how they interconnect with other infrastructures. We begin by reading about infrastructure and about large technological systems, then explore some specific American structures. Possible topics: the electrical grid, the interstate highway system, hydroelectric dams, Amtrak, urban mass transit systems, disasters and infrastructure (Katrina, Harvey, etc.). As the semester progresses, students will spend more time in class on individual research topics of their choice, and in working groups producing a group project.
Taught by: Greene
One-term course offered either term
Activity: Seminar
1.0 Course Unit

STSC 363 Technology & Democracy
What is the relationship between technology and politics in global democracies? This course explores various forms of technology, its artifacts and experts in relation to government and political decision-making. Does technology ‘rule’ or ‘run’ society, or should it? How do democratic societies balance the need for specialized technological expertise with rule by elected representatives? Topics will include: industrial revolutions, factory production and consumer society, technological utopias, the Cold War, state policy, colonial and post-colonial rule, and engineers’ political visions.
Taught by: Voskuhl
Course not offered every year
Activity: Seminar
1.0 Course Unit

STSC 370 The Many Lives of Data: Population, Environment, and Planning in the United States
This is a class about the live(s) and afterlives of information from 1850 to the present. Not only can information be reproduced (in a variety of material conditions); it can be repurposed and funneled through a variety of different applications, some of them serving radically different purposes than the first purpose of gathering it. Thoreau’s journals of plant flowering, for instance, have become important indicators of climate change. More controversial is the sale of biomedical information by personal genomics services for drug discovery, or the construction of forensic databases consisting of the DNA of suspects arrested as a result of racial profiling. We will study the ways in which data has become a way for us to understand and define change, stability, place, and time, beginning in the mid-nineteenth century, a period of accelerated and increasingly systematic gathering of data, particularly medical, forensic, and environmental data. The class will proceed both chronologically and thematically in three units, from the gathering and use of biomedical data as a way to make patient populations ‘legible’ (to borrow from James Scott), to data as a way to make the environment understandable, and finally to data as a tool for producing and reproducing social relations. As a final project, students will trace a particular data set from its original gathering to its latest usage. Students will also have an opportunity to create their own course content in the final three weeks of class.
Taught by bergman
One-term course offered either term
Also Offered As: HSOC 370
Activity: Seminar
1.0 Course Unit
STSC 372 Animals and America
This course looks at animals in the American past, to find out what a focus on an individual animal, a species, or a kind of animal (such as work animals, food animals, wildlife, zoo animals, pets and pests) can reveal by exposing the inner workings of different periods and events. When we make animals the focus of how we look at the past, things change. Making animals visible makes other things visible; hidden, surprising or even shocking aspects of the past appear. Americans have always lived with and employed animals. They also have 'thought with' animals, using animals to work out their understandings of society, nature and power. How Americans perceived, named, classified, behaved toward and worked with animals bares the workings of race, class and gender, uncovers power structures, and reveals environmental and legal choices. If we want to understand how the current world came to be, taking a critter approach to history provides a way to explain how we got to now. Changing our view of the past can change our ideas of what the present can be. Though animals are everywhere in the past, they are often hidden from view. We will embark on a hunt for animals, foraging through historical writing, political documents, literature, and primary sources. We will watch movies, examine photographs and study cartoons. We will draw on knowledge from the fields of science, technology, health and environments, and employ the classifications of race, class, gender, nature and culture. We'll talk about evolution, domestication and wildlife. We will look at zoomorphism, when people or things are labeled as animals (calling people pigs or snakes, or talking about bull or bear stock markets), and anthropomorphism, when animals are thought of or portrayed as people. In this seminar, we'll begin with case studies from the nineteenth century, then start seeking the animals of the twentieth and twenty-first centuries. Writing, much of it informal, will be a regular part of this course, as will research exercises. There will be different options for writing and for research projects. Course materials will focus on American history and society but projects and exercises may look at places and times from around the globe and across the centuries.

Taught by: Greene
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

STSC 379 Animals in Science Medicine Technology
This course explores human-animal relationships: the wide range of these relationships, why they originated and how they have changed over time. How have humans classified, valued, utilized, consumed, behaved toward and understood animals? Where is the boundary between humans and other animals, and how do we know, since humans are also animals? How is that boundary been maintained and redefined? Are humans part of the animal 'natural' world- or apart from it? How are humans similar to and different from other kinds of animals? How do we know about animals and what is it we know? To what extent are questions about animals really questions about humans? How has the meaning of animal changed over time? The course focuses in particular to the roles and relationships of animals within science and medicine, and as biotechnologies.

Taught by: Greene, A
One-term course offered either term
Also Offered As: HSOC 379
Activity: Seminar
1.0 Course Unit

STSC 381 Toxicity in Context
We live amidst a constant stream of messages, practices, and regulations about things, behaviors, or relationships deemed 'toxic.' Within environmental health in particular, all sorts of actors grapple with complex decisions about what it means to live with materials and anticipate the ways they can interact with human health and the environment - at present through the distant future. What exactly do we mean when we categorize some substances as toxic, and by extension others as safe? Are there other ways of managing uncertainty or conceptualizing harm? How are these concepts built into broader social structures, economics, and regulations? What other work are they used to do? In this course, we will explore major social science approaches to toxicity and apply these theories to our own analysis of examples from the contemporary United States, and in particular, to a robust oral history collection with residents, developers, and government scientists grappling with these questions just outside of Philadelphia. This course grows out of scholarship in the history and anthropology of environmental risk, and health, as well as direct ethnographic, historical, and oral history research at a site outside of Philadelphia grappling with the meaning of materials that remain on site after past industrial manufacturing. In this course, students will gain an introduction to oral history and analysis of in-depth interviews, and introduction to key approaches to theorizing toxicity. By connecting life experiences of residents, government scientists and others, at an actual site, with the literatures we read in class, students will think critically about the ways the literatures we engage do and do not fully encompass the experiences and concerns that are intertwined with toxicity for actual people grappling with making sense of uncertain harms amidst urban planning.

Taught by: Dahlberg
Also Offered As: HSOC 381
Activity: Seminar
1.0 Course Unit
STSC 391 Bioethics and National Security
At least since Augustine proposed a theory of 'just war,' armed conflict has been recognized as raising ethical issues. These issues have intensified along with the power and sophistication of weapons of war, and especially with increasing engineering capabilities and basic knowledge of the physical world. The life sciences have had their place in these developments as well, perhaps most vividly with the revelations of horrific experiments conducted by the Nazi and Imperial Japanese militaries, but with much greater intensity due to developments in fields like genetics, neuroscience and information science, and the widely recognized convergence of physics, chemistry, biology and engineering. The fields of bioethics and national security studies both developed in the decades following World War II. During the cold war little thought was given to the fact that many national security issues entail ethical questions, but this intersection has been increasingly evident over the past two decades. In spite of the overlapping domains of bioethics and national security, there has been remarkable little systematic, institutional response to the challenges presented by these kinds of questions: - What rules should govern the conduct of human experiments when national security is threatened? - Is it permissible to study viruses that may be genetically modified in order to defeat available vaccines, even for defensive purposes? - What role may physicians or other health care professionals play in interrogation of suspected terrorists? - Must warfighters accept any and all drugs or devices that are believed to render them more fit for combat, including those that may alter cognition or personality? - What responsibilities does the scientific community have to anticipate possible 'dual purpose' uses or other unintended consequences of its work? Deploying the resources of ethics, philosophy, history, sociology and theory, this course will address these and other problems.
Taught by: Moreno
Course usually offered in spring term
Also Offered As: HSOC 391
Activity: Seminar
1.0 Course Unit

STSC 409 Science and Disability
How have ideas about ability and disability shaped the questions we ask about the world and the methods we use to answer them? How do assumptions about who can and ought to be a scientist, engineer, or physician intersect with constructions of disability and difference? How might studying the lived experiences of people with disabilities in the context of STEM(Medicine) help us begin to answer these questions? This course explores the exciting intersection between disability studies and the history and sociology of science and medicine through weekly readings, discussions, and original research. Using materials ranging from archival and online sources to oral history interviews and museum collections, students in this course will learn how scientific ideas and institutions have helped shape 20th- and 21st-century categories and experiences of disability as an embodied and socio-political identity. At the same time, students will learn how to use disability as a critical theoretical lens for investigating the cultures, tools, and institutions behind the creation and application of modern scientific and medical knowledge. Collaborative and analytical writing work throughout the course will build towards the completion of a final original research project.
Taught by: Martucci
One-term course offered either term
Also Offered As: HSOC 409
Activity: Seminar
1.0 Course Unit

STSC 411 Sports Science Medicine Technology
Why did Lance Armstrong get caught? Why do Kenyans win marathons? Does Gatorade really work? In this course, we won't answer these questions ourselves but will rely upon the methods of history, sociology, and anthropology to explore the world of the sport scientists who do. Sport scientists produce knowledge about how human bodies work and the intricacies of human performance. They bring elite (world-class) athletes to their laboratories or their labs to the athletes. Through readings, discussions, and original research, we will find out how these scientists determine the boundary between ‘natural’ and ‘performance-enhanced’ work to conquer the problem of fatigue, and establish the limits and potential of human beings. Course themes include: technology in science and sport, the lab vs. the field, genetics and race, the politics of the body, and doping. Course goals include: 1) reading scientific and medical texts critically, and assessing their social, cultural, and political origins and ramifications; 2) pursuing an in-depth The course fulfills the Capstone requirement for the HSOC/STSC majors. Semester-long research projects will focus on ‘un-black-boxing’ the metrics sport scientists and physicians use to categorize athletes’ bodies as ‘normal’ or ‘abnormal.’ For example, you may investigate the test(s) used to define whether an athlete is male or female, establish whether an athlete’s blood is ‘too’ oxygenated, or assess whether an athlete is ‘too’ fast (false start). Requirements therefore include: weekly readings and participation in online and in-class discussions; sequenced research assignments; peer review; and a final 20+ page original research paper and presentation.
Taught by: Martucci
One-term course offered either term
Also Offered As: HSOC 409
Activity: Seminar
1.0 Course Unit

STSC 411 Sports Science Medicine Technology
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Taught by: Martucci
One-term course offered either term
Also Offered As: HSOC 409
Activity: Seminar
1.0 Course Unit

STSC 409 Science and Disability
How have ideas about ability and disability shaped the questions we ask about the world and the methods we use to answer them? How do assumptions about who can and ought to be a scientist, engineer, or physician intersect with constructions of disability and difference? How might studying the lived experiences of people with disabilities in the context of STEM(Medicine) help us begin to answer these questions? This course explores the exciting intersection between disability studies and the history and sociology of science and medicine through weekly readings, discussions, and original research. Using materials ranging from archival and online sources to oral history interviews and museum collections, students in this course will learn how scientific ideas and institutions have helped shape 20th- and 21st-century categories and experiences of disability as an embodied and socio-political identity. At the same time, students will learn how to use disability as a critical theoretical lens for investigating the cultures, tools, and institutions behind the creation and application of modern scientific and medical knowledge. Collaborative and analytical writing work throughout the course will build towards the completion of a final original research project.
Taught by: Martucci
One-term course offered either term
Also Offered As: HSOC 409
Activity: Seminar
1.0 Course Unit

STSC 411 Sports Science Medicine Technology
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Taught by: Martucci
One-term course offered either term
Also Offered As: HSOC 409
Activity: Seminar
1.0 Course Unit
**STSC 418 Sound in Science, Medicine and Technology**
How do listening and knowing relate? This capstone will analyze sound as an object, an instrument, a product and a process of research in science, technology, and medicine. From anthropological field recordings to experiments in acoustics, readings will address the ways in which researchers have isolated and investigated sonic phenomena during the modern period. We will consider sound as a tool for knowing about other phenomena as well: bodily functions, seismic events, animal communication, and the like. Technologies of sound production, reproduction, storage, manipulation, and analysis will be front and center in this course. What can you do with magnetic tape that phonography does not allow? How might the hospital soundscape inform clinical decision-making? Why is Amazon's Alexa female? How has scientific communication changed over time? In addition to wrestling with questions like these, the course will provide undergraduate majors with the opportunity to research and execute an original paper of significant length in the humanistic social sciences. Students must be in their last three semesters for it to fulfill the capstone requirement, but any student may enroll.

Taught by: Kaplan

Course usually offered in fall term
Also Offered As: HSOC 418
Activity: Seminar
1.0 Course Unit

**STSC 436 Biopiracy: Medicinal Plants and Global Power**
Biopiracy has emerged as the name of conflict between multinational pharmaceutical companies attempting to get genetic patents on medicinal plants and indigenous communities in the Global South who have long known and used these plants for medicinal purposes. Today the story of Biopiracy is an unfolding story of plants, patents and power. The extraction and commercial exploitation of plants and knowledge about them from the Global South however is not new. It has been happening at increasing pace for at least the last two centuries. Both the anti-malarial drug quinine and the cancer drug vincristine for instance have their plant-origins in the Global South where local communities used them medicinally long before their discovery by biomedicine. This course will put the current debates around Biopiracy in context and explore how the entanglements of plants and power have changed or not changed.

Taught by: Mukharji

Course not offered every year
Also Offered As: HSOC 436
Activity: Seminar
1.0 Course Unit

**STSC 482 Invisible Labor in the Human Sciences**
This course looks at those disciplines that take people as their subjects of research--including biology and biomedicine as well as anthropology, linguistics, and sociology--to explore the contributions of a wide range of research participants. We will focus on the sciences of human behavior, information, and medicine to analyze the labors of behind-the-scenes actors including tissue donors, survey respondents, student subjects, patients, translators, activists, ethics review boards, data curators, and archivists. Our job will be to analyze the experiences of these technoscientific laborers with a view to systems of knowledge and power in the production and maintenance of Knowledge about humans and their bodies.

Taught by: Kaplan, J

One-term course offered either term
Also Offered As: HSOC 482
Activity: Seminar
1.0 Course Unit

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**STSC 498 Honors Thesis**
Research and writing of a senior honors thesis under faculty supervision. Course usually offered in fall term
Activity: Independent Study
1.0 Course Unit

**STSC 499 Undergraduate Independent Study**
Independent primary research under faculty supervision to fulfill the capstone requirement.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

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**Scientific Computing (SCMP)**

**SCMP 559 Multiscale Modeling of Chemical Systems**
This course provides theoretical, conceptual, and hands-on modeling experience on three different length and time scales - (1) electronic structure (A, ps); (2) molecular mechanics (100A, ns); and (3) deterministic and stochastic approaches for microscale systems (um, sec). Students will gain hands-on experience, i.e., running codes on real applications together with the following theoretical formalisms: molecular dynamics, Monte Carlo, free energy methods, deterministic and stochastic modeling. Prerequisite: Undergraduate courses in numerical analysis and statistical mechanics.

Course not offered every year
Also Offered As: BE 559, CBE 559
Activity: Lecture
1.0 Course Unit

**SCMP 597 Master's Thesis Research**
For students working on advanced research leading to the completion of a master's thesis.
One-term course offered either term
Activity: Masters Thesis
1.0 Course Unit

**SCMP 599 Master's Independent Study**
For Scientific Computing master's students. Involves coursework and class presentations. The project will invariably include formally gradable work comparable to that of a CIS 500 level course. Students should discuss with the faculty supervisor the scope of the independent study, expectations, work involved, etc.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

**SCMP 990 Masters Thesis**
For Master's students who have completed the course requirements for the Master's degree and are strictly working to complete the Master's Thesis leading to the completion of a Master's degree. Permission Required.
One-term course offered either term
Activity: Masters Thesis
1.0 Course Unit

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**STSC 498 Honors Thesis**
Research and writing of a senior honors thesis under faculty supervision. Course usually offered in fall term
Activity: Independent Study
1.0 Course Unit

**STSC 499 Undergraduate Independent Study**
Independent primary research under faculty supervision to fulfill the capstone requirement.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

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**Scientific Computing (SCMP)**

**SCMP 559 Multiscale Modeling of Chemical Systems**
This course provides theoretical, conceptual, and hands-on modeling experience on three different length and time scales - (1) electronic structure (A, ps); (2) molecular mechanics (100A, ns); and (3) deterministic and stochastic approaches for microscale systems (um, sec). Students will gain hands-on experience, i.e., running codes on real applications together with the following theoretical formalisms: molecular dynamics, Monte Carlo, free energy methods, deterministic and stochastic modeling. Prerequisite: Undergraduate courses in numerical analysis and statistical mechanics.

Course not offered every year
Also Offered As: BE 559, CBE 559
Activity: Lecture
1.0 Course Unit

**SCMP 597 Master's Thesis Research**
For students working on advanced research leading to the completion of a master's thesis.
One-term course offered either term
Activity: Masters Thesis
1.0 Course Unit

**SCMP 599 Master's Independent Study**
For Scientific Computing master's students. Involves coursework and class presentations. The project will invariably include formally gradable work comparable to that of a CIS 500 level course. Students should discuss with the faculty supervisor the scope of the independent study, expectations, work involved, etc.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

**SCMP 990 Masters Thesis**
For Master's students who have completed the course requirements for the Master's degree and are strictly working to complete the Master's Thesis leading to the completion of a Master's degree. Permission Required.
One-term course offered either term
Activity: Masters Thesis
1.0 Course Unit
**Scientific Processes (SPRO)**

**SPRO 100 Scientific Reasoning**

Whether you are preparing for a degree concentration in the sciences or planning to specialize in creative pursuits, every course of study benefits from knowledge of scientific reasoning and logic. This introductory course provides an overview of the sources, tools, and history of scientific knowledge. Contextualizing products of scientific research such as theories, models, and laws of nature, the course examines the methods of producing scientific knowledge and explores how science is affected by questions of values, religion, objectivity, and public opinion. You also learn and practice the tools used to generate knowledge, including logic and probability.

Activity: Online Course

1.0 Course Unit

**Social Work (SWRK)**

**SWRK 593 Design Thinking for Social Impact**

Thinking like a designer can transform the way people and organizations develop products, services, processes, and strategy. This approach, called design thinking, brings together what is desirable from a human point of view with what is technologically feasible and economically viable. It also allows people who aren't trained as designers to use creative tools to address a vast range of challenges. Design thinking is a deeply human process that taps into abilities we all have but get overlooked by more conventional problem-solving practices. It relies on our ability to be intuitive, to recognize patterns, to construct ideas that are emotionally meaningful as well as functional, and to express ourselves through means beyond words or symbols. Design thinking is something you can learn only by doing, so we’ll get out into the world and tackle a design challenge of our own together. We’ll learn how to research by researching, learn how to prototype by prototyping and learn how to communicate our ideas by pitching to a group of experts. At the end of the class you should feel confident in your abilities to apply design thinking to any challenges you’re facing and to come up with new ideas and solutions as a result.

Course usually offered summer term only

Also Offered As: NPLD 593

Activity: Online Course

1.0 Course Unit

**SWRK 595 Effective Communication and Storytelling**

Great leaders are storytellers. They are able to engage and entertain their communities, and tell a compelling narrative about how the world works. They use language powerfully and communicate in ways that uplift and inspire others. In this class, we will explore the power of telling great stories, and learn how to do it most effectively when promoting your campaigns to make the world a better place. We will also look at the skills of framing language in ways that will win over an audience. Finally, we will look at other key skills of effective communication, including the best strategies for persuasion, negotiation, and conflict resolution.

Taught by: Sherman

Course usually offered summer term only

Also Offered As: NPLD 595

Activity: Lecture

1.0 Course Unit

**SWRK 596 Design and Incorporation of High Impact Nonprofits**

Design and Incorporation of High Impact Not-For-Profits is designed for those who have a practitioner's interest in the design, governance, leadership, and management of high impact not-for-profit organizations. This course is taught through learning best practice theory, applying this theory to a simulation experience, and providing students the opportunity to apply their new knowledge and experience in an interview with a current not-for-profit leader. Students, through the combination of theory and practice, are provided with the essential competencies and tools to design and incorporate a not-for-profit, conduct in-depth analysis of a not-for-profit's effectiveness including, but not limited to, governance, leadership, social impact, financial sustainability, and systems and policy influence. Through the mock simulation process of designing, incorporating, and governing, students will leave with a 'best practice' for not-for-profit manual that includes articles of incorporation, bylaws, governance deliverables, strategic business plan, organizational scorecard, 3-5 year budget, development plan and public policy strategy. The knowledge and tools gained through readings and the mock simulation experience, will be applied, in the form of a thorough analysis, to the governance, leadership, strategic and/or business model, financial sustainability, social impact, marketing and communication, and public policy influence of an existing organization.

Course usually offered summer term only

Also Offered As: NPLD 596

Activity: Lecture

1.0 Course Unit

**SWRK 600 The Penn Experience: Racism, Reconciliation, and Engagement**

This new non-credit asynchronous course, consisting of six Modules, aims to establish common basic language and concepts for incoming graduate and professional students to facilitate subsequent difficult conversations about race, racism and difference in the classroom and beyond. Using video interviews, presentations, short readings and podcasts, the course highlights the significance of Penn and Philadelphia’s history of racism and other forms of oppression, Penn’s evolving relationship to West Philadelphia, and Penn’s efforts toward greater engagement and inclusion. Modules also focus on implicit bias, intercultural communication gender identity and disparities in healthcare. A final module was designed primarily to address the antiracist work that must be done to dismantle white supremacy. All incoming SP2 master’s students are expected to spend 20 or more hours reviewing the six modules and completing short assessments prior to starting the fall semester. Other graduate and professional schools will assign modules to be completed based on their schools requirements.

Taught by: Amy Hillier

Course offered summer, fall and spring terms

Activity: Online Course

0.0 Course Units
SWRK 601 History and Philosophy of Social Work and Social Welfare
This course traces the development of social welfare policy in the United States and its relationship to social work. It analyzes the values and assumptions that form the foundation of existing welfare programs and institutions and explores the social, economic, political, and cultural contexts in which they have developed. The course examines the development of cash assistance and social services programs in light of the enduring legacy of poverty, racism, and sexism. The view of ‘outsiders’ in U.S. society - low-income persons, people of color, gays and lesbians - allows us to gain perspective on the source of conflict and consensus in American history, which augments material about institutional racism learned in SWRK 603 and content about behavioral responses learned in SWRK 602. The course traces, as well, the roles that social workers have played in the formulation and implementation of social welfare policy and links these historical examples to contemporary policy practice.
Taught by: Malitta Engstrom
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

SWRK 602 Human Behavior in the Social Environment
This course introduces the student to the individual and family components of social interaction in a variety of different milieus. Theories of self and personality are studied, along with theories related to traditional and non-traditional family styles, different social and ethnic groups, and of assimilation and acculturation. Emphasis is given to the impact of different cultures and traditions on individual functioning. Additional attention is given to selected social characteristics of the larger society, such as factors of socio-economic class which influence individual and family behavior and functioning.
Taught by: Jerri Bourjolly
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

SWRK 603 American Racism and Social Work Practice
This course explores racism in America as an historical and contemporary phenomenon. It emphasizes the development of evidence-based knowledge about institutional systems of racism, analytical skill in understanding the complexity of institutional racism and other forms of oppression more broadly defined, self-awareness, and the implications of racism for social work services and practices.
Taught by: Amy Hillier
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

SWRK 604 Foundations of Social Work Practice I
This is the first of a four-course sequence designed to help students develop a professional stance and evidence-based framework for social work services to individuals, groups, families, and communities. It integrates the student’s theoretical learning with the experience in the field placement agency. The student is introduced to a holistic process-oriented approach to social work practice and to methods for implementation. The course emphasizes the social context for practice with special attention to agency purpose, functions and structure; the client system and its perceptions of need; goals and resources and the social worker as a facilitator of change.
Taught by: Malitta Engstrom
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

SWRK 605 Foundations of Social Work Practice II
This is the second in a four-course sequence and continues to examine varied practice frameworks and methods for service delivery in working with individuals, groups, families and communities. It emphasizes the eradication of institutional racism and other forms of oppression along with the integration of a culturally-sensitive approach to social work practice. Attention is given to understanding client problems in the context of different social work practice approaches and service requirements and to increased use of professional values to guide and inform practice.
Course usually offered in spring term
Prerequisite: SWRK 604
Activity: Lecture
1.0 Course Unit

SWRK 615 Introduction to Social Work Research
This course presents the broad range of research tools that social workers can use to improve the effectiveness and efficiency of their practice. The course emphasizes the process of theory development, conceptualization, and hypothesis formulation across a broad spectrum of social work practice situations. The course includes methodological considerations relating to concept operationalization; research design (experimental, survey, and field), sampling instrumentation, methods of data collection and analysis, and report preparation and dissemination. The course also emphasizes how social work research can help professionals better understand and more effectively impact problems of racism and sexism in contemporary American society.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

SWRK 620 Integrative Seminar
All Advanced Standing students are required to take this non-credit Integrative Seminar in the summer upon beginning the program. The seminar meets weekly during the second summer session and supports students as they begin their field placement. In order to enroll in the fall, students must achieve satisfactory performance in the Integrative Practice Seminar and summer field placement. Advanced Standing MSW students only.
Taught by: Jennifer Plumb
Course usually offered summer term only
Activity: Seminar
0.0 Course Units
SWRK 626 Health and Social Justice
This course considers various theoretical approaches to justice and health, motivated by the idea that a moral framework is needed to address the ethical challenges posed by inequalities in access, quality, financial burdens, and resource priorities, as well as rising health care costs. The course includes four parts. The first part examines ethical frameworks that involve various approaches to medical and public health ethics. The second part presents an alternative theory of justice and health, the health capability paradigm (HCP), grounded in human flourishing. The third part explores domestic health policy applications of HCP, including equal access, equitable and efficient health financing and insurance, rising costs and allocating resources. The fourth and final part of the course investigates domestic health reform, particularly a normative theory of health policy decision making grounded in political and moral legitimacy. The course scrutinizes the relevance of health justice for governing health at the domestic level, that is within countries, offers a new theory of health and social justice, the health capability paradigm, and of health governance, shared health governance, evaluating current domestic health systems and proposals for reforming them in light of these alternative theoretical frameworks.
Taught by: Jennifer Prag Ruger
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

SWRK 627 Global Health Justice and Governance
This course considers various theoretical approaches to global justice and global governance and analyzes their implications for global health. The course includes two parts. The first part examines accounts of cosmopolitanism, nationalism and other theories of global justice, critically assessing duties ascribed by each that may be owed universally to all persons or confined within associative boundaries of communities or nations. The second part explores applications to global health governance encompassing consideration of human rights and the operation and accountability of global institutions such as the United Nations, the World Bank, and the World Health Organization and national health systems. The course scrutinizes the relevance of global justice for governing the global health realm, proposes a new theory of global health justice, provincial globalism, and of global health governance, shared health governance, evaluating the current global health system and proposals for reforming it in light of these alternative theoretical frameworks.
Taught by: Jennifer Prag Ruger
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

SWRK 668 Economics for Social Policy
Economics allows us to determine the costs and benefits of social policies like cash benefits, unemployment insurance, health insurance, pensions, education, etc. Policies typically affect the behavior of agents like individuals, families and firms, and we have to take these reactions into account when analyzing policy. Economics allows us to predict how policy is likely to affect behavior by understanding how the policy changes individuals’ decisions, and what collective outcomes these myriad individual decisions bring about. For example, a universal basic income allows individuals to sustain themselves and their families when they are not working. At the same time, such guaranteed income has the potential to discourage people from looking for a job. If enough people are discouraged from looking for a job, employment in the economy will decrease, leading to lower production and lower tax revenues for the government. Policy makers have to take these phenomena into account in order to design a good income support system.
Taught by: Ioana Marinescu
Course usually offered in fall term
Also Offered As: MSSP 668
Activity: Lecture
1.0 Course Unit

SWRK 701 Health and Mental Health Policy
This course provides an overall view of the historical, social and economic dimensions of the health care delivery system: how health policies are developed and implemented, and how such policies influence social work practice, program planning, and research. Key health policy issues such as financing, cost, access, and the allocation of resources are explored in the context of health reform proposals. Students investigate how health policy affects specific population groups such as women and children, persons with chronic mental illnesses, persons with AIDS, older adults, and minorities.
Course not offered every year
Activity: Lecture
1.0 Course Unit

SWRK 702 Social Work Practice in Health Care
This course focuses on key issues in social work practice in health care settings. Social aspects of health and illness, including cultural variations, health beliefs and behavior, and the impact of illness on the patient and the family, are examined and their relevance for practice is discussed. Appropriate theoretical models for practice are identified and applied to practice in the areas of prevention, primary care, chronic and long-term care. New roles for social work in varied health delivery systems and inter-professional collaboration are explored.
One-term course offered either term
Activity: Lecture
1.0 Course Unit
SWRK 703 Impacting Government: Policy Analysis & Coalition Building
This course focuses on developing a theoretical foundation for actionable skills in policy analysis and coalition building across a wide-range of constituencies. The material begins with a structured focus on the ideological underpinnings of social welfare in the United States and the ways in which these perspectives shape our conception of equity, equality, and allocation of resources along the lines of race, class, gender, immigration status, and other identities. We will then utilize this basis for developing analysis frameworks, policy briefs, and media messaging that students will utilize when working with legislative bodies to advocate for and with the populations they serve. Distinct emphasis is placed on becoming conversant across differential identities, ideas, values, and assumptions while remaining grounded in relevant research and empirical approaches.
Course not offered every year
Activity: Lecture
1.0 Course Unit

SWRK 704 Advanced Clinical Social Work Practice I
Clinical Social Work Practice I and Field Practice builds on the generalist model of practice established in the foundation social work practice courses. The course work and assignments are closely linked to the students’ learning objectives and experiences in the field. This course has students critically examine and deepen their understanding of advanced theoretical frameworks and specific skills to be applied in clinical practice with children, adolescents, adults, and families. Students begin with classic and modern formulations of psychodynamic work and use this as a foundation for understanding theoretically and empirically driven models of family intervention. In addition, use of self and social work values and ethics and working with diverse clients are addressed at an advanced level.
Taught by: Jacqueline Corcoran
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

SWRK 706 Policies for Children and Their Families
This course examines policies for children and their families with a specific focus on child welfare policy. The course examines the interrelationship between: the knowledge base on child abuse and neglect; evaluations of interventions; programs and policies designed to protect maltreated children; and child welfare policy at the state and national level. The course also examines federal and state laws that govern the funding and operation of child welfare systems; the history of child welfare policies; the operation of child welfare systems; and the legal, political and social forces that influence the structure and function of child welfare systems in the United States.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

SWRK 708 Advanced Macro Social Work Practice I
Advanced Macro Social Work Practice I and Field builds on the foundation social work practice courses and focuses on three areas: (1) context of macro practice; (2) organizational structure with a focus on nonprofits; and (3) program design and development. The course begins with providing theoretical frameworks for macro practice and then moves to focus on delivery of services at the community level. Knowledge and skill development focuses primarily on social work practice within communities and organizations. Students learn how to organize and build relationships with communities and develop, plan, manage, fund and assess/evaluate community-based programs. Specific skill development includes learning how to research, develop, write, and pitch a grant proposal. Course content is integrated with fieldwork and is specific to the service needs of the populations with whom students are working in their field agencies.
Taught by: Ghose
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

SWRK 710 Supervision Seminar
Students in the Employed Practitioners Program are required to take this non-credit seminar in the fall and spring terms of their second year of study. The class meets every other week. In a limited number of cases, advanced-year students may be placed in agencies where there is no available MSW field instructor. In such instances, the student is required to attend the Clinical or Macro Supervision Seminar (depending on their concentration), which meets every other week during the academic year. Students who are required to participate in the clinical or macro supervision seminars will be given 1.5 hours of compensatory time off from their field placement every other week.
Taught by: Malitta Engstrom
Activity: Seminar
0.0 Course Units

SWRK 711 Contemporary Social Policy
This course introduces students to the analysis of contemporary social welfare policy. Several social welfare policy areas, including social inequality, poverty, health care, and housing are examined. Each topic area is also used to illustrate a component of the policy analysis process, including the analysis of ideologies and values as they shape policy formulation, the process by which legislation is proposed and enacted, the roles of advocacy and lobbying organizations, and the challenges of policy implementation and evaluation.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

SWRK 713 Understanding Social Change: Issues of Race and Gender
This course builds upon the foundation of historical, psychological, sociological, economic, political, and personal knowledge about institutionalized forms of racism and discrimination developed in SWRK 603, American Racism and Social Work Practice. The course uses understanding elements of oppression to critically examine strategies for addressing racism and sexism in organizations and communities through systematic assessment and planning for social change. The course examines change at three levels: organizations, communities, and social movements.
Course usually offered in spring term
Prerequisite: SWRK 603
Activity: Lecture
1.0 Course Unit
SWRK 714 Advanced Clinical Social Work Practice II
The focus of learning in this semester is theories and skills related to clinical practice with individuals and groups, differential intervention, and the broadening of the professional role and repertoire. The course content and assignments are closely linked with the students' learning objectives and experiences in the field. Students extend and refine their practice knowledge and skills and learn to intervene with cognitive, behavioral, and narrative modalities. This semester focuses also on work with complex trauma across systems and populations. Students consolidate their identification as professionals and learn to constructively use the environment to effect systems changes.
Course usually offered in spring term
Prerequisite: SWRK 704
Activity: Lecture
1.0 Course Unit

SWRK 717 Art and Social Work: Art and the Ecology of Justice
How can the arts help us build a more just society? How can the arts transform social structures and systems? Public health crises involving clean water (Flint), police violence (Baltimore), and a lack of economic and educational opportunity following reentry (Philadelphia) make legible the need for a new visual language that critiques these conditions and challenges entrenched structural inequalities. We will engage the work of creative practitioners who are mapping new relationships between art and social justice and directly impacting individual and communal well-being. In so doing, the course seeks to challenge traditional constrictions of public health, which often isolate individual histories from their social life and their relation to families, communities, and geographies. Readings will build upon disciplinary perspectives in the arts, humanities, and social policy. Requirements include weekly readings, class participation, and a collaborative final project. The course will meet in the Health Ecologies Lab at Slought Foundation, an arts organization on campus.
Taught by: Neff, Levy and Ghose
Course usually offered in spring term
Also Offered As: FNAR 316, FNAR 616
Activity: Seminar
1.0 Course Unit

SWRK 718 Advanced Macro Social Work Practice II
Advanced Macro Social Work Practice II and Field helps students broaden and deepen the specific knowledge and skills required to become an effective and creative social work practitioner. The course focuses on five areas of macro practice: (1) community assessment and practice; (2) policy advocacy; (3) fiscal management and fundraising; (4) global human rights; and (5) emerging areas of macro practice. Students learn how to conduct a community practice analysis, engage in policy advocacy, develop an idea for a social enterprise, write an agency fundraising plan, and conduct an agency fiscal evaluation. Students learn to utilize administrative skills to promote social change within a variety of systems that influence the lives of client populations. Course content is integrated with fieldwork and is specific to the service needs of the populations with whom students are working in their field agencies.
Course usually offered in spring term
Prerequisite: SWRK 708
Activity: Lecture
1.0 Course Unit

SWRK 721 Social Work Healthcare Proseminar
This is a mandatory, year long, bi-monthly, non-credit course for all students enrolled in the the Social Work in Health Care Specialization (SWIHCS). SWIHCS aims to prepare students for successful careers across practice settings and with diverse populations and conditions. Grounded in the tenets of biopsychosocial approaches to direct practice, the specialization bridges systems of practice and introduces students to inter-professional collaboration and leadership skills. This proseminar will serve two functions for students in the specialization. First, the cohort will meet together monthly for case conceptualization, and consideration of challenges unique to health-related placements in both macro and direct practice settings. Second, students will meet monthly for special learning opportunities, guest lectures, and professional development. Topics may include, but are not limited to: direct practice work with children, families, the elderly, and communities coping with chronic and terminal illness, palliative and end of life care, health care advocacy, policy development and evaluation, and interdisciplinary collaboration.
Taught by: Allison Werner-Lin
Two terms. student must enter first term.
Activity: Seminar
0.0 Course Units

SWRK 722 Practice with Children and Adolescents
This course provides a foundation for social work practice with children and adolescents. Beginning with an overview of normative child and adolescent development and psychosocial developmental theory, the course covers various methods for helping at-risk children and adolescents and their families. Emphasizing the complex interplay between children and adolescents and their social environments, consideration will be given to biological, temperamental, and developmental status; the familial/cultural context; the school context; and other aspects of the physical and social environment. Particular attention is paid to working with socially, emotionally, financially, and physically challenged and deprived children and adolescents and their families.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

SWRK 723 LGBTQ Certificate Proseminar
This is a monthly, non-credit course for all students enrolled in the LGBTQ Certificate. The LGBTQ Certificate provides supplemental content and skills to existing professional master’s degrees at Penn with specialized courses and fieldwork addressing the legal, physical and mental health care, social service, and educational needs of LGBTQ communities and issues of gender and sexuality, more generally, across the lifespan. Because students can enroll in a variety of courses across schools to meet the certificate requirements, the proseminar is designed to serve as a shared community building and peer mentorship experience for each certificate cohort. The instructor will also provide an additional layer of mentorship for integrating field placement into the academic social work experience. The proseminar will take on different formats over the course of the semester including case review, guest lectures, and in-depth discussion of issues relating to ethics, identity, and cross-professional collaboration.
Taught by: Rebecca Alvarez
Course usually offered in spring term
Activity: Seminar
0.0 Course Units
SWRK 724 Developmental Disabilities
This course enhances the students’ ability to practice social work with and on behalf of people with developmental disabilities and their families. The course provides a base of knowledge about developmental disabilities and differences, their causes and characteristics. Students learn how disabilities and learning differences impact personal, familial, educational, social, and economic dimensions for the individual, family and society, with attention to the person’s special life cycle needs and characteristics. The course also emphasizes legislative, programmatic, political, economic, and theoretical formulations fundamental to service delivery.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

SWRK 726 Brief Treatment and Crisis Intervention
This course focuses on theory and practice of planned brief treatment in social work practice, primarily with individuals but with attention to couples, families and other groupings. The course covers the history of and different approaches to brief treatment. Topics include treatment issues such as criteria for selection of clients, understanding the importance of time in the treatment relationship, the use of history, the importance of focusing, the process of termination and other issues related to brief interventions. Particular attention will be paid to the use of brief treatment approaches in crisis situations. The course presents various methods of assessing an individual’s crisis and of helping clients mobilize their strengths to utilize customary methods of coping and learn newer ways of coping.
Taught by: Emily Treat Atwell
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit

SWRK 727 Practice with Families
This course provides students with assessment and intervention skills for social work practice with varied family/partner configurations. The course begins with a grounding in family systems theory and proceeds to explore patterns of interaction in terms of the wide range of problems that families and partners bring to social agencies. Emphasis is given to exploring ways of supporting change in interaction patterns. Readings are augmented by videotapes of family sessions and simulations of clinical situations from students’ field practice.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

SWRK 729 Social Statistics
This course provides students with a broad range of statistical methods and applications. It introduces social work students to the use of quantitative data for planning and evaluating social programs and social policy. Course topics include conceptualization and measurement of variables and basic techniques and concepts for exploring and categorizing data, for generalizing research findings and testing hypotheses, and for statistical data processing. Students will gain experience in using a Windows-based statistical software package on personal computers. Emphasis is placed on the practical application of data to address social policy and social work practice issues. Students have the opportunity to critique the application of data analysis and presentation in technical reports and professional journals.
Taught by: Yin Ling Irene Wong
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

SWRK 730 Community Mapping
Geographic space is important to family and community well-being, as we know. Community Mapping introduces students to geographic information systems (GIS), computer software for making maps and analyzing spatial data. Students will learn how maps have been used in social welfare history as well as how GIS can be used for needs assessments, asset mapping, program evaluation, and program planning. The course builds on research skills developed in SWRK 615. For the final project, students have an opportunity to apply their GIS skills to creating maps related to their field placement. The use of such maps may lead to both program and policy change in neighborhoods and communities.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

SWRK 731 Clinical and Macro Child Welfare Practice
Students enrolled in this course will learn about the various contexts in which child welfare practice and policy services take place and the skills and modalities that are used with children, youth, and families who are the focus of child welfare intervention. Students learn about the social conditions and unmet needs that have typically precipitated child welfare policy and ideological debates informing child welfare policy. How to structure organizations and implement planning in support of strengthening front-line practice is also addressed. Taking stock of these policies and organizational factors, students gain a firm understanding of how they influence, shape, and govern direct clinical practice in child protection and casework. Particular attention will be devoted to developing students’ practice skills in safety assessment and safety planning, risk assessment, and permanency planning. Implementation of evidence-based, trauma-informed interventions to promote positive developmental outcomes among the racially/ethnically diverse pool of children and adolescents placed in out-of-home care will also be a focus of attention. Other topics include separation, loss, and identity development; disproportionality and disparity; and self-care in child welfare practice. In the spirit of bridging connections between macro and clinical practice, course content will delve into how direct casework services influence dependency actions in the juvenile courts. How these direct practices or interventions influence case outcomes as reported by a number of federal data reporting systems will also be discussed. A social justice framework will be applied to understand how child welfare policies and organizational services sustain child and family inequalities, especially for historically oppressed and marginalized populations who are disproportionally represented in the child welfare system.
Taught by: Johanna Greeson
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
SWRK 732 Integrative Seminar in Child Welfare
This capstone course in the Child Well-Being and Child Welfare specialization will integrate direct/micro and macro levels of practice; research in child welfare and related fields, as the research relates to all levels of practice; the relationship of child maltreatment and other social problems; and perspectives from several disciplines, specifically social work, other mental health professions, law, and medicine, as these disciplines address problems of child maltreatment and child welfare. The seminar will highlight issues of social justice, disproportionality - particularly the over-representation of children and families of color in the child welfare system, and disadvantaged populations, including children in general and poor children in particular. Faculty from other disciplines will be features as guest speakers throughout the course.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

SWRK 736 Building Community Capacity
This course provides an introduction to community organization and community capacity building. The course encompasses strategies, models, and techniques for the creation of organizations, the formation of federations of existing organizations; and coalition-building, all designed to address problems requiring institutional or policy changes or reallocation of resources to shift power and responsibility to those most negatively affected by current socio-economic and cultural arrangements. The course emphasizes development of strategies and techniques to organize low-income minority residents of urban neighborhoods, and to organize disenfranchised groups across geographic boundaries as the first required steps in an empowerment process.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

SWRK 737 Bioethics in Social Work in Diverse Healthcare Settings
As medical technology develops and evolves, ethical dilemmas are occurring more frequently in many diverse healthcare settings. Social workers play an integral and unique role in bioethics; primarily as patient advocates but also as guardians of autonomy and dignity. This can come into direct conflict with decisions patients, families, and healthcare teams are asked to make on a daily basis in healthcare settings. This course will explore many of the major ethical challenges confronting medicine, social work, and biomedical sciences. We will examine legal, institutional and personal positions, beliefs, and values as we consider and debate opposing arguments. You will be challenged to think and write critically, utilizing philosophical, bioethical, and social work frameworks to structure your arguments and ethical decision making. This course will prepare students to actively participate in ethics committees, mediation, patient/family conferences with diverse populations and interdisciplinary collaborative discussions regarding ethical issues in medical settings.
Activity: Lecture
1.0 Course Unit

SWRK 738 Anxiety and Depression
Anxiety and depression are two of the most common mental disorders seen in social work clients, and frequently they occur concurrently. This course describes the medical and 'physical' concomitants and psychosocial factors associated with both conditions and introduces diagnostic and assessment procedures and methods of intervention that social workers use in working with clients with these conditions. The course also considers how culture, social class, gender, and other social differences affect the expression of these disorders and their concomitant treatment.
Taught by: Sarah Trotta
One-term course offered either term
Activity: Lecture
1.0 Course Unit

SWRK 739 Illness and Family Caregiving
This course focuses on social work practice in medicine and the relationships between physical health, social environments, and psychosocial functioning. Student learning will be grounded in the biopsychosocial-spiritual model, and will address a number of domains, including the impact of illness on families over the life course, the impact of a diagnosis on family functioning, medical decision making, coping, health beliefs and spirituality, culture and social class. Classroom content will include conceptualization of illness challenges from the presentation/prevention of symptoms to the end of life, in addition to writing case material, building self-awareness and identifying clinical interface issues, and the compilation of a 'clinician's toolbox' for direct practice on the front lines. Activities will include the unique opportunity to participate in hands-on, interdisciplinary training at the Simulation Center in the School of Nursing.
Taught by: Allison Werner-Lin
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

SWRK 740 Strategic Planning & Resource Development for Public & Nonprofit Organizations
Resilient organizations engage in a continuous process of self-review and refocusing. Referred to as 'strategic planning,' this process requires the active participation of a broad range of agency 'stakeholders' who, in their work together, seek to realign the organization's goals, structures, and programs to make them more responsive to the changing needs of their service populations. Building on the content of foundation practice foundation courses, 'Strategic Planning and Resource Development' has been designed to strengthen the student's leadership capacity for engaging in strategic planning and resource development practice across a broad range of governmental (GOS) and civil society organizations (CSOs). The importance of organizational flexibility, innovation, and the creation of cooperative public-private partnerships is emphasized throughout the course.
Taught by: Patricia Inacker
One-term course offered either term
Activity: Lecture
1.0 Course Unit
SWRK 741 Gender & Social Policy
Gender and Social Policy develops an advanced understanding of social policies through a focus on social issues and conditions through the lens of gender, economic and critical theory. The specialized focus on gender and social policy provides students with the opportunity to develop more specialized knowledge about how market dynamics and government policies respond to the needs and risks faced by women. Specific emphasis is placed on utilizing theoretical frameworks to evaluate the intersection between social policy, history and social science in relationship to gender issues. Students are also expected to conduct a policy analysis that includes an evaluation of how current and former social movements surrounding gender issues shaped their policy of interest.
Taught by: David Koppish
Course usually offered in spring term
Also Offered As: MSSP 741
Activity: Lecture
1.0 Course Unit

SWRK 742 Practice with Youth Who are Marginalized
The discourse on juvenile justice in the United States, once driven by themes of treatment and rehabilitation, has been dominated in recent years by vocabularies of punishment and incapacitation. The juvenile court, an enterprise founded by social reformers and the social work profession at the turn of the century to 'save children,' is now under severe political and legislative pressure to impose harsher penalties on younger and younger offenders who are increasingly portrayed as violent 'super-predators,' while its most vulnerable segments, children and youth, stand in greatest need of what a social service system can offer. Not surprisingly, those most likely to wind up under supervision are economically poor, under-educated, disproportionately of color and disproportionately at-risk to become victims of violent crimes. How does the profession situate itself in this discourse and what are individual social workers to do?
Taught by: Jennifer A. Fulton
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

SWRK 743 Action Research
Action research is a form of social research that combines research with intervention. It is characterized by a collaborative relationship between the researcher and a client organization that is in an immediate problematic situation. The research process is directed toward addressing the problem situation and producing knowledge that contributes to the goals of social science. Action research is compatible with many of the values and principles of social work. This course also addresses issues of social work ethics and values encountered by the action researcher.
Taught by: David Koppish
One-term course offered either term
Prerequisite: SWRK 615
Activity: Lecture
1.0 Course Unit

SWRK 744 Direct Practice Research
This course provides graduate social work students with research knowledge and skills aimed at enhancing their direct practice with clients. The course examines methods of assessment, methods for choosing and evaluating techniques of intervention, methods for determining the effectiveness of practice and the use of research in social work decision-making. A successful outcome of the course will be that students perceive a more positive relationship between research and social work practice and possess a set of tools that they will be able to utilize in their future careers as social workers. The course starts from an assumption that students have some familiarity with research and are primarily engaged in direct practice with individuals, families or groups.
Taught by: Zvi Gellis
Course usually offered in fall term
Prerequisite: SWRK 615
Activity: Lecture
1.0 Course Unit

SWRK 746 Political Social Work
This course focuses on the role of social workers and the social work profession in advocacy and the political arena. It examines the methods of advocacy (e.g., case, class, and legislative) and political action through which social workers can influence social policy development and community and institutional change. The course also analyzes selected strategies and tactics of change and seeks to develop alternative social work roles in the facilitation of purposive change efforts. Topics include individual and group advocacy, lobbying, public education and public relations, electoral politics, coalition building, and legal and ethical dilemmas in political action.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

SWRK 748 Microfinance and Women's Empowerment in India
This course examines microfinance and its engagement with marginalized communities such as those in India. It is designed to provide students with an understanding of the phenomena of microfinance and its role in poverty alleviation. By studying the use of self-help groups with NGO facilitation, their impact on women's empowerment will be examined and understood through interaction with women engaged in microfinance activities.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

SWRK 749 Civil Society Addressing Conflict in Israel/Palestine
This course offers a unique opportunity to experience the challenges and complexities of coexistence in Israel, the Holy Land for Christians, Jews and Muslims; a key point of interest and dispute for the international community, and the homeland shared and claimed by both Israelis and Palestinians. The course will focus on activities carried out by nonprofit organizations operating within the Israeli civil society, dealing with issues related to coexistence and to the protection and advancement of the civil and social rights of different populations, with special emphasis on the Arab-Palestinian population in Israel. These activities include educational and social services programs, community work and advocacy activities, aimed at creating dialogues and building coexistence among the different populations in the Israeli society and Palestine.
Course usually offered summer term only
Activity: Seminar
1.0 Course Unit
SWRK 755 International Social Policy & Practice: Perspectives from the Global South
This interdisciplinary course will introduce students to social policy and practice perspectives from outside the U.S. and especially from communities in the Global South. The course will familiarize them with global professions and help prepare them for overseas/cross-cultural practice. Through the course students will identify numerous strategies and skills professionals have used to collaboratively build interventions within human rights, social policy, social welfare, education, healthcare and sustainable development arenas.
Taught by: Anastasia Shown
Course usually offered in fall term
Also Offered As: MSSP 755
Activity: Lecture
1.0 Course Unit

SWRK 756 Human Sexuality
The aim of this course is to increase students’ ability to deal more comfortably with the sexual aspect of human functioning. Readings, written assignments, and classroom presentations are directed to realizing the diversity, complexity, and range of human sexual expression. Current information about sexuality from the biological and physiological sciences is reviewed to increase comfort and skill in discussion and handling of sex-related behavior, personal and societal attitudes will be explored. A variety of sex-related social problems encountered by social workers in family, education, health, and criminal justice settings are discussed. Diagnostic interviewing and treatment methods are presented in role play, group exercises and case studies.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

SWRK 757 Loss through the Life Cycle
This course considers loss as a central theme throughout the life cycle. Content focuses on the physical, psychosocial, spiritual, and cultural aspects of loss, dying and bereavement processes and the interaction among individuals, families and professionals. Students examine historical trends of family community, and institutional support for the terminally ill and those experiencing traumatic loss and learn ways to advocate for a system of services that supports full decision-making on the part of the client. Course materials, journals, and special projects identify how self and other factors impact service delivery to individuals, families, and communities experiencing loss, including ethical considerations prompted by cost, technology, and end of life issues.
Taught by: Laura Krawchuk
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

SWRK 758 Substance Use Interventions
This course addresses intervention approaches used in social work practice with individuals, families, and groups who misuse addictive substances themselves or are affected by another's misuse. Students learn about addictive substances, models of intervention, how to engage and assess clients, and how to intervene and evaluate the effectiveness of their interventions. The course incorporates theory and research findings on various strategies of intervention.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

SWRK 759 Substance Use Interventions
This course familiarizes students with mental health and mental disorders within the context of the life cycle, viewed from a biopsychosocial perspective. Prevalent categories of psychiatric disorders are considered with respect to their differentiating characteristics, explanatory theories, and relevance for social work practice, according to the DSM and other diagnostic tools. The course includes biological information and addresses the impact of race, ethnicity, social class, age, gender, and other sociocultural variables on diagnostic processes.
Course offered summer, fall and spring terms
Activity: Lecture
1.0 Course Unit

SWRK 760 Mental Health Diagnostics
This course familiarizes students with mental health and mental disorders within the context of the life cycle, viewed from a biopsychosocial perspective. Prevalent categories of psychiatric disorders are considered with respect to their differentiating characteristics, explanatory theories, and relevance for social work practice, according to the DSM and other diagnostic tools. The course includes biological information and addresses the impact of race, ethnicity, social class, age, gender, and other sociocultural variables on diagnostic processes.
Course offered summer, fall and spring terms
Activity: Lecture
1.0 Course Unit

SWRK 761 Global Human Rights & US Immigration: Implications for Policy & Practice
This course will begin with the history of migration to the US, as well as legal definitions of newcomers, including obtaining documents for lawful permanent residence, refugee status, as well as grounds for exclusion and deportation, and paths to naturalized citizenship. We will then review how a framework of cultural competence, and a strength or asset-based approach can inform service to immigrant clients. The core portion of the course will then focus first on the intersection of immigrants and health, mental health, employment, crimes, public entitlements, and public education. The course will conclude with family issues relevant to immigrant families: women, children, lesbian and gay, and elderly immigrants. Public policy issues will be integrated throughout, and the course will end with specific suggestions on systems change at various levels. By the end of the course students should be able to identify strategies for individual clients advocacy (micro); agency and community strategies (mezzo), and government advocacy (macro) to empower immigrant clients to become full community participants.
Taught by: Chany-Muy
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

SWRK 762 Global Human Rights & US Immigration: Implications for Policy & Practice
This course will begin with the history of migration to the US, as well as legal definitions of newcomers, including obtaining documents for lawful permanent residence, refugee status, as well as grounds for exclusion and deportation, and paths to naturalized citizenship. We will then review how a framework of cultural competence, and a strength or asset-based approach can inform service to immigrant clients. The core portion of the course will then focus first on the intersection of immigrants and health, mental health, employment, crimes, public entitlements, and public education. The course will conclude with family issues relevant to immigrant families: women, children, lesbian and gay, and elderly immigrants. Public policy issues will be integrated throughout, and the course will end with specific suggestions on systems change at various levels. By the end of the course students should be able to identify strategies for individual clients advocacy (micro); agency and community strategies (mezzo), and government advocacy (macro) to empower immigrant clients to become full community participants.
Taught by: Chany-Muy
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

SWRK 763 Global Human Rights & US Immigration: Implications for Policy & Practice
This course will begin with the history of migration to the US, as well as legal definitions of newcomers, including obtaining documents for lawful permanent residence, refugee status, as well as grounds for exclusion and deportation, and paths to naturalized citizenship. We will then review how a framework of cultural competence, and a strength or asset-based approach can inform service to immigrant clients. The core portion of the course will then focus first on the intersection of immigrants and health, mental health, employment, crimes, public entitlements, and public education. The course will conclude with family issues relevant to immigrant families: women, children, lesbian and gay, and elderly immigrants. Public policy issues will be integrated throughout, and the course will end with specific suggestions on systems change at various levels. By the end of the course students should be able to identify strategies for individual clients advocacy (micro); agency and community strategies (mezzo), and government advocacy (macro) to empower immigrant clients to become full community participants.
Taught by: Chany-Muy
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

SWRK 764 Global Human Rights & US Immigration: Implications for Policy & Practice
This course will begin with the history of migration to the US, as well as legal definitions of newcomers, including obtaining documents for lawful permanent residence, refugee status, as well as grounds for exclusion and deportation, and paths to naturalized citizenship. We will then review how a framework of cultural competence, and a strength or asset-based approach can inform service to immigrant clients. The core portion of the course will then focus first on the intersection of immigrants and health, mental health, employment, crimes, public entitlements, and public education. The course will conclude with family issues relevant to immigrant families: women, children, lesbian and gay, and elderly immigrants. Public policy issues will be integrated throughout, and the course will end with specific suggestions on systems change at various levels. By the end of the course students should be able to identify strategies for individual clients advocacy (micro); agency and community strategies (mezzo), and government advocacy (macro) to empower immigrant clients to become full community participants.
Taught by: Chany-Muy
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

SWRK 765 Supervision and Leadership in Human Services Organizations
This course builds on social work knowledge, values, and skills gained in foundation practice courses and links them to the roles and functions of social workers as supervisors and managers in human service organizations. Course focus is on providing students with an overview of basic supervisory and human resource development concepts so they may be better prepared as professional social workers to enter agencies and provide direct reports (supervisees) with meaningful and appropriate direction, support, and motivation.
Taught by: Heather Bense
Course not offered every year
Activity: Lecture
1.0 Course Unit
SWRK 766 Group Dynamics and Organizational Politics
This is one of the courses referred to as 'The Power Lab at Penn.' This intensely experiential course is designed for those providing group and institutional leadership at any level of a human enterprise, managing work groups, chairing committees, serving on special task forces, conducting support groups, offering legal services, teaching in classrooms, facilitating groups in clinical settings, etc. Participants will focus on two topics: (1) an in-depth understanding of group dynamics while they are in action, and (2) the organizational relationships between groups that are in a powerful position, groups locked in a powerless state and those caught in the middle between the powerful and the powerless. Prerequisite: Permit required; all potential participants are required to attend a Primer class which consists of one evening session AND an all day session. Permits are granted only after students have completed the primer classes. Course Structure: This course has six components: (1) A pre-course discerning process, which consists of a one evening plus one full day Primer workshop; (2) Module 1 which is focused on group dynamics; (3) reading an assigned book and writing a paper based on Module 1 experiences; (4) Module 2 which addresses power relationships among groups with differential resources; (5) reading two assigned books and writing a paper based on Module 2 experiences; and (6) a post-course debriefing. The Primer provides all potential participants with a common conceptual base for engaging in the essential learning and lays out the intellectual foundations of the course.
Taught by: Kenwyn Smith
Course usually offered in fall term
Also Offered As: NPLD 785
Activity: Lecture
1.0 Course Unit

SWRK 768 Social Policy Through Literature
Also Offered As: MSSP 768
Activity: Lecture
1.0 Course Unit

SWRK 769 Aging: The Intersection of Policy and Practice
This course examines a variety of social welfare policies that affect the rights and interests of older adults. These include policies related to economic security, health, long term care, and civil rights. In addition, the course reviews the policy-making process with a discussion of the influence of legislative sanctions and case law in establishing aging policy in the U.S. The focus of the course is on critical analysis of the key assumptions driving policy and policy change, e.g. social responsibility vs. individual responsibility. Finally, the course includes a critical examination of the intersection between policy and practice, that is, the influence that policy has on the design of interventions and service delivery practices at the state and local level and the impact of changing policies on communities, providers, and older adults.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

SWRK 772 Postcolonial Social Work Practice: International Social Welfare in India
In this course, students examine the global welfare system and its engagement with marginalized communities. This six-week course in Kolkata, India, centers around a sex workers' collaborative in Sonagachi, one of Asia's largest red light districts. Interviews with the collaborative's workers and study of their grassroots movement are combined with class discussions and research projects in which students engage with texts on HIV, sex work, feminist postcolonial theory and international social work.
Taught by: Ghose
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit

SWRK 773 Mental Health Challenges in Childhood and Adolescence
This course will be an opportunity for the student and the instructor to explore the concept 'psychopathology' as it has been and is applied to childhood and adolescence. There are some psychopathological challenges that are unique to childhood and some which can manifest themselves throughout childhood into adolescence and adulthood. The social worker/practitioner will encounter a wide range of symptomatic presentations among his/her clients. At this time in the fields of clinical social work, psychology, psychiatry, and psychotherapy there are numerous frameworks available to the practitioner to aid in an understanding of symptoms in children and adolescents. During the next several weeks these conceptual frameworks will be articulated. These three frameworks will elucidate the possible meaning, origin, and/or function of the symptoms and offer to the student a vocabulary with which to engage the situation. At the turn of the 19th century into the 20th century, psychoanalysis emerged in Europe as a method of understanding symptoms from the point of view of internal conflict within the child or adolescent. After World War II in the U.S.A., a model of understanding symptoms from a systemic/cybernetic point of view revolutionized the diagnostic processes involved in working with children and adolescents. Since the late 1980's, postmodern ideas, primarily from Europe and Australia, have greatly influenced and informed the understanding of psychopathology in children and adolescents. Narrative, social constructivist, and linguistic usage patterns have become a common vocabulary in the discourse on psychopathology. This course is not intended to be a reading of the history of child psychopathology. It is intended to expose the student to the most influential paradigms in the field of child psychopathology. This MSW elective builds on knowledge of human behavior over the life cycle and the foundation practice courses SWRK 602 and SWRK 614. It continues to sensitize students to populations at risk and those affected by racism, sexism, and other forms of oppression learned across the foundation curriculum. It informs social work practice with children and adolescents in a variety of settings and practice roles.
One-term course offered either term
Activity: Lecture
1.0 Course Unit
SWRK 774 Program Evaluation
This course introduces students to theoretical and practical aspects of social service program evaluation. Students learn about the design and implementation of all phases of an evaluation, from needs assessment to analysis of findings. Skills such as survey construction and budgeting are introduced. Intensive analysis of existing studies illustrates how evaluations are designed and how findings affect social programs and policy.
Taught by: Josephine Russo
One-term course offered either term
Prerequisite: SWRK 615
Activity: Lecture
1.0 Course Unit

SWRK 775 Intimate Partner Violence
Intimate partner violence (IPV), defined as physical, sexual or psychological harm imposed by a current or former intimate partner, is a public health problem leading to increased morbidity and mortality worldwide. The purpose of this course is to familiarize students with the definition, theories, dynamics, scope, consequences of, and interventions to prevent and address violence among intimate partners. Through this course, students will gain insight into the epidemiology of IPV across the life course, including risk and protective factors and examine unique considerations for vulnerable populations. The course will highlight current measurement issues in the field of IPV assessment and address IPV-related policies to address screening, prevention, and response to IPV. Using a social-ecological framework, we will examine the issue of IPV prevention and intervention from the individual, relationship, community, and society perspectives, and explore approaches to and need for screening, as well as primary, secondary, and tertiary levels of prevention.
Taught by: Rachel Myers
Also Offered As: PUBH 575
Activity: Lecture
1.0 Course Unit

SWRK 777 Cognitive Behavioral Therapy
CBT is offered in both a one-week intensive and semester-long format, with the two formats usually offered in various terms throughout the year. The one-week format requires students to start a pre-course assignment approximately 2 months prior to the first day of the course. Students will receive an information request from the instructor during course registration and must reply in a timely fashion. Cognitive Behavioral Therapy (CBT) is the world's most effective, empirically-based psychotherapy with strong scientific evidence. CBT is a collaborative and empowering psychotherapy that educates and helps clients to motivate themselves, set goals, develop, and implement treatment plans to reach those goals. This experiential/didactic advanced clinical skills course will present a CBT model to evidence-based practice that can serve as a conceptual framework for clinical applications to a wide variety of presenting problems and populations. The purpose of this course is to introduce graduate students to the theory of CBT and to begin to apply the basic principles through the stages of a self-directed case.
Taught by: Zvi Gelles
One-term course offered either term
Prerequisite: SWRK 601 AND SWRK 602 AND SWRK 603 AND SWRK 604 AND SWRK 614 AND SWRK 615
Activity: Lecture
1.0 Course Unit

SWRK 778 Dialectical Behavioral Therapy
In this course we will examine the underlying theories, empirical foundations, and fundamental skill sets associated with dialectical behavioral therapy (DBT). Students will be expected to participate in role plays, lead mindfulness exercises, and carry out chain analyses.
Taught by: Matthew Ditty
One-term course offered either term
Activity: Lecture
1.0 Course Unit

SWRK 780 Policy and 'Difference' in Postmodernity
Social constructions of 'difference' permeate the institutions, spaces, and assumptions of our society. These social constructions include but are not limited to the racialized, gendered, sexed, classed, and dis/abled constructions of the body. By leaning on postmodern thinkers such as Iris Marion Young, Pierre Bourdieu, Judith Butler, Jacques Derrida, Ernesto Laclau, and Michel Foucault, this seminar course will begin by engaging the questions of what is 'difference' and how is 'difference' discursively constructed and reproduced in society. Using a postmodern lens, the remainder of the course will engage various social science texts that deal with the varieties of 'difference' (i.e. race, gender, class, sexuality) and the explicit and/or implicit policy implications of these works. Thus, we will critically engage policies such as welfare, affirmative action, economic policies of taxation, and same-gender marriage, among others. The underlying questions throughout the course will be to what extent does social policy enable the possibilities of freedom, justice, and democracy for the 'Other', the deviant, the abject, the marginalized, those of assumed 'difference'? And, to what extent does policy constrain those possibilities at the same time? This course does assume familiarity with social theory and is an introduction to postmodern thought on the law, the political, and policy.
Taught by: Dixon-Roman
Course usually offered in spring term
Also Offered As: MSSP 780
Activity: Seminar
1.0 Course Unit

SWRK 781 Qualitative Research
Qualitative research encompasses a variety of methods that enable the researcher to enter into the 'lived experience' of research participants. These methods are particularly sensitive to the voices of populations whose perspectives are silenced by dominant societal discourses. The course begins by giving attention to underlying philosophical issues and traditions of qualitative research and proceeds to examine qualitative research design, methods of data collection, strategies to ensure rigor, data analysis, and presentation of findings. Students will learn about research interviewing, focus groups, and participant observation and ways in which qualitative research can be used to inform and evaluate social work practice and programs. Students will have the opportunity to apply qualitative research methods to in-class activities and individual or group projects.
Taught by: Michelle Evans-Chase
Course usually offered in fall term
Prerequisite: SWRK 615
Activity: Lecture
1.0 Course Unit
SWRK 783 Advanced Mental Health Practice with U.S. Veterans
Although this course is open to all students, it is designed for students in the clinical concentration and is required for students in the Cohen Veterans Network Scholars program. The course will focus on clinical knowledge and evidence-based practice skills for common mental health problems in veteran settings. The course will introduce students to the assessment and treatment of Post-Traumatic Stress Disorder (PTSD), Depression and Anxiety Disorders, Substance Abuse, Military Sexual Trauma (MST) and Suicide Assessment and Management among veteran populations. Other topics may include cultural competency, homelessness, and combat stress disorders. Since this is a seminar course, some classes will be taught by social workers/psychologists from the Veterans Hospital in Philadelphia and the Cohen Veterans Outpatient Clinic.
Taught by: PETER FREUDENBERGER
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

SWRK 785 Criminal Justice Policies: Implications for Social Work
The United States prison population has risen more than three hundred percent in the last three decades. More people are currently incarcerated than at any other point in the history of the United States, and that of the world. This unprecedented period of incarceration has gone largely invisible although it represents one of the greatest social epidemics in the history of the United States. This course provides a critical analysis of the criminal justice system in the United States from a historical and contemporary perspective. It examines the implications of significant criminal justice policies such as the Rockefeller Drug Laws, 3-Strike Legislations, and Mandatory Minimums on the current state of incarceration, and the phenomenon of ‘Reentry’ and ‘Recidivism’. The intersections of criminal justice and social work practice are unmistakable when examining staples of social work practice such as homelessness, mental health and substance abuse, thus the course is intended to facilitate a more informed/holistic practice for all social work students.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

SWRK 786 Addressing Trauma in Practice
This course integrates trauma theory and practice and expands practice knowledge to include the treatment and assessment of the survivors of trauma. Emphasis is placed on differentiating PTSD from Complex Trauma in order to identify appropriate, evidence-based intervention strategies. Topics covered in the course include an historical overview of the development of our understanding of trauma and the exploration of various types of trauma including war trauma, domestic violence, childhood sexual and physical abuse, natural disasters, the experiences of political refugees and organizational trauma. Among the interventions covered in this course are CBT, EMDR, group and psychodynamic treatment. Students will consider issues that affect those treating the survivors of trauma, such as vicarious trauma, and will explore approaches to self-care. This is an advanced clinical course. Through assignments and class discussions, students are encouraged to use their experiences in the field to deepen their understanding of the material covered in the course.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

SWRK 787 Social Impact Strategy, Analysis, and Leadership
Around the world, new types of organizations are emerging, advances in technology and access to information continue, and there is a growing recognition that all sectors - business, public, and private nonprofit - have a role to play in creating social impact. While the desire to create social impact is clear, the field is just beginning to grapple with ways to translate these aspirations into real and meaningful change. Since 2006, Penn's Center for High Impact Philanthropy has been a pioneer in developing approaches for identifying, assessing, and growing opportunities for social impact. Team-taught by the center for High Impact Philanthropy, the course will be directed by the Center's founding executive director, Katherina 'Kaf' Rosqueta, and will include guest lectures from other leading faculty and social impact innovators working in Philadelphia and around the world. Through hands-on practice, team projects, and highly interactive case-based discussions, students will gain the skills needed to: analyze opportunities for impact and potential for impact, including how to determine the scale and scope of an opportunity and how to use the tools of social impact economics to determine the cost implications of the opportunity; confidently address the strategic issues and key tasks faced by managers/leaders with a social impact mandate; influence others towards social impact by leveraging relevant research and real-world examples of effective communication and stakeholder management; and apply their research and effective storytelling skill to present their impact analysis in projects using different formats (e.g. video short, venture capitalist/donor pitch, policy brief). For last year's syllabus and information on how to request a course permit, please visit https://www.impact.upenn.edu/campus-programs-penn/ or email mariahc@upenn.edu
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

SWRK 788 Harm Reduction on the Borders: Substance Use and HIV Treatment in Puerto Rico
This course examines the U.S.-based substance use and HIV treatment systems, and its engagement with injection drug users in Fajardo, Puerto Rico. It is designed to provide the students with an understanding of the political economy of harm reduction initiatives, and the manner in which it is shaped by the complicated relationship between Puerto Rico and the U.S. Students are expected to gain an understanding of Puerto Rico's welfare environment, the role of social welfare and social workers in such a context, and the interweaving of social control and social change embedded in welfare initiatives in 'borderlands' such as Fajardo. During the four week course in Fajardo, students will complete a placement in a needle exchange program, and engage with texts on HIV, substance use, postcolonial theory and international social work.
Course usually offered summer term only
Activity: Seminar
1.0 Course Unit
SWRK 792 Psychodynamic Theory
The purpose of this course is to review the evolution of psychodynamic theory and consider key concepts in psychoanalysis, ego psychology, object relations theory, self-psychology, attachment theory, relational and intersubjective theories and current findings in cognitive neuroscience. Participants will explore human psychological functioning as explained by these various psychodynamic theories and through the biopsychosocial lens that informs social work practice. Students will examine how external factors such as race, class, gender, culture and biology are interwoven with often unconscious, internal psychological determinants, creating the complexities of human behavior that challenge us in our clinical work. Case presentations by students, the instructor and guest lecturers will demonstrate how concepts from psychodynamic theory can be applied to social work practice with diverse clients in varied settings.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

SWRK 793 Global Health Policy and Delivery
This participatory interdisciplinary seminar course examines contemporary issues in global health policy and delivery. The overall organizing framework for the class is the social determinants of health. The class will consider evidence that inequalities in education, income, and occupation influence health status. Students will develop skills in policy analysis, policy brief development, and policy impact monitoring. The public policy process will be explored using a variety of contemporary global health case studies which focus on content areas such as maternal health, HIV policy, refugee health an global healthcare delivery. Finally, we will examine the global health workforce and the impact of widespread global migration of health professionals on receiving and sending countries.
Course usually offered in spring term
Also Offered As: NURS 640, PUBH 551
Activity: Lecture
1.0 Course Unit

SWRK 794 Practice with Older Adults and Families
This course focuses on practice with older adults and families within a life course and resiliency perspective. It examines the nature of the aging process, needs and life issues, the ways in which persons adapt to changes, and the ways in which interventions may assist with these adaptations. Students learn assessment, case management, and intervention skills, including the use of rapid assessment and diagnostic tools, needed to work effectively with older populations and family caregivers in a variety of community-based and institutional settings. The course emphasizes evidence-based practices that enhance quality of life, dignity, respect for differences, and maximum independent functioning.
Taught by: Zvi Gellis
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

SWRK 796 Family Economic Mobility: Problems and Policies
The experiences and voices of mothers, fathers, children, employers, children's teachers, human service workers, job training providers, policymakers and others in cities across America graphically show us the 'real life' challenges to economic mobility facing today's families and organizations. These voices particularly illustrate how economic, social, and cultural policies, practices, and beliefs intersect to perpetuate economic inequality for low-income and many middle-income working families alike. The labor market, welfare and workforce programs, public schools and government are some of the institutions implicated in this intersection. In the course we deconstruct concepts such as the 'work ethic,' 'family-friendly workplace,' and 'good jobs' in terms of economic, racial and cultural inequalities and, more broadly, in terms of their meaning, aims and rhetoric. At base, this course examines occupational mobility in America within the broad framework of capitalism, democracy, race, ethnicity and gender. Students from GSE, SAS, City Planning, and Communications often join SP2 students to read and critique classic and contemporary literature from multiple disciplines and explore generative roles for 'meso-oriented' social change professionals.
Taught by: Roberta Iversen
One-term course offered either term
Also Offered As: MSSP 796
Activity: Seminar
1.0 Course Unit

SWRK 798 Advanced Topics
Titles and Topics vary. See department website for descriptions: https://www.sp2.upenn.edu/academics/master-of-social-work/academics/course-descriptions/
Taught by: SP2 Faculty
One-term course offered either term
Activity: Lecture
1.0 Course Unit

SWRK 799 Independent Study
Independent studies provide a flexible opportunity for standing faculty and students to work together in pursuing a topic of special interest that is not sufficiently covered by other courses in the curriculum. The content of independent studies is highly specialized and, as such, requires a plan of study developed jointly by the student(s) and the supervising standing faculty member. Part-time faculty members are not eligible to offer independent studies.
Activity: Independent Study
1.0 Course Unit

SWRK 803 History and Philosophy of Social Welfare
This seminar traces the evolution of social welfare from ancient to modern times focusing on its implications for the development of contemporary social welfare in the United States. The course examines the development of social welfare systems and the underlying philosophies int he context of the social, economic, political, and cultural environments in which they emerged. Topics include the evolution of modern conceptions of the 'welfare state,' the role of public, private and voluntary sectors in the social services, trends in social and family history and their relationship to social welfare, the professionalization of social work, and methods of historical and social policy analysis.
Taught by: Mark Stern
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
**SWRK 804 Methods of Inquiry: Quantitative Research Methods**

The purpose of this course is to teach the basics of practice research, with an emphasis on intervention research. This course will focus on research ethics, building a conceptual framework, source credibility, question and hypothesis formulation, design, sampling, measurement, and scale construction and selection. Special emphasis will be placed on the development of designing feasible and practical research studies to answer questions of importance to social work practice. The course will emphasize the selection and development of outcome measures, intervention manuals, and fidelity measures. It will closely examine the use and development of practice guidelines, evidence-based practice and meta-analytic procedures. Registration restricted to majors only.

Course usually offered in fall term
Activity: Online Course
1.0 Course Unit

**SWRK 805 Methods of Inquiry: Qualitative Research Methods**

This course will cover the essentials of qualitative research. Students will learn how to ‘situate themselves’ in the research process so as to best capture the lived experience of the subjects under investigation. The course will explore the appropriate use of intensive interviews, grounded theory and ethnography. Mixed methods that employ both qualitative and quantitative approaches, will also be covered. Registration restricted to majors only.

Course usually offered in spring term
Prerequisite: SWRK 804
Activity: Online Course
1.0 Course Unit

**SWRK 806 Systematic Reviews: Meta-Analysis and Meta-Synthesis**

Systematic reviews and the synthesis of their primary studies (meta-analysis for quantitative studies and meta-synthesis for qualitative studies) are proliferating, and emerging scholars need to be conversant in the methodology, so they can contribute this type of valuable evidence to their knowledge areas. Through this course, students will learn how to locate, understand, and critically appraise systematic reviews. They will also learn how to write a protocol for an original systematic review and carry one out within a small student group. At the completion of the course, students will have a finished systematic review.

Taught by: Jacqueline Corcoran
Course usually offered in spring term
Also Offered As: MSSP 806
Activity: Lecture
1.0 Course Unit

**SWRK 811 Social Theory**

Course reading consists of the original works of theorists who offer classical, contemporary and postmodern perspectives on social thought, social interaction and issues germane to social welfare. Through intensive examination of multiple theoretical frameworks, students are expected to increase their analytical and critical orientation to theory. This course will also provide an understanding about epistemology, underlying assumptions, and theory construction can then be used to inform the student’s substantive field of study and methodological orientation to research. This course is conducted in mixed lecture-seminar format.

Students have the opportunity to practice pedagogical techniques and exercise class leadership.

Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

**SWRK 812 Clinical Theory I**

The purpose of this course is to broaden and deepen participants’ mastery of several theories of development, personality, and behavior that have contributed to social work’s knowledge base across the decades and continue to inform clinical social work epistemology today. Drawing primarily from original sources, we will consider key assumptions, constructs, and propositions of each theory in terms of its congruence with social work’s principles, values, and mission and in relation to the profession’s person-in-environment perspective. In this first semester, we will study the evolution of theories central to psychodynamic thought, from Freud’s early biological model of the mind, through various relational perspectives, to contemporary work in the fields of attachment and interpersonal neurobiology. This examination will constitute a case study of the manner in which theories are socially constructed and will lay the foundation for critical inquiry into the social and political biases inherent in the Western European intellectual tradition from which most theories of human behavior have emerged. Registration restricted to majors only.

Course usually offered in fall term
Activity: Online Course
1.0 Course Unit

**SWRK 813 Clinical Theory II**

The purpose of Clinical Theory II is two-fold: to broaden and deepen students’ mastery of theories of behavior and cognition and to develop understanding of psychotherapy integration. We will begin by establishing a clear rationale for the two-fold nature of the course. Then, we will review the history and fundamentals of behavioral theory, and its iterations, to ground students firmly in a tradition that emphasizes empirical research. Students will have opportunities to expand their knowledge base of these theories through application to clinical practice with case conceptualizations and choice of focus in assignments. This process will involve critically examining the empirical support and indications for the use of various cognitive-behavioral therapy (CBT) approaches, including culturally adapted CBT. We will consider key assumptions, constructs, and propositions of behavioral and cognitive theories from the lens of social work’s principles, values, and mission with oppressed and marginalized people. Finally, we will focus on psychotherapy integration approaches which involve the flexible application of various theories and techniques for a diverse range of people and concerns based on the strengths and needs of each client.

Taught by: Melanie Masin-Moyer
Course usually offered in fall term
Prerequisite: SWRK 812
Activity: Online Course
1.0 Course Unit

**SWRK 814 Applied Statistics**

This course is designed to provide students with a range of statistical methods and applications used for research in human services and clinical practice settings. Topics covered include types of measurement and variables, and basic concepts and techniques for exploring and categorizing data, for generalizing data from sample to population and tests of significance. An emphasis will be placed on the practical applications of data to address social work practice issues. Students will learn how to choose and apply statistical tools to data sources, when and how statistical tools can be used to analyze data, and how to interpret others’ quantitative studies. Students will gain hands-on experience in using windows-based statistical software to manage and analyze quantitative data. Registration restricted to majors only.

Course usually offered in spring term
Activity: Online Course
0.5 Course Units
SWRK 815 Dissertation Seminar I
This seminar is designed to prepare participants for dissertation research and writing. Each component of this workshop moves the student closer to the two culminating assignments: a concise paper and presentation of the proposal with accompanying Powerpoint.
Activity: Online Course
1.0 Course Unit

SWRK 816 Dissertation Seminar II
This seminar continues the student's dissertation work beyond the proposal. Under the direction of the dissertation chair and committee, the student begins the process of collecting and analyzing data in preparation for the final write-up and defense of the dissertation. Registration restricted to majors only.
Prerequisite: SWRK 815
Activity: Online Course
1.0 Course Unit

SWRK 852 Social Work Research
This is the foundation course in social work research. It deals with the nature of scientific inquiry; theory and its relation to research design and hypothesis formulation; and various models of data collection, sampling, and analysis and is supported in following personal interests within the structure of ethical scientific research. Each student prepares an original study which demonstrates integration of the semester's work. Students learn to work on their own. Students completing this class are prepared for more advanced coursework in research. Completion of concurrent enrollment in a course on introductory Social Statistics is required.
Taught by: Phyllis Solomon
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

SWRK 855 Advanced Research Methods
The methodology of accountability research in human service programs is studied. Emphasis is placed on social program evaluation, idiographic research, and secondary data analysis in policy research as specialized methods of social work research. Students undertake a laboratory experience in an ongoing program evaluation project.
Course usually offered in spring term
Prerequisite: SWRK 852
Activity: Lecture
1.0 Course Unit

SWRK 861 Policy Analysis
This course examines alternative models of policy development and applies them to current issues in social welfare. It emphasizes frameworks for policy research and secondary analysis of governmental data. Topics include: race, class, and sex in policy outcomes; major social welfare programs; and the design, implementation, and evaluation of social service systems. Must have successfully completed a course in multivariate statistics as a prerequisite.
Taught by: Dennis Culhane
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

SWRK 900 Clinical DSW
Topics vary; see department for current course descriptions Registration restricted to majors only.
Course offered summer, fall and spring terms
Activity: Online Course
0.25 Course Units

SWRK 901 Proseminar
This course is a weekly, 90-minute (.5 course unit) proseminar. The course contains two main components: a research seminar (i.e., faculty and student presentations of their in-progress research) and skills training (e.g., how to write an abstract, software demonstrations). The two are interwoven throughout the academic year (e.g., 2 weeks of the month devoted to the research seminar and 2 weeks of the month devoted to skills training). The proseminar is required of all students until they successfully defend their dissertation proposal.
Taught by: Johanna Greeson
One-term course offered either term
Activity: Seminar
0.5 Course Units

SWRK 902 Trauma-informed Social Work Practice
The majority of clients who present to a wide variety of social services have been exposed to adversity and trauma, often beginning in childhood. As a result, the current standard of care requires that human service delivery systems of all kinds need to be ‘trauma-informed.’ This course will explore what that actually means, since administering ‘trauma-specific treatment’ alone is not sufficient to encompass the complexity of the multigenerational, sprawling problems that confront us in the world around us. Based on an understanding that our organizations are living systems, students will draw parallels between the individual experience of trauma and the organizational aspects of trauma and loss. Using these parallel processes as a basis, students will explore a trauma-informed, parallel process of organizational recovery called the ‘Sanctuary Model.’ Registration restricted to majors only.
Course usually offered in spring term
Activity: Online Course
0.5 Course Units

SWRK 903 Relational Theory
This course will introduce the relational turn in theories of developments and psychotherapy. Relational theory emerged in the epistemological shift to postmodernism and social constructionism, characterized by concepts of knowledge as perspectival, constructed increased skill in developing a literature search, 3) developing a capacity to create operational hypotheses or questions, 4) developing a research design, and 5) designing a data analysis and interpretation plan. The aim of this course is to identify the shared principles of relational theories and apply these principles to clinical social work practice. Students will critically evaluate and compare and contrast relational psychoanalysis with relational-cultural theory. Students will evaluate the viability of relational theory in the field of clinical social work and consider the application of relational theory beyond the therapy room to the supervisory, agency and teaching contexts. The focus on case studies as examples will be key to understanding the clinical applications of the various medications we will discuss. Registration restricted to majors only.
Activity: Online Course
1.0 Course Unit
SWRK 904 Teaching
This class will focus on classroom dynamics, class culture and instructor skills using an organismic model in which the class has a life of its own and is capable of growth and development. In addition, students will learn underlying theories, research, practice wisdom, etc. that we need to communicate to our students. The course should be helpful in thinking about issues that are central to effective teaching regardless of the practice models you present to your students or the content of courses including policy, research, etc. Students will have an opportunity to share their current or past teaching with a particular emphasis on those difficult moments when they had second thought about classroom teaching as a career. Examples will be used to help illustrate the theoretical content and the readings and bring the ideas to life as they address the real day-to-day issues we all face in teaching. Registration restricted to majors only.
Activity: Online Course
1.0 Course Unit

SWRK 905 Family-Based Interventions
This advanced-level course focuses on social work interventions with children, couples and families. Theories and research that ground family-based interventions are explored and interrogated. Through case conceptualizations, role plays and other in-vivo exercises, students will practice techniques for assessment and treatment of family systems. Registration restricted to majors only.
Activity: Online Course
1.0 Course Unit

SWRK 906 Culture, Race, and Identity
Course usually offered in spring term
Activity: Online Course
0.25 Course Units

SWRK 910 Advanced Topics in Practice Development
Students will pursue a broad range of topics that advance the theory-base and practice of social work. Historical as well as contemporary social work literature is reviewed vis-a-vis their contribution to the knowledge development needs of the profession.
Course usually offered in spring term
Activity: Online Course
0.25 Course Units

SWRK 911 Soc Constrctn & Sw Pract
Course usually offered in spring term
Activity: Online Course
1.0 Course Unit

SWRK 920 Advanced Topics in Social Work Practice
Topics vary; see department for current titles and descriptions
Registration restricted to majors only.
Course usually offered in spring term
Activity: Online Course
0.25 Course Units

SWRK 995 Doctoral Dissertation
Doctoral Dissertation
Activity: Dissertation
1.0 Course Unit

Sociology (SOCI)

SOCI 001 Introduction to Sociology
Sociology provides a unique way to look at human behavior and social interaction. Sociology is the systematic study of the groups and societies in which people live. In this introductory course, we analyze how social structures and cultures are created, maintained, and changed, and how they affect the lives of individuals. We will consider what theory and research can tell us about our social world.
For BA Students: Society Sector
Taught by: Imoagene, Jacobs, Lareau, Wilde, Zuberi
One-term course offered either term
Also Offered As: AFRC 002
Activity: Lecture
1.0 Course Unit

SOCI 002 Social Problems and Public Policy
This course approaches some of today's important social and political issues from a sociological vantage point. The course begins by asking where social problems come from. The main sociological perspectives of Marx, Weber and Durkheim are developed in connection with the issues of inequality, social conflict and community. We then turn to the social construction of social problems by examining how various issues become defined as social problems. This involves a consideration of the role of the media, social experts and social movements. The last section of the course considers how social problems are addressed. Here we discuss the relative strengths and weaknesses of government programs and regulations versus market-based approached. We also discuss the role of philanthropy and volunteerism. Finally, we consider the risk of unanticipated consequences of reforms. Along the way, we will consider a variety of social issues and social problems, including poverty, immigration, crime, global warming, and education.
Taught by: Bosk, Jacobs
Course not offered every year
Activity: Seminar
1.0 Course Unit

SOCI 003 Deviance and Social Control
A sociological analysis of the origins, development, and reactions surrounding deviance in contemporary society. Topics include labeling theory, stigma, social organization, tradition, social power, crime, sexual deviance, drug use, and racism. Theoretical and methodological issues will be discussed and evaluated.
For BA Students: Society Sector
Taught by: Bosk
One-term course offered either term
Activity: Lecture
1.0 Course Unit
**SOCI 004 The Family**
Family life is deeply personal but at the same time is dramatically impacted by social forces outside of the family. In this course we will examine how families are organized along the lines of gender, sexuality, social class, and race and how these affect family life. We will consider how family life is continually changing while at the same time traditional gender roles persist. For example, how 'greedy' workplaces, which require long work hours, create work-family conflicts for mothers and fathers. We will also examine diverse family forms including single-parent families, blended families, families headed by same-gender parents, and families headed by gender non-conforming parents. The lectures will also examine how economic inequality shapes family life. Students will have the opportunity to apply key concepts to daily life.
For BA Students: Society Sector
Taught by: Lareau
One-term course offered either term
Also Offered As: GSWS 004, SOCI 524
Activity: Seminar
1.0 Course Unit

**SOCI 005 American Society**
What is American Society? The literary critic, Leslie Fielder once wrote:...to be an American...precisely to imagine a destiny rather than to inherit one; since we have always been, insofar as we are Americans at all, inhabitants of myth rather than history...' In this course we will explore the elements of the myth that form the basis of the civil religion as well as the facts on the ground that contradict our conceptions of American Society. Examples of mythic elements and their contradiction that we will explore are: A nation founded to pursue liberty and freedom yet allowed slavery, equality of opportunity and persistent structural inequality, and a welcoming of the Immigrant coupled with a suspicion of the outsider.
For BA Students: Humanities and Social Science S
Taught by: Bosk
One-term course offered either term
Activity: Lecture
1.0 Course Unit
Notes: Also fulfills General Requirement in Society for Class of 2009 and prior

**SOCI 006 Race and Ethnic Relations**
The course will focus on race and ethnicity in the United States. We begin with a brief history of racial categorization and immigration to the U.S. The course continues by examining a number of topics including racial and ethnic identity, interracial and interethnic friendships and marriage, racial attitudes, mass media images, residential segregation, educational stratification, and labor market outcomes. The course will include discussions of African Americans, Whites, Hispanics, Asian Americans and multiracials.
Taught by: Charles, Zuberi
One-term course offered either term
Also Offered As: AFRC 006, ASAM 006, URBS 160
Activity: Lecture
1.0 Course Unit

**SOCI 007 Population and Society**
The course serves as an introduction to the study of population and demography, including issues pertaining to fertility, mortality, migration, and family formation and structure. Within these broad areas we consider the social, economic, and political implications of current trends, including: population explosion, baby bust, the impact of international migration on receiving societies, population aging, racial classification, growing diversity in household composition and family structure, population and environmental degradation, and the link between population and development/poverty.
For BA Students: Society Sector
Taught by: Flippen, Kohler, Zuberi
One-term course offered either term
Also Offered As: GSWS 007
Activity: Lecture
1.0 Course Unit

**SOCI 010 Social Stratification**
In this course we study the current levels and historical trends of inequality in the United States especially in cross-national comparative perspective. We discuss causes and consequences of inequality as well as various policy efforts to deal with inequality. Topics include intergenerational social mobility, income inequality, education, gender, race and ethnicity among others.
For BA Students: Society Sector
Taught by: Song
Course not offered every year
Also Offered As: DEMG 643, SOCI 643
Activity: Lecture
1.0 Course Unit

**SOCI 011 Urban Sociology**
This course is a comprehensive introduction to the sociological study of urban areas. This includes more general topics as the rise of cities and theories urbanism, as well as more specific areas of inquiry, including American urbanism, segregation, urban poverty, suburbanization and sprawl, neighborhoods and crime, and immigrant ghettos. The course will also devote significant attention to globalization and the process of urbanization in less developed counties.
Taught by: Flippen
Course not offered every year
Also Offered As: AFRC 011, URBS 112
Activity: Seminar
1.0 Course Unit
SOCI 012 Globalization
This course analyses the current state of globalization and sets it in historical perspective. It applies the concepts and methods of anthropology, history, political economy and sociology to the analysis and interpretation of what is actually happening in the course of the semester that relates to the progress of globalization. We focus on a series of questions not only about what is happening but about the growing awareness of it and the consequences of the increasing awareness. In answering these questions we distinguish between active campaigns to cover the world (e.g. Christian and Muslim proselytism, free-trade agreements, democratization) and the unplanned diffusion of new ways of organizing trade, capital flows, tourism and remote interaction via the Internet. The body of the course deals with particular dimensions of globalization, reviewing both the early and recent history of each. The overall approach is historical and comparative, setting globalization on the larger stage of the economic, political and cultural development of various parts of the modern world. The course is taught collaboratively by an anthropologist, an historian, and a sociologist, offering the opportunity to compare and contrast distinct disciplinary approaches. It seeks to develop a general social-science-based theoretical understanding of the various historical dimensions of globalization: economic, political, social and cultural.
For BA Students: Humanities and Social Science S
Taught by: Guillen, Spooner
Course usually offered in fall term
Also Offered As: ANTH 012, HIST 012
Activity: Lecture
1.0 Course Unit

SOCI 030 Outsider Within: Unpacking Intersectionality in Everyday Life
Who belongs within the fabric of American society? Put another way, who is protected by social and political structures and institutions and who is targeted? In what ways do social categories such as race, class, and gender render or reduce equal access to socio-political structures and institutions? Black feminist scholars have uncovered the ways in which social categories such as race and gender augment one’s social standing in American society, including the provision of equality, opportunity, and outcomes. Legal scholar Kimberle Crenshaw coined the term ‘intersectionality’ to describe the interlocking oppressions that black women uniquely faced as occupants of two social identity categories: ‘black’ and ‘woman’, not one or the other. Since then, critical scholars have greatly expanded the concept to include non-black women and other groups. Further, there has been a call to examine marginalized social groups beyond their oppressed status, but as agents of change. In this course, we will develop theoretical and practical knowledge of intersectionality in contemporary American society that goes beyond the original formulation of the theory. This is a critical speaking seminar with a focus on improving and evaluating oral communication skills. We will discuss the theoretical tenets of intersectionality and its uses for analyzing pressing social problems. Each week, we will analyze a contemporary sociological issue, drawing from popular culture, visual mediums, multi-media, and new media to understand and apply intersectionality theory. There will be written and spoken communication assignments due weekly. In addition to in-class assignments, our work will culminate in two major oral communication projects: an individual and group oral communication project, both with a multitude of creative possibilities. Come prepared to engage yourself as an orator, collaborator, and sociological thinker.
Taught by: Moss
Activity: Seminar
1.0 Course Unit

SOCI 033 Technology & Society
Technology plays an increasing role in our understandings of ourselves, our communities, and our societies, in how we think about politics and war, science and religion, work and play. Humans have made and used technologies, though, for thousands if not millions of years. In this course, we will use this history as a resource to understand how technologies affect social relations, and conversely how the culture of a society shapes the technologies it produces. Do different technologies produce or result from different economic systems like feudalism, capitalism and communism? Can specific technologies promote democratic or authoritarian politics? Do they suggest or enforce different patterns of race, class or gender relations? Among the technologies we'll consider will be large objects like cathedrals, bridges, and airplanes; small ones like guns, clocks and birth control pills; and networks like the electrical grid, the highway system and the internet.
For BA Students: Society Sector
Course usually offered in spring term
Also Offered As: HSOC 003, STSC 003
Activity: Lecture
1.0 Course Unit

SOCI 041 Freshman Seminars
Two terms. student may enter either term.
Activity: Seminar
1.0 Course Unit
Notes: Freshman Seminars. Topics vary from semester to semester. See Freshman Seminar and Sociology websites for current offerings.

SOCI 100 Sociological Research Methods
One of the defining characteristics of all the social sciences, including sociology, is a commitment to empirical research as the basis for knowledge. This course is designed to provide you with a basic understanding of research in the social sciences and to enable you to think like a social scientist. Through this course students will learn both the logic of sociological inquiry and the nuts and bolts of doing empirical research. We will focus on such issues as the relationship between theory and research, the logic of research design, issues of conceptualization and measurement, basic methods of data collection, and what social scientists do with data once they have collected them. By the end of the course, students will have completed sociological research projects utilizing different empirical methods, be able to evaluate the strengths and weaknesses of various research strategies, and read (with understanding) published accounts of social science research.
Taught by: Wilde, Baker, Roth
One-term course offered either term
Also Offered As: HSOC 100
Activity: Lecture
1.0 Course Unit
SOCI 101 Bioethics
This course will take an historical approach to the development of modern bioethics, which is the study of ethical issues in medicine and the life sciences. The first part of the course will be devoted to an introduction to the standard principles of academic bioethics and the way they have structured the field over the last 35 years. We will then consider topics to which the principles have long been applied, such as the care of gravely ill newborns, death and dying, and the ethics of research involving human subjects. The last part of the course will address more recent life sciences policy areas including genetics, cloning, stem cells, biodefense, and neuroscience in relation to national security. Throughout the course I will emphasize the interplay between the development of bioethics and its cultural context.
Taught by: Moreno
Course not offered every year
Also Offered As: HSOC 102
Activity: Lecture
1.0 Course Unit

SOCI 103 Asian Americans In Contemporary Society
This class will introduce you to sociological research of Asian Americans and engage in the 'model minority' stereotype. We begin by a brief introduction to U.S. immigration history and sociological theories about assimilation and racial stratification. The class will also cover research on racial and ethnic identity, educational stratification, mass media images, interracial marriage, multiracials, transracial adoption, and the viability of an Asian American panethnic identity. We will also examine the similarities and differences of Asian Americans relative to other minority groups.
For BA Students: Society Sector
Course not offered every year
Also Offered As: ASAM 001
Activity: Lecture
1.0 Course Unit

SOCI 110 The Rich and The Poor
Who is rich? Who is poor? This course examines how wealth and income are distributed in the United States, and how its distribution affects individuals, groups, institutions, and society. We will gain a fuller understanding of what social class is and discuss how it affects all aspects of life, including: quality of schooling, access to employment, child rearing, and even tastes, preferences, and identity.
Taught by: Armenta, Lareau, Staff
Course not offered every year
Activity: Lecture
0.0 Course Units

SOCI 111 Health of Populations
This course is designed to introduce students to the quantitative study of factors that influence the health of populations. Topics to be addressed include methods for characterizing levels of health in populations, comparative and historical perspectives on population health, health disparities, health policy issues and the effectiveness of interventions for enhancing the health of populations. These topics will be addressed both for developed and developing world populations. The course will focus on specific areas of health and some of the major issues and conclusions pertaining to those domains. Areas singled out for attention include chronic diseases and their major risk factors, such as smoking, physical activity, dietary factors and obesity. Throughout the course, the focus will be on determining the quality of evidence for health policy and understanding the manner in which it was generated.
Taught by: Elo, Kohler
One-term course offered either term
Also Offered As: HSOC 111
Activity: Lecture
1.0 Course Unit

SOCI 112 Discrimination: Sexual and Racial Conflict
This course is concerned with the structure, the causes and correlates, and the government policies to alleviate discrimination by race and gender in the United States. The central focus of the course is on employment differences by race and gender and the extent to which they arise from labor market discrimination versus other causes, although racial discrimination in housing is also considered. After a comprehensive overview of the structures of labor and housing markets and of nondiscriminatory reasons (that is, the cumulative effects of past discrimination and/or experiences) for the existence of group differentials in employment, wages and residential locations, various theories of the sources of current discrimination are reviewed and evaluated. Actual government policies and alternatives policies are evaluated in light of both the empirical evidence on group differences and the alternative theories of discrimination.
For BA Students: Society Sector
Taught by: Madden
Course not offered every year
Also Offered As: AFRC 112, GSWS 114
Activity: Lecture
1.0 Course Unit

SOCI 113 Economic Inequality, Advantage and the Rich
This class explores key issues of inequality from the perspective of advantage. While social scientists studying inequality have more traditionally focused on poverty and disadvantage, we will read and discuss issues of capital, riches, and economic advantage, paying attention to intersections of economic advantage and riches with gender, 'race' and class. We will address inequalities in the labour as well as capital markets, debate how we can conceptualise and measure those who are 'rich', and look at the relationship between riches, whiteness, masculininity and privilege. Students are encouraged to bring their ideas of riches and advantage to class.
Taught by: Hecht
Course not offered every year
Activity: Seminar
1.0 Course Unit
SOCI 117 Work in a Changing World
The material world is shaped and maintained through work, but so is the social world. How work is organized, allocated, and rewarded determines the opportunities people have for developing their own capacities, the kinds of ties they will have with others, and how much control they will have over their own lives. We will consider various sociological perspectives on work and compare alternative ways of organizing work, with a focus on the contemporary United States.
Taught by: Jacobs, Leidner, Shestakofsky
Course not offered every year
Activity: Lecture
1.0 Course Unit

SOCI 120 Social Statistics
This course offers a basic introduction to the application/interpretation of statistical analysis in sociology. Upon completion, you should be familiar with a variety of basic statistical techniques that allow examination of interesting social questions. We begin by learning to describe the characteristics of groups, followed by a discussion of how to examine and generalize about relationships between the characteristics of groups. Emphasis is placed on the understanding/interpretation of statistics used to describe and make generalizations about group characteristics. In addition to hand calculations, you will also become familiar with using PCs to run statistical tests.
Taught by: Allison, Charles, Guillot, Koppel, Park, Parrado
One-term course offered either term
Also Offered As: AFRC 120
Activity: Recitation
0.0 Course Units

SOCI 122 The Sociology of Gender
Gender is an organizing principle of society, shaping social structures, cultural understandings, processes of interaction, and identities in ways that have profound consequences. It affects every aspect of people's lives, from their intimate relationships to their participation in work, family, government, and other social institutions and their place in the stratification system. Yet gender is such a taken for granted basis for differences among people that it can be hard to see the underlying social structures and cultural forces that reinforce or weaken the social boundaries that define gender. Differences in behavior, power, and experience are often seen as the result of biological imperatives or of individual choice. A sociological view of gender, in contrast, emphasizes how gender is socially constructed and how structural constraints limit choice. This course examines how differences based on gender are created and sustained, with particular attention to how other important bases of personal identity and social inequality—race and class—interact with patterns of gender relations. We will also seek to understand how social change happens and how gender inequality might be reduced.
For BA Students: Society Sector
Taught by: Leidner
One-term course offered either term
Also Offered As: GSWS 122
Activity: Lecture
1.0 Course Unit

SOCI 125 Classical Sociological Theory
This course will cover the founding classics of the sociological tradition including works of Tocqueville, Marx and Engels, Weber, Durkheim, Mauss, Simmel, and G.H.Mead. We will also examine how the major traditions have continued and transformed into theories of conflict, domination, resistance and social change; social solidarity, ritual and symbolism; symbolic interactionist and phenomenological theory of discourse, self and mind. This course satisfies the theory requirement for sociology majors.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

SOCI 126 Contemporary Sociological Theory
This course will explore contemporary social theory with an emphasis on theories and theoretical orientations related to social interaction, identity, culture, and inequality. For example, we will discuss sociological theories from the last half century about race and racism, gender, social class, education, emotion, and violence. Importantly, we will consider theory in the context of its application to empirical social science research and real world concerns. The course fulfills the theory requirement for sociology minors and all sociology majors.
One-term course offered either term
Activity: Lecture
1.0 Course Unit

SOCI 128 Basic Demographic Methods
This course provides an introduction to basic demographic concepts, data, indicators, and techniques. The course emphasizes hands-on applications of techniques in the analysis of population dynamics in the U.S. and elsewhere. Students will learn about the main sources of demographic data, including censuses, surveys, and vital statistics, and methods to estimate demographic processes (e.g. mortality, fertility). Students will leave the course with a solid grounding in a) the sources and limitations of demographic data; b) the construction of basic demographic indicators; and c) appropriate use of basic demographic techniques to answer questions about human populations.
Taught by: Guillot
One-term course offered either term
Also Offered As: SOCI 609
Activity: Lecture
1.0 Course Unit

SOCI 135 Law and Society
After introducing students to the major theoretical concepts concerning law and society, significant controversial societal issues that deal with law and the legal systems both domestically and internationally will be examined. Class discussions will focus on issues involving civil liberties, the organization of courts, legislatures, the legal profession and administrative agencies. Although the focus will be on law in the United States, law and society in other countries of Africa, Asia, Europe and Latin America will be covered in a comparative context. Readings included research reports, statutes and cases.
Taught by: Bosk, Fetni
One-term course offered either term
Also Offered As: AFRC 135
Activity: Lecture
1.0 Course Unit
SOCI 137 The Sociology of Media and Popular Culture
This course relies on a variety of sociological perspectives to examine the role of media and popular culture in society, with a particular emphasis on the power of the mass media industry, the relationship between cultural consumption and status, and the social organization of leisure activities from sports to shopping.
For BA Students: Society Sector
Taught by: Grazian
One-term course offered either term
Also Offered As: URBS 137
Activity: Lecture
1.0 Course Unit

SOCI 143 Modern Social Movements
Throughout modern times groups of people have come together in an attempt to change their social world. Their successes and failures teach us about society, organizations, and individuals. This course will examine case studies of historical and contemporary social movements. Using these case studies, this course will evaluate different approaches to understanding social movements, and investigate what these different approaches suggest about individuals, the society in which they live, and the potential for social change.
Course not offered every year
Activity: Lecture
1.0 Course Unit

SOCI 150 Ethnic Economies and Globalization
Topics vary according to the interests and expertise of instructors.
One-term course offered either term
Also Offered As: ASAM 201, URBS 215
Activity: Lecture
1.0 Course Unit

SOCI 152 American Health Policy
This lecture course will introduce students to a broad range of topics that fall under the heading of American health policy. Its main emphasis will be on the history of health care in America from the U.S. Civil War to Obamacare. The primary objective of the course will be to consider why the U.S., until very recently, remained one of the only industrialized nations to have a private, non-nationalized health care system. Some of the themes addressed include: private health insurance(such as Blue Cross/Blue Shield), industrial health and workmen's compensation, the welfare state (in Europe, Canada, and the U.S.), women's health, especially maternal and infant care programs, Medicare/Medicaid, the Clinton Health Plan of 1993, injured soldiers and the Veterans Administration.
Taught by: Linker
Course not offered every year
Also Offered As: HSOC 150
Activity: Lecture
1.0 Course Unit

SOCI 154 Afro-Latinos in the U.S.
This course will explore the arrival, establishment and contributions of free and enslaved Africans in Ibero-America, the region presently known as Latin America, and the Spanish Speaking Caribbean. It will look at how these actors and their descendants known today as Afro-Latinos, shaped and built the four- dations of Latin American society and culture throughout the centuries from colonial period to present. The course will seek to understand Afro-Latinos' agency and negotiations as intellectual contributors to the ideologies that led to independence and the creation of Latin American nations. Likewise, the course will also explore the accomplishments, controversies and tensions in race dynamics and politics, gender relations, socioeconomic issues, among others factors that took and continue to take place as people of African descent negotiate their identity and struggle to uphold their space in Latin America and the U.S.A. today.
Course usually offered in fall term
Also Offered As: AFRC 155, LALS 155
Activity: Lecture
1.0 Course Unit

SOCI 159 Population and Public Health in Eastern Europe
Since the collapse of communism in 1989 in Eastern Europe (and 1991 in the Soviet Union), many of the countries in the region have experienced public health crises and demographic catastrophe. Below replacement fertility rates and massive out migration have decimated the populations of these countries even as populations age and place unsustainable strains on pension systems and medical services. The demographic collapse has also been accompanied by falling male life expectancy and the rise of alcoholism, depression, domestic violence, and suicide. The economic exigencies of the transition from communism to capitalism dismantled welfare states at the exact moment when health services were most needed, leaving charities and nongovernmental organization to try to fill in the gaps. Through a combination of readings from the fields of epidemiology, demography, and medical anthropology, this course examines the public health implications of poverty and social dislocation in post-communist states. All readings and assignments are in English.
Taught by: GHODSEE
Also Offered As: ANTH 159, REES 159
Activity: Lecture
1.0 Course Unit

SOCI 161 The History of the Information Age
Certain new technologies are greeted with claims that, for good or ill, they must transform our society. The two most recent: the computer and the Internet. But the series of social, economic and technological developments that underlie what is often called the Information Revolution include much more than just the computer. In this course, we explore the history of information technology and its role in contemporary society. We will explore both the technologies themselves—calculating machines, punched card tabulators, telegraph and telephone networks, differential analyzers, digital computers, and many others—and their larger social, economic and political contexts. To understand the roots of these ideas we look at the prehistory of the computer, at the idea of the post-industrial or information society, at parallels with earlier technologies and at broad historical currents in the United States and the world.
For BA Students: Humanities and Social Science S
One-term course offered either term
Also Offered As: STSC 160
Activity: Lecture
1.0 Course Unit
SOCI 175 Medical Sociology
This course will give the student an introduction to the sociological study of medicine. Medical sociology is a broad field, covering topics as diverse as the institution and profession of medicine, the practice of medical care, and the social factors that contribute to sickness and well-being. Although we will not explore everything, we will attempt to cover as much of the field as possible through four thematic units: (1) the organization and development of the profession of medicine, (2) the delivery of health-care, especially doctor-patient interaction, (3) the social and cultural factors that affect how illness is defined, and (4) the social causes of illness. The class will emphasize empirical research especially but not only quantitative research.
For BA Students: Society Sector
Taught by: Schnittker
Also Offered As: HSOC 275
Activity: Lecture
1.0 Course Unit

SOCI 200 Criminal Justice
This course examines how the criminal justice system responds to crime in society. The course reviews the historical development of criminal justice agencies in the United States and Europe and the available scientific evidence on the effect these agencies have on controlling crime. The course places an emphasis on the functional creation of criminal justice agencies and the discretionary role decision makers in these agencies have in deciding how to enforce criminal laws and whom to punish. Evidence on how society measures crime and the role that each major criminal justice agency plays in controlling crime is examined from the perspective of crime victims, police, prosecutors, jurors, judges, prison officials, probation officers and parole board members. Using the model of social policy evaluation, the course asks students to consider how the results of criminal justice could be more effectively delivered to reduce the social and economic costs of crime.
For BA Students: Society Sector
Taught by: MacDonald
One-term course offered either term
Also Offered As: CRIM 200
Activity: Lecture
1.0 Course Unit

SOCI 221 Sample Survey Methods
This course provides an introduction to survey data collection. In meeting this objective, we examine the major planning tasks necessary for conducting surveys, including problem formulation, study design, questionnaire and interview design, pretesting, sampling, interviewer training and field management, code development and coding of data, and data cleaning and management. We critically explore the design of surveys and collection of data from epistemological and ethical perspectives. Students will leave the class with a solid understanding of the basic process of survey data collection and a familiarity with its strengths and weaknesses as a method of inquiry into human behavior.
Taught by: Hannum, Parrado
Course not offered every year
Activity: Seminar
1.0 Course Unit

SOCI 222 Ethnography
This course is designed to introduce students to field methods in sociological research, with a focus on participant-observation and interviewing. During this course, students will read original research based on field methods and discuss their strengths, limitations, and ethical dilemmas. Most importantly, students will design their own research projects and become ethnographers and interviewers. Students will be guided through the fieldwork process from data collection to analysis, and will turn in multiple assignments and original research paper.
Taught by: Lareau
Course not offered every year
Activity: Seminar
1.0 Course Unit

SOCI 233 Criminology
This introductory course examines the multi-disciplinary science of law-making, law-breaking, and law-enforcing. It reviews theories explaining where, when, by whom and against whom crimes happen. Police, courts, prisons, and other institutions are also critically examined. This course meets the general distribution requirement.
For BA Students: Society Sector
Taught by: Adler
One-term course offered either term
Also Offered As: CRIM 100
Activity: Lecture
1.0 Course Unit

SOCI 235 Law and Social Change
Beginning with discussion of various perspectives on social change and law, this course then examines in detail the interdependent relationship between changes in legal and societal institutions. Emphasis will be placed on (1) how and when law can be an instrument for social change, and (2) how and when social change can cause legal change. In the assessment of this relationship, emphasis will be on the laws of the United States. However, laws of other countries and international law relevant to civil liberties, economic, social and political progress will be studied. Throughout the course, discussions will include legal controversies relevant to social change such as issues of race, gender and the law. Other issues relevant to State-Building and development will be discussed. A comparative framework will be used in the analysis of this interdependent relationship between law and social change.
Taught by: Fetni
One-term course offered either term
Also Offered As: AFRC 235
Activity: Lecture
1.0 Course Unit

SOCI 238 Media Culture & Society in Contemporary China
This course studies contemporary Chinese media, culture, and society in the context of globalization. Major topics include Internet expression and censorship, mass media commercialization, entertainment media, middle class and consumerism, environmental degradation, new forms of inequality, and civil society and popular protest. Taking a sociological approach, this course introduces methods and theories for analyzing media, institutions, inequality, and social change.
Taught by: Yang
One-term course offered either term
Also Offered As: COMM 203
Activity: Lecture
1.0 Course Unit
SOCI 239 Sociology of Religion
How do the many religious institutions in our society differ, and what common qualities do they share? Why do some religious institutions adapt to modernity while others do not? In particular, why are the politics of sex and gender so fundamental to the current organization of the American religious landscape? These questions will be the central motivating questions for the semester. The course will begin with an introduction to current theories in the sociology of religion. We will then apply and critique those theories as we learn more about the histories, members, practices and beliefs of all the major religious groups in the US today, including Mainline, Fundamentalist and Evangelical Protestantism, Roman Catholicism, Judaism, and other groups such as the Seventh Day Adventists, Jehovah's Witnesses and Mormons. Students will pick two religious groups (one liberal and one conservative) to observe over the course of the semester and will write papers comparing and contrasting the two groups.
Taught by: Wilde
Course not offered every year
Activity: Seminar
1.0 Course Unit

SOCI 240 Global Health
Combining lectures, discussions and documentaries, the course will help students develop a sociological perspective on global public health (GPH). This will include exploring the relationship between the discipline of sociology and field of public health; difference between sociology in and sociology of global public health; sociological critique of public health interventions and finally, proposing socio-medical model to the understanding global public health movement. It will also familiarize students with the key global public health concepts, patterns and trends of global burden of disease, central actors in global health, and policy interventions and implementation. Of particular importance are health-related millennium and sustainable development goals to address key global health threats and solutions, and recent reformulations for post-2015 health-related agenda. Furthermore, as the focus on the global dimension of public health does not override the concerns and consequences for micro and meso-levels, students will become aware of mechanisms and challenges involved in incorporating World Health Organization's commitment to primary healthcare in 1978 with that of global public health principles that currently dominate the agenda of public health. Selected case studies will serve as illustrative material.
Taught by: Kulkarni
Activity: Lecture
1.0 Course Unit

SOCI 249 Work, Love, and Independence: Coming of Age in East Asia
How do millennials in East Asia make transitions to adulthood? What does it mean to become an adult in East Asia? Under the contexts of rapid educational expansion, growing economic inequality, and shifting cultural norms, Chinese, Japanese, Korean, and Taiwanese young people are facing various challenges in coming of age. The dim outlook for landing a full-time, stable, and good job, for instance, had led many Korean millennials to “give up” dating, marriage, and parenting, considered as major milestones of adulthood. More and more young millennials delay departure from their parental home. At the same time, East Asian millennials are highly educated, tech-savvy, and culturally diverse, distinguishing themselves from older generations. This course first offers an overall view of changing patterns and timing of transition to adulthood in East Asia (particularly compared to experiences of young adults in the United States and Europe). In the class, students will be able to identify demographic, cultural and economic factors that shape specific pathways to adulthood in East Asia. The course highlights diversity and heterogeneity in stories of coming of age among East Asian millennials from different socioeconomic, cultural, and demographic backgrounds. Diverse narratives and perceptions of adulthood in East Asia are discussed.
Taught by: Park
Activity: Seminar
1.0 Course Unit

SOCI 250 Minorities And The Media
This course considers the theory and practice of minority representation in the public domain: film, theater, television, music, advertising and museums. How has 'minority' been defined - who is included and why? How have notions of 'minority' status been constructed in our public languages and what may be the impact of those images on both minority and non-minority populations? Our focus will be on representation and how it may work to marginalize or empower members of minority populations. While we will concentrate primarily on ethnic minorities, we will also consider how these same issues might affect sexual minorities. Our discussions will be supplemented by film and video examples. While the course will be theoretically situated in communication, it will consider how the perspectives of anthropology, feminism, and literary and ethnic studies have affected our understanding of public representations.
Course not offered every year
Also Offered As: AFRC 249
Activity: Lecture
1.0 Course Unit

SOCI 254 Cities, Suburbs, Regions
This course will explore the political, economic, social, and demographic forces impacting development patterns in metropolitan areas, with a particular focus on Philadelphia. We will examine the government policies, economic forces, and social attitudes that affect the way a region grows, and the impact of these forces on poverty, equity and segregation. Specific topics to be discussed include the factors that make a region competitive, the city's changing role in the region, the impact place has on opportunity, and approaches to revitalizing and improving communities.
Taught by: Black
Course offered spring; even-numbered years
Also Offered As: URBS 253
Activity: Seminar
1.0 Course Unit
SOCI 258 Global Urban Education
This course examines the demographic, social, and economic trends impacting the growth of global cities—providing the context for global urban education. Through the dual lens of globalization and local urban culture, we explore relationships between urban education and economic development, democratic citizenship, social movements, social inclusion, equity, and quality of urban life. We consider key historical legacies (e.g., Colonialism), informal settlements and ‘slums,’ the rise of the ‘knowledge economy’, and the role of international aid. Additional topics include: early childhood; gender equity; youth culture; impacts of crisis and war; urban refugees; teacher training and identity; accountability & governance; information & computer technology; religion, indigenous cultures, and language identity; & the role of the private sector and school choice. We focus on cities like Sao Paolo, Mexico City, Shanghai, Hong Kong, Ho Chi Minh City, Johannesburg, Lagos, Nairobi, Jakarta, Mumbai, Lahore, Tehran, and Cairo, and draw comparisons to cities like New York, London, Paris and Tokyo.
Taught by: Gershberg
Course not offered every year
Also Offered As: URBS 258
Activity: Seminar
1.0 Course Unit

SOCI 259 Social Determinants of Health
Over the last century, we have witnessed dramatic historical change in population incidence and mortality, e.g. rising numbers of women diagnosed with breast cancer and dramatic declines in death from stomach cancer. There has also been a highly visible social patterning of health and disease, such as socio-economic disparities in AIDS, substance abuse, and asthma in the U.S. today or the association of breast cancer with affluence globally. This course will explore the way researchers, activists, politicians and others in different eras have made sense of these changes and patterns and have responded to them. The course is historical and sociological. At the same time that we examine evidence and theories about the way poverty, affluence, and other social factors influence individual and population health, we will try to understand how social and historical forces have shaped how health and disease have been understood and categorized. In examining our current obesity 'epidemic,' for example, we will not only consider evidence and claims made about the causal role of market forces and changes in current obesity 'epidemic,' for example, we will not only consider evidence and theories about the way poverty, affluence, and other social factors influence individual and population health, we will try to understand how social and historical forces have shaped how health and disease have been understood and categorized. In examining our current obesity 'epidemic,' for example, we will not only consider evidence and claims made about the causal role of market forces and changes in pop
Taught by: Aronowitz
Course not offered every year
Also Offered As: HSOC 260
Activity: Lecture
1.0 Course Unit

SOCI 264 Poverty, Race and Health
This course is designed to introduce students to current literature on race/ethnic difference in health and mortality in the United States, covering such topics as explanations for why some race/ethnic groups fare better than others, how inner city poverty and residential segregation may contribute to racial/ethnic differences in health outcomes, and health of immigrants versus native-born populations. Current policy debated and recent policy developments related to health are also briefly discussed. The course is organized as a seminar with a combination of lectures and class discussions.
Taught by: Boen
Course not offered every year
Also Offered As: SOCI 564, URBS 264
Activity: Seminar
1.0 Course Unit

SOCI 266 Latinos in United States
This course presents a broad overview of the Latino population in the United States that focuses on the economic and sociological aspects of Latino immigration and assimilation. Topics to be covered include: construction of Latino identity, the history of U.S. Latino immigration, Latino family patterns and household structure, Latino educational attainment. Latino incorporation into the U.S. labor force, earnings and economic well-being among Latino-origin groups, assimilation and the second generation. The course will stress the importance of understanding Latinos within the overall system of race and ethnic relations in the U.S., as well as in comparison with previous immigration flows, particularly from Europe. We will pay particular attention to the economic impact of Latino immigration on both the U.S. receiving and Latin American sending communities, and the efficacy and future possibilities of U.S. immigration policy. Within all of these diverse topics, we will stress the heterogeneity of the Latino population according to national origin groups (i.e. Mexican, Puerto Rican, Cuban, and other Latinos), as well as generational differences between immigrants and the native born.
Taught by: Parrado, Armenta
One-term course offered either term
Also Offered As: LALS 235
Activity: Lecture
1.0 Course Unit

SOCI 268 Contemporary Issues in African Society
This course will deal with law and society in Africa. After surveying the various legal systems in Africa, the focus will be on how and to what extent the countries of Africa 're-Africanized' their legal systems by reconciling their indigenous law with western law and other legal traditions to create unified legal systems that are used as instruments of social change and development. Toward this end, the experiences of various African countries covering the various legal traditions will be included. Specific focus will be on laws covering both economic and social relations. This emphasis includes laws of contracts and civil wrongs, land law, law of succession, marriage and divorce and Africa's laws of International Relations, among other laws. Throughout this course a comparative analysis with non-African countries will be stressed.
Taught by: Omoagene, Zuberi
Also Offered As: AFRC 268
Activity: Lecture
1.0 Course Unit
SOCI 270 The Immigrant City
This course focuses on immigrant communities in United States cities and suburbs. We survey migration and community experiences among a broad range of ethnic groups in different city and suburban neighborhoods. Class readings, discussions, and visits to Philadelphia neighborhoods explore themes including labor markets, commerce, housing, civil society, racial and ethnic relations, integration, refugee resettlement, and local, state, and national immigration policies. The class introduces students to a variety of social science approaches to studying social groups and neighborhoods, including readings in sociology, geography, anthropology, social history, and political science. Ultimately, the class aims to help students develop: 1) a broad knowledge of immigration and its impacts on U.S. cities and regions; 2) a comparative understanding of diverse migrant and receiving communities; and 3) familiarity with policies and institutions that seek to influence immigration and immigrant communities.
For BA Students: Society Sector
Taught by: Vitiello, Domenic
Course usually offered in spring term
Also Offered As: LALS 273, URBS 270
Activity: Seminar
1.0 Course Unit

SOCI 277 Mental Illness
This course is designed to give a general overview of how sociologists study mental illness. We will be concerned with describing the contributions of sociological research and exploring how these contributions differ from those of psychology, psychiatry, and social work. This overview will be done in three parts: we will discuss (i) what ‘mental illness’ is, (ii) precisely how many Americans are mentally ill, (iii) how social factors (e.g. race, gender, class) and social arrangements (e.g. social networks) lead to mental illness, and (iv) how we as a society respond to and treat the mentally ill. Throughout the course, we will be concerned with uncovering the assumptions behind different definitions of mental health and exploring their political, social, and legal implications.
Taught by: Schnittker
One-term course offered either term
Also Offered As: HSOC 277
Activity: Lecture
1.0 Course Unit

SOCI 299 Independent Study
Directed readings and research in areas of sociology. Permission of instructor needed.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

SOCI 300 Thesis Workshop
The purpose of this course is to guide senior sociology majors in writing a research proposal for a senior honors thesis. Students will learn about various research approaches, how to write a focused literature review, and kinds of data necessary to answer a wide variety of research questions, including their own. Throughout the course, students will work on designing a research question, generation researchable hypotheses, and coming up with a design for their proposed study. The final paper for this course will be a research proposal that is the basis for students’ independent research project. This course satisfies the research requirement for sociology majors and is designed primarily for seniors who are planning to write an honors thesis.
One-term course offered either term
Prerequisite: SOCI 100
Activity: Seminar
1.0 Course Unit

SOCI 301 Thesis Workshop II
This is the second part of the Thesis Workshop course. Prerequisite: SOCI 300. Permission must be granted by the department.
Taught by: Flippen
One-term course offered either term
Prerequisite: SOCI 300
Activity: Seminar
0.5 Course Units

SOCI 303 Social Inequality and Health
Eat well. Exercise regularly. Get 7-9 hours of sleep. We have all been bombarded with this type of advice for achieving and maintaining optimal health. But how are our health behaviors and outcomes shaped, influenced, and constrained by social factors? How does where we live influence how - and how long - we live? And how do racism, gender inequality, and other forms of social exclusion, oppression, and domination impact health and well-being? This course provides an introduction into how social forces, broadly, and social inequality, specifically, impact individual and population health. We will begin by learning about how health is more than the product of individual lifestyle choices and genetic factors by exploring the social determinants of health. We will then examine how social inequality - particularly along lines of race, immigration status, social class, and gender - contributes to population health differences. We will analyze how racism, gender inequality, and other forms of social stratification both shape access to health promoting resources and opportunities such as well-paying jobs and healthy and affordable foods and also pattern exposure to harmful stressors and toxins such as discrimination and violence. Finally, we will discuss and debate policy and programmatic approaches aimed at reducing population health disparities. In this course, we will examine concepts related to social inequality and health through a process called 'active learning,' which involves activities such as watching and reacting to films, reading about and responding to current events, and active dialogues and debates with classmates.
Taught by: Boen
Activity: Seminar
1.0 Course Unit
SOCI 304 The Future of Work
This course draws on sociological and social scientific research and theorizing to conceptualize the complex and dynamic relationship between work and technology. Rather than viewing technology as an immutable force that sweeps across societies and leaves social change in its wake, we will examine how the design, implementation, and outcomes of technological change are imbricated in political, economic, and social forces. We will mostly, though not exclusively, focus on developments in and case studies of work and technology in the United States. We will begin by examining theoretical perspectives on the historical interplay between work and technology. Then, we will consider contemporary issues, building dialogues between our theoretical groundwork and empirical evidence to trace continuities and disjunctures. By the end of the course, you will be equipped to interrogate the role of technology in capitalism's past, understand its relation to our present age of digital disruption, and imagine the possibilities for our uncertain future.
Taught by: Shestakofsky
Activity: Seminar
1.0 Course Unit

SOCI 305 Sociology of Immigration
TBD
Taught by: Roth
Activity: Seminar
1.0 Course Unit

SOCI 306 Families and Capitalism
Despite highly romanticized and idealized views about family life, families play a crucial role in sustaining and organizing capitalist societies and inequalities by race, gender, and class. This course reviews classic and contemporary social theory to understand how family norms and behaviors shape and are shaped by political and economic structures. Students will learn about capitalism, racism, heteronormativity, and patriarchy, and engage with questions that connect these to family norms and behaviors. This includes questions like: why has gay marriage been outlawed until recently? Why were slaves denied marriage and family life? Why is caring for others disproportionately done by women and often unpaid? Why is poverty related to unstable family lives? Through engaging with this class material students will learn how to sociologically and critically rethink current family issues and the future of family life. Class structure and goals: This class requires carefully reading social theory texts (many of these texts might be dense, we will learn how to read them efficiently) and active participation in class discussion. Students will prepare short presentations, discussion questions, and write a research paper analyzing one policy related to family life. Despite highly romanticized and idealized views about family life, families may underlie research methods. We will discuss good and bad practices in the study of racial data. A key challenge facing researchers is the interpretation of the vast amount of racial data generated by society. As these data do not directly answer important social questions, data analysis and statistics must be used to interpret them. The course will examine the logic used to communicate statistical results from racial data in various societies. We will question the scientific claims of social science methodology by extending the critical perspective to biases that may underlie research methods. We will discuss good and bad practices within the context of the historical developments of the methods.
Taught by: Zuberi
Also Offered As: SOCI 632
Activity: Seminar
1.0 Course Unit

SOCI 307 Race, Science & Justice
Taught by: Roberts
One-term course offered either term
Also Offered As: AFRC 307
Activity: Seminar
1.0 Course Unit

SOCI 308 Exhibiting Black Bodies
This course concerns the exhibiting of Black Bodies in Museums and gallery spaces. We will trace the evolution of public history from the 'Cabinets of Curiosity' in 18th and 19th Century Europe, through to the current institutional confirmation of the vindications traditions represented by Museu Afro Brasil (Sao Paulo, Brazil), National Museum of African American History and Culture (Washington,D.C.), and the Museum of Black Civilization (Dakar, Senegal). We will give particular attention to 'why these representations at these times in these places?'. In the process of addressing these questions we will give voice to the figures who conceived the curatorial content from those with the colonial mentality, to those with the abolitionist and nationalist and Pan-African visions.
Taught by: Zuberi
Also Offered As: AFRC 338, AFRC 620, SOCI 660
Activity: Seminar
1.0 Course Unit

SOCI 339 Demography of Race
This course will examine demographic and statistical methods used to capture the impact of racial stratification in society. This course covers the skills and insights used by demographers and social statisticians in the study of racial data. A key challenge facing researchers is the interpretation of the vast amount of racial data generated by society. As these data do not directly answer important social questions, data analysis and statistics must be used to interpret them. The course will examine the logic used to communicate statistical results from racial data in various societies. We will question the scientific claims of social science methodology by extending the critical perspective to biases that may underlie research methods. We will discuss good and bad practices within the context of the historical developments of the methods.
Taught by: Zuberi
Also Offered As: SOCI 632
Activity: Seminar
1.0 Course Unit

SOCI 344 Sociology of the Climate Emergency
We're in the midst of a climate emergency, with climate change the most pressing problem. We need to transform our social and economic system to avoid the worst. There's still time to do this, while establishing the conditions for us, and our descendants, to live brilliant, stimulating lives. To move forward, we need to supplement natural science with social science. In the course, will ask, how did we get into this ecological crisis? How does climate figure in contemporary politics? How do the climate and water crises intersect with inequalities around the world? How does an ongoing revolution in the energy sector reflect these tendencies, and what is its promise? What are the big competing paradigms for positive, transformative change today? This seminar will tackle these vast questions by introducing students to a range of novel social perspectives on the contemporary global environmental crisis - a crisis that is usually otherwise represented in coldly scientific terms or according to cliches about environmentalists.
Taught by: Cohen
Also Offered As: SOCI 544
Activity: Seminar
1.0 Course Unit
**SOCI 377 International Migration**
A comprehensive review of theories and research on international migration. The course introduces the basic precepts of neoclassical economics, the new economics of labor migration, segmented labor market theory, world systems theory, social capital theory and the theory of cumulative causation. Readings examine patterns and processes of global migration during the classic age from 1800-1914 as well as during the postwar period from 1945 to the present. The course also covers a history and evaluation of immigration policies around the world, and devotes significant attention to theoretical and empirical perspectives on immigrant adaptation. Within this larger topic, we will also discuss internal migration and urbanization; the relationship between gender and migration; the spatial distribution of immigrants within the United States, immigrant communities, and ethnic enclaves; and the undocumented population in the United States. Taught by: Flippenn
Also Offered As: DEMG 677, SOCI 677
Activity: Seminar
1.0 Course Unit

**SOCI 398 Senior Research**
Senior Research is for senior sociology majors only. Students are assigned Sociology advisors with assistance from Undergraduate Chair.
Taught by: Sociology Faculty
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

**SOCI 399 Independent Study**
Independent study section for senior Sociology majors working on an honors thesis. Students are assigned an advisor by the undergraduate chair.
Taught by: Sociology Faculty
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

**SOCI 420 Perspectives on Urban Poverty**
This course provides an interdisciplinary introduction to 20th century urban poverty, and 20th century urban poverty knowledge. In addition to providing an historical overview of American poverty, the course is primarily concerned with the ways in which historical, cultural, political, racial, social, spatial/geographical, and economic forces have either shaped or been left out of contemporary debates on urban poverty. Of great importance, the course will evaluate competing analytic trends in the social sciences and their respective implications in terms of the question of what can be known about urban poverty in the contexts of social policy and practice, academic research, and the broader social imaginary. We will critically analyze a wide body of literature that theorizes and explains urban poverty. Course readings span the disciplines of sociology, anthropology, urban studies, history, and social welfare. Primacy will be granted to critical analysis and deconstruction of course texts, particularly with regard to the ways in which poverty knowledge creates, sustains, and constricts meaningful channels of action in urban poverty policy and practice interventions.
Taught by: Fairbanks
Course usually offered in fall term
Also Offered As: HIST 440, URBS 420
Activity: Seminar
1.0 Course Unit

**SOCI 424 Latinx Communities and the Role of CBO’s in Social Change**
The purpose of this course to create a Latino Studies/Service Learning ABCS course that cultivates dialogue and knowledge about the social, political, cultural and historical complexities of the Latinx experience in the United States (Philadelphia in particular) and the roles Latinx CBO’s play in meeting the needs of Latinx communities and in impacting social change.
Taught by: irizarry
Course usually offered in fall term
Also Offered As: LALS 424
Activity: Seminar
1.0 Course Unit

**SOCI 434 Designing a Green New Deal: From Concept to Program**
This advanced social science and design seminar is about mobilizing expert knowledge to develop transformative policy ideas to make the Green New Deal come alive. We'll look at cutting edge social science and design scholarship on the problems we're trying to solve, and the successes and failures of past efforts at transformative policy. And we'll focus in particular on the built environment. How might a Green New Deal make the physical changes to our infrastructures, homes, energy landscapes, transportation systems, public recreation amenities, care facilities, and more, in ways that slash carbon emissions, increase resiliency, and abolish inequalities of race, class, gender, and nation? That's not a rhetorical question: in this class, we'll assemble knowledge, get into teams, and come up with concrete proposals.
Taught by: Cohen, Fleming
Also Offered As: LARP 734
Activity: Seminar
1.0 Course Unit

**SOCI 435 Globalization & The City: Global Urbanization**
In 2008, the UN estimated that the world’s population had become primarily urban, for the first time in history. According to the OECD, by the end of the century, close to 85% of the projected population will live in cities. The transition towards an urban planet is likely to have far-reaching economic, environmental, social, political, and cultural impacts on our species, many of which we cannot yet predict. But what is urbanization? Will it lead to more inequality, exploitation, conflict, resource consumption, and exposure to natural disasters and climate change, or is it an opportunity to move the world in a more sustainable and equitable direction? Taught by Chandan Deuskar and Patricio Zambrano Barragan, this course aims to explore these questions. In the first half of the semester, we will discuss various challenges associated with global urbanization and its impacts. In the second half, we will focus on responses to these challenges. The assignments will allow students to explore some of the most salient debates around global urbanization. By the end of the semester, students will be better able to understand the context for any future academic research, professional work, or business activities in the cities of the ‘developing world’. The course will help provide a foundation for any students considering graduate studies or professional work in the fields of urban planning or international development.
Taught by: Chandan Deuskar and Patricio Zambrano Barragan
Course not offered every year
Also Offered As: URBS 457
Activity: Seminar
1.0 Course Unit
SOCI 453 Metropolitan Growth and Poverty
This course analyzes the role of metropolitan regions in the U.S. and global economies, including the sources of metropolitan productivity, the ways that metropolitan structures affect residents, and analyses of public policy in metropolitan areas. The economic, political, and social forces that have shaped World War II urban and regional development are explored, including technology, demography, and government. Special attention is paid to how economic change affects residents by income and race. Topics include: gentrification, schools, suburbanization, sprawl, metropolitan fragmentation, concentration of poverty, race, and various economic revitalization initiatives.
Taught by: Madden
One-term course offered either term
Also Offered As: URBS 453
Activity: Seminar
1.0 Course Unit

SOCI 460 Advanced Topics in Africana Studies
Topics vary. See the Africana Studies Department’s course list at https://africana.sas.upenn.edu for a description of the current offering. After an examination of the philosophical, legal, and political perspectives on Human Rights, this course will focus on US policies and practices relevant to Human Rights. Toward that end, emphasis will be placed on both the domestic and the international aspects of Human Rights as reflected in US policies and practices. Domestically, the course will discuss (1) the process of incorporating the International Bill of Human Rights into the American legal system and (2) the US position on and practices regarding the political, civil, economic, social, and cultural rights of minorities and various other groups within the US. Internationally, the course will examine US Human Rights policies toward Africa. Specific cases of Rwanda, Kenya, South Africa and Egypt, as well as other cases from the continent, will be presented in the assessment of US successes and failures in the pursuit of its Human Rights strategy in Africa. Readings will include research papers, reports, statutes, treaties, and cases.
Taught by: Charles, Hanchard, Fetni, Zuberi
One-term course offered either term
Also Offered As: AFRC 420, LALS 420
Activity: Lecture
1.0 Course Unit

SOCI 473 The History & Theory of Community Organizing
'Power concedes nothing without a demand.'--Frederick Douglass.
'Workers of the world, unite!'--Karl Marx. 'Don't mourn. Organize.'--Joe Hill. 'Strong people do not need strong leaders.'--Ella Baker. 'Freedom is a constant struggle.'--Angela Davis. We will review the history and theory of critique, resistance, and solidarity, as we consider old and new social movements and freedom struggles around the world (Africa, the Americas, Europe, Asia)–from encampments for indigenous sovereignty of tribal lands to demonstrations by poor and working people seeking 'the right to the city,' from sit-ins and strikes to occupations and takeovers, from uprisings and insurrections to revolutions and counterrevolutions, from anti-capitalist, anti-colonial, anti-caste, and anti-racist insurgencies to mobilizations for racial and gender justice and solidarity economy; from civil rights, labor rights, student rights, human rights, animal rights, and environmental organizing to movements for peace, democracy, equality, and liberation–and more (based on student interests and commitments). Strategies and techniques will be reviewed. Successes and failures will be registered. Limitations and possibilities will be debated. Source material will be drawn from mainstream and radical traditions within popular praxis and numerous fields, including urban studies, philosophy and critical theory, religion, history, art and culture, anthropology, politics, development economics, social psychology, sociology, organizational development, and law. Note: Attendance at the first class is mandatory (for those already enrolled and for those considering enrollment in the course). Enrolled students who miss the first class must drop the course. Those who were not able to enroll but who attend the first class will be permitted to enroll.
Taught by: Lamas
Course not offered every year
Also Offered As: URBS 473
Activity: Seminar
1.0 Course Unit

SOCI 488 Topics: Culture, Sexuality and Global Health
What, if anything, is global in 'global health'? Whatever this field might be, it is more often than not actively produced through a range of conflicting ethical commitments of multiple expert cultures, social movements and laypersons. This course explores critical themes in the historical and sociocultural study of global health. Students will engage a number of disciplinary perspectives within the social sciences including the history, sociology, and anthropology of science, and we will pay particular attention to feminist, queer, and postcolonial science studies perspectives. Throughout, we will consider how both global and local cultural transformations have shaped the emergence of this multidisciplinary field of study. To understand the complexity of global health, students will engage with a number of theoretical and ethnographic texts while questioning its stability and coherence as a self-same object given its interdisciplinary character. In doing so, we will explore the ways in which diverse sets of interests converge to constitute as well as contest the ever-shifting boundaries of global health.
Taught by: Fiereck
Course usually offered in fall term
Also Offered As: AFRC 488, ANTH 488, GSWS 488
Activity: Seminar
1.0 Course Unit
SOCI 524 The Family
Family life is deeply personal but at the same time is dramatically impacted by social forces outside of the family. In this course we will examine how families are organized along the lines of gender, sexuality, social class, and race and how these affect family life. We will consider how family life is continually changing while at the same time traditional gender roles persist. For example, how 'greedy' workplaces, which require long work hours, create work-family conflicts for mothers and fathers. We will also examine diverse family forms including single-parent families, blended families, families headed by same-gender parents, and families headed by gender non-conforming parents. The lectures will also examine how economic inequality shapes family life. Students will have the opportunity to apply key concepts to daily life.
Taught by: Lareau
Also Offered As: GSWS 004, SOCI 004
Activity: Seminar
1.0 Course Unit

SOCI 533 Sociology of Race and Ethnicity
Race and ethnicity are, above all, both converge as system of ideas by which men and women imagine the human body and their relationships within society. In this course we will question the concept of race and ethnicity and their place in modern society (1500 - 2020). While the course reviews the pre-1500 literature our focus will be on the last 500 years. This course reviews the research that has contributed to the ideas about ethnicity and race in human society. The review covers the discourse on race in political propaganda, religious doctrine, philosophy, history, biology and other human sciences.
Taught by: Zuberi
Also Offered As: AFRC 535
Activity: Seminar
1.0 Course Unit

SOCI 535 Quantitative Methods in Sociology I
This course is an introduction to the practice of statistics in social and behavioral sciences. It is open to beginning graduate students and—with the permission of the instructor—advanced undergraduates. Topics covered include the description of social science data, in graphical and non-graphical form; correlation and other forms of association, including cross-tabulation; bivariate regression; an introduction to probability theory; the logic of sampling; the logic of statistical inference and significance tests. There is a lecture twice weekly and a mandatory 'lab.'
Taught by: Allison, Smith
Course usually offered in fall term
Also Offered As: CRIM 536, DEMG 535
Activity: Lecture
1.0 Course Unit

SOCI 536 Quantitative Methods in Sociology II
As the second part of a two-semester sequence, this graduate course focuses on regression analysis as used in social science research. In particular, we discuss features and assumptions of linear regression and logistic regression models. We learn how to apply regression models to real social science data using Stata and how to interpret the results.
Taught by: Allison, Kohler, Park, Schnittker, Smith
Course usually offered in spring term
Also Offered As: DEMG 536
Prerequisite: SOCI 535
Activity: Lecture
1.0 Course Unit

SOCI 544 Sociology of the Climate Emergency
We're in the midst of a climate emergency, with climate change the most pressing problem. We need to transform our social and economic system to avoid the worst. There's still time to do this, while establishing the conditions for us, and our descendants, to live brilliant, stimulating lives.
To move forward, we need to supplement natural science with social science. In the course, will ask, how did we get into this ecological crisis? How does climate figure in contemporary politics? How do the climate and water crises intersect with inequalities around the world? How does an ongoing revolution in the energy sector reflect these tendencies, and what is its promise? What are the big competing paradigms for positive, transformative change today? This seminar will tackle these vast questions by introducing students to a range of novel social perspectives on the contemporary global environmental crisis—a crisis that is usually otherwise represented in coldly scientific terms or according to cliches about environmentalists.
Taught by: Cohen
One-term course offered either term
Also Offered As: SOCI 344
Activity: Seminar
1.0 Course Unit

SOCI 553 Field Methods in Qualitative Research
This course is designed to introduce graduate students to basic skills and concepts in ethnographic field research, including participant observation, interviewing, field documentation, and the scholarly presentation of qualitative data. Students will learn to apply these skills and concepts through an assigned set of exercises in concert with a semester-long project based on intensive fieldwork at a research site of their choosing. In addition, we will examine exemplars of published fieldwork in both classical and contemporary sociology. Students outside of the Department of Sociology need permission of the instructor to enroll.
Taught by: Bosk, Grazian, Lareau
One-term course offered either term
Activity: Seminar
1.0 Course Unit

SOCI 555 Pro-Seminar in Sociological Research
In the non-credit seminar students will be introduce to key areas in sociological research, and a set of professional skills necessary to navigate graduate school and a successful academic career. Students will also be introduced to faculty and resources available at Penn. This course is required for all first-year graduate students in Sociology.
Taught by: Hannum, Jacob, Kao, Leidner, Smith
Course usually offered in fall term
Activity: Seminar
0.0 Course Units

SOCI 556 Pro-Seminar in Sociological Research II
This graduate seminar for first-year graduate students will be a two-semester course covering the major subfields of sociology—their classical and contemporary theories, current methods and substance.
Taught by: Collins, Grazian, Hannum, Park, Schnittker, Smith, Wilde
One-term course offered either term
Activity: Seminar
1.0 Course Unit
SOCI 561 Class Cultures and Historical Change
Studies culture as values, scripts, practice, performance, and style in the contexts of everyday life, social class, and status groups, social movements, and changes of communication technologies. Examines the production, reception, circulation and effects of signs, symbols, and stories. Readings include both classic authors (Elias, Simmel, Bakhtin, Goffman, Bourdieu, Raymond Williams, etc.) and contemporary works from sociology and communication studies.

Taught by: Yang
Course not offered every year
Also Offered As: COMM 889
Activity: Seminar
1.0 Course Unit

SOCI 562 Soci Movements & Poli Sc
Activity: Lecture
1.0 Course Unit

SOCI 563 Mechanisms for Perpetuating or Reducing Inequality by Class, Race and Gender
TBD
Taught by: Lareau
Activity: Seminar
1.0 Course Unit

SOCI 564 Poverty, Race and Health
This course is designed to introduce students to current literature on race/ethnic difference in health and mortality in the United States, covering such topics as explanations for why some race/ethnic groups fare better than others, how inner city poverty and residential segregation may contribute to racial/ethnic differences in health outcomes, and health of immigrants versus native-born populations. Current policy debated and recent policy developments related to health are also briefly discussed. The course is organized as a seminar with a combination of lectures and class discussions.

Taught by: Boen
Also Offered As: SOCI 264, URBS 264
Activity: Seminar
1.0 Course Unit

SOCI 596 Sociology of Education
This graduate seminar will introduce students to some of the key theoretical and empirical work in the sociology of education. We will examine how schools work to maintain or alleviate inequality, and focus on differences in educational achievement and attainment by race, ethnicity, immigrant status, class, and gender. We will review work on the educational experiences of youth from early childhood to young adulthood.

Course not offered every year
Activity: Seminar
1.0 Course Unit

SOCI 601 Contemporary Social Theory
This is a graduate-level seminar structured around the main theoretical debates of contemporary sociology, including the interplay of rationality and emotion, the relationship between structure and agency, the nature of power, and the role of chance and contingency. In considering alternative positions on these debates, we will encounter the major theorists of the past fifty years, including Parsons, Merton, Goffman, Homans, Schutz, Coleman, Bourdieu, Luhmann, Habermas, Collins, and Giddens. Requirements include intensive primary source reading, writing, and participation. The course assumes, and does not provide, prior familiarity with the main theoretical perspectives, and thus does not substitute for the undergraduate theory course (SOCI 126)

Course not offered every year
Activity: Seminar
1.0 Course Unit

SOCI 602 Proseminar in Classical Sociology
This course is designed to introduce graduate students to the classical foundations of sociology by drawing on canonical readings by Marx, Engels, Durkheim, Weber, Du Bois, Addams, Simmel, Park, and Goffman, among others. We will read these texts in the context of three major sociological themes: work and social inequality, culture and social structure, and urban interaction and culture in the city. Final papers will require students to draw on classical sociological works in their analyses of contemporary empirical research in sociology.

Taught by: Grazian
One-term course offered either term
Activity: Seminar
1.0 Course Unit

SOCI 603 Master's Research in Sociology
This graduate course is intended to be helpful to students as they produce an MA thesis. The course is structured to provide social support and feedback as students move through the stages in the development of a project (i.e. data analysis, review of the literature, development of a thesis, and revision). Students should begin the semester with a data set in hand; additional data analysis will occur during the term. (In some cases, students may be finishing their data collection.) In addition, the course is intended to provided professional development opportunities for students by providing ’insider’ information about the publication process. Students will be given examples of journal review (including reviews that reject a paper), copies of papers as they move through the revision process, and guidelines for producing a publishable piece of work. The goal is for students to produce a manuscript that can be submitted for publication in the near future. This is a required course for second year graduate students in Sociology.

Taught by: Bosk, Grazian, Jacobs, Kao, Lareau, Leidner, Park, Schnittker
One-term course offered either term
Activity: Seminar
1.0 Course Unit
SOCI 604 Methodology of Social Research
This course will give students familiarity with the common research methods social scientists use to conduct research. Ethnographic, interview, survey, experimental and historical/comparative research methods will be covered. Four themes will be explored: 1) the basics of solid research design, 2) the various advantages and disadvantages of each method, 3) when the use of a method is appropriate or inappropriate for the research question, and 4) how to evaluate researchers' claims on the basis of the evidence they present. These themes will be explored by reading examples of and conducting exercises designed to give students hands-on experience in each of the methods. Students will conduct the exercises on a topic of their choice, which together will culminate in their final paper. The course is required and restricted to second year students in sociology and demography.
Taught by: Smith, Wilde, Zuberi
One-term course offered either term
Also Offered As: DEMG 604
Activity: Lecture
1.0 Course Unit

SOCI 605 Criminal Justice Data Analytics
This course covers the tools and techniques to acquire, organize, link and visualize complex data in order to answer questions about crime and the criminal justice system. The course is organized around key questions about police shootings, victimization rates, identifying crime hotspots, calculating the cost of crime, and finding out what happens to crime when it rains. On the way to answer these questions, the course will cover topics including data sources, basic programming techniques, SQL, regular expressions, webscraping, and working with geographic data. The course will use R, an open-source, object oriented scripting language with a large set of available add-on packages.
Taught by: Ridgeway
Course usually offered in fall term
Also Offered As: CRIM 402, CRIM 602
Activity: Lecture
1.0 Course Unit

SOCI 607 Introduction to Demography
A nontechnical introduction to fertility, mortality and migration and the interrelations of population with other social and economic factors.
Course usually offered in fall term
Also Offered As: DEMG 607
Activity: Lecture
1.0 Course Unit

SOCI 609 Basic Demographic Methods
This course provides an introduction to basic demographic concepts, data, indicators, and techniques. The course emphasizes hands-on applications of techniques in the analysis of population dynamics in the U.S. and elsewhere. Students will learn about the main sources of demographic data, including censuses, surveys, and vital statistics, and methods to estimate demographic processes (e.g. mortality, fertility). Students will leave the course with a solid grounding in a) the sources and limitations of demographic data; b) the construction of basic demographic indicators; and c) appropriate use of basic demographic techniques to answer questions about human populations.
Taught by: Guillot
One-term course offered either term
Also Offered As: DEMG 609, SOCI 128
Activity: Lecture
1.0 Course Unit

SOCI 611 Structural Equation Models
Statistical modeling with multiple equations and latent variables. The first part of the course will focus on linear models that could be estimated with any of the well-known SEM programs (e.g., LISREL, EQS, or Amos). Both Mplus and SAS will be used exclusively in this part of the course. The second part will focus on Mplus models for variables that are categorical, count, or censored. Maximum likelihood methods for missing data will also be covered.
Taught by: Allison
Course not offered every year
Also Offered As: DEMG 611
Activity: Lecture
1.0 Course Unit

SOCI 612 Categorical Data Analysis
This course deals with techniques for analyzing multivariate data which the dependent variable is a set of categories (a dichotomy or polytomoy). Topics will include linear probability models, logit (logistic) regression models, probit models, logit analysis of contingency tables, cumulative logit and probit (for ordinal data), multinomial logit, conditional logit (discrete choice), unobserved heterogeneity, log-linear models, square tables, response-based sampling, and repeated measures. Methods will be illustrated using the Stata System. There will be several assignments using Stata to analyze data provided by the instructor.
Taught by: Allison, Smith
Course not offered every year
Also Offered As: DEMG 612
Activity: Lecture
1.0 Course Unit

SOCI 613 Event History
An applications-oriented course on statistical methods for the analysis of longitudinal data on the occurrence of events, also known as survival analysis, failure-time analysis, hazard analysis or duration analysis. Emphasis on regression-like models in which the risk of event occurrence is a function of a set of explanatory variables. Topics include accelerated failure-time models, hazard models, censoring, Cox regression models, time-dependent covariates, completing risks, repeated events, unobserved heterogeneity, discrete-time methods.
Taught by: Allison
Course not offered every year
Also Offered As: DEMG 613
Activity: Lecture
1.0 Course Unit

SOCI 611 Structural Equation Models
Statistical modeling with multiple equations and latent variables. The first part of the course will focus on linear models that could be estimated with any of the well-known SEM programs (e.g., LISREL, EQS, or Amos). Both Mplus and SAS will be used exclusively in this part of the course. The second part will focus on Mplus models for variables that are categorical, count, or censored. Maximum likelihood methods for missing data will also be covered.
Taught by: Allison
Course not offered every year
Also Offered As: DEMG 611
Activity: Lecture
1.0 Course Unit

SOCI 612 Categorical Data Analysis
This course deals with techniques for analyzing multivariate data which the dependent variable is a set of categories (a dichotomy or polytomoy). Topics will include linear probability models, logit (logistic) regression models, probit models, logit analysis of contingency tables, cumulative logit and probit (for ordinal data), multinomial logit, conditional logit (discrete choice), unobserved heterogeneity, log-linear models, square tables, response-based sampling, and repeated measures. Methods will be illustrated using the Stata System. There will be several assignments using Stata to analyze data provided by the instructor.
Taught by: Allison, Smith
Course not offered every year
Also Offered As: DEMG 612
Activity: Lecture
1.0 Course Unit

SOCI 613 Event History
An applications-oriented course on statistical methods for the analysis of longitudinal data on the occurrence of events, also known as survival analysis, failure-time analysis, hazard analysis or duration analysis. Emphasis on regression-like models in which the risk of event occurrence is a function of a set of explanatory variables. Topics include accelerated failure-time models, hazard models, censoring, Cox regression models, time-dependent covariates, completing risks, repeated events, unobserved heterogeneity, discrete-time methods.
Taught by: Allison
Course not offered every year
Also Offered As: DEMG 613
Activity: Lecture
1.0 Course Unit
**SOCI 620 Doctoral Seminar in Sociological Research II**
This course is intended to aid in the selection, framing, writing and revising of sociological dissertation proposals. It is also intended to provide a forum for the presentation of dissertation research in progress. The goal is to provide a forum for the acquisition of professional socialization in sociology. We will discuss the framing of research questions, the design of research strategies, and the writing of dissertation proposals. We will discuss the process of submitting manuscripts for conferences and journals, preparing a curriculum vitae, job search strategies, and preparing for effective colloquium presentations. We will also review articles currently under review at the American Sociological Review. It is expected that third year graduate students in Sociology will enroll in this class. Open to third-year graduate students.
Taught by: Grazian, Hannum, Jacobs, Schnittker, Wilde
One-term course offered either term
Activity: Seminar
1.0 Course Unit

**SOCI 621 Mortality**
The course focuses on the description and explanation of health and mortality in human populations and their variability across several dimensions such as age, time, place, social class, race, etc. The course includes general theories of health, mortality and morbidity, investigations of mortality and related processes in developing and developed countries, and discussions of future mortality trends and their implications for individual lives and the society at large.
Taught by: Elo, Kohler
Course not offered every year
Also Offered As: DEMG 621
Activity: Lecture
1.0 Course Unit

**SOCI 622 Fertility**
The biological, social and demographic factors explaining the levels, trends and differentials in human fertility. Data, measures, and methods used in the context of the more and the less developed countries, with an emphasis on the historical and current course of the fertility transition.
Taught by: Kohler, Smith
Course not offered every year
Also Offered As: DEMG 622
Activity: Seminar
1.0 Course Unit

**SOCI 632 Demography of Race**
This course will examine demographic and statistical methods used to capture the impact of racial stratification in society. This course covers the skills and insights used by demographers and social statisticians in the study of racial data. A key challenge facing researchers is the interpretation of the vast amount of racial data generated by society. As these data do not directly answer important social questions, data analysis and statistics must be used to interpret them. The course will examine the logic used to communicate statistical results from racial data in various societies. We will question the scientific claims of social science methodology by extending the critical perspective to biases that may underlie research methods. We will discuss good and bad practices within the context of the historical developments of the methods.
Taught by: Zuberi
Also Offered As: SOCI 339
Activity: Seminar
1.0 Course Unit

**SOCI 634 Population Processes II**
Population Processes II is part of a two-course sequence designed to introduce students to the core areas of demography (fertility, mortality, and migration) and recent developments in the field. PP II is divided into two parts. The first focuses on family demography and the biological, social and demographic factors explaining levels, trends, and differentials in human fertility transition with an emphasis on the historical and current course of fertility transition in developed and developing countries. The second part of the course provides a comprehensive review of theories and research on international migration. Readings examine patterns and processes of global migration during the classic age from 1800-1914 as well as during the postwar period from 1945 to the present. The course also covers a history and evaluation of immigration policies around the world, and devotes significant attention to theoretical and empirical perspectives on immigrant adaptation, including the relationship between gender and migration.
Taught by: Flippen, Kohler, Parrado, Smith
Course usually offered in spring term
Also Offered As: DEMG 634
Activity: Seminar
1.0 Course Unit

**SOCI 643 Social Stratification**
In this course we study the current levels and historical trends of inequality in the United States especially in cross-national comparative perspective. We discuss causes and consequences of inequality as well as various policy efforts to deal with inequality. Topics include intergenerational social mobility, income inequality, education, gender, race and ethnicity among others.
Taught by: Song
Course not offered every year
Also Offered As: DEMG 643, SOCI 010
Activity: Lecture
1.0 Course Unit

**SOCI 649 A Course on Elites**
Most of the studies of inequality look at poverty and the impact of poverty. This course will be a study of those at the top of the social stratification system. We will take a broad vision of elites of to include the upper-middle-class as well as those in the top 1%. The course will examine the concentration of wealth in American society. It will examine elite families. It will also look at elite education. There will be a unit on the financial industry, the 2008 debacle, and the failure of the government to regulate this important industry. We will also study the influence of race by comparing the black upper-middle-class with white upper-middle-class families. Thus, we will also look at the power of elites in a number of spheres. Finally, we will also read theoretical perspectives including the work of C. Wright Mills, Marx, and Bourdieu. Thus, in addition to the focus on social stratification, this course cuts across sociology of the family, economic sociology, cultural sociology, and race and ethnic relations.
Taught by: Lareau
Activity: Seminar
1.0 Course Unit
**SOCI 660 Exhibiting Black Bodies**
This course concerns the exhibiting of Black Bodies in Museums and gallery spaces. We will trace the evolution of public history from the ‘Cabinets of Curiosity’ in 18th and 19th Century Europe, through to the current institutional confirmation of the vindications traditions represented by Museu Afro Brasil (Sao Paulo, Brazil), National Museum of African American History and Culture (Washington,D.C.), and the Museum of Black Civilization (Dakar, Senegal). We will give particular attention to ‘why these representations at these times in these places?’ In the process of addressing these questions we will give voice to the figures who conceived the curatorial content from those with the colonial mentality, to those with the abolitionist and nationalist and Pan-African visions.
Taught by: Zuberi
One-term course offered either term
Also Offered As: AFRC 338, AFRC 620, SOCI 338
Activity: Seminar
1.0 Course Unit

**SOCI 662 Panel Data Analysis**
This course focuses on the ability to use, analyze, and understand panel data. Panel data contain repeated measurements of the dependent variable for the same individuals, and possibly repeated measurements of the predictor variables as well. Panel data offer important opportunities for controlling unobserved variables and for answering questions about causal ordering.
Taught by: Song
Also Offered As: CRIM 662, DEMG 662
Activity: Lecture
1.0 Course Unit

**SOCI 667 Social Interaction**
The dynamics of interpersonal interaction, especially in face-to-face encounters during limited short periods of time. Topics include: the theory of interaction rituals deriving from Durkheim, Goffman and their contemporary followers; conversation analysis; micro-ethnographic studies of non-verbal behavior and embodied interaction; sociology of emotions; symbolic interactionist theory and the social nature of mind, self, and inner dialogue; electronically mediated interaction and its effects on social ties; and the relationship between micro and macro sociology.
Course not offered every year
Activity: Seminar
1.0 Course Unit

**SOCI 677 International Migration**
A comprehensive review of theories and research on international migration. The course introduces the basic precepts of neoclassical economics, the new economics of labor migration, segmented labor market theory, world systems theory, social capital theory and the theory of cumulative causation. Readings examine patterns and processes of global migration during the classic age from 1800-1914 as well as during the postwar period from 1945 to the present. The course also covers a history and evaluation of immigration policies around the world, and devotes signification attention to theoretical and empirical perspectives on immigrant adaptation. Within this larger topic, we will also discuss internal migration and urbanization; the relationship between gender and migration; the spatial distribution of immigrants within the United States, immigrant communities, and ethnic enclaves; and the undocumented population in the United States.
Taught by: Flippen
Course not offered every year
Also Offered As: DEMG 677, SOCI 377
Activity: Seminar
1.0 Course Unit

**SOCI 707 Second-Year Research Seminar I**
This course is intended to hone the skills and judgment in order to conduct independent research in sociology and demography. We will discuss the selection of intellectually strategic research questions and practical research designs. Students will get experience with proposal writing, the process of editing successive drafts of manuscripts, and the oral presentation of work in progress as well as finished research projects. The course is designed to be the context in which master’s papers and second year research papers are written. This is a required course for second year graduate students in Demography. Others interested in enrolling in only one of the courses may do so with the permission of the Chair of the Graduate Group in Demography.
Course usually offered in fall term
Also Offered As: DEMG 707
Activity: Seminar
1.0 Course Unit

**SOCI 708 Seminar: Demographic Research II**
Demography 708 is the second part of a two-course sequence designed to introduce and familiarize second year students with current norms for academic research, presentation and publishing in the field of Demography. In Demg708 students are expected to finalize the analyses and to complete their second year research paper. This is a required course for second year demography students. Others interested in enrolling in the course may do so with the permission of the Chair of the Graduate Group in Demography.
Course usually offered in spring term
Also Offered As: DEMG 708
Activity: Seminar
1.0 Course Unit
SOCI 731 Advanced Demographic Methods
This course considers a variety of procedures for measuring and modeling demographic processes. We will consider both deterministic (drawn from classic demographic methods, stable population theory, and the like) and stochastic (drawn from statistics) perspectives and methods, including their integration. Pre-requisites: DEMG 609 and SOCI 536 (or its equivalent).
Taught by: Smith
Course not offered every year
Prerequisite: DEMG 609 AND SOCI 536
Activity: Seminar
1.0 Course Unit

SOCI 796 Demographic, Economic, and Social Interrelations
The course investigates economic and social determinants of fertility, mortality, and migration, and it discusses the effects of population variables on economic and social conditions, including economic and social development. Topics discussed in the course include: How do economic changes affect marriage, divorce, and child bearing decisions? How do households make decisions about transfers and requests? How can economic and sociological approaches be combined in explanatory models of demography change? How does immigration to the US affect the ethnic composition of the population, the earnings of native workers, taxes on natives, and the macro-economy? What causes the aging of populations, and how will population aging affect the economies of industrial nations, and in particular, pension programs like Social Security? What accounts for the rise in women’s participation in the wage labor force over the past century? How are family composition and poverty interrelated? Does rapid population growth slow economic development with low income countries? In addition to these topics, the course also covers selected methods not included in DEMG/ SOCI 535/536 and 609
Taught by: Madden, Kohler
Course not offered every year
Also Offered As: DEMG 796
Activity: Lecture
1.0 Course Unit

SOCI 881 The Performance Society: Readings in Social and Media Theories
Social action has a performative character - people act as if on a stage in response to audience expectations, whether offline or online. This seminar traces the history of this line of critical thought from Weber and Bakhtin through Goffman and Victor Turner to contemporary authors such as Judith Butler, Byung-Chul Han, Jon McKenzie, and Charles Tilly. Special attention will be devoted to the relationship between media and performance, examined through recent work by media scholars and sociologists such as Ben Agger, Jeffrey Alexander, Jeffrey Berry, Danah Boyd, Alice Marwick, and Sarah Sobieraj. A central issue concerns the will to perform. Why are individuals in modern society compelled to perform? What are the manifestations and forms of performance in institutional and non-institutional politics (such as revolutions and social movements)? How are performances related to emotion? How do the internet and digital media shape the forms and meanings of performance? What are the consequences of the performance imperative? A term paper is required.
Taught by: Yang G
Course not offered every year
Also Offered As: COMM 881
Activity: Seminar
1.0 Course Unit
SAST 002 The City in South Asia
This interdisciplinary social science course examines key topics, themes, and analytic methods in the study of South Asia by focusing on significant South Asian cities. With one-fifth of the world's population, South Asia and its urban centers are playing an increasingly important role in recent global economic transformations, resulting in fundamental changes within both the subcontinent and the larger world. Drawing primarily on ethnographic studies of South Asia in the context of rapid historical change, the course also incorporates research drawn from urban studies, architecture, political science, and history, as well as fiction and film. Topics include globalization and new economic dynamics in South Asia; the formation of a new urban middle class; consumption and consumer culture; urban political formations, democratic institutions, and practices; criminality & the underworld; population growth, changes in the built environment, and demographic shifts; everyday life in South Asia and ethnic, cultural, and linguistic identities, differences, and violence in South Asia's urban environments. This is an introductory level course appropriate for students with no background in South Asia or for those seeking to better understand South Asia's urban environments in the context of recent globalization and rapid historical changes. No prerequisites. Fulfills College sector requirement in Society and foundational approach in Cross-Cultural Analysis.
For BA Students: Society Sector
Taught by: Mitchell
One-term course offered either term
Also Offered As: ANTH 107, URBS 122
Activity: Lecture
1.0 Course Unit

SAST 003 History, Culture, and Religion in Early India
This course surveys the culture, religion and history of India from 2500 BCE to 1200 CE. The course examines the major cultural, religious and social factors that shaped the course of early Indian history. The following themes will be covered: the rise and fall of Harappan civilization, the 'Aryan Invasion' and Vedic India, the rise of cities, states and the religions of Buddhism and Jainism, the historical context of the growth of classical Hinduism, including the Mahabharata, Ramayana and the development of the theistic temple cults of Saivism and Vaisnavism, processes of medieval agrarian expansion and cultic incorporation as well as the spread of early Indian cultural ideas in Southeast Asia. In addition to assigned secondary readings students will read select primary sources on the history of religion and culture of early India, including Vedic and Buddhist texts, Puranas and medieval temple inscriptions. Major objectives of the course will be to draw attention to India's early cultural and religious past and to assess contemporary concerns and ideologies in influencing our understanding and representation of that past.
For BA Students: History and Tradition Sector
Taught by: Ali
One-term course offered either term
Also Offered As: HIST 086, RELS 164
Activity: Lecture
1.0 Course Unit

SAST 004 India's Literature: Love, War, Wisdom and Humor
This course introduces students to the extraordinary quality of literary production during the past four millennia of South Asian civilization. We will read texts in translation from all parts of South Asia up to the sixteenth century. We will read selections from hymns, lyric poems, epics, wisdom literature, plays, political works, and religious texts.
For BA Students: Arts and Letters Sector
Taught by: Patel
One-term course offered either term
Also Offered As: COML 012
Activity: Lecture
1.0 Course Unit

SAST 005 Performing Arts in South Asia
This course is a survey of selected traditions of theater, music, and dance in India and surrounding regions. Topics include ritual practices, theater, classical dance, classical music, devotional music, regional genres, and contemporary popular musics. Readings and lectures are supplemented by audio and visual materials and live performances. The aim of the course is to expose students to a variety of performance practices from this part of the world and to situate the performing arts in their social and cultural contexts. The course has no prerequisites.
For BA Students: Arts and Letters Sector
Taught by: Soneji
One-term course offered either term
Activity: Lecture
1.0 Course Unit

SAST 006 Hindu Mythology
Premodern India produced some of the world's greatest myths and stories: tales of gods, goddesses, heroes, princesses, kings and lovers that continue to capture the imaginations of millions of readers and hearers. In this course, we will look closely at some of these stories especially as found in Purana-s, great compendia composed in Sanskrit, including the chief stories of the central gods of Hinduism: Visnu, Siva, and the Goddess. We will also consider the relationship between these texts and the earlier myths of the Vedas and the Indian Epics, the diversity of the narrative and mythic materials within and across different texts, and the re-imagining of these stories in the modern world.
For BA Students: Arts and Letters Sector
Taught by: Patel
One-term course offered either term
Also Offered As: COML 006, RELS 066
Activity: Lecture
1.0 Course Unit
SAST 007 Introduction to Modern South Asian Literatures
This course will provide a wide-ranging introduction to the literatures of South Asia from roughly 1500 to the present, as well as an exploration of their histories and impact on South Asian society today. How are literary movements and individual works - along with the attitudes towards religion, society, and culture associated with them - still influential in literature, film, and popular culture? How have writers across time and language engaged with questions of caste, gender, and identity? We will read from the rich archive of South Asian writing in translation - from languages that include Braj, Urdu, Bangla, and Tamil - to consider how these literatures depict their own society while continuing to resonate across time and space. Topics of discussion will include the Bhakti poetries of personal devotion, the literature of Dalits - formerly referred to as the Untouchables - and the ways in which literature addresses contemporary political and social problems. Students will leave this course with a sense of the contours of the literatures of South Asia as well as ways of exploring the role of these literatures in the larger world. No prior knowledge of South Asia is required; this course fulfills the cross-cultural analysis requirement.
For BA Students: Arts and Letters Sector
Taught by: Goulding
One-term course offered either term
Also Offered As: COML 013
Activity: Seminar
1.0 Course Unit

SAST 008 India: Culture and Society
What makes India INDIA? Religion and Philosophy? Architectural splendor? Kingdoms? Caste? The position of women? This course will introduce students to India by studying a range of social and cultural institutions that have historically assumed to be definitive India. Through primary texts, novels and historical sociological analysis, we will ask how these institutions have been reproduced and transformed, and assess their significance for contemporary India.
For BA Students: Humanities and Social Science S
Taught by: Sreenivasan
One-term course offered either term
Also Offered As: HIST 085, RELS 068
Activity: Lecture
1.0 Course Unit

SAST 009 Introduction to Hinduism
This course introduces students to the history, texts, philosophies and rituals of South Asia’s oldest living religious traditions, represented today by the term ‘Hinduism’. At the same time, it problematizes the idea of a monolithic ‘Hindu Tradition’, in favor of an approach that recognizes several distinct, dynamic, yet symbiotic Hindu religious cultures. The course also places emphasis on the vitality of today’s Hinduism(s), and the various historical, ritual, cultural, and social contexts that they represent and constitute. The course is organized around six modules: (1) Issues in the Academic Study of Hinduism; (2) Sanskrit (textual) tradition; (3) Philosophy; (4) Theology; (5) Ritual; and (6) Modernity and Contemporary Politics.
Taught by: Soneji
One-term course offered either term
Also Offered As: RELS 163
Activity: Lecture
1.0 Course Unit

SAST 012 Spices, Gunpowder, and Pagodas: A History of Southeast Asia
This undergraduate course introduces students to the history of Southeast Asia from the earliest centuries of the Common Era to 1950. It introduces students to Southeast Asia as religion, constituent historical societies of the region, and to the major academic literature and debates pertaining to the historical development of Southeast Asian societies and the region. Key themes explored include the origins and character of early civilizations, ideas and ideology about power and prowess, material culture, the transformation of ethnic, class, and gender relations, the impact of the arrival of world religions and early European expansion, and the nature of indigenous responses to the diffusion of new beliefs and ideas and intercultural contact.
Taught by: Sevea
Course not offered every year
Activity: Lecture
1.0 Course Unit

SAST 050 Introduction to Indian Philosophy
This course will take the student through the major topics of Indian philosophy by first introducing the fundamental concepts and terms that are necessary for a deeper understanding of themes that pervade the philosophical literature of India – arguments for and against the existence of God, for example, the ontological status of external objects, the means of valid knowledge, standards of proof, the discourse on the aims of life. The readings will emphasize classical Hindu, Buddhist, and Jain philosophical articulations (from 700 B.C.E to 16th century CE) but we will also supplement our study of these materials with contemporary or relatively recent philosophical writings in modern India.
For BA Students: History and Tradition Sector
Taught by: Patel
One-term course offered either term
Also Offered As: PHIL 050, RELS 155, SAST 603
Activity: Lecture
1.0 Course Unit

SAST 054 Religion and Resistance in South Asia
In this course, we focus on various medieval and contemporary devotional forms of Hinduism, Buddhism and Islam in South Asia. Several definitions try to tie the idea of devotion to classicism and traditionalism with a set of conservative ideas. However, this course introduces the students to a diverse and pluralistic understanding of Hinduism, Buddhism and Islam that also has a history of resistance and protest beginning with poets such as Kabir and others from the Bhakti movement, and Sufi devotional contexts in South Asia. We read about the histories of these rebellious poets and their interventions into the traditional practices of devotion. We also discuss about how these medieval trends find their way into contemporary times enriching the discourses of Dalit, Muslim and Feminist movements.
Taught by: Mohammad
Course not offered every year
Also Offered As: SAST 554
Activity: Seminar
1.0 Course Unit
SAST 057 Planning to be Off-shore?
Freshman Seminar. In this course we will trace the economic development of India from 1947 to the present. Independent India started out as a centrally planned economy in 1949 but in 1991 decided to reduce its public sector and allow, indeed encourage, foreign investors to come in. The Planning Commission of India still exists but has lost much of its power. Many in the U.S. complain of American jobs draining off to India, call centers in India taking care of American customer complaints, American patient histories being documented in India, etc. At the same time, the U.S. government encourages highly trained Indians to be in the U.S. Students are expected to write four one-page response papers and one final paper. Twenty percent of the final grade will be based on class participation, 20 percent on the four response papers and 60 percent on the final paper.
Taught by: Gangulee
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

SAST 058 Freshman Seminar
This interdisciplinary course introduces students to qualitative research methods and frameworks in the social sciences and humanities. The goals of the semester will be for each student to develop their own research proposal for a specific project that they could imagine pursuing over the summer or later in their undergraduate career, and to develop a web-based exhibit of one Penn-based research collection of interest. Students will be introduced to a range of textual, archival and media collections and databases available at Penn, with particular attention to South Asia and other specific regions of interest to course participants. The class will visit the Penn Museum object collections and archives, the Art library, the Kislak Center for Rare Books and Manuscripts, Film Archives, and other special collections on campus, and meet with a representative from the Center for Undergraduate Research Funding (CURF). Students will learn how to frame an effective research question, situate it in relation to existing research, select the most appropriate methods for addressing the question, and develop an effective research plan. Each week students will be introduced to a new set of frameworks for analysis, see specific examples of their application drawn from anthropological, historical, and related scholarship and have opportunities to practice applying and evaluating the strengths and weaknesses of specific methodological tools. Students will also have the opportunity to identify sources of funding for summer research projects and prepare applications for these opportunities as part of the course.

The course is ideal as an introduction to both the excellent libraries and research collections housed at Penn, and to a wide range of intellectual frameworks for engaging with these collections - a great way to kick off your undergraduate experience at Penn! Prerequisite: Topic varies by semester, see subtitle and Professor.
Taught by: Mitchell
Course not offered every year
Also Offered As: ANTH 058
Activity: Seminar
1.0 Course Unit
Notes: Topic varies by semester, see subtitle and Professor

Sugar and Spices. Tea and Coffee. Opium and Cocaine. Hop aboard the Indian Ocean dhows, Chinese junks, Dutch schooners, and British and American clipper ships that made possible the rise of global capitalism, new colonial relationships, and the intensified forms of cultural change. How have the desires to possess and consume particular commodities shaped cultures and the course of modern history? This class introduces students to the cultural history of the modern world through an interdisciplinary analysis of connections between East and West, South and North. Following the circulation of commodities and the development of modern capitalism, the course examines the impact of global exchange on interactions and relationships between regions, nations, cultures, and peoples and the influences on cultural practices and meanings. The role of slavery and labor migrations, colonial and imperial relations, and struggles for economic and political independence are also considered. From the role of spices in the formation of European joint stock companies circa 1600 to the contemporary cocaine trade, the course's use of both original primary sources and secondary readings written by historians and anthropologists will enable particular attention to the ways that global trade has impacted social, cultural, and political formations and practices throughout the world.
For BA Students: Humanities and Social Science S
One-term course offered either term
Also Offered As: ANTH 063
Activity: Lecture
1.0 Course Unit

SAST 104 BeginningTabla I
An introduction to the tabla, the premier drum of north Indian and Pakistani classical music traditions.
Taught by: Bhatti
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

SAST 105 BeginningTabla II
A continuation ofTabla I, also open to beginning students.
Taught by: Bhatti
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
SAST 107 Beginning Sitar II
This is the second semester of a performance course in the North Indian sitar. Students who have not taken the first semester but play any musical instrument are permitted to join. Principles of composition and improvisation will be explored in practice and supplemented by readings and listening. The class gives a group performance at the end of the semester.
Taught by: Bhatti
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

SAST 108 Intermediate Sitar I
This is a performance course open to students who have completed both semesters of Beginning Sitar, or to others by permission from the instructor. Students will work with right and left-hand techniques, study three ragas in depth, learn the contours of several other ragas, and work with concepts of tala, composition, and improvisation. Assigned readings and listenings will complement the performed material. A group performance will be given at the end of the semester.
Taught by: Bhatti
One-term course offered either term
Activity: Lecture
1.0 Course Unit

SAST 109 Intermediate Sitar II
This is a continuation of an intermediate performance course in the North Indian sitar. It is open to students by permission of the instructor. Students who play other instruments and have had at least a beginning level of training in Hindustani music may also join, with the permission of the instructor.
Taught by: Miner
Course usually offered in spring term
Also Offered As: MUSC 162
Activity: Lecture
1.0 Course Unit

SAST 110 Media and South Asia
This course examines the historical development of media institutions across the Indian subcontinent, and how media texts have helped to shape post-colonial national/cultural/religious/social identities, nationalism, and geopolitical relations. The course looks at how the post-colonial State in South Asia (India, Pakistan, Bangladesh, Nepal, Bhutan, and Sri Lanka) has interacted with media industries, and the implications of this interaction.
Taught by: Balaji
One-term course offered either term
Also Offered As: COMM 214
Activity: Lecture
1.0 Course Unit

SAST 112 Religion and Cinema in India
This seminar examines key themes in the study of religion and Indian cinema. The aim of the seminar is to foreground discussions of performativity, visual culture, representation, and politics in the study of modern South Asian religions. Themes include mythological cinema, gender and sexuality, censorship and the state, and communalism and secularism. The films we will be deploying as case studies will be limited to those produced in Hindi, Telugu and Tamil (the three largest cinema cultures of India). No knowledge of any South Asian language is needed for this course however.
Taught by: Soneji
Course not offered every year
Also Offered As: CIMS 113, RELS 118
Activity: Lecture
1.0 Course Unit

SAST 113 Asian American Communities
Who is Asian American and how and where do we recognize Asian America? This interdisciplinary course explores the multiple factors that define Asian American identity and community. In order to provide a sketch of the multifaceted experience of this growing minority group, we will discuss a wide variety of texts from scholarly, artistic, and popular (film, cinematic) sources that mark key moments in the cultural history of Asia America. The course will address major themes of community life including migration history, Asian American as model minority, race, class, and transnational scope of Asian America. In combination with the readings, this class will foster and promote independent research based on site visits to various Asian American communities in Philadelphia and will host community leaders as guest lecturers.
Taught by: Khan
One-term course offered either term
Also Offered As: ASAM 104, URBS 207
Activity: Lecture
1.0 Course Unit

SAST 116 Music Cultures of North India and Pakistan
A great variety of song and instrumental genres have thrived in the Hindu and Muslim milieus of North India and Pakistan. In this course we examine a selection of urban and rural musics, such as instrumental music in Baluchistan, qawwali in Delhi, the garba of Gujarat, ballad singing of Rajasthan and the urban music of Calcutta. We will explore the sounds, poetry, historical, and social contexts of chosen genres and trace aspects of continuity and adaptation in the changing environment of contemporary South Asia. Readings are supplemented by audio-visual material and live performances.
Taught by: Soneji
Course not offered every year
Activity: Lecture
1.0 Course Unit
SAST 120 Literature of the South Asian City: Space, Culture, Politics
The South Asian city as a way of organizing space and social relations, as a symbol, as a memories the subject of this course. Through primarily, though by no means exclusively, readings of literature in translation, we will gain a sense for the history of the city and the ways in which it is a setting for protest and nostalgia, social transformation and solitary flaneurie. We will see reflections of the city in poetry recited in its homes, detective novels sold in its train stations, stories scribbled in its cafes, plays staged in its theaters, and films produced in its backlots. Readings will attempt to address urban spaces across South Asia, and will include works by writers such as Mirza Ghalib, Rabindranath Tagore, Saadat Hasan Manto, and Vijay Tendulkar. We will examine these works in the context of secondary readings, including histories and ethnological works that take up life in the modern city. Students will finish this course prepared to pursue projects dealing with the urban from multiple disciplinary perspectives. This course is suitable for anyone interested in the culture, society, or literature of South Asia, and assumes no background in South Asian languages.
Taught by: Goulding
One-term course offered either term
Also Offered As: COML 114, URBS 120
Activity: Lecture
1.0 Course Unit

SAST 124 Narrative Across Cultures
The purpose of this course is to present a variety of narrative genres and to discuss and illustrate the modes whereby they can be analyzed. We will be looking at shorter types of narrative: short stories, novellas, and fables, and also some extracts from longer works such as autobiographies. While some works will come from the Anglo-American tradition, a larger number will be selected from European and non-Western cultural traditions and from earlier time-periods. The course will thus offer ample opportunity for the exploration of the translation of cultural values in a comparative perspective.
Taught by: Loomba
One-term course offered either term
Also Offered As: COML 125, ENGL 103, NELC 180, THAR 105
Activity: Lecture
1.0 Course Unit

SAST 139 Introduction to Islam
This course is an introduction to Islam as a religion as it exists in societies of the past as well as the present. It explores the many ways in which Muslims have interpreted and put into practice the prophetic message of Muhammad through historical and social analyses of varying theological, philosophical, legal, political, mystical and literary writings, as well as through visual art and music. The aim of the course is to develop a framework for explaining the sources and symbols through which specific experiences and understandings have been signified as Islamic, both by Muslims and by other peoples with whom they have come into contact, with particular emphasis given to issues of gender, religious violence and changes in beliefs and behaviors which have special relevance for contemporary society.
Taught by: Elias
One-term course offered either term
Also Offered As: NELC 136, RELS 143
Activity: Lecture
1.0 Course Unit

SAST 142 Introduction to Buddhism
This course seeks to introduce students to the diversity of doctrines held and practices performed by Buddhists in Asia. By focusing on how specific beliefs and practices are tied to particular locations and particular times, we will be able to explore in detail the religious institutions, artistic, architectural, and musical traditions, textual production and legal and doctrinal developments of Buddhism over time and within its socio-historical context. Religion is never divorced from its place and its time. Furthermore, by geographically and historically grounding the study of these religions we will be able to examine how their individual ethic, cosmological and soteriological systems effect local history, economics, politics, and material culture. We will concentrate first on the person of the Buddha, his many biographies and how he has been followed and worshipped in a variety of ways from Lhasa, Tibet to Phrae, Thailand. From there we touch on the foundational teachings of the Buddha with an eye to how they have evolved and transformed over time. Finally, we focus on the practice of Buddhist ritual, magic and ethics in monasteries and among aliy communities in Asia and even in the West. This section will confront the way Buddhists have thought of issues such as ‘Just-War,’ Women’s Rights and Abortion. While no one quarter course could provide a detailed presentation of the beliefs and practices of Buddhism, my hope is that we will be able to look closely at certain aspects of these religions by focusing on how they are practiced in places like Nara, Japan or Vietnam, Laos.
Taught by: McDaniel
One-term course offered either term
Also Offered As: EALC 015, RELS 173
Activity: Lecture
1.0 Course Unit

SAST 144 Modern Islam and Poetry
This course focuses on a basic question: How and why a modern poem turns into a narrative device to debate contemporary Islamic discourses? We begin exploring this question by taking note of how a 12th-century Persian poet Rumi became - as described by Time magazine - ‘the best-selling poet in the US today,’ and then introduces students to poems and various social, cultural and religious moments that were key in the making of modern Islam. Although the course primarily emphasizes the study of poetry produced and circulated among various Muslim communities worldwide, it also covers covers a diverse set of secondary readings from the field of religious studies, anthropology and literature to outline more clearly the contours of contemporary Islam. Readings begin with internationally famous Rumi and then include poets emerging from Arabic, Persian, Urdu, and several vernacular literary cultures in both Muslim and non-Muslim countries.
Course not offered every year
Activity: Seminar
1.0 Course Unit
SAST 146 Islam in Modern World
This course key issues facing Muslims in the modern world with an emphasis on gaining an understanding of how Muslims view themselves and the world in which they live. Beginning with a discussion of the impact of colonialism, we will examine Islamic ideas and trends from the late colonial period until the present. Readings include religious, political and literary writings by important Muslim figures and focus on pressing issues in the Islamic world an beyond: the place of religion in modern national politics; the changing status of women; constructions of sexuality (including masculinity); pressing issues in bioethics; Islam, race and immigration in America; the role of violence; and the manifestations of religion in popular culture.
For BA Students: Humanities and Social Science S
Taught by: Elias
Course usually offered in spring term
Also Offered As: NELC 184, RELS 146
Activity: Lecture
1.0 Course Unit

SAST 147 Love, Sex & Power
This course explores the ways in which some of the biggest issues in human life are dealt with across religious traditions. Beginning with important questions of sexual identity, politics, religion and the individual in contemporary life, we will examine questions of eroticism, sex and love as they are reflected in religious literature, art and history. The concept of divine love and religious devotion will be explored in relation to acts of violence, including human sacrifice and self-sacrifice in the form of martyrdom seen in pre-modern concepts of saintly martyrdom and religious chivalry as well as the religious legitimacy of modern self-sacrifice of soldiers in war and terrorist suicides. The course focuses in particular on examples drawn from Christianity, Hinduism, Islam and Mesoamerican Religion, although discussions of contemporary issues will be conducted with a broader sweep. Important questions considered in this course include: how does the body function as the locus in which religion is enacted? What is the conflict between our agency over our bodies and socio-religious claims over the individual? Is violence an integral part of religion? What are religious understandings of the relationship between love and sex? How can a human being love gods erotically?
Taught by: Elias, J
Also Offered As: RELS 069
Activity: Lecture
1.0 Course Unit

SAST 169 Merchants, Saints, Slaves and Sojourners: the Worlds of the Indian Ocean
Do oceans serve to divide and demarcate distinct cultures and regions? Or do they facilitate exchange, connection and cosmopolitanism? This course will explore the manner in which the Indian Ocean has played both roles throughout history, and how the nature of those divisions and connections has changed over time from the ancient to the modern world. We will reconstruct the intertwined mercantile, religious and kinship networks that spanned the Indian Ocean world, across the Middle East, East Africa, South Asia, Southeast Asia and China, illuminating the histories of Hinduism, Buddhism and Islam, while also considering the role of successive imperial political formations, from Rome to Britain. Throughout the semester we will seek to understand the Indian Ocean through the people who lived and worked in its milieu - from consuls and military commanders, to traders, brokers, sailors, prisoners and slaves. Course materials will draw on a variety of disciplines (anthropology, archaeology, material culture, religious studies) to construct the cultural, economic, and environmental history of the Indian Ocean.
Taught by: Petrie
Course not offered every year
Also Offered As: ANTH 169, NELC 189
Activity: Seminar
1.0 Course Unit

SAST 166 The Asian Caribbean
This course complicates prevailing understandings of the Caribbean and extends the boundaries of Asian America by exploring the histories, experiences, and contributions of Asians in the Caribbean. In particular, we will focus on the migrations of Chinese and Indian individuals to Cuba, Trinidad, and Guyana as well as how their descendants are immigrating to the United States. We will examine the legal and social debates surrounding their labor in the 19th century, how they participated in the decolonization of the region, and how their migration to the United States complicates our understandings of ethnicity and race. Ultimately, through our comparative race approach, we will appreciate that the Caribbean is more than the Black Caribbean, it is also the Asian Caribbean.
Taught by: Pillai
Course usually offered in spring term
Also Offered As: ASAM 165, GSWS 165
Activity: Lecture
1.0 Course Unit

SAST 170 Asian American Psychology
Using a cultural perspective, this course is intended to provide knowledge of Asian American personality, identity, and its relationship to mental well being; analyze psycho-social research pertinent to Asian Americans; and develop critical thinking skills on Asian American issues through experiential learning/discussions.
Taught by: Kumar, M
Course not offered every year
Also Offered As: ASAM 170
Activity: Seminar
1.0 Course Unit

SAST 171 Devotion’s New Market: Religion, Economics, and the City
This graduate and undergraduate level course introduces students to the new forms of devotion as circulated in various urban centers in South Asia with a focus on growing market economy and urbanization. This course will particularly discuss case studies of how different modes of Hinduism, Islam, Christianity and other minor religions operate in an urbanized middle-class and educated communities. We will read theoretical and ethnographical works of contemporary research in religious studies and anthropology that deal with the questions of modernity, reformism and economic developmentalism. Throughout the semester, we focus on 1) how does religious forms such as sainthood practices, private and public rituals, narrative modes and everyday life evolve in the background of growing politics of development; 2) we discuss the tensions between classical notions of devotion and their new transformations in the city life, and finally 3) theoretically, we analyze concepts such as reformism, fundamentalism, recent discourses on identity politics and gender implications as connected to urban religious life.
Taught by: Mohammad
Course not offered every year
Also Offered As: SAST 571
Activity: Seminar
1.0 Course Unit
SAST 180 Asian American Food
You are what you eat. Asian American Food explores the history, politics, and ethnic identity of food through a cultural lens. Growing food, eating, and sharing meals serve as intimate expressions of self and community. By examining the production and consumption of food, the course investigates the ways that Asian Americans navigate traditions, gender norms, religious dietary laws, food habits, and employment as they create lives in the United States. The course overviews the history of Asian American foodways, but has a particular focus on Philadelphia’s Asian American communities.
Taught by: Khan, F
Course usually offered in spring term
Also Offered As: ASAM 180, URBS 180
Activity: Seminar
1.0 Course Unit

SAST 189 Islam and the West
How did Muslims and modern South Asia interact with the West? What Islamic idioms, orientations and movements emerged in the nineteenth and twentieth centuries? Was South Asia a prominent global center of Islam? What kinds of Islamic educational institutions developed in modern South Asia? How did Muslims appropriate technologies? What materials were printed by Muslims? Were Muslims part of the British army? What was jihad in modernity? How did Muslim ‘modernists’ and ‘traditionalists’ respond to the challenges of colonialism and modernity? What was the nature of Sufism in modern South Asia? What was the nature of political Islam in South Asia? How did some Muslims demand a Muslim State? What was the Partition? How has Muslim history been remembered in Bangladesh, India and Pakistan? This is an introductory course, and aims to introduce students to a facet of the long history of Islam, Muslims, and the West.
Taught by: Sevea
Course not offered every year
Also Offered As: RELS 189, SAST 589
Activity: Seminar
1.0 Course Unit

SAST 190 Silk Road: From the Mediterranean to the Pacific
A journey along the overland and sea routes that connected China, India, Iran, and Rome from 200-1000 CE and served as conduits for cultural exchange. Precursor and successor routes will also be taken into consideration. The lives of merchants, envoys, pilgrims, and travelers interacting in cosmopolitan communities will be examined. Exploration of long-known and newly discovered archaeological ruins, along with primary sources in translation, will be studied.
Taught by: Mair
Also Offered As: EALC 190, EALC 590, SAST 590
Activity: Lecture
1.0 Course Unit

SAST 199 Independent Study
Directed Study for Undergraduates
One-term course offered either term
Activity: Independent Study
0.5 Course Units

SAST 200 Introduction to Art in South Asia
This course is a survey of sculpture, painting and architecture in the Indian sub-continent from 2300 B.C., touching on the present. It attempts to explore the role of tradition in the broader history of art in India, but not to see India as ‘traditional’ or unchanging. The Indian sub-continent is the source for multi-cultural civilizations that have lasted and evolved for several thousand years. Its art is as rich and complex as that of Europe, and as diverse. This course attempts to introduce the full range of artistic production in India in relation to the multiple strands that have made the cultural fabric of the sub-continent so rich and long lasting.
For BA Students: Arts and Letters Sector
Course not offered every year
Also Offered As: ARTH 104, SAST 500, VLST 234
Activity: Lecture
1.0 Course Unit

SAST 208 Doing Research: Qualitative Methods and Research Design
This interdisciplinary course introduces students to qualitative research methods and frameworks in the social sciences and humanities. Students will learn how to frame an effective research question, situate it in relation to existing research, select the most appropriate methods for addressing the question, and develop an effective research plan. Each week students will be introduced to a new set of frameworks for analysis, see specific examples of their application drawn from anthropological, historical, and related scholarship and have opportunities to practice applying and evaluating the strengths and weaknesses of specific methodological tools. The goals of the semester will be for each student to develop their own research proposal for a specific project. Students will be introduced to a range of textual, archival and media collections and databases available at Penn, with particular attention to South Asia and other specific regions of interest to course participants. Students will have the opportunity to identify sources of funding for summer and/or thesis research projects, and submit applications for these opportunities as part of the course. The course is ideal for students considering summer research, an undergraduate thesis, or an application to the Fulbright or other research program. It may be taken by itself as a freestanding course, or may be sequenced with SAST 209, Writing Research, the following fall semester.
Taught by: Mitchell
Course not offered every year
Also Offered As: ANTH 201, SAST 508
Activity: Seminar
1.0 Course Unit

SAST 215 Asian American Gender and Sexualities
This course explores the intersection of gender, sexuality, and race in Asian America. Through interdisciplinary and cultural texts, students will consider how Asian American gender and sexualities are constructed in relation to racism while learning theories on and methods to study gender, sex, and race. We will discuss masculinities, femininities, race-conscious feminisms, LGBTQ+ identities, interracial and intraracial relationships, and kinship structures.
Taught by: Rupa Pillai
Course usually offered in spring term
Also Offered As: ASAM 215, GSWS 215
Activity: Seminar
1.0 Course Unit
SAST 217 CU In India - Topics Course
C.U. in India is a hybrid, domestic/overseas course series which provides students with the opportunity to have an applied learning and cultural experience in India or South East Asia where students participate in 1) 28 classroom hours in the Fall term 2) a 12-day trip to India or South East Asia with the instructor during the winter break visiting key sites and conducting original research (sites vary) 3) 28 classroom hours at Penn in the Spring term and 4) a research paper, due at the end of the Spring term. Course enrollment is limited to students admitted to the program. For more information and the program application go to http://sites.sas.upenn.edu/cuinindia This is a 2-CU yearlong course DEADLINE TO REGISTER IS MARCH 31st
Two terms. student must enter first term.
Also Offered As: ARTH 317, COML 216, GSWS 217, SAST 517
Activity: Seminar
1.0 Course Unit

SAST 218 Media and Culture in Contemporary Iran
This course offers a comprehensive introduction to the culture and media of modern Iran, with a critical perspective on issues such as identity formation, ethnicity, race, and nation-building. It focuses on how these issues relate to various aspects of modern Iranian culture--such as religion, gender, sexuality, war, and migration--through the lens of media, cinema, and literature.
Taught by: Esmaeili
One-term course offered either term
Activity: Seminar
1.0 Course Unit

SAST 220 Creating New Worlds: The Modern Indian Novel
Lonely bureaucrats and love-struck students, Bollywood stars and wayward revolutionaries: this course introduces students to the worlds of the Indian novel. From the moment of its emergence in the 19th century, the novel in India grappled with issues of class and caste, colonialism and its aftermath, gender, and the family. Although the novel has a historical origin in early modern Europe, it developed as a unique form in colonial and post-colonial India, influenced by local literary and folk genres. How did the novel in India--and in its successor states after 1947--transform and shift in order to depict its world? How are novels shaped by the many languages in which they are written, including English? And how do we, as readers, engage with the Indian novel in its diversity? This course surveys works major and minor from the past 200 years of novel-writing in India--with surveys both into predecessors of the Indian novel and parallel forms such as the short story. Readings will include works in translation from languages such as Hindi, Bangla, Urdu, Telugu, and Malayalam, as well as works written originally in English. Students will leave this course with an understanding of the Indian novel, along with the social conditions underlaying it, especially those relating to caste and gender.
Taught by: Goulding
Course not offered every year
Also Offered As: COML 221
Activity: Seminar
1.0 Course Unit

SAST 221 Asian American Women: Nation, Self and Identity
This course examines the literary constructions of Asian American Women's identity in relation to the U.S. nation state. How have the figures of the tiger mother, the Asian nerd, the rice queen, the trafficked woman, the geisha, the war bride, emerged to represent Asian American women, and how have Asian American feminists responded to these problematic racial stereotypes? How does the scholarship on such racialized representations illuminate historical and contemporary configurations of gender, sexuality, race, class, nation, citizenship, migration, empire, war, neoliberalism and globalization as they relate to the lives of Asian American women? In exploring these questions, this course examines Asian American histories, bodies, identities, diasporic communities, representations, and politics through multi- and interdisciplinary approaches, including social science research, literature, popular representations, film, poetry and art.
Taught by: Roy
Course usually offered in spring term
Also Offered As: ASAM 220, GSWS 220
Activity: Seminar
1.0 Course Unit

SAST 245 Eastern Christianities
The history of Christianity is often told from the perspective of its spread westward from Israel to Rome. Yet, in the first millennium, there were more Christians living in the East, in places as far away as Persia, Yemen, India, China, and Mongolia, than in the West. Spread across the Asian continent, these Christians were actively involved in local and imperial politics, composed theological literature, and were deeply embedded in the cultural fabric of their host societies. This course traces the spread of Christianity eastward, paying particular attention to its regional developments, its negotiations with local political powers, and its contact with other religions, including Buddhism, Manichaeism, and Islam. Readings will cover a broad range of sources, including selections from classical Syriac literature, Mesopotamian magic bowls, the so-called 'Jesus Sutras,' and the Quran.
Taught by: Durmaz
Course not offered every year
Also Offered As: NELC 385, RELS 235
Activity: Lecture
1.0 Course Unit

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SAST 249 Re-enchanting Modernity: A Guide to Sufism in South Asia
This undergraduate level course introduces students to Sufism in modern South Asia, with a particular focus on how Muslim ‘mystics’ and their ‘mystical’ methods interacted with modernity, colonialism, technological developments and globalization. This course is divided into three parts. In the first part of the course, students are provided with an overview of the theological and historical background of the dominant expression of Islam that came to be identified as ‘Sufism’ or ‘Islamic mysticism’, the historical development of Sufi institutions and spaces in South Asia, and the historical emergence of South Asia as a prominent global center of Sufism. The second and main part of this course introduces students to a range of anthropological and historical works that are revelatory about how Sufi in modern South Asia were and remain intimately connected to modern political and technological developments. Providing students with an overview of Sufi re-enchantments of modernity from the 19th to 21st century, this section of the course focuses upon Sufi movements and masters who perpetuated or defended customary Islam through sophisticated appropriations of technologies and print networks, and negotiations with non-Muslim rulers and societies. Moreover, students will be introduced to anthropological and historical scholarship on religious worlds in modern South Asia that were and remain steeped in ‘customary Islam’ and Sufi performances and interpretations of Islam. These sources reveal how ‘mystical’ methods of performing Islam through ecstasy and spiritual restoration, and interpretations of dreams and visions, have regularly interacted with contemporaneous technologies. The third part of this course introduces students to the globalization of South Asian Sufism in North America, Europe and Southeast Asia. Herein, students will be encouraged to engage with anthropological and literary works pertaining to itinerant South Asian Sufi masters and their devotional cults, and introduced to active South Asian Sufi centers in Philadelphia.
Taught by: Sevea
Course not offered every year
Also Offered As: RELS 249
Activity: Seminar
1.0 Course Unit

SAST 250 History of Hinduism
This course will explore the history of the religion(s) designated by the term ‘Hinduism’ from their earliest articulations down to the rise of modern reforms in the nineteenth century. The study of Hinduism is perhaps unique among the scholarly traditions on world religions in that it has to date had no serious connected account of its historical development, as scholars have preferred to take structural, sociological, phenomenological, and doctrinal approaches to the religion. The course, after a brief review of scholarly approaches to Hinduism and their interpretive legacies, will seek to develop a historical sense of the religion through attention to shifts in liturgy, ritual, theology, doctrine, sacral kingship, and soteriology. The course will include the reading of primary sources relevant to understanding these changes as well as highlight both modern and premodern traditions of their interpretation. It will also consider and assess some of the key interpretive ideas in the study of Hinduism, including, Sanskritization, Great and Little Traditions, cult formation, regional and popular religious movements, and canon formation. There will also be sustained consideration of the question of religion and socio-political power as well as relations between Hinduism and other religions like Buddhism and Islam.
Taught by: Soneji
Course not offered every year
Also Offered As: RELS 251
Activity: Lecture
1.0 Course Unit

SAST 251 Muslim Sainthood Practices
This course aims at introducing various classical, popular and modern Muslim saints in South Asia. We will read the life stories of these saints and focus on their contribution to various religions in South Asia. We will read the life stories of these saints and focus on their contribution to various religions in South Asia. We will learn about the major concepts initiated and circulated by these saints and their distinctive ways of dealing with spiritual aspects. While focusing on the saints' practices, we also study the nature of the dialogue which addresses the questions such as pluralism, localism, and a new paradigm of spirituality that continually interacts with diverse modes of everyday life in South Asia. In order to understand their impact on visual and media cultures, we also watch two documentaries and compare these visual sources with sainthood literature and practices.
Taught by: Mohammad, M.A.
Course not offered every year
Also Offered As: SAST 551
Activity: Seminar
1.0 Course Unit

SAST 252 Music, Religion, Ritual in South and Southeast Asia
What role does music play in articulating religious identities and spaces? What is the importance of ritual musics as they persist and change in the modern world? How does music reflect and articulate religious ways of thinking and acting? In this course, we explore these and other questions about the interrelations between music, religion, and ritual in South and Southeast Asia. Focusing on India, Sri Lanka, Malaysia, and Indonesia, the course emphasizes musics from Hindu, Buddhist, Muslim and Christian traditions; nevertheless, it draws widely to touch upon sacred musics in Pakistan, Nepal, Burma, Thailand, Vietnam, and among some indigenous peoples in the region. Throughout, we explore ontologies of sound; sonic occurrences in religious structures, public processions, and pilgrimage sites; the construction of religion and ritual as ideas forged through colonial encounter and modern scholarship on religion; the politics of sacred sounds in today’s public spaces and contemporary media, such as television and online; and the surprising fluidity between popular and sacred musical genres.
Taught by: Sykes
Course not offered every year
Also Offered As: ANTH 242, MUSC 252
Activity: Lecture
1.0 Course Unit

SAST 261 A People's History of Pakistan
This course asks what Pakistan’s history would look like when told from the perspective of the most marginalized groups in the country. Such an approach would demand that we jettison state-centered narratives and geopolitical frameworks. Instead, the course prioritizes the ethical imperative to tell the history of a place by including the voices and experiences of its people. It explores questions about how the state might appear differently in such narratives, as also about the impact of colonialism on the nation-state and its oppressed. Over the semester, we will investigate the responses, resistances, and revolts of marginalized groups that are facing intensified and intersecting oppression in a global and national context of surveillance, militarization, and capitalist exploitation. This course explores these urgent questions about the forces shaping the global present through the histories of the region, women, peasants, displaced persons, labor, and students in Pakistan.
Taught by: Rajani
Also Offered As: HIST 261
Activity: Seminar
1.0 Course Unit
SAST 262 The Making of Medieval India
This course will provide an in-depth understanding of South Asia in what is often called its ‘medieval’ period—from the rise of the great temple kingdoms until the end of the Delhi Sultanate in the sixteenth century (c. 500 CE - c. 1500 CE). This millennium is arguably one of the most transformative in South Asia’s history, a period when many of its most distinctive social and cultural features evolved. The course will provide both an overview of the period as well as an introduction to major interpretations and types of sources (textual, visual, and archaeological). The focus throughout the course will be on the heterogeneous development of states, societies and cultures with special attention to long-term processes of transformation. One set of themes explored will be largely social and economic, focusing on the development of agrarian and peasant societies, aristocracies and intellectuals, as well as the role of mercantile, pastoralist, nomadic and forest-living groups. Another set of themes will explore cultural transformation, including the development, transformation and interaction of religious practices, the emergence of cosmopolitan and regional literary cultures, and the rise of distinctive urban, courtly, and rural world views. Special themes of discussion may include violence and manners, material cultures, religious conflict, devotional religion and gender relations.
Taught by: Ali
Course not offered every year
Also Offered As: SAST 562
Activity: Lecture
1.0 Course Unit

SAST 266 Modern Southeast Asia
This freshman-friendly course provides a broad introductory overview of modern Southeast Asia, surveying the region’s extraordinary diversity and ongoing social, economic, and political transformations. Centering on the nation-states that have emerged following the second World War, we will assess elements of Southeast Asian geography, history, language and literature, cosmologies, kinship systems, music, art and architecture, agriculture, industrialization and urbanization, politics, and economic change. We will remain particularly attentive to the ways Southeast Asians negotiate and contend with ongoing challenges with modernization, development, and globalization.
Taught by: Carruthers
Also Offered As: ANTH 255
Activity: Lecture
1.0 Course Unit

SAST 269 Migration and the Middle East
This reading and discussion-intensive seminar examines the phenomenon of migration into, out of, within, and across the Middle East and North Africa. We will focus on the period from the late nineteenth century to the present, and will emphasize the cultural (rather than economic) consequences of migration. Along the way we will trace connections between the Middle East and other regions— notably the Americas, sub-Saharan Africa, South Asia, the Caucasus, and Western Europe. Readings are interdisciplinary and include works of history, anthropology, sociology, medical research, literature, political science, geography, and human rights advocacy. As students develop final projects on topics of their choice, we will spend time throughout the semester discussing tactics for research and writing.
Taught by: Sharkey
Course not offered every year
Also Offered As: ASAM 239, NELC 239, NELC 539
Activity: Seminar
1.0 Course Unit
Notes: This is a topics course and will vary from year to year.

SAST 290 South Asians in the United States
This course investigates the everyday practices and customs of South Asians in America. Every immigrant group has its own history, customs, beliefs and values, making each unique while simultaneously a part of the ‘melting pot’ or salad bowl of American society. Yet how do people define themselves and their ethnicities living in a diasporic context? By taking into account the burgeoning South Asian American population as our model, this course will explore the basic themes surrounding the lives that immigrants are living in America, and more specifically the identity which the second generation, born and/or raised in American, is developing. South Asians in the U.S. will be divided thematically covering the topics of ethnicity, marriage, gender, religion, and pop culture. Reading and assignments will discuss a variety of issues and viewpoints that are a part of the fabric of South Asia, but will focus on the interpretation of such expressive culture in the United States.
Taught by: Khan
Course usually offered in fall term
Also Offered As: ASAM 160
Activity: Seminar
1.0 Course Unit

SAST 293 Caste & Class in South Asia
This course will explore the reality of caste and class in South Asian society, and the theories, classical and modern, that attempt to explain it. We shall survey a wide sweep of sources, from the earliest evidence for a division into caste-classes in the Rig-Veda to reports in modern media of caste-related social problems; from orthodox Hindu normative texts justifying and upholding a rigid hierarchical division of society to voices, in Sanskrit and in vernaculars, criticizing the caste system. Our goal is to gain a nuanced and many-sided insight into a deeply pervasive phenomenon that has shaped South Asian society, culture, and religion in general (Muslim, Sikh, and Christian castes) from ancient time up to the twentieth century.
Taught by: Sreenivasan
Course not offered every year
Also Offered As: SAST 593
Activity: Seminar
1.0 Course Unit

SAST 300 Directed Study
This course is required for all senior honors majors, and open to senior majors. Honors majors must, in addition, prepare a research paper.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
SAST 305 Spiegel-Wilks Seminar
Topic varies from semester to semester. For the Fall 2020 semester, the topic will be: Elijah Pierce’s America. Barnes Foundation Curatorial Seminar This Spiegel-Wilks Curatorial Seminar is offered in collaboration with the Barnes Foundation. Students will be provided with an immersion in curatorial and museum studies and will have the opportunity to interact with curators, scholars, and staff at Penn and the museum, including Executive Director and President Thom Collins, who will co-teach the course. The course syllabus will engage the permanent collection at the museum, where the course will meet weekly. As part of the course, students will also conduct research and contribute to the temporary exhibition opening at the Barnes Foundation that semester, which will feature the work of Elijah Pierce (1892-1984), a self-taught woodcarver whose handcrafted works reacted to life in 20th-century America. One of the first generations of African Americans born into freedom, his remarkable narratives depict religious parables, autobiographical scenes, episodes from American politics, and figures from popular culture.
Course not offered every year
Also Offered As: ARTH 305, ENGL 205
Activity: Seminar
1.0 Course Unit

SAST 312 20th Century South Asian Art
Topic varies. Spring 2015: Using resources of the Philadelphia Museum of Art’s exceptional collection, this workshop will explore India’s remarkable traditions of sculpture produced for singular narrative and iconic ends.
Taught by: Meister
Course usually offered in fall term
Also Offered As: ARTH 312
Activity: Seminar
1.0 Course Unit

SAST 324 Sanskrit Literature in Translation
This course will focus solely on the specific genres, themes, and aesthetics of Sanskrit literature (the hymn, the epic, the lyric, prose, drama, story literature, the sutra, etc.) and a study of the history and specific topics of Sanskrit poetics and dramaturgy. All readings will be in translation.
Taught by: Patel
Course not offered every year
Also Offered As: COML 324, COML 624, SAST 624
Activity: Seminar
1.0 Course Unit

SAST 334 A Survey of Sanskrit, Pakrit, and Classical Tamil Literature in Translation
This course will cover most of the genres of literature in South Asia’s classical languages through close readings of selections of primary texts in English translation. Special focus will be given to epics, drama, lyric poetry, satirical works, and religious literature.
Taught by: Patel
Course not offered every year
Also Offered As: COML 334, SAST 534
Activity: Seminar
1.0 Course Unit

SAST 400 Beginning Hindi-Urdu Online (Startalk)
This introductory, proficiency-based course covers the core content of first-year Hindi-Urdu. It is designed for students with little or no prior exposure to Hindi or Urdu. The course covers all four language skills (speaking, listening, reading, and writing), but there is a special focus on developing speaking and listening skills. Students will also develop literacy skills in one script of their choice (Hindi or Urdu script). All written materials will be provided in both scripts. All classes are interactive and students acquire the language by using it in realistic contexts. Culture is introduced through various authentic materials including Bollywood songs. This program has a special application process. Please visit our website (https://www.southasiacenter.upenn.edu/startalk) for more information on the program and how to apply. Prerequisite: This is a summer online course known also as Startalk.
Taught by: Pien, J.
Course usually offered summer term only
Activity: Lecture
1.0 Course Unit

SAST 500 Introduction to Art in South Asia
This course is a survey of sculpture, painting and architecture in the Indian sub-continent from 2300 B.C., touching on the present. It attempts to explore the role of tradition in the broader history of art in India, but not to see India as “traditional” or unchanging. The Indian sub-continent is the source for multi-cultural civilizations that have lasted and evolved for several thousand years. Its art is as rich and complex as that of Europe, as diverse. This course attempts to introduce the full range of artistic production in India in relation to the multiple strands that have made the cultural fabric of the sub-continent so rich and long lasting.
Course not offered every year
Also Offered As: ARTH 104, SAST 200, VLST 234
Activity: Lecture
1.0 Course Unit

SAST 503 Historical Transitions In Early India
This course will focus on major historical transitions in the South Asian subcontinent until approximately AD 1200. It will focus on particularly on political, social and liturgical philosophical change. It will also introduce students to the major narratives and interpretations of the ancient and early medieval periods as they bear on these questions and will also familiarize students with the sources upon which this history has been based. It will review debates, critical perspectives and recent trends in this historiography with a view toward developing a sensitivity to the theoretical problems that attend the study of pre-modern India. Its persistent themes will be historical continuity and disjuncture in the history of religious practices and ideas, the emergence of political forms and the nature of the ‘state’ in precolonial India, transformations of society and economy, and the relationship between discursive production and relations of power. It will be of interest to students of history, literature, religion and archaeology.
Taught by: Ali
Course not offered every year
Activity: Seminar
1.0 Course Unit
SAST 505 Topics in Indian Art
Aspects of sculpture, painting, iconography, or architecture in the Indian sub-continent. Topic varies. Fall 2016: Important as texts have been to South Asia’s history, perceptions of the physical world dominate experience within South Asian cultures. Seeing and being seen, vocalizing and hearing, contribute to the construction of meaning. This pro-seminar will approach South Asia’s perceptual world as expressed and tested by art, and methods to frame art as a source of knowledge.
Course not offered every year
Also Offered As: ARTH 511
Activity: Seminar
1.0 Course Unit

SAST 508 Doing Research: Qualitative Methods and Research Design
This interdisciplinary course introduces students to qualitative research methods and frameworks in the social sciences and humanities. Students will learn how to frame an effective research question, situate it in relation to existing research, select the most appropriate methods for addressing the question, and develop an effective research plan. Each week students will be introduced to a new set of frameworks for analysis, see specific examples of their application drawn from anthropological, historical, and related scholarship and have opportunities to practice applying and evaluating the strengths and weaknesses of specific methodological tools. The goals of the semester will be for each student to develop their own research proposal for a specific project. Students will be introduced to a range of textual, archival and media collections and databases available at Penn, with particular attention to South Asia and other specific regions of interest to course participants. Students will also have the opportunity to identify sources of funding for summer and/or thesis research projects, and submit applications for these opportunities as part of the course. The course is ideal for students considering summer research, an undergraduate thesis, or an application to the Fulbright or other research program.
Taught by: Mitchell
Course not offered every year
Also Offered As: ANTH 201, SAST 208
Activity: Seminar
1.0 Course Unit

SAST 517 CU In India - Topics Course
C.U. in India is a hybrid, domestic/overseas course series which provides students with the opportunity to have an applied learning and cultural experience in India or South East Asia where students participate in 1) 28 classroom hours in the Fall term 2) a 12-day trip to India or South East Asia with the instructor during the winter break visiting key sites and conducting original research (sites vary) 3) 28 classroom hours at Penn in the Spring term and 4) a research paper, due at the end of the Spring term. Course enrollment is limited to students admitted to the program. For more information and the program application go to http://sites.sas.upenn.edu/cuinindia This is a 2-CU yearlong course
Two terms. student must enter first term.
Also Offered As: ARTH 317, COML 216, GSWS 217, SAST 217
Activity: Seminar
1.0 Course Unit

SAST 534 A Survey of Sanskrit, Pakrit, and Classical Tamil Literature in Translation
Taught by: Patel
Course not offered every year
Also Offered As: COML 334, SAST 334
Activity: Seminar
1.0 Course Unit

SAST 541 Religion and the Visual Image: Seeing is Believing
Seeing is Believing engages in a historical, theoretical, and cross-cultural analysis of the place of visuality in religion and of religion in visual culture. We will examine images, buildings, places, objects, performances and events. The geographical, cultural and historical scope of the material is broad, including subjects from Europe, the Islamic World, non-Muslim South Asia, the US and Latin America from the medieval period until the present. Theoretical works will be read in conjunction with representative examples to invite intellectual engagement in a socially and historically grounded way. Important issues to be covered include the relationship of visual to material culture; visual theories versus theories of vision; locating religion in human sensory experience; perception at individual and collective levels; authentics, fakes and simulacra; iconoclasm and image veneration; aesthetics, use and utility, and things.
Taught by: Elias
Course not offered every year
Also Offered As: NELC 589, RELS 541
Activity: Seminar
1.0 Course Unit

SAST 550 History of Hinduism
This course will explore the history of the religion(s) designated by the term ‘Hinduism’ from their earliest articulations down to the rise of modern reforms in the nineteenth century. The study of Hinduism is perhaps unique among the scholarly traditions on world religions in that it has to date had no serious connected account of its historical development, as scholars have preferred to take structural, sociological, phenomenological, and doctrinal approaches to the religion. The course, after a brief review of scholarly approaches to Hinduism and their interpretive legacies, will seek to develop a historical sense of the religion through attention to shifts in liturgy, ritual, theology, doctrine, sacral kingship, and soteriology. The course will include the reading of primary sources relevant to understanding these changes as well as highlight both modern and premodern traditions of their interpretation. It will also consider and assess some of the key interpretive ideas in the study of Hinduism, including, Sanskritization, Great and Little Traditions, cult formation, regional and popular religious movements, and canon formation. There will also be sustained consideration of the question of religion and socio-political power as well as relations between Hinduism and other religions like Buddhism and Islam.
Taught by: Ali
Course not offered every year
Also Offered As: RELS 551
Activity: Seminar
1.0 Course Unit
SAST 551 Muslim Sainthood Practices
This course aims at introducing various classical, popular and modern Muslim saints in South Asia. We will read the life stories of these saints and focus on their contribution to various religions in South Asia. We will read the life stories of these saints and focus on their contribution to various religions in South Asia. We will learn about the major concepts initiated and circulated by these saints and their distinctive ways of dealing with spiritual aspects. While focusing on their sainthood practices, we also study the nature of the dialogue which addresses the questions such as pluralism, localism, and a new paradigm of spirituality that continually interacts with diverse modes of everyday life in South Asia. In order to understand their impact on visual and media cultures, we also watch two documentaries and compare these visual sources with sainthood literature and practices.
Taught by: Mohammad, M.A.
Course not offered every year
Also Offered As: SAST 251
Activity: Seminar
1.0 Course Unit

SAST 552 MLA Proseminar: Philosophy East and West: An Introduction to Indian and Chinese
This course will take the student through the major topics of Indian philosophy by first introducing the fundamental concepts and terms that are necessary for a deeper understanding of themes that pervade the philosophical literature of India – arguments for and against the existence of God, for example, the ontological status of external objects, the means of valid knowledge, standards of proof, the discourse on the aims of life. The readings will emphasize classical Hindu, Buddhist, and Jain philosophical articulations (from 700 B.C.E. to 16th century CE) but we will also supplement our study of these materials with contemporary or relatively recent philosophical writings in modern India.
Taught by: Patel
One-term course offered either term
Activity: Lecture
1.0 Course Unit

SAST 554 Religion and Resistance in South Asia
In this course, we focus on various medieval and contemporary devotional forms of Hinduism, Buddhism and Islam in South Asia. Several definitions try to tie the idea of devotion to classicism and traditionalism with a set of conservative ideas. However, this course introduces the students to a diverse and pluralistic understanding of Hinduism, Buddhism and Islam that also has a history of resistance and protest beginning with poets such as Kabir and others from the Bhakti movement, and Sufi devotional contexts in South Asia. We read about the histories of these rebellious poets and their interventions into the traditional practices of devotion. We also discuss about how these medieval trends find their way into contemporary times enriching the discourses of Dalit, Muslim and Feminist movements.
Taught by: Mohammad
Course not offered every year
Also Offered As: SAST 054
Activity: Seminar
1.0 Course Unit

SAST 556 Modern History of Pakistan
This course is designed as an introduction to the contemporary history of Afghanistan and Pakistan, with an emphasis on the intertwined history of both countries; their other regional neighbors; and global politics. The course focuses on global trends such as empire, nationalism, the Cold War, superpower competition, and transnational Islamism. At the same time, participants will explore how local people viewed their lives amidst these trends, and how local dynamics on this northwestern fringe of the Subcontinent changed the face of global politics. The readings supplement political and economic history with primary sources drawn from popular poetry, oral narrative, and memoir. Finally, we'll be following current events in the region, and placing them in their socio-historical context. Therefore, there are two main goals for this course: (1) to introduce the specific history of Afghanistan and Pakistan up to present, and (2) to introduce typologies of social institutions and events, assisting class participants to develop their own frameworks for interpreting current events in the region after the end of the course.
Course not offered every year
Activity: Seminar
1.0 Course Unit

SAST 562 The Making of Medieval India
This course will provide an in-depth understanding of South Asia in what is often called its 'medieval' period—from the rise of the great temple kingdoms until the end of the Delhi Sultanate in the sixteenth century (c. 500 CE - c. 1500 CE). This millennium is arguably one of the most transformative in South Asia's history, a period when many of its most distinctive social and cultural features evolved. The course will provide both an overview of the period as well as an introduction to major interpretations and types of sources (textual, visual, and archaeological). The focus throughout the course will be on the heterogeneous development of states, societies and cultures with special attention to long-term processes of transformation. One set of themes explored will be largely social and economic, focusing on the development of agrarian and peasant societies, aristocracies and intellectuals, as well as the role of mercantile, pastoralist, nomadic and forest-living groups. Another set of themes will explore cultural transformation, including the development, transformation and interaction of religious practices, the emergence of cosmopolitan and regional literary cultures, and the rise of distinctive urban, courtly, and rural worldviews. Special themes of discussion may include violence and manners, material cultures, religious conflict, devotional religion and gender relations.
Taught by: Ali
Course not offered every year
Also Offered As: SAST 262
Activity: Lecture
1.0 Course Unit
SAST 571 Devotion's New Market: Religion, Economics, and the City
This graduate and undergraduate level course introduces students to the new forms of devotion as circulated in various urban centers in South Asia with a focus on growing market economy and urbanization. This course will particularly discuss case studies of how different modes of Hinduism, Islam, Christianity and other minor religions operate in an urbanized middle-class and educated communities. We will read theoretical and ethnographical works of contemporary research in religious studies and anthropology that deal with the questions of modernity, reformism and economic developmentalism. Throughout the semester, we focus on 1) how does religious forms such as sainthood practices, private and public rituals, narrative modes and everyday life evolve in the background of growing politics of development; 2) we discuss the tensions between classical notions of devotion and their new transformations in the city life, and finally 3) theoretically, we analyze concepts such as reformism, fundamentalism, recent discourses on identity politics and gender implications as connected to urban religious life.
Taught by: Mohammad
Course not offered every year
Also Offered As: SAST 171
Activity: Seminar
1.0 Course Unit

SAST 589 Islam and the West
This course introduces students to Islam in modern South Asia, with a particular focus on the development of 'new' Muslim religious idioms, orientations, pedagogies and movements in 19th and 20th century South Asia. This course is divided into three parts. In the first part of this course, students are provided with an overview of: Muslim institutions and spaces in pre-colonial South Asia, the historical emergence of South Asia as a prominent global center of Islam, and the development of Urdu as an Islamic idiom. The second and main part of this course introduces students to academic literature concerning sophisticated encounters between the Muslim elite in north India and modern political and technological developments. The intimate interactions of the 'Mullah' and the 'Englishman' from the 19th to 20th century will thus be revealed to students. This part focuses upon, on the one hand, the role of Islam and pious Muslims in the colonial army, and on the other hand, Muslim initiatives to educate an Islamic 'modernism', 'traditionalism', 'fundamentalism' and 'Sufism', and appropriate print technologies for the creation of public spheres. Students will be introduced to historical scholarship revelatory of how these Muslim pedagogies and print initiatives were based upon sophisticated transcultural networks and exchange. In the third part of this course, students will be encouraged to engage with contemporary literature on South Asian Muslim political philosophy and nationalism, and the transcultural intellectual exchanges that produced key Muslim political ideologies.
Taught by: Sevea
Also Offered As: RELS 189, SAST 189
Activity: Seminar
1.0 Course Unit

SAST 590 Silk Road: From the Mediterranean to the Pacific
A journey along the overland and sea routes that connected China, India, Iran, and Rome from 200-1000 CE and served as conduits for cultural exchange. Precursor and successor routes will also be taken into consideration. The lives of merchants, envoys, pilgrims, and travelers interacting in cosmopolitan communities will be examined. Exploration of long-known and newly discovered archaeological ruins, along with primary sources in translation, will be studied.
Taught by: Mair
Also Offered As: EALC 190, EALC 590, SAST 190
Activity: Lecture
1.0 Course Unit

SAST 593 Caste & Class in South Asia
This course will explore the historiography and theory of caste and class in South Asia. While we will survey the evidence from the pre-modern period briefly, the primary focus of the course will be on the period between the eighteenth and twentieth centuries. We will examine the degree to which colonial rule triggered particular kinds of class-oriented and caste-oriented 'reform', and the extent to which South Asian actors themselves shaped the nature of such change. The course will also provide an introduction to the work of the Subaltern school historians who have engaged with such questions, and situate them within the wider field of South Asian historiography.
Taught by: Sreenivasan
Course not offered every year
Also Offered As: SAST 293
Activity: Seminar
1.0 Course Unit

SAST 603 Introduction to Indian Philosophy
Course usually offered in fall term
Also Offered As: PHIL 050, RELS 155, SAST 050
Activity: Lecture
1.0 Course Unit
SAST 604 Neoliberalism and the City
Over fifty percent of the world's population now lives in cities. Neoliberalism—the ideology and accompanying policies and practices that champion the shifting of political decision making from the public sector to the private sector—has been widely recognized as having shown dramatic growth worldwide since the 1970s. It has also been widely regarded as a product of globalization. This course traces the history of neo-liberalism in global context with particular attention to neoliberalism's relationship to cities, and examines the role that urban growth has played in spurring neoliberal policies and practices. It asks how policy makers, voters, and private interest worldwide have responded to the growth of urban poverty and slums, challenges with urban public education, unequal resource distribution, environmental pressures experienced within urban sanitation and waste disposal systems, and increased demands for municipal services like water, electricity, and transport infrastructures, and examines the rise of public-private partnerships, gated communities, initiatives to privatize education and municipal services, and efforts to relocate slum-dwellers and beautify cities as explicit strategies for attracting 'global capital'. The course also asks how the recent rise of neoliberal policies and practices differs from earlier market-driven and private sector-led forms of political governance. The British and Dutch East India Companies are two famous examples of joint stock companies that assumed administrative and political roles over their colonies. How did the rise of these colonial relationships differ from current neoliberal shifts? Readings will draw heavily from ethnographic and urban studies, scholarship on South Asia, as well as Latin America, South Africa, the Middle East, Europe, and North America, exploring what each of these specific contexts has to teach us more generally about the relationship between urbanization, global capitalism, public and private sectors, and political processes and decision making.
Taught by: Mitchell
Course not offered every year
Also Offered As: URBS 504
Activity: Seminar
1.0 Course Unit

SAST 623 Literary History and Aesthetics in South Asia
This seminar surveys the multiple components of literary culture in South Asia. Students will engage critically with selected studies of literary history and aesthetics from the past two millennia. In order to introduce students to specific literary cultures (classical, regional, contemporary) and to the scholarly practices that situate literature in broader contexts of culture and society, the course will focus both on the literary theories—especially from the nineteenth and twentieth centuries—that position South Asia's literary cultures within broader disciplinary frameworks that use literary documents to inform social, historical and cultural research projects. The aim is to open up contexts whereby students can develop their own research projects using literary sources.
Taught by: Patel
Course not offered every year
Also Offered As: COML 623
Activity: Seminar
1.0 Course Unit

SAST 624 Sanskrit Literature in Translation
This course will focus solely on the specific genres, themes, and aesthetics of Sanskrit literature (the hymn, the epic, the lyric, prose, drama, story literature, the sutra, etc.) and a study of the history and specific topics of Sanskrit poetics and dramaturgy. All readings will be in translation.
Taught by: Patel
Course not offered every year
Also Offered As: COML 324, COML 624, SAST 324
Activity: Seminar
1.0 Course Unit

SAST 625 Philology and History: Reading South Asian Texts
Taught by: Patel, D
Activity: Seminar
1.0 Course Unit

SAST 617 Readings in Modern Indian History
This course will introduce students to the major themes and debates of modern Indian historiography. Though the course will not provide a survey outline of events, it will be organized around themes that have a broad chronological sequence. It will touch on key topical themes like the transition to colonialism, the development of the colonial economy, the evolution and significance of colonial knowledge systems, the impact and shape of religious and social reform, the rise of nationalism and communalism, and peasant, labour and subaltern history. The goal of the course will be to provide students with an understanding of the significance of debates around key themes in modern Indian history and a familiarity with the different 'schools' or 'traditions' of historical interpretation, including Nationalist, Marxist, the so-called 'Chicago', and 'Cambridge' schools, as well as the Subaltern collective and post-Subaltern historiography.
Taught by: Ali
Course not offered every year
Activity: Seminar
1.0 Course Unit
SAST 627 South Asia Literature as Comparative Literature
This course takes up the question of reading South Asian Literature both as a collection of diverse literary cultures, as well as the basis for a methodology of reading that takes language, region, and history into account. It takes as a starting point recent work that foregrounds the importance of South Asian language literatures, and their complex interactions, to an understanding of South Asian literary history, as well as critiques of the concept of world literature that question its underlying assumptions and frequent reliance on cosmopolitan languages such as English. In what ways can we describe the many complex interactions between literary cultures in South Asia, rooted in specific historical contexts, reading practices, and cultural expectations, while maintaining attention to language and literary form? How, in turn, can we begin to think of these literatures in interaction with larger conversations in the world? With these considerations in mind, we will examine works of criticism dealing with both modern and pre-modern literatures, primarily but not exclusively focused on South Asia. Topics will include the concept of the cosmopolis in literary and cultural history, the role of translation, the transformations of literature under colonialism, and twentieth-century literary movements such as realism and Dalit literature. Readings may include works by Erich Auerbach, Frederic Jameson, Aijaz Ahmad, Gayatri Spivak, Aamir Mufti, Sheldon Pollack, David Shulman, Yigal Bronner, Shamshur Rahman Faruqi, Francesca Orsini, Subramanian Shankar, Sharankumar Kimbale, and Torlae Jatin Gajarawala. We will also examine selected works, in English and in translation, as case studies for discussion. This course is intended both for students who intend to specialize in the study of South Asia, as well as for those who focus on questions of comparative literature more broadly.
Taught by: Goulding
One-term course offered either term
Also Offered As: COML 627
Activity: Seminar
1.0 Course Unit

SAST 631 The Sanskrit Epics
Ancient India’s two epic poems, composed in Sanskrit and received in dozens of languages over the span of two thousand years, continue to shape the psychic, social, and emotional worlds of millions of people around the world. The epic Mahabharata, which roughly translates to The Great Story of the Descendants of the Legendary King Bharata, is the longest single poem in the world (100,000 lines of Sanskrit verse) and tells the mythic history of dynastic power struggles in ancient India. An apocalyptic meditation on time, death, and the utter devastation brought upon the individual and the family unit through social disintegration, the epic also houses one of the great religious works of the world, The Bhagavad Gita (translation: The Song of God), which offers a buoy of hope and possibility in the dark ocean of the epic’s violent narrative. The other great epic, The Ramayana (Rama’s Journey), though essentially tragic, offers a brighter vision of human life, how it might be possible to live happily in an otherwise hopeless situation. It too is about struggles for power in ancient India but it offers characters—especially Rama—that serve as ideals for how human beings might successfully negotiate life’s great challenges. It also provides a model of human social order that contrasts with dystopic politics governed by animals and demons. Our course will engage in close reading of selections from both of these epic poems (in English translation, of course) and thus learn about the epic genre, its oral and textual forms in South Asia, and the numerous modes for interpreting the epic. We will also look at the reception of these ancient works in modern forms of media, such as the novel, television, theater, cinema and the comic book/anime. In the process, through selected essays and reflections, we will pay special attention to the ways in which the ancient epics remain deeply relevant in the modern world, reflecting on topics such as the aesthetics of war, the psychic life of social ideals, and creative responses to ethical conflicts.
Taught by: Patel
Course not offered every year
Also Offered As: COML 632
Activity: Seminar
1.0 Course Unit

SAST 632 Hinduism and Colonial Modernity
This seminar deals with the question of modernity in South Asia, with a specific focus on the construction, dissemination, and politicization of Hinduism in nineteenth and twentieth century India. It focuses on three central heuristic lenses—namely those of European imperialism, Orientalism, and nationalism—to study modernity and its discontents. What was at stake in the encounter between colonial modernity and India’s religions in nineteenth and early twentieth centuries? How did colonial and native discourses on ‘reform’ and ‘revival’ shape Indian religions as we understand them today? How is modern ‘Hinduism’ inextricably hinged to early forms of cultural transnationalism, Orientalism, and incipient forms of nationalism? This seminar approaches questions such as these and others, with an eye to understanding how nineteenth and early twentieth century discourses continue to shape contemporary understandings of Hinduism in deep and highly politicized ways.
Taught by: Soneji
Course not offered every year
Also Offered As: RELS 632
Activity: Seminar
1.0 Course Unit
SAST 634 Realism and South Asian Literature
This course examines problems of realism as a concept in relation to South Asian literature in the 19th and 20th centuries. Realism, both in its broadest sense as mimetic depictions in literature, as well as specific instantiations in art history, literature, and politics, has had a decisive impact on South Asian literary history. Yet as a topic realism presents several unique challenges, not unlike its twin in twentieth-century literature, the equally-protean modernism. In part this may stem from its conceptual and disciplinary range, pulling together problems in the history of science, the politics of art, and aesthetics. With these caveats in mind, we will examine a range of texts, both those specifically dealing with South Asian literature, as well as those considered foundational to understandings of realism at play. Readings in criticism may include Hegel, Marx, Ian Watt, Rabindranath Tagore, Gyorgy Lukacs, Bertold Brecht, Raymond Williams, Frederic Jameson, Theodor Adorno Walter Benjamin, Namwar Singh, Ram Vilas Sharma, WReC, Michael Lowy, and Meenakshi Mukherjee, along with fiction and poetry by Nazeer Ahmed, Tagore, Munshii Premchand, Sa’adat Hasan Manto, Ismat Chughtai, O.V. Vijayan, and Uday Prakash. We will also discuss, when relevant topics relating to art history and cinema studies. This course will be suitable both for those students who wish to investigate realism in South Asian history, as well as those who want a thorough grounding in the theory and literary historiography of realism more generally.
Taught by: Goulding
Course not offered every year
Activity: Seminar
1.0 Course Unit

SAST 645 Religion in Modern South Asia
Taught by: Soneji
Course not offered every year
Also Offered As: RELS 644
Activity: Seminar
1.0 Course Unit

SAST 701 Methodology Seminar: Topics
Topics vary
Taught by: Mitchell L.
One-term course offered either term
Also Offered As: ANTH 711, HIST 702
Activity: Seminar
1.0 Course Unit

SAST 704 State, Society, and Culture in South Asia
This interdisciplinary course introduces graduate students to both classic and more recent theoretical frameworks used in understanding and analyzing society, culture, and the state, with particular reference to South Asia. Topics include bureaucracy and the state; power and performance; hierarchy and individualism; caste, community, and domination; money and markets; credit and debt; globalization and consumption; economic liberalization and political transformations; local and trans-local contexts of meaning; the environment, politics, and urban and rural ecologies; and culture and the changing shape of politics. Particular emphasis will be placed on the ways in which recent ethnographic and historical monographs have positioned their interventions in relation to broader debates and scholarship, both within scholarship on South Asia and more generally.
Taught by: Mitchell
Course not offered every year
Also Offered As: ANTH 706
Activity: Seminar
1.0 Course Unit

SAST 711 Seminar in Indian Art
Research seminar. Topics change. Spring 2016: We will examine the practice and symbolism of South Asian Architecture with case studies of how to build and how to make buildings meaningful.
One-term course offered either term
Also Offered As: ARTH 711
Activity: Seminar
1.0 Course Unit

SAST 713 Literature in Translation: South Asia and the World
This course primarily introduces how to critically read literature in light of major global developments in contemporary literary theory and aesthetics from the past century (including structuralism, semiotics, reception theory, deconstruction, Marxist approaches to literature, feminist readings of texts, translation theory, etc.). It also draws attention to scholastic practices of textual criticism, paleography, and the preparation of critical editions. In doing so, the course emphasizes specific texts and essays related to South Asian literature, literary theory, and aesthetics from the past two millennia as case studies in order to: a) supplement students’ knowledge of South Asian cultural production, b) frame social and historical questions related to art and aesthetics in contexts that have been otherwise under-explored, and c) to inspire debate about the extent to which analytical models and approaches developed within a given cultural setting are translatable to literary materials produced elsewhere. Students will develop their own projects, workshop what they have already begun, or explore new directions for studying literature and literary culture. Comparative approaches with other literary traditions are welcome and no background in South Asian languages or history is required.
Taught by: Patel
Course not offered every year
Activity: Seminar
1.0 Course Unit

SAST 762 Women in South Asia
This course on women in South Asian history has several objectives. To comprehend the genres of narratives in which South Asian women between the sixteenth and twentieth centuries have spoken and have been spoken about. To gain an understanding of evolving institutions and practices shaping womens lives, such as the family, law and religious traditions. To understand the impact of historical processes -- the formation and breakdown of empire, colonialism, nationalism and decolonization -- upon South Asian women between the sixteenth and twentieth centuries. We will read primary sources in addition to familiarizing ourselves with the historiography of women in South Asia.
Taught by: Sreenivasan
Course not offered every year
Activity: Seminar
1.0 Course Unit
SAST 769 Feminist Theory
Specific topic varies. Dissent is a key word in our world today—from the Arab Spring to the American Fall, we have seen expressions of political disobedience and protest around the world. It is more urgent than ever to consider what dissent might mean, what shapes it has taken historically, what connection might exist between it and literature, and what futures are possible. We will read key critical and theoretical work alongside some powerful, tender and controversial writings and films (largely but not exclusively produced in the postcolonial world), to inquire into the politics and poetics of governance and dissent. Students are invited to make connections with other historical and geographical contexts, and explore the different forms of dissent individual, collective, urban, rural, nationalist, pan-nationalist, religious, marxist, or feminist, to name but a few. We will pay special attention to different performances of dissent at a popular, mass or individual level. We will think about the social and cultural channels attention to different performances of dissent at a popular, mass or individual level. We will think about the social and cultural channels through which dissent is expressed, spread or quelled, how it might morph, or become obsolete, or give rise to new forms of disobedience.
Course not offered every year
Also Offered As: COML 769, ENGL 769, GSWS 769, NELC 783
Activity: Seminar
1.0 Course Unit

SAST 999 Independent Study
Directed Study for Graduate students only
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

Spanish (SPAN)

SPAN 091 Sustainable Development and Culture in Latin America
This interdisciplinary course exposes students to the three dimensions of sustainable development—environmental, economic, and social—through an examination of three products—peyote, coca, and coffee—that are crucial in shaping modern identity in areas of Latin America. The course integrates this analysis of sustainable development in relation to cultural sustainability and cultural practices associated with peyote, coca, and coffee and their rich, traditional heritage and place in literature, film, and the arts.
Taught by Gimenez
Course offered fall; even-numbered years
Also Offered As: ANTH 091, ENVS 091, LALS 091
Activity: Seminar
1.0 Course Unit

SPAN 092 Corona Capitalism: Crisis and Inequality Across the Americas
The coronavirus pandemic has exacerbated existing social inequalities. It has also accelerated the pace of history so sharply that the course of events has become nearly impossible to predict. This CWIC critical speaking seminar takes as its starting point our shared participation in the experience of uncertainty. At the same time, in looking to Latin America and the US, it articulates the fact that COVID-19 is anything but a 'great equalizer': its impact varies widely and decisively across race, class, and gender. As the world confronts multiple layers of wreckage, not only biological but also ecological and economic, how can we frame and communicate both uncertainty and truth in a thoughtful way? We will examine social problems that have been laid bare by the pandemic and have since become sites of ethical and political reevaluation, namely health disparities, ecological racism, the distribution of labor, and criminal justice. This seminar's aim is to collaboratively assess one fundamental question: How can we understand COVID-19 not as an exceptional moment in history, but as a crisis of racial capitalism? By studying media, activism, policy, and scholarship produced during the pandemic alongside foundational critical theory, students will gain the analytical tools to contextualize its disproportionate global impact on poor communities and people of color, and to envision a just post-pandemic recovery. We will engage Marxist, feminist, and anti-racist theoretical approaches, and while familiarity with these methods is not necessary, an openness to them is. Self-examination is crucial to the success of the course, which requires students reflect on their own political, intellectual, and emotional investments in racialized inequality. This is a speaking intensive seminar intended to improve students' oral communication and listening skills through class discussions, prepared presentations, and mixed-media communication projects. Conducted in English.
Taught by Brownstone
One-term course offered either term
Also Offered As: LALS 092
Activity: Seminar
1.0 Course Unit
SPAN 110 Elementary Spanish I
Spanish 110 is a first-semester language course that emphasizes the development of foundational listening, speaking, reading and writing skills while exploring the rich cultural mosaic of the Spanish-speaking world. Through listening activities and videotaped interviews with native speakers, your aural and oral abilities will improve at the same time that you will become familiarized with different varieties of standard spoken Spanish. You will be given ample opportunities to practice orally and in writing so that you can reinforce newly acquired vocabulary and grammatical structures. Reading strategies will facilitate your comprehension of the texts included in the course syllabus. Readings focused on a specific country or region, visual items (such as maps, photos, films) and a class project will advance your knowledge of Hispanic cultural practices and products while increasing your intercultural competence. Conducted entirely in Spanish, this class will provide you with guided practice before moving to more independent and spontaneous language production. Working in small groups and in pairs, you will participate in class activities that simulate real-life situations that will help you gain confidence communicating in Spanish. Goals: By the end of this course you can expect to handle a variety of day-to-day situations in a Spanish-speaking setting: 1) Greet and introduce people, invite people to events, accept or reject invitations, ask for directions, tell time, shop and order meals in a restaurant. 2) Talk about yourself, family, and friends regarding physical and emotional states, daily routines, leisure, preferences and plans. 3) Use the cultural information learned in class as an icebreaker to find common ground with a wide variety of Spanish speakers. Pre-requisite: Score below 380 on the SAT II or; below 285 on the online placement examination.
For BA Students: Language Course
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

SPAN 112 Elementary Spanish I and II: Accelerated
Spanish 112 is an intensive course designed for students who have already satisfied the language requirement in another language and have not previously studied Spanish. By combining the curriculum of Spanish 110 and 120, Spanish 112 seeks to develop students’ foundational listening, speaking, reading, and writing skills while exploring the rich cultural mosaic of the Spanish-speaking world. Through listening activities and mini documentaries shown in class, students will develop their aural and oral skills at the same time that they will become familiarized with different varieties of standard spoken Spanish. Students will be given ample opportunities to practice orally and in writing so that they can reinforce newly acquired vocabulary and linguistic structures. Readings focused on a specific country or region, visual items (such as maps, photos, and films) and a class project will advance students’ knowledge of Hispanic cultural practices and products while increasing their intercultural competence. Goals: By the end of this course students can expect to handle a variety of day-to-day situations in a Spanish-speaking setting such as: 1) Introduce themselves, use greetings, describe people, places and things, give instructions, tell time, go shopping, order meals in a restaurant, and make travel plans. 2) Talk about themselves, families, and friends regarding academic life, daily routines, health, work, leisure, and preferences (using the present and past tenses). 3) Use the cultural information learned in class as an icebreaker to find common ground with a wide variety of Spanish speakers. Permit required from the course coordinator.
For BA Students: Language Course
Course usually offered in fall term
Activity: Seminar
2.0 Course Units

SPAN 115 Spanish for the Medical Professions, Elementary I
Spanish 115 is a first-semester elementary Medical Spanish Language course and the first in the Spanish for Medical Professions sequence. It is designed for students with no prior coursework in Spanish. This course teaches beginning students the fundamentals of practical Spanish with an emphasis on medical situations and basic medical terminology. In this course, particular attention will be given to developing speaking and listening skills, as well as cultural awareness. It incorporates activities, vocabulary, and readings of particular interest to healthcare practitioners, while adhering to the goals and scope of Spanish 110, the first-semester Spanish language course. Students who have already taken Spanish 110 will not receive credit for Spanish 115. Although these courses have different numbers, they are at the same level. Students who have already fulfilled the language requirement (AP, SAT II, etc.) or have taken courses at the 200- and 300-level may not take basic level language courses (100-level courses) in the same language. They will not receive credit for this course (Spanish 115). Prerequisite: Offered through the Penn Language Center. Non-course prerequisite: A score below 380 on the SAT II or below 285 on the online placement examination.
For BA Students: Language Course
One-term course offered either term
Activity: Seminar
1.0 Course Unit

SPAN 120 Elementary Spanish II
The continuation of Spanish 110, Spanish 120 is a second-semester elementary language course. See the description of Spanish 110.
For BA Students: Language Course
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
SPAN 121 Elementary Spanish I and II: Advanced Beginners
Spanish 121 is designed for students who have some prior experience in Spanish. It is an intensive elementary-level language course that in one semester covers the material studied over two semesters in our Spanish 110 and Spanish 120. The course provides a quick-paced review of material normally covered in a first-semester Spanish course and then proceeds to introduce new material so students will be prepared to take Spanish 130 during the subsequent semester. As in other Spanish courses, Spanish 121 emphasizes the development of foundational listening, speaking, reading, and writing skills while exploring the rich cultural mosaic of the Spanish-speaking world. Through listening activities and mini documentaries shown in class, students will develop their aural and oral skills at the same time that they will become familiarized with different varieties of standard spoken Spanish. Students will be given ample opportunities to practice orally and in writing so that they can reinforce newly acquired vocabulary and linguistic structures. Readings focused on a specific country or region, visual items (such as maps, photos and films) and a class project will advance students’ knowledge of Hispanic cultural practices and products while increasing their intercultural competence. Conducted entirely in Spanish, this class will provide you with guided practice before moving to more independent and spontaneous language production. You will participate in paired, small-group and whole-class activities that simulate real-life situations that will help you gain confidence communicating in Spanish. Goals: By the end of this course students can expect to handle a variety of day-to-day situations in a Spanish-speaking setting such as: 1) Introduce themselves, use greetings, describe people, places and things, give instructions, tell time, go shopping, order meals in a restaurant, and make travel plans. 2) Talk about themselves, families, and friends regarding academic life, daily routines, health, work, leisure, and preferences (using the present and past tenses). 3) Use the cultural information learned in class as an icebreaker to find common ground with a wide variety of Spanish speakers. Non-course prerequisite: A score of 380-440 on the SAT II or 285-383 on the online placement examination. For BA Students: Language Course One-term course offered either term Activity: Seminar
1.0 Course Unit

SPAN 125 Spanish for the Medical Professions, Elementary II
The continuation of Spanish 115, Spanish 125 is a second-semester elementary medical Spanish Spanish 115. Note: course offered through the Penn Language Center. Pre-requisite: successful completion of Spanish 110 or 115 or a score of 380-440 on the SAT II or 285-383 on the online placement examination. For BA Students: Language Course One-term course offered either term Activity: Seminar
1.0 Course Unit

SPAN 130 Intermediate Spanish I
Spanish 130, a first-semester intermediate-level course, emphasizes students’ acquisition of new vocabulary and linguistic structures in a cultural and communicative context while building on their previous speaking, reading, listening and writing skills. A substantial amount of the course is devoted to learning and using the past tenses. As in other Spanish courses, students will take part in a wide range of activities, including video blogging, role-plays, film viewings, listening to music and class discussions of current social and cultural topics. Unique to this course is the creation of a ‘cultural journal’ throughout the semester in which students pursue their own interests in the Spanish-speaking world while taking advantage of some of the rich resources within Philadelphia’s own Hispanic community. Goals: By the end of this course students can expect to handle a variety of common situations in a Spanish-speaking setting such as: 1) Narrate past actions, ranging from personal anecdotes to historical events 2) Give advice, recommendations, and commands to people 3) Express their feelings and doubts when reacting to what others have said 4) Talk about their future expectations and wishes 5) Demonstrate their knowledge and understanding of Hispanic cultural practices and products. For BA Students: Language Course One-term course offered either term Prerequisites: SPAN 112, 120, 121, or 125; or a score of 450-540 on the SAT II or 384-453 on the online placement examination. Activity: Seminar
1.0 Course Unit

SPAN 134 Intermediate Spanish I and II: Accelerated
During the spring semester, Spanish 134 is limited to those students who have satisfied the language requirement in another language. During the summer, (at the Penn campus and the Penn-in-Buenos Aires Summer Abroad Program), Spanish 134 is open to all students. Spanish 134 is an intensive intermediate-level language course that covers the material presented in Spanish 130 and Spanish 140. The course emphasizes the development of the four canonical skills (reading, writing, listening and speaking) within a culturally based context. Class time will focus on communicative activities that combine grammatical concepts, relevant vocabulary, and cultural themes. Students will participate in pair, small-group and whole-class activities to practice linguistics skills in a meaningful context. Major course goals include: the acquisition of intermediate-level vocabulary, the controlled use of the past tense and major uses of the subjunctive, and the development of writing skills. Students who have previously studied Spanish must take the online placement examination. Students who have already fulfilled the language requirement in Spanish may not take basic level language courses (110-145) in the same language. Any questions about placement should be addressed to the Director of the Spanish Language Program. Spring semester prerequisites: Permit required from the course coordinator. Summer prerequisites: Successful completion of Spanish 112, 120, 121 or 125 or a score of 450-540 on the SAT II or 384-453 on the online placement examination. For BA Students: Last Language Course Course usually offered in spring term Activity: Seminar
2.0 Course Units
SPAN 135 Spanish for the Medical Professions, Intermediate I
Spanish 135 is a first-semester intermediate-level language course that emphasizes the development of the four basic skills (reading, writing, listening, and speaking), and the acquisition of medical terminology. Students will be expected to participate in classroom activities such as role-plays based on everyday situations that they may encounter at work settings such as doctors' offices, clinics, hospitals, and emergency rooms in order to develop meaningful and accurate communication skills in the target language. Students will also review and acquire other essential tools of communication in the target language applicable both within and outside the medical field. Major course goals include: the acquisition of intermediate-level vocabulary, the controlled use of the past tense, and the development of writing skills at a paragraph level with transitions. Students who have already taken Spanish 130 will not receive credit for Spanish 135. Although these courses have different numbers, they are at the same level. Students who have already fulfilled the language requirement (AP, SAT II, etc.) or have taken courses at the 200- and 300-level may not take basic-level language courses (100-level courses) in the same language. They will not receive credit for this course (Spanish 135). Note: Offered through the Penn Language Center. Pre-requisite: successful completion of Spanish 112, 120, 121 or 125 or a score of 450-540 on the SAT II or 384-453 on the online placement examination.
For BA Students: Language Course
One-term course offered either term
Activity: Seminar
1.0 Course Unit

SPAN 140 Intermediate Spanish II
Spanish 140 is a fourth-semester language course that both reinforces and enhances the communicative skills (listening, speaking, reading and writing) previously acquired while exploring the rich cultural mosaic of the Spanish-speaking world. Class activities are designed so that students can build up these four skills in order to function at an intermediate level language. Readings focused on contemporary social and political issues of the Hispanic world will advance your knowledge of Hispanic and cultural practices while increasing your intercultural competence. Unique to this course is the preparation of an oral presentation on a topic related to the Hispanic world throughout the semester and presented during the last days of classes. The purpose of this task is to help students develop their presentational competence in Spanish. Conducted entirely in Spanish, this class will provide students with ample opportunities to work in small groups and in pairs while gaining confidence communicating in Spanish. This course satisfies the language requirement at Penn. Goals: By the end of this course, students can expect to handle a variety of situations in a Spanish-speaking setting, such as: 1) Express their opinions on a variety of contemporary events and issues 2) Defend their position when presented with a hypothetical situation 3) Deliver short presentations on a chosen subject after thorough preparation 4) Demonstrate their knowledge and understanding of Hispanic cultural practices and products.
For BA Students: Last Language Course
One-term course offered either term
Prerequisites: SPAN 130, 135, or a score of 550-640 on the SAT II or 454-546 on the online placement examination.
Activity: Seminar
1.0 Course Unit

SPAN 135 Spanish for the Medical Professions, Intermediate I
Spanish 145, the continuation of Spanish 135, is an intermediate-level integrated skills language course. It emphasizes the development of reading, writing, listening, and speaking abilities. Students will be expected to participate actively in classroom activities such as communicative activities, role-playing based on typical doctor/patient interactions as well as other medical situations. Students will also review and learn other essential tools of communication applicable both inside and outside the medical field. Students who have already taken Spanish 140 will not receive credit for Spanish 145. Although these courses have different numbers, they are at the same level. Students who have already fulfilled the language requirement (AP, SAT II, etc.) or have taken courses at the 200- and 300-level may not take basic level language courses (100-level courses) in the same language. They will not receive credit for this course (Spanish 145). This course satisfies the language requirement in Spanish. Note: Course is offered through the Penn Language Center. Pre-requisite: successful completion of Spanish 130 or 135 or a score of 550-640 on the SAT II or 454-546 on the online placement examination.
For BA Students: Last Language Course
One-term course offered either term
Activity: Seminar
1.0 Course Unit

SPAN 180 Spanish Conversation
Must be a resident of the Modern Language College House. Prerequisite: Residence in Modern Language House
Two terms. student must enter first term.
Activity: Seminar
0.5 Course Units

SPAN 202 Advanced Spanish
The purpose of this course is twofold: (a) to develop students’ communicative abilities in Spanish, that is, speaking, listening, reading and writing, and (b) to increase their awareness and understanding of Hispanic cultures and societies. Homework and classroom activities are designed to help students build their oral proficiency, expand and perfect their knowledge of vocabulary and grammatical structures, improve their reading and writing skills, and develop their critical thinking abilities. The material for this class includes short stories, newspaper articles, poems, songs, cartoons, video clips and a novel, such as Cesar Aira’s La villa. At the completion of this course, students will feel confident discussing and debating a variety of contemporary issues (cultural and religious practices, family relationships, gender stereotypes, political events, immigration to the USA, etc.). Any questions about placement should be addressed to the Director of the Spanish Language Program.
For BA Students: Advanced Language Course
One-term course offered either term
Prerequisite: SPAN 140
Activity: Seminar
1.0 Course Unit
SPAN 205 Advanced Spanish for the Medical Professions
The goal of this course is to provide advanced practice in Spanish to those students who are interested in pursuing careers in the medical and health care fields. Through readings and authentic materials on contemporary health issues, for example, i.e., H1N1 influenza, comparative healthcare systems, obesity, ‘chagas’ disease, etc., students will acquire the vocabulary and grammatical structures needed to discuss a wide array of topics pertaining to the health-related professions. Students will also gain awareness of those health care issues affecting the Hispanic/Latino patient. Oral and written presentations will complement topics covered in class.
For BA Students: Advanced Language Course
One-term course offered either term
Prerequisite: SPAN 140 OR SPAN 145
Activity: Seminar
1.0 Course Unit

SPAN 208 Business Spanish I
Spanish for Business I provides advanced-level language students with technical vocabulary and communicative skills covering business concepts as they apply to the corporate dynamics of the Spanish-speaking world, with a special emphasis on Latin America. Through readings, presentations, discussions, and video materials, we shall analyze those cultural aspects that characterize the business environment in the region as well as focus on economies and markets in light of their history, politics, resources and pressing international concerns.
For BA Students: Advanced Language Course
One-term course offered either term
Prerequisite: SPAN 140
Activity: Seminar
1.0 Course Unit

SPAN 209 Business Spanish II
This course is specifically designed for advanced speakers of Spanish (e.g., native speakers, high-level heritage speakers, and students who have studied in a Spanish-speaking country for at least one semester). Students will take an in-depth look at the corporate dynamics of a number of countries in Latin America, focusing on their economies and markets, as well as on the cultural and business protocols of each region. Through the creation of an entrepreneurial project and the writing of a business plan, students will enhance their business and language skills. Any questions about placement should be addressed to the Director of the Spanish Language Program. Must obtain permission from instructor to enroll.
For BA Students: Advanced Language Course
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

SPAN 212 Advanced Spanish II: Grammar and Composition
Spanish 212 focuses on the acquisition of the tools necessary for successful written expression in Spanish. These tools include a solid knowledge of the grammar, an ample vocabulary, control of the mechanics of the language (spelling, punctuation, etc.), and a thorough understanding of the writing process. Throughout the semester students will be expected to use Spanish at all times.
Taught by: Knight
One-term course offered either term
Prerequisite: SPAN 202
Activity: Seminar
1.0 Course Unit

SPAN 215 Spanish for the Professions
Spanish for the Professions is designed to provide advanced-level language students with a wide-ranging technical vocabulary and the enhancement of solid communicative skills within the cultural context of several developing Latin American countries. Focusing on topics such as politics, economy, society, health, environment, education, science and technology, the class will explore the realities and underlying challenges facing Latin America. Through essays, papers, articles, research, discussions, case studies, and videotapes, we shall take an in-depth look at the dynamics of Latin American societies. The course will focus on—but not be restricted to—Mexico, Cuba and Argentina. Any questions about placement should be addressed to the Director of the Spanish Language Program.
For BA Students: Advanced Language Course
Course usually offered in spring term
Prerequisite: SPAN 202
Activity: Seminar
1.0 Course Unit

SPAN 219 Hispanic Texts and Contexts
The primary aim of this course is to develop students’ knowledge of the geographical, historical and cultural contexts in those regions where Spanish is used. At the same time that they are introduced to research techniques and materials available in Spanish, students strengthen their language skills through readings, class discussions, and frequent writing assignments. This course is designed to give students a broad understanding of Hispanic culture that will prepare them for upper-level course work and study abroad.
For BA Students: Humanities and Social Science S
One-term course offered either term
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit
SPAN 223 Introduction to Literary Analysis
By helping students develop skills to carefully read and analyze Spanish literary works, SPAN 223 prepares them for upper-level courses and study abroad. After reviewing the main elements and conventions of the most popular genres (narrative, poetry, theater and essay), students become familiarized with current theoretical approaches to the study of literature with the purpose of applying them to their own analytical writing. The last weeks of the semester are devoted to the reading of a well-crafted detective novel and the examination of both its formal features and its ideological underpinnings. Throughout the course, students will have ample opportunities to hone their skills through the close reading and class discussion of varied and stimulating literary works produced by canonical and non-canonical Hispanic authors. For BA Students: Arts and Letters Sector
One-term course offered either term
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

SPAN 226 Spanish Culture and Civilization
A general introduction to the study of Spanish culture, this course is designed to help students understand the historical foundations of contemporary Spanish society, its values and its institutions. The focus is on the main events of Spanish history and the origins and continuity of social and political institutions from pre-modern Spain up to the beginning of the modern era. This course is offered in the Penn-in-Madrid summer program.
Course usually offered summer term only
Activity: Seminar
1.0 Course Unit

SPAN 317 Spanish Phonetics and Morphology
This course is an introduction to Hispanic linguistics, with special emphasis on the Spanish sound system (phonetics and phonology) and Spanish word-formation (morphology). Topics to be covered include articulatory phonetics, use of the phonetic alphabet, English and Spanish contrastive phonology, regional and social variations of Spanish pronunciation, word formation (derivation and composition), and the structure of the Spanish verb (inflection). Evaluation will be based on participation and homework, periodic quizzes, mid-term exam, and a final examination during finals week. Students will be required to write a linguistic autobiography.
Course not offered every year
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

SPAN 319 History of the Spanish Language
A survey treatment of the development of Latin to modern Spanish, with emphasis on relations between external history and the development of grammatical structure and vocabulary, and major sound shifts. Lectures and discussions of reading.
Course not offered every year
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

SPAN 325 Spanish-English Translation
This course is designed for students who already have a solid foundation in Spanish and English grammar. It provides an introduction to the theory and practice of translating between English and Spanish, addressing important topics such as discourse strategies, register and mood, dialect, genre, and cultural norms linked to written and oral communication. This is a very writing-intensive class, both in and out of the classroom. There are assigned readings from the textbooks and/or assignments online for every class meeting, which will be used to discuss both the practicalities and the cultural implications of translation. Class meetings will consist of class discussions about translation in general, and critiques of your own translation efforts in particular, combined with small group or pair work on translation exercises. While there will necessarily be some use of English, the class is conducted primarily in Spanish.
Course not offered every year
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

SPAN 330 Medieval Literature
Topics vary. Please see the Spanish Department's website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

SPAN 348 Don Quijote
Topics vary. Please see the Spanish Department's website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

SPAN 350 Spanish Literature of the Golden Age
Topics vary. Please see the Spanish Department's website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

SPAN 358 Contemporary Spanish Literature
Topics vary. Please see the Spanish Department's website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Also Offered As: CIMS 380
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

SPAN 384 Spanish Novel Since 1939
Topics vary. Please see the Spanish Department's website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit
SPAN 386 Studies in Spanish Culture
This course covers topics in contemporary Spanish Culture, its specific emphasis varying with the instructor. Please see the Spanish Department's website for the course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
One-term course offered either term
Also Offered As: CIMS 385, LALS 386
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

SPAN 388 Topics in Spanish and Latin American Cinema
Topics vary. Please see the Spanish Department's website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
One-term course offered either term
Also Offered As: CIMS 388, LALS 388
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

SPAN 389 Introduction to Spanish American Literature
Topics vary. Please see the Spanish Department's website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Also Offered As: CIMS 390, COML 390, GSWS 391, LALS 396
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

SPAN 390 Sustainable Development And Culture in Latin America
This interdisciplinary course exposes students to the three dimensions of sustainable development -environmental, economic, and social- through an examination of three products -peyote, coca, and coffee- that are crucial in shaping modern identity in areas of Latin America. The course integrates this analysis of sustainable development in relation to cultural sustainability and cultural practices associated with peyote, coca, and coffee and their rich, traditional heritage and place in literature, film, and the arts. This is an upper level seminar open to majors and minors of Spanish and those who have completed Pre-requisite SPAN 219 or SPAN 223 or permission of the Undergraduate Chair. Taught by: Gimenez
Course offered fall; even-numbered years
Also Offered As: ENVS 391, LALS 391
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

SPAN 391 Spanish American Fiction
Topics vary. Please see the Spanish Department's website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Also Offered As: LALS 394
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

SPAN 392 Modern Spain and Hispanic America
Topics vary. Please see the Spanish Department's website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Also Offered As: CIMS 392, GSWS 392, LALS 392
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

SPAN 393 History of Spanish American Culture
Topics vary. Please see the Spanish Department's website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Also Offered As: CIMS 393, GSWS 393, LALS 393
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

SPAN 394 Modern Spain and Hispanic America
Topics vary. Please see the Spanish Department's website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Also Offered As: CIMS 394, GSWS 394, LALS 394
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

SPAN 395 Hispanic Theater
Topics vary. Please see the Spanish Department's website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Also Offered As: LALS 395
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

SPAN 396 Studies in Spanish American Culture
Topics vary. Please see the Spanish Department's website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Also Offered As: CIMS 396, GSWS 396, LALS 396
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

SPAN 397 History of Spanish American Culture
Topics vary. Please see the Spanish Department's website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Also Offered As: CIMS 397, GSWS 397, LALS 397
Prerequisite: SPAN 219 OR SPAN 223
Activity: Seminar
1.0 Course Unit

SPAN 398 Honors Thesis
Honors thesis in Hispanic Studies. This course is open to undergraduate majors by permit only.
Course not offered every year
Prerequisite: SPAN 219
Activity: Independent Study
1.0 Course Unit

SPAN 399 Independent Study
Independent research under the supervision of a department faculty member. Research topic is determined in consultation with the supervising faculty member.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

SPAN 523 Modern Novel
Topics vary. Please see the Spanish Department's website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Activity: Seminar
1.0 Course Unit
SPAN 606 Pedagogy Across the Spanish Curriculum
The aim of this seminar is to prepare graduate students in Hispanic Studies to teach a wide range of courses typically offered at North American universities and colleges—from the elementary Spanish language level to upper-division seminars—while familiarizing themselves with current approaches and methodological trends in foreign language instruction. By designing a content-based syllabus, including selecting and sequencing of reading materials and choosing the appropriate learning outcomes and assessment methods, graduate students will gain a greater awareness of curricular planning and development and acquire skills that will significantly ease their future teaching endeavors such as using a backward design model, incorporating their own research interests into their lessons and courses, or taking advantage of the resources available to language learners on campus. By the end of the course, graduate students will be able to talk about and reflect on their teaching in an effective and professional manner.
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

SPAN 630 Studies in the Spanish Middle Ages
Topics vary. Please see the Spanish Department’s website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Also Offered As: COML 626
Activity: Seminar
1.0 Course Unit

SPAN 648 Don Quijote
Topics vary. Please see the Spanish Department’s website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Activity: Seminar
1.0 Course Unit

SPAN 650 Golden Age Literature
Topics vary. Please see the Spanish Department’s website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Activity: Seminar
1.0 Course Unit

SPAN 682 Seminar on Literary Theory
Topics vary. See the Spanish Department’s website for the current offerings. https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course usually offered in fall term
Also Offered As: COML 682, ENGL 571
Activity: Seminar
1.0 Course Unit

SPAN 684 La Novela Realista
Topics vary. Please see the Spanish Department’s website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Activity: Seminar
1.0 Course Unit

SPAN 686 Studies in Spanish Culture
Topics vary. Please see the Spanish Department’s website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Activity: Seminar
1.0 Course Unit

SPAN 690 Studies in 19th- and 20th-Century Spanish American Literature
Topics vary. Please see the Spanish Department’s website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Activity: Seminar
1.0 Course Unit

SPAN 692 Colonial Literature of Spanish America
Topics vary. Please see the Spanish Department’s website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Activity: Seminar
1.0 Course Unit

SPAN 693 Vanguardias culturales hispanoamericanas
Topics vary. Please see the Spanish Department’s website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Activity: Seminar
1.0 Course Unit

SPAN 694 Spanish and Latin American Cinema
Topics vary. Please see the Spanish Department’s website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Also Offered As: CIMS 694, LALS 694
Activity: Seminar
1.0 Course Unit

SPAN 697 Studies in Latin American Culture
Topics vary. Please see the Spanish Department’s website for the current course description: https://www.sas.upenn.edu/hispanic-portuguese-studies/pc
Course not offered every year
Also Offered As: LALS 697
Activity: Seminar
1.0 Course Unit
SPAN 698 Workshop on Scholarly Writing
This course aims to develop awareness about what constitutes effective scholarly prose in Spanish. It proposes to hone the student's handling of writing as a vehicle for the expression of intellectual thought, but also to develop a consciousness of the rhetorical strategies that can be used to advance a critical argument effectively. Extensive writing exercises will be assigned; these will be followed by intense and multiple redactions of the work originally produced. The ultimate goal is for students to develop precision, correctness, and elegance in their written work. Students will also work on a class paper written previously, with a view to learning the process of transforming a short, limited expression of an argument into a publishable article. Course by permission of instructor.
Course not offered every year
Activity: Seminar
1.0 Course Unit

SPAN 800 Field Exam
PhD Exam Preparation
Course not offered every year
Activity: Independent Study
1.0 Course Unit

SPAN 999 Independent Study
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

Statistics (STAT)

STAT 101 Introductory Business Statistics
Data summaries and descriptive statistics; introduction to a statistical computer package; Probability: distributions, expectation, variance, covariance, portfolios, central limit theorem; statistical inference of univariate data; Statistical inference for bivariate data: inference for intrinsically linear simple regression models. This course will have a business focus, but is not inappropriate for students in the college. This course may be taken concurrently with the prerequisite with instructor permission.
One-term course offered either term
Prerequisite: MATH 104 OR MATH 110
Activity: Lecture
1.0 Course Unit

STAT 102 Introductory Business Statistics
Continuation of STAT 101. A thorough treatment of multiple regression, model selection, analysis of variance, linear logistic regression; introduction to time series. Business applications. This course may be taken concurrently with the prerequisite with instructor permission.
One-term course offered either term
Prerequisite: STAT 101
Activity: Lecture
1.0 Course Unit

STAT 111 Introductory Statistics
Introduction to concepts in probability. Basic statistical inference procedures of estimation, confidence intervals and hypothesis testing directed towards applications in science and medicine. The use of the JMP statistical package. Knowledge of high school algebra is required for this course.
One-term course offered either term
Activity: Recitation
1.0 Course Unit

STAT 112 Introductory Statistics
Further development of the material in STAT 111, in particular the analysis of variance, multiple regression, non-parametric procedures and the analysis of categorical data. Data analysis via statistical packages. This course may be taken concurrently with the prerequisite with instructor permission.
One-term course offered either term
Prerequisite: STAT 111
Activity: Lecture
1.0 Course Unit

STAT 399 Independent Study
Written permission of instructor and the department course coordinator required to enroll in this course.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

STAT 401 Sports Analytics: A Capstone Course
This course would introduce undergraduate students to the growing field of sports analytics, while allowing them to implement and integrate their knowledge base by exploring real sports data sets to solve real problems. While the context will be sports related, the skills and techniques gained will be widely applicable and generalizable with applications in diverse areas. Prerequisites: Must be a declared Statistics Concentrator or Business Analytics Concentrator or Statistics Minor or Data Science Minor. Permission from the Instructor is required.
Taught by: Abraham J. Wyner
Activity: Lecture
0.5 Course Units

STAT 405 Statistical Computing with R
The goal of this course is to introduce students to the R programming language and related eco-system. This course will provide a skill-set that is in demand in both the research and business environments. In addition, R is a platform that is used and required in other advanced classes taught at Wharton, so that this class will prepare students for these higher level classes and electives.
Taught by: Su, Waterman
One-term course offered either term
Also Offered As: STAT 705
Prerequisite: STAT 102 OR STAT 112 OR STAT 430
Activity: Lecture
0.5 Course Units

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STAT 421 Predictive Analytics for Business
This course follows from the introductory regression classes, STAT 102, STAT 112, and STAT 431 for undergraduates and STAT 613 for MBAs. It extends the ideas from regression modeling, focusing on the core business task of predictive analytics as applied to realistic business related data sets. In particular it introduces automated model selection tools, such as stepwise regression and various current model selection criteria such as AIC and BIC. It delves into classification methodologies such as logistic regression. It also introduces classification and regression trees (CART) and the popular predictive methodology known as the random forest. By the end of the course the student will be familiar with and have applied all these tools and will be ready to use them in a work setting. The methodologies can all be implemented in either the JMP or R software packages. This course may be taken concurrently with the prerequisite with instructor permission.
One-term course offered either term
Also Offered As: STAT 722
Prerequisite: STAT 102 OR STAT 112 OR STAT 431
Activity: Lecture
0.5 Course Units

STAT 423 Text Analytics
This course introduces methods for the analysis of unstructured data, focusing on statistical models for text. Techniques include those for sentiment analysis, topic models, and predictive analytics. Course includes topics from natural language processing (NLP), such as identifying parts of speech, parsing sentences (e.g., subject and predicate), and named entity recognition (people and places). Supervised techniques suited to feature creation provide variables suited to traditional statistical models (regression) and more recent approaches (regression trees). Examples that span the course illustrate the success of text analytics. Hierarchical generating models often associated with nonparametric Bayesian analysis supply theoretical foundations. Students should be familiar with regression models at the level of STAT 102 and the R statistics language at the level of STAT 405. Familiarity with the R-Studio development environment is presumed, as well as common R packages such as stringr, dplyr and ggplot. Those with more knowledge of Statistics, such as from STAT 422, or computing skills will benefit. The predominant software used in the course is R, with bits of JMP when helpful for interactive illustration. Familiarity with basic probability models is helpful but not presumed.
Taught by: Stine
One-term course offered either term
Also Offered As: STAT 724
Activity: Lecture
0.5 Course Units

STAT 430 Probability
Discrete and continuous sample spaces and probability; random variables, distributions, independence; expectation and generating functions; Markov chains and recurrence theory.
One-term course offered either term
Also Offered As: STAT 510
Prerequisite: MATH 114 OR MATH 115
Activity: Lecture
1.0 Course Unit

STAT 431 Statistical Inference
Graphical displays; one- and two-sample confidence intervals; one- and two-sample hypothesis tests; one- and two-way ANOVA; simple and multiple linear least-squares regression; nonlinear regression; variable selection; logistic regression; categorical data analysis; goodness-of-fit tests. A methodology course. This course does not have business applications but has significant overlap with STAT 101 and 102. This course may be taken concurrently with the prerequisite with instructor permission.
One-term course offered either term
Also Offered As: STAT 511
Prerequisite: STAT 430
Activity: Lecture
1.0 Course Unit

STAT 432 Mathematical Statistics
An introduction to the mathematical theory of statistics. Estimation, with a focus on properties of sufficient statistics and maximum likelihood estimators. Hypothesis testing, with a focus on likelihood ratio tests and the consequent development of ‘t’ tests and hypothesis tests in regression and ANOVA. Nonparametric procedures. This course may be taken concurrently with the prerequisite with instructor permission.
Course usually offered in spring term
Also Offered As: STAT 512
Prerequisite: STAT 430 OR STAT 510
Activity: Lecture
1.0 Course Unit

STAT 433 Stochastic Processes
An introduction to Stochastic Processes. The primary focus is on Markov Chains, Martingales and Gaussian Processes. We will discuss many interesting applications from physics to economics. Topics may include: simulations of path functions, game theory and linear programming, stochastic optimization, Brownian Motion and Black-Scholes. This course may be taken concurrently with the prerequisite with instructor permission.
One-term course offered either term
Also Offered As: STAT 533
Prerequisite: STAT 430
Activity: Lecture
1.0 Course Unit

STAT 434 Forecasting Methods for Management
This course provides an introduction to the wide range of techniques available for statistical forecasting. Qualitative techniques, smoothing and decomposition of time series, regression, adaptive methods, autoregressive-moving average modeling, and ARCH and GARCH formulations will be surveyed. The emphasis will be on applications, rather than technical foundations and derivations. The techniques will be studied critically, with examination of their usefulness and limitations. This course may be taken concurrently with the prerequisite with instructor permission.
Taught by: Shaman
One-term course offered either term
Also Offered As: STAT 711
Prerequisite: STAT 102 OR STAT 112 OR STAT 431
Activity: Lecture
1.0 Course Unit
STAT 442 Introduction to Bayesian Data Analysis
The course will introduce data analysis from the Bayesian perspective to undergraduate students. We will cover important concepts in Bayesian probability modeling as well as estimation using both optimization and simulation-based strategies. Key topics covered in the course include hierarchical models, mixture models, hidden Markov models and Markov Chain Monte Carlo. A course in probability (STAT 430 or equivalent); a course in statistical inference (STAT 102, STAT 112, STAT 431 or equivalent); and experience with the statistical software R (at the level of STAT 405 or STAT 470) are recommended.
Taught by: Jensen
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

STAT 451 Fundamentals of Actuarial Science I
This course is the usual entry point in the actuarial science program. It is required for students who plan to concentrate or minor in actuarial science. It can also be taken by others interested in the mathematics of personal finance and the use of mortality tables. For future actuaries, it provides the necessary knowledge of compound interest and its applications, and basic life contingencies definition to be used throughout their studies. Non-actuaries will be introduced to practical applications of finance mathematics, such as loan amortization and bond pricing, and premium calculation of typical life insurance contracts. Main topics include annuities, loans and bonds; basic principles of life contingencies and determination of annuity and insurance benefits and premiums. This course may be taken concurrently with the prerequisite with instructor permission.
Taught by: Lemaire
Course usually offered in fall term
Also Offered As: BEPP 451, BEPP 851, STAT 851
Prerequisite: MATH 104 AND STAT 430
Activity: Lecture
1.0 Course Unit

STAT 452 Fundamentals of Actuarial Science II
This specialized course is usually only taken by Wharton students who plan to concentrate in actuarial science and Penn students who plan to minor in actuarial mathematics. It provides a comprehensive analysis of advanced life contingencies problems such as reserving, multiple life functions, multiple decrement theory with application to the valuation of pension plans. This course may be taken concurrently with the prerequisite with instructor permission.
Taught by: Lemaire
Course usually offered in spring term
Also Offered As: BEPP 452, BEPP 852, STAT 852
Prerequisite: STAT 451 OR BEPP 451
Activity: Lecture
1.0 Course Unit

STAT 453 Actuarial Statistics
This course covers models for insurer's losses, and applications of Markov chains. Poisson processes, including extensions such as non-homogeneous, compound, and mixed Poisson processes are studied in detail. The compound model is then used to establish the distribution of losses. An extensive section on Markov chains provides the theory to forecast future states of the process, as well as numerous applications of Markov chains to insurance, finance, and genetics. The course is abundantly illustrated by examples from the insurance and finance literature. While most of the students taking the course are future actuaries, other students interested in applications of statistics may discover in class many fascinating applications of stochastic processes and Markov chains. This course may be taken concurrently with the prerequisite with instructor permission.
Taught by: Lemaire
Course usually offered in fall term
Also Offered As: BEPP 453, BEPP 853, STAT 853
Prerequisite: STAT 430
Activity: Lecture
1.0 Course Unit

STAT 470 Data Analytics and Statistical Computing
This course will introduce a high-level programming language, called R, that is widely used for statistical data analysis. Using R, we will study and practice the following methodologies: data cleaning, feature extraction; web scrapping, text analysis; data visualization; fitting statistical models; simulation of probability distributions and statistical models; statistical inference methods that use simulations (bootstrap, permutation tests).
Prerequisite: Waiving the Statistics Core completely if prerequisites are not met. This course may be taken concurrently with the prerequisite with instructor permission.
Taught by: Johndrow
One-term course offered either term
Also Offered As: STAT 503, STAT 770
Prerequisite: (STAT 101 AND STAT 102) OR (STAT 111 AND STAT 112) OR STAT 431 OR (ECON 103 AND ECON 104)
Activity: Lecture
1.0 Course Unit

STAT 471 Modern Data Mining
Modern Data Mining: Statistics or Data Science has been evolving rapidly to keep up with the modern world. While classical multiple regression and logistic regression technique continue to be the major tools we go beyond to include methods built on top of linear models such as LASSO and Ridge regression. Contemporary methods such as KNN (K nearest neighbor), Random Forest, Support Vector Machines, Principal Component Analyses (PCA), the bootstrap and others are also covered.
Text mining especially through PCA is another topic of the course. While learning all the techniques, we keep in mind that our goal is to tackle real problems. Not only do we go through a large collection of interesting, challenging real-life data sets but we also learn how to use the free, powerful software 'R' in connection with each of the methods exposed in the class. This course may be taken concurrently with the prerequisite with instructor permission.
Taught by: Zhao
One-term course offered either term
Also Offered As: STAT 571, STAT 701
Prerequisite: STAT 102 OR STAT 112 OR STAT 431
Activity: Lecture
1.0 Course Unit
STAT 474 Modern Regression for the Social, Behavioral and Biological Sciences
Function estimation and data exploration using extensions of regression analysis: smoothers, semiparametric and nonparametric regression, and supervised machine learning. Conceptual foundations are addressed as well as hands-on use for data analysis. This course may be taken concurrently with the prerequisite with instructor permission.
Taught by: Berk
Course usually offered in spring term
Also Offered As: CRIM 474, STAT 974
Prerequisite: STAT 102 OR STAT 112
Activity: Lecture
1.0 Course Unit

STAT 475 Sample Survey Design
This course will cover the design and analysis of sample surveys. Topics include simple sampling, stratified sampling, cluster sampling, graphics, regression analysis using complex surveys and methods for handling nonresponse bias. This course may be taken concurrently with the prerequisite with instructor permission.
Course not offered every year
Prerequisite: STAT 102 OR STAT 112 OR STAT 431
Activity: Lecture
1.0 Course Unit

STAT 476 Applied Probability Models in Marketing
This course will expose students to the theoretical and empirical 'building blocks' that will allow them to construct, estimate and interpret powerful models of consumer behavior. Over the years, researchers and practitioners have used these models for a wide variety of applications, such as new product sales, forecasting, analyses of media usage, and targeted marketing programs. Other disciplines have seen equally broad utilization of these techniques. The course will be entirely lecture-based with a strong emphasis on real-time problem solving. Most sessions will feature sophisticated numerical investigations using Microsoft Excel.
Much of the material is highly technical.
Taught by: Fader
Course usually offered in spring term
Also Offered As: MKTG 476, MKTG 776, STAT 776
Activity: Lecture
1.0 Course Unit

STAT 477 Introduction to Python for Data Science
The goal of this course is to introduce the Python programming language within the context of the closely related areas of statistics and data science. Students will develop a solid grasp of Python programming basics, as they are exposed to the entire data science workflow, starting from interacting with SQL databases to query and retrieve data, through data wrangling, reshaping, summarizing, analyzing and ultimately reporting their results. Competency in Python is a critical skill for students interested in data science. Prerequisites: No prior programming experience is expected, but statistics, through the level of multiple regression is required. This requirement may be fulfilled with Undergraduate courses such as Stat 102, Stat 112.
Taught by: Richard Waterman
Also Offered As: OIDD 477, OIDD 777, STAT 777
Activity: Lecture
0.5 Course Units

STAT 480 Advanced Statistical Computing
This course will build on the fundamental concepts introduced in the prerequisite courses to allow students to acquire knowledge and programming skills in large-scale data analysis, data visualization, and stochastic simulation. Prerequisite: STAT 770 or 705 or equivalent background acquired through a combination of online courses that teach the R language and practical experience. This course may be taken concurrently with the prerequisite with instructor permission.
Taught by: Buja
Course usually offered in spring term
Also Offered As: STAT 580, STAT 780
Prerequisite: STAT 405 OR STAT 470
Activity: Lecture
1.0 Course Unit

STAT 490 Causal Inference
Questions about cause are at the heart of many everyday decisions and public policies. Does eating an egg every day cause people to live longer or shorter or have no effect? Do gun control laws cause more or less murders or have no effect? Causal inference is the subfield of statistics that considers how we should make inferences about such questions. This course will cover the key concepts and methods of causal inference rigorously. The course is intended for statistics concentrators and minors. Knowledge of R such as that covered in STAT 405 or STAT 470 is recommended.
Taught by: Small
Course usually offered in spring term
Also Offered As: STAT 590
Prerequisite: STAT 430 AND (STAT 102 OR STAT 112 OR STAT 431)
Activity: Lecture
1.0 Course Unit

STAT 500 Applied Regression and Analysis of Variance
An applied graduate level course in multiple regression and analysis of variance for students who have completed an undergraduate course in basic statistical methods. Emphasis is on practical methods of data analysis and their interpretation. Covers model building, general linear hypothesis, residual analysis, leverage and influence, one-way anova, two-way anova, factorial anova. Primarily for doctoral students in the managerial, behavioral, social and health sciences. Permission of instructor required to enroll.
Taught by: Rosenbaum
Course usually offered in fall term
Also Offered As: BSTA 550, PSYC 611
Activity: Lecture
1.0 Course Unit

STAT 501 Introduction to Nonparametric Methods and Log-linear Models
A junior/senior level course in the topics of nonparametric statistics and log-linear models. Prerequisites: knowledge of basic statistical inference for the behavioral sciences. This course introduces such nonparametric methods as rank order tests, chi-square and correlation statistics. The log-linear model approach is used to develop a general categorical data analysis technique. This course also provides an introduction to the use of computer programs for the analysis of statistical data, including the SAS system.
Taught by: Rosenbaum
Course usually offered in spring term
Also Offered As: PSYC 612
Activity: Lecture
1.0 Course Unit
STAT 503 Data Analytics and Statistical Computing
This course will introduce a high-level programming language, called R, that is widely used for statistical data analysis. Using R, we will study and practice the following methodologies: data cleaning, feature extraction; web scrubbing, text analysis; data visualization; fitting statistical models; simulation of probability distributions and statistical models; statistical inference methods that use simulations (bootstrap, permutation tests). Prerequisite: Two courses at the statistics 400 or 500 level.
Taught by: Buja
One-term course offered either term
Also Offered As: STAT 470, STAT 770
Activity: Lecture
1.0 Course Unit

STAT 510 Probability
One-term course offered either term
Also Offered As: STAT 430
Activity: Lecture
1.0 Course Unit

STAT 511 Statistical Inference
Graphical displays; one- and two-sample confidence intervals; one- and two-sample hypothesis tests; one- and two-way ANOVA; simple and multiple linear least-squares regression; nonlinear regression; variable selection; logistic regression; categorical data analysis; goodness-of-fit tests. A methodology course.
One-term course offered either term
Also Offered As: STAT 431
Prerequisite: STAT 510
Activity: Lecture
1.0 Course Unit

STAT 512 Mathematical Statistics
An introduction to the mathematical theory of statistics. Estimation, with a focus on properties of sufficient statistics and maximum likelihood estimators. Hypothesis testing, with a focus on likelihood ratio tests and the consequent development of 't' tests and hypothesis tests in regression and ANOVA. Nonparametric procedures.
Course usually offered in spring term
Also Offered As: STAT 432
Prerequisite: STAT 430 OR STAT 510
Activity: Lecture
1.0 Course Unit

STAT 515 Advanced Statistical Inference I
STAT 515 is aimed at first-year Ph.D. students and builds a good foundation in statistical inference from the first principles of probability. Taught by: Krieger
Course usually offered in fall term
Prerequisite: STAT 430 AND STAT 431 AND MATH 114 AND MATH 240
Activity: Lecture
1.0 Course Unit

STAT 516 Advanced Statistical Inference II
STAT 516 is a natural continuation of STAT 515, and the main focus is on asymptotic evaluations and regression models. Time permitting, it also discusses some basic nonparametric statistical methods. Taught by: Low
Course usually offered in spring term
Prerequisite: STAT 515
Activity: Lecture
1.0 Course Unit

STAT 520 Applied Econometrics I
This is a course in econometrics for graduate students. The goal is to prepare students for empirical research by studying econometric methodology and its theoretical foundations. Students taking the course should be familiar with elementary statistical methodology and basic linear algebra, and should have some programming experience. Topics include conditional expectation and linear projection, asymptotic statistical theory, ordinary least squares estimation, the bootstrap and jackknife, instrumental variables and two-stage least squares, specification tests, systems of equations, generalized least squares, and introduction to use of linear panel data models.
Taught by: Shaman
Course usually offered in fall term
Prerequisite: MATH 114 AND MATH 312
Activity: Lecture
1.0 Course Unit

STAT 521 Applied Econometrics II
Topics include system estimation with instrumental variables, fixed effects and random effects estimation, M-estimation, nonlinear regression, quantile regression, maximum likelihood estimation, generalized method of moments estimation, minimum distance estimation, and binary and multinomial response models. Both theory and applications will be stressed.
Taught by: Shaman
Course usually offered in spring term
Prerequisite: STAT 520
Activity: Lecture
1.0 Course Unit

STAT 522 Applied Bayesian Econometrics I
Topics include system estimation with instrumental variables, fixed effects and random effects estimation, M-estimation, nonlinear regression, quantile regression, maximum likelihood estimation, generalized method of moments estimation, minimum distance estimation, and binary and multinomial response models. Both theory and applications will be stressed.
Taught by: Shaman
Course usually offered in spring term
Prerequisite: STAT 520
Activity: Lecture
1.0 Course Unit

STAT 533 Stochastic Processes
An introduction to Stochastic Processes. The primary focus is on Markov Chains, Martingales and Gaussian Processes. We will discuss many interesting applications from physics to economics. Topics may include: simulations of path functions, game theory and linear programming, stochastic optimization, Brownian Motion and Black-Scholes.
One-term course offered either term
Also Offered As: STAT 470, STAT 770
Prerequisite: STAT 510
Activity: Lecture
1.0 Course Unit

STAT 542 Bayesian Methods and Computation
Sophisticated tools for probability modeling and data analysis from the Bayesian perspective. Hierarchical models, mixture models and Monte Carlo simulation techniques.
Taught by: Jensen
Course usually offered in spring term
Prerequisite: STAT 430 OR STAT 510
Activity: Lecture
1.0 Course Unit
STAT 571 Modern Data Mining
Modern Data Mining: Statistics or Data Science has been evolving rapidly to keep up with the modern world. While classical multiple regression and logistic regression technique continue to be the major tools we go beyond to include methods built on top of linear models such as LASSO and Ridge regression. Contemporary methods such as KNN (K nearest neighbor), Random Forest, Support Vector Machines, Principal Component Analyses (PCA), the bootstrap and others are also covered. Text mining especially through PCA is another topic of the course. While learning all the techniques, we keep in mind that our goal is to tackle real problems. Not only do we go through a large collection of interesting, challenging real-life data sets but we also learn how to use the free, powerful software 'R' in connection with each of the methods exposed in the class. Prerequisite: two courses at the statistics 400 or 500 level or permission from instructor.
Taught by: Zhao
One-term course offered either term
Also Offered As: STAT 471, STAT 701
Activity: Lecture
1.0 Course Unit

STAT 580 Advanced Statistical Computing
This course will build on the fundamental concepts introduced in the prerequisite courses to allow students to acquire knowledge and programming skills in large-scale data analysis, data visualization, and stochastic simulation. Prerequisite: STAT 503, 705, or 770 or equivalent background acquired through a combination of online courses that teach the R language and practical experience.
Taught by: Buja
Course usually offered in spring term
Also Offered As: STAT 480, STAT 780
Prerequisite: STAT 503 OR STAT 705 OR STAT 770
Activity: Lecture
1.0 Course Unit

STAT 590 Causal Inference
Questions about cause are at the heart of many everyday decisions and public policies. Does eating an egg every day cause people to live longer or shorter or have no effect? Do gun control laws cause more or less murders or have no effect? Causal inference is the subfield of statistics that considers how we should make inferences about such questions. This course will cover the key concepts and methods of causal inference rigorously. Background in probability and statistics; some knowledge of R is recommended.
Taught by: Small
Course usually offered in spring term
Also Offered As: STAT 490
Activity: Lecture
1.0 Course Unit

STAT 613 Regression Analysis for Business
This course provides the fundamental methods of statistical analysis, the art and science if extracting information from data. The course will begin with a focus on the basic elements of exploratory data analysis, probability theory and statistical inference. With this as a foundation, it will proceed to explore the use of the key statistical methodology known as regression analysis for solving business problems, such as the prediction of future sales and the response of the market to price changes. The use of regression diagnostics and various graphical displays supplement the basic numerical summaries and provides insight into the validity of the models. Specific important topics covered include least squares estimation, residuals and outliers, tests and confidence intervals, correlation and autocorrelation, collinearity, and randomization. The presentation relies upon computer software for most of the needed calculations, and the resulting style focuses on construction of models, interpretation of results, and critical evaluation of assumptions.
Course usually offered in fall term
Prerequisite: STAT 611
Activity: Lecture
1.0 Course Unit

STAT 621 Accelerated Regression Analysis for Business
STAT 621 is intended for students with recent, practical knowledge of the use of regression analysis in the context of business applications. This course covers the material of STAT 613, but omits the foundations to focus on regression modeling. The course reviews statistical hypothesis testing and confidence intervals for the sake of standardizing terminology and introducing software, and then moves into regression modeling. The pace presumes recent exposure to both the theory and practice of regression and will not be accommodating to students who have not seen or used these methods previously. The interpretation of regression models within the context of applications will be stressed, presuming knowledge of the underlying assumptions and derivations. The scope of regression modeling that is covered includes multiple regression analysis with categorical effects, regression diagnostic procedures, interactions, and time series structure. The presentation of the course relies on computer software that will be introduced in the initial lectures. Recent exposure to the theory and practice of regression modeling is recommended.
Taught by: George
Course usually offered in fall term
Activity: Lecture
0.5 Course Units
STAT 701 Modern Data Mining
Modern Data Mining: Statistics or Data Science has been evolving rapidly to keep up with the modern world. While classical multiple regression and logistic regression technique continue to be the major tools we go beyond to include methods built on top of linear models such as LASSO and Ridge regression. Contemporary methods such as KNN (K nearest neighbor), Random Forest, Support Vector Machines, Principal Component Analyses (PCA), the bootstrap and others are also covered. Text mining especially through PCA is another topic of the course. While learning all the techniques, we keep in mind that our goal is to tackle real problems. Not only do we go through a large collection of interesting, challenging real-life data sets but we also learn how to use the free, powerful software ‘R’ in connection with each of the methods exposed in the class. Prerequisite: two courses at the statistics 400 or 500 level or permission from instructor.
Taught by: Zhao
One-term course offered either term
Also Offered As: STAT 471, STAT 571
Activity: Lecture
1.0 Course Unit

STAT 705 Statistical Computing with R
The goal of this course is to introduce students to the R programming language and related eco-system. This course will provide a skill-set that is in demand in both the research and business environments. In addition, R is a platform that is used and required in other advanced classes taught at Wharton, so that this class will prepare students for these higher level classes and electives.
Taught by: Su, Waterman
One-term course offered either term
Also Offered As: STAT 405
Prerequisite: STAT 613 OR STAT 621
Activity: Lecture
0.5 Course Units

STAT 711 Forecasting Methods for Management
This course provides an introduction to the wide range of techniques available for statistical forecasting. Qualitative techniques, smoothing and decomposition of time series, regression, adaptive methods, autoregressive-moving average modeling, and ARCH and GARCH formulations will be surveyed. The emphasis will be on applications, rather than technical foundations and derivations. The techniques will be studied critically, with examination of their usefulness and limitations.
Taught by: Shaman
One-term course offered either term
Also Offered As: STAT 435
Prerequisite: STAT 613 OR STAT 621
Activity: Lecture
1.0 Course Unit

STAT 722 Predictive Analytics for Business (formerly STAT 622)
This course follows from the introductory regression classes, STAT 102, STAT 112, and STAT 431 for undergraduates and STAT 613 for MBAs. It extends the ideas from regression modeling, focusing on the core business task of predictive analytics as applied to realistic business related data sets. In particular it introduces automated model selection tools, such as stepwise regression and various current model selection criteria such as AIC and BIC. It delves into classification methodologies such as logistic regression. It also introduces classification and regression trees (CART) and the popular predictive methodology known as the random forest. By the end of the course the student will be familiar with and have applied all these tools and will be ready to use them in a work setting. The methodologies can all be implemented in either the JMP or R software packages.
One-term course offered either term
Also Offered As: STAT 422
Prerequisite: STAT 613 OR STAT 621
Activity: Lecture
0.5 Course Units

STAT 724 Text Analytics
This course introduces methods for the analysis of unstructured data, focusing on statistical models for text. Techniques include those for sentiment analysis, topic models, and predictive analytics. Course includes topics from natural language processing (NLP), such as identifying parts of speech, parsing sentences (e.g., subject and predicate), and named entity recognition (people and places). Unsupervised techniques suited to feature creation provide variables suited to traditional statistical models (regression) and more recent approaches (regression trees). Examples that span the course illustrate the success of text analytics. Hierarchical generating models often associated with nonparametric Bayesian analysis supply theoretical foundations. Students should be familiar with regression models at the level of STAT 613 and the R statistics language at the level of STAT 705. Familiarity with the R Studio development environment is presumed, as well as common R packages such as stringr, dplyr and ggplot. Those with more knowledge of Statistics, such as from STAT 722, or computing skills will benefit. The predominant software used in the course is R, with bits of JMP when helpful for interactive illustration. Familiarity with basic probability models is helpful but not presumed.
Taught by: Stine
One-term course offered either term
Also Offered As: STAT 424
Activity: Lecture
0.5 Course Units

STAT 770 Data Analytics and Statistical Computing
This course will introduce a high-level programming language, called R, that is widely used for statistical data analysis. Using R, we will study and practice the following methodologies: data cleaning, feature extraction; web scrubbing, text analysis; data visualization; fitting statistical models; simulation of probability distributions and statistical models; statistical inference methods that use simulations (bootstrap, permutation tests). Prerequisite: Two courses at the statistics 400 or 500 level.
Taught by: Buja
One-term course offered either term
Also Offered As: STAT 470, STAT 503
Activity: Lecture
1.0 Course Unit
STAT 776 Applied Probability Models in Marketing
This course will expose students to the theoretical and empirical ‘building blocks’ that will allow them to construct, estimate, and interpret powerful models of consumer behavior. Over the years, researchers and practitioners have used these models for a wide variety of applications, such as new product sales, forecasting, analyses of media usage, and targeted marketing programs. Other disciplines have seen equally broad utilization of these techniques. The course will be entirely lecture-based with a strong emphasis on real-time problem solving. Most sessions will feature sophisticated numerical investigations using Microsoft Excel. Much of the material is highly technical.
Taught by: Fader
Course usually offered in spring term
Also Offered As: MKTG 476, MKTG 776, STAT 476
Activity: Lecture
1.0 Course Unit
Notes: Format: Lecture, real-time problem solving

STAT 777 Introduction to Python for Data Science
The goal of this course is to introduce the Python programming language within the context of the closely related areas of statistics and data science. Students will develop a solid grasp of Python programming basics, as they are exposed to the entire data science workflow, starting from interacting with SQL databases to query and retrieve data, through data wrangling, reshaping, summarizing, analyzing and ultimately reporting their results. Competency in Python is a critical skill for students interested in data science. Prerequisites: No prior programming experience is expected, but statistics, through the level of multiple regression is required. This requirement may be fulfilled with MBA courses such as STAT 613/621; or by waiving MBA statistics.
Taught by: Richard Waterman
Also Offered As: OIDD 477, OIDD 777, STAT 477
Activity: Lecture
0.5 Course Units

STAT 780 Advanced Statistical Computing
This course will build on the fundamental concepts introduced in the prerequisite courses to allow students to acquire knowledge and programming skills in large-scale data analysis, data visualization, and stochastic simulation. Prerequisite: STAT 503, 705, or 770 or equivalent background acquired through a combination of online courses that teach the R language and practical experience.
Taught by: Buja
Course usually offered in spring term
Also Offered As: STAT 480, STAT 580
Prerequisite: STAT 503 OR STAT 705 OR STAT 770
Activity: Lecture
1.0 Course Unit

STAT 851 Fundamentals of Actuarial Science I
This course is the usual entry point in the actuarial science program. It is required for students who plan to concentrate or minor in actuarial science. It can also be taken by others interested in the mathematics of personal finance and the use of mortality tables. For future actuaries, it provides the necessary knowledge of compound interest and its applications, and basic life contingencies definition to be used throughout their studies. Non-actuaries will be introduced to practical applications of finance mathematics, such as loan amortization and bond pricing, and premium calculation of typical life insurance contracts. Main topics include annuities, loans and bonds; basic principles of life contingencies and determination of annuity and insurance benefits and premiums. Prerequisite: One semester of calculus.
Taught by: Lemaire
Course usually offered in fall term
Also Offered As: BEPP 451, BEPP 851, STAT 451
Activity: Lecture
1.0 Course Unit

STAT 852 Fundamentals of Actuarial Science II
This specialized course is usually only taken by Wharton students who plan to concentrate in actuarial science and Penn students who plan to minor in actuarial mathematics. It provides a comprehensive analysis of advanced life contingencies problems such as reserving, multiple life functions, multiple decrement theory with application to the valuation of pension plans.
Taught by: Lemaire
Course usually offered in spring term
Also Offered As: BEPP 452, BEPP 852, STAT 452
Prerequisite: STAT 851 OR BEPP 851
Activity: Lecture
1.0 Course Unit

STAT 853 Actuarial Statistics
This course covers models for insurer’s losses, and applications of Markov chains. Poisson processes, including extensions such as non-homogeneous, compound, and mixed Poisson processes are studied in detail. The compound model is then used to establish the distribution of losses. An extensive section on Markov chains provides the theory to forecast future states of the process, as well as numerous applications of Markov chains to insurance, finance, and genetics. The course is abundantly illustrated by examples from the insurance and finance literature. While most of the students taking the course are future actuaries, other students interested in applications of statistics may discover in class many fascinating applications of stochastic processes and Markov chains. Prerequisite: Two semesters of statistics.
Taught by: Lemaire
Course usually offered in fall term
Also Offered As: BEPP 453, BEPP 853, STAT 453
Activity: Lecture
1.0 Course Unit

STAT 859 Independent Study
Written permission of instructor, the department MBA advisor and course coordinator required to enroll.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
STAT 915 Nonparametric Inference
Statistical inference when the functional form of the distribution is not specified. Nonparametric function estimation, density estimation, survival analysis, contingency tables, association, and efficiency.
Course not offered every year
Prerequisite: STAT 430 OR STAT 510 OR MATH 608
Also Offered As: MATH 648
Activity: Lecture
1.0 Course Unit

STAT 920 Sample Survey Methods
This course will cover the design and analysis of sample surveys. Topics include simple random sampling, stratified sampling, cluster sampling, graphics, regression analysis using complex surveys and methods for handling nonresponse bias.
Taught by: Small
Course not offered every year
Prerequisite: STAT 520 OR STAT 961 OR STAT 970
Activity: Lecture
1.0 Course Unit

STAT 921 Observational Studies
This course will cover statistical methods for the design and analysis of observational studies. Topics will include the potential outcomes framework for causal inference; randomized experiments; matching and propensity score methods for controlling confounding in observational studies; tests of hidden bias; sensitivity analysis; and instrumental variables.
Taught by: Small
One-term course offered either term
Prerequisite: STAT 520 OR STAT 961 OR STAT 970
Activity: Lecture
1.0 Course Unit

STAT 925 Multivariate Analysis: Theory
This is a course that prepares PhD students in statistics for research in multivariate statistics and high dimensional statistical inference. Topics from classical multivariate statistics include the multivariate normal distribution and the Wishart distribution; estimation and hypothesis testing of mean vectors and covariance matrices; principal component analysis, canonical correlation analysis and discriminant analysis; etc. Topics from modern multivariate statistics include the Marcenko-Pastur law, the Tracy-Widom law, nonparametric estimation and hypothesis testing of high-dimensional covariance matrices, high-dimensional principal component analysis, etc.
Taught by: Ma
Course not offered every year
Prerequisite: STAT 930 OR STAT 970 OR STAT 972
Activity: Lecture
1.0 Course Unit

STAT 926 Multivariate Analysis: Methodology
This is a course that prepares PhD students in statistics for research in multivariate statistics and data visualization. The emphasis will be on a deep conceptual understanding of multivariate methods to the point where students will propose variations and extensions to existing methods or whole new approaches to problems previously solved by classical methods. Topics include: principal component analysis, canonical correlation analysis, generalized canonical analysis; nonlinear extensions of multivariate methods based on optimal transformations of quantitative variables and optimal scaling of categorical variables; shrinkage- and sparsity-based extensions to classical methods; clustering methods of the k-means and hierarchical varieties; multidimensional scaling, graph drawing, and manifold estimation.
Taught by: Buja
Course not offered every year
Prerequisite: STAT 961
Activity: Lecture
1.0 Course Unit

STAT 927 Bayesian Statistical Theory and Methods
This graduate course will cover the modeling and computation required to perform advanced data analysis from the Bayesian perspective. We will cover fundamental topics in Bayesian probability modeling and implementation, including recent advances in both optimization and simulation-based estimation strategies. Key topics covered in the course include hierarchical and mixture models, Markov Chain Monte Carlo, hidden Markov and dynamic linear models, tree models, Gaussian processes and nonparametric Bayesian strategies.
Taught by: Jensen
One-term course offered every term
Prerequisite: STAT 430 OR STAT 510
Activity: Lecture
1.0 Course Unit

STAT 928 Statistical Learning Theory
Statistical learning theory studies the statistical aspects of machine learning and automated reasoning, through the use of (sampled) data. In particular, the focus is on characterizing the generalization ability of learning algorithms in terms of how well they perform on ‘new’ data when trained on some given data set. The focus of the course is on: providing the fundamental tools used in this analysis; understanding the performance of widely used learning algorithms; understanding the ‘art’ of designing good algorithms, both in terms of statistical and computational properties. Potential topics include: empirical process theory; online learning; stochastic optimization; margin based algorithms; feature selection; concentration of measure. Background in probability and linear algebra recommended.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

STAT 930 Probability Theory
Taught by: Pemantle
Course usually offered in fall term
Also Offered As: MATH 648
Prerequisite: STAT 430 OR STAT 510 OR MATH 608
Activity: Lecture
1.0 Course Unit
STAT 931 Stochastic Processes
Course not offered every year
Also Offered As: MATH 547, MATH 649
Prerequisite: MATH 546 OR STAT 930
Activity: Lecture
1.0 Course Unit

STAT 955 Stochastic Calculus and Financial Applications
Selected topics in the theory of probability and stochastic processes.
Course usually offered in fall term
Prerequisite: STAT 930
Activity: Lecture
1.0 Course Unit

STAT 961 Statistical Methodology
This is a course that prepares 1st year PhD students in statistics for a research career. This is not an applied statistics course. Topics covered include: linear models and their high-dimensional geometry, statistical inference illustrated with linear models, diagnostics for linear models, bootstrap and permutation inference, principal component analysis, smoothing and cross-validation.
Taught by: Buja
Course usually offered in fall term
Prerequisite: STAT 431 OR STAT 520
Activity: Lecture
1.0 Course Unit

STAT 962 Advanced Methods for Applied Statistics
This course is designed for Ph.D. students in statistics and will cover various advanced methods and models that are useful in applied statistics. Topics for the course will include missing data, measurement error, nonlinear and generalized linear regression models, survival analysis, experimental design, longitudinal studies, building R packages and reproducible research.
Taught by: Small
Course usually offered in spring term
Prerequisite: STAT 961
Activity: Lecture
1.0 Course Unit

STAT 970 Mathematical Statistics
Decision theory and statistical optimality criteria, sufficiency, point estimation and hypothesis testing methods and theory.
Taught by: Small
Course usually offered in fall term
Prerequisite: STAT 431 OR STAT 520
Activity: Lecture
1.0 Course Unit

STAT 971 Introduction to Linear Statistical Models
Taught by: Ma
Course usually offered in spring term
Prerequisite: STAT 970
Activity: Lecture
1.0 Course Unit

STAT 972 Advanced Topics in Mathematical Statistics
A continuation of STAT 970.
Taught by: Cai
One-term course offered either term
Prerequisite: STAT 970 AND STAT 971
Activity: Lecture
1.0 Course Unit

STAT 974 Modern Regression for the Social, Behavioral and Biological Sciences
Function estimation and data exploration using extensions of regression analysis: smoothers, semiparametric and nonparametric regression, and supervised machine learning. Conceptual foundations are addressed as well as hands-on use for data analysis.
Taught by: Berk
Course usually offered in spring term
Also Offered As: CRIM 474, STAT 474
Prerequisite: STAT 102 OR STAT 112
Activity: Lecture
1.0 Course Unit

STAT 991 Seminar in Advanced Application of Statistics
This seminar will be taken by doctoral candidates after the completion of most of their coursework. Topics vary from year to year and are chosen from advance probability, statistical inference, robust methods, and decision theory with principal emphasis on applications.
One-term course offered either term
Activity: Seminar
1.0 Course Unit

STAT 995 Dissertation
One-term course offered either term
Activity: Dissertation
1.0 Course Unit

STAT 999 Independent Study
Written permission of instructor and the department course coordinator required to enroll.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
**Sudanese Arabic (SARB)**

**SARB 548 Sudanese Arabic**
Sudan is a country with a rich history and diverse cultures and people. Sudan is surrounded by nine countries. Two of Sudan’s neighbors have Arabic as their official language (Egypt & Libya). While in neighboring Chad and Eritrea, Arabic is widely spoken. The only barrier that divides Sudan from Arabia is the Red Sea. Arabic is the official language of the Sudan, and Sudanese pidgin Arabic (Juba Arabic) is widely used in the southern part of the country. Sudanese colloquial Arabic has close resemblance to Egyptian Colloquial Arabic and to Classical Arabic. Sudanese colloquial Arabic is also spoken and is intelligible in Eritrea, Chad, Nigeria and many places in West Africa. This course will focus on speaking, listening, reading, & writing Sudanese Arabic through the followings: 1- Speaking: Conversing in Sudanese Arabic in various settings. 2- Reading & Writing: Reading and writing of Sudanese Arabic Texts. 3- Listening: Listening to various audio recordings of Sudanese Arabic in different forms and settings. Prerequisite: Knowledge of Arabic equivalent to intermediate level and higher is required for this course.

For BA Students: Language Course
Taught by: Ali B Ali-Dinar
Course not offered every year
Activity: Lecture
1.0 Course Unit

**SARB 559 Sudanese Arabic II**
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

**Swahili (SWAH)**

**SWAH 180 Elementary Swahili I**
The Elementary Swahili I course can be taken to fulfill a language requirement, or for linguistic preparation to do research on East Africa/Africa-related topics. The course emphasizes communicative competence to enable the students to acquire linguistic and extra-linguistic skills in Swahili. The content of the course is selected from various everyday life situations to enable the students to communicate in predictable common daily settings. Culture, as it relates to language use, is also part of the course content. Students will acquire the speaking, listening, reading, and writing skills at the mid-high novice level, based on the ACTFL scale. The mid-high level proficiency skills that the students will acquire constitute threshold capabilities of the second semester range of proficiency to prepare students for Elementary Swahili II course materials. Prerequisite: Offered through the Penn Language Center.

For BA Students: Language Course
Taught by: Mshomba
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

**SWAH 181 Elementary Swahili II**
This course continues to introduce basic grammar, vocabulary, and the reading and writing of Swahili to new speakers. During this term, folktales, other texts, and film selections are used to help introduce important aspects of Swahili culture and the use of the language in wide areas of Africa. Prerequisite: Offered through the Penn Language Center.

For BA Students: Language Course
Taught by: Mshomba
Course usually offered in spring term
Prerequisite: SWAH 180
Activity: Lecture
1.0 Course Unit

**SWAH 280 Intermediate Swahili I**
The objectives of this course are: to strengthen students’ knowledge of speaking, listening, reading, and writing Swahili and to compare it with the language of the students; to learn more about the cultures of East Africa and to compare it with the culture(s) of the students; to consider the relationship between that knowledge and the knowledge of other disciplines; and using that knowledge, to unite students with communities outside of class. Prerequisite: Offered through Penn Language Center.

For BA Students: Language Course
Taught by: Mshomba
Course usually offered in fall term
Also Offered As: SWAH 580
Activity: Lecture
1.0 Course Unit

**SWAH 281 Intermediate Swahili II**
At the end of the course students will be at Level 2 on the ILR (Interagency Language Roundtable) scale. Prerequisite: Offered through the Penn Language Center.

For BA Students: Last Language Course
Taught by: Mshomba
Course usually offered in spring term
Prerequisite: SWAH 280
Activity: Lecture
1.0 Course Unit

Notes: Offered through the Penn Language Center

**SWAH 284 Advanced Swahili I**
This is an advanced Kiswahili course which will engage learners in extended spoken and written discourse. Advanced learners of Kiswahili will listen to, read about, write and speak on authentic video materials, contemporary novels, and newspapers. They will also participate in various discussions on cultural and political issues. Prerequisite: Offered through Penn Language Center.

For BA Students: Advanced Language Course
Taught by: Mshomba
Course usually offered in fall term
Prerequisite: SWAH 280
Activity: Lecture
1.0 Course Unit
**SWAH 285 Advanced Swahili II**

The objectives are to continue to strengthen students’ knowledge of speaking, listening, reading, and writing Swahili and to compare it with the language of the students; to continue learning about the cultures of East Africa and to continue making comparisons with the culture(s) of the students; to continue to consider the relationship between that knowledge and the knowledge of other disciplines; and using that knowledge, to continue to unite students with communities outside of class. Level 3 on the ILR (Interagency Language Roundtable) scale.

Prerequisite: Offered through Penn Language Center.
For BA Students: Advanced Language Course
Taught by: Mshomba
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center

**SWAH 484 Swahili Lang/Culture I**

This course taught in Swahili will focus on reading/writing skills and speaking/listening skills as well as structural and cultural information. The course will be structured around three thematic units: History, Politics, and Education. The course will provide background on the Swahili-speaking world: Who were the first Swahili speakers and what varieties of the language did they speak? How did Swahili spread from the coast to other Swahili-speaking areas as far inland as Uganda, Rwanda, and Congo? Swahili is a lingua franca and has importance in the spread of religion and trade movements. Influences of other languages on Swahili and influences of Swahili on local languages will be discussed. Political and educational systems will be discussed as well.

For BA Students: Advanced Language Course
Taught by: Mshomba
Course not offered every year
Prerequisite: SWAH 284 AND SWAH 285
Activity: Lecture
1.0 Course Unit

**SWAH 485 Swahili Lang/Culture II**

Continuation of Swahili Language & Culture I. Course is taught in Swahili and focuses on reading/writing skills and speaking/listening skills, as well as structural and cultural information. The course is structured around three thematic units: History, Politics, and Education.

Taught by: Mshomba
Course not offered every year
Activity: Lecture
1.0 Course Unit

**SWAH 580 Intermediate Swahili I**

The objectives of this course are: to strengthen students’ knowledge of speaking, listening, reading, and writing Swahili and to compare it with the language of the students; to learn more about the cultures of East Africa and to compare it with the culture(s) of the students; to consider the relationship between that knowledge and the knowledge of other disciplines; and using that knowledge, to unite students with communities outside of class. Prerequisite: Offered through Penn Language Center
For BA Students: Language Course
Taught by: Mshomba
Course usually offered in fall term
Also Offered As: SWAH 280
Activity: Lecture
1.0 Course Unit

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**Swedish (SWED)**

**SWED 101 Elementary Swedish I**

Elementary Swedish I

Taught by: TBD
Also Offered As: SWED 501
Activity: Lecture
1.0 Course Unit

**SWED 102 Elementary Swedish II**

Part two of the elementary level Swedish course. Authentic texts and media will be introduced, as well as opportunities to communicate with native speakers. By the end of the spring semester you will be able to handle a range of practical situations, such as ordering in restaurants and cafes, shopping, talking about family, holidays, plans, daily routines, health, sports/hobbies, jobs and studies. You will work on expressing your opinions and intentions, likes and dislikes, and understanding basic authentic source media, spoken language, etc. You will also learn about Sweden in an international context.

Taught by: Aahren
Course offered spring; even-numbered years
Also Offered As: SWED 502
Prerequisite: SWED 101
Activity: Lecture
1.0 Course Unit

**SWED 103 Intermediate Swedish I**

In part one of the intermediate year, students will research and explore a broad range of topics using authentic sources and course materials to gain greater fluency and familiarity with language and culture. You will meet native Swedish speakers and visit Swedish organizations in the Philadelphia area. Projects and assignments will give you ample opportunity to explore areas that are of special interest to you from academic, professional, and personal perspectives. We will learn about Swedish innovation, business, socio-economic and political structures, geography, tourism, migration, history, and about what it is like to live in Sweden today.

For BA Students: Language Course
Taught by: Aahren
Course offered fall, even-numbered years
Also Offered As: SWED 503
Prerequisite: SWED 102
Activity: Lecture
1.0 Course Unit

**SWED 104 Intermediate Swedish II**

Part two of the intermediate level Swedish course. Through in- and our-of-class interactions, you will continue to engage with your peers and native or fluent Swedish speakers. We will look at Swedish products, business, socio-economic and political structures, geography, tourism, migration, history, and about what it is like to live in Sweden today.

For BA Students: Language Course
Taught by: Aahren
Course offered spring; odd-numbered years
Also Offered As: SWED 504
Prerequisite: SWED 103
Activity: Lecture
1.0 Course Unit
SWED 501 Elementary Swedish I
Elementary Swedish I
Taught by: TBD
Also Offered As: SWED 101
Activity: Lecture
1.0 Course Unit

SWED 502 Elementary Swedish II
Part two of the elementary level Swedish course. Authentic texts and media will be introduced, as well as opportunities to communicate with native speakers. By the end of the spring semester you will be able to handle a range of practical situations, such as ordering in restaurants and cafes, shopping, talking about family, holidays, plans, daily routines, health, sports/hobbies, jobs and studies. You will work on expressing your opinions and intentions, likes and dislikes, and understanding basic authentic source media, spoken language, etc. You will also learn about Sweden in an international context.
Taught by: Aahren
Course offered spring; even-numbered years
Also Offered As: SWED 102
Prerequisite: SWED 501
Activity: Lecture
1.0 Course Unit

SWED 503 Intermediate Swedish I
In part one of the intermediate year, students will research and explore a broad range of topics using authentic sources and course materials to gain greater fluency and familiarity with language and culture. You will meet native Swedish speakers and visit Swedish organizations in the Philadelphia area. Projects and assignments will give you ample opportunity to explore areas that are of special interest to you from academic, professional, and personal perspectives. We will learn about Swedish innovation, business, socio-economic and political structures, geography, tourism, migration, history, and about what it is like to live in Sweden today.
Taught by: Aahren
Course offered fall; even-numbered years
Also Offered As: SWED 103
Prerequisite: SWED 502
Activity: Lecture
1.0 Course Unit

SWED 504 Intermediate Swedish II
Part two of the intermediate level Swedish course. Through in- and out-of-class interactions, you will continue to engage with your peers and native or fluent Swedish speakers. We will look at Swedish products, practices and perspectives, and we will discuss how Swedish culture and society are adapting to a rapidly changing world. We will complement the course literature with relevant authentic sources, such as online media, films, newspapers, etc. With a small class size, we have the flexibility to adapt the content to individual interests, and you will have plenty of opportunity to contribute to the total learning experience while elevating your Swedish vocabulary, grammar and communication skills.
Taught by: Aahren
Course offered spring; odd-numbered years
Also Offered As: SWED 104
Prerequisite: SWED 503
Activity: Lecture
1.0 Course Unit

Tamil (TAML)

TAML 406 Beginning Tamil Part I
This course introduces students to colloquial Tamil and formal written Tamil. A balance between production skills, namely writing and speaking, and comprehension skills, namely reading and listening, will be maintained throughout the course. Reading materials will introduce students to customs and habits of the Tamil speakers in Tamil Nadu, Sri Lanka, Malaysia, and Singapore. Lessons in the class will be based on a set of Tamil learning lessons and videos made available at http://www.southasia.upenn.edu/tamil and the book by the Instructor titled 'Tamil Language in Context', information available at http://www.thetamillanguage.com. By the end of the semester, students will have a working knowledge in reading Tamil text with a basic skill to write and speak the language at ACTFL's Beginner mid level.
For BA Students: Language Course
Taught by: Renganathan
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

TAML 407 Beginning Tamil Part II
This course is a continuation of the Beginner Tamil TAML406. It continues to teach grammar and spoken sills from semester I. Lessons in the class will be based on a set of Tamil learning lessons and videos made available at http://www.southasia.upenn.edu/tamil and the book by the Instructor titled 'Tamil Language in Context', information available at http://www.thetamillanguage.com. By the end of the semester, students will have a working knowledge in reading Tamil text with a basic skill to write and speak the language at ACTFL's Beginner High level.
For BA Students: Language Course
Taught by: Renganathan
Course usually offered in spring term
Prerequisite: TAML 406
Activity: Seminar
1.0 Course Unit

TAML 426 Intermediate Tamil Part I
This course introduces students to colloquial Tamil and formal written Tamil. A balance between production skills, namely writing and speaking, and comprehension skills, namely reading and listening, will be maintained throughout the course. Reading materials will introduce students to customs and habits of the Tamil speakers in Tamil Nadu, Sri Lanka, Malaysia, and Singapore. Lessons in the class will be based on a set of Tamil learning lessons and videos made available at http://www.southasia.upenn.edu/tamil and the book by the Instructor titled 'Tamil Language in Context', information available at http://www.thetamillanguage.com. By the end of the semester, students will have a working knowledge in reading Tamil text with a basic skill to write and speak the language at ACTFL's Beginner mid level.
For BA Students: Language Course
Taught by: Renganathan
Course usually offered in spring term
Prerequisite: TAML 406
Activity: Seminar
1.0 Course Unit
TAML 427 Intermediate Tamil Part II
This course is a continuation of Intermediate Tamil I (TAMIL426) and it continue to develop the skills obtained either from the Beginning Tamil course or from students’ prior exposure to Tamil by other means. The emphasis will be on using the language in actual environments both in spoken medium and in written medium. Multimedia materials such as audio and videos as provided in the website http://www.southasia.upenn.edu/tamil or http://www.thetamillanguage.com will be extensively used to provide students an exposure to the Tamil culture and customs as authentic as possible. Besides improving their speech and writing, students will also be introduced gradually to Tamil literature, which has two thousand years of literary history. By the end of this course, students will have ACTFL’s intermediate high proficiency level.

For BA Students: Last Language Course
Taught by: Renganathan
Course usually offered in spring term
Prerequisite: TAML 427
Activity: Seminar
1.0 Course Unit

TAML 446 Advanced Tamil
This course is a continuation of the Advance Tamil Course I and its primary focus is to concentrate particularly on any one of the genres of the Tamil language namely Sangam, medieval or modern Tamil, which span a vast variety of texts from Aham, Puram, religious poems along with a whole array of Tamil inscriptions. The familiarity from Advanced Tamil I course will be adequately used to master in any aspect of these three genres of the Tamil language. Based on the general interests of the students who are enrolled in this course specific variety of the text to concentrate upon will be selected. In the past, we have read poems from the Sangam genre Purananuru, Ahananuru, Silappatikaram, Manimekalai etc., along with the parallel religious poems from Tirumurai, Nalayira Divyaprabandam and so on. We have also read as part of this course texts from Islam literature, Tamil inscriptions and other related kinds. Text from the instructors book (to be published), ‘lakkiyap payaNangkaL’ will be used to give a birds eye view to students about Tamil literature and the transitions that took place from Sangam, medieval and modern period. This course will train students to have a near-native proficiency in Tamil along with a professional skill in any particular variety of the Tamil language.

For BA Students: Advanced Language Course
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

Telugu (TELU)

TELU 409 Beginning Telugu Part I
This course introduces students to the basic Telugu language skills, with an emphasis on practice for listening comprehension, and speaking Telugu. Combined with exposure to Andhra culture, the classroom and online work in this course will enable interested students to pursue further language study in Telugu at the intermediate level, to carry out field research in Andhra Pradesh, or to prepare them to advanced work in Telugu Studies. An introduction to Telugu like this will also be useful for students who just want to acquire basic Telugu language skills for learning a new language or being able to communicate with Telugu speaking family and friends or to enjoy Telugu music and films.

For BA Students: Language Course
Taught by: Magier
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

TELU 410 Beginning Telugu Part II
This course continues students to the basic Telugu language skills, with an emphasis on practice for listening comprehension, and speaking Telugu. Combined with exposure to Andhra culture, the classroom and online work in this course will enable interested students to pursue further language study in Telugu at the intermediate level, to carry out field research in Andhra Pradesh, or to prepare them to advanced work in Telugu Studies. An introduction to Telugu like this will also be useful for students who just want to acquire basic Telugu language skills for learning a new language or being able to communicate with Telugu speaking family and friends or to enjoy Telugu music and films.

For BA Students: Language Course
Taught by: Magier
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

TELU 429 Intermediate Telugu Part I
This course is designed to expand the students’ basic language skills in Telugu in order to allow them to function adequately in a Telugu-speaking environment, to immerse themselves in the rich Andhra culture, and to accomplish a more advanced competency in an interesting foreign language. This course is also aimed at students planning to conduct scholarly research in Telugu history, literature or society, or humanities or social science fieldwork in Telugu speaking areas.

For BA Students: Language Course
Taught by: Magier
Two terms. student must enter first term.
Prerequisite: TELU 410
Activity: Lecture
1.0 Course Unit
TELU 430 Intermediate Telugu Part II
This course is designed to expand the students’ basic language skills in Telugu in order to allow them to function adequately in a Telugu-speaking environment, to immerse themselves in the rich Andhra culture, and to accomplish a more advanced competency in an interesting foreign language. This course is also aimed at students planning to conduct scholarly research in Telugu history, literature or society, or humanities or social science fieldwork in Telugu speaking areas.
For BA Students: Last Language Course
Taught by: Sundaram
Prerequisite: TELU 429
Activity: Seminar
1.0 Course Unit

Thai (THAI)

THAI 130 Beginning Thai I & II
An introduction to the spoken and written Thai language. Beginning Tibetan will explain the fundamentals of the modern Tibetan language in its literary and spoken forms. Students will develop the ability to read the Tibetan script and identify and analyze Tibetan grammatical forms. Students will also learn conversational Tibetan, and be introduced to the structure of spoken grammar and its pronunciation. This class will provide a foundation for reading Tibetan literature, both classical and modern, and for speaking Tibetan. Prerequisite: Offered through the Penn Language Center.
For BA Students: Language Course
Two terms. student must enter first term.
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center.

THAI 131 Beginning Thai II
Beginning Tibetan II will develop fundamentals of the modern Tibetan language in its literary and spoken forms. Students will continue learning to read Tibetan and analyze Tibetan grammatical forms. Students will also continue learning conversational Tibetan, and increase familiarity with the structures of spoken grammar and pronunciation. This course will provide a foundation for reading Tibetan literature, both classical and modern, and for speaking Tibetan. Rich and colorful culture of Tibet will be part of the curriculum.
Two terms. student must enter first term.
Prerequisite: THAI 130
Activity: Lecture
1.0 Course Unit

THAI 230 Intermediate Thai I & II
A continuation of ALAN 130, the spoken and written Thai language. Prerequisite: Offered through the Penn Language Center.
For BA Students: Language Course
Two terms. student must enter first term.
Prerequisite: THAI 131
Activity: Lecture
1.0 Course Unit

THAI 231 Intermediate Thai II
Activity: Lecture
1.0 Course Unit

Theatre Arts (THAR)

THAR 066 African American Drama: From the 1920’s to the present
This course will introduce students to Pulitzer-prize winning plays such as Lynn Nottage's Sweat, groundbreaking plays such as Ntozake Shange’s For Colored Girls, as well as less known plays that show the wide range of form and themes in 20th and 21st century African American drama. We will focus on performance as a mode of interpreting a script and performance as a way of understanding the intersections of race, class, and gender. In-class viewings of selected scenes in recorded productions of the plays will energize our analysis of the scripts. Short creative, performance-oriented writing assignments will produce the questions explored in the two critical essays. In addition to Sweat and For Colored Girls, our line-up may include Zora Neale Hurston's Color Struck, Anna Deavere Smith's Twilight: Los Angeles, 1992, Suzan-Lori Parks’ 100 Plays for the First Hundred Days, August Wilson's Radio Golf, Lydia Diamond's Harriet Jacobs, Amiri Baraka's The Slave, and Claudia Rankine's The White Card.
Taught by: Crawford
One-term course offered either term
Also Offered As: AFRC 066, ENGL 066
Activity: Lecture
1.0 Course Unit

THAR 073 Literature and the Visual Art
Also Offered As: ARTH 299, CIMS 073, COML 073, ENGL 073, LALS 073
Activity: Lecture
1.0 Course Unit

THAR 076 Theatre in Philadelphia
This course will investigate the state of the contemporary, non-profit theatre culture of Philadelphia by examining the history, artistic mission, and current production work of selected city theatre companies. This course will also explore the creative process of theatre-making as undertaken by these theatres through the reading of plays being produced by them this fall, through an analysis of the collaborative contribution of the playwright, director, actors, and designers to the creation of a production, and, finally, through attendance at those productions mounted by the theatre companies under investigation. The members of the class will write individual essays responding to these productions, do research and give group presentations on other Philadelphia theatre companies, and participate daily in a spirited dialogue about the vitality, level of artistic accomplishment, and cultural/social value of contemporary theatre in Philadelphia.
Taught by: Malague and Schlatter
Course not offered every year
Activity: Seminar
1.0 Course Unit
Notes: Frequently offered as a Freshmen Seminar

THAR 100 Introduction to Theatre Arts
An introduction to different approaches to understanding and analyzing performance, representational theatre, and non-representational theatre, using as test cases both dramatic scripts and live performance. Different aspects of theatre art and theatrical process (acting, design, audience, musical theatre) will be taught by guest lecturers drawn from the Theatre Arts faculty and local professionals.
For BA Students: Arts and Letters Sector
Taught by: Malague and Schlatter
One-term course offered either term
Activity: Lecture
1.0 Course Unit
THAR 101 Theatre, History, Culture I: From Classical to the Middle Classes
This course investigates the history of theatre practice in Europe and Asia from Fifth-Century Athens to roughly the end of the Eighteenth Century. In addition to analyzing major dramatic works, this course examines the evolution of production methods - scenography, acting, costuming, theatre architecture - across cultures and key socio-historical moments. Readings will be drawn from historical research, theoretical writings, plays and contemporary social documents. A particular focus will be on the integral role that the theatre plays as a cultural institution in the ongoing civic life of major cities. The course approaches theatre as broadly interdisciplinary and examines its intersection with religious practice, political developments, national identity, geography, the visual arts and the urban landscape.
For BA Students: Arts and Letters Sector
Also Offered As: ENGL 087
Activity: Lecture
1.0 Course Unit

THAR 102 Theatre, History, Culture II: Romantics, Realists and Revolutionaries
This course investigates the history of theatre practice from the end of the Eighteenth-Century to the present, with an emphasis on interplay of mainstream practices with the newly emerging aesthetics of acting, scenography, and theatrical theory, and the interplay of popular entertainment and audiences with the self-defined aesthetic elitism of the Avant Garde. Among the aesthetics and phenomena we will examine are romanticism and melodrama; bourgeois realism and revolutionary naturalism; emotional-realist acting; the reaction against realism; political theatre; physical theatre; theatre and media; non-dramatic theatre; and theatre that challenges long-standing categories of national identity, empire, gender, and sexuality.
For BA Students: Arts and Letters Sector
Also Offered As: ENGL 097
Activity: Lecture
1.0 Course Unit

THAR 105 Narrative Across Cultures
The purpose of this course is to present a variety of narrative genres and to discuss and illustrate the modes whereby they can be analyzed. We will be looking at shorter types of narrative: short stories, novellas, and fables, and also some extracts from longer works such as autobiographies. While some works will come from the Anglo-American tradition, a larger number will be selected from European and non-Western cultural traditions and from earlier time-periods. The course will thus offer ample opportunity for the exploration of the translation of cultural values in a comparative perspective.
Taught by: Loomba
One-term course offered either term
Also Offered As: COML 125, ENGL 103, NELC 180, SAST 124
Activity: Lecture
1.0 Course Unit

THAR 114 Playwriting Workshop
This course is designed as a hands-on workshop in the art and craft of dramatic writing. It involves the study of new plays, the systematic exploration of such elements as storymaking, plot, structure, theme, character, dialogue, setting, etc.; and most importantly, the development of students’ own short plays through a series of written assignments and in-class exercises. Since a great deal of this work takes place in class - through lectures, discussions, spontaneous writing exercises, and the reading of student work - weekly attendance and active participation is crucial. At the end of the semester, students’ plays are read in a staged reading environment by professional actors.
Course usually offered in spring term
Also Offered As: ENGL 114
Activity: Seminar
1.0 Course Unit

THAR 115 Self-Scripting: Writing through Body and Space
In Self-Scripting, students will write through a variety of exercises and activities that put text into play with the body and space. Over the course of the semester, students will actively engage space and composition as they develop and explore scriptwriting for performance. We will explore exercises in an active laboratory setting. This course aims to expand on techniques for writing plays, poetry, and experimental biography.
Taught by: O’Karra
Course not offered every year
Also Offered As: ENGL 133
Activity: Studio
1.0 Course Unit
Notes: Required of all Theatre Arts Majors, (Pending approval 115 will become 215)

THAR 120 Introduction to Acting
Rooted in the system devised by Constantine Stanislavsky, but incorporating a wide variety of approaches, including improvisation, this course takes students step by step through the practical work an actor must do to live and behave truthfully on-stage. Beginning with relaxation and physical exercise, interactive games, and ensemble building, students then learn and put into practice basic acting techniques, including sensory work, the principles of action, objectives, given circumstances, etc. The semester culminates in the performance of a scene or scenes, most often from a play from the Realist tradition. This course strongly stresses a commitment to actor work and responsibility to one’s fellow actors. Practical work is supplemented by readings from Stanislavsky and a variety of other acting theorists that may include Uta Hagen, Robert Cohen, Stella Adler, among others. Students are required to submit short essays over the course of the semester in response to the readings and in preparation for their final scene project. Prerequisite: Required of all Theatre Arts Majors
Taught by: Ferguson,Malague,Schlatter, and Staff
One-term course offered either term
Activity: Seminar
1.0 Course Unit
THAR 121 Introduction to Directing
This class will introduce the basic principals of stage directing, beginning with the fundamentals of three-dimensional storytelling in script and character analysis. The aim of this course is to provide students with a basic knowledge of directing through an introduction to the functional tools of the craft. Classes provide lectures and practical work in dealing with topics such as the function of the director, analyzing a script, visual composition, blocking, stage business, and working with actors. This course is a prerequisite for Advanced Directing. Prerequisite: Required of all Theatre Arts Majors
Taught by: Ferguson, Malague, Mazer, Schlatter and O’Harra
One-term course offered either term
Activity: Seminar
1.0 Course Unit

THAR 125 The Play: Structure, Style, Meaning
How does one read a play? Theatre, as a discipline, focuses on the traditions of live performance. In those traditions, a play text must be read not only as a piece of literature, but as a kind of ‘blueprint’ from which productions are built. This course will introduce students to a variety of approaches to reading plays and performance pieces. Drawing on a wide range of dramatic texts from different periods and places, we will examine how plays are made, considering issues such as structure, genre, style, character, and language, as well as the use of time, space, and theatrical effects. Although the course is devoted to the reading and analysis of plays, we will also view selected live and/or filmed versions of several of the scripts we study, assessing their translation from page to stage.
Taught by: Malague and Schlatter
One-term course offered either term
Also Offered As: ENGL 056
Activity: Lecture
1.0 Course Unit

THAR 130 Introduction to Light, Set, and Costume Design
Design for theatre (and all of the performing arts) is a dynamic, collaborative process that engages both intellect and emotion in staging the dramatic moment. The personal vision of the designer must navigate the often-uncharted waters of the production process, from the earliest, personal moments of design inspiration to the opening night performance. Design flows from creativity, is structured by research and theory, and is realized in living form by collaboration in the dynamic process of theatre-making. This class will integrate history, theory and practice of stage design in the interactive setting of the Collaborative Classroom in Van Pelt Library in this special interdisciplinary, active-learning course offering open to all Penn students. Group and individual projects, field visits, practical projects and guest speakers will be featured in this newly-revised course. Prerequisite: Required of all Theatre Arts Majors
Taught by: Baratta
One-term course offered either term
Activity: Seminar
1.0 Course Unit
Notes: Required of all Theatre Arts Majors

THAR 131 Concepts of Lighting
In this course we will cover the basic concepts of the art and craft of Stage Lighting Design. As a craft we will examine mechanics and technology of lighting design including light sources, power distribution, optics, and control. As an art we will explore how lighting ties together all the visual elements of a production and helps create an appropriate atmosphere that heightens the audience’s understanding and enjoyment of the play. Topics include: what light is, what it does, and how light influences our perception and understanding of what we see. Exercises will help the student learn how to see and to understand how light shapes and affects the appearance people and objects on stage and in everyday life. Projects work will emphasize design theory and practice (design methods, script analysis, and drafting skills). Lighting design has it roots in the theatre. The theatre continues to be a prime training ground for lighting designers, no matter what their field.
Taught by: Whinnery
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

THAR 132 Costume
Costume history and design provides a framework for organized study and practice in this particular facet of theatre production. It is a one-semester course, scheduled to meet once a week for a three hour session.
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

THAR 133 Concepts of Stage Design
In this course we will cover the basic concepts of Scenic Design for the stage. Stage Design is about the look or physical appearance of the stage for a play. It reflects the way that the stage is composed artistically in regard to props, actors, shapes and color. We will explore Scene Design and the Theatre (story telling, place and local, time and period, society and culture), Scene Design as a Visual Art (principals of design and composition, style, use of space, expression of concept) and examine how it ties together all the visual elements of a production to create an appropriate atmosphere that heightens the audience's understanding and enjoyment of the play. Topics will include: Script Analysis, Technical Production, Period Decor and Ornament; Drawing, Drafting, Model Making, and Scene Painting.
Taught by: Whinnery
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
THAR 170 Voice for the Actor
This introductory course is designed to help the actor find new freedom and range of expression with their voice and to connect their voice to their impulse. Our focus on relaxation, sensitivity and awareness, using Fitzmaurice Voicework techniques inspired by yoga and meditation, help the student access and develop their own authentic sound. They will learn how to support their voice in a healthy way, with a view to longevity, spontaneity and flexibility of use. In this course, these kinds of vocal exercises will be applied to short, character monologues, in order to foster sensitivity to our voices and breath and to the habits and tensions we have formed around speaking in public. For an actor, reconnecting with their authentic voice is essential for an honest, connected and compelling performance. This training is also useful for anyone who wants to speak in public with confidence, sincerity and ease.
Taught by: Doherty
Course usually offered in fall term
Prerequisite: THAR 120
Activity: Seminar
1.0 Course Unit

THAR 171 Movement for the Actor
The study of the art of bodily expression throughout history in theory and practice, from Classical and Oriental, African and Latin forms of dance and movement theater to the contemporary dance and theater, including mime, modern dance, post modern dance, physical theater, film, and performance art.
Taught by: Fischbeck
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
Notes: Primarily for majors. Non-majors need permission of the instructor

THAR 214 Advanced Playwriting
This course is intended to reinforce and build upon the areas covered in Level 1 Playwriting (THAR-114) so that students can refine the skills they’ve acquired and take them to the next level. Topics covered will include techniques for approaching the first draft, in-depth characterization, dramatic structure, conflict, shaping the action, language/dialogue (incl. subtext, rhythm, imagery, exposition etc), how to analyse your own work as a playwright, dealing with feedback, the drafting process, techniques for rewriting, collaboration (with directors, actors etc) and the ‘business of the art’ - working with theatres, agents, dramaturgs etc. Students will undertake to write their own one-act plays over the course. The classes will be a mixture of lecture, discussion, study of dramatic texts, writing exercises and in-class analysis of students’ work.
Course not offered every year
Also Offered As: ENGL 154
Prerequisite: THAR 114
Activity: Lecture
1.0 Course Unit

THAR 220 Advanced Acting
This course continues the work begun in the Introduction to Acting class. The specific focus of the course will be on helping students to connect more deeply and truthfully with each other on stage, freeing up the body of the actor to fulfill the physical demands of characterization, and analyzing the dramatic text to clarify objectives and focus action through unit breakdown. Attention will also be given to helping students work through specific problems and personal, creative obstacles. The basis of the course will be scene work taken from the twentieth-century repertoire (realist and non-realist plays), a classical monologue, and exercises taken from a variety of performance traditions. The course also includes readings from modern theorists and practitioners.
Taught by: Ferguson, Malague, Schlatter and O’Harra
Course not offered every year
Prerequisite: THAR 120
Activity: Seminar
1.0 Course Unit

THAR 236 Topics in Renaissance Drama: Acting Shakespeare
This is a hands-on studio course designed to empower actors (and directors, designers and dramaturgs) to use the structure of Shakespeare’s language and the conventions of Shakespeare’s stage to build performance, using the skills and method of the contemporary actor. After the class works collectively on sonnets and speeches, all of the speech- and scene-work will be drawn from a single Shakespeare play (to be determined), with two reciprocal goals: to use the script to build the performance, and to use what we discover through performance to build an interpretation of the script. NOTE: the normal prerequisite for this course is THAR 120 or THAR 125 or their equivalents; but exceptions will be made by permission of the instructor.
Taught by: Mazer
Course not offered every year
Also Offered As: ENGL 236
Prerequisite: THAR 120 OR THAR 121
Activity: Seminar
1.0 Course Unit
Notes: This course is not open to freshmen. Instructor permission is required.

THAR 240 Advanced Topics in Theatre History
The purpose of this course is to introduce students to the basic materials and methods of theatre history and historiography, as applied to a particular topic, organized around a specific period, national group, or aesthetic issue. This course is concerned with methodological questions: how the history of theatre can be documented; how primary documents, secondary accounts, and historical and critical analyses can be synthesized; how the various components of the theatrical event—acting, scenography, playhouse architecture, audience composition, the financial and structural organization of the theatre industry, etc.—relate to one another; and how the theatre is socially and culturally constructed as an art form in relation to the politics and culture of a society in a particular time and place. Prerequisite: This class is the next level up from THAR 140 - Topics in Theatre History.
Taught by: Mazer
One-term course offered either term
Activity: Seminar
1.0 Course Unit
THAR 250 Theatre Workshop
This course will examine a specific aspect of theatrical practice, taught by a visiting professional theatre artist. The course, with different topics, may be repeated for credit. Recent topics have included performance art, Jacques LeCoeq technique, Suzuki, and Viewpoints. Prerequisite: Crosslistings are contingent upon topics offered. For the current topics, contact the Theatre Arts office.
Taught by: Various Theatre Professionals
Course not offered every year
Activity: Seminar
1.0 Course Unit

THAR 271 American Musical Theatre
The American musical is an unapologetically popular art form, but many of the works that come from this tradition have advanced and contributed to the canon of theatre as a whole. In this course we will focus on both music and texts to explore ways in which the musical builds on existing theatrical traditions, as well as alters and reshapes them. Finally, it is precisely because the musical is a popular theatrical form that we can discuss changing public tastes, and the financial pressures inherent in mounting a production. Beginning with early roots in operetta, we will survey the works of prominent writers in the American musical theatre, including Kern, Berlin, Gershwin, Porter, Rodgers, Hart, Hammerstein, Bernstein, Sondheim and others. Class lecture/discussions will be illustrated with recorded examples.
Taught by: Fox
Course not offered every year
Also Offered As: CIMS 271, ENGL 285
Activity: Seminar
1.0 Course Unit

THAR 272 American Theatre and Performance
This course examines the development of the modern American theatre from the turn of the century to the present day. Progressing decade by decade the course investigates the work of playwrights such as Eugene O'Neil, Arthur Miller, Tennessee Williams, Edward Albee, David Mamet, August Wilson and Tony Kushner, theatre companies such as the Provincetown Players and the Group Theatre, directors, actors, and designers. Some focus will also be given to major theatrical movements such as the Federal Theatre Project, Off-Broadway, regional theatre, experimental theatre of the Sixties, and feminist theatre.
Taught by: Schlatter and Malague
Course not offered every year
Also Offered As: CIMS 273, ENGL 067
Activity: Lecture
1.0 Course Unit

THAR 273 Dark Comedy in Theatre and Film
This course will examine the 'troublesome genre' of dark comedy by looking at the ways in which theatre and film use comic and tragic structures and traditions to explore concepts and stories seemingly at odds with those traditions. Although not always organized chronologically in time, we will examine the formal and structural characteristics of tragicomedy by tracing its development, from some of its earliest roots in Roman comedy, to its manifestation in contemporary films and plays. Aside from close readings of plays and analysis of films, we will read selected critical essays and theory to enhance our understanding of how dark comedies subvert categories and expectations. We will look at how dark comedies affect audiences and read sections of plays aloud in class. Issues to be considered include comparing the way the genre translates across theatre and film (adaptation) and examining the unique placement of the genre at the heart of contemporary American culture. Students will have the opportunity to experiment with creating tragicomic effect through performance in their presentations. The class is a seminar, with required participation in discussions. Other assignments include an 8-10 page paper and a presentation. We will read plays by authors as diverse as Plautus, Anton Chekhov, and Lynn Nottage, and filmmakers including Charlie Chaplin, Sofia Coppola, and Bong Joon-ho.
Taught by: Ferguson
Also Offered As: CIMS 274, ENGL 014
Activity: Seminar
1.0 Course Unit

THAR 274 Dramaturgy
This course will examine the functions and methods of the dramaturg—the person in the theatrical process who advises the artistic collaborators on (among other things) new play development, the structure of the script, the playwright's biography and other writings, the play's first production and its subsequent production history, and the historical and regional details of the period depicted in the play's action. We will study the history of the dramaturg in the American theatre and discuss contemporary issues relating to the dramaturg's contribution to the theatrical production (including the legal debates about the dramaturg's contribution to the creation of RENT). And, in creative teams, the class will create dramaturgical portfolios for a season of imaginary (and, potentially, a few actual) theatrical productions.
Taught by: Mazer
Course not offered every year
Also Offered As: ENGL 256
Activity: Seminar
1.0 Course Unit

THAR 275 Advanced Topics in Theatre
This course will combine an intensive practical and intellectual investigation of some area of the making of theatre: performance techniques, theatrical styles, a particular period of theatre history. Please visit the Theatre Arts Program website for current topics for Thar 275 and other Theatre Arts Courses and special topics: https://theatre.sas.upenn.edu. Please visit the Theatre Arts Program website each semester for information on the available THAR 275 special topics courses: https://theatre.sas.upenn.edu. Prerequisite: This course, which may with different topics, be repeated for credit, will examine a specific aspect of theatrical practice. Recent topics have included performance art, Jacques Lecoq technique, improvisation, and puppetry.
Taught by: Fox, Ferguson, Malague, Mazer, O'Harra & Schlatter
Course not offered every year
Also Offered As: CIMS 225, ENGL 274, URBS 274
Activity: Seminar
1.0 Course Unit
THAR 279 Women in Theatre and Performance
What is feminist theatre? How do artists use live performance to provoke not only thought and feeling, but also social, personal, and political change? This course will examine a wide array of plays and performances by and about women; these pieces are, in turn, serious, hilarious, outrageous, poignant—and always provocative. Our focus will be on English-language works from the late 20th century to the present (#metoo) moment. We will read these performance texts and/or view them on stage/screen; we will also read essays that provide contextual background on feminist theatre theory and history. Throughout the semester, we will engage diverse perspectives on women and race, ethnicity, class, sexuality, and gender identity; the issues we encounter will also include marriage and motherhood, career and community, femininity and friendship, and patriarchy and power. The class will take full advantage of any related events occurring on campus or in the city, and will feature visits with guest speakers. Students will have the opportunity to pursue research on their own areas of interest (some recent examples are ‘women in comedy’, trans performance, drag kings, feminist directing, etc.).
Taught by: Malague
Course not offered every year
Also Offered As: ENGL 303, GSWS 279
Activity: Seminar
1.0 Course Unit

THAR 281 Arts and Research Studio: Queer Archives, Aesthetics, and Performance
This course focuses on questions of how to represent the queer past, which it approaches from several angles: through training in archival methods and in scholarly debates about historiographical ethics (or, in the words of David Halperin, ‘how to do the history of homosexuality’); through engagement with the work of artists who make archives central to their practice; and through lab-based training that aims to represent encounters with queer history through embodied performance. Expectations: This course meeting weekly for 3 hours. But as you will see listed below (these activities and dates are not confirmed for this draft syllabus) the course includes and require that you attend a series of off-campus trips both in Philadelphia and to NYC that occur outside of the class schedule. Below is a list of archives we will visit, performances we will visit, performances we will attend, and artists’ studios we will visit for in-depth conversation with artist about their practice. The course will address both practical and theoretical issues raised by research in LGBT archives. We will take advantage of local resources in Philadelphia, including the John J. Wilcox Archives at the William Way Center (http://www.waygay.org/archives/). But we will also visit the Lesbian Herstory Archives (http://www.lesbianherstoryarchives.org/) and The Downtown Collection at the Fales Library at NYU (https://guides.nyu.edu/downtown-collection) and the Franklin Furnace Performance Archives (http://www.franklinfurnace.org), all in New York City. We will also bring artists to campus to work directly with students, and will meet with artists in New York. We will take advantage of the staging of Killjoy Kastle in Philadelphia in Fall 2019. This site-specific art installation, the work of Toronto artists Allyson Mitchell and Dierdre Logue, is a haunted house that addresses the difficult history of lesbian feminism, as well as its potential for contemporary LGBT politics. Since the Haunted House will include materials related to the history of feminist and LGBT activism in Philadelphia, students in the course can actively contribute to the research for this project.
Taught by: Love
Course offered fall; odd-numbered years
Also Offered As: ENGL 280
Activity: Studio
1.0 Course Unit

THAR 282 Theatre and Politics
This course will examine the relationship between theatre and politics in the twentieth and twenty-first centuries. How do theatre artists navigate their artistic and political aims? How do we distinguish between art and propaganda? Throughout the semester we will ask how the unique components of theatre—its poetic structure, engagement with spectators, aesthetics of representation, relationship to reality, and rehearsal process—contribute to its political capacity. Students will read a variety of plays drawn from late twentieth century and contemporary global theatre practice alongside political and aesthetic theory to interrogate the relationship between artistic production, power, and resistance. We will conclude with a consideration of the ways politics is itself a performance, considering how power is supported by theatrical means and how performance functions in resistance movements.
Taught by: Thompson
Also Offered As: COML 285, ENGL 287
Activity: Seminar
1.0 Course Unit
THAR 320 Scene Study
Scene Study is an advanced acting class that combines intensive script analysis with performance of scenes; material to be explored will be chosen specifically for the members enrolled in class. Open to students who have successfully completed Introduction to Acting, this course continues with greater emphasis on the actor’s work with the text. We will study several plays together as a group, conducting Stanislavskian table work. We will then workshop and perform scenes from these plays in subsequent class sessions. In consultation with the instructor, students will identify individual goals, building on discoveries made in other Theatre Arts courses and/or prior stage work, exploring roles and plays that present actors with new challenges and expand their range. Depending on the number of students enrolled in the class, we are likely to perform at least three scenes and a monologue. Plays will be read alongside key theoretical texts, and class work will be complemented by attendance at selected live productions on campus and in Philadelphia.
Taught by: Malague
Course usually offered in fall term
Prerequisite: THAR 120
Activity: Seminar
1.0 Course Unit

THAR 321 Acting & Directing Lab
This course operates as a continuation of both Introduction to Acting (THAR120) and Introduction to Directing (THAR121). Students can take the course as actors, directors, or both. Each semester the course covers a unique topic of exploration for actors and directors. This is a studio class with a focus on scene work within various genres, styles and concentrations of theatrical practices. Some special topics might include: Japanese Theatre, Theatre as Event, Experimental Theatre, and Feminism and Form.
Taught by: O’Harra
Course usually offered in spring term
Prerequisite: THAR 120 OR THAR 121
Activity: Lecture
1.0 Course Unit

THAR 350 Rehearsal and Performance
Theatre Rehearsal and Performance provides students with deep intellectual and artistic immersion in the theatrical process through intensive research, rehearsal, and performance of a full-length stage piece. Students may enroll in this course as actors (by audition only) or as assistant directors, stage managers, dramaturgs, or designers (by permission of the instructor). Each semester, the play will be featured in the Theatre Arts Program production season; the class meeting times will vary, but will typically consist of 16-20 hours per week in the evening hours.
Taught by: Ferguson, Fox, Malague, Mazer and Schlatter
One-term course offered either term
Activity: Studio
1.0 Course Unit

THAR 485 Japanese Theater
Japan has an enormously rich and varied theatrical tradition. In this course, we will examine Japanese theatre in historical and comparative contexts.
Taught by: Kano
One-term course offered either term
Also Offered As: COML 385, EALC 255, EALC 655, FOLK 485
Activity: Seminar
1.0 Course Unit

THAR 579 Provocative Performance
Taught by: Malague
Course not offered every year
Also Offered As: ENGL 456, GSWS 579
Activity: Seminar
1.0 Course Unit

THAR 999 Graduate Level Independent Study
Course offered summer, fall and spring terms
Activity: Lecture
1.0 Course Unit

Tibetan (TIBT)

TIBT 030 Beginning Tibetan I
Beginning Tibetan will explain the fundamentals of the modern Tibetan language in its literary and spoken forms. Students will develop the ability to read the Tibetan script and identify and analyze Tibetan grammatical forms. Students will also learn conversational Tibetan, and be introduced to the structure of spoken grammar and its pronunciation. This class will provide a foundation for reading Tibetan literature, both classical and modern, and for speaking Tibetan, a language that lives in Tibet and in diaspora communities around the globe. Learning the fundamentals of Tibetan language in this class will open a window into a rich and colorful culture, the unique culture of Tibet.
For BA Students: Language Course
Course not offered every year
Activity: Lecture
1.0 Course Unit

TIBT 031 Beginning Tibetan II
Beginning Tibetan II will develop the fundamentals of the modern Tibetan language in its literary and spoken forms. Students will continue learning to read Tibetan and analyze Tibetan grammatical forms. Students will also continue learning conversational Tibetan, and increase familiarity with the structures of spoken grammar and its pronunciation. This class will provide a foundation for reading Tibetan literature, both classical and modern, and for speaking Tibetan, a language that lives in Tibet and in diaspora communities around the globe. Learning the fundamentals of Tibetan language in this class will open a window into a rich and colorful culture, the unique culture of Tibet.
For BA Students: Language Course
Course not offered every year
Activity: Lecture
1.0 Course Unit

TIBT 032 Intermediate Tibetan I
In Intermediate Tibetan I, students will continue to develop their understanding of the fundamentals of the Tibetan language in its literary and spoken forms. Students will expand their vocabulary while refining their knowledge of the different grammatical forms used in literary and colloquial Tibetan. In class students will gain exposure to a range of Tibetan literature by reading selections from both classical and modern texts. We will also continue to work with writing Tibetan, to develop reading and writing ability in parallel. Students will also be introduced to Tibetan cultural traditions while gaining fluency with conversational skills in daily drills of speaking and listening comprehension.
For BA Students: Language Course
Taught by: Jasmine Duckworth
One-term course offered either term
Activity: Lecture
1.0 Course Unit
TIBT 033 Intermediate Tibetan II
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

TIBT 433 Advanced Tibetan I
In Advanced Tibetan I, students will continue to develop their understanding of the fundamentals of the Tibetan language in its literary and spoken forms. Students will expand their vocabulary while refining their knowledge of the different grammatical forms used in literary and colloquial Tibetan. In class students will gain exposure to a range of Tibetan literature by reading selections from both classical and modern texts. We will also continue to work with writing Tibetan, to develop reading and writing ability in parallel. Students will also be introduced to Tibetan cultural traditions while gaining fluency with conversational skills in daily drills of speaking and listening comprehension. Course not offered every year
Activity: Lecture
1.0 Course Unit

TIBT 434 Advanced Tibetan II
In Advanced Tibetan II, students will be exposed to reading several different genres of Tibetan literature, while continuing to develop their understanding of the fundamentals of the Tibetan language in its literary and spoken forms. Students will further expand their vocabulary while refining their knowledge of both literary and colloquial Tibetan. In class we will read selections from both classical and modern texts, including folk stories. We will also continue to work toward proficiency in writing Tibetan, to develop reading, writing, speaking, and listening skills in parallel. Students will also be introduced to Tibetan cultural traditions while gaining fluency with conversational skills in daily drills of speaking and listening comprehension. Course not offered every year
Activity: Lecture
1.0 Course Unit

Tigrinya (TIGR)

TIGR 490 Elementary Tigrinya I
For BA Students: Language Course
One-term course offered either term
Activity: Lecture
1.0 Course Unit

TIGR 491 Elementary Tigrinya II
Continuation of AFST 490. Prerequisite: Offered through the Penn Language Center.
For BA Students: Language Course
One-term course offered either term
Activity: Lecture
1.0 Course Unit

TIGR 492 Intermediate Tigrinya I
Intermediate level courses in a variety of African languages: Igbo, Shona, Wolof, Malagasy, Chichewa, Setswana, Manding, Afrikaans, Setswana. Focus on oral proficiency and productive language skills. All course are language specific and follow ACTFL proficiency guidelines. Prerequisite: Offered through the Penn Language Center.
For BA Students: Language Course
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

TIGR 493 Intermediate Tigrinya II
Continuation of AFST 492. Prerequisite: Offered through the Penn Language Center.
For BA Students: Last Language Course
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

TIGR 494 Advanced Tigrinya I
Language specific sections for students interested in doing country-specific research in a target language. Courses cover project-based skills for AFST research. Prerequisite: Offered through the Penn Language Center.
For BA Students: Advanced Language Course
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

TIGR 495 Advanced Tigrinya II
Continuation of AFST 494.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

TIGR 496 Tigrinya Lang and Cult
Aspects of the targeted language's history, language, and culture.
Prerequisite: Offered through Penn Language Center.
For BA Students: Language Course
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

Turkish (TURK)

TURK 021 Elementary Turkish I
This is a course for beginners who have no previous knowledge of Turkish. Using a communicative approach, Elementary Turkish introduces basic vocabulary and grammar rules and focuses on building language competencies in listening, reading, speaking and writing. By the end of the course, students will be able to participate in simple conversations, to know daily expressions, and will understand simple dialogues in day-to-day context and will be able to count and tell time. Will be able to speak about events that happened in the past and express plans for the future. Students will also develop writing strategies that will allow them to write simple letters and fill in commonly-used forms.
For BA Students: Language Course
Taught by: Hatiboglu
Course usually offered in fall term
Also Offered As: TURK 621
Activity: Lecture
1.0 Course Unit
**TURK 022 Elementary Turkish II**
This course is a continuation of TURK 021 and is designed to strengthen and extend students' listening, speaking, reading and writing competence and to deepen an understanding of Turkish people in Turkey. By the end of this course, students will be able to handle a variety of day to day needs in Turkish-speaking settings and engage in simple conversations. Students can expect to be able to order food and drinks, purchase things, and to be able to be familiar with current social topics. Students will be able to talk about all tenses, present, future, past, past continuous, make comparisons, describe people and things in detail, make travel plans, make reservations in hotels and holiday resorts, write complaint letters. By the end of the course, students will be able to talk about their studies and their plans for the future. Also, students will develop reading strategies that should allow them to understand the general meaning of articles, and short literary texts. Students will learn practical life in Turkey and will explore Turkish culture on the internet.

For BA Students: Language Course  
Taught by: Hatiboglu  
Course usually offered in spring term  
Also Offered As: TURK 622  
Prerequisite: TURK 021  
Activity: Lecture  
1.0 Course Unit

**TURK 023 Intermediate Turkish I**
A continuation of elementary Turkish, with emphasis on grammar and reading. This course is for students who have previous knowledge of Turkish or students who have completed Elementary Turkish I and II. This course is designed to improve students' writing and speaking competence, to increase vocabulary, to deepen grammar usage and to help develop effective reading and listening strategies in Turkish. Students' Turkish language proficiency and cultural awareness and knowledge will increase by exposing to authentic materials and coursework, and in order give them cultural knowledge, students are exposed to authentic materials.

For BA Students: Language Course  
Taught by: Hatiboglu  
Course usually offered in fall term  
Also Offered As: TURK 623  
Prerequisite: TURK 022  
Activity: Lecture  
1.0 Course Unit

**TURK 024 Intermediate Turkish II**
Expands students writing and speaking competence in Turkish, increases vocabulary, and helps students' practice effective reading and listening strategies. Our In-class discussions are based on role-plays and weekly readings and news reports from TV and newspapers. We create Discussion will take place in this course and let them and students will communicate through, threaded discussions, chat rooms and skype. The review of grammar will not be the primary focus of the course. Students' will, expand and deepen their knowledge of grammar will be extended through specific grammar exercises. They Students will have the opportunity to practice and read about the cultural and historical issues and get prepared for an advanced level Turkish.

For BA Students: Last Language Course  
Taught by: Hatiboglu  
Course usually offered in spring term  
Also Offered As: TURK 624  
Activity: Lecture  
1.0 Course Unit

**TURK 025 Advanced Modern Turkish I**
The study of modern Turkish at the advanced level; emphasis on grammar and reading, focusing on Business Turkish. Interviews with professionals from different business groups will take place, such as, education, medicine, business law and political science. The study of modern Turkish at the advanced level; emphasis onconversational fluency and on increased ability reading and comprehending texts, including newspaper prose and Turkish cultural materials. grammar and reading, focusing on Business Turkish. Interviews with professionals from different business groups will take place, such as, education, medicine, business law and political science.

For BA Students: Advanced Language Course  
Taught by: Hatiboglu  
Course usually offered in fall term  
Also Offered As: TURK 625  
Activity: Lecture  
1.0 Course Unit

**TURK 027 Advanced Spoken Turkish and Cinema I**
In this course, we will look at differing degrees of interaction between literature and the films it inspires. Discussions of each novel will be followed by screening the related film, allowing us to explore themes such as the different forms of banditry (old school vs. organized), honor killings, the use of books in films, the problems of artistic representation. This course will give students the opportunity to improve significantly written and spoken discourse strategies and raise language competence to an academic register. Students work across Turkish Language, literary genres and media as they interpret and analyze cultural, political and historical moments in Turkish movies. Students will attempt to understand how political shifts over the past 20 years have impacted the current situation and cultural conception, religious and cultural norms and traditions. Contemporary Turkish authors' books will be analyzed and discussed in this course. We'll have sessions in Penn Museum related to exhibitions from Turkey and the region.

For BA Students: Advanced Language Course  
Taught by: Hatiboglu  
Course usually offered in fall term  
Also Offered As: TURK 627  
Activity: Lecture  
1.0 Course Unit

**TURK 028 Advanced Spoken Turkish and Cinema II**
This course offers students the opportunity to improve significantly written and spoken discourse strategies and raise language competence in advanced level. Students work across media and movies as they interpret and analyze cultural, political and historical moments in Turkish movies. Special attention will be given to the development of an academic discourse style during in-class discussions, threaded discussions and, written compositions. Interviews and discussions will take place in this course. There will be class movie screenings and course concludes with an in-class presentation of the collaborative creative project and the final

For BA Students: Advanced Language Course  
Course usually offered in spring term  
Activity: Lecture  
1.0 Course Unit
TURK 031 Elementary Uzbek I
Designed to cover beginning college levels of language instruction, Uzbek: An Elementary Textbook provides learners and instructors with a wide selection of materials and task-oriented activities to facilitate the development of language learning. It offers a thematically organized and integrative approach to the Uzbek language and its culture, including a functional approach to grammar, an emphasis on integrated skills development, and the use of authentic materials such as videos filmed in various regions of Uzbekistan. Uzbek: An Elementary Textbook contains one CD-ROM that includes authentic audio and video materials to accompany the text and integrated, interactive exercises and games, all in Flash format and all of which are keyed to the textbook. It includes a supplementary Cyrillic reader, an extensive glossary, and four-color illustrations and photographs throughout.
For BA Students: Language Course
Course usually offered in fall term
Also Offered As: TURK 631
Activity: Lecture
1.0 Course Unit

TURK 032 Elementary Uzbek II
Continuation of TURK 031, Elementary Uzbek I. Designed to cover beginning college levels of language instruction, Uzbek: An Elementary Textbook provides learners and instructors with a wide selection of materials and task-oriented activities to facilitate the development of language learning. It offers a thematically organized and integrative approach to the Uzbek language and its culture, including a functional approach to grammar, an emphasis on integrated skills development, and the use of authentic materials such as videos filmed in various regions of Uzbekistan. Uzbek: An Elementary Textbook contains one CD-ROM that includes authentic audio and video materials to accompany the text and integrated, interactive exercises and games, all in Flash format and all of which are keyed to the textbook. It includes a supplementary Cyrillic reader, an extensive glossary, and four-color illustrations and photographs throughout.
Course usually offered in spring term
Also Offered As: TURK 632
Activity: Lecture
1.0 Course Unit

TURK 121 Advanced Turkish Culture & Media I
This course is for students who are from all different levels of Turkish knowledge. They are expected to write and talk about Turkish movies, culture, politics according to their own level and pace. They will talk to Turkish visitors and interview them. Turkish movies will be the part of the course and once a month, students will watch a Turkish movie and analyze it. Discussions will take place and students will write essays about the movie. This course is designed with a technology-rich, project based approach. The materials will go beyond instruction in grammar and vocabulary to support the acquisition of socio-cultural pragmatics, and intercultural learning.
For BA Students: Advanced Language Course
Taught by: Hatiboglu
Course usually offered in fall term
Also Offered As: TURK 521
Activity: Seminar
1.0 Course Unit

TURK 122 Advanced Turkish Culture & Media II
Similar to TURK 212, Advanced Turkish Culture & Media I, in this course students also will have exposure to social Turkish clubs and to establish their own. They will arrange their Turkish tea parties and learn about Turkish cuisine. Expose Turkish daily news and media will be discussed in class. Students will have chance to interview Turkish businessman, writer, journalists in class and/or skype or zoom people in Turkish. Team spirit or ethics with those of the United States. Students will present and prepare a drama. Mainly students will create and decide their activities and discussions. and the instructor will just monitor them most of time. They will continue watching Turkish movies and expose to Turkish culture through these films. After each movie discussions and essay writings will be expected.
For BA Students: Advanced Language Course
Taught by: Hatiboglu
Course usually offered in spring term
Also Offered As: TURK 522
Activity: Seminar
1.0 Course Unit

TURK 229 Ottoman Turkish I
This course is an introduction to Ottoman Turkish with basic characteristics. Ottoman Turkish through readings in printed selections will be exercised with different techniques. Students will learn Persian and Arabic effects on Ottoman Turkish. They will be able to read simple texts at the end of this course. General information on Ottoman Turkish will be given to students during this course. This course will be offered one semester during the school year. Two semesters of Turkish and two semesters of Arabic or Persian or four semesters of Turkish or equivalent. Two semesters of Turkish and two semesters of Arabic or Persian OR four semesters of Turkish or equivalent recommended. Course is not open to auditors.
Taught by: Hatiboglu
Course not offered every year
Also Offered As: TURK 629
Activity: Seminar
1.0 Course Unit

TURK 329 Advanced Readings Ottoman Texts
Course not offered every year
Also Offered As: TURK 729
Activity: Seminar
1.0 Course Unit

TURK 521 Advanced Turkish Culture & Media I
This course is TURK 121 for graduate students.
For BA Students: Advanced Language Course
Taught by: Hatiboglu
Course usually offered in fall term
Also Offered As: TURK 121
Activity: Seminar
1.0 Course Unit

TURK 522 Advanced Turkish Culture & Media II
This course is TURK 122 for graduate students.
For BA Students: Advanced Language Course
Taught by: Hatiboglu
Course usually offered in spring term
Also Offered As: TURK 122
Activity: Seminar
1.0 Course Unit
TURK 621 Elementary Turkish I
This course is TURK-021 for graduate students. Introduction to the spoken and written language of contemporary Turkey.
For BA Students: Language Course
Taught by: Hatiboglu
Course usually offered in fall term
Also Offered As: TURK 021
Activity: Lecture
1.0 Course Unit

TURK 622 Elementary Turkish II
This course is TURK 022 for graduate students.
For BA Students: Language Course
Taught by: Hatiboglu
Course usually offered in spring term
Also Offered As: TURK 022
Prerequisite: TURK 621
Activity: Lecture
1.0 Course Unit

TURK 623 Intermediate Turkish I
This course is TURK 023 for graduate students.
For BA Students: Language Course
Taught by: Hatiboglu
Course usually offered in fall term
Also Offered As: TURK 023
Prerequisite: TURK 622
Activity: Lecture
1.0 Course Unit

TURK 624 Intermediate Turkish II
This course is TURK 024 for graduate students.
For BA Students: Last Language Course
Taught by: Hatiboglu
Course usually offered in spring term
Also Offered As: TURK 024
Prerequisite: TURK 623
Activity: Lecture
1.0 Course Unit

TURK 625 Advanced Modern Turkish I
The study of modern Turkish at the advanced level; emphasis on grammar and reading, focusing on business Turkish. Interviews with professionals from different business groups will take place, such as, education, medicine, business, law, and political science. This course is TURK 025 for graduate students.
For BA Students: Advanced Language Course
Taught by: Hatiboglu
Course usually offered in fall term
Also Offered As: TURK 025
Prerequisite: TURK 624
Activity: Lecture
1.0 Course Unit

TURK 627 Advanced Spoken Turkish and Cinema I
In this course, we will look at differing degrees of interaction between literature and the films it inspires. Discussions of each novel will be followed by screening the related film, allowing us to explore themes such as the different forms of banditry (old school vs. organized), honor killings, the use of books in films, the problems of artistic representation. This course will give students the opportunity to improve significantly written and spoken discourse strategies and raise language competence to an academic register. Students work across Turkish Language, literary genres and media as they interpret and analyze cultural, political and historical moments in Turkish movies. Students will attempt to understand how political shifts over the past 20 years have impacted the current situation and cultural conception, religious and cultural norms and traditions. Contemporary Turkish authors’ books will be analyzed and discussed in this course. We’ll have sessions in Penn Museum related to exhibitions from Turkey and the region.
For BA Students: Advanced Language Course
Taught by: Hatiboglu
Course usually offered in fall term
Also Offered As: TURK 027
Activity: Lecture
1.0 Course Unit

TURK 629 Ottoman Turkish I
This course is an introduction to Ottoman Turkish with basic characteristics. Ottoman Turkish through readings in printed selections will be exercised with different techniques. Students will learn Persian and Arabic effects on Ottoman Turkish. They will be able to read simple texts at the end of this course. General information on Ottoman Turkish will be given to students during this course. This course will be offered one semester during the school year. Two semesters of Turkish and two semesters of Arabic or Persian OR four semesters of Turkish or equivalent recommended.
Taught by: Hatiboglu
Course not offered every year
Also Offered As: TURK 229
Activity: Seminar
1.0 Course Unit

TURK 631 Elementary Uzbek I
Designed to cover beginning college levels of language instruction, Uzbek: An Elementary Textbook provides learners and instructors with a wide selection of materials and task-oriented activities to facilitate the development of language learning. It offers a thematically organized and integrative approach to the Uzbek language and its culture, including a functional approach to grammar, an emphasis on integrated skills development, and the use of authentic materials such as videos filmed in various regions of Uzbekistan.Uzbek: An Elementary Textbook contains one CD-ROM that includes authentic audio and video materials to accompany the text and integrated, interactive exercises and games, all in Flash format and all of which are keyed to the textbook. It includes a supplementary Cyrillic reader, an extensive glossary, and four-color illustrations and photographs throughout.
Course usually offered in fall term
Also Offered As: TURK 031
Activity: Lecture
1.0 Course Unit
TURK 632 Elementary Uzbek II
Continuation of TURK 631, Elementary Uzbek I. Designed to cover beginning college levels of language instruction, Uzbek: An Elementary Textbook provides learners and instructors with a wide selection of materials and task-oriented activities to facilitate the development of language learning. It offers a thematically organized and integrative approach to the Uzbek language and its culture, including a functional approach to grammar, an emphasis on integrated skills development, and the use of authentic materials such as videos filmed in various regions of Uzbekistan. Uzbek: An Elementary Textbook contains one CD-ROM that includes authentic audio and video materials to accompany the text and integrated, interactive exercises and games, all in Flash format and all of which are keyed to the textbook. It includes a supplementary Cyrillic reader, an extensive glossary, and four-color illustrations and photographs throughout.
Taught by: Saff
Course usually offered in spring term
Also Offered As: TURK 032
Activity: Lecture
1.0 Course Unit

TURK 729 Advanced Readings Ottoman Texts
Also Offered As: TURK 329
Activity: Seminar
1.0 Course Unit

Tw (TWI)

TWI 160 Elementary Twi I
The Elementary Twi I course can be taken to fulfill a language requirement, or for linguistic preparation to do research on Ghana/Africa-related topics. The course emphasizes communicative competence to enable the students to acquire linguistic and extra-linguistic skills in Twi. The content of the course is selected from various everyday life situations to enable the students to communicate in predictable common daily settings. Culture, as it relates to language use, is also a part of the course content. Students will acquire the speaking, listening, reading and writing skills at the mid-high novice level, based on the ACTFL scale. The mid-high novice level proficiency skills that the students will acquire constitute threshold capabilities of the second semester range of proficiency to prepare students for Elementary Twi II course materials.
Prerequisite: Offered through the Penn Language Center.
For BA Students: Language Course
Taught by: Ofosu-Donkoh
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

TWI 161 Elementary Twi II
Prerequisite: Offered through the Penn Language Center.
For BA Students: Language Course
Taught by: Ofosu-Donkoh
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

TWI 262 Intermediate Twi I
Prerequisite: Offered through the Penn Language Center.
For BA Students: Language Course
Taught by: Ofosu-Donkoh
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

TWI 263 Intermediate Twi II
Prerequisite: Offered through the Penn Language Center.
For BA Students: Last Language Course
Taught by: Ofosu-Donkoh
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center

TWI 362 Advanced Twi I
Prerequisite: Offered through the Penn Language Center.
For BA Students: Advanced Language Course
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

TWI 363 Advanced Twi II
Prerequisite: Offered through the Penn Language Center.
For BA Students: Advanced Language Course
Taught by: Ofosu-Donkoh
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

TWI 470 Twi Language & Culture I
Activity: Lecture
1.0 Course Unit

TWI 471 Twi Language & Culture II
Activity: Lecture
1.0 Course Unit

Ukrainian (UKRN)

UKRN 590 Elementary Ukrainian I
An introduction to the fundamentals of the Ukrainian language, acquisition of conversational, reading and writing skills. This course is designed for students who have no or little background in studying Ukrainian. Students will be able to develop the base for the further study of the Ukrainian language. This course provides a comprehensive introduction to modern Ukrainian language and culture for those who would like to speak Ukrainian or use the language for reading and research. The course stresses all four major communicative skills (speaking, listening comprehension, reading, writing). Prerequisite: Offered through the Penn Language Center.
For BA Students: Language Course
Taught by: Rudnytzky
Two terms. student may enter either term.
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center
UKRN 591 Elementary Ukrainian II
Continuation of SLAV 590. During the second semester, the students will practice reading, speaking, writing, and listening in Ukrainian. Current issues of Ukrainian newspapers and other authentic materials will serve as the basis for the study of the contemporary Ukrainian idioms. Reading, translation and discussion of featured articles on such topics as business, education, politics, science, sports, etc. including advertising horoscope style and terminology will not only be used to hone the language skills and build up vocabulary but also to acquaint the student with the latest linguistic developments in Ukraine, such as the loan-words and loan-translations, abbreviations and acronyms, ancient folk proverbs and sayings as well as contemporary technical terms. Prerequisite: Offered through the Penn Language Center.
For BA Students: Language Course
Taught by: Rudnytzky
Two terms. student may enter either term.
Prerequisite: SLAV 590
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center

UKRN 592 Intermediate Ukrainian I
This is a first-semester intermediate-level Ukrainian language course which is designed to make students practice reading, speaking, and writing in Ukrainian. Current issues of Ukrainian newspapers, especially the weekly, will serve as the basic source for the study of the contemporary Ukrainian idioms. Reading, translation and discussion of featured articles on such topics as business, education, politics, science, sports, etc. including advertising horoscope style and terminology will not only be used to hone the language skills and build up vocabulary but also to acquaint the student with the latest linguistic developments in Ukraine, such as the loan-words and loan-translations, abbreviations and acronyms, ancient folk proverbs and sayings as well as contemporary technical terms. Prerequisite: Offered through the Penn Language Center.
For BA Students: Language Course
Taught by: Rudnytzky
Two terms. student may enter either term.
Prerequisite: SLAV 591
Activity: Lecture
1.0 Course Unit

UKRN 593 Intermediate Ukrainian II
This second-semester intermediate-level Ukrainian language is the continuation of the SLAV 592. Students will be able to practice reading, listening, writing and speaking Ukrainian more in the context of Ukrainian history, politics, and culture. Students will be provided with the newspapers in Ukrainian and other authentic materials that will be the basis of both the classroom discussions and homework. Prerequisite: Offered through the Penn Language Center.
For BA Students: Last Language Course
Taught by: Rudnytzky
Two terms. student may enter either term.
Prerequisite: SLAV 592
Activity: Lecture
1.0 Course Unit

UKRN 594 Advanced Ukrainian I
This advanced Ukrainian course is addressed to the students who have taken SLAV592 and SLAV593 or can already speak and read Ukrainian. The course emphasizes on the advanced vocabulary building, conversation and reading skills. It also includes the advanced grammar review with the use of Ukrainian grammar terms. Students will learn more about Ukrainian literature, history, and modern life through the authentic materials, poems and parts literature extracts. Prerequisite: Offered through the Penn Language Center.
For BA Students: Advanced Language Course
Taught by: Rudnytzky
Two terms. student may enter either term.
Prerequisite: SLAV 593
Activity: Lecture
1.0 Course Unit

UKRN 595 Advanced Ukrainian II
Continuation of SLAV 594. The course focuses on all the language skills (reading, writing, speaking, listening) on the level with the use of the authentic materials mostly from Ukrainian literature and newspapers. Students will work on reading one of the modern Ukrainian plays to be able to perform it at the end of the course. This course is a good foundation for doing the research in Ukrainian or working or studying in Ukraine. Prerequisite: Offered through the Penn Language Center
For BA Students: Advanced Language Course
Taught by: Rudnytzky
Two terms. student may enter either term.
Prerequisite: SLAV 594
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center

Urban Studies (URBS)

URBS 010 Homelessness & Urban Inequality
This freshman seminar examines the homelessness problem from a variety of scientific and policy perspectives. Contemporary homelessness differs significantly from related conditions of destitute poverty during other eras of our nation’s history. Advocates, researchers and policymakers have all played key roles in defining the current problem, measuring its prevalence, and designing interventions to reduce it. The first section of this course examines the definitional and measurement issues, and how they affect our understanding of the scale and composition of the problem. Explanations for homelessness have also been varied, and the second part of the course focuses on examining the merits of some of those explanations, and in particular, the role of the affordable housing crisis. The third section of the course focuses on the dynamics of homelessness, combining evidence from ethnographic studies of how people become homeless and experience homelessness, with quantitative research on the patterns of entry and exit from the condition. The final section of the course turns to the approaches taken by policymakers and advocates to address the problem, and considers the efficacy and quandaries associated with various policy strategies. The course concludes by contemplating the future of homelessness research and public policy.
Taught by: Culhane
Course usually offered in fall term
Also Offered As: AFRC 041, SOCI 013
Activity: Seminar
1.0 Course Unit
URBS 018 Freshman Seminar
The primary goal of the freshman seminar program is to provide every freshman the opportunity for a direct personal encounter with a faculty member in a small sitting devoted to a significant intellectual endeavor. Specific topics be posted at the beginning of each academic year. Please see the College Freshman seminar website for information on course offerings: http://www.college.upenn.edu/requirements-courses.
Course usually offered in fall term
Also Offered As: MUSC 018
Activity: Seminar
1.0 Course Unit

URBS 050 Womanism and Identity Politics in the Realm of Hip-Hop
This course centers on the intersections of womanism, woman of color identity development, and agency within hip-hop culture. We will touch on several topics that uncover the condition of minoritized women in hip-hop media, including creating/owning space, lyrical assault, defining womanhood, sexuality, and fetishes. In exploring music, literature, advertisements, film, and television, we will discuss the ways women of color construct understandings of self, while navigating and reimagining reality within hip-hop contexts.
Taught by: Patterson
Also Offered As: GSWS 040
Activity: Seminar
1.0 Course Unit

URBS 103 Industrial Metropolis
Although we no longer think of most U.S. cities as industrial cities, metropolitan areas today are all products of industrial economies, technologies, and social systems. This course explores the industrialization and deindustrialization of American cities within their evolving global context from the era of European colonization to the present. It includes weekly readings and discussion, regular response papers and walking tours, in-class exercises, and a research paper using primary sources. Themes include energy and ecology, labor and production, inner city and suburban development, globalization, and economic restructuring. Ultimately, the class aims to give students a broad knowledge of 1) the history of industrial capitalism, 2) its effects on cities and regions over the past three centuries, and 3) analytical tools for understanding the past, present, and future of metropolitan economies, geography, and society.
For BA Students: History and Tradition Sector
Taught by: Sidorick
Course usually offered in fall term
Also Offered As: HIST 209
Activity: Seminar
1.0 Course Unit
Notes: Course is available to freshmen and sophomores

URBS 104 Transformations of Urban America: Making the Unequal Metropolis, 1945 to Today
The course traces the economic, social, and political history of American cities after World War II. It focuses on how the economic problems of the industrial city were compounded by the racial conflicts of the 1950s and 1960s and the fiscal crises of the 1970s. The last part of the course examines the forces that have led to the revitalization and stark inequality of cities in recent years.
For BA Students: Society Sector
Taught by: Cebul
One-term course offered either term
Also Offered As: HIST 153
Activity: Lecture
1.0 Course Unit

URBS 106 Freshman Seminar
The primary goal of the freshman seminar program is to provide every freshman the opportunity for a direct personal encounter with a faculty member in a small sitting devoted to a significant intellectual endeavor. Specific topics be posted at the beginning of each academic year. Please see the College Freshman seminar website for information on current course offerings http://www.college.upenn.edu/courses/seminars/freshman.php.
One-term course offered either term
Also Offered As: ARTH 100, CIMS 016, ENGL 017
Activity: Seminar
1.0 Course Unit
Notes: For Freshmen Only

URBS 112 Urban Sociology
This course is a comprehensive introduction to the sociological study of urban areas. This includes more general topics as the rise of cities and theories urbanism, as well as more specific areas of inquiry, including American urbanism, segregation, urban poverty, suburbanization and sprawl, neighborhoods and crime, and immigrant ghettos. The course will also devote significant attention to globalization and the process of urbanization in less developed counties.
Taught by: Flippen
Course not offered every year
Also Offered As: AFRC 011, SOCI 011
Activity: Seminar
1.0 Course Unit

URBS 120 Literature of the South Asian City: Space, Culture, Politics
The South Asian city as a way of organizing space and social relations, as a symbol, as a memory is the subject of this course. Through primarily, though by no means exclusively, readings of literature in translation, we will gain a sense for the history of the city and the ways in which it is a setting for protest and nostalgia, social transformation and solitary flaneurie. We will see reflections of the city in poetry recited in its homes, detective novels sold in its train stations, stories scribbled in its cafes, plays staged in its theaters, and films produced in its backlots. Readings will attempt to address urban spaces across South Asia, and will include works by writers such as Mirza Ghalib, Rabindranath Tagore, Saadat Hasan Manto, and Vijay Tendulkar. We will examine these works in the context of secondary readings, including histories and ethnological works that take up life in the modern city. Students will finish this course prepared to pursue projects dealing with the urban from multiple disciplinary perspectives. This course is suitable for anyone interested in the culture, society, or literature of South Asia, and assumes no background in South Asian languages.
Taught by: Goulding
One-term course offered either term
Also Offered As: COML 114, SAST 120
Activity: Lecture
1.0 Course Unit
URBS 121 Origin and Culture of Cities
The UN estimates that 2.9 of the world’s 6.1 billion people live in cities and that this percentage is rapidly increasing in many parts of the world. This course examines urban life and urban problems by providing anthropological perspectives on this distinctive form of human association and land use. First we will examine the ‘origin’ of cities, focusing on several of the places where cities first developed, including Mesopotamia and the Valley of Mexico. We will then internalize the environmental impacts of non-industrial cities by looking at case studies from around the world and from connections between the cities of the past and the city in which we live and work today.
For BA Students: History and Tradition Sector
Taught by: Zettler
Course usually offered in fall term
Also Offered As: ANTH 121, NELC 103
Activity: Lecture
1.0 Course Unit

URBS 122 The City in South Asia
This interdisciplinary social science course examines key topics, themes, and analytic methods in the study of South Asia by focusing on significant South Asian cities. With one-fifth of the world’s population, South Asia and its urban centers are playing an increasingly important role in recent global economic transformations, resulting in fundamental changes within both the subcontinent and the larger world. Drawing primarily on ethnographic studies of South Asia in the context of rapid historical change, the course also incorporates research drawn from urban studies, architecture, political science, and history, as well as fiction and film. Topics include globalization and new economic dynamics in South Asia; the formation of a new urban middle class; consumption and consumer culture; urban political formations, democratic institutions, and practices; criminality & the underworld; population growth, changes in the built environment, and demographic shifts; everyday life in South Asia and its urban centers; the formation of a new urban middle class; consumption and consumer culture; urban political formations, democratic institutions, and practices; criminality & the underworld; population growth, changes in the built environment, and demographic shifts; everyday life in South Asia and its urban centers. This is an introductory level course appropriate for students with no background in South Asia or for those seeking to better understand South Asia’s urban environments. This is an introductory level course appropriate for students with no background in South Asia or for those seeking to better understand South Asia’s urban environments.
No prerequisites. Fulfills College sector requirement in Society and foundational approach in Cross-Cultural Analysis.
For BA Students: Society Sector
Taught by: Mitchell
One-term course offered either term
Also Offered As: ANTH 107, SAST 002
Activity: Lecture
1.0 Course Unit

URBS 131 Small Business Anthropology
With a focus on minority-owned small businesses in the City of Philadelphia, this class will introduce students to the work of anthropologists who have made their careers in the business world using the tools they acquired through training in anthropology. By bringing anthropological perspectives into the workplace, business anthropologists seek to promote well-being for employees and owners, as well as consumers and the communities in which businesses operate. The class will also introduce students to Philadelphia from the point of view of minority owned small businesses. One of the two class days each week will focus on business anthropology as a profession and include readings on organizational culture, design anthropology, and the role of anthropologists in marketing and advertising, as well as in globalization processes and entrepreneurship. The second of the two days each week will focus on the city of Philadelphia and the role of small businesses within it. We will study the spatial layout of the city, the kinds of small businesses that are operative within the city and where they are located, the relationship of business to ethnicity, gentrification and its impact on small business, and the role of government and community groups in relationship to small businesses and their owners and employees. As part of the class, students will engage in guided research on specific small businesses, with the aim of developing an ethnographic understanding of the experiences of owners and employees, the opportunities they have seized upon and the problems they have confronted. We hope in the course of the semester to provide an ethnographic profile of a sampling of small businesses from different industries, which can in turn contribute to understanding larger social and cultural patterns within Philadelphia. Through a class blog or other means, we hope as well to contribute to the ability of minority small business owners to voice their experiences, as well as their fears and hopes for the future, to members of the University community and beyond.
Taught by: Urban
Also Offered As: ANTH 131
Activity: Seminar
1.0 Course Unit

URBS 135 Creative Non-Fiction Writing
A workshop course in the writing of creative nonfiction. Topics may include memoir, family history, travel writing, documentary, and other genres in which literary structures are brought to bear on the writing of nonfiction prose. May be repeated for credit with a different instructor.
One-term course offered either term
Also Offered As: AFRC 134, ENGL 135, GSWS 135
Activity: Seminar
1.0 Course Unit

URBS 136 Urban Politics in the United States
This course focuses on political responses to urbanization in the United States. Topics include local government, national urban politics, and the changing nature of cities.
For BA Students: Society Sector
Taught by: Reed
Course usually offered in spring term
Also Offered As: AFRC 136, PSCI 136
Activity: Lecture
1.0 Course Unit
URBS 137 The Sociology of Media and Popular Culture
This course relies on a variety of sociological perspectives to examine the role of media and popular culture in society, with a particular emphasis on the power of the mass media industry, the relationship between cultural consumption and status, and the social organization of leisure activities from sports to shopping.
For BA Students: Society Sector
Taught by: Grazian
One-term course offered either term
Also Offered As: SOCI 137
Activity: Lecture
1.0 Course Unit

URBS 139 Ancient Civilizations of the World
This course explores the archaeology (material culture) of early complex societies or civilizations in Egypt, Mesopotamia, and the Aegean. According to the traditional paradigm, civilization first emerged during the fourth millennium BCE in Egypt and Mesopotamia. In the Mediterranean, state-level societies first appeared in Crete and mainland Greece in the early second millennium BCE. This course investigates how and why these civilizations developed, as well as their appearance and structure in the early historic (or literate) phases of their existence. A comparative perspective will illustrate what these early civilizations have in common and the ways in which they are unique. This course will consist largely of lectures which will outline classic archaeological and anthropological theories on state formation, before turning to examine the available archaeological and textual data on emerging complexity in Egypt, Mesopotamia, and the Aegean. This course does not presuppose any knowledge of archaeology or ancient languages; the instructor will provide any background necessary. Because this is a course on material culture, some of the class periods will be spent at the Penn Museum of Archaeology and Anthropology. These will consist of a guided tour of a relevant gallery, as well as a hands-on object-based lab with archaeological materials selected by the instructor. This course meets the General Education Curriculums Cross Cultural Analysis foundational approach, whose aim is to help students understand and interpret the cultures of peoples (even long-dead peoples) with histories different from their own; it also fulfills the History and Tradition Sector breadth requirement.
For BA Students: History and Tradition Sector
Taught by: Zettler
Course not offered every year
Also Offered As: ANTH 139, NELC 182
Activity: Lecture
1.0 Course Unit

URBS 140 Inequity and Empowerment: Urban Financial Literacy
A central premise of the ‘American Dream’ is economic freedom, implying opportunity, security, and in the minds of many, wealth. The statistical and experiential reality, vividly evident throughout the nation’s urban cities, is a staggering inequitable distribution of resources and growing economic instability for scores of households, including those identified as middle class. Educational policy makers and organizations working to address national poverty often rally that ‘destiny shouldn't be defined by one's zip code,’ yet, due to numerous factors, it is remarkably difficult for this not to be the case. Place matters. As does history. And race. Through an analysis of ethnographic and historical texts, policy reports, academic studies, and popular media pieces, URBS 140 will help students explore the hidden factors that have formed and sustain inequities in American cities. By studying the roots and contemporary manifestations of policy decisions and practices such as discriminatory housing, predatory lending, unbanking, and deindustrialization, and contextualizing the vast (and growing) wealth gaps in America and the critical importance of intergenerational wealth, URBS 140 will shed new light on how our current economic reality has been shaped. At the same time, the course will also introduce comparative approaches to understanding personal finance. Students will assess their own present and future financial decisions alongside the broader policies and histories that have framed their choices. As an ABCS-optional course, students will share their knowledge about inequity and financial empowerment with area high school students. Students will also generate a policy analysis and/or program proposal as part of their final project that addresses an inequity theme studied in the course.
Taught by: Peterson
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
Notes: This course is co-designed and co-taught by New York Jets linebacker Brandon Copeland (W'13)

URBS 160 Race and Ethnic Relations
The course will focus on race and ethnicity in the United States. We begin with a brief history of racial categorization and immigration to the U.S. The course continues by examining a number of topics including racial and ethnic identity, interracial and interethnic friendships and marriage, racial attitudes, mass media images, residential segregation, educational stratification, and labor market outcomes. The course will include discussions of African Americans, Whites, Hispanics, Asian Americans and multiracials.
Taught by: Charles, Kao, Zuberi
One-term course offered either term
Also Offered As: AFRC 006, ASAM 006, SOCI 006
Activity: Lecture
1.0 Course Unit
Notes: Previously URBS 214
URBS 171 The Socialist City
This course will explore the ideology and politics of the socialist city in the Soviet Union, East Europe, and the Second World. We will focus on how design professionals, politicians, and residents realized utopian socialist values in the face of national design traditions, local politics, and limited resources. Beginning with the Soviet case, the course will consider how planners and architects addressed modernization, multi-family housing, and neighborhood units in new city plans. We will consider capitals, like Moscow, as well as less well-known regional centers that had strong local identities, such as Tashkent, Belgrade, and Prague. We will examine the state’s use of public spaces for commemorations and preservationists’ reinterpretation of existing historic sites. In addition, we will consider how everyday residents experienced the socialist city, such as multi-family housing, shopping centers, and subway systems. We will address how citizens circumvented official state channels to obtain state housing and illegally build homes for themselves, sometimes in a folk style. The course will center on Soviet and East European cities, but also address socialist cities in Cuba and Africa whose design was influenced by transnational exchanges. Most broadly, this course explores the question, what was the socialist city? How did its planners, architects, and politicians understand it, and what did they intend to construct? And, what resulted? In the past fifteen years, North American scholars have begun to take seriously the study of the socialist city, and this course draws on the emerging scholarship on this exciting, cross-disciplinary topic. How do scholars understand the socialist city today? We will examine the shared legacies that socialist cities across East Europe shared with their Western European counterparts, as well as the particularities of design that have sparked North American scholars’ debates on what distinguished the socialist city from ones that emerged in a capitalist context. In our discussions, we will seek to understand how socialist design professionals understood their work and the emerging cities at the time, as well as how North American scholars view the socialist city today. Disciplinarily, the focus of the call will fall at the intersection of architectural history and politics.
Taught by: Aplenc
Course not offered every year
Also Offered As: REES 171
Activity: Seminar
1.0 Course Unit

URBS 178 Faculty-Student Collaborative Action Seminar in Urban University-Community Rltn
This seminar helps students develop their capacity to solve strategic, real-world problems by working collaboratively in the classroom, on campus, and in the West Philadelphia community. Students develop proposals that demonstrate how a Penn undergraduate education might better empower students to produce, not simply ‘consume,’ societally-useful knowledge, as well as to function as caring, contributing citizens of a democratic society. Their proposals help contribute to the improvement of education on campus and in the community, as well as to the improvement of university-community relations. Additionally, students provide college access support at Paul Robeson High School for one hour each week.
Taught by: Harkavy
One-term course offered either term
Also Offered As: AFRC 078, HIST 173
Activity: Seminar
1.0 Course Unit

URBS 180 Asian American Food
You are what you eat. Asian American Food explores the history, politics, and ethnic identity of food through a cultural lens. Growing food, eating, and sharing meals serve as intimate expressions of self and community. By examining the production and consumption of food, the course investigates the ways that Asian Americans navigate traditions, gender norms, religious dietary laws, food habits, and employment as they create lives in the United States. The course overviews the history of Asian American foodways, but has a particular focus on Philadelphia's Asian American communities.
Taught by: Khan, F
Course usually offered in spring term
Also Offered As: ASAM 180, SAST 180
Activity: Seminar
1.0 Course Unit
Notes: Fulfills Quantitative Data Analysis Requirement

URBS 200 Urban Research Methods
This course will examine different ways of undertaking urban research. The goal will be to link substantive research questions to appropriate data and research methods. Computer-based quantitative methods, demographic techniques, mapping / GIS and qualitative approaches will be covered in this course. Student assignments will focus on constructing a neighborhood case study of a community experiencing rapid neighborhood change.
One-term course offered either term
Activity: Seminar
1.0 Course Unit

URBS 202 Urban Education
This seminar focuses on two main questions: 1) How have US schools and urban ones in particular continued to reproduce inequalities rather than ameliorating them? 2) In the informational age, how do the systems affecting education need to change to create more successful and equitable outcomes? The course is designed to bridge the divide between theory and practice. Each class session looks at issues of equity in relation to an area of practice (e.g. lesson design, curriculum planning, fostering positive student identities, classroom management, school funding, policy planning...), while bringing theoretical frames to bear from the fields of education, sociology, anthropology and psychology.
Taught by: Clapper
One-term course offered either term
Also Offered As: EDUC 202
Activity: Seminar
1.0 Course Unit

URBS 203 Introduction to City Planning: Planning Urban Spaces
This course will provide a general introduction to the concepts and practice of city planning. Topics to be discussed include: the process and nature of planning - theories, methods and roles as manifested in practice; history and trends in city planning; functional planning practice; planning within constraints—a field project; planning in the international arena; present crisis in planning.
Taught by: Gorostiza
Course usually offered summer term only
Activity: Seminar
1.0 Course Unit
URBS 204 Urban Law
This course will focus on selected aspects of urban law that are particularly relevant to areas of high population density. After an introduction to the American judicial system, it will examine the legal issues that arise in the management of land development and use, with special attention to constitutional questions involving equal protection, due process, and the ‘taking’ clause, and routine run-of-the-mill zoning challenges. This course meets the Cultural Diversity requirement.
Taught by: Keene
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

URBS 205 People and Design
The built environment of a city is more than a mere backdrop; the design can actually affect people’s experiences. Environmental design primarily focuses on the relationship between people and the built environment. It also looks at how the built environment interacts with the natural one (and the potential for greater sustainability). This course will allow students to gain a deeper understanding of how people create, perceive, and use the designed environment. We’ll approach these concepts by analyzing design at a variety of scales, from products to interior design to architecture. Finally, using that knowledge, we’ll conclude by analyzing urban spaces of the city.
Taught by: Berman
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

URBS 206 Public Environment of Cities: An Introduction to the Urban Landscape
This course will explore the role of public spaces - streets, boulevards, parks and squares - in cities and their social uses. With the University of Pennsylvania campus and the City of Philadelphia serving as our laboratory, we will critically examine the evolution of the movement of corridors, open space and buildings of the urban landscape and their changing uses. Following the flaneur tradition of Baudelaire and Benjamin, we will walk the city to experience and understand the myriad environments and neighborhoods that comprise it.
Taught by: Nairn
Course usually offered in spring term
Also Offered As: URBS 506
Activity: Seminar
1.0 Course Unit

URBS 207 Asian American Communities
Who is Asian American and how and where do we recognize Asian America? This interdisciplinary course explores the multiple factors that define Asian American identity and community. In order to provide a sketch of the multifaceted experience of this growing minority group, we will discuss a wide variety of texts from scholarly, artistic, and popular (film, cinematic) sources that mark key moments in the cultural history of Asia America. The course will address major themes of community life including migration history, Asian American as model minority, race, class, and transnational scope of Asian America. In combination with the readings, this class will foster and promote independent research based on site visits to various Asian American communities in Philadelphia and will host community leaders as guest lecturers.
Taught by: Khan
One-term course offered either term
Also Offered As: ASAM 104, SAST 113
Activity: Lecture
1.0 Course Unit

URBS 210 The City
Urb/Hist 210 will focus on Baltimore and use The Wire as one of its core texts. The course will explore the history and development of the city and its institutions, with a thematic focus on issues such as industrialization and deindustrialization; urban renewal and the role of universities; public education and youth; policing and the criminal justice system; drugs and underground markets; public housing and suburbanization; and Baltimore’s so-called renaissance amidst persistent poverty. The seminar will include field trips both in Philadelphia and a concluding all-day trip to Baltimore.
For BA Students: Humanities and Social Science S
Taught by: Nairn
Course usually offered in spring term
Also Offered As: HIST 210
Activity: Seminar
1.0 Course Unit
Notes: Also fulfills General Requirement in Society for Class of 2009 and prior

URBS 215 Topics in Asian American Sociology
Topics vary. Please see website for more current information:
asam.sas.upenn.edu
Course not offered every year
Also Offered As: ASAM 201, SOCI 150
Activity: Lecture
1.0 Course Unit

URBS 216 Social Entrepreneurship
Amidst perceptions that public sector and philanthropic support for local communities is increasingly scarce, many community development practitioners are turning to social enterprise as a means to improve social and economic conditions in their neighborhoods. This course will do a deep dive into the segment of social enterprises addressing workforce development and job creation challenges, especially as they relate to returning citizens and other vulnerable adults, including several planned field visits. Building on their understanding of these fields, students will then divide into groups for a hands-on course project.
Taught by: Mandujano
Course not offered every year
Activity: Seminar
1.0 Course Unit

URBS 219 The Heart of Social Change
The Heart of Social Change: Experiments in Urban Development, Activism, and Social Entrepreneurship will seek to challenge those who desire to work for social change to consider how they may not only employ their heads and their hands, but also their hearts as they work to improve the aspects of contemporary society that mean the most to them. This seminar-based class will examine past and contemporary examples of heart-based activism, urban development and social entrepreneurship yet it will also be a space where students will be asked to experiment with ways that they too may be change agents.
Taught by: Charles Howard
Course not offered every year
Activity: Seminar
1.0 Course Unit
URBS 220 Jews and the City: Advanced Benjamin Franklin Seminar
Jews have always been an extraordinarily urban people. This seminar explores various aspects of the Jewish encounter with the city, examining the ways that Jewish culture has been shaped by and has helped to shape urban culture. We will examine European and American cities as well as some in Palestine/Israel, covering an expansive view of urban culture. We will consider Jewish involvement in political and cultural life, the various neighborhoods in which Jews have lived, relations with other ethnic groups, as well as many other topics. We will read some classic works in the field along with contemporary scholarship. No prior background in Jewish history is required. *This course may be applied toward the US, European, or Middle East requirements for the History Major or Minor, depending upon the research paper topic. Students must consult with the instructor to determine which geographic requirement will be fulfilled.*
Taught by: Beth Wenger
One-term course offered either term
Also Offered As: AFRC 215, HIST 216, JWST 216
Activity: Seminar
1.0 Course Unit

URBS 234 Topics in Transnational History
One-term course offered either term
Also Offered As: AFRC 236, HIST 234
Activity: Seminar
1.0 Course Unit

URBS 236 Iraq: Ancient Cities and Empires
This course consists of an analytical survey of civilization in the ancient Mesopotamia from prehistoric periods to the middle centuries of the first millennium B.C. A strong focus is placed on Mesopotamia (Iraq, eastern Syria) proper, but it occasionally covers its adjacent regions, including Anatolia (Turkey), north-central Syria, and the Levantine coast. As we chronologically examine the origin and development of civilization in the region, various social, political, economic, and ideological topics will be explored, including subsistence, cosmology, writing, trade, technology, war, private life, burial custom, and empire. Based on both archaeological and historical evidence, these topics will be examined from archaeological, anthropological, historical and art historical perspectives. Students will be exposed to a variety of theoretical approaches and types of relevant evidence, including settlement survey data, excavated architectural remains and artifacts, and written documents. The course aims to provide students with a strong foundation for further study in Near Eastern civilization. Taught by: Zettler
Course not offered every year
Also Offered As: ANTH 236, ANTH 636, NELC 241, NELC 641
Activity: Lecture
1.0 Course Unit

URBS 237 Berlin: History, Politics, Culture
What do you know about Berlin’s history, architecture, culture, and political life? The present course will offer a survey of the history of Prussia, beginning with the seventeenth century, and the unification of the small towns of Berlin and Koelln to establish a new capital for this country. It will tell the story of Berlin’s rising political prominence in the eighteenth century, and its position as a center of the German and Jewish Enlightenment. It will follow Berlin’s transformation into an industrial city in the nineteenth century, its rise to metropolis in the early twentieth century, its history during the Third Reich, and the post-war cold war period. The course will conclude its historical survey with a consideration of Berlin’s position as a capital in reunified Germany. The historical survey will be supplemented by a study of Berlin’s urban structure, its significant architecture from the eighteenth century (i.e. Schinkel) to the nineteenth (new worker’s housing, garden suburbs) and twentieth centuries (Bauhaus, Speer designs, postwar rebuilding, GDR housing projects, post-unification building boom). In addition, we will read literary texts about the city, and consider the visual art and music created in and about Berlin, and focus on Berlin’s Jewish history. The course will be interdisciplinary with the fields of German Studies, history, history of art, urban studies, and German-Jewish studies. It is also designed as a preparation for undergraduate students who are considering spending a junior semester with the Penn Abroad Program in Berlin. All readings and lectures in English.
For BA Students: Humanities and Social Science Sector
Taught by: Weissberg
Course not offered every year
Also Offered As: ARTH 237, COML 237, GRMN 237, HIST 237
Activity: Lecture
1.0 Course Unit
Notes: All readings and lectures in English

URBS 244 Metropolis: Culture of the City
An exploration of modern discourses on and of the city. Topics include: the city as site of avant-garde experimentation; technology and culture; the city as embodiment of social order and disorder; traffic and speed; ways of seeing the city; the crowd; city figures such as the detective, the criminal, the flaneur, the dandy; film as the new medium of the city. Special emphasis on Berlin. Readings by, among others, Dickens, Poe, Baudelaire, Rilke, Doeblin, Marx, Engels, Benjamin, Kracauer. Films include Fritz Lang’s Metropolis and Tom Tykwer’s Run Lola Run. All lectures and readings in English.
For BA Students: Arts and Letters Sector
Taught by: MacLeod
Course not offered every year
Also Offered As: CIMS 244, COML 254, GRMN 244
Activity: Lecture
1.0 Course Unit
Notes: All lectures and readings in English
URBS 248 The Urban Food Chain
This class explores the social, economic, ecological, and cultural dynamics of metropolitan and community food systems in U.S. cities. Field trips and assignments immerse students in various forms of experiential learning - including farming and gardening, cooking, eating, and more. After a broad introduction to global, regional, and urban food systems in our first three weeks, across most of the semester we follow the food chain (or cycle), from production to processing, distribution, cooking, consumption, and waste. Specific topics include urban agriculture, community kitchens, grocery, hunger and food assistance, restaurants, neighborhoods, food cultures, food justice, and community food security. Students will gain broad literacies in: metropolitan and neighborhood food environments; food production, processing, distribution, access, and preparation; and the relationships between food, culture, and society. Students taking this class should be open to trying new things, getting hands dirty, and working with others in various settings and activities.
For BA Students: Humanities and Social Science S
Taught by: Vitiello
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

URBS 250 Urban Public Policy: Philadelphia -- A Case Study
An introduction to a broad range of substantive policy areas affecting the city, and an exploration into the complexities of policy formulation and implementation in a large and pluralistic metropolitan setting. The course subtitle, 'Philadelphia -- A Case Study,' describes our approach. Donna Cooper leads the region's foremost child advocacy organization focused on poverty, child welfare and education issues, she formerly served as the Deputy Mayor for Policy for the City of Philadelphia, and Secretary of Policy of the Commonwealth of Pennsylvania.
Taught by: Donna Cooper
One-term course offered either term
Activity: Seminar
1.0 Course Unit

URBS 252 Urban Journalism
This course will examine the state of urban journalism today with special emphasis on how large newspapers are redefining themselves, and the news, in an era of dwindling readership and growing financial pressures. The course will look at online journalism, ethics, and alternative sources of news, and will explore the techniques journalists use in reporting the news. Students will report and write four pieces of their own about Philadelphia and its environs. The course is taught by Dan Biddle, the Philadelphia Inquirer’s former politics editor, an award-winning journalist for 40 years.
Taught by: Biddle
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

URBS 253 Cities, Suburbs, Regions
This course will explore the political, economic, social, and demographic forces impacting development patterns in metropolitan areas, with a particular focus on Philadelphia. We will examine the government policies, economic forces, and social attitudes that affect the way a region grows, and the impact of these forces on poverty, equity and segregation. Specific topics to be discussed include the factors that make a region competitive, the city's changing role in the region, the impact place has on opportunity, and approaches to revitalizing and improving communities.
Taught by: Black
Course offered spring; even-numbered years
Also Offered As: SOCI 254
Activity: Seminar
1.0 Course Unit

URBS 258 Global Urban Education
This course examines the demographic, social, and economic trends impacting the growth of global cities--providing the context for global urban education. Through the dual lens of globalization and local urban culture, we explore relationships between urban education and economic development, democratic citizenship, social movements, social inclusion, equity, and quality of urban life. We consider key historical legacies (e.g., Colonialism), informal settlements and 'slums,' the rise of the 'knowledge economy,' and the role of international aid. Additional topics include: early childhood; gender equity; youth culture; impacts of crisis and war; urban refugees; teacher training and identity; accountability & governance; information & computer technology; religion, indigenous cultures, and language identity; & the role of the private sector and school choice. We focus on cities like Sao Paolo, Mexico City, Shanghai, Hong Kong, Ho Chi Minh City, Johannesburg, Lagos, Nairobi, Jakarta, Mumbai, Lahore, Tehran, and Cairo, and draw comparisons to cities like New York, London, Paris and Tokyo.
Taught by: Gershberg
Course not offered every year
Also Offered As: SOCI 258
Activity: Seminar
1.0 Course Unit

URBS 264 Poverty, Race and Health
This course is designed to introduce students to current literature on race/ethnic difference in health and mortality in the United States, covering such topics as explanations for why some race/ethnic groups fare better than others, how inner city poverty and residential segregation may contribute to racial/ethnic differences in health outcomes, and health of immigrants versus native-born populations. Current policy debated and recent policy developments related to health are also briefly discussed. The course is organized as a seminar with a combination of lectures and class discussions.
Taught by: Boen
Course not offered every year
Also Offered As: SOCI 264, SOCI 564
Activity: Seminar
1.0 Course Unit
URBS 270 The Immigrant City
This course focuses on immigrant communities in United States cities and suburbs. We survey migration and community experiences among a broad range of ethnic groups in different city and suburban neighborhoods. Class readings, discussions, and visits to Philadelphia neighborhoods explore themes including labor markets, commerce, housing, civil society, racial and ethnic relations, integration, refugee resettlement, and local, state, and national immigration policies. The class introduces students to a variety of social science approaches to studying social groups and neighborhoods, including readings in sociology, geography, anthropology, social history, and political science. Ultimately, the class aims to help students develop: 1) a broad knowledge of immigration and its impacts on U.S. cities and regions; 2) a comparative understanding of diverse migrant and receiving communities; and 3) familiarity with policies and institutions that seek to influence immigration and immigrant communities.
For BA Students: Society Sector
Taught by: Vitiello, Domenic
Course usually offered in spring term
Also Offered As: LALS 273, SOCI 270
Activity: Seminar
1.0 Course Unit

URBS 274 Advanced Topics in Theatre
This course will combine an intensive practical and intellectual investigation of some area of the making of theatre: performance techniques, theatrical styles, a particular period of theatre history. Please visit the Theatre Arts Program website for current topics for Thar 275 and other Theatre Arts Courses and special topics: https://theatre.sas.upenn.edu Please visit the Theatre Arts Program website each semester for information on the available THAR 275 special topics courses: https://theatre.sas.upenn.edu
Taught by: Fox, Ferguson, Malague, Mazer, O'Harra & Schlatter
Course not offered every year
Also Offered As: CIMS 225, ENGL 276, THAR 275
Activity: Seminar
1.0 Course Unit

URBS 276 The Modern City
A study of the European and American city in the eighteenth, nineteenth, and twentieth centuries. Emphasis is placed on the history of architecture and urban design; political, sociological, and economic factors also receive attention. The class considers the development of London, St. Petersburg, Washington, Boston, Paris, Vienna and Philadelphia.
Taught by: Brownlee, D.
Course not offered every year
Also Offered As: ARTH 270, ARTH 670
Activity: Lecture
1.0 Course Unit

URBS 277 Gender, Sex & Urban Life
Is urban space gendered? Do we change how it is gendered as we move through it? Does it change us? This course explores gender and sexuality in the contemporary global city through the study of urban spaces. We will consider feminist, queer, and transgender theories of the city, as we investigate how practices of using and making space are gendered and sexualized. Each week of the course will be organized around a type of space, including subway, school, and birthing center, nightclub, suburb, and park. Assignments will include an auto-ethnography, a short critical essay, and a final assignment that asks you to propose an additional type of space in which to study the intersections of sex, gender, and the urban built environment. In each space, we will conduct an interdisciplinary exploration, drawing from sociology, anthropology, geography, city planning history, feminist and queer theory, as well as from fiction, poetry, music videos, photography, and documentary film.
Taught by: Knittle
Course usually offered in spring term
Also Offered As: GSWS 277
Activity: Seminar
1.0 Course Unit

URBS 280 Neighborhood Dynamics of Crime
Crime varies in time, space and populations as it reflects ecological structures and the routine social interactions that occur in daily life. Concentrations of crime can be found among locations, with antisocial activities like assaults and theft occurring at higher rates because of the demographic make-up of people (e.g. adolescents) or conflicts (e.g. competing gangs), for reasons examined by ecological criminology. Variation in socio-demographic structures (age, education ratios, and the concentration of poverty) and the physical environment (housing segregation, density of bars, street lighting) predicts variations between neighborhoods in the level of crime and disorder. Both ethnographic and quantitative research methods are used to explore the connections between the social and physical environment of areas and antisocial behavior.
Taught by: Loeffler
Course usually offered in spring term
Also Offered As: CRIM 280
Activity: Seminar
1.0 Course Unit

URBS 281 The US Criminal Justice System in Urban Context
With over two million Americans behind bars and over seven million under some form of state supervision, the United States leads the world in incarceration. From an interdisciplinary perspective, this course will examine the special attention given to how penal issues--including the recent prison boom and the privatization of prison, white supremacy and the racial disparity of the inmate population, juvenile criminal justice, alternative sentencing, prisoner health, and the punishment of military veterans, immigrants, and women in prisons--impact urban communities and contexts. Students will hear from guest speakers who were formerly incarcerated, and attend a field trip to a facility to see first-hand examples of the criminal justice system.
Taught by: Smith
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
URBS 285 Health on the Urban Margins: The Experience of Health in American Cities
In this course we will investigate the social and spatial determinants of health in contemporary urban American. We will study how cities are impacted by healthcare delivery systems and social policy in the United States, with special attention toward understanding the relationship between health disparities and structures of urban inequality related to racial discrimination, extreme poverty, and the stigma of a criminal record. We will also explore how a variety of marginalized populations from war veterans to parolees to the homeless cope with mental illness and violence-related trauma in the urban environment.
Taught by: Tyson
Course not offered every year
Activity: Seminar
1.0 Course Unit

URBS 290 Metropolitan Nature
In order to understand the complex and often skewed relationship between the built and natural systems, we must think in processes and examine different scales simultaneously. The course explores urban sustainability and resilience. At its core, sustainability is a radical concept that integrates the economy, equity (social justice), and the environment. Co-opted by marketing slogans, stripped of meaning and context, it has become vague and pliable. Sustainability and resilience demand a holistic systems view of the world. The course focuses on communities such as New Orleans and Eastwick where urban development has focused on economic concerns at the expense of the environment and equity resulting in unintended, and sometimes, catastrophic consequences. Students will have the opportunity to interact with community residents who have organized to develop strategies to address these ongoing issues.
Taught by: Nairn
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

URBS 294 Global Cities: Urbanization in the Global South
This course examines the futures of urbanization in most of the world. With cities in ‘developing’ countries set to absorb 95% of urban population growth in the next generation, the course explores the plans, spaces and social experiences of this dramatic urban century. How do proliferating urban populations sustain themselves in the cities of Latin America, Africa and Asia? What kinds of social and political claims do these populations make more just and sustainable cities? The course investigates the ongoing experiences in urban planning, infrastructure development and environmental governance in cities of the Global South. In so doing, it imagines new forms of citizenship, development and sustainability that are currently unfolding in these cities of the future.
Taught by: Anand
Course not offered every year
Also Offered As: ANTH 294
Activity: Lecture
1.0 Course Unit

URBS 299 Independent Study
Specialized topics in Urban Studies. This course may be taken by permit only, once a faculty advisor has agreed to be the professor of record, and the scope of work has been approved in advance by the department.
Activity: Independent Study
1.0 Course Unit

URBS 300 Fieldwork Seminar
Students work 15 hours per week in field placement and meet weekly with class and instructors. The course is intended to help students reflect from a variety of perspectives on the work that they are doing in their placement organizations. The class format is primarily discussion. Students are required to complete assigned readings, prepare written and oral presentations, and submit a final project.
Course usually offered in spring term
Activity: Seminar
2.0 Course Units
Notes: Urban Studies majors and minors only.

URBS 320 Who Gets Elected and Why? The Science of Politics
What does it take to get elected to office? What are the key elements of a successful political campaign? What are the crucial issues guiding campaigns and elections in the U.S. at the beginning of the 21st century? This class will address the process and results of electoral politics at the local, state, and federal levels. Course participants will study the stages and strategies of running for public office and will discuss the various influences on getting elected, including: Campaign finance and fundraising, demographics, polling, the media, staffing, economics, and party organization. Each week we will be joined by guest speakers who are nationally recognized professionals, with expertise in different areas of the campaign and election process. Students will also analyze campaign case studies and the career of the instructor himself. Edward G. Rendell is the former Mayor of Philadelphia, former Chair of the Democratic National Committee, and former Governor of Pennsylvania. A note if you are not able to gain a seat in this course: Please write to urbssas.upenn.edu to be added to a waitlist. Waitlisted students are encouraged not to miss the first class. The professors will be able to register many waitlisted students in the first week of the semester, but only after the first class session on Monday, Sept. 14th, 6-9pm.
Taught by: Rendell
Course usually offered in fall term
Also Offered As: GAFL 509, PSCI 320
Activity: Lecture
1.0 Course Unit

URBS 322 The Big Picture: Mural Arts in Philadelphia
The history and practice of the contemporary mural movement couples step by step analysis of the process of designing with painting a mural. In addition students will learn to see mural art as a tool for social change. This course combines theory with practice. Students will design and paint a large outdoor mural in West Philadelphia in collaboration with Philadelphia high school students and community groups. The class is co-taught by Jane Golden, director of the Mural Arts Program in Philadelphia, and Shira Walinsky, a mural arts painter and founder of Southeast by Southeast project, a community center for Burmese refugees in South Philadelphia.
One-term course offered either term
Also Offered As: FNAR 222, FNAR 622
Activity: Seminar
1.0 Course Unit
URBS 323 Tutoring School: Theory and Practice
This course represents an opportunity for students to participate in academically-based community service involving tutoring in a West Phila. public school. This course will serve a need for those students who are already tutoring through the West Phila. Tutoring Project or other campus tutoring. It will also be available to individuals who are interested in tutoring for the first time.
Course usually offered in spring term
Also Offered As: EDUC 323
Activity: Seminar
1.0 Course Unit

URBS 326 Tutoring in Urban Public Elementary Schools: A Child Development Perspective
The course provides an opportunity for undergraduate students to participate in academically based community service learning. Student will be studying early childhood development and learning while providing direct, one-to-one tutoring services to young students in Philadelphia public elementary schools. The course will cover foundational dimensions of the cognitive and social development of preschool and elementary school students from a multicultural perspective. The course will place a special emphasis on the multiple contexts that influence children's development and learning and how aspects of classroom environment (i.e., curriculum and classroom management strategies) can impact children's achievement. Also, student will consider a range of larger issues impacting urban education embedded in American society. The course structure has three major components: (1) lecture related directly to readings on early childhood development and key observation and listening skills necessary for effective tutoring, (2) weekly contact with a preschool or elementary school student as a volunteer tutor and active consideration of how to enhance the student learning, and (3) discussion and reflection of personal and societal issues related to being a volunteer tutor in a large urban public school.
Taught by: Fantuzzo
Course usually offered in fall term
Also Offered As: EDUC 326
Activity: Seminar
1.0 Course Unit

URBS 330 GIS Applications in Social Science
This course will introduce students to the principles behind Geographic Information Science and applications of GIS in the social sciences. Examples of GIS applications in social services, public health, criminology, real estate, environmental justice, education, history, and urban studies will be used to illustrate how GIS integrates, displays, and facilitates analysis of spatial data through maps and descriptive statistics. Students will learn to create data sets through primary and secondary data collection, map their own data, and create maps to answer research questions. The course will consist of a combination of lecture and lab.
Taught by: tba
Course usually offered in fall term
Also Offered As: URBS 530
Activity: Seminar
1.0 Course Unit
Notes: Fulfills the Qualitative Data Analysis Requirement

URBS 333 Urban Life in the Middle East and North Africa
With rapid urbanization, most people in the Middle East and North Africa are living now in cities and towns, rather than in rural areas. This seminar introduces the complex realities of living in the major cities of the region, in terms of globalization, social class, politics, gender and sexuality, culture, religion, communal identities, communal networks, and more. Through intensive engagement with the various readings and films, both documentaries and feature films, we will explore how those realities and processes shape the urban space, or express themselves in it. In addition, we will explore the basic premises of such disciplines as anthropology, cultural studies, history, or sociology, and learn how they can help us research and understand the realities of urban life in the modern and contemporary Middle East and North Africa. We will use Cairo, Egypt, as our main case study, while looking at a range of other cities, such as Istanbul, Turkey, and Marrakesh, Morocco, for further insights.
Taught by: Tam
Also Offered As: NELC 333
Activity: Seminar
1.0 Course Unit

URBS 344 Documentary Experiments in Urban Research
What can video art, experimental documentary, and sensory ethnography teach us about the practice of urban research? How can we build on the traditions of first person and essay cinema to produce compelling documents of our own questions and findings? This course surveys a range of film and video works on themes such as the production of space, urban nature, infrastructure, and collective memory. Taken as a genre, these time-based works provide a powerful model for training scholars' observational skills, conceptualizing scales of analysis, and engaging broader publics in urban research. In this course, we will explore this audiovisual genre in dialogue with selected theoretical, ethnographic, and case study readings in urban studies. As an advanced theory-practice course, it combines seminar readings and discussion with regular screenings and a series of workshops on photo, video, audio, and postproduction skills. The course will provide a general fluency in contemporary urban research, with particular emphasis on urban political ecology. In dialogue with this scholarship, students will develop and situate their own experimental documentary research projects.
Taught by: Mendelsohn
Course not offered every year
Also Offered As: ANTH 344, CIMS 344
Activity: Seminar
1.0 Course Unit
URBS 359 Nutritional Anthropology
The course is an introduction to nutritional anthropology, an area of anthropology concerned with human nutrition and food systems in social, cultural and historical contexts. On the one hand, nutritional anthropologists study the significance of the food quest in terms of survival and health. On the other hand, they also know that people eat food for a variety of reasons that may have little, if anything, to do with nutrition, health, or survival. While the availability of food is dependent upon the physical environment, food production systems, and economic resources, food choice and the strategies human groups employ to gain access to and distribute food are deeply embedded in specific cultural patterns, social relationships, and political and economic systems. Thus, nutritional anthropology represents the interface between anthropology and the nutritional sciences, and as such, can provide powerful insights into the interactions of social and biological factors in the context of the nutritional health of individuals and populations. Because food and nutrition are quintessential biocultural issues, the course takes a biocultural approach drawing on perspectives from biological, socio-cultural and political-economic anthropology. Course content will include: a discussion of approaches to nutritional anthropology; basics of human nutrition; food systems, food behaviors and ideas; methods of dietary and nutritional assessment; and a series of case studies addressing causes and consequences to nutritional problems across the world.
Taught by: Hoke
Course not offered every year
Also Offered As: ANTH 359, LALS 359
Activity: Lecture
1.0 Course Unit

URBS 367 Philadelphia, 1700-2000
Using Philadelphia as a lens, this course will examine the transformation of American cities from the colonial period to the present. Through readings, lectures, and tours, we will consider urbanization and suburbanization, race, class, and ethnicity, economic development, poverty and inequality, housing and neighborhood change, urban institutions, and politics and public policy.
Taught by: Sugrue
Course not offered every year
Also Offered As: HIST 367
Activity: Lecture
1.0 Course Unit

URBS 399 Independent Study
Specialized topics in Urban Studies. This course may be taken by permit only, once a faculty advisor has agreed to be the professor of record, and the scope of work has been approved in advance by the department.
Activity: Independent Study
1.0 Course Unit

URBS 400 Senior Seminar
Urban Studies senior research project It is strongly recommended that students take URBS 200 and 300 before the Senior Seminar Seminar. Please contact your URBS advisor to help you with this course planning.
Taught by: Grossman/McGlone/Simon
Course usually offered in fall term
Prerequisite: URBS 200 AND URBS 300
Activity: Seminar
1.0 Course Unit

URBS 401 Urban Studies Honors
Students in the fall Urban Studies Senior Seminar (URBS400) whose papers are exceptional and show promise for publication will be invited to participate in the spring honors seminar. If they choose to participate, honors seminar participants will revise and refine their research/papers with the goal of their work for publication in an academic journal relevant to the topic. The seminar meets periodically during the semester, structured around a set of assignments geared to facilitate the process of revision. Students will be assigned to read each other's work and meetings take the form of a workshop with students reporting on progress and providing feedback to improve and develop each other's papers. In addition to completing the revised paper for a grade, participants in the honors seminar are required to present their work to a wider Urban Studies audience in a special session at the end of the semester and to provide documentation that they have submitted their papers for publication. Students who successfully complete the honors seminar will graduate with distinction in the major, noted on their transcripts and in the graduation materials.
Taught by: Simon
Course usually offered in spring term
Prerequisite: URBS 400
Activity: Seminar
1.0 Course Unit

URBS 404 Philanthropy and the City
This course will focus on how urban communities are shaped by the nonprofit sector and the billions of philanthropic dollars that fuel their work. By bridging theory and practice, the class explores what dynamics are at play to deliver vital services or programs in healthcare, education, the arts, community development, and other issues. The course will also focus on these important questions: (1) Whose responsibility is the public good? How is that responsibility shared by the public, private, and nonprofit sectors? and (2) Given that responsibility for the public good, which individuals and groups make the decisions about how to serve the public good? How are these decisions made, and who benefits from these decisions? Students will consider these questions in an interdisciplinary context that will bring a historical and philosophical perspective to the examination of the values and institutions that characterize the contemporary philanthropy and the nonprofit sector.
Taught by: Bauer/Goldman
Course usually offered in fall term
Also Offered As: NPLD 797
Activity: Seminar
1.0 Course Unit

URBS 405 Religion, Social Justice & Urban Development
Urban development has been influenced by religious conceptions of social and economic justice. Progressive traditions within Judaism, Christianity, Islam, Buddhism, Hinduism, Jainism, Baha'i, Humanism and other religions and systems of moral thought have yielded powerful critiques of oppression and hierarchy as well as alternative economic frameworks for ownership, governance, production, labor, and community. Historical and contemporary case studies from the Americas, Europe, Africa, Asia, and the Middle East will be considered, as we examine the ways in which religious responses to poverty, inequality, and ecological destruction have generated new forms of resistance and development.
Taught by: Lamas
Course usually offered in spring term
Also Offered As: AFRC 405, RELS 439
Activity: Seminar
1.0 Course Unit
URBS 410 Urban Communities and the Arts
Urban Communities and the Arts concerns itself with Arts, Music and Activism in Philadelphia. We investigate the social, economic and cultural fabric from which activism in the arts arises. To do so, we will investigate the histories and artistic reactions to oppression in Philadelphia by drawing on specific examples from various sections of the city and through the media of music, visual art, theater, and dance. The long history of systemic and individual oppression in the US manifests itself in different ways in various urban neighborhoods in Philly and artists of various genres and inclinations participate in activism in many different ways. Examples of artistic and musical responses to the various forms of oppression will be offered and class participants will be asked to bring their own examples to share and analyze. By visiting significant arts practitioners and organizations that provide access to arts education and justice work, participants will have a hands-on experience to unpack the dynamics of artistic production in city life. In addition to art as an outlet for exposing oppression, we will also consider the ways that art and music become markers of the uniqueness of a neighborhood or city, which further complicates the idea of art as a tool for activism. Participants in Urban Communities and the Arts will unpack the role of music and art in defining city or neighborhood cultures by considering a few key sectors that reveal the ways in which cities fail to provide equal access to resources or participate in outright discrimination. At the same time, cities continue to cultivate creative spaces and socio-economic opportunities for economic gain and social understanding through art and music. It is the contradictions that this course will concern itself with and out of our study we will invite course participants to respond creatively. Participants will create either an original work of art, music or intellectual response like a visually interesting research poster as part of a final art/music show. Ultimately students will be asked to reflect back on the role of art in social and political activism to better understand the successes and failures of such movements as they come to define the ethos of city life and its limits.
Taught by: McGlone
Course not offered every year
Also Offered As: FNAR 410
Activity: Seminar
1.0 Course Unit

URBS 412 Building Non-Profits: The Business of a Mission-Driven Organization
This course will cover the basic elements of building and growing a non-profit organization, including the development of the mission and the board; needs assessment, program design, development, and management; financial management, contract compliance and understanding an audit; fundraising, public, foundation, corporate, and individual; communication and marketing; organizational administration (including staff and volunteer selection, management and development); public policy, research and advocacy. Students will make site visits and engage role play, in addition to research and writing.
Taught by: Goldman
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

URBS 415 Urban Real Estate Markets
Cities evolve over time, comprised of various inputs of different sizes at different stages of urban evolution. However, as cities continue to densify and navigate real estate market cycles, opportunities to redefine the urban context, while promoting the individual brand, become ever more sensitive. Projects are increasingly complex, often involving multiple partnerships among private developers, public agencies, non-profits, and community groups. Today's development professionals need to be well-versed across a variety of disciplines and property types to effectively execute in an urban environment. As an introductory course in real estate development, this course will provide the underpinnings for critical decision-making in markets that change frequently and often unevenly - whether for financing, investing, development, public policy formulation, or asset management/disposition.
Taught by: Packard
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

URBS 417 Cities and Sustainability
A good idea is not enough - developing innovative and sustainable projects in cities requires understanding 'how to get things done.' Developing projects to promote sustainability in major US cities requires sensitivity to the political and operational context within which cities implement innovative initiatives. Cities and Sustainability uses Philadelphia as a case study to explore the issues confronting modern American metropolises as they look to manage their resources and promote environmentally friendly policies. URBS 417 will introduce students to leading Philadelphia practitioners of sustainability and municipal projects. Students will be given the tools to politically, economically and critically analyze various sustainable policy initiatives across the United States.
Taught by: Ben-Amos
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

URBS 419 Urban Transportation in Flux
Transportation systems and networks impact everything from the literal shape of American cities to their economic vitality and the well-being of their citizens. Urban Infrastructure in Flux provides students with an overview of the political, business, and policy concerns and processes that inform how Americans get around by foot, transit, and car. URBS 419 explores the use and reuse of legacy infrastructure, and roots innovations such as driverless cars, and scooters, in a historical conflict over the right-of-way (ROW). Students will have the opportunity to meet professionals in the field and engage in primary source research and data analysis.
Taught by: Ben-Amos
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit
URBS 420 Perspectives on Urban Poverty
This course provides an interdisciplinary introduction to 20th century urban poverty, and 20th century urban poverty knowledge. In addition to providing an historical overview of American poverty, the course is primarily concerned with the ways in which historical, cultural, political, racial, social, spatial/geographical, and economic forces have either shaped or been left out of contemporary debates on urban poverty. Of great importance, the course will evaluate competing analytic trends in the social sciences and their respective implications in terms of the question of what can be known about urban poverty in the contexts of social policy and practice, academic research, and the broader social imaginary. We will critically analyze a wide body of literature that theorizes and explains urban poverty. Course readings span the disciplines of sociology, anthropology, urban studies, history, and social welfare. Primacy will be granted to critical analysis and deconstruction of course texts, particularly with regard to the ways in which poverty knowledge creates, sustains, and constricts meaningful channels of action in urban poverty policy and practice interventions.
Taught by: Fairbanks
Course usually offered in fall term
Also Offered As: HIST 440, SOCI 420
Activity: Seminar
1.0 Course Unit

URBS 424 Political Ecologies of the City
Cities have been centres of aspiration for much of human history. They have provided a limited yet critical locus for social mobility, both in political and economic terms. As large agglomerations of political and economic power, urban residents have also consumed growing proportions of the earth’s mineral, food and water resources from the national (and international) body. The contradictory aspects of urban aspiration frame this course. Drawing on the frameworks of political ecology, in this course we think through the cities of the global south to understand how cities are made. To do this, we will first focus on the construction of the liberal city and how it has been occupied, both formally and informally, by urban subjects in most of the world. Next, we will learn about projects through which natural resources have been directed to and through the city. Finally we will conclude with a particular attention to how urban resources are claimed by marginalized migrants, and the particular sorts of governance institutions these practices engender.
Taught by: Anand
Course not offered every year
Also Offered As: ANTH 424
Activity: Seminar
1.0 Course Unit

URBS 428 Undergraduate Urban Research Colloquium
A seminar run in conjunction with the Institute for Urban Research at Penn, students will learn about the range of cutting-edge topics in urbanism that Penn faculty are working on and work closely with a faculty member on current research. Students will learn about new topics and methods in interdisciplinary urban research, and get first hand experience collecting urban data under the close supervision of an experienced researcher. Students and faculty jointly will present their findings for discussion. This course is a good introduction for how to frame and conduct an urban research project.
Course usually offered in spring term
Also Offered As: CPLN 528
Activity: Seminar
1.0 Course Unit

URBS 435 The Political Economy of Urban Development
This course provides an introduction to the economic and political theories that have come to shape, for better or for worse, the spatial characteristics of late 20th century urbanism. It is intended to offer a range of analytical approaches to understanding the urban structures and processes that strategies of community-based organizers and urban policy planners seek to influence. The course focuses on postwar U.S. cities (Chicago and other Midwestern/ Northeast rust belt cities in particular), though a number of readings explore these issues in broader contexts. As a way to further understand postwar US urbanism, we will expand our focus briefly to the geopolitical/international scale during the weeks on neoliberalism and microfinance. Urban political economy refers to different theoretical traditions within the social sciences that explain urban development in terms of the relationship between markets, states, and community actors (or, civil society).
Part I of the course covers four different theories of modern political economy. Neoclassical, Keynesian, Marxist, and Neoliberal. Our purpose is to provide a framework for political economic analysis and an historical foundation for understanding postwar transformation. Part II of the course grounds the foundational material of Part I by tracing the economic and political forces that have shaped post-war urban development trends in Northeastern and Midwestern cities (especially Chicago, Detroit, Philadelphia and NY). Particular attention will be given to issues such as race, suburbanization, deindustrialization, welfare state retrenchment, gentrification, and public housing transformation. Part III examines a range of contemporary (post 1970) approaches to urban development, focusing on processes of neoliberalization, neo-clientalism, urban informality, sub prime mortgage lending, and microfinance.
Taught by: Fairbanks
Course not offered every year
Activity: Seminar
1.0 Course Unit

URBS 440 Introduction to City Planning: Past, Present and Future
Orientation to the profession, tracing the evolution of city and regional planning from its late nineteenth century roots to its twentieth century expression. Field trips included.
Taught by: Vitiello, Ammon
Course usually offered in fall term
Also Offered As: CPLN 500
Activity: Lecture
1.0 Course Unit

URBS 448 Neighborhood Displacement and Community Power
This course uses the history of black displacement to examine community power and advocacy. It examines the methods of advocacy (e.g. case, class, and legislative) and political action through which community activists can influence social policy development and community and institutional change. The course also analyzes strategies and tactics of change and seeks to develop alternative roles in the group advocacy, lobbying, public education and public relations, electoral politics, coalition building, and legal and ethical dilemmas in political action. Case studies of neighborhood displacement serve as central means of examining course topics.
Taught by: Palmer
Course usually offered in spring term
Also Offered As: AFRC 448
Activity: Seminar
1.0 Course Unit
URBS 450 Urban Redevelopment
This course will consider urban redevelopment from the early 20th century to the present day, looking at ways the economic, political, and social underpinnings of redevelopment practice have changed over that time. From the City Beautiful movement to Transit Oriented Development, the course will look at why and how the public, private, and non-profit sectors have intervened in urban neighborhoods, and will contemplate consequences - positive and negative - of those interventions. Students will be introduced to some of the technical aspects of redevelopment, including architecture/design, planning, and financing. The class will be in seminar format, mixing lecture, discussion, and guest speakers. The course requirements include a mid-term paper, an in-class charrette, and a final development project.
Taught by: Rachlin, Andrew
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

URBS 451 The Politics of Housing and Community Development
This course offers an exploration of how legislative action, government policymaking, and citizen advocacy influence plans for the investment of public capital in distressed urban neighborhoods. The course will include an evaluation of policies undertaken by Philadelphia Mayor James F. Kenney and his predecessors to reduce poverty and promote equitable development in the city’s most distressed neighborhoods. In conversations with individuals who are currently engaged in implementing public- and private-sector development plans, students will discuss land banks, code enforcement, eviction prevention, and homeless housing initiatives, as well as recent and current reinvestment proposals for Camden’s waterfront and downtown-area neighborhoods.
Taught by: Kromer
Course usually offered in fall term
Also Offered As: CPLN 625, GAFL 569
Activity: Lecture
1.0 Course Unit

URBS 452 Community Economic Development
Community economic development concerns the revitalization of impoverished communities. As with all things economic, poor and working people may be the subjects or the objects of development. We will utilize case studies from Philadelphia and around the world in an exploration of various models of economic justice and sustainable development. Note: Attendance at the first class is mandatory (for those already enrolled and for those considering enrollment in the course). Enrolled students who miss the first class must drop the course. Those who were not able to enroll but who attend the first class will be permitted to enroll.
Taught by: Lamas
Course usually offered in fall term
Activity: Seminar
1.0 Course Unit

URBS 453 Metropolitan Growth and Poverty
This course analyzes the role of metropolitan regions in the U.S. and global economies, including the sources of metropolitan productivity, the ways that metropolitan structures affect residents, and analyses of public policy in metropolitan areas. The economic, political, and social forces that have shaped World War II urban and regional development are explored, including technology, demography, and government. Special attention is paid to how metropolitan change affects residents by income and race. Topics include: gentrification, schools, suburbanization, sprawl, metropolitan fragmentation, concentration of poverty, race, and various economic revitalization initiatives.
Taught by: Madden
Course not offered every year
Also Offered As: SOCI 453
Activity: Seminar
1.0 Course Unit

URBS 454 City Limits: The Impact of Urban Policy
This course assesses the changing role of public policy in American cities. In the past, government often believed that it could direct urban development. New realities - the rise of an informal labor market, global capital and labor flows, the flight of businesses and the middle class to the suburbs - have demonstrated that government must see itself as one - but only one - 'player' in a more complete, transactional process of policy making that crosses political boundaries and involves business, organized interest groups, and citizens. This seminar uses a case-study method to study how public policy can make a difference in the revitalization of distressed American cities. The seminar is designed for advanced undergraduates and graduate students. Seminar readings and projects will be organized around three themes: 1) history and vision, 2) data and analysis, and 3) policy and implementation. Students will be divided into project teams assigned to work on current development issues that will be reviewed by both public and private-sector experts. Extensive use will be made of real estate, economic development, and social indicator data to understand the complex forces at work in both large and small cities. Students will learn to access, analyze, and map information; to frame and interpret these data within a regional perspective; and to construct profiles of cities and neighborhoods. Students will study recent urban redevelopment initiatives in the Philadelphia region, including Philadelphia's Neighborhood Transformations Initiative and New Jersey's Camden Revitalization plans. Prerequisite: Student must have taken an introduction to research methods course.
Taught by: Goldstein, Stern
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
URBS 457 Globalization & The City: Global Urbanization
In 2008, the UN estimated that the world's population had become primarily urban, for the first time in history. According to the OECD, by the end of the century, close to 85% of the projected population will live in cities. The transition towards an urban planet is likely to have far-reaching economic, environmental, social, political, and cultural impacts on our species, many of which we cannot yet predict. But what is urbanization? Will it lead to more inequality, exploitation, conflict, resource consumption, and exposure to natural disasters and climate change, or is it an opportunity to move the world in a more sustainable and equitable direction? Taught by Chandan Deuskar and Patricio Zambrano Barragan, this course aims to explore these questions. In the first half of the semester, we will discuss various challenges associated with global urbanization and its impacts. In the second half, we will focus on responses to these challenges. The assignments will allow students to explore some of the most salient debates around global urbanization. By the end of the semester, students will be better able to understand the context for any future academic research, professional work, or business activities in the cities of the 'developing world'. The course will help provide a foundation for any students considering graduate studies or professional work in the fields of urban planning or international development.

Taught by: Chandan Deuskar and Patricio Zambrano Barragan
Course not offered every year
Also Offered As: SOCI 435
Activity: Seminar
1.0 Course Unit

URBS 473 The History & Theory of Community Organizing
'Power concedes nothing without a demand.'---Frederick Douglass. 'Workers of the world, unite!'---Karl Marx. 'Don't mourn. Organize.'---Joe Hill. 'Strong people do not need strong leaders.'---Ella Baker. 'Freedom is a constant struggle.'---Angela Davis. We will review the history and theory of critique, resistance, and solidarity, as we consider old and new social movements and freedom struggles around the world (Africa, the Americas, Europe, Asia)---from encampments for indigenous sovereignty of tribal lands to demonstrations by poor and working people seeking 'the right to the city,' from sit-ins and strikes to occupations and takeovers, from uprisings and insurrections to revolutions and counterrevolutions, from anti-capitalist, anti-colonial, anti-caste, and anti-racist insurgencies to mobilizations for racial and gender justice and solidarity economy; from civil rights, labor rights, student rights, human rights, animal rights, and environmental organizing to movements for peace, democracy, equality, and liberation---and more (based on student interests and commitments). Strategies and techniques will be reviewed. Successes and failures will be registered. Limitations and possibilities will be debated. Source material will be drawn from mainstream and radical traditions within popular praxis and numerous fields, including urban studies, philosophy and critical theory, religion, history, art and culture, anthropology, politics, development economics, social psychology, sociology, organizational development, and law. Note: Attendance at the first class is mandatory (for those already enrolled and for those considering enrollment in the course). Enrolled students who miss the first class must drop the course. Those who were not able to enroll but who attend the first class will be permitted to enroll.

Taught by: Lamas
Course not offered every year
Also Offered As: SOCI 473
Activity: Seminar
1.0 Course Unit

URBS 476 Urban Housing & Community Development Policy in America
This course examines how public policy influences housing markets and how markets influence public policy. The course reviews the development of housing policy since World War II and how shifts in policy have influenced people’s ability to find suitable shelter. Topics include: poverty and affordability, residential segregation / civil rights in housing, the financial crisis of 2008, mortgage foreclosure, affordable housing, and homelessness. The course focuses on the changing roles of different levels of government in housing policy and how the financial sector, the construction industry, and non-governmental organizations influence Americans housing options.

Taught by: Stern, Goldstein
Course not offered every year
Activity: Seminar
1.0 Course Unit

URBS 480 Liberation and Ownership
Who is going to own what we all have a part of creating? The history of the Americas, and of all peoples everywhere, is an evolving answer to the question of ownership. Ownership is about: the ties that bind and those that separate; production, participation, and control; the creation of community and the imposition of hierarchies---racial, sexual, and others; dreams of possessing and the burdens of debt and ecological despoliation; dependency and the slave yearning to breathe free. Of all the issues relevant to democracy, oppression, injustice, and inequality, ownership is arguably the most important and least understood. Utilizing a variety of disciplinary perspectives---with a particular emphasis on radical and critical theories of liberation, and by focusing on particular global sites and processes of capitalism, students will assess and refine their views regarding ownership and liberation in light of their own social, political, religious, aesthetic, and ethical commitments.

Taught by: Lamas
Course usually offered in fall term
Also Offered As: AFRC 480
Activity: Seminar
1.0 Course Unit

URBS 499 Independent Study
Specialized topics in Urban Studies. This course may be taken by permit only, once a faculty advisor has agreed to be the professor of record, and the scope of work has been approved in advance by the department.

One-term course offered either term
Activity: Independent Study
1.0 Course Unit

URBS 506 Public Environment of Cities: An Introduction to the Urban Landscape
This course will explore the role of public spaces - streets, boulevards, parks and squares - in cities and their social uses. With the University of Pennsylvania campus and the City of Philadelphia serving as our laboratory, we will critically examine the evolution of the movement of corridors, open space and buildings of the urban landscape and their changing uses. Following the flaneur tradition of Baudelaire and Benjamin, we will walk the city to experience and understand the myriad environments and neighborhoods that comprise it.

Taught by: Nairn
Course not offered every year
Also Offered As: URBS 206
Activity: Seminar
1.0 Course Unit
URBS 513 Urban Ethnography: Capturing the Cultures of Cities
Using Philadelphia as the site of students' praxis, this course explores the symbolic meanings and social production of urban life and culture in the nation’s fifth largest city. This course is structured as a seminar with ethnographic background readings from Philadelphia and other urban settings to introduce students to the study of the city as a site of everyday practice, as well as training in conducting an ethnographic fieldwork project. The urban landscape provides an intensification of macro processes such as globalisation. Such processes and how humans experience them are more easily studied and understood in an urban setting. The class will explore social relational and cultural themes such as the ethnic city, the gendered city, the contested city, the sacred city, the global city, and the aesthetic and expressive city. A diverse range of reading assignments, images, and videos will augment our understandings of urban life. Students will design and execute their own ethnographic fieldwork projects on an urban topic that interests them. Through step-by-step instruction throughout the semester, students will learn qualitative research techniques such as field notes, participant-observation, interviewing, and how to interpret their own data, so that they will be able to complete their semester project.

Taught by: Saverino
Course not offered every year
Also Offered As: FOLK 513, URBS 427
Activity: Seminar
1.0 Course Unit

URBS 516 Public Interest Workshop
This is a Public Interest Ethnography workshop (originally created by Peggy Reeves Sanday - Department of Anthropology) that incorporates an interdisciplinary approach to exploring social issues. Open to graduate and advanced undergraduate students, the workshop is a response to Amy Gutmann’s call for interdisciplinary cooperation across the University and to the Department of Anthropology’s commitment to developing public interest research and practice as a disciplinary theme. Rooted in the rubric of public interest social science, the course focuses on: 1) merging problem solving with theory and analysis in the interest of change motivated by a commitment to social justice, racial harmony, equality, and human rights; and 2) engaging in public debate on human issues to make the research results accessible to a broad audience. The workshop brings in guest speakers and will incorporate original ethnographic research to merge theory with action. Students are encouraged to apply the framing model to a public interest research and action topic of their choice. This is an academically-based-community-service (ABCS) course that partners directly with Penn’s Netter Center Community Partnerships.

Taught by: Suess
Course usually offered in fall term
Also Offered As: ANTH 516, GSWS 516
Activity: Seminar
1.0 Course Unit

URBS 530 GIS Applications in Social Science
This course will introduce students to the principles behind Geographic Information Science and applications of (GIS) in the social sciences. Examples of GIS applications in social services, public health, criminology, real estate, environmental justice, education, history, and urban studies will be used to illustrate how GIS integrates, displays, and facilitates analysis of spatial data through maps and descriptive statistics. Students will learn to create data sets through primary and secondary data collection, map their own data, and create maps to answer research questions. The course will consist of a combination of lecture and lab.

Taught by: Hillier
Course usually offered in fall term
Also Offered As: URBS 330
Activity: Seminar
1.0 Course Unit

URBS 532 Mapping Philadelphia
Philadelphia is a city that was mapped before it was built, inhabited before it was developed. Founder William Penn’s original concept for the gridded city continues to inform the historical evolution of Philadelphia, even as city planners, architects, artists, and social justice activists work to transform the layers of our built environment. This class will study the city through a variety of archival maps, historical mapping practices, and emergent digital approaches to representing space and time. We will explore public history projects that seek approaches to place-making and place-keeping at neighborhood intersections, share dialogue with social practice artists who produce site-specific works, and visualize civic data through platforms such as OpenDataPhilly. Each student will pursue a final research project resulting in a close study of a particular street or intersection in the city. This is an MLA course open primarily to MLA students, Urban Studies undergraduate seniors, and Urban Studies graduate certificate program students. If you would like to register for the course, please contact Urban Studies Coordinator Vicky Karkov.

Taught by: Farber
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit
URBS 542 Archiving Jazz: Visuality And Materiality In The Phila Jazz Community 1945-2019
This seminar will be organized around three distinct pathways. First, it will serve as an introduction to Jazz Studies and thus be attentive to the ways that jazz music has sparked an interdisciplinary conversation that is wide-ranging and ongoing. Second, we will be partnering with the African American Museum of Philadelphia to consider jazz within the realm of visual art. In light of efforts to map the ‘black interior’, how have visual artists (e.g. painters, sculptors, filmmakers, and photographers) sought to represent jazz? Third, we will endeavor to develop partnerships with the Philadelphia (and beyond) jazz community, especially as it pertains to creating and sustaining an archive that serves as way to understand jazz as an instrument of placemaking and also as a vehicle for jazz musicians to take ownership of their narratives. The seminar will meet at the African American Museum of Philadelphia and be team taught with members of the Museum staff. The course will culminate with a virtual exhibit of visual works and archival materials centering on Philadelphia’s jazz community and (if funding is available) a free concert to be held at AAMP. Undergraduates are welcome to register for the course with permission of the instructor.
Taught by: Beavers
Course not offered every year
Also Offered As: AFRC 542, ARTH 519, ENGL 541, MUSC 542
Activity: Seminar
1.0 Course Unit

URBS 544 Public Environmental Humanities
This broadly interdisciplinary course is designed for Graduate and Undergraduate Fellows in the Penn Program in Environmental Humanities (PPEH) who hail from departments across Arts and Sciences as well as other schools at the university. The course is also open to others with permission of the instructors. Work in environmental humanities by necessity spans academic disciplines. By design, it can also address and engage publics beyond traditional academic settings. This seminar, with limited enrollment, explores best practices in public environmental humanities. Students receive close mentoring to develop and execute cross-disciplinary, public engagement projects on the environment.
Taught by: Wiggin
Course not offered every year
Also Offered As: ANTH 543, COML 562, ENVS 544, GRMN 544
Activity: Seminar
1.0 Course Unit

URBS 546 Global Citizenship
This course examines the possibilities and limitations of conceiving of and realizing citizenship on a global scale. Readings, guest lecturers, and discussions will focus on dilemmas associated with addressing issues that transcend national boundaries. In particular, the course compares global/local dynamics that emerge across different types of improvement efforts focusing on distinctive institutions and social domains, including: educational development; human rights; humanitarian aid; free trade; micro-finance initiatives; and the global environmental movement. The course has two objectives: to explore research and theoretical work related to global citizenship, social engagement, and international development; and to discuss ethical and practical issues that emerge in the local contexts where development initiatives are implemented.
Taught by: Hall
Course usually offered in spring term
Also Offered As: ANTH 546, EDUC 503
Activity: Seminar
1.0 Course Unit

URBS 547 Anthropology and Education
An introduction to the intent, approach, and contribution of anthropology to the study of socialization and schooling in cross-cultural perspective. Education is examined in traditional, colonial, and complex industrial societies.
Taught by: Hall or Posecznick
Course offered summer, fall and spring terms
Also Offered As: ANTH 547, EDUC 547
Activity: Lecture
1.0 Course Unit

URBS 599 Independent Study
Specialized topics in Urban Studies. This course may be taken by permit only, once a faculty advisor has agreed to be the professor of record, and the scope of work has been approved in advance by the department.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

URBS 608 Urban Studies Proseminar
Open to PhD students, this scholar-oriented seminar explores how academic researchers from different disciplines define researchable questions, craft research designs, and contribute to knowledge through an examination of important and/or recently published books and monographs with an urban focus. Required of all doctoral students enrolled in the Urban Studies Graduate Certificate Program. Enrollment is limited to 15 students. Other doctoral students may enroll on a space available basis. Course requirements include completion of a major research paper on a topic selected in consultation with the instructor.
Taught by: Stern
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

URBS 614 Weimar Landscapes
This new course is designed for students of literature, landscape architecture and urban planning, and cultural history in general. It will explore the ideas of, and attitudes towards, landscape in selected works by Wolfgang Goethe, and consider his own considerable practical involvement in reshaping the town and gardens of Weimar. The course will provide the larger context of German literature, aesthetics and landscape taste, and politics of the later 18th and early 19th centuries. We will consider the development of new gardens and parks in a ‘new’ style (e.g. Worlitz); they were regarded to be less formal and more ‘natural’ than their French predecessors. We will study the English models for this movement, and offer and particular attention to the major German theorist, C.C.L. Hirschfeld, who would soon become famous outside Germany as well.
Taught by: Weissberg/Hunt
Course not offered every year
Also Offered As: ARTH 782, COML 615, ENGL 584, GRMN 614
Activity: Seminar
1.0 Course Unit

URBS 699 Independent Study
Specialized topics in Urban Studies. This course may be taken by permit only, once a faculty advisor has agreed to be the professor of record, and the scope of work has been approved in advance by the department.
Taught by: Simon
One-term course offered either term
Activity: Independent Study
1.0 Course Unit
URBS 706 Culture/Power/Subjectivities
This doctoral level course will introduce students to a conceptual language and theoretical tools for analyzing and explaining the complex intersection of racialized, ethnic, gendered, sexual, and classed differences and asymmetrical social relations. The students will examine critically the interrelationships between culture, power, and subjectivity through a close reading of classical and contemporary social theory. Emphasis will be given to assessing the power of various theories for conceptualizing and explaining mechanisms of social stratification as well as the basis of social order and processes of social change.
Taught by: Hall
Course not offered every year
Also Offered As: ANTH 704, EDUC 706
Prerequisite: EDUC 547
Activity: Lecture
1.0 Course Unit

URBS 799 Independent Study
Specialized topics in Urban Studies. This course may be taken by permit only, once a faculty advisor has agreed to be the professor of record, and the scope of work has been approved in advance by the department.
Specialized topics in Urban Studies. This course may be taken by permit only, once a faculty advisor has agreed to be the professor of record, and the scope of work has been approved in advance by the department.
Taught by: Simon
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

URBS 899 Independent Study
Specialized topics in Urban Studies. This course may be taken by permit only, once a faculty advisor has agreed to be the professor of record, and the scope of work has been approved in advance by the department.
Specialized topics in Urban Studies. This course may be taken by permit only, once a faculty advisor has agreed to be the professor of record, and the scope of work has been approved in advance by the department.
Taught by: Simon
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

URDU (URDU)

URDU 401 Beginning Hindi-Urdu Part I
This introductory course core proficiency in Hindi-Urdu up to the intermediate level. It is designed for students with little or no prior exposure to Hindi or Urdu. The course covers all four language skills (speaking, listening, reading, and writing) and all three models of communication (interpersonal, presentational, interpretive). Students will develop literacy skills in the primary script of their choice (Hindi or Urdu script). All written materials will be provided in both scripts. All meetings are interactive and students acquire the language by using it in realistic contexts. Culture is embedded in the activities and is also introduced through various authentic materials.
For BA Students: Language Course
Taught by: Pien
Two terms. student must enter first term.
Also Offered As: HIND 401, NELC 402
Prerequisite: HIND 400
Activity: Lecture
1.0 Course Unit

URDU 402 Beginning Hindi-Urdu Part II
This introductory course core proficiency in Hindi-Urdu up to the intermediate level. It is designed for students with little or no prior exposure to Hindi or Urdu. The course covers all four language skills (speaking, listening, reading, and writing) and all three models of communication (interpersonal, presentational, interpretive). Students will develop literacy skills in the primary script of their choice (Hindi or Urdu script). All written materials will be provided in both scripts. All meetings are interactive and students acquire the language by using it in realistic contexts. Culture is embedded in the activities and is also introduced through various authentic materials.
For BA Students: Language Course
Taught by: Pien
Two terms. student must enter first term.
Also Offered As: HIND 401, NELC 402
Prerequisite: HIND 400
Activity: Lecture
1.0 Course Unit

URDU 402 Beginning Hindi-Urdu Part II
This introductory course core proficiency in Hindi-Urdu up to the intermediate level. It is designed for students with little or no prior exposure to Hindi or Urdu. The course covers all four language skills (speaking, listening, reading, and writing) and all three models of communication (interpersonal, presentational, interpretive). Students will develop literacy skills in the primary script of their choice (Hindi or Urdu script). All written materials will be provided in both scripts. All meetings are interactive and students acquire the language by using it in realistic contexts. Culture is embedded in the activities and is also introduced through various authentic materials.
For BA Students: Language Course
Taught by: Pien
Two terms. student must enter first term.
Also Offered As: HIND 401, NELC 402
Prerequisite: HIND 400
Activity: Lecture
1.0 Course Unit

URDU 421 Intermediate Urdu Part I
This course allows students to continue improving their Urdu proficiency while also gaining a broad foundational understanding of Urdu society and culture throughout South Asia. The course provides the tools needed to handle a variety of authentic written and spoken Urdu sources including film, music, media reports, folk tales, and simple literature. Student will also continue to increase their speaking and writing proficiency to be able to discuss a broad range of concrete, real-world topics. The course is designed for students with one year previous Urdu or Hindi study or the equivalent proficiency. Students with speaking ability in Urdu or Hindi but without reading/writing skills are encouraged to contact the instructor for placement.
For BA Students: Language Course
Taught by: Menai
Two terms. student must enter first term.
Prerequisite: URDU 401
Activity: Lecture
1.0 Course Unit

URDU 422 Intermediate Urdu Part II
This continuing second-year course allows students to continue improving their Urdu proficiency while also gaining a broad foundational understanding of Urdu society and culture throughout South Asia. The course provides the tools needed to handle a variety of authentic written and spoken Urdu sources including film, music, media reports, folk tales, and simple literature. Students will also continue to increase their speaking and writing proficiency to be able to discuss a broad range of concrete, real-world topics. The course is designed for students with one year of previous Urdu or Hindi study or the equivalent proficiency.
For BA Students: Last Language Course
Taught by: Menai
Two terms. student must enter first term.
Also Offered As: NELC 422
Activity: Seminar
1.0 Course Unit
URDU 431 Advanced Urdu: Language and Literature
This course is designed to give in-depth exposure to some of the finest works of classical and modern Urdu prose and poetry along with the historical and socio-political trends they represent. Figures covered range from Ghalib (b.1797) to Faiz, Fehmida Riaz, and post 9/11 Urdu prose and poetry. The course is open to both undergraduates and graduate students, subject to having intermediate level proficiency. The course is repeatable, and the content changes every semester. Multi-media content such as music, videos, blogs etc. will be actively incorporated. Every effort will be made to accommodate individual interests. Students are encouraged to contact the instructor with any questions, or if they are unsure about eligibility. Prerequisite: Intermediate reading, writing and speaking skills in Urdu are recommended but please contact the instructor if you are unsure of your eligibility and want to discuss further. Topic changes each semester.
For BA Students: Advanced Language Course
Taught by: Menai
Course usually offered in fall term
Also Offered As: NELC 431
Prerequisite: URDU 421
Activity: Lecture
1.0 Course Unit

URDU 452 Urdu Literature in Translation
This course will look at Urdu-Hindi expressions of resistance to militant fundamentalism trends, as well as literature resisting the influence of liberal progressive thought. Through comparisons of these divergent trends, we will explore the real inceptions, comfortable comprises and contradictions that are internalized by people on the ground in developing societies. The historical and linguistic roots of resistance poetry will be studied, contrasting South Asian Urdu-Hindi poetry and prose (original and translated) with resistance movements from other parts of the world. This course provides students with the opportunity to deepen their knowledge of Urdu culture, literature, and society while expanding and refining their Urdu language skills. We will explore various social, political, and cultural issues through authentic sources such as journalism and media, prose literature and poetry, and film and music. The course is designed to be flexible to address students' needs and interests. It targets students with two years of Urdu study or the equivalent proficiency. Prerequisite: Intermediate reading, writing and speaking skills in Urdu are recommended but contact the instructor if you are unsure of your eligibility and want to discuss further.
Taught by: Menai
Course not offered every year
Activity: Seminar
1.0 Course Unit

URDU 453 Urdu Literature in Translation II
This course will look at Urdu-Hindi expressions of resistance to militant fundamentalism trends, as well as literature resisting the influence of liberal progressive thought. Through comparisons of these divergent trends, we will explore the real inceptions, comfortable comprises and contradictions that are internalized by people on the ground in developing societies. The historical and linguistic roots of resistance poetry will be studied, contrasting South Asian Urdu-Hindi poetry and prose (original and translated) with resistance movements from other parts of the world. This course provides students with the opportunity to deepen their knowledge of Urdu culture, literature, and society while expanding and refining their Urdu language skills. We will explore various social, political, and cultural issues through authentic sources such as journalism and media, prose literature and poetry, and film and music. The course is designed to be flexible to address students' needs and interests. It targets students with two years of Urdu study or the equivalent proficiency. Prerequisite: Intermediate reading, writing and speaking skills in Urdu are recommended but contact the instructor if you are unsure of your eligibility and want to discuss further.
Taught by: Menai
Course not offered every year
Activity: Seminar
1.0 Course Unit

Veterinary & Biomedical Science (VBMS)

VBMS 601 Gross Anatomy - Structural Adaptations to Function
This course is an intensive study by dissection of the gross anatomy of the dog, cat, horse, and goat. In addition, there is one laboratory session dedicated to the chicken. Functional and clinical considerations are intercalated throughout the laboratories. The lectures elucidate selected aspects of specific organ systems under study in the laboratory, stressing theoretical, functional or comparative rather than descriptive aspects of anatomy. Radiographic anatomy is also presented in the course with the assistance of the radiology residents. All first-year students will have free access to the Easy Anatomy program, an interactive 3-D anatomy study guide for the complete canine, through the course page on Learn.vet.
Taught by: Drs. Grandstaff, Orsini and Staff
Two terms. student must enter first term.
Activity: Lecture
11.0 Credit Hours

VBMS 602 Histological Basis of Pathology
This course covers microscopic anatomy of tissues and organ systems of mammals important in veterinary medicine, e.g. dog, cat, mouse, rat, horse and cow. The central thread in the course is light microscopic structure as observed in standard stains, but this picture is amplified by electron microscopy, special stains and histochemistry. The material is presented, through lecture and laboratory, from the point of view of experimental biology, cell function, and disease. The course reveals that the structure or histology of the tissues of an animals body is not an arbitrary assemblage of cells but rather the structural expression of the diverse cell types that interact to carry out the functions of the body. Thus, through the microscopic study of the structure of tissues (histology) the functions of the tissues of the body may be inferred.
Taught by: Drs. M. May and O. Jacenko and Staff
Activity: Lecture
5.0 Credit Hours

VBMS 603 Developmental Biology
The course examines classic and modern concepts in embryonic development as they relate to veterinary medicine. The lectures are designed to cover recent advances in the field with special emphasis on stem cells, specification of cell fate, manipulation of the genome and organogenesis. Examples of pathologies associated with aberrant development of major organ systems will be presented and discussed in the context of veterinary medicine.
Taught by: Drs. J. Wang and Staff
Activity: Lecture
3.0 Credit Hours

VBMS 604 Introduction to the Neurosciences
This is an introductory course to the neurosciences and assumes a basic background in anatomy, cell biology, histology and biochemistry. At the cell/molecular level the course covers neurocytology, membrane bioelectrical events and their channel protein basis, neurotransmitters and their actions at the synapse. It also covers aspects of neurochemistry, neuropharmacology and focuses on neuroanatomy and function of neural systems. The latter include the somatic and autonomic components of the peripheral nervous system, the spinal cord and reflexes, primary sensory systems, motor pathways and limbic visceral systems of the brain.
Taught by: Dr. T. Bale and Staff
Activity: Lecture
5.0 Credit Hours
VBMS 605 Cellular and Biochemical Foundation of Disease
This course teaches the principles of biological chemistry as applied to metabolic relationships underlying cellular and physiological processes and the molecular mechanisms of disease. The first third of the course covers the basic biochemistry of amino acids, proteins (e.g., enzymes), nucleic acids, vitamins and coenzymes, carbohydrates and lipids. Normal as well as disease-related pathways for the processing of these biological materials are discussed. Species differences in metabolic pathways and clinical relevance are pointed out, wherever pertinent. The latter part of the course includes discussions of molecular genetics, and the physiological-biochemical functioning and regulation of cellular structures, tissues and organs: membranes, endocrine glands and hormones, blood, bone and connective tissue, liver, muscle, etc. Diseases specific to these structures are discussed in the context of veterinary medicine. Also included are such topics as prostaglandins, biochemistry of growth regulation, vision, taste, cell cycle and cancer. Laboratories include clinically relevant problem-based and library research projects that relate biochemistry to veterinary medicine, and identification of reproductive and endocrine conditions by diagnostic problem solving using student generated biochemical data.
Taught by: Dr. A. Kashina and Staff
Activity: Lecture
10.0 Credit Hours

VBMS 606 Animal Physiology
A strong training in animal physiology is crucial for veterinary education. Extensive and profound knowledge of normal processes that maintain animal life and enable animals to cope with a changing environment provides the crucial foundation for the understanding of breakdowns in homeostasis and disease states, and of key principles underlying diagnostics and treatment of animal diseases. The course provides a brief review of relevant molecular and cell biology concepts that enhance the comprehension of physiology (including metabolism, cell membrane permeability, bioelectric potentials, active transport, etc.) and a detailed study of the functional processes in the circulatory, respiratory, digestive, endocrine, muscular, renal and reproductive systems. This course primarily focuses on normal physiologic mechanisms in mammals yet includes comparative physiology material pertinent to other vertebrates of veterinary interest. Furthermore, pathophysiologic alterations of normal function and physiological principles of diagnostics and therapy are amply illustrated by clinical case examples.
Taught by: Drs. Serge Fuchs, Elizabeth Woodward and Staff
Activity: Lecture
10.0 Credit Hours

VBMS 607 Pharmacology & Toxicology
The major objective of this course is to help veterinary students learn the principles of pharmacokinetics, the mechanisms of drug action, the sites at which drugs act, and how drugs may interact with, and alter the activity of, various organ systems. The material will also include properties, mechanisms of action, and biological effects of various chemical substances (drugs, environmental pollutants, toxins of plant origin, etc.) that interfere with normal cell and organ function. The course is intended to deal chiefly with basic Pharmacology and Toxicology rather than clinical therapeutics, although some therapeutics and clinical material will be discussed in relevant areas.
Taught by: Dr. F. Luca and Staff
Activity: Lecture
10.0 Credit Hours

Veterinary Clinical Studies - Medicine Courses (VMED)

VMED 600 Introduction to Clinical Veterinary Medicine I
This course provides an introduction to clinical veterinary medicine for first year veterinary students, and includes sessions on management, restraint and physical examination of small animal patients. Laboratory sessions provide the opportunity for practicing physical examination and restraint of animals in supervised small groups. This course will be graded P/F.
Taught by: Dr. L. Waddell and Staff
Two terms. student must enter first term.
Activity: Lecture
2.0 Credit Hours

VMED 601 Introduction to Clinical Veterinary Medicine II
Using a case-based organ/system approach, this course provides an introduction to the practice of clinical veterinary medicine in companion animals, and provides an introduction to special species companion animal, laboratory animal, and captive and wild animal veterinary practice. The course also introduces the concept of evidence-based medicine. Laboratory sessions provide exposure to auscultation, behavior abnormalities, clinical rounds discussion, grief management, nursing techniques and special species companion animal and laboratory animal examination.
Taught by: Dr. D. Clarke and Staff
Activity: Lecture
4.0 Credit Hours

VMED 602 Introduction to Clinical Veterinary Medicine III
This course provides an introduction to equine and production animal veterinary medicine for first year veterinary students, and includes sessions on management, restraint and physical examination of large animal patients. Laboratory sessions provide the opportunity for practicing physical examination and diagnostic procedures on horses and production animal species.
Taught by: Dr. E. Davidson and Staff
Activity: Lecture
4.0 Credit Hours

VMED 603 Introduction to Radiology
This lecture course is designed to provide the fundamental principles of clinical imaging in veterinary medicine as they pertain to physics and instrumentation. The emphasis is on radiography, but principles of ultrasonography, computerized tomography, magnetic resonance imaging and nuclear medicine are also discussed. Topics include production of diagnostic images, radiation safety, differences between the various imaging modalities and some features of normal radiographic anatomy of small animals (thorax and abdomen). The course includes a two-hour mandatory laboratory, focusing on case presentations with emphasis on thoracic and abdominal radiography.
Taught by: Dr. W. Mai and Staff
Activity: Lecture
2.0 Credit Hours
VMED 604 Veterinary Medical Genetics
The objective of this course is to provide a background for understanding the underlying mechanisms, distribution, and control of genetic disease in domestic animals. Emphasis will be on concepts and information useful on a clinical level. Problem-based learning exercises integrate the concepts presented in the course.
Taught by: Dr. P. Henthorn and Staff
Activity: Lecture
2.0 Credit Hours

VMED 605 Nutrition
Fundamental principles of nutrition are the background of recommendations for feeding various classes of animals. Types of foodstuffs and their nutrient composition are evaluated in relation to nutrient requirements, voluntary intake and food preferences of domestic species. Feeding programs for nutritional management of animal classes commonly encountered in veterinary medicine are discussed, and examples of clinical nutrition applications are presented.
Taught by: Dr. D. Pitta and Staff
Activity: Lecture
3.0 Credit Hours

VMED 606 Principles of Epidemiology
The fundamentals of descriptive, analytic, and clinical epidemiology will be covered as they relate to both population and individual animal problems in veterinary medicine. The major aims of the course are to provide an analytic basis for clinical decision making and the ability to interpret the veterinary literature for application in a practice setting. These aims will be accomplished by using examples to illustrate the epidemiologic approach to studying infectious and non-infectious disease, and in clinical decision-making.
Taught by: Dr. Gary Smith and Staff
Activity: Lecture
2.0 Credit Hours

VMED 607 Veterinary Public Health
This course examines the nature and scope of animal-human interactions with emphasis on the consequences of this relationship from an epidemiologic viewpoint. Included are the zoonotic diseases, those naturally transmitted from animals to man, and the role of pets in society. The traditional involvement of veterinarians in prevention and control of food borne diseases and in public health practice will also be discussed.
Taught by: Dr. Gary Smith and Staff
Activity: Lecture
3.0 Credit Hours

VMED 608 Introduction to Poultry, Swine, and Dairy Medicine
This course will cover clinical problem solving for disease diagnosis, treatment and control. In addition, current topics of interest in food animal medicine will be discussed. These include food safety, regulatory medicine, environmental impact, welfare issues and opportunities for food animal veterinarians. Class time will be used for both lecture and discussion. All material for quizzes will be presented in class. The grade for the course will be based on weekly quizzes.
Taught by: Dr. S. Davison and Staff
Activity: Lecture
2.0 Credit Hours

VMED 609 Infectious & Metabolic Diseases
A core course of lectures on infectious and metabolic diseases of domestic animals. The topics in this course include: Rabies, Lymphosarcoma, Blue Tongue, Parturient Paresis, Listeriosis, Anthrax, Botulism, Leptospirosis, Canine Distemper, and many other polysystemic diseases.
Taught by: Dr. R. Sweeney and Staff
Activity: Lecture
7.0 Credit Hours

VMED 610 Clinical Reproduction
Course covers reproduction in large and small domestic species, and includes the estrous cycle, heat detection, pregnancy, pregnancy loss, obstetrics, parturition, the postpartum period, male and female reproductive physiology, behavior, breeding soundness examination, and fertility problems. A two-hour problem solving session with the class divided into small groups will be held to discuss clinical cases. Grades will be based on a mid-term and a cumulative final examination.
Taught by: Dr. R. Turner and Staff
Activity: Lecture
5.0 Credit Hours

VMED 611 Veterinary Medicine/Surgery I
Principles of diagnosis, including radiology, and medical and surgical management of infectious and noninfectious diseases of the head, neck and chest, including diseases of the oral structures, eye, ear, nose and throat, esophagus, lung, heart, pleura and chest wall. Course material is broken down in 4 sections covering ophthalmology, cardiology, diseases of the head and neck and non-cardiac intrathoracic diseases. An examination covering the lecture material is administered after each section.
Taught by: Dr. V. Thawley and Staff
Activity: Lecture
9.0 Credit Hours

VMED 612 Veterinary Medicine/Surgery II
This portion of the Medicine/Surgery core course deals with the pathophysiology, clinical features, and medical and surgical treatment of hematologic, endocrine, nephrologic, urogenital and oncologic disorders.
Taught by: Dr. B. Callan and Staff
Activity: Lecture
9.0 Credit Hours

VMED 613 Veterinary Medicine/Surgery III
This core course covers the important medical and surgical diseases of the gastrointestinal system and the medical aspects of neurological diseases. Specific disease topics will cover gastrointestinal disorders; hepatobiliary, pancreatic and splenic disorders; and central and peripheral neurological diseases of domestic animals.
Taught by: Dr. M. Rondeau and Staff
Activity: Lecture
8.0 Credit Hours

VMED 615 Dermatology
A core course of lectures discussing the infectious, ectoparasitic, allergic, autoimmune and metabolic cutaneous disorders of small animals, exotics and horses. Diseases are discussed with particular emphasis on pathogenesis, clinical recognition and treatment. Methods of diagnosis also are stressed so that the student is prepared to recognize and treat the various dermatoses met in the clinical year.
Taught by: Dr. D. Morris and Staff
Activity: Lecture
3.0 Credit Hours
VMED 616 Clinical Animal Behavior
Behavior problems are among the most frequent reasons for surrender and euthanasia of pets. In this course we will discuss the most common behavior problems of dogs and cats, with an emphasis on diagnosis and treatment using both behavior modification and drug therapy. Prognosis and safety issues will also be discussed. Attention will be paid to the thought process used in working up and/or preventing behavioral disorders.
Taught by: Dr. C. Siracusa and Staff
Activity: Lecture
1.0 Credit Hour

VMED 617 Veterinary Ethical Issues
The course goal is to enhance students overall ethical literacy. The course involves a combination of lectures on ethical theory and methodology, and group discussions of ethical case studies drawn from various branches of veterinary practice. The course will be graded as Pass/Fail and full attendance by all students is required unless otherwise pre-authorized by the course organizer.
Taught by: Dr. J. Serpell and Staff
Activity: Lecture
1.0 Credit Hour

VMED 618 Introduction to Clinical Veterinary Medicine IV
This year-long course for second year veterinary students is designed as a reinforcement of the first year introduction to clinical veterinary medicine series (VMED 600, 601, 602) and as a transition to the clinical year rotations. The emphasis is on practical experiences in our hospitals that will increase your clinical and technical skills as you familiarize yourselves with the hospitals facilities, policies and operations. The course will include approximately 11 hours of lecture; 32 hours of small-group practical clinical sessions per student (NBC) and 29 hours of small-group practical clinical sessions per student (MJR-VHUP). This will be a graded course - A, B, C or F.
Taught by: Dr. C. Dougherty, Dr. L. Southwood and Staff
Two terms. student must enter first term.
Activity: Lecture
4.0 Credit Hours

VMED 619 Emerging and Exotic Diseases
This course will be offered on the internet through the Association of American Veterinary Medical Colleges web site. The Center for Food Security and Public Health at Iowa State University maintains the course and operates the learning management system. The course is part of a larger effort by US Department of Agriculture to improve awareness of and preparedness for foreign animal disease incursions among veterinarians and veterinary students. The ability of a veterinarian to suspect and assist in the diagnosis of a foreign animal disease in livestock or companion animals is crucial to safeguarding Americas animals and agricultural sector and to protecting public health. In addition, the course also aims to convey a more comprehensive understanding of the role of accredited veterinarians in world agriculture. Parts of this course will be required training for subsequent USDA veterinary accreditation of new graduates. There will be a mandatory one hour session to introduce the course site, objectives, materials and requirements. The course site comprises six overview topics; four accreditation modules; nineteen case scenarios and twenty infectious disease inquiries. There are short tests associated with the various sections and students are required to score at least an 80% on each test. Students can take the test multiple times if needed to achieve that score. In addition to the course per se, there are numerous links to supplementary materials. The only other requirement is that a course evaluation must be completed. Students will have five weeks to complete the course requirements: (1) complete overviews 1-4 and 6 in their entirety and 10 out of 13 disease incursion examples in overview 5; (2) complete four accreditation modules; (3) complete nine required and three elective case scenarios; (4) complete five of the 20 infectious disease inquiries representing at least three species. If requested by students, a second session will be held one week prior to the deadline for completion of the online portion of the course to answer any questions and ensure students are able to complete all of the requirements. Otherwise, students with questions or concerns may contact the course organizer, Dr. Aceto, by email or telephone at any time during the course period.
Taught by: Dr. H. Aceto
Activity: Lecture
3.0 Credit Hours
VMED 620 Introduction to Clinical Veterinary Medicine V
This course will comprise 8 hours of lecture/classroom exercises and discussion per student in addition to a series of online tutorials. Two of the 8 hours of lecture time will be devoted to orientation and trouble-shooting sessions to help students access and complete the online tutorials. Students are expected to complete the online tutorials outside of the classroom setting. The online tutorials will demonstrate how to navigate the hospital computer systems at both campuses so that students will be familiar with them prior to entering the clinics in their fourth year. The material presented in this course will build upon principles learned in previous ICVM courses, specifically by providing further instruction on and practice of written and verbal communication skills and by building upon the orientation to the teaching hospitals provided in ICVM IV. After completing this course, students should be able to: - Describe and use key aspects of client communication skills that are essential in the veterinary medical setting. - Recognize and interpret common aspects of non verbal communication and understand how their non verbal communication can be used to improve their encounters with clients. - Understand and demonstrate the basic elements of a written discharge summary. - Navigate and utilize the electronic hospital systems on both campuses. The course will be pass/fail based upon attendance, completion of the on-line tutorials and completion of a discharge summary by each student for the dog that s/he spayed in the Clinical Exercises course.
Taught by: Dr. E. Krick and Staff
Course usually offered in fall term
Activity: Lecture
2.0 Credit Hours

Veterinary Clinical Studies - New Bolton Center (VCSN)

VCSN 630 Equine Neonatology & Intensive Care Medicine
The objectives of this course are to: (1) Introduce students to neonatal physiology and behavior as it applies to the foal; (2) Acquaint students with the clinical signs and pathophysiologic mechanisms of diseases in neonates; and (3) Provide students experience in the neonatal intensive care unit learning monitoring techniques (e.g. noninvasive blood pressure measurements, PCV, TP, stall side blood glucose, etc.) Observing normal and abnormal neonatal behavior and neonatal/maternal interactions, learning techniques of neonatal restraint, and assisting with diagnostic and therapeutic procedures as well as general nursing. Lectures will focus on foal diseases, intensive care therapies, periparturient problems, ventilatory support, musculoskeletal disorders, pharmacology and the neonate. Seminars will be used to apply lecture and reading material to clinical case discussions. A set of clinically-oriented problems covering case presentations, blood gas analysis, nutrition formulations, fluid therapy, nursing care protocols and periparturient events will be completed during the fourth quarter. The course grade will be based upon evaluation of clinical case problems, seminar participation, and mastering clinical skills (monitoring techniques, etc.) learned during foal-sitting. Enrollment requires approval of the course organizer and satisfactory academic standing. Note: This course will commence in the Spring term and conclude during the summer as foal-sitting nursing shifts can extend into the early summer months.
Taught by: Dr. M. Linton and Staff
Prerequisites: Satisfactory acad. performance through Q2/2nd yr.
Activity: Lecture
4.0 Credit Hours
Notes: Limitations: 70 students max. for foal-sitting nursing shifts. Note: YOU MUST PROVIDE YOUR OWN TRANSPORTATION TO AND FROM NEW BOLTON CENTER

VCSN 632 Diseases & Management of Sheep & Goats
This course is an introduction to small ruminant medicine and surgery. Flock and herd health programs involve control of infectious, parasitic, reproductive and metabolic disorders and provision of proper housing, feeding and reproductive management systems. Prevalent diseases and management systems of the Eastern U.S. will receive emphasis.
Taught by: Dr. M. Fecteau
Activity: Lecture
3.0 Credit Hours

VCSN 633 Animal Health Economics
An introduction to a variety of economic concepts and decision making techniques that relate to the business of an agricultural enterprise and to the impact of veterinary services on that enterprise. Discussion of the role of production medicine in the overall profitability of animal agriculture.
Taught by: Dr. D. Galligan and Staff
Activity: Lecture
2.0 Credit Hours
Notes: Conflict: Scheduled concurrently with Clinical Exercises in Quarter 1
VCSN 634 Clinical Biostatistics
This course presents a unified approach to the analysis and interpretation of clinical data. We start with a discussion of general linear models and show the types of problems to which they apply, and then move to generalized linear models, to survival models, and finally to general estimating equations. Our goal is to acquaint participants with a fairly comprehensive array of approaches to data analysis and, most particularly, to circumstances to which they apply. The objective is to prepare students for research activities, either as a career, or as a step towards 'Board Certification' enabling them to plan studies, analyze data ensuing from studies, and to critically read articles in their area of interest.
Taught by: Dr. D. Stefanovski and Staff
Activity: Lecture
2.0 Credit Hours
Notes: Limitations: Min: 6 students/Max: 16 students

VCSN 635 Equine & Farm Animal Anesthesia
This course will discuss sedation and intravenous or inhalant anesthesia of equine, food animal and camelid patients. The lectures will review the clinical pharmacology of the commonly used anesthetic drugs and the anatomic and physiologic differences among the species and their relevance to anesthetic management. Patient preparation, drug selection, induction and intubation techniques, intra-operative monitoring and management of cardiovascular and respiratory abnormalities, post-operative analgesia and recovery complications will also be discussed. Three case-based problems with multiple questions related to various aspects of anesthesia care will be distributed during the course. The problems are take-home, open-book and students may work alone or in pairs. Time will be spent discussing the cases after the written answers are turned in.
Taught by: Dr. K. Olson and Staff
Prerequisite: VSUR 604
Activity: Lecture
2.0 Credit Hours
Notes: Note: This course is a prerequisite for VCSN 815 and VCSN 875
Large Animal Anesthesia Rotation - NBC. This course is required for Equine Majors

VCSN 636 Clinical Applications of Pharmacology
This course is focused on the clinical pharmacological management of the major problems in veterinary practice. The vast majority of lectures directly apply to companion animals but when necessary, to emphasize a drug group or specific clinical problem, there are also several large animal lectures. This is an extension of core pharmacology and not an expanded version. The lectures will be given by the clinical and basic sciences faculty in their areas of expertise. Emphasis will be on the clinical aspects of drug therapy such as dosage range, duration of therapy, evaluation of therapy, and problems encountered with current drug therapy. Pharmacological therapy in the following areas of medicine and surgery are covered: antibiotics, cardiovascular, neurology, respiratory, urinary, gastrointestinal, endocrine, emergency medicine, ophthalmology, chemotherapeutic agents, fluid therapy, anti-inflammatory, pain medications and other topics as needed for the most comprehensive clinical overview. Emphasis is on case-based approaches to drug therapy. The major objectives of this course are: (1) Provide practical information on rational drug therapy before entering the clinics and the real world of veterinary practice. (2) Provide a sound basis for rationally evaluating the presently available drugs and the drugs of the future. The course grade is based on a weekly quiz and/or mid-term/final.
Taught by: Dr. J. Orsini and Staff
Prerequisite: VBMS 607 AND VPTH 605 AND VPTH 604
Activity: Lecture
4.0 Credit Hours

VCSN 637 Animal Production Systems
This elective course provides an overview of: (i) management and operational basics of food animal production systems (dairy, beef, swine, poultry, and aquaculture), (ii) contemporary issues concerning current practice and sustainable future of animal production systems, e.g., food safety & biosecurity, antibiotics & antimicrobial resistance, nutrient management & environmental regulations, and animal welfare & public concerns. Students will work in teams on debates from pre-arranged topics, and will complete periodic assignments. Course grades will be based on class participation (40%), homework assignments (30%), and team debate performance (30%).
Taught by: Dr. Z. Dou and Staff
Activity: Lecture
2.0 Credit Hours
Notes: Limitations: Capacity of classroom
VCSN 638 Introduction to Animal Welfare
This course will cover the basic principles, history, and application of animal welfare science for multiple species. Over a series of lectures, the complex issue of assessing good versus poor welfare will be addressed. The first few lectures will provide students with the background of this field, as well as key terms which define the assessment methods of animal welfare science. The multifaceted issue of poor versus good welfare will be addressed in a lecture on ethics and sociology. The background lectures will also cover the disparity in the assessment of pain, pleasure, stress, and suffering based on applying physiological versus behavioral measurements. Given the tools provided by the background lectures, the students will then learn about species-specific welfare issues in the subsequent lectures to include swine, poultry, bovine, equine, aquaculture, exotic/zoo animals, lab animals, shelter animals, companion animals and current events. Following each one-hour lecture, the students will engage in an hour of hands-on activities, and debates concerning that week's topic. Students will also participate in one wet lab where they will have the opportunity to apply methods of welfare assessment that they have learned in class.

Taught by: Dr. M. Pierdon and Staff
Activity: Lecture
4.0 Credit Hours
Notes: Limitations: Permission of instructor since class is capped at 25 participants

VCSN 639 Animal Welfare Science
This course is a foundational course for students enrolling in the Animal Welfare Certificate Program. This course covers the basic principles, history, and application of animal welfare science. Over a series of video modules, online discussions, assignments, and quizzes, this course will teach students to assess the welfare of animals in a variety of settings using science-based methods and reasoning. Students will learn current welfare issues by species. This class will engage in activities that build the skills to find and assess scientific sources of information. Finally, the link between science and ethics will be explored such that students understand various ethical frameworks and how they relate to animal welfare. The objective of the course is to provide students with the background and tools to apply animal welfare science in order to facilitate students' ability to successfully engage in welfare deliberations and welfare science in a variety of fields.

Taught by: Dr. Meghann Pierdon and Staff
Prerequisites: Any student accepted for enrollment in the Animal Welfare and Behavior Certificate Program (a Bachelor's Degree is required and a background in biology or animal science is preferred.)
Activity: Online Course
6.0 Credit Hours
Notes: Limitations: 20-25 students. At present, this online course will not be offered to UPenn VMD students.

VCSN 640 Large Animal Medicine - NBC
The course is comprised of advanced lectures and discussions on medical diseases of large domestic animals. Laboratory sessions will include 'hands-on' experience in performing the more common diagnostic procedures in large animal medicine, including: urethral catheterization of horses; rectal examination; ophthalmic examinations; epidural anesthesia (bovine); nasolacrimal duct flushing; cardiovascular examinations; use of ultrasound equipment; venipuncture in cattle and horses; intravenous injections in cattle, balling gun procedure for cattle; TB testing in cattle and endoscopy of the horse. Two in-course Progressive examinations and a course Final examination will be given.

Taught by: Dr. R. Nolen-Walston and Staff
Prerequisite: Core Medicine Courses
Activity: Lecture
7.0 Credit Hours

VCSN 641 Advanced Poultry Medicine - NBC
This lecture/laboratory course is designed to provide students with a working knowledge of the recognition and diagnosis of selected diseases of poultry. Lectures will include discussion of the clinical, post-mortem and technical aspects of the diagnosis of selected avian diseases. The laboratory will provide each student with an opportunity to necropsy birds. Field visits to local poultry farms may be taken. The course grade will be based on weekly quizzes and a group project.

Taught by: Dr. S. Davison and Staff
Prerequisite: VPTH 602 AND VMED 608
Activity: Lecture
2.0 Credit Hours
Notes: Limitations: Maximum of 40 students. CONFLICT: VCSN 648 Equine Sports Medicine

VCSN 642 Dairy Cattle Nutrition - NBC
The complexity of evaluating and balancing rations requires computer models. CPM-Dairy - developed at Cornell University, The University of Pennsylvania and The William H. Miner Agricultural Research Institute evaluates and formulates rations according to a modified National Research Council (NRC) model and according to The Cornell Net Carbohydrate and Protein System (CNCPs). CPM-Dairy will be used to describe nutrient requirements, supplies and utilization. Environmental effects on nutritional requirements will be demonstrated. The dynamics of ruminal fermentation and microbial growth will be illustrated in terms of how they affect nutrient supply. 'Hands on Computer Sessions' will lead participants through ration formulation.

Taught by: Dr. L. Baker and Staff
Prerequisite: VMED 605
Activity: Lecture
3.0 Credit Hours
Notes: CONFLICTS: Mon. 8-10 am conflicts with VCSN646 Equine Lameness; Thurs. 4-6 pm conflicts with VCSN 647 Equine Orthopedics
VCSN 642 Dairy Cattle Nutrition - NBC
This course covers in-depth reproductive management of cattle, horses, swine and small ruminants. Emphasis is placed on the herd or flock management with a focus on reproductive efficiency. Topics include nutrition for reproduction, infertility diagnosis, and gynecology of cattle. Specific diseases or conditions such as bovine diseases, mastitis, and uterine infections will be discussed. Taught by: Dr. D. Richardson and Staff
Activity: Lecture
4.0 Credit Hours
Notes: Limitations: No Drop/Add; Maximum of 30 students

VCSN 643 Large Animal Reproduction - NBC
This course covers in-depth reproductive management of cattle, horses, swine and small ruminants. Emphasis is placed on the herd or flock management as a unit rather than on the individual animal. This course is the same as VCSN644 but with one-half of the laboratory time. The course is intended for those students who intend to pursue a career that will be exclusively or predominantly companion animal. A three-hour group reproduction laboratory is included. The Laboratory include demonstrations by clinicians and hands-on practical experience for students in evaluating the male and the female reproductive status of dogs and large domestic animals. Therapeutic information will be covered in problem-based cases that will be found and formally presented by small student groups. Grades will be based on the therapeutic presentations, laboratory participation, mid-term exam and a comprehensive final examination. Taught by: Dr. P. Sertich and Staff
Prerequisite: VMED 610
Activity: Lecture
3.0 Credit Hours
Notes: Limitations: No Drop/Add

VCSN 644 Large Animal Reproduction - NBC
The course covers in-depth reproductive management of cattle, horses, swine, sheep and small ruminants. Emphasis is placed on the herd or flock as a unit rather than on the individual animal. Laboratories include demonstrations by clinicians and hands-on practical experience for students in evaluating the male and the female reproductive status of dogs and large domestic animals. Therapeutic information will be covered in problem-based cases that will be solved and formally presented by small student groups. Grades will be based on the therapeutic presentations, laboratory participation, mid-term exam and a comprehensive final examination. Taught by: Dr. P. Sertich and Staff
Prerequisite: VMED 610
Activity: Lecture
3.0 Credit Hours
Notes: Limitations: No Drop/Add; Maximum of 30 students

VCSN 645 Large Animal Surgery & Surgical Exercises - NBC
Lectures given in this course will cover common surgical problems of the respiratory, gastrointestinal, the musculoskeletal, and the urogenital systems of horses and of the gastrointestinal system of domestic ruminants. Lecture material will cover the procedures to be done in each laboratory beforehand so that ample opportunity is allowed for preoperative preparation. Lectures are given on anesthesia with special emphasis on drugs to be used during the laboratory sessions. The surgical exercises and related laboratory procedures are designed to teach surgical techniques and principles, surgical anatomy, and basic surgical procedures in horses and domestic ruminants. Students will administer general anesthetics and apply the principles and techniques of physiologic monitoring of anesthetized large animals. The importance and the application of preoperative and postoperative management will be emphasized and students take full responsibility for their patient's progress throughout the course. The course grade is derived from performance in the laboratories, quality of patient care, participation in conferences, and one final exam. Post-requisite: must sign up for VCSN 870 Large Animal Surgery Clinical Rotation 7 Conference Hrs.
Taught by: Dr. E. Parente and Staff
Prerequisite: Core Surgery Courses
Activity: Lecture
4.0 Credit Hours
Notes: Limitations: No Drop/Add; Maximum of 30 students

VCSN 646 Equine Lameness - NBC
This course covers the principles of lameness diagnosis and treatment in horses. The course features didactic lectures, actual lameness examinations, video tape viewing, computer aided learning and a diagnostic nerve block laboratory using cadaver specimens.
Taught by: Drs. M. Ross, D. Levine and Staff
Prerequisites: Core Surgery and Anatomy Courses
Activity: Lecture
4.0 Credit Hours
Notes: CONFLICT: Mon. 8-10 am conflicts with VCSN 642 Dairy Cattle Nutrition.

VCSN 647 Equine Orthopedics - NBC
The course reviews specific techniques in equine orthopedics, and emphasizes understanding orthopaedic principles that are applicable to all species. Topics include more detailed information on internal fixation, relevant first-aid techniques, osteochondrosis and orthopedic sepsis.
Taught by: Dr. D. Richardson and Staff
Activity: Lecture
1.0 Credit Hour
Notes: CONFLICT: VCSN 642 Dairy Cattle Nutrition
VCSN 648 Equine Sports Medicine - NBC
This seminar course concerns the clinical application of basic physiologic and pathologic principles as they relate to the diagnosis and management of exercise-related diseases in the horse. Material will be presented in light of the demands of specific types of athletic activity. Laboratory demonstrations using the high-speed treadmill will be provided. Hands-on sessions are also provided to demonstrate the collection of arterial blood gas samples and upper airway endoscopy. Paper or oral presentation required.
Taught by: Dr. J. Slack and Staff
Prerequisite: VBMS 601 AND VBMS 605 AND VBMS 606
Activity: Lecture
3.0 Credit Hours
Notes: CONFLICT: VCSN 641 Advanced Poultry Medicine

VCSN 649 Large Animal Diagnostic Imaging - NBC
The course consists of a series of lectures, a radiographic positioning laboratory and an ultrasound/anatomy laboratory. Plain film radiography comprises the majority of the lectures but ultrasound, scintigraphy and prepurchase examination are included. A brief introduction to CT & MRI is also presented. Strong emphasis is placed on the equine species but incorporates radiography of other large animals. The course is designed to cover the basic principles of the different imaging techniques, radiographic and sonographic anatomy, and the basic interpretation of the imaging modalities.
Taught by: Dr. V. Reef and Staff
Prerequisites: Core Medicine, Surgery and Radiology Courses
Activity: Lecture
3.0 Credit Hours
Notes: This course is a prerequisite for the following clinical rotations: VCSN 812,872 Sports Medicine/Imaging and VCSN 814,874 Large Animal Radiology

VCSN 650 Applied Animal Welfare and Behavior
This course aims to provide students with practical skills helpful in the study of animal welfare and in the future offer a bridge to our proposed master’s program. Students will be exposed to critical reading of the scientific literature, development and testing of hypothesis as well as examining experimental paradigms used commonly to probe animal welfare and behavior. The goal of the course is for each student to conceive, develop, write, and present a research proposal on a question of interest in animal welfare that could provide the foundation for a future capstone project. Student assignments will include selected readings, synchronous and asynchronous online discussion of relevant course materials, and an oral presentation and written description of their research proposal.
Taught by: Dr. Thomas Parsons
Prerequisite: Student enrolled in the Animal Welfare Certificate Program who has taken the Animal Welfare Science and/or Animal Behavior course
Activity: Online Course
6.0 Credit Hours
Notes: Limitations: 20-25 students. This course will not be offered to VMD students.

VCSN 652 Regulations and Animal Welfare
This course will focus on regulations in the United States that have an impact on animal welfare. It will also look at oversight of research, clinical trials and informed consent in veterinary medicine. Over a series of video modules, online discussions, assignments and quizzes, this course will teach students the history and tenets of the current regulatory framework. Each week a synchronous session will explore the implications of regulations on animal welfare.
Taught by: Meghann Pierdon
Activity: Online Course
3.0 Credit Hours

VCSN 657 One Health & Global Food Security
By 2050 can the world sustain a population of over 9 billion people in the face of climate change, limited water and other natural resources, pollution, urbanization, political and income inequality, conflict, changing diets and patterns of disease? An interdisciplinary group of faculty will explore this complex question through six broad trends that affect global food sustainability and environmental health; 1) nutritional needs; 2) changing patterns of communicable and non-communicable diseases of humans and all types of animals; 3) natural resource inventory and management; 4) production technologies (intensive/extensive systems); 5) societal changes impacting production and food demand; 6) food distribution systems and access to food. The course is open to graduate and undergraduate students and will involve student participation and research.
Taught by: Drs. D. Galligan, A. Kelly and Staff
Course usually offered in spring term
Also Offered As: ANTH 361, ANTH 661
Activity: Lecture
4.0 Credit Hours

VCSN 658 Evolution of Animal Welfare
This course addresses how changing societal expectations about animal use impact animal welfare expectations.
Taught by: Thomas Parsons
Activity: Online Course
3.0 Credit Hours

VCSN 659 Contemporary Issues in Animal Welfare
This course covers contemporary animal welfare issues and some of their ethical implications.
Taught by: Thomas Parsons
Activity: Online Course
3.0 Credit Hours
VCSN 660 Animal Welfare Assessment
This course is intended to cover the animal welfare assessment requirements as outlined in the ACAW guidelines for board certification but also allows any students pursuing the master's program to improve their welfare assessment abilities. Students must participate in assessment of Companion animals, Poultry production, Hooved stock production, Equids, Laboratory animals and Zoo animals. They must also choose at least 2 to assess from the following: Aquatic animals, aquaculture/fisheries, Wildlife/exotic animals, Animals in exhibitions/entertainment, Animals in education, and Working/assistant animals. Students will work on 3 assessments per week for a total of 9 assessments. The final week of the course will be dedicated to working on case studies from the student's own experience. This will include identification of a situation where welfare would need to be assessed, determination of how to assess the welfare of the animal(s) and a written report of the assessment, including recommendations for steps that could be instituted so that the welfare could be improved. Each week a video and reading assignments will familiarize students with assessment techniques and tools.
Taught by: Meghann Pierdon
Activity: Online Course
3.0 Credit Hours

VCSN 661 Swine Neonatology - NBC
This is an introductory course for students who want to learn more about swine production and swine medicine. It aims to familiarize 2nd and 3rd year veterinary students with several important aspects of swine neonatology/farrowing room management that includes parturient physiology and behavior of both the sow and the piglet, baby pig processing, and sow dystocia. All students will be required to attend the four hours of lecture, and four laboratory shifts. Each laboratory shift is 7 hours and available nights and weekends. Students will be required to monitor the farrowing house for sows in labor and attend the farrowings as needed to critically assess animal well-being. Students will be expected to provide appropriate sow or piglet interventions when indicated. Students will also assist with any routine management tasks such as piglet processing and vaccination. Students will be graded on their participation and success in meeting the course objectives.
Taught by: Dr. T. Parsons and Staff
Activity: Lecture
1.0 Credit Hour
Notes: Limitations: Permission of the Instructor. May be repeated once

VCSN 662 Swine Neonatology - NBC
This course is similar to VCSN 661, but provides students with a more intensive experience and the opportunity to pursue a higher level of proficiency in swine neonatology. The course also aims to familiarize 2nd and 3rd year veterinary students with several important aspects of swine neonatology/farrowing room management that includes parturient physiology and behavior of both the sow and the piglet, baby pig processing, and sow dystocia. All students will be required to attend the four hours of lecture, and eight laboratory shifts. Each laboratory shift is 7 hours and available nights and weekends. Students will be required to monitor the farrowing house for sows in labor and attend the farrowings as needed to critically assess animal well-being. Students will be expected to provide appropriate sow or piglet interventions when indicated. Students will also assist with any routine management tasks such as piglet processing and vaccination. Students will be graded on their participation and success in meeting the course objectives.
Taught by: Dr. T. Parsons and Staff
Activity: Lecture
2.0 Credit Hours
Notes: Limitations: Permission of the Instructor; Cannot be repeated once

VCSN 663 Swine Husbandry - NBC
This is the second introductory course for students who want to learn more about swine production and swine medicine. It aims to familiarize 2nd and 3rd year veterinary students with several other aspects of swine husbandry and health management. All students will be required to attend four laboratory shifts, and write a short report on an aspect of mutual interest related to swine management or disease. Each laboratory shift is 7 hours and is available nights and weekends. Students will be required to participate in all aspects of swine husbandry with special emphasis given to herd health, reproductive and nutritional management. Students will be graded on their participation and success in meeting the course objectives.
Taught by: Dr. T. Parsons and Staff
Prerequisite: VCSN 661 OR VCSN 662
Activity: Lecture
1.0 Credit Hour
Notes: Limitations: Permission of the Instructor; can be repeated once

VCSN 664 Swine Husbandry - NBC
This is a course similar to VCSN 663, but provides students with a more intensive experience and the opportunity to pursue a higher level of proficiency in swine husbandry. This course aims to familiarize 2nd and 3rd year veterinary students with several other aspects of swine husbandry and health management. All students will be required to attend eight laboratory shifts, and write a short report on some aspect of mutual interest related to swine management or disease. Each laboratory shift is 7 hours and is available nights and weekends. Students will be required to participate in all aspects of swine husbandry with special emphasis given to herd health, reproductive and nutritional management. Students will be graded on their participation and success in meeting the course objectives.
Taught by: Dr. T. Parsons and Staff
Prerequisite: VCSN 661 OR VCSN 662
Activity: Lecture
2.0 Credit Hours
Notes: Limitations: Permission of the Instructor; can be repeated once

VCSN 660 Animal Welfare Assessment
This course is intended to cover the animal welfare assessment requirements as outlined in the ACAW guidelines for board certification but also allows any students pursuing the master's program to improve their welfare assessment abilities. Students must participate in assessment of Companion animals, Poultry production, Hooved stock production, Equids, Laboratory animals and Zoo animals. They must also choose at least 2 to assess from the following: Aquatic animals, aquaculture/fisheries, Wildlife/exotic animals, Animals in exhibitions/entertainment, Animals in education, and Working/assistant animals. Students will work on 3 assessments per week for a total of 9 assessments. The final week of the course will be dedicated to working on case studies from the student's own experience. This will include identification of a situation where welfare would need to be assessed, determination of how to assess the welfare of the animal(s) and a written report of the assessment, including recommendations for steps that could be instituted so that the welfare could be improved. Each week a video and reading assignments will familiarize students with assessment techniques and tools.
Taught by: Meghann Pierdon
Activity: Online Course
3.0 Credit Hours

VCSN 661 Swine Neonatology - NBC
This is an introductory course for students who want to learn more about swine production and swine medicine. It aims to familiarize 2nd and 3rd year veterinary students with several important aspects of swine neonatology/farrowing room management that includes parturient physiology and behavior of both the sow and the piglet, baby pig processing, and sow dystocia. All students will be required to attend the four hours of lecture, and four laboratory shifts. Each laboratory shift is 7 hours and available nights and weekends. Students will be required to monitor the farrowing house for sows in labor and attend the farrowings as needed to critically assess animal well-being. Students will be expected to provide appropriate sow or piglet interventions when indicated. Students will also assist with any routine management tasks such as piglet processing and vaccination. Students will be graded on their participation and success in meeting the course objectives.
Taught by: Dr. T. Parsons and Staff
Activity: Lecture
1.0 Credit Hour
Notes: Limitations: Permission of the Instructor. May be repeated once

VCSN 662 Swine Neonatology - NBC
This course is similar to VCSN 661, but provides students with a more intensive experience and the opportunity to pursue a higher level of proficiency in swine neonatology. The course also aims to familiarize 2nd and 3rd year veterinary students with several important aspects of swine neonatology/farrowing room management that includes parturient physiology and behavior of both the sow and the piglet, baby pig processing, and sow dystocia. All students will be required to attend the four hours of lecture, and eight laboratory shifts. Each laboratory shift is 7 hours and available nights and weekends. Students will be required to monitor the farrowing house for sows in labor and attend the farrowings as needed to critically assess animal well-being. Students will be expected to provide appropriate sow or piglet interventions when indicated. Students will also assist with any routine management tasks such as piglet processing and vaccination. Students will be graded on their participation and success in meeting the course objectives.
Taught by: Dr. T. Parsons and Staff
Activity: Lecture
2.0 Credit Hours
Notes: Limitations: Permission of the Instructor; Cannot be repeated once

VCSN 663 Swine Husbandry - NBC
This is the second introductory course for students who want to learn more about swine production and swine medicine. It aims to familiarize 2nd and 3rd year veterinary students with several other aspects of swine husbandry and health management. All students will be required to attend four laboratory shifts, and write a short report on an aspect of mutual interest related to swine management or disease. Each laboratory shift is 7 hours and is available nights and weekends. Students will be required to participate in all aspects of swine husbandry with special emphasis given to herd health, reproductive and nutritional management. Students will be graded on their participation and success in meeting the course objectives.
Taught by: Dr. T. Parsons and Staff
Prerequisite: VCSN 661 OR VCSN 662
Activity: Lecture
1.0 Credit Hour
Notes: Limitations: Permission of the Instructor; can be repeated once

VCSN 664 Swine Husbandry - NBC
This is a course similar to VCSN 663, but provides students with a more intensive experience and the opportunity to pursue a higher level of proficiency in swine husbandry. This course aims to familiarize 2nd and 3rd year veterinary students with several other aspects of swine husbandry and health management. All students will be required to attend eight laboratory shifts, and write a short report on some aspect of mutual interest related to swine management or disease. Each laboratory shift is 7 hours and is available nights and weekends. Students will be required to participate in all aspects of swine husbandry with special emphasis given to herd health, reproductive and nutritional management. Students will be graded on their participation and success in meeting the course objectives.
Taught by: Dr. T. Parsons and Staff
Prerequisite: VCSN 661 OR VCSN 662
Activity: Lecture
2.0 Credit Hours
Notes: Limitations: Permission of the Instructor; can be repeated once

VCSN 700 Large Animal Medicine -Foundation - NBC
Students in this rotation will assist clinicians in history taking, examinations and the medical management of large animal patients presented to the hospital at New Bolton Center. Students will participate in daily ward and Medicine teaching rounds, Radiology rounds and Pathology rounds. All students, whether in core or elective, will be expected to participate in night and weekend duty on a rotating basis. All students will prepare and present one clinical case discussion for Grand Rounds. Time commitment: at least 8 hours per day plus night and weekend duty.
Taught by: Dr. R. Sweeney and Staff
Also Offered As: VCSN 770
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
VCSN 701 Large Animal Emergency/Critical Care - Foundation Rotation - NBC
This rotation is designed to teach students basic principles of large animal emergency medicine and surgery as well as the daily management of critically ill equine patients. Students will be involved in a variety of large animal emergency admissions including diagnostic procedures and surgery as well as post-operative or post-admission case management of horses with gastrointestinal disease. Students will attend regular 8 am morning rounds (see course description for Large Animal Surgery, VCSN 800), followed by morning case-based discussion rounds. The day will be spent either on emergency admissions or procedures and management of in-house patients. Daily afternoon rounds will be topic-based, and may be selected from the following topics: Laceration Repair, Emergency Stabilization of Fractures, Acute Abdomen (colic), Diarrhea, Fluid Therapy, Respiratory Distress, Acute Blood Loss/Hemorrhagic Shock, Food Animal Emergencies, Blood Gas Interpretation, Acute Neurologic Patient, Monitoring the Critically Ill Patient, Reproductive Emergencies, Management of Rectal Tears, Critical Care Journal Club. There will be one emergency student assigned to be on-call. On-call shifts are from 6 am to 6 pm (day) and 6 pm to 6 am (night). During the after hours shifts (night and weekends) all emergencies will be received by the emergency student with back up from students in the Medicine and Surgery rotations. During the day time shifts, emergency students will receive equine surgical emergencies and isolation cases. Students will also be assigned treatment duties. Three students will also be required to complete a case-based Grand Rounds presentation of approximately 15 minutes. The Emergency / Critical Care faculty and staff will provide primary coverage for the rotation, with assistance from Medicine and Surgery sections.
Taught by: Dr. L. Southwood and Staff
Also Offered As: VCSN 873
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours

VCSN 712 Food Animal Reproduction - NBC
The course is designed for those students anticipating entering large animal or mixed practice. Students will participate in the diagnosis and treatment of clinical reproductive cases in the hospital. Students will be responsible for the daily treatment and examination of all hospitalized cases at the Hofmann Center. Students will also assist in the management of reproductive problems of Widener Hospital patients. Exposure will vary due to fluctuations in case load. Additional 'hands-on' practice of reproductive procedures will occur by the use of teaching animals. Organized laboratories will allow the student to become comfortable with diagnostic techniques of large animal species. On-call, weekend, and night duty are required. Students will be required to give a 15 minute presentation during the rotation and prepare two case letters/discharge instructions on animals they evaluated during the rotation. If student interest and time permit, students may go on field trips to breeding farms.
Taught by Dr. T. Dobbie and Staff
Also Offered As: VCSN 772
Prerequisite: VCSN 644
Activity: Clinical Rotation Dental & Vet school
3.0 Credit Hours
Notes: Satisfies requirement for: EQ, FA, LA. Limitations: 2-6 students/rotation. Priority: FA

VCSN 713 Field Service - NBC
Students in this rotation will assist staff doctors in history taking, physical examinations, and the medical management of patients seen on the Field Service activities of the School's large animal practice. The student is required to attend the appropriate 8:00 a.m. daily rounds at New Bolton Center. The remainder of the day will be spent on field calls. The student will be required to be on night and weekend duty. Night duty will be divided equally among field service students in the rotation. Students on emergency duty are required to be within 15 minutes from New Bolton Center while on duty. Case presentations will be given by students on the second Wednesday of the rotation. Boots and coveralls are essential for this rotation.
Taught by: Dr. B. Smith and Staff
Also Offered As: VCSN 773
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Required: SALA

VCSN 715 Diagnostic Ultrasound in Large Animals - NBC
This rotation will provide students with experience in the diagnosis and treatment of large animal cardiac diseases and the use of M-mode, 2-dimensional real-time, pulsed wave, color flow and continuous wave Doppler echocardiography and exercising electrocardiography. Students will also gain experience in the use of diagnostic ultrasonography in the evaluation of tendon and ligament injuries, diseases of the thorax and abdomen, and the evaluation of masses, swellings, neonates and high-risk pregnancies. Students will also gain experience in patient preparation; obtaining a quality ultrasonographic or echocardiographic image and cardiac Doppler studies; and in interpretation of these images and studies with staff and faculty supervision. Students will be responsible for patient care of animals presented to the Heart Station/ Ultrasound Service during the rotation. Prerequisite: Core Medicine and Surgery
Taught by: Dr. V. Reef and Staff
Also Offered As: VCSN 775
Activity: Clinical Rotation Dental & Vet school
5.0 Credit Hours
Notes: Limitations: 2 students/week in VCSN 776, VCSN 775 combined. Satisfies imaging requirement: EQ, FA, LA. Satisfies cardiology requirement: SALA. Notes: Not offered during VCSN 812,872 Sports Medicine/Imaging

VCSN 716 Ultrasonography in Large Animals - NBC
For full course description see VCSN 715. Prerequisite: Core Medicine and Surgery
Taught by: Dr. V. Reef and Staff
Also Offered As: VCSN 776
Activity: Clinical Rotation Dental & Vet school
2.0 Credit Hours
Notes: Limitations: 2 students/week in VCSN 106,776, VCSN 715,775 combined. Satisfies requirement for: EQ, FA, LA. Note: Not offered during VCSN 812,872 Sports Medicine/Imaging
VCSN 770 Large Animal Medicine -Foundation - NBC
Students in this rotation will assist clinicians in history taking, examinations and the medical management of large animal patients presented to the hospital at New Bolton Center. Students will participate in daily ward and Medicine teaching rounds, Radiology rounds and Pathology rounds. All students, whether in core or elective, will be expected to participate in night and weekend duty on a rotating basis. All students will prepare and present one clinical case discussion for Grand Rounds. Time commitment: at least 8 hours per day plus night and weekend duty.
Taught by: Dr. R. Sweeney and Staff
Also Offered As: VCSN 700
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Limitations: Based on Hospital Needs

VCSN 772 Food Animal Reproduction - NBC
The course is designed for those students anticipating entering large animal or mixed practice. Students will participate in the diagnosis and treatment of clinical reproductive cases in the hospital. Students will be responsible for the daily treatment and examination of all hospitalized cases at the Hofmann Center. Students will also assist in the management of reproductive problems of Widener Hospital patients. Exposure will vary due to fluctuations in case load. Additional ‘hands-on’ practice of reproductive procedures will occur by the use of teaching animals. Organized laboratories will allow the student to become comfortable with diagnostic techniques of large animal species. On-call, weekend, and night duty are required. Students will be required to give a 15 minute presentation during the rotation and prepare two case letters/discharge instructions on animals they evaluated during the rotation. If student interest and time permit, students may go on field trips to breeding farms.
Taught by: Dr. T. Dobbie and Staff
Also Offered As: VCSN 712
Prerequisite: VCSN 644
Activity: Clinical Rotation Dental & Vet school
3.0 Credit Hours
Notes: Limitations: 2-5 students/rotation. Priority: EQ, FA, LA Majors

VCSN 773 Field Service - NBC
Students in this rotation will assist staff doctors in history taking, physical examinations, and the medical management of patients seen on the Field Service activities of the School's large animal practice. The student is required to attend the appropriate 8:00 a.m. daily rounds at New Bolton Center. The remainder of the day will be spent on field calls. The student will be required to be on night and weekend duty. Night duty will be divided equally among field service students in the rotation. Students on emergency duty are required to be within 15 minutes from New Bolton Center while on duty. Case presentations will be given by students on the second Wednesday of the rotation. Boots and coveralls are essential for this rotation.
Taught by: Dr. B. Smith and Staff
Also Offered As: VCSN 713
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Limitations: Based on Hospital Needs

VCSN 774 Large Animal Clinical Reproduction - NBC
The course is designed for those students anticipating entering large animal or mixed practice. Students will participate in the diagnosis and treatment of clinical reproductive cases in the hospital. Students will be responsible for the daily treatment and examination of all hospitalized cases at the Hofmann Center. Students will also assist in the management of reproductive problems of Widener Hospital patients. Exposure will vary due to fluctuations in case load. Additional ‘hands-on’ practice of reproductive procedures will occur by the use of teaching animals. Organized laboratories will allow the student to become comfortable with diagnostic techniques of large animal species. On-call, weekend, and night duty are required. Students will be required to give a 15 minute presentation during the rotation and prepare two case letters/discharge instructions on animals they evaluated during the rotation. If student interest and time permit, students may go on field trips to breeding farms.
Taught by: Dr. P. Sertich and Staff
Prerequisite: VCSN 644
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Limitations: 2-5 students/rotation. Priority: EQ, FA, LA Majors

VCSN 775 Diagnostic Ultrasound in Large Animals - NBC
This rotation will provide students with experience in the diagnosis and treatment of large animal cardiac diseases and the use of M-mode, 2-dimensional real-time, pulsed wave, color flow and continuous wave Doppler echocardiography and exercising electrocardiography. Students will also gain experience in the use of diagnostic ultrasonography in the evaluation of tendon and ligament injuries, diseases of the thorax and abdomen, and the evaluation of masses, swellings, neonates and high-risk pregnancies. Students will also gain experience in patient preparation; obtaining a quality ultrasonographic or echocardiographic image and cardiac Doppler studies; and in interpretation of these images and studies with staff and faculty supervision. Students will be responsible for patient care of animals presented to the Heart Station/ Ultrasound Service during the rotation. Prerequisite: Core Medicine and Surgery
Taught by: Dr. V. Reef and Staff
Also Offered As: VCSN 715
Activity: Clinical Rotation Dental & Vet school
5.0 Credit Hours
Notes: Limitations: 2 students/week in VCSN 776,VCSN 775 combined.
Note: Not offered during VCSN 872 Sports Medicine/Imaging

VCSN 776 Ultrasonography in Large Animals - NBC
For full course description see VCSN 715. Prerequisite: Core Medicine and Surgery
Taught by: Dr. V. Reef and Staff
Also Offered As: VCSN 716
Activity: Clinical Rotation Dental & Vet school
2.0 Credit Hours
Notes: Limitations: 2 students/week in VCSN 776, VCSN 775 combined.
Note: Not offered during VCSN 872 Sports Medicine/Imaging
VCSN 777 Large Animal Neonatal Intensive Care Rotation - NBC
This elective provides students with experience in the management of critically ill large animal neonates and dams with periparturient complications. Daily rounds emphasize the use of monitoring techniques (e.g. capnography, ECG, BP monitor, fetal and neonatal ultrasonography), and various treatment modalities (e.g. parenteral nutrition, positive pressure ventilation, and fluid therapy) required in the management of critically ill neonatal foals and late-term pregnant mares. Students will have the opportunity to master the following manual and theoretical skills: arterial puncture and arterial blood gas analysis, calculation and application of parenteral and enteral nutrition formulations, catheterization techniques for veins and bladder, principles of fluid therapy as applied to patients with septic shock and patients requiring maintenance fluids, radiographic interpretation of neonatal thoracic and musculoskeletal disease, interpretation of fetal and neonatal sonograms, familiarity with different types of respiratory support and resuscitation protocols, and a working knowledge of a wide variety of pharmacologic agents including antibiotics, anticonvulsives, sedatives, analgesics, pressors and inotropic agents. Student responsibilities include presentation of NICU cases at rounds, performing patient treatments with assistance from the NICU nursing staff, morning SOAPs on all assigned cases, and assistance with the diagnosis, treatment and monitoring of neonates admitted to the NICU during their shifts, and assistance with monitoring and parturition in pregnant dams. Students are scheduled to assist with treatments in the intensive care unit every evening from 6 p.m. to 12 midnight and 6 a.m. to 12 midnight on weekends. Emergency duty is assigned equitably among the students on the rotation. Care of the NICU case population is a team effort shared by fourth year students, NICU clinicians, nursing staff, and foal sitters (second year students and volunteers).

Taught by: Dr. J. Palmer and Staff
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Limitations: 4 students min; 8 students maximum

VCSN 778 Equine Welfare Clinical Elective
This 2-week clinical elective would be open to all fourth year veterinary students, and would be offered once per year, in rotation 1. The enrollment limit is 6 students, and is limited to students who have taken either of the two welfare courses (Applied Animal Welfare and Behavior, Dr. Parsons; Animal Welfare Science, Dr. Pierdon), and then to equine majors if there are any remaining places. Course goals: To provide a comprehensive and nuanced examination of the issues and concerns regarding equine welfare in the US.

Taught by: Rose Nolen-Walston
Activity: Clinical Rotation Dental & Vet school
5.0 Credit Hours

VCSN 780 Ration Evaluation and Formulation - NBC
This course is intended to provide students with practical experience in evaluating dairy feeding programs and formulation of rations. Students will visit dairy farms, inspect feed storage and delivery systems, obtain representative samples of feedstuffs for analysis, examine production records, and assess animal body condition. Students will then evaluate the nutritional and economic adequacy of the whole feeding program, suggest recommendations for its improvement and prepare producer reports for discussion with faculty prior to implementation.

Taught by: Dr. L. Baker and Staff
Prerequisite: VCSN 642
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Limitations: Minimum of 3 students
VCSN 812 Sports Medicine/Imaging - NBC
Goals of this rotation are to provide the students with the opportunity to obtain diagnostic skills through the use of different modalities and to incorporate these techniques into the decision-making process during the diagnosis and treatment of horses with performance problems. Students in this rotation will take more responsibility for their cases and follow them through the different specialties without being drawn away to the next case in their assigned area. Each student will spend his/her time in the following areas: 1 week - Ultrasound/Cardiology. 1 week - Nuclear Scintigraphy/Radiology/MRI. 1 week - Treadmill/Podology. 1 week - Poor performance clinic (lameness) Students will be responsible for in house patient care of their designated area plus weekends. All students attend daily afternoon rounds, which demonstrate the concepts behind the different diagnostic techniques and allow students hands on experience so they can be more involved in the clinical cases over the period of the rotation. In the last week the students will each be responsible for an oral presentation of a case on which they have worked during the rotation. Taught by: Dr. E. Davidson and Staff
Also Offered As: VCSN 872
Prerequisite: VCSN 649 AND VCSN 646
Activity: Clinical Rotation Dental & Vet school
10.0 Credit Hours
Notes: Limitations: Maximum of 4 students per rotation Notes: Offered Rotations 1-8, possibly 9-10; Individual rotations in Sports Medicine Clinic, LA Radiology, LA Ultrasound and Podology are not offered during this time period. Satisfies imaging requirement: EQ, LA, FA

VCSN 814 Large Animal Radiology - NBC
In this rotation, students will gain experience in making and interpreting large animal radiographic examinations. They will assist the radiology technicians in taking and processing routine radiographs, attend film reading sessions, daily hospital rounds and review large animal radiographs independently and under supervision. Students will be required to write radiology reports. Taught by: Dr. K. Wulster and Staff
Also Offered As: VCSN 874
Prerequisite: VCSN 649
Activity: Clinical Rotation Dental & Vet school
5.0 Credit Hours
Notes: Limitations: 2 students/rotation. Satisfies imaging requirement: EQ, FA, LA, SALA. Note: Not offered during VCSN 812,872 Sports Medicine/Imaging

VCSN 815 Large Animal Anesthesiology Service - NBC
During the Large Animal Anesthesia Service Rotation, students will gain experience in: (1) anesthetizing equine and other farm animal patients for elective and emergency procedures; (2) alleviating pain in animals; (3) maintaining adequate vital functions during anesthesia and (4) managing fluid, electrolyte and acid-base disturbances in the perioperative period. In addition, the course offers the opportunity to apply the clinical pharmacology of perianesthetic drugs in various farm animal species. Students are requested to attend Anesthesia Service rounds on Mondays and Fridays (8-9:00 am) during their clinical rotation, which will also offer the opportunity to discuss anesthesia cases. Night and weekend emergency duty is mandatory and shared with veterinary technician students. The maximum emergency duty is 4 weekday nights and one 24-hour weekend day. Students are expected to report to the Sports Medicine Conference Room or Anesthesia Office promptly at 8:00 am on the first Monday morning of the 2-week rotation with scrubs, stethoscope and calculator. Students are requested to review the information contained in the class notes of the following courses for appropriate sections prior to entering the rotation: General Pharmacology and Toxicology (VSUR 604), Animal Physiology (VSUR 605), Anesthesia (VSUR 604), and the Equine and Farm Animal Anesthesia Elective (VCSN 635). Students should also be familiar with dosages of commonly used drugs and their clinical pharmacology and technical aspects of the practice of large animal anesthesia. Students may consult the learn.vet web site to find out more about Student Evaluation & Clinical Skill Assessment in this rotation. Suggested texts: Muir, W.W., Hubbel, JAE. (eds) Equine Anesthesia: Monitoring and Emergency Therapy, 2nd edn, Saunders Elsevier, St. Louis, 2009; Tranquili, W.J.,Thurmon, J.C., Grimm, K.A. (Eds) Lumb and Jones Veterinary Anesthesia, 4th edn, Blackwell, Ames, 200 7; Doherty, T., Valverde, A. (Eds.) Manual of Equine Anesthesia and Analgesia, Blackwell, Ames, 2006. Taught by: Dr. B. Driessen and Staff
Also Offered As: VCSN 875
Prerequisite: VCSN 635
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Limitations: 2 students/rotation, not Early Entry. Required: EQ. Satisfies anesthesia/pain management requirement: FA, LA, SALA

VCSN 816 Food Animal Anesthesiology Service - NBC
In this rotation, students will gain experience in planning and performing sedation and anesthesia in small ruminants, swine and camels. Specific clinical objectives during the five-day rotation include physical and chemical restraint, regional and general anesthesia techniques in various food and fiber producing animals, and operation and use of various anesthetic monitoring devices. Emphasis is on techniques and drugs commonly used in the field. Students will formulate plans for sedation and/or short term anesthesia in sheep/goats, pigs and camels and will then carry them out on teaching animals. Techniques for regional anesthesia for flank surgery in the bovine will be performed at Marshak Dairy. Taught by: Dr. K. Olson and Staff
Also Offered As: VCSN 876
Activity: Clinical Rotation Dental & Vet school
3.0 Credit Hours
Notes: Limitations: 2-4 students/rotation, not Early Entry. Priority: Food Animal Majors. Satisfies anesthesia/pain management requirement: FA, LA
VCSN 870 Large Animal Surgery-Foundation - NBC
Students rotating through Large Animal Surgery at NBC will participate in all aspects of examination and diagnosis, including lameness evaluation and endoscopy, medical and surgical treatment and daily patient care of large animals. During one week of the two-week rotation, each student will be assigned to treat cattle, other domestic farm animals and horses, and during the other week, horses only. Night, weekend and holiday assignments, including treatments and emergency service, will be made according to the requirements of the overall hospital operation during a given session. Students usually are exposed to various surgical procedures (general soft tissue, abdominal, orthopedic, etc.) during any one rotation. During the rotation, students may gain experience with horses being examined on the High Speed Treadmill or undergoing imaging in the Nuclear Scintigraphy Unit. Students will also participate in a variety of didactic teaching rounds, barn rounds and teaching laboratories as described: Monday, Tuesday, Wednesday, Friday 4-5 pm - Surgery Teaching Rounds. Thursday 3-5 pm - Surgery Teaching Laboratory (Wet labs). Monday 8-9 am Radiology Rounds (case-based discussion led by surgery faculty). Tuesday 8-9 am - Lameness Rounds (case-based discussion led by Sports Medicine faculty). Wednesday 8-9 am - Radiology Rounds (case-based discussion led by radiology faculty). Thursday 8-9 am - Grand Rounds (Student case presentations). Friday 8-9 am - Medicine Teaching Rounds (case-based discussion with Medicine faculty and house officers). Nursing staff performs treatments between 9am and 5pm, Monday through Friday and 6pm to 6am Monday through Thursday to allow daily student participation in surgical cases. On Fridays, students perform treatments 6am - 8am, at 6 pm and midnight. On Saturdays, students do treatments from 6am through midnight and on Sundays, from 6am through 10pm. On the last day of a rotation, students do midnight treatments. To facilitate a smooth transition to your next rotation, nursing does 6am and 8am treatments on the first day of each new rotation.
Taught by: Dr. D. Richardson and Staff
Also Offered As: VCSN 800
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Limitations: Based on Hospital Needs. Note: This rotation is a posterequisite of VCSN645 Large Animal Surgery and Surgical Exercises

VCSN 871 Equine Surgery Clinic - NBC
This elective is specifically designed to provide students interested in equine practice after graduation with additional exposure to a variety of orthopedic and soft tissue surgical problems of horses. Students will actively participate in all aspects of lameness and soft tissue diagnosis, treatment, surgery and patient care. Teaching rounds will involve daily barn rounds, daily didactic presentations and/or wet labs covering surgical topics. Laboratories include internal fixation of fractures, wound repair, arthroscopy, intestinal surgical techniques, laser surgery, head and neck surgery, video analysis of lameness and field anesthesia. Every effort is made to have students in this course perform field castrations with local veterinarians. Students will be expected to participate in after-hours treatments and surgical emergencies of horses; however, students will not be assigned to food animal patients during this rotation.
Taught by: Dr. D. Richardson and Staff
Prerequisite: VCSN 800
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Limitations: 6-10 students. Priority: Equine Majors

VCSN 872 Sports Medicine/Imaging - NBC
Goals of this rotation are to provide the students with the opportunity to obtain diagnostic skills through the use of different modalities and to incorporate these techniques into the decision-making process during the diagnosis and treatment of horses with performance problems. Students in this rotation will take more responsibility for their cases and follow them through the different specialties without being drawn away to the next case in their assigned area. Each student will spend his/her time in the following areas: 1 week - Ultrasound/Cardiology. 1 week - Nuclear Scintigraphy/Radiology/MRI. 1 week - Treadmill/Podology. 1 week - Poor performance clinic (lameness) Students will be responsible for in house patient care of their designated area plus weekends. All students attend daily afternoon rounds, which demonstrate the concepts behind the different diagnostic techniques and allow students hands on experience so they can be more involved in the clinical cases over the period of the rotation. In the last week the students will each be responsible for an oral presentation of a case on which they have worked during the rotation.
Taught by: Dr. E. Davidson and Staff
Also Offered As: VCSN 812
Prerequisite: VCSN 649 AND VCSN 646
Activity: Clinical Rotation Dental & Vet school
10.0 Credit Hours
Notes: Limitations: Maximum of 4 students per rotation Notes: Offered Rations 1-8, possibly 9-10; Individual rotations in Sports Medicine Clinic, LA Radiology, LA Ultrasound and Podology are not offered during this time period

VCSN 873 Large Animal Emergency/Critical Care - Foundation Rotation - NBC
This rotation is designed to teach students basic principles of large animal emergency medicine and surgery as well as the daily management of critically ill equine patients. Students will be involved in a variety of large animal emergency admissions including diagnostic procedures and surgery as well as post-operative or post-admission case management of horses with gastrointestinal disease. Students will attend regular 8 am morning rounds (see course description for Large Animal Surgery, VCSN 800), followed by morning case-based discussion rounds. The day will be spent either on emergency admissions or procedures and management of in-house patients. Daily afternoon rounds will be topic-based, and may be selected from the following topics: Laceration Repair, Emergency Stabilization of Fractures, Acute Abdomen (colic), Diarrhea, Fluid Therapy, Respiratory Distress, Acute Blood Loss/Hemorrhagic Shock, Food Animal Emergencies, Blood Gas Interpretation, Acute Neurologic Patient, Monitoring the Critically Ill Patient, Reproductive Emergencies, Management of Rectal Tears, Critical Care Journal Club. There will be one emergency student assigned to be on-call. On-call shifts are from 6 am to 6 pm (day) and 6 pm to 6 am (night). During the after hours shifts (night and weekends) all emergencies will be received by the emergency student with back up from students in the Medicine and Surgery rotations. During the day time shifts, emergency students will receive equine surgical emergencies and isolation cases. Students will also be assigned treatment duties. Three students will also be required to complete a case-based Grand Rounds presentation of approximately 15 minutes duration. The Emergency / Critical Care faculty and staff will provide primary coverage for the rotation, with assistance from Medicine and Surgery sections.
Taught by: Dr. L. Southwood and Staff
Also Offered As: VCSN 701
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
VCSN 874 Large Animal Radiology - NBC
In this rotation, students will gain experience in making and interpreting large animal radiographic examinations. They will assist the radiology technicians in taking and processing routine radiographs, attend film reading sessions, daily hospital rounds and review large animal radiographs independently and under supervision. Students will be required to write radiology reports.
Taught by: Dr. K. Wulster and Staff
Also Offered As: VCSN 814
Prerequisite: VCSN 649
Activity: Clinical Rotation Dental & Vet school
5.0 Credit Hours
Notes: Limitations: 2 students/rotation. Note: Not offered during VCSN 812,872 SportsMedicine/Imaging

VCSN 875 Large Animal Anesthesiology Service - NBC
During the Large Animal Anesthesia Service Rotation, students will gain experience in: (1) anesthetizing equine and other farm animal patients for elective and emergency procedures; (2) alleviating pain in animals; (3) maintaining adequate vital functions during anesthesia and (4) managing fluid, electrolyte and acid-base disturbances in the perioperative period. In addition, the course offers the opportunity to apply the clinical pharmacology of perianesthetic drugs in various farm animal species. Students are requested to attend Anesthesia Service rounds on Mondays and Fridays (8-9:00 am) during their clinical rotation, which will also offer the opportunity to discuss anesthesia cases. Night and weekend emergency duty is mandatory and shared with veterinary technician students. The maximum emergency duty is 4 weekday nights and one 24-hour weekend day. Students are expected to report to the Sports Medicine Conference Room or Anesthesia Office promptly at 8:00 am on the first Monday morning of the 2-week rotation with scrubs, stethoscope and calculator. Students are requested to review the information contained in the class notes of the following courses for appropriate sections prior to entering the rotation: General Pharmacology and Toxicology (VBMS 607), Animal Physiology (VBMS 606), Anesthesia (VSUR 604), and the Equine and Farm Animal Anesthesia Elective (VCSN 635). Students should also be familiar with dosages of commonly used drugs and their clinical pharmacology and technical aspects of the practice of large animal anesthesia. Students may consult the learn.vet web site to find out more about Student Evaluation & Clinical Skill Assessment in this rotation. Suggested texts: Muir, W.W., Hubbel, JAE. (eds) Equine Anesthesia: Monitoring and Emergency Therapy, 2nd edn, Saunders Elsevier, St. Louis, 2009; Tranquili, W.J.,Thurmon, J.C., Grimm, K.A. (Eds) Lumb and Jones Veterinary Anesthesia, 4th edn, Blackwell, Ames, 2007; Doherty, T., Valverde, A. (Eds.) Manual of Equine Anesthesia and Analgesia, Blackwell, Ames, 2006.
Taught by: Dr. B. Driessen and Staff
Also Offered As: VCSN 815
Prerequisite: VCSN 635
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Limitations: 2 students/rotation, not Early Entry

VCSN 876 Food Animal Anesthesiology Service - NBC
In this rotation, students will gain experience in planning and performing sedation and anesthesia in small ruminants, swine and camelids. Specific clinical objectives during the five-day rotation include physical and chemical restraint, regional and general anesthesia techniques in various food and fiber producing animals, and operation and use of various anesthetic monitoring devices. Emphasis is on techniques and drugs commonly used in the field. Students will formulate plans for sedation and/or short term anesthesia in sheep/goats, pigs and camelids and will then carry them out on teaching animals. Techniques for regional anesthesia for flank surgery in the bovine will be performed at Marshak Dairy.
Taught by: Dr. K. Olson and Staff
Also Offered As: VCSN 816
Activity: Clinical Rotation Dental & Vet school
3.0 Credit Hours
Notes: Limitations: 2-4 students/rotation, not Early Entry. Priority: FA Majors

VCSN 877 Food Animal Medicine and Surgery Clinic - NBC
This elective rotation is designed to provide additional experience in food animal medicine and surgery to students who are likely to pursue bovine practice following graduation. Students will participate in the diagnosis and treatment of food animal (primarily dairy cattle) medical and surgical diseases. Teaching rounds will involve daily barn rounds, didactic presentations and wet labs covering medical and surgical topics. The emphasis will be on individual animal (as opposed to herd health) problems. Students will be responsible for after-hours treatments and emergencies of food animals only; students will not work with equine patients during this rotation. Each student will have three weeknights and one 24-hour weekend shift during the rotation (based on 8 students enrolled). Note: students that desire further experience in medical or surgical problems of all large animal species should elect either VCSN 770 or VCSN 870.
Taught by: Dr. R. Sweeney and Staff
Prerequisites: Large Animal Medicine and Surgery Rotations. Additional prerequisites for non-food animal majors: VCSN 640 Large Animal Medicine, VCSN 645 Large Animal Surgery and Surgical Exercises, and VCSN 644 Large Animal Reproduction
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Limitations: Maximum of 8 students, not Early Entry Priority: FA majors. First priority to students who are taking VCSN 810,880 Dairy Production Medicine Clinic
VCSN 878 Sports Medicine Clinic - NBC
The Sports Medicine Clinic provides exposure to many types of problems facing the equine practitioner, concentrating on lameness and performance evaluations. While part of the course stresses traditional lameness evaluation and clinical diagnoses, high-speed treadmill evaluations and nuclear scintigraphy enable the student to participate in more intricate problems affecting sport horses. The course will provide students with the opportunity to develop techniques of examination and diagnosis, and permit direct contact with clients. Students are expected to perform in all areas and participate to the maximum of their ability. Duties may include care and SOAPs of in patients and may include care over a weekend. There is NO emergency duty. In order to participate students are required to have satisfactorily completed the prerequisite courses.
Taught by: Dr. E. Davidson and Staff
Prerequisite: VCSN 646 AND VCSN 649
Activity: Clinical Rotation Dental & Vet school
5.0 Credit Hours
Notes: Limitations: 2 students/rotation. Notes: Not offered during VCSN 812,872 Sports Medicine/Imaging

VCSN 879 Equine Podology - NBC
This course covers the principles of both normal and corrective shoeing as well as examining the current theories of hoofcare. The student will attend surgery rounds beginning in radiology each morning; and work with the resident farrier and equine clinicians on the various lameness problems presented to the clinic. Foot anatomy and physiology will be stressed. While the students will not be required or expected to manually make or nail on a shoe, they will be required to participate in and observe the procedures utilized. Procedures expected of Equine veterinarians such as removing shoes and debriding the sole will be covered in detail. Additional specialties such as the application of extensions to foal hooves can be incorporated into the rotation if requested.
Taught by: P. Reilly and Staff
Activity: Clinical Rotation Dental & Vet school
2.0 Credit Hours
Notes: Limitations: 2 students/rotation. Note: Not offered during VCSN 812,872 Sports Medicine/Imaging

VCSN 880 Dairy Production Medicine Clinic - NBC
This program is an integrated curriculum sponsored by the Sections of CAHP Field Service and Reproduction as a part of the Food Animal Majors Program of the School of Veterinary Medicine. Curriculum begins with an overview of the 'Economic Reality' of dairy production progressing through 'Quantitative Skills' - T test, Chi Square, and Proportions; 'Semen Selection' - visit stud, concepts in genetics semen selection and allocation and linear programming approaches; 'Heifer Rearing' - systems view of heifer rearing, evaluation of heifer weight gain and evaluation of heifer reproduction; 'Dairy Herd' - vaccination programs through body condition scoring; 'Milk Quality' - principles of milking machine, procedures evaluation, mastitis control programs, DHIA, SCC monitoring programs, microbiology and quality assurance Reproduction - traditional programs, new programs and evaluation and interpretation of infertility and pregnancy loss; 'Monitoring Reproduction' - current measures, heat detection, breeding intervals, developing a heat detection program; 'Record Systems' - DHIA records, paper records, DAIRY COMP 305 (down loading data); 'Dairy Nutrition' - ration evaluation using Spantan, interaction with reproduction, MUN interpretations; 'Culling' - basic economic concepts and sample applications; 'Facilities Evaluation' - ventilation and free stalls; 'Computer Data Bases' - DairyL, AABPL, Merck Diagnostic Program, Cornell Diagnostic Program and Internet sites; 'Laboratories' - obstetrics/fetotomy, special procedures, follow the estrus cycle in a cow (2 students/cow), milk progesterone kits and breeding soundness examination; 'Herd visits with private practitioners' Students will spend 2 weeks with private practitioners participating in on-farm investigations.
Taught by: Dr. D. Galligan, M. Kristula and Staff
Activity: Clinical Rotation Dental & Vet school
24.0 Credit Hours
Notes: Limitations: 10 students. Priority: FA Majors

VCSN 881 Food Safety and Quality Assurance - NBC
The purpose of this course is to prepare the student to: 1) Identify human health hazards in food of animal origin. 2) Define some of the roles of the veterinarian in preventing/reducing the introduction of biohazards into the food chain. 3) Discuss the principles of safe food practices for both animals and humans. 4) Recognize and describe where laboratory studies (microbiology, toxicology, chemistry) would help define real or potential problems. 5) Define the appropriate times to utilize laboratory evaluations and become familiar with interpretive criteria. 6) Participate in field trips to learn about different practices and processes. Assess sites in terms of HACCP criteria. 7) Interact with representatives from local and federal agencies concerning policies, application of technology and recommendations concerning problem solving issues. 8) Discuss intervention actions that can be initiated during acts of bioagroterrorism and/or naturally-occurring disasters (using recent events as models for discussion). Case studies will be introduced as problem solving activities.
Taught by: Dr. C. Benson and Staff
Activity: Clinical Rotation Dental & Vet school
5.0 Credit Hours
Notes: Limitations: Maximum of 10 Students. NOT OFFERED UNTIL FURTHER NOTICE
VCSN 882 Swine Production Medicine - NBC
On-farm problem solving and client communications will be emphasized in this course. Students will be required to interact with producers. Students will write a follow-up report describing the findings and recommendations from the farm visit. Each student will also be assigned a case that will require collation of careful history taking, judicious performance of diagnostic tests and critical analysis of computerized production records to reach their diagnosis. Students will visit farms and other allied industries to survey production systems and collect data to be analyzed in the course. Various production systems and cycles will be reviewed, performance targets will be explained, and their elasticity and economic prioritization will be discussed. Records and data will be analyzed and students will learn how to identify significant production deficiencies and associate these with disease processes - either non-infectious, management-related, or infectious. Strategies for dealing with specific deficiencies will be outlined and the benefits of intervening to improve productivity will be compared to the costs of disease and used in developing a recommendation for action by the producer.
Taught by: Dr. M. Pierdon and Staff
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Limitations: 2-6 students. Note: Students are required to have no other contact with swine for the duration of the course

VCSN 883 Advanced Swine Production Medicine - NBC
A new role for swine veterinarians is emerging in large scale swine production. So-called ‘corporate veterinarians’ are employed by a single company and have the challenge of overseeing the production and health care concerns of the animals owned or managed by their employer. This course provides students with the opportunity to gain exposure to this emerging discipline in swine veterinary medicine. Principles of epidemiology, economics and health care delivery systems and their application to optimizing swine health and production will be provided. Students will work closely with selected professionals who are in a leading role in defining the veterinarians place in large scale, vertically integrated swine production. This course extends the offerings in VCSN 882. Students will be expected to complete a small project or investigation during their visit.
Taught by: Dr. G. Althouse and Staff
Prerequisite: VCSN 882
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Note: Students are required to have no other contact with swine for the duration of the course.

VCSN 884 Swine Production - NBC
Veterinarians today cannot make useful contributions to the swine industry without an intimate understanding of swine production. The successful practice of modern swine production medicine depends on the ability of the veterinarian to interweave their traditional training in medicine with the intricacies of swine husbandry. This course provides students with the opportunity to gain hands-on experience in modern swine production systems and/or swine production medicine practices. Students will learn through immersion the basic management, husbandry and/or production medicine practice by working with a practice or a farm in specific phases of swine production at a few selected, nationally recognized swine companies. Permission of instructors required.
Taught by: Dr. G. Althouse and Staff
Prerequisite: VCSN 882
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Note: Students are required to have no other contact with swine for the duration of the course

VCSN 885 Equine Ophthalmology - NBC
This course is designed to provide students with ophthalmology experience to supplement what they obtain in the Large Animal Medicine foundation rotation, and, if taken, the Small Animal Ophthalmology elective. It is intended both for students with a special interest in ophthalmology, to broaden their exposure to include equine ophthalmology, and for equine students, to provide them with ophthalmology training that will benefit their equine patients in either general or specialty practice. This latter is particularly important given that most equine students do not take the Small Animal Ophthalmology elective and go graduate without clinical ophthalmology experience. Students will participate in the diagnosis and treatment of clinical ophthalmology cases in the hospital. Students will assist with evaluation of new cases, both inpatient and outpatient, and will be responsible for the daily treatment and examination of all hospitalized ophthalmology cases. Students will handle communication with clients and construct discharge summaries when appropriate. Exposure will vary due to fluctuations in case load. Organized laboratories in slit-lamp biomicroscopy, indirect ophthalmoscopy, and tonometry will allow the student to become comfortable with ophthalmic diagnostic techniques. If time permits, cadaver labs on lid laceration repair, supalpebral lavage placement and enucleation will be available. On-call, weekend, and night duty are required. Students will be required to give a 15 minute presentation during the rotation on a topic relevant to equine ophthalmology, such as corneal stromal abscesss, eosinophilic keratitis, equine cataract, equine glaucoma, or Equine Recurrent Uveitis.
Taught by: Dr. N. Scherrer and Staff
Prerequisite: Completion of Large Animal Medicine rotation
Activity: Lecture
6.0 Credit Hours
Notes: Limitations: This rotation offered two times throughout the year, with a maximum of three students per rotation. No minimum. Priority: The course is open to any student wishing to obtain more ophthalmology experience. A lottery may be necessary if interest exceeds availability

VCSN 890 Large Animal Medicine and Surgery Holiday Emergency Rotation - NBC
Students will assist emergency clinicians and house officers in history taking, examinations, and the medical and surgical management of large animal patients presented on an emergency basis to the hospital at New Bolton Center. Students will also be responsible for the care and treatment of medical and surgical patients hospitalized at New Bolton Center. This rotation will consist of two 12-hour shifts per day including the weekends and any holidays (example Christmas and New Years Day). All students will be expected to participate in night, weekend, and holiday duty on a rotating basis. Students in this rotation will be responsible for five 12-hour shifts each during the one-week rotation. Students are expected to be on the premises during their duty shifts. Rounds to acquaint students with the hospitalized patients will be held daily during each shift with the emergency clinician/house officer/nursing staff on duty, but no formal teaching or Grand Rounds will occur during this rotation.
Taught by: Dr. B. Dallap Schaer and Staff
Activity: Clinical Rotation Dental & Vet school
3.0 Credit Hours
Notes: Limitations: preferred minimum 14 students / rotation
Veterinary Clinical Studies - Surgery Courses (VSUR)

**VSUR 601 Surgical Principles**
This Core lecture/laboratory/computer course emphasizes the basic principles of surgery and the application to surgical diseases of domestic animals. Attendance at laboratories for this course is mandatory. Missed laboratories will result in the grade of Incomplete for the course. Missed laboratories will be made up during the next time the missed laboratory becomes available. Clinical Exercises, Course VSUR 602, in Quarter 1 cannot be taken until all course requirements for Surgical Principles have been completed.
Taught by: Drs. M. Ross, Ortved and Staff
Activity: Lecture
4.0 Credit Hours

**VSUR 602 Clinical Exercises**
Taught by: Dr. D. Holt & Dr. G. Gianotti and Staff
Prerequisite: VSUR 601 AND VSUR 604
Activity: Lecture
1.0 Credit Hour

**VSUR 603 Clinical Orthopedics**
This course presents the basic principles of orthopedic surgery and orthopedic disease. Course material includes small animal orthopedics, large animal orthopedics and orthopedic radiology. Laboratories include two radiograph reading sessions, one splint lab, and a lab pining and wiring plastic bones.
Taught by: Dr. K. Agnello and Staff
Activity: Lecture
4.0 Credit Hours

**VSUR 604 Anesthesia**
This course reviews basic physiologic and pharmacologic aspects and their relationship to clinical application of general anesthesia. Uptake of anesthetic agents and distribution to various organ systems are discussed as are the changes in acid-base balance produced by the state of anesthesia. Effects of anesthesia on pulmonary gas exchange and cardiovascular function are emphasized. The clinical aspects of pre-anesthetic medications, the choice of anesthesia, equipment and techniques, cardiopulmonary resuscitation, and the management of specialized cases are discussed. One progressive examination is given, and the final exam is comprehensive.
Taught by: Dr. J. Pavez and Staff
Activity: Lecture
5.0 Credit Hours

Veterinary Clinical Studies and Advanced Medicine - Philadelphia (VCSP)

**VCSP 632 Diagnosis of Common Veterinary Intoxications**
The diagnosis of poisoning in small animals has become an important part of Veterinary Medicine. All parts of Veterinary education are used in making diagnoses and formulating treatment of the poisoned animal patient. Thus, the course involves the integration of preclinical and clinical subjects, rather than simply the study of toxicology. The instructors will provide detailed descriptions of cases from the Emergency Service files, integrated with the more typically academic aspects of toxicology. A variety of common toxins will be discussed including ethylene glycol, lead, zinc, organophosphates, rodenticide anticoagulants, cholecalciferol and non-steroidal anti-inflammatory drugs. The format for this course will be creative and include interactive lectures and discussions. The major emphasis of the course will be the clinical diagnosis and clinical management of intoxicated patients utilizing basic physiological and pharmacologic principles.
Taught by: Dr. K. Drobatz and Staff
Activity: Lecture
2.0 Credit Hours
Notes: Limitations: Minimum of 10 students

**VCSP 633 Fundamentals of Animal Behavior**
This course is foundational for students enrolling in the Animal Welfare and Behavior Certificate Program and provides students with the fundamental tools to interpret the behavior of small (companion) and large (farm) animals, poultry, and laboratory animals. Specifically, the course will cover: The anatomy and physiology that regulate behavior, its modification through learning, and animal cognition. The evolution and individual development of a behavior, including the analysis of its mechanism, adaptive value, ontogeny, and phylogeny. The ecology of domestic and laboratory animals: environmental needs, body care, locomotion and exploration. The social behavior of domestic and laboratory animals: affiliative and aggressive behavior, body language. The ingestive (feeding and drinking) behavior of domestic and laboratory animals. The reproductive and maternal behavior of domestic and laboratory animals.
Taught by: Dr. Carlo Siracusa and Staff
Prerequisites: Any student accepted for enrollment in the Animal Welfare and Behavior Certificate Program (a Bachelor’s degree is required and a background in biology or animal science is preferred.)
Activity: Online Course
6.0 Credit Hours
Notes: Limitations: 20-25 students. At present this online course will not be formally offered to UPenn VMD students.
VCSP 635 Introduction to Companion Avian Medicine
This course is designed to provide the future veterinarian with the tools to evaluate, diagnose, and treat pet avian species in clinics and beyond. Although the course will mainly focus on common psittacine species kept as pets, information on columbiform and passerine species will be provided as well. Topics covered will include pet parrot taxonomy, husbandry, nutrition, clinical examination, common infectious diseases, and practical diagnostic and surgical techniques. The final grade is based on attendance (students with 3 unexcused absences will receive a penalty to their grade) and completion of an in-class final examination. Submission of a course evaluation at the end of the course is required for a grade.
Taught by: Dr. N. Wyre and Staff
Prerequisites: 1st and 2nd Year Core Courses
Activity: Lecture
2.0 Credit Hours

VCSP 636 Introduction to Reptile and Amphibian Medicine
This course is designed to provide the future veterinarian with the tools to evaluate, diagnose, and treat captive reptiles and amphibians in clinics and private practice, zoological institutions, and herpetological collections. This course will focus on the more common species kept as pets. Topics covered will include captive husbandry, basic herpetology, nutrition, clinical examination, common infectious and noninfectious diseases, surgery and anesthesia, diagnostic and treatment techniques. The final grade is based on attendance (students with 3 unexcused absences will receive a penalty to their grade) and completion of an in-class final examination. Submission of a course evaluation at the end of the course is required for a grade.
Taught by: Dr. L. Latney and Staff
Prerequisites: 1st and 2nd Year Core Courses
Activity: Lecture
2.0 Credit Hours

VCSP 637 Professional Foundations
Includes: 1) making the transition from student to employed veterinarian (resumes, cover letters/letters of intent, interviews, and job selection); 2) personal finance and investment strategies; 3) negotiation skills; 4) stress management; 5) evaluating disability insurance and understanding basic retirement planning options to know what to ask in an interview as part of your benefit plan; 6) time management & goal planning and 7) workshops on obtaining internship or a residency, and (b) Interview Role-Playing/Communication skills. Students are required to submit detailed personal budgets for their first year after graduation and a typewritten resume or curriculum vitae. To receive an ‘A’ students also must submit a 3-year personal, professional, and financial plan. Course notes will be distributed at the first class session.
Taught by: Dr. M. Bryant and Staff
Activity: Lecture
2.0 Credit Hours

VCSP 638 Legal Issues for Veterinarians
Course is a broad overview of the legal issues veterinarians face on a daily basis, including legal constraints on practice; overview of laws regulating animals (including laws specific to Pennsylvania); divorce and custody battles; illegal drug compounding; internet pharmacies; lemon laws; pet health insurance; vaccination and liability; negotiating and understanding the employment relationship; veterinary malpractice and state board investigations; responding to client complaints; importance of medical records/informed consents; and, applied professional ethics with clients and colleagues including study of social media. A course hand-out will be provided. Testing of students will be through the use of 2 homework assignments. Attendance mandatory.
Taught by: Dr. C. Lacroix and Staff
Activity: Lecture
2.0 Credit Hours

VCSP 639 Animals & Society
This course is a foundational course for students enrolling in the Animal Welfare Certificate Program. It will describe the changing roles and status of animals in society, and examine the history of human-animal relationships through the lens of subsistence hunting, animal domestication, farming and pastoralism, animal research, and pet keeping. The historical development of ambivalent/oppositional attitudes to animal exploitation will also be described and discussed, and the remarkable diversity of contemporary human-animal relationships and their impacts on animal welfare will be explored across cultures and contexts. The influence of science, government, business, and non-governmental organizations in defining and influencing animal-related laws and policies will also be addressed.
Taught by: Dr. James A. Serpell and Staff
Prerequisites: Any student accepted for enrollment in the Animal Welfare and Behavior Certificate Program (a Bachelor’s degree is required and a background in biology or animal science is preferred).
Activity: Online Course
6.0 Credit Hours
Notes: Limitations: 20-25 students. At present this online course will not be offered to UPenn VMD students.

VCSP 641 Small Animal Pediatrics
The objective of this course is to further familiarize the student with the small animal pediatric patient and the proper approach to clinical diagnosis. Lectures are complemented with case reports which serve as a basis for small group discussions. Emphasis is placed on integration of new and previously acquired knowledge to construct differential diagnoses when presented with appropriate historical data and physical as well as laboratory findings. Diagnostic tests and therapeutic regimes for various conditions are discussed in the context of these cases. Grading is based upon attendance, participation in case discussions and performance at a final take home exam.
Taught by: Dr. M. Casal and Staff
Prerequisite: 1st-3rd Year Core Medicine Courses
Activity: Lecture
2.0 Credit Hours
Notes: Limitations: 40 Students
VCSP 642 Topics in Neurology
This seminar series will stress broad topics, the majority to be selected by the students, which relate to clinical neurology or neuroscience in general. Seminar topics will be selected and presented by students. The course grade (Pass/Fail) is based on class participation.
Taught by: Dr. C. Vite and Staff
Prerequisites: 1st, 2nd, 3rd Year Core Medicine Courses
Activity: Lecture
2.0 Credit Hours
Notes: Limitations: Min. 8 students; Max. 20 students. CONFLICT: Possible conflict with VPTH641 Laboratory Animal Medicine

VCSP 643 Small Animal Clinical Nutrition
The first half of the small animal nutrition course will be devoted to: (1) information on feeding normal dogs and cats for maintenance and the prevention of disease and (2) the pet food industry, including labeling, regulation and laboratory on the evaluation of pet foods. The second half of the course will examine the role of dietary manipulation in the management of a wide variety of canine and feline diseases. The course format utilizes a combination of individual and group exercises, discussion, cases, and lectures of which will require preparation outside of scheduled class time. Grading will be pass/fail and based on attendance, class participation and an individual take-home project.
Taught by: Dr. K. Michel and Staff
Prerequisite: Core Nutrition Course
Activity: Lecture
2.0 Credit Hours

VCSP 646 Small Animal Surgery
This course will cover selected topics of advanced surgical procedures in dogs and cats. Emphasis will be given to diseases and conditions where treatment usually requires elaborate procedures. Material presented will involve most major organ systems such as the gastrointestinal tract, the respiratory tract and the urogenital tract. Furthermore, the skin, the endocrine system, and the peritoneal and pleural cavities will be given special consideration. Minimally invasive surgery as well as advanced surgical tools and equipment will also be discussed. The course will be restricted to what is generally understood as soft tissue surgery.
Taught by: Dr. L. Aronson and Staff
Activity: Lecture
3.0 Credit Hours

VCSP 647 Small Animal Surgery/Anesthesia Laboratory
The class is divided into 2 groups. Building on the Core Anesthesia and Surgery laboratory course, this course provides students with experience as assistant surgeon, surgeon and anesthetist while performing exploratory laparotomy and hysterectomy in cats. The cats are provided by an animal shelter and are returned to the shelter for adoption following surgery. Students enrolled in the course, working in teams of three, are responsible for examination and veterinary care (under supervision) at least daily while the cats are at the Veterinary School. There are two additional laboratory sessions. One is a session during which enterotomy, intestinal anastomosis and other soft-tissue procedures will be performed by each student on tissues. The other is an orthopedic procedure session during which pinning and plating techniques are performed by each student on models. There is a mandatory orientation session on the Wednesday prior to the first laboratory session. Students cannot advertise any Spay or Neuter teaching animal used in this course on any website or any social network as this is considered as a violation of the School's Honor Code. Post-requisites: Students taking this course must take Small Animal Orthopedic Surgery Rotation VCSP 811 or VCSP 871.
Taught by: Dr. J. Runge and Staff
Prerequisites: Passing grade in Core Surgery and Anesthesia Courses
Activity: Lecture
2.0 Credit Hours
Notes: Limitations: No Add/Drop period; max. of 24 students

VCSP 648 Small Animal Anesthesia
This lecture and discussion course will stress the application of physiology, pharmacology, clinical pharmacology, and economics to the problems encountered during the clinical administration of anesthesia.
Taught by: Dr. Juan Pavez and Staff
Prerequisite: VSUR 604
Activity: Lecture
1.0 Credit Hour

VCSP 649 Emergency/Critical Care Medicine
Small group case-based discussions pertain to the clinical evaluation and management of small animal emergency and critical care patients. Life-threatening abnormalities of the nervous, cardiovascular, respiratory, endocrine, gastrointestinal, and urinary systems are presented in a problem-oriented manner. Actual clinical case material is used to illustrate principles with emphasis placed on the physiology and pathophysiology of the presenting problem. Monitoring and therapeutic procedures (both conservative and non-conservative) will be presented. The grade will be based on a final examination given to small groups at the end of the course. The examination will be a clinical problem similar to all the other clinical problems presented in the course. Everyone in the same group will receive the same grade.
Taught by: Dr. E. Reineke and Staff
Prerequisites: 1st, 2nd and 3rd Year Core Courses
Activity: Lecture
3.0 Credit Hours
VCSP 650 Small Animal Dentistry and Oral Surgery
Building on the dentistry and oral surgery information presented in VMED 611, Med/Surg I, the lectures cover the spectrum of dental and oral diseases and procedures seen and practiced in small animals. The course is integrated with oral surgery lectures presented in VCSP 648, Small Animal Surgery elective. Although there are normally no laboratory practice sessions included in this course, laboratory practice sessions based on material in this course are included in the Small Animal Dentistry and Oral Surgery clinical rotation (VCSP 817/VCSP 877). Taught by: Dr. A. Reiter and Staff
Prerequisites: Core Medicine and Surgery Courses
Activity: Lecture
2.0 Credit Hours

VCSP 651 Practice Management
Includes establishing a realistic fee schedule; effectively marketing veterinary services; determining how much income a practice owner really makes; the veterinary client’s perception of value; building a small or mixed animal practice; medical records as a legal defense and to generate income; understanding the vet-pet-client relationship to develop a bond-centered practice; introduction to personnel management and employment law; understanding the internal Revenue Code, the payment of taxes, and the need for a schedule C to reduce one’s tax liability; successfully organizing one’s basic business management strategies; and marketing veterinary services. A 300-page notebook and 150 page hard cover book entitled The Art of Veterinary Practice Management will accompany this course and be provided at no charge by a corporate sponsor. The final examination consists of a group project to be completed by 2-4 people using a typical practice management ‘headache’ as the problem to be resolved. Four guest speakers will participate in this course.
Taught by: Dr. D. Eigner and Staff
Activity: Lecture
3.0 Credit Hours

VCSP 652 Introduction to Shelter Animal Medicine
This course is designed to complement the senior year Shelter Animal Medicine rotation by introducing students to some of the particular problems and issues facing veterinarians who work with animal shelters and animal control facilities. The course will combine lectures and discussion periods, and will involve significant out-of-course reading assignments. Topics covered will include: Husbandry and disease management, pet population dynamics and control, behavior and behavior problems, feral cats, and animal cruelty & neglect. Course grades will be determined by attendance, participation in discussions and a final take home exam.
Taught by: Dr. B. Watson and Staff
Activity: Lecture
2.0 Credit Hours
Notes: CONFLICT: VPTH 635 Introduction to Fish Diseases

VCSP 654 Small Animal Critical Care Medicine
This course offers a comprehensive overview of several key aspects of critical care medicine. Lectures will primarily use a ‘case-based’ approach with discussion of the physiology of organ function and the pathophysiology of disease, and will highlight state-of-the-art concepts for these exciting patients. The final session will be a ‘hands-on’ laboratory in which the students will work with the monitoring instruments that have been discussed during the course. Evaluation will be based on a take home examination.
Taught by: Dr. D. Silverstein and Staff
Prerequisites: Core Medicine and Surgery Courses
Activity: Lecture
2.0 Credit Hours

VCSP 655 Introduction to Wildlife Medicine I
This course is designed to provide an overview of the field of wildlife medicine for first year veterinary students through lectures from veterinarians working in various aspects in wildlife medicine. Wildlife Medicine I will present current issues in environmental monitoring, emerging diseases and public health, disease surveillance and prevention, disease outbreaks and control, captive propagation and species re-introduction, disaster medicine, and wildlife rehabilitation. The format will consist of eight lectures, each approximately one hour in length, and a required two-hour wet lab held at Tri-States facility, the Frink Center for Wildlife, in Newark, DE. Optional lectures may be scheduled during the semester based on student interest and speaker availability. Students are expected to attend all required lectures and participate in the wet lab to receive credit for the course. Grades will be based on attendance (50%) and on three worksheets (50%); a five-page paper may be substituted with the approval of the instructor. Opportunities for clinical experience at the Frink Center for Wildlife will be scheduled during the semester; students are expected to sign up in advance and are responsible for their own transportation.
Taught by: Dr. S. Welte and Staff
Activity: Lecture
1.0 Credit Hour
Notes: Note: This course is a prerequisite for Course VCSP 656 Introduction to Wildlife Medicine II. This course is graded Pass/Fail

VCSP 656 Introduction to Wildlife Medicine II
This course is designed to provide an introduction to the clinical aspects of wildlife medicine for first year veterinary students through a lecture and wet lab format. Lecture and/or laboratory topics will include zoonotic diseases, diseases of native mammals, marine mammals, reptiles and birds; pathology, physical examination techniques, and introductions to necropsy techniques, fracture immobilization, and emergency care. The format will consist of six lectures, each approximately one hour in length, and three two-hour wet labs. Optional lectures may be scheduled during the semester based on student interest and speaker availability. Students are expected to attend all lectures and participate in the wet labs to receive credit for the course. Grades will be based on attendance (50%) and on three worksheets (50%); a five-page paper may be substituted with approval of the instructor. Opportunities for clinical experience at the Frink Center for Wildlife will be scheduled during the semester; students are expected to sign up in advance and are responsible for their own transportation.
Taught by: Dr. S. Welte and Staff
Activity: Lecture
1.0 Credit Hour
Notes: Limitations: Maximum of 72 students. This course is graded pass/fail. Note: In case of over enrollment, permission of course organizer is required
VCSP 657 Case Studies in Exotic Companion Animals
This course is designed to allow the student to use what they have learned about special species and put all of the information together to work through a clinical case. The first three weeks will be spent discussing topics in special species medicine. Week one will include ethical dilemmas in special species medicine. The second and third week will be reviewing and critiquing journal articles in special species medicine. Thereafter, each week, a case history will be posted on the courses website and the students will come to class to discuss that case. The course instructor will lead the discussions including how to ask the correct history questions and how to interpret the physical examination findings. The class will decide on rule outs, diagnostic testing, and treatment options. During the second to last class, the students will be divided into groups and will be given an unknown case to work out on their own. At the last class meeting, each group will present their findings. Attendance is mandatory since this is a case-discussion class. Missed classes cannot be made up; for each missed class the grade will be lowered. Grades will be based on attendance and participation in the unknown case presentation.
Taught by: Dr. N. Wyre and Staff
Prerequisites: 1st and 2nd Year Core Courses
Activity: Lecture
2.0 Credit Hours
Notes: Limitations: Limited to 20 students

VCSP 658 Pet Small Mammal Med/Surg
This introductory course will mainly cover pet rabbits and ferrets with some discussion of rodents and other small mammals seen in veterinary practice. Husbandry, physical examination, diagnostic testing, and treatment techniques of these animals will be presented. The most common health problems and surgeries will be discussed. After this course, the student should be better prepared to see these patients during their clinical rotations and in practice. Student evaluation will be based on a final exam.
Taught by: Dr. L. Latney and Staff
Prerequisites: 1st and 2nd Year Core Courses
Activity: Lecture
2.0 Credit Hours

VCSP 659 Small Animal Advanced Cardiology
This course will build on the core cardiology curriculum by providing practical experience involving electrocardiographic (ECG) interpretation and the diagnosis and treatment of cardiac arrhythmias in small animals. Specific topics include diagnosis of both supraventricular and ventricular arrhythmias as well as proper selection of antiarrhythmic therapy and an introduction to artificial pacemaker implantation. The course is designed for a relatively small number of students so that discussion and interaction with the instructor(s) is facilitated. The course includes 6 hours of laboratory where students will work through ECG cases in a small group setting. The course is suitable for students that might be interested in cardiology specialization as well as for future general practice veterinarians that wish to provide a high level of cardiac care for their patients.
Taught by: Dr. M. Oyama and Staff
Activity: Lecture
2.0 Credit Hours

VCSP 660 Advanced Small Animal Electrocardiography and Arrhythmias
This course will build on the core cardiology curriculum by providing practical experience involving electrocardiographic (ECG) interpretation and the diagnosis and treatment of cardiac arrhythmias in small animals. Specific topics include diagnosis of both supraventricular and ventricular arrhythmias as well as proper selection of antiarrhythmic therapy and an introduction to artificial pacemaker implantation. The course is designed for a relatively small number of students so that discussion and interaction with the instructor(s) is facilitated. The course includes 6 hours of laboratory where students will work through ECG cases in a small group setting. The course is suitable for students that might be interested in cardiology specialization as well as for future general practice veterinarians that wish to provide a high level of cardiac care for their patients.
Taught by: Dr. M. Oyama and Staff
Activity: Lecture
2.0 Credit Hours

VCSP 664 Student Shelter Opportunities
This course is an introduction to High Quality High Volume (HQHV) surgery in the shelter environment and consists of 17 online lecture hours and 3 hours of in-person lecture hours of material that utilizes the Association of Shelter Veterinarians' Veterinary Medical Care Guidelines for Spay-Neuter Programs. Lecture topics, assignments, and pre/post tests are delivered online and include an overview of HQHV surgery, patient handling, anesthesia and pain management in the shelter environment, partner protocols, patient monitoring, patient pre-surgical preparation, basic surgical principles, sterilization of the male and female cat, and sterilization of the male and female dog. In-person lecture and discussion sessions will complement and expand upon online material. The lab component of this course consists of 4 hours of skills lab and 16 hours in a clinical setting with shelter medicine faculty participating in perioperative activities, which include physical exam, induction, patient preparation, surgery, and recovery. Emphasis in this course is a holistic approach to HQHV spay/neuter including pre-clinical skill acquisition that also introduces some concepts of shelter medicine and community programming. Grading is pass/fail. Purchase of an online webtext is required. Curriculum/course to cover high-quality, high-volume surgical and anesthetic principles to properly prepare students for not only these experiences, but give them a better foundation for learning life-long skills and enhancing their surgical experience at Penn via authentic learning experiences. Students will have to complete extensive online learning, assessments, and skills labs for this course.
Taught by: Dr. Brittany Watson and Dr. Chelsea Reinhard
Activity: Lecture
3.0 Credit Hours
VCSP 667 Student Shelter Opportunities II
This course is designed to be a continuation of Shelter Surgical Opportunities I and consists of six hours of online lectures/exam that cover inhalant anesthesia, more advanced knots and suture patterns, sterilization of the female cat, special sterilization cases, emergency procedures in the shelter environment and surgical instruments and pack preparation. Eighteen hours of on-site work at a partner shelter will be devoted to learning to spay and participation in peri-operative activities. Lecture topics, assignments, and pre/post tests are delivered online. Emphasis in this course is a holistic approach to HQHV spay-neuter including pre-clinical skill acquisition that also introduces some concepts of shelter medicine and community programming. To be eligible to spay, students must reach an appropriate level of competency at performing feline castration and clinical skills as determined by course instructors. This course can be taken any time, including the summer, after passing Student Shelter Opportunities II. Students must complete VSUR601 Surgical Principles (offered as part of the core curriculum in the first quarter of second year) before attending the skills lab. Grading is pass/fail and must be completed by end of core.
Taught by: Dr. Brittany Watson
Prerequisite: VSUR 601
Activity: Lecture
1.0 Credit Hour
Notes: Ongoing (must be completed before end of core)

VCSP 668 Student Shelter Opportunities III
This course is designed to be a continuation of Student Shelter Opportunities II and is an advanced elective that consists of four hours of didactic instruction that will be offered online covering sterilization surgeries of adult and pediatric dogs as well as specialty surgeries such as enucleation, amputation, wound repair and mass removal. Twenty hours of a skills lab and on-site work at a partner shelter will be devoted to learning to spay, neuter, and participate in perioperative activities. Lecture topics, assignments, and pre/post tests are delivered online. Emphasis in this course is a holistic approach to HQHV spay-neuter including clinical skill acquisition that also introduces some concepts of shelter medicine and community programming. To be eligible to spay and neuter dogs or do specialty procedures, students must reach an appropriate level of competency in performing the feline spay, feline castration, and clinical skills as determined by course instructors. Every effort will be made to allow students to meaningfully participate in non-sterilization surgeries such as mass removal, enucleation, amputation and wound repair after they are spay certified, although achievement of this goal may require an on-call option depending on caseload and individual student interest. This course can be taken any time, including the Summer, after passing Student Shelter Opportunities II and grading is pass/fail.
Taught by: Dr. Brittany Watson
Prerequisites: Student Shelter Opportunities II, VSUR601 Surgical Principles
Activity: Lecture
1.0 Credit Hour
Notes: Ongoing (must be completed before the end of core)

VCSP 700 Small Animal Internal Medicine-Foundation
The Internal Medicine rotation involves clinical training in all core medicine disciplines including endocrinology, gastroenterology, hematology, infectious disease, nephrology, oncology and pulmonary medicine. Fourth year students will assist doctors in history taking, physical examinations and the medical management of patients presented to the Matthew J. Ryan Veterinary Hospital of the University of Pennsylvania. Students will also have directed supervision on nutritional aspects of internal medicine cases by a board-certified clinical nutritionist. Emphasis will be placed on problem solving, understanding of pathophysiology and integration and utilization of principles of medicine. As experience is gained, students will assume more responsibility in patient management. Students and staff will participate in daily rounds and conferences.
Taught by: Dr. M. Rondeau and Staff
Activity: Clinical Rotation Dental & Vet school
12.0 Credit Hours

VCSP 710 Small Animal Internal Medicine
The elective rotation in small animal internal medicine will provide further contact and experience in problems of internal medicine (diseases of the endocrine, gastrointestinal, hematologic, pulmonary, and urogenital systems). Students in the elective rotation will be assigned more complex cases, and they will be expected to assume more responsibility for patient management and decision-making.
Taught by: Dr. M. Rondeau and Staff
Also Offered As: VCSP 770
Prerequisite: VCSP 700
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Required: SA

VCSP 712 Small Animal Intensive Care Medicine Service
The ICU rotation provides a good medical approach to the management of critical and often very unstable patients. Since these cases are often very challenging diagnostically, and also very dynamic, they provide an excellent learning experience, with ample opportunity for one-on-one discussion with the clinician, and for background reading. Students have an opportunity to become familiar with use and interpretation of the advanced technical equipment available in the ICU, and are also encouraged to perform and perfect technical skills such as catheterization of blood vessels and urinary bladder, obtaining arterial blood samples, etc. During the rotation, we encourage integration and a team approach among the students, the ICU clinicians, and the nursing staff. Students on the ICU service start daily at or before 7:00 a.m., and stay until their cases are stable and all of the proposed diagnostics have been completed (usually 6-7 p.m.). Students are expected to SOAP the cases daily including weekends, to be closely involved in decision-making, diagnostics and therapeutics, and to present and discuss the cases at daily rounds. Students are internally scheduled to assist in treatments in the Intensive Care Unit; patient care shifts may include evening and overnight responsibilities. Weekend duties are distributed equitably among all assigned students. Cage rounds are held daily at approximately 2 P.M. Student teaching rounds are held most weekdays at approximately 2:30 P.M.
Taught by: Dr. D. Silverstein and Staff
Also Offered As: VCSP 772
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Limitations: 3-4 students per rotation. Required: SA
**VCSP 715 Small Animal Cardiology Service**
Students will participate in outpatient and inpatient cardiovascular examinations and treatments. Cardiology Clinic days are currently Wednesday/Thursday/Friday, but are subject to change. Cardiology invasive procedures are performed on Tuesdays. Cardiology also provides consultation to other services and accepts transfer of Cardiology cases for primary care. Student responsibilities include obtaining a complete medical history and performing a thorough physical examination with emphasis on the cardiovascular system. After an orientation period on the first day, students are responsible for recording and interpreting electrocardiograms as well as interpreting thoracic radiographs and pertinent clinical laboratory data. Students assist with recording echocardiograms and are expected to become familiar with echo image recognition and common measurement techniques. Students are also expected to summarize pertinent findings in cases under their care at daily rounds and be able to discuss their significance. Completion of the medical case record for review by the attending cardiologist is required. The group captain will develop a schedule for the daily examination and morning treatments (seven days/week) of all hospitalized cases for which the cardiology service is responsible. A quiz is administered the final day of the rotation and determines 15% of the students grade for the rotation. Taught by: Dr. M. Oyama and Staff

Also Offered As: VCSP 775
Activity: Clinical Rotation Dental & Vet school
5.0 Credit Hours
Notes: Note: satisfies requirement: SALA. Required: SA

**VCSP 716 Dermatology & Allergy Service**
This course exposes the student to case material presented to the Dermatology and Allergy Clinic at the small animal hospital, and may include case material presented to the large animal hospital at New Bolton Center. Special emphasis is given in the discussion of each patient to the etio-pathogenesis, diagnosis, and treatment of disease. Attendance during receiving of large animal cases at NBC may be required on one Wednesday of each block, although volunteers will be sought first. Taught by: Dr. C. Cain and Staff

Also Offered As: VCSP 776
Activity: Clinical Rotation Dental & Vet school
5.0 Credit Hours
Notes: Required: SALA; SA

**VCSP 717 Comprehensive Cancer Care Service**
This rotation will expose students to a comprehensive approach to clinical oncology in small animals, including cancer diagnosis, staging, treatment, and palliative care. This service is primarily comprised of faculty and staff from Medical Oncology, Surgery, and Radiation Oncology. Other services, such as Interventional Radiology and Dentistry and Oral Surgery, will also be involved. Students are expected to participate in the care of outpatient and hospitalized cases (including pre and post-operative care for Surgical Oncology patients) and in patient care rounds in the morning and afternoon. Weekend duties include morning and afternoon treatments for hospitalized patients. Each student will present and discuss a journal article or relevant tumor topic once during the rotation. Taught by: Dr. J. Mahoney and Staff

Also Offered As: VCSP 777
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Limitations: Maximum 5-6 students per rotation

**VCSP 721 Primary Care Services**
This rotation will offer students the opportunity to evaluate cases scheduled with the Primary Care Service (PCS). The Primary Care Service is designed to give students first-hand experience in dealing with common general practice clinical cases and with client communication. The main objective is for students to have the opportunity to be the vet while working under the guidance and supervision of a PCS veterinarian. Aside from annual wellness exams, which include routine vaccinations, endo- and ectoparasite screening and prevention protocols; patients with minor injury, lameness, or illnesses such as mild respiratory, eye, gastrointestinal, skin/ear, urinary tract, and other disease will be seen and evaluated through the Primary Care Service. Students are expected to gain experience in diagnosing and treating these common ailments under the supervision of the PCS veterinarian. Taught by: Dr. G. Mengel

Also Offered As: VCSP 781
Activity: Clinical Rotation Dental & Vet school
5.0 Credit Hours
Notes: Limitations: Minimum of 3 and maximum of 5 students per rotation. Required for: SA, SALA
VCSP 722 Small Animal Pediatrics/Genetics/Reproduction
The Small Animal Pediatrics-Genetics-Reproduction Clinic is run under the supervision of two board-certified faculty and two residents and emphasizes the unique care of pediatric patients, the approach and management of hereditary diseases, and reproductive problems. Pediatric and genetics clinics are held on Mondays and Tuesdays, and reproduction appointments are seen any day of the week. In addition to the clinical appointments, there is opportunity to see several unique genetic diseases in dogs and cats and handle the youngest of pediatric patients in the animal colonies, as well as get an appreciation for the specialty diagnostic laboratories. The clinical rotation deals with the initial yet crucial pediatric wellness visits including nutrition, socialization and preventive care and disease issues specific to this age group. The clinic highlights the evaluation of normal development and diagnosis of diseases of puppies and kittens (<1 year). Moreover, kittens and puppies with known or suspected inherited disorders are examined for which genetic counseling or special diagnostic studies are required. It provides experience with routine immunizations, treatment and prevention of parasitism, and nutritional and spay/neuter counseling. The reproductive clinic involves the evaluation of healthy and infertile animals, as well as breeding management and counseling. Clinical activities include breeding timing, planned and emergency Cesarean sections and neonatal resuscitation, transcervical and surgical inseminations, diagnostic imaging studies of both male and female animals, which includes pregnancy determination, and semen freezing and banking. While the rotation officially only runs on Mondays and Tuesdays, students are welcome and encouraged to assist with the reproductive clinic during the rest of the week.
Taught by: Dr. M. Casal and Staff
Also Offered As: VCSP 782
Activity: Clinical Rotation Dental & Vet school
2.0 Credit Hours
Notes: Required for: SA; Recommended for SALA

VCSP 772 Small Animal Intensive Care Medicine Service
The ICU rotation provides a good medical approach to the management of critical and often very unstable patients. Since these cases are often very challenging diagnostically, and also very dynamic, they provide an excellent learning experience, with ample opportunity for one-on-one discussion with the clinician, and for background reading. Students have an opportunity to become familiar with use and interpretation of the advanced technical equipment available in the ICU, and are also encouraged to perform and perfect technical skills such as catheterization of blood vessels and urinary bladder, obtaining arterial blood samples, etc. During the rotation, we encourage integration and a team approach among the students, the ICU clinicians, and the nursing staff. Students on the ICU service start daily at or before 7:00 a.m, and stay until their cases are stable and all of the proposed diagnostics have been completed (usually 6-7 p.m.). Students are expected to SOAP the cases daily including weekends, to be closely involved in decision-making, diagnostics and therapeutics, and to present and discuss the cases at daily rounds. Students are internally scheduled to assist in treatments in the Intensive Care Unit; patient care shifts may include evening and overnight responsibilities. Weekend duties are distributed equitably among all assigned students. Cage rounds are held daily at approximately 2 PM. Student teaching rounds are held most weekdays at approximately 2.30 PM.
Taught by Dr. D. Silverstein and Staff
Also Offered As: VCSP 712
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Limitations: Based on Hospital Needs; 3-4 students per rotation

VCSP 770 Small Animal Internal Medicine
The elective rotation in small animal internal medicine will provide further contact and experience in problems of internal medicine (diseases of the endocrine, gastrointestinal, hematologic, pulmonary, and urogenital systems). Students in the elective rotation will be assigned more complex cases, and they will be expected to assume more responsibility for patient management and decision-making.
Taught by: Dr. M. Rondeau and Staff
Also Offered As: VCSP 710
Prerequisite: VCSP 700
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Limitations: Based on Hospital Needs
VCSP 776 Dermatology & Allergy Service
This course exposes the student to case material presented to the Dermatology and Allergy Clinic at the small animal hospital. This course exposes the student to case material presented to the Dermatology and Allergy Clinic at the small animal hospital, and may include case material presented to the large animal hospital at New Bolton Center. Special emphasis is given in the discussion of each patient to the etio-pathogenesis, diagnosis, and treatment of disease. Attendance during receiving of large animal cases at NBC may be required on one Wednesday of each block, although volunteers will be sought first.
Taught by: Dr. C. Cain and Staff
Also Offered As: VCSP 716
Activity: Clinical Rotation Dental & Vet school
5.0 Credit Hours
Notes: Limitations: Based on Hospital Needs

VCSP 777 Comprehensive Cancer Care Service
This rotation will expose students to a comprehensive approach to clinical oncology in small animals, including cancer diagnosis, staging, treatment, and palliative care. This service is primarily comprised of faculty and staff from Medical Oncology, Surgery, and Radiation Oncology. Other services, such as Interventional Radiology and Dentistry and Oral Surgery, will also be involved. Students are expected to participate in the care of outpatients and hospitalized cases (including pre- and post-operative care for Surgical Oncology patients) and in patient care rounds in the morning and afternoon. Weekend duties include morning and afternoon treatments for hospitalized patients. Each student will present and discuss a journal article or relevant tumor topic once during the rotation.
Taught by: Dr. J. Mahoney and Staff
Also Offered As: VCSP 717
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours

VCSP 781 Primary Care Services
This rotation will offer students the opportunity to evaluate cases scheduled with the Primary Care Service (PCS). The Primary Care Service is designed to give students first-hand experience in dealing with common general practice clinical cases and with client communication. The main objective is for students to have the opportunity to be the vet while working under the guidance and supervision of a PCS veterinarian. Aside from annual wellness exams, which include routine vaccinations, endo- and ectoparasite screening and prevention protocols; patients with minor injury, lameness, or illnesses such as mild respiratory, eye, gastrointestinal, skin/ear, urinary tract, and other disease will be seen and evaluated through the Primary Care Service. Students are expected to gain experience in diagnosing and treating these common ailments under the supervision of the PCS veterinarian.
Taught by: Dr. G. Mengel
Also Offered As: VCSP 721
Activity: Clinical Rotation Dental & Vet school
5.0 Credit Hours
Notes: Limitations: Minimum of 3 and maximum of 5 students per rotation

VCSP 782 Small Animal Pediatrics/Genetics/Reproduction
The Small Animal Pediatrics/Genetics-Reproduction Clinic is run under the supervision of two board-certified faculty and two residents and emphasizes the unique care of pediatric patients, the approach and management of hereditary diseases, and reproductive problems. Pediatric and genetics clinics are held on Mondays and Tuesdays, and reproduction appointments are seen any day of the week. In addition to the clinical appointments, there is opportunity to see several unique genetic diseases in dogs and cats and handle the youngest of pediatric patients in the animal colonies, as well as get an appreciation for the specialty diagnostic laboratories. The clinical rotation deals with the initial yet crucial pediatric wellness visits including nutrition, socialization and preventive care and disease issues specific to this age group. The clinic highlights the evaluation of normal development and diagnosis of diseases of puppies and kittens (<1 year). Moreover, kittens and puppies with known or suspected inherited disorders are examined for which genetic counseling or special diagnostic studies are required. It provides experience with routine immunizations, treatment and prevention of parasitism, and nutritional and spay/neuter counseling. The reproductive clinic involves the evaluation of healthy and infertile animals, as well as breeding management and counseling. Clinical activities include breeding timing, planned and emergency Cesarean sections and neonatal resuscitation, transcervical and surgical inseminations, diagnostic imaging studies of both male and female animals, which includes pregnancy determination, and semen freezing and banking. While the rotation officially only runs on Mondays and Tuesdays, students are welcome and encouraged to assist with the reproductive clinic during the rest of the week.
Taught by: Dr. M. Casal and Staff
Also Offered As: VCSP 722
Activity: Clinical Rotation Dental & Vet school
2.0 Credit Hours
Notes: Limitations: Minimum of 3 and maximum of 4 students per rotation. Required: SA

VCSP 790 Small Animal Medicine Holiday Rotation
The holiday internal medicine rotation will be a ‘learning on your feet’ experience. Students will have similar responsibilities as during the core medicine rotations. Clinic appointments will be scheduled only for the first part of week one. Students will be assigned out patients and ES transfers and will evaluate these patients, formulate problem lists and appropriate diagnostic plans, participate in diagnostic procedures (e.g., bone marrow aspirate, tracheal wash), and perform treatments. Formal teaching rounds may not be held, but students will discuss patients on an individual basis with clinicians. The hours of the rotation shifts will be 6AM to 6PM and 12 noon to 12 midnight. Each student will be assigned to five shifts and will likely cover four 6AM to 6 PM shifts and one noon to midnight shift.
Taught by: Dr. M. Rondeau and Staff
Prerequisite: VCSP 700
Activity: Clinical Rotation Dental & Vet school
3.0 Credit Hours
Notes: Limitations: preferred minimum 7 students, preferred maximum 10 students/rotation. (Maximum may vary between H1 and H2)
VCSP 798 Small Animal Neurology Holiday Rotation
Two one-week rotations will be offered during the Holiday period, each for 3 credits. Each rotation will consist of half of the Holiday period. This holiday rotation will have similar responsibilities as during the core neurology rotation. Clinic appointments will be scheduled for the first week only. Students will be assigned out patients, ES transfers, and will participate in neurology consultations for other services. Students will evaluate these patients, formulate problem lists and appropriate diagnostic plans, participate in diagnostic procedures (electrodiagnostic testing, CSF taps, imaging), and perform treatments that may include surgery. Formal teaching rounds may not be held, but students will discuss patients on an individual basis with clinicians.
Taught by: Dr. E. Galban and Staff
Prerequisite: VCSP 778
Activity: Clinical Rotation Dental & Vet school
3.0 Credit Hours
Notes: Limitations: preferred minimum of 2 students; preferred maximum of 3 students per rotation. (Maximum may vary between H1 and H2)

VCSP 800 Small Animal Soft Tissue Surgery
This is an elective clinical rotation equivalent to courses VCSP 800.
Prerequisites: Core Surgery Courses CONFERENCE HOURS: 3 hrs/day of clinics (5) = 15 hours. 2-4 hrs/day of surgery (5) = 10-20 hours. 1 hr/weekend morning (4) = 4 hour. TOTAL 29-39 hours.
Taught by: Dr. M. Mison and Staff
Also Offered As: VCSP 870
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Limitations: Based on Hospital Needs

VCSP 811 Small Animal Orthopedics
This is an elective rotation equivalent to SA Orthopedic Surgery
VCSP 811. Prerequisite: Core Surgery Courses
Taught by: Dr. M. Mison and Staff
Also Offered As: VCSP 871
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Limitations: Based on Hospital Needs

VCSP 813 Small Animal Emergency Service
Students are assigned to a busy 24-hour, 7-day per week emergency service on a shift system. The students are responsible for diagnosis and management of animals presented to the service under the supervision of Emergency Service staff. Emergency Service rounds are held Monday through Thursday inclusive, and include topics related to emergency medicine and surgery centered around case discussion.
Taught by: Dr. K. Drobatz and Staff
Also Offered As: VCSP 873
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Note: Satisfies SA requirement. Required: SALA; SA

VCSP 814 Small Animal Radiology Service
This course primarily offers experience in small animal diagnostic radiology with some exposure to diagnostic ultrasound. Principles of radiographic interpretation teaching rounds are held daily. Students will assist in the positioning of animals and taking of routine and special procedure radiographic examinations and will observe and assist with ultrasonographic examinations of Ryan Hospital clinical cases. Students will also interact with the radiologist or radiology resident during their interpretation of the clinic cases. A 2-hour examination is given on the last day of the rotation. See Learn.vet for information on clinical competencies to be assessed in this rotation and to access additional study materials.
Taught by: Dr. J. Suran and Staff
Also Offered As: VCSP 874
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Required: SA. Satisfies SALA Imaging Requirement

VCSP 815 Small Animal Anesthesiology Service
Students are responsible for anesthetizing animals presented to the anesthesia service under the supervision of the Anesthesia staff. During the day, students will work closely with either the anesthesiologist on duty or a senior technician. Students will be scheduled with a technician for ‘on-call’ night and weekend duty. On-call duties begin the first Tuesday (or second day) of the rotation and continue through to the last Sunday (or last day before the next rotation). The anesthesia service provides on-call services from 8 pm until 8 am during weekdays, and from Friday 8 pm until Monday 8 am over the weekend. In general, students schedule themselves for the on-call duties. Most rotations assign one student on-call per night during weekdays and split the weekend into 8 or 12-hour shifts. Anesthesia student rounds are conducted Mondays, Wednesdays, Thursdays, and Fridays. The first rounds on the first day of the rotation (usually a Monday) will occur at 9 am. Rounds on Wednesdays are at 8 am. Rounds on Thursdays and Fridays are at 7:30 am. Students are expected to attend grand rounds on Tuesdays. It is highly recommended that students prepare for their rotation by reviewing the course notes from the anesthesia core course and student surgery labs. The anesthesia handout will be given to students on the first day of the rotation. The rounds schedule and topics will be presented in more detail then. During the rotation, students will be evaluated on the following clinical competencies: 1) Intubate an anesthetized animal; 2) Select & administer an appropriate sedative drug regime, 3) Score pain & devise an appropriate analgesic plan, 4) Select and administer an appropriate anesthetic protocol for an animal of ASA status I, II, or III.
Taught by: Dr. G. Gianotti and Staff
Also Offered As: VCSP 875
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Required: SA. Satisfies anesthesia/pain management requirement: SALA
VCSP 817 Small Animal Dentistry and Oral Surgery
Students participate in the client communication (including assessment of medical history), clinical examination, diagnostic testing (including patient restraint for intravenous catheter placement), treatment planning and treatment of animals presented with dental and oral diseases, including periodontal, endodontic, restorative and occlusal problems and oral and maxillofacial inflammation, infection, malformation, trauma and cancer. Mondays and Wednesdays are clinic appointment days, with rounds and a teaching laboratory or treatment procedures in the afternoons. Tuesdays, Thursdays and Fridays are treatment days. Occasionally, cases are hospitalized into Saturdays, and emergency cases may be referred from ES on Saturdays and Sundays. Responsibility for Saturday and Sunday patient care will be one to maximum two weekend days per student during the two-week rotation, and will most often consist of being on-call. Typically, Mondays and Wednesdays run from 8:30am-5:30pm (only rarely are there cases to SOAP on these mornings), and Tuesdays and Thursdays from 7am- 6:30pm. One student will be assigned to early-call (7am) on Fridays (other students will have an 8:30am start); Friday responsibilities typically extend to 4pm, except for one late-call student. Prerequisite: Core surgery lecture courses.
Taught by: Dr. A. Reiter and Staff
Also Offered As: VCSP 877
Activity: Clinical Rotation Dental & Vet school
5.0 Credit Hours
Notes: Limitations: 2-4 students/rotation in VCSP 817, VCSP 877 combined. Required: SA

VCSP 870 Small Animal Soft Tissue Surgery
This is an elective clinical rotation equivalent to courses VCSP 800.
Prerequisite: Core Surgery Courses
CONFERENCE HOURS: 3 hrs/day of clinics (5) = 15 hours. 2-4 hrs/day of surgery (5) = 10-20 hours. 1 hr/ weekend morning (4) = 4 hour. TOTAL 29-39 hours.
Taught by: Dr. M. Mison and Staff
Also Offered As: VCSP 800
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Limitations: Based on Hospital Needs

VCSP 871 Small Animal Orthopedics
This is an elective rotation equivalent to SA Orthopedic Surgery VCSP 811.
Prerequisite: Core Surgery Courses
Taught by: Dr. M. Mison and Staff
Also Offered As: VCSP 811
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Limitations: Based on Hospital Needs

VCSP 872 Small Animal Ophthalmology
The goals of this clinical rotation are to ensure that students achieve proficiency in performing a complete ophthalmic examination and become familiar with recognizing and treating common problems in small animal ophthalmology practice. All students are required to meet at 7:30 am the first day, and then at 8:00 am on subsequent days of the rotation. Attendance is not required on Friday of each week but the free time is expected to be dedicated to independent study in ophthalmology. An introduction to the service will be given on the first day of the rotation which will include a graded, short quiz. It is recommended that students prepare for the clinical rotation by reviewing their course notes in ophthalmology. Clinical rounds will take place several times weekly. Topic rounds and a cadaver (pig eye), surgery wet lab will be included if time permits. Outpatient service (each day of the rotation): Students are responsible for history taking, clinical examination, treatment planning, preparation of client discharge instructions and some client communication. Surgery patients (each day of the rotation): Students assigned a patient for surgery will be responsible for helping with the patients admission (7:30am the day of surgery). In preparation for surgery, the student must have reviewed the surgical technique, performed a complete physical examination and reviewed pertinent bloodwork. SOAPs, a surgical report and client communication following the procedure are also expected. There will be an opportunity to assist with some of the surgical procedures. After-hours and weekend emergencies: The rotation captain will schedule students for on-call duties Monday through Sunday of each week of the rotation. There are occasional transfers from the emergency service which require surgery and these patients may be hospitalized overnight or at the at the weekend in preparation for or following the procedure. In-patients: Infrequently, there are hospitalized patients. Students are responsible for the daily treatments, SOAPs and client communication for these patients. The ophthalmology residents are responsible for the directing the day-to-day activities of the students on rotation.
Taught by: Dr. Elaine Holt and Staff
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Limitation: maximum 3 students per rotation; minimum two students

VCSP 873 Small Animal Emergency Service
Students are assigned to a busy 24-hour, 7-day per week emergency service on a shift system. The students are responsible for diagnosis and management of animals presented to the service under the supervision of Emergency Service staff. Emergency Service rounds are held Monday through Thursday inclusive, and include topics related to emergency medicine and surgery centered around case discussion.
Taught by Dr. K. Drobatz and Staff
Also Offered As: VCSP 813
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Limitations: Based on Hospital Needs
VCSP 874 Small Animal Radiology Service
This course primarily offers experience in small animal diagnostic radiology with some exposure to diagnostic ultrasound. Principles of radiographic interpretation teaching rounds are held daily. Students will assist in the positioning of animals and taking of routine and special procedure radiographic examinations and will observe and assist with ultrasonographic examinations of Ryan Hospital clinic cases. Students will also interact with the radiologist or radiology resident during their interpretation of the clinic cases. A 2-hour examination is given on the last day of the rotation. See Learn.vet for information on clinical competencies to be assessed in this rotation and to access additional study materials.
Taught by: Dr. J. Suran and Staff
Also Offered As: VCSP 814
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Limitations: Based on Hospital Needs

VCSP 875 Small Animal Anesthesiology Service
Students are responsible for anesthetizing animals presented to the anesthesia service under the supervision of the Anesthesia staff. During the day, students will work closely with either the anesthesiologist on duty or a senior technician. Students will be scheduled with a technician for ‘on-call’ night and weekend duty. On-call duties begin the first Tuesday (or second day) of the rotation and continue through to the last Sunday (or last day before the next rotation). The anesthesia service provides on-call services from 8 pm until 8 am during weekdays, and from Friday 8 pm until Monday 8 am over the weekend. In general, students schedule themselves for the on-call duties. Most rotations assign one student on-call per night during weekdays and split the weekend into 8 or 12-hour shifts. Anesthesia student rounds are conducted Mondays, Wednesdays, Thursdays, and Fridays. The first rounds on the first day of the rotation (usually a Monday) will occur at 9 am. Rounds on Wednesdays are at 8 am. Rounds on Thursdays and Fridays are at 7:30 am. Students are expected to attend grand rounds on Tuesdays. It is highly recommended that students prepare for their rotation by reviewing the course notes from the anesthesiology core course and student surgery labs. The anesthesia handout will be given to students on the first day of the rotation. The rounds schedule and topics will be presented in more detail then. During the rotation, students will be evaluated on the following clinical competencies: 1) Intubate an anesthetized animal; 2) Select & administer an appropriate sedative drug regime; 3) Score pain & devise an appropriate analgesic plan, 4) Select and administer an appropriate anesthetic protocol for an animal of ASA status I, II, or III.
Taught by: Dr. G. Gianotti and Staff
Also Offered As: VCSP 815
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Limitations: Based on Hospital Needs

VCSP 876 Small Animal Behavior Clinic
This is an elective clinical rotation in small animal behavioral medicine. Clinics are Wednesday and Thursday. Appointments are also seen on Fridays, and students are invited, but not required, to join us. Out-patient behavior clinic appointments are scheduled at approximately 3-4 hour intervals. Each student is responsible for reviewing behavior notes from VMED 616 (9005), prior to his/her first scheduled clinic. Students are required to attend all case rounds (twice per day), review records before rounds, and be prepared to present all cases. Students will assist with medical and behavioral history-taking, physical examination and diagnosis, and are responsible for a selecting handouts and writing discharge letter summarizing the recommendations made. Behavioral topics and volunteer training sessions are offered, when possible, between afternoon appointments and rounds.
Taught by: Dr. C. Siracusa and Staff
Prerequisite: VMED 616
Activity: Clinical Rotation Dental & Vet school
5.0 Credit Hours
Notes: Limitations: Based on hospital needs. Note: Not offered every rotation

VCSP 877 Small Animal Dentistry and Oral Surgery
Students participate in the client communication (including assessment of medical history), clinical examination, diagnostic testing (including patient restraint for intravenous catheter placement), treatment planning and treatment of animals presented with dental and oral diseases, including periodontal, endodontic, restorative and occlusal problems and oral and maxillofacial inflammation, infection, malformation, trauma and cancer. Mondays and Wednesdays are clinic appointment days, with rounds and a teaching laboratory or treatment procedures in the afternoons. Tuesdays, Thursdays and Fridays are treatment days. Occasionally, cases are hospitalized into Saturdays, and emergency cases may be referred from ES on Saturdays and Sundays. Responsibility for Saturday and Sunday patient care will be one to maximum two weekend days per student during the two-week rotation, and will most often consist of being on-call. Typically, Mondays and Wednesdays run from 8.30am-5.30pm (only rarely are there cases to SOAP on these mornings), and Tuesdays and Thursdays from 7am- 6.30pm. One student will be assigned to early-call (7am) on Fridays (other students will have an 8.30am start); Friday responsibilities typically extend to 4pm, except for one late-call student. Prerequisite: Core surgery lecture courses.
Taught by: Dr. A. Reiter and Staff
Also Offered As: VCSP 817
Activity: Clinical Rotation Dental & Vet school
5.0 Credit Hours
Notes: Limitations: 2-4 students/rotation in VCSP 817,VCSP 877 combined. Required: SA
VCSP 878 Exotic Companion Animal Medicine/Surgery
The purpose of this rotation is to introduce the student to exotic companion animal medicine and surgery. Students will gain knowledge of these animals by hands-on experience and participation in rounds. The student will be expected to obtain histories, develop a rule-out list and a diagnostic plan on all appointments. Students will participate in patient management and assist with various diagnostic and treatment procedures for all scheduled appointments and exotic animal emergencies transferred from the emergency service. There will be a Monday through Sunday clinic schedule as appointments are seen 7 days a week. Additionally, students are expected to be ‘on-call’ for night and daytime emergencies with a clinician. Students should expect the typical day to run from 8:00 AM - 7:00 PM. Rounds will include husbandry and medical and surgical diseases of exotic companion animals. Students will be encouraged to read handouts and use audio-visual material to supplement the rounds presentations and discussions.
Taught by: Dr. L. Latney and Staff
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Recommended - VCSP 635 Introduction to Companion Avian Medicine, VPTh 641 Laboratory Animal Medicine, VCSP 636 Introduction to Reptile and Amphibian Medicine, VCSP 657 CaseStudies in Exotic Companion Animal Medicine/Surgery, VCSP 658 Pet Small Mammal Med/Surg
VCSP 879 Working Dog Medicine
To gain experience with all aspects of working dog medicine: Students will handle working dogs to perform general physical examinations as well as specialized assessments including but not limited to breeding soundness exams to assess dogs value in reproduction, dental examinations, and fitness evaluations. Students' examinations and handling will be incorporated into behavioral training of dogs to being handled and touched on all areas of their body. Students will participate in routine preventive care and assess and treat injuries or illnesses that occur in the WDC working dogs. Students will gain experience in behavior and sports medicine through participation in impulse control, search work, fitness and conditioning exercises. Students may incorporate other aspects of working dog medicine into their rotations depending on their interests. These areas include sports nutrition, dentistry, and various aspects of research.
Taught by: Dr. C. Otto and Staff
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Limitations: permission of instructor required. Note: Not offered every rotation. Location: Penn Vet Working Dog Center, 3401 Grays Ferry Ave, Philadelphia PA 19146
VCSP 880 Shelter Animal Medicine
This rotation gives a complex overview of the field of shelter medicine and community outreach by partnering via a service-learning model with open and closed admission shelters, HQHV surgical clinics, schools, and outreach organizations like Pets for Life. A typical rotation focuses on authentic hands-on learning including four surgical days, mentored primary case management of medical cases and shelter population rounds, public clinical outreach, herd health management, training and behavioral assessment, and providing veterinary CE for shelter staff. Rounds and tour topics include cruelty investigation and humane law enforcement, behavior, ethics, exotics, and risk analysis. Dentistry, necropsies, consults, special procedures, and outreach to local middle schools can also be included as part of the rotation depending on the week. Because Penn Vet works with outside organizations keep in mind the schedule can change as our partner's needs change. This course occurs off-campus and students must coordinate their own transportation.
Taught by: Dr. B. Watson and Staff
Activity: Clinical Rotation Dental & Vet school
5.0 Credit Hours
Notes: Limitations: 4 students
VCSP 890 Small Animal Surgery Holiday Rotation
This rotation will be similar to a regular surgery rotation with some modifications dictated by the holiday schedule. Students will assist surgery faculty and house officers in history taking, examinations, and the surgical management of small animal patients presented on an emergency basis to the Veterinary Hospital of the University of Pennsylvania. Students will be responsible for the daily care of surgical patients hospitalized at Ryan Hospital. They will also assist in surgery and perform treatments. All students will be expected to participate in night, weekend, and holiday duty on a rotating basis. Two students will be assigned to On Call duty each night and will perform treatments until midnight and assist with cases needing surgery in the night and evening hours. Assignments will be made the first day of the rotation. Rounds to acquaint students with the hospitalized patients will be held each morning and as time permits with the emergency clinician/house officer/ nurign staff on duty, but formal teaching or rounds will occur as time permits during this rotation.
Taught by: Dr. L. Aronson and Staff
Prerequisite: Satisfactory completion of the Small Animal Soft Tissue or Orthopedics rotation
Activity: Clinical Rotation Dental & Vet school
3.0 Credit Hours
Notes: Limitations: preferred minimum 6 students, preferred maximum 10 students / rotation. (Maximum may vary between H1 and H2)
VCSP 893 Small Animal Emergency Service Holiday Rotation
This rotation will be very similar to the Emergency Medicine clinical rotation elective course. Students will be involved in triage, patient stabilization, history and physical examination, diagnostic workup and treatment of patients seen in the emergency room. (We want students who have an interest in learning more about emergency medicine!) Specific time will not be set aside during the rotation for student rounds; however, teaching on a case-to-case basis will be stressed. Rotation shifts will be 8 AM to 8 PM and 8 PM to 8 AM. Each student will be assigned to 5 shifts during the rotation. There will be at least two students assigned to each shift.
Taught by: Dr. Drobatz and Staff
Prerequisite: Satisfactory completion of the Small Animal Emergency Medicine rotation
Activity: Clinical Rotation Dental & Vet school
3.0 Credit Hours
Notes: Limitations: preferred minimum 6 students, preferred maximum 9 students / rotation. (Maximum may vary between H1 and H2)

VCSP 894 Small Animal Radiology Service
Taught by: Dr. J. Suran and Staff
Prerequisite: VCSP 814 AND VCSP 841
Activity: Clinical Rotation Dental & Vet school
3.0 Credit Hours
Notes: Limitation: 0 - 2 students per 1 week rotation

VETERINARY INDEPENDENT STUDY & RESEARCH (VISR)

VISR 648 Computer-Aided Learning
Independent study working on computer assisted learning (CAL) projects for the summer. Students work with Linda Lewis and various faculty members depending on the projects available. CAL students must be self-motivated and self-disciplined and able stay on task with minimal supervision. Students will need their own laptop and internet access or can work on either campus. Students should be comfortable working with computers, using Microsoft office, and browsing the web. Experience editing images, videos, and websites are helpful. Students may need to travel to NBC occasionally through the summer. Students work individually and as part of a team and typically work 40 hours/week for 10 weeks.
Taught by: L. Lewis
Activity: Lecture
5.0 Credit Hours

VISR 699 Independent Study and Research
This course enables student to undertake a self-directed study on a topic in Veterinary Medicine, under the supervision of a faculty member. Students are required to submit an Independent Study & Research (ISR) application to the Registrar Manager in the Office for Students. Credit may vary.
Taught by: Instructors Vary
Activity: Seminar
1.0 Credit Hour

VETERINARY PATHOBIOLOGY (VPTH)

VPTH 550 One Health Study Design Seminar
This seminar course will introduce students to One Health approaches that address critical local, regional and global health problems. Students will work in interdisciplinary teams to review case studies and analyze past and current literature where One Health approaches have been applied. The course is specifically designed to foster the development of skills that allow students to think and communicate across professional disciplines. It will also help students develop transdisciplinary connections that might serve them in their professional futures. Students will be assigned a transdisciplinary team. Grading will be based on team-led presentations and analysis of literature, participation in discussion, and a final capstone project (One Health in Practice Plan) in the form of both a paper and presentation.
Taught by: Drs. S. Rankin, S. Cole, and J. Punt
Also Offered As: VPTH 650
Activity: Lecture
3.0 Credit Hours
Notes: Limitations: 10 students

VPTH 602 General and Systemic Pathology
This core course is concerned with fundamentals of the morphology and pathology of domestic animals with emphasis on the etiology, pathogenesis, gross and microscopic lesions, and diagnosis of diseases of the organ systems in the body. Formal classroom lectures are complemented with laboratory classes, gross pathology demonstrations and Moodle-based exercises all aimed at interpretation of gross and microscopic lesions.
Taught by: Dr. A. Durham and Staff
Activity: Lecture
16.0 Credit Hours

VPTH 603 Parasitology
This core course is concerned with fundamentals of the morphology and developmental cycles of helminth, arthropod and protozoan parasites of animals and those that are transmissible from animals to man. The epidemiology and control of the infections are stressed along with pathogenesis, pathology and immunology. Lectures are supplemented by demonstrations of living and fixed materials and by exercises in identification and diagnosis. Laboratory exercises are supplemented by independent work on case studies of clinical parasitisms.
Taught by: Dr. J. Farrell and Staff
Activity: Lecture
8.0 Credit Hours

VPTH 604 Immunology
This course aims to educate students in Veterinary Medicine on fundamental aspects of immunology, including functional anatomy of the immune system, mechanisms of innate and adaptive immunity, immunological mechanisms of disease, and principles of vaccination.
Taught by: Dr. C. Lopez and Staff
Activity: Lecture
4.0 Credit Hours
VPTH 605 Microbiology
This course presents the fundamentals of medical microbiology (bacteriology, mycology, virology) and the applied art of diagnostic bacteriology. Emphasis is placed on the microbial agents of veterinary disease, their biology, mode of pathogenesis, and control with some introductory material concerning treatment and recognition. This course is presented as prerequisite to a later study of infectious disease.
Taught by: Dr. R. Harty and Staff
Activity: Lecture
7.0 Credit Hours

VPTH 606 Clinical Pathology
Appropriate test selection and interpretation are essential to diagnostic evaluation. This course is an introduction to Clinical Pathology presented via case-based learning. Topics include hematology, serum chemistries, urinalysis, cytopathology, clinical endocrinology and blood banking. Within each topic, discussion will cover indications, limitations and interpretation of specific tests, but the emphasis will focus on integrating this information in the context of laboratory panels. Laboratory exercises provide the opportunity to perform and demonstrate basic competency in urinalysis, blood smear preparation and evaluation, and blood banking, as well as to evaluate clinical cases individually and in groups. A microscope is needed for the laboratories.
Taught by: Dr. N. Weinstein and Staff
Activity: Lecture
6.0 Credit Hours

VPTH 615 Introduction to Comparative Medical Research
This course will review the broad scope of animal involvement in contemporary biomedical and veterinary research, with specific discussions of unique species (rodents, nonhuman primates) and laboratory animal medicine and science. Goals for the course are to gain a strong appreciation for the role of research in furthering the practice of veterinary and human medicine, as well as for importance of the humane care, welfare and responsible use of laboratory animals. Completion of this course will permit students to readily participate in biomedical research opportunities available at the University. Grades will be determined by attendance, completion of compliance training, an out-of-class writing exercise and a final exam.
Taught by: Dr. J. Marx and Staff
Activity: Lecture
2.0 Credit Hours

VPTH 635 Introduction to Fish Diseases
This course is intended to introduce veterinary students to the biology and medicine of teleost fish. The first few lectures will provide a foundation in the classification, gross anatomy and immunology of fish, including practical laboratory classes. The remainder of the course will be more clinically oriented, and will present the most prevalent diseases of fish, emphasizing both the pathology and etiology of the diseases. In addition, the course will also focus on health maintenance through the control of water quality and treatment of diseases in fish. This part of the course will include some practical laboratory demonstrations. Grades will be determined on the basis of class participation and a 5-6 page research paper on a topic of the students choice.
Taught by: Dr. D. Schifferli and Staff
Prerequisite: VPTH 604 AND VPTH 605
Activity: Lecture
2.0 Credit Hours

VPTH 634 Microbial Pathogenesis
The goal of this course is to provide the student with a conceptual framework regarding the mechanisms of microbial pathogenesis. A range of host-microbe interactions will be studied to illustrate how different microbes breach host lines of defense and lead to infections. Transmission, etiological diagnosis, as well as prophylactic and therapeutic approaches against infectious agents will be discussed with examples related to viral and bacterial pathogens, including zoonotic and Category A select agents.
Taught by: Dr. D. Schifferli and Staff
Prerequisite: VPTH 604 AND VPTH 605
Activity: Lecture
2.0 Credit Hours
Notes: Limitations: Maximum of 20 students

VPTH 637 Capstone Proseminar in Animal Welfare and Behavior
This course is designed to guide students in their development of their capstone Master’s project. It will provide students with the skills to refine and communicate their research questions and goals, engage in scholarly discussion in an interdisciplinary setting and the opportunity to deepen their knowledge of cutting edge research in their area of interest. Through structured synchronous meetings with mentors and peers and opportunities to attend virtual seminars across campuses, the Proseminar course also exposes students to a network of future mentors and colleagues who may play important roles in their career development. The course culminates in a written proposal describing a research question and hypothesis with a scholarly introduction to the topic and an annotated bibliography.
Taught by: Jennifer Punt
Activity: Online Course
6.0 Credit Hours
**VPTH 640 Large Animal Pathology & Toxicology**
The first goal of this course is to introduce large animal autopsy techniques for the purposes of identification of common postmortem lesions and review of clinical-oriented anatomy. The second goal is to provide a systems-based approach to domestic and global diseases commonly encountered large animal species, including horses, cattle and small ruminants, swine, camelids and cervids. The course requires students to recognize pertinent gross and microscopic lesions correlated with clinical history in order to formulate appropriate differential diagnoses and promote in-depth knowledge of non-infectious and infectious etiopathogeneses, including zoonoses and domestic and foreign reportable diseases. Components of this course include lecture, gross autopsy demonstration and laboratories that involve inspection of fresh gross specimens, and interactive small group seminars pertaining to toxicology and species-specific lesions. Grading will be determined by two homework assignments, one final exam, and attendance to laboratories and small group seminars.

Taught by: Dr. J. Engiles and Staff

Prerequisite: VPTH 602

Activity: Lecture

3.0 Credit Hours

Notes: Limitations: Maximum of 75 students

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**VPTH 641 Laboratory Animal Medicine**
Note: This course is encouraged as a prerequisite for VPTH 789 ULAR - Laboratory Animal Medicine Clinical Rotation. This course is designed to provide further information about laboratory animal medicine to those students with a potential interest in the field. Issues of pain and distress, facility design, regulatory issues, and special procedures involving rodents and rabbits are addressed. Students will also be introduced to the mechanism of an Institutional Animal Care and Use Committee and will be primary participants in a ‘mock’ meeting with visiting members of the committee here at Penn and actual research protocols. Grades will be determined by class participation and a short paper on a topic relevant to laboratory animal medicine.

Taught by: Dr. J. Marx and Staff

Activity: Lecture

2.0 Credit Hours

Notes: Limitations: Allergies to lab animals

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**VPTH 650 One Health Study Design Seminar**
This seminar course will introduce students to One Health approaches that address critical local, regional and global health problems. Students will work in interdisciplinary teams to review case studies and analyze past and current literature where One Health approaches have been applied. The course is specifically designed to foster the development of skills that allow students to think and communicate across professional disciplines. It will also help students develop transdisciplinary connections that might serve them in their professional futures. Students will be assigned a transdisciplinary team. Grading will be based on team-led presentations and analysis of literature, participation in discussion, and a final capstone project (One Health in Practice Plan) in the form of both a paper and presentation.

Taught by: Drs. S. Rankin, S. Cole, and J. Punt

Also Offered As: VPTH 550

Activity: Lecture

3.0 Credit Hours

Notes: Limitations: 10 students

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**VPTH 710 Small Animal Diagnostic Services**
The course in the Small Animal Section consists of exposure to the Diagnostic Services of MJR-VHUP, namely clinical pathology, anatomic pathology (necropsy service), parasitology and microbiology. The course is focused on development of clinical pathology and necropsy skills and will include a practicum of necropsy technique. A portion of the rotation is also focused on biopsy, parasitology and microbiology. Furthermore, students will be exposed large animal necropsy by spending time at PADLS at New Bolton Center. The bioanalytical pathology portion, which comprises clinical pathology, parasitology and microbiology, will be divided into microscopy, discussion, and online interactive lesson sections. During the microscopy section, students will work with the supervising clinical pathologist or resident in the evaluation, interpretation, and reporting of cytologic specimens and blood film reviews. Discussions involving parasitology and microbiology will also include treatment options and best practices. Online lessons include work in parasitology, clinical pathology and microbiology. Students are also required to perform necropsies, write necropsy reports and to familiarize themselves with the pathophysiology, histopathology and the clinical manifestations of various disorders encountered. Participation of students in presentation and discussion of cases is required. Students will be evaluated based upon enthusiasm, effort, ambition, and advancement in pathology knowledge as evaluated through the directed group discussions, necropsies, microscopy sessions and clinical competency outcomes assessments. A short paper is required.

There is a web-based introduction to VPTH710 Diagnostic Services and VPTH770 Diagnostic Services Elective, which students must review prior to the start of their rotation. Students may find this introduction by logging in to https://learn.vet.upenn.edu with their Penn Key and Vet Domain password. Please note that it will take approximately 3 hours to review the video and written materials on the website.

Taught by: Dr. C. Bradley and Staff

Also Offered As: VPTH 770

Activity: Clinical Rotation Dental & Vet school

6.0 Credit Hours

Notes: Limitations: 4 students/rotation - Required: SA - Satisfies pathology requirement: SALA
**VPTH 711 Farm Animal Pathology-NBC**
The course will provide students with experience in farm animal and companion animal autopsies and biopsies including interpretation of gross and microscopic lesions in the context of clinical history, and proper collection of samples for histology and ancillary diagnostics (e.g. microbiology, parasitology, cytology and toxicology). Students will participate in the diagnostic services provided by the Pennsylvania Animal Diagnostic Laboratory System (PADLS) at New Bolton Center. Multiple species commonly encountered at our diagnostic laboratory (horses, cattle and small ruminants, swine, camelids and cervids, small animals and exotics) will be utilized to illustrate the pathogenesis of infectious and non-infectious disease, and the principles of gross and microscopic description with formulation of morphologic diagnoses. Students will be evaluated based upon enthusiasm, effort, ambition, and advancement in pathology knowledge as evaluated through diagnostic autopsy technique, directed group discussions, microscopy sessions and clinical competency outcomes assessments. A short paper providing a succinct scientific review of a select topic pertaining to large animal pathology is required. Although gross pathology will be emphasized, exposure to histopathology and occasionally cytology will be included. Although there is no lecture component to this course, there is a web-based introduction to VPTH 711 Diagnostic Services and VPTH 771 Diagnostic Services Elective, which students must review prior to the start of their rotation. Students may find this introduction by logging in to https://learn.vet.upenn.edu with their Penn Key and Vet Domain password.

Taught by: Dr. J. Engiles and Staff

Also Offered As: VPTH 771

Activity: Clinical Rotation Dental & Vet school

6.0 Credit Hours

Notes: Required: EQ - Satisfies pathology requirement: SALA, LA, FA

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**VPTH 718 Poultry Production Medicine-NBC**
This course is designed to provide students with a working knowledge of the management and production of poultry from hatchery to processing. The course will involve multiple field trips to a hatchery, grow out pullet house, layer house, breeder house, processing plant and a feed mill. There will also conduct necropsies on cases submitted to the diagnostic laboratory and learn the diagnostic procedures such as serology, virology and PCR testing.

Taught by: Drs. S. Davison and Staff

Also Offered As: VPTH 780

Prerequisite: VMED 608

Activity: Clinical Rotation Dental & Vet school

5.0 Credit Hours

Notes: Limitations: 1 student/rotation - Satisfies pathology requirement: FA, LA

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**VPTH 770 Small Animal Diagnostic Services**
The course in the Small Animal Section consists of exposure to the Diagnostic Services of MJR-VHUP, namely clinical pathology, anatomic pathology (necropsy service), parasitology and microbiology. The course is focused on development of clinical pathology and necropsy skills and will include a practicum of necropsy technique. A portion of the rotation is also focused on biopsy, parasitology and microbiology. Furthermore, students will be exposed large animal necropsy by spending time at PADLS at New Bolton Center. The bioanalytical pathology portion, which comprises clinical pathology, parasitology and microbiology, will be divided into microscopy, discussion, and online interactive lesson sections. During the microscopy section, students will work with the supervising clinical pathologist or resident in the evaluation, interpretation, and reporting of cytologic specimens and blood film reviews. Discussions involving parasitology and microbiology will also include treatment options and best practices. Online lessons include work in parasitology, clinical pathology and microbiology. Students are also required to perform necropsies, write necropsy reports and to familiarize themselves with the pathophysiology, histopathology and the clinical manifestations of various disorders encountered. Participation of students in presentation and discussion of cases is required. Students will be evaluated based upon enthusiasm, effort, ambition, and advancement in pathology knowledge as evaluated through the directed group discussions, necropsies, microscopy sessions and clinical competency outcomes assessments. A short paper is required.

There is a web-based introduction to VPTH710 Diagnostic Services and VPTH770 Diagnostic Services Elective, which students must review prior to the start of their rotation. Students may find this introduction by logging in to https://learn.vet.upenn.edu with their Penn Key and Vet Domain password. Please note that it will take approximately 3 hours to review the video and written materials on the website.

Taught by: Dr. C. Bradley and Staff

Also Offered As: VPTH 710

Activity: Clinical Rotation Dental & Vet school

6.0 Credit Hours

Notes: Limitations: 4 students/rotation - Required: SA - Satisfies pathology requirement: SALA
VPTH 771 Farm Animal Pathology-NBC
The course will provide students with experience in farm animal and companion animal autopsies and biopsies including interpretation of gross and microscopic lesions in the context of clinical history, and proper collection of samples for histology and ancillary diagnostics (e.g. microbiology, parasitology, cytology and toxicology). Students will participate in the diagnostic services provided by the Pennsylvania Animal Diagnostic Laboratory System (PADLS) at New Bolton Center. Multiple species commonly encountered at our diagnostic laboratory (horses, cattle and small ruminants, swine, camelids and cervids, small animals and exotics) will be utilized to illustrate the pathogenesis of infectious and non-infectious disease, and the principles of gross and microscopic description with formulation of morphologic diagnoses. Students will be evaluated based upon enthusiasm, effort, ambition, and advancement in pathology knowledge as evaluated through diagnostic autopsy technique, directed group discussions, microscopy sessions and clinical competency outcomes assessments. A short paper providing a succinct scientific review of a select topic pertaining to large animal pathology is required. Although gross pathology will be emphasized, exposure to histopathology and occasionally cytology will be included. Although there is no lecture component to this course, there is a web-based introduction to VPTH 711 Diagnostic Services and VPTH 771 Diagnostic Services Elective, which students must review prior to the start of their rotation. Students may find this introduction by logging in to https://learn.vet.upenn.edu with their Penn Key and Vet Domain password.
Taught by: Dr. J. Engiles and Staff
Also Offered As: VPTH 711
Activity: Clinical Rotation Dental & Vet school
6.0 Credit Hours
Notes: Required: EQ - Satisfies pathology requirement: SALA, LA, FA

VPTH 780 Poultry Production Medicine-NBC
This course is designed to provide students with a working knowledge of the management and production of poultry from hatchery to processing. The course will involve multiple field trips to a hatchery, grow out pullet house, layer house, breeder house, processing plant and a feed mill. There will also conduct necropsies on cases submitted to the diagnostic laboratory and learn the diagnostic procedures such as serology, virology and PCR testing.
Taught by: Drs. S. Davison and Staff
Also Offered As: VPTH 718
Prerequisite: VMED 608
Activity: Clinical Rotation Dental & Vet school
5.0 Credit Hours
Notes: Limitations: 1 student/rotation - Satisfies pathology requirement: FA, LA

VPTH 789 ULAR-Laboratory Animal Medicine
This rotation will provide an opportunity to work with the wide variety of animal species used in biomedical research at the University of Pennsylvania, including nonhuman primates, small rodents, guinea pigs, rabbits, dogs, cats, pigs, and sheep. The students will participate in all aspects of the care and treatment of these animals across the facilities at the University of Pennsylvania. Participation may include handling, husbandry, diagnosis, treatment, anesthesia, and assistance with surgery. Students will perform daily rounds with the clinical veterinarians and other staff members. The student may have the opportunity to observe ongoing interdisciplinary research programs including cardiopulmonary bypass, organ transplantation, gene therapy, device implantations, and metabolic disease progression. Students will participate in clinical rounds, didactic training classes, and related seminars and journal clubs as scheduled. Participation in necropsies of clinical cases, sentinel animals, and study animals is expected. A brief assignment on aspects of lab animal medicine will be required prior to completion of the rotation. Depending upon scheduling, the students will have an opportunity to attend a meeting of the Institutional Animal Care and Use Committee. A recent (within 6 months) negative skin test against tuberculosis is required by the first day of the rotation. Taught by: Dr. J. Marx and Staff
Prerequisite: Successful completion of VPTH 641 Laboratory Animal Medicine is encouraged but not required
Activity: Clinical Rotation Dental & Vet school
5.0 Credit Hours
Notes: Limitations: Maximum 2 students/rotation - Notes: The focus of this rotation is the humane care and use of animals in biomedical research. Students should have interest in the specialty of Laboratory Animal Medicine

VPTH 790 Small Animal Pathology Holiday Rotation
This is an elective rotation similar to the necropsy component of the Diagnostic Services Rotation, VPTH 710,770. The rotation consists of practice spent in performing necropsies and interpreting findings. Students are required to perform necropsies, write necropsy reports and to familiarize themselves with the pathophysiology, histopathology and the clinical manifestations of various disorders encountered. There will be two one-week rotations over the Holiday period, each for 2 credits. Each rotation will consist of half of the Holiday period and will not meet on either Christmas Day (week one) or New Years Day (week two). There is no clinical pathology, parasitology or microbiology component to this rotation. No paper is required for this rotation.
Activity: Clinical Rotation Dental & Vet school
2.0 Credit Hours
Notes: Limitations: 2 students/rotation

Vietnamese (VIET)

VIET 110 Elementary Vietnamese I & II
An introduction to the language of North and South Vietnam. Instruction includes reading, writing, speaking and listening. Prerequisite: For the second semester, completion of the first semester or permission of the instructor. Course offered through Penn Language Center
For BA Students: Language Course
Taught by: Nguyen
One-term course offered either term
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center.
VIET 111 Elementary Vietnamese II
This is the continuation course to ALAN 110-680 Elementary Vietnamese I. It is intended for learners who want to achieve an elementary-level in Vietnamese. Based on an interactive communication approach, its goal is to train students speaking, listening, reading and writing skills in Vietnamese. Learners are thoroughly involved in communicative activities such as conversations, performance simulations, drills, role-plays, games, etc. there are task-based activities in open communication settings where students can practice Vietnamese, make mistakes, and learn from them. Learners improve their reading and writing abilities by developing their grammar and meaning-based vocabulary.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

VIET 210 Intermediate Vietnamese I & II
A continuation of ALAN 110, the written and spoken language of Vietnam. Prerequisite: Offered through the Penn Language Center
For BA Students: Language Course
Taught by: Nguyen
One-term course offered either term
Prerequisite: ALAN 110
Activity: Lecture
1.0 Course Unit
Notes: Offered through the Penn Language Center.

VIET 211 Intermediate Vietnamese II
This is the continuation course to ALAN 210 680 Intern Vietnamese I. Instruction includes reading, writing, speaking and listening through the use of Conversational Vietnamese textbook, other media, and through students participation in various classroom activities. Learners will also acquaint themselves with Vietnamese culture through lesson content and supplementary course materials. By the end of the course students should be able to further their knowledge of reading and writing skills, enhance their conversation skills, and read and write short narratives.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

VIET 310 Advanced Vietnamese I
For BA Students: Last Language Course
Taught by: Cang Luu
Course not offered every year
Prerequisite: ALAN 210 OR ALAN 211
Activity: Lecture
1.0 Course Unit

VIET 311 Advanced Vietnamese II
Activity: Lecture
1.0 Course Unit

Viper (VIPR)
VIPR 120 Vagelos Integrated Program in Energy Research (VIPER) Seminar, Part I
This is the first part of the two-semester seminar designed to introduce students to the VIPER program and help them prepare for energy-related research. Research articles on various energy-related topics will be discussed, and students will be guided toward their research topic selection. Library research, presentation of data, basic research methods, research ethics, data analysis, advisor identification, and funding options will also be discussed. Sample energy topics discussed will include: Applications of nanostructured materials in solar cells; Solid oxide fuel cells; Global climate modeling: radiant heat transfer; Nanocrystal-based technologies for energy storage; Photo-bioreactor systems for mass production of micro-algae; Advanced rare earths separations chemistry; Modeling of oxides for solar energy applications; and Electronic transport in carbon nanomaterials. Admission to VIPER program required to enroll.
Taught by: John M. Vohs, Andrew M. Rappe and Kristen L. Hughes
Course usually offered in spring term
Activity: Seminar
0.5 Course Units

VIPR 121 Vagelos Integrated Program in Energy Research (VIPER) Seminar, Part II
This is the second part of the two-semester seminar designed to introduce students to the VIPER program and help them prepare for energy-related research. In this semester we will continue to discuss research articles on various energy-related topics, best practices for library research, presentation of data, basic research methods, research ethics, data analysis, and funding options. A large focus of the course will also be on presenting (in both written and oral form) the work from the students’ summer research internships.
Taught by: Andrew M. Rappe, John M. Vohs, and Kristen L. Hughes
Course usually offered in fall term
Prerequisite: VIPR 120
Activity: Seminar
0.5 Course Units

Visual Studies (VLST)
VLST 101 Eye, Mind, and Image
Visual Studies 101 provides an introduction to the collaboration of eye, mind, and image that produces our experience of a visual world. How and what do we see? How do we perceive color, space, and motion? What is an image? Does seeing vary across cultures and time? What can art tell us about vision? Is there a 21st-century form of seeing? This course combines different approaches to the study of vision, drawing from psychology, cognitive science, philosophy, history of art, and fine art. Professors representing two or three disciplines present lectures that demonstrate the methods of their disciplines and draw connections across fields. This course combines different approaches to the study of vision, drawing from psychology, cognitive science, philosophy, history of art, and fine art. Professors representing two or three disciplines present lectures that demonstrate the methods of their disciplines and draw connections across fields. Prerequisite: This course is required of all Visual Studies Majors (stage 1).
For BA Students: Hum/Soc Sci or Nat Sci/Math Sector
Taught by: Hatfield/Leja
One-term course offered either term
Activity: Lecture
1.0 Course Unit
VLST 102 Form and Meaning
This course will introduce students to the theory and practice of image making, focusing on the development of observational skills and analytical thinking. We will look at conventions of artistic representation across time and cultures; discuss types of visual information and modes of formal language; explore visual narrative techniques; and seek to expand our understanding of the role images play in our culture. We will look at conventions of pictorial representation across time and cultures; discuss types of visual information and modes of formal language; explore visual narrative techniques; and seek to expand our understanding of the role images play in our culture. Prerequisite: This course is required of all Visual Studies Majors (stage 1 or 2). Taught by: Bendtsen/Hyland
One-term course offered either term
Activity: Studio
1.0 Course Unit

VLST 103 3 Dimensions: Time and Space
Through studio projects, readings and class discussion, this class will begin to address, both conceptually and physically, basic 3D structures and translations between 3D and 2D, as well as materiality, experiential phenomena, light and time-based processes. The interconnection between mediums in our cultural climate employs a wide range of tools, processes, and ideas. It is imperative that visual studies students recognize and think through these connections. The work produced and ideas confronted in this class will facilitate discussions and constructive criticism on the fundamentals of space and time via the experiential, conceptual, and the formal as essential elements of meaning. The interconnection between mediums in our cultural climate employs a wide range of tools, processes, and ideas. It is imperative that visual studies students recognize and think through these connections. The work produced and ideas confronted in this class will facilitate discussions and constructive criticism on the fundamentals of space and time via the experiential, conceptual, and the formal as essential elements of meaning. Prerequisite: This course is required of all Visual Studies Majors (stage 1 or 2).
Taught by: Freedman/Neighbor
One-term course offered either term
Activity: Studio
1.0 Course Unit
Notes: This course is required of all Visual Studies Majors (stage 1 or 2).

VLST 211 Perception
How the individual acquires and is guided by knowledge about objects and events in their environment.
One-term course offered either term
Also Offered As: PSYC 111
Activity: Lecture
1.0 Course Unit
Notes: Topics for this course vary each semester. Dept permission required. This course can count toward Sector A, (Stage 2 or 3) of the Visual Studies Major.

VLST 212 Research Experience in Perception
In this research course, students will begin by first replicating earlier experiments to measure human visual memory capacity. After several class discussions to discuss ideas, each student will design and conduct their own experiment to further investigate visual and/or familiarity memory. Prerequisite: One semester of Statistics, and one of the following: PSYC 111 or 149 or 151 or 217, or permission of instructor. Taught by: Rust
One-term course offered either term
Also Offered As: PSYC 311
Activity: Seminar
1.0 Course Unit
Notes: Dept permission required. Undergraduates only.

VLST 213 Images in Science
Pictures, diagrams, graphs, and (more recently) computer images are ubiquitous in modern science. Visualizations are crucial in the process of research; for communicating evidence, theories, and experiments to other scientists; and for transmitting scientific ideas to the public. But serious questions about the validity of using images to convey knowledge about nature have been raised from the earliest natural philosophers onwards, and understanding precisely what any particular scientific image does can be surprisingly difficult. In this class we will investigate, as historical and cultural artifacts, images related to the generation or transmission of knowledge about nature, knowledge that has claims to a privileged epistemological status. The focus will be on three kinds of visual depictions: images of the macrocosm (the universe as a whole), images of the microcosm (the body and its parts), and the visualization of theories and data. What are the material and technological conditions underlying these images? What can the images we examine tell us about the communities and societies, including our own, in which they were created? What do they reveal about the nature of the scientific enterprise, about the relationship between the sensible world and the mind, and about ideals concerning truth, objectivity, and morality?
Taught by: Baker
Course usually offered in spring term
Also Offered As: STSC 317
Activity: Seminar
1.0 Course Unit

VLST 217 Visual Neuroscience
An introduction to the scientific study of vision, with an emphasis on the biological substrate and its relation to behavior. Topics will typically include physiological optics, transduction of light, visual thresholds, color vision, anatomy and physiology of the visual pathways, and the cognitive neuroscience of vision.
Taught by: Stocker
Course usually offered in spring term
Also Offered As: BIBB 217, PSYC 217
Prerequisite: PSYC 109
Activity: Lecture
1.0 Course Unit
VLST 221 Introduction to Philosophy of Mind
In this course, we will explore philosophical questions concerning the nature of minds. In seeking to understand the nature of minds, philosophers and psychologists have often used metaphors drawn from the forms of technology available to them. Leibniz once described the mind as a mill, while Freud compared the mind to a hydrolytic and electromagnetic system. In our own time, many have followed Alan Turing's proposal and have viewed the mind as a special kind of computer; indeed, this 'Computational Theory of Mind' forms the foundation for much work in contemporary cognitive science. In this class, we will explore the extent to which the computational theory of mind can adequately characterize the distinctive capacities involved in representing an external environment and having conscious experiences that is displayed by minds in general and human minds in particular. Although an introductory class in philosophy or logic will aid students' understanding, no prior familiarity with the philosophy of mind or cognitive science will be presumed.
Taught by: Domotor, Miracchi
Also Offered As: PHIL 244, PPE 244
Activity: Lecture
1.0 Course Unit
Notes: This course can count toward Sector A, (Stage 2 or 3) of the Visual Studies Major.

VLST 223 Philosophy and Visual Perception
Central issues in the philosophy of perception from the modern period, including: what we perceive, the meaningful content of perception, and its relation to a mind-independent external world. Additional topics may include: (1) color perception and color metaphysics; (2) object perception in its interplay between Gestalt organizational factors and background knowledge; (3) the role of ecological regularities in the formation of our visual system and in the ongoing tuning of the system to the environment; (4) the geometry of visual space and the phenomenology of visual appearances of size and shape; (5) the problem of how visual scenes are experienced by means of images. Readings from authors such as Bertrand Russell, R. W. Sellars, Tim Crane, Evan Thompson, Robert Swartz, Wolfgang Metzger, Nelson Goodman, Richard Wollheim, and William Hop, among others.
Taught by: Hatfield, Connolly
One-term course offered either term
Also Offered As: PHIL 223
Activity: Seminar
1.0 Course Unit
Notes: This course can count toward Sector A, (Stage 2 or 3) of the Visual Studies Major.

VLST 232 World Art: 1400 to Now
This course is an introduction to the visual arts in a global context over the period from the early 1400s to the present. The content of the class varies according to the expertise of the instructors but will introduce students to selected and significant moments in artistic production in both the Western and Eastern hemispheres. Offering a broad historical overview of key techniques, movements, and artists, this course will cover aspects of art production around the world during an era of increasing economic exchange, colonization, and industrialization. Looking at painting, sculpture, architecture, and prints, as well as new media such as photography and film, the course will respond to the following questions: How does artistic practice change in this period? Who owns art? What is the role of the artist in society, and where is art made, exhibited, and consumed? Other topics to be covered are art's crucial role in the period's political debates and social transformations, including modernization and technological advances, as well as art criticism's import in forming public opinion. An introduction to art history, this course offers a wholly new perspective on the arts and cultures in this era of artistic innovation. This course fulfills Sector III: Arts and Letters and counts towards the History of Art major and minor requirements.
For BA Students: Arts and Letters Sector
Taught by: Dombrowski, Kim, Shaw, Davis
Course usually offered in spring term
Also Offered As: ARTH 102
Activity: Lecture
1.0 Course Unit
Notes: This course can count toward Sector B, (Stage 2 or 3) of the Visual Studies Major.

VLST 233 Art and Civilization in East Asia
Introduction to major artistic traditions of China and Japan and to the methodological practices of art history. Attention given to key cultural concepts and ways of looking, in such topics as: concepts of the afterlife and its representation; Buddhist arts and iconography; painting styles and subjects; and more broadly at the transmission of styles and cultural practices across East Asia. Serves as an introduction to upper level lecture courses in East Asian art history cultures. If size of class permits, certain sessions will be held in the University Museum or the Philadelphia Museum of Art.
For BA Students: Arts and Letters Sector
Taught by: Davis/Steinhardt
Course not offered every year
Also Offered As: ARTH 103, EALC 013
Activity: Lecture
1.0 Course Unit
Notes: This course can count toward Sector B, (Stage 2 or 3) of the Visual Studies Major.

VLST 234 Introduction to Art in South Asia
This course is a survey of sculpture, painting and architecture in the Indian sub-continent from 2300 B.C., touching on the present. It attempts to explore the role of tradition in the broader history of art in India, but not to see India as 'traditional' or unchanging. The Indian sub-continent is the source for multi-cultural civilizations that have lasted and evolved for several thousand years. Its art is as rich and complex as that of Europe and diverse. This course introduces the full range of artistic production in India in relation to the multiple strands that have made the cultural fabric of the sub-continent so rich and long lasting.
For BA Students: Arts and Letters Sector
One-term course offered either term
Also Offered As: ARTH 104, SAST 200, SAST 500
Activity: Lecture
1.0 Course Unit
Notes: This course can count toward Sector B, (Stage 2 or 3) of the Visual Studies Major.
VLST 235 Introduction to Visual Culture of the Islamic World
A one-semester survey of Islamic art and architecture which examines visual culture as it functions within the larger sphere of Islamic culture in general. Particular attention will be given to relationships between visual culture and literature, using specific case studies, sites or objects which may be related to various branches of Islamic literature, including historical, didactic, philosophical writings, poetry and religious texts. All primary sources are available in English translation. For BA Students: Humanities and Social Science S Course not offered every year Also Offered As: AAMW 635, ARTH 235, ARTH 635, NELC 285, NELC 685 Activity: Lecture 1.0 Course Unit Notes: This course can count toward Sector B, (Stage 2 or 3) of the Visual Studies Major.

VLST 236 Art Now
One of the most striking features of today’s art world is the conspicuous place occupied in it by the photographic image. Large-scale color photographs and time-based installations in projections are everywhere. Looking back, we can see that much of the art making of the past 60 years has also been defined by this medium, regardless of the form it takes.Photographic images have inspired countless paintings, appeared in combines and installations, morphed into sculptures, drawings and performances, and served both as the object and the vehicle of institutional critique. They are also an increasingly important exhibition site: where most of us go to see earthworks, happenings and body-art.

This course is a three-part exploration of our photographic present. Taught by: Silverman Course not offered every year Also Offered As: ARTH 294, ARTH 694, ENGL 063, GSWS 294 Activity: Lecture 1.0 Course Unit Notes: This course can count toward Sector B, (Stage 2 or 3) of the Visual Studies Major.

VLST 237 Material History of Photography
Photography is a young medium and yet its history can be traced through differing narratives. Was the medium born in a French patent office, when the sun burned a handprint in silver salt, or when human eyes saw an inverted image projected into a dark space? Does photography reflect the perspective and biases of its inventors and users, or does it re-invent how we see the world? This seminar will take theoretical and material approaches to understanding the histories of photography. In addition to lectures and readings, students will handle original materials and make photographs using historic chemical-processes and styles.

Taught by: Vershbow Course offered fall; even-numbered years Also Offered As: ARTH 374 Activity: Seminar 1.0 Course Unit

VLST 250 Introduction to Printmaking
The course offers an introduction to several forms of printmaking including: intaglio, screen printing, relief, and monoprinting. Through in-class demonstrations students are introduced to various approaches to making and printing in each medium. The course enhances a student’s capacity for developing images through two-dimensional design and conceptual processes. Technical and conceptual skills are developed through discussions and critiques.

Course usually offered in spring term Also Offered As: FNAR 250, FNAR 550 Activity: Studio 1.0 Course Unit

VLST 251 Introduction to Photography
This course is an introduction to the basic processes and techniques of black & white photography. Students will learn how to expose and process 35mm film, SLR camera operation, darkroom procedures & printing, basic lighting and controlled applications. It begins with an emphasis on understanding and mastering technical procedures and evolves into an investigation of the creative and expressive possibilities of making images. This is a project-based course, where students will begin to develop their personal vision, their understanding of aesthetic issues and photographic history. Assignments, ideas and important examples of contemporary art will be presented via a series of slide lectures, critiques and discussion. No previous experience necessary. 35mm SLR cameras will be available throughout the semester for reservation and checkout from the photography equipment room.

If you need assistance registering for a closed section, please email the department at fnarug@design.upenn.edu One-term course offered either term Also Offered As: FNAR 271, FNAR 571 Activity: Studio 1.0 Course Unit

VLST 252 Sculpture Practices
As an introduction to traditional and contemporary three-dimensional practice, this course is concerned with the concepts and methodologies surrounding three-dimensional art making in our time. Students experiment with a variety of modes of production, and develop some of the fundamental techniques used in sculpture. In addition to these investigations, assignments relative to the history and social impact of these practices are reinforced through readings and group discussion.

Processes covered include use of the Fab Lab, wood construction, clay, paper, mixed media, and more.

One-term course offered either term Also Offered As: FNAR 145, FNAR 545 Activity: Studio 1.0 Course Unit
VLST 253 Drawing I
This course is designed to develop visual awareness and perceptual acuity through the process of drawing. Students learn to sharpen perceptual skills through observational drawing, and to explore the expressive potential of drawing. A variety of problems and media will be presented in order to familiarize students with various methods of working and ways of communicating visually. Subject matter will include object study, still life, interior and exterior space, self-portrait and the figure. Different techniques and materials (charcoal, graphite, ink, collage) are explored in order to understand the relationship between means, material and concept. Critical thinking skills are developed through frequent class critiques and through the presentation of and research into historical and contemporary precedent in drawing.
One-term course offered either term
Also Offered As: FNAR 123, FNAR 523
Activity: Studio
1.0 Course Unit

VLST 260 Photography Practices
This course is an introduction to the basic principles, strategies and processes of photographic practice. It is designed to broaden the student's aesthetic explorations and to help the student develop a visual language based on cross-disciplinary artistic practice. Through a series of projects and exercises students will be exposed to a range of camera formats, techniques and encouraged to experiment with the multiple modes and roles of photography - both analogue and digital. Attention will also be given to developing an understanding of critical aesthetic and historical issues in photography. Students will examine a range of historical and contemporary photowork as an essential part of understanding the possibilities of image making. This course is primarily for freshmen and sophomores.
One-term course offered either term
Also Offered As: FNAR 150
Activity: Studio
1.0 Course Unit

VLST 261 Video I
In this studio-based course, students are introduced to video production and postproduction as well as to selected historical and theoretical texts addressing the medium of video. Students will be taught basic camera operation, sound recording and lighting, as well as basic video and sound editing and exporting using various screening and installation formats. In addition to a range of short assignment-based exercises, students will be expected to complete three short projects over the course of the semester. Critiques of these projects are crucial to the course as students are expected to speak at length about the formal, technical, critical and historical dimensions of their works. Weekly readings in philosophy, critical theory, artist statements and literature are assigned. The course will also include weekly screenings of films and videos, introducing students to the history of video art as well as to other contemporary practices.
For BA Students: Humanities and Social Science S
One-term course offered either term
Also Offered As: CIMS 061, FNAR 061, FNAR 661
Activity: Seminar
1.0 Course Unit

VLST 264 Art, Design and Digital Culture
This course is an introduction to the fundamental perception, representation, aesthetics, and design that shape today's visual culture. It addresses the way artists and designers create images; design with analog and digital tools; communicate, exchange, and express meaning over a broad range of media; and find their voices within the fabric of contemporary art, design, and visual culture. Emphasis is placed on building an extended form of visual literacy by studying and making images using a variety of representation techniques; learning to organize and structure two-dimensional and three-dimensional space, and designing with time-based and procedural media. Students learn to develop an individual style of idea-generation, experimentation, iteration, and critique as part of their creative and critical responses to visual culture. If you need assistance registering for a closed section, please email the department at fnarug@design.upenn.edu
For BA Students: Humanities and Social Science S
One-term course offered either term
Also Offered As: DSGN 264, DSGN 636, FNAR 264, FNAR 636
Activity: Studio
1.0 Course Unit

VLST 265 Digital Photography
This class offers an in-depth technical and conceptual foundation in digital imagery and the opportunity to explore the creative, expressive possibilities of photography. Students will become proficient with the basic use of the camera, techniques of digital capture, color management and color correction. They will also develop competency in scanning, retouching, printing and a variety of manipulation techniques in Photoshop. Through weekly lectures and critiques, students will become familiar with some of the most critical issues of representation, consider examples from photo history, analyze the impact of new technologies and social media. With an emphasis on structured shooting assignments, students are encouraged to experiment, expand their visual vocabulary while refining their technical skills. No previous experience is necessary. Although it is beneficial for students to have their own Digital SLR camera, registered students may reserve and checkout Digital SLR cameras and other high-end equipment from the department. If you need assistance registering for a closed section, please email the department at fnarug@design.upenn.edu
One-term course offered either term
Also Offered As: FNAR 340, FNAR 640
Activity: Studio
1.0 Course Unit

VLST 273 History of Photography
A history of photography and theories of photography from 1839 to the present. Photography's origins are rooted both in artistic desire and technological ingenuity. Some of photography's inventors identified more as artists than engineers. At many points in the history of the medium, the question remains open whether new forms of artistic expression are driven by new technologies, or whether new technologies emerge to fulfill the desires of artistic imagination. This class will address photography's relationship with painting, print, and drawing. It will examine the effect of photography on portraiture, landscape, depictions of motion, and abstraction. We will also investigate the changing cultural perception of photography as an artistic medium from the 19th to the 21st century.
Taught by: Vershbow
Course not offered every year
Also Offered As: ARTH 273, ARTH 673
Activity: Lecture
1.0 Course Unit
VLST 301 What is Visual Studies?
Visual Studies 301 is a seminar-format course that challenges students to develop independent ideas about how the eye, the mind and the image that is created therein, all work together to inform our conception of the world at large. Rather than present a unified viewpoint, the course asks the question, 'What is visual studies?' by examining parallel and sometimes antagonistic approaches to the ways that human beings understand sight and the concept of visuality. Over the course of the semester, students will discuss and write about various approaches to vision, examining this contested field through the lenses of several disciplines – including psychology, philosophy, and art history. By parsing and assimilating diverse ideas, students will decide for themselves what are the most pertinent and relevant approaches to the various avenues of research that present themselves in the emerging interdisciplinary field of Visual Studies. Prerequisite: This course is required of all Visual Studies Majors (stage 2).
One-term course offered every term
Prerequisite: VLST 101
Activity: Seminar
1.0 Course Unit

VLST 303 The Rise of Image Culture: History and Theories
Today images are ubiquitous; two centuries ago they were rare. This seminar considers key historical and theoretical contexts for this change and its social consequences. With the help of some of the strongest critics and theorists of image culture, we will consider five interrelated aspects of the rise of image culture. First, we will explore how new media and mechanical reproduction has changed the idea of the image over the past three centuries in an socio-economic context. Second, we will explore how images operate through the psyche and gaze and how that operation is tied to power. Third, we will examine how representations make meaning and form identity in coded systems. Fourth, we will consider the relationship between visual space and concepts of reality. And finally, we will interrogate aspects of materiality and meaning in visual things and images of the body.
Taught by: Leja
Course not offered every year
Activity: Seminar
1.0 Course Unit

VLST 305 What is an Image?
The course explores various concepts of images. It considers natural images (as in optics), images as artifacts, virtual images, images as representations, and works of art as images. Themes to include: the image controversy in cognitive science, which asks whether some cognitive representations are irreducibly imagistic; the question of whether some images resemble what they represent; the development of the concept of the virtual image and of three-dimensional images; the notions of pictorial representation and non-representational images in art. Readings from C. S. Peirce, Nelson Goodman, Robert Hopkins, Dominic Lopes, W. J. T. Mitchell, John Kulvicki, and Mark Rollins, among others. Prerequisite: This course can count toward Sector Sector A, (Stage 2 or 3) of the Visual Studies Major.
Taught by: Verstegen
Also Offered As: VLST 505
Activity: Seminar
1.0 Course Unit

VLST 309 Photography for Scientists and Artists
Artists and scientists are likeminded when they make an image in pursuit of new insights. Pictures can reveal the composition of a specimen, expose a person's character, capture a place's distinctiveness, or produce a new occasion for intimacy. Rosalind Franklin's famous 'Photograph 51' of DNA resulted from a desire to see the physical shape of heredity. The artist Shimpei Takeda places film directly on the ground in Fukushima to create a blind measurement of the radioactivity that remains in the earth. This course will introduce photography as an investigative medium for art and science. We will begin with learning the fundamentals of photography while considering ways in which photographs have changed and continue to change the way we perceive space and time. As the class progresses, students from the arts and sciences will work together to learn specialized photographic techniques and complete assignments that explore photography as an investigative medium. Students must have access to a digital camera and a computer with imaging software.
Taught by: Vershbow
Course usually offered in spring term
Activity: Seminar
1.0 Course Unit

VLST 395 Senior Project
Permission of Instructor Required. Prerequisite: This course is required of all Visual Studies Major. (Stage 4) Seniors only.
Two terms. student must enter first term.
Activity: Seminar
0.5 Course Units

VLST 399 Independent Study
Prerequisite: See department for appropriate section numbers
Activity: Independent Study
1.0 Course Unit

VLST 505 What is an Image?
Taught by: Hatfield
Also Offered As: VLST 305
Activity: Seminar
1.0 Course Unit

VLST 599 Independent Study
Prerequisite: See department for appropriate section numbers.
One-term course offered either term
Activity: Independent Study
1.0 Course Unit

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**Wharton Undergraduate (WH)**

**WH 101 Business and You**
WH 101 is the first step of the Leadership Journey at Wharton. The course is designed to fuel students’ unique interests in academic, research, and professional pursuits; to raise awareness of the complexity of business; and to increase understanding of the interrelatedness of business disciplines. Students will also acquire greater awareness of their strengths and leadership potential as members of the Wharton community and as future professionals. Students will come to appreciate that leadership is an act and best developed through study, feedback from trusted colleagues and peers, and stretch experiences that stimulate growth and development. Students will also begin to hone skills essential to the pursuit of personal, academic, and professional goals: thinking creatively, analyzing problems, applying what you have learned, and reflecting on learnings. A case-analysis project will engage students with the community through helping local agencies examine business challenges that they face. This course is for Wharton students only.

Taught by: Robertson; Greenhalgh; Romeika
Course usually offered in fall term
Activity: Recitation
0.5 Course Units

**WH 150 Evaluating Evidence**
WH 150 provides an introduction to all stages of the research process for business topics. In the first third of the course, we discuss theory building, hypothesis development, and research design choices particularly in casual research. In the second third, we discuss data collection methods (e.g., surveys, experiments, case studies and fieldwork) and the use of archival databases. This part of the course emphasizes the interplay between research design and sampling/data collection methods. In the final third of the course, we introduce data analysis and interpretation, including methods for converting raw data into measurable constructs suited to statistical analysis.

Taught by: Schrand
One-term course offered either term
Activity: Seminar
1.0 Course Unit

**WH 201 Business Communication for Impact**
The objective of WH 201 is to prepare you to communicate effectively as you pursue your educational, professional, and personal goals over the next few years. We have incorporated input from employers, employees, alumni and past WH 201 students to create a course that will prepare you to succeed at all types of communication: spoken and written, formal and informal, prepared and spontaneous. Communication is a skill that requires repeated practice to master. The class size is limited to eight students to allow you the opportunity to practice communicating every week. Class will meet for 80 minutes once a week for fourteen weeks. Please note that we are piloting different approaches to teaching this year in different sections of the course. The logistical details of some sections may differ from others, but everyone will be taught the same material and complete the same assignments.

One-term course offered either term
Activity: Lecture
0.5 Course Units

Notes: You must have taken WH 101 prior to this class unless you are a sophomore transfer student. Freshmen and non-Wharton students are not permitted to enroll. This class may not be audited.

**WH 213 Global Modular Course B**
Also Offered As: MGMT 898, OIDD 890
Activity: Lecture
0.5 Course Units

**WH 216 Global Modular Course**
Course not offered every year
Also Offered As: MKTG 893
Activity: Lecture
0.5 Course Units

**WH 297 Wharton Industry Exploration Program**
WIEP features short-term courses that focus on various industries and feature visits to businesses, lectures, extracurricular activities, and networking opportunities with alumni. Students must apply online: https://undergrad-inside.wharton.upenn.edu/wiep/
Activity: Seminar
0.5 Course Units

**WH 298 Wharton International Program**
This short-term international business course gives undergraduate students an amazing global opportunity featuring business-site visits, lectures at partner schools, cultural excursions, and networking opportunities with undergraduate students and business contacts from the destination countries. In addition to learning about another country’s business environment and culture, students earn 0.5 course units that can be used towards business-breadth or elective credits.
Activity: Seminar
0.5 Course Units

**WH 299 Honors Thesis**
This seminar takes place over two semesters and provides students with the skills to perform their own research under the guidance of a Wharton faculty member. At the conclusion of the fall semester, students will produce a thesis proposal including literature review, significance of the research, methodology, and exploratory data if relevant. Throughout the fall semester faculty guests from a range of disciplines will present on their research in class, highlighting aspects that are relevant to the work students are engaging in at that point. During the second semester, students will collect and analyze data and write up the results in close collaboration with their faculty mentor. At the end of the spring semester, each student will present their research in a video presentation.
Throughout the course, students will work individually, in small groups, and under the mentorship of a Wharton faculty member. The goal is to become capable independent researchers who incorporate feedback and critical (self-) analysis to take their research to the next level.

Two terms. student must enter first term.
Also Offered As: WH 399
Activity: Seminar
0.5 Course Units
WH 399 Honors Thesis
This seminar takes place over two semesters and provides students with the skills to perform their own research under the guidance of a Wharton faculty member. At the conclusion of the fall semester, students will produce a thesis proposal including literature review, significance of the research, methodology, and exploratory data if relevant. Throughout the fall semester faculty guests from a range of disciplines will present on their research in class, highlighting aspects that are relevant to the work students are engaging in at that point. During the second semester, students will collect and analyze data and write up the results in close collaboration with their faculty mentor. At the end of the spring semester, each student will present their research in a video presentation. Throughout the course, students will work individually, in small groups, and under the mentorship of a Wharton faculty member. The goal is to become capable independent researchers who incorporate feedback and critical (self-) analysis to take their research to the next level.
Two terms. student must enter first term.
Also Offered As: WH 299
Activity: Seminar
0.5 Course Units

WH 401 Integrative Business Sim
The Wharton Integrative Business Simulation is a for-credit, interactive business simulation that provides Wharton seniors with the opportunity to draw on their business knowledge—finance, management, marketing, leadership, and social responsibility—while formulating and executing business strategy in a competitive, team-based environment. Utilizing real-time problem solving within a dynamic simulation environment, teams design and implement strategic plans, integrate feedback from the consequences of those decisions, and interact with other teams to create shareholder and social value. Students must apply to request registration for this course.
Activity: Seminar
0.5 Course Units

WH 898 Global Modular Course B
Also Offered As: MGMT 898
Activity: Lecture
1.0 Course Unit

Wolof (WOLF)

WOLF 490 Elementary Wolof I
The main objective of this course is to allow students to study an African language of their choice, depending on the availability of the instructor. The course will provide students with linguistic tools which will facilitate their research work in the target country. Cultural aspects of the speakers of the language will be introduced and reinforced. Prerequisite: Offered through Penn Language Center.
For BA Students: Language Course
One-term course offered either term
Activity: Lecture
1.0 Course Unit

WOLF 491 Elementary Wolof II
Continuation of AFST 490. Prerequisite: Offered through Penn Language Center.
For BA Students: Language Course
One-term course offered either term
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center

WOLF 492 Intermediate Wolof I
Intermediate level courses in a variety of African languages: Igbo, Shona, Wolof, Malagasy, Chichewa, Setswana, Manding, Afrikaans, Setswana. Focus on oral proficiency and productive language skills. All course are language specific and follow ACTFL proficiency guidelines. Prerequisite: Offered through Penn Language Center.
For BA Students: Language Course
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

WOLF 493 Intermediate Wolof II
Continuation of AFST 492. Prerequisite: Offered through Penn Language Center.
For BA Students: Last Language Course
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

WOLF 494 Advanced Wolof I
Language specific sections for students interested in doing country-specific research in a target language. Courses cover project-based skills for AFST research. Prerequisite: Offered through Penn Language Center.
For BA Students: Advanced Language Course
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

WOLF 495 Advanced Wolof II
Continuation of AFST 494. Prerequisite: Languages will be specified in each section.
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

Yiddish (YDSH)

YDSH 101 Beginning Yiddish I
The goal of this course is to help beginning students develop skills in Yiddish conversation, reading and writing. Yiddish is the medium of a millennium of Jewish life. We will frequently have reason to refer to the history and culture of Ashkenazie Jewry in studying the language.
For BA Students: Language Course
Course usually offered in fall term
Also Offered As: JWST 031, YDSH 501
Activity: Lecture
1.0 Course Unit

YDSH 102 Beginning Yiddish II
In this course, you can continue to develop basic reading, writing and speaking skills. Discover treasures of Yiddish culture: songs, literature, folklore, and films.
For BA Students: Language Course
Course usually offered in spring term
Also Offered As: JWST 032, YDSH 502
Prerequisite: YDSH 101
Activity: Lecture
1.0 Course Unit
YDSH 103 Intermediate Yiddish I
The course will continue the first year's survey of Yiddish grammar with
an additional emphasis on reading Yiddish texts. The course will also
develop conversational skills in Yiddish.
For BA Students: Language Course
Course not offered every year
Also Offered As: JWST 033, YDSH 503
Prerequisite: YDSH 102
Activity: Lecture
1.0 Course Unit

YDSH 104 Intermediate Yiddish II
Continuation of YDSH 103. Emphasis on reading texts and conversation.
For BA Students: Language Course
Course not offered every year
Also Offered As: JWST 034, YDSH 504
Prerequisite: YDSH 103
Activity: Lecture
1.0 Course Unit

YDSH 108 Readings in Modern Yiddish Literature
This course will survey modern Yiddish literature through readings
of Yiddish prose and poetry from the end of the 19th century through
the late 20th century. The class will be conducted in both Yiddish and
English. Reading knowledge of Yiddish is required, although some texts
will be available in English translation. Authors include I.L. Peretz, Isaac
Bashevis Singer, Moyshe-Leyb Halpern, and Kadya Molodowsky. Reading
knowledge of Yiddish required.
Taught by: Hellerstein
Course not offered every year
Also Offered As: JWST 438, YDSH 508
Activity: Lecture
1.0 Course Unit

YDSH 501 Beginning Yiddish I
The goal of this course is to help beginning students develop skills in
Yiddish conversation, reading and writing. Yiddish is the medium of a
millennium of Jewish life. We will frequently have reason to refer to the
history and culture of Ashkenazie Jewry in studying the language.
For BA Students: Language Course
Course usually offered in fall term
Also Offered As: JWST 031, YDSH 101
Activity: Lecture
1.0 Course Unit

YDSH 502 Beginning Yiddish II
For BA Students: Language Course
Course usually offered in spring term
Also Offered As: JWST 032, YDSH 102
Prerequisite: YDSH 101
Activity: Lecture
1.0 Course Unit

YDSH 503 Intermediate Yiddish I
The course will continue the first year's survey of Yiddish grammar with
an additional emphasis on reading Yiddish texts. The course will also
develop conversational skills in Yiddish.
For BA Students: Language Course
Course not offered every year
Also Offered As: JWST 033, YDSH 103
Prerequisite: YDSH 502
Activity: Lecture
1.0 Course Unit

YDSH 504 Intermediate Yiddish II
Continuation of YDSH 503. Emphasis on reading texts and conversation.
For BA Students: Last Language Course
Course not offered every year
Also Offered As: JWST 034, YDSH 104
Prerequisite: YDSH 503
Activity: Lecture
1.0 Course Unit

YDSH 508 Readings in Modern Yiddish Literature
This course will survey modern Yiddish literature through readings
of Yiddish prose and poetry from the end of the 19th century through
the late 20th century. The class will be conducted in both Yiddish and
English. Reading knowledge of Yiddish is required, although some texts
will be available in English translation. Authors include I.L. Peretz, Isaac
Bashevis Singer, Moyshe-Leyb Halpern, and Kadya Molodowsky. Reading
knowledge of Yiddish required.
Taught by: Hellerstein
Course not offered every year
Also Offered As: JWST 438, YDSH 108
Activity: Lecture
1.0 Course Unit

YDSH 509 Topics in Yiddish Literature
One version of this seminar considers works by Jewish women who
wrote in Yiddish, Hebrew, English, and other languages in the late 19th
through the 20th century. The texts, poetry and prose, will include
both belles lettres and popular writings, such as journalism, as well as
private works (letters and diaries) and devotional works. The course will
attempt to define 'Jewish writing,' in terms of language and gender, and
will consider each writer in the context of the aesthetic, religious, and
national ideologies that prevailed in this period. Because students will
come with proficiency in various languages, all primary texts and critical
and theoretical materials will be taught in English translation. However,
those students who can, will work on the original texts and share with
the class their expertise to foster a comparative perspective. Because
we will be discussing translated works, a secondary focus of the course
will, in fact, be on literary translation's process and products. Another
version of this seminar presents Jewish modernism as an international
phenomenon of the early 20th century. The course will attempt to define
'Jewish modernism' through the prism of poetry, which inevitably, given
the historical events in Europe and America during this time, grapples
with aesthetic, religious, and national ideologies and methods. The
syllabus will focus mainly on poetry written in Yiddish and English, and
will also include German, Russian, and Hebrew verse. All poetry, critical,
and theoretical materials will be taught in English translation, although
students who know the languages will work on the original texts and
will bring to the table a comparative perspective. Because we will be
discussing translated poems, a secondary focus of the course will, in
fact, be on literary translation's process and products. Prerequisite:
'Jewish Women Writers' is a graduate seminar also be open to advanced
undergraduates. Based in the Department of Germanic Languages and
Literatures, this course will be cross-listed with Comparative Literature,
English, Gender, Sexuality & Women's Studies, and Jewish Studies. Topics
vary annually.
Taught by: Hellerstein
Course not offered every year
Also Offered As: COML 509, GRMN 509, GSWS 509, JWST 509
Activity: Seminar
1.0 Course Unit
Yoruba (YORB)

YORB 170 Elementary Yoruba I
The Elementary Yoruba I course can be taken to fulfill a language requirement, or for linguistic preparation to do research on Nigeria and the diaspora/Africa-related topics. The course emphasizes communicative competence to enable the students to acquire linguistic and extra-linguistic skills in Yoruba. The content of the course is selected from various everyday life situations to enable the students to communicate in predictable common daily settings. Culture, as it relates to language use, is also part of the course content. Students will acquire the speaking, listening, reading, and writing skills at the mid-high novice level, based on the ACTFL scale. The mid-high novice level proficiency skills that the students will acquire constitute threshold capabilities of the second semester range of proficiency to prepare students for Elementary Yoruba II course materials. Prerequisite: Offered through Penn Language Center
For BA Students: Language Course
Taught by: Awoyale
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

YORB 171 Elementary Yoruba II
The main objective of this course is to further sharpen the Yoruba linguistic knowledge that the student acquired in level I. By the end of the course, the student should be able to (1) read, write, and understand simple to moderately complex sentences in Yoruba; and, (2) advance in the knowledge of the Yoruba culture. Prerequisite: Offered through Penn Language Center.
For BA Students: Language Course
Taught by: Awoyale
Course usually offered in spring term
Prerequisite: YORB 170
Activity: Lecture
1.0 Course Unit

YORB 270 Intermediate Yoruba I
Prerequisite: Offered through Penn Language Center
For BA Students: Language Course
Taught by: Awoyale
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

YORB 271 Intermediate Yoruba II
For BA Students: Last Language Course
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

YORB 370 Advanced Yoruba I
Prerequisite: Offered through Penn Language Center
For BA Students: Advanced Language Course
Taught by: Awoyale
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center

Zulu (ZULU)

ZULU 140 Elementary Zulu I in Residence
This elementary course is for beginners and it requires no prior knowledge of Zulu. The course will expose students to the Zulu language and culture and will be based in the National Standards for Foreign Language Learning. Students will be engaged in communicative language learning through interpersonal, interpretive and presentational modes of language learning techniques. They will gain knowledge and understanding of the Zulu culture. They will use their Zulu language and culture learning experience to connect with other disciplines and further their knowledge of these disciplines through perspectives acquired from their Zulu class. They will also develop insight into the nature of language and culture through comparisons of the Zulu language and culture and their own. Through movies, songs, and other cultural activities online students will acquire the natural use of the language which will enable them to acquire linguistic and cultural skill to become life-long learners who can participate in Zulu communities in the U.S. and overseas. Prerequisite: Objective: Attainment of Level 1 (ceiling in speaking, listening, reading, and writing skills on the interagency Language Roundtable (IRL) scale.
Taught by: Mbeje
One-term course offered either term
Activity: Lecture
0.5 Course Units

YORB 371 Advanced Yoruba II
Prerequisite: Offered through Penn Language Center
For BA Students: Advanced Language Course
Taught by: Awoyale
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit
Notes: Offered through Penn Language Center

YORB 486 Yoruba Language and Culture
Prerequisite: Offered through Penn Language Center
Taught by: Awoyale
Course not offered every year
Prerequisite: YORB 370 AND 371
Activity: Lecture
1.0 Course Unit

YORB 487 Yoruba Language & Culture II
Taught by: Awoyale
One-term course offered either term
Prerequisite: YORB 370 AND 371
Activity: Lecture
1.0 Course Unit

YORB 487 Yoruba Language & Culture II
Taught by: Awoyale
One-term course offered either term
Prerequisite: YORB 370 AND 371
Activity: Lecture
1.0 Course Unit
ZULU 149 Elementary Zulu: Accelerated
The Accelerated Elementary Zulu course is intensive, and can be taken to fulfill a language requirement, or for linguistic preparation to do research on South Africa, Southern Africa/Africa-related topics. The course emphasizes communicative competence to enable the students to acquire linguistic and extra-linguistic skills in Zulu. The content of the course is selected from various everyday life situations to enable the students to communicate in predictable common daily settings. Culture, as it relates to language use, is also part of the course content. Students will acquire the speaking, listening, reading, and writing skills at the ceiling of low intermediate level and floor of high novice level, based on the ACTFL scale. The low intermediate level proficiency skills that the students will acquire constitute threshold capabilities of the third semester range of proficiency to prepare students for Intermediate Zulu I course materials.
For BA Students: Language Course
Taught by: Mbeje
One-term course offered either term
Activity: Lecture
2.0 Course Units

ZULU 150 Elementary Zulu I
The elementary Zulu I course can be taken to fulfill a language requirement, or for linguistic preparation to do research on South Africa, Southern Africa/Africa-related topics. The course emphasizes communicative competence to enable the students to acquire linguistic and extra-linguistic skills in Zulu. The content of the course is selected from various everyday life situations to enable the students to communicate in predictable common daily settings. Culture, as it relates to language use, is also part of the course content. Students will acquire the speaking, listening, reading, and writing skills at the mid-high novice level, based on the ACTFL scale. The mid-high novice level proficiency skills that the students will acquire constitute threshold capabilities of the second semester range of proficiency to prepare students for Elementary Zulu II course materials. Prerequisite: Offered through Penn Language Center
For BA Students: Language Course
Taught by: Mbeje
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

ZULU 151 Elementary Zulu II
The Elementary Zulu II course can be taken to fulfill a language requirement, or for linguistic preparation to do research on South Africa, Southern Africa/Africa-related topics. The course emphasizes communicative competence to enable the students to acquire linguistic and extra-linguistic skills in Zulu. The content of the course is selected from various everyday life situations to enable the students to communicate in predictable common daily settings. Culture, as it relates to language use, is also part of the course content. Students will acquire the speaking, listening, reading, and writing skills at the ceiling of low intermediate level and floor of high novice level, based on the ACTFL scale. The low intermediate level proficiency skills that the students will acquire constitute threshold capabilities of the third semester range of proficiency to prepare students for Intermediate Zulu I course materials. Prerequisite: Offered through Penn Language Center
For BA Students: Language Course
Taught by: Mbeje
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

Notes: Offered through Penn Language Center

ZULU 250 Intermediate Zulu I
Prerequisite: Offered through Penn Language Center
For BA Students: Language Course
Taught by: Mbeje
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

ZULU 251 Intermediate Zulu II
Prerequisite: Offered through Penn Language Center
For BA Students: Last Language Course
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

ZULU 350 Advanced Zulu I
Prerequisite: Offered through Penn Language Center
For BA Students: Advanced Language Course
Taught by: Mbeje
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

ZULU 351 Advanced Zulu II
Prerequisite: Offered through Penn Language Center
For BA Students: Advanced Language Course
Taught by: Mbeje
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

ZULU 450 Zulu Language and Culture I
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

ZULU 451 Zulu Language and Culture II
For BA Students: Advanced Language Course
Course usually offered in spring term
Activity: Lecture
1.0 Course Unit

Notes: Offered through Penn Language Center
SEARCH COURSES

Advanced Course Search
Use the advanced search feature on the left to search by title or within the course description and/or by subject.

Click here to return to the University Catalog (http://catalog.upenn.edu/)
The Pennbook is a collection of policies that relate to student life at the University of Pennsylvania. These policies govern academic activities such as grading and exams, provide guidance on the use of campus resources, and explain expectations for membership in the university community.

The two most important policies in the Pennbook are the Code of Student Conduct (p. 1965) and the Code of Academic Integrity (p. 1965). These two policies outline the general responsibilities of being a student at Penn. All students are expected to have read and understood both policies before coming to campus.

If you live on campus, consult the Residential Handbook (https://cms.business-services.upenn.edu/residential-services-handbook.html) for the policies, rules, and regulations that govern living in Penn’s residential community.

For policies governing faculty, please consult the Faculty Handbook (p. 2053). For those governing Penn employees, see the Human Resources Policy Manual (https://www.hr.upenn.edu/policies-and-procedures/policy-manual/).

View Policies A-Z (p. 1933)
View Policies by Topic (p. 1934)

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A
- Academic Policy for Participation in Intercollegiate Athletics (p. 1936)
- Academic Rules for PhD Programs (p. 1939)
- Academic Rules for Research Master’s Programs (p. 1944)
- Alcohol and Other Drug Policy (p. 1945)
- Anti-hazing Regulations (p. 1951)

B
- Bicycle Policy (p. 1952)

C
- Canvassing (p. 1953)
- Charter of the University of Pennsylvania Student Disciplinary System (p. 1954)
- Classroom Guidelines (p. 1962)
- Closed Circuit Television Monitoring and Recording of Public Areas for Safety and Security Purposes (p. 1963)
- Code of Academic Integrity (p. 1965)
- Code of Student Conduct (p. 1965)
- Concerts Policy (p. 1966)
- Confidentiality of Student Records (p. 1966)
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Note on Former Policies:
• Consensual Sexual Relations Between Faculty and Students—Effective on July 1, 2019, the University has a new policy, Consensual Romantic and Sexual Relations in Workplace and Educational Settings, which is part of its Sexual Misconduct Policy (p. 2027). The current Policy may be found in the Sexual Misconduct Policy (p. 2027).
• Sexual Harassment Policy—Effective on July 1, 2019, the University’s Sexual Harassment Policy was updated and incorporated into its new Sexual Misconduct Policy (p. 2027). The current Policy may be found in the Sexual Misconduct Policy (p. 2027).
• Sexual Violence, Relationship Violence, and Stalking Policy—Effective on July 1, 2019, the Sexual Violence, Relationship Violence, and Stalking Policy was incorporated into the Sexual Misconduct Policy (p. 2027). The University’s current Policy may be found in the Sexual Misconduct Policy (p. 2027).
• Student Disciplinary Procedures for Resolving Complaints of Sexual Assault, Sexual Violence, Relationship Violence and Stalking—Effective on July 1, 2019, the University’s Procedures for resolving complaints of sexual misconduct, including sexual harassment and sexual violence, relationship violence and stalking, were incorporated into the new Sexual Misconduct Policy (p. 2027). The current procedures and resources available to resolve complaints or concerns against another member of the University community may be found may be found in the Sexual Misconduct Policy (p. 2027).

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Academics
• Academic Policy for Participation in Intercollegiate Athletics (p. 1936)
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• University of Pennsylvania Required Disclosures (p. 2048)

Campus Resources & Community
• Bicycle Policy (p. 1952)
• Confiscation of Publications (p. 1969)
The current Policy may be found in the Sexual Misconduct Policy (p. 2027). The University's current Policy may be found in the Sexual Misconduct Policy (p. 2027).

• Student Disciplinary Procedures for Resolving Complaints of Sexual Assault, Sexual Violence, Relationship Violence and Stalking: Effective on July 1, 2019, the University's Procedures for resolving complaints of sexual misconduct, including sexual harassment and sexual violence, relationship violence and stalking, were incorporated into the new Sexual Misconduct Policy (p. 2027). The current procedures and resources available to resolve complaints or concerns against another member of the University community may be found may be found in the Sexual Misconduct Policy (p. 2027).

• Tobacco-Free Campus Policy (p. 2048)

• Unauthorized Copying or Use of Licensed Software (p. 2048)

Employment / Research

• Drug Free Workplace (p. 1969)


• Guidelines for Research in the Community (p. 1984)

• Guidelines for Student Protection in Sponsored Research Projects (p. 1984)


• Policy on Military Leave (p. 2011)

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• Policy Regarding Human Subject Research in the Sociobehavioral Sciences (p. 2015)

• Procedures Regarding Misconduct in Research for Nonfaculty members of the Research Community (p. 2019)

Facilities & Transportation

• Classroom Guidelines (p. 1962)

• Closed Circuit Television Monitoring and Recording of Public Areas for Safety and Security Purposes (p. 1963)

• Guidelines for the Operation of Unmanned Aircraft Systems at the University of Pennsylvania (p. 1985)

• Parking Regulations (p. 1992)

• Policy on University Drivers and Mandatory Safety Training (p. 2014)

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• Antihazing Regulations (p. 1951)

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Academic Policy for Participation in Intercollegiate Athletics

To be certified academically eligible to participate (practice and/or compete) in intercollegiate athletics at the University of Pennsylvania, a student:

• Shall not have been awarded a baccalaureate degree, and
• Shall be in a specific baccalaureate degree program by beginning of the fifth term of full-time enrollment (at Penn or anywhere), and
• Shall be enrolled for a full-time course load of academic study for the current semester, and
• Shall have been awarded a minimum of 1.5 course units for each semester of full-time enrollment (beginning with the first semester of participation in intercollegiate athletics [anywhere]), and
• Shall satisfy requirements in the following areas:
  a. NCAA Initial Eligibility (Freshman Only)
  b. Completion of academic course work (course units awarded)
  c. Grade-point-average
  d. NCAA percentage of degree requirement

Note: The calculation of the percentage of degree, which is be based upon the information found in a student-athlete’s official academic worksheet has been automated effective with the 2005-06 academic year. A percentage cannot be calculated when a worksheet does not exist or is not official. It is the responsibility of the student-athlete to ensure that academic worksheet is official and current as to the student-athlete’s major and/or concentration and that all courses have been correctly slotted under the applicable requirement field. Student-athletes are to have academic worksheets made official by end of the fourth semester.

Transfer student-athletes and student-athletes participating in study abroad programs are not exempted from the percentage of degree requirement.

Provisional eligibility may be granted onetime only to a student-athlete who does not satisfy the prescribed norms for progress – being awarded an average of four (4) course units of academic credit per full-time semester or the good standing – a cumulative GPA of 2.00 provided all other applicable requirements are satisfied. Provisional eligibility, when granted, shall terminate at the conclusion of the academic year in which it is granted or at the start of the spring semester should the student-athlete’s academic performance for the fall semester not meet the NCAA term progress and/or GPA requirement.

In observance of NCAA legislation, certification of satisfaction of academic requirements is required prior to competition in each semester. Additionally, senior student-athletes or student-athletes who are exhausting their athletic eligibility must be recertified prior to participation in postseason competition occurring between semesters – fall to spring as well as spring to fall.

Information for:

• Incoming Freshman (p. 1936)
• Rising Sophomores (p. 1936)
• Rising Juniors (p. 1937)
• Rising Seniors (p. 1937)
• Fifth Year Students (p. 1938)

I. Incoming Freshmen (or students who are enrolling as full-time college students for first time):

All students who are in their first or second semester of full-time college enrollment (anywhere) must be registered in a full-time course load of study. Additionally, a student participating in a NCAA sponsored sport is required to be certified by the NCAA Initial Eligibility Clearinghouse as having satisfied the applicable academic requirements for participation in intercollegiate athletics during a student’s first-year of college matriculation.

This means if you are a freshman, to be academically eligible you must be:

• A full-time student, and
• Certified eligible by the NCAA Clearinghouse (except freshmen participating in non-NCAA sponsored sports)

II. Rising Sophomores (or students who have completed two full-time semesters (or equivalent) of college enrollment (including transfer student-athletes):

By the beginning of the third semester of enrollment (start of sophomore year for most student-athletes) a student must have achieved a minimum cumulative grade-point-average of 2.00, earned a minimum of one and one half (1.5) course units for the prior academic semester (not summer term) and the student’s transcript must display a minimum of eight (8) course units as having been awarded for the period commencing with the student’s first full-time semester and ending with the second full-time semester (including applicable summers). A minimum of four and one half (4.5) of the eight (8) course units awarded must be from academic course work completed in the first two full-time semesters (at Penn or elsewhere). Additional course units may be awarded from the first two full-time semesters and/or from any of the following: advanced placement credit, Penn's Pre-Frosh Program credit, summer and/or transfer credit, all of which must be displayed on the student’s transcript at the time of eligibility evaluation.

This means if you are a sophomore, to be academically eligible you must:

• Be a full-time student, and
• Have a minimum cumulative GPA of 2.00, and
• Have 8 course units (on transcript at time of eligibility evaluation),
   • A minimum of 4.5 of the 8 course units must be for academic work completed in the first two full-time semesters (excluding summer), and
   • A minimum of 1.5 course units must be for academic work completed in the previous full-time semester (excluding summer),

New transfer students (matriculating at Penn for first time), to be academically eligible you must:
This means if you are a junior, to be academically eligible you must:

- Be a full-time student, and
- Have been awarded 24 course units of course work (equivalent of 6 Penn course units) at your former school.
  - A minimum of 18 of the 24 course units must be for academic work completed in the first two full-time semesters (excluding summer), and/or
  - Have 3 course units of transfer credit that is Penn degree applicable per term of full-time enrollment from the two-year college previously attended. Transfer credits must be displayed on transcript at time of eligibility evaluation.

Provisional Eligibility – After two full-time semesters.

If by the beginning of the third full-time semester a student-athlete satisfies all of the above requirements except for the cumulative GPA of at least 2.00 and/or eight (8) awarded course units on the transcript, the student-athlete may be considered for provisional eligibility.

- Minimum cumulative GPA for provisional eligibility consideration is 1.85.
- Minimum total number of awarded course unit credit is 6 CUs.
  - A minimum of 4.5 of the 6 course units must be for academic work completed in the first two full-time semesters (excluding summer).

To be considered for provisional eligibility a student-athlete shall meet with the school eligibility officer to discuss the academic deficiency and to develop an Academic Enhancement Plan (AEP) which shall record the plan for academic improvement and agreed upon conditions of provisional eligibility between the student-athlete and the school. The student-athlete shall then review the AEP with the Assistant Director of Athletics for Academic Services who may add additional stipulations. Following these two meetings, the student-athlete shall acquire signatures (in sequence) endorsing the AEP from the sport’s head coach and DRIA compliance coordinator.

III. Rising Juniors (including transfer student-athletes):

By the beginning of the junior year (fifth and sixth semesters), a student must be in a degree program, have satisfied forty (40) percent of degree requirements, achieved a minimum cumulative grade-point-average of 2.00, earned a minimum of one and one half (1.5) course units for the prior full-time semester (not summer term) and the student’s transcript must display an average of four (4) course units as having been awarded for each full-time semester of Penn enrollment. (A rising junior (unless a transfer student-athlete) must have a minimum of sixteen (16) awarded course units on his or her transcript) with a minimum of six (6) awarded course units being for work completed in the two most recently completed full-time semesters (including summer sessions). A minimum of four and one half (4.5) of these six course units must be from academic course work completed in the prior two full-time semesters (not including summer) with the additional one and one half (1.5) course units coming from academic work completed in the prior two full-time semesters and/or summer (including course units awarded for transfer credit), all of which must be displayed on the student’s transcript at the time of the eligibility evaluation.

This means if you are a junior, to be academically eligible you must:

- Be a full-time student, and
- Be in a degree program (have an approved major, if applicable), and
- Have an official academic worksheet, and

- Have completed 40% of the requirements for your specific Penn degree, and
- Have a minimum cumulative GPA of 2.00, and
- Have a minimum of 16 course units (on transcript at time of eligibility evaluation),
  - A minimum of 6 course units awarded must be for academic work completed in the prior two full-time semesters and/or previous summer sessions).
  - A minimum of 4.5 course units awarded, must be for academic work completed in the prior two full-time semesters (excluding summer sessions),
  - A minimum of 1.5 course units must be for academic work completed in the previous full-time semester (excluding summer sessions),

New transfer students (matriculating at Penn for first time), to be academically eligible you must:

- Be a full-time student, and
- Be in a degree program (have an approved major, if applicable), and
- Have an official academic worksheet, and
- Have completed 40% of the requirements for your specific Penn degree, and
- Have a minimum cumulative GPA of 1.90.
- Minimum total number of awarded course unit credit is 14 CUs.

To be considered for provisional eligibility a student-athlete shall meet with the school eligibility officer to discuss the academic deficiency and to develop an Academic Enhancement Plan (AEP) which shall record the plan for academic improvement and agreed upon conditions of provisional eligibility between the student-athlete and the school. The student-athlete shall then review the AEP with the Assistant Director of Athletics for Academic Services who may add additional stipulations. Following these two meetings, the student-athlete shall acquire signatures (in sequence) endorsing the AEP from the sport’s head coach and DRIA compliance coordinator.

IV. Rising Seniors (including transfer student-athletes):

By the beginning of the senior year (seventh and eighth semesters), a student must be in a degree program, have satisfied sixty (60) percent of degree requirements, achieved a minimum cumulative grade-point-average of 2.00, earned a minimum of one and one half (1.5) course units for the prior Penn academic semester (not summer term) and the student’s transcript must display an average of four (4) course units as having been awarded for each full-time semester of Penn enrollment. A rising senior (unless a transfer student-athlete) must have a minimum of twenty-four (24) awarded course units on the transcript with a minimum of six (6) awarded course units being for work completed in the most
recently completed two full-time semesters (including summer sessions). A minimum of four and one half (4.5) of these six course units must be from academic course work completed in the prior two full-time semesters (not including summer) with the additional one and one half (1.5) course units coming from academic work completed either in the prior two full-time semesters and/or summer (including course units awarded for transfer credit), all of which must be displayed on the student's transcript at the time of the eligibility evaluation.

This means if you are a senior, to be academically eligible you must:

• Be a full-time student (unless you satisfy the criterion for a NCAA exception), and
• Be in a degree program (have an approved major, if applicable), and
• Have an official academic worksheet, and
• Have completed 60% of the requirements for your specific Penn degree, and
• Have a minimum GPA of 2.00, and
• Have a minimum of 24 course units (on transcript at time of eligibility evaluation),
  • A minimum of 6 course units awarded must be for academic work completed in the prior two full-time semesters and/or previous summer), and
  • A minimum of 4.5 course units awarded, must be for academic work completed in the prior two full-time semesters (excluding summer), and
  • A minimum of 1.5 course units must be for academic work completed in the previous full-time semester (excluding summer)

New transfer students (matriculating at Penn for first time), to be academically eligible you must:

• Be a full-time student, and
• Be in a degree program (have an approved major, if applicable), and
• Have an official academic worksheet, and
• Have completed 60% of the requirements for your Penn degree
  • Thus, you will be required to have a sufficient number of awarded Penn and/or transfer course units on your transcript at the time of the eligibility review to satisfy the 60% percentage of degree requirement.

Provisional Eligibility – After six full-time semesters.

If by the beginning of the seventh full-time semester a student-athlete satisfies all of the above requirements except for having the twenty-four (24) course units awarded, the student-athlete may be considered for provisional eligibility provided a graduation audit has been completed.

• Minimum cumulative GPA for provisional eligibility consideration is 2.00.
• Minimum total number of awarded course unit credit is 22 CUs.

To be considered for provisional eligibility a student-athlete shall meet with the school eligibility officer to discuss the academic deficiency and to develop an Academic Enhancement Plan (AEP) which shall record the plan for academic improvement and agreed upon conditions of provisional eligibility between the student-athlete and the school. The student-athlete shall then review the AEP with the Assistant Director of Athletics for Academic Services who may add additional stipulations. Following these two meetings, the student-athlete shall acquire signatures (in sequence) endorsing the AEP from the sport's head coach and DRIA compliance coordinator.

V. Fifth Year Students (including transfer student-athletes):

By the beginning of fifth year (ninth and tenth semesters), a student must be in a degree program, have satisfied eighty (80) percent of degree requirements, achieved a minimum cumulative grade-point-average of 2.00, earned a minimum of one and one half (1.5) course units for the prior Penn academic semester (not summer term) and the student’s transcript must display an average of four (4) course units as having been awarded for each full-time semester of Penn enrollment. A rising senior (unless a transfer student-athlete) must have a minimum of thirty-two (32) awarded course units on transcript with a minimum of six (6) awarded course units being for work completed in the most recently completed two full-time semesters (including summer sessions). A minimum of four and one half (4.5) of these six course units must be from academic course work completed in the prior two full-time semesters (not including summer) with the additional one and one half (1.5) course units coming from academic work completed in the prior two full-time semesters and/or summer sessions (including course units awarded for transfer credit), all of which must be displayed on the student's transcript at the time of the eligibility evaluation.

This means if you are a 5th year student, to be academically eligible you must:

• Be a full-time student (unless you satisfy the criterion for a NCAA exception), and
• Be in a degree program (have an approved major, if applicable), and
• Have an official academic worksheet, and
• Have completed 80% of the requirements for your specific Penn degree, and
• Have a GPA of a minimum of 2.00, and
• Have a minimum of 32 course units (on transcript at time of eligibility review),
  • A minimum of 6 course units awarded must be for academic work completed in the prior two full-time semesters and/or previous summer), and
  • A minimum of 4.5 course units awarded, must be for academic work completed in the prior two full-time semesters (excluding summer), and
  • A minimum of 1.5 course units must be for academic work completed in the previous full-time semester (excluding summer),

New transfer students (matriculating at Penn for first time), to be academically eligible you must:

• Be a full-time student, and
• Be in a degree program (have an approved major, if applicable), and
• Have an official academic worksheet, and
• Have completed 80% of the requirements for your specific Penn degree, and
• Be a full-time student (unless you satisfy the criterion for a NCAAexception),
• Be in a degree program (have an approved major, if applicable), and
• Have an official academic worksheet, and
• Have completed 80% of the requirements for your specific Penn degree, and
• Have a GPA of a minimum of 2.00, and
• Have a minimum of 32 course units (on transcript at time of eligibility review),
  • A minimum of 6 course units awarded must be for academic work completed in the prior two full-time semesters and/or previous summer), and
  • A minimum of 4.5 course units awarded, must be for academic work completed in the prior two full-time semesters (excluding summer), and
  • A minimum of 1.5 course units must be for academic work completed in the previous full-time semester (excluding summer),

To be considered for provisional eligibility a student-athlete shall meet with the school eligibility officer to discuss the academic deficiency and to develop an Academic Enhancement Plan (AEP) which shall record the plan for academic improvement and agreed upon conditions of provisional eligibility between the student-athlete and the school. The student-athlete shall then review the AEP with the Assistant Director of Athletics for Academic Services who may add additional stipulations. Following these two meetings, the student-athlete shall acquire signatures (in sequence) endorsing the AEP from the sport's head coach and DRIA compliance coordinator.

Provisional Eligibility – After eight full-time semesters.

If by the beginning of the ninth full-time semester a student-athlete satisfies all of the above requirements except for having thirty-two
(32) course units awarded, the student-athlete may be considered for provisional eligibility provided a graduation audit has been completed.

- Minimum cumulative GPA for provisional eligibility consideration is 2.00.
- Minimum total number of awarded course unit credit is 30 CUs.

Provisional eligibility, if approved shall be for one semester only but may be extended for a second semester upon recommendation from the school eligibility officer.

To be considered for provisional eligibility a student-athlete shall meet with the school eligibility officer to discuss the academic deficiency and to develop an Academic Enhancement Plan (AEP) which shall record the plan for academic improvement and agreed upon conditions of provisional eligibility between the student-athlete and the school. The student-athlete shall then review the AEP with the Assistant Director of Athletics for Academic Services who may add additional stipulations. Following these two meetings, the student-athlete shall acquire signatures (in sequence) endorsing the AEP from the sport’s head coach and DRIA compliance coordinator.

(Source: Almanac, Vol. 52, No. 5, September 27, 2005 (http://www.upenn.edu/almanac/volumes/v52/n05/uc_recrea.html))

**Academic Rules for PhD Programs**

The doctor of philosophy degree is conferred in recognition of marked ability and high attainment in a specific branch of learning. The Ph.D. degree is granted by the Trustees of the University of Pennsylvania upon the approval of the Graduate Council of the Faculties and upon satisfaction of all degree requirements, including acceptance of the dissertation by the student’s Dissertation Committee. Students may enroll in more than one degree program with prior permission of both schools/programs; only one Ph.D. is earned.

The University’s standards, set forth below, are to be viewed as minimum requirements. The school or the graduate group has the right to establish additional requirements and to refuse to examine any student who is not qualified according to its standards. If there are additional program or school requirements, that information must be communicated and available to all students.

**Curriculum**

Graduate groups determine the curricular requirements for their programs. The course of study can include a combination of specific required courses, electives, teaching, independent study or laboratory rotations, colloquia, and demonstration through examination of comprehensive knowledge in the major field.

A student who enters the Ph.D. program with a bachelors degree will be expected to spend two to three years taking 3-4 course units a semester before satisfying the graduate group’s academic requirements, passing the required examinations and being advanced to candidacy. Graduate groups may require more extensive preparation through additional work, especially those programs with substantial language requirements.

Students in some programs, such as those in science fields, may begin dissertation-related research before advancing to candidacy. Students who enter with a masters degree or other transfer credit may satisfy the formal course requirements more quickly. Graduate groups have flexibility to establish the optimal timetable and requirements for their own students and to respond to the specific academic needs of individual students.

The customary maximum load for a Ph.D. student is four course units each semester, exceptions for a fifth course unit may be made in extraordinary cases upon approval of the graduate dean.

Graduate groups may establish examination requirements in addition to the University’s standards described below.

**Evaluations and Examinations**

A Qualifications Evaluation of each student is conducted in the first two years. The evaluation is designed by the graduate group and may be based on an examination or on a review of a student’s overall academic progress. Satisfaction of this requirement is necessary in order to continue in the graduate program and is recorded in the student’s academic record. The student and the school’s graduate office must be notified of the outcome of the evaluation.

A Candidacy Examination on the major subject area is required. This examination is normally held after the candidate has completed all required courses and may be satisfied by the successful defense of a dissertation proposal. It may be oral, written, or both, at the discretion of the graduate group. Feedback will be provided to the student within one month. Satisfactory completion of the Candidacy Examination requirement is recorded in the student’s academic record. Upon successful completion of the Candidacy Examination, the student is advanced to candidacy. Normally, a student should advance to candidacy by the end of the third year. The maximum time limit for a student to be advanced to candidacy is five years, after which time the student will be dropped from the rolls.

**Dissertation**

The student and dissertation supervisor meet regularly (at least twice a year and, in many cases, much more frequently) to establish expectations and review the progress of the student’s research.

**Dissertation Committee Composition and Meetings**

Upon advancement to candidacy, each student has a Dissertation Committee consisting of at least three faculty members (including at least two members of the graduate group). At least half of the members of the dissertation committee must be members of the graduate group at the time of appointment to the committee. Faculty who are not members of the graduate group may serve only with the written approval of the graduate group. The authority to approve membership on committees may be delegated to the graduate chair. A graduate group may establish additional requirements, such as a requirement for outside reviewers on the dissertation committee.

The Chair of the Dissertation Committee must be a member of the Standing Faculty in the graduate group. If the Chair of a dissertation committee leaves the Standing Faculty before the dissertation is completed, then a new chair from the Standing Faculty in the Graduate Group must be appointed as chair. The dissertation committee chair is responsible for convening committee meetings, advising the student on graduate group and university expectations, and assuring the graduate group chair that the group’s requirements have been met. The Dissertation Supervisor may serve as Chair of the Dissertation Committee, but is not required to do so.
The Dissertation Supervisor is the person primarily responsible for overseeing the student’s dissertation research. A student may have both a Dissertation Supervisor and a Dissertation Co-Supervisor, or two Dissertation Co-Supervisors, if that responsibility is shared equally.

Dissertation Supervisors, and Dissertation Co-Supervisors, must be members of the Standing Faculty at Penn, with special approved exceptions. A member of the Associated Faculty (such as Research Faculty or Adjunct Faculty) may be permitted to serve as a Dissertation Supervisor with prior approval of the Vice Provost for Education on a case by case basis. The Graduate Group Chair may petition the Vice Provost for Education, in advance, for an exception. In such cases, a member of the Standing Faculty in the graduate group must be appointed as the Dissertation Committee Chair.

The Dissertation Committee meets at least once annually with the student to review the student’s progress. The student prepares an Annual Dissertation Progress Report and the committee gives timely feedback (within one month) and confirms whether progress is satisfactory. A copy of the signed progress report is submitted to the Supervisor/Advisor and Graduate Group Chair and is documented by the school in the student’s PhD Worksheet.

Dissertations based on joint work with other researchers are allowed, provided that, in such cases, a unique and separate dissertation is presented by each degree candidate. The candidate must include a concise account of his or her contribution to the whole work. Authorship of a dissertation by more than one degree candidate is not allowed.

Public Presentation and Defense Examination

A public, oral presentation of the dissertation is required. The presentation may take the form of a workshop based on a complete draft of the dissertation, or it may be based on the final version of the dissertation, depending on the rules of the graduate group. In either case, the presentation must either include or be followed by an oral examination. This examination may be private if specified by the rules of the graduate group.

At least three members of the dissertation committee must participate in the defense. Participation of one of the three may be via video or audio.

In exceptional and compelling circumstances, and with the permission of the Graduate Group Chair, a student may defend the dissertation using video conferencing (e.g., Skype, Google Chat, FaceTime).

Acceptance

By the prescribed deadline, the graduate group shall report to the Graduate Division Office of the School of Arts and Sciences regarding acceptance of the dissertation and its suitability for immediate publication. The report shall include the date and location of the oral presentation or the date of the meeting of the dissertation committee, the names of the dissertation committee members, and whether they individually approve the dissertation. The student and the Advisor/Supervisor will also be given a copy of the report.

Publication and Submission

Dissertations must follow the format prescribed in the Dissertation Manual. Candidates also should familiarize themselves with any special requirements imposed by the graduate groups under which they are working.

The dissertation is, essentially, a manuscript. In some fields, the dissertation may consist of articles published by the student during the course of the PhD program, accompanied by a narrative explaining the context and significance of the collected works. Essential supplementary mixed media files, such as photographs, audio recordings, and film may be submitted to augment the written text.

All Penn PhD dissertations are published by ProQuest and a hard copy is placed in the Penn Library once the student graduates. Beginning in fall 2015, Penn will also require open access publication of dissertations in the institutional repository, Scholarly Commons. Students should discuss with their advisor whether a delay in publication is necessary or advisable. Students may apply for delay in publication by Proquest and in Scholarly Commons as follows: A request for a three-year delay is approved automatically. A request for a delay of an additional three years requires approval by the Graduate Group Chair. In the event that a further delay is needed, the graduate should petition his or her School’s Graduate Dean (or Associate Dean for Graduate Studies) for an extension.

All PhD dissertations must be submitted in digital format through ProQuest’s ETD Administrator module.

Regarding Tutoring Students for Compensation

Many PhD programs have an academic requirement that students teach for one or more semesters. Teaching assistantships and teaching fellowships are done under the supervision of the faculty instructor. The Center for Teaching and Learning is a valuable resource for all graduate students interested in improving their professionalism as teachers – even those who do not have the opportunity to serve as a TA.

A Teaching Assistant (or Teaching Fellow) shall not be allowed to tutor for compensation any student that s/he is grading or has influence in assessing.

Research Abroad

A student who will conduct dissertation research abroad for the semester registers for Dissertation Research Abroad status. Full tuition is charged to students in years 1-5, reduced tuition to students in years 6-10; a reduced general fee is charged for students on Dissertation Research Abroad regardless of their year.

Time Limits

As of 2010-11, the University’s maximum time limit for completion is ten years after matriculation; some graduate groups and schools have established more stringent criteria. Graduate students who have been dropped after ten years may petition the graduate group to return as a student for a maximum of one year in order to achieve recertification and defend the dissertation. (See sections below on Petition for Readmission and Recertification.)

Combined degree students (e.g., M.D.-Ph.D.s) typically enroll full-time in medical school during the first two years of study and do not begin full time Ph.D. course work until the third year; for these students, the ten-year time limit begins at the start of full-time Ph.D. study.
Petition for Readmission After Reaching the Maximum Time To Degree

A student who has been dropped after reaching the maximum time limit may petition the graduate group to return as a student for a maximum of one further year in order to achieve recertification and complete and defend the dissertation. Faculty members have no obligation to continue working with a student who has been dropped, nor is there any presumption that a graduate group will respond favorably to a petition for re-admission. If a graduate group wishes to recommend re-admission, it must present to the graduate dean a list of faculty members willing to serve as a dissertation committee and a detailed, realistic plan of how the student will, within one year of reenrollment, achieve recertification, pass the dissertation examination, and submit the final copy of the dissertation. If re-admission is approved by the graduate dean, the student must pay Reduced Tuition for two semesters, unless all requirements are completed within one semester. A student may petition for readmission at the time s/he is dropped from the program, or at a later date. The student should be fully ready and committed to completing within a one-year timeframe; enrollment will not be extended beyond that final year, and no further petition for readmission will be considered by the University.

Recertification

If the graduate group and graduate dean approve the petition for readmission, the student must immediately be recertified. In order to ensure that a student's dissertation research remains at the frontier of current research in the field, the student must retake and pass the Candidacy Examination, or satisfy alternative recertification criteria designed by their graduate group and approved by the Graduate Council of the Faculties. The new deadline for completion of all requirements for the Ph.D., including recertification, shall be within one year.

Approved Individual Graduate Group Recertification Policies

The following policies have been approved by the Graduate Council of the Faculties and supplement the University's Recertification Policy.

Anthropology (Revised July 2010)

Students who have not completed the dissertation within the University's maximum time limit may apply for readmission, but must then complete all requirements for the PhD, including deposit of the dissertation, within one year. In order to reapply, the student should have a complete draft of their dissertation that has been approved by their advisor. At that point, the student should meet with the graduate chair, who will then bring the student's case before the graduate group for a vote. Should the vote support the student's readmission, the graduate chair will present the case to the graduate dean, outlining the student's outstanding requirements and a timetable for completing them. In some cases, the student may be asked to repeat the Candidacy Examination in order to demonstrate a satisfactory grasp of current scholarship in the field. The graduate dean then reviews the case, and if it is approved, writes a letter formally spelling out the arrangements, and the tuition and fees that the student will be expected to pay.

Communication (Revised June 2010)

Students who have not completed all requirements for the Ph.D., including the deposit of the dissertation, within ten years of matriculating must submit all written work they have completed on their dissertation to a committee comprised of a minimum of three members of the Communications standing faculty. This committee may be the student's dissertation committee or, if that committee is not intact, an Ad Hoc committee appointed by the Committee on Graduate Studies. The committee members will evaluate this material (they may, at their discretion, meet with the student), and take one of the following actions:

1. require the student to retake all or part of the Comprehensive Examination (if the committee believes there is a question about the continued currency of the student's research);
2. impose other conditions such as the committee believes will ensure the currency and timely completion of the student's work toward the Ph.D.;
3. recommend to the Committee on Graduate Studies that the student be disqualified from continued doctoral candidacy (if the committee believes the written work provides insufficient evidence of progress toward the completion of an adequate doctoral dissertation).

In the case of (1) or (2), above, the committee will report its decisions and actions to the Committee on Graduate Studies. Upon satisfactory re-certification, the student must complete all requirements for the PhD, including deposit of the dissertation, within one year.

Comparative Literature (Revised July 2010)

Students who have not completed all requirements for the Ph.D., including the deposit of the dissertation, within the University's maximum time limit must retake the dissertation prospectus exam (also known as the "final exam"). This exam will involve submitting an updated version of the prospectus to the student's committee; the committee must approve the new prospectus in order for the student to satisfy the recertification requirement. Upon satisfactory re-certification, the student must complete all requirements for the PhD, including deposit of the dissertation, within one year.

Economics (Revised July 2010)

Students who have not completed all requirements for the Ph.D., including the deposit of the dissertation, within the University's maximum time limit must submit a progress report and plan to his or her dissertation committee. The purpose of this report/plan is:

- to document which degree requirements the student has completed;
- to provide a rationale for why he or she has been unable to complete all the requirements within the time limit and to provide a timeline/schedule of steps for completion of the remaining requirements within a one-year extension.

The student's chair and a majority of his or her dissertation committee must review and approve the progress report and plan. The student must then submit the progress report and plan to the Committee on Degrees for their review and approval. The student must re-take a preliminary exam that documents familiarity with the current status of their field.
**Hispanic Studies (Revised October 2017)**

Students who have not completed all requirements for the Ph.D., including the deposit of the dissertation, within the University’s maximum time limit must 1) submit an updated version of the prospectus and 2) submit a review of the most recent literature on the dissertation topic. The student’s committee must approve the new prospectus and review of literature in order for the student to satisfy the recertification requirement. Upon satisfactory re-certification, the student must complete all requirements for the Ph.D., including deposit of the dissertation, within one year.

**Linguistics (Revised July 2010)**

A student can be re-certified by submitting a revised dissertation proposal reflecting current scholarship on the topic and then undergoing a new dissertation proposal defense, following the usual procedures for the Graduate Group. Upon satisfactory re-certification, the student must complete all requirements for the Ph.D., including deposit of the dissertation, within one year or less as determined by the Graduate Group.

**Near Eastern Languages and Civilizations (Revised October 2010)**

For Near Eastern Languages and Civilizations, students who apply to be re-enrolled in the PhD program must pass a recertification examination demonstrating satisfactory grasp of current scholarship in their field. The Graduate Group Chair and the dissertation committee will constitute the recertification committee for this purpose. After an initial oral examination, the committee may, at its discretion, require that the student retake the Candidacy Examination and/or submit a revised dissertation proposal prior to recertification. Upon satisfactory re-certification, the student must complete all requirements for the PhD, including deposit of the dissertation, within one year.

**Political Science (July 2010)**

All students who have not completed all requirements for the Ph.D. (including deposit of the dissertation) within the University’s maximum time limit must submit to their full dissertation committee (i.e., the supervisor and two readers) a copy of all written work they have completed on their dissertation. The committee members will evaluate this material, and report to the whole group, recommending that one of the following actions be taken:

- The student is required to retake the qualifying examination (if the committee believes there is a question about the continued currency of the student’s research). The student is disqualified from continued doctoral candidacy (if the committee believes the written work provides insufficient evidence of progress toward the completion of an adequate doctoral dissertation). Other conditions are imposed on the student’s dissertation research, such as the committee believes will ensure the currency and timely completion of the student’s work toward the Ph.D. within one year of recertification.
- There is a full committee working with a student on a dissertation;
- the student’s dissertation work represents an extension of preliminary degree work and is conducted in constant consultation with the dissertation chair and committee;
- a plan for completion within one year is realistic, particularly in relation to the student’s prior diligence in completing work;
- the Dissertation Committee Chair supports the student’s plan for completion of the dissertation.

An application for an extension consists of the following steps: The student meets with the dissertation chair about an extension and the chair calls a meeting of the full dissertation committee. The Dissertation Committee hears a student presentation detailing work thus far on the dissertation and a plan for completion within one year. In addition to fielding questions about the dissertation work and the feasibility of the completion plan, the student may also be orally examined on the broader social welfare context of the dissertation work, to demonstrate currency in the field. The presentation is given in a closed meeting to dissertation committee members and steering committee members. The Dissertation Committee makes a recommendation to the doctoral program director on whether or not the student should be recertified.

Upon receiving the recommendation of the dissertation committee, the doctoral program director makes the final decision about whether or not the extension is granted. The doctoral program director will inform the student of a decision. Decisions to recertify will be relayed to the University administration by the program director.

**Tuition**

Beginning in fall 2008, Ph.D. students will be charged full tuition until they have completed five years of full-time study or the equivalent of approximately 30 course units. The time may be as brief as three years if a student enters with credits from a post-baccalaureate degree program or successfully completes the Ph.D. in fewer than five years.

If the student has not earned the Ph.D. degree by the end of five years, the student will be charged reduced tuition until the degree is awarded, or for a maximum of five additional years. Continuous enrollment is required through year ten (or until graduation), with an exception for approved leave (for family leave, military, medical reasons). After a maximum of five years at reduced tuition, the student ceases to be enrolled. With permission and recertification from the graduate group, a student may re-enroll for a final year in order to defend and deposit the dissertation. Such a student must pay reduced rate tuition for a final two semesters, unless all requirements are completed within one semester.

A student engaged in research overseas may be registered for Dissertation Abroad; charges are posted for Reduced Tuition and Reduced General Fee.

**Transfer Credit**

Credit may be transferred toward the Ph.D. from a masters degree or other work completed in a post-baccalaureate degree program, upon recommendation by the graduate chair and approval of the graduate dean, reducing full tuition registration by up to two years. No work done as an undergraduate, whether at this institution or at any other, will be counted toward a Ph.D., A.M., or M.S., with the following exception: graduate courses completed by undergraduates as submatriculants in a graduate group may be counted toward graduate degree requirements.

**Continuous Registration**

Continuous registration as a graduate student is required unless a formal leave of absence (http://catalog.upenn.edu/pennbook/phdstudentleaveofabsence/) is granted by the dean of the student’s school. A leave of absence will be granted for military duty, medical
within their department and school. The graduate group is responsible for making the necessary arrangements via email of the details of the student's leave request. The graduate group chair and dissertation advisor will be notified via email of the details of the student's leave request. The graduate group chair and dissertation advisor will be notified via email of the details of the student's accommodation request. The graduate group and recertification are required for reinstatement.

Dissertation registration takes place in the fall and spring semesters. Dissertation students who are candidates for August degree remain full-time students through August 31st without summer registration.

**Extramural Research**

If graduate credit is sought for research work pursued at laboratories not officially a part of the University of Pennsylvania (for example, where the investigator is not a member of the graduate group), the student must obtain prior permission from the graduate chair. University policies regarding intellectual property apply in the case of research conducted in extramural settings.

**Copyright and Patent Policies**

A dissertation submitted as part of the requirements for a degree is the property of the University. Any copyrights or patent rights arising therefrom shall be governed by the policies of the University of Pennsylvania, including the Patent and Tangible Research Property Policies and Procedures and the Policy Relating to Copyrights and Commitment of Effort for Faculty.

**New Parent Accommodation**

A student in a Ph.D. program at Penn is eligible for time off of eight weeks for the birth or adoption of a child. The student must complete the online New Parent Accommodation/Family Leave Request Form (https://vpe.wufoo.com/forms/r72pat10x6xvtk/) at least 60 days prior to the anticipated start date of the leave so that appropriate arrangements can be made to cover any teaching/research responsibilities.

The graduate group chair and dissertation advisor will be notified via email of the details of the student's accommodation request. The graduate group is responsible for making the necessary arrangements within their department and school.

A. Normally the “Time Off” period commences within two weeks of the birth or adoption.
B. During the “Time Off” period, the student remains enrolled full-time. In order to facilitate a rapid return, s/he may participate in the program as fully as s/he deems appropriate. By remaining on full-time status, student visa status and loan repayment schedules, if any, will remain unchanged.
C. The student is entitled to academic accommodation including relief from academic requirements, such as postponement of exams and course requirements.
D. A student receiving stipend support is entitled to continuation of support during the “Time Off” period as follows:
   1. Students receiving stipends from University/school funds are entitled to draw support for eight weeks during the academic year.
   2. Students funded by government grants or other external funding sources are entitled to benefits as determined by the funding agency.

**Family Leave of Absence Policy**

A student in the Ph.D. program at Penn may take an unpaid Family Leave of Absence for the birth or adoption of a child, child care, or care of an immediate family member (spouse, domestic partner, child, or parent) with a serious health condition.

The graduate group chair and dissertation advisor will be notified via email of the details of the student's leave request. The graduate group is responsible for making the necessary arrangements within their department and school.

A. Students may take a Family Leave of Absence for one semester or for two semesters.
B. The student must complete the online New Parent Accommodation/Family Leave Request Form (https://vpe.wufoo.com/forms/r72pat10x6xvtk/) at least 60 days prior to an anticipated leave so that appropriate arrangements can be made to cover any teaching/research responsibilities. In unanticipated and/or emergency situations, students should fill out the form as soon as possible.
C. Family Leave "stops the clock" on the student’s academic requirements, including service requirements, for the duration of the leave.
D. During the period of Family Leave, the student may arrange to continue Student Health Insurance, but is responsible for the payment of his or her own premiums. Upon paying a fee, students on approved Family Leave will retain their PennCard, e-mail accounts, library privileges, and building access.
E. Funding commitments from the institution are deferred until the student returns from Family Leave. Students receiving funding from external sources, such as government grants, are subject to the conditions established by the funding source.
F. Service requirements (e.g., teaching, research) will be met by the student following return from Family Leave.
G. Requests for extension of Family Leave beyond one year, or for repeated Family Leaves, may be made. Approval of an extension, deferral of funding, and continued academic accommodation is at the discretion of the Graduate Dean.

**Important:** If you anticipate adding a dependent (e.g., newborn) to your Penn Student Insurance Policy while on Family Leave, you must remain in active student status at the start of the fall semester. Students should arrange with their school/division to maintain full-time student status for at least 31 days from the start of fall classes, after which time the Family Leave status can be recorded in the Student Records System. After the birth/adoption, contact the SHS Insurance Coordinator to enroll the dependent. The premium for dependent coverage is payable directly to Aetna Student Health.

**Graduate Grades and Academic Standing**

The grading system is as follows:

- A, excellent;
- B, good;
- C, fair;
The Exchange Scholar Program allows Penn Ph.D. students to apply to Institutional Courtesy/Exchange Programs an application for admission to the new graduate group. A student who wishes to change his or her graduate group must submit Change of a Graduate Group the second week of the term. A course and is submitted to the graduate office no later than the end of the chairperson of his or her graduate group and the instructor giving the status in a course to auditor, provided that the request is endorsed by a student may request that the school graduate office change his or her with permission of the graduate group chair. for three course units may register as auditor for one additional course the course must first secure the consent of the instructor. He or she must for satisfactory work for the graduate faculties is a B average in each academic year, but the graduate group may set additional requirements that determine advancement; these requirements may require a student to withdraw despite a satisfactory grade average, if the quality of the student’s work is not at a level that predicts successful dissertation research.

The mark of S is used to indicate satisfactory “progress”. It may be used as a permanent grade for 999 courses only. It is a temporary grade for all other courses. The mark of I is used to designate “incomplete.” A student who fails to complete a course and does not withdraw or change his/her status to auditor within the prescribed period shall receive at the instructor’s discretion either a grade of I (incomplete) or F (failure). It is expected, in general, that a student shall complete the work of a course during the term in which that course is taken. The instructor may permit an extension of time up to one year for the completion of the course. In such cases, any course which is still incomplete after one calendar year from its official ending must remain as “incomplete” on the student’s record and shall not be credited toward a degree.

Auditors
A student who desires to attend a course without performing the work of the course must first secure the consent of the instructor. He or she must register in order for the audited course to appear on the transcript; no credit will be received for the audited course. A teaching fellow registered for three course units may register as auditor for one additional course with permission of the graduate group chair.

A student may request that the school graduate office change his or her status in a course to auditor, provided that the request is endorsed by the chairperson of his or her graduate group and the instructor giving the course and is submitted to the graduate office no later than the end of the second week of the term.

Change of a Graduate Group
A student who wishes to change his or her graduate group must submit an application for admission to the new graduate group.

Institutional Courtesy/Exchange Programs
The Exchange Scholar Program allows Penn Ph.D. students to apply to study for a semester or academic year at one of ten other participating institutions:

- Brown
- Columbia
- Cornell
- Harvard
- MIT
- Princeton
- Stanford
- University of California-Berkeley
- University of Chicago
- Yale

Through cooperative arrangements with Bryn Mawr College, Haverford College, and Swarthmore College, University of Pennsylvania students may, upon presentation of the proper credentials and with the permission of the instructor concerned, enroll for courses in these institutions. The University of Pennsylvania will accept toward a masters or Ph.D. degree up to the equivalent of three course units for work completed under this arrangement.

Through a cooperative arrangement between The Annenberg School for Communication and Johns Hopkins University, students selected as exchange scholars from the Annenberg School for Communication may count up to one academic year of study at John Hopkins (taken while registered at Penn), subject to the approval of the graduate group, toward the Ph.D. degree at the University of Pennsylvania.

Ph.D. and research masters students enrolled in Anthropology, or History of Art may, upon approval of their graduate group and the instructor, enroll for a maximum of two courses in the Department of Art Conservation at the University of Delaware. The University of Pennsylvania will accept credits completed under this agreement for a masters or Ph.D. degree.

Ph.D. students enrolled in Ancient History, Classical Studies, Religious Studies, Germanic Languages and History may, upon approval of their graduate group and the instructor at the host institution, enroll for a maximum of four courses for graduate credit at the Lutheran Theological Seminary at Philadelphia.

Ph.D. students enrolled for at least one full academic year in the Graduate Groups in Ancient History, Classical Studies, Art and Archaeology of the Mediterranean World, History of Art, Religious Studies, German, Political Science or History may, subject to the approval of their graduate group and the instructor, enroll for a maximum of four courses at the Jewish Theological Seminary.

Each year, up to two English Ph.D. students (one in film and one in poetics) may, upon approval of the graduate group and the instructor at the host institution, take one course each offered by Temple University’s Department of Film and Media Arts and in English.

Under the terms of the PhD Student Exchange Program with Rutgers University, PhD students in all fields may take up to four courses at Rutgers University upon approval of their graduate group chair.

Details regarding the institutional exchange agreements are available from the Office of the Vice Provost for Education.

Updated July 29, 2019

Academic Rules for Research Master’s Programs
The master’s degree represents the successful completion of at least a full academic year (two terms) of graduate work including some training in research.

Course Requirements
A minimum of eight course units is required for the master’s degree. Additional work may be prescribed in individual cases. Any student
registered for the full amount of four course units may register as an auditor for one additional course with the permission of the graduate dean. No more than four course units in any one term may be counted toward the minimum requirement of eight course units. No course may be counted toward degree requirements if it has been used toward the requirements for more than one other degree.

Major Subject
A prospective candidate for a master's degree must complete at least four course units in the field of the major, and the work as a whole shall be directed by the chairperson of the graduate group concerned.

In the case of a research requirement (thesis, seminar, or laboratory course), the candidate shall also:

1. prepare a thesis in the field of the major subject; or
2. complete a course of research character or engage in supervised research, as the graduate group shall direct, which, in either case, shall be of at least one term in duration and shall include the preparation of at least one comprehensive scholarly or scientific paper.

A thesis or research paper based on joint work with other researchers is allowed, provided that, in such cases, a unique and separate document is presented by each degree candidate. The candidate must include a concise account of his or her contribution to the whole work. Authorship of a master's thesis or research paper by more than one degree candidate is not allowed.

If a thesis is required, two printed copies shall be deposited in the Graduate Division Office by the date specified in the degree calendar for that term. Specific information regarding the form in which the master's thesis manuscripts are to be prepared must be obtained from the Graduate Division Office.

General Examination
A general examination by the graduate group in the major subject is required in addition to all other examinations. The purpose of this examination is to test the candidate's knowledge of his or her major subject in its broader aspects and proficiency in the particular courses he or she has taken. This examination may be oral, written, or both, at the discretion of the graduate group. The mere satisfaction of minimum requirements does not entitle the student to be admitted to this examination.

With the approval of the Graduate Council of the Faculties, the graduate group may substitute other assessment procedures for the general examination as a means of assuring that master's students have broad knowledge of the field.

Transfer of Credit
At least eight course units of the total program required for the master's degree must be completed in a graduate program at the University of Pennsylvania or through an approved program at another school. Where more than eight course units are required, graduate work done at other universities may be accepted for the balance of the course requirements, if approved by the graduate dean. A student may transfer courses completed at other graduate schools of the University with the approval of the appropriate graduate dean. No work done as an undergraduate, whether done at this institution or at any other, will be counted toward a higher degree. (Graduate courses completed by an undergraduate as part of submatriculation in a graduate group count as graduate courses and, therefore, may be counted toward graduate degree requirements.) Credit towards satisfaction of the minimum course requirements for a post-baccalaureate degree can be given for a maximum of four course units of work completed while registered in the College of Liberal and Professional Studies.

Time Limits
The minimum requirement of eight course units must be completed within six consecutive years with the understanding that one additional year will be allowed for the completion of a thesis if required.

Registration
Registration takes place in the fall and spring semesters. Research masters students who are candidates for an August degree remain full-time students through August 31st without summer registration.

Leave of Absence
A student who wishes a leave of absence must submit a written request to his or her graduate group chairperson for initial approval and then to the appropriate dean for final approval. The granting of a leave of absence does not automatically change the time limit. Time spent in military service does not count under the time limit.

Alcohol and Other Drug Policy

I. Introduction
The University Alcohol and Other Drug Policy, like other standards of conduct applicable to the University community, is intended to further the educational mission of the University of Pennsylvania. The University is committed to fostering an environment that promotes the acquisition of knowledge and nurtures the growth of the individual. Each member of our intellectual community is responsible for his or her own actions and is expected to contribute to the Penn community and to respect the rights of others to participate in the academic and social life of the University. The following Alcohol and Other Drug Policy, with its emphasis on individual and shared responsibility, healthy and informed decision-making, maintaining a caring environment, and the promotion of genuine dialogue, is adopted in this spirit. Students, staff and faculty may be subject to additional requirements and procedures set forth by their respective schools or departments, and which may be stated in handbooks generated by those entities.

II. Standards of Conduct
Drugs [See Summary of Controlled Substance Statutes in Appendix]
The University of Pennsylvania prohibits the unlawful manufacture, distribution, dispensation, sale, possession or use of any drug by any of its students, employees in its workplace, on its premises or as part of any of its activities. This includes the unlawful sale, distribution, dispensation, possession, or use of any prescription drug. Use or possession of marijuana is prohibited on University premises, per federal law, which supersedes Pennsylvania laws governing the use and possession of marijuana and marijuana products on university campuses. This policy is intended to supplement and not limit the provisions of the University's Drug-Free Workplace policy (https://www.hr.upenn.edu/policies-and-
Alcohol [See Summary of Alcohol Statutes in Appendix]

A. General Rules Governing the Use of Alcohol

The University of Pennsylvania seeks to encourage and sustain an academic environment that respects individual freedom and promotes the health, safety and welfare of all members of its community. In keeping with these objectives, the University has established the following policy governing the possession, sale and consumption of alcoholic beverages by members of the University community, and conforming to the laws of the Commonwealth of Pennsylvania. Penn's alcohol policy and programs are intended to encourage its members to make responsible decisions about the use of alcoholic beverages, and to promote safe, legal, and healthy patterns of social interaction.

1. The University of Pennsylvania prohibits:

   a. The possession and/or consumption of alcoholic beverages by persons under the age of twenty-one on property owned or controlled by the University or as part of any University event or meeting organized by a University department, organization or group.

   b. The intentional and knowing selling, or intentional and knowing furnishing (as defined by Pennsylvania law) of alcoholic beverages to persons under the age of twenty-one or to persons obviously inebriated on property owned or controlled by the University or as part of any University event or meeting organized by a University department, organization or group. Pennsylvania law currently defines ‘furnish’ as ‘to supply, give, or provide to, or allow a minor to possess on premises or property owned or controlled by the person charged.’

   c. The consumption of alcoholic beverages by all University students and employees so as to adversely affect academic or job performance and/or endanger the physical well-being of other persons and/or oneself, and/or which leads to damage of property.

   d. The possession, sale, distribution, promotion, or consumption of an alcoholic beverage in a manner that constitutes a violation of federal, state or local law, including the sale, directly or indirectly, of any alcoholic beverages at a premises or by an entity not licensed for such sales on property owned or controlled by the University or as part of any University event or meeting organized by a University department, organization or group.

   e. When an entity without a liquor license is providing service of alcohol, the following is prohibited per Pennsylvania law:

      • Sales of alcoholic beverages at a cash bar
      • Sales of tickets or entrance fees to an event where alcohol is served
      • Donations or reimbursements to support the cost of an event where alcohol is served
      • Sales of drink tickets or inclusion of drink tickets in entry fees at events where alcohol is served

2. The University of Pennsylvania permits the lawful keeping and consumption, in moderation, of alcoholic beverages on its property or property under its control by persons of legal drinking age (21 years or older).

3. In cases of intoxication and/or alcohol poisoning, the primary concern is the health and safety of the individual(s) involved. Individuals are strongly encouraged to call for medical assistance for themselves or for a friend/acquaintance who is dangerously intoxicated. No student seeking medical treatment for an alcoholic or other drug-related overdose will be subject to University discipline for the sole violation of using or possessing alcohol or drugs. This policy shall extend to another student seeking help for the intoxicated student.

4. Vice Provosts, Vice Presidents, Deans, and heads of administrative and residential units have the authority and responsibility to govern the use of alcohol in areas they control, both indoors and out, and to approve or disapprove of plans designed to ensure that (at events where alcohol will be served in such areas) only legal age individuals will have access to such alcohol. Further, those hosting such events must take reasonable steps to ensure that the acquisition, distribution and consumption of alcohol otherwise complies with applicable law and University policy.

5. At any event at which alcohol will be served, sufficient quantities of non-alcoholic beverages and food must also be available to guests without cost.

6. Consistent with Pennsylvania law, advertisements of social events shall not promote nor describe the availability of alcoholic beverages; nor shall such advertisements promote the consumption of alcohol by minors.

7. Ordinarily, consumption of alcoholic beverages in outdoor public areas such as walkways, building steps and porches, unenclosed patios, green spaces, and the like is not permitted regardless of the age of the drinker. However, appropriate administrators and University of Pennsylvania Police (UPPD) may grant exceptions to this guideline on an event-by-event basis. Exceptions will be granted only for those events where an overwhelming majority of those reasonably expected to attend an event are of legal drinking age. Events for which exceptions have been granted must be limited to areas that are clearly demarcated and in which it is possible to exercise adequate control of access to and consumption of alcohol. Event hosts must ensure that barriers and other alterations to the outdoor venue which are required by the UPPD and/or the manager of the venue are in place.

8. Kegs of any amount of beer are not permitted at student-run events and are not allowed in any University-managed undergraduate residence. Kegs are permitted at University-sponsored, staff-run events only.

B. Rules Governing Alcohol Use at Registered Undergraduate Social Events

In order to minimize the risk of alcohol abuse, promote compliance with the law, and encourage students to make responsible decisions about the use of alcohol, the following rules are designed to control the volume and nature of alcohol products available and, ultimately, reduce the risk of alcohol-related incidents that pose a threat to the health and welfare of students and colleagues.

1. Undergraduate student groups—that recognize, register, or identify themselves as an organization by the University—which intend to sponsor events to be held at an on-campus space, an off-campus residence, or a third-party venue, and where alcohol will be served and consumed, must register the event with the Office of Alcohol and Other Drug Program Initiatives (AOD) and with their organization’s advising office (where applicable) at least ten days in advance of the event. Failure to register an event at which alcohol is served does not exempt student organizations from the applicability of these rules. Registration of an event with
AOD does not relieve the sponsor(s) of the event from complying with applicable codes and/or life safety standards.

2. Approval from UPPD must be obtained for any events, including alcohol-free events, which will have:
   a. More than 400 guests,
   b. Outside area/yard, and/or
   c. Live music outside.

The party organizers must contact UPPD for approval as part of the event registration process with the Office of Alcohol and Other Drug Program Initiatives.

3. Professional security must be hired to check age identification of all attendees and wristbands must be distributed to guests who are of legal age to consume alcohol. Security will be coordinated by AOD or by the venue.

4. Hard alcohol, distilled liquor with an alcohol content of more than 15%, is prohibited at all registered on-campus undergraduate events, except at events with a set guest list of 150 attendees or fewer. A guest list must be supplied to AOD prior to the event. At such events, no more than two types of hard alcohol may be provided, and must be provided in single-shot drinks only. Shots or multiple-shot beverages are prohibited.

5. Service of alcohol at all on-campus registered events must end no later than 1 a.m.; events may continue until 2 a.m.

6. Undergraduate student organizations hosting events at an on-campus space, an off-campus residence, or a third-party venue, at which alcohol is served are responsible for assuring that alcohol is served and consumed lawfully and safely. To comply with this expectation undergraduate student organizations must adhere to the following conditions:
   a. No oversized or common source containers of any sort [including but not limited to kegs, punchbowls, beer balls, party balls] are permitted at any on-campus event;
   b. Only individuals with valid proof of legal drinking age may be served alcohol; alcohol may not be served to any visibly intoxicated person, regardless of age;
   c. Alcohol may be served only from a controlled, designated area by University-approved, sober, trained, of-age bartenders who are unaffiliated with the host organization;
   d. For the duration of registered events, individual members of host organizations may not entertain guests in private areas, including private bedrooms. Party attendance is restricted to the public area designated for the party. This means that individual members of a host organization may not serve alcohol in their private rooms for the duration of registered events, even if those in the room are of legal drinking age;
   e. No University funds may be used to purchase alcohol for any event sponsored by an undergraduate organization;
   f. Drinking contests or games of any sort are expressly prohibited.

* The amount of alcohol available at an event should not exceed a ratio of more than four (4) alcoholic drinks (premium beer, table wine, or wine coolers) per of-age person attending the event. One drink = 12 ounces of premium beer (alcohol content of less than 6% by volume) or 4-5 ounces of (unfortified) table wine or a standard serving size wine cooler (usually 10 ounces).

7. All registered events held at an on-campus space, an off-campus residence, or a third-party venue must have appropriately trained bartenders who are unaffiliated with the host organization and who are at least 21 years of age.

8. At all registered events, whether held at an on-campus space, an off-campus residence, or a third-party venue, the host organization must identify trained, host monitors who may not consume any alcoholic beverages during or immediately prior to the event. There shall be at least one such host monitor for each 30 guests at an on-campus venue or off-campus residence, or one monitor for each 50 guests at an off-campus third-party venue. Sober host monitors must be designated in advance of each event during the event registration process. Sober hosts must remain sober for the duration of the event. Each academic year, organizations hosting events with alcohol must demonstrate to the Director of the Office of Alcohol & Other Drug Program Initiatives that they have a clear understanding of the function of the sober host monitors and the University’s alcohol and other drug policies and that they have participated in training or taken other steps to develop the ability to, wherever possible (1) handle emergency situations, (2) respond to alcohol-related medical concerns, (3) identify and intervene with overly intoxicated guests, whether or not they require medical treatment, (4) and take any necessary steps to protect the health and safety of guests.

9. University trained and appointed monitors will assist in assuring that University policy is followed at all on-campus events.

10. The organizers of events must properly dispose of partially filled and empty alcohol containers at the conclusion of the event.

11. The University supports the enforcement of all University, local, state and federal policies and laws by retail and wholesale distributors of alcohol on or near campus.

12. It is understood that in addition to University policy and state law, many University undergraduate student organizations are subject to policies regarding the possession and consumption of alcohol imposed by a parent organization. If the policies governing an individual organization impose more restrictive regulations regarding alcohol possession and consumption it will be necessary for that organization to follow its parent organization's policies or risk sanctions. If, however, the parent organization permits the possession or consumption of alcohol where otherwise prohibited by University policy, the organization must comply with the University's policy, notwithstanding its parent organization's rules.

C. Rules Governing Alcohol Use at Registered Graduate and Professional Student Social Events

1. Graduate and professional student organizations which intend to sponsor on-campus or off-campus third-party venue events at which it is anticipated alcohol will be served and consumed must have their event plans approved by the appropriate administrators in their school, department, or center.

   a. If the event is to be held within facilities managed by the student organization's school, department, or center, the event plan must be approved by the appropriate administrators within that space. The event must follow all policies for events with alcohol outlined by the administrators overseeing the student organization and venue.
b. If the event is to be held in another on-campus venue, such as a Perelman Quadrangle space or an outdoor area, or at an off-campus third-party venue, the event plan will require additional approval by the appropriate administrator responsible for that space and by the Office of Alcohol and Other Drug Program Initiatives. UPPD approval must be obtained for any events taking place outdoors or that will feature live music. The event must follow the rules governing the use of alcohol in that particular space.

2. In order to minimize the risk of alcohol abuse, promote compliance with the law, and encourage students to make responsible decisions about the use of alcohol, the following rules are designed to control the volume and nature of alcohol products available and, ultimately, reduce the risk of alcohol-related incidents that pose a threat to the health and welfare of students and colleagues.

   a. Individuals under the age of 21 may not be served alcohol.
   b. Service of alcohol must be managed by a licensed bartender.
   c. Security must be present at the event or at the entrance to the building in which the event is to be held.
   d. Food and non-alcoholic beverages must be provided at events where alcohol is served.
   e. Sober hosts affiliated with the host organization must be present at the event to ensure that rules related to the service of alcohol and use of facilities are followed.
   f. Drinking games or contests are prohibited.
   g. Kegs are prohibited except at University-sponsored, staff-run events.
   h. No funds can be exchanged for alcoholic beverages or for admission to events where alcohol is served except where an entity with a liquor license is controlling the service of alcohol.

III. Penn’s Commitment to Health Education and a Supportive Environment

Consistent with its educational mission, the University sponsors programs which help eradicate misperceptions about alcohol use among peers, create opportunities for open, honest dialogue about alcohol use and abuse, and promote awareness of the physical and psychological, social and behavioral effects of alcohol consumption. The University, along with its students, is committed to the creation of multiple recreational opportunities to help promote a wider variety of social experiences for undergraduates.

1. The University is committed to providing every Penn undergraduate student and parent or guardian with alcohol education from multiple sources when students are pre-freshman, during New Student Orientation, and during the course of the student’s undergraduate education.

2. The University is committed to supporting continuous and expanded peer education, to creating opportunities for the integration of alcohol and drug related issues in its undergraduate co-curricular programs and maintaining an effective, coordinated and responsive alcohol abuse prevention plan implemented by the University’s Director of the Office of Alcohol & Other Drug Program Initiatives.

3. In order to promote responsible group behavior regarding alcohol use, each student organization having more than 10 members and recognized by Division of Recreation and Intercollegiate Athletics, Vice Provost for University Life, Office of Fraternity and Sorority Life, Student Activities Council, Office of Student Affairs, Graduate and Professional Student Assembly, one of Penn’s 12 schools, on-campus residential facilities and/or the College Houses is expected to meet the following requirements:

Each organization or group that intends to host registered events with alcohol (both on-campus and at off-campus third-party venues), must design and implement an individualized plan to demonstrate competency in managing risk related to alcohol consumption. Such a plan would identify the methods through which the organization will control service of alcohol, promote moderate alcohol consumption, and respond to alcohol-related medical concerns. Each organization must specifically identify appropriate strategies for creating an environment in which alcohol use is secondary to the event itself and which emphasizes food and activities not related to alcohol so as to minimize the risk associated with its presence. This plan will be reviewed as part of event registration prior to each event with alcohol.

Failure to meet this requirement could result in the loss of University recognition and/or support.

4. Organizations not officially recognized by the University are expected to undertake similar efforts to ensure that high-risk drinking and substance abuse are appropriately addressed.

IV. Consequences for Policy Violations

All members of the University community and all University organizations are expected to comply with applicable local, state and federal laws regarding the possession, use or sale of alcohol or other drugs, whether on or off-campus, and are expected to comply with all University regulations regarding alcohol possession or use. Individuals and organizations which violate this policy may be subject to appropriate disciplinary action.

1. Any student or employee who violates University policies or applicable law may be subject to disciplinary actions and/or referral for prosecution. Disciplinary actions for students may include, but are not limited to, sanctions by the Office of College Houses & Academic Services and the Office of Residential Services, sanctions as set forth in the Charter of the University of Pennsylvania Student Disciplinary System, procedures outlined in the Fraternity and Sorority Advisory Board Judicial Charter, and other formal University consequences, as well as possible civil and criminal penalties. The severity of the sanctions will depend, in part, on whether there have been repeated violations and on the seriousness of the misconduct. Faculty, staff, and other non-students found to be in violation of this policy or applicable law may be subject to University disciplinary procedures which may impose sanctions up to and including termination of employment and/or referral for prosecution. The University also supports enforcement, by applicable law enforcement agencies, of all local, state and federal laws.

2. Along with disciplinary consequences, the University is committed to providing resources and education as appropriate to assist members of the community.
V. Resources in the Penn Community for Information and Counseling Related to Alcohol and Other Drug Use

The University provides services and resources for community members who experience alcohol and/or other drug related difficulties. The following programs are available for students, staff, and faculty:

1. Office of Alcohol & Other Drug Program Initiatives (https://www.vpul.upenn.edu/alcohol/)
The Office of Alcohol & Other Drug Program Initiatives is responsible for ensuring the efficient and productive coordination of all relevant, alcohol-related campus services. Assistance is available by calling (215) 573-3525.

2. Employee Assistance Program (https://www.hr.upenn.edu/PennHR/wellness-worklife/counseling-and-employee-assistance-program/)
The Employee Assistance Program is a free, confidential one-on-one counseling service provided by the University for Penn faculty and staff and their family members. This program can offer assistance with serious life issues 24 hours a day, seven days a week by calling 1-888-321-4433. Services are available at over 450 locations throughout the Delaware Valley, including an on-campus office at 36th and Market Streets.

3. Additional Resources
The following offices provide information, education and services related to alcohol and other drug concerns. All services are provided free of charge and are available to students, faculty and staff at the University of Pennsylvania. If you are concerned about your own or someone else’s use of substances, please contact one of these offices.

Office of Affirmative Action and Equal Opportunity Programs (http://www.upenn.edu/affirm-action/) (Faculty, Staff, & Students)
Franklin Building, 4th Floor, Room 421
3451 Walnut Street
(215) 898-6993 (Voice), (215) 898-7803 (TDD)

Counseling and Psychological Services (http://www.vpul.upenn.edu/caps/) (Students)
3624 Market Street #1
(215) 898-7021

Office of Alcohol & Other Drug Program Initiatives (https://www.vpul.upenn.edu/alcohol/) (Students)
3611 Locust Walk
(215) 573-3525

Human Resources (https://www.hr.upenn.edu/PennHR/wellness-worklife/) (Faculty and Staff)
527A 3401 Walnut Street/6228
(215) 898-0380

Penn Women’s Center (http://www.vpul.upenn.edu/pwc/) (Faculty, Staff, & Students)
Locust House, 3643 Locust Walk/6230
(215) 898-8611/12

Student Health Service (https://www.vpul.upenn.edu/shs/) (Students)
3535 Market Street, Suite 100
(215) 746-3535

HELP Line (https://www.publicsafety.upenn.edu/safety-initiatives/help-line-215-898-help/) (Faculty, Staff, & Students)
(215) 898-HELP

A 24/7 phone line for members of the Penn community seeking help in navigating Penn’s resources for health and wellness.

1. The amount of alcohol available at an event should not exceed a ratio of more than four (4) alcoholic drinks (premium beer, table wine, or wine coolers) per of-age person attending the event. One drink = 12 ounces of premium beer (alcohol content of less than 6% by volume) or 4-5 ounces of (unfortified) table wine or a standard serving size wine cooler (usually 10 ounces).

Appendix

I. Legal Sanctions

The following is a brief review of the legal sanctions under local, state, and federal law for the unlawful possession or distribution of illicit drugs and alcohol:

A. Drugs

1. The Controlled Substance, Drug, Device and Cosmetic Act, 35 Pa. C.S.A. 780-101 et seq., sets up five schedules of controlled substances based on dangerousness and medical uses. It prohibits the manufacture, distribution, sale or acquisition by misrepresentation or forgery of controlled substances except in accordance with the Act as well as the knowing possession of controlled substances unlawfully acquired. Penalties for first-time violators of the Act range from thirty days imprisonment, $500 fine, or both for possession or distribution of a small amount of marijuana or hashish, not for sale, to fifteen years or $250,000 or both for the manufacture or delivery of a Schedule I or II narcotic.

2. The Pharmacy Act of 1961, 63 Pa. C.S.A. 390-8 makes it unlawful to procure or attempt to procure drugs by fraud, deceit, misrepresentation or subterfuge or by forgery or alteration of a prescription. The first offense is a misdemeanor, with a maximum penalty of one year for a Schedule II narcotic.

3. The Vehicle Code, 75 Pa. C.S.A. 3101 et seq., which was amended effective July 1, 1977, prohibits driving under the influence of alcohol or a controlled substance, or both, if the driver thereby is rendered incapable of safe driving. A police officer is empowered to arrest without a warrant any person whom he or she has probable cause to believe has committed a violation, even though the officer may not have been present when the violation was committed. A person so arrested is deemed to have consented to a test of breath or blood for the purpose of determining alcoholic content, and if a violation is found it carries the penalties of a misdemeanor of the second degree, which includes imprisonment for a maximum of thirty days.

4. Federal drug laws, the Controlled Substances Act, 21 U.S.C. 801 et seq., are similar to the Pennsylvania Controlled Substance, Drug, Device, and Cosmetic Act, but contain, for the most part, more severe penalties. Schedules of controlled substance are
established, and it is made unlawful to knowingly or intentionally to manufacture, distribute, dispense, or possess with intent to distribute or dispense a controlled substance. If the quantity of controlled substance is large (e.g. 1,000 kg of a mixture or substance containing marijuana), the maximum penalties are life imprisonment, a $4,000,000 fine, or both. Lesser quantities of a controlled substance (e.g. 100 kg of a mixture or substance containing marijuana) result in maximum penalties of life imprisonment, a $2,000,000 fine, or both. The distribution of small amounts of marijuana for no remuneration or simple possession of a controlled substance carries a maximum of one year's imprisonment, a $5,000 fine, or both, with the penalties for the second offense doubling. Probation without conviction is possible for first offenders. Distribution to persons under the age of twenty-one by persons eighteen or older carries double or triple penalties. Double penalties also apply to the distribution or manufacture of a controlled substance in or on or within 1,000 feet of the property of a school or college.

5. Students who have been convicted under state or federal law involving the possession or sale of a controlled substance, are ineligible for federal student aid for specific periods (ranging from one year to an indefinite period depending on the nature of the offense and whether the student is a repeat offender).

B. Alcohol

The Pennsylvania Liquor Code, 47 Pa. C.S.A. 1-101 et seq., controls the possession and sale of alcoholic beverages within the Commonwealth. The Code as well as portions of the Pennsylvania Statutes pertaining to crimes and offenses involving minors, 18 Pa. C.S.A. 6307 et seq., provide the following:

1. It is a summary offense for a person under the age of twenty-one to attempt to purchase, consume, possess or knowingly and intentionally transport any liquor or malt or brewed beverages. Penalty for a first offense is suspension of driving privileges for 90 days, a fine up to $500 and imprisonment for up to 90 days; for a second offense, suspension of driving privileges for one year, a fine up to $1,000, and imprisonment for up to one year; for subsequent offenses, suspension of driving privileges for two years, a fine up to $1,000 and imprisonment for up to one year. Multiple sentences involving suspension of driving privileges must be served consecutively.

2. It is a crime intentionally and knowingly to sell or intentionally and knowingly to furnish or to purchase with the intent to sell or furnish, any liquor or malt or brewed beverages to any minor (under the age of twenty-one). ‘Furnish’ means to supply, give or provide to, or allow a minor to possess on premises or property owned or controlled by the person charged. Penalty for a first violation is $1,000; $2,500 for each subsequent violation; imprisonment for up to one year for any violation.

3. It is a crime for any person under twenty-one years of age to possess an identification card falsely identifying that person as being twenty-one years of age or older, or to obtain or attempt to obtain liquor or malt or brewed beverages by using a false identification card. Penalties are stated in (2) above.

4. It is a crime intentionally, knowingly or recklessly to manufacture, make, alter, sell or attempt to sell an identification card falsely representing the identity, birth date, or age of another. Minimum fine is $1,000 for first violation; $2,500 for subsequent violations; imprisonment for up to one year for any violation.

5. It is a crime to misrepresent one's age knowingly and falsely to obtain liquor or malt or brewed beverages. Penalties are as stated in (2) above.

6. It is a crime knowingly, willfully and falsely to represent that another is of legal age to obtain liquor or malt or brewed beverages. Penalty is a minimum fine of $300 and imprisonment for up to one year.

7. It is a crime to hire, request or induce any minor to purchase liquor or malt or beverages. Penalty is a minimum fine of $300 and imprisonment for up to one year.

8. Sales without a license or purchases from an unlicensed source of liquor or malt or brewed beverages are prohibited.

9. It is unlawful to possess or transport liquor or alcohol within the Commonwealth unless it has been purchased from a State Store or in accordance with Liquor Control Board regulations.

10. The use in any advertisement of alcoholic beverages of any subject matter, language or slogan directed to minors to promote consumption of alcoholic beverages is prohibited.

11. The Pennsylvania Liquor Code prohibits advertisements of alcoholic beverages, either directly or indirectly, in any booklet, program, book, yearbook, magazine, newspaper, periodical, brochure, circular, or other similar publication, published by, for, or on behalf of any educational institution. In Pitt News v. Pappert, 379 F.3d 96 (2004) this prohibition was construed to restrict constitutionally protected speech and the current applicability of these Liquor Code prohibitions is limited. Please note that University policies regarding advertisement of alcoholic beverages in University publications, which are more restrictive than those contained in the Liquor Code, govern.

The University will cooperate with the appropriate law enforcement authorities for violations of any of the above-mentioned laws by an employee in the workplace or student.

II. Health Risks

Consistent with its mission to promote wellness and reduce the harm of alcohol and other drug use, the University is committed to providing education on the health risks associated with alcohol and other drug use, and providing counseling and support services to students. The list below is not a complete list of substances that are regulated or illegal, or that have health risks. More information can be found on the website of the Office of Alcohol and Other Drug Program Initiatives (http://www.vpul.upenn.edu/alcohol/).

Alcohol. Alcohol consumption causes a number of changes in behavior and physiology. Even low doses significantly impair judgment, coordination, and abstract mental functioning. Statistics show that alcohol use is involved in a majority of violent behaviors on college campuses, including acts of violence, vandalism, and incidents of drinking and driving. Continued abuse may lead to alcohol use disorder, which can lead to permanent damage to vital organs and deterioration of a healthy lifestyle.
The University of Pennsylvania is a scholarly community. Each member of our community is expected to respect the rights of others to participate in the academic and social life of the University. Hazing is inconsistent with the goals and purposes of the University and is explicitly forbidden. The following Regulations apply to all University students and student groups, irrespective of whether those groups are recognized, registered, or identified as being affiliated with the University.

I. Hazing: Definition

A. For purposes of these Regulations, and consistent with the Anti-Hazing Law of Pennsylvania, hazing means any action or situation (1) which recklessly or intentionally endangers the mental or physical health or safety of a student or (2) which willfully destroys or removes public or private property for the purpose of initiation or admission into or affiliation with, or as a condition for continued membership in, an organization operating under the sanction of, or recognized, registered, or identified by the University including, without limitation, fraternities, sororities (‘organization’). For purposes of these Regulations, any activity as described herein upon which the initiation or admission into or affiliation with or continued membership in an organization is directly or indirectly conditioned, regardless of whether that organization is recognized by or registered with the University, shall be presumed to be ‘forced’ activity, the willingness of an individual to participate in such activity notwithstanding.

B. Examples of types of prohibited behavior follow. These examples are merely illustrative of specific forbidden practices and are not intended to be all inclusive.

1. Any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics or exposure to the elements.

2. Forced consumption of any food, liquor, drug, or other substance, or any other forced physical activity which could adversely affect the physical health and safety of the individual.

3. Any activity which would subject the individual to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.

4. Any willful destruction or removal of public or private property.

5. Placing a member or pledge in a situation of actual or simulated peril or jeopardy.

6. Undignified stunts or methods, either private or public and/or any ordeal that is in any respect indecent or shocking to moral or religious scruples or sensibilities.

7. Kidnapping and paddling.

C. There are time and place limitations on all organization activities related to new member orientation, pledging, and initiation. For purposes of this section, orientation or pledging activities include anything expected or required of an applicant or new member in an organization.

1. There shall be no orientation or pledging activities between midnight and 8:00 a.m. Sunday through Thursday. This rule will be strictly enforced.

2. Orientation and pledging activities shall not occupy more than ten hours per week, excluding study hours and community service.

3. Orientation or pledging activities must not disrupt educational and other activities of the University community nor damage University property.

Fraternity and sorority pledging activities must follow these additional limitations:

1. The length of pledging shall be limited to six weeks according to a calendar set by the Office of Fraternity and Sorority Life.

2. Pledging practices such as raids, treasure hunts and scavenger are prohibited. The College Houses, in particular, are off limits to the pledge activities of organizations.

Pledges may not travel as part of pledging activities. The Director of Fraternity and Sorority Life must approve in writing any exceptions. Approval may be granted only when the trip has been sanctioned by a national office (or national/ regional designee) of the fraternity or sorority, when adequate funds, transportation and supervision are provided, and when the purpose of the trip is of a constructive nature.

II. Penalties

Penalties for engaging in hazing activities include University sanctions against individuals and organizations, and criminal sanctions under state law.

A. Individuals

All students, whether or not they are affiliated with an organization, are governed by the Guidelines on Open Expression and the Code of Conduct.

Infractions of the Anti-Hazing Regulations are subject to sanctions described in the Charter of the Student Disciplinary System. These sanctions include the following: warning, reprimand, fine, restitution, disciplinary probation for a specified period, withdrawal of privileges, indefinite probation (i.e., probation whenever and as long as the respondent is a full- or part-time student at the University), term

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Amphetamines. Amphetamines can cause a rapid or irregular heartbeat, tremors, loss of coordination, collapse, and death. Use can lead to erratic behavior.

Cannabis (Marijuana, Hashish). The use of marijuana may impair or reduce short-term memory and comprehension, alter sense of time, and reduce coordination and energy level. Frequent users often have a lowered immune system and an increased risk of lung cancer. The active ingredient in marijuana, THC, is stored in the fatty tissues of the brain and reproductive system for a minimum of 28 to 30 days.

Cocaine/Crack. The immediate effects of cocaine use include dilated pupils and elevated blood pressure, heart rate, respiratory rate, and body temperature, followed by depression. Crack, or freebase rock cocaine, is extremely addictive and can cause delirium, hallucinations, blurred vision, severe chest pain, muscle spasms, convulsions, and even death.

Hallucinogens. Lysergic acid (LSD), mescaline, and psilocybin cause illusions and hallucinations. The user may experience panic, confusion, suspicion, anxiety, and loss of control. Delayed effects, or flashbacks, can occur even when use has ceased. Phencyclidine (PCP) affects the section of the brain that controls the intellect and keeps instincts in check. Because the drug blocks pain receptors, violent PCP episodes may result in self-inflicted injuries.

I. Purpose

University community relies on the thoughtfulness, cooperation and consideration of the entire Code and the Philadelphia Fire Code. However, like most policies, it policy is authorized by the Pennsylvania Vehicle Code, the Philadelphia and provides for the needs of all concerned parties. Enforcement of the victimized by the theft of their bicycles or component parts.

Cyclists have legitimate concerns of their own. Their concerns are that inappropriately fixed objects.

III. Policy defined

B. Organizations

1. All organizations are subject to sanctions including loss of University faculty use privileges, loss of Student Activities Council recognition and funding, and referral to the Office of Student Conduct.

2. In addition, all fraternities and sororities are governed by the University policy entitled ‘Recognition and Governance of Undergraduate Social Fraternities and Sororities’ (the ‘Recognition Policy’) (p. 2021). For infractions of the Anti-Hazing Regulations above, the fraternity or sorority is subject to sanctions as set forth in the Recognition Policy. These sanctions include administrative warning, chapter probation, suspension of University recognition, and withdrawal of University recognition. The national fraternity of any chapter found to have violated these Anti-Hazing Regulations will be notified.

C. Criminal and Civil Liability

In addition to the sanctions described above, a student or organization may be subject to civil liability or to criminal liability under Pennsylvania’s Anti-Hazing or other laws.

Updated March 20, 2018

Bicycle Policy

Preamble

The University recognizes that concerns exist within the University community regarding the safe use of bicycles on and about the campus. Pedestrians are concerned that they must be overly vigilant to avoid physical encounters with cyclists, particularly in heavy traffic areas. They argue that, to prevent a possible injury, walking a short distance should not be a hardship on the cyclist. Many University community members have concerns about bicycles impeding the free ingress/egress of buildings, especially in the event of an emergency. Additionally, some experience extreme difficulty using the stairs when the handrails are not accessible. Many are concerned about the disorderly appearance of campus when bicycles are secured to trees, trip rails and other inappropriate fixed objects.

Cyclists have legitimate concerns of their own. Their concerns are that regulatory reaction by the University might impair their functional use of bicycles for transportation to and about campus, that there are an inappropriate number of reliable bicycle racks available, and that they are victimized by the theft of their bicycles or component parts.

In order to address the concerns of the entire community, the University has adopted the following bicycle use policy which, we believe, balances and provides for the needs of all concerned parties. Enforcement of the policy is authorized by the Pennsylvania Vehicle Code, the Philadelphia Code and the Philadelphia Fire Code. However, like most policies, it relies on the thoughtfulness, cooperation and consideration of the entire University community.

I. Purpose

1. To enhance pedestrian and rider safety within the inner campus during peak traffic periods.

2. To provide for the safe and free ingress/egress to and from all the University buildings and facilities.

3. To reduce bicycle theft losses.

4. To identify, establish and publish written guidelines and regulations to facilitate the movement of bicycle traffic to and about the campus while safeguarding the needs of the community population at large.

II. Scope

This policy applies to all University faculty, staff and students who own, operate or store any pedal drive, human powered vehicles, on or about the building, grounds or premises of the University of Pennsylvania, West Philadelphia campus.

B. Organizations

1. All organizations are subject to sanctions including loss of University faculty use privileges, loss of Student Activities Council recognition and funding, and referral to the Office of Student Conduct.

2. In addition, all fraternities and sororities are governed by the University policy entitled ‘Recognition and Governance of Undergraduate Social Fraternities and Sororities’ (the ‘Recognition Policy’) (p. 2021). For infractions of the Anti-Hazing Regulations above, the fraternity or sorority is subject to sanctions as set forth in the Recognition Policy. These sanctions include administrative warning, chapter probation, suspension of University recognition, and withdrawal of University recognition. The national fraternity of any chapter found to have violated these Anti-Hazing Regulations will be notified.

C. Criminal and Civil Liability

In addition to the sanctions described above, a student or organization may be subject to civil liability or to criminal liability under Pennsylvania’s Anti-Hazing or other laws.

Updated March 20, 2018

Bicycle Policy

Preamble

The University recognizes that concerns exist within the University community regarding the safe use of bicycles on and about the campus. Pedestrians are concerned that they must be overly vigilant to avoid physical encounters with cyclists, particularly in heavy traffic areas. They argue that, to prevent a possible injury, walking a short distance should not be a hardship on the cyclist. Many University community members have concerns about bicycles impeding the free ingress/egress of buildings, especially in the event of an emergency. Additionally, some experience extreme difficulty using the stairs when the handrails are not accessible. Many are concerned about the disorderly appearance of campus when bicycles are secured to trees, trip rails and other inappropriate fixed objects.

Cyclists have legitimate concerns of their own. Their concerns are that regulatory reaction by the University might impair their functional use of bicycles for transportation to and about campus, that there are an insufficient number of reliable bicycle racks available, and that they are victimized by the theft of their bicycles or component parts.

In order to address the concerns of the entire community, the University has adopted the following bicycle use policy which, we believe, balances and provides for the needs of all concerned parties. Enforcement of the policy is authorized by the Pennsylvania Vehicle Code, the Philadelphia Code and the Philadelphia Fire Code. However, like most policies, it relies on the thoughtfulness, cooperation and consideration of the entire University community.

I. Purpose

1. To enhance pedestrian and rider safety within the inner campus during peak traffic periods.
C. Riding restricted by time or place
In order to provide the opportunity for the accident-free passage of both pedestrians and cyclists the following riding restrictions are instituted:

1. Cyclists can ride their vehicles on Locust, Smith, and Hamilton Walks only between the hours of 5:30 p.m. and 8:30 a.m. If heavy pedestrian traffic occurs it is expected that riders will dismount in deference to pedestrians.

2. Cyclists will walk their vehicles on Locust, Smith, and Hamilton Walks between the hours of 8:30 a.m. and 5:30 p.m.

3. The ride/walk provisions of 1 and 2 above, also apply to the pedestrian feeders to Locust Walk from Walnut and Spruce streets via 36th and 37th streets.

4. University Police on bicycles will be exempt from the above described restrictions in order to provide enforcement, efficient patrol service and emergency response. Police, consistent with their specialized training and the guidance of their supervisors, will operate bicycles in a responsible manner.

D. Parking and Securing of Bicycles
In order to reduce the opportunity for theft the University has significantly increased the number of structurally sound bicycle security racks distributed at convenient locations throughout inner campus. University Police are particularly attentive to these concentrations of security racks during their patrols.

1. Bicycles should be secured to a bike rack every time they must be left unattended on campus, even if it is to be left for a moment.

2. Bicycles shall not be locked, secured, or otherwise parked to handrails, fences, trees, trip rails, or to, or in any other location that, in any manner, obscures the free ingress/egress of any building, stairway, pathway, or in such a manner as to interfere with the access to facilities as required by the U.S. Americans with Disabilities Act.

3. Locking Devices and Methods.
   a. The U-shaped Kryptonite-type bicycle locks appear to be among the best type of locking devices.
   b. When physically possible secure the main frame to the security rack.
   c. If wheels are of the quick-release type, attempt to secure lock through the security rack, the bike frame and the wheel. If necessary, use an additional lock with a long shackle or a cable and lock to secure all the parts together.
   d. If the bicycle is equipped with a quick-release seat adjustment, consider removing the seat and taking it with you.
   e. Never secure a bicycle to an object which can, itself, be disassembled, cut or removed.
   f. Use the bicycle security racks on the inner campus.

E. Enforcement
In order to preserve the intent and the integrity of any policy there must always be a means to ensure compliance. The University’s Division of Public Safety Police Department is charged with enforcement action.

1. Parking and securing of Bicycles. Owners or operators of bicycles parked in violation of Para. D, section 2, of this policy will be subject to the following sanctions:
   a. UPPD officers will confiscate the bicycle by removal to their headquarters or by adding a UPPD lock.
   b. A confiscated bicycle will be released upon proof of ownership and the payment of a $5 fee. For a second confiscation in the same academic year (September 1 to August 31) a fee of $15 will apply.
   c. Third and subsequent confiscations in the same academic year will generate a report to the appropriate University authority with a request for sanction(s). A $25 fee will apply.
   d. A pattern of noncompliance extending over multiple academic years will be addressed by the Commissioner of the Division of Public Safety, with those University officials deemed most appropriate to bring about compliance.
   e. When the bicycle is also parked in violation of the Vehicle Code or City Ordinance the officer may, at his/her discretion, issue a Parking Violation Report or a Traffic Citation each of which requires payment of a fine and costs to civil authorities.

2. Operation of Bicycles When/Where Prohibited
   a. Cycles operated in violation of Para. C, sections 1, 2, & 3, of this policy qualify under the Vehicle Code for issuance of a Traffic Citation.
   b. Violation as in a. immediately above, could also qualify for issuance of a Non-Traffic Criminal Citation under City Ordinances. Only one of these can be issued for the same offense. Normally the Traffic Citation will be used.
   c. In addition, disregard for traffic control devices, operation of the bicycle in such a manner as to be considered reckless, or to reasonably be considered to have caused damage or injury by negligent operation are some of the more common provisions of the Pennsylvania Vehicle Code which will also qualify for the issuance of a Traffic Citation.

   d. All citations require payment of a fine and costs to civil authorities upon conviction.

Appropriate authorities are:
1. JIO for undergraduate students.
2. Dean of a School for graduate students.
3. Office of the Provost for faculty.
4. Department Director w/copy to Vice President of Human Resources for employees.

(Source: Almanac, October 22, 2002 (http://www.upenn.edu/almanac/v49/n09/bike_policy.html))

Canvassing
Canvassing or solicitation for funds, sales, or subscriptions in University buildings is prohibited unless written permission is granted by the building administrator. Soliciting or selling goods and services in areas of the residential buildings not designated for such purposes is not
permitted. Permission to raise funds or conduct sales in designated areas of the campus to support the activities of student groups may be granted by the Office of Student Life Activities and Facilities in accordance with the Campus Vending Policy.

Charter of the University of Pennsylvania Student Disciplinary System

Preamble

In response to increasing concern about sexual assault and its consequences, the U.S. Department of Education, Office for Civil Rights (OCR) issued a new “guidance” document concerning compliance with Title IX of the Education Amendments of 1972. Title IX prohibits discrimination on the basis of sex in educational programs, including sexual misconduct. In this context, the Office of Student Conduct and the Office of the General Counsel, working closely with other University student affairs professionals, prepared amendments to the Charter of the Student Disciplinary System. As required by the Charter, the amendments have been approved by the Council of Deans, the Faculty Senate and the Provost and are in effect as of April 10, 2012.

Changes

The significant points of OCR’s guidance include the following:

• Once a school knows or reasonably should know of possible sexual misconduct, it must take immediate and appropriate action to investigate or otherwise determine what occurred.

• If sexual misconduct has occurred, a school must take prompt and effective steps to end the sexual violence, prevent its recurrence, and address its effects, whether or not the sexual violence is the subject of criminal investigation.

• A school must take steps to protect the complainant as necessary, including interim steps taken prior to the final outcome of the investigation.

• A school must provide a procedure for students to file complaints of sex discrimination, including complaints of sexual misconduct. These procedures must include an equal opportunity for both parties to present witnesses and other evidence and the same appeal rights.

• A school’s procedures must use the preponderance of the evidence standard to resolve complaints of sexual misconduct. 1

With the guidance in mind, we developed some special procedures for handling sexual misconduct cases and added a section in the Charter describing these. For the full text of these amendments, please refer to Section II.J. (p.  ) of the amended Charter. The amendments also include other minor clean-up revisions, such as correction of scrivener’s errors.


The Code of Student Conduct sets forth the responsibility of all students at the University of Pennsylvania to exhibit responsible behavior regardless of time or place. This responsibility includes, but is not limited to, the obligation to comply with all provisions of the Code of Student Conduct; with all other policies and regulations of the University, its Schools, and its Departments; and with local, state, and federal laws.

The Code of Academic Integrity, and similar codes adopted by some of the University’s Schools, set forth the standards of integrity and honesty that should be adhered to in all student academic activities at the University of Pennsylvania.

Violations of the Code of Academic Integrity or School regulations are also violations of the University’s Code of Student Conduct. Further, violations of local, state, and federal laws may be violations of the Code of Student Conduct. Therefore, throughout the Charter references to violation(s) or alleged violation(s) of the Code of Student Conduct include violations of these other policies and laws.

The University disciplinary process at Penn may involve the following stages:

• Bringing a Complaint to the Office of Student Conduct
• Resolving a Complaint by Mediation
• Investigating a Complaint
• Filing Charges by the University against a Student
• Resolving Charges by Voluntary Agreement to Sanctions
• Resolving Charges by Disciplinary Hearing
• Appealing the Decision of a Hearing Panel
• Imposing Sanctions on a Student
• Fulfilling Sanctions Imposed by the University

Under the University’s Student Disciplinary System, charges are brought on behalf of the University, not on behalf of the complainant(s) who brought the matter to the Office of Student Conduct (OSC) or the party(ies) who may have been directly or indirectly harmed by the alleged violation of University regulations. Therefore, complainants who wish to maintain greater control over their complaints, such as is sometimes appropriate in cases involving serious cultural or communicative differences, or those who wish merely to create a record of their complaint without necessarily beginning a formal disciplinary process, may wish to bring their complaint to other University resource offices, particularly the Office of the Ombudsman, which are equipped to handle cases in this manner. Such offices may, when appropriate and helpful in an individual case, consult with relevant campus communities or other resource offices in the process of resolving a complaint and are able to work closely with both complainants and respondents in resolving such matters. If such efforts fail to arrive at a satisfactory resolution, the complainant still has the option of bringing a complaint to the OSC.

Through the University Honor Council, students play a major role in the Student Disciplinary System by advising the Director of the Office of Student Conduct and the Provost on matters of policy and the operation of the System and by sitting as members of disciplinary hearing panels. Students also serve as advisors and mediators within the System.

The System places great emphasis on the mediation of disputes, as is appropriate in a University Community.
I. The Student Disciplinary System

A. Statement of Purpose

The purpose of the Student Disciplinary System is to further the educational mission of the University of Pennsylvania by providing a fair and effective mechanism for investigating and resolving disputes involving students and alleged violations by students of the University’s rules, regulations, and policies.

B. Jurisdiction of the Student Disciplinary System

1. Through the Office of Student Conduct (OSC), the Student Disciplinary System handles complaints from members of the University community—trustees, faculty, staff or registered students—about alleged violations of the Code of Student Conduct, the Code of Academic Integrity, or other University policies. Persons outside the University community may also bring complaints of alleged violations of the Code of Student Conduct and other University policies to OSC. The Director of OSC will make a case-by-case determination of whether it is appropriate to handle such complaints under the Student Disciplinary System. Among other factors, the Director will consider whether the alleged conduct affects a substantial University interest or whether the conduct may present a threat or danger to the community. When OSC undertakes to handle such complaints, the procedures described in this Charter will apply.

2. Except as provided below, the Student Disciplinary System has jurisdiction in all disciplinary matters arising under the regulations of the University against registered students, whether they be undergraduate, graduate or professional students, or others, including students who are on unexpired leaves of absence. Approved or unapproved absence from the University is not a bar to the conduct or completion of disciplinary proceedings under this Charter.

3. In general, a student is any individual who has been admitted, matriculated, enrolled, or registered in any academic program or other educational activity provided by the Trustees of the University of Pennsylvania.

4. The Student Disciplinary System does not handle complaints against graduate and professional students when such cases lie within the jurisdiction of a hearing board or other disciplinary body established by the School of the University in which the student is enrolled. When such a School-based disciplinary procedure exists, it should be the recourse of first resort for the resolution of an alleged violation of University or School regulations, unless the OSC, in consultation with the Provost, that it is appropriate in light of the circumstances for the Student Disciplinary System to handle the matter. Schools with such procedures are encouraged to refer disciplinary matters (excluding academic integrity matters) to the University Mediation Program whenever appropriate. When an alleged violation of University regulations by a graduate or professional student is not within the jurisdiction of a disciplinary system established by the student’s School, the Student Disciplinary System will have jurisdiction over the matter.

5. The Student Disciplinary System does not handle alleged violations of the University’s parking regulations.

6. Alleged violations of the University’s Residential Living policies and contracts are ordinarily handled under the procedures of the Department of Residential Living but, if serious enough to warrant sanctions beyond those which the Department of Residential Living is authorized to impose, may be referred by the Director of Residential Living to the OSC. The fact that proceedings have been held and sanctions imposed under Residential Living policies does not preclude proceedings under this Charter.

7. The Director of the Office of Student Conduct decides all questions of jurisdiction of the Student Disciplinary System arising under this Charter, consulting with the Provost (or designee) and with the University’s General Counsel when necessary. When appropriate, the OSC may refer a complaint to another University office or disciplinary process.

C. General Principles of the Disciplinary System

1. The University’s Student Disciplinary System is not a legal system, and University disciplinary proceedings are not civil or criminal litigation. Thus, they operate under different rules, standards, and procedures, and seek to achieve ends different from criminal or civil proceedings.

2. Any member of the University community may bring a complaint about student conduct or academic integrity to the attention of the Office of Student Conduct. Doing so in no way limits a complainant’s rights or obligations to bring such matters to the attention of other University offices, officers, or resources, including the Office of the Ombudsman and appropriate Deans, or to seek recourse outside the University through civil or criminal legal proceedings.

3. In all cases, the University reserves the right to determine how to process a disciplinary complaint. Once a complaint is brought to the attention of the Office of Student Conduct, the OSC, on behalf of the University, will decide how the complaint will be handled, including whether disciplinary charges should be brought against a student.

4. Complainants in sexual misconduct cases have rights and responsibilities similar to respondents under this Charter. In addition, certain special procedures apply in sexual misconduct cases (see section II.J. (p. __)).

5. Except as otherwise specified in this Charter, when appropriate and if all parties agree, a matter brought to the OSC may be resolved through mediation and will not result in charges or disciplinary hearings. Because of their seriousness within an academic community, alleged violations of the Code of Academic Integrity will not be referred for mediation. Thus, except in academic integrity matters and matters that warrant treatment as serious violations of the Code of Student Conduct or other University policies, the initial response by the OSC may be to refer the complainant and respondent to the University’s Mediation Program. If mediation fails or is inappropriate, the OSC will begin the more formal disciplinary processes outlined in this Charter.

6. All members of the University community are required to cooperate with the Student Disciplinary System. Those individuals who may be interviewed or called as witnesses in a disciplinary matter (including respondents and complainants) are obligated to provide honest and complete statements to the OSC and to the Hearing Panel. While in some circumstances a respondent may choose not to answer questions or provide information because of pending civil claims or criminal charges arising out of the same or other events, the respondent’s decision not to answer questions or provide information will not be a reason to delay or defer an investigation or proceedings under this Charter. A student who fails, without good cause, to appear for a hearing after receiving notice, or to cooperate with the investigation conducted by the OSC, may be charged with a violation of the Code of Student Conduct. Repeated disruption of disciplinary hearings or the disciplinary process by a student or the student’s advisor may result in charges against the student of non-cooperation with the Student Disciplinary System or exclusion of the student or advisor from disciplinary proceedings, including disciplinary
hearing. Such exclusion is not a bar to the completion of disciplinary proceedings involving that student.

**D. Organization of the Disciplinary System**

1. **Office of Student Conduct**
   The Office of Student Conduct is the central office responsible for resolving alleged violations of University policies by students. The duties of the OSC include determining whether complaints warrant action by the OSC, referring complaints for mediation or resolution by other University offices, investigating complaints, determining whether to charge a student with violations of University policies, resolving complaints by voluntary agreements to sanctions, bringing charges of violations to a disciplinary hearing, presenting evidence at hearings, monitoring and enforcing the fulfillment of sanctions imposed pursuant to voluntary agreements or after disciplinary hearings, maintaining records of all disciplinary matters, providing administrative support for all aspects of the disciplinary process (including hearings), and preparing reports and compiling statistics.

2. **University Mediation Program**
   The University Mediation Program (UMP) may use the volunteer services of faculty, students, and staff members who have been trained in mediation and dispute resolution and may also use resources available in the University's Law School, in University resource offices such as the Office of the Ombudsman, or outside the University.

3. **University Honor Council**
   a. The University Honor Council (UHC) provides independent advice to the Provost and the OSC regarding the operation of the Student Disciplinary System in the area of academic integrity and student conduct, the general handling of academic integrity and conduct violations, appropriate sanctions for various types of academic integrity and conduct violations, and the effectiveness and implementation of the University's Code of Student Conduct and Code of Academic Integrity. Members of the UHC also sit on Disciplinary Hearing Panels. The UHC meets regularly with the Director of the Office of Student Conduct and may also discuss academic integrity and conduct issues with appropriate administrators and student, faculty, or administrative groups or committees. In addition, the UHC initiates and participates in educational programs about academic integrity and student conduct and works to help students understand and respect the academic and behavioral standards of the University community.
   b. The UHC consists of a minimum of 13 undergraduate students, chosen by current members of the UHC. The UHC is encouraged to ensure that nominees represent a broad cross-section of the undergraduate student body. The UHC selects a chair from among its members by a majority vote of the current members. Faculty members and graduate students designated by the Faculty Senate Executive Committee are encouraged to ensure that nominees represent a broad cross-section of graduate and professional students.

4. **Disciplinary Hearing Officer**
   Every two years, the Provost, after consultation with the UHC, and the chairs of the Faculty Senate, will appoint a tenured member of the Standing Faculty of the University of Pennsylvania as Disciplinary Hearing Officer (DHO), preferably from among those faculty who have experience with the Student Disciplinary System. The DHO (or designee) selects members to serve on Disciplinary Hearing Panels and determines the time, location, etc., of hearings. The DHO presides over all disciplinary hearings held under this Charter. The DHO is responsible for overseeing the procedural integrity of disciplinary hearings. The DHO will, for example: consider and resolve pre-hearing challenges to the authority or procedures of a Disciplinary Hearing Panel; rule on all disqualification requests and objections to individual panel members; assist parties to adhere to the basic principles of fairness prior to, during, and subsequent to disciplinary proceedings; and may consult at any time with students, faculty members, the University's General Counsel or others about procedural issues. The DHO also participates in the training of prospective faculty and student members of Disciplinary Hearing Panels. The DHO serves and may be reappointed at the discretion of the Provost, but his or her removal or reappointment may not occur without prior consultation with the UHC and the chairs of the Faculty Senate.

5. **Disciplinary Appellate Officer**
   Every two years, the Provost, after consultation with the UHC, and the chairs of the Faculty Senate, will appoint a tenured member of the Standing Faculty of the University of Pennsylvania as a Disciplinary Appellate Officer (DAO), preferably from among faculty who have experience with the Student Disciplinary System. The DAO decides appeals of findings and recommended sanctions made by Disciplinary Hearing Panels based on the record of such proceedings and written submissions from the relevant parties. The DAO serves and may be reappointed at the discretion of the Provost, but his or her removal or reappointment may not occur without prior consultation with the UHC, and the chairs of the Faculty Senate.

6. **Disciplinary Hearing Panels**
   a. Disciplinary matters are heard by Disciplinary Hearing Panels of five members each. The Disciplinary Hearing Officer (or designee) randomly selects the undergraduate members of Disciplinary Hearing Panels from the membership of the University Honor Council for hearings involving undergraduate respondents. For hearings involving graduate students, the Disciplinary Hearing Officer (or designee) randomly selects the graduate and professional student members of Hearing Panels from lists of 13 or more graduate and professional students provided annually to the DAO by GAPSA. The Disciplinary Hearing Officer (or designee) randomly selects the graduate and professional student members of Hearing Panels from lists of 13 or more faculty provided annually to the DAO by the Faculty Senate Executive Committee. GAPSA and the Faculty Senate Executive Committee are encouraged to ensure that nominees represent a broad cross-section of graduate and professional students and faculty, respectively.
   b. In all disciplinary matters, except those involving alleged violations of the Code of Academic Integrity, the Disciplinary Hearing Panel is composed of two faculty members and three students of the same category (undergraduate or graduate) as the respondent. If a disciplinary matter involves both undergraduate and graduate respondents, the panel will include at least one undergraduate and at least one graduate student and two faculty members; the fifth panel member will be an undergraduate or graduate student selected by the DAO.
   c. In disciplinary matters involving alleged violations of the Code of Academic Integrity, the Disciplinary Hearing Panel is composed of three faculty members and two students of the same category (undergraduate or graduate) as the respondent. If a disciplinary matter involves both undergraduate and graduate respondents, the panel will consist of one undergraduate student, one graduate student, and three faculty members.
   d. Except for participation on the University Honor Council, no one designated to serve on Disciplinary Hearing Panels may serve simultaneously in any other capacity within the Student Disciplinary System.
II. The Disciplinary Process

A. Bringing a Complaint to the Office of Student Conduct

1. Any member of the University community, who believes that a student has violated University rules, regulations or policies may file a complaint, which must be in writing, with the OSC. Students, faculty, staff members and trustees also may consult informally with the OSC staff to determine whether they wish to file a complaint. Others should consult with the Director about whether they may file a complaint under the Student Disciplinary System. Complaints made to other University offices or personnel also may be referred to the OSC. A complaint asks the OSC to consider the matter for possible referral or investigation.

2. The OSC promptly evaluates each complaint it receives to determine whether the University's Code of Student Conduct, Code of Academic Integrity, or other applicable rules, regulations or policies may have been violated. When the OSC determines that no such violation may have occurred, it may dismiss the matter without further investigation, or it may refer the parties to the University Mediation Program or elsewhere to resolve their dispute. When the OSC determines that a violation may have occurred, it may matter for mediation or undertake an investigation that may lead to the filing of formal charges against a student or students.

3. A complaint is not a charge that a student has violated University regulations. Charges against a student are only made by the University (not by complainants) following an investigation. Until there is a determination to the contrary by voluntary agreement to sanctions or by a Disciplinary Hearing Panel, there is a presumption that an accused student has not violated University rules, regulations, or policies.

4. When a complaint is filed, the OSC promptly gives written notice of the complaint and its allegations to the student(s) alleged to have violated University rules. A copy of the Charter will be included with the notice, as well as a list of potential advisors who have received training from the OSC.

B. Resolving a Complaint by Mediation

1. The University encourages informal mediation whenever practical and appropriate. If the parties agree, at any time the OSC may refer any disciplinary matter other than an alleged violation of the Code of Academic Integrity to the University Mediation Program (UMP) or other resources for mediation. Members of the University community may also contact the University Mediation Program directly.

2. It is within the sole discretion of the OSC to determine whether a disciplinary complaint is suitable for mediation. If mediation fails or new information comes to light about an unresolved matter then in mediation, the OSC may proceed with an investigation and the filing of disciplinary charges. The OSC may also set a date after which it will begin to investigate the original complaint or file charges if a matter has not been successfully mediated.

3. If the OSC refers a complaint for mediation and both parties to the dispute agree to participate, the UMP will assign a trained mediator and advise the complainant(s) and respondent(s) in advance of the date, time and place set for mediation. In order to resolve a disciplinary matter by mediation, both the complainant and the respondent must agree, first, to participate in the mediation and, second, to the proposed resolution.

4. If a student fails to comply with the terms of a mediation agreement, the OSC may take steps to enforce the agreement (including use of a Disciplinary Hold or the filing of new charges under the Code of
Student Conduct) or may investigate the original complaint and bring disciplinary charges under this Charter.

C. Investigating a Complaint
1. If, after a preliminary evaluation of a complaint, the OSC determines that a violation of the Code of Student Conduct may have occurred and if the complaint is inappropriate for mediation or mediation fails, the OSC will then investigate the complaint and determine whether to bring charges of a violation.
2. In the course of its investigation, the OSC may interview any witnesses, including the respondent(s) or potential respondent(s). The OSC will inform each witness that anything they say in such interviews may be introduced as evidence at a hearing.
3. Except in extraordinary circumstances, or if the complainant makes a request of the OSC to delay the investigation based on good cause, the OSC will make every effort to complete its investigation within 60 days of the filing of the complaint.

D. Filing Charges by the University Against a Student
In light of its investigation of a complaint, the OSC may file charges against a student(s) of a violation(s) of the University’s Code of Student Conduct, Code of Academic Integrity, or other University rules, regulations, or policies. The OSC may also add charges beyond the scope of the original complaint, may add additional students as respondents, or may dismiss the original complaint as unfounded. If the OSC decides not to charge a student with a violation of University regulations, the OSC may add charges beyond the scope of the original complaint, may add additional students as respondents, or may dismiss the original complaint as unfounded. If the OSC decides to charge a student with a violation of University regulations, the OSC must inform the respondent(s) of the charges in writing, identifying the University rules, regulations, or policies alleged to have been violated. The OSC will inform both respondent(s) and complainant(s) whether charges have been filed.

E. Resolving Charges by Voluntary Agreement to Sanctions
1. Following the notice that charges have been filed against a student, the OSC may discuss with the respondent and the respondent’s advisor what disciplinary sanction(s) would be appropriate to resolve the matter by voluntary agreement to sanctions. The respondent may accept, reject, or propose an alternative to the proposed sanction(s) and may be accompanied and assisted by an advisor, who may participate in these discussions. Statements made during discussions about whether a respondent will enter into a voluntary agreement to sanctions may not be introduced as evidence at any subsequent hearing, but may provide a basis for further investigation by the OSC.
2. A resolution by voluntary agreement to sanctions may be entered into by written agreement at any time after a complaint has been filed and prior to a disciplinary hearing. All sanctions allowed under this Charter are available to the OSC as part of a resolution by voluntary agreement to sanctions. By agreeing to such a resolution, a respondent waives further proceedings under this Charter.
3. Complainants and complainants’ advisors are not parties to voluntary agreements to sanctions.
4. If, in the judgment of the OSC, a voluntary agreement to sanctions is not reasonably in prospect, or if the respondent(s) reject(s) a proposed sanction, the OSC may bring the disciplinary matter to a hearing.

F. Resolving Charges by Disciplinary Hearing
1. Scheduling Disciplinary Hearings
   a. If disciplinary charges are not resolved by a voluntary agreement to sanctions, the Disciplinary Hearing Officer (or designee) promptly begins the process of scheduling the Disciplinary Hearing, with due regard for the time required for all parties to prepare for the hearing. The DHO will provide reasonable advance notice in writing to the complainant(s), respondent(s), and witnesses of the date, time, and place of the hearing and of the names of the panel members assigned to hear the disciplinary matter.
   b. Hearings normally take place as soon as possible after the filing of charges, ordinarily within 30 days of the respondent’s request for a hearing or OSC’s decision to bring the matter to a hearing. Upon a showing of good cause by a party, the DHO may grant a reasonable extension of any time limit relating to a disciplinary hearing set forth in the Charter.
   c. The DHO may expedite a Disciplinary Hearing in appropriate circumstances, including disciplinary matters involving students who have been placed on mandatory temporary leave of absence or conditional attendance, graduating students, or students who are about to take a leave of absence or to leave campus to study elsewhere.
2. Disqualification of Hearing Panel Members
   a. Members of the Hearing Panel selected by the DHO (or designee) should disqualify themselves from hearing a disciplinary matter if they believe in good faith that their capacity for making an objective judgment in the disciplinary matter is, or may reasonably appear to be, impaired. Members should not disqualify themselves for any other reason.
   b. The respondent(s) or the OSC may object for specific cause to any panel member selected by the DHO. The objection must be in writing and must be received by the DHO at least 48 hours in advance of the date and time set for the hearing.
   c. The DHO will rule upon all disqualification requests and objections to panel members. If the DHO decides that a challenge is valid, or if there is a voluntary disqualification, the DHO, after notifying the respondent(s) and the OSC, will replace the disqualified member with another panel member randomly selected from the same category.
3. Pre-Hearing Exchanges and Testimony
   a. Within a reasonable time before the hearing or any other time frame specified by the DHO, the OSC and the respondent(s) will exchange among themselves and with the DHO copies of all exhibits to be presented, the names of witnesses to be called, and a brief summary of the substance of testimony expected to be presented to the Hearing Panel.
   b. When the DHO believes that it will contribute to the expedition and fairness of a Disciplinary Hearing, he or she may (but need not) ask the OSC to prepare a written statement of its case against the respondent(s) and give the respondent(s) a reasonable opportunity to prepare a written response. The OSC and the respondent(s) may also submit statements at their own initiative. The statements and any accompanying exhibits may be considered by the Hearing Panel, in addition to testimony, arguments, or evidence presented at the actual hearing.
   c. In exceptional circumstances, when a witness or exhibit does not become known or available until immediately before the hearing, the DHO may, at her or his discretion, permit the evidence to be presented or may reschedule the hearing to a later time.
d. If a respondent or the OSC anticipates that a key witness will be unavailable for a hearing, they may ask the DHO to preserve the testimony of the witness on tape and present it as evidence at the hearing. The OSC and the respondent(s) must be notified in advance of the date, time and place of the taping. All parties who would be permitted to question such a witness at a hearing may question the witness at the taping.

4. Conduct of Hearings
   a. Disciplinary hearings are not trials, and they are not constrained by technical rules of procedure, evidence, or judicial formality. They are designed to encourage open discussion among the participants that promotes the Hearing Panel’s understanding of the facts, the individuals involved, the circumstances under which the incident occurred, the nature of the conduct, and the attitudes and experience of those involved. The rules of evidence applicable to legal proceedings do not apply to disciplinary hearings. Information, including hearsay evidence, may be considered if it is relevant, not unduly repetitious, and the sort of information on which responsible persons are accustomed to rely in the conduct of serious affairs.
   b. The DHO presides over all hearings and decides all questions about the admissibility of evidence and the conduct of hearings. While the DHO may be present for the Hearing Panel’s discussions to answer procedural questions, the DHO does not deliberate or vote with the Panel regarding its findings or its recommendation of sanctions.
   c. Disciplinary hearings are held in private unless the respondent(s) and the complainant(s) agree in writing to an open hearing. The DHO may limit attendance at a hearing to ensure fair and orderly proceedings. If a hearing is opened in accord with this procedure, the DHO may, when necessary to maintain order or to protect the rights of participants, declare the hearing closed to the public. In a case involving important privacy interests, the DHO may close a hearing or part of a hearing that has been opened upon determining that the privacy rights of a participant may be jeopardized.
   d. Upon a showing that the required notice was provided, the hearing against a respondent(s) may proceed in her or his absence.
   e. At the hearing, the OSC presents the results of the OSC’s investigation of the complaint, calls witnesses to testify and presents the University’s evidence against the student(s). Members of the Hearing Panel may also call witnesses to testify and may question any witness appearing before it. Respondents may also call witnesses to testify and ask questions of all witnesses.
   f. A respondent is responsible for presenting his or her own case before the Hearing Panel. However, at the discretion of the DHO, the respondent’s advisor may be permitted to question witnesses on behalf of a respondent or to address the Hearing Panel. The DHO’s exercise of discretion in this matter will be guided by the principles that govern disciplinary hearings, specifically fairness, the need for orderly procedures, and the Hearing Panel’s duty to understand the facts and parties in the disciplinary matter.
   g. Complainants may attend the hearing, testify if they wish to do so, and may be accompanied by an advisor. Except as described in section II.J.(p.) of this Charter, neither complainants nor their advisors may call witnesses or present evidence or arguments.
   h. At the conclusion of the hearing, the OSC and the respondent(s) or their advisor(s) may make brief statements. At the discretion of the Disciplinary Hearing Officer, the complainant(s) or their advisor(s) may be permitted to make a brief statement. The time allowed for such statements will be set by the DHO.
   i. The OSC will arrange for a verbatim transcript or recording to be made of all disciplinary hearings. The transcript or recording is the property of the University of Pennsylvania and becomes part of the record of the disciplinary proceedings.

5. Findings and Recommendations of the Hearing Panel
   a. Only evidence presented at the hearing will be considered by the Hearing Panel. The Hearing Panel will presume a respondent innocent unless proven responsible for a violation by clear and convincing evidence. All decisions of the Hearing Panel require a majority vote.
   b. Following the hearing, the members of the Hearing Panel meet to discuss in private their findings, which consist of two parts:
      1. a determination of whether the respondent is responsible for any violation; and
      2. if so, a recommendation of sanction(s).
   c. The OSC may recommend to the Hearing Panel a sanction to be imposed if the Hearing Panel finds the respondent(s) responsible for a violation. The respondent(s) may respond to the OSC’s proposed sanction(s). Before the Hearing Panel makes its recommendation on sanctions, it will review any previous disciplinary offenses by and sanctions against the respondent(s) and sanctions imposed in other similar cases.
   d. If the Hearing Panel determines that the respondent(s) is not responsible for a violation, no sanction may be recommended against the respondent(s) and the respondent may not be subject to further proceedings under this Charter on the same charge(s).
   e. If the Hearing Panel finds that a student is responsible for a violation of University rules or regulations, it will recommend to the Provost appropriate sanctions. Only the Provost (or designee), acting on behalf of the University, may actually impose a sanction on a student. The Provost (or designee) will not impose a sanction until after any appeal of the Hearing Panel’s decision has been decided by the DAO.

6. Notice of Hearing Panel Decision
   The Hearing Panel will promptly transmit its decision, including its findings and recommendation regarding sanctions, in writing to the DHO, the OSC, the respondent(s) and the Provost as soon as possible after the end of the hearing.

G. Appealing a Hearing Panel’s Decision
   1. The Disciplinary Appellate Officer (DAO) has exclusive jurisdiction to decide appeals. Appeals are based solely on the record of the disciplinary hearing and the written submissions and responses of the respondent(s) and the OSC.
   2. Only respondent(s) may appeal the Hearing Panel’s findings of responsibility except where applicable laws or regulations may extend this right to complainants. Both the respondent(s) and the OSC may appeal the Hearing Panel’s recommendation of sanction(s). An appellant must submit any appeal to the DAO in writing within 10 days after the Hearing Panel has rendered its opinion. The appeal must state in detail the specific grounds upon which it is based and must be sent to the OSC and respondent(s), as appropriate.
   3. When the appeal is received, the OSC provides the DAO with a copy of the respondent’s charge letter, a copy of the Hearing Panel’s findings, a verbatim transcript or tape recording of the Disciplinary
H. Imposing Sanctions on a Student

1. Sanctions recommended against a respondent by a Hearing Panel or the DAO are imposed by the Provost (or designee) and may include any reasonable sanction, including, but not limited to, the following:
   - **Warning**: A Warning is a written admonition given by the OSC on behalf of the University in instances of minor misconduct.
   - **Reprimand**: A Reprimand is written censure for violation of the University’s rules, regulations, or policies, given by the OSC on behalf of the University, which includes notice to the student that continued or repeated conduct violations will result in the imposition of more serious sanctions.
   - **Fine**: A monetary Fine may be levied as a disciplinary sanction and is payable to the Trustees of the University of Pennsylvania. (Not appropriate in cases of academic integrity violations.)
   - **Restitution**: Restitution is reimbursement for the damage, loss, or misappropriation of University, private or public property or compensation for injury to individuals. Restitution may take the form of monetary payment, property, or appropriate service. (Not appropriate in cases of academic integrity violations.)
   - **Disciplinary Probation**: Disciplinary Probation may be imposed for a specified period or indefinitely (i.e., for as long as and whenever a student is a full- or part-time student at the University of Pennsylvania). Probation may be imposed for a single instance of misconduct or for repeated minor misconduct. Any future conduct or academic integrity violation by a student on Disciplinary Probation, found to have occurred during the probationary period, may be grounds for suspension or, in especially serious instances, expulsion from the University.
   - **Withdrawal of Privileges**: Withdrawal of Privileges is the denial of specified privileges or the ability to participate in specified activities for a designated period of time.
   - **Suspension**: Suspension is the termination of student status and separation from the University until a specified date. Suspension means the loss of all rights and privileges normally accompanying student status. While on disciplinary suspension, students may not obtain academic credit at the University or elsewhere toward completion of a University of Pennsylvania degree. Students are eligible to return to the University after the specified suspension term has elapsed. Suspension is imposed in instances of serious misconduct; it is generally the minimum sanction imposed for a violation of the Code of Academic Integrity.
   - **Indefinite Suspension**: An Indefinite Suspension is termination of student status and separation from the University for an unspecified period, without an automatic right of return to the University as a student (though specific conditions for return as a student may be specified). When the conditions of an Indefinite Suspension have been fulfilled, the student must make a formal request, as specified in the conditions, to return to student status. Indefinite suspension is imposed in instances of extremely serious misconduct or in instances of continued serious misconduct following the imposition of probation or suspension for a specified period.
   - **Expulsion**: Expulsion is a permanent termination of student status and permanent separation from the University of Pennsylvania. Expulsion is imposed in instances of the most serious misconduct or in instances of continued serious misconduct following the imposition of probation or suspension.

2. In addition to the sanctions defined above, students may be required to perform a designated number of hours of University or other community service or to utilize University or other educational or counseling services related to the nature of the misconduct.

3. Sanctions may be imposed alone or in combination with other sanctions. The Disciplinary Hearing Panel or the DAO may recommend whether the sanctions should appear on the transcript of a respondent and if so, for how long.

4. After the imposition of sanctions, a faculty member involved in an academic integrity matter will be informed of the outcome of the disciplinary proceedings. If the student has been found not to be responsible for an academic integrity violation, the instructor should assign a grade (which may differ from the grade originally assigned) based on the student’s academic performance in the course. If the student has been found responsible for an academic integrity violation, the instructor may assign any grade the instructor deems appropriate. In the event that the student believes the final grade is unfair or fails to take account of the outcome of the disciplinary proceeding, the student may appeal the grade through the existing academic grievance procedure for the evaluation of academic work established by each School and academic department.

I. Fulfilling Sanctions Imposed by the University

1. Under the Code of Student Conduct, students are required to comply with all disciplinary sanctions. Failure to do so constitutes a violation of the Code and is itself subject to disciplinary proceedings by the OSC.

2. The OSC monitors the implementation and fulfillment of sanctions. In performing this duty, the OSC will have the cooperation of the Division of University Life, the respondent’s Dean, and other appropriate University offices. No sanction will be enforced while an appeal is pending.

J. Special Procedures for Sexual Misconduct Cases

In sexual misconduct and other sex discrimination cases, the OSC will follow applicable federal law, including Title IX of the Higher Education Amendments of 1972, as amended.

The complainants in sexual misconduct cases have rights and responsibilities similar to the respondents under this Charter. The time frames set for respondents also apply to complainants and when
notice is required to be provided to the respondent, similar notice will be provided to the complainant.

1. Specified Rights of Complainants in Sexual Misconduct Cases
The complainant will have an opportunity to participate in the entire disciplinary process, including the opportunity to provide information and witnesses during the investigation to participate in the preliminary exchange of information, to attend the disciplinary hearing, and to present evidence and witnesses at the hearing. The complainant will have an opportunity equal to the respondent to have others present during meetings and at the disciplinary hearing. The complainant will be informed of the outcome of his or her complaint and any appeal.

2. Investigation and Pre-Hearing Stages
a. An OSC staff member will ordinarily meet with the complainant to hear or clarify his or her account of the incident and to review the disciplinary process. To initiate a formal complaint, the complainant must submit a written complaint.
b. OSC will make every effort to complete its investigation within 60 days from the filing of a formal complaint. In extraordinary cases, such as when the gathering of information is completely under the control of law enforcement, OSC’s investigation may be delayed. In the event of such delay, OSC will advise the complainant of the reason for the delay. An investigation may also be delayed upon the complainant’s request based on good cause.
c. During the investigation, and until resolution of the matter, interim restrictions, including restrictions on contact between the complainant and the respondent, may be imposed by OSC. Nothing in this Charter precludes other University officials from taking appropriate interim measures before a disciplinary matter is resolved.
d. The complainant will be notified of the outcome of the investigation. Further, if there is a voluntary agreement to sanctions, the complainant will be informed of the provisions of the agreement that directly relate to the complainant.
e. Subject to any Family Educational Rights and Privacy Act (FERPA) limitations, the complainant will have a similar opportunity as the respondent to review evidence to be presented at the hearing.

3. Disciplinary Hearings
a. The complainant will have a similar opportunity as the respondent to object to panel members for cause. In addition, the complainant will have an equal opportunity to prepare a written statement in advance of the hearing and to respond to any written statement prepared by the respondent or OSC before the hearing.
b. The complainant’s advisor (who must be a member of the University community) may participate in a hearing to the same extent as the respondent’s advisor. At the discretion of the DHO, a complainant’s advisor may be permitted to question witnesses.
c. Alternative testimony options will be offered to complainants, such as placing a privacy screen in the hearing room or allowing the complainant to testify from another room via closed circuit television. Generally, questions between the complainant and the respondent will be relayed through the DHO, but if both agree, they can address each other directly. The DHO reserves the right to exclude questions he/she deems irrelevant or duplicative.
d. The complainant may call witnesses (including character witnesses) at the hearing, ask questions of all witnesses, and present evidence.
e. The hearing panel will presume the respondent not responsible unless proven responsible by a preponderance of the evidence.
f. The complainant may respond to the proposed sanctions OSC submits to the hearing panel.

4. Appeal of a Hearing Panel Decision
a. The complainant may appeal the hearing panel’s findings and/or recommended sanctions. In addition, the complainant may respond to an appeal by the respondent or OSC.
b. The complainant will be provided with written notice of the outcome of the appeal at the same time as the respondent.

III. Additional Matters
A. Administration of the Disciplinary System
1. The Provost is responsible for implementation of this Charter, administrative oversight of the Student Disciplinary System, including the OSC, and ensuring that the Student Disciplinary System functions fairly and in furtherance of the educational mission of the University. The Provost may instruct the OSC regarding the handling of specific cases, but he or she may not so instruct the DHO, the DAO, or the members of Disciplinary Hearing Panels.
2. When circumstances warrant, the OSC may take such administrative steps as may be necessary and feasible to effect the prompt resolution of a disciplinary matter, including, but not limited to, tape recording the testimony of witnesses who may be unavailable at the time of hearing, making special arrangements to ensure the attendance of complainants, respondents, witnesses, or other participants at a hearing and scheduling hearings outside of the normal academic year.
3. In any disciplinary matter in which a member of the Student Disciplinary System cannot perform her or his duties under this Charter, an alternate may be designated by the Provost using the procedures appropriate to that individual’s position in the system. In addition, when the Provost determines that circumstances warrant, such as (but not limited to) when a conflict of interest or a particularly complex or controversial disciplinary matter arises, the Provost may appoint a special OSC staff member, a special Disciplinary Hearing Officer, or a special Disciplinary Appellate Officer using the procedures appropriate to the position.

B. Reports to the University Community
1. Subject to the limitations imposed by law and the University’s policies on the confidentiality of student records and information, the OSC and the University Honor Council, in consultation with the Provost, will make periodic reports to inform the University community about the character and extent of the work of the Disciplinary System, including the nature of violations of University rules and regulations and the sanctions imposed. The reports of the OSC will deal both with disciplinary matters that go to hearing and with disciplinary matters that are resolved before hearing, and will include such information as the total number of disciplinary matters handled during the preceding year broken down by type of resolution (e.g., mediation, voluntary agreement to sanctions, hearing, etc.), by type of violation, by type of sanction(s) imposed, by whether or not the respondent(s) were found responsible for a violation, and so forth.
2. With the approval of the Provost, the OSC may also make extraordinary reports to the University community concerning the
C. Disciplinary Holds

At any time after the filing of a complaint, the OSC, after consulting with the student's academic dean, may place a "Disciplinary Hold" on the academic and/or financial records of any student for the purpose of preserving the status quo pending the outcome of proceedings, enforcing a disciplinary sanction, or ensuring cooperation with the Student Disciplinary System. A Disciplinary Hold may prevent, among other things, registration, the release of transcripts, and the awarding of a degree.

D. Mandatory Leave of Absence and Conditional Attendance

In extraordinary circumstances, when a student's presence on campus is deemed by the University to be a threat to order, health, safety, or the conduct of the University's educational mission, the Provost (or designee), in consultation with the student's Dean or Associate Dean, may place the student on a mandatory temporary leave of absence or impose conditions upon the student's continued attendance, pending a hearing of disciplinary charges. When reasonably possible, the student will be provided with an opportunity to be heard before a decision is made by the Provost (or designee) to impose a mandatory temporary leave of absence or conditions on the student's attendance. At the respondent's request, and where feasible, the OSC may expedite the investigation of a complaint and the disciplinary hearing against a student placed on a mandatory temporary leave of absence or conditional attendance.

E. Civil or Criminal Proceedings

The University may proceed with disciplinary proceedings against a student under this Charter regardless of possible or pending civil claims or criminal charges arising out of the same or other events. The OSC, with the concurrence of the Provost and after consultation with the University's General Counsel, will determine whether to proceed with charges against a student who also faces related charges in a civil or criminal tribunal. If the University defers proceeding with disciplinary charges against a student in light of related charges in a civil or criminal tribunal, the University may at any subsequent time proceed with disciplinary proceedings against that student under this Charter irrespective of the time provisions set forth in this Charter.

F. Disciplinary Records

1. Maintenance of Records

Except as may be otherwise provided by applicable law, records of all complaints, disciplinary proceedings, mediations, and voluntary agreements to sanctions are maintained by the OSC in accordance with the University's Protocols for the University Archives and Records Center and University policies on the confidentiality and maintenance of student records.

2. Confidentiality

Except as may be otherwise provided by applicable law, all disciplinary proceedings, the identity of individuals involved in particular disciplinary matters, and all disciplinary files, testimony, and findings are confidential, in accordance with University policies and federal law concerning the confidentiality of student records. However, no provision of this Charter or the University's policies on confidentiality shall be interpreted as preventing a student from seeking legal advice.

3. Policy Violation of Confidentiality

Failure to observe the requirement of confidentiality of a disciplinary hearing by any member of the University community, other than the respondent, constitutes a violation of University rules and may subject the individual to the appropriate procedures for dealing with such violations. The respondent may disclose confidential information pertaining to him- or herself but may not violate the confidentiality of others. If the respondent discloses, causes to be disclosed, or participates in the disclosure of information that is confidential, any person whose character or integrity might reasonably be questioned as a result of such disclosure shall have the right to respond in an appropriate forum, limited to the subject matter of the initial disclosure.

G. Release of Information on Disciplinary Proceedings

1. To provide students involved in disciplinary matters with appropriate liaison with their School offices in regard to their academic work, the Dean or appropriate Associate Dean of the School(s) of the respondent(s) will be confidentially informed when a complaint is filed, when a sanction is imposed, or when a disciplinary complaint is otherwise resolved by the Student Disciplinary System. When a sanction is imposed, the Director of Career Planning and Placement may be informed by the OSC if the sanction(s) is reportable outside the University. When a transcript notation is required as part of a sanction, the University Registrar is also informed and required to implement the sanction as directed by the OSC on behalf of the Provost.

2. As required by law, in disciplinary matters involving allegations of sexual offenses, the complainant(s) will be informed of the outcome of the proceeding, including voluntary agreement to sanctions.

H. Reportability of Sanctions

1. Subject to applicable law and the University's policies on the confidentiality of student records and information, any disciplinary sanction may be reportable outside the University of Pennsylvania, subject to specific policies governing the reporting of sanctions adopted by the Council of Undergraduate Deans for undergraduate students and the Council of Graduate Deans for graduate and professional students.

2. Resolution of disciplinary charges by voluntary agreement to sanctions is treated like a finding of responsibility and is reportable in the same manner as sanctions imposed following a Disciplinary Hearing.

I. Amendment of the Charter

Amendments to this Charter may be recommended by the UHC, OSC, University Council, Faculty Senate Executive Committee, or other appropriate members of the University community and proposed by the Provost. Amendments take effect upon the approval of the Council of Deans, except that the Council of Deans may at its discretion refer proposed amendments to the Deans and faculties of the individual Schools for approval.

(Source: Almanac, April 10, 2012, Volume 58, No. 12 (http://www.upenn.edu/almanac/volumes/v58/n29/discipline.html))

Classroom Guidelines

No Eating, Drinking or Smoking

Based on recommendations that were made by the Classroom Facilities Review Committee in their report on February 11, 1992 (Almanac, March 17, 1992), we are currently upgrading the conditions of the central-pool...
classrooms throughout the University. That report also underscored the need for the University Community to adhere to University guidelines that encourage everyone NOT to eat, drink or smoke in a University classroom.

Faculty and teaching assistants should take responsibility for the classrooms in which they teach. This responsibility includes:

- making sure that food and drink never enter the classroom;
- not allowing anyone to smoke in the classroom;
- seeing that students remove any personal items they bring into the classroom; and
- reporting to the building administrator any classroom in need of maintenance, housekeeping, or equipment repairs.

Classrooms can only be maintained at an acceptable level if the above guidelines are maintained and enforced.

(Source: Almanac, September 8, 1992 (https://almanac.upenn.edu/archive/v39pdf/n02/090892.pdf))

Closed Circuit Television Monitoring and Recording of Public Areas for Safety and Security Purposes

I. Purpose
The purpose of this policy is to regulate the use of closed circuit television (CCTV) cameras to monitor and record public areas for the purposes of safety and security.

II. Scope
This policy applies to all personnel, UPHS, schools and centers of the University, in the use of CCTV monitoring and recording. Legitimate uses of this technology related to research are covered by University policies governing research with human subjects and, therefore, excluded from this policy.

III. General Principles
1. The Division of Public Safety is committed to enhancing the quality of life of the campus community by integrating the best practices of public and private policing with state-of-the-art technology. A critical component of a comprehensive security plan using state-of-the-art technology is closed circuit television (CCTV).
2. The purpose of CCTV monitoring of public areas by security personnel is to deter crime and to assist the Penn Police in protecting the safety and property of the University community. Any diversion of security technologies and personnel for other purposes (e.g., CCTV monitoring of political or religious activities, or employee and/or student evaluations) would undermine the acceptability of these resources for critical safety goals and is therefore prohibited by this policy.
3. Video monitoring for security purposes will be conducted in a professional, ethical and legal manner. Personnel involved in video monitoring will be appropriately trained and continuously supervised in the responsible use of this technology. Violations of the Code of Procedures for video monitoring referenced in this policy will result in disciplinary action consistent with the rules and regulations governing employees of the University.
4. Information obtained through video monitoring will be used exclusively for security and law enforcement purposes. Information obtained through video monitoring will only be released when authorized by the Vice President of Public Safety according to the procedures established in this policy.
5. Video monitoring of public areas for security purposes will be conducted in a manner consistent with all existing University policies, including the Non-Discrimination Policy, the Sexual Harassment Policy, Open Expression Guidelines and other relevant policies. The code of practice for video monitoring prohibits monitoring based on the characteristics and classifications contained in the Non-Discrimination Policy (e.g., race, gender, sexual orientation, national origin, disability, etc.)
6. Video monitoring of public areas for security purposes at the University is limited to uses that do not violate the reasonable expectation to privacy as defined by law.
7. To maintain an informed University community, the Division of Public Safety will periodically disseminate written materials describing the purpose and location of CCTV monitoring and the guidelines for its use. The location of outdoor CCTV cameras monitored by the Division of Public safety will be published in Almanac.
8. Information obtained in violation of this policy may not be used in a disciplinary proceeding against a member of the University faculty, staff or student body.
9. All existing uses of video monitoring and recording must comply with this policy.

IV. Responsibilities
1. The Division of Public Safety is the department authorized to oversee and coordinate the use of CCTV monitoring for safety and security purposes at the University. All University areas using CCTV monitoring are responsible for implementing this policy in their respective operations. Public Safety has primary responsibility for disseminating the policy and assisting other units in implementing the policy and procedures.
2. The Vice President of Public Safety has the responsibility to authorize all CCTV monitoring for safety and security purposes at the University. All new installations will follow the Division of Public Safety operating principles. All existing CCTV monitoring systems will be evaluated for compliance with this policy.
3. The Division of Public Safety will monitor new developments in the relevant law and in security industry practices to ensure that CCTV monitoring at the University is consistent with the highest standards and protections.
4. A CCTV Monitoring Committee will be established to assure that the Division of Public Safety adheres to established policy and procedure in the use of CCTV and to review camera locations and request for release of recorded video images.
   a. The CCTV Monitoring Committee will consist of seven members who will serve for a term of one year.
      The Chairperson of the University Council's Committee on Campus & Community Life or his/her designee will serve as chair.
      Two faculty members appointed by the Chair of the Faculty Senate
      One member appointed by the President
      One student member
      One staff member
      Representative of the Office of Audit & Compliance & Privacy
   An individual may appeal an adverse decision by the CCTV Monitoring Committee through existing University appeal
mechanisms such as the Committee on Open Expression or the University Ombudsman.

b. The CCTV Monitoring Committee will review camera locations to ensure the perimeter of view of public cameras conforms to this policy.

The proposed location of permanent CCTV cameras will be provided to the CCTV Monitoring Committee for review and published in the Almanac before installation. A list of all University-owned or controlled camera locations will be published semi-annually in Almanac and made available by the Division of Public Safety to anyone requesting the list.

The locations of temporary cameras to be used for special events will be reviewed by the CCTV Monitoring Committee for approval and published in Almanac before the event if possible.

(Note: “Temporary cameras” does not include mobile video equipment or hidden surveillance cameras used for criminal investigations.)

Included with the list of CCTV camera locations will be a general description of the technology employed and the capabilities of the cameras.

Students and staff entering certain sensitive locations on campus may have an increased concern for privacy or confidentiality. In order to prevent a possible chilling effect on the use of service at these locations, concerned persons may petition the CCTV Monitoring Committee to forgo the installation of a proposed camera or for the removal of an existing camera. The CCTV Monitoring Committee will determine the appropriateness of an installation weighing the concerns of the person(s) making the requests and the safety and security of the entire community.

In recognizing students may also have an enhanced expectation of privacy in the hallways and lounges of residence facilities, CCTV monitoring for safety and security purposes will not be used in residential hallways and lounges unless the Vice President of Public Safety determines a specific safety/security risk exists.

The CCTV Monitoring Committee will review complaints regarding camera locations and determine whether the CCTV Monitoring Policy is being followed. The panel should weigh whether the potential increment in community security outweighs any likely infringement of individual privacy.

c. The CCTV Monitoring Committee, with the Vice President of Public Safety, will review all requests received by the Division of Public Safety to release recorded video images obtained through CCTV monitoring. No releases of recorded video images will occur without authorization by the Vice President and the CCTV Monitoring Committee. Excluded from review by the CCTV Monitoring Committee are releases of recorded video images directly related to a criminal investigation, arrest or subpoena. The CCTV Monitoring Committee may also approve release of recorded video images only for legitimate purposes, such as to protect the University and its members from harm or liability. Five affirmative votes are necessary to approve the release of recorded video images. Any release of recorded video images will be recorded on a written log.

d. Any member of the CCTV Monitoring Committee may audit the Division of Public Safety’s CCTV monitoring operations, including video storage, at any time without prior notice.

e. The Chair of University Council’s Committee on Campus & Community Life will report to the CCTV Monitoring Committee at least once a year describing all requests for camera locations and release of recorded video images and disposition of those requests.

f. The CCTV Monitoring Committee will review this policy annually and recommend revisions if needed.

V. Procedures

1. All operators and supervisors involved in video monitoring of public areas will perform their duties in accordance with the Code of Practice consistent with this policy developed by the Division of Public Safety.

2. Division of Public Safety Management will assure that responsible and proper camera monitoring practices by control operators is continuous.

3. The Division of Public Safety has posted signage at appropriate locations. Signage states: “This area is subject to Video Monitoring by the University of Pennsylvania Police Department.”

4. The Division of Public Safety will limit camera positions and views of residential housing. Any view given to the housing will be no greater than what is available with unaided vision. Furthermore, the view of a residential housing facility must not violate the standard of “reasonable expectation of privacy.”

5. The Division of Public Safety Central Monitoring Center and other central monitoring centers will be configured to prevent camera operators tampering with or duplicating recorded video information.

6. Recorded video will be stored for a period not to exceed 30 days and will then be erased, unless retained as part of a criminal investigation or court proceedings (criminal or civil), or other bona fide use as approved by the Vice President of Public Safety and the CCTV Monitoring Committee.

7. Recorded video images will be stored in a secure location with access by authorized personnel only.

8. Camera control operators will conduct video observation of areas only in plain view of others situated in the public area viewable to the public.

9. Camera control operators will be trained in the technical, legal and ethical parameters of appropriate camera use.

a. Camera control operators will receive a copy of this policy and provide written acknowledgement that they have read and understood its contents.

b. Camera control operators will receive training in cultural awareness.

10. Camera control operators will not monitor individuals based on characteristics of race, gender, ethnicity, sexual orientation, disability, or other classifications protected by the University’s Non-Discrimination Policy. Camera control operators will monitor based on suspicious behavior, not individual characteristics.

11. Camera control operators will not spot and continuously view people becoming intimate in public areas.

12. Camera control operators will not view private rooms or areas through windows.

13. Mobile video equipment may be used in criminal investigations. Mobile video equipment will only be used in non-criminal
investigations in specific instances creating significant risk to public safety, security, and property as authorized in writing by the President to the Division of Public Safety and the Open Expression Committee. Portable hidden cameras with recording equipment will only be used for criminal investigation by the University Police Detective Unit with the approval of the Vice President of Public Safety.

**Examples of Video Monitoring and Recording of Public Areas**

Legitimate safety and security purposes include, but are not limited to the following:

- Protection of buildings and property
- Building perimeter, entrances and exits, lobbies and corridors, receiving docks, special storage areas, laboratories, cashier locations, etc.
- Monitoring of Access Control Systems
- Monitor and record restricted access transactions at entrances to buildings and other areas.
- Verification of security alarms
- Intrusion alarms, exit door controls, hold-up alarms
- Video Patrol of Public Areas
- Transit Stops, parking lots, public streets (enclosed and unenclosed), shopping areas and vehicle intersections, etc.
- Criminal Investigation
- Robbery, burglary, and theft surveillance
- Protection of pedestrians
- Monitoring of pedestrian and vehicle traffic activity

**Code of Academic Integrity**

Since the University is an academic community, its fundamental purpose is the pursuit of knowledge. Essential to the success of this educational mission is a commitment to the principles of academic integrity. Every member of the University community is responsible for upholding the highest standards of honesty at all times. Students, as members of the community, are also responsible for adhering to the principles and spirit of the following Code of Academic Integrity.

**Academic Dishonesty Definitions**

Activities that have the effect or intention of interfering with education, pursuit of knowledge, or fair evaluation of a student's performance are prohibited. Examples of such activities include but are not limited to the following definitions:

**A. Cheating**: using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work or preventing, or attempting to prevent, another from using authorized assistance, material, or study aids. *Example:* using a cheat sheet in a quiz or exam, altering a graded exam and resubmitting it for a better grade, etc.

**B. Plagiarism**: using the ideas, data, or language of another without specific or proper acknowledgment. *Example:* copying another person's paper, article, or computer work and submitting it for an assignment, cloning someone else's ideas without attribution, failing to use quotation marks where appropriate, etc.

**C. Fabrication**: submitting contrived or altered information in any academic exercise. *Example:* making up data for an experiment, fudging data, citing nonexistent articles, contriving sources, etc.

**D. Multiple submission**: submitting, without prior permission, any work submitted to fulfill another academic requirement.

**E. Misrepresentation of academic records**: misrepresenting or tampering with or attempting to tamper with any portion of a student’s transcripts or academic record, either before or after coming to the University of Pennsylvania. *Example:* forging a change of grade slip, tampering with computer records, falsifying academic information on one's resume, etc.

**F. Facilitating academic dishonesty**: knowingly helping or attempting to help another violate any provision of the Code. *Example:* working together on a take-home exam, etc.

**G. Unfair advantage**: attempting to gain unauthorized advantage over fellow students in an academic exercise. *Example:* gaining or providing unauthorized access to examination materials, obstructing or interfering with another student's efforts in an academic exercise, lying about a need for an extension for an exam or paper, continuing to write even when time is up during an exam, destroying or keeping library materials for one's own use, etc.

If a student is unsure whether his action(s) constitute a violation of the Code of Academic Integrity, then it is that student's responsibility to consult with the instructor to clarify any ambiguities.

(Source: Almanac, September 10, 1996, Volume 43, No. 3) (http://www.upenn.edu/almanac/v43/n03/codechar.html)

**Code of Student Conduct**

**I. Preamble**

When Benjamin Franklin founded the Pennsylvania Academy, he defined its mission as "education for citizenship." In pursuit of this mission, the University of Pennsylvania is committed to achieving academic excellence, to creating an environment for inquiry and learning, and to cultivating responsible citizenship in the larger society.

The University of Pennsylvania is a community in which intellectual growth, learning from others, mutual tolerance, and respect for freedom of thought and expression are principles of paramount importance. In an environment that promotes the free interchange of ideas, cultural and intellectual diversity, and a wealth of social opportunities, Penn students take advantage of the academic and non-academic opportunities available to them, deepening their intellectual insights through formal instruction, and expanding their educational experience beyond their academic programs. Members of the Penn community participate actively in the greater Philadelphia, state, national, and international communities in which they reside. "Citizens" of the University community include students, faculty, staff and those otherwise affiliated with the University.

Accepting membership into the University of Pennsylvania community as a student entails an obligation to promote its welfare by assuming the rights and responsibilities listed below. Each individual member of this community is responsible for his or her own actions and is expected to respect the rights of others.

**II. Rights of Student Citizenship**

Membership in the University of Pennsylvania community affords every student certain rights that are essential to the University’s educational mission and its character as a community.
III. Responsibilities of Student Citizenship

Students are expected to exhibit responsible behavior regardless of time or place. Failure to do so may result in disciplinary action by the University. Responsible behavior is a standard of conduct which reflects higher expectations than may be prevalent outside the University community. Responsible behavior includes but is not limited to the following obligations:

a. To comply with all provisions of the University’s Code of Academic Integrity and academic integrity codes adopted by the faculties of individual schools.
b. To respect the health and safety of others. This precludes acts or threats of physical violence against another person (including sexual violence) and disorderly conduct. This also precludes the possession of dangerous articles (such as firearms, explosive materials, etc.) on University property or at University events without University authorization.
c. To respect the right of fellow students to participate in University organizations and in relationships with other students without fear, threat, or act of hazing.
d. To refrain from conduct towards other students that infringes upon the Rights of Student Citizenship. The University condemns hate speech, epithets, and racial, ethnic, sexual and religious slurs. However, the content of student speech or expression is not by itself a basis for disciplinary action. Student speech may be subject to discipline when it violates applicable laws or University regulations or policies.
e. To refrain from stealing, damaging, defacing, or misusing the property or facilities of the University or of others. This also precludes the disruption of University computing services or interference with the rights of others to use computer resources.
f. To be honest and truthful in dealings with the University, about one’s own identity (e.g., name or Social Security number), and in the use of University and other identification.
g. To cooperate fully and honestly in the Student Judicial System of the University, including the obligation to comply with all judicial sanctions.
h. To comply with all contracts made with the University, such as Residential Living Occupancy Agreements and Dining Services contracts.
i. To comply with policies and regulations of the University and its departments (e.g., the University's Guidelines on Open Expression, Anti-Hazing Regulations, Drug and Alcohol Policies, Sexual Harassment Policy, etc.).
j. To comply with federal, state and local laws.

Concerts Policy

The Social Planning and Events Committee (SPEC) is responsible for University concerts and other major events that involve artists’ fees, except those that are related to an academic program or to the program of the Annenberg Center. SPEC also is responsible for coordinating the scheduling of such events. Student organizations or other campus groups planning a major ticketed event such as a concert, comedy show, or other event that involves the payment of professional artists’ fees should contact the Office of Student Affairs for more information.

Major ticketed events such as concerts, comedy shows, or other events that involve the payment of professional artists’ fees cannot be used for fund-raising purposes. The University does not have the staff or the facilities to accommodate concerts or other major ticketed events for purposes other than academic or campus activities programming. Exceptions to this policy must be approved in writing, in advance, by the Office of Student Affairs.

All funds from ticket sales for concerts and other major ticketed events sponsored by student organizations must be deposited in a University account and disbursed in accordance with established student activities guidelines.

(Source: Almanac April 26, 2011, Volume 57, No. 31 (https://almanac.upenn.edu/archive/volumes/v57/n31/pdf_n31/042611.pdf))

Confidentiality of Student Records

I. Statement of Purpose

The purpose of this policy is to describe the rights and responsibilities of students, faculty and staff regarding the confidentiality of student records, including as specified under the Family Educational Rights and Privacy Act (“FERPA”).

II. Scope

A. Information

This policy pertains to personally identifiable information contained in education records. The term “education records” generally includes records that are directly related to a student and maintained by the University or a party acting for the University.

Exceptions:

1. Sole possession of the maker. This policy does not apply to records kept in the sole possession of the maker and used only as a personal memory aid and not accessible to any other individual except a temporary substitute of the maker of the record.
2. Peer graded papers. This policy does not apply to grades on peer-graded papers/assignments before they are collected and recorded by a teacher.
3. Law enforcement records. This policy does not apply to records created and maintained by a law enforcement unit, including the Penn Police, for law enforcement purposes.
4. Employment records. This policy does not apply to records relating exclusively to an individual in his or her capacity as an employee except that records regarding an individual in attendance who is employed as a result of his or her status as a student.
5. Treatment-related records. This policy does not apply to records made or maintained by a healthcare professional that are used only...
in connection with treatment of the student and disclosed only to individuals providing treatment.

6. **Other FERPA exceptions.** This policy does not apply to any records or information specifically excepted from the term "education records" under FERPA and its implementing regulations, as they may be amended.

**B. Individuals**

1. **Individuals in attendance.** This policy applies to students who are or have been in attendance at the University.

2. **Alumni.** In general, this policy does not apply to records that contain only information about an individual after he or she is no longer a student at the University. However, if the record relates back to the student's attendance at the University, it is still an "education record." A separate policy protecting the privacy of alumni records may be found at http://www.upenn.edu/privacy (http://www.upenn.edu/privacy/).

3. **Deceased individuals.** Neither FERPA nor this policy applies to records of deceased persons. The person responsible for such records, however, should exercise informed discretion in responding to requests for disclosures and should ensure that the person making the request has a legitimate interest in the information and that the privacy interests of the deceased and third parties are considered.

4. **Applicants.** This policy does not apply to applicants for admission. However, the admission-related records of applicants who become students at the University are subject to the policy.

**III. Notice**

Penn will annually inform individuals in attendance of their rights under FERPA, including the right to consent to disclosure of personally identifiable information contained in their education records, the right to opt out of the disclosure of "directory information," the right to review and seek correction of education records, and the right to file a complaint with the Department of Education concerning the University's alleged failure to comply with FERPA.

**IV. Disclosure of Education Records**

**A. Consent Required**

As a general rule, personally identifiable information from education records may not be disclosed to other parties without the student's prior written or electronic consent. Such consent shall be signed (on paper or using an appropriate electronic signature method) and dated and specify records or information to be disclosed, the purpose(s) of the disclosure, and the party or class of parties to whom disclosure may be made.

**B. Consent Not Required**

In certain cases (some of which are described below) personally identifiable information from education records may, and in some cases must, be disclosed from the records of a student without that individual's prior written consent. If such disclosure is made, it should be limited to that information necessary for the purpose of the disclosure. Note also that specific requirements and qualifications may apply to these exceptions.

1. To "school officials" with "legitimate educational interests."
   a. "School officials" means employees of the University, including faculty and staff, as well as certain individuals such as vendors or contractors, performing work for the University under proper authorization.

   b. A school official has "legitimate educational interests" in personally identifiable information in the records of a student if the information in question is required or would be helpful to the official in the performance of his or her duties.

   c. A contractor, consultant, volunteer, or other party to whom the University has outsourced services may be considered a school official provided that the outside party
      1. performs a service for which the University would otherwise use its employees
      2. is under the direct control of the University with respect to the use and maintenance of education records and
      3. is subject to FERPA requirement governing the use and redisclosure of personally identifiable information from education records.

   d. The University must use reasonable methods to ensure that school officials obtain access to only those education records in which they have legitimate educational interests. Custodians of records will establish control procedures to ensure that these limitations are observed. If the custodian does not use physical or technological access controls, the custodian must ensure that its administrative policy for controlling access to education records is effective.

2. To another school where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer and the University has provided notice of the disclosure or annual notice of its policy to make such disclosures.

3. In connection with financial aid for which a student has applied, or which he or she has received, but only for such purposes as determining eligibility for financial aid, the amount of financial aid, and the conditions that will be imposed, or for enforcing the terms or conditions of financial aid.

4. To comply with a judicial order or lawfully issued subpoena provided that the University makes a reasonable effort to notify the student whose records are involved in advance of disclosing the information. Prior notification may be prohibited in certain situations. All subpoenas and court orders should be directed to the Office of General Counsel and disclosure in response to them must be approved by that office.

5. In connection with an emergency, to appropriate persons if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

6. To parents as described in Section IV.(c) (p. 1968) below.

7. Regarding directory information as described in Section IV.(d) (p. 1968) below.

8. Other circumstances as authorized by FERPA and its implementing regulations, as they may be amended or as otherwise required by law. Questions about legal requirements should be directed to the Office of General Counsel.

**C. Parental Notification – Consent Not Required**

The University's policy regarding disclosure of student information to parents is based upon both legal requirements and the University's philosophy that students should be treated as adults. The University generally will not share personally identifiable information (other than directory information) from a student's education records with third parties, including parents or guardians, without student consent, except in limited circumstances where such disclosure is permitted under FERPA.
(described below) and where the University determines in its discretion that disclosure is appropriate.

1. In connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.
2. To the parent or legal guardian of a student under the age of 21, information regarding the student’s violation of a University policy governing the use or possession of alcohol or drugs.
3. To a person who submits a written affirmation that he or she is the parent or legal guardian of a student and that the student is a dependent within the meaning of Section 152 of the Internal Revenue Code of 1954.
4. In other limited circumstances as allowed under FERPA and its implementing regulations, as they may be amended.

In cases involving a health or safety emergency or a violation of a University policy regarding the use or possession of alcohol or drugs, a decision to notify parents or guardians about information contained in an education record – and the actual communications to the parents or guardians – will be made by the Office of the Vice Provost for University Life or another senior student affairs officer, in each case after consultation with the student’s school office and other appropriate offices. Whenever practicable, a student whose parents or guardians are to be notified will be informed before such notification occurs and given an opportunity to initiate contact with his or her parents or guardians.

D. Consent Not Required – Directory Information
“Directory Information” is generally regarded to be less sensitive than other types of information in a student's education record. The University designates as “directory information,” which may be disclosed from records relating to a student without his or her consent if the student has not “opted out” of allowing such disclosure, the following categories of information: a student’s name, address (local, home or electronic mail), telephone number, date and place of birth, Penn ID number, major field of study, participation in officially recognized activities (including social and honorary fraternities) and sports, weight and height if a member of an athletic team, dates of attendance, degrees and awards received, and previous educational institutions attended. Each year, a notice will be given to students concerning these categories and their right to refuse to permit the University to make any or all of them available (i.e., “opt out”). Failure to respond to the annual notice in certain cases may result in the routine disclosure of one or more of the designated categories of personally identifiable information. The University will continue to exercise informed discretion in responding to requests for directory information.

E. Limitation on Redisclosure
As required by FERPA, the University will inform a party to whom a disclosure of personally identifiable information from the records of a student is made; that disclosure is made only on the condition that the party will not disclose the information to any other party without the student’s prior written consent. Exceptions to this requirement include disclosure of directory information, disclosures to the student, to parents under appropriate circumstances, to victims of certain disciplinary matters, and disclosures pursuant to court orders and valid subpoenas.

F. Verification of Identity and Authority
Before disclosing personally identifiable information from education records, University employees must take reasonable steps to verify the identity of the requesting party as well as their authority to have access to the information.

V. Maintaining a Record of Disclosures
As required by FERPA, the University will maintain a record of requests for and/or disclosures of personally identifiable information from a student’s education records. The record must include the identities of the requesters and recipients and the legitimate interests they had in the information. This record should be maintained with records for as long as the records themselves are maintained and may be inspected by the student.

These recordkeeping requirements do not apply to requests from or disclosures to:

1. the student;
2. a school official with a legitimate educational interest;
3. a person with written consent from the student;
4. a person seeking directory information; or
5. a federal grand jury or law enforcement agency in connection with an order or subpoena requiring nondisclosure of its existence or contents.

VI. Right to Review Education Records & Seek Correction

A. Individuals who are or have been in attendance at the University are entitled to inspect and review their education records upon a written request. The request to inspect or review records must be honored within 45 days after the University has received the request. The request should be directed to the office that maintains the record and such office may charge a reasonable fee for copies.

B. A student does not have a right to inspect or review the following:

1. Financial records and statements of the student’s parent(s), except with the written permission of the parent(s).
2. Confidential letters and statements of recommendation related to admission to an educational institution, application for employment, or the receipt of an honor or honorary recognition that were placed in a student’s records after January 1, 1975, and as to which the student has executed a written waiver of his or her right to inspect and review; provided that the University uses the letters and statements only for the purpose for which they were originally intended and notifies the student upon request of the names of all individuals providing such letters and statements.
3. Other records as to which the student has executed a written waiver of his or her right to inspect and review. The University may not require a student to waive his or her rights under FERPA or this policy.
4. Those portions of records that contain information on other students.
5. Other exceptions as prescribed by FERPA and its implementing regulations, as they may be amended.

C. Opportunity to Seek Correction
1. A student who believes that information contained in his or her education records is inaccurate or misleading or violates his or her privacy rights may request that the University amend them, and the
University will decide whether to do so within a reasonable period of time.

2. If the University decides that the information is inaccurate or misleading or otherwise in violation of the privacy rights of a student, the University will amend the record and inform the student of the amendment in writing.

3. If the University declines to amend the student's records, it will so inform the student and inform him or her of the right to request a hearing to challenge the information believed to be inaccurate, misleading or in violation of his or her privacy rights. A hearing, however, may not be requested by a student to contest the appropriateness of a grade.

4. The hearing will be conducted by an individual who does not have a direct interest in the outcome of the hearing and will provide the student an opportunity to present evidence, relevant to the request to amend the student's records. The University will provide a written decision within a reasonable period of time after the hearing based on the evidence presented at the hearing. The decision will include a summary of the evidence and the reasons for the decision. Additionally, information regarding hearing procedures will be provided when the student receives notice of his or her rights.

5. If, after a hearing, the University determines that a student's challenge is without merit it will notify the student of the right to place in his or her records a statement commenting on the challenged information and/or setting forth reasons for disagreeing with the University's decision. The University will maintain such statement with the student's record and disclose the statement whenever it discloses the portion of the record to which the statement relates.

VII. Right to File Complaint

Students have a right to file a complaint concerning any alleged failure by the University to comply with the requirements of FERPA and its implementing regulations. A complaint may be filed with the federal office that administers FERPA:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

A complaint may be filed internally via the University's Compliance and Reporting Line by phone at 215-726-6759, or online at www.upenn.edu/215pcomply (http://www.upenn.edu/215pcomply/).

VIII. Waiver of Rights

A student may waive any of his or her rights under FERPA and this policy, provided that the waiver is made in writing and signed by the student. The University may not require a student to waive his or her rights under FERPA or this policy.

1 The term "personally identifiable information" includes, but is not limited to, the name of the student or family member, the address of the student or family member, identification number, biometric record, indirect identifier (such as date of birth or mother's maiden name) or other information that, alone or in combination, is linked to the student and would allow a reasonable person in the school community, without personal knowledge of relevant circumstances, to identify the student with reasonable certainty.

(Source: Almanac, March 16, 2010, Volume 56, No. 25 (http://www.upenn.edu/almanac/volumes/v56/n25/confidentiality.html))

Confiscation of Publications

The confiscation of publications on campus is inconsistent with the University's policies and procedures, and with the ideals of the University. It is inconsistent with the University's Guidelines on Open Expression, and could violate contractual arrangements between the University and other parties.

Members of the University community who are responsible for confiscating publications should expect to be held accountable.

(Source: Almanac, July 18, 1989 (https://almanac.upenn.edu/archive/v36pdf/n01/071889.pdf))

Contracts

No student may sign a contract on behalf of the University. All contracts for lectures, performing arts activities, programs and services sponsored by student organizations must be reviewed by the Associate Director of Student Life and signed by the Vice Provost for University Life or her/his approved designate.

Dean's List

The Dean's List citation appears on the transcript and is awarded annually to any student who achieves a combined GPA of 3.7 for the fall and spring semesters, provided that during those two semesters, he or she has:

- Completed 6 or more credit units for letter grades
- Received no grades lower than C
- Completed all courses on time with no Incompletes, NRs, or GRs

A student who has received a sanction of probation or greater for a violation of the Code of Academic Integrity, the Code of Student Conduct, or the Sexual Violence, Relationship Violence, and Stalking Policy is not eligible for Dean's List in the academic year in which the violation occurred. The Dean's List citation will be removed from the transcript if the finding occurs after this honor has been posted or if the violation occurs during the summer term following the academic year in which this honor was awarded.

(Source: Almanac – April 20, 2010, Volume 56, No. 30 (http://www.upenn.edu/almanac/volumes/v56/n30/provost.html), updated May 3, 2016, Volume 62, No. 33 (http://www.upenn.edu/almanac/volumes/v62/n33/changes-to-policies.html))

Drug Free Workplace

Prohibited Drug Activity

1. The University of Pennsylvania prohibits the unlawful manufacture, distribution, dispensation, sales, possession, or use of any drug by its employees in its workplace. Each University employee agrees, as a condition of employment, to abide by this policy and to notify his or her supervisor no later than five days after any conviction under a criminal drug statute for a violation that occurred in the workplace.
Sanctions
Any University employee who violates the University’s policy or who is convicted under a criminal drug statute for a violation occurring in the workplace will be subject to the University’s disciplinary procedures up to and including dismissal and may be required to participate satisfactorily in a drug abuse assistance or rehabilitation program.

Drug-Free Workplace Program
1. The University of Pennsylvania has established a drug-free awareness program to inform employees about:
   a. The dangers of drug abuse in the workplace through such activities as “Drug Awareness Week” and training programs for supervisors;
   b. The University’s policy of maintaining a drug-free workplace through distribution of the policy to all employees;
   c. Available drug counseling, rehabilitation and employee assistance programs such as those provided through the Faculty/Staff Assistance Program; and
   d. The penalties that may be imposed upon employees for drug abuse violations in the workplace.
2. Each University employee will be given a copy of the University Drug-Free Workplace Policy.
3. Each employee, as a condition of employment, must agree to abide by the University’s Drug-Free Workplace Policy and to notify his or her supervisor no later than five (5) days after any conviction under a criminal drug statute for a violation that occurred in the workplace. When a supervisor is notified by an employee of such a conviction, he or she will immediately notify the Vice President for Human Resources, and, if the employee is paid in whole or part from a federal grant, contract, or cooperative agreement, the Executive Director for Sponsored Programs. The Executive Director for Sponsored Programs will notify the appropriate federal agency within ten (10) days of receiving such notification.
4. An employee who violates the University policy or who is convicted under a criminal drug statute for a violation occurring in the workplace will be subject to the University’s disciplinary procedure up to and including dismissal, and may be required to participate satisfactorily in a drug abuse assistance or rehabilitation program.
5. The University will make a good faith effort to continue to maintain a drug-free workplace through implementation of the above program.

(Source: Division of Human Resources, Policy No: 705 (https://www.hr.upenn.edu/policies-and-procedures/policy-manual/performance-and-discipline/drug-free-workplace/))

Equal Opportunity and Affirmative Action Policy
The University of Pennsylvania’s special character is reflected in the diversity of the Penn community. Diversity is prized at Penn as a central component of its mission and helps create an educational and working environment that best supports the University’s commitment to excellence in teaching, research, and scholarship. We seek talented faculty, students and staff who will constitute a vibrant community that draws on the strength that comes with a substantive institutional commitment to diversity along dimensions of race, ethnicity, gender, sexual orientation, age, religion, disability, veteran status, interests, perspectives, and socioeconomic status.

Grounded in equal opportunity, nondiscrimination, and affirmative action, Penn’s robust commitment to diversity is fundamental to the University’s mission of advancing knowledge, educating leaders for all sectors of society, and public service. The University of Pennsylvania prohibits unlawful discrimination based on race, color, sex, sexual orientation, gender identity, religion, creed, national or ethnic origin, citizenship status, age, disability, veteran status, or any other legally protected class.

Penn is committed to ensuring that its academic, social, recreational programs, and services as well as opportunities for admission and employment are available on an equitable and nondiscriminatory basis without regard to an individual’s legally protected class status. Penn also has written affirmative action programs to address any underrepresentation of women, minorities, people with disabilities, and qualified covered veterans. The Office of Affirmative Action and Equal Opportunity Programs, in collaboration with the Division of Human Resources and the Office of the Provost, oversees the implementation and administration of the University’s equal opportunity, affirmative action, and nondiscrimination policies and programs.

The University recognizes the right of members of the community to raise questions and pursue complaints of discrimination and adheres to a strict policy that prohibits retaliation for doing so. Questions, complaints of alleged discrimination, or concerns regarding these policies or their implementation may be directed to the

Executive Director
Office of Affirmative Action and Equal Opportunity Programs
Sansom Place East, Suite 228
3600 Chestnut Street
Philadelphia, PA 19104-6106
(215) 898-6993 (Voice) or (215) 898-7803 (TDD)

University of Pennsylvania Nondiscrimination Statement
(to be used in University publications)
The University of Pennsylvania values diversity and seeks talented students, faculty and staff from diverse backgrounds. The University of Pennsylvania does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, creed, national or ethnic origin, citizenship status, age, disability, veteran status or any other legally protected class status in the administration of its admissions, financial aid, educational or athletic programs, or other University-administered programs or in its employment practices. Questions or complaints regarding this policy should be directed to the

Executive Director of the Office of Affirmative Action and Equal Opportunity Programs
Sansom Place East
3600 Chestnut Street, Suite 228
Philadelphia, PA 19104-6106
or (215) 898-6993 (Voice) or (215) 898-7803 (TDD)

(Source: Almanac, January 20, 2009 (http://www.upenn.edu/almanac/volumes/v55/n18/aapolicy.html))
Evaluation and Certification of the English Fluency of Undergraduate Instructional Personnel

In 1990, the Commonwealth of Pennsylvania enacted legislation requiring that every member of an institution of high learning who teaches undergraduates be certified as fluent in the English language, if it is not his or her first language. In order to comply with this legislation, Penn instituted a set of requirements that are enforced through training and teaching performed by the Office of English Language Programs.

I. Undergraduate Instructional Personnel

All persons hired on or after July 1, 1997, as members of the Standing or Associated Faculties, Academic Support Staff, graduate and professional student teaching staff, or as tutors, or for other undergraduate instructional duties (including, for example, leading laboratory or discussion sections or holding office hours), regardless of rank or title, in the Schools of Arts and Sciences, Engineering and Applied Science, Nursing, Wharton or the School of Design, the Annenberg School for Communication, and the Graduate School of Education, must be evaluated and certified as having met the University’s standard of English fluency in the classroom before completion of the hiring process. In addition, all individuals who hold appointments elsewhere in the University and who are to be engaged in the teaching, tutoring, or other instruction of undergraduates must also be evaluated and certified before appointment.

Only members of the Visiting Faculty, instructional personnel whose entire undergraduate instruction (including office hours) will be conducted in a language other than English, and graduate students who have no direct instructional contact (including office hours) with undergraduates (e.g. some graders or research assistants) are exempt from this requirement.

II. Standard of English Fluency in the Classroom

To be certified by the University of Pennsylvania as “fluent in the English language in the classroom,” a speaker must always be intelligible to a non-specialist in the topic under discussion, despite an accent or occasional grammatical errors. General and field-specific vocabulary must be broad enough so that the speaker rarely has to grope for words. Listening comprehension must be sufficiently high so that misunderstandings rarely occur when responding to students’ questions or answers. While teaching, the speaker should be able to use transitions to show the relationships between ideas, and to set main points apart from added details. When asked an ambiguous question, the speaker should be able to clarify the question through discussion with the student. When asked to restate a main point, the speaker should be able to paraphrase clearly. When challenged, the speaker should be able to defend his or her position effectively and appropriately.

Prospective instructional personnel, regardless of rank or title, who do not meet the above criteria shall not be certified and may not be assigned to any undergraduate instructional responsibilities.

III. Certification Procedures

A. Newly-Hired Faculty Members

Prospective members of the Standing or Associated Faculties, or of the Academic Support Staff, regardless of rank or title, shall be evaluated and certified by their department chairperson as to their English fluency in the classroom based on one of the methods of evaluation listed in section IV, below. The department chairperson shall certify their English fluency in the classroom to their dean, or to the dean’s designee and the dean shall certify the same to the Provost. In schools having no departments, evaluation and certification shall be carried out by the dean or the dean’s designee.

B. Native English-Speaking Graduate Teaching Assistants

Prospective graduate teaching assistants whose native language is English shall be evaluated and certified by their department chairperson as to their English fluency in the classroom on the basis of one of the methods of evaluation listed in section IV, below. The department chairperson shall certify their English fluency in the classroom to their dean, or to the dean’s designee and the dean shall certify the same to the Provost. (This procedure applies to all native English-speaking graduate and professional student teaching staff, including those undertaking instructional duties as tutors, leading laboratory or discussion sections, graders, or holding office hours.) In schools having no departments, evaluation and certification shall be carried out by the dean or the dean’s designee.

C. Non-native English-Speaking Graduate Teaching Assistants

Prospective graduate teaching assistants whose native language is other than English who have not taken either the Test of Spoken English (TSE) or the ACTFL Oral Proficiency Interview, or who score 55 or below on the TSE or below Superior on the ACTFL, shall be referred by their department chairperson to the English Language Programs (ELP) for professional evaluation of their English fluency in the classroom.

It is anticipated that most graduate students whose native language is not English shall not be sufficiently fluent in the use of English in the classroom to undertake undergraduate instructional responsibilities during their first year of graduate enrollment at Penn. Such individuals may be able to acquire fluency in English in the classroom by enrolling in the ELP’s summer International Teaching Assistants Training Program, or during the academic year, by enrolling in the Graduate Division of Arts and Sciences course GAS 600 (fall semester) or the ELP’s intensive English language and cultural familiarization courses, or through alternative programs appropriate to the student’s needs. Graduate students placed in any of the above programs must be re-evaluated by the ELP before the Director may certify to the Provost that they are fluent in English in the classroom.

D. All Other Undergraduate Instructional Personnel

All other undergraduate instructional personnel, regardless of rank or title, shall be evaluated and certified by their department chairperson as to their English fluency in the classroom based on one of the methods of evaluation listed in section IV, below. The department chairperson shall certify their English fluency in the classroom to their dean, or to the dean’s designee, and the dean shall certify the same to the Provost. In schools having no departments, evaluation and certification shall be carried out by the dean or the dean’s designee.
IV. Evaluation and Testing

A. Methods of Evaluation

Department chairpersons and deans shall certify only those prospective instructional personnel whose English fluency in the classroom has been evaluated using one or more of the means of evaluation listed below and has been found to meet or exceed the standard set forth in Section II., above. The following methods of evaluation may be used as the basis for a departmental certification:

- A score above 55 on the ETS Test of Spoken English or a score of 27 or above on the Speaking Section of the ETS iBT TOEFL.
- A score of Superior on the ACTFL Oral Proficiency Interview
- Academic presentation and discussion (such as a colloquium, lecture, seminar, or scholarly conference presentation) evaluated by two or more members of the standing faculty and/or the English Language Programs staff.
- Extended, in-person discussion with one or more members of the standing faculty, and/or English Language Programs staff on a topic related to the candidate's research interests, teaching plans and/or experience.
- Observation and evaluation of teaching performance in the classroom by two or more members of the standing faculty and/or the English Language Programs staff.
- Videotape of classroom teaching or academic presentation evaluated by two or more members of the standing faculty and/or the English Language Programs staff.

All prospective graduate teaching assistants whose native language is other than English shall be referred by their department chairperson to the English Language Programs for professional evaluation of their English fluency in the classroom, using the SPEAK Test (Penn's institutional version of the TSE) or future replacements, the advisory ACTFL Oral Proficiency Interview, or the Interactive Performance Test (IPT) administered by the English Language Programs. (described in V.B., below).

B. Referral to and Consultation with the English Language Programs

Using one of the methods listed above, department chairpersons and deans (or the dean's designee) shall either certify to the Provost that a prospective faculty member or other undergraduate instructional personnel is fluent in English in the classroom or refer them to the English Language Programs for further evaluation before they undertake any undergraduate instructional duties. It should be borne in mind that, at the discretion of the department chairperson or the deans, both native and non-native speakers of English may be referred to the English Language Programs for further evaluation before certification of their English fluency.

The department chairperson or deans may find it useful, especially where the native language of prospective faculty members or instructional personnel is other than English, to consult with the directors of the English Language Programs regarding the advisability of further evaluation or the most appropriate method of evaluation before certification of their English fluency. Prospective graduate teaching assistants with questions regarding the evaluation or certification of their English fluency in the classroom should consult with their department or graduate group chairperson, or the English Language Programs staff, 110 Fisher-Bennett Hall, 215-898-8681.

V. Further Evaluation and Appeals

C. Further Evaluation by the English Language Programs

Prospective instructional personnel who are not certified under section III, above, shall be referred to the University's English Language Programs for further evaluation.

D. Interactive Performance Test

Graduate students whose native language is not English and who receive scores on the Test of Spoken English (or Penn's SPEAK Test) of between 45 and 55 inclusive may be certified for classroom instruction by passing the Interactive Performance Test (IPT) administered by the English Language Programs. The IPT consists of a 10-minute mini-lecture with a question and answer component on a topic in the candidate's academic discipline.

E. Evaluation and Certification as Graders with Limited Office Hours

Alternately, and upon the written referral of the graduate group chair, graduate students whose native language is not English and who receive scores on the Test of Spoken English (or Penn's SPEAK Test) of between 45 and 55 inclusive may be certified as graders with limited office hours by passing the Grader Exam administered by the English Language Programs. Graders with limited office hours are defined as graduate students who are responsible for grading exams and assignments and holding individual appointments with undergraduate students for explaining grades and answers to exam questions or assignments. Graders with limited office hours can have no responsibility for classroom teaching, tutoring, recitation, or laboratory sessions. Passing of this exam, which is tailored to one-on-one questions and answers, shall certify graduate students as sufficiently fluent in English to serve as graders with limited office hours, but does not certify them to undertake other instruction duties at a later date.

F. Appeals of Certification Decisions

Appeals of certification decisions made by department chairpersons may be directed to the appropriate dean and appeals of certification decisions made by deans or by the Directors of English Language Programs may be directed to the Provost.

VI. Deadlines for Certification and Reporting

In the case of appointment to the Standing or Associated Faculties, all submissions to the Provost's Staff Conference or Mini-Conference for appointments in Arts and Sciences, Engineering and Applied Science, Nursing, Wharton, Design, the Annenberg School for Communication and the Graduate School of Education, and for any faculty members in other schools who will ever teach undergraduates, shall include in the required documentation a certification by the dean stating that the candidate's fluency in the English language in the classroom has been evaluated and found to meet or exceed the University's standard of fluency. The dean's certification shall also include a brief description of the means used to evaluate such fluency and the results of such evaluation.

In all other cases, including graduate teaching assistants and academic support staff, the certification of fluency must be approved by the Provost before final approval of the appointment in the school or department and prior to the start of the term for which the individual is first hired for undergraduate instructional duties (specifically, by
September 1 for the Fall term, by January 1 for the Spring Term, and by May 1 for the Summer term).

Each dean shall report to the Provost, no later than August 1 of each year, that all faculty and other undergraduate instructional personnel (as defined in section I, above) hired since the dean's previous certification have been evaluated for English fluency in the classroom prior to their appointment and were found to meet or exceed the University's standard of fluency.

VII. Monitoring and Reporting of Complaints

Each school shall put in place one of the following procedures for the ongoing monitoring of English fluency in the classroom of all undergraduate instructional personnel:

- A systematic program of classroom observation of both faculty and teaching assistants by faculty members or English language specialists.
- Inclusion of a question about communication with the instructor on the student course evaluations of all faculty, teaching assistants, and laboratory or recitation instructors each term. (Student evaluations may also be supplemented by peer, alumni, or other teaching evaluation mechanisms.
- Other monitoring mechanisms proposed by the dean and approved by the Provost.

In addition, each school shall ensure that all complaints regarding the English fluency of instructional personnel are reported (with the chairperson's evaluation of the complaint) to the dean and undergraduate dean, and by the dean (with a description of the resolution of the complaint) to the Provost, via the Associate Provost for Faculty Affairs in the case of faculty, and via the Vice Provost for Education in the case of graduate students.

VIII. Review of English Fluency Standards and Procedures

These standards and procedures shall be reviewed periodically by the Provost's Council on Undergraduate Education, and in the light of Pennsylvania Department of Education regulations, when issued. It also should be noted that each school, at its option, may institute English fluency requirements more stringent than the minimum standards outlined above.

(Source: Almanac, March 18, 1997 (http://www.upenn.edu/almanac/v43/n26/engfluen.html); Revised: Almanac, April 21, 1998 (http://www.upenn.edu/almanac/v44/n30/orfluent.html))

Faculty Authority to Assign Grades and Academic Integrity

The Student Disciplinary Charter is based on the assumption that it is the obligation and right of faculty members to assign grades for academic work submitted to them by students under their supervision and that faculty members should grade student work, using their best judgment about the quality and propriety of that work, independently of disciplinary procedures. The present statement makes clear the relationship between grading and disciplinary action in cases in which a faculty member believes that a student did not fulfill an assignment in accord with the Code of Academic Integrity.

The Disciplinary Charter rests on the principle that faculty members have wide authority to judge the academic work of students and have a general responsibility for the academic progress of students, so much as lies within the power of faculty. Furthermore, the charter assumes that violations of the norms of academic integrity fall along a continuum from minor to major and that not all violations need to be treated as disciplinary cases. The authority and responsibility of faculty members require them to judge the relative severity of a violation. Good individual judgment and institutional practice will help faculty members make the judgment about when to treat a case as requiring disciplinary action.

The distinction between academic evaluation and disciplinary action is also important. Faculty members have the authority to make academic judgments in relation to their students and to make decisions in the interests of furthering their students' education. Only the institution, acting through its formal processes, may discipline a student. Grades are not sanctions, even if they arise from a judgment that a student has violated a norm of academic integrity. In such cases, the grade may reflect the faculty member's view that a piece of work was done inappropriately, but it represents a judgment of the quality of the work, not a record of discipline for the behavior. There are many ways to do work inappropriately or badly, resulting in low or failing grades. The policy of the charter is to preserve the faculty member's right to grade work on the basis of all of its qualities and to make the decision to pursue disciplinary action a separate matter.

Students who believe that they have been graded unfairly have recourse of appeal through the grade appeal procedures established by each school. The charter explicitly recognizes the right of students to appeal grades. The appeal of a grade given because a faculty member believed that the student violated the norms of academic integrity is, for the purposes of the charter, no different from other grade appeals.

(Source: Almanac, September 10, 1996, Volume 43, No. 3) (http://www.upenn.edu/almanac/v43/n03/codechar.html#faculty)

Fairness of Authorship Credit in Collaborative Faculty-Student Publications for PhD, AM, and MS Students

The Graduate Council of the Faculties has unanimously approved a policy on authorship credit in collaborative faculty-student publications. The intent of the policy is to avoid situations in which graduate students or faculty feel that their contribution to published work has not been fairly recognized. Our intent in the distribution of this policy statement to faculty and graduate students is to make authorship discussions a routine part of conversations about intellectual collaboration.

Why is a policy needed?

1. For students who intend to pursue academic and/or research careers, scholarly publications that reflect the product of their research work are essential to being considered for a job and establishing a career.
2. Faculty members are almost always directly involved in the student's scholarly work as mentors, employers, collaborators, or consultants.
3. When publications emerge from collaborative faculty-student effort, it is not always clear who should be given authorship credit, and in what order the authors’ names should appear on the published work.

4. The Vice Provost, the Council of Graduate Deans and the Graduate Council of the Faculties have been made aware over the years that there is widespread uncertainty among graduate students about what constitutes fair practices for the determination of authorship. Practices vary widely between and within departments at Penn.

5. Graduate students are understandably reluctant to raise issues of authorship at the beginning of projects, and skeptical about the efficacy of raising issues once the work has been completed. Students feel that authorship credit is a difficult issue to raise, because their questioning of the arrangements can be interpreted as a challenge to the mentor on whom the student depends for intellectual and/or financial support as well as future letters of recommendation.

6. The lack of clarity concerning fairness in authorship is evident not only among graduate students. Faculty members, too, are often uncertain about fair practices. Some feel that their intellectual and written contribution to a student’s published work has not been sufficiently acknowledged.

7. As part of their appropriate professional education, young scholars need to learn about how questions of joint-authorship are decided. Guidelines can facilitate discussions between students and their faculty mentors which further such learning.

Diversity of Practices in Different Disciplines and Departments

In considering the task of formulating a university-wide policy on Fairness in Authorship Credit, the Graduate Council of the Faculties is aware that different traditions of joint authorship exist in different disciplines and departments.

- In some fields, the Principal Investigator of the lab is first author of all publications.
- In some fields, faculty members rarely or never receive authorship credit on student publications, no matter what their contribution to the project or the product.
- In some fields, authorship depends on intellectual leadership and actual contribution to the ideas for the project and the written product.
- In some fields, authorship rules are clear; in others they are subject to negotiation.
- In some fields, research assistants and research fellows are automatically included as authors when the outcome results from paid work. In other fields, these students are automatically excluded as authors when the outcome results from paid work.

A University-wide Process for Establishing Authorship Credit

In light of the variability, ambiguity, and uncertainty regarding faculty-student authorship of published work, there are no specific rules that can be enunciated by the Graduate Council of the Faculties that will address the situation in all departments and academic disciplines. Instead, the Graduate Council of the Faculties is mandating a set of processes within each graduate group that will clarify expectations concerning authorship for each student and faculty member.

A. Graduate Group, School, and University-wide Policies

Graduate groups must publish and publicize general guidelines concerning authorship and make them available to all graduate students. School-wide policies have been established for the programs in Biomedical Graduate Studies (https://webdev.med.upenn.edu/contribute/bgs/documents/BGSauthorshippolicy_May18_2012.pdf) and Wharton Doctoral Programs (https://provost.upenn.edu/uploads/media_items/2014-2015-final-wharton-doctoral-policies-procedures-original.original.pdf). For individual Graduate Group policies see the alphabetical listing. In the absence of School or individual policies, the University-wide policy applies:

University-wide Policy

Humanities
1. The graduate group expects students and faculty to produce individual scholarship and to cite all contributions to their work accordingly.
2. All student work for the fulfillment of degree requirements is student work and the property of the student, with due citation and acknowledgment of contributions from others.
3. Students have the right to publish their work.
4. Any joint project will be publicly presented as such from the outset and the collaborators will agree from the beginning that their joint efforts will be presented publicly under both names.
5. If there is any dispute as to propriety in joint work, the matter should be brought to the attention of the graduate chair and then handled within the graduate group with appropriate consultation with other members of the graduate faculty.

Science
1. Qualifications for Authorship. Authorship should be based on any of the following:
   - Initiating the scientific ideals addressed in the paper. Qualify that person for authorship.
   - Significant contribution to building the experimental apparatus.
   - Significant contribution to the data taking.
   - Major contribution to the data analysis.
   - Important role in writing the paper and reviewing its scientific content.

   Authorship should not be based on the following:
   - Participation in obtaining funding or general supervision of the group but not participating in the general intellectual activity of the group does not qualify that person for authorship.
   - Simply being a member of a group does not qualify that person for authorship.

2. Authorship Order. The person making the greatest scientific contribution is the first author. It is usually clear who has done this. Subsequent authors are listed in order of decreasing scientific contribution.
3. When Conflicts Arise. Sometimes, even when the rules have been followed, a student may feel unfairly treated. The best possible solution is for the faculty advisor and the student to discuss and hopefully resolve the conflict. If that does not work, a student and
faculty advisor may ask the graduate chair to arbitrate. The graduate chair may ask the department chair for assistance.

**Social Science**

1. It is to everyone’s benefit if there is a clear understanding about potential joint authorship roles whenever there is research collaboration among faculty and students, whether the latter are assigned as apprentices, students in a class, hired assistants, or any other role. Initial arrangements can always be discussed again should circumstances change, for example if the student contributes more to the project than originally anticipated.

2. Authorship is not presumed to be a right obtained by association with a research project. Hence the need for prior understandings, as stated above.

3. In general authorship implies that the person made a major substantive contribution to the research being reported.

4. Data gathered for a research project or program of research under a Principal Investigator [under a grant or otherwise] are the property of that Investigator. It is an academic tradition that such data are not used without the PI's permission, unless they have been made part of a public archive. In either case, proper acknowledgements are expected.

5. It is the presumption that the person who conceptualized the project, secured the funding, developed the research instruments, etc., should review any publications or other public presentations from the project and give his or her permission if something from the project is to be published without his or her name on it.

6. A student is presumed to have authorship of his or her masters thesis and/or doctoral dissertation and is encouraged to publish any parts or all of the approved thesis or dissertation unless there have been some prior restrictions to which the student has agreed, e.g. that authorship must be shared with others contributing to the project or to wait for a jointly authored or edited book combining several theses.

7. Authorship Order. The order of names should be mutually agreed, preferably at the outset. The person making the greatest scientific contribution is the first author. Subsequent authors are listed in order of decreasing scientific contribution. If contributions are spread equally, the order of authors is usually alphabetical.

8. It is impossible to anticipate all potential problems. We believe that mutual respect, trust and clear communication will forestall difficulties. However, if disagreements about authorship do arise and cannot be resolved by the people involved, it is recommended that the matter be referred to the Chair of the Graduate Group for prompt consideration and suggested resolution.

**B. Faculty-Student Level**

Individual mentors should conform to the graduate group policy on authorship credit. Mentors are responsible for anticipating possible disagreements concerning authorship credit regarding specific collaborative projects and should initiate clarifying discussions before students have invested substantial time on such projects. These discussions should be reopened if relative contributions change.

**C. Appeals Process**

No policy can prevent the occurrence of all instances of actual or perceived unfair treatment. Although inequities can occur to either faculty or graduate students, we believe that graduate students are usually more vulnerable to faculty practices and less able to act when they feel that fairness has been violated.

In cases of disagreements about authorship, the following steps should be taken:

1. Students who feel that they have been mistreated should raise the issue with their mentor and their graduate chair.
2. If the disagreement is not resolved to all participants’ satisfaction, an appeal can be made to the Dean of the School, who should convene a committee of faculty and graduate students to hear the disagreement and attempt to resolve it. Cases will be decided in the context of the published norms and guidelines of the graduate group.

**Family Friendly Policies for PhD Students**

**New Parent Accommodation**

A student in a Ph.D. program at Penn may be eligible for time off of eight weeks for the birth or adoption of a child. The student must complete the online New Parent Accommodation/Family Leave Request Form (https://vpe.wufoo.com/forms/r72pat10x6xvtk/) at least 60 days prior to the anticipated start date of the leave so that appropriate arrangements can be made to cover any teaching/research responsibilities.

The graduate group chair and dissertation advisor will be notified via email of the details of the student’s accommodation request. The graduate group is responsible for making the necessary arrangements within their department and school.

A. Normally the “Time Off” period commences within two weeks of the birth or adoption.

B. During the “Time Off” period, the student remains enrolled full-time. In order to facilitate a rapid return, s/he may participate in the program as fully as s/he deems appropriate. By remaining on full-time status, student visa status and loan repayment schedules, if any, will remain unchanged.

C. The student is entitled to academic accommodation including relief from academic requirements, such as postponement of exams and course requirements.

D. A student receiving stipend support is entitled to continuation of support during the “Time Off” period as follows:

1. Students receiving stipends from University/school funds are entitled to draw support for eight weeks during the academic year.

2. Students funded by government grants or other external funding sources are entitled to benefits as determined by the funding agency.

**Family Leave of Absence Policy**

A student in the Ph.D. program at Penn may take an unpaid Family Leave of Absence for the birth or adoption of a child, child care, or care of an immediate family member (spouse, domestic partner, child, or parent) with a serious health condition.

The graduate group chair and dissertation advisor will be notified via email of the details of the student’s leave request. The graduate group is responsible for making the necessary arrangements within their department and school.

A. Students may take a Family Leave of Absence for one semester or for two semesters.
B. The student must complete the online New Parent Accommodation/Family Leave Request Form (https://vpe.wufoo.com/forms/r72pat0t0xvth/) at least 60 days prior to an anticipated leave so that appropriate arrangements can be made to cover any teaching/research responsibilities. In unanticipated and/or emergency situations, students should fill out the form as soon as possible.

C. Family Leave “stops the clock” on the student’s academic requirements, including service requirements, for the duration of the leave.

D. During the period of Family Leave, the student may arrange to continue Student Health Insurance, but is responsible for the payment of his or her own premiums. Upon paying a fee, students on approved Family Leave will retain their PennCard, e-mail accounts, library privileges, and building access.

E. Funding commitments from the institution are deferred until the student returns from Family Leave. Students receiving funding from external sources, such as government grants, are subject to the conditions established by the funding source.

F. Service requirements (e.g., teaching, research) will be met by the student following return from Family Leave.

G. Requests for extension of Family Leave beyond one year, or for repeated Family Leaves, may be made. Approval of an extension, deferral of funding, and continued academic accommodation is at the discretion of the Graduate Dean.

*Important: If you anticipate adding a dependent (e.g., newborn) to your Penn Student Insurance Policy while on Family Leave, you must remain in active student status at the start of the fall semester. Students should arrange with their school/division to maintain full-time student status for at least 31 days from the start of fall classes, after which time the Family Leave status can be recorded in the Student Records System. After the birth/adoption, contact the SHS Insurance Coordinator to enroll the dependent. The premium for dependent coverage is payable directly to Aetna Student Health.

Updated July 29, 2019

Financial Policies

Payment of Tuition, Fees, and Other Charges

All amounts billed to students are due on the due date indicated on the bill. You will receive an email notification each month when a new billing statement is available on Penn.Pay (Penn’s electronic billing service). Students whose parents or other payers are making payments are reminded that you (the student) must invite them to be an ‘other payer’ on Penn.Pay so that they can both view and pay your bill. Payments must be made on or before the due date. Payments can be made online, by check, wire transfer or in person. Please refer to the Student Financial Services web site at http://www.sfs.upenn.edu/paymybill/index.htm (http://www.sfs.upenn.edu/paymybill/). Balances remaining beyond the due date are subject to a late payment penalty of 1.5% per month, which will appear on the next statement. A student could be placed on Financial Hold if bills remain unpaid which will jeopardize continuing enrollment and future registration.

Failure to Pay

The University reserves the right to withhold registration, transcripts, diplomas and all other information regarding the record of any student who is in arrears in the payment of tuition, fees, or any other charges, including student loans. The enforcement of this policy shall not relieve the student of the obligation to pay any outstanding fees and charges.

Withdrawal/Leave of Absence: Reduction of Tuition and Fees

A student who withdraws from the University (or who is requested to withdraw for failure to maintain a satisfactory scholastic standing) or who is granted a leave of absence from a full-time division of the University during either term of the academic year will be eligible for a reduction in tuition and fees in accordance with the conditions set forth below.

The effective date of separation from the University is the date the student files a written request for withdrawal or leave of absence.

A student who is required to withdraw because of a violation of University regulations shall receive no tuition refund.

For all other students, term charges will be adjusted as follows:

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<thead>
<tr>
<th>If you leave within the:</th>
<th>Percentage Reduction in Tuition and Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>First two weeks of class</td>
<td>100%</td>
</tr>
<tr>
<td>Third and fourth weeks of class</td>
<td>50%</td>
</tr>
<tr>
<td>Thereafter</td>
<td>0%</td>
</tr>
</tbody>
</table>

In the case of students receiving financial aid, eligibility for the term will be determined based on actual charges and prorated allowances for living expenses.

For rules regarding reductions in residence and meal contract charges, see the current year’s Residential Handbook (http://www.business-services.upenn.edu/housing/assets/pdf/handbook0910.pdf) and the terms and conditions of meal plans (http://www.business-services.upenn.edu/dining/).

Note: Please contact your home school representative regarding rules for Graduate, Professional, LPS and other Special Programs.

First-Year Housing and Dining Requirement

The College Houses are unique residential communities for Penn undergraduates that connect the academic life of the University to the residential experience. They foster smaller, intimate communities that students call home and from which they are supported in pursuing their academic goals and in navigating the complexities of university life. The College Houses provide academic and personal support to residents and promote social interaction, engagement, accountability and leadership within a setting that honors the diverse needs and backgrounds of the Penn community.

The College House experience is a central component of a student’s successful transition to and mastery of the rigors of university life at Penn. To support our undergraduates in their academic and personal endeavors, and to engage them with each other and the larger Penn
community, we require all first-year, transfer and exchange students\(^1\) to live on campus in a College House and participate in a meal plan during their first year of enrollment.

\(^1\) Students enrolled in the College of Liberal Studies or in the Penn Nursing BSN Second Degree Program, or are married, living with a dependent, or in a University-recognized domestic partnership, are exempt from this policy.

Fraternity / Sorority Advisory Board Disciplinary Chapter

Statement of Purpose

To acknowledge and strengthen the contributions of fraternities and sororities to the University of Pennsylvania, the following Fraternity and Sorority Advisory Board Disciplinary Charter was established. This Charter is intended to establish a framework for fraternity/sorority governance, and to hold fraternities and sororities accountable to standards of conduct. There is a fundamental difference between the proceedings detailed herein and those of a court of law. This judicial charter is within the University community and is part of the educational process. To the greatest degree possible, the process detailed herein should remain informal, non-adversarial, and directed towards achieving fundamental fairness for all parties involved.

As outlined in the Charter, the Fraternity and Sorority Advisory Board is to be a fair and impartial board which will recommend to the Vice Provost for University Life actions necessary to ensure the commitments and obligations of both the fraternities/sororities and the University are being maintained (as outlined in the policy on “Recognition and Governance of Undergraduate Social Fraternities and Sororities” (Recognition Policy). Each recognized fraternity or sorority, and its associated sponsoring body, agrees to abide by the basic principles applied to any University affiliation with an externally incorporated organization, including commonality of goals and standards, disclosure of principals, mechanisms for accountability, and provisions for the discontinuation of the affiliation should goals diverge or standards decline in ways that would expose the University to liability or loss of reputation. To accomplish this, each fraternity and sorority will be held collectively responsible for the well being of its members, the chapter's performance, as well as the reputation of the organizations within the University community.

The University recognizes that fraternities and sororities are associations of students, operated to enhance the educational experience. It is appropriate that the University provide support services that will help the chapters function effectively and will protect their stability given the inherent turnover of membership and leadership.

The following document defines the judicial system for cases involving collective responsibility of fraternities and sororities. This document details the required procedures for the resolution of violations of the Recognition and Governance of Undergraduate Social Fraternities and Sororities at the University of Pennsylvania (the “Recognition Policy”) within the fraternity and sorority system and between these Organizations and the Community. In addition, should a conflict come to the attention of OFSA, the Director has the authority to mediate conflicts prior to engaging in any formal judicial process.

I. Fraternity/Sorority Advisory Board

A. Jurisdiction

1. There shall be a University-wide board of original jurisdiction to be known as the Fraternity/Sorority Advisory Board (the “Advisory Board”). The Advisory Board shall have exclusive original jurisdiction in all cases arising under the policy entitled Recognition and Governance of Undergraduate Social Fraternities and Sororities at the University of Pennsylvania (the “Recognition Policy”), as amended from time to time, involving University recognized fraternities and sororities as defined by the Recognition Policy. The Advisory Board shall have no jurisdiction over complaints brought against individual students under the Charter of the University Student Disciplinary System except to the extent a complaint arising out of the same activity or event is also brought against a fraternity or sorority.

2. The Advisory Board will also hear appeals regarding sanctions levied by the Interfraternity and Panhellenic Judicial Inquiry Boards (JIB). Such appeals shall be made to the Advisory Board in accordance with the IFC or Panhellenic JIB Charters. (As used in this Judicial Charter for the Advisory Board, the term “respondent” or “respondent chapter” shall mean a University-recognized fraternity or sorority as more fully described in Section B of the Recognition Policy entitled “Framework for Recognition – Applicability of Recognition Policy.”)

B. Composition

1. The Advisory Board will be composed of:
   - 4 faculty (one of whom shall serve as chair)
   - 3 Greek students (one from Panhellenic, BIG-C and IFC each)
   - 1 non-Greek student
   - 2 members from the Greek Alumni Council
   - 2 non-voting administrators
     - a. Faculty members will be selected by the Faculty Senate Executive Committee. The communication to the faculty selected should be clear that we need their participation in this role.
     - b. The three Greek students will be selected by each organization’s respective president with the approval of their Executive Board. Interested students will apply in writing and be interviewed by the Interfraternity, Panhellenic, and Biocultural InterGreek Councils.
     - c. The non-Greek student will be appointed by the Nominations and Election Committee of the Undergraduate Assembly.
     - d. The Greek Alumni Council (GAC) members will be selected from the general membership of the GAC. The appointee must have been an active member of the GAC for the year preceding his/her appointment.
     - e. The two non-voting administrators (one being the Director of Fraternity and Sorority Affairs) will be appointed by the Vice Provost for University Life.

C. Responsibility

1. Monitor the efforts of the IFC/Panhellenic/BIG-C in achieving the goals and objectives of their strategic plans.

2. Audit each chapter at least once annually based on the required paperwork that each chapter submits annually to the Office of Fraternity and Sorority Affairs (OFSA). Assign specific goals for quality improvement of each chapter based on these annual reviews.

3. Support the offices of OFSA to improve compliance of chapters with University policies.

4. Meet with all chapters that are in violation of established University rules that are non-compliant with expected performance standards, or that are sub-optimal in achieving their target goals of performance.
D. Conflict of Interest

1. Definition
   On occasion, the presence and/or participation of a particular
   Advisory Board member may be deemed as representing a conflict of
   interest with the role of the Advisory Board. Such “conflict of interest”
   shall be defined as either
   a. membership in a fraternity or sorority involved in a disciplinary
      incident under Advisory Board review, or
   b. involvement or affiliation with a particular incident or its
      participants which may impair his or her ability to consider
      objectively and impartially the facts of any situations or any
      Advisory Board review.

2. Procedures
   Alleged conflicts of interest must be brought to the director of
   Fraternity and Sorority Affairs by any member of the Advisory Board,
   any member of the University community, or any representative
   of the fraternity or sorority under review at least forty-eight hours
   prior to the review proceedings. In instances of conflict of interest,
   it is an Advisory Board member’s obligation to withdraw from the
   Advisory Board prior to the convening of the review. In addition, at
   the beginning of any review the Chair shall ask all Advisory Board
   members if there are any conflicts of interest involved in the review.
   The Chair shall then conduct discussion. Final determination of
   conflict of interest shall be made by a majority vote of the Advisory
   Board members present for the review (excluding ex-officio members
   and the advisory Board member who is the subject of the conflict
   of interest vote). The chair (as defined in Section II. A.1. below)
   shall vote only to break a tie vote. To facilitate such determinations,
   the fraternity or sorority under review shall present to the Director
   a full list of all participating fraternity or sorority representatives
   and witnesses and their roles and affiliations at least five calendar
   days prior to the date of the Advisory Board’s review; information
   concerning the composition of the Advisory Board shall be given to
   the fraternity/sorority at least ten calendar days prior to the review.
   The minutes shall reflect any withdrawal due to conflict of interest.

3. Implementation
   Any Advisory Board member who is deemed to have a conflict
   of interest by the Advisory Board shall not be present at internal
   Advisory Board discussions, shall not vote on any issue relating to
   the review in question, and shall not receive Advisory Board minutes
   or other confidential written materials pertaining to the review in
   question. The individual shall be permitted to participate in the review
   on behalf of the fraternity/sorority or on behalf of the Administration.

4. Disqualification of Advisory Board Members
   Members of the Advisory Board may disqualify themselves from
   hearing the case if they believe, in good faith, that their capacity for
   making an objective judgment in the case is or may appear to be
   impaired.

E. Quorum

1. The quorum required to start a meeting/review will consist of at least
   one GAC member, three faculty members, and two student members
   (excluding any ex-officio member or any individual disqualified
   because of conflict of interest). The members attending the first
   meeting of any review shall be termed the “original quorum.”

2. The quorum required for continuing the review is five members,
   including at least two members who have been present at all
   preceding reviews and constituted part of the “original quorum”. The
   Chair (as defined in Section II.A.1, below) shall vote only to break a
   tie vote. All decisions require a majority vote of those present and
   eligible to vote.

F. Operation of the System

1. The Office of Fraternity and Sorority Affairs (OFSA) shall provide
   administrative support for the Advisory Board: verify student
   standing, schedule hearings, taken and prepare minutes, and process
   all other paperwork for the Advisory Board.

2. To calculate days as required in this charter, only the fall and
   spring semesters shall be considered. Days shall be counted on a
   calendar basis, including Saturdays, Sundays, and holidays when the
   University is in session. No days will be counted when the University
   is not in session, except with agreement from the complainant.

G. Confidentiality of Judicial Records and Process

1. The identity of individuals in particular cases before the Director
   of OFSA, the Director of the Office of Student Conduct, the FSAB, or the
   VPU, and all files and testimony as to individuals, are confidential, in
   accordance with University guidelines concerning the confidentiality
   of student records pursuant to the Family Educational Rights and
   Privacy Act of 1974, as amended.

2. Sanctions against chapters are not confidential.

II. Staff

A. Chair

1. The Faculty member with the most experience with the FSAB shall
   serve as Chair. The Chair shall administer this Chapter and preside
   at all meetings and reviews. The Chair is responsible for overseeing
   the procedural integrity of this Advisory Board. The Chair will, for
   example, consider and resolve pre-review challenges to procedures.
   Such decisions by the Chair will be affirmed by the Advisory Board
   at the beginning of each review (see Section III.D.6.b.). The Chair will
   also alert Advisory Board of inconsistencies between the demands
   of fairness and its actions at any point procedural issues and convey
   their advice, together with his or her own recommendations, to the
   Advisory Board.

2. In cases where a “conflict of interest” (as previously defined) arises
   that disqualifies the Chair, or when the Chair is otherwise absent,
   the Faculty member present who is next most senior with respect to
   continuous tenure of service on the Advisory Board shall act as Chair.

3. The Chair will advise respondents, complainants, and their advisors,
   of procedural matters.

4. The Chair may confer with appropriate University officials regarding
   the provisions of this Charter.

5. In the event the appointed Chair cannot be present at a meeting of
   the Advisory Board, an Acting Chair shall assume the responsibilities
   of the Chair. The Faculty member present who is most senior with
   ...
III. Procedures

B. Director of Fraternity and Sorority Affairs (Director)
The Director shall be a University employee and shall be appointed by the VPUL. The duties of the Director of Fraternity and Sorority Affairs under this Charter will be to resolve by agreement changes against the chapters; present history and information about the chapter in reviews before the Advisory Board; to present relevant evidence concerning the charges. The Director of OSC can testify; call witnesses, present documents before the Advisory Board; to present at the review relevant evidence concerning the charges. The Director of OSC can testify; call witnesses, present documents before the Advisory Board, and recommend appropriate sanctions.

C. Director, Office of Student Conduct (OSC)
The duties of the Director of OSC under this Charter will be to investigate complaints against chapters under the regulations of the University and the Recognition Policy; to help determine whether charges involve a chapter’s collective responsibility and subject the chapter to the jurisdiction of this charter and whether such charges should be brought before the Advisory Board; to present at the review relevant evidence concerning the charges. The Director of OSC can testify; call witnesses, present documents before the Advisory Board, and recommend appropriate sanctions.

III. Procedures

A. The Complaint and Investigation
1. Any person who believes that a fraternity or sorority chapter has violated University rules or regulations may file a complaint with the Office of Fraternity and Sorority Affairs (OFSA). OFSA may conduct preliminary fact-finding before a case is forwarded to the OSC for in-depth investigation. The complaint may also be filed with a University office other than OFSA (e.g. Public Safety, OSC, VPUL). The OSC may also bring charges against a chapter on behalf of a complainant who requests anonymity or on behalf of the University in general. Office of Fraternity and Sorority Affairs should be notified of these complaints.

2. The OSC will investigate complaints within the jurisdiction of the Advisory Board and shall decide, after consultation with the Director, if there is reasonable cause to believe that a chapter has violated the Recognition Policy. The OSC shall make the determination of reasonable cause ordinarily after conducting a preliminary investigation. The OSC may interview any appropriate witnesses, including members of a potential respondent chapter. All witnesses have the right to consult with a University advisory, as defined elsewhere in this Chapter, while being interviewed, and the OSC shall inform them that anything they say may later be introduced as evidence at a review.

3. The Director and/or the Advisory Board may proceed under this Charter regardless of possible or pending civil, criminal, or individual Student Disciplinary proceedings arising out of the same or other events. The Director, with concurrence of the VPUL, and other appropriate University officials, shall determine whether the Advisory Board shall, in fact, proceed with the hearing of the charges against a respondent whose members also may face related charges in OSC/Student Disciplinary, civil or criminal proceedings. If the Director defers proceeding with the charges against a respondent in light of related charges, the Director, with concurrence of the VPUL, after consultation with the General Council, may subsequently proceed under this Charter at any time before or after resolution of the other charges.

B. Procedures for Judicial Reviews
1. Notice of Investigation
Within a reasonable time after the OSC receives a complaint and determines that there is reasonable cause that a chapter may be held collectively responsible, s/he will inform the Director of OFSA. The Director will then promptly notify the chapter, and the chapter advisory of record, that an investigation is in progress involving allegations of collective responsibility. At this time and at the Director’s discretion, a letter of Administrative Warning may be issued to the respondent chapter or is consistent with the Recognition Policy.

2. Issuing of charges
At the investigation’s conclusion, the OSC, after consultation with the Director of OFSA, will make a preliminary determination of whether an incident or event involves collective responsibility. If such a determination is made, then the Office of Fraternity and Sorority Affairs will send to the respondent chapter, the chapter advisory of record, as well as the chapter’s national office, a statement of the charges against the respondent and a copy of the chapter status report.

a. The statement will cite the regulation, rules or policies alleged to have been violated and will describe the alleged acts, or failures to act, constituting the violations(s). The statement will also enclose a copy of this Charter and a copy of the regulations, rules or policies alleged to have been violated. The cover letter for the charges should outline the time line for settlement.

b. Additionally, if the Director anticipates that there will be a formal review of the chapter and the violations by the FSAB, the Director of OFSA will prepare and include a copy of the chapter status report. The Chapter States Report will be a summary of both positive and negative chapter activity within the fraternal and University communities: financial health, scholarship, IFCS/PANHEL/BIGC involvement and support, leadership, alumni(ae) involvement within the chapter and University (GAC/Advisory Board), membership data, faculty affiliation, community development program, and the comprehensiveness of the pledge/membership education program, and may cite any laws, which might have been violated. The report will not be given to the Advisory Board until the sanctioning portion of their deliberations. (The Chapter will have the ability to respond to this report, See Section III.D.3.b.).

C. Agreement of Responsibility
1. The Director, in consultation with the OSC, the National Headquarters, the alumni advisory (whenever possible) and the respondent, may resolve (settle) the complaint by way of an Agreement of Responsibility at any time after the charges have been served and before final disposition by a review of charges by the Advisory Board.

2. After the charges are served, the respondent chapter must promptly schedule a conference with the Director of OFSA to discuss a potential Agreement of Responsibility, otherwise a review will be scheduled in accordance with Section III.D.3 of this Charter. If an Agreement of Responsibility has not been reached within a reasonable amount of time from the date the charges were served, or the Director of OFSA determines an impasse in the resolution has occurred, a review may be scheduled in accordance with Section III.D.3 of this Charter.

3. If the respondent chapter chooses to schedule a conference with the Director of OFSA, the Director will notify appropriate officers from the appropriate JIB (Interfraternity or Panhellenic) that charges have been served against a chapter. A meeting will be scheduled with JIB
officers within a reasonable time after the charges have been served to discuss options for resolution. Any JIB Officer who is a member of a respondent chapter, is a complainant, or is in any other way involved or affiliated with a particular incident or its participants so that it would impair his or her ability to consider resolution options objectively and impartially, shall be excluded to avoid a conflict.

4. Agreement of Responsibility will be written and signed by the Director, the respondent's President, the respondent's chapter advisor of record, a representative of the respondent's national office, and all members of the respondent chapter. Upon receipt of the signed agreement, the Chair of the FSAB will be notified that an agreement has been reached.

5. When a determination of collective responsibility has been found and a previous agreement of responsibility exist which includes provisions for further violations, the Advisory Board must uphold the agreement of responsibility and may impose further sanctions, extend the probation or other elements of the previous agreement of responsibility with an amendment to that original agreement.

D. Review

1. Scheduling Disciplinary Hearings
   a. If disciplinary charges are not resolved by an agreement of responsibility, the Director of OFSA in coordination with the Chair of the FSAB promptly begins the process of scheduling an FSAB review, with due regard for the time required for all parties to prepare for the hearing. The Director of OFSA will provide reasonable advance notice in writing to the complainant(s), respondent(s), and witnesses of the date, time, and place of the hearing and of the names of the panel members assigned to hear the disciplinary matter.

   b. Reviews normally take place as soon as possible after the filing of charges. Upon a showing of good cause by the FSAB, OSC or the respondent(s), the Director of OFSA may grant a reasonable extension of any time limit set forth in the Charter.

2. Pre-Hearing Exchanges and Testimony
   a. Before the review and through the Director of OFSA and the FSAB, the OSC and the respondent(s) will exchange copies of all exhibits to be presented, the names of witnesses to be called, and a brief summary of the substance of testimony expected to be presented at the Hearing Panel.

   b. When the Director of OFSA and Chair of the FSAB believe that it will contribute to the expedition and fairness of a Disciplinary Hearing, he or she may (but need not) ask the OSC to prepare a written statement of its case against respondent(s) and give the respondent(s) a reasonable opportunity to prepare a written response. The OSC and respondent(s) also may submit statements at their own initiative. The statements and any accompanying exhibits may be considered by the FSAB, in addition to testimony, arguments, or evidence presented at the actual hearing.

   c. In exceptional circumstances, when a witness or exhibit does not become known or available until immediately before the hearing, the Chair of the FSAB may, at her or his discretion, permit the evidence to be presented or may reschedule the hearing to a later time.

   d. If a respondent or the OSC anticipates that a key witness will be unavailable for a hearing, they may ask the Director of OFSA and/or Chair of the FSAB to preserve the testimony of the witness on tape and present it as evidence at the hearing. The OSC and the respondent(s) must be notified in advance of the date, time and place of the taping. All parties who would be permitted to question such a witness at a hearing may question the witness at the taping.

3. Conduct of Reviews
   a. Disciplinary hearings are not trials, and they are not constrained by technical rules of procedure, evidence, or judicial formality. They are designed to encourage open discussion among the participants that promotes the Advisory Board's understanding of the facts, the individuals involved, the circumstances under which the incident occurred, the nature of the conduct, and the attitudes and experience of those involved. The rules of evidence applicable to legal to legal proceedings do not apply to disciplinary hearings. Information, including hearsay evidence, may be considered if it is relevant, not unduly repetitious, and the sort of information on which responsible persons are accustomed to rely in the conduct of serious affairs.

   b. The Chair of the FSAB presides over all hearings and decides all questions about the admissibility of evidence and the conduct of hearings.

   c. Reviews are held in private unless the respondent(s) and the complainant(s) agree in writing in an open hearing. The Chair of the FSAB may limit attendance at a hearing to ensure fair and orderly proceedings. If a hearing is opened in accord with this procedure, the Chair of the FSAB may, when necessary to maintain order or to protect the rights of participants, declare the hearing closed to the public. In a case involving important privacy interests, the Chair of the FSAB may close a hearing or part of a hearing that has been opened upon determining that the privacy rights of a participant may be jeopardized.

   d. Upon a showing that he required notice was provided, the hearing against a respondent(s) may proceed in her or his absence.

   e. At the hearing, the OSC presents the result of the OSC's investigation of the complaint, calls witnesses to testify and presents the University's evidence against the student(s). Members of the Hearing Panel may also call witnesses to testify and may question any witness appearing before it. Respondents may also call witnesses to testify and ask questions of all witnesses.

   f. A respondent is responsible for presenting his or her own case before the Advisory Board. However, at the discretion of the Chair of the FSAB, the respondent's advisor may be permitted to question witnesses on behalf of a respondent or to address the Advisory Board. The Chair of the FSAB may exercise discretion in this matter will be guided by the principles that govern disciplinary hearings, specifically, fairness, the need for orderly procedures, and the Hearing Panel's duty to understand the facts and parties in the disciplinary matter.

   g. Complainants may attend the hearing, testify if they wish to do so, and may be accompanied by an advisor. Neither complainants nor their advisors may call witnesses or present evidence or arguments.

   h. At the hearing's conclusion, the OSC and the respondent(s) or their advisor(s) may make brief statements. At the discretion of the Chair of the FSAB, the complainant(s) or their advisor(s) may be permitted to make a brief statement. The time allowed for such statements will be set by the Chair of the FSAB.

   i. The OSC will arrange for a verbatim transcript or recording to be made of all disciplinary hearings. The transcript or recording is the property of the University of Pennsylvania and becomes part of the record of the disciplinary proceedings.
F. Failure to Appear, Cooperate, or Comply
1. A fair, conclusion adjudication of a dispute under this Charter depends on the cooperation of all involved persons, including complainants, respondents, and witnesses. Therefore, all community members who may be interviewed are obliged to provide honest, complete statements to the Director, the OSC, and the Advisory Board in order that dispute may be equitably resolved as quickly as possible.
2. If the Advisory Board determines that a witness failed to appear or cooperate with the investigation and/or review, the Advisory Board may serve as complaint seeking, disciplinary sanctions described in the Charter of the University Student Disciplinary System (Section IV.C.7bi.)
3. The failure of a respondent chapter or its individual members to comply with sanctions shall be a violation of this Charter and the University’s Policies and Procedures.

Fundraising Guidelines

I. University Organizations
1. Student organizations are permitted to raise funds for their own group activities and for non-University charities. All fundraising events and activities by student organizations recognized by the Student Activities Council (SAC), funded by the Graduate and Professional Student Assembly (GAPSA), or sponsored by the Undergraduate Assembly (UA) must be approved, in advance, by the Executive Director of the Office of Student Affairs. All fundraising events and activities by “School Affiliated” student organizations must be approved, in advance, by the relevant School student affairs administrator. Approval will only be granted for fundraising on behalf of charities which are nonprofit, tax exempt organizations.
2. The procedures for reserving and using University facilities apply to fund-raising activities by University organizations. See also the Concert Policy (p. 1966).
3. Student fundraising activities must comply University, municipal, state, and federal policies.
4. All checks received by student organizations in support of their own group activities must be made payable to the Trustees of the University of Pennsylvania and must be immediately endorsed with “For deposit only to the account of the Trustees of the University of Pennsylvania” on the back of the check. Checks received in response to charitable projects for non-University charities must be made payable to the non-University charity.
5. Student organizations should follow reasonable procedures for safeguarding cash. The number of individuals authorized to receive and handle cash should be limited. The individuals who receive cash should prepare a log of all receipts, broken down by cash, checks payable to the University, and checks payable to the non-University charity, including the dates and amounts received, with totals for each category. Checks received in response to charitable projects must be made payable to the non-University charity.
6. Student organizations should follow reasonable procedures for safeguarding cash. The number of individuals authorized to receive and handle cash should be limited. The individuals who receive cash should prepare a log of all receipts, broken down by cash, checks payable to the University, and checks payable to the non-University charity, including the dates and amounts received, with totals for each category. Checks received in response to charitable projects must be made payable to the non-University charity.
7. Student organizations should follow reasonable procedures for safeguarding cash. The number of individuals authorized to receive and handle cash should be limited. The individuals who receive cash should prepare a log of all receipts, broken down by cash, checks payable to the University, and checks payable to the non-University charity, including the dates and amounts received, with totals for each category. Checks received in response to charitable projects must be made payable to the non-University charity.
8. Funds raised by student organizations for their own group activities must be deposited in a University account and disbursed in accordance with established student activities guidelines. SAC recognized, GAPSA funded and UA sponsored student organizations should handle all checks made payable to the University and all cash to the Office of Student Affairs Business Office Manager.
II. Non-University Groups

Non-University groups must follow the procedures for reserving and using University facilities at Perelman Quad.

(Source: Almanac - April 26, 2011, Volume 57, No. 31 (http://www.upenn.edu/almanac/volumes/v57/n31/fundraising.html))

Graduation Honors

In recognition of distinguished academic achievement and high standards of academic integrity, the University of Pennsylvania awards Latin honors to undergraduate students based on the cumulative GPA on their transcripts at the time of graduation:

- Summa Cum Laude: 3.80 or higher
- Magna Cum Laude: 3.60 or higher, but less than 3.80
- Cum Laude: 3.40 or higher, but less than 3.60

A student who has received a sanction of probation or greater for a violation of the Code of Academic Integrity, the Code of Student Conduct, or the Sexual Violence, Relationship Violence, and Stalking Policy is not eligible for Latin honors. Notation of Graduation Honors will be removed from the transcript if the finding occurs after this honor has been posted.

(Source: Almanac, April 20, 2010, Volume 56, No. 30 (http://www.upenn.edu/almanac/volumes/v56/n30/provost.html), updated May 3, 2016, Volume 62, No. 33 (http://www.upenn.edu/almanac/volumes/v62/n33/changes-to-policies.html))

Guidelines for Addressing Academic Issues of Students with Disabilities

The University of Pennsylvania is committed to providing access and equal educational opportunities to all students, including students with disabilities. Penn does not discriminate against students with disabilities. The University provides reasonable accommodation to a student’s known disability in order to afford that student an equal opportunity to participate in University-sponsored academic and extracurricular programs, activities and services.

Reason for Policy Guidance

This guidance, known as the Provost’s Memorandum, serves two purposes:

- To provide guidance to faculty and staff so that they may reasonably accommodate and support students with disabilities without compromising academic standards and requirements;
- To assure students with disabilities that the University will provide access to all University-sponsored programs, benefits and activities through reasonable accommodation and program accessibility as required under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended (“ADA”).

Protection from Discrimination

The Rehabilitation Act and the ADA prohibit discrimination against people with disabilities by institutions like Penn that receive or benefit from federal financial assistance. These and other laws require that reasonable accommodations be provided to otherwise qualified individuals with a disability.

Some Key Definitions

Disability — A person with a disability is defined as an individual who

1. has a physical or mental impairment that substantially limits one or more major life activities,
2. has a record of such an impairment, or
3. is regarded as having such an impairment.

Examples of recognized disabilities include, but are not limited to, blindness, deafness, paralysis, diabetes, epilepsy, lupus, bipolar disorder, generalized anxiety disorder, HIV/AIDS, specific learning disabilities, autism spectrum disorder and Attention Deficit Hyperactivity Disorder (ADHD).

Reasonable Accommodation — A reasonable accommodation is a modification or adjustment that enables an otherwise qualified individual with a disability full access to participation in University-sponsored programs. These modifications should not fundamentally alter the purpose or requirements of the course or program. Reasonable accommodations are determined on an individual basis and take into account the functional limitations of the impairment. Accommodations may vary from class to class depending upon course content and format. They are intended to be effective and reasonable; they may not be exactly what the student wishes or requests.

Appropriate Documentation — Appropriate documentation is a written evaluation or report provided by a clinician in a specific profession or area of expertise who is considered qualified to make the diagnosis. The documentation must be current and comprehensive and may include clinical and social histories from parents, counselors and specialists. A diagnosis must be included. Documentation must identify the student’s specific functional limitations within the academic setting and must show substantial limitation compared to most people. The documentation should conform to well-established practices in specific area(s)/field(s). For more information, see Documentation Guidelines on the Student Disabilities Services website at the following link: http://www.vpul.upenn.edu/lrc/sds/ps_documentation_guidelines.php.

Responsible University Office

Students with disabilities and temporary conditions are served by the Office of Student Disabilities Services (SDS). The office is located in the Weingarten Learning Resources Center (WLRC), a department under the Office of the Vice Provost of University Life. SDS is responsible for assessing all student requests for accommodations and determining reasonable accommodations for students with disabilities.

The Office of Student Disabilities Services is available to assist faculty and professional staff with the provision of academic accommodations and for consultation regarding students with disabilities.

Phone: (215) 573-9235
TTY: (215) 746-6320
Accommodation Procedures

Responsibilities of Students

Students with disabilities who seek accommodation at Penn are responsible for self-identifying with SDS. Identification may take place upon admission or at any time during the student's course of study.

Students requesting accommodations are responsible for providing documentation, at their own expense, according to the guidelines published on the SDS website: http://www.vpul.upenn.edu/lrc/sds/ps_documentation_guidelines.php. SDS may request additional information if the documentation provided does not support the existence of a disability or the need for the accommodations requested.

The SDS Documentation Review Committee thoroughly reviews the documentation and accommodations are determined through an interactive process with input from the student. Consultation with faculty may be important in determining how to best accommodate a student in a specific course. A determination from the Committee may take four to six weeks, or longer if additional information is needed. For examples of reasonable accommodations, please see the SDS website: http://www.vpul.upenn.edu/lrc/sds/academic_accommodations (http://www.vpul.upenn.edu/lrc/sds/academic_accommodations/).

Students who are approved for accommodations must authorize SDS to inform professors about their approved accommodations. They must also make online requests to SDS for individual exam accommodations each semester. Students are encouraged to introduce themselves to professors to initiate a dialogue about their particular needs.

Responsibilities of Faculty and Staff

Faculty and staff are responsible for ensuring equity and access in their programs and classrooms. The SDS approved accommodations should not fundamentally alter the academic requirements essential to a course or program of study or to licensing prerequisites. It is also important to recognize that students with disabilities must reach the same performance standards to fulfill degree requirements as their non-disabled peers. Accommodations provide students with disabilities equal access, not an unfair advantage.

Instructors are required to accommodate students only after receiving an email from SDS indicating the accommodations that have been approved. A statement about services for students with disabilities should be included in the syllabus for each course. Below is a sample syllabus statement:

Sample Syllabus Statement

The University of Pennsylvania provides reasonable accommodations to students with disabilities who have self-identified and received approval from the Office of Student Disabilities Services (SDS). If SDS has approved your request for accommodations, please make an appointment to meet with me as soon as possible in order to discuss the arrangements for your accommodations.

If you have not yet contacted Student Disabilities Services, and would like to request accommodations or have questions, you can make an appointment by calling (215) 573-9235. The office is located in the Weingarten Learning Resources Center at Stouffer Commons, 3702 Spruce Street, Suite 300. Please visit the SDS website at http://www.vpul.upenn.edu/lrc/sds/index.php (http://www.vpul.upenn.edu/lrc/sds/).

SDS services are free and confidential.

Accommodated Exams

In order to effectively manage the logistics of exam accommodations, instructors are expected to respond promptly to SDS emails requesting information about exam accommodations. Although the exam may not be written until shortly before the exam date, other details are needed by the SDS accommodations staff as early as possible in order to arrange for exam administration and inform students of the arrangements. Professors are encouraged to provide SDS with exams as early as possible prior to the exam to allow SDS time to prepare exam materials. Exams are locked in a secure location until the exams are being administered.

In the event that questions arise during the administration of the exam at SDS, it is important that SDS has contact information for the instructor or TA (phone, text and/or email).

The Standards for Accommodating Exams for Students with Disabilities is available on the SDS website: http://www.vpul.upenn.edu/lrc/sds/StandardsforAccommodatingExams.php. This document provides guidelines for accommodated exams that are administered by faculty or their designees.

Note-taking Announcements

Faculty may be asked to assist SDS by identifying note-takers through an announcement or email to the class and referring interested note-takers to SDS. A template for the email will be included when SDS contacts faculty regarding note-taker accommodations.

Accessibility of Information and Course Materials

Faculty should collaborate with their department offices and SDS to ensure that their course materials, presentations, audio-visual materials and exams are available in an accessible format for students with sensory and print disabilities.

Confidentiality

All disability documentation provided by the student is confidential and remains in the Office of Student Disabilities Services for the purpose of determining reasonable accommodations. Students may not request accommodations from faculty that have not been approved by SDS. If documentation is provided to the instructor, it should be returned to the student and the student should be referred to SDS.

Faculty should refrain from discussing a student’s disabilities and accommodations in front of the class, in the presence of other students or to faculty or staff not directly involved in the accommodation process.

Reconsideration Process

Students may request reconsideration of the SDS accommodation determination through the SDS Reconsideration Process found on the website at: http://www.vpul.upenn.edu/lrc/sds/re considerationprocess.php.

Concerns and Complaints

The Office of Affirmative Action and Equal Opportunity Programs is responsible for overseeing the University's implementation of its equal opportunity and nondiscrimination obligations arising under Federal,
Commonwealth, and local laws. Any concerns or complaints should be addressed to:

Office of Affirmative Action and Equal Opportunity Programs
Sansom Place East
3600 Chestnut Street, Suite 228
Philadelphia, PA 19104-6106
(215) 898-6993 (voice) or (215) 746-7088 (fax)

**Additional Information**

Related policies and procedures are available on the SDS website (http://www.vpul.upenn.edu/lrc/sds/) in the section for Faculty and Staff.

*This Memorandum is available in alternate format upon request.*

Student Disabilities Services
Weingarten Learning Resources Center
3702 Spruce Street, Suite 300, Stouffer Commons
Philadelphia, PA 19104-6027
(215) 573-9235

(Source: Almanac, July 14, 2015, Volume 62, No. 01 (http://www.upenn.edu/almanac/volumes/v62/n01/guidelines-students-disabilities.html))

**Guidelines for Research in the Community**

A significant number of Penn faculty and students are engaged in research that involves the study of the Philadelphia community, and, in particular, West Philadelphia, or that involves community members as research subjects. As in all research conducted under the auspices of the University, such research should adhere to the appropriate protocols for the protection of human subjects and must be approved by the University’s Institutional Review Board.

Although the Institutional Review Board does an excellent job of protecting individual subjects, community-based research raises additional questions about research protocols and approaches. The populations studied are often Penn’s neighbors, and as such, the approaches undertaken should reflect the importance of that relationship to Penn, and the values of mutual respect and trust that should guide all of our collaborative activities with the community. The University also recognizes that mutual respect and trust are necessary preconditions for the honest and open exchange of ideas that is essential to genuine learning and the advancement of academic inquiry.

The University views its relationship with the Philadelphia community as a partnership. Accordingly, and to the extent possible, Penn faculty and students should engage the community in helping to plan research projects. Also, the findings should be shared with the community so that all parties can benefit.

1. As in all research involving human subjects, undertaken under University auspices, research in the community must be approved by the Institutional review Board, and meet all of the required protections of human subjects.
2. Whenever possible, researchers investigating community issues should work with community-based organizations to discuss all aspects of the research process, including problem definition, hypothesis generation, study design, data analysis, and dissemination.
3. Whenever possible, researchers should have a dissemination plan that includes distribution or presentation of results to community members and organizations, particularly those who participated in the research.
4. Researchers should determine if other projects are underway in a community, and whenever possible, coordinate efforts with other research projects to minimize disruption and maximize positive impacts on community members and organizations.
5. In the spirit of mutual learning and benefit, researchers should consider how study results could be used to the benefit of the community whenever possible, and should make extra efforts to communicate those recommendations to appropriate community members.

(Source: Almanac, May 19/26, 1998, Volume 44, No. 34 (http://www.upenn.edu/almanac/v44/n34/orresguide.html))

**Guidelines for Student Protection in Sponsored Research Projects**

Participation in sponsored research may be an important part of a student’s undergraduate or graduate education, as well as an important source of his or her financial support. The University recognizes that the student must be protected in cases where the terms of the research project conflict with the student’s academic progress, and affirms that the student has the right to reject such funding if he or she chooses to do so. The University recognizes the sensitivity of these issues, since they pertain directly to the relationship of personal trust which exists between a student and his or her faculty sponsor; they are also fundamental to the development of the student’s intellectual and moral integrity. Therefore, the University adopts the following policy:

1. The University recognizes the central role of sponsored research in fostering educational opportunities for students at all levels and in every discipline and encourages the involvement of students in research projects. On rare occasions, the terms of a research agreement may contain limitations which may inhibit the participation of students, such as delays in publication of results which might conflict with a student’s academic schedule. In such cases, the University requires that careful consideration be given to the appropriateness of student participation and that the Faculty Sponsor or Principal Investigator assures in advance that students are fully aware of any such restrictions.
2. The University affirms the student’s right to know the source(s) of financial support for his or her educational and living expenses, individual research projects, or the research activities of a faculty sponsor in which the student is involved and from which the student obtains financial support. It is the responsibility of the faculty sponsor to make this information known to the student.
3. Should a student choose to reject financial assistance, the University affirms and upholds the student’s right to do so.

(Source: Almanac, October 21, 1986, Volume 33, No. 09 (http://www.upenn.edu/almanac/v33pdf/n09/102186.pdf))
Guidelines for the Operation of Unmanned Aircraft Systems at the University of Pennsylvania

The University of Pennsylvania establishes the following Guidelines to govern the operation by any person of an Unmanned Aircraft System (UAS) on or above the University of Pennsylvania’s campus or properties. These guidelines are established to support the use of Unmanned Aircraft Systems in ways that ensure the safety and protect the privacy of all members of the University community and promote compliance with all applicable federal and state laws. These guidelines cover the University of Pennsylvania Campus, Morris Arboretum, New Bolton Center, and Pennovation Works.

The University of Pennsylvania, consistent with the regulations and guidance from the Federal Aviation Administration, allows the operation of a UAS on or above the Penn campus for permitted educational and recreational purposes (for which a Section 107 Remote Pilot in Command Certification is optional) and research or UAS-dedicated curriculum purposes (for which a Section 107 Remote Pilot in Command Certification is mandatory) provided that all operations are in compliance with the following guidelines:

• The operation of the UAS is a component of research, science, technology, communication, art, or aviation-related coursework at Penn, or 2) recreational and hobby use is conducted at the designated location for UAS operation at Penn, Penn Park South Field, Attachment A. Scheduled hours for operation are set monthly, and can be found at http://www.pennathletics.com/page/athletic-facilities-schedules (http://www.pennathletics.com/page/athletic-facilities-schedules/) under the South Field schedule. The University of Pennsylvania reserves the right to restrict use to Penn-affiliated persons.
• Operation of the UAS aircraft must adhere to these restrictions:
  • Flights must be below 200 feet and clear of surrounding obstacles.
  • Flights may not exceed 100 mph.
  • UAS must be in visual sight of its operator at all times.
  • UAS may not operate over any persons not participating in the operation or in a building or other covered structure.¹
  • UAS must remain clear of all manned aircraft operations. Note: Penn Hospitals have frequent medical helicopter flights coming and going and all UAS operations must not be in proximity to or interfere with medical helicopter flights.
    • Anyone intending to operate a UAS at the University of Pennsylvania must notify the PennSTAR Communications Center, 215-662-7736 (primary) or 215-662-7737 (alternate), at least one hour prior to the flight and provide flight location and duration.
      • Individual notification is not required for flights at the designated Penn South Field UAS location during scheduled flight hours.
  • No flights are allowed in proximity of large gatherings of people or sporting events.
  • No flights are allowed 30 minutes before official sunset to 30 minutes after official sunrise.²
  • UAS must weigh less than 55 pounds.
  • No reckless operation.
  • UAS may not be used to photograph, video, record or monitor areas or locations where members of the University of Pennsylvania community or members of the general public would have a reasonable expectation of privacy.
  • The operator must safely ground and suspend operations of any UAS when ordered by a University of Pennsylvania Police Officer or public safety official.
  • UAS use must comply with all federal, state, and local laws and guidelines.
    • The operator of a UAS weighing between .55 to 55 pounds must register the UAS with the FAA.
    • Information on FAA rules and online registration can be accessed at: http://www.faa.gov/uas/registration (http://www.faa.gov/uas/registration/).
    • Registration of a UAS aircraft under .55 pounds is not required, but all other safety restrictions apply.
    • Recreational and educational operators may not receive any compensation (including cost reimbursement, honorarium, or pay) directly or indirectly related to operation of the UAS.
    • Any use for instructional, research, or commercial purposes by Penn faculty, students, and staff must comply with all FAA Part 107 or Section 333 requirements. (https://www.faa.gov/uas/media/Part_107_Summary.pdf, https://www.faa.gov/uas/beyond_the_basics/section_333/333_authorizations/media/University-of-Pennsylvania-14755.pdf). Flight restrictions in these guidelines may be modified through compliance with the FAA waiver application and approval process.
  • Commercial Operation of UAS
    • All civil commercial UAS use must comply with all federal, state and local laws and guidelines and operators must obtain a Part 107 Certification, a Section 333 Exemption, or a “Special Airworthiness Certificate” issued by the FAA.
    • Commercial use of a UAS from or above University of Pennsylvania property is permitted only for educational, research, or University-related purposes.
    • A commercial UAS operator must provide proof of $5 Million in general liability insurance on an occurrence basis, with a certificate of insurance naming the Trustees of the University of Pennsylvania as an additional insured. Proof of insurance shall be submitted to the University of Pennsylvania risk management department prior to flight operations.
    • A commercial UAS operator must be accompanied by a representative of the University of Pennsylvania at all times when operating a UAS on University property.

Penalties for Violation of University UAS Guidelines

Any violation of law (trespassing, illegal surveillance, reckless endangerment, etc.) or violation of this policy may subject the individual responsible for the violation to disciplinary action and/or prosecution.

Any damages or injuries to property or individuals during the operation of a UAS on University of Pennsylvania property, other than for a University of Pennsylvania authorized research or educational use, shall be the sole financial responsibility of the UAS operator. However, an operator shall be solely liable for negligent or intentional use outside of the authorized research or educational use.

1 No trespassing
2 No flying near Pennathletics games
Guidelines on Open Expression

I. Principles

A. The University of Pennsylvania, as a community of scholars, affirms, supports and cherishes the concepts of freedom of thought, inquiry, speech, and lawful assembly. The freedom to experiment, to present and examine alternative data and theories; the freedom to hear, express, and debate various views; and the freedom to voice criticism of existing practices and values are fundamental rights that must be upheld and practiced by the University in a free society.

B. Recognizing that the educational processes can include meetings, demonstrations, and other forms of collective expression, the University affirms the right of members of the University community to assemble and demonstrate peaceably in University locations within the limits of these Guidelines and undertakes to ensure that such rights shall not be infringed. In keeping with the rights outlined in I.A. (p. 1986) above, the University affirms that the substance or the nature of the views expressed is not an appropriate basis for any restriction upon or encouragement of an assembly or a demonstration. The University also affirms the right of others to pursue their normal activities within the University and to be protected from physical injury or property damage. The University shall attempt to ensure that, at any meeting, event or demonstration likely to be attended by non-University law enforcement authorities, the rights provided by these Guidelines are not infringed.

C. The University shall be vigilant to ensure the continuing openness and effectiveness of channels of communication among members of the University community on questions of common interest. To further this purpose, a Committee on Open Expression has been established as a standing Committee of the University Council. The Committee on Open Expression has as its major tasks: participating in the resolution of conflicts that may arise from incidents or disturbances implicating these Guidelines; mediating among the parties to prevent conflicts and violations of these Guidelines; interpreting these Guidelines; advising administrative officers when appropriate; and recommending policies and procedures for the improvement of all levels of communication.

D. In case of conflict between the principles of the Guidelines on Open Expression and other University policies, the principles of the Guidelines shall take precedence.

II. Definitions

A. For the purposes of these guidelines, the “University community” shall mean the following individuals:
   1. Persons who are registered as students or who are on an unexpired official leave of absence.
   2. All persons who are employed by the University.
   3. Trustees and associate trustees of the University and members of Boards of Overseers or other bodies advisory to the University.

B. For the purposes of these Guidelines, “meeting” and “event” designate a gathering of persons in a University location previously reserved for that purpose. Unless designated as public, meetings are considered to be private. Events are considered to be public. “Demonstration” designates the presence of one or more persons in a University location with the intent to express a particular point of view in a manner that attracts attention, as in protest, rallies, sit-ins, vigils, or similar forms of expression. “University location” designates:
   1. The campus of the University;
   2. Any location owned, leased or used by the University, when used by members of the University community; and
   3. Areas immediately adjacent thereto.

III. Standards

A. The University, through the President, the Provost, and the Vice Provost for University Life, shall act to encourage and facilitate free and open expression within these Guidelines.

1. The University shall publish these Guidelines at least once each academic year in a manner that brings them to the attention of members of the University community. The University shall publish the rules adopted pursuant to IV.B.1 (p. 1987) by the Committee on Open Expression at least once each academic year in a manner that brings them to the attention of members of the University community.

2. The University shall establish standards for the scheduling of meetings and events. This shall involve:
   a. Publishing policies and procedures whereby members of the University community, upon suitable request, can reserve and use designated spaces within University buildings for public or private meetings or events;
   b. Publishing policies and procedures whereby members of the University community, upon suitable request, can reserve and use designated outdoor spaces on the University campus for public meetings or events;
   c. Publishing policies and procedures that specifically address requests involving groups composed entirely or predominantly of persons who are not members of the University community (see Section VI (p. 1989));
   d. Consulting with the Committee on Open Expression with regard to the substance of the policies and procedures and the manner of their publication; and, if practicable, consulting with the Committee on Open Expression before denying a request for use of a room, facility, or space by an organization recognized by the University for a reason other than prior assignment of the room, facility, or space. In any event, any such denial must be reported promptly to the Committee.

B. Each member of the University community is expected to know and follow the Guidelines on Open Expression. A person whose conduct violates the following Standards may be held accountable for that conduct, whether or not the Vice Provost or delegate has given an instruction regarding the conduct in question. Any member of the University community who is in doubt as to the propriety of planned conduct may obtain an advisory opinion from the Committee on Open Expression in advance of the event.

1. Individuals or groups violate these Guidelines if:
   a. They interfere unreasonably with the activities of other persons. The time of day, size, noise level, and general tenor...
of a meeting, event or demonstration are factors that may be considered in determining whether conduct is reasonable;

b. They cause injury to persons or property or threaten to cause such injury;

c. They hold meetings, events or demonstrations under circumstances where health or safety is endangered; or

d. They knowingly interfere with unimpeded movement in a University location.

2. Individuals or groups violate these Guidelines if they hold a demonstration in the following locations:

a. Private offices, research laboratories and associated facilities, and computer centers; or

b. Offices, museums, libraries, and other facilities that normally contain valuable or sensitive materials, collections, equipment, records protected by law or by existing University policy such as educational records, student-related or personnel-related records, or financial records; or

c. Classrooms, seminar rooms, auditoriums or meeting rooms in which classes or private meetings are being held or are immediately scheduled; or

d. Hospitals, emergency facilities, communication systems, utilities, or other facilities or services vital to the continued functioning of the University.

3. a. Individuals or groups violate these Guidelines if they continue to engage in conduct after the Vice Provost for University Life or delegate has declared that the conduct is in violation of the Guidelines and has instructed the participants to modify or terminate their behavior. Prompt compliance with the instructions shall be a mitigating factor in any disciplinary proceedings based upon the immediate conduct to which the instructions refer, unless the violators are found to have caused or intended to cause injury to person or property or to have demonstrated willfully in an impermissible location.

b. If the individuals or groups refuse to comply with the Vice Provost’s or delegate’s order, they may challenge the appropriateness of the order to the judicial system. If the judiciary finds that the conduct was protected by the Guidelines, all charges shall be dismissed.

c. Individuals or groups complying with the Vice Provost’s or delegate’s order may request that the Committee on Open Expression determine if the Guidelines were properly interpreted and applied to their conduct.

IV. Committee on Open Expression

A. Composition

1. The Committee on Open Expression consists of seventeen members: eight faculty members named by the Faculty Senate Executive Committee, two representatives of the Penn Professional Staff Assembly, one representative of the Weekly-Paid Professional Staff Assembly, and three undergraduate students and three graduate/professional students selected by the appropriate student governance organizations (currently the Nominations and Elections Committee of the Undergraduate Assembly and the Graduate and Professional Student Assembly).

2. Members of the Committee are appointed for the following terms:

a. The faculty and representatives of the Penn Professional Staff Assembly are appointed to two-year terms, staggered so that in each year either two or three faculty members are appointed and one representative of the Penn Professional Staff Assembly is appointed.

b. The representative of the Weekly-Paid Professional Staff Assembly is appointed for a two-year term.

c. The undergraduate and graduate/professional student members are appointed to one-year terms.

d. Vacancies shall be filled for the unexpired term by the appropriate nominating body or persons.

3. The Chair of the Committee shall be selected by the Committee on Committees from among the members of the Committee on Open Expression.

B. Jurisdiction

The Committee has competence to act in issues and controversies involving open expression in accordance with these Guidelines. The Committee’s responsibilities are the following:

1. Issuing rules to interpret or give more specific meaning to the Guidelines. Before adopting a rule, the Committee must hold an open hearing on the proposed rule and receive the views of individuals or groups. An affirmative vote of eight members is required for adoption, modification or recision of a rule to be effective.

2. Recommending to the University Council proposals to amend or repeal the Guidelines. An affirmative vote of seven members is required to make such recommendations.

3. Giving advisory opinions interpreting the Guidelines at the request of a member of the University community for the purpose of advising that person or the University community. Such advice is provided to guide future action. If the Committee does not give a requested opinion, it must indicate its reasons for not doing so. The Committee must respond to such requests as soon as feasible but in any event not later than within one month of the receipt by the Chair of the Committee.

4. Giving advisory opinions interpreting the Guidelines at the request of administrative officials with responsibilities affecting freedom of expression and communication. Such advice is provided for the purpose of guiding future action.

5. Mediating in situations that involve possible violations of the Guidelines. Those Committee members available at the time may act on behalf of the Committee. In carrying out the mediation function, the Committee or those members present may advise the responsible administrative officials and any other person with respect to the implementation of the Guidelines. Those Committee members who have acted on behalf of the Committee must report on their activities to the full Committee.

6. Reviewing the following administrative decisions for the purpose of providing advice on future actions.

a. At the discretion of the Committee, administrative decisions involving these Guidelines made without consultation with the full Committee.

b. All instructions by the Vice Provost or delegate to modify or terminate behavior under Section III.B.3 (p. 1987) of these Guidelines.

7. Investigating incidents involving the application of these Guidelines to aid the Committee in its functions of rule making, recommending changes in the Guidelines or issuing advisory opinions. Such functions provide guidance to the University community for future action. The results of Committee investigations for these purposes shall not be a part of the
initiation, consideration or disposition of disciplinary proceedings, if any, arising from the incidents.

8. Adopting procedures for the functions of the Committee, varied to suit its several functions, consistent with these Guidelines. Procedures that are not wholly matters of internal Committee practice must be made public in advance of implementation. Except as otherwise provided, the Committee may determine its own voting procedures.

9. Submitting an annual report to the Council and the University on the status of the Committee’s work in the University journal of record.

C. Procedures

1. Except as provided with respect to the mediation function in Section IV.B.5 (p. 1987), seven members of the Committee constitute a quorum.

2. The Committee can authorize subcommittees, selected from its own members, to act for the Committee in any matter except the issuance of rules interpreting or implementing the Guidelines or the making of recommendations to amend or repeal the Guidelines.

3. The Committee shall respect the privacy of individuals as its general policy and shall maintain the right to declare the confidentiality of its proceedings.
   a. If a person appearing before the Committee requests that his or her testimony or information be kept confidential, the Committee shall consider such a request. The Committee then shall determine whether to honor that request and shall inform that person of its decision before testimony is given.
   b. Minutes of particular Committee meetings may be declared confidential by the Committee or be so declared at the discretion of the chair subject to review by the Committee.
   c. All Committee documents containing confidential material, as determined by the chair, shall be clearly marked “confidential” and shall carry a warning against unauthorized disclosure.

V. Responsibilities for Enforcement

A. It is the responsibility of the Vice Provost for University Life (hereafter referred to simply as the “Vice Provost”) to protect and maintain the right of open expression under these Guidelines.

B. Observation of meetings, events or demonstrations, when deemed necessary by the Vice Provost to protect and maintain open expression, shall be the responsibility of the Vice Provost, who may delegate such responsibility. This delegate shall have full authority to act in the name of the Vice Provost under these Guidelines.

1. The observer (Vice Provost or delegate) shall identify himself or herself to those responsible for the meeting or event or to the leaders of the demonstration.

2. The Vice Provost shall attempt to inform the chair of the Committee on Open Expression of meetings, events or demonstrations to which an observer will be sent. The chair may designate a member or members of the Committee to accompany and advise the observer. Such a Committee representative shall also be identified to those responsible for the meeting or event or to the leaders of the demonstration.

3. Except in emergencies, the Vice Provost’s authority under these Guidelines shall not be delegated to employees of the University’s Department of Public Safety. The role of public safety personnel at a meeting, event or demonstration is defined below, in Section V.C.3 (p. 1989).

4. Any observer or Committee representative who attends a meeting, event or demonstration shall respect the privacy of those involved. If there has been no violation of these Guidelines, other University regulations, or applicable laws, an observer, committee representative, or public safety employee who attends a meeting, event or demonstration shall not report on the presence of any person at such meeting, event or demonstration.

C. The Vice Provost or delegate is responsible for enforcing Section III.B (p. 1986), and may instruct anyone whose behavior is violating or threatens to violate these Guidelines to modify or terminate such behavior. The instruction shall include notice that failure or refusal to comply is a further violation according to Section III.B (p. 1986) of these Guidelines. However, an instruction or warning by the Vice Provost or delegate is not a prerequisite for a finding that a violation has occurred.

1. When the Vice Provost or delegate declares that an individual or a group has violated the Guidelines, he or she may request to examine their University identification.
   a. Failure to comply with this request is in violation of the Guidelines.

   b. In the event that any person(s) are deemed by the Vice Provost or delegate, in consultation with available members of the Committee on Open Expression, to have violated the Guidelines and such person(s) refuse to show University or other identification, the Vice Provost or delegate shall, if practicable inquire of other individuals present as to the identity of the claimed violator(s). Identification by two other individuals shall suffice to establish identity. Should it not be possible to establish identity in this way, the Vice Provost or delegate may direct that photographs be taken of the participant(s) in the claimed violation. The Vice Provost or delegate must warn the individual(s) that their photographs will be taken unless identification is presented. Photographs and videotapes obtained without such warning may not be used as evidence in disciplinary proceedings. It is preferred that a member of the Committee on Open Expression take any such photographs; however, if no such person is able or willing to do so, another member of the University community may be requested to do so. As soon as safely practicable, all such photographs shall be turned over to the Vice Provost or delegate. Any photographs taken (including videotapes and negatives) shall be used solely by the Office of Student Conduct for the purpose of investigation of alleged violations and possible identification of alleged violators of these Guidelines. If it is determined that no violation has occurred, the Vice Provost or delegate shall destroy the photographs.

   2. In carrying out this responsibility for safeguarding the right of open expression, the Vice Provost shall obtain the advice and recommendation of the representatives of the Committee on Open Expression whenever feasible.

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3. The Vice Provost or delegate may request members of the University Police to attend meetings, events or demonstrations to help protect the open expression of those involved.
   a. Any person acting as an agent of the Division of Public Safety who attends a meeting, event or demonstration in a University location shall be clearly identifiable as such and in normal duty uniform. (Arms may be carried if they are part of “normal duty uniform.”)
   b. Public Safety personnel also may attend meetings, events or demonstrations when requested to do so by the person or group responsible for the event, when prominent public figures are involved, or when the Commissioner of Public Safety or delegate determines that there exists an imminent danger of violence at the event.
4. Terminating a meeting, event or demonstration by force is a most serious step, as this action may exacerbate existing tensions and may lead to personal injury and property damage.
   a. Avoidance of injury to persons by the continuation of a meeting, event or demonstration is a key factor in determining whether it should be forcibly terminated. Property damage and significant interference with educational processes are also factors to be considered and may be of sufficient magnitude to warrant forcible termination.
   b. Whenever possible, the Vice Provost or delegate should consult with the Committee on Open Expression before seeking a court injunction against those involved in a meeting, event or demonstration or calling for police action.
   c. The Vice Provost or delegate shall inform those involved that he or she intends to seek an injunction or call for police intervention before he or she does so.
   d. When a meeting, event or demonstration is forcibly terminated, a full statement of the circumstances leading to the incident shall be publicized by the Vice Provost within the University.

D. 1. Cases involving undergraduate students are referred to the Office of Student Conduct who investigates the event and decides what disciplinary proceedings, if any, to pursue.
2. Cases involving graduate or professional students are referred to the Office of Student Conduct or to the established disciplinary body of the school in which the student is enrolled.
3. Cases involving faculty are referred to the appropriate Dean or to the Provost.
4. Cases involving University staff or administrators are referred to that individual’s supervisor or any other person with supervisory responsibility over that individual.
5. Cases involving trustees and associate trustees of the University and members of the Boards of Overseers or other bodies advisory to the University are referred to the Executive Committee of the Trustees.

E. The Division of Public Safety shall not collect or maintain information about members of the University community, except in connection with alleged crimes, violations of University regulations, or as specifically authorized in writing by the President (to Public Safety and the Open Expression Committee). This regulation shall not affect personnel information concerning current, past or prospective employees of the Division of Public Safety.

VI. Non-University Persons

These Guidelines address themselves explicitly to forms of individual and collective expression in a University location by members of the University community. The extent to which the privileges and obligations of these Guidelines may be made applicable in particular circumstances to individuals who are not members of the University community shall be determined by the Vice Provost or delegate. Participants in meetings, events and demonstrations in a University location are required to comply with the instructions of the Vice Provost or delegate. (See III.A.2.c (p. 1986).)

1. An “unreasonable noise level” is defined as sound above 85 decibels measured by a calibrated sound-level meter at an “A” weighting on “slow” response ten feet away from and directly in front of the source, amplifier or loudspeaker when the latter is within 50 feet of a building.

2. Videotaped or closed circuit television information collected by posted, fixed location cameras is excluded, as long as it is in conformance with the rules of the CCTV policy as of January 13, 1999.

(Source: Almanac, March 16, 1993 (https://almanac.upenn.edu/archive/v39pdf/n25/031693.pdf))

These are interpretative guidelines adopted by the members of the 2014-15 Committee on Open Expressions of the University Council, pursuant to Guidelines on Open Expression, Section IV.B.

I. Inviting Speakers to Campus

A. The Guidelines clearly express the foundational value of free speech at Penn (I.A.): “The University of Pennsylvania, as a community of scholars, affirms, supports and cherishes the concepts of freedom of thought, inquiry, speech, and lawful assembly. The freedom to experiment, to present and examine alternative data and theories; the freedom to hear, express, and debate various views; and the freedom to voice criticism of existing practices and values are fundamental rights that must be upheld and practiced by the University in a free society.” These values are of paramount importance: “In case of conflict between the principles of the Guidelines on Open Expression and other University policies, the principles of the Guidelines shall take precedence” (I.D).

By allowing a controversial speaker to speak or a group to organize and invite a speaker or hold an event, the University of course in no way endorses that speaker’s or event organizer’s content or viewpoint; rather, it affirms the value of creating a robust marketplace of ideas and fostering reasoned disagreement and discourse.

B. The Guidelines on Open Expression already unambiguously forbid discriminating against particular content and viewpoints (I.B): “the substance or nature of the views expressed is not an appropriate basis for any restriction upon or encouragement of an assembly or demonstration.” The unpopularity of a speech’s content or viewpoint is not a reason to suppress speech. Objectors may not have a “heckler’s veto” over speech with which they disagree. Allowing threats of protests or violence to suppress speech in any way would encourage protesters to make such threats. In keeping with this foundational principle, the University has never revoked a commencement speaker’s invitation to speak based upon the substance of the speaker’s views, including any controversy they might generate.
Most speakers at Penn are invited not by the University itself, but by particular organizations, departments, schools, and individuals at Penn. The Guidelines protect members of the entire University community against official reprisals for hosting controversial speakers and events. An event organizer is at liberty to change its mind freely, without duress, and to cancel an event or a speaker invitation. Other members of the University community likewise have the right to criticize a proposed speaker’s or event’s substance or viewpoint, or even to call upon the event organizer to cancel an event or rescind an invitation. But they may not go beyond criticism to exert any duress on the event organizer or speaker to withdraw. Duress includes any express or implied threat—by an administrator, a member of an administrative staff, a student leader, or a faculty member or teaching assistant in a supervisory or hierarchical relationship to an event organizer or speaker (particularly one within the same department or school)—to an organization’s or speaker’s or event’s safety, recognition, registration, budget, funding, or access to venues or security, or to any faculty, student, administrator, or staff member’s employment, tenure candidacy, funding, grades, honors, academic standing, or other status within the University, or a threat of violence or similar unlawful conduct. Any such duress, express or implied, gives rise to the natural inference that the actor is seeking to suppress speech because it is controversial or unpopular. That would amount to “any restriction upon the substance or nature of the views expressed,” in violation of the Guidelines (I.B).

C. The norm at the University is to allow reservations of rooms and other venues on a first-come, first-served basis. Denying a room-reservation request on any other basis, or worse rescinding an existing reservation of a room or other venue, raises the almost inescapable inference that the denial or rescission is based on “the substance or nature of the views expressed” (I.B). Thus, the Guidelines already require, “if practicable, consulting with the Committee on Open Expression before denying a request for use of a room, facility, or space by an organization recognized by the University for a reason other than prior assignment of the room, facility, or space. In any event, any such denial must be reported promptly to the Committee” (III.A.2.d).

The same principle, in keeping with the Guidelines’ letter and spirit, applies to the authorization of events and to the provision of security, audiovisual, publicity, and other logistical support. An organization must of course have a budget sufficient to defray the necessary expenses and must reserve any such resources sufficiently in advance to allow the University to provide them on a first-come, first-served basis. Once such reservations have been made with adequate funding and advance planning, however, and particularly once a student group, faculty member, school, department, or organization has formally invited a speaker, whether by contract or other formal invitation such as one on University letterhead, any rescission or compelled modification of existing reservations or security arrangements raises the strong inference that the rescission or modification is based on “the substance or nature of the views expressed” (I.B). “[I]f practicable, [any member of the University community must thus consult[] with the Committee on Open Expression before denying [such] a request or rescinding or forcibly modifying such a reservation] . . . for a reason other than prior [reservation of the scarce resource at issue]. In any event, any such denial [including a rescission or compelled modification] must be reported promptly to the Committee” (III.A.2.d).

D. “[T]o ensure the continuing openness and effectiveness of channels of communications” at Penn, the Guidelines establish the Committee on Open Expression (I.C). The Committee is expressly charged with “its major tasks” of “interpreting these Guidelines” and “recommending policies and procedures for the improvement of all levels of communication” (I.C). The Committee is also expressly charged with preventing, mediating, and resolving conflicts related to open expression (IV.B).

Penn’s tradition strongly encourages consulting with interested stakeholders across campus. On issues involving open expression, such consultation ought to include the Committee on Open Expression and the Office of the Vice Provost for University Life. The Committee strongly encourages students, faculty, staff, and campus organizations and groups to raise such issues at the earliest possible opportunity. If a student group or other University of Pennsylvania affiliate believes that a member of the University community is violating or attempting to violate the Guidelines on Open Expression, including any of the foregoing provisions, it may ask the Office of the Vice Provost for University Life to mediate to resolve the issue. If the mediation does not produce a mutually satisfactory resolution, the aggrieved party may file a complaint with the Committee on Open Expression, or with the chair, administrative liaison, or members of the committee if a quorum is not immediately available.

II. Open Expression in Electronic Media and Cyberspace

The University’s Guidelines on Open Expression were originally drafted decades before the spread of email and the Internet and well before the creation of social media, and therefore do not expressly mention electronic forms of communication. But their principles apply equally online.

The value of free and open expression and vigorous debate apply with equal force to newer forms of communication, including emails, web sites, social media, and other technologies and communication media. As the University’s Information Systems and Computing Department’s Policy on Acceptable Uses of Electronic Resources puts it, “The University’s commitment to the principles of open expression extends to and includes the electronic information environment, and interference in the exercise of those rights is a violation of this policy and of the Guidelines on Open Expression” http://www.upenn.edu/computing/policy/aup.html Whether communications occur on Locust Walk or in cyberspace, open expression remains equally valuable to the University and equally protected to the same extent, under the same principles, and subject to the same limitations as non-digital forms of communication.

Involuntary Leave of Absence Policy

I. Introduction

The University of Pennsylvania provides a wide range of services to support and address the mental and physical health needs of students. Our first concern is for the health and welfare of each individual in our community. Our goal is to enable all of our students to participate fully as members of Penn’s academic community. However, students whose psychiatric, psychological, or other medical condition causes them to pose a threat to themselves or others, or causes them to significantly disrupt the educational and other activities of the University community, may be required to take a leave of absence from the University. Under these circumstances, students will be given the opportunity to take a voluntary leave through the process in place in their school. Should a
student decline to take a voluntary leave, the University may determine that the student’s health and welfare, and/or the needs of the community, require a period of involuntary leave of absence. The following policy establishes the protocol under which an involuntary leave of absence may occur and the process for return from leave.

II. Guidelines
The University may place a student on an involuntary leave of absence or require conditions for continued attendance under the following circumstances when the student exhibits behavior resulting from a psychological, psychiatric, or other medical condition that:

- threatens, harms, or has the potential to harm the health or safety of the student or others;
- causes or threatens to cause significant property damage; or
- significantly disrupts the educational and other activities of the University community.

The process for withdrawal and return from leave is set forth below.

III. Withdrawal Process
When a student exhibits any of the behaviors described above, the matter should be brought to the attention of the Office of the Vice Provost for University Life who will be responsible for informing the Vice Provost for Education (or such person who holds those responsibilities at the time) that an involuntary leave may be warranted. The Office of the Vice Provost for University Life will manage the process, convene case conferences, and work with University and School offices to coordinate the delivery of services. In most cases, the student will be required to undergo an immediate assessment of his or her psychological, psychiatric or other medical condition. This assessment will be performed by Counseling and Psychological Services (CAPS), the Student Health Service, or other appropriate professionals.

The student will be notified that the Provost’s Office is seeking to determine whether he or she should be required to take a leave of absence. When reasonably possible, the student will be given the opportunity to confer with the Vice Provost for Education or his/her designee to provide additional information for consideration.

In consultation with the School Dean and the Office of the Vice Provost for University Life, the Vice Provost for Education will review the available information and make a decision that may include the following:

- that the student remain enrolled with no conditions;
- that the student remain enrolled subject to conditions (including a description of those conditions); or
- that the student be placed on an involuntary leave of absence.

If the University’s decision is to allow the student to remain enrolled subject to conditions, then the student’s failure to comply with the conditions may, after appropriate consideration, result in the imposition of an involuntary leave.

If the University’s decision is to require an involuntary leave of absence, the decision will also indicate the length of the leave and, in consultation with the student’s school, describe the conditions (if any) under which the student may seek to return from leave.

The student shall be informed in writing of the effective date and the duration of the modified attendance.

IV. Appeal
A student subject to this policy may appeal any decision of the Vice Provost for Education to the Provost. A student who wishes to appeal must submit a written letter of appeal to the Provost within three (3) days of receipt of the Vice Provost for Education’s decision. The letter of appeal must state why the student believes that the Vice Provost’s decision was unwarranted under the circumstances. After reviewing the appeal letter the Provost may meet with the student, as the Provost determines appropriate. In addition, the Provost may review relevant documents and confer with University officials before reaching a decision on the appeal. The Provost will render a decision upholding, rejecting, or modifying the determination of the Vice Provost for Education.

In addition to the appeal process described above, a student subject to this policy may also seek a resolution of concerns through the grievance procedures described in the Penn Book.

V. Temporary Removal
If the Vice Provost for Education has reason to believe, based on the information available, and in consultation with professionals with appropriate expertise, that the student’s continued presence on campus poses an imminent threat of significant harm to him or herself or to others in the community, the Vice Provost for Education may take immediate action to remove the student from campus pending receipt and review of relevant information and a determination. At the Vice Provost for Education’s discretion, this temporary removal may remain in place pending completion of any appeal process.

VI. Process for Return from Leave
A student seeking a return from leave must apply in writing to the Office of the Vice Provost for University Life. Such a request must be submitted no less than 30 days before the beginning of the semester in which the student seeks to reenroll. The student must demonstrate that he/she has met any conditions for return specified by the University.

The University may require any documentation or evaluation it deems appropriate. (Reports from health professionals should be directed to the director of CAPS or Student Health Services.) In addition, the University may require a release from the student to enable CAPS or SHS to discuss the student’s condition with his/her treating health professional.

In consultation with the School Dean and the Office of the Vice Provost for University Life, the Vice Provost for Education will review the request and other relevant information, including the student’s compliance with specified conditions for return from leave and the assessments of CAPS or Student Health Services and other health professionals, and make a determination of whether it is appropriate for the student to return.

If the Vice Provost for Education denies the request to return from leave, the student may challenge that decision by submitting a written appeal to the Provost within 5 days of receipt of the Vice Provost’s decision.

VII. Confidentiality
All records concerning involuntary leaves of absence will be kept in accordance with the University confidentiality policy and other applicable policies. The student’s transcript will indicate only the notation of “leave of absence.”
Note: A student on leave may not participate or hold a leadership position in a registered University organization.

VIII. Administration of the Process
Administrative duties with respect to convening this leave process and maintaining its records will be the responsibility of the Vice Provost for University Life.

(Source: Almanac, March 16, 2010, Volume 56, No. 25 [http://www.upenn.edu/almanac/volumes/v56/n25/absence.html])

Missing Students Notification Policy

Any member of the University community, including parents, who believes that a Penn student is missing should notify the University of Pennsylvania Police Department (UPPD) in the Division of Public Safety. To report a missing person, dial 5-1-1 from a campus telephone, use one of the blue light emergency telephones on campus and in the surrounding neighborhood, or dial (215) 573-3333 from an off-campus or cell phone.

In addition, the person should notify the Office of the Vice Provost for University Life (VPUL). VPUL and the Division of Public Safety are responsible for coordinating efforts in response to a report of a missing student. Any other University office that receives a report of a missing student is responsible for promptly notifying UPPD and VPUL of such report.

When a Penn student is reported to be missing, the University will take steps to try to locate the student or to determine why the student has not been seen. If UPPD determines that a police investigation is warranted, the University will support the investigation by providing information relevant to the search for the student, including photos, schedules, etc.

All students are strongly encouraged to provide the University with a confidential contact whom the University will notify in the event that the student is determined to be missing. This contact information, which will be maintained in the University’s Management Information Services (UMIS) database and Advisor-in-Touch, will be accessible only to authorized campus officials and law enforcement authorities and will be used only in connection with responding to a report that the student is missing.

To register a contact person, a student should go to the Penn Portal home page, and under “Action items for all students” click on the link “Emergency Contact.” This will direct the student to the “Penn-in-Touch Emergency Contact” page (using Penn Key and password) where the student should select the tab for “Emergency or Missing Person Contact(s)” and provide the information requested.

If a student has been missing for more than twenty-four (24) hours, the Division of Public Safety or the University through VPUL, will notify the student’s designated missing persons contact. UPPD will also notify the Philadelphia Police or other appropriate local police. If the missing student is under 18 years old and is not emancipated, the Division of Public Safety will notify the student’s custodial parent or guardian and/or any other designated contact within 24 hours of the determination that the student is missing. In addition, UPPD will enter the missing student into the National Crime Information Center database. For students over 18 years of age who have not designated a missing person contact, UPPD may notify the law enforcement agency where the student’s primary residence is located.

With respect to any student determined to be missing, the Division of Public Safety and/or VPUL may notify others at the University as appropriate—including, but not limited to, RAs, Deans, the Office of Student Affairs/Fraternity Sorority Life (in the case of a student residing in a fraternity or sorority) and the Office of International Programs (in the case of an international student). In addition, VPUL may contact parents and others if the student is not located within a reasonable period.

Parking Regulations

General Information

These regulations are intended to facilitate the work of the faculty, staff, students, and visitors through control of the parking and movement of motor vehicles of these individuals while on campus. The fact that a person parks in violation of any regulations and is not towed does not mean that the regulation is no longer in effect.

The University is not responsible for loss or damage to your car or personal property within it while it is parked on University facilities. To avoid losses and the inconvenience they cause, park your car carefully so that it will not be struck by others, lock your car and avoid leaving personal items inside. Individuals are particularly encouraged not to leave citizen band radios and tape players visible. These should be disconnected and locked in the trunk of the car. Any car not displaying a parking sticker will be towed away at owner’s expense.

The Department of Transportation and Parking also coordinates a van pool program and car pool matching service. Information about these functions may be obtained by calling 898-8667.

Towing Policy

Motor vehicles in University facilities (including parking garages and lots) without the appropriate parking permit sticker are towed by a private contractor. The towing fee and designated location to recover towed cars are posted at all University parking facilities. The contractor is bonded and is responsible for any damage that may occur to a car in the process. The contractor’s personnel will release, to its owner, a car that has been towed upon payment of towing fee plus storage charge. If an owner finds his car about to be towed away, he may pay the tow truck operator a drop fee (and have his car released immediately) to reimburse the operators for the time that has been expended in coming to get the violating vehicle. The contractor requires payment in cash before releasing a towed car or about to be towed car. If in doubt as to the location where towed vehicles may be claimed, please call Public Safety at 898-7297 or 7298.

Private Streets

Several streets within the University campus have been designated as private streets under the control of the Department of Public Safety. These include all roads bordered by Walnut, 33rd and 40th Streets except 38th and 34th Streets. Parking is specifically forbidden on all private thoroughfares. Illegally parked vehicles on the streets will be ticketed and/or towed by a private contractor.

Permits

Faculty, staff, and students must apply for a parking permit for all motor vehicles (including two- and three-wheeled vehicles) if they park or expect to park on the University grounds. Fees will be charged and decals issued which will allow vehicles to be parked in specific parking areas assigned to them. For information call the Parking Office (898-8667).
Regrettably, the provided image does not contain a readable document page. If you have a different document or need assistance with another task, please provide the relevant information or context.
2.1 Procedures for the Administration and Management of Inventions and Patents

The following procedures have been approved by the President as of the EFFECTIVE DATE:

2.1.1 Participation Agreement

All faculty, emeritus faculty, visiting faculty or other visitors using research facilities (including but not limited to individuals on sabbatical from another university or research facility), researchers, adjunct faculty, postdoctoral employees and trainees, graduate students, and undergraduate students participating in research as employees or otherwise, and all salaried employees, shall execute a PARTICIPATION AGREEMENT (Appendix A) as a condition of employment, matriculation, participation in research, or use of University resources. Notwithstanding the above, an individual acknowledges that he or she is bound by this Policy by accepting or continuing University employment or by using University resources or facilities, and acknowledges that he or she hereby irrevocably assigns all right, title and interest in and to INVENTIONS, together with associated MATERIALS, and patent applications and patents which may issue, effective as of his or her first date of employment, matriculation, participation in research, or use of any University resources, whichever occurs first, regardless of whether he or she executes or executed a PARTICIPATION AGREEMENT. All students shall be advised of the University’s intellectual property policies and procedures through publication and dissemination in the Penn Book: Resources, Policies and Procedures Handbook, and elsewhere.

2.1.2 Disclosure and Review

INVENTORS shall file INVENTION DISCLOSURES for all INVENTIONS covered by the PATENT POLICY promptly with the PENN CENTER FOR INNOVATION (PCI) at the University. PCI shall direct the review and management of the INVENTIONS under procedures and practices monitored by the EXECUTIVE COMMITTEE. PCI will undertake the review of the INVENTION DISCLOSURE within thirty (30) business days after the submission is completed, or, if requested by one or more INVENTORS, PCI will use reasonable efforts to undertake the review sooner if necessary to facilitate an upcoming publication, presentation, or other public disclosure which could adversely affect whether to pursue patent protection. PCI will convey its determination whether the University wishes to retain title to and pursue a patent application on an INVENTION as soon as practicable, in writing, after completing its review of a completed INVENTION DISCLOSURE submission, and use reasonable efforts to convey such decision to all INVENTORS within three (3) months after receiving a complete INVENTION DISCLOSURE submission.

If the University wishes to retain title to an INVENTION, upon the request of the INTELLECTUAL PROPERTY ADMINISTRATOR (IPA), an INVENTOR shall sign all documents necessary for the University to protect an INVENTION, file patent application(s), comply with applicable law in connection with such INVENTION, and confirm in writing the INVENTOR’s prior assignment to the University of all right, title and interest in and to such INVENTION.

2.1.3 Inventions Outside the Policy

If a faculty member, emeritus faculty, visiting faculty, other visitor using research facilities, researcher, adjunct faculty, postdoctoral employee or trainee, graduate student, undergraduate student, or salaried employee (an “INDIVIDUAL”) believes that a given INVENTION was made outside the scope of the PATENT POLICY, he or she shall provide the IPA with a written statement of the circumstances leading to the making of the INVENTION. If, after reviewing the facts, the IPA determines that the INVENTION falls outside the scope of the PATENT POLICY, the IPA shall confirm in writing within thirty (30) days after receiving such written statement that the University has no right, title and interest to the INVENTION. If the facts are equivocal, or if the IPA believes that such INVENTION falls under the PATENT POLICY, the matter of ownership will be referred by the IPA or the INDIVIDUAL to the APPEALS BOARD, and the APPEALS BOARD shall make a recommendation to the President concerning ownership. Nothing in this PATENT POLICY is intended to imply or assume that an emeritus faculty member is making or has made a SUBSTANTIAL USE OF UNIVERSITY RESOURCES, or imply or assume that his or her invention falls under or outside the scope of this PATENT POLICY.

If an INDIVIDUAL makes an INVENTION which is outside the scope of the PATENT POLICY, and the IPA (or, if appealed, the President) agrees that such INVENTION is outside the scope of the PATENT POLICY, such INDIVIDUAL may request in writing to use the services of PCI in connection with the assessment, protection, and/or commercialization of such INVENTION. PCI, in its sole discretion, may decline, or may elect to use its personnel and services with respect to such INVENTION, on the condition that:

1. the INDIVIDUAL makes ASSIGNMENT to the University in a writing deemed sufficient by PCI; and
2. the INDIVIDUAL shall be deemed to be an INVENTOR and such invention shall be deemed to be an INVENTION within the scope of this PATENT POLICY, for all purposes (including but not limited to distributions), effective as of the date of ASSIGNMENT.

The use of PCI shall be deemed to be a SUBSTANTIAL USE OF UNIVERSITY RESOURCES. PCI’s decision to decline shall not be reviewable by the APPEALS BOARD.

2.1.4 Student Inventions.

2.1.4.1 INVENTIONS made by students will remain the property of the students except:

1. when an INVENTION is made in the course of employment at the University, or
2. when an INVENTION results from work directly related to employment responsibilities at the University, or
3. when an INVENTION results from work or research performed under a grant or other sponsorship where the grant or sponsorship requires ASSIGNMENT to the University, or
4. when an INVENTION is created with another INVENTOR who has a duty to make or has made ASSIGNMENT to the University.

In such instances, students are hereby deemed to have irrevocably transferred and assigned all of their right, title and interest in and to such INVENTION, effective as of the first date conceived or reduced to practice, regardless whether or when such student executes a PARTICIPATION AGREEMENT or other written agreement confirming assignment, and such undergraduate student shall be deemed an INVENTOR for
purposes of sharing in distributions and otherwise pursuant to this Policy.

2.1.5 Return of Inventions

2.1.5.1 Inventions Made without Outside Sponsorship. If an INVENTION is made without sponsorship of the federal government or other sponsor, and the University does not wish to pursue a patent application in the United States or other jurisdiction, or elects to abandon a pending patent application, or does not wish to own an issued patent on a given INVENTION, the IPA may, after consultation with and subject to the approval of the Vice Provost for Research, return all of the University’s right, title and interest to the INVENTION, patent application or issued patent to the INVENTORS, subject to and upon the terms and conditions set forth in Section 2.1.5.3.

2.1.5.2 Inventions Made with Outside Sponsorship. If an INVENTION is made with sponsorship of the federal government or other sponsor, and the University does not wish to pursue a patent application in the United States or other jurisdiction, or elects to abandon a pending patent application, or does not wish to own an issued patent on a given INVENTION, and the United States Government or other sponsor waives ownership rights, if any, the IPA may, after consultation with and subject to the approval of the Vice Provost for Research, return all of the University’s right, title and interest to the INVENTION, patent application or issued patent to the INVENTORS, subject to and upon the terms and conditions set forth in Section 2.1.5.3. If the INVENTION was made with sponsorship of the federal government, the INVENTORS are responsible for obtaining written approvals from the appropriate federal government representatives allowing the University to transfer the University’s right, title and interest to the INVENTION to the INVENTORS, and providing such written approvals to PCI prior to any return to the INVENTORS. If the INVENTION was made with sponsorship of the federal government, to the extent applicable under then-current law, the INVENTOR shall use reasonable efforts to arrange for development and commercialization opportunities for the INVENTION, and otherwise comply with all laws regarding the INVENTION and any additional requirements imposed by the federal government when approving the transfer to the INVENTORS.

2.1.5.3 Conditions Regarding Return of Inventions. Prior to the University transferring its right, title and interest to an INVENTION and any related patent(s) and/or patent application(s), each INVENTOR and PCI shall enter into a written agreement including at least the following terms:

2.1.5.3.1 If the University elects to return an INVENTION made by more than one INVENTOR, the University will return an undivided interest in the whole, as defined by prevailing United States patent law, to each INVENTOR, unless directed otherwise in writing by all INVENTORS.

2.1.5.3.2 In every case in which an INVENTION is returned to an INVENTOR, the University hereby reserves a royalty free, non-exclusive, irrevocable right to practice the INVENTION for research, educational, and clinical care purposes, and to permit other academic institutions and not-for-profit research institutions to do the same.

2.1.5.3.3 The University may seek reimbursement for any INVENTION ASSESSMENT COSTS incurred before the return from the INVENTOR. After the effective date of the return of the INVENTION, the University shall not be responsible for paying any ongoing INVENTION ASSESSMENT COSTS or other costs or expenses in connection with the returned INVENTION and any patents or patent applications for the returned INVENTION.

2.1.5.3.4 The INVENTOR or INVENTORS jointly and severally, shall pay the University five percent (5%) of all GROSS COMPENSATION, and report nonconfidential information at least annually to PCI regarding efforts to commercialize the returned INVENTION and GROSS COMPENSATION received.

2.1.5.3.5 Each INVENTOR shall represent and warrant that the INVENTOR has disclosed to PCI, as part of the INVENTION DISCLOSURE or otherwise: the best mode contemplated by the INVENTOR for carrying out the INVENTION; all facts and circumstances relevant to assessing the INVENTION DISCLOSURE and INVENTION; and has answered each question or inquiry from PCI about the INVENTION DISCLOSURE and INVENTION truthfully, to the best of the INVENTOR’s knowledge and belief.

2.1.5.3.6 INVENTORS have the obligation to disclose to the IPA, and make ASSIGNMENT of, improvements on returned INVENTIONS at the time such improvements are conceived or reduced to practice, if such improvements are conceived or reduced to practice under circumstances subject to the PATENT POLICY.

2.1.5.3.7 Each INVENTOR shall acknowledge that the transfer of the University’s interest in the INVENTION may raise issues under applicable University policies, including without limitation its conflict of interest policies and restrictions on use of University facilities and assets for private purposes, and that the return of an INVENTION does not constitute a waiver of any term in any University policy or its applicability to the INVENTOR. The INVENTOR will agree not to use University resources, personnel, time, facilities or assets to further develop, protect or commercialize the returned INVENTION, unless permitted after review by
the University’s Conflict of Interest Standing Committee, and approved by the Vice Provost of Research.

2.1.5.3.8 Each INVENTOR will, and will cause any licensees or third persons participating in the development and commercialization of the INVENTION, to indemnify the University from any claims arising out of or resulting from or in connection with the INVENTION and its development and commercialization. The University will transfer its right, title and interest as is, without warranties.

2.2 Conveyance of Rights to Inventions.

2.2.1 Licensing.
The University may convey rights to its INVENTIONS through license agreements under the terms of which the University retains all right, title and interest in and to its INVENTIONS, while granting to a commercial entity the right to make, use, and/or sell products based on the INVENTION(S).

2.2.1.1 INVENTORS or other University faculty or employees involved in the licensing of an INVENTION to a prospective licensee shall disclose any fiduciary or financial interest in or contractual relationship with the prospective licensee to their Deans and Chairs, or their relevant administrative supervisor, in accordance with the applicable University policy on conflicts of interest. In addition, INVENTORS or other University faculty or employees involved in the licensing of an INVENTION to a prospective licensee shall disclose any fiduciary or financial interest in that prospective licensee to the IPA, who shall refer consideration of the matter to the EXECUTIVE COMMITTEE.

2.2.1.2 PCI will notify INVENTORS of prospective licensees in an early stage of the negotiation process. The final decision on whether to license an INVENTION, to whom to license an INVENTION, the terms in the agreements, and otherwise how to proceed with the license rests with PCI, and is not appealable to the APPEALS BOARD or otherwise.

2.2.2 Exceptions to Licensing.
Exceptions to the requirement that rights be conveyed through a license agreement shall be considered only in extreme or unusual circumstances and shall require approval by the President of the University.

2.3 Distributions.
(For a hypothetical illustration of the distributions set forth in Sections 2.3.1 and 2.3.2, see Appendix C. Definitions for ADJUSTED PCI REVENUES FOR AN INVENTION, NET PCI INCOME FOR AN INVENTION, and other key definitions are in Article 5.)

2.3.1 Distribution of Adjusted PCI Revenues.
Unless otherwise required by law or contract, ADJUSTED PCI REVENUES for the INVENTION (defined in Section 5.0.1), but generally described as the PRO RATA SHARE of GROSS PCI REVENUES (defined in Section 5.0.13) minus the INITIAL DEDUCTION (defined in Section 5.0.14), shall be distributed as follows:

2.3.1.1 The INVENTORS PERSONAL SHARE shall be thirty percent (30%) of the ADJUSTED PCI REVENUES for the INVENTION (See Sec. 2.3.4).

2.3.1.2 The INVENTORS RESEARCH ACTIVITY SHARE shall be twelve and one-half percent (12.5%) of the ADJUSTED PCI REVENUES for the INVENTION (See Sec. 2.3.5).

2.3.2 Distribution of Net PCI Income.
NET PCI INCOME for the INVENTION (defined in Section 5.0.22, but generally described as the amount remaining after distributions in Section 2.3.1, minus the PRO RATA SHARE of AGGREGATE PCI OPERATING COSTS [defined in Section 5.0.3]) shall be distributed as follows:

2.3.2.1 The DEPARTMENTS OF INVENTORS SHARE shall be twenty percent (20%) of the NET PCI INCOME for the INVENTION (See Sec. 2.3.6).

2.3.2.2 The SCHOOLS OF INVENTORS SHARE shall be forty percent (40%) of the NET PCI INCOME for the INVENTION (See Sec. 2.3.7).

2.3.2.3 The UNIVERSITY RESEARCH SHARE shall be forty percent (40%) of the NET PCI INCOME for the INVENTION (See Sec. 2.3.8).

2.3.3 Allocation of the EQUITY POOL.
(Procedures governing licensing transactions for EQUITY are set forth in Appendix B). Under license agreements for which the University has negotiated an EQUITY POOL, where, in accordance with Appendix B.4, EQUITY will be issued directly to the INVENTOR(S), the INVENTORS shall receive thirty percent (30%) of the EQUITY POOL, unless one or more INVENTOR receives EQUITY from the licensee outside of the EQUITY POOL. An INVENTOR who receives EQUITY from the licensee outside of the EQUITY POOL shall not receive EQUITY from the EQUITY POOL except with approval of the University. The IPA shall make a recommendation in this regard to the Vice Provost for Research, who shall make a determination in consultation with the relevant Deans. Furthermore, if one or more INVENTOR receives EQUITY outside of the EQUITY POOL, the portion of the EQUITY POOL to be received by the other INVENTORS shall be reduced in proportion to the contribution to the licensed INVENTIONS, as determined by PCI, made by the INVENTORS who receive EQUITY outside of the EQUITY POOL.

2.3.3.1 INVENTORS receiving EQUITY from the EQUITY POOL or outside the EQUITY POOL may also receive INVENTORS PERSONAL SHARE of ADJUSTED PCI REVENUES FOR THE INVENTION. An exception to this may arise in certain circumstances, such as when INVENTORS receive founders EQUITY, EQUITY for consulting services or other consideration from the licensee. In such cases, the University may determine that such INVENTORS shall not receive some or any of the INVENTORS PERSONAL SHARE of ADJUSTED PCI REVENUES for the INVENTION. The IPA shall make a recommendation in this regard to the Vice Provost for Research, who shall make a determination in consultation with the relevant Deans.

2.3.3.2 Non-cash component of License. Any tangible, non-cash considerations (except EQUITY) in licenses will be distributed by PCI on a case by case basis, in consultation...
with the INVENTOR(S), Vice Provost for Research, and the relevant Dean(s).

2.3.4 Rules Governing the Inventors Personal Share. The INVENTORS PERSONAL SHARE of ADJUSTED PCI REVENUES for the INVENTION, under Section 2.3.1.1, shall be distributed among all INVENTORS (if more than one), as the INVENTORS unanimously designate in writing to the IPA. If the INVENTORS fail to make such unanimous written designation before the license agreement is executed, the INVENTORS PERSONAL SHARE of ADJUSTED PCI REVENUES shall be distributed among all INVENTORS as PCI, in its sole discretion, shall designate. The INVENTORS share of the EQUITY POOL under Section 2.3.3 shall be distributed among all INVENTORS entitled to share in the EQUITY POOL (if more than one), as such INVENTORS unanimously designate in writing to the IPA. If the INVENTORS entitled to share in the EQUITY POOL fail to make such unanimous written designation before the license agreement is executed, the INVENTORS share of the EQUITY POOL shall be distributed among INVENTORS entitled to share in the EQUITY POOL as PCI, in its sole discretion, shall designate.

2.3.4.1 If an INVENTOR ceases employment at and association with the University, his or her designated portion of the INVENTORS PERSONAL SHARE of ADJUSTED PCI REVENUES under Section 2.3.1.1 and of the INVENTORS share of the EQUITY POOL under Section 2.3.3 shall remain payable to such INVENTOR. If an INVENTOR dies, his or her designated portion of the INVENTORS PERSONAL SHARE shall remain payable to his or her estate.

2.3.5 Rules Governing the Inventors Research Activity Share. The INVENTORS RESEARCH ACTIVITY SHARE, when the INVENTORS are faculty, shall be used only for research purposes approved by the Department Chair(s) of the relevant Department(s).

2.3.5.1 The INVENTORS RESEARCH ACTIVITY SHARE shall be divided among the INVENTORS (if more than one) in the same proportion as the INVENTORS PERSONAL SHARE is divided among the INVENTORS (the "DESIGNATED PROPORTION"), unless the INVENTORS unanimously request in writing, and the Dean(s) of the relevant School(s) and Vice Provost for Research approve, some other distribution.

2.3.5.2 If a sole faculty INVENTOR is no longer employed by or associated with the University, the INVENTORS RESEARCH ACTIVITY SHARE shall be distributed to the INVENTOR'S School at the University to support research in the School. If there is more than one faculty INVENTOR, and one of those INVENTORS is no longer employed by or associated with the University, that share shall be distributed evenly to support the research activity of the INVENTORS who remain. If no faculty INVENTORS remain employed by or associated with the University, the INVENTORS RESEARCH ACTIVITY SHARE will be distributed to the INVENTORS School(s) to support research in the School(s).

2.3.5.3 When an INVENTOR is an undergraduate student, the INVENTORS RESEARCH ACTIVITY SHARE shall be distributed to the University's Center for Undergraduate Research and Fellowships (CURF) or its successor organization, or if no successor organization, to the Provost's Office to be used further and support research by undergraduate students, through a budget approved by the Provost. When INVENTORS are graduate students or postdoctoral employees or trainees, the corresponding INVENTORS RESEARCH ACTIVITY SHARE shall be distributed to the laboratory to which they are primarily assigned or in which they primarily conducted the research leading to the INVENTION. If such INVENTORS do not have a primary laboratory affiliation, their corresponding INVENTORS RESEARCH ACTIVITY SHARE shall be distributed to their Department. Amounts so distributed shall be used to further the education and research activity of the INVENTOR while at the University and/or for other research purposes through a budget approved by the Department Chair(s) of the relevant Department(s).

2.3.5.4 When an INVENTOR is an emeritus faculty member at the time of the INVENTION, the INVENTORS RESEARCH ACTIVITY SHARE shall be distributed equally between the INVENTOR'S last SCHOOL and the INVENTOR's last Department before assuming emeritus status, unless that emeritus faculty INVENTOR, and his/her Dean and Department Chair, agree in writing upon a different distribution, after a meeting with participation by the IPA and a representative from the Vice Provost for Research's Office. Such different distribution may include, without limitation, payment of all or a portion of such INVENTORS RESEARCH ACTIVITY SHARE to the emeritus faculty as part of his or her INVENTORS PERSONAL SHARE. Any such proposed different distribution of an INVENTORS RESEARCH ACTIVITY SHARE for an emeritus faculty INVENTOR is subject to review and approval by the Vice Provost for Research. The emeritus faculty INVENTOR may appeal the inability to reach an agreement upon a different distribution, or any disagreement by the Vice Provost for Research, to the Appeals Board. Amounts received by the School and/or the Department shall be used for research purposes only through a budget approved by the Dean(s) of the relevant School(s).

2.3.6 Rules Governing the Departments of Inventors Share. The DEPARTMENTS OF INVENTORS SHARE shall be used only for research purposes through a budget approved by the Dean(s) of the relevant School(s).

2.3.6.1 If an INVENTION is made by INVENTORS within a Division, Research Center, or Institute, the Department(s) of the INVENTORS may make an equitable distribution of income to that Division, Research Center, or Institute from the DEPARTMENTS OF INVENTORS SHARE.

2.3.6.2 If an INVENTION is made by INVENTORS from different Departments, the DEPARTMENTS OF INVENTORS SHARE shall be divided among the Departments in the DESIGNATED PROPORTION. A Department shall retain its portion of the DEPARTMENTS OF INVENTORS SHARE if an INVENTOR from that Department is no longer employed by or associated with the Department or the University.

2.3.7 Rules Governing the Schools of Inventors Share. The SCHOOLS OF INVENTORS SHARE may be used for any research purpose designated by the Dean(s) of the School(s). At the discretion of the Dean(s), any portion of the SCHOOLS OF INVENTORS SHARE may be distributed to Department(s) of
2.4 Implementation of Procedures for Distributions.

2.4.1 Inventions Disclosed and Licensed After the Effective Date.
Distributions from all INVENTIONS disclosed and licensed on or after the EFFECTIVE DATE shall be governed by the procedures in Section 2.3.

2.4.2 Inventions Disclosed Before the Effective Date, but Licensed After the Effective Date.
Distribution of income from all INVENTIONS disclosed before the EFFECTIVE DATE, but not yet subject to a license agreement as of the EFFECTIVE DATE, shall be governed by the procedures in Section 2.3.

2.3.10 Invention Revenue Distribution for Non-Academic Inventors.
When an INVENTOR is other than a faculty member, emeritus faculty, employee of an academic laboratory, student or postdoctoral employee or trainee, the distribution of ADJUSTED PCI REVENUES FOR THE INVENTION (other than the INVENTORS PERSONAL SHARE) and NET PCI INCOME for the INVENTION shall be determined by the President on a case-by-case basis with a recommendation from the IPA together with the Executive Vice President, the Vice Provost for Research, the Chief Executive Officer of the Medical Center (where applicable), relevant Deans, and/or other involved administrative heads.

2.3.11 INVENTORS with Joint Appointments.
If an INVENTOR has joint appointments in two or more Schools or Departments and there is no primary appointment (for example only, a Penn Integrates Knowledge professor), the Deans shall determine an equitable apportionment of that INVENTOR’s portion of the INVENTORS RESEARCH ACTIVITY SHARE, DEPARTMENTS OF INVENTORS SHARE, and SCHOOLS OF INVENTORS SHARE, unless the Deans of such Schools had previously agreed on an allocation for such INVENTOR.

2.3.7.1 If an INVENTION is made by INVENTORS from different Schools, the SCHOOLS OF INVENTORS SHARE shall be divided among the Schools in the DESIGNATED PROPORTION. A School will retain its portion of SCHOOLS OF INVENTORS SHARE if an INVENTOR from that School is no longer employed by or associated with the School or the University.

2.3.8 Rules Governing the University Research Share.
The UNIVERSITY RESEARCH SHARE shall be used for the general support of research at the University as determined by the Provost. The Provost will release periodic reports describing the use of these funds.

2.3.9 Periodic Reports of Use of Funds to Support Research.
The Deans of each School that receives funds during the Fiscal Year as SCHOOLS OF INVENTORS SHARES or DEPARTMENTS OF INVENTORS SHARES shall release a report to the Vice Provost for Research at least once during the subsequent Fiscal Year describing the use of these funds for research purposes and the support of research.

2.3.10 Invention Revenue Distribution for Non-Academic Inventors.

2.4.3 Inventions Disclosed and Licensed Before the Effective Date.
All distributions during and after the fiscal year that the revised policy becomes effective, including distributions for an INVENTION whose disclosure or licensing was completed prior to the EFFECTIVE DATE of the revised policy, will be made according to the revised policy, and shall thus be governed by the procedures in Section 2.3.

2.5 Administration of Distributions and Reporting.
Distributions, with a report outlining how the amounts were calculated, shall be made to each recipient within forty-five (45) days after the end of the FISCAL YEAR. The University will not pay interest on amounts received and held by the University pending distribution.

2.6 Use of Outside Facilities.
Faculty members, employees or students who use research facilities at another institution or a corporation (including, without limitation, when on sabbatical from the University or as visiting faculty or visiting researchers) shall contact the IPA prior to commencing such use, for assistance in evaluating the policies of the host institution or corporation as appropriate. Graduate students who are conducting research in commercial research facilities should obtain a written assurance of their right to publish the results of their research. Faculty members, employees or students who engage in outside employment or consulting agreements are referred to Article 3.

Article 3. Policy and Procedures Relating to Consulting and Outside Activities

3.1 Consulting Policy.
As stated in the University policy entitled “Conflict of Interest Policy for Faculty Members” (Section II.E.10 of the Handbook for Faculty and Academic Administrators), the University recognizes the value to the institution and to its faculty of permitting the faculty to engage in extramural consulting activities. These activities offer the potential of strengthening the competence and expertise of the faculty as scholars, as well as the potential of developing the intellectual property owned by the University. In all circumstances where consulting activities may result in the creation of an INVENTION, the following procedures and principles apply:

3.1.1 To ensure that the consulting activities are consistent with faculty members’ professional obligations to the University, responsibilities with respect to the avoidance of conflicts of interest, and to their commitments for teaching and research, faculty members should comply with the provisions of Section II.E.10 of the Handbook which include both the prospective disclosure of the potential consulting activities to their Department Chairs and School Deans, as well as written reports on such activities as set forth in the Handbook, or other related procedures established by their School or Department.

3.1.2 In any case where the faculty member, Department Chair, or Dean believes that there is a potential conflict of interest or conflict of commitment, the matter shall be referred to the University Conflict of Interest Standing Committee. The Committee shall review the matter and make recommendations to the Provost, or his/her designee, who has the authority to approve, modify, or disapprove any consulting arrangement that raises a potential conflict. In determining whether review by the Conflict of Interest
Standing Committee is appropriate, the faculty member, Department Chair, or Dean may consult with the General Counsel.

3.1.3 In all consulting relationships, faculty members have the duty to protect any intellectual property owned by the University and the ability of the University to fulfill its obligations to government funding agencies and commercial and non-commercial sponsors of research.

3.2 Consulting Agreements.
Except to the extent set forth in Section 3.4 below, faculty members contemplating entering into a consulting agreement shall ensure that his/her obligations under the PATENT POLICY are not compromised and the University's rights are protected. Specifically, faculty members have the responsibility to ensure that the following terms are not part of any consulting agreement:

1. confidentiality provisions that prevent the individual from publishing research or from reporting results of University research to research sponsors;
2. confidentiality provisions that prevent the individual from providing TANGIBLE RESEARCH PROPERTY or other deliverables to a University research sponsor or other entity as required by federal law, federal regulation, or by sponsor agreement;
3. intellectual property provisions that preclude the consultant from assigning any inventions that arise out of the consulting relationship to the University; and
4. any provisions that are designed to circumvent University policies and procedures for the disclosure, review and approval of sponsored research projects or other University policies concerning intellectual property.

Moreover, in the context of academic research, it may be difficult to avoid commingling of research activity or resources with services provided under the consulting agreement. It is the obligation of the faculty member in negotiating the consulting agreement to ensure that any consulting relationship entered into protects against any such commingling of research or resources.

3.2.1 Faculty members may seek the assistance of the IPA in determining whether a proposed agreement conforms to these guidelines. Such assistance should not be construed to be advice or counsel as to the faculty member's personal interests in the consulting agreement.

3.3 Consulting Activity with a Company Providing Sponsored Research.
In addition to the procedures set forth above, if a faculty member contemplates a consulting relationship with a company that sponsors research for that individual at the University, the proposed consulting agreement shall be disclosed to the IPA, along with an explanation of the nature and scope of the individual's anticipated activities. The IPA shall refer the matter to the University Conflict of Interest Standing Committee, with copies of all applicable documentation to relevant Deans, Department Chairs and the General Counsel, or his/her designee, for review. The Committee shall make recommendations to the Provost, or his/her designee, who shall have the authority to approve, modify or disapprove any such proposed agreements.

3.4 Exception to the General Consulting Policy.
Notwithstanding the policies articulated in Article 2.0 above, and in the general consulting policy set forth above, the University recognizes that faculty members may seek to undertake consulting engagements, at the direction of a firm or entity other than the University, that may require that any resulting INVENTIONS be assigned to the sponsor of the engagement. While not providing the University with ownership of the INVENTION, these consulting engagements may nevertheless provide significant benefits to faculty members and to the University. For this reason, it is the policy of the University to authorize a Dean, in his or her discretion, to permit these consulting engagements, without claiming any ownership interest in the INVENTION for the University, under the following conditions.

3.4.1 Conditions for Consulting Engagements.
In order for a faculty member and his or her particular proposed consulting engagement to be eligible for consideration under this exception to the consulting policy:

1. The engagement must be consistent with the policy on “Conflict of Interest Policy for Faculty Members” (Handbook for Faculty and Academic Administrators, II.E.10);
2. no undergraduate or graduate students may be involved in the engagement;
3. the faculty member must be compensated in cash, and the compensation must be fixed and not variable, must reflect the fair market value of the consulting to be performed, and must not vary according to the perceived value of INVENTIONS assigned. (The faculty member may not be compensated with EQUITY or any form of contingent or variable compensation, including but not limited to options, warrants, royalties, or a payment that varies based upon the sales, revenues or other perceived success of an INVENTION or product or service based upon such INVENTION);
4. the faculty member may not have a SIGNIFICANT EQUITY INTEREST in the sponsoring entity or an affiliate of that entity;
5. performance of the engagement may not involve the use of any University facilities, personnel, equipment or assets, except for de minimus amounts or uses; and
6. the terms of the engagement must not conflict with any existing commitments under sponsored research or otherwise for ownership of resulting inventions, and shall not make assignment of ownership of any future INVENTION not conceived and reduced to practice during the term of, and as a direct and sole result of performing, the consulting engagement.

3.4.2 Procedures for Disclosing Consulting Engagements.
To qualify for consideration under Section 3.4 and allow for meaningful advance review, the specific terms of the proposed agreement must be disclosed to the Department Chair and the Dean at a reasonable time prior to the commencement of the engagement and, in all circumstances, prior to the faculty member entering into any legally binding agreement to engage in the engagement. The engagement and its terms must be reported to the Department Chair and the Dean, in writing, on an annual basis. If the Dean determines, after consultation with the Department Chair and the IPA that criteria set forth in Section 3.4.1 have been met, the Dean may approve the engagement, in his or her discretion, but is not required to approve the engagement. If the Dean determines that the criteria set forth in Section 3.4.1 have not been met, or otherwise declines to approve the engagement, the Dean should
so notify the faculty member, who may then seek review of the
decision by the APPEALS BOARD. The Dean should notify the
faculty member of his or her decision promptly, and if possible,
within thirty (30) days of receipt of the disclosure.

3.4.3 Procedures for Waiver of Conditions.
Should a faculty member seek to undertake a consulting
engagement that is neither within the general consulting policy,
or satisfies the criteria of Section 3.4.1, the faculty member may
request a waiver from the Dean to permit the faculty member to
enter into the consulting arrangement. In order to request a waiver,
the faculty member must comply with Section 3.4.2 as well as
disclose the proposed consulting engagement to the Conflict of
Interest Standing Committee (CISC) as required under the Policy
on Conflicts of Interest Related to Research. After the review
by CISC, the Dean, in consultation with the General Counsel, the
Provost or his/her designee and the IPA—may grant the waiver.
If the Dean determines that, under the facts and circumstances
of the particular case, the waiver would undermine the principles
underlying the PATENT POLICY, violate any legal or regulatory
requirement, present an unmangeable conflict of interest or
otherwise violate University policy, he or she should deny the waiver
and notify the faculty member. The decision should be made and
communicated to the faculty member as promptly as possible,
generally within fifteen (15) days of receipt of the waiver request.
Should the waiver be denied, the faculty member may appeal the
decision to the APPEALS BOARD. Approval of a waiver under the
PATENT POLICY shall not constitute approval under or waiver of
other University policies, such as the Policy on Conflicts of Interest
Related to Research. Waivers will ordinarily be granted to allow for
EQUITY compensation in cases in which the amount of EQUITY
is fixed based on the fair market value of the consulting services
at the time delivered, and it does not involve a form of contingent
or variable compensation, including but not limited to options,
warrants, or a conditional grant of EQUITY that varies based upon
the sales, revenues or other perceived success of an INVENTION or
product or service based upon an INVENTION.

3.4.4 Liability when Consulting.
Faculty members entering into consulting engagements should
understand that they are undertaking personal responsibilities and
may be assuming certain personal risks of liability. For that reason,
all faculty members may wish to seek personal legal counsel,
at their own expense, for the purpose of reviewing proposed
consulting agreements so as to protect their personal interests. To
the extent, however, that faculty members are availing themselves
of this exception to the PATENT POLICY, they are doing so entirely
at their own risk and are not, in any way, protected by the University.
For this reason, faculty members are well advised to seek personal
legal advice before entering into such a consulting relationship.

3.5 Application of the Consulting Policy and Procedures
to Administrators and Staff.
The University recognizes the value to the institution and of permitting
administrators and staff, as well as faculty, to engage in extramural
consulting activities, under certain circumstances. Except as specifically
set forth below, the above policy applies to administrators and staff who
seek to enter into consulting engagements.

3.5.1 Staff and administrators who contemplate entering into
consulting engagements are subject to the “Guidelines for
Extramural Activities, Associations, and Interest for Staff” (Human
and should follow the procedures for disclosure and clearance of
potential conflict of interest issues set forth in those guidelines.

Article 4. Policy and Procedures Relating
to Tangible Research Property

4.0 Policy Statement on Tangible Research Property.
TANGIBLE RESEARCH PROPERTY made by INVESTIGATORS in the
course of employment at the University, or work or research directly
related to professional, educational or employment responsibilities, or
work or research carried out on University time, or at University expense
or with SUBSTANTIAL USE OF UNIVERSITY RESOURCES under grants
or otherwise, is the property of the University. INVESTIGATORS hereby
irrevocably assign to the University all right, title and interest in
and to the TANGIBLE RESEARCH PROPERTY and shall cooperate fully with
the University in the preparation and prosecution of patents or other
intellectual property protection, if available and applicable. The University
and INVESTIGATORS will endeavor to make such property available to
the research community on a reasonable basis, consistent with other
University policies, procedures and legal obligations, and pursuant to
a written agreement in a form approved by the Office of the General
Counsel, including but not limited to a materials transfer agreement,
license agreement, deposit to a research or data bank repository, or other
form of agreement.

4.1 Disclosure to PCI.
INVESTIGATORS shall disclose new TANGIBLE RESEARCH PROPERTY
promptly to PCI.

4.2 Revenues from Transfer of Tangible Research Property.
Unless otherwise required by law or contract, for TANGIBLE RESEARCH
PROPERTY which is defined as an INVENTION, distributions will be
calculated in accordance with Section 2.3 For TANGIBLE RESEARCH
PROPERTY which is not defined as an INVENTION, distributions will
be calculated as follows, unless otherwise required by law or contract:
PCI shall determine the GROSS PCI REVENUES for the TANGIBLE
RESEARCH PROPERTY. Then, PCI shall determine, in conjunction with
the INVESTIGATORS and the appropriate University staff, the applicable
TANGIBLE RESEARCH PROPERTY DIRECT GENERATION COSTS. The
TANGIBLE RESEARCH PROPERTY DIRECT GENERATION COSTS shall
be reimbursed to the University account(s) of the INVESTIGATOR(S)
and/or such other School, Department or other accounts from which
portions of the TANGIBLE RESEARCH PROPERTY DIRECT GENERATION
COSTS were paid. The amount remaining, if any, after deducting the
TANGIBLE RESEARCH PROPERTY DIRECT GENERATION COSTS from
the GROSS PCI REVENUES for the TANGIBLE RESEARCH PROPERTY,
and after deducting the applicable INITIAL DEDUCTION, shall be defined
as the ADJUSTED PCI REVENUES for such TANGIBLE RESEARCH
PROPERTY. The ADJUSTED PCI REVENUES for the TANGIBLE RESEARCH
PROPERTY or NET PCI INCOME for the TANGIBLE RESEARCH PROPERTY
(as the case may be) shall be distributed in accordance with Section 2.3
above (substituting the INVESTIGATOR(S) for the INVENTOR(S) and the
TANGIBLE RESEARCH PROPERTY for the INVENTION, where applicable in
applying this PATENT POLICY):

4.2.1 Thirty percent (30%) of ADJUSTED PCI REVENUES for
the TANGIBLE RESEARCH PROPERTY as the INVESTIGATORS
PERSONAL SHARE (see Sec. 2.3.4)
4.2.2 Twelve and one-half percent (12.5%) of ADJUSTED PCI REVENUES for the TANGIBLE RESEARCH PROPERTY as the INVESTIGATORS RESEARCH ACTIVITY SHARE (see Sec. 2.3.5)

4.2.3 Twenty percent (20%) of NET PCI INCOME for the TANGIBLE RESEARCH PROPERTY as the DEPARTMENTS OF INVESTIGATORS SHARE (see Sec. 2.3.6)

4.2.4 Forty percent (40%) of NET PCI INCOME for the TANGIBLE RESEARCH PROPERTY as the SCHOOLS OF INVENTORS SHARE (see Sec. 2.3.7)

4.2.5 Forty percent (40%) of NET PCI INCOME for the TANGIBLE RESEARCH PROPERTY as the UNIVERSITY RESEARCH SHARE (see Sec. 2.3.8).

4.3. Program Income and Sponsored Awards. INVESTIGATORS and PCI shall report any GROSS PCI REVENUES from TANGIBLE RESEARCH PROPERTY to the Office of Research Services for a determination whether such revenues must be reported to a funding agency or sponsor as program income. In those circumstances in which GROSS PCI REVENUES from the TANGIBLE RESEARCH PROPERTY may be considered program income under federal law, or grant, award or contract terms, or where the distribution formula set forth in Sections 4.2. would be prohibited by law or applicable contract, the UNIVERSITY will equitably share any ADJUSTED PCI REVENUES for such TANGIBLE RESEARCH PROPERTY, if any, while remaining in compliance with its legal obligation.

Article 5. Definitions and Miscellaneous.

5.0.1 TOTAL ADJUSTED PCI REVENUES means GROSS PCI REVENUES minus the INITIAL DEDUCTION. ADJUSTED PCI REVENUES FOR AN INVENTION means the PRO RATA SHARE of the TOTAL ADJUSTED PCI REVENUES.

5.0.2 ADJUSTED PROCEEDS FOR AN INVENTION means ADJUSTED PCI REVENUES FOR AN INVENTION, minus the INVENTORS PERSONAL SHARE and minus the INVENTORS RESEARCH ACTIVITY SHARE.

5.0.3 AGGREGATE PCI OPERATING COSTS means all of PCI’s internal or out-of-pocket expenses to operate PCI, as allocated to and determined by the University, during a Fiscal Year, including, without limitation: salaries, benefits and other personnel costs; expenses related to licensing and distribution, and attempts to license and/or distribute, INVENTIONS, TANGIBLE RESEARCH PROPERTY, copyrightable works, and trademarks; fees and expenses paid to third persons (excluding any amounts included within IP EXPENSES); overhead expense; finder’s fees or commissions; EQUITY or other consideration paid or due to patent management organizations; expenses in connection with the sale, investment or management of EQUITY or the EQUITY POOL; litigation or dispute resolution costs and expenses (not otherwise included within IP EXPENSES); and consideration paid or due third persons as a result of settlement of or judgment in a dispute; applicable taxes (if any), and other operating expenses the University allocates to PCI. AGGREGATE PCI OPERATING COSTS includes all UNREIMBURSED IP EXPENSES that exceed the amounts deducted as the INITIAL DEDUCTION.

5.0.4 The APPEALS BOARD is empowered to resolve disputes arising from the interpretation or administration of this PATENT POLICY, as described in Section 5.2. The APPEALS BOARD comprises nine (9) voting members (seven [7] standing members and two [2] ad hoc members). The seven standing members shall be comprised of:

- one (1) voting Chair, appointed by the Faculty Senate and who shall be a Standing Faculty member;
- four (4) administrators (each appointed by the Vice Provost for Research); and
- two (2) term faculty appointed by the Faculty Senate.

The two (2) ad hoc members shall be faculty selected for expertise by the Dean(s) of the relevant School(s) or the Chair(s) of the relevant Departments(s), except that if one or more of the individuals involved in the appeal is an emeritus faculty, the two ad hoc voting members selected by the Dean(s) or Department Chair(s) shall be emeritus faculty, and if one or more of the individuals involved in the appeal is a graduate student, the two ad hoc voting members selected by the Dean(s) or Department Chair(s) shall be graduate students. In addition, the APPEALS BOARD shall include one nonvoting member ex officio, who shall be an attorney from the Office of the General Counsel and appointed by the General Counsel. The APPEALS BOARD shall be staffed by the Office of the Vice Provost for Research.

5.0.5 ASSIGNMENT means the execution of a written agreement by an INVENTOR assigning all of the INVENTOR’S right, title and interest in and to an INVENTION or TANGIBLE RESEARCH PROPERTY. INVENTIONS are deemed automatically and irrevocably assigned, effective as of the time they are conceived or reduced to practice, regardless of whether or when such individual executes a PARTICIPATION AGREEMENT or other written agreement confirming assignment.

5.0.6 PENN CENTER FOR INNOVATION (PCI) means the administrative unit, under the direction of the INTELLECTUAL PROPERTY ADMINISTRATOR, which is responsible for the receipt, review, management and administration of intellectual property matters of the University.

5.0.7 EFFECTIVE DATE means the earlier of July 1, 2015 or the date this version of this PATENT POLICY was adopted by the Trustees of the University.

5.0.8 EQUITY means ownership interests or securities, including but not limited to shares of stock or securities; stock options; warrants or any other rights to purchase stock or securities; debt instruments; partnership interests in a general or limited partnership; or membership interests in a limited liability company or partnership.

5.0.9 EQUITY POOL means the total allotment of EQUITY negotiated by the University as consideration for a license of the University’s interests in an INVENTION or TANGIBLE RESEARCH PROPERTY.

5.0.10 EXECUTIVE COMMITTEE provides oversight and steering of the technology transfer process, including assisting in setting the operating budget for the PCI. The EXECUTIVE COMMITTEE is appointed by the Provost in consultation with the Vice Provost for Research, and chaired by the Vice Provost for Research. The EXECUTIVE COMMITTEE is comprised of the INTELLECTUAL PROPERTY ADMINISTRATOR, ex officio; the Vice Provost for Research; the Dean of the School of Medicine or his/her designee; one faculty from each of the School of Arts and Sciences and the
School of Engineering and Applied Science; one at-large faculty, and an attorney from the Office of the General Counsel selected by the General Counsel, who shall be non-voting and ex officio.

5.0.11 FISCAL YEAR means the period from July 1 through June 30 (or, should the University adjust its fiscal year, the same period as the University’s then-current fiscal year for federal tax purposes.)

5.0.12 GROSS COMPENSATION means all cash or other compensation received or to which someone is entitled due to or arising out of or related to or in connection with the licensing, sale, development, commercialization, or other exploitation of the INVENTION, including without limitation royalties, sales receipts, upfront payments, option fees, milestone payments, equity proceeds, other securities or investments, infringement or settlement proceeds, or other forms of monetization or compensation.

5.0.13 GROSS PCI REVENUES means all gross revenues actually received by PCI during the Fiscal Year from all agreements arising out of or related to or in connection with the licensing, development, commercialization, or other exploitation of an INVENTION or TANGIBLE RESEARCH PROPERTY, or intellectual property related to an INVENTION or TANGIBLE RESEARCH PROPERTY, whether involving patents, know-how, trademarks, copyrights, and/or other forms of intellectual property, but excluding:

1. payments made to the University under sponsored research agreements or research awards, grants and contracts;
2. revenues payable to a third party sponsor or funder pursuant to a funding agreement, where performance of the sponsored or funded research directly gave rise to the INVENTION or TANGIBLE RESEARCH PROPERTY;
3. revenues related to the licensing of a University or Penn Medicine trademark (e.g., trademark royalties in connection with Penn-branded apparel, etc.) and unrelated to the licensing, development or other exploitation of an INVENTION or TANGIBLE RESEARCH PROPERTY;
4. consideration payable to a university or other third party related to co-inventor(s) or contributors to INVENTIONS or TANGIBLE RESEARCH PROPERTY having a duty to assign to such university or other third party (for example only, revenues payable to another institution due to joint inventorship or inter-institutional arrangements); and
5. accrued interest.

GROSS PCI REVENUES includes, without limitation: license fees; license maintenance fees; minimum royalties; sublicense payments; milestone payments; option fees; royalties on sales of products and services; proceeds realized from the sale or other disposition of EQUITY from an EQUITY POOL; dividends and other monetary distributions related to EQUITY from an EQUITY POOL; and settlements of lawsuits or intellectual property disputes with third parties related to an INVENTION DISCLOSURE, INVENTION or TANGIBLE RESEARCH PROPERTY. GROSS PCI REVENUES does not include REIMBURSED IP EXPENSES.

5.0.14 INITIAL DEDUCTION means eighteen percent (18%) of GROSS PCI REVENUES for an INVENTION, and five percent (5%) of GROSS PCI REVENUES for TANGIBLE RESEARCH PROPERTY which is not defined as an INVENTION. The percentage amount of the INITIAL DEDUCTION will be reviewed, and may be adjusted, at least once each five (5) years, by the EXECUTIVE COMMITTEE. The EXECUTIVE COMMITTEE may recommend adjusting the INITIAL DEDUCTION percentage to an amount no greater than twenty-five percent (25%) and not less than ten percent (10%) for INVENTIONS, and/or to an amount no greater than seven percent (7%) and not less than three percent (3%) for TANGIBLE RESEARCH PROPERTY which is not defined as an INVENTION. Any adjustment to the INITIAL DEDUCTION recommended by the EXECUTIVE COMMITTEE and approved by the President will take effect as of the first day of the Fiscal Year following the President’s approval, and will be announced broadly prior to the start of such Fiscal Year.

5.0.15 INTELLECTUAL PROPERTY ADMINISTRATOR (IPA) means the Executive Director of PCI (or his or her successor, as designated by the Vice Provost for Research).

5.0.16 INVENTION means and includes discoveries and inventions, and related technical information, trade secrets, developments, know-how, methods, techniques, formulae, data, and processes; TANGIBLE RESEARCH PROPERTY upon which a patent has issued or a patent application has been filed and is still pending; and other proprietary matter.

5.0.17 INVENTION DISCLOSURE means the written submission to the IPA, on standard invention disclosure forms available from PCI, of a written description of any INVENTION that an INVENTOR believes he or she has made.

5.0.18 INVENTORS means University faculty, emeritus faculty, visiting faculty or researchers, adjunct faculty, postdoctoral employees or trainees, or other employees, or students, or others who individually or jointly make an INVENTION subject to the PATENT POLICY and who meet the criteria for inventorship under United States patent laws and regulations.

5.0.19 INVENTION ASSESSMENT COSTS means all historic out-of-pocket costs and expenses related to the review, assessment and protection of the INVENTION DISCLOSURE and the INVENTION, including without limitation patent and copyright application costs and expenses, legal fees, filing fees, search fees, fees for legal opinions, patent maintenance fees, IP EXPENSES, and any other out-of-pocket transactional costs attributable to the INVENTION DISCLOSURE and the INVENTION.

5.0.20 INVESTIGATOR means any University faculty member, emeritus faculty, visiting faculty or researcher, adjunct faculty, postdoctoral employee or trainee, or other employee, or an undergraduate or graduate student engaged in sponsored or unsponsored research.

5.0.21 IP EXPENSES means all out-of-pocket expenses incurred or accrued during the Fiscal Year by PCI arising out of or related to or in connection with the review, assessment, protection, licensing, defense, enforcement, or audit of intellectual property rights related to INVENTION DISCLOSURES, INVENTIONS, TANGIBLE RESEARCH PROPERTY, and copyrightable works, or the defense, enforcement or audit of licenses or other agreements related to INVENTION DISCLOSURES, INVENTIONS, TANGIBLE RESEARCH PROPERTY, or copyrightable works, including but not limited to: outside legal and patent agent fees and expenses; search fees and expenses; application fees; fees for legal opinions; government filing and maintenance fees; legal fees to defend or enforce intellectual property, license agreements, option agreements,
confidentiality agreements, or other agreements related to the INVENTION DISCLOSURE, INVENTION, TANGIBLE RESEARCH PROPERTY or copyrightable work; fees and expenses to audit licensees and related agreements; and other out-of-pocket transactional costs related to patent, copyright, trademark and other intellectual property protection or licensing anywhere in the world. REIMBURSED IP EXPENSES means IP EXPENSES for which PCI received or accrued payment or reimbursement from a licensee, INVENTOR or third person before the end of the Fiscal Year. UNREIMBURSED IP EXPENSES means all of the IP EXPENSES minus the REIMBURSED IP EXPENSES at the end of the Fiscal Year, as shown in the accounting records of PCI (excluding accrued payments or reimbursements.)

5.0.22 MATERIALS means lab notebooks, records, drawings, sketches, photographs, radiographs or other images, models, biological specimens, chemical samples, or other materials needed to support the preparation, submission, prosecution, defense or enforcement of a patent in the United States or other applicable jurisdictions.

5.0.23 NET PCI INCOME FOR AN INVENTION means the ADJUSTED PROCEEDS FOR AN INVENTION, minus the PRO RATA SHARE of the AGGREGATE PCI OPERATING COSTS. If zero or a negative number, then there is no NET PCI INCOME FOR AN INVENTION. (As an example, if the ADJUSTED PROCEEDS FOR AN INVENTION equals $273,125, the PRO RATA SHARE is five percent (5%), and the AGGREGATE PCI OPERATING COSTS equals $4,500,000, the NET PCI INCOME FOR AN INVENTION equals [$273,125 minus (0.05 x $4,500,000)], or $48,125.)

5.0.24 PATENT POLICY means this Patent and Tangible Research Property Policies and Procedures of the University of Pennsylvania, with any amendments.

5.0.25 PARTICIPATION AGREEMENT means a written agreement substantially in the form of Appendix A to the PATENT POLICY, setting out rights and responsibilities of University faculty, emeritus faculty, visiting faculty and researchers, adjunct faculty, postdoctoral employees and/or other salaried employees, students, and others under the University’s policies and procedures, and confirming the automatic assignment of ownership of INVENTIONS covered under the PATENT POLICY, to the University.

5.0.26 PRO RATA SHARE means the ratio (expressed as a percentage) of the GROSS PCI REVENUES directly generated by and attributable to an INVENTION and/or TANGIBLE RESEARCH PROPERTY, as determined by PCI, compared to the entire GROSS PCI REVENUES, during a Fiscal Year. (As an example, if the GROSS PCI REVENUES directly generated by and attributable to an INVENTION total $600,000 in a Fiscal Year, and the GROSS PCI REVENUES total $12,000,000 in a Fiscal Year, the PRO RATA SHARE is five percent (5%)).

5.0.27 SIGNIFICANT EQUITY INTEREST means any EQUITY or other financial interest that when aggregated for the individual and the individual’s spouse and dependent children exceeds $25,000 in value, as determined through reference to public prices or other reasonable measures of fair market value, and does not represent more than five percent (5%) ownership interest in any single entity.

5.0.28 STAKEHOLDERS means shareholders, owners, members, general partners, limited partners, or other owners or investors in an entity.

5.0.29 SUBSTANTIAL USE OF UNIVERSITY RESOURCES means the use of University funds, facilities, equipment, or other resources significantly in excess of the norm for educational and research purposes in the Department or School in which the faculty member(s) holds his or her (their) primary appointment(s) or in which a staff member or student is enrolled or employed. Academic year salary, office, usual library resources, usual secretarial and administrative staff resources or usual computer equipment, among other things, are not regarded as constituting “substantial use of University resources.” Any question about what constitutes substantial use of University resources should be referred to the Vice Provost for Research.

5.0.30 TANGIBLE RESEARCH PROPERTY means unique research products or tools, such as biological materials or chemical moieties, whether or not patentable or otherwise protectable using intellectual property laws. Categories of biological material include organisms, cells, viruses, cell products, cloned DNA, as well as DNA sequences, mapping information and crystallographic coordinates. Some specific examples of biological materials include specialized and/or genetically defined cells, including normal and diseased human cells; monoclonal cell lines; hybridoma cell lines; microbial cells and products; viruses and viral products; recombinant nucleic acid molecules; DNA probes; nucleic acid and protein sequences; and transgenic mice or other animals. Categories of chemical moieties or engineered products include sample compounds, reagents, intermediates, models, sensors, devices, equipment, computer hardware or firmware, diagrams, or computer media.

5.0.31 TANGIBLE RESEARCH PROPERTY DIRECT GENERATION COSTS means all of the documented and verifiable direct costs and expenses attributable or allocated to the generation of the quantities of TANGIBLE RESEARCH PROPERTY distributed which led to the receipt of GROSS PCI REVENUES from such TANGIBLE RESEARCH PROPERTY. As an example only, the costs of raw materials, supplies, re-agents, specialized equipment, and other direct costs and expenses necessary to generate the quantity of TANGIBLE RESEARCH PROPERTY constitutes TANGIBLE RESEARCH PROPERTY DIRECT GENERATION COSTS. Salaries, overhead, and equipment which is otherwise used for teaching or numerous research purposes is not part of TANGIBLE RESEARCH PROPERTY DIRECT GENERATION COSTS. (Any disagreement among the INVESTIGATORS and PCI regarding the calculation of TANGIBLE RESEARCH PROPERTY DIRECT GENERATION COSTS may be appealed to the APPEALS BOARD.)

5.1 Review of Policies and Procedures. The EXECUTIVE COMMITTEE together with the Vice Provost for Research shall review the PATENT POLICY (including Appendix B), from time to time to determine whether it is accomplishing its intended purposes and is in conformity with applicable laws and regulations, including intellectual property laws. The EXECUTIVE COMMITTEE shall make recommendations for amendments or other changes to the Provost and the Faculty Senate, who shall confer with the President. The President may amend the patent policy as provided in 5.0.14 upon consultation with Faculty Senate, the Office of General Counsel and the Vice Provost for Research.

5.2 Disputes Under Policies and Procedures. Except as expressly set forth otherwise in this PATENT POLICY, disputes arising from the
interpretation or administration of the PATENT POLICY may be referred by any interested party to the Chair of the APPEALS BOARD and the Office of the Vice Provost for Research, who will promptly notify the IPA. The APPEALS BOARD shall first determine whether it has jurisdiction to hear any such dispute before proceeding. The APPEALS BOARD shall provide an equitable mechanism for the review and resolution of disputes brought before it, and shall have the authority to make a judgment with respect to such disputes. The APPEALS BOARD shall use reasonable efforts to make a judgment with respect to any dispute within thirty (30) days after having any such dispute referred to it. Any judgment of the APPEALS BOARD may be appealed by any interested party to the Vice Provost for Research. The Vice Provost for Research shall consider the matter de novo, and shall use reasonable efforts to review any such appeal and make a judgment with respect to any appeal, within thirty (30) days after having any such dispute referred to him or her. Any judgment of the Vice Provost for Research may be appealed to the President, who will make a final decision for the University.

5.3 No Change to Relationships. Nothing in this PATENT POLICY or the actions taken in connection with INVENTIONS, TANGIBLE RESEARCH PROPERTY, or EQUITY, is intended to or shall be interpreted or deemed to create a fiduciary, trust, or agency relationship between the University or any of its units or personnel, and any faculty, staff, student or INVENTOR.

Appendix A. Participation Agreement

In order that the University may fulfill legal and contractual obligations to sponsors of research, including but not limited to the federal government, and in consideration of my employment by the University, or my participation in sponsored research, or my use of funds, facilities, or other resources provided by the University, I hereby agree as follows:

1. I have read, and I understand and agree that I am bound by, the terms of the Patent and Tangible Research Property Policies and Procedures of the University of Pennsylvania, as well as by the terms of any revisions or amendments adopted by the President and/or the Trustees of the University of Pennsylvania (collectively, the “Patent Policy”), effective retroactively to the first date of my employment, appointment or matriculation, and/or participation in sponsored research, and/or SUBSTANTIAL USE OF UNIVERSITY RESOURCES (“Start Date”). I understand that words appearing as all capitalized letters in this Agreement are used as defined in the Patent Policy.

2. I agree to report to the INTELLECTUAL PROPERTY ADMINISTRATOR (“IPA”) any INVENTION which is conceived or reduced to practice in the course of my employment at the University, or from work directly related to professional or employment responsibilities at the University, or from work carried out on University time, or at University expense, or with SUBSTANTIAL USE OF UNIVERSITY RESOURCES under grants or otherwise. I hereby irrevocably assign to The Trustees of the University of Pennsylvania all right, title and interest in and to any and all such INVENTIONS, effective retroactively to my Start Date.

3. I acknowledge that any TANGIBLE RESEARCH PROPERTY, whether or not patentable, which is made in the course of employment at the University or from work directly related to professional or employment responsibilities at the University, or from work carried out on University time, or at University expense, or with SUBSTANTIAL USE OF UNIVERSITY RESOURCES under grants or otherwise is the property of the University. I hereby irrevocably assign to The Trustees of the University of Pennsylvania all right, title and interest in and to any and all such TANGIBLE RESEARCH PROPERTY, effective retroactively to my Start Date.

4. I understand that the University incurs binding obligations to sponsors under the terms of sponsored research agreements. When I participate in sponsored research, I understand that it is my responsibility to ascertain and abide by the terms of the sponsored research agreement as it relates to me. In particular, when engaged in outside activity, such as consulting, I recognize my duty to protect the University’s obligations to its research sponsors and its rights pursuant to the PATENT POLICY.

5. I also understand that on occasion University policy or the University’s obligations to research sponsors may require that I assign my interest in copyrightable materials to the University. In such cases, I hereby irrevocably assign all right, title and interest in and to such materials and the copyrights therein, if any, to The Trustees of the University of Pennsylvania, effective retroactively to my Start Date. I further understand that, in agreements with research sponsors, the University seeks to retain copyrights for its faculty.

6. I will cooperate fully with the University in the preparation, filing and prosecution of patents, in the registration of copyrights and in the preparation and execution of all documents necessary or incidental thereto, including but not limited to any additional written assignments deemed desirable by the University to further evidence my legal assignment of ownership or otherwise facilitate protection of the intellectual property.

7. I accept the provisions for the sharing of amounts and EQUITY in the PATENT POLICY and the then-current Policy Relating to Copyrights and Commitment of Effort for Faculty (the “Copyright Policy”).

8. I am under no obligation to any person, organization or corporation with respect to any INVENTION(S), TANGIBLE RESEARCH PROPERTY or copyrightable materials which are, or could be reasonably be construed to be, in conflict with this Agreement, except as set forth in writing in the signed attachment to this letter (if any).

9. This Agreement and the assignments and obligations are effective as of my Start Date and apply to any INVENTION(S), TANGIBLE RESEARCH PROPERTY, and copyrightable materials made during the time I am employed by the University, hold an appointment, continue to matriculate, participate in sponsored research or otherwise make a SUBSTANTIAL USE OF UNIVERSITY RESOURCES.

Signature:

Printed Name:

Date:

Appendix B. Rules Governing EQUITY Transactions

B.1 Licenses in Consideration of EQUITY.

The principal purpose of licensing by the University is to promote the development of technologies to serve the public interest. If after a diligent effort to identify prospective licensees, the IPA determines that the public interest is best served by a license in consideration of EQUITY, the IPA may negotiate such a license on behalf of the University, following consultation with the Vice Provost for Research, the INVENTORS, the General Counsel (or his/her designee), the Treasurer (or his/her designee), and the University Conflict of Interest Standing Committee. The IPA should be satisfied that the licensee can demonstrate management and technical capability, and that it has the financial resources necessary to meet its developmental objectives and its obligations to the University. The IPA may accept EQUITY in the licensee for the University in lieu of or in addition to license or other fees, provided that the EQUITY represents
a fair valuation for the technology. The IPA shall include in each license measures of performance that must be met in order to maintain the license granted by the University.

B.2 Disclosure of EQUITY.
The University will require the prospective licensee to disclose all EQUITY offered to the University (and other institutions or individuals which may co-own an INVENTION with the University) in consideration for the license agreement. In addition, the prospective licensee will be required to disclose in writing to the IPA and the Treasurer the specific terms and conditions associated with such EQUITY and the current and pro forma capital structure of the venture. Furthermore, the prospective licensee and the INVENTORS must disclose to the IPA and the Treasurer in writing the EQUITY to be issued to INVENTORS for their role as founders, consultants or otherwise.

B.3 Conflicts of Interest in License Agreements Involving EQUITY.
License agreements involving EQUITY must be structured to protect the University and faculty members from liability and to avoid conflicts of interest. Prior to the University executing any agreement, the INVENTOR(S) shall disclose to the IPA and the University Conflict of Interest Standing Committee, any existing or proposed consulting agreement between the INVENTOR(S) and the prospective licensee or any other consulting agreements with other entities that have potential for conflicts of interest. Upon the recommendation of the Vice Provost for Research, the University and the relevant Deans may impose limitations on the proposed license agreement, associated sponsored research agreement, consulting agreement between the INVENTOR and the licensee or other agreements. In addition, the University, Deans or Chairpersons may create an oversight mechanism for the relevant INVENTORS.

B.3.1 Board Participation and Fiduciary Roles.
In general, the University will not accept a position on the board of directors (or other comparable governing entity) of the licensee but may accept and exercise observer rights on such boards or comparable governing entities. Exceptions to this policy require the approval of the Executive Vice President of the University in consultation with the IPA and the General Counsel. As a matter of policy, INVENTORS may not serve on the board of directors (or other comparable governing entity) of the licensee, or in any other fiduciary capacity during the time their University research is sponsored by the licensee. In general, INVENTORS may accept a seat on scientific advisory boards providing that membership on such a board does not create a fiduciary responsibility to the licensee or any of its STAKEHOLDERS.

B.3.2 Minority Ownership.
The INVENTORS (and members of their families) together may not be majority STAKEHOLDERS of the venture at the time that the license agreement is negotiated and thereafter.

B.3.3 Licensee Representation.
In license negotiations with the University, the prospective licensee must be represented by a party other than an INVENTOR or a member of the INVENTOR’S family.

B.4 Direct Personal Ownership of EQUITY.
The University generally requires that the EQUITY provided to INVENTORS from the EQUITY POOL must be issued directly to the INVENTORS at the time the EQUITY is issued. The INVENTORS will be responsible for retaining their own business advisors, legal counsel and tax counsel. INVENTORS are responsible for all financial, tax and legal consequences related to the EQUITY they receive. The University Conflict of Interest Standing Committee reserves the right to require that any EQUITY issued to INVENTORS by the licensee be held in a “blind trust” for a defined period of time. An INVENTOR who receives EQUITY from the EQUITY POOL or from the licensee outside of the EQUITY POOL generally will receive a reduced INVENTORS PERSONAL SHARE of ADJUSTED PCI REVENUES for the INVENTION, pursuant to Section 2.3.3.1 above, to avoid an unintended incentive to structure transactions whereby the INVENTORS retain 100% of the proceeds from their share of the EQUITY POOL, and obtain 30% of the proceeds to the University when the University liquidates EQUITY held by the University. Under rare circumstances, the University may agree to accept all shares of the EQUITY POOL including INVENTORS shares, providing that all INVENTORS and other institutions release the University in writing from any liability associated with the management, investment and ownership of the EQUITY. In such cases, the Investment Board of the University will control the EQUITY. Any income received by the University from EQUITY held on behalf of INVENTORS will be distributed among INVENTORS in accordance with Section 2.3.4 of the Patent and Tangible Research Policies and Procedures.

B.5 Management of EQUITY.
Any EQUITY received by the University under a license agreement will be held by the Office of the Treasurer until such time that the University’s Investment Board decides to liquidate such EQUITY.

APPENDIX C: HYPOTHETICAL EXAMPLE

GROSS PCI REVENUES for FY 2016 equals $12,000,000

The PRO RATA SHARE equals 5% ($600,000 divided into $12,000,000 equals 0.05)

The INITIAL DEDUCTION equals 18% of GROSS PCI REVENUES, or $2,160,000 (0.18 times $12,000,000 equals $2,160,000)

Thus, TOTAL ADJUSTED PCI REVENUES equals $9,840,000 ($12,000,000 minus the INITIAL DEDUCTION of $2,160,000 equals $9,840,000).

The PRO RATA SHARE of the INITIAL DEDUCTION attributable to the XYZ INVENTION equals $108,000 (0.05 times $2,160,000 equals $108,000).

Thus, the ADJUSTED PCI REVENUES for the XYZ INVENTION equals $492,000 ($600,000 minus $108,000 equals $492,000).

The INVENTORS PERSONAL SHARE equals 30% of ADJUSTED PCI REVENUES for the XYZ INVENTION, or $147,600. ($492,000 times 0.3 equals $147,600).

The INVENTORS RESEARCH ACTIVITY SHARE equals 12.5% of ADJUSTED PCI REVENUES for the XYZ INVENTION, or $61,500. ($492,000 times 0.125 equals $61,500).

The ADJUSTED PROCEEDS for the XYZ INVENTION equals $282,900 ($492,000 minus $147,600 and minus $61,500).

AGGREGATE PCI OPERATING COSTS for FY 2016 equals $4,500,000
The PRO RATA SHARE of AGGREGATE PCI OPERATING COSTS attributable to the XYZ INVENTION equals $225,000 (0.05 times $4,500,000 equals $225,000).

Thus, the NET PCI INCOME for the XYZ INVENTION equals $57,900 ($282,900 minus $225,000).

The DEPARTMENTS OF INVENTORS SHARE equals 20% of the NET PCI INCOME or the XYZ INVENTION, or $11,580 ($57,900 times 0.2 equals $11,580.)

The SCHOOLS OF INVENTORS SHARE equals 40% of the NET PCI INCOME for the XYZ INVENTION, or $23,160 ($57,900 times 0.4 equals $23,160.)

The UNIVERSITY RESEARCH SHARE equals 40% of the NET PCI INCOME for the XYZ INVENTION, or $23,160 ($57,900 times 0.4 equals $23,160.)

Photocopying for Educational Purposes

The enactment of a federal Copyright Act, effective January 1, 1978, has produced much misunderstanding among teachers regarding the permissible amount of photocopying for educational purposes. Only copyrighted works are protected by the act. This elemental point is often overlooked. Court opinions, legislative hearings and other government documents are not copyrighted, and may be freely photocopied. The same is true of works for which the copyright has expired, and of works which prior to January 1978 were sold or disseminated without proper notice of copyright.

There is a danger, however, of acting unlawfully when one photocopies without permission works which are covered by the act. The act applies to all “original works of authorship” in written (or other tangible) form, from the moment the work is created, whether it was created before or after January 1, 1978 and whether or not it has been published.

But even copyrighted materials may be photocopied without permission from, or payment to, the copyright owner, if it is a “fair use,” a doctrine recognized by American courts for nearly a century and a half whose principle purpose is to protect the public interest in the dissemination of knowledge. This doctrine is endorsed in the text of the act, which explicitly refers to the allowable reproduction of copyrighted works for purposes, such as “criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research.”

Congress appreciated the impossibility of announcing in a statute an exact quantitative measure that would distinguish copying which is a fair use from copying which is an infringement. Rather, the act provides factors to be considered:

1. the purpose and character of the use, including whether such is of a commercial nature or is for non-profit educational purposes;
2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work.

The making of a single copy of copyrighted material for a teacher’s personal use in teaching, scholarship or research will almost always be a fair use. More difficult questions arise when multiple copies are made for distribution to students. Certainly, the risk of infringement increases in proportion to the amount of copyrighted material which is photocopied and the extent that the photocopying replaces what would otherwise be a purchase of copies of the work from trade sources by (or for) the students. Thus, the making of multiple photocopies of an entire or of a substantial part of an article will raise serious question as to whether such use is “fair,” while the reproduction of five pages of an article of 25 or 30 pages will generally be regarded as privileged. A teacher should try to avoid making multiple photocopies of copyrighted material which is not truly important for that teacher’s pedagogical needs. In any event, students receiving such photocopied material should be charged no more than is necessary to cover the cost of photocopying and processing.

During congressional deliberations on the act, a group of educational associations and commercial publishers developed set of guidelines which purport to announce the minimum reach of the fair use doctrine as applied to educational photocopying. The guidelines are set forth below. In the report by the House committee submitting the copyright bill, these guidelines were said to constitute a “reasonable” construction of the fair use doctrine. Several misconceptions about these guidelines have developed and should be dispelled.

Although some have read the guidelines as imposing limits upon educational photocopying, in fact they prohibit nothing. They purport to state only the minimum protection of the fair use doctrine and announce a “safe harbor” within which a teacher is assured of protection against claims of infringement. The guidelines acknowledge that there may be allowable photocopying beyond that which is set forth; they do not purport to state where the fair use privilege ends.

Although some have treated the guidelines as though they have the status of legislation, that is not true, either. The text of the act, strengthened in committee deliberations, explicitly adverts to “teaching (including multiple copies for classroom use)” as a classic situation in which the fair use doctrine applies. This is the statutory text Congressmen had before them when they voted, and it is the statutory text which the courts will construe. The extent to which the privately developed “guidelines” will pre-empt other “reasonable” interpretations of fair use is a judicial question.

A teacher should consider the potential consequences of an incorrect decision. If the teacher elects not to photocopy in circumstances constituting fair use, students must find the material in the library or elsewhere. Techniques for increasing student access to limited materials will vary; the question of permissible library photocopying for “reserve” purposes raises issues not addressed here.

If a teacher decides to photocopy for classroom use, the possible legal sanctions for an incorrect decision must be appreciated. Book publishers have declared and demonstrated their intention to sue faculty members, universities and copy centers for copyright infringement. As a general rule, a copyright infringer is liable for damages, measured by the loss of profits to the copyright owner and any additional profits acquired by the infringer. Since in the academic setting there will not generally be profits to the teacher or school, damages will be measured by the likely loss in sales of the copyrighted work, normally an uncertain figure. For this reason, the act permits the copyright owner to sue for “statutory damages” in lieu of actual damages, and the court is given discretion to enter an award between $250 and $10,000 (which may be increased to $50,000 for willful violations). If, however, a teacher had reasonable grounds to believe that the photocopying was a fair use, he or she is not liable for statutory damages (although he or she may be liable for actual
A. Brevity

II. Definitions

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for teaching or preparation to teach a class:

1. A chapter from a book;
2. An article from a periodical or newspaper;
3. A short story, short essay or short poem whether or not from a collective work;
4. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.

B. Multiple Copies for Classroom Use

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion provided:

1. The copying meets the tests of brevity and spontaneity as defined below; and,
2. Meets the cumulative effect test as defined below; and,
3. Each copy includes a notice of copyright.

II. Definitions

A. Brevity

1. Poetry:
   a. A complete poem if less than 250 words and if printed on not more than two pages, or
   b. from a longer poem, an excerpt of not more than 250 words.
2. Prose:
   a. Either a complete article, story or essay of less than 2,500 words, or
   b. an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.
   (Each of the numerical limits stated in 1 and 2 above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.)
3. Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
4. “Special” works: Certain works in poetry, prose or in “poetic prose” which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience, fall short of 2,500 words in their entirety. Paragraph “b” above notwithstanding, such “special works” may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10 percent of the words found in the text thereof, may be reproduced.

B. Spontaneity

1. The copying is at the instance and inspiration of the individual teacher, and
2. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

C. Cumulative Effect

1. The copying of the material is for only one course in the school in which the copies are made.
2. Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, not more than three from the same collective work or periodical volume during one class term.
3. There shall not be more than nine instances of such multiple copying for one course during one class term.

(The limitations stated in “b” and “c” above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.)

III. Prohibitions as to the above.

Notwithstanding any of the above, the following shall be prohibited:

1. Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or are reproduced and used separately.
2. There shall be no copying of or from works intended to be “consumable” in the course of study or of teaching. These include workbooks, exercise, standardized tests and test booklets and answer sheets and like consumable material.
3. Copying shall not:
   a. substitute for the purpose of books, publisher’s reprints or periodicals;
   b. be directed by higher authority;
   c. be repeated with respect to the same item by the same teacher from term to term.
4. No charge shall be made to the student beyond the actual cost of the photocopying.

(Source: Almanac, May 23, 1989 (https://almanac.upenn.edu/archive/v35pdf/n36/052389.pdf))

Policy on Acceptable Use of Electronic Resources

Summary

This policy defines the boundaries of “acceptable use” of limited University electronic resources, including computers, networks, electronic mail services and electronic information sources, as detailed below. It
includes by reference a self-contained compilation of specific rules that can be modified as the electronic information environment evolves.

The policy is based on the principle that the electronic information environment is provided to support University business and its mission of education, research and service. Other uses are secondary. Uses that threaten the integrity of the system; the function of non-University equipment that can be accessed through the system; the privacy or actual or perceived safety of others; or that are otherwise illegal are forbidden.

By using University electronic information systems, you assume personal responsibility for their appropriate use and agree to comply with this policy and other applicable University policies, as well as City, State and Federal laws and regulations, as detailed below.

The policy defines penalties for infractions, up to and including loss of system access, employment termination or expulsion. In addition, some activities may lead to risk of legal liability, both civil and criminal.

Users of electronic information systems are urged in their own interest to review and understand the contents of this policy.

**Purposes**

The University of Pennsylvania makes computing resources (including, but not limited to, computer facilities and services, computers, networks, electronic mail, electronic information and data, and video and voice services) available to faculty, students, staff, registered guests, and the general public to support the educational, research and service missions of the University.

When demand for computing resources may exceed available capacity, priorities for their use will be established and enforced. Authorized faculty and staff may set and alter priorities for exclusively local computing/networking resources. The priorities for use of University-wide computing resources are:

- **Highest:** Uses that directly support the educational, research and service missions of the University.
- **Medium:** Other uses that indirectly benefit the education, research and service missions of the University, as well as and including reasonable and limited personal communications.
- **Lowest:** Recreation, including game playing.

**Forbidden:** All activities in violation of the General Standards or prohibited in the Specific Rules interpreting this policy.

The University may enforce these priorities by restricting or limiting usages of lower priority in circumstances where their demand and limitations of capacity impact or threaten to impact usages of higher priority.

**Implied consent**

Each person with access to the University’s computing resources is responsible for their appropriate use and by their use agrees to comply with all applicable University, School, and departmental policies and regulations, and with applicable City, State and Federal laws and regulations, as well as with the acceptable use policies of affiliated networks and systems (See Appendices to Specific Rules).

**Open Expression in the Electronic Information Environment:** The rights to freedom of thought, inquiry and expression, as defined in the University’s Guidelines on Open Expression (p. 1986), are paramount values of the University community. The University’s commitment to the principles of open expression extends to and includes the electronic information environment, and interference in the exercise of those rights is a violation of this policy and of the Guidelines on Open Expression (p. 1986). As provided in the Guidelines (p. 1986), in case of conflict between the principles of the Guidelines on Open Expression (p. 1986) and this or other University policies, the principles of the Guidelines (p. 1986) take precedence.

**General Standards for the Acceptable Use of Computer Resources:** Failure to uphold the following General Standards for the Acceptable Use of Computer Resources constitutes a violation of this policy and may be subject to disciplinary action.

The General Standards for the Acceptable Use of Computer Resources require:

- Responsible behavior with respect to the electronic information environment at all times;
- Behavior consistent with the mission of the University and with authorized activities of the University or members of the University community;
- Respect for the principles of open expression;
- Compliance with all applicable laws, regulations, and University policies;
- Truthfulness and honesty in personal and computer identification;
- Respect for the rights and property of others, including intellectual property rights;
- Behavior consistent with the privacy and integrity of electronic networks, electronic data and information, and electronic infrastructure and systems; and
- Respect for the value and intended use of human and electronic resources.

**Enforcement and Penalties for Violation:** Any person who violates any provision of this policy, of the Specific Rules interpreting this policy, of other relevant University policies, or of applicable City, State, or Federal laws or regulations may face sanctions up to and including termination or expulsion. Depending on the nature and severity of the offense, violations can be subject to disciplinary action through the Student Disciplinary System or disciplinary procedures applicable to faculty and staff.

It may at times be necessary for authorized systems administrators to suspend someone’s access to University computing resources immediately for violations of this policy, pending interim resolution of the situation (for example by securing a possibly compromised account and/or making the owner of an account aware in person that an activity constitutes a violation). In the case of egregious and continuing violations suspension of access may be extended until final resolution by the appropriate disciplinary body.

System owners, administrators or managers may be required to investigate violations of this policy and to ensure compliance.

**Amendment**

Formal amendment of the General Standards of Acceptable Use of Computing Resources or other aspects of this policy may be promulgated by the Provost following consultation with the University Council Committee on Communications, publication “For Comment” in Almanac, a reasonable waiting period, and publication “Of Record” in Almanac.
Interpreting this Policy
As technology evolves, questions will arise about how to interpret the general standards expressed in this policy. The Vice President for Information Systems and Computing shall, after consultation with the University Council Committee on Communications, and subject to the same waiting period and publication provisions as above, publish specific rules interpreting this policy.

Waiver
When restrictions in this policy interfere with the research, educational or service missions of the University, members of the University community may request a written waiver from the Vice President for Information Systems and Computing (http://www.upenn.edu/computing/isc/) (or designee).

Further Information
For further information about University computing regulations or Commonwealth of Pennsylvania and Federal computing laws, contact the University Information Security Officer at (215) 898-2172 or send email to: security@isc.upenn.edu.

Specific Rules Interpreting the Policy on Acceptable Use of Electronic Resources
The following specific rules apply to all uses of University computing resources. These rules are not an exhaustive list of proscribed behaviors, but are intended to implement and illustrate the General Standards for the Acceptable Use of Computer Resources, other relevant University policies, and applicable laws and regulations. Additional specific rules may be promulgated for the acceptable use of individual computer systems or networks by individual Schools, departments, or system administrators.

Content of Communications
- Except as provided by applicable City, State, or Federal laws, regulations or other University policies, the content of electronic communications is not by itself a basis for disciplinary action.
- Unlawful communications, including threats of violence, obscenity, child pornography, and harassing communications (as defined by law), are prohibited.
- The use of University computer resources for private business or commercial activities (except where such activities are otherwise permitted or authorized under applicable University policies), fundraising or advertising on behalf of non-University organizations, or the reselling of University computer resources to non-University individuals or organizations, and the unauthorized use of the University’s name, are prohibited. The Vice President for Information Systems (or designee) may specify rules and specific forums where limited use of University resources for non-recurring exchange and sale of personal items is permitted.

Identification of Users
Anonymous and pseudonymous communications are permitted except when expressly prohibited by the operating guidelines or stated purposes of the electronic services to, from, or through which the communications are sent. However, when investigating alleged violations of the Guidelines on Open Expression (p. 1986), the Committee on Open Expression may direct the University’s Information Security Officer, or an authorized system administrator, to attempt to identify the originator of anonymous/pseudonymous messages, and may refer such matters to appropriate disciplinary bodies to prevent further distribution of messages from the same source.

The following activities and behaviors are prohibited:
- Misrepresentation (including forgery) of the sender’s identity or an electronic communication’s source;
- Acquiring or attempting to acquire passwords of others;
- Using or attempting to use the computer accounts of others;
- Alteration of the content of a message originating from another person or computer with intent to deceive; and
- The unauthorized deletion of another person’s news group postings.

Access to Computer Resources
The following activities and behaviors are prohibited:
- The use of restricted-access University computer resources or electronic information without or beyond one’s level of authorization;
- The interception or attempted interception of communications by parties not explicitly intended to receive them;
- Making University computing resources available to individuals not affiliated with the University of Pennsylvania without approval of an authorized University official;
- Making available any materials the possession or distribution of which is illegal;
- The unauthorized copying or use of licensed computer software;
- Unauthorized access, possession, or distribution, by electronic or any other means, of electronic information or data that is confidential under the University’s policies regarding privacy or the confidentiality of student, administrative, personnel, archival, or other records, or as defined by the cognizant Data Steward;
- Intentionally compromising the privacy or security of electronic information; and
- Intentionally infringing upon the intellectual property rights of others in computer programs or electronic information (including plagiarism and unauthorized use or reproduction).

Operational integrity
The following activities and behaviors are prohibited:
- Interference with or disruption of the computer or network accounts, services, or equipment of others, including, but not limited to, the propagation of computer “worms” and “viruses”, the sending of electronic chain mail, and the inappropriate sending of “broadcast” messages to large numbers of individuals or hosts;
- Failure to comply with requests from appropriate University officials to discontinue activities that threaten the operation or integrity of computers, systems or networks, or otherwise violate this policy;
- Revealing passwords or otherwise permitting the use by others (by intent or negligence) of personal accounts for computer and network access;
- Altering or attempting to alter files or systems without authorization;
- Unauthorized scanning of networks for security vulnerabilities;
- Attempting to alter any University computing or networking components (including, but not limited to, bridges, routers, and hubs) without authorization or beyond one’s level of authorization;
• Unauthorized copying of copyrighted materials, whether on paper, magnetic or optical diskette, or any other medium;
• Unauthorized networking or access to any computer system or network with the intent to do any of the above;
• Intentional making a false statement or misrepresenting a significant fact to obtain unauthorized access to computer systems or networks;
• Intentional forwarding of chain letters or金字塔式营销 schemes through electronic messaging.

Applicable laws

Computer and network use is also subject to Pennsylvania and Federal laws and regulations. Suspected violations of applicable law are subject to investigation by University and law enforcement officials. Among the applicable laws are:

• Federal Copyright Law: U.S. copyright law grants authors certain exclusive rights of reproduction, adaptation, distribution, performance, display, attribution and integrity to their creations, including works of literature, photographs, music, software, film and video. Violations of copyright laws include, but are not limited to, the making of unauthorized copies of any copyrighted material (such as commercial software, text, graphic images, audio and video recordings) and distributing copyrighted materials over computer networks or through other means.

Appendices

Relevant University policies

This Acceptable Use Policy incorporates and supersedes the earlier Policy on Ethical Behavior with Respect to the Electronic Information Environment. The use of computing resources is also required to conform to the following University policies:

• Code of Student Conduct (p. 1965)
• Guidelines on Open Expression (p. 1986)
• Policy on Confidentiality of Student Records and Information (p. 1966)
• Policy Regarding Faculty Misconduct in Research (p. 2111)
• Policy on Privacy in the Electronic Environment (p. 2011)
• Code of Academic Integrity (p. 1965)
• Protocols for human subjects research: any research involving human subjects must be approved by the Committee on Studies Involving Human Beings
• Acceptable Use Policies of individual Schools, departments, computer systems, and networks
• Guidelines for Administrators of Penn E-mail Systems (http://www.upenn.edu/computing/email/admin-guidelines.html)

Policy on Class Meeting Times

To allow travel time between classes, each one-hour class session is actually 50 minutes long, each hour and a half session is actually 80 minutes long, and each three-hour session is 2 hours and 50 minutes long, usually with a 10 minute break.

Examples: (class meeting times as listed in the Course Timetable)

- T 2-5 - class begins at 2:00 PM and ends at 4:50 PM
- MWF 1-2 - class begins at 1:00 PM and ends at 1:50 PM
- TR 10:30-12 - class begins at 10:30 AM and ends at 11:50 AM

Policy on Common Midterm Examinations

Instructors teaching a course with multiple sections who plan to schedule a common midterm examination outside the class’s regular meeting time must notify students of this event during the first week of the semester and be prepared to offer one or more make-up examinations.
to accommodate any student who is enrolled in a course that meets at
the time of the common examination.

Students enrolled in a course that conflicts with the time of a common
midterm examination must notify the instructor administering the
common midterm examination of the conflict by the end of the course
selection (add) period. Students may not be required to miss their
regularly scheduled class.

(Source: Almanac – April 20, 2010, Volume 56, No. 30 (http://
www.upenn.edu/almanac/volumes/v56/n30/provost.html))

Policy on Military Leave

If a student who has not received full academic credit for the term is
called to service through enrollment in a military reserve unit, or through
enlistment in the military service, the student’s tuition and mandatory
fees for the term shall be cancelled, provided a request, substantiated by
the proper evidence, is filed with the dean of the school in which he or she
is registered.

(Source: Almanac, February 23, 2003, Volume 49, No. 23 (http://
www.upenn.edu/almanac/v49/n23/military_policy.html)

Policy on Privacy in the Electronic
Environment

I. Preliminary Observations

The University affirms that the mutual trust and freedom of thought and
expression essential to the academic mission of a university rest on an
expectation of privacy, and that the privacy of those who work, study,
teach, and conduct research in a university setting will be respected. The
University recognizes that as faculty, staff and students create, use and
store more information in electronic form, there is growing concern that
information the user or creator considers private may be more vulnerable
to invasion than information stored in more traditional media. This policy
is intended to highlight some general principles that should help to define
the expectations of privacy of those in the University community. While
document addressing the fluid issue of technology can be exhaustive
or inflexibly dictate outcomes in all circumstances, this policy attempts
to articulate current practices and provide guidance, so that individuals
may make informed and appropriate decisions concerning their various
interactions in the electronic environment.

Before addressing these issues, it should also be noted that in carrying
out their operations, various departments of the University accumulate
information about members of their community, e.g., for purposes of
payroll, employment or enrollment. Data are also created, though not
necessarily compiled or retained on a personally identifiable basis, as an
incident to the use of technology, e.g., the charging of purchases on Penn
Card or the borrowing of library books. The University does not condone
disclosure or release of such personal information stored or transmitted
through University systems, except for legitimate University purposes as
outlined in this policy.

Those responsible for maintaining the University’s computers and
electronic networks have an important and special responsibility to
recognize when they may be dealing with sensitive or private information.
They may access such information without the user’s consent and
without obtaining higher level approval, but only when necessary to fulfill
their official responsibilities, and they are expected to carry out their
duties in ways that are not unreasonably intrusive. They will be subject to
disciplinary action if they misuse their access to personally identifiable
data or to individuals’ personal files, e-mail and voice mail or otherwise
knowingly act in ways counter to University policies and applicable laws.

Finally, this policy should be understood in light of the many other
University policies and laws that bear on individuals’ rights to privacy
and the institution’s responsibilities with respect to information in its
possession about individuals. Examples of applicable laws include
the Family Educational Rights and Privacy Act of 1974 (the “Buckley
Amendment”), the Electronic Communications Privacy Act of 1986, and
medical records regulations promulgated under the Health Insurance
Portability and Accountability Act of 1996. Examples of applicable
University policies include the Acceptable Use Policy for the Electronic
Environment, Administrative Computing Security Policy, Policy for Closed
Circuit Television Monitoring and Recording of Public Areas for Safety
and Security Purposes and policies on Records Confidentiality and
Safeguarding University Assets.

II. Policy on Information Created, Stored
or Transmitted Through University
Electronic Media

A. In General:
The University provides computers, computer and e-mail accounts,
networks and telephone systems to faculty members, staff and students
for furthering the University's academic mission and conducting
University business. While incidental and occasional personal use of
such systems, including e-mail and voice mail, is permissible, personal
communications and files transmitted over or stored on University
systems are not treated differently from business communications; there
can be no guarantee that such personal communications will remain
private or confidential (see Appendix).

As is the case for information in non-electronic form stored in University
facilities, the University's need for information will be met in most
situations by simply asking the author or custodian for it. The University
reserves the right, consistent with this policy, to access, review and
release electronic information that is transmitted over or stored in
University systems or facilities. When questions arise about such
access, review or release of information, the University commits to treat
electronic information no differently from non-electronic information.
As with paper information, it is often the case by custom or rule that
electronic files are shared and properly accessible by multiple parties in
office settings. Where that is the case, the special provisions for access
and notification outlined here need not be followed. In other cases,
properly authorized University officials including the Vice President for
Audit and Compliance and the Information Security Officer may access
e-mail, voice mail or computer accounts without the consent of the
assigned user when there is a reasonable basis to believe that such
action

1. Is necessary to comply with legal requirements or process, or
2. May yield information necessary for the investigation of a suspected
violation of law or regulations, or of a suspected serious infraction
of University policy (for example alleged research misconduct,
plagiarism or harassment), or
3. Is needed to maintain the integrity of University computing systems,
or
4. May yield information needed to deal with an emergency, or
III. Violations of this Policy

Members of the University community who believe that this policy has been violated with respect to their privacy should attempt initially to resolve the issue within their unit or department, if necessary with the mediation of the leadership of their representative assembly or the University Ombudsman. Others who become aware of violations of this policy should report them to the University Information Security Officer, Office of General Counsel, Division of Human Resources or the Office of Audit and Compliance. All University offices that substantiate such violations should report them to the University Information Security Officer, who will monitor them for repeat instances and patterns. Those who violate this policy may be subject to disciplinary procedures up to and including dismissal.

Appendix: Special Note on E-mail Privacy

Despite the best intentions of users and the University or other system operators, it is difficult, if not impossible, to assure the privacy of e-mail. E-mail is not a good medium to use for sensitive matters that you would not want disclosed. There are numerous ways that plain text e-mail may be disclosed to persons other than the addressee, including:

• Recipient's address is mistyped; message is sent to someone else.
• Recipient forwards e-mail to someone else.
• Intruders break into e-mail system and read/disclose messages.
• Despite owner's belief that s/he deleted it, e-mail continues to exist on computer hard drive or a copy is archived on tape backup; disclosure of such copies may be required in connection with judicial or administrative proceedings or government investigations.
• E-mail is observed as it travels over public networks like PennNet and the Internet.
• In addition, e-mail users may want to consider routinely or periodically deleting old messages, and encrypting personal messages. Systems administrators should consider shorter retention of backup tapes, consistent with data integrity requirements.

(Source: Almanac, September 19, 2000 (http://www.upenn.edu/almanac/v47/n04/OR-eprivacy.html))

Policy on Secular and Religious Holidays

1. The University recognizes/observes the following secular holidays: Martin Luther King, Jr. Day, Memorial Day, July 4, Thanksgiving and the day after, Labor Day, and New Year's Day.

2. The University also recognizes that there are several religious holidays that affect large numbers of University community members, including Christmas, Rosh Hashanah, Yom Kippur, the first two days of Passover, and Good Friday. In consideration of their significance for many students, no examinations may be given and no assigned work may be required on these days. Students who observe these holidays will be given an opportunity to make up missed work in both laboratories and lecture courses. If an examination is given on the first class day after one of these holidays, it must not cover material introduced in class on that holiday.

Faculty should realize that Jewish holidays begin at sundown on the evening before the published date of the holiday. Late afternoon exams should be avoided on these days. Also, no examinations may be held on Saturdays or Sundays in the undergraduate schools unless they are also...
available on other days. Nor should seminars or other regular classes be scheduled on Saturdays or Sundays unless they are also available at other times.

3. The University recognizes that there are other holidays, both religious and secular, which are of importance to some individuals and groups on campus. Such occasions include, but are not limited to, Sukkot, the last two days of Passover, Shavuot, Shemini Atzeret and Simchat Torah, Chinese New Year, the Muslim New Year, Diwali, Navaratri, Rama Navami, Paryushan, and the Islamic holidays Eid Al-Fitr and Eid Al-Adha. Students who wish to observe such holidays must inform their instructors within the first two weeks of each semester of their intent to observe the holiday even when the exact date of the holiday will not be known until later so that alternative arrangements convenient to both students and faculty can be made at the earliest opportunity. Students who make such arrangements will not be required to attend classes or take examinations on the designated days, and faculty must provide reasonable opportunities for such students to make up missed work and examinations. For this reason it is desirable that faculty inform students of all examination dates at the start of each semester. Exceptions to the requirement of a make-up examination must be approved in advance by the undergraduate dean of the school in which the course is offered.

Updated August 29, 2017

(Source: Almanac, August 29, 2017, Volume 64, No. 02) (https://almanac.upenn.edu/volume-64-number-2/)

Policy on Undergraduate Students, High School Students and Non-affiliates Participating in Research in Penn Research Facilities

For the purpose of this policy, non-affiliates are individuals who are not University of Pennsylvania faculty, staff, graduate students or post-doctoral trainees. The Principal Investigator is responsible for assuring that all students and non-affiliates working in his/her laboratory are appropriately trained, supervised and comply with the requirements of this policy. At a minimum this training must include Profiler and all training determined by Profiler such as EHRS, HIPAA, IACUC, etc.

• Students who are not yet in High School are not permitted to participate in laboratory activities.
• Non-affiliates may not serve in laboratories as unpaid volunteers or trainees without University approval.

This policy applies to the three categories listed below.

A. High School Students (HSS): HSS are permitted to participate in laboratories at Penn provided that all of the following conditions are met and none of the prohibitions set forth in item (7) are violated.

1. All programs for HSS must comply with the requirements described in the Vice Provost for University Life current year’s “Special Summer Programs Protocols.”
2. Each HSS must have a Principal Investigator or Sponsor who agrees to supervise and be responsible for the HSS while the student is present in the laboratory. The HSS must be appropriately supervised at all times when in the laboratory.
3. HSS may not be employed in laboratories nor perform the duties and responsibilities of an employee. (HSS participating as trainees in officially sanctioned and approved programs may receive a stipend in connection with the program.)
4. A Consent/Signature sheet must be submitted to the Principal Investigator/Sponsor with signatures from the HSS and his/her parents.
5. The Principal Investigator/Sponsor must provide the HSS with hazard specific information and appropriate personal protective equipment and instruct the student in its use and disposal.
6. Each HSS must attend Laboratory Safety training provided by EHRS before the laboratory activity begins. If a student is working in a lab where radioactive materials are used, Radiation Safety Training is also required.
7. HSS are not permitted to participate in the following activities in laboratories:
   i. Any laboratory or facility designated as BSL-3
   ii. Any laboratory or facility in which Select Agents or Explosives (as defined in OSHA Hazard Communication Standard Appendix B) are used or stored.
   iii. Work with acutely toxic substances or reproductive hazards (as defined in OSHA Hazard Communication Standard Appendix A).
   iv. Operate farm machinery
   v. Work in machine shops
8. HSS are permitted to participate in the following activities only after completing specialized training:
   i. Work with recombinant or synthetic DNA (EHRS r-s-DNA online training)
   ii. Limited work with radioactive materials is permitted. Work must be performed under the supervision and in the physical presence of a trained radiation worker. Only H-3, C-13, P-32 and S-35 in amounts less than 100 uCi may be used.
   iii. HSS who will work with live animals must be associated with a specific ARIES animal research protocol, have their qualifications or training described and the specific procedures that they will be performing assisting identified. Prior to working with animals, HSS must complete all necessary IACUC-related training associated with the HSS’ role on the protocol.
   iv. HSS who will work with non-human primates or tissue/body fluids from non-human primate must complete specialized IACUC-related training in addition to standard training for other species.

B. Undergraduates (UG): UG from Penn or from other institutions are permitted to participate in laboratories at Penn provided that all of the following conditions are met and none of the prohibitions set forth in item (4) are violated.

1. Each UG must have a Principal Investigator/Sponsor who agrees to supervise and be responsible for the UG while the student is present in the laboratory.
2. The Principal Investigator/Sponsor must provide the UG with hazard specific information and appropriate personal protective equipment and instruct the student in its use and disposal.
3. Each UG must attend Laboratory Safety training provided by EHRS before the laboratory activity begins. If a student is working in a lab where radioactive materials are used, Radiation Safety Training is also required.
4. UGs are not permitted to participate in the following activities in laboratories:
   i. Any laboratory or facility designated as BSL-3
Policy on University Recognition of Undergraduate Honor Societies

The University through its faculty in schools and academic departments alone reserves the right to bestow academic honors on its undergraduate students and to report such honors on students’ transcripts. Academic honors of various types are established and awarded by the relevant faculty body. The relevant body depends on the nature of the honor.

- In the case of honors for which students in a particular major are uniquely eligible, the authorizing body is the academic department or interdisciplinary program committee responsible for that major.
- In the case of honors for which students in a particular school are uniquely eligible, the authorizing body is the faculty of that school.
- In the case of honors for which all undergraduates are eligible, the authorizing body is the Council of Undergraduate Deans acting with the consent of the faculties of the separate undergraduate schools.

Policy on University Drivers and Mandatory Safety Training

Effective immediately, the Offices of Risk Management and Fire and Occupational Safety have instituted a mandatory drivers’ safety program for all University staff, faculty, and students who are assigned by a division or department to operate a vehicle loaned to, leased or owned by the University or University-related business. Departments and divisions will be given a reasonable opportunity to schedule such drivers to attend a basic drivers’ safety program sponsored by our offices and conducted by a National Transportation Safety expert. Thereafter, any department or division which sustains collision damage to a vehicle operated by a driver who has not attended this program will incur a 100% deductible for replacement of or repairs to the vehicle.

Programs will be offered throughout the summer and fall in a central location on campus and at various times to accommodate our staff, faculty, and student drivers. The program is four hours long and includes a lecture, a film, and demonstration on safe vehicle operation and maintenance and on accident management. Materials will be provided to attendees, including a Pennsylvania Driver’s Manual and vehicle accident kit. Following the program, attendees will receive a certificate of attendance which will be delivered to their supervisor or department head. The cost for the presentation and materials are borne by Risk Management and Safety Offices.

It is the responsibility of departmental and division supervisors to ensure compliance with this program. All scheduling should be conducted by the supervisors who must account for attendance to the program in the event of a vehicle accident for which a claim for reimbursement is made to the Office of Risk Management. This policy does not relieve a department or division from the responsibility for reporting all incidents involving University vehicles and the property or vehicles of others, regardless of the status of the drivers. The Office of Risk Management must receive an incident report with verification of all drivers and witnesses, as well as copies of police reports. The failure to report all such incidents may result in the loss of insurance coverage, including liability protection, to the University and its representatives.

Questions regarding this policy should be addressed to Risk Management Ext 8-6235. Please also read Safety Bulletin #32 regarding motor vehicle operation, available by calling Ext 8-6921, and address any questions concerning this bulletin to that office.

(Source: Almanac, September 22, 1992 (https://almanac.upenn.edu/archive/v39pdf/n04/092292.pdf))
Release of Student Academic Status Information for Honor Society Selection

Student academic status information (e.g., GPA, term standing, class rank/percent) may be released only in accordance with the University's Policy On Confidentiality Of Student Records, particularly regarding designated directory information.

Student academic status information is not to be released to honor societies for recruiting purposes. This includes cohort information such as “names of students with a 3.2 or higher GPA.” Student academic status information may be utilized internally for selection purposes by Schools, Centers, or other University departments under the auspices of an officially designated selection committee and following the University’s Policy On Confidentiality Of Student Records.

Policy Regarding Human Subject Research in the Sociobehavioral Sciences

Scope

This policy is applicable to all employees, students, trainees, faculty, and other persons working for or in facilities owned and operated by the University of Pennsylvania and conducting sociobehavioral research. This policy is meant to apply University-wide to all research involving human subject data, and inclusive of biomedical research protocols applying sociobehavioral techniques (e.g., survey research). Depending on the type of research, other policies (e.g., those pertaining to biomedical research) may apply as well. Relevance is determined by the involvement of living human subjects in observational or experimental research, or in the use of records or specimens that may conceivably place the subjects of these records at risk, as per the Common Rule.¹

The term “sociobehavioral sciences” (or the term “social and behavioral sciences”) must be understood as a shorthand term for the set of inquiries involving human subjects not otherwise subsumed under the biomedical sciences. It includes fields of research specifically defined as behavioral and social sciences in federal manpower reports,² that is, “anthropology, demography, the non-clinical fields of psychology, sociology, and the speech and hearing sciences.” It also includes human subject research in economics, business, education, and history, among others (see the Common Rule¹). Thus, the proposed policy applies to all sociobehavioral research irrespective of its institutional setting within the University or its source of funding. Note that disciplinary predilections—for example, rejection of the rubric “science”—are insufficient warrant for self-abstention from the policy promulgated here.

Regulatory Background

In the context of Institutional Review Board (IRB) oversight of human subject research, the Common Rule specifies three levels of review of proposed research,¹ which can be summarized as follows:

1. **Full board review**—a convened IRB committee must approve the proposed research, applying criteria set forth in the Common Rule, before the research can be conducted;
2. **Expedited review**—certain kinds of research involving no more than minimal risk, as well as minor changes in approved research, can be approved by an administrative mechanism not requiring a convened IRB committee;
3. **Exempt from review**—minimal risk research activities in a number of specified categories,³ involving human subjects not from vulnerable populations,⁴ are exempt from full review as per the Common Rule.

These three levels of review require submission of a research protocol to the IRB. Specific submission requirements for each category can be found at the IRB website.⁵

At the University of Pennsylvania, “expedited review” is typically performed by Office of Regulatory Affairs personnel. The University is also required to have a mechanism in place for determining whether a proposed research protocol is “exempt from review.” As per the federal-wide assurance (FWA) that the University has in place, this determination is made by an administrative mechanism similar to that for “expedited review.” In addition, there are certain kinds of research not covered by the Common Rule. Such research does not require any involvement of the IRB, even at the level of “exempt from review.”

This policy clarifies that specific activities in the social behavioral sciences do not require IRB involvement. As a category distinct from “exempt from review,” it is referred to as “not under the purview of the IRB.”

Implementation

Implementation of the policy outlined below will be the responsibility of the Office of the Vice Provost for Research. In consultation with the Schools and their faculty, the Vice Provost will create a training program, and a certification process documenting successful completion of the training program. Any sociobehavioral research activities involving human subjects or human subject data will require prior official certification once this policy becomes effective.

Policy

Education and Certification

This policy extends to the sociobehavioral sciences a requirement currently in place in the School of Medicine that has been enforced outside of the School of Medicine only for key personnel submitting grants to federal agencies. The requirement now becomes University-wide, covers sociobehavioral research, and is not restricted to federal grant activity.

1. **All personnel—faculty, research fellows, students and staff**—engaging in sociobehavioral research must have documented discipline-appropriate education regarding human subject protection, in accordance with certification standards defined by the Vice Provost for Research.

The training program and certification process are to be kept current under the auspices of the Vice Provost for Research and in consultation with the Schools and their faculty.

Survey Research

Survey research, which includes face-to-face or telephone interviewing, or self-administered questionnaires (as through the mail or via the Internet), generally has a low cost of participation, since it usually requires only a small amount of subjects’ time. According to the Common Rule, such research is “exempt from review” and does not require written consent, as clarified below.

2a. Survey research is **exempt from review** if the survey is anonymous or protection of the confidentiality of research subjects is adequately demonstrated,¹ and if all other applicable criteria for exempt from review are...
fulfilled (e.g., research must not involve vulnerable populations \(^9\) or put subjects at more than minimal risk).

2b. For research that is exempt from IRB review, human subjects responding to a survey are automatically considered to have given informed consent.

To qualify for a default waiver of written consent as per policy item 2b, an exemption form \(^5\) must be presented to the IRB showing that:

i) human subjects will be informed of all applicable elements of consent prior to responding to the survey; and

ii) all criteria for “exempt from review” are fulfilled.

**Secondary Data Analysis**

Secondary data analysis is the (usually statistical) investigation of individual-level data records collected in another study, with the following characteristics: (1) no direct contact with or experimental manipulation of human subjects; (2) no new data collection; and (3) no identification of individual research subjects. In agreement with recommendations 1 and 6 of the Draft Recommendations Regarding Public Use Data Files \(^9\) issued by the National Human Research Protections Advisory Committee (NHRPAC), this policy states that such research may either be “exempt from review” or “not under the purview of the IRB,” as clarified below.

3a. Research on a public-use data file, which contains only non-identifiable data or data for which a breach of confidentiality is not an issue (e.g., public business statements), is not considered human subject research for the purpose of IRB review and as such is **not under the purview of the IRB**.

3b. Research on a non-public-use data file—that is, non-identifiable data in a non-publicly available or proprietary file—is **exempt from review**, unless vulnerable populations are involved. Non public use data files may be submitted by a School to the IRB for approval. If approved, with the appropriate maintenance of safeguards, studies using these data sets are no longer human subject research and as such are **not under the purview of the IRB**.

Investigators must agree not to attempt to re-identify the human subjects.

Researchers operating in one of the categories of the Health Insurance Portability and Accountability Act (HIPAA) should refer to the HIPAA regulations that contain a definition of identifiability. \(^1\)

**Evolving Research**

Evolving research is a class of research in the sociobehavioral sciences in which the questions that are posed evolve in the course of investigation. An example is ethnography, where research questions may only be clarified after a period of observation and where current findings drive the next steps in the study. This class of research typically involves studying human behavior in non experimental settings, with or without active participation by the investigator; but it can also occur in more structured observational settings (e.g., oral histories, focus groups). In specific cases, such research does not pose more than minimal risk to human subjects and is considered to be “exempt from review,” as stated below. An approved mechanism is necessary for presenting to the IRB a research protocol that will evolve in the course of investigation. This policy institutes such a mechanism via certification.

4a. Research involving only non-interventionist observation of behavior occurring in public (including domains of the Internet clearly intended to be publicly accessible), for which no identifying information is recorded, is **exempt from review**.

4b. Investigators are allowed to use their certification, as per policy item 1, as a reference for describing evolving research activities to the IRB in lieu of a fixed research protocol.

This policy eliminates the need for investigators doing evolving research to spell out the details of a dynamic research protocol. The IRB can be assured that the research will be conducted in an ethically appropriate fashion, with full protection of human subjects, when certified investigators attest that their pre-registered research plan will be conducted within the ethical framework laid out in the training program for which they are certified.

Note that different studies by the same investigator(s) must be submitted to the IRB as separate research protocols. These must not be viewed as a single study evolving from one investigation into another.

**Feasibility Assessment**

Feasibility assessment (or exploratory research) is understood to involve the conceptualization or refinement of a research question through harmless observation, casual conversation, and browsing of extant data. The Common Rule applies only to generalizable research. \(^1\) Therefore, feasibility assessment is “not under the purview of the IRB” if a number of strict conditions are met, as specified below.

5. Feasibility assessment is **not under the purview of the IRB**, if and only if the following conditions are met:

(a) the assessment involves no more than minimal risk;

(b) the assessment does not involve any vulnerable populations, including prisoners, minors, pregnant women and fetuses, mentally impaired or disabled persons, terminally ill patients, the very elderly, and anyone incapable of self-determination;

(c) the human subjects are not identifiable from any of the information acquired;

(d) the assessment does not involve any deceptions;

(e) the assessment data and results are not disclosed or published;

(f) there is no systematic collection of data, or any systematic data collection serves only to calibrate a research instrument that involves no more than minimal risk.

If at any time any of these conditions cannot be satisfied, the project must be submitted to the IRB for review.

**Adverse Effects**

This policy prescribes the documentation of possible negative effects on human research subjects and how they can be reversed.

6. For research involving manipulations or deceptions of human subjects that may cause harmful or undesirable effects, research protocols submitted to the IRB must specifically describe the recovery or debriefing procedures
of the study, and address how the effectiveness of these procedures will be assessed.

When a research study may have foreseeable untoward effects on human subjects, the investigator must explain in the research protocol how these effects will be mitigated.

The IRB must be informed of the occurrence of any adverse events that take place during the research study or as a result of the research study. For research protocols that are reviewed by the IRB in one of the three review categories (full board review, expedited review, or exempt from review), adverse events must be reported for the annual continuing review. Research protocols “not under the purview of the IRB” require reporting of any adverse events within a month of occurrence, as such events may change the review status of the study. Unanticipated events or effects on human subjects that may change the interpretation of the risk of the protocol must be reported to the IRB as soon as they are identified.

3. Briefly, these include research conducted in established or commonly accepted educational settings involving normal educational practices; certain research involving the use of educational tests; certain research on elected or appointed public officials or candidates for public office; research involving the collection or study of publicly available or non-identifiable existing data; certain research on public benefit or service programs; and certain taste and food quality evaluation and consumer acceptance studies.
4. According to the Common Rule, vulnerable populations include minors, prisoners, pregnant women, mentally disabled persons, and economically or educationally disadvantaged persons. Other categories of human subjects may be considered vulnerable depending on the research activities.
7. Demonstrating adequate protection of the confidentiality of research subjects does not necessarily imply a requirement to submit the survey instrument to the IRB.
8. For survey research, pregnant women are not considered a vulnerable population.

(Source: Almanac, October 3, 2006, Volume 53, No. 6) (https://almanac.upenn.edu/archive/volumes/v53/n06/or-hsresearch.html)

**Political Candidates**

University students are frequently involved in political events and activities on behalf of candidates for political office. Students are, of course, free to sponsor or participate in campaign-related activities as long as they do not use University resources. When engaging in partisan political activities, students should not imply that the University itself endorses or opposes any candidate for political office.

The following rules apply to student groups.

1. No group, whether recognized or not, that plans to campaign for a particular candidate can receive an allocation from the Student Activities budget.
2. Facilities that customarily are made available to student groups may, on a very limited basis, be used by student groups supporting candidates if such use does not preempt the use of facilities by nonpolitical groups. Fees normally charged for use of facilities must be paid in advance. Under no circumstances may groups supporting candidates use University space to establish a campaign headquarters nor can such groups be assigned permanent office space.
3. No group that supports a candidate for public office may sponsor events in University facilities to raise money for the candidate’s campaign. Advance ticket sales or admissions charges at the door for campaign fund raising are not permitted.

**Poster Policy**

**Posting Notices in Outdoor Areas**

1. Groups should restrict posters to kiosks.
2. Each activity will be limited to two posters per kiosk per event.
3. No poster or notice may be larger than 14” x 17”.
4. All activities found in violation of these policies will pay a fine of at least $1.00 per poster.
5. Mounting of posters or use of paint on walls, sidewalks, trees, benches, or other surfaces not intended for posting is prohibited. Posting of notices with adhesives which damage surfaces also is prohibited. The cost of removal of this type of publicity will automatically be charged to the group and/or individuals who posted said publicity.

**Posting Notices in Indoor Areas**

1. Posters may only be placed in those areas designated for posting.
2. Groups wishing to mount posters in University buildings should contact the appropriate building administrator's office to ascertain the proper locations for posters.

**Sanctions**

Groups failing to adhere to the poster policy may be denied use of funds allocated to them by the Activities Council and/or be denied further use of University facilities until such time as corrective action is taken and payment for damages, if any, is received.

All fines will go into the budget of the Student Activities Council.

**Policy for Locust Walk Banners**

Any registered organization may reserve one of 16 locations and sets of poles for banner display along Locust Walk between 36th & 37th Streets.

Reservations may be made via the online reservation portal (http://www.vpul.upenn.edu/osa/LocustBannerTable/). Poles and locations may be reserved for a maximum of one week after which the reservation must be made again for the next week.
Reserved poles may be picked up in the OSA, as early as 9:00am on the first day of a reservation (a group must have received an APPROVED reservation email from the OSA in order to have a confirmed reservation).

At the time the poles are picked up, a cash deposit of $25.00 must be made. This deposit will be returned to the reserving group when the poles are returned to the OSA at the end of the reservation period.

FAILURE TO RETURN RESERVED POLES BY THE END OF THE RESERVATION PERIOD (FRIDAY AFTERNOON AT 4:00 PM OF THE WEEK FOR WHICH THE RESERVATION WAS MADE), RETURN OF DAMAGED POLES, AND/OR FAILURE TO RETURN POLES BECAUSE THEY WERE LOST OR STOLEN WILL RESULT IN FORFEITURE OF THE $25.00 SECURITY DEPOSIT AND AN AUTOMATIC $100 FINE TAKEN FROM THE ORGANIZATION’S UNIVERSITY ACCOUNT. Poles still need to be returned even if the deposit is forfeited.

Any poles found in sleeves that have not been reserved ahead of time, or for which there is no deposit on record, will be removed. The deposit will not be returned.

If a group fails to return its poles ONCE in one year, it forfeits all rights to use the poles for four academic months from the day the poles were due.

Poles and the spaces in which to place them are the only things obtainable through the OSA. Neither twine, string, rope, tape, scissors, ladders nor any other materials will be provided. Such items must be provided by the reserving groups.

Facilities Services personnel have been authorized to remove any banners hung in unauthorized locations, i.e. any location unmarked on the schematic diagram mentioned previously in this document and/or the absence of the use of University provided poles.

Failure to abide by any of the guidelines listed in this policy may result in the loss of a group's permission to reserve poles and locations on Locust Walk for the balance of the academic year.

Office of College Houses and Academic Services Postering and Flyering Policies Instructions for Residential Posting:

This policy covers posting within the Penn College Houses. Posting elsewhere in the University is covered by the University Poster Policy. Posting on floors or in lobbies requires the approval of each House Office. Postings and notices in these areas are reserved for the College House, CHAS, Residential Services and Facilities. Any exceptions to this may only be granted by College House staff.

If interested in posting on floors or in lobbies, you have three options:

Option #1: Bring the following number of flyers or posters to the appropriate House Office for posting by staff:

- Du Bois: 8
- Fisher-Hassenfeld: 24
- Gregory: 12
- Harrison: 24
- Harnwell: 24
- Hill: 17
- Kings Court Eng: 16
- New: 10
- Riepe: 22
- Rodin: 24
- Sansom West: 15
- Stouffer: 13
- Ware: 25

Option #2: Bring 234 posters to the CHAS Central Office in Stouffer Commons for dissemination to all House Offices. The front desk will pass on the items.

Option #3: Open posting by students and groups is available only in certain locations and on designated public boards:

- Du Bois: upper lobby bulletin board
- Gregory: no open posting at this time
- Hill: no open posting at this time
- Kings Court English: boards facing mailboxes on first floor; board near bike rack; boards on ground floors facing elevators
- High Rises (Harnwell, Harrison, Rodin, and Sansom West): residential floors including roof top lounge on the designated side of the elevator bays
- New: dining center bulletin board
- Quad (Fisher-Hassenfeld, Riepe and Ware): all exterior (courtyard) bulletin boards
- Stouffer: no open posting at this time

A few general guidelines:

- Leafleting under doors and soliciting are prohibited within all residences.
- No more than one or two copies of a poster may be placed on an open board and should be promptly removed when information is outdated.
- Posters should not exceed the size of 11 x 17 inches.
- Posters may not be placed on top of existing posters.
- Posting is not allowed in stairwells and elevators.

* Think before you post. College Houses defend the right of free speech and expression on campus and actively promotes the civil exchange of ideas. In the spirit of the latter aim, students are urged to reconsider creating and distributing posters or flyers containing material or language that could be construed as malicious toward or dangerous to other responsible members of the University community.

** Unauthorized posters may, at the discretion of residential staff, be removed. In all cases, the above policy will be implemented within the framework and spirit of the Code of Student Conduct, which defines the general rights and responsibilities of student citizenship in the Penn community, and where appropriate, the Charter of the University of Pennsylvania Student Disciplinary System, which sets forth the processes for disciplinary action against students and organizations. Pursuant to the Code of Student Conduct (Sec. III.d), ‘the content of student speech or expression is not by itself a basis for disciplinary action,’ and no posters shall be prohibited or restricted solely on the basis of their content, except when they may violate other applicable laws or regulations.

(Source: College Houses & Academic Services; Office of Student Affairs Manual (http://www.vpul.upenn.edu/osa/manual/banner/))

(updated December 2016)
Procedures Regarding Misconduct in Research for Nonfaculty members of the Research Community

Introduction
The University relies on all members of its research community to establish and maintain the highest standards of ethical practice in academic work, including research. Misconduct in research is prohibited and represents a serious breach of both the rules of the University and the customs of scholarly communities.

The following procedures are applicable to non-faculty members of the University of Pennsylvania research community including students, postdoctoral fellows, and staff.

Research Misconduct Defined
Research misconduct is defined as fabrication, falsification, plagiarism, or other serious deviation from accepted practices in proposing, performing, or reviewing research, or in reporting research results.

- Fabrication is making up data or results and recording or reporting them.
- Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.
- Plagiarism is the appropriation of another person’s ideas, processes, or results, or works without giving appropriate credit.
- Serious deviation from accepted practices includes but is not limited to stealing, destroying, or damaging the research property of others with the intent to alter the research record; and directing or encouraging others to engage in fabrication, falsification or plagiarism. As defined here, it is limited to activity related to the proposing, performing, or reviewing of research, or in the reporting of research results and does not include misconduct that occurs in the research setting but that does not affect the integrity of the research record, such as misallocation of funds, sexual harassment, and discrimination, which are covered by other University policies.

The research record is the record of data or results that embody the facts resulting from scientific inquiry, and includes, but is not limited to, research proposals, laboratory records, both physical and electronic, progress reports, abstracts, theses, oral presentations, internal reports, and journal articles.

Some forms of misconduct, such as failure to adhere to requirements for the protection of human subjects or to ensure the welfare of laboratory animals, are governed by specific federal regulations and are subject to the oversight of established University committees. However, violations involving failure to meet these requirements may also be covered under this policy or possibly by other University policies when so determined by the responsible committees or institutional officials.

Research misconduct does not include honest error or differences of opinion.

Findings of Research Misconduct
A finding of research misconduct requires that:

- There be a significant departure from accepted practices of the relevant research community; and
- The misconduct be committed intentionally, or knowingly, or recklessly; and
- The allegation be proven by a preponderance of evidence.

Jurisdiction and Applicable Process
There are a number of University policies and procedures for responding to allegations of misconduct by students, postdoctoral fellows, or staff. This policy is intended to be invoked only in instances where research misconduct (i.e. activity related to the proposing, performing, reviewing of research, or in the reporting of research results and which therefore may have an impact on the integrity of the research record) is involved. Questions of jurisdiction and the applicability of the appropriate University procedure will be decided by the responsible administrative entity (such as the Office for Student Conduct, Office for Postdoctoral Programs, or the Office of Human Resources), in consultation with the Vice Provost for Research. Allegations of misconduct not involving the research process or the integrity of the research record will be resolved by the disciplinary process ordinarily applicable.

1. Inquiry
1.1 Allegations of research misconduct should be directed in the first instance to the Vice Provost for Research who, along with the responsible administrative entity, will determine jurisdiction and which process is applicable to resolve the allegation. If the Vice Provost determines that this process is properly invoked, the Vice Provost will forward the complaint—which must be in writing—to the Dean of the School where the research is being performed.

1.2 Upon receipt of a properly documented complaint, the Dean will inform the respondent of the nature of the charges, and will provide the respondent with a copy of these procedures. The Dean will also take steps to secure relevant documents, data and other materials.

The Dean will appoint one or more unbiased, impartial individuals with appropriate expertise who will conduct a preliminary inquiry to determine whether a full investigation is warranted.

1.3 The inquiry committee will gather information and determine whether there is sufficient, credible basis to warrant a formal investigation. The committee shall offer the respondent an opportunity to provide them with relevant information regarding the allegations. The committee will submit a written report of its assessment to the Dean and the respondent, and to the complainant where appropriate. The report should state what evidence was reviewed, summarize relevant interviews, and include the committee's recommendation. This report will ordinarily be submitted within 30 calendar days of receipt of the written complaint by the Dean.

1.4 If the report of the inquiry committee determines that a formal investigation is not warranted, the Dean may (i) drop the matter, or (ii) not initiate a formal investigation, but take such other action as the circumstances warrant, or (iii), in extraordinary circumstances, nonetheless initiate a formal investigation. The Dean will inform the concerned parties of the decision.

1.5 If the inquiry committee determines that a formal investigation is warranted, the Dean will initiate a formal investigation as provided in Section 2. The Provost (Vice Provost/designee) will inform the appropriate government agency or source funding the research, in
writing, that a formal investigation has been initiated and will identify the respondent to the agency or source (1).

2. Formal Investigation

2.1 To initiate a formal investigation, the Dean will appoint a formal investigation committee of not less than two disinterested individuals with sufficient expertise, one or more of whom may have served on the preliminary inquiry committee.

2.2 Investigation. The formal investigation committee will be provided with copies of the complaint, the report of the initial inquiry and any other materials acquired during the preliminary inquiry. The formal investigation committee will undertake a thorough examination of the allegations, including, without limitation, a review of relevant research data and proposals, publications, correspondence, and records of communication in any form. Experts within or outside the University may be consulted. The Committee shall have authority to investigate, pursue and document any related research misconduct by the respondent, even if such misconduct was not covered by the initial complaint. Whenever possible, interviews will be conducted with the complainant, as well as with others having information regarding the allegations. The Committee must allow the respondent an opportunity to be interviewed at this formal investigation stage. When being interviewed by the committee the respondent and the complainant may each be accompanied by an adviser, who may be a lawyer but who may not participate directly in the proceedings except when and as requested to do so by the committee.

2.3 Reporting the findings. Following its investigation, the formal investigation committee will prepare and provide a written report of its findings to the respondent, to the Dean, to the Provost, and, if appropriate, to the complainant. The report will describe the allegations investigated, how and from whom information was obtained, the findings and basis of the findings, and will include texts or summaries of the interviews conducted by the committee. The report will conclude with a clear statement regarding which charges have been considered and what its findings are with respect to each charge the committee considered. If the committee finds that a violation of University policy in addition to or other than research misconduct might have been committed, a description of the possible violation will be included.

The committee will indicate whether each charge considered during the course of its proceedings is unsubstantiated or substantiated by a preponderance of evidence. If the matter involves a respondent who would be subject to University sanctions for misconduct only if the evidence met a clear and convincing standard, the Committee will make an additional determination as to whether that standard has also been met (2).

The final report will ordinarily be submitted within 90 days of the appointment of the formal investigation committee. The respondent will be permitted to make a written reply to the Dean with a copy to the Provost, and Vice Provost for Research, within 15 calendar days of submission of the report. The Dean may ask the committee to respond in writing to any replies from the respondent. The Dean may also ask the complainant to respond to the report if deemed appropriate. All such responses and replies will be incorporated as appendices to the report of the formal investigation committee.

3. Disposition of Final Report and Findings

3.1 The Dean will consider the final report and replies. Upon acceptance of the report by the Dean, the Provost (Vice Provost/designee) will submit a copy of the report containing the outcome of the investigation to the appropriate government agency or source funding the research, if such action is required by regulation or otherwise appropriate. The entire formal investigation process should be completed within 120 calendar days of its initiation, unless documented circumstances warrant a delay.

3.2 If the final report of the formal investigation committee finds the charges of research misconduct against a respondent not to be substantiated, the research misconduct proceeding is terminated and the concerned parties will be informed. A finding that a charge of research misconduct has not been substantiated shall not preclude the University from taking other appropriate action against the respondent if the respondent’s behavior or actions violate another University policy or rule.

3.3 If the report of the formal investigation committee finds the charges of research misconduct against a respondent to be substantiated, the matter will then be referred to the responsible administrative entity within the University to determine the appropriate University sanctions, if any, to be imposed for the misconduct (3).

4. Other Actions and Procedures

4.1 The Dean in consultation with the Provost will, during the course of the inquiry or formal investigation, take administrative action, as appropriate to protect the welfare of animal or human subjects.

4.2 At any time during the inquiry or formal investigation, the Dean and Provost will immediately notify the relevant funding agency(ies) if public health or safety is at risk; if agency resources or interests are threatened; if research activities should be suspended; if there is reasonable indication of possible violations of civil or criminal law; if Federal action is required to protect the interests of those involved in the investigation; if the University believes the inquiry or formal investigation may be made public prematurely so that appropriate steps can be taken to safeguard evidence and protect the rights of those involved; or if the research community or public should be informed.

4.3 If the final report of the formal investigation committee finds charges have been substantiated, the Provost or Dean will take appropriate steps to correct any misrepresentations resulting from the misconduct. If, at any time during the inquiry or investigatory stages, the respondent admits to the alleged misconduct, the Dean will take the necessary steps to complete the inquiry in order to correct the scientific record. If misrepresented results have been submitted for publication, already published, or otherwise disseminated into the public domain, appropriate journals and other sponsors will be notified. In addition, collaborators, and other affected individuals, organizations, institutions, and sponsors will be informed.

4.4 Complete records of all relevant documentation on cases treated under the provisions of this policy will be preserved by the offices of the Dean and the Provost in a manner consistent with the Protocols for the University Archives and Record Center. In cases adjudicated under Section 3, records will be preserved for a minimum of ten years following completion of all proceedings. Records of cases which are dropped will be preserved for at least three years following the initial inquiry. When students are involved in these procedures, the confidentiality provisions applicable to educational records will govern the disclosure of the records.

4.5 The University may act under these procedures irrespective of possible civil or criminal claims arising out of the same or other events. The Dean, in consultation with the Provost and the General Counsel, will determine whether the University will proceed against a respondent who also faces related charges in a civil or criminal tribunal. If the University
defers proceedings, it may subsequently proceed irrespective of the time provisions set forth in these procedures.

Endnotes
1. The decision to initiate a formal investigation must be reported to the Office of Research Integrity, Department of Health and Human Services, if the research has been supported by a grant from DHHS, according to DHHS regulations.
2. There is a discrepancy between University regulations, which use the standard of 'clear and convincing' evidence, and regulations of the Office of Research Integrity, which use the lower standard of 'preponderance of evidence'. Therefore, if there is a finding of fault, the inquiry must explicitly state whether the higher University standard is met, to inform the University administrative entity which is responsible for determining possible sanctions.
3. The intent of this policy is that the appropriate administrative entity will take responsibility for determining and implementing sanctions.

For instance, if the respondent is an undergraduate student any disciplinary sanctions will be determined by the Office of Student Conduct (OSC) in accordance with its amended Charter procedures dealing with research misconduct findings. In order to determine sanctions, the findings and accompanying documents should be forwarded to the Office of Student Conduct. Upon review of all findings, including all submissions by the respondent etc., the Office of Student Conduct will propose appropriate sanctions to the respondent. The respondent would then have an opportunity to accept, reject or propose alternative sanctions. If either the original sanction or an alternative sanction is accepted and agreed upon, the OSC then has primary responsibility for implementing and monitoring sanctions. If the respondent rejects the sanction, the respondent may appeal the nature and severity of the sanction only to the Disciplinary Appellate Officer within the Student Disciplinary System. If the decision of the appellate officer is to uphold the proposed sanction, the sanction will be imposed, with no further levels of review.

Likewise, if the respondent is a graduate student, postdoctoral fellow, or staff member, the responsible administrative entity would consider the information and determine sanctions.

1. Source: Almanac, Vol. 51, No. 1, July 13, 2004 (https://almanac.upenn.edu/archive/volumes/v51/n01/OR-research.html)

Recognition and Governance of Undergraduate Social Fraternities and Sororities

The University of Pennsylvania values collegiate fraternities and sororities as an important component of the undergraduate student experience at the University. Fraternal organizations have existed at the University since 1849. These organizations complement the academic and non-academic aspects of the campus life by serving as a source of cultural, academic and social support as their members pursue their educational goals.

This policy

1. describes the relationship between individual fraternity/sorority colonies/chapters ("chapters") and the University.
2. outlines the framework for governance,
3. affirms the University's commitments to recognized chapters and
4. describes the responsibilities of each chapter and its sponsoring organization.

The Office of Fraternity and Sorority Life ("OFSL"), with input from the Interfraternity Council ("IFC"), Intercultural Greek Council ("IGC") and Panhellenic Council ("Panhellenic") (each a "Governing Council") and Greek Alumni/Advisory Council ("GAC"), is responsible for overseeing the implementation of this policy.

I. Framework for Recognition

A. General Principles

1. Recognition is the formal process by which the University of Pennsylvania agrees that a fraternity or sorority may function on the campus, enroll members from the student body through recruitment and/or intake activities and identify its chapter with the University.
2. Only chapters of an inter/national independently incorporated organization ("National Sponsoring Body") are eligible for University recognition. The University's recognition is premised on the same basic principles that apply to the University's affiliation with external organizations: there must be commonality of goals and standards, mechanisms for accountability and provisions for the discontinuation of the affiliation should goals diverge or standards decline.
3. For colony and chapter recognition, it is critical that a local network of alumni/ae ("Alumni Sponsor") exists to work with the colony/chapter. The Alumni Sponsor is a critical element for the success of any colony/chapter. The Alumni Sponsor will consist of an identified group of alumni/ae or other adults who have agreed to provide mentoring and guidance to the chapter and its members to ensure long term functioning and organizational stability. The Alumni Sponsor also is tasked to ensure that all actions of the chapter are consistent with the mission and values of the University and the National Sponsoring Body. The Alumni Sponsor may be organized as a separate legal entity, and may be the legal fraternity entity identified as a responsible party in agreements between the University and the fraternity relating to disciplinary action against a chapter or to achapter's use and occupancy of University-owned property as a residential chapter house. For all residential fraternities, the Alumni Sponsor must also help to promote the financial viability of the chapter and will, to the extent individuals with the requisite expertise are available to the Alumni Sponsor, assist in developing and implementing plans for the management of and improvements to the chapter house. Continued recognition of a chapter requires ongoing active involvement by an Alumni Sponsor.
4. Because fraternity and sorority chapters should enhance the educational experience of students, it is appropriate for the University to provide support services that will help the chapters to function effectively for their members and enhance their stability over time.

B. Levels of Recognition

1. Provisional Recognition

Provisional Recognition is the University's conditional approval of affiliation with a local chapter for a specified period, usually no shorter than one year, after an organization meets the criteria for recognition. To be eligible for Provisional Recognition, a chapter must meet all of the criteria described in section III.B. At the end of the period of Provisional Recognition, OFSL will conduct a review of the chapter and consult with the Fraternity and Sorority Advisory Board ("FSAB") and the Vice Provost for University Life ("VPUL").
The Director of OFSL ("Director") will determine whether the chapter qualifies for Full Recognition or continued Provisional Recognition, or should have its recognition revoked or altered. Ordinarily, Provisional Recognition will apply during the establishment of a new chapter or the reestablishment of a formerly active chapter. In addition to meeting all requirements described in sections II and III.B, formerly active chapters seeking to re-establish must also meet any additional conditions set by the Director. A chapter in Provisional Recognition status may only participate in University-wide rush/membership selection processes to the extent permitted by the IFC, Panhellenic or IGC.

2. Full Recognition

Full Recognition accords a fraternity/sorority all of the privileges and resources described in section III.A of this policy while also establishing the fraternity/sorority’s responsibilities under this policy, including those set forth in section III.B. If the University believes that the activities of a chapter are inconsistent with its policies or goals, the University reserves the right to change or revoke the chapter’s recognition through the appropriate process.

3. Probationary Recognition

Probationary Recognition is a reduced level of recognition resulting from the University’s withdrawal of certain privileges for a set time period. This status may be applied to a chapter that has failed to abide by applicable University policies and/or state, local or federal law. Before the end of the probationary period, the chapter’s officers, National Sponsoring Body and Alumni Sponsor will be required to produce a written plan regarding corrective action to bring the chapter into full compliance with the policies and/or legal requirements that affected the chapter’s status. At the end of the probationary period, OFSL will conduct a review of the chapter in consultation with the FSAB. Based on this review, the Vice Provost for University Life will determine whether the chapter will regain Full Recognition, continue Probationary Recognition or have its recognition revoked or altered.

II. The Recognition Process

A. Overview

1. Recognition is a multi-step process through which the University, in consultation with a National Sponsoring Body and an Alumni Sponsor, determines that a chapter meets the criteria established by this policy for affiliation with the University.

2. City-wide fraternities and sororities which, by charter of the National Sponsoring Body, are authorized to draw membership from more than one college/university within the greater Philadelphia area may be recognized under this policy, subject to the following additional conditions: Only the membership drawn from the University of Pennsylvania will be recognized as the official fraternity/sorority chapter; participants from outside of the University will be considered “guests” of the chapter and the chapter will be held accountable for the actions of guests.

3. The recognition process begins with informal consultation among the OFSL, the Office of the Provost and other University offices identified by the Office of the Provost to assess how the possible addition of a chapter would affect the University community’s social, cultural and academic environment.

4. Following a favorable recommendation upon the conclusion of the consultative process described in section II.A.3, a chapter seeking recognition and its National Sponsoring Body shall make a written application and submit all information specified in application guidelines provided by OFSL. This information will generally include:

   a. a written pledge of sponsorship by a National Sponsoring Body; identification of an Alumni Sponsor who will supervise the chapter on an ongoing basis; and specific information about the chapter’s governance structure and financial plan.

   b. A chapter seeking to operate a chapter house must also provide a detailed housing plan, which must include a description of the contractual arrangements for providing housing to students. Further, all chapter houses must conform to the University’s requirements regarding safety, insurance coverage and financial accountability.

B. Approval Process

1. Provisional Recognition is the first step in the recognition process. To be eligible for Provisional Recognition, a fraternity or sorority chapter must:

   a. secure a commitment for affiliation from a National Sponsoring Body; and

   b. identify an Alumni Sponsor.

   The chapter must also obtain approval from the appropriate undergraduate Governing Council, the GAC and OFSL.

2. The Director will submit each application to the appropriate Governing Council, as requested by the chapter, and the Governing Council will make a decision on the application in accordance with its policies and procedures.

3. If the chapter receives the approval of a Governing Council, the application for recognition will be forwarded to the GAC. After the chapter receives the approval of both the applicable Governing Council and the GAC, OFSL will complete its review of the application.

4. Provided that the information submitted by the chapter is acceptable to the University, the Director will issue an Offer of Provisional Recognition letter, which will include any special terms or conditions that apply to the chapter. The National Sponsoring Body, the Alumni Sponsor and the chapter seeking recognition must accept the offer of recognition in writing through their respective authorized officers before a chapter can be granted Provisional Recognition.

5. After a chapter has satisfied requirements contained in the Offer of Provisional Recognition as well as any other prerequisites to Full Recognition established by the University and the National Sponsoring Body, it may seek Full Recognition from the University. Both its National Sponsoring Body and its Alumni Sponsor must certify in writing that a chapter seeking Full Recognition has complied with all requirements for Full Recognition contained in the Offer of Provisional Recognition.

6. If the Director confirms that

   a. all requirements for Full Recognition contained in the Offer of Provisional Recognition have been satisfied and

   b. the chapter meets generally applicable criteria for Full Recognition, the Director will issue a letter awarding the chapter Full Recognition status.

III. Privileges and Responsibilities of Recognition

A. Privileges

In general, Full Recognition affords a fraternity/sorority the following privileges:

1. Identification of the chapter with the University and, subject to approval of OFSL, use of the University’s name along with, but not in place of, identification with the National Sponsoring Body.
2. Advice and assistance of OFSL and other appropriate University offices in the conduct of the chapter's business affairs, operation of its house, if any, and its short-term and long-term financial planning.
3. Assistance and support of various University resources, such as the Division of Public Safety and the Division of Facilities and Real Estate Services, regarding safety and facilities-related issues.
4. Assistance from University offices, such as the Office of Development, Alumni Relations and Annual Giving, in communicating with the University's alumni of the local chapter.
5. Access to University facilities for official chapter functions, subject to the approval of OFSL and/or other appropriate University offices and subject to applicable charges.
6. Participation in the University's fraternity/sorority governance system, through IFC, Panhellenic or IGC and GAC.
7. Participation in official University-wide recruitment or membership solicitation programs, facilitated by the IFC, Panhellenic, IGC and/or GAC.
8. Participation in athletic, social and educational programs and activities provided for fraternal organizations.

B. Responsibilities of All Chapters

Each chapter, regardless of its level of recognition or residential status, assumes the following obligations:

1. The chapter and its members must comply with all applicable laws and University policies as well as the requirements of its National Sponsoring Body organization.
2. The chapter must cooperate with University administrators, including, but not limited to, emergency response and law enforcement officials.
3. The chapter, collectively, must maintain a satisfactory cumulative grade point average and each of its individual members must remain in good standing. A student who is not in good standing with his or her school may not retain membership status or reside in the chapter house.
4. The chapter must notify OFSL, in a timely fashion, of any changes in the persons responsible for the chapter's operation (including, but not limited to, chapter officers and Alumni Sponsor and/or National Sponsoring Body representatives).
5. At least once per semester, the chapter must review with the Director its general progress and contributions during the previous term regarding chapter viability, compliance with University standards, issues of collective responsibility, projected planning and programming needs and any specific need for advisory services from the University.
6. The chapter must prepare an annual report for its National Sponsoring Body and Alumni Sponsor regarding the status of the undergraduate membership. The National Sponsoring Body must communicate at least once per semester with OFSL regarding its evaluation of the chapter.
7. The chapter must comply with the insurance and risk management requirements established by the University for residential chapter houses, set forth in the University's Policy Establishing Insurance Coverage Requirements and Indemnity Obligations for Residential Fraternities and Sororities.
8. The chapter must accept collective responsibility for activities of the chapter that violate the University's Code of Student Conduct or other policies and for violations of the University's rules by individual members and guests when such violations are approved or tolerated by the chapter, its leadership or members.
9. The chapter must maintain chapter viability through sound financial management and supervision.
10. The chapter must maintain participation in the University's fraternity and sorority governance system through active membership in the IFC, Panhellenic or IGC, and the GAC.
11. The chapter must contribute positively to the University community and to the development of individual chapter members in their role as students at the University.

C. Safety and Risk Management Standards for Residential Chapters Operating in Chapter Houses That Are Not Owned or Managed by the University

Each residential chapter must meet the following additional requirements for initial and continued recognition:

1. The chapter must provide accommodations that are equal in safety and comfort to University dormitory housing. Chapter house accommodations are subject to the same University regulations, guidelines and standards applied to University dormitories and other residential facilities.
2. Chapter house accommodations must comply, on an ongoing basis, with the standards established in the University of Pennsylvania Life Safety Standards for Residential Fraternity/Sorority Chapter Houses.
3. Chapter house accommodations must be structurally sound and maintained in safe, sanitary and tenantable condition.
4. The chapter must submit to regular safety and compliance inspections, as set forth in the University of Pennsylvania Life Safety Standards for Residential Fraternity/Sorority Chapter Houses. All required certifications must be issued by third party service providers approved by the University and must provide evidence of life safety system functionality required by governmental authorities. The Alumni Sponsor will ensure that any identified deficiencies in the condition or operation of the chapter house are promptly corrected.

D. Chapter Houses in University-Owned Property

1. Chapters that occupy University-owned properties are governed by two separate agreements. The Dormitory Agreement is a long-term agreement between the University and the National Sponsoring Body and/or the Alumni Sponsor that sets forth the structure and conditions under which a chapter may occupy a specific property. The Dormitory Agreement affirms that the governing principle of chapter house occupancy is the property's status as a University dormitory, and the operational and management relationship between the University and Sponsoring entity will be consistent with that concept. A Dormitory Agreement may be for any number of years, although usually these agreements have a term of 10 to 25 years, assuming all necessary conditions for continued occupancy are met. As constituent units of the University's system of dormitory housing, chapter houses must submit to regular safety and compliance inspections as set forth in the University of Pennsylvania Life Safety Standards for Residential Fraternity/Sorority Chapter Houses. They also must promptly correct any safety or compliance violations caused by chapter house residents or chapter activities.
2. Additionally, residents of all University-owned chapter houses sign an Occupancy Agreement, between each individual occupant and the University, lasting for not more than one academic year. The Occupancy Agreement reaffirms the chapter house resident's obligations, including the obligation to comply with the safety and behavioral standards that apply to every University student occupying dormitory housing.
IV. Mechanisms for Accountability

Once a chapter receives Full Recognition by the University, the chapter will continue in that status as long as it meets all of the expectations articulated in this policy. On an annual basis, OFSL will review each chapter’s compliance with these standards. If it is determined that a chapter has failed to meet its responsibilities under this policy, the University may implement alterations in the chapter’s status in accordance with the appropriate process.

The process for addressing a chapter’s violation of this or other University policy will depend on the nature and severity of the violation. The procedural options are described below.

A. Administrative Warning

1. The Director, in consultation with University colleagues, may issue an administrative warning to address minor violations of this policy. Such a warning may be issued by OFSL following agreement between OFSL and the chapter about a course of corrective action to remedy the violation(s) at issue. Ordinarily, the time frame for corrective action will not extend beyond one month.

2. Before issuing an administrative warning, the Director or his designee should meet with the president and/or appropriate officers of the chapter to discuss the violation(s). If the Director and the chapter do not agree on a course of corrective action, the Director may refer the matter for formal discipline. In addition, if the chapter fails to take required corrective action after reaching an agreement with OFSL, the University reserves the right to refer the chapter to the formal disciplinary process.

B. Temporary Suspension Status

1. The University may impose a temporary suspension status upon a chapter pending the outcome of the formal disciplinary process when it has reason to believe that the conduct or activities of a chapter poses a risk to safety or has caused or threatens to cause significant harm to person or property. Such a suspension may be imposed only after consultation between the Director or his or her designee and at least one senior member of the central VPUL administration and the Director of the Office of Student Conduct (OSC).

2. OFSL must provide prompt written notice to the chapter’s president, the Alumni Sponsor and the National Sponsoring Body outlining the reason(s) for the temporary suspension status, and any restrictions or conditions attached to it.

3. Ordinarily, during a temporary suspension, a chapter will not be able to conduct any chapter activities and the chapter members may be required to vacate the chapter house.

4. A temporary suspension does not eliminate the possibility of other, more permanent, modifications of a chapter’s recognition status.

C. Process for Addressing Violations of Safety and Risk Management Standards for Residential Chapters

1. If the University determines that a chapter has failed to comply with any of the Safety and Risk Management Standards established under section III.C or section III.D of this policy, the VPUL, after consulting with the Division of Public Safety, the Office of Risk Management and Insurance and the Division of Facilities and Real Estate Services, may impose restrictions on chapter house activities up to and including requiring that the chapter house be vacated until the condition is remedied and the non-compliance is corrected.

2. If, after reasonable notice and an opportunity to address the violation, a chapter fails to remedy a violation of any Safety and Risk Management Standard established under section III.C or III.D of this policy, the VPUL, in consultation with appropriate University offices, such as OFSL and the Division of Facilities and Real Estate Services, will determine whether a safety violation merits a change in the chapter’s recognition status. Whenever practicable, the chapter will have an opportunity to be heard before a determination is made. If VPUL determines that a change in recognition status is appropriate, the chapter may be subject to suspension or withdrawal of its recognition.

3. Ordinarily, OFSL will advise the chapter as well as its National Sponsoring Body and the Alumni Sponsor in writing of the Safety and Risk Management Standards violation(s) under section III.C or III.D of this policy and the expected timeline for addressing them. If the chapter fails to meet the University’s timeline, or if safety concerns are so significant as to merit such action, the University may take immediate action, up to and including
   a. requiring that the chapter house be vacated immediately and
   b. alteration of the chapter’s recognition status.

4. A chapter may appeal a determination to alter its status based on a violation of Safety and Risk Management Standards under section III.C or III.D of this policy by writing to the Provost within 10 days after the determination is made.

D. The FSAB Process

The procedures outlined in the Fraternity and Sorority Advisory Board Judicial Charter will apply to violations other than violations of Safety and Risk Management Standards established under section III.C and III.D of this policy. The University reserves the right to place a chapter on administrative warning in lieu of formal discipline or to place a chapter on temporary suspension status pending completion of the disciplinary process.

V. Changes in Recognition Status

A. Probationary Recognition

1. The University may impose Probationary Recognition upon a chapter if it determines that the chapter has violated this or other University policy. A chapter may be placed on probation only after initiation of the procedures described in the FSAB Judicial Charter. Probationary Recognition status can be imposed through an agreement of responsibility (which must be signed by OFSL, all members of the chapter, its Alumni Sponsor and appropriate representatives of the National Sponsoring Body), or following a hearing. Failure to comply with the terms of probation or additional violations during the probationary period will subject a chapter to more severe discipline, up to expulsion.

2. Probationary Recognition will be for a specified period. At the end of the probationary period, OFSL will review the status of the chapter in consultation with the FSAB. Based on this assessment, the Vice Provost for University Life will determine whether the chapter will regain Full Recognition, continue in Probationary Recognition status or be subject to suspension or expulsion.

B. Suspension of Recognition

1. The University may suspend a chapter’s recognition when it determines that the chapter has violated this or other University policy and the chapter’s conduct was serious enough to warrant the chapter’s separation from the University for a period of time. In addition, suspension of a chapter by its National Sponsoring Body will automatically result in suspension of recognition by the University without further process.
2. Except for a temporary suspension, described above, a chapter’s recognition may be suspended only following the initiation of the procedures described in the FSAB Judicial Charter. Suspension can be imposed through an agreement of responsibility or following a disciplinary hearing. Suspension of recognition will be for a specified period.

3. During the period of suspension, all activities of a chapter are suspended and all of its privileges revoked. During this period the National Sponsoring Body, working with the Alumni Sponsor, will be required to develop and submit a written plan of corrective action to bring the chapter into full compliance with this policy. If a chapter house is maintained, the Alumni Sponsor must cease its operation of the chapter house and the chapter and all residents must vacate the chapter house.

4. After the completion of a term of suspension, chapter members in good standing may be authorized to live in the chapter house and may be granted permission to resume participation in chapter activities and programs. Alternatively, the suspended chapter may be reorganized with newly recruited members. If a chapter has been suspended for three years or more, it must go through the process for seeking Provisional Recognition, outlined in section II of this policy.

C. Withdrawal of Recognition

1. A chapter’s recognition may be withdrawn when it is determined to be incapable of meeting its obligations under the terms of this policy for any reason. If a chapter house is maintained, the Alumni Sponsor must cease its operations of the chapter house, the chapter and all residents must vacate the chapter house and the National Sponsoring Body must revoke all privileges and authority for the chapter to function. Withdrawal of recognition terminates all previously established agreements between the University and the chapter.

2. If a chapter’s charter is suspended or withdrawn by its National Sponsoring Body, the University will withdraw the chapter’s recognition immediately without further process.

3. A chapter’s recognition may be withdrawn following initiation of the procedures described in the FSAB Judicial Charter even if no action has been taken by the National Sponsoring Body. If a chapter’s recognition is withdrawn through the FSAB process, the FSAB will ordinarily make a recommendation as to when the National Sponsoring Body may be allowed to seek recolonization at the University.

D. Voluntary Withdrawal of Recognition

1. A chapter may voluntarily relinquish its recognition for a specific period of time or indefinitely. The circumstances under which voluntary withdrawal might be appropriate include, but are not limited to, inadequate financial management, inadequate alumni support, overall lack of viability and inability to comply with the conditions of a chapter’s Probationary Recognition.

2. In the event of voluntary withdrawal of recognition, the Alumni Sponsor must cease operations of the chapter house, the chapter and all residents must vacate the chapter house and the National Sponsoring Body must revoke all privileges and authority for the chapter to function.

E. Expulsion

1. The University may expel a chapter when it determines that the chapter has violated this or other University policy in such an egregious manner as to warrant permanent separation from the University.

2. Expulsion means permanent closure of a chapter and terminates all agreements and relationships between the University and the chapter. At the time of expulsion, the Alumni Sponsor must cease operations of the chapter house, the chapter and all residents must vacate the chapter house and the National Sponsoring Body must revoke all privileges and authority for the chapter to function.

3. A chapter may be expelled only following the initiation of disciplinary procedures described in the FSAB Judicial Charter.

VI. Amendments

Recommendations for amendments to this policy may originate with the IFC, Panhellenic, IGC, the GAC, the FSAB or OFSL. Any amendments to this policy will be issued in writing by the Vice Provost for University Life, with a reasonable period for chapters already in recognition status to comply with new requirements.

Resources for Student Bereavement

Penn recognizes that its students may experience the loss of a loved one during their time at Penn, and that grief impacts us all differently. The following guidelines are meant to describe the resources Penn has in place to help students navigate through this difficult time; students should work with their academic advisors to determine the best course of action for their individual needs.

For emergency assistance, call 511 or the Division of Public Safety at 215-573-3333. Help is available 24/7.

If you are grieving or have experienced a death of a loved one, one of the first questions you may have is about missing class. Class attendance policies vary by course, and if you feel overwhelmed about how to get in touch with your instructors, your academic advisor can help.

If you are not sure how to contact your academic advisor, or if you are unable to reach your advisor or would prefer to talk to someone else, please contact your school’s advising office:

Undergraduate Students

College of Arts and Sciences: (http://www.college.upenn.edu/college-office/) College Office, 215-898-6341

College of Liberal & Professional Studies: (http://www.sas.upenn.edu/lps/students/current/) Academic Advising, 215-746-7040

School of Engineering and Applied Science: (https://www.seas.upenn.edu/undergraduate/advising/) Research and Academic Services, 215-898-7246

School of Nursing: (http://www.nursing.upenn.edu/student-services/advising/accelerated/) Student Services, 215-898-6687


Graduate, Professional, and Other Students

Annenberg School for Communication: (https://www.asc.upenn.edu/academics/graduate-program/) Graduate Studies, 215-573-6349
College of Liberal & Professional Studies: (http://www.sas.upenn.edu/lps/students/current/) 215-898-7326

Graduate School of Education: (http://www.gse.upenn.edu/resources/current-students/) Student Affairs, 215-898-7019


School of Arts and Sciences, Graduate Division: (https://www.sas.upenn.edu/graduate-division/contact/) 215-573-5818

School of Dental Medicine: (http://www.dental.upenn.edu/contacts_visitor_info/) Office of Academic Affairs and Student Life, 215-898-4550

School of Design: (https://www.design.upenn.edu/information/graduate-students/) Student Services, 215-898-6210

School of Engineering and Applied Science: (https://www.seas.upenn.edu/undergraduate/advising/) Research and Academic Services, 215-898-7246

School of Nursing: (http://www.nursing.upenn.edu/student-services/advising/accelerated/) Student Services, 215-898-6687

School of Social Policy and Practice: (https://www.sp2.upenn.edu/student-life/welcome/) Student Services, 215-746-5895

School of Veterinary Medicine: (http://www.vet.upenn.edu/education/student-life/student-affairs/) Office for Students, 215-573-6488


If you are a family member or a friend who is concerned about a Penn student suffering a loss, please feel free to contact the student's school advising office as well.

In addition to speaking to an academic advisor, Penn offers a number of other resources to support grieving students:

**University Offices**

Counseling and Psychological Services (http://www.vpul.upenn.edu/caps/) (CAPS) offers free and confidential services to all undergraduate, graduate, and professional students at Penn. CAPS’ trained clinicians offer both individual and group therapy. Students can make an appointment or discuss available options by calling CAPS at 215-898-7021, 24 hours a day, 7 days a week.

Student Intervention Services (http://www.vpul.upenn.edu/intervention.php) (SIS) assists the University community in handling emergencies or critical incidents involving the welfare and safety of students. The SIS teams work in partnership with CAPS, the Chaplain’s Office, and Special Services in the Division of Public Safety to manage cases involving major critical incidents. The SIS team utilizes a network of University resources and administrators to support the direct provision of services to students and others impacted by an emergency or crisis situation and provide case management and collaborative follow-up services as needed. SIS can be contacted at 215-898-6081 during regular office hours, or on nights or weekends, please call the Department of Public Safety at 215-573-3333.

The Office of the Chaplain (http://www.upenn.edu/chaplain/) is available to students for pastoral support and guidance. The office also serves and supports a wide range of student organizations, fellowships and religious communities on Penn’s campus. If you need to reach someone in the Chaplain’s Office immediately, please call 215-898-8456 or email the chaplain (choward@pobox.upenn.edu) or the associate chaplain (skocher@pobox.upenn.edu).

**Student Groups on Campus**

Actively Moving Forward (AMF) at Penn is a student organization/Support Network for students at Penn grieving the illness or death of a loved one. The organization includes a peer-led Grief Support Group for Penn students who are coping with the illness or death of a loved one to connect with others “who get it,” and a Service Group open to ALL students to go to service events together throughout the Philly area. Visit AMF’s website page to learn more at http://pennstudentsofamf.weebly.com/, or you can visit their Facebook page at https://www.facebook.com/AMFatUPenn/.

**Rules Governing Final Examinations**

1. No instructor may hold a final examination nor require the submission of a take-home final exam except during the period in which final examinations are scheduled. When necessary, exceptions to this policy may be granted for postponed examinations (see 3 and 4 below). No final examinations may be scheduled during the last week of classes or on reading days.

2. No student may be required to take more than two final examinations on any calendar day during the period in which final examinations are scheduled. If more than two are scheduled, the student may postpone the middle exam. If a take-home final exam is due on a day when two final examinations are scheduled, the take-home exam shall be postponed by one day.

3. Examinations that are postponed because of conflicts with other examinations, or because more than two examinations are scheduled in the same day, may be taken at another time during the final examinations period if the faculty member and student can agree on that time. Otherwise, they must be taken during the official period for postponed examinations.

4. Examinations that are postponed because of illness, a death in the family, for religious observance, or some other unusual event may be taken only during the official periods: the first week of the spring and fall semesters. Students must obtain permission from their Dean’s office to take a postponed exam. Instructors in all courses must be willing to offer a make-up examination to all students who are excused from the final examination.

5. No instructor may change the time or date of a final exam without permission from the appropriate Dean.

6. No instructor may increase the time allowed for a final exam beyond the scheduled two hours without permission from the appropriate Dean.

7. No classes or required class activities may be held during the reading period.

8. The first examination of the day begins at 9 a.m. and the last examination concludes by 8 p.m. There will be one hour between exam time blocks.
9. All students must be allowed to see their final examination. Exams should be available as soon as possible after being graded with access ensured for a period of at least one regular semester after the exam has been given. To help protect student privacy, a student should have access only to his or her own exam and not the exams of other students. Therefore, for example, it is not permissible to leave student exams (or grades or papers) in publicly accessible areas.

10. Students may not be asked for their Social Security Numbers. Instructors may not publicly display a student’s Penn ID or any portion of the Social Security Number, nor use names, initials, or any personally identifiable information to post grades. Even when an identifier is masked or absent, grades may not be posted in alphabetical order, to protect student privacy.

11. Final exams for College of Liberal and Professional Studies (LPS) courses must be given on the regular class meeting night during the week of final examinations. No change in scheduling is permitted without unanimous consent of all students in the class and the director of LPS. LPS final exams may not be administered during the last week of class or on a reading day.

In all matters relating to final exams, students with questions should first consult with their Dean’s offices. Faculty wishing to seek exceptions to the rules also should consult with their Dean’s offices. Finally, the Council of Undergraduate Deans and Student Committee on Undergraduate Education (SCUE) urge instructors to see that all examinations are actively proctored.

(Source: Almanac, April 17, 2018, Volume 64, No. 31 (https://almanac.upenn.edu/volume-64-number-31/#of-record-rules-governing-final-examinations1))

Sexual Misconduct Policy, Resource Offices and Complaint Procedures

Effective August 14, 2020

The mission of the University of Pennsylvania is to offer a world-class education to our students, train future leaders, expand and advance research and knowledge, serve our community and society both at home and abroad, and provide the most expert and outstanding healthcare for our patients. To create and sustain a campus climate in which members of the University community are able to thrive and achieve their full potential, the University has established a wide range of policies, educational programs, resources, support, and reporting systems to respond to complaints of sexual misconduct made against students, postdoctoral or other trainees, faculty, and staff. Sexual harassment, sexual violence, and other forms of sexual misconduct will not be tolerated. The University’s policies, resources, and complaint procedures include the following:

- I. Sexual Harassment, Sexual Violence, Relationship Violence and Stalking Policy (p. 2028)
- II. Consensual Romantic and Sexual Relationships in the Workplace and Educational Settings (p. 2031)
- III. Student Disciplinary Procedures for Resolving Complaints of Sexual Misconduct (p. 2032)
- IV. Procedures for Resolving Complaints of Sexual Misconduct Against Faculty (p. 2036)
- V. Procedures for Resolving Complaints of Sexual Misconduct Against Staff (p. 2040)

As detailed in these policies and procedures, in all cases where a member of the community, or other person, wishes to initiate a complaint against a member of the community (student, faculty, or staff) for sexual misconduct, the complaint should be brought to the Associate Vice President for Equity and Title IX Officer (“AVP”). The AVP will be responsible for determining the appropriate procedures to be followed and will be charged with overseeing the process.

Not every act that might be offensive to an individual or a group necessarily will be considered sexual harassment and/or a violation of the University’s standards of conduct. In determining whether an act violates University policy, the totality of the circumstances surrounding the conduct must be carefully reviewed. Due consideration must be given to the protection of individual rights, open expression, and academic freedom.

Complaints Against Faculty

Any member of the University community, visitor to campus, or a participant in a University-sponsored activity may bring a complaint of sexual harassment, sexual violence, relationship violence, stalking or consensual romantic or sexual relationships in the workplace or educational setting against a faculty member, instructor, postdoctoral or other trainee, or teaching assistant. The complaint should be made to the AVP who will meet with the complainant; determine whether the behavior is covered by the Sexual Misconduct Policy and, if so, the appropriate process for resolution or investigation; and oversee that process. If a determination is made that the complaint involves a violation of the Sexual Harassment, Sexual Violence, Relationship Violence and Stalking Policy, then the AVP will direct the process in accordance with the Procedures for Resolving Complaints of Sexual Misconduct Against Faculty. If a determination is made that the complaint involves a violation of the Consensual Romantic and Sexual Relationships in the Workplace and Educational Settings Policy, then the AVP will oversee the informal resolution or investigative process(es). The AVP will advise the Dean of the applicable School that a complaint has been made and discuss any interim measures that may be needed. In either case, for Standing Faculty, the Procedure Governing Sanctions Taken Against Members of the Faculty, Handbook for Faculty and Academic Administrators, Part II.E.16, will be followed where applicable. Complaints against faculty alleging inappropriate conduct that does not meet the definition of sexual harassment, sexual violence, or relationship violence or stalking under these policies shall be addressed by the Dean's Office of the School or the Office of the Vice Provost for Faculty, consistent with University policies and procedures.

Complaints Against Staff

Any member of the University community, visitor to campus, or a participant in a University-sponsored activity may bring a complaint of sexual harassment, sexual violence, relationship violence, stalking or consensual romantic or sexual relationships in the educational setting or workplace, against a staff member. The complaint should be made to the AVP who will meet with the complainant and coordinate with the Office of Staff and Labor Relations in the Division of Human Resources, as appropriate. If a determination is made that the complaint involves a violation of the Consensual Romantic and Sexual Relationships in the Workplace and Educational Settings Policy, then the AVP will oversee the informal resolution or investigative process(es), advising the Dean or Vice President of the applicable administrative Division that a complaint has been made and discussing any interim measures that may be needed.
If a determination is made that the complaint involves a violation of the Sexual Harassment, Sexual Violence, Relationship Violence and Stalking Policy, then the AVP will direct the process in accordance with the Procedures for Resolving Complaints of Sexual Misconduct Against Staff or the applicable collective bargaining agreement. Complaints against staff members alleging inappropriate conduct that does not meet the definition of sexual harassment, sexual violence, or relationship violence or stalking under these policies shall be addressed by the Division of Human Resources and/or the Office of Affirmative Action and Equal Opportunity Programs, consistent with University policies and procedures.

Complaints Against Enrolled Students

Any member of the University community, visitor to campus, or a participant in a University-sponsored activity may bring a complaint of sexual harassment, sexual violence, relationship violence, stalking or consensual romantic or sexual relationships in the educational setting or workplace against an enrolled student. The complaint should be directed to the AVP who will oversee the investigative and resolution process(es). If a determination is made that the complaint involves a violation of the Consensual Romantic and Sexual Relationships in the Workplace and Educational Settings Policy, then the AVP will oversee the informal resolution or investigative process(es), advising the Dean of the applicable School that a complaint has been made and discussing any interim measures that may be needed. If a determination is made that the complaint involves a violation of the Sexual Harassment, Sexual Violence, Relationship Violence and Stalking Policy, then the AVP will direct the process in accordance with the Student Disciplinary Procedures for Resolving Complaints of Sexual Misconduct. Complaints against enrolled students alleging inappropriate conduct that does not meet the definition of sexual harassment, sexual violence, or relationship violence or stalking under these policies shall be addressed by the Office of Student Conduct or the School in which the Respondent is enrolled, consistent with University and School policies and procedures.

The University has resource offices available to provide information, education and support as outlined in the policies and procedures below.

Reporting and Monitoring

The University is committed to ensuring that members of the University community who share information regarding incidents of sexual misconduct receive the information, counseling and support that they need and are aware of the process for making a complaint. The University is also committed to monitoring reports and complaints of sexual misconduct so that any patterns or systemic problems revealed by such reports and complaints can be addressed. Consistent with these commitments, the University has determined that the AVP should be advised when incidents of sexual misconduct are reported to the Division of Human Resources (and Human Resources staff in the Schools and Centers); Deans, Vice, Associate, or Assistant Deans in the 12 Schools, Vice Provosts, Office of Affirmative Action and Equal Opportunity Programs (OAA/EOP), and Division of Recreation and Intercollegiate Athletics (DRIA). Information provided to offices designated as confidential resources in the Sexual Misconduct Policy are to provide the AVP with information regarding possible violations that protect the identity of the individual who provided it. However, in all cases in which there is a danger to the parties or others, that information must be reported immediately to Wellness Services or the Special Services Department in the Division of Public Safety. When an incident of sexual misconduct is reported to the AVP, appropriate steps will be taken to ensure that the individual who reported the incident has been advised of the available resources and the process for making a formal complaint. Members of the University community who have crime statistics reporting obligations under the Clery Act are obligated to report the matter to the Division of Public Safety, in addition to the AVP. For additional information about Clery Act reporting or to make a report, refer to the Clery Act & Crime Reporting page at https://www.publicsafety.upenn.edu/clery/.

I. Sexual Harassment, Sexual Violence, Relationship Violence, and Stalking Policy

All forms of sexual harassment, sexual violence, relationship violence and stalking and attempts to commit such acts are considered to be serious misconduct and may result in disciplinary action up to and including expulsion or termination of employment. In addition, such acts may violate federal, state and local laws and perpetrators of such acts may be subject to criminal prosecution. This policy, which prohibits behaviors that are more generally addressed by the University’s Sexual Misconduct Policy, applies to faculty, post-doctoral and other trainees, students, staff and visitors to the University campus and facilities.

Sexual Harassment

For the purposes of University policy, the term “sexual harassment” refers to any unwanted conduct that is based on an individual’s sex, sexual orientation, gender identity, or gender expression and that:

- Conditions an educational or employment benefit on participation in unwelcome sexual conduct;
- A reasonable person would determine is so severe, pervasive, and/or objectively offensive that it effectively denies a person equal access to an educational or employment program or activity.

Sexual violence includes a range of behaviors in which an act of a sexual nature is taken against another individual without that person’s consent or when the individual is unable to consent. There are various types of sexual violence, including but not limited to sexual assault and rape (defined below).

Sexual assault (including but not limited to rape) is defined as having committed any of the following acts:

- Any physical sexual contact that involves the use or threat of force or violence or any other form of coercion or intimidation.
- Any physical sexual contact with a person who is unable to consent due to incapacity or mental or physical impairment. "Incapacity" or "impairment" include but are not limited to being under the influence of alcohol or drugs or being too young to consent.

Rape is defined as sexual assault involving an act of penetration and includes acquaintance rape (assailant and victim know each other).

Non-forcible sex acts include unlawful sex acts where consent is not relevant, such as sexual contact with an individual under the statutory age of consent as defined by Pennsylvania law.

Consent is an affirmative decision to engage in mutually agreed upon sexual activity and is given by clear words or actions. Consent may not be inferred from silence, passivity or lack of resistance alone. Furthermore, consent to one form of sexual activity does not imply consent to other forms of sexual activity and the existence of a current or previous dating, marital or sexual relationship is not sufficient to constitute consent to additional sexual activity. Assent shall not constitute consent if it is given by a person who, because of youth,
Relationship violence, also commonly known as dating violence, is defined as an act or a pattern of abuse committed by a person involved in a social, sexual or romantic relationship, past or present, with the victim. Relationship violence can encompass a broad range of behaviors that may include physical violence, sexual violence, emotional violence and economic violence.

Domestic violence is defined as abuse committed against an adult who is a spouse or former spouse, cohabitant or someone with whom the abuser has a child, has an existing dating or engagement relationship or has had a former dating or engagement relationship.

Stalking means engaging in a course of conduct directed at specific person(s) that would cause a reasonable person to fear for his or her safety, the safety of others, or to suffer substantial emotional distress.

In determining whether the alleged conduct violates this policy, consideration will be given to the totality of the circumstances, including the nature of the conduct and the context in which the alleged incident occurred. Generally, complaints of sexual harassment, sexual violence, relationship violence and stalking must be made by members of the University community and those made by individuals who are not students, faculty, staff, postdoctoral or other trainees, or alumni will be directed to external resources available to respond to their complaint or provide support and advice.

The University regards such behavior as a violation of the standards of conduct required of all members of its community. Accordingly, as noted in the University's Handbook for Faculty and Academic Administrators, Human Resources Policy Manual, Pennbook and other publications, persons engaged in such behavior are subject to the full range of internal disciplinary actions, including separation from the institution. The same range of disciplinary actions will be applied in the event of retaliation against an individual who in good faith makes an allegation of sexual harassment, who cooperates in an investigation into such allegations, or who opposes any act of sexual misconduct as defined in this Policy.

Not every act that might be offensive to an individual or a group necessarily will be considered a violation of the University's standards of conduct. In determining whether an act constitutes sexual misconduct, the totality of the circumstances surrounding the conduct must be carefully reviewed. Due consideration must be given to the protection of individual rights, open expression, and academic freedom.

A. Resources

Schools, Centers, and administrative Divisions should make known to all of their members the available resource offices for information, counseling and support, as well as the informal and formal procedures for resolving complaints of sexual harassment within the appropriate School, Center, Division, or at the University level. These resources include the following:

1. Confidential Resources for Information, Counseling and Support

Resource offices are available to assist members of the Penn community and visitors to the campus who have been, or know someone who has been, the victim of sexual violence, relationship violence or stalking. The staff of these offices are available to provide counseling and support, as well as information about and assistance with making a complaint.

Generally, the information shared with the resources listed below will be held in confidence, consistent with the University’s obligation to address complaints of sexual violence, unless the person sharing the information gives their consent to the disclosure of that information. Non-identifying information regarding complaints should be provided to the AVP for purposes of assuring compliance with Title IX and other applicable laws and regulations. Confidential resources are not obligated to share identifying information with the AVP when an incident of sexual violence is shared with that resource. However, the commitment to confidentiality does not preclude the sharing of information among University administrators as appropriate to keep members of the University community safe. In addition, confidential resources should submit non-identifying information about incidents of sexual violence to the Division of Public Safety for the purpose of crime statistics reporting under the Clery Act. (For additional information regarding requirements, see the Clery Act & Crime Reporting page at https://www.publicsafety.upenn.edu/clery (https://www.publicsafety.upenn.edu/clery)).

- African-American Resource Center (http://www.upenn.edu/aarc/) (resource for students, staff or faculty)
- Counseling and Psychological Services (https://www.vpul.upenn.edu/caps/sttop.php), including its Sexual Trauma Treatment Outreach and Prevention team also known as STTOP (resource for students)
- Employee Assistance Program (https://www.hr.upenn.edu/myhr/worklife/healthy/eap/) (resource for staff or faculty)
- Lesbian Gay Bisexual Transgender Center (http://www.vpul.upenn.edu/lgbtc/) (resource for students, staff or faculty)
- Office of the University Chaplain (http://www.upenn.edu/chaplain/) (resource for students, staff, faculty, postdoctoral and other trainees or visitors)
- Office of the Ombuds (http://www.upenn.edu/ombuds/) (resource for students, staff, faculty, postdoctoral and other trainees or visitors)
- Penn Violence Prevention (https://secure.www.upenn.edu/vpul/pvp/) (resource for students)
- Penn Women's Center (http://www.vpul.upenn.edu/pwc/) (resource for students, staff or faculty)
- Special Services Department (https://www.publicsafety.upenn.edu/about/special-services/), Division of Public Safety (resource for students, staff, faculty, postdoctoral and other trainees or visitors)
- Student Health Service (http://www.vpul.upenn.edu/shs/) (resource for students)

2. Informal and Formal Mechanisms for Complaint Resolution

If both parties agree and the AVP deems it to be an appropriate instance for an informal resolution of a complaint, the AVP will meet with the parties individually, and others as appropriate, in an effort to resolve the complaint. When informal resolution is not chosen, one of the parties is not satisfied with the results, or the proposed resolution is not appropriate, the formal mechanisms described below should be used.

A formal complaint of sexual misconduct against any member of the Penn community should be initiated by contacting the AVP. Formal complaints will be handled in accordance with the applicable procedures as set forth below.
Complaints Against Faculty
Any member of the University community, visitor to campus or a participant in a University-sponsored activity may bring a complaint of sexual harassment, sexual violence, relationship violence, stalking or inappropriate romantic or sexual relationships in the educational setting or workplace, against a faculty member, instructor, postdoctoral or other trainee, or teaching assistant. The complaint should be made to the AVP who will meet with the complainant, determine the appropriate process under University policy for investigation, and oversee that process. If a determination is made that the complaint involves a violation of the Sexual Harassment, Sexual Violence, Relationship Violence and Stalking Policy, then the AVP will direct the process in accordance with the Procedures for Resolving Complaints of Sexual Misconduct Against Faculty. If a determination is made that the complaint involves a violation of the Consensual Romantic and Sexual Relationships in the Workplace and Educational Settings Policy, then the AVP will oversee the formal or informal resolution process(es), advising the Dean of the applicable School that a complaint has been made and discussing any interim measures that may be needed. In either case, for Standing Faculty, the Procedure Governing Sanctions Taken Against Members of the Faculty, Handbook for Faculty and Academic Administrators, Part II.E.16, will be followed where applicable.

Complaints Against Staff
Any member of the University community, visitor to campus or a participant in a University-sponsored activity may bring a complaint of sexual harassment, sexual violence, relationship violence, stalking or inappropriate romantic or sexual relationships in the educational setting or workplace, against a staff member. The complaint should be made to the AVP who will meet with the complainant and coordinate with the Office of Staff and Labor Relations in the Division of Human Resources, as appropriate. If a determination is made that the complaint involves a violation of the Sexual Harassment, Sexual Violence, Relationship Violence and Stalking Policy, then the AVP will direct the process in accordance with the Procedures for Resolving Complaints of Sexual Misconduct Against Staff or the applicable collective bargaining agreement. If a determination is made that the complaint involves a violation of the Consensual Romantic and Sexual Relationships in the Workplace and Educational Settings Policy, the AVP will oversee the formal or informal resolution process(es), advising the Dean or Vice President of the applicable administrative Division that a complaint has been made and discussing any interim measures that may be needed.

Complaints Against Enrolled Students
Any member of the University community or a visitor to campus may bring a complaint of sexual harassment, sexual violence, relationship violence, stalking or inappropriate romantic or sexual relationships in the educational setting or workplace against an enrolled student. The complaint should be directed to the AVP who will oversee the investigative and resolution process(es). If a determination is made that the complaint involves a violation of the Sexual Harassment, Sexual Violence, Relationship Violence and Stalking Policy, then the AVP will direct the process in accordance with the Student Disciplinary Procedures for Resolving Complaints of Sexual Misconduct. If a determination is made that the complaint involves a violation of the Consensual Romantic and Sexual Relationships in the Workplace and Educational Settings Policy, then the AVP will oversee the formal or informal resolution process(es), advising the Dean of the applicable School that a complaint has been made and discussing any interim measures that may be needed.

Members of the University community who would like assistance with making a formal complaint may contact any of the confidential resources identified above. As further set forth below, all formal complaints involving Sexual Misconduct are to be initiated by contacting the Associate Vice President for Equity and Title IX Officer (“AVP”) who will be responsible for deciding whether the conduct described would violate the Sexual Misconduct Policy, and if so, which investigative or resolution process to pursue.

B. Reporting and Monitoring
The University is committed to ensuring that members of the University community who share information regarding incidents of sexual violence receive the information, counseling and support that they need and are aware of the process for making a formal complaint. The University is also committed to monitoring reports and complaints of sexual misconduct so that any patterns or systemic problems revealed by such reports and complaints can be addressed. Consistent with these commitments, the AVP should be advised when incidents of sexual misconduct, including sexual violence, are reported to any of the University’s resource offices (except those identified as confidential resources), Division of Human Resources (as well as Human Resources staff in the Schools and Centers); Deans, Vice, Associate or Assistant Deans of the 12 Schools; Vice Provosts; Office of Affirmative Action and Equal Opportunity Programs (OAA/EOP); and Division of Recreation and Intercollegiate Athletics (DRIA). When an incident of sexual misconduct is reported to the AVP, appropriate steps will be taken to ensure that the individual who reported the incident has been advised of the resources available to them and the process for making a formal complaint. Members of the University community who have crime statistics reporting obligations under the Clery Act are obligated to report the matter to the Division of Public Safety, in addition to the AVP. For additional information about Clery Act reporting or to make a report, refer to the Clery Act & Crime Reporting page at https://www.publicsafety.upenn.edu/clery/.

C. Rights of Complainants and Respondents
Persons who make a complaint and those who are responding to complaints have the following rights:

- The option to notify law enforcement;
- The option to have an advisor, including an attorney the party has retained, present during interviews that are part of a University initiated investigation;
- To be notified of counseling and support services available; and
- To be notified of available options to change academic, living or work arrangements.

D. Education and Prevention
All members of the University community have a responsibility to aid in the prevention of sexual harassment and are encouraged to discuss concerns with the AVP or another of the University resource offices listed in the policy. The AVP will ensure that the policy is publicized regularly and that educational programs and training are offered to faculty, staff, and students.

E. Policy Against Retaliation
University policy expressly prohibits retaliation against faculty, staff or students who in good faith make reports of violations of this policy. In addition, knowingly and intentionally making a false report of a violation of this policy is prohibited. Members of the Penn community who take adverse action against, intimidate, threaten or otherwise engage in retaliation against a person because they filed a complaint of sexual misconduct or served as a witness during an investigation are subject to
disciplinary action, up to and including termination of their employment or expulsion from the University.

II. Consensual Romantic and Sexual Relationships in the Workplace and Educational Setting Policy
A. Faculty and Students and Academic Settings
The relationship between faculty member and student is central to the academic mission of the University. No non-academic or personal ties should be allowed to interfere with the integrity of the faculty-student relationship. Consensual sexual relations between faculty and student can adversely affect the academic enterprise, distorting judgments, or appearing to do so to others, and providing incentives or disincentives for student-faculty contact that are inappropriate.

For these reasons, any sexual relations or dating relationships between a faculty member and an undergraduate student enrolled at the University are prohibited. The prohibition extends to all academic advisors and program directors, including those based in the College Houses and other University-owned or administered housing. The prohibition also extends to graduate, professional, or undergraduate student assistants, but, in their case, only with respect to those undergraduate students over whom they have academic responsibility. Although consensual sexual relations or dating relationships between faculty and graduate or professional students are not categorically prohibited, the University strongly discourages all sexual relations or dating relationships between faculty and graduate or professional students. Further, sexual relations or dating relationships between a faculty member and a graduate or professional student during the period of the faculty/student relationship are prohibited. The prohibition extends to sexual relations or dating between a graduate or professional student and other students for whom they have some supervisory academic responsibility, between department chairs and students in that department, and between graduate group chairs and students in that graduate group. Likewise, sexual relations and dating relationships are prohibited between a graduate or professional student and their academic advisors, program directors, and all others who have any supervisory responsibility for that student.

B. Workplace and Other Settings
Those entrusted with responsibility for supervising, evaluating, advising, or mentoring other members of the Penn community are in inherently unequal positions. Faculty, staff, and others should not evaluate or supervise those with whom they have a familiar, romantic or sexual relationship because of the potential for conflict of interest, or the appearance of favoritism, exploitation or bias. As is the case for faculty, sexual or romantic relationships between staff members and undergraduate students are prohibited. Although consensual sexual relations or dating relationships between staff and graduate or professional students, are not categorically prohibited, the University strongly discourages all sexual relations or dating relationships between staff and graduate or professional students.

Consensual sexual or romantic relationships between those employed by the University as faculty or staff are not in general prohibited by this policy. However, relationships between employees in which one has direct or indirect authority over the other are potentially problematic, including relationships between supervisors and their direct and indirect reports, between senior faculty and junior faculty, and managers and those who report to them (directly or indirectly). If such a relationship develops or exists as a result of a change in employment or academic status, the person in the position of greater authority or power must recuse themselves to ensure that they do not exercise any supervisory or evaluative function over the other person in the relationship. Where such recusal is required, the recusing party must also notify their supervisor, department chair, dean or manager, so that person can ensure adequate alternative supervisory or evaluative arrangements are put in place. Such notification is always required where recusal is required. This obligation to recuse and notify exists for past as well as for current relationships. Failure to disclose the relationship in a timely fashion will itself be considered a violation of policy.

It is understood that sexual or romantic relationships may be private and the University treats such information sensitively and (to the extent practicable) confidentially. The University has the option to take any action necessary to ensure compliance with the spirit of this policy, including transferring either or both employees to minimize disruption of operations.

Mechanisms for Complaint Resolution
To make a complaint alleging a violation of this policy, the Associate Vice President for Equity and Title IX Officer (“AVP”) should be contacted.

Complaints Against Faculty
If a determination is made that the complaint involves a violation of the Consensual Romantic and Sexual Relations in the Workplace and Educational Settings Policy, (other than sexual harassment, sexual violence or sexual assault), then the AVP will oversee the informal resolution or investigative process(es), advising the Dean of the applicable School that a complaint has been made and discussing any interim measures that may be needed. In either case, for Standing Faculty, the Procedure Governing Sanctions Taken Against Members of the Faculty, Handbook for Faculty and Academic Administrators, Part II.E.16, will be followed where applicable.

Complaints Against Staff
If a determination is made that the complaint involves a violation of the Consensual Romantic and Sexual Relations in the Workplace and Educational Settings Policy, (other than sexual harassment, sexual violence or sexual assault), then the AVP will oversee the informal resolution or investigative process(es), advising the Dean or Vice President of the applicable administrative Division that a complaint has been made and discussing any interim measures that may be needed.

Complaints Against Enrolled Students
If a determination is made that the complaint involves a violation of the Consensual Romantic and Sexual Relations in the Workplace and Educational Settings Policy, (other than sexual harassment, sexual violence or sexual assault), then the AVP will oversee the informal resolution or investigative process(es), advising the Dean of the applicable School that a complaint has been made and discussing any interim measures that may be needed.

C. Policy Against Retaliation
University policy expressly prohibits retaliation against faculty, staff or students who in good faith make reports of violations of this policy. In addition, knowingly and intentionally making a false report of a violation of this policy is prohibited. Members of the Penn community who take adverse action against, intimidate, threaten or otherwise engage in retaliation against a person because they filed a complaint of sexual misconduct or served as a witness during an investigation are subject to
disciplinary action, up to and including termination of their employment or expulsion from the University.

III. Student Disciplinary Procedures for Resolving Complaints of Sexual Misconduct

A. Introduction

The University of Pennsylvania is committed to providing a safe and healthy environment, free of gender-based misconduct, to all members of our community and visitors to our community. As such, sexual harassment, sexual assault, sexual violence, relationship violence, and stalking will not be tolerated. In order to ensure the creation of a climate where students are able to thrive and achieve their full potential, the University has developed a wide range of policies, educational programs, broad-based resources, support, and reporting systems. This amendment to the Student Disciplinary Charter supplements these other policies and initiatives, addressing the process by which complaints against an enrolled University student for a violation of the Sexual Misconduct Policy (which includes its Sexual Harassment and Sexual Violence, Relationship Violence, and Stalking Policy (“Sexual Harassment Policy”)) will be adjudicated and resolved.

B. Confidentiality

Confidentiality is of critical importance in ensuring that these sensitive matters are handled appropriately. The University has an obligation to respond to violations of its Sexual Misconduct Policy as fairly and expeditiously as possible when a complaint is received. University staff and faculty may share information with others who have a legitimate need to know in order to fairly and effectively address complaints, but the information should be considered confidential and should be protected to the extent possible consistent with legal obligations. Such administrators may include, for example those in, the Office of the Vice Provost for University Life, the Office of the Associate Vice President and Title IX Officer (AVP), the Division of Public Safety, the Senior Vice President for Institutional Affairs and Chief Diversity Officer, Office of General Counsel, Counseling and Psychological Services, Office of the Ombuds, African-American Resource Center, University Chaplain, Penn Women’s Center, Counseling and Psychological Services, Office of the Ombuds, African-American Resource Center, or Lesbian Gay Bisexual Transgender Center. A list of these offices is provided in Section E below. Should a complainant decide to proceed with the University’s disciplinary process against an enrolled University student, the Office of the AVP will be the single place to initiate the process.

4. Timeframe for Submitting a Complaint

The University does not limit the timeframe for filing a report of a violation of the Sexual Misconduct Policy. Reports may be filed at any time, although the University’s ability to investigate or take any action may be limited by the passage of time or the matriculation status of the alleged respondent.

5. Complainant Request for Confidentiality

The University is required by Title IX to weigh the complainant’s request for confidentiality/privacy with the University’s commitment to provide a reasonably safe and nondiscriminatory environment. In situations where a complainant requests confidentiality, the University’s ability to investigate and respond to the allegations may be limited. The IO will notify the complainant if the University cannot, in unusual cases, maintain the complainant’s confidentiality/privacy. The complainant’s and respondent’s identities will only be revealed to those individuals who need to know their names in order to investigate or adjudicate the complaint or provide interim measures. If the University becomes aware of a pattern of behavior by one or more respondents, the University will take appropriate action in an attempt to protect the University community.

D. Investigation and Resolution of Complaints

1. Timely Resolution

Where possible, the process of resolving complaints, exclusive of any appeal, should be completed within 60 business days of the filing of the written complaint. The appeal should be completed, where possible, within 30 business days of the filing of the appeal.

In the event that a Hearing Panel is convened, the complainant and the respondent will both be provided with a copy of the decision of the Panel and given 10 business days to file an appeal.

2. Rights and Protections for Complainant and Respondent

(a) The complainant and respondent have the right to a process that is fundamentally fair, and free of bias or prejudice.
(b) The complainant and respondent have the right to be treated with respect, dignity, sensitivity, and fairness throughout the entire process. They are both entitled to seek support from the University and to be informed about the process both before the process is initiated and throughout the process as it unfolds.

(c) Both parties have the right to participate in the process, or to refrain from participation. The failure to participate will not be used as evidence against either party, but also will not prevent the process from proceeding unless the complainant withdraws the complaint and the University determines to abide by that request or the respondent withdraws from the University.

(d) Each party may have a lawyer or other advisor present when being interviewed by the Investigative Team and the Hearing Panel, but the lawyer or other advisor will not be permitted to present statements or seek the production of evidence. The party’s advisor will be able to direct questions to the other party or witnesses interviewed by the Panel subject to determinations of relevance and other procedural issues by the Disciplinary Hearing Officer.

(e) Evidence of prior sexual conduct by the complainant or respondent with other partners will not ordinarily be considered in the process, and any evidence of a prior sexual relationship between the parties will not be determinative of the issue of consent.

(f) If there is credible evidence of a pattern of violations of the Sexual Misconduct Policy, that evidence may be considered by the Hearing Panel if there is a finding of responsibility and a sanction is being determined.

(g) While the process is underway, the Vice Provost for University Life (VPUL) will work with the complainant and respondent, ensuring support is provided to both parties. VPUL will also be responsible for implementing interim measures to protect the parties, or any of the witnesses, consistent with principles of fairness, including implementing measures regarding housing, academic accommodations and scheduling changes, no contact orders, and any other appropriate actions to protect the parties or any of the witnesses.

3. Preliminary Determination

Upon receiving a complaint, the AVP will make a preliminary determination as to whether the complaint falls within the purview of a Sexual Misconduct Policy and whether, on its face, there appears to be a sufficient basis to conduct a full investigation. In making this determination, the AVP may interview the complainant and the respondent (after advising the respondent of the allegations in writing) and conduct whatever preliminary investigation the AVP deems necessary to determine if the actions alleged in the complaint would, if true, constitute a violation of the University’s Sexual Violence Policy and there is a reasonable basis for investigating the charges. If the AVP concludes there is insufficient basis to proceed, the matter will be concluded, and the parties so advised.

4. Investigation

If the AVP makes the determination that there is a sufficient basis to proceed, the AVP will issue a Statement of Charge Letter, based on the complaint and any preliminary investigation conducted. The Charge Letter will be provided to the complainant and the respondent. The respondent will be provided the opportunity to respond in writing to the Charge, and any response will be shared with the complainant.

The IO will lead a thorough and fair investigation, assisted by one or more co-investigators who may come from the School of the complainant or respondent or from elsewhere in the University (the “Investigative Team”). The co-investigator(s) will be University administrators or faculty members appropriately trained to investigate and handle sexual misconduct cases who are selected for individual cases by the IO. The investigation will include interviews of the complainant and respondent, interviews of witnesses, and review of documentation, physical evidence, and any other relevant evidence.

Prior to interviews, the complainant, the respondent, and any relevant witnesses will be informed by the IO that statements made during the process may be admissible in concurrent or subsequent civil or criminal court proceedings, and will accordingly also be informed of their rights as outlined in Section D.2(c) above. They will also be reminded of the consequences of making false statements to the IO under the Code of Student Conduct and the Charter of the University of Pennsylvania Student Disciplinary System. The complainant and respondent may have their advisors and/or or outside counsel present for their interviews, but the advisors or outside counsel will not be permitted to participate in the interview other than to provide advice to the student, and they may be excluded from the interview for disruptive behavior.

In conducting the investigation, the Investigative Team may, as appropriate, also consult with other campus officials including but not limited to administrators in the relevant School, Division of Public Safety, the AVP and Title IX Officer, Senior Vice President for Institutional Affairs and Chief Diversity Officer, or the Vice Provost for University Life. The Investigative Team may also consult with the Office of General Counsel, who may determine in particular cases to engage outside counsel to assist the University throughout this process. The Investigative Team may engage forensic and other experts, as needed.

5. Investigative Report

At the conclusion of the investigation, the Investigative Team will prepare a draft factual investigative report, including assessments of credibility, a recommended finding as to responsibility, and recommended sanctions, if appropriate. In making the responsibility determination, the Investigative team will use a “preponderance of the evidence” standard. In other words, to find a student responsible for violating the Sexual Misconduct Policy, the Investigative Team must be convinced that it is more likely than not that a violation of the Sexual Misconduct Policy has occurred.

(a) Opportunity for Review and Comment

The draft investigative report and related exhibits and evidence will be provided to both the complainant and respondent for review and comment, under strict instructions that they are and at all times remains strictly confidential, and are not to be shared with anyone other than their families and advisors, who must be members of the University community and/or outside counsel, as described above without the expressed consent of the AVP. Sharing of the report by either party, their families, advisors or outside counsel with any additional persons is strictly prohibited and anyone with whom the report is shared must be so advised. The complainant and the respondent will be given the opportunity to respond to and comment on the draft investigative report in writing.

(b) Final Report

As a result of the response and comments received, the Investigative Team may conduct a further investigation and/or amend the draft report, if the Team determines either action to be warranted. The Investigative Team will prepare a final investigative report, incorporating any changes they believe are appropriate, and then share it with the complainant and the respondent. The complainant and respondent may submit formal objections or comments to the final report, which will become part of the final report of the matter.
6. Resolution Without a Hearing

The matter may be resolved at this stage if both parties agree to the recommendations of the Investigative Team with respect to responsibility and, if applicable, sanctions, or if the parties otherwise reach a mutually acceptable resolution. The University, however, will not compel either the complainant or the respondent to engage in face-to-face mediation or to accept the recommendations of the Investigative Team.

7. Hearing Panel

If the matter is not resolved at this stage in a mutually acceptable manner, either party may request a hearing before a Hearing Panel (Panel) within 10 business days of transmission of the final report.

(a) Panel Membership

The Panel will be comprised of three (3) faculty members and the Disciplinary Hearing Officer (DHO), who will be a non-voting member. The DHO will make all decisions about the organization of the Panel, including decisions regarding the admissibility of evidence, witnesses to appear before the Panel, or any additional decisions regarding the administration of the hearing process.3

Membership of the Panel, including the DHO, will observe the following guidelines:

i. Members will be selected from a pool of faculty who have agreed to serve for a term of one or more years.

ii. Only mixed-gender panels that have received training in handling complaints involving sexual misconduct will hear sexual misconduct cases.

iii. Faculty comprising the Panel should be from academic departments in which neither of the parties is enrolled in a course of study, and no faculty member should serve on the Panel who has a mentoring relationship or other personal relationship with either of the parties.

iv. Faculty asked to serve should recuse themselves or be dismissed if they have any personal ties to either of the parties or to individuals with whom the parties are closely associated, or if they have prior personal knowledge of the alleged incident of sexual misconduct.

v. The University will train members of the pool to fulfill their responsibilities as adjudicators according to the procedures and policies outlined here and to ensure compliance with Title IX and other applicable state and federal guidelines. In addition, the Panel will be provided with “just in time” training on adjudicating sexual misconduct cases.

vi. The IO may not serve on the Panel; however, the IO may be interviewed by the Panel regarding the investigation and may assist the DHO as needed in organizational and administrative matters related to the Panel.

vii. The complainant and respondent will be notified of the membership of the Panel in advance of the Hearing. Any challenges for cause against individual Panel members must be made promptly so as not to delay the conduct of the Hearing and will be given serious consideration by the DHO to ensure impartiality of the proceedings.

viii. All proceedings must be kept strictly confidential among the parties, witnesses and members of the panel. All individuals involved in such hearings must agree to such conditions of confidentiality.

(b) Hearing Procedures

Hearings must be prompt, fair, and impartial, affording the complainant’s allegations and the respondent’s defenses all due consideration and protecting the rights of both parties. The Panel will review the Investigative Team’s final report, including any response, objections, or comments provided by the complainant or respondent. The Panel will also carefully review the evidentiary record, including witness statements, documents, and physical evidence.

Hearing Panel Interviews

i. The Panel will interview separately the IO (and co-investigator(s) if the Panel so chooses), the complainant, and the respondent. The DHO will provide the complainant and respondent with 10 days advance notice of the Hearing. If reasonably possible, interviews will be conducted on one day, but if such scheduling would require an unreasonably long day, or if such scheduling would unreasonably delay the proceeding, the hearing may be scheduled over multiple days.

The Panel may seek additional evidence from the IO and interview key witnesses on whom the IO relied in drawing his or her conclusions, as well as request additional evidence from the IO to clarify the evidentiary record, provided that it can do so without unreasonably delaying the process. In the event that a new witness comes forward during the Hearing who was not originally interviewed by the IO, or new evidence is discovered after the IO has issued his or her report, the DHO may allow that witness to testify or admit the evidence to the hearing, but only if the DHO judges the new witness or evidence to be highly relevant to an accurate and fair determination of the outcome.

ii. The Hearing will be held in private, and only the Panel may conduct interviews. Only the person interviewed (and that person’s advisor or outside counsel, as applicable) will be present at the Hearing during interviews. The complainant or respondent (and their advisor or outside counsel, as applicable) will be able to view testimony from separate rooms, upon request, via closed-circuit television or similar video transmission.

iii. Subject to the Rights and Protections set forth in Section D.2 above, the Panel has wide latitude when questioning the complainant, the respondent, and any witnesses in order to determine the accuracy of the final report.

iv. The complainant and respondent may propose witnesses and provide specific questions in advance that they believe important to ask of other parties or witnesses. The DHO, in consultation with the Panel, will determine the relevance as well as the appropriateness of witnesses and questions, and may accordingly place restrictions on, include, or exclude witnesses or other information.

v. When the Panel is conducting the interview of the complainant and respondent, each student will have an advisor or outside counsel with them to provide advice and support. The advisor or outside counsel will be permitted to address questions to the other party during the Hearing subject to determinations of relevancy and other appropriate considerations. If an advisor’s behavior is disruptive, the Hearing will be adjourned and the advisor may be excluded from the Hearing.
The interviews by the Panel will be recorded (audio only). No observers will be permitted to make any audio or video recordings.

(c) Hearing Panel Decision

After the Hearing concludes, the Panel will immediately deliberate in private to decide whether a preponderance of the evidence shows that the respondent is responsible for a violation of the University's Sexual Misconduct Policy. Preponderance of the evidence means that the Panel must be convinced based on the evidence that it is more likely than not that a violation has occurred in order to find a student is responsible for a violation of the policy. A finding of responsibility requires a majority vote of the members of the Panel.

If the respondent is found responsible, the Panel will also determine the appropriate sanction, by majority vote, based upon the facts of the case and University precedent, with a presumption in favor of the sanction recommended by the IO.

The Panel will arrive at its conclusion as expeditiously as possible and will promptly advise both the complainant and the respondent in writing of its decision with respect to responsibility and, if applicable, sanctions. In keeping with guidelines for timely resolution as provided in Section D1 above, the written decision will be provided as soon after the conclusion of the proceeding as is possible.

Decisions made by the Panel are considered final, subject only to appeal as outlined below.

(d) Appeal of Hearing Panel Decision

The Panel decision is subject to appeal by either party in writing to a Disciplinary Appellate Officer (DAO), a faculty member with exclusive jurisdiction to decide appeals. In keeping with guidelines for timely resolution as provided in Section D1 above, appeals should be submitted within 10 business days after the decision of the Panel. Letters of appeal should specifically state whether the objection is to the judgment of responsibility, the sanction, or both, and explain in detail the grounds for appeal. The request for an appeal will be shared with the other party who will have the opportunity to provide a response or otherwise direct comments to the DAO within 10 business days. Any such comments or response will be shared with the other party.

The DAO will review the report of the Investigative Team and supporting evidence, the audio record from the Panel Hearing, and any other material the DAO deems relevant, in addition to the decision of the Panel in order to ensure that the process was consistent with University policy and that the result was not arbitrary or capricious, that there were no procedural irregularities, that there was no demonstrated bias or conflict of interest on the part of any fact-finder, and that no new evidence has been brought forward that would alter the outcome of the Hearing.

After considering the appeal, the DAO will promptly issue their decision in writing and will provide copies to the DHO, the Provost, the Senior Vice President for Institutional Affairs and Chief Diversity Officer, the complainant, respondent(s) and other appropriate parties.

E. Resource Offices

1. Confidential Resources

The following can be contacted for support, counseling, and advice:

Special Services Department, Division of Public Safety
24-hour Helpline: (215) 898-6600
4040 Chestnut Street
http://www.publicsafety.upenn.edu/special-services/

Counseling & Psychological Services (CAPS)
(215) 898-7021
After-hours emergency number: (215) 349-5490
3624 Market Street, 1st Floor, West
http://www.vpul.upenn.edu/caps/

Sexual Trauma Treatment, Outreach and Prevention (CAPS)
http://www.vpul.upenn.edu/caps/sstop.php

Penn Women's Center (PWC)
(215) 898-8611 and (215) 898-6500
3643 Locust Walk
http://www.vpul.upenn.edu/pwc/

Student Health Service (SHS)
(215) 746-3535
Suite 100, 3535 Market Street
http://www.upenn.edu/shs/

Lesbian Gay Bisexual Transgender Center
(215) 898-5044
3907 Spruce Street
https://www.vpul.upenn.edu/lgbtc/

African-American Resource Center
(215) 898-0104
3643 Locust Walk
http://www.upenn.edu/aarc/

Office of the Ombuds
(215) 898-8261
113 Duhring Wing, 236 S. 34th Street
http://www.upenn.edu/ombuds/

Office of the University Chaplain
(215) 898-8456
240 Houston Hall, 3417 Spruce Street
http://www.upenn.edu/chaplain/

Penn Violence Prevention
(215) 746-2642
3611 Locust Walk

2. Official Reporting Offices for Sexual Misconduct Complaints

If reports of sexual misconduct are made with or come to the attention of the following offices, they must ensure that appropriate action is taken, including notifying the University's AVP and Title IX Officer:

Office of Affirmative Action and Equal Opportunity Programs
(215) 898-6993
Suite 421, Franklin Building
http://www.upenn.edu/affirm-action/index.html (http://www.upenn.edu/affirm-action/)

Student Intervention Services, VPUL
(215) 898-6081
(215) 768-6527 Nights/Weekends
3611 Locust Walk
https://www.vpul.upenn.edu/intervention.php

Office of Student Conduct
(215) 898-5651
Suite 400, 3440 Market Street

Penn Violence Prevention
(215) 746-2642
3611 Locust Walk
V. Procedures for Resolving Complaints of Sexual Misconduct Against Faculty

A. Introduction

The University of Pennsylvania is committed to providing a safe and healthy environment, free of gender-based misconduct, to all members of our community and visitors to our community. As such, sexual assault, sexual violence, relationship violence and stalking will not be tolerated. In order to ensure the creation of a climate where members of the community are able to thrive and achieve their full potential, the University has developed a wide range of policies, educational programs, broad-based resources, support and reporting systems. These procedures supplement these other policies and initiatives, addressing the process by which complaints against a University faculty member for a violation of the Sexual Misconduct Policy (which includes the Sexual Harassment, Sexual Violence, Relationship Violence and Stalking Policy ("Sexual Harassment Policy") and the Consensual Romantic and Sexual Relationships in the Workplace and Educational Settings Policy) will be adjudicated and resolved.

B. Confidentiality

Confidentiality is of critical importance in ensuring that these sensitive matters are handled appropriately. The University has an obligation to respond to violations of its Sexual Misconduct Policy as fairly and expeditiously as possible when a complaint is received. University staff and faculty may share information with others who have a legitimate need to know in order to fairly and effectively address complaints, but the information should be considered confidential and should be protected to the extent possible consistent with legal obligations. Such administrators may include, for example those in, the Office of the Vice Provost for University Life, the Office of the Vice Provost for Faculty, the Office of the Associate Vice President for Equity and Title IX Officer (AVP), the Division of Public Safety, the Senior Vice President for Institutional Affairs and Chief Diversity Officer, the Office of General Counsel, Employee Assistance Program, Counseling and Psychological Services, Student Health Service, and academic advising offices.

C. Reporting Complaints of Violation of the Sexual Misconduct Policy

1. Office of the Associate Vice President for Equity and Title IX Officer

The Office of the Associate Vice President for Equity and Title IX Officer (AVP) will be responsible for overseeing all complaints made against a University faculty member, instructor, post-doctoral or trainee, or teaching assistant ("faculty member") for violations of the Sexual Misconduct Policy. Complaints should be lodged with the AVP who will ensure that complaints are investigated by a trained Investigative Officer (IO), who will select a co-investigator to form the Investigative Team. The Investigative Team will consult with the appropriate Dean, or in any case for which the Dean has an actual or appearance of a conflict of interest or is implicated in the complaint, the Vice Provost for Faculty. Complaints must either be presented in writing or based on information provided by the complainant or another individual making the report who will then memorialize the allegations in writing and ask the complainant to confirm them. Complainants may include University students, staff, or faculty members, as well as others within the University community, alleging a violation of the Policy by a University faculty member.

(a) Consensual Romantic and Sexual Relationships in the Workplace and Educational Settings

If the AVP determines that the complaint involves a possible violation of the Consensual Romantic or Sexual Relationships in the Workplace or Educational Settings Policy and not the Sexual Harassment, Sexual Violence, Relationship Violence, and Stalking Policy, the complaint will be investigated by an IO. The facts, conclusions, and recommendations reached by the IO will be reported to the Dean of the applicable school who may seek an informal resolution, if appropriate, or initiate the University's Procedure Governing Sanctions Taken Against Members of the Faculty. (Faculty Handbook II.E.16).

(b) Sexual Harassment, Sexual Violence, Relationship Violence, and Stalking

If the AVP determines that the complaint involves a possible violation of the Sexual Harassment, Sexual Violence, Relationship Violence, and Stalking Policy, the procedures outlined below in Section D of this policy will apply.

2. Office of the District Attorney and Office for Civil Rights

Complainants may also choose to file a report with the District Attorney, the Office for Civil Rights of the U.S. Department of Education, or other external agencies. The University's processes and the legal system are independent of one another, and the University has its own interest in, and responsibility for, the enforcement of its Sexual Violence Policy. Therefore, the University will not unilaterally defer its processes pending the outcome of a criminal process, nor will the outcome of any legal process be determinative of the University result. The University will, however, comply with reasonable requests by law enforcement for cooperation, and may suspend its fact-finding process in a sexual misconduct investigation so as not to impede the law enforcement process.

3. Support, Counseling and Advice

In making a decision about whether to file a sexual harassment complaint, complainants may seek support, counseling and advice from other offices on campus. A list of these offices is provided in Section E below. Should the complainant determine to proceed with an on-campus
complaint investigation and resolution process against a University faculty member, the Office of the AVP will be the single place to initiate the process.\(^1\)

4. Timeframe for Submitting a Complaint
The University does not limit the timeframe for filing a sexual misconduct complaint. Reports may be filed at any time, although the University's ability to investigate or take action may be limited by the passage of time, changes in the employment relationship of the alleged respondent at the time the report is made, or other circumstances.

5. Complainant Request for Confidentiality
The University is required by Title IX to weigh the complainant's request for confidentiality/privacy with the University's commitment to provide a reasonably safe and nondiscriminatory environment. In situations where a complainant requests confidentiality, the University's ability to investigate and respond to the allegations may be limited. The AVP will notify the complainant if the University cannot, in unusual cases, maintain the complainant's confidentiality/privacy. The complainant's and respondent's identities will only be revealed to those individuals who need to know their names in order to investigate or adjudicate the complaint or provide interim measures. If the University becomes aware of behavior or a pattern of behavior by one or more respondents, the University will take appropriate action in an attempt to protect the University community.

D. Investigation and Resolution of Complaints of Sexual Harassment, Sexual Violence, Relationship Violence, and Stalking

1. Timely Resolution

The process of resolving complaints, not including any appeal, should be completed, where practicable, within 60 business days of the filing of the written complaint. The appeal should be completed, where practicable, within 30 business days of the filing of the appeal. In the event that a Hearing Panel is convened, the complainant and the respondent will both be provided with a copy of the decision of the Panel and given 10 business days from the date of the transmittal of the Hearing Panel's decision to file an appeal.

2. Rights and Protections for Complainant and Respondent

(a) The complainant and respondent have the right to a process that is fundamentally fair, and free of bias or prejudice.

(b) The complainant and respondent have the right to be treated with respect, dignity, sensitivity and fairness throughout the entire process. They are both entitled to seek support from the University and to be informed about the process both before the process is initiated and throughout the process as it unfolds.

(c) Both parties have the right to participate in the process, or to refrain from participation.\(^1\) The failure to participate will not be used as evidence against either party, but also will not prevent the process from proceeding unless the complainant determines to withdraw the complaint and the University determines to abide by that request.

(d) Both parties may have an advisor, who may be their lawyer, present when being interviewed by the Investigative Team and the Hearing Panel, but the lawyer or other advisor will not be permitted to present statements or seek the production of evidence. The advisor will be permitted to pose questions to the other party or any witnesses subject to determinations of relevance and other appropriate issues by the DHO.

Advisors must be a member of the University community, unless the advisor is serving as legal counsel to one of the parties.

(e) Evidence of prior sexual conduct by the complainant or respondent with other partners will not ordinarily be considered in the process, and any evidence of a prior sexual relationship between the parties will not be determinative of the issue of consent.

(f) If there is credible evidence of a pattern of violations of the Sexual Misconduct Policy, evidence that helps to establish such a pattern may be considered by the Hearing Panel.

(g) While the process is underway, appropriate interim measures will be taken to protect the parties. If both the complainant and the respondent are faculty members, the Dean(s) of the school(s) to which the faculty members have appointments—or the Dean(s)’ designee(s)—would work with the complainant and respondent, ensuring support is provided to both parties, and implementing interim measures to protect the parties, consistent with principles of fairness. In the event that the complainant is a staff member or a student, the Dean of the School to which the respondent has an appointment—or the Dean's designee—will work with Human Resources (for staff members) and the Vice Provost for University Life (for students) to implement interim measures.

3. Preliminary Determination

Upon receiving a complaint, the AVP will make a preliminary determination as to whether the complaint on its face appears to be a sufficient basis to conduct a full investigation. In making this determination, the AVP may interview the complainant and the respondent (after advising the respondent of the allegations in writing) and conduct whatever preliminary investigation the AVP deems necessary to determine if the actions alleged in the complaint would, if true, constitute a violation of the University's Sexual Harassment, Sexual Violence, Relationship Violence, and Stalking Policy and there is a reasonable basis for investigating the charges. If the AVP concludes there is insufficient basis to proceed, the matter will be concluded, and the parties so advised.

4. Investigation

If the AVP makes the determination that there is a sufficient basis to proceed, an IO will be assigned to conduct the investigation. The IO will issue a Statement of Charge Letter, based on the complaint and any preliminary investigation conducted. The Charge Letter will be provided to the complainant and the respondent. The respondent will be provided the opportunity to respond in writing to the Charge, and any response will be shared with the complainant. The Dean of each school to which the respondent faculty member has an appointment will also receive a copy of the Charge Letter.

The IO will lead a thorough and impartial investigation, assisted by one or more co-investigators who may come from the School of the complainant or respondent or from elsewhere in the University (the “Investigative Team”). Co-investigator(s) will be University staff or faculty members appropriately trained to investigate and handle sexual misconduct cases who will be selected for individual cases by the IO. The investigation will include interviews of the complainant and respondent, interviews of witnesses as well as review of documentation, physical evidence and any other relevant evidence.

Prior to interviews, the complainant, the respondent and any relevant witnesses will be informed by the IO that statements they make during the process may be admissible in concurrent or subsequent civil or criminal court proceedings. Accordingly, the parties and witnesses will be informed of their rights as outlined in Section D2 above. The parties
will be advised of the seriousness of the proceeding and the expectation that the information they provide is both accurate and complete. Any false or misleading statements may subject the party making such statements to proceedings under the applicable University policy, handbook, code and/or charter. The complainant and respondent may have their advisors and/or outside counsel present for their interviews, but the advisors or outside counsel will not be permitted to participate in the interview other than to provide advice to the person they have accompanied, and they may be excluded from the interview for disruptive behavior.

In conducting the investigation, the Investigative Team may, as appropriate, also consult with other campus officials including but not limited to administrators in the relevant School(s), the Division of Public Safety, the AVP the Senior Vice President for Institutional Affairs and Chief Diversity Officer, the Vice Provost for Faculty or the Vice Provost for University Life. The Investigative Team may also consult with the Office of General Counsel, which may determine in particular cases to engage outside counsel to assist the University throughout this process. The Investigative Team may engage forensic and other experts, as needed.

5. Investigative Report
At the conclusion of the investigation, the Investigative Team will prepare a draft factual investigative report, including assessments of credibility, a recommended finding as to responsibility, and recommended sanctions, if appropriate. In making the responsibility determination, the Investigative Team must be convinced that there is substantial evidence that a violation of the Sexual Misconduct Policy has occurred.

(a) Opportunity for Review and Comment
The draft investigative report will be provided to both the complainant and respondent for their prompt review and comment, under strict instructions that the draft report is confidential, and not to be shared with anyone other than their families and advisors, who must be members of the University community and/or outside counsel, as described above. Sharing of the draft report by either party, their families, advisors or outside counsel with any additional persons will be strictly prohibited. The complainant and respondent will also be provided the opportunity to review the underlying evidence and witness statements with their advisors, but they will not be provided with nor permitted to make copies.

(b) Final Report
As a result of the response and comments received, the Investigative Team may conduct a further investigation and/or amend the draft report, if the Team determines either action to be warranted. A final investigative report will be prepared, incorporating any changes, and shared with the complainant and the respondent. The complainant and respondent may submit formal objections or comments to the final report, which will become part of the final report of the matter.

6. Resolution Without a Hearing
The matter may be resolved at this stage if both parties agree to the recommendations of the Investigative Team with respect to responsibility and, if applicable, sanctions, or if the parties otherwise reach a mutually acceptable resolution. The University, however, will not compel either the complainant or the respondent to engage in face-to-face mediation or to accept the recommendations of the Investigative Team.

7. Hearing Panel
If the matter is not resolved at this stage in a mutually acceptable manner, either party may request a hearing before a Hearing Panel (Panel) within 10 business days of transmission of the final report.

(a) Panel Membership
The Panel will be comprised of three (3) faculty members and the Designated Hearing Officer (DHO), who will be a non-voting member. The DHO will make all decisions about the organization of the Panel, including decisions regarding the admissibility of evidence, witnesses to appear before the panel, or any additional decisions regarding the administration of the hearing process. Membership of the Panel, including the DHO, will observe the following guidelines:

1. Members will be selected from a pool of faculty who have agreed to serve for a term of one or more years.
2. Only Panels that have training in handling complaints involving sexual misconduct will hear sexual misconduct cases.
3. Faculty appearing on a Panel may not share an academic department affiliation with either of the parties (e.g., has a faculty appointment or is enrolled in a course of study), nor may any faculty member serve on the Panel who has a professional, academic or personal relationship with either of the parties. Faculty asked to serve must recuse themselves or be dismissed if they have any personal ties to either of the parties or to individuals with whom the parties are closely associated. Faculty with personal knowledge of the alleged incident of sexual misconduct also must recuse themselves or be dismissed.
4. The University will train members of the pool to fulfill their responsibilities as adjudicators according to the procedures and policies outlined here and to ensure compliance with Title IX and other applicable state and federal guidelines. In addition, the Panel will be provided with “just in time” training on adjudicating sexual violence cases, unless the Panel members have recently been trained.
5. No member of the Investigative Team may serve on the Panel; however, any such individual may be interviewed by the Panel regarding the investigation and may assist the DHO as needed in organizational and administrative matters related to the Panel.
6. The complainant and respondent will be notified of the membership of the Panel in advance of the Hearing. Any challenges for cause against individual Panel members must be made promptly so as not to delay the conduct of the Hearing and will be given serious consideration by the DHO to ensure impartiality of the proceedings.
7. All proceedings must be kept strictly confidential among the parties, witnesses and members of the Panel. All individuals involved in such hearings must agree to such conditions of confidentiality.

(b) Hearing Procedures
Hearings must be prompt, fair and impartial, affording the complainant’s allegations and the respondent’s defenses all due consideration and protecting the rights of both parties. The Panel will review the investigative report, including any responses, objections, or comments provided by the complainant and/or respondent. The Panel will also carefully review the evidentiary record, including witness statements, documents and physical evidence.

Hearing Panel Interviews
The Panel will interview separately the IO (and co-investigator(s) if the Panel so chooses), the complainant and the respondent. The Panel will, whenever possible, provide the complainant and respondent with 10 days advance notice of the Hearing. If reasonably possible, interviews will be conducted on one day, but if such scheduling would require an
unreasonably long day, or if such scheduling would unreasonably delay the proceeding, the Hearing may be scheduled over multiple days.

The Panel may seek additional evidence from the IO and interview key witnesses on whom the IO relied in drawing their conclusions, as well as request additional evidence from the IO to clarify the evidentiary record, provided that it can do so without unreasonably delaying the process. In the event that a new witness comes forward during the Hearing who was not originally interviewed by the IO, or new evidence is discovered after the IO has issued their report, the DHO may allow that witness to be interviewed or admit the evidence to the hearing, but only if the DHO judges the new witness or evidence to be relevant to an accurate and fair determination of the outcome.

i. The Hearing will be held in private, and only the Panel may conduct interviews. Only the person interviewed (and in the case of the parties, that person’s advisor or outside counsel) will be present at the Hearing. The complainant or respondent (and their advisor or outside counsel, as applicable) will be able to view interviews from separate rooms, upon request, via closed-circuit television or similar video transmission.

ii. Subject to the protections set forth in Section D2 above, the Panel has wide latitude when questioning the complainant, the respondent and any witnesses in order to determine the accuracy of the report.

iii. The complainant and respondent may propose witnesses and provide specific questions in advance that they believe important to ask of other parties or witnesses. The parties also may submit questions during the Hearing that they wish to have asked. The DHO, in consultation with the Panel, will determine the relevance as well as the appropriateness of witnesses and questions, and may accordingly place restrictions on, include or exclude witnesses or other information.

iv. When the Panel is conducting the interview of the complainant and respondent, each may bring an advisor or outside counsel with them to provide advice and support, but the advisor or outside counsel will not be permitted to participate in the interview other than to provide advice to the complainant or respondent and may be excluded from the interview by the DHO for disruptive behavior.

v. The interviews by the Panel will be recorded (audio only). No observers will be permitted to make any audio or video recordings.

(c) Hearing Panel Decision

After the Hearing concludes, the Panel will immediately deliberate in private to decide whether, by clear and convincing evidence, the respondent has violated the University’s Sexual Violence Policy. Clear and convincing evidence means that the Panel must find that substantial evidence has been presented, that the faculty member is responsible for a violation of the Policy. A finding of responsibility requires a majority vote of the members of the Panel.

i. If the respondent is found responsible, the Panel will also recommend an appropriate sanction, by majority vote, based upon the facts of the case and University precedent, with a presumption in favor of the sanction recommended by the IO.

ii. The Panel will arrive at its conclusion as expeditiously as possible and will promptly advise both the complainant and the respondent in writing of its decision with respect to responsibility and, if applicable, recommended sanctions. In keeping with guidelines for timely resolution as provided in Section D1 above, the written decision will be provided as soon after the conclusion of the proceeding as is possible.

8. Sanctions

After a final decision has been rendered by the Panel, the matter is presented to the Dean of the School in which the respondent has a primary appointment for procedures related to sanctions, if applicable. The Dean is provided the final investigative report, along with the Panel’s decision and the appellate decision (if any).

(a) If the respondent is a member of the Standing Faculty, the Dean will follow the procedures described in the Faculty Handbook’s section regarding Procedure Governing Sanctions Taken Against Members of the Faculty (Section II.E.16), as appropriate, to determine what, if any, sanction should be imposed against the respondent based on the determination rendered by the Investigative Team, and if applicable, the Panel, and following the Dean’s consultation with the Vice Provost for Faculty.

(b) If the respondent is a member of the Associated Faculty, the Dean will consider the determination rendered by the Investigative Team, as well as the Panel and consult with the Vice Provost for Faculty before implementing an appropriate sanction.

The matter will be referred to the Provost to determine the appropriate sanction in the event that the Dean is the respondent or if referral to the Dean would create an actual or apparent conflict of interest.

E. Resource Offices

1. Confidential Resources

The following is a list of confidential resources that can be contacted for support, counseling and advice. The information shared with these resources generally will be held in confidence, consistent with the University’s obligation to address complaints of sexual violence, unless the person sharing the information gives his or her consent to the disclosure of that information. The commitment to confidentiality does not preclude the sharing of information among responsible University administrators as needed, including to keep members of the University community safe.

Special Services Department, Division of Public Safety
24-hour Helpline: (215) 898-6600
4040 Chestnut Street
http://www.publicsafety.upenn.edu/special-services/

Penn Women’s Center
(215) 898-8611
3643 Locust Walk
http://www.pw.upenn.edu/

Lesbian Gay Bisexual Transgender Center
(215) 898-5044
3907 Spruce Street
https://www.vpul.upenn.edu/lgbtc/

African-American Resource Center
(215) 898-0104https://www.hr.upenn.edu/PennHR/wellness-worklife/counseling-and-employee-assistance-program/https://www.hr.upenn.edu/PennHR/wellness-worklife/counseling-and-employee-assistance-program/
3643 Locust Walk
http://www.upenn.edu/aarc/

Office of the University Chaplain
(215) 898-8456
240 Houston Hall, 3417 Spruce Street
The University of Pennsylvania is committed to providing a safe and healthy environment, free of gender-based misconduct, to all members of our community and visitors to our community. As such, sexual harassment, sexual assault, sexual violence, relationship violence, and stalking will not be tolerated. In order to ensure the creation of a climate where members of the community are able to thrive and achieve their full potential, the University has developed a wide range of policies, educational programs, broad-based resources, support, and reporting systems. These procedures supplement these other policies and initiatives, addressing the process by which complaints against a University staff member for a violation of its Sexual Misconduct Policy (which includes its Sexual Harassment Policy and Sexual Violence, Relationship Violence and Stalking Policy (“Sexual Violence Policy”)) will be investigated and resolved.

B. Confidentiality

Confidentiality is of critical importance in ensuring that these sensitive matters are handled appropriately. The University has an obligation to respond to violations of its Sexual Misconduct Policy as fairly and expeditiously as possible when a complaint is received. University staff and faculty may share information with others who have a legitimate need to know in order to fairly and effectively address complaints, but the information should be considered confidential and should be protected to the extent possible consistent with legal obligations. Such administrators may include, for example, those in the Office of the Vice Provost for University Life, the Office of the Associate Vice President and Title IX Officer (AVP), the Division of Public Safety, the Office of General Counsel, Counseling and Psychological Services, Student Health Service, and academic advising offices.

C. Reporting Complaints of Sexual Misconduct

1. Office of the Associate Vice President and Title IX Officer

The Office of the Associate Vice President and Title IX Officer (AVP) will be responsible for ensuring that all complaints made against a University staff member alleging a violation of the University's Sexual Misconduct Policy (which includes the Sexual Harassment or Sexual Violence Policies) are handled appropriately. All AVP responsibilities as described in these procedures will be performed directly by the AVP or by the AVP's designee.

Complaints must either be presented in writing or based upon information provided by the complainant or another individual making the report to the AVP who will then memorialize the allegations in writing and ask the complainant to confirm the allegations. Complaints may be made by University students, staff, or faculty members, as well as others both within and outside the University community, alleging a violation of the Sexual Misconduct Policy by a University staff member.

2. Office of the District Attorney and Office for Civil Rights

Complainants may also choose to file a report with the District Attorney, the Office for Civil Rights of the U.S. Department of Education, or other external agencies. The University's processes and the legal system work independently of one another, and the University has its own interest in, and responsibility for, the enforcement of its Sexual Violence Policy. Therefore, the University will not unilaterally defer its processes pending the outcome of a criminal process, nor will the outcome of any legal process be determinative of the University result. The University will, however, comply with reasonable requests by law enforcement for cooperation, and may temporarily suspend its fact-finding process in a sexual assault investigation so as not to impede the law enforcement process.

3. Support, Counseling and Advice

In making a decision about whether to file a complaint, complainants may seek support, counseling, and advice from other offices on campus. A list of these offices is provided in Section III below. Should the complainant determine to proceed with an on-campus complaint investigation and resolution process against a University staff member, the Office of the AVP will be the single place to initiate the process.
4. Timeframe for Submitting a Complaint

The University does not limit the timeframe for filing a report of a violation of the Sexual Misconduct Policy. Reports may be filed at any time, although the University’s ability to investigate or take action may be limited by the passage of time, or by changes in the employment relationship of the alleged respondent at the time the report is made.

5. Complainant Request for Confidentiality

The University is required by Title IX to weigh the complainant’s request for confidentiality/confidentiality/privacy with the University’s commitment to provide a reasonably safe and nondiscriminatory environment. In situations where a complainant requests confidentiality, the University's ability to investigate and respond to the allegations may be limited. The AVP will notify the complainant if the University cannot, in unusual cases, maintain the complainant’s confidentiality/privacy. The complainant’s and respondent’s identities will only be revealed to those individuals who need to know their names in order to investigate or adjudicate the complaint or provide interim measures. If the University becomes aware of behavior or a pattern of behavior by one or more respondents, the University will take appropriate action in an attempt to protect the University community.

D. Investigation and Resolution of Complaints

The Office of the Associate Vice President for Equity and Title IX Officer (AVP) is responsible for overseeing the informal or formal resolution of all complaints made against a University staff member for a violation of the University’s Sexual Misconduct Policy. Complaints should be lodged with the AVP who will ensure that complaints are investigated by a trained Investigative Officer (IO), who will select a co-investigator to form the Investigative Team. The Investigative Team will consult with the Dean of the School or Vice President of the Division in which the respondent works, or the Vice President for Human Resources in any case for which the Dean or Vice President has an actual or the appearance of a conflict of interest or is implicated in the complaint.

Complaints must either be presented in writing or based on information provided by the complainant or another individual making the report who will then memorialize the allegations in writing and ask the complainant to confirm them. Complainants may include University students, staff or faculty members, as well as others both within and outside the University community, alleging a violation of the University's Sexual Misconduct Policy by a University staff member.

1. Timely Resolution

The process of resolving complaints, exclusive of any appeal, should be completed, unless there are special circumstances, within 60 business days of the filing of the written complaint. The appeal should be completed, absent special circumstances, within 30 business days of the filing of the appeal.

The complainant and the respondent will both be provided with a copy of the investigative team’s decision and given 10 business days from the date of the transmittal of that decision to file an appeal.

2. Rights and Protections for Complainant and Respondent

(a) The complainant and respondent have the right to a process that is fundamentally fair, and free of bias or prejudice.

(b) The complainant and respondent have the right to be treated with respect, dignity, sensitivity, and fairness throughout the entire process. They are both entitled to seek support from the University and to be informed about the process both before the process is initiated and throughout the process as it unfolds.

(c) Both parties have the right to participate in the process, or to refrain from participation. The failure to participate will not be used as evidence against either party, but also will not prevent the process from proceeding unless the complainant determines to withdraw the complaint and the University decides to abide by that request.

(d) Both parties may have an advisor present when being interviewed by the Investigative Team, but the advisor will not be permitted to present statements, seek the production of evidence, or question any witnesses. Advisors must be members of the University community.

(e) Evidence of prior sexual conduct by the complainant or respondent with other partners will not be considered in the process, and any evidence of a prior sexual relationship between the parties will not be determinative of the issue of consent. If there is credible evidence of a pattern of violations of the Sexual Misconduct Policy, evidence that helps to establish such a pattern may be considered.

(f) While the process is underway, appropriate interim measures will be taken to protect the parties. The Office of Staff and Labor Relations in the Division of Human Resources (or another appropriate office), in consultation with the respondent’s supervisor, will implement interim measures to protect the parties consistent with principles of fairness. The Office of Staff and Labor Relations in the Division of Human Resources (or another appropriate office) will work with the complainant and respondent to ensure that both parties have access to support and assistance during the process.

Sexual Harassment

If the AVP determines that the complaint involves a possible violation of the Sexual Harassment Policy, and not the Sexual Violence, Relationship Violence or Stalking Policy, the complaint will be investigated by an IO, working with the appropriate Dean or Vice President, or in the event of an actual or perceived conflict of interest, the Vice President for Human Resources. The facts, conclusions, and recommendations reached by the IO will be reported to the appropriate Vice President or Dean. In the event of a finding of responsibility for a violation of the Sexual Misconduct Policy, appropriate disciplinary action will be taken.

Any disciplinary action taken against a staff person is subject to appeal by either party in writing to the Vice President for Human Resources (or his or her designee) and the Dean of the School or Vice President of the Division in which the respondent works, who jointly have exclusive jurisdiction to decide appeals.

i. Appeals should be submitted within 10 business days of transmission of the decision of the Investigative Team. Letters of appeal should specifically state whether the objection is to the judgment of a violation of University policy, the recommended sanction, or both, and explain in detail the grounds for appeal.

ii. The Vice President for Human Resources (or his or her designee) and the Dean or Vice President of the School or Division will review the report of the Investigative Team to ensure that the process was consistent with University policy and that the decision was not arbitrary or capricious. Any supporting evidence, and any other relevant materials may also be reviewed by the Vice President for Human Resources (or his or her designee) and the Dean or Vice President of the relevant School or Division at their discretion.
iii. After considering the appeal, the Vice President for Human Resources (or designee) and the relevant Dean or Vice President (or designee) will promptly notify the parties in writing as to whether the Investigative Team's decision will be upheld or modified. The decision of the relevant Dean or Vice President and the Vice President for Human Resources will be final.

Sexual Violence, Relationship Violence, and Stalking

If the AVP determines that the complaint involves a possible violation of the Sexual Violence Policy, the procedures set forth below will apply.

1. Preliminary Determination

Upon receiving a complaint, the AVP will make a preliminary determination as to whether the complaint falls within the purview of the Sexual Misconduct Policy and whether, on its face, there appears to be a sufficient basis to conduct a full investigation. In making this determination, the AVP may interview the complainant and the respondent (after advising the respondent of the allegations in writing) and conduct whatever preliminary investigation the AVP deems necessary to determine if the actions alleged in the complaint would, if true, constitute a violation of the University's Sexual Misconduct Policy (including the Sexual Harassment or Sexual Violence Policies) and there is a reasonable basis for investigating the complaint. If the AVP concludes there is insufficient basis to proceed, the matter will be concluded, and the parties so advised.

2. Investigation

If the AVP makes the determination that there is a sufficient basis to proceed, a Statement of Charge Letter will be issued, based on the complaint and any preliminary investigation conducted. The Charge Letter will be provided to the complainant and the respondent. The respondent will be provided the opportunity to respond in writing to the Charge, and any response will be shared with the complainant. The Dean or Vice President of the Division in which the respondent is employed will also receive a copy of the Charge Letter.

The AVP will appoint an Investigative Officer (IO) to lead a thorough and impartial investigation, assisted by one or more co-investigators who may come from the School or Center of one of the parties or from elsewhere in the University (the “Investigative Team”). The co-investigator(s) will be University staff or faculty members appropriately trained to investigate and handle sexual misconduct cases who will be selected for individual cases by the IO. The investigation will include interviews of the complainant and respondent, interviews of witnesses, and review of documentation, physical evidence, and any other relevant evidence.

Prior to interviews, the complainant, the respondent, and any relevant witnesses will be informed by the IO that statements they make during the interview may be admissible in concurrent or subsequent civil or criminal court proceedings and will accordingly also be informed of their rights as outlined in Section B above. The parties will be advised of the seriousness of the proceeding and the expectation that the information they provide is both accurate and complete. Any false or misleading statements may subject the party making such statements to proceedings under the applicable University policy, handbook, code and/or charter. The complainant and respondent may have their advisors and/or outside counsel present for their interviews, but the advisors or outside counsel will not be permitted to participate in the interview other than to provide advice to the person they have accompanied, and they may be excluded from the interview for disruptive behavior.

In conducting the investigation, the Investigative Team may, as appropriate, also consult with other campus officials including but not limited to administrators in the relevant Division(s), School(s), Public Safety, the AVP and Title IX Officer, the Senior Vice President for Institutional Affairs and Chief Diversity Officer, or the Vice President for Human Resources. The Investigative Team may also consult with the Office of General Counsel, who may determine in particular cases to engage outside counsel to assist the University throughout this process. The Investigative Team may engage forensic and other experts, as needed.

3. Investigative Report

At the conclusion of the investigation, the Investigative Team will prepare a draft report, including assessments of credibility, a finding as to whether there has been a violation of University policy, and, if applicable, recommended disciplinary action. In making a determination regarding responsibility, the Investigative team will use a “clear and convincing evidence” standard. In other words, to find a staff member responsible for violating the Sexual Harassment Policy or Sexual Violence Policy, the Investigative Team must be convinced that it is substantially more likely than not that a violation of the Sexual Misconduct Policy has occurred.

(a) Opportunity for Review and Comment

The draft investigative report will be provided to both the complainant and respondent for their prompt review and comment, under strict instructions that the draft report is confidential, and not to be shared with anyone other than their families and advisors, who must be members of the University community and/or outside counsel, as described above. Sharing of the report by either party, their families, advisors or outside counsel with any additional persons will be strictly prohibited and may subject a party who violates this rule to disciplinary action. The complainant and respondent will also be provided the opportunity to review the underlying evidence and witness statements with their advisors, but they will not be provided or permitted to make copies.

(b) Final Report

As a result of the response and comments received, the Investigative Team may conduct a further investigation and/or amend the draft report, if the Team determines either action to be warranted. A final investigative report will be prepared, incorporating any changes, and shared with the complainant and the respondent. The complainant and respondent may submit formal objections or comments to the final report, which will become part of the final report of the matter. This determination shall be final unless it is modified, overturned, or otherwise set aside as a result of an appeal.

4. Resolution Without a Hearing

The matter may be resolved at this stage if both parties agree to the recommendations of the Investigative Team with respect to responsibility and, if applicable, sanctions, or if the parties otherwise reach a mutually acceptable resolution. The University, however, will not compel either the complainant or the respondent to engage in face-to-face mediation or to accept the recommendations of the Investigative Team.

5. Hearing Panel

If the matter is not resolved at this stage in a mutually acceptable manner, either party may request a hearing before a Hearing Panel (Panel) within 10 business days of transmission of the final report.

(a) Panel Membership

The Panel will be comprised of three (3) faculty members and the Designated Hearing Officer (DHO), who will be a non-voting member. TheDHO will make all decisions about the organization of the Panel, including decisions regarding the admissibility of evidence, witnesses
Members of the Panel, including the DHO, will observe the following guidelines:

1. Members will be selected from a pool of faculty who have agreed to serve for a term of one or more years.
2. Only Panels that have training in handling complaints involving sexual misconduct will hear sexual misconduct cases.
3. Faculty appearing on a Panel may not share an academic department affiliation with either of the parties (e.g., has a faculty appointment or is enrolled in a course of study), nor may any faculty member serve on the Panel who has ap professional, academic or personal relationship with either of the parties. Faculty asked to serve must recuse themselves or be dismissed if they have any personal ties to either of the parties or to individuals with whom the parties are closely associated. Faculty with personal knowledge of the alleged incident of sexual misconduct also must recuse themselves or be dismissed.
4. The University will train members of the pool to fulfill their responsibilities as adjudicators according to the procedures and policies outlined here and to ensure compliance with Title IX and other applicable state and federal guidelines. In addition, the Panel will be provided with “just in time” training on adjudicating sexual violence cases, unless the Panel members have recently been trained.
5. No member of the Investigative Team may serve on the Panel; however, any such individual may be interviewed by the Panel regarding the investigation and may assist the DHO as needed in organizational and administrative matters related to the Panel.
6. The complainant and respondent will be notified of the membership of the Panel in advance of the Hearing. Any challenges for cause against individual Panel members must be made promptly so as not to delay the conduct of the Hearing and will be given serious consideration by the DHO to ensure impartiality of the proceedings.
7. All proceedings must be kept strictly confidential among the parties, witnesses and members of the Panel. All individuals involved in such hearings must agree to such conditions of confidentiality.

(b) Hearing Procedures

Hearings must be prompt, fair and impartial, affording the complainant’s allegations and the respondent’s defenses all due consideration and protecting the rights of both parties. The Panel will review the Investigative Team’s final report, including any responses, objections or comments provided by the complainant and/or respondent. The Panel will also carefully review the evidentiary record, including witness statements, documents and physical evidence.

Hearing Panel Interviews

The Panel will interview separately the IO (and co-investigator(s) if the Panel so chooses), the complainant and the respondent. The Panel will, whenever possible, provide the complainant and respondent with five days advance notice of the Hearing. If reasonably possible, interviews will be conducted on one day, but if such scheduling would require an unreasonably long day, or if such scheduling would unreasonably delay the proceeding, the Hearing may be scheduled over multiple days.

The Panel may seek additional evidence from the Investigative Team and interview key witnesses on whom the Investigative Team relied in drawing their conclusions, as well as request additional evidence from the IO to clarify the evidentiary record, provided that it can do so without unreasonably delaying the process. In the event that a new witness comes forward during the Hearing who was not originally interviewed by the Investigative Team, or new evidence is discovered after the Investigative Team has issued their report, the DHO may allow that witness to be interviewed or admit the evidence to the hearing, but only if the DHO judges the new witness or evidence to be relevant to an accurate and fair determination of the outcome.

i. The Hearing will be held in private, and only the Panel may conduct interviews. Only the person interviewed (and in the case of the parties, that person’s advisor or outside counsel) will be present at the Hearing. The complainant or respondent (and their advisor or outside counsel, as applicable) will be able to view interviews from separate rooms, upon request, via closed-circuit television or similar video transmission.

ii. Subject to the protections set forth in Section D2 above, the Panel has wide latitude when questioning the complainant, the respondent and any witnesses in order to determine the accuracy of the report.

iii. The complainant and respondent may propose witnesses and provide specific questions in advance that they believe important to ask of other parties or witnesses. The parties also may submit questions during the Hearing that they wish to have asked. The DHO, in consultation with the Panel, will determine the relevance as well as the appropriateness of witnesses and questions, and may accordingly place restrictions on, include or exclude witnesses or other information.

iv. When the Panel is conducting the interview of the complainant and respondent, each may bring an advisor or outside counsel with them to provide advice and support, but the advisor or outside counsel will not be permitted to participate in the interview other than to provide advice to the complainant or respondent and may be excluded from the interview by the DHO for disruptive behavior.

v. The interviews by the Panel will be recorded (audio only). No observers will be permitted to make any audio or video recordings.

(c) Hearing Panel Decision

After the Hearing concludes, the Panel will immediately deliberate in private to decide whether, by clear and convincing evidence, the respondent has violated the University’s Sexual Violence Policy. Clear and convincing evidence means that the Panel must find that substantial evidence has been presented, that the staff member is responsible for a violation of the Policy. A finding of responsibility requires a majority vote of the members of the Panel.

i. If the respondent is found responsible, the Panel will also recommend an appropriate sanction, by majority vote, based upon the facts of the case and University precedent, with a presumption in favor of the sanction recommended by the IO.

ii. The Panel will arrive at its conclusion as expeditiously as possible and promptly advise both the complainant and the respondent in writing of its decision with respect to responsibility and, if applicable, recommended sanctions. In keeping with guidelines for timely resolution as provided in Section A above, the written decision will be provided as soon after the conclusion of the proceeding as is possible.

E. Appeals

Either party may appeal the decision of the Hearing Panel by submitting a written request within 10 business days of transmission of the decision of the Hearing Panel. Letters of appeal should specifically state whether the objection is to the judgment of a violation of University policy, the recommended sanction, or both, and explain in detail the grounds for appeal.
1. The Vice President for Human Resources (or designee) and the Dean or Vice President of the School or Division will review the report of the Investigative Team to ensure that the process was consistent with University policy and that the decision was not arbitrary or capricious. Any supporting evidence, and any other relevant materials may also be reviewed by the Vice President for Human Resources (or designee) and the Dean or Vice President (or designee) of the relevant School or Division at their discretion.

2. After considering the appeal, the Vice President for Human Resources (or designee) and the relevant Dean or Vice President (or designee) will promptly notify the parties in writing as to whether the Investigative Team's decision will be upheld or modified.

F. Resource Offices

1. Confidential Resources
The following is a list of confidential resources that may be contacted for support, counseling, and advice. The information shared with these resources generally will be held in confidence, consistent with the University's obligation to address complaints of sexual violence, unless the person sharing the information gives his or her consent to the disclosure of that information. The commitment to confidentiality does not preclude the sharing of information among responsible University administrators as needed, including to keep members of the University community safe.

Special Services Department, Division of Public Safety
24-hour Helpline: (215) 898-6600
4040 Chestnut Street
http://www.publicsafety.upenn.edu/special-services/

Penn Women's Center
(215) 898-8611
3643 Locust Walk
http://www.vpul.upenn.edu/pwc/

Lesbian Gay Bisexual Transgender Center
(215) 898-5044
3907 Spruce Street
https://www.vpul.upenn.edu/lgbtc/

African-American Resource Center
(215) 898-0104
3643 Locust Walk
http://www.upenn.edu/aarc/

Office of the University Chaplain
(215) 898-8456
240 Houston Hall, 3417 Spruce Street
http://www.upenn.edu/chaplain/

Office of the Ombuds
(215) 898-8261
113 Duhring Wing, 236 S. 34th Street
http://www.upenn.edu/ombuds/

Employee Assistance Program, Health Advocate
(866) 799-2329
https://www.hr.upenn.edu/PennHR/wellness-worklife/counseling-and-employee-assistance-program (https://www.hr.upenn.edu/PennHR/wellness-worklife/counseling-and-employee-assistance-program/)

2. Official Reporting Offices for Complaints of Sexual Misconduct
If reports of sexual misconduct are made with or come to the attention of the following offices, they must ensure that appropriate action is taken, including notifying the University's AVP and Title IX Officer:

Office of Affirmative Action and Equal Opportunity Programs
(215) 898-6993
Suite 421, Franklin Building
http://www.upenn.edu/affirm-action/index.html (http://www.upenn.edu/affirm-action/)

Office of Student Conduct
(215) 898-5651
Suite 400, 3440 Market Street
https://www.osc.upenn.edu/

Office of Staff and Labor Relations, Division of Human Resources
(215) 898-6093
Suite 600, Franklin Building
https://www.hr.upenn.edu/workplace-issues/staff-labor-relations (https://www.hr.upenn.edu/workplace-issues/staff-labor-relations/)

3. Investigative Office for Sexual Misconduct Complaints
The official office for reporting, initiating a formal complaint, and investigation of violations of the Sexual Misconduct Policies, including violations of the Sexual Harassment or Sexual Violence Policies, is the Office of the Associate Vice President for Equity and Title IX Officer. The contact information for that Office is:

Associate Vice President for Equity and Title IX Officer
(215) 898-2887
3901 Walnut Street, Suite 320
TitleIXOfficer@upenn.edu

1. The terms “harassment” and “sexual harassment” are used throughout and are defined as a matter of University policy, and are not necessarily identical or limited to the uses of the term in external sources, including governmental guidelines, laws, regulations or legal decisions. Where sexual harassment involves sexual violence, relationship violence, domestic violence and/or stalking, refer also to the University’s Sexual Violence, Relationship Violence and Stalking Policy. This Sexual Harassment, Sexual Violence, Relationship Violence and Stalking Policy and the Consensual Romantic & Sexual Relations in the Workplace and Educational Setting Policy are sometimes referred to together as the “Sexual Misconduct Policies.”

2. For purposes of this policy, “faculty” includes (but is not limited to) standing faculty, clinical faculty, associated faculty, and academic support staff, as well as clinical or lab supervisors, postdoctoral fellows, house staff, residents, graduate and undergraduate teaching assistants, and any other person providing instruction, academic advising, or academic oversight of an enrolled student in any school, course, or program, including summer and off-campus programs, irrespective of geographical location.

3. Academic responsibility” includes (but is not limited to) teaching, grading, mentoring, advising, or evaluating research or other academic activity, participating in decisions regarding funding or other resources, clinical supervision, and recommending for admissions, employment, fellowships, or awards. In this context, students include graduate and professional school students, postdoctoral scholars, and clinical residents or fellows.
4 This procedure amends and supersedes the Charter of the University of Pennsylvania Student Disciplinary System with respect to violations of University policy for behaviors that are defined in the University's Sexual Misconduct Policy. It applies to each of the 12 schools, notwithstanding the existence of separate procedures that individual schools may have adopted for violations of laws or policies other than the University Sexual Misconduct Policy. If a complaint involves allegations of violations of the Sexual Misconduct Policy as well as other University policies, the matter can either be fully resolved using this process, or divided into two separate proceedings, as appropriate in any particular case.

5 The University recognizes that should it be proceeding in cases where criminal charges are pending, however, the respondents may choose not to participate in the disciplinary process in order to protect their Fifth Amendment rights. Such decision will not be used as evidence against any respondent and the Hearing Panel will be instructed not to draw any adverse inference from the failure to participate.

6 Please note that declining to respond to questions posed by the other party’s advisor during a hearing, will impact the Panel’s ability to rely upon the information provided by that individual.

7 The University will provide a list of advisors from the Penn community to complainants and respondents who have been trained by the University to support both complainants and respondents in this process. The parties need not select an advisor from this list. The parties may select any Penn faculty or staff member to advise them. The parties may also retain outside counsel in addition to, or instead of, using an advisor. The role of outside counsel, however, will be limited to an advisory role and counsel will not be permitted to have an active role in the proceedings.

8 In carrying out these responsibilities, the DHO may consult with the AVP, the Office of General Counsel and other appropriate office such as the Office of Student Conduct and the Senior Vice President for Institutional Affairs and Chief Diversity Officer. University officers thus consulted will respect the confidentiality conditions of the proceedings.

9 The decision as to whether a complaint involves sexual violence is determined by the AVP.

10 The University recognizes that in the event criminal charges are pending, a respondent may choose not to participate in the process described in these procedures in order to protect his or her Fifth Amendment rights. Such decision will not be used as evidence against any respondent and the Hearing Panel will be instructed not to draw any adverse inference from the failure to participate.

11 The AVP or the IO will work with other appropriate University offices, including the Vice Provost for University Life and the Vice Provost for Faculty, to determine if interim measures are appropriate.

12 Please note that declining to respond to questions posed by the other party's advisor during a hearing, will impact the Panel’s ability to rely upon the information provided by that party.

The University will provide a list of advisors from the Penn community to complainants and respondents. Advisors will be offered training by the University to support both complainants and respondents in this process. The parties need not select an advisor from this list. The parties may select any Penn faculty or staff member to advise them, but they will not have an active role in the proceedings. The parties may also retain outside counsel in addition to, or instead of, using an advisor. Only one advisor (either a lawyer or a member of Penn’s faculty or staff) may be present during the hearing and related proceedings. The role of the outside counsel, however, will be limited to an advisory role and counsel will not be permitted to have an active role in the proceedings.

13 The parties will be advised, and acknowledge, that the Investigative Report, Exhibits and Drafts are confidential to be used by them and their families and advisors in connection with these proceedings.

14 In carrying out these responsibilities, the DHO may consult with the IO, the Office of General Counsel and other appropriate offices such as the Vice Provost for Faculty and the Senior Vice President for Institutional Affairs and Chief Diversity Officer. University officers thus consulted will respect the confidentiality conditions of the proceedings.

15 The University recognizes that should it be proceeding in cases where criminal charges are pending, the respondents may choose not to participate in the process described in these procedures in order to protect their Fifth Amendment rights. Such decision will not be used as evidence against any respondent and the Hearing Panel will be instructed not to draw any adverse inference from the failure to participate.

16 While the Investigative Officer will be responsible for managing the complaint investigation and resolution process, as described below, the AVP will work with other appropriate University offices, including the Office of Affirmative Action and Equal Opportunity Programs and Division of Human Resources, to determine if interim measures are appropriate before a final resolution is reached.

17 The University will provide a list of advisors from the Penn community to complainants and respondents. Advisors will be offered training by the University to support both complainants and respondents in this process. The parties need not select an advisor from this list. The parties may select any Penn faculty or staff member to advise them, but they will not have an active role in the proceedings. The parties may also retain outside counsel in addition to, or instead of, using an advisor. The role of the outside counsel, however, will be limited to an advisory role and counsel will not be permitted to have an active role in the proceedings.

18 In carrying out these responsibilities, the DHO may consult with the IO, the Office of General Counsel and other appropriate offices such as the Vice Provost for Faculty and the Senior Vice President for Institutional Affairs and Chief Diversity Officer. University officers thus consulted will respect the confidentiality conditions of the proceedings.

(Source: Almanac, April 30, 2019 (https://almanac.upenn.edu/uploads/media/OF_RECORD_Sexual_Misconduct_supplement-Web.pdf))

Student Activities Council Funding Policies and Guidelines for Student Groups

Funding Policies for Student Groups
(The following policies are binding and must be adhered to by the Student Activities Council Executive Committee)

1. While determination may be made that organizations or activities are not eligible for funding, decisions on whether or not an organization or activity is denied funding will not be based on the content of the speech or expression of such organization or activity.

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2. A student activity or program that is designed to support or oppose a particular party or candidate or to influence legislation will not be funded.
3. In accordance with University guidelines, Student Activities or programs designed to elicit support for religious ideologies and promote membership in sectarian groups will not be funded.
4. All activities must file and maintain complete capital equipment inventories with the Office of Student Life. This should be submitted in the beginning of the year with the annual registration form.
5. All activities are held responsible for full disclosure of all financial actions of the group to the Executive Committee (especially changes or planned changes in usage of allocated funds) upon penalty of immediate forfeiture of all funds remaining in their accounts.
6. All funded activities must maintain their own set of books upon penalty of immediate forfeiture of all funds remaining in their accounts. These should be available to the Executive Committee upon request.
7. Executive Committee members intimately connected with a student organization must declare their affiliations with these activities and may not vote on the allocations of that particular student activity. Furthermore, they may not attempt to influence the other Executive Committee members. They may function only as resource people.
8. No organization shall enter into any contract without a written consent of the Director of OSL or designee. Moreover, all monies involved must first be approved by the Executive Committee.
9. All activities must submit reports on the activities sponsored by the organizations during the previous year as a part of their annual budget requests.

Examples of programs or activities not eligible for funding under these criteria include:

1. College Democrats, College Republicans, or other groups designed to support a political party;
2. A student activity that is designed to or does in fact campaign on behalf of a candidate for public office or participate in a political campaign. For example, Students for Smith for Congress;
3. An activity designed to influence legislation.

These criteria would not prohibit funding a political forum at which different viewpoints are expressed.

**Funding Guidelines for Student Groups**

*These guidelines are not binding on the Student Activities Council Executive Committee*

1. Duplication in activities will be eliminated; the better program in the Committee’s judgment will be funded.
2. No mailings (summer or otherwise) will be funded.
3. Meal subsidies for members of student activities will not be funded.
4. Publications will be required to collect 25% of their total budgeted operation through advertising or other revenue. If this is not done, the Executive Committee will freeze the account. Any changes in the status of a publication (e.g., dates, issue size, copies printed) must be reported to the Executive Committee Liaison.
5. All publications printing more than one issue per academic year must submit a schedule of distribution dates to the Executive Committee with their annual budget request. Complete copy for each issue must be submitted to the printer at least three weeks prior to the date of distribution. Failure to meet this requirement will result in the cancellation of one issue. Under no circumstances may a publication submit copy after April 1st or distribute an issue after the third week of April.
6. No individual can be paid a salary or wage for services which can or should be rendered by a student.
7. All capital equipment allotted to an activity must be stored in a University facility.
8. Concerning conferences and travel for non-competitive groups, travel will be funded ONLY if a group provides proof that said travel is essential to the operation of that group (e.g., required by national charter or necessary for national membership). In this case, only one-half of all travel and lodging will be funded. In this case, only one-half of all travel and lodging or $250 per person for travel and lodging will be funded.
9. No funding will be given for SAC student-run conferences. All cost must be covered in the conference registration fees (or by other sources of income).
10. The cost of printing tickets for all events should be covered in the price of the tickets.
11. No funding will be given for printing of Newsletters.
12. If a SAC-paid director or coach requests his/her salary before the normal end of semester pay date, he/she may be paid 20% of the total semesterly salary. The remaining 80% will be paid at the semester’s end.
13. Any group seeking to bring a speaker must approach Connaissance for co-sponsorship before approaching the Executive Committee. The Executive Committee will not fund speakers if the speaker is specific only to the group’s members and is not appropriate or relevant to the whole University community. Honoraria request to the Executive Committee must not exceed $100.
14. The Executive Committee may decide to reconsider a request denied to an organization if
   a. legitimate factors (e.g., number of members) have changed to make the original circumstances regarding the decision no longer valid, OR
   b. the parties involved (e.g., SAC Representative, Executive Committee, Executive Liaison) feel strongly that an honest misunderstanding took place regarding the facts and figures of the particular case.
15. The Executive Committee does not fund international travel for competitive groups. This differs from national championships/tournaments which may be funded upon request and demonstration of appropriate need by the competitive group.
16. Any program which is considered campus wide, social, shall be referred to SPEC.
17. If a program is being partially funded by the Social Planning and Events Committee, it will not be funded by the Student Activities Council.
18. No funding will be given retroactively.
19. Membership dues to national organizations will only be funded if deemed essential for the group’s existence as a group in the Penn community and/or for the proper functioning of the group and then only for the absolute minimum number of members required to achieve and maintain membership in the national organization.
20. Any budgets (excluding contingency request) submitted after the allocation process has been completed in February/March of the spring semester will be subject to a 25% budget reduction.
Student Grievance Procedures

Federal law requires the University to designate an employee to coordinate its compliance, including the investigation of complaints with Title VI of the Civil Rights Act of 1964, Title IX of the Education amendments of 1972, and the Rehabilitation Act of 1973. In addition, the University is required to have procedures for the resolution of student and employee grievances alleging violations of these laws.

Any student in the University who feels that he or she has been discriminated against by an individual or office acting for the University or that the University is not complying with the requirements of Title VI, Title IX, or the Rehabilitation Act, has a right to register a complaint and seek redress of his or her grievance. The student may take his/her complaint to the following University offices:

Office of Affirmative Action & Equal Opportunity Programs

The Office of Affirmative Action & Equal Opportunity Programs monitors the University’s equal opportunity/affirmative action policies and programs. The Office also is responsible for coordinating complaints with non-discrimination laws (including investigating complaints and coordinating programs for the disabled). The OAA staff is available to consult with faculty, staff, students, and members of the community who have questions or concerns regarding the application or possible violation of these policies, Title VI or Title IX. The Office is located at

3600 Chestnut Street
Sansom Place East
Suite 228
Philadelphia, PA 19104
215-898-6993

In addition to the description of duties given earlier, the Office of Affirmative Action is also responsible for coordinating complaints with non-discrimination laws, including investigating complaints and coordinating programs for the disabled. The OAA staff is available to consult with faculty, staff, students, and members of the community who have questions or concerns regarding the application or possible violation of these policies, Title VI or Title IX.

Other Grievance Procedures

Academic Grievances

Schools and academic departments within the University have established procedures for the resolution of student grievances concerning academic matters. Students should contact the Dean’s Office of the particular school for a copy of the appropriate procedures and for guidance regarding the grievance process. A student who wishes to register a grievance regarding the evaluation of his/her academic work should follow the academic grievance procedure applicable in the school or department in which the academic work was performed.

- School of Arts and Sciences (https://www.sas.upenn.edu/graduate-division/resources/academic-grievance-procedure/) & Professional and Liberal Education
- Biomedical Graduate Studies (https://www.med.upenn.edu/bgs/assets/user-content/new-student-information/expectationsofbgsstudents2019-1.pdf)

- School of Engineering and Applied Science (http://www.seas.upenn.edu/graduate/handbook/student-ethics.php) Part D
- School of Law (https://www.law.upenn.edu/students/policies/grades-review-of-courseseminar-requirements.php)
- School of Nursing (https://www.nursing.upenn.edu/student-services/resources/handbooks-forms-policies/phd-handbook/)
- School of Social Policy and Practice (http://www.sp2.upenn.edu/resources/masters-student-handbook/student-rights-and-responsibilities/)

Administrative and Employment Grievances

Students with administrative grievances should contact the Office of the Vice Provost for University Life, 3611 Locust Walk, 215-898-6081. Students with grievances related to their appointment as a teaching assistant, research assistant, or graduate assistant should contact their Dean’s Office or the Vice Provost for Education, 215-898-7225.

Updated February 13, 2020

Suspension of Normal Operations

Although Penn normally never stops operating, emergencies such as severe weather conditions may sometimes result in the cancellation of classes and/or the full or partial closure of certain areas of the University. Decisions affecting work schedules and class cancellation are made by the Executive Vice President in consultation with the Provost.

The University will announce a closing or other modification of work schedules through the following means:

- the University’s emergency information number: (215) 898-6358 (215-898-MELT)
- communications from Division of Public Safety
- KYW News Radio (1060 AM)
- the UPennAlert Emergency Notification System (for University related incidents and crises)

The University’s emergency radio identification code numbers are “102” for day classes and schools/centers and “2102” for evening classes. The message that accompanies the code number will provide the operating status of the University. Make sure to keep this emergency information in a place you can easily access.

Even when Penn is officially closed due to an emergency, there are some essential services that must still be provided, such as Public Safety or
Tobacco-Free Campus Policy

Policy

The University of Pennsylvania is committed to maintaining a healthy and safe learning, working and living environment for all members and guests of our community. It therefore is the policy of the University of Pennsylvania that all smoking and tobacco use (including the use of smokeless tobacco) is prohibited in all University buildings and facilities, including but not limited to any meeting rooms, community areas, performance venues and private residential space within University of Pennsylvania housing. Smoking and tobacco use is also prohibited in all University of Pennsylvania vehicles (owned or leased), regardless of location. Finally, smoking and the use of tobacco products is prohibited on any University of Pennsylvania property, including but not limited to outdoor spaces (such as College Green, Shoemaker Green, Locust Walk, etc.), as well as parking lots, paths, fields, sports/recreational areas, and stadiums. Where University of Pennsylvania buildings are adjacent to public sidewalks or streets, smoking and the use of tobacco products is prohibited on those public sidewalks and streets within twenty (20) feet of the entrance to the building.

The tobacco policy covers all smoking methods, including but not limited to the use of electronic smoking devices (e-cigarettes, e-cigs, e-pipes) and hookah-smoked products.

Enforcement

Compliance with the applicable law and this policy is the responsibility of all members and guests of the University of Pennsylvania community. Any person with concerns about the implementation of or compliance with this policy should refer the matter to his or her immediate supervisor or manager for resolution. If the matter cannot be resolved at this level, the concern should be referred to the Division of Human Resources, Staff and Labor Relations or the appropriate Dean or Vice President.

Effective Date: 10/1/2017

Source: Almanac, November 14, 2017, Volume 64, No. 13 (http://www.upenn.edu/almanac/volumes/v64/n13/of-record-tobacco-free.html)

Unauthorized Copying or Use of Licensed Software

The University of Pennsylvania does not condone or tolerate the unauthorized copying or use of licensed computer software by staff, faculty, or students. The University shall adhere to its contractual responsibilities and shall comply with all copyright laws, and expects all members of the University community to do so as well. Members of the University community who violate this policy may be subject to discipline through standard University procedures. An individual or University department engaged in the unauthorized copying or use of software may also face civil suits, criminal charges, and/or penalties and fines.

Subject to the facts and circumstances of each case, such individuals or departments shall be solely responsible for their defense and any resulting liability. If you have questions about the terms and conditions of a software license, please contact the Computing Resource Center at 898-9085.

(Source: Almanac, October 20, 1998 (https://almanac.upenn.edu/archive/v45pdf/981020/102098.pdf))

University of Pennsylvania Nondiscrimination Statement

The University of Pennsylvania values diversity and seeks talented students, faculty and staff from diverse backgrounds. The University of Pennsylvania does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, creed, national or ethnic origin, citizenship status, age, disability, veteran status or any other legally protected class status in the administration of its admissions, financial aid, educational or athletic programs, or other University-administered programs or in its employment practices. Questions or complaints regarding this policy should be directed to:

Executive Director of the Office of Affirmative Action and Equal Opportunity Programs
Sansom Place East
3600 Chestnut Street, Suite 228
Philadelphia, PA 19104-6106
(215) 898-6993 (Voice) or (215) 898-7803 (TDD)

(Source: Almanac, January 20, 2009, Volume 55, No. 18 (http://www.upenn.edu/almanac/volumes/v55/n18/aapolicy.html))

University of Pennsylvania Required Disclosures

The Higher Education Opportunity Act of 2008 requires the University to provide a list of student-related disclosures and policies, as well as information about how to obtain the required information. This information is provided below in a list format with links to the appropriate information.

I. Non-Loan Related Disclosure Requirements

A. Availability of Institutional Financial Aid Information


2. Contact information for assistance in obtaining institutional or financial aid information: http://www.sfs.upenn.edu/contacts/index.htm (http://www.sfs.upenn.edu/contacts/)

B. Student Financial Assistance


C. General Institutional Information

1. Consumer information on College Navigator website: http://nces.ed.gov/collegenavigator/?q=university+of+pennsylvania&s=all&pg=2&id=215062

2. Cost of attendance
   - Undergraduate: http://www.sfs.upenn.edu/paying/cost-of-attendance.htm
   - Graduate/Professional Schools: https://srfs.upenn.edu/costs-budgeting/graduate-cost-attendance (https://srfs.upenn.edu/costs-budgeting/graduate-cost-attendance/) Each graduate/professional school has its own cost of attendance structure – Select the appropriate link to each school.

3. Net Price Calculator:

4. Refund policy, requirements for withdrawal and for the return of Title IV, HEA financial aid:
   c. https://srfs.upenn.edu/policies/unofficial-withdrawal (https://srfs.upenn.edu/policies/unofficial-withdrawal/)

5. Banking Relationship Disclosures
   In compliance with the U.S. Department of Education’s guidelines, Penn makes information on its marketing relationships with financial institutions publically available. Such disclosures can be found on the PennCard website (https://cms.business-services.upenn.edu/penncard/the-penncard-center/services/banking.html). For additional information on banking options visit: http://www.sfs.upenn.edu/banking/index.htm (http://www.sfs.upenn.edu/banking/)

II. Disclosures Related to Educational Loans

1. State Grant assistance
   http://www.sfs.upenn.edu/paying/paying-grants-scholarships.htm

2. Student loan information published by the Department of Education

3. National Student Data System:
   https://nslds.ed.gov/nslds/nslds_SA/

4. Entrance counseling for student borrowers
   https://studentloans.gov/myDirectLoan/entrance counsellingInstructions.action?counselingType=entrance (https://studentloans.gov/myDirectLoan/entrance counsellingInstructions.action?counselingType=entrance)

5. Exit counseling for student borrowers

6. Private education loan disclosures (including self-certification form) are provided to students by their private lenders and found here: https://ifap.ed.gov/dpcletters/attachments/GEN1315Attach.pdf

7. Code of Conduct for education loans
   https://www.finance.upenn.edu/sites/default/files/1712_0.pdf

8. Preferred lender lists: Penn does not have preferred lender lists.

9. Preferred lender arrangements: Penn does not have preferred lender arrangements.

HEOA Disclosure Requirements:

- Graduation Rates of Penn Student-Athletes:

- Transfer of Credit Policies and Articulation Agreements:
  http://www.admissions.upenn.edu/apply/transfer-admission/transfer-of-credits (http://www.admissions.upenn.edu/apply/transfer-admission/transfer-of-credits/)

- Drug and Alcohol Abuse Prevention Program:
  http://www.vpul.upenn.edu/alcohol/index.php (http://www.vpul.upenn.edu/alcohol/)

- Vaccination Policies:
  http://www.vpul.upenn.edu/shs/immreq.php

- Missing Person Notification Policy:
  https://catalog.upenn.edu/pennbook/missing-students-notification-policy/

- Peer 2 Peer File Sharing:
  https://www.isc.upenn.edu/security/copyright-fileshare (https://www.isc.upenn.edu/security/copyright-fileshare/)

- Policy on Unauthorized Copying of Copyrighted Media:
  http://www.upenn.edu/computing/policy/copyright.html

- Policy on Acceptable Use of Electronic Resources:
  https://catalog.upenn.edu/pennbook/policy-acceptable-use-electronic-resources/

- Crime Awareness and Campus Security:
  https://www.publicsafety.upenn.edu/

- Annual Security and Fire Safety Report:
  https://www.publicsafety.upenn.edu/clery/annual-security-fire-safety-report/

- Student Privacy [The Family Educational Rights and Privacy Act of 1974 (FERPA)]:
  https://catalog.upenn.edu/pennbook/privacy/penndata/ferpa-notice.html

- Voter Registration Guide:
  https://guides.library.upenn.edu/register_to_vote_info (https://guides.library.upenn.edu/register_to_vote_info/)

- Services Available to Students with Disabilities:
  https://www.vpul.upenn.edu/lrc/sds/

- Intercollegiate Athletic Program Participation Rates and Financial Support Data (Equity in Athletics Disclosure Act)
  https://ope.ed.gov/athletics/#/institution/search

III. Professional Licensure Disclosures

- View University of Pennsylvania Professional Licensure Disclosures: https://public.tableau.com/profile/penn.ir.a#!/vizhome/UPennLicensureDisclosure/List (https://public.tableau.com/profile/penn.ir.a#!/vizhome/UPennLicensureDisclosure/List)
Use of Facilities

The facilities of the University of Pennsylvania exist for the primary purpose of education. Priority for the use of facilities is given first to University academic activities and second to programs of University groups. The decision to permit or restrict the use of facilities by University groups will be based first on the prior academic commitment of that facility, then on prior reservation by another University group. University groups are defined as consisting almost entirely of students, faculty, administrators, staff or alumni of the University, or combination thereof, whose primary activities are based at or directly related to the University. Dates that remain open after the spring and fall calendar processes for University groups may be assigned to approved non-University organizations upon request.

The policy governing the use of University facilities was developed under the auspices of the Committee on Open Expression. Before a request of a University group to use any facility is rejected for reasons other than prior commitment of the facility or the like, the Committee on Open Expression should be consulted.

All groups using University facilities must include in their advertising, promotional materials, and other literature distributed on campus the name of the organization (prominently displayed) and sufficient information about the group and the activities it intends to conduct for readers to understand the group’s purpose. Deceptive advertising, soliciting, and recruiting practices are prohibited. It is the responsibility of the Director of Student Life to determine whether adequate standards of disclosure are met. Groups failing to comply with this regulation can be denied access to University facilities for as long as the director may determine. The director’s decision may be reviewed by the Committee on Open Expression.

Granting of permission to use University facilities does not constitute University endorsement of the activities or purposes of the user group. Unauthorized use of the University’s name, other than to indicate the location of an event, is prohibited.

Groups sponsoring activities judged to be unrelated to the University but permissible under the policy governing the use of University facilities will be charged appropriate fees. It is the responsibility of the Director of Student Life to determine whether the activities for which University space is requested are University related. Factors to be considered in making this decision include

1. the relationship to the University of the sponsor and others who are expected to participate,
2. the purpose for which space is requested,
3. whether the activity will promote the objectives of the institution,
4. whether the person(s) organizing and conducting the specific activity is (are) affiliated with the University, and
5. whether the proposed activity will be conducted primarily for the benefit of a group not under the auspices of the University.

In the case where a group wishes to use University facilities on a continuing basis, yet no clear benefit to the institution is accrued by housing proposed activities, substantial ongoing involvement by University students or personnel, or both, is required for such activities to be classified as University related.

I. Reservation Procedures

1. All non-academic events requiring the use of Perelman Quadrangle, performing arts facilities, Blanche Levy Park, Locust Walk other VPUL spaces and Central Pool classrooms must be registered with the Office of the Perelman Quad and VPUL Facilities. Applications for space use should be made with the staff in 307 Houston Hall, or online two weeks in advance.
2. The person, whether or not a member of the University community, who requests the use of a University facility shall be responsible for maintaining the requested facility in good condition.
3. The University reserves the right to reject any request for use of its facilities and to terminate use at any time upon failure of a University group or a non-University organization to comply fully with University policy and safety procedures.
4. Requests must be timely. For example, it is expected that auditoria, large multipurpose spaces, and other large spaces must be reserved with a minimum lead time of one month to ensure adequate provision of facilities resources. Smaller venues of fifty persons or fewer should be reserved a minimum of one week in advance of use.

II. Payment of Charges

1. All groups must agree to pay for incurred costs according to the current schedule of University security, maintenance and service fees.
2. University groups desiring to charge admission to a function must deposit all revenue from such admission charges directly into their University account either to help defray expenses of the program or to support future related on-campus programs. All admissions charges must be reasonable.

III. Admission Charges

1. Because the University is a tax-exempt corporation, the use of its facilities by external, commercial agents should be limited
2. University groups desiring to charge admission to a function must deposit all revenue from such admission charges directly into their University account either to help defray expenses of the program or to support future related on-campus programs. All admissions charges must be reasonable.

IV. Use of Outdoor Spaces

The procedures governing the use of University facilities shall apply to the reservation and use of outdoor spaces belonging to the University, with the recognition that permission may be denied, if noise resulting from an event occurring in an outdoor space may at times interfere and conflict with library, office and classroom activities.

Depending on the location of an outdoor event, on scheduled classes in nearby buildings, and on the proximity of offices in use, non-conflicting activities should be scheduled by prior arrangements with the Perelman Quad and VPUL Facilities staff.

Use of University Name Policy

On September 30, 1791, an act confirmed an agreement which united the University of the State of Pennsylvania with the College, Academy and Charitable School and provided that the name of the institution would be “The Trustees of the University of Pennsylvania.” To facilitate communication both internally and externally, the institution’s name is
The University regulates use of its name, the names of its schools and programs, its shield and related insignia, trademarks and logos ("insignia") to ensure that such use is related to the University's educational, service and research missions and promotes its objectives. Responsibility for overseeing use of the University's names and insignia lies with the Secretary of the University.

**Official Use**

When representing the University in an official capacity, all units of the University and members of the faculty and administration must use "University of Pennsylvania" in their publications and documents. Approved University stationery must be used for official correspondence.

University names and insignia may be used in connection with any academic University program provided that the program has been approved in advance by the responsible department chair and dean or director, and Provost, as appropriate. University units, faculty, staff and student organizations that wish to use University names or insignia must first present an application to the appropriate department chair and dean, or, in the case of student organizations, to the Vice Provost for University Life, for review. If approved by the dean, director, or Vice Provost, a request with supporting information must be submitted to the Secretary for review. The Secretary will review the proposed use and determine, in consultation with appropriate colleagues, whether it is properly related to the University's missions and whether the benefits of the proposed use outweighs any risks associated with the use. The Secretary may approve the proposed use, with or without conditions, or disapprove the proposed use.

**Licensed Uses by Outside Entities**

University names or insignia may be used on products or in connection with services offered by outside entities only under license from the University. Requests for such licenses are processed jointly through the Office of the Vice President for Business Services ("Business Services") and the Penn Center for Innovation ("PCI"), and with guidance from the Office of the University Secretary.

Outside sponsors of University programs or activities often seek to use University names or insignia in promotional or advertising materials. While the University is pleased to recognize the contributions of sponsors, such recognition must not suggest University endorsement of the sponsor's activities. Therefore, University names or insignia may not be used in connection with any outside entity's name or logo without prior approval of the Secretary of the University. In general, the Secretary will approve uses which recognize or acknowledge the sponsor's contribution to the University program or activity. Uses which, in the Secretary's judgment, may suggest University endorsement or approval of the sponsor's goods or services will not be permitted.

**Private Use**

University faculty, staff and students may refer to their affiliation or status with the University in connection with personal activities, including consulting, provided that the affiliation or status is accurately represented and any title or position is accurately identified, and provided that such use does not imply University endorsement of the activity. In some cases, a disclaimer of University endorsement may be required. (See, for example, Handbook for Faculty and Academic Administrators, section II.E.10 (p. 2088)). Use of University insignia in connection with personal activities is prohibited. The University’s name must not be used in any announcement, advertising matter, publication, correspondence, or report in connection with personal or non-University activities if such use in any way could be construed as implying University endorsement of or responsibility for any project, product, or service.

**Related Policies**

All faculty, staff and students are reminded that University equipment, stationery, campus mail service, and electronic media are to be used solely for University business by authorized University personnel and by officially recognized campus organizations. See Human Resources Policy No. 003 (https://www.hr.upenn.edu/policies-and-procedures/policy-manual/other-policies/uses-of-university-resources/). Additional information on faculty and staff involvement in extramural activities and organizations can be found in the Conflict of Interest Policy for Faculty Members, and Human Resources Policy Nos. 005 (https://www.hr.upenn.edu/policies-and-procedures/policy-manual/other-policies/conflict-of-interest/) and 006 (https://www.hr.upenn.edu/policies-and-procedures/policy-manual/other-policies/guidelines-for-extramural-activities-associations-and-interest-for-staff/).


(Source: Almanac, October 24, 2017 (https://almanac.upenn.edu/uploads/media/102417.pdf))

**Vending Policy**

1. In consideration for the University permitting organization to conduct vending or promotional activities on campus, the applicant organization agrees to fully comply with the University's policies and all applicable, local, state and federal laws, including, but not limited to applicable consumer protection laws.

2. In addition, organization agrees not to discriminate against any employee, student or customer on the basis of race, religion, national origin, gender, sexual preference, age or disability.

3. If the organization is a non-University affiliate, it further agrees to the following terms and conditions:

   a. The University shall not be liable for any injuries to persons or damage to property which organization; other participants or their respective representatives may suffer.

   b. Organization is responsible for any damage to facilities, which might result from its activities.

   c. Organization hereby voluntarily waives and releases any and all claims and causes of action against the University, its trustees, officers, employees, agents and students that arise from or relate to the activities covered by this permit request.

   d. Organization agrees to indemnify, defend and save harmless, the University, its trustees, officers, employees, agents and students from all claims, costs, causes of action, damages, expense and liabilities whatsoever (including attorneys’ fees) that arise from or relate to the activities covered by this permit request.

   e. Organization, at its own cost and expense, shall obtain and maintain in force during the period of its activities at the University the following insurance coverage 1.

(See, for example, Handbook for Faculty and Academic Administrators, section II.E.10 (p. 2088)).
i. A policy of Worker’s Compensation insurance, in amounts required by law, covering all officers, employees and agents of the Organization.

ii. A policy of comprehensive general liability insurance with broad form property damage endorsement, with such policy to afford protection to the limit of One Million Dollars ($1,000,000) with respect to bodily injury or the death of any number of persons in any one occurrence and One Million Dollars ($1,000,000) with respect to the property of any one owner for one occurrence.

iii. A policy of comprehensive automobile liability coverage covering the operation of all automobiles, whether owned or not by the Organization, used in connection with the performance of this Agreement with such policy to afford protection to the limit of One Million Dollars ($1,000,000) with respect to bodily injury or death of any number of persons in any one occurrence and Five Hundred Thousand Dollars ($500,000) with respect to damage to property of any one owner from one occurrence.

1 Each of these insurance policies shall be issued by insurance companies licensed to conduct business in the Commonwealth of Pennsylvania and shall name the Trustees of the University of Pennsylvania as an Additional Insured except for Worker’s Compensation. The Organization shall furnish to the Office of the Vice Provost for University Life or the Office of the Vice President for Business Services a certificate of insurance for each of the above-mentioned policies.

Campus Organizations

Since the University of Pennsylvania is a tax-exempt organization, the use of its indoor and outdoor facilities for the purpose of selling or promoting any product or service must be strictly regulated. Accordingly, the following guidelines have been established:

1. Machine vending inside University buildings falls under the jurisdiction of the Managing Director of Campus Dining and those others to whom that authority has been given. Any other vending is not permitted in accordance with Human Resource Policy #710.

2. The Director of Student Life or designee is responsible for requests from University affiliates and non-University affiliates to conduct vending or promotional activities on Locust Walk between 36th and 37th Streets, Perelman Quadrangle, Hamilton Village and other University Life Facilities.

3. Apart from approved truck vendors, outdoor sales and promotional activities are generally restricted to registered student organizations and University departments who wish to fundraise for their own benefit. Approval for such activities must be obtained from the Office of Student Life. Outside groups or corporations, however, will not normally be permitted to conduct sales and vending or promotional activities on University property under the sponsorship of University groups.

4. Because the profits raised by Penn Student Agencies (PSA) are transferred into the University’s funds for student financial aid and other services, PSA should be given exclusive rights or preferential treatment in the selling of certain products or services in the outdoor area of campus. Responsibility for such decisions rests with the Director of Student Life, and at the beginning of each academic year, PSA shall provide the Director of Student Life or designee with a list of those products or services it wishes to sell. The Director will share that information with any other student organizations that may be interested in selling similar products or services.

5. Vending/promotions permits are required for all organizations, registered student groups or departments wishing to sell items or conduct promotional activities in outdoor campus areas. Permits must be approved in writing by an authorized employee of the Vice Provost for University Life for the following areas: Locust Walk between 36th and 37th Streets, Perelman Quadrangle, Hamilton Village and other University Life Facilities, and to the Vice President for Business Services for all other areas and must be shown to any University official, including Public Safety officers, on request. Failure to obtain a vending/promotions permit will result in the vendor’s eviction from campus and may result in loss of future privileges.

6. All vending/promotional activities, including ticket sales, credit card applications, etc., will normally be located in the block of Locust Walk between 36th and 37th Streets in order to eliminate traffic congestion elsewhere on campus. Requests to conduct vending or promotional activities in other campus areas may be approved by the Office of Student Life or designee in consultation with other appropriate administrators when unusual circumstances warrant a different location.

7. The distribution of non-commercial handbills or flyers by University groups is generally permitted on Locust Walk as long as the individuals conducting such activities are not impeding traffic, imposing their will on the University community (e.g., forcing people to take handbills), creating a disturbance, or generating an excessive amount of trash. Posting of handbills and flyers is restricted to authorized kiosks and bulletin boards. Individuals or groups are responsible to clean up trash related to their activities.

8. Those who conduct vending or promotional activities on Locust Walk close to classroom or residential buildings are asked to keep the volume of noise to a level that does not interfere with normal University activities. The noise level at such activities must be consistent with the standard. Bullhorns and other forms of sound amplification may not be used unless special permission is received from the Office of Student Life.

9. The Division of Public Safety has the right to challenge anyone conducting vending or promotional activities in any University outdoor area and to require them to obtain permission from the appropriate University office or leave the campus.

10. Those who conduct vending or promotional activities must comply with all University, City, Commonwealth and Federal Laws and policies.

(Source: Almanac, March 29, 1988 (https://almanac.upenn.edu/archive/v34pdf/n27/032988.pdf))
FACULTY HANDBOOK

The Handbook for Faculty and Academic Administrators is a set of policies governing faculty life at Penn.

FAQs

Are consensual sexual relations or dating permitted between faculty and students?

In a broad set of circumstances, consensual sexual relations between faculty and students are prohibited. Effective March 27, 2018, consensual sex or dating relations are categorically prohibited between Penn faculty and undergraduate students. Consensual sex or dating relationships are also prohibited between faculty and those graduate or professional students over whom faculty have supervisory “academic responsibility” as defined in the policy.

As to graduate and professional students for whom faculty do not have academic responsibility, Penn faculty are nevertheless strongly discouraged from consensual sex or dating relationships. The policy applies to all categories of standing faculty, associated faculty, academic support staff, and staff and students who teach, grade or have other academic responsibilities for students.

Professionalism in the academy requires recognition by faculty that their positions come with authority and stature which convey power over students. In light of inequalities and asymmetries of institutional power, consensual sexual relations between faculty and students may involve unintended advantage-taking and manipulation. Sexual relations potentially compromise judgment and seriously undermine the climate of trust critical to the academic enterprise. Consensual sexual relations can create the perception that faculty preferentially treat one student or category of students over others. As a consequence of sexual relations, students can become mired in conflicts of interest that deprive them of many of the benefits of their University education. These benefits include unencumbered access to faculty expertise, mentorship, evaluation, and endorsement. Not only can sexual relations with faculty diminish the educational experience of the individual students involved, they disturb the educational environment enjoyed by other students, by raising the possibility or perception of discrimination, bias, and harassment. Because of differences in power and authority, consensual sexual relations between faculty and students risk characterization as non-consensual or coercive, opening the door to allegations of sexual harassment or assault with the threat of liability for faculty and for the University.

Click here (p. 2186) for the Sexual Misconduct Policy, Resource Offices and Complaint Procedures.

May I go up for tenure or promotion in my terminal year?

Effective February 2015, terminal year promotion or tenure reviews are no longer permitted or encouraged as a routine alternative to mandatory review year review. All faculty members will be reviewed in their designated mandatory review years. Rare exceptions may be made, but require the advanced approval, normally prior to the mandatory review year, of both the faculty member’s Dean and the Provost. Extensions of the probationary period for new children, medical problems and other special situations will be granted as in the past. Where terminal year review is approved, approval does not foretell or guarantee success.

Click here (p. 2084) for the Policy on the Tenure System. Click here (p. 2085) for the Policy on Academic Appointments and Promotions.

What role do faculty play in the appointments of senior faculty administrators?

Faculty are typically represented on the consultative committees for the appointments of deans and University-wide administrators. For dean searches, Schools nominate specific faculty members to the President for appointment to the consultative committee.

Click here (p. 2060) for the Policy on Consultation Procedures for the Appointment and Reappointment of Deans and University-wide Administrators.

Can I be tenured at Penn if I am not a permanent resident of the United States?

No. Only permanent residents or citizens of the United States can receive tenure at Penn. It is possible to serve initially on the Penn faculty with a non-immigrant visa and then be tenured upon receipt of permanent residency status.

Click here (p. ___ ) for the Policy on Appointment of Non-U.S. Personnel.

What is the role of the department in appointments and promotions?

Appointments and promotions are initiated in departments (or Schools, if the School has no departments). Faculty members with a rank equal or equivalent to the rank of the proposed appointment or promotion are eligible to vote. Only faculty members with tenure may vote on cases of faculty members proposed for tenure.

Click here (p. 2085) for the Policy on Academic Appointments and Promotions.

Can my tenure clock be extended?

A faculty member can have his or her tenure clock extended due to a new child, a catastrophic event, a serious health condition, or the caregiving of another with a serious health condition. Extensions are not granted for government service or fellowships.

Click here (p. ___ ) for the Policy on Extension of Probationary Periods.

What are the policies for the parent of a new child?

A faculty member may be entitled to tenure-track extension and teaching relief upon the birth of, adoption of, or initiation of a foster care relationship with a child. Short-term Disability Leave and Family Medical Leave may also be available to faculty members as employees of the University; faculty members are advised to consult Human Resources (https://www.hr.upenn.edu/) about these benefits.

Click here (p. ___ ) for the Policy on Extension of Probationary Periods. Click here (p. ___ ) for the Faculty Parental Policy.
Can I take a leave of absence before my first reappointment?

It is possible but not expected for a faculty member to take a leave before the first reappointment. If a faculty member on a term appointment is granted a scholarly leave, the leave will be counted as part of the time accumulated toward tenure, unless the formal action approving the leave expressly provides otherwise.

Click here (p. 2054) for the Policy on Faculty Leaves of Absence.

Under what circumstances can I take a leave of absence from Penn?

Faculty members may take scholarly leave (sabbatical); leaves for employment at other institutions, agencies, or firms; reductions in duties; and leaves for various personal circumstances.

Click here (p. 2054) for the Policy on Faculty Leaves of Absence.

How do I take a sabbatical leave?

Sabbatical leaves with pay are available to standing faculty members and certain other categories of faculty. Faculty members can apply for sabbaticals through their departments or Schools. Sabbatical requests must be approved by the Office of the Provost. Faculty are generally eligible for leaves of one semester at full pay or one year at half pay, although shorter sabbaticals may be permitted for otherwise eligible faculty.

Click here (p. 2054) for the Policy on Faculty Leaves of Absence.

What is Penn's policy in conflicts of interest?

Faculty are asked to report each year on their extramural activities. Outside employment may violate Penn's conflict of interest policy, as may teaching online courses not offered through Coursera.

Click here (p. 2054) for the Policy on Conflicts of Interest.

What is Penn's policy on misconduct in research?

For tenured faculty members, click here (p. 2111) for the Policy on Misconduct in Research.

For non-tenured faculty members, click here (p. 2115) for the Policy on Misconduct in Research for Non-Tenured Faculty Members of the Research Community.

What is Penn's policy on copyright protection?

The Penn Libraries offer an overview of Copyright Basics (https://guides.library.upenn.edu/copyright/), as well as an FAQ on Copyright Issues (https://guides.library.upenn.edu/copyright/FAQ/).

Who owns my inventions?

The University generally owns inventions and associated materials that are conceived or reduced to practice in the course of employment at the University or with a substantial use of University resources. The University's copyright policy (https://almanac.upenn.edu/archive/v47/n24/ORcopyright.html) describes applicable rules for copyrightable works. In some cases, the terms of a sponsored research agreement may affect ownership. Please contact PCI for advice on specific cases; details of Penn’s policy on ownership can be found in the patent policy (https://almanac.upenn.edu/archive/volumes/v57/n01/pdf_n01/Patentpolicy.pdf).

How do I file a grievance?

The Deans, the Ombudsman and the Vice Provost for Faculty may be able to help faculty resolve serious conflicts related to employment at Penn. A faculty member who wishes to file a formal grievance should follow the procedures described here (p. 2067) in the Faculty Handbook.

What benefits are available to retired faculty?

The Office of the Provost publishes a comprehensive brochure on benefits available to retired faculty at Penn (https://provost.upenn.edu/uploads/media_items/the-changing-definition-of-retirement.original.pdf). Faculty nearing retirement age are also invited to visit the Office of Human Resources (https://www.hr.upenn.edu/) to learn more about the many benefits enjoyed by retirees.

Click here (p. 2094) for the University’s Retirement Policy.

Under what circumstances can I use an 'emeritus' title post-retirement?

Emeritus status is conferred upon Professors and Associate Professors in the Standing Faculty and upon Standing Faculty-Clinician Educators at the time of retirement. Retiring standing faculty members have the option of using or not using the modifier “Emeritus.” Those who retire from administrative or non-standing faculty positions may not use the emeritus modifier (e.g., “emeritus dean” or “emeritus department chair”).

Click here (p. 2084) for the Policy on Emeritus Faculty.

I. University Structure

- I.A. Introduction (p. 2054)
- I.B. The Trustees (p. 2055)
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- I.E. General Provisions Concerning a Faculty (p. 2057)
- I.F. Organization and Responsibilities of Graduate Groups (p. 2058)
- I.G. Policies Concerning Academic and Administrative Officers (p. 2059)
- I.H. The University Council, the Faculty Senate, and University Committees (p. 2064)
- I.I. Academic Planning and Budget Committee (p. 2067)
- I.J. The Ombudsman (p. 2067)
- I.K. Equal Opportunity and Affirmative Action (p. 2068)
faculties participate in the decision-making process through two major bodies advisory to the President and administration—the University Council and the Faculty Senate. Non-faculty employees and students also participate with the faculty in the University’s governance through their membership in the University Council and in an extensive number of advisory groups and committees. In addition, the University has a policy on consultation that articulates procedures for involving faculty, staff and students in decision-making where the administration has final or primary responsibility.

Organizationally, the University is divided into twelve schools. Each school is under the direction of a dean. Some schools are further subdivided into departments.

I.B. The Trustees

(Source: Statutes of the Trustees, 1969; revised, April 28, 1980; revised, April 15, 1981; revised, June 17, 1983; revised, October 20, 1995; revised, June 21, 1996; revised, June 15, 2007 (https://archives.upenn.edu/digitized-resources/docs-pubs/trustees-minutes/minutes-2007/june-15/#Resolutions); revised, June 17, 2011 (https://archives.upenn.edu/digitized-resources/docs-pubs/trustees-minutes/minutes-2011/june-17/))

The Statutes classify the trustees as follows:

1. Trustees Ex Officio (Non-voting): The Governor of the Commonwealth of Pennsylvania and the President of the University during their respective terms.
2. Charter Trustees (Voting): Up to ten in number, elected to serve until retirement from among persons who have served as trustees for a period of not less than five years.
3. Term Trustees (Voting): Up to thirty in number, elected to serve for terms of five years. A term trustee may serve only two terms, which would ordinarily be successive, for a total of ten years’ service. Prior service in any other voting class will also be applied toward this ten-year maximum.
4. Alumni Trustees (Voting): Up to fourteen in number, to include the President of Penn Alumni during his or her term of office and up to thirteen trustees elected by the alumni in accordance with rules established by Penn Alumni with the concurrence of the trustees, to serve for terms of five years, from among those persons who have received degrees from the University. An alumni trustee may not succeed himself or herself in office, but may be elected in another class.
5. Trustees Emeriti (Non-voting): Charter Trustees shall be designated as Trustees Emeriti upon attaining the age of seventy (70), or as early as age sixty-five (65), if they so choose. Other trustees who have been elected to two five-year terms in any class shall be eligible for election as trustees emeriti upon attaining the age of seventy (regardless of the age at which their ten-year term of service ends or the time remaining in their second term if they turn seventy before its conclusion) or, in rare circumstances, at an earlier age.
6. Commonwealth Trustees (Voting): Four non-elected officials appointed by the following representatives of the Pennsylvania General Assembly: the President Pro Tempore of the Senate, the Leader of the Senate, the Minority Speaker of the House of Representatives, and the Minority Leader of the House of Representatives, each of whom shall have the power to appoint one Commonwealth Trustee in accordance with Act No. 1994-25A.
7. Special Trustees (Voting): Up to two in number, to serve for a term determined by the Chair and approved by the Trustees Executive Committee, as defined at the time of their election, and whose service is in the best interests of the University to meet a particular need or purpose.

The Executive Committee of the Trustees exercises all of the powers and authority of the trustees, except for those cases where the Statutes specify action by the full board. The Executive Committee is elected annually by the trustees and shall normally be comprised of no fewer than ten voting trustees. The trustees may form such boards and committees as they see fit for any of the purposes and activities of the University. The standing committees at present are: Academic Policy; Audit and Compliance; Budget and Finance; Compensation; Development; Facilities and Campus Planning; Honorary Degrees and Awards; Local, National, & Global Engagement; Nominating; and Student Life. There is also an Investment Board.

The trustees annually elect the chair of the trustees and one or more vice chairs, who also serve as members of and as chair and vice chairs of the Executive Committee. The trustees hold two-day meetings three times a year, normally in the spring, fall, and winter. The meetings consist primarily of committee sessions and culminate in a stated meeting of the trustees. The Executive and Budget and Finance Committees are scheduled to meet at additional times throughout the year, and the other standing committees may have additional meetings if necessary. In accordance with Pennsylvania law, formal action on resolutions is taken in stated meetings open to any member of the University community, subject to space.

Each standing committee is staffed by a University administrator who assists the chair in planning agendas and preparing background material for meetings. Six of the standing committees currently have faculty and student liaisons elected by the Faculty Senate, the Graduate and Professional Student Assembly, and the Undergraduate Assembly, who help represent the University community in committee discussions.

Ten of the schools and six University centers have boards of overseers composed of informed laypersons who act in an advisory capacity to the trustees, the President, the Provost, and the dean of a school or director of a center.

Copies of the Statutes and more detailed information about the trustees are available on the web site of the Secretary of the University (https://secretary.upenn.edu/).

I.C. The Central Administration

(Source: Statutes of the Trustees (https://secretary.upenn.edu/trustees-governance/statutes-trustees/), Article 2, 1969; revised, Article 3, June 19, 1981; revised June 19, 2009)

I.C.1. The Officers

The officers of the University shall be the President, the Provost, the Vice Presidents, the Secretary, the Treasurer, the Comptroller, and the General Counsel.

Subject to the policies of the University, all officers except the President shall be elected by the Trustees upon nomination by the President and shall be suspended or terminated by the Trustees upon the recommendation of the President.

The President may appoint a temporary successor or substitute to act as required because of the death, absence, disability, suspension, or termination of any officer of the University other than the President,
but such temporary appointments shall be effective only until the next meeting of the Trustees or the Executive Committee, at which time a successor shall be nominated and elected either on an acting or a permanent basis.

With the consent of the President and subject to the policies of the University, officers may appoint such associates and assistants and assign them such duties as they shall deem appropriate.

I.C.2. The President

The President shall hold office upon such terms as the Trustees shall determine.

Functions and Duties of the President

As the Chief Executive Officer of the University, the President is its educational and administrative head. He/she is responsible to the Trustees for the conduct, coordination, and quality of the University’s programs and for their future development. The President shall have the authority to perform all acts that are necessary to make effective the policies and actions of the Trustees unless a resolution of the Trustees specifically grants such authority to another person or entity. As a liaison between the Trustees and the faculty, the President shall inform each of the views and concerns of the other relating to the programs and administration of the University.

The President shall hold the academic rank of Professor, shall be a member of every Faculty of the University, and may at his/her discretion call a meeting of any Faculty.

The President is assisted in the management of the University by several Vice Presidents. The current Vice Presidents who report directly to the President are: the Executive Vice President; the Executive Vice President of the University for the Health System; the Senior Vice President and General Counsel for the University of Pennsylvania and Penn Medicine; the Vice President and Chief of Staff, Office of the President; the Vice President for Development and Alumni Relations; the Vice President for Government and Community Affairs; the Vice President of Institutional Affairs; and the Vice President for University Communications. Vice Presidents who report to the President through the Executive Vice President are the Vice President for Budget and Management Analysis; the Vice President for Business Services; the Vice President for Facilities and Real Estate Services; the Vice President for Finance and Treasurer; the Vice President for Human Resources; the Vice President for Information Systems and Computing, who also reports to the Provost; the Vice President for the Division of Public Safety; the Associate Vice President for Audit, Compliance and Privacy; and the Chief Investment Officer.

Election of the President

When it becomes necessary to elect a new President, the Chair of the Board of Trustees shall convene a Consultative Committee, composed of trustees, deans, faculty, staff, and students, to advise in the selection process by identifying priorities, issues, challenges, candidate qualifications and other factors important to the constituencies represented by the members of the Consultative Committee. The Chair shall also convene a Search Committee, whose members will be selected primarily from among those of the Consultative Committee, to be responsible for the identification, recruitment, and selection of candidates for recommendation to the Executive Committee. The composition of and procedures governing the Consultative Committee and the Search Committee shall be specified in a Standing Resolution of the Trustees and can be found in section I.G.1 of this handbook, Consultation for the Election of a President.

The Executive Committee shall, at a closed meeting, review the report of the Search Committee and shall present a final nomination of one candidate to be voted upon by the Trustees.

At least ten days prior to the stated or special meeting of the Trustees at which the election of the President is proposed, the Secretary shall give to each trustee notice stating that the election of the President shall be held at such a meeting and giving the names of the person or persons who have been nominated by members of the Executive Committee. No such election shall be valid unless a nominee shall receive the affirmative votes of at least two-thirds of the number of trustees then in office.

Removal of the President

The President may be removed only after consultation with representatives of the faculty and by the affirmative vote of trustees actually present at a stated or special meeting equal to at least two-thirds of the number of trustees then in office. Notice of such proposed action must be included in the notice of the meeting.

The Executive Committee shall appoint a temporary successor or substitute to act in case of the death, extended absence, disability, or removal of the President. The President may appoint an officer of the University to act for him/her during a period of temporary absence.

I.C.3. The Provost

The Provost shall be the officer responsible for the conduct, coordination, and quality of the University’s academic programs and for the planning of their future development. Hence, the Provost is crucially involved in the recruitment and maintenance of a faculty of the highest distinction in research and teaching. He/she also is concerned with maintaining a student body of superior quality and thus exercises oversight over academic program standards and over the admissions process. All deans report to the Provost, and under the President, the Provost has ultimate authority for all academic budgets.

The Provost shall hold the academic rank of Professor, shall be a voting member of every Faculty of the University, and may at his or her discretion call a meeting of any Faculty. In the performance of his/her duties, the Provost shall consult with representatives of the Faculty.

The Provost is assisted in his role by several administrators with considerable responsibilities in their areas of expertise. The Deputy Provost has primary responsibility for the oversight of graduate and undergraduate education and other such educational programs and policies as the Provost shall designate. The Vice Provost for Faculty manages the academic personnel process, including recruitment of faculty, appointments, promotions, tenure cases and grievances. The Senior Vice Provost for Research is responsible for the development and implementation of policies and procedures that promote excellence in research across the University and for the overall operation of the University’s extensive research enterprise, as well as for the development and implementation of Penn’s strategy for technology transfer and entrepreneurial initiatives and the University’s corporate relations and regional economic development strategy. The Vice Provost for University Life is responsible for all nonacademic aspects of student life. This includes addressing a wide array of student concerns in order to improve the quality of campus life for students and other members of the University community. The Vice Provost and Director of Libraries
administers the University library system and plays an important role in the dissemination of information on campus.

(Almanac, May 2, 2017 [https://almanac.upenn.edu/articles/wendell-pritchett-penns-30th-provost/])

**I.C.4 The Secretary**

The Secretary of the University shall attend and keep minutes of the meetings of the Trustees, shall act as secretary of all boards and committees of the Trustees, and shall be custodian of communications, reports, and other documents of importance presented to the Trustees. The Secretary shall give notice to Trustees and to members of boards and committees of all stated and special meetings. The Secretary shall have custody of the Seal of the Corporation, shall affix it to such instruments as require its use, and when so affixed, shall attest it by signature.

The Secretary shall prepare all diplomas and certificates of study, shall have charge of official convocations of the University, and shall have such other powers and duties as may be conferred from time to time by the Trustees. Any minute books, documents, and records of the University not yet deposited in the Archives shall be open at all times to the inspection of trustee boards and committees, to any trustee, and to authorized University officers.

**I.C.5. The Treasurer**

The Treasurer shall have custody of all evidences of ownership of real or personal property owned by the University or pledged to it, other than those evidences in the custody of the Investment Board. The Treasurer also shall have custody of all policies of insurance, and shall have the authority to accept receipt for the same on behalf of the Trustees, and under their supervision he/she shall arrange for the safekeeping thereof.

The Treasurer shall collect and receive all monies due and payable to the University and deposit them in the name of the University in such banking institutions as the Trustees may approve. He/she shall discharge all debts or other obligations of the University when due and payable. He/she shall keep a complete set of accounts showing in detail the financial transactions of the Treasurer's Office, and these shall be open at any time to the inspection of any trustee. The Treasurer shall furnish such financial statements compiled from his/her accounts as from time to time may be required by the proper University officers, Trustee boards and committees, or any trustee.

**I.C.6. The Comptroller**

The Comptroller shall maintain a complete set of accounts, except those maintained by the Treasurer, showing in detail the business and financial transactions of the University. He/she shall be responsible for the proper keeping of accounts of every department of the University and shall have authority to direct the methods, including audit and control, by which such accounts are kept. The Comptroller shall compile and furnish such financial or statistical reports or information as may be required by the proper University officers, Trustee boards and committees, or any trustee. He/she shall approve all vouchers before they are submitted to the Treasurer for payment; such approval shall be evidence that the charge has been recorded against an approved budget on file, and that it is within the appropriation of the budget against which it is charged.

**I.C.7. The General Counsel**

The General Counsel shall represent the University in legal matters. All matters requiring legal advice or legal action shall be referred to the General Counsel.

(Source: Statutes of the Trustees, Article 7, January, 1956; revised, 1979; revised, Article 9, June 17, 1983; became Article 10, November 2, 2001; revised, February 11, 2005; revised, September 18, 2008 [https://secretary.upenn.edu/trustees-governance/statutes-trustees/#ten])

There shall be such faculties and such schools as authorized by the trustees. The Trustees recognize the following (listed in the order of their origin):

Faculty of Arts and Sciences
The School of Arts and Sciences, including the College of Arts and Sciences as its undergraduate division, the Graduate Division of Arts and Sciences, and the College of Liberal and Professional Studies, as its lifelong learning program.

Faculty of Medicine
The Perelman School of Medicine

Faculty of Law
The School of Law

Faculty of Engineering and Applied Science
The School of Engineering and Applied Science

Faculty of Design
The Stuart Weitzman School of Design

Faculty of Dental Medicine
The School of Dental Medicine

Faculty of Veterinary Medicine
The School of Veterinary Medicine

Faculty of Education
The Graduate School of Education

Faculty of Social Policy and Practice
The School of Social Policy and Practice

Faculty of Nursing
The School of Nursing

Faculty of Communication
The Annenberg School for Communication

**I.E. General Provisions Concerning a Faculty**

(Source: Statutes of the Trustees, Article 7, January, 1956; revised, Article 9, June 17, 1983; became Article 10, November 2, 2001; revised, June 20, 2003 [https://secretary.upenn.edu/trustees-governance/statutes-trustees/#ten])
The faculty of a school consists of the members of the Standing Faculty, the Standing Faculty-Clinician-Educator, the Associated Faculty, and the Academic Support Staff. The voting faculty of a school (hereinafter referred to as the Faculty) shall consist of the members of the Standing Faculty and the Standing Faculty-Clinician-Educator and such other persons who have been granted the right to vote by that faculty. The Standing Faculty and the Standing Faculty-Clinician-Educator comprise the core of the academic staff. The term “Standing Faculty,” used alone, shall refer only to those faculty members with tenure or in tenure-probationary status.

There shall be a Dean and a Secretary of each Faculty. The Dean shall be appointed or removed by the Trustees, upon recommendation by the President and the Provost, and according to policies and procedures promulgated by the President and the Provost. The Dean shall preside at meetings of the Faculty. He/she shall sign all diplomas, certificates, and other official papers on behalf of his/her Faculty and shall serve as the official means of communication between the Faculty and the Provost. The Secretary shall be elected by the Faculty and shall serve for such a time as determined by the Faculty.

Each Faculty shall meet at stated times and also at the call of its dean or of the President, the Provost, or other designated officer. Each Faculty shall also adopt provisions governing the call of meetings by its members. Except for the standing Committee on Academic Freedom and Responsibility, which shall be elected annually, committees of each Faculty shall be appointed by the Dean, or elected, as prescribed by the procedures adopted by each Faculty.

Upon recommendation of the President, the Trustees may authorize the establishment, merging, or closing of departments, divisions, or similar entities in schools that do not have departments. The chair of each department shall be appointed or removed by the President, upon the recommendation of the Dean with the advice of the Faculty, and with the approval of the Provost or his/her designee. A department chair shall serve according to policies and procedures established by the President and the Provost.

Subject to general policies established by the Trustees, the responsibility for determining the quality of the student body shall rest with the Faculty of that school. Each Faculty shall articulate the criteria for selection of applicants for admission and shall establish a written admissions policy that describes these criteria. Each Faculty shall also monitor implementation of its admissions policy and amend it when necessary.

Subject to general policies established by the Trustees, and in a manner consistent with general University policies, each Faculty shall also set its regulations for instruction of students and requirements for recommendations for degrees in course and in faculty.

Subject to general policies established by the Trustees, and in a manner consistent with general University policies, each Faculty shall set its own procedures for governance and determine the qualifications for membership in the Faculty.

I.F. Organization and Responsibilities of Graduate Groups


I.F.1. Introduction

In the University of Pennsylvania, graduate programs leading to the Ph.D. and related master's degrees are carried out by associations of faculty members called "graduate groups." Many of these groups are based in individual departments. In such groups, all members of the Standing Faculty in that department are ipso facto members of the graduate group, but the group also may include faculty who come from other departments or schools. There are, in addition, a significant number of graduate groups that are not based in any one department and are composed of faculty from several departments or schools.

The graduate group structure provides the adaptability necessary to mount graduate programs in newly developing areas of intellectual endeavor or to phase out programs in areas of declining vigor, without disrupting the underlying structure of the traditional departments and schools. The price paid for this adaptability is continuing vigilance over the academic quality and vigor of each graduate program, particularly those that are not based in a single disciplinary department or school. The purpose of the sections that follow is to outline the organization and responsibilities of the faculty who are members of graduate groups, and of the group chairpersons.

I.F.2. Graduate Group Faculty

Only members of the Standing Faculty, the Associated Faculty and Emeritus Faculty are eligible for membership in graduate groups. Members of the Academic Support Staff—for example, Instructors, Lecturers and Research Associates—are not eligible, nor are Visiting Faculty unless they have an appointment in the Associated Faculty. It should be noted that while members of the Research Faculty may serve on a graduate group, according to a Provostial memorandum dated August 5, 1983, they may not take responsibility for courses or seminars nor may they supervise theses or dissertations unless the prior approval of the Provost is obtained for each such activity.

The fundamental responsibility for the academic quality and effectiveness of a graduate program rests with the faculty of the appropriate graduate group. The essential duties of this faculty include:

- Design of an academic program that meets the requirements of the student and of the University for depth, breadth and academic quality of the highest order. Equally important is the continuous adaptation of this program in response to the challenges by and opportunities for new developments in its scholarly field.
- Establishment of well defined academic standards and requirements that are rigorous yet flexible and that ensure quality and encourage the free development of the scholarly abilities of each student. These standards and requirements must be consistent with the intellectual style and spirit of the field and also with the minimum requirements of the University, as established by the Graduate Council of the Faculties.
- Establishment and operation of graduate admissions programs that will attract and admit students of the highest quality. Admissions standards and procedures must be consistent with those established by the Graduate Council of the Faculties, the Council of Graduate Deans or the Associate Provost for Education.
- Wise and intensive counseling of graduate students in matters both academic and nonacademic, to encourage their rapid progress toward their academic goals.
• Active participation in the quest for financial resources for support of graduate students and in the allocation of available resources so as to optimize the quality of the program and its students.

• Active assistance in the placement of the program’s graduates in positions where their abilities and training are utilized to the fullest degree possible.

At least half of the members of Ph.D. examination and dissertation committees must be members of the graduate group at the time of appointment to the committees. Faculty who are not members of the graduate group may serve only with the written approval of the graduate group. The authority to approve membership on committees may be delegated to the graduate chair. The chairs of dissertation committees and of all examination committees must be members of the Standing Faculty in the graduate group.

If the chair of a dissertation committee leaves the Standing Faculty before the dissertation is completed, then a new chair from the Standing Faculty must be appointed as chair. The dissertation committee chair is responsible for convening committee meetings, advising the student on graduate group and university expectations, and assuring the graduate group chair that the group’s requirements have been met. The committee chair does not have to be the primary dissertation adviser.

Instructors in courses that satisfy the requirements for the Ph.D. must hold the Ph.D. degree or be members of the Standing Faculty or the Associated Faculty. No one may teach a required core course for more than one semester without becoming a member of the Standing Faculty or the Associated Faculty.

The selection and appointment of faculty to membership in a graduate group are the responsibility of the appropriate dean, in consultation with members of the graduate group and such other faculty groups or individuals and academic administrators as may be appropriate. The standards and criteria to be used in selection and appointment of members of the Standing Faculty or the Associated Faculty to graduate groups are established by the dean in consultation with his or her faculty and include academic excellence and commitment to the academic goals of the program.

In cases where a graduate group is based in an academic department or school, appointment to membership in the graduate group accompanies and is implicit in a primary appointment to the Standing Faculty in the department or school and is for the same term. In all other cases, appointment to membership in a graduate group is for a term specified at the time of appointment.

All appointments to membership in a graduate group carry full voting rights in the deliberations of the group unless otherwise specified at the time of appointment.

All appointments to membership in a graduate group must be reported to the Office of the Provost at the time of appointment by making a record in the Faculty Information System.

The procedure for appointment of a faculty member to membership in a graduate group not based in his/her department or school differs from and is independent of two other types of intra-university “linking” appointments:

- Interlocking faculty appointments, made by the Provost to facilitate interaction between the faculties of the several schools.

Secondary faculty appointments, made by the Trustees following the normal academic appointment process.

These two types of appointments, as well as all appointments to other than Standing Faculty positions, do not automatically carry with them appointment to a graduate group.

I.G. Policies Concerning Academic and Administrative Officers

I.G.1. Consultation Procedures for the Election of a President

Article 3.2.b. of the Statutes of the University states: “When it becomes necessary to elect a new President, the Chair of the Board of Trustees shall convene a Consultative Committee, composed of trustees, deans, faculty, staff, and students, to advise in the selection process by identifying priorities, issues, challenges, candidate qualifications, and other factors important to the constituencies represented by the members of the Consultative Committee. The Chair shall also convene a Search Committee, whose members shall be selected primarily from among those of the Consultative Committee, to be responsible for the identification, recruitment and selection of candidates for recommendation to the Executive Committee. The composition of and procedures governing the Consultative Committee and the Search Committee shall be specified in a Standing Resolution of the Trustees.

The Executive Committee shall, at a closed meeting, review the report of the Search Committee and shall present a final nomination of one candidate to be voted upon by the Trustees.

At least ten days prior to the stated or special meeting of the Trustees at which the election of the President is proposed, the Secretary shall give to each trustee notice stating that the election of the President shall be held at such a meeting and giving the names of the person who has been nominated by members of the Executive Committee. No such election shall be valid unless a nominee shall receive the affirmative votes of at least two thirds of the number of trustees then in office.”

A Consultative Committee to advise the Executive Committee shall be formed, chaired by the Chair of the Board of Trustees, or his or her designee, and comprised of trustees, deans, faculty, staff, graduate / professional students and undergraduate students. The size and exact composition of the Consultative Committee shall be determined by the Executive Committee, provided, however, that the Consultative Committee shall include in addition to the chair at least four current trustees, four faculty members, one dean, one member of the university staff, one graduate/professional student, and one undergraduate student. The faculty members shall be selected by the Faculty Senate Executive Committee in consultation with the Consultative Committee Chair. All other members of the committee shall be selected by the Chair.

The Chair shall charge the Consultative Committee members with the responsibility for seeking the advice of their respective constituencies on issues relevant to the search process, such as challenges a new president might face, strategic priorities, and recommended strengths and experience for the new President. The Consultative Committee shall meet to discuss and review the recommendations and shall provide a summary of its findings to the Chair.

A Search Committee, whose chairman and members shall be appointed by the Chair of the Board of Trustees primarily from among the members
of the Consultative Committee, shall be convened to initiate the search process and review the Consultative Committee’s guidance. The size of the Search Committee shall be determined by the Chair of the Board of Trustees, but shall include at least two trustees and two faculty members, and shall not exceed a total of eight members, in addition to the Committee Chairman. The Search Committee shall be responsible for the identification, recruitment and selection of candidates to be interviewed, shall conduct the interviews of the candidates, and shall endeavor to recommend at least three candidates in rank order to the Executive Committee. The Search Committee shall keep the Consultative Committee apprised of its progress during the interview process, without disclosing any personal information about particular candidates.

Based on the recommendation of candidates by the Search Committee, the Executive Committee shall then present a final nomination of one candidate to the Board of Trustees for approval.

All proceedings of the Consultative Committee, the Search Committee, the Executive Committee, and the Board of Trustees shall be confidential and no member of any body shall disclose the deliberations to any other person, except as expressly authorized by the Chair in the course of the selection process.

I.G.2. Consultation Procedures for the Appointment and Reappointment of Deans and University-wide Administrators

(Source: Proposed Consultation Procedures, University Council Steering Committee, Almanac, February 17, 1981; revised, Offices of the President and Provost, Almanac, September 15, 1981 (https://almanac.upenn.edu/archive/v28pdf/n02/091581.pdf))

The University administration, before recommending the appointment of certain officers, typically seeks the advice of ad hoc committees composed of faculty and students. The offices subject to this practice include all those having a significant influence in academic affairs. While the application of this criterion is clear when positions such as the Provost and deans are in question, it is difficult to draw a precise line of demarcation for subordinate positions or for major administrative posts not directly in academic affairs. This is in part because influence on academic affairs is not an “either/or” question for many of these positions, but a matter of degree which, given the changing nature of the University’s problems, is sometimes difficult to gauge in advance. Another complication is that new posts with different titles may be created from time to time.

These procedures take cognizance of these difficulties by providing for consultative input that is graduated according to the degree of influence that a post seems likely to have in the academic life of the University. Thus, where the post is one that involves little direct authority or influence, the consultative process should be informal and should give great scope to the preferences of the administration. For such a position, the appointing officer may consult faculty and student leaders individually about a candidate proposed by the appointing officer. For non-academic appointees whose duties have a more substantial impact on academic affairs or on campus life, consultation may proceed through a small advisory faculty-student committee, which gives advice concerning one or more candidates proposed by the administration. For subordinate academic officers, such an advisory committee may both offer its own suggestions and react to suggestions of the administrator for whom an aide is being chosen. Finally, where the post is one in which major academic authority is exercised, more formal consultative procedures should be followed. In these procedures a consultative committee is established for the purpose of conducting a search and drawing up a list of recommended candidates. Such a consultative committee receives its charge from the President or Provost and may meet from time to time with one or both of these officers during its deliberations. The committee does not confine itself to suggestions made by the President or Provost. Both advisory and consultative committees make their decisions in executive session.

In selecting members for consultative and advisory committees, consideration should be given to diversity of membership, including affirmative action concerns, range of interests and rank, as well as quality of membership. In addition, the affirmative action policy of the University requires that searches be conducted so as to identify potential candidates from within the broadest possible pool, including women and members of minority groups. Acceptance of appointment to a consultative committee implies a commitment to making such a search, and no one who does not share this commitment should accept appointment to the committee.

Spelled out below are specific consultative procedures for the appointment and reappointment of deans and certain University-wide academic officers, as well as a mechanism—the University Committee on Consultation—for resolving questions regarding the appropriate level of consultation in doubtful cases. Unless otherwise provided, the composition of consultative committees should conform to the principle that “the normal maximum proportion of students on the consultative committee shall not exceed one-quarter of the membership of the committee, except in the case of a consultative committee for offices in the area of student affairs, in which case, the proportion of students shall not exceed one-third of the membership.”

University Committee on Consultation

Where doubt exists about the appropriate level of consultation for any given post that the administration wishes to fill, the President or Provost should seek the advice of the University Committee on Consultation. This committee is composed of the Chair, Past Chair and Chair-Elect of the Faculty Senate and the chairpersons of the Undergraduate Assembly and the Graduate and Professional Student Assembly. The University Committee on Consultation shall respond quickly to the President’s or Provost’s request for an opinion, indicating the nature of the procedure that it recommends. The President and Provost should err on the side of inclusiveness in seeking opinions from the committee.

Consultation for University-wide Academic Offices

Provost

When a vacancy has occurred or is expected to occur in the office of Provost, an ad hoc consultative committee composed of twelve faculty members, two undergraduate students, and two graduate or professional students shall be established by the President. The President shall request from the Senate Executive Committee, through its chair, nominations of six faculty members. The President shall appoint to the consultative committee those nominated by the Senate Executive Committee and shall appoint an equal number of other faculty members.

The committee shall meet with the President and/or the Provost for the purpose of obtaining information and views concerning the responsibilities of the position and the qualifications of the person to be sought. The committee may develop additional qualifications in consultation with the President and/or the Provost. The President and/or the Provost shall be free to submit names of candidates at the initial meeting or at any subsequent time prior to the completion of the work.
of the consultative committee. In the case of a person from outside the University, a consideration of academic appointment in a school and department will normally be appropriate. If this is the case, the department, school, and administration shall act expeditiously.

It is understood that the role of the ad hoc committee shall be an advisory one; the final authority for the appointment rests with the President and the Trustees. In those cases in which the President wishes to appoint a person not considered by the ad hoc committee, the committee shall be asked to review the qualifications of that person and determine if they wish to recommend that person for the position.

Deputy, Associate, and Vice Provosts
With respect to the selection of Deputy, Associate, and Vice Provosts, more flexibility in the consultative arrangements is appropriate, depending on the particular circumstances at the time the vacancy exists. It is also necessary to ensure that the Provost have aides in these posts with whom he/she can establish a close personal rapport. Before an ad hoc committee is appointed, the Provost should consult with the University Committee on Consultation regarding the appropriate size for the committee, the relative proportion of faculty, undergraduate and graduate or professional students to serve on the committee, the extent of the search to be undertaken, the timing of the appointment, and similar questions.

Appointment of Deans, Associate Deans and Vice Deans
The Statutes of the Corporation (10.4) state that the Dean shall be appointed or removed by the Trustees, upon recommendation by the President and the Provost, and according to policies and procedures promulgated by the President and Provost.

When a vacancy has occurred or is expected to occur for a dean of a faculty, the Faculty concerned, by its own procedures, shall nominate to the President four members of its own faculty. The President shall appoint those four persons and shall also appoint four other faculty members to a committee to nominate a new dean. The President shall also appoint two students from that school of whom one shall be an undergraduate if the school has an undergraduate as well as a graduate program. These students shall be nominated by the students according to their own procedures. When appropriate, the President may designate one or two alumni advisers to the committee. In special circumstances or where the faculty of the school is very small, exceptions to the numerical limitations above may be made. The committee shall meet with the President and/or the Provost for the purpose of obtaining information and exchanging views concerning the responsibilities of the position and the qualifications of the person to be sought. The final appointment of a dean is made by the Trustees upon the recommendation of the President of the University. In the case of a person from outside the University, a consideration of academic appointment in the school concerned will normally be appropriate.

In the selection of associate deans and vice deans, the dean of a Faculty should seek advice from his or her faculty and student body. Should doubts or issues arise about the procedure for obtaining such advice, guidance should be sought from the University Committee on Consultation.

Renewals of Terms of Office
Provost
The initial term of office of the Provost shall be no longer than seven years and the total length of service normally no more than twelve years. If, when the initial term of the Provost expires, the President favors the continuation of the Provost in office, he/she shall determine whether the incumbent is willing to accept further service. If a reappointment or extension is contemplated by the President, the President, with the advice of the University Committee on Consultation, shall appoint an ad hoc committee to ascertain and report on faculty and student opinion, and advise the President with respect to the proposed reappointment or extension.

Deans
Deans shall normally serve no more than twelve years with an initial term of no more than seven years. A consultative review committee shall be established in the sixth year of the initial term of a deanship if a reappointment (i.e., an extension of more than two years) is contemplated. The Faculty of the school shall choose four of its own members for this committee, to be matched by up to an equal number chosen by the President and the Provost, who will make sure that there are faculty representatives from within the University but outside the school. Students will select two student members from the student body of the school, one of whom shall be an undergraduate if the school has an undergraduate as well as a graduate program. There will be one non-voting alumni representative. The consultative committee will advise the President and the Provost on the desirability of reappointment.

In addition, each member of the Standing Faculty of that school shall have the opportunity to give advice and views to the President and the Provost. The President and the Provost will consult with knowledgeable colleagues and officials of the school. When the school has been recently reviewed by an outside accreditation organization or by some other means, the findings will be considered pertinent in the decision whether to recommend reappointment.

A school or the President and the Provost are free to propose another consultative path for the reappointment of a dean after an initial term, but any such alternative path would require the concurrence of the appropriate elected committee of the school involved, of the President and Provost, as well as review by the University Committee on Consultation.

If an extension for only one or two years is proposed, the Provost may constitute a faculty and student committee by inviting faculty and student members currently holding elective office, such as members of the school’s academic freedom committee, University Council representatives, or members of the school’s council (where such an elective body exists), to serve on a consultative body.

Removal of a Dean
(Source: Offices of the President and Provost, Almanac, September 5, 1995 (https://almanac.upenn.edu/archive/v42/n2/handbook.html))

The procedure for the removal of a dean prior to the expiration of his/her term may be initiated by the President and the Provost. It may also be initiated by a faculty vote of no confidence taken at a meeting in accordance with the bylaws of the school. The vote of no confidence must be confirmed by a majority of the Standing Faculty in a subsequent mail ballot. In either case, the Provost shall appoint, in consultation with the Senate Committee on Consultation, an advisory committee of at least five faculty members, a majority of whom shall be from outside the school. The committee shall be charged by the Provost and the President to gather information relevant to the issues specified in the charge, including interviews with the faculty and dean. The committee shall forward its recommendations, with supporting documents, to the Provost, the President, and the dean, within four weeks of its appointment. The committee shall report its recommendations to the faculty of the school.
Appointments of Acting Administrators
When there is a need to appoint a person to occupy a position temporarily, the University Committee on Consultation and, in the case of a school administrator, the appropriate elected school committee, should be consulted. The University Committee on Consultation may, according to the circumstances, decide to propose other arrangements to insure adequate consultation.

Reports about Searches
In the case of a University-wide post, the President and the consultative committee, before its discharge, shall submit a final report to the University Council, the Faculty Senate, the Undergraduate Assembly and the Graduate and Professional Student Assembly, and shall publish the report in Almanac. The report shall include, but not be limited to, the following:

1. The nature of the search, including goals and objectives;
2. The consensus on policy issues;
3. A copy of the job description and/or advertisement, if any;
4. Information concerning the candidates, including:
   a. Characteristics of the individuals (such as ethnic background, sex, etc.),
   b. Number of names considered,
   c. How many candidates were from within the University,
   d. Specifically, was the person selected to fill the position, if it was filled, recommended by the consultative committee, and
   e. Any additional relevant information.

Should there be disagreement between the President and the consultative committee, separate reports should be submitted.

In the case of the election of a new dean, the ad hoc committee shall submit a report along similar lines to the faculty and the students of the school involved. The report or a summary of it shall be published in Almanac.

Confidentiality on Search Committees
Confidentiality of much of the material handled during a consultation is essential to the process. Acceptance of appointment to a committee entails full acceptance of the conditions of confidentiality as follows: the name, background, personality and character of any candidate and the proceedings of the committee shall be maintained in strictest confidence by all members of the committee and by administrative personnel who have access to the names. This principle, of course, does not preclude the revelation of names of candidates in officially authorized efforts to obtain outside appraisals.

The committee shall have the option to keep confidential any other items it deems necessary for its functioning by roll call vote requiring a two-thirds majority of the committee members present and voting. Each letter of appointment to an advisory or consultative committee should make plain the obligation to maintain confidentiality, and the chair of the committee shall remind the members of this obligation. Anyone who cannot accept those conditions should be asked by the chair to resign. Failing this, he/she should automatically be removed from membership of the committee.

Administrative Support for Search Committees
Administrative and secretarial assistance shall be provided to advisory and consultative committees for deans and University-wide administrators.

I.G.3. Appointment of Department Chairs
(Source: Offices of the President and Provost, Almanac, October 18, 1977; revised, 1983)
All department chairs are appointed by the President upon recommendation of the Provost and the Dean and with the advice of faculty both inside and often outside the department. Responsibility for initiating the appointment of a new department chair and the charge to any nominating/search/selection body, including criteria and number of persons to be recommended, rests with the Dean. The Dean should state from the outset whether there is available a position in the Standing Faculty to allow consideration of external candidates. The means by which nominations are secured and reviewed will vary from school to school, but should be regularized and clearly stated for each school.

In all cases, the Dean should play an active role, either as a participant in the departmental review, or by requiring two or three names from which to choose. A change in department chairs should normally be preceded by a review of the direction, quality, and plans of the department. Such a review may be initiated by the Dean, Provost, President, or members of the department and should be planned cooperatively by all parties. Reviews with external evaluators should take place as a matter of course in departments at regular intervals, but preferably at such times as to be helpful to new departmental leadership.

A recommendation for appointment as a department chair takes the form of a letter from the Dean to the Provost, accompanied by a current curriculum vitae of the nominee and other information about the selection process, including names of others considered. The letter should set forth the proposed period of appointment (most often five years, renewable, but may be less and occasionally more according to prevailing school practice). The letter is sent to the Provost, who will transmit it to the President for final approval and preparation of the appointment letter.

I.G.4. Responsibilities of Department Chairs
(Source: Offices of the President and Provost, 1969 Handbook for Faculty and Administration; revised, 1979)
To the Administration
It is the responsibility of the department chair to execute within the department the policies of the University concerning teaching and research, fiscal affairs, and other administrative business.

The chair has the responsibility, after consultation with appropriate members of his or her department, for securing and retaining staff and faculty members of high caliber and recommending those to whom tenure should be granted and to whom promotions should be awarded. It is the duty of the chair to submit departmental recommendations in these matters, including the names of those consulted, to the administration for consideration, and a separate statement giving his or her personal opinion.

The chair is responsible, after conferring with faculty and students, for ensuring the appropriateness of the courses and adequacy of the
program offered by the department in accord with educational policies established by the faculties concerned. The chair should have the courses staffed so as to promote teaching that is as effective and stimulating as possible in content and in presentation.

The chair has a general responsibility for promoting the quality of the scholarly and research activities of the department. The chair reviews applications for research projects for appropriateness and transmits those approved to the administration, making sure that the human, fiscal, and space demands of all such projects are in the best interests of both the department and the University as a whole.

To the Department
The chair is the department’s executive officer. In aid of the development and maintenance within the department of collegial respect for the educational enterprise, the chair is responsible not only to the dean but also to the department as a collectivity for the conduct of its affairs. He/she is responsible for the administration of its teaching, academic advising, and research functions and also the implementation of its policies.

The chair has the obligation to foster the welfare of his/her entire staff and to encourage and facilitate their work and professional development. The chair should take the initiative in reporting the needs and championing the legitimate causes of the department to the Dean. The chair carries the basic responsibility for obtaining merited recognition by the University for his/her staff members with respect to promotions, and for making recommendations concerning faculty salaries and salary increases to the Dean and Provost, who supervise this area. Each faculty member has the right to discuss with the chair that faculty member’s own salary, status, requests for academic leaves, and applications for research projects. If the faculty member is dissatisfied after consultation with the chair, he/she may discuss these matters with the Dean.

I.G.5. Appointment and Responsibilities of Graduate Group Chairs
(Source: Offices of the President and Provost, Almanac, October 18, 1977; revised, Office of the Provost, 1983; revised, Office of the Provost, Almanac, March 19, 1996 (https://almanac.upenn.edu/archive/v42/n24/grad.html))

The chair of a graduate group is charged with the responsibility of leading and coordinating the work of the graduate group faculty in the discharge of their responsibilities. This is an important task requiring academic and personal abilities of a high order.

Graduate group chairs are appointed by the Provost upon recommendation of the appropriate dean or deans and other appropriate officials such as the Associate Provost for Education. The letter from the Dean to the Provost transmitting the recommendation should refer to the selection process (e.g. department chairs and other deans consulted, procedure for self-selection by the graduate group) and the proposed term of appointment (generally three to five years, renewable).

In cases where a graduate group is based in an academic department, the graduate group chair reports to the department chair and may carry a title such as “Associate Chair for Graduate Affairs.” In all other cases, the graduate group chair reports directly to the appropriate dean or delegate. (The latter may carry a title such as “Associate Dean for Graduate Studies and Research.”) The Dean determines the appropriate reporting channel.

I.G.6. Reappointment of Department and Graduate Group Chairs
(Source: Office of the Provost, Almanac, September 7, 1982 (https://almanac.upenn.edu/archive/v29pdf/n02/090782.pdf))

The following procedures shall guide the reappointment of department and graduate group chairs.

1. No department chair shall be reappointed under circumstances such that his/her total term shall exceed six years unless a review of his/her performance is made. Ideally this review should be combined with a review of the department, since an evaluation of an incumbent chair inevitably involves an evaluation of the department’s evolution during his/her tenure. In the event that a full-scale review of the department is untimely or particularly inconvenient when a reappointment is being considered, a review committee, chosen by whatever formal mechanisms have been adopted by the school or department and accepted by the Dean, should be convened to evaluate the chair’s performance and recommend appropriate action to the Dean. In the event the department has no formal procedures, the following procedures should be used: The review committee will consist of three faculty members selected by the tenured faculty in the absence of the chair, one untenured faculty member (if any exist), and two other faculty members, who may be from other departments or schools, selected by the Dean. The chair of the review committee will be selected by the Dean from among the six (or five) members. Total service in excess of twelve years as chair should be rare and should not occur in the absence of compelling reasons. Exceptions to this limit should be approved in advance by the President and Provost after consultation with the Chair, Chair-Elect, and Past Chair of the Faculty Senate.

2. Where graduate groups are generally based within a single department, the graduate group chair will either be the department chair, in which case the above procedures apply, or report to the chair, in which case independent review mechanisms are not necessary. However, when the graduate group is not based within a single department, the guidelines below should be followed.

No graduate group chair shall be reappointed under circumstances such that his/her total term shall exceed six years unless a review of his/her performance is made. Ideally, this review should be combined with a review of the graduate group, since evaluation of an incumbent graduate group chair inevitably involves an evaluation of the group’s evolution during his/her tenure. In the event a full-scale review of the graduate group is untimely or particularly inconvenient when a reappointment is being considered, a review committee, chosen by whatever formal mechanisms have been adopted by the graduate group and accepted by the relevant dean or deans, should be convened to evaluate the graduate group chair's performance and recommend appropriate action to the dean or deans. In the event the group has no formal procedures the following procedures should be used: The review committee shall consist of three faculty members selected in the absence of the chair by the tenured faculty members of the group, one untenured faculty member (if any exist) selected by the untenured faculty members of the group, and two other faculty members, who may be from other groups or schools, selected by the dean or deans. The chair of the
review committee will be selected by the dean or deans from among the six (or five) members.

Total services in excess of twelve years as graduate group chair should be rare and should not occur in the absence of compelling reasons. Exceptions to this limit should be approved in advance by the President and Provost after consultation with the Chair, Chair-Elect, and Past Chair of the Faculty Senate.

(See page 3 - Almanac, September 7, 1982 (https://almanac.upenn.edu/archive/v29pdf/n02/090782.pdf))

I.H. The University Council, the Faculty Senate, and University Committees

There are two University-wide deliberative bodies: the University Council and the Faculty Senate. The University Council was established in 1963, was modified in 1969, and assumed its present form in 2007. The Faculty Senate was established in 1952 and assumed its present function through reorganization in 1962.

I.H.1. The University Council


(The text below is an abbreviated description of the University Council's bylaws (https://secretary.upenn.edu/univ-council/bylaws-university-council/))

I. Scope and Purpose

The University Council is a deliberative and broadly representative forum that exists to consider the activities of the University in all of its phases, with particular attention to the educational objectives of the University and those matters that affect the common interests of faculty, staff and students. It may recommend general policies and otherwise advise the President, the Provost, and other officers of the University. It is authorized to initiate policy proposals as well as to express its judgment on those submitted to it by the administrative officers of the University and its various academic divisions. It is also empowered to request information through appropriate channels from any member of the University administration.

II. Membership

The University Council shall be composed of administrative officers and elected representatives of the faculty, students, and staff as follows:

Forty-five members of the Executive Committee of the Faculty Senate. The Faculty Senate shall insure that each faculty is represented and that at least three assistant professors serve on the Council.

One full-time lecturer and one full-time member of the Research Faculty to be selected to serve two-year terms by vote of the full-time lecturers and research faculty, respectively. Eleven administrative officers, including the President, the Provost, and nine members of the administration to be appointed annually by the President, at least five of whom shall be deans of faculties.

Fifteen graduate and professional students elected as members of the Graduate and Professional Student Assembly. The Graduate and Professional Student Assembly shall insure that, to the extent possible, each school is represented.

Fifteen undergraduate students elected as members of the Undergraduate Assembly. The Undergraduate Assembly shall insure that, to the extent possible, each undergraduate school is represented.

Two elected representatives of the Penn Professional Staff Assembly.

One elected representative of the Librarians Assembly.

Two elected representatives of the Weekly-Paid Professional Staff Assembly.

One elected representative of the United Minorities Council.

III. Positions

The President of the University is the presiding officer of the Council. Each year, with the advice of the Steering Committee and the consent of the Council, the President shall appoint a Moderator of the Council, who shall become a non-voting member of the Council. The President, or in the absence of the President, the Provost, shall open each meeting and shall normally turn the conduct of the meeting over to the moderator.

The President shall each year appoint a Parliamentarian, in consultation with the Steering Committee. It is the parliamentarian's duty to advise the moderator and the presiding officer in the application of Robert's Rule of Order Revised, as modified by special rules of the Council.

The Secretary of the University or the Secretary's designee shall be Secretary of the Council.

IV. Steering Committee

Duties

The Steering Committee shall prepare the agenda for meetings of the Council. Resolutions that committees elect to place on the Council agenda should be submitted to the Council through the Steering Committee. The Steering Committee may give its advice concerning such resolutions to the Council whenever the Steering Committee believes that its advice would be helpful.

The Steering Committee shall publish an annual report to the University community. This report, to be published early in the academic year, shall include a review of the previous year's Council deliberations (highlighting both significant discussions and the formal votes taken on matters of substance) and a survey of major issues to be taken up by the Council during the coming year.

Composition

The Steering committee shall consist of the President of the University; the Provost; the Chair, the Chair-Elect and the Past Chair of the Faculty Senate; the Chair of the Undergraduate Assembly; the Chair of the Graduate and Professional Student Assembly; the Chair of the Penn Professional Staff Assembly; and the Chair of the Weekly-Paid Professional Staff Assembly.

Drawn from the Council membership there shall be in addition four faculty members, one graduate/professional student, and one undergraduate student elected by the respective governing bodies, as well as one additional member of the Penn Professional Staff Assembly, and one additional member of the Weekly-Paid Professional Staff Assembly, each elected by their representative assemblies The Chair of the Faculty Senate shall be the Chair of the Steering Committee. The
Council Moderator will be an official observer at meetings of the Steering Committee.

The Secretary of the Council shall serve as secretary of the Steering Committee. Members of the Steering Committee may attend the meetings of Council committees.

V. Committees

Any member of the University may be asked to serve on committees of the University Council, which include standing committees, subcommittees of standing committees, special committees created by the Council from time to time, and the independent committees; only members of the University shall be eligible for membership on these committees. All committee members are eligible for reappointment, if mutually agreeable, for a maximum of four years total consecutive service. To provide continuity, chairs-elect may be designated. Committee chairs, in consultation with their committee, may invite guests to attend committee meetings.

To the extent possible, each committee shall normally include at least one faculty member, one undergraduate student and one graduate student who are members of the Council.

1. Standing Committees

The standing committees of the Council are those whose activities are directly instrumental in advancing the work of the Council. The President, Provost, Chair and Chair-Elect of the Faculty Senate, Chair of the Graduate and Professional Student Assembly and Chair of the Undergraduate Assembly (or their designees) shall be entitled to attend meetings of all standing committees of the Council and to participate in the discussions. Each standing committee (except as otherwise specified below) shall consist of not fewer than five and not more than eight faculty members, two representatives of the Penn Professional Staff Assembly, two representative of the Weekly-Paid Professional Staff Assembly, two graduate/professional students, and two undergraduate students.

a. Committee on Academic and Related Affairs. The Committee shall have cognizance over matters of recruitment, admissions, and financial aid that concern the University as a whole and that are not the specific responsibility of individual faculties, including the authority to carry out studies on existing recruitment and admissions procedures and their relationships with existing policies on admissions and financial aid and to recommend changes in policy to the Council;

ii. shall consider the purposes of a University bookstore and advise the Council and the management of the University bookstore on policies, development, and operations;

iii. shall review and monitor issues related to the international programs and other international activities of the University, including advice and policy recommendation in such areas as services for international students and scholars, foreign fellowships and studies abroad, faculty, staff and student exchange programs and cooperative undertakings with foreign universities;

iv. shall advise the Vice Provost and Director of libraries on the policies, development, and operation of the University libraries;

v. shall have cognizance over recreation and intramural intercollegiate athletics and their integration with the educational program of the University, including the planning and provision of adequate facilities for various sports and recreational activities; and (vi) shall have cognizance of all matters of policy relating to research and the general environment for research at the University, including the assignment and distribution of indirect costs and the assignment of those research funds distributed by the University, and shall advise the administration on those proposals for sponsored research referred to it because of potential conflict with University policy.

b. The Committee on Campus and Community Life. The Committee shall have cognizance over the University’s communications and public relations activities in their various formats and media including electronic, audio (the telephone system), video and printed copy, and it shall monitor the University’s internal communications, the operations of the University Communications Office, communications to alumni, and the interpretation of the University to its many constituencies;

ii. shall advise the Council on the relationship of the University to the surrounding community and the relevant University policies, work to ensure that the University develops and maintains a constructive relationship with the community, and monitor pending real estate activities of concern to the community;

iii. shall have cognizance of the conditions and rules of undergraduate and graduate student life on campus, including gathering and analyzing information concerning student life and student affairs and making recommendations to Council; and responding as appropriate to requests from and reporting information and recommendations concerning student life and student affairs to the Vice Provost for University Life and other appropriate administrative officers; and

iv. shall advise the President, the Vice President of Public Safety, and the administrators or directors of specific buildings, offices, or projects on all matters concerning safety and security in the conduct of their operations, including consideration and assessment of means to improve safety and security on the campus.

c. Committee on Committees. The Committee on Committees, on behalf of the Steering Committee, shall monitor all Council standing and ad hoc committees to assess their continuing usefulness. It shall familiarize itself with the work and performance of committees and present recommendations to the Steering Committee for such changes in the structure, charges and number of members as it thinks appropriate. The Committee on Committees shall receive nominations from the various constituencies for membership on the standing committees and the independent committees with the exception of the Committee on Open Expression. It shall transmit those nominations together with recommendations for committee chairs to the Steering Committee. The Committee shall consist of six faculty members (including the Chair-Elect of the Faculty Senate). They shall nominate faculty members for the various committees on behalf of the Faculty Senate. In addition there shall be a representative from each of the following: the Penn Professional Staff Assembly, the Weekly-Paid Professional Staff Assembly, the Graduate and Professional Student Assembly, and the (undergraduate) Nominations and Elections Committee. The Chair-Elect of...
the Faculty Senate shall be a voting ex officio member of the committee.

d. **Committee on Facilities.** The Committee shall be responsible for keeping under review the planning and operation by the University of its physical plant and all services associated therewith, including transportation and parking.

Committee on Personnel Benefits. The Committee shall have cognizance over the benefits programs for all University personnel. The Committee shall consist of eight faculty members (of whom one shall be a member of the Senate Committee on the Economic Status of the Faculty), three representatives of the Penn Professional Staff Assembly, and three representatives of the Weekly-Paid Professional Staff Assembly. The Vice President for Human Resources, Associate Provost for Faculty Affairs, and Director of Benefits shall serve as nonvoting ex officio members.

e. **Committee on Diversity and Equity.** The Committee aids Penn in fostering and taking full advantage of its diversity as well as in strengthening ties across all boundaries to enrich and enliven the campus community. The Committee shall advise the offices of the President, Provost, the Executive Vice President, and the Vice Provost for University Life on ways to develop and maintain a supportive atmosphere on campus for the inclusion and appreciation of pluralism among all members of the University community. The Committee shall review and provide advice regarding the University's equal opportunity and affirmative action programs and policies. The areas in which the Committee shall report to the Council include diversity within the educational and work settings, integration of staff and faculty into the larger campus community, and ways to foster a campus environment that is inclusive and supportive of difference. The Committee also shall advise the administration on specific diversity issues that may arise on campus.

2. **Subcommittees**

Any standing committee shall have the power to delegate specific tasks or functions to subcommittees whose members shall include one or more members of the parent committee. In addition, as issues arise, subcommittees of standing committees may be constituted, appointed, and given specific charges by the Steering Committee or, in consultation with the Steering Committee, by the Chair of the Faculty Senate, the Committee on Committees, or the chair of a standing committee. The membership of a subcommittee is not limited to members of the relevant standing committee, but to the extent possible members of subcommittees shall include at least one member of that standing committee. Where appropriate a subcommittee may be a joint subcommittee of more than one standing committee.

3. **Special Committees**

The Council may create special committees to undertake specific tasks or functions. The membership of special committees shall be specified in the charges detailed by the Council in creating such committees.

4. **Independent Committees**

The Council takes cognizance of several University committees, which it does not directly charge but which may be called upon to report to the Council on specific issues within their purview.

a. **Committee on Open Expression.** This Committee has as its major task: monitoring the communication processes to prevent conflicts that might emerge from failure of communication, recommending policies and procedures for improvement of all levels of communication, investigating alleged infringements of the right of open expression of any member or members of the University community, advising administrative officers where appropriate, and participating in evaluation and resolution of conflicts that may arise from incidents or disturbances on campus.

The Committee shall consist of seventeen members: eight faculty members, two representatives of the Penn Professional Staff Assembly, one representative of the Weekly-Paid Professional Staff Assembly, three undergraduate students, and three graduate/professional students. The faculty and representatives of the Penn Professional Staff Assembly are appointed to two-year terms, staggered so that in each year either two or three faculty members are appointed, and one representative of the Penn Professional Staff Assembly is appointed. The student members are appointed to one-year terms.

The chair of the Committee shall be selected by the Committee on Committees from among the members. The jurisdiction of and procedures of the Committee shall follow the Guidelines on Open Expression.

b. **Committee on Honorary Degrees.** The Committee solicits nominations from faculty and staff members and students for honorary degrees to be awarded by the University at Commencement and at special convocations and submits a slate of nominees for action by the trustees. It may make recommendations to the President regarding Commencement speakers and the conduct of special convocations. The Committee shall consist of eight faculty members, two graduate/professional students, two undergraduate students, one representative of the Penn Professional Staff Assembly, and one representative of the Weekly-Paid Professional Staff Assembly.

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**The Faculty Senate**

(Source: Manual of the University Senate, 1969; revised, Office of the Faculty Senate, 1981; revised, 2006)

The Statutes of the Trustees (Article 9) state that ‘there shall be a Faculty Senate composed of members of the Standing Faculty and the Standing Faculty-Clinician-Educator holding the rank of Professor, Associate Professor, or Assistant Professor. The Senate shall provide opportunity for its members to discuss and express their views upon any matter that they deem to be of general interest to the faculty, and to make recommendations and pass resolutions with respect thereto. It shall have power to make recommendations directly to the President, the Provost, and the Trustees, and to request reports from the University administration.

The officers of the Senate are the Chair, the Past Chair, the Chair-Elect, the Secretary, and the Secretary-Elect. The Chair of the Senate is the principal executive officer, calls meetings of the Senate and of the Executive Committee, prepares agendas, and presides at meetings. The Senate Chair also serves simultaneously as the chair of the University Council’s Steering Committee.

The Senate Executive Committee consists of the officers of the Senate, thirty-six faculty members elected by separate faculty constituencies, twelve at-large faculty members, three Assistant Professors elected by the faculty as a whole, and one nonvoting representative from the Penn Association of Senior and Emeritus Faculty (PASEF). The Executive Committee meets once each month during the academic year and may act for the Senate on substantive policy issues.

The Committee on Academic Freedom and Responsibility, the Committee on the Economic Status of the Faculty, and the Nominating Committee
are standing committees of the Senate whose members are elected by the entire Senate. The Senate Consultation Subcommittee consists of the Chair, Chair-Elect, and Past Chair and regularly meets with the President and Provost during the academic year to discuss matters of concern to the faculty. Other standing committees, appointed by the Executive Committee, are the Committee on Faculty and Administration, the Committee on Faculty and the Academic Mission, the Committee on Students and Educational Policy, the Committee on Publication Policy for the Almanac, the Committee on Faculty Development, Diversity and Equity and the Committee on Committees. Further information and copies of the Manual of the Faculty Senate may be obtained through the Office of the Faculty Senate.

I.I. Academic Planning and Budget Committee
(Source: Office of the President, Almanac, April 21, 1981 (http://www.upenn.edu/almanac/v27pdf/n30/042181.pdf); revised, Office of the Provost, September 22, 1998 (http://www.upenn.edu/almanac/v45/n04/councilinsert.html#comm); revised, Office of the Provost, April 30, 2001)

The purpose of the Committee shall be:

1. to provide to the administration advice on the composition of the annual budget and on multi-year financial plans for the University;
2. to take into account, study, and report on long-range implications of current budget issues and alternatives;
3. to provide systematic thought about the evolving educational mission and educational needs of the University, and their present and future budgetary implications;
4. to provide useful early warnings of potential problems and early information on potential opportunities; and
5. to clarify means-ends relationships regarding programs and resources, including a reasoned basis for proposed priorities.

In addition to the general charge to the Committee, the President may from time to time give more specific charges to the Committee. Preferably, such periodic charges will be given at the beginning of the academic year, but the President may frame an ad hoc charge on matters that are either more specific or that are more immediate than the charge given at the beginning of each year. The Committee may, of course, develop its own agenda apart from the President's charges, based upon the Committee's interpretation of the general charge in the context of the University's situation at a given time.

It is to be understood that in regard to major reallocations that would change the character of an academic or other center or school, the President will seek and/or receive advice from other duly constituted advisory and consultative bodies according to the provisions and practices obtaining at the time.

The Committee's work shall be confidential, and it shall be empowered to promise corresponding confidentiality to those with whom it interacts. The requirement of confidentiality applies only to the proceedings of formal business meetings, including documents and information provided for or at such meetings. It does not apply to open hearings or other non-business formats that the Provost as chair wishes to employ.

The Provost will implement and administer this rule of confidentiality not as an end in itself, but as a means towards the larger ends of the Committee. As such, the Provost will develop, in and through the Committee's practices, the practical accommodations necessary to foster a necessary openness to the University community on the one hand and the confidentiality of the Committee's actual deliberations on the other hand. The practical goal in mind will be to reconcile properly all three of the following principles: openness to information and opinion from outside the Committee; the protection of ongoing deliberations and developing individual positions within the Committee; and the communication of the positions of the Committee as a whole after they have been achieved. In order to achieve this goal, the Committee shall provide progress reports and information on items on the agenda with the aim of facilitating communication between the Committee and the University community.

The Provost, on behalf of the Committee, shall communicate with the President through whatever means and at whatever times are appropriate. In addition, the Provost shall periodically, but at least annually, inform the University community about the advice the Committee has given the President and its reasons.

The Committee shall have fourteen members and two alternate members: nine faculty members, two graduate or professional students (one member, one alternate), two undergraduate students (one member, one alternate), two representatives of the Penn Professional Staff Assembly, and the Provost. The nine faculty shall be chosen as follows: four faculty shall be chosen by the President and five shall be chosen by the Faculty Senate Executive Committee. The two student members and two alternates shall be chosen as follows: one graduate or professional student member and one alternate by the Graduate and Professional Student Assembly; one undergraduate student member and one alternate by the Undergraduate Assembly. The two representatives of the Penn Professional Staff Assembly shall be named by the President each year. The Provost shall serve ex officio, and shall serve as chair.

The nine faculty members, chosen as above, may be appointed by the Faculty Senate or the administration for single three-year terms. Faculty members who have served previously may be appointed for one additional term after an interval of at least three years. When vacancies occur due to faculty leaves, resignations, etc., replacement members will be appointed to full three-year terms. It has been the practice that the Past Chair of the Faculty Senate serve a one-year term as a Senate appointee. This one year of service will not be counted as a term. The two student members, and the student alternates, shall serve one-year renewable terms. A student alternate may be renewed as a student member if a vacancy exists and vice versa. In order that there be the potential for partial faculty membership rotation annually, the nine initial faculty appointments shall include three one-year and three two-year appointments which may be renewed as three-year appointments.

The fourteen members shall each have a vote; the Provost as chair shall vote only to resolve a tie. The two alternates may attend all proceedings of the Committee, may be privy to all its information and deliberations, but shall not have voting power, except when a primary student member (undergraduate or graduate or professional) is absent for a particular vote; then the respective alternate may vote in his/her stead.

I.J. The Ombudsman
(Source: Office of the Ombudsman, 1971)

The Ombudsman is appointed by the President and has the following duties:

- To advise members of the University community concerning the authority, actions, and procedures of the University, and the various
grievance mechanisms that may be available. The University Community includes faculty, students, alumni, and administrative and staff employees;

- To help resolve grievances of members of the University community on a confidential, informal basis, except where the issues involved are subject to a collective bargaining agreement; and,

- To recommend changes in the policies and procedures of the University that appear desirable so as to assure that, first, members of the University are treated fairly and with respect, and, second, that the principles on which decisions are based are sound.

The Ombudsman is independent of the University's administrative structures and does not make decisions or set policy. The Ombudsman may investigate the facts underlying individual grievances and determine the nature of relevant policies and regulations. In the course of such investigations, the Ombudsman has access to relevant University records and to all members of the University community. When the complainant concerned has granted permission to do so, his or her findings and recommendations may be presented to officers of the University and, if deemed appropriate, to the community at large.

I.K. Equal Opportunity and Affirmative Action

(Source: Office of Equal Opportunity, 1979; revised, Office of Affirmative Action, 1982; revised, Almanac, January 20, 2009 (https://almanac.upenn.edu/archive/volumes/v55/n18/aapolicy.html))


The University of Pennsylvania’s special character is reflected in the diversity of the Penn community. Diversity is prized at Penn as a central component of its mission and helps create an educational and working environment that best supports the University’s commitment to excellence in teaching, research, and scholarship. We seek talented faculty, students, and staff who will constitute a vibrant community that draws on the strength that comes with a substantive institutional commitment to diversity along dimensions of race, ethnicity, gender, sexual orientation, age, religion, disability, veteran status, interests, perspectives, and socioeconomic status.

Grounded in equal opportunity, nondiscrimination, and affirmative action, Penn’s robust commitment to diversity is fundamental to the University’s mission of advancing knowledge, educating leaders for all sectors of society, and public service. The University of Pennsylvania prohibits unlawful discrimination based on race, color, sex, sexual orientation, gender identity, religion, creed, national or ethnic origin, citizenship status, age, disability, veteran status or any other legally protected class status in the administration of its admissions, financial aid, educational or athletic programs, or other University-administered programs or in its employment practices. Questions or complaints regarding this policy should be directed to the Executive Director of the Office of Affirmative Action and Equal Opportunity Programs, Sansom Place East, 3600 Chestnut Street, Suite 228, Philadelphia, PA 19104-6106; or (215) 898-6993 (Voice) or (215) 898-7803 (TDD).

University of Pennsylvania Nondiscrimination Statement

(To be used in University publications)

The University of Pennsylvania values diversity and seeks talented students, faculty and staff from diverse backgrounds. The University of Pennsylvania does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, creed, national or ethnic origin, citizenship status, age, disability, veteran status or any other legally protected class status in the administration of its admissions, financial aid, educational or athletic programs, or other University-administered programs or in its employment practices. Questions or complaints regarding this policy should be directed to the Executive Director of the Office of Affirmative Action and Equal Opportunity Programs, Sansom Place East, 3600 Chestnut Street, Suite 228, Philadelphia, PA 19104-6106; or (215) 898-6993 (Voice) or (215) 898-7803 (TDD).

I.K.2. Affirmative Action Office

The Office of Affirmative Action exists organizationally under the Office of the President. It is headed by the Director of Affirmative Action and is responsible for the development and functioning of the University’s Affirmative Action Program and for providing a formal liaison between the federal, state, and city compliance agencies and the University. The responsibilities include coordinating affirmative action implementation, programs for the handicapped, and overseeing the mechanism for resolving non-academic employee grievances as they relate to equal opportunity and affirmative action.

II. Faculty Policies and Procedures

- II.A. Academic Freedom and Responsibility (p. 2068)
- II.B. Structure of the Academic Staff (p. 2069)
- II.C. Tenure System at the University of Pennsylvania (p. 2084)
- II.D. Appointments and Promotions (p. 2085)
- II.E. Terms and Conditions of Faculty Appointments (p. 2088)

II.A. Academic Freedom and Responsibility

(Source: Resolution of the Executive Board of Trustees, February 13, 1953; Statutes of the Trustees, September 16, 1959 and Handbook for Faculty and Administration, 1969; revised, Statutes of the Trustees, Article 10, June 17, 1983; revised as Article 11, November 2, 2001 (https://secretary.upenn.edu/trustees-governance/statutes-trustees/#eleven))

The University recognizes the importance of a system of tenure for faculty members as the preeminent means of fostering and protecting academic freedom in teaching and in scholarly inquiry.
II.B. Structure of the Academic Staff

II.B.1. Standing Faculty

(Source: Standing Resolution of the Trustees, June 4, 1976; revised, September 9, 1983 and Statutes of the Trustees, Article 9, 1983; revised as Article 10, November 2, 2001 (https://secretary.upenn.edu/trustees-governance/statutes-trustees/#ten); revised, Office of the Provost, June 13, 2019)

The essential requisite for membership in the Standing Faculty is a commitment to both the advancement and the communication of knowledge. The Standing Faculty is composed of all faculty members with tenure or in tenure-probationary status. Permissible ranks in the Standing Faculty are Professor, Associate Professor, and Assistant Professor.

Professor

The title of Professor signifies that the holder is a mature scholar whose achievements have won outstanding approval both by scholars outside the University and by his or her faculty colleagues, and whose presence on the faculty enhances the prestige of the University. Appointment to this rank is not merely a recognition of length of service, but also of outstanding quality. Such an appointment is for an indefinite term.

Associate Professor

Appointment to this rank is made only to a person who has demonstrated the personal and intellectual qualities that with increased maturity are expected to lead to appointment to a professorship. Appointment to the rank of Associate Professor may be for a fixed or indefinite term.

Assistant Professor

Appointment as Assistant Professor is accorded to a person who has completed his or her final earned degree or other professional certification relevant to his or her discipline and who has given evidence of superior potential for development in academic stature. As most persons in this rank are passing through an early period of their scholarly growth, departmental and school policies should provide a variety of educational experiences, including the opportunity to conduct original research and to participate in undergraduate, graduate, and professional levels of instruction. Appointment in this rank provides a period during which an individual has an opportunity to confirm his/her own interest and motivation to assume University faculty responsibilities, and also one in which senior faculty may assess the promise and the competence of the faculty member’s performance in both instruction and scholarly productivity. Appointment to the rank of Assistant Professor is always for a fixed term.
II.B.2. Standing Faculty-Clinician-Educator

(Source: Standing Resolution of the Trustees, June 4, 1976; revised as Article 10, Statutes of the Trustees, November 2, 2001; https://secretary.upenn.edu/statutes/; for dates of specific resolutions regarding the adoption of this rank by various University schools, see paragraph two below, revised by Resolution of the Trustees, June 20, 2014; https://almanac.upenn.edu/archive/volumes/v61/n01/clinician-educator.html#sthash.JV3oVbdopf.

The category of Clinician-Educator is maintained within the University’s four health schools—the School of Dental Medicine, the Perelman School of Medicine, the School of Nursing and the School of Veterinary Medicine. This track is intended for full-time faculty whose responsibilities include clinical activities, scholarship and teaching.

For each of the health schools, appropriate Trustee action has been taken. In the School of Dental Medicine, the Clinician-Educator category was established in 1981; in the Perelman School of Medicine, in 1976; and in the Schools of Nursing and Veterinary Medicine, in 1983. The Clinician-Educator guidelines for the four health schools were clarified in 2013.

The sections that follow below combine the present rules governing appointment and promotion in the Clinician-Educator category in each of the four schools. Candidates for appointment or promotion in the Clinician-Educator faculty are urged to consult their department chair or Dean for additional school-specific information concerning membership in such faculty.

1. Appointment

All appointments of Clinician-Educators are full-time untenured appointments to the Standing Faculty. Thus procedures governing appointments to the Standing Faculty shall be followed.

In the Schools of Dental Medicine, Medicine, Nursing and Veterinary Medicine a proposal to appoint or promote is initiated by a recommendation from the department. The review and approval process is carried out by the appropriate school committee responsible for faculty actions.

Criteria for Clinician-Educator appointments in the four health schools include clinical activities, scholarship and education. The scope and proportion of these responsibilities for an individual faculty member are defined by each school. Time for scholarship, an expectation of the Clinician-Educator role, is determined by each school. It is understood that every effort is made to assure appropriate time and support for that scholarship. Funding for scholarly time is required at all ranks, ideally from extramural sources. The criteria for appointment, reappointment and promotion will reflect the differential effort dedicated to clinical activities, scholarship and educational programs that will be defined by each school.

In all cases, further review is carried out by the Provost’s Staff Conference with appointment or promotion being made by the Trustees upon recommendation of the President.

2. Title

In all four health schools a clear and correct modifier must be attached to the title as follows: Assistant Professor, Associate Professor or Professor of (clinical specialty) at the (school or appropriate department, hospital, teaching unit or other base facility). This title is to be written in full whenever used in documents, in listings of University personnel and in correspondence.

3. Conditions of Employment

As is the case with other faculty categories, all Clinician-Educators receive a clear statement of their conditions of employment. This includes a definition of expectations with respect to clinical activities, scholarship, support for scholarship, participation in educational programs and administrative duties of the school; use of facilities and access to patients/animals; the responsibilities of the school or other budgetary unit for payment of salary and specified benefits; the right of persons to due process by mechanisms available to all University faculty in the event of grievances or alleged failure to protect the individual rights accorded a faculty member; and the circumstances under which the appointment may be terminated. This statement shall be part of the document governing the appointment. The clinical activities of Clinician-Educators shall be located in facilities under the auspices of, or approved by, the respective school.

4. Salary and Benefits

Clinician-Educator salaries shall conform to school policies. All Clinician-Educators are entitled to the same faculty benefits from the University as other members of the Standing Faculty. Scholarly leaves of absence are not an unconditional benefit. They shall be granted only when conforming to the University’s general policy on leaves and when determined on an individual basis to be in the interest of both the faculty member and the school.

5. Professional Activity

A Clinician-Educator shall be required to devote his/her full professional time to activities on behalf of the clinical, scholarly, and educational missions of the respective school. The faculty member shall be subject to the University’s policy on conflict of interest (see section II.E.10). The one-in-seven-day rule shall apply except that Clinician-Educators shall not be permitted to devote any time to employment in extramural clinical activities. All clinical income of Clinician-Educators must be returned to and managed by the school.

6. Rights and Privileges

Except for the untenured and non-tenure probationary nature of the appointment, and the stipulation that they do not vote on matters of tenure, Clinician-Educators share in all the rights and privileges of the Standing Faculty of the University. Should grievances arise that are not resolved administratively, appointees may seek adjudication available to the Standing Faculty through the established mechanisms of the school and the University.

7. Limitations on Size of the Clinician-Educator Faculty

The size of each school’s Clinician-Educator track shall be congruent with each school’s clinical, scholarly and teaching missions. Each school will set a cap for its Clinician-Educator track as a percentage of the Standing Faculty that aligns with its missions. The caps will be reviewed every five years effective July 1, 2014. The review process will begin in the schools, and it will require input from the Provost’s Office and approval of the University Faculty Senate if changes are sought. It is expected that each school will not exceed its cap and that the Provost’s Office will enforce the caps. Schools are required to maintain a record of percentages of Clinician-Educator and tenure track faculty, which will be reported regularly to the Vice Provost for Faculty Affairs’ Office. In each school there are restrictions on the size of the Clinician-Educator faculty as follows:
Specifically, the following shifts may occur providing an appropriate search was performed at the time of the initial faculty appointment. National searches are not required if an appropriate time accrued in the initial category will apply to the probationary period end of the Assistant Professor's second three-year reappointment. The Assistant Professors in the ten-year probationary categories can change year tenure probationary category; tenure cannot be attained in the appointment. A grant of tenure must accompany promotion in the ten-rank of Associate Professor during the ninth year (or earlier, if appropriate). Clinician-Educator categories shall be reviewed for promotion to the rank of Associate Professor with tenure or termination can occur in the terminal year. The decision can only result in either promotion to the rank of Associate Professor with tenure or termination of the appointment and separation from the University subject to the terms of the then existing appointment.

### Ten-year tenure probationary or Clinician-Educator categories
Assistant Professors in either the ten-year tenure probationary or Clinician-Educator categories shall be reviewed for promotion to the rank of Associate Professor during the ninth year (or earlier, if appropriate). In each case, the decision can only result in either promotion to the rank of Associate Professor or termination of the appointment and separation from the University subject to the terms of the then existing appointment. A grant of tenure must accompany promotion in the ten-year tenure probationary category; tenure cannot be attained in the Clinician-Educator category.

Assistant Professors in the ten-year probationary categories can change categories no later than five years after their initial appointment. Actions required to approve timely category changes must be completed by the end of the Assistant Professor's second three-year reappointment. The time accrued in the initial category will apply to the probationary period in the new category. National searches are not required if an appropriate search was performed at the time of the initial faculty appointment. Specifically, the following shifts may occur providing an appropriate position exists to transfer into and the candidate’s dossier has been reviewed and approved by the school’s committee responsible for faculty actions:

- ten-year tenure probationary category to the Clinician-Educator category.
- ten-year tenure probationary category to the Academic Clinician category.
- ten-year Clinician-Educator probationary category to the ten-year tenure probationary category.
- ten-year Clinician-Educator probationary category to the Academic Clinician category.

Having achieved the rank of Associate Professor, transfer between tenure status and Clinician-Educator status may be made rarely and only if, upon review by the faculty committee responsible for quality and qualifications of faculty and by the Provost’s Staff Conference, the individual is found to have met all criteria appropriate to the receiving category at the proposed rank. Transfer from the Clinician-Educator category to the tenure category at the rank of Associate or Full Professor requires a full national search.

### Termination
Termination of employment of persons who have chosen and entered the Clinician-Educator Faculty shall be made only because of

1. failure to secure promotion to Associate Professor by the end of the probationary period, which shall not exceed ten years (see item 8, above);
2. retirement;
3. failure to provide appropriate practice income commensurate with responsibilities assigned by the appropriate department, director or section chief; or
4. for “just cause” as customarily determined within the University.

The term “practice income” means income derived from professional practice or related professional activities of Clinician-Educators that is collected and disbursed within the University. The five schools have amplified point (3) in several respects as follows:

In the health schools, Clinician-Educators must generate a level of practice income appropriate to the level of patient-related activity; in the case of the School of Social Policy and Practice, clinician-educators are expected to pay a stipulated portion of their salary through grants, contracts, or equivalent sources, such as income from clinical practice.

In the four health schools, levels of patient-related activity are assigned to Clinician-Educators by department or section chairs after consideration of the individual’s academic activities, administrative activities, and other obligations. The practice income generated must be sufficient to cover an appropriate portion of the academic base salary, benefits, and overhead. In cases where patient care is the predominant activity of clinician-educators, the appropriate portion may be the entire amount. In other cases, the appropriate portion may be less than the entire amount because of the type of patient being seen, the time and effort necessary to develop clientele, or other academic duties assigned within the department or section. Clinician-Educators shall be informed annually in writing of their clinical responsibilities and the amount of practice income they will be expected to generate each year.

In order to establish that a clinician-educator has not generated the appropriate level of practice income, a period of observation of a year’s duration is required. Written notice of the initiation of a twelve-month
period of observation and of potential termination at the end of that twelve-month period must be provided by the department or section chair to the clinician-educator. In the Schools of Dental Medicine, Medicine and Veterinary Medicine, the department chair also notifies the dean of the initiation of such a period; in the School of Nursing, the Dean and the program director participate with the section chair in notifying the clinician-educator and the notice is provided by April 1 based on the activities of the preceding twelve months.

This notice must include a statement of the amount of practice income that the clinician-educator shall be obligated to generate during the subsequent year of observation. If, at the end of the year of observation, the department or section chair finds that this income has not been generated, the chair (in the School of Nursing, the chair in collaboration with the Dean) must give written notice to the clinician-educator if termination of the appointment is planned. This notice shall include the reasons for termination, a description of the appropriate appeal process, and a statement that termination shall occur at the end of the next twelve-month period.

A one-year extension of the observation period is possible. Extension for a second twelve-month period may be given by the department or section chair not later than three months prior to the termination of the first twelve-month period of observation if, in the judgment of the chair, there has been sufficient improvement in the amount of practice income generated. If an extension for a second twelve months of observation is given, by the end of the sixth month of the second twelve-month period of observation the department or section chair, with the concurrence of the Dean, must notify the clinician-educator in writing either of termination at the end of the second twelve months of observation or of cancellation of the notice of termination.

In the Schools of Dental Medicine, Medicine, and Veterinary Medicine, if a clinician-educator believes that a determination by the department chair that he/she has not generated the appropriate level of practice income is incorrect, that the amount of income required to be generated is excessive, or that he/she has been or may be prevented from earning the appropriate level of income by discriminatory patient-care assignments, he/she or she may, at any time after the commencement of the observation period, but not later than one month after the termination notice, file a written appeal with the dean and the chair of the appropriate faculty committee. In the School of Dental Medicine, this is the Committee of Professors; in the Perelman School of Medicine, the Steering Committee of the Medical Faculty Senate; and in Veterinary Medicine, the Committee on Academic Freedom and Responsibility. Within one month of receipt of such written appeal, this committee shall appoint from its membership an ad hoc committee of five, which shall elect its own chair. The ad hoc committee shall investigate and report in writing to the clinician-educator, the chair of the department and the chair of the appropriate faculty committee within one month of its appointment whether termination is or would be in accordance with the standards and procedures set forth above. Either the department chair or clinician-educator can request review of the ad hoc committee’s conclusion by the appropriate faculty committee, which shall conduct such a review within one month. The decision of the ad hoc committee or the appropriate faculty committee (where this committee has reviewed the ad hoc committee’s decision) shall be transmitted in writing to the dean.

In the School of Nursing, the following appeal mechanism shall apply: should the clinician-educator either contest the level of practice income set by the section chair and the dean or assert that she or he has generated the appropriate level of practice income, the clinician-educator may, not later than one month after the last day of the period of observation and possible termination notice, file a written appeal with the Dean and the Chair of the School Personnel Committee. Within one month of receipt of such written appeal, the Personnel Committee shall appoint an ad hoc committee of three that shall elect its own chair. The ad hoc committee shall investigate and report in writing to the clinician-educator, the section chairperson, the program director, the chair of the personnel committee and the Dean within one month of its appointment whether termination is or would be in accordance with the standards and procedures set forth in the initial letter of appointment and in this document.

II.B.3. Associated Faculty

Members of the Associated Faculty play varied and important roles in the teaching, research, and professional programs of the University. However, they do not acquire tenure. Permissible ranks in the Associated Faculty are those used in the Standing Faculty preceded by one of the descriptive modifiers “Research,” “Clinical,” “Adjunct,” “Visiting,” “Visiting Executive,” “Practice” or “Wistar Institute.” Artists-in Residence are also members of the Associated Faculty.

1. Research Faculty

(Source: Standing Resolution of the Trustees, June 4, 1977 and Handbook for Faculty and Administration, 1977; revised, Office of the Provost, Almanac, September 13, 1983; revised, Standing Resolution of the Trustees, June 17, 2005)

The purpose of Research Faculty appointments is to increase the quality and appointment of scholars to the faculty on a non-tenure basis in order to collaborate with the research efforts of other faculty and/or carry out independent research. Salaries over the period of the appointment are mainly derived from research grants or other external funds. Compensation for the limited teaching effort permissible to the Research Faculty is derived from sources other than research grants.

An individual on the research track should not be supported for an extended period of time from funds derived from the unrestricted budget.

Members of the Research Faculty do not acquire tenure. The Research Faculty will be appointed in the Associated Faculty on a full-time basis only. Part-time appointments in the Research Faculty are not offered.

The Research Faculty is composed of individuals who hold a terminal degree and who choose to concentrate on research. Appointees are not part of the teaching faculty, although invitations to present guest lectures may be accepted. Members of the Research Faculty may not take responsibility for courses or seminars in their home departments or in other departments of the University, nor may they supervise theses or doctoral dissertations unless prior approval of the Provost is obtained for each such activity. However, if the individual wishes to participate in the training of students in an area of expertise in which he or she is uniquely qualified, the department chair may permit a limited teaching assignment in a course or seminar for which a faculty member with a tenure-significant appointment holds responsibility. Over the term of an appointment, course and seminar teaching by a member of the Research Faculty may not exceed ten percent of the expected course and seminar teaching load of a member of the Standing Faculty in the school and in any one year no more than ten percent of the course and seminar teaching in a department may be done by research faculty. Supervision of theses or doctoral dissertations or other laboratory supervision is regarded as part of the research enterprise and the proportion of effort devoted to such supervision is not included in this limitation, although, as
While imposition of a firm limit on the relative size of the Research Faculty may be harmful in its application to a particular program, the number of Research Faculty in a school may not exceed twenty percent of the combined Standing Faculty and Standing Faculty-Clinician-Educator in the school, or five positions, whichever is larger.

The faculty of a school may grant the Research Faculty voting rights in the school’s faculty. Voting rights in the appointees’ home departments are at the discretion of the respective departments. Members of the Research Faculty may not vote on matters related to Standing Faculty appointments and promotions, or on matters concerning the teaching mission of the school. Members of the Research Faculty may serve on promotions committees as nonvoting members. Members of the Research Faculty may not serve on committees concerned with teaching (i.e., curriculum, student advising, academic standards, etc.). Individuals in the research track enjoy all the rights and privileges of academic freedom and responsibility and have access to the grievance procedures of the University.

As noted above, failure to secure promotion to Research Associate Professor by the end of the nine-year probationary period shall result in a one-year terminal reappointment provided external funding is available.

Although continued funding may be available, reappointment may be denied for the following reasons: 1) lack of suitable facilities; 2) inconsistency with the research priorities of the department or school; or 3) failure to maintain excellence in the quality of research and productivity. In such instances, the individual should be given a one-year advance notice in writing that, at the conclusion of the term appointment, he/she will not be recommended for reappointment or promotion. However, in most cases of programmatic change, appointment shall normally be maintained to the expiration date of current grant support if a research track faculty member has independent funding. An appointment can be terminated prior to the expiration of its term only if the source of external funding for the research faculty member has ended. In that event, the individual should be notified immediately of the cessation of funding. An attempt may be made to carry the individual on other funding sources, either to the conclusion of the term appointment or for a reasonable period in which the individual may attempt to secure other employment. When there is reason to believe that the individual may be eligible for transfer of employment to another University research group, efforts should be made to effect such placement.

Research Faculty are subject to termination for “just cause” as customarily determined within the University.

At the time a research faculty position is offered to a candidate, the relevant dean shall inform the candidate in writing of the conditions and limitations on such appointments.

(See page 25 - Standing Resolution of the Trustees, June 17, 2005 (https://archives.upenn.edu/digitized-resources/docs-pubs/trustees-minutes/minutes-2005/june-17/#Resolutions))

2. Academic Clinician – Health Schools

(Source: Standing Resolution of the Trustees, February 20, 2004 (https://archives.upenn.edu/digitized-resources/docs-pubs/trustees-minutes/minutes-2004/february-20/#Resolutions); revised, Standing Resolution of the Trustees, January 22, 2015)

The Perelman School of Medicine, the School of Dental Medicine, and the School of Veterinary Medicine have found it desirable to make long-term faculty appointments to individuals whose responsibilities are in clinical practice and patient/animal care and in the instructional programs of the University. These faculty members are called “Academic Clinicians.”
Such a group is essential for assuring program stability and continuing excellence of clinical practice and patient/animal care.

1. Appointments
   Appointments of Academic Clinicians are untenured appointments to the Associated Faculty. Hence, procedures governing appointments to the Associated Faculty shall be followed. This track is available to faculty at the clinical facilities of each school.

2. Title
   To assure conformity with approved nomenclature, appointees in the Academic Clinician track shall hold modified titles as Assistant Professor of Clinical (department). This title is to be written in full whenever used in documents, in listings of University personnel, or in correspondence.

3. Conditions of Employment
   As is the case with other faculty categories, all Academic Clinicians shall receive a clear statement of their conditions of employment. This includes a statement of expectations with respect to clinical practice and patient/animal care functions; participation in educational programs; administrative duties of the institution; performance evaluations; use of appropriate facilities and access to patients/animals. Additionally, they must be informed about the responsibilities of the school or other budgetary unit for payment of salary and specified benefits; the right of persons to due process by mechanisms available to all University faculty in the event of grievances or alleged failure to protect the individual rights accorded a faculty member; and the circumstances under which the appointment may be terminated. This statement shall be part of the document governing the appointment.

4. Salary and Benefits
   Academic Clinician salaries shall conform to school policies. Academic Clinicians shall receive the same benefits as other full-time members of the faculty, but they are not entitled to scholarly leaves of absence or income allowance for early retirement.

5. Professional Activity
   Academic Clinicians are expected to devote their effort primarily to clinical practice/animal care and/or teaching. The minimum expected teaching requirement will be defined by each school. Excellence in clinical practice/animal care and innovation in delivery of care, quality improvement initiatives, and regional patient referral base are desirable. Excellence in teaching, including curriculum development, innovative teaching materials and methods, and mentoring of junior faculty, is also expected. Research and scholarship are not discouraged but may not detract from teaching and clinical care required by a department or school. Service to the community, such as serving on academic and hospital committees, is encouraged and expected at senior ranks. Academic Clinicians may not vote on promotions of standing faculty. Academic Clinicians are subject to University and school specific policies on conflict of interest and extramural activities (see Conflict of Interest Policy for Faculty Members). The one-in-seven day rule shall apply except that the Academic Clinician shall not be permitted to devote any time to employment in extramural clinical practice or patient/animal care. All clinical practice or patient/animal care patient-derived income of Academic Clinicians must be returned to and managed by the school.

6. Rights and Privileges
   Academic Clinicians share in all of the rights and privileges of other full-time members of the Associated Faculty. They may be permitted, by their schools, to vote in their school's Faculty Senate or other governing bodies. As associated faculty, they may not vote on matters pertaining to tenure and clinician-educator faculty promotions or on matters relevant to research. They may hold administrative positions related to clinical care and be eligible for leadership positions in hospital or clinical service related committees. They may serve on advisory committees related to teaching and clinical issues as well as personnel committees as appropriate. They are not members of the University Senate. Should grievances arise that are not resolved administratively, appointees may seek adjudication through the established mechanisms of the School and the University.

7. Limitations on Size of the Academic Clinician Faculty
   The size of each school's Academic Clinician track shall be congruent with each school's clinical and teaching missions. Each school will set a cap for its Academic Clinician track as a percentage of the Standing Faculty that aligns with its missions. The caps will be reviewed every five years effective July 1, 2015. The review process will begin in the schools, and it will require input from the Provost's office and approval of the University Faculty Senate if changes are sought. It is expected that each school will not exceed its cap and that the Provost's Office will enforce the caps. Schools are required to maintain a record of percentages of Academic Clinician, Clinician-Educator and Tenure Track faculty, which will be reported regularly to the Vice Provost for Faculty. In each school there are restrictions on the size of the Academic Clinician faculty as follows:
   - School of Dental Medicine: The number of Academic Clinicians in the faculty may not exceed sixty percent of the number of Standing Faculty in the school.
   - Perelman School of Medicine: The number of Academic Clinicians in the faculty may not exceed seventy percent of the number of Standing Faculty in the school.
   - School of Veterinary Medicine: The number of Academic Clinicians in the faculty may not exceed sixty percent of the number of Standing Faculty in the school.

8. Timing of Appointments and Shifts of Faculty Category
   **Timing of Appointments**
   Ranks in the Academic Clinician track shall be at the Assistant Professor, Associate Professor, and Professor level. Appointment at the Assistant Professor level shall generally be for three years. Persons may serve as Academic Clinicians at the Assistant Professor rank without limit of time through successive three-year appointments. A decision not to renew the appointment may be made for such reasons as (1) failure to maintain excellence in quality of clinical practice or teaching; (2) inadequate opportunity to teach; (3) inadequate clinical productivity; (4) change in the clinical priorities of the department or school; or (5) loss of a sufficient funding source. After a decision to terminate, an Academic Clinician shall have a terminal year of employment.
   Assistant Professors in the Academic Clinician category shall be eligible for promotion to Associate Professor after six years; outstanding performance could be recognized by earlier promotion. There will be no “up or out” decision at the end of this 6-year period. Faculty who are not promoted to Associate Professor may continue to serve at the rank of Assistant Professor and may apply for promotion in any subsequent year.
   Promotion to Associate and Full Professor on the Academic Clinician track shall require excellence in teaching and/or clinical practice, as defined by the school. Promotion to Full Professor rank typically shall occur no less than five years after promotion to the Associate Professor level, but could be earlier in outstanding cases. Community service, including participation on school committees and administrative accomplishments shall be considered supporting...
credentials for promotion. Local recognition in one’s primary roles and responsibilities will be expected for promotion to Associate or Full Professor. After promotion to or appointment at Associate or Full Professor rank a faculty member in the Academic Clinician track generally shall be offered successive re-appointments with the frequency determined by the schools. The process and timing for reappointment will be established by each school. The decision on reappointment shall normally be made before the end of the year prior to the final year of the term. Reasons for non-renewal of appointment shall be the same as those enumerated above for the Assistant Professor rank. The year following a decision of non-renewal shall be a terminal year. 

**Shifst of Faculty Category**

After an appropriate national search, conversions from the Academic Clinician track to the Clinician-Educator track are permitted with support from departmental and school committees governing faculty actions. The probationary period for promotion on the Clinician-Educator track commences at the time of transfer into the Clinician-Educator track rather than at the time of the original appointment to the Academic Clinician track. Faculty who hold senior rank (Associate or Full Professor) on the Academic Clinician track would generally lack sufficient research accomplishment to justify appointment at these ranks on the clinician-educator track.

Assistant Professors in the Clinician Educator track can change categories no later than the end of the fifth year after their initial appointment providing an appropriate position exists to transfer into and the candidates’ dossier has been reviewed and approved by the schools committee responsible for faculty actions. Actions required to approve timely category changes, must be completed by the end of the Assistant Professor’s second three-year reappointment. No Assistant Professor may make a change of category after their second reappointment. The time accrued in the initial category will apply to the promotion criteria for the Academic Clinician track. Assistant Professors in the tenure track may theoretically change to the academic clinician track, but it is unlikely that a scientist could have accumulated the required clinical credentials.

Standing Faculty who are the rank of Associate and Full Professor may transfer into the academic clinician track at any time with departmental support. Such transfers into the Academic Clinician track shall usually be at the same rank, but appointment at a different rank may be justified by clinical and teaching evaluations. A faculty member must meet the same requirements for appointment at senior ranks as for promotion to these ranks. Track change and rank must be approved by departmental and school committees governing faculty actions.

### 2a. Academic Clinician—Part-time – Perelman School of Medicine

(Source: Faculty Senate Executive Committee, May 9, 2012)

**Purpose**

Appointments in the Academic Clinician track, including full-time and part-time, are for individuals whose primary responsibilities are in patient care and in the instructional programs of the University and not in research activities. Academic Clinicians are essential for assuring program stability and continuing excellence of patient care.

**Appointment**

Appointments will be regular part-time; i.e., they will be designated as a percentage full-time position, i.e., less than 50% time. Details of the schedule will be incorporated into the offer letter and academic plan and will be subject to renewal on an annual basis. The number of faculty in this track may not exceed 20% of the total number of full-time Academic Clinicians.

**Title**

Appointees in the Academic Clinician—Part-time track will hold modified titles of the form Assistant Professor of Clinical (department). This title is to be written in full whenever used in documents, in listings of University personnel, or in correspondence. For the purpose of official University appointment records, the designation of part-time will be added to the title and Academic Clinicians, Part-time will be tracked separately from full-time Academic Clinicians.

**Conditions of Employment**

As is the case with other faculty categories, all Academic Clinicians—Part-time receive a clear statement of their conditions of employment.

**Salary and Benefits**

Academic Clinicians—Part-time salaries shall conform to Perelman School of Medicine policies. They have limited access to participation in University benefits programs and are generally not eligible for University contributions to benefits programs.

**Professional Activity**

Academic Clinicians, whether full-time or part-time, shall be required to devote their full professional time to activities on behalf of the educational and patient care functions of Penn Medicine. Academic Clinicians will not be permitted to devote any time to employment in extramural patient care. All patient-derived income of Academic Clinicians must be returned to and managed by the school.

They are expected to teach and will devote at least 10% of their adjusted effort to this activity. Excellence in teaching, including curriculum development, innovative teaching materials and methods, and mentoring of junior faculty, is also expected. Excellence in clinical practice, including innovation in delivery of care, quality improvement initiatives, and local patient referral base is expected. They may participate in research, for example, by recruiting patients for research studies or publishing case reports or clinical experience; but research scholarship is not required and is not a criterion for promotion. The faculty member will be subject to University and UPHS policies on conflict of interest and extramural activities.

**Rights and Privileges**

Academic Clinicians—Part-time share in all of the rights and privileges of other full-time members of the Associated Faculty. They may vote in the Medical Faculty Senate. As Associated Faculty they may not vote on matters pertaining to tenure and CE faculty promotion nor on matters relevant to research.

**Terms of Appointments**

Ranks in the Academic Clinician—Part-time track will be at the Assistant Professor, Associate Professor, and Professor level. Appointment at the Assistant Professor will generally be for three years. Persons may serve as Academic Clinicians—Part-time at the Assistant Professor rank without limit of time through successive three-year appointments. A decision not to renew the appointment may be made for reasons including the following:

1. failure to maintain excellence in quality of clinical practice or teaching;
2. inadequate clinical productivity;
3. change in the clinical priorities of the Department or School.

After a decision to terminate, an Academic Clinician—Part-time will have a terminal year of employment which may be the final year of the appointment if the terminal year notice is processed through the Provost before the end of the penultimate year of the current appointment period.

Faculty in the AC PT track may convert to full-time status if a full-time position is available and if the conversion is supported by their department.

Requirements for promotion will be the same as those for Academic Clinicians who are full-time.

Track changes
Faculty in the full-time Academic Clinician track or in the Clinician-Educator track may transfer into the Academic Clinician—Part-time track at any time with departmental support. Faculty members who transfer into the Academic Clinician—Part-time track are urged to consult with Human Resources concerning the impact on eligibility for participation in benefits programs.

Track Review
Perelman School of Medicine will work with the Office of the Provost to develop a plan to implement the Academic Clinician—Part-time track. The Academic Clinician—Part-time Track will be re-evaluated in year three and then re-evaluated every five years to ensure that it continues to meet the institutional goals of Penn Medicine and the University of Pennsylvania. During the first 3 years, appointments in this track will be limited to conversions from other tracks.

3. Clinical Faculty
(Source: Standing Resolution of the Trustees, September 9, 1983; revised, June 16, 2000; revised, June 15, 2001)

Composed of persons who are members of the Faculties of the Schools of Medicine, Dental Medicine, Nursing or Veterinary Medicine, Clinical Faculty provide professional services and participate in educational programs on a full- or part-time basis. The professional careers of the Clinical Faculty are primarily independent of their University affiliations, with the exceptions noted below. Persons may serve in full- or part-time status in the Clinical Faculty without limit of time through successive reappointments. The University does not assure continuity of appointments for any person in the Clinical Faculty. Academic ranks in the Clinical Faculty are Clinical Professor, Clinical Associate Professor, and Clinical Assistant Professor; e.g., Clinical Professor of (specialty) in the Faculty of (school). These titles are to be written in full whenever used on documents, in listings of University personnel and in correspondence.

In the Schools of Medicine, Nursing, and Dental Medicine, the professional careers of the Clinical Faculty may be in University-owned clinical practices. In the School of Dental Medicine, the Clinical Faculty may not exceed twenty percent of the Standing Faculty.

(See page 18 - Standing Resolution of the Trustees, June 15, 2001 (https://archives.upenn.edu/digitized-resources/docs-pubs/trustees-minutes/minutes-2001/june-15/))

4. Adjunct Faculty
This group is composed of faculty members whose primary careers are outside the University faculty, whether self-employed or with other institutions of higher education, business or non-profit organizations, or government agencies. Such persons may be appointed to part-time academic status in the University while continuing their principal associations or careers elsewhere.

Appointment to the Adjunct Faculty may also be used for academically qualified persons employed by the University for nonacademic or administrative duties. They may serve in the Adjunct Faculty without limit of time through successive reappointments. The University does not assure continuity of appointment for any person in the Adjunct Faculty. Academic ranks in the Adjunct Faculty are Adjunct Professor, Adjunct Associate Professor, and Adjunct Assistant Professor. These titles are to be written in full whenever used on documents, in listings of University personnel and in correspondence.

5. Visiting Faculty
The title of Visiting Faculty normally is confined to persons who are temporarily appointed by the University but who have continuing academic appointments in another institution of higher education, or have continuing associations with business, non-profit organizations, or government agencies. A Visiting Faculty member is a full-time member of the University while on leave from the other institution, organization or agency with which he or she is affiliated. Full-time appointment as a Visiting Professor is limited to three consecutive years, although normally such appointments are for one year or less. Academic ranks in the Visiting Faculty are Visiting Professor, Visiting Associate Professor, and Visiting Assistant Professor.

6. Visiting Executive Professor
The title of Visiting Executive Professor is reserved for Full Professors in the Wharton School who have held very senior positions in business or government, and can be expected to impart real-world knowledge to students and serve as role models and advisors as well. Appointments are made for terms of up to five years, with no appointee serving beyond five years. No more than five appointments in this faculty category may be current at any one time.

7. Practice Faculty
(Source: See dates in third paragraph below for the various Standing Resolutions of the Trustees)

The rank of Practice Professor is confined to a small number of untutored full-time professorships in the schools of Annenberg School for Communication, Arts and Sciences, Design, Education, Engineering and Applied Science, Law, Nursing, Social Policy and Practice, and Wharton. This track permits the addition to the faculty of distinguished, highly experienced individuals who have achieved success in their fields and whose skills and knowledge are essential to the educational process at both the undergraduate and graduate levels. The primary activity of a practice professor is to teach. As appropriate, such faculty may also supervise independent studies and internships, serve on committees and attend school faculty meetings. Such faculty shall not vote on appointments or promotions. Eligibility to vote on matters other than appointments and promotions shall be determined by the Standing Faculty in the relevant school or department in which the practice faculty member is appointed.

All appointees to the practice faculty are members of the Associated Faculty of the University without tenure or tenure-probationary status, and are subject to all University and school policies. They are entitled to full University faculty benefits. Leaves of absence shall be granted in accordance with the University policy applicable to the Standing
Faculty, with the exception of scholarly leaves of absence, which are not applicable.

For each of these schools, appropriate trustee action has been taken. The Practice Professor category was established in the Wharton School, September 9, 1983; revised, June 20, 1997; in the Law School on January 18, 1985, revised October 30, 1992; in the Graduate School of Education on October 20, 1995, revised November 16, 2016 (https://almanac.upenn.edu/archive/volumes/v60/n14/sec.html) and May 10, 2017 (https://almanac.upenn.edu/archive/volumes/v63-number-15/#faculty-senate-executive-committee-actions); in the School of Design, June 20, 1997, revised June 16, 2000; in the School of Engineering and Applied Science, May 17, 2001, revised November 13, 2013 (https://almanac.upenn.edu/archive/volumes/v60/n14/sec.html) and May 10, 2017 (https://almanac.upenn.edu/archive/volumes/v63-number-35/#faculty-senate-executive-committee-actions); in the School of Nursing, June 17, 2005; in the School of Arts and Sciences, June 16, 2016; in the School of Social Policy and Practice on January 18, 2017 (https://almanac.upenn.edu/archive/volumes/v63-number-20/#from-the-senate-office); and in the Annenberg School for Communication on January 18, 2017 (https://almanac.upenn.edu/archive/volumes/v63-number-20/#from-the-senate-office).

Policies and procedures concerning practice professorships vary from school to school, and while some of these differences are noted below, full descriptions should be obtained from the office of the dean in each of the schools having the practice professorship rank.

**Annenberg School for Communication**

The Practice Professor track is designed to permit the addition to the ASC faculty a distinguished, highly experienced practitioner whose expertise is critical to our teaching, research, and/or service missions, but which the standing faculty are not qualified to provide. Responsibilities can include teaching, mentoring, research, and/or service. Candidates must demonstrate significant professional accomplishment, substantive knowledge, excellence in teaching, and/or distinction in research-related activities, as appropriate to the assigned responsibilities.

Appointment as a Practice Professor can be at the Associate Professor or Full Professor level. Appointments at the Associate Professor level would be for an initial three year term, renewable for one three-year term. Appointment as or promotion to Full Professor would be made for an initial term of up to five years and would be renewable in successive five-year terms without limit. This appointment can be made on a full- or part-time basis, acknowledging that the individual in this role may be maintaining professional duties in his or her field. Appointment to this position, as well as reappointment, and promotion shall require the approval of the Dean and the Provost Staff Conference.

Consistent with University policy, a Practice Professor may, as appropriate, supervise independent studies and internships, serve on committees, and attend school faculty meetings. He or she shall not vote on appointments or promotions. Eligibility to vote on matters other than appointments and promotions shall be determined by the ASC Standing Faculty.

**School of Arts and Sciences**

Effective June 16, 2016, the School of Arts and Sciences adopted a Practice Professor faculty track in the Associated Faculty. This track permits the addition to the faculty of the school a small number of distinguished, highly experienced practitioners whose expertise is critical to SAS teaching and research activities but which the standing faculty are not qualified to provide. Examples of such situations include but are not limited to: the school's expanding suite of professional master's degrees, which are firmly rooted in the arts and sciences but have an added dimension of professional practice; and areas where individuals with advanced, highly-specialized technical expertise play a long-term role that complements the knowledge of standing faculty in group research efforts (such as in the natural sciences) and/or broad teaching efforts.

Candidates must demonstrate professional accomplishment, excellence in teaching, important contributions in curriculum development, and where appropriate, distinction in research-related activities. The ranks available in the SAS track are Associate Practice Professor and Full Practice Professor. Eligibility for appointment at the rank of Associate Professor of Practice would normally require prior service as a Lecturer in SAS; the initial term would be three years, renewable for one three-year term. Appointment as or promotion to Full Professor of Practice would be made for an initial term of five years and be renewable for successive five-year terms without limit. These appointments would be made on a full- or part-time basis, acknowledging that the individuals in these roles will be maintaining their professional duties in their fields. The total number of Practice Faculty cannot exceed three percent of the SAS standing faculty at any one time.

Appointments to the Practice Faculty would be made in a department, interdisciplinary program, or center. Appointments, reappointments, and promotions associated with interdisciplinary programs or centers must be made in a manner consistent with that of departments, i.e., by a permanent advisory or governing committee composed of standing faculty members. All Practice Professor and Associate Practice Professor appointments, reappointments, and promotions shall require the approval of the Dean and the Provost Staff Conference.

Consistent with University policy, Practice Faculty may supervise independent studies, serve on selected committees, and attend School faculty meetings. They may not vote on faculty appointments and promotions. Their eligibility to vote on other matters is at the discretion of the individual department, program, or center.

**School of Design**

In accordance with the Trustees resolution adopted in June 2000, this rank includes Associate Professors of Practice and Full Professors of Practice whose appointments may be made for terms of up to five years, renewable. The number of appointments is limited to no more than thirty percent of the number of standing faculty in the school, and may not exceed the number of standing faculty in any academic department.

**Graduate School of Education**

The Practice Faculty includes the ranks of Associate and Full Professors of Practice, with the initial term of appointment as Full Professor for no more than five years, renewable for terms of five years; and the initial term of appointment as Associate Professor for three years, renewable for a second three-year term. Associate Practice Professors may be promoted, but may serve no more than six years total as a full-time Associate Practice Professor. The number of practice faculty appointments shall be limited to ten at any given time, never to exceed thirty percent of the Standing Faculty.

**School of Engineering and Applied Science**

The Practice Faculty includes the ranks of Assistant Professor of Practice, Associate Professor of Practice, and Professor of Practice. The modified title “Professor of Practice” must be written in full in listings of University personnel, in electronic media, and in correspondence.

Practice Faculty are expected to have achieved success in their fields through extensive experience in the practice of their profession or...
through demonstrated educational qualifications and experience in academic settings. Members of the Practice Faculty may not serve as primary supervisors of theses or doctoral dissertations.

Appointment criteria include an expectation of excellent teaching, outstanding leadership in educational programs, and relevant experience in an area of targeted need. Reappointments shall be proposed by the Standing Faculty and recommended by the Faculty Personnel Committee, using a standard of continuing need, past performance, and an expectation of continued professional growth and recognition. The scope and limits of privileges and responsibilities, a career mentoring plan, and performance review criteria are specified in writing by the Department Chair at the time of each appointment and reappointment.

Assistant Professors of Practice are appointed to a three-year term, and may be reappointed once to a second three-year term. After six years, an Assistant Professor of Practice may not be further reappointed (except for a terminal one-year appointment at the discretion of the voting faculty and the Dean) unless promoted to Associate Professor of Practice. A person appointed as Assistant Professor of Practice after having first served three years as a Lecturer may serve in that rank for no more than three years and shall be ineligible for further reappointment without promotion to Associate Professor of Practice.

The initial term as Associate Professor of Practice or Professor of Practice shall be for not more than five years, with successive reappointments permitted for terms of up to five years each. Continued reappointments are expected provided that the individual maintains his or her professional competence, and that the academic need continues to exist.

Senior Lecturers may be considered for appointment to the Professor of Practice track at the appropriate rank based on experience qualifications and academic need.

The total number of Practice Faculty may not exceed ten percent of the Standing Faculty in the School.

Law School
Appointees in the Practice Faculty shall hold the title of Practice Professor, Practice Associate Professor or Practice Assistant Professor. The modified title must be written in full whenever used in documents, listings of University personnel, electronic media and in correspondence. The initial term as Practice Professor shall be for not more than five years, and that for Practice Associate Professor or Practice Assistant Professor for three years. Successive reappointments of Practice Professors for terms of five years are permitted until retirement. Practice Associate Professor and Practice Assistant Professors may be reappointed once to a three-year term, but may not be further reappointed (except to a terminal one-year appointment) unless promoted to Practice Professor; a person appointed as Practice Assistant Professor or Practice Associate Professor after having served at least three years as a Lecturer shall be deemed appointed to a second such term, and shall be ineligible for further reappointment (except for a terminal year) without promotion to Practice Professor. The number of practice faculty members shall not exceed twenty percent of the number of standing faculty that the Law School may from time to time be authorized to fill.

School of Nursing
Academic ranks in the Practice Faculty are Practice Professor, Practice Associate Professor and Practice Assistant Professor. The initial term of appointment as Practice Professor shall be five years, with successive five year terms possible. Practice Associate Professors and Practice Assistant Professors shall be appointed to a five-year term as well, and may be reappointed once to another five-year term, but may not be further reappointed unless promoted to either the rank of Practice Professor or Practice Associate Professor.

Practice Professors are eligible for membership in the Faculty Senate of the School of Nursing, with voting rights on curriculum and instructional matters. The number of such faculty shall be limited to no more than twenty percent of the Standing Faculty.

School of Social Policy and Practice
The Practice Professor track will enable the School of Social Policy and Practice to add distinguished, highly experienced individuals who have achieved success in their fields and whose skills and knowledge are essential to the educational processes of the programs in the school. For this reason, it is increasingly essential that the school has the ability to bring in highly successful professionals from within these arenas as Practice Professors for time-limited appointments of three years. The cap for the Practice Professor track, as voted on by the standing faculty, is a maximum of three lines, with a recommended term of three years.

The appropriate program's governance committee members (in consultation with the Dean and the Associate Dean for Academic Affairs) will design an individualized evaluation mechanism based on the practice professor's background, expertise and performance in relation to the elements specified at the time of appointment. Evaluation will take place annually and at least 3 months in advance of the preparation for reappointment.

Wharton School
The Practice Faculty consists of full-time Practice Professors, Practice Associate Professors, and Practice Assistant Professors. The modified title must be written in full whenever used in documents, listings of University personnel, electronic media and in correspondence. The initial term of appointment as Practice Professor shall be for not more than five years, with successive reappointments for terms of up to five years possible until retirement. The initial term of appointment for Practice Associate Professor shall be for three years, with one additional reappointment of three years possible. Practice Associate Professors may not be further reappointed (except to a terminal one-year appointment) unless promoted to Practice Professor. The initial term of appointment for Practice Assistant Professor shall be for three years, with an additional three-year term possible, but may not be further reappointed (except to a terminal one-year appointment) unless promoted to Practice Associate Professor.

Persons who currently hold appointments in the Standing Faculty are not eligible to transfer their appointment to the Practice Faculty. A person who has previously held a Standing Faculty appointment at the University shall not be eligible for appointment to the Practice Faculty for three years after leaving the Standing Faculty.

The number of persons appointed in the Practice Faculty shall not exceed ten percent of the number of Standing Faculty that the Wharton School may at any given time be authorized to fill.

8. Wistar Institute Appointments
(Source: Standing Resolution of the Trustees, May 6, 1983; revised, September 9, 1983)

Appropriate members of the Wistar Institute's scientific staff may be appointed to the Associated Faculty of the University when proposed and approved through the customary University personnel procedures relevant to such appointments, including approval of the Provost's Staff
Conference and the University’s Board of Trustees. Such faculty shall hold University titles of appropriate rank prefixed by the modifier “Wistar Institute” and shall be eligible to teach University students. They also shall be eligible for membership in graduate groups and, if appointed to a group, may participate in graduate education, including the direction of doctoral dissertations.

(See page 7 - Standing Resolution of the Trustees, September 9, 1983 (https://archives.upenn.edu/digitized-resources/docs-pubs/trustees-minutes/minutes-1983/september-9/))

9. Artist-in-Residence
(Source: Standing Resolution of the Trustees, February 24, 2006)

The position of Artist-in-Residence in the Associated Faculty is intended to promote the presence of distinguished creative artists – writers, composers, performing artists, and filmmakers – in the School’s intellectual community. While these individuals may not necessarily possess traditional academic credentials, their record of artistic contribution, as evidenced through an established body of creative work, should be one of great originality and accomplishment that is widely recognized by peers in the field.

Artists-in-Residence may be appointed either to a department or to an interdisciplinary program. The latter category covers many of the programs that would be most likely to benefit from this position, such as Creative Writing, Cinema Studies, and Theatre Arts. Proposals for appointments to interdisciplinary programs must be made in a manner consistent with that of departments, i.e., by a permanent advisory or governing committee composed of standing faculty members.

These appointments may be made on a full- or part-time basis for a term of at least one semester and up to five years. Reappointments are permitted, provided that performance meets expectations, that the individual maintains the level of his/her creative work, and that the academic need for services exists. The individual is expected to have ongoing contact with students; formal responsibilities (such as teaching and performance) shall be specified by the department or program. All Artist-in-Residence appointments and reappointments shall require the approval of the SAS Personnel Committee and the Provost’s Staff Conference.

The total number of Artists-in-Residence in the School of Arts and Sciences shall not exceed three percent of the SAS Standing Faculty at any one time.

(See page 49 - Standing Resolution of the Trustees, February 24, 2006 (https://archives.upenn.edu/digitized-resources/docs-pubs/trustees-minutes/minutes-2006/february-24/#Resolutions))

II.B.4. Academic Support Staff

Members of the Academic Support Staff include many individuals who participate in the University’s teaching, research, or clinical services, but who are not eligible for appointment to the Standing or Associated Faculty. Each appointment to the Academic Support Staff is for a term of years and is without tenure or tenure significance.

1. Lecturer. The rank of Lecturer is flexible, denoting eminent scholars whose appointments at the University are temporary or part-time, scholars still in professional training, or persons who do not possess the normally expected scholarly credentials but nevertheless provide valuable instructional services. Appointments are for one year or less, but may be renewed. Full-time service in the rank of Lecturer is limited to three consecutive years, except where additional appointments are approved by the Provost.

2. Senior Lecturer. (Source: Resolution of the Trustees, May 6, 1983; Resolution of the Trustees Academic Policy Committee, February 19, 2004; revised Faculty Senate Executive Committee, March 21, 2007; revised Faculty Senate Executive Committee, December 16, 2009; revised Faculty Senate Executive Committee, March 27, 2012; revised, Faculty Senate Executive Committee, February 11, 2015 (https://almanac.upenn.edu/archive/volumes/v61/n23/sec.html), revised, Resolution of the Trustees, June 17, 2016 (https://archives.upenn.edu/digitized-resources/docs-pubs/trustees-minutes/minutes-2016/june-17/#Resolutions))

A limited number of lecturers in the Schools of Arts and Sciences, Design, Education, Engineering and Applied Science, Law, and Social Policy and Practice who have completed four years of full-time service in that rank may be considered for appointment as a Senior Lecturer. Appointments to the rank of Senior Lecturer shall be for periods of no more than four years, but successive appointments are allowed.

Key provisions of the rank are noted below; however, because policies and procedures concerning Senior Lecturers vary from school to school, faculty are urged to consult their department chair or dean for information specific to their school.

1. Like other Lecturers, Senior Lecturers are members of the Support Staff. Thus Senior Lecturers never hold tenure nor accrue time toward tenure.
2. Persons appointed to this rank normally shall not possess the scholarly credentials expected of members of the Standing Faculty.
3. No Senior Lecturer may be appointed from the ranks of the Standing Faculty.
4. A recommendation for an initial appointment as a Senior Lecturer must clearly demonstrate that:
   • The proposed candidate is performing an instructional service that is exceptionally difficult (or impossible) to obtain from members of the Standing Faculty.
   • The proposed candidate performs this service at a very high level of competence, as judged by faculty, peers and students.
   • The service provided by the proposed candidate is an essential part of the school’s academic program.
   • The proposed candidate cannot be readily replaced by other persons of similar competence.

School of Arts and Sciences and the School of Design

Appointment and reappointment shall be proposed by a department and require a vote by all members of its Standing Faculty, review by the school’s Personnel Committee, and approval by the Dean and the Provost. Continued reappointments are expected provided that the individual maintains his/her professional competence and that the academic need continues to exist. Any reappointment must be approved prior to the end of the penultimate year of an appointment. The primary criterion for reappointment in the School of Design is based on an evaluation of teaching performance.

Although not members of the Standing Faculty, the total number of Senior Lecturers in the School of Arts and Sciences shall never exceed eight percent of the total number of Standing Faculty, and the total number of Senior Lecturers in the School of Design shall never exceed twenty percent of the total number of Standing Faculty.
Graduate School of Education

Senior Lecturers in the Graduate School of Education. In accordance with the Trustees Resolution of May 2008 there shall be Senior Lecturers who are members of the Academic Support Staff in the Graduate School of Education of the University. Appointees will have a high level of educational achievement. Appointment criteria include excellent teaching, commitment to collegial service, and relevant experience in an area of targeted need. This position may serve as an entry position or as a promotion from full-time Lecturer in education. Reappointments shall be proposed by the faculty and recommended by the Faculty Personnel Committee. All appointments in this category are without tenure or tenure probationary status, and no Senior Lecturers may be appointed from the ranks of the standing faculty.

Senior Lecturers are responsible for teaching and contributing to academic programs, especially in areas where relevant expertise cannot be sustained by the standing faculty. They shall plan, supervise and evaluate students' performance; work with faculty and staff to provide a supportive learning environment; contribute to course development and revisions; teach in their area of expertise; and participate in advising and recruitment activities.

Senior Lecturers may serve as voting members of dissertation committees. Upon the review and approval of the Faculty Personnel Committee, they may serve as primary academic advisors to Ed.D. students and as chairs of Ed.D. dissertation committees. Voting privileges may be extended at the Divisional level by a vote of the Standing Faculty of that Division. Scope and limits of privileges and responsibilities are specified in writing by the Dean at the time of each appointment and reappointment.

Promotion Criteria

Promotions from Lecturer to Senior Lecturer may be made when a Lecturer gains significant experience in relevant fields, or significant recognition from external authorities, or when the Lecturer’s performance is particularly important to the School. Cases supporting promotion must cite excellent teaching, extensive service, and a reasonable expectation of continued growth in professional skill, productivity, and recognition. Past performance is assessed through examination and analysis of annual self-appraisal reports, course evaluations, and evaluations by the Division Chair. Appointments, reappointments and promotions are forwarded to the Faculty Personnel Committee for evaluation of the candidate's dossier, and an action is recommended to the Dean.

Evaluation

The first professional review of the Senior Lecturer will take place prior to the end of the fifth year of service, at which time a division may decide to make the fifth year a terminal year of appointment or to recommend continuation for five additional years. Senior Lecturers will be reviewed on the basis of performance, and the service provided by the proposed candidate must continue to be essential to the school’s academic program.

The initial appointment and extensions require an evaluation by the division, the Standing Faculty, the Faculty Personnel Committee, and the Dean. It will be the Dean's responsibility to ensure that the number of Senior Lecturers across the school does not exceed the maximum allowed. A recommendation for the Dean to continue an appointment beyond the fifth year will require approval of the Provoost. Subsequent reviews will take place using the same format, including Provoost approval, at five-year intervals.

While the number of people serving as Senior Lecturer may vary depending on enrollments, that number will not exceed 20 percent of the standing faculty. Senior Lecturer appointments are made for five years, are subject to reappointment review at five-year intervals, and may be renewed as long as academic needs persist.

(Faculty Senate Executive Committee, January 10, 2018 (https://almanac.upenn.edu/volume-64-number-19/#faculty-senate-executive-committee-actions-wednesday-january-10-2018))

School of Engineering and Applied Science

Senior Lecturers are responsible for teaching and contributing to academic programs. They shall plan, supervise and evaluate students’ performance; work with faculty and staff to provide a supportive learning environment; contribute to course development and revisions; teach in their area of expertise; and participate in undergraduate advising and recruitment activities. Senior Lecturers may not serve on dissertation committees, or as primary academic advisors or mentors to graduate students.

A Lecturer in the School of Engineering and Applied Science will have typically completed three years of full-time service in that rank to be considered for appointment as a Senior Lecturer. Individuals who have at least three years of teaching experience at a rank equivalent to that of Lecturer at another institution may also be considered for appointment as Senior Lecturers. Persons appointed to this rank will normally have a Ph.D, but need not possess the scholarly credentials expected of members of the Standing Faculty.

Performing instructional service at a very high level of competence, as judged by faculty, peers, and students, is considered the main criterion for appointment as Senior Lecturer. Appointments shall be made for periods of no more than four years, but successive reappointments are permitted. Reappointments shall be proposed by the faculty and recommended after evaluation by the Faculty Personnel Committee to the Dean and Provost for consideration. Continued reappointments are expected provided that the individual maintains his or her professional competence, and that the academic need continues to exist. The scope and limits of privileges and responsibilities, a career mentoring plan, and performance review criteria are specified in writing by the Department Chair at the time of each appointment and reappointment.

The number of Senior Lecturers may not exceed ten percent of the Standing Faculty in the School. It will be the Dean’s responsibility to ensure that the number of Senior Lecturers across the school does not exceed the maximum allowed.

(revised Faculty Senate Executive Committee, May 10, 2017 (https://almanac.upenn.edu/volume-63-number-35/#faculty-senate-executive-committee-actions4))

School of Law

Like other Lecturers, a Law School Senior Lecturer is a member of the Support Staff. Thus a Senior Lecturer never holds tenure and never accrues time toward tenure.

No Senior Lecturer may be appointed from the ranks of the Standing Faculty or from the clinical faculty.

A recommendation for an initial appointment as a Senior Lecturer must clearly demonstrate that:

1. The proposed candidate is performing an instructional service which is exceptionally difficult (or impossible) to obtain from members of the Standing Faculty.
2. The proposed candidate performs this service at a very high level of competence, as judged by faculty, peers and students.
3. The service provided by the proposed candidate is an essential part of the academic program in the Law School.
4. The proposed candidate cannot be readily replaced by other persons of similar competence.

Appointments to the rank of Senior Lecturer shall be for terms of no more than four years, but successive appointments to additional terms of not more than four years each are allowed. A qualified individual may be appointed either as Lecturer or as Senior Lecturer. Consideration for the initial appointment as Senior Lecturer shall be submitted by the Faculty Appointments Committee or the Committee on Tenure and Promotion of the Law School to a vote by the Standing Faculty of the Law School and be approved by the Provost. Any reappointment after the initial appointment as Senior Lecturer should be approved prior to the end of the penultimate year of the term.

As the purpose of the position of Senior Lecturer in the Law School is to retain exceptionally qualified legal research and writing teachers therefore:

- Lecturers in the Legal Research and Writing Program shall not be hired with the expectation or representation that they will advance to Senior Lecturer after a period as Lecturer.
- The position of Senior Lecturer shall be limited to no more than six individuals or 15% of the standing faculty, whichever is less, who show significant promise to perform exceptionally as instructors of legal research and writing and who consequently would be difficult to replace.

(Faculty Senate Executive Committee, March 21, 2007; revised Faculty Senate Executive Committee, February 11, 2015 (https://almanac.upenn.edu/archive/volumes/v61/n23/sec.html))

School of Social Policy and Practice

Senior Lecturers are responsible for teaching and contributing to one or more academic programs at SP2, especially in areas that are required and a priority for the School. Their responsibilities are to plan, prepare course materials, evaluate students’ academic performance; work with faculty and staff to provide a supportive learning environment for students; contribute to course development and revisions; teach in their area of expertise; and participate in mentoring, advising, and recruitment activities.

The scope of responsibilities for the Senior Lecturer position will be specified in writing by the Associate Dean of Academic Affairs at the time of each appointment and reappointment.

Promotion Criteria from Lecturer to Senior Lecturer

Promotions from Lecturer to Senior Lecturer may be made if the School has a need for this position, when a Lecturer has completed the final term as full-time Lecturer, when the Lecturer’s performance is outstanding, and the if teaching area is essential to SP2. Criteria for promotion include: excellent teaching, extensive service on sequence/governance committees and/or academic initiatives, and continued growth in professional knowledge and skill. The candidate prepares a dossier which consists of a personal statement that functions as a self-appraisal of contributions and performance, course evaluations, and letters of recommendation. This information is reviewed by the Associate Dean for Academic Affairs. It is forwarded to the appropriate program governance committee for evaluation, followed by a vote and recommended action to the Dean.

Evaluation

The first professional review of the Senior Lecturer will take place prior to the end of the third year of service, at which time the appropriate governance committee may decide to make the third year a terminal year of appointment or to recommend continuation for three additional years. The Senior Lecturer may be renewed as long as academic need exists in the School. Senior Lecturers will be reviewed on the basis of performance, provided that the candidate continues to be essential to the School’s academic goals.

Reappointments for an additional term of three years require an evaluation by the appropriate governance committee, the Standing Faculty, and the Dean. Final approval is given by the Provost. It will be the Associate Dean for Academic Affairs’ responsibility to ensure that the number of Lecturers and Senior Lecturers across the School does not exceed 20% of the standing faculty.

(Faculty Senate Executive Committee, January 18, 2017 (https://almanac.upenn.edu/volume-63-number-20/#from-the-senate-office4))

3. Lecturer in Foreign Languages and Senior Lecturer in Foreign Languages in the School of Arts and Sciences. (Source: Standing Resolution of the Trustees, October 11, 1996)

Initial appointment as Lecturer in Foreign Languages shall be for one year only. At the end of the first year, it is expected that the appointment shall be extended an additional two years on the basis of current excellent performance provided the academic need for the services continues to exist. This initial appointment and extension requires approval of the Dean upon recommendation of the department.

The first professional review in this track shall take place prior to the end of the second year of service, and if the appointment is continued, a second professional review shall take place prior to the end of the fifth year of service. If the appointment is continued, a third professional review shall take place prior to the end of the eighth year. If the appointment is continued, all subsequent reviews shall be conducted prior to the end of the fourth of each five-year cycle with either a recommendation for termination after an additional year or recommendation for an additional five years. The number of Lecturers in Foreign Languages shall not exceed fifteen percent of the Standing Faculty.

In order to recognize and encourage outstanding performance in both language pedagogy and language research and scholarship, the School shall consider appointment of outstanding foreign language teachers to the rank of Senior Lecturer in Foreign Languages. Language teachers employed as Lecturers in Foreign Languages are eligible for appointment as Senior Lecturer at the end of their eighth year of service or subsequently. The number of Senior Lecturers in Foreign Language shall not exceed eight percent of the Standing Faculty.

No one who has previously been a member of the Standing Faculty may be appointed to the rank of Lecturer or Senior Lecturer in Foreign Languages.

(See page 9 - Standing Resolution of the Trustees, October 11, 1996 (https://archives.upenn.edu/digitized-resources/docs-pubs/trustees-minutes/minutes-1996/october-11/))
3.1 Lecturer in Critical Writing and Senior Lecturer in Critical Writing in the School of Arts and Sciences. (Source: Standing Resolution of the Trustees, June 16, 2016)

Regular lecturer positions provided for in II.B.4.1 are the most suitable position for many critical writing instructors, especially those in the early stages of their careers. As they develop fluency in writing practices and current research in writing and become fully effective, knowledgeable writing instructors, a longer period of service may be desirable. In such cases, the position of Lecturer in Critical Writing is available. Oversight of the Lecturers in Critical Writing, including all evaluations in the professional reviews described below, will be performed by an oversight committee, appointed by the Dean, which includes standing faculty from the School of Arts and Sciences and the director of the Critical Writing Program.

Initial appointment as Lecturer in Critical Writing will be for three years. The first professional review in the lecturer track will take place prior to the end of the second year of service, at which time the oversight committee may decide to make the third year a terminal year or to recommend continuation for five additional years for a total of eight years. Performance and academic needs are critical factors in any appointment or reappointment. A recommendation of the Dean to continue an appointment beyond the third year will require approval of the Provost's Office. All subsequent reviews will be conducted prior to the end of the fourth year of each five-year cycle, with either a recommendation for termination after the fifth year or recommendation for reappointment for an additional five years. The structure of the review and the approval mechanism are as specified for the initial review.

The position of Senior Lecturer in Critical Writing is intended to recognize and encourage outstanding performance in both writing pedagogy and writing research and scholarship. Writing teachers employed as Lecturers in Critical Writing are eligible for appointment as Senior Lecturer in Critical Writing at the end of their eighth year of service or subsequently. Candidates must demonstrate excellence in teaching, important contributions in curriculum development and supervision, and professional accomplishment in the wider community of critical writing teaching professionals.

Appointment to Senior Lecturer in Critical Writing requires an evaluation by the oversight committee and approval of the Dean and the Provost's Staff Conference. Appointment does not entail tenure, but rather an assumption of continuation, provided the individual maintains the level of his or her professional performance and that the academic need for the services continues to exist. Appointment as Senior Lecturer in Critical Writing is subject to review on a five-year cycle throughout the remainder of the individual's career. The review process is similar to the original appointment process.

While the number of people serving as Lecturer in Critical Writing may vary depending on enrollments in writing courses, that number will not exceed fifteen percent of the Standing Faculty in the School of Arts and Sciences. The number of Senior Lecturers in Critical Writing will not exceed eight percent of the Standing Faculty in the School of Arts and Sciences.

No one who has previously been a member of the Standing Faculty may be appointed to the rank of Lecturer in Critical Writing or Senior Lecturer in Critical Writing.

4. Lecturer in Educational Practice in the Graduate School of Education. The initial appointment as a Lecturer in Educational Practice shall be for one year only. At the end of the first year, it is expected that the appointment shall be extended for an additional two years on the basis of performance and on the academic need for such services continuing to exist. The initial appointment and extension require the approval of the Dean upon the recommendation of the division.

The first professional review of the Lecturer in Educational Practice shall take place prior to the end of the second year of service, at which time a division may decide to make the third year a terminal year of appointment or to recommend continuation for four additional years for a total of six years. Again, performance and academic need are the critical factors. A recommendation for continuation requires an evaluation by the division, the Faculty Personnel Committee, and the Dean. A recommendation from the Dean to continue an appointment beyond the third year shall require approval of the Provost's Staff Conference.

The second professional review of the Lecturer in Educational Practice shall take place prior to the end of the fifth year of service, at which time a division may decide to make the sixth year a terminal one or to recommend continuation for three additional years for a total of nine. At this and all subsequent reviews, continued reappointments are to be based on professional performance and the academic need for services. The fifth year review and all subsequent reviews are as specified for the original second-year review.

The third professional review of the Lecturer in Educational Practice shall take place prior to the end of the eighth year, at which time a division may decide to make the ninth year terminal or to recommend extension for an additional five years for a total of fourteen. The eight year review and approval will be similar to that conducted in the second year.

All subsequent reviews of the Lecturer in Educational Practice shall be conducted prior to the end of the fourth year of each five-year cycle, with either a recommendation for termination after an additional five years or recommendation for an additional five years. The structure of the reviews and the approval mechanism are as specified for the original second year review.

While the number of people serving as Lecturer in Educational Practice may vary depending on enrollments in the professional education courses, that number will not exceed fifteen percent of the Standing Faculty.

5. Lecturers, Senior Lecturers and Advanced Senior Lecturers in the School of Nursing. (Source: Standing Resolution of the Trustees, June 17, 2005) Individuals in these categories may be eminent scholars whose appointments at the University are temporary or part-time, scholars still in professional training, or persons who do not possess the normally expected scholarly credentials but provide valuable services. They must have at a minimum the Master's degree. Individuals in these categories are not eligible for appointment to the Standing or Associated Faculty.

Lecturers, Senior Lecturers and Advanced Senior Lecturers are responsible for the classroom teaching and course content of didactic and/or clinical courses. They plan, supervise and evaluate nursing students’ performance in the clinical setting; teach clinical content and work with agency staff to provide a supportive learning environment; contribute to course development and revisions; lecture in area of expertise; and participate in advising and recruitment activities.
Appointments may be for nine or twelve months and are without tenure or tenure significance.

Full-Time Positions:

Lecturer N—appointments are for one year or less, with service limited to three consecutive years. Under unusual circumstances, an appointment may be extended to a fourth year with the approval of the Dean and the Provost's Staff Conference.

Senior Lecturer A—entry position or promotion from full-time Lecturer N. Appointments shall be for terms of no more than four years, but successive appointments to additional terms of not more than four years each are allowed. There is no limit on the length of service in this rank and continued reappointments are expected provided that the individual maintains his or her professional competence and that the academic need continues to exist.

Advanced Senior Lecturer A—entry position or promotion from full-time Senior Lecturer A. Appointments to the rank of Advanced Senior Lecturer A shall be for terms of no more than four years, but successive appointments to additional terms of not more than four years each are allowed. There is no limit on the length of service in this rank and continued reappointments are expected provided that the individual maintains his or her professional competence and that the academic need continues to exist.

The total number of Senior Lecturer A and Advanced Senior Lecturer A positions in the School of Nursing shall never exceed forty percent of the total number of Standing Faculty.

Lecturer B—Entry position, which is for one year or less, but may be renewed. There is no limit on the length of part-time service in this rank. This is a part-time position.

Senior Lecturer B—Entry position or promotion from Lecturer B. There is no limit on the length of part-time service in this rank. This is a part-time position.

Advanced Senior Lecturer B—Entry position or promotion from Senior Lecturer B. There is no limit on the length of part-time service in this rank. This is a part-time position.

6. Lecturers in the Law School Clinical Program. A Lecturer may be appointed in the Law School's clinical program for a term of two years or less, and through successive reappointments may serve in this rank for a maximum of seven consecutive years. Details are given in a resolution of the Trustees adopted on June 18, 1982.

7. Instructor. Used primarily for part-time clinical personnel in the health professional schools; there is no limit to the length of part-time service in this rank. In addition, the instructor rank is occasionally used in some schools for full-time appointments of scholars still in professional training. In this case appointments are limited to three consecutive years, except where additional appointments are approved by the Provost.

8. Research Associate. Research Associates work in sponsored research programs and must hold the appropriate terminal professional degree in their disciplines. Full time service in this position may not exceed three years, except with approval of the Provost.

9. Clinical Associate. Clinical Associates work in clinical programs of the health schools and must hold the appropriate terminal degree in their disciplines. The professional careers of Clinical Associates are primarily independent of their University affiliations, with the exceptions noted below. They participate on a full- or part-time basis in the educational programs of their respective schools. They may serve without limit of time through successive annual appointments, but the University does not assure continuity of appointment for any Clinical Associate.

In the Schools of Nursing, Medicine and Dental Medicine, the professional careers of Clinical Associates may be in University-owned clinical practices.

10. Senior Fellow. A Senior Fellow of the University is a distinguished scholar who holds an appointment outside the Standing Faculty at the University for teaching or research, for a limited period of time.

II.B.5. Postdoctoral Trainees

(Source: Office of the Provost, Almanac, May 7, 2002; revised, Almanac, September 7, 2004; revised, Almanac, January 15, 2008 (https://almanac.upenn.edu/archive/volumes/v54/n17/policy.html))

The title of Postdoctoral Trainee is accorded to individuals holding the degree of Ph.D, M.D. or the equivalent, who are engaged in a temporary and defined period of mentored advanced training to enhance their professional skills and research independence needed to pursue their chosen career path. An individual who has been designated as a Postdoctoral Trainee by his/her school receives training conducted in an apprenticeship mode under the supervision of an established faculty member who serves as a mentor. As dictated by the nature of the program, the trainee may be undertaking scholarship, research, service, and teaching activities, all of which provide training essential for career development.

There are three categories of postdoctoral trainees, based upon funding source: postdoctoral researcher (supported from a research grant), NRSA-postdoctoral fellow (supported by an individual or institutional National Research Service Award), and postdoctoral fellow (supported by a private foundation, non-profit charitable organization, or other source). Funding sources may have their own guidelines governing participation in their programs. In instances where these guidelines differ from University policy, the guidelines of the funding source take precedence.

Postdoctoral appointments are for one year, and may be renewed annually based on satisfactory performance and availability of funding. Under current University policy, no person may be a Postdoctoral Trainee for more than five years.

A complete description of the University’s Postdoctoral Trainee Policy, which covers appointment and resignation, benefits and leaves, obligations and responsibilities, and training, may be found at the following link: http://www.upenn.edu/almanac/volumes/v54/n17/policy.html

II.B.6. Staff Appointments of Graduate and Professional Students

The following appointments are limited to persons registered for full time study in the graduate or professional programs of the University of Pennsylvania. Service-related appointments are for one year or less; however, they may be renewed. Service-related appointments cannot require more than twenty hours of service per week. All teaching assistants, teaching fellows, research assistants and research fellows must receive letters of appointment that state the length of the appointment, the level of funding, and the services expected.
Teaching Assistant
A teaching assistant teaches or guides students under the direction of a faculty member. The teaching assignment is not required of all graduate students in the degree program.

Teaching Fellow
A teaching fellow teaches or guides students under the direction of a faculty member. The teaching assignment is directly related to the area in which his or her degree is to be conferred and equivalent teaching (with respect to duration and the nature of the assignment) is required of all candidates as a condition for receiving such a degree.

Research Assistant
A research assistant aids the research of an investigator or a member of the faculty.

Research Fellow
A research fellow is appointed for research under the direction of a faculty member whose research is directly related to the area in which the fellow’s degree is to be conferred and in which equivalent research is required of all candidates as a condition for receiving such a degree.

Pre-doctoral Trainee
A pre-doctoral trainee receives a fellowship that is paid from external grants but does not require service of the student for the term of the appointment.

Educational Fellow
An educational fellow receives a fellowship that is paid from University of Pennsylvania funds, such as a dean’s account or the University Fellowship Fund, and requires no service of the student for the term of the appointment.

II.C. Tenure System at the University of Pennsylvania

II.C.1. Purpose of the Tenure System
The protection of the academic freedom of individual teachers and scholars is the instrument by which society at large is protected from hindrances to the search for knowledge and from limits on the dissemination of knowledge. The statutes of the University hold that a system of tenure for faculty members is the preeminent means of fostering and protecting academic freedom of the faculty in teaching and in scholarly inquiry.

The tenure system consists of rules and procedures that establish an essentially self-regulated body of scholars enjoying the continuity of existence and economic security within which academic freedom is both fostered and protected. The protections of academic freedom are extended to all members of the faculty during their terms of appointment. The rights and privileges embodied in the tenure system are extended to all members of the Standing Faculty during their terms of appointment. Certain of these rights and privileges are also extended to members of the Associated Faculty during their terms of appointment.

The concomitant responsibility of faculty members, benefited and encouraged by the tenure system, is to use the opportunities thus provided for the advancement of the purposes of the University and of the communities it serves. These purposes include teaching and scholarship. Members of the Standing Faculty are obliged to share in the teaching mission so that their students may advance in learning. They are also obliged to push forward the frontiers of knowledge through study and research. These activities go hand in hand, for scholarship is unavailing if its results are not communicated, and a lively stimulus to learn is best imparted by one who is adding to our store of knowledge.

(See page 11 - Standing Resolution of the Trustees, September 9, 1983 (https://archives.upenn.edu/digitized-resources/docs-pubs/trustees-minutes/minutes-1983/september-9/))

II.C.2. Basic Principles of the Tenure System
A faculty member who has received tenure has a continuous appointment that extends to retirement unless terminated sooner by resignation, death, or by action of the Trustees under the provisions for removal for just cause or by reason of financial exigency.

Only members of the Standing Faculty are eligible to be appointed with tenure. Members of the Standing Faculty—Clinician-Educator, the Associated Faculty or the Academic Support Staff do not acquire tenure; service in any of these three classes is without tenure significance. Each decision creating tenure status for a faculty member is made, upon recommendation of the faculty, the Provost and the President, only by positive action of the Trustees, except in the case of the “rare instances” mentioned below.

No faculty member shall be appointed or promoted to the rank of Professor in the Standing Faculty without a simultaneous affirmative grant or confirmation of tenure status.

The faculty of any school of the University may adopt a resolution asking the Provost’s approval for promotion of members of the Standing Faculty to the rank of Associate Professor without simultaneous affirmative grant of tenure. After receiving the advice of the Senate, the Provost may authorize this type of promotion for the school in question. The school may then recommend individual members of the Standing Faculty for promotion to the rank of Associate Professor without affirmative grant of tenure by the usual process. In such cases, the faculty member may serve without tenure for the remainder of the probationary period established for the faculty member’s previous appointment as Assistant Professor. In schools whose faculty have not received authorization for this type of appointment from the Provost, promotion to the rank of Associate Professor must be accompanied by simultaneous grant of tenure.

An initial appointment of a faculty member from outside the University, or a transfer from the Associated Faculty, to the rank of Associate Professor is permissible without conferral of tenure status. In no case, except that of faculty who have not previously held appointments at other institutions, can the total probationary period as Associate Professor in the Standing Faculty exceed five years.
There shall be definite limits upon the length of time any faculty member can serve as a member of the Standing Faculty without tenure. For members of the Standing Faculty initially appointed as Assistant Professor, the probationary period is seven years, except for members of the faculty in the health professional schools who have substantial clinical duties and thus are eligible for and elect a probationary period of ten years. Faculty appointed from outside the Standing Faculty to the rank of Associate Professor without tenure have a probationary period of five years except that faculty appointed to the rank of Associate Professor who have not previously held faculty appointments at other institutions may elect a probationary period of seven years. In cases where a proposed untenured appointment to the Standing Faculty is substantially different from the present appointment of an untenured faculty member, the Provost is authorized to decide, after consultation with the Senate Committee on Academic Freedom and Responsibility, that the probationary period for the present appointment should not be considered as probation for the proposed appointment because of the degree of professional dissimilarity and to determine whether or not the new untenured appointment would preserve academic freedom. If the Provost decides that the new appointment may be untenured, the new tenure probationary period will be measured without regard to any probationary period already served at the University by the faculty member.

For faculty members serving with reduced duties on a half-time basis, the probationary period shall be extended by one year for each two years spent in such half-time service, except that the total extension cannot exceed three years. For faculty with a normal seven-year probationary period, the total tenure probationary period including the time spent in reduced duties cannot exceed ten years. For faculty with substantial clinical duties, who elect a probationary period of ten years, the total tenure probationary period, including time spent in reduced duties, cannot exceed thirteen years.

The University expects that each recommendation for a tenure appointment shall be made only after the most careful and searching inquiry by the faculty concerned, and thorough review by the Provost and President of the attainments and the capabilities of the candidate in light of the University's perceived academic needs and plans, and in the context of a financial plan commensurate with the new commitment proposed to be undertaken.

Tenure in Part-Time Status

In very rare instances prior to July 1, 1976, the University granted tenure to persons serving on a part-time basis. In such cases the University's financial commitment has only been for corresponding partial salary. Since July 1, 1976, part-time service, has never been considered tenure-probationary except for faculty who after appointment to tenure probationary status received approval for a reduced load (See Reduction in Duties (p. __)).

Tenure of Title and Limited Tenure

The University reserves the right to employ individuals to whom rank in the Associated Faculty is accorded without accepting responsibility for the continuation of their salaries beyond the termination of the contract or grant supporting them, but in such cases the letter of appointment or the Trustees' minute must contain a specific statement to this effect.

Prior to July 1, 1976 appointments were sometimes made of the form “Tenure of Title;” “tenure limited to” or “indefinite tenure of academic rank salary limited to” in which the appointments or salary commitments were limited to funds from research grants or contracts, clinical practice funds, or funds from certain administrative appointments. The terms and limitations of the appointments made prior to July 1, 1976 shall continue to be observed. All new appointments made after July 1, 1976 and before July 1, 1989 with such limitations shall be without tenure significance and to the Associated Faculty. Commencing with July 1, 1989, all existing “Tenure of Title” and Limited Tenure appointments shall be in the Standing Faculty.

(See page 11 - Standing Resolution of the Trustees, September 9, 1983 (https://archives.upenn.edu/digitized-resources/docs-pubs/trustees-minutes/minutes-1983/september-9/))

II.D. Appointments and Promotions

II.D.1. Procedures for Academic Appointments and Promotions

(Source: Standing Resolution of the Trustees, September 9, 1983 (https://archives.upenn.edu/digitized-resources/docs-pubs/trustees-minutes/minutes-1983/september-9/))

Uniformity of Procedures

The diversity of professions and disciplines within the academic community of the University and the valued traditional customs of the several faculties preclude wholly uniform procedures for appointments and promotions at the school level. The primary responsibility for developing and maintaining a high quality faculty rests with the individual discipline. Each faculty shall adopt bylaws prescribing procedures for review of proposals for appointments or promotions within the faculty. Each faculty shall also establish procedures for the appointment of a school personnel committee. Uniform procedures should be followed when appointments and promotions are considered at the University level under the aegis of the President and Provost. Consistent with policies adopted by the Trustees, additional procedures concerning academic appointments and promotions may be promulgated by the President and Provost.

Where the President and Provost propose to recommend an appointment or grant of tenure without the approval of the faculty concerned, they shall inform the dean, the body responsible for articulating the opinion of that faculty in personnel matters and the Committee on Academic Freedom and Responsibility of that faculty. These bodies shall be provided an opportunity to respond before the proposed appointment is submitted to the Trustees.

Every recommendation for Trustee action shall specify the date of commencement and the duration of the employment relationship thereby created: whether the faculty member is a member of the Standing Faculty, the Standing Faculty—Clinician-Educator, or the Associated Faculty; and whether the faculty member already has tenure, is receiving tenure by this action, is in a tenure probationary position, or is in a position without tenure significance.

Every recommendation for Trustee action of appointment or promotion of a faculty member to a tenure probationary position shall indicate the date (month, day and year) that the probationary period began and the latest date by which such faculty member shall be reviewed for purposes of a timely tenure decision (hereafter referred to as the date of mandatory review).

The Secretary of the University and the Provost shall arrange for suitable means of notifying each faculty member and the respective dean of such
Reappointments and Promotions

1. Reappointments and Promotions of Faculty Members on Term Appointments in the Standing Faculty and Standing Faculty-Clinician-Educator.

When a faculty member’s initial term appointment is for three years or more and has not been previously modified, consideration of the faculty member’s continued employment on a new term appointment should occur no later than the penultimate year of the term. Renewal of such term appointments should be made only after systematic serious evaluation of the faculty member’s qualifications, the programmatic needs to be met by continuation, and the resources available.

Occasionally term appointments are made in the Standing Faculty for terms of less than three years. Consideration of such a faculty member’s continued employment on a new term appointment should occur as soon as practicable in light of the nature of the faculty member’s role and responsibilities to the faculty concerned.

No single term appointment or combination of such appointments shall exceed the appropriate maximum period of time permitted in a tenure-qualifying position in the Standing Faculty. Where a faculty member’s total years of actual service in one or more term appointments approaches the maximum period, a timely decision on promotion to tenured status shall be made. Such consideration shall be no later than the date of mandatory review; that is, at the end of the academic year preceding the last year of the permitted period.

If a faculty and its dean determine not to recommend continued employment of a faculty member on a term appointment, the faculty member should be so advised as soon as possible, in order to enable him/her to explore other employment opportunities. A faculty member who has served more than two years in the Standing Faculty should be given by the dean one full year’s notice of non-reappointment. A faculty member who has served fewer than two years in the Standing Faculty should be so informed by the Dean on or before March 1 of the final academic year of the term. In the rare instances where certain time limits on notification of termination are not followed, a faculty member may acquire tenure. A faculty member who is in tenure probationary status approved by the Trustees, if not notified on or before the date of mandatory review that the appointment will be terminated, will be granted tenure in his or her present rank after the date, provided that the faculty member has been notified in writing not later than November 1 that he/she is due for mandatory review prior to the following July 1, or, if this does not occur, the faculty member has notified the dean and the Provost in writing no later than February 1 that he/she believes that review is required before the following July 1.

A faculty member who is not notified of forthcoming tenure review, as in the above, and who does not notify the dean and Provost as in the above, and who does not receive notification of a tenure decision, shall not receive tenure after the date of mandatory review. Such a faculty member shall automatically receive an additional one-year appointment still in tenure probationary status at his or her current rank. The above procedures and obligations of notification shall then again apply in this additional year, and if not observed, still another year in tenure probationary status shall be automatically granted. If, however, the faculty member is not notified either of tenure or termination within two years after the expiration of the normal probationary period (i.e., by the end of nine years for Assistant Professor, or Associate Professor with no previous academic experience, and twelve years for faculty with substantial clinical responsibilities in tenure probationary status) the faculty member will receive tenure at the current rank.

2. Reappointments and Promotions of Faculty Members in the Standing Faculty-Clinician-Educator Rank

There shall be a limit of ten years on the length of full-time service as Assistant Professor-Clinician-Educator in accordance with procedures set by the faculty. Clinician-Educators with the rank of Professor or Associate Professor shall have continuing appointments, subject to their generation of income to support their appointments and subject to satisfactory performance of their responsibilities. Action to terminate members of the Standing Faculty-Clinician-Educator at the rank of Professor and Associate Professor for failure to generate appropriate levels of practice funds shall be carried out according to policies and procedures promulgated by the President and Provost.

3. Reappointments and Promotions of Faculty Members in the Associated Faculty or Academic Support Staff

The University assumes no obligation of continuing appointment to faculty members in the Associated Faculty or Academic Support Staff. Some appointments in these categories are self-limiting with no expectation of renewal. Others are expressly conditional on the availability of funds such as research grants or clinical practice funds, or are subject to changing plans of the school or department. In all appropriate cases, the University through the deans of the faculties should seek to provide notice as soon as possible to any faculty member whose employment will not be continued. The timing of such notice of termination depends in part on the nature of the reason for the decision. Where the basis is loss of funding for a project of research or service, the length of notice to affected faculty members is dependent on the date of the announcement of the decision of the funding agency.

(See page 16 - Standing Resolution of the Trustees, September 9, 1983 [https://archives.upenn.edu/digitized-resources/docs-pubs/trustees-minutes/minutes-1983/september-9/])

The Appointments Process

(Source: Resolution of the University Council, February, 1973; the practices of the Provost’s Staff Conference since 1973 and subsequent Provost’s memoranda)

The procedure for making all appointments to and/or promotions within the Standing Faculty at the University of Pennsylvania involves the following steps:

1. In the case of a new appointment, a search conducted in compliance with the University’s policy on affirmative action.
2. Initiation of a proposal for appointment or promotion by an academic department (or school, if without department structure) after review of its faculty needs, academic plans, and objectives.
3. Review by the school personnel committee to determine the academic qualifications of the candidate for membership on the faculty at the rank proposed.
4. Evaluation of the qualified candidate’s credentials by the dean for consistency with the academic standards, plans, priorities, and budget of the school.
5. Review by the Provost’s Staff Conference to advise the Provost that University-wide academic standards are being met, that the proposal is consistent with approved academic and financial plans of both the school and the University, and that it is in accord with statutory provisions.
6. Approval by the University Trustees, upon the recommendation of the President, and following approval by the Provost.

In general, the appointments and promotions process is initiated by the department (or school, if without departmental structure). A department can initiate the process on the basis of consultation within the department and with other knowledgeable persons in its faculty and in the University. The initial decision as to whether a particular person is to be appointed or promoted should be made by faculty members having rank equal to or higher than the position being considered; faculty members without tenure cannot vote on appointments or promotions to tenured ranks. Whenever the department does not have at least three faculty eligible to vote, the dean can establish a school-wide or University-wide faculty ad hoc committee to initiate the process. Departmental review committees should provide mechanisms to obtain student opinion on the candidate’s teaching performance. The department chair is obligated to forward to the Dean any positive recommendations of the review committee even when he or she might be personally opposed to it. In such a case, of course, the department chair can also transmit his or her personal opinion on the merits of the case. The department chair should also communicate to the dean any minority opinion that dissents from the positive recommendation. The dean and, at his/her request, the school personnel committee can review any negative decision of a department that would have the effect of terminating an individual’s appointment.

The department’s recommendations for appointments and promotions should be reviewed by a personnel committee appointed according to procedures established by the faculty of the school in which the department is situated. The committee should be composed entirely of faculty members, with none currently serving in an administrative position. The vote required for a positive recommendation should be established by each school. The positive recommendations of the school personnel committee should be forwarded to the Provost’s Staff Conference by the dean, who may choose to concur with or dissent from the proposal.

The overriding objective of the faculty appointment and promotion policy and procedures should be the recruitment and retention of a distinguished faculty. While the means to this end may vary, particularly in some of the professional schools, generally the objective will be met by stressing intellectual leadership as the chief criterion. Accordingly, a high degree of excellence is expected in both research and teaching. The relative weight given to research and teaching varies from case to case and should be determined by the individual faculties, but always with significant achievements in research if they are to be assigned teaching responsibilities. An acceptable standard of competence in research should be required even of outstanding teachers, and at a research institution such as the University of Pennsylvania an acceptable standard in research is very high indeed. The initial determination of competence in research should be made by scholars in the same or closely related disciplines, subject to review at the school and University levels. In identifying good teaching, it is essential to make use both of carefully tested forms for evaluation by current and former students and also of some type of peer evaluation. Teaching evaluation forms may differ from school to school.

In matters of appointment and promotion, some weight should also be given to unusual service in such “citizenship” activities as University governance, curriculum development, service to the profession, editing of professional journals, or academic programs carried out in residences.

II.D.2. Documentation of Promotion and Appointment Proposals
(Source: Office of the Provost, 1979)

Some of the components of current promotion or appointment proposals are:

- A curriculum vitae of the candidate containing information on past educational and professional experience and a bibliography of published work.
- Letters of evaluation from current University faculty familiar with the candidate and with his or her work.
- Letters of evaluation from experts outside of the University.
- Evaluations of the candidate’s teaching. Some of these evaluations should be by students.
- An affirmative action statement, indicating how the appropriate pools of potential minority and female candidates were reviewed.
- An assessment by the department chair giving an evaluation of the research, teaching, and service of the candidate, and the academic purposes to be served by the appointment or promotion.
- An evaluation by experts within the University who are familiar with the candidate’s field.
- A statement from the school personnel committee stating that the candidate meets high academic standards.
- A statement from the dean summarizing his/her evaluation of the research, teaching, and service of the candidate, the academic purpose to be served by the appointment or promotion, and budgetary support for the proposal.

Proposals for tenure should be submitted to the Provost as early as possible in the academic year so that all aspects of the required review may be completed by the end of the spring term.

II.D.3. Appointment to More than One Department
(Source: 1969 Handbook for Faculty and Administration; revised, Office of the Provost, 1979; revised, Almanac, March 28, 2006 (https://almanac.upenn.edu/archive/volumes/v52/n27/sec-actions.html))

Every faculty member has a single home department although cooperative undertakings by individual faculty members with other departments are encouraged. In some instances, formal appointments are made to second departments. The rank of this appointment to a second department will usually be the same as the rank of the faculty member in his/her home department. Except in the case of interdisciplinary appointments, such secondary appointments are never for an indefinite period. Unless specific arrangement is made to the contrary, no appointment at any rank in a second department shall be for a longer term than three years. In no case shall the term of the appointment extend beyond the terminating date of the existing appointment in the home department. Reappointments in second departments are generally made as long as the faculty member continues to participate significantly in the work, symposia, and other affairs of that department. Departments may as a collectivity set a general policy on secondary appointments. However, the specific recommendation as to whether an individual faculty member is to have voting rights in the second department should be made by faculty members in the second department having a rank equal to or higher than that of the individual being considered. At the time a chair of the second department
recommends to his dean a secondary appointment or reappointment, the chair shall also state whether the action is expected to confer voting rights in the second department. The Provost’s Staff Conference shall make the question of voting rights a matter of record whenever a secondary appointment or reappointment is approved.

In cases of interdisciplinary appointments, a faculty member may hold a tenured appointment, or a secondary appointment of longer than three years, in two or more schools in accordance with the policies of those schools. The responsibility for faculty holding joint appointments will be shared. The deans of the schools in which the faculty member will hold tenure must reach agreement on how the responsibilities are to be shared. The deans should set down in writing the agreements that have been reached with regard to salary, research funding and research space, teaching obligations, committee service, and leave entitlements. One school should also be designated the administering school, indicating that it has primary responsibility for ensuring that administrative actions are taken. At the time of the initial appointment of a faculty member with tenure in more than one school, the formal appointment process should for the most part mirror the appointment process in each of the schools. The faculty of each school is expected to follow its own processes and to vote on whether the candidate should be offered an appointment in their school.

II.E. Terms and Conditions of Faculty Appointments

II.E.1. Statement on Faculty Responsibility

(Source: Office of the Provost, Almanac, October 7, 1980 (https://almanac.upenn.edu/archive/v27pdf/n07/100780.pdf))

An appointment to the Standing Faculty of the University of Pennsylvania implies the recognition of a teacher-scholar’s professional achievements and promise. Although the final authority for the conduct of University affairs is vested in the Board of Trustees, much of that authority is delegated to the various faculties whose policies and decisions play the key role in determining the character of the University as an educational institution. Working with their deans, the Provost and the President, the faculties conduct the affairs of their schools and departments to the mutual advantage of their students, the University, and the scholarly community.

Traditionally, professional men and women have chosen university teaching posts partly because they allow for a flexible scheduling of time and an opportunity to pursue intellectual interests relatively free from distraction. In a research university, which has as its main functions the advancement and imparting of knowledge, teaching and scholarship may be said to have equal rank and to be interdependent. At the same time it must be recognized that the University is an institution of great complexity that requires a large expenditure of faculty time for its successful governance and operation. It is the purpose of this statement to indicate in a general way the minimum obligations of a faculty member toward the students and the institution. More specific obligations will be found in the policy statements of the various schools. Unless otherwise authorized by the University administration, all members of the Standing Faculty of the University of Pennsylvania will be expected to abide by the principles stated herein.

Teaching and Related Activities

Except for official leaves of absence, release time provided by research grants or administrative appointments, special ad hoc arrangements that permit teaching to be concentrated in one term during a particular academic year, or other official exemptions, faculty are expected to participate fully in the teaching program during each regular term of the academic year. Teaching loads, which may vary from time to time, are determined by the dean of each school in consultation with the faculty, the department chair and the Provost.

The teaching of students at all levels is to be distributed among faculty members without regard to rank or seniority as such. Basic-level courses are not deemed the exclusive province of the junior faculty nor advanced courses the unique domain of the senior faculty. It is important that undergraduates, including freshmen and sophomores, have significant opportunities to learn from eminent scholars. And junior faculty members...
should not be called upon to bear a disproportionately heavy share of the responsibility for large and pedagogically demanding basic-level courses. This is not to say that teaching assignments should be unrelated to research interests or teaching strengths. On the contrary, the marriage of teaching and research greatly enhances both enterprises. Moreover, to the extent that some professors are more adept at teaching small classes than large ones, or at leading discussions rather than lecturing, those comparative advantages are an appropriate consideration in allocating teaching responsibilities. Naturally, teachers should be flexible enough to offer courses outside narrow fields of specialization. A teacher whose class must be cancelled because of under enrollment is normally expected to make up this deficiency in scheduling. In addition to their formal course loads, faculty members are also expected to bear their fair share of the responsibility for supervising student research and independent study.

Availability

Becoming a member of the Standing Faculty of the University implies a willingness to accommodate oneself to the reasonable scheduling of courses, laboratories, faculty meetings, and committee assignments. Faculty members are expected to be available for advising and individual student conferences throughout the term by means of regularly scheduled office hours or appointments or both unless prevented by conflicting professional activities. Moreover, faculty members are also expected to be easily available to their colleagues. Only compelling personal or professional reasons should prevent faculty members from holding all classes at the scheduled times and places.

Every effort should be made to reschedule classes missed because of a teacher's absence. Formally scheduled final examinations are to be given only during the time periods officially announced (see Rules Governing Final Examinations (p. 2157) and Administration of Examinations on Religious Holidays (p. 2158)).

Research

Appointments are made to the Standing Faculty of teacher-scholars whose research and publications are expected to continue throughout their active careers. Teaching loads at the University of Pennsylvania generally reflect the assumption that a significant part of the faculty member's time will be devoted to research.

Service

Another aspect of faculty activity is service to the department, the school, and the University. The faculty is involved in all decisions affecting courses, curricula, degrees, appointments and promotions, and in many other choices affecting the physical plant and the multifarious aspects of University life and activities. Thus, service as administrators and committee members is an important part of faculty life.

All three activities—teaching, research, and service—are of major importance, and all may be considered in determining salary levels and eligibility for promotion. Since some members may be called upon for extraordinary effort in one or more of these areas, such effort is consistent with adjustment in the others. Thus, exceptionally heavy administrative duties are often balanced by a reduction in teaching load. Taken in their entirety, faculty activities usually involve a total commitment of one's professional time and efforts (see Conflict of Interest Policy (p. 2157)).

(See page 5 - Almanac, October 7, 1980 (https://almanac.upenn.edu/archive/v27/pdf/n07/100780.pdf))

II.E.2. Faculty Leaves of Absence

(Source: Resolution of the Executive Committee of the Trustees, January 22, 1965; revised, December 17, 1981)

The two main types of leaves of absence available to the faculty of the University of Pennsylvania are scholarly leave and leave for employment elsewhere. All leaves require the approval of the relevant department chair, school dean and the Provost. Combinations of these types of leave are possible; however, such arrangements are governed by the principle that no faculty member will be on leave for more than four semesters during any six years that include the period of a requested leave without the explicit approval of the Provost, President and Trustees.

Scholarly Leaves

It is appropriate that members of the Standing Faculty, Standing Faculty—Clinician-Educators, and full-time Research Faculty periodically be granted scholarly leaves for study and research. A scholarly leave is a means of recognizing a faculty member's high academic performance while at the University, future potential for growth, and an opportunity to make a major contribution to knowledge. It is intended to extend and to accelerate intellectual growth and to enable a faculty member to pursue without distraction a project designed to this end including the advancement of personal knowledge or competence in the faculty member's current or potential areas of specialty.

A scholarly leave is also intended to benefit the general academic community and the University. Therefore, a scholarly leave normally will be granted only to a faculty member who will have a continuing appointment with the University after the end of the leave and who, at the time of notification of approval for the leave, has not made a commitment inconsistent with return to the University. Exceptions to this requirement will be made for faculty members who plan to retire at the end of their proposed scholarly leave.

A scholarly leave is granted only to a faculty member who has presented an appropriate private program of study or research. It is recognized, however, that scholarly leaves for faculty members in the arts and professions can be based upon programs designed to increase professional competence even though these may not normally be interpreted as research programs.

Approval of an application for scholarly leave is contingent upon adequate fiscal and personnel resources being available to meet instructional assignments and other departmental responsibilities. If exigencies require, it may become necessary to postpone leaves.

Scholarly leave is normally not granted to University faculty members holding term appointments. In special cases where a faculty member on a term appointment is granted a scholarly leave, the leave will be counted as part of the time accumulated toward tenure, unless the formal action approving the leave expressly provides otherwise.

Scholarly leaves may be with or without salary from the University.

Scholarly Leaves without Salary

Scholarly leaves without salary are occasionally granted. In these cases, the faculty member does not receive remuneration in the form of salary from the University of Pennsylvania or from any other organization. To the extent that personnel benefits are not financed under this arrangement, the faculty member may request that the University make contributions toward the cost of these personnel benefits as permitted.
II.E. Terms and Conditions of Faculty Appointments

by law and University benefits policies, provided that the faculty member continues individual contributions to the employee benefits plans.

Scholarly Leaves with Salary
(Revised, Office of the Provost, Almanac, January 10, 1989; clarification, Almanac, February 7, 1989)

Normally, an initial scholarly leave with salary is granted to a University faculty member holding the rank of Associate Professor or Professor after a period of six or more consecutive years of full-time service in the Standing Faculty, Standing Faculty—Clinician-Educator, or Research Faculty at the University. Additional paid scholarly leave may be granted periodically.

Eligibility for consideration for up to a maximum of two semesters of leave at full academic base salary may be accrued at the rate of one semester of leave at up to half academic base salary (or equivalent) for each six semesters of full-time service (accumulation cannot begin before July 1, 1982):

<table>
<thead>
<tr>
<th>Full-time Service</th>
<th>Leave Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six semesters</td>
<td>One semester at up to half academic base salary</td>
</tr>
<tr>
<td>Twelve semesters</td>
<td>One semester at up to full academic base salary or two semesters at up to half academic base salary</td>
</tr>
<tr>
<td>Eighteen semesters</td>
<td>One semester at up to full academic base salary and one semester at up to half base salary</td>
</tr>
<tr>
<td>Twenty-four semesters</td>
<td>Two semesters at up to full academic base salary</td>
</tr>
</tbody>
</table>

Faculty members may not normally be granted scholarly leave with salary for more than two consecutive semesters. Faculty members on twelve-month appointments will accrue eligibility for leave at full or half academic base salary for six months or twelve months after full-time service for corresponding six month (rather than semester) periods.

The University shall administer all types of scholarly leave with flexibility, allowing faculty members to take advantage of special opportunities such as prestigious fellowships. In such cases, when a leave is granted earlier than would be expected, the interval between this leave and any subsequent leave will be adjusted to make the faculty member’s leaves conform, on the average, to the guidelines above.

Faculty members are encouraged to seek outside support wherever possible to permit them to take advantage of the full year leave option without loss of income. Total salary during the leave cannot exceed the normal academic salary for that period; if the outside support is such that the total would exceed the normal academic salary, the University contribution shall be appropriately reduced. Payments specifically designated by a supporting agency for travel or living expenses are exempt from this limitation; such payments may also be made from departmental or school budgets, but not from the benefits pool.

It is the responsibility of an applicant for a scholarly leave to inform the University fully concerning the financial circumstances surrounding the leave, including any grant, fellowship, stipend or other compensation that is received during the leave period so that the University may make arrangements for appropriate financial support. Such information shall be presented as soon as it is available.

A faculty member may not accept paid employment during a scholarly leave with salary except as provided within the University’s policy governing extramural activity for compensation (see Policy on Extra Compensation (p. 2090)). During a paid leave, personnel benefits are continued to the extent permitted by law and by University benefits policy, provided the faculty member continues normal benefits contributions.

(See page 2 - Almanac, February 7, 1989)

Leaves for Employment Elsewhere

A leave of absence may be granted to a faculty member who wishes to accept a temporary post at another university, in governmental service, or in a private institution, agency, industry or firm. Such leaves are granted only when clear benefits in terms of scholarly opportunity or professional development derive from the leave and support the activities of the University. They are granted only when the personnel resources of the University are adequate to maintain the programs with which the faculty member is concerned in his or her absence.

Normally a leave of absence for employment elsewhere will be for a period of one year. If there is sufficient justification, a second year of leave may be approved. A leave of absence for employment elsewhere will never be extended beyond two years with the single exception of leave to accept a Presidential appointment to a high level position in the federal government. In this one case, leave may be extended for a period as long as four years. The appointment of a faculty member who does not return to his or her duties at the University at the end of a leave for employment elsewhere will be terminated as of the end of the leave period.

Normally the University does not contribute toward the salary or benefits of a faculty member on leave for employment elsewhere. Frequently employers will provide their own benefits plan to the faculty member or will reimburse the University in order to maintain University benefits coverage for the individual in question. However, the University urges the faculty member to retain appropriate benefits coverage while on leave and to make any necessary arrangements with the Office of Human Resources prior to the leave period.

Other Leaves

The University recognizes that occasions may arise when faculty members may wish, or be forced, to request leaves of absence for purposes other than scholarly study or employment elsewhere. It will endeavor to be as generous as possible in granting these requests when they are compatible with the best interests of the faculty members, the students, and the University. If such a leave is granted to a member of the Standing Faculty on a term appointment, this leave will be counted as part of the time accumulated toward tenure unless expressly provided otherwise in the formal action approving the leave. Additional information on leaves is included in the University of Pennsylvania’s Division of Human Resources Policy Manual.

Reduction in Duties

(Source: 1989 Handbook for Faculty and Academic Administrators; revised, Office of the Provost, Almanac, February 5, 1991; revised, Almanac, February 28, 2006; revised, Almanac, May 8, 2007 (https://almanac.upenn.edu/archive/volumes/v53/n33/or.html))

Members of the Standing Faculty, the Research Faculty and Academic Clinicians may request a reduction in duties for a period not to exceed six years. Such a reduction is granted only for whole years and requires Provost approval prior to the start of a reduction in duties. The Provost’s approval of a reduction in duties is for renewable terms of one year,
although faculty who are aware they will require a reduction in duties of more than one year should indicate the anticipated period of reduction in their initial request. A reduction in duties will generally be granted for good and sufficient reason such as serious illness or injury, care of an ill family member, care of dependent children, or elder care. A reduction in duties is for a percentage of full duties not to exceed fifty percent. Reduction in duties is always accompanied by a proportional reduction in salary and in those benefits, such as life insurance and retirement contributions, that are salary-based.

For untenured members of the Standing Faculty on the tenure track, assistant professors on the Standing Faculty-Clinician-educator track, and assistant professors on the Research track, the probationary period shall be extended, subject to Policy on Extension of the Probationary Periods, as follows:

1. A reduction of duties of fifty percent for two years results in the extension of the probationary period by one year; or
2. A reduction of duties of less than fifty percent (.50) may result in extension of the probationary period if the sum of the proportion of reduction multiplied by the number of years for which the reduction is taken equals or exceeds one.

For example, all of the following would allow a one year extension: 33 percent (0.33) reduction for three years; 25 percent (0.25) reduction for four years; 40 percent (0.40) reduction for three years; 30 percent (0.30) for four years; and 40 percent (.40) for one year and 30 percent (.30) for two years. An extension of the probationary period by one year does not take effect until the reduction taken equals one. The timing of any scheduled reappointment review shall be adjusted as appropriate, subject to the approval of the Provost. (The policy on reduction in duties in anticipation of retirement is found in section Phased Retirement.)

Inactive Status
Special arrangements whereby faculty members are released from academic duties for periods of time shorter than a single semester are not called leaves. Such arrangements require the approval of the dean and are handled within the several schools; they do not involve the University benefits pool.

Resignation While on Leave
If a faculty member accepts an appointment to another institution while on leave, it is customary among institutions of higher learning for the new institution to reimburse the former institution for sums paid to the faculty member. The University of Pennsylvania generally observes this practice in its own appointment procedures, and it expects that faculty members who resign from the University of Pennsylvania while on leave will cooperate in seeking such reimbursement for the University from their new institutions.

(See page 3 - Resolution of the Executive Committee of the Trustees, December 17, 1981 (https://archives.upenn.edu/digitized-resources/docs-pubs/trustees-minutes/minutes-1981/december-17/))

II.E.3. Policy on Extension of the Probationary Periods that Apply to Granting of Tenure or Promotion to Associate Professor
(Source: Offices of the President and Provost, Almanac, March 18, 1997; revised, Almanac, April 27, 1999; revised, Almanac, February 28, 2006 (https://almanac.upenn.edu/archive/volumes/v52/n24/pdf_n24/supp.pdf); revised November 6, 2019)

A. A non-tenured member of the Standing Faculty shall be eligible for an extension of the tenures probationary period, and a Standing Faculty-Clinician-Educator or member of the Research Faculty shall be eligible for an extension of the promotion review period corresponding to the semester or year during which any of the following events occurred:

1. New Child in Home. A child is born, adopted, or placed for foster care, into the faculty member’s household and the faculty member is the primary or co-equal parental caregiver;
2. Caregiver. By reason of a serious health condition (as defined in Section 2611(11) of the Family and Medical Leave Act of 1993) persisting for a substantial portion of the period for which the extension is sought, the faculty member is required to act as the primary or co-equal caregiver for a parent, child, spouse, or domestic partner (as defined in the domestic partner benefits policy); or
3. Serious Health Condition. By reason of a serious health condition (as defined in Section 2611(11) of the Family and Medical Leave Act of 1993) persisting for a substantial portion of the period for which the extension is sought, the faculty member is unable to perform the functions of his or her position.
4. Catastrophic Event. The University recognizes that rare and unusual situations may occur in which a faculty member in a probationary period will be the victim or survivor of an unforeseen, catastrophic event. A “catastrophic event” is defined under this policy as either a personal event or a professional event:
   i. Personal Event. An adverse and extraordinary personal event or condition persisting for a substantial period of time for which the extension is sought, including:
      1. bereavement (due to the death of a spouse, child, or parent);
      2. loss of primary residence due to, for example, fire, flood or natural disaster;
      3. survivorship of a crime of violence, including domestic violence and sexual assault.
   ii. Professional Event. The destruction, loss, or unavailability of, or interference with access to, materials, data or research opportunities necessary for completion of a research project, such that the research project is unable to proceed or is disrupted for at least sixty days; or unforeseen interruptions in the availability of building facilities or suspension of laboratory operations that deprive the faculty member or appropriate members of the research team of access to a laboratory or the availability of other essential supports for at least sixty days. It is understood that a “catastrophic event” has a serious impact on the faculty member’s ability to pursue his/her area of scholarly focus or activity in a customary and timely fashion and occurs through no fault of the faculty member.
5. Military Service. A faculty member who must perform mandatory military service may be granted probationary period extension.

B. The length of each extension shall be one year. Up to three extensions for any combination of grounds included in above paragraph A (1) – (5) may be approved. For untenured members of the Standing Faculty on the tenure track, the total probationary period cannot exceed ten years.

For assistant professors on the Standing Faculty-
Clinician-Educator track, and assistant professors on the Research track, the total probationary period cannot exceed thirteen years.

C. The faculty member shall complete the Notification of Extension form and transmit it, through their department chair or dean, to the Provost’s office within one year of the start of conditions enumerated in paragraph A (1)-(5), above. However, faculty seeking extensions due to catastrophic events as defined in A (4), above, must also comply with procedures described in paragraph I, below. Deans and department chairs are responsible for promptly transmitting faculty extension requests to the Vice Provost for Faculty.

D. Extensions of the tenure probationary period shall be without prejudice to the obligation of the University to provide faculty members with twelve months’ notice of termination.

E. A faculty member approved for an extension under this section, may waive an approved extension and revert to an earlier mandatory review year. The faculty member must make a written request for reversion to their department chair or, if none, their dean, before July 1 of the desired mandatory review year.

F. When a faculty member who has taken an extension under this section is being reviewed for tenure or promotion to associate professor, the dean, in his/her letter soliciting evaluations from external reviewers, should explicitly state that the candidate has taken an extension pursuant to this policy. The dean should further state that the policy of the University of Pennsylvania is to evaluate the productivity of each candidate who has been granted an extension as if he or she had been in probationary status for the normal duration, so that the candidate is not penalized for having received the extension.

G. If both spouses or partners are co-equal caregivers, then both may obtain extensions of the tenure probationary period.

H. Upon being notified of a faculty member’s application for a one-year extension of the probationary period, the University will approve the application unless specific and compelling factors require its denial. The action of the Provost shall be communicated in writing to the faculty member and shall specify the revised date of tenure review and termination date of the probationary period and (in the event that the request is denied) specify the grounds for the denial.

I. In order to determine if the faculty member is eligible for an extension of his/her probationary period due to a personal or professional catastrophe, the following rigorous review and evaluation shall apply:

a. Personal Event. The faculty member shall compose a confidential letter identifying the circumstances of the catastrophe and shall complete the Notification of Extension form. The faculty member should transmit both documents through their department chair or dean to the Office of the Provost, or, may transmit them directly to the Vice Provost for Faculty. The event should be reported, and the extension requested as soon as feasible, but in any event no later than thirty days following the catastrophic event or the discovery of the catastrophic event.

b. Professional Event. The faculty member shall report that an event or condition has occurred that qualifies the faculty member for an extension of the probationary period to their department chair, or if none, their dean as soon as feasible, but in any event no later than thirty days following the catastrophic event or the discovery of the catastrophic event.

i. The faculty member must submit a written report of the event to the dean or department chair, documenting the loss and including any supporting materials, such as insurance claims, statements from collaborators, witnesses, and University reports, as well as a request for an extension of the probationary period.

ii. The faculty member’s report, supporting materials, and a statement of support for the extension shall be reviewed by the dean of his/her school.

iii. The dean shall appoint a committee to review and evaluate the request and to provide a written report and recommendation within twenty-one days. The committee shall be comprised of three senior standing faculty who are not from the home department of the faculty member making the request; in the schools where there is an Associate or Vice Dean for Research and/or Research Training, that person will serve ex officio.

iv. The committee shall review the details of the event, evaluate the impact on the ability of the faculty member to pursue his/her area of scholarly focus or activity, suggest a plan for amelioration, and a timeline for completion. The committee members should interview faculty and staff who may have information pertinent to the event.

v. The committee shall submit a report and recommendation to the dean. In those cases where the dean recommends an extension, he/she will submit the report, any additional documentation, and a recommendation to the Vice Provost for Faculty.

vi. The Vice Provost shall review the report with the subcommittee of the Provost’s Staff Conference who will serve as advisors to the Vice Provost in making the determination. Each case shall be judged on its own merits and shall not create a precedent for future determinations. The decision of the Vice Provost and/or Provost shall be final and binding.

1 N.B. The statute defines a “serious health condition” as “an illness, injury, impairment, or physical or mental condition that involves”—“(A) inpatient care in a hospital, hospice, or residential medical care facility” or “(B) continuing treatment by a health care provider.” “Health care provider” is defined as: “(A) a doctor of medicine or osteopathy who is authorized to practice medicine or surgery (as appropriate) by the State in which the doctor practices or (B) any other person determined by the Secretary [of Health and Human Services] to be capable of providing health care services.”

II.E.4. Faculty Parental and Teaching Leave Policy

(Source: Offices of the President and Provost, Almanac, March 18, 1997; revised, Almanac, February 28, 2006 (https://almanac.upenn.edu/archive/volumes/v52/n24/pdf_n24/supp.pdf); revised, Faculty Senate, May 21, 2015 (https://almanac.upenn.edu/archive/volumes/v61/n35/sec-actions.html); revised, Office of the Provost November 6, 2019)

The arrival of a new child into a family, either at the time of birth or adoption, typically requires that parents devote substantial time to child care duties. The assumption of these substantial child care duties often is incompatible with the time required by a faculty member’s full time University obligations.

Extra compensation may be provided when a faculty member:

1. Has been appointed to an administrative post in addition to his or her faculty appointment and for which additional salary has been authorized by the dean or Provost;
2. Holds a nine-month appointment and teaches in summer programs of the University;
3. Holds a nine-month appointment and receives a summer salary from the University for other than teaching purposes, in which case the faculty member may receive up to one-ninth of his/her academic base salary times the number of months spent in full-time service on the project during the months of June, July, and August. The normal pattern is two-ninths additional salary for two months’ work and one month’s vacation. In some cases, if the granting agency approves and the faculty member takes no vacation three-ninths may be paid, but in no case will payments exceed one-third of the base academic salary.
4. Teaches in evening, extension, and specialized or supplemental programs which may be established from time to time provided:
   a. They are conducted by a faculty or a school of the University; or
   b. The function of the program serves an extramural purpose for which the need is broadly recognized;
5. Engages in clinical practice in an established group practice within the University, the University hospital, and affiliated hospitals.
6. Is asked to engage in “internal consulting” where services essentially of an intramural consulting nature are required for very short periods of time within a semester and where reduction in departmental loads is not feasible. The rule excluding extra compensation may be waived by the Provost. Extra compensation may be paid only in cases that meet all the following criteria:
   a. The time involved would be limited to approximately four days per project during an academic year, and the total time for all intra-university consulting or research (for extra compensation) would be limited to eight days per academic year.
   b. The work must not interfere with the regular work of the department or of the individuals concerned.
   c. The work must either have been unforeseen at the time the faculty member’s duties for the period were planned, or no feasible alternative means could be found for absorbing it into his or her work schedule.
   d. The administration of such arrangements must include an exchange of correspondence between the chairs of the departments involved prior to the start of the work as well as approval by the Provost.

In addition, home department chairs or other appropriate immediate superiors should be made aware of all activities undertaken by faculty members for extra compensation, with a view to preventing conflicts of interest and to avoid excessive overall commitments.

II.E.5. Policy on Extra Faculty Compensation
(Source: Office of the President, May 2, 1963; revised, 1969 Handbook for Faculty and Administration)

Faculty should not receive extra compensation from the University for undertaking research during the academic year. Similarly, extra compensation should not be provided for undertaking unusually heavy teaching responsibilities in the regular academic programs of the University. Such unusual overload should be offset by corresponding lighter loads in a future semester.

Extra compensation may be provided when a faculty member:

1. Holds a nine-month appointment and teaches in summer programs of the University;
Absenteeism

The University is not obligated to pay an individual holding tenure or a term appointment for periods of absence without leave. When a faculty member is recurrently absent from classes to a degree that interferes with the proper conduct of the course in the opinion of the department chair, and fails to provide evidence for the necessity of the absence that is satisfactory to the chair or the dean, the dean may, after one written warning to the faculty member, reduce the faculty member’s salary by the amount actually expended to employ a substitute for the remainder of the course, without raising any question of termination. At the end of this period the reduced salary would be restored subject to the possibility of either suspension or permanent removal as outlined above.

(See page 29 - Standing Resolution of the Trustees, September 9, 1983 (https://archives.upenn.edu/digitized-resources/docs-pubs/trustees-minutes/minutes-1983/september-9/))

II.E.7. Resignation

Resignation should be made by letter to the appropriate dean and submitted to the department chair.

Faculty members in tenure probationary status who intend to terminate their services at the end of their appointments should notify their department chairs by letter one year in advance, if possible, and no later than February 1 of the last year of the appointment.

A faculty member with tenure should also notify his or her department chair by letter one year in advance of resignation.

II.E.8. Acceptance of Appointments Elsewhere

(Source: Office of the Provost, Almanac, December 5, 1989 (https://almanac.upenn.edu/archive/v36pdf/n15/120589.pdf))

Any full-time member of the Standing Faculty, Associated Faculty or Academic Support Staff who accepts a full-time position at another institution must notify his or her department chair and dean of that act at the time it takes place. Unless a leave of absence has been granted, the appointment at Penn terminates as of the beginning of the new appointment.

In the case of tenured faculty who wish to accept a full-time tenured position elsewhere, Penn will not grant leaves of absence for periods after the acceptance of the new appointment.

II.E.9. Retirement

(Source: Office of the Provost, 2004)

Faculty members who consider retirement should make a careful assessment of their financial needs and resources. The primary retirement benefit to faculty members is provided through the University’s Tax Deferred Retirement Plan. More detailed information about the plan is available from the website of the Office of Human Resources (https://www.hr.upenn.edu/PennHR/benefits-pay/retirees/). In addition to these resources, TIAA/CREF and the Vanguard Group, the carriers for the plan, present frequent seminars on retirement issues and provide opportunities for individual counseling. Schedules for the seminars and information on making individual appointments can be found at the Office of Human Resources website or by contacting the carrier directly. To make an appointment for a counseling session with a TIAA/CREF representative, visit their website at http://www.tiaa-cref.org/moc (http://www.tiaa-cref.org/moc/). To make an appointment for a counseling session with a Vanguard representative visit their website at www.meetvanguard.com (http://www.meetvanguard.com).

A. Transition Programs

Two programs are available to faculty members who wish to ease the transition from full-time employment to retirement:

1. Faculty Income Allowance Program—The Faculty Income Allowance Program (FIAP) provides a transitional income allowance to members of the Standing Faculty and of the Standing Faculty–Clinician-Educator who qualify for the program. This allowance, which is paid during the first twenty-four months of a faculty member’s retirement, is typically somewhat greater than eighty percent of the faculty member’s pre-retirement monthly salary. Details of the program are available at: https://www.hr.upenn.edu/docs/default-source/benefits/fiap_benefits_summary.pdf.

2. Phased Retirement—Phased retirement is available for faculty members who wish to move gradually from full-time employment to full retirement. During the period of phased retirement, which may extend up to six years, a faculty member’s responsibilities and salary are reduced by a maximum of fifty percent. All benefits are continued during the period of phased retirement, but those benefits linked to salary are proportionately reduced. Participation in the program requires
   a. agreement between the faculty member and the chair of the faculty member’s department and
   b. agreement to move to full retirement at the end of the period of phased retirement.

At the end of the period of phased retirement a faculty member who meets the requirements of FIAP may begin full retirement with the benefits of that program.

B. Continuing University Benefits in Retirement

The University currently provides subsidized retiree medical coverage and continued dependent tuition benefits to faculty members. Effective January 1, 2006, eligibility for these benefits required that the “Rule of 75” be met: the age and years of service of the faculty member must total seventy-five. In addition, the current eligibility requirements of age fifty-five with fifteen years of service or age sixty-two with ten years of service must also be met and service must be full-time and continuous. There is a grandfathering provision for three years ending December 31, 2008 under which individuals who meet the current eligibility requirements during the three-year period between January 1, 2006 and December 31, 2008 shall be eligible for the benefits without having to meet the Rule of 75.

More information on current policies concerning retirement benefits is available from the website of the Office of Human Resources, www.hr.upenn.edu (https://www.hr.upenn.edu/).

C. Rights and Privileges of Retired Faculty Members

(Source: Provost’s Memorandum No. 9-69, March 25, 1969; revised, No. 6-72, Almanac, April 18, 1972; revised, Office of the Provost, 2008)

The University views retirement from the Standing Faculty as one stage of an academic career. The University encourages retired faculty members to remain involved with the University, their schools and their departments. Though no faculty member acquires new rights or privileges upon retirement, certain of those rights and privileges to which he or she was entitled prior to retirement are still extended. (The
term “retired faculty” is used throughout this section to refer to those individuals who have retired from the Standing Faculty.)

1. Emeritus status can be conferred upon professors and associate professors in the Standing Faculty and upon Standing Faculty clinician-educators at the time of their retirement (see Emeritus Faculty). A faculty member may continue to use the title Professor or may choose to use the title “Professor Emeritus/a.” The election of which title to use should be made at the time of retirement and a representative of the faculty member’s department so notified. The department should then notify the Provost’s Office of the election.

2. Retired faculty members may seek office and research space and support staff for their scholarship. The department shall provide such space and support to the extent that it is available and not required by members of the Standing and Associated faculties.

3. Retired faculty members may file research or travel grant applications. The consent of the relevant department chair or dean must be obtained prior to submission to the Vice Provost for Research. Such applications shall be transmitted further only if the Vice Provost believes the project to be of significance, if there is probability of its being completed and if necessary office and laboratory space is available. If there is a shortage of such space, first priority must go to members of the Standing and Associated Faculties.

4. Retired faculty members may attend meetings of their school faculties and may participate in the work of committees of those faculties if invited.

5. Retired Standing Faculty members are, by the rules of the Faculty Senate, members of the Faculty Senate and have the same rights and privileges as other members, but are not entitled to vote.

6. The library use privileges enjoyed by members of the Standing Faculty are continued for retired faculty members, who may apply for faculty studies in the library if such facilities are required.

7. Retired Standing Faculty members may choose to be listed in the online directory.

8. Retired faculty may receive mail at the University and may use the University as a mailing address.

9. The right of continued membership in the University Club is extended to retired faculty members.

10. The privilege of receiving the Almanac, the Pennsylvania Gazette, and special reports is continued.

11. Certain employee benefits are available as described in the University of Pennsylvania Division of Human Resources Policy Manual.

12. Faculty staff scholarship benefits are continued to those eligible for such benefits at the time of retirement.

13. Retired faculty members are entitled to retain a PennCard with all the privileges that entails (e.g., admission to the libraries and recreational facilities).

http://www.upenn.edu/emeritus/rights/

D. Associations of Senior and Retired Faculty

The Penn Association of Senior and Emeritus Faculty (PASEF) is open to all standing faculty within the University who are fifty-five years of age or older and to former members of the Standing or Associated faculty who have retired.

Such activities include lectures, discussion groups, dinners, and social functions that provide fellowship and interaction among members and with the scholarly community on campus; familiarizing members, especially those planning retirement, with issues relating to retirement and retired life; and promoting opportunities for members to render volunteer service to the University and its surrounding community. From time to time, PASEF may take an advocacy position on issues of vital interest to its members. Thus, PASEF celebrates the careers of retired faculty members by encouraging them to remain a part of the life of the University in new and interesting ways and by facilitating the transition to retired status as the culminating phase of an academic career.

PASEF maintains an office in 111 Duhring Wing. For further information about PASEF and its activities, visit its website: www.upenn.edu/emeritus (http://www.upenn.edu/emeritus/).

In addition to PASEF, individual schools may have an association of emeritus and senior faculty. Currently, the Perelman School of Medicine is the only school that has such an organization.

The Association of Senior and Emeritus Faculty (ASEF) is open to all standing faculty within the Perelman School of Medicine who are fifty-five years of age or older and to former members of the standing or associated faculty who have retired.

ASEF serves to enhance the careers of the emeritus faculty by encouraging them to remain a part of the community of scholars in the Perelman School of Medicine. ASEF also serves to support the senior faculty by raising awareness of the full range of retirement options available to them, whether they are planning to retire within two years or two decades.

ASEF has an office at 328 Anatomy-Chemistry Building, 3620 Hamilton Walk. For additional information about ASEF and its activities, visit its website:

https://www.med.upenn.edu/asef/, or send email to:
asef@mail.med.upenn.edu.

II.E.10. Conflict of Interest Policy for Faculty Members

(Source: 1979 Handbook for Faculty and Administration; revised, Office of the Provost, Almanac, March 8, 1983; revised 1991)

(See also: Human Resources Policy Manual, Policy No. 003 (https://www.hr.upenn.edu/policies-and-procedures/policy-manual/other-policies/uses-of-university-resources/) on Use of University Property.)

I. Introduction

This policy applies in full to all Standing Faculty, Standing Faculty-Clinician-Educators, and all full-time members of both the Associated Faculty and Academic Support Staff, hereinafter simply designated as “faculty members.” Parts of it also apply to those with part-time faculty appointments; these cases are noted in the appropriate sections. The details of this policy derive from the following general obligations:

- All employees are required to conform to the mores and ethical standards of the University and the rules promulgated to enforce them.

- Employment as a faculty member presumes a primary commitment of time and intellectual resources to the academic mission of the University and its functioning as a community.
The following sections cite specific types of activity that have commonly been found to conflict with these obligations, and the procedures and regulations that have been devised to identify and resolve such conflicts. They are intended to serve as examples and not as a comprehensive compilation. Situations not covered by them will be judged in the light of the above general obligations.

Examples of actions that run counter to the first general obligation include nepotism, discrimination on the basis of irrelevant characteristics, inappropriate use of the University’s name, and exploitation of any aspect of association with the University for unacceptable purposes or private gain. They are proscribed at all times for all faculty members, extending to those in part-time employment as noted in the relevant sections of this document. Excessive commitment of time or mental effort to extramural engagements or other non-University activities during the academic year constitutes a violation of the second general obligation. As used in this policy, the academic year is defined for each faculty member as that portion of the year during which he or she receives a salary from the University for services.

II. Conflict of Interest in the Allocation of Time and Effort to Extramural Activities

The University recognizes that its faculty members are not employees in the usual sense, and that a precise allocation of academic time and effort is inappropriate. Their pursuit of knowledge in their areas of competence is presumed to be a lifelong commitment. A limited association of faculty members with government, professional agencies, and public or private organizations is appropriate, especially when it may enhance their competence as scholars.

Policy on Extent of Extramural Activities

Forms of extramural activity include part-time engagement for a fee as a technical or professional consultant or practitioner and formation or association with business enterprises or non-profit organizations. In principle, both such associations are approved under the following conditions:

1. Faculty members should not engage in such extramural associations to an extent that detracts significantly from their availability for normal academic duties. These commitments in aggregate should not exceed one day per seven-day week during the academic year. Exceptions to this shall be permitted only in unusual circumstances and require the specific approval of the President or Provost, the academic dean and the department chair.
2. Faculty members shall make known to their department chairs and academic deans the prospect of each continuing engagement, including, at least, all engagements expected to extend for a substantial portion of an academic term. Faculty members should decide to enter a relationship only if, after discussion with their department chairs and academic deans, there is concurrence that the engagement will not conflict with the faculty members’ professional obligations to the University, or where they stand to benefit from knowledge of confidential information, full disclosure of their relationships with relevant extramural organizations and of the facts pertaining to any potential conflict is required.
3. In addition to the prospective disclosure cited above, all faculty members must report on the extent of their extramural activities of all types as detailed below.

III. Conflict of Financial Interest between the University and Extramural Organizations

Members of the faculty or of their immediate families (including parents, children, siblings, spouse) may have significant investments or interests or hold official positions in extramural business organizations, whether or not they have undertaken to perform continuing work or services for them. Such economic or official relationships are of concern if:

1. The organizations are engaged in activities that parallel activities in which the University is currently or prospectively engaged, and in which faculty members play (or might appropriately play) a role in their academic capacity; or
2. The organizations have a present or prospective relationship with the University, e.g., as suppliers of goods or services or as parties to research contracts, and the conduct of those relationships may involve faculty members in their academic capacities; or
3. The engagements undertaken by faculty members under the aegis of extramural business organizations might be suitable and appropriate activities for execution within the University.

A. Policy on Disclosure of Relationships with Organizations that are Suppliers or Potential Competitors of the University

In any of the situations outlined above, faculty members shall be required to report the facts and circumstances of the potential conflict to their department chairs and academic deans so that appropriate steps may be taken to avoid conflicts of interest, especially ones in which faculty members may benefit from a knowledge of confidential information.

It is generally assumed that those with part-time faculty appointments shall not normally participate in University decisions that could engender conflicts of interest for them. Where part-time faculty might encounter a conflict, the policy stated above extends to them. Furthermore, in any circumstances in which part-time faculty members are engaged in externally sponsored research projects contracted with the University, or where they stand to benefit from knowledge of confidential information, full disclosure of their relationships with relevant extramural organizations and of the facts pertaining to any potential conflict is required.

B. Policy on Acceptance of Engagements through Extramural Organizations

Faculty members with positions or connections in extramural organizations who wish to undertake engagements through those organizations rather than through the University are obliged to offer first to the University each such engagement (grant, contract, client, etc.) in which they would assume one or both of the following relationships to the engagement:

1. Owner, executive or other principal decision-making position responsible for the conduct of that business enterprise; and/or
2. Principal investigator or other substantial responsibilities for the satisfaction of the engagement.

By requiring that each engagement be offered to the University, the following ends are served:

1. The disclosure of the type, scope and extent of extramural activities is achieved, in accordance with University policy;
2. The decision as to whether an engagement is appropriately undertaken as a University or extramural activity is shared with the University administration, thereby avoiding possible conflicts of interest, and the appearance of such conflicts.

Faculty members intending to conduct engagements in business enterprises with which they are associated shall disclose in writing to their department chairs and deans:
I. The nature and terms of the proposed enterprise, and
2. The reasons why it should be conducted as an extramural activity.

If the chairs and deans agree that the engagements are not appropriate as a University activity, and if they conclude that the other conditions of the extramural consulting policies of the University will be met, then they will advise the faculty members to proceed. Otherwise, they may require that the engagements be conducted within the University.

IV. Disclosure of University Affiliation in Publications of Extramural Organizations

Faculty members who form or associate with extramural business enterprises or nonprofit organizations should exercise particular care that their University affiliation is appropriately cited in publications of such organizations. Problems that can arise from failure to observe this injunction include:

1. Such an organization, by reason of the participation of faculty members, might be considered to have some formal or informal relationship to the University.
2. Faculty members by reason of their positions in such organizations might be expected to discharge duties and responsibilities for those organizations that would be inconsistent with their primary duty to the University.

A. Disclaiming University Relationships

A business enterprise or nonprofit organization with which a faculty member has a connection may release to the public from time to time publications concerning itself and its activities. In all such publications it may be desirable and, in many cases, required by law that a faculty member’s affiliation with the University be disclosed.

The impact of such disclosure will depend on the circumstances. At one extreme a faculty member might serve as a member of the board of directors of an established business or nonprofit organization, where there is not even a remote implication that such organization is in any way connected with the University of Pennsylvania. At the other extreme, all or a large number of the principals of an organization (officers, directors, promoters and substantial shareholders) may be faculty members. In such cases, there is a strong implication that the organization may be connected with the University of Pennsylvania, even that the University bears some responsibility for its activities and success. In these cases, an express statement of the form,

The ______________________ has no connection, directly or indirectly, with
the University of Pennsylvania.

in prominent type, should be included in all publications released by such organization. The Provost shall have the power to require that such a statement be included in all organizational publications that refer to faculty members, when it is in his or her judgment necessary.

The foregoing rules extend to part-time faculty members, when their association with the University is mentioned in an organizational publication.

B. Affirmation of Obligations to the University

A faculty member may have a position of responsibility (continuing or temporary) with an extramural business organization. In such cases it should be made clear in any publications of the organization that the obligations, in terms of both time and responsibility, of the faculty member to the extramural organization are limited by and subject to the policy of the University of Pennsylvania. This alerts both the public and

the faculty member’s business associates that duties to the extramural organization are thus limited. This is especially necessary in the case of corporate officers who are normally regarded as owing a comprehensive fiduciary duty to the corporation and its shareholders. The suggested format for such a disclosure is:

J. Smith, a Vice President of this corporation, is a member of the faculty of the University of Pennsylvania and as such is subject to limitations by the University on the time that may be devoted to the affairs of this corporation. In any instance where the interest of this corporation may conflict with the interest of the University of Pennsylvania, J. Smith will resolve such conflict in favor of the University of Pennsylvania.

The Provost shall have the power to require such a disclosure in any instance where he or she adjudges it necessary.

V. Conflict of Interest in Externally Sponsored Research

Regulations concerning sponsored research may be found in the Sponsored Projects Handbook. (See http://www.upenn.edu/researchservices/, available from the Office of Research Services, and Guidelines for Extramural Activities of Faculty of the University of Pennsylvania Medical Center and Health System. The Office of Research Services can be reached at 3451 Walnut Street, Room P-221, Philadelphia PA 19104-6205, tel: 215-898-7293.)

The University encourages its faculty members, including those in part-time employment, to participate in externally sponsored research projects, whether supported by government agencies, foundations, associations, or other nonprofit organizations; or by corporations, partnerships or other for-profit entities. In any sponsored project, faculty members are expected to avoid use of the project for their private financial gain other than in the form of salary support or of royalties resulting from commercialization of intellectual property rights in accordance with University policies. However, there may be unusual circumstances under which the interests of the University would be served if a faculty participant in a sponsored project were to assume an entrepreneurial role; for example, if a faculty member participates directly in a private enterprise providing funds to Penn in support of the project. Assumption of such a role would not be a violation of these guidelines if approved in advance and reviewed periodically by the relevant dean and the Vice Provost for Research. Examples of situations from which conflicts of Interest may arise include, but are not limited to, the following:

1. Undertaking or orientation of sponsored research to serve the needs of a private agency or enterprise in which a responsible staff member has an interest.
2. Purchase of major equipment, instruments, materials or other items for externally sponsored research from any agency or enterprise in which a responsible staff member has an interest.
3. Acceptance of any limitations on the free publication of and access to the results of any sponsored research. Exceptions may be granted by the Provost for privileged information, but only in the form of a delay in the release of such information. The delay shall only on rare occasions exceed three months. Those wishing to engage in research of a kind whose results cannot be so disseminated may only do so as an extramural consulting activity under the conditions previously described.
4. Transmission to any private agency or enterprise, use for personal gain, or other unauthorized use of the work product, results, materials, records, or information gathered from sponsored research that is not made generally available through publication or other free access.
5. Acceptance of gratuities or special favors from a private agency or enterprise with which the University conducts business in connection with a sponsored research project.

**A. Disclosure to Responsible University Officials**

Before participating in any sponsored research project, all faculty members must give written notice of their extramural consulting relationships or other sponsored research projects that may relate in any way to the project to the appropriate department chairs and through them to the deans and Vice Provost for Research. Any significant financial or managerial interests that may relate in any way to the project must be disclosed in writing to the Vice Provost.

Any faculty members engaged in sponsored research projects must disclose in the same manner any change in their outside activities or interests. In the light of such disclosures, the University shall take appropriate steps to neutralize or eliminate potential conflicts of interest.

**B. Distribution of Effort**

The sponsoring agency supporting research must not be misled as to the amount of intellectual effort that faculty members are actually devoting to these research projects. A system of precise time accounting is incompatible with the inherent character of the work of faculty members, because the various functions that they perform are closely interrelated and do not conform to any meaningful division of a standard work week. However, if externally sponsored research agreements provide that faculty members shall devote a definite fraction of effort to the projects, or if it is agreed that they shall assume specified responsibilities in relation to such research, demonstrable relationships between the stated efforts or responsibilities and the actual extent of their involvement are to be expected. Each faculty member, in such circumstances, shall confirm the fraction of effort devoted to the projects in the effort reports required of all faculty members who are so engaged.

**C. Advice and Guidance**

Any questions concerning potential conflicts of interest, appropriate distribution of effort, or other problems associated with externally sponsored research, should be addressed to the office of the Vice Provost for Research.

**VI. Requirements for Reporting Extramural Activities and Obligations**

At the end of each academic year, each faculty member shall submit to his or her department chair and dean a report of his or her extramural activities during that year, containing the following information:

1. Number of days (or hours, if preferred) of extramural activities for fee (include consulting, professional practice, and outside teaching commitments).
2. Names of organizations (government agencies, private firms, partnerships) for which the extramural activities conducted represented a continuing engagement.
3. Number of days (or hours, if preferred) of extramural activities on behalf of business enterprises in which the faculty member has a financial interest or official position.
4. Names of business organizations in which the faculty member is a significant owner, partner, officer, director, or staff member.

The last item shall also be reported by all part-time faculty members for whom any of the following conditions obtain:

1. The organization is a supplier of the University and the part-time faculty member participates in the decision to engage its services.
2. The organization supplies goods or services to the University to be used in the performance of externally sponsored research projects in which the part-time faculty member participates.
3. The part-time faculty member is privy to confidential University information that could be used to the business advantage of the organization.
4. The affiliation of the part-time faculty member with the University may be mentioned in any publication of the organization.

Forms for the reporting of extramural activity are available from the Office of the Provost.

All faculty members must also report on a continuing and timely basis to the appropriate administrators the relevant circumstances, as noted in the sections cited, whenever any of the following conditions are met:

1. They have or wish to initiate a relationship with an extramural business organization that is or may become a supplier or competitor of the University (see section II.E.10.A. on Policy on Disclosure of Relationships with Organizations that are Suppliers or Potential Competitors of the University).
2. They wish to undertake an engagement (grant, contract, client, etc.) through an extramural organization (see section II.E.10.B. on Policy on Acceptance of Engagements through Extramural Organizations).
3. They intend to participate in a sponsored research project that may be related to their other sponsored research projects, to any of their extramural consulting relationships, or to any organization in which they have significant managerial or financial interests (see section II.E.10 on Policy on Acceptance of Engagements through Extramural Organizations).

**II.E.11. Decreases in Salary**


Academic base salaries of faculty members may be decreased only in accordance with an expressed agreement between the faculty member and the University or because of financial exigency. Decreases for financial exigency shall be limited to the following:

- Simultaneous uniform percentage decreases in the academic base salaries of all faculty members in the University; and
- Simultaneous uniform percentage decreases in the academic base salaries of a class of faculty members such as a particular rank, department or school.

No decrease for financial exigency shall be made except after consultation, initiated by the President, with the Executive Committee of the Faculty Senate or with representatives selected by the class of faculty members subject to a proposed decrease. Consultation shall cover such issues as the existence in fact of a financial exigency, the appropriateness of the selection of the particular class for salary decrease, alternative actions and the like.

If after such consultation the academic base salaries of faculty members are decreased, with or without the concurrence of the Senate or the representatives of the class of faculty members, the President shall notify the affected faculty members, in writing, of
1. the fact that the academic base salaries of all of the faculty members in the University, or of a described class of faculty members, have been simultaneously decreased,
2. the formula applied uniformly to determine the amount of the decrease, and
3. the reasons for the action taken.

II. Faculty Grievance Procedure
(Source: Offices of the President and Provost, Almanac, November 21, 1978; Addenda, Almanac, December 5, 1978; revised, Office of the Provost, Almanac, August 30, 1988; revised, Almanac, May 24, 1994 (https://almanac.upenn.edu/archive/v40pdf/n34/052494.pdf); revised, Almanac, August 26, 2014 (https://almanac.upenn.edu/archive/volumes/v61/n02/faculty-grievance-procedure.html))

I. Applicability
This grievance procedure is available to any member of the standing faculty, standing faculty-clinician-educator, associated faculty, academic support staff, or compensated emeritus faculty at the University of Pennsylvania (members of these classes are referred to in this document as “faculty” or “faculty members”).

A grievance is a claim that action has been taken that involves a faculty member's personnel status or the terms or conditions of employment and that is:

1. arbitrary or capricious;
2. discriminatory with regard to race, color, sex, sexual orientation, gender identity, religion, creed, national or ethnic origin, citizenship status, age, disability, veteran status or any other legally protected class status; or
3. not in compliance with University procedures or regulations.

II. Faculty Grievance Commission
The Faculty Grievance Commission (the Commission) will be composed of three members of the standing faculty holding the rank of Professor. They will be appointed by the Senate Executive Committee for staggered three-year terms expiring June 30. These three members will serve serially as Chair-elect, Chair, and past-Chair of the Commission.

The Chair of the Commission will serve as the primary administrator of the Faculty Grievance Procedure, and will be the Presiding Officer at any grievance hearings during the Chair’s service in that position. The Chair-elect will observe the functions of the Commission, and additionally will serve as one of three hearing panel members should a complaint proceed to a hearing. The past-Chair will observe the functions of the Commission and serve as an alternate to the Chair and the Chair-elect in the roles described above. Each member of the Commission may substitute for any other member when a member is unable to serve. If for any reason a member of the Commission is unable to serve, the Commission, with the advice of the Chair of the Faculty Senate, may replace its missing members with former Commission members who still hold compensated faculty appointments.

There will be an independent Legal Officer to assist the Commission in its operations. The Legal Officer's appointment and terms of employment will be jointly determined by the Chair of the Faculty Senate and the Provost. Once appointed, the Legal Officer’s professional responsibility will be to the Commission.

There will be a hearings list consisting of at least 30 persons selected by the Senate Executive Committee (SEC) from members of the standing and associated faculties. The list should be broadly representative of these faculties and include women and members of underrepresented minorities. The hearings list may not include faculty members holding administrative appointments at the level of department Chair or above. Faculty members will serve on the hearing list for three-year terms expiring on June 30. Appointments should be arranged so that the terms of approximately one-third of the members will expire each year. Replacements will be selected by SEC as needed.

III. Pre-Hearing Procedures
A. Before filing a grievance with the Commission, a faculty member must first review the complaint with his or her Department Chair or Dean, or, alternatively, the Vice Provost for Faculty in a case in which the grievance involves the dean. Every effort should be made to bring about an equitable resolution among the parties. If a resolution is not reached, the Department Chair, Dean, or the Vice Provost for Faculty, upon request of the grievant, must provide the grievant with a written statement of the reasons for the actions which are the subject of the complaint. Before filing a grievance with the Commission, the faculty member is advised to consult with the University Ombudsman, to determine whether the Ombudsman’s office can be of assistance in resolving the dispute, and whether the Commission is the appropriate body to hear the potential complaint.

If after these consultations, the faculty member still wishes to file a complaint, he or she may initiate a grievance with the Commission. The faculty member must submit written notice of the complaint, and the request for a hearing will be submitted to the Commission through its Chair. The faculty member must provide copies to the Provost and the Department Chair or Dean.

Since grievances may be cumulative, a faculty member may base his or her grievance on prior as well as current events or conditions. The grievance must be initiated not later than two years after the grievant becomes aware of the initial event complained of and not later than four months after the end of the faculty member’s compensated faculty appointment.

B. After the filing of a complaint, the grievant and the Chair of the Commission (or an individual the Chair designates for this role) will meet to discuss the grounds for the grievance. If the Chair believes that the faculty member’s claims raise issues of academic freedom, or if the grievant so asserts, the Chair will send a copy of the grievance to the Senate Committee on Academic Freedom and Responsibility (SCAFR), which will promptly determine whether the grievance raises significant questions of academic freedom.

If so, the Commission will not hear the matter until SCAFR has resolved such questions. SCAFR will communicate its findings to the Commission which will accept SCAFR’s findings with respect to the academic freedom portions of the complaint. If the complaint that is concerned with academic freedom is brought against a University administrator, Dean, or involves more than one school or University policies of general interest, SCAFR will have jurisdiction.

If the complaint concerns matters occurring in one school, the chair of SCAFR will forward the grievance to the chair of the appropriate school committee on academic freedom and responsibility, which will have jurisdiction in this matter.

C. For complaints not deemed to be significantly concerned with academic freedom, the Chair will respond to the complaint by discussing with the grievant possible options for resolution. The Chair or the Chair’s designee may also meet with the parties against whom the grievance has been filed to pursue possible resolution. The Chair may also arrange a meeting with the grievant and the person(s) against whom s/he is bringing the grievance in an attempt...
to mediate the dispute. The Chair, at his or her discretion, may include someone trained in formal mediation procedures from the university in such discussions. The Chair may gather such information and documentation from both parties and from other sources as he or she deems useful to aid in the resolution of the complaint.

D. If a resolution to the complaint cannot be reached, the Commission will evaluate whether a hearing is warranted based on the information available. The Commission may decide not to proceed with a hearing, for example, because the claim is deemed not to be a grievance as defined under Section I, because the matter at issue has been the subject of a previous grievance, or because the grievance is of so little consequence or merit that no panel should be created.

Once the Commission has decided to proceed with the grievance hearing, the Chair will so inform in writing the grievant, the dean, or department chair, as well as the Provost. This document will ask the Provost to name the University’s representative (the respondent) who will act on behalf of all the persons complained of. The grievant and the respondent may each designate a University colleague to act as advisors during the hearing. The grievant’s colleague may be any member of the standing, associated, or emeritus faculty; the respondent’s colleague must be selected from the group of persons eligible to serve on panels. A colleague may not serve as a legal advocate, but may aid the grievant and the respondent in preparation and presentation of their respective cases. Neither the grievant nor the University may have counsel present in the hearing room; both parties may consult with attorneys outside of the hearing.

E. For each hearing, the Chair will form a hearing panel of three persons, including
1. the Chair-elect of the Commission, and
2. two faculty members from the hearings list selected by the Chair with due regard for relevant subject matter expertise, balance, and representativeness, and other considerations the Chair deem important. As soon as possible after receiving notice from the Chair of the initial panel membership, either party may move the Commission to disqualify individuals from service on the hearing panel for cause, such as conflicts of interest due to personal relationships with individuals involved. In addition, both the grievant and the respondent may exercise one peremptory strike to remove a member of the hearing panel without cause, although neither of the parties may move to strike the Chair-elect. A party choosing to exercise this right must inform the Chair in writing within one week of learning of the proposed composition of the panel. Replacements for disqualified panel members will be selected by the Chair of the Commission from the list of potential hearing members.

IV. Hearings

Hearings should begin within two months after the acceptance of a grievance by the Commission. Hearings will be convened and organized by the Chair of the Commission, assisted by the Legal Officer who may advise the Chair on procedural and evidentiary matters. The decision on the merits of a grievance will be made by the panel after hearings in which the grievant and the respondent have the opportunity to present their cases. Where consistent with confidentiality rules outlined in this section, each party should submit evidence and arguments in written form for prior distribution to the other side and to the panel. The Chair, as Presiding Officer, has the power to call witnesses and to introduce documents and obtain expert opinion from inside or outside the University. Each side will have the right to address questions to witnesses, and members of the panel may question witnesses during the hearing.

The hearings will be audio-recorded, and such recording will be kept in the custody of the Commission. The hearing panel, the grievant, the respondent, and their advisors will have reasonable access to this recording during the processing of a grievance. No copies of the whole or part of any such recording may be made without express permission of, and supervision by, the Commission. Such permission will be granted to the Provost and the grievant upon request.

A hearing will follow an agenda prepared by the Chair that is based on demonstration of relevance by the grievant or the respondent. The Chair may seek advice from the Legal Officer as to the admissibility or relevance of issues, oral statements, and other evidence presented. However, the final decision on admissibility or relevance will be made by the Chair.

The Commission will have access to all documentary evidence that is in the custody of or under the control of the person or persons who took the action complained of or of the grievant and that is deemed by the Commission to be relevant to the grievance, with the exception of such evidence that was prepared specifically in connection with the Chair’s efforts to mediate and resolve the complaint described in Section III.b above. The Presiding Officer has the authority to obtain additional documents including the dossiers of other comparable members of the same department, or if none exists, comparable members of the same school who are alleged to have recently or currently received more favorable treatment. Such dossiers will be examined and held in accordance with the confidentiality procedures described below in subsection e. Notice is to be given to those faculty members whose dossiers are to be examined. The panel may request the Presiding Officer to obtain expert opinion from inside or outside the University.

If documentary evidence is needed by the grievant or the respondent in the preparation of his or her case, or by the panel in the course of its deliberations, application will be made to the Presiding Officer. The Presiding Officer will determine whether the evidence requested is relevant. The Presiding Officer will then obtain all relevant evidence. All such evidence will be available to the panel, the respondent, the colleagues, and, subject to the restrictions of confidentiality set forth below, to the grievant.

The confidentiality of peer evaluation materials, including letters of recommendation and evaluation, is integral to the tenure process. Accordingly, while the Commission may obtain peer evaluation materials, if during the hearings, the grievant asks that such materials be presented to the panel, the Presiding Officer will consider the following factors to determine whether disclosure to the panel is appropriate. The Presiding Officer will take into account, among other things, whether the grievant has shown cause to believe that the grievance is sufficiently well-founded to justify examination of confidential peer evaluation materials, and whether examination of confidential peer evaluation materials is essential to reach a judgment concerning the substance of the grievance.

If the Presiding Officer decides that peer evaluation materials are relevant and essential to reaching a judgment concerning the substance of the grievance, the Presiding Officer will make such materials available for examination by the hearing panel. Under no circumstances may such confidential materials be provided by the Grievance Commission or hearing panel to either the grievant or the respondent or their advisors.

Like all other members of the faculty, members of departmental or school personnel committees may testify in grievance hearings, although they
will not be required to testify in any such proceeding. Members of such committees who agree to appear in grievance hearings may testify specifically about their own participation in committee deliberations, present the committee’s vote, and give a general characterization of its discussion. They are explicitly prohibited from disclosing direct quotations, positions, or votes of other individuals on these committees.

Unreasonable delays by either side may subject the offending party to sanctions. In cases where primary blame for the delay may be attributed to one side, the Commission has the right to suspend or terminate proceedings and recommend that the panel send to the Provost an accusatory report including reasons for this suspension or termination and recommendations for action. A copy of this document will be sent to the Chair of the Faculty Senate.

The Commission may establish further rules and procedures to govern its operations. Where procedures have not been adopted, the Presiding Officer may rule on the matter and may seek the advice of the Legal Advisor in making such rulings. Appeals from rulings established in this way may be presented to the SEC to be decided by majority vote. Procedures adopted under this provision should be included in the Commission’s annual report.

V. Findings

Upon conclusion of the hearings and after consultation with the Presiding Officer and the Legal Advisor concerning the format of the report, the panel will prepare a written report to the Provost which may include a minority opinion. The report will state each element of the grievance and in separate, clearly labeled sections record the findings of fact and the recommendations for action by the Provost.

As part of its recommendations, the panel may propose remedies. In cases where reappointment, promotion or tenure has been denied, it may recommend a full review and reevaluation of the case. The panel may also suggest to the Provost procedures that might be followed in such a reevaluation, but the choice of procedures remains with the Provost.

However, a panel will not have the responsibility or the authority to evaluate professional competence either in the case of an individual or in comparison with other individuals. If the Provost, on receiving the panel’s report, decides that a reevaluation will be carried out, he or she will ensure that the recommendations of the panel and the relevant supporting documentation are included in the documents considered in that reevaluation.

The Presiding Officer will distribute the panel’s report to the Provost, the dean, the grievant, the respondent, the person or persons who took the action complained of, and the Chair of the Faculty Senate. If the Provost wishes to consult with the Presiding Officer to obtain more information about the case, the Presiding Officer will provide details and make available the full documentation, including a copy of the hearing recording.

If the grievance is withdrawn or settled prior to the completion of the hearings, the Presiding Officer will dismiss the panel with thanks, and no report will be prepared. However, if the hearings are completed and the panel submits a report to the Provost, the Presiding Officer will be informed by the Provost when final action on the grievance has been taken within the University. The Presiding Officer will then dissolve the panel.

After the receipt of the panel’s final report, the Presiding Officer will return all borrowed documents to their owners and turn over to the Commission a complete file of the case for secure retention — including one complete set of documents and the audio-recording of the hearings. The Presiding Officer will destroy all other copies of the documents used by the panel. The confidentiality of peer evaluation materials, including outside letters, will be preserved by the Commission. Except when the Chair of the Commission determines otherwise, the complete file will be sent to the archive for permanent storage according to the University archives policy for six years after the grievance has terminated. However, the panel’s report will be kept permanently on file along with the Provost’s response.

Although the panel’s report is to be accorded great weight, it is advisory and not binding upon the Provost. The Provost’s decision will be communicated in writing without undue delay to the Chair of the Commission, the grievant, and the respondent.

In the event the Provost declines to implement one or more of the Commission’s recommendations, the written communication will include the detailed reasons for the failure to adopt the relevant recommendation and will be sent also to the Chair of the Faculty Senate.

If the grievance proceeding identifies an administrative action or practice that seemingly violated University procedures or otherwise led to inequitable treatment, the Commission on behalf of itself or the panel should bring the matter to the attention of the Provost and the Chair of the Faculty Senate. The Provost and the Chair of the Faculty Senate should examine the matter and see to it that appropriate corrections are made if needed. Within six months they will inform the Senate Executive Committee concerning the problem and its resolution.

VI. Confidentiality

The work of the Commission and its panels requires the highest level of sensitivity to the privacy of all concerned. Members of the Commission, members of panels, grievants, respondents, colleagues, witnesses and all other concerned parties have the professional obligation to maintain confidentiality with respect to oral and documentary evidence presented and deliberations occurring during the processing of grievances (except as necessary for the preparation of a grievance or as subject to legal process, or as otherwise noted in this document). Any breaches of confidentiality will be reported by the Chair of the Commission to the Provost and the Chair of the Faculty Senate. In the event of a breach of confidentiality, the Commission has the right to terminate proceedings. In such a case it may advise the panel that it should send to the Provost its recommendations in a report.

Except as otherwise provided in this document or as authorized by the Provost or the Chair of the Faculty Senate, the report of a panel will be treated as confidential by all participants in a grievance hearing and by all members of the University community.

VII. Hearings by Senate Committee on Academic Freedom and Responsibility

In cases in which reappointment, promotion, or tenure has been denied to the grievant, and in which the Provost has declined or failed to implement the recommendations of the panel, within one month after the issuance of the Provost’s response, the grievant may request a hearing before SCAFR to review the Provost’s decision. The report of the panel and the Provost’s decision will be made available to SCAFR which will then decide whether to hold its own hearing on the matter. SCAFR will also have access to all evidence presented to the panel and to the records of the grievance hearings.

SCAFR will follow the procedures outlined in Part IV of these Grievance Procedures, except that the parties will not be permitted to introduce evidence before SCAFR. The findings of fact made by the panel will be
binding on SCAFR, except to the extent SCAFR finds from the records that the Commission’s findings are not substantially supported by the evidence. SCAFR will issue an opinion as to whether the Provost’s action in declining or failing to implement the recommendations of the panel was reasonable. If, however, SCAFR finds that there is significant evidence not previously available to the panel, SCAFR may return the case to the Presiding Officer for reconsideration by the panel.

SCAFR will promptly report its findings and recommendations to the President, with copies to the Provost, the Chair of the Commission, the panel, the Chair of the Faculty Senate, the grievant and the respondent, and the Almanac for publication.

VIII. Expenses
The Commission’s appropriate expenses for processing a grievance, including compensation for the Legal Officer, will be met from University resources. It will be the responsibility of the Presiding Officer to determine what is appropriate; such expenses will not include any per diem expenses, released time charges, or travel expenses for any participant in the hearings. To the extent possible, administrative and secretarial services will be provided by the office of the Senate. Services that cannot be provided in this way and other appropriate expenses should be charged to the Faculty Senate. These charges will be under the administration of the Chair of the Grievance Commission.

IX. Annual Report
At the end of each academic year, the Commission will write a report describing its activities and giving a summary account of the cases completed or in progress. The report will be sent to the president, the Provost, and the Chair of the Faculty Senate. The Commission must send a separate report to the Almanac for publication. This report must be written with due regard for the maintenance of confidentiality of any involved parties, and should contain only a brief summary of the matters addressed or decided.

II.E.13. Transfers of Faculty Members or Terminations of Faculty Appointments Resulting from Discontinuation of Programs
(Source: Standing Resolution of the Trustees, September 9, 1983 (https://archives.upenn.edu/digitized-resources/docs-pubs/trustees-minutes/minutes-1983/september-9/))

Where a faculty or school is discontinued for valid academic or financial considerations in accordance with University procedures, an attempt to relocate members of the Standing Faculty and the Associated Faculty within the University shall be made. In considering any transfer of a faculty member from one faculty to another, the rights of the faculty as expressed in the Statutes of the Trustees shall not be impaired. The University’s obligation to those faculty members whose academic base has been terminated must be balanced with the considered opinion of the receiving faculty on the suitability of any transfer. The final decision on any transfer from one faculty to another is made by the Trustees on the recommendation of the President and Provost.

Where a program or department within a faculty is discontinued for valid academic or financial considerations, in accordance with University procedures, the faculty concerned, and its dean, shall attempt to relocate members of the Standing Faculty and Associated Faculty in other programs or departments within the faculty. If suitable intrafaculty transfer cannot be effected, the possibility of transfer to another faculty shall be pursued in accordance with the above paragraph.

If, after full exploration of the opportunities for transfer, no suitable appointment within the University can be found for faculty members affected by the discontinuation of a school, department or program, and if the continuation of their salaries would become an undue burden on the University, proceedings to terminate academic tenure under the financial exigency provisions may be implemented.

(See page 21 - Standing Resolution of the Trustees, September 9, 1983 (https://archives.upenn.edu/digitized-resources/docs-pubs/trustees-minutes/minutes-1983/september-9/))

II.E.14. Procedures for the Establishment, Merger and Closing of Departments, Divisions and Similar Entities within Schools
(Source: Offices of the President and Provost, Almanac, September 5 1995; proposed, for comment, Almanac, April 30, 2002 and approved, Almanac, September 3, 2002; revised, as Article 10, Statutes of the Trustees, November 2, 2001 (https://secretary.upenn.edu/trustees-governance/statutes-trustees/#ten))

According to the Statutes of the Trustees of the University of Pennsylvania, “Upon recommendation of the President and Provost, the Trustees may authorize the establishment, merging, or closing of departments, divisions or similar entities in schools that do not have departments.” Subject to the statutes of the University, these procedures govern the establishment, merger and closing of departments, divisions and similar entities (hereinafter “departments”) within the schools of the University.

Although the organization of a school into departments is an administrative decision, the dean should make a recommendation concerning the establishment, merger or closing of a department only after careful study and consultation with involved faculty inside and outside the school, including discussion in a meeting of the faculty of the school. The process leading to such recommendations requires special care in reviewing possible courses of action, special efforts to consult early and often with interested parties, and special sensitivity to the legitimate interests of faculty who may be affected.

Careful Study
The decision to establish, merge or close a department should be based upon academic considerations and priorities as determined by the faculty as a whole or appropriate committees hereof. Accordingly, there should be early and meaningful faculty involvement in the process leading to decisions relating to the creation, reorganization or reduction of instructional and research programs.

Schools having a departmental structure should have regular reviews of departments. Departmental reviews should be used to provide departments with timely notice of any shortcomings and the need for improvement and to provide school decision-makers with information essential to a sound evaluation of the department. Such reviews also provide formal and informal opportunities to alert departments to the school’s plans. Departmental reviews should not be triggered by specific proposals for closing or making other adverse changes to a department.

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However, when a closing is being considered, there should be a timely external review.

Consultation

1. Most, if not all, schools, and the University as a whole, have faculty committees charged with responsibility to review planning and budget decisions. Such committees should be involved in the process leading to decisions to establish, merge or close departments. However, such reviews are not substitutes for early and frequent consultation with the faculty of the affected departments themselves and/or with the faculty as a whole. Consultation should include the opportunity for thorough discussion at a meeting of the faculty of the school. Consultation also will require soliciting an advisory vote, in favor of or against the proposed course of action, from those members of the faculty of the school with voting privileges. Although such vote is advisory only, in most circumstances the dean should act in accordance with the advice received.

2. Action to establish, merge or close departments within one school may have serious implications for the activities and resources of departments in other schools. At such time as a dean initiates consultation with the faculty of the school directly affected, he/she should send a communication to all other deans requesting that they bring the possibility of the action to the attention of their colleagues who may be interested and inviting comment.

Informing Departments of Recommendations to Close

1. Given that department closings typically follow a protracted period during which the department in question receives limited resources, school administrations have ample time to explain the implications of such action for the future. Departments that are at risk should be so informed promptly and provided with a full, frank and detailed explanation of the reasons.

2. Faculty members of a department facing closure must be informed well before a formal recommendation is publicly announced. At that time, they must be given information regarding their future at the University and the procedures the school has initiated to find a new University affiliation for them.

Academic Freedom

1. Although decisions regarding departmental structure may be made for reasons that would not justify adverse action against an individual faculty member, ordinarily they do not for that reason give rise to an academic freedom violation. However, even if all appropriate review and consultation procedures have been followed, structural decisions concerning a department may present delicate and difficult questions of academic freedom.

2. In cases where academic freedom issues appear to be raised, the dean should seek the advice of the committee on academic freedom and responsibility of the school or the Faculty Senate at a sufficiently early stage for that advice to be considered before the dean makes a recommendation.

3. Aggrieved faculty members have the right to complain of the dean's action to the appropriate committee on academic freedom and responsibility.

II.E.15. Extension of Faculty Appointments When a School is Being Discontinued


Notwithstanding other provisions of the University's policies on faculty appointments and tenure, non-tenured faculty in schools which are to be discontinued may continue to serve beyond expiration of their normal tenure probationary periods without acquiring tenure, provided:

• The Trustees of the University have formally adopted a resolution to discontinue the school, and have set a date for the closing of the school.

• The faculty of the school has formally adopted a resolution to the effect that extensions of the appointments of non-tenured faculty are necessary in order to maintain appropriate academic standards in the programs to be discontinued.

• Each faculty member for whom such extension is proposed has formally requested the extension in writing to the dean, and has clearly indicated his or her understanding and acceptance of the fact that the extended appointment will not convey tenure.

• The extensions of appointments are not more than five years from the June 30 following the resolution of the Trustees authorizing the closing of the school.

If the appointment of a faculty member is extended under these provisions and the decision to close the school is rescinded after the expiration of the probationary period for that individual, the faculty member shall be deemed to have acquired tenure.

If during the term of an extended appointment, a faculty member from the school to be closed is appointed to a standing faculty position in another school in the University, the probationary period shall be measured without regard to these provisions, and if that period has expired, the new appointment must be with tenure.

(See page 2 - Standing Resolution of the Trustees, January 13, 1978 (https://archives.upenn.edu/digitized-resources/docs-pubs/trustees-minutes/minutes-1978/january-13/))

II.E.16. Procedure Governing Sanctions Taken Against Members of the Faculty

(Source: Standing Resolution of the Trustees, October 16, 1959; revised, June 21, 1991; revised, June 20, 1997 and Almanac, October 21, 1997; revised, October 19, 2007 and Almanac, November 6, 2007 (https://almanac.upenn.edu/archive/volumes/v54/n11/ofrecord.html))

1. Introduction and Definitions

A. Introduction

The imposition of a sanction on a faculty member of the University of Pennsylvania is a rare event. However, when situations that might lead to such an action arise, they must be handled fairly and expeditiously.

It is essential to have a process that both protects the rights of faculty members and addresses the legitimate concerns of the University. This policy replaces the previously existing “Procedure Governing Sanctions Taken Against Members of the Faculty” (Standing Resolution of the Trustees, June, 1991 and Almanac, October 21, 1997).
Any cases initiated after this policy is in force, even if the alleged actions preceded its adoption, shall be governed by the procedures prescribed here.

B. Definitions
1. Charging party: The Provost, a dean of a school, or a Provost's or dean's designee who shall be a faculty member of the University, or a Group for Complaint.
2. Complainant: Individual bringing to the attention of a dean or the Provost a situation that may call for a sanction against a faculty member. The complainant may be a student or faculty or staff member of the University, or any individual outside the University.
3. Faculty Member: A member of the Standing Faculty, or a Standing Faculty-Clinician-Educator.
4. Counsel: An advisor, who may be an attorney.
5. Group for Complaint: A charging party elected by the Standing Faculty of a school, by majority vote, from its own tenured professors.
6. Hearing Board: The body, selected by the Chair of the Faculty Senate, in consultation with the Past Chair and Chair-Elect of the Faculty Senate from the University Tribunal (see definition of the Tribunal below), that adjudicates a just cause matter. It serves both an investigative and deliberative function. The Board shall consist of five members, with a chair chosen by and among the members. If feasible, one member of the Hearing Board should be on the faculty of the Respondent's school. Should any Hearing Board member become unable to serve or to satisfy his or her responsibilities on the Board as the matter progresses, the Chair of the Faculty Senate shall select a substitute from the University Tribunal.
7. Major infraction of University behavioral standards: An action involving flagrant disregard of the standards, rules, or mission of the University or the customs of scholarly communities, including, but not limited to, serious cases of the following: plagiarism; misuse of University funds; misconduct in research; repeated failure to meet classes or carry out major assigned duties; harassment of, improperly providing controlled substances to, or physical assault upon, a member of the University community; the bringing of charges of major or minor infractions of University standards against a member of the University community, knowing these charges to be false or recklessly indifferent to their truth or falsity; flagrant or knowing violation of the University's conflict of interest policy or commission of serious crimes such as, but not limited to, murder, sexual assault or rape.
8. Major sanction: Serious penalties that include, but are not limited to, termination; suspension; reduction in academic base salary; zero salary increases stipulated in advance for a period of four or more years.
9. Minor infraction of University behavioral standards: An action involving disregard of the University's standards, rules, or mission, or the customs of scholarly communities that is less serious than a major infraction.
10. Minor sanction: Penalties less serious than a major sanction that may include, but are not limited to, a private letter of reprimand, a public letter of reprimand, monitoring the manner and conditions of specific future research, teaching, or supervision of students, provided they relate to the infraction.
11. Respondent: The Faculty Member against whom a complaint is lodged.
12. University Tribunal: A body comprised of past and present tenured faculty members on the Senate Committee on Academic Freedom and Responsibility, the school committees on academic freedom and responsibility, and if necessary, past and present members of the Senate Executive Committee.

2. Suspension or Termination for Just Cause
A. Preliminary Procedures
Should a question arise regarding the possible infraction of University behavioral standards, the dean or Provost shall interview the respondent, normally in the presence of any department chair concerned, and may afford the respondent the opportunity for informal resolution of the matter under appropriate circumstances.

The dean or Provost shall provide a written description of the charges to the respondent, if requested by the respondent in writing. If the matter is resolved informally to the satisfaction of the dean or Provost and the respondent, no further proceedings shall be invoked by them. An informal resolution must be consistent with all existing University policies and behavioral standards, and does not derogate from a complainant's right to invoke procedures subsumed under these policies and standards.

If the matter is not adjusted informally, the dean or Provost shall consult with several tenured members of the University faculty. Relying on these consultations, the dean or Provost shall decide whether to invoke the just cause procedures in a case involving major infractions of University behavioral standards, to impose minor sanctions directly in a case involving minor infractions of University behavioral standards, or to discontinue the matter. If the decision is to discontinue the matter, the dean or Provost shall notify the respondent and any complainant in writing.

B. Formation of a Group for Complaint
If the dean or Provost decides to discontinue the matter or impose a minor sanction, no further proceedings shall be initiated with the single exception of the standing faculty's prerogative to form a Group for Complaint. If formed, the Group shall promptly conduct an investigation and, based on this investigation, may a) initiate proceedings for imposition of a major sanction, b) recommend imposition of a minor sanction, or c) determine not to proceed further.

3. Minor Sanction
A. Imposition by Dean or Provost
If, having consulted with several members of the tenured faculty, the dean or Provost concludes that the situation involves a minor infraction of University behavioral standards, the dean or Provost shall impose a minor sanction on the respondent. The dean or Provost shall notify the respondent in writing of this decision and take the steps necessary to put the sanction into effect.

B. Application for Relief to Faculty Grievance Commission
The respondent may apply to the Faculty Grievance Commission for relief from any minor sanction imposed by the dean or Provost.

4. Major Sanction
A. Charging Party Requests Formation of Hearing Board
If the charging party believes that a major infraction of University standards has occurred, the charging party shall promptly request that the Chair of the Faculty Senate convene a Hearing Board. The Dean or Provost shall notify the respondent in writing of this decision.

B. Disqualification of Potential Members of Hearing Board
The charging party and the respondent each shall be given the opportunity to move to disqualify any potential member of the Hearing Board designated by the Chair of the Faculty Senate.
Such motion shall set forth, in writing, the reasons therefore and shall be delivered to the Chair of the Faculty Senate.

Motions to disqualify Hearing Board members shall be decided by the remaining members of the Board (with a tie to be broken by the Chair of the Faculty Senate). If the remaining members decide that disqualification is proper, an alternate member shall be designated by the Chair of the Faculty Senate.

C. Hearing Board Determines Whether to Proceed
1. Once the composition of the Hearing Board is determined, the charging party shall promptly send to the Chair of the Hearing Board, the respondent, the dean and Provost a written statement that sets forth in as much detail as is practicable the grounds for the complaint and for the recommendation of a major sanction. In the case of misconduct in research, the report of the formal investigation committee issued under the Misconduct in Research Procedures shall be included. To determine whether formal hearings shall take place, the Hearing Board shall immediately consider the statement from the charging party, consult the relevant documents, and afford the charging party opportunity to present oral and written arguments, but shall not hold a hearing to receive evidence.

2. If the Hearing Board concludes that the grounds stated, if true, would clearly not constitute just cause for imposition of a major sanction, it shall issue a report to that effect, sending copies to the charging party, the President, any complainant, and the respondent. The substance of the complaint shall not be the basis of any further proceedings with respect to major sanctions. However, the Hearing Board may remand the case to the dean or Provost for further proceedings or actions that relate to a minor sanction.

3. If the Hearing Board concludes that the grounds stated, if true, might constitute just cause for the imposition of a major sanction, and it believes that there is probable cause that in further proceedings the grounds stated shall be found to be true, it shall conduct such proceedings as hereinafter provided.

D. Notification of Right to a Hearing
If further proceedings are conducted, the Chair of the Hearing Board shall send to the respondent written notice that the respondent may preserve and elect the right to a hearing by promptly notifying the Chair of the Hearing Board in writing. If the respondent requests a hearing before the Hearing Board, the Chair of the Hearing Board shall notify the charging party and the respondent in writing of the date and place of the hearing. One month prior to the hearing, the charging party shall supply to the Chair of the Hearing Board a summary statement of the evidence to be presented by the charging party, including a list of witnesses, a detailed summary of the testimony expected from each witness, copies of relevant extracts from the statutes and standing resolutions of the Trustees of the University of Pennsylvania, a copy of these procedures, and copies of any other University documents that are relevant to the respondent’s procedural and substantive rights in this matter. The Chair of the Hearing Board shall immediately furnish these documents with the notice to the respondent.

E. Hearing Board Procedure in the Absence of Participation by Respondent
If the respondent does not request a hearing, the charging party shall nevertheless present evidence to the Hearing Board. The Hearing Board shall then make a written report of its findings, conclusions and recommendations and send a copy of its report to the charging party and the respondent. If the Hearing Board concludes that the charging party has not shown clear and convincing evidence of just cause for the imposition of a major sanction, no major sanction may be imposed, and the substance of the complaint shall not be the basis for any further proceedings with respect to major sanctions. However, based on clear and convincing evidence of a minor infraction, the Hearing Board may recommend that the dean or Provost impose a minor sanction and he or she will normally implement that recommendation. If the Hearing Board concludes that the charging party has shown clear and convincing evidence of just cause for the imposition of a major sanction, the Hearing Board shall promptly send to the President a copy of its report recommending the major sanction.

F. Hearing Board Procedure when Respondent Participates
The hearing shall be held at the earliest date that is practicable to the respondent, charging party and Hearing Board, and ordinarily no more than three months from the notification date. Two weeks prior to the date of the hearing, the respondent shall provide to the Chair of the Hearing Board a written answer to the charging party’s statement of the grounds for the complaint and for the recommendation of a major sanction. At that time the respondent shall also provide to the Chair of the Hearing Board a list of witnesses, a detailed summary of the testimony expected from each witness, copies of relevant extracts from the statutes and standing resolutions of the Trustees of the University of Pennsylvania, and copies of any other University documents that are relevant to the respondent’s procedural and substantive rights in this matter.

G. Procedures During a Hearing
Hearings shall be private with two exceptions. The respondent shall have the right to invite as observers, representatives of national professional academic associations concerned with matters of academic freedom and tenure. Other observers may be invited to attend if the charging party, the respondent and the Chair of the Hearing Board consent in advance of the hearing. A transcript of the hearing shall be made available to the parties at the expense of the University.

The charging party has the burden of proving by clear and convincing evidence that there is just cause for imposition of a major sanction against the respondent. Both the respondent and the charging party may appear personally throughout the hearing; both may have the assistance of counsel. The Hearing Board shall afford the respondent and the charging party the opportunity to present oral and written argument. The respondent and the charging party shall have the right to confront any witnesses, each of whom shall have the right not to incriminate himself or herself in answer to any question, and to question them personally or through counsel. They may call witnesses and shall receive the cooperation of the University administration in securing the attendance of such witnesses and the production of such documents as may be relevant.

The extent of document production shall be determined by the Hearing Board. The Chair of the Hearing Board, in consultation with his/her colleagues, shall rule on any procedural or substantive issues complained of by either the charging party or respondent. The Hearing Board shall have the discretion to limit the number of witnesses in order to prevent overly repetitious or cumulative testimony. It shall not be bound by formal rules of evidence, and may elect to admit any evidence it deems to be of probative value in evaluating the issues. The Hearing Board may permit the use of electronic or other means of remote communication, such as telephone conference calls, in lieu of the appearance of witnesses.

H. Report of Hearing Board and Objections of Respondent
1. Upon concluding the hearings, the Hearing Board shall deliberate privately, and determine whether or not the charging party has established by clear and convincing evidence that a major infraction
has occurred. If so, the Hearing Board shall recommend what the major sanction should be. Decisions shall require a majority of the members participating. The Hearing Board may, in its discretion, recommend a minor sanction instead if it determines that a minor infraction has occurred.

2. The Hearing Board shall conclude its deliberations promptly and send to the President a written report in which it shall set forth its findings, conclusions, recommendations, and a transcript of the hearings. Copies of these documents shall also be sent to the respondent, the charging party, and the dean and/or Provost.

3. The respondent may request reconsideration of the sanction by submitting a written statement to the Chair of the Hearing Board within five days of the receipt of the Hearing Board’s recommendation. In the event of such a request, the Chair shall reconvene the Hearing Board as soon as possible and hear statements from both the complainant and the respondent, delivered either personally or through counsel. The Hearing Board may, by majority vote, change its recommendation, but only if there is new evidence or there are new arguments to be presented. If there is a change in the recommendation, the Chair of the Hearing Board shall communicate it to the President, the Dean and/or Provost, and to the respondent promptly.

4. The respondent may send to the President, within a reasonable time, any objections to the findings, conclusions or recommendations of the Hearing Board.

I. The President’s Actions

1. The President, relying only upon the materials forwarded by the Hearing Board and objections submitted by the respondent, shall normally accept the Hearing Board’s recommendations.

2. The President may depart from the Hearing Board’s recommendations only in exceptional circumstances, and only to reduce the severity of recommended sanctions or to dismiss the charges for failure of proof. Any departure may be made only after consulting the individuals then serving as the Chair, Past Chair and Chair-elect of the Faculty Senate (“the three Chairs”). When a departure is proposed, the President shall send to the three Chairs all of the documents received from the Hearing Board and the respondent and shall secure their views before taking action. Should any of the three Chairs be unable to serve, the other two Chairs shall select a replacement from the available former Chairs of the Faculty Senate.

3. Without limit to the right of departure, the President may request reconsideration of the decision recommended by the Hearing Board by submitting a written statement to the Chair of the Hearing Board within a reasonable time. In the event of such a request, the Chair shall reconvene the Hearing Board promptly and hear statements from both the President and the respondent, delivered either personally or through counsel. The Hearing Board may, by majority vote, elect to adopt or reject the recommendation of the President.

4. The President may also remand the matter to the Hearing Board because there has been a significant defect in procedure. The Hearing Board shall reconvene, take steps to repair any procedural defects, and hold an additional hearing, if needed. The Hearing Board shall then send a second report to the President, along with the transcript of any second hearing, with copies to the respondent by certified mail, and to the charging party and the dean and/or Provost.

5. After all proceedings of the Hearing Board have been concluded, including any reconsideration proceedings, the President shall render his/her decision and send it, together with his/her reasons. The President’s decision, except a decision that is subject of an appeal as described below, is final within the University.

J. Appeal of the President’s Decision

If the respondent objects that there has been a significant defect in procedure but the President declines to remand the matter to the Hearing Board, the respondent may appeal on that ground in writing to SCARF. The President shall promptly forward to SCARF all of the documents upon which the decision was made. SCARF shall review the documents forwarded by the President and the respondent’s written statement of appeal and shall decide the appeal promptly. If SCARF finds that there has been a significant defect in procedure, it shall remand the matter to the Hearing Board for further proceedings in accordance with paragraph I(4).

K. Termination

If the Hearing Board recommends that the respondent’s appointment be terminated, it shall also recommend a date of termination and a date of termination of salary, benefits, and other privileges of employment which cannot be more than one calendar year after the date of the President’s final action.

L. Hearing Board Records

On the completion of the case the Hearing Board shall transfer all of its records to the Office of the General Counsel. These records shall be stored in a locked file. The Chair, Past Chair and Chair-elect of the Faculty Senate are responsible for obtaining and maintaining these records.

5. Interim Suspension

A faculty member shall not be suspended prior to the conclusion of proceedings under this policy unless continuance of employment poses a threat of immediate harm to the faculty member or others, or seriously threatens to significantly disrupt the academic or research activities of the University. Any such suspension shall be with salary. A dean’s decision to suspend a faculty member shall be accompanied by a concise statement of the factual assumptions on which it is based and the grounds for concluding that the faculty member’s continuance threatens immediate harm. Such a decision should be made only after consultation with the school’s Committee on Academic Freedom and Responsibility, which should, whenever possible, afford the faculty member an opportunity to be heard, and to present evidence of why interim suspension should not be imposed. (See also, II.E. 18, Temporary Suspension or Exclusion of a Faculty Member.)

6. General Matters

A. No Public Statements When Proceedings Are in Progress

To preserve the integrity of the process, members of the University community shall avoid public statements about charges and proceedings that involve minor or major sanctions until the proceedings have been completed.

B. Actions When Charges Are Unfounded

If final action completely exonerates the respondent, and a determination is made that the allegations were without any foundation or were filed in bad faith, the University shall reimburse that individual for the reasonable costs and expenses, including attorney fees, incurred in his or her defense. In that event, the administration should also attempt to ameliorate any damage wrongly done to the reputation of the respondent or of any complainant, provided that the complainant acted in good faith. If it appears that the complainant did not act in good faith, the administration shall investigate and take appropriate action.
C. Statements Following a Minor Sanction
If the respondent has been subjected to a minor sanction, the dean or Provost, after consultation with the President and discussion with the Chair of the Faculty Senate, may publicize this fact.

D. Statements Following a Major Sanction
If the respondent has been subjected to a major sanction, the President, after informal discussion with the Chair, Past Chair and Chair-elect of the Faculty Senate, shall publish in Almanac a statement describing the case and its disposition in appropriate detail.

E. Modification of Time Periods
The time periods contained in these procedures may be modified by the Hearing Board in its discretion.

F. Timeliness
If the President determines that the Hearing Board is untimely in pursuit of its charge, thereby detrimentally affecting the legitimate interests of the University, the President may disband the existing Hearing Board. The President shall then promptly request that the Chair of the Faculty Senate reconstitute the Hearing Board.

II. E.17. Removal of Faculty by Reason of Financial Exigency
(Source: Standing Resolution of the Trustees, October 16, 1959; revised, September 9, 1983; revised, 1991)

A. If the administration of the University proposes to curtail an activity of the University that might involve the removal of faculty members, it shall initiate consultation with the Executive Committee of the Senate on the issues of the existence in fact of a financial exigency, the appropriateness of the selection of the particular segment of the faculty for removal, possible alternative actions and the like, at least thirty days before it proposes to send to the affected faculty members the notice described in paragraph b. below.

B. If after such consultation the administration determines to take action to curtail an activity of the University with or without the concurrence of the Senate, the administration shall make an attempt to continue those faculty members who will be affected by such action, by transfer to other faculty positions so far as feasible. If such transfer is not deemed feasible by the administration, the President shall send the following written notice to (1) each faculty member whose employment the University proposes to terminate and who either has tenure at the time such notice is given or, by the operation of the University’s tenure principles, will have tenure at the time of the proposed termination and (2) each faculty member on term appointment whose employment the University proposes to terminate prior to the expiration of such term. The President’s notice shall state that the University is engaged in proceedings that may result in termination of the faculty member’s employment; that, if it is finally decided that his or her employment will be terminated, such termination will become effective not less than one year from the date of receipt of such notice; and that he or she may request a hearing before the Committee on Academic Freedom and Responsibility of his or her faculty (unless the administration proposes to terminate the employment of an entire faculty, in which case the notice shall state that the faculty member may request a hearing before the Senate’s Committee on Academic Freedom and Responsibility).

C. Each faculty member so notified may request a hearing by sending a written request therefore to the chair of the appropriate committee within thirty days of his or her receipt of the President’s notice. The faculty member’s failure to request a hearing before the committee shall be a waiver of his/her right to request the hearing before the committee. The faculty member shall accompany his/her request with a statement in which he/she may make one or more of the following charges:
• that the administration is not acting in good faith to remove him or her on the grounds of financial exigency;
• that it is possible for him or her to be assigned to other duties, the nature of which shall be described in his or her statement. In his/her statement, the faculty member shall specify in as much detail as is practicable the reasons for his/her charge or charges. The faculty member shall send a copy of his/her statement to the President. The President shall furnish the faculty member and the committee with a written answer to the faculty member’s charges.

D. If the faculty member charges that the administration is not acting in good faith, the President shall send a written notice to each faculty member affected by the proposed curtailment, stating that the recipient may join in the hearing. The President shall also furnish each such faculty member with a copy of the charges made by the faculty member initially requesting the hearing and a copy of the answer thereto. A faculty member who receives such notice and who does not, within ten days following receipt of such notice, deliver to the chair of the committee a written statement of his/her intention to join in the hearing and of his/her reasons therefore, shall thereby waive his/her right thereafter to request a hearing on the charge that the administration is not acting in good faith. A faculty member’s failure to join in such a hearing shall not be a waiver of his/her right to request a hearing on the possibility of his or her own reassignment. Promptly after the expiration of the period within which faculty members may state their intention to join in the hearing, the chair of the committee shall notify the parties in writing of the date and place of the hearing, which shall be held not less than three weeks from the date the chair shall send to the parties notice of such date and place.

E. Any faculty member requesting or joining in the hearing, and the administration, shall be entitled to move to disqualify, for prejudice, any member of the committee. Such motion shall be made in writing, which shall set forth the reasons therefore, and shall be delivered to the chair of the committee no later than ten days prior to the date set for the hearing. Such motion shall be decided by the remaining members of the committee. If the remaining members decide that disqualification is proper, an alternate member, if any, shall serve as a substitute for the disqualified member. If an alternate member is not available, the parties may agree that the hearing shall be held by the remaining members or that the remaining members shall select a substitute. In the event of failure to agree, a substitute shall be elected by the faculty (if the committee is a faculty committee), or shall be selected by the Executive Committee of the Senate (if the committee is a Senate committee).

F. If a hearing is held at the request of a faculty member on a charge that the administration is not acting in good faith, the administration shall have the burden of proving by a preponderance of the evidence that it is acting in good faith in seeking to remove the faculty member on the grounds of financial exigency. If a hearing is held at the request of a faculty member on a charge that it is possible for him or her to be assigned to other duties, the faculty member shall have the burden of proving by a preponderance of the evidence that such assignment is possible, and shall not be deemed to have met such burden unless he or she shall introduce testimony, supporting such
assignment, by faculty members from the department or school to which such assignment is proposed to be made. A transcript of the hearing shall be kept by a stenographer furnished by the University. Both the faculty member and the representatives of the administration may appear throughout the hearing; both may have the assistance of counsel. Each party may call witnesses on his/her own behalf; the faculty member shall receive the assistance of the administration in securing the attendance of witnesses on his/her behalf. The committee shall afford the faculty member and the administration opportunity to present oral and written argument.

G. After the hearing, the committee shall deliberate privately. It shall determine solely on the basis of the information presented at the hearing whether or not the administration has proved by a preponderance of the evidence that it is acting in good faith in seeking to remove the faculty member on the grounds of financial exigency, or whether or not the faculty member has proved by a preponderance of the evidence that it is possible for him/her to be assigned to other duties. The committee shall send to the faculty member and (through administrative channels) the President a transcript of the proceedings and a copy of its report, in which it shall set forth its findings, recommendations and reasons therefore.

H. If the committee concludes that the administration is not acting in good faith, or that it is possible for the faculty member to be assigned to other duties, the administration shall not proceed with action to terminate the faculty member’s employment. If the committee concludes otherwise, the faculty member may appeal to the board by sending to the Secretary of the University within thirty days following receipt of the committee’s report, a written request that he or she be accorded the hearing before the board. The board shall then afford the faculty member, the administration and the committee an opportunity to appear before it. The faculty member and the administration may have the assistance of counsel.

I. The board may direct that action to terminate the faculty member’s employment be discontinued, may take action based on the committee’s conclusions, or, if it decides that additional evidence should be received or that further proceedings are otherwise required, shall remand the matter to the committee. In the event of such remand, the committee may receive additional evidence, shall send the parties written notice of hearings at least one week before they are to be held and shall accord the parties the procedural rights provided in paragraph C. above. The faculty member may again appeal to the board as provided in paragraph H. above. The board shall furnish all parties with copies of a report of its decision, in which it shall set forth its reasons therefore.

J. If the employment of a faculty member is terminated by reason of financial exigency, his or her salary shall be continued for one year from the date of his or her receipt of the President’s notice described in paragraph B. above. Until such termination date the faculty member shall continue to work in his/her own field or on some other activity mutually agreed upon. If the employment of a faculty member who has tenure is terminated by reason of financial exigency, the released faculty member’s place shall not be filled by a replacement within a period of two years from the date of termination, unless the released faculty member has been offered reappointment with tenure and has declined.

K. A decision by the board made pursuant to these procedures shall be final within the University.

II.E.18. Temporary Suspension or Exclusion of a Faculty Member

(Source: Standing Resolution of the Trustees, September 9, 1983; revised, October, 19, 2007 and Offices of the President and Provost, Almanac, October 30, 2007 (https://almanac.upenn.edu/archive/volumes/v54/n10/policy.html))

The President or Provost may temporarily suspend a faculty member from teaching or other University duties, or exclude the faculty member from University facilities, under the following two conditions:

1. There is a substantial risk of immediate harm to persons, equipment or other property from the faculty member’s continuation in his or her University functions or from the faculty member’s continued presence at the University, or 2. The faculty member has been charged under the law with an offense based on conduct recognized as criminal in the United States.

2. In cases under the second category, the faculty member may only be suspended or excluded if the offense charged, if proven, would indicate the faculty member’s inability or unfitness to perform his or her University duties. Before taking action to suspend or exclude the faculty member in such cases, the President or Provost shall seek the advice of the Senate Committee on Academic Freedom and Responsibility (SCAFR).

A temporary suspension or exclusion must not exceed fifteen working days. The President or Provost, however, may extend the suspension or exclusion if the original conditions warranting temporary suspension or exclusion continue to exist, but only upon consultation and in agreement with two-thirds of the members, present and voting, of SCAFR. In no instance should a temporary suspension or exclusion continue when the stated grounds for the suspension or exclusion no longer exist. Compensation of a faculty member shall not be discontinued as a result of a temporary suspension or exclusion.

Immediately upon invoking the powers of temporary suspension or exclusion, the President or Provost must inform the Chair of SCAFR that action has been taken under this provision. The President or Provost shall thereafter furnish the faculty member with a written explanation of the basis for the suspension or exclusion within two working days. The faculty member must also receive written notice and explanation for any extension of the temporary suspension or exclusion within two days of any such extension. The faculty member must be invited to respond in writing to any notification of suspension or exclusion, or any extension thereof, and should furnish SCAFR with a copy of such response.

II.E.19. Policy on Safeguarding University Assets


A. Introduction

University and Health System management at all levels are responsible for safeguarding financial and physical assets and being alert to possible exposures, errors and irregularities. Management must be
aware of internal control weaknesses that can lead to or permit misuse, misappropriation or destruction of assets. The University policy regarding the safeguarding of assets and the investigating, processing and reporting of suspected misappropriations and similar irregularities applies to all areas of the University and Health System. These include the schools, service and resource centers, central administrative departments, auxiliary enterprises, subsidiaries, the Clinical Practices (CPUP) and the Hospital (HUP), Clinical Care Associates (CCA), and any wholly-owned subsidiaries of the University.

B. Objectives:
- To ensure the protection of the University and Health System assets and to ensure that such assets are not misappropriated, misused, damaged or destroyed.
- To provide a policy for the investigations of known or suspected misappropriations and other irregularities.
- The objectives of investigating suspected misappropriations and similar irregularities are to determine whether the suspected irregularity occurred; to ascertain the source and the amount of funds involved; to identify the individual(s) responsible for the loss; to adequately document fraudulent activities; and, to provide a sound basis for any subsequent corrective action.

C. Responsibilities
All supervisors and managers should be familiar with the types of irregularities involving misuse of University and Health System resources that might occur in their respective areas and be alert for symptoms that an impropriety is or was in existence in their respective areas. Any individual who detects or suspects a misappropriation shall notify his/her supervisor immediately.

The Director of Internal Audit, has the primary responsibility for the investigation of all cases of misappropriation, fraud, and other misuse of University and Health System assets. The Director is available and receptive to relevant information concerning suspected fraudulent activities on a confidential basis. All audits shall be conducted in a thoroughly professional manner.

The Director of Internal Audit, shall consult with and coordinate the investigative activities with other University and/or Health System offices as appropriate. All University and Health System employees shall cooperate fully with and provide support to the Director as requested during such investigations and reviews.

The Internal Audit Department shall be given free, unlimited and unrestricted access to all books, records, files, property and to all personnel of the University and the Health System during such investigations. The Director of Internal Audit shall have the authority, after consultation with the Executive Vice President of the University, the Executive Vice President of the University for the Health System, when applicable, and with the Provost when a member of the faculty is thought to be involved and with other senior officials as appropriate, to:

1. Take control of and/or gain full access to all University and Medical Center premises, whether owned or rented; and
2. Examine, copy and/or remove all or any portion of the contents, physical or electronic, of all files, desks, cabinets and other storage facilities that are located on such premises without the prior knowledge or consent of any individual who may use or have custody of such premises or contents. When an auditor removes any files or materials from desks or offices, a record will be established and maintained. The record must be as complete as practicable, and a copy will be deposited with the Executive Vice President of the University and with the person from whose office the files or materials were removed.

The powers described in 1 and 2, above, shall be exercised with due regard for privacy, property, and academic freedom of the occupant of the premises, or the owner of the materials being searched. The Director, moreover, will make every reasonable effort to confine the investigation to areas, files, and papers that seem likely to yield relevant evidence.

When a member of the faculty is thought to be involved, the Provost:
1. Shall inform the Chair of the Faculty Senate, if the Chair is available, prior to the search being undertaken, and seek the Chair's opinion.
2. Shall report the completion of the search and the justification for that search as soon as practicable after the event to the Chair, the Past Chair, and the Chair-Elect of the Faculty Senate.

D. Reporting
The results of investigations by the Internal Audit Department shall be disclosed only to those who have a legitimate need to know such results in order to perform their duties.

Internal Audit shall report the results of the investigation and/or audit to the General Counsel and the Executive Vice President of the University; the Executive Vice President of the University for the Health System when applicable, and to the Provost when a member of the faculty is involved. In addition, Internal Audit shall report the results as appropriate to the Executive Vice President of the University for the Health System, and to the Associate Vice President for Legal Affairs of the Health System. The Executive Vice President shall report all cases of fraud to the President. Copies of all investigation and/or audit reports shall be sent concurrently to the senior official responsible for the area.

All documented cases of fraud shall be reported to the Board of Trustees' Committee on Audit by the Director of Internal Audit.

To meet requirements of granting agencies or other external funding sources, the Director of Internal Audit shall, as appropriate, report information concerning misappropriations to granting agencies or other external funding sources.

Information concerning misappropriations may be released to the news media only as authorized by the President of the University.

III. Policies and Procedures Concerning Faculty Research

A. Guidelines for the Conduct of Sponsored Research (p. 2110)
B. Procedures Regarding Misconduct in Research (p. 2111)
C. Procedures Regarding Misconduct in Research for Non-faculty Members of the Research Community (p. 2115)
D. Policy Relating to Copyrights and Commitment of Effort for Faculty (p. 2117)
E. Patent and Tangible Research Property Policies and Procedures (p. 2119)
F. Policy on Conflicts of Interest Related to Research (p. 2129)
G. Consulting and Outside Activities Policies and Procedures (p. 2134)
H. Guidelines for Student Protection and Student Access to Information Regarding Sources of Financial Support (p. 2137)
III.A. Guidelines for the Conduct of Sponsored Research


1. Roles and Responsibilities of the University and Its Faculty

The University imposes no limitation on the freedom of the faculty in the choice of fields of inquiry or upon the media of public dissemination of the results obtained. It is the obligation of faculty members to make freely available to their colleagues and to the public the significant results achieved in the course of their inquiries.

By providing financial support, physical facilities, and especially an intellectual environment conducive to research, the University encourages scholarly inquiry by its faculty. In doing so the University recognizes its responsibility to the faculty to maintain a research environment in which unrestricted scholarship and freedom of inquiry may continue to thrive.

The University recognizes that its faculty consists of self-motivated scholars and scientists; their participation in scholarly or scientific controversies does not involve the University beyond its general support. Such support is predicated on the University's confidence that its essential functions are best accomplished by freely permitting capable scholars to follow the search for truth wherever it may lead.

2. Sponsored Research Projects

An interdependent relationship between the University and the research skills of its faculty becomes manifest whenever the University becomes involved as a corporate entity in the administration of research. In pursuing a policy of encouraging free inquiry the University affirms its reliance on its faculty in all matters of judgment concerning the intellectual merits of a project.

For its part, as the beneficiary of gifts and as the recipient of grants and contracts, the University must reserve the right to accept only that support which does not in any way compromise the freedom of inquiry of its faculty, the integrity of its scholarship or its commitment to the policy of non-discrimination.

In its role as a degree-granting institution, the University views the substantial participation of graduate students in sponsored research as altogether appropriate to its educational mission.

The University administration does not distinguish between research activities that acquire new knowledge and research activities that apply existing knowledge. It leaves the decision of how to balance these two elements to the judgment of those who perform research and to their academic supervisors.

3. Academic Evaluation of Sponsored Programs

Approval of proposals for grants, contracts and other cooperative agreements by the appropriate department chair and/or Dean is an indication that a favorable evaluation for academic merit has been made.

Where research programs lie outside the normal departmental or school structure, the Provost, or a designated member of the Provost's staff, has a special responsibility to ensure that an appropriate academic review has been made.

4. Administrative Requirements for Sponsored Programs

The following seven conditions must govern any research agreement entered into by the University and a sponsor in order for a favorable evaluation to be made.

- Open identifications of sponsors and the actual sources of funding must be present in the agreement. Exception is made for anonymous sponsorship when, in the judgment of the Provost, such a condition is not harmful to the University nor to the integrity of the research and is essential for the award to be given.
- Unrestricted dissemination of all findings and conclusions derived from the project must be an integral part of the agreement, except where the privacy of an individual is concerned. The University regards any infringement on complete access to research findings as detrimental to free inquiry. It therefore neither seeks nor accepts security clearance for itself or any administrative unit. The decision of whether to seek clearance is an individual one to be made by each faculty member according to his or her judgment. Such decisions will not be influenced or judged in any way by the University and must be made in each instance on the basis that the benefit of clearance will balance its academic shortcomings. Exception may be granted by the Provost for privileged information but only in the form of a delay in the release of such information. The delay will only on rare occasions exceed three months.
- The resources or data sources on which research is wholly dependent must be free of control by the sponsor. The University views such control as incompatible with free inquiry and accepts exceptions to this condition only when no alternative source exists. Exceptions may be granted by the Provost for projects that are conducted abroad and subject to the legal restraints of foreign governments and their agencies.
- No conditions may be attached to the gift, grant or contract that would in any way jeopardize the University’s commitment to the principle of nondiscrimination on the basis of race, color, sex, sexual or affectional preference, age, religion, national or ethnic origin or handicap.
- Academic appointments made with the support of gifts, grants, or contracts shall be made only in accord with established University procedures. A sponsor shall not ordinarily participate in the selection of persons to work on a project, and individuals employed by the University shall not be excluded by a sponsor from participation in a project for any reason other than when necessary because of insufficient competence or when required to protect privileged information.
- No financial obligations by the University in the present or at any time in the future can be implied other than those stated in the contract. When uncertainty exists in his or her judgment, the Provost
or a designated member of the Provost’s staff shall consult with appropriate officers of the University to ensure that this condition is met prior to the final approval of the agreement.

- The University relies primarily on the discretion of its faculty to limit the commercial aspects of research sponsorship, such as advertising and publicity. Contracts must not allow the use of the University’s name for commercial purposes unless such use has been specifically approved by the President of the University. Agreements must not permit the names of University investigators to be exploited for advertising purposes or permit reprint distribution to be made part of a publicity campaign.

5. Administrative Review of Sponsored Programs

Approval by the Provost or a designated member of the Provost’s staff indicates that the evaluation of compliance with the University’s administrative requirements has been favorable.

Grants and contracts which, in the judgment of the Provost, have features that pose potential embarrassment to the University or raise serious non-technical questions of compliance with this policy will require further review. This review is to be accomplished by the University Council Committee on Academic and Related Affairs.

Concurrently with the call for consultation, notice of the project shall appear in Almanac.

Failure to conform to the Guidelines is expected only on rare occasions marked by special circumstances, such as the exceptional public need of a national, regional or local emergency. On these occasions it is required that the President of the University, in consultation with appropriate faculty, shall give approval to such action.

(See page 4 - Almanac, April 7, 1981 (https://almanac.upenn.edu/archive/v27pdf/n28/040781.pdf))

III.B. Procedures Regarding Misconduct in Research

(Source: Vice Provost for Research, Almanac, December 12, 1989; revised, Office of the Provost, Almanac, September 3, 1991; revised, Almanac, September 9, 1997; revised, Almanac, May 6, 2003 (https://almanac.upenn.edu/archive/v49/n32/OR-misconduct.html))

The University relies on its faculty to establish and maintain the highest standards of ethical practice in academic work including research. Misconduct in research is forbidden and represents a serious breach of both the rules of the University and the customs of scholarly communities.

Although instances of research misconduct are relatively rare, the University has a responsibility to detect and investigate possible misconduct and to resolve cases of possible misconduct fairly and expeditiously. The primary responsibility for maintaining integrity in research must rest with those who perform it. In light of this responsibility, the University expects each faculty member:

- To maintain and further the highest standards of ethical practice in research. Especially important are integrity in recording and reporting results, care in execution of research procedures, and fairness in recognition of the work of others.

- To be responsible for the integrity of the research carried out under his or her supervision, no matter who actually performs the work or under what circumstances.

- To accept that a claim of authorship implies a definable major contribution to the work and an acceptance of responsibility for the methods and findings of the work.

- To keep thorough and verifiable records of research and to insure that exact copies of these records are preserved by the unit in which the work is done.

- To report suspected research misconduct to the appropriate dean.

The University must also establish certain standards to assure a healthy environment for research. These standards include procedures for dealing with alleged research misconduct.

These procedures are applicable to members of the University of Pennsylvania standing faculty, standing faculty-clinician-educator, associated faculty, academic support staff, and emeritus faculty when acting as such.

Research Misconduct Defined

Research misconduct is defined as fabrication, falsification, plagiarism, or other serious deviation from accepted practices in proposing, performing, or reviewing research, or in reporting research results.

- Fabrication is making up data or results and recording or reporting them.

- Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.

- Plagiarism is the appropriation of another person’s ideas, processes, or results, or works without giving appropriate credit.

- Serious deviation from accepted practices includes but is not limited to stealing, destroying, or damaging the research property of others with the intent to alter the research record; and directing or encouraging others to engage in fabrication, falsification or plagiarism. As defined here, it is limited to activity related to the proposing, performing, or reviewing of research, or in the reporting of research results and does not include misconduct that occurs in the research setting but that does not affect the integrity of the research record, such as misallocation of funds, sexual harassment, and discrimination, which are covered by other University policies.

The research record is the record of data or results that embody the facts resulting from scientific inquiry, and includes, but is not limited to, research proposals, laboratory records, both physical and electronic, progress reports, abstracts, theses, oral presentations, internal reports, and journal articles.

Some forms of misconduct, such as failure to adhere to requirements for the protection of human subjects or to ensure the welfare of laboratory animals, are governed by specific federal regulations and are subject to the oversight of established University committees. However, violations involving failure to meet these requirements may also be covered under this policy or possibly by other University policies when so determined by the responsible committees or institutional officials.

Research misconduct does not include honest error or differences of opinion.
Findings of Research Misconduct

A finding of research misconduct requires that:

- There be a significant departure from accepted practices of the relevant research community; and
- The misconduct be committed intentionally, or knowingly, or recklessly; and
- The allegation be proven by a preponderance of evidence.

Procedures for Handling Alleged Research Misconduct

The following procedures recognize the need to protect the rights and reputations of all individuals, including those who are alleged to have engaged in misconduct and those who report the alleged misconduct. These procedures also recognize that ethical standards are not only an individual obligation but represent a responsibility to the institution, to scientific communities, and to the public.

All committees and parties to an inquiry or investigation have the obligation to maintain maximum confidentiality throughout the proceedings. Exceptions to this obligation are those noted for the dean and Provost in Section 4. All persons concerned have the obligation to cooperate and furnish all requested information. If any party refuses to do so, the committees of inquiry and investigation will note this in their reports to the dean.

Charges of misconduct must be resolved expeditiously in a fair and objective manner, protecting the rights of the person or persons against whom a complaint has been filed (the respondent), the person or persons filing the complaint (the complainant), and persons serving as informants or witnesses.

The making of knowingly false or reckless accusations regarding research misconduct violates acceptable norms of behavior for members of the University community and may result in formal charges being brought against the person making such accusations under University procedures (e.g. Procedure Governing Sanctions Taken against Members of the Faculty).

1. Preliminary Inquiry

1.1 Before filing a complaint of research misconduct, an individual is encouraged to review the matter with his/her department chair, dean, and/or University Ombudsman, to seek advice from individuals he/she trusts, and through such consultation to determine whether the matter should be pursued. Inquiry into research misconduct should be initiated by written complaint filed with the dean of the school in which the respondent has his/her primary appointment. The complainant can be any individual, whether or not affiliated with the University. To the extent possible, the complaint should be detailed, specific and accompanied by appropriate documentation. Upon receipt of the complaint, the dean will notify the Provost. The dean and the Provost have the responsibility to protect the position and reputation of the complainant and any informants or other witnesses, and to protect these individuals from retaliation, so long as their allegations were made in good faith. The Provost will notify the Chair of the Faculty Senate that a complaint has been filed and the nature of the complaint, but will not identify the complainant, any informant, or the respondent, in order to preserve maximum confidentiality at this very preliminary stage of inquiry.

1.2 Upon receipt of a properly documented complaint, the dean will inform the respondent of the nature of the charges, making every effort to avoid identifying the complainant or any informant. The dean shall outline to the respondent and to the complainant, his/her rights and obligations by reference to this and other relevant University procedures. The dean will take steps to secure all documents, data and other materials that appear to be relevant to the allegations. The respondent is obligated to cooperate fully in all such efforts. The materials will be copied and the copies provided to the respondent. The originals will be retained as specified in Section 4.12. Every effort will be made to minimize disruption to the respondent’s research during this and subsequent phases of the inquiry subject to Sections 4.4 - 4.7. The dean will also appoint a preliminary inquiry committee consisting of at least three individuals, none of whom is a member of the same department as, or a collaborator with, or has a conflict of interest with the complainant or respondent. The members of the committee should be unbiased and have appropriate backgrounds to investigate the issues being raised. They may but need not be members of the faculty of the University. Upon appointment of the preliminary inquiry committee, the dean will notify the complainant and the respondent of the names of the committee members. The dean will also make every effort to protect the identities of both complainant and respondent with respect to the larger community. The appointment of the preliminary inquiry committee will ordinarily be completed within two weeks of the receipt of a properly documented complaint.

1.3 The preliminary inquiry committee will gather information and determine whether the allegation warrants a formal investigation. The committee will then submit a written report of its findings to the dean with a copy to the Provost, the complainant and the respondent. The report should state what evidence was reviewed, summarize relevant interviews and include the committee’s recommendation, which will be decided by simple majority of the committee; any dissenting opinion will be noted. This report will ordinarily be submitted within thirty calendar days of receipt of the written complaint by the dean. The respondent will be given the opportunity to make a written reply to the report of the preliminary inquiry committee within fifteen calendar days following submission of the report to the dean. Such reply will be incorporated by the dean as an appendix to the report. The entire inquiry process should be completed within forty-five calendar days of the receipt of a properly documented complaint by the dean unless circumstances clearly warrant a delay as determined by the dean in consultation with the Provost. In such cases the record of inquiry will detail reasons for the delay.

1.4 If the report of the preliminary inquiry committee finds that a formal investigation is not warranted, the dean may (i) drop the matter, (ii) not initiate a formal investigation, but take such other action as the circumstances warrant, or (iii), in extraordinary circumstances, initiate a formal investigation. The decision of the dean will be reviewed by the Provost, who will either concur or require that it be changed. The decision and its review should be completed within twenty-five calendar days of the receipt by the dean of the report (ten days following a response, if any). The dean will inform the concerned parties of the decision. In the event that a formal investigation is not initiated, the dean and the Provost will, as appropriate, use diligent efforts to restore the reputation of the respondent and to protect the position and reputation of the complainant unless the complaint was found not to be made in good faith. The Provost will notify the Chair of the Faculty Senate that the case has been dropped.

1.5 If no formal investigation of the respondent is conducted, sufficient documentation will be maintained for at least three years following the inquiry to permit a later assessment of the reasons that a formal investigation was not deemed warranted (see Section 4.12).
1.6 If the report of the preliminary inquiry committee finds that a formal investigation is warranted, or the dean or Provost decides the matter should be pursued through a formal investigation, the dean will initiate a formal investigation as provided in Section 2. The Provost will inform both the Senate Consultation Subcommittee and the appropriate government agency or source funding the research, in writing, that a formal investigation has been initiated and will identify the respondent to the agency or source.

2. Formal Investigation

2.1 To initiate a formal investigation, the dean will appoint a formal investigation committee of not less than three individuals, none of whom has been a member of the preliminary inquiry committee but whose appointment will be subject to the same provisions governing appointment of the preliminary inquiry committee as described in Section 1.2. A majority of the formal investigation committee must be members of the standing faculty. One of the appointed members will be designated chair of the committee by the dean. The formal investigation will be initiated by the committee as soon as possible and usually within thirty calendar days after the report of the preliminary inquiry committee has been received by the dean. The formal investigation will be divided into four phases:

a. (i) investigation and development of an initial factual record,
   (ii) draft report of the findings,
   (iii) hearing, if requested, and
   (iv) final report of the findings.

The Office of the General Counsel will provide guidance in procedures appropriate to the case and may have a representative present at any or all meetings of the committee. The representative will not participate directly in the proceedings except when and as requested to do so by the committee.

2.2 Investigation and development of an initial factual record. The formal investigation committee will be provided with copies of the complaint, the report of the preliminary inquiry committee and any other materials acquired by the preliminary inquiry committee during the course of its inquiry. The formal investigation committee will undertake a thorough examination of the allegations, including, without limitation, a review of all relevant research data and proposals, publications, correspondence, and records of communication in any form. Experts within or outside the University may be consulted. The formal investigation committee will also investigate any possible acts of research misconduct by the respondent that come to light during its investigation, and will include them in its findings. Whenever possible, interviews will be conducted with the complainant and respondent, as well as with others having information regarding the allegations. Tapes will be made of all interviews and saved for reference. Summaries of the interviews will be prepared, provided to the interviewed party for comment or revision, and included as part of the investigatory file. When appearing before the committee the respondent and the complainant may each be accompanied by an adviser, who may be a lawyer but who may not participate directly in the proceedings except when and as requested to do so by the committee.

The committee will not conduct formal hearings at this point. Except in unusual cases, the respondent and the complainant will not appear before the committee at the same time.

2.3 Draft report of the findings. Following development of the initial factual record, the formal investigation committee will prepare and provide a written draft report of its proposed findings to the respondent, to the complainant, and the Office of General Counsel. The report will describe the allegations investigated, how and from whom information was obtained, the proposed findings and their basis, and will include texts or summaries of the interviews conducted by the committee.

2.4 Hearing. If the respondent contests any material finding of fact made by the committee in the draft report, he/she may request a hearing before the committee. The request must be made to the committee in writing within fifteen calendar days following receipt of the draft report. Any such request must specify findings the respondent asserts are erroneous, the basis for the claimed error, identify each witness the respondent may desire to examine at the hearing, and specify the purpose for calling such witness and the nature of the testimony expected. Upon receipt of such a request, the committee will promptly schedule a hearing. The committee will use reasonable efforts to secure the attendance at the hearing of any witness requested by the respondent who may have information relevant to the disputed finding of fact. The committee may also request the attendance of witnesses in addition to those requested by the respondent, in which case the respondent will be provided with a list of these witnesses at the time the request is made. At the hearing, the respondent and committee will each have an opportunity to examine each witness. The respondent may be accompanied by an advisor, who may be a lawyer but may not participate directly in the proceedings except when and as requested by the committee. The committee will have full authority to determine all matters concerning the conduct of the hearing, including the number of witnesses, the amount of time allocated for questioning each witness, and the duration of the hearing. The committee may require that it pose questions on behalf of the respondent.

2.5 Final report of the findings. Following completion of the hearing, if any, the committee will submit a written final report to the dean with copies to the Provost, the complainant, and the respondent. This report should describe the policies and procedures under which the investigation was conducted, how and from whom information was obtained, the allegations investigated, the findings and the basis of the findings, and should include texts or summaries of the interviews and hearing, if any, conducted by the committee. The committee will state that it finds the charge(s) made by the complainant or otherwise emerging during the course of its proceedings to be unsubstantiated or substantiated by a preponderance of evidence. For each charge considered, the vote of a majority of the committee will constitute the decision of the committee. The vote will be recorded. If the vote is not unanimous, a statement of any dissenting opinion will be included in the report. If the committee finds that a violation of University policy in addition to or other than research misconduct might have been committed, a description of the possible violation will be included for consideration by the dean under other procedures. The final report will ordinarily be submitted within ninety days of the appointment of the formal investigation committee. The respondent and complainant will each be permitted to make a written reply to the dean with a copy to the Provost within fifteen calendar days of submission of the report. The dean will ask the committee to respond in writing to any replies from the respondent or complainant within seven calendar days. All such responses and replies will be incorporated as appendices to the report of the formal investigation committee.

3. Adjudication

3.1 The dean will consider the final report and replies. If the dean in consultation with the Provost determines that there has been procedural error that is likely to have affected the committee’s findings, or that any material finding is unsupported by a preponderance of evidence, the dean will remand the matter to the committee for further proceedings. Upon
III.B. Procedures Regarding Misconduct in Research

acceptance of the report by the dean, the Provost will report the outcome of the investigation to the Chair of the Faculty Senate and the appropriate government agency or source funding the research. The Provost will also provide a copy of the report to the appropriate government agency or source funding the research, as required. The entire formal investigation process should be completed within 120 calendar days of its initiation, unless circumstances clearly warrant a delay as determined by the dean in consultation with the Provost. In such cases the reasons for a delay will be documented.

3.2 If the final report of the formal investigation committee finds the charges to be unsubstantiated, the Misconduct in Research procedure will be terminated and the concerned parties will be informed. The dean and the Provost have the responsibility to take an active role to repair any damage done to the reputation of the respondent or the complainant (provided the complainant acted in good faith), and to take appropriate action should they determine that the accusation was knowingly or recklessly false.

3.3 If the report of the formal investigation committee finds the charges against a faculty member to be substantiated, the dean in consultation with the Provost will take whatever actions are appropriate to the level of intent of the misconduct, the consequences of the behavior, and other aggravating and mitigating factors in accordance with University procedures which consider the previous record of the respondent. The dean in consultation with the Provost will determine whether there is substantial reason to believe that just cause exists for suspension or termination, and will take other steps as may be appropriate under the University’s Procedure Governing Sanctions Taken Against Members of the Faculty. In any subsequent proceeding commenced under such procedure, the final report of the formal investigation and all replies and responses thereto will form part of the record and be accorded appropriate weight.

4. Other Actions and Procedures

4.1 The dean may designate the associate or vice dean if a member of the Standing Faculty to represent him/her in the administration of any case of misconduct. The Provost may similarly designate a member of his staff if a member of the Standing Faculty to represent him/her.

4.2 If the respondent feels that any action of the dean, preliminary inquiry committee, or formal investigation committee violates procedures set forth in this document or otherwise introduces an unfair bias into the proceedings, he/she may submit to the dean, preliminary inquiry committee, or formal investigation committee, respectively, in writing the nature of the action and the reasons why the action may influence either the material findings of fact or the conduct of the proceedings. The complaint to the dean or respective committee must be made promptly. If the dean or respective committee finds that the complaint does not merit action, or if the respondent is not satisfied with the nature of any corrective action, the respondent may appeal to the Provost. The Provost will decide the matter and will have the authority to take corrective action. Proceedings will not be delayed during consideration of the respondent’s claim by the Provost unless the Provost determines that a delay is essential for fair consideration.

4.3 Any final action taken by the dean under Section 3.3, and any administrative action taken under Sections 4.4, 4.5, 4.6, or 4.7 may be reviewed under other established University grievance and appeal procedures to the extent such review is within the stated jurisdiction of such procedures. All other actions taken, proceedings conducted and reports prepared under this procedure are not subject to review or consideration under the Faculty Grievance Procedure.

4.4 The dean in consultation with the Provost will, during the course of the inquiry or formal investigation, take administrative action, as appropriate to protect the welfare of animal or human subjects.

4.5 At any time during the preliminary inquiry or formal investigation, the dean and Provost will immediately notify the relevant funding agency(ies) if public health or safety is at risk; if agency resources or interests are threatened; if research activities should be suspended; if there is reasonable indication of possible violations of civil or criminal law; if Federal action is required to protect the interests of those involved in the investigation; if the University believes the preliminary inquiry or formal investigation may be made public prematurely so that appropriate steps can be taken to safeguard evidence and protect the rights of those involved; or if the research community or public should be informed.

4.6 Subject to Section 4.5, the dean and Provost will, during the course of the inquiry and formal investigation, take administrative action, as appropriate to protect funds for sponsored research and ensure the purpose of any external financial assistance.

4.7 The dean in consultation with the Provost will, during the course of the inquiry and formal investigation, take administrative action, as appropriate to ensure an acceptable working environment for individuals under the direction of, or working with the respondent. The Provost and dean will also notify individuals, programs, or institutions of allegations or developments that would necessitate immediate action in order to prevent the likelihood of substantial harm.

4.8 The Chairs of the preliminary inquiry and formal investigation committees will inform the dean of any issues relevant to Sections 4.4, 4.5, 4.6, and 4.7 arising during the course of the proceedings.

4.9 Inadvertent failure to tape any interview under Section 2.2 will not be considered a procedural defect requiring correction.

4.10 If the final report of the formal investigation committee finds charges to have been substantiated, the Provost will take appropriate steps to correct any misrepresentations resulting from the misconduct in question upon acceptance of the report by the dean. Collaborators, and other affected individuals, organizations, or institutions will be informed. If misrepresented results have been submitted for publication, already published, or otherwise disseminated into the public domain, appropriate journals and other sponsors will be notified.

4.11 If the dean is the complainant or respondent or in any other way has a conflict of interest or the appearance of a conflict of interest, he or she is obligated to remove him or herself from the case during the preliminary inquiry and formal investigation and to transfer to the Provost responsibility for carrying out these procedures. In carrying out the latter the Provost will assume the role specified for the dean and the President that specified for the Provost in sections 1, 2, 3, and 4.

4.12 Complete records of all relevant documentation on cases treated under the provisions of this policy will be preserved by the offices of the dean and the Provost in a manner consistent with the Protocols for the University Archives and Record Center. In cases adjudicated under Section 3, records will be preserved for a minimum of ten years following completion of all proceedings. Records of cases that are dropped under the provisions of sections 1.4 or 3.1 will be preserved for at least three
years following the initial inquiry, but not as part of the personnel record of the respondent.

4.13 The University may act under these procedures irrespective of possible civil or criminal claims arising out of the same or other events. The dean, with the concurrence of the Provost, after consulting with the General Counsel, will determine whether the University will, in fact, proceed against a respondent who also faces related charges in a civil or criminal tribunal. If the University defers proceedings, it may subsequently proceed irrespective of the time provisions set forth in these procedures.

III.C. Procedures Regarding Misconduct in Research for Non-faculty Members of the Research Community

(Source: Vice Provost for Research, Almanac, July 13, 2004 (https://almanac.upenn.edu/archive/volumes/v51/n01/OR-research.html))

Introduction

The University relies on all members of its research community to establish and maintain the highest standards of ethical practice in academic work, including research. Misconduct in research is prohibited and represents a serious breach of both the rules of the University and the customs of scholarly communities.

The following procedures are applicable to non-faculty members of the University of Pennsylvania research community including students, postdoctoral fellows, and staff.

Research Misconduct Defined

Research misconduct is defined as fabrication, falsification, plagiarism, or other serious deviation from accepted practices in proposing, performing, or reviewing research, or in reporting research results.

- Fabrication is making up data or results and recording or reporting them.
- Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.
- Plagiarism is the appropriation of another person’s ideas, processes, or results, or works without giving appropriate credit.
- Serious deviation from accepted practices includes but is not limited to stealing, destroying, or damaging the research property of others with the intent to alter the research record; and directing or encouraging others to engage in fabrication, falsification or plagiarism. As defined here, it is limited to activity related to the proposing, performing, or reviewing of research, or in the reporting of research results and does not include misconduct that occurs in the research setting but that does not affect the integrity of the research record, such as misallocation of funds, sexual harassment, and discrimination, which are covered by other University policies.

The research record is the record of data or results that embody the facts resulting from scientific inquiry, and includes, but is not limited to, research proposals, laboratory records, both physical and electronic, progress reports, abstracts, theses, oral presentations, internal reports, and journal articles.

Some forms of misconduct, such as failure to adhere to requirements for the protection of human subjects or to ensure the welfare of laboratory animals, are governed by specific federal regulations and are subject to the oversight of established University committees. However, violations involving failure to meet these requirements may also be covered under this policy or possibly by other University policies when so determined by the responsible committees or institutional officials.

Research misconduct does not include honest error or differences of opinion.

Findings of Research Misconduct

A finding of research misconduct requires that:

- There be a significant departure from accepted practices of the relevant research community; and
- The misconduct be committed intentionally, or knowingly, or recklessly; and
- The allegation be proven by a preponderance of evidence.

Jurisdiction and Applicable Process

There are a number of University policies and procedures for responding to allegations of misconduct by students, postdoctoral fellows, or staff. This policy is intended to be invoked only in instances where research misconduct (i.e. activity related to the proposing, performing, or reviewing of research, or in the reporting of research results and which therefore may have an impact on the integrity of the research record) is involved. Questions of jurisdiction and the applicability of the appropriate University procedure will be decided by the responsible administrative entity (such as the Office for Student Conduct, Office for Postdoctoral Programs, or the Office of Human Resources), in consultation with the Vice Provost for Research. Allegations of misconduct not involving the research process or the integrity of the research record will be resolved by the disciplinary process ordinarily applicable.

1. Inquiry

1.1 Allegations of research misconduct should be directed in the first instance to the Vice Provost for Research who, along with the responsible administrative entity, will determine jurisdiction and which process is applicable to resolve the allegation. If the Vice Provost determines that this process is properly invoked, the Vice Provost will forward the complaint—which must be in writing—to the Dean of the School where the research is being performed.

1.2 Upon receipt of a properly documented complaint, the Dean will inform the respondent of the nature of the charges, and will provide the respondent with a copy of these procedures. The Dean will also take steps to secure relevant documents, data and other materials.

The Dean will appoint one or more unbiased, impartial individuals with appropriate expertise who will conduct a preliminary inquiry to determine whether a full investigation is warranted.

1.3 The inquiry committee will gather information and determine whether there is sufficient, credible basis to warrant a formal investigation. The committee shall offer the respondent an opportunity to provide them with relevant information regarding the allegations. The committee will submit a written report of its assessment to the Dean and the respondent, and to the complainant where appropriate. The report should state what
III.C. Procedures Regarding Misconduct in Research for Non-faculty Members of the Research Community

2. Formal Investigation

1. To initiate a formal investigation, the Dean will appoint a formal investigation committee of not less than two disinterested individuals with sufficient expertise, one or more of whom may have served on the preliminary inquiry committee.

2. Investigation. The formal investigation committee will be provided with copies of the complaint, the report of the initial inquiry and any other materials acquired during the preliminary inquiry. The formal investigation committee will undertake a thorough examination of the allegations, including, without limitation, a review of relevant research data and proposals, publications, correspondence, and records of communication in any form. Experts within or outside the University may be consulted. The Committee shall have authority to investigate, pursue and document any related research misconduct by the respondent, even if such misconduct was not covered by the initial complaint. Whenever possible, interviews will be conducted with the complainant, as well as with others having information regarding the allegations. The Committee must allow the respondent an opportunity to be interviewed at this formal investigation stage. When being interviewed by the committee the respondent and the complainant may each be accompanied by an adviser, who may be a lawyer but who may not participate directly in the proceedings except when and as requested to do so by the committee.

3. Reporting the findings. Following its investigation, the formal investigation committee will prepare and provide a written report of its findings to the respondent, to the Dean, to the Provost, and, if appropriate, to the complainant. The report will describe the allegations investigated, how and from whom information was obtained, the findings and basis of the findings, and will include texts or summaries of the interviews conducted by the committee. The report will conclude with a clear statement regarding which charges have been considered and what its findings are with respect to each charge the committee considered. If the committee finds that a violation of University policy in addition to or other than research misconduct might have been committed, a description of the possible violation will be included.

The committee will indicate whether each charge considered during the course of its proceedings is unsubstantiated or substantiated by a preponderance of evidence. If the matter involves a respondent who would be subject to University sanctions for misconduct only if the evidence met a clear and convincing standard, the Committee will make an additional determination as to whether that standard has also been met (2).

The final report will ordinarily be submitted within 90 days of the appointment of the formal investigation committee. The respondent will be permitted to make a written reply to the Dean with a copy to the Provost, and Vice Provost for Research, within 15 calendar days of submission of the report. The Dean may ask the committee to respond in writing to any replies from the respondent. The Dean may also ask the complainant to respond to the report if deemed appropriate. All such responses and replies will be incorporated as appendices to the report of the formal investigation committee.

3. Disposition of Final Report and Findings

1. The Dean will consider the final report and replies. Upon acceptance of the report by the Dean, the Provost (Vice Provost/designee) will submit a copy of the report containing the outcome of the investigation to the appropriate government agency or source funding the research, if such action is required by regulation or otherwise appropriate. The entire formal investigation process should be completed within 120 calendar days of its initiation, unless documented circumstances warrant a delay.

2. If the final report of the formal investigation committee finds the charges of research misconduct against a respondent not to be substantiated, the research misconduct proceeding is terminated and the concerned parties will be informed. A finding that a charge of research misconduct has not been substantiated shall not preclude the University from taking other appropriate action against the respondent if the respondent’s behavior or actions violate another University policy or rule.

3. If the report of the formal investigation committee finds the charges of research misconduct against a respondent to be substantiated, the matter will then be referred to the responsible administrative entity within the University to determine the appropriate University sanctions, if any, to be imposed for the misconduct (3).

4. Other Actions and Procedures

1. The Dean in consultation with the Provost will, during the course of the inquiry or formal investigation, take administrative action, as appropriate to protect the welfare of animal or human subjects.

2. At any time during the inquiry or formal investigation, the Dean and Provost will immediately notify the relevant funding agency(ies) if public health or safety is at risk; if agency resources or interests are threatened; if research activities should be suspended; if there is reasonable indication of possible violations of civil or criminal law; if Federal action is required to protect the interests of those involved in the investigation; if the University believes the inquiry or formal investigation may be made public prematurely so that appropriate steps can be taken to safeguard evidence and protect the rights of those involved; or if the research community or public should be informed.

3. If the final report of the formal investigation committee finds charges have been substantiated, the Provost or Dean will take appropriate steps to correct any misrepresentations resulting from the misconduct. If, at any time during the inquiry or investigatory stages, the respondent admits to the alleged misconduct, the Dean will take the necessary steps to complete the inquiry in order to correct the scientific record. If misrepresented results have been submitted for publication, already published, or otherwise disseminated into the public domain, appropriate journals and other sponsors will be notified. In addition, collaborators, and other affected individuals, organizations, institutions, and sponsors will be informed.

4. Complete records of all relevant documentation on cases treated under the provisions of this policy will be preserved by the offices of
1. Policy Statement on Copyrights

The Trustees of the University of Pennsylvania, subject to the exceptions declared in Sections 1.A., 1.B. and 1.C. affirm the academic custom that creators of intellectual property own the copyright to works resulting from their research, teaching and writing and have the individual right to apply for; own all right, title and interest to enforce, profit by and transfer to other parties, such as publishers, copyrights in their works under the laws of the United States and other jurisdictions. Computer software and courseware (the tools and technologies used to present courses), to the extent not protected by patent law, are governed by this policy. With respect to works such as journal articles and other similar publications, when an author transfers an interest in these copyrightable works, the author should use reasonable efforts to secure for the University the right to reproduce such works, royalty free, for all traditional, customary or reasonable academic uses. With respect to computer software and courseware, the University shall enjoy a permanent, non-exclusive, royalty free license to make all traditional, customary or reasonable academic uses of these works.

A. Sponsored Research. Exceptions to this custom may arise when works are made under government-sponsored research, industry-sponsored research, and certain grants in which the University assumes specific obligations with respect to a copyrightable work resulting from a given sponsored program. To the extent necessary, where the sponsored program agreement provides that the sponsor will acquire rights to copyrightable works produced under the program, the University will own all right, title and interest to the copyrightable works created under such sponsored programs.

A.1 In accordance with such obligations, the University will use reasonable efforts to secure an acknowledgment from the authors of the copyrightable work prior to the commencement of the sponsored program. Authors who are also principal investigators and have responsibility for other authors will use reasonable efforts to secure acknowledgment from said authors prior to the commencement of the sponsored program.

A.2 The University shall negotiate a license with the sponsor in accordance with applicable provisions of the sponsored research agreement. Net revenues realized from said sponsored research agreements will be distributed in accordance with the procedures for the distribution of patent royalties described in Section 2.3 of the Patent and Tangible Research Property Policies and Procedures, except that the 30 percent research foundation share will be maintained as a copyright fund share. The copyright fund will be administered by the Office of the Provost to support the development of pedagogical innovation. When negotiating sponsored research agreements, to the extent that University ownership is not necessary to fulfill its obligations to a sponsor the University shall, whenever practicable, make reasonable efforts to protect the ownership rights of the authors.

B. Works Made for Hire. Exceptions to this custom also arise when authors create works considered to be 'works made for hire.' Such works are the property of the University. For purposes of this policy, 'works for hire' are those works that are prepared by the author pursuant to the express direction of a supervisor, prepared pursuant to the specific provisions incorporated within a position description, or prepared in the performance of any administrative duty. Works created by authors in the course of their instructional or research activities shall not be considered 'works made for hire.'
III.D. Policy Relating to Copyrights and Commitment of Effort for Faculty

B.1 Prior to the preparation of the 'work made for hire,' the University may request, and if so the authors shall provide, an assignment or other declaration of the University's ownership of that work. Authors who are also principal investigators and have responsibility for other authors will secure assignments from said authors prior to the preparation of a 'work made for hire.' Failure to secure assignment does not negate the University's ownership of the work. In the event of subsequent disagreement over ownership of a 'work made for hire,' the case shall be referred to the committee noted in 4.B.

B.2 Net revenues realized from the commercialization of 'works made for hire' will be distributed as in A.2.

B.3 The University will have the authority to waive the 'work for hire' claim where it judges that doing so is in the interest of the University.

C. Exceptions to this policy arise when the faculty create works that make substantial use of the services of University non-faculty employees or University resources. When such support is provided the works produced shall belong to the University unless there is explicit agreement otherwise. The faculty member(s) and the units providing such support shall agree in writing on the ownership of such works prior to the provision of the support. Notwithstanding the above, the faculty member(s) may subsequently petition the University to waive its ownership. The determining official for this action is the Provost, or at the Provost's designation, the dean of the school in which the faculty member has his/her (their) primary appointment(s); or the Provost in the case where a dean is the creator. In the event of subsequent disagreement over the use of University resources in the creation of a work, the case shall be referred to the committee noted in 4.B.

C.1 The reference to 'substantial use of the services of University non-faculty employees or University resources' means the use of University funds, facilities, equipment, or other resources significantly in excess of the norm for educational and research purposes. The reference to 'substantial use of the services of University non-faculty employees or University resources' includes academic year salary, office, usual library resources, usual secretarial and administrative staff resources or usual computer equipment, among other things, are not regarded as constituting 'substantial use of services of University non-faculty employees or University resources.' Any question about what constitutes substantial resources should be referred to the committee noted in 4.B.

C.2 Net revenues realized from the commercialization of such works will be distributed as in A.2.

D. A given intellectual property may be protected in some cases inclusively by United States patent, copyright and trademark laws, and in some cases by one or two such intellectual property laws, with each body of law protecting a different feature of the given intellectual property. Consequently, definitions in the Patent and Tangible Research Property Policies and Procedures and the Copyright Policy and Procedures will at times overlap. When a single license agreement incorporates more than one type of intellectual property protection, prior to the execution of said license agreement, a written agreement shall be executed by the University and the authors stipulating which University intellectual property policy is applicable.

2. Commitment of Effort (See also Conflict of Interest Policy, II.E.10).

A full-time faculty member's primary commitment in teaching and research is to the University of Pennsylvania. Any substantial teaching carried out in another setting, regardless of medium, for which students receive academic credit, must receive prior approval of the faculty member's dean. Any teaching, research or other activity in which the faculty member's department or school is actively engaged will presumptively claim the faculty member's primary effort, and carrying out these activities in another setting will also require a specific release from such commitment by the dean. The dean and faculty of each school should decide upon those academic activities (currently engaged in or reasonably likely to be engaged in by the school in the foreseeable future) other than teaching and research that are subject to the above restrictions.

3. Audio-Visual Works

Any videotapes or other recordings of classes or courses intended for students at the University of Pennsylvania belong to the University and may not be further distributed without permission from the appropriate school dean. Such audio-visual works may not be used commercially without the permission of everyone who appears in the final program.

A. This policy is not intended to apply to audio-visual works or recordings that have a specific short term use such as videotapes of lectures by job candidates, audio-visual works used to provide an alternative lecture when students may miss class because of a religious holiday, or audio-visual works used in teacher development programs.

B. Net revenues realized from the commercialization of audio-visual works and recordings using other media will be distributed as in A.2.

4. Procedures for the Administration and Management of Copyrightable Works

A. Periodic Review of Policy. The Policy Statement on Copyrights and Commitment of Effort shall be reviewed on a periodic basis by a review committee appointed by the Provost in consultation with the Faculty Senate to determine whether it is accomplishing its intended purposes; is in conformity with federal and state laws, including intellectual property laws; and, is consistent with prevailing norms in university-industry relationships. The review committee shall make recommendations to the Provost who shall confer with the President.

B. The Provost and Faculty Senate jointly shall annually appoint a faculty committee to resolve any disputes involving the interpretation or administration of the Policy Statement on Copyright and Commitment of Effort. The committee may, through procedures of its own design, review, mediate, and decide any such dispute brought before it. The Intellectual Property Officer shall provide staff support for the committee. Any decision of the committee may be appealed to the Provost, who will make a final decision for the University.
5. Appeal Mechanisms
This policy does not preclude a faculty member’s access to appeal mechanisms, such as the Committee on Academic Freedom and Responsibility, Faculty Grievance Procedure, or the Provost.

Additional Definitions
Assignment
In addition to Section 5.0.2 of the Patent and Tangible Research Property Policies and Procedures, the execution of a formal document that transfers the right, title and interest of an author of a copyrightable work.

Authors
The University faculty who would be considered authors under copyright laws of the United States and other jurisdictions, for such works as books, journals, articles, text, administrative reports, studies or models, glossaries, bibliographies, study guides, instructional materials, laboratory manuals, syllabi, tests, proposals, lectures, musical or dramatic compositions, films, film strips, charts, transparencies, video or audio recordings or broadcast, computer software, CD ROMS, circuitry, microprocessor designs and other works that may be copyrightable under laws of the United States and other jurisdictions. In the context of computer software, for purposes of this policy, authorship refers to those persons who conceive and make significant intellectual contributions to the development of such computer software, as well as to those persons who author source code, object codes, masks, patterns and the like who would be considered authors under the copyright laws of the United States and other jurisdictions.

Copyrightable Work
A work fixed in tangible medium that may be copyrightable under laws of the United States and other jurisdictions.

Computer Software
The source code and the object code, and related documentation, of computer programs and designs of computer circuitry and microprocessor chips.

III.E. Patent and Tangible Research Property Policies and Procedures
(Note: Words appearing in capital letters are defined in Article 4, unless they are defined in the document itself.)

Article 1. Preamble
1.0 The Trustees of the University of Pennsylvania (the University) affirm the following principles as the basis for governing the intellectual property created by faculty, employees, students and guest scholars of the University:

1.1 The mission of the University includes the stimulation of basic and applied research activities of faculty, employees and students of the University and the dissemination of the results of their research for the purpose of adding to the body of knowledge and serving the public interest.

1.2 The purpose of this policy is to encourage and enable faculty, employees and students to translate new knowledge into social good and provide a framework within which the University can support and facilitate these actions.

1.3 The University endeavors, where it deems appropriate, to secure intellectual property protection for the products of such research and to encourage commercial investment in and development of University intellectual property for the benefit of the public.

1.4 The community has endowed the University with certain privileges, resources and assets in the expectation that no single party will derive sole benefit or be unjustly enriched from what the community has endowed to the University.

1.5 The University as a non-profit organization endeavors to marshal its resources and exploit its assets to serve the public interest and in so doing reinvests in the research enterprises of its faculty, employees and students. Members of the University community share in the University’s responsibility to serve the public interest and have a duty to disclose and assign their inventions.

1.6 The University is regularly the recipient of grants from the government, foundations or commercial enterprises for the support of research and is subject to legal and contractual obligations imposed by these entities.

1.7 The University wishes to share the economic benefits of inventions or other intellectual property with the creators of such works in a way that is consistent with the research and educational mission of the University and conforms to the University’s obligations to regulatory authorities, research sponsors and licensees.

1.8 In protecting and managing its intellectual property assets, the University insists that the academic freedom of its faculty and students be preserved and that collegiality and the open expression of ideas by and among members of the University community be encouraged.

Article 2. Policy and Procedures on Inventions and Patents
2.0 Policy Statement on Inventions and Patents. It is the policy of the University that all INVENTIONS, together with associated MATERIALS, which are conceived or reduced to practice by INVENTORS in the course of employment at the University, or result from work directly related to professional or employment responsibilities at the University, or from work carried out on University time, or at University expense, or with SUBSTANTIAL USE OF UNIVERSITY RESOURCES under grants or otherwise, are the property of the University, effective immediately as of the time such INVENTIONS are conceived or reduced to practice. INVENTORS hereby irrevocably assign to the University all right, title and interest in and to the INVENTIONS, MATERIALS and related patent applications and patents, and shall cooperate fully with the University in the preparation and prosecution of patent applications and patents. Patents, as they may be available on such INVENTIONS, may be applied
for in any country by the University. The University will exercise its ownership and management of such INVENTIONS, with or without economic benefit, with due regard for the principles set forth in the Preamble (Article 1) of this Policy. Procedures for implementation of this Policy, including a PARTICIPATION AGREEMENT, shall be developed and promulgated by the President of the University.

2.1 Procedures for the Administration and Management of Inventions and Patents. The following procedures have been approved by the President as of the EFFECTIVE DATE:

2.1.1 Participation Agreement. All faculty, emeritus faculty, visiting faculty or other visitors using research facilities (including but not limited to individuals on sabbatical from another university or research facility), researchers, adjunct faculty, postdoctoral employees and trainees, graduate students and undergraduate students participating in research as employees or otherwise, and all salaried employees, shall execute a PARTICIPATION AGREEMENT (Appendix A) as a condition of employment, matriculation, participation in research or use of University resources.

2.1.2 Disclosure and Review. INVENTORS shall file INVENTION DISCLOSURES for all INVENTIONS covered by the PATENT POLICY promptly with the PENN CENTER FOR INNOVATION (PCI) at the University. PCI shall direct the review and management of the INVENTIONS under procedures and practices monitored by the EXECUTIVE COMMITTEE. PCI will undertake the review of the INVENTION DISCLOSURE within thirty (30) business days after the submission is completed, or, if requested by one or more INVENTORS, PCI will use reasonable efforts to undertake the review sooner if necessary to facilitate an upcoming publication, presentation or other public disclosure which could adversely affect whether to pursue patent protection. PCI will convey its determination whether the University wishes to retain title to and pursue a patent application on an INVENTION as soon as practicable, in writing, after completing its review of a completed INVENTION DISCLOSURE submission and use reasonable efforts to convey such decision to all INVENTORS within three (3) months after receiving a complete INVENTION DISCLOSURE submission.

If the University wishes to retain title to an INVENTION, upon the request of the INTELLECTUAL PROPERTY ADMINISTRATOR (IPA), an INVENTOR shall sign all documents necessary for the University to protect an INVENTION, file patent application(s), comply with applicable law in connection with such INVENTION and confirm in writing the INVENTOR's prior assignment to the University of all right, title and interest in and to such INVENTION.

2.1.3 Inventions Outside the Policy. If a faculty member, emeritus faculty, visiting faculty, other visitor using research facilities, researcher, adjunct faculty, postdoctoral employee or trainee, graduate student, undergraduate student or salaried employee (an INDIVIDUAL) believes that a given INVENTION was made outside the scope of the PATENT POLICY, he or she shall provide the IPA with a written statement of the circumstances leading to the making of the INVENTION. If, after reviewing the facts, the IPA determines that the INVENTION falls outside the scope of the PATENT POLICY, the IPA shall confirm in writing within thirty (30) days after receiving such written statement that the University has no right, title and interest to the INVENTION. If the facts are equivocal, or if the IPA believes that such INVENTION falls under the PATENT POLICY, the matter of ownership will be referred by the IPA or the INDIVIDUAL to the APPEALS BOARD, and the APPEALS BOARD shall make a recommendation to the President concerning ownership.

Nothing in this PATENT POLICY is intended to imply or assume that an emeritus faculty member is making or has made a SUBSTANTIAL USE OF UNIVERSITY RESOURCES or imply or assume that his or her invention falls under or outside the scope of this PATENT POLICY.

If an INDIVIDUAL makes an INVENTION which is outside the scope of the PATENT POLICY, and the IPA (or, if appealed, the President) agrees that such INVENTION is outside the scope of the PATENT POLICY, such INDIVIDUAL may request in writing to use the services of PCI in connection with the assessment, protection and/or commercialization of such INVENTION. PCI, in its sole discretion, may decline or may elect to use its personnel and services with respect to such INVENTION, on the condition that:

1. the INDIVIDUAL makes ASSIGNMENT to the University in a writing deemed sufficient by PCI; and
2. the INDIVIDUAL shall be deemed to be an INVENTOR and such invention shall be deemed to be an INVENTION within the scope of this PATENT POLICY, for all purposes (including but not limited to distributions), effective as of the date of ASSIGNMENT. The use of PCI shall be deemed to be a SUBSTANTIAL USE OF UNIVERSITY RESOURCES. PCI’s decision to decline shall not be reviewable by the APPEALS BOARD.

2.1.4 Student Inventions.

2.1.4.1 INVENTIONS made by students will remain the property of the students except:

[a] when an INVENTION is made in the course of employment at the University;

[b] when an INVENTION results from work directly related to employment responsibilities at the University;

[c] when an INVENTION results from work or research performed under a grant or other sponsorship where the grant or sponsorship requires ASSIGNMENT to the University;

[d] when an INVENTION is created with another INVENTOR who has a duty to make or has made ASSIGNMENT to the University.

In such instances, students are hereby deemed to have irrevocably transferred and assigned all of their right, title and interest in and to such INVENTION, effective as of the first date conceived or reduced to practice, regardless whether or when such student executes a PARTICIPATION AGREEMENT or other written agreement confirming assignment, and such undergraduate student shall be deemed an INVENTOR for purposes of sharing in distributions and otherwise pursuant to this Policy.

2.1.4.2 INVENTIONS created by or resulting from research carried out in University laboratories as part of a post-baccalaureate or postdoctoral degree or non-degree program shall be subject to this PATENT POLICY. In such instances, the individual shall be deemed to
have hereby irrevocably made ASSIGNMENT to the University effective as of the first date of matriculation and will be deemed an INVENTOR for purposes of distributions and otherwise pursuant to this PATENT POLICY, regardless of whether or when such individual executes or executed a PARTICIPATION AGREEMENT or other written agreement confirming assignment.

2.1.5 Return of Inventions.

2.1.5.1 Inventions Made without Outside Sponsorship. If an INVENTION is made without sponsorship of the federal government or other sponsor, and the University does not wish to pursue a patent application in the United States or other jurisdiction, or elects to abandon a pending patent application, or does not wish to own an issued patent on a given INVENTION, the IPA may, after consultation with and subject to the approval of the Vice Provost for Research, return all of the University's right, title and interest to the INVENTION, patent application or issued patent to the INVENTORS, subject to and upon the terms and conditions set forth in Section 2.1.5.3.

2.1.5.2 Inventions Made with Outside Sponsorship. If an INVENTION is made with sponsorship of the federal government or other sponsor, and the University does not wish to pursue a patent application in the United States or other jurisdiction, or elects to abandon a pending patent application, or does not wish to own an issued patent on a given INVENTION, and the United States Government or other sponsor waives ownership rights, if any, the IPA may, after consultation with and subject to the approval of the Vice Provost for Research, return all of the University's right, title and interest to the INVENTION, patent application or issued patent to the INVENTORS, subject to any other rights retained by the United States Government or other sponsors and subject to and upon the terms and conditions set forth in Section 2.1.5.3. If the INVENTION was made with sponsorship of the federal government, the INVENTORS are responsible for obtaining written approvals from the appropriate federal government representatives allowing the University to transfer the University's right, title and interest to the INVENTION to the INVENTORS and providing such written approvals to PCI prior to any return to the INVENTORS. If the INVENTION was made with sponsorship of the federal government, discloses an invention topci prior to any return to the INVENTORS. If the INVENTION was made with sponsorship of the federal government, the INVENTOR will agree not to use University resources, personnel, time, facilities or assets to further develop, protect or commercialize the returned INVENTION, unless permitted after review by the University's Conflict of Interest Standing Committee and approved by the Vice Provost for Research.

2.1.5.3 Conditions Regarding Return of Inventions. Prior to the University transferring its right, title and interest to an INVENTION and any related patent(s) and/or patent application(s), each INVENTOR and PCI shall enter into a written agreement including at least the following terms:

2.1.5.3.1 If the University elects to return an INVENTION made by more than one INVENTOR, the University will return an undivided interest in the whole, as defined by prevailing United States patent law, to each INVENTOR, unless directed otherwise in writing by all INVENTORS.

2.1.5.3.2 In every case in which an INVENTION is returned to an INVENTOR, the University hereby reserves a royalty free, non-exclusive, irrevocable right to practice the INVENTION for research, educational and clinical care purposes, and to permit other academic institutions and not-for-profit research institutions to do the same.

2.1.5.3.3 The University may seek reimbursement for any INVENTION ASSESSMENT COSTS incurred before the return from the INVENTOR. After the effective date of the return of the INVENTION, the University shall not be responsible for paying any ongoing INVENTION ASSESSMENT COSTS or other costs or expenses in connection with the returned INVENTION and any patents or patent applications for the returned INVENTION.

2.1.5.3.4 The INVENTOR or INVENTORS jointly and severally, shall pay the University five percent (5%) of all GROSS COMPENSATION and report non-confidential information at least annually to PCI regarding efforts to commercialize the returned INVENTION and GROSS COMPENSATION received.

2.1.5.3.5 Each INVENTOR shall represent and warrant that the INVENTOR has disclosed to PCI, as part of the INVENTION DISCLOSURE or otherwise: the best mode contemplated by the INVENTOR for carrying out the INVENTION; all facts and circumstances relevant to assessing the INVENTION DISCLOSURE and INVENTION; and has answered each question or inquiry from PCI about the INVENTION DISCLOSURE and INVENTION truthfully, to the best of the INVENTOR's knowledge and belief.

2.1.5.3.6 INVENTORS have the obligation to disclose to the IPA, and make ASSIGNMENT of, improvements on returned INVENTIONS at the time such improvements are conceived or reduced to practice, if such improvements are conceived or reduced to practice under circumstances subject to the PATENT POLICY.

2.1.5.3.7 Each INVENTOR shall acknowledge that the transfer of the University's interest in the INVENTION may raise issues under applicable University policies, including without limitation its conflict of interest policies and restrictions on use of University facilities and assets for private purposes and that the return of an INVENTION does not constitute a waiver of any term in any University policy or its applicability to the INVENTOR. The INVENTOR will agree not to use University resources, personnel, time, facilities or assets to further develop, protect or commercialize the returned INVENTION, unless permitted after review by the University's Conflict of Interest Standing Committee and approved by the Vice Provost for Research.

2.1.5.3.8 Each INVENTOR will, and will cause any licensees or third persons participating in the development and commercialization of the INVENTION, to indemnify the University from any claims arising out of or resulting from or in connection with the INVENTION and its development and commercialization. The University will transfer its right, title and interest as is, without warranties.

2.2 Conveyance of Rights to Inventions.

2.2.1 Licensing. The University may convey rights to its INVENTIONS through license agreements under the terms of which the University retains all right, title and interest in and to its INVENTIONS, while granting to a commercial entity the right to make, use and/or sell products based on the INVENTION(S).

2.2.1.1 INVENTORS or other University faculty or employees involved in the licensing of an INVENTION to a prospective licensee shall disclose any fiduciary or financial interest in or contractual relationship with the prospective licensee to their Deans and Chairs, or their relevant administrative supervisor, in accordance with the applicable University policy on conflicts of interest. In addition, INVENTORS or other University faculty or employees involved in the licensing of an INVENTION to a prospective licensee shall disclose any fiduciary or financial interest in that prospective licensee to the IPA, who shall refer consideration of the matter to the EXECUTIVE COMMITTEE.
2.2.1.2 PCI will notify INVENTORS of prospective licensees in an early stage of the negotiation process. The final decision on whether to license an INVENTION, to whom to license an INVENTION, the terms in the agreements and otherwise how to proceed with the license rests with PCI, and is not appealable to the APPEALS BOARD or otherwise.

2.2.2 Exceptions to Licensing. Exceptions to the requirement that rights be conveyed through a license agreement shall be considered only in extreme or unusual circumstances and shall require approval by the President of the University.

2.3 Distributions. (For a hypothetical illustration of the distributions set forth in Sections 2.3.1 and 2.3.2, see Appendix C. Definitions for ADJUSTED PCI REVENUES FOR AN INVENTION, NET PCI INCOME FOR AN INVENTION and other key definitions are in Article 4.)

2.3.1 Distribution of Adjusted PCI Revenues. Unless other-wise required by law or contract, ADJUSTED PCI REVENUES for an INVENTION (defined in Section 4.0.1, but generally described as the PRO RATA SHARE of GROSS PCI REVENUES [defined in Section 4.0.13] minus the INITIAL DEDUCTION [defined in Section 4.0.14]), shall be distributed as follows:

2.3.1.1 The INVENTORS PERSONAL SHARE shall be thirty percent (30%) of the ADJUSTED PCI REVENUES for the INVENTION (see Sec. 2.3.4).

2.3.1.2 The INVENTORS RESEARCH ACTIVITY SHARE shall be twelve and one-half percent (12.5%) of the ADJUSTED PCI REVENUES for the INVENTION (see Sec. 2.3.5).

2.3.2 Distribution of Net PCI Income. NET PCI INCOME for the INVENTION (defined in Section 4.0.22, but generally described as the amount remaining after distributions in Section 2.3.1, minus the PRO RATA SHARE of AGGREGATE PCI OPERATING COSTS [defined in Section 4.0.3]) shall be distributed as follows:

2.3.2.1 The DEPARTMENTS OF INVENTORS SHARE shall be twenty percent (20%) of the NET PCI INCOME for the INVENTION (see Sec. 2.3.6).

2.3.2.2 The SCHOOLS OF INVENTORS SHARE shall be forty percent (40%) of the NET PCI INCOME for the INVENTION (see Sec. 2.3.7).

2.3.2.3 The UNIVERSITY RESEARCH SHARE shall be forty percent (40%) of the NET PCI INCOME for the INVENTION (see Sec. 2.3.8).

2.3.3 Allocation of the EQUITY POOL. (Procedures governing licensing transactions for EQUITY are set forth in Appendix B.) Under license agreements for which the University has negotiated an EQUITY POOL, where, in accordance with Appendix B.4, EQUITY will be issued directly to the INVENTOR(S), the INVENTORS shall receive thirty percent (30%) of the EQUITY POOL, unless one or more INVENTOR receives EQUITY from the licensee outside of the EQUITY POOL. An INVENTOR who receives EQUITY from the licensee outside of the EQUITY POOL shall not receive EQUITY from the EQUITY POOL except with approval of the University. The IPA shall make a recommendation in this regard to the Vice Provost for Research, who shall make a determination in consultation with the relevant Deans. Furthermore, if one or more INVENTOR receives EQUITY outside of the EQUITY POOL, the portion of the EQUITY POOL to be received by the other INVENTORS shall be reduced in proportion to the contribution to the licensed INVENTIONS, as determined by PCI, made by the INVENTORS who receive EQUITY outside of the EQUITY POOL.

2.3.3.1 INVENTORS receiving EQUITY from the EQUITY POOL or outside the EQUITY POOL may also receive INVENTORS PERSONAL SHARE of ADJUSTED PCI REVENUES FOR THE INVENTION. An exception to this may arise in certain circumstances, such as when INVENTORS receive founders EQUITY, EQUITY for consulting services or other consideration from the licensee. In such cases, the University may determine that such INVENTORS shall not receive some or any of the INVENTORS PERSONAL SHARE of ADJUSTED PCI REVENUES for the INVENTION. The IPA shall make a recommendation in this regard to the Vice Provost for Research, who shall make a determination in consultation with the relevant Deans.

2.3.3.2 Non-cash Component of License. Any tangible, non-cash considerations (except EQUITY) in licenses will be distributed by PCI on a case by case basis, in consultation with the INVENTOR(S), Vice Provost for Research and the relevant Dean(s).

2.3.4 Rules Governing the Inventors Personal Share. The INVENTORS PERSONAL SHARE of ADJUSTED PCI REVENUES for the INVENTION, under Section 2.3.1.1, shall be distributed among all INVENTORS (if more than one), as the INVENTORS unanimously designate in writing to the IPA. If the INVENTORS fail to make such unanimous written designation before the license agreement is executed, the INVENTORS PERSONAL SHARE of ADJUSTED PCI REVENUES shall be distributed among all INVENTORS as PCI, in its sole discretion, shall designate. The INVENTORS share of the EQUITY POOL under Section 2.3.3 shall be distributed among all INVENTORS entitled to share in the EQUITY POOL (if more than one), as such INVENTORS unanimously designate in writing to the IPA. If the INVENTORS entitled to share in the EQUITY POOL fail to make such unanimous written designation before the license agreement is executed, the INVENTORS share of the EQUITY POOL shall be distributed among INVENTORS entitled to share in the EQUITY POOL as PCI, in its sole discretion, shall designate.

2.3.4.1 If an INVENTOR ceases employment at and association with the University, his or her designated portion of the INVENTORS PERSONAL SHARE of ADJUSTED PCI REVENUES under Section 2.3.1.1 and of the INVENTORS share of the EQUITY POOL under Section 2.3.3 shall remain payable to such INVENTOR. If an INVENTOR dies, his or her designated portion of the INVENTORS PERSONAL SHARE shall remain payable to his or her estate.

2.3.5 Rules Governing the Inventors Research Activity Share. The INVENTORS RESEARCH ACTIVITY SHARE, when the INVENTORS are faculty, shall be used only for research purposes approved by the Department Chair(s) of the relevant Department(s).

2.3.5.1 The INVENTORS RESEARCH ACTIVITY SHARE shall be divided among the INVENTORS (if more than one) in the same proportion as the INVENTORS PERSONAL SHARE is divided among the INVENTORS (the “DESIGNATED PROPORTION”), unless the INVENTORS unanimously request in writing, and the Dean(s) of the relevant School(s) and Vice Provost for Research approve, some other distribution.

2.3.5.2 If a sole faculty INVENTOR is no longer employed by or associated with the University, the INVENTORS RESEARCH ACTIVITY SHARE shall be distributed to the INVENTOR’S School at the University to support research in the School. If there is more than one faculty INVENTOR, and one of those INVENTORS is no longer employed by or associated with the University, that share shall be distributed evenly to support the research activity of the INVENTORS who remain. If no faculty INVENTORS remain employed by or associated with the University, the INVENTORS RESEARCH ACTIVITY SHARE will be distributed to the INVENTORS School(s) to support research in the School(s).

2.3.5.3 When an INVENTOR is an undergraduate student, the INVENTORS RESEARCH ACTIVITY SHARE shall be distributed to the University’s Center for Undergraduate Research and Fellowships (CURF) or its
successor organization, or if no successor organization, to the Provost's Office to be used to further and support research by undergraduate students, through a budget approved by the Provost. When INVENTORS are graduate students or postdoctoral employees or trainees, the corresponding INVENTORS RESEARCH ACTIVITY SHARE shall be distributed to the laboratory to which they are primarily assigned or in which they primarily conducted the research leading to the INVENTION. If such INVENTORS do not have a primary laboratory affiliation, their corresponding INVENTORS RESEARCH ACTIVITY SHARE shall be distributed to their Department. Amounts so distributed shall be used to further the education and research activity of the INVENTOR while at the University and/or for other research purposes through a budget approved by the Department Chair(s) of the relevant Department(s).

2.3.5.4 When an INVENTOR is an emeritus faculty member at the time of the INVENTION, the INVENTORS RESEARCH ACTIVITY SHARE shall be distributed equally between the INVENTOR'S last SCHOOL and the INVENTOR'S last Department before assuming emeritus status, unless that emeritus faculty INVENTOR, and his/her Dean and Department Chair, agree in writing upon a different distribution, after a meeting with participation by the IPA and a representative from the Vice Provost for Research's Office. Such different distribution may include, without limitation, payment of all or a portion of such INVENTORS RESEARCH ACTIVITY SHARE to the emeritus faculty as part of his or her INVENTORS PERSONAL SHARE. Any such proposed different distribution of an INVENTORS RESEARCH ACTIVITY SHARE for an emeritus faculty INVENTOR is subject to review and approval by the Vice Provost for Research. The emeritus faculty INVENTOR may appeal the inability to reach an agreement upon a different distribution, or any disapproval by the Vice Provost for Research, to the APPEALS BOARD. Amounts received by the School and/or the Department shall be used for research purposes only through a budget approved by the Dean(s) of the relevant School(s).

2.3.6 Rules Governing the Departments of Inventors Share. The DEPARTMENTS OF INVENTORS SHARE shall be used only for research purposes through a budget approved by the Dean(s) of the relevant School(s).

2.3.6.1 If an INVENTION is made by INVENTORS within a Division, Research Center or Institute, the Department(s) of the INVENTORS may make an equitable distribution of income to that Division, Research Center or Institute from the DEPARTMENTS OF INVENTORS SHARE.

2.3.6.2 If an INVENTION is made by INVENTORS from different Departments, the DEPARTMENTS OF INVENTORS SHARE shall be divided among the Departments in the DESIGNATED PROPORTION. A Department shall retain its portion of the DEPARTMENTS OF INVENTORS SHARE if an INVENTOR from that Department is no longer employed by or associated with the Department or the University.

2.3.7 Rules Governing the Schools of Inventors Share. The SCHOOLS OF INVENTORS SHARE may be used for any research purpose designated by the Dean(s) of the School(s). At the discretion of the Dean(s), any portion of the SCHOOLS OF INVENTORS SHARE may be distributed to Department(s) of the INVENTORS or used to support the research activity of the INVENTORS.

2.3.7.1 If an INVENTION is made by INVENTORS from different Schools, the SCHOOLS OF INVENTORS SHARE shall be divided among the Schools in the DESIGNATED PROPORTION. A School will retain its portion of SCHOOLS OF INVENTORS SHARE if an INVENTOR from that School is no longer employed by or associated with the School or the University.

2.3.8 Rules Governing the University Research Share. The UNIVERSITY RESEARCH SHARE shall be used for the general support of research at the University as determined by the Provost. The Provost will release periodic reports describing the use of these funds.

2.3.9 Periodic Reports of Use of Funds to Support Research. The Deans of each School that receives funds during the FISCAL YEAR as SCHOOLS OF INVENTORS SHARES or DEPARTMENTS OF INVENTORS SHARES shall release a report to the Vice Provost for Research at least once during the subsequent FISCAL YEAR describing the use of these funds for research purposes and the support of research.

2.3.10 Invention Revenue Distribution for Non-Academic Inventors. When an INVENTOR is other than a faculty member, emeritus faculty, employee of an academic laboratory, student or post-doctoral employee or trainee, the distribution of ADJUSTED PCI REVENUES FOR THE INVENTION (other than the INVENTORS PERSONAL SHARE) and NET PCI INCOME for the INVENTION shall be determined by the President on a case-by-case basis with a recommendation from the IPA together with the Executive Vice President, the Vice Provost for Research, the Chief Executive Officer of the Medical Center (where applicable), relevant Deans and/or other involved administrative heads.

2.3.11 INVENTORS with Joint Appointments. If an INVENTOR has joint appointments in two or more Schools or Departments and there is no primary appointment (for example only, a Penn Integrates Knowledge professor), the Deans shall determine an equitable apportionment of that INVENTOR's portion of the INVENTORS RESEARCH ACTIVITY SHARE, DEPARTMENTS OF INVENTORS SHARE and SCHOOLS OF INVENTORS SHARE, unless the Deans of such Schools had previously agreed on an allocation for such INVENTOR.

2.4 Implementation of Procedures for Distributions.

2.4.1 Inventions Disclosed and Licensed After the Effective Date. Distributions from all INVENTIONS disclosed and licensed on or after the EFFECTIVE DATE shall be governed by the procedures in Section 2.3.

2.4.2 Inventions Disclosed Before the Effective Date, but Licensed After the Effective Date. Distribution of income from all INVENTIONS disclosed before the EFFECTIVE DATE, but not yet subject to a license agreement as of the EFFECTIVE DATE, shall be governed by the procedures in Section 2.3.

2.4.3 Inventions Disclosed and Licensed Before the Effective Date. Distributions from all INVENTIONS disclosed and licensed after the EFFECTIVE DATE shall be governed by the procedures in Section 2.3.

2.5 Administration of Distributions and Reporting. Distributions, with a report outlining how the amounts were calculated, shall be made to each recipient within forty-five (45) days after the end of the FISCAL YEAR. The University will not pay interest on amounts received and held by the University pending distribution.

2.6 Use of Outside Facilities. Faculty members, employees or students who use research facilities at another institution or a corporation (including, without limitation, when on sabbatical from the University or as visiting faculty or visiting researchers) shall contact the IPA prior to commencing such use, for assistance in evaluating the policies of the host institution or corporation as appropriate. Graduate students who are conducting research in commercial research facilities should obtain
Article 3. Policy and Procedures Relating to Tangible Research Property

3.0 Policy Statement on Tangible Research Property. TANGIBLE RESEARCH PROPERTY made by INVESTIGATORS in the course of employment at the University, or work or research directly related to professional, educational or employment responsibilities, or work or research carried out on University time, or at University expense or with SUBSTANTIAL USE OF UNIVERSITY RESOURCES under grants or otherwise, is the property of the University. INVESTIGATORS hereby irrevocably assign to the University all right, title and interest in and to the TANGIBLE RESEARCH PROPERTY and shall cooperate fully with the University in the preparation and prosecution of patents or other intellectual property protection, if available and applicable. The University and INVESTIGATORS will endeavor to make such property available to the research community on a reasonable basis, consistent with other University policies, procedures and legal obligations and pursuant to a written agreement in a form approved by the Office of the General Counsel, including but not limited to a materials transfer agreement, license agreement, deposit to a research or data bank repository or other form of agreement.

3.1 Disclosure to PCI. INVESTIGATORS shall disclose new TANGIBLE RESEARCH PROPERTY promptly to PCI.

3.2 Revenues from Transfer of Tangible Research Property. Unless otherwise required by law or contract, for TANGIBLE RESEARCH PROPERTY which is defined as an INVENTION, distributions will be calculated in accordance with Section 2.3. For TANGIBLE RESEARCH PROPERTY which is not defined as an INVENTION, distributions will be calculated as follows, unless otherwise required by law or contract: PCI shall determine the GROSS PCI REVENUES for the TANGIBLE RESEARCH PROPERTY. Then, PCI shall determine, in conjunction with the INVESTIGATORS and the appropriate University staff, the applicable TANGIBLE RESEARCH PROPERTY DIRECT GENERATION COSTS. The TANGIBLE RESEARCH PROPERTY DIRECT GENERATION COSTS shall be reimbursed to the University account(s) of the INVESTIGATOR(S) and/or such other School, Department or other accounts from which portions of the TANGIBLE RESEARCH PROPERTY DIRECT GENERATION COSTS were paid. The amount remaining, if any, after deducting the TANGIBLE RESEARCH PROPERTY DIRECT GENERATION COSTS from the GROSS PCI REVENUES for the TANGIBLE RESEARCH PROPERTY, and after deducting the applicable INITIAL DEDUCTION, shall be defined as the ADJUSTED PCI REVENUES for such TANGIBLE RESEARCH PROPERTY. The ADJUSTED PCI REVENUES for the TANGIBLE RESEARCH PROPERTY or NET PCI INCOME for the TANGIBLE RESEARCH PROPERTY (as the case may be) shall be distributed in accordance with Section 2.3 above (substituting the INVESTIGATOR(S) for the INVENTOR(S) and the TANGIBLE RESEARCH PROPERTY for the INVENTION, where applicable in applying this PATENT POLICY):

3.2.1 Thirty percent (30%) of ADJUSTED PCI REVENUES for the TANGIBLE RESEARCH PROPERTY as the INVESTIGATORS PERSONAL SHARE (see Sec. 2.3.4).

3.2.2 Twelve and one-half percent (12.5%) of ADJUSTED PCI REVENUES for the TANGIBLE RESEARCH PROPERTY as the INVESTIGATORS RESEARCH ACTIVITY SHARE (see Sec. 2.3.5).

3.2.3 Twenty percent (20%) of NET PCI INCOME for the TANGIBLE RESEARCH PROPERTY as the DEPARTMENTS OF INVESTIGATORS SHARE (see Sec. 2.3.6).

3.2.4 Forty percent (40%) of NET PCI INCOME for the TANGIBLE RESEARCH PROPERTY as the SCHOOLS OF INVENTORS SHARE (see Sec. 2.3.7).

3.2.5 Forty percent (40%) of NET PCI INCOME for the TANGIBLE RESEARCH PROPERTY as the UNIVERSITY RESEARCH SHARE (see Sec. 2.3.8).

3.3. Program Income and Sponsored Awards. INVESTIGATORS and PCI shall report any GROSS PCI REVENUES from TANGIBLE RESEARCH PROPERTY to the Office of Research Services for a determination whether such revenues must be reported to a funding agency or sponsor as program income. In those circumstances in which GROSS PCI REVENUES from the TANGIBLE RESEARCH PROPERTY may be considered program income under federal law, or grant, award or contract terms, or where the distribution formula set forth in Sections 3.2. would be prohibited by law or applicable contract, the UNIVERSITY will equitably share any ADJUSTED PCI REVENUES for such TANGIBLE RESEARCH PROPERTY, if any, while remaining in compliance with its legal obligation.

Article 4. Definitions and Miscellaneous

4.0.1 TOTAL ADJUSTED PCI REVENUES means GROSS PCI REVENUES minus the INITIAL DEDUCTION. ADJUSTED PCI REVENUES FOR AN INVENTION means the PRO RATA SHARE of the TOTAL ADJUSTED PCI REVENUES.

4.0.2 ADJUSTED PROCEEDS FOR AN INVENTION means ADJUSTED PCI REVENUES FOR AN INVENTION, minus the INVENTORS PERSONAL SHARE and minus the INVESTORS RE- SEARCH ACTIVITY SHARE.

4.0.3 AGGREGATE PCI OPERATING COSTS means all of PCI’s internal or out-of-pocket expenses to operate PCI, as allocated to and determined by the University, during a FISCAL YEAR, including, without limitation: salaries, benefits and other personnel costs; expenses related to licensing and distribution, and attempts to license and/or distribute, INVENTIONS, TANGIBLE RESEARCH PROPERTY; copyrightable works, and trademarks; fees and expenses paid to third persons (excluding any amounts included within IP EXPENSES); overhead expense; finder’s fees or commissions; EQUITY or other consideration paid or due to patent management organizations; expenses in connection with the sale, investment or management of EQUITY or the EQUITY POOL; litigation or dispute resolution costs and expenses (not otherwise included within IP EXPENSES); and consideration paid or due third persons as a result of settlement of or judgment in a dispute; applicable taxes (if any) and other operating expenses the University allocates to PCI. AGGREGATE PCI OPERATING COSTS includes all UNREIMBURSED IP EXPENSES that exceed the amounts deducted as the INITIAL DEDUCTION.

4.0.4 The APPEALS BOARD is empowered to resolve disputes arising from the interpretation or administration of this PATENT POLICY, as described in Section 4.2. The APPEALS BOARD comprises nine (9) voting members (seven [7] standing members and two [2] ad hoc members). The seven standing members shall be comprised of: one (1) voting Chair, appointed by the Faculty Senate and who shall be a Standing Faculty member; four (4) administrators (each appointed by the Vice Provost for...
Research); and two (2) term faculty appointed by the Faculty Senate. The two (2) ad hoc members shall be faculty selected for expertise by the Dean(s) of the relevant School(s) or the Chair(s) of the relevant Departments(s), except that if one or more of the individuals involved in the appeal is an emeritus faculty, the two ad hoc voting members selected by the Dean(s) or Department Chair(s) shall be emeritus faculty and if one or more of the individuals involved in the appeal is a graduate student, the two ad hoc voting members selected by the Dean(s) or Department Chair(s) shall be graduate students. In addition, the APPEALS BOARD shall include one nonvoting member ex officio, who shall be an attorney from the Office of the General Counsel and appointed by the General Counsel. The APPEALS BOARD shall be staffed by the Office of the Vice Provost for Research.

**4.0.5 ASSIGNMENT** means the execution of a written agreement by an INVENTOR assigning all of the INVENTOR’S right, title and interest in and to an INVENTION or TANGIBLE RESEARCH PROPERTY. INVENTIONS are deemed automatically and irrevocably assigned, effective as of the time they are conceived or reduced to practice, regardless of whether or when such individual executes a PARTICIPATION AGREEMENT or other written agreement confirming assignment.

**4.0.6 PENN CENTER FOR INNOVATION (PCI)** means the administrative unit, under the direction of the INTELLECTUAL PROPERTY ADMINISTRATOR, which is responsible for the receipt, review, management and administration of intellectual property matters of the University.

**4.0.7 EFFECTIVE DATE** means the earlier of July 1, 2015 or the date this version of this PATENT POLICY was adopted by the Trustees of the University.

**4.0.8 EQUITY** means ownership interests or securities, including but not limited to shares of stock or securities; stock options; warrants or any other rights to purchase stock or securities; debt instruments; partnership interests in a general or limited partnership; or membership interests in a limited liability company or partnership.

**4.0.9 EQUITY POOL** means the total allotment of EQUITY negotiated by the University as consideration for a license of the University’s interests in an INVENTION or TANGIBLE RESEARCH PROPERTY.

**4.0.10 EXECUTIVE COMMITTEE** provides oversight and steering of the technology transfer process, including assisting in setting the operating budget for the PCI. The EXECUTIVE COMMITTEE is appointed by the Provost in consultation with the Vice Provost for Research and chaired by the Vice Provost for Research. The EXECUTIVE COMMITTEE is comprised of the INTELLECTUAL PROPERTY ADMINISTRATOR, ex officio; the Vice Provost for Research; the Dean of the Perelman School of Medicine or his/her designee; one faculty from each of the School of Arts and Sciences and the School of Engineering and Applied Science; one at-large faculty; and an attorney from the Office of the General Counsel selected by the General Counsel, who shall be non-voting and ex officio.

**4.0.11 FISCAL YEAR** means the period from July 1 through June 30 (or, should the University adjust its fiscal year, the same period as the University’s then-current fiscal year for federal tax purposes).

**4.0.12 GROSS COMPENSATION** means all cash or other compensation received or to which someone is entitled due to or arising out of or related to or in connection with the licensing, sale, development, commercialization or other exploitation of the INVENTION, including without limitation royalties, sales receipts, upfront payments, option fees, milestone payments, equity proceeds, other securities or investments, infringement or settlement proceeds or other forms of monetization or compensation.

**4.0.13 GROSS PCI REVENUES** means all gross revenues actually received by PCI during the FISCAL YEAR from all agreements arising out of or related to or in connection with the licensing, development, commercialization or other exploitation of an INVENTION or TANGIBLE RESEARCH PROPERTY; or intellectual property related to an INVENTION or TANGIBLE RESEARCH PROPERTY, whether involving patents, know-how, trademarks, copyrights and/or other forms of intellectual property, but excluding: (1) payments made to the University under sponsored research agreements or research awards, grants and contracts; (2) revenues payable to a third party sponsor or funder pursuant to a funding agreement, where performance of the sponsored or funded research directly gave rise to the INVENTION or TANGIBLE RESEARCH PROPERTY; (3) revenues related to the licensing of a University or Penn Medicine trademark (e.g., trademark royalties in connection with Penn-branded apparel, etc.) and unrelated to the licensing, development or other exploitation of an INVENTION or TANGIBLE RESEARCH PROPERTY; (4) consideration payable to a university or other third party related to co-inventor(s) or contributors to INVENTIONS or TANGIBLE RESEARCH PROPERTY having a duty to assign to such university or other third party (for example only, revenues payable to another institution due to joint inventorship or inter-institutional arrangements); and (5) accrued interest. GROSS PCI REVENUES includes, without limitation: license fees; license maintenance fees; minimum royalties; sublicense payments; milestone payments; option fees; royalties on sales of products and services; proceeds realized from the sale or other disposition of EQUITY from an EQUITY POOL; dividends and other monetary distributions related to EQUITY from an EQUITY POOL; and settlements of lawsuits or intellectual property disputes with third parties related to an INVENTION DISCLOSURE, INVENTION or TANGIBLE RESEARCH PROPERTY. GROSS PCI REVENUES does not include REIMBURSED IP EXPENSES.

**4.0.14 INITIAL DEDUCTION** means seven point five percent (7.5%) of GROSS PCI REVENUES for an INVENTION, and five percent (5%) of GROSS PCI REVENUES for TANGIBLE RESEARCH PROPERTY which is not defined as an INVENTION. The percentage amount of the INITIAL DEDUCTION will be reviewed and may be adjusted, at least once each five (5) years, by the EXECUTIVE COMMITTEE. The EXECUTIVE COMMITTEE may recommend adjusting the INITIAL DEDUCTION percentage to an amount no greater than twenty-five percent (25%) and not less than five percent (5%) for INVENTIONS and/or to an amount no greater than seven percent (7%) and not less than three percent (3%) for TANGIBLE RESEARCH PROPERTY which is not defined as an INVENTION. Any adjustment to the INITIAL DEDUCTION recommended by the EXECUTIVE COMMITTEE and approved by the President will take effect as of the first day of the FISCAL YEAR following the President’s approval and will be announced broadly prior to the start of such FISCAL YEAR.

**4.0.15 INTELLECTUAL PROPERTY ADMINISTRATOR (IPA)** means the Executive Director of PCI (or his or her successor, as designated by the Vice Provost for Research).

**4.0.16 INVENTION** means and includes discoveries and inventions and related technical information, trade secrets, developments, know-how, methods, techniques, formulae, data and processes; TANGIBLE RESEARCH PROPERTY upon which a patent has issued or a patent application has been filed and is still pending; and other proprietary matter.

**4.0.17 INVENTION DISCLOSURE** means the written submission to the IPA, on standard invention disclosure forms available from PCI, of a
written description of any INVENTION that an INVENTOR believes he or she has made.

4.0.18 INVENTORS means University faculty, emeritus faculty, visiting faculty or researchers, adjunct faculty, postdoctoral employees or trainees, or other employees, or students, or others who individually or jointly make an INVENTION subject to the PATENT POLICY and who meet the criteria for inventorship under United States patent laws and regulations.

4.0.19 INVENTION ASSESSMENT COSTS means all historic out-of-pocket costs and expenses related to the review, assessment and protection of the INVENTION DISCLOSURE and the INVENTION, including without limitation patent and copyright application costs and expenses, legal fees, filing fees, search fees, fees for legal opinions, patent maintenance fees, IP EXPENSES and any other out-of-pocket transactional costs attributable to the INVENTION DISCLOSURE and the INVENTION.

4.0.20 INVESTIGATOR means any University faculty member, emeritus faculty, visiting faculty or researcher, adjunct faculty, postdoctoral employee or trainee, or other employee, or an undergraduate or graduate student engaged in sponsored or unsponsored research.

4.0.21 IP EXPENSES means all out-of-pocket expenses incurred or accrued during the FISCAL YEAR by PCI arising out of or related to or in connection with the review, assessment, protection, licensing, defense, enforcement or audit of intellectual property rights related to INVENTION DISCLOSURES, INVENTIONS, TANGIBLE RESEARCH PROPERTY and copyrightable works, or the defense, enforcement or audit of licenses or other agreements related to INVENTION DISCLOSURES, INVENTIONS, TANGIBLE RESEARCH PROPERTY or copyrightable works, including but not limited to: outside legal and patent agent fees and expenses; search fees and expenses; application fees; fees for legal opinions; government filing and maintenance fees; legal fees to defend or enforce intellectual property, license agreements, opinion agreements, confidentiality agreements, or other agreements related to the INVENTION DISCLOSURE, INVENTION, TANGIBLE RESEARCH PROPERTY or copyrightable work; fees and expenses to audit licensees and related agreements; and other out-of-pocket transactional costs related to patent, copyright, trademark and other intellectual property protection or licensing anywhere in the world. REIMBURSED IP EXPENSES means IP EXPENSES for which PCI received or accrued payment or reimbursement from a licensee, INVENTOR or third person before the end of the FISCAL YEAR. UNREIMBURSED IP EXPENSES means all of the IP EXPENSES minus the REIMBURSED IP EXPENSES at the end of the FISCAL YEAR, as shown in the accounting records of PCI (excluding accrued payments or reimbursements.)

4.0.22 MATERIALS means lab notebooks, records, drawings, sketches, photographs, radiographs or other images, models, biological specimens, chemical compounds or other materials needed to support the preparation, submission, prosecution, defense or enforcement of a patent in the United States or other applicable jurisdictions.

4.0.23 NET PCI INCOME FOR AN INVENTION means the ADJUSTED PROCEEDS FOR AN INVENTION, minus the PRO RATA SHARE of the AGGREGATE PCI OPERATING COSTS. If zero or a negative number, then there is no NET PCI INCOME FOR AN INVENTION. (As an example, if the ADJUSTED PROCEEDS FOR AN INVENTION equals $273,125, the PRO RATA SHARE is five percent (5%), and the AGGREGATE PCI OPERATING COSTS equals $4,500,000, the NET PCI INCOME FOR AN INVENTION equals $273,125 minus (0.05 x $4,500,000), or $48,125.)

4.0.24 PATENT POLICY means this Patent and Tangible Research Property Policies and Procedures of the University of Pennsylvania, with any amendments.

4.0.25 PARTICIPATION AGREEMENT means a written agreement substantially in the form of Appendix A to the PATENT POLICY, setting out rights and responsibilities of University faculty, emeritus faculty, visiting faculty and researchers, adjunct faculty, postdoctoral employees and/or other salaried employees, students and others under the University’s policies and procedures, and confirming the automatic assignment of ownership of INVENTIONS covered under the PATENT POLICY, to the University.

4.0.26 PRO RATA SHARE means the ratio (expressed as a percentage) of the GROSS PCI REVENUES directly generated by and attributable to an INVENTION and/or TANGIBLE RESEARCH PROPERTY, as determined by PCI, compared to the entire GROSS PCI REVENUES, during a FISCAL YEAR. (As an example, if the GROSS PCI REVENUES directly generated by and attributable to an INVENTION total $600,000 in a FISCAL YEAR and the GROSS PCI REVENUES total $12,000,000 in a FISCAL YEAR, the PRO RATA SHARE is five percent (5%).)

4.0.27 SIGNIFICANT EQUITY INTEREST means any EQUITY or other financial interest that when aggregated for the individual and the individual’s spouse and dependent children exceeds $25,000 in value, as determined through reference to public prices or other reasonable measures of fair market value, and does not represent more than five percent (5%) ownership interest in any single entity.

4.0.28 STAKEHOLDERS means shareholders, owners, members, general partners, limited partners or other owners or investors in an entity.

4.0.29 SUBSTANTIAL USE OF UNIVERSITY RESOURCES means the use of University funds, facilities, equipment or other resources significantly in excess of the norm for educational and research purposes in the Department or School in which the faculty member(s) holds his or her (their) primary appointment(s) or in which a staff member or student is enrolled or employed. Academic year salary, office, usual library, computer equipment, among other things, are not regarded as constituting "substantial use of University resources." Any question about what constitutes substantial use of University resources should be referred to the Vice Provost for Research.

4.0.30 TANGIBLE RESEARCH PROPERTY means unique re-search products or tools, such as biological materials or chemical moieties, whether or not patentable or otherwise protectable using intellectual property laws. Categories of biological material include organisms, cells, viruses, cell products, cloned DNA, and/or gene sequence information and crystallographic coordinates. Some specific examples of biological materials include specialized and/or genetically defined cells, including normal and diseased human cells; monoclonal cell lines; hybridoma cell lines; microbial cells and products; viruses and viral products; recombinant nucleic acid molecules; DNA probes; nucleic acid and protein sequences; and transgenic mice or other animals. Categories of chemical moieties or engineered products include sample compounds, reagents, intermediates, models, sensors, devices, equipment, computer hardware or firmware, diagrams or computer media.

4.0.31 TANGIBLE RESEARCH PROPERTY DIRECT GENERATION COSTS means all of the documented and verifiable direct costs and expenses attributable or allocated to the generation of the quantities of TANGIBLE RESEARCH PROPERTY distributed which led to the receipt of GROSS PCI REVENUES from such TANGIBLE RESEARCH PROPERTY.
As an example only the costs of raw materials, supplies, reagents, specialized equipment, and other direct costs and expenses necessary to generate the quantity of TANGIBLE RESEARCH PROPERTY constitutes TANGIBLE RESEARCH PROPERTY DIRECT GENERATION COSTS. Salaries, overhead and equipment which is otherwise used for teaching or numerous research purposes is not part of TANGIBLE RESEARCH PROPERTY DIRECT GENERATION COSTS. (Any disagreement among the INVESTIGATORS and PCI regarding the calculation of TANGIBLE RESEARCH PROPERTY DIRECT GENERATION COSTS may be appealed to the APPEALS BOARD.)

4.1 Review of Policies and Procedures. The EXECUTIVE COMMITTEE together with the Vice Provost for Research shall review the PATENT POLICY (including Appendix B), from time to time to determine whether it is accomplishing its intended purposes and is in conformity with applicable laws and regulations, including intellectual property laws. The EXECUTIVE COMMITTEE shall make recommendations for amendments or other changes to the Provost and the Faculty Senate, who shall confer with the President. The President may amend the patent policy as provided in Section 4.0.14 upon consultation with Faculty Senate, the Office of General Counsel and the Vice Provost for Research.

4.2 Disputes Under Policies and Procedures. Except as expressly set forth otherwise in this PATENT POLICY, disputes arising from the interpretation or administration of the PATENT POLICY may be referred by any interested party to the Chair of the APPEALS BOARD and the Office of the Vice Provost for Research, who will promptly notify the IPA. The APPEALS BOARD shall first determine whether it has jurisdiction to hear any such dispute before proceeding. The APPEALS BOARD shall provide an equitable mechanism for the review and resolution of disputes brought before it and shall have the authority to make a judgment with respect to such disputes. The APPEALS BOARD shall use reasonable efforts to make a judgment with respect to any dispute within thirty (30) days after having any such dispute referred to it. Any judgment of the APPEALS BOARD may be appealed by any interested party to the Vice Provost for Research. The Vice Provost for Research shall consider the matter de novo and shall use reasonable efforts to review any such appeal and make a judgment with respect to any appeal, within thirty (30) days after having any such dispute referred to him or her. Any judgment of the Vice Provost for Research may be appealed to the President, who will make a final decision for the University.

4.3 No Change to Relationships. Nothing in this PATENT POLICY or the actions taken in connection with INVENTIONS, TANGIBLE RESEARCH PROPERTY or EQUITY, is intended to or shall be interpreted or deemed to create a fiduciary, trust or agency relationship between the University or any of its units or personnel, and any faculty, staff, student or INVENTOR.

Appendix A. Participation Agreement

In order that the University may fulfill legal and contractual obligations to sponsors of research, including but not limited to the federal government, and in consideration of my employment by the University, or my participation in sponsored research, or my use of funds, facilities, or other resources provided by the University, I hereby agree as follows:

1. I have read, and I understand and agree that I am bound by, the terms of the Patent and Tangible Research Property Policies and Procedures of the University of Pennsylvania, as well as by the terms of any revisions or amendments adopted by the President and/or the Trustees of the University of Pennsylvania (collectively, the “Patent Policy”), effective retroactively to the first date of my employment, appointment or matriculation, and/or participation in sponsored research and/or SUBSTANTIAL USE OF UNIVERSITY RESOURCES (“Start Date”). I understand that words appearing as all capitalized letters in this Agreement are used as defined in the Patent Policy.

2. I agree to report to the INTELLECTUAL PROPERTY ADMINISTRATOR (“IPA”) any INVENTION which is conceived or reduced to practice in the course of my employment at the University, or from work directly related to professional or employment responsibilities at the University, or from work carried out on University time, or at University expense, or with SUBSTANTIAL USE OF UNIVERSITY RESOURCES under grants or otherwise. I hereby irrevocably assign to The Trustees of the University of Pennsylvania all right, title and interest in and to any and all such INVENTIONS, effective retroactively to my Start Date.

3. I acknowledge that any TANGIBLE RESEARCH PROPERTY, whether or not patentable, which is made in the course of employment at the University or from work directly related to professional or employment responsibilities at the University, or from work carried out on University time, or at University expense, or with SUBSTANTIAL USE OF UNIVERSITY RESOURCES under grants or otherwise is the property of the University. I hereby irrevocably assign to The Trustees of the University of Pennsylvania all right, title and interest in and to any and all such TANGIBLE RESEARCH PROPERTY, effective retroactively to my Start Date.

4. I understand that the University incurs binding obligations to sponsors under the terms of sponsored research agreements. When I participate in sponsored research, I understand that it is my responsibility to ascertain and abide by the terms of the sponsored research agreement as it relates to me. In particular, when engaged in outside activity, such as consulting, I recognize my duty to protect the University’s obligations to its research sponsors and its rights pursuant to the PATENT POLICY.

5. I also understand that on occasion University policy or the University’s obligations to research sponsors may require that I assign my interest in copyrightable materials to the University. In such cases, I hereby irrevocably assign all right, title and interest in and to such materials and the copyrights therein, if any, to The Trustees of the University of Pennsylvania, effective retroactively to my Start Date. I further understand that, in agreements with research sponsors, the University seeks to retain copyrights for its faculty.

6. I will cooperate fully with the University in the preparation, filing and prosecution of patents, in the registration of copyrights and in the preparation and execution of all documents necessary or incidental thereto, including but not limited to any additional written assignments deemed desirable by the University to further evidence my legal assignment of ownership or otherwise facilitate protection of the intellectual property.

7. I accept the provisions for the sharing of amounts and EQUITY in the PATENT POLICY and the then-current Policy Relating to Copyrights and Commitment of Effort for Faculty (the “Copyright Policy”).

8. I am under no obligation to any person, organization or corporation with respect to any INVENTION(S), TANGIBLE RESEARCH PROPERTY or copyrightable materials which are, or could be reasonably construed to be, in conflict with this Agreement, except as set forth in writing in the signed attachment to this letter (if any).

9. This Agreement and the assignments and obligations are effective as of my Start Date and apply to any INVENTION(S), TANGIBLE RESEARCH PROPERTY, and copyrightable materials made during the time I am employed by the University, hold an appointment, continue to matriculate,
As a matter of policy, INVENTORS may not serve on the board of
to this policy require the approval of the Executive Vice President of
rights on such boards or comparable governing entities. Exceptions
will not accept a position on the board of directors (or other comparable
INVENTORS.

or Chairpersons may create an oversight mechanism for the relevant
research agreement, consulting agreement between the INVENTOR
limitations on the proposed license agreement, associated sponsored
for Re- search, the University and the relevant Deans may impose
interest. Upon the recommendation of the Vice Provost
Re- search, the University and the relevant Deans may impose
in lieu of or in addition to license or other fees, provided that the EQUITY represents a fair valuation for the technology. The IPA shall include in each license measures of performance that must be met in order to maintain the license granted by the University.

The University will require the prospective licensee to disclose all EQUITY offered to the University (and other institutions or individuals which may co-own an INVENTION with the University) in consideration for the license agreement. In addition, the prospective licensee will be required to disclose in writing to the IPA and the Treasurer the specific terms and conditions associated with such EQUITY and the current and pro forma capital structure of the venture. Furthermore, the prospective licensee and the INVENTORS must disclose to the IPA and the Treasurer in writing the EQUITY to be issued to INVENTORS for their roles as founders, consultants or otherwise.

B.3 Conflicts of Interest in License Agreements Involving EQUITY.
License agreements involving EQUITY must be structured to protect the University and faculty members from liability and to avoid conflicts of interest. Prior to the University executing any agreement, the INVENTOR(S) shall disclose to the IPA and the University Conflict of Interest Standing Committee any existing or proposed consulting agreement between the INVENTOR(S) and the prospective licensee or any other consulting agreements with other entities that have potential for conflicts of interest. Upon the recommendation of the Vice Provost for Re- search, the University and the relevant Deans may impose limitations on the proposed license agreement, associated sponsored research agreement, consulting agreement between the INVENTOR and the licensee or other agreements. In addition, the University, Deans or Chairpersons may create an oversight mechanism for the relevant INVENTORS.

B.3.1 Board Participation and Fiduciary Roles. In general, the University will not accept a position on the board of directors (or other comparable governing entity) of the licensee, but may accept and exercise observer rights on such boards or comparable governing entities. Exceptions to this policy require the approval of the Executive Vice President of the University in consultation with the IPA and the General Counsel. As a matter of policy, INVENTORS may not serve on the board of

directors (or other comparable governing entity) of the licensee or in any other fiduciary capacity during the time their University research is sponsored by the licensee. In general, INVENTORS may accept a seat on scientific advisory boards providing that membership on such a board does not create a fiduciary responsibility to the licensee or any of its STAKEHOLDERS.

B.3.2 Minority Ownership. The INVENTORS (and members of their families) together may not be majority STAKEHOLDERS of the venture at the time that the license agreement is negotiated and thereafter.

B.3.3 Licensee Representation. In license negotiations with the University, the prospective licensee must be represented by a party other than an INVENTOR or a member of the INVENTOR’S family.

B.4 Direct Personal Ownership of EQUITY. The University generally requires that the EQUITY provided to INVENTORS from the EQUITY POOL must be issued directly to the INVENTORS at the time the EQUITY is issued. The INVENTORS will be responsible for retaining their own business advisors, legal counsel and tax counsel. INVENTORS are responsible for all financial, tax and legal consequences related to the EQUITY they receive. The University Conflict of Interest Standing Committee reserves the right to require that any EQUITY issued to INVENTORS by the licensee be held in a “blind trust” for a defined period of time. An INVENTOR who receives EQUITY from the EQUITY POOL or from the licensee outside of the EQUITY POOL generally will receive a reduced INVENTORS PERSONAL SHARE of ADJUSTED PCI REVENUES for the INVENTION, pursuant to Section 2.3.3.1 above, to avoid an unintended incentive to structure transactions whereby the INVENTORS retain 100% of the proceeds from their share of the EQUITY POOL and obtain 30% of the proceeds to the University when the University liquidates EQUITY held by the University. Under rare circumstances, the University may agree to accept all shares of the EQUITY POOL including INVENTORS shares, providing that all INVENTORS and other institutions release the University in writing from any liability associated with the management, investment and ownership of the EQUITY. In such cases, the Investment Board of the University will control the EQUITY. Any income received by the University from EQUITY held on behalf of INVENTORS will be distributed among INVENTORS in accordance with Section 2.3.4 of the Patent and Tangible Research Policies and Procedures.

B.5 Management of EQUITY. Any EQUITY received by the University under a license agreement will be held by the Office of the Treasurer until such time that the University’s Investment Board decides to liquidate such EQUITY.

Appendix C: Hypothetical Example
GROSS PCI REVENUES for FY 2016 equals $12,000,000.

GROSS PCI REVENUES for FY 2016 attributable to the XYZ INVENTION equals $600,000.

The PRO RATA SHARE equals 5% ($600,000 divided into $12,000,000 equals 0.05).

The INITIAL DEDUCTION equals 18% of GROSS PCI REVENUES, or $2,160,000 (0.18 times $12,000,000 equals $2,160,000).

Thus, TOTAL ADJUSTED PCI REVENUES equals $9,840,000 ($12,000,000 minus the INITIAL DEDUCTION of $2,160,000 equals $9,840,000).
The PRO RATA SHARE of the INITIAL DEDUCTION attributable to the XYZ INVENTION equals $108,000 (0.05 times $2,160,000 equals $108,000).

Thus, the ADJUSTED PCI INCOME for the XYZ INVENTION equals $57,900 ($282,900 minus $225,000).

The INVENTORS PERSONAL SHARE equals 30% of ADJUSTED PCI REVENUES for the XYZ INVENTION, or $147,600. ($492,000 times 0.3 equals $147,600).

The INVENTORS RESEARCH ACTIVITY SHARE equals 12.5% of ADJUSTED PCI REVENUES for the XYZ INVENTION, or $61,500. ($492,000 times 0.125 equals $61,500).

AGGREGATE PCI OPERATING COSTS for FY 2016 equals $4,500,000.

The PRO RATA SHARE of AGGREGATE PCI OPERATING COSTS attributable to the XYZ INVENTION equals $225,000 (0.05 times $4,500,000 equals $225,000).

Thus, the NET PCI INCOME for the XYZ INVENTION equals $57,900 ($282,900 minus $225,000).

The DEPARTMENTS OF INVENTORS SHARE equals 20% of the NET PCI INCOME for the XYZ INVENTION, or $11,580 ($57,900 times 0.2 equals $11,580).

The SCHOOLS OF INVENTORS SHARE equals 40% of the NET PCI INCOME for the XYZ INVENTION, or $23,160 ($57,900 times 0.4 equals $23,160).

The UNIVERSITY RESEARCH SHARE equals 40% of the NET PCI INCOME for the XYZ INVENTION, or $23,160 ($57,900 times 0.4 equals $23,160).

III.F. Policy on Conflicts of Interest Related to Research

(Source: Vice Provost for Research, Almanac, October 17, 2017 (https://almanac.upenn.edu/uploads/media/101717-supp.pdf))

Introduction

As an institution committed to academic excellence, innovative research, and the highest quality clinical care, the University of Pennsylvania consistently generates new knowledge with the potential to link theory with practice in ways that enhance and transform our society. Penn's dedication to excellence, discovery, and collaboration lead our faculty, students, and staff to opportunities for engaging the world around us.

We support an environment in which faculty and staff are able to pursue teaching, research, and patient care responsibilities in ways that enrich their work and further the University's mission. Faculty involvement with external entities—in academia, government, the nonprofit sector, and industry—offers many positive benefits consistent with the University's goals, including the practical application of new scientific discoveries and the ability to obtain research funding.

We must recognize, however, that these opportunities also introduce the potential for conflicts of interest that could affect one's responsibilities and activities as a member of the Penn community. Involvement with external entities may create the risk that these relationships could bias the work performed by our faculty. Identifying, understanding, and responding to conflicts of interest are of primary importance to protecting the credibility and objectivity of our work, the professional reputations of our faculty and staff, and respect for the role of the University as educator, care-giver, and researcher.

The purpose of this policy is to set forth the framework for identifying, evaluating, and managing financial conflicts of interest related to University research activities to control their ability to create bias and to maintain integrity, credibility, and respect for the work of Penn researchers.

This policy is applicable to all research being conducted under the University's auspices, regardless of whether the research is externally or internally funded, including proposals and applications made by University researchers to external sponsors, protocols submitted to the University's Institutional Review Board or Institutional Animal Care and Use Committee, research funded by the University's Centers and Institutes, material transfer agreements, nonmonetary collaborative agreements, and similar types of research agreements.

I. Definitions

As used in this policy, the following terms shall have the meaning ascribed to them below.

Clinical trial shall have the same meaning as prescribed from time to time by the World Health Organization.¹

Clinical trial intellectual property means an Investigator's interest in intellectual property that is the subject of a copyright, issued patent, or a patent application (regardless of whether the intellectual property has been patented, licensed, or assigned to the University) if such intellectual property is being tested, evaluated, or developed in, or if its commercial value could be affected by, the Clinical trial in which the Investigator is engaged or proposes to engage.²

Excluded payer means a Federal, state, or local government agency, a United States institution of higher education, an academic teaching hospital, a medical center, or a research institute that is affiliated with an institution of higher education. By way of example, the University, the University of Pennsylvania Health System, Children's Hospital of Philadelphia, the Philadelphia Veterans Affairs Medical Center, the Howard Hughes Medical Institute, and Wistar Institute are Excluded payers.

Family member means an Investigator's spouse or dependent child, or persons having such other relationships to the Investigator as the Institutional official may determine from time to time.

FCOI report means the University's report of a financial conflict of interest required by law or otherwise by agreement to be made to a research sponsor or other oversight agency.

Fiduciary role means membership on the governing board of an entity, including service on its board of directors, or having a position of authority or responsibility to act in the best interest of the entity, including being an officer, manager, partner, or limited liability company member with management responsibility.

Financial conflict of interest (FCOI) means a Significant financial interest that could directly and significantly affect the design, conduct, or reporting of the Research.

²020-21 Catalog | Generated 09/18/20
Financial interest means anything of monetary value, whether or not the value is readily ascertainable.

Institutional official means the Vice Provost for Research or such other person as the Provost appoints from time to time as the individual within the University responsible to oversee the University's compliance with conflict of interest regulations and policies.

Institutional responsibilities means an Investigator's professional or employment-related responsibilities on behalf of the University or any of its Schools, which may include Research, Research consultation, teaching, professional practice, institutional committee memberships, and service on panels such as Institutional Review Boards or Data and Safety Monitoring Boards.

Investigator means the project director or principal investigator and any other person, regardless of title or position, who is responsible for the design, conduct, or reporting of Research, whether externally or internally funded, or proposed for such funding, which may include, for example, collaborators or consultants.

Outside organization means any organization other than the University, University of Pennsylvania Health System and its corporately-owned entities (e.g., Clinical Care Associates and Clinical Practices of the University of Pennsylvania) or other Excluded payer.

Research means a systematic investigation, study or experiment designed to develop or contribute to generalizable knowledge. The term encompasses basic and applied research (e.g., a published article, book, or book chapter) and product development (e.g., of a diagnostic test or drug).

Senior/key personnel means the project director or principal investigator and any other person identified as senior/key personnel by the University in a grant application, progress report, or any other report submitted to the sponsor related to the Research.

Significant financial interest (SFI) means one or more of the following of the Investigator (or the Investigator’s Family member) that reasonably appear to be related to the Investigator’s Institutional responsibilities:

i. With regard to any publicly traded Outside organization, an SFI exists if the value of any remuneration received from the Outside organization in the 12 months preceding the disclosure plus the value of any equity interest in the Outside organization as of the date of disclosure, when aggregated, exceeds $5,000. Remuneration includes salary and any payment for services not otherwise identified as salary (e.g., consulting fees, honoraria, paid authorship); equity interest includes any stock, stock option, or other ownership interest, as determined through reference to public prices or other reasonable measures of fair market value;

ii. With regard to any non-publicly traded Outside organization, an SFI exists if the value of any remuneration received from the Outside organization in the 12 months preceding the disclosure, when aggregated, exceeds $5,000, or if the Investigator or Family member holds any equity interest (e.g., stock, stock option, or other ownership interest);

iii. Intellectual property rights and interests (e.g., patents, copyrights) not assigned to the University, upon receipt of any income related to such rights and interests;

iv. Clinical trial intellectual property rights (and royalties or other remuneration, if any, paid with respect to such rights); or

v. Any Fiduciary role in an Outside organization.

A Financial interest is related to an Investigator’s Institutional responsibilities if, for example, it arises from extramural activities that derive from the Investigator’s professional standing or that are within that Investigator’s expertise in his or her professional field(s) of discipline, such as consulting, serving on a scientific advisory board, providing continuing professional education services, or serving as an expert witness for an Outside organization that, to the best of the Investigator’s knowledge, conducts or seeks to conduct business related to the Investigator’s field of discipline. Moreover, equity in, or serving in a Fiduciary role for, an Outside organization that, to the best of the Investigator’s knowledge, conducts or seeks to conduct business related to the Investigator’s field of discipline, is related to the Investigator’s Institutional responsibilities.

Notwithstanding the foregoing, unless arising from the Investigator’s Clinical trial intellectual property, SFI does not include:

- salary, royalties, or other remuneration paid by the University to the Investigator if the Investigator is currently employed or otherwise appointed by the University;
- rights in intellectual property assigned to the University, including the right to participate in the University’s royalties or in the University’s equity pool if the equity interest is held and controlled by the University under the Patent and Tangible Research Property Policies and Procedures of the University of Pennsylvania, as amended from time to time;
- equity in or income from investment vehicles, such as mutual funds and retirement accounts, as long as the Investigator does not directly control the investment decisions made in these vehicles; or
- income from seminars, lectures, or teaching engagements sponsored by, or income from service on advisory committees or review panels for, an Excluded payer.

II. Investigator’s Duty to Disclose Significant Financial Interests and Travel

Disclosure of Significant financial interests: At least annually, each Investigator must submit to designated offices at his or her School a disclosure of Significant financial interests (SFI) and such other information as the Institutional official or the Investigator’s School shall require. This disclosure must be updated at the time of submission of a proposal for sponsored Research, upon submission of a protocol, upon being added (in a capacity that meets the definition of Investigator) to an ongoing Research project, and also within 30 days of the Investigator’s discovering or acquiring a new SFI. The means and format of the disclosure will be prescribed by the School and University from time to time and communicated to the University research community. In addition to the disclosure of SFIs, the Investigator must provide requested information to assist in the assessment of whether any of the Investigator’s SFIs are related to the Investigator’s Research.

Disclosure of travel: Investigators who are funded or proposed to be funded by the Public Health Service or other sponsor designated from time to time by the University, must also disclose the occurrence of any reimbursed or sponsored travel (i.e., travel which is paid on behalf of the Investigator and not reimbursed to the Investigator so that the exact monetary value may not be readily available), related to the Investigator’s Institutional responsibilities during the previous 12 months, other than travel reimbursed or sponsored by an Excluded payer. Travel disclosures must include the purpose of the trip, the identity of the trip’s sponsor or organizer, the trip’s origin and destination, and the duration of the trip. In addition, the University or Investigator’s School may request other
information about the trip as necessary to evaluate whether the travel may constitute a Financial conflict of interest (FCOI).

III. Assessment of Disclosures

Review by the School: Each School shall appoint a Conflict of Interest (COI) Office/Officer to review disclosures of SFIs and, where applicable, travel, and the Investigator’s assessment of relatedness of SFIs to the Research in which the Investigator engages or proposes to engage. The School COI Office/Officer shall review the disclosures and reasonably determine whether any of the disclosed SFIs or travel payments could be affected by the Research or are in an entity whose Financial interest could be affected by the Research. The determination of relatedness to the Research will be made based on both the Investigator’s assessment of relatedness and on other facts reasonably deemed relevant by the COI Office/Officer or the Institutional official.

Review by the Institutional official: The Institutional official is responsible to make the ultimate determination regarding whether a related SFI constitutes an FCOI and, if so, whether the FCOI is amenable to management. If the School COI Office/Officer determines that one or more disclosed SFIs or travel relate to the Research, the School shall direct the Investigator to submit information regarding those related SFIs to the University’s Office of the Vice Provost for Research (OVPR), using such means of disclosure as prescribed by the OVPR from time to time and communicated to the University’s research community. The University may utilize several forms of review to reasonably determine FCOIs. The type of review to be utilized and review standards may be prescribed from time to time through guidance from the Institutional official based generally upon the nature and value of the disclosed interests, as well as other factors.

Recommendations by the Conflict of Interest Standing Committee: A Conflict of Interest Standing Committee (CISC) shall serve in an advisory capacity to the Institutional official, providing recommendations related to whether an SFI constitutes an FCOI, whether the FCOI is manageable, and if so, the management plan. The primary scope of inquiry of the CISC is to review matters involving SFIs and their potential to affect the objectivity of specific Research. Matters involving other types of conflicts of interest (e.g., procurement, conflict of commitment) will be referred to the Schools and/or other University offices, depending on the nature of the conflict.

The CISC will consist of approximately 10-20 members (or such number of members as the Institutional official may determine from time to time) of the standing faculty appointed by the Institutional official. Efforts will be made to have faculty representation on the CISC reflective of the volume of disclosures submitted by each School. In addition, the Institutional official may from time to time appoint one or more member(s) drawn from the community external to the University. The external member(s) shall comply with the same standards of conduct and duties applicable to participation by University-affiliated members of the CISC relative to their participation on the committee. Only appointed CISC members who are faculty and the external member(s), if any, shall have voting rights in CISC decisions. Ex-officio, non-voting members will include the Associate Vice Provost for Research; Associate Vice Provost Office of Research Services; the Associate Vice Provost for Research and Executive Director, Penn Center for Innovation; the Director, Human Research Protections; and an attorney from the Office of the General Counsel. Other non-voting participants may be appointed at the discretion of the Institutional official.

The recommendations of the CISC require approval by a majority of the voting members present during the meeting. A member may be present at a meeting either in person or by electronic means, such as telephone or internet conferencing, allowing participation in the meeting. A quorum of six voting members present, or such other quorum requirement as may be determined from time to time (and applied prospectively) by the Institutional official, is required for a meeting. A CISC voting member shall not vote on a particular case if: the case involves a member of the same departmental division, or if the department has no divisions or fewer than six divisions, the same department; the CISC member has a personal interest because of inter-departmental relationships, such as collaboration with the faculty member whose case is under consideration; or the CISC member has a financial or other relevant interest related to the case under discussion. Disclosure of any of the above conditions must be made by the CISC member prior to the beginning of the discussion. The Chair has discretion to request that a CISC member not participate in a discussion based on the above conditions.

In general, the following types of SFIs related to Research will be reviewed by the CISC, as they are likely to constitute an FCOI unless there are factors that would reasonably prevent any direct or significant effect on the design, conduct, or reporting of the Research:

i. Equity in a privately held Outside organization that is actively conducting or seeking to conduct business related to the Research;
ii. Equity with a value greater than $50,000 or greater than 5% ownership in a publicly traded Outside organization that is actively conducting or seeking to conduct business related to the Research;
iii. Payments greater than $25,000 in the preceding 12 months from an Outside organization;
iv. Fiduciary role on behalf of an Outside organization that is actively conducting or seeking to conduct business related to the Research;
v. Intellectual property interest (not assigned to the University or other Excluded payer) if any income has been received from such intellectual property interest in the preceding 12 months; or
vi. Clinical trial intellectual property.

The Institutional official may also choose to submit for CISC review other types of SFIs not listed above or instances where an Investigator has more than one type of SFI related to the Research.

Prior to commencement of a Research project, review and assessment of FCOIs shall be conducted within the timeframes required by law or otherwise by agreement with the sponsor and, where applicable, shall be concluded prior to the expenditure of funds from the sponsor. During an ongoing Research project, should an Investigator who is new to the project disclose an SFI or should a current Investigator disclose a new SFI, the disclosure will be reviewed in the manner described above to determine whether the SFI relates to the Research and constitutes an FCOI.

IV. Determination and Management of FCOI

Whether or not submitted for review by the CISC, an SFI may be found by the Institutional official to constitute an FCOI and may be subjected to a requirement that the FCOI be managed (including elimination of the Financial interest, where appropriate) as a condition to the Investigator’s participation in the Research to which it is related. The determination of whether an FCOI, including an FCOI involving a Clinical trial, is manageable without elimination of the Financial interest should take into account relevant factors such as the nature and design of the Research; the magnitude and nature of the Financial interest; the extent to which the Financial interest could be influenced by the Research; the uniqueness
of the Investigator’s position with respect to the study (for example, whether safety or other factors will be diminished if the Investigator does not participate); whether the interest is amenable to management; and in addition, with respect to Clinical trials, the degree of risk to human subjects, the role of the Investigator in the study, and the degree of the Investigator’s influence upon the recruitment and enrollment of subjects or the results of the study.

Management plan: Where appropriate, a plan to manage the FCOI may be developed and recommended to the Institutional official. The Institutional official will have the authority to accept, modify, or reject the recommendations or to refer the FCOI to the CISC for additional consideration. The Institutional official will communicate the findings and elements of the management plan to the Investigator and other University personnel as appropriate. The Investigator will be granted the opportunity to review the management plan and must acknowledge in writing his or her acceptance of the obligation to abide by the plan.

Reconsideration: If the Investigator objects to the terms of the management plan, the Investigator may submit promptly⁶ to the Institutional official a written request for reconsideration, specifying the basis for the objection. The Institutional official has discretion to refer the matter back to the CISC for further review and recommendations, but is not required to do so. The Institutional official also has the option to consult with the relevant School officials. If the Investigator is not satisfied with the decision of the Institutional official after such reconsideration, the Investigator may appeal to the Provost, whose determination is final.

Reporting: Once the management plan has been finalized, OVPR staff will prepare, if applicable, FCOI reports required to be submitted to the research sponsor or oversight agency. The FCOI reports shall contain information required by law or otherwise by the sponsor.⁷ The Investigator should be aware that information pertaining to FCOIs may be disclosed to sponsors or oversight agencies and, in some cases, to the public and may contain such details as the value and nature of the Financial interest and elements of the management plan.

Monitoring: Establishment of a management plan also initiates responsibility for monitoring compliance with the plan until the completion of the Research project. As part of finalizing the management plan, the OVPR, Investigator’s School or other designee will establish an ongoing monitoring program to ensure compliance with requirements of the management plan.

V. Investigator’s Obligation to Complete Training

As part of the responsibility for participating in Research at the University, Investigators must receive training from the University related to Research-related FCOI prior to engaging in Research at the University and at least every four years thereafter. Investigators new to the University shall undergo training promptly after commencement of employment. In addition, each Investigator must undergo training within a reasonable period of time following any substantive change to this policy that affects the requirements for Investigators, and must be retrained if it is determined that the Investigator has not complied with this policy or with a management plan related to his or her activities. Training shall include a description of this policy, the Investigator’s disclosure responsibilities, an overview of the relevant Public Health Service regulation, and such other topics as the Institutional official shall determine from time to time.

VI. Investigator’s General Obligation to Cooperate

The Investigator is required to cooperate fully with the University in all aspects of the administration of this policy. This includes, among other things, providing all information as required to allow the University to understand and assess the Investigator’s disclosure of SFI and the relatedness of the SFI to the Investigator’s Research, assisting in the conduct of retrospective reviews where appropriate, and responding promptly and appropriately to implementation and monitoring of management and mitigation plans or corrective action.

VII. Public Accessibility

This policy will be made available to the public via posting on the University’s website. In addition, to the extent required by law or otherwise by the terms and conditions of a Research award or as otherwise determined by the Institutional official, the University will make available to the public certain information regarding FCOIs of Senior/key personnel affiliated with the University (and to the extent reported to the University, Senior/key personnel at other institutions). In response to a written request submitted to the OVPR for information related to FCOIs held at the time of the request by Senior/key personnel of the particular Research project specified in the request, the University will, within five business days, provide as to Senior/key personnel with FCOI related to such project: the Investigator’s title and role with respect to the Research project; the name of the entity in which the SFI is held; the nature of the SFI; and the approximate value of the Financial interest reported in ranges ($0–$4,999; $5,000–$9,999; $10,000–$19,999; amounts between $20,000–$100,000 by increments of $20,000; amounts above $100,000 by increments of $50,000) or a statement that the interest is one whose value cannot be readily determined through reference to reasonable measures of fair market value.

The written request to the University must identify the project in sufficient detail to permit identification of the specific grant or contract.⁸

In lieu of response to individual requests as described above, the Institutional official may in the future determine to employ postings on the University’s website as the means of communication of information regarding FCOIs of Senior/key personnel to the public. In the event that the website is used for that purpose, the website will contain the information described above and shall be updated with the frequency and maintained for the periods required by law.

VIII. Response to Non-compliance

Review of untimely disclosures: Should the University identify an SFI that, for any reason, was not disclosed by an Investigator within the required timeline or was not previously reviewed by the University during an ongoing Research project, the Investigator’s School and the University will, within 60 days where required by law or by the terms of the Research award and in any event promptly as the circumstances allow, perform their respective responsibilities to review the SFI, determine whether it is related to the Research project, and determine whether an FCOI exists. If the Institutional official determines that the SFI constitutes an FCOI, the University shall implement a management plan describing the actions that have been and will be taken to manage the FCOI.

Retrospective review and mitigation: In addition, if an FCOI (including FCOIs of subrecipients) is not identified or managed within the designated timeframe for any reason, where required by law or by the terms of the Research award or otherwise as may be appropriate in the view of the
The subrecipient will be required to provide certification that its policy of Pennsylvania policy or the policy of the subrecipient institution.

If it is suspected that an Investigator has violated this policy, the Institutional official, in conjunction with the applicable Deans and other administrative officials of the University, will make appropriate inquiry regarding the matter. If after such inquiry a violation is found, suitable corrective action may be taken. Such action may include the initiation of proceedings under other University policies, including the University’s Procedures Governing Sanctions Against Members of the Faculty and relevant Human Resources policies.

If the University determines that an Investigator has failed to comply with this policy or an FCOI management plan and that the non-compliance appears to have biased the design, conduct, or reporting of the Research, the University shall promptly notify the research sponsor as required by law or agreement or as otherwise appropriate, of the corrective action taken or to be taken. Among other actions, in the event that the Department of Health and Human Services determines that a clinical Research project funded by the Public Health Service (including the National Institutes of Health) with the purpose of evaluating the safety or effectiveness of a drug, medical device, or treatment has been designed, conducted, or reported by an Investigator with an FCOI that was not managed or reported by the University as required by Federal regulations, the University shall among other things require the Investigator involved to disclose the FCOI in each public presentation of the results of the Research and to request an addendum to previously published presentations.

IX. Responsibilities for Research Subrecipients

If required under the terms and conditions of a sponsored Research project, the University will require any written subaward agreement with any organization to include terms establishing the applicable FCOI policy governing the subrecipient’s work, whether it is the University of Pennsylvania policy or the policy of the subrecipient institution. The subrecipient will be required to provide certification that its policy is established in accord with sponsor requirements or, if unable to provide such certification, the University policy will be applicable to all subrecipient Investigators. (As a rule, the University will require subrecipient institutions to maintain and administer their own FCOI policies and will only in exceptional circumstances assume primary responsibility for directly soliciting and reviewing subrecipient personnel disclosures that enable the University to directly identify and manage identified FCOIs from the SFI disclosures of subrecipient personnel.) In addition, the written subaward agreement will establish timelines and information requirements that will allow sufficient time for the University to evaluate, as applicable, subrecipient disclosures or subrecipient FCOI reports in order for the University to meet any applicable sponsor reporting requirements.

X. Record Retention

In general, records related to the identification, evaluation, and response to FCOI in Research shall be retained for three years following the date that the final Research expenditure report has been submitted to the research sponsor or for a longer period when specified by applicable governmental or University requirements.

XI. Oversight by the Institutional Official

The Institutional official is responsible for:

• communicating the expectations of the University’s FCOI policy to the research community;
• providing access to appropriate FCOI training;
• designating tools and procedures for Investigator disclosure of SFIIs;
• creating policies and guidelines for the determination of whether an FCOI exists;
• developing processes for the review of SFI disclosures, the evaluation of FCOIs, and the development and monitoring of management plans;
• establishing a process for providing FCOI reports to the research sponsor or other oversight agencies as appropriate;
• implementing a procedure to provide required notification to the research sponsor if bias is found in the design, conduct, or reporting of Research and to submit any required mitigation plan to the sponsor;
• establishing a procedure for notifying research sponsors of non-compliance with this policy as appropriate;
• establishing procedures for the maintenance of FCOI-related records in accordance with University and Federal record retention guidelines;
• establishing appropriate enforcement mechanisms, including actions to promote Investigator compliance;
• establishing procedures to implement that subrecipient agreements specify the use of University or subrecipient FCOI policies;
• making this policy publicly accessible; and
• establishing a process for making information related to FCOIs held by Senior/key personnel publicly available, where required, in the applicable timeframes.

These responsibilities may be delegated to other University or, in consultation with the applicable Dean, School personnel as necessary and appropriate to promote adherence with this policy and applicable sponsor guidelines.
XII. Related Authority

This policy implements the requirements of the Public Health Service, including the National Institutes of Health as set forth in Promoting Objectivity in Research, 42 CFR 50, Subpart F and Responsible Prospective Contractors, 45 CFR 94, and describes the University’s approach to meeting the requirements of other sponsors.


1 As of the date of this policy, the WHO definition reads: _...a clinical trial is any research study that prospectively assigns human participants or groups of humans to one or more health-related interventions to evaluate the effects on health outcomes._ Clinical trials may also be referred to as interventional trials. Interventions include but are not restricted to drugs, cells and other biological products, surgical procedures, radiologic procedures, devices, behavioural treatments, process-of-care changes, preventive care, etc. This definition includes Phase I to Phase IV trials.

2 Engaging in a trial includes, but is not limited to, serving as a Principal Investigator, Co-Investigator, regulatory sponsor/IND holder or in any other role responsible for the design, conduct, or reporting of the trial (including reporting results to the FDA); performing any other subject-related activity specific to the trial, such as the recruitment, selection, or enrollment of subjects, obtaining informed consent, providing subject treatment and care specific to the trial, or performing study procedures; or collecting, analyzing, or interpreting data.

3 This includes proposals to transfer existing awards from another institution in connection with the commencement of an Investigator’s employment by the University.

4 As of the time of preparation of this policy, it is anticipated that the full implementation of the disclosure procedures in this policy will occur in stages, as necessary software and other resources are deployed to help support this process. Initial emphasis will be to first assure compliance with federal regulation and thereafter additional procedures will be phased in. The University will provide notice from time to time to its research community to advise of the specific means by which to submit disclosures.

5 The foregoing titles may be changed from time to time.

6 The request for reconsideration must be made with sufficient time to allow the University to respond to the objection and comply in a timely manner with reporting requirements under applicable law.

7 Current Public Health Service regulation requires that such reports be made prior to the expenditure of funds, within 60 days of identifying a new FCOI for an existing Investigator or appointing a new Investigator with an FCOI to the Research project, at least annually and in conjunction with progress reports or renewals, or when necessary to update a previously submitted report.

8 Requests must be submitted in writing to the Office of the Vice Provost for Research, Attention FCOI Request Department, 1 College Hall Room 118, Philadelphia, PA 19104-6303. FCOI information required to be furnished under this section shall remain available for the period required by applicable law.

9 Including where applicable, 45 CFR 74.53(b) and 92.42, and 48 CFR part 4, subpart 4.7

III.G. Consulting and Outside Activities Policies and Procedures

(Source: Resolution of the Trustees, January, 1966; revised, June 18, 1993 and Offices of the President and Provost, Almanac, March 15, 1994; revised, Resolution of the Trustees, February 11, 2005 and Offices of the Provost and the Faculty Senate, Almanac, February 22, 2005; revised, Office of the Provost, Almanac, February 7, 2006; revised, Resolution of the Trustees, June 18, 2010 and Office of the Provost, Almanac, July 13, 2010; revised, Office of the Provost and Resolution of the Trustees, Almanac, April 21, 2015; revised, Office of the Provost, Almanac, July 12, 2016 (https://almanac.upenn.edu/uploads/media/071216-supplement.pdf))

Article 1. Preamble

1.0 The Trustees of the University of Pennsylvania affirm the following principles as the basis for governing the intellectual property created by faculty, employees, and students of the University.

1.1 The mission of the University includes the stimulation of basic and applied research activities of faculty, employees and students of the University, and the dissemination of the results of their research for the purpose of adding to the body of knowledge and serving the public interest.

1.2 The purpose of this policy is to encourage and enable faculty, employees and students to translate new knowledge into social good and provide a framework within which the University can support and facilitate these actions.

1.3 The University endeavors, where it deems appropriate, to secure intellectual property protection for the products of such research and to encourage commercial investment in and development of University intellectual property for the benefit of the public.

1.4 The community has endowed the University with certain privileges, resources and assets in the expectation that no single party will derive sole benefit or be unjustly enriched from what the community has endowed to the University.

1.5 The University as a non-profit organization endeavors to marshal its resources and exploit its assets to serve the public interest, and in so doing reinvests in the research enterprises of its faculty, employees and students. Members of the University community share in the University’s responsibility to serve the public interest, and have a duty to disclose and assign their inventions.

1.6 The University is regularly the recipient of grants from the government, foundations or commercial enterprises for the support of research, and is subject to legal and contractual obligations imposed by these entities.

1.7 The University wishes to share the economic benefits of inventions or other intellectual property with the creators of such works in a way that is consistent with the research and educational mission of the University, and conforms to the University’s obligations to regulatory authorities, research sponsors and licensees.

1.8 In protecting and managing its intellectual property assets, the University insists that the academic freedom of its faculty and students be
preserved, and that collegiality and the open expression of ideas by and among members of the University community be encouraged.

Article 2. Policy and Procedures Relating to Consulting and Outside Activities

2.1 Consulting Policy. As stated in the University policy entitled “Conflict of Interest Policy for Faculty Members” (Section II.E.10 of the Handbook for Faculty and Academic Administrators), the University recognizes the value to the institution and to its faculty of permitting the faculty to engage in extramural consulting activities. These activities offer the potential of strengthening the competence and expertise of the faculty as scholars, as well as the potential of developing the intellectual property owned by the University. In all circumstances where consulting activities may result in the creation of an INVENTION, the following procedures and principles apply.

2.1.1 To ensure that the consulting activities are consistent with faculty members’ professional obligations to the University, responsibilities with respect to the avoidance of conflicts of interest, and to their commitments for teaching and research, faculty members should comply with the provisions of Section II.E.10 of the Handbook which include both the prospective disclosure of the potential consulting activities to their Department Chairs and School Deans, as well as written reports on such activities as set forth in the Handbook, or other related procedures established by their School or Department.

2.1.2 In any case where the faculty member, Department Chair, or Dean believes that there is a potential conflict of interest or conflict of commitment, the matter shall be referred to the University Conflict of Interest Standing Committee. The Committee shall review the matter and make recommendations to the Provost, or his/her designee, who has the authority to approve, modify, or disapprove any consulting arrangement that raises a potential conflict. In determining whether review by the Conflict of Interest Standing Committee is appropriate, the faculty member, Department Chair, or Dean may consult with the General Counsel.

2.1.3 In all consulting relationships, faculty members have the duty to protect any intellectual property owned by the University and the ability of the University to fulfill its obligations to government funding agencies and commercial and non-commercial sponsors of research.

2.2 Consulting Agreements. Except to the extent set forth in Section 3.4 below, faculty members contemplating entering into a consulting agreement shall ensure that his/her obligations under the PATENT POLICY are not compromised and the University’s rights are protected. Specifically, faculty members have the responsibility to ensure that the following terms are not part of any consulting agreement: (1) confidentiality provisions that prevent the individual from publishing research or from reporting results of University research to research sponsors; (2) confidentiality provisions that prevent the individual from providing TANGIBLE RESEARCH PROPERTY or other deliverables to a University research sponsor or other entity as required by federal law, federal regulation, or by sponsor agreement; (3) intellectual property provisions that preclude the consultant from assigning any inventions that arise out of the consulting relationship to the University; and (4) any provisions that are designed to circumvent University policies and procedures for the disclosure, review and approval of sponsored research projects or other University policies concerning intellectual property. Moreover, in the context of academic research, it may be difficult to avoid commingling of research activity or resources with services provided under the consulting agreement. It is the obligation of the faculty member in negotiating the consulting agreement to ensure that any consulting relationship entered into protects against any such commingling of research or resources.

2.2.1 Faculty members may seek the assistance of the IPA in determining whether a proposed agreement conforms to these guidelines. Such assistance should not be construed to be advice or counsel as to the faculty member’s personal interests in the consulting agreement.

2.3 Consulting Activity with a Company Providing Sponsored Research. In addition to the procedures set forth above, if a faculty member contemplates a consulting relationship with a company that sponsors research for that individual at the University, the proposed consulting agreement shall be disclosed to the IPA, along with an explanation of the nature and scope of the individual’s anticipated activities. The IPA shall refer the matter to the University Conflict of Interest Standing Committee, with copies of all applicable documentation to relevant Deans, Department Chairs and the General Counsel, or his/her designee, for review. The Committee shall make recommendations to the Provost, or his/her designee, who shall have the authority to approve, modify or disapprove any such proposed agreements.

2.4 Exception to the General Consulting Policy. Notwithstanding the policies articulated in Article 2.0 above, and in the general consulting policy set forth above, the University recognizes that faculty members may seek to undertake consulting engagements, at the direction of a firm or entity other than the University, that may require that any resulting INVENTIONS be assigned to the sponsor of the engagement. While not providing the University with ownership of the INVENTION, these consulting engagements may nevertheless provide significant benefits to faculty members and to the University. For this reason, it is the policy of the University to authorize a Dean, in his or her discretion, to permit these consulting engagements, without claiming any ownership interest in the INVENTION for the University, under the following conditions.

2.4.1 Conditions for Consulting Engagements. In order for a faculty member and his or her particular proposed consulting engagement to be eligible for consideration under this exception to the consulting policy: (1) The engagement must be consistent with the policy on “Conflict of Interest Policy for Faculty Members” (Handbook for Faculty and Academic Administrators, II.E.10); (2) no undergraduate or graduate students may be involved in the engagement; (3) the faculty member must be compensated in cash, and the compensation must be fixed and not variable, must reflect the fair market value of the consulting to be performed, and must not vary according to the perceived value of INVENTIONS assigned. (The faculty member may not be compensated with EQUITY or any form of contingent or variable compensation, including but not limited to options, warrants, royalties, or a payment that varies based upon the sales, revenues or other perceived success of an INVENTION or product or service based upon such INVENTION); (4) the faculty member may not have a SIGNIFICANT EQUITY INTEREST in the sponsoring entity or an affiliate of that entity; (5) performance of the engagement may not involve the use of any University facilities, personnel, equipment or assets, except for de minimus amounts or uses; and (6) the terms of the engagement must not conflict with any existing commitments under sponsored research or otherwise for ownership of resulting inventions, and shall not make assignment of ownership of any future INVENTION not conceived and reduced to practice during the term of, and as a direct and sole result of performing, the consulting engagement.

2.4.2 Procedures for Disclosing Consulting Engagements. To qualify for consideration under Section 3.4 and allow for meaningful advance review, the specific terms of the proposed agreement must be disclosed to the Department Chair and the Dean at a reasonable time prior to the
consulting engagements are subject to the “Guidelines for Extramural Activities, Associations, and Interest for Staff” (Human Resources Policy Manual, Policy No. 006 [https://www.hr.upenn.edu/policies-and-procedures/policy-manual/other-policies/guidelines-for-extramural-activities-associations-and-interest-for-staff/], effective 2/1/1990) and should follow the procedures for disclosure and clearance of potential conflict of interest issues set forth in those guidelines.

**Article 3. Definitions and Miscellaneous**

3.0.1 The APPEALS BOARD is empowered to resolve disputes arising from the interpretation or administration of this CONSULTING POLICY, as described in Section 3.2. The APPEALS BOARD comprises nine (9) voting members (seven [7] standing members and two [2] ad hoc members). The seven standing members shall be comprised of: one (1) voting Chair appointed by the Faculty Senate and who shall be a Standing Faculty member; four (4) administrators (each appointed by the Vice Provost for Research); and two (2) term faculty appointed by the Faculty Senate. The two (2) ad hoc members shall be faculty selected for expertise by the Dean(s) of the relevant School(s) or the Chair(s) of the relevant Departments(s), except that if one or more of the individuals involved in the appeal is an emeritus faculty, the two ad hoc voting members selected by the Dean(s) or Department Chair(s) shall be emeritus faculty and if one or more of the individuals involved in the appeal is a graduate student, the two ad hoc voting members selected by the Dean(s) or Department Chair(s) shall be graduate students. In addition, the APPEALS BOARD shall include one nonvoting member ex officio, who shall be an attorney from the Office of the General Counsel and appointed by the General Counsel. The APPEALS BOARD shall be staffed by the Office of the Vice Provost for Research.

3.0.2 CONSULTING POLICY means this Consulting and Outside Activities Policies and Procedures of the University of Pennsylvania, with any amendments.

3.0.3 EQUITY means ownership interests or securities, including but not limited to shares of stock or securities; stock options; warrants or any other rights to purchase stock or securities; debt instruments; partnership interests in a general or limited partnership; or membership interests in a limited liability company or partnership.

3.0.4 EXECUTIVE COMMITTEE provides oversight and steering of the technology transfer process, including assisting in setting the operating budget for the PENN CENTER FOR INNOVATION (PCI). The EXECUTIVE COMMITTEE is appointed by the Provost in consultation with the Vice Provost for Research and chaired by the Vice Provost for Research. The EXECUTIVE COMMITTEE is comprised of the INTELLECTUAL PROPERTY ADMINISTRATOR (IPA), ex officio; the Vice Provost for Research; the Dean of the School of Medicine or his/ her designee; one faculty from each of the School of Arts and Sciences and the School of Engineering and Applied Science; one at-large faculty; and an attorney from the Office of the General Counsel selected by the General Counsel, who shall be nonvoting and ex officio.

3.0.5 INTELLECTUAL PROPERTY ADMINISTRATOR (IPA) means the Executive Director of PCI (or his or her successor, as designated by the Vice Provost for Research).

3.0.6 INVENTION means and includes discoveries and inventions and related technical information, trade secrets, developments,
knowhow, methods, techniques, formulae, data and processes; TANGIBLE RESEARCH PROPERTY upon which a patent has issued or a patent application has been filed and is still pending; and other proprietary matter.

3.0.7 INVENTORS means University faculty, emeritus faculty, visiting faculty or researchers, adjunct faculty, postdoctoral employees or trainees, or other employees, or students, or others who individually or jointly make an INVENTION subject to the PATENT POLICY and who meet the criteria for inventorship under United States patent laws and regulations.

3.0.8 PATENT POLICY means the Patent and Tangible Research Property Policies and Procedures of the University of Pennsylvania, with any amendments.

3.0.9 PENN CENTER FOR INNOVATION (PCI) means the administrative unit, under the direction of the INTELLECTUAL PROPERTY ADMINISTRATOR (IPA), which is responsible for the receipt, review, management and administration of intellectual property matters of the University.

3.0.10 SIGNIFICANT EQUITY INTEREST means any EQUITY or other financial interest that when aggregated for the individual and the individual’s spouse and dependent children exceeds $25,000 in value, as determined through reference to public prices or other reasonable measures of fair market value, and does not represent more than five percent (5%) ownership interest in any single entity.

3.0.11 TANGIBLE RESEARCH PROPERTY means unique research products or tools, such as biological materials or chemical moieties, whether or not patentable or otherwise protectable using intellectual property laws. Categories of biological material include organisms, cells, viruses, cell products, cloned DNA, as well as DNA sequences, mapping information and crystallographic coordinates. Some specific examples of biological materials include specialized and/ or genetically defined cells, including normal and diseased human cells; monoclonal cell lines; hybridoma cell lines; microbial cells and products; viruses and viral products; recombinant nucleic acid molecules; DNA probes; nucleic acid and protein sequences; and transgenic mice or other animals. Categories of chemical moieties or engineered products include sample compounds, reagents, intermediates, models, sensors, devices, equipment, computer hardware or firmware, diagrams or computer media.

3.1 Review of Policies and Procedures. The EXECUTIVE COMMITTEE together with the Vice Provost for Research shall review the CONSULTING POLICY, from time to time to determine whether it is accomplishing its intended purposes and is in conformity with applicable laws and regulations, including intellectual property laws. The EXECUTIVE COMMITTEE shall make recommendations for amendments or other changes to the Provost and the Faculty Senate, who shall confer with the President.

3.2 Disputes under Policies and Procedures. Except as expressly set forth otherwise in this CONSULTING POLICY, disputes arising from the interpretation or administration of the CONSULTING POLICY may be referred by any interested party to the Chair of the APPEALS BOARD and the Office of the Vice Provost for Research, who will promptly notify the IPA. The APPEALS BOARD shall first determine whether it has jurisdiction to hear any such dispute before proceeding. The APPEALS BOARD shall provide an equitable mechanism for the review and resolution of disputes brought before it and shall have the authority to make a judgment with respect to such disputes. The APPEALS BOARD shall use reasonable efforts to make a judgment with respect to any dispute within thirty (30) days after having any such dispute referred to it. Any judgment of the APPEALS BOARD may be appealed by any interested party to the Vice Provost for Research. The Vice Provost for Research shall consider the matter de novo and shall use reasonable efforts to review any such appeal and make a judgment with respect to any appeal, within thirty (30) days after having any such dispute referred to him or her. Any judgment of the Vice Provost for Research may be appealed to the President, who will make a final decision for the University.

III.H. Guidelines for Student Protection and Student Access to Information Regarding Sources of Financial Support

(Source: Offices of the President and Provost, Almanac, October 21, 1986 (https://almanac.upenn.edu/archive/v33pdf/n09/102186.pdf))

Participation in sponsored research may be an important part of a student’s undergraduate or graduate education, as well as an important source of his or her financial support. The University recognizes that the student must be protected in cases where the terms of the research project conflict with the student’s academic progress, and affirms that the student has the right to reject such funding if he or she chooses to do so. The University recognizes the sensitivity of these issues, since they pertain directly to the relationship of personal trust which exists between a student and his or her faculty sponsor; they are also fundamental to the development of the student’s intellectual and moral integrity. Therefore, the University adopts the following policy.

The University recognizes the central role of sponsored research in fostering educational opportunities for students at all levels and in every discipline, and encourages the involvement of students in research projects. On rare occasions, the terms of a research agreement may contain limitations that may inhibit the participation of students, such as delays in publication of results that might conflict with a student’s academic schedule. In such cases, the University requires that careful consideration be given to the appropriateness of student participation and that the faculty sponsor or Principal Investigator assure in advance that students are fully aware of any such restrictions.

The University affirms the student’s right to know the source(s) of financial support for his or her educational and living expenses, individual research projects, or the research activities of a faculty sponsor in which the student is involved and from which the student obtains financial support. It is the responsibility of the faculty sponsor to make this information known to the student.

Should a student choose to reject financial assistance, the University affirms and upholds the student’s right to do so.

(See page 5 - Almanac, October 21, 1986 (https://almanac.upenn.edu/archive/v33pdf/n09/102186.pdf))

III.I. Policy Concerning the Exclusion of Foreign Nationals from Specific Research Areas

(Source: Offices of the President and Provost, Almanac, February 23, 1988)
Members of the University research community shall not be subject to discrimination based on citizenship with respect to their participation in research activities. While funding agencies may limit their financial support to particular groups (such as U.S. citizens), they may not prohibit the participation of others in University research.

Where a research contract deviates from this policy an exception may be granted by the Vice Provost for Research after review by the University Council Committee on Research.

(See page 6 - Almanac, February 23, 1988 (https://almanac.upenn.edu/archive/v34pdf/n23/022388.pdf))

III.J. Guidelines for Research in the Community

(Source: Office of the Provost, Almanac, May 19, 1998 (https://almanac.upenn.edu/archive/v44/n34/orresguide.html))

A significant number of Penn faculty and students are engaged in research that involves the study of the Philadelphia community, and, in particular, West Philadelphia, or that involves community members as research subjects. As in all research conducted under the auspices of the University, such research should adhere to the appropriate protocols for the protection of human subjects and must be approved by the University's Institutional Review Board.

Although the Institutional Review Board does an excellent job of protecting individual subjects, community-based research raises additional questions about research protocols and approaches. The populations studied are often Penn's neighbors, and as such, the approaches undertaken should reflect the importance of that relationship to Penn, and the values of mutual respect and trust that should guide all of our collaborative activities with the community. The University also recognizes that mutual respect and trust are necessary preconditions for the honest and open exchange of ideas that is essential to genuine learning and the advancement of academic inquiry.

The University views its relationship with the Philadelphia community as a partnership. Accordingly, and to the extent possible, Penn faculty and students should engage the community in helping to plan research projects. Also, the findings should be shared with the community so that all parties can benefit.

1. As in all research involving human subjects, undertaken under University auspices, research in the community must be approved by the Institutional review Board, and meet all of the required protections of human subjects.
2. Whenever possible, researchers investigating community issues should work with community-based organizations to discuss all aspects of the research process, including problem definition, hypothesis generation, study design, data analysis, and dissemination.
3. Whenever possible, researchers should have a dissemination plan that includes distribution or presentation of results to community members and organizations, particularly those who participated in the research.
4. Researchers should determine if other projects are underway in a community, and whenever possible, coordinate efforts with other research projects to minimize disruption and maximize positive impacts on community members and organizations.
5. In the spirit of mutual learning and benefit, researchers should consider how study results could be used to the benefit of the community whenever possible, and should make extra efforts to communicate those recommendations to appropriate community members.

III.K. Human Research Protection Program

(Source: Office of the Provost, Almanac, July 11, 2006 (https://almanac.upenn.edu/archive/volumes/v53/n01/or.html))

The University of Pennsylvania is committed to maintaining a comprehensive program to protect human subjects engaged in research conducted or supported by the University and the University of Pennsylvania Health System.

The institution adheres to the ethical principles and guidelines for the protection of human subjects in research enumerated in the Belmont Report, produced by the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research (April 1979). The University has provided the Department of Health and Human Services' Office for Human Research Protections (OHRP) a Federal-wide Assurance of compliance with the ethical principles and regulations governing research with human subjects. This Federal-wide Assurance is written documentation of Penn’s commitment to comply with local and federal laws and regulations governing human research.

The Vice Provost for Research is empowered by the Board of Trustees through the Provost to coordinate the overall human research protection program and has direct authority over the key components of that program. The responsibilities of the Vice Provost for Research include:

- Ensuring protection of human research subjects.
- Ensuring compliance with local, state and federal laws and regulations.
- Ensuring the independence of the Institutional Review Boards (IRBs).
- Ensuring the number of IRBs is appropriate for the volume and types of human research reviewed, and that reviews are accomplished in a thorough and timely manner.
- Responding to allegations of scientific misconduct.

The Vice Provost for Research has the authority to:

- Create and approve policies and procedures governing the human research protection program.
- Create an annual budget for the human research protection program.
- Allocate resources within the program.
- Suspend or terminate research.
- Place administrative sanctions on investigators for noncompliance, such as suspension or termination of research privileges; requiring investigators or research staff to undergo additional training as a condition of continuing research; and mandating independent monitors for ongoing research.

The Vice Provost for Research may not approve a study that has been disapproved by one of the IRBs.

The Vice Provost for Research has established an oversight committee known as the Human Research Advisory Committee (HRAC). The HRAC represents all the offices of the University with interest in the conduct of human research including the Office of Regulatory Affairs;
the Office of Research Services; the Office of General Counsel; the Office of Audit, Compliance and Privacy; representatives of the schools conducting research as well as faculty members. This committee advises the Vice Provost for Research on the need for and implementation of policies and procedures governing human subject research. Upon the recommendation of the HRAC, the University shall conduct periodic reviews of the human research protection program and budget support for the various components of the program, either through independent mechanisms or as part of a scheduled accreditation process.

Prior to initiating any research on human subjects, investigators at the University of Pennsylvania must first obtain the approval of one of the University IRBs through their established policies and procedures. The University supports eight IRBs through the Office of Regulatory Affairs (ORA). IRB is composed of scientists, nonscientists and members who are unaffiliated with the University of Pennsylvania. The Director of the ORA reports directly to the Vice Provost and informs the Vice Provost for Research of the IRB actions to approve, withhold approval, disapprove, terminate or suspend human subject research.

All personnel—faculty, research fellows, students and staff—engaging in human research must have documented education regarding human subject protection, in accordance with certification standards defined by the Vice Provost for Research. Training for investigators engaged in biomedical research is available through a webbased program developed by the Perelman School of Medicine’s Office for Human Research. Researchers engaged in social and behavioral research are offered webbased training through the Office of the Vice Provost, in cooperation with the IRB.

In addition, the Perelman School of Medicine’s Office for Human Research (OHR) maintains high level support for medical researchers conducting trials including those where the faculty member has a role as sponsor-investigator. The OHR also provides monitoring of investigator compliance for the University.

Any individual with questions concerning human research or noncompliance with regulations may contact the Office of Regulatory Affairs at (215) 898-2614. Allegations of noncompliance may also be reported to the Office of Audit, Compliance and Privacy using 1-888-BEN-TIPS. All allegations are investigated with appropriate protections of the rights of the complainant.

This notice shall be published periodically as a reminder to the University community or when the various components of the human research program are materially changed.

III.L. Policy Regarding Human Subject Research in the Sociobehavioral Sciences

(Source: Office of the Provost, Almanac, October 3, 2006 (https://almanac.upenn.edu/archive/volumes/v53/n06/or-hsresearch.html))

Scope

This policy is applicable to all employees, students, trainees, faculty, and other persons working for or in facilities owned and operated by the University of Pennsylvania and conducting sociobehavioral research. This policy is meant to apply University-wide to all research involving human subject data, and inclusive of biomedical research protocols applying sociobehavioral techniques (e.g., survey research). Depending on the type of research, other policies (e.g., those pertaining to biomedical research) may apply as well. Relevance is determined by the involvement of living human subjects in observational or experimental research, or in the use of records or specimens that may conceivably place the subjects of these records at risk, as per the Common Rule.

The term "sociobehavioral sciences" (or the term "social and behavioral sciences") must be understood as a shorthand term for the set of inquiries involving human subjects not otherwise subsumed under the biomedical sciences. It includes fields of research specifically defined as behavioral and social sciences in federal manpower reports; that is, “anthropology, demography, the non-clinical fields of psychology, sociology, and the speech and hearing sciences.” It also includes human subject research in economics, business, education, and history, among others (see the Common Rule). Thus, the proposed policy applies to all sociobehavioral research irrespective of its institutional setting within the University or its source of funding. Note that disciplinary predilections—for example, rejection of the rubric “science”—are insufficient warrant for self-abstention from the policy promulgated here.

Regulatory Background

In the context of Institutional Review Board (IRB) oversight of human subject research, the Common Rule specifies three levels of review of proposed research, which can be summarized as follows:

1. full board review—a convened IRB committee must approve the proposed research, applying criteria set forth in the Common Rule, before the research can be conducted;
2. expedited review—certain kinds of research involving no more than minimal risk, as well as minor changes in approved research, can be approved by an administrative mechanism not requiring a convened IRB committee;
3. exempt from review—minimal risk research activities in a number of specified categories, involving human subjects not from vulnerable populations, are exempt from full review as per the Common Rule.

These three levels of review require submission of a research protocol to the IRB. Specific submission requirements for each category can be found at the IRB website.

At the University of Pennsylvania, “expedited review” is typically performed by Office of Regulatory Affairs personnel. The University is also required to have a mechanism in place for determining whether a proposed research protocol is “exempt from review.” As per the federalwide assurance (FWA) that the University has in place, this determination is made by an administrative mechanism similar to that for “expedited review.” In addition, there are certain kinds of research not covered by the Common Rule. Such research does not require any involvement of the IRB, even at the level of “exempt from review.”

This policy clarifies that specific activities in the social behavioral sciences do not require IRB involvement. As a category distinct from “exempt from review,” it is referred to as “not under the purview of the IRB.”

Implementation

Implementation of the policy outlined below will be the responsibility of the Office of the Vice Provost for Research. In consultation with the Schools and their faculty, the Vice Provost will create a training program, and a certification process documenting successful completion of the training program. Any sociobehavioral research activities involving
human subjects or human subject data will require prior official certification once this policy becomes effective.

Policy

Education and Certification

All personnel—faculty, research fellows, students and staff—engaging in sociobehavioral research must have documented discipline-appropriate education regarding human subject protection, in accordance with certification standards defined by the Vice Provost for Research.

The training program and certification process are to be kept current under the auspices of the Vice Provost for Research and in consultation with the Schools and their faculty.

Survey Research

Survey research, which includes face-to-face or telephone interviewing, or self-administered questionnaires (as through the mail or via the Internet), generally has a low cost of participation, since it usually requires only a small amount of subjects’ time. According to the Common Rule, such research is “exempt from review” and does not require written consent, as clarified below.

2a. Survey research is exempt from review if the survey is anonymous or protection of the confidentiality of research subjects is adequately demonstrated, and if all other applicable criteria for exempt from review are fulfilled (e.g., research must not involve vulnerable populations or put subjects at more than minimal risk).

2b. For research that is exempt from IRB review, human subjects responding to a survey are automatically considered to have given informed consent.

In order to qualify for a default waiver of written consent as per policy item 2b, an exemption form must be presented to the IRB showing that:

i. human subjects will be informed of all applicable elements of consent prior to responding to the survey; and

ii. all criteria for “exempt from review” are fulfilled.

Secondary Data Analysis

Secondary data analysis is the (usually statistical) investigation of individual-level data records collected in another study, with the following characteristics:

1. no direct contact with or experimental manipulation of human subjects;

2. no new data collection; and

3. no identification of individual research subjects. In agreement with recommendations 1 and 6 of the Draft Recommendations Regarding Public Use Data Files issued by the National Human Research Protections Advisory Committee (NHRPAC), this policy states that such research may either be “exempt from review” or “not under the purview of the IRB,” as clarified below.

3a. Research on a public-use data file, which contains only non-identifiable data or data for which a breach of confidentiality is not an issue (e.g., public business statements), is not considered human subject research for the purpose of IRB review and as such is not under the purview of the IRB.

3b. Research on a non-public-use data file—that is, non-identifiable data in a non-publicly available or proprietary file—is exempt from review, unless vulnerable populations are involved. Non public use data files may be submitted by a School to the IRB for approval. If approved, with the appropriate maintenance of safeguards, studies using these data sets are no longer human subject research and as such are not under the purview of the IRB.

Investigators must agree not to attempt to re-identify the human subjects.

Investigators planning to study non-public-use data files must demonstrate to the IRB that confidentiality of research subjects is protected, by providing direct evidence of protection procedures or by showing that the data supplier already received IRB approval in which non-identifiability was considered and confirmed. The latter does not necessarily require submitting to the IRB the survey instrument or consent form used in the research that yielded the data.

Researchers operating in one of the categories of the Health Insurance Portability and Accountability Act (HIPAA) should refer to the HIPAA regulations that contain a definition of identifiability.

Evolving Research

Evolving research is a class of research in the sociobehavioral sciences in which the questions that are posed evolve in the course of investigation. An example is ethnography, where research questions may only be clarified after a period of observation and where current findings drive the next steps in the study. This class of research typically involves studying human behavior in non experimental settings, with or without active participation by the investigator; but it can also occur in more structured observational settings (e.g., oral histories, focus groups). In specific cases, such research does not pose more than minimal risk to human subjects and is considered to be “exempt from review,” as stated below. An approved mechanism is necessary for presenting to the IRB a research protocol that will evolve in the course of investigation. This policy institutes such a mechanism via certification.

4a. Research involving only non-interventionist observation of behavior occurring in public (including domains of the Internet clearly intended to be publicly accessible), for which no identifying information is recorded, is exempt from review.

4b. Investigators are allowed to use their certification, as per policy item 1, as a reference for describing evolving research activities to the IRB in lieu of a fixed research protocol.

This policy eliminates the need for investigators doing evolving research to spell out the details of a dynamic research protocol. The IRB can be assured that the research will be conducted in an ethically appropriate fashion, with full protection of human subjects, when certified investigators attest that their pre-registered research plan will be conducted within the ethical framework laid out in the training program for which they are certified.

Note that different studies by the same investigator(s) must be submitted to the IRB as separate research protocols. These must not be viewed as a single study evolving from one investigation into another.

Feasibility Assessment

Feasibility assessment (or exploratory research) is understood to involve the conceptualization or refinement of a research question through harmless observation, casual conversation, and browsing of extant data. The Common Rule applies only to generalizable research. Therefore, feasibility assessment is “not under the purview of the IRB” if a number of strict conditions are met, as specified below.
5. Feasibility assessment is not under the purview of the IRB, if and only if the following conditions are met:

a. the assessment involves no more than minimal risk;

b. the assessment does not involve any vulnerable populations, including prisoners, minors, pregnant women and fetuses, mentally impaired or disabled persons, terminally ill patients, the very elderly, and anyone incapable of self-determination;

c. the human subjects are not identifiable from any of the information acquired;

d. the assessment does not involve any deceptions;

e. the assessment data and results are not disclosed or published;

f. there is no systematic collection of data, or any systematic data collection serves only to calibrate a research instrument that involves no more than minimal risk.

If at any time any of these conditions cannot be satisfied, the project must be submitted to the IRB for review.

**Adverse Effects**

This policy prescribes the documentation of possible negative effects on human research subjects and how they can be reversed.

6. For research involving manipulations or deceptions of human subjects that may cause harmful or undesirable effects, research protocols submitted to the IRB must specifically describe the recovery or debriefing procedures of the study, and address how the effectiveness of these procedures will be assessed.

When a research study may have foreseeable untoward effects on human subjects, the investigator must explain in the research protocol how these effects will be mitigated.

The IRB must be informed of the occurrence of any adverse events that take place during the research study or as a result of the research study. For research protocols that are reviewed by the IRB in one of the three review categories (full board review, expedited review, or exempt from review), adverse events must be reported for the annual continuing review. Research protocols “not under the purview of the IRB” require reporting of any adverse events within a month of occurrence, as such events may change the review status of the study. Unanticipated events or effects on human subjects that may change the interpretation of the risk of the protocol must be reported to the IRB as soon as they are identified.

**III.M. Standard Operating Procedures and Policies of the University of Pennsylvania Institutional Animal Care and Use Committee (IACUC)**

(Source: Office of the Vice Provost for Research, March 9, 2000; revised, May 2002; revised, June 2003; revised, July 2004)

The University of Pennsylvania recognizes the scientific and ethical responsibility for the humane care and use of animals involved in research and education and enjoins all individuals involved to maintain the highest standards of animal care and consideration. This concern extends to investigators to protect the animals as well as comply with the specific requirements established and regulated by the sponsors of their research, University Policies and/or federal regulations.

The University of Pennsylvania recognizes and supports fully The Institutional Animal Care and Use Committee (IACUC), as the agent for The University of Pennsylvania in its obligations for the humane care and use of animals.

The University of Pennsylvania and the IACUC shall:

1. Assure all activities (involving animals) meet the ethical and legal requirements for the humane care and use of animals

2. Maintain and promote an open and cooperative relationship with investigators and faculty, and the greater university community.

3. Educate the University of Pennsylvania community concerning the ethical and regulatory considerations for the humane care of animals.

The full text of the University's Institutional Animal Care and Use Committee's standard operating procedures and policies is available at the following URL: https://iacuc.upenn.edu/node/6 (https://iacuc.upenn.edu/node/6/)

**IV. Procedures Regarding Admission and Instruction of Students**

- IV.A. Guidelines for Admissions Policies and Procedures (p. 2141)
- IV.B. Code of Academic Integrity (p. 2144)
- IV.C. Charter of the University Student Disciplinary System (p. 2144)
- IV.D Faculty Authority to Assign Grades and Academic Integrity (p. 2156)
- IV.E. School Policies and Practices (p. 2157)
- IV.F. Rules Governing Final Examinations (p. 2157)
- IV.G. Reporting of Final Grades (p. 2158)
- IV.H. Policy on Secular and Religious Holidays (p. 2158)
- IV.I. Guidelines for Addressing Academic Issues of Students with Disabilities (p. 2158)
- IV.J. Policy on the Confidentiality of Student Records (p. 2160)

**Summary of the Guidelines**

This document describes the way in which the admissions policies of the University of Pennsylvania should be formulated and implemented. It prescribes neither particular policies nor the details of the admissions process. The purpose of these guidelines is to protect the integrity of the admissions process.

The admissions function may be divided into three parts. First, the legislative function establishes the substantive provisions of an admissions policy, i.e., standards and goals describing the qualities of the students sought that can be applied to the applicant pool. Second, the administrative function translates admissions standards and goals into procedures for attracting a suitable body of qualified applicants, for differentiating among them and for persuading those who best fit the admission criteria to attend the University.
monitoring function involves regular evaluation both of the validity of the norms set in admissions policies and the efficacy of administrative practices in fulfilling the normative standards and goals. Accordingly, the responsibility for this function rests mainly with the several faculties.

The legislative function is essentially a determination of educational policy. Accordingly, the guidelines place responsibility for this function on the several faculties after appropriate consultation with administrators and student groups. Each faculty's policy is subject to any overriding University policy.

The administrative function is a responsibility of academic administrators. For graduate and professional schools and programs, the Dean is the officer charged with executing the admissions policy. For the Ph.D. programs and those master's degree programs managed by the graduate groups, the Provost, working with the relevant deans and graduate group chairpersons, is the responsible officer. The Provost is also ultimately responsible for the administrative function for joint degree programs in cases where at least one of the degrees of concern is the Ph.D. The administrative function of other joint degree programs at the graduate level is the joint responsibility of the relevant deans. In the admission of undergraduate students, a centralized office, reporting to the Provost and working with the undergraduate deans, serves all the schools and colleges.

The monitoring function is, in major part, a responsibility of each faculty. Regular review of prior experience provides a basis for possible amendment of the admissions policy and assures that the prevailing policy's standards are being carried out faithfully. The University Council through its Committee on Academic and Related Affairs also participates in the monitoring function.

To assure that the various admissions functions are carried out with integrity, the University relies upon two familiar safeguards. The first is a required formality of action. In adopting an admissions policy, a faculty should endorse by formal resolution a written statement of its policy that can be publicly disseminated. Administrative staff members, in developing and evaluating the files of applicants, should preserve a written record that includes the source of any item of relevant information. Though confidentiality is an important element of any application, the preservation of a written record enables consideration, either in the decision-making process or during a monitoring review, of all actions taken by others.

The second safeguard of the integrity of the process is collective action. The relevant voting faculty should participate in final adoption of any admissions policy statement. A final decision to accept or reject an applicant should be made by an appropriately constituted group of persons. Educational values are primary in the establishment of any admissions policy. Matters of institutional concern may also be reflected in any admissions policy.

Responsibility of the Legislative Function

The admissions process is integral to the educational mission of the University. Primary responsibility for that process is vested in the several faculties of instruction, the bodies best suited to decide matters of educational concern. For the undergraduate programs, this function lies with the several undergraduate faculties. For the Ph.D. programs and the master's degree programs administered by graduate groups, this function is carried out by the Council of the Graduate Faculties and the various graduate groups. For the professional degree programs, this function is carried out by the faculties of the individual schools. Policies of general applicability to admissions may be adopted by the Trustees after careful study by the appropriate faculty bodies and administrative offices.

The Office of the Provost is the primary focus of University-wide actions to oversee the fulfillment of the legislative function of the faculties of instruction. Accordingly, the Provost should be kept informed of actions by the faculties; in return he or she will disseminate to the faculties general University policies on admissions.

General Standards for Faculty's Policies

While the primary responsibility for developing admissions policies is delegated to the faculties of instruction, there are certain University-wide principles or regulations that govern these bodies:

1. The admissions policy for each school should be consonant with the overall policies of the University.
2. The criteria for admission of applicants to a degree program, or to a non-degree program, should be related to and derived from the educational mission of the school or college and its cognate activities.
3. In determining the admissions policy for a school or college, a faculty should consider the relationship among the several schools and colleges and avoid unnecessary parochialism in admissions criteria. Among the undergraduate schools and colleges, common admissions policies should be followed. There are also common minimum standards for admissions to the University's Ph.D. programs. The Provost working with the undergraduate deans should provide coordinating services in the case of undergraduate admissions; for graduate admissions this function should be carried out by the Provost working with the graduate deans.
4. Admissions policies for all schools and colleges should conform to any obligations or constraints imposed by laws of the United States or of the Commonwealth of Pennsylvania.
5. An admissions policy statement should be sufficiently complete and precise that those persons charged with its implementation can carry out their responsibilities faithfully.
6. The selection of individuals for admission to any academic program may not be delegated to any extra-University group.

Procedures for Each Faculty's Action

An admissions policy statement can be adopted or amended through formal action by the voting faculty of a school or graduate group. Assistance may be rendered by staff members, by faculty committees or by coordinating councils within the University.

The prevailing admissions policy statement for a school or graduate group should be generally available within the University and, as appropriate, in the larger community. Upon adopting or amending a policy statement, a faculty should promptly forward a copy to the Provost through its dean. The bulletin or other equivalent publication of a school or college should contain an accurate description of the admissions policy.

Responsibility for the Administrative Function

The decentralization of admissions policy to the several faculties implies concomitant distribution of administrative responsibility. While the Provost, as chief academic officer of the University, oversees the
administration of admissions throughout the University, the deans of schools and colleges are its primary administrators.

In the undergraduate sector, the Dean of Admissions, who reports to the Provost, supervises the implementation of admissions policies for all of the schools. For doctoral program admissions, the Deputy Provost or equivalent University officer performs this function. Professional schools maintain separate admissions offices.

**Procedures for the Administration of Admissions Programs**

In most schools and colleges applications are sufficiently numerous that they cannot be efficiently processed without the assistance of a special staff functioning under the supervision of a dean or the Provost. The following practices should guide the admissions staff in the processing of individual applications:

1. It is the responsibility of the applicant to ensure the completeness of his or her file as regards requirements for admission. All applicants should be assured that whatever the decision on their application, each will receive full and equitable consideration under the prevailing admissions policy. All written communications about an applicant must be placed in the applicant's file; a record of oral messages must also be filed in each case where such messages are taken into consideration in the admissions decision. Communications from applicants that require a response should be acknowledged promptly. Admissions staff members may give applicants a preliminary estimate of the probable final decision on their applications.

2. The contents of an applicant's admissions file are subject to the University's guidelines on the confidentiality of student records. Each dean shall identify in writing those individuals who, under the guidelines, may have access to admissions files without the consent of an applicant; the Provost shall do so in the case of the undergraduate admissions office. All members of a graduate group have access to the files of applicants to that group. The protection of individual privacy does not extend to actions on behalf of the University in processing applications. Thus final decisions to accept or reject applications, as well as preliminary estimates of the probable final decisions, are matters that can be disclosed through the informed discretion of authorized University personnel without violating the principle of confidentiality.

3. Persons other than applicants are normally involved in the completion of an application. When a response is appropriate, admissions staff members should reply to communications from these persons promptly and courteously. In all responses to correspondents about applicants, staff members should be mindful of the general policy of confidentiality of admissions information. Examples of several common types of communications follow:
   a. Various persons send letters of appraisal about applicants. In many instances, admissions procedure requires applicants to arrange for submissions of this type; in other instances, individuals may volunteer information about applicants. Both types of communications must be placed in the applicant's file.
   b. University staff members assigned to recruit potential groups of applicants and to assist them through the admissions process, regularly communicate with admissions personnel on behalf of such applicants. These staff members usually act on behalf of programs for the enrollment of specific categories of students identified by the admissions policy statements. They have access to applicants' files if and only if their names appear on the approval list for such access. Since they are filling an advocacy role, they should be sensitive to the partisan aspect of their functions.
   c. Persons related to the University often express interest in the application of a candidate. Communications of this kind may come from a wide variety of sources. The weight of these endorsements in the ultimate decisions is determined by the admissions policy statements. In instances where this seems appropriate, the admissions staff may notify the Dean or an appropriate University officer of the communication. These officials may respond to queries from such interested outside parties, but they should avoid taking the initiative in such interchanges prior to the admissions notification.

4. University officials not engaged in the admissions process may receive inquiries concerning admissions applicants. Ordinarily these communications can be referred to the appropriate admissions staff persons for proper response. If the University official concludes that it is desirable to have additional response by the Dean or by some other University officer, a suggestion to this effect should be made and acted upon. A response may be transmitted through the University official initially contacted.

5. Final decisions on applicants are made in accordance with stated admissions policies. Whenever possible, two or more individuals should participate in the evaluation process leading to each admissions decision. Exceptions may be made for preliminary screening activity in those schools that receive large numbers of applications and for final decisions in faculties admitting small numbers of students, such as certain graduate groups. In these cases, it may be appropriate for a single individual to make the decision. Participation by faculty members throughout the decision process can be valuable in assuring conformity with the criteria adopted by the responsible faculty; each faculty should determine how faculty members should be selected for this purpose. A complete record for each application should identify the decision reached, the persons who participated in that judgment and the basis for the decision in applicable criteria. No one having any personal interest in the disposition of an application should take part, directly or indirectly, in the final decision-making process. Persons with advocacy responsibilities should avoid involvement at this stage.

6. In all cases, notification of the final decision on an application must be sent to the applicant first. Thereafter, the dean of a school or college or other appropriate University officer may, in the exercise of informed discretion, disclose to others the decision reached. When a disclosure is made, record should be made in an applicant's file of the person authorizing the communication and the person to whom the information is being given.

7. The files of applicants for admission, as of matriculants, should be retained for at least three years beyond the matriculation date stated in the application. Confidential letters of appraisal in the admissions files of students who have matriculated should not be merged with records pertaining to those students that are used for purposes other than admissions. Admissions files should be available to representatives of the faculties or to the University official charged with responsibility for reviewing the implementation of admissions policies.

**Responsibility for the Monitoring Function**

Responsibility for assuring that the admissions process is reaching its goals and operating within the limits set by appropriate authorities exists at all levels of University governance. Regular procedures should exist for examination and review of prior actions taken. Through such
IV.B. Code of Academic Integrity

(See page 4 - Almanac, February 14, 1980 (https://almanac.upenn.edu/archive/v26pdf/n23/021480.pdf))

Since the University is an academic community, its fundamental purpose is the pursuit of knowledge. A commitment to the principles of academic integrity is essential to the success of this educational mission. Every member of the University community is responsible for upholding the highest standards of honesty at all times. Students, as members of the community, are also responsible for adhering to the principles and spirit of the following Code of Academic Integrity.

Academic Dishonesty Definitions

Activities that have the effect or intention of interfering with education, pursuit of knowledge, or fair evaluation of a student's performance are prohibited. Examples of such activities include, but are not limited to, the following definitions.¹

1. Cheating: using or attempting to use unauthorized assistance, material, or study aids in examinations or academic work or preventing, or attempting to prevent, another from using authorized assistance, material, or study aids. Examples: using a 'cheat sheet' in a quiz or exam, altering a graded exam and resubmitting it for a better grade.

2. Plagiarism: using the ideas, data, or language of another without specific or proper acknowledgment. Examples: copying another person's paper, article, or computer work and submitting it for an assignment; cloning someone else's ideas without attribution; failing to use quotation marks where appropriate.

3. Fabrication: submitting contrived or altered information in any academic exercise. Examples: making up data for an experiment, fudging data, citing nonexistent articles, contriving sources.

4. Multiple submission: submitting, without prior permission, any work submitted to fulfill another academic requirement.

5. Misrepresentation of academic records: misrepresenting or tampering with or attempting to tamper with any portion of a student's transcripts or academic record, either before or after coming to the University of Pennsylvania. Examples: forging a change of grade slip, tampering with computer records, falsifying academic information on one's resume.


7. Unfair advantage: attempting to gain unauthorized advantage over fellow students in an academic exercise. Examples: gaining or providing unauthorized access to examination materials, obstructing or interfering with another student's efforts in an academic exercise, lying about a need for an extension for an exam or paper, continuing to write even when time is up during an exam, destroying or keeping library materials for one's own use.

¹ If a student is unsure whether his/her action(s) constitute a violation of the Code of Academic Integrity, then it is that student's responsibility to consult with the instructor to clarify any ambiguities.

IV.C. Charter of the University Student Disciplinary System

(Source: Office of the Provost, Almanac, December 2, 1980; revised, Almanac, September 4, 1984; revised, Almanac, May 26, 1992; revised, Almanac, September 10, 1996; revised, Almanac, April 27, 2010 (https://almanac.upenn.edu/archive/volumes/v56/n31/senate.html))

Preamble

In response to increasing concern about sexual assault and its consequences, the U.S. Department of Education, Office for Civil Rights (OCR) issued a new “guidance” document concerning compliance with Title IX of the Education Amendments of 1972. Title IX prohibits discrimination on the basis of sex in educational programs, including sexual misconduct. In this context, the Office of Student Conduct and the Office of the General Counsel, working closely with other University student affairs professionals, prepared amendments to the Charter of the Student Disciplinary System. As required by the Charter, the amendments have been approved by the Council of Deans, the Faculty Senate and the Provost and are in effect.

Andrew N. Binns, Vice Provost for Education
Susan Herron, Director, Office of Student Conduct

Changes

The significant points of OCR’s guidance include the following:

- Once a school knows or reasonably should know of possible sexual misconduct, it must take immediate and appropriate action to investigate or otherwise determine what occurred.
- If sexual misconduct has occurred, a school must take prompt and effective steps to end the sexual violence, prevent its recurrence, and address its effects, whether or not the sexual violence is the subject of criminal investigation.
- A school must take steps to protect the complainant as necessary, including interim steps taken prior to the final outcome of the investigation.
- A school must provide a procedure for students to file complaints of sex discrimination, including complaints of sexual misconduct. These procedures must include an equal opportunity for both parties to present witnesses and other evidence and the same appeal rights.
- A school’s procedures must use the preponderance of the evidence standard to resolve complaints of sexual misconduct. [1]

With the guidance in mind, we developed some special procedures for handling sexual misconduct cases and added a section in the Charter describing these. For the full text of these amendments, please refer to Section II.J. of the amended Charter. The amendments also include other minor clean-up revisions, such as correction of scrivener’s errors.
Introduction

The Charter of the Student Disciplinary System sets forth the procedures under which alleged violations of the University’s Code of Student Conduct, Code of Academic Integrity, and other policies, rules, and regulations are resolved.

The Code of Student Conduct sets forth the responsibility of all students at the University of Pennsylvania to exhibit responsible behavior regardless of time or place. This responsibility includes, but is not limited to, the obligation to comply with all provisions of the Code of Student Conduct; with all other policies and regulations of the University, its schools, and its departments; and with local, state, and federal laws.

The Code of Academic Integrity, and similar codes adopted by some of the University’s schools, set forth the standards of integrity and honesty that should be adhered to in all student academic activities at the University of Pennsylvania.

Violations of the Code of Academic Integrity or school regulations are also violations of the University’s Code of Student Conduct. Further, violations of local, state, and federal laws may be violations of the Code of Student Conduct. Therefore, throughout the Charter references to violation(s) or alleged violation(s) of the Code of Student Conduct include violations of these other policies and laws.

The University disciplinary process at Penn may involve the following stages:

- Bringing a complaint to the Office of Student Conduct
- Resolving a complaint by mediation
- Investigating a complaint
- Filing charges by the University against a student
- Resolving charges by voluntary agreement to sanctions
- Resolving charges by disciplinary hearing
- Appealing the decision of a hearing panel
- Imposing sanctions on a student
- Fulfilling sanctions imposed by the University

Under the University’s Student Disciplinary System, charges are brought on behalf of the University, not on behalf of the complainant(s) who brought the matter to the Office of Student Conduct (OSC) or the party(ies) who may have been directly or indirectly harmed by the alleged violation of University regulations. Therefore, complainants who wish to maintain greater control over the investigation and resolution of their complaints, such as is sometimes appropriate in cases of sexual offenses or in cases involving serious cultural or communicative differences, or those who wish merely to create a record of their complaint without necessarily beginning a formal disciplinary process, may wish to bring their complaint to other University resource offices, particularly the Office of the Ombudsman, which are equipped to handle cases in this manner. Such offices may, when appropriate and helpful in an individual case, consult with relevant campus communities or other resource offices in the process of investigating and resolving a complaint and are able to work closely with both complainants and respondents in resolving such matters. If such efforts fail to arrive at a satisfactory resolution, the complainant still has the option of bringing a complaint to the OSC.

Through the University Honor Council, students play a major role in the Student Disciplinary System by advising the Director of the Office of Student Conduct and the Provost on matters of policy and the operation of the System, and by sitting as members of disciplinary hearing panels. Students also serve as advisors and mediators within the System.

The System places great emphasis on the mediation of disputes, as is appropriate in a University.

IV.C.1. The Student Disciplinary System
A. Statement of Purpose

The purpose of the Student Disciplinary System is to further the educational mission of the University of Pennsylvania by providing a fair and effective mechanism for investigating and resolving disputes involving students and alleged violations by students of the University’s rules, regulations, and policies.

B. Jurisdiction of the Student Disciplinary System

1. Through the Office of Student Conduct (OSC), the Student Disciplinary System handles complaints from members of the University community—trustees, faculty, staff or registered students—about alleged violations of the Code of Student Conduct, the Code of Academic Integrity, or other University policies.

2. Except as provided below, the Student Disciplinary System has jurisdiction in all disciplinary matters arising under the regulations of the University against registered students, whether they be undergraduates, graduate or professional students, or others, including students who are on unexpired leaves of absence. Approved or unapproved absence from the University is not a bar to the conduct or completion of disciplinary proceedings under this Charter.

3. In general, a student is any individual who has been admitted, matriculated, enrolled, or registered in any academic program or other educational activity provided by the Trustees of the University of Pennsylvania.

4. The Student Disciplinary System does not handle complaints against graduate and professional students when such cases lie within the jurisdiction of a hearing board or other disciplinary body established by the school of the University in which the student is enrolled. When such a school-based disciplinary procedure exists, it should be the recourse of first resort for the resolution of an alleged violation of University or school regulations, unless the OSC decides, in consultation with the Provost, that it is appropriate in light of the circumstances for the Student Disciplinary System to handle the matter. Schools with such procedures are encouraged to refer disciplinary matters (excluding academic integrity matters) to the University Mediation Program whenever appropriate. When an alleged violation of University regulations by a graduate or professional student is not within the jurisdiction of a disciplinary system established by the student’s school, the Student Disciplinary System shall have jurisdiction over the matter.

5. The Student Disciplinary System does not handle alleged violations of the University’s parking regulations.

6. Alleged violations of the University’s Residential Living policies and contracts are ordinarily handled under the procedures of the Office of College Houses and Academic Services (CHAS) but, if serious enough to warrant sanctions beyond those which the CHAS is authorized to impose, may be referred by the Director of CHAS to the Office of Student Conduct. The fact that proceedings have been held and sanctions imposed under CHAS policies does not preclude proceedings under this charter.
7. The Director of the Office of Student Conduct decides all questions of jurisdiction of the Student Disciplinary System arising under this Charter, consulting with the Provost (or designee) and with the University’s General Counsel when necessary. When appropriate, the Office of Student Conduct may refer a complaint to another University office or disciplinary process.

C. General Principles of the Disciplinary System

1. The University’s Student Disciplinary System is not a legal system, and University disciplinary proceedings are not civil or criminal litigation. Thus, they operate under different rules, standards, and procedures, and seek to achieve ends different from criminal or civil proceedings.

2. Any member of the University community—trustees, faculty, staff or registered students—may bring a complaint about student conduct or academic integrity to the attention of the Office of Student Conduct. Doing so in no way limits a complainant(s)’s rights or obligations to bring such matters to the attention of other University offices, officers, or resources, including the Office of the Ombudsman and appropriate deans, or to seek recourse outside the University through civil or criminal legal proceedings.

3. In all cases, the University reserves the right to determine how to process a disciplinary complaint. Once a complaint is brought to the attention of the Office of Student Conduct, the OSC, on behalf of the University, will decide how the complaint will be handled, including whether disciplinary charges should be brought against a student.

4. It is expected that most matters brought to the OSC can and should be resolved through mediation and will not result in charges or disciplinary hearings. However, because of their seriousness within an academic community, alleged violations of the Code of Academic Integrity will not be referred for mediation. Thus, except in academic integrity matters and matters that warrant treatment as serious violations of the Code of Student Conduct or other University policies, the initial response by the OSC may be to refer the complainant and respondent to the University’s mediation program. Only if mediation fails or is inappropriate will the OSC begin the more formal disciplinary processes outlined in this charter.

5. All members of the University community—trustees, faculty, staff or registered students—are required to cooperate with the Student Disciplinary System. Those individuals who may be interviewed or called as witnesses in a disciplinary matter (including respondents and complainants) are obligated to provide honest and complete statements to the OSC and to the Hearing Panel. While in some circumstances a respondent may choose not to answer questions or provide information because of pending civil claims or criminal charges arising out of the same or other events, the respondent’s decision not to answer questions or provide information will not be a reason to delay or defer an investigation or proceedings under this Charter. A student who fails, without good cause, to appear for a hearing after receiving notice, or to cooperate with the investigation conducted by the OSC, may be charged with a violation of the Code of Student Conduct. Repeated disruption of disciplinary hearings or the disciplinary process by a student or the student’s advisor may result in charges against the student of non-cooperation with the Student Disciplinary System or exclusion of the student or advisor from disciplinary proceedings including disciplinary hearings. Such exclusion is not a bar to the completion of disciplinary proceedings involving that student.

D. Organization of the Disciplinary System

1. Office of Student Conduct
   The Office of Student Conduct is the central office responsible for resolving alleged violations of University policies by students. The duties of the OSC include determining whether complaints warrant action by the OSC, referring complaints for mediation or resolution by other University offices, investigating complaints, determining whether to charge a student with violations of University policies, resolving complaints by voluntary agreements to sanctions, bringing charges of violations to a disciplinary hearing, presenting evidence at hearings, monitoring and enforcing the fulfillment of sanctions imposed pursuant to voluntary agreements or after disciplinary hearings, maintaining records of all disciplinary matters, providing administrative support for all aspects of the disciplinary process (including hearings), and preparing reports and compiling statistics.

2. University Mediation Program
   The University Mediation Program (UMP) recruits, screens, and trains members of the University community to serve as mediators. The UMP uses the volunteer services of faculty, students, and staff members who have been trained in mediation and dispute resolution and may also use resources available in the University’s Law School, in University resource offices such as the Office of the Ombudsman, or outside the University.

3. University Honor Council
   The University Honor Council (UHC) educates students, faculty and staff regarding both the standards of academic integrity and of behavioral conduct of the University community. The UHC provides independent advice to the Provost and the Office of Student Conduct regarding policies of academic integrity and of conduct, as well as their implementation; the operation of the University Disciplinary System in the areas of academic integrity and student conduct; the general handling of academic integrity and of conduct cases; and the effectiveness and implementation of the University’s Code of Academic Integrity and its codes of conduct. Members of the University Honor Council also sit on Disciplinary Hearing Panels for cases of alleged violations of the Code of Academic Integrity, the Code of Student Conduct and related policies. The UHC meets regularly with the Director of the Office of Student Conduct and may also meet with appropriate administrators and students, faculty or administrative groups or committees to discuss academic integrity and conduct issues. The UHC also initiates and participates in educational programs in the areas of academic integrity and of student conduct.

   The University Honor Council consists of a minimum of twenty undergraduate students, recommended by the Nominations and Elections Committee (NEC) in cooperation with the current members of the UHC, and appointed by the Provost for renewable terms of one year. The NEC and UHC are encouraged to ensure that nominees represent a broad cross section of the undergraduate student body. The UHC selects a chair from among its members by a majority vote of the current members. Faculty members and graduate students designated by the Faculty Senate or the Graduate and Professional Student Assembly to sit on Disciplinary Hearing Panels may participate in the work of the UHC at the mutual convenience of the UNC and the faculty member or graduate student.

4. Disciplinary Hearing Officer
   The Faculty Senate shall appoint a tenured member of the Standing Faculty of the University of Pennsylvania as Disciplinary Hearing Officer (DHO), preferably from among those faculty who have experience with the Student Disciplinary System. The DHO selects members to serve on Disciplinary Hearing Panels; determines the
Disciplinary Hearing Panels with the UHC and the chairs of the Faculty Senate. and may be reappointed at the discretion of the Provost, but his/her and written submissions from the relevant parties. The DAO serves Disciplinary Hearing Panels based on the record of such proceedings have experience with the Student Disciplinary System. The DAO also participates in the training of prospective faculty and student members of Disciplinary Hearing Panels. The DAO serves and may be reappointed at the discretion of the Provost, but his/her removal or reappointment may not occur without prior consultation with the UHC and the chairs of the Faculty Senate.

5. Disciplinary Appellate Officer

Every two years, the Provost, after consultation with the UHC and the chairs of the Faculty Senate, shall appoint a tenured member of the Standing Faculty of the University of Pennsylvania as a Disciplinary Appellate Officer (DAO), preferably from among those faculty who have experience with the Student Disciplinary System. The DAO makes appeals of findings and recommended sanctions made by Disciplinary Hearing Panels based on the record of such proceedings and written submissions from the relevant parties. The DAO serves and may be reappointed at the discretion of the Provost, but his/her removal or reappointment may not occur without prior consultation with the UHC and the chairs of the Faculty Senate.

6. Disciplinary Hearing Panels

a. Disciplinary matters are heard by Disciplinary Hearing Panels of five members each. The Disciplinary Hearing Officer randomly selects the undergraduate members of Disciplinary Hearing Panels from the membership of the University Honor Council for academic integrity violations. The Disciplinary Hearing Officer randomly selects the graduate and professional student members of Hearing Panels from lists of thirteen or more graduate and professional students provided annually to the DAO by GAPSA. The Disciplinary Hearing Officer randomly selects the faculty members of Hearing Panels from lists of thirteen or more faculty provided annually to the DAO by the Faculty Senate Executive Committee. GAPSA and the Faculty Senate Executive Committee are encouraged to ensure that nominees represent a broad cross-section of graduate and professional students and faculty, respectively.

b. In all disciplinary matters except those involving alleged violations of the Code of Academic Integrity, the Disciplinary Hearing Panel is composed of two faculty members and three students of the same category (undergraduate or graduate) as the respondent. If a disciplinary matter involves both undergraduate and graduate respondents, the panel shall include at least one undergraduate and at least one graduate student and two faculty members; the fifth panel member shall be an undergraduate or graduate student selected by the DAO.

c. In disciplinary matters involving alleged violations of the Code of Academic Integrity, the Disciplinary Hearing Panel is composed of three faculty members and two students of the same category (undergraduate or graduate) as the respondent. If a disciplinary matter involves both undergraduate and graduate respondents, the panel shall consist of one undergraduate student, one graduate student, and three faculty members.

d. Except for participation on the University Honor Council, no one designated to serve on Disciplinary Hearing Panels may serve simultaneously in any other capacity within the Student Disciplinary System.

e. If any nominating body chooses fewer than thirteen members to serve on Disciplinary Hearing Panels or cannot make additional members available when needed, the Provost shall make the necessary appointments to fill the complement of the appropriate group. If any member is unable to serve for any reason, a replacement may be selected in the same manner that the original member was chosen.

f. Student members of Disciplinary Hearing Panels must be in good academic and disciplinary standing, as defined by their schools. The University Honor Council, as appropriate, by a vote of two-thirds of its members, may remove a member who fails to perform his or her duties. When a member ceases to be in good standing or is removed by the UHC, a replacement from the same category shall be chosen in the same manner that the original member was chosen.

7. Advisors

a. Advisors help students involved in disciplinary proceedings to understand the disciplinary process, respect and comply with the provisions of this Charter, and deal with all aspects of the process. Any University faculty member, staff member, or student in good academic and disciplinary standing may serve as an advisor. The OSC maintains lists of individuals who are willing to serve as advisors and who have received training in the operation of the Student Disciplinary System.

b. Upon receiving notice of a complaint and the accompanying list of trained advisors, a respondent may select an advisor from this list or choose any other University faculty member, staff member, or student in good academic and disciplinary standing to advise the respondent during the disciplinary process. If criminal charges are pending against a respondent or, in the judgment of the Office of the University's General Counsel, are reasonably in prospect, the respondent's advisor may be an attorney who is not a member of the University community. In such instances, the attorney shall be expected to observe the procedures of this Charter and comply fully and promptly with decisions of the DAO or other University officials or bodies charged with the administration of this Charter in the same manner expected of members of the University community.

c. An advisor may accompany any complainant, witness, or respondent to, and may participate in, any meeting regarding a disciplinary complaint. Advisors also may accompany complainants, respondents, and witnesses to hearings, but generally may not participate directly in such hearings (except as provided in section IV.C.2.F.4.f below). Advisors to respondents may, however, quietly advise the respondent(s) during the hearing and may also make a brief statement at the conclusion of the hearing, before the panel begins its deliberations.

d. Any advisor who fails to observe the procedures of this Charter or comply fully and promptly with decisions of the DAO, or after appropriate warning, be disqualified by the DAO from continuing to serve. In the event of such disqualification, the hearing may proceed whether or not a replacement advisor is available or it may be rescheduled, at the sole discretion of the DAO. Any person disqualified from serving as an advisor shall be ineligible to serve as an advisor for a period of two years. Repeated disruption of disciplinary hearings or the disciplinary process by an advisor may result in charges against the advisee of non-cooperation with the Student Disciplinary System. If the advisor is a member of the student body, faculty, or staff of the University, disciplinary
IV.C.2. The Disciplinary Process

A. Bringing a Complaint to the Office of Student Conduct

1. Any student, faculty or staff member who believes that a student has violated University rules, regulations or policies may file a complaint, which must be in writing, with the OSC. A complaint asks the OSC to consider the matter for possible referral or investigation. Students, faculty, or staff members also may consult informally with the OSC staff to determine whether they wish to file a complaint. Complaints made to other University offices or personnel also may be referred to the OSC.

2. The OSC promptly evaluates each complaint it receives to determine whether the University’s Code of Student Conduct, Code of Academic Integrity, or other applicable rules, regulations, or policies have been violated. When the OSC determines that no such violation may have occurred, it may dismiss the matter without further investigation, or it may refer the parties to the University Mediation Program or elsewhere to resolve their dispute. When the OSC determines that a violation may have occurred, it may refer the matter for mediation or undertake an investigation that may lead to the filing of formal charges against a student or students.

3. A complaint is not a charge that a student has violated University regulations. Charges against a student are only made by the University (not by complainants) following an investigation. Until there is a determination to the contrary by voluntary agreement to sanctions or by a Disciplinary Hearing Panel, there is a presumption that an accused student has not violated University rules, regulations, or policies.

4. When a complaint is filed, the OSC promptly gives written notice of the complaint and its allegations to the student(s) alleged to have violated University rules. A copy of the Charter shall be included with the notice, as well as a list of potential advisors who have received training from the OSC.

B. Resolving a Complaint by Mediation

1. The University encourages informal mediation whenever practical and appropriate. If the parties agree, at any time the OSC may refer any disciplinary matter other than an alleged violation of the Code of Academic Integrity to the University Mediation Program (UMP) or other resources for mediation. Members of the University community—Trustees, faculty, staff or registered students—may also contact the University Mediation Program directly.

2. It is within the sole discretion of the OSC to determine whether a disciplinary complaint is suitable for mediation. If mediation fails or new information comes to light about an unresolved matter then in mediation, the OSC may proceed with an investigation and the filing of disciplinary charges. The OSC may also set a date after which it will begin to investigate the original complaint or file charges if a matter has not been successfully mediated.

3. If the OSC refers a complaint for mediation and both parties to the dispute agree to participate, the UMP will assign a trained mediator and advise the complainant(s) and respondent(s) in advance of the date, time and place set for mediation. In order to resolve a disciplinary matter by mediation, both the complainant and the respondent must agree, first, to participate in the mediation and, second, to the proposed resolution.

4. If a student fails to comply with the terms of a mediation agreement, the OSC may take steps to enforce the agreement (including use of a Disciplinary Hold or the filing of new charges under the Code of Student Conduct) or may investigate the original complaint and bring disciplinary charges under this Charter.

C. Investigating a Complaint

1. If, after a preliminary evaluation of a complaint, the OSC determines that a violation of the Code of Student Conduct may have occurred and if the complaint is inappropriate for mediation or mediation fails, the OSC shall investigate the complaint and determine whether to bring charges of a violation.

2. In the course of its investigation, the OSC may interview any witnesses, including the respondent(s) or potential respondent(s). The OSC shall inform each witness that anything they say in such interviews may be introduced as evidence at a hearing.

D. Filing Charges by the University Against a Student

In light of its investigation of a complaint, the OSC may file charges against a student(s) of a violation(s) of the University’s Code of Student Conduct, Code of Academic Integrity, or other University rules, regulations, or policies. The OSC also may add charges beyond the scope of the original complaint, may add additional students as respondents, or may dismiss the original complaint as unfounded. If the OSC decides to charge a student with a violation of University regulations, the OSC must inform the respondent(s) of the charges in writing, identifying the University rules, regulations, or policies alleged to have been violated. The OSC shall inform both respondent(s) and complainant(s) whether charges have been filed.

E. Resolving Charges by Voluntary Agreement to Sanctions

1. Following the notice that charges have been filed against a student, the OSC may discuss with the respondent and the respondent’s advisor what disciplinary sanction(s) would be appropriate to resolve the matter by voluntary agreement to sanctions. The respondent may accept, reject, or propose an alternative to the proposed sanction(s), and may be accompanied and assisted by an advisor, who may participate in these discussions. Statements made during discussions about whether a respondent will enter into a voluntary agreement to sanctions may not be introduced as evidence at any subsequent hearing, but may provide a basis for further investigation by the OSC.

2. A resolution by voluntary agreement to sanctions may be entered into by written agreement at any time after a complaint has been filed and prior to a disciplinary hearing. All sanctions allowed under this Charter are available to the OSC as part of a resolution by voluntary agreement to sanctions. By agreeing to such a resolution, a respondent waives further proceedings under this Charter.

3. Complainants and complainants’ advisors are not parties to voluntary agreements to sanctions.

4. If, in the judgment of the OSC, a voluntary agreement to sanctions is not reasonably in prospect, or if the respondent(s) reject a proposed sanction, the OSC may bring the disciplinary matter to a hearing.

F. Resolving Charges by Disciplinary Hearing

1. Scheduling Disciplinary Hearings

a. If disciplinary charges are not resolved by a voluntary agreement to sanctions, the Disciplinary Hearing Officer promptly begins the process of scheduling the Disciplinary Hearing, with due regard for the time required for all parties to prepare for the hearing. The DHO shall provide reasonable advance notice in writing to the
complainant(s), respondent(s), and witnesses of the date, time, and place of the hearing and of the names of the panel members assigned to hear the disciplinary matter.

b. Hearings normally take place as soon as possible after the filing of charges. Upon a showing of good cause by the OSC or the respondent(s), the DHO may grant a reasonable extension of any time limit set forth in the Charter.

c. The DHO may expedite a Disciplinary Hearing in appropriate circumstances, including disciplinary matters involving students who have been placed on mandatory temporary leave of absence or conditional attendance, graduating students, or students who are about to take a leave of absence or to leave campus to study elsewhere.

2. Disqualification of Hearing Panel Members
   a. Members of the Hearing Panel selected by the DHO should disqualify themselves from hearing a disciplinary matter if they believe in good faith that their capacity for making an objective judgment in the disciplinary matter is, or may reasonably appear to be, impaired. Members should not disqualify themselves for any other reason.
   b. The respondent(s) or the OSC may object for specific cause to any panel member selected by the DHO. The objection must be in writing and must be received by the DHO at least 48 hours in advance of the date and time set for the hearing.
   c. The DHO will rule upon all disqualification requests and objections to panel members. If the DHO decides that a challenge is valid, or if there is a voluntary disqualification, the DHO, after notifying the respondent(s) and the OSC, will replace the disqualified member with another panel member randomly selected from the same category.

3. Pre-Hearing Exchanges and Testimony
   a. Before the hearing, the OSC and the respondent(s) shall exchange among themselves and with the DHO copies of all exhibits to be presented, the names of witnesses to be called, and a brief summary of the substance of testimony expected to be presented to the Hearing Panel.
   b. When the DHO believes that it will contribute to the expedition and fairness of a Disciplinary Hearing, he/she may (but need not) ask the OSC to prepare a written statement of its case against the respondent(s) and give the respondent(s) a reasonable opportunity to prepare a written response. The OSC and respondent(s) also may submit statements at their own initiative. The statements and any accompanying exhibits may be considered by the Hearing Panel, in addition to testimony, arguments, or evidence presented at the actual hearing.
   c. In exceptional circumstances, when a witness or exhibit does not become known or available until immediately before the hearing, the DHO may, at his/her discretion, permit the evidence to be presented or may reschedule the hearing to a later time.
   d. If a respondent or the OSC anticipates that a key witness will be unavailable for a hearing, they may ask the DHO to preserve the testimony of the witness on tape and present it as evidence at the hearing. The OSC and the respondent(s) must be notified in advance of the date, time and place of the taping. All parties who would be permitted to question such a witness at a hearing may question the witness at the taping.

4. Conduct of Hearings
   a. Disciplinary hearings are not trials, and they are not constrained by technical rules of procedure, evidence, or judicial formality. They are designed to encourage open discussion among the participants that promotes the hearing panel’s understanding of the facts, the individuals involved, the circumstances under which the incident occurred, the nature of the conduct, and the attitudes and experience of those involved. The rules of evidence applicable to legal proceedings do not apply to disciplinary hearings. Information, including hearsay evidence, may be considered if it is relevant, not unduly repetitious, and the sort of information on which responsible persons are accustomed to rely in the conduct of serious affairs.
   b. The DHO presides over all hearings and decides all questions about the admissibility of evidence and the conduct of hearings. While the DHO may be present for the Hearing Panel’s discussions to answer procedural questions, the DHO does not deliberate or vote with the Panel regarding its findings or its recommendation of sanctions.
   c. Disciplinary hearings are held in private unless the respondent(s) and the complainant(s) agree in writing to an open hearing. The DHO may limit attendance at a hearing to ensure fair and orderly proceedings. If a hearing is opened in accord with this procedure, the DHO may, when necessary to maintain order or to protect the rights of participants, declare the hearing closed to the public. In a case involving important privacy interests, the DHO may close a hearing or part of a hearing that has been opened upon determining that the privacy rights of a participant may be jeopardized.
   d. Upon a showing that the required notice was provided, the hearing against a respondent(s) may proceed in his/her absence.
   e. At the hearing, the OSC presents the results of the its investigation of the complaint, calls witnesses to testify and presents the University’s evidence against the student(s). Members of the Hearing Panel may also call witnesses to testify and may question any witness appearing before it. Respondents may also call witnesses to testify and ask questions of all witnesses.
   f. A respondent is responsible for presenting his/her own case before the Hearing Panel. However, at the discretion of the DHO, the respondent’s advisor may be permitted to question witnesses on behalf of a respondent or to address the Hearing Panel. The DHO’s exercise of discretion in this matter will be guided by the principles that govern disciplinary hearings, specifically, fairness, the need for orderly procedures, and the Hearing Panel’s duty to understand the facts and parties in the disciplinary matter.
   g. Complainants may attend the hearing, testify if they wish to do so, and may be accompanied by an advisor. Neither complainants nor their advisors may call witnesses or present evidence or arguments.
   h. At the conclusion of the hearing the OSC and the respondent(s) or their advisor(s) may make brief statements. At the discretion of the Disciplinary Hearing Officer, the complainant(s) or their advisor(s) may be permitted to make a brief statement. The time allowed for such statements shall be set by the DHO.
   i. The OSC shall arrange for a verbatim transcript or recording to be made of all disciplinary hearings. The transcript or recording is the property of the University of Pennsylvania and becomes part of the record of the disciplinary proceedings.

5. Findings and Recommendations of the Hearing Panel
   a. Only evidence presented at the hearing shall be considered by the Hearing Panel. The Hearing Panel shall presume a respondent innocent unless proven responsible for a violation by clear and
convincing evidence. All decisions of the Hearing Panel require a majority vote.

b. Following the hearing, the members of the Hearing Panel meet to discuss in private their findings, which consist of two parts: 1) a determination of whether the respondent is responsible for any violation; and 2) if so, a recommendation of sanction(s).

c. The OSC may recommend to the Hearing Panel a sanction to be imposed if the Hearing Panel finds the respondent(s) responsible for a violation. The respondent(s) may respond to the OSC’s proposed sanction(s). Before the Panel makes its recommendation on sanctions, it shall review any previous disciplinary offenses by and sanctions against the respondent(s).

d. If the Hearing Panel determines that the respondent(s) is not responsible for a violation, no sanction may be recommended against the respondent(s) and the respondent may not be subject to further proceedings under this Charter on the same charge(s).

e. If the Hearing Panel finds that a student is responsible for a violation of University rules or regulations, it shall recommend to the Provost appropriate sanctions. Only the Provost (or designee), acting on behalf of the University, may actually impose a sanction on a student. The Provost (or designee) shall not impose a sanction until after any appeal of the Hearing Panel’s decision has been decided by the DAO.

6. Notice of Hearing Panel Decision
The Hearing Panel shall promptly transmit its decision, including its findings and recommendation regarding sanctions, in writing to the DHO, the OSC, the respondent(s) and the Provost as soon as possible after the end of the hearing.

G. Appealing a Hearing Panel’s Decision
1. The Disciplinary Appellate Officer (DAO) has exclusive jurisdiction to decide appeals. Appeals are based solely on the record of the disciplinary hearing and the written submissions and responses of the respondent(s) and the OSC.

2. Only respondent(s) may appeal the Hearing Panel’s findings of responsibility except where applicable laws or regulations may extend this right to complainants. Both the respondent(s) and the OSC may appeal the Hearing Panel’s recommendation of sanction(s). An appellant must submit any appeal to the DAO in writing within 10 days after the Hearing Panel has rendered its opinion. The appeal must state in detail the specific grounds upon which it is based and must be sent to the OSC or respondent(s), as appropriate.

3. When the appeal is received, the OSC provides the Disciplinary Appellate Officer with a copy of the respondent’s charge letter, a copy of the Hearing Panel’s findings, a verbatim transcript or tape recording of the Disciplinary Hearing, and any exhibits considered by the panel in reaching its recommendations. The respondent and the OSC have ten days from the date of the appeal to submit to the DAO a written response to the appeal.

4. Appellate review is limited to allegations of material and prejudicial procedural error in the conduct of hearings, error in the interpretation or application of relevant University regulations, consideration of new evidence sufficient to alter the Hearing Panel’s findings or severity of the recommended sanctions. If the DAO finds sufficient basis, he/she may reverse or modify the Hearing Panel’s findings or proposed sanctions, or may remand the disciplinary matter for further investigation by the OSC or a new hearing before a new Hearing Panel. However, the DAO may not recommend a more severe sanction(s) unless the OSC has appealed the sanction(s) recommended by the Hearing Panel.

5. After considering an appeal, the Disciplinary Appellate Officer shall promptly issue his/her decision in writing and shall provide copies to the OSC, the DHO, the Provost, and the respondent(s).

H. Imposing Sanctions on a Student
1. Sanctions recommended against a respondent by a Hearing Panel or the DAO are imposed by the Provost, or his designee, and may include any reasonable sanction, including, but not limited to, the following:

   Warning—A warning is a written admonition given by the OSC on behalf of the University in instances of minor misconduct.

   Reprimand—A reprimand is written censure for violation of the University’s rules, regulations, or policies, given by the OSC on behalf of the University, which includes notice to the student that continued or repeated conduct violations shall result in the imposition of more serious sanctions.

   Fine—A monetary fine may be levied as a disciplinary sanction and is payable to the Trustees of the University of Pennsylvania. (not appropriate in cases of academic integrity violations).

   Restitution—Restitution is reimbursement for the damage, loss, or misappropriation of University, private or public property or compensation for injury to individuals. Restitution may take the form of monetary payment, property, or appropriate service (not appropriate in cases of academic integrity violations).

   Disciplinary Probation—Disciplinary Probation may be imposed for a specified period or indefinitely (i.e., for as long as and whenever a student is a full- or part-time student at the University of Pennsylvania). Probation may be imposed for a single instance of misconduct or for repeated minor misconduct. Any future misconduct or academic integrity violation by a student on Disciplinary Probation, found to have occurred during the probationary period, may be grounds for suspension or, in especially serious instances, expulsion from the University.

   Withdrawal of Privileges—Withdrawal of privileges is the denial of specified privileges or the ability to participate in specified activities for a designated period of time.

   Suspension—Suspension is the termination of student status and separation from the University until a specified date. Suspension means the loss of all rights and privileges normally accompanying student status. While on disciplinary suspension, students may not obtain academic credit at Penn or elsewhere toward completion of a University of Pennsylvania degree. Students are eligible to return to the University after the specified suspension term has elapsed. Suspension is imposed in instances of serious misconduct; it is generally the minimum sanction imposed for a violation of the Code of Academic Integrity.

   Indefinite Suspension—An indefinite suspension is termination of student status and separation from the University for an unspecified period, without an automatic right of return to the University as a student (though specific conditions for return as a student may be specified). When the conditions of an indefinite suspension have been fulfilled, the student must make a formal request, as specified in the conditions, to return to student status. Indefinite suspension is imposed in instances of extremely serious misconduct or in instances of continued serious misconduct following the imposition of probation or suspension for a specified period.

   Expulsion—Expulsion is a permanent termination of student status and permanent separation from the University of Pennsylvania. Expulsion is imposed in instances of the most serious misconduct or in instances of continued serious misconduct following the imposition of probation or suspension.
2. In addition to the sanctions defined above, students may be required to perform a designated number of hours of University or other community service or to utilize University or other educational or counseling services related to the nature of the misconduct.

3. Sanctions may be imposed alone or in combination with other sanctions. The Disciplinary Hearing Panel or the DAO may recommend whether the sanctions should appear on the transcript of a respondent, and, if so, for how long.

4. After the imposition of sanctions, a faculty member involved in an academic integrity matter shall be informed of the outcome of the disciplinary proceedings. If the student has been found not to be responsible for an academic integrity violation, the instructor should re-evaluate and assign a grade (which may differ from the grade originally assigned) based on the student's academic performance in the course. If the student has been found responsible for an academic integrity violation, the instructor may assign any grade the instructor deems appropriate. In the event that the student believes the final grade is unfair or fails to take account of the outcome of the disciplinary proceeding, the student may appeal the grade through the existing academic grievance procedure for the evaluation of academic work established by each school and academic department.

I. Fulfilling Sanctions Imposed by the University
1. Under the Code of Student Conduct, students are required to comply with all disciplinary sanctions. Failure to do so constitutes a violation of the Code and is itself subject to disciplinary proceedings by the OSC.
2. The OSC monitors the implementation and fulfillment of sanctions. In performing this duty, the OSC shall have the cooperation of the Division of University Life, the respondent(s)'s dean, and other appropriate University offices. No sanction shall be enforced while an appeal is pending.

IV.C.3. Additional Matters
A. Administration of the Disciplinary System
1. The Provost is responsible for implementation of this Charter, administrative oversight of the Student Disciplinary System, including the OSC, and ensuring that the Student Disciplinary System functions fairly and in furtherance of the educational mission of the University. The Provost may instruct the OSC regarding the handling of special cases, but he/she may not so instruct the DHO, the DAO, or the members of Disciplinary Hearing Panels.
2. When circumstances warrant, the OSC may take such administrative steps as may be necessary and feasible to effect the prompt resolution of a disciplinary matter, including, but not limited to, tape recording the testimony of witnesses who may be unavailable at the time of hearing; making special arrangements to ensure the attendance of complainants, respondents, witnesses, or other participants at a hearing; and scheduling hearings outside of the normal academic year.
3. In any disciplinary matter in which a member of the Student Disciplinary System cannot perform her/his duties under this Charter, an alternate may be designated by the Provost using the procedures appropriate to that individual's position in the system. In addition, when the Provost determines that circumstances warrant, such as (but not limited to) when a conflict of interest or a particularly complex or controversial disciplinary matter arises, the Provost may appoint a special OSC staff member, a special Disciplinary Hearing Officer, or a special Disciplinary Appellate Officer using the procedures appropriate to the position.

B. Reports to the University Community
1. Subject to the limitations imposed by law and the University's policies on the confidentiality of student records and information, the OSC, in consultation with the Provost, the University Conduct Council, and the University Honor Council, shall make periodic reports to inform the University community about the character and extent of the work of the Disciplinary System, including the nature of violations of University rules and regulations and the sanctions imposed. The reports of the OSC shall deal both with disciplinary matters that go to hearing and with disciplinary matters that are resolved before hearing, and shall include such information as the total number of disciplinary matters handled during the preceding year broken down by type of resolution (e.g., mediation, voluntary agreement to sanctions, hearing), by type of violation, by type of sanction(s) imposed, and by whether or not the respondent(s) were found responsible for a violation.
2. With the approval of the Provost, the OSC may also make extraordinary reports to the University community concerning the outcome of certain exceptional disciplinary matters, subject to the limitations imposed by law and the University's policies on the confidentiality of student records and information.

C. Disciplinary Holds
At any time after the filing of a complaint, the OSC, after consulting with the student's academic dean, may place a "Disciplinary Hold" on the academic and/or financial records of any student for the purpose of preserving the status quo pending the outcome of proceedings, enforcing a disciplinary sanction, or ensuring cooperation with the Student Disciplinary System. A Disciplinary Hold may prevent, among other things, registration, the release of transcripts, and the awarding of a degree.

D. Mandatory Leave of Absence and Conditional Attendance
In extraordinary circumstances, when a student's presence on campus is deemed by the University to be a threat to order, health, safety, or the conduct of the University's educational mission, the Provost (or designee), in consultation with the student's dean or associate dean, may place the student on a mandatory temporary leave of absence or impose conditions upon the student's continued attendance, pending a hearing of disciplinary charges. When reasonably possible, the student shall be provided with an opportunity to be heard before a decision is made by the Provost (or designee) to impose a mandatory temporary leave of absence or conditions on the student's attendance. At the respondent's request, and where feasible, the OSC may expedite the investigation of a complaint and the disciplinary hearing against a student placed on a mandatory temporary leave of absence or conditional attendance.

E. Civil or Criminal Proceedings
The University may proceed with disciplinary proceedings against a student under this Charter regardless of possible or pending civil claims or criminal charges arising out of the same or other events. The OSC, with the concurrence of the Provost and after consultation with the University's General Counsel, shall determine whether to proceed with charges against a student who also faces related charges in a civil or criminal tribunal. If the University defers proceeding with disciplinary charges against a student in light of related charges in a civil or criminal tribunal, the University may at any subsequent time proceed
with disciplinary proceedings against that student under this Charter irrespective of the time provisions set forth in this Charter.

F. Disciplinary Records

1. Maintenance of Records
   Except as may be otherwise provided by applicable law, records of all complaints, disciplinary proceedings, mediations, and voluntary agreements to sanctions are maintained by the OSC in accordance with the University’s Protocols for the University Archives and Records Center and University policies on the confidentiality and maintenance of student records.

2. Confidentiality
   Except as may be otherwise provided by applicable law, all disciplinary proceedings, the identity of individuals involved in particular disciplinary matters, and all disciplinary files, testimony, and findings are confidential, in accordance with University policies and federal law concerning the confidentiality of student records. However, no provision of this Charter or the University’s own confidentiality shall be interpreted as preventing a student from seeking legal advice.

3. Violation of Confidentiality
   Failure to observe the requirement of confidentiality of a disciplinary hearing by any member of the University community, other than the respondent, constitutes a violation of University rules and may subject the individual to the appropriate procedures for dealing with such violations. The respondent may disclose confidential information pertaining to him/herself, but may not violate the confidentiality of others. If the respondent discloses, causes to be disclosed, or participates in the disclosure of information that is confidential, any person whose character or integrity might reasonably be questioned as a result of such disclosure shall have the right to respond in an appropriate forum, limited to the subject matter of the initial disclosure.

G. Release of Information on Disciplinary Proceedings

1. To provide students involved in disciplinary matters with appropriate liaison with their school offices in regard to their academic work, the dean or appropriate associate dean of the school(s) of the respondent(s) shall be confidentially-informed when a complaint is filed, when a sanction is imposed, or when a disciplinary complaint is otherwise resolved by the Student Disciplinary System. When a sanction is imposed, the Director of Career Planning and Placement may be informed by the OSC if the sanction(s) is reportable outside the University. When a transcript notation is required as part of a sanction, the University Registrar is also informed and required to implement the sanction as directed by the OSC on behalf of the Provost.

2. As required by law, in disciplinary matters involving allegations of sexual offenses, the complainant(s) shall be informed of the outcome of disciplinary proceedings, including voluntary agreements to sanctions.

H. Reportability of Sanctions

1. Subject to applicable law and the University’s policies on the confidentiality of student records and information, any disciplinary sanction may be reportable outside the University of Pennsylvania, subject to specific policies governing the reporting of sanctions adopted by the Council of Undergraduate Deans for undergraduate students and the Council of Graduate Deans for graduate and professional students.

2. Resolution of disciplinary charges by voluntary agreement to sanctions is treated like a finding of responsibility and is reportable in the same manner as sanctions imposed following a Disciplinary Hearing.

I. Amendment of the Charter

Amendments to this Charter may be recommended by the University Honor Council, the Office of Student Conduct, University Council, Faculty Senate Executive Committee, or other appropriate members of the University community and proposed by the Provost. Amendments take effect upon the approval of the Council of Deans, except that the Council of Deans may at its discretion refer proposed amendments to the deans and faculties of the individual schools for approval.

Applicability of the New Code and System

The Code of Academic Integrity and the Charter of the Student Disciplinary System apply to all undergraduates in the School of Arts and Sciences, including the College of Liberal and Professional Studies; the School of Engineering and Applied Science; the Nursing School; and the Wharton School.

They also apply to all graduate students in the Annenberg School for Communication, the School of Arts and Sciences, the School of Design, the Graduate School of Education, the Nursing School and the School of Social Policy and Practice and to Ph.D. students in the Wharton School. MBA students in the Wharton School are covered by their own code of conduct.

The Schools of Law, Medicine, Dental Medicine and Veterinary Medicine have their own codes and disciplinary systems, as does the Biomedical Graduate Studies program.

IV.C.4. Student Disciplinary Procedures for Resolving Complaints of Sexual Assault, Sexual Violence, Relationship Violence and Stalking

(Source: Office of the Provost, Almanac, January 27, 2015 (https://almanac.upenn.edu/archive/volumes/v61/n20/pdf/012715supplement.pdf))

Introduction

The University of Pennsylvania is committed to providing a safe and healthy environment, free of gender-based misconduct, to all members of our community and visitors to our community. As such, sexual assault, sexual violence, relationship violence, and stalking will not be tolerated.

In order to ensure the creation of a climate where students are able to thrive and achieve their full potential, the University has developed a wide range of policies, educational programs, broad-based resources, support, and reporting systems. This amendment to the Student Disciplinary Charter supplants these other policies and initiatives, addressing the process by which complaints against an enrolled University student for a violation of the Sexual Violence, Relationship Violence and Stalking Policy ("Sexual Violence Policy") will be adjudicated and resolved.

Confidentiality

Confidentiality is of critical importance in ensuring that these sensitive matters are handled appropriately. The University has an obligation to address complaints with respect to the violation of the Sexual Violence Policy as fairly and expeditiously as possible as soon as it becomes aware of an allegation that the Policy has been violated. To that end,
if any University official is informed of an allegation that the Policy has been violated, the University is required to respond, unless the informed official is serving in a privileged capacity (designated confidential resource, therapists, clergy, or medical providers).

The response to the complaint, however, including seeking a resolution under this procedure, should be treated as confidential, to the extent consistent with the requirements of law. University staff and faculty may share information with others who have a legitimate need to know in order to fairly and effectively address complaints, but the information should be considered confidential and should be protected to the extent possible consistent with legal obligations. Such administrators may include, for example, the Office of the Vice Provost for University Life, the Office of the Sexual Violence Investigator, the Title IX Officer, Public Safety, the Office of General Counsel, Counseling and Psychological Services, Student Health, and academic advising offices.

I. Reporting Complaints of Violation of the Sexual Assault Policy

A. Office of the Sexual Violence Investigative Officer

The Office of the Sexual Violence Investigative Officer (IO) will be responsible for managing all complaints made against an enrolled University student alleging a violation of the Sexual Violence Policy. Complaints must either be presented in writing, or based upon information provided by the complainant to the IO who will then memorialize the allegations in writing and have the allegations confirmed by the complainant. Complainants may include University students or others both within and outside the community alleging a violation against a University enrolled student.

B. Office of the District Attorney and Office of Civil Rights

Complainants may also choose to file a report with the District Attorney or with the Office of Civil Rights of the U.S. Department of Education. The University system and the legal system work independently from one another, but will coordinate efforts to the extent possible. The University will not unilaterally defer its proceeding pending the outcome of any criminal process, nor will the outcome of any legal process be determinative of the University result. Rather, the University has its own interest in, and responsibility for, ensuring the enforcement of its Sexual Violence Policy. The University will, however, comply with reasonable requests by law enforcement for cooperation, and will upon reasonable request temporarily suspend its fact-finding process in a sexual assault investigation so as not to impede the law enforcement process.

C. Support, Counseling and Advice

In making a decision about how to proceed with a complaint, complainants may seek support, counseling, and advice from other offices on campus, including the Special Services Unit in the Division of Public Safety, the Sexual Violence Educator, the Office of the Chaplain, the Penn Women’s Center, Counseling and Psychological Services, Student Intervention Services, and the Lesbian Gay Bisexual and Transgender Center. A list of these offices is provided in Section III below. Should the complainant determine to proceed with an on-campus disciplinary process against an enrolled University student, the Office of the Sexual Violence Investigative Officer will be the single place to initiate the process.

D. Timeframe for Submitting a Complaint

The University does not limit the timeframe for filing a report of a violation of the Sexual Violence Policy. Reports may be filed at any time, although the University’s ability to investigate or take any action may be limited by the passage of time or the matriculation status of the alleged respondent.

E. Complainant Request for Confidentiality

The University is required to weigh the complainant’s request for confidentiality/privacy with the University’s commitment to provide a reasonably safe and nondiscriminatory environment. In situations where a complainant requests privacy, the University’s ability to investigate and respond to the allegations may be limited.

In situations where the University becomes aware of a pattern of behavior by one or more respondents, the University will take appropriate action in an attempt to protect the University community.

II. Investigation and Resolution of Complaints

A. Timely Resolution

The process of resolving complaints, exclusive of any appeal, should be completed, unless there are special circumstances, within 60 business days of the filing of the written complaint. The appeal should be completed, absent special circumstances, within 30 business days of the filing of the appeal.

B. Rights and Protections for Complainant and Respondent

1. The complainant and respondent have the right to a process that is fundamentally fair, and free of bias or prejudice.
2. The complainant and respondent have the right to be treated with respect, dignity, sensitivity, and fairness throughout the entire process. They are both entitled to seek support from the University and to be informed about the process both before the process is initiated and throughout the process as it unfolds.
3. Both parties have the right to participate in the process, or to refrain from participation. The failure to participate will not be used as evidence against either party, but also will not prevent the process from proceeding unless the complainant determines to withdraw the complaint and the University determines to abide by that request.
4. Both parties may have a lawyer or other advisor present when being interviewed by the Investigative Team and the Hearing Panel, but the lawyer or other advisor will not be permitted to present statements, seek the production of evidence, or question any witnesses.
5. Evidence of prior sexual conduct by the complainant or respondent with other partners will not be considered in the process, and any evidence of a prior sexual relationship between the parties will not be determinative of the issue of consent. If there is credible evidence
of a pattern of violations of the Sexual Violence Policy, that evidence may be considered by the Hearing Panel.

6. While the process is underway, the Vice Provost for University Life (VPUL) will work with the complainant and respondent, ensuring support is provided to both parties. VPUL will also be responsible for implementing interim measures to protect the parties, or any of the witnesses, consistent with principles of fairness, including implementing measures regarding housing, academic accommodations and scheduling changes, no contact orders, and any other appropriate actions to protect the parties or any of the witnesses.

C. Preliminary Determination
Upon receiving a complaint, the IO will make a preliminary determination as to whether the complaint falls within the purview of the Sexual Violence Policy and whether, on its face, there appears to be a sufficient basis to conduct a full investigation. In making this determination, the IO may interview the complainant and the respondent and conduct whatever preliminary investigation the Officer deems necessary to determine if the actions alleged in the complaint would, if true, constitute a violation of the University’s Sexual Violence Policy and there is a reasonable basis for investigating the charges. If the IO concludes there is insufficient basis to proceed, the matter will be concluded and the parties so advised.

D. Investigation
If the IO makes the determination that there is a sufficient basis to proceed, the Officer will issue a Statement of Charge Letter, based on the complaint and any preliminary investigation conducted. The Charge Letter will be provided to the complainant and the respondent. The respondent will be provided the opportunity to respond in writing to the Charge, and any response will be shared with the complainant.

The IO will lead a thorough and fair investigation, assisted by one or more co-investigators who may come from the school of the complainant or respondent or from elsewhere in the University (the "Investigative Team"). The co-investigator(s) will be University administrators or faculty members appropriately trained as investigators in handling sexual violence cases, and will be selected for individual cases by the IO. The investigation will include interviews of the complainant and respondent, interviews of witnesses, and review of documentation, physical evidence, and any other relevant evidence.

Prior to interviews, the complainant, the respondent, and any relevant witnesses will be informed by the IO that statements they make during the process may be admissible in concurrent or subsequent civil or criminal court proceedings, and will accordingly also be informed of their rights as outlined in Section B above. They will also be reminded of the consequences of making false statements to the IO under the Code of Student Conduct and the Charter of the University of Pennsylvania Student Disciplinary System. The complainant and respondent may have their advisors and/or outside counsel present for their interviews, but the advisors or outside counsel will not be permitted to participate in the interview other than to provide advice to the student, and they may be excluded from the interview for disruptive behavior.

In conducting the investigation, the Investigative Team may, as appropriate, also consult with other campus officials including but not limited to administrators in the relevant School, Public Safety, the Title IX Officer, or the Vice Provost for University Life. The Investigative Team may also consult with the Office of General Counsel, who may determine in particular cases to engage outside counsel to assist the University throughout this process. The Investigative Team may engage forensic and other experts, as needed.

E. Investigative Report
At the conclusion of the investigation, the Investigative Team will prepare a draft factual investigative report, including assessments of credibility, a recommended finding as to responsibility, and recommended sanctions, if appropriate. In making the responsibility determination, the Investigative team will use a "preponderance of the evidence" standard. In other words, to find a student responsible for violating the Sexual Violence Policy, the Investigative Team must be convinced that it is more likely than not that a violation of the Sexual Violence Policy has occurred.

1. Opportunity for Review and Comment
The draft investigative report will be provided to both the complainant and respondent for review and comment, under strict instructions that the draft report is confidential, and not to be shared with anyone other than their families and advisors, who must be members of the University community and/or outside counsel, as described above. Sharing of the report by either party, their families, advisors or outside counsel with any addition persons will be strictly prohibited. The complainant and respondent will also be provided the opportunity to review the underlying evidence and witness statements with their advisors, but they will not be provided copies. The complainant and the respondent will be given the opportunity to respond to and comment on the draft investigative report in writing.

2. Final Report
As a result of the response and comments received, the Investigative Team may conduct a further investigation and/or amend the draft report, if the Team determines either action to be warranted. A final investigative report will be prepared, incorporating any changes, and shared with the complainant and the respondent. The complainant and respondent may submit formal objections or comments to the final report, which will become part of the final report of the matter.

F. Resolution Without a Hearing
The matter may be resolved at this stage if both parties agree to the recommendations of the Investigative Team with respect to responsibility and, if applicable, sanctions, or if the parties otherwise reach a mutually acceptable resolution. The University, however, will not compel either the complainant or the respondent to engage in face-to-face mediation or to accept the recommendations of the Investigative Team.

G. Hearing Panel
If the matter is not resolved at this stage in a mutually acceptable manner, the IO will present the final investigative report, together with any comments provided by the complainant and/or respondent, to a Hearing Panel ("Panel").

1. Panel Membership
The Panel will be comprised of three (3) faculty members and the Disciplinary Hearing Officer (DHO), who will be a non-voting member. The DHO will make all decisions about the organization of the Panel, including decisions regarding the admissibility of evidence, witnesses to appear before the panel, or any additional decisions regarding the administration of the hearing process. Membership of the Panel, including the DHO, will observe the following guidelines:

i. Members will be selected from a pool of faculty who have agreed to serve for a term of one or more years.
ii. Only mixed-gender panels that have training and experience in handling complaints involving sexual misconduct will hear sexual misconduct cases.

iii. Faculty comprising the Panel should be from academic departments in which neither of the parties is enrolled in a course of study, and no faculty member should serve on the Panel who has a mentoring relationship or other personal relationship with either of the parties.

iv. Faculty asked to serve should recuse themselves or be dismissed if they have any personal ties to either of the parties or to individuals with whom the parties are closely associated. Nor may they have prior personal knowledge of the alleged incident of sexual misconduct.

v. The University will train members of the pool to fulfill their responsibilities as adjudicators according to the procedures and policies outlined here and to ensure compliance with Title IX and other applicable state and federal guidelines. In addition, the Panel will be provided with “just in time” training on adjudicating sexual violence cases.

vi. The IO may not serve on the Panel, however the IO may testify before the Panel regarding his or her investigation and may assist the DHO as needed in organizational and administrative matters related to the Panel.

vii. The complainant and respondent will be notified of the membership of the Panel in advance of the Hearing. Any challenges for cause against individual Panel members must be made promptly so as not to delay the conduct of the Hearing, and will be given serious consideration by the DHO to ensure impartiality of the proceedings.

viii. All proceedings must be kept strictly confidential among the parties, witnesses and members of the panel. All individuals involved in such hearings must agree to such conditions of confidentiality.

3. Hearing Procedures

Hearings must be prompt, fair, and impartial, affording the complainant’s allegations and the respondent's defenses all due consideration and protecting the rights of both parties. The Panel will review the Investigative Team’s final report, including any response, objections, or comments provided by the complainant or respondent. The Panel will also carefully review the evidentiary record, including witness statements, documents, and physical evidence.

i. Hearing Panel Interviews

The Panel will interview separately the IO (and co-investigator(s) if the Panel so chooses), the complainant, and the respondent. The Panel will, whenever possible, provide the complainant and respondent with at least five days advance notice of the Hearing. If reasonably possible, interviews will be conducted on one day, but if such scheduling would require an unreasonably long day, or if such scheduling would unreasonably delay the proceeding, the hearing may be scheduled over multiple days.

The Panel may seek additional evidence from the IO and interview key witnesses on whom the IO relied in drawing his or her conclusions, as well as request additional evidence from the IO to clarify the evidentiary record, provided that it can do so without unreasonably delaying the process. In the event that a new witness comes forward during the Hearing who was not originally interviewed by the IO, or new evidence discovered after the IO has issued his or her report, the DHO may allow that witness to testify or admit the evidence to the hearing, but only if the DHO judges the new witness or evidence to be highly relevant to an accurate and fair determination of the outcome.

a. The Hearing will be held in private, and only the Panel may conduct interviews. Only the person interviewed (and that person’s advisor or outside counsel, as applicable) will be present at the Hearing during interviews. The complainant or respondent (and their advisor or outside counsel, as applicable) will be able to view testimony from separate rooms, upon request, via closed-circuit television or similar video transmission.

b. Subject to the Protections set forth in Section B above, the Panel has wide latitude when questioning the complainant, the respondent and any witnesses in order to determine the accuracy of the report.

c. The complainant and respondent may propose witnesses and provide specific questions in advance that they believe important to ask of other parties or witnesses. The DHO, in consultation with the Panel, will determine the relevance as well as the appropriateness of witnesses and questions, and may accordingly place restrictions on, include, or exclude witnesses or other information.

d. When the Panel is conducting the interview of the complainant and respondent, each student may bring an advisor or outside counsel with them to provide advice and support, but the advisor or outside counsel will not be permitted to participate in the interview other than to provide advice to the student and may be excluded from the interview by the DHO for disruptive behavior.

e. The interviews by the Panel will be recorded (audio only). No observers will be permitted to make any audio or video recordings.

H. Appeal of Hearing Panel Decision

The Panel decision is subject to appeal by either party in writing to a Disciplinary Appellate Officer (DAO), a faculty member with exclusive jurisdiction to decide appeals. In keeping with guidelines for timely resolution as provided in Section A above, appeals should be submitted
within 10 business days after the decision of the Panel. Letters of appeal should specifically state whether the objection is to the judgment of responsibility, the sanction, or both, and explain in detail the grounds for appeal.

1. The DAO will review the report of the Investigative Team and supporting evidence, the audio record from the Panel Hearing in the discretion of the Appellate Officer, and any other material the DAO deems relevant, in addition to the decision of the Panel in order to ensure that the process was consistent with University policy and that the result was not arbitrary or capricious.

2. After considering the appeal, the DAO will promptly issue his or her decision in writing and will provide copies to the DHO, the Provost, the Vice President for Institutional Affairs, the respondent(s) and other appropriate parties.

### III. Resource Offices

#### A. Confidential Resources

The following can be contacted for support, counseling, and advice:

- **Special Services Unit, Division of Public Safety**
  24-hour Helpline: 215.898.6600
  4040 Chestnut Street

- **Counseling & Psychological Services (CAPS)**
  Main Number: 215.898.7021
  After hours emergency number: 215.349.5490
  133 South 36th Street, 2nd Floor

- **Penn Women's Center (PWC)**
  Main Numbers: 215.898.8611 and 215.898.6500
  3643 Locust Walk

- **Student Health Service (SHS)**
  Main Number: 215.746.3535
  3535 Market Street, Suite 100

- **Lesbian Gay Bisexual Transgender Center**
  Main number: 215.898.5044
  3901 Spruce Street

- **Office of the Chaplain**
  Main Number: 215.898.8456
  240 Houston Hall, 3412 Spruce Street

- **Director, Sexual Violence Prevention & Educator**
  VPUL, 3611 Locust Walk
  215.898.6081

#### B. Official Reporting Offices

The following are official reporting offices for violations of the Sexual Violence Policy:

- **Office of the Sexual Violence Investigator**
  215.898.2887
  3600 Chestnut Street, Sansom Place East, Suite 227

- **Title IX Officer and Office of Affirmative Action and Equal Opportunity Programs (OAA/EOP)**
  215.898.6993
  3600 Chestnut Street, Sansom Place East, Suite 228

- **Student Intervention Services, VPUL**
  3611 Locust Walk

### IV.D Faculty Authority to Assign Grades and Academic Integrity

(Source: Office of the Provost, Almanac, September 10, 1996 (https://almanac.upenn.edu/archive/v43/n03/codechar.html#faculty))

The Student Disciplinary Charter is based on the assumption that it is the obligation and right of faculty members to assign grades for academic work submitted to them by students under their supervision and that faculty members should grade student work, using their best judgment about the quality and propriety of that work, independently of disciplinary procedures. The present statement makes clear the relationship between
grading and disciplinary action in cases in which a faculty member believes that a student did not fulfill an assignment in accord with the Code of Academic Integrity.

The Disciplinary Charter rests on the principle that faculty members have wide authority to judge the academic work of students and have a general responsibility for the academic progress of students, so much as lies within the power of faculty. Furthermore, the charter assumes that violations of the norms of academic integrity fall along a continuum from minor to major and that not all violations need to be treated as disciplinary cases. The authority and responsibility of faculty members require them to judge the relative severity of a violation. Good individual judgment and institutional practice will help faculty members make the judgment about when to treat a case as requiring disciplinary action.

The distinction between academic evaluation and disciplinary action is also important. Faculty members have the authority to make academic judgments in relation to their students and to make decisions in the interests of furthering their students’ education. Only the institution, acting through its formal processes, may discipline a student. Grades are not sanctions, even if they arise from a judgment that a student has violated a norm of academic integrity. In such cases, the grade may reflect the faculty member’s view that a piece of work was done inappropriately, but it represents a judgment of the quality of the work, not a record of discipline for the behavior. There are many ways to do work inappropriately or badly, resulting in low or failing grades. The policy of the charter is to preserve the faculty member’s right to grade work on the basis of all of its qualities and to make the decision to pursue disciplinary action a separate matter.

Students who believe that they have been graded unfairly have recourse of appeal through the grade appeal procedures established by each school. The charter explicitly recognizes the right of students to appeal grades. The appeal of a grade given because a faculty member believed that the student violated the norms of academic integrity is, for the purposes of the charter, no different from other grade appeals.

IV.E. School Policies and Practices

Each of the twelve schools of the University has regulations, policies, and procedures specific to the undergraduate and graduate students within that school. These policies are stated in the official bulletins and announcements issued by each school and are available in the school and departmental offices. Faculty members and administrators who teach in the College of General Studies, in executive education programs and during the summer sessions should be aware that each of these divisions issues its own bulletin and that some policies may differ from those stated in the undergraduate and graduate studies bulletins.

Grading policies are strictly within the province of the faculties of the several schools. Students who believe that they have been graded unfairly have recourse of appeal through the grade appeal procedures established by each school.

IV.F. Rules Governing Final Examinations

(Source: Provost Memorandum 2-67, April 19, 1967; Office of the Provost, Almanac, May 1, 1979; revised, Almanac, November 21, 1995; revised, Almanac, November 25, 2003; revised, Almanac, November 22, 2005; revised, Almanac, November 18, 2008 (https://almanac.upenn.edu/archive/volumes/v55/n13/exams.html); revised, Almanac, March 31, 2015)

1. No instructor may hold a final examination nor require the submission of a take-home final exam except during the period in which final examinations are scheduled; when necessary, exceptions to this policy may be granted for postponed examinations (see 3 and 4 below). No final examinations may be scheduled during the last week of classes or on reading days.

2. No student may be required to take more than two final examinations on any calendar day during the period in which final examinations are scheduled. If more than two are scheduled, the student may postpone the middle exam. If a take-home final exam is due on a day when two final examinations are scheduled, the take-home exam shall be postponed by one day.

3. Examinations that are postponed because of conflicts with other examinations, or because more than two examinations are scheduled on the same day, may be taken at another time during the final examinations period if the faculty member and student can agree on that time. Otherwise, they must be taken during the official period for postponed examinations.

4. Examinations that are postponed because of illness, a death in the family, for religious observance or some other unusual event, may be taken only during the official periods: the first week of the spring and fall semesters. Students must obtain permission from their Dean’s office to take a postponed exam. Instructors in all courses must be willing to offer a make-up examination to all students who are excused from the final examination.

5. No instructor may change the time or date of a final exam without permission from the appropriate Dean.

6. No instructor may increase the time allowed for a final exam beyond the scheduled two hours without permission from the appropriate Dean.

7. No classes or required class activities may be held during the reading period.

8. The first examination of the day begins at 9 a.m. and the last examination concludes by 8 p.m. There will be one hour between exam time blocks.

9. All students must be allowed to see their final examination. Exams should be available as soon as possible after being graded with access ensured for a period of at least one regular semester after the exam has been given. To help protect student privacy, a student should have access only to his or her own exam and not the exams of other students. Therefore, for example, it is not permissible to leave student exams (or grades or papers) in publicly accessible areas.

10. Students may not be asked for their Social Security Numbers. Instructors may not publicly display a student’s Penn ID or any portion of the Social Security Number, nor use name, initials or any personally identifiable information to post grades. Even when an identifier is masked or absent, grades may not be posted in alphabetical order, to protect student privacy.

11. Final exams for the College of Liberal and Professional Studies (LPS) courses must be given on the regular class meeting night during the week of final examinations. No change in scheduling is permitted without unanimous consent of all students in the class and the director of LPS. LPS final exams may not be administered during the last week of class or on a reading day.

In all matters relating to final exams, students with questions should first consult with their Dean’s offices. Faculty wishing to seek exceptions
to the rules also should consult with their Dean’s offices. Finally, the Council of Undergraduate Deans and SCUE urge instructors to see that all examinations are actively proctored.

**IV.G. Reporting of Final Grades**

(Source: Provost Memorandum 7-70, April 5, 1970; revised, Office of the Provost, December, 1992)

Grades in each course should be reported to the Registrar and the school offices within 72 hours of the last day of exams.

The validity of a grade for any student is determined by the home school of that student, not the home school of the faculty member teaching the course. For example, the grade of I (Incomplete) is governed by very specific regulations of the faculty in the student’s home school and may be given to students of those schools only if those conditions are satisfied. If there is any doubt as to the validity of a grade for a particular student, the Dean’s office of that student should be consulted.

**IV.H. Policy on Secular and Religious Holidays**

(Source: Provost Memorandum 9-63, September 13, 1963; revised, Provost’s Memorandum 6-68, September 19, 1968; revised, Office of the Provost, Almanac, May 9, 1989; revised, Almanac, January 15, 1991; revised, Almanac, March 18, 1997; revised, Almanac, September 4, 2001; revised, Almanac, September 7, 2010; revised, Almanac, August 29,2017 (https://almanac.upenn.edu/articles/policy-on-secular-and-religious-holidays-20170828/))

1. The University recognizes/observes the following secular holidays: Martin Luther King, Jr. Day, Memorial Day, July 4, Thanksgiving and the day after, Labor Day, and New Year’s Day.

2. The University also recognizes that there are several religious holidays that affect large numbers of University community members, including Christmas, Rosh Hashanah, Yom Kippur, the first two days of Passover, and Good Friday. In consideration of their significance for many students, no examinations may be given and no assigned work may be required on these days. Students who observe these holidays will be given an opportunity to make up missed work in both laboratories and lecture courses. If an examination is given on the first class day after one of these holidays, it must not cover material introduced in class on that holiday.

Faculty should realize that Jewish holidays begin at sundown on the evening before the published date of the holiday. Late afternoon exams should be avoided on these days. Also, no examinations may be held on Saturdays or Sundays in the undergraduate schools unless they are also available on other days. Nor should seminars or other regular classes be scheduled on Saturdays or Sundays unless they are also available at other times.

3. The University recognizes that there are other holidays, both religious and secular, which are of importance to some individuals and groups on campus. Such occasions include, but are not limited to, Sukkot, the last two days of Passover, Shavuot, Shemini Atzerat and Simchat Torah, Chinese New Year, the Muslim New Year, Diwali, Navaratri, Rama Navami, Paryushan, and the Islamic holidays Eid Al-Fitr and Eid Al-Adha. Students who wish to observe such holidays must inform their instructors within the first two weeks of each semester of their intent to observe the holiday even when the exact date of the holiday will not be known until later so that alternative arrangements convenient to both students and faculty can be made at the earliest opportunity. Students who make such arrangements will not be required to attend classes or take examinations on the designated days, and faculty must provide reasonable opportunities for such students to make up missed work and examinations. For this reason it is desirable that faculty inform students of all examination dates at the start of each semester. Exceptions to the requirement of a make-up examination must be approved in advance by the undergraduate dean of the school in which the course is offered.

**IV.I. Guidelines for Addressing Academic Issues of Students with Disabilities**

(Source: Provost’s Memorandum, Almanac, September 10, 1991; revised, Office of the Provost, Almanac, October 4, 1994; revised, Almanac, December 7, 1999 (https://almanac.upenn.edu/archive/v46/m14/ORdisability.html); revised, Almanac, July 14, 2015)

The University of Pennsylvania is committed to providing access and equal educational opportunities to all students, including students with disabilities. Penn does not discriminate against students with disabilities. The University provides reasonable accommodation to a student’s known disability in order to afford that student an equal opportunity to participate in all University-sponsored academic and extra-curricular programs, activities, and services.

**Reason for Policy Guidance**

This policy guidance, known as the Provost’s Memorandum, serves two purposes:

- to provide guidance to faculty and staff so that they may reasonably accommodate and support students with disabilities without compromising academic standards and requirements
- to assure students with disabilities that the University will provide access to all University-sponsored programs, benefits and activities through reasonable accommodation and program accessibility as required under the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, as amended (“ADA”)

**Protection from Discrimination**

The Rehabilitation Act and the ADA prohibit discrimination against people with disabilities by institutions like Penn that receive or benefit from federal financial assistance. These and other laws require that reasonable accommodations be provided to otherwise qualified individuals with a disability.

**Some Key Definitions**

Disability—A person with a disability is defined as an individual who

1. has a physical or mental impairment that substantially limits one or more major life activities,
2. has a record of such an impairment, or
3. is regarded as having such an impairment.

Examples of recognized disabilities include, but are not limited to, blindness, deafness, paralysis, diabetes, epilepsy, lupus, bipolar disorder, generalized anxiety disorder, HIV/AIDS, specific learning disabilities,
autism spectrum disorder and Attention Deficit Hyperactivity Disorder (ADHD).

Reasonable Accommodation—A reasonable accommodation is a modification or adjustment that enables an otherwise qualified individual with a disability full access to participation in University-sponsored programs. These modifications should not fundamentally alter the purpose or requirements of the course or program. Reasonable accommodations are determined on an individual basis and take into account the functional limitations of the impairment. Accommodations may vary from class to class depending upon course content and format. They are intended to be effective and reasonable; they may not be exactly what the student wishes or requests.

Appropriate Documentation—Appropriate documentation is a written evaluation or report provided by a clinician in a specific profession or area of expertise who is considered qualified to make the diagnosis. The documentation must be current, comprehensive, and may include clinical and social histories from parents, counselors, and specialists. A diagnosis must be included. Documentation must identify the student’s specific functional limitations within the academic setting and must show substantial limitation compared to most people. The documentation should conform to well-established practices in the specific area(s)/field(s). For more information, see Documentation Guidelines (https://www.vpul.upenn.edu/lrc/sds/ps_documentation_guidelines.php) on the Student Disabilities Services website.

Responsible University Office

Students with disabilities and temporary conditions are served by the Office of Student Disabilities Services (SDS). The office is located in the Weingarten Learning Resources Center (WLRC), a department under the Office of the Vice Provost of University Life. SDS is responsible for assessing all student requests for accommodations and determining reasonable accommodations for students with disabilities.

The Office of Student Disabilities Services is available to assist faculty and professional staff with the provision of academic accommodations and for consultation regarding students with disabilities.

Phone: 215-573-9235
FAX: 215-746-6326
TTY: 215-746-6320
vpul-sdsmail@pobox.upenn.edu

Accommodation Procedures

Responsibilities of Students

Students with disabilities who seek accommodation at Penn are responsible for self-identifying with SDS. Identification may take place upon admission or at any time during the student’s course of study.

Students requesting accommodations are responsible for providing documentation, at their own expense, according to the guidelines published on the SDS website: https://www.vpul.upenn.edu/lrc/sds/ps_documentation_guidelines.php. SDS may request additional information if the documentation provided does not support the existence of a disability or the need for the accommodations requested.

The SDS Documentation Review Committee thoroughly reviews the documentation and accommodations are determined through an interactive process with input from the student. Consultation with faculty may be important in determining how to best accommodate a student in a specific course. A determination from the Committee may take four to six weeks, or longer if additional information is needed. For examples of reasonable accommodations, please see the SDS website at: http://www.vpul.upenn.edu/lrc/sds/academic_accommodations (http://www.vpul.upenn.edu/lrc/sds/academic_accommodations/).

Students who are approved for accommodations must authorize SDS to inform professors about their approved accommodations. They must also make online requests to SDS for individual exam accommodations each semester. Students are encouraged to introduce themselves to professors to initiate a dialogue about their particular needs.

Responsibilities of Faculty and Staff

Faculty and staff are responsible for ensuring equity and access in their programs and classrooms. The SDS approved accommodations should not fundamentally alter the academic requirements essential to a course, program of study, or to licensing prerequisites. It is also important to recognize that students with disabilities must reach the same performance standards to fulfill degree requirements as their non-disabled peers. Accommodations provide students with disabilities equal access, not an unfair advantage.

Instructors are required to accommodate students only after receiving an email from SDS indicating the accommodations that have been approved.

A statement about services for students with disabilities should be included in the syllabus for each course. Below is a sample syllabus statement:

Sample Syllabus Statement

The University of Pennsylvania provides reasonable accommodations to students with disabilities who have self-identified and received approval from the Office of Student Disabilities Services (SDS). If SDS has approved your request for accommodations, please make an appointment to meet with me as soon as possible in order to discuss the arrangements for your accommodations.

If you have not yet contacted Student Disabilities Services, and would like to request accommodations or have questions, you can make an appointment by calling 215-573-9235. The office is located in the Weingarten Learning Resources Center at Stouffer Commons, 3702 Spruce Street, Suite 300. Please visit the SDS website at http://www.vpul.upenn.edu/lrc/sds/index.php (http://www.vpul.upenn.edu/lrc/sds/). SDS services are free and confidential.

Accommodated Exams

In order to effectively manage the logistics of exam accommodations, instructors are expected to respond promptly to SDS emails requesting information about exam accommodations. Although the exam may not be written until shortly before the exam date, other details are needed by the SDS accommodations staff as early as possible in order to arrange for exam administration and inform students of the arrangements. Professors are encouraged to provide SDS with exams as early as possible prior to the exam to allow SDS time to prepare exam materials. Exams are locked in a secure location until the exams are being administered.

In the event that questions arise during the administration of the exam at SDS, it is important that SDS has contact information for the instructor or TA (phone, text and/or email).
IV.J. Policy on the Confidentiality of Student Records

The Standards for Accommodating Exams for Students with Disabilities is available on the SDS website at: http://www.vpul.upenn.edu/lrc/sds/StandardsforAccommodatingExams.php. This document provides guidelines for accommodated exams that are administered by faculty or their designees.

Note-taking Announcements
Faculty may be asked to assist SDS by identifying note-takers through an announcement or email to the class and referring interested note-takers to SDS. A template for the email will be included when SDS contacts faculty regarding note-taker accommodations.

Accessibility of Information and Course Materials
Faculty should collaborate with their department offices and SDS to ensure that their course materials, presentations, audio-visual materials and exams are available in an accessible format for students with sensory and print disabilities.

Confidentiality
All disability documentation provided by the student is confidential and remains in the Office of Student Disabilities Services for the purpose of determining reasonable accommodations. Students may not request accommodations from faculty that have not been approved by SDS. If documentation is provided to the instructor, it should be returned to the student and the student should be referred to SDS.

Faculty should refrain from discussing a student's disabilities and accommodations in front of the class, in the presence of other students, or to faculty or staff not directly involved in the accommodation process.

Reconsideration Process
Students may request reconsideration of the SDS accommodation determination through the SDS Reconsideration Process found on the website at: https://www.vpul.upenn.edu/lrc/sds/reconsiderationprocess.php.

Concerns and Complaints
The Office of Affirmative Action and Equal Opportunity Programs is responsible for overseeing the University's implementation of its equal opportunity and nondiscrimination obligations arising under Federal, Commonwealth, and local laws. Any concerns or complaints should be addressed to:

The Office of Affirmative Action and Equal Opportunity Programs
Franklin Building
3451 Walnut Street, Room 421
Philadelphia, PA 19104-6205
(215) 898-6993 (voice)
(215) 746-7088 (fax)
http://www.upenn.edu/affirm-action/

Additional Information
Related policies and procedures are available on the SDS website (http://www.vpul.upenn.edu/lrc/sds/) in the section for Faculty and Staff.

IV.J. Policy on the Confidentiality of Student Records

(Source: Provost’s Memorandum 18-69, December 8, 1969; revised, Office of the Provost, Almanac, February 1, 1977; revised, Almanac, April 29, 1997; revised, Almanac, December 14, 1999; revised, Almanac, March 16, 2010 (https://almanac.upenn.edu/archive/volumes/v56/n25/confidentiality.html))

I. Statement of Purpose
The purpose of this policy is to describe the rights and responsibilities of students, faculty and staff regarding the confidentiality of student records, including as specified under the Family Educational Rights and Privacy Act (FERPA).

II. Scope
A. Information
This policy pertains to personally identifiable information contained in education records. The term "education records" generally includes records that are directly related to a student and maintained by the University or a party acting for the University.

Exceptions:
1. Sole possession of the maker. This policy does not apply to records kept in the sole possession of the maker and used only as a personal memory aid and not accessible to any other individual except a temporary substitute of the maker of the record.
2. Peer graded papers. This policy does not apply to grades on peer-graded papers/assignments before they are collected and recorded by a teacher.
3. Law enforcement records. This policy does not apply to records created and maintained by a law enforcement unit, including the Penn Police, for law enforcement purposes.
4. Employment records. This policy does not apply to records relating exclusively to an individual in his or her capacity as an employee except for records regarding an individual in attendance who is employed as a result of his or her status as a student.
5. Treatment-related records. This policy does not apply to records made or maintained by a healthcare professional that are used only in connection with treatment of the student and disclosed only to individuals providing treatment.
6. Other FERPA exceptions. This policy does not apply to any records or information specifically excepted from the term "education records" under FERPA and its implementing regulations, as they may be amended.

B. Individuals
1. Individuals in attendance. This policy applies to students who are or have been in attendance at the University.
2. Alumni. In general, this policy does not apply to records that contain only information about an individual after he or she is no longer a student at the University. However, if the record relates back to the student's attendance at the University, it is still an "education record." A separate policy protecting the privacy of alumni records may be found at www.upenn.edu/privacy (http://www.upenn.edu/privacy/).
3. Deceased individuals. Neither FERPA nor this policy applies to records of deceased persons. The person responsible for such records, however, should exercise informed discretion in responding to requests for disclosures and should ensure that the person making the request has a legitimate interest in the information and that the privacy interests of the deceased and third parties are considered.
4. Applicants. This policy does not apply to applicants for admission. However, the admission-related records of applicants who become students at the University are subject to the policy.

III. Notice
Penn will annually inform individuals in attendance of their rights under FERPA, including the right to consent to disclosure of personally identifiable information contained in their education records, the right to opt out of the disclosure of “directory information,” the right to review and seek correction of education records, and the right to file a complaint with the Department of Education concerning the University’s alleged failure to comply with FERPA.

IV. Disclosure of Education Records
A. Consent Required
As a general rule, personally identifiable information from education records may not be disclosed to other parties without the student’s prior written or electronic consent. Such consent shall be signed (on paper or using an appropriate electronic signature method) and dated and specify records or information to be disclosed, the purpose(s) of the disclosure, and the party or class of parties to whom disclosure may be made.

B. Consent Not Required
In certain cases (some of which are described below) personally identifiable information from education records may not be disclosed without the student’s prior written consent. If such disclosure is made, it should be limited to that information necessary for the purpose of the disclosure. Note also that specific requirements and qualifications may apply to these exceptions.

1. To “school officials” with “legitimate educational interests.”
   a. “School officials” means employees of the University, including faculty and staff, as well as certain individuals such as vendors or contractors, performing work for the University under proper authorization.
   b. A school official has “legitimate educational interests” in personally identifiable information in the records of a student if the information in question is required or would be helpful to the official in the performance of his or her duties.
   c. A contractor, consultant, volunteer, or other party to whom the University has outsourced services may be considered a school official provided that the outside party (1) performs a service for which the University would otherwise use its employees (2) is under the direct control of the University with respect to the use and maintenance of education records and (3) is subject to FERPA requirement governing the use and redisclosure of personally identifiable information from education records.
   d. The University must use reasonable methods to ensure that school officials obtain access to only those education records in which they have legitimate educational interests. Custodians of records will establish control procedures to ensure that these limitations are observed. If the custodian does not use physical or technological access controls, the custodian must ensure that its administrative policy for controlling access to education records is effective.
   2. To another school where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student’s enrollment or transfer and the University has provided notice of the disclosure or annual notice of its policy to make such disclosures.

3. In connection with financial aid for which a student has applied, or which he or she has received, but only for such purposes as determining eligibility for financial aid, the amount of financial aid, and the conditions that will be imposed, or for enforcing the terms or conditions of financial aid.

4. To comply with a judicial order or lawfully issued subpoena provided that the University makes a reasonable effort to notify the student whose records are involved in advance of disclosing the information. Prior notification may be prohibited in certain situations. All subpoenas and court orders should be directed to the Office of General Counsel and disclosure in response to them must be approved by that office.

5. In connection with an emergency, to appropriate persons if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

6. To parents as described in Section IV. (c) below.

7. Regarding directory information as described in Section IV. (d) below.

8. Other circumstances as authorized by FERPA and its implementing regulations, as they may be amended or as otherwise required by law. Questions about legal requirements should be directed to the Office of General Counsel.

C. Parental Notification—Consent Not Required
The University’s policy regarding disclosure of student information to parents is based both upon legal requirements and the University’s philosophy that students should be treated as adults. The University generally will not share personally identifiable information (other than directory information) from a student’s education records with third parties, including parents or guardians, without student consent, except in limited circumstances where such disclosure is permitted under FERPA (described below) and where the University determines in its discretion that disclosure is appropriate.

1. In connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

2. To the parent or legal guardian of a student under the age of 21, information regarding the student’s violation of a University policy governing the use or possession of alcohol or drugs.

3. To a person who submits a written affirmation that he or she is the parent or legal guardian of a student and that the student is a dependent within the meaning of Section 152 of the Internal Revenue Code of 1954.

4. In other limited circumstances as allowed under FERPA and its implementing regulations, as they may be amended.

In cases involving a health or safety emergency or a violation of a University policy regarding the use or possession of alcohol or drugs, a decision to notify parents or guardians about information contained in an education record—and the actual communications to the parents or guardians—will be made by the Office of the Vice Provost for University Life or another senior student affairs officer, in each case after consultation with the student’s school office and other appropriate offices. Whenever practicable, a student whose parents or guardians are to be notified will be informed before such notification occurs and given an opportunity to initiate contact with his or her parents or guardians.
IV.J. Policy on the Confidentiality of Student Records

D. Consent Not Required—Directory Information

“Directory Information” is generally regarded to be less sensitive than other types of information in a student’s education record. The University designates as “directory information,” which may be disclosed from records relating to a student without his or her consent if the student has not “opted out” of allowing such disclosure, the following categories of information: a student’s name, address (local, home or electronic mail), telephone number, date and place of birth, Penn ID number, major field of study, participation in officially recognized activities (including social and honorary fraternities) and sports, weight and height if a member of an athletic team, dates of attendance, degrees and awards received, and previous educational institutions attended.

Each year, a notice will be given to students concerning these categories and their right to refuse to permit the University to make any or all of them available (i.e., “opt out”). Failure to respond to the annual notice in certain cases may result in the routine disclosure of one or more of the designated categories of personally identifiable information. The University will continue to exercise informed discretion in responding to requests for directory information.

E. Limitation on Redisclosure

As required by FERPA, the University will inform a party to whom a disclosure of personally identifiable information from the records of a student is made; that disclosure is made only on the condition that the party will not disclose the information to any other party without the student’s prior written consent. Exceptions to this requirement include disclosure of directory information, disclosures to the student, to parents under appropriate circumstances, to victims of certain disciplinary matters, and disclosures pursuant to court orders and valid subpoenas.

F. Verification of Identity and Authority

Before disclosing personally identifiable information from education records, University employees must take reasonable steps to verify the identity of the requesting party as well as their authority to have access to the information.

V. Maintaining a Record of Disclosures

As required by FERPA, the University will maintain a record of requests for and/or disclosures of personally identifiable information from a student’s education records. The record must include the identities of the requesters and recipients and the legitimate interests they had in the information. This record should be maintained with records for as long as the records themselves are maintained and may be inspected by the student.

These recordkeeping requirements do not apply to requests from or disclosures to:

1. the student;
2. a school official with a legitimate educational interest;
3. a person with written consent from the student;
4. a person seeking directory information; or
5. a federal grand jury or law enforcement agency in connection with an order or subpoena requiring

VI. Right to Review Education Records & Seek Correction

A. Individuals who are or have been in attendance at the University are entitled to inspect and review their education records upon a written request. The request to inspect or review records must be honored within 45 days after the University has received the request. The request should be directed to the office that maintains the record and such office may charge a reasonable fee for copies.

B. A student does not have a right to inspect or review the following:

1. Financial records and statements of the student’s parent(s), except with the written permission of the parent(s).
2. Confidential letters and statements of recommendation related to admission to an educational institution, application for employment, or the receipt of an honor or honorary recognition that were placed in a student’s records after January 1, 1975, and as to which the student has executed a written waiver of his or her right to inspect and review; provided that the University uses the letters and statements only for the purpose for which they were originally intended and notifies the student upon request of the names of all individuals providing such letters and statements.
3. Other records as to which the student has executed a written waiver of his or her right to inspect and review. The University may not require a student to waive his or her rights under FERPA or this policy.
4. Those portions of records that contain information on other students.
5. Other exceptions as prescribed by FERPA and its implementing regulations, as they may be amended.

C. Opportunity to Seek Correction

1. A student who believes that information contained in his or her education records is inaccurate or misleading or violates his or her privacy rights may request that the University amend them, and the University will decide whether to do so within a reasonable period of time.
2. If the University decides that the information is inaccurate or misleading or otherwise in violation of the privacy rights of a student, the University will amend the record and inform the student of the amendment in writing.
3. If the University declines to amend the student’s records, it will so inform the student and inform him or her of the right to request a hearing to challenge the information believed to be inaccurate, misleading or in violation of his or her privacy rights. A hearing, however, may not be requested by a student to contest the appropriateness of a grade.
4. The hearing will be conducted by an individual who does not have a direct interest in the outcome of the hearing and will provide the student an opportunity to present evidence, relevant to the request to amend the student’s records. The University will provide a written decision within a reasonable period of time after the hearing based on the evidence presented at the hearing. The decision will include a summary of the evidence and the reasons for the decision. Additionally, information regarding hearing procedures will be provided when the student receives notice of his or her rights.
5. If, after a hearing, the University determines that a student’s challenge is without merit it will notify the student of the right to place in his or her records a statement commenting on the challenged information and/or setting forth reasons for disagreeing with the University’s decision. The University will maintain such statement with the student’s record and disclose the statement whenever it discloses the portion of the record to which the statement relates.
VII. Right to File Complaint

Students have a right to file a complaint concerning any alleged failure by the University to comply with the requirements of FERPA and its implementing regulations. A complaint may be filed with the federal office that administers FERPA.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

A complaint may be filed internally via the University’s Compliance and Reporting Line by phone at (215) 726-6759 or online at www.upenn.edu/215pcomply (http://www.upenn.edu/215pcomply/).

VIII. Waiver of Rights

A student may waive any of his or her rights under FERPA and this policy, provided that the waiver is made in writing and signed by the student. The University may not require a student to waive his or her rights under FERPA or this policy.

1 The term “personally identifiable information” includes, but is not limited to, the name of the student or family member, the address of the student or family member, identification number, biometric record, indirect identifier (such as date of birth or mother’s maiden name) or other information that, alone or in combination, is linked to the student and would allow a reasonable person in the school community, without personal knowledge of relevant circumstances, to identify the student with reasonable certainty.

V. Policies Related to Information

- V.A. Guidelines on Open Expression (p. 2163)
- V.B. Confidentiality of Employee Records (p. 2167)
- V.C. Confidentiality of Health Information under HIPAA (p. 2168)
- V.D. Closed Circuit Television Monitoring and Recording of Public Areas for Safety and Security Purposes (p. 2169)
- V.E. Relationships Between Members of the University Community and Intelligence Organizations (p. 2171)
- V.F. Photocopying for Educational Use (p. 2173)
- V.G. Protocols for the University Archives and Records Center (p. 2175)
- V.H. Policy on Acceptable Use of Electronic Resources (p. 2177)
- V.I. Policy on Privacy in the Electronic Environment (p. 2180)
- V.J. Policy on Security of Electronic Protected Health Information (ePHI) (p. 2182)
- V.K. Information Systems Security Incident Response Policy (p. 2183)
- V.L. Policy on Unauthorized Copying of Copyrighted Media (p. 2183)
- V.M. Confiscation of Publications (p. 2183)
- V.N. Policy on Computer Disconnection from PennNet (p. 2183)

V.A. Guidelines on Open Expression

(Source: Offices of the President and Provost, 1969; revised, Office of the President, Almanac, May 2, 1978; revised, Almanac, September 8, 1987; revised, Almanac, December 3, 1991; revised, Almanac, March 16, 1993 (https://almanac.upenn.edu/archive/v39pdf/n25/031693.pdf))
III. Standards

A. The University, through the President, the Provost, and the Vice Provost for University Life, shall act to encourage and facilitate free and open expression within these Guidelines.

1. The University shall publish these Guidelines at least once each academic year in a manner that brings them to the attention of members of the University Community. The University shall publish the rules adopted pursuant to IV B.1 by the Committee on Open Expression at least once each academic year in a manner that brings them to the attention of Members of the University Community.

2. The University shall establish standards for the scheduling of Meetings and Events. This shall involve:
   a. Publishing policies and procedures whereby members of the University Community, upon suitable request, can reserve and use designated spaces within University buildings for public or private Meetings or Events;
   b. Publishing policies and procedures whereby Members of the University community, upon suitable request, can reserve and use designated outdoor spaces on the University campus for public Meetings or Events;
   c. Publishing policies and procedures that specifically address requests involving groups composed entirely or predominantly of persons who are not Members of the University Community (see Section VI);
   d. Consulting with the Committee on Open Expression with regard to the substance of the policies and procedures and the manner of their publication; and, if practicable, consulting with the Committee on Open Expression before denying a request for use of a room, facility, or space by an organization recognized by the University for a reason other than prior assignment of the room, facility, or space. In any event, any such denial must be reported promptly to the Committee.

B. Each Member of the University Community is expected to know and follow the Guidelines on Open Expression. A person whose conduct violates the following Standards may be held accountable for that conduct, whether or not the Vice Provost or delegate has given an instruction regarding the conduct in question. Any member of the University community who is in doubt as to the propriety of planned instruction regarding the conduct in question. Any member of the University community who is in doubt as to the propriety of planned instruction regarding the conduct in question.

1. Individuals or groups violate these Guidelines if:
   a. They interfere unreasonably with the activities of other persons. The time of day, size, noise level,* and general tenor of a Meeting, Event or demonstration are factors that may be considered in determining whether conduct is reasonable; (* An 'Unreasonable Noise Level' is defined as sound above 85 decibels measured by a calibrated sound-level meter at an 'A' weighting on 'slow' response ten feet away from and directly in front of the source, amplifier or loudspeaker when the latter is within 50 feet of a building.)
   b. They cause injury to persons or property or threaten to cause such injury;
   c. They hold meetings, events or demonstrations under circumstances where health or safety is endangered; or
   d. They knowingly interfere with unimpeded movement in a University location.

2. Individuals or groups violate these Guidelines if they hold a demonstration in the following locations:
   a. Private offices, research laboratories and associated facilities, and computer centers; or
   b. Offices, museums, libraries, and other facilities that normally contain valuable or sensitive materials, collections, equipment, records protected by law or by existing University policy such as educational records, student-related or personnel-related records, or financial records; or
   c. Classrooms, seminar rooms, auditoriums or meeting rooms in which classes or private meetings are being held or are immediately scheduled; or
   d. Hospitals, emergency facilities, communication systems, utilities, or other facilities or services vital to the continued functioning of the University.

3. Individuals or groups violate these Guidelines:
   a. If they continue to engage in conduct after the Vice Provost for University Life or delegate has declared that the conduct is in violation of the Guidelines and has instructed the participants to modify or terminate their behavior. Prompt compliance with the instructions shall be a mitigating factor in any disciplinary proceedings based upon the immediate conduct to which the instructions refer, unless the violators are found to have caused or intended to cause injury to person or property or to have demonstrated willfully in an impermissible location.
   b. If the individuals or groups refuse to comply with the Vice Provost's or delegate's order, they may challenge the appropriateness of the order to the judicial system. If the judiciary finds that the conduct was protected by the Guidelines, all charges shall be dismissed.
   c. Individuals or groups complying with the Vice Provost's or delegate's order may request that the Committee on Open Expression determine if the Guidelines were properly interpreted and applied to their conduct.

IV. Committee on Open Expression

A. Composition

1. The Committee on Open Expression consists of seventeen members: eight faculty members named by the Faculty Senate Executive Committee, two representatives of the Penn Professional Staff Assembly, one representative of the Weekly-Paid Professional Staff Assembly, and three undergraduate students and three graduate/professional students selected by the appropriate student governance organizations (currently the Nominations and Elections Committee of the Undergraduate Assembly and the Graduate and Professional Student Assembly).

2. Members of the Committee are appointed for the following terms:
   a. The faculty and representatives of the Penn Professional Staff Assembly are appointed to two-year terms, staggered so that in each year either two or three faculty members are appointed and one representative of the Penn Professional Staff Assembly is appointed.
   b. The representative of the Weekly-Paid Professional Staff Assembly is appointed for a two-year term.
Committee's responsibilities are the following:

1. Issuing rules to interpret or give more specific meaning to the Guidelines. Before adopting a rule, the Committee must hold an open hearing on the proposed rule and receive the views of individuals or groups. An affirmative vote of eight members is required for adoption, modification or rescission of a rule to be effective.

2. Recommending to the University Council proposals to amend or repeal the Guidelines. An affirmative vote of seven members is required to make such recommendations.

3. Giving advisory opinions interpreting the Guidelines at the request of a member of the University community for the purpose of advising that person or the University community. Such advice is provided to guide future action. If the Committee does not give a requested opinion, it must indicate its reasons for not doing so. The Committee must respond to such requests as soon as feasible but in any event not later than within one month of the receipt by the Chair of the Committee.

4. Giving advisory opinions interpreting the Guidelines at the request of administrative officials with responsibilities affecting freedom of expression and communication. Such advice is provided for the purpose of guiding future action.

5. Mediating in situations that involve possible violations of the Guidelines. Those Committee members available at the time may act on behalf of the Committee. In carrying out the mediation function, the Committee or those members present may advise the responsible administrative officials and any other person with respect to the implementation of the Guidelines. Those Committee members who have acted on behalf of the Committee must report on their activities to the full Committee.

6. Reviewing the following administrative decisions for the purpose of providing advice on future actions.
   a. At the discretion of the Committee, administrative decisions involving these Guidelines made without consultation with the full Committee.
   b. All instructions by the Vice Provost or delegate to modify or terminate behavior under Section III.B.3 of these Guidelines.

7. Investigating incidents involving the application of these Guidelines to aid the Committee in its functions of rulemaking, recommending changes in the Guidelines or issuing advisory opinions. Such functions provide guidance to the University community for future action. The results of Committee investigations for these purposes shall not be a part of the initiation, consideration or disposition of disciplinary proceedings, if any, arising from the incidents.

8. Adopting procedures for the functions of the Committee, varied to suit its several functions, consistent with these Guidelines. Procedures that are not wholly matters of internal Committee practice must be made public in advance of implementation. Except as otherwise provided, the Committee may determine its own voting procedures.

9. Submitting an annual report to the Council and the University on the status of the Committee's work in the University's journal of record, Almanac.

C. Procedures

1. Except as provided with respect to the mediation function in Section IV.B.5, nine members of the Committee constitute a quorum.

2. The Committee can authorize subcommittees, selected from its own members, to act for the Committee in any matter except the issuance of rules interpreting or implementing the Guidelines or the making of recommendations to amend or repeal the Guidelines.

3. The Committee shall respect the privacy of individuals as its general policy and shall maintain the right to declare the confidentiality of its proceedings.
   a. If a person appearing before the Committee requests that his/her testimony or information be kept confidential, the Committee shall consider such a request. The Committee then shall determine whether to honor that request and shall inform that person of its decision before testimony is given.
   b. Minutes of particular Committee meetings may be declared confidential by the Committee or be so declared at the discretion of the chair subject to review by the Committee.
   c. All Committee documents containing confidential material, as determined by the chair, shall be clearly marked 'confidential' and shall carry a warning against unauthorized disclosure.

V. Responsibilities for Enforcement

A. It is the responsibility of the Vice Provost for University Life (hereafter referred to simply as the 'Vice Provost') to protect and maintain the right of open expression under these Guidelines.

B. Observation of meetings, events or demonstrations, when deemed necessary by the Vice Provost to protect and maintain open expression, shall be the responsibility of the Vice Provost, who may delegate such responsibility. This delegate shall have full authority to act in the name of the Vice Provost under these Guidelines.

1. The observer (Vice Provost or delegate) shall identify himself/herself to those responsible for the meeting or event or to the leaders of the demonstration.

2. The Vice Provost shall attempt to inform the chair of the Committee on Open Expression of meetings, events or demonstrations to which an observer will be sent. The chair may designate a member or members of the Committee to accompany and advise the observer. Such a Committee representative shall also be identified to those responsible for the meeting or event or to the leaders of the demonstration.

3. Except in emergencies, the Vice Provost’s authority under these Guidelines shall not be delegated to employees of the University’s Department of Public Safety (“Public Safety”). The role of Public Safety personnel at a meeting, event or demonstration is defined below, in Section V.C.3.

4. Any observer or Committee representative who attends a meeting, event or demonstration shall respect the privacy of those involved. If there has been no violation of these Guidelines, other University regulations, or applicable laws, an observer, committee representative, or Public Safety employee who attends a meeting, event or demonstration shall not report on the presence of any person at such meeting, event or demonstration.
C. The Vice Provost or delegate is responsible for enforcing Section III.B. and may instruct anyone whose behavior is violating or threatens to violate these Guidelines to modify or terminate such behavior. The instruction shall include notice that failure or refusal to comply is a further violation according to Section III.B. of these Guidelines. However, an instruction or warning by the Vice Provost or delegate is not a prerequisite for a finding that a violation has occurred.

1. When the Vice Provost or delegate declares that an individual or a group has violated the Guidelines, he/she may request to examine their University identification.
   a. Failure to comply with this request is in violation of the Guidelines.
   b. In the event that any person(s) are deemed by the Vice Provost or delegate, in consultation with available members of the Committee on Open Expression, to have violated the Guidelines and such person(s) refuse to show University or other identification, the Vice Provost or delegate shall if practicable inquire of other individuals present as to the identity of the claimed violator(s). Identification by two other individuals shall suffice to establish identity. Should it not be possible to establish identity in this way, the Vice Provost or delegate may direct that photographs be taken of the participant(s) in the claimed violation. The Vice Provost or delegate must warn the individual(s) that their photographs will be taken unless identification is presented. Photographs and videotapes obtained without such warning may not be used as evidence in disciplinary proceedings. It is preferred that a member of the Committee on Open Expression take any such photographs; however, if no such person is able or willing to do so, another member of the University community may be requested to do so. As soon as safely practicable, all such photographs shall be turned over to the Vice Provost or delegate. Any photographs taken (including videotapes and negatives) shall be used solely by the Office of Student Conduct for the purpose of investigation of alleged violations and possible identification of alleged violators of these Guidelines. If it is determined that no violation has occurred, the Vice Provost or delegate shall destroy the photographs. If a violation is found to have occurred, after identification has been made and the case has been adjudicated, the Vice Provost or delegate shall destroy the photographs. None of the photographs shall be published. After each incident at which photographs are taken, the Committee on Open Expression shall report on the incident to the University Council, via the chair of the University Council Steering Committee, regarding what happened in the incident, which individuals saw the photographs, and the disposition of the photographs.

2. In carrying out this responsibility for safeguarding the right of open expression, the Vice Provost shall obtain the advice and recommendation of the representatives of the Committee on Open Expression whenever feasible.

3. The Vice Provost or delegate may request members of the University Police to attend meetings, events or demonstrations to help protect the open expression of those involved.
   a. Any person acting as an agent of the Division of Public Safety who attends a meeting, event or demonstration in a University location shall be clearly identifiable as such and in normal duty uniform. (Arms may be carried if they are part of 'normal duty uniform.')

b. Public Safety personnel also may attend meetings, events or demonstrations when requested to do so by the person or group responsible for the event, when prominent public figures are involved, or when the Vice President for Public Safety or delegate determines that there exists an imminent danger of violence at the event.

4. Terminating a meeting, event or demonstration by force is a most serious step, as this action may exacerbate existing tensions and may lead to personal injury and property damage.
   a. Avoidance of injury to persons by the continuation of a meeting, event or demonstration is a key factor in determining whether it should be forcibly terminated. Property damage and significant interference with educational processes are also factors to be considered and may be of sufficient magnitude to warrant forcible termination.
   b. Whenever possible, the Vice Provost or delegate should consult with the Committee on Open Expression before seeking a court injunction against those involved in a meeting, event or demonstration or calling for police action.
   c. The Vice Provost or delegate shall inform those involved that he/she intends to seek an injunction or call for police intervention before he/she does so.
   d. When a meeting, event or demonstration is forcibly terminated, a full statement of the circumstances leading to the incident shall be publicized by the Vice Provost within the University.

D. Adjudication

1. Cases involving undergraduate students are referred to the Office of Student Conduct, which investigates the event and decides what disciplinary proceedings, if any, to pursue.

2. Cases involving graduate or professional students are referred to the Office of Student Conduct or to the established disciplinary body of the school in which the student is enrolled.

3. Cases involving faculty are referred to the appropriate dean or to the Provost.

4. Cases involving University staff or administrators are referred to that individual’s supervisor or any other person with supervisory responsibility over that individual.

5. Cases involving trustees and associate trustees of the University and members of the Boards of Overseers or other bodies advisory to the University are referred to the Executive Committee of the Trustees.

E. The Division of Public Safety shall not collect or maintain information about members of the University community, except in connection with alleged crimes, violations of University regulations, or as specifically authorized in writing by the President (to Public Safety and the Open Expression Committee). This regulation shall not affect personnel information concerning current, past or prospective employees of the Division of Public Safety.

VI. Non-University Persons

These Guidelines address themselves explicitly to forms of individual and collective expression in a University location by members of the University community. The extent to which the privileges and obligations of these Guidelines may be made applicable in particular circumstances to individuals who are not members of the University community shall be determined by the Vice Provost or delegate. Participants in meetings, events and demonstrations in a University location are required to
comply with the instructions of the Vice Provost or delegate. (See section III.A.2.c. of this policy.)

(See page 6-8 - Almanac, March 16, 1993 (https://almanac.upenn.edu/archive/v39pdf/n25/031693.pdf))

1 Videotaped or closed circuit television information collected by posted, fixed location cameras is excluded, as long as it is in conformance with the rules of the CCTV policy as of January 13, 1999.

V.B. Confidentiality of Employee Records


To insure confidentiality, uniformity, and accuracy of personnel information, it is the responsibility of Division of Human Resources/Information Management/Records (HR/IM/Records) to handle all inquiries, other than subpoenas, which require reference to documentary records concerning past and present staff of the University. Responses to the subpoenas are handled by the Office of the General Counsel. Inquiries received by other offices should be referred to HR/IM/Records. All subpoenas and inquiries from lawyers should be referred to the Office of the General Counsel.

Personnel records, including those established in connection with the selection process, are University property and are afforded confidential treatment at all times.

Individually identifiable personal information contained in computerized databases, whether maintained centrally or by schools, departments or other units, is afforded the same confidential treatment that applies to written records.

The Provost (or designee) shall administer this policy with respect to the records of faculty members. The Vice President for Human Resources (or designee) shall administer the policy with respect to the records of staff members. Deans and directors shall notify the Provost or the Vice President for Human Resources, as appropriate, of the name of the individual who shall serve as custodian for personnel records maintained in their areas of responsibility.

Exceptions

This policy does not cover disclosures of information that are made on the basis of personal knowledge or recollection.

This policy does not apply to applicants for employment unless they are subsequently hired.

Access to Records

Both active and retired members of the faculty and staff shall have the right of access to their records as described in this policy.

Individuals who are on leave of absence or whose employment has been terminated for reasons other than retirement with reemployment rights shall have the right of access.

Legal representatives of deceased faculty and staff members shall have the right of access for five years after the death of the individual.

Exceptions to the above may be granted by the Provost or the Vice President for Human Resources.

Review of Records

A. An individual may review his/her records by making an appointment with HR/IM/Records during regular business hours. HR/IM/Records shall assure that references to others that may be contained in the file are deleted for the purpose of the review. (For exceptions please refer to “Limitations on Review of Records,” which follows later in this policy.)

B. The review shall take place in the office where the records are maintained and in the presence of a designated staff member of HR/IM/Records.

C. The individual shall sign a log indicating the date of the inspection of the records.

D. If necessary, an individual may request copies of his/her records. There is no charge for copies of records referred to in the Occupational Health and Safety Act (OSHA) standards for access to medical records; for other records a reasonable charge may be made for reproduction costs.

Correction of Records

If an individual considers a record to be misleading, if it contains a statement of fact that can be shown to be erroneous, or if it contains information that is not relevant, a correction may be requested.

The request must be submitted in writing to HR/IM/Records.

A request for correction of information such as date of birth must be accompanied by supporting documentation, for example, birth certificate or passport. The designated custodian of the records may consult the Provost (or designee) or the Vice President for Human Resources (or designee), as appropriate. On the basis of this consultation, the custodian should make the correction or indicates the reason why the request is denied.

If a correction is sought on an appropriate ground but is denied, the individual involved may submit for inclusion in the file a short statement explaining the grounds for the request and the correction sought. The Provost or the Vice President for Human Resources may submit a counterstatement, a copy of which is sent to the affected individual. Both statement and counterstatement shall be placed in the Personnel Record.

Limitations on Review of Records

To protect against inappropriate disclosure of confidential information, certain records, including those containing confidential information about more than one individual and medical records, are not open to review by an individual who is a subject of the record. These records are maintained separately from other benefits records and may be available under separate policies or practices applicable to all recipients of care at the Hospital of the University of Pennsylvania or elsewhere at the University.

Individuals may not review the following:
records that contain confidential information about other people;
- all letters of recommendation relating to the consideration of a faculty member for appointment, re-appointment, promotion or tenure, or staff member for employment, unless released by written consent of the author;
- documents including records concerning benefits that are being developed or prepared for use in civil, criminal or grievance procedures;
- records relating to the investigation of a possible criminal offense;
- medical and hospital records.

**Records That May Be Disclosed to Third Parties**

Information contained in personnel records may be disclosed by the University without the written consent of the subject of the record when the Provost or Vice President for Human Resources concludes that a constructive purpose would be served or when required by law in the judgment of the Office of the General Counsel.

Unless specifically excepted from this policy, the content of personnel records may not be disclosed to third parties without the express written permission of the individual who is the subject of the record. The written permission must describe specifically the records to be disclosed and the persons to whom they are to be disclosed.

Except for disclosures of directory information and as required by law, the University shall notify any third party to whom disclosures are made that disclosures are made under the condition that the party shall not make any redisclosure of the information without the written consent of the subject of the record.

Certain substantive categories of information may be disclosed:

1. Penn makes certain directory information available to its staff, faculty, and students — and a more limited set of information available to the general public — so that the ordinary University business can be conducted. In some cases, individuals may ‘opt-out’ of having certain data appear. In other cases involving more personal information, such as home contact information, individuals may ‘opt-in’ to having their data appear. Also, individuals can often list organizational contact information, rather than personal contact information, in their directory entries. For more information on the levels of control individuals can exercise over their directory information in disclosures to Penn’s faculty, staff and students and to the general public, see Appendix I., Directory Information Privacy Grid (https://www.hr.upenn.edu/policies-and-procedures/policy-manual/other-policies/confidentiality-of-records/directory-information-privacy-grid/).

2. Authorized Individuals: Personnel records may be disclosed to University officials, and authorized individuals performing work for the University who require the information for the performance of their duties.

3. Legal Requirements: The University may release personnel records in response to a lawful subpoena, warrant, or court order or if, in the opinion of the Office of the General Counsel, such records could be required by law to be produced for any reason, including disclosure to a government agency. Whenever possible, notice of disclosure shall be given in advance through the Almanac for general categories of personnel records or by mail for individual records.

4. Protection of University Interests: The University may disclose information contained in records to protect its legal interest when it believes the actions of an individual violate or have violated his/her conditions of employment or threaten injury to people or property

5. Collective Bargaining Agreements: Information may be disclosed as required under the terms of a collective bargaining agreement.

6. Emergencies: Information may be disclosed if, in the judgment of the designated custodian of HR/IM/Records, such disclosure is necessary to protect the health, safety or property of any person.

**Exemption to Third Party Disclosure Policy**

The Office of Affirmative Action, Division of Human Resources and Office of the General Counsel are exempted from the above section, “Records That May be Disclosed to Third Parties.”

**Record Retention Requirements**

Records shall be maintained for the period specified by state or federal law, or longer at the direction of the Provost, the Vice President for Human Resources, the University Archivist or the General Counsel.

<table>
<thead>
<tr>
<th>Records</th>
<th>Years</th>
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<tbody>
<tr>
<td>Affirmative Action records</td>
<td>7 years</td>
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<tr>
<td>Information Management/Records</td>
<td>5 years after death</td>
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<tr>
<td>Medical records relating to job qualification</td>
<td>30 years beyond termination date</td>
</tr>
<tr>
<td>Records relating to faculty appointment or promotion</td>
<td>5 years after death</td>
</tr>
<tr>
<td>Grievance records</td>
<td>5 years after death</td>
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<tr>
<td>Public Safety Records</td>
<td>5 years after death</td>
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<tr>
<td>Payroll</td>
<td>7 years</td>
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<tr>
<td>Occupational Safety and Health Act (OSHA) records of exposure to toxic substances</td>
<td>30 years</td>
</tr>
<tr>
<td>Applications (unsuccessful candidates)</td>
<td>2 years</td>
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</tbody>
</table>

1 Payroll, OSHA records and applications are retained according to this schedule and are not dependent on employment status.

The Department of Public Safety and the Hospital of the University of Pennsylvania shall develop their own record retention policies for security records and medical records.

**V.C. Confidentiality of Health Information under HIPAA**

(Office of Audit, Compliance and Privacy, 2006; revised, 2009)

All faculty members at the University of Pennsylvania should respect the privacy and security of personal health information. Personal health information may be used for appropriate patient care, teaching, and research purposes, consistent with applicable University policy. Further, faculty should take reasonable steps to safeguard personal health information from unauthorized access, use, and disclosure.

Under the Health Insurance Portability and Accountability Act (HIPAA), certain schools and centers within the University must comply with a number of regulatory requirements that have been incorporated...
into specific policies addressing the privacy and security of health information. Faculty members within the Perelman School of Medicine, the School of Dental Medicine, and faculty practicing at the Student Health Service and Living Independently for Elders (collectively, "HIPAA-Covered Faculty") should refer to and follow HIPAA privacy and security policies and procedures established for their schools and centers.

HIPAA-Covered Faculty must abide by the following HIPAA requirements:

1. HIPAA-Covered Faculty must receive training on policies and procedures implementing HIPAA and abide by such policies and procedures;
2. In general, HIPAA-Covered Faculty may not use and/or disclose personal health information without the patient’s signed HIPAA-compliant authorization, except that:
   a. HIPAA-Covered Faculty may, without patient authorization, use and/or disclose personal health information for purposes of treatment, payment, and for the healthcare operations of the faculty member’s school/center, including but not limited to management, quality assurance, training programs, and compliance programs;
   b. HIPAA-Covered Faculty may, without patient authorization, share personal health information with a patient’s family members and other relatives or friends that is directly relevant to that person’s involvement in the patient’s care or payment for care, consistent with professional judgment unless the patient otherwise objects to such sharing;
   c. HIPAA-Covered Faculty may, without patient authorization, use or disclose personal health information for research purposes if Penn’s Institutional Review Board (IRB) or a similar committee has waived the requirement for authorization under HIPAA. However, the faculty member must provide to the designated institutional official an accounting for all disclosures of that information in a manner described in the IRB procedures;
   d. HIPAA-Covered Faculty may, without patient authorization, use and disclose personal health information for designated priority purposes, including but not limited to reporting to certain governmental agencies, in emergency circumstances, for judicial and administrative proceedings, and where disclosure is required by law, provided that the HIPAA-covered faculty does so in accordance with specific conditions set out in school/center policies and procedures. However, the faculty member must provide to the designated institutional official an accounting for all disclosures of that information in a manner described in school/center policies and procedures;
3. HIPAA-Covered faculty must limit uses, disclosures, and requests for personal information to the amount reasonably necessary to accomplish the purpose, except as related to treatment;
4. HIPAA-Covered Faculty must permit patients the right to access, inspect, and copy their personal health information, except in specified cases, such as in the course of a clinical trial subject to the terms of the authorization to use the patient’s health information in that trial.
5. HIPAA-Covered Faculty must permit patients the right to request amendment of their health information;
6. HIPAA-Covered Faculty must enter into HIPAA business associate agreements with vendors that create or receive personal health information on our behalf as described in school/center policies and procedures;
7. HIPAA-Covered Faculty must ensure that they provide appropriate administrative, technical, and physical safeguards to protect the confidentiality, integrity, and availability of personal health information; and
8. HIPAA-covered faculty must report all unauthorized access to personal health information to school/center privacy officials to the Office of Audit, Compliance and Privacy to ensure appropriate investigation and response.

V.D. Closed Circuit Television Monitoring and Recording of Public Areas for Safety and Security Purposes

(Source: Office of the President, Almanac, April 13, 1999; revised, Division of Public Safety, Almanac, April 29, 2008 (https://almanac.upenn.edu/archive/volumes/v54/n31/cctv.html))

I. Purpose

The purpose of this policy is to regulate the use of closed circuit television (CCTV) cameras to monitor and record public areas for the purposes of safety and security.

II. Scope

This policy applies to all personnel, UPHS, schools and centers of the University, in the use of CCTV monitoring and recording. Legitimate uses of this technology related to research are covered by University policies governing research with human subjects and, therefore, excluded from this policy.

III. General Principles

A. The Division of Public Safety is committed to enhancing the quality of life of the campus community by integrating the best practices of public and private policing with state-of-the-art technology. A critical component of a comprehensive security plan using state-of-the-art technology is closed circuit television (CCTV).

B. The purpose of CCTV monitoring of public areas by security personnel is to deter crime and to assist the Penn police in protecting the safety and property of the University community. Any diversion of security technologies and personnel for other purposes (e.g., CCTV monitoring of political or religious activities, or employee and/or student evaluations) would undermine the acceptability of these resources for critical safety goals and is therefore prohibited by this policy.

C. Video monitoring for security purposes shall be conducted in a professional, ethical and legal manner. Personnel involved in video monitoring shall be appropriately trained and continuously supervised in the responsible use of this technology. Violations of the Code of Procedures for video monitoring referenced in this policy shall result in disciplinary action consistent with the rules and regulations governing employees of the University.

D. Information obtained through video monitoring shall be used exclusively for security and law enforcement purposes. Information obtained through video monitoring shall only be released when authorized by the Vice President of Public Safety according to the procedures established in this policy.

E. Video monitoring of public areas for security purposes shall be conducted in a manner consistent with all existing University policies, including the Non-Discrimination Policy, the Sexual Harassment
Policy, Open Expression Guidelines and other relevant policies. The code of practice for video monitoring prohibits monitoring based on the characteristics and classifications contained in the Non-Discrimination Policy (such as, race, gender, sexual orientation, national origin, and disability).

F. Video monitoring of public areas for security purposes at the University is limited to uses that do not violate the reasonable expectation to privacy as defined by law.

G. To maintain an informed University community, the Division of Public Safety shall periodically disseminate written materials describing the purpose and location of CCTV monitoring and the guidelines for its use. The location of outdoor CCTV cameras monitored by the Division of Public safety shall be published in the Almanac.

H. Information obtained in violation of this Policy may not be used in a disciplinary proceeding against a member of the University faculty, staff or student body.

I. All existing uses of video monitoring and recording must comply with this policy.

IV. Responsibilities

A. The Division of Public Safety is the department authorized to oversee and coordinate the use of CCTV monitoring for safety and security purposes at the University. All University areas using CCTV monitoring are responsible for implementing this Policy in their respective operations. Public Safety has primary responsibility for disseminating the Policy and assisting other units in implementing the Policy and related procedures.

B. The Vice President of Public Safety has the responsibility to authorize all CCTV monitoring for safety and security purposes at the University. All new installations shall follow the Division of Public Safety’s operating principles. All existing CCTV monitoring systems shall be evaluated for compliance with this policy.

C. The Division of Public Safety shall monitor new developments in the relevant law and in security industry practices to ensure that CCTV monitoring at the University is consistent with the highest standards and protections.

D. A CCTV monitoring Panel shall be established to assure that the Division of Public Safety adheres to established policy and procedure in the use of CCTV and to review camera locations and request for release of tapes.

1. The CCTV monitoring Panel shall consist of seven members who shall serve for a term of one year.
   - The Chairperson of the Safety and Security Committee or his/her designee will serve as chair.
   - Two faculty members appointed by the Chair of the Faculty Senate
   - One member appointed by the President
   - One student member
   - One staff member
   - The University Compliance Officer

2. The CCTV Monitoring Committee will review camera locations to ensure the perimeter of view of public cameras conforms to this policy.

   The proposed location of permanent CCTV cameras will be provided to the CCTV Monitoring Committee for review and published in the Almanac before installation. A list of all University-owned or controlled camera locations will be published semi-annually in Almanac and made available by the Division of Public Safety to anyone requesting the list.

   The locations of temporary cameras to be used for special events will be reviewed by the CCTV Monitoring Committee for approval and published in Almanac before the event if possible. (Note: “Temporary cameras”—does not include mobile video equipment or hidden surveillance cameras used for criminal investigations.)

   Included with the list of CCTV camera locations will be a general description of the technology employed and the capabilities of the cameras.

   Students and staff entering certain sensitive locations on campus may have an increased concern for privacy or confidentiality. In order to prevent a possible chilling effect on the use of service at these locations, concerned persons may petition the CCTV Monitoring Committee for the installation of a proposed camera or for the removal of an existing camera. The CCTV Monitoring Committee will determine the appropriateness of an installation weighing the concerns of the person(s) making the requests and the safety and security of the entire community.

   In recognizing students may also have an enhanced expectation of privacy in the hallways and lounges of residence facilities, CCTV monitoring for safety and security purposes will not be used in residential hallways and lounges unless the Vice President of Public Safety determines a specific safety/security risk exists.

   The CCTV Monitoring Committee will review complaints regarding camera locations and determine whether the CCTV Monitoring Policy is being followed. The panel should weigh whether the potential increment in community security outweighs any likely infringement of individual privacy.

3. The CCTV Monitoring Committee, with the Vice President of Public Safety, will review all requests received by the Division of Public Safety to release recorded video images obtained through CCTV monitoring. No releases of recorded video images will occur without authorization by the Vice President and the CCTV Monitoring Committee. Excluded from review by the CCTV Monitoring Committee are releases of recorded video images directly related to a criminal investigation, arrest or subpoena. The CCTV Monitoring Committee may also approve release of recorded video images only for legitimate purposes, such as to protect the University and its members from harm or liability. Five affirmative votes are necessary to approve the release of recorded video images. Any release of recorded video images will be recorded on a written log.

4. Any member of the CCTV Monitoring Committee may audit the Division of Public Safety’s CCTV monitoring operations, including video storage, at any time without prior notice.

5. The Chair of University Council’s Committee on Campus & Community Life will report to the CCTV Monitoring Committee at least once a year describing all requests for camera locations and release of recorded video images and disposition of those requests.

6. The CCTV Monitoring Committee will review this policy annually and recommend revisions if needed.

V. Procedures

A. All operators and supervisors involved in video monitoring of public areas will perform their duties in accordance with the Code of Practice consistent with this policy developed by the Division of Public Safety.
B. Division of Public Safety Management will assure that responsible and proper camera monitoring practices by control operators is continuous.

C. The Division of Public Safety has posted signage at appropriate locations. Signage states: This area is subject to Video Monitoring by the University of Pennsylvania Police Department.

D. The Division of Public Safety will limit camera positions and views of residential housing. Any view given to the housing will be no greater than what is available with unaided vision. Furthermore, the view of a residential housing facility must not violate the standard of "reasonable expectation of privacy."

E. The Division of Public Safety Central Monitoring Center and other central monitoring centers will be configured to prevent camera operators tampering with or duplicating recorded video information.

F. Recorded video will be stored for a period not to exceed 30 days and will then be erased, unless retained as part of a criminal investigation or court proceedings (criminal or civil), or other bona fide use as approved by the Vice President of Public Safety and the CCTV Monitoring Committee.

G. Recorded video images will be stored in a secure location with access by authorized personnel only.

H. Camera control operators will conduct video observation of areas only in plain view of others situated in the public area viewable to the public.

I. Camera control operators will be trained in the technical, legal and ethical parameters of appropriate camera use.
   1. Camera control operators will receive a copy of this policy and provide written acknowledgement that they have read and understood its contents.
   2. Camera control operators will receive training in cultural awareness.

J. Camera control operators will not monitor individuals based on characteristics of race, gender, ethnicity, sexual orientation, disability, or other classifications protected by the University’s Non-Discrimination Policy. Camera control operators will monitor based on suspicious behavior, not individual characteristics.

K. Camera control operators will not spot and continuously view people becoming intimate in public areas.

L. Camera control operators will not view private rooms or areas through windows.

M. Mobile video equipment may be used in criminal investigations. Mobile video equipment will only be used in non-criminal investigations in specific instances creating significant risk to public safety, security, and property as authorized in writing by the President to the Division of Public Safety and the Open Expression Committee.

Portable hidden cameras with recording equipment will only be used for criminal investigation by the University Police Detective Unit with the approval of the Vice President of Public Safety.

Examples of Video Monitoring and Recording of Public Areas

Legitimate safety and security purposes include, but are not limited to the following:

Protection of buildings and property
Building perimeter, entrances and exits, lobbies and corridors, receiving docks, special storage areas, laboratories, cashier locations, etc.

Monitor and record restricted access transactions at entrances to buildings and other areas.

Verification of security alarms
Intrusion alarms, exit door controls, hold-up alarms

Video Patrol of Public Areas
Transit Stops, parking lots, public streets (enclosed and unenclosed), shopping areas and vehicle intersections, etc.

Criminal Investigation
Robbery, burglary, and theft surveillance

Protection of pedestrians
Monitoring of pedestrian and vehicle traffic activity

V.E. Relationships Between Members of the University Community and Intelligence Organizations

(Source: University Council Resolution, January 19, 1979 and Offices of the President and Provost, 1979 Handbook for Faculty and Administration)

I. Introduction

The generation, preservation, and dissemination of information and ideas are primary functions of an academic institution. They are also primary functions of intelligence organizations. From this functional congruence have stemmed relationships between the academic and intelligence communities which in many instances are both proper and beneficial. There are, however, profound differences between the two communities which invest such relationships with potential for harm to the integrity and/or effectiveness of both. Open and unfettered exchange of information and ideas is the lifeblood of the academic community. For the intelligence community, on the other hand, secrecy is an inescapable fact of life.

Furthermore, reports of questionable activities of intelligence organizations must influence consideration of relationships between such organizations and an academic community. It therefore is appropriate for the University to establish policies regarding issues of concern in relationships between itself and members of the University community and intelligence organizations in order to protect its interests in any such relationships.

In adopting such policies the University recognizes the importance to the nation of effective intelligence organizations. University policies regarding issues of concern in relationships between members of the University community and intelligence organizations must be consistent with the maintenance of individual rights and freedoms. In addition, the University recognizes that some of the issues raised by relationships with intelligence organizations are not specific to such organizations and that, therefore, policies designed to govern these issues should be more broadly based.

These considerations have guided the development of the following policies that shall govern issues of concern in relationships between the University of Pennsylvania and members of the University community and intelligence organizations.
II. Definition of Terms as Used in This Section

**University:** The corporate entity formally known as the Trustees of the University of Pennsylvania.

**Intelligence organization:** Any organization or part thereof which has as its primary function the collection, analysis, or dissemination of information in aid of the security objectives of a domestic or foreign government.

**University community:** The set of individuals who are employed by, or who participate in the educational and other activities of, the University, at times when they are, or may reasonably be thought by others to be, acting in their capacity as employees or participating in such activities.

*Explanatory Note:* The definition of University community is intended to reflect the fact that relationships between members of an academic community and intelligence organizations may pose a threat to the integrity of that community and to the academic community at large, even at times when the individuals in question are, in their own minds, pursuing private interests or conducting personal affairs. In attempting to achieve a balance between this concern and its concern for individual rights and freedoms, the committee who wrote this section concluded that adherence to policies in this area could legitimately be expected when individuals are conducting University business or participating in University activities and also when they “may reasonably be thought by others to be doing so.”

The committee appreciated the difficulty of applying the definition of University community in some cases but nevertheless believes that it provides necessary and useful guidance. As an example, consider a situation in which a University faculty member and an employee of an intelligence organization find themselves participating as members of a church choir, a patently non-University activity. In terms of our definition, the faculty member could not normally be construed to be a member of the University community in these circumstances. However, if the employee of the intelligence organization were to take advantage of his proximity to question the faculty member about a University student or colleague for intelligence purposes, the committee’s view the faculty member should reasonably be thought to be responding as a member of the University community because the information in question would normally have been learned at a time when the faculty member was acting in his capacity as an employee of, or was participating in the activities of, the University.

**III. Research and Technical Service Agreements**

The University may properly enter into an agreement with an intelligence organization for the conduct of a research program or for the provision of technical services, provided that the terms and conditions of such agreement are consistent with the Guidelines for the Conduct of Sponsored Research and with any other University policies and practices governing agreements with extramural organizations.

*Consultation*

Individual members of the University community may properly enter into an agreement with an intelligence organization to act as a technical or professional consultant or practitioner, with or without fee, provided that the general nature of the proposed agreement is reported to the appropriate dean (for faculty or students) or other administrative officer (for others) prior to the provision of any services thereunder. The dean or other administrative officer shall consider whether the proposed agreement is consistent with existing University policies, e.g. the Conflict of Interest Policy for Faculty Members (section II. E. 10) or the Conflict of Interest Policy for Trustees, Associate Trustees, Officers and other University Employees (adopted by the Trustees, June 19, 1981). The dean or other administrative officer shall also consider whether the proposed agreement would compromise the individual’s participation in, or the integrity of, University programs or activities. If the proposed agreement appears to be in conflict with existing policies or to be inappropriate on the grounds stated in the preceding sentence, and if the matter cannot be resolved with the member of the University community, the dean or other administrative officer shall report that fact to the Provost and President and recommend appropriate action.

*Explanatory Note:* Existing University policies require reporting of extramural consultative and business activities for a fee by full-time members of the faculty, and reporting of such activities, whether compensated or not, by administrative and professional staff. Their purpose is to prevent excessive diversion of effort into extramural activities and to avoid conflicts of interest. Because recent events have raised concerns about the potential effect of agreements with intelligence organizations on an individual’s ability to function properly in a free and open academic community, the committee believes that a reporting requirement for such agreements should be extended to all members of the University community and should apply whether or not a fee is involved. Such reports are not intended for public release.

The requirement that the dean or other administrative officer “consider whether the proposed agreement would compromise the individual’s participation in, or the integrity of, University programs or activities” reflects a standard that is, at least in part, already embodied in the existing University policies mentioned in this section. However, these policies presently apply only to Standing Faculty, Standing Faculty-Clinician-Educators, and full-time members of the Associated Faculty and the Academic Support Staff contemplating an extramural consultative or business activity for fee and to administrative and professional staff. The committee’s intent here is both to extend the standard of existing policies to all members of the University community in the case of a proposed relationship with an intelligence organization and to make it clear that in exceptional cases such a relationship may be objectionable for reasons not reflected in existing policies.

**V. Information Concerning Members of the University Community**

Members of the University Community who provide any factual information or opinion about other members of the University Community to extramural organizations or individuals (e.g., in connection with possible employment) must at all times exercise good judgment and discretion and distinguish clearly between factual information and opinion. In addition:

A. Any member of the University Community who has an agreement or understanding with an extramural organization or individual to provide any factual information or opinion about other members of the University community on a regular basis, for recruiting purposes, must identify him or herself to the appropriate dean or other administrative officer and to the appropriate University placement officer as a recruiter for the specified extramural organization or individual.
B. Members of the University Community should require extramural organizations and individuals soliciting any factual information or opinion about another member of the University Community to identify themselves fully and accurately and to indicate the expected use of the information or opinion.

C. A member of the University Community who is asked by an intelligence organization or representative thereof to identify for recruiting purposes or to provide factual information or opinion about another member of the University Community should consider whether the exercise of good judgment and discretion requires obtaining the prior informed consent of the individual in question. If the individual in question is a currently enrolled student, prior informed consent should always be obtained before factual information (including the individual’s name) is provided.

The requirement of prior informed consent is not applicable where information is sought by an intelligence organization in connection with the investigation of alleged specific criminal activity. The requirement of prior informed consent shall be deemed to have been satisfied if the person requesting information provides proof that the student has given written consent (which may be a blanket consent) or, in the case of an application for employment, proof of such application.

The committee understands that the identity of “recruiters” is a matter of public record within the University. This record shall include the names of all recruiters for extramural organizations as defined in that subsection.

The University Guidelines on the Confidentiality of Student Records (IV.J.), which reflect and elaborate the requirements of federal law, specify the circumstances in which personally identifiable information may be disclosed from a student’s education records without prior written consent. Even in such circumstances, the guidelines require the exercise of informed discretion by the person disclosing the information. The guidelines do not apply to information that is not part of or derived from a student’s education records and, although individual departments of the University have policies regarding the confidentiality of other (e.g., employment) records, there is no comprehensive University policy with respect to such records.

We believe that the standard set forth in this section provides appropriate guidance for those providing factual information or opinions about any member of the University community to any extramural organization or individual. In light of reported abuses in the use of information provided to intelligence organizations by academic institutions or persons affiliated with them, particularly information about students, we believe that the requirement for the exercise of good judgment and discretion set forth in the section above applies with particular force in this context.

The committee notes, for example, that the director of the Central Intelligence Agency has recently confirmed that the agency currently has and intends to maintain secret contacts with University personnel for the purpose of recruitment of students, including foreign students. For this reason, we believe that a requirement of informed consent prior to the release of factual information about currently enrolled students (including students on summer recess or approved leave of absence) is appropriate. Unless students can be assured that activities of this sort will not be abetted by other members of the University community, the atmosphere of trust that is essential to the academic enterprise will suffer.

In cases where there is doubt about the purpose of an investigation, members of the University community who are requested to provide information shall refer the person making the request to the General Counsel, who shall determine whether a response is appropriate under these guidelines.

VI. Operational and Other Activities

Members of the University Community may not undertake activities on behalf of an intelligence organization that are inconsistent with their normal University activities.

Members of the University Community may not knowingly lend their efforts, names or positions to the production or dissemination of information known by them to be false or misleading.

Members of the University Community may not cooperate with an intelligence organization in obtaining the unwitting services of any other individual.

VII. Interpretation of These Guidelines

In the first instance, the responsibility for interpretation and implementation of these guidelines rests with the appropriate dean or other administrative officer. If such interpretation is disputed, all parties to the dispute have the right of appeal to the President of the University, who has the ultimate responsibility for interpretation of these guidelines.

It is understood that any member of the University Community who is party to a dispute over interpretation and implementation of these guidelines may have recourse to one or another of the existing University mechanisms for resolution of disputes, e.g. a committee on academic freedom and responsibility, a grievance procedure or the office of the University Ombudsman.

V.F. Photocopying for Educational Use


The enactment of a federal Copyright Act (hereinafter, “the Act”), effective January 1, 1978, has produced much misunderstanding among teachers regarding the permissible amount of photocopying for educational purposes.

Only copyrighted works are protected by the Act. This elemental point is often overlooked. Court opinions, legislative hearings and other government documents are not copyrighted, and may be freely photocopied. The same is true of works for which the copyright has expired, and of works which prior to January 1978 were sold or disseminated without proper notice of copyright.

There is a danger, however, of acting unlawfully when one photocopies without permission works which are covered by the Act. The Act applies to all "original works of authorship" in written (or other tangible) form, from the moment the work is created, whether it was created before or after January 1, 1978 and whether or not it has been published.

But even copyrighted materials may be photocopied without permission from, or payment to, the copyright owner, if it is a "fair use," a doctrine recognized by American courts for nearly a century and a half whose principal purpose is to protect the public interest in the dissemination of knowledge. This doctrine is endorsed in the text of the Act, which explicitly refers to the allowable reproduction of copyrighted works.
for purposes such as “criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research.”

Congress appreciated the impossibility of announcing in a statute an exact quantitative measure that would distinguish copying which is a fair use from copying which is an infringement. Rather, the Act provides factors to be considered:

- The purpose and character of the use, including whether such use is of a commercial nature or is for non-profit educational purposes;
- The nature of the copyrighted work;
- The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
- The effect of the use upon the potential market for or value of the copyrighted work.

The making of a single copy of copyrighted material for a teacher’s personal use in teaching, scholarship or research will almost always be a fair use. More difficult questions arise when multiple copies are made for distribution to students. Certainly, the risk of infringement increases in proportion to the amount of copyrighted material that is photocopied and the extent that the photocopying replaces what would otherwise be a purchase of copies of the work from trade sources by (or for) the students. Thus, the making of multiple photocopies of an entire or of a substantial part of an article will raise serious question as to whether such a use is “fair,” while the reproduction of five pages of an article of 25 or 30 pages will generally be regarded as privileged. A teacher should try to avoid making multiple photocopies of copyrighted material that is not truly important for that teacher’s pedagogical needs.

In any event, students receiving such photocopied material should be charged no more than is necessary to cover the cost of photocopying and processing. During Congressional deliberations on the Act, a group of educational associations and commercial publishers developed a set of guidelines that purport to announce the minimum reach of the fair use doctrine as applied to educational photocopying. The guidelines are set forth below. In the report by the House committee submitting the copyright bill, these guidelines were said to constitute a “reasonable” construction of the fair use doctrine. Several misconceptions about these guidelines have developed and should be dispelled.

Although some have read the guidelines as imposing limits upon educational photocopying, in fact they prohibit nothing. They purport to state only the minimum protection of the fair use doctrine and announce a “safe harbor” within which a teacher is assured of protection against claims of infringement. The guidelines acknowledge that there may be allowable photocopying beyond that which is set forth; they do not purport to state where the fair use privilege ends.

Although some have treated the guidelines as though they have the status of legislation, that is not true either. The text of the Act, strengthened in committee deliberations, explicitly refers to “teaching (including multiple copies for classroom use)” as a classic situation in which the fair use doctrine applies. This is the statutory text Congress had before it when it voted, and it is the statutory text that the courts will construe. The extent to which the privately-developed “guidelines” will preempt other “reasonable” interpretations of fair use is a judicial question.

A teacher should consider the potential consequences of an incorrect decision. If the teacher elects not to photocopy in circumstances constituting fair use, students must find the material in the library or elsewhere. Techniques for increasing student access to limited materials will vary; the question of permissible library photocopying for “reserve” purposes raises issues not addressed here.

If a teacher decides to photocopy for classroom use, the possible legal sanctions for an incorrect decision must be appreciated. Book publishers have declared and demonstrated their intention to sue faculty members, universities, and copy centers for copyright infringement. As a general rule, a copyright infringer is liable for damages, measured by the loss of profits to the copyright owner and any additional profits acquired by the infringer. Since in the academic setting there will not generally be profits to the teacher or school, damages will be measured by the likely loss in sales of the copyrighted work, normally an uncertain figure. For this reason, the Act permits the copyright owner to sue for “statutory damages” in lieu of actual damages, and the court is given discretion to enter an award between $250 and $10,000 (which may be increased to $50,000 for willful violations). If, however, a teacher had reasonable grounds to believe that the photocopying was a fair use, he/she is not liable for statutory damages (although he or she may be liable for actual damages). In all cases, the court may issue an order against the teacher or the educational institution barring future infringements.

Without regard to legal implications, a teacher should be sensitive to the dictates of good practice and courtesy in the use of copyrighted material. Authors and copyright owners appreciate notification that uses are being made of their work. It is common for the copyright owner to permit substantial photocopying for educational purposes, provided that the author and copyright owner are identified and proper copyright notice is affixed.

Questions regarding the application of the Copyright Act in specific situations should be addressed to the Office of the General Counsel.

Guidelines

1. Single Copying for Teachers. A single copy may be made of any of the following by or for a teacher at his/her individual request for his/her scholarly research or use in teaching or preparation to teach a class:
   a. A chapter from a book;
   b. An article from a periodical or newspaper;
   c. A short story, short essay or short poem whether or not from a collective work;
   d. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.

2. Multiple Copies for Classroom Use. Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion provided that:
   a. The copying meets the tests of brevity and spontaneity as defined below; and
   b. Meets the cumulative effect test as defined below; and
   c. Each copy includes a notice of copyright.

Definitions

Brevity

a. Poetry: (1) A complete poem if less than 250 words and if printed on not more than two pages, or (2) from a longer poem, an excerpt of not more than 250 words.

b. Prose: (1) Either a complete article, story or essay of less than 2,500 words, or (2) an excerpt from any prose work of not more than 1,000 words.
words or ten percent of the work, whichever is less, but in any event a minimum of 500 words.

c. Each of the numerical limits stated in “a” and “b” above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.

d. Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.

e. “Special” works: Certain works in poetry, prose or in “poetic prose” that often combine language with illustrations and are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph “b” above notwithstanding, such “special works” may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than ten percent of the words found in the text thereof may be reproduced.

Spontaneity

a. The copying is at the instance and inspiration of the individual teacher, and

b. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect

a. The copying of the material is for only one course in the school in which the copies are made.

b. Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.

c. There shall not be more than nine instances of such multiple copying for one course during one class term. [The limitations stated in "b" and "c" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.]

3. Prohibitions as to the above. Notwithstanding any of the above, the following shall be prohibited:

a. Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts there from are accumulated or are reproduced and used separately

b. There shall be no copying of or from works intended to be “consumable” in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.

c. Copying shall not:
   1. substitute for the purpose of books, publisher’s reprints or periodicals;
   2. be directed by higher authority;
   3. be repeated with respect to the same item by the same teacher from term to term.

d. No charge shall be made to the student beyond the actual cost of the photocopying.

(See page 6 - Almanac, May 23, 1989 (https://almanac.upenn.edu/archive/v35pdf/n36/052389.pdf))

V.G. Protocols for the University Archives and Records Center


I. Mission

The University of Pennsylvania, acting through its University Archives and Records Center, recognizes its responsibility to the academic community and to the public for the orderly retention and disposition of all University records, both active and inactive, and for the timeless preservation of historically significant documents and other materials which reflect the University's origins and development and the activities and achievements of its officers, faculty, students, alumni, and benefactors.

In order to meet this obligation the University Archives and Records Center has been designated the official repository of all inactive and historical records of the University's administrative offices, academic departments, committees, and student groups. Documentation is sought for all aspects of University life. The Director of the Archives and Records Center organizes and supervises the deposit and servicing of inactive records in the Records Center and the eventual permanent conveyance of historical materials to the Archives. The purpose of the records management program is to provide records retention and retrieval services which assist the faculty and administrative staff in the ongoing operation of the University. The purpose of the archives program is to collect, preserve and make accessible materials of historical value. Thus it serves scholars interested in the history of the University, institutions of higher learning in the United States, American intellectual life, and the Philadelphia community in which the University lives. In addition to the University's administrative records, the Archives and Records Center shall also collect the personal and professional papers of University officers, faculty, students, alumni, and benefactors and the papers of individuals and organizations where the subject matter of the collection is particularly relevant to University history.

The Archives and Records Center shall provide appropriate facilities for the retention, preservation and servicing of its holdings. Inactive records remain the property of the office of their origin and are made accessible to authorized representatives of that office. Historical materials are the property of the Archives and Records Center and are made accessible to scholars and the community at large in accordance with University access policy. By making its historical collections accessible, by encouraging their use for historical research and scholarship and by entering into cooperative relationships with other archival and records management agencies and institutions, the Archives and Records Center shall serve as an educational resource center within the University of Pennsylvania, a place to stimulate and nourish creative teaching and learning.

II. Administrative Mandate

The Trustees of the University of Pennsylvania, recognizing the need for formal archival and records management policy, hereby adopt the following policy and procedures for the collection, retention, preservation, and servicing of University records:

1. Responsibility for assuring that historically significant materials shall be preserved and permanently retained at the University of Pennsylvania lies with a single administrative unit, the University Archives and Records Center. The successful collection of all such
records requires that one office, with University-wide purview, manage their progression through the several stages — active, inactive and archival — of their life cycle. In general, active records are those in use in the office in which they were created; inactive records are those placed under finite-term retention at a records center facility, and archival records are those of historical significance retained permanently in a repository open to research.

2. Any papers or other records generated or received by the administrative and academic offices of the University in the conduct of their business — including all official printed material, reports, record books, minutes, committee files, financial records, correspondence, and associated papers — are the property of the University and may become archival material. The definition of University records shall also extend to forms other than paper, such as prints, photographs, microfilm, motion picture film, audio and video tape, and electronic records.

3. All administrative officers of the University, including those members of the faculty who, by virtue of administrative responsibilities either of a continuing or occasional nature, possess University records relating to their official duties, are to observe the following policy and procedures:
   a. Provision shall be made for efficient and economic records control by all Center. Records shall be regularly surveyed, inventoried and appraised to determine retention value. Active records shall be retained by the office of origin; inactive records shall be transferred to the Records Center and placed on finite-term retention schedules. The officer in charge of each administrative or academic office, in consultation with the Director of the University Archives and Records Center, shall be responsible for deciding how long both active and inactive papers shall be retained in and under the direct control of the office of origin. Inactive records transferred to the Records Center shall remain the property of the office of origin and shall be accessible only to authorized representatives of that office.
   b. University records may not be destroyed or placed in inactive storage at a site other than the Records Center without the joint approval of the senior officer in the office of origin and the Director of the University Archives and Records Center. Should these individuals be unable to agree on retention value, disposition shall be stayed pending review and final determination by the Advisory Committee on the University Archives and Records Center, as defined in paragraph seven below.

4. The Director of the University Archives and Records Center, in accordance with prevailing collections and access policies, shall be responsible for the appraisal of inactive University records for their historical significance. The Director shall determine which such materials shall be permanently retained by the Archives, shall grant and limit access to the collections and shall establish and administer other public service policies and procedures as necessary. Historically significant records transferred to the University Archives for permanent retention shall become the property of the University Archives and Records Center.

5. In order to facilitate archives and records management service to the entire University community and allow for effective coordination with other University offices, the University Archives and Records Center shall be an administrative department within the Office of the President and the Director shall be an officer of the University reporting directly to the President. Acting upon the advice of an appropriately representative search committee, the President shall appoint the Director. The President shall delegate to the Director sufficient authority to enable the department to fulfill its responsibilities. The Director is responsible for long-range planning, the preparation and administration of departmental budgets, and hiring, training and supervising of departmental staff. The Director is accountable for the successful performance of all departmental services: records management, development of archival collections, cataloging and other technical services, access, and other public services. He or she shall review and have decision making power over University records which may be offered to or found in any of the multiple archival repositories at the University. He or she shall establish intellectual access to all such repositories through the maintenance of shared collection catalogues and finding aids.

6. The University Archives and Records Center, as the official repository for all University records, including confidential records, shall provide appropriate facilities for their retention and preservation. The University Archives and Records Center shall be provided financial and personnel resources sufficient to maintain services at the level of comparable university archives and records management operations.

7. In order to facilitate these protocols an independent Advisory Committee on the University Archives and Records Center shall be established and shall have the following responsibilities:
   a. to advise the President on institutional support and initiatives required to fulfill archival and records management policy;
   b. to advise the Director on the implementation of this policy; and
   c. in particular, to resolve substantive issues which may arise regarding access and collections policy and when necessary, to advise the President on the modification of these policies.

The Committee shall be composed of ten members: one representative each from the offices of the President, the Secretary of the University, the Provost, and the General Counsel; three members of the standing faculty appointed by the Senate Executive Committee to serve overlapping three-year terms; and three members of the standing faculty appointed by the President, also to serve overlapping three-year terms. The President shall appoint the Committee Chair.

The Committee shall meet at the call of the President, the Director or the Chair. It shall meet a minimum of once per semester.

III. Collections Policy

The Director and staff of the University Archives and Records Center shall actively seek, identify and acquire historically significant materials in the following categories:

1. University administrative records, including, but not limited to: correspondence, memoranda, minutes, summary financial records, academic research, curriculum, contracts, reports, subject files, published materials, photographs, and any other material generated or received by the administrative and academic offices of the University in the conduct of their business. These records shall be collected in accordance with the Universitywide archives and records management program, in which all records pass through active and inactive phases prior to appraisal for historical significance.

2. Materials that document the life of the University community, including student activities, alumni organizations, organizations of faculty and administrators, and other University related groups. Such materials are essential complements to official University records. They may take a variety of forms, including books, news clippings, manuscripts, maps and posters, motion picture films, audio and video tape, artifacts and objects, and electronic records.
3. The personal and professional papers of prominent people associated with the University, including University officers, faculty, students, alumni, and benefactors. These manuscript collections may include materials relating to issues of historical significance outside higher education as well as professional academic activities, research and teaching, and educational theories and practices during the lifetime of the University. This collecting mandate shall also extend to the papers of individuals and organizations where the subject matter of the collection is particularly relevant to the history of the University, institutions of higher learning in the United States, American intellectual life, and the Philadelphia community in which the University lives.

The deposit, transfer or donation of records and other materials to the Archives and Records Center shall follow specific procedures established by the Director. In the case of deposit of University records at the Records Center, the office or individual of origin does not relinquish control of the materials. In the case of transfer of University records for permanent retention at the Archives, the office or individual of origin relinquishes all rights to the materials. In cases where the materials are donated to the University, the donor usually relinquishes all rights, including copyright and literary rights. Donor restrictions are acceptable in special cases.

IV. Access Policy

The historical collections of the University Archives and Records Center are open for research to all members of the University community, to visiting scholars and to the scholarly public. The University encourages the use of these collections through the dissemination of descriptive catalogues and the provision of public services at the Archives.

Access to certain classes of records, however, is restricted. Access to restricted records may be requested by written appeal to the Director of the University Archives and Records Center.

The following types of records generally shall be closed:

- All administrative records of the University for twenty-five years from the date of their creation, with certain exceptions, such as those which must be open in conformance with law,
- Records of a sitting administration,
- Records the disclosure of which might expose the University to legal liability.

The following types of records shall be absolutely closed:

- Individual education records of living students or living former students, as defined by the Family Educational Rights and Privacy Act of 1974, as amended, unless the student or former student grants access in writing (in accordance with the University “Guidelines on the Confidentiality of Student Records” as published in the undergraduate and graduate Academic Bulletin),
- Individual employment records of living current or former faculty members, administrators or other staff members, including records that concern hiring, appointment, promotion, tenure, salary, performance, termination or other circumstances of employment, unless the faculty member, administrator, or staff member grants access in writing (in accordance with University Personnel Policy Manual Policy No. 101),
- Other records where usage might constitute an invasion of privacy.
- Records the use of which has been restricted by Deed of Gift.
- Requests to photocopy or otherwise reproduce restricted records generally shall be denied.

Appeals to gain access to restricted records shall be conducted in the following manner:

1. A researcher seeking access to restricted records shall complete a “Restricted Records Access Request” form,
2. The Director shall review each request with the Advisory Committee on the University Archives and Records Center. See section II,
3. The Advisory Committee shall base its decisions on the merits of each case, weighing the needs of scholarship against the privacy rights of individuals and the legal interests of the University; the Committee must be satisfied that a researcher seeking access to restricted records has demonstrated that the records are required to carry out a legitimate scholarly research project or for other appropriate use; in all cases, the decision of the Committee shall be fair and reasonable, permitting the greatest possible access, given the limitations imposed by legal and ethical considerations,
4. In order to come to such a decision, the Advisory Committee shall meet, review the research proposal of the scholar petitioning for access, examine the materials to which he or she is requesting access and discuss the case; in cases where the materials are voluminous, the Director shall review them and summarize their nature and content for the Committee, presenting individual documents of particular concern; in cases of requests for innocuous materials, a less formal review process may be invoked, consisting of a telephone poll by the Director,
5. The Advisory Committee may act as a whole in its review and decision making or may delegate to a sub-committee of its own members the power to implement this policy; the decisions of the Advisory Committee shall be final.

(See page 4 – Resolution of the Trustees, June 22, 1990 (https://archives.upenn.edu/digitized-resources/docs-pubs/trustees-minutes-minutes-1990/june-22/))

V.H. Policy on Acceptable Use of Electronic Resources

(Source: Office of the Provost, Almanac, April 29, 1997 (https://almanac.upenn.edu/archive/v43/n32/accept.html))

Summary

This policy defines the boundaries of “acceptable use” of limited University electronic resources, including computers, networks, electronic mail services and electronic information sources, as detailed below. It includes by reference a self-contained compilation of specific rules that can be modified as the electronic information environment evolves.

The policy is based on the principle that the electronic information environment is provided to support University business and its mission of education, research and service. Other uses are secondary. Uses that threaten the integrity of the system; the function of non-University equipment that can be accessed through the system; the privacy or actual or perceived safety of others; or that are otherwise illegal are forbidden.

By using University electronic information systems, you assume personal responsibility for their appropriate use and agree to comply with this
policy and other applicable University policies, as well as City, State and Federal laws and regulations, as detailed below.

The policy defines penalties for infractions, up to and including loss of system access, employment termination or expulsion. In addition, some activities may lead to risk of legal liability, both civil and criminal.

Users of electronic information systems are urged in their own interest to review and understand the contents of this policy.

**Purposes**

The University of Pennsylvania makes computing resources (including, but not limited to, computer facilities and services, computers, networks, electronic mail, electronic information and data, and video and voice services) available to faculty, students, staff, registered guests, and the general public to support the educational, research and service missions of the University.

When demand for computing resources may exceed available capacity, priorities for their use will be established and enforced. Authorized faculty and staff may set and alter priorities for exclusively local computing/networking resources. The priorities for use of University-wide computing resources are:

- **Highest**: Uses that directly support the educational, research and service missions of the University.
- **Medium**: Other uses that indirectly benefit the education, research and service missions of the University, as well as and including reasonable and limited personal communications.
- **Lowest**: Recreation, including game playing.

**Forbidden**: All activities in violation of the General Standards or prohibited in the Specific Rules interpreting this policy.

The University may enforce these priorities by restricting or limiting usages of lower priority in circumstances where their demand and limitations of capacity impact or threaten to impact usages of higher priority.

**Implied consent**

Each person with access to the University’s computing resources is responsible for their appropriate use and by their use agrees to comply with all applicable University, School, and departmental policies and regulations, and with applicable City, State and Federal laws and regulations, as well as with the acceptable use policies of affiliated networks and systems (See Appendices to Specific Rules).

**Open Expression in the Electronic Information Environment**: The rights to freedom of thought, inquiry and expression, as defined in the University’s Guidelines on Open Expression (p. 1986), are paramount values of the University community. The University’s commitment to the principles of open expression extends to and includes the electronic information environment, and interference in the exercise of those rights is a violation of this policy and of the Guidelines on Open Expression (p. 1986). As provided in the Guidelines (p. 1986), in case of conflict between the principles of the Guidelines on Open Expression (p. 1986) and this or other University policies, the principles of the Guidelines (p. 1986) take precedence.

**General Standards for the Acceptable Use of Computer Resources**: Failure to uphold the following General Standards for the Acceptable Use of Computer Resources constitutes a violation of this policy and may be subject to disciplinary action.

The General Standards for the Acceptable Use of Computer Resources require:

- Responsible behavior with respect to the electronic information environment at all times;
- Behavior consistent with the mission of the University and with authorized activities of the University or members of the University community;
- Respect for the principles of open expression;
- Compliance with all applicable laws, regulations, and University policies;
- Truthfulness and honesty in personal and computer identification;
- Respect for the rights and property of others, including intellectual property rights;
- Behavior consistent with the privacy and integrity of electronic networks, electronic data and information, and electronic infrastructure and systems; and
- Respect for the value and intended use of human and electronic resources.

**Enforcement and Penalties for Violation**: Any person who violates any provision of this policy, of the Specific Rules interpreting this policy, of other relevant University policies, or of applicable City, State, or Federal laws or regulations may face sanctions up to and including termination or expulsion. Depending on the nature and severity of the offense, violations can be subject to disciplinary action through the Student Disciplinary System or disciplinary procedures applicable to faculty and staff.

It may at times be necessary for authorized systems administrators to suspend someone’s access to University computing resources immediately for violations of this policy, pending interim resolution of the situation (for example by securing a possibly compromised account and/or making the owner of an account aware in person that an activity constitutes a violation). In the case of egregious and continuing violations suspension of access may be extended until final resolution by the appropriate disciplinary body.

System owners, administrators or managers may be required to investigate violations of this policy and to ensure compliance.

**Amendment**

Formal amendment of the General Standards of Acceptable Use of Computing Resources or other aspects of this policy may be promulgated by the Provost following consultation with the University Council Committee on Communications, publication “For Comment” in Almanac, a reasonable waiting period, and publication “Of Record” in Almanac.

**Interpreting this Policy**

As technology evolves, questions will arise about how to interpret the general standards expressed in this policy. The Vice President for Information Systems and Computing shall, after consultation with the University Council Committee on Communications, and subject to the same waiting period and publication provisions as above, publish specific rules interpreting this policy.
Identification of Users

Anonymous and pseudonymous communications are permitted except when expressly prohibited by the operating guidelines or stated purposes of the electronic services to, from, or through which the communications are sent. However, when investigating alleged violations of the Guidelines on Open Expression (p. 1986), the Committee on Open Expression may direct the University's Information Security Officer, or an authorized system administrator, to attempt to identify the originator of anonymous/pseudonymous messages, and may refer such matters to appropriate disciplinary bodies to prevent further distribution of messages from the same source.

The following activities and behaviors are prohibited:

• Misrepresentation (including forgery) of the sender's identity or an electronic communication's source;

• Acquiring or attempting to acquire passwords of others;

• Using or attempting to use the computer accounts of others;

• Alteration of the content of a message originating from another person or computer with intent to deceive; and

• The unauthorized deletion of another person's news group postings.

Access to Computer Resources

The following activities and behaviors are prohibited:

• The use of restricted-access University computer resources or electronic information without or beyond one's level of authorization;

• The interception or attempted interception of communications by parties not explicitly intended to receive them;

• Making University computing resources available to individuals not affiliated with the University of Pennsylvania without approval of an authorized University official;

• Making available any materials the possession or distribution of which is illegal;

• The unauthorized copying or use of licensed computer software;

• Unauthorized access, possession, or distribution, by electronic or any other means, of electronic information or data that is confidential under the University's policies regarding privacy or the confidentiality of student, administrative, personnel, archival, or other records, or as defined by the cognizant Data Steward;

• Intentionally compromising the privacy or security of electronic information; and

• Intentionally infringing upon the intellectual property rights of others in computer programs or electronic information (including plagiarism and unauthorized use or reproduction).

Operational integrity

The following activities and behaviors are prohibited:

• Interference with or disruption of the computer or network accounts, services, or equipment of others, including, but not limited to, the propagation of computer "worms" and "viruses", the sending of electronic chain mail, and the inappropriate sending of "broadcast" messages to large numbers of individuals or hosts;

• Failure to comply with requests from appropriate University officials to discontinue activities that threaten the operation or integrity of computers, systems or networks, or otherwise violate this policy;

• Revealing passwords or otherwise permitting the use by others (by intent or negligence) of personal accounts for computer and network access;

• Altering or attempting to alter files or systems without authorization;

• Unauthorized scanning of networks for security vulnerabilities;

• Attempting to alter any University computing or networking components (including, but not limited to, bridges, routers, and hubs) without authorization or beyond one's level of authorization;

• Unauthorized wiring, including attempts to create unauthorized network connections, or any unauthorized extension or re-transmission of any computer or network services;

• Intentionally damaging or destroying the integrity of electronic information;

• Intentionally disrupting the use of electronic networks or information systems;

• Intentionally wasting human or electronic resources; and
• Negligence leading to the damage of University electronic information, computing/networking equipment and resources.

Appendices

Relevant University policies

This Acceptable Use Policy incorporates and supersedes the earlier Policy on Ethical Behavior with Respect to the Electronic Information Environment. The use of computing resources is also required to conform to the following University policies:

• Code of Student Conduct (p. 1965)
• Guidelines on Open Expression (p. 1986)

In addition, specific policies of the University’s Schools, departments, computer systems and networks, and other general University policies and regulations are also applicable to the use of computer resources. These policies include, but are not limited to, the following:

• Patent Policy (p. 1993)
• Copyright Policy (p. 2183)
• Computer Software Policy (http://www.upenn.edu/almanac/v45/n08/copy.html)
• Policy on the Uses of University Resources (https://www.hr.upenn.edu/policies-and-procedures/policy-manual/other-policies/uses-of-university-resources/)
• Policy on Confidentiality of Student Records and Information (p. 1966)
• Policy Regarding Faculty Misconduct in Research (p. 2111)
• Policy on Privacy in the Electronic Environment (p. 2011)
• Code of Academic Integrity (p. 1965)
• Protocols for human subjects research: any research involving human subjects must be approved by the Committee on Studies Involving Human Beings
• Acceptable Use Policies of individual Schools, departments, computer systems, and networks
• Guidelines for Administrators of Penn E-mail Systems (http://www.upenn.edu/computing/email/admin-guidelines.html)

Applicable laws

Computer and network use is also subject to Pennsylvania and Federal laws and regulations. Suspected violations of applicable law are subject to investigation by University and law enforcement officials. Among the applicable laws are:

• Federal Copyright Law: U.S. copyright law grants authors certain exclusive rights of reproduction, adaptation, distribution, performance, display, attribution and integrity to their creations, including works of literature, photographs, music, software, film and video. Violations of copyright laws include, but are not limited to, the making of unauthorized copies of any copyrighted material (such as commercial software, text, graphic images, audio and video recordings) and distributing copyrighted materials over computer networks or through other means.
• Federal Wire Fraud Law: Federal law prohibits the use of interstate communications systems (phone, wire, radio, or television transmissions) to further an illegal scheme or to defraud.
• Federal Computer Fraud and Abuse Law: Federal law prohibits unauthorized access to, or modification of information in computers containing national defense, banking, or financial information.
• Federal and Pennsylvania Child Pornography Laws: Federal and Pennsylvania laws prohibit the creation, possession, or distribution of graphic depictions of minors engaged in sexual activity, including computer graphics. Computers storing such information can be seized as evidence.
• Pennsylvania Computer Crime Law: Pennsylvania law prohibits access to any computer system or network with the intent to interrupt an organization, or to perpetrate a fraud including the intentional and unauthorized publication of computer passwords.
• Pyramid Schemes/Chain Letters: It is a violation of the Federal Postal Lottery Statute to send chain letters which request sending money or something of value through the US mail. Solicitations through electronic messaging are also illegal, if they require use of US mail for sending money/something of value.
• Defamation: Someone may seek civil remedies if they can show that they were clearly identified as the subject of defamatory messages and suffered damages as a consequence. Truth is a defense against charges of defamation.
• Common law actions for invasion of privacy: Someone may take seek civil remedies for invasion of privacy on several grounds.
• Public disclosure of private facts: the widespread disclosure of facts about a person, even when true, may be deemed harmful enough to justify a lawsuit.
• False light: a person wrongfully attributes views or characteristics to another person in ways that damage that person's reputation.
• Wrongful intrusion: the law often protects those areas of a person's life in which they can reasonably expect they will not be intruded upon.

V.I. Policy on Privacy in the Electronic Environment

(Source: University Council Resolution, April 26, 2000; Office of the Provost, Almanac, September 19, 2000 (https://almanac.upenn.edu/archive/v47/n04/OR-eprivacy.html))

I. Preliminary Observations

The University affirms that the mutual trust and freedom of thought and expression essential to the academic mission of a university rest on an expectation of privacy, and that the privacy of those who work, study, teach, and conduct research in a university setting will be respected. The University recognizes that as faculty, staff and students create, use and store more information in electronic form, there is growing concern that information the user or creator considers private may be more vulnerable to invasion than information stored in more traditional media. This policy is intended to highlight some general principles that should help to define the expectations of privacy of those in the University community. While no document addressing the fluid issue of technology can be exhaustive or inflexibly dictate outcomes in all circumstances, this policy attempts to articulate current practices and provide guidance, so that individuals may make informed and appropriate decisions concerning their various interactions in the electronic environment.

Before addressing these issues, it should also be noted that in carrying out their operations, various departments of the University accumulate information about members of its community, e.g., for purposes of payroll, employment or enrollment. Data are also created, though not necessarily compiled or retained on a personally identifiable basis, as an incident to the use of technology, e.g., the charging of purchases on Penn Card or the borrowing of library books. The University does not condone disclosure or release of such personal information stored or
transmitted through University systems, except for legitimate University purposes as outlined in this policy.

Those responsible for maintaining the University's computers and electronic networks have an important and special responsibility to recognize when they may be dealing with sensitive or private information. They may access such information without the user's consent and without obtaining higher level approval, but only when necessary to fulfill their official responsibilities, and they are expected to carry out their duties in ways that are not unreasonably intrusive. They will be subject to disciplinary action if they misuse their access to personally identifiable data or to individuals' personal files, e-mail and voice mail or otherwise knowingly act in ways counter to University policies and applicable laws.

Finally, this policy should be understood in light of the many other University policies and laws that bear on individuals' rights to privacy and the institution's responsibilities with respect to information in its possession about individuals.


II. Policy on Information Created, Stored or Transmitted Through University Electronic Media

A. In General:
   The University provides computers, computer and e-mail accounts, networks and telephone systems to faculty members, staff and students for the purpose of furthering the University's academic mission and conducting University business. While incidental and occasional personal use of such systems, including e-mail and voice mail, is permissible, personal communications and files transmitted over or stored on University systems are not treated differently from business communications; there can be no guarantee that such personal communications will remain private or confidential (see Appendix at the end of this policy).

As is the case for information in non-electronic form stored in University facilities, the University's need for information will be met in most situations by simply asking the author or custodian for it. The University reserves the right, consistent with this policy, to access, review and release electronic information that is transmitted over or stored in University systems or facilities. When questions arise about such access, review or release of information, the University commits to treat electronic information no differently from non-electronic information. As with paper information, it is often the case by custom or rule that electronic files are shared and properly accessible by multiple parties in office settings. Where that is the case, the special provisions for access and notification outlined here need not be followed. In other cases, properly authorized University officials including the Vice President for Audit and Compliance and the Information Security Officer may access e-mail, voice mail or computer accounts without the consent of the assigned user when there is a reasonable basis to believe that such action

   1. Is necessary to comply with legal requirements or process, or
   2. May yield information necessary for the investigation of a suspected violation of law or regulations, or of a suspected serious infraction of University policy (for example alleged research misconduct, plagiarism or harassment), or
   3. Is needed to maintain the integrity of University computing systems, or
   4. May yield information needed to deal with an emergency, or
   5. In the case of staff, will yield information that is needed for the ordinary business of the University to proceed.

Except as may otherwise be dictated by legal requirements, individuals will be notified of access to, or disclosure of, the contents of their e-mail, voice mail or their computer accounts as soon as practicable. In cases where such notification might jeopardize an ongoing investigation of suspected wrongdoing it may be delayed until the conclusion of the investigation. The Office of General Counsel is responsible for maintaining an official record of e-mail searches performed by authorized parties.

B. Faculty:
The University has the utmost respect for the freedom of thought and expression that are at the core of Penn's academic mission. Whenever possible, therefore, the University shall resolve any doubts about the need to access a University computer or other systems in favor of a faculty member's privacy interest. Computer files, e-mail and voice mail created, stored, transmitted or received by faculty shall be afforded the same level of privacy as the contents of their offices. The Policy on Safeguarding University Assets governs access to faculty records in connection with investigations carried out by the University's Office of Audit and Compliance, and provides for prior consultation with the Provost and Faculty Senate and for notifying the subject of a search of any files or materials taken during an investigation. Except as may otherwise be dictated by legal requirements, the procedures outlined in that policy shall be followed with respect to a faculty member's computer files, e-mail or voice mail in connection with other investigations or proceedings.

C. Staff:
   It is generally not University policy to access staff members’ electronically stored information. As noted above, the University's need for information shall normally be met by asking an employee for it. Properly authorized University officials, including supervisors acting with the consent of their management, may, however, access, review and release the contents of staff computer files, e-mail or voice mail transmitted over or stored on University systems when, for example, an employee is absent or has left the University and the information is not available elsewhere, or in other situations in which it is necessary if the ordinary business of the University is to proceed. In more complicated situations - where, for example, a supervisor believes University resources are being misused - he/she should consult with senior administrators, the Division of Human Resources, or the Office of General Counsel.

D. Students:
   Students are provided e-mail and computer accounts for use primarily in connection with their academic activities. While the University does not generally monitor or access the contents of a student's e-mail or computer accounts, it reserves the right to do so. However, access to and disclosure of a student's e-mail messages and the contents of his/her computer accounts may only be authorized by any one of the dean of the student's School or his/her designate, the
Vice Provost for University Life, or the Office of Audit and Compliance, in consultation with the Office of General Counsel.

E. Multiple Affiliations:
Some individuals have multiple University affiliations (e.g., students employed by the University). When the need for access to information arises from a particular status, the provisions above for that status shall be applied. In other cases, the provisions for the individual’s primary status shall be applied.

III. Violations of this Policy
Members of the University community who believe that this policy has been violated with respect to their privacy should attempt initially to resolve the issue within their unit or department, if necessary with the mediation of the leadership of their representative assembly or the University Ombudsman. Others who become aware of violations of this policy should report them to the University Information Security Officer, Office of General Counsel, Division of Human Resources or the Office of Audit and Compliance. All University officers that substantiate such violations should report them to the University Information Security Officer, who will monitor them for repeat instances and patterns. Those who violate this policy may be subject to disciplinary procedures up to and including dismissal.

Appendix: Special Note on E-mail Privacy
Despite the best intentions of users and the University or other system operators, it is difficult, if not impossible, to assure the privacy of e-mail. E-mail is not a good medium to use for sensitive matters that one would not want disclosed. There are numerous ways that plain text e-mail may be disclosed to persons other than the addressee, including:

• Recipient’s address is mistyped; message is sent to someone else.
• Recipient forwards e-mail to someone else.
• Intruders break into e-mail system and read/disclose messages.
• Despite owner’s belief that he/she deleted it, e-mail continues to exist on computer hard drive or a copy is archived on tape backup; disclosure of such copies may be required in connection with judicial or administrative proceedings or government investigations.
• E-mail is observed as it travels over public networks like PennNet and the Internet.
• In addition, e-mail users may want to consider routinely or periodically deleting old messages, and encrypting personal messages. Systems administrators should consider shorter retention of backup tapes, consistent with data integrity requirements.

V.J. Policy on Security of Electronic Protected Health Information (ePHI)
(Source: For Comment, Vice President for Information Systems and Computing, Almanac, February 22, 2005; approved, Almanac, April 5, 2005 (https://almanac.upenn.edu/archive/volumes/v51/n27/OR-phi.html))
HIPAA is a federal law that, among other things, focuses on protecting the privacy and security of personal health information (protected health information or PHI). This law affords certain rights to individuals regarding their PHI and imposes obligations upon many institutions that maintain such PHI. At Penn, the following entities are responsible for compliance with HIPAA privacy and security regulations: the University of Pennsylvania Health System (UPHS), the Perelman School of Medicine, the School of Dental Medicine, the Living Independently For Elders (LIFE) program, Student Health Services, and the Employee Health Benefits Plan, as well as workforce members of other Penn offices that, while offering support to these entities, access PHI (workforce members pertain to anyone assessing ePHI working with the University of Pennsylvania’s Covered Components and their Shared Support Services as an employee, volunteer, student or faculty member).

While inextricably linked, the HIPAA security regulation is distinguished from the HIPAA privacy regulation in that it applies to electronic storage and transmission of PHI (ePHI), compared with the privacy regulation that applies to all forms of PHI and prescribes more detailed requirements for securing such data.

The ePHI security policy outlines minimum standards for ensuring the confidentiality, integrity, and availability of electronic protected health information received, maintained or transmitted by all University HIPAA Covered Components (those schools and units listed above), as well as other offices which support these entities, listed below as Support Services. Covered Components shall meet or exceed these standards by implementing the necessary administrative, physical or technical safeguards as appropriate based on their assessments of risk. Compliance by Support Services with these standards is limited to activities that directly involve the creation or receipt of ePHI in support of Covered Components and does not pertain to activities related to services provided to non-covered areas of the University.

Support Services include:
• Office of Regulatory Affairs
• Institutional Review Board (eight review boards)
• Office of General Counsel
• Office of Audit and Compliance
• University Archives and Records Center
• Office of Environmental Health and Radiation Services
• Office of Risk Management and Insurance
• Office of the Provost
• Office of the Provost
• Office of the Executive Vice President
• Office of Student Financial Services
• Office of Development and Alumni Relations
• Office of the Comptroller
• Office of Information Systems and Computing
• School of Nursing Office of Technology and Information Systems, Center for
• Nursing Research, and Office of Business and Finance
• VPUL Technical Support

Exclusions
Certain data is specifically excluded from coverage under HIPAA, most importantly:
1. Student records, except for student patient data maintained at Student Health Service;
2. Employment records, except for health benefits records; and
3. Information ‘de-identified’ under HIPAA standards.

Exceptions
Exceptions to this policy must be documented and submitted for approval to the University Information Security Officer who shall consult
with the Office of General Counsel. Appeals of decisions shall be referred to the Vice President of Information Services and Computing.

For a description of the administrative, physical and technical safeguards that should be undertaken, a definition of various terms used in the policy and a list of related policies, see page 4 - Almanac, February 22, 2005 (https://almanac.upenn.edu/archive/volumes/v51/n22/pdf_n22/022205.pdf).

V.K. Information Systems Security Incident Response Policy

(Source: Vice President for Information Systems and Computing and Associate Vice President for Audit, Compliance and Privacy, Almanac, January 16, 2007 (https://almanac.upenn.edu/archive/volumes/v53/n18/or.html))

This policy defines the steps that personnel must use to ensure that security incidents are identified, contained, investigated and remedied. It also provides a process for documentation, appropriate reporting internally and externally, and communication so that organizational learning occurs. Finally, it establishes responsibility and accountability for all steps in the process of addressing computer security incidents.

Without an effective incident response process, corrective action may be delayed and harmful effects unnecessarily exacerbated. Further, proper communication allows the University key learning opportunities to improve the security of data and networks. Individuals who fail to comply are subject to sanctions as appropriate under University policies.

This policy applies to all users. It applies to any computing devices owned or leased by the University of Pennsylvania that experience a Computer Security Incident. It also applies to any computing device regardless of ownership, which either is used to store Confidential University Data, or which, if lost, stolen, or compromised, and based on its privileged access, could lead to the unauthorized disclosure of Confidential University Data. Examples of systems in scope include, but are not limited to, a User's personally owned home computer that is used to store Confidential University Data, or that contains passwords that would give access to Confidential University Data.

This policy does not cover incidents involving the University of Pennsylvania Health System (UPHS) information systems, which has a separate incident response policy. ISC Information Security will coordinate with UPHS as appropriate when UPHS computing devices, data, or personnel are involved.

For information on identifying and reporting computer security incidents, the process for handling incidents and documentation, a list of best practices, compliance, and related University policies see: www.upenn.edu/almanac/volumes/v53/n18/or.html (http://www.upenn.edu/almanac/volumes/v53/n18/or.html).

V.L. Policy on Unauthorized Copying of Copyrighted Media

(Source: Vice President for Information Systems and Computing, Almanac, September 15, 1992 (https://almanac.upenn.edu/archive/v39pdf/n03/091592.pdf))

The University of Pennsylvania does not condone or tolerate the unauthorized copying of copyrighted media by staff, faculty, or students. The University shall adhere to its contractual responsibilities and shall comply with all copyright laws, and expects all members of the University community to do so as well.

Members of the University community who violate this policy may be subject to discipline through standard University procedures. An individual or University department engaged in the unauthorized copying or use of copyrighted materials may also face civil suit, criminal charges, and/or penalties and fines. Subject to the facts and circumstances of each case, such individual or department shall be solely responsible for its own defense and any resulting liability.

(See page 3 - Almanac, September 15, 1992 (https://almanac.upenn.edu/archive/v39pdf/n03/091592.pdf))

V.M. Confiscation of Publications

(Source: Office of the President, Almanac, July 18, 1989 (https://almanac.upenn.edu/archive/v36pdf/n01/071889.pdf))

The confiscation of publications on campus is inconsistent with the University's policies and procedures, and with the ideals of the University. It is inconsistent with the University's Guidelines on Open Expression, and could violate contractual arrangements between the University and other parties.

Members of the University community who are responsible for confiscating publications should expect to be held accountable.

(See page 4 - Almanac, July 18, 1989 (https://almanac.upenn.edu/archive/v36pdf/n01/071889.pdf))

V.N. Policy on Computer Disconnection from PennNet

(Source: Vice President for Systems and Computing, Almanac, April 20, 1999 (https://almanac.upenn.edu/archive/v45/n29/communications.html))

Background: A well functioning network is critical to the research, academic and service missions of the University. Information Security has documented an increasing frequency of computer intrusions that threaten the integrity of PennNet. The capacity of entire departments to teach and conduct research has been limited as a result, and sensitive data have been at risk of unauthorized disclosure. At times, rapid response is required to protect the integrity of systems, data and those that rely on them. Inefficiency sometimes results because the owners of the penetrated machines cannot be located. Disagreements arise over the magnitude and immediacy of the problems without a formal mechanism for resolving conflicts.

Certain types of misconfiguration of Penn systems, intentional or otherwise, can have serious and detrimental consequences. Examples include using another host's Internet Protocol address (“IP Spoofing”) or misconfigured networking protocols. Normal operation of Penn computers, and even computers elsewhere on the worldwide Internet, can be compromised. Networks can become so congested that network traffic cannot get through.

Purpose: The goal of this policy is to prevent disruption of the University's computers and networks.
The subcommittee will consist of:

- At least four members of the faculty appointed by the Committee on Communications, one of whom shall serve as chair,
- The Vice President for Information Systems and Computing or his/her designee,
- The University Information Security Officer or his/her designee,
- The Committee on Communications may designate alternates to serve on the hearings of an appeal when its appointees are unavailable.

The owner of a disconnected system who believes that the threat that the system posed is outweighed by the impact of its disconnection on his/her academic mission may appeal the decision by documenting this belief in writing to the chair of the subcommittee. The chair or his/her designee may resolve the dispute amicably; failing this it will be heard formally by the subcommittee. The subcommittee shall resolve conflicts as rapidly as possible within the constraints of fairness. It shall establish and follow its own operating procedures.

If the subcommittee does not begin the proceedings within five working days in cases where the issue is a threat and not actual harm, or thirty working days in cases where ISC can document actual harm, the subject system must be reconnected. Once the subcommittee has begun the process, time limits shall not be imposed.

In considering appeals, the subcommittee shall balance the value of leaving machines connected against the associated risks. Its decision shall be final. The only recourse for faculty whose appeals are denied shall be to the Senate Committee on Academic Freedom and Responsibility. ISC may not appeal. However, it may reconnect the computer and restart the entire process whenever another trigger event is detected.

System owners who believe that their freedom of expression has been unduly infringed may, under the Guidelines for Open Expression, request that the Committee on Open Expression determine if the Guidelines were properly interpreted and applied to the disconnection of their system.

For additional information, contact security@isc.upenn.edu.

### VI. Other Policies

- VI.A. Use of University Name Policy (p. 2185)
- VI.B. Acceptance of Gifts, Grants and Contracts (p. 2185)
- VI.C. Acceptance of Conditional Gifts (p. 2186)
- VI.D. Gift Policy (p. 2186)
- VI.E-F. Sexual Misconduct Policy, Resource Offices and Complaint Procedures (p. 2186)
- VI.G. The University Alcohol and Other Drug Policy (p. 2205)
- VI.H. Drug-Free Workplace Policy (p. 2211)
- VI.I. Procedures for the Evaluation and Certification of the English Fluency of Undergraduate Instructional Personnel (p. 2212)
- VI.J. Policy Prohibiting Workplace Violence (p. 2214)
- VI.K. Social Security Number Policy (p. 2215)

### Note on Former Policies:

- Consensual Sexual Relations Between Faculty and Students—Effective on July 1, 2019, the University has a new policy, Consensual Romantic and Sexual Relations in Workplace and Educational Settings, which is part of its Sexual Misconduct Policy (p. 2186). The current Policy may be found in the Sexual Misconduct Policy (p. 2186).
- Sexual Harassment Policy—Effective on July 1, 2019, the University's Sexual Harassment Policy was updated and incorporated into its new Sexual Misconduct Policy (p. 2186). The current Policy may be found in the Sexual Misconduct Policy (p. 2186).
VI.A. Use of University Name Policy

(Source: Office of the Secretary, 1969 Handbook for Faculty and Administration; revised, Almanac, October 14, 1997; revised, Almanac, May 16, 2000; revised, Almanac, October 24, 2017 (https://almanac.upenn.edu/uploads/media/102417.pdf))

On September 30, 1791, an act confirmed an agreement which united the University of the State of Pennsylvania with the College, Academy and Charitable School and provided that the name of the institution would be "The Trustees of the University of Pennsylvania." To facilitate communication both internally and externally, the institution's name is commonly simplified as the "University of Pennsylvania," or, more recently, "Penn."

The University regulates use of its name, the names of its schools and programs, its shield and related insignia, trademarks and logos ("insignia") to ensure that such use is related to the University's educational, service and research missions and promotes its objectives. Responsibility for overseeing use of the University's names and insignia lies with the Secretary of the University.

Official Use

When representing the University in an official capacity, all units of the University and members of the faculty and administration must use "University of Pennsylvania" in their publications and documents. Approved University stationery must be used for official correspondence.

University names and insignia may be used in connection with any academic University program provided that the program has been approved in advance by the responsible department chair and dean or director, and Provost, as appropriate. University units, faculty, staff and student organizations that wish to use University names or insignia in connection with any non-academic University program, activity, service or product must obtain the approval of the Secretary of the University before proceeding. Requests to use University names or insignia must first be presented to the appropriate department chair and dean, director, or, in the case of student organizations, to the Vice Provost for University Life, for review. If approved by the dean, director, or Vice Provost, a request with supporting information must be submitted to the Secretary for review. The Secretary will review the proposed use and determine, in consultation with appropriate colleagues, whether it is properly related to the University's missions and whether the benefits of the proposed use outweigh any risks associated with the use. The Secretary may approve the proposed use, with or without conditions, or disapprove the proposed use.

Licensed Uses by Outside Entities

University names or insignia may be used on products or in connection with services offered by outside entities only under license from the University. Requests for such licenses are processed jointly through the Office of the Vice President for Business Services ("Business Services") and the Penn Center for Innovation ("PCI"), and with guidance from the Office of the University Secretary.

Outside sponsors of University programs or activities often seek to use University names or insignia in promotional or advertising materials. While the University is pleased to recognize the contributions of sponsors, such recognition must not suggest University endorsement of the sponsor's activities. Therefore, University names or insignia may not be used in connection with any outside entity's name or logo without prior approval of the Secretary of the University. In general, the Secretary will approve uses which recognize or acknowledge the sponsor's contribution to the University program or activity. Uses which, in the Secretary's judgment, may suggest University endorsement or approval of the sponsor's goods or services will not be permitted.

Private Use

University faculty, staff and students may refer to their affiliation or status with the University in connection with personal activities, including consulting, provided that the affiliation or status is accurately represented and any title or position is accurately identified, and provided that such use does not imply University endorsement of the activity. In some cases, a disclaimer of University endorsement may be required. (See, for example, Handbook for Faculty and Academic Administrators, section II.E.10 (p. 2088).) Use of University insignia in connection with personal activities is prohibited. The University's name must not be used in any announcement, advertising matter, publication, correspondence, or report in connection with personal or non-University activities if such use in any way could be construed as implying University endorsement or responsibility for any project, product, or service.

Related Policies

All faculty, staff and students are reminded that University equipment, stationery, campus mail service, and electronic media are to be used solely for University business by authorized University personnel and by officially recognized campus organizations. See Human Resources Policy No. 003 (https://www.hr.upenn.edu/policies-and-procedures/policy-manual/other-policies/uses-of-university-resources/). Additional information on faculty and staff involvement in extramural activities and organizations can be found in the Conflict of Interest Policy for Faculty Members, and Human Resources Policy Nos. 005 (https://www.hr.upenn.edu/policies-and-procedures/policy-manual/other-policies/conflict-of-interest/) and 006 (https://www.hr.upenn.edu/policies-and-procedures/policy-manual/other-policies/guidelines-for-extramural-activities-associations-and-interest-for-staff/).

1 Statutes of the Trustees of the University of Pennsylvania, p. 1.

VI.B. Acceptance of Gifts, Grants and Contracts


The University of Pennsylvania enjoys financial support for its programs of instruction and research from many sources, public and private; faculty and staff are encouraged to pursue such support with vigor. Programs undertaken with the aid of external funding must, however, be fully consonant with the standards, character and responsibilities of the University. Conditions for the acceptance of gifts, grants and contracts include:

1. That the purposes to be served are academically worthy, are in accord with the needs and priorities of the University, and are not
VI.C. Acceptance of Conditional Gifts

(See page 4 - Almanac, May 23, 1978 (https://almanac.upenn.edu/archive/v24pdf/n32/052378.pdf))

1. All proposals for gifts to the University, including endowments and similar agreements, will be processed by the Development Office.

2. In the event a proposed gift to the University is conditional, the conditions must be in writing. The Vice President for Development and Alumni Relations shall notify the President of all substantial conditional gifts and all other gifts containing conditions that might be construed to violate University policies. The President shall then determine, as a requirement for University acceptance, whether the conditions violate University policy, including recognized principles of academic freedom. If the President has doubts in that regard, he/she shall seek the advice of the chair of the Senate Committee on Academic Freedom and Responsibility, who will consult with the Chair of the Senate.

3. The Chairs of the Senate and the Senate Committee on Academic Freedom and Responsibility may inspect the terms of any final agreement. Other members of the University community may, as needed, make requests in writing to the Vice President for Development and Alumni Relations to see the conditions of such final agreements.

(See page 2 - Almanac, September 22, 1981 (https://almanac.upenn.edu/archive/v28pdf/n03/092281.pdf))

VI.D. Gift Policy

(See page 4 - Almanac, July 17, 2007 (https://almanac.upenn.edu/archive/v54/n01/gift-policy.html))

In order to avoid a conflict of interest or the appearance of a conflict of interest, at no time should an employee solicit or accept personal gifts from current or potential vendors, contractors or their agents, local businesses, University departments, or others with whom there is a potential or ongoing business or professional relationship. Employees may accept ordinary business courtesies, such as payment for a modest meal or event, or gifts which are promotional items without significant value and which are distributed routinely. If the value of the gift is undetermined, it should be returned.

Gratuitues or gifts of money to the employee cannot be accepted at any time and should be returned immediately to the donor.

All employees are responsible for becoming familiar with and adhering to this policy. In addition, supervisors are responsible for ensuring that this policy is known by their employees and that all employees are following it.

In the decision as to whether or not to accept any gift, employees should use good judgment and avoid in all cases any actual conflict of interest or the appearance of any conflict. For example, University officials are often offered goodwill gifts when on a mission abroad, visiting other domestic institutions, or when officials from other institutions visit Penn. Because a refusal of a gift could offend the hosting officials, such gifts can be accepted. If the gifts are of significant value (i.e. greater than $100, consistent with IRS policy), they become the property of the University and should be discussed with the head of the department.

Employees who have questions regarding this policy or who are uncertain as to whether a conflict of interest exists should confer with their supervisors or the Division of Human Resources.

VI.E-F. Sexual Misconduct Policy, Resource Offices and Complaint Procedures

(See page 2 - Almanac, September 22, 1981 (https://almanac.upenn.edu/archive/v28pdf/n03/092281.pdf))

Effective August 14, 2020

The mission of the University of Pennsylvania is to offer a world-class education to our students, train future leaders, expand and advance research and knowledge, serve our community and society both at home and abroad, and provide the most expert and outstanding healthcare for our patients. To create and sustain a campus climate in which members of the University community are able to thrive and achieve their full potential, the University has established a wide range of policies, educational programs, resources, support, and reporting systems to respond to complaints of sexual misconduct made against students, postdoctoral or other trainees, faculty, and staff. Sexual harassment, sexual violence, and other forms of sexual misconduct will not be tolerated. The University’s policies, resources, and complaint procedures include the following:

- I. Sexual Harassment, Sexual Violence, Relationship Violence and Stalking Policy (p. 2188)
- II. Consensual Romantic and Sexual Relationships in the Workplace and Educational Settings (p. 2190)
- III. Student Disciplinary Procedures for Resolving Complaints of Sexual Misconduct (p. 2191)
- IV. Procedures for Resolving Complaints of Sexual Misconduct Against Faculty (p. 2195)
V. Procedures for Resolving Complaints of Sexual Misconduct Against Staff (p. 2199)

As detailed in these policies and procedures, in all cases where a member of the community, or other person, wishes to initiate a complaint against a member of the community (student, faculty, or staff) for sexual misconduct, the complaint should be brought to the Associate Vice President for Equity and Title IX Officer (“AVP”). The AVP will be responsible for determining the appropriate procedures to be followed and will be charged with overseeing the process.

Not every act that might be offensive to an individual or a group necessarily will be considered sexual harassment and/or a violation of the University’s standards of conduct. In determining whether an act violates University policy, the totality of the circumstances surrounding the conduct must be carefully reviewed. Due consideration must be given to the protection of individual rights, open expression, and academic freedom.

Complaints Against Faculty

Any member of the University community, visitor to campus, or a participant in a University-sponsored activity may bring a complaint of sexual harassment, sexual violence, relationship violence, stalking or consensual romantic or sexual relationships in the workplace or educational setting against a faculty member, instructor, postdoctoral or other trainee, or teaching assistant. The complaint should be made to the AVP who will meet with the complainant; determine whether the behavior covered by the Sexual Misconduct Policy and, if so, the appropriate process for resolution or investigation; and oversee that process. If a determination is made that the complaint involves a violation of the Sexual Harassment, Sexual Violence, Relationship Violence and Stalking Policy, then the AVP will direct the process in accordance with the Procedures for Resolving Complaints of Sexual Misconduct Against Faculty. If a determination is made that the complaint involves a violation of the Consensual Romantic and Sexual Relationships in the Workplace and Educational Settings Policy, then the AVP will oversee the informal resolution or investigative process(es). The AVP will advise the Dean of the applicable School that a complaint has been made and discussing any interim measures that may be needed. In either case, for Standing Faculty, the Procedure Governing Sanctions Taken Against Members of the Faculty, Handbook for Faculty and Academic Administrators, Part II.E.16, will be followed where applicable. Complaints against faculty alleging inappropriate conduct that does not meet the definition of sexual harassment, sexual violence, or relationship violence or stalking under these policies shall be addressed by the Dean's Office of the School or the Office of the Vice Provost for Faculty, consistent with University policies and procedures.

Complaints Against Staff

Any member of the University community, visitor to campus, or a participant in a University-sponsored activity may bring a complaint of sexual harassment, sexual violence, relationship violence, stalking or consensual romantic or sexual relationships in the educational setting or workplace, against a staff member. The complaint should be made to the AVP who will meet with the complainant and coordinate with the Office of Staff and Labor Relations in the Division of Human Resources, as appropriate. If a determination is made that the complaint involves a violation of the Consensual Romantic and Sexual Relationships in the Workplace and Educational Settings Policy, then the AVP will oversee the informal resolution or investigative process(es), advising the Dean or Vice President of the applicable administrative Division that a complaint has been made and discussing any interim measures that may be needed. If a determination is made that the complaint involves a violation of the Sexual Harassment, Sexual Violence, Relationship Violence and Stalking Policy, then the AVP will direct the process in accordance with the Procedures for Resolving Complaints of Sexual Misconduct Against Staff or the applicable collective bargaining agreement. Complaints against staff members alleging inappropriate conduct that does not meet the definition of sexual harassment, sexual violence, or relationship violence or stalking under these policies shall be addressed by the Division of Human Resources and/or the Office of Affirmative Action and Equal Opportunity Programs, consistent with University policies and procedures.

Complaints Against Enrolled Students

Any member of the University community, visitor to campus, or a participant in a University-sponsored activity may bring a complaint of sexual harassment, sexual violence, relationship violence, stalking or consensual romantic or sexual relationships in the educational setting or workplace against an enrolled student. The complaint should be directed to the AVP who will oversee the investigative and resolution process(es). If a determination is made that the complaint involves a violation of the Consensual Romantic and Sexual Relationships in the Workplace and Educational Settings Policy, then the AVP will oversee the informal resolution or investigative process(es), advising the Dean of the applicable School that a complaint has been made and discussing any interim measures that may be needed. If a determination is made that the complaint involves a violation of the Sexual Harassment, Sexual Violence, Relationship Violence and Stalking Policy, then the AVP will direct the process in accordance with the Student Disciplinary Procedures for Resolving Complaints of Sexual Misconduct. Complaints against enrolled students alleging inappropriate conduct that does not meet the definition of sexual harassment, sexual violence, or relationship violence or stalking under these policies shall be addressed by the Office of Student Conduct or the School in which the Respondent is enrolled, consistent with University and School policies and procedures.

The University has resource offices available to provide information, education and support as outlined in the policies and procedures below.

Reporting and Monitoring

The University is committed to ensuring that members of the University community who share information regarding incidents of sexual misconduct receive the information, counseling and support that they need and are aware of the process for making a complaint. The University is also committed to monitoring reports and complaints of sexual misconduct so that any patterns or systemic problems revealed by such reports and complaints can be addressed. Consistent with these commitments, the University has determined that the AVP should be advised when incidents of sexual misconduct are reported to the Division of Human Resources (and Human Resources staff in the Schools and Centers); Deans, Vice, Associate, or Assistant Deans in the 12 Schools, Vice Provosts, Office of Affirmative Action and Equal Opportunity Programs (OAA/EOP), and Division of Recreation and Intercollegiate Athletics (DRIA). Information provided to offices designated as confidential resources in the Sexual Misconduct Policy are to provide the AVP with information regarding possible violations that protects the identity of the individual who provided it. However, in all cases in which there is a danger to the parties or others, that information must be reported immediately to Wellness Services or the Special Services Department in the Division of Public Safety. When an incident of sexual misconduct is reported to the AVP, appropriate steps will be taken to ensure that the individual who reported the incident has been advised of the available resources and the process for making
a formal complaint. Members of the University community who have crime statistics reporting obligations under the Clery Act are obligated to report the matter to the Division of Public Safety, in addition to the AVP. For additional information about Clery Act reporting or to make a report, refer to the Clery Act & Crime Reporting page at https://www.publicsafety.upenn.edu/clery/.

I. Sexual Harassment, Sexual Violence, Relationship Violence, and Stalking Policy

All forms of sexual harassment, sexual violence, relationship violence and stalking and attempts to commit such acts are considered to be serious misconduct and may result in disciplinary action up to and including expulsion or termination of employment. In addition, such acts may violate federal, state and local laws and perpetrators of such acts may be subject to criminal prosecution. This policy, which prohibits behaviors that are more generally addressed by the University's Sexual Misconduct Policy, applies to faculty, post-doctoral and other trainees, students, staff and visitors to the University campus and facilities.

Sexual Harassment

For the purposes of University policy, the term "sexual harassment" refers to any unwanted conduct that is based on an individual's sex, sexual orientation, gender identity, or gender expression and that:

- Conditions an educational or employment benefit on participation in unwelcome sexual conduct;
- Areasonable person would determine is so severe, pervasive, and/or objectively offensive that it effectively denies a person equal access to an educational or employment program or activity.

Sexual violence includes a range of behaviors in which an act of a sexual nature is taken against another individual without that person's consent or when the individual is unable to consent. There are various types of sexual violence, including but not limited to sexual assault and rape (defined below).

Sexual assault (including but not limited to rape) is defined as having committed any of the following acts:

- Any physical sexual contact that involves the use or threat of force or violence or any other form of coercion or intimidation.
- Any physical sexual contact with a person who is unable to consent due to incapacity or mental or physical impairment. "Incapacity" or "impairment" include but are not limited to being under the influence of alcohol or drugs or being too young to consent.

Rape is defined as sexual assault involving an act of penetration and includes acquaintance rape (assailant and victim know each other).

Non-forcible sex acts include unlawful sex acts where consent is not relevant, such as sexual contact with an individual under the statutory age of consent as defined by Pennsylvania law.

Consent is an affirmative decision to engage in mutually agreed upon sexual activity and is given by clear words or actions. Consent may not be inferred from silence, passivity or lack of resistance alone. Furthermore, consent to one form of sexual activity does not imply consent to other forms of sexual activity and the existence of a current or previous dating, marital or sexual relationship is not sufficient to constitute consent to additional sexual activity. Assent shall not constitute consent if it is given by a person who, because of youth, disability, intoxication or other condition, is unable to lawfully give his or her consent.

Relationship violence, also commonly known as dating violence, is defined as an act or a pattern of abuse committed by a person involved in a social, sexual or romantic relationship, past or present, with the victim. Relationship violence can encompass a broad range of behaviors that may include physical violence, sexual violence, emotional violence and economic violence.

Domestic violence is defined as abuse committed against an adult who is a spouse or former spouse, cohabitant or someone with whom the abuser has a child, has an existing dating or engagement relationship or has had a former dating or engagement relationship.

Stalking means engaging in a course of conduct directed at specific person(s) that would cause a reasonable person to fear for his or her safety, the safety of others, or to suffer substantial emotional distress.

In determining whether the alleged conduct violates this policy, consideration will be given to the totality of the circumstances, including the nature of the conduct and the context in which the alleged incident occurred. Generally, complaints of sexual harassment, sexual violence, relationship violence and stalking must be made by members of the University community and those made by individuals who are not students, faculty, staff, postdoctoral or other trainees, or alumni will be directed to external resources available to respond to their complaint or provide support and advice.

The University regards such behavior as a violation of the standards of conduct required of all members of its community. Accordingly, as noted in the University's Handbook for Faculty and Academic Administrators, Human Resources Policy Manual, Pennbook and other publications, persons engaged in such behavior are subject to the full range of internal disciplinary actions, including separation from the institution. The same range of disciplinary actions will be applied in the event of retaliation against an individual who in good faith makes an allegation of sexual harassment, who cooperates in an investigation into such allegations, or who opposes any act of sexual misconduct as defined in this Policy.

Not every act that might be offensive to an individual or a group necessarily will be considered a violation of the University's standards of conduct. In determining whether an act constitutes sexual misconduct, the totality of the circumstances surrounding the conduct must be carefully reviewed. Due consideration must be given to the protection of individual rights, open expression, and academic freedom.

A. Resources

Schools, Centers, and administrative Divisions should make known to all of their members the available resource offices for information, counseling and support, as well as the informal and formal procedures for resolving complaints of sexual harassment within the appropriate School, Center, Division, or at the University level. These resources include the following:

1. Confidential Resources for Information, Counseling and Support

Resource offices are available to assist members of the Penn community and visitors to the campus who have been, or know someone who has been, the victim of sexual violence, relationship violence or stalking. The staff of these offices are available to provide counseling,

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Complaints Against Faculty
Any member of the University community, visitor to campus or a participant in a University-sponsored activity may bring a complaint of sexual harassment, sexual violence, relationship violence, stalking or inappropriate romantic or sexual relationships in the educational setting or workplace, against a faculty member, instructor, postdoctoral or other trainee, or teaching assistant. The complaint should be made to the AVP who will meet with the complainant, determine the appropriate process under University policy for investigation, and oversee that process. If a determination is made that the complaint involves a violation of the Sexual Harassment, Sexual Violence, Relationship Violence and Stalking Policy, then the AVP will direct the process in accordance with the Procedures for Resolving Complaints of Sexual Misconduct Against Faculty. If a determination is made that the complaint involves a violation of the Consensual Romantic and Sexual Relationships in the Workplace and Educational Settings Policy, then the AVP will oversee the formal or informal resolution process(es), advising the Dean of the applicable School that a complaint has been made and discussing any interim measured that may be needed. In either case, for Standing Faculty, the Procedure Governing Sanctions Taken Against Members of the Faculty, Handbook for Faculty and Academic Administrators, Part II.E.16, will be followed where applicable.

Complaints Against Staff
Any member of the University community, visitor to campus or a participant in a University-sponsored activity may bring a complaint of sexual harassment, sexual violence, relationship violence, stalking or inappropriate romantic or sexual relationships in the educational setting or workplace, against a staff member. The complaint should be made to the AVP who will meet with the complainant and coordinate with the Office of Staff and Labor Relations in the Division of Human Resources, as appropriate. If a determination is made that the complaint involves a violation of the Sexual Harassment, Sexual Violence, Relationship Violence and Stalking Policy, then the AVP will direct the process in accordance with the Procedures for Resolving Complaints of Sexual Misconduct Against Staff or the applicable collective bargaining agreement. If a determination is made that the complaint involves a violation of the Consensual Romantic and Sexual Relationships in the Workplace and Educational Settings Policy, the AVP will oversee the formal or informal resolution process(es), advising the Dean or Vice President of the applicable administrative Division that a complaint has been made and discussing any interim measures that may be needed.

Complaints Against Enrolled Students
Any member of the University community or a visitor to campus may bring a complaint of sexual harassment, sexual violence, relationship violence, stalking or inappropriate romantic or sexual relationships in the educational setting or workplace against an enrolled student. The complaint should be directed to the AVP who will oversee the investigative and resolution process(es). If a determination is made that the complaint involves a violation of the Sexual Harassment, Sexual Violence, Relationship Violence and Stalking Policy, then the AVP will direct the process in accordance with the Student Disciplinary Procedures for Resolving Complaints of Sexual Misconduct. If a determination is made that the complaint involves a violation of the Consensual Romantic and Sexual Relationships in the Workplace and Educational Settings Policy, the AVP will oversee the formal or informal resolution process(es), advising the Dean of the applicable School that a complaint has been made and discussing any interim measures that may be needed.

Members of the University community who would like assistance with making a formal complaint may contact any of the confidential resources listed below:

- African-American Resource Center (http://www.upenn.edu/aarc/) (resource for students, staff or faculty)
- Counseling and Psychological Services (https://www.vpul.upenn.edu/caps/sttop.php), including its Sexual Trauma Treatment Outreach and Prevention team also known as STTOP (resource for students)
- Employee Assistance Program (https://www.hr.upenn.edu/myhr/worklife/healthy/eap/) (resource for staff or faculty)
- Lesbian Gay Bisexual Transgender Center (http://www.vpul.upenn.edu/lgbtc/) (resource for students, staff or faculty)
- Office of the University Chaplain (http://www.upenn.edu/chaplain/) (resource for students, staff, faculty, postdoctoral and other trainees or visitors)
- Office of the Ombuds (http://www.upenn.edu/ombuds/) (resource for students, staff, faculty, postdoctoral and other trainees, or visitors)
- Penn Violence Prevention (https://secure.www.upenn.edu/vpul/pvp/) (resource for students)
- Penn Women's Center (http://www.vpul.upenn.edu/pwc/) (resource for students, staff, or faculty)
- Special Services Department (https://www.publicsafety.upenn.edu/about/special-services/), Division of Public Safety (resource for students, staff, faculty, postdoctoral and other trainees or visitors)
- Student Health Service (http://www.vpul.upenn.edu/shs/) (resource for students)

2. Informal and Formal Mechanisms for Complaint Resolution
If both parties agree and the AVP deems it to be an appropriate instance for an informal resolution of a complaint, the AVP will meet with the parties individually, and others as appropriate, in an effort to resolve the complaint. When informal resolution is not chosen, one of the parties is not satisfied with the results, or the proposed resolution is not appropriate, the formal mechanisms described below should be used.

A formal complaint of sexual misconduct against any member of the Penn community should be initiated by contacting the AVP. Formal complaints will be handled in accordance with the applicable procedures as set forth below.
resources identified above. As further set forth below, all formal complaints involving Sexual Misconduct are to be initiated by contacting the Associate Vice President for Equity and Title IX Officer (“AVP”) who will be responsible for deciding whether the conduct described would violate the Sexual Misconduct Policy, and if so, which investigative or resolution process to pursue.

B. Reporting and Monitoring
The University is committed to ensuring that members of the University community who share information regarding incidents of sexual violence receive the information, counseling and support that they need and are aware of the process for making a formal complaint. The University is also committed to monitoring reports and complaints of sexual misconduct so that any patterns or systemic problems revealed by such reports and complaints can be addressed. Consistent with these commitments, the AVP should be advised when incidents of sexual misconduct, including sexual violence, are reported to any of the University’s resource offices (except those identified as confidential resources), Division of Human Resources (as well as Human Resources staff in the Schools and Centers); Deans, Vice, Associate or Assistant Deans of the 12 Schools; Vice Provosts; Office of Affirmative Action and Equal Opportunity Programs (OAA/EOP); and Division of Recreation and Intercollegiate Athletics (DRIA). When an incident of sexual misconduct is reported to the AVP, appropriate steps will be taken to ensure that the individual who reported the incident has been advised of the resources available to them and the process for making a formal complaint. Members of the University community who have crime statistics reporting obligations under the Clery Act are obligated to report the matter to the Division of Public Safety, in addition to the AVP. For additional information about Clery Act reporting or to make a report, refer to the Clery Act & Crime Reporting page at www.publicsafety.upenn.edu/clery/.

C. Rights of Complainants and Respondents
Persons who make a complaint and those who are responding to complaints have the following rights:

- The option to notify law enforcement;
- The option to have an advisor, including an attorney the party has retained, present during interviews that are part of a University initiated investigation;
- To be notified of counseling and support services available; and
- To be notified of available options to change academic, living or work arrangements.

D. Education and Prevention
All members of the University community have a responsibility to aid in the prevention of sexual harassment and are encouraged to discuss concerns with the AVP or another of the University resource offices listed in the policy. The AVP will ensure that the policy is publicized regularly and that educational programs and training are offered to faculty, staff, and students.

E. Policy Against Retaliation
University policy expressly prohibits retaliation against faculty, staff or students who in good faith make reports of violations of this policy. In addition, knowingly and intentionally making a false report of a violation of this policy is prohibited. Members of the Penn community who take adverse action against, intimidate, threaten or otherwise engage in retaliation against a person because they filed a complaint of sexual misconduct or served as a witness during an investigation are subject to disciplinary action, up to and including termination of their employment or expulsion from the University.

II. Consensual Romantic and Sexual Relationships in the Workplace and Educational Setting Policy

A. Faculty and Students and Academic Settings
The relationship between faculty member and student is central to the academic mission of the University. No non-academic or personal ties should be allowed to interfere with the integrity of the faculty-student relationship. Consensual sexual relations between faculty and student can adversely affect the academic enterprise, distorting judgments, or appearing to do so to others, and providing incentives or disincentives for student-faculty contact that are inappropriate.

For these reasons, any sexual relations or dating relationships between a faculty member and an undergraduate student enrolled at the University are prohibited. The prohibition extends to all academic advisors and program directors, including those based in the College Houses and other University-owned or administered housing. The prohibition also extends to graduate, professional, or undergraduate student assistants, but, in their case, only with respect to those undergraduate students over whom they have academic responsibility.

Although consensual sexual relations or dating relationships between faculty and graduate or professional students are not categorically prohibited, the University strongly discourages all sexual relations or dating relationships between faculty and graduate or professional students. Further, sexual relations or dating relationships between a faculty member and a graduate or professional student during the period of the faculty/student relationship are prohibited. The prohibition extends to sexual relations or dating between a graduate or professional student and other students for whom they have some supervisory academic responsibility, between department chairs and students in that department, and between graduate group chairs and students in that graduate group. Likewise, sexual relations and dating relationships are prohibited between a graduate or professional student and their academic advisors, program directors, and all others who have any supervisory responsibility for that student.

B. Workplace and Other Settings
Those entrusted with responsibility for supervising, evaluating, advising, or mentoring other members of the Penn community are in inherently unequal positions. Faculty, staff, and others should not evaluate or supervise those with whom they have a familial, romantic or sexual relationship because of the potential for conflict of interest, or the appearance of favoritism, exploitation or bias. As is the case for faculty, sexual or romantic relationships between staff members and undergraduate students are prohibited. Although consensual sexual relations or dating relationships between staff and graduate or professional students, are not categorically prohibited, the University strongly discourages all sexual relations or dating relationships between staff and graduate or professional students.

Consensual sexual or romantic relationships between those employed by the University as faculty or staff are not in general prohibited by this policy. However, relationships between employees in which one has direct or indirect authority over the other are potentially problematic, including relationships between supervisors and their direct and indirect reports, between senior faculty and junior faculty, and managers and
those who report to them (directly or indirectly). If such a relationship develops or exists as a result of a change in employment or academic status, the person in the position of greater authority or power must recuse themselves to ensure that they do not exercise any supervisory or evaluative function over the other person in the relationship. Where such recusal is required, the recusing party must also notify their supervisor, department chair, dean or manager, so that person can ensure adequate alternative supervisory or evaluative arrangements are put in place. Such notification is always required where recusal is required. This obligation to recuse and notify exists for past as well as for current relationships. Failure to disclose the relationship in a timely fashion will itself be considered a violation of policy.

It is understood that sexual or romantic relationships may be private and the University treats such information sensitively and (to the extent practicable) confidentially. The University has the option to take any action necessary to ensure compliance with the spirit of this policy, including transferring either or both employees to minimize disruption of operations.

Mechanisms for Complaint Resolution
To make a complaint alleging a violation of this policy, the Associate Vice President for Equity and Title IX Officer (“AVP”) should be contacted.

Complaints Against Faculty
If a determination is made that the complaint involves a violation of the Consensual Romantic and Sexual Relations in the Workplace and Educational Settings Policy, (other than sexual harassment, sexual violence or sexual assault), then the AVP will oversee the informal resolution or investigative process(es), advising the Dean of the applicable School that a complaint has been made and discussing any interim measures that may be needed. In either case, for Standing Faculty, the Procedure Governing Sanctions Taken Against Members of the Faculty, Handbook for Faculty and Academic Administrators, Part II.E.16, will be followed where applicable.

Complaints Against Staff
If a determination is made that the complaint involves a violation of the Consensual Romantic and Sexual Relations in the Workplace and Educational Settings Policy (other than sexual harassment, sexual violence or sexual assault), then the AVP will oversee the informal resolution or investigative process(es), advising the Dean or Vice President of the applicable administrative Division that a complaint has been made and discussing any interim measures that may be needed.

Complaints Against Enrolled Students
If a determination is made that the complaint involves a violation of the Consensual Romantic and Sexual Relations in the Workplace and Educational Settings Policy (other than sexual harassment, sexual violence or sexual assault), then the AVP will oversee the informal resolution or investigative process(es), advising the Dean of the applicable School that a complaint has been made and discussing any interim measures that may be needed.

C. Policy Against Retaliation
University policy expressly prohibits retaliation against faculty, staff or students who in good faith make reports of violations of this policy. In addition, knowingly and intentionally making a false report of a violation of this policy is prohibited. Members of the Penn community who take adverse action against, intimidate, threaten or otherwise engage in retaliation against a person because they filed a complaint of sexual misconduct or served as a witness during an investigation are subject to disciplinary action, up to and including termination of their employment or expulsion from the University.

III. Student Disciplinary Procedures for Resolving Complaints of Sexual Misconduct

A. Introduction
The University of Pennsylvania is committed to providing a safe and healthy environment, free of gender-based misconduct, to all members of our community and visitors to our community. As such, sexual harassment, sexual assault, sexual violence, relationship violence, and stalking will not be tolerated. In order to ensure the creation of a climate where students are able to thrive and achieve their full potential, the University has developed a wide range of policies, educational programs, broad-based resources, support, and reporting systems. This amendment to the Student Disciplinary Charter supplements these other policies and initiatives, addressing the process by which complaints against an enrolled University student for a violation of the Sexual Misconduct Policy (which includes its Sexual Harassment and Sexual Violence, Relationship Violence, and Stalking Policy (“Sexual Harassment Policy”)) will be adjudicated and resolved.

B. Confidentiality
Confidentiality is of critical importance in ensuring that these sensitive matters are handled appropriately. The University has an obligation to respond to violations of its Sexual Misconduct Policy as fairly and expeditiously as possible when a complaint is received. University staff and faculty may share information with others who have a legitimate need to know in order to fairly and effectively address complaints, but the information should be considered confidential and should be protected to the extent possible consistent with legal obligations. Such administrators may include, for example those in, the Office of the Vice Provost for University Life, the Office of the Associate Vice President and Title IX Officer (AVP), the Division of Public Safety, the Senior Vice President for Institutional Affairs and Chief Diversity Officer, Office of General Counsel, Counseling and Psychological Services, Student Health Service, and academic advising offices.

C. Reporting Complaints of Violation of Sexual Misconduct

1. Office of the Associate Vice President for Equity and Title IX Officer (AVP)
The Office of the AVP will be responsible for managing all complaints made against enrolled University students for violations of its Sexual Misconduct Policy (including sexual harassment and sexual violence). Complaints should be lodged with the AVP who will assign the complaint to a trained investigator (IO) who will work under the AVP’s direction and supervision.

Complaints must either be presented in writing or based upon information provided by the complainant to the IO who will then memorialize the allegations in writing and have the allegations confirmed by the complainant. Complainants may include University students or others within the community who allege a violation of the Policy by a student enrolled at the University during the period that student has been enrolled.
2. Office of the District Attorney and Office for Civil Rights
Complainants may also choose to file a report with the District Attorney, the Office for Civil Rights of the U.S. Department of Education, or other external agencies. The University processes and the legal system work independently of one another and the University has its own interest in, and responsibility for, ensuring the enforcement of its Sexual Misconduct Policy. Therefore, the University will not unilaterally defer its processes pending the outcome of any criminal process, nor will the outcome of any legal process be determinative of the University result. The University will, however, comply with reasonable requests by law enforcement for cooperation, and will upon reasonable request temporarily suspend its fact-finding process in a sexual misconduct investigation so as not to impede the law enforcement process.

3. Support, Counseling and Advice
In making a decision about how to proceed with a complaint, complainants may seek support, counseling, and advice from other offices on campus, including the Special Services Department in the Division of Public Safety, Penn Violence Prevention, Office of the University Chaplain, Penn Women's Center, Counseling and Psychological Services, Office of the Ombuds, African-American Resource Center, or Lesbian Gay Bisexual Transgender Center. A list of these offices is provided in Section E below. Should a complainant decide to proceed with the University's disciplinary process against an enrolled University student, the Office of the AVP will be the single place to initiate the process.

4. Timeframe for Submitting a Complaint
The University does not limit the timeframe for filing a report of a violation of the Sexual Misconduct Policy. Reports may be filed at any time, although the University’s ability to investigate or take any action may be limited by the passage of time or the matriculation status of the alleged respondent.

5. Complainant Request for Confidentiality
The University is required by Title IX to weigh the complainant’s request for confidentiality/privacy with the University’s commitment to provide a reasonably safe and nondiscriminatory environment. In situations where a complainant requests confidentiality, the University’s ability to investigate and respond to the allegations may be limited. The IO will notify the complainant if the University cannot, in unusual cases, maintain the complainant’s confidentiality/privacy. The complainant’s and respondent’s identities will only be revealed to those individuals who need to know their names in order to investigate or adjudicate the complaint or provide interim measures. If the University becomes aware of a pattern of behavior by one or more respondents, the University will take appropriate action in an attempt to protect the University community.

D. Investigation and Resolution of Complaints
1. Timely Resolution
Where possible, the process of resolving complaints, exclusive of any appeal, should be completed within 60 business days of the filing of the written complaint. The appeal should be completed, where possible, within 30 business days of the filing of the appeal.

In the event that a Hearing Panel is convened, the complainant and the respondent will both be provided with a copy of the decision of the Panel and given 10 business days to file an appeal.

2. Rights and Protections for Complainant and Respondent
(a) The complainant and respondent have the right to a process that is fundamentally fair, and free of bias or prejudice.

(b) The complainant and respondent have the right to be treated with respect, dignity, sensitivity, and fairness throughout the entire process. They are both entitled to seek support from the University and to be informed about the process both before the process is initiated and throughout the process as it unfolds.

(c) Both parties have the right to participate in the process, or to refrain from participation. The failure to participate will not be used as evidence against either party, but also will not prevent the process from proceeding unless the complainant withdraws the complaint and the University determines to abide by that request or the respondent withdraws from the University.

(d) Each party may have a lawyer or other advisor present when being interviewed by the Investigative Team and the Hearing Panel, but the lawyer or other advisor will not be permitted to present statements or seek the production of evidence. The party’s advisor will be able to direct questions to the other party or witnesses interviewed by the Panel subject to determinations of relevance and other procedural issues by the Disciplinary Hearing Officer.

(e) Evidence of prior sexual conduct by the complainant or respondent with other partners will not ordinarily be considered in the process, and any evidence of a prior sexual relationship between the parties will not be determinative of the issue of consent.

(f) If there is credible evidence of a pattern of violations of the Sexual Misconduct Policy, that evidence may be considered by the Hearing Panel if there is a finding of responsibility and a sanction is being determined.

(g) While the process is underway, the Vice Provost for University Life (VPUL) will work with the complainant and respondent, ensuring support is provided to both parties. VPUL will also be responsible for implementing interim measures to protect the parties, or any of the witnesses, consistent with principles of fairness, including implementing measures regarding housing, academic accommodations and scheduling changes, no contact orders, and any other appropriate actions to protect the parties or any of the witnesses.

3. Preliminary Determination
Upon receiving a complaint, the AVP will make a preliminary determination as to whether the complaint falls within the purview of a Sexual Misconduct Policy and whether, on its face, there appears to be a sufficient basis to conduct a full investigation. In making this determination, the AVP may interview the complainant and the respondent (after advising the respondent of the allegations in writing) and conduct whatever preliminary investigation the AVP deems necessary to determine if the actions alleged in the complaint would, if true, constitute a violation of the University’s Sexual Violence Policy and there is a reasonable basis for investigating the charges. If the AVP concludes there is insufficient basis to proceed, the matter will be concluded, and the parties so advised.

4. Investigation
If the AVP makes the determination that there is a sufficient basis to proceed, the AVP will issue a Statement of Charge Letter, based on the complaint and any preliminary investigation conducted. The Charge Letter will be provided to the complainant and the respondent. The respondent will be provided the opportunity to respond in writing to the Charge, and any response will be shared with the complainant.

The IO will lead a thorough and fair investigation, assisted by one or more co-investigators who may come from the School of the complainant or respondent or from elsewhere in the University (the “Investigative
Team”). The co-investigator(s) will be University administrators or faculty members appropriately trained to investigate and handle sexual misconduct cases who are selected for individual cases by the IO. The investigation will include interviews of the complainant and respondent, interviews of witnesses, and review of documentation, physical evidence, and any other relevant evidence.

Prior to interviews, the complainant, the respondent, and any relevant witnesses will be informed by the IO that statements made during the process may be admissible in concurrent or subsequent civil or criminal court proceedings, and will accordingly also be informed of their rights as outlined in Section D.2(c) above. They will also be reminded of the consequences of making false statements to the IO under the Code of Student Conduct and the Charter of the University of Pennsylvania Student Disciplinary System. The complainant and respondent may have their advisors’ and/or outside counsel present for their interviews, but the advisors or outside counsel will not be permitted to participate in the interview other than to provide advice to the student, and they may be excluded from the interview for disruptive behavior.

In conducting the investigation, the Investigative Team may, as appropriate, also consult with other campus officials including but not limited to administrators in the relevant School, Division of Public Safety, the AVP and Title IX Officer, Senior Vice President for Institutional Affairs and Chief Diversity Officer, or the Vice Provost for University Life. The Investigative Team may also consult with the Office of General Counsel, who may determine in particular cases to engage outside counsel to assist the University throughout this process. The Investigative Team may engage forensic and other experts, as needed.

5. Investigative Report

At the conclusion of the investigation, the Investigative Team will prepare a draft factual investigative report, including assessments of credibility, a recommended finding as to responsibility, and recommended sanctions, if appropriate. In making the responsibility determination, the Investigative team will use a “preponderance of the evidence” standard. In other words, to find a student responsible for violating the Sexual Misconduct Policy, the Investigative Team must be convinced that it is more likely than not that a violation of the Sexual Misconduct Policy has occurred.

(a) Opportunity for Review and Comment

The draft investigative report and related exhibits and evidence will be provided to both the complainant and respondent for review and comment, under strict instructions that they are and at all times remains strictly confidential, and are not to be shared with anyone other than their families and advisors, who must be members of the University community and/or outside counsel, as described above without the expressed consent of the AVP. Sharing of the report by either party, their families, advisors or outside counsel with any additional persons is strictly prohibited and anyone with whom the report is shared must be so advised. The complainant and the respondent will be given the opportunity to respond to and comment on the draft investigative report in writing.

(b) Final Report

As a result of the response and comments received, the Investigative Team may conduct a further investigation and/or amend the draft report, if the Team determines either action to be warranted. The Investigative Team will prepare a final investigative report, incorporating any changes they believe are appropriate, and then share it with the complainant and the respondent. The complainant and respondent may submit formal objections or comments to the final report, which will become part of the final report of the matter.

6. Resolution Without a Hearing

The matter may be resolved at this stage if both parties agree to the recommendations of the Investigative Team with respect to responsibility and, if applicable, sanctions, or if the parties otherwise reach a mutually acceptable resolution. The University, however, will not compel either the complainant or the respondent to engage in face-to-face mediation or to accept the recommendations of the Investigative Team.

7. Hearing Panel

If the matter is not resolved at this stage in a mutually acceptable manner, either party may request a hearing before a Hearing Panel (Panel) within 10 business days of transmission of the final report.

(a) Panel Membership

The Panel will be comprised of three (3) faculty members and the Disciplinary Hearing Officer (DHO), who will be a non-voting member. The DHO will make all decisions about the organization of the Panel, including decisions regarding the admissibility of evidence, witnesses to appear before the Panel, or any additional decisions regarding the administration of the hearing process. Membership of the Panel, including the DHO, will observe the following guidelines:

i. Members will be selected from a pool of faculty who have agreed to serve for a term of one or more years.

ii. Only mixed-gender panels that have received training in handling complaints involving sexual misconduct will hear sexual misconduct cases.

iii. Faculty comprising the Panel should be from academic departments in which neither of the parties is enrolled in a course of study, and no faculty member should serve on the Panel who has a mentoring relationship or other personal relationship with either of the parties.

iv. Faculty asked to serve should recuse themselves or be dismissed if they have any personal ties to either of the parties or to individuals with whom the parties are closely associated, or if they have prior personal knowledge of the alleged incident of sexual misconduct.

v. The University will train members of the pool to fulfill their responsibilities as adjudicators according to the procedures and policies outlined here and to ensure compliance with Title IX and other applicable state and federal guidelines. In addition, the Panel will be provided with “just in time” training on adjudicating sexual misconduct cases.

vi. The IO may not serve on the Panel; however, the IO may be interviewed by the Panel regarding the investigation and may assist the DHO as needed in organizational and administrative matters related to the Panel.

vii. The complainant and respondent will be notified of the membership of the Panel in advance of the Hearing. Any challenges for cause against individual Panel members must be made promptly so as not to delay the conduct of the Hearing and will be given serious consideration by the DHO to ensure impartiality of the proceedings.
vi. All proceedings must be kept strictly confidential among the parties, witnesses and members of the panel. All individuals involved in such hearings must agree to such conditions of confidentiality.

(b) Hearing Procedures

Hearings must be prompt, fair, and impartial, affording the complainant’s allegations and the respondent’s defenses all due consideration and protecting the rights of both parties. The Panel will review the Investigative Team’s final report, including any response, objections, or comments provided by the complainant or respondent. The Panel will also carefully review the evidentiary record, including witness statements, documents, and physical evidence.

Hearing Panel Interviews

i. The Panel will interview separately the IO (and co-investigator(s) if the Panel so chooses), the complainant, and the respondent. The DHO will provide the complainant and respondent with 10 days advance notice of the Hearing. If reasonably possible, interviews will be conducted on one day, but if such scheduling would require an unreasonably long day, or if such scheduling would unreasonably delay the proceeding, the hearing may be scheduled over multiple days.

The Panel may seek additional evidence from the IO and interview key witnesses on whom the IO relied in drawing his or her conclusions, as well as request additional evidence from the IO to clarify the evidentiary record, provided that it can do so without unreasonably delaying the process. In the event that a new witness comes forward during the Hearing who was not originally interviewed by the IO, or new evidence is discovered after the IO has issued his or her report, the DHO may allow that witness to testify or admit the evidence to the hearing, but only if the DHO judges the new witness or evidence to be highly relevant to an accurate and fair determination of the outcome.

ii. The Hearing will be held in private, and only the Panel may conduct interviews. Only the person interviewed (and that person’s advisor or outside counsel, as applicable) will be present at the Hearing during interviews. The complainant or respondent (and their advisor or outside counsel, as applicable) will be able to view testimony from separate rooms, upon request, via closed-circuit television or similar video transmission.

iii. Subject to the Rights and Protections set forth in Section D.2 above, the Panel has wide latitude when questioning the complainant, the respondent, and any witnesses in order to determine the accuracy of the final report.

iv. The complainant and respondent may propose witnesses and provide specific questions in advance that they believe important to ask of other parties or witnesses. The DHO, in consultation with the Panel, will determine the relevance as well as the appropriateness of witnesses and questions, and may accordingly place restrictions on, include, or exclude witnesses or other information.

v. When the Panel is conducting the interview of the complainant and respondent, each student will have an advisor or outside counsel with them to provide advice and support. The advisor or outside counsel will be permitted to address questions to the other party during the Hearing subject to determinations of relevancy and other appropriate considerations. If an advisor’s behavior is disruptive, the Hearing will be adjourned and the advisor may be excluded from the Hearing.

The interviews by the Panel will be recorded (audio only). No observers will be permitted to make any audio or video recordings.

(c) Hearing Panel Decision

After the Hearing concludes, the Panel will immediately deliberate in private to decide whether a preponderance of the evidence shows that the respondent is responsible for a violation of the University’s Sexual Misconduct Policy. Preponderance of the evidence means that the Panel must be convinced based on the evidence that it is more likely than not that a violation has occurred in order to find a student is responsible for a violation of the policy. A finding of responsibility requires a majority vote of the members of the Panel.

If the respondent is found responsible, the Panel will also determine the appropriate sanction, by majority vote, based upon the facts of the case and University precedent, with a presumption in favor of the sanction recommended by the IO.

The Panel will arrive at its conclusion as expeditiously as possible and will promptly advise both the complainant and the respondent in writing of its decision with respect to responsibility and, if applicable, sanctions. In keeping with guidelines for timely resolution as provided in Section D1 above, the written decision will be provided as soon after the conclusion of the proceeding as is possible.

Decisions made by the Panel are considered final, subject only to appeal as outlined below.

(d) Appeal of Hearing Panel Decision

The Panel decision is subject to appeal by either party in writing to a Disciplinary Appellate Officer (DAO), a faculty member with exclusive jurisdiction to decide appeals. In keeping with guidelines for timely resolution as provided in Section D1 above, appeals should be submitted within 10 business days after the decision of the Panel. Letters of appeal should specifically state whether the objection is to the judgment of responsibility, the sanction, or both, and explain in detail the grounds for appeal. The request for an appeal will be shared with the other party who will have the opportunity to provide a response or otherwise direct comments to the DAO within 10 business days. Any such comments or response will be shared with the other party.

The DAO will review the report of the Investigative Team and supporting evidence, the audio record from the Panel Hearing, and any other material the DAO deems relevant, in addition to the decision of the Panel in order to ensure that the process was consistent with University policy and that the result was not arbitrary or capricious, that there were no procedural irregularities, that there was no demonstrated bias or conflict of interest on the part of any fact-finder, and that no new evidence has been brought forward that would alter the outcome of the Hearing.

After considering the appeal, the DAO will promptly issue their decision in writing and will provide copies to the DHO, the Provost, the Senior Vice President for Institutional Affairs and Chief Diversity Officer, the complainant, respondent(s) and other appropriate parties.

E. Resource Offices

1. Confidential Resources

The following can be contacted for support, counseling, and advice:

Special Services Department, Division of Public Safety
24-hour Helpline: (215) 898-6600
4040 Chestnut Street
http://www.publicsafety.upenn.edu/special-services/
2. Official Reporting Offices for Sexual Misconduct Complaints

If reports of sexual misconduct are made or come to the attention of the following offices, they must ensure that appropriate action is taken, including notifying the University’s AVP and Title IX Officer.

Office of Affirmative Action and Equal Opportunity Programs
(215) 898-6993
Suite 421, Franklin Building
http://www.upenn.edu/affirm-action/index.html

Student Intervention Services, VPUL
(215) 898-6081
(215) 768-6527 Nights/Weekends
3611 Locust Walk
https://www.vpul.upenn.edu/intervention.php

Office of Student Conduct
(215) 898-5651
Suite 400, 3440 Market Street
https://www.osc.upenn.edu/

Office of Staff and Labor Relations, Division of Human Resources
(215) 898-6093
Suite 600, Franklin Building
https://www.hr.upenn.edu/workplace-issues/staff-labor-relations/

F. Intake and Investigative Office for Sexual Misconduct Complaints

The official office for reporting, initiating a formal complaint, and investigation of violations of the Sexual Misconduct Policies, including violations of the Sexual Harassment or Sexual Violence Policies, is the Office of the Associate Vice President for Equity and Title IX Officer. The contact information for that Office is:

Associate Vice President for Equity and Title IX Officer
(215) 898-2887
3901 Walnut Street, Suite 320
https://titleixoffice.upenn.edu/

V. Procedures for Resolving Complaints of Sexual Misconduct Against Faculty

A. Introduction

The University of Pennsylvania is committed to providing a safe and healthy environment, free of gender-based misconduct, to all members of our community and visitors to our community. As such, sexual assault, sexual violence, relationship violence and stalking will not be tolerated. In order to ensure the creation of a climate where members of the community are able to thrive and achieve their full potential, the University has developed a wide range of policies, educational programs, broad-based resources, support and reporting systems. These procedures supplement these other policies and initiatives, addressing the process by which complaints against a University faculty member for a violation of the Sexual Misconduct Policy (which includes the Sexual Harassment, Sexual Violence, Relationship Violence and Stalking Policy (“Sexual Harassment Policy”) and the Consensual Romantic and Sexual Relationships in the Workplace and Educational Settings Policy) will be adjudicated and resolved.

B. Confidentiality

Confidentiality is of critical importance in ensuring that these sensitive matters are handled appropriately. The University has an obligation to respond to violations of its Sexual Misconduct Policy as fairly and expeditiously as possible when a complaint is received. University staff and faculty may share information with others who have a legitimate need to know in order to fairly and effectively address complaints, but the information should be considered confidential and should be protected to the extent possible consistent with legal obligations. Such administrators may include, for example those in, the Office of the Vice Provost for University Life, the Office of the Vice Provost for Faculty, the Office of the Associate Vice President for Equity and Title IX Officer (AVP), the Division of Public Safety, the Senior Vice President for Institutional Affairs and Chief Diversity Officer, the Office of General Counsel, Employee Assistance Program, Counseling and Psychological Services, Student Health Service, and academic advising offices.
C. Reporting Complaints of Violation of the Sexual Misconduct Policy

1. Office of the Associate Vice President for Equity and Title IX Officer

The Office of the Associate Vice President for Equity and Title IX Officer (AVP) will be responsible for overseeing all complaints made against a University faculty member, instructor, post-doctoral or trainee, or teaching assistant ("faculty member") for violations of the Sexual Misconduct Policy. Complaints should be lodged with the AVP who will ensure that complaints are investigated by a trained Investigative Officer (IO), who will select a co-investigator to form the Investigative Team. The Investigative Team will consult with the appropriate Dean, or in any case for which the Dean has an actual or appearance of a conflict of interest or is implicated in the complaint, the Vice Provost for Faculty.

Complaints must either be presented in writing or based on information provided by the complainant or another individual making the report who will then memorialize the allegations in writing and ask the complainant to confirm them. Complainants may include University students, staff, or faculty members, as well as others within the University community, alleging a violation of the Policy by a University faculty member.

(a) Consensual Romantic and Sexual Relationships in the Workplace and Educational Settings

If the AVP determines that the complaint involves a possible violation of the Consensual Romantic or Sexual Relationships in the Workplace or Educational Settings Policy and not the Sexual Harassment, Sexual Violence, Relationship Violence and Stalking Policy, the complaint will be investigated by an IO.9 The facts, conclusions, and recommendations reached by the IO will be reported to the Dean of the applicable school who may seek an informal resolution, if appropriate, or initiate the University’s Procedure Governing Sanctions Taken Against Members of the Faculty. (Faculty Handbook II.E.16).

(b) Sexual Harassment, Sexual Violence, Relationship Violence, and Stalking

If the AVP determines that the complaint involves a possible violation of the Sexual Harassment, Sexual Violence, Relationship Violence, and Stalking Policy, the procedures outlined below in Section D of this policy will apply.

2. Office of the District Attorney and Office for Civil Rights

Complainants may also choose to file a report with the District Attorney, the Office for Civil Rights of the U.S. Department of Education, or other external agencies. The University’s processes and the legal system are independent of one another, and the University has its own interest in, and responsibility for, the enforcement of its Sexual Violence Policy.10 Therefore, the University will not unilaterally defer its processes pending the outcome of a criminal process, nor will the outcome of any legal process be determinative of the University result. The University will, however, comply with reasonable requests by law enforcement for cooperation, and may suspend its fact-finding process in a sexual misconduct investigation so as not to impede the law enforcement process.

3. Support, Counseling and Advice

In making a decision about whether to file a sexual harassment complaint, complainants may seek support, counseling and advice from other offices on campus. A list of these offices is provided in Section E below. Should the complainant determine to proceed with an on-campus complaint investigation and resolution process against a University faculty member, the Office of the AVP will be the single place to initiate the process.11

4. Timeframe for Submitting a Complaint

The University does not limit the timeframe for filing a sexual misconduct complaint. Reports may be filed at any time, although the University’s ability to investigate or take action may be limited by the passage of time, changes in the employment relationship of the alleged respondent at the time the report is made, or other circumstances.

5. Complainant Request for Confidentiality

The University is required by Title IX to weigh the complainant’s request for confidentiality/privacy with the University’s commitment to provide a reasonably safe and nondiscriminatory environment. In situations where a complainant requests confidentiality, the University’s ability to investigate and respond to the allegations may be limited. The AVP will notify the complainant if the University cannot, in unusual cases, maintain the complainant’s confidentiality/privacy. The complainant’s and respondent’s identities will only be revealed to those individuals who need to know their names in order to investigate or adjudicate the complaint or provide interim measures. If the University becomes aware of behavior or a pattern of behavior by one or more respondents, the University will take appropriate action in an attempt to protect the University community.

D. Investigation and Resolution of Complaints of Sexual Harassment, Sexual Violence, Relationship Violence, and Stalking

1. Timely Resolution

The process of resolving complaints, not including any appeal, should be completed, where practicable, within 60 business days of the filing of the written complaint. The appeal should be completed, where practicable, within 30 business days of the filing of the appeal. In the event that a Hearing Panel is convened, the complainant and the respondent will both be provided with a copy of the decision of the Panel and given 10 business days from the date of the transmittal of the Hearing Panel’s decision to file an appeal.

2. Rights and Protections for Complainant and Respondent

(a) The complainant and respondent have the right to a process that is fundamentally fair, and free of bias or prejudice.

(b) The complainant and respondent have the right to be treated with respect, dignity, sensitivity and fairness throughout the entire process. They are both entitled to seek support from the University and to be informed about the process both before the process is initiated and throughout the process as it unfolds.

(c) Both parties have the right to participate in the process, or to refrain from participation.12 The failure to participate will not be used as evidence against either party, but also will not prevent the process from proceeding unless the complainant determines to withdraw the complaint and the University determines to abide by that request.

(d) Both parties may have an advisor, who may be their lawyer, present when being interviewed by the Investigative Team and the Hearing Panel, but the lawyer or other advisor will not be permitted to present statements or seek the production of evidence. The advisor will be permitted to pose questions to the other party or any witnesses subject to determinations of relevance and other appropriate issues by the DHO.
Advisors must be a member of the University community, unless the advisor is serving as legal counsel to one of the parties.

(e) Evidence of prior sexual conduct by the complainant or respondent with other partners will not ordinarily be considered in the process, and any evidence of a prior sexual relationship between the parties will not be determinative of the issue of consent.

(f) If there is credible evidence of a pattern of violations of the Sexual Misconduct Policy, evidence that helps to establish such a pattern may be considered by the Hearing Panel.

(g) While the process is underway, appropriate interim measures will be taken to protect the parties. If both the complainant and the respondent are faculty members, the Dean(s) of the school(s) to which the faculty members have appointments—or the Dean(s)' designee(s)—would work with the complainant and respondent, ensuring support is provided to both parties, and implementing interim measures to protect the parties, consistent with principles of fairness. In the event that the complainant is a staff member or a student, the Dean of the School to which the respondent has an appointment—or the Dean's designee will work with Human Resources (for staff members) and the Vice Provost for University Life (for students) to implement interim measures.

3. Preliminary Determination

Upon receiving a complaint, the AVP will make a preliminary determination as to whether the complaint on its face appears to be a sufficient basis to conduct a full investigation. In making this determination, the AVP may interview the complainant and the respondent (after advising the respondent of the allegations in writing) and conduct whatever preliminary investigation the AVP deems necessary to determine if the actions alleged in the complaint would, if true, constitute a violation of the University’s Sexual Harassment, Sexual Violence, Relationship Violence, and Stalking Policy and there is a reasonable basis for investigating the charges. If the AVP concludes there is insufficient basis to proceed, the matter will be concluded, and the parties so advised.

4. Investigation

If the AVP makes the determination that there is a sufficient basis to proceed, an IO will be assigned to conduct the investigation. The IO will issue a Statement of Charge Letter, based on the complaint and any preliminary investigation conducted. The Charge Letter will be provided to the complainant and the respondent. The respondent will be provided the opportunity to respond in writing to the Charge, and any response will be shared with the complainant. The Dean of each school to which the respondent faculty member has an appointment will also receive a copy of the Charge Letter.

The IO will lead a thorough and impartial investigation, assisted by one or more co-investigators who may come from the School of the complainant or respondent or from elsewhere in the University (the “Investigative Team”). Co-investigator(s) will be University staff or faculty members appropriately trained to investigate and handle sexual misconduct cases who will be selected for individual cases by the IO. The investigation will include interviews of the complainant and respondent, interviews of witnesses as well as review of documentation, physical evidence and any other relevant evidence.

Prior to interviews, the complainant, the respondent and any relevant witnesses will be informed by the IO that statements they make during the process may be admissible in concurrent or subsequent civil or criminal court proceedings. Accordingly, the parties and witnesses will be informed of their rights as outlined in Section D2 above. The parties will be advised of the seriousness of the proceeding and the expectation that the information they provide is both accurate and complete. Any false or misleading statements may subject the party making such statements to proceedings under the applicable University policy, handbook, code and/or charter. The complainant and respondent may have their advisors and/or outside counsel present for their interviews, but the advisors or outside counsel will not be permitted to participate in the interview other than to provide advice to the person they have accompanied, and they may be excluded from the interview for disruptive behavior.

In conducting the investigation, the Investigative Team may, as appropriate, also consult with other campus officials including but not limited to administrators in the relevant School(s), the Division of Public Safety, the AVP, the Senior Vice President for Institutional Affairs and Chief Diversity Officer, the Vice Provost for Faculty or the Vice Provost for University Life. The Investigative Team may also consult with the Office of General Counsel, which may determine in particular cases to engage outside counsel to assist the University throughout this process. The Investigative Team may engage forensic and other experts, as needed.

5. Investigative Report

At the conclusion of the investigation, the Investigative Team will prepare a draft factual investigative report, including assessments of credibility, a recommended finding as to responsibility, and recommended sanctions, if appropriate. In making the responsibility determination, the Investigative Team must be convinced that there is substantial evidence that a violation of the Sexual Misconduct Policy has occurred.

(a) Opportunity for Review and Comment

The draft investigative report will be provided to both the complainant and respondent for their prompt review and comment, under strict instructions that the draft report is confidential, and not to be shared with anyone other than their families and advisors, who must be members of the University community and/or outside counsel, as described above. Sharing of the draft report by either party, their families, advisors or outside counsel with any additional persons will be strictly prohibited. The complainant and respondent will also be provided the opportunity to review the underlying evidence and witness statements with their advisors, but they will not be provided with nor permitted to make copies.

(b) Final Report

As a result of the response and comments received, the Investigative Team may conduct a further investigation and/or amend the draft report, if the Team determines either action to be warranted. A final investigative report will be prepared, incorporating any changes, and shared with the complainant and the respondent. The complainant and respondent may submit formal objections or comments to the final report, which will become part of the final report of the matter.

6. Resolution Without a Hearing

The matter may be resolved at this stage if both parties agree to the recommendations of the Investigative Team with respect to responsibility and, if applicable, sanctions, or if the parties otherwise reach a mutually acceptable resolution. The University, however, will not compel either the complainant or the respondent to engage in face-to-face mediation or to accept the recommendations of the Investigative Team.

7. Hearing Panel

If the matter is not resolved at this stage in a mutually acceptable manner, either party may request a hearing before a Hearing Panel (Panel) within 10 business days of transmission of the final report.
(a) Panel Membership
The Panel will be comprised of three (3) faculty members and the Designated Hearing Officer (DHO), who will be a non-voting member. The DHO will make all decisions about the organization of the Panel, including decisions regarding the admissibility of evidence, witnesses to appear before the panel, or any additional decisions regarding the administration of the hearing process.14

Membership of the Panel, including the DHO, will observe the following guidelines:

1. Members will be selected from a pool of faculty who have agreed to serve for a term of one or more years.
2. Only Panels that have training in handling complaints involving sexual misconduct will hear sexual misconduct cases.
3. Faculty appearing on a Panel may not share an academic department affiliation with either of the parties (e.g., has a faculty appointment or is enrolled in a course of study), nor may any faculty member serve on the Panel who has a professional, academic or personal relationship with either of the parties. Faculty asked to serve must recuse themselves or be dismissed if they have any personal ties to either of the parties or to individuals with whom the parties are closely associated. Faculty with personal knowledge of the alleged incident of sexual misconduct also must recuse themselves or be dismissed.
4. The University will train members of the pool to fulfill their responsibilities as adjudicators according to the procedures and policies outlined here and to ensure compliance with Title IX and other applicable state and federal guidelines. In addition, the Panel will be provided with “just in time” training on adjudicating sexual violence cases, unless the Panel members have recently been trained.
5. No member of the Investigative Team may serve on the Panel; however, any such individual may be interviewed by the Panel regarding the investigation and may assist the DHO as needed in organizational and administrative matters related to the Panel.
6. The complainant and/or respondent will be notified of the membership of the Panel in advance of the Hearing. Any challenges for cause against individual Panel members must be made promptly so as not to delay the conduct of the Hearing and will be given serious consideration by the DHO to ensure impartiality of the proceedings.
7. All proceedings must be kept strictly confidential among the parties, witnesses and members of the Panel. All individuals involved in such hearings must agree to such conditions of confidentiality.

(b) Hearing Procedures
Hearings must be prompt, fair and impartial, affording the complainant’s allegations and the respondent’s defenses all due consideration and protecting the rights of both parties. The Panel will review the Investigative Team’s final report, including any responses, objections or comments provided by the complainant and/or respondent. The Panel will also carefully review the evidentiary record, including witness statements, documents and physical evidence.

Hearing Panel Interviews
The Panel will interview separately the IO (and co-investigator(s) if the Panel so chooses), the complainant and the respondent. The Panel will, whenever possible, provide the complainant and respondent with 10 days advance notice of the Hearing. If reasonably possible, interviews will be conducted on one day, but if such scheduling would require an unreasonably long day, or if such scheduling would unreasonably delay the proceeding, the Hearing may be scheduled over multiple days.

The Panel may seek additional evidence from the IO and interview key witnesses on whom the IO relied in drawing their conclusions, as well as request additional evidence from the IO to clarify the evidentiary record, provided that it can do so without unreasonably delaying the process. In the event that a new witness comes forward during the Hearing who was not originally interviewed by the IO, or new evidence is discovered after the IO has issued their report, the DHO may allow that witness to be interviewed or admit the evidence to the hearing, but only if the DHO judges the new witness or evidence to be relevant to an accurate and fair determination of the outcome.

i. The Hearing will be held in private, and only the Panel may conduct interviews. Only the person interviewed (and in the case of the parties, that person’s advisor or outside counsel) will be present at the Hearing. The complainant or respondent (and their advisor or outside counsel, as applicable) will be able to view interviews from separate rooms, upon request, via closed-circuit television or similar video transmission.

ii. Subject to the protections set forth in Section D2 above, the Panel has wide latitude when questioning the complainant, the respondent and any witnesses in order to determine the accuracy of the report.

iii. The complainant and respondent may propose witnesses and provide specific questions in advance that they believe important to ask other parties or witnesses. The parties also may submit questions during the Hearing that they wish to have asked. The DHO, in consultation with the Panel, will determine the relevance as well as the appropriateness of witnesses and questions, and may accordingly place restrictions on, include or exclude witnesses or other information.

iv. When the Panel is conducting the interview of the complainant and respondent, each may bring an advisor or outside counsel with them to provide advice and support, but the advisor or outside counsel will not be permitted to participate in the interview other than to provide advice to the complainant or respondent and may be excluded from the interview by the DHO for disruptive behavior.

v. The interviews by the Panel will be recorded (audio only). No observers will be permitted to make any audio or video recordings.

(c) Hearing Panel Decision
After the Hearing concludes, the Panel will immediately deliberate in private to decide whether, by clear and convincing evidence, the respondent has violated the University’s Sexual Violence Policy. Clear and convincing evidence means that the Panel must find that substantial evidence has been presented, that the faculty member is responsible for a violation of the Policy. A finding of responsibility requires a majority vote of the members of the Panel.

i. If the respondent is found responsible, the Panel will also recommend an appropriate sanction, by majority vote, based upon the facts of the case and University precedent, with a presumption in favor of the sanction recommended by the IO.

ii. The Panel will arrive at its conclusion as expeditiously as possible and will promptly advise both the complainant and the respondent in writing of its decision with respect to responsibility and, if applicable, recommended sanctions. In keeping with guidelines for timely resolution as provided in Section D1 above, the written decision will be provided as soon after the conclusion of the proceeding as is possible.
8. Sanctions
After a final decision has been rendered by the Panel, the matter is presented to the Dean of the School in which the respondent has a primary appointment for procedures related to sanctions, if applicable. The Dean is provided the final investigative report, along with the Panel’s decision and the appellate decision (if any).

(a) If the respondent is a member of the Standing Faculty, the Dean will follow the procedures described in the Faculty Handbook’s section regarding Procedure Governing Sanctions Taken Against Members of the Faculty (Section II.E.16), as appropriate, to determine what, if any, sanction should be imposed against the respondent based on the determination rendered by the Investigative Team, and if applicable, the Panel, and following the Dean’s consultation with the Vice Provost for Faculty.

(b) If the respondent is a member of the Associated Faculty, the Dean will consider the determination rendered by the Investigative Team, as well as the Panel and consult with the Vice Provost for Faculty before implementing an appropriate sanction.

The matter will be referred to the Provost to determine the appropriate sanction in the event that the Dean is the respondent or if referral to the Dean would create an actual or apparent conflict of interest.

E. Resource Offices
1. Confidential Resources
The following is a list of confidential resources that can be contacted for support, counseling and advice. The information shared with these resources generally will be held in confidence, consistent with the University’s obligation to address complaints of sexual violence, unless the person sharing the information gives his or her consent to the disclosure of that information. The commitment to confidentiality does not preclude the sharing of information among responsible University administrators as needed, including to keep members of the University community safe.

Special Services Department, Division of Public Safety
24-hour Helpline: (215) 898-6600
4040 Chestnut Street
http://www.publicsafety.upenn.edu/special-services/

Penn Women’s Center
(215) 898-8611
3643 Locust Walk
http://www.vpul.upenn.edu/pwc/

Lesbian Gay Bisexual Transgender Center
(215) 898-5044
3907 Spruce Street
https://www.vpul.upenn.edu/lgbtc/

African-American Resource Center
(215) 898-0104
http://www.hr.upenn.edu/PennHR/wellness-worklife/counseling-and-employee-assistance-program/
3643 Locust Walk
http://www.vpul.upenn.edu/aarc/

Office of the University Chaplain
(215) 898-8456
240 Houston Hall, 3417 Spruce Street
http://www.upenn.edu/chaplain/

Office of the Ombuds
(215) 898-8261
113 Duhring Wing, 236 S. 34th Street
http://www.upenn.edu/ombuds/

Employee Assistance Program, Health Advocate
(866) 799-2329
https://www.hr.upenn.edu/PennHR/wellness-worklife/counseling-and-employee-assistance-program/

Penn Violence Prevention
(215) 746-2642
VPUL, 3539 Locust Walk

2. Official Reporting Offices for Sexual Misconduct Complaints
If reports of sexual misconduct are made with or come to the attention of the following offices, they must ensure that appropriate action is taken, including notifying the University’s AVP and Title IX Officer:

Student Intervention Services, VPUL
(215) 898-6081 (215) 768-6527 Nights/Weekends
3611 Locust Walk
https://www.vpul.upenn.edu/intervention.php

Office of Student Conduct
(215) 898-5651
Suite 400, 3440 Market Street
https://www.osc.upenn.edu/

Office of Staff and Labor Relations, Division of Human Resources
(215) 898-6093
Suite 600, Franklin Building
https://www.hr.upenn.edu/workplace-issues/staff-labor-relations/

3. Investigative Office for all Sexual Misconduct Complaints
The official office for reporting, initiating a formal complaint, and investigation of violations of the Sexual Misconduct Policies, including violations of the Sexual Harassment or Sexual Violence Policies, is the Office of the Associate Vice President for Equity and Title IX Officer. The contact information for that Office is:

Associate Vice President for Equity and Title IX Officer
(215) 898-2887
3901 Walnut Street, Suite 320
TitleIXOffice@upenn.edu

VI. Procedures for Resolving Complaints of Sexual Misconduct Against Staff
A. Introduction
The University of Pennsylvania is committed to providing a safe and healthy environment, free of gender-based misconduct, to all members of our community and visitors to our community. As such, sexual harassment, sexual assault, sexual violence, relationship violence, and stalking will not be tolerated. In order to ensure the creation of a climate where members of the community are able to thrive and achieve their full potential, the University has developed a wide range of policies, educational programs, broad-based resources, support, and
reporting systems. These procedures supplement these other policies and initiatives, addressing the process by which complaints against a University staff member for a violation of its Sexual Misconduct Policy (which includes its Sexual Harassment Policy and Sexual Violence, Relationship Violence and Stalking Policy (“Sexual Violence Policy”)) will be investigated and resolved.

B. Confidentiality

Confidentiality is critical in ensuring that these sensitive matters are handled appropriately. The University has an obligation to respond to violations of its Sexual Misconduct Policy as fairly and expeditiously as possible when a complaint is received. University staff and faculty may share information with others who have a legitimate need to know in order to fairly and effectively address complaints, but the information should be considered confidential and should be protected to the extent possible consistent with legal obligations. Such administrators may include, for example, those in the Office of the Vice Provost for University Life, the Office of the Associate Vice President and Title IX Officer (AVP), the Division of Public Safety, the Office of General Counsel, Counseling and Psychological Services, Student Health Service, and academic advising offices.

C. Reporting Complaints of Sexual Misconduct

1. Office of the Associate Vice President and Title IX Officer

The Office of the Associate Vice President and Title IX Officer (AVP) will be responsible for ensuring that all complaints made against a University staff member alleging a violation of the University’s Sexual Misconduct Policy (which includes the Sexual Harassment or Sexual Violence Policies) are handled appropriately. All AVP responsibilities as described in these procedures will be performed directly by the AVP or by the AVP’s designee.

Complaints must either be presented in writing or based upon information provided by the complainant or another individual making the report to the AVP who will then memorialize the allegations in writing and ask the complainant to confirm the allegations. Complaints may be made by University students, staff, or faculty members, as well as others both within and outside the University community, alleging a violation of the Sexual Misconduct Policy by a University staff member.

2. Office of the District Attorney and Office for Civil Rights

Complainants may also choose to file a report with the District Attorney, the Office for Civil Rights of the U.S. Department of Education, or other external agencies. The University’s processes and the legal system work independently of one another, and the University has its own interest in, and responsibility for, the enforcement of its Sexual Violence Policy. Therefore, the University will not unilaterally defer its processes pending the outcome of a criminal process, nor will the outcome of any legal process be determinative of the University result. The University will, however, comply with reasonable requests by law enforcement for cooperation, and may temporarily suspend its fact-finding process in a sexual assault investigation so as not to impede the law enforcement process.

3. Support, Counseling and Advice

In making a decision about whether to file a complaint, complainants may seek support, counseling, and advice from other offices on campus. A list of these offices is provided in Section III below. Should the complainant determine to proceed with an on-campus complaint investigation and resolution process against a University staff member, the Office of the AVP will be the single place to initiate the process.

4. Timeframe for Submitting a Complaint

The University does not limit the timeframe for filing a report of a violation of the Sexual Misconduct Policy. Reports may be filed at any time, although the University’s ability to investigate or take action may be limited by the passage of time, or by changes in the employment relationship of the alleged respondent at the time the report is made.

5. Complainant Request for Confidentiality

The University is required by Title IX to weigh the complainant’s request for confidentiality/privacy with the University’s commitment to provide a reasonably safe and nondiscriminatory environment. In situations where a complainant requests confidentiality, the University’s ability to investigate and respond to the allegations may be limited. The AVP will notify the complainant if the University cannot, in unusual cases, maintain the complainant’s confidentiality/privacy. The complainant’s and respondent’s identities will only be revealed to those individuals who need to know their names in order to investigate or adjudicate the complaint or provide interim measures. If the University becomes aware of behavior or a pattern of behavior by one or more respondents, the University will take appropriate action in an attempt to protect the University community.

D. Investigation and Resolution of Complaints

The Office of the Associate Vice President for Equity and Title IX Officer (AVP) is responsible for overseeing the informal or formal resolution of all complaints made against a University staff member for a violation of the University’s Sexual Misconduct Policy. Complaints should be lodged with the AVP who will ensure that complaints are investigated by a trained Investigative Officer (IO), who will select a co-investigator to form the Investigative Team. The Investigative Team will consult with the Dean of the School or Vice President of the Division in which the respondent works, or the Vice President for Human Resources in any case for which the Dean or Vice President has an actual or the appearance of a conflict of interest or is implicated in the complaint.

Complaints must either be presented in writing or based on information provided by the complainant or another individual making the report who will then memorialize the allegations in writing and ask the complainant to confirm the allegations. Complainants may include University students, staff or faculty members, as well as others both within and outside the University community, alleging a violation of the University’s Sexual Misconduct Policy by a University staff member.

1. Timely Resolution

The process of resolving complaints, exclusive of any appeal, should be completed, unless there are special circumstances, within 60 business days of the filing of the written complaint. The appeal should be completed, absent special circumstances, within 30 business days of the filing of the appeal.

The complainant and the respondent will both be provided with a copy of the investigative team’s decision and given 10 business days from the date of the transmittal of that decision to file an appeal.

2. Rights and Protections for Complainant and Respondent

(a) The complainant and respondent have the right to a process that is fundamentally fair, and free of bias or prejudice.

(b) The complainant and respondent have the right to be treated with respect, dignity, sensitivity, and fairness throughout the entire process. They are both entitled to seek support from the University and to be
informed about the process both before the process is initiated and throughout the process as it unfolds.

(c) Both parties have the right to participate in the process, or to refrain from participation. The failure to participate will not be used as evidence against either party, but also will not prevent the process from proceeding unless the complainant determines to withdraw the complaint and the University decides to abide by that request.

(d) Both parties may have an advisor present when being interviewed by the Investigative Team, but the advisor will not be permitted to present statements, seek the production of evidence, or question any witnesses. Advisors must be members of the University community.

(e) Evidence of prior sexual conduct by the complainant or respondent with other partners will not be considered in the process, and any evidence of a prior sexual relationship between the parties will not be determinative of the issue of consent. If there is credible evidence of a pattern of violations of the Sexual Misconduct Policy, evidence that helps to establish such a pattern may be considered.

(f) While the process is underway, appropriate interim measures will be taken to protect the parties. The Office of Staff and Labor Relations in the Division of Human Resources (or other appropriate office), in consultation with the respondent's supervisor, will implement interim measures to protect the parties consistent with principles of fairness. The Office of Staff and Labor Relations in the Division of Human Resources (or other appropriate office) will work with the complainant and respondent to ensure that both parties have access to support and assistance during the process.

Sexual Harassment

If the AVP determines that the complaint involves a possible violation of the Sexual Harassment Policy, and not the Sexual Violence, Relationship Violence or Stalking Policy, the complaint will be investigated by an IO, working with the appropriate Dean or Vice President, or in the event of an actual or perceived conflict of interest, the Vice President for Human Resources. The facts, conclusions, and recommendations reached by the IO will be reported to the appropriate Vice President or Dean. In the event of a finding of responsibility for a violation of the Sexual Misconduct Policy, appropriate disciplinary action will be taken.

Any disciplinary action taken against a staff person is subject to appeal by either party in writing to the Vice President for Human Resources (or his or her designee) and the Dean of the School or Vice President of the Division in which the respondent works, who jointly have exclusive jurisdiction to decide appeals.

i. Appeals should be submitted within 10 business days of transmission of the decision of the Investigative Team. Letters of appeal should specifically state whether the objection is to the judgment of a violation of University policy, the recommended sanction, or both, and explain in detail the grounds for appeal.

ii. The Vice President for Human Resources (or his or her designee) and the Dean or Vice President of the School or Division will review the report of the Investigative Team to ensure that the process was consistent with University policy and that the decision was not arbitrary or capricious. Any supporting evidence, and any other relevant materials may also be reviewed by the Vice President for Human Resources (or his or her designee) and the Dean or Vice President of the relevant School or Division at their discretion.

iii. After considering the appeal, the Vice President for Human Resources (or designee) and the relevant Dean or Vice President (or designee) will promptly notify the parties in writing as to whether the Investigative Team's decision will be upheld or modified. The decision of the relevant Dean or Vice President and the Vice President for Human Resources will be final.

Sexual Violence, Relationship Violence, and Stalking

If the AVP determines that the complaint involves a possible violation of the Sexual Violence Policy, the procedures set forth below will apply.

1. Preliminary Determination

Upon receiving a complaint, the AVP will make a preliminary determination as to whether the complaint falls within the purview of the Sexual Misconduct Policy and whether, on its face, there appears to be a sufficient basis to conduct a full investigation. In making this determination, the AVP may interview the complainant and the respondent (after advising the respondent of the allegations in writing) and conduct whatever preliminary investigation the AVP deems necessary to determine if the actions alleged in the complaint would, if true, constitute a violation of the University's Sexual Misconduct Policy (including the Sexual Harassment or Sexual Violence Policies) and there is a reasonable basis for investigating the complaint. If the AVP concludes there is insufficient basis to proceed, the matter will be concluded, and the parties so advised.

2. Investigation

If the AVP makes the determination that there is a sufficient basis to proceed, a Statement of Charge Letter will be issued, based on the complaint and any preliminary investigation conducted. The Charge Letter will be provided to the complainant and the respondent. The respondent will be provided the opportunity to respond in writing to the Charge, and any response will be shared with the complainant. The Dean or Vice President of the Division in which the respondent is employed will also receive a copy of the Charge Letter.

The AVP will appoint an Investigative Officer (IO) to lead a thorough and impartial investigation, assisted by one or more co-investigators who may come from the School or Center of one of the parties or from elsewhere in the University (the "Investigative Team"). The co-investigator(s) will be University staff or faculty members appropriately trained to investigate and handle sexual misconduct cases who will be selected for individual cases by the IO. The investigation will include interviews of the complainant and respondent, interviews of witnesses, and review of documentation, physical evidence, and any other relevant evidence.

Prior to interviews, the complainant, the respondent, and any relevant witnesses will be informed by the IO that statements they make during the process may be admissible in concurrent or subsequent civil or criminal court proceedings and will accordingly also be informed of their rights as outlined in Section B above. The parties will be advised of the seriousness of the proceeding and the expectation that the information they provide is both accurate and complete. Any false or misleading statements may subject the party making such statements to proceedings under the applicable University policy, handbook, code and/or charter. The complainant and respondent may have their advisors17 and/or outside counsel present for their interviews, but the advisors or outside counsel will not be permitted to participate in the interview other than to provide advice to the person they have accompanied, and they may be excluded from the interview for disruptive behavior.
In conducting the investigation, the Investigative Team may, as appropriate, also consult with other campus officials including but not limited to administrators in the relevant Division(s), School(s), Public Safety, the AVP and Title IX Officer, the Senior Vice President for Institutional Affairs and Chief Diversity Officer, or the Vice President for Human Re-sources. The Investigative Team may also consult with the Office of General Counsel, who may determine in particular cases to engage outside counsel to assist the University throughout this process. The Investigative Team may engage forensic and other experts, as needed.

3. Investigative Report
At the conclusion of the investigation, the Investigative Team will prepare a draft report, including assessments of credibility, a finding as to whether there has been a violation of University policy, and, if applicable, recommended disciplinary action. In making a determination regarding responsibility, the Investigative team will use a “clear and convincing evidence” standard. In other words, to find a staff member responsible for violating the Sexual Harassment Policy or Sexual Violence Policy, the Investigative Team must be convinced that it is substantially more likely than not that a violation of the Sexual Misconduct Policy has occurred.

(a) Opportunity for Review and Comment
The draft investigative report will be provided to both the complainant and respondent for their prompt review and comment, under strict instructions that the draft report is confidential, and not to be shared with anyone other than their families and advisors, who must be members of the University community and/or outside counsel, as described above. Sharing of the report by either party, their families, advisors or outside counsel with any additional persons will be strictly prohibited and may subject a party who violates this rule to disciplinary action. The complainant and respondent will also be provided the opportunity to review the underlying evidence and witness statements with their advisors, but they will not be provided or permitted to make copies.

(b) Final Report
As a result of the response and comments received, the Investigative Team may conduct a further investigation and/or amend the draft report, if the Team determines either action to be warranted. A final investigative report will be prepared, incorporating any changes, and shared with the complainant and the respondent. The complainant and respondent may submit formal objections or comments to the final report, which will become part of the final report of the matter. This determination shall be final unless it is modified, overturned, or otherwise set aside as a result of an appeal.

4. Resolution Without a Hearing
The matter may be resolved at this stage if both parties agree to the recommendations of the Investigative Team with respect to responsibility and, if applicable, sanctions, or if the parties otherwise reach a mutually acceptable resolution. The University, however, will not compel either the complainant or the respondent to engage in face-to-face mediation or to accept the recommendations of the Investigative Team.

5. Hearing Panel
If the matter is not resolved at this stage in a mutually acceptable manner, either party may request a hearing before a Hearing Panel (Panel) within 10 business days of transmission of the final report.

(a) Panel Membership
The Panel will be comprised of three (3) faculty members and the Designated Hearing Officer (DHO), who will be a non-voting member. The DHO will make all decisions about the organization of the Panel, including decisions regarding the admissibility of evidence, witnesses to appear before the panel, or any additional decisions regarding the administration of the hearing process. Members of the Panel, including the DHO, will observe the following guidelines:

1. Members will be selected from a pool of faculty who have agreed to serve for a term of one or more years.
2. Only Panels that have training in handling complaints involving sexual misconduct will hear sexual misconduct cases.
3. Faculty appearing on a Panel may not share an academic department affiliation with either of the parties (e.g., has a faculty appointment or is enrolled in a course of study), nor may any faculty member serve on the Panel who has ap professional, academic or personal relationship with either of the parties. Faculty asked to serve must recuse themselves or be dismissed if they have any personal ties to either of the parties or to individuals with whom the parties are closely associated. Faculty with personal knowledge of the alleged incident of sexual misconduct also must recuse themselves or be dismissed.
4. The University will train members of the pool to fulfill their responsibilities as adjudicators according to the procedures and policies outlined here and to ensure compliance with Title IX and other applicable state and federal guidelines. In addition, the Panel will be provided with “just in time” training on adjudicating sexual violence cases, unless the Panel members have recently been trained.
5. No member of the Investigative Team may serve on the Panel; however, any such individual may be interviewed by the Panel regarding the investigation and may assist the DHO as needed in organizational and administrative matters related to the Panel.
6. The complainant and respondent will be notified of the membership of the Panel in advance of the Hearing. Any challenges for cause against individual Panel members must be made promptly so as not to delay the conduct of the Hearing and will be given serious consideration by the DHO to ensure impartiality of the proceedings.
7. All proceedings must be kept strictly confidential among the parties, witnesses and members of the Panel. All individuals involved in such hearings must agree to such conditions of confidentiality.

(b) Hearing Procedures
Hearings must be prompt, fair and impartial, affording the complainant’s allegations and the respondent’s defenses all due consideration and protecting the rights of both parties. The Panel will review the Investigative Team’s final report, including any responses, objections or comments provided by the complainant and/or respondent. The Panel will also carefully review the evidentiary record, including witness statements, documents and physical evidence.

Hearing Panel Interviews
The Panel will interview separately the IO (and co-investigator(s) if the Panel so chooses), the complainant and the respondent. The Panel will, whenever possible, provide the complainant and respondent with five days advance notice of the Hearing. If reasonably possible, interviews will be conducted on one day, but if such scheduling would require an unreasonably long day, or if such scheduling would unreasonably delay the proceeding, the Hearing may be scheduled over multiple days.

The Panel may seek additional evidence from the Investigative Team and interview key witnesses on whom the Investigative Team relied in drawing their conclusions, as well as request additional evidence from the IO to clarify the evidentiary record, provided that it can do so without unreasonably delaying the process. In the event that a new witness comes forward during the Hearing who was not originally interviewed...
by the Investigative Team, or new evidence is discovered after the
Investigative Team has issued their report, the DHO may allow that
witness to be interviewed or admit the evidence to the hearing, but only if
the DHO judges the new witness or evidence to be relevant to an accurate
and fair determination of the outcome.

i. The Hearing will be held in private, and only the Panel may conduct
interviews. Only the person interviewed (and in the case of the parties,
that person's advisor or outside counsel) will be present at the Hearing.
The complainant or respondent (and their advisor or outside counsel,
as applicable) will be able to view interviews from separate rooms, upon
request, via closed-circuit television or similar video transmission.

ii. Subject to the protections set forth in Section D2 above, the Panel has
wide latitude when questioning the complainant, the respondent and any
witnesses in order to determine the accuracy of the report.

iii. The complainant and respondent may propose witnesses and provide
specific questions in advance that they believe important to ask of other
parties or witnesses. The parties also may submit questions during the
Hearing that they wish to have asked. The DHO, in consultation with
the Panel, will determine the relevance as well as the appropriateness
of witnesses and questions, and may accordingly place restrictions on,
include or exclude witnesses or other information.

iv. When the Panel is conducting the interview of the complainant and
respondent, each may bring an advisor or outside counsel with them to
provide advice and support, but the advisor or outside counsel will not be
permitted to participate in the interview other than to provide advice to
the complainant or respondent and may be excluded from the interview
by the DHO for disruptive behavior.

v. The interviews by the Panel will be recorded (audio only). No observers
will be permitted to make any audio or video recordings.

(c) Hearing Panel Decision
After the Hearing concludes, the Panel will immediately deliberate
in private to decide whether, by clear and convincing evidence, the
respondent has violated the University's Sexual Violence Policy. Clear
and convincing evidence means that the Panel must find that substantial
evidence has been presented, that the staff member is responsible for a
violation of the Policy. A finding of responsibility requires a majority vote
of the members of the Panel.

i. If the respondent is found responsible, the Panel will also recommend
an appropriate sanction, by majority vote, based upon the facts of
the case and University precedent, with a presumption in favor of the
sanction recommended by the IO.

ii. The Panel will arrive at its conclusion as expeditiously as possible
and will promptly advise both the complainant and the respondent in
writing of its decision with respect to responsibility and, if applicable,
recommended sanctions. In keeping with guidelines for timely resolution
as provided in Section A above, the written decision will be provided as
soon after the conclusion of the proceeding as is possible.

E. Appeals
Either party may appeal the decision of the Hearing Panel by submitting
a written request within 10 business days of transmission of the decision
of the Hearing Panel. Letters of appeal should specifically state whether
the objection is to the judgment of a violation of University policy, the
recommended sanction, or both, and explain in detail the grounds for
appeal.

1. The Vice President for Human Resources (or designee) and the Dean
or Vice President of the School or Division will review the report of the
Investigative Team to ensure that the process was consistent with
University policy and that the decision was not arbitrary or capricious.
Any supporting evidence, and any other relevant materials may also be
reviewed by the Vice President for Human Resources (or designee) and
the Dean or Vice President (or designee) of the relevant School or Division
at their discretion.

2. After considering the appeal, the Vice President for Human Resources
(or designee) and the relevant Dean or Vice President (or designee) will
promptly notify the parties in writing as to whether the Investigative
Team's decision will be upheld or modified.

F. Resource Offices
1. Confidential Resources
The following is a list of confidential resources that may be contacted
for support, counseling, and advice. The information shared with these
resources generally will be held in confidence, consistent with the
University's obligation to address complaints of sexual violence, unless
the person sharing the information gives his or her consent to the
disclosure of that information. The commitment to confidentiality does
not preclude the sharing of information among responsible University
administrators as needed, including to keep members of the University
community safe.

- Special Services Department, Division of Public Safety
  24-hour Helpline: (215) 898-6600
  4040 Chestnut Street
  http://www.publicsafety.upenn.edu/special-services/

- Penn Women's Center
  (215) 898-8611
  3643 Locust Walk
  http://www.vpul.upenn.edu/pwc/

- Lesbian Gay Bisexual Transgender Center
  (215) 898-5044
  3907 Spruce Street
  https://www.vpul.upenn.edu/lgbtc/

- African-American Resource Center
  (215) 898-0104
  3643 Locust Walk
  http://www.upenn.edu/aarc/

- Office of the University Chaplain
  (215) 898-8456
  240 Houston Hall, 3417 Spruce Street
  http://www.upenn.edu/chaplain/

- Office of the Ombuds
  (215) 898-8261
  113 Duhring Wing, 236 S. 34th Street
  http://www.upenn.edu/ombuds/

- Employee Assistance Program, Health Advocate
  (866) 799-2329
  https://www.hr.upenn.edu/PennHR/wellness-worklife/counseling-and-
  employee-assistance-program (https://www.hr.upenn.edu/PennHR/
  wellness-worklife/counseling-and-employee-assistance-program/)
2. Official Reporting Offices for Complaints of Sexual Misconduct

If reports of sexual misconduct are made with or come to the attention of the following offices, they must ensure that appropriate action is taken, including notifying the University’s AVP and Title IX Officer.

Office of Affirmative Action and Equal Opportunity Programs
(215) 898-6993
Suite 421, Franklin Building
http://www.upenn.edu/affirm-action/index.html (http://www.upenn.edu/affirm-action/)

Office of Student Conduct
(215) 898-5651
Suite 400, 3440 Market Street
https://www.osc.upenn.edu/

Office of Staff and Labor Relations, Division of Human Resources
(215) 898-6093
Suite 600, Franklin Building
https://www.hr.upenn.edu/workplace-issues/staff-labor-relations (https://www.hr.upenn.edu/workplace-issues/staff-labor-relations/)

3. Investigative Office for Sexual Misconduct Complaints

The official office for reporting, initiating a formal complaint, and investigation of violations of the Sexual Misconduct Policies, including violations of the Sexual Harassment or Sexual Violence Policies, is the Office of the Associate Vice President for Equity and Title IX Officer. The contact information for that Office is:

Associate Vice President for Equity and Title IX Officer
(215) 898-2887
3901 Walnut Street, Suite 320
TitleIXOfficer@upenn.edu

1 The terms “harassment” and “sexual harassment” are used throughout and are defined as a matter of University policy, and are not necessarily identical or limited to the uses of the term in external sources, including governmental guidelines, laws, regulations or legal decisions. Where sexual harassment involves sexual violence, relationship violence, domestic violence and/or stalking, refer also to the University’s Sexual Violence, Relationship Violence and Stalking Policy. This Sexual Harassment, Sexual Violence, Relationship Violence and Stalking Policy and the Consensual Romantic & Sexual Relations in the Workplace and Educational Setting Policy are sometimes referred to together as the “Sexual Misconduct Policies.”

2 For purposes of this policy, “faculty” includes (but is not limited to) standing faculty, clinical faculty, associated faculty, and academic support staff, as well as clinical or lab supervisors, postdoctoral fellows, house staff, residents, graduate and undergraduate teaching assistants, and any other person providing instruction, academic advising, or academic oversight of an enrolled student in any school, course, or program, including summer and off-campus programs, irrespective of geographical location.

3 “Academic responsibility” includes (but is not limited to) teaching, grading, mentoring, advising, or evaluating research or other academic activity, participating in decisions regarding funding or other resources, clinical supervision, and recommending for admissions, employment, fellowships, or awards. In this context, students include graduate and professional school students, postdoctoral scholars, and clinical residents or fellows.

4 This procedure amends and supersedes the Charter of the University of Pennsylvania Student Disciplinary System with respect to violations of University policy for behaviors that are defined in the University’s Sexual Misconduct Policy. It applies to each of the 12 schools, notwithstanding the existence of separate procedures that individual schools may have adopted for violations of laws or policies other than the University Sexual Misconduct Policy. If a complaint involves allegations of violations of the Sexual Misconduct Policy as well as other University policies, the matter can either be fully resolved using this process, or divided into two separate proceedings, as appropriate in any particular case.

5 The University recognizes that should it be proceeding in cases where criminal charges are pending, however, the respondents may choose not to participate in the disciplinary process in order to protect their Fifth Amendment rights. Such decision will not be used as evidence against any respondent and the Hearing Panel will be instructed not to draw any adverse inference from the failure to participate.

6 Please note that declining to respond to questions posed by the other party's advisor during a hearing, will impact the Panel's ability to rely upon the information provided by that individual.

7 The University will provide a list of advisors from the Penn community to complainants and respondents who have been trained by the University to support both complainants and respondents in this process. The parties need not select an advisor from this list. The parties may select any Penn faculty or staff member to advise them. The parties may also retain outside counsel in addition to, or instead of, using an advisor. The role of outside counsel, however, will be limited to an advisory role and counsel will not be permitted to have an active role in the proceedings.

8 In carrying out these responsibilities, the DHO may consult with the AVP, the Office of General Counsel and other appropriate office such as the Office of Student Conduct and the Senior Vice President for Institutional Affairs and Chief Diversity Officer. University officers thus consulted will respect the confidentiality conditions of the proceedings.

9 The decision as to whether a complaint involves sexual violence is determined by the AVP.

10 The University recognizes that in the event criminal charges are pending, a respondent may choose not to participate in the process described in these procedures in order to protect his or her Fifth Amendment rights. Such decision will not be used as evidence against any respondent and the Hearing Panel will be instructed not to draw any adverse inference from the failure to participate.

11 The AVP or the IO will work with other appropriate University offices, including the Vice Provost for University Life and the Vice Provost for Faculty, to determine if interim measures are appropriate.

12 Please note that declining to respond to questions posed by the other party's advisor during a hearing, will impact the Panel's ability to rely upon the information provided by that party.

The University will provide a list of advisors from the Penn community to complainants and respondents. Advisors will be offered training by the University to support both complainants and respondents in this process. The parties need not select an advisor from this list. The parties may select any Penn faculty or staff member to advise them, but they will not have an active role in the proceedings. The parties may also retain outside counsel in addition to, or instead of, using an advisor. Only one advisor (either a lawyer or a member of Penn’s faculty or staff) may...
VI.F. Consensual Sexual Relations Between Faculty and Students

(Source: Provost Memorandum, Almanac, March 27, 2018 (https://almanac.upenn.edu/articles/of-record-consensual-sexual-relations-between-faculty-and-students/))

The relationship between faculty and student is central to the academic mission of the University. Non-academic or personal ties should be allowed to interfere with the integrity of the faculty-student relationship. Consensual sexual relations between faculty and student can adversely affect the academic enterprise, distorting judgments, or appearing to do so to others, and providing incentives or disincentives for student-faculty contact that are inappropriate.

For these reasons, any sexual relations or dating relationships between a faculty member and an undergraduate student enrolled at the University are prohibited. The prohibition extends to all academic advisors and program directors, including those based in the College Houses and other University-owned or administered housing. The prohibition also extends to graduate, professional, or undergraduate student assistants, but, in their case, only with respect to those undergraduate students over whom they have academic responsibility.

Although this policy does not categorically prohibit consensual sexual relations or dating relationships between faculty and graduate or professional students, the University strongly discourages all sexual relations or dating relationships between faculty and graduate or professional students.

Furthermore, sexual relations or dating relationships between a faculty member and a graduate or professional student during the period of the faculty/student relationship are prohibited. The prohibition extends to sexual relations or dating between a graduate or professional student and other students for whom they have some supervisory academic responsibility, between department chairs and students in that department, and between graduate group chairs and students in that graduate group. Likewise, sexual relations and dating relationships are prohibited between a graduate or professional student and academic advisors, program directors, and all others who have any supervisory responsibility for that student.

Faculty and academic supervisors who are or have been sexually involved with or dating students must decline to participate, either formally or informally, in any evaluative or supervisory academic activity with respect to those students.

The Provost, Deans, Department Chairs, and other administrators should respond to reports of prohibited sexual relations that are brought to them by investigating and, if warranted, initiating appropriate disciplinary action or remedial measures against the faculty member or supervisor involved. Violators of this policy will be subject to sanctions ranging from written reprimand to tenure revocation and/or termination of employment or expulsion.

1 For purposes of this policy, “faculty” includes (but is not limited to) standing faculty, clinical faculty, associated faculty, and academic support staff, as well as clinical or lab supervisors, postdoctoral fellows, house staff, residents, graduate and undergraduate teaching assistants, and any other person providing instruction, academic advising, or academic oversight of an enrolled student in any school, course, or program, including summer and off-campus programs, irrespective of geographical location.

2 “Academic responsibility” includes (but is not limited to) teaching, grading, mentoring, advising, or evaluating research or other academic activity, participating in decisions regarding funding or other resources, clinical supervision, and recommending for admissions, employment, fellowships, or awards. In this context, students include graduate and professional school students, postdoctoral scholars, and clinical residents or fellows.
I. Introduction

The University Alcohol and Other Drug Policy, like other standards of conduct applicable to the University community, is intended to further the educational mission of the University of Pennsylvania. The University is committed to fostering an environment that promotes the acquisition of knowledge and nurtures the growth of the individual. Each member of our intellectual community is responsible for his or her own actions and is expected to contribute to the Penn community and to respect the rights of others to participate in the academic and social life of the University. The following Alcohol and Other Drug Policy, with its emphasis on individual and shared responsibility, healthy and informed decision-making, maintaining a caring environment, and the promotion of genuine dialogue, is adopted in this spirit. Students, staff and faculty may be subject to additional requirements and procedures set forth by their respective schools or departments, and which may be stated in handbooks generated by those entities.

II. Standards of Conduct

Drugs [See Summary of Controlled Substance Statutes in Appendix]

The University of Pennsylvania prohibits the unlawful manufacture, distribution, dispensation, sale, possession or use of any drug by any of its students, employees in its workplace, on its premises or as part of any of its activities. This includes the unlawful sale, distribution, dispensation, possession, or use of any prescription drug. Use or possession of marijuana is prohibited on University premises, per federal law, which supersedes Pennsylvania laws governing the use and possession of marijuana and marijuana products on university campuses. This policy is intended to supplement and not limit the provisions of the University's Drug-Free Workplace policy (https://www.hr.upenn.edu/policies-and-procedures/policy-manual/performance-and-discipline/drug-free-workplace/).

Alcohol [See Summary of Alcohol Statutes in Appendix]

A. General Rules Governing the Use of Alcohol

The University of Pennsylvania seeks to encourage and sustain an academic environment that respects individual freedom and promotes the health, safety and welfare of all members of its community. In keeping with these objectives, the University has established the following policy governing the possession, sale and consumption of alcoholic beverages by members of the University community, and conforming to the laws of the Commonwealth of Pennsylvania. Penn's alcohol policy and programs are intended to encourage its members to make responsible decisions about the use of alcoholic beverages, and to promote safe, legal, and healthy patterns of social interaction.

1. The University of Pennsylvania prohibits:

   a. The possession and/or consumption of alcoholic beverages by persons under the age of twenty-one on property owned or controlled by the University or as part of any University event or meeting organized by a University department, organization or group.

   b. The intentional and knowing selling, or intentional and knowing furnishing (as defined by Pennsylvania law) of alcoholic beverages to persons under the age of twenty-one or to persons obviously inebriated on property owned or controlled by the University or as part of any University event or meeting organized by a University department, organization or group. Pennsylvania law currently defines 'furnish' as 'to supply, give, or provide to, or allow a minor to possess on premises or property owned or controlled by the person charged.'

   c. The consumption of alcoholic beverages by all University students and employees so as to adversely affect academic or job performance and/or endanger the physical well-being of other persons and/or oneself, and/or which leads to damage of property.

   d. The possession, sale, distribution, promotion, or consumption of an alcoholic beverage in a manner that constitutes a violation of federal, state or local law, including the sale, directly or indirectly, of any alcoholic beverages at a premises or by an entity not licensed for such sales on property owned or controlled by the University or as part of any University event or meeting organized by a University department, organization or group.

   e. When an entity without a liquor license is providing service of alcohol, the following is prohibited per Pennsylvania law:

   • Sales of alcoholic beverages at a cash bar
   • Sales of tickets or entrance fees to an event where alcohol is served
   • Donations or reimbursements to support the cost of an event where alcohol is served
   • Sales of drink tickets or inclusion of drink tickets in entry fees at events where alcohol is served

2. The University of Pennsylvania permits the lawful keeping and consumption, in moderation, of alcoholic beverages on its property or property under its control by persons of legal drinking age (21 years or older).

3. In cases of intoxication and/or alcohol poisoning, the primary concern is the health and safety of the individual(s) involved. Individuals are strongly encouraged to call for medical assistance for themselves or for a friend/acquaintance who is dangerously intoxicated. No student seeking medical treatment for an alcohol or other drug-related overdose will be subject to University discipline for the sole violation of using or possessing alcohol or drugs. This policy shall extend to another student seeking help for the intoxicated student.

4. Vice Provosts, Vice Presidents, Deans, and heads of administrative and residential units have the authority and responsibility to govern the use of alcohol in areas they control, both indoors and out, and to approve or disapprove of plans designed to ensure that (at events where alcohol will be served in such areas) only legal age individuals will have access to such alcohol. Further, those hosting such events must take reasonable steps to ensure that the acquisition, distribution and consumption of alcohol otherwise complies with applicable law and University policy.

5. At any event at which alcohol will be served, sufficient quantities of non-alcoholic beverages and food must also be available to guests without cost.

6. Consistent with Pennsylvania law, advertisements of social events shall not promote nor describe the availability of alcoholic beverages; nor shall such advertisements promote the consumption of alcohol by minors.
7. Ordinarily, consumption of alcoholic beverages in outdoor public areas such as walkways, building steps and porches, unenclosed patios, green spaces, and the like is not permitted regardless of the age of the drinker. However, appropriate administrators and University of Pennsylvania Police (UPPD) may grant exceptions to this guideline on an event-by-event basis. Exceptions will be granted only for those events where an overwhelming majority of those reasonably expected to attend an event are of legal drinking age. Events for which exceptions have been granted must be limited to areas that are clearly demarcated and in which it is possible to exercise adequate control of access to and consumption of alcohol. Event hosts must ensure that barriers and other alterations to the outdoor venue which are required by the UPPD and/or the manager of the venue are in place.

8. Kegs of any amount of beer are not permitted at student-run events and are not allowed in any University-managed undergraduate residence. Kegs are permitted at University-sponsored, staff-run events only.

B. Rules Governing Alcohol Use at Registered Undergraduate Social Events

In order to minimize the risk of alcohol abuse, promote compliance with the law, and encourage students to make responsible decisions about the use of alcohol, the following rules are designed to control the volume and nature of alcohol products available and, ultimately, reduce the risk of alcohol-related incidents that pose a threat to the health and welfare of students and colleagues.

1. Undergraduate student groups—those recognized, registered, or identified as an organization by the University—which intend to sponsor events to be held at an on-campus space, an off-campus residence, or a third-party venue, and where alcohol will be served and consumed, must register the event with the Office of Alcohol and Other Drug Program Initiatives (AOD) and with their organization’s advising office (where applicable) at least ten days in advance of the event. Failure to register an event at which alcohol is served does not exempt student organizations from the applicability of these rules. Registration of an event with AOD does not relieve the sponsor(s) of the event from complying with applicable codes and/or life safety standards.

2. Approval from UPPD must be obtained for any events, including alcohol-free events, which will have:
   a. More than 400 guests,
   b. Outside area/yard, and/or
   c. Live music outside.

   The party organizers must contact UPPD for approval as part of the event registration process with the Office of Alcohol and Other Drug Program Initiatives.

3. Professional security must be hired to check age identification of all attendees and wristbands must be distributed to guests who are of legal age to consume alcohol. Security will be coordinated by AOD or by the venue.

4. Hard alcohol, distilled liquor with an alcohol content of more than 15%, is prohibited at all registered on-campus undergraduate events, except at events with a set guest list of 150 attendees or fewer. A guest list must be supplied to AOD prior to the event. At such events, no more than two types of hard alcohol may be provided, and must be provided in single-shot drinks only. Shots or multiple-shot beverages are prohibited.

5. Service of alcohol at all on-campus registered events must end no later than 1 a.m.; events may continue until 2 a.m.

6. Undergraduate student organizations hosting events at an on-campus space, an off-campus residence, or a third-party venue, at which alcohol is served are responsible for assuring that alcohol is served and consumed lawfully and safely.

   a. No oversized or common source containers of any sort [including but not limited to kegs, punchbowls, beer balls, party balls] are permitted at any on-campus event;
   b. Only individuals with valid proof of legal drinking age may be served alcohol; alcohol may not be served to any visibly intoxicated person, regardless of age;
   c. Alcohol may be served only from a controlled, designated area by University-approved, sober, trained, of-age bartenders who are unaffiliated with the host organization;
   d. For the duration of registered events, individual members of host organizations may not entertain guests in private areas, including private bedrooms. Party attendance is restricted to the public area designated for the party. This means that individual members of a host organization may not serve alcohol in their private rooms for the duration of registered events, even if those in the room are of legal drinking age;
   e. No University funds may be used to purchase alcohol for any event sponsored by an undergraduate organization;
   f. Drinking contests or games of any sort are expressly prohibited.

* The amount of alcohol available at an event should not exceed a ratio of more than four (4) alcoholic drinks (premium beer, table wine, or wine coolers) per of-age person attending the event. One drink = 12 ounces of premium beer (alcohol content of less than 6% by volume) or 4-5 ounces of (unfortified) table wine or a standard serving size wine cooler (usually 10 ounces).

7. All registered events held at an on-campus space, an off-campus residence, or a third-party venue must have appropriately trained bartenders who are unaffiliated with the host organization and who are at least 21 years of age.

8. At all registered events, whether held at an on-campus space, an off-campus residence, or a third-party venue, the host organization must identify trained, host monitors who may not consume any alcoholic beverages during or immediately prior to the event. There shall be at least one such host monitor for each 30 guests at an on-campus venue or off-campus residence, or one monitor for each 50 guests at an off-campus third-party venue. Sober host monitors must be designated in advance of each event during the event registration process. Sober hosts must remain sober for the duration of the event. Each academic year, organizations hosting events with alcohol must demonstrate to the Director of the Office of Alcohol & Other Drug Program Initiatives that they have a clear understanding of the function of the sober host monitors and the University’s alcohol and other drug policies and that they have participated in training or taken other steps to develop the ability to, wherever possible (1) handle emergency situations, (2) respond to alcohol-related medical concerns, (3) identify and intervene with overly intoxicated guests, whether or not they require medical treatment, (4) and take any necessary steps to protect the health and safety of guests.
9. University trained and appointed monitors will assist in assuring that University policy is followed at all on-campus events.

10. The organizers of events must properly dispose of partially filled and empty alcohol containers at the conclusion of the event.

11. The University supports the enforcement of all University, local, state and federal policies and laws by retail and wholesale distributors of alcohol on or near campus.

12. It is understood that in addition to University policy and state law, many University undergraduate student organizations are subject to policies regarding the possession and consumption of alcohol imposed by a parent organization. If the policies governing an individual organization impose more restrictive regulations regarding alcohol possession and consumption it will be necessary for that organization to follow its parent organization’s policies or risk sanctions. If, however, the parent organization permits the possession or consumption of alcohol where otherwise prohibited by University policy, the organization must comply with the University’s policy, notwithstanding its parent organization’s rules.

C. Rules Governing Alcohol Use at Registered Graduate and Professional Student Social Events

1. Graduate and professional student organizations which intend to sponsor on-campus or off-campus third-party venue events at which it is anticipated alcohol will be served and consumed must have their event plans approved by the appropriate administrators in their school, department, or center.

   a. If the event is to be held within facilities managed by the student organization's school, department, or center, the event plan must be approved by the appropriate administrators within that space. The event must follow all policies for events with alcohol outlined by the administrators overseeing the student organization and venue.

   b. If the event is to be held in another on-campus venue, such as a Perelman Quadrangle space or an outdoor area, or at an off-campus third-party venue, the event plan will require additional approval by the appropriate administrator responsible for that space and by the Office of Alcohol and Other Drug Program Initiatives. UPPD approval must be obtained for any events taking place outdoors or that will feature live music. The event must follow the rules governing the use of alcohol in that particular space.

2. In order to minimize the risk of alcohol abuse, promote compliance with the law, and encourage students to make responsible decisions about the use of alcohol, the following rules are designed to control the volume and nature of alcohol products available and, ultimately, reduce the risk of alcohol-related incidents that pose a threat to the health and welfare of students and colleagues.

   a. Individuals under the age of 21 may not be served alcohol.

   b. Service of alcohol must be managed by a licensed bartender.

   c. Security must be present at the event or at the entrance to the building in which the event is to be held.

   d. Food and non-alcoholic beverages must be provided at events where alcohol is served.

   e. Sober hosts affiliated with the host organization must be present at the event to ensure that rules related to the service of alcohol and use of facilities are followed.

   f. Drinking games or contests are prohibited.

   g. Kegs are prohibited except at University-sponsored, staff-run events.

   h. No funds can be exchanged for alcoholic beverages or for admission to events where alcohol is served except where an entity with a liquor license is controlling the service of alcohol.

III. Penn's Commitment to Health Education and a Supportive Environment

Consistent with its educational mission, the University sponsors programs which help eradicate misperceptions about alcohol use among peers, create opportunities for open, honest dialogue about alcohol use and abuse, and promote awareness of the physical and psychological, social and behavioral effects of alcohol consumption. The University, along with its students, is committed to the creation of multiple recreational opportunities to help promote a wider variety of social experiences for undergraduates.

1. The University is committed to providing every Penn undergraduate student and parent with alcohol education from multiple sources when students are pre-freshman, during New Student Orientation, and during the course of the student’s undergraduate education.

2. The University is committed to supporting continuous and expanded peer education, to creating opportunities for the integration of alcohol and drug related issues in its undergraduate co-curricular programs and maintaining an effective, coordinated and responsive alcohol abuse prevention plan implemented by the University’s Director of the Office of Alcohol & Other Drug Program Initiatives.

3. In order to promote responsible group behavior regarding alcohol use, each student organization having more than 10 members and recognized by Division of Recreation and Intercollegiate Athletics, Vice Provost for University Life, Office of Fraternity and Sorority Life, Student Activities Council, Office of Student Affairs, Graduate and Professional Student Assembly, one of Penn’s 12 schools, on-campus residential facilities and/or the College Houses is expected to meet the following requirements:

   Each organization or group that intends to host registered events with alcohol (both on-campus and at off-campus third-party venues), must design and implement an individualized plan to demonstrate competency in managing risk related to alcohol consumption. Such a plan would identify the methods through which the organization will control service of alcohol, promote moderate alcohol consumption, and respond to alcohol-related medical concerns. Each organization must specifically identify appropriate strategies for creating an environment in which alcohol use is secondary to the event itself and which emphasizes food and activities not related to alcohol so as to minimize the risk associated with its presence. This plan will be reviewed as part of event registration prior to each event with alcohol.

Failure to meet this requirement could result in the loss of University recognition and/or support.
IV. Consequences for Policy Violations

All members of the University community and all University organizations are expected to comply with applicable local, state and federal laws regarding the possession, use or sale of alcohol or other drugs, whether on or off-campus, and are expected to comply with all University regulations regarding alcohol possession or use. Individuals and organizations which violate this policy may be subject to appropriate disciplinary action.

1. Any student or employee who violates University policies or applicable law may be subject to disciplinary actions and/or referral for prosecution. Disciplinary actions for students may include, but are not limited to, sanctions by the Office of College Houses & Academic Services and the Office of Residential Services, sanctions as set forth in the Charter of the University of Pennsylvania Student Disciplinary System, procedures outlined in the Fraternity and Sorority Advisory Board Judicial Charter, and other formal University consequences, as well as possible civil and criminal penalties. The severity of the sanctions will depend, in part, on whether there have been repeated violations and on the seriousness of the misconduct. Faculty, staff, and other non-students found to be in violation of this policy or applicable law may be subject to University disciplinary procedures which may impose sanctions up to and including termination of employment and/or referral for prosecution. The University also supports enforcement, by applicable law enforcement agencies, of all local, state and federal laws.

2. Along with disciplinary consequences, the University is committed to providing resources and education as appropriate to assist members of the community.

V. Resources in the Penn Community for Information and Counseling Related to Alcohol and Other Drug Use

The University provides services and resources for community members who experience alcohol and/or other drug related difficulties. The following programs are available for students, staff, and faculty:

1. Office of Alcohol & Other Drug Program Initiatives (https://www.vpul.upenn.edu/alcohol/)
The Office of Alcohol & Other Drug Program Initiatives is responsible for ensuring the efficient and productive coordination of all relevant, alcohol-related campus services. Assistance is available by calling (215) 573-3525.

2. Employee Assistance Program (https://www.hr.upenn.edu/PennHR/wellness-worklife/counseling-and-employee-assistance-program/)
The Employee Assistance Program is a free, confidential one-on-one counseling service provided by the University for Penn faculty and staff and their family members. This program can offer assistance with serious life issues 24 hours a day, seven days a week by calling 1-888-321-4433. Services are available at over 450 locations throughout the Delaware Valley, including an on-campus office at 36th and Market Streets.

3. Additional Resources
The following offices provide information, education and services related to alcohol and other drug concerns. All services are provided free of charge and are available to students, faculty and staff at the University of Pennsylvania. If you are concerned about your own or someone else’s use of substances, please contact one of these offices.

Office of Affirmative Action and Equal Opportunity Programs (https://www.upenn.edu/affirm-action/) (Faculty, Staff, & Students)
Franklin Building, 4th Floor, Room 421
3451 Walnut Street
(215) 898-6993 (Voice), (215) 898-7803 (TDD)

Counseling and Psychological Services (http://www.vpul.upenn.edu/caps/) (Students)
3624 Market Street #1
(215) 898-7021

Office of Alcohol & Other Drug Program Initiatives (https://www.vpul.upenn.edu/alcohol/) (Students)
3611 Locust Walk
(215) 573-3525

Human Resources (https://www.hr.upenn.edu/PennHR/wellness-worklife/) (Faculty and Staff)
527A 3401 Walnut Street/6228
(215) 898-0380

Penn Women’s Center (http://www.vpul.upenn.edu/pwc/) (Faculty, Staff, & Students)
Locust House, 3643 Locust Walk/6230
(215) 898-8611/12

Student Health Service (https://www.vpul.upenn.edu/shs/) (Students)
3535 Market Street, Suite 100
(215) 746-3535

HELP Line (https://www.publicsafety.upenn.edu/safety-initiatives/help-line-215-898-help/) (Faculty, Staff, & Students)
(215) 898-HELP
A 24/7 phone line for members of the Penn community seeking help in navigating Penn’s resources for health and wellness.

The amount of alcohol available at an event should not exceed a ratio of more than four (4) alcoholic drinks (premium beer, table wine, or wine coolers) per of-age person attending the event. One drink = 12 ounces of premium beer (alcohol content of less than 6% by volume) or 4-5 ounces of (unfortified) table wine or a standard serving size wine cooler (usually 10 ounces).

Appendix

I. Legal Sanctions

The following is a brief review of the legal sanctions under local, state, and federal law for the unlawful possession or distribution of illicit drugs and alcohol:

A. Drugs

1. The Controlled Substance, Drug, Device and Cosmetic Act, 35 Pa. C.S.A. 780-101 et seq., sets up five schedules of controlled substances based on dangerousness and medical uses. It prohibits the manufacture, distribution, sale or acquisition by misrepresentation or forgery of controlled substances except in accordance with the Act as well as the knowing possession of controlled substances unlawfully acquired. Penalties for first-time violators of the Act range from thirty days imprisonment, $500...
The Pennsylvania Liquor Code, 47 Pa. C.S.A. 1-101 et seq., controls the possession and sale of alcoholic beverages within the Commonwealth. The Code as well as portions of the Pennsylvania Statutes pertaining to crimes and offenses involving minors, 18 Pa. C.S.A. 6307 et seq., provide the following:

1. It is a summary offense for a person under the age of twenty-one to attempt to purchase, consume, possess or knowingly and intentionally transport any liquor or malt or brewed beverages. Penalty for a first offense is suspension of driving privileges for 90 days, a fine up to $500 and imprisonment for up to 90 days; for a second offense, suspension of driving privileges for one year, a fine up to $1,000, and imprisonment for up to one year; for subsequent offenses, suspension of driving privileges for two years, a fine up to $1,000 and imprisonment for up to one year. Multiple sentences involving suspension of driving privileges must be served consecutively.

2. It is a crime intentionally and knowingly to sell or intentionally and knowingly to furnish or to purchase with the intent to sell or furnish, any liquor or malt or brewed beverages to any minor (under the age of twenty-one). ‘Furnish’ means to supply, give or provide to, or allow a minor to possess on premises or property owned or controlled by the person charged. Penalty for a first violation is $1,000; $2,500 for each subsequent violation; imprisonment for up to one year for any violation.

3. It is a crime for any person under twenty-one years of age to possess an identification card falsely identifying that person as being twenty-one years of age or older, or to obtain or attempt to obtain liquor or malt or brewed beverages by using a false identification card. Penalties are stated in (2) above.

4. It is a crime intentionally, knowingly or recklessly to manufacture, make, alter, sell or attempt to sell an identification card falsely representing the identity, birth date, or age of another. Minimum fine is $1,000 for first violation; $2,500 for subsequent violations; imprisonment for up to one year for any violation.

5. It is a crime to misrepresent one's age knowingly and falsely to obtain liquor or malt or brewed beverages. Penalties are as stated in (2) above.

6. It is a crime knowingly, willfully and falsely to represent that another is of legal age to obtain liquor or malt or brewed beverages. Penalty is a minimum fine of $300 and imprisonment for up to one year.

7. It is a crime to hire, request or induce any minor to purchase liquor or malt or beverages. Penalty is a minimum fine of $300 and imprisonment for up to one year.

8. Sales without a license or purchases from an unlicensed source of liquor or malt or brewed beverages are prohibited.

9. It is unlawful to possess or transport liquor or alcohol within the Commonwealth unless it has been purchased from a State Store or in accordance with Liquor Control Board regulations.

10. The use in any advertisement of alcoholic beverages of any subject matter, language or slogan directed to minors to promote consumption of alcoholic beverages is prohibited.

11. The Pennsylvania Liquor Code prohibits advertisements of alcoholic beverages, either directly or indirectly, in any booklet.
program, book, yearbook, magazine, newspaper, periodical, brochure, circular, or other similar publication, published by, for, or on behalf of any educational institution. In Pitt News v. Pappert, 379 F.3d 96 (2004) this prohibition was construed to restrict constitutionally protected speech and the current applicability of these Liquor Code prohibitions is limited. Please note that University policies regarding advertisement of alcoholic beverages in University publications, which are more restrictive than those contained in the Liquor Code, govern.

The University will cooperate with the appropriate law enforcement authorities for violations of any of the above-mentioned laws by an employee in the workplace or student.

II. Health Risks
Consistent with its mission to promote wellness and reduce the harm of alcohol and other drug use, the University is committed to providing education on the health risks associated with alcohol and other drug use, and providing counseling and support services to students. The list below is not a complete list of substances that are regulated or illegal, or that have health risks. More information can be found on the website of the Office of Alcohol and Other Drug Program Initiatives (http://www.vpul.upenn.edu/alcohol/).

Alcohol. Alcohol consumption causes a number of changes in behavior and physiology. Even low doses significantly impair judgment, coordination, and abstract mental functioning. Statistics show that alcohol use is involved in a majority of violent behaviors on college campuses, including acts of violence, vandalism, and incidents of drinking and driving. Continued abuse may lead to alcohol use disorder, which can lead to permanent damage to vital organs and deterioration of a healthy lifestyle.

Amphetamines. Amphetamines can cause a rapid or irregular heartbeat, tremors, loss of coordination, collapse, and death. Use can lead to erratic behavior.

Cannabis (Marijuana, Hashish). The use of marijuana may impair or reduce short-term memory and comprehension, alter sense of time, and reduce coordination and energy level. Frequent users often have a lowered immune system and an increased risk of lung cancer. The active ingredient in marijuana, THC, is stored in the fatty tissues of the brain and reproductive system for a minimum of 28 to 30 days.

Cocaine/Crack. The immediate effects of cocaine use include dilated pupils and elevated blood pressure, heart rate, respiratory rate, and body temperature, followed by depression. Crack, or freebase rock cocaine, is extremely addictive and can cause delirium, hallucinations, blurred vision, severe chest pain, muscle spasms, convulsions, and even death.

Hallucinogens. Lysergic acid (LSD), mescaline, and psilocybin cause illusions and hallucinations. The user may experience panic, confusion, suspicion, anxiety, and loss of control. Delayed effects, or flashbacks, can occur even when use has ceased. Phencyclidine (PCP) affects the section of the brain that controls the intellect and keeps instincts in check. Because the drug blocks pain receptors, violent PCP episodes may result in self-inflicted injuries.

VI.H. Drug-Free Workplace Policy
(Source: Office of the Senior Vice President, April 11, 1989; revised, Division of Human Resources Policy Manual, August 7, 2002 (https://www.hr.upenn.edu/myhr/resources/policy/performance/drugfreeworkplace/))

I. Prohibited Drug Activity
The University of Pennsylvania prohibits the unlawful manufacture, distribution, dispensation, sale, possession or use of any drug by its employees in its workplace. Each University employee agrees as a condition of employment to abide by this policy, and to notify his/her supervisor no later than five days after any conviction under a criminal drug statute for a violation that occurred in the workplace.

II. Sanctions
Any University employee who violates the University’s policy or who is convicted under a criminal drug statute for a violation occurring in the workplace shall be subject to the University’s disciplinary procedures up to and including dismissal and may be required to participate satisfactorily in a drug abuse assistance or rehabilitation program.

III. Drug-Free Workplace Program
A. The University of Pennsylvania has established a drug-free awareness program to inform employees about:
   • The dangers of drug abuse in the workplace through such activities as training programs for supervisors;
   • The University’s policy of maintaining a drug-free workplace through distribution of the policy to all employees;
   • Available drug counseling, rehabilitation and employee assistance programs such as those provided through the Penn Employee Assistance Program and Worklife Benefits; and
   • The penalties that may be imposed upon employees for drug abuse violations in the workplace.

B. Each University employee shall be given a copy of the University’s Drug-Free Workplace Policy.

C. Each employee, as a condition of employment, must agree to abide by the University’s Drug-Free Workplace Policy and to notify his/her supervisor no later than five days after any conviction under a criminal drug statute for a violation that occurred in the workplace. When a supervisor is notified by an employee of such a conviction, he/she shall immediately notify the Vice President for Human Resources (or designee) and, if the employee is paid in whole or part from a federal grant, contract or cooperative agreement, the Executive Director for Sponsored Programs. The Executive Director for Sponsored Programs shall notify the appropriate federal agency within ten days of receiving notice of such conviction.

D. An employee who violates the University policy or who is convicted under a criminal drug statute for a violation occurring in the workplace shall be subject to the University’s disciplinary procedures up to and including dismissal, and may be required to participate satisfactorily in a drug abuse assistance or rehabilitation program.

E. The University shall make a good faith effort to continue to maintain a drugfree workplace through implementation of the above program.
VI.I. Procedures for the Evaluation and Certification of the English Fluency of Undergraduate Instructional Personnel

(Source: Office of the Provost, Almanac, May 28, 1991; revised, Almanac, March 18, 1997; revised, Almanac, April 21, 1998 (https://almanac.upenn.edu/archive/v44/n30/orfluent.html); revised, Faculty Senate Executive Committee, June 2, 2015; revised, Office of the Provost, November 1, 2019)

In 1990, the Commonwealth of Pennsylvania enacted legislation requiring that every member of an institution of high learning who teaches undergraduates be certified as fluent in the English language, if it is not his or her first language. In order to comply with this legislation, Penn instituted a set of requirements that are enforced through training and teaching performed by the Office of English Language Programs.

All persons hired on or after July 1, 1997, as members of the Standing or Associated Faculties, Academic Support Staff, graduate and professional student teaching staff, or as tutors, or for other undergraduate instructional duties (including, for example, leading laboratory or discussion sections or holding office hours), regardless of rank or title, in the Schools of Arts and Sciences, Engineering and Applied Science, Nursing, Wharton or the School of Design, the Annenberg School for Communication, and the Graduate School of Education, must be evaluated and certified as having met the University's standard of English fluency in the classroom before completion of the hiring process. In addition, all individuals who hold appointments elsewhere in the University and who are to be engaged in the teaching, tutoring, or other instruction of undergraduates must also be evaluated and certified before appointment.

Only members of the Visiting Faculty, instructional personnel whose entire undergraduate instruction (including office hours) will be conducted in a language other than English, and graduate students who have no direct instructional contact (including office hours) with undergraduates (e.g. some graders or research assistants) are exempt from this requirement.

II. Standard of English Fluency in the Classroom

To be certified by the University of Pennsylvania as 'fluent in the English language in the classroom,' a speaker must always be intelligible to a non-specialist in the topic under discussion, despite an accent or occasional grammatical errors. General and field-specific vocabulary must be broad enough so that the speaker rarely has to grope for words. Listening comprehension must be sufficiently high so that misunderstandings rarely occur when responding to students' questions or answers. While teaching, the speaker should be able to use transitions to show the relationships between ideas, and to set main points apart from added details. When asked a question, the speaker should be able to clarify the question through discussion with the student. When asked to restate a main point, the speaker should be able to paraphrase clearly. When challenged, the speaker should be able to defend his or her position effectively and appropriately.

Prospective instructional personnel, regardless of rank or title, who do not meet the above criteria shall not be certified and may not be assigned to any undergraduate instructional responsibilities.

III. Certification Procedures

A. Newly-Hired Faculty Members

Prospective members of the Standing or Associated Faculties, or of the Academic Support Staff, regardless of rank or title, shall be evaluated and certified by their department chairperson as to their English fluency in the classroom on the basis of one of the methods of evaluation listed in section IV, below. The department chairperson shall certify their English fluency in the classroom to their dean, or to the dean's designee and the dean shall certify the same to the Provost. In schools having no departments, evaluation and certification shall be carried out by the dean or the dean's designee.

B. Native English-Speaking Graduate Teaching Assistants

Prospective graduate teaching assistants whose native language is English shall be evaluated and certified by their department chairperson as to their English fluency in the classroom on the basis of one of the methods of evaluation listed in section IV, below. The department chairperson shall certify their English fluency in the classroom to their dean, or to the dean's designee and the dean shall certify the same to the Provost. (This procedure applies to all native English-speaking graduate and professional student teaching staff, including those undertaking instructional duties as tutors, leading laboratory or discussion sections, graders, or holding office hours.) In schools having no departments, evaluation and certification shall be carried out by the dean or the dean's designee.

C. Non-native English-Speaking Graduate Teaching Assistants

Prospective graduate teaching assistants whose native language is other than English who have not taken either the Test of English as a Foreign Language (TOEFL) or the ACTFL Oral Proficiency Interview, or who score below a 27 on the Speaking section of the TOEFL or below Advanced-Mid on the ACTFL, shall be referred by their department chairperson to the English Language Programs (ELP) for professional evaluation of their English fluency in the classroom. It is anticipated that most graduate students whose native language is not English shall not be sufficiently fluent in the use of English in the classroom to undertake undergraduate instructional responsibilities during their first year of graduate enrollment at Penn. Such individuals may be able to acquire fluency in English in the classroom by enrolling in the ELP's intensive English language and cultural familiarization courses, or through alternative programs appropriate to the student's needs. Graduate students placed in any of the above programs must be re-evaluated by the ELP before the Director may certify to the Provost that they are fluent in English in the classroom.

D. All Other Undergraduate Instructional Personnel

All other undergraduate instructional personnel, regardless of rank or title, shall be evaluated and certified by their department chairperson as to their English fluency in the classroom on the basis of one of the methods of evaluation listed in section IV, below. The department chairperson shall certify their English fluency in the classroom to their dean, or to the dean's designee, and the dean shall certify the same to the Provost. In schools having no departments, evaluation and certification shall be carried out by the dean or the dean's designee.
IV. Evaluation and Testing

A. Methods of Evaluation
Department chairpersons and deans shall certify only those prospective instructional personnel whose English fluency in the classroom has been evaluated using one or more of the means of evaluation listed below and has been found to meet or exceed the standard set forth in Section II., above.

The following methods of evaluation may be used as the basis for a departmental certification:

- A score of 27 out of 30 on the Speaking section of the Test of English as a Foreign Language (TOEFL).
- A score of 8 or above on the “speaking” sub-band of the International English Language Testing System (IELTS).
- A score of Advanced-Mid on the ACTFL Oral Proficiency Interview.
- Academic presentation and discussion (such as a colloquium, lecture, seminar, or scholarly conference presentation) evaluated by two or more members of the standing faculty and/or the English Language Programs staff.
- Extended, in-person discussion with one or more members of the standing faculty, and/or English Language Programs staff on a topic related to the candidate’s research interests, teaching plans and/or experience.
- Observation and evaluation of teaching performance in the classroom by two or more members of the standing faculty and/or the English Language Programs staff.
- Videotape of classroom teaching or academic presentation evaluated by two or more members of the standing faculty and/or the English Language Programs staff.

All prospective graduate teaching assistants whose native language is other than English shall be referred by their department chairperson to the English Language Programs for professional evaluation of their English fluency in the classroom, using the Interactive Performance Test (IPT) or future replacements, or the advisory ACTFL Oral Proficiency Interview administered by the English Language Programs (described in V.B., below).

B. Referral to and consultation with the English Language Programs
Using one of the methods listed above, department chairpersons and deans (or the dean’s designee) shall either certify to the Provost that a prospective faculty member or other undergraduate instructional personnel is fluent in English in the classroom or refer them to the English Language Programs for further evaluation before they undertake any undergraduate instructional duties.

It should be borne in mind that, at the discretion of the department chairperson or the deans, both native and non-native speakers of English may be referred to the English Language Programs for further evaluation before certification of their English fluency.

The department chairperson or deans may find it useful, especially where the native language of prospective faculty members or instructional personnel is other than English, to consult with the directors of the English Language Programs regarding the advisability of further evaluation or the most appropriate method of evaluation before certification of their English fluency.

Prospective graduate teaching assistants with questions regarding the evaluation or certification of their English fluency in the classroom should consult with their department or graduate group chairperson, or the English Language Programs staff, 110 Fisher-Bennett Hall, 215-898-8681.

V. Further Evaluation and Appeals

A. Further Evaluation by the English Language Programs
Prospective instructional personnel who are not certified under section III, above, shall be referred to the University’s English Language Programs for further evaluation.

B. Interactive Performance Test
Graduate students whose native language is not English and who receive a Speaking section score on the Test of English as a Foreign Language (TOEFL) below 27 may be certified for classroom instruction by passing the Interactive Performance Test (IPT) administered by the English Language Programs. The IPT consists of a 10-minute mini-lecture with a question and answer component on a topic in the candidate’s academic discipline.

C. Evaluation and Certification as Graders with Limited Office Hours
Alternately, and upon the written referral of the graduate group chair, graduate students whose native language is not English and who receive a Speaking section score on the Test of English as a Foreign Language (TOEFL) below 27 may be certified as graders with limited office hours by passing the Grader Exam administered by the English Language Programs. Graders with limited office hours are defined as graduate students who are responsible for grading exams and assignments and holding individual appointments with undergraduate students for the purpose of explaining grades and answers to exam questions or assignments.

Graders with limited office hours can have no responsibility for classroom teaching, tutoring, recitation, or laboratory sessions. Passing of this exam, which is tailored to one-on-one questions and answers, shall certify graduate students as sufficiently fluent in English to serve as graders with limited office hours, but does not certify them to undertake other instruction duties at a later date.

D. Appeals of Certification Decisions
Appeals of certification decisions made by department chairpersons may be directed to the appropriate dean and appeals of certification decisions made by deans or by the Directors of English Language Programs may be directed to the Provost.

VI. Deadlines for Certification and Reporting

In the case of appointment to the Standing or Associated Faculties, all submissions to the Provost’s Staff Conference or Mini-Conference for appointments in Arts and Sciences, Engineering and Applied Science, Nursing, Wharton, Design, the Annenberg School for Communication and the Graduate School of Education, and for any faculty members in other schools who will ever teach undergraduates, shall include in the required documentation a certification by the dean stating that the candidate’s fluency in the English language in the classroom has been evaluated and found to meet or exceed the University’s standard of fluency. The dean’s certification shall also include a brief description of the means used to evaluate such fluency and the results of such evaluation.

In all other cases, including graduate teaching assistants and academic support staff, the certification of fluency must be approved by the Provost before final approval of the appointment in the school or department and prior to the start of the term for which the individual is first hired for undergraduate instructional duties (specifically by September 1 for the Fall term, by January 1 for the Spring Term, and by May 1 for the Summer term).
Each dean shall report to the Provost, no later than August 1 of each year, that all faculty and other undergraduate instructional personnel (as defined in section I above) hired since the dean’s previous certification have been evaluated for English fluency in the classroom prior to their appointment and were found to meet or exceed the University’s standard of fluency.

VII. Monitoring and Reporting of Complaints
Each school shall put in place one of the following procedures for the ongoing monitoring of English fluency in the classroom of all undergraduate instructional personnel:

- A systematic program of classroom observation of both faculty and teaching assistants by faculty members or English language specialists.
- Inclusion of a question about communication with the instructor on the student course evaluations of all faculty, teaching assistants, and laboratory or recitation instructors each term. (Student evaluations may also be supplemented by peer, alumni, or other teaching evaluation mechanisms.)
- Other monitoring mechanisms proposed by the dean and approved by the Provost.

In addition, each school shall ensure that all complaints regarding the English fluency of instructional personnel are reported (with the chairperson’s evaluation of the complaint) to the dean and undergraduate dean, and by the dean (with a description of the resolution of the complaint) to the Provost, via the Associate Provost for Faculty Affairs in the case of faculty, and via the Deputy Provost in the case of graduate students.

VIII. Review of English Fluency Standards and Procedures
These standards and procedures shall be reviewed periodically by the Provost’s Council on Undergraduate Education, and in the light of Pennsylvania Department of Education regulations, when issued. It also should be noted that each school, at its option, may institute English fluency requirements more stringent than the minimum standards outlined above.

VI.J. Policy Prohibiting Workplace Violence
(Source: Offices of the President and Provost, Almanac, May 4, 2004 (https://almanac.upenn.edu/archive/v50/n32/OR-vio.html))

The University is committed to maintaining an environment that supports the University’s mission and promotes learning, productive employment, and safe experiences for all members of the University community including but not limited to faculty, staff, students, contracted employees, visitors and guests of the University.

This policy applies to all University employees including faculty, staff, temporary and occasional employees and student workers (with respect to conduct that arises from their employment status). In addition, the policy applies to individuals who the University contracts to do work on our behalf including, consultants, vendors, contractors and subcontractors. University employees and those working on the behalf of the University are covered by this policy at all times, on or off-campus, when they are officially representing or acting on behalf of the University, conducting University business and/or attending University sponsored or financed activities. This policy covers activity at all University owned and operated properties and facilities and off-campus locations where University business is conducted.

Definition of Workplace Violence
Workplace violence is defined as any violent behavior or threat of violent behavior that would cause harm or reasonable fear of physical harm to a University employee, other member or guest of the University community, or anyone with whom the University is conducting business. Behaviors or conduct that are not tolerated include the following:

- Committing a violent felony, misdemeanor or summary offense as defined by Pennsylvania law against a person on University property, including but not limited to stalking, intimidation, coercion, harassment, and assault;
- Possession of weapons of any kind or dangerous articles in accordance with Human Resources Policy 706: Possession of Dangerous Articles;
- Willful or threatening destruction of University property or property of another University employee, other member or guest of the University community, or anyone with whom the University is conducting business;
- Threats, direct or implied; intimidation, aggressive or hostile behavior that creates a reasonable fear of injury to another.

Reporting
Maintaining a safe and secure environment is a shared responsibility. All University employees are strongly encouraged to report any work-related or University connected behavior that they regard as threatening or violent (in accordance with the above definition) to at least one of the University resources listed below.

All emergency situations should be immediately reported to Penn Police by calling 511 (from a campus phone) or (215) 573-3333 (from an off-campus phone) or picking up one of the blue light phones located throughout campus.

Individuals who apply for and/or obtain Protection From Abuse (PFA) orders are encouraged to provide their supervisors and the Penn Police with copies of the temporary or permanent order.

Employees should report workplace violence, as defined above, to their supervisor, manager, department chair or Dean, whoever is deemed to be appropriate in the respective supervisory chain of command. Such reports can also be made, as appropriate, to Penn Police, the Division of Human Resources/Staff and Labor Relations, the Division of Public Safety/Special Services Department, the Office of Student Conduct, and/or the Office of the Vice Provost for Faculty.

A University official who receives a report of workplace violence should take the matter seriously and first take prompt steps to ensure the safety of the parties and/or University property involved. Reports of workplace violence must be investigated appropriately. Supervisors and managers should consult with the Division of Human Resources, Penn Police, the Division of Public Safety/Special Services Department, and/or any of the other investigatory/fact-finding resources mentioned herein, to receive assistance in investigating reports of workplace violence. Where faculty members are concerned, Deans and Chairs should consult with the Office of the Provost on the appropriate procedures to follow as outlined in the
**Handbook for Faculty and Academic Administrators.** Workplace violence complaints against student workers should be referred to the Office of Student Conduct, the Office of the Provost, or their respective school office responsible for student conduct and discipline.

**Non-Retaliation**

Retaliatory action is prohibited against any persons who report, respond to, participate in an investigation of, are victims of, or use University resources to address workplace violence. Persons found responsible for retaliatory actions will be subject to disciplinary actions up to and including termination of employment and/or student status.

**Sanctions**

Once the investigation, fact-finding or hearing is completed and recommended actions for redress are finalized, the University will take the appropriate steps to address the offensive behavior and restore and maintain safety in the community. Employees who violate the Policy Prohibiting Workplace Violence may be subject to disciplinary action up to and including, termination of employment and/or student status. Employees may also be subject to criminal prosecution.

Where appropriate, persons who have violated the Policy Prohibiting Workplace Violence may be required to undertake educational or training courses and/or perform community service to assist in correcting the offensive behavior.

**University Resources**

The University offers employees a variety of resources to address workplace violence. These resources provide services ranging from conducting investigations/fact-finding processes, providing security services, training, and counseling, to making referrals and mediating lower level conflicts. The following descriptions outline the University resources provided to address conflicts.

- **Counseling—**Personal and psychological counseling services are offered for individuals or groups.
- **Conflict Resolution—**Facilitation, mediation, and consultation services are available to assist individuals and groups to proactively resolve workplace issues and concerns.
- **Criminal Complaints—**The Penn Police process and investigate reports of criminal incidents.
- **Crisis Management—**These resources assist work groups/teams who have experienced a traumatic event or crisis situation, process and acknowledge their reactions, and identify strategies to cope with the aftermath of such incidents. The major goal is to help the affected group restore their productive work environment.
- **Education/Training—**Training and educational programs are available to the Penn community on various aspects of campus safety and security, crime prevention and/or workplace violence.
- **Investigatory—**These resources are charged with the responsibility of investigating, conducting fact-finding processes, hearings, or just cause proceedings regarding allegations of employee and/or student misconduct, including allegations of workplace violence.
- **Referrals—**Some resources will help affected employees identify appropriate University and external resources to assist them with workplace and/or personal concerns.

**Security Services—**Walking and riding escort services are available to members of the Penn community.

**VI.K. Social Security Number Policy**

(Source: Offices of the Vice President for Information Systems and Computing and the Associate Vice President for Audit, Compliance and Privacy, Almanac, December 18, 2007; revised April 6, 2010 [https://almanac.upenn.edu/archive/volumes/v65/n28/policies.html])

**Authority and Responsibility**

The Privacy unit within the Office of Audit, Compliance and Privacy is responsible for identifying major privacy-related risks that the University faces and coordinating appropriate responses to mitigate those risks. Information Systems and Computing is responsible for the operation of Penn's data network and infrastructure (PennNet) as well as the establishment of information security policies, guidelines, and standards. These offices, therefore, have a responsibility to develop a policy in response to the significant privacy, security, and compliance risks concerning Social Security numbers (SSNs).

**Executive Summary**

This policy establishes expectations around the use of SSNs - sensitive data whose misuse poses privacy risks to individuals, and compliance and reputational risks to the University. It calls on staff, faculty, contractors, and agents of the above to inventory their online and offline SSNs and reduce the above risks by, in priority order:

1. eliminating this data altogether,
2. converting it to PennID,
3. truncating the data to capture and display only the last four digits,
4. when the complete SSN is clearly necessary, ensuring strict security controls to protect the full data.

**Purpose**

This policy establishes a formal institutional program around SSNs for the purposes of protecting the privacy of Penn constituents and reducing compliance and reputational risks to Penn. This policy establishes clearly defined steps and announces available resources to reduce the availability of this sensitive data.

**Risk of Non-compliance**

SSNs are often, in the wrong hands, used by identity thieves to commit fraud by opening and using new credit accounts in a victim's name as well as gaining access to other personal and confidential information. In the case of credit abuse, the result is often a credit report damaged with inaccurate information reflecting the activity of the thief rather than the victim. This credit report can take months or more to correct and in some cases, results in lost opportunities for the victim and at times out-of-pocket costs. In non-credit cases, the damage could be exposure or abuse of private personal data of many sorts, including medical records, financial information, and other sensitive data. In addition, Pennsylvania and other states’ ‘security breach notification’ laws impose compliance obligations to notify data subjects of computer security breaches that expose full SSNs among other data. Individuals who fail to comply with the policy are subject to sanctions up to and including termination, depending on the nature, scope and severity of the violation, in accordance with University policies.
Definitions

Desktop or Workstation
A computer primarily used to provide direct access (via a locally attached keyboard, mouse and monitor) to applications such as web browsers, email clients, office productivity and data analysis tools for use usually by one individual.

Firewall
A device or a tool that restricts and or logs network traffic. Firewalls can be implemented in software, hardware or a combination of both on the host or at the gateway.

Key recovery
A special feature of a key management scheme that allows data to be decrypted by an authorized party even if the original key is lost.

Personal Computing Device
Any computer intended primarily for individual use. This includes, but is not limited to, Desktops, Workstations, laptop computers, PDAs, phones and data storage devices such as iPods, USB drives, CDs, DVDs, back-up media, etc.

Personal Digital Assistant (PDA)
A hand-held electronic device or organizer that has the capability of accessing, storing and/or transmitting data.

Server
A computer used primarily to provide network-based services (e.g. web, file, or email), typically for use by multiple users.

Social Security Number (SSN)
A nine-digit account number issued by the United States government, relating to an individual’s account with the Social Security Administration.

Scope
A. The individuals subject to this policy are all faculty, staff, contractors, and their respective agents in connection with Penn-oriented functions and activities involving SSNs. This policy requires that Local Security Liaisons assist these individuals in developing compliance plans, where appropriate, and develop programs to promote compliance.

B. The information subject to this policy includes SSNs collected and maintained as part of University operations. For example, the handling of one’s own SSN, or SSNs of family members, separate and apart from University operations is not subject to this policy, though many of the measures contained in this policy are recommended as a matter of best practice for such situations.

Statement of policy

General: Best Efforts to Identify and Reduce Availability of SSNs
It is the responsibility of individuals subject to this policy to use best efforts to know and inventory where they are maintaining SSNs and to make best efforts to securely delete, convert, truncate, or secure such information.

1. Inventory of SSNs The inventory requirement is met by:
   1. Identifying hard copy documents, including reports from information systems that contain SSNs.
   2. Identifying electronic files on Personal Computing Devices and servers including files stored in applications and databases, large and small - that contain SSNs. See Best Practices below.
   3. Identifying vendors, contractors, or agents with whom you are working who work with SSNs of Penn constituents as part of a Penn-sponsored activity.

2. Remediation - Eliminate, Convert, or Truncate In cases where complete SSNs are not necessary, and neither Penn’s Records Retention Schedules nor applicable law require the retention of such information, the SSNs identified must be addressed in one of the following ways, in priority order:
   1. Securely destroy the information.
      1. Paper records may be securely destroyed by utilizing shredding services. For assistance in obtaining shredding bins or related records destruction services, contact the Penn Records Center at 898-9432. Recycling of paper records containing SSNs is prohibited under this policy.
      2. Electronic information may be securely destroyed using secure individual file deletion or secure disk wipe utilities. For resources regarding securely deleting electronic information, see References, below.
   2. Convert information to Penn ID or other identifier. Penn’s Office of Information Systems and Computing must be consulted to employ the SSN-to-Penn ID conversion utility; this assistance is available free of charge. Any remaining files with SSNs, once converted, must be securely destroyed.
   3. Truncate SSNs.
      Collect, maintain, and display only the last four digits of SSN. Truncated SSNs, while still carrying some risk, are generally less harmful to individuals from a privacy perspective as compared to complete SSNs.

3. Remediation - Securing Complete SSNs In some cases, the maintenance of a complete SSN is necessary to comply with legal requirements or other business or IT processes that have not yet converted from SSN usage. Complete SSNs may also be necessary for certain Institutional Review Board-approved research activities. In such cases, this sensitive data must adhere to the following strict security standards:
   1. Servers - SSNs may only be stored on secure Penn servers that meet the requirements of Penn’s Computer Security Policy (see References, below), as amended.
   2. Desktops and Laptops - SSNs may only be stored on desktops and laptops if
      1. the desktop or laptop meets the requirements of Penn’s Computer Security Policy;
      2. the desktop or laptop is protected by a firewall;
      3. the data on the desktop or laptop is protected at rest with encryption, using strong encryption with a key recovery component;
      4. laptops storing SSNs additionally make use of software that allows for location tracking and remote secure wipe to provide additional protections in the event of loss or theft, except on systems for which the use of tracking software would interfere with the technical functionality or integrity of encryption software.
Users should be aware that if encryption or tracking software is installed, a risk is created that data stored on the machine’s hard drive may be damaged through operation of that software.

3. Personal Data Assistants and similar computing devices, USB drives, iPods and similar storage devices - These devices, because of their portability, are at great risk of being lost or stolen. As a result, storage of SSNs on such devices is strongly discouraged. If storage is clearly necessary, the data must be protected at rest with encryption, using strong encryption with a key recovery component. In addition, where effective technology is available for the device, such device must also be equipped with a remote wipe / delete function and a firewall. Users should be aware that if encryption software is installed, a risk is created that stored data may be damaged through operation of that software.

4. Remote Access
   1. Encryption Requirement - Any SSNs accessed remotely must be encrypted in transmission and must not be stored locally unless they are encrypted in accordance with this policy. ISC Information Security shall publish technical interpretations of this requirement (see References, below).
   2. Public Computers / Computers with Significant Security Risk - Do not use public computers, and other computers whose security is unknown, to gain remote access to SSNs. Similarly, do not use computers whose security is known to be insufficient to protect SSNs.
   5. Need to Know Access - Access to SSNs must be restricted to individuals with a need to know for University functions to proceed.
   6. Securing Paper - Any paper containing SSNs must be held in a locked file cabinet. Any such paper must be securely destroyed as soon as practicable consistent with Penn’s Records Retention Schedules and applicable law.
   7. Electronic Records - Secure Destruction - Any electronic record containing SSNs must be securely destroyed as soon as practicable consistent with Penn’s Records Retention Schedules and applicable law.

4. Remediation - Use by Third Parties - SSNs will be released by the University to entities outside the University only when:
   1. permission is granted by the individual, or
   2. the external entity is acting as a University’s contractor or agent and Penn has made reasonable efforts to ensure that the entity has adequate security measures in place to protect the data from unauthorized access, or
   3. as approved by the Office of Audit, Compliance and Privacy.

5. Remediation - Restrictions on Transmission - SSNs may not be sent over any network in plaintext (unencrypted), including e-mail. ISC Information Security shall publish technical interpretations of this requirement (see References, below). For one option, see number 5 in Best Practices, below.

Recommendations and Best Practices

1. Inventory tools - Automated tools are recommended as a best practice for locating files with SSNs. For information about what tools are available see Inventory Tools in References, below.

2. Truncated SSNs as Authenticators - Use of truncated SSNs as an authenticator is discouraged because it does not provide sufficient security. There may be limited situations where it is necessary to use truncated SSNs, in combination with other data, as an authenticator. Such situations should be remediated as soon as technically feasible.

3. Reports from Central Systems - Notify data stewards of central or other systems that continue to issue reports containing full SSNs.

4. Consult with Security Liaisons - Users of Personal Computing Devices storing SSNs should be encouraged to consult with Security Liaisons for the School or Center to assist in meeting the security requirements found in this policy.

5. Secure Share - For sharing documents that contain sensitive information, Secure Share is a safe alternative to file exchange methods such as e-mail, FTP, and portable devices.

Compliance

A. Verification: Through its annual program of risk-based audits and compliance assessments, the Office of Audit, Compliance and Privacy will verify that organizations are in compliance with this policy.

B. Notification: Violations of this policy will be reported by ISC Information Security and the Office of Audit, Compliance and Privacy to the Senior Management of the Business Unit affected.

C. Remedy: Violations will be recorded by the Office of Audit, Compliance and Privacy and any required action to mitigate harmful effects will be initiated in cooperation with the Senior Management of the Business Unit affected.

D. Financial Implications: The business units shall bear the costs associated with compliance with this policy.

E. Responsibility: Responsibility for compliance with the policy lies with all faculty, staff, contractors, and their respective agents in connection with Penn-oriented functions and activities involving SSNs. In addition, Security Liaisons must assist these individuals in developing a compliance plan, where appropriate, and develop other programs to promote compliance. Such programs may include: raising awareness, designating a day or week for SSN clean-up programs and annual reports of progress from divisions / departments within the School or Center. The Office of Audit, Compliance and Privacy, and Information Systems and Computing, are available for consultation in connection with developing compliance plans and achieving compliance.

F. Time Frame: Compliance with this policy shall be achieved no later than December 15, 2010; with the following exception: schools and centers following compliance plans established on or before May 1, 2008 shall not be deemed out of compliance with this policy on the ground of lateness, as long as they are adhering to their respective plan timeframes.

G. Enforcement: Individuals not adhering to the policy may be subject to sanctions as appropriate under Penn policies.

H. Appeals: Requests for waiver from the requirements of this policy may be submitted to either the Office of Audit, Compliance and Privacy or Information Systems and Computing, Information Security. These requests shall be decided by the Vice President of Information Systems and Computing and the Associate Vice President of Audit, Compliance and Privacy.

References

- Shredding - For assistance in obtaining shredding bins or related records destruction services, contact the Penn Records Center at 898-9432 http://www.archives.upenn.edu/
• Inventory Tools - One Step Ahead tip entitled 'What’s the Half Life of an SSN?', relating to Identity Finder software: https://almanac.upenn.edu/archive/volumes/v55/n25/osa.html
• Secure deletion of electronic files - For resources regarding securely deleting electronic information, see http://www.upenn.edu/computing/security/privacy/data_clear.php
• Secure Share - https://www.isc.upenn.edu/security/secure-share (https://www.isc.upenn.edu/security/secure-share/)
• SSN to PennID Conversion Tool - Penn’s Office of Information Systems and Computing must be consulted to employ the SSN-to-Penn ID conversion utility. Any remaining files with SSNs, once converted, must be securely destroyed. Contact 215-573-4492 to use the free SSN-PennID conversion tool.
• Records Retention Schedules - Penn’s Records Retention Schedules may be found at http://www.archives.upenn.edu/urc/recrdret/entry.html

Appendix A

Policy on Consultation Where the Administration Has Primary Decision-making Responsibility (Source: Office of the President, Almanac, April 20, 1999 (https://almanac.upenn.edu/archive/v45/n29/Ofconsultation.html))

This statement sets forth the policy of the University on consultation between officers of the University and their representatives ('the administration') and persons or bodies who are members of constituent groups having an interest in the adoption, modification or implementation of various programs, actions and policies of the University in those areas of decision-making where the administration has final or primary responsibility and the faculty does not have a distinctive role.

Thus, this policy on consultation—which includes the standing faculty as one among several relevant constituency groups—does not pertain to those areas of decision-making where the standing faculty holds primary responsibility or where responsibility is held jointly by the administration and the standing faculty, under the University's system of coordinate powers and shared governance. Nor does it apply to those areas of primary administrative responsibility in which the standing faculty's distinctive role in the University would justify differential access to consultation as compared with the other constituency groups referred to in this policy.

1. Norms governing consultation policy
This policy shall be interpreted and applied in light of certain underlying premises and norms:

a. The University is a non-profit organization committed to the structuring of its work and educational activities so as to provide opportunities for all who live, teach, carry on research, work, or study here to be participants in the campus community.
b. Except where strategic concerns actually and reasonably counsel little or no public knowledge or awareness of emergent policies or actions, it is the administration's duty to allow for full and open discussion, that is consistent with the democratic aspirations of the University.
c. Faculty, students, and staff, both as individuals and as constituency groups, have a stake in the welfare of the community as a whole, typically make a major commitment of time and devotion to the common enterprise, and often possess skills, resources and perspectives critical to the making of decisions that improve the quality of life at the University and in the surrounding community.
d. As the largest private employer in Philadelphia, making its home in West Philadelphia, the University is an integral part of both the West Philadelphia community and the city as a whole, and has an important responsibility to take account of the effect of its decisions on those larger communities.
e. Consultation by the University administration should be understood as conferring on those who are consulted an invitation and a responsibility to respond, to respect confidentiality when it is promised, to report and represent accurately the views of constituents and superiors, and to report in a timely manner to their constituents.
f. In the decision-making areas to which this policy on consultation applies, ultimate decisional authority rests with the trustees and (pursuant to authority delegated by the trustees) the president, in order that they may fulfill their responsibility to ensure the institutional and financial health of the University, as distinguished from its academic and scholarly mission, where the faculty holds primary responsibility under the trustees or, in some cases, shares such responsibility with the administration. The consultative process itself may be considered separate from the outcomes of that process, and a democratic, substantive, interactive process of consultation is not a mechanism for ensuring specific outcomes or for suppressing disagreement on substantive issues.

2. Definition
Consultation includes, but goes beyond, the disclosure of information about emergent decisions and policies. It is a process that embodies the spirit of give-and-take, whereby information of all types—specific questions, concerns and methods, but also broader strategies, principles and frameworks—is exchanged and incorporated into the process throughout its duration.

3. The framework of consultation
a. Selection of consultation partners
It is for the most part in the administration's discretion to determine the identity of those bodies or individuals with whom to consult on specific matters. (Consultative procedures for use in the appointment, reappointment, or removal of academic administrators are specified elsewhere in this Handbook, and are not addressed here.) The University Council and Faculty Senate, and their appropriate committees, as well as the independent committees provided for in the bylaws of the Council, are the means of carrying on the process. They are readily available.
b. Structures facilitating consultation
The long-standing practice of the president and provost to meet regularly with several groups provides a flexible established mechanism for raising matters on which consultation is appropriate, including the further specification of consultation partners. Specifically (but not exclusively), the chair, past chair, and chair-elect of the Faculty Senate ('the three chairs') meet frequently, and the Senate Executive Committee meets periodically, with the president and the provost and, as needed with other senior administrators. Similar practices exist with respect to the chairs or other officers of the Undergraduate Assembly, the Graduate and Professional...
4. Safeguards

a. When a constituency representative has been consulted in confidence about a matter thought by the administration not to be ripe for broader disclosure, the representative shall, at an appropriate later date, report the fact of confidential consultation to his or her constituency.

b. When those consulted by an administration representative believe that the issues involved are such that it is important that more senior administrators hear their views directly, it shall be their responsibility to bring that belief to the attention of the president or provost, utilizing the mechanisms described in section 3.b.

c. It shall be responsibility of the three chairs to advise the president or provost of any serious concerns that they have, or have come to their attention, regarding a matter that has not been disclosed to them by the administration, and to request the president to consider the timing and manner of consultation.

d. It shall be the responsibility of the leadership of student constituencies to take the necessary steps to orient the relevant student committees to the background and origin of a question, and to monitor the work of student committees to assure that their membership is active and increasingly informed and sophisticated about important matters.

e. It shall be the responsibility of a person, group of people, or committee or other body consulted by the administration on a matter, to consider whether that act suffices as consultation with the constituency itself, or whether it should share the information, propose that the administration itself share it, or (where the information has been given in confidence) seek administration approval to share it, with a broader range of membership within the relevant constituencies.

f. Where there is a need for consultation with a committee of Council or the Senate, or with officers of constituency bodies, the need is ordinarily not satisfied by consultation with an administrative committee that contains faculty, staff or student members among it.

(Almanac, April 20, 1999 (https://almanac.upenn.edu/archive/v45/n29/ORconsultation.html))
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